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CONTENTS

1. Introductory	1-5
2. Overview	7-12
8. Allocation of funds and their use	
9. Elementary Education	
9. Secondary Education	
10. Higher Education	
10. Adult Education	
10. Technical Education	
10. Language Development	
11. Book Promotion and Copy Rights	
11. Border Area Development	
11. International Cooperation	
12. Educational Development of the Disadvantaged	
12. Resources for Education	
12. General	
3. Administration	13-17
14. Organisational Structure	
14. Subordinate Offices/Autonomous Organisations	
15. Functions	
16. Vigilance Activities	
16. Progressive use of Hindi in Official Work	
17. Publications	
17. Deputations/delegations of Government Officials and non-Officials sent abroad during the year 1988-89	
17. Budget Estimates	
17. Professional Development & Training of Staff	
4. Elementary Education	19-26
20. Universalization of Elementary Education (UEE)	
22. Operation Blackboard (OB)	
22. Non-Formal Education (NFE)	
23. Teacher Education	
24. Micro Planning	
25. Minimum levels of learning (MLL)	
25. National Evaluation Organisation (NEO)	
25. Shiksha Karmi Project	
25. Mahila Samakhya	
26. Supply of White Printing Paper (WPP) for educational purposes	
26. Supply of White Printing Paper (WPP) received from Norway	

5. Secondary Education	27–49
28. Vocationalisation of Secondary Education	
30. Improvement of Science Education in Schools	
31. Environmental Orientation to School Education	
31. Educational Technology (ET) Programme	
33. Computer Education in Schools	
33. Navodaya Vidyalayas (NVs)	
35. National Open School	
35. Integrated Education for the Disabled Children	
36. Freeships for Girls	
36. Educational Concessions to the Children of Officers and Men of Armed Forces killed or disabled during Hostilities	
36. Promotion of Yoga	
37. Assistance to agencies for strengthening Culture/Art/Values in Education and Assistance to Educational Institutions Implementing Innovative Programmes	
38. National Population Education Project (NPEP)	
39. Cultural Exchange Programme in the Field of School Education	
39. Review of School Textbooks from the stand- point of National Integration	
39. National Awards to Teachers	
40. National Foundation for Teachers' Welfare (NFTW)	
41. Kendriya Vidyalaya Sangathan (KVS)	
42. Central Tibetan Schools Administration (CTSA)	
43. Central Board of Secondary Education (CBSE)	
45. National Council of Educational Research and Training (NCERT)	
6. Higher Education and Research	51–71
52. University Grants Commission	
57. Central Universities	
64. New Universities	
64. "Deemed to be University" Institutions	
65. Higher Educational Research	
68. Bilateral Foreign Collaboration	
68. Other Activities	
7. Technical Education	73–86
75. Indian Institutes of Technology	
76. Indian Institutes of Management	
76. National Institute for Training in Industrial Engineering	
77. National Institute of Foundry and Forge Technology	
77. School of Planning and Architecture	
77. Technical Teachers' Training Institutes	
78. International Centre for Science and Technology Education	
78. Regional Engineering Colleges	
78. Development of post-graduate courses and research work	
79. Quality Improvement Programme	
79. Computerisation and manpower development	
80. Institutional Network Scheme	
80. Thrust Areas of Technical Education	

- 81. Modernisation and Removal of Obsolescence
 - 81. National Technical Manpower Information System
 - 82. Advanced Technician Courses
 - 82. Centres for Development of Rural Technology
 - 82. Community Polytechnics
 - 82. Programme of Apprenticeship Training
 - 83. Asian Institute of Technology, Bangkok
 - 83. Board of Assessment for Educational Qualifications
 - 83. Partial Financial Assistance
 - 83. Strengthening of Existing Institutions and Establishment of New Institutions for Non-corporate and Un-organised Sectors
 - 83. Restructuring of Courses/Programmes in Technical Education
 - 84. Curriculum Development
 - 84. Industry-Institute Interaction
 - 84. Continuing Education
 - 85. Research & Development in Technical Education Institutions
 - 85. Educational Consultants India Ltd. (Ed. CIL)
 - 85. Pass Book for Import of Equipment
 - 85. North Eastern Regional Institute of Science & Technology (NERIST)
 - 86. Longowal Institute of Engineering & Technology
 - 86. Establishment of New Institutions and Introduction of New Courses/Programmes
8. Adult Education 87-99
- 88. National Literacy Mission (NLM)
 - 89. Rural Functional Literacy Projects (RFLPs)
 - 89. Voluntary Agencies (VAs)
 - 90. Students' involvement in adult education
 - 91. Mass Programme of Functional Literacy (MPFL)
 - 92. Special Projects (Mass Campaigns)
 - 93. Post Literacy and Continuing Education
 - 94. Academic and Technical Resource Support through State Resource Centres (SRCs), DRUs, etc.
 - 95. Technology Demonstration
 - 95. Evaluation of Adult Education Programme
 - 96. Shramik Vidyapeeths (SVPs)
 - 96. World Literacy Day (8th September, 1989) and International Literacy Year (1990)
 - 97. International Task Force on Literacy (ITFL)
 - 97. Other International and Unesco matters
 - 97. Directorate of Adult Education (DAE)
 - 98. A summary of achievements under the NLM
9. Education in Union Territories 101-109
- 102. Andaman and Nicobar Islands
 - 103. Chandigarh
 - 104. Dadra and Nagar Haveli
 - 105. Daman and Diu
 - 106. Delhi
 - 107. Lakshadweep
 - 107. Pondicherry

10. Scholarships

111–115

- 112. National Scholarships Scheme
- 112. National Loan Scholarships Scheme
- 113. Scheme for Upgradation of Merit of SC/ST students
- 113. Government of India Scheme of Scholarships in Approved Residential Secondary Schools
- 113. Scholarships to Students from Non-Hindi Speaking States for Post-matric studies in Hindi 1989-90
- 113. Research Scholarships to products of Traditional Institutions engaged in the study of Classical Languages other than Sanskrit i.e. Arabic and Persian
- 113. National Scholarships at Secondary Stage for talented Children from Rural Areas
- 114. Scheme of Scholarships for Study Abroad
- 114. Commonwealth Scholarship/Fellowship Schemes offered by Govt. of UK/Canada
- 114. Nehru Centenary British Fellowships
- 114. Jawaharlal Nehru Memorial Trust Fellowships
- 114. British Council Visitorship Programme
- 114. Technical Cooperation Training Programme
- 114. Scholarships/Fellowships offered by Foreign Govts. under Cultural Exchange Programmes
- 114. Dadoo Naicker Award
- 114. General Cultural Scholarships Scheme
- 115. Commonwealth Scholarship/Fellowship Plan for Studies in India
- 115. Scholarships to Foreign Students under Cultural Exchange Programme for Study/Training in India
- 115. Dr. Amilcar Cabral Scholarship
- 115. Dr. Aneurin Bevan Memorial Fellowship
- 115. Technical Cooperation Scheme of the Colombo Plan
- 115. Commonwealth Education Co-operation Plan-Training of Craft Instructors

11. Book-Promotion & Copyright

117-122

- 118. National Book Trust
- 119. Publication of Low Priced University Level Books of Foreign Origin
- 119. Indo-Soviet Literary Project
- 120. New Import-Export Policy for Books & Publications
- 120. Book Export and Promotional Activities
- 120. Raja Rammohun Roy National Educational Resource Centre
- 121. Copyright
- 121. Training facilities to Foreign Trainees
- 121. Training facilities to Indian Trainees
- 122. Meetings of the Governing Bodies of WIPO
- 122. National Society of Authors

12. Promotion of Languages	123–131
124. Promotion and Development of Hindi	
126. Promotion and Development of Modern Indian Languages	
127. Central Institute of English and Foreign Languages (CIEFL), Hyderabad	
127. Taraqqi-e-Urdu Board	
127. Promotion of Sindhi	
128. Promotion of Sanskrit and other classical languages	
13. Border Area Development Programme	133–135
14. Twenty Point Programme and Access to Education for the Disadvantaged	137–140
138. Education of Scheduled Castes/Scheduled Tribes	
139. Education of Minorities	
140. Education of Women	
15. Management, Monitoring and Evaluation	141–145
142. Central Advisory Board of Education	
143. Meeting of State Education Secretaries and Directors of Education	
143. Educational Statistics	
143. Computerised Management Information System (CMIS)	
144. Development of computer based Management Information System	
144. National Institute of Educational Planning and Administration (NIEPA)	
145. Implementation of National Policy on Education 1986	
145. Scheme of Assistance for Studies, Seminars Evaluation etc. for Implementation of National Policy on Education	
16. International Cooperation	147–154
148. Asia-Pacific Programme for Educational Innovations for Development (APEID)	
149. Asia-Pacific Programme of Education for All (APPEAL)	
149. Education of International Understanding; Unesco Clubs and Schools	
149. Unesco Coupons Programme	
150. Publication of INC Newsletter	
150. Publication of Indian Language editions of Unesco Courier	
150. Scheme of Financial Assistance to Voluntary Bodies, Unesco Clubs and Associated Schools	
150. Forty first session of the International Conference on Education, Geneva	
150. Twentieth Session of the Indian National Commission for Cooperation with Unesco	
150. Fifth Session of the Advisory Committee on Regional Cooperation in Education in Asia and the Pacific	

- 150. Twenty-fifth Session of the General Conference of Unesco
- 151. Sub-Regional Workshop for Training of Literacy Personnel
- 151. Sub-Regional Training Workshop on preparation of Teachers and Teaching Materials for UPE for girls
- 151. National Workshops
- 151. Participation by India in Conferences/meetings sponsored by Unesco
- 152. Visit of Indian Teams to developing countries for orientation in key areas of education
- 152. Participation Programme of Unesco
- 152. Fourteenth Photo Contest in Asia and the Pacific
- 152. Javed Hussain prize for young Scientists
- 152. Pandit Jawaharlal Nehru Centenary Celebration under the aegis of Unesco
- 153. The World Heritage Committee
- 153. Foreign visits
- 154. Visitors from abroad
- 154. Contribution to Unesco's Budget
- 154. Auroville

Financial Allocations for Important Programmes 155–170

Grants to Voluntary Organisations 171–215

Appendices on assistance to States/UTs for implementing Centrally Sponsored NPE Schemes 217-231

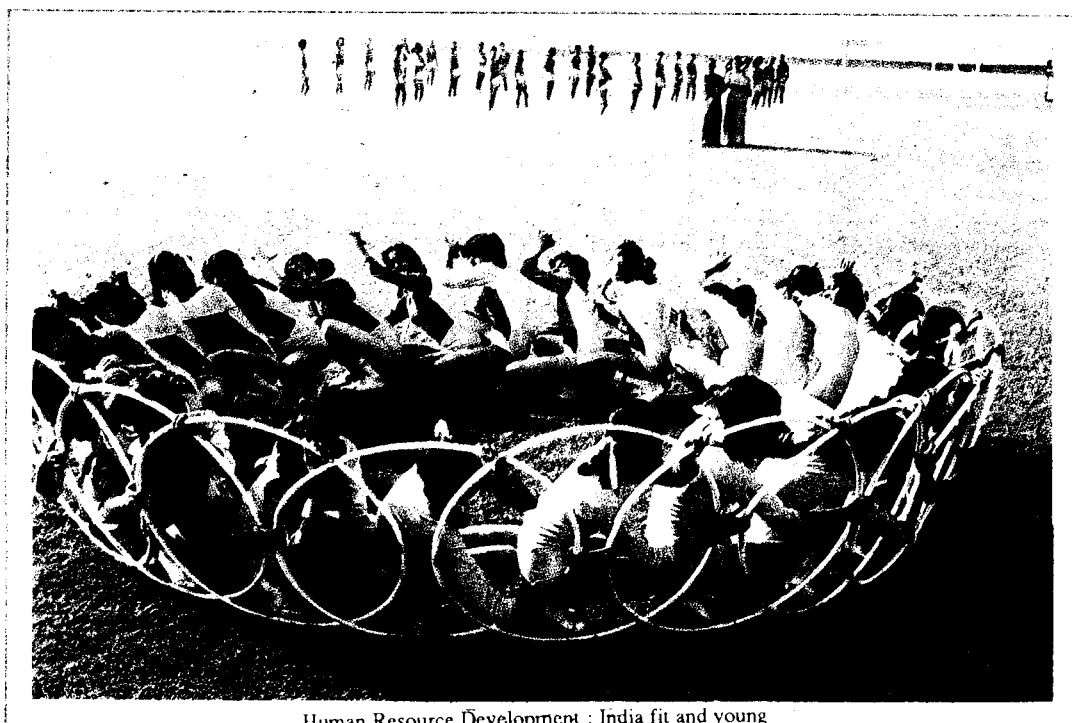
Statements of Educational Statistics Administrative Chart 233–254

Tables on Achievements under NPE Schemes :

4. Operation Blackboard	22
5. Non-Formal Education	23
6. Teacher Education	24
7. Vocationalisation of Education	30
8. Science Education	30
9. Environmental Orientation to School Education	31
10. Education Technology	32
11. Class Project	33
12. Navodaya Vidyalayas	35
14. National Literacy Mission (NLM)	98
15. Border Area Development Programme	135

1 Introductory

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Human Resource Development : India fit and young

1.1.0 In the broad context of "Human development: goals for the 90s" the Unicef report on the State of the World's Children 1990 says : "As the international community formulates development goals and strategies for the 1990s, there is a growing consensus that human development must now take centre stage. In the past development planners have been preoccupied with economic indicators such as GNP, savings, investment, trade and production targets. Economic Growth alone, however, is no guarantee that basic human needs will be met. Human development, on the other hand, focuses on the fulfilment of basic human needs as the most important indicator of

development... human goals are not just desirable, but technically feasible and financially affordable. The major requirement for their achievement is political will, vision and leadership. It is UNICEF's hope that the leaders of the world, and the development community will rise to the challenge of these goals, aimed at overcoming the worst manifestations of poverty through the enhancement of human capabilities."

1.2.0 Ministry of Human Resource Development has, indeed, placed before itself the mighty task of striving for fulfilment of basic human needs.

1.3.0 As in the last year, this year's report of the

Ministry of Human Resource Development is also presented in five parts, each covering the following Departments :

Part I	Education
Part II	Culture
Part III	Arts
Part IV	Women and Child Development
Part V	Youth Affairs and Sports

1.4.1 Priorities in the Educational front, in the various sectors were:

- Universalisation of Elementary Education
- Functional skill development in Adult Education
- Vocationalisation of School Education
- Consolidation of Higher Education
- Modernisation of Technical Education
- Language development to foster unity and integrity of the country amidst diversity

1.4.2 Education being a very crucial input in Human Resource Development, target groups given foremost attention were naturally the weaker sections and the disadvantaged—that is,

- Scheduled Castes and Scheduled Tribes
- Women
- Those living in backward areas, rural areas in general, urban slums, hilly regions, border and desert zones and outlying places of projects.
- Educationally backward minorities
- The handicapped

1.4.3 Access to education – from primary to higher education levels – was provided through non-formal stream, the NFE programmes and open school and open university systems. Education Technology in terms of the mass media (television and radio), was increasingly pressed into service to facilitate access to Education

1.4.4 The strategies and instrumentalities followed for overall educational development were--

- Involvement of States and Union Territories to facilitate consensus-based decisions.

- Involvement of voluntary agencies.
- Mass mobilisation.
- Involvement, development and strengthening of national, State and private resource institutions.
- International cooperation — bilateral, regional and multi-lateral.

1.4.5 Content of education was continuously oriented towards fundamental values and concerns — unity and integrity of the country, creation of cultural consciousness, democracy, secularism and socialism, equality of sexes, development of scientific temper, preservation of environment and population control.

1.5.0 The Department of Culture continued its efforts for the preservation, promotion and enrichment of the cultural traditions of the country through its infrastructure as also through its supportive institutions in the fields of archaeology, anthropology, museums, libraries and the like. The discovery of 28 new caves near Ellora (Maharashtra) and Kalinga Edicts of Asoka at Sannati in Karnataka are outstanding finds of the year. The organisation of the Festival of France in India as a reciprocal event to our Festival in France in 1985-86, the "Deemed to be University" status acquired by the National Museum Institute of History of Art, Conservation and Museology, Delhi and the signing of a cultural exchange programme with Pakistan were the highpoints of the activities of the Department during the year. Efforts to bring the peoples of various countries of the world closer to the people of India continued through cultural agreements and cultural exchange programmes.

1.6.1 The Department of Arts has, during the year under review, started a series of activities with the ultimate objective of facilitating the application of sophisticated electronics and electro-optics technology to scientific studies of cultural heritage and multi media documentation of cultural source material. The objective was to bridge the conceptual chasm between science and modern knowledge on the one side and traditional knowledge, arts, crafts, skills on the other. The Department liaised with a number of science departments of the Government for action on : development of laser optical disk storage of cultural source material, holograms for art objects documentation, computer programmes for desk-top publishing in various Indian scripts.

modules for digital storage of art exhibition materials, etc.

