

MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA

VIII FIVE YEAR PLAN  
AND ANNUAL PLAN (1991-92)  
PROPOSALS

NIEPA DC



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OUTLAYS IN ABSTRACTS

(Rs. in crores)

Sl.	Sector	7th Plan Approved Outlay (1985-90)	Outlay Provided during 1985-90	Expendi- ture 1985-90	Outlay (1990-91)	8th Plan Outlay proposed	Sub-Sector wise % of Plan proposals	Outlay Proposed for 1991-92	Sub-sector wise % of for 91-92 proposals
1	2	3	4	5	6	7	8	9	10
1.	Elementary Education	189.55	805.94	637.12	261.00	1868.00	28.44	398.16	28.00
2.	Secondary Education	711.45	604.77	593.52	175.00	1491.56	22.71	317.94	22.36
3.	Univ. & Hr. Education	420.00	613.88	648.70	150.00	1100.00	16.73	234.50	16.49
4.	Adult Education	130.00	353.17	313.03	96.00	832.90	12.67	177.52	12.48
5.	<u>Language Development</u>								
	a) Hindi	8.85	38.64	55.70	44.03	5.60	100.00	1.52	21.62
	b) MIL	1.0				3.73			
	c) Skt.	10.75				3.22			
6.	Scholarships	20.00	22.26	14.13	2.45	17.00	0.26	3.64	0.26
7.	Book Promotion	5.00	7.73	5.74	2.00	14.00	0.21	2.95	0.21
8.	Plg. & Admn.	5.00	11.72	8.78	7.00	20.47	0.31	3.90	0.27
9.	Physical Education	7.00							
10.	Technical Education	220.00	633.40	612.45	159.00	1130.00	17.19	261.81	18.41
	TOTAL	1738.64	3108.57	2877.50	865.00	6573.93	100.00	1422.04	100.00
	BADP	200.00		120.50	55.00	300.00		64.00	
	Including BADP	1938.64		2998.00	920.00	6873.93		1486.04	

## CONCEPTUAL FRAME

In preparing Plan proposals, normally, Government have the benefit of reports of Steering Groups appointed by the Planning Commission. A number of Steering Groups had been constituted for formulation of the Eighth Plan as well. However, after the new Government took over, the Planning Commission intimated that the absence of Steering Group reports need not be taken as an inhibiting factor in the preparation of the Plan proposals. They also advised that proposals should be made with reference to the Eight Five-Year Approach Document. This document only spells out the broad parameters. In the circumstances, in the formulation of these proposals, the Department of Education has not had the benefit of the detailed framework and perspective which normally become available in the light of Steering Group reports.

In May, 1990 Government appointed a Committee to review National Policy on Education, 1986. The Committee was specifically requested to give an interim report on Centrally Sponsored Schemes. The Committee, however, took the position that they would not be able to present any interim report on the matter without interactions with the public at large. In fact, the Chairman of the NPE Review Committee called on the Prime Minister and urged that Government may not insist on presenting the interim report. This request of the Chairman has been accepted and now the Committee intends to give a final report early in November,

1990. However, the Committee has prepared a "Perspective Paper" based on which interactions with different interested groups in the Education sector are to be facilitated. The perspective on Centrally Sponsored Schemes presented in this paper has been kept in view.

Consistent with the advice of the Planning Commission, the broad approach outlined in the Eighth Plan Approach Document has been kept in view too, though it doesn't provide a detailed framework as already stated. In specific terms, the parameters spelt out in this document which have been taken into account in formulating these proposals are the following:-

- A conscious shift to the lower tiers of the educational pyramid and concentration in universalisation of elementary education, secondary education and in mass literacy.
- Improvement of the schools such that a conviction comes among the people that they are meant for their children, the idea being that the mismatch between demand for education and supply of the same are properly matched through greater enrolment and retention.
- Imparting of education as a means to enhance the capabilities of people as producers; development of

manpower through vocationalisation to meet the vital requirement of servicing infrastructure in the economy.

- Viewing adult education as an integral part of a larger social movement.
- Securing people's participation through voluntary agencies.
- Securing greater degree of equity and social justice.

The Plan proposals have been prepared, also keeping in view the Policy pronouncements made by the Prime Minister from time to time such as regarding literacy having to be a mass movement. Further, matters mentioned in the Manifesto of the National Front, Lok Sabha Elections 1989, have also been taken into account - especially concerns like universalisation of elementary education, vocational education, women's education, etc.

The proposals are also consistent with the overall national perspective of decreasing disparities in education, inculcation of values vital for the unity and integrity of the country, improvement of quality of education, need of excellence in technical and higher education institutions, modernisation of science and technology, etc.

In the present context of educational development, the Department of Education strongly feels that there is need for continuance of the Centrally Sponsored Schemes which have already

been taken up during the Seventh Five-Year Plan and earlier. The detailed justification for the continuance of the Centrally Sponsored Schemes is presented below:-

- A group of officials constituted by a Committee of National Development Council, having considered Education as a minimum need necessary for human resource development and having scrutinized in detail all the Centrally Sponsored Schemes, recommended that the schemes of the Department of Education should continue.
- The group of officials had recommended that there should be prior consultation with the States before introduction of new Schemes. All the schemes brought under implementation during the Seventh Plan were formulated in consultation with the States. In their implementation also, there has been very close interaction with the States directly as well as through the mechanism of the Central Advisory Board of Education (CABE).
- State Government representatives, particularly Secretaries in charge of Education, even in the course of interaction with Member (Education) in the Planning Commission, have pleaded for the continuance of the schemes.



- Practically, all the Centrally Sponsored Schemes in Education Sector relate to three categories: (a) extension of the facility of education to the deprived sections; (b) improvement of quality of education; and (c) involvement of voluntary agencies.
- While the State Governments do see the urgency and necessity of providing funds for education, because of competing demands from other sectors of development, they tend to give comparatively lower priority for education with the result that programmes relating to crucial areas of education like for Adult Literacy, Non-formal Education, etc. are given only very low priority.
- The programmes for improvement of quality (such as improvement of primary schools, teacher education, science teaching, etc.) take a long time to show results. Practically, every State in the country remains preoccupied with expansion of facilities which seem to them to satisfy the aspirations of the people better.
- Voluntary agencies have themselves often felt the need for continuance of Centrally Sponsored Schemes because of greater operational flexibility and modalities established by the Government of India.

- Some of the Centrally Sponsored Schemes have got off to a good start and we need to sustain them. For example, Educational Technology is entirely dependent on Central Government decision - on there being a transponder in the satellite, TV/AIR time availability, etc. Vocationalisation of Secondary Education was started in 1977 as a Centrally Sponsored Scheme, but was transferred to the State Sector in 1979, and, as a result, the Scheme was actually discontinued by practically all the States. This is also true of the Computer Literacy Project (CLASS), which has started, but with very insufficient outlays.
- The Centrally Sponsored Schemes of Education Sector relate mostly to the rural areas - as much as 80 per cent of expenditure is incurred in rural areas.
- In any case, practically all the schemes proposed to be taken up with external assistance are in the State Sector. These include the two World Bank-assisted Projects, to be started in the next two years, for improvement of polytechnic education of a value of approximately Rs.600 crores each. Other projects are ODA assisted Primary Education Project in AP, SIDA assisted Basic Education Project in Rajasthan, UNICEF assisted programme for a total upgradation of Education system in Bihar etc.

- Several Centrally Sponsored Schemes are midstream in terms of implementation. Discontinuance of the schemes at this stage will result in their being given up altogether even before they had time to stabilise.
  
- The National Front Manifesto, 1989, specifically spells out education as a basic need; UEE, vocational education, adult education, education of women, Scheduled Castes and Scheduled Tribes are also specifically mentioned by the Manifesto. They require Central push.
  
- Acharya Ramamurti Committee on Review of National Policy on Education, 1986 has specifically suggested in its Perspective Paper that the on-going Centrally Sponsored Schemes should be continued till the end of 1992-93, considering that they are based on initiatives taken recently and having been under implementation only for a period of two years effectively.

So far as financial allocations are concerned, the Department of Education has kept in view the broad parameters given by the Planning Commission that the size of the Eighth Plan could be about twice the size of the Seventh Plan. The allocation for Education was increased from about Rs.351 crores in 1986 to Rs.800 crores in 1987-88. Since then, there has practically been no increase. NPE, 1986 as well Election Manifesto of the National

Front have called for outlays in Education being at least 6% of the National income. Experience shows that there have been wide disparities in the amount which the State Governments have been providing for education in their Annual Plans - ranging between 2% of Annual Plan to about 12%. This situation is a matter of deep concern which fetters effective implementation of the programmes. Considering the over increasing prices, at the end of the Eighth Plan, investment in Education as a percentage of GNP is not likely to be more than 4%. In fact, in real terms, this figure is likely to be much less than 4%.

# ELEMENTARY EDUCATION

PROPOSAL FOR THE VIII PLAN  
ELEMENTARY EDUCATION SECTOR

REVIEW OF VII PLAN

The VII Plan document envisaged universalisation of Elementary Education by 1990. Anticipating additional enrolment of 50 million children to reach this target, it envisaged that 13.7 crores children of the age group 6-14 years would be enrolled in classes I to VIII and 2.5 crores in the Non-formal Education Programme. Out of the total allocation of Rs.1830.45 to Elementary Education Sector, it placed Rs.1730.45 with the State Government and Rs.100.00 with the Central Government. While the State budget was for opening of new schools, teacher training, provision of incentives, increasing community awareness, curriculum reform, enrolment of girls, early childhood education etc; the Central budget was mainly for providing central assistance to States to expand non-formal education to reach the school dropouts, working children and girls who are not in a position to attend full time school. The Centre was seen as playing a coordinating role, providing leadership and guidance for new innovations as well as for non-monetary inputs for educational development. The constraints on resources was sought to be overcome by adopting low cost designs and effecting economy in unit costs.

2. The strategy and thrust envisaged for the VII Plan underwent review in midplan period with the adoption of National Policy on Education 1986. From an accent on enrolment, the thrust shifted

to retention and improvement in the quality of the educational system. A greater urgency than before was also imparted to reduction of disparities and equalisation of educational opportunity for the disadvantaged groups. As a result, a new scheme viz., Operation Blackboard was started in 1987-88, and the programme of Non-Formal Education was revised and extended. Since State Government, with 97% of their funds tied-down to salaries were clearly not in a position to increase allocation, these initiatives were placed in the Central Plan and the Centre given the responsibility for maintaining excellence in standards of education and mobilising additional resources. At the end of the VII Plan the outlays in Elementary Education stood at Rs.2885 crores in the State Plans and Rs.637 in the Central Plan.

4. Expansion of primary schools during the VII Plan was more or less as anticipated. By the end of the VII Plan the enrolment figures at primary and upper primary stages had reached to 9.89 crores and 3.25 crores respectively. However, in the non-formal education programme the enrolment of 2.5 crores could not be achieved. This was mainly because the allocations to the scheme were less than the requirement. Even after the scheme was extended in 1987-88, the lack of funds with the State Government for their matching share prevented the envisaged targets from being reached. The estimated enrolment under NFE therefore, was 1.5 crore children.

## STRATEGY FOR VIII PLAN

4. It is estimated that additional enrolments to be achieved during the VIII Plan period to reach universalisation are approximately 7.86 crores. Of this the numbers in the age group 6-10 years requiring admission at the primary stage is approximately 1.55 crores; the rest are in the age group of 11-14 years at the upper primary stage.

5. At the primary stage, the emphasis during the VIII Plan will be (i) on providing access to primary education to all children through the school system as far as possible, and through non-formal education where necessary; (ii) on substantially increasing participation and retention, especially of girls; and (iii) on making a significant improvement in achievement rates. While universalisation of Elementary Education will continue to be the goal, the targets for the VIII Plan will be set separately for (1) Primary and Upper Primary Stages (2) Access, Participation and Achievement (3) Girls and other and SC/ST, as follows:

### A. ACCESS

1. Primary schools or alternative means of primary education will be provided to every child within a walking distance of one km.
2. Providing an upper primary school in all habitations with a population of 500 or more (implying opening/upgrading of 56000 new upper primary school) or alternative means of upper primary education.



B. PARTICIPATION

3. 80% of all children including 70% girls belonging to SC/ST will complete class V, or its equivalent through the non-formal stream;
4. 60% of all children, including 50% girls belonging to SC/ST will complete class VIII, or its equivalent through non-formal stream.

C. ACHIEVEMENT

5. 80% of children, including girls belonging SC/ST who complete primary education will achieve minimum levels of learning laid down for this level.
6. 60% of children, including girls belonging to SC/ST who complete class VIII will achieve minimum level of learning laid down for this level.

Programmes will be designed and funded so as to reduce existing disparities in educational opportunities, provide comparable conditions for success to the disadvantaged groups, cause improvement in the quality of schooling facilities and teacher effectiveness and obtain a genuine decentralisation and community involvement in the running of school.

5. As regards Access, the thrust during the VIII Plan will comprise opening of schools in larger unserved habitations, and provision of non-formal programmes in smaller habitations and for children who cannot benefit from the school system. In 1986, there were approximately 1.52 lakh habitations which did not have primary schools within walking distance of one km. Of these habitations, those with population of 300 (200 in the case of

predominantly SC/ST habitations), approximately 35,000 did not have primary schools. Although primary schools may have been opened in a number of these habitations, as a result of increase in population, there is still likely to be approximately the same number of larger habitations which will have to be provided primary schools. As mentioned earlier, special efforts will have to be made to increase enrolment rates and participation rates at the upper primary stage. Hence simultaneously with ensuring effective universal access to all children at the primary stage, the infrastructure at the upper primary stage will have to be considerably expanded. The most disadvantaged group - girls belonging to the SC/ST will be kept at the focus. The existing norm of providing an upper primary school within 3 km. walking distance for all practical purposes denies education at this level to a large section of girls. The logic of universal provision of upper primary education particularly to girls requires a ratio of 1:2 between upper primary and primary schools. This would imply upgradation of about 1.25 lakh primary school to upper primary level. During the VIII Plan the beginning will be made in this direction with priority being given to opening new schools or upgrading existing primary schools in 56000 habitations of more than 500 population still existing without upper primary schools within 3 kms. walking distance.

6. Besides the expansion of school facilities there will be need to provide existing schools with sufficient facilities. The scheme of Operation Blackboard will be continued and completed. At the same time, in order to move towards the position where

every class has a class room and a teacher, it will be necessary to add class rooms and provide additional teachers and equipment where increasing enrolments warrant it. These steps for providing minimum requirements to a school are prerequisites for a common school system and for improvement in retention, completion and achievement rates.

3. Non-formal Education will be crucial for the achievement of universalisation of elementary education. Although no reliable figures are available, estimates suggest that approximately 1/3rd of the 6-14 years olds are working children, mainly girls, who are unable to avail of whole-time formal school because they have to work to supplement family income or otherwise assist the family. They comprise the unenrolled and school dropouts whose only means of education can be more convenient alternatives to the formal school. During the VIII Plan NFE will be developed as a complementary system to the formal elementary education system. This implies that (i) there will be parallel administrative apparatus for NFE; (ii) while the interests of the learner will determine the content and process of NFE in terms of quality it will be comparable with the formal system; (iii) mechanism will be developed for entry from NF system to the formal system and vice versa; (iv) facilities for continuing education would be available for persons passing out of NFE system in approximately the same fashion as available to persons in the formal system. The programme will be revised to ensure these changes and in the revision, and it will be borne in mind that emphasis on upper primary level education must increase.

9. Incentive Schemes of different kinds have been introduced from time to time to secure better participation of children in primary education. In the VIII Plan effort will be made to provide a comprehensive system of incentives and support services for girls and children of the economically weaker sections of society. The emphasis will be on providing items that have special relevance for retention, such as establishment of Day Care Centres for pre-school children and infants, provision of free uniform, text books and stationery as attendance incentives of girls, coordination of support services such as drinking water, fodder and fuel. Similar incentive, as appropriate, will be provided in the non-formal system also, in addition to provision of free text books and stationery to all NFE learners.

10. An important part of the strategy for universalisation will be the decentralisation of educational management and the involvement of the community in the running of schools. A process of micro planning will be initiated in which participatory house to house surveys of the catchment areas of primary school will be conducted by school teachers with the help of NFE Instructors and community members. Village Education Committees will be set up with representation to women, the educationally backward sections and panchayat personnel, and will constitute the forum which will hold the local educational machinery accountable to the community. Micro level planning will give the responsibility to the community and the school teachers for (i) bringing to school all children who can be enrolled; (ii) enrolling in NFE programme those who cannot be in school; and (iii) seeing that all children actively

and regularly participate in primary education. As part of the same strategy special attention will also be given to creation of school complexes and providing a distinct position of Head-masters in primary and upper primary school. Within the school complex, the Headmaster and teachers and as well as NFE Instructors would be concerned with institutional planning for improvement in learning acquisition. During the VIII Plan action will be taken on a selective basis in each State.

10. An important measure for improving learning achievement will be the laying down of Minimum Levels of Learning (MLL) with reference to class III, V and VIII; and the educational system will be required to ensure that every child who completes a stage of learning reaches the minimum level of learning. Henceforth, MLLs will become performance measures for the school system and, together with completion rates, will be the main indicator for monitoring the progress of UEE. Measures for improving class room teaching will be taken simultaneously and will include the introduction of a comprehensive evaluation system taken together with a continuous inservice training of teachers. The MLL approach will be decentralised: each planning unit will be enabled to determine its present levels of achievement, adopt appropriate minimum levels of learning and define a realistic time-frame within which, through additional efforts and inputs, they will achieve the mastery-level. At the national level a National Evaluation Organisation (NEO) will be set up. The purpose of the NEO will be (i) to undertake assessment of student learning on national sample basis; (ii) to assess where levels of learning are

low so that corrective measures may be taken; (iii) to help develop good quality standardised tests for the school and NFE system; and (iv) to serve as means to assess the impact of policy and programme.

14. The responsibility for universalisation of elementary education lies with the State Governments. The burden of the VIII Plan programme must, therefore, fall on the State Plans. However, keeping in mind that more than 90% of the total expenditure in elementary education is non-plan committed expenditure, and that opening of new primary or upper primary schools, upgradation of standards and provision of incentives will consume all available State Plan funds, it will be necessary that the initiatives begun by Centre during the VII Plan continue on the Central Plan for the next 5 years. Thus the scheme of Operation Black-board will be continued till all primary school are covered. In the Non-formal Education scheme it will be necessary, not only that Central assistance continues, but that the cost of the envisaged improvements are also borne on the Central Plan. Capacity building at the decentralisation level for micro planning and improvement in learning acquisition, setting up the NCTE, and monitoring of the progress to UEE will be other Central responsibilities, in keeping with the larger responsibility of maintenance of quality and standards, and promotion of excellence at all levels.

## CENTRAL SECTOR SCHEMES

### 1.(a) Financial Assistance to voluntary agencies for Non-Formal Education

The Non-Formal Education Programme has been discussed in detail with regard to the State sector. The same programme is run in the voluntary sector, with 100% grant by the Centre. The proposed improvements and changes in the centrally sponsored non-formal education scheme and strategy of implementation will be applicable to the voluntary sector also.

2. During the VII Plan the involvement of voluntary agencies in the NFE programme was substantially increased. In 1989-90, 376 voluntary agencies had been sanctioned 25,600 non-formal education centres in projects of varying sizes, and in addition, there were 38 voluntary agencies implementing innovative and experimental projects concerning elementary education including non-formal education. An expenditure of Rs.15.32 crores was incurred.

3. During the VIII Plan it is proposed to continue the involvement of voluntary agencies and Panchayati Raj institutions in the running of the non-formal education programme at about the same level. Effort will be made to consolidate the programme by closing down old centres and opening new ones to suit the Area Saturation Approach.

4. To provide technical resource support to the programme, several voluntary organisations, with interest, commitment & experience in non-formal education programmes and adult literacy,

have been identified to set up DRUs. During the VIII Plan, it is proposed to create District Resource Units (DRU) in those districts that will remain uncovered by the scheme District Institute of Education and Training.

5. The guidelines and financial pattern for establishment of DRUs were decided during the VII Plan. It is proposed to implement the same pattern and set up 40 DRUs in the educationally backward States.

6. Monitoring of the scheme will be enhanced. Initiatives for concurrent external evaluation of the programme run both in the State as well as in voluntary sector were begun in 1989-90. It is now proposed to continue external evaluation through the VIII Plan concurrent to the programme.

Evaluation agencies have been identified and discussions held with the State Govts to enlist their concurrence and cooperation.

The expenditure of Rs.91.5 crores is envisaged for this scheme for the VIII Plan.

1.(b) Scheme for assistance for Experimental and Innovative Programmes for Education at the Elementary Stage including Non-formal Education

This scheme was introduced in 1987-88 to promote experimentation and innovation in the Elementary Education field. Within this overall aim the specific objectives of the scheme were to take up well designed field projects; develop learning material instructional aids and other aspects of technical resource



development; create mechanisms and identify agencies to provide training; and disseminate the outcome of successful experimental/innovative programmes.

2. During the VII Plan, the scheme assisted 38 projects, providing 100 per cent assistance, and served to encourage several projects that have shown potential of becoming viable large scale schemes. It is proposed to continue the scheme during the VIII Plan and to substantially enhance the outlay so that some of the more promising experiments are disseminated widely and tried out on a larger scale. These experiments will be watched and carefully monitored to see if they can be recommended to State Governments as Plan programmes for the next plan period. Major experiments will be done in areas concerning decentralisation, community involvement and local level planning. These have been important policies postulates ever since Education Commission 1964-66. Programme sporadic action has been taken by various State Governments but give greater powers to the Panchayats Zils Parishads over primary school education. However, genuine community involvement in the running of the schools has not been made possible. It is proposed to initiate a series of projects for micro level planning to build up capability at the village level and to catalyse community interaction with the educational machinery. Projects will be taken up on selective basis through voluntary agencies, DRUs, DIETs, Social Sciences or Research Institutions etc. in every State. The organisations will be suitably strengthened to initiate a process of micro level planning involving a participatory decision making and problem

solving approach to the planning and running of schools.

The outlays of the scheme will be correspondingly enhanced. An amount of Rs.90 crores will be provided during the VIII Plan period.

2. Monitoring of the Progress of UEE (New Scheme)

1. After the NPE shifted emphasis in Elementary Education from Enrolment to Retention and Achievement discussions were held with Planning Commission, State Governments and various expert agencies and the design of a new monitoring was finalised that would permit collection of information on retention of children, regularity of attendance and levels of achievement. It is proposed to introduce the following monitoring mechanisms during the VIII Plan:

(i) Computerised planning for Elementary Education (COPE)

2. The system of data collection at present depends upon a manual collation of data at the block, district and State level. This limits access at the national and State levels to district level data only. It also restricts monitoring to the main indicators only, due to which data essential for the monitoring of education efficiency, such as net enrolment figures, age-wise breakup of students', drop out and transition rate etc. cannot be obtained. It is now proposed to computerise the data at the district level and to increase the data base so that information relevant not only to monitor the internal efficiency of the educational system, but also to improve and inform the district management functioning, can be obtained. Computerisation will also

help to reduce time lags and allow accessibility to school level data to all users.

3. At present no data regarding enrolment retention or achievement in the Non-Formal System is collected. Since NFE programmes will now have a complementary and supportive role in the programme of UEE, a computerised monitoring of NFE system will also be introduced. As in the formal system, the aim will be to monitor enrolment, retention and achievement as well as import management issues. The monitoring system will be addressed primarily to the Project Officer so as to improve and inform his functioning.

4. Computerisation has been started in the State of Madhya Pradesh in 1990-91 to MIS for both Elementary Schools and NFE have developed. It is proposed to extend computerisation to all districts of the country by the end of the VIII Plan, by using hardware already available with them. Costs will be provided for computer peripherals, such as floppies, paper, etc. The major item of expenditure will be training to district and block Education and Non-Formal Education officers in Data entry and data analysis. Data will be entered by the block or NFE project staff on the District computer. The development of software presently being done on an adhoc basis by NIEPA, will be made into a regular activity and encouraged further so that monitoring for macro planning can also be supported through this scheme.

(ii) Sample Studies of children completing class V

5. It is proposed to carry out annual sample studies to estimate

the NPE target of "number of children of about 11 years of age completing 5 years of schooling or its equivalent through the non-formal stream". The sample studies will be conducted by NIEPA. The data will be used to set targets for the States under the 20 Point Programme so that henceforth progress of UEE is monitored with reference to completion of schooling as well as enrolments.

6. At the end of the VIII Plan it is planned that COPE will be providing yearly data with which the NPE target can be monitored. At that point the sample studies will be reviewed and either discontinued or if found necessary continued in order to cross check and provide the correctional factor to the information submitted by the schools.

*Proposed*  
(iii) National Education Organisation (NEO)

7. While (i) & (ii) will give the quantitative data on the Elementary Education system, the qualitative data regarding what children are learning will also be monitored. A National Evaluation Organisation (NEO) is proposed to be set up to assess the learning acquired by children at the end of the primary and upper primary stages. The NEO is seen as an important component of a move to bring about reform in the system of testing and assessment at the elementary stage. It is proposed that minimum levels of learning will be laid with reference to class III, V and VIII and a comprehensive learner evaluation system will be introduced. This will enable teachers to continually assess the learning acquisition of students in order to modify class room instruction to ensure that the minimum levels of learning are

achieved to mastery level by all students in the class. The purpose of the NEO will to :

1. Undertake sample assessment of student learning on a national sample basis;
2. To assess areas where levels of learning are low so that corrective measures may be taken;
3. To help develop good quality standardised test in school and NFE systems; and
4. To serve as a means to assess the impact of policies and programme.

8. The NEO will begin on a small scale, and expand to sampling the whole country. Effort will be made to make the sample sufficiently large to enable educational administration to identify districts/blocks which deserve special attention. Initially the NEO will be located in the NCERT but eventually because the nature of its work will be an assessment of the effectiveness of the NCERT also, it will be set up as a separate autonomous organisation.

9. It is proposed that the scheme for Monitoring of UEE will require an expenditure of Rs.15 crores.

3. BAL BHAVAN SOCIETY INDIA - NEW DELHI

PROPOSED OUTLAY FOR 8TH PLAN (1990-95)

Bal Bhavan Society India, New Delhi is an autonomous organisation, established in 1955 by Govt. of India. It is fully funded by Ministry of Human Resource Development, Department of Education. It was started as an after school activity to provide non-formal education to children in various fields of creative arts, science, performing arts, museum techniques, photography,

astronomy, environment, physical education etc. In support of these activities, Bal Bhavan is running Vocational Training Resource Centre to train teachers, training, supervision etc. in providing creative education.

The Planning Commission, in their comments on the Plan proposals of this Ministry relating to Bal Bhavan Society India had suggested that the Bal Bhavan Society should be developed into a National Level Institution by bringing about a co-orientation of its activities so as to distinguish its role as a technical resource centre from that of its being a local Institution catering to the needs of the children of Delhi areas only.

During five years of the 7th Plan, a total of Rs.3.72 crores was released to Bal Bhavan Society for its Plan activities, out of which an amount of Rs.123 lakhs was granted in the last year of the 7th plan (1989-90) which included Stopped support on capital works (construction of museum, NTRC and library blocks). However the society was able to spend a sum of Rs. 54 lakhs only out of this release of Rs.123 lakhs. The provision in the approved B.E. for 1990-91 for the Society for all its Plan schemes is of the order of Rs.70 lakhs.

Having regard to the level of activities achieved by the Society in the 7th Plan and its capacity to utilise Plan outlay it is proposed that an allocation of Rs.3.50 crores may be made for the Society for the entire 8th Plan @ Rs. 70 lakhs per year of the Plan.

CENTRALLY SPONSORED SCHEMES FOR THE VIII PLAN

4. OPERATION BLACKBOARD

The Scheme of Operation Blackboard was started in 1987-88 to bring all existing primary schools in the country to a minimum standard of physical facilities by providing them with (i) an all weather two room building with a verandah and separate toilets for boys and girls; (ii) at least two teachers, one of them as far as possible a woman; and (iii) a set of essential teaching learning equipment such as maps, charts, toys, games, equipment and library books. The scheme provided 100% central assistance for (ii) and (iii). Funds for the construction of class rooms in buildingless or single-room schools was the responsibility of the State Government. It was envisaged that the scheme would be implemented in three phases covering 20% blocks/municipal areas in 1987-88, 30% in 1988-89 and 50% in 1989-90. The requirement projected was Rs.742 crores for three years.

The main reason for the shortfall are reduced budgetary allocation for the scheme, lack of sufficient funds for construction of buildings and management bottlenecks. During VIII Plan it is proposed to cover the remaining blocks and provide Central assistance on the same pattern as during the VII Plan. By the end of the VII Plan 4076 blocks, comprising 64% of the total number of blocks in the country, were covered, this being 57% of the total number of schools.

The responsibility for construction of school buildings will continue to be that of the State Government. It is estimated that

with unit cost of school buildings now coming to approximately Rs.1 lac the requirement for this component of the scheme would be approximately Rs.1200 crores. These funds will have to be systematically provided in the relevant schemes/programmes as follows:

- (a) As, hithertofore, JRY would be expected to bear most of the responsibility. It is estimated that nearly 2/3rd of the funds may come from this source.
- (b) To attract 2/3rd funds from JRY, the State Governments will have to provide in their Plan Schemes the remaining 1/3rd, mainly to meet the higher material component.
- (c) Some supplementation may also be possible under the externally assisted schemes.

In view of the pace of the programme during the VII Plan it is proposed to phase out the implementation over 3 years - 10% blocks/municipal areas in 1990-91, 13% in 1991-92 and 13% in 1992-93. The salary of teachers appointed during the VIII Plan will be budgeted till 1994-95. Yearwise physical and financial targets for the scheme are given in Annexure. I. This does not include the coverage of about 60 blocks under externally assisted schemes. Altogether, a sum of Rs. 400 crores will be required.

JUSTIFICATION FOR CONTINUING OPERATION BLACKBOARD AS A  
CENTRALLY SPONSORED SCHEME

The reasons why Operation Blackboard is proposed to be continued with Central assistance are as follows:-

- (i) There is a unanimous expectation among all State Governments that Operation Blackboard will continue. This is because there is a convention to continue



schemes started in mid Plan period, and because the projected coverage under the scheme has not been completed.

(ii) The actual coverage under the scheme does not necessarily correspond to the figures indicated in the preceding paragraphs. While most of the teachers sanctioned have been appointed, there are considerable shortfalls in construction of buildings and purchase of proper equipment. The following measures are still required to be taken for consolidation of the scheme:

- (i) Finalising ISI specifications for equipment;
- (ii) Ensuring that proper buildings exist in all the schools covered under the scheme;
- (iii) Teachers have to be oriented for enrichment of the infrastructure and use of equipment and library;
- (iv) Production of equipment has to be linked with SUPW/WE; and
- (v) All school improvement programme has to be linked with the involvement of the local community to ensure maintenance and sustained benefits.

It would be unjust and unfortunate not to continue the programme to completion. Different State Governments have achieved a differing coverage under the Scheme: some have achieved 90-100%, while others are still only at 30-40%. Those that have a slower pace of coverage are the ones who are facing the greater constraint in obtaining resources. These would be the States where a transfer of the Scheme to the State Plan will have the greater chances of failure.

- (iv) The scheme is seen as one of the components in a larger Plan that envisages concerted action for Universal Access, Retention and Completion. It calls for systematic house to house surveys and careful school mapping to make provision for the enrolment and participation of every child in every family in the catchment area of the school. Essential to such a vision is the availability of a fully provided, fully functional primary school. This would require continued action for improving primary school facilities under Operation Blackboard. This slotting of Operation Blackboard in the overall schemes for UFE will not be possible if the scheme is now discontinued.
- (v) State Government allocations are barely able to keep pace with the growing budgets for teachers' salary and the demand for expansion of schooling facilities, and in the event, are not able to make provision for measures for improvement of quality.
- (vi) Experience has shown that priorities of schematic allocation are generally governed by demand, often leading to the diversion of resources from schemes for the remote, rural, SC/ST or educationally backward areas, where single teacher schools are generally located, to areas which are more vocal and more advanced.

5. NON-FORMAL EDUCATION PROGRAMME THROUGH THE STATE GOVT.

1. Started during the Sixth Plan in an experimental way to provide part-time education to children who are unable to attend whole-day schools because they have to work at home or otherwise assist the family, the Non-Formal Education Programme (NFE) was reviewed, revised and expanded during the VII Plan to provide alternative means of education of comparable standard to the formal school system to girls, working children, school dropouts and children from habitations without schools. It provides learning for about 2 hours a day through NFE Centres that are run by trained, local, part-time instructors at times and places within the village convenient to the learners. Each Centre has more than 25 learners. The scheme covers the 10 educationally backward States - Assam, Arunachal Pradesh, Bihar, Andhra Pradesh, Orissa, West Bengal, J & K, Rajasthan, Uttar Pradesh and Madhya Pradesh - and educationally pockets of all other States/UTs, Central assistance is given in the ratio 50:50 for co-educational NFE Centres and 90:10 for girl's Centres 100% Central Assistance is given to voluntary agencies.

2. The revised scheme was introduced in 1987-88, and a target of 3,55,000 Centres, arranged in projects of about 100 Centres each, was proposed, with an allocation of Rs.230.45 crores. However, by the end of the VII Plan, only 2,60,000 Centres could be sanctioned, at an expenditure of Rs.107.92 crores. The reasons for the shortfall were, mainly, insufficient funds with State Governments to raise their matching share; economy measures affecting the creation and filling up of posts; and a weak

administrative, management and resource support structure to the scheme.

3. Non-Formal Education is an integral part of the strategy of UEE. During the Eighth Plan, it is proposed to continue the NFE Programme as a Centrally sponsored scheme and developing it as a complimentary system to the formal system. This requires specifications of minimum desired level of learning particularly in Maths and Languages Common to both formal and non-formal education and their application without making any distinction between the two systems. This will be achieved by bringing about qualitative improvements in the programme by improving upon its weaknesses and overcoming operational, organisational and managerial deficiencies. These will include:-

- (i) Strengthening of administrative and technical resource support.
- (ii) Increase in Centre cost including increase in honorarium of instructors and larger investment for teaching-learning material.
- (iii) Greater emphasis on education of working children and girls by providing cent per cent assistance to projects of working children and increase in percentage of girls' centres.
- (iv) Linkages between formal and non-formal education.
- (v) Establishment of a monitoring and evaluation system
- (vi) Greater emphasis on
  - training of NFE personnel
  - upper primary level centres
- (vii) Change in Centre-State sharing pattern
- (viii) Adoption of area approach for ensuring complete coverage.

4. Sufficient flexibility will be provided in the schematic pattern to permit a range of varying non-formal activities that suit the requirements of specific groups of learners. Where required, the introduction of Skiksha Karmi pattern, the opening of night schools in urban areas, pre-primary and lower primary centres for children of 3-9 years of age, 'half-time' instructors, special child labour projects etc. will be permissible as part of the scheme.

5. The cost per student in the NFE programme is proposed to be brought to approximately the same level as in the formal school. To enable proper implementation unaffected by a constraints on funds, it is proposed to bear the cost of the improvements in the Central budget, and to limit expansion till the programme is consolidated and improved, Central assistance is therefore, proposed to be raised to 75% for running co-educational Centres and for meeting management and administrative costs. For projects for working children, where warranted, 100% cost will be met.

6. During the VIII Plan, the Area Saturation Approach regarding Accessibility will be pursued rigorously. Blockwise projects will be prepared giving habitationwise plans for covering all out-of school children through school, NFE, or other innovative alternatives to elementary education. The number of NFE centres in each habitation will be proposed on the basis of these Plans. The improvements will be phased out over 3 years, covering 20%, 30% and 50% blocks in each State, and ensuring proper implementation and monitoring mechanism before proceeding to each

subsequent phase.

7. An expenditure of Rs.575 crores is projected for the VIII Plan period for (i) continuing 2.5 lakhs centres in the State sector and (ii) expanding the programme for total area coverage in the existing blocks covered by the programme to 3 lakhs centres. This does not include another 50,000 centres that are likely to be covered and provided for in externally assisted project. However, since funds to this extent are not likely to be available, it is proposed that the scheme will be restricted to Rs.400 crores and yearwise will be adjusted to availability.

#### JUSTIFICATION FOR CONTINUING NFE AS A CENTRALLY SPONSORED SCHEME

It is important to continue NFE as a Centrally Sponsored scheme for the following reasons:

- (i) The examination of data relating to out-of-school children shows that a majority of them comprise working children and girls who are engaged in family chores or other work to supplement the family income, and who are outside the school because they are not in a position to attend whole-day schools. Estimates as to their number range from 2 crores to over 4 crores. Highest priority must be given to these marginalised groups if genuine universalisation is to be reached. For such children education can be provided only by non-formal or alternative means to schooling.
- (ii) Seen in the above light non-formal education has a Central role in the strategy of universalisation. However, experience has shown that State Government do not give sufficient priority to the programme. Growth in the formal school system absorbs practically all the State Plan funds that are not already tied up in the payment of teachers salaries. Setting up of alternative systems which involves investment in institution and capacity building just cannot get sufficient funds or attention.
- (iii) The NFE programme is still not properly established. The programme was revised in 1987 and changes to increase the expenditure on equipment, teaching learning material, training and administration were

introduced. The management of the programme was also reorganised so that NFE centres could be grouped in continuous and compact Projects. However, because the pace of implementation was restrained by lack of funds effective projectisation has taken place in only about 50% centres. Another 20% centres are still being funded on the old financial pattern. If, at this stage, the scheme is transferred to the State sector, these centres will in all likelihood be transferred to the Non-Plan and continued at the present level of expenditure. Even if the State Governments do not shut them down there will be of little use of effective learning.

- (iv) The present proposal to develop NFE into a complementary system and increase expenditure per student to approximately the same level as in the formal school, implies an increase of about 2.5 times the present level of investment. When the State Governments cannot cope even with the present levels it will be futile to expect that they will adopt the proposal. The scheme can be successfully implemented only if the liability is borne by the Central Government till expenditure to the required level is well established.

#### EXTERNAL AID PROJECTS

##### 6. Bihar Education Project - Eighth Plan Proposals

1. The Bihar Education Project has been formulated with the goal of creating a driving force in the State through educational reconstruction. The objectives of the project include universalisation of primary education for all children upto 14 years of age, taking functional literacy to 80% in the age group 15-35 years; empowerment of women; providing equal educational opportunity to "lower castes", tribal communities, and the poorest sections of society; relating education to the working and living conditions of the people and improving their ability to cope with problems of livelihood, environment, and mother and child survival; laying special emphasis on science and environment; and inculcation of a sense of social justice. The focus group in the

Bihar Education Project will be women and girls, Scheduled Castes and Scheduled Tribes.

2. The programme components are:

- (a) Primary Education
- (b) Non-Formal Education
- (c) Adult Literacy
- (d) ECCE
- (e) Education for Women's Equality Training
- (f) Culture, Communication and Continuing Education

3. The approaches and strategies envisaged are the following:-

- (i) Viewing education as an instrument of social change, of reducing inequalities, and undertaking a systematic revamp of education, with implications for teacher training, planning and management
- (ii) Forging alliances and involvement through understanding of teachers' organisation, employers and trade unions, voluntary agencies and institutions of secondary and higher education
- (iii) Recognition of the centrality of teachers and improving their performance and participation in the planning and management at all levels
- (iv) Empowerment of women by creating conditions for them to articulate their demands and reflect on their predicament critically
- (v) Creating an attitude of egalitarianism and social justice among all workers and learners
- (vi) Harnessing institutions of proven quality
- (vii) Enlarging the quality circle
- (viii) Acknowledging "non-educational initiatives" by BEP joining hands with the forces of peace and reconstruction in the event of a natural or man-made disaster



(ix) Preparing cadres of education workers like preraks, sathins, members of village education committees some of whom would be functionaries and others volunteers

(x) Participative planning and implementation

4. Management in the mission mode has been envisaged, with creation of a State level autonomous body to implement the project.

5. The project coverage envisaged is to begin activities in three selected districts and go on to including 7, 10 and 20 districts over the five year period. The number of blocs within each district to be taken up for coverage would depend on the availability of resources. Specific projects may be taken up in the State outside the selected districts also.

6. By and large, norms and patterns approved by the Govt. for schemes in Central and/or State Govt. sectors will be adopted with such modifications as are being sought for them in the Eight Plan proposals. A few items of expenditure which do not at present comprise an activity of the Deptt. of Education have been included like early childhood care and education, public libraries and culture and media. These sectors have, however, been included as they seem an integral part of the project.

7. The original estimation of the total requirement is Rs.1578 crores, to be shared in the ratio of 3:2:1 between external agencies (UNICEF etc.), Govt. of India and Govt. of Bihar.

8. To make a gradual start and attract external funding on the basis of demonstrating success in a limited number of blocks in selected districts, the financial estimate is being restricted at present to Rs.360 crores. Of this, Govt. of Bihar has agreed to

bear Rs.60 crores as its share. UNICEF has also provided Rs.180 crores in its Master Plan of Operations for 1990-95. Govt. of India would need to plan on a minimum amount of Rs.120 crores during the VIII Plan. Depending on the success of the project in the initial years, the external assistance may increase and the corresponding share of Govt. of India would have to be higher.

9. The estimates of expenditure are as in Annexure I.

B.E.P. - Estimates for VIII Plan

1. Activities	1990-91	1991-92	1992-93	1993-94	1994-95
State	101.00	72.75	72.75	72.75	72.75
District	480.00	4002.00	3064.00	7235.00	3904.50
Block	445.50	1794.51	1967.77	4488.60	3105.60
	1026.50	5869.26	5104.52	11796.35	7082.85

Total for 1990-95 = 308.00 crores

2. Grants-in-Aid to  
voluntary agencies = 38.00 crores

Total of Activities = 346.00 crores

B. Management 14.00 crores

Grand Total : 360.00 crores

Contribution of Government of India: Rs. in crores

1990-91 4

1991-92 20

1992-93 25

1993-94 40

1994-95 31

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120 crores  
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## SUMMARY OF PROPOSALS

Altogether the VIII Plan proposals for Elementary Education will be :

### Central Sector Schemes (Rupees in crores)

1.	Financial Assistance to Voluntary Agencies for Non-formal Education	91.5
2.	Scheme for Assistance for Experimental and Innovative Programmes for Education at the Elementary Stage including Non-Formal Education	90
3.	Monitoring the Progress of UEE	15
4.	Bal Bhavan	3.5

### Centrally Sponsored Schemes

1.	Operation Blackboard	400.0
2.	Non-Formal Education (State Governments)	400.0

### External Aid Projects

Bihar Education Project	120.0
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Total Rs. 1120.0

## 7. TEACHER EDUCATION

### 1. Progress during the Seventh Plan

1.1 A Centrally sponsored scheme for restructuring and reorganisation of teacher education was taken up in 1987-88 with the following components:-

- (i) Orientation of 20 lakh teachers, through 10-day camps, to sensitize them to their role in the context of the NPE and improve their professional competence,
- (ii) Establishment of 400 Districts Institutes of Education and Training (DIETs) to provide training and academic support to elementary schools, NFE and AE systems at the district level,
- (iii) Strengthening of 250 secondary teacher education institutions (STEIs) - including 50 of them as Institutions of Advanced Study in Education (IASEs),
- (iv) Strengthening of SCERTs, and
- (v) Establishment and strengthening of University Departments of Education, by UGC.

As against the above, achievements at the end of the Seventh Plan were as follows:

- i) 17.6 lakh teachers were covered under the programme of Mass Orientation of School Teachers (MOST).
- ii) Central assistance was sanctioned for :-
  - (a) establishment of 262 DIETs (besides one under BADEP), and
  - (b) strengthening of 37 STEIs - including 12 as IASEs. One of the pre-conditions for giving assistance for DIETs/CTEs/IASEs is that in States where sub-standard and malpractising teacher education institutions exist, State Governments should take concrete steps to phase them out. As a result of this insistence, about 170 sub-standard elementary teacher education institutions were closed down in Maharashtra. Besides, the tendency for undesirable expansion was also curbed in several States.

Implementation of the other two components could not -----  
during the Seventh Plan.

1.2 In a large number of States, the DIETs, Colleges of Teacher Education (CTEs) and IASEs sanctioned during 1987-88 have become or are becoming operational. However, in most States, the institutions sanctioned during the last two years of the Seventh Plan are not yet operational. This is mainly because State Governments have gone slow on implementation due to uncertainty about continuation of recurring assistance for the Seventh Plan projects beyond 31-3-1990. Also, of the institutions sanctioned in 1989-90, nearly all were sanctioned during the last two months of the financial year. However, in respect of institutions sanctioned in 1988-89 and 1989-90, most State Governments are taking action to construct buildings and procure equipment.

Induction training programmes have also been held for staff of DIETs at the national level. Two such programmes have been held for principals, three for faculty of Educational Technology Branch, and two for that of Planning and Management Branch, upto 31-8-1990. A third programme for Principals is being planned for September - October, 1990.

## 2. Eighth Plan: Objectives and Strategy

### 2.1 Objectives

In the Education sector, we are probably for the first time concerning ourselves as much with achievement levels of learners in the basic education system as with access and participation. In other words, one of the main emphases in the Eighth Plan is on improvement of quality.

Quality of education depends largely on the quality of the teacher/instructor. However, at the State level, due to paucity of resources and the pressure for expansion, qualitative improvement invariably tends to take a back seat. It is therefore imperative that, in the Eighth Plan, the Central Government should continue to play a major role in improvement of teacher quality. The principal objective of the Eighth Plan in the Central/Centrally sponsored sector in the area of teacher education may therefore be Stated as improvement of teacher quality through appropriate programmes of teacher education.

Subject to the above general formulation, specific objectives for the Eighth Plan in the area of teacher education may be stated as follows :-

- (i) Improvement in the quality of pre-service teacher education programmes;
- (ii) Within available resources, to provide continuing education of a suitable kind to every teacher educator, and to as many teachers as possible, to facilitate their professional development, and to equip them to implement Policy thrusts;
- (iii) Improvement in the quality of teacher education institutions and introduction of programmes to cope with the new educational challenges;
- (iv) Creation of a system to discourage setting up of below standard institutions of TE and phasing out of substandard and malpracticing ones.

## 2.2 Strategy

To bring about necessary improvement in the quality of serving teachers requires very substantial input of financial and other resources for providing them continuous training and professional support. The resources being made available for the sector for the Eighth Plan period would not permit taking up these

programmes on sufficient scale. However, within the available resources, the strategy for attaining the above objectives would be as follows:-

- Accord statutory status to the National Council for teacher Education (NCTE) to enable it to effectively maintain standards-especially in pre-service teacher education programmes, and to curb sub-standard and malpractising institutions and courses.
- Continue and, expand to the extent possible, the coverage to the scheme of DIETs, CTEs/IASEs and SCERTs (and of UGC support for University Departments of Education) with a view to strengthening the institutional infrastructure and programmes of teacher education.
- Undertake suitable measures for selection and professional development of Staff in SCERTs, DIETs, CTEs/IASEs, etc.
- Support coverage of as many teachers through in-service programmes as may be possible within available resources.

3. Justification for continuation of the Centrally Sponsored Scheme of Teacher Education

The principal element of the above strategy is continuation of the Centrally Sponsored Scheme of Teacher Education started during the Seventh Plan period. Continuation of the above Scheme in the Centrally Sponsored Sector seems unavoidable, due to the following reasons:-

- (1) In the Seventh Plan, Scheme of strengthening Teacher Education had to be taken up in the Centrally - sponsored rather than in the State sector, because teacher education had traditionally received scant attention from State Governments. As a result, institutions generally had poor physical infrastructure, libraries and equipment were inadequate, staff salaries were low and there were practically no programmes of in-service training of teachers. If the Scheme is not continued as a Centrally sponsored one, things will, in all likelihood, revert to the old situation.



- (2) The component of DIETs - which is crucial for qualitative improvement of elementary and adult education - has already covered 262 districts. It is desirable that the remaining districts of the country should also be covered under this high priority programme. Likewise, strengthening of SCERTs also needs to be taken up vigorously with much more liberal norms of assistance than were envisaged during the Seventh Plan. This would build up States' capability to cope with the challenges of teacher education beyond the Eighth Plan. Subject to availability of resources, coverage of the programme of CTEs/IASEs also needs to be expanded to the extent possible, if not to the extent originally envisaged in the Scheme.
- (3) The Scheme got to be implemented only in the last 21/4 years of the Seventh Plan. Since the States were not sure that Central assistance for recurring items would continue beyond 31-3-1990, they have been generally reluctant to create and fill up posts, especially in respect of the projects sanctioned in 1988-89 and 1989-90. If Central assistance for recurring items (viz posts and programmes) for the Seventh Plan institutions is not continued throughout the Eighth Plan period, there is every reason to fear that the above situation of non-creation/non-filling up of posts will continue. If this happens, the investment of Rs.104.7 crores already made during the Seventh Plan in DIETs, etc. would become largely infructuous, with the upgraded institutions neither getting necessary extra staff nor being able to undertake in-service and other programmes as intended.
- (4) Besides the juridical powers proposed to be given to NCTE for curbing malpractising and sub-standard institutions, it is also necessary to provide incentives to State Governments to take similar action at their level. As already stated, the Centrally Sponsored Scheme of Teacher Education did result in the closing down of a substantial number of sub-standard institutions, and in curbing undesirable expansion, during the Seventh Plan period. Its continuation is necessary on this account as well.
- (5) One of the essential ingredient of the DIET and SCERT programme is that staff with proper qualifications is appointed. It is necessary that State Governments adopt suitable personnel and recruitment policies and appoint the right kind of staff for them. It may not be possible to persuade State Governments to pay due attention to this aspect if Central support for the Scheme is not continued throughout the Eighth Plan

period.

- (6) Despite the Scheme being a Centrally sponsored one, formulation and implementation of projects under it has rested entirely with State Governments. Guidelines for the Scheme are flexible and have provided adequate room for States to take care of their individual circumstances. These aspects of the Scheme will be further strengthened, and States will be afforded full opportunity to implement the Scheme in the manner best suited to them, subject to maintenance of adequate standards.

#### 8. National Council for Teacher Education

It is hoped that a statutory NCTE will become functional in the first year of the Eighth Plan and its Regional Committees will become functional early in the second year. It is proposed to fund NCTE not only for its set-up and regulatory activities, but also for organising programmes for professional development for staff in SCERTs, DIETs, CTEs/IASEs and other good institutions of teacher education. Till NCTE becomes fully operational this responsibility may be assigned to the NCERT.

An outlay of Rs. 8 crores is proposed for the NCTE in the Eighth Plan (including for HRD programmes).

#### Centrally Sponsored Programmes

##### DIETs and CTEs/IASEs

The following will be funded under these two components:-

- (i) Second instalment of non-recurring assistance for the Seventh Plan projects;
- (ii) Recurring assistance to all institutions sanctioned during the Seventh Plan;
- (iii) Sanction of about 120 DIETs (besides about 20 in Bihar which will be covered by BEP) and 30-40 CTEs/IASEs (the latter, primarily in states which have not been covered under this component at all, so far);

Under (i) and (ii) above, expenditure in respect of Rajasthan would be booked under the proposed externally - assisted Rajasthan Project.

Tentative outlays are as follows:-

(a) Under the Teacher Education Scheme	Rs. 381 crores
(b) Under externally-assisted projects	
(1) Under Rajasthan Project	Rs. 27 crores
(2) Under Bihar Project	Rs. 22 crores

#### Strengthening of SCERTs

It is proposed to implement this component in the first two years of the Eighth Plan period. The norms of Central assistance approved for this component in the Seventh Plan have been found to be very inadequate. These would be suitably enhanced.

An allocation of Rs. 11 crores is proposed for this component.

#### Strengthening of University Departments of Education

This important component, which could not be implemented during the Seventh Plan, is also proposed to be implemented through UGC during the Eighth Plan period. However, no separate outlay is being proposed for it, since it would be funded out of UGC's block funds for the Eighth Plan.

Abstract of VIII Plan proposals : Teacher Education Division

<u>Category of Schemes</u>	<u>Scheme</u>	<u>Allocation (in crores)</u>
I. Central Sector	1. NCTE (including Professional Development of Teacher Educators)	8.0
II. Centrally Sponsored	2. Continuing support for TE projects sanctioned during VII Plan (excl. DIETs of Rajasthan)	
	(i) 235 DIETs - 210 crore	
	(ii) 37 CTES/IASEs - 20 crore	230.0
	2. 120 new DIET projects	121.0
	3. 40 new CET/IASE project	30.0
	4. Strengthening of SCERTs	11.0
	-----	
	Total for Centrally Sponsored	392.0
	-----	
	Total (I + II)	400.0
	-----	
III. Externally-assisted Projects (Central share)	1. Shiksha Karmi Project	13.0
	2. Rajasthan Education Project.	100.0
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	Total (III)	113.0
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## 9. BASIC EDUCATION FOR ALL IN RAJASTHAN

### INTRODUCTION

It is proposed to take up a project for providing Basic Education for All in Rajasthan with Swedish assistance. The Project goal is to create a people's movement with a view to providing relevant basic education to all, and to generate a stimulus for human development. The specific goals are :

- (a) Universalisation of Primary education &
- (b) Drastic improvement in adult literacy so as to bring it to the level of 80% for 15-35 age group
- (c) Post literacy and continuing education for primary education graduates and neo-literates.

