

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

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1 Introductory

1 INTRODUCTORY

1.1.0 The Ministry of Human Resource Development was created in 1985 for integrating all efforts for the development of human potential in the areas of education, the youth, women and children, arts, culture and sports. This Report covers activities of the four Departments which constitute the Ministry. The Report is presented in four parts:

Part-I	Education
Part-II	Culture
Part-III	Youth Affairs & Sports
Part-IV	Women and Child Development

DEPARTMENT OF EDUCATION

1.2.1 National Policy on Education (NPE) was adopted by Parliament in 1986 and its implementation commenced soon thereafter. As contemplated under NPE a CABE (Central Advisory Board of Education) Committee on Policy was set up under the Chairmanship of Shri N.Janardhana Reddy, Chief Minister of Andhra Pradesh. This Committee was required to take in account all developments since NPE which have a bearing on policy and the Report of the NPE Review Committee. This Committee submitted its report on 22nd January, 1992. The report is to be considered by the CABE. On receipt of the CABE's recommendations the government will finalize its views on modifications to be made in the Policy.

1.2.2 Universalisation of elementary education, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernisation of technical education, improvement of quality content and process of education at all levels continued to be the themes of national endeavour in the field of education.

1.2.3 In elementary education, the focus shifted from enrolment, per se, to retention and achievement -- a shift which reflects the renewed concern for improving efficiency of investment and for monitoring programmes in terms of outcomes rather than in terms of inputs such as coverage and expenditure alone. The focus also shifted from exclusive concern with schooling to a holistic perception which stressed the need of providing alternative system of education of comparable quality to working children and girls whom the schools cannot reach. The concepts of participative micro-planning and local level capacity building were given wide currency and tested and tried through experimental projects. They would be important elements of the strategy to achieve UEE.

1.2.4 In the field of adult literacy, Total Literacy Campaigns (TLCs) demonstrated the feasibility of community mobilisation to further universalisation of elementary education (UEE). Following the State of Kerala, the Union Territory of

Pondicherry, Burdwan district in West Bengal, the Sindhudurg district in Maharashtra and Dakshin Kannada district in Karnataka have achieved total literacy through the campaign method. These campaigns are now in progress either fully or partially in more than a hundred districts of the country. The results manifested themselves in the provisional figures of 1991 census which reflect that for the first time the literacy rate climbed over and above the 50 per cent mark. It is a matter of pride and a measure of the success achieved on the literacy part that for the second consecutive year India has bagged the prestigious Noma Literacy Prize, this time it is going to the Government of West Bengal.

1.2.5 Emphasis continued to be laid, in the content of education, on promotion and development of fundamental values like national integrity, secularism, more opportunities to women, focus on environmental and population education, etc.

1.2.6 At the international level, India was a participant in the 26th General Conference of UNESCO held in Paris during October-November, 1991. This conference approved the programmes and budget for the biennium 1992-93 in UNESCO's areas of competence. A major decision has been to set up an International Commission on Education in the twenty-first century. Further, the International Consultative Forum on Education for All met in December, 1991 to review the progress made by Member States of UNESCO and various developmental agencies towards achieving the goal adopted in the Jomtien Conference to achieve Education for All by 2000 A.D.

1.2.7 The strategies planned to achieve the goal in the education sector recognize the need for:

- i) Involvement and participation of States/UTs in the implementation of programmes/schemes.
- ii) Mobilization of voluntary efforts/agencies.
- iii) Cooperation and participation at the international level.

DEPARTMENT OF CULTURE

1.3.1 The year 1991-92 witnessed a continued thrust in promotion, development and dissemination of art and culture at the National and International levels. The Zonal Cultural Centres cut across territorial boundaries to bring cultural awareness among the people of different regions. The accent in those centres has been towards folk, tribal and rural art with emphasis on documentation and preservation of some dying art forms, besides inter zonal cultural festivals for national integration and harmony. Besides signing/renewing Cultural Exchange Programmes with nine countries during the year like Hungary, Peru, The Democratic People's Republic of Korea, Mangolia, Oman, Columbia, Jordan, Sri Lanka and Zimbabwe, the

Festival of India in Germany consisting of exhibitions, seminars, performing arts and a film festival opened in September, 1991. The Festival has played a vital role in opening a window to our culture for the people of Germany.

1.3.2 Departmental institutions responsible for the preservation and maintenance of our cultural heritage, e.g., our historical monuments and archives continued their activities during the year. Besides annual maintenance of the Centrally protected monuments, as many as 490 monuments were taken up by the Archaeological Survey of India during the year for major structural conservation. In the field of exploration, during the course of village to village survey in different parts of the country, some new sites were unearthed by the A.S.I. The A.S.I. conducted excavations at a number of sites in Bihar, Gujarat, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Orissa and Tamil Nadu. The excavations carried out at Kolhua in District Muzaffarpur (Bihar) brought to light a number of votive stupas, part of a monastic complex and brick temple.

1.3.3 The Sahitya Akademi continued to achieve its objectives of promotion of literature, recognising men of letters and improving the standards of literature and literary criticism, while the Sangeet Natak Akademi pursued its activities on the promotion and growth of music, dance and drama and also the revival, preservation, documentation and dissemination of tribal/folk forms of music, dance and drama. The Lalit Kala Akademi also undertook programmes and projects for the promotion of the plastic arts.

DEPARTMENT OF YOUTH AFFAIRS AND SPORTS

1.4.1 1991-92 can be described as the year of revamping the youth programmes introduced by the Government during 1985-89. Adequate emphasis was given to youth programmes so as to provide new opportunities for the youth to divert their energies in nation building activities. Special emphasis was given to achieve broad basing of sports and to spot talents for nurturing and encouraging them to attain excellence in performance and achieving better standards to meet international challenges.

1.4.2 The Youth Affairs and Sports Ministers' Conference was organised which was inter-alia attended by incharge of Youth and Sports of all the States and Union Territories. The Conference suggested ways and means to improve the quality and the coverage of programmes. The other major activities during the year under Youth Affairs and Sports are discussed below:

- i) Efforts continued through National Service Scheme, a programme of university students, for community development in the adopted villages. The university students continued their participation in the National Literacy Mission. They also took up a project supported by World Health Organisation for creating awareness on HIV virus and AIDS.

- ii) The Governing Board of Nehru Yuva Kendras was reconstituted and the release of funds for the programmes resumed. The Board decided to expand its activities to cover all districts in the country and to establish additional Kendras for bigger districts and those districts which have predominant tribal population.
- iii) National Integration Camps, festival of University students, Adventure programmes and Exhibition for Youth were organised. Special attention was given to tribal youth providing continued support and funding for taking up programmes exclusively for them.
- iv) Scouts and Guides Movement continued to grow in its activities and programmes to develop the personality of children/youth.
- v) The Department continued assisting Commonwealth Youth Programmes and strengthening United Nations Volunteers programmes specially United Nations participatory programmes in Asian region. These efforts brought about international understanding and feeling of togetherness among the youth.
- vi) In the field of sports, a drive was launched to review the schemes to update and harmonise them more closely wherever necessary. Also there was greater interaction amongst voluntary bodies in sports, the public and private enterprises interested in sports and persons knowledgeable in sports. Consequently, many new ideas emerged which have been developed for appropriate incorporation in the existing schemes and conception of new schemes.
- vii) As the sports development cannot be based only on monetary support from Government resources, expertise and support of private and public sector enterprises have been enlisted to start National Academies for different sports disciplines.
- viii) Assistance of about Rs.238.00 lakh (i.e. till 31.12.1991) was sanctioned to National Sports Federations for conducting Coaching Camps, organising National/International tournaments in India and for participation abroad.

Some of the highlights of achievements in sports during the year were -

- In the 5th SAF Games held at Colombo during December, India won 64 Gold, 59 Silver, and 41 Bronze medals.

- In the 4th Commonwealth Wrestling Championship held at Newzealand during October, Indian team won 3 Gold, 1 Silver and 5 Bronze medals and secured 2nd position out of 8 countries.
- Mr. Leander Paes of India won the Junior US Open Tennis Championship held in USA during June, 1991.
- In the 4th Women and 5th Men Junior Asian Weightlifting Championship held in Indonesia during August, Indian team won 8 Silver and 5 Bronze medals.
- Indian team won the 6th Indira Gandhi International Hockey tournament held at New Delhi during January, 1992.
- Shri Vishwanath Anand achieved a historic success by winning a very strong international Chess tournament held in Italy during January, 1992.
- At the World Women powerlifting Championship held in New Delhi in June, 1991, India came third as a team.
- At the 5th World Women Weightlifting Championship held in Germany in September, 1991, India won a Silver medal.

DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT

1.5.1 The Department of Women and Child Development continued its programmes in the areas of women's development as well as of the child development. The strategy adopted involves empowerment of women through education and awareness generation and greater emphasis on vocational training and employment so as to enable women to enter the main-stream of economic development as equal partners. The renewed attack on prevailing forms of gender-bias with special focus on the girl child is another priority area. To investigate and examine all matters relating to constitutional and legal safeguards provided for women and to review existing legislations, the Department of Women and Child Development have constituted the National Commission for Women under the National Commission for Women Act, 1990. It has also been decided to set up the office of the Commissioner for Women's Rights. Sensitisation of the enforcement and the administrative machinery to women's issues, is also an important new initiative which has gathered momentum. A comprehensive plan of action for the SAARC Decade of the Girl Child is also under finalisation.

1.5.2 In the area of child welfare and development, the Department expanded the world's largest nutrition programme, called the Integrated Child Development Scheme (ICDS), to cover

2594 projects (including the state sector projects) in the country catering to 138 lakh children and 27 lakh pregnant and nursing mothers. The effort during the year has been to improve the quality of services under the programme and also to improve the delivery of substantive programme components through the convergence of services meant for women and children in the country. A focus on adolescent girls with a view to catering to their health, nutritional and vocational needs as well as tapping their potential as future social animators is an essential part of this strategy. A comprehensive national programme of action on children, as a follow up of the World Summit on Children and the World Declaration on the Survival, Protection and Development of Children, is under finalisation.

1.5.3 In addition, the details of the Indira Mahila Yojana which aims at radical restructuring of existing programme design, the creation of a system of holistic delivery of services for women and children and the economic empowerment of women are under formulation. The Scheme also visualizes the creation of a recipient group at the village level which oversee the integrated delivery system and articulate the concerns of women and children.

2 Overview

2 OVERVIEW

Allocation of Funds and their use

2.1.1 A budget provision of Rs.1805.30 crore was made for Education in the Central Sector during the year 1991-92. Out of this Rs.774.00 crore was under Non-plan and Rs.1031.30 crore under plan including Border Area Development Programme.

2.1.2 All the ongoing programmes under NPE continued to be implemented on a project oriented basis in close coordination with the States and Union Territories. However, in so far as financial resources were concerned, the Department kept in mind the Planning Commission's intention to reverse the past practice of retaining physical targets of crucial social sector goals but reducing the financial outlays on the ground of financial stringency. It assumed that need-based financing would be made available in the high priority areas of universalisation of elementary education, adult literacy and vocationalisation. In the areas of higher and technical education, reliance on non-governmental resources was also made. Emphasis was also laid on systematic monitoring and evaluation to improve cost-effectiveness and programme delivery.

Review of NPE

2.2.0 National Policy on Education (NPE) was adopted by Parliament in 1986 and its implementation commenced soon thereafter. As contemplated under NPE a CABE (Central Advisory Board of Education) Committee on Policy was set up under the Chairmanship of Shri N.Janardhana Reddy, Chief Minister of Andhra Pradesh. This Committee was required to take in account all developments since NPE which have a bearing on policy and the Report of the NPE Review Committee. This Committee submitted its report on 22nd January, 1992. The report is to be considered by the CABE. On receipt of the CABE's recommendations the government will finalize its views on modifications to be made in the Policy.

Programme Implementation

2.3.1 The priorities formulated and efforts made to implement the various programmes during the year under review are given below:

Elementary Education

2.3.2 In the field of elementary education, which is the core sector in educational development, the emphasis was no longer on enrolment alone; participations and achievement have begun to be emphasised. A new perspective of minimum levels of learning was brought to bear on universalisation of elementary education throughout the country. The principal achievement so far under the major programmes of Operation Blackboard, Non-formal Education, Teacher Education and Minimum Levels of Learning were:

Coverage of Blocks for the purpose of improvement of schools infrastructure	5275
Number of schools covered	4.04 lakh
Number of additional teacher's posts sanctioned	1.15 lakh
Number of non-formal educational centres	2.72 lakh
Number of teacher education institutions sanctioned (District Institutes of Education and Training, Colleges of Teacher Education and Institutes of Advanced Study in Education)	324
Number of MLL projects started	18
Number of Experimental and Innovative projects for Elementary Education including Non-formal Education sanctioned	49

2.3.3 Adult Literacy

- i) Provisional figures of 1991 census have presented a considerably altered literacy scenario of the country; for the first time the literacy rate climbed over and above the 50 per cent mark signifying that there are now more number of literates than illiterates in the country.
- ii) The National Literacy Mission through the mechanism of Total Literacy Campaigns also made considerable progress not only through the launching of these campaigns either fully or partially in more than hundred districts of the country but also in achieving total literacy in Burdwan (West Bengal), Gandhinagar (Gujarat), Union Territory of Pondicherry, Sindhudurg (Maharashtra) and Dakshin Kannada (Karnataka) emulating the success of Ernakulam district in Kerala State.
- iii) Post-literacy programmes were also taken up in the districts where the Total Literacy Campaigns have concluded with the objective of strengthening and reinforcing the literacy skills of the neo-literates so that they are capable of independent self-directed learning.
- iv) Attempt to standardise the pedagogy of the adult learners continued by making it mandatory to use only the IPCL materials in all the programmes of adult

education. For this purpose, rigorous screening was done by a national level review committee of all the materials produced before they were actually put to use.

- v) Centre-based programme was revised and reorganised to make it effective and result-oriented. The voluntary organisations were allowed more flexibility in the revised scheme and procedures streamlined to encourage them to take up projects aimed at eradicating illiteracy in specific areas be it a village, a group of villages or a block.

2.3.4 Secondary Education

- i) Under the scheme of vocationalisation of secondary education stress was laid on practical training of students and action is in progress to start vocational courses specific to the needs of the users to ensure ready employment and self-employment. A National Seminar on Vocationalisation of Education was organised by NCERT to review the progress of the implementation of the scheme.
- ii) Under the National Population Education Project, emphasis was given on preparation of training materials and production of video programmes on population growth and environment.
- iii) Assistance provided for strengthening cultural/art input in the educational content and process, value education in school system and implementation of innovative programmes at school stage.
- iv) Stress laid on all sided improvement in the content and process of education, particularly by improving teaching of science and mathematics, of the language particularly English, giving environmental orientation to education programmes and by systematic introduction of educational reforms.
- v) Examination reforms.

2.3.5 Teacher Education

- i) Improvement of existing District Institutes of Education and Training (DIET) and establishment of a DIET in uncovered districts.
- ii) Upgradation of selected Secondary Teacher Education Institutions into Colleges of Teacher Education/Institutions of Advanced Study in Education (CTEs/IASEs)
- iii) Strengthening of State Council of Educational Research and Training.

- iv) Establishment and strengthening of departments of education in universities by the University Grants Commission.

2.3.6 Technical Education

- i) Under the programme of modernisation and removal of obsolescence in technical education, 328 projects were supported with financial assistance amounting to Rs.29.50 crores.
- ii) The second phase of the Technician Education Project with World Bank assistance was approved to cover eight more States and the Union Territory of Delhi. With this, the Project covers sixteen States and one Union Territory with an outlay of approximately Rs.1657 crores. While the first phase of the Project is under implementation, the second phase is expected to be operational by March, 1992.
- iii) The number of Community Polytechnics for meeting the needs of rural sector rose to 159. These institutions would train on an average of about 25,000 rural youth every year.
- iv) The Boards of Apprenticeship Training facilitated training of over 22,000 students.
- v) During the year, All India Council for Technical Education approved 42 new institutions and 231 new programmes to be introduced in the technical and management institutions.

2.3.7 University and Higher Education

- i) There has been a steady growth of higher education system in the country since independence. The number of universities has increased from 25 at the time of independence to 175 (including 28 deemed universities), and the number of colleges from 700 to nearly 7,000 at the end of the Seventh Plan period. The enrolment of students has increased from 2 lakh at the time of independence to 42 lakh in 1989-90. Of the total enrolment of 42 lakh, 37 lakh students (88%) were enrolled in graduate programmes, 4 lakh (9.5%) in post-graduate and 47,000 (1.1%) in research. 55,000 (1.3%) students were enrolled in diploma or certificate programmes. The number of women students was around 13 lakh (32%). About 10% of the total enrolment was for SCs and STs.
- ii) There has been a perceptible change in the trend in the growth of student enrolment during 1980s. While student enrolment increased by over 5% average each

year upto 1985-86, the annual growth of student enrolment from 1986-87 has been between 4.1% and 4.2% each year. It is estimated that if this rate of growth continues, the total enrolment at the end of Eighth Five Year Plan should be around 60 lakh students.

- iii) The faculty-wise break-up of students enrolment shows that nearly 40% of students were enrolled in Arts and Humanities, 22% in Commerce, 20% in Science, 5% in Engineering & Technology, 5% in Law, 3.4% in Medicine and 1% in Agriculture. While there is steady increase in the number of students enrolled in each faculty, the percentage of enrolment for each faculty in the total enrolment has remained steady during the last five years.
- iv) The enrolment in correspondence courses and open universities at the end of Seventh Plan was approximately 5 lakh students. There has been considerable enthusiasm for distance education system in the last 2-3 years. Indira Gandhi National Open University (IGNOU) has enrolled more than one lakh students. One of the thrust areas during the Eighth Plan period would be to achieve additional enrolment of one million students in open universities and distance education institutions.
- v) Keeping in view the needs of the system of higher education in the country and the schemes already initiated during the Seven Five Year Plan, the following would be the thrust areas for development of higher education during the Eighth Five Year Plan:-
- 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, Universities Departments and examination reforms, 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.
 - Generation of financial resources from within the system.

- Additional enrolment of one million students in Open Universities and distance education system.

2.3.8 Language Development

- i) Government of India rendered financial assistance to meet the salary costs of 1394 posts (upto January, 1992) of Hindi teachers in Non-Hindi speaking areas in different parts of the country. Thirty-five Hindi Teacher Training Colleges were supported. These Institutions provided training to about 1,360 trainees.
- ii) The Central Hindi Directorate offered Correspondence Courses for teaching Hindi in regional languages to 14,000 persons.
- iii) The Central Institute of Indian Languages, Mysore, continued its programme of training of teachers from Hindi speaking areas in Modern Indian Languages.
- iv) The Central Institute of English and Foreign Languages (CIEFL) played an effective role in coordinating the activities of the English Language Teaching Institutions. CIEFL also monitored the schemes of Saturation Training of English language teachers through District Centres.

2.3.9 Border Area Development (Education) Programme (BADEP)

Border Area Development (Education) Programme was implemented for the fifth year in succession in the border States of Gujarat, Jammu and Kashmir, Punjab and Rajasthan covering 18 Border districts and 79 Border Blocks. The cumulative level of investment by the end of 1991-92 under the programme is likely to be Rs.225 crores. Financial assistance was rendered to the States under this programme in all priority areas of Education such as Universalisation of Elementary Education, improvement of Secondary Education, Vocational Education, Culture and Sports besides establishment of I.T.I's and Polytechnics.

2.3.10 International Cooperation

- i) Indian National Commission for Cooperation with UNESCO (INC) with its Secretariat in the Department of Education has contributing significantly to UNESCO's work particularly in the formulation and execution of its programmes. INC continued to provide effective intellectual inputs in UNESCO's regional programmes.
- ii) The Indian delegation led by the Minister for Human Resource Development played an important role in the 26th Session of the General Conference of UNESCO held

in Paris from 15th October to 7th November, 1991. A delegation led by the Education Secretary made an important contribution to deepen collaboration among the SAARC Member countries in the 3rd Meeting of the SAARC Technical Committee on Education in Islamabad in August, 1991.

- iii) Measures were taken to strengthen external academic relations by close monitoring of the implementation of the education component of the bilateral Cultural Exchange Programmes and other agreements.
- iv) UNESCO awarded the Noma literacy Prize to the Government of West Bengal for its outstanding contribution in the struggle against illiteracy.

2.3.11 Education of Scheduled Castes, Scheduled Tribes and Women

- i) Thrust continued on removal of disparities and equalisation of educational opportunities to Scheduled Castes and Scheduled Tribes.
- ii) All out efforts made for improving girls/womens participation in education.

Resources for Education

2.4.0 The Gross Domestic Product (GDP) at current prices for the year 1989-90 is estimated to be Rs.395,000 crores. The budget of the Education Departments in the Centre and the States for the same year (1989-90) is Rs.13619 crores. This investment is of the order of 3.5 per cent of the GDP.

3 Administration

3 ADMINISTRATION

Organisational Structure

3.1.0 The Department of Education, one of the constituents of the Ministry of Human Resource Development, is under the overall charge of Minister of Human Resource Development. The secretariat of the Department is headed by the Secretary who is assisted by an Additional Secretary and an Educational Adviser (Technical). The Department is organised into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser assisted by Divisional Heads. The set-up of the Department is shown in the organisation chart appended to this report.

Subordinate Offices/Autonomous Organisations

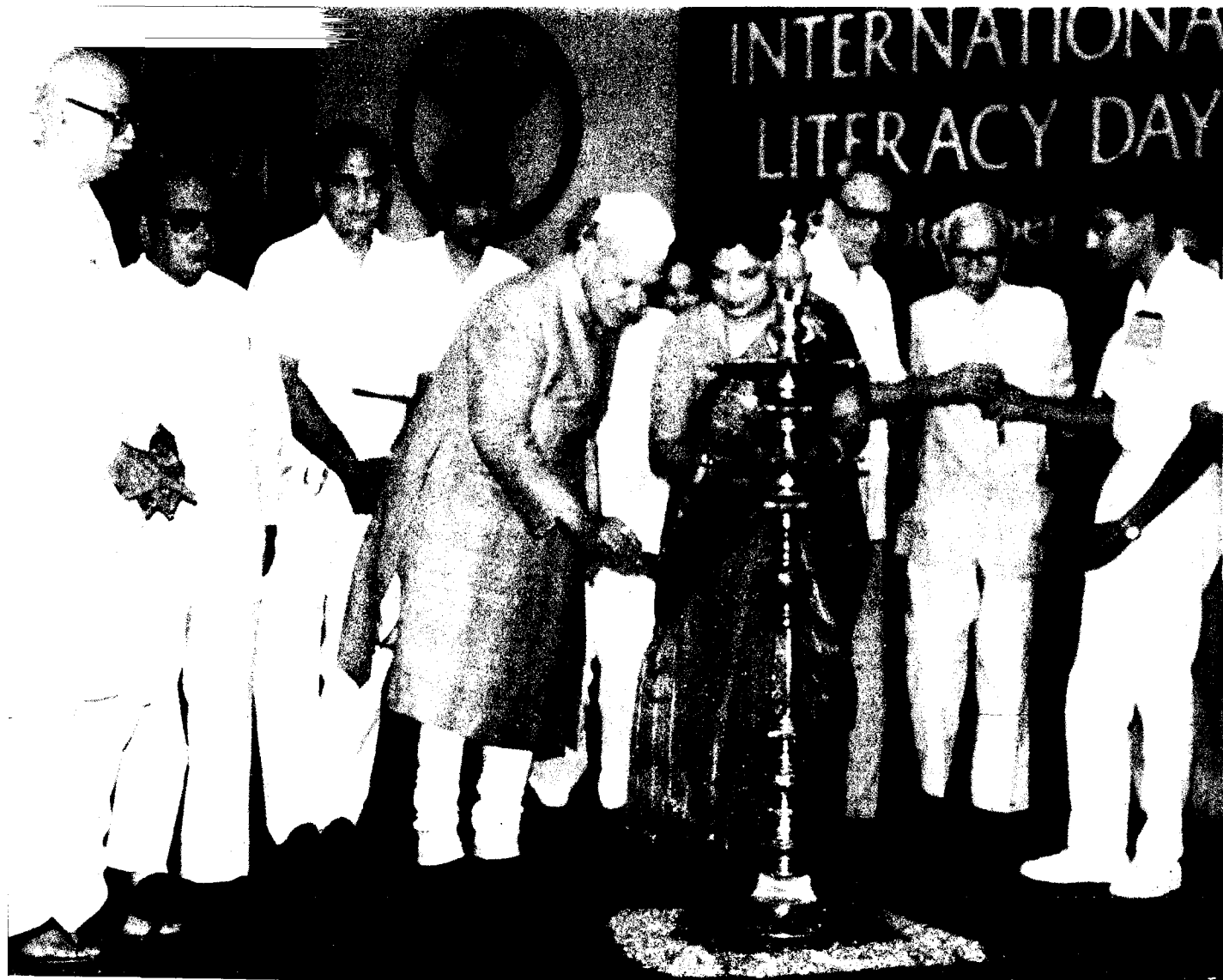
3.2.1 Over the years, a number of subordinate offices and autonomous organisations have come up under the Department. The important subordinate offices are:-

- The Directorate of Adult Education (DAE)
- The Central Hindi Directorate (CHD)
- The Commission for Scientific and Technical Terminology (CSTT)
- The Bureau for Promotion of Urdu (BPU)
- The Central Institute of Indian Languages (CIIL)

3.2.2. The important autonomous organisations are :

- The National Council of Educational Research and Training (NCERT), New Delhi, a national level resource institution operating in the school sector.
- The National Institute of Educational Planning and Administration (NIEPA), New Delhi also a national level resource institution, specialising in problems of educational management.
- The University Grants Commission (UGC) New Delhi, which coordinates and sets standards in the area of higher education.
- The All India Council for Technical Education (AICTE), New Delhi, which coordinates and sets standards in the area of technical education.
- The following institutions are engaged in higher educational research.

- * Indian Institute of Advanced Study (IIAS) Shimla.
- * Indian Council of Social Science Research (ICSSR), New Delhi.
- * Indian Council of Historical Research (ICHR), New Delhi.
- * Indian Council of Philosophical Research, (ICPR), New Delhi.
- The Kendriya Hindi Sansthan (KHS), Agra, which propagates Hindi in India and abroad.
- The Rashtriya Sanskrit Sansthan, New Delhi, engaged in promotion and development of and research (from school to higher education level) in Sanskrit; it is an examining body too.
- The Kendriya Vidyalaya Sangathan (KVS), New Delhi, running schools for the benefit of the children of transferable Government employees.
- The Navodaya Vidyalaya Samiti, New Delhi, running schools for the benefit of talented rural children.
- The Central Board of Secondary Education (CBSE) New Delhi, which affiliates Schools and conducts examinations.
- The National Book Trust, New Delhi.
- In the area of Technical Education:-
 - * Indian Institute of Science, Bangalore.
 - * Indian School of Mines, Dhanbad.
 - * National Institute of Training in Industrial Engineering, Bombay.
 - * National Institute of Foundry and Forge Technology, Ranchi.
 - * School of Planning and Architecture, New Delhi.
 - * Administrative Staff College of India, Hyderabad.
 - * Indian Institutes of Management (IIMs) at Ahmedabad, Bangalore, Calcutta and Lucknow.
 - * Technical Teacher Training Institutes at Bhopal, Calcutta, Chandigarh and Madras.



International Literacy Day Celebrations on 8-9-91.

- * Indian Institutes of Technology (IITs) at Bombay, Delhi, Kanpur, Kharagpur and Madras.
 - * Regional Engineering Colleges (Seventeen in number).
- The National Institute of Adult Education (NIAE).

3.2.3 While UGC, Central Universities and institutes like IITs were set up by Acts of Parliament, the other autonomous organisations were registered under Societies Registration Act.

Functions

3.3.0 Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union Government and the States. The NPE states:

"While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country."

The Department has been striving to fulfil the role perceived by the NPE and has been closely interacting with States and Union Territories.

Vigilance Activities

3.4.1 Sustained efforts were made to tone-up the administration and to maintain discipline amongst staff of the Department both at the headquarters and in the subordinate offices. Under preventive vigilance, an action plan was drawn up and surprise vigilance inspections of certain Sections and subordinate offices were conducted. Disciplinary proceedings against five officials were concluded and appropriate orders were passed in each case. Besides, it has been decided to initiate disciplinary proceedings against eight officials (including two gazetted officers). The disciplinary proceedings against one gazetted officer of a subordinate office and three officials (including two gazetted officers) of the Department were in progress. Sixteen complaints pertaining to this Department (including eleven against gazetted officers) were processed for preliminary enquiry.

3.4.2 Of the fifty-eight autonomous organisations (excluding RECs) and public sector undertakings, linked with the Department of Education, forty-eight have so far accepted the jurisdiction of Central Vigilance Commission and Chief Vigilance Officers are in position in twenty organisations. Twenty of these organisations have also created public grievance redressal machinery and designated Grievance Officers for redress of public grievances.

3.4.3 Overall emphasis continued to be laid on the observance of discipline and punctuality.

Progressive Use of Hindi in Official Work

3.5.1 The Department of Education at present consists of 90 sections, 10 subordinate offices, one public sector undertaking and 75 autonomous organisations. During the year under report, the Annual Programme for the Implementation of the Official Language Policy of the Government of India for the year 1991-92 received from the Department of Official Language (Ministry of Home Affairs) was circulated in this Department, its subordinate offices and autonomous organisations with the request that all-out efforts may be made to achieve the targets fixed therein and also to review of progress regularly in the meetings of the Departmental Official Language Implementation Committees (OLICs). Besides this, the position of compliance with the Official Languages Act and the rules and administrative orders framed thereunder was monitored through Quarterly Progress Reports and remedial action suggested, wherever necessary.

3.5.2 During the year three meetings of the OLIC of the Department of Education were held upto January, 1992. In addition to this, there are OLICs in subordinate offices and autonomous organisations. They were also meeting regularly. Officers of the Official Language Unit of the Department attended these meetings and discussed various measures to increase the progressive use of Hindi in those offices.

3.5.3 Three Hindi Workshops were conducted during the year and the employees benefited immensely by the workshops.

3.5.4 Seventy-one employees were nominated for training in various courses under the Hindi Teaching Scheme of the Department of Official Language, out of which 23 employees were nominated for Hindi Prabodh/Praveen/Pragya courses and 28 for Hindi Typing and 20 for Hindi Stenography.

3.5.5 To assess the position regarding compliance of Official Language Rules, seven Subordinate offices/autonomous organisations of the Department were inspected and the deficiencies found during the inspection were brought to the notice of the Heads of the Offices concerned and remedial measures suggested. The Committee of Parliament on Official Language visited and inspected the UGC, New Delhi and IIAS, at Shimla.

3.5.6 Hindi Week was celebrated in the Department from 16th to 20th September, 1991. On this occasion, an appeal from Union Minister for Human Resource Development and instructions from Education Secretary were issued urging greater use of Hindi in official work. In addition, competitions in Hindi Stenography, Hindi Typing and essay writing in Hindi were also organised in which employees securing First, Second and Third positions were given cash awards of Rs.500/-, Rs.300/- and Rs.200/- respectively.

3.5.7 Hindi Salahkar Samiti will be reconstituted on receipt of nominations of Members of Parliament from the Ministry of Parliamentary Affairs. After re-constitution, a meeting of the Samiti will be convened expeditiously.

3.5.8 During the period under report, 89 offices, wherein more than 80 per cent of the staff had acquired working knowledge of Hindi, were notified under rule 10(4) of Official Languages Rules, 1976.

3.5.9 Thus, the Department continued to make earnest endeavours to increase the use of Hindi in official work, as per Official Languages Act and Rules and thereunder.

Publications

3.6.0 The Publication Unit brought out sixteen publications in English including bilingual (English and Hindi upto December 1991). The Unit continued to handle the work of authentication of original educational certificates of Indians going abroad and foreign students studying in India.

Deputations/Delegations Abroad

3.7.0 The number of deputations/delegations of Government officials and non-officials sent abroad during the year 1991-92 and the foreign exchange incurred thereon are presented in the Table below:

No. of Delegations/ Deputations	No. of persons included in the delegations/ deputations	Foreign Exchange Component (Estimated in Rs.)
22	38	Rs.6,53,938

Budget Estimates

3.8.0 The budget provisions for 1990-91 and 1991-92 in respect of Department of Education are as under:-

[Rs. in Crore]

Particulars	BE 1991-92	RE 1991-92	BE 1992-93
<hr/>			
<u>Demand No.47</u>			
Department of Education	1805.30	1733.98	1725.17

Provision for:

Secretariat for the Department including the Pay and Accounts Offices, Hospitality and Entertainment. General Education, other revenue expenditure of the Department including provisions for grants-in-aid to States/UTs on Central/Centrally Sponsored Schemes (Plan) and also provision for loans for Central and Centrally Sponsored Schemes.

Professional Development and Training of Staff

3.9.0 During 1991-92, 25 officers were nominated for various training programmes in India, excluding the IAS officers who are deputed for compulsory in-service training by the Department of Personnel and Training. Besides, two officers were deputed for training abroad. Two Workshops on "Developing Subordinates" were organised -- one in December, 1991 and another in January, 1992 -- for officers of the level of Deputy Secretary and above in the Department of Education. A consultancy assignment has also been assigned to the Centre for Management Studies of the IIT, Delhi to prepare a report on the training needs with accent on the special requirements of the Department of Education.

Science Exhibition

3.10.0 As part of Jawahar Lal Nehru's Birthday celebrations the Department organised a Science Exhibition at Teen Murti House from 14th to 30th November, 1991. The Exhibition was inaugurated by the Prime Minister. The theme of the exhibition was "Values for New India".

4 Elementary Education

4 ELEMENTARY EDUCATION

Universalisation of Elementary Education (UEE)

4.1.1 Universalisation of Elementary Education (UEE) is a constitutional mandate. Article 45 of the Constitution stipulates, as a Directive Principle of State Policy, that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years." Para 5.12 of the NPE says, "The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age".

4.1.2 Indeed, over the years, the Centre and the States have made considerable investments in promoting elementary education. Facilities in elementary education have grown from about 2.34 lakh to 6.94 lakh schools, enrolment from 22.28 million to 129.4 million children (Table 4.1) and outreach of primary education facilities to over 94 per cent of the rural population within 1 km. walking distance of their houses. Over the last five years in pursuant of the NPE, considerable effort has been made to focus attention on the quality of education being provided by this vast and possibly the largest, educational network of the world. Several schemes have been launched to improve retentions and reduce disparities; provide basic minimum facilities to schools; open non-formal education centres for part-time education of school dropouts and working children; improve teacher training facilities and teacher effectiveness; lay down Minimum Levels of Learning (MLLs); decentralise educational management and involve the community in the running of schools. Most of these schemes are ambitious in target and scope, and require sustained efforts and considerable resource support to make an impact. The year 1991-92 was devoted to continuing the schemes of Operation Blackboard, Non-Formal Education, and Reorganising and Restructuring of Teacher Education, as well as building up a resource base and structures for new efforts for improvement of learning achievement by laying down of MLLs, community participation in village level educational programmes and area specific, Universalisation of Primary Education (UPE) projects. The year also saw the Eighth Plan targets and strategies for elementary education being discussed and finalised so as to make UEE a reality by 1995.

✓ **Table 4.1**

Expansion of Elementary Education since 1950-51

	1950-51	1989-90
Number of primary schools	2.20 lakh	5.50 lakh
Number of middle schools	0.14 lakh	1.44 lakh
Enrolment in classes I to V	19.15 million	97.3 million
of boys	13.77 "	57.8 "
of girls	5.38 "	39.5 "
Enrolment in classes VI to VIII	3.13 "	32.1 "
of boys	2.59 "	20.3 "
of girls	0.54 "	11.8 "
Enrolment in classes I to VIII	22.28 "	129.4 "
of boys	16.36 "	78.1 "
of girls	5.92 "	51.3 "

Operation Blackboard

4.2.1 The Scheme of Operation Blackboard, started in 1987-88 to bring about substantial improvement in facilities in Primary schools with the aim of improving retention, has three inter-dependent components, namely (i) Provision of a building comprising at least two reasonably large all-weather rooms with a deep verandah and separate toilet facilities for boys and girls (ii) at least two teachers in every school, as far as possible one of them a woman; and (iii) provision of essential teaching learning material including blackboards, maps, charts, toys and equipment for work experience. Funds for construction of school buildings are provided mainly from rural development schemes. Funds for the other two components are provided by this Department. The scheme envisages coverage of primary schools in all the blocks/municipal areas in the country in a phased manner.

4.2.2. In the period 1987-88 to 1990-91, the scheme was implemented in 69 per cent of the blocks in the country comprising 64 per cent primary schools. An assistance of Rs. 523.41 crore was released by this Department. Of this Rs. 150.09 crore was released in 1990-91. There is a provision of Rs. 100 crore for Operation Blackboard during 1991-92. The scheme would continue during the Eighth Plan till completion.

4.2.3 In order to move towards a position where every class has a class room and a teacher, it has been proposed to expand

Operation Blackboard during the Eighth Plan to provide a third teacher and a third class room to every primary school where enrolment warrants it. Central assistance will be provided for the third teacher, while State Government will be expected to find resources for the construction of class rooms from the Jawahar Rozgar Yojna and State Plan budgets.

4.2.4 Data on achievements under Operation Blackboard till 1991-92 is presented in Table 4.2.

Table 4.2

Operation Blackboard : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92 anticipa- ted by 31.3.92
(1)	(2)	(3)	(4)	(5)	(6)
Amount spent (Rs. in crores)	110.61	135.73	126.98	150.09	168.44
Amount committed by States for school buildings (Rs. in crores)	300.00	340.00	64.60	140.00	140.00
No. of States/ UTs covered	27	22	22	25	15
No. of blocks covered	1703	1795	578	343	1000
No. of schools covered (in lakhs)	1.13	1.40	0.52	0.39	0.76
Percentage of primary schools covered	21.00%	26.40%	9.90%	7.35%	9.22%
Post of primary teachers sanctioned	36891	36327	5274	14379	22032

Non-Formal Education

4.3.1 The role of non-formal part-time education in providing education to working children, and children in habitations without schools has been recognized since the Education Commission of 1964-66. During 1979-80, the scheme of Non-Formal Education (NFE) was introduced as an alternative strategy to

impart education to children, who for various reasons cannot attend formal schools. The NPE envisaged a large and systematic programme of NFE to achieve UEE. The scheme was revised in its content and emphasis in 1987-88. Although its focus is on the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, it has been extended to cover urban slums, hilly, tribal & desert areas and areas with concentration of working children in the other States as well. Financial responsibility is borne by the Central and State Governments in the ratio of 50:50 for general (co-educational) and 90:10 for girls NFE centres. Assistance to the extent of 100 per cent is provided to voluntary agencies for running NFE centres and for experimental and innovative projects.

4.3.2 The (revised) NFE scheme has been visualized as child-centred, environment-oriented, flexible system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of society. Other features of the scheme are its organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learner's needs and de-centralized management. The programme is being implemented on a project basis, generally co-terminus with the community development Block comprising about 100 NFE Centres.

4.3.3 Particulars of achievements under the programme during the year 1991-92 (anticipated by 31.3.1992) are given in Table 4.3.

Table 4.3

Non-Formal Education : Achievements

	1991-92 (anticipated by 31.3.1992)
1. Amount spent (Rs. in crores)	50.00
2. NFE Centres brought to function (in lakhs) cumulative.	2.72
3. No. of exclusive girl centres sanctioned (cumulative).	81,607
4. No. of voluntary organisations appro- ved for NFE programme (cumulative).	419

1991-92 (anticipated by
31.3.1992)

5.	NFE Centres brought to function by voluntary agencies (cumulative).	27,342
6.	Estimated enrolment (in lakhs)	68.00
7.	No. of experimental innovative projects approved (cumulative).	49
8.	No. of District Resource Units	19
8.	No. of States/UTs. covered.	18

4.3.4 During the year 1991-92, action has been initiated to improve the technical aspect of the scheme. The NCERT and voluntary agencies have been involved in the development of teaching and learning materials of a standard quality in conformity with MLLs designed to suit learner's needs. Efforts are on to prepare primers on the Improved Pace & content of learning(IPCL) model used in the Total Literacy Campaigns(TLCs). These will be developed in accordance with a four semester pattern for NFE, with a separate primer for each semester.

4.3.5 A project has been sanctioned to the NCERT for the development of training module and is being implemented in the States. Under this project the NCERT trained key persons nominated by the State Governments, who in turn have trained master trainers within the State. The master trainers include the NFE Project Officers who in turn are responsible for training the NFE Supervisors and instructors. In this way multi-level training personnel have been made available to provide technical and administrative support to NFE field functionaries.

4.3.6 Workshops were held on evaluation of NFE. About twenty research institutes have been addressed to undertake external evaluation, on a sample basis, of the NFE programme with reference to data thrown up by the existing internal monitoring system. With a view to undertaking evaluation on NFE projects being run by voluntary agencies, Joint Evaluation Teams (JETs) with representatives of the State Government, Central Government and one non-official member have been constituted. They are to complete evaluation of projects by March,1992.

4.3.7 On the recommendation of the Working Group on Early Childhood Education & Elementary Education the revision of the scheme of NFE is under active consideration of the Ministry. The scheme will be strengthened in its managerial as well as its qualitative aspects in order to achieve the goal of UEE.

Computerised Planning for Education

4.3.8 In the second half of 1988 a project "Computerised Planning for Education" (COPE) was started to develop a Management Information System (MIS) for NFE. After pilot studies the project has been extended to cover the entire State of Madhya Pradesh.

Mahila Samakhya

4.4.1 In pursuance of para 4.2 of the NPE and Chapter 11 of the Programme of Action(POA), Mahila Samakhya was launched in April, 1989. This programme seeks to mobilise rural women for education through Mahila Sanghas in each of the villages concerned. This is a Central Sector scheme where 100 per cent financial assistance is provided to Mahila Samakhya Societies in Karnataka, Uttar Pradesh and Gujarat set up under the Chairmanship of the concerned State Education Secretary. As an Indo-Dutch programme it receives 100 per cent assistance from the Government of the Netherlands.

4.4.2 Essentially, the programme revolves around Mahila Sanghas where women are mobilised around issues like access to health, education, water, information about development programmes, general information about their immediate environment, and above all, issues related to their personality and self-image in society. The programme tries to facilitate critical reflection and analysis which would encourage women to take active interest in issues that affect their daily life. The focus of the programme is on generating demand for education and introducing innovative educational inputs for pre-school, non-formal, adult and continuing education. Mahila Shikshan Kendras are also to be set up to enable dropouts from schools and other girls/women to pursue their education in a secure environment.

4.4.3 The progress of the programme so far has been encouraging. Mahila Samakhya is currently operational in 1,500 villages in 10 districts. It is proposed to expand the programme to 20 districts in the three States and 3 districts of Andhra Pradesh in a phased manner in Eighth Plan period.

4.4.4 A joined Indo-Dutch Evaluation was done in November, 1991. This evaluation has been very positive and the team has categorically stated that the Mahila Samakhya programme has been able to reach out to poor rural women especially from SC, ST and minority communities.

Bihar Education Project

4.5.1 The Bihar Education Project (BEP) has been conceived as a societal mission for bringing about fundamental change in the basic education system and through it the overall socio-cultural situation.

4.5.2 The BEP will cover all components of basic education and will be expanded in a phased manner to cover 20 districts over a period of five years. The outlay will be Rs. 360 crore of which the UNICEF will contribute Rs. 180 crore, Government of India Rs. 120 crore and Government of Bihar Rs. 60 crore. A simultaneous process of mobilisation and micro-planning characterizes the project. The most important characteristic of the BEP management is a mission mode which pre-supposes a time-bound scheme of things in which specific responsibility is attached to institutions, agencies, or individuals. Accordingly, the management of the project has been vested in a state-level autonomous registered body namely 'Bihar Shiksha Pariyojana Parishad' (BSPP) which has been constituted having two bodies -- a Council with the Chief Minister as Chairman, and an Executive Committee with State Education Secretary as its Chairman. Representation of teachers, NGOs, Government of India and institutions of national stature has been secured in the deliberative bodies of BSPP. The executive responsibility vests with the State Project Director. Meetings of the BSPP and its Executive Committee were held in Patna on 19th and 20th July, 1991, 12th September, 1991 and 12th December, 1991 respectively. Financial/service regulations were drawn up and support for micro-projects provided through NGOs. District-wise plans of action were developed.

4.5.3 The districts selected in the Report are Ranchi, West Champaran and Rohtas where offices have been set up and pre-project activities such as Literacy Campaign in Ranchi District, work in schools, DIET etc. have been started; workshops to develop a core team of women activists, workshops on developing a teachers manual were held with participation of State Council of Educational Research and Training (SCERT), State Resource Centre(SRC) and District Research Units(DRUs) in the state.

Shiksha Karmi Project

4.6.1 The Shiksha Karmi Project is being implemented since 1987 in Rajasthan with assistance from the Swedish International Development Authority (SIDA). Its aim is UPE in selected remote and socio-economically backward villages of the State.

4.6.2 The project identifies teacher absenteeism as a major obstacle in achieving the objective of universalisation. It accordingly, envisages substitution of the primary school teacher in single teacher schools by a team of two locally resident educational workers called "Shiksha Karmis". To ensure appointment of local persons, educational qualifications prescribed for teachers are not insisted upon in the selection of

Shiksha Karmis. But they are provided training and academic support on a sustained and intensive basis to enable them to function efficiently as teachers. The existing primary school when run by Shiksha Karmis is called a 'Day Centre'. Besides, each Shiksha Karmi also runs a 'Prehar Pathshala' (Night Centre) for children who cannot attend the Day Centre. The project also lays emphasis on recruitment of female Shiksha Karmis and establishment of Mahila Shiksha Karmi Training Centres in order to prepare local women to function as Shiksha Karmis.

4.6.3 As of 31st December, 1991, the project was being implemented in 359 villages of 33 block units in 30 blocks of 17 districts in the State. The number of Shiksha Karmis was 750 and amongst them, they were looking after 359 Day Centres and 706 Prehar Pathshalas with a total enrolment of 35,795. Another eight block units are proposed to be covered by 31st March, 1992 wherein 1383 Shiksha Karmis are expected to look after 615 Day Centres and 1383 Prehar Pathshalas.

4.6.4 An independent study of the Shiksha Karmi Project was done in the second half of 1990. The study revealed that the achievement levels of the children in Shiksha Karmi Schools compared favourably with the children in the Panchayat Samiti schools.

4.6.5 A budget provision of Rs. 230 lakh exists in the BE 1991-92.

Lok Jumbish : People's Movement for Education for All: Rajasthan

4.7.1 It is proposed to take up an innovative educational project called "Lok Jumbish: People's Movement for Education for All : Rajasthan" with assistance from Swedish International Development Authority (SIDA) in Rajasthan. The basic objective of the project is to achieve education for all by the year 2000 through people's mobilisation and their participation.

4.7.2 SIDA has agreed to support the first phase of the project to the tune of 20 million Swedish Kronars (Rs. 8 crores approx.) They have also agreed to consider collaboration in subsequent phases on the basis of a joint appraisal of the work of Phase I of the programme. A document called "Action Plan for Phase I (1992-94)" has been sent to SIDA for its formal approval. Phase I of the project is expected to start from 1st April, 1992 and it will cover 25 blocks over a two year period from 1992-94. The total project outlay for Phase I is estimated at Rs. 20.1 crore to be shared between SIDA, Government of India, and Government of Rajasthan in the ratio of 3:2:1. The first phase will be followed by the second phase from 1994-99 and the third phase comprising 3-4 years.

4.7.3 The Government of Rajasthan, which has already approved the project, is taking all preparatory steps so that the project can take off in time. Some pre-project activities connected with this project have already begun and some initial work has also been done in a few blocks.

4.7.4 A budget provision of Rs. 100 lakh exists in the BE 1991-92. (A sum of Rupees 21 lakh released during 1990-91 for pre-project activities has already been utilised.)

Teacher Education

4.8.1 A Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education is being implemented since 1987-88. It aims at strengthening the teacher education system in the country so as to provide effective training and academic support to schools and adult and non-formal education systems. The scheme has the following five components.

- Mass Orientation of about five lakh School Teachers (MOST) annually till 1989-90 to familiarise them with the major thrusts envisaged in the NPE and to improve their professional competence.
- Setting up of about 400 District Institutes of Education and Training (DIETs) either by upgrading suitable existing Elementary Teacher Education Institutions or, where necessary, by establishing new ones so as to provide total academic and training support to the elementary and adult education systems at the district level;
- Strengthening of about 250 Secondary Teacher Education Institutions (STEIs), development of about 50 of them as Institutions of Advanced Study in Education (IASEs) and the rest as Colleges of Teacher Education (CTEs);
- Strengthening of SCERTs; and
- Establishment and strengthening of Departments of Education in Universities by the UGC.

4.8.2 Achievements under the scheme since 1987-88 have been given in Table 4.4

Table 4.4
Teacher Education : Achievements

----- Total for 1987-88 to 1991-92 (as on 22.2.92) -----	
1. Amount spent (Rs. in crore)	Rs.187.29
2. No. of persons oriented under MOST (in lakh)	12.96 (In addition, 4.66 lakh teachers were covered in 1986)
3. No. of DIETs sanctioned.	287
4. No. of CTEs sanctioned.	25
5. No. of IASEs sanctioned.	12
6. No. of States/UTs covered.	24

4.8.3. While 1990-91 was mainly utilised for consolidation of the already sanctioned projects, new projects are being sanctioned during the current financial year to cover the remaining districts. One DIET for Pondicherry has already been sanctioned. A number of DIET, CTE and IASE projects are likely to be sanctioned to the States of Bihar, Jammu & Kashmir, Karnataka, Manipur, Meghalaya, Mizoram, Orissa, Uttar Pradesh etc., during the current year. State-wise break-up of the projects sanctioned so far and which have started functioning is given in Table 4.5.

4.8.4 Ten induction training programmes have so far been organised by NIEPA, and NCERT and its Regional Colleges for the faculty of DIETs which were attended by 222 participants. A few more programmes are likely to be held during the remaining part of the year.

4.8.5 Setting up DIETs, CTEs and IASEs is a long-gestation activity in view of the time it takes to put up necessary buildings, and create and fill up posts. Yet, about 150 DIETs have become operational and have started conducting training programmes. Appraisal of few such institutions sanctioned during 1987-88 is being undertaken through external agencies. Reports are now being received which are being examined.

4.8.6 Guidelines for strengthening of SCERTs are being developed. Implementation of this component will begin as soon as these are finalised.

4.8.7 As regards strengthening of University Departments of Education, UGC's Panel on Education is seized of the matter.

Table 4.5

Number of DIETs operationalised as of December, 1991.

Sl No.	Name of State/UT	No. of DIETs sanctioned	No. of DIETs* Operationalised
1.	2.	3.	4.
1.	Andhra Pradesh	23	23
2.	Arunachal Pradesh	1	-
3.	Assam	12	6
4.	Goa	1	1
5.	Gujarat	13	-
6.	Haryana	8	2
7.	Himachal Pradesh	4	-
8.	Jammu & Kashmir	14	6
9.	Kerala	14	7
10.	Madhya Pradesh	45	30
11.	Maharashtra	11	-
12.	Manipur	1	-
13.	Meghalaya	3	-
14.	Mizoram	1	1
15.	Nagaland	1	-
16.	Orissa	11	11
17.	Pondicherry	1	-
18.	Punjab	7	7
19.	Rajasthan	27	27
20.	Sikkim	1	1
21.	Tamil Nadu	21	14
22.	Tripura	1	-
23.	Uttar Pradesh	62	8
24.	Delhi	4	4
Total :-		287	148

* DIETs where Principals have been posted and/or training programmes are being organised and/or in whose case the States/UTs have sought recurring assistance are considered Operational.

Microplanning

4.9.1 The Working Group set up for the formulation of the Eighth Plan for Elementary Education observed that a great deal of progress had indeed been made in expanding and improving the facilities and infrastructure for elementary education, but the

backward areas, regions and groups continued to remain outside the purview of educational process. It, therefore, recommended a change in strategy to enable an area specific, population specific Micro-level planning that would integrate existing programmes with innovative schemes and measures to provide a complete UEE Package which would enable every child within the specified area to regularly enroll, attend school and complete atleast five years of schooling, or its equivalent at the non-formal centre at a pace suitable to him/her.

4.9.2 Basic to such an intensive programme strategy is (i) the concept of participative planning, in which the community is mobilised to take responsibility for identifying its own needs and is given an assertive role in ensuring the successful implementation of programmes to fulfill them; and (ii) a decentralisation of administrative functions to enable local educational personnel to take decisions in respect of their areas and respond with flexibility to the demands of the community. Microplanning necessarily implies area-specific planning, in which the area is ideally a revenue village, but practically a Block, Taluk or District. Within this area, the steps by which this micro level planning will be operationalised are: (i) mobilising community participation; (ii) decentralising educational administration; (iii) reorienting and strengthening local level administrative and resource support systems; (iv) ascertaining educational requirements of the area; (v) bringing to school all children who can be enrolled and providing NFE programmes or other innovative and supportive measures for those who cannot; (vi) seeing that all children regularly and actually participate in primary education; and (vii) planning for the improvement of schools or NFE centres so that effective learning can take place.

4.9.3 Guidelines entitled "Operationalisation Microplanning Guidelines" were circulated to all the Secretaries and Directors of Education of all states and Union Territories, elaborating the concept and detailing the procedure for taking up area-specific projects for UEE package with financial assistance and academic support. A few area-specific projects were started, in which voluntary agencies were given the task of enlisting community participation and providing support in partnership or cooperation with State Government agencies. A determined push was made to converge UEE with the literacy campaign by adopting the microplanning strategy to a campaign mode and district specific UEE projects were drawn up with the District Saksharata Samities and Education Officers in the districts of Andhra Pradesh, Karnataka, Madhya Pradesh, Tamil Nadu and West Bengal. The year saw area-specific planning for UEE descend from the drawing board to the field.

Minimum Levels of Learning (MLLs)

4.10.1 The strategy of MLLs seeks to improve learning acquisition in schools by focusing attention on what is happening in the classroom, and bringing the principles of equity to bear

upon it. The strategy aims to lay down learning outcomes expected from basic education at a realistic, relevant and functional level, and prescribes the adoption of measures that will ensure that all children who complete a stage of schooling achieve these MLLs.

4.10.2 The main steps by which MLL is to be introduced in schools are (i) an assessment of the existing level of learning achievement; (ii) a definition of the MLL for area and the time-frame within which it will be achieved, (iii) re-orientation of teaching practices to competency based teaching, (iv) an integration of continuous, comprehensive evaluation of student learning with classroom teaching; (v) review of textbooks and revision where required; (vi) the provision of necessary inputs including provision of physical facilities, teacher training, supervision and evaluation, etc., to improve learning acquisition of MLLs.

4.10.3 The aim of the MLLs strategy is also to provide to the system a measure for performance and efficiency analysis. The endeavour will be to monitor learning achievement to direct greater resources where levels of learning are lower, and to consciously accelerate the pace of development in the needy areas, thereby to reduce disparities, equalise standards and govern inputs for equality improvement by the performance of the system. MLLs were laid down by a committee set up in January, 1990. In 1991-92 action for implementation of the report of the Committee has begun. By December, 1991, eighteen institutions, University Departments, Colleges of Education, etc., had taken up projects for implementation of the report at the field level, covering over 3000 schools and seven lakh children. An amount of Rs. 63 lakh has been sanctioned to those institutions during 1991-92.

4.10.4 These first few projects are oriented to action research with the aim of standardizing a methodology and procedure for well-tested instructional material for competency based teaching; evolving an item bank for use in teacher training, and preparing necessary teams who can guide instructions in the major system. Effort was also made to introduce MLLs into the DIETs and SCERTs by reframing their teacher training programmes and making competency based teaching central to their resource programme.

Bal Bhavan Society

4.11.1 Bal Bhavan Society of India, New Delhi (BBSI) was founded at the initiative of Pandit Jawaharlal Nehru and established by the Government of India in the year 1955. It is an autonomous organisation fully funded by the Department of Education. The Society has been contributing towards promotion of creative activities among children in the age group 5-16 years. The children, specially from the economically weaker sections of Society and others, find a place in Bal Bhavan to pursue activities of their choice ranging from creative and

performing arts, environment, astronomy, photography, integrated activities, and physical activities to science related activities. The Society has 52 Bal Bhavan Kendras spread all over Delhi and is also funding two Jawahar Bal Bhavans one in Srinagar and another in Mandi. The National Training Resource Centre at Bal Bhavan imparts training in Bal Bhavan methodology to interested persons including teachers and teacher-trainers. The State and District Bal Bhavans in the country are affiliated to BBSI which provides them general guidance, training, facilities and transfer of information. Bal Bhavan aims at the all-round growth of a child in a free and happy atmosphere.

4.11.2 The Bal Bhavan undertook many science related programmes to create a scientific temper in the children:

- (a) A Science Park was created in the BBSI campus at a low cost and with a multi-faceted approach.
- (b) Workshops on astronomy and solar energy cell were conducted for teachers of other Bal Bhavans so as to extend science activities to the children of other States.
- (c) Three workshops were organised. They were on low cost telescope making, handling and maintenance of mobile planetarium and scientific explanation miracles. The participants were children and teachers from State Bal Bhavans.

4.11.3 A number of environment related programmes were conducted to create environment awareness among children.

- (a) A National Conference of Young Environmentalists was organised. The Conference was a unique attempt at providing the children with a platform to put forth their ideas and opinions on the state of environment. It generated awareness about children's rights and a Charter prepared by the child delegates was sent to the UNICEF global summit in New York.
- (b) A week-long environment awareness campaign was organised to stress the importance of co-existence of all living beings and the need for ecological balance. State Bal Bhavans, and children from tribal and slum areas participated.
- (c) Various programmes were organised to provide opportunities for the expression of creative instincts in the children. These included the Varsha Ritu Abhinandan, Malhar Milan and the Summer Camp that acquainted the children with our rich cultural heritage and provided them interaction with eminent artists and resource persons.

(d) A National Children's Assembly was held that aimed at teaching children to live in harmony. A children's museum was also inaugurated.

(e) Abhiprerna - - A five day programme for the handicapped children - - was organised as part of Bal Bhavan's attempt to provide opportunities for creative expression to children specially the disadvantaged ones.

4.11.4 In order to build the qualities of leadership and physical discipline a 12 day trek to Goa was organised.

4.11.5 Cultural Exchange Programmes were conducted in collaboration with GDR and Cyprus, with a view to fostering a vision of international integration.

5 Secondary Education

Vocationalisation of Secondary Education

5.1.1 Keeping in view the priorities accorded to vocationalisation of education in the NPE-86, the Centrally Sponsored Scheme of Vocationalisation of Secondary Education started in February, 1988 continued to be implemented with vigour. The main objectives of the scheme are to provide diversification of educational opportunities so as to enhance individual's employability, reduce the mismatch between demand and supply of skilled manpower, and provide an alternative avenue for those pursuing higher education.

5.1.2 The selection of vocational courses is made on the basis of area vocational surveys, registration in the Employment Exchanges, and a general assessment of manpower needs made under District Developmental Plans. This ensures, to some extent, that students are trained in those occupational areas wherein self or wage employment opportunities are assured. In order to ensure that the curricula for the vocational courses are need-based and socially relevant, the responsibility for development of curricula and instructional material has been left to the States/UTs who may develop them in collaboration with the local expert organisations. However, it has been recommended that the vocational theory and practice should be given nearly 70 per cent of the total instructional time. On-the-job training is an integral part of the curricula. The remaining time is allocated to the study of languages and general foundation course.

5.1.3 Under the scheme, a Joint Council of Vocational Education (JCVE) has been set up at the national level, with counterpart bodies at the State level, for laying down policy guidelines, planning and coordination of vocational programmes conducted by different agencies/organisations. The JCVE has as its members representatives from various Ministries/Departments, Members or Parliament, State Governments, voluntary organisations, experts in vocational education and all-India professional bodies. Union Education Minister is its Chairman. A Standing Committee of the JCVE has also been set up under the Chairmanship of the Union Education Secretary to ensure that the tasks laid down by JCVE are effectively performed.

5.1.4 The scheme is presently being implemented in 27 States/UTs. Upto the end of the Seventh Plan 7888 vocational sections had been approved with an enrolment capacity of 3.94 lakh students in classes XI and XII together. During 1990-91 an additional 1128 sections were approved. During 1991-92 it is proposed to sanction another 1400 vocational sections. Thus by the end of 1991-92 facilities would have been created for 5.85 lakh students in the vocational stream. The estimated enrolment during 1991-92 at +2 level is 66.05 lakh. This would mean a diversion of about 8.7 per cent to the vocational stream. The actual enrolment is however likely to be less as optimum utilisation of facilities created may not be achieved.

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5.1.5 The Scheme provides for funding of innovative programmes in the field of vocational education undertaken by voluntary organisations. During 1991-92, financial assistance to the tune of Rs.16.217 lakh has been given to six voluntary organisations.

5.1.6 The Scheme lays considerable emphasis on practical training of students both during the course of study as well as after completion of the course. The Apprentices Act 1961 was amended in 1986 to include apprenticeship training for the pass-outs of the vocational courses at the +2 level. Subsequently, Apprenticeship Rules were modified in September, 1987 and later in April, 1988 by which 20 subject fields were notified for coverage of vocational students under the Apprenticeship Scheme. Efforts are being made to get more such subjects notified under the Act.

5.1.7 The Apprentices Act is being implemented through four Regional Boards of Apprenticeship Training (BOATs) of the Department of Education located at Bombay, Calcutta, Kanpur and Madras. It is a statutory obligation on the part of every establishment covered by the provisions of the Apprentices Act to provide facilities for training of a specific number of apprentices. Upto 1990-91 an amount of Rs. 119.08 lakh was made available to the Boards in Southern and Western Regions. During 1991-92 (upto November, 1991) an amount of Rs. 1.00 lakh has been made available to the Northern Region for this purpose.

5.1.8 Action is in progress to start vocational courses specific to the needs of the users to ensure ready employment to the vocational students provided they fulfill the minimum standard laid down. Such vocational courses have already been introduced by the CBSE in general insurance and life insurance in collaboration with the General Insurance Corporation and Life Insurance Corporation respectively. A vocational course for Railway commercial staff has been worked out in collaboration with the Railway Board and has been started in five schools during 1991-92. More schools are expected to take up the course in 1992-93. Similarly, health related courses have been started in collaboration with the Ministry of Health. Three different courses, viz., Medical Laboratory Technician, X-Ray Technician and Ophthalmic Technician, have been started in three schools of Delhi from 1991-92. More Schools will be covered during 1992-93. The auxiliary Nurse/Midwife course being run in two training institutions under the Ministry of Health has been upgraded to a two year vocational course and affiliated to CBSE for purposes of examination. Several States have also started similar health related vocational courses. In eight schools of UP, vocational courses in the handicrafts sector have been started in collaboration with the Development Commissioner for Handicrafts. Correspondence is on with a large number of Public Sector Undertaking and private industrial houses seeking their involvement in the vocational education programme.

5.1.9 The success of the vocational education programme would depend upon the placement of vocational passouts in wage-and self-employment. For purposes of wage employment in the organised sector it is necessary that the recruitment rules are modified to make the vocational students eligible for employment and to give them preference because of the skills acquired by them. The State Governments/UT Administrations have been advised to take urgent action in this regard in so far as State Departments/Organisations are concerned. At the initiative of the Department of Education, the Department of Personnel & Training at the Centre has issued a circular in November, 1988 to all Ministries/Departments requesting them to review their recruitment rules in order to make the vocational students eligible for employment. A few Ministries/Organisations, for whom special vocational courses have been started, have taken action to amend their recruitment rules so that the students undergoing the relevant vocational course are eligible for employment. The Staff Selection Commission have agreed that as and when requests for filling up various vacancies are received by them they would specifically invite the attention of the concerned Ministries/Departments to the circular of the Department of Personnel & Training and request them to make the vocational students eligible for those posts where minimum qualification is higher secondary.

5.1.10 Since a large number of vocational courses relevant to the banking sector have been started, the Banking Division, Ministry of Finance was requested that the vocational students doing the banking-related vocational courses be given preference for various posts in the banks. The Banking Division has agreed that the vocational students would be eligible for posts in the banking sector. The question of giving them preference has been taken up with that Division again.

5.1.11 The vocational students are also being prepared for self-employment. Entrepreneurship development is an integral part of all vocational courses. The question of providing loan facilities on easy terms to vocational students to enable them to set up small scale business was taken up with the Ministries of Finance and Industry and Department of Rural Development. The Ministry of Finance informed that the Reserve Bank of India had already issued instructions to the banks to finance small-scale industries at liberalised margin and concessional rates of interest. There should, therefore, be no difficulty for the vocational students to get bank assistance for setting up small scale industries. It has also been decided that under the Scheme of Self-Employment for Educated Unemployed Youths, students who have completed the +2 level vocational courses would be given preference provided they fulfill other criteria of eligibility. This has been conveyed to the Education Secretaries and Industry Secretaries of all States/UTs. The Department of Rural Development arranged loan facilities through banks for persons/families below the poverty line to enable them to engage themselves in self-employment. The States/UTs have been advised to get in touch with the Project Director, District Rural

Development Agency (DRDA) to identify students from Integrated Rural Development Programme (IRDP) families who may have completed the vocational courses for availing themselves of loan facilities.

5.1.12 The second meeting of the Standing Committee of the JCVE was held on 29th June, 1991. The Committee considered revision of the existing scheme keeping in view the experience gained in its implementation. The financial ceilings for various components of the scheme were proposed to be revised and certain new components added like assistance for raw material, a teacher for the general foundation course and vocational guidance, assistance for evaluation and monitoring, etc. The Standing Committee has approved the proposed revisions. The Standing committee also considered the scheme for pre-vocational education at the lower secondary stage. Keeping in view the suggestions made, the draft scheme has been modified and will be placed before the next meeting of the Standing Committee. The outline of the scheme for establishment of separate vocational schools was also placed before the Standing Committee. It was decided that a detailed scheme may be drafted for consideration at its next meeting.

5.1.13 The NCERT organised a national seminar on Vocationalisation of Education on 13-15 November, 1991 to review the progress of implementation of the vocational education scheme, share experiences and ideas, discuss major contemporary issues and formulate new approaches for the future. The seminar covered themes of curriculum and teacher training; teaching and evaluation procedure; entrepreneurship, guidance and placement; and industrial linkages and on-the-job training. About 45 persons from different States participated in the seminar. The Report of the Seminar is expected to be ready shortly.

5.1.14 Efforts are being made to create a data base in respect of the scheme for proper monitoring, evaluation and review. Factual data on different aspects of the scheme has been collected and is being analysed. A computerised Management Information System (MIS) for regular flow of information from the States/UTs is also being developed. It is expected that the proposed MIS will be in operation from the financial year 1992-93.

5.1.15 The Budget for the scheme during 1991-92 is Rs.89.00 crore out of which an amount of Rs. 16.34 crore was released, till November, 1991.

Educational Technology Programme

5.2.1 An Educational Technology Programme was started in the Central sector in the year 1972 during the Fourth Plan period for widening access to and bringing about qualitative improvement in education. Under the scheme, a Centre for Educational Technology was set up in the NCERT and 100 per cent assistance was provided to twenty- one States for setting up Educational Technology (ET)

Cells.

5.2.2. In view of expansion of broadcasting facilities with the advent of INSAT and concomitant demand for educational software, the Ministry of Education decided to take on the responsibility of production of educational television programmes for relay through satellites. Accordingly, a scheme was prepared by the Ministry for creating Educational Television (ETV) programme production facilities within the education sector on a decentralised basis by setting up a Central Institute of Educational Technology (CIET) in the NCERT and State Institutes of Educational Technology (SIETs) in six States, viz., Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh and strengthening of ET Cells in other States.

5.2.3 To meet the objectives of NPE, the Educational Technology Scheme was revised in 1987 with the broad objectives of strengthening of both ETV and audio programme production capabilities and providing wider access to the same by supplying one lakh Colour Television (CTV) sets and five lakh Radio-Cum-Cassette Players (RCCPs) to primary schools during the Seventh Plan.

5.2.4 A group with Dr. Kiran Karnik as convener was set up in August, 1987 to study and make recommendations on the use of satellite services on education and the media time requirement of various sectors of education. The recommendations of the group are under consideration of the Government.

5.2.5 Programme production has commenced in CIET and all the six SIETs. In fact, from the academic year 1988-89, responsibility for programme production, which was until then being shared between CIET and Doordarshan on 50:50 basis, has been taken over by CIET and SIETs. The satellite based ETV service presently provides telecast of educational programmes for the children and their teachers at the primary level in the morning for 45 minutes duration in each of the five regional languages, namely, Gujarati, Hindi, Marathi, Oriya and Telugu on time sharing basis. The programmes for children are telecast from Monday to Friday and for primary level teachers on every Saturday. There are separate programmes for the children in the age groups of 5-8 and 9-11 years on each day.

5.2.6 The ETV programmes are relayed by all high and low power transmitters in the six INSAT States. The programmes in Hindi are relayed by the other five Hindi speaking states also, namely, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab and Rajasthan and the Union Territory of Chandigarh.

5.2.7 With the availability of uplinking facilities from Bombay and Hyderabad, the telecast timings have been rescheduled from November, 1991.

5.2.8 The CIET has produced 646 ETV programmes upto October, 1991 and 914 language versions. It has also produced 450

capsules for the programme of MOST during the summers of 1986, 1987, 1988 and 1989. The number of programmes produced by SIETs is given in the Table 5.1.

Table 5.1

Number of Programmes Produced BY SIETs as on July, 1991

SIET	No. of Programmes
1. Andhra Pradesh	562
2. Bihar	105
3. Gujarat	805
4. Maharashtra	1058
5. Orissa	107
6. Uttar Pradesh	604

5.2.9 The SIETs have been a bit slow in achieving adequate production capability of the required standard because of management and technical manpower problems faced by them. The Working Group set up to suggest ways and means of improving the functioning of SIETs, among other things, suggested conversion of SIETs into autonomous organisations in the form of registered societies under the aegis of the State Governments. SIETs in Orissa, Andhra Pradesh, U.P. and Maharashtra have already become autonomus. SIETs in Bihar, is likely to be registered as societies shortly, while the matter is being pursued with the Government of Gujarat.

5.2.10 Efforts are also on to involve private producers in production of ETV Programmes. The NCERT has set up a committee to evolve modalities for involving outside producers to produce videofilms for CIET. As many as nine ETV video programmes commissioned to outside producers have been completed and another eight programmes are nearing completion.

5.2.11 An ambitious programme of distribution of CTV sets and RCCPs was undertaken under the ET Scheme. Funds are also being sanctioned for audio programme production by State Governments and non-Government organisations. The CIET has also produced more than 1100 audio programmes on various educational themes at various levels of school education. SIETs have also geared efforts towards production of audio programmes either by themselves and/or through outside agencies. A list of about 40 video and audio programmes produced by the CIET have been identified for providing meaningful media support to the DIETs in their teacher training activities.

5.2.12 The summary of achievements under the ET Programme is given in Table 5.2.

Table 5.2

Educational Technology : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92	Total (as on 12.12.91)
Amount Spent (Rs. in crore)	14.14	16.20	16.50	14.57	3.15	64.56
No. of States covered (cumulative)	13	29	31	32		32
No. of TV sets distributed	10049	12049	2799	6232	-	31129
No. of Radio cum Cassette Players distributed	37562	67735	49963	72883	3115	231228
<u>Continuing Schemes</u>						
1. Amount released to CIET (Rs. in crores)	5.28	3.10	3.146	2.37	2.00	15.89
2. Amount released to SIETs (Rs. in crores) (6 INSAT States A.P., Bihar, Gujarat, Maharashtra, Orissa and U.P.)	1.40	1.53	2.20	0.44 Plan 0.45 Non-Plan	0.63	6.65
3. Amount released to ET Cells (Rs. in crores)	0.22	0.26	0.54	-	-	1.02
4. Amount released to States/UTs for TVs/RCCPs (Rs. in crores)	7.15	11.19	10.60	11.66	0.33	40.93
5. Development of software for RCCPs (Rs. in crores)	-	-	-	0.10	0.19	0.29

Improvement of Science Education in Schools

5.3.1 In order to improve the quality of science education and promote scientific temper, as envisaged in NPE, a Centrally Sponsored Scheme of Improvement of Science Education in Schools was started during the last quarter of 1987-88. Under this Scheme, financial assistance is provided to States/Union Territories for provision of science kits to upper primary schools; upgradation and strengthening of science laboratories in secondary and higher secondary schools upto a desired standard; upgradation of libraries in secondary and higher secondary schools; setting up of District Resource Centres for science education, development of instructional materials; and training of Science and Mathematics teachers. The scheme also provides for assistance to voluntary organizations active in the field of science education for undertaking innovative projects and resource support activities in science education. Though the scheme originally intended to cover all Government and Government-aided upper primary, secondary and higher secondary schools by the end of Eighth Five Year Plan, this Ministry, taking note of the financial constraints, proposes to cover about 55 per cent of the total number of existing schools by the end of the Eighth Plan.

5.3.2 The actual achievements upto 1990-91 and the anticipated achievements during 1991-92 are given in Table 5.3.

Table 5.3

Science Education : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92 (antici- pated)	Total
Amount spent (Rs. in crores)	29.27	29.16	21.60	20.59	23.99	124.61
No. of States/ UTs covered	19	15	21	24	25	
No. of schools covered						
i) Upper Primary (science kits)	20,719	14,037	8,463	5,791	6,000	55,010
ii) Sec./Higher Sec. Library assis- tance)	8,899	5,784	1,699	3,843	3,000	23,225
iii) Sec./Higher Sec. (laboratory assistance)	6,920	5,392	2,761	3,981	4,200	23,254

	1987-88	1988-89	1989-90	1990-91	1991-92 (antici- pated)	Total
No. of vol.orgns. coverd(for inno- vative programmes) (cumulative)	-	8	11	7	6(new)	20
No. of institutions assisted for setting up of District Resource Centres	80	13	22	60	60	235

International Mathematical Olympiad in School Education

5.4.1 With a view to identifying and nurturing talent in Mathematics at school level, the International Mathematical Olympiad (IMO) is held every year. India has been participating in this Olympiad since 1989. Each participating country is required to send a team comprising not more than six secondary school student contestants, a team leader and a deputy team leader.

5.4.2 As per the existing financing pattern, the host country pays for the food, accommodation and transportation of the participating teams during their stay in the host country; while the expenses on international travel is borne by the participating countries. The Indian team in the last three Olympiads was jointly sponsored by the Department of Education, Ministry of Human Resource Development, and the National Board for Higher Mathematics (NBHM), Department of Atomic Energy. The cost on international travel was paid by the Department of Education and all other expenses on selection of students, internal travel, incidental expenses, etc., were borne by the NBHM.

5.4.3 An eight member delegation comprising six student contestants, a team leader and a deputy team leader participated in IMO 1991 held in Sweden during July, 1991. India ranked 10th out of 55 participating countries. Each student contestant won a medal three of them won a silver each and the other three a bronze each.

Environmental Orientation to School Education

5.5.1 In order to promote integration of educational programmes in the schools with local environmental conditions, as envisaged in the NPE, a Centrally Sponsored Scheme of Environmental Orientation to School Education was started in 1988-89.

5.5.2 Under the Scheme, 100 per cent assistance is provided to the States/Union Territories and voluntary agencies. The State/Union Territories are provided assistance for taking up the various programmes/activities aimed at creating environmental consciousness among the students on project basis. Each project area should consist of a few blocks/districts having homogeneous ecological conditions. In order to plan, coordinate and monitor the activities proposed to be taken up by a State/Union Territory, assistance is provided for creation of a State level cell. Similarly, in order to design and organize various educational programmes in schools keeping in view the local environmental conditions and concerns, assistance is provided for setting up of project cells for each project area. The project activities include review and development of curriculum to make it local specific; preparation of textbooks, instructional material, informative books, booklets, brochures, posters, slides, audio tapes, and films on environment; organisation of seminars for creating environmental consciousness; orientation of teachers; adoption of monuments for their upkeep and maintenance; study of ecological problems; etc. One of the preferred activities under the project is setting up of school nurseries. Voluntary organisations are assisted for taking up of various kinds of experimental and innovative programmes in the field of environmental orientation to school education.

5.5.3 A summary of actual achievements during 1987-88 to 1990-91 and the anticipated achievements during 1991-92 under the Scheme is presented in Table 5.4.

Table 5.4

<u>Environmental Orientation to School Education : Achievements</u>						
	1987-88	1988-89	1989-90	1990-91	1991-92 (anticipated)	Total
Amount spent (Rs. in crores)	Nil	1.92	1.65	2.00	3.00	8.57
No. of States/UTs covered	Nil	15	10	8	11	32
No. of projects sanctioned	Nil	25	7	6	12	50
No. of schools covered	Nil	7,298	4,512	4,876	6,000	22,686
No. of voluntary bodies assisted (cumulative,	Nil	6	9	7	5(new)	17

Computer Education in Schools

5.6.1 A pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 in 248 selected secondary/higher secondary schools jointly by the Department of Electronics and the Department of Education to acquaint students and teachers with the range of computer applications and its potential as a learning medium. Till 1989-90, 2598 schools were covered under the project. Sixty resource centres were set up to train school teachers and provide logistic support to the participating schools. Installation of hardware and its maintenance continued to be the responsibility of Computer Maintenance Corporation (CMC) and the NCERT continued as the nodal agency for software development, academic support and organisation of teachers' training. The Steering Committee for the project was jointly headed by the Secretaries of the Department of Electronics and the Department of Education. Upto 1986-87, the schools received a set of two BBC Micros. This number was increased to five BBC Micros from 1987-88 onwards. Since the last financial year, a decision has been taken to provide an additional three BBC Micros to those old schools (1249) which have so far only two computers each. Therefore, no new schools have been added since 1990-91. The evaluation of the project was done in 1986 by the Space Application Centre, Ahmedabad.

5.6.2 In pursuance of the objectives laid down in the NPE, an expanded programme was prepared in 1987-88 to cover 13,000 higher secondary schools all over the country. However, due to paucity of funds and other administrative reasons, the proposal to cover 13,000 schools was not finalised. The project is being reviewed for further expansion.

5.6.3 In the following Table, a summary of achievements under CLASS Project is presented:

Table 5.5
Class Project : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92 (antici- pated by 31.3.92)	Total for 1987-88, 1988-89, 1989-90, 1990-91 & 1991-92
Amount spent (Rs. in crore)	5.39	5.98	6.00	5.86	6.00	29.23
No. of States assisted (cumulative)	30	31	32	-	-	32
No. of schools covered (cumulative)	1949	2327	2598	-	-	2598

National Population Education Project
(School and Non-Formal Education)

5.7.1 The National Population Education Project (NPEP) was launched in April 1980 with the main objective of institutionalising population education into the formal and non-formal education system. The programme activities have been developed in collaboration with the United Nations Population Fund (UNPFA) and UNESCO and also with the active involvement of the Ministry of Health and Family Welfare. The NCERT provides technical assistance. The Ministry of Human Resource Development has decided to extend the NPEP into the Eighth Five Year Plan. Population Education aims at making young students aware of the inter-relationship between population, development and the quality of life. It further seeks to develop in them a rational attitude and responsible behaviour towards population issues and to foster in them positive value orientation so that they may take informed decisions which, in turn, would promote the small family norm. The project is currently being implemented in twenty-nine States and Union Territories.

5.7.2 The main activities during 1991-92 were in the following areas:-

- Preparation of training, instructional and supplementary materials.
- Orientation of teacher-educators and intensive training of newly appointed project personnel in State Population Education Cells.
- Holding of meetings with the State Educational authorities like school boards, textbook bureaux and voluntary organisations for effective implementation of the project.
- Conducting the co-curricular activities with extensive involvement of community and NGOs.
- Evaluation and research activities to find out the impact of population education programmes and activities on awareness and attitude of students and teachers at different levels of school education.

5.7.3 Activities conducted during the year were as follows:

- The materials for the core-packages on population education in different areas such as curriculum materials, training and instructional materials, evaluation, research, co-curricular activities, electric media were prepared.
- The picture stories were developed and got printed. The same were tried out in classroom situations and reactions of the students obtained and analysed. The

materials prepared in the form of posters and picture stories were sent to UNESCO Regional Office, Bangkok for further review and adoption.

- Two Video Programmes on population growth and environment, and process of growing up, and manuals on these video programmes giving guidelines were prepared.
- Twenty-five project personnel from State Population Education Cells were trained and approximately 400 teachers, educators and principals were oriented by the four regional colleges of education.
- Population Education Week was celebrated throughout the country by the State Population Education Cells and a few RCEs. The Population Education Week synchronized with the celebration of World Population Day on 11 July, 1991.
- Source Book on Population Education has been printed and sent to various universities and SPE Cells. Copies of the source book have also been sent to UNESCO Regional Office, UNFPA, Ministry of Health and Family Welfare, UGC and other agencies.
- Monitoring of the NPEP, was carried out by faculty members of the NCERT by visiting the various States for effective implementation of the project activities.