1.6.2 While Indira Gandhi National Centre for the Arts, (an autonomous Trust under the Department of Arts) has been designated as the nodal agency for the National Information System and Data Bank for art, humanities and cultural heritage, the Department of Arts took up the question of networking the Governmental agencies for collection of multi-media data for the National Data Bank. The agencies to be networked in the initial phase were identified under the Department of Education, Department of Culture and the Ministry of Information and Broadcasting.

1.6.3 A programme of great significance long overdue after Independence was initiated by the Department of Arts during the year. After a series of discussions at State level and careful mobilising of academic and technical teams, a system for microfilming the millions of ancient Indian manuscripts spread all over the country and abroad was operationalised. A start was made by launching the microfilm programme at the manuscript libraries most important in India, specially the Government Oriental Manuscripts Library, Madras, Saraswati Bhawan Library of Dr. Sampurnanand Sanskrit Vishwavidyalaya, Varanasi and the collections at the Bhandarkar Oriental Research Institute, Pune. Arrangements were also finalised for starting a similar programme at Saraswati Mahal Manuscripts Library, Thanjavur, University of Kerala Oriental Manuscripts Library, Trivandrum and Vedic Sanshodhan Mandal, Pune. Several Commissions ranging from the Sanskrit Commission including Dr. V. Raghavan Committee had recommended an all India programme. Government of India had accepted these recommendations and had plans for microfilming the ancient Indian manuscripts collections both within the country and abroad. But a systematic programme could be launched only with the initiative taken by Department of Arts. The Department of Arts also finalised, with the help of Indian missions abroad and the Ministry of External Affairs, inter-institutional agreements for supply of microfilms of Indian materials which are in overseas custody. In the first phase of this programme, reprographic material has already started coming from the Stass Bibliothek in Berlin, National Bibliotheque in Paris and India Office Library, London. It is hoped that in due course the entire rich heritage of ancient Indian manuscripts would

be finally available at one place for consultation and reference by academics, scholars, students and others

1.7.1 The Department of Women and Child Development continued its concerted efforts to bring women into the mainstream of National Development through various socio-economic programmes seeking to guarantee for them equality of status and social justice. A significant step in this direction was the drawing up of the National Perspective Plan (NPP) upto 2000 AD for Women which is a long term overall policy, guided by the principles and directives relevant to the development process. The Plan is linked to the national targets determined for the end of the century in respect of certain basic indicators as those of health, education and employment. A National Resource Centre is also being established — as a national level apex body — to extend research, training and information services.

1.7.2 Further, the Department continued its priority concentration in rendering early childhood services. The Integrated Child Development Services (ICDS) was expanded by the sanction of 500 additional projects in 1989-90. The cumulative number of these projects, benefiting children in the age group of 0-6 and expectant and nursing mothers was 2438 — 2236 projects in the Central Sector and 202 in the State Sector.

1.8.1 The Third National Conference of Ministers of Youth Affairs & Sports of States and Union Territories was held at Gandhinagar, Gujarat on March 10, 1989. Specific recommendations were made as to how the National Youth Policy was to be implemented. Prime Minister Shri V.P. Singh presented the National Youth Awards at a function held in January, 1990 in New Delhi. National Youth Week was also celebrated during this month befittingly. The National Service Scheme, the youth programme for university students, continued to contribute to Nation building activities through community services. The NSS volunteers immensely supported the National Literacy Mission, fielding 2.5 lakh volunteers. Selected NSS volunteers representing the States, Union Territories and universities participated in the Republic Day Parade — 1990. Nehru Yuva Kendras continued their efforts for exposing the rural/non-student youth to new opportunities in various districts of the country, apart from promoting literacy. Presently Nehru

Yuva Kendras' are spread over 401 districts. The Department of Youth Affairs continued massive assistance for organising meaningful national integration schemes, promotion of adventure, training of youth, youth exhibitions and voluntary organisations. More youth hostels were established to provide facilities for youth travel, youth festivals and exhibitions. Scouts and guides movement gained in strength.

1.8.2 In sports, the Department pressed forward for the attainment of the twin goals of excellence in performance in prestigious international events and diversifying activities. The Sports Authority of India has become the premier Institution for identification of talents, training of elite sportspersons as also development of sports academics. With a view to enhance the competitive edge of the sportspersons, the Department continued its emphasis on creation of world standard infrastructure in specified places. The synthetic athletic tracks and artificial hockey surfaces were installed in many places and financial assistance was sanctioned for many more. The Department of Youth Affairs & Sports increased the number and intensity of international cooperation activities in the field of Physical Education and Sports. Cumulatively, seven Sports Protocols and

forty five Cultural Exchanges were concluded. Competent coaches for special training to facilitate international standard competition were engaged for the benefit of National Teams in many disciplines of sports under these Charters of cooperation. Overall improvement in performance and greater achievements in prestigious international sports events could be secured because of such intensive special efforts. The Indian archers won the Asian Championship in October, 1989 by dethroning South Korea, the reigning Olympic Champion. Indian weightlifters gathered an unprecedented haul of medals in Commonwealth Games, 1990. In Wrestling, India won 7 gold, 2 silver and 1 bronze medals in the Commonwealth Championship 1989. The Indian athletes performed highly creditably in Asian Track & Field Event held in November 1989 by securing overall 2nd position after China.

1.8.3 The efforts of the Department for awakening mass consciousness for Physical Fitness and National Integration culminated in the successful organisation of display of colourful mass physical exercises by about 35000 of students to the beat of captivating music on 14th of November, 1989 at Jawaharlal Nehru Stadium, New Delhi.

2 Overview

2 Overview



Prime Minister V.P. Singh launches International Literacy Year

Allocation of funds and their use

2.1.1 The financial resource provided for Education in the Central Sector during the year 1988-89 was Rs. 1604.61 crores (Rs.854.85 crores including for Border Area Development Programme under Plan and Rs. 749.76 crores under Non-Plan). The entire allocation was spent excepting for an amount of Rs. 1.33 crores that had to be surrendered on account of certain Capital and non-plan savings. All the programmes formulated under NPE 1986 continued to be implemented on a project-oriented basis in close coordination with the States and Union Territories. Programmes for improvement of Primary School infrastructure, taking

Education to the door steps of out-of-school children through the non-formal educational stream, development of the professional capabilities of the school teachers, making school education relevant to the world of work through the introduction of vocational courses, provision of educational facilities for talented rural children through the Navodaya Vidyalayas, improvement of science and environment education in the School system, use of educational technology to improve the process of education and provide access to education, adult literacy and modernisation of Technical Education continued to receive programmed attention for orderly development.

2.1.2 Allocation of funds for the year 1989-90 was Rs.1581.40 crores (Rs.881.40 crores including for Border Area Development Programme under Plan and Rs. 700 crores under Non-Plan).

2.1.3 , As in the earlier years, the Central Advisory Board of Education and the Secretaries and Directors of Education in the State Governments and UT Administrations were elaborately involved in reviewing implementation of all the on-going Educational programmes. There were three such national-level interactions in the course of the year.

2.1.4 The Statistical Division of the Department of Education, effectively given Computer assistance by the National Informatics Centre, provided statistical support in the matter of analysing the trends in educational development in the country. The National Institute of Educational Planning and Administration also provided significant resource support in the management of Education.

Elementary Education

2.2.1 Under the major programmes of Operation Black Board, Non formal Education and Teacher Education, by the end of 1989-90, the principal achievements are :

* Coverage of blocks for the purpose of improvement of School infrastructure	4035
* Number of Schools covered	2.99 lakhs
* Number of additional teachers' posts sanctioned	0.78 lakhs
* Number of Non formal Educational Centres	2.60 lakhs
* Number of teachers oriented under the programme for Mass Orientation of School Teachers	13.47 lakhs
* Number of Teacher Education Institutions sanctioned (District Institutes of Education and Training, Colleges of Teacher Education and Institutes of Advanced Study in Education)	248

2.2.2 By sustained efforts since 1987-88 in implementing the above programmes, a clear

priority for investment in Elementary Education has come to be established on ground.

Secondary Education

2.3.1 Vocationalisation of post-secondary education continued to receive significant attention as a matter of priority in the School Education sector. Twenty-five States came to be covered by the Scheme of Vocationalisation. Nearly 8,000 vocational courses relevant to local employment opportunities were approved for the benefit of students in over 2,700 Schools. Socially and economically relevant areas like water management, maintenance of agricultural equipment, building block production etc. came to be covered through the vocational courses. Agencies like the General Insurance Corporation and Life Insurance Corporation came to be involved in organisation of vocational courses with commitment for absorbing the vocational graduates. Inter Ministerial consultations were organised for designing vocational courses relevant to employment in the areas of Health and Family Welfare, Handlooms and Handicrafts, Telecommunications, Tourism etc.

2.3.2 Two hundred and sixty one Navodaya Vidyalayas have come to be established, providing free residential education to nearly 49,000 talented rural children of whom over 9,000 were Scheduled Castes and about 5,500 Scheduled Tribes.

2.3.3 Science Education was strengthened by provision of science kits, laboratory equipment, library books etc. in the upper Primary, Secondary and Higher Secondary Schools.

2.3.4 The Central and State Institutions of Educational Technology intensified their efforts in organising educational TV programmes. All the States were covered by the Scheme of Educational Technology and schools came to be provided with TV sets (about 25,000) and Radio-cum-Cassette players (over 1.5 lakhs) for the facility of receiving educational programmes.

2.3.5 The National Open School came to have a cumulative enrolment of 1.5 lakh students, significant number of them being women and those from rural areas.

2.3.6 The Kendriya Vidyalaya Sangathan provided educational facilities to over half a million students, rendering significant service to the transferable

Central Government employees. The Central Tibetan School provided educational facilities for about 10,000 children of Tibetan Refugees. The Central Board of Secondary Education conducted examinations for six major systems. Over 4 lakh students took these examinations during 1989.

2.3.7 NCERT gave research support in every area of School Education in a significant way.

Higher Education

2.4.1 Consolidation and quality improvement continued to be the principal features of development in the area of Higher Education.

2.4.2 The UGC continued to grant basic assistance and development grants to colleges -- numbering about 4,000. One hundred and two colleges were approved for autonomous status, the largest number amongst them being in the States of Andhra Pradesh, Tamil Nadu and Madhya Pradesh (90 colleges).

2.4.3 Most of the States issued orders extending revised UGC pay scales for University and College teachers. Guidelines for performance appraisal and code of professional ethics for University and College teachers were formulated and circulated to Universities and Colleges of State Governments. Forty eight Academic Staff Colleges were established for orientation of the in-service training of college and university teachers.

2.4.4 The Parliament passed bills for the establishment of teaching-cum-affiliating universities in Assam and Nagaland.

2.4.5 Distance Education was given further boost by the Indira Gandhi National Open University. A main frame computer with ODA assistance was installed in IGNOU. The student enrolment in this University reached the level of 80,000, and 140 study centres came to be established. The academic programmes of the University included courses in Distance Education, creative writing in rural development, information science etc.

2.4.6 The Institutions of Higher Education Research continue their activities systematically. The Memorandum of Understanding in respect of the Shastri Indo Canadian Institute was renewed for a period of five years upto end of March 1994.

Adult Education

2.5.1 The National Literacy Mission entered its second year of operationalisation. The thrust under the Mission was on functional literacy. The strategy came to include identification of compact areas to be made fully literate in a time bound manner. Student mobilisation made further strides. Ex-service men were inducted into literacy efforts in 45 blocks in six States. Mass Mobilisation Campaigns continued in Andhra Pradesh, Gujarat, Karnataka, Kottayam Town and Ernakulam district in Kerala, Coimbatore in Tamil Nadu and was spread to Orissa, Rajasthan and West Bengal.

2.5.2 Continuing Education and post literacy was reinforced with the back-up of 30,000 Jana Shikshan Nilayams.

2.5.3 Programme was evolved for supply of 2,000 solar power packs to Adult Education Centres for Technology Demonstration. Video based information and dissemination was organised in 100 villages.

2.5.4 The Prime Minister launched the International Literacy Year on the 22nd January 1990.

Technical Education

2.6.1 Under the programme of modernisation of, and removal of obsolescence in Technical Education, 433 projects were supported with financial assistance of the order of about Rs.44 crores.

2.6.2 A project for modernisation of Polytechnics with an outlay of US \$ 330 million was negotiated with the World Bank.

2.6.3 The number of Community Polytechnics during the year was 110. The manpower trained by them was over one lakh persons cumulatively and technical services rendered by them benefited over 5000 villages.

2.6.4 The Boards of Apprenticeship Training facilitated training of over 30,000 persons.

Language Development

2.7.1 During the year, the Government of India supported the States by rendering financial assistance to meet the salary costs on 9,000 posts of Hindi teachers in Non-Hindi speaking areas in different parts of India. Thirty-five Hindi Teacher

Training Colleges were supported. These Institutions provided training for 1,350 trainees.

2.7.2 The Kendriya Hindi Sansthan celebrated its silver jubilee. The Central Hindi Directorate offered correspondence courses for teaching Hindi in regional languages for 13,000 persons. The Central Institute of Indian Languages, Mysore, continued its programme of training of teachers from Hindi speaking areas in Modern Indian Languages. The Central Institute of English and Foreign Languages played an effective role in coordinating the activities of the English Language Teaching Institutions, apart from monitoring the Schemes of saturation training of English language teachers through District Centres. The Taraqqi-e-Urdu Board was reconstituted. The question of broad-basing the terms of reference of this Board was investigated. A national-level Committee was constituted to report urgently on implementation of the recommendations of the Gujarat Committee for development of Urdu. The Central Sanskrit Board was reconstituted with Dr. S.D. Sharma, Vice President of India as its Chairman. The Kulapatis for the Rashtriya Sanskrit Vidyapeethas (deemed Universities) at New Delhi and Tirupati were appointed.

Book Promotion and Copy Rights

2.8.1 The National Book Trust organised the Ninth World Book Fair at New Delhi. The Trust came to be involved in a significant way in the School Library Programme, particularly for supply of books for School Libraries under the Scheme of Operation Black Board. The working of the Raja Ram Mohun Roy National Educational Resources Centre was rationalised to make it more effective i.e., to confine itself only to implement the International Standard Book Numbering (ISBN) system.

2.8.2 The functionaries of the Copyright Division were given overseas training with the help of World Intellectual Property Organisation. India participated through a high level delegation in the meeting of the Governing Bodies of this organisation and urged for orderly promotion of steps for protection of intellectual property rights particularly, keeping in view the developmental, technological and public interest needs of the developing countries.

Border Area Development

2.9.0 Border Area Development (Education) programme was implemented for the third year in

succession in the States of Gujarat, Jammu & Kashmir, Punjab and Rajasthan. The anticipated cumulative level of investment by the end of 1989-90 under the programme was Rs.91 crores. Financial assistance was rendered to the States under this programme in all priority areas of Education—Universalisation of Elementary Education, improvement of Secondary Education, Vocational Education etc.

International Cooperation

2.10.1 India participated in the 25th Session of the General Conference of UNESCO under a high level delegation led by the Minister for Human Resource Development. In this session, India was again elected to the Executive Board and to Inter Governmental bodies dealing with International Programme for Development of Communication, Physical Education and Sports and return of cultural property to countries of origin.

2.10.2 Under the programme for Technical Cooperation among Developing Countries, four teams visited developing countries in the Asia Pacific Region—Ethiopia, Tanzania, China, Indonesia, Malaysia, Philippines and Thailand.

2.10.3 Wide ranging consultations were held with sister Ministries including Ministry of External Affairs for streamlining External Academic Relations.

2.10.4 The Indian National Commission for Cooperation with the UNESCO organised a seminar on "Constructing defences of peace in the minds of men" in Hyderabad in April 1989. The UNESCO organised several programmes in connection with Pandit Jawaharlal Nehru Centenary Celebrations—by holding a seminar on Nehru, publishing extracts of Nehru's writings in Spanish, facilitating a pictorial exhibition on Nehru and by bringing out a commemorative coin.

2.10.5 A delegation headed by the Minister of State for Education participated in the World Conference on Education for All in March 1990 at Jomtien, Thailand.

2.10.6 Additional Secretary, Dept. of Education made a presentation before the Committee of the Economic and Social Council, United Nations on Implementation of International Covenant on Economic, Social and Cultural Rights—Right to Education etc. in January 1990.

2.10.7 Shri Anil Bordia, Secretary to Government, Department of Education, Ministry of Human Resource Development, Government of India was elected unanimously to the prestigious office of the President of the Council of the International Bureau of Education (IBE) under the UNESCO. Since 1934, this is the first time that an Asian has been elected to this office.