Some of the main components of the proposed project strategy are :-

- (i) Generating a people's movement so that basic education becomes every body's concern;
- (ii) making the basic education system accountable to local community;
- (iii) women's empowerment;
- (iv) management revamp;
- (v) full involvement of V.As;
- (vi) improvements in the content and Delivery system of Basic Education;
- (vii) training of Educational personnel, volunteers etc.;
- (viii) strengthening of necessary support structure.

A basic outline proposal was presented by the Ministry to SIDA in November 1989. A team of consultants appointed by SIDA has done a feasibility assessment for the proposal and has concluded that it is a high risk project, yet one which is

necessary and "operationally both justified and feasible". This report has been discussed in a workshop held at Udaipur on 3-4 August, 1990.

Action is now being taken to get the detailed project document developed by December 1990. Simultaneously a number of pro-project activities are being commenced by the State Government and implementation of the project in 3 blocks on pilot basis, is being taken up. Implementation of the project on a substantial scale is likely to commence around April, 1991.

During the VIII Plan, the project will need an estimated Rs. 300 crores which may be shared by SIDA and by Central and State Governments in the ratio of 3:2:1:. Accordingly Central Plan outlay for this project would have to be kept at Rs. 100 crores.

#### 10. SHIKSHA KARMI PROJECT (SKP) IN RAJASTHAN

##### INTRODUCTION

The Shiksha Karmi Project is being implemented in Rajasthan with 90% SIDA assistance w.e.f. July, 1987. The project aims at revitalising and expanding primary education in about 2000 remote and backward villages in 140 blocks of Rajasthan at a total cost of Rs. 22.2 crores in six years. The Swedish Commitment is initially for four years (i.e. July, 1987 to June, 1991). However, a Mid-term review of the project is scheduled for January, 1991 to consider extension of SIDA support beyond June 1991.

In remote areas, teacher absenteeism is the biggest bane of Primary Education. The Shiksha Karmi project attempts to solve

this problem by substituting regular primary school teachers by a team of two local educated persons called "Shiksha Karmi". They are provided training and academic support on a sustained basis to enable them to function effectively as teachers. The primary school when run by Shiksha Karmi is called a 'Day Centre'. In addition, each Shiksha Karmi also runs a "Night Centre" for children, who cannot attend the Day centre.

#### PROGRESS DURING SEVENTH PLAN

Upto the end of March, 1990, the project had covered about 225 villages against the eventual target of 2000 villages. The numbers of day and night centre were 225 and 323 respectively with total enrolment of 17504 learners. The pace of expansion has been consciously controlled with a view to maintaining quality in implementation.

During 1990-91, the project is expected to cover about 450 villages in all. Mid-term review of the project is scheduled for January, 1991. SIDA is expected to extend assistance for the project beyond June, 1991, after the review.

#### OUTLOOK FOR VIII PLAN

As the project is showing encouraging results, it is proposed to continue it throughout VIII plan. It appears that instead of the original target of covering 2000 villages, it would be possible to cover about 900-1000 villages by the end of the VIII plan period.

Total estimated financial requirement for the VIII plan for achieving this coverage would be Rs.14.4 crores. 90% of this

amount, i.e. Rs. 13 crores would have to be provided in the central plan which would be fully reimbursed by SIDA.

11. BASIC EDUCATION PROJECT IN U.P.

The World Bank has offered India financial assistance on soft terms for Basic Education Project. It is proposed to implement the Project in U.P. during the 8th Plan period as U.P. has the lowest literacy level at the elementary stage in the country. The Project would be taken up in about ten districts of U.P., spread over to 4-5 Revenue divisions.

The scope of the Project would be the entire spectrum of Basic Education which include the following :

- (a) universal access, universal participation and universal achievement in primary education, through the school system as far as possible, but through non-formal educational programmes wherever necessary;
- (b) adult literacy, mainly for 15-35 age group;
- (c) post-literacy continuing education and skilled development for improvement of living and working conditions of the learners; &
- (d) improvement of existing facilities for teacher education.

The preliminary discussions with the World Bank on the modalities of the Project would commence shortly. In view of the current/resource crunch, in the last few years, external funds are being tapped to provide Basic Education for educationally backward States. The project formulation for such assistance has been on innovative lines, emphasising peoples' participation, improvement of quality of education and a substantial upgradation of facilities.



The Project would be funded by the World Bank, the Govt. of India and the Govt. of U.P. The proportionate contribution of the three participants is still to be discussed. However, it is proposed that a provision of Rs. 100 crores may be made by the Govt. of India for this Project during the 8th Plan.

12. EXTERNAL FUNDS FOR OTHER EDUCATIONALLY BACKWARD STATES

Bihar, Rajasthan, Uttar Pradesh, Orissa etc. are ten States termed Educationally Backward States on the basis of their lowest enrolment rates both for Primary and Middle enrolment in the country. For the State of Bihar, a project "Bihar Education Project" with the assistance of UNICEF is already under operation. A project for providing Basic Education for all in Rajasthan with Swedish assistance is under formulation. The State of U.P. is proposed to be covered under the project to be taken up with the World Bank assistance. During the 8th Plan it is proposed to explore the possibilities for taking up a project for providing Basic Education for all in the remaining educationally Backward States also with partial external assistance. Its specific objectives are to be as follows :

- i) universalisation of Primary Education;
- ii) universal participation and achievement of at least the minimum levels of learning prescribed for Class V for all children.
- iii) drastic improvement in adult literacy.

It is proposed that a sum of Rs. 100 crores may be earmarked in the Central funds for the proposed project of Basic Education for the educationally backward States not so far covered under any externally funded scheme.

13. MAHILA SAMAKHYA

Mahila Samakhya Programme (Education for Women's Equality) was launched with Dutch assistance in ten districts of Gujarat, Karnataka and Uttar Pradesh in April, 1989. On completing one year, a review of the programme was undertaken by joint Indo-Dutch team. Rationale for continuation, extension, phasing and financial estimates have been prepared on the basis of the feedback received from the Review.

2. The fundamental issues that influence women's education - low status, survival tasks and poverty - are essentially outside the educational domain and yet education may be the critical factor that could help women break out of their predicament. Experience has shown that if we are able to effect a change in the status of women in society and their own self-image, they will not only participate actively in the development processes but it will also have an effect on all developmental parameters, particularly education.

3. Conventional Strategies for women's education have not been able to reach out to women especially in poor households. Mahila Samakhya recognises this and works towards a meaningful partnership between women and educators. The programme has been designed keeping in view the existing situation of women in the rural areas and it addresses itself to the poorest women. It seeks to establish in each of the villages to be covered Mahila Sangha or Mahila Samooch which will provide the space where women can meet, be together, and begin the process of reflecting analysing and aboveall feeling confident to articulate their needs.

Educational inputs - AE, NFE, Vocational Training, JSN, Support Services, Mahila Shikashan Kendra, DRU and ECCE Centres will be introduced in a phased manner, responding to the needs of the programme.

4. This is an innovative programme that marks a departure from conventional strategies for women's education and is monitored very closely. A planning - feedback - evaluation - reformulation process has been set in motion. Experience of this programme over a 5-7 year period will give policy makers greater insight into planning for women's education on a national scale.

5. As per the Indo-Dutch agreement, 100% Dutch assistance will be available for the programme till the end of VIII Plan Period.

6. At present this programme is running in ten districts. It is proposed to add ten additional districts in VIII Plan Period in the States of Karnataka, Uttar Pradesh and Gujarat; 5 each in the first and second year. The programme will start with a cluster of 100 villages taken as one block in the first year moving on to 400 villages (4 blocks) per district by 1994-95. In the additional ten districts, however, the expansion will be limited to about 300 villages (3 blocks) per district by 1995-96. The total coverage of the programme by the end of VIII Plan will be 20 districts, 70 blocks and 7,000 villages. The total requirement for this project during the VIII Plan Period is Rs.35 crores out of which Rs.5 crores is for 1990-91 and Rs.7.50 crores for 1991-92.

# SECONDARY EDUCATION

## S E C O N D A R Y   E D U C A T I O N

### I.   V O C A T I O N A L I Z A T I O N   O F   S E C O N D A R Y   E D U C A T I O N

Secondary Education is an important stage of School Education which prepares students for higher and professional education and also provides learning facilities for those who wish to join the world of work.

According to the Fifth Educational Survey, as on 30th September, 1986 the enrolment in class I was 200 lakhs whereas the enrolment in Class IX was 63.97 lakhs and in Class XI was 20.69 lakhs. Thus, the enrolment in Class IX and Class XI was just 31.98 per cent and 10.34 per cent of the enrolment in Class I respectively. Although there is obviously a heavy attrition, the enrolment at the secondary and higher secondary stages has increased significantly - by 63 per cent between 1978 (Fourth Survey) and 1986 (Fifth Survey) at the secondary level and by 87 per cent at the higher secondary stage during the same period. The consequent demand for more secondary and higher secondary schools has increased and this trend is expected to continue as the country makes progress in achieving Universal Elementary Education.

Guided by the recommendations made by earlier Commissions and Working Groups, such as the Kothari Commission (1964-66) and the National Working Group headed by Dr. V.C. Kalandaiswamy (1985), the National Policy on Education 1986 recommended that the introduction of a systematic, well planned and vigorously implemented programme of vocational education was crucial to the proposed educational reorganisation. The Policy envisages that vocational education would be a distinct stream intended to prepare students for identified occupations spanning several areas of activity. The courses would

generally be provided after the secondary stage, but keeping the scheme flexible they could also be made available after Class VIII. An emphasis in vocational education would also be on development of attitudes, knowledge and skills for entrepreneurship and self employment. The National Policy sets a target to cover 10% of Higher Secondary students by 1990 and 25% by 1995.

Achievements by the end of the 7th Plan:  
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A substantially funded Centrally Sponsored Scheme for Vocationalisation of Secondary Education was started w.e.f. February 1988. The objectives of this scheme are to provide an alternative to higher education, make education employment oriented, to reduce the mismatch between demand and supply of skilled manpower and to bring 'work' and 'education' closer. Financial assistance under this scheme has been limited to starting of vocational courses at the +2 level. During the 3 years of the 7th Plan that the scheme has been in operation, 2748 schools have been covered in 23 States/UTs offering about 7820 vocational sections. The total amount released to the States during the 7th Plan was Rs. 125.95 crores. Thus, by the end of the 7th Plan sanctions have been issued creating facilities for an annual enrolment of 1.95 lakh students. The actual enrolment by the end of the 7th Plan is likely to be about 50% of this i.e. about 4% as against the target of 10%.

The experience in the implementation of the scheme during the 7th Plan has shown that several steps need to be taken on top priority basis for the programme to be a success. These include teacher training, training of management staff, development of material, linkages with employment, modification of recruitment rules

and so on. It is, therefore, suggested that during the 8th Plan there would be gradual expansion of the programme and consolidation of the courses which have already been started. Though the National Policy has laid down the target to cover 25% of higher secondary students by 1995, keeping in view the financial requirements for such a large programme, it is proposed to cover about 15% of students.

Justification for continuance as a Centrally Sponsored Scheme:  
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- Government policy lays special emphasis on vocational education and of making employment oriented.
- It will receive lower priority. Past experience reinforces need for sustained central action.
- Need to stabilise the programme which really only took off only in 1988-89. The first batch of students has just appeared for the board examination.
- Complex Inter-Ministerial linkages required. The degree of planning and management input required for such a new and complex programme are not available in the States.
- States will not be able to meet the financial commitments. Vocational Education being semitechnical in nature required investments of a higher order compared to general education.
- Some States/UTs are yet to come forward to implement the scheme. In the North-Eastern region, apart from Assam the programme is yet to take off in the other States.
- The Eighth Plan Approach Paper speaks of the need for greater emphasis on technical and vocational aspects of education.

## Programme in the 8th Plan

### The Approach:

Keeping in view the recommendations made in the National Policy on Education and the programme of Action for its implementation a substantially funded Centrally Sponsored Scheme for Vocationalisation at +2 level was started w.e.f. February 1988. In addition to vocational courses for higher secondary students, the NPE/POA had also recommended that Govt. would take steps to cater to the need of women, rural and tribal students and the deprived sections of society. Appropriate programmes would also be started for the handicapped. It was also envisaged that appropriate bridge courses would be developed which would give an opportunity to the graduates of the vocational courses for professional growth, career improvement and lateral entry into courses of general, technical and professional education. The Policy also stated that non-formal, flexible and need-based vocational programmes would be made available to new literates youth who have completed primary education, school dropouts, persons engaged in work and unemployed or partially employed persons.

During the 8th Plan efforts will be made to take up some of the above mentioned programmes in addition to the ongoing vocational education programme at the +2 level. The requirement of funds for 25% diversion at the +2 level is estimated at Rs. 2600 crores. If only 15% diversion is to be achieved even then the requirement of funds would be about Rs. 1560 crores. Keeping in view the financial limitations and the need to first establish the required support system i.e. training facilities, curriculum



development, materials etc. it is proposed to achieve 15% of the diversion at secondary and higher secondary stage through various formal and non-formal vocational education and training programmes. The enrolment at the secondary and higher secondary levels is about 150 lakhs. Even a 15% diversion would mean covering about 22.50 lakhs students by the end of the 8th Plan. It is proposed that this could be achieved as follows:-

-	Through polytechnics	:	0.60 lakhs
-	Through ITIs	:	5 lakhs
-	Through Vocational course at +2 level in schools	:	3 lakhs
-	Through Vocational courses at Secondary level	:	6.4 lakhs
-	Through non-formal vocational education and training for out of school children and youth	:	6 lakhs
-	Through the employers	:	0.50 lakhs
-	Through Commercial/NGO agencies	:	1 lakh

A provision of Rs. 600 crores is likely to be available for vocational education during the 8th Plan period. During 1990-91 a budget provision of Rs. 84.2 crores has been provided which will enable the starting of about 1210 new vocational sections after taking care of the recurring liabilities of the programme sanctioned during the 7th plan period. Keeping in view the steps to be taken towards consolidation of the programme, it is proposed that Rs. 490 crores be earmarked for the ongoing centrally sponsored scheme. After taking care of the recurring liabilities on the salary component it will be possible to start a total of about 3970 new vocational sections with an enrolment capacity of

an additional 99250 students by the end of the 8th Plan. This will mean enrolment facilities for about 8.4% students at the end of the 8th Plan.

It is essential that experimental projects with other models are also tried out. Suggestions have been made for prevocational education at the lower secondary level as also facilities for non-formal vocational training for out of school children and youth. There is also a suggestion that there should be an exposure to various occupations right from the primary level for attitudinal change. It is also proposed to involve major industrial house and all large projects to prevail on them to include HRD as part of project costs. The services of commercial agencies and NGOs will also be utilised. These suggestions are presently under consideration.

It is pointed out that the Education Policy is presently under review and it is expected that considerable emphasis will be given to vocational education and making education employment oriented. If the approach to the existing scheme of vocationalisation of secondary education is changed then the financial requirements would need to be worked out afresh.

Financial requirement:

On the basis of the above, a yearwise phasing of funds during the 8th Plan will be as follows:

	(Rs. in crores)					Total
	90-91	91-92	92-93	93-94	94-95	
1. Vocational courses +2 level						
Budget provision	84.20	101.45	101.45	101.45	101.45	490.00
Recurring Liability	66.00	79.36	90.40	95.92	98.68	430.36
No. of new vocational sections	1210	1472	736	368	184	3970
Students enrolment (@25 students per section)	30250	36800	18400	9200	4600	99250
2. Vocational courses at secondary level	-	2.5	2.5	2.5	2.5	10.00
3. Vocational teacher training.	-	2.5	2.5	2.5	2.5	10.00
4. Non-formal vocational education & training	-	12.5	12.5	12.5	12.5	50.00
5. Experimental projects/ schemes	-	10	10	10	10	40.00

Abstract

Total for 8th Plan

(Rs. in crores)

1. Vocational courses at +2 level	490.00
2. Vocational courses at secondary level	10.00
3. Vocational teacher training	10.00
4. Non-formal vocational education & training	50.00
5. Experimental projects/ schemes	40.00
	600.00

## II. PROMOTION OF YOGA

### THE NEED

Taking cognizance of the potentialities of yoga in promotion of physical fitness, this Ministry has been implementing since the Second Five Year Plan a scheme for promotion of yoga as part of its overall programme for development of physical education in the country. Yoga as a system which promotes an integrated development of body and mind received special attention at the time of formulation of the National Policy on Education. It was felt that physical fitness and control over mind, both attributes of yoga, are particularly useful for students. It was, therefore, considered desirable to introduce yoga in schools.

2. A centrally sponsored scheme of Introduction of Yoga in Schools was formulated and circulated to all States and known voluntary organisations in April, 1989. However, the scheme as it exists to-day is yet to take off on a firm footing. The reasons for the non-success of the scheme are lack of involvement of the States/UTs in its implementation; non-provision of incentives for the existing teachers for taking the responsibility of yoga instructions to children, etc. As such, the scheme is proposed to be revised if it has to have the desired effect.

### 3. THE APPROACH

Yoga should be viewed as an integrated method to improve the physical, mental and spiritual strength of a person. It should form a part of the curriculum initially at the upper primary stage of education and eventually should cover all stages of school education. Further, training of yoga should become a

part of all inservice and pre-service training of teachers. The desirability of all P.T. teachers being given an intensive yoga training should be explored. Adequate authentic instructional materials on yoga have to be developed.

4. THE PROPOSED PROGRAMME DURING THE EIGHTH PLAN

It is proposed that assistance be given to the States/UTs for engaging part-time teachers for yoga or special pay to existing teachers who could teach yoga after being trained. The cost of training would also need to be provided to the State/UTs. It would be possible to identify about 40 institutions which could be entrusted with the work of training. A 3-4 weeks training programme would be adequate for the purpose. In a year, ten batches of 25 teachers can be trained, i.e. 10,000 teachers can be trained in a year.

5. The ideal stage at which children could be initiated to Yoga training is primary and upper primary level. As per the statistics available, there are about 60,000 Government upper primary schools in the country. Keeping in view the limited resources and the availability of training institutions, it is proposed to cover 30,000 upper primary schools by the end of the VIIIth Five Year Plan.

6. Justification for continuance as a Centrally Sponsored Scheme

- The programme is not likely to be given the desired priority by the States/UTs.
- Need for specially trained teachers on a large scale.
- Need for strengthening Yoga institutions which could impart training to teachers.
- Need to develop awareness of the beneficial effects of Yoga on physical and mental well being.

7. Under the scheme existing institutions will continue to be strengthened and new institutions will be selected for assistance.

8. With a view to developing authentic instructional materials on Yoga either by government or by Voluntary Organisations a provision of Rs. 25.00 lakhs per year may be earmarked.

9. A total estimated expenditure of Rs. 4000 lakhs is required for implementation of the scheme during VIIIth Five Year Plan.

### III. INTEGRATED EDUCATION FOR DISABLED CHILDREN

#### Achievements by the end of the Seventh Plan

At the end of the Seventh Five Year Plan, about 28,000 children with physical, intellectual and sensory disabilities have been benefitting from the Scheme of Integrated Education for Disabled Children. The number includes only those children whose disability is of the degree which entitle them for Special benefits under the scheme and do not include children with mild disabilities who receive special resource support without entitlement. The latter category of children are at-risk drop outs and it is estimated on the basis of the experience in UNICEF assisted PIED areas that for every entitled disabled child, atleast five non-entitled children with mild disabilities benefit from resource support (special teachers, orientation of general teachers, special aids and equipment for teaching, etc). The Scheme is being implemented in seventeen States and two union territories.

#### Justification for continuance as a Centrally Sponsored Scheme.

- Complexity of the programme.
- Need for specially trained teachers on a large scale.
- The programme is not likely to be given the desired priority by the State/UTs.
- Need for interministerial linkages.

#### Programme for the 8th Plan

The experience of the UNICEF assisted PIED and preliminary analysis of the data an evaluation of the scheme indicates that composite area approach to the planning and implementation of the scheme reduces its cost by bringing almost all children with

disabilities into the schools instead of its introduction in selected schools scattered over large areas. It has been demonstrated in diverse situations (Khazawl block in Mizoram, Kekruma block in Nagaland, Chhabra block in Rajasthan, Masturi block in Madhya Pradesh, Ballianta block in Tamil Nadu and Bhiwani block in Haryana). It is also being demonstrated in Urban slums in the Municipal Corporation of Delhi and Baroda. The stage is therefore now set for quantum expansion of the scheme.

The target for the VIII Five Year Plan should cover at least one block in each district on the pattern of PIED. About 400 blocks will have to be covered. However, only 200 blocks are proposed to be covered in the 8th Plan due to financial constraints. With no special school facilities available in 215 districts, this scheme by compulsion has to take almost all children with disabilities irrespective of its degree. The PIED model prepares teachers and schools for this eventuality. The current year should be used as preparatory year for quantum expansion. For the purpose of implementation of this special programme of such magnitude which will be further expanding in IX Plan, the Special Education unit of the NCERT will have to be adequately strengthened.

#### FINANCIAL ESTIMATES

The financial estimates for the remaining four years of the Eighth Five Year Plan is Rs. 40.06 crores.

If funds are available scale of implementation can be enhanced to achieve the goal of education for all in this group of doubly disadvantaged children.



#### IV. NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

India's premier resource institution in the field of school education, the NCERT came into being on 1.9.61 as an autonomous organisation to engage itself in the task of bringing about qualitative improvement in school and teacher education. This institution assists the Ministry in formulation and implementation of its policies and programmes in various fields of school education.

2. Under the Plan Scheme, the NCERT has been undertaking the following major activities:-

- i) Preparation of Guides/Handbooks in various subjects for teachers.
- ii) Preparation of textbooks and supplementary reading materials for school students.
- iii) Conducting sample evaluation of school textbooks from the standpoint of national integration.
- iv) Preparation of source books, teacher curricula and instructional materials in pedagogic and non-pedagogic subjects for teachers.
- v) Organising workshops and orientation/training programmes for teachers, key persons and resource persons in diverse fields of school education.
- vi) Sponsoring research projects on different aspects of school education.

3. NCERT has also been undertaking special projects entrusted to it by the Ministry from time to time. During the VII Plan period, the most notable achievements of NCERT were publication of national curricular framework for all stages of school education and undertaking a massive revision of all textbooks for classes I to XII on the basis of revised syllabi designed as per the framework.

4. The VII Plan outlay for NCERT was Rs. 10 Crores. The Budget Estimates and actual expenditure under plan during the VII Plan period were:-

	BE ---	Actuals -----
85-86	2.50	2.50
86-87	2.00	3.85
87-88	5.00	4.42
88-89	3.00	3.00
89-90	3.50	3.39
Total	15.50	17.16

5. For 1990-91, a provision of Rs. 3.50 Crores has been made.

6. During the VII Plan period, NCERT would require at least Rs. 3 Crores for construction of new staff quarters since a large number of MMTC quarters which the NCERT employees are now occupying would be surrendered to MMTC very shortly as per an arbitration award. In addition, the council will require funds for taking up following programmes or projects during the VIII Plan period:-

	<u>Rs. in Crores</u>
i) Setting up of audio & video studies in Regional Colleges of Education	1.00
ii) Conducting the 6th All India Educational Survey	1.50
iii) Setting up of Central Institute of Vocational Education (CIVE)	2.00
Total additional amount required for VIII Plan ( 3.00+1.00+1.50+2.00)	= 7.50

7. Keeping in view the above additionality and the need for continuing the current programmes/projects, it is estimated that the council would need an investment (Plan) of Rs. 25 Crores for the VIII Plan period as shown below year-wise:-

(Rs. in crores)					
90-91	91-92	92-93	93-94	94-95	Total
3.50	4.50	5.50	6.00	5.50	25.00

V. NATIONAL OPEN SCHOOL

In order to cater to the educational needs of school dropouts, working adults, housewives and other socially disadvantaged sections of the Society, the Central Board of Secondary Education set up an Open School in July, 1979. Through distance education, the Open School has been offering courses leading to Secondary and Senior Secondary School Examinations and Bridge (Preparatory) Courses. For having much larger all-India coverage, the status of Open School was raised to a fully independent entity of National Open School (NOS) by disassociating it from the CBSE and for this purpose, an autonomous organisation namely National Open School (NOS) Society has been registered on 23.11.89.

2. Since the NOS came into being on 23.11.89, the erstwhile Open School project was part of the CBSE for most part of VII Plan period. The annual grant-in-aid provided by the Ministry to Open School Project during 1985-89, was equivalent to the difference between the expenditure and income earned by way of examination fees from the students. Though Open School project was part of the CBSE, its annual budget used to be prepared separately in CBSE. For 1989-90, however, the grant-in-aid was released from the Ministry. The Budget Estimates/Actuals for Open School/NOS during VII Plan period were:-

	<u>BE</u>	<u>Actuals</u>
85-86	0.40	0.47
86-87	0.60	0.60
87-88	0.70	0.69
88-89	0.70	0.72
89-90	0.80	0.88
-----	-----	-----
Total for VII Plan	3.20	3.36

(Rs. in crores)

3. The NOS is expected to start conducting its own examinations shortly. The student-enrolment is increasing at a fast pace. Starting with a small enrolment of 1672 in 1981-82, the annual enrolment stood at 51,000 in 1989. The cumulative active enrolment is now over 1,50,000. During the VIII Plan, the NOS will continue its existing programmes revise the syllabi, textbooks for the Secondary/Sr. Secondary courses and bring out a fresh set of instructional materials for the bridge courses. The coverage will go on increasing with registration of more and more Accredited Institutions (now there are 120 Accredited Institutions) in the country.

4. For 1990-91, a Budget Provision of Rs. 0.80 crore under Plan has been made in NOS. During the VIII Plan period, the requirement of funds under Plan Scheme for the NOS would be as under:-

- (i) 90-91 - Rs. 0.80 crore for acquisition of land for construction of its own building.
- (ii) 91-92 - Rs. 1.20 crores for planning/development of land in NOS complex to make it ready for construction.
- (iii) 92-93 - Rs. 3.00 crores for construction of building in the complex.
- (iv) 93-94 - Rs. 0.50 crore each year for improving  
94-95) physical facilities in the complex.

5. As such, an outlay of Rs. 6 crores under Plan during VIII Plan period would be needed for NOS as shown below:-

					(Rs. in crores)
90-91	91-92	92-93	93-94	94-95	
-----	-----	-----	-----	-----	-----
0.80	1.20	3.00	0.50	0.50	

VI. SCHEME FOR ASSISTANCE TO AGENCIES FOR STRENGTHENING CULTURE/ART/VALUES IN EDUCATION AND FOR ASSISTANCE TO EDUCATIONAL INSTITUTIONS IMPLEMENTING INNOVATIVE PROGRAMMES

This Central Sector Scheme was formulated in 1987-88 to provide assistance to government and non-government agencies for strengthening cultural/art input in educational content and process and also for strengthening of value education in school system through pioneering or innovative programmes. For the 3 year period of VII Plan, i.e. for 1987-90, an outlay of Rs. 2.6 crores was kept. However, implementation of the existing scheme started from 1988-89. The Budget Estimates/actuals for 1988-89 and 1989-90 under the existing scheme were:-

<u>(Rs. in crores)</u>			
<u>BE</u>	<u>Actual</u>	<u>BE</u>	<u>Actual</u>
0.50	0.40	0.50	0.43

2. For 1990-91, a budget provision of Rs. 60 lakhs have been made for the Scheme. During the VIII Plan period, it is proposed to utilise the medium of performing arts, particularly theatre-activity and encourage debating/painting/declamation/quiz competitions among students and also to actualise direct involvement of students through camp-life approach in order to realise the objectives of the Scheme. It is felt that the existing budget provision of Rs. 60 lakhs per year should be maintained for the entire VIII Plan period adding up to an outlay of Rs. 3 crores mentioned below:-

<u>(Rs. in crores)</u>				
<u>90-91</u>	<u>91-92</u>	<u>92-93</u>	<u>93-94</u>	<u>94-95</u>
0.60	0.60	0.60	0.60	0.60

Total outlay proposed - Rs. 3 crores.

## VII. NATIONAL POPULATION EDUCATION PROJECT (NPEP)

Since its inception in 1980, NPEP has covered much ground towards achieving its main objectives of institutionalising population education (POPED) in the school education system. During the second cycle (1986-90), the main focus has been on consolidation of the projects multi-dimensional activities and further expansion of its net work. The project is currently running in 26 States/UTs. Two more States viz. J&K and Arunachal Pradesh and the UT of Daman and Diu have recently agreed to join the project.

2. The Approach paper of the Planning Commission has highlighted (Para 5(x) of page 6) the need to achieve perceptible reduction in population growth rate and to adopt appropriate strategies to contain the demographic pressures. Keeping this concern in view, it is proposed to direct substantially and systematically, the NPEP activities towards the non-formal sector. The curriculum material development, and facilitators' orientation for the non-formal sector would be different from the strategies so far adopted for the formal school system. Moreover, the non-formal project should have emphasis on local specificity and participation. The efforts will also have to be coordinated effectively with the voluntary agencies and Panchayati Raj Institutions. A good number of NFE Centres will be identified for intensive area-based projects.

3. Special attention will be paid in the Third Cycle to the girls and SCs/STs through village adoption programme which is already going on in some States.

4. The process of interweaving POPED elements into the syllabi,

textbooks and other instructional materials will be continued in the Third Cycle. It is also planned to evolve core package for prototype materials in the area of syllabi, textbooks and instructional materials and to translate such packages in regional languages. Teacher's Training, development of audio-visual material and co-curricular programmes for awareness generation will be organised more intensively. Moreover, a Documentation Centre would be set up in NCERT which would also perform "clearing house" functions.

5. The VII Plan outlay for NPEP (School & Non-Formal Education) was Rs.4 crores. The Budget estimates and actuals during 1985-90 were :-

	<u>(Rs. in crores)</u>	
	B.E	Actuals
1985-86	0.75	0.75
1986-87	0.75	0.38
1987-88	0.75	0.85
1988-89	0.75	0.75
1989-90	0.75	0.75
Total	3.75	3.48

6. The 1990-91 provision for this scheme is Rs.1 crores. Keeping in view the proposed activities to be undertaken during the VIII Plan period, it is estimated that an investment of Rs.6 crores would be needed in the project as shown below :-

<u>(Rs. in crores)</u>				
1990-91	1991-92	1992-93	1993-94	1994-95
1.00	1.25	1.25	1.25	1.25



## VIII. BRIEF NOTE ON THE SCHEME OF NAVODAYA VIDYALAYA

### BACKGROUND

In order to provide good quality modern education including a strong component of culture, inculcation of values, awareness of environment, adventure activities and physical education to the talented children predominantly from the rural areas, Government of India launched a scheme to establish vidyalayas, on an average one in each district of the country, during the Seventh Five Year Plan. Against a total of 454 districts in the country. 261 Navodaya Vidyalayas have been established so far. The salient features of the schemes are :-

- establishment of one Navodaya Vidyalaya on an average in each district.
- reservation of seats in favour of children belonging to Scheduled Castes and Scheduled Tribes in proportion to their population in the concerned district subject to a minimum of the national average;
- admission primarily of children from rural areas with a restriction of admission of children from urban areas to a maximum of one-fourths;
- efforts to ensure that atleast one-third of the students in the Vidyalayas are girls;
- admission by a test conducted in the concerned district that would be largely non-verbal and class-neutral;
- free education including boarding and lodging as well as the expenses on uniforms, text-books, stationary etc.
- migration of 20% students from each Navodaya Vidyalaya to

another Navodaya Vidyalaya in a different linguistic region;  
and

- fully residential, co-educational and have all the four streams - Humanities, Commerce, Science and Vocational.

#### VII Plan Achievements

2. Admission in Navodaya Vidyalaya is at the level of Class VI, and the basis of admission is a Test conducted by the NCERT. A total of 48,940 children had been admitted in 261 Navodaya Vidyalayas from 1985 to 1990 and 17147 have been selected for admission in 1990-91. Admission figures reveal that 77.5% of the students admitted belong to rural category, 19.4% are Scheduled Castes, 11.2% are Scheduled Tribes and 26.7% are girls. 40% of them belong to families having income below poverty line and 16% are first generation learners.

3. A provision of Rs. 500 crores was earmarked for the scheme during the VIIth Plan for opening 454 Vidyalayas. Against this, 261 Vidyalayas were opened. More Vidyalayas could not be opened due to financial constraints. Against the target of Rs.500 crores, a sum of Rs.249.08 crores was released during the VII Five Year Plan.

#### Modification

4. The Government have established a Committee to review National Policy on Education - 1986 and a sub-committee of this Committee is reviewing the Navodaya Vidyalaya Scheme. The modifications, if any, and the strategies that may have to be evolved during VIIIth Plan will depend upon the recommendations of the Review Committee and the decision of the Government.

### VIII Plan Proposals

5. There is no proposal to set up more Vidyalayas pending decision on the report of the Review Committee. However, during VIIIth Plan, it is proposed to complete the construction work of the existing 251 Vidyalayas. A sum of Rs. 300.00 crores is proposed during the VIIIth Plan.

### Justification for continuance

6. It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace by making good quality education available to them. Such quality education is generally available to students in urban areas and not in rural areas. The scheme of Navodaya Vidyalayas need to be continued for the objectives for which it has been established subject to the findings of the Review Committee. No decision to discontinue the scheme having been taken, it will have to be continued.

## IX. EDUCATIONAL TECHNOLOGY PROGRAMME

Media has a crucial role to play in removing regionwise disparities in existing educational facilities. It has potential for providing access to education in distant areas and deprived sections and also to enrich the quality of education. Initially, under this programme concentration had been on building up software production capability for both TV and Radio. However, it was felt that mere software generation would be of no use if the capacity for utilisation of this software was not created within the educational system. With this rationale the component of providing TVs and RCCPs to elementary schools was added.

### VIIth Plan Achievements

A Central Institute of Educational Technology (CIET) and State Institutes of Educational Technology (SIETs) in the six Insat States were set up. Since April, 1988 the responsibility for programme production for ETV transmissions is being shouldered exclusively by the CIET and the SIETs without the assistance of Doordarshan. Till September, 1989, the CIET and the SIETs had produced approximately 1890 programmes. The CIET also produced 700 languages versions. Efforts were also made to encourage audio programme production outside these Institutes by commissioning the CIIL, Mysore and the RSS, New Delhi to produce series of programmes on language learning. Assistance has also been provided to the State of West Bengal and one organisation in Orissa for audio programme production. Against a target of providing RCCPs to 5 lakh elementary schools and TVs to 1 lakh elementary schools, due to financial constraints it was possible

to sanction RCCPs to 1,55,260 schools only and TV sets to 24,897 schools.

#### VIII Plan Strategy

During the 8th Plan it is proposed to continue assistance to SIETs and to extend, in a phased manner facilities for ETV programme production to cover remaining languages and regions. Support will also be provided to non-governmental organisations for production of quality educational software. Elementary schools to which hardware could not be provided during the 7th Plan will be covered during the 8th Plan. 100% coverage of schools for TVs will depend upon the availability of funds. An outlay of Rs.150 crores for the 8th Plan is proposed. In the current year outlay of Rs.17.50 crores has been provided. Therefore, the annual financial estimates for the 8th Plan for each year of the remaining years of the Plan work out to 33.25 crores. A statement indicating yearwise financial details for the 8th Plan is at Annexure-I. A statement indicating statewise percentage of schools covered for TVs and RCCPs is at Annexure-III. The percentages have been worked out on the basis of the figures obtained from the Fifth Educational Survey conducted by the NCERT (document placed below). From this statement it will be seen that 5 States/UTs have achieved 100% coverage of schools for RCCPs. A statement indicating the total number of schools, targets etc. is at Annexure-II. This statement is also based on figures of the Fifth Educational Survey.

#### Justification for continuation as Central/Centrally Sponsored Scheme

(a) The expanded programme of ET is yet to get stabilised.

SIETs lack proper staff, their training is deficient and the quality of programme production leaves much to be desired. Proper system of maintenance and upkeep of ET equipments has not been worked out.

- (b) It has been observed that the State Governments do not give due priority to ET, particularly a programme aimed at provision of such facility to unserved or undeserved areas. There is a danger that the whole programme would be discontinued unless it stabilises and its results are appreciated.
- (c) One of the justifications for launching of INSAT and for introduction of colour television, as well as for extending TV coverage throughout the country is that it would subserve the country's educational goals. Much of the programming extends beyond a State's boundary. ET has, therefore, to be taken up as a national programme.
- (d) It is feared that the expenditure of Rs. 63 crores incurred during the Sixth and Seventh Plans may become infructuous unless this is retained as a Central Sector Project.

FINANCIAL PROJECTIONS FOR VIIIITH PLAN FOR E.T. PROGRAMME

B.E. (In crores)	17.5	33.25	33.25	33.25	33.25	
S.No.	Item	1990-91	1991-92	1992-93	1993-94	1994-95
1.	C.I.E.T	2 Crore	25 lakhs	25 lakhs	25 lakhs	25 lakhs
2.	S.I.E.Ts	6 Crores	6 Crores	6 Crores	6 Crores	6 Crores
3.	One SIET Type Institute for N.E. Region.	--	---	2 Crores	2 Crores	1 Crore
4.	Backlog of audio software packages	2 Crores	3 Crores	2.5 Crores	--	--
5.	Fresh proposals for production of audio software	15 lakhs	25 lakhs	25 lakhs	25 lakhs	25 lakhs
6.	E.M.F.	1 Cr.	4 Cr.	--	--	--
7.	Supply of RCCPs for 40,000 RCCPs @ Rs.1000/-)	4 Cr.	8.40 Cr. (for 70,000 RCCPs @ Rs.1200/-)	15 Cr. (for 1 lakh RCCPs @ 1500/-)	16.52 Cr. (for 1,10,125 RCCPs @ Rs.1500/-)	16.52 Cr. (for 1,10,125 RCCPs @ Rs.1500/-)
8.	Supply of audio software to schools where RCCPs are to be given	2 Cr. (for set of 25 cassettes @ Rs.20/- per cassette to 40000 schools)	3.50 Cr. (for set of 25 cassettes @ Rs.20/- per cassette to 70000 schools)	5 Cr. (for set of 25 cassettes @ Rs.20/- per cassette to 1 lakh schools)	5.51 Cr. (for set of 25 cassettes @ Rs.20/- per cassette to 110125 schools)	5.51 Cr. (for set of 25 cassettes @ Rs.20/- per cassette to 110125 schools)
9.	Supply of color TV sets	35 lakhs (75% cost @ Rs.8550/- per set for 510 TV sets)	7.85 crores (75% cost @ Rs.10000/- per set for 1046 sets)	2.25 Cr. (75% cost @ Rs.10,000/- per set for 3000 TV sets)	2.72 Cr. (75% cost @ Rs.10,000/- per set for 3626 TV sets)	3.72 Cr. (75% cost @ Rs.10,000/- per set for 4960 TV sets)
	Total	17.5 cr.	33.25 Cr.	33.25 Cr.	33.25 Cr.	33.25 Cr.

Total Number of Schools as per Fifth Educational Survey, 1986	5,29,392
Number of RCCPs supplied	1,55,260
Number of remaining schools	3,74,132
15% increase projected in number of schools	56,120
	-----
Total	4,30,252
	-----
25 Cassettes @ Rs. 20/- per Cassettes to 4,30,252 schools	Rs. 21,51,26,000
Total number of primary schools in States covered by ETV transmission	3,28,105
No. of schools already covered	24,897
No. of remaining schools	3,03,208
Target No. of schools under the scheme (it is presumed that this will roughly be the number of electrified schools (primary) in the country.	1,00,000
No. of schools proposed to be covered in VIIIth Plan for CTVs.	22,562



S.No.	State/UT.	No.of Primary Schools	No. of TV sets sanctioned	% of Schools covered by TVs.	No.of RCCPs sanctioned for schools	% of School covered by RCCPs.
1.	Andhra Pradesh	45008	10063	22.35	7342	16.31
2.	Arunachal Pradesh	952	-		286	30.04
3.	Assam	25873	-		7014	27.10
4.	Bihar	51377	430	0.83	430	0.83
5.	Goa	993	29	2.92	744	74.92
6.	Gujarat	12709	5920	46.58	7000	55.07
7.	Haryana	4849	-		4694	96.80
8.	Himachal Pradesh	6904	-		7256	100.00
9.	Jammu & Kashmir	7466	-		3000	40.18
10.	Karnataka	23023	-		13597	59.05
11.	Kerala	6096	-		6224	100.00
12.	Madhya Pradesh	64089	3360	5.24	5000	7.80
13.	Maharashtra	38094	-		22000	57.75
14.	Manipur	2757	-		303	10.99
15.	Meghalaya	3692	-		513	13.89
16.	Mizoram	1005	20	1.99	1605	100.00
17.	Nagaland	1131	-		970	85.76
18.	Orissa	34178	1876	5.48	15000	43.88
19.	Punjab	12838	-		6807	53.02
20.	Rajasthan	28103	1100	3.91	13500	48.03
21.	Sikkim	468	-		470	100.00
22.	Tamil Nadu	29268	-		10000	34.16
23.	Tripura	1927	-		43	2.23
24.	Uttar Pradesh	75564	1020	1.35	16435	21.74
25.	West Bengal	48456	-		3243	6.69
26.	A & N Islands	177	-		80	45.19
27.	Chandigarh	44	25	56.80	25	56.81
28.	Dadra & Nagar Haveli	124	-		55	44.35
29.	Daman & Diu	32	-		30	93.75
30.	Delhi	1838	1054	57.34	1255	68.28
31.	Lakshadweep	18	-		32	100.00
32.	Pondicherry	339	-		307	90.56
TOTAL		529392	24897	4.70	155260	29.32

X. COMPUTER LITERACY AND STUDIES IN SCHOOLS (CLASS) PROJECT

The increasingly frequent application of computers in commercial, professional and technological operations and even in day-to-day life the world over compelled education planners in the country to think in terms of initiating a project to equip the new generation of students with basic computer literacy and initiation into hands-on experience of computer application at the high school level. A major government initiative in this regard was also considered necessary in order to prevent disparities between students in government and government-aided schools, on the one hand and students in private schools charging high fees on the other, as many of the latter had started computer familiarization schemes from their own resources. The significance of computers in teaching-learning process was recognised by National Policy on Education - 1986 and the Programme of Action envisaged coverage of all higher secondary schools by 1990.

2. During the VIIth Plan, a total number of 2598 secondary/senior secondary schools were provided with computers under the CLASS Project and 60 Institutes were equipped to provide resource support to these schools. The total expenditure on the project from 1984-85, when it was initiated, to 1989-90 was Rs.31.48 crores.

3. Although the CLASS Project has generated considerable enthusiasm amongst students and teachers, it has not met with the desired measure of success on account of ad-hoc nature of its implementation and inadequate outlays from year to year. Also, 1249 schools out of the 2598 covered by the project so far have been provided with only two computers each while on review the

ideal norm per school was revised to 5 computers.

4. During VIIIth Plan period, it is proposed to accord the highest priority to consolidate the achievements of the VIIth Five Year Plan by better coordination and monitoring of the project and setting up 400 District Resource Centres and 50 Regional Resource Centres for facilitating improved generation of software and training of teachers. Also, during this period schools supplied with 2 computers so far would be provided with 3 additional computers each. A total outlay of Rs.100 crores is required during the Plan period for these purposes.

5. The next highest priority under the project during the VIIIth Plan period is to cover under it at least all senior secondary schools in the country, numbering 15,498 as per Fifth Educational Survey. The coverage of the remaining 12,900 (approx.) senior secondary schools would require non-recurring expenditure of Rs.144 crores plus annual recurring expenditure of Rs.8750/- per school. Resource of this order are unlikely to be available during the VIIIth Plan on account of overall constraint of Plan funds. However, a minimum outlay of Rs.100 crores for the CLASS project should be made, of which Rs. 56 crores will be available for the expansion programme likely to cover an additional 4175 senior secondary schools during the VIIIth Five Year Plan.

6. The CLASS Project is recommended for continuance as a Central Sector Project on account of reasons as under :-

- (a) State/UT governments are generally observed to be preoccupied and financially overburdened with the maintenance and numerical expansion of their school level

infrastructure and are either unwilling or unable or both, to fund such a project.

- (b) By its very nature, project of this type requires substantial investments as also complicated decision-making on selection and purchase of sophisticated gadgetry and equipment. The State/UT governments, many of which are still recovering from the investments required for the adoption of 10+2 system may not be in a position to muster adequate resources for their this project or its expansion.
- (c) The continuance of the project is a must in order to prevent fail in the standard familiarization with computer application of school level students in the country as compared to their counterparts in other developing countries, most of them are operating similar projects.
- (d) The abandonment of the project at this stage will involve sunk cost of Rs.31.48 crores already invested during the VIIth Plan period.

## XI. IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS

In order to improve quality of science education and promote scientific temper, as envisaged in the National Policy on Education, 1986 a Centrally sponsored scheme of Improvement of Science Education in Schools has been started with effect from the last quarter of 1987-88. The scheme aims at using the resources and agency of the State Governments and non-governmental organisations for this purpose and working towards achievement of these objectives by strengthening laboratory and library facilities in schools, improving teacher motivation and competencies and mobilising a vigorous campaign for science education through voluntary organisations.

### Achievements during 7th Plan

During the 7th Five Year Plan (1987-88 onwards) financial assistance amounting to Rs.79.61 crores was provided to 30 States/UTs for (i) provision of science kits to 43,210 upper primary schools; (ii) setting up of new laboratories in 3401 secondary/senior secondary schools; (iii) strengthening of laboratory facilities in 1107 secondary/senior secondary schools; (v) setting up of 115 District Resource Centres; and (vi) organisation of 8113 training programmes/workshops for science and mathematics teachers. In addition, a sum of Rs. 0.42 crores was provided to 13 voluntary agencies for undertaking experimental and innovative programmes in the field of science education.

### Suggestions for Modification :

As per the existing provisions, the expenditure on TA/DA of external resource persons, honorarium to local as well as external

resource persons, training materials/material development and contingencies involved in organisation of training programmes/workshops is borne by the Central Government, while the expenditure on TA/DA of the participant trainees is required to be met by the State Government/UT Administrations concerned. As most of the State Govt./UT Adms. failed to provide adequate funds for meeting TA/DA of the participant trainees, the training programmes in most of the States/UTs could not be organised. Mere provision of books and laboratory equipment is unlikely to improve the standard of science education if the teachers lack competencies and motivation. In fact, a programme for improvement of science education cannot be successful if the teachers are not properly trained and motivated. In order to ensure that intended benefits are obtained, it is proposed to modify the scheme so as to provide funds by the Central Government even for meeting TA/DA of the participant trainees.

#### Justification for continuation during 8th Plan

For the following reasons, continuation of the scheme during the VIIIth Plan as a Centrally sponsored scheme is recommended :-

1. The scheme is aimed at improvement in the quality of science education in schools. This is sought to be achieved through a comprehensive and co-ordinated approach through strengthening of science laboratories, libraries and training of science and mathematics teachers. While State/UT Governments are liberal in introducing science subjects in schools, corresponding inputs for providing facilities for the teaching of science are not made.
2. Lack of adequately trained and motivated teachers is a major weakness of our educational system. For lack of provision of TA/DA by State/UT Governments for trainee teachers, teachers' training programmes under the scheme could not be organised.
3. Science is a critical subject but is not given due priority by State/UT governments particularly at the school level.

## XII. ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

### Projections for the VIIIth Plan

It is a widely and commonly recognised fact now that, ultimately the very survival of mankind is dependent on the conservation and protection of Environment. The National Policy on Education, 1986 also interalia admitted this fact, stating that protection of Environment is a value which along with certain other values must form an integral part of curricula at all stages of Education. The intention obviously was to expose at an impressionable and formative stage, the mind and intellect of the next generation to the hazards inherent in insulting and over-exploiting the bounties of nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of Environment.

### VIIIth Plan Achievements

To this end, the Central Sector Project of Environmental Orientation to School Education was initiated in the VIIIth Plan period. The scheme is being implemented through the Education Departments by 100% assistance to States/Union Territories and NGO's having expertise and interest in imparting environmental education through innovative schemes.

In 1988-89 and 1989-90 a total of 32 projects were sanctioned in 20 States/Union Territories and 11,444 schools were provided assistance. The total quantum of assistance provided to States and UTs was Rs.270.63 lakhs. In addition to this, 11 Voluntary Agencies were provided assistance to the tune of Rs.85.86 lakhs.

### VIIIth Plan Strategy

Although the issue of conservation of Environment is of global significance, the problems connected with it are generally appreciated better in a locale specific manner. The exact shape, content and nature of activities in different areas and State are likely to vary from State to State and it is therefore difficult at this stage to arrive at any definite statewise estimation of figures of assistance likely to be provided. However, greater emphasis during the VIIIth Plan will be laid on involving the States in schemes intended to create environmental awareness in school students and teachers training required for this purpose. A total outlay of Rs.42.29 crores is proposed to be kept for assistance to States and Union Territories during the Plan period.

It has been observed that a large number of voluntary agencies in different parts of the country have played an important role in raising the level of consciousness about environment and need for its protection over the past two decades, and have in the process developed considerable expertise in the field. The innovative and flexible schemes suited to the conditions obtaining in the areas of their operation evolved by these NGOs have often met with greater success than the ones sought to be implemented through purely governmental effort. As a part of the VIIIth Plan strategy, a much larger allocation is, therefore, proposed to be earmarked for assistance to NGOs to enable them to make a sizeable contribution by taking up myriad locale-specific projects and schemes. An outlay of Rs.17.71 crores is proposed for assistance to NGOs under the Project during the Plan period.



### Justification for continuance of EOSEP as Central Project

The EOSEP must be continued as a 100% Centrally funded programme during the VIIIth Plan for reasons mainly as under :-

- (i) The protection of Environment is one of the major issues connected with improving the quality of life on earth and ultimately the future of mankind itself on account of depredations of man on Nature caused by population explosion, industrial boom and cross consumerism in the recent decades which have had a devastating effect on our environment.
- (ii) State/Union Territory governments have so far exhibited little initiative in taking adequate measures to support and take care of this vital concern, perhaps mainly on account of perpetual resources constraint faced by most of them.
- (iii) There are three vital areas which require focus at all levels of education i.e. (i) status of women; (ii) population education; and (iii) environmental education. While the first two are taken care of by Mahila Samakhya Project and National Population Education Project, respectively, continuance and expansion of the Environmental Orientation Project as Central Sector Programme is a must for looking after this vital aspect of education.
- (iv) Almost 90% of the schools covered under the Project are in rural areas where the level of awareness about environmental issues at present is lower than urban areas and needs to be brought at par, for 80% of the country lives in the villages and unless that segment understands and shares the concern for Environmental conservation, nothing worthwhile in this direction is likely to be achieved.

ANNEXUREVIIIITH PLAN OUTLAY FOR ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

Financial Outlay : Rs. 60 Crores

Head	1990-91	1991-92	1992-93	1993-94	1994-95	Total
States	1.12	4.12	6.12	10.12	12.12	33.60
UTs (without Legislatures)	0.28	1.00	1.50	2.50	3.12	8.40
UTs (with Legislatures)	0.01	0.04	0.06	0.08	0.10	0.29
Voluntary Agencies	0.59	2.00	3.00	5.00	7.12	17.71
<b>TOTAL</b>	<b>2.00</b>	<b>7.16</b>	<b>10.68</b>	<b>17.70</b>	<b>22.46</b>	<b>60.00</b>

UNIVERSITY AND HIGHER EDUCATION

## UNIVERSITY AND HIGHER EDUCATION

There has been a steady growth of higher education system in the country. By the end of Seventh Plan, there were 147 Universities, 27 Institutions Deemed to be Universities, and 6912 Colleges with estimated enrolment of 40 lakhs students in the formal system and about 5 lakhs students in the distance education/correspondence courses. 88% students are at the undergraduate level and 12% in postgraduates and research. 40% of the enrolment is in Arts, 19% in Science and 21% in Commerce, the remaining in Engineering, Medicine, Agriculture etc. The number of women students is about 12.5 lakhs. About 10% of the total enrolment is from SCs and STs. It is estimated that total enrolment will be 70-80 lakhs by the end of the century.