5.7.4 The Budget provision for NPEP(School & Non-Formal Education) for 1991-92 is Rs. 100 lakh under Plan.

Integrated Education for the Disabled Children

5.8.1 It has been established scientifically that children with mild handicaps make better progress academically and psychologically if they study in common schools alongside normal children. The Scheme of Integrated Education for Disabled Children provides 100 per cent financial assistance to State Governments, Union Territory Administrations and voluntary organisations for creating necessary facilities in the schools. Admissible items of expenditure are books and stationery allowance, transport allowance, uniform allowance, readers allowance (for blind children), escort allowance for orthopaedically handicapped children with lower extremity disabilities, equipment allowance and wherever necessary, hostel charges. Besides, the scheme also provides for meeting the cost of salary and incentives for teachers, setting up of resource rooms, carrying out assessment of disabled children, training of teachers, removal of architectural barriers in schools, development and production of special instructional materials for disabled children, etc. Assistance is also given, through the UGC, to selected universities and institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by

the NCERT and the four Regional Colleges of Education.

5.8.2 The scheme is at present being implemented in Andhra Pradesh, Bihar, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, Daman & Diu, Delhi and A & N Islands.

5.8.3 There is one UNICEF assisted Project of Integrated Education for Disabled (PIED) which envisages development of context-specific strategies for education of children with disabilities in general schools. Assistance is given to the States/Union Territories implementing this project also for meeting the expenditure on account of various facilities provided to disabled children. One block each in the States of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan and Tamil Nadu and the Municipal Corporations of Delhi and Baroda are covered under this project.

5.8.4 About 28,000 children spread over 6000 schools are presently receiving benefits under this scheme. A much larger number are receiving indirect benefit through special teachers and other learning material. During the year 1991-92, against the budget provision of Rs.4.00 crore, the actual releases to the various States, Union Territories and voluntary organisations is of the order of Rs. 1.43 crore (as on 30.11.91)

Educational Concessions to the Children of Officers and Men of Armed Forces Killed or Disabled During Hostilities

5.9.1 The Central Government and most of the State Governments and Union Territories continued to offer educational concessions to the children of defence personnel and para military forces killed or permanently disabled during Indo-China hostilities in 1962 and Indo-Pakistan hostilities in 1965 and 1971.

5.9.2 During 1988 these concessions were extended to the children of IPKF/CRPF personnel who were killed/disabled during action in Sri Lanka and to the children of Armed Forces personnel killed/disabled in action in Operation Meghdoot in Siachen Area.

5.9.3 In the year 1991-92, four students availed themselves of these concessions amounting to Rs.57,585.00 against the budget provision of Rs.1.30 lakh.

Promotion of Yoga

5.10.1 The Ministry of Human Resource Development has been implementing a scheme for promotion of yoga as part of its overall programme for development of physical education in the country taking into consideration the potential usefulness of yoga in promoting physical fitness. Under the scheme financial assistance is given to yoga institutions of an all-India character, towards maintenance and also developmental expenditure on basic research, teacher training and programmes in other

aspects of yoga except therapeutic. Financial assistance to yoga institutions for promotion of therapeutical aspect is being extended by the Ministry of Health & Family Welfare.

5.10.2 The Kaivalyadhama Shriman Madhava Yoga Mandir (KSMYM) Samiti, Lonavla (Pune) continues to be assisted under the scheme, both for its maintenance and developmental expenditure for research and teacher training programmes. During 1991-92 the KSMYM Samiti was given a grant of Rs.10.00 lakh under Plan and Rs.15.00 lakh under Non-Plan (as on 30.11.1991).

5.10.3 Yoga was introduced in Kendriya Vidyalayas on an experimental basis as a separate subject for a period of one year in 1981-82. The experiment has since been evaluated and the Kendriya Vidyalaya Sangathan has decided to integrate yoga with their physical education programme. In the light of the NPE, it is proposed to introduce yoga in schools on a fairly large scale. Accordingly, a new Centrally Sponsored Scheme was started in 1989-90 under which yoga institutions are assisted for training yoga teachers and for building infrastructural facilities for the purpose. During 1989-90, which was the first year of implementation of the scheme, the tempo did not pick up because State Governments were not able to commit themselves to depute their teachers for training. The involvement of the State Governments is imperative for the effective implementation of the programme. Thus it was decided during 1990-91, in consultation with the Planning Commission, to release grants to State Governments to enable them to arrange training of teachers in Yoga institutions under their control or through voluntary agencies. As a result of this, there has been a more positive response from the State Governments.

5.10.4 During 1991-92 against a plan provision of Rs.80.00 lakh, grants amounting to Rs.18.51 lakh have been released (as on 31.11.1991) to the State Governments of U.P. and Punjab.

Assistance to Agencies for Strengthening Culture/Art/Values in Education and for Assistance to Educational Institutions Implementing Innovative Programmes

5.11.1 It has been envisaged by the Central Government that India's cultural heritage should be strengthened and creative activities like art, education, etc. should be emphasised. Within these overall objectives, a Central Scheme for Assistance to Agencies for Strengthening Culture/Art/Values in Education and for Assistance to Educational Institutions Implementing Innovative Programmes was formulated in 1987 for providing assistance to Government agencies, educational institutions, Panchayati Raj institutions, registered societies, public trusts and non-profit making companies. Under the Scheme, the assistance is provided for the following purposes:-

- strengthening cultural/art input in the educational content and process;

- strengthening of value education in the school system; and
- implementation of pioneering of innovative programmes at the school stage.

5.11.2 Under the above scheme, financial assistance to the extent of Rs. 31.61 lakh was provided to eight organisations during the year 1990-91. The budget provision for the current year is Rs. 60 lakh. The entire provision is likely to be utilized before March, 1992.

5.11.3 Some of the programmes which have been assisted under this scheme during the year 1991-92 are:

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| 1. | Gandharva Mahavidyalaya, New Delhi. | For organising training of in-service teachers of Elementary schools for a period of 3-4 weeks in Delhi. |
| 2. | India International Cultural Centre, New Delhi. | To organise 100 lecture-performance-cum-workshops in 100 schools located in rural areas of 10 States/UTs for spreading Art Education life among rural youth. |
| 3. | Nandikar, Calcutta. | For undertaking the project "Theatre Activity for Motivation and Liberation of student community". |
| 4. | Rama Krishna Institute of Moral and Spiritual Education, Mysore. | For conducting Teacher Train-Courses on Spiritual and Moral Education. |
| 5. | Sanskar Shiksha Samiti, Bhopal. | For organising the project of value education at Primary and Middle school stage for Doraha and Tikamgarh Blocks in Madhya Pradesh. |
| 6. | Lala Lajpat Rai Birth place Memorial Committee Dhudike (A Centre of Servants of the People Society, New Delhi). | For development of infrastructure by constructing a hall or two rooms in the Lala Lajpat Rai Memorial School Dudhike to promote cultural activities for spreading the message of communal harmony, national integration, etc. |

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| 7. | Alarippu, New Delhi. | For undertaking project-activities for innovative use of theatre in education and publication of a newsletter to motivate women and children towards literacy. |
| 8. | Poetry Society (India), New Delhi. | For organising a Creative Poetry Writing Workshop for the young tribal Poets of Orissa. |
| 9. | Antar Bharati, Madras | For conducting Educational Therapy Programme. |
| 10. | Spic-Macay, New Delhi. | For conducting the Lecture-Demonstration functions, Baithaks, Festivals, etc. of classical Music and Dance and Yoga Workshops in educational institutions. |
| 11. | Safdar Hashmi Memorial Trust, New Delhi. | For organising an exhibition 'Artists against Communalisms, images and Words' in educational institutions. |

Review of School Text-books from the Standpoint of National Integration

5.12.1 Since 1981, the Ministry of Human Resource Development, with academic support from the NCERT, has been engaged in making concerted efforts to review school textbooks from the standpoint of national integration to ensure that the school curricula designed in this country, while matching the cultural, geographical and ecological diversity of the land, do not contain any material or approach which can directly or indirectly perpetuate untouchability, racism, regionalism, casteism and communalism in the impressionable minds of our school students. Two distinct phases of this programme of review of school textbooks from the standpoint of national integration have been completed by covering the school textbooks in use in States/Union Territories in situations where NCERT textbooks have not been adopted without any change or where textbooks printed by non-NCERT organisations are in use. The built-in system, which the States/Union Territories were advised by NCERT to establish, for continuous evaluation of textbooks as part of textbook preparation and development, has stood the test of time.

5.12.2 With the publication of new textbooks on the basis of revised curricula, the need for undertaking another programme of their evaluation from the point of view of promoting communal harmony, secularism and national integration was felt and a fresh programme initiated during 1989-90. To oversee this fresh

programme, to be coordinated and monitored by the NCERT, a Steering Committee at the national level was set up. Under this fresh programme, the textbooks brought out by the State level agencies and private publishers are being used in schools under all types of management, will be evaluated.

5.12.3 The Committee has met twice since it was constituted and has considered the reports of evaluation of school textbooks used in some States prepared by the NCERT. The main focus of the NCERT in its textbook evaluation programme was on textbooks in history and languages which were prepared after the adoption of NPE.

National Awards to Teachers

5.13.1 The scheme of National Awards to Teachers was introduced in 1958 with the object of raising the prestige of teachers and giving public recognition to teachers of outstanding merit. Upto 1965 the scheme covered teachers of primary, middle, secondary and higher secondary schools only. From 1967, its scope was enlarged to cover teachers of Sanskrit Pathashalas. From 1976, it was further enlarged to cover Persian/Arabic teachers of Madrasas run on traditional lines. Two awards each have been allotted for teachers of primary and secondary schools in Kendriya Vidyalayas.

5.13.2 The number of awards allotted to a State depends upon the number of teachers. However, each State/Union Territory is entitled to at least one award for the category of primary school teachers and one for secondary school teachers. The number of awards was increased from 186 to 300 in 1988. From 1991 the separate quota of four awards for CBSE has been dispensed with. Thus the total awards at present are 296; of these, 272 for primary and secondary school teachers of States/Union Territories, and four awards for teachers of Kendriya Vidyalayas Sangathan. There are 15 awards for teachers of Sanskrit Pathashalas and five for Arabic/Persian teachers of Madrasas run on traditional lines. There is no State-wise allocation of awards for teachers of Sanskrit Panthashalas and Arabic/Persian teachers of Madrasas run on traditional lines due to their limited number. Each award consists of certificate of merit, a silver medal and a cash prize of Rs. 5,000/-.

5.13.3 Two hundred and sixty-eight teachers were selected for the National Award, for 1990. Recommendations for National Award for 1991 are under consideration.

Cultural Exchange Programme in the Field of School Education

5.14.1 The programme is being implemented by the Ministry in consultation with NCERT and the State Governments.

5.14.2 A five member Indian delegation led by Shri R.S. Lugani, Principal, Delhi Public School, R.K. Puram, New Delhi visited USSR from 10th to 18th May, 1991. A reciprocal visit was made by a four member Russian delegation led by Mr. V.D. Shadrikov,

Deputy Chairman, USSR State Committee for Education from 11th, to 18th December, 1991.

National Open School

5.15.1 In order to cater to educational needs of school dropouts, working adults, housewives and other socially disadvantaged sections of the society, the CBSE 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. In order to have much larger all-India coverage, the status of the Open School was raised to a fully independent entity by disassociating it from the CBSE and for this purpose an autonomous organisation namely, National Open School (NOS) Society was registered on 23rd November, 1989. In 1990, it was vested with the authority for conducting Secondary and Senior Secondary Examinations for its learners and for certification thereof. Under this authority, the NOS has so far conducted three Secondary and Senior Secondary Examinations which have been recognised by the Association of Indian Universities.

5.15.2 NOS imparts education through distance teaching methods with the help of Accredited Institutions (AIs) which are functioning all over India. In 1991, there were 143 AIs and the figure has now risen to 192. The target for 1992-93 is to have more than 200 AIs.

5.15.3 The target of students in 1991-92 was 60,000 (36,000 for Secondary, 24,000 for Sr. Secondary) but the enrolment has been restricted to 36,000 in order to provide better services to the students. Keeping pace with the AIs, the target of enrolment in 1992-93 has been kept at 40,000.

5.15.4 In 1991, 76158 students were examined whose results were declared and certificates issued by NOS. All activities in this regard were undertaken by the NOS itself which were earlier being done by CBSE.

5.15.5 The system of internal assessment was introduced in 1991-92 and answer scripts of 34,016 students were evaluated through computers in the NOS itself and result communicated to the students. The computer unit of the NOS was further strengthened by providing an optical mark reader and PC/ATs.

5.15.6 A vocational unit was set up and seven vocational courses were identified for certification by the NOS.

5.15.7 Two non-traditional courses were developed - one on health education and the other on status of women.

5.15.8 As reading material for students, 26 lakh booklets were printed and distributed.

5.15.9 One acre of land was purchased from the New Okhla

Industrial Development Authority (NOIDA). A decision for purchasing one more acre of land adjoining the plot already purchased has been taken. A film on NOS has been prepared. The equipment for the computer unit was purchased and a strong room built for keeping secret records.

5.15.10 During 1991-92 there is a provision of Rs. 100.00 lakh under Plan.

National Council of Educational Research and Training

5.16.1 The National Council of Educational Research and Training (NCERT) was established on 1st September, 1961, as an autonomous organization. Qualitative improvement and excellence in school education and teacher education are some of its major concerns. For realization of its objectives the NCERT undertakes programmes related to research, development, training, extension and dissemination of educational information through its constituent Departments, -- CIET, the Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore and seventeen Field Offices located all over the country, mostly in the State Capitals.

5.16.2 During 1991-92 sustained and concerted efforts were made to implement programmes related to school education and teacher education, including the implementation of Centrally Sponsored Schemes for school improvement in the States.

5.16.3 The NCERT also continued to coordinate and monitor activities related to the Unicef-assisted projects in the education sector, the NPEP. Close liaison was maintained with State and Union Territory Governments through the network of Field Offices and the Regional Colleges of Education and by actively collaborating in different programmes organized by the departments/Directorates of Education, SIEs/SCERTs and similar other agencies in the States and Union Territories.

5.16.4 Major achievements in various areas of work of the NCERT during 1991-92 are presented below:

Early Childhood Care and Education (ECCE)

5.16.5 The NCERT carried out various activities aimed at strengthening the Early Childhood Care and Education (ECCE) programmes in the country. The activities in ECCE focused primarily on development of material for teacher educators; training programmes for teacher educators of Pre-primary Teachers Training Institutions and functionaries of voluntary organizations running ECCE Centres; research studies related to impact of pre-school education programme in the Municipal Corporation of Delhi Schools; process based programme for development of number concept; try-out of audio programme with visually handicapped children and impact of toy making competitions.

5.16.6 Under the UNICEF-assisted ECCE project, which has entered a new Master Plan of Operation, State plans for the 12 participating States had been finalised and an intensive one-month training programme for key functionaries for these states was conducted.

5.16.7 A training film (still video) on the Training of Anganwadi Workers in ECCE has been developed. Three publications titled (i) Early Childhood Care and Education Programme, (ii) Stimulation Activities for the Young Child, and (iii) Child to Child have been brought out.

Universalization of Elementary Education (UEE)

5.16.8 The major thrust of the activities remained on revision of instructional material in the light of feedback received from practicing teachers; finalization of textbook in Social Studies for class III for Andaman & Nicobar Islands; training of key persons in the context of teachers' orientation programme under the Operation Black Board (OB) scheme in Andaman & Nicobar Islands and Dadra and Nagar Haveli; research studies on extent of utilization of materials supplied to primary schools under the OB Scheme, study on identification of problems of teachers in single/two teacher schools, study of Primary Education Acts and their implications, and gradation of reading vocabulary (Hindi) of primary school children.

5.16.9 Activities under various UNICEF assisted projects also continued. The report on the Nutrition Health Education and Environmental Sanitation (NHEES) project is under print. The Report on the Comprehensive Access to Primary Education (CAPE) project is being prepared. Various activities on the Area-Intensive Education Project (AIEP) continued in selected Blocks of the six States.

5.16.10 NFE was perceived as a special strategy for UEE. The NCERT took steps for development of teaching-learning material at the primary level for children attending the NFE centres. Work on development of a set of MLL based instructional material is in progress. Other NFE projects conducted during the year relate to the study of curriculum demands on material production in NFE development of teaching-learning activities in Environmental Studies, and a teachers' handbook on identified effective practices and teaching methods for NFE. The Council has created a set of resource persons in each of the 10 educationally backward States (except Arunachal Pradesh) and trained them according to a specific strategy evolved for the purpose. The tools for evaluating children's achievement, along with teachers handbooks, are being developed. Consultancy was extended to a number of NGOs in running the NFE Programmes and to different States, Primarily for material development and training.

Minimum Levels of Learning (MLL)

5.16.11 The recommendations included in the report on MLL at the primary stage developed by the Committee set up by the MHRD are being implemented by the NCERT since January, 1991. The major activities during the year have been: translation and printing of MLL report in Hindi; selection of blocks for implementation in Uttar Pradesh, Rajasthan, Madhya Pradesh and Bihar; identification of a core group to facilitate programme implementation at Block level; content analysis of existing formal school/NFE textbooks; development of training material such as Handbooks for Teachers/NFE Instructors and preparation of items pool in Hindi, Mathematics and Environmental Studies.

Orientation of the Content and Process of Education at the School Stage

5.16.12 The major thrust under this programme has been on completion of work for preparation of textbooks for second and third languages, evaluation of textbooks in Social Sciences and Languages from the standpoint of national integration, preparation of glossary and technical terms in Social Sciences and a framework for moral/value education, development of supplementary readers, development of a resource book on ancient Indian History for teachers, and training package for Social Science training programmes.

5.16.13 The textbooks for Class VIII in Hindi and Urdu as second language and third language were finalised. Work was also initiated for preparation of Source Books/Handbooks in History and preparation of charts and maps as teaching-aids. Training/orientation programmes for key persons about the use of new textbooks developed after the announcement of the NPE were organized.

Improvement of Science Education in School

5.16.14 Revision of instructional materials in Science and Mathematics, training of teachers and extension activities directed to bring about improvement in Science and Mathematics education at the school stage continued.

5.16.15 For strengthening the teaching of Science at the primary and upper primary stage, the NCERT continued to develop Science Kits and extended its expertise to the States in operationalization of Science Workshops in Madhya Pradesh and Uttar Pradesh by training their technical staff and helping in installation of machines. To meet the requirement of States and UTs, batch production of Science Kits were undertaken. The revised manuscript of Teachers' Handbook on Environmental Studies (Science) Class III to V was finalised. A project on development of low cost equipment for Secondary School Science is being planned.

5.16.16 For nurturing scientific talent in children and

encouraging development of appropriate technology for rural areas, the Jawahar Lal Nehru Science Exhibition for children was organized from 7 to 15 November, 1991.

Computer Literacy and Studies in Schools (CLASS)

5.16.17 The NCERT continued to act as the central technical and monitoring agency for the CLASS project. Two teacher training programmes of three weeks duration each were organised. Teachers' training curricula for students and teachers for PCs were developed. An orientation programme for the faculty of other Resource Centre was also organized.

5.16.18 The logistic support to schools and activities related to evaluation of software package would continue. A teacher training curriculum for four-week refresher course for BBC would also be developed during the current year.

Vocationalisation of Education

5.16.19 Activities related to implementation of the programme of vocationalisation of education at the higher secondary stage continued which included orientation for coordinators of in-service programmes for vocational teachers, programmes for key functionaries on vocationalisation of education in Bihar, training programme for Work Experience teachers, on-the-spot study on implementation of vocationalisation of education programme in Kerala and development/revision of curricula in several vocations for effective implementation of vocationalisation of education at +2 stage. A video-cassette on Textile Design and a Manual on Electronics have been developed. Twenty-seven popularisation folders on vocational courses have also been brought out.

5.16.20 The reports of the on-the-spot studies on vocationalisation of education programme conducted earlier in Karnataka and Maharashtra have been finalised. Work on several other programmes and activities on vocationalisation of education planned for the year 1991-92 is in progress.

Teacher Education

5.16.21 The NCERT continued to act as the secretariat of the National Council for Teacher Education (NCTE). Work on preparation of the Encyclopaedia of India Education continued. Based on the guidelines and syllabi in different components of teacher education curriculum for elementary and secondary level, instructional materials for pupil teachers in different curricular areas are being developed. Under the project on "Development of an In-service Training Package on Multigrade Teaching for Elementary Teacher Educators", Modules have been prepared and course outlines and guidelines of the inservice education for secondary and senior secondary school teachers are being finalised. Guidelines for value orientation of teachers for improvement of quality of education are also being developed.

5.16.22 The Regional College of Education (RCEs) continued to offer four year integrated teacher education programme leading to B.A.B.Ed., or B.Sc.B.Ed.. RCEs at Bhubaneswar and Mysore also offer one-year M.Sc.Ed. courses.

Education of the Scheduled Castes and Scheduled Tribes

5.16.23 Existing teaching-learning materials were analysed from the point of view of SC children. Preparation of a manual for NFE key personnel to tackle the problems which hinder the educational development of SC children continued. Steps were taken for development of textbooks for tribal children in Gondi and Irula.

Education of the Educationally Backward Minorities

5.16.24 The NCERT continued to offer academic inputs to upgrade teaching competencies of teachers of schools managed by the educationally backward minorities.

Education for Women's Equality

5.16.25 During 1991-92, the NCERT continued work on the projects (i) Study on Factors for Continuance and Discontinuance of Girls in Elementary Schooling, (ii) Problems of Posting and Recruitment of Women's Teachers, and (iii) UNESCO sponsored study on Universalisation of Education of Girls in Rural Areas in India. A seven-week Training Programme for key personnel in Methodology on Women's Education and Development was conducted. A Seminar on 'Declining Sex Ratios and its Implications in Education and Media' was also organized. Development of Exemplar Material in Hindi, development of Supplementary reading material for the age group 14-18 portraying the Image of Women in Indian Literature and preparation of Supplementary reading materials for Primary and Middle Stage highlighting contribution of Women in the Area of Science, Technology, Fine Arts, Industry, Agriculture, Commerce and Trade continued. The Report of the Workshop to evolve workable strategies to promote universalization of primary education among girls through the support of non-governmental/voluntary organizations is being finalised for dissemination. The report of the project on "Measures to Promote Vocational, Technical and Professional Education of Girls in India" has also been prepared.

Education of the Disabled

5.16.26 The thrust of the programmes and activities remained on the development of context specific modalities to integrate disabled children in general education system through organisational support, enhancing competence of general teachers to meet special needs of children in the class-room, development of curriculum and instructional materials for adjustment and adaptation of curriculum and teaching to special needs, establishing community and parents' contacts to bring disabled

children to schools and retain them and extending support to the MHRD and certain other concerned departments of the Government of India in policy formulation and implementation of the schemes on education for disabled children. Support was also provided to State Governments in planning and management of programmes pertaining to education of the disabled children.

5.16.27 Under the project "Tele School for Parents of Mentally Retarded Children", four programmes were developed and telecast. Work is in progress for "Development of Computer Assisted Teaching Learning Programmes for Disabled Children in Hindi". Outlines of a textbook on special education in the context of new teacher education curriculum have been developed. The NCERT is developing a manual on organizing teacher training programmes under the UNICEF assisted project "Integrated Education of Disabled".

Utilisation of Educational Technology

5.16.28 The ETV Programmes for children of 5-8 and 9-11 years and for teachers at the primary level were produced to feed the INSAT ETV service in the Hindi belt. Thirty-eight ETV programmes were produced upto October, 1991. In addition, 50 ETV programmes were dubbed in Oriya and Gujarati.

5.16.29 More than 200 capsules comprising about 500 ETV programmes in Hindi were prepared and sent to Doordarshan for telecast via INSAT. An equal number of capsules comprising ETV programmes in Oriya were also prepared and telecast.

5.16.30 Twenty-four educational radio programmes, including programmes in Hindi for class VII of Navodaya Vidyalayas on equality of sexes and programmes for educable mentally handicapped children were completed.

5.16.31 Training programmes were organized in educational technology for different categories of personnel.

5.16.32 Under the cultural exchange programme, educational video and audio programmes are being supplied to Mauritius, China and Trinidad.

Educational Survey and Data Processing

5.16.33 An intensive survey of primary school buildings in Uttar Pradesh has been undertaken on sample basis. The Fourth All-India Survey of Elementary and Secondary Teacher Education, to ascertain the status of teacher education and its related aspects in the country, has been initiated.

National Talent Search

5.16.34 The National Talent Search (NTS) Scheme is designed to identify the talented students at the end of class X and provide them financial support towards getting quality education so that

their talent may develop further and they become assets in the respective disciplines as well as for the country. On the basis of the examinations at two levels, 750 students were selected for award of scholarships under the NTS Scheme.

Educational Psychology Counseling and Guidance

5.16.35 The NCERT continued its nine-month diploma course in Educational and Vocational Guidance. Research, development and training activities related to counseling and guidance, identification of creative potential among children, and development of instructional materials in psychology constituted some of the major activities in this area.

5.16.36 The "National Library of Educational and Psychological Tests" set up by the NCERT was utilised by scholars from all over the country.

National Population Education Project

5.16.37 Under this programme, a National Source Book on Population Education, a video programme on growing-up and exemplar materials for NFE sector were developed. The NCERT has also developed a certificate course in population education.

Examination Reform

5.16.38 During 1991-92, workshops were organised for development of unit tests, terminal tests and annual tests for preparation of evaluation package in science for secondary classes. Criterion-referenced tests in Science for class VI to VIII and diagnostic tests at the primary stage in Arithmetic and Hindi are being prepared. Oral exercises in English for class VIII are being tried out in different schools. Two National Workshops for Training on "Issues on Objective-Based Test in History" and "Alternative Evaluation Procedures in Examinations in Social Sciences" were organised. Analysis of the data on attainment of primary school children in various States is in progress.

Technical Support to Navodaya Vidyalayas

5.16.39 The NCERT conducted the selection tests for admission to 275 Jawahar Navodaya Vidyalayas for the academic session 1991-92 with the help of a battery of tests (Mental Ability Test, Language Test and Arithmetic Test) containing non-verbal items with a view to ensuring selection procedure as culture neutral as possible and to minimize bias due to environmental factors. The selection tests were conducted at 3200 centres in 275 districts of the country.

5.16.40 The process of conducting the selection tests for admission to Jawahar Navodaya Vidyalayas for the year 1992-93 has started.

Promotion of Educational Research

5.16.41 The Educational Research and Innovation Committee (ERIC) of the NCERT continued to sponsor research projects on different aspects of school education and teacher education. As part of the efforts to improve the quality of educational research, the ERIC organised a level-I Research Methodology Course for DIETs faculty. In order to create awareness regarding current priorities in educational research, a regional seminar on educational research is to be organised in western region during the current financial year.

5.16.42 The project "Survey of Educational Research and Innovations" has been institutionalised within the NCERT. The Fifth Survey of Educational Research covers the period from 1988 to 1992 and would include research abstracts of all Ph.D theses, independent researches and innovations conducted by different Universities of the country in education and allied areas.

Publication and Dissemination

5.16.43 During April to October, 1991, one hundred forty one titles in different categories were brought out. These include 78 textbooks, 6 supplementary readers, 29 issues of journals and 28 other publications. During the remaining part of the year, 180 titles of different categories of publications are expected to be brought out.

Field Services

5.16.44 The NCERT has reorganised the functioning of its 17 Field Offices in order to make them effective channels of communication between NCERT, MHRD, State Governments and the State educational agencies in achieving the objectives of improving the quality of school education in the country based on the programmes and activities designed on the basis of actual educational needs of the States. To review the functioning of revised modalities, a meeting of the Field Advisers and the Principals of the RCEs was organised on 29 and 30 October, 1991 at the NCERT headquarters. The NCERT Field Officers extended assistance inter-alia in the administration of the National Talent Search Examination and interviews, Jawahar Navodaya Vidyalayas Selection Tests and in the selection of teachers for State and National Awards.

Budget Provision

5.16.45 The Budget provision of NCERT for 1991-92 is Rs. 350.00 lakh under plan and Rs. 2220.00 lakh under Non-plan.

National Foundation for Teachers' Welfare

5.17.1 The National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the Foundation is to provide financial

assistance to teachers who may be in indigent circumstances. The Foundation has been entrusted with the responsibility:

- to build the corpus
- to select three teachers each year for Prof. D.C. Sharma Memorial Award.
- to celebrate Teachers' Day.
- to grant financial assistance to teachers/dependents under approved schemes.

5.17.2 The approved schemes under which financial assistance is granted are:

- i) paid holiday to eminent teachers who have rendered meritorious service
- ii) Support for professional education of children of school teachers.
- iii) Medical reimbursement to teachers suffering from serious ailments.
- iv) Gratuitous relief to teachers in cases of serious accidents.
- v) Subsidy for academic activity of teachers and
- vi) Construction of Shikshak Sadans.

5.17.3 During the year, financial assistance amounting to Rs.18,10,478/- has been released as per details given below:-

S.No.	Name of Scheme	No. of beneficiaries/ State Units	Amount of Financial Assistance
1.	Paid holiday to eminent Teachers	2 teachers from Andhra Pradesh	Rs. 3,896/-
2.	Support for Professional education to children of school teachers	50 teachers from Andhra Pradesh	Rs.1,00,000/-
		41 teachers from Goa.	Rs.23,925/-
		56 teachers from Maharashtra.	Rs.1,01,502/-

S.No.	Name of Scheme	No. of beneficiaries/ State Units	Amount of Financial Assistance
		42 teachers from Tamil Nadu.	Rs.33,960/-
		3 teachers from Uttar Pradesh.	Rs.2,562/-
		4 teachers from Chandigarh	Rs.2,270/-
		1 teacher from Delhi.	Rs.555/-
		6 teachers from Daman.	Rs.7,822/-
		17 teachers from Pondicherry.	Rs.19,471/-
		----- 220 -----	----- Rs.2,92,067 -----
3.	Medical treatment for teachers/dependents suffering from serious ailments.	7 teachers from Andhra Pradesh	Rs.56,843/-
		3 teachers from Kerala.	Rs.13,982/-
		3 teachers from Maharashtra	Rs.16,090/-
		2 teachers from Uttar Pradesh.	Rs.20,000
		----- 15 -----	----- Rs.1,06,915/- -----
4.	Construction of Shikshak Sadans	i) State Working Committee of Uttar Pradesh	Rs.7,50,000/-
		ii) State Working Committee of Kerala	Rs.5,00,000/-
			----- Rs.12,50,000/- -----

S.No.	Name of Scheme	No. of beneficiaries/ State Units	Amount of Financial Assistance
5.	Excursion tour of teachers under 40th Anniversary of Independence celebrations and Jawaharlal Nehru Centenary celebrations (of previous year).	893 teachers from Maharashtra	Rs.1,57,600/-
Total:			Rs.18,10,478/-

5.17.4 Fifth September of each year is celebrated as Teachers' Day. On this occasion a poster is brought out as a publicity material to highlight the importance of teachers. Shri P. Ravi, Drawing Teacher, Jawaharlal Nehru Government High School, Mahe Pondicherry was paid a sum of Rs. 5,000/- for designing the poster. On Teachers' Day, a booklet containing detailed information regarding the activities of the Foundation was released by the Minister of Human Resource Development. The booklet has been circulated among all the State Working Committees and as well as among the National Awardee Teachers of 1990 for wide publicity.

Central Board of Secondary Education (CBSE)

5.18.1 It has been the constant endeavour of Central Board of Secondary Education to improve the existing education system and innovate further to make education socially relevant. A number of activities have been undertaken by the CBSE with the objectives of all round development of the students. The most important are:-

Special Adult Literacy Drive (SALD)

5.18.2 The CBSE has introduced Special Adult Literacy Drive (SALD) from the academic session 1991-92 in Classes IX & XI and the same shall be extended to Classes IX to XII from 1992-93 session onwards. This programme aims at mobilising students at Secondary & Senior Secondary stage. Though it has been made obligatory for the schools to take up this activity, the CBSE has devised a framework of positive re-inforcement for the students to encourage their participation. A minimum of 5 marks will be awarded to students who make one person literate in a year, 8 marks on making two persons literate in a year and a maximum of 10 marks will be awarded on making three or more persons literate in a year. Besides the marks, special certificates, trophies and

awards will also be given to the students, teachers and schools. The Board has issued necessary guidelines in this regard and will take necessary steps to monitor the programme.

Population Education

5.18.3 In response to the Directives of National Steering Committee on Population, the Board has brought out a comprehensive brochure containing guidelines for the teachers to incorporate Population Education activities in the school programmes as a part of its national commitment.

New System of Spot Evaluation

5.18.4 Since 1983, the work of spot evaluation has been organised through Delhi and Madras Regional Offices. The year 1991 marked a significant change in the Board's working procedures as a result of which spot evaluation has been decentralised. The Board has decided to streamline the work of spot evaluation by making it compulsory for every school to sponsor atleast one examiner in each subject if the number of students sent for examination is upto 200.

5.18.5 The Board will set up 'Nodal Schools' which will have about 10 schools around it for coordinating the evaluation work. ten to fifteen examiners from the neighbouring schools will work under an Additional Head Examiner.

Minimising Unfair Means

5.18.6 The Board has devised various long term and short term measures to avert the use of unfair means during the examinations. Among the short term measures, the Board has decided to introduce multiple sets of question papers in Delhi from 1992 examinations. The multiple sets of question papers will be distributed to the candidates in the same room. It is hoped that this system would make copying much more difficult. Trouble prone schools are being identified in consultation with the Directorate of Education, Delhi and special care will be taken at the time of centre fixation. The Board shall send special observers to such centres to monitor and to ensure effective invigilation. The Board also proposes to authorise Centre Superintendent to physically check students to prevent smuggling of material inside the examination hall.

5.18.7 Among the long term measures, the Board is going ahead with the trial of Standardised School Evaluation System in which the power to rank order the students will be given to the schools; while power to scale the marks of students will be retained by the Board. "Open Book Examination" and "question-cum-answer booklet" may also be tried out. Research studies would be conducted on various aspects of examinations and school-wise analysis of result would be undertaken over a period of time.

Liberalised Norms of Affiliation

5.18.8 Keeping in view the difficulties faced by the schools in getting adequate land for building, the Board had revised its procedures for granting affiliation to schools under three categories A, B, & C.

Category A Entails all those schools which satisfy the basic conditions of affiliation as laid down in the Bye-Laws.

Category B The school can be considered for the grant of affiliation provided:

- a) It has been recognised by the Education Department of concerned State or Union Territory or to whom 'NOC' has been granted.
- b) Does not have adequate land as per the Affiliation Bye-Laws but have plinth area satisfying the following:
 - 250 sq.m area + 1 sq.m for every student on the rolls for a middle school.
 - 500 sq.m area + 1 sq.m for every student on the rolls for a Secondary School.
 - 750 sq.m area + 1 sq.m for every student on the rolls for a Sr. Sec. School.
- c) Pay salaries as per the State Govt. or UT scales of pay.
- d) Satisfies all other conditions of Affiliation. Such schools will be inspected by a high level Committee.

Category C Comprises those schools that have been recognised by the Education Department of Union Territory concerned but do not have either adequate land as per the affiliation Bye-Laws or plinth area as mentioned in Category B. Pay salaries as per State Government scales and satisfy other conditions of affiliation. If such schools can prove that they are making sincere efforts to acquire land they can be considered for purely adhoc affiliation after the Board has verified other conditions. The adhoc affiliation will be given only to those schools that are recognised by State Department of Education or those schools in UTs which do not have their own Boards.

Indepth Question Paper Analysis

5.18.9 In 1989-90, the sample question papers in various subjects were developed to set norms and evolve a scientific pattern for the examinations in the successive years. The

question papers in 1990 in the subjects of Maths and Science and from the year 1991 in other major subjects were patterned after the new samples. Following this, the Board has undertaken an in-depth analysis of the question papers in major subjects at Class XII and X level. The working groups consisting of practicing teachers from schools, Head Examiners and NCERT evaluation experts analysed the papers from all angles and have suggested changes wherever required.

Job Linked - Railway Commercial Course

5.18.10 In consonance with the Government's Policy to make education more job oriented; CBSE has recently introduced another job linked course called 'Railway Commercial' at +2 level. The syllabus and textual materials for the course have been prepared in close collaboration with Ministry of Railway and NCERT. Initially, the proposed course has been introduced in a few select schools in Delhi, Madras, Calcutta and Gorakhpur from the academic year 1991-92. Another four schools, one each at Bombay, Calcutta, Guwahati and Secunderabad, are likely to be located for introduction of the course in 1992-93. The Course is designed and aimed at selecting candidates at a more impressionable age so that right ethos of work and services are inculcated. The unique feature of this course is that it provided opportunity for a rewarding career to the successful candidates who will be directly appointed as Commercial Clerks/Tickets Collectors in the Indian Railways.

Navodaya Vidyalaya Samiti

5.19.1 In order to provide good quality modern education to the talented children predominantly from the rural areas, Government of India launched in 1985-86 a scheme to establish Navodaya Vidyalayas on an average one in each district. Two hundred and seventy-five Navodaya Vidyalayas covering 22 States and 7 Union Territories have so far been established in the country. Five Navodaya Vidyalayas have been sanctioned recently.

5.19.2 Admission to Navodaya Vidyalaya is at the level of Class VI. In view of the fact that most of the students so admitted would have been taught earlier through the medium of the mother-tongue/regional language, instruction is provided through the same medium up to Class VI or VIII, during which time intensive teaching of Hindi/English both as a language subject and co-media is undertaken. Thereafter, the common medium would be Hindi/English. At this stage, there is a migration of 30 per cent students from each Navodaya Vidyalaya to another Navodaya Vidyalaya in a different linguistic region. The migration is mainly between Hindi and non-Hindi speaking districts.

5.19.3 Break-up of the students selected so far in 275 Navodaya Vidyalayas is as follows:-

Boys	Girls	Rural	Urban	SC	ST	Gen	Total
55927	22222	60528	17621	15900	8405	53844	78149
72%	28%	77%	23%	20%	11%	69%	

5.19.4 Navodaya Vidyalayas are co-educational and primarily for children from rural areas. Hence admission of children from urban areas is restricted to a maximum of one-fourth. Efforts are made to ensure that atleast one-third of the students in each Navodaya Vidyalaya are girls.

5.19.5 Reservation of seats in favour of children belonging to the Scheduled Castes and Scheduled Tribes is provided in proportion to their population in the concerned district, provided that in no district such reservation is less than the national average.

Construction programme

5.19.6 Out of the 280 Navodaya Vidyalayas 160 Vidyalayas have been shifted to permanent site. Construction work is almost completed in 111 and 35 Vidyalayas under phase-I and Phase Zero respectively. Sanction for additional buildings, Phase-II for 187 Vidyalayas, amounting to Rs. 150.45 crores has also been issued during the year 1991-92.

Incentives to Teaching Staff

5.19.7 Since all Navodaya Vidyalayas are residential and located in remote areas, the following incentives have been provided to attract good teachers/principals:

- i) Rent free, partly furnished, accommodation as available at site.
- ii) Children education allowance at the rate of Rs.150/- p.m. per child subject to maximum of two children.
- iii) Free boarding facilities to House masters and teachers staying with the students.
- iv) Free lunch to all teachers.
- v) Facility for the appointment of spouse as per Samiti's rule.
- vi) Admission of children in the Navodaya Vidyalayas where teachers are posted without admission test and free boarding facility to such children.
- vii) Teaching Allowance of Rs.100/-p.m.

Professional Growth of Staff

5.19.8 Navodaya Vidyalaya Samiti has given training and orientation their due importance, to have committed and competent staff in the system. Navodaya being a new system by itself, the Samiti had so far organised for its staff (Principals, teachers and non-teaching staff) One hundred and sixty-five in-service courses of various types, namely orientation course, induction courses, subject-wise course, work-shops, etc. The duration of the courses had varied from a minimum of one week to a maximum of one month. These courses have been organised in collaboration with NIEPA, CCRT, NCERT, KHS, CIEFL and CIIL, etc. Samiti has also encouraged the teachers to join the correspondence course in "Reading Skills".

Expeniture

5.19.9 Total plan expenditure incurred on running of Navodaya Vidyalayas, States/UT Administration-wise during the last four years is indicated in Appendix IX.

Central Tibetan Schools Administration

5.20.1 The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation in 1961. The object of the CTSA is to run, manage and assist institutions for the education of the children of Tibetan refugees.

5.20.2 The CTSA is running 30 schools out of which five are residential schools. The schools are scattered all over India. The enrolment in the schools is over 1100. These schools are affiliated to CBSE and prepare students for All India Secondary Schools and Senior Secondary Examinations. The medium of instruction in the schools is English. Apart from English other subjects like Science, Mathematics, Social Studies and Tibetan and Hindi as languages are taught right from Class I.

5.20.3 Tibetan culture and religion are maintained in the schools through Tibetan language, Music and Dance Teachers and over all interaction with the local Tibetan population.

5.20.4 Central Tibetan Schools are located at places which have a sizable concentration of Tibetans. In order to maintain appropriate liaison with the local Tibetan community as well as the authorities of the State Government wherein a particular school is functioning. Local Advisory Committee has been constituted for each school. The Committee also monitors the progress of the school besides sorting out day-to-day problems of the school.

5.20.5 Day schools are also expected to constitute a Parent Teacher Association (PTA) with a view to bringing the school and the home closer for purpose of improving the quality of education.

Facilities for Post School Education

5.20.6 The CTSA also provides facilities to Tibetan children for post-school education. Fifteen scholarships are awarded to meritorious Tibetan students who pass out of various schools run by the CTSA. The students who secure 60 per cent and above marks and are in the age group of 17-22 years, are eligible for scholarships for pursuing studies in Arts, Science, Engineering, Medicine and Teachers Training (in a recognised institution) leading to a degree or diploma. Five scholarships have also been sanctioned for diploma courses to students securing 55 per cent and above marks.

Staff Development

5.20.7 To improve the quality of education, the CTSA help and encourage the teachers to:

- Exchange experiences;
- acquaint themselves with the latest developments, modern trends and innovations in school education;
- appreciate new concepts and demands of educational policy in order to cope with the changing needs of the job;
- understand modern teaching management techniques;
- conceptualize appropriate roles, skills and knowledge required of them as effective teachers and managers, and
- prepare action plans for improvement at institutional level with special emphasis on qualitative improvement.

Computer Programme

5.20.8 Six Senior Secondary and One Secondary School under the CTSA are covered under the CLASS Project. The Central Tibetan Schools are located at Darjeeling, Mussoorie, Dalhousie, Bylakuppe, Shimla, Mundgod and Chandragiri.

Incentive Awards for Meritorious Teachers

5.20.9 The Governing Body has approved the scheme of incentive awards to teachers as detailed here under:-

S.No.	Category of teachers	Number of Awards
1.	Principal/Headmaster(Middle School)	One
2.	P.G.T.	One
3.	T.G.T	One
4.	P.R.T./Others	One

5.20.10 The Governing Board also approved that the awardees will be eligible for further extension for two years beyond the date of superannuation and the award amount will be Rs.1000/- in each case.

Pre-Primary Schools

5.20.11 The students foundation at the root level was not adequate, the results of the Board Examinations were poor and the students were not able to cope with the syllabi. Keeping in view this peculiar situation, the CTSA started 20 pre-primary schools during the session 1989-90 and 20 more pre-primary schools were opened in 1990-91. Twenty more pre-primary schools are proposed to be opened during 1991-92.

The Zonal Meets of the CTSA Schools

5.20.12 In keeping with the tradition of the Central Tibetan Schools the Administration conducted Zonal Meets in Sports, Literacy and Cultural activities at the schools at Mussoorie, Bylakuppe and Kalimpong.

5.20.13 A large number of students from all Central School for Tibetans spread all over the country participated in these meets.

Review Committee

5.20.14 In order to improve the quality and content of education in the Central Tibetan Schools, Government appointed a Review Committee, in April, 1991, to evaluate it's performance, study the infrastructure and academic standards and other allied areas. The committee submitted its report in November, 1991.

Budget Provision

5.20.15 The budget provision for CTSA for the year 1991-92 Rs.421 lakh.

Kendriya Vidyalaya Sangathan (KVS)

5.21.1 The scheme of Kendriya Vidyalayas was started in 1963-64, primarily for catering to the educational needs of the children of transferable Central Government employees, including

defence personnel, whose education was disrupted owing to transfer of their parents from one linguistic region to another and the resultant change in courses of study.

5.21.2 In 1965, the autonomous organisation, Kendriya Vidyalaya Sangathan (KVS), was established to handle the task of opening and managing Kendriya Vidyalayas. The organisation is wholly financed by the Government.

5.21.3 Initially 20 regimental schools, then functioning at places having large concentration of defence personnel, were taken over as Kendriya Vidyalayas during 1963-64. The number of Kendriya Vidyalayas at present is 743 in which 6,00,197 students are studying. The number of teachers sanctioned as of 30th April, 1991 was 37,770. Orders for sanction of 23 new Kendriya Vidyalayas have been issued in December, 1991/January, 1992.

Distribution of Kendriya Vidyalayas

5.21.4 Kendriya Vidyalayas are opened at stations having a sizable concentration of Central Government employees. The vidyalayas in defence establishments are opened on the recommendation of the Ministry of Defence. Those in civil sector are sponsored by various Ministries of Government of India Employees Welfare Associations. Kendriya Vidyalayas are also opened in the campuses of public sector undertakings and institutions of higher learning. The number of Kendriya Vidyalayas, sector-wise, is as under :

a) Defence Sector	:	343 +6
b) Civil Sector	:	251 +14
c) Public Sector Undertakings	:	134 +2
d) Institutions of Higher Learning	:	15 +1

		743 +23 = 766

Admission Policy

5.21.5 In view of the objectives of the scheme of Kendriya Vidyalayas, the first priority in admission in civil/defence sector schools is given to the children of transferable Central Government employees. In Kendriya Vidyalayas in public sector undertakings and institutions of higher learning, however, the first priority in admission is given to the children of employees of the concerned organisation.

5.21.6 Fifteen per cent and seven and a half per cent of fresh admissions in every Kendriya Vidyalaya are reserved for the children of transferable employees belonging to SC, ST communities respectively. In the event of such children not being available, the vacancies are thrown open to children belonging to general category.

Examination Results

5.21.7 Kendriya Vidyalayas have made a mark of themselves in the educational system at the school level in the country. Their pass percentage in the examinations conducted by the CBSE have been consistently higher compared to percentages of students of non-Kendriya Vidyalayas as would be evident from the Tables 5.6 and 5.7

Table 5.6

Growth in number of KV candidates and their pass percentage in AISSC Exam.

Year	No. of KVs	No. of Students	Pass percentage (Class XII)		
			KVS	Non-KVs	Difference
1989	327	18510	94.00	89.80	+ 4.20
1990	360	21247	85.70	74.90	+ 10.80
1991	396	24536	82.02	80.77	+ 1.25

Note: The results from 1989 onwards of non-Kendriya Vidyalayas are exclusive of those who appear through patrachar and as private candidates.

Table 5.7

Growth in number of candidates and their pass percentages in AISC Exam.

Year	No. of KVs	No. of Students	KVS	Pass percentage (Class X)	
				Non-KVs	Difference
1989	465	30502	93.4	90.3	+ 3.1
1990	520	34815	89.05	74.18	+ 14.87
1991	577	36225	87.9	80.08	+ 7.82

Note: The results from 1990 onwards of non-Kendriya Vidyalayas are exclusive of those who appear through patrachar and as private candidates.

Achievement in co-curricular activities

5.21.8 Kendriya Vidyalayas have also distinguished themselves in co-curricular activities including games and sports, out-door activities, environmental educational programmes and fine and performing arts. Kendriya Vidyalaya students have been winning prizes every year in international and national competitions such as Soviet Land Nehru Award, Shanker's Children's Painting Competitions and Essay Competitions held by the Department of Environment, Government of India, besides awards and prizes in local and regional competitions. Most of the Kendriya vidyalayas

run nature and adventure clubs which are affiliated to the World Wild Life Fund of India and the National Adventure Foundation of India, respectively. About 10,000 students are trained in rock-climbing and about 550 are sent for trekking to glaciers every year. Kendriya Vidyalaya Sangathan is a member of the School Games Federation of India and also of the Bharat Scouts & Guides. Special emphasis is also laid on mass participation of students in cultural activities and games and sports for which periods are provided in the school time-table for all classes in all Kendriya Vidyalayas.

National Integration

5.21.9 Every Kendriya Vidyalaya is a miniature India where teachers and students belonging to different language groups with different faiths and following different customs are seriously engaged in the process of teaching and learning. The students take the same oath, sing the same songs under the same flag in the same uniform and follow the same curriculum and co-curricular programmes.

5.21.10 Kendriya Vidyalayas have been in the lead in community singing programmes. Inter-Vidyalaya contests leading to regional competitions are held annually. Cultural activities such as dramatics, variety shows, declamations, debates, poetry recitations, story-telling with a view to fostering social, cultural and national values form an integral part of school curriculum in every Vidyalaya.

5.21.11 National integration and international understanding have been taken as projects at all India level by the Kendriya Vidyalaya Sangathan. Under these projects, exhibitions are held every year.

Personality Development through activities, games & Sports

5.21.12 Vigorous and sustained efforts are made every year in the field of Games & Sports with a view:-

- i) to ensuring mass participation;
- ii) to spotting out talent and to nurture it; and
- iii) to developing spirit of sportsmanship and qualities of leadership.

To achieve these objectives, the following steps are undertaken:-

Coaching Camps

5.21.13 Coaching camps are organised every year in which about 400 students (both boys and girls) receive specialised coaching and training in various games and sports during summer vacation as well as in the co-ordination-cum-coaching camps organised before the participation of the KVS teams in the tournaments organised by the School Games Federation of India.

Organisation of KVS meets at various levels

5.21.14 A year-long plan is drawn up and implemented for organising games and sports meets at Vidyalaya, Sub-regional, Regional and National levels in KVS. In all these meets about 35,000 students participate every year.

Sports

5.21.15 The KVS also runs four sports hostels at Kendriya Vidyalaya, IIT, Madras (for basket ball and volley ball), KV, Kirki, Pune (for Hockey), and KV No.1, Gwalior (for Cricket). The entire expenditure on board and lodging, playing kit and nutritious diet is borne by the KVS for which a hostel grant of Rs.385/- per student per month is being given by the KVS Headquarters.

Adventure activities

5.21.16 The KVS organises trekking programmes on a mass scale every year. This year 6 teams of boys and girls comprising about 250 students were sponsored for trekking to Ruishaar Taal area in May/June 1990.

Scout/Guide activities

5.21.17 The Scout/Guide movement has taken deep roots in Kendriya Vidyalayas. The number of registered scouts and guides has shot up to about 60,000 and of trained teachers to about 5000. Every year several programmes for the training of teachers and students are undertaken. These include training courses at various levels from the preliminary to the leader-trainers course for teachers and training camps for the award of various proficiency badges, Prime Minister Shield competitions and training camps leading to the award of Rajya Puraskar and the President's medal for students. All these programmes are undertaken at the unit, district, divisional and KVS State levels. The KVS State Rally for 960 scouts and guides was held at Bhubaneswar on 6-9 January, 1991.

Science Exhibition

5.21.18 In order to pursue excellence in Science education several programmes are undertaken in Kendriya Vidyalayas which include field trips, science exhibitions, science quizzes and discussions on scientific topics. Such participation not only reveals to teachers the scientific talent possessed by students; it also motivates the students to design and devise something new in the field of science and develop among them a love for science, scientific temper and social and environmental awareness. Science exhibitions are held every year at various levels -- school, regional and national.

Youth Parliament

5.21.19 ` In order to equip students with the knowledge of parliamentary procedures and practices and also to inculcate in them a healthy habit of discipline, tolerance of the views of others, a habit of arriving at decisions after free and frank debates and discussions and developing in them an awareness of social needs, parliamentary ethos and culture, youth parliament competitions are held in all Kendriya Vidyalayas.

6 Higher Education and Research

University Grants Commission (UGC)

Growth of the Higher Education System

6.1.1 At the beginning of the year 1991-92, the total student enrolment in Universities and Colleges was 44.25 lakh. This was 1.78 lakh more than the enrolment in the previous year. The enrolment in the University Departments was 7.32 lakh and that in the affiliated Colleges was 36.93 lakh. Enrolment in the Faculty of Arts constituted 40.4% of the total enrolment. In the faculties of Science and Commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree level was 38.99 lakh (88.1%) at the postgraduate level 4.20 lakh (9.5%); at the research level 0.49 lakh (1.1%); and at the diploma and certificate level 0.57 lakh (1.3%).

6.1.2 The number of teachers increased to 2.63 lakh during the year. Of these, 0.59 lakh were in the University Departments/University colleges and the rest in the affiliated colleges. Of 58,661 teachers in the Universities, 7,509 were Professors, 15,369 were Readers, 33,437 were Lecturers and 2,346 were Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 28,421, the number of Lecturers was 1,67,047 and that of Tutors/Demonstrators was 8,996.

6.1.3 During 1991-92 two State Universities viz., North Maharashtra University, Jalgaon and Manonmaniam Sundaranar University, Tirunelveli were established, raising the total number of universities in the country to 148.

Higher Education among Women

6.1.4 The enrolment of women students at the beginning of 1991-92 was 14.37 lakh as against 13.67 lakh in the previous year. At the postgraduate level, the enrolment of women was 34.2 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.0%) followed by Punjab (48.2%) Delhi (46.3%), Haryana (42.2%) Meghalaya/Nagaland/Mizoram (39.0%), Tamil Nadu (38.5%) and West Bengal/Tripura/Sikkim (38.4%). The enrolment of women was the lowest in Bihar (16.4%).

Programmes and Activities of the U.G.C.

6.1.5 Some of the major thrust areas pursued during the year were: Autonomous Colleges, Redesigning of Courses, Academic Staff College for Orientation of Teachers, Eligibility Test for recruitment of lecturers, Inter-University Centres and Consortiums, Distance Education. Fellowships/Scholarships, Special Assistance Programme, Committee on Strengthening of Infrastructure in Science and Technology (COSIST) programme, Adult Education and National Literacy Mission, Education for the Minorities, Scheduled Castes/Scheduled Tribes, Handicapped and

Women, Spread of Mass Communication and Educational Technology network and Alternative models of management focussing on accountability, planning, funds and inter-relationship between University, State Government and UGC. A brief account of the efforts made by the UGC in respect of various schemes is given in the following paragraphs.

Autonomous Colleges

6.1.6 The U.G.C. continued its efforts to promote and encourage the concept of autonomy through its scheme of autonomous colleges. More colleges were granted autonomous status during the year, under report, thus bringing the total number of such colleges to 106 upto December, 1991.

Re-designing of Courses

6.1.7 The scheme of restructuring under-graduate courses in general education was introduced by the UGC with a view to making the first degree courses more relevant to environment and developmental needs of the community and linking education with work/field/practical experience and productivity. Several universities and colleges have introduced these courses. Further, in order to provide an impetus to the programme of redesigning of courses, the UGC has set up 30 Curriculum Development Centres (CDCs)-11 in Sciences and 18 in Humanities and Social Sciences and one in Vocational Education - upto December, 1991, to review the existing curricula with a view to modernising, preparing and developing new teaching and reading materials. Modal curricula from 27 centres were discussed at national level Workshops for circulation to universities. During the year, the UGC accepted the proposal for publication of CDC reports for wide circulation and sale through the Graphic Arts Centre, Delhi University, for which the Commission agreed to extend 50% subsidy towards the cost of publication. Meanwhile, the UGC has continued its assistance to 314 colleges which have been implementing College Science Improvement Programme (COSIP). Similarly, 784 colleges have been receiving assistance in respect of College Humanities and Social Sciences Improvement Programme (COHSSIP).

6.1.8 The UGC has agreed to the introduction of a three-year degree course in Physical Education, Health Education and Sports in universities and multi-faculty colleges. In the initial stages, only one college in each district having the basic minimum facilities viz. track and field gymnastic Yoga, conditioning unit etc. could be selected for the introduction of the course. Till December, 1991, six universities and 21 colleges have started the Course for which the Commission is providing financial assistance.

Eighth Plan Guidelines for formulating Proposals for the Development Schemes of Universities

6.1.9 The UGC in the guidelines to Universities on the formulation of proposals for 8th plan advised them to develop linkage with agencies and institutions outside the university system, particularly those which are devoted to research and development in order to make University Education more meaningful. The universities would be encouraged to adopt the emerging areas in science and technology that have ample relevance to social and economic development like Electronic Science, Computer Science, Bio-technology, Oceanography and Environment and Energy Studies.

6.1.10 These guidelines envision consolidation of the existing programmes. The offering of new specialised courses or opening of new departments might be contemplated with an interdisciplinary approach which could be sustained by the existing facilities within the developed universities. In the case of developing universities, opening of new departments would be determined by overall needs for such departments within the state or region as a whole after taking into account similar facilities available else-where in the region and studying the manpower needs.

6.1.11 The guidelines further urge the universities to provide teaching aids to all departments and to produce course-packages in major disciplines on video tapes for teachers and students to enable them to keep pace with advances in their fields of specialisation and also in the methodology of teaching. The universities have also been advised to improve the common facilities for students including counseling services and linkages with appropriate employment agencies.

6.1.12 The pattern of UGC assistance to universities for development of under-graduate and postgraduate teaching and research facilities under the institutional development schemes during the Eighth Plan has been modified. Universities would now be provided with 100 per cent assistance in respect of library building and women's hostel while for other buildings like laboratories, class-rooms, central workshop, green house, glass house, animal house, guest house, boys' hostel, teachers' hostel, staff quarters, canteen building, visiting faculty complex, etc., and establishment/improvement of university presses, health centres and improvement of facilities in existing hostels, 75 per cent financial assistance would be extended by the Commission as against previous 75% and 50% respectively. Universities could now receive 75% assistance for campus development including road development, water supply and electricity. There was no provision for such assistance during the Seventh Plan period.

Guidelines for formulating proposals for the Eighth Plan Development Schemes of colleges

6.1.13 The UGC's policy for the development of colleges during the Eighth Plan has four main planks viz. (a) improvement of standards and quality of education, (b) removal of disparities and regional imbalances in higher educational facilities, (c) restructuring and diversification of courses and (d) granting of autonomous status to deserving colleges.

6.1.14 To achieve these objectives, the Commission would provide assistance to colleges which fulfil minimum eligibility conditions and have the necessary viability and potential and are striving for better standards to enable them to meet their basic needs like books and journals including strengthening of book banks, basic scientific equipment needed for proper instruction at undergraduate level, construction of buildings, teaching and technical staff, remedial courses for students belonging to the weaker sections of society, extension programme, examination reforms and participation of teachers in academic conferences, workshops/seminars in India. With a view to removing disparities and regional imbalances, assistance would also be provided to the colleges catering to the needs of Scheduled Caste and Scheduled Tribe Students and for intensive development of colleges situated in backward/rural border areas.

Improvement in Efficiency

6.1.15 The UGC has sanctioned computer facilities to 110 universities upto December, 1991. In addition, the Commission provided assistance to 1216 colleges upto this period for installing computer facilities. Besides using these facilities for training and research, they can be used for maintenance of student records, accounts and other data required for administration and management.

Teacher-Recruitment, Training and Performance Evaluation

6.1.16 During the year, the UGC conducted the qualifying test for determining the eligibility for lecturership and for award of Junior Research Fellowship in Humanities and Social Sciences. Similar test in science subjects was conducted jointly by the UGC and CSIR. Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the Academic Staff Colleges identified by the Commission organised 156 orientation programmes covering 4601 teachers. Similarly, 308 refresher courses were organised for in-service teachers covering 8,369 teachers. While deciding the Annual Plan of the Department of Education for 1990-91 at a meeting held in the Planning Commission in January, 1990, it was decided that before institutionalising the ASC Scheme in the 8th plan, the UGC should undertake comprehensive review of the Scheme. Accordingly, a review of the programme was carried out by a committee appointed by the Commission during 1990-91.

6.1.17 The Committee submitted its Report in February, 1991. Pending detailed consideration of the Report by the Commission, it was decided to further extend assistance to universities on adhoc basis upto 31st March, 1992 on the existing pattern.

Special Assistance Programmes

6.1.18 The UGC continued to provide assistance to 41 Centres of Advanced Study and 109 Departments of Special Assistance in Science, Engineering and Technology upto December 1991. In Humanities and Social Science 16 Centres of Advanced Study and 101 Departments of Special Assistance were assisted. In addition, 47 Departmental Research Support Projects in Science and 22 in Humanities and Social Sciences are under implementation. The Commission derecognised a number of departments as their performance was not found to be of the requisite standard as assessed by expert committees.

COSIST Programme

6.1.19 One hundred and eleven departments have been assisted under the Scheme of Strengthening Infrastructure in Science and Technology Education and Research till December, 1991.

Super-Conductivity Programme

6.1.20 A Standing Committee helps in implementing the Super-Conductivity programme effectively in the university system. The Committee reviewed the activities under the programme at a meeting held in February 1991. It expressed satisfaction about the progress of the programme and appreciated the notable achievements both in basic research and in the applications of superconductivity. As far as quantitative academic output is concerned it has been found quite cost-effective. Some institutions have come up as centres of excellence in their specific areas. They have developed active groups and have organised necessary activities as envisaged in original proposals. The programme has generated a positive impact on the university system for collaborative approaches to R&D and educational activities.

6.1.21 The Committee was of the view that a Zero Budget unregistered consortium of universities may be established for effectively implementing the programme and oversee its activities. This could facilitate complementary use of facilities and expertise among various institutions working in this field. A Coordination Committee has been constituted to look after the proposed Consortium.

Alternative Models of Management

6.1.22 During the year, the report of the Gnanam Committee, together with recommendations on the report by the UGC, was submitted to the Department of Education. The Committee was

appointed as a sequel to the 'Programme of Action' of the National Policy on Education (1986), to review the management pattern including the structure, roles and responsibilities of the various universities/bodies in the light of the new demands on the university system. Major recommendations of the Committee pertain to the Concept of Management Pattern of Universities particularly with a participatory approach and greater decentralisation. It also emphasised on aspects like university autonomy, accountability, planning, funds and inter-relationship between the University, State Government and the UGC. The recommendations also defines the powers and functions of various functionaries/authorities and bodies in the university system.

6.1.23 The report was placed in the CUBE meeting held in March 1991. The CUBE, considering the far-reaching repercussions of this report, desired that a CUBE Committee may be constituted to examine the report. Accordingly, a CUBE Committee under the Chairmanship of Shri Karsan Das Soneri, Education Minister, Gujarat was constituted to examine the Gnanam Committee Report.

Common facilities and Services

6.1.24 Modern computer-based information/documentation centres have already been set up at Bangalore, Bombay and Baroda. These centres have improved accessibility of the teachers and students for information and have provided necessary bibliographic support to them alongwith making available the latest documentation in the respective disciplines. In addition, the UGC has set up inter-university centres in different areas with the object of providing national research facilities within the university system. During the year, an Inter-university Consortium for Educational Communication was also conceived as a project mode of the Nuclear Science Centre to coordinate, streamline and strengthen the activities of various departments of Communication in the universities, the Education Media Research Centres (EMRCs) and the Audio Visual Research Centres (AVRCs). During the year, a Radar Centre was set up at the Sri Venkateswara University as a important national facility to take advantage of the mesosphere, Stratosphere and Troposphere (MST) Radar System coming up near Tirupati. These centres are in addition to the Nuclear Science Centre, Inter-University Centre in Astronomy and Astrophysics, Poona, Inter-University Consortium, Indore and Crystal Growth Centre, Anna University.

Media and Educational Technology

6.1.25 The UGC has taken the initiative in utilising the time slot allotted to higher education by televising "Countrywide Classroom". The Commission had earlier provided colour television sets to colleges in phases during the Seventh Plan period. A perspective plan for the UGC INSAT Project has been formulated in which projections will be made for future INSAT time requirement in higher education. The Commission is at present supporting Seven EMRCs at the University of Poona, Gujarat University (Ahmedabad), Central Institute of English and

Foreign Languages (Hyderabad), Jamia Millia Islamia (New Delhi), Jodhpur University, Madurai Kamraj University and the St. Xavier's College (Calcutta). Seven AVRCS at University of Roorkee; Osmania University; Anna University, Madras; Kashmir University, Srinagar; Manipur University, Imphal; Punjab University, Patiala and Devi Ahilya University (Indore) are being supported for training of personnel and production of software. Six more media centres in different States are envisaged to be set up during the Eighth Plan period. Upto December, 1991, 2382 programmes were produced by different media centres. Sourcewise, nearly 85 per cent of the programmes telecast were Indian while the remaining were from foreign sources.

Adult, Continuing and Extension Education Programmes

6.1.26 The UGC is providing assistance to universities for promoting programmes of adult education and extension, eradication of illiteracy, continuing education, population education and planning forums. Assistance for these programmes is being provided by the Commission on a package basis. The position of the programmes approved upto December, 1991 as per the new guidelines (1988) is given below.

a)	No. of Universities involved	-	93
b)	No. of colleges involved	-	1284
c)	No. of adult Education Centres through Universities & Colleges	-	17940
d)	Mass Programme for Functional Literacy	-	93 Universities + 1284 Colleges
e)	Population Education through		
	i) Population Education Clubs in Universities & Colleges	-	1286
	ii) Population Education activities at the Adult Education Centres	-	16780
f)	Continuing Education Programmes	-	794
g)	Jan Shikshan Nilayams	-	1096

6.1.27 A Sub-Committee was appointed to review the above programmes. The Report of the Sub-Committee is awaited.

6.1.28 Apart from continuing assistance for the activities of the Population Education Clubs set up by the universities, it was also stressed upon the universities to utilise the Adult

Education Centres and Jan Shikshan Nilayams for the spread of population education at the grass roots level. In addition, Population Education Resource Centres (PERCs) and working groups have been set up under the UNFPA-UGC project to provide support services to population education programmes run by universities/colleges in specified areas in terms of development of curricula, training of PERC staff and teachers and extension activities in the community. Some universities have included population education as a foundation course at the undergraduate level under the scheme of Restructuring of Course. The scheme of Planning Forums was revamped during the year and taken out of the purview of the departments/centres for Adult and Continuing Education. The universities/colleges were advised to continue the scheme under the purview of the Departments of Economics.

Scholarships and Fellowships

6.1.29 The UGC provides assistance for award of junior research fellowships in various subjects for developments of research in universities and colleges. These fellowships are awarded only to those research scholars who have qualified in national level tests conducted by the UGC, CSIR, GATE, etc. Tests conducted at all-India level in some selected subjects by JNU and the Indian Institute of Science, Bangalore, have been accredited as equivalent to national tests for this purpose.

6.1.30 While teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing, 200 positions have been created in the grades of Lecturers, Readers and Professors in order to provide opportunities to those who wish to pursue research as a career under the scheme of Research Scientists. Selections under this scheme are made directly by the Commission. During the year, the Commission reviewed the work of these Research Scientists, decided to drop one candidate on the recommendations of the Review Committee and permitted others to continue in the same category for part or full period of contract. It was also decided to carry out a rigorous review of the scheme by a review committee already constituted for the purpose.

6.1.31 Under the Scheme of Visiting Professors/Fellows, assistance is provided to universities for the appointment of Visiting Professors/Fellows. During the year, the Commission created positions of "Visiting Faculty" in the universities so as to provide teaching/research assignments outside Kashmir to the teachers from Kashmir University and its affiliated colleges due to disturbed conditions there.

Coaching Classes for Competitive Examinations for Weaker Sections amongst Minority Communities

6.1.32 The UGC continued to provide assistance to identified centres (universities and colleges) for organising coaching classes for competitive examinations for weaker sections among

the minority communities.

Facilities for Scheduled Castes and Scheduled Tribes

6.1.33 In addition to the Junior Research Fellowships reserved for Scheduled Castes/Scheduled Tribes out of the total number of such fellowships instituted in various universities, the UGC is directly awarding every year 50 fellowships for Scheduled Castes and Scheduled Tribes. Similarly, the commission has reserved 40 Research Associateships for Scheduled Castes and Scheduled Tribes. The commission has instituted 50 teacher fellowships every year to provide opportunities to teachers in affiliated colleges belonging to Scheduled Castes/Scheduled Tribes for improving their qualifications by doing M.Phil/Ph.D..

Women's Studies

6.1.34 The UGC has been providing financial assistance to universities for undertaking well-defined projects for research in women's studies and also for the development of curriculum at the undergraduate and postgraduate levels and relevant extension activities.

6.1.35 The UGC has created 40 positions of part-time research associateships for women candidates in Science and Humanities, including Social Sciences and Engineering & Technology. Nineteen research projects relating to the themes of women's studies were approved for assistance upto December, 1991. The Standing Committee on Women's Studies, recommended assistance to 21 universities and 11 colleges/university departments for setting up women's studies centres and cells respectively.

Revised Guidelines

6.1.36 During the year, fresh guidelines were laid down and circulated for the Development of Colleges during the Eighth Plan period and for schemes like Teacher Fellowships, unassigned Grants, Planning Forums and Preparation of University Level Books by Indian authors.

Indira Gandhi National Open University

6.2.1 The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in September, 1985 for the introduction and promotion of Open University and Distance Education Systems in the educational pattern of the country and for the coordination and determination of standards in such systems. The major objectives of the University include widening of access to higher education by providing opportunities to larger segments of the population, particularly the disadvantaged groups, organising programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas, etc.

6.2.2 The IGNOU provides an innovative system of university level education, flexible and open in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, methods of evaluation, etc.

6.2.3 The University has adopted an integrated multi-media instructional strategy consisting of printed materials and audio-video aids, supported by a tutorial system, contact classes and summer schools. The University has adopted the system of continuous internal evaluation.

Academic Programmes

6.2.4 The IGNOU introduced its academic programmes in 1987 and has so far launched 16 programmes. These include a certificate course in Food and Nutrition, the preparatory programme for the Bachelor Degree, Diploma Programmes in Management, Distance Education, Creative Writing in English, Computer Applications, Rural Development & Higher Education and the Bachelor's Degree Programmes in Arts/Science/Commerce and Library and Information Sciences as well as the Master's Degree in Business Administration. The University has so far published 900 booklets containing course materials and to supplement this it has produced over 410 audio programmes and 300 video programmes.

6.2.5 The total number of students registered for various programmes of study in the IGNOU during 1991-92 was 60,280. With this, aggregate enrolment of students in the University has gone beyond 1.64 lakh. The University has taken a decision to permit course-wise registration by students in place of the existing programme-wise admission. To begin with, course-wise registration has been introduced in the management programme starting from January, 1992. The number of students who had successfully completed their programmes of study till 31.3.91 was 8476.

Staff

6.2.6 The IGNOU has so far recruited nearly 160 teachers and about 900 technical, professional, administrative and supporting staff. In addition, the University is utilising the services of nearly 250 Co-ordinators and Assistance Co-ordinators and over 6500 Academic Councillors on part-time basis.

Student Support Services

6.2.7 The IGNOU has established an extensive student support services network consisting of 16 regional centres and 171 study centres situated in different parts of the country. A Study Centre of IGNOU provides the following services:

- Tutorials, problem solving sessions, etc.

- Information, advice and counselling;
- Library facilities;
- Audio-video facilities;
- Receives all student assignments and makes arrangements for their evaluation.

Promotion and Coordination of the Open University and Distance Education System

6.2.8 In addition to performing the functions of a National Open University, the IGNOU is the apex body for coordination and determination of standards in distance education throughout the country. For the performance of this function, the Board of Management of the University has decided, in consultation with the Department of Education and the UGC to establish a Distance Education Council (DEC) as a statutory authority under the IGNOU Act.

6.2.9 The DEC will be presided over by the Vice-Chancellor of IGNOU and will consist of representatives of the University's Board of Management, the Department of Education, UGC, the State Open Universities as well as the Institutes of Correspondence Studies in the conventional universities, and a few eminent educationists.

6.2.10 The DEC will initiate steps for the establishment of a network of open universities and other distance education institutions in the country. In addition to its major functions of promotion, coordination and maintenance of standards of the Open University and DE System in the country the DEC will also be assigned the responsibility of providing financial assistance to state open universities and the institutes of correspondence studies of the conventional universities.

Telecast

6.2.11 A major development during the year 1991-92 was the commencement of telecast of IGNOU's programmes by Doordarshan from May 20, 1991. Doordarshan is telecasting a half-hour programme every Monday, Wednesday and Friday from 6.30 a.m.

Journal

6.2.12 The IGNOU has decided to launch a professional journal to be called the Indian Journal of Open Learning, from 1992.

Convocation

6.2.13 The University held its second Convocation in April, 1991 when Diplomas were awarded to 3276 students. Dr. Shankar Dayal Sharma, Vice-President of India was the Chief Guest.

Funding

6.2.14 During the year 1991-92, the Government of India has provided Rs.9.00 crore to IGNOU for its development and maintenance. This includes a provision of Rs. 7.76 crore as Non-Plan funds.

Central Universities

Aligarh Muslim University (AMU)

6.3.1 The Aligarh Muslim University (AMU) established in 1921, is one of the premier Central Universities. The University is known for its residential character. It has 13 Halls of residence, including two for women, consisting of 55 hostels. The University has on its roll a total of 19630 students including those in the schools. The number of foreign students enrolled is 367 representing 21 countries.

6.3.2 The University has a faculty strength of 1162. The strength of non-teaching staff is 5177.

6.3.3 The University managed to complete the teaching and examinations schedule on time. The evaluation work was modernised with the help of Optical Mark Reading Scanning System. Further computerisation of admission and examination work has been planned for which necessary machines have been acquired.

6.3.4 The recently established Centre for Comparative Study of Indian Languages and Culture is proposing to introduce a post M.A. Diploma in Indian Literature besides M.Phil and Ph.D. programmes in Comparative Indian Literature.

6.3.5 The Department of Physical Health and Sports Education was established during the year 1990-91. The recently established Centre of Strategic Studies has started Ph.D. and a Post M.A. Diploma in Strategic Studies.

6.3.6 The Departments of Physics and Botany continued to be recognised as a Department of Special Assistance by the UGC. The UGC extended the Department Research Scheme to the Department of Zoology.

6.3.7 The newly created Department of Museology runs a post M.Sc. Diploma course in Museology.

6.3.8 During 1991-92, the Department of Commerce also introduced two new programmes of professional studies leading to Master's Degree namely, Master of Finance and Control and Master of Tourism Administration.

6.3.9 The Department of Computer Science is conducting various courses namely M.C.A., P.D.C.A., D.C. Panel Electronic Data Processing. The Department of Mechanical Engineering, introduced various new courses and established new Laboratories

during the current session.

6.3.10 The Department of Orthopedic Surgery organised the Annual Conference of the Indian Orthopedic Association at which Lecturers were delivered by reputed Orthopaedic Surgeons and teachers from all parts of the country.

6.3.11 Major construction works such as building for colleges for boys and girls, faculty of Commerce, extension of Arts building and Electrical Engineering Department were completed during the year.

6.3.12 A Diarrhoea Treatment and Training Centre was established at the 500-bedded J.N. Medical College Hospital. The University established a drug Museum in the Department of Ilmal Advia. The University also proposes to construct a Pharmacology Laboratory and an animal house.

6.3.13 The Department of Applied Chemistry proposes to introduce following two new courses:

- i) M.Sc. (Tech) course in Environmental Science.
- ii) M.Tech. course in Corrosion Science and Engineering.

6.3.14. Aligarh Muslim University Women's College has been sanctioned Rupees Fifty lakhs for building, equipment and other requirements as a first priority under the Eighth Plan proposals. The Career Planning Centre has been offering Computer Programming, Electronic Data Processing, Cosmetic Technology, Beauty Culture, etc. The Centre has also started short term skill Training Programmes for house wives, etc.

6.3.15 The Department of Library Science was selected as one of the three centres of the country by UGC to conduct refresher courses for Lectures/Librarians under the Academic Staff College.

6.3.16 Maulana Azad Library of AMU provides 18 hour library service daily to the students, faculty members and others. The total book collection as on 31.10.90 was 8,02,770. In addition, the University has a collection of 14,560 rare and precious manuscripts in different languages.

6.3.17 The Department of Civil Engineering received a grant from the Ministry of Human Resource Development for development of Air Quality Monitoring Laboratory under Institutional Network Scheme. National Environmental Engineering Laboratory, Nagpur is assisting in execution of the scheme.

6.3.18 The Department of Electronics Engineering has successfully implemented and developed useful facilities under following two projects:

- a) Centre for Inter-disciplinary Research and Education in Microprocessor Applications.
- b) Centre for Education and Research in IC Design and Electronic Devices.

6.3.19 The Coaching and Guidance Centre has been running appropriate coaching programme to prepare students, especially those belonging to the educationally backward minority communities, for different competitive examinations.

6.3.20 Professor Ziaul Hasan, Principal, University Polytechnic, was honoured with the 'Best Academic Award' for the year 1991 by the Technical Teachers' Training Institute, Chandigarh.

6.3.21 Under the VIII Five Year Plan, the UGC has so far sanctioned a grant of Rs.721 lakh besides a grant of Rs.275 lakh and Rs.585 lakh each to the Faculty of Engineering and Technology and Faculty of Medicine, respectively.

6.3.22 The University's non-plan expenditure during the current year has been estimated at Rs.3936 lakh. The actual expenditure during the previous year was Rs.3611 lakh.

Banaras Hindu University (BHU)

6.4.1 The Banaras Hindu University (BHU) came into existence in 1916 as a teaching and residential university. It has 3 institutes and 14 faculties consisting of 114 departments. In addition it has one constituent college and 4 colleges admitted to the privileges of the university. The University has a 1000-bed modern hospital on the campus. The University has approximately 13,000 students on its rolls. The strength of its teaching and non-teaching staff is 1281 and 6350 respectively. Dr. Vibhuti Narain Singh is the Chancellor and Prof. C.S. Jha the Vice-Chancellor of the University.

6.4.2 During the year scholars from various faculties were conferred honours/awards for their outstanding contribution in their respective fields of research/scholarship. Prof. S.C. Sanyal of Microbiology was elected fellow of Royal College of Pathologists, London. Prof. A.K. Banerjee (Journalism and Mass Communication), Prof. H.C. Nayyar (Urdu), Prof. P.C. Sood (Physics), Prof. R.P. Dwivedi (Oriental Learning & Theology) and Prof. K.P. Srivastava (Zoology) were appointed as Emeritus Fellows by UGC., Prof. O.P. Malhotra (Chemistry), Prof. M.S. Kanungo (Zoology), Prof. C.J. Dominic (Zoology), and Prof. D.P. Burma (Microbiology) were appointed Emeritus Scientists by CSIR. Prof. C.M. Jariwala (Law) was appointed Member of the Commission of Environmental Law, Switzerland.

6.4.3 Some Faculty Members of the University occupied important posts in various Organisations/Departments of the country. Prof. P. Rama Rao of the Institute of Technology has

been appointed Secretary in the Department of Science & Technology, Government of India. Prof. B.B. Dhar (Mining) has been appointed Director Central Mining Research Station of CSIR at Dhanbad. Prof. D.P. Singh (Mining Engg.) has been appointed Vice-Chancellor of Awadh University. Prof. I.C. Tiwari (Preventive 'Social Medicine) has been appointed Adviser (Health) in Planning Commission, New Delhi.

6.4.4 The year-long Platinum Jubilee Celebrations of the University was inaugurated on 20th January, 1991. A special commemorative stamp was released by the Ministry of Communication to mark the occasion. A number of national and international lectures, seminars and symposia were organised, during the year under review, as a part of the Celebrations.

6.4.5 Annual maintenance grant per bed for Sir Sundarlal Hospital of the University was increased from Rs. 6,000 to Rs.12,000 with effect from 1.10.91. A grant of Rs.52.50 lakh was approved by the Department of Youth Services and Sports for construction of an in-door hall at the cost of Rs.88.15 lakh under the Scheme of Development of sports and games.

6.4.6 Shri G.P. Koirala, Prime Minister of Nepal was conferred the honorary degree of Doctorate of Law.

6.4.7 The Association of Indian Universities acceded to the request of BHU to hold the Inter-University National Youth Festival 1991-92 as part of the Platinum Jubilee Celebrations of the University. Two students of the Institute of Technology were deputed to attend the National Quiz Competition. NSS students' team of the University participated in the National Integration Camp organised at Imphal. The University bagged 4 Gold Medals in the East Zone Inter-University Youth Festival organised at Berhampur University.

6.4.8 The University won the East Zone Inter-University Kabaddi Tournament, UP Inter University Tournament, East Zone(B) Inter University Basketball Tournament, Inter-University Kho-Kho (Women) Tournament, UP Inter University Football Tournament and UP Inter University Swimming Tournament.

6.4.9 The anticipated maintenance grant of the University for the year 1991-92 is Rs.48.02 crore as against an expenditure of Rs.44.85 crore during 1990-91.