Educational development, of the disadvantaged

2.11.0 In all areas of education, priority attention was given to the concerns of Scheduled Castes, Scheduled Tribes, Women and the educationally backward minorities. Special preference was given to habitations of Scheduled Castes and Scheduled Tribes in opening Non-Formal Education Centres and Adult Education Centres and in strengthening School infrastructure under Operation Blackboard. Reservation in admissions in educational institutions was carefully enforced. Special scholarship programmes were implemented for their benefit. Higher rates of financial assistance were given to States for opening Non-formal Education Centres exclusively for girls. States were advised to recruit women teachers under Operation Blackboard Scheme. Special Projects for women like the Mahila

Samakhya were implemented. Education for Women's Equality was made part and parcel of the content and process of education. Educational development of the minorities received repeated and high-level attention---in the Committees of Secretaries, Prime Minister's Secretariat and Cabinet Committee on Prime Minister's 15-Point Programme for the welfare of Minorities. Policy norms and principles for recognition of minority managed educational institutions were formulated and circulated amongst the States.

Resources for Education

2.12.0 The Gross Domestic Product (GDP) at current prices (1987-88) is Rs.2.94 lakh crores. The budget of Education Departments in the Centre and States was Rs.9,810.28 crores (1987-88). This investment is of the order of 3.3 per cent of the GDP.

General

2.13.0 The new Government have decided to review the National Policy on Education (NPE), 1986, keeping in view, inter alia, the provision in the Policy itself for such a review as well as the experience gained in implementing the NPE programmes since 1987-88.

3 Administration

3 Administration



Staff Council Meeting

Organisational Structure

3.1.0 The Department of Education, one of the constituents of the Ministry of Human Resource Development, is at present under the charge of Prime Minister. At the level of Minister of State, the Minister of State for Science and Technology is holding additional charge of Education Portfolio. The Secretariat of the Department is headed by the Secretary who is assisted by an Additional Secretary and 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 the 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 subordinate offices are:—

- The Central Hindi Directorate (CHD).
- The Commission for Scientific and Technical Terminology (CSIT).

- The Bureau for Promotion of Urdu (BPU).

These are institutions for development of languages.

3.2.2 The autonomous organisations are :—

- The National Council of Educational Research and Training (NCERT), New Delhi a national level resource institution operating in the Schools 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 engaged in higher educational research:
 - Indian Institute of Advanced Study (IIAS), Simla.
 - 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, development 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 transferable Central Govt. employees.
- The Navodaya Vidyalaya Samiti, New Delhi, running schools for the benefit of talented rural children.
- The Central Board of Secondary Examina-

tion (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.
 - Indian Institutes of Technology (IITs) at Bombay, Delhi, Kanpur, Kharagpur and Madras.
 - Regional Engineering Colleges (Seventeen in number).

3.2.3 The autonomous organisations are either registered under the Societies Registration Act or set up by Acts of Parliament.

Functions

3.3.0 Important functions of the Department of Education are to evolve Educational Policy in all aspects and to coordinate and determine the standards of Higher Education and Technical Education; to develop and coordinate research in Social Sciences; to coordinate, in partnership with the States, activities aimed at achieving national goals like Universal Elementary Education (UEE), adult literacy, making education relevant to the world of work, development of scientific temper amongst students, removal of sex bias, provision of access to education for the deprived and disadvantaged etc; to foster and develop study of languages—Hindi, Modern Indian and Classical languages including Sanskrit; to deal with intellectual property; to improve quality of text-books and develop book industry; to administer scholarships for the deprived and the talented; and to co-ordinate UNESCO programmes.

Vigilance Activities

3.4.1 Sustained efforts were made to tone-up the administration and to maintain discipline amongst the staff of the Department both at the Headquarters and in the subordinate offices. Disciplinary proceedings against four officials (including three gazetted officers) were concluded and appropriate orders were passed in each case. Disciplinary proceedings against one gazetted officer of a subordinate office and one official of Department proper initiated earlier were in progress. Three complaints pertaining to the Department (including one against one Gazetted Officer) were processed for preliminary inquiry. Two officials (one gazetted and the other non-gazetted) were placed under suspension. Besides, it has been decided to initiate disciplinary proceedings against two officials including one gazetted officer. In one case pertaining to the award of scholarships for study abroad during 1988-89, the question of initiating departmental proceedings against the concerned officers is under consideration.

3.4.2 Of the 48 autonomous organisations/public sector undertakings linked with the Department of Education, 38 have so far accepted the jurisdiction of Central Vigilance Commission. Chief Vigilance Officers are in position in 20 organisations.

3.4.3 A meeting of Departmental Security Officers of various Ministries/Departments/Offices housed in Shastri Bhawan was held on 1st November 1989, wherein measures for tightening the security arrangements in Shastri Bhawan were evolved.

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

Progressive use of Hindi in Official Work

3.5.1 In the very beginning of the year under report, the Annual Programme for the implementation of the Official Language Policy of the Govt. of India for the year 1989-90, received from the Deptt. 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 as also for the review of progress regularly in the meetings of the Departmental Official Language Implementation Committees (O.L.I.Cs.)

3.5.2 The position of compliance with the Official

Language Act and the rules, regulations and administrative orders framed thereunder, in 84 Sections of the Department, its 10 Subordinate Offices and 69 autonomous organisations was watched through Quarterly Progress Reports. These reports were regularly obtained from them, reviewed in the Department and deficiencies found were brought to the notice of the concerned for remedial action.

3.5.3 The separate Hindi Salahakar Samiti for the Deptt. of Education constituted as per the instructions of the Department of Official Language, met on 22-9-89. Some of the important decisions taken in the meeting are as follows:—

- The Check-points should be strengthened in the Department so that there is no violation of Section 3 (3) of O.L. Rules and the letters meant for Regions 'A' & 'B' are sent cent-percent in Hindi.
- In the Book Fairs organised by them, the National Book Trust should also provide a separate shelf for books written originally in Hindi on technical and scientific subjects and which have been given awards so that such works may receive encouragement.
- The suggestions that (i) the articles included in the 'Shiksha Vivechan' and 'Unesco Samachar' should be originally in Hindi and that (ii) the "Doot" which is a translation of the publication 'Courier' should contain articles of Indian Writers, may be considered.
- A scheme of awards should soon be introduced to encourage books written originally in Hindi on subjects pertaining to Department of Education.

3.5.4 Follow up action has already been taken on all the above items.

3.5.5 The Departmental Official Language Implementation Committee (O.L.I.C.) met twice during the year under report. It was decided that with a view to effectively oversee the implementation of Official Language Policy in various Divisions, the Divisional Heads may hold quarterly meetings within their respective charges, which would also be attended by a representative of the O.L. Unit. Such meetings are being held.

3.5.6 One Hindi Workshop was organised to promote the use of Hindi in noting and drafting.

3.5.7 Fifty employees were nominated for various courses under the Hindi Teaching Scheme of the Department of Official Language, 36 L.D.Cs. were nominated for Hindi Typing and 21 stenographers for Hindi Stenography.

3.5.8 To assess the position regarding compliance of Official Language Rules, 11 Offices were inspected and the deficiencies found during the inspections were brought to the notice of the Heads of the Offices concerned and remedial measures suggested.

3.5.9 Hindi Week was celebrated in this Department from 14th to 20th September, 1989. On this occasion, a Message from Minister for Human Resource Development and an appeal from Minister of State for Education were issued urging upon the staff to make greater use of Hindi in official work. Besides, detailed instructions from Education Secretary were issued about the items of official work required to be transacted bilingually. A Hindi Essay and Hindi Typing Competition was also organised and employees securing First, Second and Third positions were given cash awards at the meeting of the O.L.L.C. held on 16.11.89.

3.5.10 During the year under report, 7 offices and 11 Kendriya Vidyalayas, more than 80% of the staff of which had acquired working knowledge of Hindi, were notified under Rule 10 (4) of the Official Language Rules, 1976. In addition, 5 Units of the Commission for Scientific and Technical Terminology were also specified under Rule 8 (4) of the Official Language Rules.

Publications

3.6.1 The Publication Unit brought out 25 publications (till December, 1989) in English including bilingual (English and Hindi titles) and one quarterly journal "The Education Quarterly" during 1989-90. A monthly resume "Educational Developments at the Centre and in the States" with restricted circulation was brought out every month both in English and Hindi. Besides, the Unit brought out the INC Newsletter.

3.6.2 The Hindi Publication Unit brought out 17 titles including a quarterly journal "Shiksha Vivechan". Besides, it also brought out Hindi version of half yearly journal INC Newsletter.

3.7.0 Deputations/delegations of Government Officials and non-officials sent abroad during the year 1988-89.

No. of delegations/ deputations	No. of persons/ included in the delegations/ deputations	Foreign Exchange (estimated in Rs.)
72	135	8,93,875.00

3.8.0 Budget Estimates

Particulars	(Rs. in lakhs)		
	B.E. 1989-90	R.E. 1989-90	B.E. 1990-91
Demand No. 48 Department of Education	158142.00	152208.00	171334.00

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 & Training of Staff

3.9.0 The Training Cell in the Department has been charged with the responsibility of coordinating monitoring of various training programmes for professional development of staff working in the Department. During the year, the Training Cell circulated 118 training programmes in India and nominated 101 officers for training. Four officers were also nominated for training abroad under the Colombo Plan. Besides this, refresher courses for 40 Group 'D' employees were organised.

4 Elementary Education

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. Furnished below is a Table which brings out the status of expansion of Elementary Education since 1950-51.

	1950-51	1986-87
Number of primary schools	2.10 lakhs	5.29 lakhs
Number of middle schools	0.14 lakhs	1.39 lakhs
Enrolment in Classes I to V	19.15 million	94.46 million (1987-88)
— of boys	13.77 million	55.06 million
— of girls	5.38 million	39.40 million
Enrolment in Classes VI to VIII	3.13 million	31.90 million (1987-88)
— of boys	2.59 million	20.23 million
— of girls	0.54 million	11.67 million
Enrolment in Classes I to VIII	22.28 million	126.36 million (1987-88)
— of boys	16.36 million	75.29 million
— of girls	5.92 million	51.07 million

4.1.3 Despite this level of expansion of education, vast ground is yet to be covered for fulfilling the constitutional mandate of UEE. Drop-out rates are significant; retention of children in schools is low; wastage is considerable. (In 1986-87, drop-out rates were 50.5 in classes I to V and 63.8 in classes I to VIII). There are striking disparities in access to Elementary Education—disparities as between regions, rural and urban areas, boys and girls, the affluent and the deprived and the minorities and the others. The clientele to be serviced in the age group of 5-14 is of the order of eighteen crores, constituting about twentyseven percent of the population, according to 1981 census. While the Fifth All India Education Survey reflects that 94.60 percent of the rural population was served with primary schools, sections within a walking distance of 1 kilometre and 85.39 percent of them was served with middle schools/sections within a distance of 3 kilometres, it also reflects the poor status of the infra-structure at the elementary level as brought out by the following Table :

**Table 2
Status of school infra-structure at the elementary level**

	Primary (Nos.)	Upper Primary (Nos.)
Kachcha buildings	72,777	11,280
Thatched huts	29,644	2,417
Tents	2,546	314
Open space	39,305	2,969
Total	1,44,272	16,980
Grand total : 1,61,252		

4.1.4 Investments are required to improve the school infra-structure in 1.61 out of 6.68 lakh schools (24 percent).

4.1.5 Thousands of schools still lack in terms of basic facilities—play grounds, drinking water, separate urinals for girls, etc. While in absolute terms investments in Elementary Education over the Plans have been increasing its share in overall investment in education has gone down as may be seen from the following Table :

**Table 3
Share of Elementary Education in the overall investments on education**

	(Rupees in crores)		
	Total Education	OUTLAY Elementary Education	Percentage of Col. 3 to 2
1	2	3	4
1st Plan (1951-56)	169.00	93.00	55.0
2nd Plan (1956-61)	277.00	93.00	34.0
3rd Plan (1961-66)	560.00	209.00	37.0
4th Plan (1969-74)	822.00	256.00	31.0
5th Plan (1974-78)	1285.00	410.00	32.0
6th Plan (1980-85)	2524.00	905.00	36.0
7th Plan (1985-90)	5733.00	1963.00	34.0

SOURCE: A Handbook of Educational & Allied Statistics, 1987 brought out by Ministry of Human Resource Development.

4.2.0 It is in the above back drop that the efforts that have been made for improvement of Elementary Education under NPE 1986 have to be seen.

Operation Blackboard (OB)

4.2.1 The Scheme of Operation Blackboard (OB) aims at bringing about substantial improvement in facilities in primary schools run by Government, Local Bodies, Panchayati Raj and recognised aided institutions. It has three interdependent components namely,

- Provision of a building {comprising} at least two reasonable large all-weather rooms with a deep varandah and separate toilet facilities for boys and girls;
- At least two teachers in every school, as far as possible, one of them a woman; and
- Provision of essential teaching and learning materials including blackboards, maps, charts, toys and equipment for work experience.

4.2.2 Funds for construction of school buildings are to be provided mainly under National Rural

Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP), now Jawahar Rozgar Yojana (JRY). Funds for other components are provided by the Department of Education. The scheme seeks to cover the Primary schools in all the blocks/Municipal areas in the country in a phased manner. The target has been to cover 20% blocks/Municipal areas during 1987-88, 30% of them during 1988-89 and 50% of them during 1989-90.

4.2.3 Data on achievements under OB are presented in Table 4.

Non-formal Education (NFE)

4.3.1 The Non-formal Education (NFE) Programme introduced during the Sixth Five Year Plan as a Centrally assisted scheme is now implemented in the educationally backward States of Andhra Pradesh, Arunahal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It has also been extended to urban slums, hilly, desert and tribal areas and project for working children in all the other States. Under the revised scheme, assistance is being given to State Governments in the ratio 50:50 and 90:10 for running general NFE centres and girls' NFE centres respectively. Hundred percent Central assistance is being given to voluntary agencies.

4.3.2 The essential features of the revised scheme are: organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs and strengthened, decentralised management. The programme is now being implemented on a project basis. (A project is generally coterminous with a CD block comprising about 100 NFE centres). Voluntary agencies and Panchayat Raj institutions are involved in this programme in a significant way.

4.3.3 Particulars of achievements under the programme since 1987-88 are furnished in Table 5.

4.3.4 One of the major problems that has been faced in the full implementation of the NFE Programme has been that the State Governments have not always been able to provide counterpart funds consistent with the ratio of sharing of expenditure between the Centre and the States. The consequence has been that only comparatively lesser number of Non-formal Education Centres

Table 4
Operation Blackboard : Achievements

	1987-88	1988-89	1989-90 (anti- cipated by 1988-89 & 31.3.90)	Total for 1987-88, 1988-89 & 1989-90
Amount spent (Rs. crores)	110.26	135.83	137.00 (130.00)@	383.09
Amount committed by States for school buildings (Rs. crores)	300.00	340.00	64.60	704.60
No. of States/ UTs covered	27	22	25	
No. of Blocks covered	1703	1795	537	4035
No. of Schools covered (in lakhs)	1.13	1.40	0.46	2.99
Percentage of Primary Schools covered	21.00%	26.40%	9.90%	57.30%
Posts of Primary teachers sanctioned	36891	36327	5212	78430

@ The figure in brackets is BE for 1989-90.

* The ninth Finance Commission, in its interim report for 1989-90, recommended grant of Rs.200 crores as assistance to ten educationally backward states for construction of School buildings, apart from Rs. 41.91 crores for upgradation of Standards of administration in the Education Section. The latter amount was also indicated by the Commission against "Buildings for primary schools."

Table 5
Non-formal Education : Achievements

	1987-88	1988-89	1989-90 (anti- pated by 31.3.90	Total for 1987-88, 1988-89 & 1989-90
(1)	(2)	(3)	(4)	(5)
Amount spent (Rs. in crores)	38.41	40.32	25.65 (48.05) @	104.38
NFE Centres brought to function (in lakhs) cumulative	1.93	2.41	2.60	2.60
No. of exclusive girls centres sanctioned cumulative	—	—	66,792	66,792
No. of voluntary organisations approved for NFE programme cumulative	104	296	364	364
NFE Centres brought to function by voluntary agencies—cumulative	8,747	20,957	24,287	24,287
Estimated enrolment (in lakhs)	—	—	65	65
No. of experimental/ innovative projects approved cumulative	11	25	34	34
No. of States/UTs covered	15	16	17	17

@ The figure in brackets is BE for 1989-90.

have come to be established. Number of out-of-school children serviced has also been lesser to that extent.

4.3.5 Emphasis during 1989-90 has been on improving the quality of NFE Programme. Under a project financed by the Department of Education, a three tier training programme of NFE functionaries was taken up by the NCERT. Under the programme, 260 Key Persons from nine educationally backward States were trained. In the States of Andhra Pradesh, Bihar, Madhya Pradesh and Uttar Pradesh 1,300 NFE Project Officers were also trained.