2. Several important schemes are being implemented to elevate and maintain standard of higher education in the country. Teachers have been given better salary scales and it is hoped that Universities will be able to attract the best talent to the teaching profession. The first all-India screening test for recruitment of Lecturers was conducted in December, 1989. For the first time, a code of ethics and procedure for assessment and evaluation of teachers have been evolved. The system of Academic Staff Colleges for re-orientation and refresher courses for teachers has started working. A beginning has been made for granting autonomy to Colleges and University Departments. An academic calendar has been prepared and would be monitored. Andhra Pradesh has set up State Council of Higher Education and some other States are considering setting up of State Councils to co-ordinated development and growth of Higher education in the

States. Concerted efforts have been made to improve quality of teaching and research in selected departments under the programmes of special assistance, including COSIST and other similar programmes. Common research facilities of international standards in fields of Nuclear Science. Astronomy and Astrophysics and Atomic Energy have been set up to provide research facilities and services. Special assistance is being given for starting courses in emerging areas like Biotechnology, atmospheric sciences, oceanography, computer sciences etc. Finally, alternate models of university management are being considered.

3. The approach of the University Grants Commission to development of higher education in the Eighth Five Year Plan will be on the following lines :

- Consolidation and strengthening of facilities in Universities and Colleges;
- Re-designing and restructuring of courses to meet the development needs of the country;
- Support to establishment of autonomous Colleges, University Departments and examination reform, strengthening of research facilities, with special reference to creation of common facilities;
- Greater involvement of students in extension activities, like adult education and population education;
- Teachers' training;
- Modernisation and restructuring of the management of the university system.

Some of the important schemes under Higher Education are described in the following paragraphs.

I. Schemes of University Grants Commission

The Working Group on Eighth Five Year Plan recommended an outlay of Rs.2185.00 crores for UGC and its schemes. The Commission, in its draft proposals, have proposed an outlay of Rs.1767.70 crores. The actual outlay for UGC during the Seventh Five Year Plan was Rs.576 crores, against which an outlay of Rs.1,000 crores is now being proposed. A brief write-up on some of the major schemes of UGC is given below :-

(i) Development of Central Universities

UGC provides development grants to Central Universities for books, journals, equipment, buildings, staff and campus development. The campus development of the newer Central Universities, viz. NEHU, Hyderabad and Pondicherry Universities is not yet complete. The older Central Universities, namely BHU, AMU, Delhi University and Visva-Bharati were established more than 70 years ago and there is urgent need for renewal and modernisation of their infrastructure. In addition, new campuses for Assam and Nagaland Universities have to be established during the Plan. Against an allocation of Rs.78.27 crores for development of Central Universities during the Seventh Plan, an allocation of Rs.150.00 crores is proposed in the Eighth Plan.

(ii) State Universities and Colleges

UGC provides development assistance to State Universities and Colleges for general development purposes and for implementation of special programmes. During the Seventh Plan, 95 Universities and more than 3,000 Colleges were provided

development grants. On an average, a University was given Rs. 2 crores and a college about Rs. 3.4 lakhs during the Seventh Plan. For the Eighth Plan, UGC has liberalised its share of assistance for construction of library buildings and women's hostels from 75% to 100%. UGC also proposes to give greater priority to restructuring of courses, enhancing of research capabilities and extension programmes. During the Seventh Plan, UGC gave assistance of Rs.239 crores to Universities and Colleges. An outlay of Rs.380.00 crores is proposed during the Eighth Plan.

(iii) Centres of Advanced Study and Special Assistance Programme

UGC has been assisting University Departments to enable them to raise their standards of teaching and research. About 280 Departments are receiving special assistance under different programmes, such as Centre of Advanced Study, Departments of Special Assistance and Departmental Research Support. UGC carries out regular evaluation of the Departments supported under the Special Assistance Programme and, by and large, this programme has been found successful in improving research and teaching in the selected Departments. Against an outlay of Rs.32.97 crores in the Seventh Plan under the scheme, an allocation of Rs.50.00 crores is proposed in the Eighth Plan.

(iv) Computer Education and Facility

UGC has provided assistance for installation of computer systems in all the Universities. In addition, 800 Colleges have also been assisted for purchase of mini/micro computer system. UGC provided assistance in collaboration with Department of Electronics for running several courses in computer

science. During the Seventh Plan, UGC provided assistance worth Rs.23.09 crores under this scheme. An outlay of Rs.50.00 crores is proposed for the Eighth Plan.

(v) Inter University Centre/Consortium

During the Seventh Plan, UGC established Inter University Centres to provide common research facilities and services of the highest quality in Nuclear Sciences, Astronomy and Astrophysics and Atomic Energy for the benefit of scholars and researchers in the university system. UGC proposes to expand this programme during the Eighth Plan and set up such centres in Arts and Social Sciences also. Against an outlay of Rs.33.16 crores in the Seventh Plan, an outlay of Rs.60.00 crores is proposed for the Eighth Plan.

(vi) Educational Technology

UGC produce and telecasts daily education programme for the general enrichment of students and other sections of society. UGC has set up 7 Audio Visual Research Centres and 4 Education Media Research Centres for production of a softwares and training to support educational broadcasts. UGC proposes to expand this programme and also to produce programmes in regional languages. An outlay of Rs.15.00 crores is proposed in the Eighth Plan against an outlay of Rs.11.08 crores in the Seventh Plan.

(vii) Autonomous Colleges

102 collges have been given autonomous status during the Seventh Plan. Nearly 70 proposals are pending with different State Governments/UGC for approval. UGC has prescribed guidelines for granting autonomous status to University Departments and



several Departments have been given autonomous status so far. The Gnanam Committee has strongly recommended for greater autonomy to Colleges and University Departments and UGC proposes to give greater thrust to this scheme. An outlay of Rs.23.45 crores in the Eighth Plan against an outlay of Rs.5.8 crores in the Seventh Plan is proposed.

(viii) Extension Programme

Universities/Colleges are actively involved in the adult literacy and population education programmes. UGC provides assistance for promoting programmes of adult education, eradication of illiteracy, continuing education, population education and Jana Shikshan Nilayams. In the Seventh Plan, UGC gave assistance worth Rs.20.36 crores for the extension programmes. UGC proposes to extend the adult education programme to 95 universities and 2500 colleges during the Eighth Plan. An outlay of Rs. 50 crores is proposed for the Eighth Plan.

(ix) Special Programmes for Weaker Sections

UGC has several programmes like Teacher Fellowships and Research Fellowships exclusively for SC/ST candidates, and remedial teaching for weaker sections, including minorities, on which a sum of Rs. 2 crores was spent during the Seventh Plan. An allocation of Rs.5 crores for extended coverage under these programmes is proposed during the Eighth Plan.

A detailed Statement indicating Seventh Plan allocation against each scheme and proposed outlay for the Eighth Plan is attached.

## II. Expansion of Open University and Distance Education System

At present 5 lakhs students are covered under the Open University and distance education system, including corresponding courses. It is proposed to enrol an additional 10 lakhs students during the Eighth Plan. For this purpose, Indira Gandhi National Open University (IGNOU), State Open Universities and Directorates of Correspondence Courses would have to be strengthened adequately. It is also proposed to set up a fullfledged Centre for Staff Development in Distance Education at IGNOU. An outlay of Rs. 60 crores is proposed for Eighth Plan against expenditure of Rs.43.89 crores during the Seventh Plan.

## III. Research Councils

The expenditure on Research Councils, like ICHR, ICPR, ICSSR and IIAS during the Seventh Plan was Rs.20.08 crores. An outlay of Rs.17.50 crores is proposed for the Eighth Plan. It is proposed to have a detailed evaluation of the functioning of these Councils during the Eighth Plan with a view to ascertaining whether the Councils can be merged in one major research organisation dealing with all social sciences.

## IV. New Schemes

### 1. Training of University Level Administrators

A strong need has been felt for providing training to personnel dealing with University administration. At present there is no institution arrangement for such training. It is proposed that during the Eighth Plan a National Academy for Training of University Administrators should be set up. Initially, the Academy should provide training to administrators in the Central Universities and an allocation of Rs.3 crores is

proposed for this purpose.

2. New Initiatives recommended in NPE, 1986

It was proposed to introduce certain new schemes like National Council of Higher Education, Central Council of Rural Institutes, National Testing Service and Accreditation and Assessment Council. However, no final decision could be taken on implementation of these schemes. A final decision on the introduction of these schemes would be taken after the recommendations of the Review Committee on National Policy on Education become available.

A detailed Statement showing Seventh Plan outlay and proposed allocation for the Eighth Plan for all schemes under the Bureau of University and Higher Education is given in the attached statement.

FINANCIAL STATEMENT FOR PROPOSED OUTLAY DURING  
THE EIGHTH PLAN (1990-95) ON UGC SCHEMES

(RUPEES IN LAKHS)

S.No.	Items	VII Plan 1985-90 (Provisional)	VIII Plan 1990-95 (Proposed Outlay)
(1)	(2)	(3)	(4)
REDESIGNING OF COURSES, S&T AREAS, ADULT EDUCATION, ETC.			
1.	Re-structuring of Courses	359.60	500.00
2.	Science Education Centres	11.34	20.00
3.	Emerging areas of S&T in Joint funding Department/ Govt. of India (Super Conductivity etc.)	400.00	450.00
4.	Exchange of Scientists and Academics	33.24	50.00
5.	Adult, Continuing and Extension Education including Population Edn., Women Studies, etc.	2036.86	5000.00
	Group Total	2841.04	6020.00

QUALITY IMPROVEMENT OF EDUCATION  
INCLUDING CAMPUS DEVELOPMENT

B.1	Development of Central Universities including Campus Development and related infrastructure facilities (including new Universities)	7827.66	15000.00
B.2	Development of State Universities and Insti- tutions Deemed to be Universities including Campus Development and related infrastructure facilities	11274.84	18000.00
B.3	Development of Collegiate Education	12622.64	20000.00

(1)	(2)	(3)	(4)
B.4	Unassigned Grants to Universities	300.78	500.00
B.5	Professional Training Programmes for University College Teachers (ASC)	585.02	1500.00
B.6	Organisation of Seminars Symposia, Summer Institutes etc.	518.66	600.00
B.7	National Education Testing Accreditation & Assessment Council, etc.	137.82	200.00
B.8	Faculty Housing	664.48	1000.00
B.9	Reading Rooms/Cubicles for College Teachers	20.76	1000.00
B.10	Student Hostels (including Bharat Bhawan Hostels)	806.30	1500.00
B.11	Curriculum Development Centres	116.50	200.00
B.12	Strengthening and Re-organisation of Undergraduate and Post Graduate Education and Research in Colleges		
	a. Strengthening Undergraduate Teaching and Additional Enrolment - Undergraduate Programme	25.00	100.00
	b. Excellence in Undergraduate Programme	*	
	c. Postgraduate Teaching and Research	*	
	d. Additional Classrooms/Laboratory space	*	
	( * some aspects merged in 7th Plan Development Schemes)		
B.13	Strengthening of English/Hindi/Regional Language Teaching etc.	29.40	40.00

(1)	(2)	(3)	(4)
B.14	COSIP, COHSSIP & ULP	1042.28	2000.00
B.15	Examination Reforms	59.94	200.00
B.16	Preparation of University Level Books by Indian Authors	48.51	100.00
B.17	College Development Councils	58.25	60.00
B.18	Jubilee/Centenary Grants (Capital Projects)	258.79	500.00
B.19	Travel Grants to College Teachers	59.50	100.00
B.20	Value Oriented Education and Development of Art and Culture, etc. & Archival, Museology	97.93	100.00
	Group Total	36555.06	62700.00
C.	QUALITY PROGRAMMES OF RESEARCH AND DEVELOPMENT		
C.1	Centres of Advanced Study and Special Assistance Programme	3297.46	5000.00
C.2	University Science Instru- mentation Centres/Regional Instrumentation Centres; Supportive Service for Research	315.06	500.00
C.3	Support of Research Projects		
	Major	1467.55	2000.00
	Minor	412.05	500.00
C.4	Research Fellowships and Research Associateships, Research Scientists and Institute * Associateships	172.42	300.00

\* New Scheme

(1)	(2)	(3)	(4)
C.5	Emeritus Fellowships, National Fellowships, Associateships, Visiting Professorships, UGC Professorships, Career Awards	179.24	150.00
C.6	Cultural Exchange Programmes and Area Study Programmes	437.43	500.00
C.7	Computer Education and Facilities	2309.46	5000.00
C.8	Institution of Instruc- tional Conference	17.12	25.00
C.9	Inter-University Centres/ Consortium	3316.60	6000.00
C.10	INFLIBNET	...	100.00
C.11	COSIST	3858.84	6000.00
C.12	Publication/Dissemination of Research Work	120.30	200.00
	Group Total	15903.53	26275.00
D. DISTANCE EDUCATION, CORRESPONDENCE/ CONTINUING EDUCATION AND MASS MEDIA EDUCATION, SPECIAL PROGRAMMES			
D.1	Distance Education and Correspondence/Continuing Education	65.04	100.00
D.2	Mass Communication	1108.21	1500.00
D.3	Programmes for Weaker Sections of Society (Scheduled Castes/STs, SC/ST Cells, Physically Handicapped Students, Coaching Classes etc.	202.66	500.00
	Group Total	1375.91	2100.00

E. MANAGEMENT OF HIGHER EDUCATION  
 SECTOR-UNIVERSITIES, COLLEGES, UGC ETC.

E.1	Autonomous Colleges/ Autonomous University Departments	586.76	2345.00
E.2	UGC Plan Expenditure	230.27	500.00
E.3	Miscellaneous Programmes including Expenditure on Non-University Institutions on reimbursement basis	35.23	60.00
		<hr/>	<hr/>
		852.26	2905.00
		<hr/>	<hr/>
Grand Total :	Sector A,B,C,D&E	57527.80	100000.00
		<hr/>	<hr/>



## 2. ASSOCIATION OF INDIAN UNIVERSITIES

Association of Indian Universities is a voluntary organisation with universities as members providing for universities administrators and academics to come together to exchange views to discuss matters of common interest. The Association acts as a Bureau of Information in Higher Education and brings out a number of useful publications, research papers, books and journals on Higher Education. The Association is substantially financed from the annual subscription paid by the member universities. The Government provide funds to the Association for undertaking research/studies, in matters of importance to Higher Education. Financial assistance is also provided for meeting a part of its maintenance expenditure including the activities undertaken by the Research Cell set up with the assistance from Government. During the VIIth Plan, a sum of Rs. 38.14 lakhs was provided to the AIU.

Till now, AIU, has been having two major areas of research viz. Examination Reform and Economics of Education. With the emphasis on the need for toning up the administrative machinery in universities, the AIU has in recent years organising training programmes for university administrators. During the VIIIth Plan period the AIU proposes to take up this activity on a systematic basis. During the VIIIth Plan period the AIU would therefore concentrate on the following:

- (i) Training of university administrators
- (ii) Economic of Education and
- (iii) Examination Reform

The total requirement of funds in terms of these proposals have been worked out by the AIU as Rs. 75.32 lakhs. It is proposed to make a provision of Rs. 50 lakhs in the VIIIth Plan proposal in the AIU.

### 3. DR. ZAKIR HUSAIN MEMORIAL COLLEGE UNIT

Dr. Zakir Husain Memorial College Trust was established in 1973 to take over the responsibility for the management and maintenance of Dr. Zakir Husain College (formerly Delhi College). The maintenance expenditure of the College which is a constituent college of the Delhi University is shared in the ratio 95:5 by the University Grants Commission and the Trust. In addition the University Grants Commission sanction grants to the colleges for meeting development expenditure according to the pattern of assistance laid down by the Commission for various types of programmes. The matching contribution to such development expenditure is required to be met by the Trust. Since the Trust has no resources of its own, grants are provided by the Government for meeting the above expenditure. The grants also include administrative expenditure of the Trust.

One of the major programmes decided by the Trust was to shift the College from present premises to Minto Road area. Of the five blocks approved for construction at the new site, during the VIIth Plan period the Science Block, the Administrative Block, the Boys' and Girls' Common Rooms and the building for canteens have been completed. The Arts and Commerce Blocks are nearing completion. The construction of the superstructure of the library has also been taken up. The plans and estimates for the students' and teachers' hostels, living quarters of the Principals and Vice Principals and other essential staff, Gymnasium and Herbarium will be taken up after clearance from the DDA and UGC. It is proposed to make a provision of Rs. 100.00 lakhs in the VIIIth Plan for providing assistance to the Dr. Zakir Husain Memorial College Trust.

#### 4. INDIAN COUNCIL OF HISTORICAL RESEARCH

During the VIIth Plan a provision of Rs. 186.89 lakhs was provided to the Council for its activities. While funding of research projects claimed a large portion of the financial resources of the Indian Council of Historical Research its other activities during the period including documentation, augmentation of library facilities, publication of sources, publication of reference works and research works, translation into Indian languages, diffusion of techniques of historical research, interaction with historians abroad and popularisation of scientific history.

During the VIIIth Plan the Council proposes to sustain the schemes already in hand and to undertake the following:

- Indian historical abstracts programme;
- Computerisation in NIFLIBNET programme;
- Library expansion programme;
- Micro film acquisition programme;
- Reprographic facilities;
- Publication of sources;
- Publication of reference works like
  - a) Comprehensive dictionary of social work and administrative terms in Indian/South Asian inscriptions based on historical principles.
  - b) Supplement to encyclopaedia of Indian archaeology.
- Publication of researches including modernisation of the Indian historical review;
- Publication of thesis and monographs and the 50th anniversary of publishing independent programme;

- Translation in Indian languages;
- Diffusion of proper techniques of histeriography through workshops, seminars etc.
- The bulk of ICHR funding is taken up for fellowships, research projects and study abroad. During the VIIIth Plan, the ICHR also proposes to increase the rates of its fellowships if not to bring them on par with those of UGC, CSIR etc. atleast to a reasonably high level. For this the Council has proposed a sum of Rs. 150 lakhs out of a total VIIIth Plan projection of Rs. 756.30 lakhs.

It is proposed to make a provision of Rs. 250.00 lakhs for the ICHR during VIIIth Plan.

## 5. INDIAN INSTITUTE OF ADVANCED STUDY

The Indian Institute of Advanced Study, Shimla was established in 1965 as a residential centre for advance research for providing to scholars an environment conducive to academic research in Humanities, Indian Culture, Comparative Religion, Social Sciences and Natural Sciences. The Institute aims at free and creative enquiry into the fundamental themes and problems of life and thought. It provides facilities for advanced consultation and collaboration besides exhaustive library and documentation facilities.

During the VIIth Plan, the Institute was provided a sum of Rs. 189.39 lakhs. The major expenditure was on Fellowships awarded by the Institute, Seminars on priority areas of studies, publication programme and improvement of library and research facilities. The Institute had also undertaken a phased programme for the development of its campus. During the VIIIth Plan, the Institute has drawn up proposals totalling Rs. 404.00 lakhs. The expenditure would be on 35 fellowships, 15 Seminars acquisition of 25,000 volumes, augmentation of computerised services and reprographic services and stacking space, publication of 45 books, possibilities of acquiring a laser printing equipment, telex facility/word processor, expenditure on Visiting Professors and undertaking of core projects. Special repairs of the Rashtrapati Nivas Complex have also been contemplated.

It is proposed to make a provision of Rs. 250.00 lakhs for the Indian Institute of Advanced Study during the VIIIth Plan period.

## 6. INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH

The Indian Council of Philosophical Research which was originally set up in March 1977 was activated in 1981 only. During the VIIth Five Year Plan, the Council had therefore concentrated on developing infrastructure (accommodation, academic and administrative staff other facilities etc.) for undertaking its activities. The approved academic programmes of the Council included award of Fellowships, research grants for individual as well as collaborative research projects and a programme of publication of adopting works of high academic quality and bringing out a bi-annual Journal. Other activities included holding of Seminars, National Lectures, Essay competitions etc. During the VIIth Plan a sum of Rs. 304.50 lakhs was provided to the Council. During the VIIIth Plan apart from the continuing schemes, the Council proposes to undertake the following:

- Collection of writings of contemporary Indian Philosophers on various themes connected with Indological studies.
- Teaching Philosophy (including instilling scientific temper) among children.
- Dissemination of Philosophical ideas through exhibitions, slides, video tapes, audio cassettes and films.
- A review of research done from 1980-1985 in Indian Philosophy by Indian and Overseas scholars by way of collecting and surveying.
- The preparation and publication of teaching learning materials.

The Council has also proposed to undertake construction of its buildings beginning with the basement to meet requirements for housing conferences, seminars, reference library and office complex during the VIIIth Plan period. The Council has made a total provision of Rs. 377.50 lakhs under Plan. It is proposed to make a provision of Rs. 250.00 lakhs during the VIIIth Plan period.



## 7. INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

The Indian Council of Social Science Research was established in 1969 as an autonomous organisation to promote and coordinate social science research in the country.

During the Seventh Plan period a sum of Rs. 1327.75 lakhs was provided to the Council. The major activities including assistance to 24 research institutes of all India character during research in the field of social sciences and to its 6 Regional Centres. The other activities included financing of research and documentation projects, award of fellowships, acquisition of publications for the National Science Documentation Centre, publication grants and financing of exchange of visits of social scientists.

During the Eighth Plan period the Council proposes to continue these activities and also take up certain new activities like programme of assistance to identified research institutions, building grants to Regional Centres, training programmes, International Collaboration activities and the remaining phase of the construction of ICSSR building complex.

It is proposed to make a provision of Rs. 1000 lakhs for the Council during the 8th Plan period.

## 8. ALL INDIA INSTITUTIONS OF HIGHER LEARNING

Under this scheme assistance for programme of Higher Education different from the conventional pattern and of particular interest to the rural community or which is innovative in character, and offered by certain voluntary organisations in the country was being provided during all the previous plans. Presently four institutions are being provided financial assistance under the scheme:

- Sri Aurobindo International Centre of Education, Pondicherry
- Lok Bharati Sanosra
- Sri Aurobindo International Institute of Educational Research, Auroville.
- Mitra Niketan, Vellanad.

For assessing the VIIIth Plan requirements of these institutions, Committees have been set up and it will take some time before the Committee submit its report after visiting these institutions. An outlay of Rs. 154.09 lakhs was made in the VIIth Plan. The provisions made for utilisation during the VIIth Plan has not been found adequate. Certain new institutions have also been approaching for provision of assistance. During the VIIIth Plan, it would be necessary to consider provision of funding for these institutions also on the basis of the recommendations of the Visiting Committee. It is therefore suggested that a sum of Rs. 200.00 lakhs may be provided under the scheme for the VIIIth Plan.

## 9. RURAL INSTITUTES

The National Policy on Education, 1986 envisages the establishment of Rural Institutes/Universities on the lines of Gandhiji's ideas of education. For implementation of a well coordinated programme of development of Rural Institute, a Central Council of Rural Institutes is proposed to be set up as an autonomous registered body to be fully funded by the Government. The new pattern of education through Rural Institutes will be based on the concept of correlation between Socially Useful Productive Work and academic activities. The Rural Institutes would undertake extension activities for transformation of the rural areas. The proposed Central Council would identify the Rural Institutes and other agencies engaged in Gandhian basic education which have potential for growth and are primarily meant for the rural areas but have not received sufficient support and encouragement over the years. The main emphasis in the next few years would be on consolidation and an expansion and support for ongoing programmes of institutions rather than on starting new ones.

It is proposed to make a provision of Rs. 1050.00 lakhs in the VIIIth Plan for the Rural Institutes.

# ADULT EDUCATION

## PERSPECTIVE OF ADULT EDUCATION DURING THE 8TH PLAN PERIOD

Our country has had a long and distinguished tradition of commitment to literacy and learning spanning over a period of 5,000 years. Unfortunately, however, during the two centuries of colonial subjugation, Education which is a basic human right and fundamental to the socioeconomic awakening of the masses, did not receive adequate state support. The country which was once the cradle of civilisation and culture went on sliding on the ladder of literacy and had the dubious distinction of having hardly 5% literates (of the total population in 1901). The situation, however, registered significant improvement after attainment of independence. Expansion of educational facilities in these sectors and ensuring equity in access and participation in educational opportunities have been the hallmarks of our planned educational development. On account of sustained efforts, the number of literates registered increase from 60 million in 1951 to 247 million in 1981. These significant gains have, however, been more than neutralised by an increase in the number of illiterates, as well as increase in the rate of illiteracy. Burgeoning rate of growth of population coupled with prolonged drop-out from the formal school system are two major factors which have contributed to this unfortunate phenomenon. Apart from increase in numbers, the existing situation is also characterised by the disparity in the rate of literacy in urban and rural areas, between males and females, between different states and regions and even within the same region. A statement depicting the general literacy scenario and various facets of this disparity is enclosed as Annexure-1.

2. The National Adult Education Programme was introduced on 2nd October, 1978 and is on the ground for about 12 years. Initially designed to be a mass programme involving all sections of the society, it came to be implemented as a Govt funded and Govt controlled Centre-based programme involving mobilisation of 30 adult learners per centre and payment of an honorarium of Rs. 100/- per Instructor. This was a centrally sponsored scheme where funds have continued to be released by the Central Govt to the consolidated funds of every State/UT which introduced the scheme. Simultaneously and on the suggestion of the Planning Commission, the State Govt have also introduced a State scheme known as "State Adult Education Project" (SAEP). A Scheme of financial assistance to Voluntary Agencies was also introduced to secure involvement of voluntary agencies in adult education. As on date, 628 voluntary agencies are implementing the adult education programme in shape of about 45,00 adult education centres. Taking all these together, there are, as on 30.6.1990, about 2,70,000 adult education centres in which about 8 million illiterate adults are being enrolled every year, of which 3.5 million are men and 4.5 million are women. Out of them, however, 40% drop-out due to a variety of compulsions, about 20% relapse into illiteracy in the absence of any institutional linkage between basic literacy, postliteracy and continuing education and remaining 40% (3.8 million) who are left out can be said to have acquired some literacy and numeracy thought not of the desired level. At this rate of achievement, it was felt that it will take a minimum of 30 years to make the country fully literate.

3. A National Mission for eradication of adult illiteracy was conceptualised in 1987 against the background of rapid accretion in to the ranks of illiterates in the adult age-group (15-35) as also keeping in view the slow impact of the Centre-based NAEP. This is the most productive as well as re-productive age-group whose attainment of a literate status is crucial to the task of planned progress and development. The Mission has a clear objective, clear strategy, clear time frame and necessary will and wherewithal to translate the objective into reality. In quantitative terms, the Mission seeks to impart functional literacy to about 80 million illiterate adults (15-35 agegroup) by 1995. The strategy of the Mission is three-fold namely, (a) nation wide strategy; (b) strategy which will be confined to 42 districts for development, transfer and application of technopedagogic inputs on an experimental basis and later replication in other parts of the country; and (c) Mission management system at different levels which will be flexible, autonomous and accountable and which will ensure timely flow of accurate information and systematic monitoring and mid-course corrections as also impact evaluation. The thrust in the nation wide strategy will be increasing motivation, securing peoples' participation, improving the pace, quality and effectiveness of the on-going programmes and launching a mass movement for involvement of all sections of the society. All these are expected to widen the coverage of the programme while arresting the trend of drop-outs. Yet another important component of the nation wide strategy is to establish a link between basic literacy, post-literacy & continuing education through

establishment of Jana Shikshan Nilayams (JSNs) which help in preventing relapse of neo-literates into illiteracy on the one hand and which will also create opportunities for a learning society on the other.

4. A mass campaign for involvement of all section of the society for the Mission was launched on 5th May, 1988. Since then, all the on-going schemes have been reviewed and revised and several interesting and exciting developments have taken place. In the wake of the launching of the mass campaign for NIM at the national level, several State Govts have launched similar mass campaigns for complete literacy in selected blocks/talukas, districts and even States. Kottayam city and Ernakulam district had the distinction of becoming fully literate in 1989-90 followed by similar mass campaigns for complete literacy launched in Karnataka, West Bengal, Andhra Pradesh and Gujarat. It is an encouraging trend that more and more such area-specific and time-specific plans for complete literacy in selected blocks/talukas, districts and even for States are being formulated and sponsored by the State Govts/UTs. National, state and district level workshops have been held to inculcate the new culture of area approach into all implementing agencies including voluntary agencies so that compact and contiguous areas are taken up for complete literacy within a specified time span and resources are pooled from a variety of sources and integrated into that plan for complete literacy.

5. Alongwith adoption and implementation of area approach to literacy, a new technique known as the Improved Pace & Content of



Learning (IPCL) has been adopted by the Mission and is being implemented on a selective scale during 1990-91. The new technique has taken cognizance of the fact that all learners do not learn at the same pace but the moment they are able to perceive the progress of learning themselves, they get encouraged and motivated to learn. The new technique is also based on the principle of progression i.e. learners learn from stage to stage and, therefore, it is necessary to provide them different packages at different stages of learning. On the basis of this principle, multi-graded and intergraded primers are being designed which will weave into their frame work book, exercise book and tools of evaluation of learning outcome. Each primer in terms of progression will be an improvement on the other. The central objective of the entire exercise is to promote self-reliance in learning and to make learning confidence-oriented rather than competition-oriented. This is also intended to make learning a lively, joyous and resilient exercise.

6. Members of SC & ST and women living in rural areas constitute the focal point of the Mission. Members of SC & ST have, for years, been victims of social discrimination and economic exploitation. Similarly, on account of being subjected to excessive and arduous manual labour both at home as well as at the work place, women are forced to lead a monotonous and drudgerous existence and do not have either the freedom or the leisure to pursue an avocation like literacy. The Mission, however, recognises the close nexus between female literacy and family welfare including maternity protection, immunisation and child

care and, therefore, accords the highest priority to female literacy. Detailed guidelines for mobilisation and involvement of members of SC & ST as also women in the NLM have been formulated and communicated to all State Govts and UTs.

7. The National Literacy Mission is not merely a programme of one ministry or one department or one agency but the concern of the whole nation. Literacy, as a matter of fact, is the key to the success of all development programmes. In recognition of this important policy, sincere efforts are being made to bring about a close integration between adult education and other development programmes. Several steps have been taken by the State Govt/UTs in creating and sustaining an abiding interest in their development functionaries for adult education and in making them own the adult education programme.

8. The National Literacy Mission is also a technology mission. Technology in this case does not mean only improved blackboard, roller board, slate, chalk, duster, pen and pencil but also improved teaching learning methodology and improved communication techniques. As many as 40 collaborating agencies have been identified and their help is being sought to design and introduce technopedagogic innovations in the entire teaching learning process with a view to making it more attractive and relevant. Package of lessons is also being formulated for broadcast through radio and telecast through TV which will supplement imparting of literacy and numeracy through the print medium.

9. Planned and coordinated efforts are made at the national, state and district levels to harness media (both traditional and nontraditional) for disseminating the message of literacy as also for creating a positive environment for literacy. Two country-wide jathas namely, Paidal Jatha and Bharat Gyan Vigyan Jatha (BGVJ) will also be launched in October-November '90 to create a mass awakening for literacy, to generate the demand for literacy and the agency to deliver literacy. A National level Coordination Committee for Media has been constituted which provides necessary direction and guidelines in this regard.

10. Bilingualism is an accepted strategy in the Mission. Bilingualism means imparting of literacy through the language/dialect spoken by majority of the learners and providing a bridge for switch-over to the state standard language. Taking cognizance of the linguistic needs of the people in a multi-lingual country like ours where in addition to 15 languages listed in the 8th schedule of Constitution, as many as 1642 dialects are spoken, bilingual primers to fulfil this important need are being designed by the State Resource Centres and are being progressively introduced.

11. Against the above background a write up containing the review of the continuing centrally sponsored schemes and central sector schemes and justification for their continuance together with financial estimates is indicated below:

CONTINUING CENTRALLY SPONSORED SCHEMES:

(i) Rural Functional Literacy Project- As on date, there are 478 RFLPs with 1,34,000 centres for which 100% central assistance is given to 27 States/UTs. The scheme has been reviewed and revised to make it more compact and manageable. Under the revised pattern a project of 300 centres will be split into 3 units, of 100 centres each, where the thrust will be on adoption of area approach for complete literacy rather than on running of projects and centres. Besides, endeavour will be made to adopt the new technique of Improved Pace and Content of Learning in implementing the projects according to the revised pattern which will help in introducing two cycles instead of only one in a year and which will ensure higher coverage with better results. The revised scheme is awaiting the approval of the EFC. It is expected that this will be operational from the beginning of 1991-92 after approval of the EFC. In view of the magnitude of the problem of adult literacy, the large uncovered gap obtaining in different parts of the country and also in view of the fact that a mass campaign oriented approach may not be straightway easily adopted and implemented in all parts of the country uniformly, it will be necessary to continue with the scheme during the 8th plan period although with formulation and implementation of area specific and time specific plans for complete literacy in respect of blocks/talukas, districts and even states on a progressively increasing scale, the centre-based RFLP scheme will be phased out and on no account it will be allowed to continue beyond the 8th plan period.

After the revised pattern has been adopted and implemented, We will be left with 1340 projects of 100 AECs each in 1991-92. Keeping in view the need for and possibility of progressive phasing out of the number of projects, the financial estimates for the 8th plan period will be Rs. 220 crores and Rs. 52 crores for 1991-92.

(ii) Jana Shikshan Nilayam- A Jana Shikshan Nilayam is a people's centre for learning which is intended to provide a linkage between basic literacy, post literacy and continuing education. It is a community institution which is intended for all sections and all age groups. The scheme was introduced in 1988-89 and is in operation since then. One JSN is to be established in every 4-5 villages with 5000 population for which 100% assistance is given viz. Rs. 14,000/- per JSN (Rs.7000 recurring and Rs.7000 non-recurring). About 30,000 JSNs have been made operational by the close of the 7th Five Year Plan. With progressive accomplishment of the goal of complete literacy through area-specific and time-specific plans during the 8th plan period, it will be necessary and desirable to provide a much large number of JSNs while allowing continuation of the existing JSNs with a view to preventing a large army of neo-literates from relapsing into illiteracy.

The financial requirement for JSNs during the 8th plan period will be of the order of Rs.172 crores. This will meet the committed liability of about 30,000 JSNs which will be continued during the 8th plan period as also for sanctioning additional 25,000 JSNs during that plan period. The requirement of funds for 8th Plan would be Rs.140 crores and Rs.22 crores for 1991-92.

(iii) Strengthening the Administrative Structure at the State and District level - This is a fully centrally funded plan scheme which has been in operation since 1978-79. Central assistance is meant for meeting the committed liability arising out of payment of salary and allowances of posts sanctioned under the scheme at the State and District level. The scheme has been reviewed and revised in 1988-89. Eleven States/UTs have since adopted the revised pattern. The scheme may be allowed to be retained during the first 2 years of the 8th Five year plan when we are contemplating to have large number of "mass campaigns" for complete literacy; but, there may not be any need for continuation of the scheme after the much cherished goal of complete literacy has been achieved to a large extent. It is therefore, proposed that the scheme may be wound up in the 3rd year of the 8th plan. The requirement of funds for 8th Plan would be Rs.20.00 crores and Rs. 6.7 crores for 1991-92.

(iv) SCHEME OF ASSISTANCE TO VOLUNTARY AGENCIES - The National Literacy Mission envisages larger involvement of voluntary agencies to make literacy a people's movement in which all sections of society will participate. The scheme of financial assistance to voluntary agencies envisages financial assistance to registered Voluntary Agencies to take up activities like eradication of illiteracy, management of SRCs to provide academic and technical resource supports, and impact evaluation of Adult Education programme and other activities in furtherance of objectives of NLM.

The scheme of Assistance to VAs for implementing the centre

based AE programme which was introduced in the First Five Year Plan has been reviewed and revised from time to time, the last revision being in 1988-89. It has been further revised on the basis of recommendation of a Sub-group of the Executive Committee of NLMA. The revised scheme envisages an area-specific, time-specific, cost-effective and result-oriented approach for eradication of illiteracy with provision of necessary flexibility to VAs to evolve their own financial pattern and project pattern. The revised scheme is awaiting the approval of the EFC and it is hoped that the new scheme will be made operational from the beginning of the 8th Plan period. In view of the magnitude of the problem of adult illiteracy, the large uncovered gap obtaining in different parts of the country and the useful role played by VAs in NAEP during the last 12 years, it is proposed to retain the scheme in a revised form and to involve much larger number of VAs having a good track record in adult education and social service. The financial estimates for the 8th Plan period would be Rs. 116.45 crores and Rs. 16.50 crores for 1991-92.

(v) Scheme of Assistance to Nehru Yuva Kendra Sangathan

NYKS was given a major responsibility for implementing the adult education programme on a large scale during 1988-89. It was assigned 200 projects covering 1600 centres spread over in 200 districts of the country. The responsibility for coordination and overall management was given to the Sangathan as an apex body which has a nationwide network of youth clubs. During the last 2 years, about 4.8 lakh adult learners in the target age-group (15-35) have been covered and about 50% of them have been made

literate. Keeping in view the magnitude of the problem of adult illiteracy, the large uncovered gap as also the nationwide infrastructure of NYKS, it is proposed to continue the scheme during the 8th Plan period by adoption of area-specific and time-specific plans for complete literacy as also by adoption of the new technique of Improved Pace and Content of Learning by the NYKS. Eighth Plan proposal is Rs. 12 crores and Rs. 1.25 crores for 1991-92.

(vi) Mass Programme of Functional Literacy- A mass programme of functional literacy with involvement of students (NSS, Non-NSS and NCC) was introduced in May, 1976 under the scheme. Funds were to be placed at the disposal of the State Resource Centre for meeting the cost of production and supply of literacy kits to universities and colleges whose students were to be mobilised for MPFL. The ambit of the scheme has been enlarged over the years in as much as about 5 lakh students (universities, colleges and schools) are currently working for the Mission. This number is likely to increase further. Of late, there is a move initiated by the Chairman, UGC - Prof. Yashpal, Member (Education), Planning Commission - Dr. Rajni Kothari, and Dr. Malcom S. Adiseshiah, Chairman, Madras Institute of Development Studies, to launch a mass campaign for literacy with the involvement of students at the university and college stage all over the country. While major portion of the students will work for mass campaigns for literacy in selected areas, a small portion of them may also work on an individual volunteer basis for few areas. In view of this it will be necessary to continue the scheme during the 8th Plan period.



Keeping in view the need for increasing indent of literacy kits from large number of such volunteers all over the country, the financial estimates have been worked out and the Eighth Plan requirements is Rs. 36.00 crores with Rs. 5.50 crores for 1991-92.

(vii) National Institute of Adult Education - The Directorate of Adult Education which has been providing academic and technical resource support at the national level since 70's will be shortly converted into the National Institute of Adult Education (NIAE) which will be independent, autonomous and apex body under the overall umbrella of NIMA and which will have larger freedom and flexibility in operation. During the last 20 years of its existence, the DAE has played a useful role in designing training manual and software for training through electronic media, has organised workshops for preparation of exemplar teaching learning materials at the basic literacy stage and materials for the neo-literates, comprehensive media and communication packages for literacy apart from series of activities for International cooperation and exchange programmes, such as - population education (funded by UNFPA); other programmes for women and children (funded by UNICEF) etc. In view of its contribution and in the context of more intensive academic and technical resource support to the Mission at various levels it will be necessary to continue the DAE, though in a different form (NIAE). Keeping in view the enlargement in the scope and ambit of the activities of the DAE and particularly in the field of media and communication, the financial estimates for the 8th Plan period are Rs. 15.00 crores with Rs. 3.00 crores for 1991-92.

(viii) Shramik Vidyapeeths - Shramik Vidyapeeths have been implementing the scheme of polyvalent education to the industrial workers and their family members since 70's. During this period they have made useful contribution to the rehabilitation of several physically and orthopaedically handicapped men, women and children, women belonging to the minorities, divorced women and other women in distress, educated youth sitting un-employed in urban and semi-urban areas and working children. As on date, there are 37 SVPs in different parts of the country, 25 of them being under VAs and the rest being under universities and State Govts. The scheme was recently reviewed and revised and the revised pattern which envisages higher allocations in the programme content with a view to ensuring increased involvement of SVPs in literacy work is awaiting the approval of EFC. In view of the useful contribution made by the SVPs, it is proposed to continue them during the 8th Plan period. The requirements is Rs. 13.45 crores for 8th Plan and Rs. 3.00 crores for 1991-92.

#### NEW SCHEME

##### (a) Special Projects for complete eradication of illiteracy

In view of the fact that conditions vary from State to State, region to region and even within the same region there cannot be one approach but a multiplicity of approach as far as eradication of illiteracy is concerned. The area approach for complete literacy in a particular area within a prescribed time span is one of such approaches which is being increasingly taken recourse to after launching of the mass campaign for NLM in May, 1988. The "area" could be a village, a cluster of villages, a

Panchayat, a block/taluka or even a district. Irrespective of the geographical dimension of the area, any agency which adopts the area approach must adopt a compact and contiguous area and must undertake to make that area fully literate within a prescribed time span. Implementation of area approach involves (a) environment building for mobilising all sections of society; (b) conducting a survey for identification of literate volunteers and illiterates; (c) production of teaching learning materials; (d) training of volunteers and master trainers; (e) actual imparting of literacy by adopting IPCL technique; (f) rigorous monitoring and evaluation; (g) creation of a structure at various levels for intensive supervision of the area approach. An area approach can be adopted by going in for the centre based programme or for a volunteer-based programme with a mass campaign orientation. Both the possibilities are being explored with the thrust being in favour of the latter. In view of the valuable lessons learnt from the past experience (e.g. Kottayam city and Ernakulam district becoming fully literate with proper planning, organisation and coordination within a specific time span), it is proposed to go in for such area-specific and time-specific special projects with a mass campaign orientation on a larger scale during the 8th Plan period. Adoption and implementation of this approach would necessarily involve extensive and intensive media coverage and support and harnessing both the traditional and non-traditional media, apart from provision of infrastructural facilities for production and supply of large number of teaching learning materials and training of large number of master trainers and

volunteers. In view, however, of the magnitude of the problem of adult illiteracy, the large uncovered gap and the fact that the traditional centre-based programme has not been very effective in eradication of illiteracy during the last 12 years, it is proposed to introduce such special projects on a larger scale during the 8th Plan period. The requirement of funds for 8th Plan is Rs. 250 crores and Rs. 65.02 crores for 1991-92.

ANNEXURE-I

NUMBER OF ILLITERATES/LITERATES IN INDIA (IN MILLION)

	All age groups		Age group 15-35 years	
	1951	1981	1951	1981
Number of Illiterates	300	437	91	110
Number of Literates	60	247	27	111
Literacy Percentage	16.67	36.23	22.7	50.0

Regional Disparity in Literacy - 1981

	Highest	Lowest
Literacy for all persons	Kerala 70%	Arunachal Pradesh 21%
Literacy of SC's	Kerala 56%	Bihar 10%
Literacy of ST's	Mizoram 60%	Andhra Pradesh 8%
Female literacy in rural areas	Kerala 65%	Rajasthan 5.5%

Sex Disparity in Literacy - 1981

	Males	Females
Literacy rate for all areas	47%	25%
Literacy rate for urban areas	66%	48%
Literacy rate for rural areas	41%	18%

# LANGUAGES

## PROMOTION OF LANGUAGES

### VIII PLAN

Languages, the most rudimentary as well as the most developed ones, are amongst the most precious of man's heritage because they are the carriers of the inter-generational memory, knowledge and learning of mankind over centuries and millenia. They give expression not only to the thoughts of his mind but also to the flights of his fancy and the yearnings of his soul, and coupled with scripts, transform into literature and become the foundation for the superstructure of cultures, philosophies, religions, poetry and arts. Language is also the means of interaction between individuals and individuals with their society, without which development of science and technology also cannot take place. No wonder, in all organised societies, the teaching and development of languages has received a pride of place since times immemorial, and must continue to be in the focus of all efforts in the field of educational development as the basic infrastructure of education i.e. the medium of instruction.

Unlike most other countries of the world which have only one language to boast of or preserve, we Indians have been handed down the heritage of not only an ancient civilization and culture but also plethora of languages of both Sanskritic and non-Sanskritic origins enriched by Sanskrit and other oriental classical languages and English and other European languages with which they came in contact in the course of vicissitudes through which history has taken the subcontinent. The multiplicity of languages makes our task of preservation and development of languages not

only voluminous but also extremely challenging, when seen in the context of national integration. We have a constitutional responsibility to ensure that over a time Hindi, the national language, does indeed become the official language and the link language of the entire country if not its lingua franca. However, at the same time we are also committed to a policy of not imposing Hindi on non-Hindi speaking areas, eschewing even a hint of coercion, and to achieve the ultimate aim by extension methods so as not to allow the multiplicity of languages to become a threat to the integrity of the nation. As a matter of fact, we must try and build into our educational system a policy on languages aimed at ensuring :

- (a) conservation and development of the rich and varied linguistic heritage;
- (b) promotion and development of a common language for the country as a whole, which is made rich enough to take even medical, legal and technical education and professions in its strides; and
- (c) gradual voluntary acceptance of the national language without disturbing the harmonious coexistence of the regional linguistic aspirations in the sub-continent.

The three language formula is an educational input in the direction of achieving national integration through a balanced policy on language.

#### Review of Language Schemes in Seventh Plan

Many important schemes like training of language teachers, funding the appointment of Hindi teachers in non-Hindi speaking States and Union Territories, financial support for bringing out



publications in different languages, assistance to voluntary organisations in promoting, propagating and developing Indian languages, etc. were taken up in the Seventh Plan.

The thrust was on training of language teachers and production of suitable material for language teaching. Kendriya Hindi Sansthan (KHS), an autonomous organisation under the Department of Education and Central Institute of Indian Languages (CIIL), a subordinate office of the Department have been involved in training of teachers in Hindi and other Indian languages respectively. About 2000 teachers in Modern Indian Languages and 5000 Hindi teachers have been trained during the Seventh Five Year Plan. Since a large number of language teachers, particularly Hindi teachers are to be trained, voluntary organisations like Karnataka Mahila Hindi Seva Samiti etc. were also involved in training of Hindi teachers. 10 such Hindi Teachers Training Colleges under voluntary organisations were supported during the Seventh Five Year Plan. Funds were also made available for the appointment of 5700 Hindi Teachers in non-Hindi speaking States and UTs during the 7th Plan.

Kendriya Hindi Sansthan, Agra, Commission for Scientific and Technical Terminology (CSTT), Bureau for Promotion of Urdu (BPU), Central Institute of Indian Languages (CIIL), Mysore, have brought out about 1000 titles of language teaching material.

It has been the policy of the Government to involve voluntary organisations for development, promotion and propagation of Indian Languages. With this end in view, about 170 voluntary organisations in Hindi and about 100 voluntary organisations in

other Indian languages have been given financial assistance during the Seventh Five Year Plan. The rate of assistance was 75% of the estimated expenditure of these organisations.

Keeping in view, the special status of Urdu, Government has formulated and implemented special schemes for Urdu such as Calligraphic Training Centres (CTS). 39 such centres were supported during the preceding Plan period.

While emphasising the importance of study and teaching of Indian languages, improvement of proficiency in English language teaching was also assigned due importance during the Seventh Five Year Plan. Three Regional Institutes of English and 8 English Language Teaching Institutes (ELTIS) as well as 21 district centres for intensive training of English language teachers were supported by the Government during the Seventh Five Year Plan. With a view to laying down uniform standards for assessing proficiency in English language, special project for evolving standard tests like TEP-10 (after tenth standard) and TEP-12 (after 12th standard and for admission to professional courses) were taken up.

#### Projections for the 8th Five Year Plan

During the 8th Five Year Plan, it is proposed to continue the existing schemes of 'Training of Language Teachers', 'Appointment of Language Teachers', 'Production of material for language teaching', and other schemes.

The language institutions like, CIIL, CIEFL, CHD, KHS, BPU are to be strengthened. Assistance to voluntary organisations is required to be intensified and its quantum enhanced in comparison to the provisions made in the Seventh Plan in recognition of the

fact that these NGOs are making a valuable contribution in the field of languages development, particularly in respect of teachers training, popularising and holding Hindi examinations etc.

In view of Government's special responsibility for the development of Urdu, special schemes are to be formulated and implemented in the light of recommendations to be made by the Gujaral Committee, on receipt of the final report of the Committee of Experts set up by the Government to give its suggestions on the former. The report is expected by 19th September, 1990. Also there is a proposal to set up Sindhi Vikas Board as there is a persistent demand from Sindhi speaking community for the same.

As already stated, in a linguistic scenario like ours where hundreds of languages are spoken and there are at least 9 languages spoken by over a million people each over and above the major languages listed in the Scheduled VIII of the Constitution, a policy of sudden insistence on change over and overriding priority to the country's official and link language alone is likely to be determined to the interests of national integration. It would also imply neglect of the rich and varied linguistic heritage of different regions. Therefore, a policy-mix which strengthens the official language through facilitating the implementation of three-language formula, aims for its enrichment for use in sophisticated professional fields, and gives adequate protection and developmental support to the regional languages, whether major or minor, can hope to achieve the desired ends. These are the goals towards which the programmes proposed for the

8th Five Year Plan is geared.

The broad schemewise allocations proposed to be made during the 8th Five Year Plan may be seen in Annex I.

PROJECTED OUTLAY OF 8TH PLAN FOR  
LANGUAGES DEVELOPMENT

	7TH PLAN ALLOCATION	8TH PLAN OUTLAY (Proposed)
		(Rs. in Lakhs)
1. Hindi	885.00	4000.00
2. Urdu	**	300.00
3. Sindhi	**	50.00
4. Modern Indian Languages other than Hindi, Urdu and Sindhi	1084.00	2400.00
5. Improving proficiency in English and Foreign Languages	**	300.00
6. Development of Tribal Languages	**	50.00
7. Classical Languages including Sanskrit	1095.00	2900.00
		----- 10000.00 -----

\*\* No separate provision existed for these languages.  
They were part of the Modern Indian Languages Sector.

## PROMOTION OF HINDI

### (A) ONGOING SCHEMES

#### 1. Grants to Voluntary Organisations working in the field of Hindi

The scheme of financial assistance to voluntary Hindi organisations for promotion of Hindi in the non-Hindi speaking States/UTs has been continuing since the First Five Year Plan. The objective of the scheme is to provide financial assistance to voluntary organisations working for the propagation and promotion of Hindi. To begin with voluntary organisations were seeking grants for running classes for teaching of Hindi, conducting courses for Hindi shorthand and typewriting, establishment of Hindi libraries, etc. As time progressed, the organisations ventured into new fields like training of Hindi teachers, publication of Hindi magazines/Journals, preparation of bilingual dictionaries, conducting of examinations/courses of graduation and post-graduate level, research and other advanced literary and academic work in Hindi. Voluntary organisations have been taking keen interest in the implementation of the scheme and also showing generally good results. The demand for financial support has been growing and the amount made available in the budgets usually were found insufficient. There is need for enhanced provision for this scheme in the VIII Five Year Plan. Few organisations who are doing commendable work for the promotion or propagation or development of Hindi be identified and these organisations be extended financial assistance on a higher scale. Keeping the magnitude of the problem, organisations in the north-eastern region be also extended financial assistance liberally.

2. Financial Assistance for publications in Hindi

This scheme under which grants are made available to voluntary organisations and individuals for publication of books, etc. in Hindi, is a part of the general scheme of financial assistance for publication in Indian languages and in English. Besides, grants-in-aid for publication, financial assistance by way of bulk purchase of Hindi books is also available to the voluntary organisations/institutions and individuals under the scheme.

3. Appointment of Hindi Teachers in non-Hindi speaking States/Union Territories

This is a centrally sponsored scheme originally introduced during the 2nd Five Year Plan in order to assist the non-Hindi speaking States/UTs to effectively implement the Three Language Formula. Under the scheme, 100% financial assistance is made available to the non-Hindi speaking States/UTs. for meeting the expenditure on appointment of Hindi teachers in the schools. The non-Hindi speaking States (with the exception of Tamil Nadu) especially the States in the North-Eastern region are taking keen interest in this scheme. More than 25,000 Hindi teachers have been appointed under this scheme since its inception. The scheme should be continued in the interest of the propagation of Hindi in the non-Hindi speaking States/UTs.

4. Establishment of Hindi Teachers Training Colleges in non-Hindi Speaking States/UTs.

The scheme for establishment of Hindi teachers training colleges in non-Hindi speaking States/UTs was introduced as a centrally sponsored scheme in the 2nd Five Year Plan with a view to provide facilities for the training of Hindi teachers in those

areas. Under this scheme, 100% financial assistance is given to the concerned State governments for opening of Hindi teachers training colleges. From 1979-80 onwards, the extent of central assistance is limited to non-recurring grants for buildings, equipments etc. The responsibility in respect of the items such as staff, contingencies, etc. became the liability of the State Governments at the end of 6th Five Year Plan.