University of Delhi

6.5.1 The University of Delhi is one of the premier Institutions of higher education which attracts students from all over the country and also from abroad. During the year 1991-92, the total enrolment of students in the University was 1,83,792. Out of this 1,05,379 were regular students in various colleges, faculties and departments of the University, 11,798 were enrolled with the Non-Collegiate Women's Education Board, 55,000 with the School of Correspondence Courses and Continuing Education and

11,615 with the external candidates Cell (private students).

6.5.2 During the year two new colleges namely Dr. Bhim Rao Ambedkar College in Trans-Yamuna Area and Acharya Narendra Dev College at Rajokari Village started functioning. Two new Departments namely Deptt. of Production and Industrial Engg. and Deptt. of Instrumentation and Control Engineering have also been created under the Faculty of Technology. Besides, several new courses at different levels and in various Faculties have been started during the year.

6.5.3 The Faculty of the University comprises of 258 Professors, 318 Readers, 165 Lecturers and 18 Research Associates making the total strength of 759. The following Faculty Members of the University have been conferred prestigious honours/awards during 1991-92.

- i) Prof. R.N. Saxena has been awarded F.N.A. by Indian National Science Academy and Hari Om Trust Award of National Council of Medical Research in recognition of his significant contribution in the fields of Zoology and Medical Research respectively.
- ii) Prof. P.B. Mangla has been awarded IFLA Gold Medal and Certificate for his innovative and outstanding contribution to the furtherance of National and International Librarianship.
- iii) Prof. Subhas Chakravarty has been awarded Nehru Fellowship for two years to work on "V.K. Krishna Menon and Indian League".

6.5.4 The University arranged a special convocation during 1991-92 to confer Honorary Degree of Doctor of Literature (Honoris Causa) on Dr. Arpad Goncz, President of the Republic of Hungary.

6.5.5 During the year the students of the University excelled in the field of sports. The Moulana Abul Kalam Azad Trophy was won by the University for the 3rd Year in succession for its achievements in the field.

6.5.6 With the active participation of teachers, students and Karamcharies, the University constituted a Fund for Earth-quake Relief for Uttarkashi.

6.5.7 The maintenance expenditure of the University for the year 1991-92 is Rs.31.55 crore as against the expenditure of Rs.25.92 crore during 1990-91.

University of Hyderabad

6.6.1 The University of Hyderabad was established in 1974 by an Act of Parliament. It specialises in post-graduate and

research studies. During the year, 872 students were admitted to the University on the basis of their performance in the entrance test conducted at 13 centres all over the country. The total enrolment of students during the year was 1820 including 246 SCs, 45 STs and 22 physically handicapped. The number of women students during the year was 696 which is about 38% of the total.

6.6.2 Prof. Bh. Krishnamurti has been re-appointed as Vice-Chancellor of the University for a second term w.e.f. 11.6.1991.

6.6.3 The University has a Faculty of 72 Professors, 69 Readers and 63 Lecturers. The number of non-teaching staff is 1041.

6.6.4 During the year, the University provided financial assistance to the students in the form of Merit Scholarships (55) and Merit-cum-Means Scholarships (215), besides Junior Research Fellowships to research scholars awarded by CSIR (76) and UGC (170). 89 Research Projects of the University were provided with approx. Rs.3.76 crore by UGC, CSIR, ICMR, DST, DAE, ICAR etc. during the year.

6.6.5 The Executive Council and Academic Council of the University met five times and twice respectively during the year. The Annual meeting of the Court was held on 7.12.91.

6.6.6 The University started construction of a hostel for 300 students at an estimated cost of Rs.1.30 crore with the laying of foundation stone by the Ministry of HRD.

6.6.7 Eighth Plan allocation of Rs.9.88 crore has been approved by UGC for development of the University.

Jamia Millia Islamia

6.7.1 Jamia Millia Islamia, which had been functioning as a deemed University since 1962, was given the status of a Central University by an Act of Parliament with effect from 26th December, 1988. The University imparts integrated education right from the nursery stage to the post-graduate and Doctorate level.

6.7.2 The student strength for 1990-91 stood at 7,935 out of which undergraduate and post-graduate students were 5,239 (Male 3724 and Female 1515). The number of students belonging to SC, ST and Backward classes is 410, 34 and 108 respectively. There are 144 foreign students, representing 21 countries. The strength of teaching staff is 358 and that of non-teaching staff is 890.

6.7.3 The University has six faculties with 27 Departments. It has 14 Hostels which accommodate 907 students. The Jamia also has a Working Women's Hostel with a capacity of 68 inmates.

6.7.4 The Mass Communication Research Centre offers programmes and post-graduate courses in Mass Communication, Radio, Audio-Visual and T.V. and Film production. It produces educational programmes for UGC's country-wide class-room programme which is telecast by Doordarshan and audio-visual programmes for Government and non-government organisations.

6.7.5 Jamia has very active non-formal units such as the Department for Adult and Continuing Education and Extension, State Resource Centre, Child Guidance Centre, Centre for Coaching and Career Planning and Balak Mata Centres. The Department of Adult and Continuing Education and Extension Education has started a Master's Degree in Extension Education, besides running programmes on Population Education.

6.7.6 The State Resource Centre produces reading material for literates and neo-literates. The Child Guidance Centre undertakes development at work for children, parents, adolescent girls, teachers and professionals. The Centre for Coaching and Career Planning provides systematic coaching to the students of weaker sections of minority communities for appearing at various competitive examinations conducted by the UPSC, State Governments, Public and Private Undertakings. The Balak Mata Centres of Jamia provide education to the women and children of the deprived classes living in the walled city of Delhi.

6.7.7 Jamia Millia Islamia has established an Academic Staff College for orientation programmes for University/College teachers. The Dr. Zakir Hussain Institute of Islamic Studies of the University promotes rational understanding of Islam with special focus on solution of problems of the modern age. The Academy of Third World Studies provides research facilities on socio-economic studies of Third World countries.

6.7.8 Jamia provides teaching facilities in foreign languages, viz., French, Russian, Arabic and Bulgarian. Jamia implements the National Service Scheme which arouses social consciousness among the students. The University also offers NCC activities to stimulate interest and create a sense of participation in national defence matters. "Military Science" is one of the subjects offered to undergraduate students at Jamia.

6.7.9 Jamia has a Central Library with a collection of more than two lakh books. The University has recently introduced Bachelor's Degree in Library and Information Science.

6.7.10 The anticipated maintenance expenditure of the University for the year 1991-92 is Rs.805.00 lakh as against Rs.692.00 lakh during 1990-91.

Jawaharlal Nehru University (JNU), New Delhi.

6.8.1 The Jawaharlal Nehru University (JNU) was established in 1966 by an Act of Parliament. The University has 7 Schools consisting of 24 Centres of Studies. In addition it has one

Centre for Bio-technology. The University has approximately 3800 students on its rolls. The strength of its teaching and non-teaching staff is 375 and 1347 respectively. Sh. P.N. Haksar is the Chancellor and Prof. M.S. Agwani the Vice-Chancellor of the University.

6.8.2 During the academic year 1990-91, 12 National and Inter-national seminars/conferences/workshops were organised by various Schools/Centres of the University.

6.8.3 Thirty-eight research projects were completed by the faculty members of various schools while work on 91 projects was in progress. These projects have been sponsored by various national/international agencies including the Central Government. Fifty-five books/edited volumes and 323 articles (in both Indian and foreign journals) were published by the Faculty members of the University. In addition, 155 chapters were contributed in various books.

6.8.4 The membership of the JNU Library stood at 4,020. About 50,000 clippings and 11,781 volumes were added to the Library during the year. The total Collection of volumes & clippings of the Library now stands at over 4 lakhs and 8 lakhs respectively.

6.8.5 Six refresher courses and one orientation course in Political Science, Economics and Sociology were organised by the Academic Staff College of the University. Two hundred nineteen teachers participated in these courses. The University also organised training programmes for the administrative staff.

6.8.6 A radiation monitor capable of detecting microwaves over a wide range of frequencies (0.2-10.0 GHz), was successfully designed, developed and tested in the School of environmental Sciences of the University. The instrument can be used to measure background radiations and leakage field from microwave ovens, much below the accepted safety level.

6.8.7 The University Science Instrumentation Centre designed Electrophoretic Apparatuses, High Temperature Sample Chamber, and Photosyntheses Apparatus for various schools of the University according to their requirements.

6.8.8 The Genetic Engineering Unit imparted basic training in various techniques involved in Recombinant DNA Technology to a number of scientists from various parts of the country. This training helped many of them to get over the mis-conception that such "sophisticated" experiments cannot be done in India. The various experiments undertaken by the Unit would ultimately improve crop yield.

6.8.9 The National Bioinformatic Centre, funded by the Deptt. of Biotechnology was established at the Centre of Biotechnology of the University to cater to the scientific information needs of the scientists. It is equipped with a gene bank, on-line and

medline search facilities. The Centre for Biotechnology undertook the task of creating scientific temper and awareness about biotechnology among school children by inviting them to the Centre to attend lectures by faculty members on various aspects Modern Biology.

6.8.10 The University accepted the offer of ICCR for establishing the Nelson Mandela Chair in the Centre for West Asian and African Studies in the Schools of International Studies under third Cultural Exchange Programme.

6.8.11 The construction programme maintained steady progress. Buildings for the Girls hostel for 200 students, Extension of Shopping Centre, School of Environmental Sciences, Inter-Hall Administration and Administrative Block were completed. Substitution Housing Units, Community Centre and Club for Karamchairies were nearing completion. Work on construction of Conference Complex and Sports Complex was in progress.

6.8.12 The anticipated maintenance expenditure of the University for the year 1991-92 is Rs.15.50 crore as against the expenditure of Rs.13.52 crore during 1990-91.

North Eastern Hill University

6.9.1 The North Eastern Hill University was established by an Act of Parliament in 1973. Its jurisdiction extends to the three States of Meghalaya, Mizoram and Nagaland. The headquarters of the University is at Shillong. Students enrolment during the year 1991-92 was 14,963 including Post-graduates, 12,307, Under-Graduates, 397 Research Scholars and 1346 Honours students. The strength of the teaching staff of the University is 348 and that of non-teaching staff is 1,999.

6.9.2 Dr. C.N. Rao is the chancellor and Prof. Barrister Paken, the new Vice-Chancellor of the university. The court of the university was reconstituted on 8th may, 1991. The Eighth convention of the university was held in July, 1991.

Shillong Campus

6.9.3 The University continued to concentrate on campus development. A number of buildings have been completed at an estimated expenditure of Rs.131.96 lakhs. On new works, which include Gas Plant Animal House etc., an expenditure of Rs.32.40 lakhs was utilised.

6.9.4 The University organised a Seminar on Indo-US concerns in "Environmental Studies, Science and Culture". A number of Departmental Seminars were also organised.

Mizoram Campus

6.9.5 A total amount of Rs.191 lakhs was allotted for new schemes relating to buildings and new faculty posts for the

Mizoram Campus, Aizwal for the year 1991-92.

Nagaland Campus

6.9.6 A total amount of Rs.50 lakh was sanctioned during Eighth Plan for the School of Agricultural Sciences and Rural Development, Medziphema, Nagaland.

6.9.7 The estimated expenditure of the University during the year 1991-92 comes to Rs.1035.00 lakh under Non-Plan and Rs.568.65 under Plan schemes.

Pondicherry University

6.10.1 Pondicherry University was established by an Act of Parliament in October, 1985 as a teaching-cum-affiliating university. The jurisdiction of the University extends to the Union Territory of Pondicherry and Andaman and Nicobar Islands.

6.10.2 At present, the University has two Directorates, six Schools, thirteen Departments and ten Centres. The University has eighteen affiliating institutions of which eleven are located in Pondicherry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The University offers two certificate, one under-graduate, three P.G. Diploma and sixteen post-graduate courses, M.Phil and Doctoral programmes in seventeen disciplines. Thirty-five Research Projects of topical relevance are in progress.

6.10.3 The student enrolment in the University is 668. The University has a faculty of 21 Professors, 37 Readers and 53 Lecturers. It has a non-teaching strength of 409 employees.

6.10.4 The UGC has so far approved Rs.10.16 crore as Eighth Plan allocation to the University. Four new departments/centres are to be commissioned under Eighth Plan viz. (i) Centre for Bio-technology (ii) Department of Earth Sciences (iii) Department of Sociology and (iv) Department of Hindi. The department of Bio-Technology has sanctioned Rs.5.83 lakh for setting up a Distributed Information Sub-Centre at this University.

6.10.5 The third Convocation of the University was held in the first week of January, 1992.

6.10.6 The maintenance expenditure for the year 1991-92 is expected to be Rs. 3.65 crore as against the expenditure of Rs.2.76 crore during the year 1990-91.

Visva-Bharati

6.11.1 Visva-Bharati, an educational institution, established by Gurudev Rabindranath Tagore was incorporated as a Central University by the Visva-Bharati Act, 1951.

6.11.2 Shri P.V. Narasimha Rao was appointed as Chancellor,

Visva-Bharati for a term of three years with effect from 23rd December, 1991. Prof. Sabyasachi Bhattacharya, assumed office as Vice-Chancellor of the University for a term of five years on 10th November, 1991.

6.11.3 The student enrolment of the University is about 5000. The number of teaching and non-teaching staff was 493 and 1,670 respectively.

6.11.4 A sum of Rs.20.00 lakh was donated by Japanese Alumni of Visva-Bharati for the establishment of Nippon Bhawan at Santiniketan for promoting Indo-Japan Cultural Exchange. The foundation stone laying ceremony for the construction of Nippon Bhawan took place at Santiniketan on 16th September 1991.

6.11.5 During the year, construction projects made satisfactory progress. These included construction of a permanent building for the Indira Gandhi Centre for National Integration, a new building for the Uttar Siksha Sadana and a kitchen for the Science Wing of Purbapalli Boys' Hostel. Foundation stone of the Guest House, being constructed on the University campus by the Steel Authority of India (SAIL), was laid during the year.

6.11.6 The University has been associated with an ambitious programme of mass literacy aiming to cover the entire district of Birbhum.

6.11.7 Visva-Bharati introduced three following new courses of studies: (i) Two-year Post-graduate course in Anthropology, (ii) Two-year Post graduate course in Rural Development, and (iii) Introductory course in Computer Science for school and college students.

6.11.8 The Kala-Bhavana, Sangit-Bhavana and Darshan Bhavana (Department of Philosophy and Religion) continued to receive assistance under UGC's Special Assistance Programme.

6.11.9 The Library of the University acquired 7,311 books and 6,165 journals during the year. The Granathana Vibhaga, continues to provide popular editions of all works of Rabindranath Tagore to the public at an affordable price.

6.11.10 The anticipated maintenance expenditure of the University for the year 1991-92 is Rs.1150.00 lakh as against Rs.1005.00 lakh during 1990-91.

Establishment of New Central Universities

Assam University

6.12.1 Legislation for establishment of a teaching and affiliating University in Assam at Silchar was enacted in May, 1989. However, it has not been possible to enforce the Act due to the dispute regarding location of the University and the

severe constraint of resources.

6.12.2 It has been agreed, in principle, to establish two Central Universities in Assam. The modalities of establish these Universities are being worked out. A Site Selection Committee has also been constituted by Government to recommend sites for establish of these Universities.

Nagaland University

6.13.1 Legislation for establishment of a teaching and affiliating University in Nagaland was enacted in October, 1989. However, it has not been possible to enforce the Act due to severe constraint of resources and other factors.

6.13.2 A Site Selection Committee has been constituted by Government to recommend alternate sites for the University.

Specialised Research Organisations

Indian Council of Social Science Research (ICSSR)

6.14.1 The ICSSR was established in 1969 as an autonomous organisation to promote and coordinate social science research in the country.

6.14.2 During the year the Council continued to assist research institutions of All-India character engaged in research in the field of social sciences. The Centre for Multi-disciplinary Development Research, Dharwad, was brought under the grant-in-aid scheme.

6.14.3 The Council sanctioned research grants for 43 new research projects till December, 1991. A number of sponsored research programmes on topics like 'Women Studies' 'Health for all' 'Preparation of Encyclopaedia on Social Legislation in India' and 'Tribal Studies' are in progress.

6.14.4 The Council awarded one National Fellowship, five Senior Fellowships and three General Fellowships during the year. Eightyfive scholars were selected for regular Doctoral fellowships. Fiftyeight cases of Partial Assistance and 31 contingency grants were sanctioned.

6.14.5 The National Social Science Documentation Centre (NASSDOC) acquired 2000 publications including books, theses and research reports. Fifty Doctoral students were awarded study grant for visiting libraries to collect material on the topic of their research. Financial assistance was also given to thirty bibliographical and documentation projects during the year. The data archives acquired two data sets and organised five data sets.

6.14.6 Under the scheme of Publication Grant, 32 doctoral theses and 3 research reports were approved for financial

assistance. Financial assistance was given to 39 books under the Publication Grants Scheme. Fifteen mimeographed research and information series publications were brought out. Under the Asia Pacific Information Network in Social Science (APINESS) Programme, APINESS Newsletter No. 10 11 were brought out.

6.14.7 Under the Cultural Exchange Programme three French, three Chinese and one Czechoslovakian scholars visited India. One Indian scholar was sponsored to visit China. As part of the Indo-Dutch Programme on Alternatives in Development, 9 scholars from India visited Holland and 3 from Holland visited India. Two joint projects on 'Plan and Market' and 'Social Mobility and Development' were initiated on the recommendation of the Seventh Indo-Soviet Joint Commission. Eight training programmes in Research methodology were sanctioned by the Council.

6.14.8 The Indian Council of Social Science Research has been re-elected, after a gap of two years, secretary General of Association of Asian Social Science Research Councils at the 9th General Conference at Manila in August, 1991. The Secretariat of the ASSERC has been shifted to New Delhi from Canberra.

Indian Council of Philosophical Research

6.15.1 The Indian Council of Philosophical Research was set up mainly to cooperate and review the programmes of research in philosophy, to sponsor or assist projects of research in philosophy and to take necessary measures for the promotion or research in philosophy and allied disciplines.

6.15.2 During 1991-92 the Council awarded 9 Junior Fellowships, 6 General Fellowships, 2 Residential Fellowships, 2 Fellowships for preparing learning material and short-term fellowship.

6.15.3 The Council organised its 10th Essay Competition-cum-Young scholars meet on Philosophy and Social Studies at Lucknow from 31st October to 2nd November, 1991. Under its annual lecture programme series Prof. Richard Swinburne, the well-known British Philosopher delivered Series of lectures at Delhi, Utkal, Lucknow, Madras, Calcutta and Pondicherry Universities. Besides, Prof. A.K. Chatterjee, an eminent Indian Philosopher delivered lectures at institutions/universities in Lucknow, Bombay and Calicut. During the year the Council held three Refresher Courses on Ethics, Social Philosophy and Analytical Philosophy at its academic Centre, Lucknow, S.V. University. Triupati and Central University of Hyderabad. A meet of the ICPR Fellows was organised at the Academic Centre, Lucknow.

6.15.4 The Council launched a "Meet the Philosopher" programme by organising a meeting between some Philosophers of repute and a group of other Philosophers, scholars and researchers at Delhi, Bangalore, Lucknow to facilitate inter-face on some philosophical issues.

6.15.5 The Council held "Review Meets" under which the latest publication of an eminent Philosopher was discussed by bringing them together at a common platform. It also organised philosophical discussions and deliberations at different regional centres.

6.15.6 Apart from acquisition of many philosophy books for the Council's library at Lucknow the Council brought out three issues of the journal of the ICPR. Under its publication programme the Council published during the year four volumes on different aspects of Indian Philosophy.

6.15.7 Apart from its own academic programmes, the Council has decided to extend financial support to 14 universities/institutions for organising academic programmes on various aspects of philosophy.

6.15.8 In order to undertake a comprehensive and inter-disciplinary study of the scientific, philosophical and cultural heritage of Indian civilisation, as it developed in the past and as it interacts in our own times, the Council is launching the project entitled "History of Indian Science, Philosophy and Culture" as part of the Eighth Plan Programme.

Indian Council of Historical Research

6.16.1 The Indian Council of Historical Research, set-up in 1972 as an autonomous organisation, has been pursuing the objective of research and writing in history by funding research in different fields of history including history of arts, literature, science and technology, archaeology, epigraphy, numismatics and socio-economic formations. Emphasis has been laid on the study of the national movement.

6.16.2 During the period under report the Council sanctioned 27 research projects, 109 fellowships and 79 study-cum-travel grants; 52 historical works including theses, 14 journals/proceedings have been approved for publication subsidy. Financial assistance has been extended to 65 professional organisations, including the Indian History Congress and South Indian History Congress, for organising Seminars/Conferences/Congress.

6.16.3 The Council hosted the 8th Session of the Bureau of International Commission for the History of Scientific and Cultural Development of Mankind during 21-26 December, 1991 and arranged a Colloquium between the Bureau members and the Indian historians. Six foreign scholars visited India for research work under the aegis of the Council. While scholars from China, Bangladesh, Mongolia and Pakistan came to India under the fellowships schemes for foreign scholars, scholars from Bulgaria and the erstwhile USSR came to India for research work under the Cultural Exchange Programme.

6.16.4 During 1991-92, the Council brought out 12 publications. Besides, the Indian Historical Review(Vol.XIV), the Council's major publication included a Topographical List of Inscriptions of Tamil Nadu and Kerala, Aftermath of the Non-Cooperation and Emergence of Swaraj Party (Sources on National Movement) and Labour Movement in India, Documents 1891-1970. An annual journal of the council, Itihas in Hindi has been sent to the Press for publication.

6.16.5 The Library-cum-Documentation Centre of the Council acquired 1792 books and 7 new journals/periodicals during the period under report. It also has an adequate collection of works in microfilm/microfische.

6.16.6 During the period under report the Council has initiated steps to bring out 17 volumes of books on Economic History of India during British Rule. The collection of material is proposed to be completed during the rescheduled 8th Plan period.

6.16.7 The Council has undertaken a major project to bring out a dictionary of socio-economic and administrative terms in Indian/South Asian inscriptions. During the period under report two meeting of the Editorial Board and one meeting of the Advisory Committee was held and 35000 cards have been prepared. Work on Vijaynagar Inscription, in 6 volumes, contained during the period and is being prepared for publication. Another project on Indian inscriptions has been rescheduled for the 8th Plan period and 4 volumes of material have been received.

Indian Institute of Advanced Study, Shimla

6.17.1 The Indian Institute of Advanced Study, Shimla which started functioning from October 20, 1965 aims at free and creative enquiry into the fundamental themes and problems of life and thought. It is a residential Centre for research and encourages promotion of creative thoughts in areas which have deep human significance. It provides an environment suitable for academic research, particularly in selected subjects like Humanities, Indian Culture, Comparative Religion, Social and Natural Sciences.

6.17.2 The Institute awards fellowships for periods varying from three months to three years. During 1991-92, 35 Fellows were in position as against 28 during the proceeding year. The Institute organised three national Seminars on its own and collaboration with the Shastri Indo-Canadian Institute, Anthropological Survey of India and Himachal Academy of Arts, Culture and Languages for two seminars. Besides 17 weekly Seminars were held for interaction amongst scholars working in different disciplines. The Institute brought out 15 publications during the year. It also added 1500 volumes of books during the year. Three Visiting Professor delivered lectures at the Institute and a multi-disciplinary team project on "Socio-Religious Movements and Culture Network in Indian Civilisation"

has been evolved and would be pursued throughout the 8th Plan period. Twenty eight lecturers/readers/professors from different colleges and universities from all over India attended the Institute's Inter-University Centre for Humanities and Social Sciences during the year.

Other Schemes

Dr. Zakir Husain Memorial College Trust

6.18.0 Dr. Zakir Husain Memorial College Trust was established in 1973 to take over the responsibility of the management and maintenance of Dr. Zakir Husain College (formerly Delhi College). The maintenance expenditure of the College is shared by the University Grants Commission and the Trust in the ratio of 95:5. In addition, the UGC sanctions development schemes from time to time. The expenditure on these schemes is shared in accordance with the pattern of assistance laid down by the UGC for such programmes. Since the Trust has no resources of its own, grants are provided by the Department of Education, Government of India, for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

Scheme of Assistance of All India Institutes of Higher Learning

6.19.0 The objective of the Scheme is to provide assistance to some voluntary Organisations which offer programmes of education distinct from the conventional University system of education. Under the Scheme, assistance is extended to institutions offering programme of particular interest to rural community and are of innovative character. During the year (i) Shri Aurobindo International Centre of Education, Pondicherry; (ii) Shri Aurobindo International Institute of Educational Research, Auroville; (iii) Lok Bharati, Sanosra, and (iv) Mitra Niketan, Vellanad, Kerala have been extended financial assistance under the scheme.

Establishment of the National Evaluation Organisation

6.20.1 The National Policy on Education - 1986 and the programme of Action for the implementation envisages the establishment of a national institution to facilitate the process of delinking University degrees from recruitment to services for which a University degree need not be a necessary qualification. The National Evaluation Organisation has been set up as an autonomous Registered Society for this purpose.

6.20.2 The National Evaluation Organisation will

- (a) conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a diploma or degree qualification;
- (b) make the test available for candidates taking the same

on their free will and those who are certified as qualified for specified jobs/services would be eligible for appointment to such posts/services without insisting on any other qualifications;

- (c) design a series of tests on the basis of detailed job description, job analysis, etc., to identify requirements of knowledge, competence, skills and aptitudes necessary for the performance of the identified jobs; and
- (d) function as a well equipped resource centre at the national level in test development, test administration, test scoring, application of computer systems and optional marks reader, etc.; and
- (e) To develop methodologies and techniques for testing knowledge, proficiency, abilities, skills, competence and aptitudes necessary for the performance of specified jobs or cluster of jobs;

International Cooperation

6.21.0 Over the years, interest of academics from foreign countries in India has been increasing. This is reflected in increasing number of research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India, Shastri Indo-Canadian Institute and Berkeley Professional Studies Programme in India. During 1991-92, the number of research proposals approved by the Government was 281 as against 254 during 1990-91. Government has approved a number of bilateral agreement between Indian Universities and their counterpart abroad. There has been significant increase in the number of bilateral International Conference/Symposium/Seminar/Workshop in collaboration with foreign Universities. Requests for appointment of foreign scholars as Visiting Lecturer/Professor in Indian Universities in the country have also been increasing. In order to encourage foreign scholars to conduct research in Indian in Social Sciences/Humanities etc, Government has liberalised the procedure for grant of approval.

Shastri Indo-Canadian Institute

6.22.1 Established in 1968, the Shastri Indo-Canadian Institute promotes growth of mutual understanding between Indian and Canada through exchange of scholars, promotion of research activity, bilateral conferences and special projects. In accordance with the Memorandum of Understanding signed in November, 1968, as renewed for 5 years with effect from 1st April, 1989, the Government provided Rs.61,25,000.00 (including Rs.1,25,000 for the meeting of the Board of Directors held in May, 1991 in India) grants-in-aid to the Institute during 1991-92.

6.22.2 During 1991-92, the Institute awarded 28 fellowships to Indian scholars to carry out their academic research and interactions with their counterparts in Canada. Similarly, 16 Canadian scholars carried out their research concerning various aspects of India's heritage and the developmental process.

6.22.3 The President of India inaugurated on May 15, 1991 SICI's building on a plot of land assigned to the Institute by the Government of India. The meeting of the Board of Directors of the Institute was held for the first time in India in May, 1991. The Institute has also set up its in-house Library with 10,000 volumes on all subjects other Science and Technology.

United States Educational Foundation in India

6.23.1 The United States Educational Foundation in India (USEFI) was established in February, 1950, under bilateral agreement, as replaced by a new agreement in 1963, for promoting understanding between the people of India and the United States of America by a wider exchange of knowledge.

6.23.2 The binational USEFI Board of Directors each year approves the fields of study for which fellowships are offered. The Foundation awards research grants in social sciences and humanities for senior and junior university faculty for a duration of three to seven months.

6.23.3 Thirty-six Lecturers, 15 Researchers and 6 students were awarded grants ranging from 3 to 9 months during the academic year 1991-92.

American Institute of Indian Studies

6.24.1 The American Institute of Indian Studies (AIIS) which consortium of fifty-seven major American universities such as universities of California, Chicago, Columbia, Harvard, Pennsylvania, Washington, etc., has been functioning in India since 1961 with the aim of promoting Indian studies, culture and civilisation in the United States through (a) fellowships; (b) teaching of Indian languages; (c) publication of the results of research work; (d) organising seminars, conferences and workshops and (e) research centres in the fields of history of art and archaeology in Varanasi and music and ethnomusicology in New Delhi.

6.24.2 During 1991-92, the Institute awarded nearly 176 fellowships to faculty members and Ph.D students from universities and research organisations in the United States irrespective of their nationality and in the field ranging from anthropology to zoology.

6.24.3 The AIIS organises language instruction for American students in Bengali, Hindi, Tamil, Telugu and Urdu.

6.24.4 The Centre for Art and Archaeology of the Institute has

an archival facility of about 125,000 mounted and documented photographs and 17,000 slides of various ancient monuments. So far, six parts of the Encyclopaedia of Indian Temple Architecture for South and North India have been published and work on the remaining area continues.

6.24.5 The principal aim of the Archives and Research Centre for Ethnomusicology (ARCE) is to develop an archive of Indian performing and oral arts, and more generally to advance the knowledge and understanding of the performing arts of India and stimulate the study of ethnomusicology in India. The Centre now has about 8,000 hours of audio recordings and about 600 hours of video recordings in the field. It has a Library of about 7,000 books and 75 journals in the field.

Association of Indian Universities:

6.25.1 The Association of Indian Universities (AIU), a voluntary organisation of universities, provides forum for university administrators and academics to exchange views and discuss matters of interest. The Association acts as a bureau of a information in higher education and brings out a number of publications, research papers, books and journals on higher education.

6.25.2 Though the Association is largely financed from annual subscription paid by the member universities, the Government provides grants to the Association for research/studies in areas of importance of higher education. Financial assistance is also provided for meeting a part of its maintenance expenditure on the activities undertaken by the Research Cell set up with the assistance from Government and training programmes undertaken by the Association.

6.25.3 During 1991-92, the AIU completed the following projects:

- Directory of Distance Education Institutions in Asia, Part-I- India and Part II- Pakistan and Sri Lanka;
- Financial deficits in Universities;
- Language Load Experience of Undergraduate Students in courses other than specialist language;
- Study of Reaction to 5 subjects of UGC Documents;
- Question Bank Book in Agronomy;
- Plan Pathology;
- Pre-Validation Process.

6.25.4 These publications will contribute to the growth of body of literature on various aspects of higher education.

Research projects/studies on:

- Educational Cost Studies with reference to Higher Education;
- Resource Mobilisation of Universities;
- Projects on Teacher Evaluation and Institutional Evaluation ;
- Soil Science MSS;
- Question Banks in Book-Keeping/Accountancy are in progress and are like to be completed by the end of the year.

6.25.5 Two training programmes for University Administrators - one at Chandigarh from 26th December, 1991 to 1st January, 1992 and the other in South India on "Use of Computes in Administrative and Financial Management of Universities" were organised.

6.25.6 The following publications have been brought out during the year:

- Directory of Women Studies in India;
- Directory of Distance Education Institutions - Part I - India;
- Higher Education in India : Retrospect and Prospect
- Bibliography in Doctoral Dissertation : Natural and Applied Sciences 1986-87 ;
- Bibliography in Doctoral Dissertation - Social Sciences and Humanities 1987-88 ; and
- Question Bank Book Series - Agronomy.

6.25.7 Reprints of Monographs and Question Bank Book Series has also been issued during the period under review.

Scheme of National Research Professorship

6.26.0 The Scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and scholars. At present there are two National Professors. They are: Dr. C.R. Rao, Mathematician; and Dr.(Smt) M.S. Subbalakshmi, Carnatic Musician. The National Professors are entitled for monthly emoluments of Rs.5000/- and contingency grant.

Punjab University, Chandigarh

6.27.0 With the reorganisation of the State of Punjab, the Punjab University was declared an inter-State body corporate under the provisions of the Punjab Re-organisation Act, 1966. The maintenance expenditure of the University is being shared at present by the Government of Punjab and the UT Administration of Chandigarh in the ratio of 40:60. The development expenditure of the University is met mainly from the grants sanctioned by the UGC for specific programmes in accordance with the guidelines of the Commission. The University, however, has to provide the matching share for the development grants sanctioned by the University Grants Commission and also to finance several projects and programmes which are not covered by the schemes of the UGC. In order to meet these requirements the Central Government has been sanctioning annually appropriate amount as loan to the University. During the year 1991-92 a loan of Rs.50.00 lakhs was released to the University for its development programmes.

Revision of pay scales of teachers in universities and colleges

6.28.0 The scheme of revision of pay scales of teachers in universities and colleges, announced in July, 1988 has been implemented by all the Central Universities.

Special Cells for SCs AND STs

6.29.0 The Cell, which is responsible for the review of the policy regarding reservation in admission and appointment in the colleges and Central Universities, has been strengthened by placing it under the charge of an Under Secretary, who coordinates with Central Universities. The Cell also functions as a Liaison Unit for furnishing information regarding reservation to the Commission for SCs and STs and the Parliament. The Cell examined representations received from a large number of SC and ST teachers/students/employees in colleges and universities. The representations were taken up with the concerned authorities, wherever necessary.

7 Technical Education

7 TECHNICAL EDUCATION

7.1.1 Technical education is one of the most significant components of human resource development spectrum with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of the life of the people. In recognition of the importance of this sector, the successive Five Year Plans laid great emphasis on the development of technical education.

7.1.2 During the past four decades, there has been a phenomenal expansion of technical facilities in the country. But, a lot still needs to be done in the field of technical education in respect of increasing its coverage and enhancing its accessibility to the needs of organised as well as unorganised and rural sector and in improving its relevance and productivity. Moreover, the changing scenario by the turn of the century in socio-economic, industrial and technological areas needs to be considered to enable the system to play its role with greater relevance and objectivity. Based on these considerations, several initiatives were taken to further revamp the technical education system. They include : modernisation and removal of obsolescence, promoting institution-industry interaction, providing continuing education for upgrading the skill and knowledge of technical personnel working in industry and service sector and transfer of technology to the rural sector.

7.1.3 The year under report witnessed some significant developments in the field of technical education. Considerable progress was made in implementing the various programmes and schemes. A major project has been undertaken with the assistance of World Bank, to upgrade the technician education system in the country for enabling the polytechnics to improve their capacity, quality and efficiency. Vested with statutory authority, the All India Council for Technical Education (AICTE) continued to fulfil the tasks assigned to it.

7.2.0 The various programmes/schemes under technical education and their achievements during the year are presented below :

Indian Institutes of Technology

7.3.1 The 5 Indian Institutes of Technology (IITs) at Bombay, Delhi, Kharagpur, Kanpur and Madras were established as premier centres of technical education. These Institutes are imparting training in Engineering and Applied Science at Under-Graduate and Post-Graduate levels. These Institutes are premier centres for research in the field of Engineering, Technology and Science disciplines. Interdisciplinary research (both basic and applied) is also undertaken by the scholars at these Institutes.

7.3.2 The IITs conduct 4-Year Under-Graduate programme in various fields of Engineering and Technology. They also offer

integrated Master's Degree Courses of 5-Year duration in Physics, Chemistry and Mathematics.

7.3.3 One year and a half M.Tech. Degree Course in different subjects with various specialisation and 1-Year Post-Graduate Diploma Course in selected areas are also conducted. In addition, the Institutes offer Ph.D. Programmes in different branches of Engineering sciences, Humanities and Social Sciences. Advance centres for imparting training and research in selected areas of specialisation have been set-up in the Institutes.

7.3.4 The IITs have made remarkable contribution in developing technology and its transfer to the users. A large number of industries have been benefited from the research work carried-out either under sponsorship or at Institutes' own initiatives. The large number of patents, and good number of research papers of international level are the highlights of success stories of research activities of these Institutes. Consultancy and allied activities accrue sizable revenue to the Institutes.

7.3.5 Other significant contribution made by the IITs is the assistance extended by them in the development of curricula, etc., to other Engineering/Technological institutions. The out-turn of the Institutes have acquired recognition of high-level of competence, values and maturity. During the year, modernisation of laboratories/replacement of obsolete equipment in the Institutes continued. The Institutes also continued to help the Regional Engineering Colleges (RECs) in the development of their laboratories and faculties under the Institutional Net-work Scheme.

7.3.6 A special preparatory course of 10 months duration was continued to improve the intake of SC/ST students in the IITs. This has improved the position of intake of SC/ST students in the IITs considerably. The SC/ST students also continued to get financial support from the Institutes by way of pocket allowance, loans and discretionary grants, apart from free messing.

7.3.7 During the year IIT, Kanpur continued with the major projects of Computer-net-working, Artificial Intelligence, High Voltage DC Transmission, High Temperature Super Conductivity, Composite Materials, Ultra Thin Films, CAD-CAM, Robotics and Flexible Automation, Improvement in the Characteristics of Ceramic Materials, Plasma recombination Lasers, high throughput put DSP Structures, Raman Spectroscopy and Continuous shell casting IIT, Bombay diversified to cover the areas of emerging technology. IIT, Kharagpur introduced major changes in the curricula structure and in the grading system during the year, which include the "Open-Book" 'Take-Home' Examination and introduction of a remedial and functional English courses at the fresh-man level. Other activities include modern Rubber Mixing Mill and processability tester for Rubber Technology, wave-maker for Naval architecture. IIT, Delhi extended collaboration and interaction with Industry for technology transfer and



Training in Motor Rewinding at Community Polytechnic, Gudiyattam, Tamil Nadu.

collaborative arrangements with several Institutes, in the Developing world. IIT, Madras progressed appreciably in the field of Fibre Reinforced Plastics, Metal Coating on the Fibers and developing useful components for the Industry. Institute also continued inter-disciplinary work in Bio-chemical and Bio-technology disciplines.

7.3.8 Each of the IITs had drawn up its own Programme of Action (POA) to implement the directives indicated in the NPE. As desired by the Planning Commission, the Institutes have also formulated approach papers for the development of specific areas during the Eighth Five Year Plan. The emphasis for further development will be on strengthening the infrastructural facilities including construction of additional hostels and staff quarters, modernisation of laboratories, introduction of new courses in the emerging thrust areas, removal of obsolescence of equipment, institution of new programmes for quality improvement, staff and faculty development and make the IIT system more and more self reliant and cost effective.

7.3.9 As per the Assam Accord, the Government of India have agreed inter-alia, to establish an IIT in Assam. A site at North Guwahati has been selected for the establishment of this IIT. The State Government is taking steps towards the acquisition of land.

Indian Institutes of Management

7.4.1 The four Indian Institutes of Management, located at Ahmedabad, Calcutta, Bangalore and Lucknow were set up by the Government of India with the objective of providing education, training, research and consultancy in the field of management.

7.4.2 The three Institutes in Ahmedabad, Bangalore and Calcutta continued their usual academic programmes, viz., Post-graduate Programme (PGP), Fellowship Programme in Management (FPM), Management Development Programme (MDP), Organisation Based Programme (OBP) and Research and Consultancy for the Industries as in the past years.

7.4.3 The fourth Indian Institute of Management at Lucknow started functioning only from 1985-86 session. This is still in a developing stage. The Institute is conducting Post-graduate Programme, management Development Programme, undertaking Research and Consultancy for the industries.

7.4.4 As a follow-up of NPE, these institutes have established research centres to meet the needs of other non-corporate and undermanaged sectors like Agriculture, Rural Development, Public Systems Management, Energy, Health, Education, Habitat, etc.

7.4.5 A detailed review of these institutes is also being conducted in order to assess the present status and for initiating necessary steps to make these institutes more and more

self supporting in the process of broadening their horizon.

National Institute for Training in Industrial Engineering

7.5.1 The National Institute for Training in Industrial Engineering (NITIE), Bombay was established as an autonomous body in the year 1963 by the Government of India with the assistance of United Nations Development Programmes through the International Labour Organisation.

7.5.2 The Institute offers Post-graduate Programme in Industrial Engineering (equivalent to M.Tech.), Post-graduate Programme by Research, Fellowship Programme (equivalent to Ph.D.) in Industrial Engineering and Diploma Programme in Computers and Applications. It has been conducting several short-term Executive Development Programmes ranging from one to two weeks duration in various areas of Industrial Engineering and Management Techniques. The Institute is also engaged in Applied Research and offers consultancy in the various facets of Industrial Engineering, Operations Research, Information Systems and Computers, Marketing, Personnel and other productivity related and management fields.

7.5.3 The Institute also conducts a special type of programme tailor-made to suit the requirements of individual organisation known as Unit Based Programme.

7.5.4 The Institute has set up Extension Centres at Madras, Hyderabad, Delhi, Muzaffarpur, Bangalore and Calcutta to cater to the needs of industries in and around these centres on an experimental basis.

7.5.5 In addition to strengthening the programmes in the field of Industrial Engineering, the Institute has expanded research activities in various areas. These activities include technology transfer, entrepreneurship development programmes specially for Women Entrepreneurs, programmes in transportation Engineering and Management, Ergonomics of Working Postures, etc..

National Institute of Foundry and Forge Technology, Ranchi

7.6.1 The National Institute of Foundry and Forge Technology, Ranchi was established in 1966 by the Government of India in collaboration with UNDP-UNESCO as an apex training and educational institution in the country in Foundry and Forge technology and to provide trained manpower and know how the concerned industries. It is an autonomous institution fully funded by the Ministry.

7.6.2 The Institute provides training through Advanced Diploma Course, M.Tech. Course, Refresher Courses and unit-based programme required by the industries in the field of Foundry and Forge Technology. It also guides and conducts applied research in foundry and forge technology and provides industrial consultancy and testing services to several organisations.

7.6.3 The Institute started the 18th Advanced Diploma Course in Foundry/Forge Technology in September, 1990 with a total of 62 students. Forty students successfully completed 17th Course. It also started the sixth batch of M.Tech. course with eleven students in August, 1990 and eight students including one from previous batch successfully completed the fifth course. During the year, the Institute conducted nine Refresher Courses attended by 115 sponsored candidates. Seven Special Courses were conducted for 76 candidates sponsored by three organisations.

7.6.4 The Institute has drawn up a programme of action document for its development under the National Policy on Education, 1986. The Institute continued to offer Industrial Consultancy and testing services to various industries. The documentation and information retrieval services are also being strengthened by the Institute. The Institute is endeavouring to extend its research activities bearing direct relevance to current industrial problems as well as in other academic spheres. A four-year course of Associateship in Manufacturing Engineering has been introduced in the Institute from the session 1991-92 as approved by the AICTE with an intake of 30 students in first year of the course.

School of Planning and Architecture, New Delhi

7.7.1 The School of Planning and Architecture was established in July, 1955 by the Government of India as a premier institution to provide training facilities in academic programmes relating to human settlements and environment. It is an autonomous institution fully financed by the Ministry. The school was conferred the status of a Deemed University in December, 1979 in order to broaden its horizons of academic programmes and to promote research and extension programmes and to award its own under-graduate, post-graduate and doctoral degrees. The School conducts Bachelor's degree course in Architecture, Master's degree courses in Planning with specialisation in (i) Urban and regional Planning (ii) Transport Planning; and (iii) Housing. Masters Degree course in Architecture with specialisation in (i) Urban Design (ii) Architectural Conservation; Building Engineering and Management; Landscape Architecture and Prelandscape Architecture; and also Ph.D. Programmes.

7.7.2 In 1991-92, the total enrolment of 689 students in the school included 374 in the Bachelor's degree course in Architecture, 62 in the Bachelor's degree course in Planning, 241 in Master's degree courses and 12 in the Ph.D. programme.

7.7.3 The School has drawn up a programme of action for its development in accordance with the NPE. During the year under report, the construction work of a students' hostel with 290 seats, a guest house and 71 staff quarters at the Maharani Bagh Campus was nearing completion. The research and extension activities have been intensified through specific programmes of research and extension work.

Technical Teachers' Training Institutes (TTIs)

7.8.1 The four Technical Teachers' Training Institutes (TTIs) at Bhopal, Calcutta Chandigarh and Madras were established in the mid-sixties to provide in-service training to polytechnic teachers and also to undertake various services for the overall improvement of polytechnic education. They offer long term training programmes of 12 months/18 months duration to degree and diploma holding teachers of polytechnic in addition to providing short-term training to teachers and introducing them to curriculum development and related activities. The Institutes at Bhopal and Madras have come up to the level of offering post-graduate courses in technical teaching. They were involved in educational film production, national testing services, preparation of instructional packages, etc. under a UNDP project. During the year under report, these Institutes continued their activities in various fields falling within their purview and contributed significantly to the further development of polytechnic education and to promote interaction between polytechnics, industry, institutions of higher learning, research organisations and other resource systems.

7.8.2 The TTIs have been included in a major project launched by Government during 1990-91 for upgrading the capacity, quality and efficiency of polytechnics in the states, with the assistance of World Bank. They are assisting the participating states in the training of polytechnic teachers, formulation of curriculum in new and emerging areas, providing professional support in education, research and development, human resource development, consultancy, etc., besides project detailing and project implementation.

7.8.3 The functioning of the TTIs and their activities have been reviewed by an Evaluation Committee. The Committee in its report submitted recently, has commended the pioneering work done by them in the areas of technical teachers' training, curriculum development, instructional material development, Research & Development Consultancy and extension services and made several recommendations for their future growth and strengthening.

International Collaboration in The Field of Technical Education

7.9.1 Major Technical Institutions in the country like Indian Institutes of Technology, Indian Institutes of Management, Indian Institute of Science, Bangalore, University of Roorkee, Anna University, Madras, Indian School of Mines, Dhanbad, School of Planning and Architecture, New Delhi and National Institute for Training in Industrial Engineering, Bombay are having international collaboration projects on research and development under the umbrella agreements signed by the Department of Economic Affairs and Department of Science and Technology. Assistance from international organisations like UNDP, UNESCO and bilateral funds from advanced countries like Canada, Germany, France, Italy, Switzerland, Sweden, Japan, U.K., Norway, etc.,

are received for this purpose in the form of equipments, expert services and training. Technical Institutions are also collaborating with their counterparts in the U.S.A for joint research in the fields of science and technology availing of assistance from US-India Rupee Fund. The objectives of such collaboration are joint research and manpower development in emerging areas of science and technology. Major Indian institutions and European institutions for management studies are having collaboration under an agreement between India and the EEC.

7.9.2 A Memorandum of Understanding between the Government of India and the Government of Canada was signed in August, 1991 for institutional co-operation between Indian Society for Technical Education, TTTI, Madras and selected polytechnics from Tamil Nadu, Karnataka and Kerala and Association of Canadian Community Colleges and Institutions in Canada with the objective to contribute to human resource development within the Indian Polytechnic System.

7.9.3 It has been decided in principle to have collaboration between RECs and their counter-part institutions in U.K. in the areas of the Design, Energy, Information Technology and Materials with ODA assistance during the eighth Plan.

Regional Engineering Colleges (RECs)

7.10.1 Under the scheme of establishment of Regional Engineering Colleges, a Central plan Scheme, seventeen colleges have been established, one in each of the major States, to meet the country's growing requirement for trained technical manpower for various development projects. Each College is a joint and co-operative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer Ist degree courses in various branches of Engineering and Technology, fourteen of these have facilities for post graduate and doctoral programmes. The present admission capacity in all the RECs is of the order of 4910 for under-graduate and 1420 for post-graduate courses.

7.10.2 In the context of the implementation of the NPE, Programme of Action documents have been prepared by all the colleges for their development upto the end of Eighth Five Year Plan. The documents contain the overall goals, objectives and action points to achieve such objectives in the respective Colleges. The Annual Plan 1991-92 in respect of each college has been finalised as per their Programme of Action documents.

7.10.3 During the year, the emphasis for development as per the Programme of Action had been on the expansion and diversification of academic programmes, modernisation of laboratories, improvement of students and staff amenities, construction of students hostels (both for boys and girls), expansion of facilities for Computer Centres at selected Colleges and development of laboratories in the Colleges under

the Scheme of Institutional Network with the IITs.

7.10.4 A proposal to develop the collaboration between the RECs and the British University/Institutions in the emerging areas is being finalised for implementation during the 8th plan period.

Development of Post-Graduate Courses And Research Work

7.11.1 The Government of India is directly assisting sixteen State Governments and twenty-four non-Government post-graduate institutions under the scheme of development of post-graduate education and research in engineering and technology. The scheme has made considerable contribution in promoting development (R&D) in particular.

7.11.2 The Graduate Aptitude Test in Engineering (GATE) examination was held in February, 1991 on the basis of which admissions were made to post-graduate courses in July, 1991.

Quality Improvement Programme

7.12.1 The main objective of the programme is to improve the quality and standards of technical education system in the country. This objective is being achieved through long term programme like M.Tech. and Ph.D. programmes, short-term Courses and short-term in-service training programmes in Industry and Curriculum Development Programmes for faculty members of technical institutes. The long-term as well as short term programmes are implemented through the Quality Improvement Centres established at five IITs, IISc., Bangalore, and the University of Roorkee. Such programmes are also organised by the Indian Society for Technical Education at various engineering colleges and polytechnics. The TTTIs conduct short-term programmes for polytechnic teachers. Short-term in-service training programmes in Industry are being implemented through the Regional Offices of the Ministry.

7.12.2 In the coming year the aim is to train 125 teachers for M.Tech. and 80 teachers for Ph.D. courses in addition to those continuing from previous years. Curriculum Development Programmes are conducted at seven Centres located in IIT's, I.I.Sc., Bangalore and University of Roorkee. Under Summer/Winter School Programmes, the target is to train about 2400 degree and diploma teachers through Indian Society for Technical Education(ISTE), New Delhi. As regards the Short-term courses, the Quality Improvement Programme Centres are free to organise as many courses as possible with-in the Budget. Under the Training Programme in Industry, Degree/Diploma teachers are to be trained through the Regional Offices according to the available budget.

Word Bank Assisted Project to Support Technician Education

7.13.1 Recognising the need for revamping technician education system, the Government have launched a major project to be

implemented in two overlapping phases with the assistance of the World Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The project estimated to cost over Rs.1650 crores including World Bank Credit/Loan assistance of about US\$ 567 million over this period 1990-98 will cover polytechnics approved/recognised by the All India Council for Technical Education in sixteen States and one Union Territory. The project covers nearly 80% of the approved polytechnics in the country. It is primarily a State-sector project and the entire cost is to be provided by the participating State Governments from their respective State Plan allocation during the VIII/IX Plan periods. The project will be implemented by the State Governments under the overall guidance, support and monitoring by the Department of Education for which a small central component covering strengthening of the four Technical Teachers' Training Institutes in the country and establishment of a National Project Implementation Unit (NPIU) in the Educational Consultants India Limited (EdCIL) has been provided in the project.

7.13.2 The first phase of the project estimated to cost about Rs.832 crores and covering polytechnics in the States of Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh has already been approved and is under implementation. The first phase became technically effective after the signing of the formal agreements, in December, 1990.

7.13.3 The second phase with similar objectives and costing approximately Rs.825 crores covers polytechnics in the States of Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Maharashtra, Punjab, Tamil Nadu and West Bengal and the Union Territory of Delhi. The second phase has also been approved and will be declared operational after signing of the formal agreements. The polytechnics in the remaining States/Union Territories are proposed to be covered within the framework of the flexibility built into the two phases of the project.

Institutional Network Scheme

7.14.1 The scheme was initiated during 1981-82 to develop an internal assistance programme of networking between well developed technological institutions such as IITs/IISc and comparatively less developed institutions such as the RECs and State engineering colleges for development of laboratories, exchange of faculty, training of faculty members and collaborating in research programmes.

7.14.2 During the Seventh Plan period, 199 laboratories have been supported through the networking scheme and an amount of Rs.4.95 crore has been released for the purpose. Another forty laboratories were supported during 1990-91 and 1991-92 at a cost of Rs.1 crore during each year.

7.14.3 According to the provisions of the scheme, an approved project of networking is supported by the grant of an amount of

Rs.5 lakh out of which 50 per cent is borne by the Department and the remaining 50 per cent by the institution concerned.

Thrust Areas of Technical Education

(a) Strengthening of facilities in crucial areas of technology where weakness exists

7.15.1 The Scheme was instituted during the Sixth Plan and modified in scope and dimensions during the Seventh Plan with the objective of strengthening facilities in technological institutions offering courses at under-graduate level in certain identified areas of technology where critical gaps exist, through (i) augmentation of physical facilities such as laboratory equipment, space, faculty and supporting staff, (ii) diversification of courses, and (iii) preparation of base for post-graduate programmes. The identified areas of technology where weakness exists are: computer science/technology, electronics, instrumentation, material science/technology, maintenance engineering, product development/design, bio-conversion, ergonomics, printing technology, management science and entrepreneurship.

7.15.2 An amount of Rs.39.30 crore was released during the Seventh Plan period supporting 347 projects. During 1991-92, 82 projects were supported at a cost of Rs.731.00 lakh.

(b) Creation of infrastructure in areas of emerging technologies

7.15.3 The scheme was instituted on an experimental basis during the Sixth Plan period with the objective of creating infrastructural facilities for education, research and training in 14 identified areas of emerging technologies in selected engineering/technological institutions. During the Seventh Plan period, the scope and dimensions of the scheme were enlarged substantially. The objectives of the scheme are:

- To develop infrastructure in terms of modern laboratories in identified areas of emerging technologies.
- To develop a strong base for advanced level work by identifying programmes and courses.
- To provide facilities and support for R&D activities in frontier areas of technology and national basis so that technology gaps with reference to advanced countries are eventually bridged.
- Development of manpower.
- Facilities for training the faculty.
- Development of linkages with other institutions including R&D establishments and user agencies.

- Dissemination of information in the areas of expertise developed by the supported institutions.

7.15.4 The seventeen areas identified for support under this scheme are: energy science, transportation engineering, micro-electronics, remote sensing, atmospheric science, reliability engineering, environmental engineering, water resource management, optical communication and fibre-optics, laser technology, informatics, telematics, education technology, computer-aided design/computer-aided manufacture, micro-processors, robotics and artificial intelligence. During the Seventh Plan, an amount of Rs.57.33 crore was released to support 458 projects. During 1991-92, 99 projects were supported involving a grant of Rs.8.99 crore.

- (c) Programmes of new and/or improved technologies and offering new courses in specialised fields

7.15.5 This is a new scheme instituted during 1987-88 as part of the implementation of NPE. The scheme has been formulated keeping in view the changing industrial scene and the pace of technology development the world over. Many new areas of technology have evolved in recent years in the conventional as well as emerging fields of technology which have relevance to the national needs, where manpower with appropriate expertise has to be developed. Forty-six new/improved area of technology have been identified where programmes/courses are supported under the scheme.

7.15.6 During 1987-90, an amount of Rs.11.22 crore was released to support 67 projects. During 1991-92, 70 projects were supported involving an amount of Rs.7.95 crore.

7.15.7 The annual review meetings were held to assess the impact of the projects sanctioned under all these three schemes of Thrust Areas in IIT, Delhi and SJ College of Engineering, Mysore during September, 1991.

Modernisation and Removal of Obsolescence

7.16.1 The Scheme was initiated during the Sixth Plan period with the objective of providing modern instruments and machinery in selected engineering colleges to meet the requirements of technological advances and curricular changes on the basis of 100% direct central assistance.

7.16.2 During the Seventh Plan, and more particularly after NPE was adopted, the scope and dimensions of the scheme were expanded to cover IITs, RECs and other engineering colleges including technical universities and technological faculties of universities, polytechnics and removal of obsolescence of human resource. The objectives of the scheme were re-defined as follows:-

- Removal of obsolescence in machinery and equipment of laboratories and workshops in engineering and technological institutions.
- Modernisation by addition of new equipment relevant to the curricular needs as a sequel to the fast development in technologies.
- To provide students with hand-on experience in laboratory practice in modern technologies.
- Creation of new laboratories.
- Provision of computers.
- Training and re-training of faculty and supporting staff.

7.16.3 Data on the number of projects supported during the Seventh Plan and during 1990-91 and 1991-92 and the amounts of grant released each year are given below :-

Table 7.3

Support for Modernisation and Removal of Obsolescence
in Technical Education

Year	Number of projects supported	Amount of grant released (Rs.in crore)
1985-86	131	15.00
1986-87	151	18.00
1987-88	529	60.00
1988-89	603	52.70
1989-90	400	37.00
1990-91	328	30.60
1991-92	334	30.00

National Technical Manpower Information System

7.17.1 The National Technical Manpower Information System (NTMIS) has been set up by the Government of India with a view to generating strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and the individual state levels so as to ensure a planned development of technical education. The system comprises a Lead Centre at the Institute of Applied Manpower Research, New Delhi and twenty-one Nodal Centres, including the four Boards of Apprenticeship/Practical Training, which are located in different States.

7.17.2 Under the NTMIS programme of work, primary data are being gathered regularly, and on an annual basis, from graduates

of different academic programmes, academic institutions and the organisations in the socio-economic sectors which employ engineering and technical manpower. Of the twenty-one Nodal Centres, seventeen Centres located mostly at selected engineering colleges in the country are responsible for surveying academic Institutes and Boards of Apprenticeship Training have the responsibility of gathering data from the employing organisation.

7.17.3 During the year under report Under-graduate module data upto the year 1984 has been collected and survey for year 1985 is in progress. Few nodal centres have even taken the work of data compilation from 1988 onwards, under-graduate module, to make the data bank current and uptodate.

7.17.4 Based on the above data, State-wise Annual Technical Manpower Review Reports relating to the years 1982-85 have been compiled in respect of Tamilnadu and Chandigarh. Similar reports for Uttar Pradesh, Orissa, Jammu & Kashmir and Kerala have been completed for the year from 1983 to 1986.

7.17.5 Reports on Labour Market Structure of Engineering Manpower have also been compiled to the reference years 1982 to 1986 for Assam, Bihar and Orissa. Users' Profile of Engineering Manpower and its characteristics of Utilisation (1983-84) have been made for Bihar, Orissa and West Bengal during this year.

7.17.6 The above reports provide information on the type of employment opportunities available to the graduates of different disciplines. It also indicates the pattern of absorption of graduates in different forms of activities and extent of unemployment in specific fields.

7.17.7 In November, 1989, the National Expert Committee recommended the continuation of the scheme and strengthening it suitably. The Government has since accepted the report and recommendations are being implemented.

Development of Management Education at Non-University Centres

7.18.0 In order to meet the need for trained managerial manpower at different levels, the Government of India initiated a programme to provide assistance to certain non-university centres which are functioning at all-India level and are offering two year full-time and three year part-time post-graduate diploma course in Management Studies. The assistance is given to the institutions on the recommendations of the All India Board of Management Studies/AICTE. So far the Government of India has been giving assistance to a few institutions for consolidation and development of their management programmes. In the present situation, it is very essential to promote programmes in the fields of non-corporate, un-organised and service sectors. Recently, the Indian Institute of Social Welfare and Business Management, Calcutta has been requested to frame a programme for the non-corporate and un-organised sectors.

All India Council for Technical Education (AICTE)

7.19.1 To ensure the coordinated development of technical education in accordance with the approved standards the All India Council for Technical Education (AICTE) was set up in 1945 as a national expert body to advise the Central and State Governments on the development of technical education. Even before the inclusion of education in the Concurrent List, the coordination and determination of standards in technical institutions has been the constitutional responsibility of the Central Government.

7.19.2 In order to deal with the situation which arose by the mushroom growth of large number of private engineering colleges and polytechnics, the AICTE was given the status of a statutory body by an Act of Parliament. The AICTE covers all technical institutions and University Technical Departments conducting diploma, degree and P.G. courses in the fields of studies like engineering and technology, management, town planning, architecture, applied art and pharmacy, throughout the country.

7.19.3 The Council became operational through its Executive Committee and four Regional Committees at Kanpur, Madras, Bombay and Calcutta. The Council has established All India Boards of Studies at technician, under-graduate and post-graduate levels in engineering and technology and one in the field of management education. The Post-graduate Board has recommended introduction of a number of new Post Graduate Courses. The Technician Board has taken up the task of revamping diploma courses in Engineering and Technology in the light of World Bank assistance for Technician Education. The Council has set up the Board of Studies for Architecture and Town Planning under a Memorandum of Understanding with the Council of Architecture to deal with the development of education in the field of architecture. The Expert Committee of the Council met in April, 1991 and approved introduction of new courses and programmes. The Council approved norms and standards for various courses and guidelines for admission to technical institutions.

7.19.4 During the year under report the Council approved 42 new institutions and 231 programmes to be introduced in the technical and management institutions.

Community Polytechnics

7.20.1 The scheme of Community Polytechnics was instituted under the Direct Central Assistance Scheme in 1978-79 in 36 polytechnics, on an experimental basis, with a view to ensure for the the rural society a fair share of benefits from the investments in technical education system. The scheme envisaged that the Community Polytechnics would act as focal points for science and technology applications in rural areas and generate self and wage employment opportunities through non-formal training towards competency and need based courses in various trades or multi-skill. It aims at poverty alleviation, socio-economic upliftment and qualitative improvement in the life style

of people particularly the rural masses. While people's participation is an in-built feature in the scheme, the thrust is on the under-privileged, disadvantaged and the economically weaker sections of the society. About 100 technical/vocational trades relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation. No minimum academic qualifications have been prescribed for admission to the various courses conducted. However, women, minorities and the drop-outs are encouraged. One hundred fifty-nine Community Polytechnics (till December 1991) are at present functioning all over the country. All the identified minority concentrated districts (41 in number) have already been covered under the scheme. The Community Polytechnics carry out the following activities :

- Socio-economic survey;
- Manpower Development and Training;
- Technology Transfer;
- Technical and support services towards Entrepreneurship Development; and
- Information dissemination.

7.20.2 The scheme of Community Polytechnics includes establishment of Centres for Development of Rural Technology (CDRTs) for R&D support. Fifteen diploma level institutions have so far been selected as CDRTs for development, modification and adaptation of technology, appropriate and relevant to the rural needs, as R&D system for the Community Polytechnics. Separate grants under the scheme are being released to these CDRTs.

7.20.3 The Community Polytechnics set up extension centres in the far-flung rural areas so that the services and facilities that could be made available through the system are provided right at the door step of the villages. Community Polytechnics have made significant contribution towards promoting transfer of a large number of tested and approved items of technology to the rural areas including Bio-gas Plants, Wind-mills, Smokeless Chulhas, Rural Latrines, Solar Appliances, Agricultural Implements etc. These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of Government and non-Government agencies. A number of Community Polytechnics are directly involved in the execution of All India Coordinated Projects (AICP) on Water, Health, Sanitation for Rural Women sponsored by Department of Science and Technology Government of India. A number of them are also actively engaged in planning and implementation of community support services, for example, community Bio-gas system, community waste disposal system and rural health services on Water, Health and Sanitation awareness programmes.

Employment Generation in Rural Areas

7.20.4 The employment generation through the scheme is mainly from the non-formal short-term training, through competency and need-based courses in various trades, or in multi-skills depending upon the requirement. These institutions, on an average, train about 25,000 rural youth every year. Of these, about 35-40% are absorbed in self-employment.

7.20.5 The employment generated through the scheme can be broadly categorised in three main categories:

- i) Direct wage employment in the scheme;
- ii) Self employment of trained youth;
- iii) Wage employment in rural projects/industries and services.

7.20.6 More than 20,000 rural youth and women including school drop-outs have been trained in various technical/vocational trades during the year and a number of them have been engaged in self-employment.

7.20.7 Four Regional Workshops at Allahabad, Bhopal, Calcutta and Madras followed by a national level meeting of the Regional TTTI Coordinators at Delhi were organised during the year to review the implementation of the scheme, vis-a-vis its objectives. It is proposed to expand the scope and activities of the scheme during the Eighth Plan with thrusts on (1) special programmes for women, (2) post-literacy continuing education for neo-literates through income-generating techno-economic activities, (3) area-specific and culture-specific Tribal Area Component programmes, (4) transfer of technology in the priority areas of (i) low cost housing, (ii) safe drinking water for rural masses, (iii) rural sanitation, (iv) non-conventional and alternative energy devices, (v) agro-farming and agri-irrigation, and (vi) rural transportation.

7.20.8 An exhibition on Community Polytechnics was organised at TTTI, Bhopal during its Silver Jubilee Celebrations in August, 1991. The Minister of Human Resource Development, Shri Arjun Singh, inaugurated the Exhibition and appreciated the activities of Community Polytechnics.

Programme of Apprenticeship Training

7.21.1 The Programme of Apprenticeship Training for Engineering graduates and diploma holders under the Apprentices Act, 1961 (amended in 1973) continued to be implemented through the four Boards of Apprenticeship Training located at Kanpur, Calcutta, Bombay and Madras. The Boards have State-level Committees for better liaison with industry. The cost of stipend being paid to apprentices is shared by the training

establishments and the Government of India.

7.21.2 The number of apprentices engaged every year as on 31st October for the last three years is shown in the table below :

Table 7.4

Number of Apprentices

	31.10.89	31.10.90	31.10.91
Total trainees	21736	21053	22075
Graduate trainees	6102	6042	6879
Diploma holders	15634	15011	15196
Scheduled Castes	838	714	908
Schedules Tribes	171	148	167
Minorities	1456	1057	1335
Handicapped	11	10	33
Women	1345	1836	2089

7.21.3 A number of supervisory development programmes for improving quality of apprenticeship training and career guidance programmes for the final year students of a few engineering colleges and polytechnics were organised by the Boards. The Boards are publishing journals containing informative articles. Some of them have prepared training manuals also.

7.21.4 A new scheme of apprenticeship training for 10+2 Vocational students was also introduced from the year 1988-89.

Asian Institute of Technology, Bangkok

7.22.1 The Asian Institute of Technology (AIT), Bangkok is an autonomous international graduate institute providing advanced education in engineering science and allied fields. It enrolls about six hundred students from more than twenty countries and has international faculty members. The institute is governed by an International Board of Trustees, whose members come from different countries including India.

7.22.2 The Government of India has agreed to provide the following assistance to the AIT :-

- Deputation of teachers/experts in specialised areas of engineering and technology meeting the entire

cost of their deputation.

- An annual grant upto Rs.3.00 lakhs for utilisation for one or more of the following purposes :-
 - a) Purchase of equipment from India,
 - b) Purchase of books and payments for subscription of academic and technical journals published in India, and
 - c) Expenditure on academic related activities in India.

7.22.3 During the year 1991-92, no Indian expert has been deputed to AIT, Bangkok due to complete ban on foreign travels by the Government of India. A sum of Rs.2,99,472 was released to the Institute as grant for purchase of equipment and for academic related activities in India.

Board of Assessment for Educational Qualifications

7.23.1 The Board of Assessment for Educational Qualifications was set up by the Government of India for the purpose of recognition of academic and professional qualifications for employment to posts and services under the Central Government. The Technical Education Bureau in the Department of Education is the Secretariat of the Board and Chairman, UPSC is the Chairman of the Board.

7.23.2 Eight Expert Committee Meetings/Sub-Committee meetings were held during the year under report for the consideration for recognition by the Board of Assessment.

Partial Financial Assistance for Attending International Conferences

7.24.1 The Bureau of Technical Education administers a scheme to provide partial financial assistance to teachers in the fields of Science, Technology and Medicine to defray the cost of travel for attending prestigious international conferences. Outstanding young teachers are given special consideration.

Strengthening of Existing Institutions and Establishment of new Institutions for Non-Corporate and Un-Organised Sectors

7.25.1 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 developmental effort will not be possible unless the non-corporate and un-organised sectors, which are employing about 90% of the work force, are specifically targeted for by the system.

7.25.2 Accordingly, a scheme was drawn up to strengthen the existing institutions for the purpose during the Seventh and

Eighth Five Year Plans. It provides for establishment of Centres for Entrepreneurship and Management Development (CEMDEV) and Centres for Entrepreneurship Development (CED) at a few selected diploma level institutions all over the country to cater to the specific needs of these sectors.

7.25.3 The scheme is being implemented as a pilot project in four polytechnics by providing direct Central assistance. It is envisaged to continue and expand the scope and activities of the scheme during the Eighth Plan by merging it with the scheme of Industry-Institute Interaction.

Industry Institute Interaction

7.26.1 The Scheme of Industry-Institute Interaction which was launched in the middle of 1988-89 has three main components as follows:-

- (a) Interaction between engineering colleges and industry,
- (b) Interaction between Polytechnics and industry, and
- (c) Setting up of an 'Industrial Foundation' at IIT Delhi.

7.26.2 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 two faculty members per institution. At the polytechnic level, only faculty exchange will take place at the rate of two faculty members per polytechnic.

7.26.3 For this purpose, 23 engineering colleges and 15 polytechnics were selected. Out of the 21 engineering colleges and 11 polytechnics so far approved under this scheme, 18 engineering colleges and six polytechnics have taken up the faculty exchange programme. Four projects have so far been approved upto 1990-91. Another 12 projects have been received this year. These will now be considered by an Expert Committee constituted for the purpose.

7.26.4 The Industrial Research Foundation proposed to be set up at IIT, Delhi will be responsible for marketing the research and consultancy capabilities of the Institute in tackling scientific and technological problems sponsored by industry and also taking up innovation and technology.

Continuing Education

7.27.1 The programme of Continuing Education which was launched in February, 1988 is aimed at enhancing the competence of working professionals in the industries and other sectors thereby contributing to upgrading the engineering and management manpower capability in the country.

7.27.2 Initially 10 centres were identified for this purpose 5

IITs, 4 TTIs and ISTE Centre at Mysore. The ISTE centre at Mysore is also testing the training modules and undertaking overall academic coordination and monitoring of the programme.

7.27.3 So far 129 course materials have been prepared in different areas and about 28,900 working professionals have been benefited by the training programmes arranged on the basis of the training modules prepared. These training programmes are arranged on self-financing basis.

7.27.4 Seeing the success of the programmes, eight more centres have been added for the implementation of the programme.

Research and Development in Technical Education Institutions

7.28.1 The scheme was initiated during 1987-88 with the objectives of :

- Strengthening and re-structuring the existing centres of advanced study/research.
- Creating and updating infrastructure.
- Supporting and sponsoring research projects in engineering, technology and management.

7.28.2 During 1991-92, forty-four projects were funded under the scheme. The scheme has helped in encouraging research in a large number of engineering colleges. The important areas covered include : Material Science & Technology, Enzyme Technology, Energy Management, High Voltage Engineering, Chemical Engineering, Composite Materials, Fibre Science, Structural Engineering and Transportation Engineering. Special attention is paid to proposals from younger faculty members.

Educational Consultants India Limited, New Delhi

7.29.1 The only public sector undertaking under the MHRD, Educational Consultants India Limited, New Delhi was incorporated under the Companies Act, 1956 on June 17, 1981. It functions under the guidance of a Board of Directors representing various Ministries and organisations of the Central Government. It has a part-time non-official Chairman and a full-time Managing Director.

7.29.2 During the year 1990-91, the Corporation has been short-listed thrice within a period of one year for submission of Technical Assistance (TA) proposal to the Asian Development Bank and has been selected for the preparation of the project Report for the establishment of an Open University in Bangladesh (BOU). The prestigious project for preparation of Master Plan for the University of Mauritius has been successfully completed and the implementation of the Master Plan has been taken up.

7.29.3 Within the country, the turn-key job for the

establishment of Centre for Electronic Design and Technology (CEDT), Calicut has been completed and the building is ready to be handed over. It has also helped in the preparation of the World Bank assisted project for strengthening Technical Education (Polytechnics) in India.

7.29.4 It has also successfully undertaken completed the supply of educational aids and books to Ethiopia, Zambia, Mauritius and Jordan.

7.29.5 The turn over of the Company for the year 1990-91 is Rs.3.40 crore. The total profit after tax of the Corporation for the year 1990-91 is Rs. 17.31 lakh.

7.29.6 The Company has declared payment of a dividend of Rs.7.50 lakh for the year 1990-91.

Pass Book Scheme/Customs Duty Exemption Certificate for import of Equipment and Consumables.

7.30.0 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme has been introduced from 1988. It authorises import of scientific and technical equipment, accessories and consumable goods free of import duty. For import under this scheme, the Head of the Institution is authorised to certify the essentiality and "not manufactured in India" conditions. The maximum upper limits of aggregate c.i.f. value allowed annually are for equipment Rs. 3 crores and for consumables Rs. 1.5 crores. It excludes any single consumables item whose aggregate c.i.f. value exceeds Rs. 5 lakhs in a year and any single equipment or accessory whose c.i.f. value exceeds Rs. 5 lakhs for which CDE certificate is issued. The scheme covers public funded research institutions of national importance, and colleges. The Bureau of Technical Education in the Department of Education is responsible for issuing pass books to universities, colleges and institutions. During the year under report, (upto 30 November, 1991) about 222 pass books and 1025 CDE certificates have been issued.

Sant Longowal Institute of Engineering and Technology

7.31.1 Sant Longowal Institute of Engineering and Technology (SLIET) is being set up in order to meet the special technical manpower needs of the State of Punjab. The Institute will provide a variety of courses at various levels, so that the specific needs of the State are met in an integrated manner. To make a beginning, during 1991-92, necessary infrastructure have been created and the academic session has started with the introduction of following five certificate and three diploma courses:

Certificate courses

1. Servicing and Maintenance of Electronic Instruments.

2. TV Mechanism.
3. Data Entry Operations & Word Processing.
4. Computer Servicing and Maintenance.
5. Welding.

Diploma courses

1. Electronics and Communication Engineering.
2. Instrumentation and Process Control.
3. Computer Programming and Applications.

7.31.2 A total of 176 students, about 20 per cent of whom are girl students, have taken admission during the year. Further expansion and upgradation of the Institute to run degree courses will be considered by the end of Eighth Plan as per actual manpower needs of the State.

7.31.3 The Institute has formally been inaugurated by Shri Arjun Singh, Minister of Human Resource Development, on 20th December, 1991.

Assistance to Technical Institutions through the University Grants Commission

7.32.1 The University Grants Commission (UGC) provides financial assistance to University-maintained institutions in engineering and technology for the development of higher education and research. At present thirty-two 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 continuance of various R & D (Research and Development) 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.

7.32.2 There are about 1600 M.E./M.Tech. students at present in the different post-graduate courses in the University-maintained institutions.

Advanced Technician Courses

7.33.1 The AICTE, at its meeting held in February, 1978 recommended that selected polytechnics should be given Central assistance to conduct Advanced Technician programmes to enable the technicians acquire desired competence to meet the diverse requirements of the industry and the rural sector. In pursuance of this, a scheme of Advanced Technician Course (ATC) was instituted in the Sixth Plan in the year 1981-82. Under the programme, ten institutions have been selected to conduct ATCs in

identified areas, viz., Tool Engineering, Foundry Technology, Advanced Electronics, Air-conditioning and Refrigeration, Renewable Sources of Energy and Rural Technology Development and Management.

7.33.2 A Workshop for reviewing the scheme of ATCs was organised at SBM Polytechnic, Bombay from 11-13 September, 1991. It was recommended that the ATCs being conducted currently at different institutions should be continued and the scope and activities of the scheme may be expanded in future with modified and updated norms. It was further recommended, inter-alia that the Advanced Diploma Courses being conducted under the scheme should be recognised as equivalent to first degree in Engineering/Technology in the respective field.

7.33.3 It is proposed to expand the scope and activities of the scheme and implement the same with revised updated norms under the World Bank assisted State Sector project for Technician Education during the Eighth Five Year Plan.

Cultural Exchange Programme

7.34.0 Most of the Cultural Exchange Programmes include provision for exchange of materials in the field of Science, Education and Technology, etc., as well as exchange visit of delegations for establishing academic linkages between institutions of higher education in the two countries for finalising equivalence of degrees and diplomas awarded in India and other countries for the purpose of employment.

Colombo Plan Staff College for Technician Education, Manila

7.35.1 The main objective of the Colombo Plan Staff College for Technician Education, Manila is to improve the quality of technician education and training in the Colombo Plan region by meeting the needs of technician teachers, educators and trainers as well as those staff in technician education system who play an active part in service training and staff development programme in the member countries. The main functions of the College are to:

- i) provide courses for further professional technician education and training;
- ii) conduct study conferences on various aspects of technician education;
- iii) assist in conduct of special courses;
- iv) promote, coordinate and undertake research;
- v) assist in the development of training facilities; and
- vi) collect and disseminate information on technical education.

7.35.2 CPSC, Manila has been holding various programmes regarding college-based course, sub-regional workshops and in-country courses to achieve the above aims. Government of India have been supporting activities of CPSC and sponsoring faculty members/technical education administrators to participate in its activities.

North Eastern Regional Institute of Science and Technology

7.36.1 The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1985 to generate skilled manpower in the field of Engineering and Technology as well as Applied Science streams for the development of North Eastern Region. While the Department of Education is giving necessary technical guidance to the NERIST, it is being funded through North Eastern Council. The NERIST was conceived as a unique institution offering a sequence of modular programmes each of two year duration leading to certificate, diploma and degree in Technology and Applied Sciences. The Institute started its academic programmes in August 1986 when it admitted students to certificate courses. Admissions to diploma courses and degree courses were made in 1988 and 1990 respectively. The following courses are offered at the Institute:

Certificate courses:

1. Construction Technology
2. Maintenance Engineering (Electrical & Electronics)
3. Maintenance Engineering (Mechanical)
4. Forestry
5. Soil Conservation

Diploma courses:

1. Agricultural Engineering
2. Civil Engineering
3. Computer Science
4. Electronics & Electrical Communication Engineering
5. Electrical Engineering
6. Mechanical Engineering

Degree courses:

1. Agricultural Engineering
2. Civil Engineering
3. Computer Science
4. Electronics Engineering
5. Electrical Engineering
6. Mechanical Engineering
7. Forestry

7.36.2 Provisional affiliation to NERIST has been accorded by North Eastern Hill University (NEHU) for a period of three years from 1990-91.

8 Adult Education

8.1.1 The National Literacy Mission which was launched in May, 1988 with the objective of imparting functional literacy to 80.00 million adult illiterates in the 15-35 age group by 1995, entered its fourth year of operationalisation. The Mission has confirmed in more than one sense that eradication of illiteracy is not a utopian idea but possible, feasible and achievable. The first positive indication came from the provisional figures of the 1991 census, released by the Registrar General and Census Commissioner, India. For the first time the country has achieved the distinction of having larger number of literate persons than the illiterate ones, with the literacy rate crossing the threshold mark of 50 per cent.

8.1.2 Another important development is the near ascendancy of the campaign mode in the adult literacy programmes in the country. After experimenting with successive number of alternative models of adult education programme, we have finally settled down to one which has given us lot of hope and faith that illiteracy can be overcome in a time bound manner with planned and co-ordinated efforts and with mobilisation of the people belonging to all sections of the society. Almost all the States have accepted it as a viable proposition and its applicability can be judged from the success achieved (though of a varying scale) in different parts of the country as also from the recognition accorded internationally. After the initial success achieved through the campaign approach in Ernakulam district and the entire State of Kerala, Burdwan district in West Bengal, the Union Territory of Pondicherry, the Sindhudurg district in Maharashtra and Dakshin Kannada district in Karnataka have now been declared fully literate.

Striking Features of 1991 Census

8.2.1 The literacy data of the country are based on the decennial census operations conducted by the Registrar General, India. The provisional figures of the 1991 census, which was held in the earlier part of the year show that the literacy rate for the population aged 7 and above, in the country increased from 43.56 per cent in 1981 to 52.11 per cent in 1991, registering an increase by 8.55 percentage points. Whereas the male literacy rate increased from 56.37 per cent to 63.86 per cent, the female literacy rate increased from 29.75 per cent to 39.42 per cent.

8.2.2 The following striking features have emerged from the above data:

- The rate of growth of literacy between 1981 and 1991 is 8.55 per cent which compares well with the rate of growth in literacy between 1971-81 which was 6.97 per cent.

- The rate of growth of female literacy (9.67%) during the decade is higher than that of male literacy (7.49%).
- The number of literates (aged 7 and above) in 1991 at 352.00 million compares very well with the number of literates at 234.00 million in 1981.
- The number of illiterates (age 7 and above) in 1991 is of the order of 324 million which is a marginal increase from the 302 million in 1981.
- The increase in the number of literates in 1991 over 1981 was 118 million whereas the corresponding increase in the number of illiterates was 22 million only.
- Kerala (90.59%) tops in the literacy rate followed by Mizoram (81.23%), Lakshadweep (79.23%) and Chandigarh (78.73%). At the bottom of the ladder are Bihar (38.54%), Rajasthan (38.81%) and Dadra and Nagar Haveli (39.45%).
- The increase in female literacy rates, has been very significant in the States/Union Territories of Sikkim (19.88%), Lakshadweep (15.56%), Nagaland (15.44%), Daman & Diu (14.87%), Haryana (14.05%), Manipur (14.03%), Andaman & Nicobar Islands (13.07%), Pondicherry (12.76%), Tripura (12.00%) and Kerala (11.28%).
- The literacy rate is above the All India level of 52.11 percentage in case of 22 States/UTs, but the eight States of Bihar, Rajasthan, Arunachal Pradesh, Madhya Pradesh, Uttar Pradesh, Andhra Pradesh, Meghalaya, Orissa and the Union Territory of Dadra and Nagar Haveli are still below the threshold level of literacy, i.e., 50 per cent. All these States/UTs except Meghalaya are also below the All India level in case of female literacy.