4.3.6 Another measure to improve the quality of the NFE Programme taken up during the year was promotion of people's participation through voluntary agencies. A seminar on voluntary agencies engaged in innovative and experimental projects was organised at Udaipur. This facilitated exchange of experiences peer group evaluation in respect of innovative projects and problems encountered in undertaking such projects.

4.3.7 NCERT and NIEPA came together in

conducting workshops on evaluation for the purpose of establishing designs to assess learners' achievements through NFE.

4.3.8 Modalities were also tried out for the purpose of adaptation, in condensed form, of the formal school curriculum in the non-formal stream. The objective has been one of establishing linkages between the formal and the non-formal streams.

4.3.9 An interesting experience has been instance of children from the formal school system trying to avail of NFE facilities as well, including for purposes of language learning. Reportedly, this has tended to bring about a sense of competition between non-formal and formal institutions in improving teaching-learning in general.

4.3.10 About fifteen 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.

4.3.11 NFE necessarily has to continue as an important strategy, given the socio-economic situation in the country. In terms of cognitive learning, NFE is comparable with the corresponding stages in formal education. It offers scope for adjustment of curriculum and textual materials to the needs of the learners. Its duration is shorter than in formal education. It facilitates teaching at the time convenient for learners. It is economical because highly paid professional teachers are not necessary. Despite these characteristics of the programme, there is an overall lack of conviction on the part of the State Governments, the administrative systems and the functionaries. Adjustment of syllabus is not keeping pace with requirement. The quality of instructors is to be upgraded. Management systems continue to be deficient. There is need for continued efforts on the part of the Centre and States to make this programme a vital instrument in achieving further progress towards universalisation of Elementary Education, particularly considering its cost effectiveness and the vastness of the clientele.

Teacher Education

4.4.1 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 to enable it 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 5 lakh school teachers (MOST) annually till 1989-90 to familiarize them with the major thrusts envisaged in the National Policy on Education, 1986, and to improve their professional competence;
- Setting up of about 200 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 (STELs) and development of about 50 of them as Institutions of Advanced Study in Education (IASEs);
- Strengthening of State Councils of Educational Research and Training (SCERTs); and
- Establishment and strengthening of Depart-

ments of Education in Universities by the University Grants Commission.

4.4.2 In Table 6, particulars of achievements since 1987-88 furnished.

4.4.3 Draft Guidelines for implementing the component of DIETs had been circulated to States and Union Territories in October 1987. After extensive revision, a more comprehensive set of guidelines was circulated in November, 1989.

4.4.4 Two programmes for Induction Training of Principals of DIETs were organised by the NCERT in November, 1989, and January-February, 1990, respectively. Fifty Principals from eleven States and one UT participated in these programmes. Three Programmes for induction training of other faculty members of DIETs would have been completed before 31.3.90.

4.4.5 Action to work out details of the other two components of the scheme is in progress.

Micro Planning

4.5.1 Improvement of the Primary School infrastructure, provision of a non-formal stream of education and improving the quality of teachers will, by themselves, not be adequate for universalising Elementary Education. There is need for motivating the clientele at the grass-root level to ever increasing participation in education. The strategy to be followed for this is Micro Planning. NIEPA had done considerable work in this area. The broad features of the strategy of Micro Planning envisaged by NIEPA are :

- Involvement and empowerment of the community at the grass-root level through construction of Village Education Committees (VECs) with adequate representation for the staff of the local primary schools, instructors of NFE centres, women, SC, ST etc.
- By an house-hold approach, identification of individual eligible children who are not at present participating in education, and motivating them to get enrolled in Schools and NFE centres and continue to participate in education and achieve at least minimum levels of learning by such participation.
- Mobilising community support for creation and strengthening of formal and non formal education infrastructure, involvement of voluntary agencies and social activists.

Table 6
Teacher Education : Achievements

	1987-88	1988-89	1989-90 (anti- cipated by 31.3.90)	Total for 1987-88, 1988-89 & 1989-90
Amount spent (Rs. in crores)	47.31	50.56	40.00 (50.00) @	137.87
No. of persons oriented under Mass Programme for orientation of teachers (MOST) (in lakhs)	4.66	4.42	4.39	13.47 (provisional)
No. of District Institutes of Teacher Education (DIETs) assisted	101	114	1	216
No. of Colleges of Teacher Education (CTEs) assisted	8	14	—	22
No. of Institutes of Advanced Study in Education (IASEs) assisted	7	3	—	10
No. of States/UTs assisted	14	21	22	22

@ The figure in brackets is BE for 1989-90.

4.5.2 This decentralised approach for educational planning designed by NIEPA with supporting guidelines needs to be dovetailed with the Panchayat Raj system of decentralised administration, as it may emerge ultimately.

Minimum levels of learning (MLL)

4.6.0 There are considerable variations in the standard of attainment of learners across states, geographical regions and social groups. Therefore, there is need for introduction of MLL. All learners in Schools and NFE Centres have to strive towards achievement of these levels. In the area of primary education, MLL has to be fixed with reference to competencies in languages and mathematics, apart from awareness of self and environment. At the upper primary level, this could be based on a more comprehensive coverage including science and social studies. There could be intermediary levels of MLL also. An expert group has been constituted for laying down the MLL to be achieved by children in classes III and V, that is by the children and in 80% of the schools.

National Evaluation Organisation (NEO)

4.7.0 While MLL has to be designed at the national and lower levels with the support or resource institutions including school complexes, District Institutes of Education and Training (DIETs), Education Administration at the district, State and National levels and other expert bodies, there needs to be arrangements for assessing attainment levels and monitoring progress towards MLL. For this purpose, there is need for a NEO. By the very nature of its terms of reference, it has to be independent of the the institutions responsible for education. A team of three experts from overseas has been invited to advise on establishment of a National Evaluation Organisation.

4.8.0 The issues of Micro Planning, MLL, and establishment of a monitoring system for estimating the number of children, 11-14 years old, completing five years of schooling were discussed during the year at various levels including in the Conference of State Education Secretaries held on 29-30 January, 1990.

Shiksha Karmi Project

4.9.1 This is a NEE Project being implemented since 1987 in Rajasthan with assistance from the Swedish International Development Agency (SIDA). It aims at universalisation of primary Education in

remote and backward villages in selected blocks of the State. It is to cover about 2000 such villages in a phased manner.

4.9.2 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 educated workers called Shiksha Karmis. To ensure appointment of local persons, educational qualifications prescribed for regular teachers are not insisted upon in selection of Shiksha Karmis. However, they are provided training and academic support on a sustained basis to enable them to function effectively as teachers. The existing Primary School, when run by Shiksha Karmis is called a 'Day Centre'. In addition, each Shiksha Karmi also runs a 'Night Centre' for children who cannot attend the Day Centre.

4.9.3 The anticipated level of implementation of the Project by 30.6.90 is coverage by 25 block units in which there are estimated 375 Day Centres and 750 Night Centres would eventually be running. Expenditure under the Project anticipated by 31.3.90 is Rs. 1.85 crores out of a budget provision of Rs. 2.35 crores.

Mahila Samakhya

4.10.1 In pursuance of para 4.2 of the National Policy on Education 1986 and chapter XII of the Programme of Action, a programme called 'Mahila Samakhya' was launched in September, 1988. This is a Centrally Sponsored Scheme under which 100% financial assistance is provided to Mahila Samakhya Societies. It seeks establishment of Women's Activity Centres in 2000 villages of 10 districts in 3 States, Gujarat, Karnataka and Uttar Pradesh to be covered in a phased manner. This programme is an Indo-Dutch Project funded 100% by assistance from the Government of the Netherlands.

4.10.2 The programme envisages training of some women in each village to work as Activators or Inspirers to catalyse discussions on problems faced by women – problems related to health, water, fuel, fodder and education and, above all, problems related to their own personality and self image in society. Such discussions would facilitate critical reflection in analysing women's life situation and would encourage group action to bring about change. A small hut with a spacious verandah is to be provided to the Mahila Sangha, (built on land

offered by the village itself near a cluster of houses, for its activities). The aspirations of the women voiced in the Mahila Sanghas are to be integrated with the various programmes for education like ECCE, NFE, AE, JSN, etc. Village school teachers and non-formal and Adult Education instructors will be given opportunities to participate in intensive training programmes so that they understand the notion of their own accountability to the community i.e. the Mahila Sanghas. Hostel facilities for 100 women in residential institutions are to be set up and short-term and long-term vocational courses organised for women as well as girls in higher secondary schools.

4.10.3 The Programme seeks to draw upon the credibility and expertise of voluntary agencies working for women in programme districts.

4.10.4 The Indo-Dutch review of the programme conducted very recently has given a very positive feed-back.

4.10.5 The anticipated expenditure under the Project at the end of 1989-90 is Rs. 1.05 crores against the projected amount of Rs. 4.00 crores.

Supply of White Printing Paper (WPP) for educational purposes

4.11.1 Supply of WPP at reasonable prices is required for production of textbooks, exercise books and examination answer sheets. In earlier years, under the Paper Control Order and the Paper (Regulation of Production) Order 1978, WPP was being supplied to the Education Sector at concessional prices. (at the cost price of the Mills). As the arrangement did not work properly, the Control Order was repealed w.e.f. January, 1987. Government of India introduced a new scheme. Under this scheme, the Hindustan Paper Corporation (HPC) has been supplying the requirements of WPP

at the price of Rs.7560/- per MT, supported by a Government of India subsidy. This subsidy was pegged at the level of Rs.3000/- per MT. During 1989-90, the subsidy level has been enhanced to Rs.4480 per MT from 1st of July and to Rs. 4800, from 1st of October, valid till 31st March, 1990. The Department of Education makes allocations for supply of paper by the HPC to the various States/UTs with reference to the strength of the school-going population. Based on these allocations, the HPC releases WPP to the consumption agencies indicated by the States/UTs. Subsidies are directly released by the Department to the HPC for the supplies made by them.

4.11.2 During 1989-90, from the month of April, a quantity of 38000 tonnes has been released by the HPC. Quantum of supply anticipated by 31st March, 1990 is 41000 MTs. In a normal year, the HPC is expected to supply 80,000 tonnes to the Education sector. (This quantum has been fixed by Government of India keeping in view the overall financial constraints. The scheme itself is meant only as a supportive measure and is implemented not for supplying the full requirements to the Education sector). However, during the year, the HPC had problems of production and supplies on account of natural calamities, local situations and soaring costs of production. Hence, the shortfall in anticipated supplies.

Supply of White Printing Paper (WPP) received from Norway

4.12.0 By a bilateral agreement, Government of India receives WPP as gift from the Kingdom of Norway. For the Plan of operation 1989, the Kingdom of Norway supplied, in total fulfilment of agreement, 2800 MT WPP valued at 20.1 million Kroners. The entire quantity of paper received from Norway was released to the NCERT for the purpose of production of school textbooks.

5 Secondary Education

5 Secondary Education



President Venkatraman Inaugurating School Science Exhibition, NCERT

Vocationalisation of Secondary Education

5.1.0 Various Committees and Commissions that have considered the question of educational reform have underlined the need for diversifying secondary education by introducing knowledge and skills that may prepare the students for remunerative work without necessarily having to go for higher education. The VII plan document has also identified vocational and skill training programmes at different levels of education as one of the major thrust areas. NPE, 1986 has accorded very high priority to the vocational education programme. The Policy has laid down the target of 10% diversion

to the vocational stream at the higher secondary stage by 1990 and 25% by 1995.

5.2.1. The Centrally Sponsored Scheme of Vocationalisation of Secondary Education was started with effect from February 1988. Under this Scheme, financial assistance has been provided to the State Governments/Union Territory Administrations for introduction of vocational courses in schools at the plus 2 stage. The Scheme has many components which include conduct of area vocational surveys so that the vocational courses to be introduced in selected institutions are need-based, preparing curricula and course material, organising training of teachers, providing apprenticeship training to the

extent possible and modification of recruitment rules so that some of the students passing out from the vocational stream can find employment in the organised sector. During the year under report, emphasis has been laid on the area vocational surveys and the establishment of a Joint Council for Vocational Education at the National level and counterpart bodies at the State and the District levels. The importance of creating a management structure at various levels for effective implementation and monitoring of the programme was also underlined.

5.2.2 State Councils for Vocational Education have been set up in Bihar, Delhi, Haryana, Himachal Pradesh, Mizoram, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal. District Vocational Education Committees have been set up in Haryana, Punjab and Tamil Nadu. In other States Union Territories they are in the process of being set up.

5.2.3 The States have been somewhat slow in creation and filling up of the posts sanctioned for management of the programme at the Directorate, SCERT and District levels. A few posts have been created filled up in Bihar, Goa, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Orissa and Uttar Pradesh. In the State of Andhra Pradesh, Bihar, Goa, Gujarat, Haryana, Himachal Pradesh, Kerala, Maharashtra, Madhya Pradesh, Orissa, Tamil Nadu and Uttar Pradesh a large number of teaching posts have been filled up whether on full time or part time basis. Several vocational areas have been covered through the vocational courses and curricula for most of them have been prepared. A few States Union Territories have already developed instructional material for different vocational courses and in the remaining States Union Territories work is still going on.

5.2.4 Teacher training programmes of varying duration have been conducted in the States of Andhra Pradesh, Goa, Himachal Pradesh, Kerala, Maharashtra, Orissa and Tamil Nadu. District vocational surveys have been completed in the States of Haryana, Himachal Pradesh, Goa, Kerala, Karnataka, Madhya Pradesh, Maharashtra and Orissa. In other States Union Territories the surveys are in progress.

5.2.5 The Scheme also seeks to promote experimentation and innovation in vocational

education through non-governmental organisations. The Society for Rural Industrialisation, Ranchi is engaged in developing technology for rural application and training tribals in use of such technology. The Society has trained 448 tribals in 6 trades including Land and Water Management, Building Block Production, Maintenance of Diesel Engine Pumpsets, Repair of Cycles and Mopedcs, etc. The Vigyan Ashram, Pune, seeks to develop an integrated course in Rural Technology to provide technical services to the community through students for jobs like water-prospecting, bore-well repair, electrical repairs and pest control, etc. The project activities have been started in 3 schools and equipment and trained instructors have been provided to a large extent. Links with Rural Development Agencies (DRDA) have been established, and Community services in the various targetted areas are being provided.

5.2.6 Efforts are also being made to start vocational courses specific to the needs of the users which will ensure ready employment to the vocational students provided they fulfill the minimum standards laid down. The Central Board of Secondary Education (CBSE) has started a vocational course in General Insurance in 19 schools during 1988-89 in collaboration with General Insurance Company. A course in Life Insurance has been started in 1989-90 in about 25 schools in collaboration with LIC. The course content of the vocational courses has been decided by GIC-LIC and approved by CBSE. The two organisations have committed to absorb continuously, year after year, the students coming out of the vocational course provided they have attained the minimum prescribed level. A similar sponsored course is also proposed to be started in collaboration with the Ministry of Railways for the Railway Commercial Staff. While the details have been worked out to start the course from 1990-91, the formal approval of the Railway Board is awaited. Discussions have also been initiated with the Ministries Departments of Health and Family Welfare, Information and Broadcasting, Telecommunications, Tourism, Handlooms and Handicrafts for starting vocational courses geared to their needs.

5.2.7 A summary of achievements under the programme since 1987-88 is furnished in Table 7 presented below :

TABLE 7
Vocationalization of Education: achievements

	1987-88	1988-89	1989-90	Total for antici- 1987-88, pated by 1988-89 & 31.3.90 1989-90
Amount spent (Rupees in crores)	31.90	49.73	44.30	125.93
Number of States Union Territories covered	18	6	1	25
Number of schools covered	1080	1505	163	2748
Number of Vocational Courses approved	3167	4169	473	7809

TABLE 8
Science Education : achievements

	1987-88	1988-89	1989-90	Total for antici- 1987-88, ted by 1988-89 & 31.3.90 1989-90
Amount spent (Rupees in crores)	28.60	29.44	20.60	78.64
Number of States Union Territories covered	19	15	20	30
Number of school covered :				
i) Upper primary schools (science kits)	20,719	14,037	3,550	38,306
ii) Secondary higher secondary schools (library assistance)	8,899	5,784	1,699	16,382
iii) Secondary higher secondary schools laboratory assistance)	6,920	5,392	2,761	15,073
Number of Voluntary Organisations covered (for innova- tive programmes)- cumulative		8	11	13
Number of Institu- tions assisted for setting up of District Resource Centres	80	13	22	115

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, 1986, 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. The Scheme is intended to cover all Government and Government aided upper primary, secondary and higher secondary schools in a phased manner by the end of the 8th Plan.

5.3.2 Data on achievements under the Scheme since 1987-88 are furnished in Table 8.

5.3.3 The eight voluntary organisations from which encouraging response has been received in implementing the Scheme are : Akalavya, Bhopal; Pondicherry Science Forum, Pondicherry; Kerala Shastra Sahitya Parishad, Trivandrum; Tamil Nadu Science Forum, Madras; PPST, Madras; Jana Vigyana Vedika, Andhra Pradesh; National Council for Science Museum, Calcutta and Bal Bhavan Society, New Delhi. These institutions were provided assistance for organizing various activities such as preparation of models and charts, organization of exhibitions, plays, essay and quiz competitions, children's festivals, etc.