5. Scheme of the Central Hindi Directorate

(i) Publication: Under this scheme, the Central Hindi Directorate is bringing out bilingual and trilingual dictionaries, bilingual conversational guides, journals and other research books. Under the dictionaries project, of the projected 26 bilingual dictionaries 9 have been published and 5 are ready for printing. Of the projected 24 trilingual dictionaries, 4 have been published, three are under printing, six are ready for printing and three are under compilation. The project needs to be continued to bring out more bilingual and trilingual dictionaries of Indian languages as well as foreign languages dictionaries with Hindi as the base. In order to encourage tourism, more bilingual conversational guides of Indian and foreign languages are also to be brought out. The Directorate has also to continue its programme of publications of journals like "Bhasha", "Unesco Doot", "Varshiki", "Bhartiya Sahitya Mala", etc.

(ii) Correspondence Course : The Directorate conducts correspondence courses for teaching Hindi through the media of English, Tamil, Malayalam and Bangla. The annual intake of these courses is about 15,000 students. For want of facilities, a large

number of applications have to be turned down. It is proposed to introduce more languages including a foreign language as media.

(iii) Propagation of Hindi through Cassettes

The Utility of using audio cassettes for teaching languages is quite accepted by linguistics all over the world. This is a better medium than books in as much as the learners pick up correct pronunciation also. The Directorate already has the scheme of audio cassettes. This may be continued during the 8th Five Year Plan.

(iv) Award of prizes to Hindi writers of non-Hindi speaking areas

At present every year about 16 awards are given to neo-Hindi writers from non-Hindi speaking areas. Each award is worth Rs.5,000/-. The scheme is effective in inducing non-Hindi writers to write in Hindi. It may be continued during the 8th Five Year Plan. However, the amount of each award be raised to Rs. 10,000/- and the number of annual awards raised to 25.

(v) Extension Programmes and services

The Directorate has a number of extension programmes for propagation of Hindi. These include neo-Hindi writers workshops, study tours of students of non-Hindi speaking areas to Hindi speaking areas, lecture of tours of university teachers, literary seminars, awards of travel grants to Hindi research scholars of non-Hindi speaking areas for doing research in Hindi speaking areas, exhibitions of Hindi books in different parts of the country and free distribution of Hindi books and journals. These schemes have been quite effective in propagating Hindi among non-Hindi speaking areas and be continued. The Directorate has



also be entrusted with the work of Survey of Hindi as Official Language.

6. Scheme of the Commission for Scientific and Technical Terminology

(i) Publication : Under this scheme, the C.S.T.T. publishes subject-wise glossaries of scientific and technical terms developed by it, subject-wise glossaries of pan -Indian terms belonging to basic sciences and social sciences definitional dictionaries and digests and multi-lingual glossaries of common terms and expressions. It also publishes a science journal "Vigyan Garima Sindhu". A similar journal in social sciences under the tital "Gyan Garima Sindhu" is also proposed to be published. Besides continuing these schemes, the CSTT also proposes to undertake publications research journals in science carrying both original articles as well as translations.

(ii) Workshops on scientific and technical terminology at University level

With a view to popularise and promote appropriate use of terminology to facilitate change over of medium of instruction in higher education, the CSTT has been conducting orientation courses/terminological workshops for university teachers of different disciplines since 1986. The workshops are quite effective in developing an appreciation of Indian language terminology among university teachers. The programme needs to be enlarged in collaboration with the University Grants Commission. The CSTT should continue its workshops for resource persons.

7. Schemes of Kendriya Hindi Sansthan, Agra

(i) Propagation of Hindi abroad

The scheme was formulated during the 4th Five Year Plan with

the objective of promoting Hindi abroad mainly in the Carribean countries, countries of South-East and West Asia and in the Advanced countries like UK, USA, USSR, France, West Germany and Japan. The main objectives of the scheme are to promote Hindi writing locally, to give training for teaching Hindi, to provide library facilities, to make studies of the Indian languages spoken in each area with a view to establish their relationship with Hindi, to prepare Hindi instructional material on a more scientific basis based on contrastive analysis of the language concerned, to provide fellowships for advanced study of Hindi and Hindi teaching methods in India with a view to promote greater cultural contact and through the fulfilment of the aforementioned objectives create an atmosphere for acceptance of Hindi ultimately as one of the languages of the UNO and its associated bodies. Under the scheme, approximately 50 scholarships are awarded every year to foreign national for study of Hindi at the Central Institute of Hindi, Delhi; Hindi books, Hindi typewriters and other equipments for printing press of Hindi are supplied to Indian Missions abroad for free distribution and Hindi lectures, teachers and scholars are deputed to foreign countries for teaching Hindi. The scheme should be continued. However, its present implementation should reviewed and necessary modifications made so as to achieve the original objectives.

(ii) Preparation of teaching materials including audio-visual for various categories of learners

The Kendriya Hindi Sansthan is already engaged in the preparation of suitable teaching materials for various categories of learners keeping in view their functional needs also. The

scheme needs to be expanded to provide for production of audio-visual materials also.

(iii) Strengthening of existing centres

The centres of the Sansthan at Delhi, Hyderabad and Guwahati need to be expanded to provide more facilities for teaching and research. The Hyderabad centres has not been able to cope up with the demands made by the States of Andhra Pradesh and Tamil Nadu for want of staff. The Guwahati centre caters to the States and UTs of the North-East including Assam. The Delhi centre is engaged in the teaching of Hindi to foreigners, functional people and also conducting courses in linguistics and translation. The staff strength and facilities in all the centres need to be augmented.

(iv) Correspondence courses for Hindi teachers

The number of untrained Hindi teachers in the country is about 45,000/-. It is not possible to train all these teachers through direct teaching method alone. The Sansthan has already started on a correspondence course for Hindi teachers of a 2 years duration. The scheme needs to be expanded to cater to atleast 1500 students per batch.

(v) Augmenting teachers training courses

The main purpose of setting up of Kendriya Hindi Sansthan was to give in-service training to Hindi teachers of non-Hindi speaking areas. The Sansthan is at present conducting various courses of M.Ed., B.Ed and Certificate levels. The intake capacity at B.Ed level is about 60. It is proposed to double this capacity.

(vi) Scheme of preparation of graded teachers for North-Eastern States and UTs.

There is a lot of enthusiasm for learning Hindi in the North-Eastern States/UTs. However, these States lack in proper graded readers in Hindi for use in schools. The Sansthan has already started on a project for preparation of graded readers for the North-Eastern States/UTs. The scheme needs to be expanded to cover all the North-Eastern States and language communities therein.

(vii) Scheme for training and research in fuctional Hindi register

Indian languages are being used more and more for diverse social functions. Therefore, the language registers like officalese, banking, Hindi for scientific purposes, Hindi for legal purposes etc. to be developed in a planned manner on the basis of proper field research. The Sansthan, being a premier agency for the development of official register since 1960, undertook this scheme during the 6th Five Year Plan. The scheme being extremely important from the point of view of planning the development of Hindi needs to be continued during the 8th Plan also.

(viii) Schemes for faculty improvement and construction of Hostel building etc.

With the explosion of knowledge, the academic members of the Sansthan have to absorb the modern knowledge in the field of education and facilities have to be created for their interaction and training so that they can discharge their duties effectively. The schemes which has been started in the 6th Five Year Plan need to be continued during the 8th Plan also.

## NEW SCHEMES

### (i) Establishment of Vishwa Hindi Vidyapeetha

Based on the Resolutions passed in the three world Hindi conferences and proposals received from the Rashtra Bhasha Prachar Sabha, Wardha, a scheme for establishment of Vishw Hindi Vidya Peetha (an international Hindi University) has been under consideration in the 7th Five Year Plan. The main objectives of establishing such a Vidyapeeth are to promote Hindi as an international language; to organise teaching, training and research in Hindi language and literature to introduce Hindi language and literature as a competent vehicle of Indian social system, philosophy and culture; to develop Hindi as a link between diverse cultural system of India and other countries; to conduct research in various related areas and to act as a clearing house for information related to Hindi study and award degrees/diplomas and also to promote excellence in research in Hindi.

MODERN INDIAN LANGUAGES

PROMOTION OF URDU

(A) ONGOING SCHEMES

1. Scheme of the Bureau for Promotion of Urdu

(i) Calligraphy Training Centres : 36 calligraphy training centres are already functioning under the Book Promotion Unit (BPU) more centres are likely to be opened during the remaining period of 8th Five Year Plan. It is proposed that 20 more Calligraphy Centres be established during the 8th Five Year Plan. Establishment of a Centre would cost around Rs.73,000/-.

In order to encourage the art of calligraphy and to encourage master Calligraphers, two awards of Rs.100/- and Rs.75/- are also proposed to be given to the best two Calligraphers of each calligraphy centre annually.

(ii) Publication : The publication for promotion of Urdu has already undertaken the preparation of an Urdu encyclopaedia in 12 volumes. This programme be continued in the 8th Five Year Plan. The work of bibliography undertaken by the BPU is also to be geared up. The BPU is bringing out two issues of a research journal every year. Besides, it is engaged in the preparation and publication of other academic literature. It is proposed to bring out about 40 to 50 books on various subjects in Urdu every year.

(iii) Correspondence Courses : The correspondence courses for teaching of Urdu through the medium of Hindi and English run by the BPU need to be expanded on all India level.

(iv) Seminar-cum-Workshops : The Bureau for Promotion of Urdu may organise one all India Seminar on a selected subject relating

to the promotion of Urdu language and literature every year. Besides, workshops may be organised for Urdu teachers, which will help them to share other's experiences, acquaint them with new developments in the field of teaching and infuse confidence into them for using modern gadgets for the teaching of Urdu.

## 2. Grants to Voluntary Urdu Organisation

This is part of the general scheme of Indian languages Promotion. The scheme is intended to give financial assistance to reputed voluntary organisations engaged in the field of promotion and development of Urdu. The activities for which assistance is given include organisation of conferences, seminars, workshops, camps on linguistic literature and cultural tradition, short-term studies upto one year, publication of scholarly periodicals/journals and teaching of the language. The scheme is implemented through the B.P.U. It may be continued and organisations doing commendable work be extended financial assistance on a liberal scale.

## 3. Financial Assistance for Publication in Urdu

This is part of the scheme of financial assistance for publication in Indian languages and in English. Under the scheme, the grant-in-aid is released for publication of books. In addition to organisations, individuals are also eligible for grants under the scheme. It may be continued during the 8th Five Year Plan.

## 2. Implementation of Recommendations of Gujral Committee for Promotion of Urdu

The Committee for Promotion of Urdu under the Chairmanship of Shri I.K. Gujral had submitted its report to the Government in

1975. To examine the recommendations made by this Committee; to assess the present status of their implementation; and to advise regarding implementation of these recommendations, the Government in the Ministry of Human Resource Development, Department of Education has set up a Committee of Experts under the Chairmanship of Shri Ali Sardar Jafri vide Resolution dated 15th February, 1990. A budget provision of Rs.22.00 lakhs has been earmarked for this Committee during 1990-91. It is likely that budget provision for the remaining years of VIIIth Five Year Plan would also be kept depending upon the final decisions of the Government on the Recommendations of the aforesaid Committee of Experts. The final report of Committee of Experts is yet to be received by the Government.



## PROMOTION OF SINDHI

### (A) ONGOING SCHEMES

#### Financing Programmes for book production in Sindhi

The Ministry launched the programme for production of standard literature in Sindhi in 1975. It is being implemented through the Sindhi Unit set up in the Central Hindi Directorate. The activities covered include organisation of workshops of neo-Sindhi writers to train and re-orient them to new environment and educational needs specially in the field of translation and terminology; organisation of national seminar on Sindhi language and literature; purchase and free distribution of Sindhi books to public/school/college university libraries and award of prizes to Sindhi writers.

#### Financial assistance for publications of Sindhi books

This is part of the general scheme for giving financial assistance to voluntary organisations/individuals for publication in Indian languages.

#### Grants to voluntary Sindhi Organisations

This is also part of the general scheme for limited assistance to voluntary organisations in Indian languages in respect of certain selected programmes such as maintenance support, conferences, teaching of language and conducting short time courses/studies.

### NEW SCHEMES

#### (1) Establishment of Sindhi Vikas Board

So far as Sindhi is concerned, the Union Government has a special responsibility in as much as it is a Stateless language.

No State Governments is taking any interest in the development of Sindhi language and literature. The Government of India, therefore, has to give its special attention to the development of this language. The schemes mentioned above are at present being implemented through the Sindhi Cell of the Central Hindi Directorate. Such a Cell has ipso facto certain handicaps as it is functioning in an organisation set up for promotion of a different language and naturally the environment is not conducive to its growth. In view of this position, the Working Group on languages constituted for the 7th Five Year Plan had recommended establishment of a Sindhi Vikas Board. However, the scheme has not yet taken off the ground. To speed up the implementation of production of books in Sindhi and development of Sindhi language and also to formulate from time to time schemes and policies for the development of Sindhi language and literature it is necessary to establish a separate Sindhi Vikas Board. With the set up of the Sindhi Vikas Board, the Sindhi Cell at present functioning in the CHD should stand transferred to Board and should function as its Secretariat. The setting up of a Sindhi Vikas Board is also one of the recommendations of Sindhi Advisory Committee.

PROMOTION OF MODERN INDIAN LANGUAGES OTHER  
THAN HINDI, URDU AND SINDHI

ONGOING SCHEMES

1. Financial assistance for publication in Indian Languages.

The scheme was introduced during 1985-86. It provides for limited financial assistance to individuals and voluntary organisations for publication of books etc. as one of the modalities for promotion of Languages. The assistance under the scheme is limited to 80% of the total approved expenditure for the publication in question and 100% for descriptive catalogues of rare manuscripts. The scheme may be continued during the 8th Five Year Plan.

2. Production of University Level books in Indian Languages (including Hindi and Urdu)

In pursuance of the Language Policy Resolution adopted by the Parliament in 1968, the then Ministry of Education launched a massive programme for production of university level books in Indian languages in 1968-69 to facilitate adoption of Indian languages as media of instruction for higher education. The scheme envisaged, a central grant of Rs.1.00 crores to each of the State Governments participating in the Scheme. Only 15 States out of the total 22 States and 9 UTs participated in the scheme. These State Governments are Andhra Pradesh, Assam, Bihar, Gujrat, Haryana, Kerala, Maharashtra, Madhya Pradesh, Karnataka, Orissa, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal. In addition, the universities of Banaras, Delhi, Pant Nagar and Hissar were also participating in the scheme. The scheme was continued in the 5th, 6th and 7th Five Year Plan.

During the 7th Five Year Plan, the Scheme was got reviewed by a Committee headed by Dr. Suresh Dalal which submitted its report in mid January, 1988. The report is under examination of the Government. The principal recommendation of the Committee is that central assistance should be continued till the end of the 8th Plan period at the enhanced rate of Rs.300 lakhs per State for the same purpose. As of now, there are 25 States and 6 UTs and, going by the face value of the Committee's recommendations the total outlay of further assistance will come to Rs.93.00 crores.

Since one of the major objectives of the education policy is to make Indian languages the media of instruction in the universities and since this is one of the major schemes to facilitate the changeover of the media, It is felt that the scheme should be continued during the 8th Five Year Plan. However keeping in view the financial constraint it is proposed to allocate Rs.127.00 lakhs only during 8th Five Year Plan.

3. Scheme of Indian Languages Promotion (Grants to Voluntary Organisation)

This scheme was introduced in 1987-88 and provides for limited assistance to voluntary organisations in respect of certain selected programmes such as maintenance support, conferences, scholarly periodical, teaching of languages and short-term tests. It may be continued during the 8th Five year Plan. Organisations engaged in the work of promotion of non-Hindi Indian languages in Hindi-Speaking areas be identified for liberal assistance. So also, organisation working for the promotion of tribal languages be given special consideration.

4. Appointment of modern Indian languages teachers in Hindi States

One of the stumbling blocks for the implementation of the Three Languages Formula is that the Hindi States are not very enthusiastic in appointing modern Indian languages teachers. In order to encourage the teaching of another MIL in the Hindi speaking States, a centrally sponsored scheme for appointment of MIL teachers in Hindi speaking States was to be launched on the same pattern as that of centrally sponsored scheme for appointment of Hindi teachers in non-Hindi speaking States during the 8th Plan. The scheme may be taken up in earnest and implemented vigorously.

5. CENTRAL INSTITUTE OF INDIAN LANGUAGES

(i) Continuation and strengthening of existing schemes for research, training, material production

A major focus of programmes in the 7th Plan were development of languages under use in education, improvement of competencies in modern Indian languages support to the production materials and training the teachers of the third language, use of audio-vedio, computer, technology etc. for language instruction, adult literacy, testing and evaluation, lexicography and translation. These programmes are required to be continued in the 8th Five Year Plan.

(ii) Preparation of third language materials for implementation of Three Language Formula.

During the 7th Plan, the CIIL conducted a Survey on third language teaching in the country and prepared level-I primer in third language for CBSE schools, NVSs. and schools in the states. The materials for other levels and other supplementary material will be prepared during the 8th Plan and evaluation of third language will be undertaken.

(iii) Preparation of model first language materials, teaching aids and reference materials

In the area of first language teaching the Institute's role was to train Resource Persons in States who in turn will train language teachers to improve their language teaching and to prepare model lessons for the States to follow. This was done with reference to two States in the 7th Plan and it will be extended to other States in the 8th Plan.

(iv) Development of proficiency tests in Indian languages at two levels, monitoring and evaluation of programmes

During the 7th Plan, the Institute started work on

developing proficiency tests at two levels in schools. This is an important programme for evaluation of Language education school. Proficiency tests for various other levels and for various other purposes will be developed during the 8th Plan.

- (v) Lexicographic studies, texical survey and preparation of dictionaries for users such as language learners, translators and definitional dictionaries for Indian languages

In the 7th Plan, a survey was conducted to identify the gaps in dictionaries in Indian languages. Workshops were organised to train dictionary makers on various aspects of dictionary making. During the 8th Plan different type of dictionaries for different purposes like, language learning, translation, standardization, etc. will be prepared.

- (vi) Continuation and strengthening of existing schemes for training, material production and research

The major activity of the Regional Language Centres during the 7th Plan was to increase the teacher trainees for teaching a modern Indian language as a third language particularly in Hindi States. The other works were production of teaching materials for this purpose, giving refresher courses to the teacher already trained and conducting integration camps for the students learning MIL as a third language. This will be strengthened and continued during the 8th Plan.

- (vii) Doubling the intake of teacher trainees through residential and correspondence models to 1400.

The centre was sanctioned during 1989-90 with a minimum staff of four. Its activities will be expanded during the 8th Plan to implement Assam Accord relating to language development and development of languages in the North-East.

## IMPROVING PROFICIENCY IN ENGLISH AND FOREIGN LANGUAGES

### 1. Scheme of establishment of district centres of English

Under the scheme financial assistance is given for the setting up of district centres for English. It is operated by the Central Institute of English and Foreign Languages, Hyderabad. The main objective of the scheme is to bring about substantial improvements in the standards of teaching/learning of English in India at the Secondary level by establishing English language centres at the district levels. It is envisaged under the scheme to provide saturation level training to all teachers of English in the States/UTs specially in the rural areas through short orientation courses followed by long-term professional support and guidance through a correspondence course.

So far 24 district centres have been sanctioned in various States/UTs. Out of these, 13 centres are conducting regular training courses. Around 3000 teachers have received training at these centres.

The scheme originally envisaged to have one district centre in every State. However, in the case of bigger State like U.P., Bihar and M.P. etc. more than one district centre will be necessary. It be continued during the 8th Plan.

### 2. Scheme of financial assistance to Regional Institute of English and English language teaching institutes

The scheme was introduced in 1987-88. The main objective of the scheme is to strengthen the English language teaching institutes so that they can function better and more effeciently. At present, there are 9 State level English teaching institutes and 2 regional institutes of English. The scheme provides for



financial assistance for those programmes of the institutes which are approved by the Government in consultation with CIEFL, Hyderabad. These include teacher training programmes, support for programmes for tribal/rural areas, production of instructional material, seminars/workshops, research, books, equipment etc. The scheme needs to be continued.

3. Financial Assistance for publication in English

This is part of the general scheme for giving financial assistance for publication in Indian languages and in English. Publication in English was added to the scheme during the Seventh Five Year Plan in view of the keenness evinced by the late-Prime Minister, Smt. Indira Gandhi, in strengthening the facilities for English language teaching in the country. It be continued during the 8th Plan.

4. Preparatin of proficiency tests in English

Courses in English at different stages of the educational system are not oriented to any rational and consiststent scale of proficiency levels. Though skills are the main objectives at the matriculation level and beyond, for no course is the funtional skill level to be attained through it clearly indicated. As a result the long term 'syllabus' across education stages is characterised by overlaps and avoidable repetition, and also by gaps in various areas.

Existing courses (Standard X or +2 level) in English do not give any functional indication of the skill level a student who has completed any one of them has. The certification granted by Boards of Education is thus not of any value. Tests which can be used to certify a candidate's level of proficiency in some

meaningful terms are needed. As a prior requirement, the development of a formal and comprehensive scale of proficiency levels - valid and realistic in terms of the roles of English in India, and in relation of learning opportunities - needs to be taken up.

5. Promotion of Foreign Languages Teaching.

Unlike the case of English, teaching of other foreign languages have not received sufficient attention in the country. In the emerging international scenario it is necessary that Indian become adept in other international languages also. Facilities for learning through the media of Languages like French and Russian be provided during the 8th Five Year Plan. UGC may also be requested to allocate large funds for the promotion of these and other foreign languages.

DEVELOPMENT OF TRIBAL LANGUAGES

i) Preparation of primers, training of teachers and evaluation of bilingual education programmes

The CIIL, at present, has a scheme for preparation of primers, training of teachers and evaluation of bilingual education programmes in respect of tribal languages in Dadra, Nagar Haveli, Karnataka, U.P., Gujarat, Nagaland, Lakshadweep, Andaman and Nicobar Islands, Bihar, Orissa, Arunachal Pradesh and Manipur. It is also having a scheme for printing of primers in 15 Naga languages Dungar, Dadoor, Warli, Karnicobaris, Wagdi, Jenukurba and Soliga. This scheme could be extended to other States and also its implementation be intensified.

ii) Linguistic study of tribal languages.

At present, the CIIL is doing field work of linguistic study

in Orissa, Arunachal Pradesh, Manipur etc. This scheme should be extended to have a fullfleged linguistic study of the tribal languages spoken in all parts of the country to identify their relations vis-a-vis other languages and also for the preservation of those languages. The study should also cover the cultural aspects of the particular tribal communities. This is needed both from the angle of the preservation of tribal sub-cultures and for their integration in harmonious way with the main stream culture of India.

iii) Producation of audio-visual material for teaching of tribal languages

Tribal communities by their very nature are more responsive to audio-visual methods than to teaching through books. The CIIL, Mysore has already embarked upon a scheme for production of teaching materials and audio-video aids in the teaching of tribal languages. This scheme be expanded to cover more tribal language.

iv) Scheme for preparation of graded composite Readers for tribal communities

At present, the Kendriya Hindi Sansthan has a scheme for preparation of graded Readers for North-Eastern States and UTs. These Readers are prepared on the basis of contrastive studies of the tribal languages of the region with Hindi. During the 7th Five Year Plan the project was extened to 5 major tribal communities in Madhya Pradesh. The work is important not only from the point of view of Hindi education but also from the point of view of preservation of the tribal languages. It is proposed to expand the scheme to provide for composite course for the

tribal languages and Hindi which will facilitate the transition of the medium of instruction in the schools in the tribal belt from the less spoken tribal languages at the primary level to the regional/national language at the Secondary level.

## S A N S K R I T

### Plan Proposals for the development of Sanskrit and other Classical Languages - Review of Schemes

#### 1. Rashtriya Sanskrit Sansthan

Rashtriya Sanskrit Sansthan an autonomous organisation is fully financed by this Ministry. Apart from affiliation of Sanskrit Institution for examination purposes, six Kendriya Sanskrit Vidyapeeths are undertaking teaching and research and other extension activities. During 7th Plan, budget allocation of Rs. 3 crores was made for this Sanstha. As against this the actual expenditure was about Rs. 2.88 crores, leaving apart the 10% general cut in the plan schemes. The Sansthan has undertaken some developmental programmes for which additional requirement of funds is needed. As such for the 8th Five Year Plan the budget provision is required at enhanced rate. The reason for shortfall in the expenditure was that the building construction project of Vidyapeetha could not get through. These are expected to come up in the 8th Five Year Plan.

Keeping in view the pending projects of this Sansthan, the following projections for 8th Five Year Plan are indicated below:-

<u>(Rs. in lakhs)</u>							
Actuals in	1990-91	1991-92	1992-93	1993-94	1994-95	Total	
7th Plan	287.59	60	120	130	140	150	600

2. SCHEMES OF FINANCIAL ASSISTANCE TO VOLUNTARY ORGANISATION WORKING IN THE FIELD OF SANSKRIT

Under this scheme about 600 voluntary organisations are being assisted to the extent of 75% of the total expenditure on salaries, scholarships, purchase of books, furniture, repair of buildings and constructions of buildings. Under this scheme financial assistance of 14 Ved Pathshalas is also being given at the rate of 95% of the approved expenditure to meet the salaries of Vedic teachers and scholarships to students. During the 7th Five Year Plan there has been a consistent increased demand of the voluntary organisations for implementing the new programmes. The salary of teachers and the scholarships are to be paid on enhanced rates during 8th Five Year Plan. Accordingly the outlay for this scheme is suggested as under:-

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
265.16	50	75	75	75	75	350

3. GRANTS TO ADARSH SANSKRIT PATHSHALAS/SANSTHAS

Under this scheme institutions having potentialities for future development and offering Under Graduate and Post Graduate Studies in Sanskrit are provided financial assistance to the extent of 95% recurring and 75% of non-recurring for 12 teaching institutions and two research institutions are being funded under this scheme. It has been decided to sanction assistance to three more such institutions under this scheme of Adarsh Sanskrit

Pathashalas in the 8th Five Year Plan. Besides, the teaching staff is required to pay the enhanced rate of salary at the scale prescribed by the UGC and adopted by the respective states. Therefore, there is a need of enhanced budget in the 8th Five Year Plan. The following indices will represent the proposal.

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
40.39		75	75	85	88	330

4. SHRI LAL BAHADUR SHASTRI SANSKRIT VIDYAPEETH, NEW DELHI  
(DEEMED TO BE UNIVERSITY)

Out of the 8 Kendriya Vidyapeethas run by Rashtriya Sanskrit Sansthan, One Vidyapeetha at Delhi has been converted and established as Shri Lal Bahadur Shastri Sanskrit Vidyapeetha. There was a token budget in the plan for Rs. One lakh in the 7th Plan for this purpose. Since the University has been established and all development programmes are to taken up in the 8th Five Year Plan, the following budget projection will be required.

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
	10	10	10	10	10	50

5. RASHTRIYA SANSKRIT VIDYAPEETHA, TIRUPATHI  
(DEEMED TO BE UNIVERSITY)

The Rashtriya Sanskrit Vidyapeetha which has been declared as deemed to be University in November, 1987 is to take the developmental programmes in the 8th Five Year Plan. There was no allocation in the 7th Plan. However, a token of Rs.1 lakh was provided. In order to enable this University to take up the developmental programmes budget projections during the 8th Five Year Plan will be required as under:

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
01	10	10	10	10	10	50

6. UTILISATION OF SERVICES OF EMINENT ELDERLY SANSKRIT SCHOLARS  
IN ADARSH SANSKRIT PATHSHALAS AND OTHER VOLUNTARY SANSKRIT  
ORGANISATIONS

This scheme is intended to utilise the services of eminent elderly Sanskrit Scholars in order to preserve tradition of indepth study of Shastras. Presently there are 85 retired Sanskrit Scholars who are working on a consolidated honorarium of Rs. 1000/- p.m. by the Ministry. These scholars are attached to various Pathshalas and Sanskrit institutions for imparting intensive training to young teachers and seniors students in their specialised shastras. The scholars are appointed for a period of



2-3 years. In the 7th Five Year Plan period actual expenditure was made of Rs. 37.67 lakhs. In the 8th Five Year Plan it is likely that the number of eminent scholars will be increased and on that account and for the maintenance of the existing scholars, a sum of Rs. 50 lakhs will be required.

7. FINANCIAL ASSISTANCE TO VOLUNTARY ORGANISATIONS WORKING IN THE FIELD OF ARABIC AND PERSIAN

Under this scheme, the Ministry is assisting about 200 voluntary organisations working in the field of propagation and development of Arabic and Persian. In the 7th Five Year Plan the actual expenditure incurred was of Rs. 57.61. For the 8th Five Year Plan the following budget will be required:

<u>(Rs. in lakhs)</u>						
Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
57.61	12	15	16	16	16	75

8. DEVELOPMENT OF SANSKRIT EDUCATION

Under this scheme grants are sanctioned through State Governments for various programmes concerning development, promotion and propagation of Sanskrit. One of the sub-scheme is financial assistance to eminent sanskrit scholars in indigent circumstances. Under this sub-scheme about 1500 Sanskrit scholars are assisted. They are sanctioned Rs.4000 p.a. minus their personal income from other sources.

The second programme of this scheme is scholarships to school students. The students of secondary and Sr. secondary

schools are given scholarships at Rs. 10/- p.m. who study Sanskrit. This is expected to be increased to the Rate of Rs. 50/- p.m. The third component is the modernisation of Sanskrit Pathshalas. Under this facilities are provided for teaching of Sanskrit in high and higher secondary schools and grants to State Govts. for their own schemes for promotion of Sanskrit. The total consolidated expenditure incurred on this scheme during the 7th Five Year Plan was of the order of Rs.323.06. Since the number of scholarships is expected to be increased during the 8th Five Year Plan, the following budget provision will be required.

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
323.06	55	25	100	100	100	450

#### 9. PRODUCTION OF SANSKRIT LITERATURE

Under this scheme assistance is given for contemporary writers for publication of original work relating to Sanskrit Language and literature. Besides this grant is also given to some institutions such as All India Kashiraj Trust, Varanasi, Dharamkosh Mandal. Vai (Maharashtra) and Kalpatary Research Academy, Bangalore for their research and publication projects.

Under this scheme assistance is also given to Sanskrit Journals to improve their contents and quality, purchase of Sanskrit publication from the authors/publishers for free distribution to various institutions, printing of out of print rare sanskrit books and preparation and publication of critical editions of rare sanskrit manuscripts and catalogues.

During the 7th Plan period a total expenditure incurred on this scheme was of the order of Rs. 120.05 lakhs. As a number of publications-proposals and re-print proposals are expected to increase during the 8th Five Year Plan, the following budget provision are proposed in the 8th Five Year Plan for this scheme.

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
120.05	23	42	45	45	45	200

10. SPECIAL ORIENTATION COURSES FOR VOCATIONAL DISCIPLINES

Ministry provides assistance to voluntary organisations for organising training courses for products of traditional Sanskrit institutions in vocational subjects such as Epigraphy, Manuscriptology, Ritualogy etc. The actual expenditure in this scheme in the 7th Five Year Plan was of the order of Rs. 12.75 lakhs. In the 8th Five Year Plan, the following budget allocations will be required.

(Rs. in lakhs)

Actual in 7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95	Total
12.75	3	5	5	6	6	25

11. PRESERVATION OF ORAL TRADITION OF VEDIC RECITATION

A scheme for the preservation of oral tradition of Vedic recitation is being operated by the Ministry. This Scheme provides an honorarium of Rs. 1250 p.m. to each Swadhyayan and two students under his guidance are given a stipend of Rs. 175/- p.m. for each. 15 such centres are functioning at present

including some new selected in the previous year. Every year during the annual Vedic convention, some Vedic scholars are examined and brought under this scheme. It is expected that during the 8th Plan period about 10 to 20 Swadyayan may be selected additionally. In the 7th Plan Period the actual expenditure was of the order of Rs. 19.64. In the 8th Five Year, a sum of Rs. 50 lakhs will be required.

12. ALL INDIA ELOCUTION CONTEST

The Ministry directly organises an All India Elocution contest for the students of traditional Sanskrit Pathshalas and also an All India Vedic Convention of Vedic Sanskrit Scholars in any part of India. The actual expenditure during the 7th Plan period is Rs. 10.83. In the 8th Five Year Plan, a sum of Rs. 20 lakhs will be required.

13. VEDIC ENDOWMENT

The Rashtriya Ved Vidya Pratishthan has been set up in 1987 with a view to develop propogate the vedic learning and also to linkage between vedic learning and present scientific development. In the 7th Plan Period the actual expenditure was of the order of Rs. 156.95 lakhs. Since the Rashtriya Ved Vidya Pratishthan has to raise a corpus fund for which Ministry has to provide a fund, besides the development programmes of Rashtriya Ved Vidya Pratishtha, a sum of Rs. 300 lakhs will be required.

14. SCHOLARSHIPS TO SANSKRIT STUDENTS/SCHOLARS

There are two schemes of scholarships which are being

implemented by the Rashtriya Sanskrit Sansthan on behalf of this Ministry. The first scheme relates to payments of scholarships to students prosecuting studies in Sanskrit at Matric level. The second scheme covers the students studying in the traditional system leading to the award of degrees of Shastras, Acharyas and Vidyawardhi. The students of Shastras and BA are paid Rs.75/- p.m. The Acharyas and MA students are paid Rs. 100 p.m. and the Vidyawardhi/Ph.D students are awarded scholarships of Rs. 500 p.m. plus contingent grant of Rs. 1000/- per year.

15. NEW SCHEMES

I. CULTURAL EXCHANGE PROGRAMMES

The Cultural Exchange Programme of traditional scholars with modern scholars will be proposed to be taken up in the 8th Plan. For this a sum of Rs. 50 lakhs will be required.

II. DEVELOPMENT OF PERSIAN AND ARABIC

In addition to the scheme of voluntary organisations which are engaged in the development of Arabic and Persian Language, it is proposed that the scheme may be developed in the 8th Five Year Plan for publication and other developmental programmes for the Arabic and Persian Languages. This will require a sum of Rs. 25 lakhs.

III. COMPUTER ASSISTED LEARNING/TEACHING SOFTWARE

Since the Sanskrit language requires the modernisation in the field of computer, it is proposed that a scheme may be floated in the 8th Five Year Plan for which a sum of Rs. 0.25 crores will be required.

# SCHOLARSHIPS

## SCHOLARSHIPS

BACKGROUND: Scholarships are a long standing feature of the Plan schemes of the Department. Scholarships as an input in the education sector are of an importance (a) as a means of using disparities and promoting greater relative equality of opportunity and (b) as an incentive for better academic performance.

2. The Department has a limited number of relatively small scholarship schemes in the plan sector. It is proposed to continue these during the VIII plan with some slight modifications as described below:-

Externally Aided Projects : Nil  
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Central Sector Schemes : Nil  
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Centrally Sponsored Schemes :  
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1. National scholarship scheme:  
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(a) Review of 7th Plan: The outlay during the Seventh Five Year Plan was 10.70 crores for the scheme. During the Seventh Five Year Plan, 1.60 lakh awards were allocated to the State Govts./UTs. and grants to the extent of Rs. 5.06 Crores were sanctioned to the States/UTs. for implementation of scheme.

(b) Modifications if any: No basic change in the scope of scheme is envisaged during the Eighth Five Year Plan. The rates of scholarships are likely to be revised during the Eighth Five Year Plan. Moreover, it will also be necessary to increase the number of scholarships suitably during the Eighth Five Year Plan on the basis of population of the country as per 1991 Census.

(c) 8th Plan strategies: The scholarships are awarded for post-matric studies on merit cum need basis. The income ceiling for eligibility of scholarships is Rs. 25000/- per annum after admissible rates. The scheme is implemented through the State Govts./UT Administrations. The rate of scholarships varies from Rs. 60 per month to Rs. 120/- per month for day scholars and Rs. 100/- per month to Rs. 300/- per month for hostellers depending upon the course of study.

2. During the course of the 8th Plan the rates of scholarships and eligibility criteria are likely to be revised. It will also be necessary to revise the number of scholarships on the basis of population as per 1991 Census.

(d) Justification for continuance of the scheme:

The scheme was started in 1961-62. Its objective is to enable brilliant but poor students to pursue an academic career. There is no other really comparable national scheme. The existence of this scheme has also provided an incentive to the State Govts. to assist poor students in like manner since the State Govts. maintain the level of expenditure reached at the end of each plan Period. Any decision not to continue this scheme would be widely perceived as a negative development.

(2) Scheme of scholarships for talented children from Rural areas:

(a) Review of 7th Plan: During 7th Five Year Plan 1.90 lakhs awards were given through the State Govts./UTs. Grants amounting to Rs. 3.34 lakhs were sanctioned to the State Govts. for implementation of the scheme.,

(b) Modifications: The need for modification of this scheme has



been felt in order to ensure its effectiveness. The evaluation Study of the implementation of the scheme has already been entrusted to NIEPA with the following terms of reference:-

1. Method of selection of candidates followed by State Governments.
2. Actual beneficiaries, their social/economic background, etc.
3. Impact of the scheme, as reflected in subsequent academic/general careers of the beneficiaries to the extent available.
4. Relevance of the scheme, especially in the context of the introduction of Navodaya Vidyalaya.

NIEPA has been asked to complete Evaluation Study within one year starting from July, 1990.

2. The Scheme is to be revised during the 8th Five Year Plan in the light of the Evaluation Report and having regard to the recommendations/suggestions made in the meeting of Officers dealing with the scheme at the State level held on 24.5.90 in Shastri Bhavan. The following points of suggestions/recommendations emerged out of the meeting:-

The implementation of the scheme need to be reviewed annually with the representatives of State Govts./UT Administrations and monitoring methodologies should be evolved so as to ascertain who are the actual beneficiaries and what have been their performance in studies during and post scholarship period.

Specific guidelines should be evolved for selection of candidate especially with regard to method and contents of examinations.

Scholarships under the scheme should be started from Class VI, so that more children from rural areas especially from the target categories like landless labourers, SC/ST communities and girl students are adequately given the benefit of the scheme.

Number of scholarships may be revised in keeping with the latest census data and State/UT-wise proportion of population.

The content of examination for selection of candidates should be so designed that the testing does not become elitist-based or confined to assess the students' academic performance in formal school subjects like language, Maths, Social Studies, Science, General Knowledge. On the other hand it should be able to identify student's talents and developmental potentialities.

Some resource arrangements (including funds) should be made available for arrangement of administrative structure at the State Level so that sufficient arrangement for personnel for monitoring and follow-up action is made available.

- (c) 8th Plan strategy: The strategy during the 8th Plan will be to implement this scheme with improvements as suggested above.
- (d) Justification for continuance of the scheme:

This is the only scheme apart from the Navodaya Vidyalaya scheme (under which there is 75% reservation for rural areas) which specifically aims to identify and provide assistance to talented rural children. As the scheme has been in existence since 1971-72 it is indeed necessary to assess the past experience and effectiveness of the scheme and modify it in the light of such

assessments. This is being done. However, not to continue this scheme, particularly at this stage when the scheme of Navodaya Vidyalayas is also under review, would be obviously undesirable.

(3) Scheme for upgradation of merit for SC/ST students:

(a) Review of 7th Plan: Although the scheme was started in 1987-88, it could actually go off the ground during 1988-89. During Seventh Five Year Plan against outlay of Rs. 5.00 Crores, a sum of Rs. 65 lakhs was sanctioned to the State Govt. for implementation of the scheme.

While announcing the implementation of the scheme during 1990-91, the State Govts./UT Administrations were requested to start the scheme right earnestly as the scheme will bear fruit only if it has the benefit of close personal monitoring. It was also impressed upon the State Govts. that it is a scheme for individual tutoring of the beneficiaries and therefore presupposes some degree of personal attention to individual beneficiaries.

(b) Modification: No modifications are suggested at this stage since sufficient experience of the working of the scheme is not yet available.

(c) 8th Plan Strategies: The scheme is still at a beginning stage. It is hoped that all State Govts. will start implementing the scheme during the 8th Five Year Plan. The number of beneficiary students under the scheme is likely to go up from the existing number of 1000 students to about 2000 by the end of the Plan Period.

Financial Estimates: The requirements of the funds for the Plan schemes during Eighth Five Year Plan are estimated as under:-

<u>Scheme</u>	<u>Proposed outlay for Eighth Five Year Plan (1990-95)</u>
i) National Scholarships Scheme:	Rs. 8.00 Crores
ii) Scholarships for talented children from rural areas for study at secondary stage.	Rs. 4.00 Crores
iii) Scheme for upgradation of merits for SC/ST students.	Rs. 5.00 Crores
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	Rs. 17.00 Crores.
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National Scholarships Schemes-Requirements of  
funds during 8th Five Year Plan.

Scholarship Division deals with the following three Plan Scheme:-

1. National Scholarships Scheme:

The Scheme was started in 1961-62 with 2400 scholarships. The objective of the scheme is to enable brilliant but poor students to pursue an academic carrier without financial difficulty. The scholarships are awarded for post-matric studies on merit-cum-means basis. The income ceiling for eligibility of scholarships is Rs. 25,000/- p.a. after admissible rebates. The scheme is implemented through the State Govts./UT Administrations. The rates of scholarships vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs. 100/- p.m. to Rs. 300/- p.m. for hostellers depending upon the course of studies.

2. The outlay during the Seventh Five Year Plan was 10.70 crores for the scheme. During the Seventh Five Year Plan, 1.60 lakh awards were allocated to the State Govts./UTs. and grants to the extent of Rs. 5.06 crores were sanctioned to the States/UTs. for implementation of the scheme.

3. No basic change in the scope of scheme is envisaged during the Eighth Five Year Plan. The rates of scholarships are likely to be revised during Eighth Five Year Plan. Moreover, it will also be necessary to increase the number of scholarships suitably during the Eighth Five Year Plan on the basis of population of the country as per 1991 Census.

4. This is the only scheme under which scholarships are available to meritorious students from lower Strata of society to

pursue their further study, who but for it would not be able to do so. Since the inception of the scheme nearly 4.75 lakhs students from poor sections of the society have benefited under the scheme. Obviously, this has helped the development of human resources which is so essential for national programmes. This in itself, is an enable justification to continue the scheme during the Eighth Five Year Plan.

Taking into account on the factor, requirement of funds for the implementation of the scheme during Eighth Five Year Plan may be in the neighbourhood of Rs. 8.00 crores.

2. Scheme of scholarships for Talented Children from Rural Areas.

The scheme has been in operation since 1971-72. The aim of the scheme is to achieve greater equalisation of educational opportunities and to provide a fillip to the development of the potential talents from rural areas by educating them in good schools. The scheme is implemented through State Govts./UT Administrations. 38,000 scholarships are offered every year. The distribution of scholarships is made on the basis of community development blocks in each State/UT Administration.

C.D.Blockwise distribution of scholarships is as under:-

i)	General category-3 scholarships per C.D. Block(Total -3x5000 CDB)	-	15,000 scholarships
ii)	Scholarships for children of landless labourers per C.D. Block (Total - 2x5000)	-	10,000 scholarships
iii)	Scholarships for Scheduled Caste children 2 per C.D. Block and one more scholarship for CDB with 20% or more SC population (Total 2x5000)	-	11,5000 scholarships
iv)	For Scheduled Tribe Children per Tribal C.D. Block. (Total 3x5000)	-	1,500 scholarships

During 7th Five Year Plan 1.90 lakhs awards were given through the State Governments/UTs. Grants amounting to Rs. 3.34 lakhs were sanctioned to the State Governments for implementation of the scheme.

3. The Evaluation Study of the implementation of the scheme has already been entrusted to NIEPA with the following terms of reference:-

1. Method of selection of candidates followed by State Governments.
2. Actual beneficiaries, their social/economic

background, etc.

3. Impact of the scheme, as reflected in subsequent academic/general careers of the beneficiaries to the extent available.
4. Relevance of the scheme, especially in the context of the introduction of Navodaya Vidyalayas.

NIEPA has been asked to complete Evaluation Study within one year starting from July, 1990.

4. The Scheme is to be revised during the 8th Five Year Plan in the light of the Evaluation Report and having regard to the recommendations/suggestions made in the meeting of Officers dealing with the scheme at the State level held on 24-5-90 in Shastri Bhavan under the Chairmanship of JS(B.P.). The following points of suggestions/recommendations emerged out of the meeting:-

- The implementation of the scheme need to be reviewed annually with the representatives of State Govts./UT Administrations and monitoring methodologies should be evolved so as to ascertain who are the actual beneficiaries and what have been their performance in studies during and post scholarship period.
- Specific guidelines should be evolved for selection of candidate especially with regard to method and contents of examinations.
- Scholarships under the scheme should be started from Class VI, so that more children from rural areas especially from the target categories like landless labourers, SC/ST communities and girls students are adequately given the benefit of the scheme.
- Number of scholarships may be increased in keeping with



the latest census data and State/UT-wise proportion of population.

- Detailed study of the various aspects of implementation of the scheme should be conducted for ascertaining the need of the scheme especially in view of emergent policy and new scheme like Navodaya Vidyalayas.
- The content of examination for selection of candidates should be so designed that the testing does not become elitist based or confined to assess the student' academic performance in formal school subjects like language, Maths, Social Studies, Science, General Knowledge. On the other hand it should be able to identify students talents and developmental potentialities.
- Some resource arrangements (including funds) should be made available for arrangement of administrative structure at the State Level so that sufficient arrangement for personnel for monitoring and follow up action is made available.

5. This is the only most important scheme at the school level for the benefit of the economically weaker sections in the rural areas. The scheme may, therefore continue during 8th Five Year Plan subject to such modifications as may become necessary as a result of evaluation of the scheme etc.

Funds to the extent of Rs. 4.000 crores will be needed for the operation of the scheme during 8th Five Year Plan.

### 3. Scheme for Upgradation of merits for SC/ST students:

The schemes for Upgradation of merits of SC/ST students was started in 1987-88 with an outlay of Rs. 5.00 crores during the Seventh Plan. The scheme is implemented through the State Governments. The objective of the scheme is to upgrade the merit of SC/ST students by providing them extra coaching, both remedial and special, with a view to removing their educational deficiencies in school subjects and facilitating their admission in professional courses where entry is based on competitive examination. The SC/ST students, who are selected under the scheme are placed in good residential schools having adequate facilities for good teaching.

The scheme was started by providing for 1000 students (670 SCs and 330 STs) in 50 schools. Allocation of schools to different States is made on the basis of their illiterate population of SC/ST communities. Remedial coaching starts at Class IX level and continues till a student has completed Class-XII. Besides, special coaching is provided in Classes XI and XII also. Under the scheme, there is no income ceiling.

Although the scheme was started in 1987-88, it could actually go off the ground during 1988-89. During Seventh Five Year Plan against outlay of Rs. 5.00 crores, a sum of Rs. 65 lakhs was sanctioned to the State Government for implementation of the scheme.

While announcing the implementation of the scheme during 1990-91 the State Governments/UT. Administrations were requested to start the scheme right earnestly as the scheme will bear fruit only if it has the benefit of close personal monitoring. It was also impressed upon the State Governments that it is a scheme for individual tutoring of the beneficiaries and therefore presupposes some degree of personal

attention to individual beneficiaries.

The scheme has nearly begun in 1988-89. The gestation period of the scheme will be sometime in 1992-93 when the first batch of the beneficiary students is expected to complete both remedial and special coaching. It will, therefore, be too early to discontinue the scheme. The development of the weaker sections of the society is one of the priority objection of the Govt. Since Scheduled Castes and Scheduled Tribe constitute the bulk of the weaker sections of the society, their development in education, social and economic spheres is to be accorded special priority in the Eighth Five Year Plan. Since the scheme is exclusively for benefit of the SC/ST students, the continuation in the Eighth Five Year Plan is absolutely essential.

It is hoped that all State Govts. will start implementation of the scheme during 8th Five Year Plan. The number of beneficiaries students under the scheme is most likely to go up from the existing 1000 students to over 2000 during Eighth Five Year Plan. The same outlay of Rs. 5 crores as far Seventh Five Year Plan may be repeated.

To sum up, the requirements of funds for the Plan schemes during Eighth Five Year Plan are estimated as under:-

<u>Scheme</u>	<u>Proposed outlay</u> <u>for Eighth Five Year</u> <u>Plan (1990-91)</u>
i) National Scholarship Scheme.	Rs. 8.00 crores
ii) Scholarships for talented children from rural areas for study at secondary stage.	Rs. 4.00 crores
iii) Scheme for upgradation of merits for SC/ST students.	Rs. 5.00 crores
	----- Rs.17.00 crores -----

NATIONAL SCHOLARSHIPS SCHEMES

REQUIREMENTS OF FUND DURING 8TH FIVE YEAR PLAN

Sl.No.	Name of the scheme	Approved outlay for 7th year plan	Proposed outlay for 8th five year plan (1990-95)
1.	National Scholarships Scheme.	Rs. 10.70 crores	Rs. 8.00 crores
2.	Scholarships for rural Talented children at Secondary stage.	Rs. 4.30 crores	Rs. 4.00 crores
3.	Scheme of Upgrading of Merit of SC/ST students.	Rs. 5.00 crores	Rs. 5.00 crores
	Total:-	Rs. 20.00 crores	Rs.17.00 crores

BOOK PROMOTION  
AND  
COPY RIGHT

## BOOK PROMOTION

### JUSTIFICATION FOR THE PROPOSED OUTLAY FOR EIGHTH PLAN IN REGARD TO VARIOUS SCHEMES OF BOOK PROMOTION AND COPYRIGHT DIVISION

The statement enclosed gives the details of the outlay for Seventh Plan, actual expenditure during Seventh Plan and the proposed outlay for the Eighth Five Year Plan. Originally an outlay of Rs.6.47 crores was approved for the schemes in the Seventh Plan. As a result of subsequent inclusion of some more schemes, the outlay on the basis of budget estimates for each year of the plans, the outlay for the Seventh Plan works out to Rs.7.76 crores. A sum of Rs.14.00 crores is proposed for various schemes for Eighth Five Year Plan. The rationale for the said proposal is indicated in the following paragraphs :-

Out of 21 continuing schemes, 3 schemes listed at Sl.No.19, 20 and 21 will not be operative during the Eighth Five Year Plan. Therefore, no proposal has been made for the schemes. National Book Trust has proposed 6 new schemes including National Centre for Children Literature, Readers Club Movement, Strengthening of NBT, National Agency for Book Distribution, Production of Foreign classics and Desk Top Composing Unit. NBT has also included a scheme name Core Book Project - for which a provision of Rs.30.00 lakhs has been proposed. Since this scheme is being implemented by the Language Division of Department of Education, we have not taken into account the provision for the scheme while formulating the proposal of various schemes of this Division.

1. Name of the Scheme: Regional Offices

(a) Performance during the 7th Plan period:

The uncertainty about the continuance of the three Regional Offices of the Trust at Bangalore, Bombay and Calcutta was removed with the decision of the 68th meeting of the Board of Trustees held on 20 March 1989, that the Regional Offices should be responsible for storage, supply, marketing and sales of NBT publications and to undertake various book promotion activities. During 1989-90 the Trust was, however, able to appoint only a skelton staff for the three Regional Offices and appointments against the remaining posts are still at various stages of recruitment. Against the Seventh Plan outlay of Rs. 75.00 lakhs, an expenditure of Rs. 52.61 lakhs was incurred during this period.

Though the three Regional Offices have not been able to assume the full responsibility of the sale and promotional activities of the Trust in their respective regions because of the lack of minimum required manpower, they have contributed significantly to the sale of Trust publications in their respective regions during the year 1989, as can be seen from the figures given below:

<u>Name of Regional Office</u>	<u>Net Sale (Es)</u>
1. Western Regional Office, Bombay	18 lakhs
2. Eastern Regional Office, Calcutta	58 lakhs
3. Southern Regional Office, Bangalore	20 lakhs

(b) Changes if any to be made during the 8th Plan period:

At present only one Sales Promotion Representative is attached to each Regional Office, except the Northern Regional

Office in Delhi which has two SPRs. The Regional Offices, should, however, be provided one Sales Promotion Representative for each State in their regions to be able to effectively cover them. Moreover, to facilitate their work it is proposed to provide the Regional Offices at Bangalore, Bombay and Calcutta with an exhibition van each, together with the required staff, i.e., a Shop Assistant, Driver and a Cleaner. For Undertaking promotional work in the North Eastern region, which would otherwise not be effectively covered by the Eastern Regional Office, a Sub-Regional Office for the North East should be set up at Guwahati headed by an Assistant Regional Manager. The supporting staff at the Sub-Regional Office, besides two SPRs, should include an Accountant, Assistant, UDC, Jr \. Stenographer, LDC, Driver and Peon. The office should also be provided all the necessary facilities, including a delivery van.

(c) Justification to continue the scheme during the 8th Plan:

The sales strategy of the Trust is based on the sale and promotion of NBT books through its Regional Offices which will, in addition to maintaining contact with the book trade and book buying agencies, mail publicity material to schools, colleges, public libraries, etc. organise book exhibitions, participate in book fairs/festivals and take various other steps for promoting books. It is therefore absolutely essential that the scheme for the Regional Offices of the Trust should be continued during the 8th Plan period. A sum of Rs. 105.00 lakhs has been proposed for the Eighth Five Year Plan.