8.2.3 A comparative statement indicating the statewise literacy rates for population aged 7 years and above for 1981 and 1991 is at Statement 4.

Total Literacy Campaign

8.3.1 Campaigns for total literacy constitute the major thrust and initiative in the Mission; they also constitute its principal strategy. In the heels of success of Ernakulam and Kerala experiments for achieving full literacy, these campaigns for total literacy have generated certain characteristic features which make them unique and distinguish them from other programmes. They are area-specific, time bound, volunteer-based, cost-effective and outcome-oriented. Such campaigns are generally implemented through the Zilla Saksharatha Samities



Inauguration of the Exhibition—Values for New India at Teen Murti House
on 14 November 1991.

which are registered under the Societies Registration Act under the leadership of the District Collector/Chief Secretary, Zilla Parishad. During the year some distinct advantages have been observed in the new approach. These are:

- The Total Literacy Campaigns (TLC) cater to both the demand syndrome and the supply mechanism. In other words, a positive demand of the people for literacy is generated first before the delivery mechanism is provided.
- A culture of equality is pervasive in a TLC. It is implemented in the nature of a people's movement where every one can own, contribute and participate. It becomes a matter of pride and excitement for the people of village, mandal, panchayat or taluka or even district in contributing their time, energy and resources to the campaign on a totally voluntary basis without expectation of any award, reward or incentive.
- Though a TLC is eventually meant to impart functional literacy, it can also be at the same time a campaign for universal enrolment and retention of children in schools, immunisation, conservation of environment, propagation of small family norm, maternity protection and child care, women's equality and empowerment, peace and communal harmony, etc.
- Each TLC has a people oriented well-knit management structure at the District, Taluka/Block, mandal, Panchayat and village level. These management committees mostly consist of non-government officials and function in a de-bureaucratized and participatory manner which has enabled them to obtain the participation of people at the grass-roots level.
- The District Collectors who were hitherto pre-occupied with problems of maintenance of law and order and implementation of government funded programmes like IRDP, NREP, RFLGP, JRY, etc., are now in the fore-front providing the leadership, motivation, direction and organisational support for these campaigns and have become catalytic agents of social change through the instrument of literacy.
- Active participation of State Governments is ensured not only in the person of the District Collector who spear-heads the campaign and other development departments and functionaries who participate therein but also in sharing of the costs of the campaign between the Centre and States in the ratio 2:1.
- The most significant aspect of a TLC is its unqualified adherence to achieving certain pre-determined levels of literacy in its campaign. This implies that

teaching/learning materials used are rigorously scrutinised to ensure that they conform to certain minimum and predetermined norms. The emphasis in the new approach is on attainment of certain minimum levels of literacy and numeracy by every learner so that this can be the threshold point for his/her effective participation in development of the family, of the society, and of the nation.

8.3.2 TLCs which have already concluded successfully in the State of Kerala, Union Territory of Pondicherry and the districts of Dakshin Kannada (Karnataka), Burdwan (West Bengal) and Sindhudurg (Maharashtra), are presently on in 97 districts (areas) of the country either fully (55) or partially (42). The complete details of these projects are presented in the statement at the end of this chapter. The State Governments are giving increased priority in covering as many districts as possible through TLCs. It is expected that by the close of the year TLCs would have already been launched in 25 additional districts.

8.3.3 The reports also reveal enthusiastic participation from almost all sections of the society, wherever adequate environment building has taken place. This response has been maximum among women, weaker sections and in tribal areas. For this enthusiasm and participation to translate into achievement in terms of learning levels, teaching-learning activity and training are being reinforced in almost all campaigns. The reports received so far also show that despite the distinct advantages of a TLC, the performance between and within various States has not been uniform. Serious dislocation has also taken place due to the following:

- turbulent socio-political events during 1990-91 (Aug.-Nov.90);
- transfer of several district Collectors and key district officials midcourse;
- election to Lok Sabha and State Assemblies (which demand absolute preoccupation of the district administration) as also natural calamities like flood, cyclone, rains, earthquake which disrupt normal life and take away the priority attention of district administration from LTCs.

8.3.4 However, despite the bottlenecks notable success have been achieved during the year. A summary of these campaigns is given below:-

Burdwan Total Literacy Campaign

8.4.0 A campaign to make twelve lakh persons in the 9-50 age-group fully literate was launched in Burdwan district in September, 1990. On the conclusion of the campaign an objective evaluation was got conducted by a team of educationists, social

scientists, adult educators and management experts. It was observed that 9,86,829 persons were made literate as a result of the TLC thus achieving literacy rate of 82.22 per cent. The TLC, Burdwan distinguished itself with an efficient management information system in which the progress of learning could be monitored scientifically; the management structure was such that people from all sections of the society could participate making it highly representative; there was good coordination between the District administration and the local self governing bodies at various levels. The Vice-President formally declared the district fully literate on 24th August, 1991 at an impressive function in Burdwan, in the presence of the Chief Minister and other senior Ministers in West Bengal Government. The successful experiment of the TLC in Burdwan, which has entered the post-literacy phase, has led to emergence of certain significant trends in the social Scenario of the district. While no research on the impact of the campaign has been conducted by any institute of social science and research, a four member team of non-officials (including a free lance journalist) has, in its report, observed that the campaign has led to an increase in the enrolment of students in primary schools, a significantly high response to immunisation drive, promotion of communal harmony, improvement of women's status, emergence of village education communities as a catalytic agent of social and educational change, and better inter-linkages amongst various departments and literacy activities.

Pondicherry Total Literacy Campaign

(Puduvai Arivoli Iyyakkam)

8.5.0 The campaign envisaged covering about one lakh persons in the 15-45 age-group through a volunteer corps of 12,000 persons. The 'Operation Arivoli', as the TLC was code-named, achieved the following in quantitative and qualitative terms:

- The campaign enrolled about 90,000 illiterate persons in the 15-40 age group and made literate approximately 70,000 persons, achieving a literacy rate of 89.04 per cent.
- A massive publicity campaign for literacy was launched which generated a tremendous awareness and motivation for literacy.
- Participatory Committees for literacy work were set up in all the hamlets of the Union Territory to identify persons to act as Convenors and train and motivate them to play their part as voluntary organisers, as part of a well-organised net-work.
- About 12,000 volunteers were mobilised to contribute their services as Instructors, members of cultural troupes, participants, organisers of cultural troupes, participants, organisers, etc., all on a voluntary basis.

Total Literacy Campaign in Sindhudurg

8.6.1 The programme for total literacy in Sindhudurg was launched on 1st December, 1990. A survey was conducted in October, 1990, according to which there were 27,830 learners in the 15-35 age group, and 23,746 learners in the 36-60 age group. An evaluation conducted by the Tata Institute of Social Sciences has revealed the following:-

- 76.2 per cent of learners in the 36-60 age group have achieved NLM Norms.
- 85 per cent of learners in 15-35 age group have achieved NLM Norms.

Taking both age groups together the achievement is 82.5 per cent.

8.6.2 The strength of the campaign lay in the coordination, of different agencies, viz., government departments, educational institutions, interested individuals, voluntary organisations, media, etc. This led to the formation of appropriate committees at the district, block and village levels, facilitating the flow of information. The district was declared fully literate by the Minister of Human Resource Development in the presence of the Chief Minister and other senior Ministers of Maharashtra Government at a public function held on 29th December, 1991.

Total Literacy Campaign in Dakshin Kannada

8.7.1 The TLC in Dakshin Kannada was launched on 2nd October, 1990 covering 2.44 lakh persons in the 9-35 age-group involving 30,000 volunteers during the period from October, 1990 to June, 1991. Most of the volunteers were school children who were given intensive orientation and training before the commencement of the campaign. The TLC was meticulously planned and well structured through sub-projects and people's committees at all levels. The Zilla Parishad took active interest by stipulating that priority was given to the neo-literates in all the development programmes. Eminent artists like B.Sivaram Karanth lent powerful support by composing songs, skits and designing titles for neo-literates.

8.7.2 The district was declared fully literate at a function held on 28th December, 1991.

Other Thrust Areas of NLM

8.8.1 Apart from the launching of TLCs, other thrust areas under NLM are the Improved Pace and Content of Learning (IPCL), adoption of area approach in all literacy programmes and continuous environment building conducive to literacy.

(a) Improved pace and Content of Learning (IPCL)

8.8.2 There are three factors which are critical in literacy learning:

- Programme duration
- Programme content
- Visible results

8.8.3 If the programme duration is short and if the learners are able to perceive the pace and progress of learning, this will heighten their motivation and will help them to learn faster and better. With this end in view, a motivation-centred technique, namely "the Improved Pace and Content of Learning (IPCL)" has been designed. The new technique provides for three integrated primers, each primer integrating in itself basic literacy/numeracy lessons, work book, exercise book, details of evaluation of learning outcome, etc. Each primer is a progression from the other. The SRCs which provide academic and technical resource support for the programme have been oriented to this new concept and all of them are ready with the multi-graded and integrated primers. These primers are now being extensively used in the TLCs. With a view to ensuring that the materials produced under the IPCL technique conform to the levels of learning prescribed under the NLM, the materials are scrutinised and approved by the IPCL Review Committee before being actually used in the field.

(b) Area Approach

8.8.4 The approach adopted in the adult education programme was hitherto scattered and fragmented. Functionaries continued to be obsessed with the number of projects, centres and learners enrolled. The new approach in NLM is an "area approach" with the following implications:

- a compact and contiguous area of operation
- thrust on attainment of predetermined norms of literacy and numeracy and not on enrolment
- selection of good, reliable and committed functionaries by special selection procedures
- training of functionaries through a participative and communicative technique
- learner to be the focal point in the entire process
- measurement of learning outcome to be continuous, informal, participative, non-threatening and correctional

- introduction of a close knit system of monitoring at all levels backed by a system of intensive test checks to ensure credibility in information.

8.8.5 The concept of area approach is incorporated in the TLC as also in the centre-based programmes of RFLP and voluntary agencies.

(c) Environment Building

8.8.6 The successful completion of the Bharat Gyan Vigyan Jatha (BGVJ) has helped in generating a positive demand for literacy. Literacy is now widely viewed as a basic need (like drinking water and immunisation) and its strength as a major input for human resource development recognised. In order to capitalise on the social churning that is taking place, the Bharat Gyan Vigyan Samiti has formed a national level organising committee with a general body and executive committee which is assisting NLM in planning, supervising and execution of the programme on a day-to-day basis, in identifying snags and pitfalls in TLC districts and applying timely correctives for the desired results. It also helps in identifying regions and districts which have the ripe potential for taking up TLCs. It organises workshops on training, post-literacy & continuing education and MIS. It helps in designing software (lecture notes, cassettes, slides, information brochures, guidebooks, training-cum-instruction manual, publicity brochures, etc.,) and arranging their distribution.

8.8.7 Similarly the Paidal Jathas of the Gandhian and the Sarvodaya workers who covered five States in 1990 have helped in mobilising approximately one million volunteers.

Reorganisation of Centre-Based Programme

8.9.1 The centre-based programme of RFLP has been reviewed and revised and all State Governments have been advised to re-structure their projects as per the new scheme. Detailed guidelines have been issued on the project formulation and the implementation strategy. Following are the important features for the revised scheme :

- i) Micro planning for an area-based approach: Meticulous planning is required to be conducted by a door-to-door survey to identify and assess the total number of illiterates, potential sites for setting up adult education centre, requirement of teaching/learning materials and designing a system for supervision, monitoring, coordination, evaluation and for post-literacy and continuing education. The area selected for the project could be a village or a cluster of villages, a mandal Panchayat, a Panchayat samiti, a taluka or even a district, the condition being that the micro planning so conducted should aim at completely eradicating illiteracy in a given time frame which could be a year or two.

- ii) Environment building: Environment building activities should precede actual instructional work, with the objective of mobilising public opinion, creating a demand for literacy and mobilising the volunteers as well as the learners. For this purpose all types of media and art forms could be used to disseminate the message and village campaign committees could be constituted.
- iii) Management structure: The reorganised projects would be small, compact and contiguous and would be of 100 centres each under the charge of a Project Coordinator. Each project could be implemented in two cycles a year. The staff, viz., Instructors and Preraks would be properly selected keeping in view their experience and track-record. They would be given in-service and pre-service training. A project advisory committee would help manage its daily affairs.
- iv) Monitoring & evaluation : A suitable MIS has been designed for effective monitoring. Process evaluation which is internal, is for the purpose of evaluating the learning outcome and the impact evaluation by external agencies for an independent assessment of the management of the programme.

8.9.2. Apart from these characteristics of the new scheme, priority has been given to women's participation and establishing linkages with development departments, functionaries and programmes.

8.9.3 The revised scheme has been accepted by most states/UTs and many State Governments have already begun reorganising their projects and have started sending proposals on the revised pattern.

Voluntary Agencies

8.10.1 The Central Scheme of Assistance to Voluntary Agencies (VAs) which was put into operation during 1987-88 under the National Literacy Mission has been revised in the light of recommendations of a sub-group on voluntary agencies set up by the Executive Committee of NLMA in order to implement the strategies envisaged under the NLM effectively and efficiently. Revised guidelines have been issued to State Governments/UT Administrations and State Resource Centres. They have been advised to take necessary steps for operationalisation of the Scheme.

8.10.2 The principal strategy in implementation of the programme would now be volunteer-based TLC in a specific area. It has also been decided that no automatic extension would be given in future to the traditional centre-based programme. Instead, overriding preference would be given to those voluntary agencies who have a good track record of social service in

general and experience in the field of adult education in particular and who are willing to take up area specific, time-bound, volunteer-based, cost effective, and result oriented plans for eradication of illiteracy. Against this new perspective and thinking, VAs would now prepare proposals for achieving total literacy by adopting volunteer-based approach in a few villages/Panchayats or block or portion of block depending on their capability, experience and expertise, availability of resources and the base which has been built up by them over the years in the area. No payment to the instructors/volunteers has been visualised. The spirit of the approach should be one of total voluntarism. However, modest payment can be made to those workers who would be engaged whole time in the implementation of the projects. Payment of honorarium/incentives to instructors would be considered only in cases where it would be absolutely necessary and fully justified.

8.10.3 A presentation on the salient features of the revised guidelines was made before a meeting of Education Secretaries and Directors of Adult Education in States/UTs on 12th October 1991 taken by the Minister of Human Resource Development. Subsequently in another meeting held on 15 November, 1991 salient features were placed before a select group of voluntary agencies to facilitate project formulation. State Resource Centres in Andhra Pradesh, Bihar, Chandigarh, Gujarat, Karnataka, Maharashtra, Orissa, Rajasthan, Tamil Nadu, U.P. and West Bengal have organised 15 workshops to acquaint the voluntary agencies about the revised guidelines so that they may internalise the concept of the revised approach and implement the project satisfactorily. Monitoring system and Management Information System have been developed so that projects could be monitored through computer.

8.10.4 So far 14 voluntary agencies -- 3 in Assam, 1 in Bihar, 2 in Madhya Pradesh, 3 in Orissa and 5 in U.P. -- have launched total literacy projects to make 14 blocks fully literate within a period of two years. During the current year grant-in-aid has been released to 311 voluntary agencies in respect of on-going projects of Adult Education Centres and Jana Shikshan Nilayams sanctioned last year under the old scheme.

8.10.5 In continuation of Akshar Sena Abhiyan launched during October, 1990 by voluntary agencies of Sarvodaya and Gandhian background, four State level workshops and 60 district level workshops have been organised to acquaint them with the revised guidelines and formulation of projects for total literacy in specific, compact and contiguous area. Proposals formulated as per the revised guidelines have already been received and 14 projects have been approved by GIA Committee in December, 1991.

8.10.6 A Nucleus Cell sanctioned to Patel Education Society, New Delhi for involvement of students in Delhi in literacy and adult education programme continued its activities throughout the year.

Student Participation

8.11.1 The number of students from schools and colleges/universities participating in literacy activities increased considerably during the year. Besides over four lakh NSS students from universities/colleges, about four lakh school students in Orissa, and about 1.60 lakh school students in Rajasthan actively participated in one or the other activity relating to promotion of literacy. Majority of the volunteers in the TLCs taken up in 69 districts in the country were also students.

8.11.2 One interesting development that took place during the year was the decision of the CBSE to launch the 'Special Adult Literacy Drive' (SALD) in all its affiliated schools from the academic session 1991-92 in classes IX and XI, which will be extended to all classes from classes IX to XII from the 1992-93 session. The literacy work which was hitherto taken up by the students, as a part of work experience which is already provided in the curriculum, will also include SALD. Whereas, work experience will be confined to promotional activities, the actual teaching will be taken up through SALD. The CBSE has also introduced incentives for each student depending on the number of adults made literate. The incentives will include 5 marks for each person made literate, 8 marks for two persons and 10 marks for three or more persons made literate.

Post-Literacy & Continuing Education

8.12.1 With a view to preventing the relapse of neo-literates into illiteracy and ensuring that the skills acquired by them at the basic literacy stage are reinforced, retained and applied in day-to-day life, NLM envisaged institutionalisation of post-literacy and continuing education arrangements through setting up of the Jana Shikshan Nilayams (JSNs). As a result, 32318 JSNs have been sanctioned to be run by various governmental and non-governmental agencies out of which about 25000 have already become operational. Some more JSNs are expected to become operational by the close of 1991-92.

8.12.2 With the shift in the strategy of imparting literacy from the traditional centre-based approach to the mass campaign approach it was felt that JSN as a strategy designed to cater to the post-literacy and continuing education needs of the neo-literates of the centre-based programme, cannot be uniformly applied particularly in the area/district covered by the TLCs. Accordingly, a sub-group under the chairmanship of Shri Satyen Maitra was set-up to review the post-literacy and continuing education strategies and suggest a frame-work in the context of the TLCs. The Group, inter-alia, noted that there are wide variations in the levels achieved by those who are supposed to have become literates and that there was enough evidence to suggest that a substantial proportion of persons who acquired literacy skills through the TLCs tend to relapse into illiteracy.

8.12.3 The Group felt that the learning strategies for different groups have to be different and that a single design may not suit all areas. It, therefore, recommended that the post-literacy programme should address itself to the goals of remediation, continuation and application of skills to actual living and working situations. For this purpose, it would be necessary to ensure that (i) the post-literacy programme caters to the needs of different categories of the neo-literates; (ii) it is linked to the larger processes of personal, social and vocational development through application of the basic reading, writing and computational skills already acquired; (iii) a textual material of the type called Book-IV or PL-I is introduced to reduce the gap between the basic literacy and adequate functional literacy; and (iv) a 30-40 hours "Bridge" Primer through which the neo-literates could be encouraged to gradually wean themselves away from the instructor/volunteer dependency syndrome to self-reliant autonomous stage of learning is introduced.

Post-Literacy Campaigns in TLC Areas

8.13.1 While the recommendations made by the Group for post-literacy and continuing education are under consideration of the Government, different models of post-literacy and continuing education are being developed and are being used in areas/districts where the TLCs are already over. For instance, in Burdwan district the post-literacy campaign is being run on purely voluntary basis under the overall guidance and supervision of the Village Education Committee. The emphasis is on decentralisation with the objective of having atleast one centre of continuing education in each and every village instead of the situation where a JSN is expected to cater to the needs of about 5000 neo-literates belonging to a groups of 5 to 8 villages. The formation of Village Education Committees (VEC) and Urban Education Committees (UEC) is the high water mark of the post-literacy campaign in the district. These Committees have been effective in taking care of the infrastructural support to the learning centres and to establish interdepartmental linkages. A newspaper for the neo-literates is being published and a book on application of literacy in day-to-day life has been provided in Bengali, Hindi and Urdu. Environment building activities like organisation of competition amongst neo-literates, sport-cum-cultural competitions for neo-literates and volunteers, showing of video-cassettes on developmental activities, organisations of literacy stalls in all important fairs and exhibitions, etc., are being taken up on continuous basis.

8.13.2 Similarly, in Nellore district of Andhra Pradesh, the post-literacy campaign, covering three lakh neo-literates and one lakh semi-literate in the age-group 9-35, is being implemented through an institutionalised frame-work of Jan Chaitnya Kendra (JCK). Each JCK caters to the needs of 40 learners. The leadership to the JCK is provided by a Committee comprising 3 volunteers and 3 neo-literates. Whereas there will be committees

at the Gram Panchayat level and Mandal level to supervise and coordinate the activities of JCKs, at the district level the Zilla Saksharata Samiti will continue to plan, implement and supervise the post-literacy programme. Each JCK functions as a reading room, library, evening class, and a discussion forum for creating awareness among the neo-literates and will also run two or three literacy centres to cover the dropouts or left-overs. A set of 50 books on topics relating to agriculture, animal husbandry, health, child care, social legislations, communal harmony, national integration, etc., is being provided to the neo-literates of each JCK. Weekly discussions of neo-literates would also be organised to deliberate on various issues relevant to their day-to-day life.

8.13.3 In other areas/districts where TLCs are over, post literacy campaigns have been/are being planned keeping in view the local needs, aspirations and interests of the neo-literates, emphasis all along being on decentralisation of the post literacy activities so that after some time the community itself takes over the programme on continuing basis.

Shramik Vidyapeeths (SVPs)

8.14.1 Thirty-seven SVPs continued to function in 1991-92 in different industrial and urban centres of the country. They represent an institutional frame-work for offering non-formal, adult and continuing education and polyvalent training programme to industrial workers, to their family members, self-employed members and prospective workers, etc. Of them one SVP at Delhi is being run by the Central Government, three SVPs by universities, twenty-five by autonomous bodies and remaining eight by State Governments.

8.14.2 Each SVP has a nucleus of professional staff under the control of a Director who is assisted by two or three full-time Programme Officers. Additionally, each SVP also engages services of resource persons to impart various skills and organises courses relevant to specific areas on part-time basis. Prior to conducting a programme or starting a course, socio-economic profiles and work plan for operationalisation of activities are designed by all the SVPs. Such profiles help in having a proper understanding of the manpower needs of the clientele and the resources which can be mobilised for achieving the desired object. The programmes conducted by the SVPs have helped all sections of the society living in urban, semi-urban and industrial areas such as illiterate, semi-literate, skilled, semi-skilled and unskilled persons. These programmes have also been of special advantage to the weaker sections of society such as SCs, STs, physically and orthopaedically handicapped and women in distress.

8.14.3 The scheme of Shramik Vidyapeeths has been reviewed by an expert group constituted under the Chairmanship of Director General, NLM and the report of the Expert Group for strengthening of SVP as also for enriching the programme content was placed

before the Expenditure Finance Committee(EFC). However, the EFC could not accede to the proposed revision of the scheme of SVP owing to financial stringency.

8.14.4 SVPs at Vijayawada and Silchar made 8900 and 8033 persons literate through voluntary efforts. The SVPs at Rourkela and Jamshedpur associated themselves with the TLCs in Rourkela city and Jamshedpur very actively. The SVP, Delhi implemented a "Slum Basti Education and Training Project" in few selected slum clusters in Delhi and New Delhi areas in collaboration with the slum wing of Delhi Development Authority(DDA) for improvement of quality of learning in the NFE programme in Delhi slums by adopting a strategy of achieving MLL. Linkages with the National Open School for promotion of continuing education were strengthened with the objective of taking up standardised programmes in certain trades with provision for joint certification by the SVP concerned and the National Open School.

Technology Demonstration

8.15.1 In order to harness the findings of scientific and technological research to improve the pace and quality of the programme and to create a better teaching/learning environment, the work of identifying and improving the techno-pedagogic inputs continued. The improved chalks which were developed by Regional Research Laboratory, Jammu are being field tested by various State Resource Centres all over the country. Chargeable Power Packs(CPPs) have been developed by Central Electronics Engineering Research Institute, Delhi and are being procured in the JSNs in various districts. Two hundred improved CPPs have already been installed at various places. Two hundred additional Solar Power Packs were also installed in various Technology Demonstration Districts and in the districts where TLCs are under implementation during the year. Research and development work for designing and manufacture of improved slates and blackboards continued. Micro computer-based multiscript display system, information retrieval system, LED Display system and Electronic work recognition system have been developed and are being field tested in various State Resource Centres in the country.

8.15.2 An innovative project 'Vivek Darpan' is under implementation in 100 selected JSNs in the districts of Aligarh (U.P.), Bikaner (Rajasthan), Ranchi (Bihar) and Jhabua (Madhya Pradesh) to use the video-based information for supplementing the print medium of instruction for literacy since 1989-90. The performance of this Project has been evaluated by the Indian Institute of Mass Communication, New Delhi. The main finding of the evaluation study is that despite many limitations and constraints the project 'Vivek Darpan' was effective in generating an awareness and interest among the villages in the experimental villages about the adult literacy and other developmental issues. It has promoted greater awareness of issues pertaining to health, hygiene, child care, immunisation, family welfare and personal cleanliness and against superstitions, dowry and child marriages, etc., in these villages.

The possibility of using the video-based technique as a tool of imparting education rather than its working only as a tool of information, is being further exploited in consultation with the Department of Electronics. It is proposed to expand the programme to cover 80 more villages in Aligarh and Bikaner during the current financial year.

Academic and Technical Resource Support

8.16.0 The State Resource Centres (SRCs) continued to function to provide academic and technical resources support to the adult education programme throughout the country. A new SRC was recognised under the aegis of the Maharashtra State Institute of Adult Education, Aurangabad to cater to the Marathwada and Vidharbha regions in Maharashtra. All the SRCs apart from producing the IPCL primers and training the resource persons and functionaries actively participated in the planning and execution of TLCs. The functioning of the SRCs was reviewed in a meeting of Directors of Adult Education and Directors of SRCs held in New Delhi on 26-27 June, 1991. With a view to making their functioning more effective, particularly keeping in view the TLCs already launched and those which may be launched in future, the pattern of financial assistance to SRCs is being revised.

Directorate of Adult Education

8.17.0 The Directorate of Adult Education (DAE) which is subordinate office of this Department continued to function as the National Resource Centre in the area of adult education. The various activities of the Directorate during the year were as under:

(i) Preparation of Materials and surveillance: The IPCL Review Committee, constituted in the Directorate to scrutinise the teaching/learning material met 12 times and suggested improvements in the quality and contents of the materials produced for use primarily in the TLC districts/areas. A set of exemplar IPCL primers 'Khilti Kaliaan' prepared by the Directorate was got approved by the expert group and printed. Some agencies like the Assam Science Society, Shanti Sadhana Ashram, Coimbatore, Delhi Saksharata Samiti and BGVS, Panipat (Haryana), etc., were given orientation in the preparation of IPCL materials. Resource support was also provided to different SRCs, TLC districts and some colleges during the year.

(ii) Management Information System: An Application Software Package (ASP) has been developed fully for TLCs and has been taken up for implementation through NICNET system in each of the TLC districts in the country. A Separate package based on new approach has also been developed for voluntary agencies. A package is being developed for the programmes of Rural Functional Literacy Projects (RFLP) and State Adult Education Programme (SAEP), SVPs, etc. All these packages are expected to be made operational during the year 1991-92. Fifteen training programmes for MIS for voluntary agencies and another 10 programmes for TLC

districts are planned to be completed by the end of the 1991-92 out of which six programmes have already been conducted.

(iii) Research: Out of 23 research studies assigned to different individuals and institutions, 10 studies have since been completed. Some of the studies that are in progress relate to motivation of illiterates for literacy and achievements levels, impact of adult education on other components of development and also the weaker sections, self-learning experiments in adult education, potential of folk media for promoting adult education, problem of drop out in adult education, assessment of reading interests of neo-literates, and correlation between literacy and infant mortality rate, etc.

(iv) Media and Communication Support: During 1991-92, many interesting and exciting developments took place in this area. Some of which include the following:

- (a) Production of Software/Programme Materials: Eight high quality motivational films/video programmes were produced and telecast nationally and distributed to the SRCs, State Directorate of Adult Education and reputed voluntary agencies. Films documenting the TLCs at Midnapur and Muzaffarpur were produced. A 40-Episode TV Serial 'Chauraha', a programme which combines literacy and education with entertainment using computer animation puppets and live action is being telecast through Doordarshan, Bombay. NLM messages are printed on computerised railway tickets and postage stationery as part of the media campaign.
- (b) Project in Radio Education for Adult Literacy (PREAL): The first round of literacy teaching through radio under this project was completed and a national seminar was held on 5-6 December, 1991 to discuss the future course of action in planning for second phase of this programme.
- (c) Post Box No. 9999 and Voluntary Agencies: About 1500-2000 letters were received in the DAE every day in response to advertisements appearing on TV and Radio, as well as Press. The individuals/groups showed interest in various activities like voluntary literacy action, participation in cultural programmes for creation of positive environment for literacy, designing posters, writing street plays, participation in TLCs, etc. The details were computerised for follow-up action by Ad-contact, a private agency identified with the help of UNICEF and Ogilvy and Mather, an international advertising agency. Efforts were made to see that the responses from the individuals/groups are well utilised to work for voluntary literacy action.
- (d) National Poster Competition on Literacy : Under the National Poster Competition, an open contest for senior secondary level students was announced with the theme "Literacy for National Integration in India". Besides the

first prize of Rs. 500/- , second prize of Rs. 300/- and the third prize of Rs. 200/-, few consolation prizes will also be given. There has been a good response to this competition.

- (e) Population Education : The DAE continued implementing the UNFPA funded Population Education Project as an integral part of adult education programme through the academic and technical support of the SRCs in 15 states. The SRCs brought out instructional and follow-up materials on themes like small family norms, right age of marriage, population and development, etc. While organising the training programmes for adult education functionaries, the content of population education was suitably integrated in order to provide necessary orientation to these functionaries. In pursuance of the recommendations of the National Steering Committee and Tripartite Review Committee, the population education component was integrated in the total literacy campaigns in Ganjam district of Orissa on an experimental basis.
- (f) Training : The Directorate took necessary action to include the components of TLC in the training programmes of key personnel. The representatives of voluntary agencies working in the field of adult education in the States of Bihar, U.P., Tamil Nadu and Maharashtra were given orientation through five training programmes in formulation of area-based literacy programmes. For voluntary agencies of Orissa, Karnataka, U.P. and Haryana such programmes are proposed to be organised by the end of March, 1992. The Directorate also helped in training in the TLC districts of Muzaffarpur (Bihar), Sonebhadra (U.P.) and 24 Parganas (West Bengal).

International literacy Day

8.18.1 The International Literacy Day was celebrated on 8th September, 1991 at a national function held in New Delhi. The function was graced by the Vice-President as the Chief Guest and Presided over by the renowned educationist and scientist Dr. D.S. Kothari. For the first time the five major national level parties represented by Shri H.K.L. Bhagat of the Congress (I), Shri L.K. Advani of the Bharatiya Janata Party, Shri Saifud-din Choudhary of the Communist Party of India (Marxist), Shri Chimabhai Mehta of Janata Dal and Shri Chaturanan Mishra of the Communist Party of India also took part in the celebration. All of them pledged the total solidarity and support of their party for the eradication of illiteracy in the country.

8.18.2 On the recommendations of the Indian National Commission for Cooperation with UNESCO, the International Literacy Prize Jury of the UNESCO awarded the Noma Prize for 1991 to the Government of West Bengal for its outstanding contribution in pioneering TLCs in seven districts of the State and in view of the commendable achievements particularly in the districts of

Burdwan and Midnapore. The award was received by Smt. Anju Kar, Minister of Mass Education and Extension in the Government of West Bengal at the prize giving ceremony held at the UNESCO headquarters in Paris on 9th September, 1991.

National Institute of Adult Education(NIAE)

8.19.0 The NIAE was set-up as an autonomous body to provide academic, technical and research support for adult education programmes of all descriptions on 1st January, 1991. The NIAE will play a coordinating, collaborating and net-working role with other agencies within the country and abroad, in the field of adult education. Two meetings of the Executive Committee of the Institute have already been held wherein important decisions on matters relating to appointment of faculty, programmes for the year and other matters have been taken. Appointments to senior posts of Senior Fellows, Fellows, Research Fellow and Research Associates have already been made. A Library-cum-Documentation Centre has also been set-up and an experienced professional appointed for this Unit. The following short-duration projects have been initiated with a view to evolving them into long run programmes.

(i) Towards Gender Equity in Literacy : The first phase of this project involves preparation of a working paper to highlight disparities in literacy rates between men and women on the basis of research studies. A three day (11-13 January, 1992) Seminar was organised with a view to identifying areas for programme action as well as areas for research.

(ii) Modalities of Evaluation in Adult Education Programmes : This project aims at studying evaluation reports on adult education programmes to develop a frame work for conducting evaluation of adult education programmes.

(iii) Communication Technology in Post Literacy : Experimental projects are being taken up to support post literacy activities in the total literacy campaign districts. These include (a) audio supportive materials for post literacy textual materials and supplementary materials; and (b) designing and production of a weekly Broadsheet for neo-literates to provide technical resource support and evolving a systematic distribution mechanism for supply to neo-literates.

(iv) An Appraisal of IPCL Approach : This study will analyze the package of materials developed under the IPCL approach to determine whether the materials developed enable learners to achieve self-reliant literacy.

(v) Evaluation of Learning Outcomes : The study will be undertaken for measuring learning outcomes in (i) TLC districts; and (ii) other on-going programmes.

Evaluation

8.20.1 Evaluation under the National Literacy Mission is of two types, i.e., the learners' evaluation and the impact evaluation. The IPCL primers being used in the adult education programme have inbuilt provision for exercises and drills for practice. In each primer there are also three tests required to be conducted at regular intervals and the expectation is that on completion of the three primers and after qualifying the nine tests given in the primers, a learner would acquire the literacy and numeracy skills of the same level as is prescribed in the NLM. Thus, for learners evaluation, there is already an in-built mechanism for self evaluation by the learners in the body of the primers. For impact evaluation, 7 institutes of Social Sciences, Research and Management had conducted 56 evaluation studies during the period 1978-1985. In the 56 reports submitted by them, they had made various recommendations for revision and reorganisation of the programmes for making them more meaningful and effective. All the programmes being implemented under the NLM have accordingly been reorganised. For conducting the impact evaluation of the programme after the launching of the Mission, 26 external agencies were identified for conducting the evaluation of programme and were assigned 31 studies. So far these agencies have submitted 17 reports wherein some recommendations on various aspects relating to better implementation of adult education programme have been made. A working group has been constituted in the Directorate of Adult Education to examine the recommendations made in these reports.

8.20.2 As already indicated above, the thrust under NLM is not on organising mass campaigns for eradication of illiteracy in specified areas in a definite time frame. For an area (i.e. a State, district, block/Mandal) to be eligible for being declared literate, it is being ensured that the learners in these areas achieve atleast 80% mastery level of what have been prescribed in the NLM. The evaluation agencies which are being/will be assigned evaluation of the TLC are being advised to make particular evaluation of this aspect.

APPENDIX

STATEMENT INDICATING THE DETAILS OF TOTAL LITERACY
CAMPAIGNS UNDER IMPLEMENTATION IN VARIOUS
STATES/UNION TERRITORIES

S.NO.	Project area (District etc.)	Coverage (lakh of persons)	Target Age group
1.	2.	3.	4.
<u>ANDHRA PRADESH</u>			
1.	Chitoor	9.00	9-35
2.	Cuddapah	7.50	9-35
3.	Hyderabad Dist.	5.74	15-35
4.	Nellore	7.00	9-35
5.	Vishakhapatnam	7.00	9-40
6.	Kurnool	5.60	15-35
7.	Mehbubnagar (6 Mandals & 2 municipalities)	0.69	15-35
8.	Khammam	7.10	9-35
9.	Nizamabad	4.50	15-35
10.	West Godavari	6.00	9-40
11.	Karimnagar	10.00	9-35
12.	Nalgonda	7.00	15-45
13.	One Mandal each in 9 dists. of AP		
	. Vizianagram	3.00	9-45
	. East Godavari		
	. Krishna		
	. Guntur		
	. Prakasham		
	. Anantpur		
	. Ranga Reddy		
	. Adilabad		
	. Warangal		
14.	Medak(9 Mandals)	1.80	9-35
15.	Warangal		
<u>BIHAR</u>			
16.	Muzaffarpur	10.00	12-35
17.	Jamshedpur(Urban)	1.80	6-50
18.	Ranchi	10.00	6.45
19.	Madhepura	2.85	9-35
<u>DELHI</u>			
20.	Ambedkar Nagar	0.61	9-45

1.	2.	3.	4.
<u>GOA</u>			
21.	(Entire State)	1.00	10-35
<u>GUJARAT</u>			
22.	100 Taluqs in 19 Districts.	30.00	15-35
<u>HARYANA</u>			
23.	Panipat	2.00	15-45
<u>HIMACHAL PRADESH</u>			
24.	Sirmour	1.00	9-45
<u>KARNATAKA</u>			
25.	Bijapur	5.50	9-35
26.	Mandya	4.00	9-35
27.	Raichur	5.91	9-35
28.	Tumkur	4.00	9-35
29.	Bidar	3.32	9-35
30.	Shimoga		
<u>MADHYA PRADESH</u>			
31.	Durg	6.00	15-45
32.	Narsinghpur	1.07	15-35
33.	Indore	3.55	15-35
34.	Raipur(8 blocks)	3.00	15-45
35.	Bilaspur(6 blocks)	3.51	15-45
36.	Ratlam		
37.	Betul (Ghoradongri Block)	0.50	15-45
38.	Raigarh (7 Blocks)		
<u>MAHARASHTRA</u>			
39.	Wardha	1.16	6-35
40.	Bombay City		
41.	Pune Dist. (Rural)	5.00	15-35
42.	Latur	2.20	15-35
<u>ORISSA</u>			
43.	Sundargarh Distt.	6.00	9-40
44.	Rourkela City	1.50	10-60
45.	Ganjam	10.00	9-45
46.	Keonjhar	3.50	6-50

1.	2.	3.	4.
<u>PUNJAB</u>			
47.	7 Blocks in Punjab	2.50	15-45
<u>TAMIL NADU</u>			
48.	Kamarjar	2.40	15-35
49.	PTT Sivganga	1.00	15-35
50.	Pudukkottai	2.30	15-35
51.	Kanyakumari	0.84	15-35
52.	Madurai	4.20	15-35
53.	Dr. Ambedkar N. Arcot.	4.80	15-35
54.	Tirunelveli Kattabomman	2.80	15-35
<u>Uttar Pradesh</u>			
55.	Fatehpur	5.00	6-45
56.	Meerut	4.25	9-45
<u>WEST BENGAL</u>			
57.	Midnapore	20.00	9-60
58.	Hooghly	9.00	9-50
59.	Birbhum	6.87	9-50
60.	Cooch-Behar	8.00	9-50
61.	Bankura	11.40	10-50
62.	North 24-Parganas	17.00	9-50
<u>RAJASTHAN</u>			
63.	Dungarpur	4.00	9-40
64.	Bharatpur		9-35

9 Education in Union Territories

9 EDUCATION IN UNION TERRITORIES

9.1.0 Education in the Union Territories continues to be a special responsibility of the Central Government. An account of the educational activities undertaken during the year in respect of each of the Union Territories is given in this Chapter.

Andaman and Nicobar Islands

9.2.1 Various educational institutions functioning in the Union Territory are as below:-

	<u>Govt.</u>	<u>Aided</u>	<u>Pvt.</u>
1. Pre-Primary Schools	2	-	21
2. Primary Schools	178	-	8
3. Middle Schools	41	-	-
4. Secondary Schools	25	-	2
5. Sr. Secondary Schools	39	1	-
6. Colleges	2	-	-
7. Polytechnics	2	-	-
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	289	1	31
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9.2.2 During the year Union Territory Administration proposes to open 5 new Primary Schools, upgrade 5 Primary Schools to the level of Middle Schools and 3 Middle Schools to the level of Secondary Schools and 2 Secondary Schools to the level of Sr. Secondary Schools.

Incentive Schemes

9.2.3 Mid-day meals are provided to all children upto class VIII. Hostel stipends at the rate of Rs. 115/- p.m. were provided to 312 children. During the year, 3948 children were provided free uniforms. Free travel concession was allowed to 4473 children.

Adult Education

9.2.4 The scheme of adult education continued to function during the year. The major thrust of the scheme during the year was to motivate and identify the learners in all parts of the Islands. Volunteers from different schools and colleges were identified and necessary training was imparted to them before launching the programme. CBSE, New Delhi has introduced functional literacy courses as part of work experience in all schools from this academic session.

Non-Formal Education

9.2.5 Non-Formal Education is being imparted to the non-school going and drop-outs in the age group of 6-11 years. The number of NFE centres at present functioning in the Union Territory is 34 with an enrolment of 728 children.

Science Education

9.2.6 Under science education, seminars, exhibitions, painting competitions, workshops, etc., were conducted. A state level science seminar on "Origin of Life" was conducted in collaboration with Birla Industrial and Technical Museum, Calcutta. The student who stood first was selected for representing this territory in the National Science Seminar held at Bombay.

State Institute of Education

9.2.7 A State Institute of Education is functioning at Port Blair. The unit is headed by one Principal, assisted by Lecturers and other office staff. This unit is responsible for promotion of inservice training programmes, inspection of schools, integrated education of the disabled etc. A District Centre for English is also attached with this institute.

Vocational Education

9.2.8 The Union Territory Admn. continued to implement the scheme of vocational education in their schools. Vocational courses in fisheries and beauty culture were introduced at +2 stage of the Sr. Secondary Schools.

Technical Education

9.2.9 Two Polytechnics already started continued to impart technical education to the students. The first polytechnic is having courses in Electrical, Mechanical and Civil Engg. while the second one has courses in Electrical Engg. and Hotel Management. One ITI having facilities for civil, mechanical, radio television and stenography has also been functioning. The total enrolment in these institutions is 400.

Chandigarh

9.3.1 Chandigarh Administration is running various schools as below.

	<u>Government</u>	<u>Private unaided schools</u>
Primary Schools	29	26
Middle Schools	9	19
Secondary Schools	37	14
Sr. Secondary Schools	20	1
	-----	-----
	95	60
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Besides, there are 6 schools of Secondary and Sr. Secondary level being aided by the Chandigarh Administration.

Vocational Education

9.3.2 Chandigarh Administration continued to promote vocational education in their schools. Twenty vocational courses in the areas of Home Science, Commerce, Engineering and para medical have been introduced in various Sr. Secondary schools under Chandigarh Administration. The number of vocational courses has increased from 15 during 1990-91 to 20 in 1991-92.

Adult Education

9.3.3 Under the State adult education programme 160 centres are functioning. Under the rural functional literacy programme 100 centres and 38 Jan Shikshan Nilayams are functioning in the Union Territory of Chandigarh.

Non-Formal Education

9.3.4 Under this scheme 4506 students are being taught in 105 centres and are provided with free stationery, uniforms and mid-day meals.

Guidance Career Cell

9.3.5 A Guidance Career Cell being run in the State Institute of Education, Sector-32 conducts various courses. Its services are being utilised by students studying in the schools and colleges of Chandigarh. Socially Useful Productive Work is also under the charge of the cell.

Dadra and Nagar Haveli

Educational Institutions

9.4.1 Various educational institutions functioning in the Union Territory are as below:

	Govt.	Aided	Private
i) Pre-Primary Schools	-	-	-
ii) Primary Schools	109	11	1
iii) Middle Schools	38*	2	2
iv) Secondary Schools	4	-	3
v) Sr. Secondary Schools	5*	-	-

(* Including One Navodaya Vidyalaya)

9.4.2 During the year the Union Territory Admn. opened one new Primary school and one Sr. Secondary school.

Incentive Schemes

9.4.3 Free mid-day-meals are provided to all students upto class VII; besides, exercise/note books, textbooks and other teaching aids are being supplied free of cost to all SC/ST students. Two pairs of clothes and one pair of shoes and socks are supplied to SC/ST students every year. Cash awards to SC/ST students at annual examinations are awarded. Besides, post matric scholarships are also given.

Adult Education

9.4.4 There are 50 adult education centres, covering about 1500 beneficiaries. One hundred Rural Educational Literacy Projects (RFLPs) covering about 3000 beneficiaries are also functioning. Approval for opening 100 NFE Centres has also been given by the Government.

Science Education

9.4.5 The Union Territory Admn. proposes to implement the scheme of improvement of science education. Every year science exhibitions and seminars are being arranged.

Technical Education

9.4.6 One ITI is functioning in the Union Territory.

Daman & Diu

9.5.1 Various educational institutions functioning in Daman & Diu are as below.

Primary Schools	50
Middle Schools	16
Secondary Schools	17
Sr. Secondary Schools	2
Govt. College	1

9.5.2 All schools in the Union Territory are having pucca buildings and there are no single teacher schools.

Incentive Schemes

9.5.3 A scheme for welfare of SCs under universalisation of elementary education in the age group of 6-11 has been approved. Under this scheme SC students will be provided free uniforms, text books and stationery items.

9.5.4 Mid-day meals to the students at the elementary stage started from December, 1990 is continuing. Under this scheme, nutritious food to the students of standard I to IV of rural areas is provided.

Tribals Welfare

9.5.5 The Union Territory Admn. continued to implement various schemes for the welfare of tribals under Tribal Sub-Plan. These include development of Ashram Shalas, provision of free text books, stationery, uniforms, maintenance of mobile library, village library and cash incentives to the parents of tribal girl students of standard I to X. Remedial coaching classes are also being run.

Jana Shikshan Nilayam (JSN)

9.5.6 Eight JSNs continued during the year. These centres provide educational books, magazines and newspapers to the villagers.

Adult Education

9.5.7 Sixty Adult Education Centres in Daman & Diu are continuing with an enrolment of 1200 adults.

Bal Bhavan

9.5.8 Bal Bhavan which was set up during 1987-88 continued its activities. An amount of Rs. 3.75 lakh has been spent upto November, 1991 on various activities organised by the Bal Bhavan.

Delhi

9.6.1 During the academic year 1991-92, the Directorate of Education opened 17 Middle Schools, upgraded 17 Middle Schools to Secondary level, 26 Secondary Schools to Sr. Secondary level, bifurcated 3 Secondary and Sr. Secondary Schools. Further to improve the quality of education, 28 existing Secondary/Senior Secondary schools have been converted into composite model schools.

9.6.2 The details of various types of schools being run in Delhi during 1991-92 are as below.

Type of Institution	Delhi Administration			NDMC schools	MCD schools	Delhi Centt. Board
	Govt.	Aided	Unaided			
Pre-Primary Schools	-	-	-	21		
Primary Schools	-	-	-	68 (+4 aided & 4 unaided)	1674 (280 Private 50 Aided)	6
Upper Primary schools	206	29	256	9 (+3 Middle Navyug Schools)	-	-
Secondary Schools	171	35	95	9	-	-
Sr. Sec. Schools	536	143	146	5 (+2 Sr.Sec. Navyug Schools)	-	-

Free Transport to Girl Students

9.6.3 The main objective of this scheme is to encourage girl students from rural areas to pursue their studies. At present nearly 4100 girl students studying in 12 schools in urban areas from about 120 villages are availing themselves of this facility. During 1991-92, the Directorate has a budget provision of Rs.10.50 lakh for this scheme.

Book Bank Scheme

9.6.4 Under this scheme books are provided to the needy students of class VI to XII whose parental income is less than Rs.500 p.m. During the year about 40,000 students are expected to benefit under the scheme.

Coaching Facilities

9.6.5 Some students belonging to J.J. Colonies, backward areas, and slums get good marks in the secondary exams yet due to

lack of funds or specialised coaching facilities, do not get further opportunities. With a view to preparing such students to compete in competitive exams, in professional disciplines like medical, C.A./I.C.W.A. and Engineering courses, etc., one boy's and one girl's school from each of the 28 educational zones were covered during 1991-92. An amount of Rs. 15 lakh is provided for implementation of this scheme during 1991-92.

Remedial Teaching for SC/ST students

9.6.6 This scheme provides the facility to establish remedial teaching centres for SC/ST students in the schools where their enrolment is more than 51% of total students. An outlay of Rs.2.00 lakh was provided for 1991-92 to benefit nearly 400 students belonging to SC/ST categories. Besides this, various other incentives to promote education among SC/ST are being provided by Delhi administration such as free supply of uniforms, text books, mid-day meals and a number of scholarships. Under this scheme about 400 students are expected to get benefited.

Adult Education

9.6.7 Under this scheme an amount of Rs. 40 lakhs has been provided for 1991-92 to promote literacy in Delhi.

Evening Schools

9.6.8 The main objective of this scheme is to encourage such students who could not continue their education due to various reasons. Presently 4 Sr. Secondary and 8 Secondary schools for adults are being run in different parts of the Union Territory in which about 6000 adults are studying.

Non-Formal Education

9.6.9 To fulfill our constitutional commitments to provide elementary education to all the children in the age group of 6-11 and 11-14 years, the Directorate of Education is running 74 non-formal education centres for those children who have never been to a school or dropped out during their formal education. About 2000 children are expected to benefit under this scheme during 1991-92. An amount of Rs. 1 lakh has been provided under the scheme for 1991-92.

Study Centres

9.6.10 The objective of establishing study centres is to provide facilities to those students who do not have suitable study centres near their residence. To set up the centre, preference is given to rural/slum areas or densely populated areas. A budget provision of Rs.0.70 lakh has been made under the scheme during 1991-92.

Open Merit Scholarship to SC/ST Students

9.6.11 Under this scheme, a competitive examination is held every year and such SC/ST students who secure 60 per cent marks in class V are eligible to take this examination. One hundred students are selected for scholarships under this scheme. The rate of scholarship is Rs. 500 per annum. Delhi Administration proposes to raise the amount of scholarship to Rs. 1000. There is a budget provision of Rs. 1.25 lakh under the scheme.

Patrachar Vidyalaya

9.6.12 The Patrachar Vidyalaya is the first institution of its kind to impart education at secondary and senior secondary levels through correspondence courses in all the three streams, viz., Humanity, Commerce and Science with the main aim to cater to the needs of school drop-outs, house-wives, personnel of armed or para-military forces posted in far-flung areas and who have a desire to continue their education and for those who cannot afford to join regular schools due to one reason or the other. At present the Patrachar Vidyalayas is catering to the educational needs of nearly 27,000 students.

Vocational Education

9.6.13 Under this scheme about 6200 students are expected to benefit. There is a budget provision of Rs. 91 lakh during the year 1991-92 for implementation of vocational education in the schools of Delhi Administration.

SCERT

9.6.14 SCERT was established as an autonomous body under Delhi Admn. in May, 1988. Four DIETs have been set up under the over all supervision of SCERT. The programmes of SCERT envisage promoting educational activities to give practical shape to the ideas enshrined in the National Policy on Education 1986 and the Programme of Action. Three thousand and seven hundred teachers are expected to be trained by the SCERT in about 100 programmes for the purpose.

Punjabi, Hindi, Sanskrit and Urdu Academies

9.6.15 These Academies have been established with a view to promote and develop these languages at all stages in the Union Territory of Delhi. The Academies have been organising and implementing various cultural and literary programmes. Punjabi and Urdu teachers have been posted in various schools of the Union Territory Admn. to teach these languages.

Municipal Corporation of Delhi

9.6.16 Education Department of MCD is responsible to impart primary education. Pre-primary classes are also arranged for the children in the age group of 3-5 years. There are 1674 Primary

schools under MCD functioning during 1991-92 besides 721 Nursery classes being run by them. The strength of the children which was 6,99,243 during 1990-91 increased to 7,31,616 in 1991-92.

9.6.17 MCD provides various incentives to their school children. Free textbooks were supplied to all children. Children belonging to SCs and Class IV employees were provided free uniforms. Mid-day meals are also supplied to the Primary-Nursery children. MCD is also implementing a health scheme under which medicines and spectacles are provided to the children.

9.6.18 There is a budget provision of Rs. 9036.00 lakh under non-plan and Rs. 2675.00 lakh under plan for the development of education by the MCD.

New Delhi Municipal Committee

9.6.19 NDMC, a local body, is also running various schools in Delhi which include 21 Pre-Primary Schools, 68 Primary Schools, 9 Middle Schools, 9 Secondary Schools and 5 Sr. Secondary Schools. Besides, it also runs 3 Navyug Schools of Middle Standard and 2 Navyug Sr. Secondary Schools in the Capital.

9.6.20 For promoting education, NDMC is providing various incentives to the students such as free text books to the students of class I to VIII, free stationery to the students of class I to V, free uniforms to the students of Nursery to VIII class.

9.6.21 The work experience-cum-hobby centres in trades like electronics, radio and TV repair, cutting and tailoring, textile designing, needle work etc. have been started. NDMC has also started vocational education in their Sr. Secondary Schools. About 300 students will be benefited under the scheme during the current year.

Lakshadweep

9.7.1 The number of various educational institutions, functioning in the Lakshadweep Islands is as below.

1. Nursery Schools	9
2. Junior Basic Schools	19
3. Senior Basic Schools	4
4. High Schools	9
5. Junior colleges	2

Total	43

9.7.2 Besides, 1 Navodaya vidyalaya and 10 Balwadis are also functioning.

Incentive Schemes

9.7.3 Text books, and writing materials are being supplied to all students on free of cost. Mid-day meals are supplied to all ST students of class I to VII. The total number of beneficiaries under the Mid-day meal programme is about 11,214. Free hostel facilities are also provided to all ST students who have no facilities for college studies in their native Islands.

In-service Training/Courses

9.7.4 During the year, two In-service Courses were conducted for Primary School Teachers and one for Trained Graduate Teachers. Two more such courses are proposed to be conducted during the remaining period.

Vocational Education

9.7.5 The scheme of vocational education started by the Union Territory during 1988-89 is continuing. Coir craft for girls and fisheries technology for boys have been introduced in the High Schools. For further strengthening of the vocational education, the following posts have been created by the Government of India, for the Union Territory.

Coir Craft Instructors	3
Mechanical Instructors	3
Fisheries Instructors	3

Technical Education

9.7.6 There is one ITI at Kavaratti in which cutting and tailoring, stenography and carpentry are taught.

Pondicherry

9.8.1 During the year, the Pondicherry Administration continued to implement various educational activities. The account of these activities is as below.

Educational Institutions

9.8.2 The details of educational institutions functioning in the Union Territory during the year 1991-92 are as below.

	<u>Govt.</u>	<u>Pvt.</u>
Pre-Primary Schools	41	131
Primary schools	261	71
Middle Schools	83	35

High Schools	56	20
Hr. Secondary Schools (including S.T.P.P. Junior College and 4 Navodaya Vidyalayas)	26	6
College (Academic)	7	2

Scholarship Schemes

9.8.3 The Union Territory Admn. is implementing the following scholarship Schemes.

- National Scholarships
- National Loan Scholarships
- Post-Matric Scholarships
- Scholarships to children of school teachers
- Scholarships to talented children for rural areas
- Merit Prizes
- Other Economically Backward Class Scholarships (OEBC)
- Attendance Scholarships
- Political Sufferers Scholarships
- Science Talent Scholarships
- Award of Merit means and Merit Prizes Scholarships to Girl Students
- Incentive awards.

9.8.4 The number of beneficiaries during 91-92 under these scholarship schemes will be around 26000.

Adult Education/Non Formal Education

9.8.5 During the mass Literacy campaign, 90,571 illiterates have been enrolled. Out of which, 68,435 have obtained the minimum level of literacy. It has been decided to operationalise a programme for the neo-literates during 1991-92. The Union Territory of Pondicherry was declared as fully literate on 30 November, 1991.

Science Education

9.8.6 The Scheme "Improvement of Science Education in Schools" was implemented for the improvement of quality of science teaching in 83 Middle Schools, 56 High Schools, 18 Higher Secondary Schools during the period 1988-1991. It is proposed to cover 5 Middle Schools and 6 High Schools under this Scheme during 1991-92.

Vocational Education

9.8.7 The +2 course offered in Tamil Nadu and Pondicherry consists of two streams, viz., (1) Academic and (2) Vocational. The Board of Higher Secondary Education, Government of Tamil Nadu have identified the following major occupational areas and allied vocational subjects: Agriculture, Commerce & Business, Engineering & Technology, Home Science, Health and Miscellaneous.

9.8.8 The following vocational courses have been started in various Higher Secondary Schools: Banking Assistant, Office Secretaryship with Accountancy/Short-Hand, Fisheries, Repairs and maintenance of two-wheelers, Building Maintenance, Marketing & Salesmanship, Business & Computer programming, Radio & TV, Refrigeration & Airconditioning, Baking & Confectionery, Maintenance & Servicing of electrical Machines, Dress Designing & Making, Composing & Printing, Sericulture & Agriculture.

Higher Education

9.8.9 In the Union Territory of Pondicherry, there are six Arts Colleges, one Centre for P.G. Studies, one Law College, three Polytechnics, one Agricultural College and one Engineering College. There is also one Medical College, namely, JIPMER, which is financed and administrated by the Ministry of Health and Family Welfare, and one Dental College, run by the State Government. These are affiliated to the Pondicherry University. The Engineering College at Pondicherry is an autonomous body affiliated to the Pondicherry University. The Agricultural College at Karaikal is affiliated to the Tamil Nadu Agricultural University, Coimbatore. The three Polytechnics in Pondicherry and Karaikal are affiliated to the Technical Board of Secondary Education, Madras. The Law College and other six Arts Colleges and Centre for P.G. Studies are affiliated to the Pondicherry Central University.

9.8.10 B.A. (History) and B.Sc (Zoology) courses have been started in Bharathidasan Govt. College for Women. A three-year evening course in LL.B. has been started in Law College, Pondicherry. The courses M.A. (Historical Studies), M.phil (Botany, Zoology & Tamil) and Ph.D.(Botany) have been started.

Technical Education

9.8.11 An eighteen month Post-Graduate Diploma Course in Computer Application has been started in Motilal Nehru Govt. Poytechnic. Steps have been taken to set up a Junior Technical School in Mahe.

10 Scholarships

10.1.0 The Department of Education (National and External Scholarship Divisions) administers a number of Scholarship/Fellowship programmes meant for Indian students/scholars for further studies/research in different universities/institutions in India and abroad. These scholarships include both Government of India Scholarships and Fellowships offered by the foreign countries. Some such major programmes under which scholarships/fellowships were awarded during 1991-92 are the following.

National Scholarship Scheme

10.2.0 Under this scheme scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs.100 to Rs.300/- p.m. for hostellers, depending on the courses of study. The income ceiling for eligibility of scholarships is Rs. 25,000/- per annum.

National Loan Scholarship Scheme

10.3.0 The Scheme provides interest free loan for post matric studies on merit-cum-means basis. The amount of loan varies from Rs. 720/- to Rs. 1750/- per year depending upon the course of study. Income ceiling for eligibility of scholarships is Rs.25,000/- per annum after allowing some admissible rebates. The scheme is being implemented through the State Governments/ Union Territory Administrations.

Scheme For Upgradation Of Merit Of SC/ST Students

10.4.1 The Scheme was started in 1987-88. The objective of the scheme is to upgrade the merit of SC/ST student 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 examinations. The SC/ST students, who are selected under the scheme are placed in good residential schools having adequate facilities for special teaching. The scheme is being operated through the State Governments/Union Territory Administrations.

10.4.2 The Scheme was started by providing for 1,000 students (670 SCs & 330 STs) in 50 schools. Allocation of schools to different States is made on the basis of the 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.

Government of India Scheme of Scholarships in Approved Residential Secondary Schools

10.5.1 The objective of the scheme is to provide educational facilities to talented but poor students (age group 11-12 years) for study in good residential schools up to +2 level of education. Income ceiling of the parents/guardians for eligibility is Rs. 25,000/- per annum. Five hundred students are selected every year for award of scholarships. Fifty percent of these scholarships are awarded on all India merit and the remaining fifty percent allocated to States/Union Territories according to their population subject to fulfilment of minimum standards laid down. Students belonging to Scheduled Caste and Scheduled Tribe communities were given fifteen and seven and a half per cent respectively. Scholars are entitled to full amount of tuition fees, residential charges, cost of books and stationery in addition to pocket money, uniform/clothing allowances and excursion charges at the rates/ceiling decided by the Government. A travel grant is also admissible to the scholars and their escorts according to the rates prescribed for the purpose. Four hundred thirty-five out of 500 students were awarded scholarships during 1991-92.

10.5.2 A decision was taken to discontinue the scheme in 1990-91. However, the students selected in the examination of that year have been awarded scholarships.

Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

10.6.0 The object of the scheme, which was started in 1955-56 is to encourage study in Hindi and Non Hindi Speaking States/Union Territories and to make available to the Governments of these states/Union Territories suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Two thousand five hundred scholarships were allocated to various Non-Hindi Speaking States/Union Territories during 1991-92. The rates of scholarships vary from Rs. 50/- to Rs. 125/- per month, depending upon the course of study.

Research Scholarships to Products of Traditional Institutions Engaged in the Study of Classical Languages other than Sanskrit i.e Arabic and Persian etc.

10.7.0 In 1991-92 twenty scholars were selected for this scholarship.

Scheme of National Scholarships at Secondary Stage for Talented Children from Rural Areas

10.8.0 The scheme is 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 being implemented through State

Government/U.T. Administration. The distribution of scholarships is made on the basis of Community Development Blocks in each State/U.T. The scholarships are awarded at the end of the middle school stage (class VI/VIII) and continue up to the secondary stage including +2 stage. The selection of the students is made by the state Governments/U.T. Administrations with the help of NCERT/SCERTs. The rate of scholarships varies from Rs. 30/- to Rs.100/- per month depending upon the course of study. The scheme was reviewed in May, 1990 and evaluation work has been entrusted to NIEPA for obtaining better results.

Scheme of Jawaharlal Nehru Fellowships for Post-graduate Studies in different disciplines in India and abroad

10.9.1 As part of the programmes for commemoration of forty years of India's independence and Pt. Jawaharlal Nehru's Birth Centenary, a Scheme of Jawaharlal Nehru Fellowships for Post-Graduate Studies in different disciplines in India and abroad has been instituted. The objective of this programme in general is to grant prestigious fellowships in the name of Jawaharlal Nehru.

10.9.2 The scheme is intended to provide financial assistance to meritorious students for post-graduate studies. Foreign students who would like to do post-graduate studies in subjects like Indian History, civilisation and culture, humanities/recent development in Indian social and economic fields will be given preference. Twenty scholarships will be given -- 10 for Indian Students for study in India, 5 for Indian students to study abroad and 5 for students from foreign countries to study in India.

10.9.3 A corpus fund will be created with an amount of Rs.7.00 crores. Interest accrued annually on the corpus fund will be utilised for the purpose of fellowships.

Scholarships/Fellowships offered by Foreign Governments under Cultural Exchange Programmes

10.10.0 Under these programmes, scholarships are given to Indian students/citizens for higher studies abroad. These awards are made available every year by various foreign governments and agencies. Actual utilisation of these scholarships upto 30th .pa November, 1991 country-wise is :-

1.	Bulgaria	1
2.	China	3
3.	Czechoslovakia	1
4.	Germany	8
5.	Hungary	2
6.	Indonesia	1

7.	Italy	8
8.	Japan	10
9.	Norway	5
10.	Poland	1
11.	Portugal	2
12.	Turkey	2
13.	U.S.A.	2
14.	Yugoslavia	2

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Commonwealth Scholarship/Fellowship Schemes Offered By Governments of U.K., Canada, etc.

10.11.0 Under this scheme, scholarships/fellowships are awarded to Indian nationals for higher studies/research/training in U.K., Canada, Hong-Kong, Nigeria, Trinidad and Tobago and other commonwealth countries. The number of scholarships depends upon the offer from the Association of Commonwealth Universities. Upto 30th November, 1991, 65 scholars have been sent abroad under this scheme.

Nehru Centenary (British) Fellowships/Awards

10.12.0 Under this scheme Indian students are sent to U.K. for higher studies/research. These fellowships are offered by British Government. Ten scholars have been sent abroad upto 30th November, 1991.

British Technical Co-operation Training Programme

10.13.0 Under this scheme, 11 candidates have been sent abroad upto 30th November, 1991.

Jawaharlal Nehru Memorial Trust (U.K.) Scholarships

10.14.0 Under this scheme, 2 candidates have been sent abroad upto 30th November, 1991.

British Council Visitorship Programme

10.15.0 Under this scheme/programme 174 Scientists, Academicians and Medical Specialists were benefitted upto 30th November, 1991 for mutual appreciation of important developments in their areas of speciality.

11 Book Promotion & Copyright

11 BOOK PROMOTION AND COPYRIGHT

11.1.0 Books play an important role in the field of education. In the present context when there is an expansion of education facilities all over the country, the demand for books in terms of quantity as well as variety of subjects has been increasing. The Book Promotion Division of the Department of Education has a number of schemes and activities which aim, inter alia, at promoting the production of good quality books at reasonable prices, encouraging indigenous authorship, promoting the reading habit and providing assistance to the Indian book industry. Some of the important programmes being implemented in this regard are briefly described in the following paragraphs.

National Book Trust

11.2.1 The National Book Trust, India, (NBT), an autonomous organisation, was set up in 1957 with the objectives of producing and encouraging production of good reading material at moderate prices and fostering book mindedness among the people. The activities of the NBT broadly are to publish books; provide assistance to authors, illustrators and publishers; and to promote books. The NBT publishes books for general readers, on a variety of subjects, in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi Oriya, Punjabi, Tamil, Telugu and Urdu, at affordable prices. Over 5400 titles in the various languages have been published by the NBT so far. The Trust provides financial assistance to authors, illustrators and publishers for bringing out reasonably priced textbooks and reference books for the diploma, under-graduate and post-graduate levels; and for publication of books for children and for neo-literates. It promotes books and the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and workshops; (c) providing financial assistance for organising book fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) promoting setting up of Readers' Club in schools. It also promotes Indian books abroad by organising India's participation in international book fairs in different countries. Details of activities undertaken during the year are as follows:

(a) Publishing

11.2.2 While drawing up its publishing programme in the various languages, an attempt is made to ensure that under the different series of NBT, a common but wide range of titles is available in every language.

11.2.3 The Nehru Bal Pustakalaya series aims at creating a treasure-house of enjoyable and informative literature which children can read at their own initiative. It also promotes national integration by providing common reading material in their mother tongues to children all over India. More than 2755 titles, including translations and reprints, have so far been brought out on a wide range of subjects. These include history,

folk-tables, festivals, the freedom movement, science and technology, flora and fauna, fiction, sports, tribal life, Indian painting, the life and works of outstanding Indians and excerpts from the works of great Indian writers. During the period April-December, 1991, 112 titles were published.

11.2.4 Short stories, biographies, novelettes, transcriptions of folk tales, the presentations of relevant issues and functionally useful information are brought out in the series Reading Material for Neo-Literates. To make this material suitable for the intended audience, books in this series are written in an idiom familiar to its readers, with 30-40% space devoted to illustrations. Sixty titles have been published so far, out of which 11 were brought out between April and December, 1991. A Workshop for developing reading material for neo-literates in Tamil was organised at Pondicherry from 22 June to 2 July, 1991.

11.2.5 The National Biography series recounts the lives of eminent Indians, or those closely connected with India, who have made a significant contribution in various fields, including religion, philosophy, history, literature, music and science. So far over one hundred twelve biographies have been published which, with their language translations, total around 721. Twenty-one titles were published during the period under review.

11.2.6 Aadan Pradan is a series of special importance because of its unique potential for forging national integration through the exchange of creative literature. It presents well known literary works, including novels, plays and short stories, of one Indian language to the people of other linguistic regions. In addition, anthologies of the writings of specific periods or of one or more distinguished authors are brought out. Already, more than 870 titles in 12 Indian languages have been published in this series of which 9 were published between April and December 1991.

11.2.7 Books under 'India - The Land and People' series introduce the varied physical environments, the diverse cultural traditions and the flora and fauna which have enriched the composite culture and colourful character of India. Since these books are meant for readers who may not be familiar with the subject, they are written in non-technical, language by subject experts and provide authentic and up-to-date information. Over 433 titles have been brought out in the major Indian languages, including English; five were brought out between April and December 1991.

11.2.8 The main objective of publishing books in the Young India Library series for the 18+ age group is to introduce social, economic and political concepts, issues and choices which will confront young people in the coming years, arouse their curiosity and motivate them to further reading. Stories of adventure, travel etc. and books on career opportunities are also included in this series. Seven titles were brought out between

April and December 1991.

11.2.9 The Popular Science series aims at enabling the average educated reader to understand the world around him, learn about the role science and technology play in everyday life and foster the development of the scientific spirit. Every attempt is made to ensure that the information provided is scientifically reliable and authentic. Four titles were brought out between April and December 1991.

(b) Assistance in Publishing

11.2.10 To promote publication of books of acceptable quality at reasonable prices, the NBT provides financial assistance to authors, illustrators and publishers under the schemes described below :

Scheme for the Subsidised Publication of Books

11.2.11 Under this scheme the NBT has already provided financial assistance for the publication of approximately 780 titles for higher education. Similarly, the UGC has a scheme under which assistance is provided to authors for preparing university level books. The UGC as well as the NBT have, however, been seriously concerned about the availability of carefully documented and well-written text and reference books, prepared specifically for the Indian students, by distinguished authors and experts. On careful consideration, both the organisations have come to the conclusion that their schemes would be more effective if these can be carried on within a framework of greater coordination. After detailed discussions these national organisations have now evolved a policy framework for coordinated functioning of their respective schemes and have signed a Memorandum of Understanding.

Exploratory Schemes to Provide Assistance for the production of Books for Children and for Neo-Literates

11.2.12 NBT has initiated schemes to provide financial assistance to private publishers and voluntary agencies for producing quality books for children and for neo-literates and school dropouts, whereby the NBT makes direct payments to both the author and the illustrator and, in addition, bears the expenses of preparing the positives of selected manuscripts.

(c) Book Promotion

11.2.13 The book promotion activities of the NBT include organisation of book fairs, book festivals, workshops, seminars and symposia on topica related to books; celebration of National Book Week; etc. Seventh National Book Week was celebrated from 14th to 20th November, 1991. During the year the Trust organised the Madurai Book Festival (31 August - 8 September, 1991), Bhopal Book Festival (28 September - 6 October, 1991), a Children's Book Fair each in Calcutta (9-17 November, 1991) and Delhi (28

December - 5 January, 1992). NBT has also undertaken a pilot project of setting up Readers' Clubs in about 25 selected schools of the New Delhi Municipal Committee.

World Book Fair

11.2.14 The 10th World Book Fair, the largest book fair held in India so far, was organised at New Delhi, from February 1-9, 1992 by National Book Trust, India on behalf of this Ministry. Lakh of latest books in English, Hindi and other Indian and foreign languages were exhibited by more than 850 participants from 24 countries, including France, Germany, Japan, Britain, America, Iran, New-Zealand, Italy, China, Netherland, Switzerland, Singapore, Malaysia, Egypt, Bangladesh and Pakistan. To promote translation of books a Rights-Hall was set up by Trust in the Fair.

Book Promotional Activities & Financial Assistance to Voluntary Organisations

11.3.0 Under the scheme of Book Promotional Activities and Financial Assistance to Voluntary Organisations, grant is given on ad-hoc basis to the voluntary organisations for organising training courses, seminars, workshops, conventions, etc. This scheme also provides for the expenditure on the exchange of delegation of authors under the Cultural Exchange Programme.

Publication of Low priced University level Books of Foreign Origin

11.4.0 The Department has been operating three programmes in collaboration with the Governments of U.K., U.S.A. and Russian Federation. Under these projects, the latest editions of standard foreign university level text-books and reference books for which comparable Indian books are not available are taken up for publication in low-priced editions. So far, 763 British, 1668 American and 650 Russian Federation titles have been published. In addition, 38 American and 68 Russian Federation titles have been recommended for publication during the year.

Indo-Russian Federation Literary Project (20th Century Literature Project)

11.5.0 The Indo-Russian Federation Committee set up for the publication of contemporary creative works of both the countries has formulated a project to publish the translation of the major 20th Century Literature of India and the Russian Federation in about twenty volumes each. The first two volumes were released during the celebration of the Festival of India at Moscow. The Sahitya Akademi, which is the nodal agency for implementing the project on the India side, has purchased 1000 copies each of the two volumes in accordance with the protocol signed in this regard. The manuscripts of the 3rd, 4th and 5th volumes sent by the Russian Federation side for Hindi translation were edited and recommended by experts in India and returned to the Russian

Federation for publication. All the 20 volumes are expected to be published by 1995.

National Book Development Council

11.6.0 National Book Development Council has been reconstituted on 6.11.90 to review the progress of book publications in the country and to advise the Government regarding measures to be taken for the development of the book industry and trade, to promote the availability of special purpose books of good quality, etc.

New Import Policy for Books & Publications

11.7.0 The current Import Policy for books and periodicals has come into force from April 1990 and will be effective till March 1993.

Book Export and Promotional Activities

11.8.0 India is one of the major book producing countries. To promote sale of Indian books and translation/reprinting rights abroad and for securing printing jobs from abroad, steps are being taken to publicise our books through participation in International Book Fairs and organising special exhibitions of Indian books, by conducting market studies and commercial publicity through circulation of annotated catalogues, brochures, etc. Under Cultural Exchange Programme exhibition of Indian Books were organised in Maldives and China during 1991-92.

Raja Rammohun Roy National Agency for ISBN

11.9.0 The International Standard Book Numbering (ISBN) System aims at boosting the export of indigenous publications at the international business arena and to minimise to the maximum the day-to-day book trade practices in day-to-day business. It is an international system by which a distinct identifying number is assigned to each book. The ISBN system is still in its infancy in India but, in addition to the book trade, the system is very helpful to the libraries and information systems and to research scholars. From 1st January, 1985 to 31st October, 1991 about 1175 big and small publishers and authors have become the members of the system and thousands of their publications today bear the ISBN numbers.

Copyright

11.10.1 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Copyright Act has been amended by the Copyright Amendment Act of 1983 and the Copyright Amendment Act of 1984 to meet the present day requirements. The President has promulgated the Copyright (Amendment) Ordinance, 1991 on 28th December, 1991. By this amendment, the term of copyright has been extended from 50 to 60 years.

11.10.2 The Copyright Office, under the provisions of the Copyright Act, 1957 as amended from time to time, undertakes to register the following classes of works :-

- (a) Literary Dramatic
- (b) Musical and Records
- (c) Cinematograph films
- (d) Artistic

In addition to this, the Copyright Office also registers the changes in the Register of Copyright in respect of different classes of work in accordance with Section 49 of the Copyright Act, 1957. During the year 1991-92, 1741 works were registered under the Act.

11.10.3 The Copyright Board, a quasi-judicial body, was constituted initially in September, 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of copyright registration, and disputes in respect of assignment of copyright to grant licence -

- * in works withheld from public
- * in unpublished Indian works
- * to produce and publish translations and
- * to produce and publish works for certain purposes.

11.10.4 It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different zones of the country to provide facility of justice to the authors, creators and owners of intellectual property near their place of residence or occupation. The Copyright Board was reconstituted on 8th May, 1990 for a period of about 4 years upto 31 March, 1994. During the year 38 cases were decided by the Board.

International Copyright

11.11.1 India is a member of two International Conventions on Copyright namely, the Berne Convention for the protection of Literary and Artistic Works and the Universal Copyright Convention. Both these conventions were revised in 1971 to incorporate special provisions to enable the Developing Countries to issue compulsory licences for reproduction and translation of books of foreign origin for specific purposes in case these rights could not be obtained by freely negotiated terms from the owners of copyright. India has acceded to the 1971 texts of these conventions.

11.11.2 India plays an important role in the deliberations of the Governing Bodies of the World Intellectual Property Organisation (WIPO), Geneva which is the International Secretariat for the Berne Convention for the protection for Literary and Artistic Works.

11.11.3 A WIPO National Workshop on Intellectual Property Teaching was held in Delhi from 21 to 25 October, 1991. This workshop was organised by the Delhi University in collaboration with the Department of Education and the World Intellectual Property Organisation (WIPO). WIPO deputed four experts, one each, from the United Kingdom, the United States, Australia and Thailand besides two senior officers from WIPO itself to participate in the workshop. This was the first WIPO organised gathering in India, since May, 1990 and first teaching workshop of its kind involving the academic community. It is also felt that intellectual property as an area in legal studies needs to come into its own in this country in view of its increasing international importance.

11.11.4 Dr. Arpad Bogsch, Director General, World Intellectual Property Organisation (WIPO), accompanied by Mr. Shahid Ali Khan, Deputy Director General (WIPO) and Mr. Jeoffrey Yu, Director (Counsellor) - WIPO, visited India from 22-25th of January, 1992 and had meetings with the Vice-President, Prime Minister, Minister for Human Resource Development, Minister of State for Commerce, Minister of State for Industry and others.

Training facilities in Copyright

11.12.0 The WIPO under its cooperation Development Programme, organised training courses in Copyright for officials dealing with Copyright in developing countries. During the year, the following two officers of the Department participated in the training course organised by the WIPO;

1. Shri R.N. Tewari, Director, Department of Education attended the ninth session of the WIPO permanent Committee for Development Cooperation related to Copyright and Neighbouring Rights at Geneva from 15th to 18th April, 1991.
2. Shri R.L. Raichandani, Desk Officer, Adult Education attended the WIPO Training Programme on Copyright and Neighbouring Rights at Budapest from 11th to 22nd November, 1991.

Copyright Enforcement

11.13.1 The Government of India has constituted a Copyright Enforcement Advisory Council for strengthening and streamlining the enforcement of Copyright in all the States/Union Territories and to educate both the public and enforcement authorities regarding the criminality of copyright piracy and the cultural and economic importance of effective protection of copyright. The functions of the Council are to review progress of enforcement of the Copyright Act periodically and to advise the Government regarding measures for improving the enforcement of the Copyright Act. The first meeting of the C.E.A.C. was held on 6th December, 1991 in New Delhi in which the representative of different States participated. The Department of Education

organised a Training Workshop on copyright and its enforcement at India International Centre, Lodi Estate, New Delhi 13-14 January, 1992 for the officers engaged in enforcement of copyright. The workshop was first of it's kind ever organised in the country, with a view to train the Enforcement Officers in copright matters and to expose them to speakers both from the academic world and from copyright industries themselves. The workshop was inaugurated by Shri P. Chidambaram Hon'ble Minister of State for Commerce, Mr. justice B.N. Kripal of the Delhi High Court presided on the inaugural function. It was attended by officers from Andhra Pradesh, Bihar, Chandigarh, Delhi, Haryana, Madhya Pradesh, Maharastra, Punjab, Rajasthan, Sikkim and Uttar Pradesh.

12 Promotion of Languages

12 PROMOTION OF LANGUAGES

12.1.0 Languages being the most important medium of education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and other fourteen languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand, received due attention. In fulfilling this responsibility, the Department is assisted by an infrastructure consisting of a number of autonomous organisations and subordinate offices, namely Kendriya Hindi Shikshan Mandal, Agra, who runs the Kendriya Hindi Sansthan (KHS), Agra, with its five centres; Rashtriya Sanskrit Sansthan (RSS), New Delhi with its eight Vidyapeethas; Central Institute of Indian Languages (CIIL), Mysore with its four Regional Centres and two Urdu Training and Research Centres; Central Hindi Directorate (CHD), New Delhi; Commission for Scientific and Technical Terminology (CSTT), New Delhi; and Bureau for Promotion of Urdu (BPU). Non-governmental agencies are involved in a big way in language promotion activities. Financial assistance is provided to these NGOs for implementing various schemes/programmes during the year under report, the Department continued its ongoing schemes and programmes. Following are some of the important activities pertaining to promotion and development of languages undertaken during 1991-92.

Promotion and Development of Hindi

12.2.1 To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since the First Five Year Plan. Over the years, the number of organisations seeking financial assistance under this scheme is progressively increasing. With Government assistance, some of these organisations have grown into major institutions operating simultaneously in more than one State. Financial assistance is also being extended to voluntary organisations/societies/trusts as well as individuals for bringing out publications with a view to promoting and propagating Hindi. Assistance is provided at the rate of 80 per cent of the total cost estimates.

Central Hindi Directorate (CHD)

12.2.2 The Directorate is compiling thirteen Hindi and thirteen regional languages based bilingual dictionaries. So far thirteen dictionaries, viz., Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, Hindi-Urdu, Malayalam-Hindi and Oriya-Hindi dictionaries have been published. The Directorate has brought out twelve trilingual dictionaries, while twelve Hindi based and twelve regional languages based trilingual dictionaries are being compiled. The Directorate has also published one multilingual dictionary and the 'Tatsam Word Dictionary' besides compiling "Bharatiya Bhasha Parichay Kosh".

Under cultural exchange programme, Czech-Hindi and German-Hindi (Vol.I & II) dictionaries have been published. Under the UN Languages Dictionaries Programme, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries have been published. Besides these, Hindi-Kashmiri and Hindi-Assamese Conversational Guides have been published. Work on one trilingual and two bilingual dictionaries is in an advanced stage. A project for preparation of bilingual dictionaries of Hindi and languages of neighbouring countries has been undertaken. Out of ten such dictionaries, work on Hindi-Persian, Hindi-Sinhalese and Hindi-Indonesian is in progress.