5.3.4 Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, Bombay is the other institution which has been involved too. They helped in the organization of an international workshop on Mathematics Education at Goa from October 30 - November 9, 1989. For the first time, a team of six students was sponsored for participation in the International Mathematical Olympiad held in Frankfurt, West Germany in July 1989.

Environmental Orientation to School Education

5.4.1 In pursuance of NPE 1986, a Centrally Sponsored Scheme of Environmental Orientation to School Education was brought under implementation from 1988-89. Under the Scheme, 100% financial assistance is provided to States/Union Territories and Voluntary Organisations working in the field of Environment Education. The project activities include review of curricular and extra curricular materials, preparation of general informative books brochures posters/audio-visual materials, adoption of monuments by Schools for study and upkeep and study of ecological problems in the neighbourhood. One of the preferred activities under the project is setting up of school nurseries. Voluntary Organisations are also involved in innovative projects relating to Environment Education.

5.4.2 Presented in the Table below is a summary of achievements under the Scheme :

	1987-88	1988-89	1989-90 (anticipated by 31.3.90)	Total for 1987-88, 88-89 & 1989-90
Amount spent (Rs. crores)	Nil	1.93	1.57	3.50
No. of States/UTs covered	Nil	15	5	20
No. of projects sanctioned	Nil	25	7	32
No. of schools covered	Nil	7298	4612	11910
No. of voluntary bodies assisted	Nil	6	7	13

5.4.3 Prominent among the projects of Voluntary Organisations for environment education are : --

- That of Uttarakhand Seva Nidhi, Almora, for environmental orientation to elementary education in Kumaon and Garhwal regions of Uttar Pradesh.
- That of Guru Ghasidas University, Bilaspur, Madhya Pradesh for setting up of school nurseries, study of ecological

problems, workshop of tribal teachers and SC/ST farmers.

- That of Centre of Environment Education (CEE), Ahmedabad, to act as a nodal agency for involving NGOs working in the area of environment education to take up local specific activities in the cluster of schools around them.

Educational Technology (ET) Programme

5.5.1 As a measure of widening access to education and towards bringing about a qualitative improvement in education, an Educational Technology Programme was started as a Central Sector Scheme in 1972 and has been continuing as such till 1987-88 when, it became a Centrally Sponsored Scheme. However, the Government of India continues to bear 100% expenditure on most of the components of the scheme.

5.5.2 NPE, 1986, says that in order to avoid structural dualism, modern Educational Technology must reach out to the most distant areas and most deprived sections of society simultaneously with areas of comparative affluence and easy accessibility. This approach favours the use of broadcast methods. Keeping this in view, a revised scheme was formulated by the Department of Education to consolidate efforts under the INSAT utilisation programme. The objective was to achieve larger programme production capabilities within the education sector and to extend radio and TV coverage to five lakh Secondary and one lakh Elementary Schools respectively by providing receiving sets.

5.5.3 A Group with Dr. Kiran Karnik as convenor was set up in August 1987 to study and make recommendations on the use of Satellite services for education and the media time requirement of various sectors of education. The main recommendations of this Group are :

- that there is a definite need for full-fledged educational channels taking into account the various requirements of target audiences.
- that the educational broadcast needs be met through one national and 13 regional language networks for TV, and a similar number for radio.

- that a system should be expeditiously set up, in order to become a full-fledged radio/ETV system allowing for a ten-year phased growth, beginning immediately.
- that a start be made immediately, using the existing TV & radio channels and satellites.
- that action to set up adequate software production and training facilities be immediately taken, since these have long lead-times and are required urgently.
- that a suitable organisational structure should be created to operate successfully the components of the ETV system, namely, Training, Programme Production, Transmission, Distribution, Reception.
- Research, Utilisation and Overall Management.

5.5.4 Programme production commenced in the Central Institute of Educational Technology (CIET) and State Institutes of Educational Technology (SIETs) from the academic year 1988. Responsibility for programme production which was hitherto being shared on 50 : 50 basis between CIET and Doordarshan has devolved entirely on the CIET and SIETs.

5.5.5 The ETV Programmes are telecast daily in the morning for 3 hours 45 minutes on about 220 school days covering 5 regional languages viz. Hindi, Gujarati, Marathi, Oriya and Telugu on a time sharing basis (45 minutes each language). Programmes are produced and telecast for children in the age-groups of 6-8 and 9-11 years from Monday to Friday. Programmes for the primary level teachers are telecast every Saturday. The ETV Programmes are relayed by all HPTs and LPTs in the 6 INSAT States and other Hindi-speaking States.

5.5.6 The CIET has produced 442 ETV Programmes upto September 1989 and 700 language versions. It has also produced 459 capsules for Massive Orientation of teachers during summer of 1986, 1987, 1988 and 1989. The SIETs have started programme production too and the number of programmes produced by them upto September 1989 are furnished below :—

SIET, Andhra Pradesh	246
SIET, Bihar	60
SIET, Uttar Pradesh	296
SIET, Gujarat	505
SIET, Maharashtra	455
SIET, Orissa	38

5.5.7 The SIETs have been a bit slow in achieving adequate production capability of the required standard. They have been faced with management and technical manpower problems which however, are likely to become less with the registration of each SIET as a society. The Working Group set up to suggest measures to improve the functioning of SIETs was of the opinion that they would function more efficiently as autonomous organisations, under the aegis of the State Governments. Draft bye laws have been circulated to State Governments for adoption and the SIET, Orissa, has already been registered as an autonomous society. The other SIETs are expected to follow suit shortly. Efforts are also on to involve private producers in production of ETV programmes. The NCERT has set up a Committee to

TABLE 10
Education Technology : Achievements

	1987-88	1988-89	1989-90 (anticipated by 1988-89 & 31.3.90)	Total for 1987-88, 1988-89 & 1989-90
Amount spent (Rs. crores)	14.14	16.20	16.50 (16.50)*	46.84
Number of States covered	13	29	31	32
Number of TV sets distributed	10049	12049	2799	24897
Number of Radio-cum-Cassette Players distributed	37562	67735	49963	1,55,260
Continuing Schemes @				
1. Amount released to CIET (Rs. crores)	5.28	3.10	3.146	11.526
2. Amount released to SIETs (6 INSAT States A.P., Gujarat, Bihar, Maharashtra, Orissa, and U.P. (Rs. crores)	1.40	1.53	2.20	5.13
3. Amount released to ET Cells (Rs crores)	0.22	0.26	0.54	1.02
4. Amount released to States/UTs for TVs/RCCPs (Rs. crores)	7.15	11.19	10.60	28.94

@ Expenditure figures under continuing schemes are included in the "total amount spent" exhibited in the first line under "Achievements".

The figure in brackets is BE for 1989-90.

evolve modalities for involving outside producers to produce video/films for CIET.

5.5.8 Under the ET Scheme, colour TV sets and Radio-cum-Cassette Players are being distributed in a large scale in elementary schools.

5.5.9 An implementation profile of the Scheme is presented in Table 10.

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. By the end of 1988-89, 2080 additional schools had been covered including 380 schools covered during 1988-89. Sixty resource centres have been set up to train school teachers and provide logistic support to the participating schools. Of these, 7 resource centres were selected during 1989-90. Maintenance of hardware and its installation continued to be the responsibility of Computer Maintenance Corporation Ltd. with the NCERT continuing as the nodal agency to implement the project. Till 1986-87, the project had been entirely funded by the Department of Electronics. The Project has been evaluated by the Space Application Centre, Ahmedabad, in whose report it was indicated that the 'demystification' objective of the project had only been partially achieved.

5.6.2 Efforts were made to start generation of indigenous software through NCERT. They succeeded in developing 25 packages which were supplied to schools alongwith other packages in 1988-89. The CMC has developed key boards and ROMs in eleven languages so far, viz., Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil and Telugu.

5.6.3 To implement the programme on a larger scale and on regular basis during the last two years of the Seventh Plan, a draft note for the Cabinet was prepared jointly by the Department of Electronics and the Department of Education aiming to cover 13,000 higher secondary schools all over the country. Due to paucity of funds and other administrative reasons, the proposal for coverage of 13,000 schools has not been finalised during the 7th Plan period.

This proposal is again being taken up in the 8th Plan period.

5.6.4 Meanwhile in order to keep continuity of the Project 350 schools are proposed to be covered during 1989-90. The process of selection of schools has been initiated and the list is likely to be finalised shortly.

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

	1987-88.	1988-89	1989-90 (anti- cipated by 1988-89 & 31.3.90)	Total for 1987-88, 1988-89 & 1989-90
Amount spent (Rs. crores)	5.36	5.98	6.00 (6.00) @	17.34
Number of States assisted	30	31		
Number of schools covered cumulative	1950 (cumula- tive)	2330 (cumula- tive)		

@ The figure in brackets is BE for 1989-90.

Navodaya Vidyalayas (NVs)

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

5.7.2 Admission to Navodaya Vidyalayas is at the level of Class VI. In view of the fact 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 upto 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 20% 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. During the current academic session, this migration took place between 83 Navodaya Vidyalayas having Class IX and above. The parents and students have willingly accepted the scheme of migration. The Navodaya Vidyalayas follow the normal three-language formula.

5.7.3 The basis of admission to Navodaya Vidyalaya is a test conducted by NCERT. The medium of the test is the mother-tongue or regional language. Test is largely of non-verbal nature, class-neutral and so designed as to ensure that talented children from rural schools are able to compete without suffering a disadvantage.

5.7.4 Navodaya Vidyalayas are co-educational. Admission of children from urban areas is restricted to a maximum of one-fourth. Efforts are made to ensure that at least one-third of the students in each Navodaya Vidyalaya are girls.

5.7.5 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 aver.

5.7.6 For the 261 Vidyalayas sanctioned, the construction programme is planned in three phases (1) Construction of tubular structures—Zero phase, (2) Construction of school buildings, part of dormitories and part of quarters for Vidyalayas upto Class X - Phase-I, and (3) Complete construction of Vidyalayas upto Class XII- Phase II. As per the designs prepared by the CBRI for different Vidyalayas according to geo-climatic condition, the construction of tubular structures is in progress at 67 places and work under Phase-I is in progress at 130 places. Construction of Phase-I programme has been completed in 30 Vidyalayas and they have already moved to their permanent buildings. For the construction of the Vidyalaya buildings, an amount of Rs.46 crores was spent during 1988-89, and Rs.35 crores during 1989-90.

5.7.7 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 a 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 without test in the Navodaya Vidyalayas for children of teachers are posted and free boarding facility to such children.
- (vii) Teaching allowance of Rs. 100/- p.m.

5.7.8 Earlier, all teachers and Principals were recruited on deputation basis. However, from the year 1988-89, the Samiti decided to recruit 50% teachers and Principals on direct recruitment basis. Since most of these Principals/teachers had very little background of working in residential schools, it is essential to provide sufficient inputs to facilitate them to adjust themselves to the working of the residential school system. One month orientation course for teachers was organised in different regions in May/June, 1989, and another 1 month course was organised in December 1989. Similarly for the newly recruited Principals, 1 month orientation course was organised in the training wing of the Samiti which is located at Navodaya Vidyalaya, Katewara, Delhi, in January 1990.

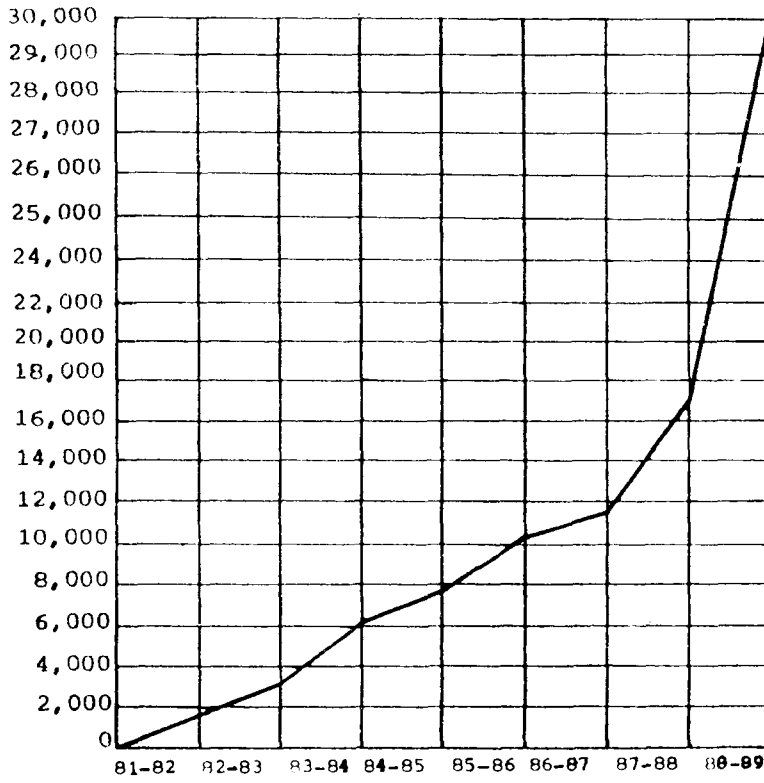
5.7.9 Besides the above orientation courses, in-service courses for teachers of Music, Yoga, SUPW and Art have been organised too.

5.7.10 A series of workshops on "What Research tells teachers" has been organised. The materials developed during these workshops have been appreciated by all.

5.7.11 A system of continuous comprehensive evaluation has been introduced by the Samiti to de-emphasise the external examination. The Scheme is based on the principle that the purpose of evaluation is to provide feedback and guidance to the teachers in general and students in particular.

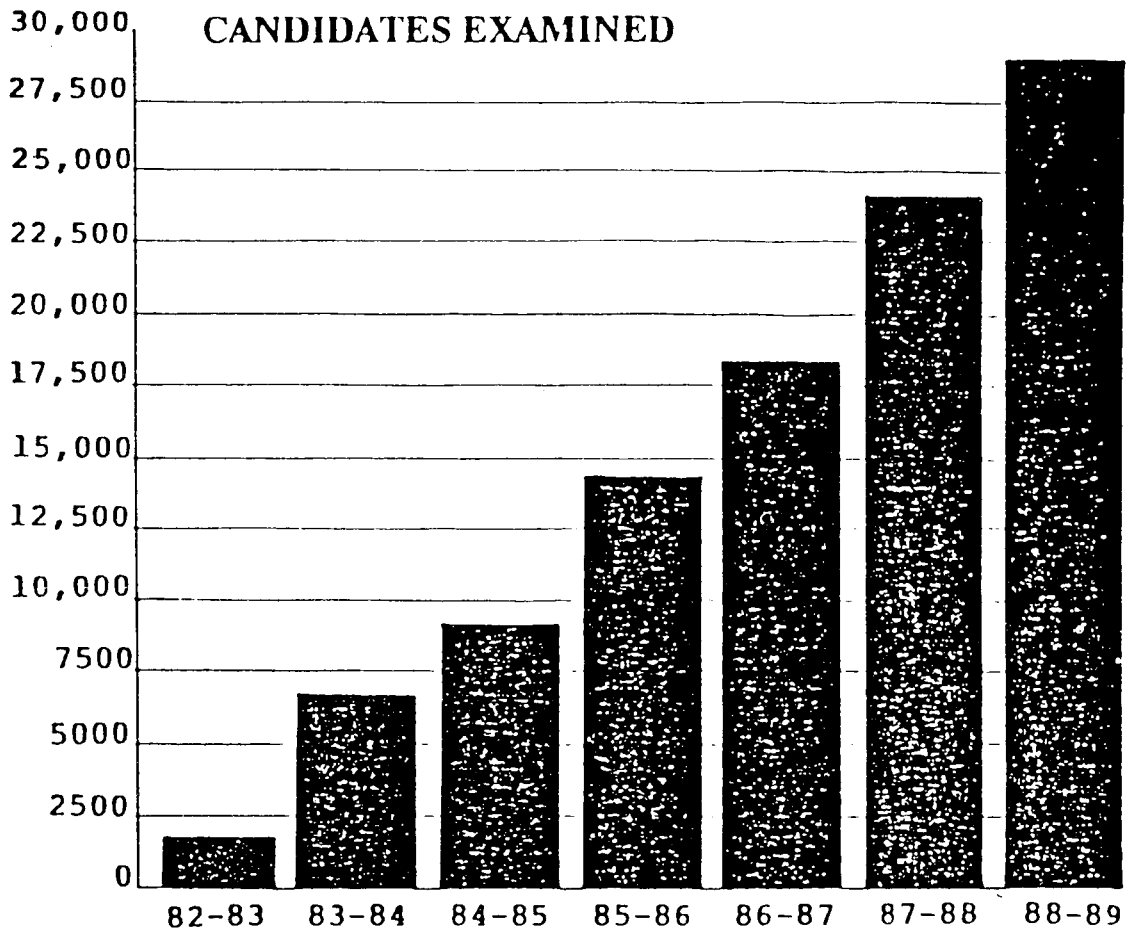
5.7.12 In collaboration with Sports Authority of India (SAI), 25 Navodaya Vidyalayas have been selected for the admission of 5% sports-talented children. Special coaches for the development of