2. Name of Scheme: Nehru Bal Pustakalaya

(a) Performance during the 7th Plan period:

The Trust's greatest contribution has been in the field of publishing books for children under the Nehru Bal Pustakalaya series. 1296 titles for children from the pre-school age to the age of 15, including translations and reprints, were brought out under this series during the 7th Plan period. The VII Plan outlay was Rs. 113.50 lakhs.

(b) Changes if any to be made during the 8th Plan period:

The Trust will not only step up the publication of original titles under the Nehru Bal Pustakalaya series suitable for the three different age-groups, but also draw on the talent available in languages other than English for the preparation of manuscripts.

(c) Justification to continue the scheme during the 8th Plan:

The Trust must continue to publish books for children under the Nehru Bal Pustakalaya series because books of this series stand-out for the quality of their texts and illustrations and are the only reasonably priced books available to children in many Indian languages. Considering the importance of bringing out a large number of books for children in various languages of the country, continuation and growth of this scheme is necessary. An outlay of Rs. 330.00 lakhs is proposed for the VIII Plan.

3. Name of the Scheme: Aadan Pradan

(a) Performance during the 7th Plan period:

Aadan Pradan series is of particular importance because of its unique potential for forging national integration through the exchange of creative literature. Well-known books of one language are made available to people of other linguistic regions through translations. 160 titles, including reprints, were brought out under this series during the 7th Plan period. Seventh Plan outlay was Rs. 27.00 lakhs.

(b) Changes if any to be made during the 8th Plan period:

Since the inception of the scheme, the Trust was publishing translations of titles identified from various linguistic regions. During the last two years a process of weeding out of out-dated titles and adding new titles was initiated. As a result translations of a large number of significant books from various Indian languages would now be brought out into other Indian languages.

(c) Justification to continue the scheme during the 8th Plan:

As has been stated above the Trust has already started the process of identifying new titles for this series by seeking suggestions from a large number of intellectuals, critics, etc. The final selection of titles is, however, made on the basis of the recommendations of the Advisory Committees for various languages and the evaluation by language Assistant Editors of the Trust. This scheme should be continued during the 8th Plan period because a large number of titles are now available with the Trust for translation and publication in various Indian languages. Outlay proposed for VIII Plan is Rs. 60.00 lakhs.

4. Name of the Scheme: Subsidy Scheme

(a) Performance during the 7th Plan period:

This scheme was launched to improve the availability of reasonably priced text and reference books of acceptable standard by Indian authors for higher and technical education. Subsidy under the scheme is provided for books for which there is a definite need and which relate to subject areas in which books of acceptable standard are either not available or are so highly priced as to be beyond the means of the majority of students. During the 7th Plan period 106 titles were subsidised under the scheme. VII Plan outlay was Rs. 175 lakhs. Expenditure incurred was Rs. 91.48 lakhs.

(b) Changes if any to be made during the 8th Plan period:

To derive greater advantage from the Subsidy Scheme it has been decided to set up Core Committees for various disciplines with the help of the University Grants Commission, the All India Council for Technical Education, the India Council of Agricultural Research etc.

Considering the importance of the availability of quality textbooks for all disciplines and in all languages, the constitution of a National Committee is also contemplated with a view to guiding the Core Committees and making recommendations to the Government.

(c) Justification to continue the scheme during the 8th Plan:

Approximately 800 titles relating to the study of medical science, engineering, agriculture & animal husbandry, business management & accounts, science, the social sciences, etc., have been published under the scheme for the subsidised publication of

books. Initially the scheme covered textbooks in English only, but it has now been extended to Hindi and other Indian languages.

Whereas the Trust can take some pride from the number and range of titles brought out under the Subsidy Scheme, much more needs to be done during the 8th Plan period to promote the publication of books in the following fields:

- i) discipline-oriented supplementary reading material and reference books in languages other than English for Indian universities; and
- ii) books for the diploma level in technical institutes in English, Hindi and other India languages.

Proposed outlay for VIII Plan is Rs. 150.00 lakhs.

5. Name of the Scheme: Production of Books in Punjabi

(a) Performance during the 7th Plan period:

Under this scheme the Trust was expected to:

- i) take up on a priority basis the publication of Punjabi manuscripts pending with the Trust; and
- ii) initiate suitable action to bring out good books in Punjabi.

Whereas the backlog of the Punjabi manuscripts pending with the Trust was cleared to a great extent, the Trust could not initiate action to bring out any special publications under this scheme because it failed to elicit assurance from the Punjab Government about their purchase. Against VIIth plan outlay of Rs. 20.00 lakhs expenditure of Rs. 9.47 lakhs was incurred.

(b) Changes if any to be made during the 8th Plan period:

A meeting of experts was called by the Trust in July 1989 to formulate a new strategy for the success of this project. The recommendations of the meeting were approved by the Board of Trustees in its 69th meeting. Under this project the Trust would therefore be undertaking the activities given on the enclosed note.

(c) Justification to continue the scheme during the 8th Plan:

Since the trust has just started working on the new strategy formulated by the Board of Trustees, it would be necessary to continue this project during the 8th Plan period. Proposed outlay for VIIIth Plan is Rs. 25 lakhs.

Activities to be undertaken for the Promotion of Punjabi Language

- (a) Various activities for the development of creative literature in Punjabi by organising Writers' Workshops involving authors not only in Punjabi, but also other languages, on a regular basis;
- (b) Take steps to broaden the perspective of the up and coming Punjabi authors by exposing them to the current and cross-currents in the literature of other language regions and for this purpose, along with other things, provide travel grants to the authors to visit the other areas of the country to get acquainted with life and literature in these areas;
- (c) A programme for the promotion of authorship in the specialised fields of science writing and writing for children, neo-literates, etc.
- (d) A scheme to encourage and promote the publication of the work of Punjabi authors in the field of science writing and writing for children, neo-literates, etc. and if other publishing agencies are not willing to publish promising manuscripts in these fields, to undertake their publication under the auspices of the Trust;
- (e) Evolve and implement a proper strategy for encouraging Punjabi writing to strengthen the development process in Punjab;
- (f) Take up the publication of a popular cultural history of Punjab emphasising the processes which have shaped the Punjabi language over the centuries;
- (g) Bring out century-wise anthologies of Punjabi literature as soon as possible in Gurmukhi as well as Devanagari script;
- (h) Select some of the important books of Punjabi and get these transcribed and published in other scripts for the benefit of those who speak and understand Punjabi very well but do not know Gurmukhi script;
- (i) A dynamic extensive programme of book promotion in Punjab in order to greater interest in reading books. For this purpose, a programme for the organisation of book fairs, exhibitions and granth yatras with the participation of writers, etc. will be drawn up and implemented on a priority basis;
- (j) Persuade the Punjab Government as well as the Central Government, through a continuous dialogue, to buy and place a diversified variety of Punjabi books in various libraries of Punjab.

6. Name of the Scheme: Normal Promotional Activities

(a) Performance during the 7th Plan period:

The activities undertaken by the Trust for promoting bookmindedness include the organisation of seminars/workshops/surveys and book fairs/festivals. During the 7th Plan period eight book fairs/festivals and fifteen seminars were organised by the Trust. In addition the Trust had conducted one survey and participated in nineteen book fairs organised by other agencies. VII Plan outlay was Rs. 81.50 lakhs. Expenditure incurred was Rs. 63.87 lakhs.

(b) Changes if any to be made during the 8th Plan period:

The preparation of a computerised data base for Books in print, a scheme for the identification of quality reading material and publication of Newsletters in various Indian languages are some of the activities which would be added under this scheme during the 8th Plan period.

(c) Justification to continue the scheme during the 8th Plan:

Promoting bookmindedness is one of the main objectives of the Trust. The Trust must therefore not only continue to organise book fairs/festivals, seminars/workshops, etcx. and participate in book fairs held all over the country, but it must also think of new ways and means of promoting books and bookmindedness. Proposed 8th Plan outlay is Rs. 110 lakhs.

7. Name of the Scheme: Publication for Post Literacy Education

(a) Performance during the 7th Plan period:

During the 7th Plan period 21 titles for neo-literates and school dropouts were published under this scheme. In addition, the following activities were also organised by the Trust:

- i) Survey of the adult literacy programme in Bharatpur (Rajasthan);
- ii) Workshops for developing material for neo-literates at Sariska (Rajasthan), Ahmedabad (Gujarat) and Delhi; and
- iii) discussion on how to make books for children and neo-literates more attractive and durable.

VIIth Plan Outlay was Rs. 15 lakhs. Expenditure incurred was Rs. 10.50 lakhs.

(b) Changes if any to be made during the 8th Plan period:

Besides developing manuscripts for neo-literates and school dropouts by organising workshops in different States, the Trust would also commission books on pre-determined themes and adapt books which are considered suitable for the target group. In addition under an exploratory scheme, the Trust would provide assistance to publishers and voluntary agencies to produce books for neo-literates.

(c) Justification to continue the scheme during the 8th Plan:

The responsibility for developing books for neo-literates has primarily been assigned to the State Resource Centres. The general availability of books is, however, not satisfactory and it is forcing the State Governments to purchase material which is otherwise not suitable for neo-literates and school dropouts. The National Book Trust is therefore acting as a catalyst to promote the publication of quality books by involving State Resource Centres, voluntary agencies, private publishers, etc. The Trust is also producing relevant reading material in various Indian languages. Proposed outlay for VIIIth Plan is Rs. 40 lakhs.



8. Name of the Scheme: Publication for School Library Programme

(a) Performance during the 7th Plan period:

The following activities were undertaken during the 7th Plan period:

- i) a seminar was organised in Bhopal in June 1989 on Production of Children's Literature;
- ii) manuscripts with illustrations for books for children, in Hindi, Marathi, Bengali and Malayalam, were invited under An Exploratory Scheme to Encourage Private Publishers and Voluntary Agencies to Produce Books for Children;
- iii) based on the report of the Task Force on strategy for production and availability of suitable books for school libraries for the 8th Five Year Plan period, the following folders were issued by the Trust during the National Book Week celebrated in November 1989
  - (a) Role and Functions of School Library
  - (b) Readers' Club Movement
- iv) the report of the Task Force also included recommendations for:
  - (a) Short-term measures to be taken by the Trust for the promotion of children's literature;
  - (b) rationalising and streamlining the system of book purchase to ensure that funds are properly utilised;
  - (c) steps to be taken by the Trust to promote and sustain the readers club movement; and
  - (d) setting up of a National Centre for Children's Literature.

VIIIth Plan outlay was Rs. 10.00 lakhs. Expenditure incurred was Rs. 5.45 lakhs.

(b) Changes if any to be made during the 8th Plan period:

None.

(c) Justification to continue the scheme during the 8th Plan:

Besides preparing the project report for the National Centre for Children's Literature, the following short-term measures would be taken by the Trust under this programme for the promotion of children

literature which will eventually form an integral part of the National Centre:

- (1) search and identification of suitable children's books already published in various languages and encouragement of their translation into other languages;
- (2) search and identification of books published for adults which could be suitably adapted for children through abridgement, change in style and presentation;
- (3) procurement and examination of award winning outstanding children's books and classics produced in other countries and acquiring their copyright clearance for translation and publication in Indian languages;
- (4) preparation of an annotated and properly categorised booklet on outstanding children's books of the year;
- (5) assistance to private publishers and voluntary agencies to produce books for children under the exploratory scheme; and
- (6) organising exhibitions of selected books to enable publishers, authors, illustrators, etc. to be exposed to the kind of books required.

Proposed outlay for VIIIth Plan is Rs. 15.00 lakhs.

9. Name of the Scheme: New Sale Promotional Measures

(a) Performance during the 7th Plan period:

None. VIIth Plan outlay was Rs. 15 lakhs. No Expenditure was incurred.

(b) Changes if any to be made during the 8th Plan period:

None.

(c) Justification to continue the scheme during the 8th Plan:

In order to exploit the full potential of the books brought out by the Trust to ensure that the books reach the remote areas of the country, besides strengthening its Regional Offices, under this scheme the Trust will prepare video films to promote books, establish book clubs, and take various non-conventional measures for the promotion of books. The proposed outlay for VIII Plan is Rs. 30 lakhs.

10. Name of the Scheme: Publication of Classic Literature

(a) Performance during the 7th Plan period:

Under the scheme introduced in the financial year 1988-89, the Trust has so far been able to identify titles in Bengali, Hindi, Kannada, Malayalam, Marathi and Punjabi languages for translation and publication in various Indian languages. These titles were selected by the Advisory Panels for various languages on the basis of suggestions received from a large number of intellectuals, writers, critics, etc. VII Plan outlay was Rs. 10.00 lakhs.

(b) Changes if any to be made during the 8th Plan period:

None.

(c) Justification to continue the scheme during the 8th Plan:

Not only the process of selection of titles in other languages is to be continued, the titles selected for the series have to be translated and brought out in various Indian languages during the 8th Plan period. Outlay proposed in the VIII Plan is Rs. 15.00 lakhs.

11. Name of the Scheme: Consultancy Services

(a) Performance during the 7th Plan period:

None. The 7th Plan outlay was Rs. 2.00 lakhs.

(b) Changes if any to be made during the 8th Plan period:

None.

(c) Justification to continue the scheme during the 8th Plan:

During the second half of the 7th Five Year Plan period a quantitative and qualitative change has occurred in the functioning of the Trust. Not only has there been a remarkable increase in the number of titles brought out and the net sale of NBT publications, but even book promotion activities have received a new fillip during the period. This sudden and unprecedented growth has made it necessary to conduct a systematic, thorough and comprehensive O & M study of the various processes and systems of different Sections of the Trust for achieving greater efficiency in the organisation. An allocation of Rs. 2 lakhs is proposed for the 8th Plan period.

12. Name of ~~the~~ Scheme: Nehru Bhawan

(a) Performance during the 7th Plan period:

The construction of Nehru Bhawan, NBT's own office building could not be taken up during the 7th Plan period because the Trust was not able to get possession of the piece of land for which payment was made to the NCERT in March 1983. The Trust had also paid Rs. 20.46 lakhs to the C.P.W.D. VIIIth Plan outlay was Rs. 90.00 lakhs and an expenditure of Rs. 10.00 lakhs was incurred.

(b) Changes if any to be made during the 8th Plan period:

None.

(c) Justification to continue the scheme during the 8th Plan:

It is necessary for the Trust to have its own building with adequate space for the Editorial, Production, Promotion, Sales and Establishment Sections, alongwith an authors' lounge, conference and workshop halls and accommodation for storage of paper, printed books, exhibition equipment etc. because at present the Trust is working with three rented premises in a residential area and has hired storage space for paper, printed books and exhibition equipment at Gurgaon, Chhatarpur and Sahibabad, respectively. Since the offices and godowns of the Trust are not located in one building it causes problems of proper control and coordination and precious time is lost in commuting between the various offices of the Trust and its godowns. VIIIth Plan outlay proposed is Rs. 75.00 lakhs.

### 13. SETTING UP OF NATIONAL AUTHORS SOCIETY

#### Outlay in the Seventh Plan and the Performance

The Copyright Act, 1957, confers the statutory protection to the creators of intellectual property such as authors, Artists and Composers of musical works. Though statutory protection to their rights is provided for under the Act, the authors and musical composers normally have only meagre knowledge of their rights as provided under the law and have only negligible means to safeguard and enforce those rights through courts by individual initiative and efforts. India being a vast country with a very vast population, it is practically impossible for an individual author residing in any part of the country to keep himself informed about the normal uses of his work taking place in other parts of the country as well as infringements of his rights. The only solution to this situation to provide a better protection to authors is to have a collective organisation which can take care of the interest of various authors. Further, anybody who is desirous of making use of any copyright work also finds it difficult to establish contact with the Author for obtaining his licences(permission) for public performance of his work.

In order to overcome this difficulty, it was proposed to set up a National Society of Authors to serve as a collective organisation to take care of the interests and needs of the authors as has been done in all the developed countries and in a few developing countries in the world.

The functions of the society will be to grant licences for the public performance of the copyrights works in its repertoire

and to collect royalties from the users of the works. The society will distribute the royalty so collected to its members after deducting requisite amounts for meeting the administrative costs. The Memorandum of the Association and Rules for establishing Society have been drafted. Accordingly, a token provision of Rs. 10.00 lakhs was made in the seventh plan allocation for meeting the expenditure on setting up society, the idea being that once the work was taken up, allocation could be increased based upon the felt need.

However, subsequently, the Government's attention has been drawn to the different possible ways and means of setting up a society keeping in view the peculiar situations obtained in the country because of its size, population, language spoken, etc. A working Group which was set up by the Government to identify amendments required to the Indian Copyright Act also has made recommendations regarding setting up of the Society/Societies. The matter is presently under review by the Government.

2) Changes, if any, proposed to be made in the Eighth Plan to improve the Scheme  
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As indicated in the preceding item, the scheme is yet to be taken up for implementation and is presently under review by the Government. The form and the manner in which the Society could be set up to serve needs of the country in the best possible way is expected to be identified soon. As soon as decision are taken in this regard, action will be taken to set up the Society accordingly.



JUSTIFICATION TO CONTINUE THE SCHEME IN THE EIGHTH PLAN

The need for establishing the Society has been explained under Item No. 1. There has been no change in that respect and it is necessary to take up this scheme for establishing the national Society in the 8th plan. The matter is under the review of the Government and decisions on the form and manner to establish the Society could be arrived at any moment and, therefore, it is proposed to make outlays starting from the financial year 1990-91. An allocation of Rs. 1 lakh has been made for the current financial year as a token provision. It is proposed that a sum of Rs.15.00 lakhs be provided in the eighth Five Year Plan(1990-95) for setting up the National Society of Author.

14. BOOK EXPORT PROMOTIONAL ACTIVITIES (PLAN)

1. What was the outlay during the 7th Plan and the performance

The total Plan outlay during the 7th five Year plan period 1985-86 to 1989-90 was Rs.43.00 lakhs, out of which Rs.31.01 lakhs was spent on our participation and organisation of international book fairs/exhibitions abroad in Malaysia, Singapore, Frankfurt, London and Cairo and on organising special exhibitions in Australia, Mauritius, Indonesia, etc as recommended by the advisory committee which decides India's participation in various fairs/exhibitions.
2. Changes if any proposed to be made in the 8th Five Year Plan to improve the Scheme

Under the scheme of Book Promotional Activities (Plan), we have been participating/organising book fairs/exhibitions since 1972 and we also propose to do so during the 8th Five Year Plan, i.e 1990-95.

In order to increase the export of Indian books and periodicals abroad, we are conducting market surveys and also encouraging Indian publishers by releasing foreign exchange to them in order to participate in international book fairs.

In addition to above, to make debut in Latin American and other African countries, we propose to organise mobile exhibitions in these countries and also propose to publish brochures regarding information relating to export of Indian books during the 8th plan period.
3. Justification to continue the Scheme in the 8th Plan

As a result of our combined participation with the help of Indian Book Industry and the National Book Trust in the international book fairs/exhibitions abroad, the export of Indian book and periodicals including Journals has increased from Rs.1.46 crores in 1972-73 to Rs. 28 crores (estimated) during 1988-89.

We propose to participate in singapore, frankfurt, cairo, London and Bologna Book fairs and to organise special exhibitions in Australia, Maldives, and China under the scheme during 1990-91.

An outlay of Rs. 60 lakhs has been proposed for the 8th Plan period i.e. 1990-95 under the Scheme due to increase in all the infrastructure such as rental, air-fare, accommodation, interpreter charges, etc.

15. National Book Development Council

And

Book promotional activities and financial Assistance to Voluntary Organisations

A provision of Rs. 59.00 lakhs was made for both scheme in the 7th Plan, out of which a sum of Rs.19.06 has been utilised. A provision of Rs. 30.00 lakhs is proposed to be made for these schemes for the 8th plan period. The details of the schemes are given below:  
NBDC: The National Book Development Council is being reconstituted. The council would be undertaking various activities related to formulation of National Book policy on education. The meet the expenditure on variou activities connected with the Board and also under the Book Promotion activities, a sum of Rs. 30.00 lakhs would be required for the 8th five Year Plan.

Book Promotion Activities and financial assistance to Voluntary Organisations

During the 8th Five Year Plan, it is proposed to cover more voluntary organisations for organising workshops, Seminars, Training Programmes and some related matters of Book Promotional activities. Besides, provision will be required for meeting the expenditure on wxchange of delegation of authors, Publishers ect. under cultural Exchange Programme.

## 16. International Standard Book Numbering System

### Seventh Plan Review

Raja Rammohan Roy National educational Resources Centre was set up on 1st July 1972 as an extension of the Book Promotion and Copyright division. The main objective of this Centre was:

Promotion of writing and production of indigenous University level book with a view to serving authors and publishers as well as research scholars; serving as a data bank of university level books as well as textbook Research-cum-Information Centre; studying book import documents to assess trend in book imports and operate the International Standard Book Numbering system. On the basis of the decision taken by the department of Education in Sept. 1989, the Centre was reorganised and all the activities of the Centre except the work relating to ISBN was discontinued. A sum of Rs.9.00 lakhs was earmarked for the Centre in the 7th Plan out of which a sum of Rs. 4.18 lakhs is likely to be spent in the 7th Five Year Plan.

The scheme has been modified after reorganisation and the Centre is now operating only the ISBN system (ISBN in India). This system facilitates minimisation of ordering stock holding and trade procedures of books. This system of assigning Book Numbers has been found very useful by the publishers, Booksellers and Librarians throughout the world.

### Proposal for eighth Plan and Justification:

A sum of Rs. 4.00 lakhs has been proposed for Eighth Five Year Plan. It is now proposed to increase the coverage of assigning a Standard Book Number to the Publishers in the country through participation by the ISBN Unit in various National and International Book fairs likely to be organised in various parts of the country. Some funds are also required for installing Computer and purchasing Electric Typewriters.

## 17. Foreign Collaboration of Text Book Programme

### 7th Plan- Review

To enable Indian student and the accademic community to keep pace with the international developments in the various branches of higher education a programme was chalked out to bring out low priced republication of standard foreign text and reference books for which comparable Indian books are neither available nor could easily produced. These programmes are being operated in colloboration with UK, USA and USSR. The programmes fill up the felt gaps in the field of Indian Text Books for Higher Education. Till the end of the 7th Plan republications of about 763 British, 1668 American and 650 soviet titles have been brought out. The major expenditure of subsidising the low priced republication are met by the foreign government. The budget provisions for these schemes for 7th Plan was meant for meeting the expenditue on evaluation of foreign books, translation of Russian documents, meetings of the Indo-soviet Text Books Board which are held alternatively in India and USSR. Under a protocol signed with the Govt. of the USSR the Programme under the "20th Century Indo-soviet Literature Project" has been started. The project aimed at publishing translation of each other countries best literature of the 20th Century, maintenance of libraries of translated works. Under this Project 20 volumes of the best contemporaryworks of the Indian and soviet writers are proposed to be published by 1995. Against an allocation of Rs.8.50 lakhs, a sum of Rs.4.16 lakhs was spent during the 7th Plan.

### Eighth Five Yeeear Plan - Proposals and justification

The coverage of items under this programme is likely to go up during the Eighth Five Year Plan, especially in view of signing of

protocol of the xvii meeting of the joint Indo-soviet Textbook Board held in Moscow (USSR) in June,90. This inter-alia included celebration of successful completion of 25 years of joint Indo-soviet Text-book Board, under which certain activities like organisation of an exhibition of soviet text-books in Delhi and other University Centres; publication in Russian and Hindi, a pamphlet entitled "25year of Indo-Soviet cooperation in the publication of Text books: results and Perspectives" and holding of Indo-Soviet Seminar in India on book development, where 10 soviet and 20 Indian Participants would take part. Besides, the xviii Session of joint Indo-Soviet Text Book Board will be held in New Delhi in 1992. In order to discuss the implementation of the programme between the sessions, two sides would have an exchange of delegations (two persons only) for a7 day stay in the other country. Inaddition to above, the XX Century Indo-soviet Literacy works is a time bound project under which 20 volumes of the best contemporary works of the Indian and Soviet side would be published by 1990-95 (as per the latest argeement reached between the Indian and soviet side). A sum of Rs. 20 lakhs is proposed during the Eighth Plan for Implementation of this scheme.

### New schemes of NBT Proposed for inclusion in Eighth Plan

The NBT has proposed 6 new schemes for inclusion in the Eighth Plan with a total provision of Rs. 314 lakhs. The justification for the inclusion of new schemes in the Eighth Five Year Plan is indicated (scheme wise) in the following paragraphs:

#### 18. Strengthening of National Book trust

The trust proposes to put concerted effort to increase the sale of books to Rs. 1000 lakhs net by the end of the Eighth Five Year Plan. To achieve this they would need to bring out more than 3000 titles every year from the level of 851 books in 1989-90. This would be only possible when all Sections of the trust are strengthened with additional staff. The details of the said staff may be seen at Annexure-I of the document furnished by National Book Trust regarding Draft eighth Five Year Plan. A sum Rs. 45.00 lakhs has been proposed for the scheme for eighth Five Year Plan.

#### 19. DTP Composing Unit

The NBT is the largest multi-lingual publishing agency and at times, it has to assign printing to presses in Kerala Tamilnadu, Assam, Orissa etc. leading to many problems, including delays in the production of Books. They have, therefore, proposed to set up DTP Composing Unit with the capability of Composing Text in all the Major Indian languages. For this purpose a sum of Rs.14 lakhs is proposed for equipment and staff.

#### 20. Production of foreign classes

It has been found that publishing in Indian languages is still confined to works of fiction, poetry, plays, literary criticisms etc. and readers are not exposed to new thoughts in fields such as the humanities and social sciences. The trust has therefore, decided





## 22. Reader's Club Movement:

The NBT after consulting many Boards of Education and Heads of educational institutions, decided to launch a movement for the organisation of Readers Club in schools to create a forum where books are discussed and those who read books are given encouragement and some recognition. In this process, the students learn to identify the books which are meant for knowledge and for pleasure. Once they are able to do so, they will start exploring libraries to find the books of their own interest. A task force also has been constituted by the Board of Trustees to give a report on the "Strategy for the production and availability of suitable books for school libraries for Eighth Plan period" This group has recommended certain steps which might be taken to promote and sustain Reader Club Movement. These recommendations inter-alia include bringing out a Newsletter by the NBT, instituting an award scheme, preparing Video-TV Programmes and promoting Reader's Club Movement through Teacher's Training Programme organised by NCERT, SCERT etc. through AIR and Doordarshan. A team would be responsible for looking after the scheme which in turn will also identify quality literature and create a computerised data base. A sum of Rs.15.00 lakhs has been proposed for the scheme for the Eighth Five Year Plan.

## 23. National Agency for Book Distribution

This agency has been proposed by NBT in pursuance of the recommendations of the Empowered Committee, which had inter-alia recommended that the NBT, in collaboration with the publication division of the Ministry of Information and Broadcasting would work out a project to set up joint emporia/retail shops for books published by various agencies in the public sector, both of the

Central and State Govts. It was agreed in a meeting of the representatives from 28 Central/State/Autonomous Organisations and Voluntary agencies that there was an urgent need for getting up a Book distribution System at the national level. A working Group has been constituted with the task of preparing the project report. In consultation with the said Working Group, the job of preparation of the project has been assigned to the Tata Consultancy Services. Pending the finalisation of the report, a provision of Rs.25.00 lakhs has been proposed.

**PLANNING AND ADMINISTRATION  
INCLUDING BADP**

## PLANNING AND ADMINISTRATION

### 1. N I E P A

The National Institute of educational Planning and administration has been set up by the Government of India as an autonomous organisation under the Societies registration Act, 1860. The history of the Institute dates back to 1962 when the government of India under a 10-year agreement with UNESCO, established the Asian Institute of Educational Planning and Administration (AIEPA) for training of senior educational planners and administrators in the Asian Region. On the expiry of this agreement in 1972, the AIEPA was merged with National staff college for educational Planners and administrators (NSCEPA), which was given the present name of the National Institute of Educational Planning and Administration in 1979.

2. The objectives of the Institute are to undertake research in the educational planning and administration; provide training and consultancy services in this field and arrange for orientation of senior educational administrators from the Centre and the states for University and college administrators; and to collaborate with other countries, especially the asian region. The Institute acts as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes.

3. The Institute is fully financed by the government of India for its maintenance and developmental activities. In accordance with its objectives the Institute has been running two six monthly diploma Programmes-

one National and the other International-on educational planning and administration. It has also been arranging training programmes, seminars, workshops and conferences and also undertaking research studies.

4. During the seventh Plan period NIEPA was provided a grant of Rs. 180.97 lakhs for its various developmental activities. The yearwise break up of the amounts provided is as follows.

Year -----	Amount (In laksh) -----
1985-86	25.17
1986-87	21.63
1987-88	39.67
1988-89	37.50
1989-90	57.00
Total:	180.97

5. In March, 1989 the Government had set up a committee under the Chairmanship of shri P.K. Umashankar, director, Indian Institute of public administration, to review the work and progress of NIEPA in terms of the objectives laid down for it in its memorandum of Association, and to suggest an appropriate future role for the Institute in the contest of implementation of the National Policy on Education.1986. The committee submitted its report in september, 1989. The Report has since been considered by Government and the recommendations of the committee are mostly proposed to be accepted. In order to implement the recommendations of the review Committee and strengthen academic programmes of the institute (which include i) support and

assistance for development of state level centres for educational planning and administration, ii) strengthening of faculty, iii) strengthening and modernising the Library Centre, iv) strengthening the Computer Centre, (v) development of a new self-contained campus with necessary facilities), NIEPA has proposed an allocation of Rs.842.65lakhs during the eighth Five Year Plan as per break-up given below:

Particulars of Expenditure	1990-91	1991-92	1992-93	1993-94	1994-95	Total 1990-95
	(Rs. in lakhs)					

1. Academic activities	15.00	15.00	15.00	15.00	15.00	75.00
2. Grant-in-aid for State Unit	-	20.00	20.00	20.00	20.00	80.00
3. Establishment Expenses	10.00	16.45	15.15	13.65	11.40	66.65
4. Office Expenses	8.00	10.00	10.00	10.00	12.00	50.00
5. Capital (land & building, equipments, furnitute, & fixtures, vehicles)	67.00	123.00	127.00	127.00	27.00	571.00
Grand Total	100.00	184.45	187.15	185.65	185.40	842.65

More details of the allocation proposed above are given in the statement annexed .

It is recommended that the above-mentioned allocation proposed by NIEPA for inclusion in the eighth Five Yeart Plan may be accepted.

2. SCHEME OF STUDIES, SEMINARS, EVALUATION, ETC. FOR IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION, 1986 (CENTRAL SCHEME).

The scheme of assistance for studies, seminars, evaluation, etc. for implementation of education policy aims at resolving problems relating to the formulation, implementation and evaluation of educational development programmes.

2. The scheme is intended to provide financial assistance to deserving institutions or individuals, on the merits of each proposal, which should have a direct bearing on the management and implementation aspects of National Policy on Education. This would also include sponsoring or seminars, conduct of impact and evaluation studies, consultancy assignments, in order to advise the government on the best alternatives and models for making the system work.

3. The financial assistance under this scheme covers salaries, allowance, TA/DA of project staff, stationery and printing, hiring of office equipment and other contingencies, like postage. Normally, the ceiling for such assistance is Rs. 1.00 lakh per project.

4. During the Seventh Five Year Plan an expenditure of Rs. 88.00 lakhs had been incurred under the Scheme. The Year-wise break-up of expenditure incurred is given below:

Year	Amounts (in lakhs)
1985-86	2.49
1986-87	2.57
1987-88	22.18
1988-89	26.63
1989-90	34.13
Total:	88.00



5. The Government have set up a Committee under the Chairmanship of Acharya Ramamurti to review the National Policy on Education, 1986 and its implementation; to make recommendations regarding revision of the Policy; and to recommend action necessary for implementation of the revised Policy within a time-frame. The Committee is expected to submit its report by 6th November, 1990. Thereafter, the revised Education Policy is likely to be formulated and announced.

6. Management and implementation of National Education Policy is a continuous process. Educational planners and administrators and also implementing agencies in the field at various levels come across problems and hurdles of various sorts. In order to study and overcome the problems and to evaluate the efficacy and utility of various programmes undertaken in pursuance of the Education Policy, continuance of this schemes during the Eighth Plan is essential.

7. It is proposed that a provision of Rs. 2.50 crores, which is of the same order as existed during the last three years of the Seventh Plan, may be made during the Eighth Plan.

### 3. BORDER AREA DEVELOPMENT (EDUCATION) PROGRAMME

The Border Area Development Programme is intended for Educational Development of the Border Areas of the States of Gujarat, Jammu and Kashmir, Punjab and Rajasthan. An outlay of Rs. 200 crores had been included in the Seventh Five Year Plan for this Programme. In 1986-87, which was the first year of the implementation of the programme (Second year of the Seventh Plan), the Programme was implemented by the Ministry of Home Affairs in the three Border States of Rajasthan, Gujarat and Punjab, in accordance with guidelines laid down by the Committee of Secretaries. From 1987-88 onwards, the implementation of the programme was transferred to the Department of Education, to reorient the programme so as to concentrate on education in the border areas. It was intended that the programme would henceforth be confined to 'education', which is a critical input for the development of border areas. The emphasis is laid under the programme on overall human resource development. The efforts under this programme are a supplement to the States Educational Development programmes, including those that may be taken up under the rural development programmes.

2. A Sanctioning Committee under the Chairmanship of Education Secretary with representatives from the Planning Commission, the State Government and the concerned Ministries had been set up to clear the proposals of the State Governments promptly,

3. Assistance has been given to the State Governments and two Voluntary Organisations for the following activities:-

- Openinig new Primary Schools.
- Provision for essential facilities in schools.

- Construction of buildings of Primary, Upper Primary, Middle, High and Higher Secondary Schools.
- Introduction of vocational courses in Senior Secondary Schools and construction of vocational sheds.
- Construction of hostel buildings and staff quarters.
- Establishment of District Institutes of Education and Training.
- Construction of additional class rooms and laboratories in existing schools.
- Establishment and strengthening of Polytechnics and ITIs.
- Setting up of Adult Education and Non-formal Education Centres and Jan Shikshan nilayam,
- Construction of gymnasium halls and Youth Training Centres.

4. During three years of the Seventh Plan Period following grants have been released to the State Government:-

	(Rs. in crores)
1987-88	25.00
1988-89	45.50
1989-90	50.00
	120.50

The State-wise break up is given in the statement annexed.

5. In the Annual Plan for 1990-91, a provision of Rs. 55.00 crores has been made.

6. In April 1989, Department of Education had set up a Working Group for a quick assessment of the implementation of Border Area Development Programme. The Working Group has since completed its

work and recommended continuance of the programme during the Eighth Plan with more input of resources than provided hithertofore.

7. So far this programme has been treated in the nature of additionality to the State Plan. Based on our experience of the working of the scheme it would be appropriate if the programme is approved as a Central Plan scheme and at least Rs. 300 crores is allocated for the programme during the 8th Plan period, so that full Educational development of the Border Areas of the existing States covered under the programme is ensured.

#### 4. STRENGTHENING OF THE ACTIVITIES OF INC

India became a member of Unesco in 1946. India has consistently taken active interest in promoting the objectives and ideals of Unesco amongst the various sections of the population. In compliance with Article 7 of the Constitution of Unesco, the Department of Education has established the Indian National Commission for Cooperation with Unesco to ensure active participation in the task of Advance of Education Science, Culture and Communication; which are the main areas of competence of Unesco.

2. For strengthening the activities of the Indian National Commission (INC), the Planning Commission approved the following schemes for the 7th Five Year Plan to consolidate and strengthen the National Commission for Unesco :-

- a) Reorganisation of the INC Library into a fulfilledged reference centre for Unesco publications in India.
- b) Holding of meetings/conferences and organisation of

exhibitions in furtherance of Unesco aims and objectives.

- c) Strengthening of voluntary organisations engaged in Unesco programmes and activities.

2. It is proposed to continue these programmes during 8th Five Year Plan also.

3. The broad projections and contents of the schemes referred to above including the activities which are proposed to be undertaken during the period 1990-95 are briefly described below:-

- a) In order to strengthen the documentation and reference facilities of the INC Library with a view to providing service to a larger sections of scholars and experts, it is proposed to modernise the documentation and reference facilities both for storage and retrieval of information by acquiring desk computers for up-dating documentation and reference literature being received from Unesco and its other regional offices as well as the National Commissions of other members States.

As parts of its information activities, INC would continue to publish and distribute newsletter, U.N. Weekly, Report of the Secretary-General of the Indian National Commission and other manuals and training guides for use by Unesco Clubs and other educational institutions enlisted under the Associated School Project of Unesco. The Indian National Commission will also continue to publish language editions of "Unesco Courier", a prominent Unesco Journal on Education, Science and Culture produced in more than 35 languages

of the world.

Proposed Outlay for the 8th Five Year Plan

Rs. 13.00 lakhs.

- b) One of the major functions of the Indian National Commission for Unesco is to organise National Regional and Sub-regional meetings and also to organise exhibitions in connection with the programmes and activities of Unesco. India actively participated in Unesco Photo and Painting competition which are organised by Unesco and its Asian Cultural Centre in Japan. The travelling exhibitions in respect of award winning entries in these competitions are received annually from Unesco which are displayed in important Cultural Centres of India.

During the 8th Five Year Plan considerable activities have to be undertaken by the National Commission in connection with the International Literacy Decade which has been launched by Unesco for the eradication of illiteracy by the year 2000. As part of International Literacy drive, the National Commission is expected to further activate its role in generating and sustaining awareness and interest in literacy not only by undertaking programmes and activities directly but also by encouraging Non-governmental Organisations and Voluntary bodies to come forward in realisation of the objective of eradication of illiteracy by the year 2000. For this purpose, the

activities of the National Coordination Committee on International Literacy will be required to be further strengthened.

For implementing the programmes and activities of Unesco in India and also to organise meetings/conferences/workshops of National, Sub-Regional and Regional character, the National Commission is proposed to be further strengthened, both professionally and functionally to meet the challenges more effectively and meaningfully. As part of its drive Commission, it is envisaged to convene meetings more frequently and also of its five Sub-Commissions on Education, Natural Sciences, Social Sciences, Culture and Communication, particularly on all important inter-national issues which would be discussed by Unesco in the coming years specially in the field of literacy, environment, World Decade for Cultural Development and Human Rights etc.

Proposed Outlay for the 8th Five Year Plan

Rs. 40.00 lakhs

- c) With a view to encouraging the Non-governmental organisations, voluntary bodies and Unesco clubs, including Associated Schools in the country to undertake programmes and activities relating to the promotion of aims and objects of Unesco, the National Commission has a scheme of financial assistance which is proposed to be continued during the 8th Five Year Plan as well. These activities are either proposed by these bodies suo-moto, or on advice of the

National Commission for Unesco. The principle aim of this scheme is to widely disseminate the ideals of Unesco and involve the students and teachers alike in propagating the objectives of the organisation at the grass root level.

Proposed Out-lay for the 8th Five Year Plan

Rs. 13.00 lakhs.

5. SCHEME FOR CONSTRUCTION OF UNESCO HOUSE IN NEW DELHI

The proposed building is required to house two offices of Unesco functioning in India - the office of the Chief of Unesco Mission in India and the Unesco Regional Office of Science and Technology for South and Central Asia as well as for making provision for the expanded activities of the Indian National Commission for Cooperation with Unesco, such as re-organisation of the INC Library into a full-fledged Documentation and Reference Centre, provision of suitable space for organisation of exhibitions of Unesco Publications etc. in furtherance of Unesco's aims and objectives.

The Regional Office of Science and Technology for South and Central Asia was set up in 1965 after we had agreed to accept the normal responsibility of paying rental for the accommodation of the office-building. It is, therefore, obligatory on our part either to reimburse rental paid by them or to make available rent free office accommodation. At present the offices of the Unesco are housed in a rental building - 15, Jor Bagh, New Delhi. The rent of the building is Rs. 45,000/- per month. The lease agreement is valid upto December, 1990. The Owner of the House is



not interested in renewing the lease. She has already requested for vacation of the premises. Moreover, the space available in the building is far too inadequate in view of the recent expansion of activities of the Regional Office. Further expansion already approved cannot take place because of this limitation of space. The Director and Head of Unesco Mission continues to make frantic requests to the Ministry of Education for assistance for increased accommodation in order to enable him to cope with expansion of programmes and activities is about 7673 sq. ft. office space. A building with so much accommodation will not cost less than Rs. 1.00 lakh per month. Moreover suitable buildings are not available also for office use.

The location of Unesco Regional Office in India has a distinct advantage. It enables the Government of India to pay a major portion of its annual contribution to Unesco in terms of Indian rupees, which are utilised by that office for payment of salaries to their officers and staff. If this office were not located in India we should be required to make the entire contribution in foreign exchange. The location of this office in India thus helps to save scarce foreign exchange resources. Secondly its location in New Delhi provides excellent interaction between Unesco Regional Office and a large number of Indian Institutions experts in the field of science and technology which is of much more importance to India than even the gains in monetary terms. It is, therefore, in our national interest that the office continue to function in India. In case we fail to provide them with suitable accommodation the Regional Office may

have to be shifted to someother country. Keeping these facts in view and also the rates of the rent of building is increasing. It has become necessary to construct our own accommodation.

The secretariat of the INC also needs adequate accommodation. In order to do full justice to the enlarged functions and responsibilities which are now cast on the INC a provision of Rs.16.90 lakhs has been included in Non Plan for the year 1990-91 and Rs.8.00 lakhs in Plan for the year 1990-91.

The provision is being utilised for the following objects :-

- i) holding meetings and conferences to discuss important Unesco themes and organisation of exhibitions, including participation in exhibitions sponsored by or on behalf of Unesco and allied organisations
- ii) publication of suitable literature for furtherence of Unesco ideals among the children of age group 11-14 years; and
- iii) setting up a full-fledged Library-cum-Documentation Centre for Unesco publications in India.

The secretariat of the INC has been provided by the Ministry of Human Resource Development (Department of Education). There is not enough space for expansion of the INC Library and Documentation Centre. Nor there is space for arranging exhibition of Unesco Publications and holding of meetings/discussions. It is therefore, necessary to construct an exhibition gallery, seminar and conference rooms for dissemination of Unesco ideals and objectives in the country.

Ministry of Urban Development has earmarked a plot of land measuring 2196 Sq. meters in the Lodhi Road Insitutional Area for

constructing the proposed Unesco House building.

The Project for the construction of the building was also included in the Seventh Five Year Plan with a total outlay of Rs.90.00 lakhs.

The work relating to the designing of the building plan and preparation of the detailed estimates and construction of Unesco House have been entrusted to CPWD.

During the Seventh Five Year Plan no expenditure could be incurred on this project, as the Urban design form of the area where the building is proposed to be located was yet to receive approvals from all concerned authorities, thereby delaying the Planning of the building.

10. It is expected that the project would be started during the 8th Five Year Plan. As per the prevailing rates of construction at Rs.500/- per sq. foot covered area, the total cost of the building would be in the vicinity of Rs. 5.00 crores.

Proposed Out-lay for the 8th Five Year Plan : Rs. 500 lakhs.

#### 6. AUROVILLE MANAGEMENT

Under the scheme of the Development of Auroville, Central Government (Department of Education) provide grants to the Auroville Trust for its development. For this purpose, an out-lay of Rs.35.55 lakhs was approved for the period of the 7th Five Year Plan. For further development and better management of Auroville, the Auroville Foundation Act, 1988 has been passed by the Parliament and the Act came into force with effect from 28th September, 1988. The act makes a provision of grant by the

Central Government for the development of Auroville. The Auroville Trust submitted a scheme for its development at an estimated cost of about Rs. 56.00 crores for inclusion in the 8th Five Year Plan. It has, however, been decided that while we may continue to fund the existing activities included in the 7th Five Year Plan, some assistance for building infrastructure to push the project may be provided for additionally in the 8th Five Year Plan. It is proposed to make a provision of an outlay of Rs. 100 lakh in the 8th Five Year Plan for the development of Auroville.

Proposed Outlay for the 8th Five Year Plan : Rs.100 lakhs.

7. STRENGTHENING OF PLANNING, MONITORING AND STATISTICS DIVISION

STATISTICS UNIT

The strengthening of the existing statistics machinery is necessary so as to enable it to handle its existing work load efficiently and to undertake several new responsibilities/ functions as mentioned below :

1. For undertaking research/study work on regular basis.
2. Deputation of staff to different States on frequent basis for expediting the collection/reconciliation of data.
3. Strengthening of tabulation unit for speedier tabulation of data and thereby reducing the time-lag for the compilation, tabulation and publication process.
4. For organising Sample Surveys on regular basis.
5. To fill up the existing data gaps as per recommendations of the High Level Committee.
6. Introduction of sample checks to improve the reliability and

validity of the data supplied by the State Governments.

7. Organisation of different types of training programmes as per recommendations of the High Level Committee.
8. Organisation of All India Conferences and Seminars on educational statistics as per recommendations of the High Level Committee.
9. Constant monitoring for implementing the various recommendations of the High Level Committee.
10. Reducing the span of control at the level of Deputy Director for effective supervision of the work at the lower levels.

The additional function as mentioned above are specially called for in context with the monitoring of implementation of National Policy on Education, 1986. The additional requirements of statistical staff under the above mentioned scheme has been worked out as under :-

Post	Staff in position	Staff Required	Shortage
Director	-	1	1
Joint Director	-	1	1
Deputy Director	1	6	5
Research Officer	2	8	6
A.E.Os	3	4	1
Sr. Investigator	5	23	18
Statistical Assistant	11+4*	18	3
Computer	4	15	11

\* Vacant posts.

(b) PLANNING AND MONITORING UNIT

Goals set for various fields of education could not be fulfilled so far partly because of lack of proper monitoring at various levels leading to shortfall in the achievements. The

country has once again set certain targets of Universalisation of Elementary Education, universal literacy, expansion of vocational education etc. For successful implementation of these programmes at micro level and decentralised planning are also being resorted to which is being attempted for the first time in the education sector.

The Programme being implemented need intensive monitoring at various levels of implementation in order to identify bottlenecks for remedial mid-course corrections. This will again be a new endeavour in the Eighth Five Year Plan.

Department of Education is the nodal Department for Monitoring of Point No. 10 of Twenty Point Programme 1986. The objective of UEE can be achieved if there is cent percent enrolment, coupled with universal retention and achievement of a minimum standard of education. So far the monitoring is being done only on enrolment of children in schools. Now there has to be qualitative shift in the monitoring programmes of UEE of NFE, Adult Education, Vocationalisation of Education etc. have also to be intensively monitored at decentralised levels.

The existing system lacks adequate linkages between physical targets and expenditure at different levels of implementation specially in terms of various components of the scheme. Unless efforts are made to monitor the programmes in disaggregated manner, the programmes will continue to suffer from the same shortcomings as has been the case in the past.

It is, therefore, proposed to strengthen the Planning and Monitoring Unit by adding one post of Joint Director, one Deputy

Director, Two Assistant Directors, two Senior Investigators, two LDCs and two Stenographers for which an amount of Rs.50 lakhs would be required during the Eighth Plan.

(c) MONITORING UNIT FOR WEAKER SECTIONS

(i) Creation of Minorities Cell :

Planning and Monitoring of programmes of Education of Minorities is receiving increasing importance. Prime Minister is personally monitoring the programme under 15 Point Programmes for Minorities every month. Education is one of the top priority items under this programme. A High Level Group on Education of Minorities has been set up to suggest programmes which have to be taken up for immediate implementation. Education Secretary, in his meeting of the Group held on 20th August, has wanted the Group to give an interim report to suggest Action Points to be included under the 15 Point Programme. All this would mean taking up new schemes for the welfare of minorities. Strengthening the monitoring system and setting up a mechanism for regular collection of statistics. Lack of basic information on literacy, enrolment etc. of minorities is a basic constraint in this area and special efforts will have to be made to collect information on these. Programme of Action of National Policy on Education, 1986 has infact, recommended creation of a cell for monitoring programmes on Education of Minorities. It has not been implemented so far and this issue has been raised in a number of forums. Creation of a cell with adequate computer facilities is therefore proposed.

(ii) Strengthening of SC/ST Cell

Education of Scheduled Castes and Scheduled Tribes is another area which is receiving very high priority. The domain of Cabinet Committee on 15 Point Programme for Minorities has been expanded to cover programme for SC/ST as well. Prime Minister reviews the progress every month. Besides, the centenary year celebration of Dr. B.R. Ambedkar include taking up new programmes for the benefit of SC/ST not only during the current year but also for the Eighth Plan. A sub-committee has been set up exclusively for education from the National Committee on SC/ST. The Eighth Plan Working Groups on SC/ST also have emphatically stated that education should be the major area of thrust for their development.

For effective planning and monitoring of these programmes and the ongoing educational programmes being implemented by Departments of Education and Ministry of Welfare departments in the States, the SC/ST Cell has to be adequately strengthened by additional staff and with computer facilities and other necessary office equipments. Recognition of Other Backward Classes (OBCs) by the Central Government would mean planning of programmes for this section of population also which accounts for 52% of the total population. Even if reservation in Educational Institutions is not implemented immediately. Mandal Commission has a large number of recommendations for their educational development.

The requirements for additional staff for SC/ST and Minorities Cell would be Joint Director, one Deputy Director, 4 Assistant Directors, 4 Senior Investigators, 2 Programmers, 2 Key Punch Operators, 2 LDCs and 2 Peons. The likely expenditure on



the staff, computer and other office equipments would be about 50 lakhs for the Eighth Five Year Plan period.

COMPUTERISED MANAGEMENT INFORMATION SYSTEM  
(CMIS) FOR THE DEPARTMENT OF EDUCATION,  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT

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8. INSTALLATION OF MINI-COMPUTER TERMINAL

The Computerised Management Information System Unit is functioning within the Planning, Monitoring and Statistics Division of the Department of Education, Ministry of Human Resource Development. The main objective of the CMIS is developing and maintaining Application Softwares, System Analysis and design softwares for the implementation of management information system in the Department. In this context, NIC has installed 2 PC/ATs, 5 PC/XTs, 2 PCs and one Super PC/AT with 16 dumb terminals in this Department. Of these, one PC/XT has been connected with the NEC-1000 super computer installed in National Informatics Centre, CGO Complex, New Delhi.

CMIS Unit has undertaken various projects of the different Divisions like Planning, Monitoring and Statistics, Scholarships Division, Language Division, Cash Section, Book Promotion Division, for computerisation and some projects has been completed successfully and submitted to the concerned Division. One HCL Super PC/AT Busybee 386 has also been installed in the CMIS Unit.

The following are the list of the projects taken up for computerisation :-

- Financial data on Income and Expenditure of Institution - Publication - Education in India Volume II.

- Selected Educational Statistics - publication
- Database for Education in India Volume I
- Annual Action Plan for four quarters on selected schemes of the Department of Education
- A Handbook of Educational and Allied Statistics - Publication.
- Indian Students Going Abroad - Publication
- Foreign Students studying in Indian Universities.
- State profile on Budgeted Expenditure on Education.
- Generation of International Book Numbering (ISBN) System for Raja Ram Mohan Roy National Unit of the Department of Education.
- Analysis of Annual Plan Allocation and achievements.
- Monitoring of Centrally Sponsored Schemes
- Identification of Educationally backward districts.
- Creation of database on voluntary organisation in the twin cities of Hyderabad and Secunderabad and retrieval of data on any parameters through software.
- Model building for projections of enrolments
- Projection of financial requirements of different sectors of Education.
- Population projections in the age-group of 6-14
- Database on population and literacy rate based on Census of India - 1981
- Database on population and literacy rate of scheduled caste and scheduled tribes based on Census of India - 1981
- Profile on central universities
- District Profile for all District in Bihar and Rajasthan.
- Pay-billing system of the Department of Education

Most of the above projects are recurring projects. All publications are brought out annually by the Department of Education. Some projects are quarter-wise and pay-bills are pay-

slips are to be prepared every month. This Unit also generate ISBN Numbers through softwares and supplied to the users as and when they need. These projects involve a voluminous work like data-entry, coding, validation, design, development, programming and modification etc. This Unit has taken up these projects with limited staff available with this Unit. As the above mentioned projects are to be continued in future also and this Unit have to incorporate all changes in the publication/report as and when requested by the User Division. In addition to these projects, this Unit also proposed to take more projects for computerisation. Some areas have been identified for computerisation and study is still going on to identify many more areas for computerisation in the Department of Education. In this year, it has been proposed to take the following projects for computerisation:-

- District profile of all District and State-wise.
- Database of the Personnel of the Department of Education.
- All SC/ST Publications
- Trend analysis of various educational variables.
- Computerisation of consolidated statistics of educationally backward States and other States.
- Impart computer training to the users.

It has been proposed in the VIII Plan to install six more terminals, creation of new data processing posts and upgradation of existing posts to meet the needs of the various Divisions of the Department on computerisation. The Financial estimates for the VIII Plan is Rs. 33 lakhs.