12.2.3 The Directorate also brings out Hindi journals like "Unesco Doot" (Hindi version of the English Magazine entitled "Unesco Courier"), "Bhasha" (quarterly), "Varshiki" (annually) and "Sahityamala" (books on Indian languages and Literature).

12.2.4 The Directorate is implementing a scheme of teaching Hindi through correspondence courses in the media of English, Tamil, Malayalam and Bengali. The enrolment in these courses during the current session is likely to be around 15,000. Some records and cassettes have also been prepared as the devices for students. Personal Contact Programmes are organised for removing the difficulties of the students.

12.2.5 The Directorate has organised study tours of Hindi speaking students of non-Hindi speaking states and also released travel grants to research scholars of non-Hindi speaking areas. Neo-Hindi writers' workshops are held in non-Hindi areas to encourage original writing in Hindi, besides symposia for discussing various aspects of Indian literature in non-Hindi speaking areas. Sixteen non-Hindi speaking Hindi writers are given awards every year.

12.2.6 A number of books have been sent free of cost to the non-Hindi states for the propagation of Hindi. Exhibition of Hindi books is another activity of the Directorate. The Directorate is also conducting a survey of spoken form of Hindi as official language.

Commission for Scientific and Technical Terminology (CSTT)

12.2.7 The Commission for Scientific and Technical Terminology (CSTT) was set up in October, 1961 for evolution of scientific and technical terminology in Hindi and other Indian languages, production of university level books and reference literature in all disciplines to facilitate smooth changeover of media of instruction in universities.

12.2.8 Second editions of Agriculture, Medicine and Defence Glossaries are under print.

Terminology

12.2.9 More than five lakh scientific and technical terms have so far been evolved and published by the Commission. It has also brought out glossaries in Space Science, Computer Science, Metallurgy and Printing Technology. "Consolidated Glossary of Administrative Terms" (Computer Data-based), and "Comprehensive Glossary of Sciences" have also been published. During the year, more than 50,000 technical terms were finalised for use by respective organisations/departments. Financial assistance and technical advice were rendered to State Language Academies for evolution of terminology in regional languages.

Definitional Dictionaries

12.2.10 The CSTT has brought out thirty-eight definitional dictionaries so far. Three such dictionaries are under print and ten under preparation. A "Comprehensive Definitional Dictionary of Social Sciences" is also under preparation.

Pan-Indian Terminology

12.2.11 So far, thirteen Pan-Indian glossaries have been published for free distribution amongst scholars, writers, translators and journalists. Seven Pan-Indian Glossaries are under preparation.

University Level Book Production and Quarterly Journal

12.2.12 The CSTT has brought out, in collaboration with the Hindi Granth Academies, State Text-Book Boards and University Cells, 9,377 University level books in Hindi and regional languages. The Commission has also produced 362 books in the field of engineering, medicine and agriculture. The CSTT also brings out a quarterly journal "Vigyan Garima Sindhu".

Terminology Orientation Workshop

12.2.13 With a view to promoting and popularising appropriate use of the terminology evolved by the Commission, the CSTT organises workshops for university/college teachers in diverse disciplines of basic sciences. Annually 12-15 such workshops are organised. So far, more than 227 University/ College teachers have received terminology orientation.

Computerisation of Terminology

12.2.14 With a view to facilitating effective coordination, updating and printing of comprehensive subject group-wise and subject-wise glossaries and creating a data-base for setting up a computer based National Terminology Bank, the CSTT launched this project in 1989 and under this project, so far 2.5 lakh technical terms have been fed into the Database.

Kendriya Hindi Sansthan (KHS)

12.2.15 In pursuance of the objective of training Hindi Teachers in non-Hindi speaking States, the Kendriya Hindi Sansthan (KHS) with its Headquarters at Agra and five Centres located at Delhi, Guwahati, Hyderabad, Mysore and Shillong has been conducting many important programmes such as training courses like Nishnat and Parangat Certificate courses, etc. They are conducting extension programmes for Hindi teachers in tribal areas. The Sansthan has also developed text books and instructional materials for teaching Hindi in non Hindi speaking areas.

12.2.16 A full-fledged academic course for teaching Hindi to foreigners is being conducted by the Sansthan under the scheme of "Propagation of Hindi Abroad". During the current year, the Government of India has awarded scholarships to fifty students from various foreign countries.

12.2.17 Under the scheme entitled "Hindi Sevi Samman Yojna" instituted on the occasion of the Silver Jubilee of the Sansthan awards were given to individuals for their distinguished contribution in the field of development and propagation of Hindi, Hindi journalism, creative literature, scientific and technical Hindi literature, etc., every year.

Promotion and Development of Modern Indian Languages (MIL)

Central Institute of Indian Languages (CIIL), Mysore

12.3.1 With a view to training teachers in Modern Indian Languages for implementing the three language formula, the Central Institute of Indian Languages (CIIL), is running full academic year course for school teachers from different States and Union Territories at their four Regional Language Centres and two Urdu Training Research Centres. Around Two hundred teachers have joined the correspondence courses in Tamil and Bengali being conducted on an experimental basis. To develop proficiency tests in languages for measurement of language competency, Institute has prepared test items in seven languages, while preparation of tests in other languages is in progress.

12.3.2 The Institute has also prepared grammar, dictionaries and primers in many tribal and border languages, besides publishing a number of books in tribal languages.

12.3.3 Financial assistance is being provided to voluntary organisations as well as individuals for bringing out publications with a view to promoting and propagating modern Indian languages. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian Languages also receive Central assistance.

Taraqqi-e-Urdu Board

12.3.4 Taraqqi-e-Urdu Board which was constituted in 1969, is an apex advisory body to advise the Government on promotion and development of Urdu language. Chairman of the Board is the Minister of Human Resource Development and its advisory board consists of Members of Parliament, Urdu scholars, and academicians.

12.3.5 The Bureau for Promotion of Urdu executes and implements recommendations of the Board, and also functions as its secretariat. The main activities of the Bureau during the year were as under :-

- * About 30 books are likely to be published.
- * Glossaries of technical terms in nine subjects were published.
- * Work on publication of Urdu Encyclopaedia in twelve volumes and English-Urdu dictionary in five volumes is in progress.
- * Half-yearly research journal called "Fikr-e-Tahqeeq" being published.
- * Financial assistance is being given to thirty-eight Calligraphy Training Centres all over India. Out of these, seven are exclusively meant for ladies.
- * Three Book Exhibitions were organized.
- * Urdu translation of NCERT textbooks.
- * Financial assistance to organisations and individuals for publication of books in Urdu including by way of bulk purchase of books was provided. Also provided financial assistance to 14 recognised institutions for language promotional activities.
- * Forty-two thousand bibliography cards prepared.

Committee to examine implementation of recommendations of Gujral Committee for Promotion of Urdu

12.3.6 The Government had set up in February 1990 a Committee of Experts under the chairmanship of Shri Ali Sardar Jafri to examine implementation of recommendations of Gujral Committee for Promotion of Urdu. The Committee submitted its Report to the Government on September 18, 1990. The recommendations of the Committee are being processed in consultation with concerned Departments.

Promotion of Sindhi

12.3.7 Sindhi Advisory Committee continued to function during the year and tendered necessary advice in the matter.

12.3.8 Sindhi Vikas Board could not be set up due to the resource crunch.

12.3.9 The scheme of Financing of Programmes for Development of Sindhi was continued during the year. Under this scheme, it is proposed to purchase 90 books for free distribution to libraries and organisations; 5 authors are to be given awards for their books; voluntary organisations/agencies will be given grant-in-aid for language promotion activities. Equivalents of 5000 technical terms are expected to be evolved.

Improvement of English Language Teaching

12.4.0 In order to bring about substantial improvement in the standards of teaching/learning of English in the country, the Government is giving assistance through the Central Institute of English and Foreign Language (CIEFL) for the setting up of at least one district centre for English language in each State. So far, twenty-six Centres have been set up. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different States through the CIEFL for strengthening them.

Promotion of Sanskrit and Other Classical Languages

12.5.1 Presentation, conservation, development and propagation of Indian cultural heritage and its appreciation for promotion of national integration has always been emphasised in the developmental programmes and policies of the Government of India. In order to achieve these objectives, a variety of programmes have been formulated and implemented for the development and promotion of Sanskrit language in education and higher learning. Programmes have also been implemented for the development of Arabic and Persian languages. During the period under report, following developmental programmes were implemented:-

Rashtriya Sanskrit Sansthan, New Delhi

12.5.2 The Rashtriya Sanskrit Sansthan is an autonomous organisation set up in 1970 for preservation and propagation of Sanskrit, publication and preservation of manuscripts and for organising training activities and development of Sanskrit learning and research. It has six constituent Kendriya Sanskrit Vidyapeethas at Allahabad, Guruvayoor, Jaipur, Jammu, Lucknow and Puri. It has also affiliated fifty-one private Sanskrit institutions for the purpose of examination.

12.5.3 The Sansthan has also undertaken the following programmes: (i) Utilization of services of eminent elderly Sanskrit Scholars, (ii) Special Orientation Courses, (iii)

Purchase of Sanskrit Books, (iv) Production of Sanskrit Literature, (v) Deccan College, (vi) Award of Scholarships, (vii) Purchase and publications of rare Manuscripts and (viii) Presidential Award of certificate of Honour to Sanskrit, Arabic & Persian Scholars (payment to scholars only) - Selection of award is done in the Ministry by Preliminary Selection Committee. These schemes were previously operated in the Ministry, but have been transferred to the Rashtriya Sanskrit Sansthan.

Financial Assistance to Voluntary Sanskrit Organisations/ Adarsh Sanskrit Mahavidyalayas/Shodh Sansthans

12.5.4 Under this scheme, voluntary Sanskrit organisations/institutions are given recurring and non-recurring grants for meeting expenditure on salary of teachers, scholarships to students, and repair of building, furniture, library books etc. Seventy-five per cent of the approved expenditure is provided by the Government whereas 25% is met by the organisations. In the case of Vedic institutions where oral Vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About six hundred Sanskrit organisations in the country were benefited under this scheme.

12.5.5 Some voluntary Sanskrit organisations, having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance @95 per cent recurring and 75 per cent non-recurring of approved expenditure. So far fourteen post-graduate Sanskrit teaching institutions and two post-graduate research institutions have been brought under the purview of this scheme. Four are in Bihar (Lagma, Deograh, Kolhanta and Hulasganj), three in Uttar Pradesh (Varindaban, Haridwar and Mainpuri), three in Tamil Nadu (two at Mylapore and one at Kancheepuram), two in Haryana [Ambala and Bhagola(Palwal)] two in Maharashtra (Bombay and Poona), one in Kerala (Balussery), and one in Himachal Pradesh [Jangla (Rohru)].

Central Sanskrit Advisory Board/Committees

12.5.6 The Central Sanskrit Board is an advisory body to advise the Government of India on matters of policy pertaining to the propagation, promotion and development of Sanskrit in the country. It was reconstituted with effect from 1st March, 1989 for a period of three years. The reconstituted Board has met thrice on 4th July, 1989, 15th September, 1989 and 1st September, 1990.

Deemed to be Universities

12.5.7 Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati were declared Deemed to be Universities in 1987 to preserve Shastraic tradition, undertake interpretation of the Shastras, establish their relevance to the problems in the modern as well as Shastraic lore for teachers, and achieve excellence in

these disciplines so that the Vidyapeethas have a distinctive character of its own. The Vidyapeethas have started functioning from the academic year, 1991-92.

Scheme for Development of Sanskrit through State Governments/Union Territories

12.5.8 This is Central Plan scheme operated through the State Governments. Financial grants are provided by Government of India on 100 per cent basis for the following five major programmes:-

- (a) Financial assistance to eminent Sanskrit scholars in indigent circumstances

Under this scheme about 1450 eminent scholars whose income is less than Rs.4,000/- p.a. are receiving financial assistance upto the maximum limit of Rs.4,000/- p.a. About seventy scholars are expected to be added by 1992-93.

- (b) Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate appointment of teachers for teaching selected modern subject in the traditional Sanskrit Pathshalas.

- (c) Providing facilities for teaching Sanskrit in High and Secondary Schools

Grants are given to meet the expenditure on salary of Sanskrit teachers to be appointed in Secondary and Senior secondary schools where the State Governments are not in a position to provide facilities to teach Sanskrit.

- (d) Scholarships to students studying Sanskrit in High and Higher Secondary schools

In order to attract students for studying Sanskrit in the Secondary and senior secondary schools, merit scholarships are given to Sanskrit students. For classes IX to XII General scholarship @ Rs.25/- p.m. for students of classes IX & X and @ Rs.35/- p.m. for students of classes XI and XII are also provided. About 3,000 students are benefited under this scheme annually.

- (e) Grants to State Governments for their own schemes for promotion of Sanskrit

State Governments are free to chalk out for implementation their own programmes for development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic scholars, conducting Vidwat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samaroh etc. Assistance under this scheme is under consideration

to three States/UTs during 1991-92. In 1992-93 more State Governments are likely to take up these programmes for grants.

Preservation of Oral Tradition of Vedic Studies/All India Elocution Contest

12.5.9 As a special incentive to preserve the oral tradition of Vedic studies, a scheme was introduced during 1978 under which each swadhyayain is required to train two students each below the age of twelve in a particular shakha of any Veda. During 1990-91 fourteen such units received assistance. Eight more Units have been selected during 1991-92. Under this scheme the scholar gets honorarium of Rs.1250/- p.m. and two students receive a stipend of Rs.175/- p.m.

All India Elocution contests are organised to encourage oratorical talents in the students of traditional Sanskrit Pathshalas in various branches of Sanskrit learning. Every state is invited to send a team of eight students alongwith a teacher to participate in the contest. Last year's contest was held at Bombay from 26th to 28th December, 1990 in which teams from twelve States participated. This year's contest is likely to be organised sometime in February, 1992.

Rashtriya Veda Vidya Pratishthan

12.5.10 Rashtriya Veda Vidya Pratishthan (RVVP) was set up in August, 1987 as an autonomous body. Preservation of oral Vedic tradition, research into the content of the Vedic lore and exploration of the relevance of the Vedic knowledge to the modern scientific, technological and cultural developments are some of the principal objectives of the pratishthan. The following activities were undertaken by RVVP during the year under report:-

- An All India Vedic Sammelan was organised in February, 1991.
- Four regional Vedic Sammelans were held during the year at Shimla (H.P.), Hyderabad (A.P.), Mainpuri (U.P.) and Puri (Orissa).
- An All India Seminar on Veda & Jyotisha was organised at Delhi in collaboration with the Sahitya Academy.
- A conference-cum-workshop on Vedic Mathematics was held at Bangalore in collaboration with Abhinav Vidya Bharati Trust and others.
- A seminar on Vrishti Vigyan was held by Vrishti Vigyan Mandal at Mathura.
- The mantras of Rigveda, addressed to Agni were tape recorded on audio cassettes. 762 tapes of Vedic recitation were dubbed from those available at Rashtriya Sanskrit Vidyapeetha, Tirupati.

- The first publication of the Pratishtan, viz., "Jyotisham Jhotish" written by Shri Jagan Nath Vedalankar was released.
- Vedic Classes were organised for young Sanskrit teaches of Delhi in which some eminent scholars also gave lectures on topics concerning Vedas.

Financial Assistance to Voluntary Organisations Engaged in the Propagation and Development of Arabic and Persian

12.5.11 Under this scheme, registered voluntary organisations working for the promotion of Arabic and Persian, are given financial assistance towards salary of teachers, scholarship, furniture, library books, etc., and other activities which are conducive to development of Arabic and Persian. Financial assistance is available to the extent of seventy-five percent of the approved expenditure. About two hundred voluntary Arabic and Persian Institutions were given financial assistance during the year under report.

13 Border Area Development (Education) Programme

13 BORDER AREA DEVELOPMENT (EDUCATION) PROGRAMME

13.1.1 The Border Area Development (Education) Programme (BADEP) is intended for educational development of the border areas of the States of Gujarat, Jammu & Kashmir, Punjab and Rajasthan covering 18 border districts and 79 blocks on the western border with Pakistan. An outlay of Rs.200 crores had been provided in the Seventh Five Year Plan for this Programme. In 1986-87, which was the first year of 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 the guidelines laid down by the Committee of Secretaries. From 1987-88 onwards implementation of the Programme was transferred to the Department of Education, with the intention that the programme should 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 these States, educational development programmes, including those that may be taken up under Rural Development Programmes.

13.1.2 A Sanctioning Committee under the Chairmanship of Education Secretary, with representatives from the Planning Commission, the State Governments and the concerned Ministries, continue to clear the proposals of the State Governments promptly in accordance with the guidelines formulated by the Department of Education. The Committee in its meeting held in March, 1991 took a decision to extend the scheme to blocks adjacent to border blocks in the four States where BADEP is now under implementation.

13.1.3 In the annual plan for 1991-92, an allocation of Rs.55.00 crores has been made to be utilised for meeting committed liabilities on account of on-going activities and partly for starting a few new activities.

13.1.4 Grants are released to the State Governments depending on the progress of expenditure incurred by them out of the earlier grants and the physical achievements.

13.1.5 The achievements under the programme since 1987-88 are given in Table 13.1

Table 13.1

Border Area Development Programme:
Achievements

(Rupees in crore)

	1987-88	1988-89	1989-90	1990-91	1991-92
Amount spent (Rs. in crores)	25.00	45.50	50.00	49.50	55.00 (anticipated)
State-wise break up of grants given (Rs. in crore)					Statewise entitlement
Gujarat	3.56	5.20	8.57	3.18	6.00
Rajasthan	7.38	7.22	11.95	7.93	10.00
Punjab	5.24	9.20	8.90	11.04	11.00
Jammu & Kashmir	8.82	23.88	20.58	27.35	28.00

13.1.6 Assistance has so far been given for the following:

- Provision for essential facilities in schools (4858).
- Construction of buildings of Primary, Upper Primary, Middle, High and Higher Secondary Schools (2699).
- Introduction of vocational courses in Senior Secondary Schools and construction of vocational sheds (39).
- Construction of hostel buildings and staff quarters (178).
- Establishment of District Institutes of Education and Training (1).
- Construction of additional classrooms and laboratories in existing schools (5959).
- Establishment and strengthening of Polytechnics and ITIs (36).
- Setting up of Adult Education and Non-formal Education Centres and Jana Shikshan Nilayams (2130).
- Construction of gymnasium halls and Youth Training Centres (59).

**14 Twenty Point Programme and
Access to Education for the
Disadvantaged**

**14 TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION
FOR THE DISADVANTAGED**

14.1.0 Under point of No.10 of 20-point programme, 1986, the progress in elementary education -- formal, nonformal and adult education -- is monitored in physical and financial terms with respect to pre-determined enrolment targets. Physical progress report for elementary and adult education for the year 1990-91 along with evaluation reports on content of education, Non-formal education and value oriented education was sent to the Ministry of Programme Implementation. Statewise enrolment targets for elementary and adult education for the year 1991-92 were fixed. Half-yearly physical and financial progress reports for the period April-September, 1991 were sent to the Ministry of Programme Implementation.

Education of Scheduled Castes and Scheduled Tribes

14.2.1 The year 1990-91 was the centenary year of Dr. B.R. Ambedkar. The National Committee which was set up under the chairmanship of then Prime Minister for the Centenary Celebrations decided that the Programmes for the development of SCs and STs would continue for one more year, i.e., 1991-92. Department of Education has issued instructions to organisations under its control to take up programme and activities for celebrating the birth centenary in a befitting manner and extend these activities to the current year also. The Programme includes panel discussion, seminars, essay competitions, publications of Dr.Ambedkar's biography and anthology of his works, etc. Monitoring Committees were set up to review the enrolment of SCs and STs in higher education institutions. Department of Education was represented in the sub-Committees connected with the National Committee on celebration of Dr. B.R.Ambedkar's centenary.

14.2.3 Minister of Human Resource Development held a meeting with the Members of Parliament belonging to Scheduled Tribes on August 30, 1991 and discussed issues relating to education and literacy of Scheduled Tribes. The Members of Parliament gave their views on various aspects of education of Scheduled Tribes. These have been brought to the notice of all concerned agencies for their implementation.

14.2.4 The thrust on removal of disparities and equalisation of educational opportunities by catering to specific needs of SCs and STs were continued. Under the schemes of Operation Blackboard, Non-Formal Education, Adult Education, etc., States were advised to give high priority to selection of blocks which have large concentration of SCs and STs. Out of the total enrolment of 18,600 students in 275 Navodaya Vidyalayas in Class VI during the academic year 1991-92, the number of SC and ST students accounted for 19 per cent and 11 per cent respectively as against their population percentages of 15 and 7.5

respectively.

14.2.5 The scheme of upgradation of merit of SC/ST students started in 1987-88 continued to be under implementation through States/UTs. Under this scheme, remedial coaching is given in classes IX - XII, and special coaching in classes XI and XII for preparing them for competitive examinations.

14.2.6 Other facilities like reservation of seats in educational institutions (15% for SCs and 7 1/2% for STs), relaxation in qualifying marks in entrance examinations, reservation in pre-matric scholarships, freeships in Kendriya Vidyalayas, reservation in University level research fellowships, research associateships, teacher fellowships, etc., were continued.

14.2.7 The Indian Institutes of Technology operate a scheme under which candidates belonging to SCs and STs, who fail in the Joint Entrance Examinations by very slender margin of marks, are given further training and admitted to relevant courses.

14.2.8 The Special Component Plan for Scheduled Castes (SCP) and Tribal Sub-Plan for Scheduled Tribes (TSP) of Department of Education for the Eighth Five Year Plan and Annual Plan 1992-93 were prepared. The proposed outlays under SCP and TSP of Eighth Five Year Plan account for 13.39 and 9.72 percentages respectively, of the divisible outlay of the Department of Education.

Education of Minorities

14.3.1 The Department of Education constituted a Group on Education of Minorities on July 23, 1990. Its terms of reference were:

- (a) To review the recommendations and suggestions made by the various Ministries/Departments of the Centre and the States, Societies and Organisations in respect of Minorities Education; and
- (b) To make recommendations on some measures which may be taken by the Central Government in the immediate future.

14.3.2 The Group submitted its report to the Government on January 15, 1991. An Empowered Committee was set up in March 1991 to take decisions/views on the recommendations of the group Minorities Education. The Empowered Committee submitted its report in September, 1991.

Coaching Classes

14.3.3 The UGC continued to implement the scheme of providing assistance to universities and colleges for coaching students from educationally backward minorities. Coaching is given for preparing the students for competitive examinations. The scheme is being implemented in twenty Universities and 33 colleges. The UGC Sub-Committee on coaching classes for minority communities has constituted a small Committee to monitor and review the progress.

Review of Textbooks

14.3.4 School text-books are being reviewed from the point of view, inter alia, of removal of untouchability, casteism and communalism. The programme of evaluation is now overseen by a national level Steering Committee.

Community Polytechnics

14.3.5 All the 41 minority concentration districts identified in the Programme of Action have been covered by Community Polytechnics or their extension centres.

Education of Women

14.4.1 As brought out elsewhere in the report, enrolment of girls as a ratio of total enrolment during 1990-91 is only 41.4 per cent at primary stage, 37.4 per cent at middle stage, 33.0 per cent at secondary and higher secondary stage and 33.3 per cent at Higher Education stage.

14.4.2 All-out efforts were made during the year for improving girls/women's participation in Education. Details of specific steps are presented below:

- Under the Scheme of Operation Blackboard, Government of India has provided assistance since 1987-88 for creation of 93,303 posts of primary school teachers mainly to be filled by women. According to the latest reports, 69,926 posts of teachers have been filled up of which 57.39 per cent are women teachers.
- Ninety per cent assistance was given for NFE Centres meant for girls. The cumulative number of NFE Centres for girls is 81,282.
- The Mahila Samakhya (Education for Women's Equality) Project has been under implementation in the States of Gujarat, Karnataka and Uttar Pradesh - with the main objective of motivating women to participate in education and providing non-formal, adult and vocational education to them.

- By conscious action, admission of girls to the extent of 28.00 per cent in Navodaya Vidyalayas has been ensured. (Number of girls in these Vidyalayas is 22,222 as against the total of 78,149).

- Special attention was given to enrolment of women in Adult Education Centres. Under the Rural Functional Literacy Programmes, out of 16.77 lakh adult illiterates enrolled, 9.14 lakh persons were women (54.50%).

15 Management, Monitoring and Evaluation

15 MANAGEMENT, MONITORING AND EVALUATION

Review of NPE

15.1.0 National Policy on Education (NPE) was adopted by Parliament in 1986 and its implementation commenced soon thereafter. As contemplated under NPE a CABE (Central Advisory Board of Education) Committee on Policy was set up under the Chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh. This Committee was required to take in account all developments since NPE which have a bearing on policy and the Report of the NPE Review Committee. This Committee submitted its report on 22nd January, 1992. The report is to be considered by the CABE. On receipt of the CABE's recommendations the government will finalize its views on modifications to be made in the Policy.

Central Advisory Board of Education (CABE)

15.2.1 The CABE consisting of Education Ministers of States, administrators, educationists and academicians continued to be the national level body providing vital inputs for the management of education policy--by reviewing trends in the education sector, analysing implementation of programmes and advising on policy prescriptions.

15.2.2 The CABE was re-constituted on 19th October, 1990 for a period of three years. The re-constituted CABE met in New Delhi on 8-9 March, 1991. The meeting deliberated upon various major policy matters in the areas of elementary education, secondary education, adult education, technical education and education of the disadvantaged sections like SCs, STs, etc.

15.2.3 Follow up action has been taken on the recommendations made by the CABE.

National Institute of Educational Planning and Administration (NIEPA)

15.3.1 The National Institute of Educational Planning and Administration (NIEPA), set up by Government of India as an autonomous organisation, continued to undertake the following activities.

- Training and orientation of senior educational administrators.
- Research in problems of educational planning and administration (18 research studies were in progress).
- Extension services and consultancy services for States and other organisations.

- Seminars, workshops and conferences on matters relevant to educational planning and administration (fifty-three training programmes/seminars/workshops are scheduled to be conducted during the year 1991-92).
- Provision of training and research facilities to other countries and to international organisations, UNESCO, UNDP, IIEP, Commonwealth Secretariat, etc.
- Provision of technical support to the Government on management of education.

15.3.2 The Institute brought out the following publications.

- Women and Development
- Report on UNESCO-UNDP International Environmental Educational Training Programme.
- Journal of Educational Planning and Administration.
- Report of "All India Seminar on Environmental Education for Educational Planners and Administrators".
- Education for All - A graphic presentation.

15.3.3 A review of the work and the progress of the Institute was carried out by a Committee set up by the Government in 1989. The Report of the Review Committee was examined by an Empowered Committee set up by the Ministry in July, 1990. The recommendations of the Empowered Committee on the Report of the Review Committee were approved by the Government and are under implementation.

15.3.4 The following are some of the major recommendations of the Empowered Committee.

- NIEPA should develop as a centre for excellence in educational planning and administration.
- NIEPA should gradually transfer its responsibilities relating to training of functionaries at district level or Principals of colleges and others to the State level units.
- NIEPA should choose its clientele and programmes where it has competencies, where the clients need the programme and where there is a scope for making an impact. This should be based upon a survey of training needs.
- NIEPA should support and having networking arrangements with State level institutions of planning and administration, appropriate university departments and institutes of management and of social science

research, for undertaking action-oriented research and other forms of research and training activities.

- One of the priority tasks of NIEPA will be to encourage and support the development of institutions in the States and UTs which would be responsible for undertaking tasks of educational planning and administration.
- Different States have their own administrative hierarchy, systems of management, pattern of recruitment and procedures and rules. NIEPA may undertake inter-state studies and action research programmes for identifying the structures and systems which are efficient, cost-effective and easily adaptable.
- There should be a system of performance appraisal for all faculty and research staff. The appraisal should be largely development oriented.

Scheme of Assistance for Studies, Seminars, Evaluation, etc., for implementation of Education Policy.

15.4.1 The Scheme of Studies, Seminars, Evaluation, etc., for the Implementation of Education Policy aims at resolving problems relating to the formulation, implementation and evaluation of education development programmes.

15.4.2 The scheme is intended to provide financial assistance to deserving institutions and individuals, on the merits of each proposal, for conduct of seminars/workshops, conduct of impact and evaluation studies, etc. Such programmes are to have relevance to education policy, its implementation and connected problems.

15.4.3 During 1991-92 financial assistance was given for the organisation of one conference, one training programme, four evaluation studies and publishing of one journal.

Development of a Computerised Management Information System (CMIS) for the Department

15.5.1 With a view to accelerating the growth of computerised management information system and creation of expertise within the Department, a CMIS unit within the Planning, Monitoring and Statistics Division was created in September, 1985. Since its creation, this Unit has been engaged in developing computerised management information system in the Ministry in collaboration with NIC which has installed 4 terminals of DCM COSMOS 486 System. In the Eighth Five Year Plan, a provision has been kept for providing computer facilities to each division. For this, it is proposed to install 30 Computer terminals with PCs and 20 dot matrix printers and independent system in different divisions.

15.5.2 At present, this Unit is equipped with two personal Computers PC/XT and PC/AT with two dot-matrix printers and one Line Printer with a speed of 600 LPM. It has been proposed to augment the PC/AT with four more terminals and install additional PCs and Laser Printer for the Unit in the Eighth Five Year Plan. Strengthening of the Unit includes the creation of new posts of System Analyst, Computer Operators/Data Processing Assistants, etc. in the near future.

15.5.3 During 1991-92, CMIS Unit has taken the following projects for computerisation :-

Administration

- Creation of database relating to Group B and Group C officers of Department of Education on selected parameters such as name, designation, division, section, date of joining, etc., for internal adjustments.
- Database and software prepared for monitoring staff position in the Ministry of Human Resource Development.
- Pay-billing system of the Department of Education.
- Monitoring of GPF account of Group A employees of the Department of Education is taken up.
- Analysis of Seventh Five Year Plan.

Statistics

- Publication - Education in India Vol.I(S) 1987-88.
- Financial data on income and expenditure of institutions for publication in Education in India, Vol.II for the years 1984-85. Vol.II(C) draft tables produced.
- Education in India Vol.III - Examination results 1984-85, and 1985-86.
- Creation of database and generated tables for Selected Educational Statistics, 1989-90 and 1990-91.
- Indian student going abroad - 1987-88 initiated.
- Indian trainees going abroad - 1987-88 initiated.
- Publication of Selected information on School Education in India is taken up.
- Developed database and generated tables for the publication entitled "A HandBook of Educational and Allied Statistics - 1991.

Planning

- Annual Action Plan for 1990-91 on selected schemes of the Department.
- State profile on budgeted expenditure on education.
- Preparation of District Profile of all States.
- Preparation of District-wise Educational Profile - 1981.

Book Promotion

- Generation of International Standard Book Numbering (ISBN) System for Raja Ram Mohan Roy National Unit.
- Data-entry software developed for Library Information System.

SC/ST Unit

- Database on Statistics of Education of Scheduled Castes and Scheduled Tribes for 1983-84 and 1984-85(S & C).

15.5.4 To create computer awareness and generate basic expertise in computer operations and software applications, this Unit extended the facility to the users from time to time.

Development of MIS projects by NIC for Department of Education

15.5.5 NIC continued to provide software and hardware support to the Department in developing Computer based Management Information Systems. Highlights of the year 1991-92 are as follows:

1. DCM COSMOS 80486 system has been installed and cable has been laid in various rooms for installing 32 terminals.
2. Designed proformae for monitoring reports on total literacy project of National Literacy Mission. Developed software for processing data, generating reports and for transmitting the same through NICNET. User reference manual and software operational manual have also been brought out.
3. User reference manual in respect of Grant-in-aid information system to voluntary agencies in respect of Adult Education has been brought out.
4. The system of diarising daily receipts has been studied and Software has been developed for diarising daily receipts and for generating various reports for monitoring purposes and the same has been implemented in Adult Education Bureau.
5. Grant-in-aid to voluntary agencies in respect of Non-formal Education has been studied and data structures have been

developed. Software has been developed for data entry and modification of data and for generating a number of reports and day to day letters like discrepancy letter, sanction letter, bill, utilisation certificate, reminders etc.

6. Data collected in respect of Vocational education for two states has been put into database files, software has been developed for validation of data and report generation. Data has been validated and reports have been generated. Proformae have been designed for capturing data at institutional level and software development work has been taken up.
7. Software has been developed for computerising the schemes of financial assistance to voluntary Sanskrit/Arabic and Persian Institutions.
8. Scheme of financial sanction of University and Higher Education Division to various councils for research projects by international scholars has been studied and software has been developed for inputting data and generating intimation letters and sanction letters.
9. Central Plan scheme on computerisation for improvement of Educational Statistics has been implemented in nine states. Software for this project has been developed at NIC Regional centre, Hyderabad and the data is being processed at NIC state centres. The scheme is being extended to other states also.
10. Record Management Information system has been developed whereby it is possible to know the number of files opened during a year in each section, number of files to be recorded, number of files in the record room, number of files weeded out and number of files microfilmed.
11. A number of keywords pertaining to Department of Education have been identified and Parliament questions information system has been implemented.
12. VIP references information system, File movement information system, Appointments information system, subject experts information system have been implemented in Minister's office and the same are regularly maintained.
13. A feasibility study has been conducted to identify areas for computerisation in Central Hindi Directorate and feasibility study report has been brought out.
14. Provided consultancy and support services to Commission for Scientific and Technical Terminology to develop database on technical terms for bringing out English-Hindi glossary of technical terms.

15. Input proformae have been designed for collection of data from Gramik Vidyapeeths.
16. A GISTNIC terminal has been installed in NIC stall at Teen Murti Bhavan in connection with Science Exhibition on Value for New India as a part of birthday celebrations of Pt. Jawaharlal Nehru.
17. On the job training programmes and training programmes on Dos and related software and Xenix and related software have been conducted and a number of officers have been trained in the usage of computers.
18. Presentation charts and graphs have been produced from time to time in connection with Annual report and various other studies.
19. Office Automation procedures and techniques have been introduced as part of modernisation and use of computers for production of documents like annual report, eighth five year plan and Annual plan documents, review committee report on policy on education, etc.
20. Software maintenance support has been provided to
 - a) Grant-in-aid to voluntary agencies of Adult Education Bureau.
 - b) Post Box no. 9999 of Directorate of Adult Education.
 - c) Copyright office for generating discrepancy letters, register of copyrights and index cards.
 - d) Parliament assurances for generating weekly reports.
 - e) University Profile Information System.
 - f) Non-formal Education statistics.

Formulation of Eighth Five Year Plan (1992-97) and Annual Plan (1992-93).

15.6.1 Eighth Five Year Plan proposals and Annual Plan, proposals of the Department of Education were formulated keeping in view the priorities and thrusts stated in the Directional Paper of the Planning Commission. The proposals of the Department of Education were discussed in a meeting taken by Secretary, Planning Commission on 10th December, 1991.

Review of Important Schemes

15.6.2 HRM discussed the progress of implementation of various schemes of the Department of Education with the Chief Ministers/ Education Ministers of 15 major States, to streamline

implementation of these schemes. Useful feed back was received from State Chief Ministers/Education Ministers.

Annual Action Plan

15.6.3 National Literacy Mission which aims at removal of illiteracy from the country is being monitored intensively. Annual Action Plan 1991-92, reflecting quarterly timeframe for achieving various components of the programmes was formulated. The quarterly reports indicating achievements vis-a-vis targets were sent to Cabinet Secretariat, Prime Minister's Office and Ministry of Programme Implementation every quarter.

Educational Statistics

15.7.1 Action has been initiated for convening 16th Meeting of the Standing Committee on Educational Statistics to review the progress of work undertaken by the Statistical Division of the Department of Education during the year.

15.7.2 The following publications on Educational Statistics were brought out during the year under report.

1. Selected Educational Statistics 1989-90.
2. Selected Educational Statistics 1990-91.
3. Indian Students/Trainees going abroad 1986-87.
4. Education in India Vol.I(S) 1986-87.
5. Education in India Vol.I(C) 1986-87.
6. Enrolment Trend at Elementary State of Education 1976-77 to 1989-90.
7. Selected Information on School Education 1989-90.
8. Research Project Reports on Science/Vocational Education.

15.7.3 A Central Plan Scheme of "Computerisation of Educational Statistics" implemented during 1989 in 9 educationally backward States is being extended to all States/UTs w.e.f. 1991-92 with a view to reduce the existing time lag in collection and publication of educational statistics at all India level and for developing a computerised data base for planning and decision making at Central and State levels. This will ensure a constant flow of timely and reliable data.

16 Unesco and International Cooperation

16 UNESCO AND INTERNATIONAL COOPERATION

16.1.1 Since the inception of United Nations Educational Scientific and Cultural Organisation (UNESCO), India has been in the forefront in promoting the ideal and objectives of the Organisation. The Indian National Commission for Cooperation with UNESCO (INC) set up in 1949 in compliance with Article 7 of the Constitution of UNESCO, is the APEX advisory, executive, liaison, information and the coordinating body at the national level. INC has been playing an active role in UNESCO's work particularly in the formulation and execution of its programme in collaborating with National Commissions of Asia and Pacific region.

16.1.2 During the year, India extended its cooperation to UNESCO and its Regional Offices through participation in numerous workshops, symposia and conferences, organising national, regional and inter-regional activities in India in areas of competence of UNESCO, arranging placement of UNESCO fellows in Indian Institutions, implementing projects under the Participation Programme of UNESCO and administration of UNESCO Coupons scheme. Public Information activities relating to UNESCO continued to be operated in the form of publication of Hindi and Tamil editions of UNESCO Courier.

Asia-Pacific Programme for Educational Innovation for Development (APEID)

16.2.0 As one of the promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has actively participated in APEID programmes and activities. At national level, a National Development Group (NDG) for APEID in India has been set up which functions as an identifier, stimulator and coordinator of activities of educational innovations for development within the country. The NDG, which is headed by Secretary, Department of Education, comprises representatives of concerned Ministries and Departments and pioneering institutions engaged in educational research. On the lines of NDG, State Development Groups (SDGs) have also been established in States and Union Territories which function in close collaboration with the NDG. The NCERT, one of the principal associate centres of APEID, acts as the secretariat of NDG and facilitates dissemination of information about APEID activities, innovative experiences at the regional level and making outcomes of the regional cooperation within APEID known widely in the country.

Asia-Pacific Programme of Education for All (APPEAL)

16.3.1 Another important regional programme of UNESCO in which India has contributed significantly is the Asia-Pacific Programme of Education for All (APPEAL) which was launched from New Delhi by UNESCO in 1987. With an overriding concern to wipe out illiteracy from the face of the earth by the year 2000, UNESCO

designated 1990 as the International Literacy Year (ILY) to focus global attention on the need to initiate, promote and consolidate measures for eradication of illiteracy completely by the year 2000. A World Conference on Education for All was also held in Jomtien, Thailand in March, 1990. The high level National Coordination Committee, set up by India to coordinate activities under APPEAL and EFA, met on September 6, 1991 under the Chairmanship of Education Secretary.

16.3.2 The Sixth Meeting of the National Coordination Committee on APPEAL and EFA took note of the programmes launched in the fields of adult education and literacy, elementary education and universalisation of primary education. The Committee was also apprised of the components of strategy for universalisation of primary education which had emerged after an evaluative study of the projects. The Committee made a number of recommendations particularly with regard to universalisation of primary education.

Twenty-first Session of the Indian National Commission for Cooperation with UNESCO (INC)

16.4.0 The Twenty-first Session of the INC was held on July 22, 1991 under the Chairmanship of Shri Arjun Singh, Minister for Human Resource Development. The Session of the National Commission was preceded by the meetings of the Sub-Commissions on Education, Natural Sciences, Social Sciences, Culture and Communication. The principal matters which were discussed related to the Draft Programme and Budget of the UNESCO for 1992-93. The Session gave a detailed consideration to the recommendations made by the Sub-Commissions on the Draft Programme of UNESCO for evolving a national perspective and strategic approach to the issues which were to come up for consideration at the 26th Session of the General Conference of UNESCO. At the XXI Session, Draft Resolutions to be moved at the General Conference were approved and guidelines were laid down on the national stand which the Indian Delegation should take on matters or issues to be raised in the 26th Session of the General Conference of UNESCO.

Twenty-sixth Session of the General Conference of UNESCO, Paris

16.5.1 Twenty-sixth Session of the General Conference of UNESCO was held at Paris from 15th October to 7th November, 1991. The programme and budget of the UNESCO for the biennium 1992-1993 were approved in this Conference.

16.5.2 The Indian delegation to the conference was led by Shri Arjun Singh, Minister for Human Resource Development and consisted nine other delegates. He delivered a statement in Hindi in the Plenary Session on 18th October, 1991. This was for the first time that the leader of the Indian delegation addressed the General Conference in Hindi.



Mr. Federico Mayor, Director General, UNESCO receiving Mr. Arjun Singh, Minister for Human Resource Development and Ms. Savitri Kunadi, Ambassador/PR to UNESCO under flag at the 26th General Conference of UNESCO held in Paris, France in October-November, 91.

16.5.3 In his statement the Minister of Human Resource Development (HRM) highlighted the need for the entire UN system, including UNESCO, to equip itself to deal with new challenges ahead. He said that the new era of global interdependence required the culture of multilateralism and democracy. The HRM emphasised that the 26th General Conference was grappling seriously to improve the programme delivery of UNESCO through structural reforms. He welcomed the new Member-States of UNESCO -- Estonia, Latvia, Lithuania and Tuvalu. He also offered India's full cooperation to the proposed International Commission on Education in the 21st Century.

16.5.4 The Indian delegation played a leading role in the meetings of the various Commissions of the General Conference. HRM had detailed discussions with Dr. Federico Mayor, the Director General of UNESCO and with the leaders of the several other delegations. There was a general desire among other countries to further cement bilateral relations with India and cooperate with India in implementing the policies and programmes of UNESCO.

16.5.5 During the Conference India was also elected/re-elected to the following Inter-governmental bodies of the UNESCO.

1. Inter-governmental Committee (IGC) to the World Decade for Cultural Development (WDCD).
2. IGC for International Programme of Man and Biosphere (MAB)
3. IGC for General Information Programme (GIP)
4. Headquarters Committee of UNESCO.

16.5.6 India was also earlier re-elected to the International Oceanographic Commission (IOC).

Thirty-fourth Session of the Council of the International Bureau of Education

16.6.0 Thirty-fourth Session of the Council of the International Bureau of Education, Geneva was held on 14-16 January, 1991. This Session was presided by Shri Anil Bordia, Education Secretary as Chairman of the Council.

Sub-Regional Workshop for the Conduct of Skills-based Literacy Training for Women and Girls *

16.7.0 UNESCO's Principal Office for Asia and the Pacific, Bangkok, in collaboration with Kerala Sakshratha Samithi, Trivandrum and the INC organised a sub-regional workshop for the conduct of Skills-based Literacy Training for Women and Girls in Thiruvananthapuram from 4 to 16 February, 1991. The objectives of the Workshop were (a) to familiarize the participants with the principles of curriculum development based on the ATLP (APPEAL

Training Materials for Literacy Personnel) and (b) to provide some hands-on experience in developing curricula for Skills-based Literacy Programme for Women and Girls.

Tenth Meeting of Experts on Regional Cooperation in UNESCO Cultural Activities in Asia and the Pacific

16.8.0 The Tenth Meeting of Experts on Regional Cooperation in UNESCO Cultural Activities in Asia and the Pacific was held in Tokyo from 15 to 19 March, 1991. This meeting was attended by Dr. R.V. Vaidyanatha Ayyar, Joint Secretary, Department of Education. The meeting discussed the programme and activities of regional cooperation in the fields of culture, book development and literacy in Asia and the Pacific countries.

Sixth Session of the Advisory Committee on Regional Cooperation in Education in Asia and the Pacific in Chiang Mai, Thailand

16.9.1 The Sixth Session of the Advisory Committee on Regional Cooperation in Education for Asia and the Pacific was held from 6th to 10th May, 1991. Shri R.K. Sinha, Additional Secretary, Department of Education attended the meeting.

16.9.2 The main theme of the Session was to identify priority areas for future action of UNESCO to support Member-States in (i) promoting education in accordance with the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs adopted by the World Conference on Education for All; and (ii) improving the quality of education to cope up with the needs emerging from social, economic, scientific, technological and cultural changes at the threshold of the 21st century.

Regional Workshop on Evaluation, Review and Improved Interaction between Education and Productive Work

16.10.0 A Regional Workshop on Evaluation, Review and Improved Interaction between Education and Productive Work was organised by National Council of Educational Research and Training at the Regional College of Education, Mysore from 21 to 29 May, 1991. The objectives of the Workshops were inter alia to formulate organisational modalities for effective curriculum implementation and to develop strategies and methodologies to introduce appropriate educational technologies to teaching and learning process.

Population Education Technical Exchange Programme in South Asian Countries

16.11.0 UNESCO's Population Education Technical Exchange Programme in South Asian Countries was organised at the National Council for Educational Research and Training, New Delhi from 25 August to 5 September, 1991. Participants from Bangladesh, Pakistan, Nepal, Bhutan, Iran, Maldives, Srilanka and India took part in the activity. The participants visited different Organisations engaged in planning and implementing population

education programmes as a component of literacy, primary and women education programmes. The visiting experts shared their experiences in respect of development of the Inter-Institutional Inter-country Network Mechanism for Exchange of Materials and Expertise in Population Education.

Training Workshop in Environmental Education for Elementary Teacher Educators for South Asian Countries

16.12.0 The National Institute of Educational Planning and Administration (NIEPA), New Delhi organised a UNESCO sponsored Training Workshop in Environmental Education for Elementary Teacher Educators for South Asian Countries in New Delhi on September 2-13, 1991. The objectives of the Training Workshop were, *inter alia*, to develop increased awareness and sensitivity to the environment and its associated problems; and develop skills in the modes of integration of environmental education concepts at elementary level.

Group Training Course in Population Education for South Asia Sub-Region

16.13.0 Rajasthan University, Jaipur, arranged a Group Training Course in Population Education for South Asian Sub-Region from 11 November to 6 December, 1991. The objectives of the training course were, *inter alia*, to develop appropriate skills in the modes of integration of relevant concepts of population education/family welfare education into literacy, primary education and women education programmes.

Sub-Regional Workshop on the Role of Women Teachers for Promotion of Primary Education for Girls in Bombay on November 25-29, 1991

16.14.0 The Indian Institute of Education, Pune organised a Sub-Regional Workshop on the Role of Women Teachers for Promotion of Primary Education for Girls in Bombay on 25-29 November, 1991. The objectives of the Workshop were to study the effects and impacts of women teachers in the promotion of primary education for girls particularly in rural areas; to identify gaps and deficiencies in the preparation of women teachers for primary schools especially for rural area; and to prepare plans of action on how education and training of women primary school teachers may be improved.

First Meeting of the International Consultative Forum of Education for All

16.15.0 Shri Anil Bordia, Education Secretary participated in the First Meeting of the International Consultative forum on Education For All which was held on 4-6 December, 1991 at Paris on the invitation of the Director-General of UNESCO. The Forum discussed measures for following up the recommendations of the World Conference on EFA in 1990.

Regional Seminar in Asia on Ways to Incorporate Women's Concerns into Human Resource Development

16.16.0 A Regional Seminar in Asia on Ways to Incorporate Women's concerns into Human Resource Development was organised by M.A. Singamma Sreenivasan Foundation, Bangalore on 10-13 December, 1991 in Bangalore. The theme of the Seminar was to discuss the importance of the information sector as a crucial economic and social contribution of women to develop and to sensitize planners to this issue.

16.17.0 In addition to the above mentioned meetings the Indian National Commission nominated experts to participate in about 24 national, regional, international meetings, workshops, seminars, conferences etc. convened by or under the auspices of UNESCO. During the year under review, the Commission also continued to arrange placements of UNESCO's fellows including study visits to various institutions in India.

Participation by India in other Conferences/Meetings/Working Groups sponsored by UNESCO

16.18.0 Indian experts represented the Department of Education, in the following workshops, training courses, seminars, working group meetings etc. sponsored by UNESCO or its Regional Offices :

- Sub-regional Consultation of South and Central Asian Commissions for UNESCO held in Tehran, Iran on 4-8 May, 1991.
- Regional Workshop for the Integration of Population Education in APPEAL held in Islamabad on 13-31, May 1991.
- Regional Meeting on the Promotion of Humanistics, Ethical and Cultural Values in Education held in Tokyo, Japan on 12-27 June, 1991.
- Planning Meeting for the Promotion of Primary Education for Girls and Disadvantaged Groups held in Chiang Mai, Thailand from 30 July to 8 August, 1991.
- Sub-Regional Meeting of National Commission in the Asia and Pacific held in Kuala Lumpur, Malaysia on 23-26 September, 1991.
- Asia and the Pacific Seminar on Educational Technology 1991- Strategies and Issues on Pre-and In-service Training of Teachers and Personnel in Educational Technology.
- 1991 Seminar on Education for All, Enhancing Learning Achievement of Children in Primary Schools in Rural Areas and Difficult Education Contexts held in Hiroshima (Japan) on 9-21 September, 1991.

- Workshop on Education Facing Crisis of Values held in Budapest, Hungary on 10-13 October, 1991.
- Regional Workshop for the Conduct of Skills Based Literacy Training for Women and Girls held in Thailand on 11-30 November, 1991.
- Regional Experts Workshop on "Development of Strategies and Methods of Teaching values in the context of Science and Technology" held in Penang, Malaysia on 18-29 November, 1991.

Contribution to UNESCO's Budget

16.19.0 Each Member State of UNESCO contributes to the UNESCO's regular budget for each biennium. India's share of contribution as per approved scale of contribution for 1990-1991 was fixed at 0.36 per cent of the total budget of UNESCO for the biennium. Accordingly, India made a contribution of Rs.176 lakh to UNESCO for the year 1990 and Rs.198.34 lakh have already been contributed for 1991. Another sum of about Rs.22.00 lakh is likely to be paid to UNESCO which has accrued on account of currency fluctuation and devaluation of Rupee, for the years 1990-1991.

UNESCO Appeals Board

16.20.0 Shri Murlidhar C. Bhandare, Member of Parliament (Rajya Sabha) has been appointed as Chairman of the Appeals Board of UNESCO for a six year term.

Election of the Chairman of the Asia Pacific Group

16.21.0 Ms. Savitri Kunadi, Ambassador/PR of India UNESCO has been elected as Chairman of Asia Pacific Group in UNESCO for the period March, 1991 to February, 1992.

Participation in the 'Exhibition on Basketwork throughout the World': Tradition and Modernity

16.22.0 India participated in the "Exhibition on Basketwork throughout the World : Tradition and Modernity" organised in Paris during October-November, 1991 on the occasion of the 26th Session of the General Conference of UNESCO held at Paris.

Executive Board of UNESCO

16.23.0 Shri N. Krishnan, Member, Executive Board of UNESCO attended the 136th, 137th and 138th Sessions of the Executive Board of UNESCO held at Paris from 11th May to 12th June, 1991, 30th September to 11th October, 1991 and on 8th and 9th November, 1991 respectively.

The World Heritage Committee

16.24.0 In pursuance of the provisions of the convention concerning the protection of the World Cultural and Natural Heritage, adopted in 1972, UNESCO constituted the World Heritage Committee to identify those natural and cultural sites which merit inclusion in the World Heirtage List and to administer World Heritage Fund. It comprises twenty-one member-states. India was elected as a member of this Committee at the 23rd Session of the General Conference of UNESCO held in 1987 and its term expired at the end of the 26th Session of the General Conference of UNESCO held in 1991. Fourteen cultural monuments and five natural sites from India have so far been included in the World Heritage List.

SAARC Technical Committee on Education

16.25.1 The Fourth Summit of Heads of States or Government of the South Asian Association for Regional Co-operation (SAARC), held at Islamabad in December, 1988, had considered education as one of the Principal areas that required urgent attention in the region and decided to include education among the agreed areas of co-operation. Accordingly, a SAARC Technical Committee on Education was established in 1989. The third meeting of the SAARC Technical Committee on Education was held in Islamabad during August 1991. Shri Anil Bordia, Education Secretary led the Indian delegation to the meeting.

16.25.2 During the meeting the activities undertaken so far under the Technical Committee on Education were reviewed and concrete measures were proposed to take follow up action on recommendations of the various Expert Group Meetings held in the SAARC Member-States. For 1992 a programme of activities was finalised under which India would host a Workshop on Educational Planning and Management.

16.25.3 The Indian delegation played a leadership role in the meeting which was appreciated and acknowledged by all the member countries.

External Academic Relations

16.26.0 External academic relations both bilateral and multilateral perform a significant role in international diplomacy. With a view to deepen India's academic inter-action with important countries the educational component of the Cultural Exchange Programmes and other bilateral arrangements is being implemented vigorously. New avenues are being explored to encourage studies regarding India and Indology in Foreign Universities, Institution to Institution linkages in areas of relevance to India are being promoted. Selected Indian Missions abroad have also been approached to take active interest in promoting bilateral collaboration in the field of education. A

dialogue has been established to concretise new ideas in this area with our Missions in China, Pakistan, Japan, USA, Germany, Bhutan, France, etc.

Visitors from Abroad

16.27.1 Mr. John Gunthur, Dean Personnel Representative of the DG of UNESCO met Education Secretary on 12th October, 1991. Modalities for India's participation in UNESCO's reconstruction schemes in Combodia were discussed.

16.27.2 On the invitation of the Secretary-General, Indian National Commission for UNESCO Mr. Hedayat Ahmed, Director, UNESCO's Principal Regional Office for Asia and Pacific, Bangkok visited New Delhi for participation in the meeting of the National Coordination Committee on APPEAL and EFA which was held on 6 September, 1991.

16.27.3 Mr. Shinji Tajima, Head, Book Development and Literacy Section, Asian Cultural Centre for UNESCO, Tokyo visited New Delhi in November 1991 for discussions regarding feasibility of organisation in India of a Sub-Regional Workshop of Basic Literacy Reading Materials for Youths and Adults in Asia and the Pacific in mid-1992.

Participation Programme of UNESCO

16.28.0 Under the Participation Programme, UNESCO provides financial assistance to various institutions and organisations of Member-States who are engaged in promotion of programmes and activities of UNESCO, for undertaking innovative projects which would contribute at the national, sub-regional and international levels to the implementation of the objectives defined by General Conference of UNESCO. During the biennium 1990-1991 action was taken to implement 10 projects from India which were approved by UNESCO with a financial assistance of US \$1,09,200/-

Education for International Understanding UNESCO Clubs and Associated Schools

16.29.1 The UNESCO Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of aims and objectives of the organisation. The associated schools are educational institutions which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. The educational institutions under the Associated Schools Project are selected by UNESCO on the recommendation of the Indian National Commission for Cooperation with UNESCO. Thirty-seven schools and teacher training institutes from India are enlisted with UNESCO under this project.

16.29.2 The INC is the national coordination agency for UNESCO Clubs and Associated Schools. There are about 250 UNESCO Clubs which are registered with the INC. UNESCO Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and objects of UNESCO such as celebration of international days and years, organisation of meetings, debates, contests to promote international understanding, cooperation and peace.

16th Photo Contest in Asia and the Pacific

16.30.0 The INC has been extending its cooperation to the Asian Cultural Centre for UNESCO, (ACCU) Japan in annual participation in the photo contests organised by the latter. For the 16th Photo Contest in Asia and the Pacific 16 persons from India have been selected for the award of prizes.

International Literacy Prizes

16.31.0 UNESCO has instituted International Literacy Prizes and Honourable mentions which are awarded annually in recognition of the services of institutions, organisations or individuals displaying outstanding merit and achieving special success in contributing to the fight against illiteracy. The award of the prizes is also intended to stimulate the sympathy and support of public opinion for literacy programmes in progress. On the recommendation of the INC, UNESCO has awarded Noma Literacy Prize to the Government of West Bengal for its outstanding contribution to the fight against illiteracy. The value of the Prize is US \$10,000/-. The prize was presented by Director General, UNESCO to the representative of the Government of West Bengal at a function in Paris on 8 September, 1991.

1991 Kalinga Prize for Popularisation of Science

16.32.0 UNESCO has awarded the 1991 Kalinga Prize for Popularisation of Science jointly to Dr. N.K. Sehgal from India and Dr. Iftimovici from Romania. Dr. Sehgal is Director and Incharge of the Science Popularisation Programme of National Council for Science and Technology Communication which has its Secretariat in the Department of Science and Technology. Dr. Sehgal was nominated for the Prize by the INC.

UNESCO Coupons Programme

16.33.0 The Commission continued to operate the UNESCO International Coupons Scheme designed to assist individuals and institutions working in the fields of education, science, culture and communication to import their bonafide requirements of

educational publications, scientific equipment, educational films, etc., from abroad without undergoing the foreign exchange and import control formalities. The total sale of UNESCO Coupons amounted to US \$10,800/-.

Publication of Indian Language editions of UNESCO Courier

16.34.0 Courier is an outstanding educational and cultural periodical of the world which is brought out by UNESCO. The INC continued to bring out its Hindi and Tamil editions. The language versions enjoy a wide circulation amongst educational institutions, libraries, UNESCO Clubs, Associated Schools and the public at large.

Scheme of Financial Assistance to Voluntary Bodies, UNESCO Clubs and Associated Schools

16.35.0 The Commission is operating a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO. During the year under review, grant-in-aid worth Rs.15,000/- has been sanctioned so far to the different bodies.

Auroville

16.36.1 The management of Auroville was taken over by the Central Government under Auroville (Emergency) Provisions Act, 1980 for a temporary period with a view to overcoming certain problems which had cropped up as a result of mismanagement of the project. During the period the management of Auroville vested in the Central Government, the township has been able to develop along several important directions. In order to making long term arrangements for the proper management and further development of Auroville and also for the purpose of encouraging, continuing and consolidating the various activities, the Auroville Foundation Act, 1988 was enacted which came into force on 28th September, 1988. Under this Act, the establishment of the Auroville Foundation was notified by the Central Government on 29th January, 1991. It is to consist of a Governing Board, a Resident Assembly and Auroville International Advisory Council. The Governing Board of the Foundation has also been constituted with Dr. Karan Singh as its Chairman. Two meetings of the Board have been held at Auroville on 28th February, 1991 and 17th August, 1991.

16.36.2 The Residents Assembly which comprises all the Aurovillians has also elected its Working Committee consisting of seven members. The Constitution of the International Advisory Committee is under active consideration of the Government.

16.36.3 For the time being all properties in Auroville vest in the 'Custodian' appointed by the Government. Under the Act, these are likely to be vested in the Foundation soon. For the purpose of enabling the Foundation to discharge its functions under the Act, the Central Government may pay to the Foundation such sums of money as the Government consider necessary by way of grant, loans or otherwise.

16.36.4 A scheme for development of Auroville in the educational sector had been included in the Seventh Five Year Plan with an outlay of Rs.35.55 lakhs. The scheme reflected three important concerns viz; (i) need for continuing education commencing from earliest stages of childhood; (ii) need for synthesis of knowledge and culture, and (iii) need to provide a stable base for all round development of Auroville and surrounding villages. The scheme is to continue in the Eighth Five Year Plan with requisite modifications.

Grants to Voluntary Organisations

NAME OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING/NON-RECURRING
GRANT-IN-AID OF RS. 1 LAKH AND MORE DURING 1990-91

SL. NO.	NAME OF THE AGENCY/ORGANISATION WITH ADDRESS	BRIEF ACTIVITIES OF ORGANISATION	AMOUNT OF G.I.A. IN 1990-91	PURPOSE FOR WHICH GRANT WAS UTILISED	REMARKS
1	2	3	4	5	6
NON-FORMAL EDUCATION					
1	M.Venkatarangaiya Foundation 10-2-96 Marrad Pilli West Socenderabad	Educational/Social/ Rural/Community/ Integrated Development	243000	DRU	
2	Village Reconstruction Organisation. Pedakakani Guntur-522409	- do -	255900	100 NFE centres	
3	Bhagvatula Charitable Trust Yellamanchili-531 055, Dist. Vishakhapatnam, Andhra Pradesh	- do -	2749337	100 NFE centres + E&I	
4	Prachaya Bhasha Vidya Peeth Rajendra Nagar, Gudivada, Dist. Krishna, Andhra Pradesh	- do -	100226	25 NFE centres	
5	Royalaseema Sewa Samiti No.9, Old Huzur Office Building, Tirupati-517 501 AP	- do -	7644045	1100 NFE centres +E&I	
6	Sri Venkateswara Mahila Mandli Plot 6, Journalist Colony, Opp. Medical College, Tirupati, AP	- do -	119104	25 NFE centres	
7	Mahatakshmi Welfare Society Padmasai Clinic, V.T.,Agraharam, Vizinagaram-3 Andhra Pradesh	- do -	126675	25 NFE centres	
8	Gram Vikas Sanstha Kotha Indlu, Punganur,Distt. Chittoor	- do -	100226	25 NFE centres	
9	Gram Sewa Samiti Aniganur Village jVijalapuram post Kuppum-517425 Dist.Chittoor (A.P.)	- do -	471446	100 NFE centres	
10	A.P.Rural Reconstruction Mission 1-69,Cross Roads, Piler-517 214,Dist.Chittoor A.P.	- do -	391345	100 NFE centres	
11	Rural Education Society Punganur-517 247 Dist.Chittoor A.P.	- do -	457537	100 NFE centres	

1	2	3	4	5	6
12	Social Action for Integrated Development Of India No.11,S.V.U.Campus(Near Red Building) Tirupati-517 502 Andhra Pradesh	- do -	214768	100 NFE centres	
13	Peoples'Orgnzn. for Development Action Door no.4-95, Ram Nagar Colony, Dist.Chittoor-517 002 Andhra Pradesh	- do -	114576	50 NFE centres	
14	Society for Help and Action For Rural Poor Kongareddipalle, Dist.Chittoor Andhra Pradesh	- do -	251973	50 NFE centres	
15	Collective Order For Rural Reconst. Education 14-65/5, Palace Road, Kuppam, Chittoor-517 425	- do -	207916	50 NFE centres	
16	Bharata Sewa Samiti, Sugar Factory, Employee Colony, 75,Doddipalli, Chittoor	- do -	444087	100 NFE centres	
17	Navachaitana Educational Academy P.B.No. 77,IInd Road , S.K.D. colony, Adoni-518 301	- do -	478800	100 NFE centres	
18	CHEYUTHA 1-1-342/B, Viveknagar, Chikkadpalli, Hyderabad-500 020	- do -	279013	100 NFE centres	
19	Assam Chah Mazdoor Education Multipurpose Social Education Assiciation Rangajan,Titabar Jorhat, ASSAM	- do -	132790	50 NFE centres	
20	Barkheri Unnayan Samity Vill &Po Mukalmua, Dasai Nulbari Assam	- do -	120040	50 NFE centres	
21	Jamunamukh Amtola Ahmedia Madrassa Committee Vill & Po Jamunamukh, Dist. Naugaon Assam	- do -	126648	50 NFE centres	
22	Gauripur Vivaka Nand Club Barupatty Road, Po Gurripur Dhubri-783 331 Assam	- do -	126382	25 NFE centres	
23	Morigoan Mahila Moghil Morimushinogaon, PO Morigaon, Dist.Naugaon, Assam	- do -	132790	50 NFE centres	
24	Universal Brother Hood Association Rangaloo, Junarmur, Dist.Naugaon Assam	- do -	214400	80 NFE centres	

1	2	3	4	5	6
25	Total Rural Development PO Dabadhora, Dist.Nalbari Assam	- do -	132790	50 NFE centres	
26	Udali Rehmaria Madrasa PO Udali Bazar, Dist Naogaon Assam	- do -	142390	50 NFE centres	
27	Charitable Association for Rural Development K.R. School Betliah, W. Champaran Bihar	- do -	352000	DRU	
28	Manthan Khagoul Roman Catholic Church Khagoul, Distt. Patna, Bihar	- do -	352000	DRU	
29	Shram Bharati, Khadigram Munger, Bihar	- do -	361000	DRU	
30	Jharia Mahila Vikas Kendra Gandhi Road, PO Jharia, Dist.Dhanbad-828 111, Bihar	- do -	120300	25 NFE centres	
31	Mahila Shishu Kalyan Pratishtan Ekangar Sarai, Nalanda, Bihar	- do -	126675	25 NFE centres	
32	Prakartik Arogya Asharam Rajgir, Nalanda Bihar	- do -	224557	50 NFE centres	
33	Samanvay Ashram Bodh Gaya, Bihar	- do -	692115	EX1+DRU	
34	Indira Gandhi Samaj Seva Ashram 221-A, People's Co-operative Colony, Kankarbagh, Patna	- do -	138500	30 NFE centres	
35	Bihar Dalit Vikas Samiti Patna Near Bhumeswari Raj College, Barh, Patna	- do -	235189	100 NFE centres	
36	Antyodaya Lok Karyakram(ALOK) West Champaran, Bihar	- do -	234050	EXI	
37	Santhal Pragana Gram Udyog Samiti. Vidyamathdham, Deogar Santhal Pargana, Bihar	- do -	132419	30 NFE centres	

1	2	3	4	5	6
38	Santhal Pargana Antyodaya Ashram Pumaudha, PO Deoghar, Santhal Pargana, Bihar	- do -	145995	30 NFE centres	
39	Ghoghardiha Prakhanda Swarajya Vikas Sangh Vill & PO Jagarapur, Via Ghoghordiha Madhubani-847 402 Bihar	- do -	478800	100 NFE centres	
40	Samagra Gram Swarajya Sangh Islam pur Nalanda Bihar	- do -	129965	30 NFE centres	
41	Banvasi Seva Kendra Aghora Distt.Rohtas, Bihar	- do -	127847	100 NFE centres	
42	Gram Swarajya Samiti Bakhtiyar Sahimpur, Patna, Bihar	- do -	132790	50 NFE centres	
43	Binoba Arogya and Lok Shiksha Kendra Vill Jay, Krishna Nagar, Po Badya, Islampur, Nalanda Bihar	- do -	291460	60 NFE centres	
44	Jan jagran Kendra Vill & PO Barh, Dist. Hazaribagh Bihar	- do -	145949	30 NFE centres	
45	Santa Gram Vikas Samiti Vill & Po Rampur Kumar, Kauf Mehnar Road, Vaishali, Bihar	- do -	142650	30 NFE centres	
46	Jan Shikshan Kendra Vill & Po Chakar, Dist.Munghyr, Bihar	- do -	142218	30 NFE centres	
47	Nav Bharat Jagriti Kendra Behara Po Brindavan Champa5ran, Hazaribagh Bihar	- do -	211909	60 NFE centres	
48	ADITHI 2/30, State Bank Colony, Baity Road, Madhubani	- do -	5790679	200 NFE centres	
49	Gram Nirman Mandal Sarvodaya Ashram Shekho Deora Nawadha-805 106 Bihar	- do -	153540	60 NFE centres	
50	Gujarat Khet Vikas Parishad Ahemadabad	- do -	132790	50 NFE centres	

1	2	3	4	5	6
51	Anand Niketan Ashram Trust P.O. Rangpur Kavant, Dist. Baroda-391 140	- do -	240245	100 NFE centres	
52	BhavNagar Mahila Sangh Panwari Chowk, Bhavnagar-364 001, Gujarat	- do -	360000	100 NFE centres	
53	Gram Nirman Kelwani Mandal Thava Taluka Valia, Ankleshwar, Dist. Bharuch, Gujarat	- do -	222900	100 NFE centres	
54	Lal Bhai Group Rural Development Fund Arvind Mills Premises, Naroda Road, Ahmedabad-380 025	- do -	153400	100 NFE centres	
55	Lok Bharati Gram Vidyapeeth Sanosra-364 230 Dist. Bhavnagar, Gujarat	- do -	467224	100 NFE centres	
56	Manav Seva Mandal Trust 5-A Anupama Society, Amin Marg, Near Nutan nagar, Rajkot-360 001	- do -	449525	100 NFE centres	
57	Servants of The People Society 1225 Devni Sheri, Mandvini Pole, Ahmedabad-380 001, Gujarat	- do -	1124190	200 NFE centres	
58	Sh. Panch Mahal Kelvani Mandal Kalol, Dist. Panchmahal, Gujarat	- do -	367788	100 NFE centres	
59	Shree Saraswatam Mumora, Dist. Kuchchh, Gujarat	- do -	572505	100 NFE centres	
60	Smt. B.K. Baljoshi Edn. Trust 20, Ratish Society, Kalol-382 721 Dist. Mehsana, Gujarat	- do -	390953	100 NFE centres	
61	Swaraj Ashram Bardoli, Dist. Surat, Gujarat	- do -	247243	100 NFE centres	
62	Anjuman-I-Talimi Idara Court Road, Bharuch	- do -	677629	100 NFE centres	

1	2	3	4	5	6
63	Gujarat State Crime Prevention Trust C/O Kishore Tripathi, 2, Joshibagh Apartment Near Navrang High School, St.Xaviars School Road Ahmedabad-380 014	- do -	380055	100 NFE centres	
64	Thasara Taluka Yuvak Mandal Association Agrava Tal, Dist.Kheda-388 230	- do -	120260	25 NFE centres	
65	Labour Welfare Trust Gandhi Majoor Sevalaya Bharada Ahmedabad-380 017	- do -	255900	100 NFE centres	
66	Ahmedabad City Social Education Committee Labour Welfare Building, Outside Raiper Gate, Ahmedabad-380 022 Gujarat	- do -	356517	100 NFE centres	
67	Amar Bharati Moti Pavathi, Via Bahiyal, Taluka Dehgam, Dist. Ahmedabad-382 308 Gujarat	- do -	634316	100 NFE centres	
68	Lucky Education Society Meham (Rohtak) Haryana	- do -	480600	100 NFE centres	
69	Shiksha Samiti, DAV Training College Shiv Nagar, Sonapat Haryana	- do -	687130	130 NFE centres	
70	Vidya Mahasabha Kanya Gurukul Mahavidyalya Kharkhoda, Dist. Sonapat, Haryana	- do -	960502	200 NFE centres	
71	Janta Kalyan Samiti Opp.Bus Stand, Rewari, Mahendragarh, Haryana	- do -	413085	100 NFE centres	
72	Haryana State Council For Child Welfare Bal Vlikas Bhavan, 650, Sector 16-D Chandigarh-160 016	- do -	275100	100 NFE centres	
73	Society For Social Action for Rural Development of Hilly areas, Paunta Sahib, Sirmour	- do -	132790	50 NFE centres	
74	Society for Social Uplift Through Rural Education Jagjit Nagar, Via Jubbar-173 225 Dist. Solan, H.P.	- do -	172762	100 NFE centres	

1	2	3	4	5	6
75	Peoples' Action For People In Need Andheri, Dist Sirmour-173 023 HP	- do -	153015	100 NFE centres	
76	Rural Centre For Human Interest Sirmour District, H.P.-713 101	- do -	174900	100 NFE centres	
77	Karnataka Welfare Society P.Box No.28, Chikbalppur-562 101	- do -	511905	100 NFE centres	
78	Kerala Asssocation for NFE and Development Trivandrum	- do -	760050	150 NFE centres	
79	Sultan-Ul-Hind Educational Society Bhopal	- do -	403770	100 NFE centres	
80	Bal Avam mahila Kalyan Samiti Bilgoan Kwari Ganesh Pura, Shukara Bhavan, Jail Road, Morena MP-476 001	- do -	120300	25 NFE centres	
81	Tarun Sanskar 1784, Indira Market, Azad nagar, Jabalpur-482 010 MP	- do -	116865	25 NFE centres	
82	Kasturba Gandhi National Memorial Trust Kasturba Gram, Indore-452 020 MP	- do -	318943	100 NFE centres	
83	Montessory Education Society Kochrud Dist.Ujjain MP	- do -	240080	50 NFE centres	
84	DISHA, Raipur M.P.	- do -	200000	E&I	
85	EKLAVYA Bhopal Madhya Pradesh	- do -	993723	E&I	
86	Madhya Pradesh Council for Child Welfare Hotal No. 5 ,BHEL Township Piplani Bhopal-462021 M.P.	- do -	449996	100 NFE centres	
87	Gyatri Shakti Shikshan Samaj Kalyan Samiti 1314,Mishra Market,Ranjhi Basti Jabalpur,M.P.	- do -	186297	25 NFE centres	
88	Shri Mauni Vidyapeeth, Gargoti Kolhapur	- do -	132790	50 NFE centres	

1	2	3	4	5	6
89	Akhil Bhatiya Magasvargiya Samaj Probodhan Sanstha 22, Prakash Apartment Katemanivali, Kalyan(East) Dist. Thane Maharashtra	- do -	119358	25 NFE centres	
90	Arpan Education Society Talasari (Thane) Wankhede Niwas, Aurangabad, Maharashtra	- do -	179263	25 NFE centres	
91	Bhagini Mandal Chopda, Dist. Jalgaon, Maharashtra	- do -	132790	50 NFE centres	
92	Bombay City Social Edn. Committee Adarsh Nagar, Worli, Bombay-400 025, Maharashtra	- do -	161121	50 NFE centres	
93	Citizen Uplift Society 17, Pioneer Nagar, Khamla Road, Nagpur-15, Maharashtra	- do -	120041	25 NFE centres	
94	Gramin Apang Punarvasan Sanstha Kaju Baug, Kadagaon Road, Gandhinglaj, Dist.Kolhapur-416 502 Maharashtra	- do -	240080	50 NFE centres	
95	Indian Institute of Education 128/2, J.P. Naik Path, Off. Karve Road, Kothrud, Pune-411 029	- do -	1394150	NFE Cell +E&I	
96	Inst. Of Management & Training Research 20, Shardhashram Colony, Paithangate, P.B.87, Aurangabad-431 001 Maharashtra	- do -	225450	50 NFE centres	
97	Jalna Education Society R.G.Bagadia Arts, S.B.Lakhotia Commerce & R.Benzo- nji Science College, Jalana-431 203 Maharashtra	- do -	235256	50 NFE centres	
98	Kagal Education Society Kagal District Kolhapur	- do -	199802	50 NFE centres	
99	Parth Vidya Prasarak Mandal Ahmednagar	- do -	359200	50 NFE centres	
100	Sanskriti Samvardhan Mandal Sharadanagar, Tal. Baloli, Dist. Nanded-431 731 Maharashtra	- do -	120040	50 NFE centres	
101	Sant Kabir Shik. Prasarak Mandal Kailas Niwas, Ghati, Dist. Aurangabad, Maharashtra	- do -	850905	100 NFE centres	

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102	Sati Mata Shikshan Sanstha 11, Vankatesh Nagar, Khamla Road, Nagpur-440 025, Maharashtra	- do -	239622	50 NFE centres	
103	Sh. Samarth Shikshan Sanstha Ramtek Nagpur	- do -	215501	50 NFE centres	
104	Sh. Sanjay Gandhi Shikshan Prasarak Mandal Pimpalgaon, Kajale Tanda, Tal.Jintoor, Dist. Parbhani, Maharashtra	- do -	180450	25 NFE centres	
105	Sh.Balasaheb Mane Shikshan Prasarak Mandal Ambays District, Tq.Hatkanangale, Kolhapur	- do -	197385	50 NFE centres	
106	Vidharba Pradeshek Basava Samiti Kesharao Buty Road, Sitabuldi, Nagpur, Maharashtra	- do -	119896	25 NFE centres	
107	Yogeshwari Education Society Ambajogi-431 517 Dist. Bead, Maharashtra	- do -	103989	50 NFE centres	
108	Maharashtra Magasvargiya Sewa Sangh Yedsi, Tq Kalamnuri, Dist.Parbhani.	- do -	119134	25 NFE centres	
109	Rajshri Chhatrapati Shahu Shikshan Prasarak Mandal Burudgaon Road, Dist.Ahmednagar	- do -	179735	25 NFE centres	
110	Sewa Dham Trust C/o.Manoj Clinic,1148, Sadashiv Peth Pune	- do -	183307	50 NFE centres	
111	Shikshan Prasark Mandal Mane Vasti, Madha, Dist.sholapur	- do -	120300	25 NFE centres	
112	Rahul Education Society Shastri Nagar, Kolhapur, Maharashtra	- do -	117803	25 NFE centres	
113	Madhuan Kushat Rog Nirmulan Sanstha Jambhulghat, Tq.Chimur, Dist.Chandrapur Maharashtra	- do -	253350	50 NFE centres	

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114	Ahilaya Devi Halkar Samarak Sanstha Tq.Pusad, Dist.Yavatmal Maharashtra	- do -	252530	50 NFE centres	
115	Shri Nath Shikshan Prasarak Mandal 3165, Tanaje Chowk, Pavdharpur Dist.Solapur, Maharashtra	- do -	119088	25 NFE centres	
116	Jawahar Lal Nehru Shikshan Prasarak Mandal Unnardari, Tq.Mukhed, Dist.Nanded, Maharashtra	- do -	359473	75 NFE centres	
117	Academy For Education & Youth Services 917/25, Ganeshwadi, Pune, Maharashtra	- do -	103651	25 NFE centres	
118	Foundation for Research in Community Health 84-A, R.G. Thadani Marg, Worli, Bombay-400 018 Maharashtra	- do -	186304	E&I	
119	The Society for Ednl.Improvement & Innovation B 10, Gera Park, 15 Boat Club Road, Pune-411 001 Maharashtra	- do -	257460	E&I	
120	Deogiri Shikshan Prasarak Mandal Dr.GP Gaikwad, Plot No.12, Ward No.11, Artizan Colony, Kadrabad, Dist Parbhani, Maharashtra	- do -	266100	100 NFE centres	
121	Samaj Unnati Shikshan Sanstha Kalamber (Khurd),Tq.Kandra, Dist.Nanded Maharashtra	- do -	119829	25 NFE centres	
122	Kai Sanjay Gandhi Kirda Sangha Umri Tq.Bhokar, Distt. Nanded (M.S)	- do -	126570	25 NFE centres	
123	Avehi, Public Charitable Trust, Bombay	- do -	300000	E&I	
124	Manipur Vocational Institute Imphal	- do -	132790	50 NFE centres	
125	Manipur Wangjing Tentha Farmers Devlp. Assoc. Post Bag No.6, Imphal-795 001 Manipur	- do -	132790	50 NFE centres	
126	Acharya Harihar Shishu Bhavan Satyabadi, AT/PO Sakhigopal, Dist. Puri Orissa	- do -	371928	100 NFE centres	

1	2	3	4	5	6
127	Anchalika Kunjeswari Sanskrutika Sansad At/Po Kanas Dist.Puri Orissa-752 017	- do -	352609	50 NFE centres	
128	Antodaya Chetana Mandal At/PO Barakand, Via Morada, Dist.Mayurbhanj, Orissa	- do -	593010	100 NFE centres +DRU	
129	Antyodaya Chetna Kendra At.Sankatpalia, Post Hadgarh, Dist.Keonjhar, Orissa-758 023	- do -	224217	50 NFE centres	
130	Antyodaya Seva Kendra At.Ramchandrapur, Post Purunabasant, Via Naliber, Dist. Cuttack-754 104 Orissa	- do -	198936	50 NFE centres	
131	Bagdevi Club Makundapur, Po Janhapanka, Via Boudh, Dist.Phulbani, Orissa	- do -	271814	50 NFE centres	
132	Banabasi Sewa Samiti PO Baliguda, Dist.Phulbani, Orissa-762 103	- do -	360120	50 NFE centres	
133	Banadevi Sewa Sadan Kabisuryanagar, Dist. Ganjam, Orissa-761 104	- do -	234840	50 NFE centres	
134	Bapuji Pathagar At/PO Sukha, Dist. Bolangir, Orissa	- do -	257196	50 NFE centres	
135	Bhagbat Pathagar Salepali, Dist.Bolangir Orissa	- do -	254652	50 NFE centres	
136	Bhairabi Club At Kurumpada, Post Hadapada, Via Naraingarh, Dist. Puri, Orissa	- do -	212135	50 NFE centres	
137	Bidyut Club At. Haladipada, Post Bajpur, Dist. Puri, Orissa	- do -	161280	100 NFE centres	
138	Binapani Jubak Sangh Batpondugondi, PO Motiagarh, Dist. Mayurbhanj, Orissa	- do -	120040	50 NFE centres	