YEAR-WISE FRESH ENROLMENT



The Cumulative
Total Enrolment
as on 31-8-1989:
1,15,970

CANDIDATES EXAMINED



CERTIFICATION

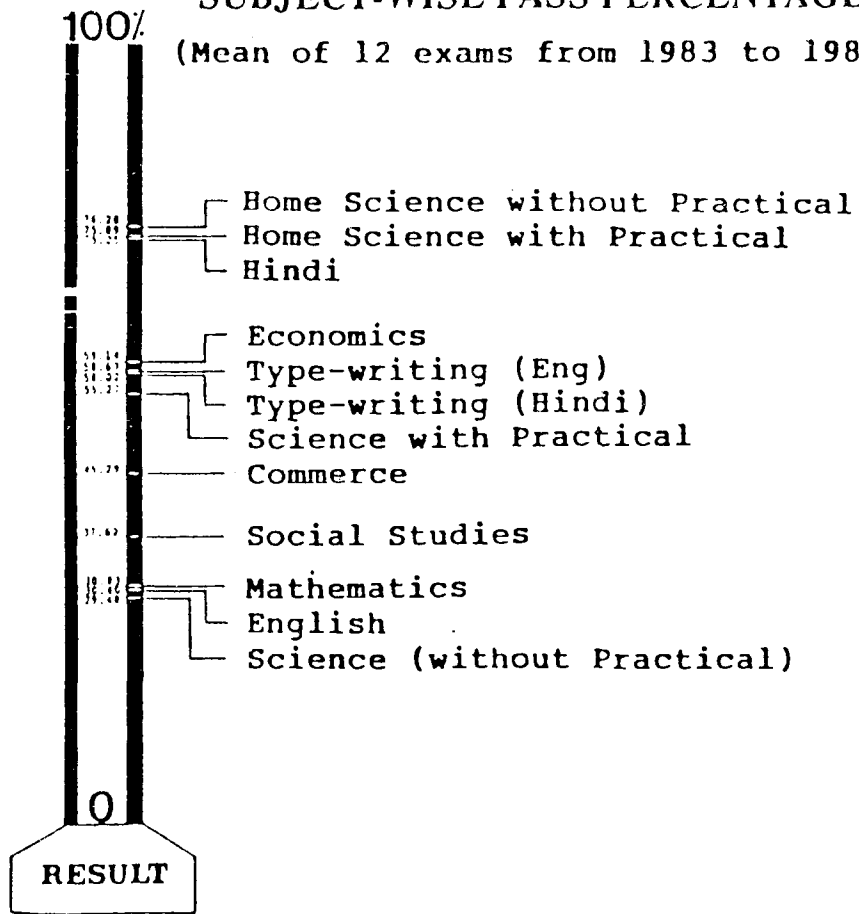
Certification of Secondary Examination awarded

To

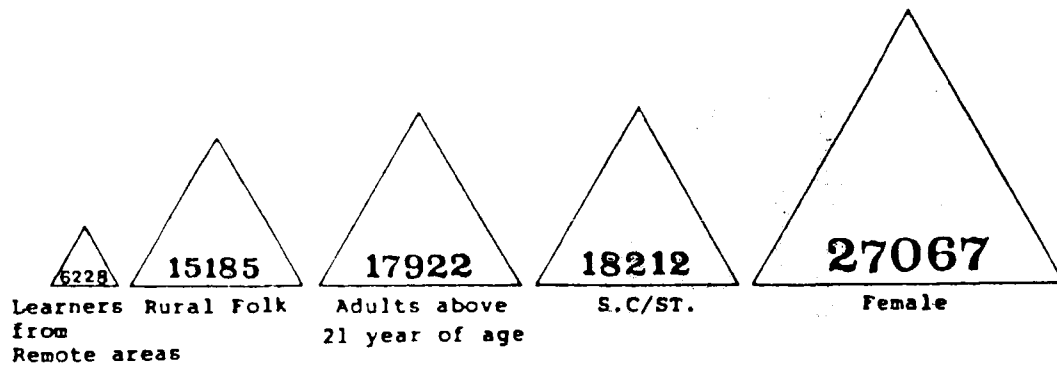
23691

SUBJECT-WISE PASS PERCENTAGES

(Mean of 12 exams from 1983 to 1988)



BENEFICIARIES OF OPEN SCHOOL EDUCATION FROM SELECTED SECTIONS (Updated figures)



↓
A & N. Islands, Sikkim, Meghalay, Arunachal Pradesh, Nagaland, Manipur, Mizoram

PER CAPITA COST
WITHOUT USING ANY FORMULA

Rs.
580
Per candidate

DERIVED FROM

Total gross expenditure without any deduction 1979-89 (Rs.)

50485092

DIVIDED BY

Total no. of candidates enrolled 1979-89 (No.)

86970

sports talent among the children are being provided by SAI.

5.7.13 Thirty Navodaya Vidyalayas have been selected by the Department of Bio-technology, and computers are being provided in these Vidyalayas to facilitate the learning of Biology and other subjects.

5.7.14 In the following Table, information is furnished on the progress of NVs since 1987-88 :—

TABLE 12
Navodaya Vidyalayas : Achievements

	1987-88	1988-89	1989-90 (anticipated by 1988-89 & 31.3.90)	Total for 1987-88, 1988-89 & 1989-90.
Amount spent (Rs. crores)	69.00	79.03	84.79* (79.30) @	232.82
Number of States/UTs covered	29			
Number of Schools opened cumulative	209		261	
School Complexes under construction	197			
	(Full first phase construction in respect of 130 Vidyalayas and limited construction in respect of 67 Vidyalayas)			
Total students strength	48,940			
		Numbers	Percentage of total children	
		SCs	9150	18.70
		STs	5493	11.22
		Girls	13054	26.67
		Students from families below poverty line	19576	40.00

@ The figure in brackets is BE for 1989-90

* This figure can be higher as the actual requirements based on commitments are more.

National Open School

5.8.1 With encouragement received from the Ministry of Education, Government of India, the Central Board of Secondary Education, New Delhi, set up the Open School in 1979. It was meant to be

a complement to the formal system, by providing an alternative or second chance for education and life opportunities to school drop-outs, housewives, unemployed or working adults and in general, to those who wished to avail of continuing education. Starting with a small enrolment of 1672 in 1981-82, the annual enrolment stood at 51,000 in 1989. The cumulative active enrolment is about 1,50,000. More importantly, every State and Union Territory has now Open School students, most of them from deprived sections of the Society. About 37% registrants are women and 20% SCs/STs. Around 75% of the students are above 17 years of age.

5.8.2 Open learning already available at the tertiary level in India has been greater urgency at the school level. As a result of the increasing demand from young persons all over the country courses leading to Secondary School Certification were introduced by the Open School in September 1988. Twenty three thousand six hundred and ninety one candidates have been certified as qualified in the Secondary School Examination so far. The first Senior Secondary School Examination will take place in January 1990. As a supplement to distant learning the Open School ran 101 study centres all over the country providing the candidates face to face teaching.

5.8.3 Open School Education provides a vital link with the National Literacy Mission and Non-formal and Adult Education Programmes by providing a channel for continuing education apart from selected vocational courses. Thus, the Open School supplements the formal system of education. In order to facilitate a flexible approach in the execution of its complex objectives, the National Open School has been registered as a Society on 23rd November, 1989.

5.8.4 During the year 1989-90, there is a budget provision of Rs. 80.00 lakhs (Plan). The entire amount, it is anticipated, would be spent.

5.8.5 Charts relating to Open School are presented alongside.

Integrated Education for the Disabled Children

5.9.1 It has been established scientifically that children who are disabled with mild handicaps make better progress academically and psychologically if they study in common schools alongside normal children. NPE, 1986 lays emphasis

on the need for integrating these children with other children in common schools. The Scheme of Integrated Education for Disabled Children sanctions 100% financial assistance to State Governments/UT Administrations/ 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 UGC, to selected universities/institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by NCERT and the four Regional Colleges of Education.

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

5.9.3 The coverage of the disabled under this scheme stands at about 20,000 children at present. During the year 1988-89, Central assistance amounting to Rs. 1.94 crores was sanctioned to various States/UTs. There is a budget provision of Rs. 2.00 crores for this scheme for the year 1989-90. Expenditure anticipated by 31.3.90 is Rs. 2.20 crores.

Freeships for girls

5.10.1 In recognition of the crucial role girls and women play in accelerating socio-economic development, the government has formulated a variety of measures from time to time to promote their envisaged education. The NPE that education would be used as a strategy for achieving a basic change in the status of women. The national education system would : (i) play a positive interventionist role in the empowerment of women; (ii) contribute towards development of new values through redesigned curricula and

textbooks; and (iii) promote women's studies as part of various courses. The main features of the targets and implementation strategy will be : (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women; (ii) to promote women's studies as a part of various courses and encouragement to educational institutions to take up active programme to further women's development; (iii) to widen the access of women in programmes of vocational, technical and professional education; and (iv) to create dynamic managerial structure to cope up with targets envisaged.

5.10.2 The government had introduced in 1985-86 a scheme for reimbursement of tuition fee charged from girls in classes IX-XII in government/government aided/local body schools in the States/Union Territories. The scheme continues till the end of the Seventh Plan. During 1988-89, a sum of Rs. 9.00 crores was released to various States/Union Territories under this programme. For 1989-90, there is a budget provision for Rs. 7.00 crores. The entire provisions would be spent by 31.3.90.

Educational Concessions to the Children of Officers and Men of Armed Forces killed or disabled during Hostilities

5.11.1 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.

5.11.2 During 1988 these concessions were extended to the children of IPKE 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.

5.11.3 In the year 1988-89, 22 students availed of such concessions. In 1989-90, 13 students have availed themselves of concession amounting to Rs.82+15 against budget provision of Rs. 1.50 lakhs.

Promotion of Yoga

5.12.1 The place of Yoga in physical education has been established. The Ministry of Human Resource Development has been implementing a scheme for



Navodaya Vidyalaya, Kathlal, Gujarat

promotion of yoga as a 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 yoga therapeutical aspects is being extended by the Ministry of Health & Family Welfare.

5.12.2 The Kaivalyadhama Shri Man Madhava Yoga Mandir Samiti, Lonavla (Pune), continues to be assisted under the scheme, both for its maintenance and developmental expenditure for research and teacher training programme.

5.12.3 The Kendriya Vidyalaya Sangathan which had started yoga as a separate subject on an experimental basis in 1981-82, has now decided, based on an evaluation, to teach yoga in all Kendriya Vidyalayas on a regular basis. It is now proposed by the Ministry to introduce yoga in other schools also on as large scale as practicable. Accordingly, a new Centrally Sponsored Scheme has been started in 1989-90 under which yoga institutions will be assisted for training yoga teachers and for building infrastructural facilities for the purpose. An amount of Rs. 79.00 lakhs under Plan and Rs. 20.00 lakhs under Non-Plan has been provided for promotion of yoga in the budget for 1989-90. These amounts are meant to meet the requirements of the existing programmes as well as for the new Centrally Sponsored Scheme. An expenditure of Rs. 16.95 lakhs under plan and Rs. 19.90 lakhs under Non-Plan was incurred in 1989-90 on the existing programmes for promotion of yoga. The level of anticipated plan expenditure during the year is Rs. 11.12 lakhs.

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

5.13.1 The National Policy on Education, 1986 stipulates that education about India's cultural heritage should be strengthened and creative activities like art education should be emphasised. A Central Scheme for assistance to agencies for strengthening

Cultural/Art/Values in Education and for assistance to educational institutions implementing innovative programmes has been in operation since 1987. For effective implementation of the Scheme, prominence has been given to the people's involvement including association of non-governmental agencies and voluntary efforts.

5.13.2 The specific objectives of the scheme are to strengthen the cultural input in the educational content and process; to strengthen value education in the school system, and to implement pioneering or innovative programmes at the school stage.

5.13.3 Assistance under the scheme is provided for the following purposes :

- Development of learning materials, instructional/learning aids;
- Teacher training;
- Meetings, conferences, seminars to promote innovation and experiments;
- Innovative and experimental projects of national importance;
- Activities/programmes interlinking education with culture/art/value education activities;
- Development of infra-structure in schools assisted for innovative programmes.

5.13.4 Some of the programmes which have been assisted under this scheme are :

- | | |
|--------------------------------------|--|
| i) Spic Macay, New Delhi :— | For promoting traditional Indian Culture among the youth of the country, the chief medium of which is classical Indian Music and dance. |
| ii) Alarippu, New Delhi :— | For organising workshops with students particularly girl guides, slum youth etc., training workshops for anganwadi workers, production of video film on women etc. |
| iii) Banasthali, Rajasthan | For the promotion of women education from nursery to research level, particularly in rural areas. |
| iv) Olcott Memorial School, Madras : | For imparting integrated education and training in livelihood skills, physical training and also to provide free nutritious noon meals, free-books and free uniforms to a large number of students, mostly from SC/ST communities. |

- v) Nandikar, Calcutta : For 'Theatre Activity for Motivation and Liberation of Student Community'.
- vi) Ninasam, Heggodu Sagar, Karnataka To produce selected children's plays and for the purpose to conduct training workshop for a group of Directors Technicians.
- vii) Dr. B.R. Ambedkar Mission, Shimoga, Karnataka For construction of 5 class rooms and dormitory for talented SC ST girls.

5.13.5 Budget provision is Rs. 50.00 lakhs. Anticipated level of expenditure is Rs. 48 lakhs.

National Population Education Project (NPEP)

5.14.1 Realising the potential of education in tackling the problems of a growing population, a National Population Education Project was launched with effect from April 1980 designed to introduce population education in the formal education system. The underlying objective is to create in the younger generation adequate awareness of the population problems and realisation in this regard of their responsibilities towards the nation. The programme has been developed in collaboration with the United Nations Population Fund (UNFPA) and with the active involvement of Ministry of Health and Family Welfare which is the nodal Ministry for the project. The NCERT provides technical assistance. The expenditure incurred by the implementing agencies in States/UTs and NCERT on this project is reimbursed by UNFPA.

5.14.2 The NPEP has covered much ground towards achieving its ultimate objective of institutionalising population education into the on-going education system. The launching of NPE-1986 has been the most significant milestone in this direction. The specific mention of the 'small family norm' and other core curricular areas which have a bearing on the major concerns of population education, has strengthened the validity of purposes and objective of the project. As a follow-up of NPE the elements of population education are being effectively integrated into the syllabi and textbooks of various States and Union Territories.

5.14.3 In order to facilitate effective integration of population education elements, the conceptual

framework of population education has been revised and Minimum Essential Contents have been identified. A compendium of Lessons on Population Education for selected subjects that are being taught in different classes from I to XII has been developed. A number of prototype curricular and instructional materials including textual and audio visual materials and also evaluation tools, have been developed at the national level and circulated to States/UTs for their use. Four hundred titles of different kinds of material available in 17 Indian Languages have been developed. An evaluation study of curricular and textual materials was conducted. Instructional and training materials, including audio visual material, of 9 Hindi speaking States and Union Territories were reviewed and screened. About 600 posters and charts prepared in different themes and content of population education were reviewed as also some video cassettes and slide sets. Meaningful guidelines for preparing effective and qualitative audio-visual materials were developed. The States/UTs developed audio visual materials used primarily in teacher training programmes. Orientation programmes for textbooks authors, curriculum developers and teacher educators were organised. In States/UTs over a million teachers, teacher educators, key persons, educational administrators and other functionaries have been trained during the last eight years. Two co-curricular activities, namely painting competition and essay writing competition have been organised at the national level. States/UTs also organise debates, declamation, essay writing and painting competitions, exhibitions, youth parliament and kavi darbars. Tools to evaluate curriculum, textbooks, training programmes and classroom lessons, and three types of Awareness Tests were developed at the national level. A status study schedule consisting of seventeen schedules was developed to collect information for regular monitoring of NPEP. The first draft of the National Source Book on Population Education written by different authors was reviewed in a workshop and most of the knowledge base part of the Source Book is ready. A half yearly journal entitled Population Education Bulletin has been started for circulation to various persons and agencies interested in this area.

5.14.4 Fifteen States/UTs have developed curriculum for non-formal education sector and

eight of them have incorporated population education elements into the on-going syllabi. Twenty-one titles have been prepared for Instructors/Facilitators. About 28,000 Instructors/Facilitators have been oriented by States/UTs in the Non-formal sector. An intensive training programme in population education was organised for States/UTs project personnel who had joined the Population education sector. The Population education cells in States/UTs have prepared integrated syllabi in Population education for the plus-two stage and teaching-learning materials for non-formal sector.