9. A BRIEF NOTE ON THE CENTRAL PLAN SCHEME OF "COMPUTERISATION OF EDUCATIONAL STATISTICS IN STATE

The Ministry is implementing a Central Plan Scheme on a "Computerisation of Educational Statistics in States for which a budget provision of Rs. 10 lakhs has been made during 1989-90. This Scheme is based on the experience gained by the Ministry after successful implementation of a Pilot Project on Computerisation of Educational Statistics in U.P." Details of the Scheme are as under:-

Objectives:

- i) To reduce the time lag in the collection and processing of annual Statistics for its timely collection, publication/ dissemination and thereby enhancing its utility for planning and monitoring of different educational programmes.
- ii) To develop a comprehensive data base both at central and state level with a view to make the planning process effective.
- iii) Development of plans for statistical analysis of data which would be available to the Ministry after the implementation of the Computerised System in all States/UTs.

Scope and Coverage:

In the first instance it is proposed to computerise only the annual statistics of school education programmes which are being collected from States/UTs under ES-I (S) and ES-IV(S). Initially only the nine educationally backward States are to be covered during 1990-91 and thereafter in all the States/UTs i.e. w.e.f. 1991-92. Besides a pilot project to introduce computerisation at District level will also be undertaken for building up an Integrated MIS .

Date of Reference

Under the above scheme, the latest annual statistics of

School Education w.e.f. the year 1988-89 will be collected with reference date as on 30th September.

Organisation:

The Scheme will be operated by the Statistics Division of the Central Department of Education in collaboration with the Statistics Units of State Education Departments. State Education Departments will share the full responsibility of data collection and its scrutiny in computerised proformae viz. S-1, S-2, S-3 & B according to a prescribed time Schedule. Besides they will also extend necessary support for computerised validation of data collected.

The Ministry will discharge the following responsibilities for implementing the above scheme:-

- a) Designing of different types of computerised proformae to be used for data collection from States/UTs.
- b) Printing and supply of computerised proformae for use by different State Governments.
- c) Development of necessary computer software, and its verification, system design, data-entry, validation, computerised processing of data as per Ministry's requirements with the help of National Informatic Centre and reputed consultancy firm/firms who would be responsible for handling the job for decentralised data preparation and its processing in collaboration with State Education Departments.
- d) Overall Planning, Supervision and Coordination for implementing the above scheme.
- e) To organise training programmes for the benefit of statistical personnel working in State Education Departments

for successful implementation of the above scheme.

#### Present Status of the Scheme

1. Four type of forms, S1, S2, S3 and B were especially designed and developed on advice of the Working Group set up by the Standing Committee on Educational Statistics for collection of data under computerised system. Forms S1 and S2 were got translated into four regional languages viz. Assamese, Bengali, Oriya and Telugu. Five lakh copies of these forms in English and Regional languages were got printed by the Govt. of India Press and despatched to the nine states namely Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, U.P. and West Bengal to be distributed to Primary/Middle/ High/Higher Secondary Schools and Intermediate/Junior Colleges and to Block level offices.
2. A training-cum-work-shop for 2 days was organised at New Delhi on 24-25 October 1989 for training the State level Statistical Officers from 9 States. During the Work-shop all definitions and concepts for efficient and accurate collection of data in the forms S1, S2 and S3 and consolidation of Primary/Middle Schools data in forms B at the Block level were explained thoroughly. A time schedule was also decided for implementation of the scheme.
3. Resource Personnel from the Department of Education were deputed to Andhra Pradesh, Bihar, Madhya Pradesh and Uttar Pradesh to help the State Directorates of Education in organising training programme for the benefit of District level officers so as to ensure the quality of data to be

collected in different type of forms. Similar training programmes have also been organised by Orissa, Jammu & Kashmir and Rajasthan, themselves.

4. Out-put tables as per requirement of Ministry have been designed and handed over to National Informatics Centre, New Delhi to whom the responsibility of computerised processing of the collected data in forms S3 and 'B' has been entrusted.
5. A meeting was held in Shastri Bhawan, New Delhi on 25-7-90 to decide the modalities for computerised processing of data and to assess the latest position of collection of data in 9 States. The meeting was attended by the representatives from NIC Headquarter and its three Regional/State capital centres at Hyderabad, Bhubaneswar and Lucknow; Statistical Officers from State Education Departments from Madhya Pradesh, Rajasthan, Andhra Pradesh, Orissa and West Bengal and Officers of the Ministry of HRD, Department of Education.
6. We have not incurred any expenditure during 1989-90. The major expenditure will be incurred during the year 1990-91 for making payments for printing of forms S1, S2, S3 and B by the Government of India Press Faridabad, and on computerised processing of data after the collection of data in different types of forms is completed.

# TECHNICAL EDUCATION



## TECHNICAL AND MANAGEMENT EDUCATION

### Introduction

Technical education including management education is one of the most crucial components of human resource development with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of life of the people. In recognition of the importance of this sector, successive Five Year Plans have laid great emphasis on the development of technical education.

During the past four decades, there has been a phenomenal expansion of technical education sector in the country. Today, we have 200 recognised technical education institutions at the first degree level (including IITs, deemed universities, university departments and RECs) and 500 polytechnics at the diploma level with annual admission capacities of 40,000 and 80,000 respectively. They offer a variety of courses in several areas of engineering and technology including management, pharmacy and architecture. About 140 institutions offer facilities for post-graduate studies and research in several specialised areas with an annual capacity of about 9,400 students.

### Seventh Five Year Plan

Taking stock of the position then existing in the field of technical education, the Seventh Plan laid emphasis on the following aspects:-

- i) Consolidation of infrastructure and facilities already created.
- ii) Optimum utilisation of the existing facilities with attention to cost effectiveness.

- iii) Identification of critical areas with a view to strengthening the facilities in the fields where weaknesses exist.
- iv) Creation of infrastructure in new areas of emerging technology vital for the development of the country.
- v) Improvement of quality and standards.
- vi) Removal of obsolescence.
- vii) Modernisation of engineering laboratories and workshops.
- viii) Effective management of the overall system of technical education.
- ix) Innovative measures to improve existing facilities, to provide low cost alternatives and to achieve various goals and objectives laid down in the Plan; and
- x) Institutional linkages between technical education on the one hand and rural development and other development sectors on the other.

The original allocation of funds for technical education in the 7th Plan was a total of Rs. 681.79 crores (Central sector: Rs. 220 crores, states/UTs Sector: Rs. 461.79 crores). However, the total Plan expenditure during the 7th Plan ending March 1990 is of the order of Rs. 1230 crores (Central Sector: Rs. 700 crores, States/UTs Sector: Rs. 530 crores)

These have been taken into account while preparing the 8th Plan of Technical and Management education of the Ministry.

The National Policy on Education (NPE) formulated in 1986 took into account the status of the technical education system, the factors which are important to revitalise the system as well as the challenges posed by the rapid advances in science and technology. The Programme of Action (POA) which was prepared in pursuance of the NPE indicated several initiatives to be launched during the 7th Plan and thereafter. As many of these ideas were worked out midway through the 7th Plan, when the Plan priorities

and allocations had already been finalised, much of the follow-up measures envisaged could not be taken up. It is expected that the 8th Plan will properly reflect the initiatives and programmes envisaged in the Policy.

The Working Group on Technical and Management Education has highlighted the following important tasks for the 8th Plan:

- a) Improvement of quality and standards.
- b) Upgradation of infrastructural facilities.
- c) Linkages with industry, national laboratories developmental sectors etc.
- d) Technology watch and assessment of manpower needs.
- e) Measures to prevent 'brain drain'.
- f) Promotion of research.
- g) Steps to ensure cost-effectiveness.
- h) Special programmes for SC/ST, women and the Physically handicapped.
- i) Entrepreneurship development.
- j) Continuing education and re-training programmes.

These have been taken into account while preparing the VIII Plan of Technical and Management Education of the Ministry.

#### I. DIRECTION AND ADMINISTRATION

##### 1. AICTE: Establishment including Regional Offices, Boards, etc.

The All India Council for Technical Education, set up in 1945 as an advisory body, has been given statutory powers under the AICTE Act, 1987, to enforce many of the recommendations regarding the planned and coordinated development of technical education; maintenance of norms and standards for promotion quality; regulation of technical education system.

2. The Eighth Five Year Plan of technical education, as formulated by the Working Group of the Ministry of Human Resource Development recommends concentration on the following:

- i) Improvement of Quality and standard.
- ii) Upgradation of infrastructural facilities.
- iii) Establishment of effective linkages with developmental sector, national laboratories, industry and other institution/bodies.
- iv) Technology Match and assessment of manpower in crucial areas.
- v) Measures to prevent brain drains.
- vi) Promotion of research and development
- vii) Steps to ensure cost effectiveness.
- viii) special programmes for SC/ST, women and the handicapped.
- ix) Entrepreneurship development.
- x) Continuing education and refresher programme.

The All India Council for Technical Education has to undertake these tasks through a series of steps which are summarised below:

1. One of the important tasks to be undertaken right in the beginning of the Eighth Five Year Plan is to strengthen the All India Council for Technical Education with professional arms to undertake the jobs assigned to the Council. It includes strengthening of the Secretariat of the Council at Headquarters buildings, office equipment, furniture furnishings, library, other amenities, transport, staff etc. The four Regional Committees have been set up but strengthening the secretariat of these Committees has to be under taken. All Indian Boards of Studies in

various fields of Engineering and Technology, Management Pharmacy etc. have to be set up. The Council has to undertake a coordinated planning and development of technical education, laying down norms and standards of courses and programmes, quality improvement, faculty development, setting up of Boards of Accreditation etc. To support the enlarged activities under the Act, the AICTE would require a financial outlay of Rs. 1000 lakhs during the Eighth Five Year Plan. The outlay approved for the year 1990-91 is Rs. 250 lakhs and the proposed for 91-92 is Rs. 300 lakhs.

## 2. AICTE Activities

### i) National Technical Manpower Information System(NTMIS)

The Scheme of National Manpower Information System (NTMIS) was instituted in the year 1983-84 with the objective of providing up-to-date and meaningful manpower projections on a continuing basis to enable the concerned educational authorities to plan areas of growth in the fields of engineering and technology on a systematic basis to meet the technical manpower requirements in the country. The system comprises a lead centre at the Institute of Applied Manpower Research and 21 nodal centres at selected engineering colleges/technological institutions/Boards of Apprenticeship Training. The scheme has been evaluated by an expert group and based on the recommendations of this group further action will be taken to expand the scope and coverage of the scheme. A plan provision of Rs. 800 lakhs is needed during the Eighth Five Year Plan for the expanded scheme. The approved Plan outlay for the year 1990-91 is Rs. 150 lakhs and the proposed one for 1991-92 is Rs. 200 lakhs.

## II. National Accreditation Board (NAB)

For the maintenance of proper norms and standards, accreditation of programmes and institutions is most essential. The AICTE Act also stipulates that a National Board of Accreditation will be set up to make recommendations to the AICTE on the accreditation of programmes and institutions. It is urgent and important that this Board should be set up to play this important role. The Board with active involvement of professional bodies both at the Centre and State levels will prescribe guidelines and norms for the purpose. The Board will also constitute Accreditation Panels at the State level for different levels of technical and management education on the basis of prescribed guidelines. A detailed document has been prepared for the establishment of the Board of Accreditation and a total provision of Rs. 200 lakhs will be needed to set it up during the Eighth Five Year Plan period. The approved plan outlay for the year 1990-91 is Rs. 10 lakhs and the proposed for 1991-92 is Rs. 25 lakhs.

### (iii) Technology forecasting/surveys/consultancy

It is necessary to constitute a Technology Watch Group in higher institutions of learning in each State. These groups will look out constantly for new and emerging technologies, evaluate their relevance and feasibilities in the national context. The information will further be disseminated to planners, curriculum development centres and all other concerned. A separate Cell may have to be established under the AICTE to undertake the new Project.

It is often necessary to engage consultants to prepare detailed project reports or to undertake specific studies/surveys on various problems and issues. It also becomes essential to organise seminars/workshops/conferences to discuss and generate ideas on a variety of topics related to technical education. Lack of resources has always been a constraint on undertaking such activities.

A total plan provision of Rs. 200 lakhs will be needed for this scheme. The approved Plan outlay for 1990-91 is Rs. 10 lakhs and the proposed for 1991-92 is Rs. 25 lakhs.

(iv) Faculty and Staff Development/Teachers' Training

This is an important aspect of technical education system. It is necessary that for staff development, the Central and the State Governments and relevant institutional authorities to make in-service training mandatory. Further, State Governments and other institutional authorities will make staff development plans as an integral component of the institutions of growth Plan. The AICTE will identify various institutions and centres and, if necessary, set up new centres for offering Staff Development Programmes. These programmes will cover areas such as instructional delivery system, industrial training, instructional resources development, and research. Majority of our engineering colleges including IITs and RECs are finding a problem of appointing qualified teachers. As many as 25-30% academic posts are laying vacant for a number of years in the past. The shortage is much more critical in the area of emerging technologies. Many colleges have resorted to filling the vacancies with unemployed

fresh graduates or part-time teachers. In many places, the most important components of engineering education like design, drawing, workshops, laboratories, practical training and projects have been dropped or minimised for want of teachers. In view of these considerations, a new scheme called Scheme for Training of Technical Teachers is proposed to be launched during the Eighth Plan period with a view to train fresh brilliant engineering graduates who could subsequently be appointed teachers in the engineering colleges.

To accomplish these tasks, a specific scheme for staff development and training with all the relevant components will have to be instituted. The scheme has to cover more than 27000 faculty members and about 18,000 other staff. A Plan provision of Rs. 300 lakhs is proposed. The approved Plan outlay for 1990-91 is Rs. 15 lakhs.

(v) Assistance to Professional Bodies/Conferences

There are a number of professional bodies in different fields of engineering and technology like Institution of Engineers (India), Indian Institute of Telecommunication, Indian Institute of Chemical Engineers, Aeronautical Society of India etc., which are constantly engaged in activities of professional development in their respective fields. Even in the absence of any support from Government, these professional bodies have made significant contributions in the promotion of the engineering profession and in supplying technical manpower in large numbers for manning the various projects. Further, it is often necessary to engage consultants to prepare detailed project reports or to undertake specific studies/surveys on various problems and issues. It also



becomes essential to organise seminars/workshops/conferences to discuss and generate ideas on a variety of topics related to technical education. Lack of resources has always been a constraints on undertaking such activities.

It is time that deliberate and systematic support, both financial and otherwise should be provided to these professional bodies in order to enable them to play their role more effectively. For this purpose these professional bodies should be provided adequate support by the AICTE. A Plan provision of Rs. 200 lakhs is proposed for the VIII Plan. The approved Plan outlay for 1990-91 is Rs. 15 lakhs and the proposed one for 1991-92 is Rs. 30 lakhs.

## II. TRAINING

### 1. Apprenticeship Training

The Apprentices Act 1961 was amended in 1973 to provide also for the training of degree and diploma holders in engineering and technology. This scheme of training is implemented through the four Boards of Apprenticeship Training located at Kanpur, Bombay, Calcutta & Madras.

The Apprentices Act was again amended in 1986 to provide for the training of 10+2 vocational students. This scheme also is being implemented through the four Boards. The scheme has been implemented from the middle of 1988-89 session.

The Working Group constituted for the revision of stipend has agreed for the following figures:-

S.No.	Rates approved w.e.f. 19th October 1987	Working Group recommendation
1.	Rs. 700/-	Rs. 1600/-
2.	Rs. 500/-	Rs. 1000/-
3.	Rs. 500/-	Rs. 1000/-
4.	Rs. 400/-	Rs. 800/-
5.	Rs. 380/-	Rs. 800/-

The prescribed cost of stipend being paid to apprentices is shared equally by the training establishments and the Government of India.

The scheme of training of graduates and diploma holders in engineering and technology has made considerable contribution for their gainful employment, as also to provide trained technical manpower to industries and also for self-employment.

As against 43,968 identified places for training, 21,736 trainees as on 31st September, 1989 (6102 degree holders and 15,634 diploma holders) have been placed for training. Under the scheme of training of 10+2 vocational students, so far 1192 places have been identified against which 326 students have been placed for training.

It is proposed to take up the following activities in the 8th Plan Period:

- (a) Training of more number of graduate engineers, diploma holders and 10+2 vocational students.
- (b) Revision of rates of stipends for graduate engineers, diploma holders and for 10+2 vocational trainees.
- (c) Strengthening of the four Boards of Apprenticeship Training.
- (d) Programmes to be taken up for improving the quality of training including workshops, seminars etc.

- (e) Construction of buildings of the Kanpur Board.
- (f) Provision of hostels for trainees in metropolitan cities/towns where accommodation crunch is felt by the trainees.

A provision of Rs. 2,000 lakhs is proposed for the 8th Plan. The approved Plan outlay for 1990-91 is Rs. 300 lakhs and that proposed for 1991-92 is Rs. 345 lakhs.

2. Development of Post-Graduate Courses and Research Work:

The Central Government is directly assisting 16 State Government and 24 Non-Government Post-Graduate institutions under the Central Scheme for development of Post-graduate Education and Research in Engineering and Technology. The Scheme has made considerable contribution in promoting the cause of development of technical education in particular and economic development of the country in general including R&D efforts. Having regard to its importance in national development, the Scheme will have to be continued.

In collaboration with the Department of Electronics, Master's degree course in Computer Application has been introduced at a few selected centres. Non-recurring grant for the purpose is being provided by that Department. However, recurring grant is to be provided by the Central and State Governments. A few courses in emerging technologies such as Computer Science, Electronics and Computer-aided Design will be introduced at selected institutions.

The funds made available during the 7th Plan were Rs. 530 lakhs. The intake for P.G. Courses is proposed to increase from 10,000 to 11,000 by the end of 8th Plan by introducing new courses in the emerging areas. A provision of Rs. 1,000 lakhs is proposed for the 8th Plan. The approved plan outlay for 1990-91 is Rs. 100 lakhs and that proposed for 1991-92 is Rs. 200 lakhs.

### 3. Development of Management Education at Non-University Centres

The management manpower requirements in the country are primarily met by the four IIMs and several other Departments of Universities. A number of non-university institutes and professional societies are also catering to such manpower needs effectively. Taking into account the increasing demand for managerial manpower, efforts are being made to encourage and support the right type of institutions imparting meaningful training and education in the field of management. These institutions have done a commendable job so far. The Ishwar Dayal Committee has stressed the need to support these institutions. Continued financial support is necessary to maintain the tempo of their activities.

Under the NPE, it is planned to promote programmes in the fields of non-corporate, un-organised and service sectors.

The All India Board of Management Studies has laid down certain norms for physical facilities, faculty size and other academic standards. The norms have been further revised with the help of an expert committee.

A budget provision of Rs. 350 lakhs for the scheme is proposed during the 8th Five Year Plan. The approved Plan outlay for 1990-91 is Rs. 50 lakhs and that proposed for 1991-92 is Rs. 60 lakhs.

### 4. Research & Development in High Technological Institutions:

The Scheme was initiated during 1987-88 with the objectives of -

- i) Strengthening and restructuring the existing centres of

advanced study/centres of research.

- ii) Creating and updating infrastructure.
- iii) Supporting and sponsoring research projects in engineering, technology and management.
- iv) Support for organisation and participation in national/international/symposia/conferences/workshops.

The Scheme covers educational institutions in the technical and management education system which offers undergraduate and post-graduate programmes. The funds made available during the 7th Plan period are Rs. 450 lakhs and the projects supported are 54. For effective implementation of the Scheme during 8th Plan, a provision of Rs. 2,000 lakhs is proposed. The plan provision for 1990-91 is Rs. 300 lakhs and that proposed for 1991-92 is Rs. 400 lakhs.

#### 5. Modernisation and Removal of Obsolescence:

The National Policy on Education has laid emphasis on Modernisation and Removal of Obsolescence of Laboratories and Workshops of Engineering Colleges and Polytechnics to enhance functional efficiency. The Scheme covers IITs, RECs and other engineering colleges including Technical Universities and Technological Faculties of the Universities and Polytechnics.

On a very modest estimate, the requirements of the funds for modernisation and removal of obsolescence of engineering colleges and polytechnics in the country is of the order of Rs. 1,800 crores. During the 7th Plan period, 1,814 projects have so far been supported under this Scheme with an amount of Rs. 18,270 lakhs.

With a view to meeting the objectives of the scheme such as Removal of Obsolescence in machinery and equipment of



larger number of institutions, more funds are needed during the 8th Plan. A provision of Rs. 7000 lakhs is proposed for the 8th Plan. The provision for 1990-91 is Rs. 1000 lakhs and that proposed for the year 1991-92 is Rs 1400 lakhs.

(ii) Expansion of facilities in crucial areas of Technology where weakness exists:

The objective of the Scheme is to expand the facilities in certain identified areas of technology courses in the engineering and technological institutions offering courses at the under-graduate level through (i) Strengthening the infrastructure of laboratory equipment; (ii) Diversification of courses; (iii) Expansion of a base for post-graduate education. The areas are- Computer Science/Technology, Electronics, Instrumentation, Material Design, Bio-technology, Printing Technology, Management Science in the areas of (a) small scale industry, (b) scientific and technical institutions, (c) entrepreneurship.

During the 7th Plan period the total expenditure incurred was Rs. 4,986 lakhs supporting 347 projects. The financial allocation available during the 7th Plan period was inadequate to meet the demand keeping in view the large demand from the institutions and subject fields to be covered adequately. A provision of Rs. 5,000 lakhs is proposed for the 8th Plan. A provision of Rs. 700 lakhs has been made during the year 1990-91 and that proposed for the year 1991-92 is Rs. 1,000 lakhs.

(iii) Programme of New and/or Improved Technology and Offering New Courses in Specialised Fields:

This is a new element instituted in 1987-88 under the Schemes of Thrust Areas of Technical Education with the view of

changing industrial scene and the pace of the technological development the world over. Many new areas of technology have evolved in recent years in conventional as well as emerging fields of technology which have relevance to the national needs where manpower with appropriate expertise has to be developed. 46 new/improved areas of technology have been identified where programmes/courses are to be supported under the Scheme.

During the 7th Plan period, the total expenditure incurred was Rs. 470 lakhs supporting 67 projects.

The ceiling is Rs. 100 lakhs for supporting any of the areas of this Scheme but due to paucity of funds, the financial assistance provided is inadequate. In order to cover more areas and larger number of institutions an allocation of Rs. 4,000 lakhs is proposed for the 8th Plan. The Plan provision for 1990-91 is Rs. 700 lakhs and that proposed for the year 1991-92 is Rs. 1,000 lakhs.

#### 7. Institutional Network Scheme:

The Scheme was initiated during 1981-82 to develop internal assistance programme of networking between well developed technological institutions such as the IITs and comparatively less developed institutions i.e. RECs and State Engineering Colleges for development of laboratories, exchange of faculty, training of faculty members and collaborating research programmes.

According to the provisions of the scheme and approved project of networking is supported by the grant of an amount of Rs. 5 lakhs out of which 50% is borne by this Department and the remaining 50% by the institution concerned.

After having reviewed the implementation of the Scheme



over the Years, following changes in the operation of the Scheme have been put into effect.

(i) There will be less thrust on purchase of equipment and more thrust of effective internal assistance such as faculty exchange joint and collaborative research, curriculum development, consultancy provision for computer-time, repairs and maintenance of equipment etc. 40% of the grant may be used for purchase of equipment and 60% for effective internal assistance.

(ii) The scope of the Scheme is to be developed involving linkage between academic institutions on the one hand and CSIR Research Laboratories and other user agencies on the other.

During the 7th Plan period, the total number of laboratories supported is 199 with an amount of Rs. 495 lakhs. In order to make the Scheme more effective, the quantum of the Central Support is needed to be enhanced. In order to make the Scheme more meaningful and effective, a provision of Rs. 900 lakhs is proposed for the 8th Plan period. The provision for 1990-91 is Rs. 100 lakhs and that proposed for the year 1991-92 is Rs. 200 lakhs.

#### 8. Community Polytechnic

The scheme of Community Polytechnics was instituted as selected diploma level institutions during the year 1978-79. Under the scheme, identified Polytechnics are selected to act as focal points to promote transfer of technology and rural/community development on scientific lines. Technical training in vocational skills/trades, provision of technical services and transfer of technology relevant to the needs of rural areas are some of the

main activities of the Community Polytechnics. The impact made by some polytechnics in rural areas in training weaker groups in those areas relevant for productive occupations through the system of Community Polytechnics was noted. A National Expert Committee was constituted by the Government for appraisal of the scheme and to make recommendations regarding re-organisation and strengthening of the scheme. The Committee has recommended enhanced norms for grants and also recommended to cover more polytechnics under the scheme.

The scheme as a great potential may have to be continued during the Eighth Plan period for which necessary Plan provision may have to be made. It is proposed to cover the entire polytechnics in the country under the scheme by the middle of the Eighth Plan. Necessary provision will also have to be made for the expansion of the scheme.

An amount of Rs. 2,500 lakhs is proposed for the scheme during the Eighth Plan period. The provision for 1990-91 is Rs. 200 lakhs and that proposed for the year 1991-92 is Rs. 500 lakhs.

#### 9. Continuing Education

The scheme of Continuing Education which was launched in February, 1988 has the following three aspects:-

- Carrying out a national survey to identify the needs of industries;
- Preparation of the course material on the basis of the curriculum identified by experts.
- Making available these course materials to various institutions and professional organisations and industries for carrying out continuing education of working professionals.

The scheme has been implemented in 10 selected

institutions viz. 5 ITIs, 4 TTTIs and ISTE. The academic coordination and monitoring of this scheme has been assigned to the ISTE. The progress of the Scheme has been very encouraging. 80 courses materials have been produced and another 154 courses materials are under preparation. The course materials so prepared have been used and 5328 working professionals have gone through the training programmes based on the prepared course materials.

A budget provision of Rs. 1050 lakhs for the scheme is proposed during 8th Five year Plan. The provision for 1990-91 is Rs. 150 lakhs and that proposed for the year 1991-92 is Rs. 165 lakhs.

#### 10. Institution-Industry-Interaction

Active interaction between technical institutions and industry is important in the area of human resource development. If technical education is to play a positive and substantial role, it has to perceive the needs of industry, and both industry and institutions have to interact for the overall development of the country.

The proposal for industry-institute-interaction has three components:-

- (a) Interaction between engineering colleges and industry.
- (b) Interaction between polytechnics and industry.
- (c) Setting up of one "Industrial Foundation" at IIT, Delhi.

In the case of selected engineering colleges, the programme envisages tackling a joint project between the industry and the institution. It is also envisaged to exchange faculty with industry at the rate of the two faculty per institute. At

the polytechnic level only faculty exchange will take place at the rate of two faculty per polytechnic.

It is also proposed to start on an experimental basis, an Industrial Foundation at IIT, Delhi. This Foundation will be responsible for marketing the research and consultancy capabilities of the Institute in tackling scientific and technological problems sponsored by industry and other organisation, commercialisations of research results through the stages of prototype development and industrial pilot plants etc.

This Scheme was implemented in the middle of 1988-89. Out of 23 engineering colleges and 15 polytechnics selected for the implementation of this scheme during 1988-89 and 1989-90, the proposals of 21 engineering colleges and 9 polytechnics have so far been approved. Since, the scheme was implemented late during 1988-89 and only one year in between has passed, it is, therefore, too early to assess the impact of this scheme.

A budget provision of Rs. 800 lakhs for the scheme is proposed during 8th Five Year Plan. The provision for 1990-91 is Rs. 150 lakhs and that proposed for the year 1991-92 is Rs. 165 lakhs.

#### 11. Super Computer at IISc, Bangalore

At the time of the Platinum Jubilee of the Indian Institute of Science, Bangalore (IISc), celebrated in 1984, it was decided to provide a high speed Super Computer System at the Institute for enhancing its training and research capabilities. On August 13, 1987, a Committee of Secretaries examined the proposal and decided that there may be no objection to the IISc importing Cray-XMP-14 system. However, to evaluate the various

systems available for import, a Technical Committee was set up with Prof. C.N.R. Rao, Director IISc, Bangalore as Chairman. The Technical Committee evaluated various Super Computers and has recommended the purchase of the following:-

(i) Cray YMP-132 as the Super Computer, Cyber 992 and VAX 880 as front ends;

(ii) A set of graphics works stations which can be connected to Cyber 992, VAX 880 and Cray as a local area network.

The requirements of the Institute for all the systems are as follows:-

- |                   |                           |
|-------------------|---------------------------|
| (a) Non-recurring | Rs. 40.12 crores          |
| (b) Recurring     | Rs. 5.50 crores per annum |

A provision of Rs. 5,000 lakhs is proposed for 8th Plan. The provision for 1990-91 is Rs. 100 lakhs and that proposed for 1991-92 is Rs. 2600 lakhs. Additional funds are being sought during 1990-91 for the purchase of the Super Computer.

## 12. Strengthening of institutions for Non-corporate and Un-Organised Sector

The orientation of our technical and management education system has so far been predominantly towards the organised corporate sector. However, a major impact of our development efforts will be possible only if we improve the performance in the non-corporate and non-organised sectors which are employing about 90% of the work force. While formulating the NPE, due consideration has been given to this aspect and a scheme was drawn up to strengthen the existing institutions for the purpose.

The scheme was placed before the Expenditure Finance Committee at its meeting held on 14.7.1987. After detailed deliberation it has been decided to support the scheme as a pilot project by developing about four polytechnics. The experience gained will therefore be reviewed before further strengthening the institutions for the purpose.

For the 8th Five Year Plan Rs. 200 lakhs has been proposed. The provision for the year 1990-91 is Rs. 20 lakhs and that proposed for 1991-92 is Rs. 30 lakhs.

### III. SCHEMES RELATING TO INSTITUTIONS

#### 1. Indian Institutions of Technology (IITs)

Five Indian Institutes of Technology (IITs) have been established at Kharagpur, Kanpur, Madras, Bombay and Delhi as Institutes of National Importance under an Act of Parliament. The Institutes are fully autonomous and fully funded by the Central Government. 15% seats for Scheduled Castes and 7.5% seats for Scheduled Tribes are reserved for admission. Special coaching facility is arranged by the IITs for them.

The IITs are pace setting institutions in the area of engineering/technological education and have been instrumental in improving the tone of engineering education in the country.

IITs are also involved in Quality Improvement Programme (QIP) for the faculty of other Engineering Colleges, curriculum planning, faculty development, inter-disciplinary research, consultancy etc. Recently, the work of the development in the field of Educational Technology has been entrusted to them. They are also implementing Institutional Network Programme.

The IITs will give priority to the upgradation of infrastructural facilities like hostel accommodation including girls hostel, libraries, telephone network, new centres, conference complex, exhibition hall and modernisation of office automation.

Consequent upon acceptance of the National Policy on Education (NPE), the IITs have prepared detailed Programme of Action (POAs) highlighting the new emerging areas which they want to enter into and also those areas which have to be strengthened. On the basis of the recommendations of the Review Committee appointed by the Visitor in 1983 as well as the POAs, the IITs are now to take up the following activities

- (a) Continue the scheme of advanced studies and consolidate other programmes.
- (b) Promote and strengthen adequate linkages with industry, R&D organisations and other educational institutions in the country and abroad.
- (c) Concentrate on R&D and enhance the efforts on sponsored research and consultancy.
- (d) Develop new emerging areas like Bio-Technology, Cryogenics, Rubber Technology, Remote Sensing, Solar Energy, Atmospheric Science, CAD/CAM, Laser Technology, Robotics and artificial intelligence etc.
- (e) Provide modern computer facilities, Modern Computer facilities are the foundation on which the quality of teaching, research, consultancy and other such activities depend upon. IITs can ill-afford any further gap in better resources in the frontier areas of science and technology. IITs at Kanpur and Delhi are in the process of acquiring powerful computer, during 1990-91. IITs at Bombay, Kharagpur and Madras will also need extra hardware facilities.
- (f) Remove obsolete equipment and other experimental facilities in IITs, which are old and also to update and equip the libraries and other laboratories.
- (g) Improve the campus amenities like faculty housing, staff housing, hostels including girls hostel, faculty

club, staff canteen etc. All these years it has not been possible to attend to these requirements due to meagre funds available during earlier Plans.

- (h) To increase the total student strength.
- (i) To develop the newly created Centre of Robotics at IIT, Kanpur.
- (j) To establish a Centre for Bio-technology at IIT, Madras to deal with the problems like environment, pollution problem, prevention of the degradation of the environment.
- (k) To establish centre for continuing education.

The 6th IIT is being established near MISA Cantonment in Nagaon District of Assam with an extension centre near Guwahati. The Institute will also have an S&T Part at MISA. IIT Nagaon Assam Society has been registered on 27.2.1989.

During the Eighth Five Year Plan the proposed outlay of the 5 IITs would be of the order of Rs. 10,000 lakhs and for IIT, Assam Rs. 3500 lakhs has been made. The Plan provision for 1990-91 and that proposed for 1991-92 are as under:-

	1990-91	1991-92
(i) for 5 IITs	Rs. 1,500 lakhs	Rs. 2,500 lakhs
(ii) for IIT, Assam	Rs. 300 lakhs	Rs. 500 lakhs

## 2. Indian Institutes of Management (IIMs)

The Government of India established the four Indian Institutes of Management (IIMs) in Ahmedabad, Calcutta, Bangalore, Lucknow in 1961, 1962, 1973, 1984 respectively to impart management education at the highest level. The three management institutions at Ahmedabad, Calcutta, and Bangalore are yet to be developed fully in their infrastructure facilities. The institute at Lucknow which is started in 1984-85 needs substantial financial



inputs so that it takes off well with proper momentum. The IIMs are planning to take several new steps in the 8th Plan period.

- (a) Introduction of new programmes and up-dating the curricula so as to meet the needs of all sectors of economy.
- (b) Enhancing research and consultancy activities so as to improve the quality and competence of the faculty along with their normal teaching activities.
- (c) Establishing new centres in areas like international management, computer-aided management, continuing education, small scale industry etc.
- (d) Improving the networking arrangements between different types of institutions and improving the linkages with industry and other R&D organisations.
- (e) Conducting Research on the "Indian Style of Management" and improving the facilities for documentation and dissemination of Indian case studies.
- (f) Conducting research in areas of management of unorganised, non-corporate/service sectors so as to give a new thrust to these neglected areas.

To meet the requirements of all the Institutes for the above programmes and activities a provision of Rs. 6,500 lakhs would be necessary for the 8th Plan period. The plan provision for 1990-91 is Rs. 1150 lakhs and that proposed for 1991-92 is Rs. 1956 lakhs.

### 3. Regional Engineering Colleges (RECs)

The Scheme of establishment of Regional Engineering Colleges (RECs) provided for setting up of 15 Colleges -one in each major State. All these colleges started functioning during the 2nd and 3rd plan periods except REC, Silchar which started functioning only in November, 1977. Establishment of 2 more colleges - one at Hamirpur in Himachal Pradesh and the other at Jalandhar in Punjab was approved during the 7th Plan. The College

at Hamirpur started functioning from the year 1986-87 and at Jalandhar from the year 1989-90.

The College at Silchar is still in the initial stages of development and adequate facilities for an intake of 250 are yet to be provided by way of instructional building including Laboratories and Workshop, hostels, staff quarters, students amenities etc. The college at Srinagar has been shifted to its new site about 6 years ago and still requires funds for laboratory buildings, hostels and staff quarters. In the new colleges at Hamirpur and Jalandhar all the infrastructural facilities by way of instructional building laboratories and workshops, hostels and staff quarters are yet to be provided as per the Project Report.

Keeping in view the NPE, each REC has prepared a "POA" document for its development during the coming decade. The POA document includes various activities such as removal of obsolescence and modernisation of laboratory equipments, consolidation and strengthening of P.G. courses, hostel facilities for boys and girls, residential facilities for staff, additional recreation facilities for students and staff, introduction of new courses in emerging areas and schemes of improving quality of education such as Continuing Education and Extension Programmes, Faculty Development, Institution-Industry interaction, Entrepreneurship Development Programme etc. The strength at U.G. level in the Regional Engineering Colleges is being increased from 250 to 350 as new courses in emerging areas such as Electronics, Computer Science and MCA Programme have been introduced in these colleges. Due to increase in intake, in addition to funds

required for the development of Laboratory building, equipment and staff and new courses, there is a pressing demand in each REC for a boy's Hostel of 250 students to cope up with the pressure of students due to increased strength. For the Hostels only, 16.00 crores are required.

A proposal to develop the collaboration between the Regional Engineering Colleges and the British Univeristy/Institutions in the emerging areas (such as Design, CAD,CAM,Robotics, Material Science, Water Resource Management Information, Tele-matics, etc.) is being worked out and the British Government has agreed to offer aid for developing the Collaboration. An Indian Team visited institutions/organisations in U.K. in September, 1988 for initial deliberations. A British team also visitied India in June/July, 1989 to visit RECs and discuss draft Project Report. Efforts for finalisation of Project Report are on so that the collaboration programme could be implemented from the year 1990-91. The Programme is to last for 5 years in the 8th Plan. The assistance being sought under the Programme is of the order of 20 million pounds.

In the current year 1990-91 the provision for the development of Regional Engineering College is Rs. 19.00 crores. To meet the requirement of the 2 newly established Regional Engineering Colleges at Hamirpur and Jalandhar, creation of additional facilities at Silchar and Srinagar and to meet the requirement of other Regional Engineering Colleges for implementation of their activities as per their "POA" documents and the collaboration Programme with British Universities Institutions, it is proposed that an allocation of Rs. 13,000

lakhs may be provided for the VIII Five Year Plan. The Plan provision for 1990-91 is Rs. 1900 lakhs and that proposed for 1991-92 is Rs. 3260 lakhs.

4. National Institute for training in Industrial Engineering (NITIE), Bombay

The NITIE was established in Bombay in 1963 with the assistance of ILO with a view to providing comprehensive training facilities in Industrial Engineering in the country. The Institute proposes to start new programmes/activities during the 8th Plan period which are as follows:

- (i) Regional Centres at Hyderabad, Madras, Delhi and Muzaffarpur besides certain similar activities at Bangalore and Calcutta.
- (ii) Entrepreneurship Development Cell.
- (iii) National Technical Manpower Information Cell.
- (iv) Futurology and Policy Research Cell.
- (v) Curriculum and Case Development Cell.
- (vi) Consultancy.
- (vii) Expansion and diversification of academic programmes.
- (viii) Development of user friendly software for various applications in manufacturing and services areas.
- (ix) Development of Audio-Visual Cell, modernisation of Laboratories and Workshop, and action research for rehabilitation of sick units.

A Plan provision of Rs. 2,600 lakhs has been proposed for the 8th Plan. Plan provision available for the year 1990-91 is Rs. 140 lakhs and that proposed for 1991-92 is Rs. 300 lakhs.

5. National Institute of Foundry and Forge Technology (NIFFI), Ranchi.

The National Institute of foundry and Forge Technology, Ranchi was set up in the year 1966 with the assistance of UNESCO/UNDP to provide education and training in the field of foundry and Forge technology. Keeping in view the NPE the institution has prepared a "POA" document for its development during the coming decade. According to "POA" document, the Institute's activities will comprise of the divisions- (i) Teaching Division, (ii) R&D Division, and (iii) Industrial Services division. The Teaching division will control its six teaching Departments and ensure adequate involvement of the faculty in the R&D, design and consultancy besides normal teaching responsibilities. The R&D Division will include equipment design and development centre. Prototype production centre and computer centre. The Industrial Centre will coordinate and control centres. This division will also control construction, planning of building, maintenance of equipment etc.

In order to meet the new requirements including construction activity of documentation Centre, residential quarters and procurement of sophisticated equipment and to carry out the activities of programme of Action. The provision for VIII Five Year Plan is

proposed to be Rs. 700 lakhs. A provision of Rs. 150 lakhs is available for 1990-91 and Rs.200 lakhs is proposed for 1991-92.

6. School of Planning and Architecture (SPA), New Delhi.

The School of Planning and Architecture, established in July

1955 and deemed to be university, is an autonomous institutuin of higher learning fully financed by the Ministry of Human Resource Development (department of Education), The School has established itself as a premier institution among the Commonwealth Countries and the south-East Asia. In view of the New Education Policy, the institute has prepared a "POA" document for its development activities, for the coming decade. It has already started consstruction of a hostel for 250 student, 71 houses for faculty and administrative staff at Maharani Campus. The expansion of the exiting building of the Department of Architecture at the college complex and construction activity at the newly acquired land of 20 acres for its new campus near Jawaharlal Nehru University has also to be started. Appropriate provision for land development. Constructionn of buildings, equipment etc. is accordingly to be made.

In order to meet the above requirements of the School, an amount of 2000 lakhs is provided for VIII five Year Plan. Aprovision of Rs. 250 lakhs is available for 1990-91 and that proposed for 1991-92 is Rs. 400 lakhs.

#### 7. Longowal Institute of Engineering and Technology

The Longowal Institute of engineering and Technology (LIET) is being set up in order to meet the special needs of the State of Punjab. the Institute will provide a variety of courses at various levels, so that the specific need of the State are met in an integrated manner and at the same time the scarce resources of the State Government are optimally utilised. The Institute will have the possibility to draw on the special facilities available at other institutions including engineering, agricultural

universities etc. And also developing education, training, research and community services under one roof.

It is proposed to make a beginning by starting 10 certificate and diploma course each during the first phase. Further expansion and upgradation of the Institute to run degree courses will be considered by the end of the eighth plan as per actual manpower needs. The scheme has been approved with an estimated cost of Rs. 19.34 crores for the first phase. The approved outlay for the scheme during 1990-91 is only Rs. 3.00 crores while the actual requirement during the year is Rs. 1500 crores. Necessary provision has to be made during the eighth plan period for the implementation of the scheme.

The minimum requirement for the scheme during the Eighth Plan period will be Rs. 5000 lakhs. Plan provision of Rs. 300 lakhs is available for the year 1990-91 and Rs.1000 lakhs is proposed for the year 1991-92.

8. University Grants Commission Schemes: Assistance to Technical Institutes in the University Sector

The University Grants Commission (UGC) provides Financial Assistance to University-maintained institution in Engineering and Technology for the development of higher education and research. At present 32 such University maintained institutions are covered under the scheme. Besides offering facilities for undergraduate education, these institutes conduct a large number of post-graduate courses in various branches of engineering and Technology. Some of the institutions are also involved in fundamental and applied research at higher level for the advancement of technology

and have earned national and international status for their attainment. For the continuation of various R&D programmes and consolidation of the existing facilities such as teaching, building, laboratories, hostels and staff quarters, adequate provision is made for these University-maintained institutions during the Seventh Plan period.

The sixth Plan Visiting Committee to these institutions recommended modernisation of laboratories, replacement of obsolete equipment, provision of hostels for boys and girls students, and staff quarters for which additional financial inputs were required during the Seventh Plan. In the Sixth Plan, a number of new schemes were instituted with emphasis to improve the standards of technical education, strengthen the areas where gaps exist and create necessary infrastructure in R&D activities with relevance to national development needs. These schemes as well as many others which could not be fully accommodated during the Sixth Plan due to paucity of funds were also included during the Seventh Plan period. Financial inputs commensurate with the level of work of some of the reputed institutions like Roorkee University, Jadhavpur University, and Banaras Hindu University, etc. need to be provided. These institutions could not be provided adequate funds due to limited financial resources during the Seventh Plan.

There are about 1600 M.E./M.Tech. student at present in the different post-graduate courses in the University maintained institutions. The scholarship amount along with contingency grant is being enhanced. Provision of additional amount to cover the enhanced assistance is also required.



Kothangudam school of Mines, Hyderabad has been imparting education and training at degree and post-graduate levels in Mining Engineering, thus serving the needs of Mineral Industry. The school has approached the Commission for Strengthening its undergraduate teaching and post-graduate programmes.

A provision of Rs. 10,000 lakhs has been proposed for 8th Plan for implementation of these scheme. The Plan provision available for 1990-91 is Rs. 1500 lakhs and that proposed for the year 1991-92 is Rs. 2000 lakhs.

9. International Centre for Science and Technology

Education (ICSTE)

The Government of India has set up an International Centre for Science and Technology Education under the Societies Registration Act, 1960. The Centre will operate through a network of existing institutions in the country and will serve as a resource centre and a centre for cooperative research. The Centre will also coordinate research programmes in the areas of science and Technology education for which no coordinated effort has been made in the country even though a number of institutions are engaged in this activity on individual basis. The Centre will work as an autonomous institution under the department of education and will be fully financed by the government. The Centre will be catering to the needs of the developing countries and is likely to seek assistance for programmes from International agencies like U.N.E.S.C.O., U.N.D.P. etc.

The Centre will start its academic functions as soon as it has acquired some suitable accommodation and a Director is appointed to it. Simultaneously, construction will start as soon

as a site is selected. During 1989-90 a plan provision of Rs. 10 lakhs was made for the said scheme. However, on the advice of the committee of Secretaries, implementation of scheme during 1989-90 was deferred.

A plan allocation of Rs. 10 lakhs was made for this scheme during 1990-91. But, it has been decided with the approval of E.S. that the scheme may be kept in abeyance in view of the acute financial stingency during 1990-91. If it is finally decided to implement the scheme ICSTE during the 8th five Year Plan, total provision of Rs. 100 lakhs may be required during the plan period and Rs. 20 lakhs for the year 1991-92.

10. Educational Consultants India Limited (Ed.CIL)

Educational Consultants India Limited, a public sector Undertaking under the Department of education was established in June, 1981 to offer Educational Consultancy Services to a number of agencies such as Governments and Educational institutions of developing countries and funding organisations like the world Bank, Asian Developments, Bank etc. and to undertake surveys of educational requirements, preparation of feasibility/ evaluation reports and to plan and establish educational institution/ Programme on turnkey basis both within the country and abroad. The authorised and paid up capital of the company was Rs. 30.00 lakhs upto 1987-88.

In 1984-85 the authorised capital of the company was raised from Rs. 30.00 lakhs to Rs. 50.00 lakhs to overcome their financial difficulties. Though no additional share money was released for their purpose instead of loan of Rs. 10.00 lakhs was

released during 1988.89.

In reference the proposal of the company for raising their authorised and paid up capital for the purpose of acquisition of land and construction of their own building, the authorised and paid up capital was raised to Rs.100 lakhs each respectively. Towards the raised authorised and paid up capital a sum of Rs. 45.00 lakhs was also released as first instalment.

The Company have now stated that the requirements towards cost of land construction of building would be Rs. 132 lakhs if the project is approved for implementation in 1991.

The proposal has been referred to the Ministry of Urban development for their approval after that it will be sent for approval of the Cabinet committee on Accommodation. If the project is taking up for implementation this year even then the Company would have no additional money during the coming years for the completion of the projects. Therefore, to be on a safer side, we may make a provision of Rs. 100 lakhs for the next two years taking into consideration the likely increase in cost over the next two years. A provision of Rs. 50 lakhs is available for the year 1990-91 and Rs.50 lakhs will be required during 1991-92.

iv. Schemes Funder From External Sources

1. World Bank Project to Support Technician Education

The Government have launched a massive project with the assistance of the world Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The project will be taken up in two phases. For the first phase, the duration of which is 1990-1997 and which is estimated to cost

over Rs. 800 crores, the World Bank assistance will be to the extent of US \$ 260 million. The first phase will cover about 280 AICTE recognised polytechnics in 8 States Viz. Bihar, Gujarat, Karanataka, Kerala, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. The other States and UTs are proposed to be covered in phase II of the project which will be of a similar size and which is likely to commence from 1991.

The project will enable upgradation of the system through enhancement of the efficiency of the State Directorates of Technical educational, quality improvement of teaching learning systems and process, removal of obsolescence, introduction of teaching programmes in new and emerging technologies areas and extending the coverage of programmes to women, handicapped and under-privileged sections of society. This is primarily a States sector project and the entire cost of this project will be provided by the State Governmnets from their respective State plan allocations during the 8th Plan period. There will, however, be a strong element of central guidance, support and monitoring. For this purpose a National Project Implementation Unit (NPIU) is to be established in an appropriate host organisation and Bureau of Technical Education, departmnet of education needs to be strengthened. It is expected that an amount of Rs. 500 lakhs will be required for establishing and supporting the NPIU during the 8th plan period. A plan provision of Rs. 100 lakhs is available for the year 1990-91 and a provision of Rs. 100 lakhs is proposed for 1991-92.

## 2. Technical Teachers' Training Institutes (TTTIS)

The four technical Teacherts' Training Institutes (TTTIS) at

Bhopal, Calcutta, Chandigarh and Madras were established during the year 1966-67 for the training of polytechnic teachers and for the improvement of polytechnic education in general. The construction programmes of all the Institute except the one at Calcutta have been completed. The Institute at Bhopal has yet to complete construction of buildings in connection with the UNDP scheme. The other Institutes would also require additional buildings for their normal programmes as well as for resource centres, staff quarters and auditorium. The Institutes also require equipment in connection with the execution of the UNDP scheme. The TITI, Chandigarh has massive requirements for the media centre for which the work is already in progress. Besides consolidation would require modernisation, replacement of obsolete equipment and strengthening of laboratories. The new focus of the TITIS approved by the AICTE envisages a large number of new activities in different areas relevant and important for improvement of polytechnic education.

In pursuance of the National Policy on Education, the TITIS have also been entrusted with many new roles and responsibilities. The Institutes are required to be strengthened adequately to act as resource institutions for the development of technician education system in the region.

Till the end of the sixth Five Year Plan, they were primarily teacher training institutes with extension centres to support teacher training. Research and Development work Instructional Material Development were only of peripheral importance and not necessarily problem focussed. Among the target population were

included only teachers of polytechnics. Little attention was given to the problems of policy-makers and administrators at the national, regional and state levels. It is now appreciated that unless simultaneous attention is given to the needs of all these sub-systems through the integrated action of Research and development, Education and Training and Extension Services, there will not be much impact of the polytechnic education system. This impact is now an urgent necessity in view of the National Policy on education. The concept of an external resource system organising all its activities in an integrated manner is based on the modern concept of 'Planned Changed Process'.

The proposal for strengthening TTTIS was placed before the Expenditure finance committee (EFC) at its meeting held on 23rd March, 1990. It was decided that the scheme for the present may be continued within its existing scope and revised proposal giving complete details may be submitted to the EFC after the scheme is evaluated by an expert Committee. An Expert Committee has been constituted for the institutional and programmatic evaluation of the TTTIS and to make recommendations for future developments of the institutes. Necessary provision has to be made for the continuation and expansion of the scheme with the additional role in the World Bank project for development of technician education.

An amount of Rs. 3,500 lakhs is proposed for the scheme during the Eighth Plan period. Plan provision of Rs.500 lakhs is available for 1990-91 and RS. 700 lakhs is proposed for the year 1991-92. The strengthening of TTTIs has been an integral part of the World Bank Project on Technician Education in India.