1	2	3	4	5	6
139	Centre for Upliftment & Lower Incomers (CULI) Chowkulat, Dist.Cuttack-754 422, Orissa	- do -	377838	50 NFE centres	
140	Centre for Youth & Integrated Development P.B.No. 30, Baselisahi, Oriya Math Lane, PO & Dist. Puri-752 001, Orissa	- do -	119040	50 NFE centres	
142	Centre for Youth & Social Development 65 Satyanagar ,Bhubaneshwer	- do -	1522398	200 NFE centres +DRU	
143	Cuttack Zila Adivasi Harijan Sewa Sanskar Yojna At. Chhatta, PO Chatrachakada, Dist.Cuttack-753 101, Orissa	- do -	240080	50 NFE centres	
144	Dhakotha Yubak Sangh At/PO Dhakotha, Dist.Keonjhar, Orissa-758 049	- do -	376356	100 NFE centres	
145	Fellowship Purana Bazar, Bhadrak, DIST Balasore, Orissa-756 100	- do -	163715	50 NFE centres	
146	Gandhi Sewa Shram Ishwarlal Shishu Bhawan, PO Jaleswar, Dist.Balasore Orissa	- do -	240300	100 NFE centres	
147	Gania Unnayan Committee At/PO Gania, Dist.Puri, Orissa-752 085	- do -	252360	50 NFE centres	
148	Ghumusara Mahila Sangathan At/PO G.Udyagiri, Dist. Phulbani, Orissa	- do -	352392	100 NFE centres	
149	Gopinath Juba Sangh At.Alisisasan, PO Darada, Via Balipatna, Dist.Puri Orissa-752 102	- do -	207322	50 NFE centres	
150	Gram Mangal Pathagar At/PO Salepali, Via Jarasingh, Dist.Bolangir, Orissa	- do -	477186	100 NFE centres	
151	Hoina Leprosy Research Trust Post Bag No.1, Muniguda, Dist.Koraput Orissa.	- do -	660746	100 NFE centres	
152	Ind. Rural Reconst. & Disaster Resp. Serv. OMP Road, Gandhi Nagar, Rayagada, Dist. Koraput, Orissa-765 001	- do -	309949	100 NFE centres	

1	2	3	4	5	6
153	International Indecency Prevention Movement At Bidanasi (Sovania Nagar) PO Cuttack Orissa	- do -	396548	100 NFE centres	
154	Jagrut Shramik Sangathan At/PO Khariar-766 107 Dist.Kalahandi, Orissa	- do -	120040	50 NFE centres	
155	Jana Kalyan Samaj At Godibari, P.O. Chandaka, Dist. Puri, Orissa	- do -	110926	100 NFE centres	
156	Jayanti Pathagar Nuapada, Dist.Ganjam-761 011 Orissa	- do -	383483	100 NFE centres	
157	Jyanti Pathagar At Sahapada, Po Brahmabarada Dist. Cuttack-755 005 Orissa	- do -	374366	100 NFE centres	
158	Jyotirmayee Mahila Samiti Badagaon, Kendrapada Dist. Cuttack, Orissa	- do -	600549	100 NFE centres	
159	Lokshakti At/Po Sri Kanthapur, Dist.Balasore, Orissa	- do -	443383	100 NFE centres	
160	M.O. Club At/PO Kantabadi, Via Baghamari, Dist. Puri-752 061, Orissa	- do -	325425	50 NFE centres	
161	Mandal Pokhari Jubak Sangh At/Post Mandari, Via Basudebpur, Dist. Balasore, Orissa	- do -	210050	50 NFE centres	
162	Navjyoti Post Garudgan, Via Katsahi, Dist.Cuttack, Orissa-754 022	- do -	188579	50 NFE centres	
163	Netajee Jubak Sangh Balipokhari, At/PO Paramanandpur, Via-Akhuapada, Dist. Balasore-756 122 Orissa	- do -	220512	50 NFE centres	
164	Nilachal Sewa Pratishthan Benogaon(Kanas), Dist. Puri-752 017, Orissa-	- do -	366092	100 NFE centres	
165	Old Rourkela Education Society At. Balizodi, PO Rourkela, Dist.Sundergarh-769 016 Orissa	- do -	395300	100 NFE centres	

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166	Palli Mangal Jubak Sangh At.Nayapalli, Post Deuli, Pichkuli, Dist.Puri, Orissa-752 064	- do -	224477	50 NFE centres	
167	Pallishree At/PO Ghasiput, Via Banki, Dist. Cuttack Orissa	- do -	240080	50 NFE centres	
168	People Inst. For Participatory Act: Research At/Po Mahimagadi, Dist.Dhenkanal Orissa-759 014	- do -	363598	100 NFE centres	
169	Pragati Pathagar At Belaguntha, Dist.Ganjam Orissa-761 119	- do -	256800	50 NFE centres	
170	Radhanath Pathagar At/PO Soro, Dist.Balasore, Orissa-756 045	- do -	210040	50 NFE centres	
171	Ramjee Yubak Sangh PO Sadiapali, Dist.Bolangir, Orissa-767 065	- do -	476173	100 NFE centres	
172	Rural Development Society At. Kalinga, PO K.B.Danda, Via Mahakalapara, Dist. Cuttack, Orissa	- do -	549411	100 NFE centres	
173	Rural Education & Action For Change Jagamara, Khandagiri, Bhubaneswar, Orissa-751 030	- do -	514062	100 NFE centres	
174	Rural Women Development Service Centre At/PO Khalari, Via Angul, Dist. Dhenkanal, Orissa-759 001	- do -	226733	50 NFE centres	
175	Samagra Vikas Parishad At/PO Baliapal, Dist. Balasore, Orissa-756 026	- do -	263614	50 NFE centres	
176	Samajik Sewa Sadan Vill. Bhanjikusum, PO Mahisapat, Dist.Dhenkanal, Orissa	- do -	440221	100 NFE centres	
177	Sarvodaya Samiti Gandhi Nagar, Dist. Koraput-764 020, Orissa	- do -	210480	50 NFE centres	

1	2	3	4	5	6
178	Society For Development Action PO Kuliana, Dist. Mayurbhanj, Orissa-757 030	- do -	351606	100 NFE centres	
179	Society For Health Education & Development College Road, Rayagada, Dist.Koraput, Orissa-765 001	- do -	386508	100 NFE centres	
181	Sri Satya Sai Sewa Samiti At/Po; Deobhubanpur Via Balisankara Dist.Sundergarh-770 015 Orissa	- do -	300100	50 NFE centres	
182	Sri Sri Sharadeswari Pathagar At Kharda, Po Turra Dist Bolangir, Orissa-767 030	- do -	127544	50 NFE centres	
183	Subhadra Mahtab Sewa Sadan At/po G.Udyagiri, Dist.Phulbani, Orissa	- do -	717359	100 NFE centres	
184	Swami Vivekanand Inst. of Social Work & Allied Ser (VISWAS) Khariar Road, Dist.Kalahandi-766 104, Orissa	- do -	893059	100 NFE centres + DRU	
185	Tagore Society for Rural Development 101, Bapuji Nagar, Bhubaneswar-751 009 Orissa	- do -	1160325	300 NFE centres	
186	Utakal Navajeevan Mandal PO Angul, Dist. Dhenkanal, Orissa	- do -	415768	100 NFE centres	
187	Utkalmani Sewa Sangh At/PO Badasiraipur, Dist. Puri, Orissa	- do -	126959	50 NFE centres	
188	Vikash M-5/11, Acharya Vihar, Bhubaneswar-751 013 Orissa	- do -	235468	50 NFE centres	
189	Vivekanand Palli Agragamee Sewa Pratisthan Kalheipali, Gochhara, Dist.Sambalpur-768 222 Orissa	- do -	448864	100 NFE centres	
190	WELCOMES (Community Welfare & Enrichment Society) G.S. Mahrana Building, Vivekanand Marg, Bhubaneswar, Orissa-751 002	- do -	201372	50 NFE centres	

1	2	3	4	5	6
191	Nari Shakti Samaj Kuji Mahal, PO Chandaka Dist.Puri Orissa-754 015	- do -	151795	50 NFE centres	
192	Aragamee At/P.O. Kashipur, Orissa-765015	- do -	962949	100 NFE centres + DRU	
193	Society For Human Resource & Economic Development At Rundimahal, Dist.Phulbani Orissa	- do -	601235	100 NFE centres	
194	Vabani Shankar Club At Gangpur, Po Simore, Dist.Puri Orissa	- do -	407769	100 NFE centres	
195	National Institute of Social Work & Social Science Surya Nagar, Bhubaneswar-751 003 Orissa	- do -	467416	100 NFE centres	
196	Jubajyoti Club Village Kumandol, PO Nairi, Dist.Puri, Orissa-752 029	- do -	124923	25 NFE centres	
197	Anchalika Baldev Voluntary Agency At/PO Alkund Nuagan, Via Pritipur, Cuttack, Orissa.	- do -	113714	25 NFE centres	
198	Luthern Mahila Samity At/PO Patalipank Via Kujang, Dist.Cuttack, Orissa.	- do -	236460	50 NFE centres	
199	Youth Association For Rural Reconstruction At/PO Boinda, Dist. Dhenkanal, Orissa-759 127	- do -	305146	50 NFE centres	
200	Dharmanandan Yubak Sangha At Sikipani, Po Dharuadihi Dist.Sundergarh Orissa	- do -	116072	50 NFE centres	
201	Ruchika School 14, Forest Park, Bhubaneswar-751 009 Orissa	- do -	115421	25 NFE centres	
202	Voluntary Assoc.for Rural Reconst.& Appp. Tech. Boulkani, Baradang, Mahakalpada, District Cuttack, Orissa	- do -	180969	50 NFE centres	

1	2	3	4	5	6
203	Samanvita Gramya Unnayan Samiti At/PO G. Udayagiri, District Phulbani, Orissa	- do -	260915	50 NFE centres	
204	Loka Nayak Club At/PO Patapur, Banki, Dist.Cuttack, Orissa-754 008	- do -	449803	100 NFE centres	
205	Balmikeshwar Jubak Sangh Distt. Puri Orissa-752018	- do -	272185	50 NFE centres	
206	Seva Mandir Hindupur A.P.	- do -	352000	DRU	
207	Ajmer Adult Education Assoc., Ajmer E.P.I., Shastri Nagar Extension, Vidhyut Marg, Ajmer-305 006, Rajasthan	- do -	740360	100 NFE centres + DRU	
208	Bhilwara District Adult Education Association 8/199, Sindhu Nagar, Bhilwara-311 001 Raj.	- do -	170951	100 NFE centres	
209	Bhoruka Charitable Trust P.O. Bhogugram,(Nangal Kalan), Dist.Churu, Rajasthan	- do -	425262	100 NFE centres	
210	Bikaner Adult Education Association Praudh Shiksha Bhawan, Saraswati Park,P.Box No.28, Bikaner-334 001 Raj.	- do -	180463	50 NFE centres	
211	Gandhi Vidya Mandir Sardashar, Rajasthan	- do -	329024	100 NFE centres	
212	Gramin Vikas Vigyan Samiti P.O. Manaklay, Via Hathania Dist. Jodhpur, Rajasthan	- do -	314543	100 NFE centres	
213	Jodhpur Adult Education Association Gandhi Bhawan, Residency Road, Jodhpur, Rajasthan	- do -	218123	100 NFE centres	
214	Lok Shikshan Sansthan P-87, Gangori Bazar, Jaipur, Rajasthan	- do -	222217	50 NFE centres	

1	2	3	4	5	6
215	Rajasthan Vidyapeeth Lok Shikshan Parishad Pratap Nagar, Udaipur-313 001 Rajasthan	- do -	248274	50 NFE centres	
216	Seva Mandir Udaipur, Rajasthan	- do -	201392	100 NFE centres	
217	Bodh Shiksha Samiti Jaipur	- do -	553667	E&I	
218	Rajasthan Mahila Vidyalya Gyan Marg, Near Gulab Bagh, Udaipur-313 001	- do -	255900	100 NFE centres	
219	District Adult Education Association 13, Jhalawar Road, Kota, Rajasthan, 2	- do -	527000	100 NFE centres + DRU	
220	Women's Voluntary Service of Tamilnadu 19,East Super Tank Road, Chetput Madras-600 031	- do -	477779	100 NFE centres	
221	Tagore Educational Society Tindivanam-604 001 Dist. South Arcot Tamilnadu	- do -	475607	100 NFE centres	
222	Sisters of the Cross Congration,Chavanod Trichurapalli-620 001	- do -	117570	50 NFE centres	
223	GRD Trust Kalaikathir Buildings, Avanashi Road, Coimbatore-641 037	- do -	755700	100 NFE centres	
224	Association of National Service Chengalpathi 316,NGO Colony, Chengalpattu-603 001	- do -	117850	25 NFE centres	
225	Krishanamurti Foundation India 64/65 Greenways Road, Madras-600 028 Tamil Nadu	- do -	428071	E&I	
226	Womens' Indian Association 43,Greenways Road, Madras-600 028	- do -	235840	50 NFE centres	
227	Madhar Nala Mandaram B.Vadygapalayam, Vandipaloyam,PO Cuddalore, South Arcot-607 004	- do -	405612	100 NFE centres	

1	2	3	4	5	6
228	League for Education And Development 680, Sathiavani Muthu ST. KK Nagar, Trichurapalli-620 021	- do -	240080	50 NFE centres	
229	Bal Kalyan Kendra,Pindra Distt. Deoria UP	- do -	255900	100 NFE centres	
230	Samaj Kalyan Shikshan Sansthan Vill. Karwanhi,P.O. Nakatohan, Distt.Deoria, U.P.	- do -	133050	25 NFE centres	
231	Adarsh Janta Shikshan Samiti Vill & PO Pindi, Tehsil Karchhana, District Allahabad, Uttar Pradesh	- do -	445800	100 NFE centres	
232	Amethi Mahila Swacchik Seva Samiti Amethi, Sultanpur, Uttar Pradesh	- do -	102299	25 NFE centres	
233	Banwasi Sewa Ashram Govindpur (Via Turra), Sonbhadra U.P.	- do -	1807500	500 NFE centres +DRU	
234	Jan Kalyan Shiksha Samiti Pawanagar, Fazil Nagar, Dist. Deoria, U.P.	- do -	883883	100 NFE centres	
235	Lok Vikas Sansthan 49, Mahatma Gandhi Marg, Allahabad-211 001, U.P.	- do -	424053	100 NFE centres	
236	Myana Gramodyog Seva Sansthan Myana, H.O. Hospital Road, Khurja, U.P.	- do -	441969	100 NFE centres	
237	Sarva Daliya Manav Vikas Kendra Bahjoi, Moradabad, U.P.	- do -	327486	100 NFE centres	
238	Sarvodaya Shiksha Sadan Samiti Railway Station Road, Shikohabad(Mainpuri) U.P.	- do -	240080	50 NFE centres	
239	Yuvak Mangal Dal Rajepui, 274, Avas Vikas Colony, Dist.Unnao, Uttar Pradesh	- do -	352050	50 NFE centres	
240	New Public School Samiti 261/56,Nandan Mahal Road, . Lucknow UP	- do -	120258	25 NFE centres	

1	2	3	4	5	6
241	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Raibarelli UP	- do -	329623	100 NFE centres	
242	Jan Jati Vikas Samiti Railway Station Road, Robert Ganj, Mirzapur UP	- do -	240080	50 NFE centres	
243	Navjagriti Samaj Vikas Sansthan 25, Mohalla Khera Ferozabad Agra	- do -	113119	25 NFE centres	
244	Literacy House P.O. Alam Bagh, Lucknow-226 005 U.P.	- do -	2837067	E&I	
245	Samajothan Evam Shiksha Pracharika Sansthan Darveshpur, Mawana, Meerut	- do -	110428	25 NFE centres	
246	Mahila Udyog Prashikshan Kendra 261/4, Salik gang Road, Muthigang, Allahabad	- do -	119780	25 NFE centres	
247	All India Children Care and Development Society Azamgarh, UP	- do -	445800	100 NFE centres	
248	Irshad Academy Shahpeer Gate, Meerut, U.P.	- do -	126025	25 NFE centres	
249	Budhistava Baba Sahib Dr. Ambedkar Smarak Samiti Chhitwapur, Pajawa, Lucknow, UP	- do -	252773	50 NFE centres	
250	Adarsh Sewa Samiti 326/1, Saket Colony, Street No.6 Muzzafar Nagar, (U.P.)	- do -	132790	50 NFE centres	
251	Asha Singh Purva Madhyamik Vidyalaya Samra Chorahar, PO Bilgram, District Hardoi, UP	- do -	133050	25 NFE centres	
252	Ganga Rani Balika Vidyalaya Rampur Baiju chhibraman, Farrukhabad, UP	- do -	265580	50 NFE centres	
253	Shaheed Memorial Society E-1698, Rajaji puram, Lucknow-226 017	- do -	511800	100 NFE centres	

1	2	3	4	5	6
254	Sarvjanik Shakshnik Sanstha Village Allipur, PO Sakana, Dist. Hardoi, UP	- do -	133050	25 NFE centres	
255	Urmil Samaj Kalyan Samiti Purana Boarding House, Hardoi.	- do -	133050	25 NFE centres	
256	Burdwan Zilla Saksharta Samiti W.B.	- do -	352000	DRU	
257	Insan School (Talimi Mission Core) P.O. Kishan Gunj, Purnia, Bihar	- do -	358000	DRU	
258	Paschim Banga Kheria Sabar Kalyan Samiti Vill & P.O. Rajnowgarh W. B.	- do -	153540	60 NFE centres	
259	Bengal Social Service League 1/6, Raja Dinendra Street, Calcutta-700 009, WB	- do -	156103	100 NFE centres	
260	Calcutta Urban Service Consortium 16, Sudder Street, Calcutta, West Bengal	- do -	950200	200 NFE centres	
261	Tagore Society For Rural Development 14, Khudi Ram Bose Road, 24-Parganas, Calcutta-6 West Bengal	- do -	623718	200 NFE centres	
262	Shree Ram Krishna Satyananda Ashram Vill Jirabpur, PO Basirhat, Railway Salahai, Dist.24 Parganas (North WB	- do -	717509	300 NFE centres	
263	Inst. of Psychological & Edn. Research 27, Circus Avenue, Calcutta West Bengal	- do -	272500	E&I	
264	Village Welfare Society P.O Panchrul Howrah	- do -	214738	50 NFE centres	
265	Spastic Society of Eastern India Calcutta	- do -	357490	E&I	
266	Midnapore Sakoharatha O Rog Pratirodh Samiti Midnapore West Bengal	- do -	309044	DRU	

1	2	3	4	5	6
267	Akhil Bhartiya Samajothan Samiti A-3/51, LIG Rohini, Sector VII, New Delhi-110 034	- do -	480089	100 NFE centres	
268	PHD Rural Development PHD House Thappar Floor, Opposite Asian Games Village, New Delhi-110 016	- do -	408496	100 NFE centres	
269	People's Institute for Development and Training 4-A, Shahpur Jat, New Delhi-110 016	- do -	125392	200 NFE centres	
270	Nehru Bal Samiti E-63, South Extension Part-I New Delhi-110 049	- do -	186610	50 NFE centres	
271	Lady Irwin College Sikandara Road, New Delhi	- do -	526205	E&I	
272	Basic Shiksha Parishad Allahabad	- do -	6423000	E&I	
273	Digantar Shiksha Evam Khelkood Samiti Jaipur	- do -	148176	E&I	
274	Siddhu Kanu Gram Unnayan Samiti Peharhati W.B.	- do -	206944	E&I	
275	Majhira National Basic Educational Institute , Purulia ,WB	- do -	360700	E&I	
276	Young Indian Andheri (W) Bombay	- do -	115398	25 NFE centres	
277	Chetana -Vikas Gopuri Wardha (MS)	- do -	237000	DRU	
278	Gandhi Seva Ashram Jalalpur Bazar Sarn , BIHAR	- do -	153540	60 NFE centres	
279	Atmarojgari Mahila Samiti (SEWA) Khadigram Munger Bihar	- do -	255900	100 NFE centres	
280	Sree Niwasa Mahila Mandli Darsi Agraharam Martur Mundal Distt.Prakasam AP	- do -	132790	50 NFE centres	
281	St. Xavier 's High school P Box No. 30 Chaibasa ,Distt. Singbhum, Bihar	- do -	255200	0 NFE centres	
282	Arnad Vellalar Sangam Sannathi Street Tiruvanaikoil, Trichi-620095	- do -	219112	100 NFE centres	
284	Madhyam Satyakam Shiksha Kendra Gorakhpur U.P.	- do -	132790	50 NFE centres	

1	2	3	4	5	6
285	Tilak Shakshik Samiti , 69 A - 101 Kanpur Allahabad	- do -	120058	25 NFE centres	
286	Sarvodaya Shiksha Sadan Samiti Railway Station Road Shikohabad U.P.	- do -	240080	50 NFE centres	
287	Jawahar Seva Sadan ,Pahuna Chittorgarh Raj.	- do -	146150	30 NFE centres	

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS / ORGANISATIONS / INDIVIDUALS DURING THE PERIOD FROM 01/04/90 TO 31/03/91 WHERE
TOTAL RELEASED GRANT (RECURRING) >= 25,000 OR
TOTAL RELEASED GRANT (NON RECURRING) >= 75,000
MINISTRY :- MINISTRY OF HUMAN RESOURCES DEVELOPMENT
DEPARTMENT :- DEPARTMENT OF EDUCATION

SL. NO.	NAME OF THE AGENCY/ ORGANISATION WITH ADDRESS	BRIEF ACTIVITIES OF ORGANISATION	AMOUNT OF G.I.A. IN 1990-91	PURPOSE FOR WHICH GRANT WAS UTILISED	REMARKS
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1	2	3	4	5	6
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II Adult Education

All the voluntary agencies are engaged in any one or the other of the following activities:

1. Running Balasodi/Aganwadi
2. Running School/College
3. Running ICDS Centres
4. Immunization of children
5. Running tailoring courses
6. Running typing/technical Institute

1.	SRI VEERA BRAHMAM EDUCATIONAL SOCIETY, GORANTOLA POST, ANANTPUR DISTT., ANDHRA PRADESH-515231.	-do-	48,239 70,000	AEC JSN	
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TOTAL 1,11,239

2.	SEVA MANDIR HINDUPUR, DISTT. ANANTAPUR ANDHRA PRADESH-515212	-do-	2,80,227 5,13,288	AEC JSN	
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TOTAL 7,93,515

3.	RAYALASEEMA SEVA SAMITHI NO.9 OLD HUZUR OFFICE BLDG. TIRUPATI-517501,DT.CHITTOOR A.P	-do-	2,81,227	AEC	
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TOTAL 2,81,227

1	2	3	4	5	6
4.	DOWNTRODDEN AND COMMUNITY DEVELOPMENT SOCIETY, 13/73-C, CHITTOR ROAD, RAYACHOTY, CUDDAPAH-516269 ANDHRA PRADESH.	-do-	3,08,400	AEC	
5.	ASSIST INDIA 33/379, ADDA ROAD, CHILAKALURITET, GUNTUR DISTT.522616 ANDHRA PRADESH	-do-	1,80,000	AEC	
6.	GRAMA NAVA NIRMAN SAMITHI, H.NO.4-2/A, INDIRA NAGAR, HUZURABAD-505468. KARIMNAGAR DISTT., A.P.	-do-	94,512 35,000	AEC JSN	
7.	GRAMONNATHA MAHILA SANGHAM, H.NO.12-14, NAKREKAL, NALGONDA DISTT., ANDHRA PRADESH-508211.	-do-	1,20,600	AEC	
8.	RURAL ENTITLEMENT AND LEGAL SUPPORT CENTRE DHARAM LAXMIPURAM, KORASAVADA(SO) SRIKAKULAM DT.(A.P.)	-do-	1,17,012	AEC	
9.	NETAJI YOUTH ASSOCIATION VATAPAGU, PALAKONDA MANDALAM, SRIKAKULAM DISTT. (ANDHRA PRADESH)-532440	-do-	1,80,000	AEC	
10.	MAHILA MANDALI RAJAM, SRIKAKULAM DISTT.-532127 ANDHRA PRADESH.	-do-	1,80,000	AEC	
11.	CHAITANYA YOUTH CLUB, MULUG, KRISHNA COLONY-506343 WARANGAL DISTT. ANDHRA PRADESH	-do-	90,000 31,500	AEC JSN	
			1,21,500		

1	2	3	4	5	6
12.	GOOD SAMARITANS RURAL DEVELOPMENT SOCIETY ATCHAYAMPETA, SOUTH CABIN LINE, NIDADAVOLE, A.P. 534301	-do-	94,512 35,000	AEC JSN	
		TOTAL	1,29,512		
13.	COMPREHENSIVE RURAL OPERATIONS SERVICE SOCIETY(CROSS) 1-69,SNEHPURI NACHARAM, HYDERABAD-501507(A.P.)	-do-	3,02,357 2,62,500	AEC JSN	
		TOTAL	5,64,857		
14.	ANDHRA MAHILA SABHA COLLEGE CAMPUS, UNIVERSITY ROAD, HYDERABAD-500007	-do-	6,34,080 1,05,000	AEC JSN	
		TOTAL	8,89,480		
15.	ACADEMY OF RURAL DEVELOPMENT AND RESEARCH, GUDAVALLI POST, VIA RANAGALA CHERUKUPALLI MANDAL, GUNTUR DISTT. A.P.-522259	-do-	1,27,500	AEC	
		TOTAL	1,27,500		
16.	ALAGHJHARI TARUN SANGH VILLAGE ALAGJHARI, P.O.RAJGHAT,VIA MANGALDAI, DARRANG DIST. ASSAM-784125	-do-	1,36,300	AEC	
17.	POPULAR PROGRESSIVE UNIT HALAKURA, P.O HALAKURA, (MAHAMAYAHAT) DISTT. DHUBRI ASSAM PIN-783335	-do-	1,20,041	AEC	
18.	BAKAITARI MAHILA SAMITY P.O. BAKAITARI, DISTT. GOALPARA, ASSAM-783125.	-do-	1,16,843	AEC	
19.	ASSAM CHAH MAZDOOR MULTIPURPOSE SOCIAL EDUCATION ASSOCIATION RANGALOO, T.E. P.O. RANGAJAN, VIA-TITABAR, DISTT. JORHAT, ASSAM-785630.	-do-	1,62,600	AEC	

1	2	3	4	5	6
20.	GRAM SWARAJ PARISHAD VILL. & P.O. RANGIA, DISTT. KAMRUP, ASSAM.	-do-	10,24,431	TLC	
21.	BANUGRAM MAHILA SAMITI P.O. NILAM BAZAR SOUTH KARIMGANJ DEV. BLOCK DISTT. KARIMGANJ ASSAM-788722	-do-	1,80,000	AEC	
22.	DARUS SALAM HAFIZEE-O-KARIANA ISLAMIC MADRASSA COMMITTEE VILLAGE ERABARI (SAMDHARA) P.O. DAGAON DISTT. NOWGONG (ASSAM) 782001	-do-	1,26,293	AEC	
23.	JANAJATI SAMAJ KALYAN ASHRAM BARUAKHAT (COLLEGE ROAD) P.O. BARAMA, DISTT. NALBARI (ASSAM) 781346	-do-	1,89,024	AEC	
		TOTAL	1,89,024		
24.	BARKHETRI UNNAYAN SAMITY, MUKALMUA, P.O. MUKALMUA, DIST. NALBARI, ASSAM-781126.	-do-	6,00,000	TLC	
25.	SHANTI SADHANA ASHRAM P.O. BELTOLA 'SHANTIVAN' BASISTHA, GUWAHATI-28, ASSAM-781028.	-do-	5,00,000	WS	
26.	MORIGAON MAHILA MEHFIL P.O. MORIGAON, DISTT. MORIGAON, ASSAM-782105	-do-	19,50,000	TLC	
27.	THE CHARITABLE ASSOCIATION FOR RURAL EDUCATION AND DEVELOPMENT, AT & PO. BETTIAH, WEST CHAMPARAN DISTT., BIHAR-845438.	-do-	5,00,000	AEC	

1	2	3	4	5	6
28.	MAHILA SHISHU KALYAN SANSTHAN EVAM HASTA SMILPA KALA PRASHIKSHAN KENDRA, VILLAGE:MANICHHAPAR, P.O. HATHUA, GOPALGANJ DISTT., BIHAR-841436	-do-	19,00,000	TLC	
29.	NAV BHARAT JAGRITI KENDRA VILL.:BAHERA, P.O. BRINDAVAN, DISTRICT HAZARIBAGH, BIHAR-825 406.	-do-	68,400 1,26,000 6,00,000	AEC JSN TLC	
30.	MITHILA LALIT SHODH SANSTHAN, AT&POST BACHAPURJ(SAURATH), BLOCK-RAHIKA, DISTRICT-MADHUBANI(BIHAR). PIN-847211.	-do-	1,27,500	AEC	
31.	GHOGHARDIHA PRAKHANDA SWARAJYA VIKAS SANGH, VILL.& P.O.JAGATPUR, VIA GHOGHARDIHA, DIST. MADHUBANI, BIHAR-847402.	-do-	1,20,600	AEC	
32.	SHRAM BHARATI KHADIGRAM P.O.KHADIGRAM, DIST. MOUGHYR, BIHAR-811313.	-do-	3,20,000	AEC	
33.	BHARTIYA JAN UTTHAN PARISHAD QAMRUDINGANJ, BIHAR SHARIF, NALANDA (BIHAR)-803001.	-do-	1,80,000	AEC	
34.	JAN JAGRAN SANSTHAN KAGAJI MOHALLA P.O. MOGAL KUAN, BLOCK BIHAR SHARIF NALANDA DISTT.,BIHAR-803101.	-do-	1,80,000	AEC	
35.	SAMAJ KALYAN MANDAL (BIHAR) AT. KALIYACHAK, PO. KESHOPUR, DIST. NALANDA, BIHAR-801302	-do-	14,50,000	TLC	

1	2	3	4	5	6
36.	BHARATIYA KALA MANDIR, MOHLLA-NAWATOLI, DALTONGANJ - 822 101 DIST. PALAMU, BIHAR.	-do-	1,80,000	AEC	
37.	BIHAR DALIT VIKAS SAMITI, AT/P.O.BARH, DISTT. PATNA, BIHAR-803213.	-do-	1,57,000	AEC	
38.	XAVIER INSTITUTE OF SOCIAL SERVICE PURULIA ROAD, P.O.BOX NO.7 DUTT-RAMEHI-834001 BIHAR.	-do-	5,390 2,69,250	AEC DRU	
39.	NIRMALI PRAKHAND SWARAJYA SABHA, AT & PO BHAPTIYAHU, DIST. SAHARSA, BIHAR-852105.	-do-	9,50,000	TLC	
40.	J.P. SARATSA SEVASHRAM KAUA CHOWK P.O.JORPURA, DT.SAMASTIPUR (BIHAR)-848504	-do-	11,00,000	TLC	
41.	SHIKSHA EVAM KALA SARVANGIN VIKAS RASHTRIYA SANSTHAN, VILL. & P.O. ISHMELA, DT. SARAN, BIHAR. PIN 841207	-do-	1,27,500	AEC	
42.	ALTERNATIVE FOR INDIA DEVELOPMENT 1st CROSS STREET, 4-CUSTOMS COLONY, BESANT NAGAR, MADRAS (T.N.)-600090	-do-	9,00,000 3,15,000	AEC JSN	
		TOTAL	12,15,000		
43.	XAVIERS CHAIBASA ST. XAVIERS HIGH SCHOOL, P.B. NO.10, CHAIBASA-833201, SINGHBHUM DT. BIHAR.	-do-	3,20,000	AEC	

1	2	3	4	5	6
44.	LOK BHARATI(BIHAR), ADARSH NAGAR, RAGHUNATH PATH, SITAMARHI DISTT., BIHAR.	-do-	15,90,000	TLC	
45.	INDIAN SOCIETY FOR COMMUNITY EDUCATION C/O GUJARAT VIDYAPITH AHMEDABAD-380001	-do-	94,512 42,000	AEC JSN	
		TOTAL	1,36,512		
46..	GUJARAT VIDHYAPITH ASHRAM ROAD AHMEDABAD-380001	-do-	32,55,000	JSN	
47.	GUJARAT STATE CRIME PREVENTION TRUST ASHIRWAD, 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE AHMEDABAD-380027	-do-	6,30,000 4,23,000	AEC DRU	
		TOTAL	10,53,000		
48.	NOOTAN BHARATI P.O MADHANGADH-385519 TALUK PALANPUR DISTT. BANASKANTHA GUJARAT	-do-	3,20,000	AEC	
49.	ANJUMAN TALIM-1-IDARA, COURT ROAD, LAL BAZAR, BHARUCH-392001	-do-	2,81,227	AEC	
49.	INSTITUTE FOR RURAL TECHNOLOGY S. RIVER VIEW, OFFICE STREET BHARUCH-392001	-do-	1,26,350	AEC	
50.	SHIV SHAKTI KELVANI MANDAL 40, HARIKRISHNA SOCIETY DAKOR-338225. TALUK THASRA DT. KHADA, GUJARAT.	-do-	1,26,350	AEC	

1	2	3	4	5	6
51.	ANAND TALUKA YUVAK MANDAL ASSOCIATION LAKSHMI NIWAS 25, AJANTA SOCIETY, ANAND-388001 DISTT. KHEDA	-do-	8,15,320 1,05,000	AEC JSN	
		TOTAL	9,20,320		
52.	THASRA TALUK YUVAK MANDAL ASSOCIATION DAKOR, THASRA TALUK DISTT. KHEDA PIN-388230	-do-	4,84,514 38,892	AEC JSN	
		TOTAL	5,23,406		
53.	SH. SAMI TALUKA SEVA SANGH C/O VAHORE BUILDING VIDYARTH ASHRAM, AT & PO SAMI DT. MEHSANA-384245	-do-	1,80,000	AEC	
54.	SMT. B.K. BALAJOSHI EDUCATION 20, RATISH SOCIETY, KALOL-384001 DISTT.MEHSANA NORTH GUJARAT	-do-	94,512 2,10,000	AEC JSN	
		TOTAL	3,04,512		
55.	BHIL SEVA MANDAL DOHADI, DT. PANCHAMAHAL GUJARAT-389001	-do-	9,00,000 2,62,500	AEC JSN	
		TOTAL	11,62,500		
56.	RAJLI MADHOPUR GROUP KELVANI MANDAL AT.RAJLI PO MOTI ISROL TALUK MODASA DT SABARKANTHA		1,27,000	AEC	
57.	JAN SEVA KHADI GRAMODYOG VIKAS MANDAL MUJERI, TALUK, MODASA, DISTT. SABARKANTHA-385346	-do-	1,18,574	AEC	
58.	GRAM SEVA SAMAJ AT/PO VANKAL DISTRICT SURAT-394430	-do-	2,14,512	AEC	
59.	ANAND NIKETAN ASHRAM RANGAPUR (KAWANT) CHOTE UDAIPUR DT. VADODARA-391740	-do-	17,97,100	AEC	

1	2	3	4	5	6
60.	JANTA KALYAN SAMITI, OPP. BUS STAND, REWARI, MOHINDERGARH DISTT., HARYANA	-do-	9,00,000 1,94,250	AEC JSN	
		TOTAL	10,94,250		
61.	VIDYA MAHASABHA KANYA GURUKUL MAHAVIDYALYA KHARKHODA, DISTT. SONEPAT, HARYANA	-do-	10,65,330 1,57,500	AEC JSN	
		TOTAL	12,22,830		
62.	INDIA DEVELOPMENT SERVICE (INTERNATIONAL) MEDLERI, RENNIBENNUR TQ. DHARWAD DISTT., KARNATAKA. PIN-581211	-do-	90,000 21,000	AEC JSN	
		TOTAL	1.11,000		
63.	SHRI BASAVESHWARA LIBERAL EDUCATION SOCIETY, HERUR-KALAKERI, HANAGALL Tq., DHARWAD DISTT., KARNATAKA STATE-581148.	-do-	1,35,650	AEC	
64.	KASTURBA GANDHI NATIONAL MEMORIAL TRUST P.O BOX NO.12 KASTURBAGRAM ARSIKERE-573103, DT.HASAN, KARNATAKA	-do-	2,76,750	DRU	
65.	LINGUISTIC MINORITIES DEVELOPMENT TRUST (LIMDET) RENUMAKALAHALLI, GUDIVANDA P.O. KOLAR DIST.-561209, KARNATAKA	-do-	1,20,565	AEC	
66.	GRAMEENA VIDYA PEETH TRUST MALAVALLI TALUK MANDYA DISTT.-571430 KARNATAKA.	-do-	1,80,000	AEC	
		TOTAL	1,80,000		
67.	INSTITUTE OF APPLIED LANGUAGE SCIENCES BOGADI ROAD, MYSORE-570006	-do-	2,27,250	MSC	

1	2	3	4	5	6
68.	HARIJAN SEVAK SANGH SHANTINIKETAN, KATTAKKADA P.O. TRIVANDRUM DISTT. KERALA-695572	-do-	2,10,000	JSN	
69.	KERALA SASTRA SAHITYA PARISHAD PARISHAD BHAVAN TRIVANDRUM-695037	-do-	20,00,000	JSN	
70.	Mitraniketan Mitraniketan P.O., Vellanad-695 543 Trivandrum Dist. Kerala	-do-	1,12,063	AEC	
71.	VINOBIKETAN VINOBIKETAN PO MALAYADI TRIVANDRUM DIST. KERALA-695542	-do-	1,21,008	AEC	
72.	BHARATIYA GRAMEEN MAHILA SANGH, 146 PRECONO COLONY, INDORE MADHYAPRADESH	-do-	17,33,447 5,62,680	AEC JSN	
		TOTAL	22,96,127		
73.	MANDSAUR JILLA SAMAGRA SEVA SANGH, SARVODAYA SADHANA KENDRA, GRAM PHOOLKEDA, P.O.PAVRI, GAROT, MANDSAUR DISTT.,	-do-	16,50,000	TLC	
74.	MAHATMA GANDHI SEVA ASHRAM, JOURA, DISTT. MORENA, MADHYA PRADESH.	-do-	11,51,316	TLC	
75.	DISHA TRUST, BILADI BADA, HANDI PARA WARD, RAIPUR, M.P.-492001.	-do-	1,02,900	AR	

1	2	3	4	5	6
76.	SOCIETY FOR ACTION IN CREATIVE EDUCATION AND DEVELOPMENT (SACRED), C/O INSTITUTE OF MANAGEMENT, TRAINING AND RESEARCH, 49, SAMARTH NAGAR, AURANGABAD-431001 (M.S.).	-do-	10,19,105	AEC	
77.	ADHUNIK KISAN SHIKSHAN SANSTHA BRAMHAPURI P.O. CHANDRAPUR DISTT. MAHARASHTRA-441206.	-do-	1,16,843	AEC	
78.	RENUKADEVI SHIKSHAN SANSTHA, AT/P.O.PIMPALGAON(RENUKAI), BHOKARDAN TALUKA, JALNA DISTT., MAHARASHTRA-431203.	-do-	1,16,843	AEC	
79.	SAVITRI BAI PHULE MAGASVARGIYA MAHILA MANDAL AT & P.O. BHOKARDAN, DIST. JALNA-431114, MAHARASHTRA.	-do-	1,23,417	AEC	
80.	SATIMATA SHIKSHAN SANSTHA, 11- VYANKATESH NAGAR, KHAMLA ROAD, NAGPUR (MAHARASHTRA)-440025.	-do-	1,33,262	AEC	
81.	SARVODAYA SHIKSHAN MANDAL, AT/P.O. PERSEONI, DISTRICT NAGPUR, MAHARASHTRA-441 105.	-do-	1,26,300	AEC	
82.	VIDARBHA PRADESHIK BASAVA SAMITI, KESHAORAO BUTY ROAD,SITABULDI, NAGPUR-440 012. MAHARASHTRA.	-do-	2,45,274	AEC	
83.	NATIONAL CENTRE FOR RURAL DEVELOPMENT DR. KORKE'S BUNGALOW, 253, SHIVAJI NAGAR NAGPUR-440010	-do-	12,73,190	AEC	

1	2	3	4	5	6
84.	RAMABAI AMBEDAKAR SHIKSHAN PRASARAK MANDAL, JINTOOR ROAD, PARBHANI, MAHARASHTRA-431 401	-do-	1,17,885	AEC	
85.	MAHARASHTRA MAGAS VARGA SEVA SANGH, AT & POST "VASANTNAGAR" YEDSI, TQ.KALMNURI, DIST. PARBHANI, MAHARASHTRA-431701	-do-	1,45,719	AEC	
86.	INDIAN INSTITUTE OF EDUCATION 128/2, J.P.NAIK ROAD, KOTHRUD, PUNE-411029.	-do-	9,06,000 5,00,000 5,00,000	DRU TRG TRG	
		TOTAL	14,06,000		
87.	MAHARANI DEVI AHILYABAI HOLKAR EDUCATION SOCIETY 23-GAJANAM HOUSING SOCIETY, NEMINATH NAGAR,GUEST HOUSE, SANGLI-416416, MAHARASHTRA.	-do-	1,26,300	AEC	
88.	LATE MOTIRAM NAIK EDUCATION SOCIETY AT/P.O VITHALA, TQ.DIGRAS, DISTT. YEOTMAL, MAHARASHTRA-445203.	-do-	1,16,843	AEC	
89.	SHRI VISHUDDHA VIDYALAYA, SHIVAJI NAGAR, YEOTMAL DISTT., MAHARASHTRA-445001.	-do-	1,16,843	AEC	
90.	COMMITTEE OF RESOURCE ORGANISATIONS FOR MASS PROGRAMME OF FUNCTIONAL LITERACY, C/o Dr. MADHAV CHAVAN, DEPTT. OF CHEMICAL TECHNOLOGY, UNIVERSITY OF BOMBAY, MATUNGA, BOMBAY-400019.	-do-	4,23,000	DRU	

1	2	3	4	5	6
91.	THE MANIPUR VOCATIONAL INSTITUTE MEKOLA BAZAR, B.P.O. LAIPHRAKOM (IMPHAL), IMPHAL WEST-II DEVELOPMENT BLOCK, IMPHAL DT. MANIPUR-795001	-do-	5,99,466	AEC JSN	
		TOTAL	6,08,926		
92.	INTEGRATED RURAL DEVELOPMENT SOCIETY LILONG P.O., IMPHAL DT. MANIPUR-795130	-do-	3,02,675	AEC	
93.	WANGJING WOMENS & GIRLS SOCIETY WANGJING BAZAR P.O. WANGJING THOUBAL BLOCK THOUBAL DT. MANIPUR-795148	-do-	2,72,384	AEC	
94.	THE RURAL DEVELOPMENT SOCIETY, WANGJING BAZAR, P.O. WANGJING, THOUBAL C.D. BLOCK, THOUBAL DISTT. MANIPUR-795148	-do-	2,28,239	AEC	
95.	NETAJI YUBAK SANGHA AT-P.O GOILBHADI VIA TITILAGARH DISTT BOLANGIR ORISSA 767033	-do-	1,16,843	AEC	
96.	RAMJEE YUBAK SANGHA, AT/P.O. SADAIPALI, VIA. CHANDANBHATI, DISTT. BALANGIR, ORISSA-767065.	-do-	1,80,000 31,500	AEC JSN	
		TOTAL	2,11,500		
97.	NAVJYOTI, P.O. GARUDAGAN, VIA KOTSAHI, DISTT. CUTTACK, ORISSA-754022.	-do-	12,50,000	TLC	

1	2	3	4	5	6
98.	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION AT/PO BOINDA, ATHMALLIK DISTT. DHENKANAL ORISSA PIN-759127	-do-	9,25,000	CVA	
99.	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION AT/PO BOINDA, ATHMALLIK DISTT. DHENKANAL ORISSA PIN-759127	-do-	9,25,000	CVA	
100.	VISHWAS KHARIAR ROAD, NAWAPARA BLOCK KALAHANDI DISTT.-766104, ORISSA.	-do-	5,37,500	TLC	
101.	ANTYODAYA CHETANA MANDAL, BARKAND P.O., VIA MORODA, MAYURBHANJ DIST., ORISSA-757016.	-do-	7,50,000	TLC	
102.	LOCAL COMMITTEE THE CHIEF KHALSA DIWAN, TARN TARAN, AMRITSAR PUNJAB-143401.	-do-	2,28,239	AEC	
103.	AJMER PROUDH SHIKSHAN SAMITI SHASTRI NAGAR EXTENSION, VIDYOOT MARG, AJMER-305006. RAJASTHAN	-do-	3,54,191 2,30,847	AEC JSN	
104.	SRI HARI KRISHAN SHIKSHA PARSAR SAMITI BURJA HOUSE, MAHAL CHOWK ALWAR-301001	-do-	1,80,000 42,000	AEC JSN	
		TOTAL	2,22,000		
105.	ZILLA MAHILA JAGRITI PARISHAD STATION ROAD, BARMER-344001 RAJASTHAN	-do-	1,95,471	AEC	
		TOTAL	1,95,471		

1	2	3	4	5	6
106.	BHILWARA DISTRICT ADULT EDUCATION ASSOCIATION 8/199, SINDHU NAGAR, BHILWARA-311001, RAJASTHAN.	-do-	2,81,227 3,15,000	AEC JSN	
		TOTAL	5,96,227		
107.	BIKANER ADULT EDUCATION ASSOCIATION SARASWATI PARK, P.B. 28, PURANI GINNANI BIKANER-334001. RAJASTHAN.	-do-	24,33,327 3,15,000	AEC JSN	
		TOTAL	27,48,327		
108.	PRAYAS VILL-DEOGARH(DEOLIA) VIA- PRATAPGARH DT. CHITTORGARH RAJASTHAN-312621	-do-	2,10,000	AEC	
109.	GANDHI VIDYA MANDIR SARDARSHAHAR, RAJASTHAN-331401.	-do-	2,46,814 63,000	AEC JSN	
		TOTAL	3,09,814		
110.	LOK SHIKSHAN SANSTHAN P-87, NAGARPARADE ROAD, GARAGORIBAZAR, JAIPUR-302002	-do-	4,14,512 1,05,000	AEC JSN	
		TOTAL	5,19,512		
111.	PRAGATI TRUST MANOHAR NILAY, I-SARDAR PATEL ROAD, JAIPUR, RAJASTHAN-302001	-do-	1,16,065	AEC	
112.	RADHA BAL MANDIR VIDYALAY SAMITI, BUS STAND, PIPAR SAHAR, JODHPUR, RAJASTHAN-342601.	-do-	90,000 31,500	AEC JSN	
		TOTAL	1,21,500		
113.	GRAMEEN BAL VIKAS SANSTHA PIPAD SHAHAR, JODHPUR, RAJASTHAN. PIN-346601.	-do-	90,000 31,500	AEC JSN	
		TOTAL	1,21,500		

1	2	3	4	5	6
114.	JAIN VISHVA BHARATI, AT/P.O. LADNUN, TEHSIL LADNUN, NAGORE DISTT., RAJASTHAN-341306.	-do-	2,83,500	JSN	
115.	INDIRA SHIKSHA SAMITI WAZIRPUR BRANCH OFFICE, SATATION ROAD, GANGAPUR CITY, ZILA SWAI MADHOPUR, RAJASTHAN-322201.	-do-	1,80,000 42,000	AEC JSN	
		TOTAL	2,22,000		
116.	SEVA MANDIR UDAIPUR-313001 RAJASHTHAN	-do-	10,30,640 3,67,500	AEC JSN	
		TOTAL	13,98,140		
117.	DURAI SWAMY GENEROUS SOCIAL EDUCATION ASSOCIATION VILVARAYANALLUR, PAKKAM POST, MADURANTAKAM TALUK, CHENGLEPATTU DT., (T.N) 603301	-do-	1,13,843	AEC	
		TOTAL	1,13,843		
118.	THE G.R.D. TRUST KALAI KATHIR BUILDINGS AVANASHI ROAD, COMBATORE-641037 T.N	-do-	2,83,536 73,500	AEC JSN	
		TOTAL	4,67,236		
119.	YOUTH ASSOCIATION MATHURAMALINGAPURAM, TIRUCHULI BLOCK, KAMARAJAR DISTT. TAMIL NADU	-do-	1,12,712	AEC	
		TOTAL	1,12,712		
120.	TAMIL NADU BASIC EDUCATION SOCIETY GANDHI NIKETAN ASHRAM T. KALLUPATTI, MADURAI-626702	-do-	58,532 98,000	AEC JSN	

1	2	3	4	5	6
121.	WELFARE ASSOCIATION FOR THE RURAL MASS KADALADI VILL. & P.O, NORTH ARCOT DISTT., T.N-606709	-do-	1,16,843 15,250	AEC JSN	
		TOTAL	1,32,093		
122.	KALVI ULGAM EDUCATIONAL SOCIETY, AT/P.O LATTERI, NORTH ARCOT DISTT., T.N.-632202	-do-	5,22,784 1,40,000	AEC JSN	
		TOTAL	6,62,784		
123.	TIRUPPUTTUR RURAL UPLIFT PROJECT ASSOCIATION (TRUPPA) SIRKUDALPATTI TIRUPATTUR TALUK PASUMPON MUTHURAMALINGAM DISTT. T.N-623215	-do-	1,16,843 21,000	AEC JSN	
		TOTAL	1,37,843		
124.	KANDASWAMY KENDAR'S TRUST BOARD VELUR, SALEM DISTT., T.N-638182	-do-	2,72,640 3,38,548	AEC JSN	
		TOTAL	6,11,188		
125.	MADHAR NALA THONDU NIRUVANAM THIRUVENDIPURAM MAIN ROAD, PADHIRIKUPPAM,P.O.CUDDALORE, SOUTH ARCOT DISTT T.N-607401	-do-	7,01,140	AEC	
126.	CHRISTIAN EDUCATIONAL DEVELOPMENT SOCIETY 12, NAPALAYA STREET, VILLUPURAM, S.A. DISTT., TAMIL NADU-605602.	-do-	9,07,609 70,000	AEC JSN	
		TOTAL	9,77,609		
127.	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD P.B.NO.395, OLD GOODS SHED ROAD, TEPPAKULAM, TIRUCHIRAPALLI TAMILNADU-620002	-do-	2,92,714 2,10,000	AEC JSN	
		TOTAL	5,02,714		

1	2	3	4	5	6
128.	KHAJAMALAI LADIES ASSOCIATION, AT/P.O KHAJAMALAI, TIRUCHIRAPALLI DISTT., TAMIL NADU-620023.	-do-	94,512 2,59,215	AEC JSN	
		TOTAL	3,53,727		
129.	PUNJAB ASSOCIATION LAJPAT RAI DHAWAN, POST BOX NO. 416, 170,171,172-PETERS ROAD, ROYAPETTAH, MADRAS-600014	-do-	12,79,350 1,75,000	AEC JSN	
		TOTAL	14,54,350		
130.	WOMEN'S VOLUNTARY SERVICE OF TAMIL NADU, 19, EAST SPUR TANK ROAD, CHETPET, MADRAS-600031 TAMIL NADU.		1,89,024 1,62,750	AEC JSN	
		TOTAL	4,06,026		
131.	WOMEN'S INDIAN ASSOCIATION, 43, GREENWAYS ROAD, MADRAS-600028 TAMIL NADU.	-do-	4,75,275 31,500	AEC JSN	
		TOTAL	5,69,775		
132.	JAYAPRAKASH YOUTH RESEARCH CENTRE 1ST CROSS STREET, 4 CUSTOMS COLONY, BESANT NAGAR, MADRAS-600090.	-do-	4,40,600	AEC	
		TOTAL	4,40,600		
133.	BHARATIYA SHIKSHAN SEVA SANSTHAN DILIPCHANDPUR, BARAUT, DISTT. ALLAHABAD. U.P-221502		1,26,707 21,000	AEC JSN	
134.	ADARSH SHIKSHA SAMITI PURE BHANA1, BARAUT, DISTT. ALLAHABAD. U.P.-221502	-do-	1,99,374 10,314	AEC JSN	
		TOTAL	2,09,688		

1	2	3	4	5	6
135.	VINOBA ADARSH SHIKSHA SAMITI VINOBA NAGAR, NAI BAZAR NAINI, DISTT. ALLAHABAD, U.P-211008	-do-	1,16,843	AEC	
		TOTAL	1,16,843		
136.	GRAMYA VIKAS SEVA SANSTHAN BHAILPUTRI NIKETAN 28-B/4-A/1, ALLAPUR ALLAHABAD U.P-211001	-do-	1,16,843	AEC	
137.	NEHRU BAL MANDAL 8-A, PATRAKAR COLONY, ASHOK NAGAR, ALLAHABAD-211001 U.P.	-do-	1,66,525 34,355	AEC JSN	
		TOTAL	2,00,880		
138.	DR. AMBEDKAR SAMAJ SEVA MANDAL VILL. VESKI, P.O SAIDABAD, DT. ALLAHABAD U.P-221508	-do-	4,67,976	AEC	
139.	BAGHAMBARI AWAS SHIKSHA SAMITI 23/47/55, KIDWAI NAGAR ALLAPUR ALLAHABAD U.P-211006	-do-	1,16,843	AEC	
140.	MAHILA UDYOG PRASHIKSHAN KENDRA 261/4, SALIK GANJ ROAD MUTHIGANJ ALLAHABAD-211003	-do-	1,80,000 36,500	AEC JSN	
141.	JAN SHIKSHAN ACADEMY 501, PARK ROAD, ALLAHABAD. U.P.211002	-do-	1,63,654	AEC	
142.	PURVANCHAL GRAM VIKAS SANSTHAN, VILL. JAGDISHPUR, TAKTEVA RAMPUR PO, AZAMGARH DISTT.,U.P. PIN-276 001	-do-	1,35,287	AEC	

1	2	3	4	5	6
143.	ATODAR GRAMODYOG SEVA MANDAL JOITAPUR BAZAR P.O FAQARPUR DISTT. BAHARAICH-271801 U.P	-do-	1,23,500 31,500	AEC JSN	
		TOTAL	1,55,000		
144.	KHADI GRAMODYOG SAMITI VILL. BHARALI BABU, P.O WALTERGANJ, DISTT. BASTI, U.P PIN-272182		1,25,116	AEC	
145.	NARI VIKAS SANSTHA MATRACHAYA, NAJIBABAD, BIJNOR DISTT. U.P	-do-	4,14,512	AEC	
146.	MAHILA SEVA SANSTHAN MOHALLA KAYSTHAN, P.O CHANDPUR BIJNAUR DISTT. U.P-246725		1,16,843	AEC	
147.	MYANA GRAMODYOG SEVA SANSTHA, MURARI NAGAR, G.T. ROAD, KHURJA BULAND SHAHAR DT., U.P.	-do-	5,08,140 63,000	AEC JSN	
		TOTAL	5,71,140		
149.	GOMATI PRAYAG JAN KALYAN PARISHAD AT. BAKUNDA, P.O DUNGLWALI DISTT. CHAMOLI U.P-246446	-do-	1,58,227	AEC	
150.	JAN KALYAN SHIKSHA SAMITI AT PAWA NAGAR P.O FAZIL NAGAR DISTT. DEORIA-274401 U.P		1,10,005	AEC	
151.	MANAV SEVA SANSTHAN ATHARHA, P.O.GAUNARIA, CAPTAINGANJ, DIST. DEORIA,U.P-274301.		11,00,000	TLC	

1	2	3	4	5	6
152.	207, SARAI MISHRA, ETAH, (U.P.).	TOTAL	1,23,662		
153.	SHRI HARI GRAM UDYOG SEVA SANSTHAN SHRI HARI NIKUNJ, NEAR CO-OP BANK, NAURANGABAD, ETAWAH, U.P-206001		1,16,843	AEC	
			92,500	JSN	
154.	SAGHAN VIKAS KSHETRA SAMITI, BHITI, DISTT. FAIZABAD, UTTAR PRADESH-224132	-do-	1,16,843	AEC	
155.	INSTITUTE OF SOCIAL HEALTH WELFARE RURAL DEVELOPMENT AND EDUCATIONAL SOCIETY, RASOOLPUR (DIYARA), DOSTPUR, FAIZABAD, UTTAR PRADESH.	-do-	1,80,000	AEC	
156.	RATAN GRAMODYOG SEWA SANSTHAN, VILL. & P.O. BIKAPUR, DIST. FAIZABAD, U.P.-224205.	-do-	14,00,000	TLC	
157.	VIVEKANAND SANSTHAN, AKBARPUR, FAIZABAD, U.P-224122.	-do-	12,50,000	TLC	
158.	J.P SEVA SAMITI AT PHROJPUR, AMOLAR P.O, FARUKHABAD DISTT. U.P	-do-	1,17,299	AEC	
159.	NATIONAL HARIJAN SCHOOL BAHRIABAD, TEHSIL SAIDPUR DISTT. GHAZIPUR U.P-233001	-do-	1,16,843	AEC	
160.	ASHOK SANSTHAN, KUNDESAR, GHAZIPUR DISTT., U.P.-233234.	-do-	13,00,000	TLC	

1	2	3	4	5	6
161.	GRAM VIKAS SAMITI VILL. PARSHURAMPUR P.O SARAWAN, TEH. TARALGANJ DISTT. GONDA-271403 U.P	-do-	1,49,187	AEC	
		TOTAL	1,49,187		
162.	ADARSH JAN KALYAN PARISHAD, BILGRAM, DIST. HARDOI, U.P.	-do-	14,00,000	TLC	
163.	SHRAMIK VIDYAPITH 15/96, CIVIL LINE, KANPUR, UTTAR PRADESH-208001	-do-	1,20,600	AEC	
164.	SAMAJIK UTHAN SAMITHI SHIKSHU VIDYA MANDIR, BHAVAN OPURWA, P.O HARJINDER NAGAR, KANPUR, U.P	-do-	90,000 15,750	AEC JSN	
165.	INDIAN WOMEN'S INDUSTRIAL TRAINING INSTITUTE AND REHABILITATION, 460, DEOPUR, P.O. RAJAJIPURAM, LUCKNOW,(U.P.). PIN 226017	-do-	4,91,145 1,05,000	AEC JSN	
166.	NEW PUBLIC SCHOOL SAMITI 504/63, TAGORE MARG, NEAR BANDI MATA MANDIR, DALIGANJ LUCKNOW	-do-	3,18,239 15,750	AEC JSN	
167.	GRAM SEVA NIKETAN 295/23, ASHRAFABAD LUCKNOW-226003 U.P	-do-	1,13,968	AEC	
168.	INDIA LITERACY BOARD LITERACY HOUSE, P.O. ALAM BAGH LUCKNOW U.P-226005	-do-	89,59,092 1,29,405	AEC JSN	
		TOTAL	1,06,42,247		

1	2	3	4	5	6
169.	AKHIL BHARTIYA ANATH ASHRAM SEVA SANSTHAN 98, MAIMARAN, P.O & VILLAGE - JAHANGEERABAD DISTT. BULANDSHAHR U.P-202394	-do-	1,16,843	AEC	
170.	SHRI MAHILA UDYOG SAMAJ UTTHAN SAMITI KISHOREPURA, VRINDABAN DISTT. MATHURA U.P-81121	-do-	2,28,239 42,000	AEC JSN	
171.	IRSHAD ACADEMY NAUGAZAH SHAHPPER GATE, MEERUT, U.P PIN-250002	-do-	1,20,065 21,000	AEC JSN	
		TOTAL	1,41,065		
172.	BANWASI SEVA ASHRAM GOVINDPUR (VIA TURRA) DISTT. MIRZAPUR(SONBHADRA) U.P-231221	-do-	3,37,300 63,000	AEC WS	
		TOTAL	4,00,300		
173.	WASALI GANJ, MIRZAPUR U.P-231001				
		TOTAL	1,15,250		
174.	MAHILA PUNROTHAN SAMITI VILL. & P.O BARKACHHA DISTT. MIRZAPUR U.P-231001	-do-	1,16,121	AEC	
175.	SWAMI VIVEKANAND SHIKSHA SAMITI SANKTHA GHAT MIRZAPUR, U.P-231001	-do-	1,16,278	AEC	
176.	VINDHYA SHIKSHA SAMITI KACHAHARI ROAD, PEELIKOTHI MIRZAPUR U.P-231001	-do-	1,16,143	AEC	

1	2	3	4	5	6
177.	BANVASI SEVA ASHRAM GOVINDPUR VIA - TURRA, DISTRICT - MIRZAPUR U.P.-231221.	-do-	55,00,000	MSC	
178.	BHARTIYA MAHILA VIKAS SANSTHAN AT/PO DHANAURA, DISTT. MORADABAD-244231 U.P	-do-	1,16,617	AEC	
179.	GRAMODYOG VIKAS MANDAL KALA KHERA, SATYA BHAWAN DELHI ROAD, JOYA DISTT. MORADABAD-244222 U.P	-do-	1,17,897	AEC	
180.	ADARASH SEVA SAMITI 326/1, SAKET COLONY, LALIE NO.6, MUZZAFARNAGAR PIN-251001	-do-	94,512 70,000	AEC JSN	
		TOTAL	1,64,512		
181.	NISHAT SHIKSHA SAMITI, ASTANA NAI BASTI, HALDWANI, DISTT. NAINITAL, UTTAR PRADESH. PIN-263139	-do-	4,14,512 35,000	AEC JSN	
		TOTAL	4,49,512		
182.	U.P. RANA BENI MADHAV JAN KALYAN SAMITI GULAB ROAD, RAE BARELI, U.P.	-do-	14,83,557 1,57,500	AEC JSN	
		TOTAL	16,41,057		
183.	AMETHI MAHILA SWACHCHIK SEVA SAMITI AMETHI, DISTT. SULTANPUR-227405 U.P	-do-	1,16,843 31,500	AEC JSN	
		TOTAL	1,48,343		
184.	SAGHAN KSHETRA VIKAS SAMATI, SEWAPURI, VARANASI, U.P-221403.	-do-	19,50,000	TLC	

1	2	3	4	5	6
185.	SIDHU-KANHU GRAMUNNAYAN SAMITI MEMARI, BURDWAN DISTT., WEST BENGAL-713514	-do-	3,70,000 52,500	AEC JSN	
		TOTAL	4,22,500		
186.	RAMAKRISHNA MISSION JANASIKSHAMANDIRA BELUR MATH, HOWRAH-711202, WEST BENGAL.	-do-	3,20,000 14,000	AEC JSN	
		TOTAL	3,34,000		
187.	RAMAKRISHNA VEVEKANANDA MISSION 7-RIVERSIDE ROAD, BARRACKPORE, DT. 24-PARGANAS WEST BENGAL-743101	-do-	3,67,723 35,000	AEC JSN	
		TOTAL	4,02,723		
188.	TAGORE SOCIETY FOR RURAL DEVELOPMENT, VILLAGE & P.O. RANGABLIA, (VIA-GOSABA), DISTT. 24-PARGANAS(SOUTH), WEST BENGAL.	do	1,20,600	AEC	
		TOTAL	1,20,600		
189.	RAMKRISHNA MISSION LOKSIKSHA PARISHAD RAMAKRISHNA MISSION ASHRAM P.O NARENDRAPUR 24, PARGANAS (SOUTH)	-do-	2,18,736 22,20,030	AEC MSC	
		TOTAL	24,38,766		
190.	PASCHIM BANGA KHERIA SABAR KALYAN SAMITI Vill & P.O. RAJNOWGARJ DISTRICT PURULIA 723128 S-60975	-do-	1,80,000	AEC	
191.	TAGORE SOCIETY FOR RURAL DEVELOPMENT 14- KHUDI RAM BOSE ROAD, CALCUTTA-700006	-do-	7,36,600 21,000	AEC JSN	
		TOTAL	7,57,600		
192.	BENGAL SOCIAL SERVICE LEAGUE 1/6 RAJA DENENDRA STREET CALCUTTA-700009	-do-	1,80,000	AEC	

1	2	3	4	5	6
193.	ALL INDIA COUNCIL FOR MASS EDUCATION AND DEVELOPMENT 60, PATUATOLA LANE CALCUTTA-700009	-do-	4,00,000 5,35,500	AEC JSN	
		TOTAL	9,35,500		
194.	INDIAN RED CROSS SOCIETY WEST BENGAL BRANCH 27, BELVEDRE ROAD, CALCUTTA-700027	-do-	1,20,600	AEC	
195.	SREE RAMKRISHNA SATYANANDA ASHRAM 46/2, DESHBANDHU ROAD, (WEST) CALCUTTA - 35.	-do-	2,89,009 46,284 2,10,000	AEC JSN JSN	
		TOTAL	5,45,293		
196.	PUNJAB BACKWARD CLASSES DEVELOPMENT BOARD 1143, 36-C, CHANDIGARH PUNJAB	-do-	3,96,396 1,05,000	AEC JSN	
		TOTAL	5,01,396		
197.	SARV BHARAT SRI RAVIDAS PARCHAR FOUNDATION 393, SECTOR -38, CHANDIGARH-160036	-do-	1,17,950 70,000	AEC JSN	
		TOTAL	1,87,950		
198.	INDIAN ADULT EDUCATION ASSOCIATION 17-B, I.P. ESTATE, NEW DELHI-110002.	-do-	3,20,000	AEC	
199.	PHD RURAL DEVELOPMENT FOUNDATION PHD HOUSE, THAPAR FLOOR OPP. ASIANGAMES VILLAGE NEW DELHI-110016	-do-	3,20,000	AEC	
200.	JAN JAGRITI EDUCATIONAL SOCIETY M-186, MANGOLPURI DELHI-110083	-do-	90,000 17,750	AEC JSN	
		TOTAL	1,07,750		
201.	RAVI BHARATI SHIKSHA SAMITI BHOLANATHNAGAR, SHAHDARA, DELHI-110032	-do-	3,20,000	AEC	

1	2	3	4	5	6
202.	MAHILA CHETNA KENDRA F.26, B.K. DUTT COLONY, LODHI ROAD, NEW DELHI-110003.	-do-	4,14,512 84,000	AEC JSN	
		TOTAL	4,98,512		
203.	ALL INDIA CENTRE FOR URBAN AND RURAL DEVELOPMENT 5, BHAI VEERSINGH MARGH, COLEMARKET, NEW DELHI-110001.	-do-	3,57,900	AEC	
204.	SEVAGRAM VIKAS SANSTHAN, 1, DARYAGANJ, NEW DELHI-110002.	-do-	2,44,500	BP	
205.	NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION(NIEPA) 17-B, AUROBINDO MARG, NEW DELHI-110016.	-do-	72,000 2,66,000 2,66,000	MSC TRG TRG	
		TOTAL	3,38,000		
207.	DR. A.V. BALIGA MEMORIAL TRUST LINK HOUSE, BAHADUR SHAH ZAFAR MARG, NEW DELHI-110002	-do-	13,12,165 3,15,000	AEC JSN	
		TOTAL	16,27,165		
208.	THE DEVELOPMENT, JUSTICE & PEACE, DELHI CATHOLIC ARCIDIOCES "CHETANALAYA" ASHOK PLACE, NEW DELHI-110001.	-do-	1,80,000	AEC	

NAME OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING
GRANTS-IN-AID OF RS.1 LAKH ANE MORE DURING 1990-91

Sl:	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	State Resource Centre, Deepayatan, Budha Colony, Patna - 800 001.	Providing academic and technical resource support for adult education programme.	Rs.112.42	Maintenance grant for State Resource Centre and for preparation of literacy kits under Mass Programme for functional Literacy.	
2.	State Resource Centre for Adult Education, Literacy House, P.O. Alambagh, Lucknow-226005	- do -	Rs.100.22	- do -	
3.	State Resource Centre for Adult Education, Bhartiya Grameen Mahila Sangh, 680, Vijaya Nagar, Annapurna Road Indore - 452 009	- do -	Rs.22.37	- do -	
4.	State Resource Centre for Non-formal Education, Tamil Nadu Board of Continuing Education, No.4, 2nd Street, Venkateswara Nagar, Adayar, Madras-600020.	- do -	Rs.36.29	- do -	
5.	State Resource Centre for Adult Education, Kerala Association for Non-formal Education, (KANFED) Saksharata Bhawan, Trivandrum-695014.	- do -	Rs.8.00	- do -	

(1)	(2)	(3)	(4)	(5)	(6)
6.	State Resource Centre for Non-formal Education, Indian Institute of Education, C/o. Indian Institute of Education, 128/2 JP Naik Road, Kothrud, Pune-411029	- do -	Rs.137.07	- do -	
7.	State Resource Centre for Adult Education, Jamia Millia Islamia Jamia Nagar, New Delhi - 110 025.	- do -	Rs.8.00	- do -	
8.	State Resource Centre for Adult Education, Gujarat Vidyapeeth, Ashram Road, Ahmedabad-380014	- do -	Rs.8.00	- do -	
9.	State Resource Centre for Adult Education, Rajasthan, Adult Education Association, 7-A, Jhalana Doongri Institutional Area, Jaipur - 302 004.	- do -	Rs.33.00	- do -	
10.	State Resource Centre for Adult Education, C/o. Bengal Social Service League, 1/6, Raja Dinendra St., Calcutta-700009.	- do -	Rs.12.79	- do -	
11.	State Resource Centre for Adult Education, Plot No.159, (Near Vishnu Mandir) Sahidnagar, Bhubaneshwar-751007	- do -	Rs.134.50	- do -	

(1)	(2)	(3)	(4)	(5)	(6)
12.	State Resource Centre for Adult Education, Karnataka State Adult Education Council, 501, Chitrabhanu Road, A&B Block, Kuvempunagar, Mysore-570023.	- do -	Rs.17.75	- do -	
13.	State Resource Centre for Adult Education, Literacy House, Andhra Mahila Sabha (AMS), AMS College Campus University Road, Hyderabad-500 007.	- do -	Rs.15.38	- do -	
14.	State Resource Centre, Kashmir University, Srinagar.	- do -	Rs.1.00	- do -	
15.	Regional Resource Centre, Punjab University, Chandigarh.	- do -	Rs.1.00	- do -	
16.	Bombay University, Bombay	- do -	Rs.6.82	- do -	
17.	North East Hill University, Shillong.	- do -	Rs.1.00	- do -	

**NAME OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING
GRANTS-IN-AID OF RS.1 LAKH AND MORE DURING 1990-91**

Sl. No.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)

School Education

Improvement of Science Education in Schools

1.	National Council of Science Museums, Calcutta	Establishment of Central Research and Training Laboratory at Calcutta and science centres at regional, sub-regional, district and school levels.	Rs.20.45 lakhs	Establishment of 100 school science centres in different States and conduct of creative activities in 209 such centres.	
2.	Academy of Development of Science, Raigad District, Maharashtra.	Engaged in generation of social knowledge and social action leading to improve living conditions of under privileged rural class, particularly tribal people.	Rs.1.35 Lakhs	Action research to develop and test teaching/learning materials based on indigenous knowledge system in schools.	
3.	Tamil Nadu Science Forum, Madras.	Engaged in organization of various non-formal science activities, State Level Kala Jathas, quiz olympiad, various workshops on science popularisation, district level teacher training camps and children science festivals. Designed and produced visual aids for science awareness focussing	Rs.1.15 lakhs	Organization of a nodal State Level Apex Camp for training of resource persons and a few teacher training workshops and State Level Children Science Festivals.	

(1)	(2)	(3)	(4)	(5)	(6)
		'Cosmos' peaceful uses of Nuclear Energy and 'History of Science'.			

Environmental Orientation to School Education

1.	Uttarakhand Seva Nidhi, Almora (Uttar Pradesh)	Acting as a nodal agency for implementation of the Centrally Sponsored Schemes of Environmental Orientation to School Education in Kumaon and Garhwal regions of Uttar Pradesh.	Rs.31.98 lakhs	Assisted 75 smaller NGOs in various activities, including Balwadis, practical workbooks nurseries, plantation, sanitary latrines, drinking water, publication and training camps.
2.	Centre for Environment Education, Ahmedabad.	Acting as a nodal agency for involving NGOs working in the area of environment education to take up local specific activities in a cluster of schools around them.	Rs.5.86 lakhs	Assisted 8 NGOs in taking up various innovative projects in the field of environment education.
3.	M. Venkatarangaiya Foundation, Secunderabad, (Andhra Pradesh)	Mainly involved in education and motivation of child labour in about 30 villages in the Ranga Reddy district to get the children joined good Social Welfare Hostels and Schools and follow up programmes.	Rs.1.98 lakhs	Undertook a project entitled 'Environmental Orientation to Children of 15 Non-formal Education Centres and 4 Social Welfare Hostels in Ranga Reddy District.

Sl.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)

Promotion of Languages

1.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad.	Running of Hindi teaching centres Hindi Mahavidya- layas and Hindi Prachar centres etc.	Rs.3,38,100	Teaching Centres Mahavidyalayas Pracharak Sammelan and publication of Hindi Diary.	
2.	Hindi Pracher Sabha Hyderabad, A.P.	Running of Hindi teaching centres Hindi library/ reading room, Hindi typing classes and shorthand classes Hindi pracharak training Mahavid- yalaya and other propagation programmes.	Rs.1,40,175	Hindi typing and shorthand centres	
3.	Nagar Hindi Varg Sanchalak Adhyapak Sangh, Hyderabad	Running of Hindi Teaching classes Hindi library/ Reading room, Hindi typing and short- hand classes and other propagation programme.	Rs.1,33,230	Hindi teaching, Hindi typewriting and Shorthand classes, Hindi Library/Reading room, salaries to staff, Rent, purchase of books/ magazine etc.	
4.	Sobonsiri Seva Samiti, Lakhimpur Assam.	Promotion of Hindi	Rs.2,16,750	Typewriting/short- hand classes.	
5.	Assam Rajya Rashtra- bhasha Samiti, Jorhat.	Promotion of Hindi	Rs.1,12,500	Hindi typing centres	
6.	Hindi Vidyapith Deoghar, Bihar	Teaching classes, typewriting and shorthand classes.	Rs.1,97,635	Residential insti- tute of teaching Hindi, Hindi typing and shorthand classes and publi- cation of quarterly magazines.	

(1)	(2)	(3)	(4)	(5)	(6)
7.	Gujarat Vidyapith Ahmedabad	Promotion of Hindi	Rs.1,08,750	Hindi teaching classes, Hindi library, Hindi typing centres.	
8.	Gomantak Rashtra- basha Vidyapith, Madgaon, Goa.	Promotion of Hindi	Rs.1,15,650	Hindi teaching centre, Hindi library etc.	
9.	Karnataka Hindi Prachar Sabha, Jaya Nagar, Bangalore.	Running of teach- ing centres, library etc.	Rs.6,52,538	Hindi teaching centre, Hindi library etc.	
10.	Karnataka Mahila Hindi Seva Samiti Bangalore.	Hindi teaching classes, libra- ries, debates etc.	Rs.6,60,000	Hindi teaching classes, library and reading rooms Hindi typing classes, teacher training collges, Hindi Mahavidya- layas etc.	
11.	Mysore Hindi Prachar Parishad Shankarpuram,	Hindi teaching centres, type- writing and shorthand classes etc.	Rs.10,33,657	Hindi teaching classes, Hindi library, Hindi typing/shorthand classes etc.	
12.	Hindi Prachar Sangh, Muchol Karnataka.	Running of Hindi teaching classes.	Rs.1,10,325	Hindi teaching centres, Hindi library/Hindi Mahavidyalayas etc.	
13.	Kerala Hindi Prachar Sabha, Trivandrum.	Kendriya Maha- vidyala typewriting and shorthand classes, prizes etc.	Rs.4,27,550	Hindi libraries, Kendriya Maha- vidyalayas, Hindi Pracharak refresher courses,prizes etc.	
14.	Bombay Hindi Sabha, Bombay.	Promotion of Hindi	Rs.1,29,150	Hindi teaching Library magazines etc.	
15.	Rashtrabhasha Prachar Sabha Wardha.	Text books, cultu- ral programmes, organisation of seminars for Hindi Pracharaks etc.	Rs.2,39,925	Hindi Mahavidyalaya Hindi teaching centres, Hindi typing and short- hand classes.	