5.14.5 There is a budget provision of Rs. 75.00 lakhs during 1989-90 for this programme and the entire amount would be spent.

Cultural Exchange Programme in the Field of School Education.

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

5.15.2 The following deputations/delegations were sent abroad by the NCERT under the Cultural Exchange Programme :--

5.15.3 Mrs. Kanta Seth, Senior Lecturer in NCERT visited Mongolia from 5th December to 12 December, 1989 to get acquainted with educational system of Mongolia in the field of pre-school education.

5.15.4 A two member delegation consisting of Prof. B.N. Roy and Dr. (Mrs.) Asha Bhatnagar was given approval for visiting China for 2 weeks w.e.f. 20.3.89 to study experience on child Psychology and Child Education under item 31 of Indo China Cultural Exchange Programme for 1988-90.

5.15.5 The Budget provision of Rs. 1 lakh made for 1989-90 has been spent on participation in the International Mathematical Olympiad.

Review of School textbooks from the standpoint of National Integration

5.16.1 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, racialism, 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/UTs 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/UTs were advised by NCERT to establish for continuous evaluation of textbooks as part of textbook preparation and development, has stood the test of time.

5.16.2 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 has been set up. Under this fresh programme, the textbooks brought out by the state level agencies and private publishers and being used in schools under all types of management, will be evaluated.

National Awards to Teachers

5.17.1 The Scheme of National Awards to teachers, introduced in 1958 with the object of raising the prestige of teachers and giving public recognition to teachers of outstanding merit, continued in 1989. The number of awards allotted to a State depends upon the number of teachers. However, each State/UT is entitled to atleast one award each for the categories of Primary and Secondary School teachers. The number of awards have been increased in 1986 from 186 to 300. Of these, 272 awards are for Primary and Secondary School teachers of different States/UTs. 4 awards each for teachers of Kendriya Vidyalayas and schools affiliated to C.B.S.E., 15 awards for teachers of Sanskrit Pathashalas and 5 for Arabic/Persian teachers of Madrasas run on traditional lines due to their limited number.

5.17.2 For 1988 National Awards, 274 teachers were

selected. Out of these 173 were Primary teachers, 94 Secondary teachers, 5 Sanskrit teachers of traditional pathshalas and 2 Arabic/Persian teachers of Madrasas run on traditional lines.

5.17.3 So far the selection of 211 teachers has been finalised for the National Awards, 1989. These teachers are from the States of Andhra Pradesh, Assam, Bihar, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Andaman & Nicobar Islands, Chandigarh Administration, Dadra & Nagar Haveli, Delhi Administration, Pondicherry, KVS and CBSE. Selection of teachers from other States/UTs., Sanskrit teachers/Arabic/Persian teachers is in progress.

5.17.4 Out of the total provision of Rs. 22.00 lakhs for 1989-90, of Rs. 20.10 lakhs would be spent by the end of March 1990.

National Foundation for Teachers' Welfare (NFTW)

5.18.1 The National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890.

5.18.2 Financial assistance from the National Foundation for Teachers' Welfare is granted to teachers for the following purposes :—

- Construction of Shikshak Sadans.
- Paid holiday to eminent teachers who have rendered meritorious service.
- Support for professional education of children of school teachers.
- Medical reimbursement to teachers suffering from serious ailments.
- Gratuitous relief to teachers in cases of serious accidents.
- Subsidy for academic activity of teachers.
- Excursion tours of teachers.
- Assistance to teachers and their dependents in indigent circumstances.

5.18.3 During the year, administrative approval was conveyed for construction of 14 Shikshak sadans in four States as per details given below :—

- Uttar Pradesh : Three 20 room Shikshak Sadans—at Lucknow, Agra and Allahabad at an estimated cost of Rs. 15 lakhs each. Five 10 room Shikshak Sadan at Almora, Varanasi, Haridwar, Chitrokoot and Ayodhya at an estimated cost of Rs. 8 lakhs each.
- Tamil Nadu : , : Shikshak Sadan at Teachers' College, Saidapet, Madras, at a cost of Rs. 10 lakhs.
- Kerala : Shikshak sadan at S.M.V. High School, Trivandrum, at an estimated cost of Rs. 10 lakhs.
- Rajasthan : Four 20 room Shikshak Sadan at Bikaner, Jaipur, Udaipur and Jodhpur at an estimated cost of Rs. 14 lakhs each.

5.18.4 Expenditure anticipated by 31st March, 1990, to provide assistance for various purposes from out of the funds is as follows :—

Sl. No.	Purpose	Number of cases	Amount of assistance (in Rupees)
1.	Construction of Shikshak Sadans	1	5,00,000/-
2.	Paid holiday to eminent teachers	3	4,188/-
3.	Professional education of children of school teachers	246	5,23,266/-
4.	Medical reimbursement to teachers suffering from serious ailments	1	10,000/-
		251	10,37,454/- or
			Rs. 10.37 lakhs.

5.18.5 The Foundation also gives Prof. D.C. Sharma Memorial Award to three meritorious teachers every year. For the year 1989, the following three teachers have been selected for the award :—

1. Shri D. Paulraj,
Headmaster,
Gandhiniketan Higher Secondary School,
T. Kallupatti, P.O. 626702
Madurai District (Tamil Nadu).

2. Shri Roichawngukha,
A.L.S.S. Govt. Boy's Higher Secondary School,
Haflong — 788 819 (Assam).
3. Shri Basudev Mohapatra,
Govt. Secondary Training School,
Kabisuryanagar,
Distt. Ganjam (Orissa).

5.18.6 Under the aegis of the Foundation, Teachers' Day is celebrated on the 5th September of each year and a fund collection drive is launched. This year, in order to tap the artistic talent among the teachers, the Foundation organised a competition for designing the Teachers' Day poster. In all, 102 entries for the competition were received. Seven best posters were selected for cash awards. Out of the seven so selected, one was chosen for general use on Teachers' Day. Cash Awards amounting to Rs. 15,000/- were given away to the award winning teachers by the Minister of State or Education at a simple function held on 5th Sept. 1989.

Kendriya Vidyalaya Sangathan (KVS)

5.19.1 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 handicapped owing to transfer of their parents from one linguistic region to another and the resultant change in courses of study.

5.19.2 In 1965, an autonomous body namely Kendriya Vidyalaya Sangathan, registered as a Society under the Societies Registration Act XXI of 1860, was set up to handle the task of opening and managing Kendriya Vidyalayas. The organisation is wholly financed from the Non-Plan funds of the Government of India.

5.19.3 Initially 20 regimental schools, then functioning at places having large concentration of Defence personnel were taken over as Central Schools. KVs during 1962-64. The number of KVs at present is 744 in which about 5,50,000 students are studying. The number of teachers as on 30.4.89 was 34127.

5.19.4 KVs are opened at stations having sizeable 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 or concerned State Governments or Central Government Employees' Welfare Associations. They are also opened in the Campuses of Public Sector Undertakings and Institutions of Higher Learning.

5.19.5 In view of the objectives of the scheme, the first priority in admission in Civil/Defence Sector KVs is given to the children of transferable Central Government Employees. In 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.

5.19.6 Fifteen per cent and 7.5% of fresh admissions in every KV 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.

5.19.7 The Chairman, KVS is, however, empowered to grant admission to certain deserving cases warranting special dispensation.

5.19.8 KVs have made a mark for themselves in the educational system at the school level in the country. Their pass percentages in the examinations conducted by the Central Board of Secondary Education (CBSE) have been consistently higher compared to percentages of non-KV students.

5.19.9 KVs have also distinguished themselves in co-curricular activities including games and sports, outdoor 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 Soveit Land Nehru Award, Shanker's Children's Painting Competitions and Essay Competitions held by the Department of Environment, Govt. of India, besides awards and prizes in local and regional competitions. Most of the KVs 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. KVs is a "member-State" 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.

5.19.10 Every KV is a miniature India where the 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.

5.19.11 KVs 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.

5.19.12 Coaching Camps are organised every year in which about 400 students (both boys & girls) receive specialized coaching and training in various games and sports during Summer Vacation as well as in the Co-ordination-cum-Coaching Camp organised before the participation of the KVS teams in the tournaments organised by the School Games Federation of India.

5.19.13 This year the KVS National Sports Meets were organised in the Madras Region of the KVS at venues spread out from Madras city to Cochin.

5.19.14 The KVS also runs four hostels for sportsmen at Kendriya Vidyalaya IIT Madras (for basketball and volleyball), Kendriya Vidyalaya Kirki, Pune (for Hockey), Kendriya Vidyalaya-I Gwalior (for Athletics and Football) and Kendriya Vidyalaya No. 1 Delhi Cantt. (for Cricket). About 100 students receive specialised coaching in these hostels. 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.

5.19.15 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 the Pindari Kafni glaciers in May/June, 1989. Four teams comprising about 150 boys and girls participated in a trekking programme to Devikund in Kumaon Himalayas in October, 1989.

5.19.16 The Scout/Guide movement has taken deep roots in KVs. The number of registered Scouts and Guides shot up to about 50,000 and of trained teachers to about 2500. Every year several programmes for the training of teachers and students are undertaken.

5.19.17 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, competitions are held in all KVs.

5.19.18 The budget of KVs during the year was Rs. 140.43 crores.

Central Tibetan Schools Administration

5.20.1 The Central Tibetan Schools Administration (CTSA) was set-up as an Autonomous Organisation in 1961 and registered under the Societies Registration Act (Act XXI of 1860). The object of the Society is to run, manage and assist institutions for the education of the children of Tibetan refugees who had fled to India in the wake of Chinese onslaught in Tibet in 1959 and taken asylum.

5.20.2 The Administration is running 30 schools out of which five are residential and 26 are day schools. The schools are scattered all over India. The enrolment in the schools is above 10,000. These schools are affiliated to CBSE and prepare students for All India Secondary Schools and Senior Secondary School Examination.

5.20.3 The Administration also provides facilities to Tibetan children for pursuing post-school education. Fifteen school scholarships are awarded to the students passing out of CTSA Schools every year. One more scheme for award of 5 scholarships has been sanctioned for diploma course to students securing 55% and above marks. Eight seats have been allotted by Government of India for Tibetan Students in technology, medicine, printing and pharmacy.

5.20.4 To further the cause of education of the Tibetan children, the Administration is also providing financial assistance to schools run by other agencies organisations like Council for Tibetan Education, Bureau of His Holiness. The

Dalai Lama, Special Security Frontier Education and Tibetan Nehru Memorial Foundation. There are thirteen schools which are receiving grant-in-aid from the Administration.

5.20.5 The CTSA has been making concerted efforts for improving the efficiency of teachers through In-Service Education Course. A 15-day orientation course cum workshop of Trained Graduate Teachers of Science Mathematics working in Central Schools for Tibetans was held from 13th to 27th March, 1989 at the Regional College of Education, Bhubneshwar. The course was intended to provide content enrichment in Science and Mathematics for the participants. A 10-day Inservice Orientation Course cum Workshop for Primary Teachers was organized at CTS Kalimpong from 21st June to 30th June, 1989. A 10-day Multipurpose Inservice Orientation Course for PRTs was organized from 21st June to 30th June 1989 by the Central Institute of Indian Languages (CIIL) Mysore in collaboration with the CTSA at CTS Mussoorie. The faculty was drawn both from CIIL as well as from the CTSA.

5.20.6 All the 6 Senior Secondary Schools and one Secondary school under the Administration are covered under CLASS Project and have been provided computers. To give impetus to the co-curricular activities and to inculcate and foster the spirit of co-operation, help, co-ordination and healthy competition amongst students the Administration has decided to celebrate Foundation Day centrally every year. The 2nd Foundation Day was celebrated at Mussoorie from 5th to 7th September, 1989. It has provided an opportunity to teachers working under the Administration to gauge their performance. This meet also provided an opportunity to children to exhibit their talents. The Governing Body of the Administration took a momentous decision and approved opening of 20 schools for pre-primary education in the first instance on experimental basis. It is hoped that this step will go a long way in improving the quality of education in the schools of the Administration as it will give an opportunity to the first generation learners to pick up the rudiments of 3 R's and school habits before they come to standard I.

5.20.7 The results of the Administration during the year were as follows :--

- All India Secondary School Examination, 1989 - 82.6% as against 74.7% in 1988.

All India Senior School Certificate Examination, 1989—86.48% as against 84.5% in 1988.

5.20.8 The budget of the CTSA during the year was Rs. 3.21 crores.

Central Board of Secondary Education (CBSE)

5.21.1 The Central Board of Secondary Education (CBSE) is a society registered under the Societies Registration Act and an autonomous organisation. The major functions of the Board are to affiliate institutions; to conduct examinations at the Secondary and Senior Secondary levels or other examinations as are entrusted to it and developing and up-dating curriculum and textual materials.

5.21.2 The CBSE has, during the year, shifted to its own eleven storied building 'Shiksha Kendra' at Preet Vihar. All the Departments branches of the Board have started functioning from the new building. With better accommodation, the Board hopes to serve the schools better.

5.21.3 To facilitate and coordinate the activities of the Board in the Southern and North Eastern regions, the Board has already set up regional offices at Madras (in 1981) and Guwahati (in 1986). It has now been decided to decentralize the working of the Board by setting up Regional Centres at various places and entrusting them with the operational tasks. A beginning has been made in this direction by strengthening the Regional Offices at Madras and Guwahati.

5.21.4 During the year, the Board conducted 11 examinations smoothly and effectively. Particulars of the number of candidates who took the major examinations in 1989 with pass percentages are furnished below :--

Examination	No. of Candidates who appeared	Pass %
A.I. Sr. School Certificate Exam., March 1989	63300	84.2
Delhi Sr. School Certificate Exam. March, 1989	49131	81.2
A.I. Secondary Exam., 1989	112018	85.5
Delhi Secondary Exam., 1989	88592	54.2
Open School Exams. Nov., 1988	10350	...
May., 1989	17535	...
Pre-medical pre-dental Entrance	70021	...

5.21.5 The Board continued with the system of team marking of scripts which was further extended to other subjects such as Commerce at the Sr. School stage and Languages and Social Science at Secondary stage. In view of the new concept of merit certificates (top 0.1% of the pass outs) the declaration of subject topper in the Board's results has been discontinued from 1989 examinations. All the rules and regulations have also been consolidated into examination Bye Laws for the benefit of Schools.

5.21.6 The number of CBSE affiliated schools as on 30.11.1989 stood at 2816 which includes all the Government and Govt. aided schools of UTs of Delhi, Chandigarh and A&N Islands and States of Arunachal Pradesh and Sikkim, all Kendriya Vidyalayas, Navodaya Vidyalayas, Military schools, Sainik schools, Tibetan schools, schools run by Public Sector Undertakings, public schools and other independent schools from all over the country and 49 schools abroad. Only those schools which fulfilled the minimum essential norms were granted affiliation.

Academic Programmes of CBSE

5.21.7 CBSE- English Language Teaching Project
The CBSE, in collaboration with the British Council, has undertaken a project in English Language Teaching which envisages far reaching changes in the existing pattern of English language Course 'A' being taught in CBSE affiliated schools. The project aims to cover the three major areas of

- Syllabus design and material production
- Testing and evaluation; and
- In-Service teacher training.

5.21.8 A batch of 17 practising teachers along with a representative from CBSE was sent to UK in January, 1989 for a 12 week training programme in Materials Production.

5.21.9 Workshops for production and revising of the manuscript for class IX English Course 'A' were organised in January, 1989 and September, 1989 under the guidance of British consultants. As a follow up, textual material prepared by the teachers was tried out in 60 schools all over the country for a feedback from the teachers and students.

5.21.10 Another batch of 11 practising teachers

was deputed to U.K. in January, 1990 for a 12 week training in testing and evaluation.

New Curriculum

5.21.11 Based on NPE 1986, the new curriculum both at the Secondary and Senior Sec. stages was introduced in the affiliated schools of the Board in two phases, first in KV's in the academic session 1988-89 and then in the rest of the schools in 1989-90.

Support Material

5.21.12 Auxiliary curricular material to meet the demand of new curricula was also developed in Art Education, Work Experience, Physical and Health Education etc

Sahodya Complexes

5.21.13 A national conference of conveners of Sahodya School Complexes was organised at Dayawati Modi Academy, Modipuram from Feb. 17-18, 1989. It was attended by more than 50 Principals. Eminent educationists were invited as lead speakers who discussed various issues concerning three language formula; challenges of teaching integrated science; Art Education and its implications; Work Experience; national integration through schools; planning continuous and comprehensive evaluation in schools etc.

Nehru Centenary

5.21.14 To commemorate the 40th Anniversary of India's Independence and the Birth Centenary of Pt. Nehru, an All India Essay competition on "Nehru's Vision on National Integration" in English and Hindi for students of classes VIII to X was organised by the CBSE in collaboration with the Indian Council for Child Education.