SCHEME-WISE PROPOSALS

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)  
ELEMENTARY EDUCATION

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1.	<u>Non-Formal Education</u>			
a)	NFE Programme for 9-14 age-groups (50:50)	14.30	400.00	51.04
b)	NFE Programmes exclusively for girls	25.70		34.02
2.	Grants to Voluntary Orgns. for Non-formal Ele. Edn. (including Micro Planning)	13.00	181.50	48.00
3.	<u>Teacher Education</u>			
	Mass Orientation of School Teachers.	12.00	392.00	73.00
b)	Strengthening of Teacher Training Institutions. (DIETs, STEIS & SCERTs)	47.80		
4.	SIDA assisted Shiksha Karmi Project in Rajasthan	2.50	13.00	2.40
5.	Mahila Samakhya	5.00	35.00	7.50
6.	Operation Blackboard	140.00	400.00	133.00
7.	Bal Bhawan Society	0.70	3.50	0.70
8.	N.C.T.E.	1.00	8.00	1.50
9.	Bihar Education Project	4.00	120.00	20.00
<u>NEW SCHEMES</u>				
10.	Monitoring of UEE		15.00	3.00
	a) COPE	-		
	b) Sample study of Children completing Class V.	-		
	c) National Education Organisation (NEO)	-		
11.	Rajasthan Education Project		100.00	20.00
12.	World Bank Project (U.P. Project)		100.00	3.00
13.	South Orissa Project (Other State Project)		100.00	1.00
<b>TOTAL</b>		<b>261.00</b>	<b>1868.00</b>	<b>398.16</b>

ANNUAL PLAN 1990-91 & 8TH PLAN PROPOSALS SCHEMewise  
(CENTRAL SECTOR)

SECONDARY EDUCATION

(Rs. in crores)

Sl.No.	Scheme	1990-91 Approved outlay	8th Plan Proposals	1991-92 Proposals
1.	2.	3.	4.	5.
1.	Grants to NCERT	3.50	25.00	4.50
2.	Financial assistance to Open School Programme	0.80	6.00	1.20
3.	Population Edu. Project	1.00	6.00	1.25
4.	Assistance to Agencies for strengthening Culture Art, Value in Educational Instns. Implementing innovative programmes	0.60	3.00	0.60
5.	Setting up of model Schools (Navodaya Vidyalayas)	35.00	300.00	64.44
6.	Computer Education in Schools	6.00	100.00	21.30
7.	Integrated Edu. for Disabled Children	3.00	40.06	2.70
8.	Vocational courses	84.20	600.00	137.95
9.	Environment orientation to School Education	2.00	60.00	12.78
10.	Improvement of Science Edu. in Schools	20.60	160.00	34.08
11.	Promotion of Yoga	0.80	40.00	5.19
12.	Education Technology	17.50	151.50	31.95
TOTAL		175.00	1491.56	317.94



ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)

UNIVERSITY AND HIGHER EDUCATION

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1.	A I U	0.08	0.50	0.12
2.	Z.H.M.C.T.	0.20	1.00	0.30
3.	Institutes of Hr. Learning	0.20	2.00	0.30
4.	I.C.H.R	0.30	2.50	0.45
5.	I.I.A.S	0.30	2.50	0.45
6.	I.C.P.R	0.40	2.50	0.60
7.	I.C.S.S.R	2.50	10.00	3.00
8.	Punjab University	0.50	2.50	0.50
9.	U.G.C.	134.00	1000.00	213.28
10.	I.G.N.O.U.	8.00	60.00	12.00
11.	N.T.S	0.40	1.50	0.60
12.	Strengthening of Admn. Machinery	0.02	0.50	0.15
13.	N.C.H.E.	0.10	1.00	0.15
14.	Rural Institutes	2.00	10.00	2.00
15.	Commonwealth of Learning	1.00	-	-
		150.00	1097.00	233.90
NEW SCHEME				
	Training of University Administrators	-	3.00	0.60
	TOTAL	150.00	1100.00	234.50

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)

ADULT EDUCATION

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1.	Rural Functional Literacy Projects	40.00	220.00	52.00
2.	Nehru Yuva Kendra Sangathan (for continuation of existing projects)	3.50	12.00	1.25
3.	Post-Literacy and Conti- uing Education	13.50	140.00	22.00
4.	Strengthening of Adminis- trative Structure at State and District levels	6.00	20.00	6.75
5.	Mass Programme of Functional Literacy	6.00	36.00	5.50
6.	Technology Demonstration	2.00	7.00	1.45
7.	Grants to Voluntary Agencies	15.00	116.45	16.50
8.	Shramik Vidyapeeths	1.95	13.45	3.00
9.	National Institute of Adult Education	3.00	15.00	3.00
10.	National Literacy Mission Authority	1.00	2.50	1.00
11.	Cultural Exchange Programme	0.05	0.50	0.05
12.	Special Projects	4.00	250.00	65.02
	Total	96.00	832.90	177.52

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)

HINDI

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1.	Grants to Voluntary Organi- sations working in the field of Hindi	1.50	15.00	2.80
2.	Opening of Hindi Teachers Training Cells in non-Hindi speaking States/UTs.)	0.40	4.00	0.60
3.	Appointments of Hindi Teachers in non-Hindi speaking States/UTs.	2.00	15.05	2.50
4.	Financial Assistance for Publication in Hindi	0.20	1.85	0.40
5.	Central Hindi Directorate	0.60	4.40	1.00
6.	Commission for Scientific and Tech. Terminology	0.15	0.95	0.30
7.	Grants to Kendriya Hindi } Shikshan Mandal, Agra } }	0.70	4.50	1.00
8.	Propagation of Hindi Abroad			
9.	Establishment of Vishwa Hindi Vidyapith (Inter- national University for Hindi)	0.05	0.45	0.05
Total		5.60	46.20	8.65

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
<u>PROMOTION OF MIL</u>				
1.	Financial Assistance to English Teaching Instt. and District Centres for English	0.70	4.50	1.00
2.	Financial Assistance to Regional Institute of English, English Language Teaching Instts., other organisations engaged in ELI			
3.	Scheme of Financial Assistance for publication in Indian Languages and in English			
i)	Modern Indian Languages (Other than Hindi, Urdu, Sindhi)	0.29	2.18	0.45
ii)	Urdu			
iii)	Sindhi			
iv)	English			
4.	Scheme of Indian Languages Promotion-Grants to Voluntary Organisations for Activities other than Publication			
i)	Modern Indian Languages (Other than Hindi, Urdu, Sindhi)	0.07	1.12	0.15
ii)	Sindhi			
iii)	Urdu			
5.	Production of University level books in Indian languages	0.21	1.50	0.30
6.	Grants to NBT for production of core books on medicine			

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
7.	Financing of Programme of Production of books in Sindhi	0.04	0.28	0.06
8.	Tarragguia - Urdu Board (Bureau for promotion of Urdu)	0.40	2.00	0.80
9.	Central Institute of Indian Languages	1.00	7.00	3.00
10.	Regional Language Centres	0.50	3.10	0.10
11.	Appointment of MIL Teachers in Hindi States	0.20	1.60	0.30
12.	Sindhi Vikas Board	0.10	0.50	0.20
13.	Committee to Review Imple- mentation of Gujral Committee recommendation	0.22	1.02	0.40
Total		3.73	24.80	6.76

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)

SANSKRIT EDUCATION

(Rs. in Crores)

S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1	2	3	4	5
1.	Grants to Rashtriya Sanskrit Sansthan	0.60	6.00	1.20
2.	Grants to Voluntary Orgn. working in the field of Sanskrit	0.50	3.50	0.75
3.	Grants to Adarsh Sanskrit Pathshalas	0.07	3.30	0.75
4.	Shri Lal Bahadur Shastri Sanskrit Vidyapeeth, New Delhi	0.10	0.50	0.10
5.	Rashtriya Sanskrit Vidyapeeth, Tirupati	0.10	0.50	0.10
6.	Utilisation of eminent elderly scholars in Adarsh Sanskrit Pathshalas and other voluntary organisations in order to preserve the indepth study of Shastras	0.12	0.50	0.12
7.	Grants/Scholarships for classical languages (Arabic and Persian)	0.12	0.75	0.15
8.	Development of Sanskrit Education in Union Territories without Legislature	0.55	4.50	0.95
9.	Production of Sanskrit Literature	0.23	2.00	0.42
10.	Special Orientation course to post-graduate studies in Paleography, Epigraphy, Iconography etc.	0.03	0.25	0.05
11.	Preservation of Oral Tradition of Vedic Recitation	0.04	0.50	0.09

1	2	3	4	5
12.a)	All India Elocution Contest			
b)	Holding of Vedic Convention	10.05	0.20	0.06
13.	Vedic Endowment and Grant to Prathistan	0.40	3.00	0.65
14.	Promotion of Inter-Disciplinary studies in Indology & Classical languages	0.30	-	-
15.	Cultural Exchange Programme	0.01	0.50	0.07
16.	Development of Persian and Arabic	-	0.25	0.10
17.	Computer assisted learning/teaching software	-	0.25	0.05
18.	Scholarships to Sanskrit Students/scholars	-	2.50	0.60
TOTAL		3.22	29.00	6.21
TOTAL (LANGUAGES)			100.00	21.62

ANNUAL PLAN 1990-91 & 8TH PLAN PROPOSALS SCHEMewise  
(CENTRAL SECTORS)

SCHOLARSHIPS		(Rs. in crores)		
Sl No.	Scheme	Approved outlay 1990-91	8th Plan proposals for (1991-95)	1991-92
1.	National Scholarshipa Scheme	1.10	8.00	1.10
2.	National Scholarships for talented children from rural areas	0.85	4.00	0.85
3.	Scheme of upgradation of SC/ST students.	0.50	5.00	1.69
TOTAL		2.45	17.00	3.64



ANNUAL PLAN 1990-91 & 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTOR)

BOOK PROMOTION

(Rs. in crores)

Sl No.	Scheme	Approved outlay 1990-91	8th Plan proposals for (1990-95)	1991-92
1.	2.	3.	4.	5.
1.	Collaboration for Republication of Foreign University Text Books	0.02	0.20	0.02
2.	Raja Rammohan Roy National Unit (ISBN Division)	0.01	0.04	0.01
3.	Book Export Promotional Activities	0.08	0.60	0.08
4.	International Copyright (National Society of Authors)	0.01	0.15	0.01
5.	National Book Trust of India, Normal Promotional Activities	0.33	1.10	0.35
6.	Aadan Pradan	0.10	0.60	0.10
7.	Nehru Bal Pustakalaya	0.50	3.30	0.44
8.	Scheme to Subsidise text books	0.20	1.50	0.20
9.	Nehru Bhawan	0.06	0.75	0.65
10.	Reproduction of Books in Punjabi	0.06	0.25	0.06
11.	Consultancy Services	0.01	0.02	0.01
12.	Book Promotional activities			
13.	Grants to National Book Development Council	0.08	0.30	0.06
14.	Publications for post literacy education	0.15	0.40	0.18
15.	Publications for School library programme	0.08	0.15	-

1.	2.	3.	4.	5.
16. Publication of Classic literature		0.05	0.15	0.04
17. New Sale Promotion measures		0.06	0.30	0.08
18. Regional Office Book Centres		0.20	1.05	0.22
	Total:-	2.00	10.86	2.51

NEW SCHEMES

1. Strengthening of National Book Trust		-	0.45	0.07
2. DTP Composing Unit		-	0.14	0.02
3. Production of Foreign classics		-	0.15	0.03
4. National Centre for children's literature		-	2.00	0.26
5. Reading Club Movement		-	0.15	0.03
6. National Agency for Book Distributions		-	0.25	0.04
	Grand Total:-	2.00	14.00	2.96

ANNUAL PLAN 1990-91 AND 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTORS)  
PLANNING & ADMINISTRATION

(Rs. in Crores)				
S.No.	Scheme	Approved outlay 1990-91	8th Plan proposals for 90-95	1991-92
1.	National Institute of Educational Planning & Administration	1.00	8.43	1.84
2.	Scheme of studies, Seminars Evaluation for the implementation of education policy	0.50	2.50	0.50
3.	Installation of Mini Computer Terminal	0.05	0.33	0.07
4.	Strengthening of Plg., Mont., & Stats. Division of Ministry.	0.05	1.30	0.20
5.	Computerisation of Educational Statistics in the States.	0.10	1.00	0.20
6.	Strengthening the activities of INC.			
	i) Re-organisation of the library into full fledged Documentation and Reference Centre for UNESCO publications in India	0.02	0.13	0.02
	ii) Holding of meetings of Committee Conference and organisation of Exhibitions in furtherance of Unesco's aims and objectives	0.06	0.40	0.07
	iii) Strengthening of Voluntary Organisations engaged in Unesco Programme	0.02	0.13	0.02
7.	Auroville Management	0.10	1.00	0.20
8.	Construction of Unesco House	0.10	5.00	0.73
TOTAL		2.00	20.22	3.85
NEW SCHEME:				
	Strengthening of External Academic Relation	-	0.25	0.05
	Grand Total	2.00	20.47	3.90
	Border Area Development Programme	55.00	300.00	64.00

ANNUAL PLAN 1990-91 & 8TH PLAN PROPOSALS SCHEMewise OUTLAYS  
(CENTRAL SECTOR)

TECHNICAL EDUCATION		(Rs. in crores)		
S.No.	Scheme	Approved outlay 1990-91	8th plan Proposals for (1990-95)	1991-92
1	2	3	4	5
<u>I DIRECTION &amp; ADMINISTRATION</u>				
1.	AICTE: Establishment including Regional Offices, Committees, Boards etc.	2.50	10.00	3.00
2.	AICTE: activities:			
i)	National Technical Manpower Information System (NIMIS)	1.50	8.00	2.00
ii)	National Accreditation Board(NAB)	0.10	2.00	0.25
iii)	Technology forecasting	0.10	2.00	0.25
iv)	Faculty and staff Development	0.15	3.00	0.50
v)	Support to professional bodies	0.15	2.00	0.30
<u>II. TRAINING SCHEMES RELATING TO COURSES PROGRAMMES AND QUALITY IMPOROVEMENT</u>				
1.	Apprenticeship training	3.00	20.00	3.45
2.	Development of post graduate courses	1.00	10.00	2.00
3.	Development of management education at non-university centres	0.50	3.50	0.60
4.	Research and Development (R&D) in selected higher technical institutions.	3.00	20.00	4.00
5.	Modernisation and removal of obsolescence	37.00	210.00	45.00
6.	Thrust areas of technical education			
i)	Creation of infrastructure in areas of emerging technology	10.00	70.00	14.00
ii)	Strengthening of facilities in crucial areas of technology where weakness exists	7.00	50.00	10.00
iii)	Programme of new and improved technologies.	7.00	40.00	10.00

1	2	3	4	5
7.	Institutional network scheme	1.00	9.00	2.00
8.	Community Polytechnics	2.00	25.00	5.00
9.	Continuing education	1.50	10.50	1.65
10.	Institution-Industry Interaction	1.50	8.00	1.65
11.	Super Computer at Iisc Bangalore	1.00	50.00	26.00
12.	Strengthening of institutions for non-corporate and unorganised sector	0.20	2.00	0.30
<u>III. SCHEME RELATING TO INSTITUTIONS</u>				
1.	Indian Institutes of Technology (IITs)	15.00	100.00	25.00
2.	Indian Institutes of Management (IIMs)	11.50	65.00	19.56
3.	Regional Engineering Colleges (RECs)	19.00	130.00	32.60
4.	National Institute for Training in Industrial Engg. (NITIE)	1.40	26.00	3.00
5.	National Institute for Foundry and Forge Technology (NIFFT)	1.50	7.00	2.00
6.	School of Planning & Architecture (SPA)	2.50	20.00	4.00
7.	Indian Institute of Tech., Assam	3.00	35.00	5.00
8.	Longowal Institute of Engineering and Technology (LIET)	3.00	50.00	10.00
9.	UGC Schemes: Assistance to technical institutions in the university sector	15.00	100.00	20.00
10.	International Centre for Science and Technology Education (ICSTE)	0.10	1.00	0.20
11.	Educational Consultant India Ltd.	0.50	1.00	0.50
<u>IV. SCHEMES FUNDED FROM EXTERNAL SOURCES</u>				
1.	Technical Teacher Training Institute (TTTIs)	5.00	35.00	7.00
2.	World Bank Project Support to Technician Education	1.00	5.00	1.00
Total:		159.00	1,130.00	261.81

A N N E X U R E

ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

ELEMENTARY EDUCATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
B-1	Completed Schemes as on 31.03.90 (spill over liability)		----- N I L -----					
B-2	<u>Critical Ongoing Schemes</u>							
	<u>1. Non-Formal Education</u>							
(a)	NFE programmes for 9-14 age group (50:50)	To provide Education of quality comparable to formal system to disadvantage children in 10 educationally backward States and areas of urban slum.	1979-80	95.06	154.86	104.58	-	104.58
(b)	NFE programmes exclusively for girls (90:10)		1983-84	29.86	51.60	46.52	-	46.52

ANNEXURE III-B (Contd.)

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	
1	10	11	12	13	14	15	16	17	18
1.(a)	240.00	14.30	13.00	51.04	1800	1875	1575		The scheme will be exten- ded and strengthened further.
(b)	160.00	25.70	17.00	34.02	1200	625	1050		



1	2	3	4	5	6	7	8	9
2.	Assistance to Voluntary Agencies to NFE, including Micro planning.	All India	1979-80 1990-91	1.37	23.95	15.33	25600 and 38 E&T Centres	Prog.
3.	<u>Teacher Education</u>							
a)	Mass Orientation of School Teachers	All India	1987-88	461.19	-	151.80	262 DIETs	17.6 lakhs
b)	Strengthening of Teacher Training Institutions (DIETs, STEIS, & SCERTS)						37 teachers	STEIS/ covered
4.	SIDA assisted Shiksha Karmi Project in Rajasthan	Rajasthan	1987-88	22.20	-	3.33	225 Day centres	About 1700 teachers enrolled
							323 night centres	
5.	Mahila Samakhya	10 districts of Gujarat, Karnataka and U.P.	1989-90	-	-	0.97	-	-

1	10	11	12	13	14	15	16	17	18
2)	181.50	13.00	18.50	48.00	25600 Centres 350 E&I Proj- +40 districts Resource units	25600 Centres + 50 projects and 20 DRU	25600 Centres + 300 projects + 40 DRU	The scheme will be strengthened further.	
3.	392.00	59.80	42.00	73.00	5 lakh Element- ary teachers 5000 secondary teachers.	50,000 Element- ary teachers & 5000 secon. teachers	1 lakh ele- mentary and 10000 sec. teachers	2.5 lakhs & and 40,000 sec. teachers each year.	
4.	13.00	2.50	2.50	2.40	90,000 learners annually by VIII Plan end	45000 by year end	60000 by year end	About 90000 to 1 lakhs learners annually.	
5.	35.00	5.00	5.00	7.50	7000 villages	2000 villages	3000 villages	-	

1	2	3	4	5	6	7	8	9
6.	Operation Blackboard	All India	1987-88	742.25	N.A.	373.32	64% 57%	Blocks Schools
7.	Bal Bhawan Society	All India	-	-	-	-	-	-
				B.2 Total	1359.93	236.45	754.93	
<u>B.3 Sanctioned Schemes Committed in 1990-91</u>								
1.	Bihar Education Project	Educational & Social reconst- ruction in Bihar.	1990-91	120.00	-	4.00	-	-
2.	N.C.T.E.	All India	1990-91	8.00	-	3.72	-	-

1	10	11	12	13	14	15	16	17	18
6.	400.00	140.00	140.00	133.00	2.4 lakhs schools to be covered	24000 schools to be covered	31000 s	Not known	N.A.
7.	3.50	0.70	0.70	0.70	-	-	-	-	-
B-3									
1.	120.00	4.00	4.00	20.00	Scheme under formulation				
2.	8.00	1.00	0.30	1.50	3000 teacher educations and staff by 1991-92 and 6000 annually thereafter.		SCERT	Yes	N.A.
1553.00		266.00	243.00	371.16					



ANNEXURE III-B (Contd.)

1	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
	Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan	
	10	11	12	13	14	15	16	17	18
1.	25.00	3.50	3.50	4.50	-	80000 students	-	-	
2.	6.00	0.80	0.80	1.20	132000	-	-	-	
					likely to be enrolled				
3.	6.00	1.00	1.00	1.25	-	-	-	-	
4.	3.00	0.60	0.60	0.60	Large number of agencies to benefitted.				N.A.
5.	300.00	35.00	15.00	64.44	To run already established 261 Vidyalayas				

	1	2	3	4	5	6	7	8	9
6.	Computer Education in Schools		All States/UTs	1990-91	100.00	-	891.00	N.A.	N.A.
7.	Integrated Edn. for disabled Children		All States/UTs						
8.	Vocational Courses		All States/UTs	1987-88	N.A.	N.A.	125.05	N.A.	N.A.
9.	Environmental orientation to School Education		All States/UTs	1988-89	37.50	63.56	3.56	43 Project in Progress	
10.	Improvement of Science Edn. in Schools		All States/UTs	1987-88	161.15	425.00	80.03	N.A.	N.A.
11.	Promotion of Yoga		All States/UTs				0.57	N.A.	N.A.
12.	Education Technology		All States/UTs		150.00	-	-		
			B-2	TOTAL:	1224.86	1263.28	493.29		

1	10	11	12	13	14	15	16	17	18	
6.	100.00	6.00	6.00	21.30	Additional 3 computers to be provided to 500 senior secondary schools				N.A.	
7.	40.06	3.00	3.00	2.70	Additional 33000 children to be covered every year				N.A.	
8.	600.00	84.20	84.20	137.95	16.9 lakhs persons through non-formal vocational courses.	2.25 lakhs persons	5.79 lakhs persons	to continue	N.A.	
9.	60.00	2.00	2.00	12.78	Not feasible to quantify the benefits		Implementatation of the scheme would lead to creation of environmental conscienceness.			
10.	160.00	20.60	20.60	34.08	Not feasible to quantify				N.A.	
11.	40.00	0.80	0.80	5.19	Not feasible to quantify				N.A.	
12.	151.50	17.50	17.50	31.95	23188 TV sets and 430250 Radio Casette Players (RCCPs) to be supplied	510 CTV and 40000 RCCPs.	10466 CTV and 90000 RCCPs.		N.A.	
-----										
Total	1491.56	175.00	155.00	317.94						
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ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

UNIVERSITY AND HIGHER EDUCATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
B-1	Completed Schemes as on 31.03.90 (spill over liability)			----- N I L -----				
B-2	<u>Critical Ongoing Schemes</u>							
1.	A I U	All India	1973-74	N.A.		0.38		N.A.
2.	Z.H.M.C.T	Delhi	1973-74	N.A.		1.07		N.A. -
3.	Institutes of Higher Learning	All India	VI Plan	N.A.		1.54		
4.	I.C.H.R.	All India	1972-73	N.A.		1.87		N.A.
5.	I.I.A.S.	All India	1965-66	N.A.		1.89		N.A.
6.	I.C.P.R.	All India	1981-82	N.A.		3.05		N.A.
7.	I.C.S.S.R.	All India	1969-70	N.A.		13.28		N.A.
8.	Punjab University	Chandigarh	-	N.A.		2.48		N.A.
9.	U.G.C.	All India	-	-		576.28		N.A.

ANNEXURE III-B (Contd.)

Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs)	
	Proposed Outlay	Appd. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan		
1	10	11	12	13	14	15	16	17	18
1.	0.50	0.08	0.08	0.12	-	N.A.	-		N.A.
2.	1.00	0.20	0.20	0.30					
3.	2.00	0.20	0.20	0.30					
4.	2.50	0.30	0.30	0.45					
5.	2.50	0.30	0.30	0.45					
6.	2.50	0.40	0.40	0.60					
7.	10.00	2.50	2.50	3.00					
8.	2.50	0.50	0.50	0.50					
9.	1000.00	134.00	134.00	213.28					

1	2	3	4	5	6	7	8	9
10.	I.G.N.O.U	Delhi	1985-86		N.A.	43.89	N.A.	
11.	J.P.S.					-	N.A.	
12.	Strengthening of Administration					-		
13.	N.C.H.F.		1990-91		1.00	-	N.A.	
14.	Rural Institutes	All India	1990-91			-	N.A.	
15.	Commonwealth of Learning							
		B-2	TOTAL:		1.00	645.73		
B-3	<u>Sanctioned Schemes Comitted</u> <u>in 1990-91</u>	-----	N I L	-----				

ANNEXURE III-B (Contd.)

Eighth Plan (1987-92)	Annual Plan 1990-91			Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
	Proposed Outlay	Appl. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan	
1	10	11	12	13	14	15	16	17	18
10.	60.00	8.00	8.00	12.00					
11.	1.50	0.40	0.40	0.60					
12.	0.50	0.02	0.02	0.15					
13.	1.00	0.10	0.10	0.15					
14.	10.50	2.00	2.00	2.00					
15.	-	1.00	1.00	-					
Tot.	1097.00	150.00	150.00	233.90					

ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

ADMIT TO PUBLIC

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan		
				Original	Revised		Capacity	Utilisation	
				(Rs. in crores)					
1	2	3	4	5	6	7	8	9	
B-1	Completed Schemes as on 31.03.90 (spill over liability)			N I L					
B-2	<u>Critical Ongoing Schemes</u>								
1.	Rural Functional Literacy Projects	Centrally Sponsored States/UTs.	1978-79	N.A.	N.A.	265.83	1.42 lakh per annum	1.34 lakh centres p.a.	
2.	Nehru Yuva Kendra Sangathan (for continuation of existing projects)	Central Assistance to NYK for running adult education programme in the country.	1988-89	N.A.	N.A.	8.14	N.A.	N.A.	
3.	Post Literacy & Continuing Education (JSN)	All India	1978-79	N.A.	N.A.	34.08	21482 JSN (Sanctioned)	14688 JSN (Operational)	

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs)	
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91		1991-92
	1	10	11	12	13	14	15	16	17	18
1.	220.00	40.00	55.00	52.00	92.50 lakhs persons to be enrolled.	40.20 lakhs	Yet to be decided	Not known	N.A.	
2.	12.00	3.50	3.50	1.25	The achievement during VIII Plan to be worked out.			Not known	N.A.	
3.	140.00	13.50	15.00	22.00	10,000 JSNs	4000 JSNs	5000 JSNs	Not known	N.A.	

1	2	3	4	5	6	7	8	9
4.	Strengthening of Administrative Structures at State and District levels.	Centrally Sponsored scheme operating in States/UTs.	1978-79	N.A.	N.A.	27.46	N.A.	N.A.
5.	Mass Programme of Functional Literacy	All India	1987-88	N.A.	N.A.	7.09	N.A.	N.A.
6.	Technology Demonstration	-	-	-	-	-	-	-
7.	Voluntary Agencies :-	All India	1987-88	25.90	40.90	40.32	N.A.	N.A.
8.	Shramik Vidyapeeths	All India	1967-68	N.A.	N.A.	3.44	N.A.	N.A.
9.	National Institute of Adult Education/Directorate of Adult Education	All India	1971-72	N.A.	N.A.	8.20	N.A.	N.A.
10.	National Literacy Mission Authority	All India	1988-89	N.A.	N.A.	0.27	N.A.	N.A.
11.	Cultural Exchange Programme education	-	-	-	-	-	-	-
TOTAL B-2						25.90	40.90	394.83
B-3	Special Projects	All India	1990-91	N.A.	-	-	-	-

1	10	11	12	13	14	15	16	17	18
4.	20.00	6.00	7.00	6.75	N.A.	N.A.	N.A.	Not known	N.A.
5.	36.00	6.00	10.00	5.50	168 lakhs persons to be covered	24 lakhs persons to be covered	20 lakhs persons to be covered	Not known	N.A.
6.	7.00	2.00	2.00	1.45					
7.	116.45	15.00	19.00	16.50	68.5 lakhs persons to be benefitted	9.00 lakh persons to be benefitted	10.50 lakh persons to be benefitted	Not known	N.A.
8.	13.45	1.95	2.50	3.00	The scheme has been recently revised The persons to be benefitted being worked out.	Not known		Not known	N.A.
9.	15.00	3.00	3.00	3.00	The benefits cannot be quantified.			Not known	
10.	2.50	1.00	1.00	1.00	Not quantifiable			Not known	N.A.
11.	0.50	0.05	0.05	0.05					
Tot.B-2.	582.90	92.00	118.05	112.50					
Tot.B-3	250.00	4.00	25.00	65.02					
Tot.	832.90	96.00	143.05	177.52					



ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

HINDI

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
B-1	Completed Schemes as on 31.03.90 (spill over liability)		<del>-----</del> N I L -----					
B-2	<u>Critical Ongoing Schemes</u>							
1.	Grants to Voluntary Organisations working in the field of Hindi	Promotion of Hindi	1952-53		N.A.			N.A.
2.	Opening of Hindi Teachers Training Colleges in Non-Hindi Speaking States/UTs.	Promotion of Hindi	2nd Plan		N.A.	N.A.		N.A.
3.	Appointment of Hindi Teachers in Non-Hindi Speaking States/UTs.	Promotion of Hindi	2nd Plan		N.A.	N.A.		N.A.

ANNEXURE III-B (Contd.)

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91		1991-92
	1	10	11	12	13	14	15	16	17	18
1.	15.00	1.50	1.50	2.80	Teaching of Hindi to about 60 lakhs speaking people.	10 lakhs students/ people	12 lakhs students/ people	38 lakhs students/ people	N.A.	
2.	4.00	0.40	0.40	0.60	About 2000 teachers would be trained				N.A.	
3.	15.05	2.00	2.00	2.50	About 5000 teachers would be appointed					

1	2	3	4	5	6	7	8	9
4.	Financial Assistance for Publication in Hindi	Promotion of Hindi	1985-86		N.A.	-	N.A.	
5.	Central Hindi Directorate	Promotion of Hindi	N.A.		N.A.			
6.	Commission for Scientific and Tech. Terminology	Promotion of Hindi Promotion of Hindi	N.A. N.A.		N.A. N.A.			
7.	Grants to Kendriya Hindi Shikshan Mandal. Agra.	Promotion of Hindi Promotion of Hindi	N.A. 4th Plan		N.A. N.A.			
8.	Propagation of Hindi Abroad	Promotion of Hindi	4th Plan				N.A.	
9.	Establishment of Vishwa Hindi Vidyapith (International University for Hindi)	Promotion of Hindi	N.A.		N.A.			
	Total B-2							
B-3	<u>New Schemes</u>							

----- N I L -----

ANNEXURE III-B (Contd.)

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91		1991-92
	1	10	11	12	13	14	15	16	17	18
4.	1.85	0.20	0.20	0.40	Publication/ Purchase of 500 Titles/Books	75 books	100 books	375 books	N.A.	
5.	4.40	0.60	0.60	1.00						
6.	0.95	0.15	0.15	0.30	- N.A. -					
7&8	4.50	0.70	0.70	1.00	Teaching of Hindi to 250 foreign students				N.A.	
9.	0.45	0.05	0.05	0.05	Teaching of Hindi to about 3 lakhs students					
Tot.	46.20	5.60	5.60	8.65						



ANNEXURE III-B (Contd.)

Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
	Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan 1990-91	1991-92	Beyond 8th Plan		
1	10	11	12	13	14	15	16	17	18
1&2	4.50	0.70	0.70	1.00	Teaching of English and Foreign Languages to about 3.00 lakh students. Improvement in language teaching.				

1	2	3	4	5	6	7	8	9
3.	Scheme of Financial Assistance for Publication in Indian Languages and in English, Urdu	Promotion of Modern Indian Languages and English.	N.A.					
(i)	Modern Indian Languages (other than Hindi, Urdu and Sindhi)	Promotion of Modern Indian Languages and English.				-	N.A.	
ii)	Urdu							
iii)	Sindhi							
iv)	English							
4.	Scheme of Indian Languages Promotion - Grants to voluntary organisations for activities other than publication	Promotion of Modern Indian Languages.						
(i)	Modern Indian Languages (other than Hindi, Urdu and Sindhi)							
ii)	Urdu							
iii)	Sindhi							
iv)	English							
5.	Production of University Level Books in Indian Languages	Promotion of Modern Indian Languages	1968-69	N.A.				
6.	Grants to NBT for production of core books on medicine							
7.	Financing of Programme of Production of books in Sindhi.	Development of Sindhi						
8.	Traaqqia-Urdu Board (Bureau for promotion of Urdu)	Development of Urdu						

1	Eighth Plan (1990-95)  Proposed Outlay	Annual Plan 1990-91		Annual Plan 1991-92  Proposed Outlay	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
		Appd. Outlay	Anti. Outlay		Eighth Plan 1990-91	1991-92	Beyond 8th Plan	18	
3.	2.18	0.29	0.29	0.45	Improved publications in Indian Languages (about 2000 publications)				
4.	1.12	0.07	0.07	0.15					
5.& 6.	1.50	0.21	0.21	0.30	Production of about 500 books	75 books	100 books	325 books	N.A.
7.	0.28	0.04	0.04	0.06	Publication of primers and text books				N.A.
8.	2.00	0.40	0.40	0.80	Publication of 500 titles				N.A.



1	2	3	4	5	6	7	8	9
9.	Central Institute of Indian Languages	Development of M.I.L.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
10.	Regional Languages Centres	- do -	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
11.	Appointment of MIL Teachers in Hindi States	- do -	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
12.	Sindhi Vikas Board							
13.	Committees to Review Implementation of Gujral Committee recommendations.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	Total B-2							
B-3	<u>New Schemes</u>	----- N I L -----						

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs)	
	Proposed Outlay	Appl. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan		
	1	10	11	12	13	14	15	16	17	18
9.	7.00	1.00	1.60	3.00	Not quantifiable				N.A.	
10.	3.10	0.50	0.05	0.10						
11.	1.60	0.20	0.20	0.30						
12.	0.50	0.10	0.10	0.20						
13.	1.02	0.22	0.22	0.40						
<b>Total</b>	<b>24.80</b>	<b>3.73</b>	<b>2.22</b>	<b>6.76</b>						

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

SANSKRIT

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commence-ment year	Estimated cost		Cumula- tive Expen- diture upto end of 7th Plan	Upto the end of 7th Plan		
				Original	Revi sed		Capa- city	Utili- sation	
				(Rs. in crores)					
1	2	3	4	5	6	7	8	9	
B-1	Completed Schemes as on 31.03.90 (spill over liability)	----- N I L -----							
1.	Grants to Rashtriya Sanskrit Sansthan	Central Scheme	-	-	-	2.87	-	-	
2.	Grants to Voluntary Organisation Working in the field of Sanskrit	Central Scheme	-	-	-	2.65	-	-	
3.	Grants to Adarsh Sanskrit Pathshalas	Central Scheme	-	-	-	0.40	-	-	
4.	Shri Lal Bahadur Shastri Sanskrit Vidyapeetha, New Delhi	Central Scheme	-	-	-	0.01	-	-	
5.	Rashtriya Sanskrit Vidyapeetha, Tirupati.	Central Scheme	-	-	-	-	-	-	
6.	Utilisation of eminent elderly scholars in Adarsh Sanskrit Pathshalas and other voluntary organisations in order to reserve the indepth study of shastras.	Central Scheme	-	-	-	0.37	-	-	

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay		Antl. Outlay	Proposed Outlay	Eighth Plan	1990-91		1991-92
	1	10	11	12	13	14	15	16	17	18
1.	6.00	0.60	0.60	0.60	1.20	3750 Sanskrit teachers to be trained during 8th Plan in Rashtriya Sanskrit Sansthan.				
2.	3.50	0.50	0.50	0.50	0.75	300 Sanskrit teachers will continue to get benefit of the scheme; 2000 students studying Sanskrit will qualify for employment purpose. About 200 Sanskrit publications will be brought out with Central financial assistance for the benefit of Sanskrit Institutions and Public.				
3.	3.30	0.07	0.10	0.10	0.75					
4.	0.50	0.10	0.10	0.10	0.10					
5.	0.50	0.10	0.10	0.10	0.10					
6.	0.50	0.12	0.12	0.12	0.12					

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
7. Grants/Scholarships for classical languages (Arabic and Persian)		Central Scheme	◆	-	-	0.58	-	-
8. Development of Sanskrit Education in Union Territories without Legislature		Central Scheme	-	-	-	3.23	-	-
9. Production of Sanskrit Literature		Central Scheme	-	-	-	1.20	-	-
10. Special Orientation course to post-graduate studies in Paleography, Epigraphy, Iconography etc.		Central Scheme	-	-	-	0.13	-	-
11. Preservation of Oral Tradition of Vedic Recitation		Central Scheme	-	-	-	0.20	-	-
12. a) All India Elocution Contest b) Holding of Vedic Convention		Central Scheme	-	-	-	0.11	-	-
13. Vedic Endowment and grant to Prathistan		Central Scheme	-	-	-	1.57	-	-

1	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
	Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan	
	10	11	12	13	14	15	16	17	18
7.	0.75	0.12	0.12	0.15					
8.	4.50	0.55	0.55	0.95					
9.	2.00	0.23	0.30	0.42					
10.	0.25	0.03	0.05	0.05					
11.	0.50	0.04	0.05	0.09					
12.	0.20	0.05	0.05	0.06					
13.	3.00	0.40	0.50	0.65					

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
14. Promotion of Inter-Disciplinary studies in Indology and Classical Languages.		Central Scheme	-	-	-	-	-	-
15. Cultural Exchange Programme		Central Scheme	-	-	-	-	-	-
16. Development of Persian and Arabic		Central Scheme	-	-	-	-	-	-
17. Computer assisted learning/teaching software		Central Scheme	-	-	-	-	-	-
18. Scholarships to Sanskrit students/scholars		Central Scheme	-	-	-	0.47	-	-
Total B-2						13.79		
B-3 <u>New Schemes</u>			N I L					

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91		1991-92
	1	10	11	12	13	14	15	16	17	18
14.	-	0.30	-	-						
15.	0.50	0.01	0.01	0.07						
16.	0.25	-	0.05	0.10						
17.	0.25	-	0.05	0.05						
18.	2.50	-	-	0.60						
<b>Total =</b>	<b>29.00</b>	<b>3.22</b>	<b>3.25</b>	<b>6.21</b>						



ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

SCHOLARSHIPS

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
B-1	Completed Schemes as on 31.03.90 (spill over liability)			----- N I L -----				
B-2	<u>Critical Ongoing Schemes</u>							
1.	National Scholarships Scheme	Continuing Plan Scheme	1961-62	N.A.	-	5.07	-	-
2.	National Scholarships for talented children from rural areas	- do -	1971-72	N.A.	-	3.32	-	-
3.	Scheme of upgradation of SC/ST	- do -	1987-88	N.A.	-	0.65	-	-
			Total B-2			9.04		
B-3	Sanctioned Schemes Committed in 1990-91			----- N I L -----				

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs)
	Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan	
	10	11	12	13	14	15	16	17	18
1.	8.00	1.10	1.10	1.10	75,000	5,000	10,000	75,000 *	-
2.	4.00	0.85	0.85	0.85	75,000	5,000	10,000	75,000 *	
3.	5.00	0.50	0.50	1.69	24,000	1,000	3,000	24,000 *	
Tot.	17.00	2.45	2.45	3.64					

\* Subject to continuation of the scheme beyond 8th Plan.

B-3

----- N I L -----

ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

BOOK PROMOTION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
				(Rs. in crores)				
1	2	3	4	5	6	7	8	9
B-1	Completed Schemes as on 31.03.90 (spill over liability)			N I L				
B-2	<u>Critical Ongoing Schemes</u>							
1.	Collaboration for Republication of Foreign University Text Books	Continuing Scheme	1965-66	-	-	0.04	-	-
2.	Rajaram Mohan Ray National Unit (ISBN Division)	Continuing Scheme	1972-73	-	-	0.04	-	-
3.	Book Export Promotional Activities.	Continuing Scheme	1972-73	-	-	0.31	-	-

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs
		Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	
	10	11	12	13	14	15	16	17	18
1.	0.20	0.02	0.02	0.02	-	-	-	-	-
2.	0.04	0.01	0.01	0.01	-	-	-	-	-
3.	0.60	0.08	0.10	0.08	-	-	-	-	-

1	2	3	4	5	6	7	8	9
4. International Copyright (National Society of Authors)		Continuing Scheme	Not yet started	-	-	-	-	-
5. National Book Trust of India, Normal Promotional Activities		- do -	1987-88	-	-	0.64	-	-
6. Aadan Pradan			1969-70	-	-	0.29	-	-
7. Nehru Bal Pustakalaya			1969-70	-	-	1.85	-	-
8. Scheme to Subsidise text books			1970-71	-	-	0.91	-	-
9. Nehru Bhawan			1982-83	-	-	0.10	-	-
10. Reproduction of Books in Punjabi			-	-	-	0.09	-	-
11. Consultancy Services			1967}					
12. Book Promotional Activities			1967}					
13. Grants to National Book Develop- ment Council		Continuing Scheme	1986}			0.19		
14. Publications for Post-literacy education		- do -	1988-89			0.11		
15. Publications for School library programme			1988-89			0.05		
16. Publication of Classic literature			1988-89			-		
17. New Sale Promotion measures			1988-89			-		
18. Regional Office Book Centres		All India	1983-84		-	0.53		
TOTAL B-2						5.15		

1	10	11	12	13	14	15	16	17	18
4.	0.15	0.01	0.01	0.01	-	-	-	-	-
5.	1.10	0.33	0.44	0.35	-	-	-	-	-
6.	0.60	0.10	0.12	0.10					
7.	3.30	0.50	0.50	0.44					
8.	1.50	0.20	0.20	0.20					
9.	0.75	0.06	0.59	0.65					
10.	0.25	0.06	0.04	0.06					
11.	0.02	0.01	0.01	0.01					
12&13	0.30	0.08	0.08	0.06					
14.	0.40	0.15	0.20	0.18					
15.	0.15	0.08	0.15	-					
16.	0.15	0.05	0.05	0.04					
17.	0.30	0.06	0.10	0.08					
18.	1.05	0.20	0.28	0.22					
	10.86	2.00	2.90	2.51					

ANNEXURE III-B

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

PLANNING AND ADMINISTRATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan		
				Original	Revised		Capacity	Utilisation	
				(Rs. in crores)					
1	2	3	4	5	6	7	8	9	
B-1	Completed Schemes as on 31.03.90 (spill over liability)	<del>—————</del> N I L <del>—————</del>							
B-2	<u>Critical Ongoing Schemes</u>								
1.	National Institute of Educational Planning and Administration	Delhi	1962	-	-	1.65	-	-	
2.	Scheme of Studies, Seminars, Evaluation for the implementation of Education Policy	Urban	1987-88	0.50	-	0.88	N.A.	N.A.	
3.	Installation of Mini Computer Terminal	Delhi		0.05	0.05	0.24			
4.	Strengthening of Planning, Monitoring and Statistics Division	Strenghtening of existing Dn.	1987	0.30	N.A.	0.03			

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)			Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay		Anti. Outlay	Proposed Outlay	Eighth Plan		1990-91
1	10	11	12	13	14	15	16	17	18
1.	8.43	1.00	1.00	1.84	About 2000 trainees per year			N.A.	
2.	2.50	0.50	0.50	0.50	(i) about 30 conferences/seminars/ workshops per year (ii) about 20 research studies/ evaluation studies per year				
3.	0.33	0.05	0.05	0.07	-	-	-		
4.	1.30	0.05	0.03	0.20	Not quantifiable		-		



1	2	3	4	5	6	7	8	9
5.	Computerisation of Educational Statistics in the States.	States/UTs.	1987-88	1.00	N.A.	0.10	-	-
6.	Strengthening the activities of INC							
i)	Reorganisation of the INC Library into full fledged Documentation and Reference Centre for UNESCO Publications in India.			0.02	0.02	0.04		
ii)	Holding of meetings of Committee Conference and organisation of Exhibitions in furtherance of Unesco's aims and objectives.			0.07	0.06	0.09		
iii)	Strengthening of Voluntary Organisations engaged in Unesco Programme and activities.			0.02	0.02	0.03		
7.	Auroville Management			2.45	0.36	0.37		
8.	Construction of Unesco House			0.90	0.90	-		
Total B-2				4.81	1.91	3.42		

B-3 Sanctioned Schemes Committed in 1990-91 ----- N I L -----

1	10	11	12	13	14	15	16	17	18
5.	1.00	0.10	0.10	0.20	Not quantifiable				
6(i)	0.13	0.02	0.02	0.02					
(ii)	0.40	0.06	0.07	0.07					
(iii)	0.13	0.02	0.02	0.02					
7.	1.00	0.10	0.20	0.20					
8.	5.00	0.10	0.10	0.73					
Tot.	20.22	2.00	2.11	3.85					

B-3 ----- N I L -----

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

TECHNICAL EDUCATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commence-ment year	Estimated cost		Cumulative Expenditure upto end of 7th Plan	Upto the end of 7th Plan	
				Original	Revised		Capacity	Utilisation
1	2	3	4	5	6	7	8	9
B-1 Completed Schemes as on 31.03.90 (spill over liability)		—————	N I L	-----				
B-2 <u>Critical Ongoing Schemes</u>								
<u>I DIRECTOR &amp; ADMINISTRATION</u>								
1. AICTE : Establishment including Regional Offices, Committees, Boards etc.	D.1(4)	Central Scheme	1987-88	10.00	10.00	3.30		Not relevant
2. <u>AICTE : Activities:</u> i) National Technical Manpower Information Systems (NIMIS)	D.7(2)	Central Scheme	1983-84	8.00	8.00	1.17		Not relevant

	Eighth Plan (1990-95)	Annual Plan 1990-91		Annual Plan 1991-92	Anticipated Benefits (in Units)				Remarks (Specifically Environmental Measures/ Costs	
		Proposed Outlay	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92		Beyond 8th Plan
	1	10	11	12	13	14	15	16	17	18
1.	10.00	2.50	2.50	3.00	-	-	-	-	Scheme will be continued	
2(i)	8.00	1.50	1.50	2.00	-	-	-	-	Scheme will be continued	

1	2	3	4	5	6	7	8	9
2.(ii)								
National Accreditation Board (NAB)	D.1(5)	Central Scheme	1988-89	8.00	2.00	Nil		Not relevant
iii) Technology Forecasting Survey/Consultancy	D.3(6) D.7(11)	Central Scheme Central Scheme	1988-89	2.00	2.00	Nil		Not relevant
iv) Faculty and Staff development/Teachers Training	D.2(13)	Central Scheme	1988-89	3.00	3.00	Nil		Not relevant
v) Assistance to Professional Bodies/Teachers Training	D.7(10)	Central Scheme	1988-89	2.00	2.00	Nil		Not relevant
<b>II. TRAINING SCHEMES RELATING TO COURSES PROGRAMMERS &amp; QUALITY IMPROVEMENT</b>								
1. Apprenticeship Trg.	D.2(6) D.2(5)	Apprenticeship Trg. Scheme located at Kanpur Calcutta, Bombay and Madras.	1969-70	20.00	20.00	7.57	44.00	21.00
2. Development of P.G. Course	D.3(1)			10.00	10.00	5.30	-	-
3. Development Management Courses at Non-University Centres	D.6(3)	Institution (Education&Trg.) Located at Bombay	1963-64	3.50	3.50	1.26		

1	10	11	12	13	14	15	16	17	18
2(ii)	2.00	0.10	0.10	0.25	-	-	-	Scheme will be continued	
(iii)	2.00	0.10	0.10	0.25				- do -	
		0.30	0.30	0.25				- do -	
(iv)	3.00	0.15	0.15	0.50				- do -	
(v)	2.00	0.15	0.15	0.30				- do -	
II.1	20.00	3.00	3.00	3.45	50.00	30.00	Degree & Diploma holder	The activities proposed in the 8th Plan will continue and their estimate has not been done by the Boards.	
2.	10.00	1.00	1.00	2.00					
3.	3.50	0.50	0.50	0.60		0.50	0.60		

1	2	3	4	5	6	7	8	9
4.	Research and Development in Selected Hr. Technical Institutes		Central Scheme	1987-88	20.00	20.00	4.50	90 Enginerring Colleges in R&D activities and thereby improving teaching activities.
5.	Modernisation and Removal of Obsolescences	D.6(5)(3)	Central Scheme	1982-83	210.00	210.00	195.43	3000 students benefitted by modernising Lab. in Engg colleges/Poly.
6.	<u>Thrust Area of Tech. Education</u>							
i)	Strengthening of facilities in crucial areas of technology where weakness exists.	D.6(5)(1)	Central Scheme	1981-82	50.00	50.00	49.86	2500 Students have benefitted by creation and expansion of facilities in thrust areas.
ii)	Creation of infra-structure in areas of emerging technology.	D.6(5)(2)	Central Scheme	1981-82	70.00	70.00	71.65	
iii)	Programme in New and or Improved Technology and offering new courses in specialised fields.	D.2(12)	Central Scheme	1987-88	40.00	40.00	4.70	

1	10	11	12	13	14	15	16	17	18
4.	20.00	3.00	4.00	4.00	53,000	10,000	10200		
5.	210.00	37.00	50.00	45.00					
6(i)	50.00	7.00	10.00	10.00					
(ii)	70.00	10.00	14.00	14.00					
(iii)	40.00	7.00	10.00	10.00					



1	2	3	4	5	6	7	8	9
7. Institutional Network	D.7(1)(1)	Central Scheme	1981-82	9.00	9.00	7.40	Not applicable	
8. Community Polytechnica	D.5(1)	Central Scheme	1965-66	25.00	25.00	11.89		
9. Continuing Education	D.6(10)	Scheme for Training of Working Profession.	1987-88	10.50	10.50	1.15		
10. Institution-Industry Interaction	D.6(9)	Industrial Research Scheme	1988-89	8.00	8.00	2.28		
11. Super Computer at Indian Institute of Science, Bangalore	F.4(2)	Institute Bangalore		50.00	50.00	12.49	-	
12. Strengthening of Institutions for Non-corporate and Un-organised Sector.	D.1(3)	Central Scheme	1986-87	2.00	2.00	0.25	Not relevant	

1	10	11	12	13	14	15	16	17	18
7.	9.00	1.00	1.00	2.00	275.00	30.00	45.00		
8.	25.00	2.00	2.00	5.00	Transfer of Technology in rural areas.			Environmental measures have been taken into account.	
9.	10.50	1.50	1.50	1.65	The activities proposed in 8th Plan will continue. However, there will be rural additions depending upon the availability of funds.				
10.	8.00	1.50	1.50	1.65	- do -				
11.	50.00	1.00	27.00	26.00	Of Rs. 27.00 crores are not released in this Financial year, this amount will be required in the next Financial year.				
12.	2.00	0.20		0.30					

1	2	3	4	5	6	7	8	9
<u>III. INDIAN INSTITUTE OF TECHNOLOGY</u>								
1.	IIT, Bombay	D.6(1)(1)						
	IIT, Delhi	D.6(1)(2)						
	IIT, Kanpur	D.6(1)(3)	Central Scheme		100.00	100.00	87.73	Not relevant
	IIT, Kharagpur	D.6(1)(4)						
	IIT, Madras	D.6(1)(5)						
2.	IIT, Assam	D.6(1)(6)	Central Scheme		35.00	35.00	16.57	
		D.3(1)(1)						
3.	<u>INDIAN INSTITUTE OF MANAGEMENT</u>							
	IIM, Ahmedabad	D.6(4)(1)	Central Scheme	1961-62				
	IIM, Calcutta	D.6(4)(2)	Central Scheme	1962-63				
	IIM, Bangalore	D.6(4)(3)	- do -	1973-74				
	IIM, Lucknow	D.6(4)(4)	- do -	1984-85	65.00	65.00	40.99	Not relevant
4.	Regional Engineering Colleges	D.6(2)	Central Scheme	1959-60	130.00	130.00	50.65	5950 students full per year
5.	National Institute of Training Industrial Engineering (NITIE), Bombay.	D.2(2)	Central Scheme	1963-64	26.00	26.00	14.70	

	10	11	12	13	14	15	16	17	18
1.	100.00	15.00	15.00	25.00					
2.	35.00	3.00	3.00	5.00					
3.	65.00	11.50	11.50	19.56					The activities proposed in 8th Plan will continue beyond 8th Plan. Their estimate has not been done by the Institutions.
4.	130.00	19.00	20.00	32.60					Creation of Highly skilled manpower in Engineering.
5.	26.00	1.40	1.40	3.00					The activities proposed in the 8th Plan will continue and their estimate has not been done by the Boards.

1	2	3	4	5	6	7	8	9
6. National Institute of Foundry & Forge Technology, Ranchi (NIFFT) .	D.2(3)	Autonomous body fully financed by Central Govt. located in Bihar	1965-66	7.00	7.00	3.24	133 students per year.	
7. School of Planning and Architecture, SPA, New Delhi	D.2(4)	Autonomous body fully financed by the Central Govt. located in Delhi.	1955-56	20.00	20.00	7.70	198 students per year	
8. Longowal Institute of Engineering and Technology (LIET)	D.7(9)	Central Scheme	1987-88	50.00	50.00	5.00	Not applicable	
9. University Grants Commission Scheme	D.4(1)	Central Scheme	1981-82	100.00	100.00	49.95	- do -	
10. International Centre for Science and Technology (ICSTE)	D.3(2)	Central Scheme	1986-87	1.00	1.00	5.50		

1	10	11	12	13	14	15	16	17	18
6.	7.00	1.50	1.50	2.00	Creations of highly skilled manpower in Foundry and Forge Technologies.				
7.	20.00	2.50	3.00	4.00	Creations of highly skilled Manpower in Architecture.				
8.	50.00	3.00	10.00	10.00					
9.	100.00	15.00	15.00	20.00	Scheme will continue				
10.	1.00	0.10	0.10	0.20	Coordinated research programmes in the area of Science and Technology education and Technology education for which no coordinated efforts has been made in the country.				