(1)	(2)	(3)	(4)	(5)	(6)
16.	Bombay Hindi Vidyapith, Bombay.	Teaching centres library, reading rooms, pracharak centres, seminars, drama etc.	Rs.7,58,190	Hindi training centres, library etc.	
17.	Maharashtra Rashtrabhasha Sabha, 388, Narayan Path, Poona.	Promotion of Hindi	Rs.1,50,750	Kendriya Granthalaya etc.	
18.	Manipur Hindi Parishad, Imphal.	- do -	Rs.2,04,450	Hindi classes	
19.	Manipur Rashtrabhasha Prachar Samiti, Imphal.	Promotion of Hindi	Rs.1,59,750	Hindi classes	
20.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack.	Running of Hindi teaching centres, Hindi Typewriting and Shorthand centres.	Rs.2,12,205	Hindi teaching classes, Hindi library, training programmes etc.	
21.	Orissa Rashtrabhasha Parishad Jagannath, Puri.	- do -	Rs.1,94,925	Hindi classes and propagation of Hindi.	
22.	Rupayan Sansthan, Jodhpur.	Promotion of Hindi	Rs.2,00,000	Preparation of Rajasthan-Hindi Kahawat-kosh.	
23.	Hindi Prachar Sansthan, Jaipur	- do -	Rs.2,11,050	Promotion of Hindi	
24.	Dakshin Bharat Hindi Prachar Sabha (for its branches at Madras, Hyderabad Bangalore, Tiruchirapalli, Dharwad and Ernakulam.	Free Hindi classes Maha Vidyalayas, Typewriting and shorthand classes prizes etc.	Rs.23,73,237	Hindi libraries, Kendriya Vidyalayas Hindi Pracharak refresher courses etc.	
25.	Research Foundation B-4/245, Safdarjang Enclave, New Delhi.	Promotion of Hindi	Rs.2,00,000	Promotion of Hindi	

(1)	(2)	(3)	(4)	(5)	(6)
26.	Kendriya Sachivalaya Hindi Parishad, New Delhi.	Organisation of various Hindi competitions, publications of magazines and books in Hindi organisation of Seminar, Sangoshthies etc. for development of Hindi.	Rs.3,63,000		For meeting expenditure of organisation of various competitions relating to Hindi, publication of Hindi magazines and books etc.
27.	Akhil Bhartiya Hindi Sansthan Sangh, New Delhi	Hindi propagation programmes.	Rs.6,35,412		Establishment expenditure and continuing Hindi propagation programmes.
28.	Bhartiya Ansvad Parisad, 9, Hailey Road, New Delhi.	Promotion of Hindi	Rs.1,33,748		Promotion of Hindi
29.	Dairatal Marifil Osmania, Hyderabad	Publication of Arabic Literature	Rs.1,57,000		Maintenance grant
30.	Anjuman Tarraqui-e-Urdu (Hind), New Delhi.	Promotion of Urdu	Rs.1,38,000		Maintenance grant

(1)	(2)	(3)	(4)	(5)	(6)
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Sanskrit

1.	Shri Rangalaxmi Adarsh Skt. Mahavidyalaya Vrindaban, Mathura.	Teaching	Rs.6,71,249.00	Salary/Scholarships/Contingencies/books furniture, Annual function, printing of books and repairs.
2.	Jagdish Narayan Brahmachari Ashram Skt., Mahavidyalaya Lagma, Via Lohna Road, Rambhandharpur Distt.- Darbhanga, Bihar.	- do -	Rs.5,41,558.00	Salary/Scholarships/Contingencies/furniture/library books/repair of building.
3.	Bhagwan Das Skt.M.V. P.O. Gurukul Kangri, Hardwar (UP)	- do -	Rs.5,41,558.00	Salary/Scholarships/Contingencies/furniture/TA/DA/books/repair of building and printing of books.
4.	Dewan Krishan Kishore S.D., Adarsh Skt. College, Ambala Cantt. (Haryana)	- do -	Rs.5,20,220.00	Salary/Scholarships/P.F./Contingencies/furniture/books/and purchase of typewriter.
5.	Shri Ekarasanand Skt. M.V., Mainpuri (UP)	- do -	Rs.5,73,490.00	Scholarships/Contingencies/Furniture/books/repair of building.
6.	The Madras Skt.College, and SSV Pathshala, 84, Royapeeth High Road, Mylapore, Madras.	- do -	Rs.6,45,480.00	Salary/Scholarships/furniture Contingencies/repair of building.
7.	Mumbadevi Skt.M.V., C/o. Bharatiya Vidya Bhawan, K.M. Munshi Marg, Bombay	- do -	Rs.7,91,200.00	Salary/Scholarships/Contingencies/TA&DA/Library books.
8.	Haryana Skt.Vidyapeeth P.O. Bhagola, Distt. Faridabad, Haryana.	- do -	Rs.4,72,798.00	- do -

(1)	(2)	(3)	(4)	(5)	(6)
9.	Kuppuswami Shastri Research Institute, 84-Royapeeth Road, Mylapore, Madras.	Research	Rs.3,95,513.00	Contingencies/ Scholarships/ Salary/Furniture/ Publication/ Repair of building/adver- tisement.	
10.	Calicut Adarsh Skt. Vidyapeeth, Balussery, Distt. Calicut, Kerala.	Teaching	Rs.4,79,612.00	Salary/Contingen- cies/TA&DA/ Scholarships/ books and furniture.	
11.	Vaidika Samsodhana Mandala Tilak Vidyapeeth Nagar, Poona-9.	Research	Rs.4,72,019.00	Salary/Contingen- cies and Library Books.	
12.	Sri Chandrasekha- rendra Saraswati Nyaya Sastra Skt. M.V. No.3, East Mada Street, Little Kancheepuram	Teaching	Rs.4,08,321.00	- do -	
13.	Lakshmi Devi Sharaff Adarsh Skt. M.V. Kali Rakha, Vill/P.O.: Deogarh (Bihar)	- do -	Rs.7,47,743.00	- do -	
14.	Rajkumari Ganesh Sharma, Adarsh Skt. Pathshala, Kolhanta Patori Bihar.	- do -	Rs.5,57,289.00	- do -	
15.	Himachal Adarsh Skt. M.V. Jangla Rohroo, H.P.	- do -	Rs.4,58,172.00	- do -	
16.	Swami Prankushacharya Sanskrit Mahavidyalaya, Hulasganj, Gaya.	- do -	Rs.4,75,475.00	- do -	

(1)	(2)	(3)	(4)	(5)	(6)
17.	Sanskrit Dictionary Project, Poona.	Preparation of Sanskrit Dictionary	Rs.20,00,000.00	Maintenance grant	
18.	Raja Veda Kavya Pathashala, D.76/III, Cross Street, Srinagar Colony, Kumbakonam	Teaching	Rs.2,16,600.00	Salary/Scholarships	
19.	Bharatiya Chaturdhan Ved Bhawan Nyas, Swadeshi House, Civil Lines, Kanpur	- do -	Rs.1,59,600.00	- do -	
20.	The Mukhyadhish-thatai, Kanya Gurukul M.V., Hathras, Distt. Aligarh (UP)	- do -	Rs.1,10,700.00	- do -	
21.	Sampurnanad Skt. Viswavidyalaya, Varanasi, (UP)	- do -	Rs.6,25,000.00	- do -	
22.	Kanya Gurukul, Narela, Delhi.	- do -	Rs.1,01,700.00	- do -	
23.	Kalpataru Research Academy, P.B. No.1857, Bangalore.	Preparation and publication of 3rd and 4th volume of Pratima kosha	Rs.2,03,006.00	- do -	

Higher Education

1.	Association of Indian Universities, New Delhi.	Rs.19,37,000.00
2.	Dr.Zakir Hussain Memorial College Trust, Delhi.	Rs. 6,00,000.00
3.	Sri Aurobindo International Institute of Educational Research, Auroville	Rs.16,24,468.00

(1)	(2)	(3)	(4)	(5)	(6)
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4.	Sri Aurobindo International Centre of Education, Pondicherry.		Rs.14,69,016.00		
5.	Mitraniketan, Vellanad		Rs. 2,00,000.00		

**Appendices on assistance to States/UTs
for Implementing Centrally Sponsored
NPE Schemes***

APPENDIX-1

ASSISTANCE TO STATES/UTs FOR
OPERATION BLACKBOARD SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (ANTICIPATED)
1	ANDHRA PRADESH	621.62	1590.77	1209.29	2095.00	3803.77
2	ARUNACHAL PRADESH	63.17	71.81	46.76	82.16	82.16
3	ASSAM	826.69	0.00	692.41		420.48
4	BIHAR	1868.41	2151.64	1407.66	1684.02	-
5	GOA	12.03	23.62	37.32	47.47	24.77
6	GUJARAT	466.43	0.00	727.44	503.10	619.70
7	HARYANA	62.93	117.33	111.39		292.17
8	HIMACHAL PRADESH	148.75	280.94	458.09	297.03	456.10
9	JAMMU&KASHMIR	156.90	347.04	0.00		678.37
10	KARNATAKA	168.67	853.09	537.08	717.54	1816.49
11	KERALA	151.11	223.44	0.00	156.12	82.90
12	MADHYA PRADESH	1194.10	1981.26	0.00	1344.78	846.91
13	MAHARASHTRA	545.03	0.00	788.33	612.22	2795.46
14	MANIPUR	38.03	98.78	0.00	47.88	90.10
15	MEGHALAYA	78.37	0.00	0.00	100.49	177.09
16	MIZORAM	11.80	22.88	8.74	8.87	66.80
17	NAGALAND	25.66	24.67	42.98	5.85	5.85
18	ORISSA	753.00	1105.45	864.25	1818.32	800.00
19	PUNJAB	334.11	384.25	115.69	219.29	502.59
20	RAJASTHAN	1175.55	1123.68	1568.63	3456.83	2202.14
21	SIKKIM	41.57	9.06	0.00	15.36	9.57
22	TAMILNADU	480.80	856.92	1213.02	510.24	449.96
23	TRIPURA	42.12	0.00	49.59	7.70	64.41
24	UTTAR PRADESH	1759.43	1893.44	2757.26	860.94	412.37
25	WEST BENGAL	0.00	384.34	0.00	349.46	140.02
26	A & N ISLANDS	0.00	0.00	8.27		3.82
27	CHANDIGARH	0.00	0.00	1.17		-
28	DADRA&NAGAR HAVELI	1.99	0.00	0.00	4.14	-
29	DAMAN & DIU	0.00	1.19	0.00		-
30	DELHI	32.49	0.00	32.39	53.59	-
31	LAKSHADWEEP	0.48	0.00	0.00		-
32	PONDICHERRY	0.00	27.20	20.32	10.72	-
TOTAL		11061.24	13572.80	12698.08	15009.12	16844.00

ASSISTANCE TO STATES/UTs FOR
NON-FORMAL EDUCATION SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (ANTICIPATED)
1	ANDHRA PRADESH	318.14	498.00	650.55	581.78	616.36
2	ASSAM	182.01	203.23	264.96	159.40	181.88
3	BIHAR	1030.76	466.25	88.02	667.72	233.55
4	HARYANA	11.46				-
5	JAMMU&KASHMIR		64.68			-
6	KARNATAKA	23.80	57.03			-
7	MADHYA PRADESH	340.60	605.64	628.32	781.95	695.86
8	MIZORAM	2.19	2.07	2.22	2.06	2.44
9	ORISSA	100.11	341.33	259.85	109.84	241.56
10	RAJASTHAN	183.36	164.69	165.89	236.61	361.36
11	TAMILNADU	7.02	6.39			-
12	UTTAR PRADESH	1082.33	544.31	485.30	925.47	1616.35
13	WEST BENGAL	267.18	100.00	41.49		-
14	A & N ISLANDS	0.18				-
15	CHANDIGARH	1.29	1.42	0.85	2.82	2.25
16	DADRA&NAGAR HAVELI	2.06				-
17	MANIPUR		10.27		24.59	62.42
18	GUJARAT			40.74		-
TOTAL		3552.49	3065.31	2628.19	3492.24	4014.03

ASSISTANCE TO STATES/UTs FOR
TEACHER TRAINING PROGRAMME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON 15.1.92)
1	ANDHRA PRADESH	267.76	276.85	416.39	106.00	365.25
2	ARUNACHAL PRADESH	35.70	3.00	0.00		-
3	ASSAM	182.75	264.90	182.45	35.00	88.30
4	GOA	0.00	0.00	28.30	2.00	5.50
5	GUJARAT	281.29	183.23	0.00		-
6	HARYANA	66.50	178.40	10.00	52.82	78.23
7	HIMACHAL PRADESH	0.00	129.30	0.00		-
8	JAMMU&KASHMIR	150.35	156.15	174.70		168.20
9	KERALA	60.74	100.40	280.00	94.81	49.70
10	MADHYA PRADESH	448.42	490.60	439.20	386.28	-
11	MAHARASHTRA	0.00	380.80	0.00		-
12	MANIPUR	0.00	33.70	0.00	1.00	-
13	MIZORAM	31.50	3.00	0.00	31.85	23.50
14	NAGALAND	0.00	32.00	0.00	28.00	-
15	ORISSA	274.05	211.95	198.77	33.00	140.67
16	PUNJAB	179.00	86.00	152.30	108.40	-
17	RAJASTHAN	335.40	349.85	547.04	438.15	149.56
18	SIKKIM	0.00	35.50	0.00		36.88
19	TAMILNADU	208.70	342.50	798.52	105.00	319.00
20	TRIPURA	0.00	0.00	26.60		-
21	UTTAR PRADESH	536.46	363.87	250.63	363.59	-
22	WEST BENGAL	132.69	15.00	0.00	-147.69 @	-
23	DELHI	56.20	14.90	63.97	40.05	74.57
24	PONDICHERRY	-	-	-	-	30.00
TOTAL		3247.51	3651.90	3568.87	1678.26	1529.36

@ DUE TO NON-IMPLEMENTATION OF THE PROJECTS, SANCTIONS ISSUED
IN 1987-88 AND 1988-89 WERE REVOKED IN MARCH, 1991

ASSISTANCE TO STATES/UTs FOR
VOCATIONALISATION SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON 12/91)
1	ANDHRA PRADESH	562.63	730.32	177.06	886.85	225.54
2	ARUNACHAL PRADESH					
3	ASSAM	30.10	82.61		42.62	140.28
4	BIHAR	136.09		7.41	558.61	
5	GOA	68.53	28.47	64.59	80.63	49.50
6	GUJARAT		236.64	1173.31	778.031	455.25
7	HARYANA	276.12	353.03	129.87	184.83	130.00
8	HIMACHAL PRADESH	30.90	1.86	98.06	177.475	52.50
9	JAMMU&KASHMIR				16.50	
10	KARNATAKA	93.00	244.70	49.21	156.80	
11	KERALA		226.42	223.44	353.23	
12	MADHYA PRADESH	57.16	745.00	1121.48	1221.42	
13	MAHARASHTRA	495.90	469.66	509.38	267.21	400.00
14	MANIPUR		11.68			
15	MEGHALAYA				20.75	
16	MIZORAM	21.42	7.12		16.68	
17	NAGALAND	8.00			14.84	
18	ORISSA	156.19	600.00	83.72	510.40	
19	PUNJAB	211.59		50.25	371.71	
20	RAJASTHAN	58.34	159.22	72.35	561.543	59.93
21	SIKKIM				5.325	
22	TAMILNADU	112.56	225.00	358.11	279.558	
23	TRIPURA					
24	UTTAR PRADESH	829.88	800.00	203.69	707.25	97.35
25	WEST BENGAL	40.69				
26	A & N ISLANDS			3.24	3.238	
27	CHANDIGARH		42.70	42.70	12.34	12.15
28	DADRA&NAGAR HAVELI					
29	DAMAN & DIU					
30	DELHI	36.52		4.18	42.86	
31	LAKSHADWEEP					
32	PONDICHERY				16.63	
TOTAL		3225.62	4964.43	4372.05	7287.33	1622.50

* RS. 42.70 LAKHS SHOWN AGAINST CHANDIGARH IN 1988-89 COULD NOT BE CLAIMED BY CHANDIGARH ADMN. DURING 1988-89.

ASSISTANCE TO STATES/UTs FOR
SCIENCE EDUCATION SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON 12.91)
1	ANDHRA PRADESH	99.25	107.15	400.37	132.25	-
2	ARUNACHAL PRADESH		3.72			-
3	ASSAM		295.32	90.25	141.66	-
4	BIHAR		365.44	11.24		-
5	GOA	35.99		36.03	56.76	-
6	GUJARAT			142.31		-
7	HARYANA		279.66			-
8	HIMACHAL PRADESH	99.55	216.13		139.84	-
9	JAMMU&KASHMIR	30.67		97.95	167.10	-
10	KARNATAKA	417.70	95.69	45.75	167.88	-
11	KERALA	200.92		199.43	152.72	-
12	MADHYA PRADESH	113.55	300.00	244.56	7.28	-
13	MAHARASHTRA	626.10			5.42	-
14	MANIPUR		108.00		87.05	-
15	MEGHALAYA				35.20	-
16	MIZORAM	13.78		87.76	84.42	-
17	NAGALAND	11.55		8.40		-
18	ORISSA	200.00		268.82		-
19	PUNJAB	130.06		1.37	349.97	171.14
20	RAJASTHAN	349.52			139.84	-
21	SIKKIM			12.41	20.14	-
22	TAMILNADU	217.69	194.41	251.13	93.37	-
23	TRIPURA		27.45		0.74	-
24	UTTAR PRADESH	313.47	300.00	98.10	13.45	-
25	WEST BENGAL		514.37		147.18	-
26	A & N ISLANDS	7.34		21.52	5.84	-
27	CHANDIGARH	5.82			20.18	-
28	DADRA&NAGAR HAVELI				5.22	-
29	DELHI	53.47	73.42	102.59	55.60	-
30	DAMAN & DIU			4.56		-
31	LAKSHADWEEP	0.23		1.28		-
32	PONDICHERRY		20.82	7.03	4.32	-
	TOTAL	2926.66	2901.58	2132.86	2033.43	171.14

ASSISTANCE TO STATES/UTs FOR
EDUCATION TECHNOLOGY SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON 15.1.92)
1	ANDHRA PRADESH	247.00	278.11	113.00	227.90	37.74
2	ARUNACHAL PRADESH	-	1.72	1.14		
3	ASSAM	-	20.92	42.20	73.53	
4	BIHAR	-	23.54	8.33		6.49
5	GOA	3.24	3.31	1.76	5.29	
6	GUJARAT	273.75	-	173.65	96.19	
7	HARYANA	-	7.04	39.90	50.00	
8	HIMACHAL PRADESH	9.62	10.72	45.80		
9	JAMMU&KASHMIR	-	9.00	17.82	102.99	
10	KARNATAKA	22.52	60.38	66.37	15.81	
11	KERALA	7.16	13.46	27.87		12.17
12	MADHYA PRADESH	-	193.80	30.46	29.16	
13	MAHARASHTRA	-	72.00	93.00	126.20	
14	MANIPUR	-	1.82	1.21	10.08	16.19
15	MEGHALAYA	-	0.90	4.23	5.00	5.08
16	MIZORAM	2.18	6.03	9.13		0.11
17	NAGALAND	2.82	-	7.72		
18	ORISSA	45.84	78.03	128.80	258.25	
19	PUNJAB	-	19.84	48.23	60.00	
20	RAJASTHAN	-	113.62	91.92		
21	SIKKIM	-	2.82	1.88	3.50	
22	TAMILNADU	-	30.00	70.00	100.00	
23	TRIPURA	-	0.26	0.17	0.06	
24	UTTAR PRADESH	72.00	112.26	20.84		
25	WEST BENGAL	-	19.46	12.97		
26	A & N ISLANDS	-	0.48	0.32	0.50	
27	CHANDIGARH	-	1.37	0.48	1.11	
28	DELHI	28.64	36.11			
29	DAMAN & DIU	-	0.18	0.12		
30	DADRA&NAGAR HAVELI	0.33	-	0.22		0.36
31	LAKSHADWEEP	0.16	0.03	0.13		
32	PONDICHERRY	-	1.84	1.23		
TOTAL		715.26	1119.05	1060.90	1165.57	78.14

ASSISTANCE TO STATES/UTs FOR
ENVIRONMENT EDUCATION SCHEME

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON DEC.91)
1	ANDHRA PRADESH		22.37		20.16	
2	ARUNACHAL PRADESH		4.81			
3	ASSAM		4.20			12.85
4	BIHAR		20.17			
5	GOA				8.45	
6	GUJARAT			4.82		
7	HARYANA			0.66		
8	HIMACHAL PRADESH		9.15			
9	KARNATAKA		8.04	24.11	58.90	
10	KERALA			2.07		
11	MADHYA PRADESH		9.60	28.80		
12	MAHARASHTRA			9.73		
13	MIZORAM		1.82	1.97		
14	ORISSA		18.47			
15	RAJASTHAN		37.52		16.56	
16	TAMILNADU		17.73	16.55	33.86	
17	TRIPURA		3.04		9.12	
18	UTTAR PRADESH			13.85		
19	A & N ISLANDS		2.48			
20	DELHI			7.73	9.71	
21	PONDICHERRY		0.94		2.16	
TOTAL			160.34	110.29	158.92	12.85

ASSISTANCE TO STATES/UTs FOR
INTEGRATED EDUCATION FOR DISABLED CHILDREN

(Rupees in lakh)

SL. NAME OF STATE/ NO. UNION TERRITORY	AMOUNT RELEASED				
	1987-88	1988-89	1989-90	1990-91	1991-92 (AS ON 31.12.91)
1 ANDHRA PRADESH		14.71		12.80	
2 BIHAR	10.10	1.70	2.62	7.67	
3 GUJARAT	4.24		8.57	5.87	21.03
4 HARYANA			20.55	19.77	
5 HIMACHAL PRADESH		8.24	5.63	7.40	7.21
6 JAMMU & KASHMIR				19.98	
7 KARNATAKA	16.29	28.78	10.86		12.26
8 KERALA	61.08	55.00	60.00	100.47	0.20
9 MADHYA PRADESH		0.63	1.16	17.40	
10 MANIPUR				3.97	
11 MAHARASHTRA	16.40	19.42	14.27		
12 MIZORAM	10.00	10.00	16.79	24.79	31.72
13 NAGALAND	5.55	10.76	10.74	9.36	10.79
14 ORISSA	18.47	13.99	15.03	23.87	22.47
15 PUNJAB	4.17	4.58			12.00
16 RAJASTHAN	48.26		33.23	33.44	3.61
17 TAMILNADU				5.76	
18 UTTAR PRADESH	9.55		11.95	16.97	
19 A & N ISLANDS	11.41	14.29	15.65	13.90	16.08
20 DELHI	10.58	11.77	12.17	18.92	
21 GOA			0.09	0.45	
22 DAMAN & DIU				0.49	0.53
TOTAL	226	.86	239.31	343.28	137.90

APPENDIX-9

STATEWISE EXPENDITURE ON RUNNING
NAVODAYA VIDYALAYAS

(Rupees in lakh)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED						
		1987-88	1988-89	1989-90	1990-91		1991-92 (ANTICIPATED)	
					N.PLAN	PLAN	N.PLAN	PLAN
1	ANDHRA PRADESH	115.80	227.90	270.92	287.25	67.82	273.15	159.30
2	ARUNACHAL PRADESH	19.12	42.48	61.59	44.85	6.58	43.30	27.10
4	BIHAR	159.94	296.13	372.11	375.94	104.79	344.45	190.85
5	GOA	10.61	17.99	20.12	25.81	4.32	21.30	11.75
6	GUJARAT	32.72	73.27	85.24	86.89	25.44	82.40	57.90
7	HARYANA	50.87	94.18	124.73	110.51	47.29	121.45	74.80
8	HIMACHAL PRADESH	71.16	109.65	128.34	140.70	31.79	123.35	60.90
9	JAMMU&KASHMIR	88.13	125.46	143.66	148.62	30.57	154.20	100.20
10	KARNATAKA	110.23	223.88	247.72	259.37	57.06	252.50	140.20
11	KERALA	75.09	140.47	142.85	183.92	39.86	150.90	83.90
12	MADHYA PRADESH	161.18	285.10	323.43	317.15	96.87	322.15	206.80
13	MAHARASHTRA	128.35	211.99	261.49	272.70	71.53	269.25	150.05
14	MANIPUR	17.29	67.88	77.30	88.01	25.24	72.90	54.95
15	MEGHALAYA	28.66	29.20	36.17	35.02	3.13	29.25	16.25
16	MIZORAM	11.73	18.85	17.63	19.16	3.68	13.35	11.60
17	NAGALAND	1.31	13.34	12.16	11.83	2.22	9.35	4.60
18	ORISSA	97.06	155.21	171.21	162.32	43.30	164.60	92.85
19	PUNJAB	45.71	67.56	99.44	96.38	30.36	98.35	62.05
20	RAJASTHAN	86.08	201.19	254.58	243.33	93.88	248.85	159.15
21	SIKKIM	7.99	7.04	9.24	13.18	1.01	9.60	4.80
23	TRIPURA	-	4.08	13.39	10.35	4.31	12.25	8.50
24	UTTAR PRADESH	171.72	307.60	402.42	407.17	119.76	366.95	250.75
26	A & N ISLANDS	12.83	18.30	28.85	32.50	3.98	24.40	11.75
27	CHANDIGARH	4.04	5.77	9.79	11.02	7.15	10.85	8.20
28	DELHI	-	8.79	10.24	9.34	3.32	10.00	8.75
29	DAMAN & DIU	4.35	10.46	12.38	12.48	4.20	11.45	12.25
30	DADRA&NAGAR HAVELI	15.27	11.25	14.35	14.53	0.30	11.30	5.15
31	LAKSHADWEEP	-	16.34	8.13	15.24	2.97	7.90	6.00
32	PONDICHERRY	28.21	45.26	54.56	55.36	10.01	54.95	26.80
	TOTAL	1555.45	2836.62	3414.04	3490.93	942.74	3314.70	2008.15

Statements of Educational Statistics ,

STATEMENT NO.1
AREA, NO. OF DISTRICTS & NO. OF BLOCKS

S.NO.	STATE/U.T	AREA (SQ.KMs)	NO. OF DISTRICTS	NO. OF BLOCKS/ TEHSILS/TALUKAS
1	ANDHRA PRADESH	275068	23	1104 *
2	ARUNACHAL PRADESH	83743	11	48
3	ASSAM	78438	23	135
4	BIHAR	173877	39	589
5	GOA	3810	2	10
6	GUJARAT	196024	19	184
7	HARYANA	44212	12	99
8	HIMACHAL PRADESH	55673	12	69
9	JAMMU & KASHMIR @	222236	14	119
10	KARNATAKA	191791	21	181
11	KERALA	38863	14	151
12	MADHYA PRADESH	443446	45	459
13	MAHARASHTRA	307690	30	300
14	MANIPUR	22327	8	26
15	MEGHALAYA	22429	5	30
16	MIZORAM	21081	3	20
17	NAGALAND	16579	7	25
18	ORISSA	155707	13	314
19	PUNJAB	50362	12	118
20	RAJASTHAN	342239	27	236
21	SIKKIM	7096	4	447
22	TAMIL NADU	130058	21	385
23	TRIPURA	10486	3	17
24	UTTAR PRADESH	294411	63	895
25	WEST BENGAL	88752	17	341
26	A & N ISLANDS	8249	2	5
27	CHANDIGARH	114	1	1
28	DADRA & NAGAR HAVELI	491	1	1
29	DAMAN & DIU		2	2
30	DELHI	1483	1	5
31	LAKSHADWEEP	32	1	0
32	PONDICHERRY	492	4	12
	INDIA	3287259	460	6328

Source : (i) Selected Educational Statistics (1989-90)
(ii) Fifth All India Educational Survey : NCERT
* Number of Mandals
@ Includes area under illegal occupation of Pakistan and China

STATEMENT NO. 2

LITERACY RATE - INDIA: 1951-1991

Year	Persons	Males	Females
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56 (41.42)	56.37 (53.45)	29.75 (28.46)
1991	52.11	63.86	39.42

- NOTE :
1. Literacy rate for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above. The literacy rates for the population aged five years and above in 1981 have been shown in brackets.
 2. The 1981 rates exclude Assam where the 1981 Census could not be conducted. The 1991 Census rates exclude Jammu and Kashmir where the 1991 Census is yet to be conducted.

STATEMENT NO. 3

NUMBER OF LITERATES AND ILLITERATES AMONG POPULATION
POPULATION AGED SEVEN YEARS AND ABOVE - INDIA
1981-1991

Year	Persons	Males	Females
(1)	(2)	(3)	(4)
Literates			
1981	233,947	156,953	76,994
1991	352,082	224,288	127,794
Increase in 1991 over 1981	118,315	67,335	50,800
Illiterates			
1981	301,933	120,902	181,031
1991	324,030	126,694	197,336
Increase in 1991 over 1981	22,097	5,792	16,305

- NOTE :
1. The figure excludes Assam and Jammu and Kashmir. For Assam, the 1981 figures are not available as the 1981 Census could not be held there, while for Jammu & Kashmir, the 1991 figures are not yet available as the 1991 Census is yet to be conducted there.
 2. Figures of literate population for 1991 are as per the provisional results of the 1991 Census. The figures of illiterate population aged seven years and above are estimated figures based on certain assumptions on population age structure and are likely to undergo change.

STATEMENT NO. 4

PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE

	1981			1991		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
INDIA	43.56	56.37	29.75	52.11	63.86	39.42
1 ANDHRA PRADESH	35.66	46.83	24.16	45.11	56.24	33.71
2 ARUNACHAL PRADESH	25.54	35.11	14.01	41.22	51.10	29.37
3 ASSAM	NA	NA	NA	53.42	62.34	43.70
4 BIHAR	32.03	46.58	16.51	38.54	52.63	23.10
5 GOA	65.71	76.01	55.17	76.96	85.48	68.20
6 GUJARAT	52.21	65.14	38.46	60.91	72.54	48.50
7 HARYANA	43.85	58.49	26.89	55.33	67.85	40.94
8 HIMACHAL PRADESH	51.17	64.27	37.72	63.54	74.57	52.46
9 JAMMU & KASHMIR	32.68	44.18	19.55	NA	NA	NA
10 KARNATAKA	46.20	58.72	33.16	55.98	67.25	44.34
11 KERALA	81.56	87.74	75.65	90.59	94.45	86.93
12 MADHYA PRADESH	34.22	48.41	18.99	43.45	57.43	28.39
13 MAHARASHTRA	55.83	69.66	41.01	63.05	74.84	50.51
14 MANIPUR	49.61	64.12	34.61	60.96	72.98	48.64
15 MEGHALAYA	42.02	46.62	37.15	48.26	51.57	44.78
16 MIZORAM	74.26	79.37	68.60	81.23	84.06	78.09
17 NAGALAND	50.20	58.52	40.28	61.30	66.09	55.72
18 ORISSA	40.96	56.45	25.14	48.55	62.37	34.40
19 PUNJAB	48.12	55.52	39.64	57.14	63.68	49.72
20 RAJASTHAN	30.09	44.76	13.99	38.81	55.07	20.84
21 SIKKIM	41.57	52.98	27.35	56.53	64.34	47.23
22 TAMIL NADU	54.38	68.05	40.43	63.72	74.88	52.29
23 TRIPURA	50.10	61.49	38.01	60.39	70.08	50.01
24 UTTAR PRADESH	33.33	47.43	17.18	41.71	55.35	26.02
25 WEST BENGAL	48.64	59.93	36.07	57.72	67.24	47.15
26 A & N ISLANDS	63.16	70.28	53.15	73.74	79.68	66.22
27 CHANDIGARH	74.81	78.89	69.31	78.73	82.67	73.61
28 DADRA & NAGAR HAVELI	32.70	44.69	20.38	39.45	52.07	26.10
29 DAMAN & DIU	59.91	74.45	46.51	73.58	85.67	61.38
30 DELHI	71.93	79.28	62.57	76.09	82.63	68.01
31 LAKSHADWEEP	68.42	81.24	55.32	79.23	87.06	70.88
32 PONDICHERRY	65.14	77.09	53.03	74.91	83.91	65.79

NA stands for not available

Literacy rates for 1981 excludes Assam where the 1991 census could not be held and the literacy rates for 1991 exclude Jammu and Kashmir where the 1991 census is yet to be conducted. The literacy rates for India for 1981 and 1991 excluding Assam and Jammu & Kashmir works out as under:

	Persons	Males	Females
1981	43.66	56.49	29.84
1991	52.07	63.90	39.31

STATEMENT NO. 5

STATES AND UNION TERRITORIES ARRANGED IN DESCENDING ORDER OF LITERACY RATE
AMONG PERSONS, MALES AND FEMALES: 1991

PERSONS		MALES		FEMALES		
RANK	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE
1	KERALA	90.59	KERALA	94.45	KERALA	86.93
2	MIZORAM	81.23	LAKSHADWEEP	87.06	MIZORAM	78.09
3	LAKSHADWEEP	79.23	DAMAN & DIU	85.67	CHANDIGARH	73.61
4	CHANDIGARH	78.73	GOA	85.48	LAKSHADWEEP	70.88
5	GOA	76.96	MIZORAM	84.06	GOA	68.20
6	DELHI	76.09	PONDICHERRY	83.91	DELHI	68.01
7	PONDICHERRY	74.91	CHANDIGARH	82.67	A & N ISLANDS	66.22
8	A & N ISLANDS	73.74	DELHI	82.63	PONDICHERRY	65.79
9	DAMAN & DIU	73.58	A & N ISLANDS	79.68	DAMAN & DIU	61.38
10	TAMIL NADU	63.72	TAMIL NADU	74.88	NAGALAND	55.72
11	HIMACHAL PRADESH	63.54	MAHARASHTRA	74.84	HIMACHAL PRADESH	52.46
12	MAHARASHTRA	63.05	HIMACHAL PRADESH	74.57	TAMIL NADU	52.29
13	NAGALAND	61.30	MANIPUR	72.98	MAHARASHTRA	50.51
14	MANIPUR	60.96	GUJARAT	72.54	TRIPURA	50.01
15	GUJARAT	60.91	TRIPURA	70.08	PUNJAB	49.72
16	TRIPURA	60.39	HARYANA	67.85	MANIPUR	48.64
17	WEST BENGAL	57.72	KARNATAKA	67.25	GUJARAT	48.50
18	PUNJAB	57.14	WEST BENGAL	67.24	SIKKIM	47.23
19	SIKKIM	56.53	NAGALAND	66.09	WEST BENGAL	47.15
20	KARNATAKA	55.98	SIKKIM	64.34	MEGHALAYA	44.78
21	HARYANA	55.33	INDIA	63.86	KARNATAKA	44.34
22	ASSAM	53.42	PUNJAB	63.68	ASSAM	43.70
	INDIA	52.11	ORISSA	62.37	HARYANA	40.94
23	ORISSA	48.55	ASSAM	62.34	INDIA	39.42
24	MEGHALAYA	48.26	MADHYA PRADESH	57.43	ORISSA	34.40
25	ANDHRA PRADESH	45.11	ANDHRA PRADESH	56.24	ANDHRA PRADESH	33.71
26	MADHYA PRADESH	43.45	UTTAR PRADESH	55.35	ARUNACHAL PRADESH	29.37
27	UTTAR PRADESH	41.71	RAJASTHAN	55.07	MADHYA PRADESH	28.39
28	ARUNACHAL PRADESH	41.22	BIHAR	52.63	DADRA & NAGAR HAVELI	26.10
29	DADRA & NAGAR HAVELI	39.45	DADRA & NAGAR HAVELI	52.07	UTTAR PRADESH	26.02
30	RAJASTHAN	38.81	MEGHALAYA	51.57	BIHAR	23.10
31	BIHAR	38.54	ARUNACHAL PRADESH	51.10	RAJASTHAN	20.84

Excludes Jammu & Kashmir where the 1991 Census is yet to be held

STATEMENT No. 6
PROJECTED POPULATION (1990-91)
(As on 1st March 1991)

(In '00)

S.NO.STATE/U.T.	ALL AGES			6-11 YEARS			11-14 YEARS		
	TOTAL	SC	ST	TOTAL	SC	ST	TOTAL	SC	ST
1 ANDHRA PRADESH	663049	98595	39319	70270	10450	4167	39492	5872	2342
2 ARUNACHAL PRADESH	8584	42	5987	1070	4	748	578	2	404
3 ASSAM	222946	13910	24502	31767	1938	4066	18501	1129	2368
4 BIHAR	863388	125252	71748	104836	15211	8712	58089	8429	4828
5 GOA	11686	254	113	1320	28	12	762	16	8
6 GUJARAT	411741	29448	58550	46264	3313	6588	26695	1912	3802
7 HARYANA	163177	31119	0	20210	3854	0	11136	2123	0
8 HIMACHAL PRADESH	51111	12579	2361	5889	1450	271	3425	843	158
9 JAMMU & KASHMIR	77187	6412	0	8679	721	0	4920	409	0
10 KARNATAKA	448174	67522	22050	52639	7932	2585	29936	4511	1470
11 KERALA	290112	29055	2988	30805	3807	317	17690	1773	182
12 MADHYA PRADESH	661359	93258	151914	76979	10854	17682	42647	6013	9796
13 MAHARASHTRA	787067	56165	72331	81383	5811	7479	48075	3432	4418
14 MANIPUR	18267	228	4987	2356	30	641	1184	15	322
15 MEGHALAYA	17606	73	14185	2288	8	1844	1259	4	1015
16 MIZORAM	6862	0	6423	803	0	751	490	0	458
17 NAGALAND	12156	0	10207	1368	0	1149	815	0	684
18 ORISSA	315121	46190	70682	35313	5177	7921	20542	3012	4608
19 PUNJAB	201908	54255	0	21468	5766	0	12515	3362	0
20 RAJASTHAN	438806	74781	53578	57892	10073	7069	30752	5351	3755
21 SIKKIM	4036	231	935	591	34	137	322	19	75
22 TAMIL NADU	556383	102080	5953	57960	10636	620	32986	6053	353
23 TRIPURA	27448	4144	7812	2923	443	531	1598	242	454
24 UTTAR PRADESH	1387604	293562	2914	171272	36241	359	94481	19992	199
25 WEST BENGAL	679827	149474	38655	74010	16275	4637	41430	9111	2333
26 A & N ISLANDS	2780	0	334	427	0	52	214	0	26
27 CHANDIGARH	6407	904	0	819	115	0	467	65	0
28 DADRA & NAGAR HAVELI	1385	32	1097	168	4	132	98	2	77
29 DAMAN & DIU	1014	22	10	*	*	*	*	*	*
30 DELHI	93705	16901	0	10209	1839	0	6001	1081	0
31 LAKSHADWEEP	517	0	483	60	0	54	31	0	27
32 PONDICHERRY	7894	1258	0	745	119	0	452	72	0
INDIA	8439309	1307746	670118	981113	154526	76134	553724	87211	42969

1. These projected population are based on 1981 Census

2. * Included in Goa

STATEMENT NO. 7

LITERACY RATES - 1981^a

As on 1-3-1981

STATE/U.T	GENERAL			S.C			S.T		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1 ANDHRA PRADESH	39.26	20.39	29.94	24.82	10.26	17.65	12.02	3.46	7.82
2 ASSAM *	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
3 BIHAR	38.11	13.62	26.20	18.02	2.51	10.40	26.17	7.75	16.99
4 GUJARAT	54.44	32.30	43.70	53.14	25.61	39.79	30.41	11.64	21.14
5 HARYANA	48.20	22.27	36.14	31.45	7.06	20.15	-	-	-
6 HIMACHAL PRADESH	53.19	31.46	42.48	41.94	20.63	31.50	38.75	12.82	25.93
7 JAMMU&KASHMIR	36.29	15.88	26.67	32.34	11.70	22.44	-	-	-
8 KARNATAKA	48.81	27.71	38.46	29.35	11.55	20.59	29.96	10.03	20.14
9 KERALA	75.26	65.73	70.42	62.33	49.73	55.96	37.52	26.02	31.79
10 MADHYA PRADESH	39.49	15.53	27.87	30.26	6.87	18.97	17.74	3.60	10.68
11 MAHARASHTRA	58.79	34.79	47.18	48.85	21.53	35.55	32.38	11.94	22.29
12 MANIPUR	53.29	29.06	41.35	41.94	24.95	33.63	48.88	30.35	39.74
13 MEGHALAYA	37.89	30.08	34.08	33.28	16.30	25.78	34.19	28.91	31.35
14 NAGALAND	50.06	33.89	42.57				47.32	32.99	40.32
15 ORISSA	47.10	21.12	34.23	35.26	9.40	22.41	23.27	4.76	13.96
16 PUNJAB	47.16	33.69	40.86	30.96	15.67	23.86	-	-	-
17 RAJASTHAN	36.30	11.42	24.38	24.40	2.69	14.04	18.85	1.20	10.27
18 SIKKIM	43.95	22.20	34.05	35.74	19.65	28.06	43.10	22.37	33.13
19 TAMILNADU	58.26	34.99	46.76	40.65	18.47	29.67	26.71	14.00	20.85
20 TRIPURA	51.70	32.00	42.12	43.92	23.24	33.89	33.46	12.27	23.07
21 UTTAR PRADESH	38.76	14.04	27.16	24.83	3.90	14.96	31.12	8.69	20.45
22 WEST BENGAL	50.67	30.25	40.94	34.26	13.70	24.37	21.16	5.01	13.21
23 A & N ISLANDS	58.72	42.14	51.56				38.43	23.24	31.11
24 ARUNACHAL PRADESH	28.94	11.32	20.79	45.88	22.38	37.14	20.79	7.31	14.04
25 CHANDIGARH	69.00	59.31	64.79	46.04	25.31	37.07	-	-	-
26 DADRA&NAGAR HAVELI	36.32	16.78	26.67	58.52	44.74	51.29	25.46	8.42	16.96
27 DELHI	68.40	53.07	61.54	50.21	25.85	39.30	-	-	-
28 GOA DIU DAMAN	65.59	47.56	56.66	48.79	27.84	38.38	33.65	18.89	26.48
29 LAKSHADWEEP	65.24	44.65	55.07				63.34	42.92	53.13
30 MIZORAM	64.46	54.91	59.88	88.33	53.33	84.44	64.12	55.12	59.63
31 PONDICHERRY	65.84	45.71	55.85	43.11	21.21	32.36	-	-	-
TOTAL	46.89	24.82	36.23	31.12	10.93	21.38	24.52	8.04	16.35

* Census was not conducted in Assam

Source: Census of India 1981 Publications

Remarks: No castes were scheduled by the President of India for Nagaland, A&N Islands and Lakshadweep and no tribes were scheduled in Haryana Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry

^a Literacy rate inclusive of 0-4 age group

STATEMENT No. 8

STATES AND U.Ts RANKED IN ORDER OF
S.C LITERACY RATES @
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.C LITERACY RATE
1	MIZORAM	84.44
2	KERALA	55.96
3	DADRA&NAGAR HAVELI	51.20
4	GUJARAT	39.79
5	DELHI	39.30
6	GOA DIU DAMAN	38.38
7	ARUNACHAL PRADESH	37.14
8	CHANDIGARH	37.07
9	MAHARASHTRA	35.55
10	TRIPURA	33.89
11	MANIPUR	33.63
12	PONDICHERRY	32.36
13	HIMACHAL PRADESH	31.50
14	TAMILNADU	29.67
15	SIKKIM	28.06
16	MEGHALAYA	25.78
17	WEST BENGAL	24.37
18	PUNJAB	23.86
19	JAMMU&KASHMIR	22.44
20	ORISSA	22.41
21	KARNATAKA	20.59
22	HARYANA	20.15
23	MADHYA PRADESH	18.97
24	ANDHRA PRADESH	17.65
25	UTTAR PRADESH	14.96
26	RAJASTHAN	14.04
27	BIHAR	10.40
28	NAGALAND	--
29	LAKSHADWEEP	--
30	A & N ISLANDS	--
31	ASSAM*	--
TOTAL		21.38

* Census was not conducted in Assam

Source: 1981 Census Publications

Remarks : No Scheduled Castes in Nagaland,
A & N Islands and Lakshadweep.

@ Literacy rate inclusive of 0-4 age group

STATEMENT NO. 9

STATES AND U.Ts RANKED IN ORDER OF
S.T LITERACY RATES @
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.T LITERACY RATE
1	MIZORAM	59.63
2	LAKSHADWEEP	53.13
3	NAGALAND	40.32
4	MANIPUR	39.74
5	SIKKIM	33.13
6	KERALA	31.79
7	MEGHALAYA	31.35
8	A & N ISLANDS	31.11
9	GOA DIU DAMAN	26.48
10	HIMACHAL PRADESH	25.93
11	TRIPURA	23.07
12	MAHARASHTRA	22.29
13	GUJARAT	21.14
14	TAMILNADU	20.46
15	UTTAR PRADESH	20.45
16	KARNATAKA	20.14
17	BIHAR	16.99
18	DADRA&NAGAR HAVELI	16.86
19	ARUNACHAL PRADESH	14.04
20	ORISSA	13.96
21	WEST BENGAL	13.21
22	MADHYA PRADESH	10.68
23	RAJASTHAN	10.27
24	ANDHRA PRADESH	7.82
25	PUNJAB	--
26	HARYANA	--
27	CHANDIGARH	--
28	JAMMU&KASHMIR	--
29	DELHI	--
30	ASSAM*	--
31	PONDICHERY	--
TOTAL		16.35

* Census was not conducted in Assam

Source: 1981 Census Publications

Remark : No Scheduled Tribes in Haryana,
Jammu & Kashmir, Punjab, Chandigarh,
Delhi and Pondicherry.

@ Literacy rate inclusive of 0-4 age group

STATEMENT NO.10

GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951

YEAR	PRIMARY	UPPER PRIMARY	HIGH/HR. SEC. SCHOOLS INTER. / PRE-DEGREE JR. COLLEGES	COLLEGE FOR GENL. EDN	COLLEGES FOR PROF. EDN	UNIVER- SITIES
1950-51	209671	13596	7416	370	208	27
1960-61	330399	49663	17329	967	852	45
1970-71	408378	90621	37051	2285	992	82
1980-81	494503	118335	51624	3421	1156	110
1990-91	558392	146636	78619	4862	886	146

STATEMENT NO.11

SEX-WISE ENROLMENT BY STAGES/CLASSES SINCE 1951
SCHOOL LEVEL

(IN LAKHS)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/HR. SECONDARY		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1950-51	138	54	192	26	5	31	13	2	15
1960-61	236	114	350	51	16	67	27	7	34
1970-71	357	213	570	94	39	133	57	19	76
1980-81	453	285	738	139	68	207	84	35	119
1990-91	581	410	991	209	124	333	140	69	209

STATEMENT NO.12

DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOLS SINCE 1951

(IN 000's)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/HR. SECONDARY		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1950-51	456	82	538	73	13	86	107	20	127
1960-61	615	127	742	262	83	345	234	62	296
1970-71	835	225	1060	463	175	638	474	155	629
1980-81	1020	343	1363	598	253	851	658	254	912
1990-91	1167	470	1637	706	353	1059	857	416	1273

STATEMENT NO.13
EDUCATIONAL INSTITUTIONS (1990-91) (As on 30th Sept., 1990)

S. No.	STATE/ U.Ts.	PRIMARY	MIDDLE	HIGHSCHOOL/ HR.SEC./ INTERMEDIATE PRE-DEGREE/ JR. COLLEGES	COLLEGES FOR GENERAL EDUCATION	PROF. @ EDUCATION	UNIVERSITIES *
1	ANDHRA PRADESH	48731	6118	6695	403	82	17
2	ARUNACHAL PRADESH	1122	254	113	4	0	1
3	ASSAM	28876	5703	3443	213	15	3
4	BIHAR	53252	13170	4097	557	31	11
5	GOA	1014	112	372	15	4	1
6	GUJARAT	13174	17084	5075	230	59	10
7	HARYANA	4922	1321	2266	119	22	4
8	HIMACHAL PRADESH	7522	1101	1037	39	4	3
9	JAMMU & KASHMIR	8712	2320	1097	27	9	3
10	KARNATAKA	23539	16318	5110	403	132	9
11	KERALA	6772	2911	2568	133	31	6
12	MADHYA PRADESH	66849	13977	3973	448	37	12
13	MAHARASHTRA	39121	18849	10374	582	195	18
14	MANIPUR	3226	693	440	31	4	1
15	MEGHALAYA	4163	693	303	23	1	1
16	MIZORAM	1109	544	205	13	1	0
17	NAGALAND	1287	341	148	15	1	0
18	ORISSA	40033	9405	4926	244	20	5
19	PUNJAB	12372	1425	2743	171	26	4
20	RAJASTHAN	30231	8629	3733	159	41	9
21	SIKKIM	510	122	75	1	0	0
22	TAMIL NADU	29979	5624	5158	214	71	15
23	TRIPURA	2083	436	454	13	2	1
24	UTTAR PRADESH	76545	14582	5999	418	24	25
25	WEST BENGAL	50827	4179	6804	302	62	11
26	A. & N. ISLANDS	186	41	66	2	1	0
27	CHANDIGARH	54	27	68	12	2	2
28	DADRA & NAGAR HAVELI	120	41	11	0	0	0
29	DAMAN & DIU	46	20	19	1	0	0
30	DELHI	1655	485	1130	63	6	11
31	LAKSHADWEEP	19	4	11	0	0	0
32	PONDICHERRY	341	107	106	7	3	1
INDIA		558392	146636	78619	4862	886	184

* Includes Deemed Universities and Institutions of National Importance

@ Includes only Colleges of Engineering Technology, Medical and Teacher Training

SOURCE: Selected Educational Statistics, 1990-91

STATEMENT No.14
ENROLMENT BY STAGES (1990-91)

(As on 30.9. 1990)

S. NO.	STATE/ U. Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	4301744	3234834	7536578	1343686	780407	2124093	915175	466376	1381551	187723	77444	265167
2	ARUNACHAL PRADESH	65043	47154	112197	15956	10133	26089	10688	5008	15696	1293	312	1605
3	ASSAM	1893197	1656888	3550085	640427	435770	1076197	341313	235458	576771	78246	33212	111458
4	BIHAR	5723453	2841810	8565263	1559587	560989	2120576	1043970	252747	1296712	401154	94041	495195
5	GOA	71483	64373	135856	43464	37449	80913	32234	26811	59045	5735	5815	11550
6	GUJARAT	3222000	2458000	5680000	1138000	750000	1888000	701000	428000	1129000	158325	113975	272300
7	HARYANA	954490	734917	1689407	439601	251214	690815	283906	126104	410010	44943	29204	74147
8	HIMACHAL PRADESH	371102	319123	690225	188667	146131	334798	171205	105178	276383	7269	3357	10626
9	JAMMU & KASHMIR	450374	288386	738760	190878	100860	291738	122903	58410	181313	16395	10958	27353
10	KARNATAKA	3064914	2617318	5682232	1015914	697952	1713866	738367	377862	1116229	178459	76858	255317
11	KERALA	1623059	1532817	3155876	961533	908127	1869660	573061	589066	1162127	77285	88771	166056
12	MADHYA PRADESH	4863414	3131075	7994489	1764639	889261	2653900	758169	248660	1006829	164317	71032	235349
13	MAHARASHTRA	5397629	4624412	10022041	2292177	1602467	3894644	1968072	1051583	3019655	399508	243778	643286
14	MANIPUR	143515	121074	264589	42340	36360	78700	39543	29037	68580	12642	8319	20961
15	MEGHALAYA	124393	118177	242570	36909	32451	69360	31437	27167	58604	4339	2859	7198
16	MIZORAM	63183	57117	120300	19568	19509	39077	11440	10167	21607	1281	918	2199
17	NAGALAND	78810	66600	145410	28617	26904	55521	13641	10974	24615	2072	1007	3079
18	ORISSA	2174000	1446000	3620000	548500	427300	975800	614986	313215	928201	50228	17423	67651
19	PUNJAB	1108729	947026	2055755	487970	364470	852440	362704	251615	614319	42235	38492	80727
20	RAJASTHAN	3141437	1371810	4513247	1033336	285398	1318734	642283	152889	795172	74256	24958	99214
21	SIKKIM	38873	33625	72498	7776	7038	14814	5124	3588	8712	0	0	0
22	TAMIL NADU	4182459	3581414	7763873	1814266	1344281	3158547	988149	648138	1636287	149787	89977	239764
23	TRIPURA	221084	181220	402304	68964	52502	121466	39797	26023	65820	7330	3505	10835
24	UTTAR PRADESH	8889785	5050215	13940000	3240428	1229582	4470010	2268912	698903	2967815	359801	115796	475597
25	WEST BENGAL	5313432	3960689	9274121	1578095	1164672	2742767	1058516	540100	1598616	196157	134837	330994
26	A. & N. ISLANDS	21042	18770	39812	9886	8022	17908	6631	5583	12214	962	778	1740
27	CHANDIGARH	26382	23248	49630	13584	12362	25946	23132	18024	41156	7099	6865	13964
28	DADRA & NAGAR HAVELI	9821	6791	16612	2820	1598	4418	1526	905	2431	0	0	0
29	DAMAN & DIU	4992	4787	9779	4063	3438	7501	3791	2504	6295	202	168	370
30	DELHI	490965	429868	920833	280346	225354	505700	215397	170405	385802	74349	54634	128983
31	LAKSHADWEEP	4518	3830	8348	1743	1409	3152	1081	653	1734	0	0	0
32	PONDICHERY	55394	50236	105630	30551	25298	55849	15418	12683	28101	2964	2321	5285
INDIA		58094716	41023604	99118320	20844291	12438708	33282999	14003571	6893831	20897402	2706356	1351614	4057970

* Excludes enrolment in Ph.D/M.Phil and all Professional courses except Engineering (B.E./B.Tech/E.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

SOURCE: Selected Educational Statistics, 1990-91

STATEMENT No.15
ENROLMENT BY STAGES (SCHEDULED CASTES) 1990-91

(As on 30.9.1990)

S. NO.	STATE/ U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	855619	630067	1485686	226832	123318	350150	135960	61229	197189	23233	7431	30664
2	ARUNACHAL PRADESH	63	37	100	9	6	15	7	5	12	0	0	0
3	ASSAM	193290	176980	370270	63160	45912	109072	36692	23692	60384	6160	2257	8417
4	BIHAR	789358	294802	1084160	160231	40776	201007	67354	11107	78461	0	0	0
5	GOA	1679	1450	3129	596	417	1013	287	211	498	67	38	105
6	GUJARAT	311000	235000	546000	114700	64000	178700	72200	31900	104100	14270	5790	20660
7	HARYANA	211603	166541	378144	69753	31549	101302	33879	7924	41803	3689	625	4314
8	HIMACHAL PRADESH	92265	75450	167715	39397	24570	63967	23428	9855	33283	681	137	818
9	JAMMU & KASHMIR	36200	23800	60000	15700	8430	24130	6420	2340	8760	0	0	0
10	KARNATAKA	489228	398934	888162	144875	92720	237595	97834	40406	138240	19105	4869	23974
11	KERALA	188287	176914	365201	104829	98190	203019	58118	62374	120492	5286	5732	11018
12	MADHYA PRADESH	776251	376471	1152722	219579	108008	327587	88687	19089	107776	15438	2866	18304
13	MAHARASHTRA	803284	655676	1458960	315224	197792	513016	230903	105428	336331	44255	9151	53406
14	MANIPUR	1968	1995	3963	540	502	1042	627	568	1195	270	214	484
15	MEGHALAYA	1314	1280	2594	535	385	920	875	442	1317	153	112	265
16	MIZORAM	a	a	a	a	a	a	a	a	a	a	a	a
17	NAGALAND	a	a	a	a	a	a	a	a	a	a	a	a
18	ORISSA	420000	268000	688000	105100	41100	146200	55915	17074	72989	3698	768	4466
19	PUNJAB	393526	309068	702594	116390	76109	192499	66689	36665	103354	6838	2859	9697
20	RAJASTHAN	524720	170993	695713	155320	20001	175321	84929	6190	91119	6453	333	6796
21	SIKKIM	2271	1995	4266	343	326	669	191	153	344	0	0	0
22	TAMIL NADU	838389	691023	1529412	324308	226534	550842	159999	79458	239457	22682	9445	32127
23	TRIPURA	40114	33387	73501	11628	8139	19767	5926	3332	9258	916	335	1251
24	UTTAR PRADESH	1753066	676224	2429290	337523	82523	420046	320046	47848	367894	53564	4031	57595
25	WEST BENGAL	875964	583280	1459244	165098	84470	249568	120254	50844	171098	17364	7753	25117
26	A. & N. ISLANDS	a	a	a	a	a	a	a	a	a	a	a	a
27	CHANDIGARH	7437	6352	13789	2937	2344	5281	1850	1866	3716	470	164	634
28	DADRA & NAGAR HAVELI	163	151	314	109	75	184	85	58	143	0	0	0
29	DAMAN & DIU	194	168	362	122	138	260	193	111	304	12	3	15
30	DELHI	119137	90739	209876	47361	30631	77992	31867	13722	45589	4968	2717	7685
31	LAKSHADWEEP	10	7	17	7	6	13	7	5	12	0	0	0
32	PONDICHERRY	10524	10719	21243	4894	4445	9339	1601	1118	2719	332	140	472
INDIA		9736924	6057503	15794427	2747100	1413416	4160516	1702823	635014	2337837	249904	67770	317684

* Excludes enrolment in Ph.D/M.Phil and all Professional courses except Engineering (B.E./B.Tech/B.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

a No castes were scheduled by the President of India for Nagaland,
A & N Islands and Lakshadweep

SOURCE: Selected Educational Statistics, 1990-91

STATEMENT No.16
ENROLMENT BY STAGES (SCHEDULED TRIBES) 1990-91
(As on 30.9.1990)

S. NO.	STATE/ U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	323476	199536	523012	58966	24287	83253	29441	10102	39543	3274	830	4104
2	ARUNACHAL PRADESH	48200	33962	82162	10884	6468	17352	7672	2859	10531	997	207	1204
3	ASSAM	322216	271020	593236	74245	49960	124205	49559	31392	80951	6747	2552	9299
4	BIHAR	471823	247489	719312	99885	40445	140330	42816	15432	58248	0	0	0
5	GOA	198	123	321	35	12	47	3	0	3	0	0	0
6	GUJARAT	514000	366000	880000	124000	69000	193000	61300	31600	92900	13400	7135	20535
7	HARYANA	a	a	a	a	a	a	a	a	a	a	a	a
8	HIMACHAL PRADESH	15642	12146	27788	6793	3319	10112	4244	1689	5933	255	56	311
9	JAMMU & KASHMIR	a	a	a	a	a	a	a	a	a	a	a	a
10	KARNATAKA	122261	100988	223249	35223	23860	59083	19854	10182	30036	4318	832	5150
11	KERALA	22000	20012	42012	8142	7783	15925	3889	3652	7541	315	258	573
12	MADHYA PRADESH	940731	393331	1334062	215472	111288	326760	86091	16553	102644	10058	2037	12095
13	MAHARASHTRA	509215	387919	897134	145486	78313	223799	78299	31530	109829	8765	2157	10922
14	MANIPUR	50666	42074	92740	9188	7282	16470	7036	5179	12215	1574	892	2466
15	MEGHALAYA	104420	98926	203346	30401	28470	58871	25293	22002	47295	2617	1913	4530
16	MIZORAM	62666	56336	119002	19368	19298	38666	10847	9699	20546	212	110	322
17	NAGALAND	77039	71301	148340	21227	18039	39266	9516	7687	17203	1696	871	2567
18	ORISSA	522000	246000	768000	93100	38100	131200	34048	13172	47220	2842	612	3454
19	PUNJAB	a	a	a	a	a	a	a	a	a	a	a	a
20	RAJASTHAN	373292	111834	485126	95273	10410	105683	53498	3088	56586	5070	143	5213
21	SIKKIM	8250	7218	15468	1728	1657	3385	1038	892	1930	0	0	0
22	TAMIL NADU	39003	29552	68555	11823	7183	19006	5594	3506	9100	473	158	631
23	TRIPURA	76830	55577	132407	16169	10036	26205	6951	3194	10145	364	100	464
24	UTTAR PRADESH	21584	12625	34209	5353	1634	6987	5933	1522	7455	1228	502	1730
25	WEST BENGAL	316631	134878	451509	43094	14830	57924	20092	10560	30652	775	284	1059
26	A. & N. ISLANDS	1763	1621	3384	1038	894	1932	1403	1282	2685	18	8	26
27	CHANDIGARH	0	0	0	0	0	0	68	32	100	95	27	122
28	DADRA & NAGAR HAVELI	8345	5527	13872	2067	974	3041	853	390	1243	0	0	0
29	DAMAN & DIU	669	578	1247	499	492	991	259	142	401	75	32	107
30	DELHI	298	274	572	247	148	395	225	158	383	397	238	635
31	LAKSHADWEEP	4393	3729	8122	1682	1336	3018	976	565	1541	0	0	0
32	PONDICHERRY	a	a	a	a	a	a	a	a	a	a	a	a
INDIA		4957611	2910576	7868187	1131388	575518	1706906	566798	238061	804859	65565	21954	87519

* Excludes enrolment in Ph.D/M.Phil. and all Professional courses except Engineering (B.E./B.Tech/B.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

a No tribes were scheduled by the President of India in Haryana
Jammu and Kashmir, Punjab, Chandigarh, Delhi and Pondicherry

SOURCE: Selected Educational Statistics, 1990-91

STATEMENT NO.17
ENROLMENT PER LAKH POPULATION
(1990-91)

S.NO.STATE/U.T.	TOTAL		SCHEDULED CASTES		SCHEDULED TRIBES	
	PRIMARY	MIDDLE	PRIMARY	MIDDLE	PRIMARY	MIDDLE
1 ANDHRA PRADESH	11367	3204	15069	3551	13302	2117
2 ARUNACHAL PRADESH	13070	3039	2381	357	13723	2898
3 ASSAM	15924	4827	26619	7841	24212	5069
4 BIHAR	9921	2456	8656	1605	10026	1956
5 GOA	11626	6924	12319	3988	2841	416
6 GUJARAT	13795	4585	18541	6068	15030	3296
7 HARYANA	10353	4234	12152	3255	-	-
8 HIMACHAL PRADESH	13504	6550	13333	5085	11770	4283
9 JAMMU & KASHMIR	9571	3780	9357	3763	-	-
10 KARNATAKA	12679	3824	13154	3519	10125	2680
11 KERALA	10878	6445	12569	6987	14060	5330
12 MADHYA PRADESH	12088	4013	12361	3513	8782	2151
13 MAHARASHTRA	12733	4948	25976	9134	12403	3094
14 MANIPUR	14485	4308	17382	4570	18596	3303
15 MEGHALAYA	13778	3940	35534	12603	14335	4150
16 MIZORAM	17531	5695	-	-	18527	6020
17 NAGALAND	11962	4567	-	-	14533	3847
18 ORISSA	11488	3097	14895	3165	10866	1856
19 PUNJAB	10182	4222	12950	3548	-	-
20 RAJASTHAN	10285	3005	9303	2344	9055	1973
21 SIKKIM	17963	3670	18468	2896	16543	3620
22 TAMIL NADU	13954	5677	14982	5396	11516	3193
23 TRIPURA	14657	4425	17737	4770	16949	3354
24 UTTAR PRADESH	10046	3221	8275	1431	11740	2398
25 WEST BENGAL	13642	4035	9763	1670	11680	1498
26 A & N ISLANDS	14321	6442	-	-	10132	5784
27 CHANDIGARH	7746	4050	15253	5842	-	-
28 DADRA & NAGAR HAVELI	11994	3190	9813	5750	12645	2772
29 DAMAN & DIU	*	*	*	*	*	*
30 DELHI	9827	5397	12418	4615	-	-
31 LAKSHADWEEP	16147	6097	-	-	16816	6248
32 PONDICHERRY	13381	7075	16886	7424	-	-
INDIA	11745	3944	12078	3181	11741	2547

* Included in Goa

STATEMENT NO.18

DROP OUT RATES 1987-88

(Rs. in lakhs)

S.NO	STATE/U.T.	Class I-V			Class I-VIII		
		Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	52.42	58.52	55.03	67.77	77.01	71.68
2	Arunachal Pradesh	58.75	58.43	58.63	75.20	75.91	75.44
3	Assam	51.59	59.47	55.01	70.91	74.45	72.44
4	Bihar	63.88	68.93	65.63	76.77	84.19	79.08
5	Goa	2.19	8.78	5.33	20.69	27.63	23.95
6	Gujarat	38.06	46.87	41.92	56.30	67.69	61.67
7	Haryana	24.35	31.61	27.32	33.01	48.22	38.62
8	Himachal Pradesh	28.06	29.32	28.63	16.92	34.42	24.68
9	Jammu & Kashmir	28.08	41.45	33.44	46.63	58.51	51.25
10	Karnataka	43.28	57.36	50.16	61.04	72.07	66.10
11	Keerala	- 5.12	- 3.62	- 4.39	15.97	15.00	15.49
12	Madha Pradesh	36.64	48.04	41.04	49.88	66.65	55.78
13	Maharashtra	34.69	45.71	39.82	53.07	68.01	59.87
14	Meghalaya	31.43	33.40	32.35	66.42	61.61	64.22
15	Mizoram	37.28	38.72	37.98	45.35	42.49	43.98
16	Nagaland	37.22	33.43	35.45	58.15	55.13	56.90
17	Orissa	40.05	37.32	38.97	60.28	71.25	64.86
18	Punjab	36.81	37.81	37.27	59.69	67.26	63.23
19	Rajasthhan	53.12	60.75	52.25	62.81	76.82	66.35
20	Sikkim	60.19	58.50	59.86	63.83	60.11	62.51
21	Tamilnadu	19.44	24.46	21.78	44.08	53.14	48.22
22	Tripura	59.14	58.02	58.65	73.95	75.96	74.83
23	Uttar Pradesh	47.84	47.24	47.65	49.88	63.34	54.20
24	West Bengal	62.35	65.76	63.81	74.32	76.91	75.41
25	A & N Islands	18.60	22.74	20.54	38.35	39.59	36.31
26	Chandigarh	- 21.00	24.41	4.78	5.54	13.01	8.94
27	Dadra & Nagar Haveli	29.37	45.58	36.14	63.98	70.52	66.81
28	Daman & Diu	2.24	8.82	5.34	21.03	27.97	23.95
29	Delhi	14.40	25.40	19.76	9.64	24.20	16.73
30	Lakshadweep	- 2.96	11.38	4.02	40.96	56.82	48.45
31	Pondicherry	11.55	0.83	- 5.59	3.11	31.52	16.29
32	Manipur	71.35	72.04	71.67	76.58	87.86	77.90
TOTAL		43.35	49.42	46.97	58.80	67.55	62.29

Drop-out rate is calculated as follow :

$$\text{Drop-out rate from class I to V for the year 1987-88} = \frac{(\text{No. of students enrolled in Class I in 1983-84}) - (\text{No. of students enrolled in Class V in 1987-88})}{\text{No. of students enrolled in class I in 1983-84}} \times 100$$

$$\text{Drop-out rate from class I to VIII for th year 1987-88} = \frac{(\text{No. of students enrolled in Class I in 1980-81}) - (\text{No. of students enrolled in Class VIII in 1987-88})}{\text{No. of students entrolled in Class I in 1980-81}} \times 100$$

This ratio does not take into account:

- (i) Repeaters; and (ii) Children who enter the system after Class I.

STATEMENT No. 19
DROP-OUT RATES SC AND ST 1987-88

S. NO.	STATE/U.T	CLASS	CLASS	CLASS	CLASS
		I TO V SC	I TO V ST	I TO VIII SC	I TO VIII ST
1	ANDHRA PRADESH	64.10	68.84	82.01	88.04
2	ASSAM	55.48	64.47	63.24	77.27
3	BIHAR	69.65	72.33	84.07	86.60
4	GUJARAT	44.23	63.72	61.04	78.84
5	HARYANA	36.94	-	57.27	-
6	HIMACHAL PRADESH	34.71	36.81	39.79	39.99
7	JAMMU & KASHMIR	N.A.	-	N.A.	-
8	KARNATAKA	66.38	43.83	73.96	66.90
9	KERALA	N.A.	18.69	24.99	46.48
10	MADHYA PRADESH	42.93	55.93	57.43	71.39
11	MAHARASHTRA	47.24	63.24	64.10	78.93
12	MANIPUR	35.04	77.57	86.27	85.35
13	MEGHALAYA	56.99	77.82	78.46	90.42
14	NAGALAND	-	36.11	-	61.22
15	ORISSA	52.26	74.26	74.16	86.59
16	PUNJAB	45.46	-	78.29	-
17	RAJASTHAN	62.96	75.40	73.28	76.61
18	SIKKIM	72.45	60.25	78.26	56.95
19	TAMIL NADU	24.48	37.91	54.54	39.21
20	TRIPURA	63.15	77.40	81.10	83.93
21	UTTAR PRADESH	48.43	54.73	58.01	59.92
22	WEST BENGAL	58.17	64.56	80.96	85.09
23	A & N ISLANDS	-	4.07	-	40.12
24	ARUNACHAL PRADESH	13.00	64.61	67.09	77.89
25	CHANDIGARH	N.A.	-	N.A.	-
26	DADRA & NAGAR HAVELI	N.A.	43.89	36.67	76.80
27	DELHI	28.78	-	55.39	-
28	GOA, DAMAN AND DIU	38.60	21.74	57.85	57.02
29	LAKSHADWEEP	-	N.A.	-	50.22
30	MIZORAM	N.A.	39.19	N.A.	51.43
31	PONDICHERRY	N.A.	-	29.45	-
TOTAL		48.84	62.37	67.73	78.51

Census was not conducted in Assam

Source : (i) Fifth All Educational Survey

(ii) Annual Statistics of the Department of Education

Remarks: No castes were scheduled by the President of India for Nagaland, A & N Islands and Lakshadweep and no tribes were scheduled in Haryana, Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry.

STATEMENT No. 20
NUMBER OF TEACHERS 1990-91

S. No.	STATE/ U.Ts.	PRIMARY SCHOOLS			MIDDLE SCHOOLS			SEC./HR. SECONDARY SCHOOLS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	ANDHRA PRADESH	79219	31638	110857	28270	13567	41837	56993	25856	82849
2	ARUNACHAL PRADESH	1896	470	2366	1355	316	1671	1788	385	2173
3	ASSAM	57732	14586	72318	31742	6304	38046	33301	9150	42451
4	BIHAR	95355	22286	117641	78917	19447	98364	40623	6521	47144
5	GOA	1123	1789	2912	364	476	840	3291	3832	7123
6	GUJARAT	22500	13800	36300	73500	61750	135250	43808	13983	57791
7	HARYANA	9012	6449	15461	7167	4648	11815	28047	19168	47215
8	HIMACHAL PRADESH	10950	6020	17000	5700	1300	7000	9100	3800	12900
9	JAMMU & KASHMIR	8159	5565	13724	11822	5807	17629	12987	6015	19002
10	KARNATAKA	29903	11599	41502	56112	35620	91732	40365	12188	52553
11	KERALA	18231	31542	49773	19875	31755	51630	36125	56972	93097
12	MADHYA PRADESH	136161	40043	176204	60932	19956	80888	39282	11473	50755
13	MAHARASHTRA	72626	48485	121111	93365	55555	148920	135277	58681	193958
14	MANIPUR	8187	2397	10584	4187	1168	5355	5130	2184	7314
15	MEGHALAYA	4243	2486	6729	1895	1114	3009	1495	1446	2941
16	MIZORAM	2058	1689	3747	2626	636	3262	1244	242	1486
17	NAGALAND	4531	1701	6232	2807	791	3598	2161	1031	3192
18	ORISSA	78155	26265	104420	31026	6375	37401	33797	7805	41602
19	PUNJAB	22139	25702	47841	5267	4205	9472	27771	21956	49727
20	RAJASTHAN	55440	18768	74208	52897	17456	70353	48401	13721	62122
21	SIKKIM	1608	637	2245	1078	487	1565	1243	838	2081
22	TAMIL NADU	70452	49921	120373	33608	31928	65536	67660	49157	116817
23	TRIPURA	6847	1755	8602	3286	840	4126	7118	2868	9986
24	UTTAR PRADESH	215553	48176	263729	76442	18837	95279	80256	16439	96695
25	WEST BENGAL	144112	40636	184748	18092	7139	25231	78326	41691	120017
26	A. & N. ISLANDS	473	251	724	351	349	700	1179	931	2110
27	CHANDIGARH	78	686	764	85	506	591	886	2233	3119
28	DADRA & NAGAR HAVELI	110	50	160	169	215	384	114	44	158
29	DAMAN & DIU	119	159	278	139	91	230	166	57	223
30	DELHI	8243	13943	22186	2269	3396	5665	17080	23581	40661
31	LAKSHADWEEP	153	71	224	75	49	124	268	67	335
32	PONDICHERRY	1086	849	1935	1063	729	1792	1717	1188	2905
	INDIA	1166484	470414	1636898	706483	352812	1059295	856999	415503	1272502

+ Figures relate to the year 1988-89

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT NO.21
 BUDGET OF EDUCATION DEPARTMENTS OF STATES/UTS FOR THE YEAR 1990-91
 RANKED IN ORDER OF PERCENTAGE OF EDUCATION BUDGET TO TOTAL
 STATE BUDGET

(Rs. in lakhs)

S.NO	STATE/U.T.	BUDGET OF EDUCATION DEPARTMENT			% OF EDU. BUDGET TO TOTAL STATE BUDGET
		PLAN	NON-PLAN	TOTAL	
1	2	3	4	5	6
1	WEST BENGAL	12363	145051	157414	28.0
2	KERALA	3307	64978	68285	26.3
3	DELHI	2606	24323	26929	26.2
4	BIHAR	7447	111807	119254	25.7
5	CHANDIGARH	372	3747	4119	24.3
6	MANIPUR	789	5638	6427	23.5
7	ASSAM	9598	30814	40412	22.0
8	DAMAN & DIU	107	308	415	21.9
9	GOA	1189	5236	6425	21.8
10	RAJASTHAN	7664	67989	75653	21.8
11	KARNATAKA	8895	76481	85376	21.3
12	HIMACHAL PRADESH	3327	14694	18021	21.1
13	GUJARAT	1731	84149	85880	20.7
14	ANDHRA PRADESH	10740	97463	108203	20.6
15	TRIPURA	1849	8898	10747	20.3
16	TAMIL NADU	3997	92375	96372	20.0
17	ORISSA	15722	34770	50492	19.8
18	PUNJAB	541	47181	47722	18.8
19	PONDICHERRY	872	2654	3526	18.1
20	SIKKIM	764	1518	2282	17.8
21	MAHARASHTRA	2445	144734	147179	17.6
22	MEGHALAYA	1288	4503	5791	17.3
23	UTTAR PRADESH	15896	144572	160468	16.6
24	MADHYA PRADESH	12112	67466	79578	15.6
25	HARYANA	3451	26324	29775	15.5
26	MIZORAM	741	3131	3872	14.8
27	JAMMU & KASHMIR	2395	11415	13810	14.4
28	ARUNACHAL PRADESH	983	2077	3060	13.4
29	A & N ISLANDS	306	1463	1769	12.3
30	NAGALAND	685	3491	4176	11.7
31	LAKSHADWEEP	55	328	383	10.2
32	DADRA & NAGAR HAVELI	48	263	311	10.1
ALL STATES/UTs.		131893	1318424	1450317	20.0

STATEMENT No. 22
SECTORWISE PLAN + NONPLAN EXPENDITURE ON EDUCATION
DURING THE SEVENTH PLAN PERIOD (1985-90)

(RS. IN LAKHS)

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	SECONDARY EDUCATION	SPECIAL EDUCATION INCLUDING ADULT EDUCATION	U & H. EDUCATION	TECHNICAL EDUCATION	OTHERS	TOTAL
1	2	3	4	5	6	7	8	9
1	ANDHRA PRADESH	161479	102131	3804	72479	10215	2778	352886
2	ARUNACHAL PRADESH	8045	4386	176	741	-	1188	14536
3	ASSAM	86408	36979	2474	15194	3529	5455	150039
4	BIHAR	239233	55769	13301	48313	4262	2517	363395
5	GOA	5633	10229	188	2854	1042	233	20179
6	GUJARAT	151323	92352	1958	28243	8239	4157	286272
7	HARYANA	44776	42945	2464	16037	2449	906	109577
8	HIMACHAL PRADESH	39719	18903	665	5306	620	1411	57624
9	JAMMU&KASHMIR	25978	20756	950	7468	1847	840	57839
10	KARNATAKA	143150	76251	3794	36917	6974	1739	268825
11	KERALA	137849	75196	1830	35855	11003	2013	263746
12	MADHYA PRADESH	130381	54995	3129	31139	9361	1112	230117
13	MAHARASHTRA	253552	207899	3976	55515	21298	12584	554824
14	MANIPUR	10669	7051	447	4602	240	311	23320
15	MEGHALAYA	7496	5647	428	1485	172	448	15676
16	MIZORAM	6943	3350	824	1148	220	493	12978
17	NAGALAND	10593	4011	806	1160	282	89	16941
18	ORISSA	82968	38513	2307	22159	2915	857	149724
19	PUNJAB	57001	82237	1300	24292	2123	1123	168076
20	RAJASTHAN	124250	80897	4062	24948	3327	1807	239291
21	SIKKIM	2611	4714	260	194	-	215	7994
22	TAMILNADU	167814	111095	3805	44682	12672	1501	341569
23	TRIPURA	9906	14330	1630	2174	480	214	28734
24	UTTAR PRADESH	304976	195732	9380	47534	16243	1696	575561
25	WEST BENGAL	142032	153174	3942	46885	7481	14742	368256
26	A & N ISLANDS	3590	1589	40	284	107	218	5828
27	CHANDIGARH	2593	1777	82	6315	1687	107	12561
28	DADRA&NAGAR HAVELI	693	203	12	-	2	98	1008
29	DAMAN & DIU	606	342	7	92	93	69	1209
30	DELHI	19285	64441	433	735	4227	2255	91376
31	LAKSHADWEEP	759	466	18	235	-	55	1533
32	PONDICHERRY	4858	3013	115	1523	1694	294	11497
	ALL STATES/UTS	2378169	1571378	68608	586510	134803	63525	4802993

SOURCE: BUDGET DOCUMENTS OF STATES/UTS.

NOTE: THE ABOVE FIGURES CORRESPOND TO ACTUALS FOR 1985-89 AND R.E. FOR 1989-90

STATEMENT No. 23
PERCENTAGE OF SECTORWISE EXPENDITURE (PLAN + NON PLAN) TO TOTAL EXPENDITURE ON EDUCATION
DURING SEVENTH PLAN PERIOD

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	SECONDARY EDUCATION	SPECIAL EDUCATION	U & H EDUCATION	TECHNICAL EDUCATION	OTHERS EDUCATION
1	ANDHRA PRADESH	45.8	28.9	1.1	20.5	2.9	0.8
2	ARUNACHAL PRADESH	55.3	30.2	1.2	5.1	-	8.2
3	ASSAM	57.6	24.6	1.6	10.1	2.4	3.6
4	BIHAR	65.8	15.3	3.7	13.3	1.2	0.7
5	GOA	27.9	50.7	0.9	14.1	5.2	1.2
6	GUJARAT	52.9	32.3	0.7	9.9	2.9	1.5
7	HARYANA	40.9	39.2	2.2	14.6	2.2	0.8
8	HIMACHAL PRADESH	53.3	32.8	1.2	9.2	1.1	2.4
9	JAMMU&KASHMIR	44.9	35.9	1.6	12.9	3.2	1.5
10	KARNATAKA	53.3	28.4	1.4	13.7	2.6	0.6
11	KERALA	52.3	28.5	0.7	13.6	4.2	0.8
12	MADHYA PRADESH	56.7	23.9	1.4	13.5	4.1	0.5
13	MAHARASHTRA	45.7	37.5	0.7	10.0	3.8	2.3
14	MANIPUR	45.8	30.2	1.9	19.7	1.0	1.3
15	MEGHALAYA	47.8	36.0	2.7	9.5	1.1	2.9
16	MIZORAM	53.5	25.8	6.3	8.8	1.7	3.8
17	NAGALAND	62.5	23.7	4.8	6.8	1.7	0.5
18	ORISSA	55.4	25.7	1.5	14.8	2.0	0.6
19	PUNJAB	33.9	48.9	0.8	14.5	1.3	0.7
20	RAJASTHAN	51.9	33.8	1.7	10.4	1.4	0.8
21	SIKKIM	32.7	59.0	3.3	2.4	-	2.7
22	TAMILNADU	49.1	32.5	1.1	13.1	3.7	0.4
23	TRIPURA	34.5	49.9	5.7	7.6	1.7	0.7
24	UTTAR PRADESH	53.0	34.0	1.6	8.3	2.8	0.3
25	WEST BENGAL	38.6	41.6	1.1	12.7	2.0	4.0
26	A & N ISLANDS	61.6	27.3	0.7	4.9	1.8	3.7
27	CHANDIGARH	20.6	14.1	0.7	50.3	13.4	0.9
28	DADRA&NAGAR HAVELI	68.8	20.1	1.2	-	0.2	9.7
29	DAMAN & DIU	50.1	28.3	0.6	7.6	7.7	5.7
30	DELHI	21.1	70.5	0.5	0.8	4.6	2.5
31	LAKSHADWEEP	49.5	30.4	1.2	15.3	-	3.6
32	PONDICHERRY	42.3	26.2	1.0	13.2	14.7	2.6
	ALL STATES/UTS	49.5	32.7	1.4	12.2	2.8	1.3

STATEMENT No. 24
SECTORWISE APPROVED PLAN OUTLAY FOR 1991-92

(RS. IN LAKHS)

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL (COL.5+COL.6)
1	2	3	4	5	6	7
1	ANDHRA PRADESH	2000	195	3451	390	3841
2	ARUNACHAL PRADESH	2065	88	2950	-	2950
3	ASSAM	5740	300	7176	703	7879
4	BIHAR	8800	1200	11000	2500	13500
5	GOA	392	40	1120	300	1420
6	GUJARAT	1604	300	2724	2295	5019
7	HARYANA	1740	100	3630	1600	5230
8	HIMACHAL PRADESH	2000	50	3600	544	4144
9	JAMMU&KASHMIR	2000	111	5174	139	5313
10	KARNATAKA	3084	332	6236	814	7050
11	KERALA	164	25	1062	1900	2962
12	MADHYA PRADESH	7759	550	16412	2811	19223
13	MAHARASHTRA	2533	297	5300	3000	8300
14	MANIPUR	543	65	1086	83	1169
15	MEGHALAYA	1418	89	2025	25	2050
16	MIZORAM	445	15	817	70	887
17	NAGALAND	500	27	907	134	1041
18	ORISSA	2770	310	3832	1032	4864
19	PUNJAB	1539	101	2300	3720	6020
20	RAJASTHAN	4174	115	8825	1455	10280
21	SIKKIM	615	6	1000	75	1075
22	TAMILNADU	5300	345	6370	450	6820
23	TRIPURA	1182	58	2233	25	2258
24	UTTAR PRADESH	6041	340	13288	5134	18422
25	WEST BENGAL	2900	450	7564	1489	9053
26	A & N ISLANDS	355	5	778	195	973
27	CHANDIGARH	165	5	577	200	777
28	DADRA&NAGAR HAVELI	119	3	178	20	198
29	DAMAN & DIU	60	2	104	109	213
30	DELHI	4450	40	6700	1800	8500
31	LAKSHADWEEP	17	3	125	-	125
32	PONDICHERRY	400	8	849	326	1175
	ALL STATES/UTS	72874	5575	129393	33338	162731

SOURCE: ANALYSIS OF ANNUAL PLAN 1991-92 BY PLANNING COMMISSION.

STATEMENT No. 25
PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAY - (1991-92)

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION
1	2	3	4	5	6
1	ANDHRA PRADESH	52.1	5.1	89.8	10.2
2	ARUNACHAL PRADESH	70.0	3.0	100.0	NIL
3	ASSAM	72.9	3.8	91.1	8.9
4	BIHAR	65.2	8.9	81.5	18.5
5	GOA	27.6	2.8	78.9	21.1
6	GUJARAT	32.0	6.0	54.3	45.7
7	HARYANA	33.3	1.9	69.4	30.6
8	HIMACHAL PRADESH	48.3	1.2	86.9	13.1
9	JAMMU&KASHMIR	37.6	2.1	97.4	2.6
10	KARNATAKA	43.7	4.7	88.5	11.5
11	KERALA	5.5	0.8	35.9	64.1
12	MADHYA PRADESH	40.4	2.9	85.4	14.6
13	MAHARASHTRA	30.5	3.6	63.9	36.1
14	MANIPUR	46.4	5.6	92.9	7.1
15	MEGHALAYA	69.2	4.3	98.8	1.2
16	MIZORAM	50.2	1.7	92.1	7.9
17	NAGALAND	48.0	2.6	87.1	12.9
18	ORISSA	56.9	6.4	78.8	21.2
19	PUNJAB	25.6	1.7	38.2	61.8
20	RAJASTHAN	40.6	1.1	85.8	14.2
21	SIKKIM	57.2	0.6	93.0	7.0
22	TAMILNADU	77.7	5.1	93.4	6.6
23	TRIPURA	52.3	2.6	98.9	1.1
24	UTTAR PRADESH	32.8	1.8	72.1	27.9
25	WEST BENGAL	32.0	5.0	83.6	16.4
26	A & N ISLANDS	36.5	0.5	80.0	20.0
27	CHANDIGARH	21.2	0.6	74.3	25.7
28	DADRA&NAGAR HAVELI	60.1	1.5	89.9	10.1
29	DAMAN & DIU	28.2	0.9	48.8	51.2
30	DELHI	52.4	0.5	78.8	21.2
31	LAKSHADWEEP	13.6	2.4	100.0	NIL
32	PONDICHERRY	34.0	0.7	72.3	27.7
	ALL STATES/UTS	44.8	3.4	79.5	20.5

STATEMENT NO. 26

BUDGET PROVISION OF EDUCATION DEPARTMENTS OF STATES/UTS
AS PERCENTAGE OF STATE NET DOMESTIC PRODUCT 1988-89.

S.NO.	STATE/U.T	% OF BUDGET OF EDUCATION DEPTT. TO STATE N.D.P.
1	ANDHRA PRADESH	4.0
2	ARUNACHAL PRADESH	10.0
3	ASSAM	4.8
4	BIHAR	3.3
5	GOA	5.3
6	GUJARAT	3.4
7	HARYANA	2.6
8	HIMACHAL PRADESH	6.8
9	JAMMU&KASHMIR	N.A
10	KARNATAKA	3.9
11	KERALA	6.1
12	MADHYA PRADESH	3.3
13	MAHARASHTRA	2.8
14	MANIPUR	9.5
15	MEGHALAYA	N.A
16	MIZORAM	N.A
17	NAGALAND	10.3
18	ORISSA	4.3
19	PUNJAB	2.8
20	RAJASTHAN	4.2
21	SIKKIM	N.A
22	TAMILNADU	3.4
23	TRIPURA	N.A
24	UTTAR PRADESH	3.0
25	WEST BENGAL	3.7
26	A & N ISLANDS	9.6
27	CHANDIGARH	N.A
28	DADRA&NAGAR HAVELI	N.A
29	GOA DAMAN & DIU	N.A
30	DELHI	3.2
31	LAKSHADWEEP	N.A
32	PONDICHERRY	5.7

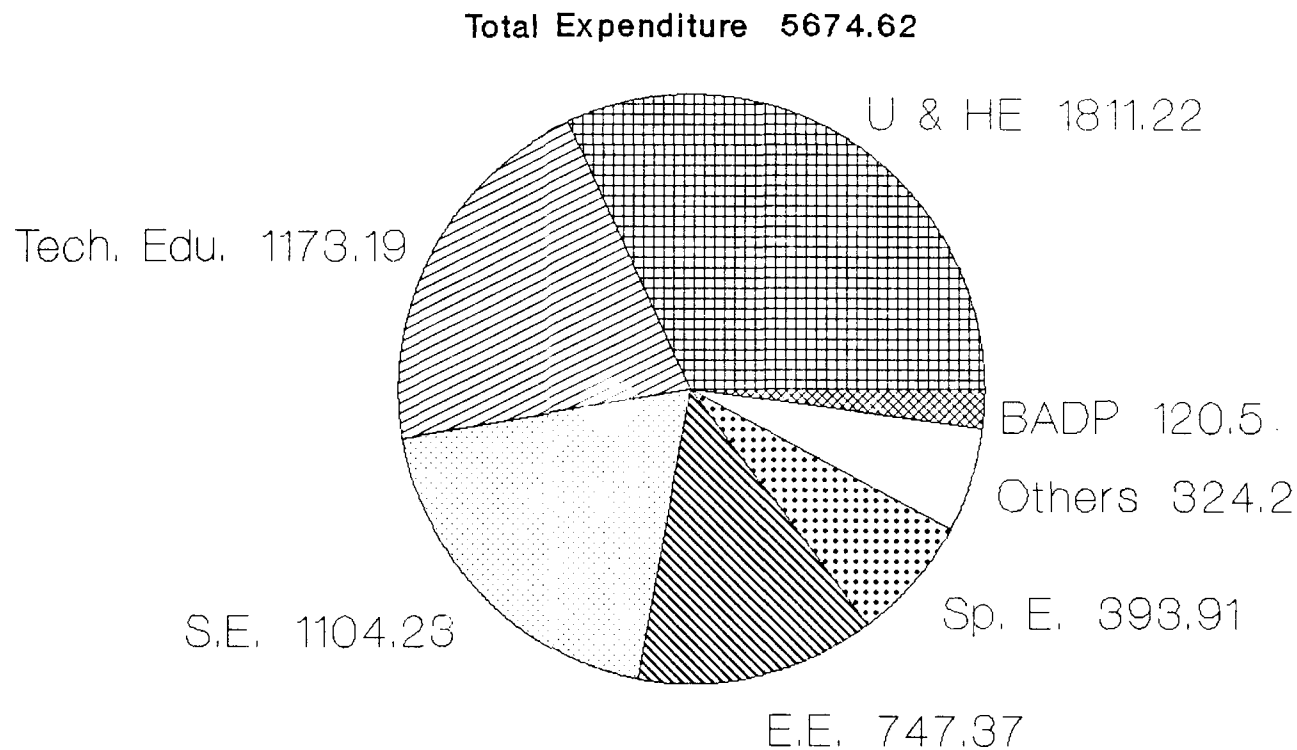
NOTE: THE FIGURES ARE BASED ON THE FIGURES OF STATE NET DOMESTIC PRODUCT AS MENTIONED IN THE ECONOMIC SURVEY 1990-91.

N.A. NOT AVAILABLE.

Charts

Exp. on Education (sectorwise) Central Govt. - 7th plan period (Plan + Non Plan)

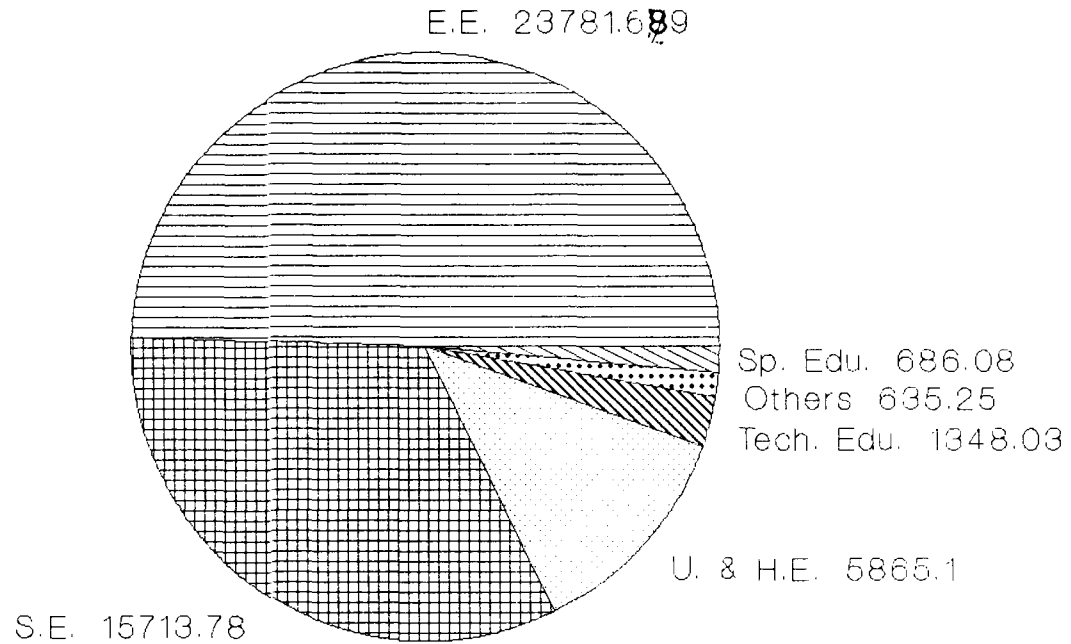
(Rs. in crores)



Exp. on Education (sectorwise) States/UTs. - 7th plan period (Plan + Non Plan)

(Rs. in crores)

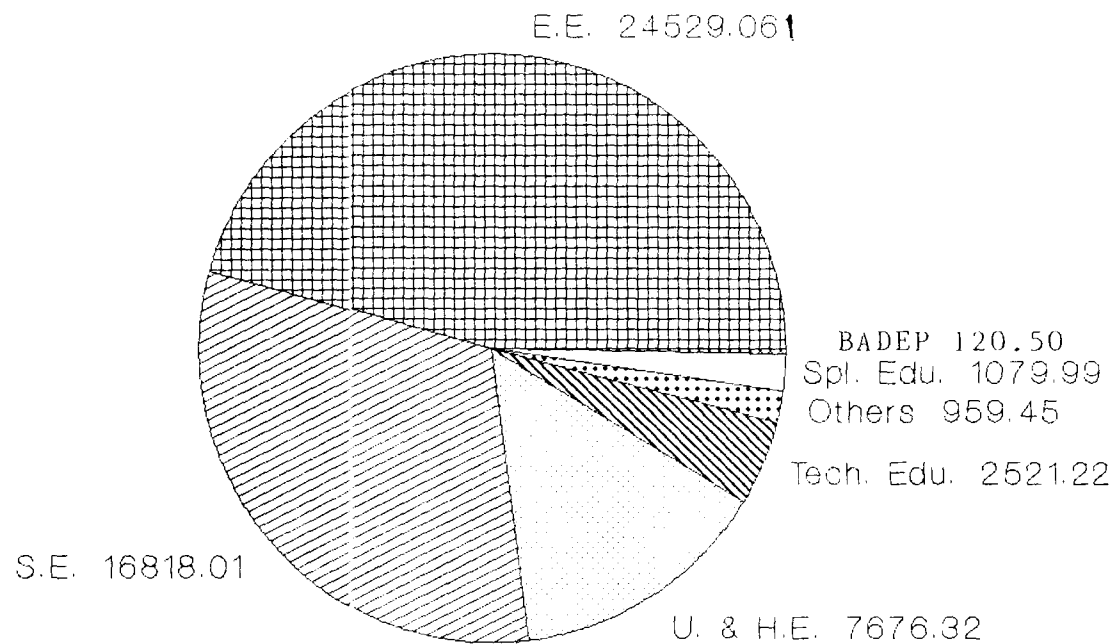
Total Expenditure 48029.93



Exp. on Education (sectorwise) Central Sector + State Sector (Plan + Non Plan)

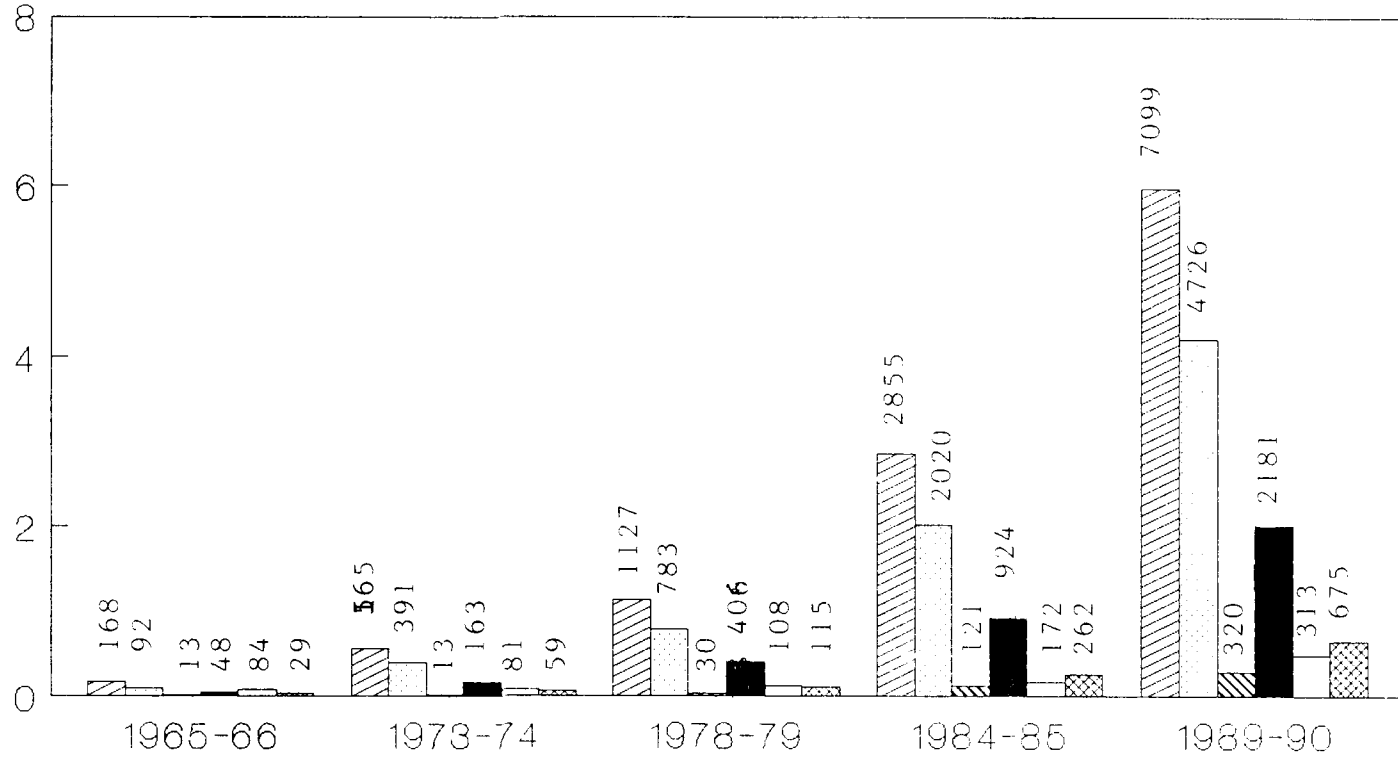
VII PLAN PERIOD
Total Exp. 53704.55

(Rs. in crores)



Sectorwise expenditure on education (Plan + Non-Plan) Centre + States

(Rs. in crores)

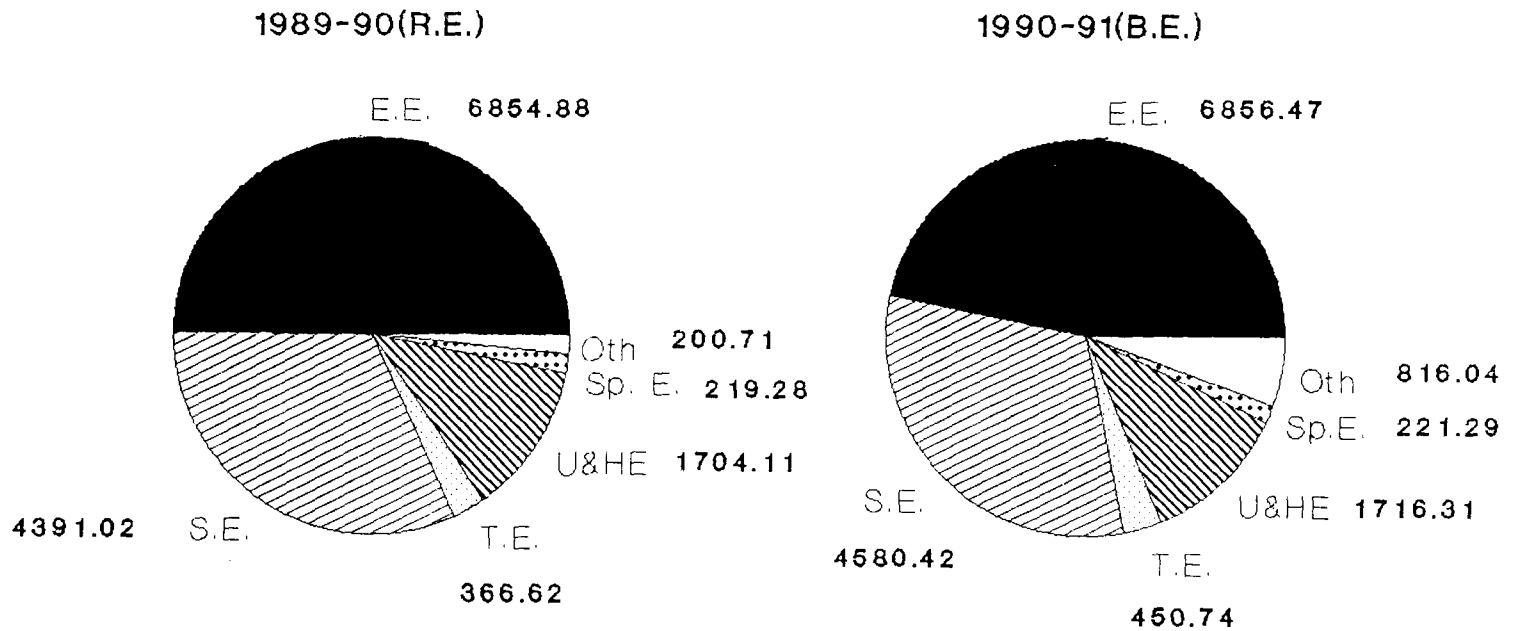


318

Exp. on Education (sectorwise) States/UTs (Plan + Non Plan)

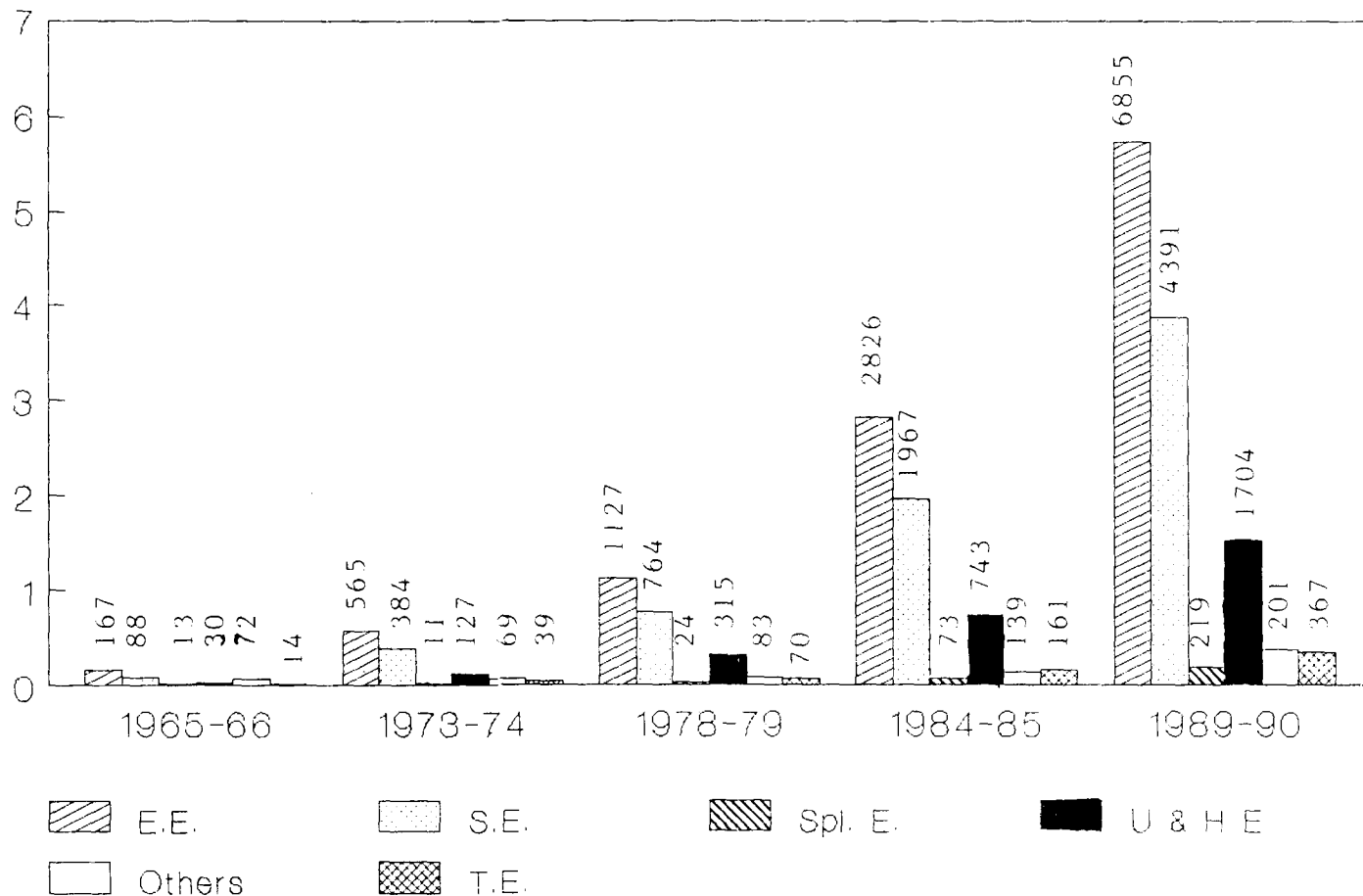
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318



Sectorwise expenditure on education (Plan + Non-Plan) States/UTs

(Rs. in crores)

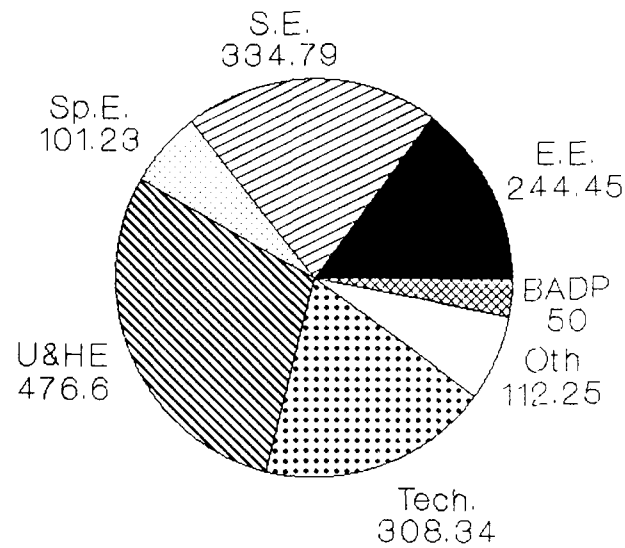


618

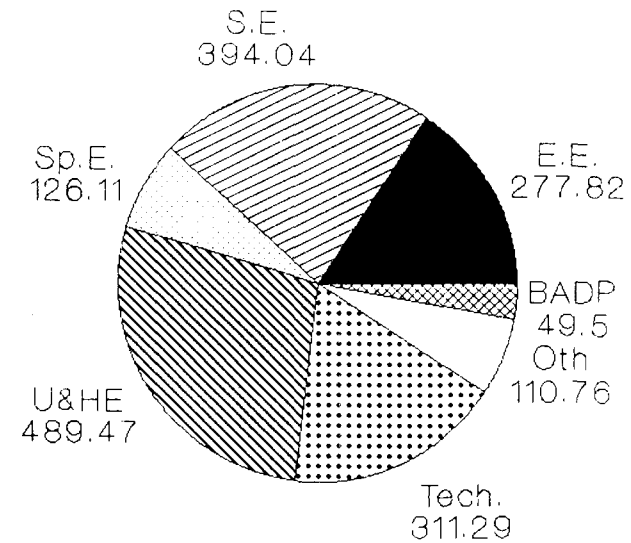
Exp. on Education (sectorwise) Centre (Plan + Non Plan)

(Rs. in crores)

1989-90 (R.E.)



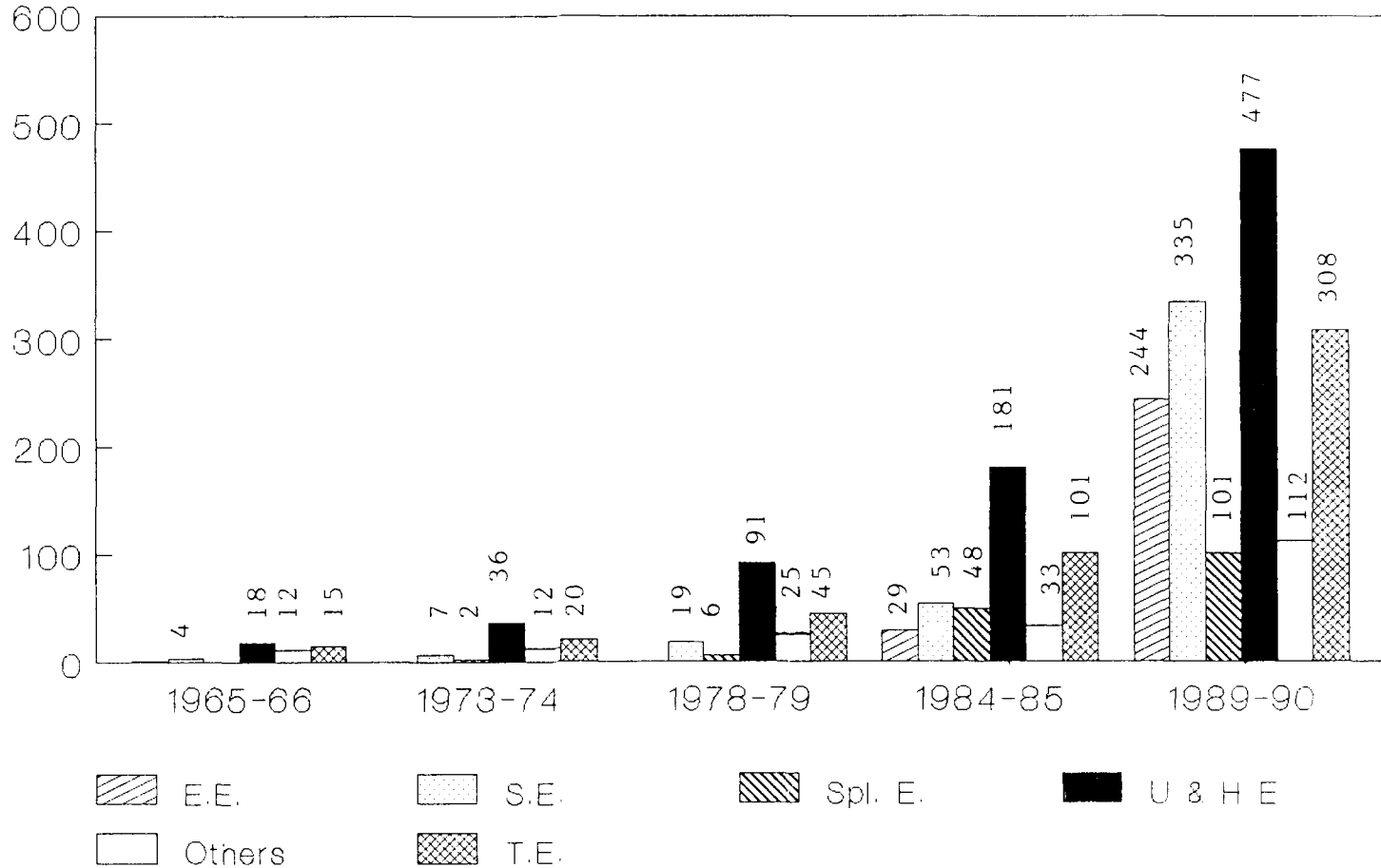
1990-91 (B.E.)



320

Sectorwise expenditure on education (Plan + Non-Plan) Centre

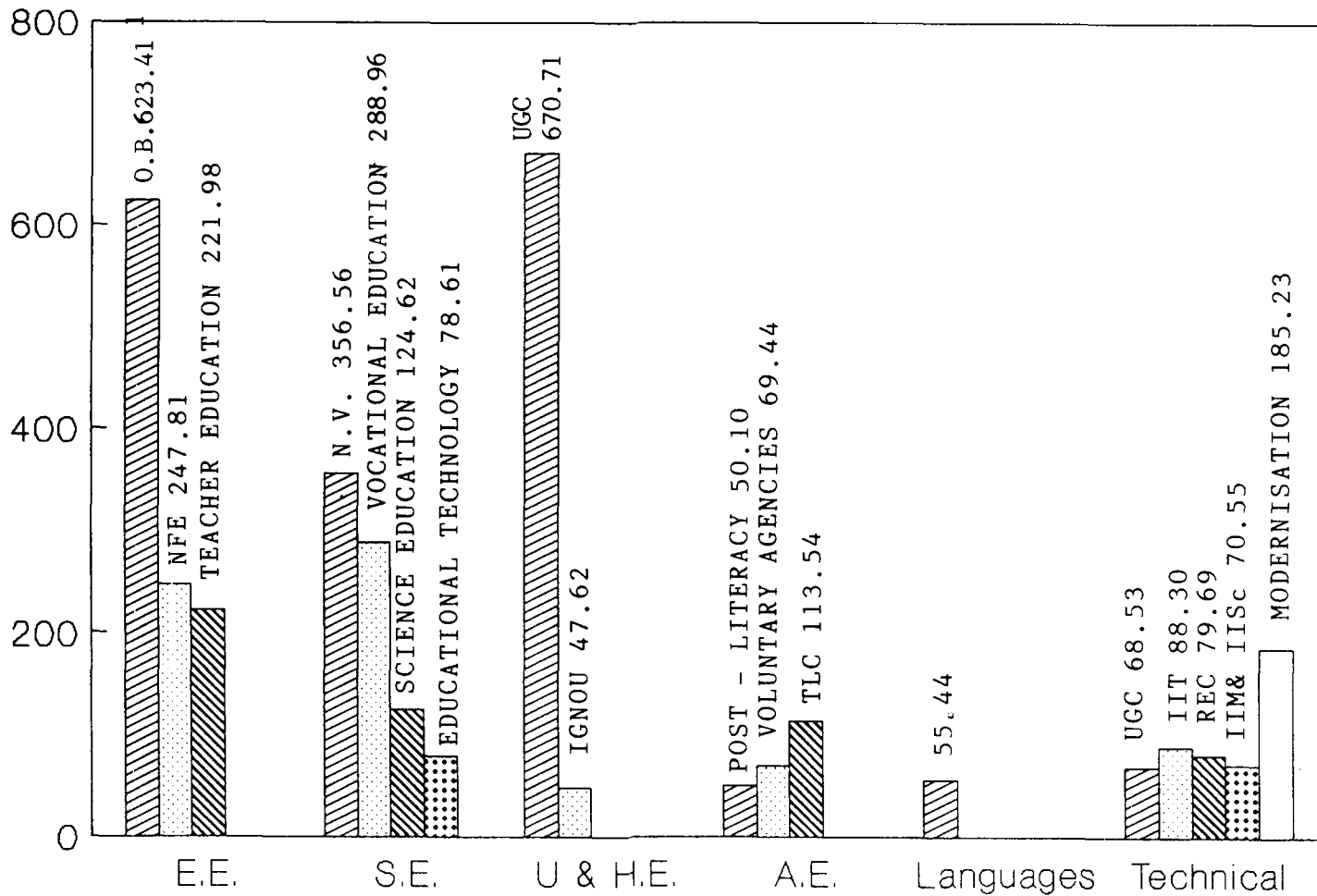
(Rs. in crores)



321

Plan Expenditure of Major Schemes Central Sector (1987-92)

(Rs. in crores)



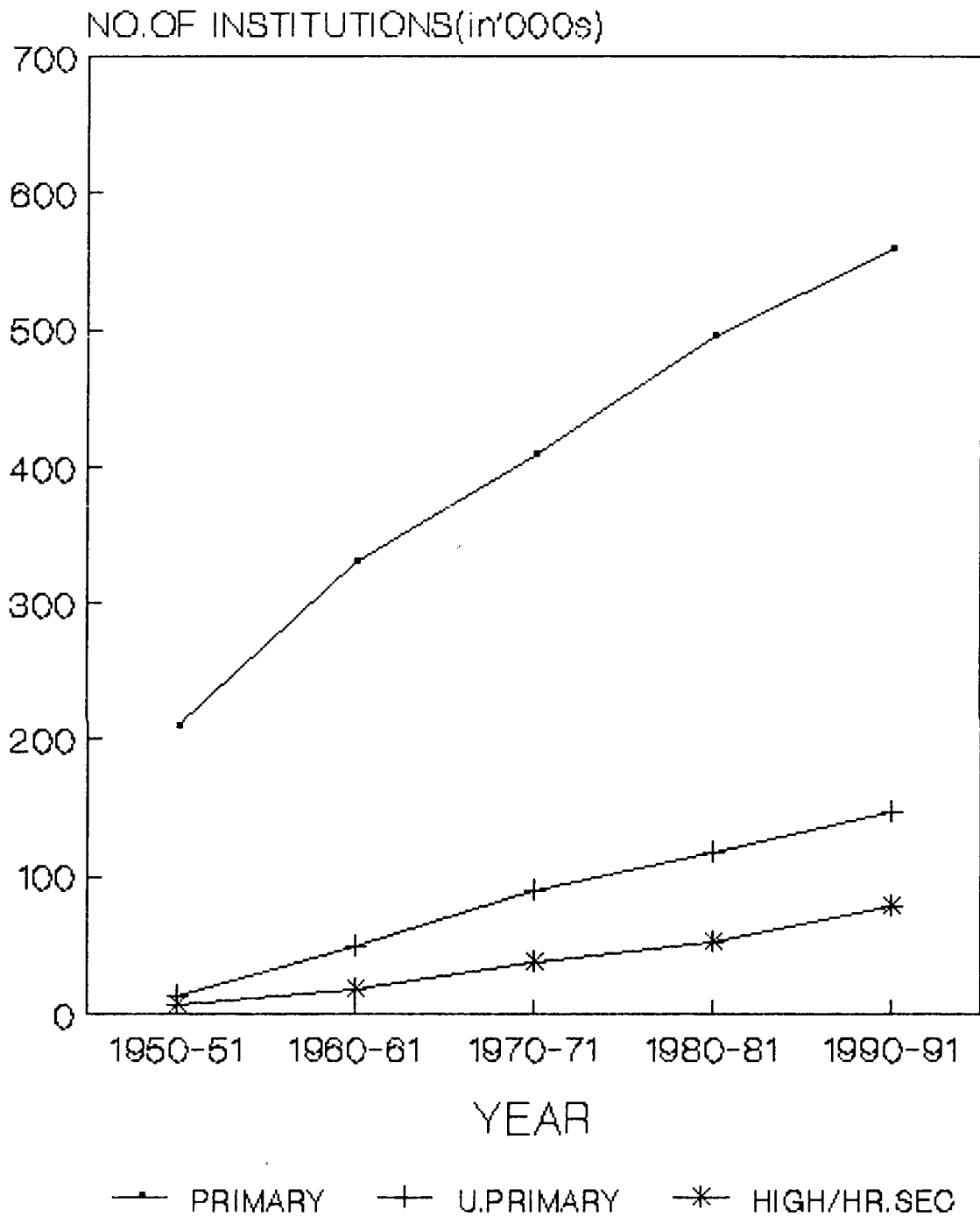
LITERACY RATES 1991

KERALA	90.59
MIZORAM	81.23
LAKSHADWEEP	79.23
CHANDIGARH	78.73
GOA	76.96
DELHI	76.09
PONDICHERRY	74.91
A & N ISLANDS	73.74
DAMAN & DIU	73.58
TAMIL NADU	63.72
HIMACHAL PRADESH	63.54
MAHARASHTRA	63.05
NAGALAND	61.30
MANIPUR	60.96
GUJARAT	60.91
TRIPURA	60.39
WEST BENGAL	57.72
PUNJAB	57.14
SIKKIM	56.53
KARNATAKA	55.98
HARYANA	55.33
ASSAM	53.42
INDIA	52.11
ORISSA	48.55
MEGHALAYA	48.26
ANDHRA PRADESH	45.11
MADHYA PRADESH	43.45
UTTAR PRADESH	41.71
ARUNACHAL PRADESH	41.22
DADRA & NAGAR HAVELI	39.45
RAJASTHAN	38.81
BIHAR	38.54

FEMALE LITERACY RATES 1991

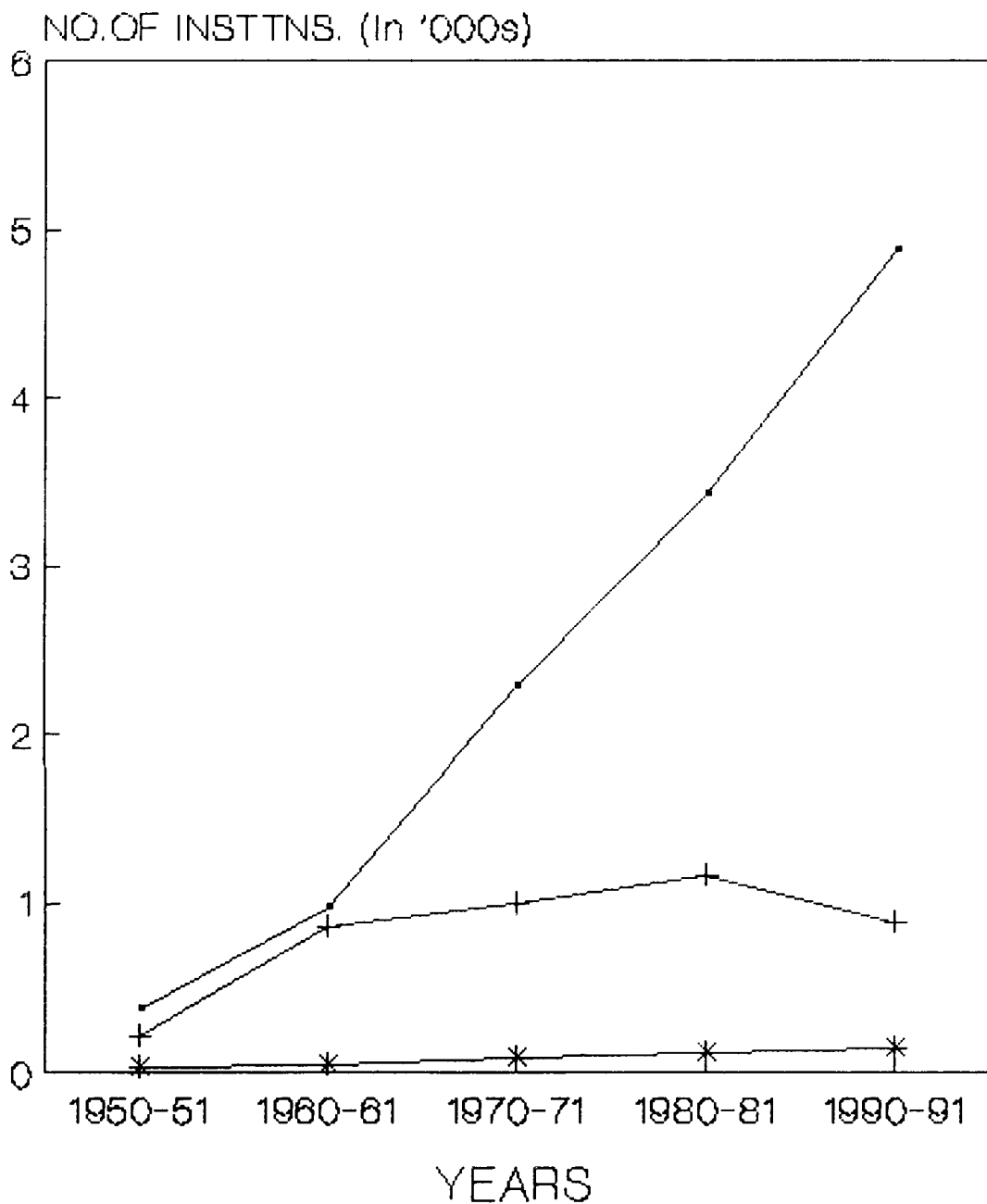
KERALA	86.93
MIZORAM	78.09
CHANDIGARH	73.61
LAKSHADWEEP	70.88
GOA	68.20
DELHI	68.01
A & N ISLANDS	66.22
PONDICHERRY	65.79
DAMAN & DIU	61.38
NAGALAND	55.72
HIMACHAL PRADESH	52.46
TAMIL NADU	52.29
MAHARASHTRA	50.51
TRIPURA	50.01
PUNJAB	49.72
MANIPUR	48.64
GUJARAT	48.50
SIKKIM	47.23
WEST BENGAL	47.15
MEGHALAYA	44.78
KARNATAKA	44.34
ASSAM	43.70
HARYANA	40.94
INDIA	39.42
ORISSA	34.40
ANDHRA PRADESH	33.71
ARUNACHAL PRADESH	29.37
MADHYA PRADESH	28.39
DADRA & NAGAR HAVELI	26.10
UTTAR PRADESH	26.02
BIHAR	23.10
RAJASTHAN	20.84

**GROWTH OF RECOGNISED EDUCATIONAL
INSTITUTIONS SINCE 1951
SCHOOL LEVEL**



CM18

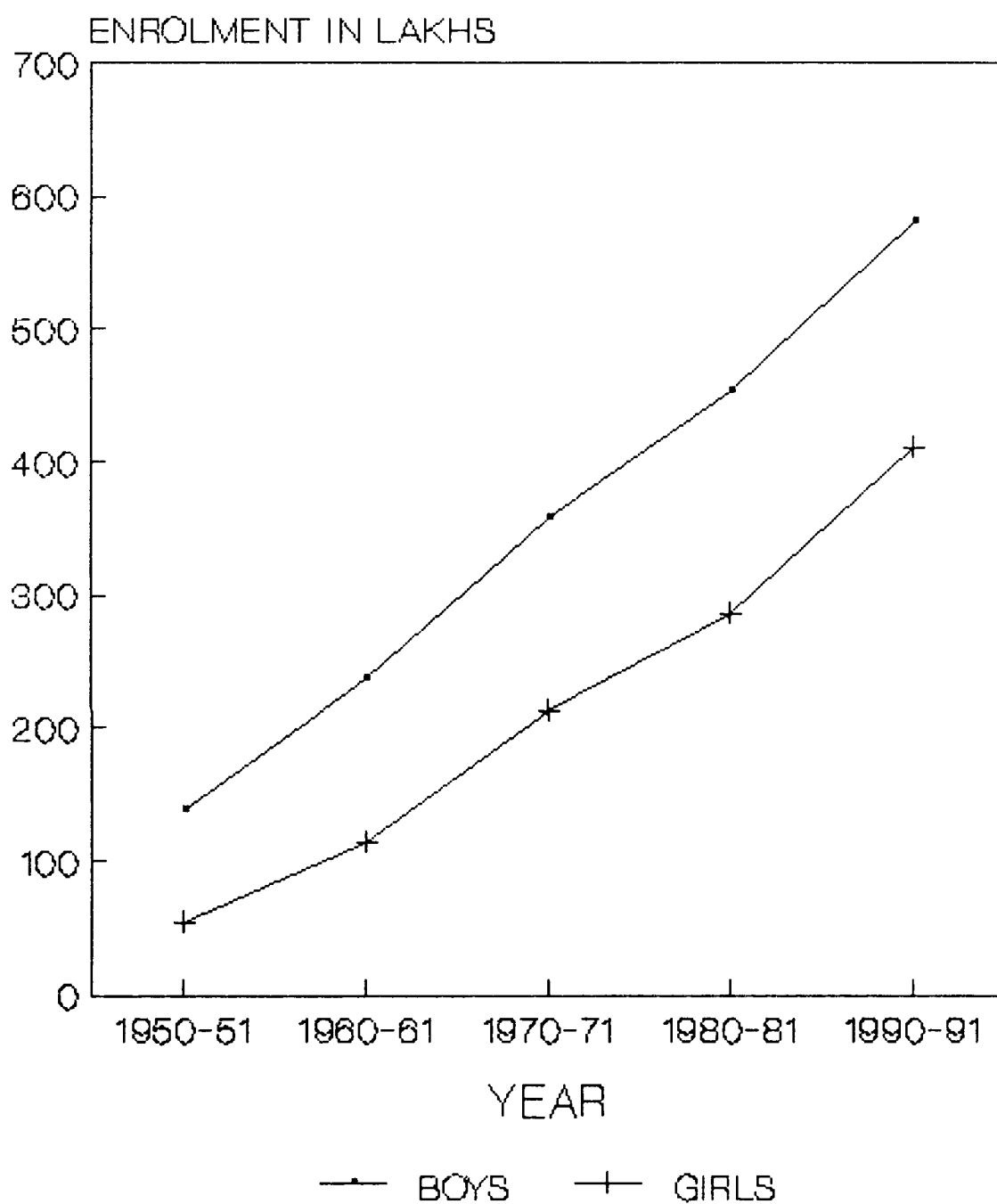
**GROWTH OF RECOGNISED EDUCATIONAL
INSTITUTIONS SINCE 1951
COLLEGE LEVEL**



—•— COLLEGE GEN. —+— COLLEGE PROF. —*— UNIVERSITY

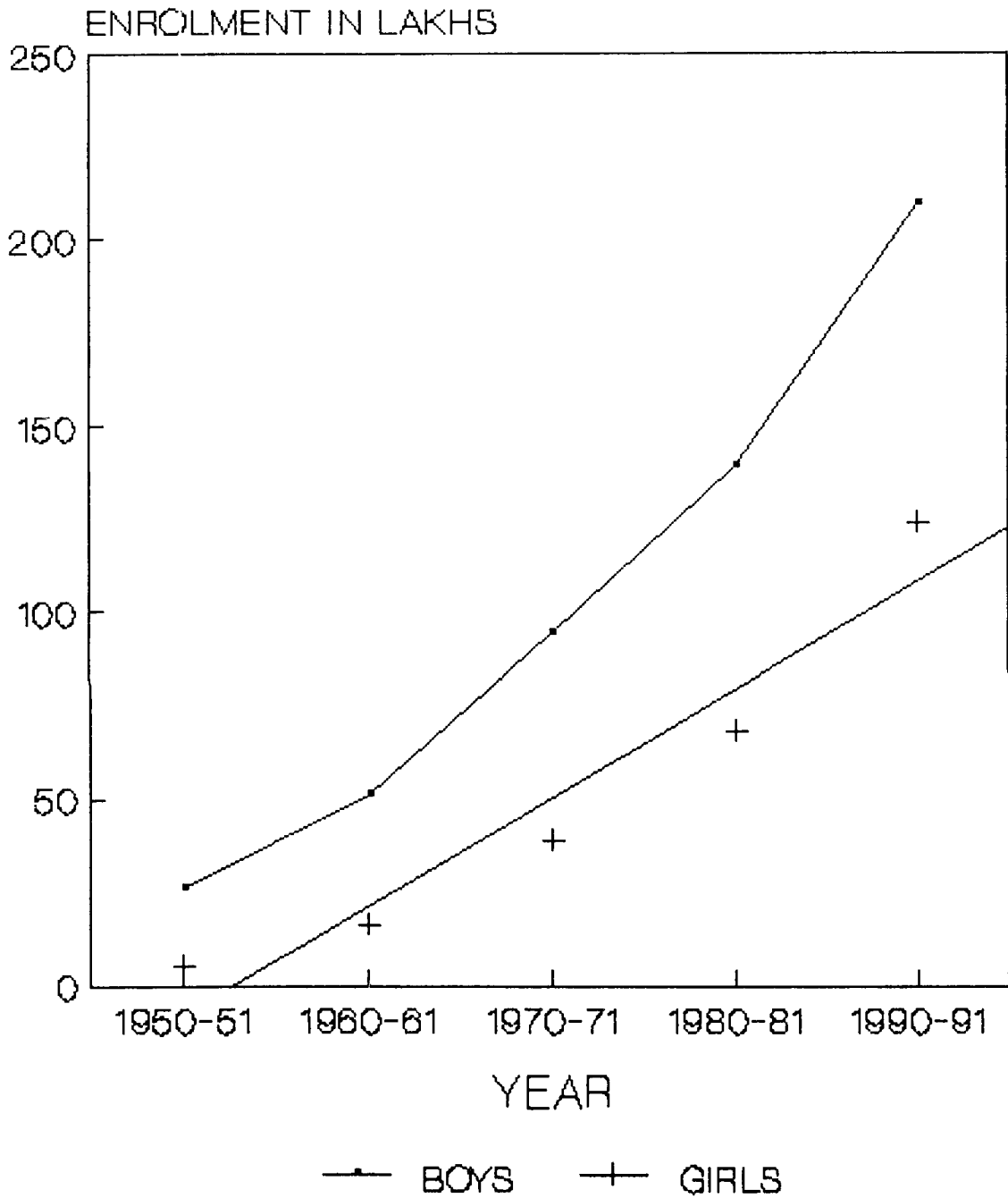
CM13

ENROLMENT IN PRIMARY CLASSES (I-V)



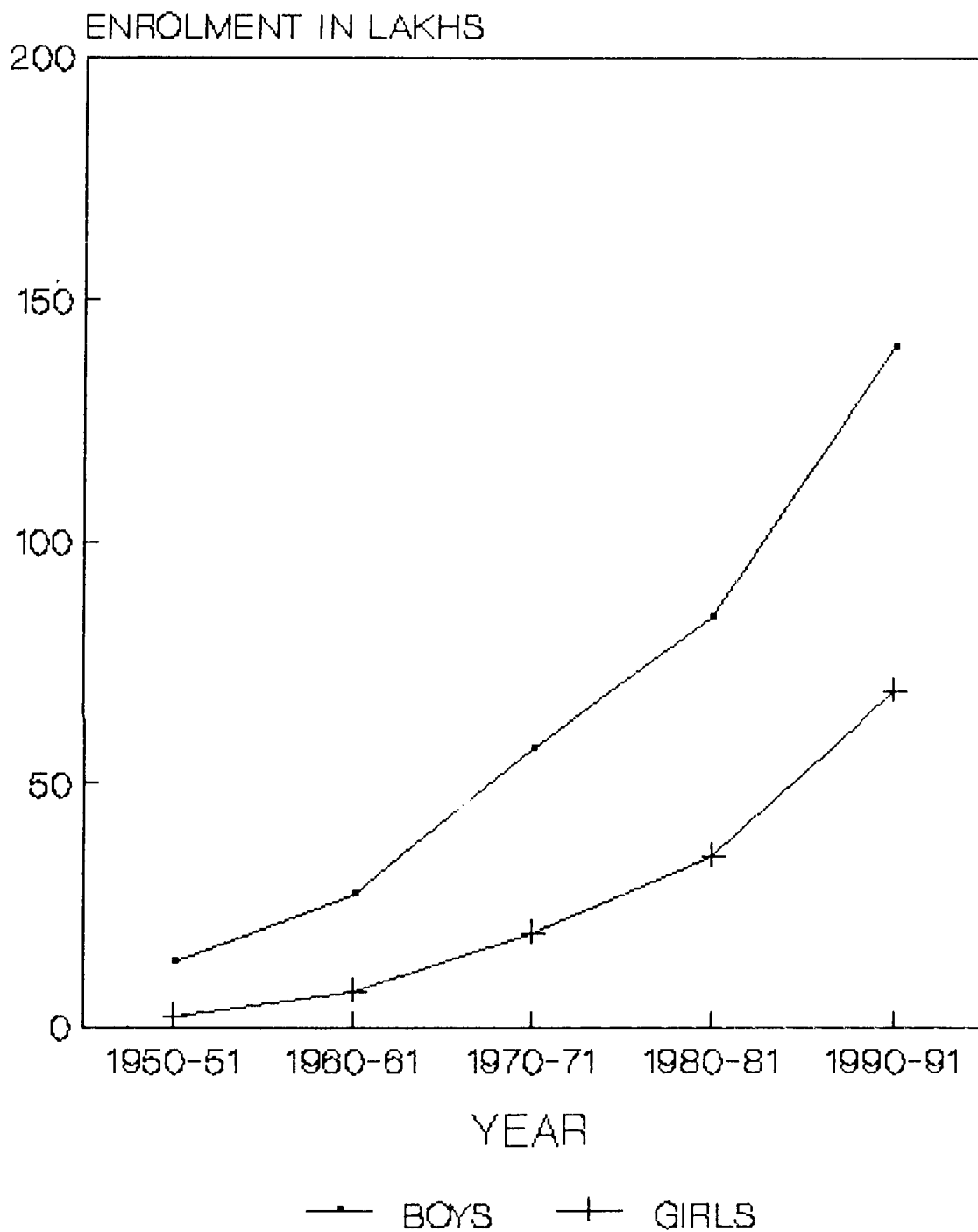
CMIS

ENROLMENT IN MIDDLE CLASSES (VI-VIII)



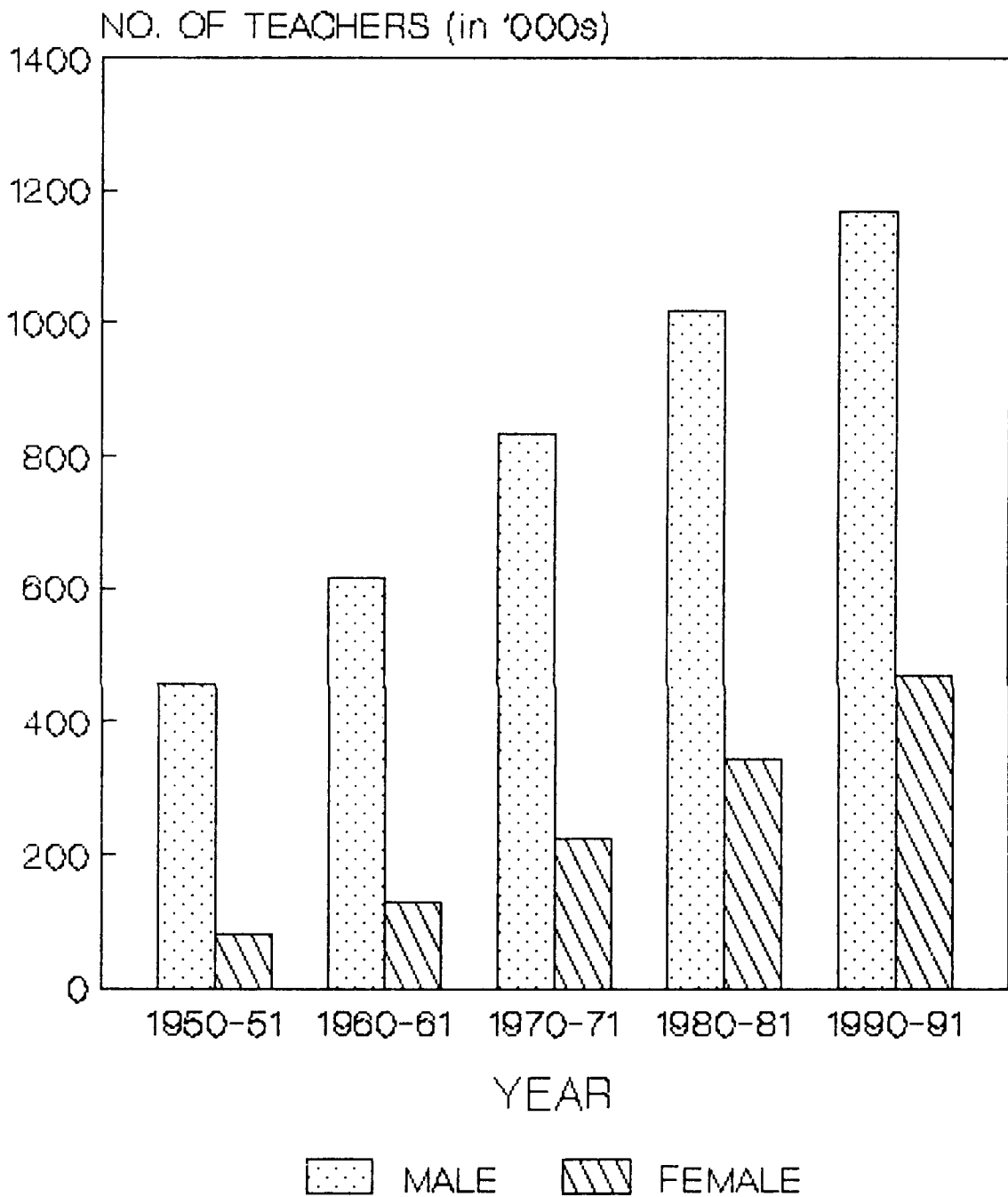
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ENROLMENT IN IX-XII CLASSES



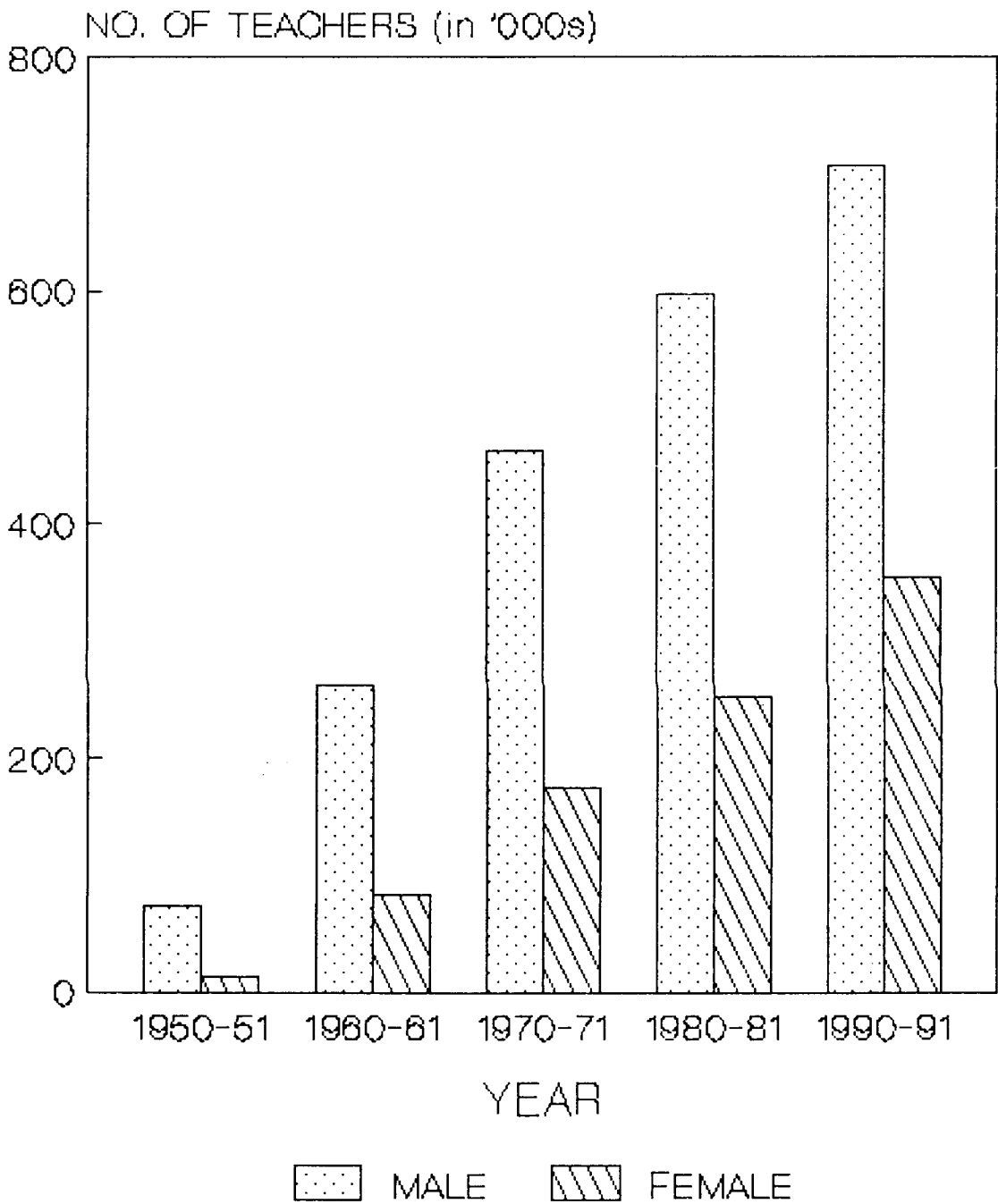
CM18

DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS

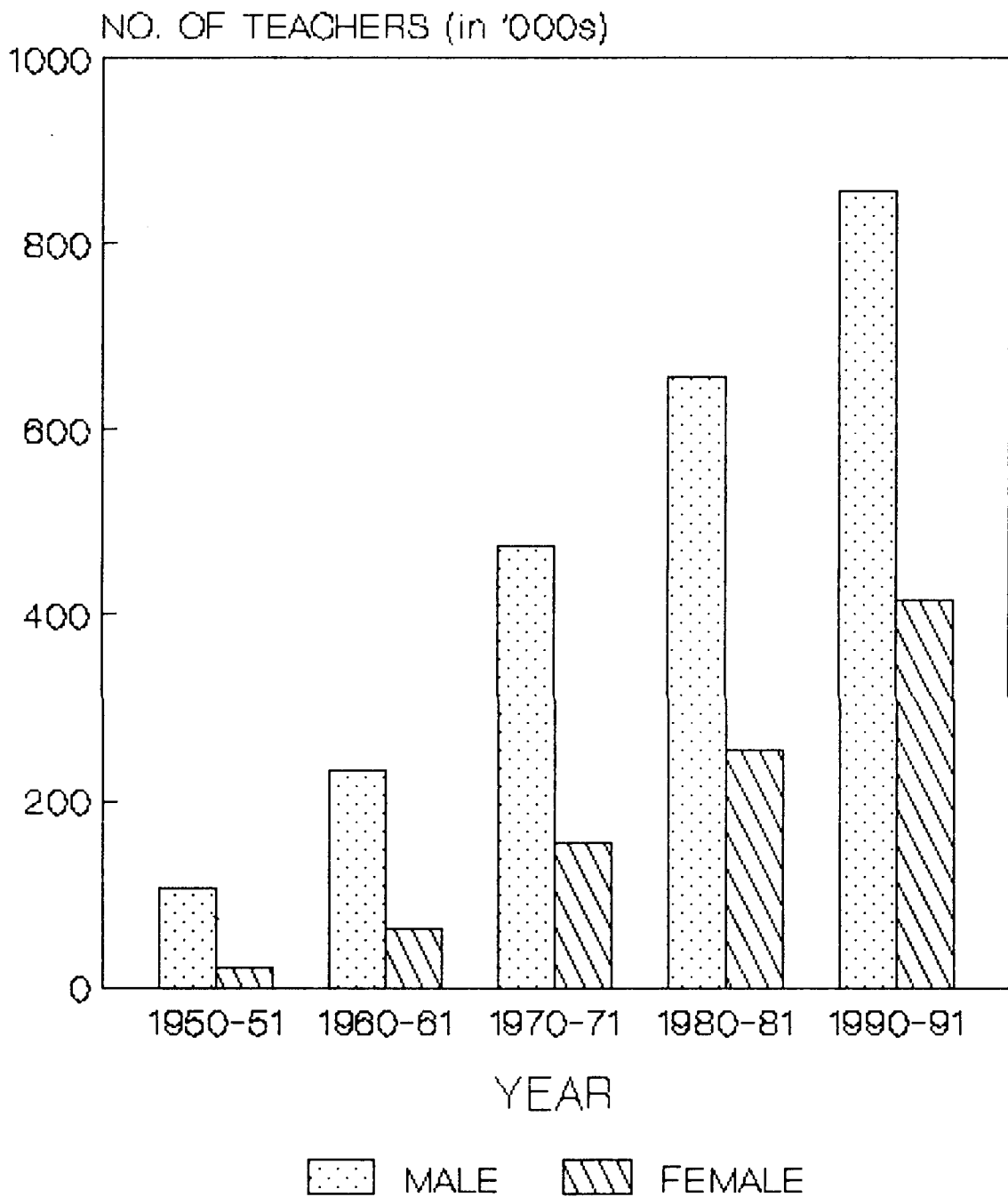


CM18

DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS



DISTRIBUTION OF TEACHERS HIGH/HR.SEC. SCHOOLS



GM18

Financial Allocations for Important Programmes

FINANCIAL ALLOCATIONS
FOR IMPORTANT PROGRAMMES

(IN LAKHS OF RUPEES)

SL. NO.	ITEMS	PLAN/ NON- PLAN	BUDGET ESTIMATES		BUDGET ESTIMATES 1992-93
			1991-92 ORIGINAL	REVISED	
1	2	3	4	5	6
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	10000.00	17000.00	9914.00
2.	(i) Non-formal Education Centres (composite) for 9-14 age group	Plan	4500.00	2400.00	4085.00
	(ii) Non-formal Education Centres for girls	Plan	3000.00	1600.00	2725.00
	(iii) Grants to Voluntary Agencies	Plan Non-Plan	3000.00 15.00	1000.00 NIL	2200.00 NIL
	(iv) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A	Plan	230.00	230.00	470.00
	(v) Bihar Education Project	Plan	600.00	600.00	1200.00
	(vi) NCTE	Plan	100.00	30.00	50.00
	(vii) Monitoring of UEE		-	-	86.00
	(viii) Operationalising Microplanning		-	-	300.00
	(ix) Improvement of Learners' Achievement		-	-	200.00
	(x) Lok Jumbish		-	10.00	200.00
	(xi) World Bank Assisted U.P. Project		-	-	10.00
	(xii) South Orissa Project		-	-	10.00

1	2	3	4	5	6
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3. Teacher Education

(i)	Mass Orientation Programme for School Teachers	}				
(ii)	District Institutes of Education and Training (DIETs)	}				
(iii)	College of Teacher Education and Institute of Advanced Study in Education	}	Plan	6424.00	4000.00	6450.00
(iv)	State Councils of Educational Research and Training (SCERTs)	}				

Secondary Education

1.	Vocationalisation of Education		Plan	8900.00	6500.00	7900.00
2.	Integrated Education of Disabled Children		Plan	400.00	400.00	350.00
3.	Yoga		Plan	80.00	80.00	60.00
			Non-Plan	30.00	30.00	30.00
4.	National Open School		Plan	100.00	100.00	150.00
			Non-Plan	46.00	46.00	46.00
5.	Grants to NCERT		Plan	350.00	203.72	300.00
			Non-Plan	2282.00	2012.78	2220.00
6.	Population Education		Plan	100.00	100.00	100.00
7.	Science Education		Plan	2397.00	1898.00	2198.00
8.	Environmental Education		Plan	300.00	200.00	290.00
9.	Educational Technology		Plan	1700.00	1400.00	1400.00
			Non-Plan	142.00	Nil	Nil
10.	CLASS		Plan	600.00	600.00	600.00
11.	Kendriya Vidyalaya Sangathan		Non-Plan	16301.00	16301.00	16301.00

1	2	3	4	5	6
12.	Central Tibetan Schools Administration	Non-Plan	421.00	421.00	421.00
13.	Navodaya Vidyalaya Samiti	Plan	6000.00	7660.00	7500.00
		Non-Plan	4450.00	4450.00	4450.00
<u>Higher Education and Research</u>					
1.	University Grants Commission	Plan	12800.00	14168.00	12400.00
		Non-Plan	23820.00	26003.00	24709.00
2.	Indian Institutes of Advanced Study, Shimla	Plan	35.00	35.00	35.00
		Non-Plan	110.50	109.00	110.50
3.	Indian Council of Philosophical Research	Plan	45.00	45.00	40.00
		Non-Plan	65.00	55.00	65.00
4.	Indian Council of Historical Research	Plan	35.00	32.00	35.00
		Non-Plan	130.00	130.00	130.00
5.	All India Institute of Higher Learning	Plan	20.00	34.75	38.00
		Non-Plan	17.85	17.85	19.00
6.	Indian Council of Social Science Research	Plan	275.00	324.00	250.00
		Non-Plan	424.25	424.25	424.25
7.	Shastri Indo-Canadian Institute	Plan	-	-	-
		Non-Plan	61.25	61.25	65.00
8.	Revision of salary scales of teachers in University and Colleges	Plan	-	-	-
		Non-Plan	7000.00	6000.00	6000.00
9.	National Research Professors	Plan	-	-	-
		Non-Plan	6.00	6.00	6.00
10.	Loan to Punjab University	Plan	50.00	50.00	50.00
		Non-Plan	-	-	-
11.	Dr. Zakir Hussain Memorial College Trust	Plan	20.00	20.00	25.00
		Non-Plan	6.30	6.30	6.30
12.	Association of Indian Universities	Plan	10.00	10.00	12.00
		Non-Plan	12.15	22.15	12.15
13.	Indira Gandhi National Open University	Plan	900.00	657.00	1000.00
		Non-Plan	776.00	500.00	753.00
14.	Strengthening of Administrative Machinery	Plan	5.00	5.00	5.00
		Non-Plan	-	-	-

1	2	3	4	5	6
15.	National Council of Higher Education	Plan Non-Plan	1.00 -	1.00 -	5.00 -
16.	National Testing Service	Plan	40.00	10.00	25.00
<u>International Cooperation</u>					
1.	C.6(5)(5) Reorganisation of INC Library into a full fledged Documentation and Reference Centre for Unesco Publications in India.	Plan	100.00	100.00	150.00
2.	C.6(5)(6) Holding of Meetings of Committees/ Conferences in furtherance of Unesco aims and objectives	Plan	400.00	300.00	350.00
3.	C.6(5)(7) Strengthening of Voluntary Organisations engaged in Unesco Programme and activities	Plan	200.00	150.00	200.00
4.	C.6(1)(2) Auroville Management	Plan	1000.00	1000.00	1000.00
5.	Strengthening of External Academic Relations	Plan	300.00	300.00	300.00
6.	C.6(4)(2) Expenditure on Publication of Hindi and Tamil Editions of Unesco Courier	Non-Plan	1800.00	1800.00	1800.00
7.	C.6(4)(9) Other Items - Grant to Non-governmental organisations for programme of INC	Non-Plan	30.00	25.00	25.00
8.	C.6(4)(9) Other Items - Indian National Commission of Cooperation with Unesco	Non-Plan	65.00	60.00	60.00
9.	C.6(4)(9) Other Items - Hospitality & Entertainment	Non-Plan	5.00	5.00	5.00

1	2	3	4	5	6
10.	C.6(4)(1) Contribution to Unesco	Non-Plan	23500.00	29000.00	29700.00
11.	C.6(4)(5) Visit of Foreign Delegation to India	Non-Plan	500.00	500.00	500.00
12.	C.6(4)(6) Deputation and Delegation abroad	Non-Plan	500.00	500.00	500.00
13.	C.6(1)(2) Auroville Management.	Non-Plan	600.00	1600.00	1600.00

Book Promotion and Copy Right

1.	Regional Offices/Book Centres	Plan	25.00	23.25	25.00
2.	Nehru Bal Pustakalaya	Plan	50.00	42.15	50.00
3.	Aadan-Pradan	Plan	10.00	4.65	9.00
4.	Subsidy Scheme	Plan	20.00	11.65	20.00
5.	Reproduction of Books in Punjabi	Plan	6.00	5.54	5.00
6.	Normal Promotional Activities	Plan	25.00	24.05	30.00
7.	Nehru Bhavan	Plan	5.00	5.00	5.00
8.	Publication for Post-Literacy Education	Plan	15.00	12.75	10.00
9.	Publication for School-Library Programme	Plan	8.00	2.80	4.00
10.	Publication of Classic-Literature	Plan	3.00	1.90	2.00
11.	I.S.B.N. (NERC)	Plan	1.00	0.01	Nil
12.	Collaboration Programme for Republication of Foreign University Text Books	Plan	2.00	2.00	2.00
13.	Book Export Promotional Activities	Plan	12.00	10.00	12.00

1	2	3	4	5	6
14.	Setting up National Authors Society	Plan	1.00	1.00	2.00
15.	New Sale Promotion Measures	Plan	6.00	11.00	4
16.	Core-Books Project	Plan	2.00	1.25	3.00
17.	Book-Promotional Activities and Financial Assistance to Voluntary Organisations	Plan	6.00	6.00	5.00
18.	National Book Development Council	Plan	2.00	2.00	2.00
19.	Maintenance, Establishment and Publishing	Non-Plan	168.00	153.55	168.00
20.	Normal Promotional Activities	Non-Plan	42.00	30.95	42.00
21.	India's contribution to WIPO	Non-Plan	20.00	21.00	25.00
22.	International Copyright Union (CEP)	Non-Plan	2.00	2.00	2.00
23.	World Book Fair	Non-Plan	50.00	50.00	5.00

Scholarships

1.	National Scholarships Scheme	Plan	110.00	90.00	100.00
2.	National Loan Scholarships Scheme	Non-Plan	285.00	285.00	285.00
3.	National Loan Scholarships Scheme - Write off etc.	Non-Plan	14.20	14.20	14.20
4.	50% share of the State Govts. in respect of recoveries under National Loan Scholarships Scheme	Non-Plan	22.00	22.00	22.00
5.	Scheme for upgradation of Merit of SC/ST	Plan	55.00	25.00	55.00

1	2	3	4	5	6
6.	Scholarships at Secondary stage for Talented children from Rural Areas	Plan	85.00	35.00	60.00
7.	Scholarships in approved residential secondary schools	Non-Plan	220.00	120.00	205.00
8.	Grant-in-aid scheme of scholarships to students from non-Hindi speaking States for Post-Matric Studies in Hindi.	Non-Plan	34.10	34.10	34.10

Promotion of Languages

Hindi

1.	Central Hindi Directorate	Plan Non-Plan	65.00 121.50	63.00 123.50	63.00 127.03
2.	Commission for Scientific & Technical Terminology.	Plan Non-Plan	16.00 50.00	18.00 51.00	18.00 52.20
3.	Kendriya Hindi Sansthan Agra.	Plan Non-Plan	55.00 177.00	52.00 177.00	52.00 177.00
4.	Appointment of Hindi teachers & their training.	Plan	260.00	185.00	185.00
5.	Assistance to Non-Govt. organisations-Dakshin Bharat Hindi Prachar Sabha & other NGCS including publication in Hindi.	Plan Non-Plan	180.00 102.50	180.00 102.50	180.00 102.50
6.	Propagation of Hindi abroad.	Plan Non-Plan	20.00 11.00	20.00 11.00	20.00 11.00
7.	Hindi University.	Plan	5.00	1.00	1.00

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Modern Indian Languages

8.	Central Institute of Indian Languages & its Regionall Language Centres including Tribal Languages Development.	Plan Non-Plan	85.00 214.00	88.00 220.00	88.00 224.90
9.	Tarragi-e-Urdu Board including Gujral Committee	Plan Non-Plan	70.00 42.00	70.00 43.00	70.00 43.37
10.	Financial Assistance to NGOs (other than Sindhi Urdu and Hindi) plus ULB	Plan Non-Plan	30.00 10.00	26.00 10.00	26.00 10.00
11.	Financial Assistance to NGOs for Sindhi including Sindhi Vikas Board, Financing of book production in Sindhi.	Plan	10.00	10.00	10.00
12.	Modern Indian Language Teachers.	Plan	100.00	41.00	41.00

English

13.	English teaching and District Centres, RIE & ELTIs, strengthening of these Institutes and use of Electronic Media etc. financial assistance for publication.	Plan	85.00	72.00	72.00
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Sanskrit

1.	Grants to Vol. Skt. Organisation, Adarsh Sanskrit Mahavidyalayas/ Shodh Sansthan.	Plan	75.00	105.00	80.00
2.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.	Plan	10.00	10.00	10.00
3.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Plan	10.00	10.00	10.00
4.	Grants to Rashtriya Sanskrit Sansthan, New Delhi.	Plan	151.00	110.00	151.00

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5.	Development of Sanskrit Education in States/UTs	Plan	56.00	56.00	56.00
6.	Grants to Rashtriya Vada Vidya Pratishthan	Plan	45.00	45.00	45.00
7.	Preservation of Oral Tradition of Vedic recitation & All India Education contest	Plan	7.00	7.00	7.00
8.	Grants/Scholarships for Classical Language (Arabic & Persian)	Plan	14.00	14.00	15.00
1.	Grants to Vol. Skt. Organisation Adarsh Sanskrit Mahavidyalayas/ Shodh Sansthan.	Non-plan	95.00	120.00	95.00
2.	Grants to Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha.	Non-plan	93.00	80.50	93.00
3.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Non-plan	70.00	53.65	70.00
4.	Grants to Rashtriya Sanskrit Sansthan	Non-plan	315.00	258.85	315.00

Adult Education

1.	Rural Functional Literacy	Plan	2500.00	1500.00	1500.00
2.	Nehru Yuva Kendra Sangathan	Plan	125.00	125.00	150.00
3.	Post Literacy & Continuing Education	Plan	1000.00	1000.00	1000.00
4.	Strengthening of Administrative Structure	Plan	500.00	595.00	700.00
5.	Mass Programme of Functional Literacy	Plan	500.00	400.00	375.00
6.	Technology Demonstration	Plan	100.00	55.00	50.00
7.	Voluntary Agencies	Plan	1500.00	1200.00	1800.00

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8.	Shramik Vidyapeeths	Plan	100.00	119.00	130.00
9.	Directorate of Adult Education	Plan	110.00	144.00	145.00
10.	National Literacy Mission	Plan	10.00	10.00	25.00
11.	Cultural Exchange Programme	Plan	5.00	2.00	5.00
12.	Special Project	Plan	5375.00	5150.00	5865.00
13.	National Institute of Adult Education	Plan	175.00	100.00	150.00
1.	Rural Functional Literacy Project	Non Plan	270.00	294.00	270.00
2.	Literacy House Lucknow	Non Plan	17.20	16.84	17.08
3.	Shramik Vidyapeeth	Non Plan	113.30	113.30	114.54
4.	Directorate of Adult Education	Non Plan	124.00	128.00	133.00
5.	Printing Press	Non Plan	3.50	2.86	3.38
6.	Post Literacy	Non Plan	30.00	-	30.00

Technical Education

I Direction & Administration

1.	National Technical Man-Power Information System (NTMIS)D.7(2)	Plan N.Plan	100.00 50.00	50.00 57.00	100.00 50.00
2.	Re-Organisation restructuring & Strengthening of AICTE, its Committees/Boards D.1(3)	Plan Non Plan	100.00 -	10.00 -	180.00 -
3.	Strengthening of existing institutions & establishing new institutions for non-corporate and unorganised Sectors D.1(2)	Plan Non Plan	10.00 -	10.00 -	- -

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II. Training					
4.	Regional Engineering Colleges (RECs D.6(2))	Plan Non Plan	2400.00 2186.00	1890.90 2072.00	2400.00 2186.00
5.	Apprenticeship Training D.2(5) & D.2 (6)	Plan Non Plan	250.00 508.00	233.00 495.00	250.00 508.00
6.	Central Institutions:				
	-Technical Teachers' Training Institutes (TTTIs)D.2(1)	Plan Non Plan	500.00 490.70	330.00 372.00	600.00 501.90
	-National Institute for Training in Industrial Engg. (NITTIE) D.2(2)	Plan Non Plan	150.00 266.20	150.00 268.20	150.00 266.20
	-National Institute of Foundry and Forge Technology (NIFFT) D.2(3)	Plan Non Plan	100.00 117.60	100.00 117.60	100.00 117.60
	-School of Planning & Architecture (SPA)D.2(4)	Plan Non Plan	250.00 180.00	250.00 170.00	250.00 180.00
III. Research					
7.	Indian Institutes of Technology (IITs) D.6(1) to D.6(1) (5)	Plan Non Plan	1500.00 9388.30	1640.00 9480.80	1600.00 9481.10
8.	Indian Institutes of Management (IIMs) D.6(4)(1) to D.6(4)(4)	Plan Non Plan	900.00 959.20	800.00 959.00	800.00 959.20
9.	Development of P.G.Courses	Plan Non Plan	110.00 400.00	50.00 400.00	100.00 400.00
10.	Development of Management Education Courses at Non University Centres D.6(3)	Plan Non Plan	30.00 9.85	1.00 -	40.00 10.35
11.	Institutional Network Scheme D.7 (1) (1)	Plan Non Plan	100.00 -	100.00 -	- -
12.	International Centre for Science and Technology Education (ICSTE) D.3(2)	Plan Non Plan	1.00 -	10.00 -	10.00 -

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13.	Research and Development (R&D) in Selected higher technical institutions D.3(4)	Plan Non Plan	350.00 -	350.00 -	250.00 -
14.	Community Polytechnics D.5 (1)	Plan Non Plan	200.00 165.00	200.00 175.00	300.00 184.90
15.	Modernisation and removal of Obsolescence D.6 (5) (3)	Plan Non Plan	3300.00 -	3000.00 -	3000.00 -
16.	Thrust areas of Technical Edn. i) Strengthening of facilities in crucial areas of technology where weakness exists D.6 (5) (1)	Plan Non Plan	800.00 -	731.00 -	750.00 -
	ii) Creation of infra-structure in areas of emerging technology D.6 (5) (2)	Plan Non Plan	900.00 220.00	900.00 220.00	900.00 220.00
	iii) Programmes of new and improved technologies offering courses in Specialised fields D.2 (8)	Plan Non Plan	800.00 -	800.00 -	750.00 -
17.	Institution-Industry interaction D.6 (6)	Plan Non Plan	100.00 -	80.00 -	80.00 -
18.	Continuing education D.6(7)	Plan Non Plan	149.00 -	65.00 -	100.00 -
IV	Other Schemes				
19.	Indian Institute of Technology, Assam D.6(1) (6)& F.3(15)(1)	Plan Non Plan	300.00 -	340.00 -	800.00 -
20.	Longowal Institute of Engineering and Technology D.7(6)	Plan Non Plan	500.00 -	800.00 -	500.00 -
21.	University Grants Commission Schemes D.4 (1)	Plan Non Plan	2200.00 -	2230.00 -	2200.00 -

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22.	Educational Consultants India Ltd. (Ed.CIL) & A A1 (1)	Plan Non Plan	10.00 -	10.00 -	- -
23.	Super Computer IISc. Bangalore D.4(2)	Plan	2200.00	732.00	600.00
24.	National Accreditation Board D.1 (4)	Plan Non Plan	15.00 -	1.00 -	20.00 -
25.	Staff Development and Training D.2 (9)	Plan Non Plan	5.00 -	1.00 -	18.00 -
26.	Technology Forecasting D3 (5)	Plan Non Plan	5.00 -	1.00 -	20.00 -
27.	Assistance to Professional Bodies. D.7 (7)	Plan Non Plan	5.00 -	1.00 -	20.00 -
28.	World Bank Project Support to Technician Education D5 (3) (1)	Plan Non Plan	60.00 -	25.00 -	80.00 -
29.	Regional Offices D.1(1)-D1 (3)	Non Plan	46.40	46.40	50.00
30	Quality Improvement Programmes D.2 (7)	Non Plan	190.00	290.00	290.00
31.	Partial Financial Assistance (PFA) to Indian Scientists going Abroad D.3 (3)	Non Plan	2.00	1.00	2.00
32.	Indian Society for Technical Education (ISTE) D.7 (3)	Non Plan	0.60	0.50	0.60
33.	A.I.T., Bangkok D.7(4)	Non Plan	12.15	12.00	12.15
34.	Delegation under Cultural Exchange Programmes D.7(5)	Non Plan	1.00	0.50	1.00
35.	Revision of Salary Scales of teachers of technical institutions/assistance to State/Institutions Colleges. F.1(8) (1)	Non Plan	850.00	850.00	800.00

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