1	2	3	4	5	6	7	8	9
11. Investment in Educational Consultant India Ltd., (Ed.CIL).	AA.1(1)	Central Scheme	1981-82	1.00	1.00	0.45		Not applicable
<u>IV. SCHEMES FUNDED FROM EXTERNAL SOURCES</u>								
1. World Bank Project Support to Technical Education/payment for Professional and Special Services	D.5(4)(1)	Central Scheme		5.00	5.00	NIL		Not applicable
2. Technical Teachers Training Insitutues (T.T.T.Is)	D.2(1)	Central Scheme		35.00	35.00	16.84		
3. Training & Technical Education for Handicapped.		Central Scheme						
4. Advanced Technical Courses		Central Scheme						

	10	11	12	13	14	15	16	17	18
11.	1.00	0.50	0.50	0.50		0.50	0.50		
IV.3.	5.00	1.00	0.60	1.00					
2.	35.00	5.00	5.00	7.00					
					Extensive training of teachers development of Institutes as Regional information resources centres, curriculum and staff Development etc.				Environmental measures have been taken into account.
B-2	-----								
Tot.	1130.00	159.00	217.00	261.01					
	-----								
B-3	----- N I L -----								



ANNEXURE III-C

DRAFT VIIIITH PLAN (1990-95) - PROPOSALS FOR PROGRAMMES/PROJECTS

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

ELEMENTARY EDUCATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated Cost	Eighth Plan (1990-95) Proposed Outlay
1	2	3	4	5	6
<u>New Schemes**</u>					
1.			1991-92	15.00	15.00
	(a)				
	(b)				
	(c)				
2.	Rajasthan Education Project	Rajasthan	1991-92	300.00	100.00
3.	World Bank Project		1991-92	-	100.00
4.	South Orissa Project		1991-92	-	100.00
					----- 315.00 -----

Annual Plan 1990-91		Annual Plan 1991-92		Anticipated Benefits (in Units)			Remarks (Specifically Environmental Measures/ Costs	
Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan		
1	7	8	9	10	11	12	13	14
1.	-	-	3.00	-	-	-	-	-
2.	-	-	20.00	Quatification would be done after the finalisation of the project			N.A.	
3.	-	-	3.00					External funds from World Bank would be tapped to provide basic education for educationally back- ward districts of U.P.
4.	-	-	1.00					
			27.00					

DRAFT VIIIITH PLAN (1990-95) - PROPOSALS FOR PROGRAMMES/PROJECTS

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

UNIVERSITY AND HIGHER EDUCATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated Cost	Eighth Plan (1990-95) Proposed Outlay
1	2	3	4	5	6
<u>New Schemes**</u>					
1.	Training of University University Administrators	All India	1991-92	3.00	3.00

Contd..

(Outlay/Expenditure in Rs. crores and  
Physical Targets/Benefits in  
relevant units of measurement)

Annual Plan 1990-91		Annual Plan 1991-92		Anticipated Benefits (in Units)			Remarks (Specifically Environmental Measures/ Costs	
Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan		
1	7	8	9	10	11	12	13	14
i.	-	-	0.60	-	-	-	-	-

ANNEXURE III-C

DRAFT VIIIITH PLAN (1990-95) - PROPOSALS FOR PROGRAMMES/PROJECTS

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

BOOK PROMOTION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated Cost	Eighth Plan (1990-95) Proposed Outlay
1	2	3	4	5	6
<u>New Schemes**</u>					
1. Strengthening of					
i) N.E.T.		All India	1991-92	Not yet finalised	0.45
ii) D.P.T. Composing Unit		All India	1991-92	- do -	0.14
iii) Production of foreign classics		All India	1991-92	- do -	0.15
iv) National Centre for Children Literature		All India	1991-92	- do -	2.00
v) Reading Club Movement		All India	1991-92	- do -	0.15
vi) National Agency for Book Distribution		All India	1991-92	- do -	0.25
TOTAL 3-C					3.14

1	Annual Plan 1990-91		Annual Plan 1991-92		Anticipated Benefits (in Units)			Remarks (Specifically Environmental Measures/ Costs
	Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan	1990-91	1991-92	Beyond 8th Plan	
7	8	9	10	11	12	13	14	
i)	-	-	0.07					
ii)	-	-	0.02					
iii)	-	-	0.03					
iv)	-	-	0.26					
v)	-	-	0.03					
vi)	-	-	0.04					
			0.45					

ANNEXURE III-C

DRAFT VIIIITH PLAN (1990-95) - PROPOSALS FOR PROGRAMMES/PROJECTS

NAME OF UNDERTAKING/DEPARTMENT/MINISTRY : HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION)

PLANNING AND ADMINISTRATION

Particulars	Code No. Major Head/Minor Head	Nature and location of the schemes	Commencement year	Estimated Cost	Eighth Plan (1990-95) Proposed Outlay
1	2	3	4	5	6

New Schemes\*\*

1.	Strengthening of External Academic Relations		1991-92	-	0.25
----	--	--	---------	---	------

Annual Plan 1990-91		Annual Plan 1991-92		Anticipated Benefits (in Units)			Remarks (Specifically Environmental Measures/ Costs	
Appd. Outlay	Anti. Outlay	Proposed Outlay	Eighth Plan 1990-91	1991-92	Beyond 8th Plan			
1	7	8	9	10	11	12	13	14
1.	-	-	0.05	-	-	-	-	-



ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : ELEMENTARY EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	Restructuring and Reorganisation of Teacher Education	-	9645	14165	9645	11515	It is not possible to indicate the estimated employment in person days. However, the expenditure incurred/to be incurred on construction works is as under :			
							78.91	145.00	25.00	35.00
2.	Shiksha Karmi Project		458	1860	930	1240	-	-	-	-
3.	National Council of Teacher Education (incl. professional development of teacher educators)			120	62	120	-	-	-	-
4.	Project for Basic Education for All in Rajasthan.	-	-	Not possible to estimate at present since the detailed project document is still under preparation.						

NOTE : Estimated continuing employment figures given above are progressive figures.

ANNEXURE-IV (contd.)

Scheme	<u>Expenditure/Outlay (in Rs. crores)</u>							
	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.
1.	151.80	73.91	392.00	145.00	59.80	25.00	73.80	35.00
2.	3.33	-	13.00	-	2.50	-	2.40	-
3.	-	-	8.00	-	1.00	-	1.50	-
4.	-	-	100.00	Not yet finalised	-	-	20.00	Not yet finalised

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
5.	Scheme of Assistance to VAS for NFE Centres.	-	1138	2704	1364	2500	-	-	-	-
6.	Operation Blackboard	-	57880	147000	60000	75000	5 Crores M.D.	5.3 Crores M.D.	2 cores	80 Lakhs M.D.
7.	Monitoring of Elementary Education	-	-	300	100	200	-	1 10 Lakhs M D.	36500	73000
8.	(i) NFE Programme for 9-14 age-group	145560 (144982)	186135 (177404)	229219 (216000)	201058 (191875)	210219 (198000)		N	I	L
	(ii) NFE Programme exclusively for girls	(21217)	(85906)	(132000)	(92625)	(12130)	The scheme is run by part-time instructors and supervisors. Figures in brackets indicate their numbers.			
9.	Mahila Samakhya	-	93	700	200	300			nil	
10.	Balbhawan				inf. not available					
11.	Bihar Edn., Project	Nil	Nil	50000	Not Assessable		Nil @218770	Not	Estmable	*Employment will be part-time
12.	World Bank Project	----- Not assessable -----								
13.	South Orissa Project	----- Not assessable -----								

@ Based on the standard assumption that 23% of the construction cost is toward the labour component (Masons, carpenters and builders). Average daily-wage around to be Rs. 42/-.

1.	12.	13.	14.	15.	16.	17.	18.	19.
5.	15.33 (since 1987-88)	-	181.50	→	15.50	•	48.00	-
6.	-	-	400.00	-	147.00	-	79.50	-
7.	-	-	15.00	-	3.00	-	3.00	-
8.(i)	77.17	Nil	240.00	Nil	14.30	Nil	51.04	Nil
(ii)	43.24	Nil	160.00	Nil	25.70	Nil	34.02	Nil
9.	0.97	Nil	35.00	Nil	5.00	Nil	7.50	-
10.	----- N.A. -----							
11.	Nil	Nil	120.00	41.54	4.00	Nil	20.00	→
12.	Nil	Nil	100.00	-	-	-	1.00	-
13.	Nil	Nil	100.00	-	-	-	1.00	→

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : SECONDARY EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*				
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	
1.	Vocationalisation of Education	Nil	29313	28233	5252	12224				-	
2.	Navodaya Vidyalaya	Nil	3308	3945 (addl.)	2310	1147	230.24 lakhs	40.00 lakhs	20.00 lakhs	20.00 lakhs	
3.	Yoga	Nil	Nil	30000*		5000*	-	-	-	-	
4.	Environmental Orientation to School Education	-----	Implementation of the scheme does not lead to generation of any employment - regular or otherwise.								-----

\* Special pay to given to existing teachers or part-time teachers to be employed.

Scheme	Expenditure Outlay (in Rs. crores)							
	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.
1.	125.95	117.30	600.00	59.55	84.20	18.15	137.95	22.08
2.	249.08	143.90	300.00*	30.00	35.00	15.00	67.00	15.00**
3.	0.57	-	40.00	-	8.80	-	2.70	-
4.	---- Not applicable ----							

\* The actual requirement of funds during the entire Eighth Plan period is 728.10 crores. Out of this, funds to the extent of Rs. 270.00 crores are required for the running of the Vidyalayas and 458.10 crores will be required for the construction of buildings of 261 existing Vidyalayas.

\*\* Additional sum of Rs. 428.10 crores will still be required for the completion of the buildings of the 261 Vidyalayas out of which the construction of work in most of the buildings has already commenced.







ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : UNIVERSITY AND HIGHER EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

The schemes/programmes of UGC are largely aimed at improving the quality and standards of teaching and research in the University and higher education system. Hence it is not possible to estimate the employment in terms of person days resulting from implementation of these programmes.

IGNOU proposes to introduce more programmes as well as expand its network of Regional and Study centres during the 8th Plan - depending on felt needs and available resources. Employment that would be generated cannot be estimated at this stage.

The IGNOU will be launching construction of its permanent buildings shortly. Employment generated would depend on the funds placed at their disposal for construction purpose.

ANNEXURE-IV (contd.)

Scheme	<u>Expenditure/Outlay (in Rs. crores)</u>							
	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.
	578.76	-	1007.50	-	134.00	◆	201.45	-

POSTS RECOMMENDED FOR EIGHTH PLAN IN THE STATE UNIVERSITIES  
(IN NUMBERS)

	STATE	PART-I				PART-II				TOTAL
		P	R	L	O	P	R	L	O	
1.	Andhra	15	12	22	5	2	3	12	3	74
2.	Assam	3	3	8	-	2	2	1	-	19
3.	Bihar	3	2	33	-	1	1	20	-	60
4.	Goa	-	-	-	-	-	-	-	-	-
5.	Gujarat	11	16	25	-	4	4	15	-	74
6.	Haryana	8	5	4	-	3	4	3	-	27
7.	Him.Pradesh	3	2	2	-	1	1	6	-	15
8.	Jammu&Kashmir	6	8	8	-	2	3	3	-	30
9.	Karnataka	10	11	20	-	6	5	6	-	58
10.	Kerala	3	6	17	-	1	6	6	-	39
11.	M.Pradesh	19	18	31	-	5	10	35	3	121
12.	Maharashtra	9	4	24	-	3	2	13	-	55
13.	Manipur	1	4	8	-	2	2	3	-	20
14.	Orissa	12	11	12	-	1	3	11	-	50
15.	Punjab	8	5	14	-	4	1	9	-	41
16.	Rajasthan	10	7	1	-	4	4	2	-	28
17.	Tamil Nadu	13	19	24	3	4	9	16	-	88
18.	Tripura	3	4	11	-	2	2	4	-	28
19.	U.Pradesh*	10	22	33	-	5	8	22	-	100
20.	W.Bengal	9	13	26	-	3	4	18	-	73
TOTAL		158	172	321	3	56	74	205	6	1000

In Central Universities, about 100 posts have proposed under Plan.  
Total Posts = 1000+100 = 1100

P=Professors      R-Readers      L=Lecturer      O=Others

\* Exlcuding Gorakhpur University

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : ADULT EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*				
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	
	Rural Functional Literacy Programme (R.F.L.P.)	Not Available.	The scheme is not meant for generating employment. The work is done by social activist, volunteers, who work as Instructors/Preraks. There are 478 RFLPs operational as on date. There are 1,34,000 Instructors and 13400 Preraks working at the grass root level as part-time and voluntary workers. They contribute 90 minutes and 3 hours per day respectively during their leisure time. They are paid Rs. 100/- and Rs.200/- approximately as honorarium. There are 4114 other categories of staff. The scheme is proposed to be phased out to reach zero level by the end of the Eighth Plan. The employability of the scheme would also accordingly be reduced.								

ANNEXURE-IV (contd.)

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Expenditure/Outlay (in Rs. crores)

Scheme	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.

---

----- NOT AVAILABLE -----

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : ADULT EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
	Assistance to Nehru Yuva Kendra	N.A.	18	---Yet to be worked out---			----- Not Applicable -----			
			In addition 600 instructors and 60 preraks were engaged under NYKS run adult education programme Preraks have also been engaged for running JSNs.							

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1.	12.	13.	14.	15.	16.	17.	18.	19.
----	-----	-----	-----	-----	-----	-----	-----	-----

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----- NOT AVAILABALE -----

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : ADULT EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
3.	Strengthening of Administrative Structure in States/UTs.	1985	3143	*	3143	3143	-----	N.A.	-----	-----

\* should be arrived at by adding the employment ( in person days) generated/to be generated in each year of the construction phase.



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1.	12.	13.	14.	15.	16.	17.	18.	19.
----	-----	-----	-----	-----	-----	-----	-----	-----

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----- NOT AVAILABALE -----

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
4.	Scheme of financial assistance to voluntary agencies in Adult Education.	25,000	1,25,000	5,000	12,000	1,500	-----NOT APPLICABLE-----			
			The scheme is not meant for generating employment. The work is done by social activist volunteers who are paid nominal honorarium depending upon whether they are Instructors/Preraks. The work is only part time and it is not possible to give exact number of persons employed.							
5.	Shramik Vidyapeeths	302	302	460	304	460				

1.	12.	13.	14.	15.	16.	17.	18.	19.
4.	53.96	-	137.00	-	15.00	-	19.25	-
5.	NOT AVAILABALE							

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
 DEPARTMENT : EDUCATION  
 BUREAU : LANGUAGES

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
----- N O T A P P L I C A B L E -----										

1.	12.	13.	14.	15.	16.	17.	18.	19.
----	-----	-----	-----	-----	-----	-----	-----	-----

----- NOT APPLICABLE -----

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : BOOK PROMOTION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
	<u>Existing Schemes</u>									
1.	Regional Offices	-	7	55	21	55	----- NOT APPLICABLE -----			
2.	Reproduction of Books	-	1	2	-	2				
3.	N.B.P.	-	-	21	-	21				
4.	Aadan Pradan & Classical literature	-	-	5	-	5				
5.	Normal prontoinal activities(Also Readers Club Scheme)	-	-	5	-	5				
6.	Publication of post Literacy	-	1	12	1	12				
7.	New Sales Promotion Measures	-	-	5	-	5				
	<u>New Schemes</u>									
1.	Strengthening of Trust	-	-	92	-	92				
2.	National Culture for Children Literature	-	-	87	-	87				
3.	Publication of Foreign Classic	-	-	5	-	5				
4.	Desk Top Composing	-	-	6	-	6				
5.	BEFCO	-	-	50	-	50				
		-	9	345	22	345				

ANNEXURE-IV (contd.)

<u>Expenditure/Outlay (in Rs. crores)</u>								
Scheme	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.
1.	0.50	-	0.31	-	0.08	-	0.26	-
2.	0.01	-	0.13	-	0.02	-	0.03	-
3.	-	-	0.38	-	-	-	0.07	-
4.	-	-	4.19	-	-	-	0.01	-
5.	-	-	0.08	-	-	-	0.01	-
6.	0.01	-	0.22	-	0.01	-	0.04	-
7.	-	-	0.07	-	-	-	0.01	-
<u>New Schemes</u>								
1.	-	-	1.45	-	-	-	0.27	-
2.	-	-	1.50	-	-	-	0.30	-
3.	-	-	0.22	-	-	-	0.04	-
4.	-	-	0.09	-	-	-	0.02	-
5.	-	-	0.10	-	-	-	0.15	-
	0.52	-	10.54	-	0.11	-	1.21	-

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : PLANNING AND ADMINISTRATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	Computerisation	-	-	-	-	-	-	18000	2000	4000
2.	Strengthening of Statistics	-	7	25	7	20	----- NOT APPLICABLE -----			
	Planning & Monitoring SC/ST	-	10	-	-	-				
		-	18	-	-	-				
3.	Installation of Mini Computer Terminal	7	9	12	9	11				
4.	UNESCO		----- N I L -----							



ANNEXURE-IV (contd.)

Scheme	<u>Expenditure/Outlay (in Rs. crores)</u>							
	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.
1.	NIL	NIL	1.00	NIL	0.10	NIL	0.20	NIL
2.	N.A		0.30	NIL	0.03	NIL	0.20	NIL
3.	23.65 lakhs	1.33 lakhs	33 lakhs	3 lakhs	5 lakhs	0.5 lakhs	6.5 lakhs	1.5 lakhs
4.			-----	N I L	-----			

ANNEXURE-IV

STATEMENT SHOWING EMPLOYMENT (SCHEME-WISE) IN THE SEVENTH/EIGHTH PLAN  
WITH THE CORRESPONDING FIGURES OF EXPENDITURE/OUTLAYS

MINISTRY : HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT : EDUCATION  
BUREAU : TECHNICAL EDUCATION

Sl. No.	Head of Development Scheme	Estimated Continuing Regular Employment (Persons)					Estimated Employment (in person days) generated in the construction phase*			
		March 1985	March 1990	March 1995 (Target)	March 1991 (Anti.)	March 1992 (Target)	1985-90 (Actual)	1990-95 (Target)	1990-91 (Anti.)	1991-92 (Target)
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

Direction & Administration

1.	AICTE : Establishment including Regional Offices, Committees, Boards etc.	----- NOT APPLICABLE -----								
2.	<u>AICTE Activities</u>									
i)	National Technical Manpower Information System									
ii)	National Accreditation Board	----- NOT APPLICABLE -----								
iii)	Technology Forecasting Surveys/Consultancy									
iv)	Faculty and Staff Development/Teacher Training.									
v)	Assistance to professional Bodies/Conferences	----- NOT APPLICABLE -----								

ANNEXURE-IV (contd.)

Schemes	<u>Expenditure/Outlay (in Rs. crores)</u>							
	1985-90		1990-95		1990-91		1991-92	
	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content	Total	Of which Capital content
1.	12.	13.	14.	15.	16.	17.	18.	19.

i.

THE INFORMATION IS NIL

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.

II. TRAINING SCHEMES RELATING TO  
COURSES PROGRAMMES AND  
QUALITY IMPROVEMENT

1. Apprenticeship Trg.

2. Development of P.G.  
Course

3. Development Management  
Courses at non-University  
Courses.

SCHEME IS EMPLOYMENT ORIENT SCHEME

4. Research and Development  
in Selected Higher  
Technical Institutions.

5. Modernisation and Removal  
of Obsolances

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|    |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|----|-----|-----|-----|-----|-----|-----|-----|-----|

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11.

THE INFORMATION IS NIL

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|    |    |    |    |    |    |    |    |    |     |     |
|----|----|----|----|----|----|----|----|----|-----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|----|----|----|----|----|----|----|----|----|-----|-----|

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THRUST AREA OF TECHNICAL EDUCATION

- i) Strengthening of facilities in crucial areas of Technology where weakness exists
- ii) Creation of infrastructure in areas of emerging technology
- iii) Programme in New or Improved Technology and offering new courses inspecialised fields.
- iv) Institutional Net work

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|    |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|----|-----|-----|-----|-----|-----|-----|-----|-----|

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(i) to (iv)

THE INFORMATION IS NIL

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|    |    |    |    |    |    |    |    |    |     |     |
|----|----|----|----|----|----|----|----|----|-----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|----|----|----|----|----|----|----|----|----|-----|-----|

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8. Community Polytechnics

The Technical Education System in the country aims at providing degree and diploma holders for managing suitable position in the professional fields in Industry. Public sectors undertakings and other employing departments. Technical Education imparted through engineering departments etc. is self job oriented.

9. Continuing Education Scheme

10. Institution-Industry  
Interaction

11. Super Computer at I.I.Sc.  
Bangalore.

12. Strengthening of institutions for non-corporate  
and unorganised sector.

### III. INDIAN INSTITUTE OF TECHNOLOGY

I.I.T., Bombay

I.I.T., Delhi

I.I.T., Kanpur

I.I.T., Kharagpur

I.I.T., Madras

2. Indian Institute of Technology



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|    |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|----|-----|-----|-----|-----|-----|-----|-----|-----|

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8 to 12

THE INFORMATION IS NIL

III.

THE INFORMATION IS NIL

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.

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3. INDIAN INSTITUTE OF MANAGEMENT

I.I.M., Ahmedabad  
I.I.M., Calcutta  
I.I.M., Bangalore  
I.I.M., Lucknow

The schemes are employment oriented

4. Regional Engineering Colleges

The manpower produced is for employment under various organisation/  
un-organised sectors as well as self-employment, teaching, research  
and higher studies.

5. National Institute of Training  
Industrial Engineering, Bombay

The scheme is employment oriented.

6. National Institute of Foundry  
and Forge Technology, Ranchi  
(NIFFT)

The manpower produced is for employment under various organisation/  
un-organised sectors as well as self-employment, teaching, research  
and higher studies.

7. School of Planning and  
Architecture (SPA),  
New Delhi.

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|    |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|----|-----|-----|-----|-----|-----|-----|-----|-----|

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3 TO 7

THE INFORMATION IS NIL



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|    |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|----|-----|-----|-----|-----|-----|-----|-----|-----|

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8 TO 11

THE INFORMATION IS NIL

IV.

THE INFORMATION IS NIL

ANNEXURE-VI

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : ELEMENTARY EDUCATION

(Rs. in crores)

| S.No. | Development Head and Sub-Head  | O U T L A Y                       |                      |                          |                             |                             |       |
|-------|--|-----------------------------------|----------------------|--------------------------|-----------------------------|-----------------------------|-------|
|       |  | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated | 1991-92<br>Propo-<br>posals |       |
|       | (1)  | (2)                               | (3)                  | (4)                      | (5)                         | (6)                         |       |
| 1.    | Restructuring and Re-organisation<br>of Teacher Education<br>Major Heads : 3601, 3602<br>and 2202            | 151.80                            | 40.69                | 392.00                   | 42.00                       | 73.00                       |       |
| 2.    | Shiksha Karmi Project 2202   | 3.33                              | 1.68                 | 13.00                    | 2.50                        | 2.40                        |       |
| 3.    | National Council for<br>Teacher Education<br>(Including Professional<br>Development of Teacher<br>Educators) | 2202                              | -                    | 8.00                     | 0.30                        | 1.50                        |       |
| 4.    | Project for Basic Education Not yet<br>for All in Rajasthan allotted   | -                                 | -                    | 100.00                   | -                           | 20.00                       |       |
| 5.    | Scheme of Assistance to<br>Voluntary Agencies for<br>N.F.E. Centres  | Since<br>1987-88                  | 15.33                | 6.70                     | 181.50                      | 15.50                       | 48.00 |

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90  | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|--|----------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)  | (8)                  | (9)                      | (10)                     | (11)                   |
| 1.    | The Scheme provides for establishment of DIETs/CTEs/IASEs, which will serve rural and urban areas both. The allocation for the scheme cannot be bifurcated into rural and urban components.  |                      |                          |                          |                        |
| 2.    | 3.33   | 1.68                 | 13.00                    | 2.50                     | 2.40                   |
| 3.    | NCTE will be a national level institution and will benefit the entire country.   |                      |                          |                          |                        |
| 4.    | -  | -                    | 78.80*                   | -                        | 15.80                  |
|       | * The detailed project document has not yet been finalised. However, since the project is aimed at benefitting both rural and urban areas, rural component of the proposed allocations for the project has been worked out on the basis of ratio of rural population to the the total population of the State. |                      |                          |                          |                        |
| 5.    | 13.80  | 6.03                 | 163.35                   | 13.95                    | 43.20                  |

ANNEXURE-VI (Contd.)

| (1)  | (2)    | (3)    | (4)    | (5)    | (6)    |
|--|--------|--------|--------|--------|--------|
| 6. Bal Bhavan Society  | 3.70   | 1.23   | 3.50   | 0.70   | 0.70   |
| 7. Bihar Education Project                                       | NIL    | NIL    | 120.00 | 4.00   | 20.00  |
| 8. Operation Blackboard  | 336.00 | 114.00 | 400.00 | 132.00 | 133.00 |
| 9. Monitoring of Elementary Education                            | -      | -      | 7.50   | 1.50   | 1.50   |
| 10.(i) Non-Formal Education Programme<br>for 9-14 age-group      | -      | -      | 240.00 | -      | 51.04  |
| (ii) Non-Formal Education Programme<br>for exclusively for girls | -      | -      | 160.00 | -      | 34.02  |
| 11. Mahila Samakhya  | 0.97   | 0.75   | 35.00  | 5.00   | 7.50   |
| 12. World Bank Project (UP Project)                              | -      | -      | 100.00 | -      | 3.00   |
| 13. South Orissa Project   | -      | -      | 100.00 | -      | 1.00   |



| RURAL COMPONENT |        |        | ANNEXURE-VI (Contd.) |        |       |
|-----------------|--------|--------|----------------------|--------|-------|
|                 | (7)    | (8)    | (9)                  | (10)   | (11)  |
| 6.              | 0.87   | 0.12   | 0.35                 | 0.07   | 0.07  |
| 7.              | -      | -      | 120.00               | 4.00   | 20.00 |
| 8.              | 373.32 | 126.98 | 400.00               | 147.00 | 79.50 |
| 9.              | -      | -      | -                    | -      | -     |
| 10.(i)          | 69.45  | 12.82  | 216.00               | 12.87  | 45.94 |
| (ii)            | 38.92  | 10.82  | 144.00               | 23.13  | 30.62 |
| 11.             | 0.97   | 0.75   | 35.00                | 5.00   | 7.50  |
| 12.             | -      | -      | 90.00                | -      | 2.30  |
| 13.             | -      | -      | 90.00                | -      | 0.90  |

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : SECONDARY EDUCATION

(Rs. in crores)

| S.No. | Development Head and Sub-Head            | O U T L A Y                       |                      |                          |                             |                             |
|-------|--|-----------------------------------|----------------------|--------------------------|-----------------------------|-----------------------------|
|       |  | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated | 1991-92<br>Propo-<br>posals |
|       | (1)                                      | (2)                               | (3)                  | (4)                      | (5)                         | (6)                         |
| 1.    | Vocationalisation of Secondary Education | 125.95                            | 43.96                | 600.00                   | 84.20                       | 137.95                      |

## RURAL COMPONENT

## ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90 | (Actuals)         | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|-------------------------|-------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)                     | (8)               | (9)                      | (10)                     | (11)                   |
| 1.    | 31.05<br>(39.11%)       | 17.19<br>(39.11%) | 360.00<br>(60%)          | 50.52<br>(60%)           | 82.77<br>(60%)         |

| (1)   | (2)    | (3)   | (4) | (5)    | (6) |
|---|--------|-------|-----|--------|-----|
| 2. Navodaya Vidyalaya   |        |       |     |        |     |
| a) Construction of Buildings                                  | 143.90 | 49.08 | }   | 15.00  | }   |
|   |        |       |     | 300.00 |     |
| b) Recurring and Non-recurring cost of running the Vidyalayas | 82.04  | 24.73 | }   | 15.60  | }   |
|   |        |       |     |        |     |

- NOTE : 1. The Scheme provides for the education of talented children predominantly from rural areas. According to it at least 75% of the students admitted in a school are to be from rural areas. As against this provision, 77.5% of the students are from rural areas. The scheme also provides reservation of seats for SC/ST in proportion to their population in the concerned district, provided that in no district such reservation is less than the national average. In 261 Vidyalayas 48940 students are studying as on 31.3.90 out of which 19.4% are SC; 11.2 are ST and 26.7% are girls.
2. Considering the above and the fact that the Vidyalayas are located in rural areas, the above figures have been given by taking that expenditure on construction as 100% under rural component and recurring and non-recurring as 78% (percentage of students from rural areas) under rural component.

RURAL COMPONENT

ANNEXURE-VI (Contd.)

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| (1) | (7) | (8) | (9) | (10) | (11) |
|-----|-----|-----|-----|------|------|
|-----|-----|-----|-----|------|------|

---

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| 2. | - | - | - | - | - |
|----|---|---|---|---|---|

| (1)  | (2)   | (3)   | (4)    | (5)   | (6)   |
|--|-------|-------|--------|-------|-------|
| 3. Improvement of Science Education              | 80.03 | 21.60 | 160.00 | 20.60 | 34.08 |
| 4. Environmental Orientation to School Education | 3.56  | 1.65  | 60.00  | 2.00  | 12.78 |

RURAL COMPONENT

| (1) | (7)                      | (8) | (9)  | (10) | (11) |
|-----|--------------------------|-----|--|------|------|
| 3.  | Not feasible to indicate |     | <p>The scheme envisages taking up the whole district as unit for assistance. In so far as selection of districts is concerned, the States/UTs have been instructed during 1990-91 to give preference to educationally backward districts i.e. the districts having lowest rate of literacy. Since 81% of upper primary schools, 74% of secondary schools and 46% of Senior Secondary Schools are located in rural areas, it is obvious that more than 50% of the resources would be invested in rural sector. It is, however, not possible to indicate exact rural component of the financial outlays as it would depend upon the districts to be selected by the States/UTs, the implementing agencies.</p> |      |      |
| 4.  |                          |     | <p>Not feasible to quantify the rural component as the scheme aims at integration of educational programmes in schools with local environment creating thereby a consciousness of the environment among students and teachers of all the schools located in rural or urban areas and the general community.</p>  |      |      |

| (1)  | (2)   | (3)  | (4)    | (5)  | (6)   |
|--|-------|------|--------|------|-------|
| 5. National Council of Educational Research and Training | 17.16 | 3.39 | 25.00  | 3.50 | 4.50  |
| 6. Open School   | 3.36  | 0.88 | 6.00   | 6.00 | 1.20  |
| 7. Population Project                                    | 3.42  | 0.75 | 6.00   | 1.00 | 1.25  |
| 8. Assistance to Culture/Art/Value                       | 1.25  | 0.43 | 3.00   | 0.60 | 0.60  |
| 9. CLASS   |       |      | 100.00 |      | 21.30 |
| 10. E.T.   |       |      | 151.50 |      | 31.95 |



| (1) | (7)   | (8)  | (9)           | (10)  | (11) |
|-----|-------|------|---------------|-------|------|
| 5.  | 12.18 | 2.41 | 17.75         | 2.49  | 3.20 |
| 6.  | 0.09  | 0.02 | 0.17          | 0.02  | 0.03 |
| 7.  | 2.43  | 0.53 | 4.26          | 0.71  | 0.89 |
| 8.  | ----- |      | N I L         | ----- |      |
| 9.  | ----- |      | 70% for Rural | ----- |      |
| 10. | ----- |      | 88% for Rural | ----- |      |

ANNEXURE-VI

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : UNIVERSITY AND HIGHER EDUCATION

(Rs. in crores)

| S.No. | Development Head and Sub-Head | O U T L A Y                        |                      |                          |                             |
|-------|-------------------------------|------------------------------------|----------------------|--------------------------|-----------------------------|
|       |                               | VIIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated |
| (1)   | (2)                           | (3)                                | (4)                  | (5)                      | (6)                         |

Not generally applicable in respect of programmes/schemes of UGC, although Universities/Colleges situated in rural areas are availing of UGC development assistance.

Indira Gandhi National Open University (IGNOU) is considering an ambitious project of extending distance education to the rural areas with UNDP assistance. No quantification of outlays is possible at this stage.

The rural component of the 8th Plan outlay of UGC may be taken as Rs. 150 crores which represents about 15% of the total outlay proposed. So far as other schemes of higher education are concerned, the provision of Rs. 10.50 crores made for setting up Rural institutes would be treated entirely as rural outlay in the plan.

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90 | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|-------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)                     | (8)                  | (9)                      | (10)                     | (11)                   |

----- N I L -----

ANNEXURE-VI

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : ADULT EDUCATION

(Rs. in crores)

| S.No. | Development Head and Sub-Head   | O U T L A Y                       |                      |                          |                        |                      |
|-------|---|-----------------------------------|----------------------|--------------------------|------------------------|----------------------|
|       |   | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Anticipated | 1991-92<br>Proposals |
|       | (1)   | (2)                               | (3)                  | (4)                      | (5)                    | (6)                  |
| 1.    | Rural Functional Literacy Project<br>Major Heads : 3601 (Plan & Non-Plan, 3602 and 2202<br>Sub Head : 4(4)(1), (2) & (3)<br>F.1(5), G.(3)(3); C.4 (4)(1). | 182.69                            | 41.63                | 220.00                   | 55.00                  | 52.00                |
| 2.    | Assistance to Nehru Yuva Kendra   | 8.14                              | 3.12                 | 12.00                    | 3.50                   | 1.25                 |
| 3.    | Post Literacy & Continuing Education  | 34.08                             | 11.63                | 140.00                   | 15.00                  | 22.00                |
| 4.    | Mass Programme of Functional Literacy   | 7.09                              | 3.00                 | 36.00                    | 6.00                   | 5.50                 |
| 5.    | Grants to Voluntary Agencies<br>Major Head : 2202 C.4(2) (Plan)   | 39.50                             | 14.20                | 116.45                   | 11.50                  | 16.50                |

Note : Figures given are approximate since there is no specific allocation under Rural and Urban components.

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90 | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|-------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)                     | (8)                  | (9)                      | (10)                     | (11)                   |
| 1.    | -----                   | NOT APPLICABLE       | -----                    |                          |                        |
| 2.    | -                       | -                    | 12.00                    | -                        | 1.25                   |
| 3.    | 34.08                   | 11.63                | 172.00                   | 15.00                    | 22.00                  |
| 4.    | 3.50<br>(Estimated)     | 1.50<br>(Estimated)  | 21.00                    | 3.00                     | 2.50                   |
| 5.    | 39.50                   | 14.20                | 90.00                    | 11.50                    | 15.00                  |

ANNEXURE-VI (Contd.)

| (1)   | (2)  | (3)  | (4)    | (5)   | (6)   |
|---|------|------|--------|-------|-------|
| 6. Central scheme of assistance for complete literacy programmes in selected areas/districts. | N.A. | N.A. | 250.00 | 25.00 | 65.02 |

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| (1) | (7)  | (8)  | (9)    | (10)  | (11)  |
|-----|------|------|--------|-------|-------|
| 6.  | N.A. | N.A. | 250.00 | 25.00 | 65.02 |

Note : The Programme is to be implemented in the districts which may include a couple of minor municipalities.

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : LANGUAGE DEVELOPMENT

(Rs. in crores)

| S.No. | Development Head and Sub-Head | O U T L A Y                       |                      |                          |                             |                             |
|-------|-------------------------------|-----------------------------------|----------------------|--------------------------|-----------------------------|-----------------------------|
|       |                               | VIith Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated | 1991-92<br>Propo-<br>posals |
| (1)   | (2)                           | (3)                               | (4)                  | (5)                      | (6)                         |                             |

50% of the allocation for languages development is likely to be used for the rural sector while framing out detailed schemes.



RURAL COMPONENT

ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90 | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|-------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)                     | (8)                  | (9)                      | (10)                     | (11)                   |

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : BOOK PROMOTION

(Rs. in crores)

| S.No.                             | Development Head and Sub-Head                         | O U T L A Y                       |                      |                          |                             |                             |
|-----------------------------------|---|-----------------------------------|----------------------|--------------------------|-----------------------------|-----------------------------|
|                                   |   | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated | 1991-92<br>Propo-<br>posals |
|                                   | (1)   | (2)                               | (3)                  | (4)                      | (5)                         | (6)                         |
| A. <u>Existing Schemes of NBI</u> |   |                                   |                      |                          |                             |                             |
| 1.                                | Regional Offices                                      | 0.53                              | 0.20                 | 1.05                     | 0.28                        | 0.22                        |
| 2.                                | Nehru Bal Pustakalaya                                 | 1.85                              | 0.50                 | 3.30                     | 0.50                        | 0.44                        |
| 3.                                | Aadan Pradan  | 0.29                              | 1.10                 | 0.60                     | 0.12                        | 0.10                        |
| 4.                                | Subsidy Scheme  | 0.91                              | 0.10                 | 1.50                     | 0.20                        | 0.20                        |
| 5.                                | Reproduction of Books in Punjabi                      | 0.09                              | 0.06                 | 0.25                     | 0.04                        | 0.06                        |
| 6.                                | Normal Promotion Activities                           | 0.64                              | 0.33                 | 1.10                     | 0.44                        | 0.35                        |
| 7.                                | Publication for Post Literacy<br>Education            | 0.11                              | 0.15                 | 0.40                     | 0.20                        | 0.18                        |
| 8.                                | Publication for School Library<br>Programme           | 0.05                              | 0.08                 | 0.15                     | 0.15                        | -                           |
| 9.                                | New Sales Promotion measures<br>including Book Kisoks | -                                 | 0.06                 | 0.30                     | 0.10                        | 0.08                        |
| 10.                               | Publication of Classic Literature                     | -                                 | 0.05                 | 0.15                     | 0.05                        | 0.04                        |
| 11.                               | Consultancy Service                                   | -                                 | 0.01                 | 0.02                     | 0.01                        | 0.01                        |
| 12.                               | Nehru Bhavan  | 0.10                              | 0.065                | 0.75                     | 0.59                        | 0.65                        |

## RURAL COMPONENT

## ANNEXURE-VI (Contd.)

| S.No.    | Seventh Plan<br>1985-90 | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|----------|-------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)      | (7)                     | (8)                  | (9)                      | (10)                     | (11)                   |
| 1.       | 0.25                    | 0.09                 | 0.52                     | 0.14                     | 0.11                   |
| 2.       | 1.35                    | 0.34                 | 2.31                     | 0.28                     | 0.29                   |
| 3.       | 0.07                    | 0.03                 | 0.15                     | 0.02                     | 0.03                   |
| 4.       | 0.38                    | 0.04                 | 0.60                     | 0.07                     | 0.08                   |
| 5.       | 0.01                    | 0.01                 | 0.12                     | 0.01                     | 0.03                   |
| 6.       | 0.11                    | 0.06                 | 0.38                     | 0.05                     | 0.12                   |
| 7.       | 0.08                    | 0.08                 | 0.04                     | 0.01                     | 0.18                   |
| 8.       | 0.04                    | 0.03                 | 0.11                     | 0.11                     | -                      |
| 9.       | -                       | -                    | 0.18                     | 0.02                     | 0.05                   |
| 10.      | -                       | -                    | 0.03                     | 0.003                    | 0.01                   |
| 11.      | -                       | -                    | -                        | -                        | -                      |
| 12.      | -                       | -                    | -                        | -                        | -                      |
| A. Total | 2.29                    | 0.68                 | 4.44                     | 0.713                    | 0.90                   |

|   | (1) | (2)  | (3)   | (4)   | (5)  | (6)  |
|---|-----|------|-------|-------|------|------|
| B. <u>New Schemes of NBT</u>                  |     |      |       |       |      |      |
| 1. Strengthening of Trust                     | -   | -    | -     | 0.45  | -    | 0.07 |
| 2. Desk Top Composing Unit                    | -   | -    | -     | 0.14  | -    | 0.02 |
| 3. Production of Foreign Classic              | -   | -    | -     | 0.15  | -    | 0.03 |
| 4. National Centre for Children<br>Literature | -   | -    | -     | 2.00  | -    | 0.26 |
| 5. Readers Club Movement                      | -   | -    | -     | 0.15  | -    | 0.03 |
| 6. National Agency for Book Development       | -   | -    | -     | 0.25  | -    | 0.04 |
| B. Total                                      |     | 4.57 | 1.805 | 12.71 | 2.68 | 2.78 |

| (1)      | (7)  | (8)  | (9)  | (10)  | (11) |
|----------|------|------|------|-------|------|
| 1.       | -    | -    | 0.16 | -     | 0.02 |
| 2.       | -    | -    | 0.06 | -     | 0.01 |
| 3.       | -    | -    | 0.04 | -     | 0.01 |
| 4.       | -    | -    | 0.40 | -     | 0.18 |
| 5.       | -    | -    | 0.10 | -     | 0.02 |
| 6.       | -    | -    | 0.15 | -     | 0.02 |
| B. Total | -    | -    | 1.91 | -     | 0.26 |
| G.Total  | 2.29 | 0.68 | 6.35 | 0.713 | 1.16 |

ANNEXURE-VI

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

SECTOR : PLANNING & ADMINISTRATION

(Rs. in crores)

| S.No. | Development Head and Sub-Head    | O U T L A Y                       |                      |                          |                             |                           |
|-------|----------------------------------|-----------------------------------|----------------------|--------------------------|-----------------------------|---------------------------|
|       |                                  | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actuals) | VIIIth Plan<br>Proposals | 1990-91<br>Antici-<br>pated | 1991-92<br>Propo-<br>sals |
|       | (1)                              | (2)                               | (3)                  | (4)                      | (5)                         | (6)                       |
| i)    | Training Seminar Workshops       | 0.05                              | 0.01                 | 0.07                     | 0.01                        | 0.01                      |
| ii)   | Research Studies                 | 0.05                              | 0.01                 | 0.13                     | 0.02                        | 0.02                      |
| iii)  | Library and Documentation Centre | 0.02                              | -                    | 0.08                     | 0.01                        | 0.02                      |

Note : NIEPA organises training programmes, refresher courses, workshops, Seminars of Senior educational officers of central and state government. NIEPA has also extending training programme to the functionaries of DIETS. These have direct bearing on urban and rural components. The actual quantification is not feasible however, the approximate rural component to nearest accuracy has been indicated in the proformae Annexure-VI.

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| S.No. | Seventh Plan<br>1985-90 (Actd.) | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-------|---------------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)   | (7)                             | (8)                  | (9)                      | (10)                     | (11)                   |
| 10    | 0.05                            | 0.01                 | 0.07                     | 0.01                     | 0.01                   |
| 11    | 0.03                            | 0.01                 | 0.13                     | 0.02                     | 0.02                   |
| 11A   | 0.02                            | -                    | 0.08                     | 0.01                     | 0.02                   |

FINANCIAL OUTLAYS : EIGHTH PLAN (RURAL COMPONENT)  
(E D U C A T I O N)

(Rs. in crores)

| TECHNOLOGICAL EDUCATION      |   | O U T L A Y                       |                     |                          |                               |                          |
|------------------------------|---|-----------------------------------|---------------------|--------------------------|-------------------------------|--------------------------|
| Department Head and Sub-head |   | VIIth Plan<br>1985-90<br>(Actual) | 1989-90<br>(Actual) | VIIIth Plan<br>Proposals | 1990-91<br>Approved<br>Outlay | 1991-92<br>Propo-<br>sed |
|                              |   | (2)                               | (3)                 | (4)                      | (5)                           | (6)                      |
| COUNCIL HEAD (2203)          |   |                                   |                     |                          |                               |                          |
| 1.                           | DIRECTOR'S OFFICE ADMINISTRATION;<br>NIDIC & its extension including<br>Regional Offices, Committees,<br>Board of study | 3.20                              | 2.00                | 10.00                    | 2.50                          | 3.00                     |
|                              | ACTIVITIES :  |                                   |                     |                          |                               |                          |
| i)                           | National Technical Response<br>Information System (NTHIS)   | 1.17                              | 0.25                | 5.00                     | 1.50                          | 2.00                     |
| ii)                          | National Accreditation Board (NAB)  | -                                 | -                   | 2.00                     | 0.10                          | 0.25                     |
| iii)                         | technology forecasting/surveys/<br>Consultancy  | -                                 | -                   | 2.00                     | 0.10                          | 0.25                     |
| iv)                          | Faculty and Staff Development/<br>Teachers Training   | -                                 | -                   | 3.00                     | 0.15                          | 0.50                     |
| v)                           | Assistance to Professional<br>Bodies/Conference   | -                                 | -                   | 2.00                     | 0.15                          | 0.30                     |



GENERAL INVESTMENT

ANNEXURE-VI (Contd.)

| Sl. No. | Project Name | 1989-90<br>(Actuals) | Eightth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|---------|--------------|----------------------|---------------------------|--------------------------|------------------------|
|         |              | (8)                  | (9)                       | (10)                     | (11)                   |
| 1       | -            | -                    | 6.25                      | 1.56                     | 1.97                   |
| 2       | -            | -                    | 8.33                      | 1.00                     | 1.33                   |
| 3       | -            | -                    | 1.33                      | 0.06                     | 0.12                   |
| 4       | -            | -                    | 1.00                      | 0.05                     | 1.17                   |
| 5       | -            | -                    | 1.50                      | 0.70                     | 0.25                   |
| 6       | -            | -                    | 13.33                     | 0.10                     | 0.20                   |

RURAL COMPONENT

ANNEXURE-VI (Contd.)

|   | (1) | (2)    | (3)   | (4)    | (5)   | (6)   |
|---|-----|--------|-------|--------|-------|-------|
| 17. TRAINING SCHEMES RELATING TO COURSES PROGRAMMES AND QUALITY IMPROVEMENT |     |        |       |        |       |       |
| 1. Apprenticeship Training  |     | 7.57   | 1.45  | 20.00  | 3.00  | 3.45  |
| 2. Development of P.G. Courses  |     | 5.30   | 1.45  | 10.00  | 1.00  | 2.00  |
| 3. Development management Courses at district level                         |     | 1.36   | 0.70  | 3.50   | 0.50  | 0.60  |
| 4. Research and Development in selected Higher Technical Institutions       |     | 4.50   | 1.70  | 20.00  | 3.00  | 4.00  |
| 5. Modernisation and Revival of Universities                                |     | 195.00 | 46.01 | 210.00 | 37.00 | 45.00 |

## RURAL COMPONENT

## ANNEXURE-VI (Contd.)

| C. No. | Seventh Plan<br>(1985-90) (Actuals) | 1987-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|--------|-------------------------------------|----------------------|--------------------------|--------------------------|------------------------|
| (1)    | (2)                                 | (8)                  | (9)                      | (10)                     | (11)                   |
| 14     | -                                   | -                    | 12.50                    | 1.80                     | 2.07                   |
| 25     | -                                   | -                    | 2.50                     | 0.25                     | 0.50                   |
| 28     | -                                   | -                    | -                        | -                        | -                      |
| 41     | -                                   | -                    | -                        | -                        | -                      |
| 51     | -                                   | -                    | 131.25                   | 25.12                    | 28.12                  |

## ANNEXURE-VI (Contd.)

| (1)  | (2)   | (3)  | (4)   | (5)   | (6)   |
|--|-------|------|-------|-------|-------|
| <b>INDUST AREA OF TECHNICAL EDUCATION</b>  |       |      |       |       |       |
| 1) Strengthening facilities in crucial areas of Technology where weakness exists.                  | -     | -    | 50.00 | 7.00  | 10.00 |
| 1(i) Creation of infrastructure in areas of emerging technology.                                   | -     | -    | 70.00 | 10.00 | 14.00 |
| 1(ii) Programmes in New and or Improved Technology and offering new courses in Specialised fields. | -     | -    | 40.00 | 7.00  | 10.00 |
| 7. Institutional Network   | 7.40  | 3.40 | 9.00  | 1.00  | 2.00  |
| 8. Community Polytechnics  | 11.89 | 1.02 | 25.00 | 2.00  | 5.00  |
| 9. Continuing Education Programmes   | 1.15  | 0.20 | 10.50 | 1.50  | 1.65  |
| 10. Institutions-Industry Interactions   | 2.23  | 0.51 | 8.00  | 1.50  | 1.55  |
| 11. Super Computer at I.I.Sc., Bangalore   | 12.45 | 1.60 | 50.00 | 1.00  | 25.00 |
| 12. Strengthening of Institutions for Non-corporate and Un-organised sectors                       | 0.25  | 0.10 | 2.00  | 0.20  | 0.30  |

RURAL COMPONENT

ANNEXURE-VI (Contd.)

| No. | Seventh Plan<br>1985-90 (Act.) | 1989-90<br>(Actuals) | Eighth Plan<br>Proposals | 1990-91<br>(Anticipated) | 1991-92<br>(Proposals) |
|-----|--------------------------------|----------------------|--------------------------|--------------------------|------------------------|
| D)  | (7)                            | (8)                  | (9)                      | (10)                     | (11)                   |
| 101 | -                              | -                    | -                        | -                        | -                      |
| 111 | -                              | -                    | -                        | -                        | -                      |
| 100 | -                              | -                    | -                        | -                        | -                      |
| -   | -                              | -                    | 1.80                     | 0.20                     | 0.40                   |
| -   | -                              | -                    | 25.00                    | 2.00                     | 5.00                   |
| -   | -                              | -                    | -                        | -                        | -                      |
| 0.  | -                              | -                    | -                        | -                        | -                      |
| 1.  | -                              | -                    | -                        | -                        | -                      |
| 2   | -                              | -                    | 1.54                     | 0.15                     | 0.23                   |

## RURAL COMPONENT

## ANNEXURE-VI (Contd.)

|   | (1) | (2)   | (3)   | (4)    | (5)   | (6)   |
|---|-----|-------|-------|--------|-------|-------|
| 11. INDIAN INSTITUTE OF TECHNOLOGY                              |     |       |       |        |       |       |
| (i) I. I. T., Bombay  |     |       |       |        |       |       |
| (ii) I. I. T., Delhi  |     |       |       |        |       |       |
| (iii) I. I. T., Kanpur  |     | 87.73 | 24.55 | 100.00 | 15.00 | 25.00 |
| (iv) I. I. T., Kharagpur  |     |       |       |        |       |       |
| (v) I. I. T., Madras  |     |       |       |        |       |       |
| 12. Indian Institute of Technology, Assam                       |     | 16.57 | 8.57  | 35.00  | 3.00  | 5.00  |
| 13. Indian Institute of Management                              |     |       |       |        |       |       |
| (i) I. I. M., Ahmedabad   |     | 40.99 | 19.55 | 65.00  | 11.50 | 19.54 |
| (ii) I. I. M., Calcutta   |     |       |       |        |       |       |
| (iii) I. I. M., Bangalore                                       |     |       |       |        |       |       |
| (iv) I. I. M., Lucknow  |     |       |       |        |       |       |
| 14. Regional Engineering Colleges (REC)                         |     | 50.65 | 12.40 | 130.00 | 17.00 | 32.60 |
| 15. National Institute of Training in Industrial Engineering    |     | 16.70 | 11.94 | 26.00  | 1.40  | 3.00  |
| 16. National Institute of Foundry and Forge Technology, Ranchi. |     | 3.24  | 0.95  | 7.00   | 1.50  | 2.00  |

| (1) | (7) | (8) | (9)   | (10) | (11)  |
|-----|-----|-----|-------|------|-------|
| 1.  | -   | -   | -     | -    | -     |
| 2.  | -   | -   | -     | -    | -     |
| 3.  | -   | -   | 9.85  | 1.74 | 2.92  |
| 4.  | -   | -   | 46.43 | 6.78 | 10.71 |
| 5.  | -   | -   | 6.50  | 0.35 | 0.75  |
| 6.  | -   | -   | 2.50  | 0.53 | 0.71  |

RURAL COMPONENT

ANNEXURE-VI (Contd.)

|   | (1) | (2)   | (3)   | (4)    | (5)   | (6)   |
|---|-----|-------|-------|--------|-------|-------|
| School of Planning and Architecture, New Delhi                |     | 7.70  | 1.70  | 20.00  | 2.50  | 4.00  |
| Longowal Institute of Engineering & Technology (LIET).        |     | 5.00  | 3.00  | 50.00  | 3.00  | 10.00 |
| University Grants Commission Scheme                           |     | 49.95 | 13.00 | 100.00 | 15.00 | 20.00 |
| International Centre for Science and Technology.              |     | 4.50  | -     | 1.00   | 0.10  | 0.20  |
| Investment in Educational Consultancy in India Ltd. (Ed. Ltd) |     | 0.45  | -     | 1.00   | 0.50  | 0.50  |



| (6) | (7) | (8) | (9)   | (10) | (11)  |
|-----|-----|-----|-------|------|-------|
| 7.  | -   | -   | 7.69  | 0.96 | 1.54  |
| 8.  | -   | -   | 45.00 | 3.00 | 10.00 |
| 9.  | -   | -   | 33.33 | 5.00 | 6.66  |
| 10. | -   | -   | 2.50  | 0.05 | 0.10  |
| 11. | -   | -   | -     | -    | -     |

RURAL DEVELOPMENT

ANNEXURE-VI (Contd.)

|   | (1) | (2) | (3) | (4)   | (5)  | (6)  |
|---|-----|-----|-----|-------|------|------|
| 10. Grants FORWARDED FROM DISTRICT OFFICE   |     |     |     |       |      |      |
| 11. Grants FORWARDED FROM DISTRICT OFFICE TO TEACHERS FOR CONSTRUCTION OF HOUSES FOR DISADVANTAGED AND DEPENDENT TEACHERS |     |     |     | 5.00  | 1.00 | 1.00 |
| 12. Technical Teachers' Inv. Scheme (T.T.S.)  |     |     |     | 35.00 | 5.00 | 7.00 |
| 13. Training and Technical Knowledge for Handicapped  |     |     |     |       |      |      |
| 14. Advanced Technical Education  |     |     |     |       |      |      |



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