Vocationalization

5.21.15 In the field of vocationalization, during 1988, the Board undertook a vocational course in General Insurance in collaboration with General Insurance Corporation which has assured guaranteed jobs to the pass outs of the course. In 1989, it was followed up with a similar vocational course in Life Insurance in 25 selected schools of

the country in collaboration with Life Insurance Corporation of India.

5.21.16 A three-day workshop was organised at Chandigarh for Medical Laboratory Technology—another vocational course.

Work Experience

5.21.17 Several meetings with the Principals and Heads of the institutions were held to get feedback on the documents of Work Experience in schools and to explore the concept of philosophy of Work Experience.

Publications

5.21.18 Fifteen publications were brought out by the Board during the year. Text books for class XI were evaluated by experts in text book production and eminent authors in various subjects.

5.21.19 The budget of the CBSE which is totally self-financing is Rs. 7.23 crores for the year.

National Council of Educational Research and Training (NCERT)

5.22.1 India's premier resource institution in the field of school education and pedagogy, the National Council of Educational Research and Training (NCERT) came into being on 1.9.61 as an autonomous organisation registered under the Societies Registration Act XXI (1860) to engage itself in the task of bringing about qualitative improvement in school and teacher education. This resource institution assists the Ministry in formulation and implementation of its policies and programmes in all the diverse fields of school education.

5.22.2 During 1989-90, the NCERT undertook several programmes and activities aimed at qualitative improvement in school education. Details of these programmes and activities are furnished below :

Sl.No.	Programme activity undertaken	Remarks
(1)	(2)	(3)
1. Early Childhood Care and Education (ECCE)		
(i)	"Children's Media Laboratory (CML) Project"	Activities relating to development of materials of educational and entertainment value for children in the age group of 3-8 were carried out.

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|-------|--|--|
| (ii) | "Early Childhood Education (ECE) Project" | Ten States were assisted in strengthening ECE Units; in training pre-school teachers and teacher educators; and in development of learning and play materials for ECE. Thrust was on establishing linkages between ECE and ICDS. |
| (iii) | Radio feasibility study in collaboration with AIR at Kota. | Objective was to use radio as medium for providing enriching learning experiences to the children of Anganwadis and of classes I and II at primary schools. About 1300 Anganwadi workers and primary school teachers were trained in use of audio programmes. |

2. Universalisation of Elementary Education (UEE)

- | | | |
|-------|--|--|
| (i) | Programmes of Mass Orientation of School Teachers (PMOST) | Training programmes for teachers (Key persons) from primary schools provided with Operation Blackboard (OB) facilities were organized; 5 such programmes organized during May-June 1989 at Bhubaneswar, Delhi, Mysore, Shillong and Udaipur; activities relating to development of 7 video programmes on use of OB materials were undertaken; a manual to accompany mathematics kit supplied under OB developed was published. |
| (ii) | "Area Intensive Education (AIE) Project Human Resource Development | Design for preparing village level survey report was developed; a paper providing guidance for micro level planning was sent to States/UTs |
| (iii) | "Comprehensive Access to Primary Education (CAPE) Project". | Activities related to development of learning materials (Learning Episodes), management of learning centres for education of out-of-school children and training of facilitators of the learning centres were undertaken; activities concerning development of question banks for evaluation of learners in the learning centres were undertaken; main thrust of activities was on development of manuals for NFE instructors, Supervisors and Project Officers. |

3. Re-orientation of Content and Process of School Education

- (i) New text-books for classes V and VIII were published and introduced in Kendriya Vidyalayas during academic session 1989-90.
- (ii) New text-books in languages and social sciences for classes IX and XI, in science and mathematics for classes X and XII, in business studies for class XII were published and introduced in Kendriya Vidyalayas during academic session 1989-90. They were introduced in all schools affiliated to CBSE too.
- (iii) Activities related to development of new text-books in languages and social sciences for classes X and XII and business study and Accountancy for class XII—for introduction in the CBSE affiliated schools during 1990-91 were taken up.
- (iv) Work relating to evaluation of new text-books for classes I to IV was done.
- (v) A fresh programme of evaluation of new text-books from the point of view of promoting communal harmony, secularism and national integration in a phased manner was initiated.
- (vi) A scheme of continuous and comprehensive evaluation of all aspects of students' growth was evolved.
- (vii) Guidelines for introduction of scaling and grading in examinations conducted by Boards of Secondary/Higher Secondary Education were evolved.
- (viii) A study of scholastic achievement of students of classes X and XII in collaboration with the relevant Boards of Education in States/Union Territories was undertaken.
- (ix) A study of achievement of primary school children to assess their levels of attainment in mother tongue and mathematics at the end of class IV was initiated.

4. Science Education

- (i) A study of organization of science laboratories in higher secondary schools was undertaken.
- (ii) Guidelines for science teaching at upper

primary and secondary levels were developed.

- (iii) Training of Key persons implementing the Scheme of Science Education was organized.
- (iv) Implementation of Indo-FRG Project on improvement of science education in primary and middle schools in Madhya Pradesh and Uttar Pradesh was monitored.
- (v) Activities for development and production of primary science kits and mini-tool kits supplied under OB scheme and of integrated science kits supplied to upper primary schools under Science Education Scheme were undertaken.
- (vi) Resource persons from Uttar Pradesh and Madhya Pradesh were trained in production and use of science kits.
- (vii) Technical support was provided to Vigyan Kit Nirman Shala at Allahabad and Science Kit Workshop at Bhopal.

5. Computer Literacy

- (i) Implementation of Class Project in States and Union Territories was monitored.
- (ii) Several indigenous softwares and scripts for softwares were reviewed.
- (iii) Training courses for software design and evaluation were organized.

6. Vocationalisation of Education

- (i) Orientation and training programmes for key persons and vocational teachers in Karnataka and Tamil Nadu were organized.
- (ii) Workshops for development of curriculum and instructional materials on vocational courses were conducted.

7. Teacher Education

- (i) Three research projects on Teacher Education were completed.
- (ii) Based on "National Curriculum for Teacher Education—A framework," workshops for development of curriculum guidelines and syllabi were organized.
- (iii) A 20 day induction training programme for Principals of DIETs was organized.

- (iv) Research studies on different aspects of school and teacher education were undertaken by Regional Colleges of Education under the Council.

8 Education of SCs/STs

- (i) Evaluative study of pre-matric scholarship Scheme for SC/ST students was continued.
- (ii) Preparation of primers/text-books in tribal dialects was continued.
- (iii) Workshops for preparing instructional materials for Gond and Soara tribal children of Andhra Pradesh were organized.
- (iv) Primers/instructional materials in language/arithmetic in 5 tribal languages of Bihar were finalized.

9 Education of Minorities

- (i) Training programmes for teachers from minority managed educational institutions were organized.
- (ii) Meeting of the Programme Advisory Committee for the Regional Resource Centre of Jamia Millia Islamia was held.
- (iii) On request of the Central Wakf Council, action was initiated by regional resource centres of Jamia and Aligarh Muslim University for enrichment programmes to benefit science and mathematics teachers of the schools associated with the Wakf Council.

10 Education for Women's Equality

- (i) A 3 day workshop for preparing project proposals on vocational courses for women and girls in Uttar Pradesh was organized.
- (ii) A 6 week training programme on methodology of women's education and development was organized.
- (iii) A 3 day orientation programme on education for women's equality was organized to benefit the Principals of Colleges in Himachal Pradesh.
- (iv) An orientation programme on education for women's equality was organized for the key personnel from the SCERT and tribal teachers in Andhra Pradesh.

- (v) A Unesco sponsored national workshop on UEE for girls was organized.

11 Education of the Disabled

- (i) A 3 day workshop to develop curriculum based studies and social science was organized as part of co-operative research project on integrated education of the disabled.
- (ii) Training module on special education for pre-service teacher education was developed.
- (iii) Orientation programmes for State level functionaries and teachers engaged in integrated education of the disabled were organized.
- (iv) Other activities included--

- * Formulation of Guidelines for adaptation of instructional materials on mathematics and primary science for hearing impaired children.

- * Development of hand book on use of educational toys.

- * Organization of synchronised slide tape programme for the mentally retarded.

- * Preparation of hand book on functional assessment of disability.

12 Education Technology

- (i) Through CIET -In the area of educational television for transmission under Insat IB, in collaboration with SIETs, Programmes were undertaken.
- (ii) Capsulated educational programmes for teachers, as a component of PMOST, were produced.
- (iii) Children's educational video festival was organized.
- (iv) An exhibition of educational video tapes and films was organized at Hyderabad.
- (v) Educational films were screened in Sikkim.
- (vi) Forty six new audio programmes were produced.

- (vii) Activities relating to project on teaching Hindi as first language at primary stage, using audio cassettes in Hoshangabad district of Madhya Pradesh, were continued.
- (viii) A directory on educational radio broadcasts at school level was brought out.

13 Support Service for Navodaya Vidyalayas

- (i) Tests for admission in 261 Navodaya Vidyalayas (in 2,900 centres in 18 languages) were conducted.
- (ii) Twelve orientation programmes for District Education Officers and Principals of Navodaya Vidyalayas were conducted.

14 Educational Survey

- (i) Work relating to preparation of the main report of the Fifth All India Educational Survey was continued.

15 National Talent Search

- (i) National Talent Search Scholarship Tests were conducted at 30 centres—at the secondary level (out of 3,092 students who appeared in the tests, 750 students were selected for award of scholarship).

16 Educational Psychology Counselling and Guidance

- (i) Study of the psychological characteristics on educational and vocational planning of Scheduled Caste secondary school boys was completed.
- (ii) Study of vocational behaviour of creative girls was initiated.
- (iii) Diploma course in educational and vocational guidance was continued.
- (iv) Many instructional training materials in psychology were brought out.

17 Educational Research

- (i) Research projects on different aspects of school education and teacher education continued to be sponsored by Educational Research and Innovative Committee. (ERIC)

- (ii) Ten Ph.D. these were published for financial assistance of ERIC.
- (iii) A 4 day Unesco sponsored National Workshop on Educational Research was conducted.

18 Publications

- (i) During April-November 1989, 184 publications under different categories were brought out.
- (ii) Participation was organized in 3 Book fairs/Exhibitions at Bangalore and Delhi.
- (iii) Publications were presented for display in 5 Book-fairs/Exhibitions organized by NBT.
- (iv) Publication of 6 journals was continued.
- (v) A 3 day orientation programme on Educational Journalism for teachers of schools run by Bombay Municipal Corporation was organized.

19 Documentation and Information Services

- (i) Orientation/training programmes for school Librarians and Librarians of Teacher Training Institutions were organized.

Support was given by the Department of Library Documentation and Information for research and development activities of various constituent units and other educational institutions.

20 International Co-operation

- (i) There was participation by Faculty members in 8 Unesco sponsored programmes.
- (ii) Key role was played as an Associated Centre of the Asia Pacific Programme of Educational Innovations for Development (APEID).
- (iii) A study of significant educational innovations in APEID countries with reference to UEE was initiated by the National Development Group (NDG)

21 Field Services

- (i) Liaison work was continued through 17 Field Officers in States and Union Territories.
- (ii) Activities relating to the following were carried out by the field officers—

* Training camps under PMOST.

- * National Talent Search Scholarship examination/interviews.
- * Selection tests for admission to Navodaya Vidyalayas.
- * State level essay/poster competition on French Revolution for students.
- * Essay competitions for teachers and teacher educators organized as part of

Birth Centenary Celebrations of
Dr. S. Radhakrishnan.
State level toy making competition.

5.22.3 The budget of the NCERT for 1989-90 was Rs.300 crores under Plan and Rs.14.50 crores under Non-Plan.

6 Higher Education and Research

6 Higher Education and Research



Comsec. Secy. Gen. Ramphal in IGNOU

University Grants Commission (UGC)

Growth of the Higher Education System

6.1.1 At the beginning of the year 1989-90, the total student enrolment in Universities and Colleges was 39.48 lakhs. This was 1.34 lakhs more than the enrolment in the previous year. The enrolment in the University Departments was 6.55 lakhs and that in the affiliated Colleges was 32.93 lakhs.

6.1.2 Enrolment in the Faculty of Arts constituted 40.3% of the total enrolment. In the Faculties of Science and Commerce the percentage was 19.7 and 21.5 respectively. Enrolment at the first degree level was 34.74 lakhs (88%); at the postgraduate level 3.75

lakhs (9.5%); at the research level 0.43 lakhs (1.1%); and at the diploma and certificate level 0.55 lakhs (1.4%).

6.1.3 The number of teachers increased to 2.49 lakhs during the year. Of these, 0.55 lakhs were in the University Departments/University Colleges and the rest in the affiliated colleges. Of the 54973 teachers in the Universities, 6432 were Professors, 13468 were Readers, 32764 were Lecturers and 2309 were Tutors/Demonstrators. In the affiliated Colleges, the number of senior teachers was 25815, the number of Lecturers was 159546 and that of Tutors/Demonstrators was 8734.

6.1.4 During the year under report one State

University viz., Dr. M.G.R. Medical University (Madras) was established.

Higher Education among Women

6.1.5 The enrolment of women students at the beginning of the year 1989-90 was 12.51 lakhs as against 11.25 lakhs in the previous year. At the postgraduate level, the enrolment of women was 33.0% of the total enrolment. The enrolment of women students was the highest in Kerala (52.1%) followed by Punjab (46.6%), Delhi (44.6%), Haryana (39.7%) and Meghalaya/Nagaland (39.8%). The enrolment of women was the lowest in Bihar (16.0%).

Autonomous Colleges

6.1.6 The Commission has approved 102 colleges (19 in Andhra Pradesh, 44 in Tamil Nadu, 27 in Madhya Pradesh, 5 in Rajasthan, 5 in Orissa, 1 in U.P. and 1 in Gujarat) for grant of autonomous status. To promote implementation of the scheme in other states, assistance was provided for a number of seminars in universities and the NIEPA and it was stressed upon the universities to expedite formulation of statutes to regulate conferment of autonomous status on colleges. A committee has also been set up for advising and monitoring the implementation of the Scheme.

State Councils of Higher Education

6.1.7 Based on the revised guidelines for setting up of State Councils of Higher Education to plan and coordinate higher education at the State level, a State Council of Higher Education has already been set up in Andhra Pradesh, while it is under the consideration of many other State Governments.

Re-designing of Courses

6.1.8 The scheme of restructuring under graduate courses in general education was introduced by the U.G.C. with a view to making the first degree courses more relevant to environment and to the developmental needs of the community and to link 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 U.G.C. has set up 27 Curriculum Development Centres, 10 in Sciences and 17 in Humanities and Social Sciences. These Centres will review the existing curricula with a view to modernise them and to develop and

prepare new teaching and reading materials. The Commission has so far received model curricula in 20 disciplines. Twelve national workshops in different subject areas have also been organised to discuss these model curricula. Meanwhile, the Commission has continued its assistance to 303 colleges which have been implementing College Science Improvement Programme (COSIP) besides 40 University Departments which were receiving assistance for University leadership programme in Sciences. Similarly, 694 colleges and 16 university departments have been receiving assistance in respect of College Humanities and Social Sciences Improvement Programme (COHSSIP).

6.1.9 The Commission 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 faculties viz. track and field gymnastic, yoga, conditioning unit etc. will be selected for the introduction of the course. Proposals of 18 universities and 32 colleges have been approved by the Commission for starting the course.

University Visiting Committees

6.1.10 The Commission appointed Expert Committees to visit the Universities in the country essentially to know (a) the status of implementation of 7th Plan development proposals, (b) directions/programmes of the universities during the 8th Five Year Plan, (c) implementation of National Policy on Education and Programme of Action (1986), and (d) implementation of reservation policies for Scheduled Castes Tribes etc. These committees started visiting the universities from July, 1988. Eighty eight State universities and 11 institutions deemed to be universities had been visited till November, 1989.

6.1.11 As for colleges, guidelines have been prescribed for providing assistance to single faculty colleges teaching classical languages and the ceiling of developmental assistance to colleges of Social Work has also been enhanced. Proposals of 2720 colleges were approved for basic assistance and 2430 for development of undergraduate education till 30th September, 1989. In addition, the Commission had approved 114 proposals from single faculty Colleges as well as 327 from postgraduate institutions.

Improvement in Efficiency

6.1.12 The Commission has sanctioned computer facilities to 104 universities upto 1988-89. In addition, the Commission has selected 664 Colleges upto November, 1989 for providing 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

6.1.13 In pursuance of NPE, 1986 and the scheme of revised pay-scales for teachers notified by the Government of India in July, 1988, the Commission held discussions with the State Governments and a group of academics to finalise the modalities for holding national level eligibility test for recruitment of lecturers in Universities and Colleges. Accordingly, the Commission has decided to conduct the qualifying test for recruitment of lecturers and has given options to the States to accept the U.G.C. test or to hold their own similar tests of national character duly accredited by the U.G.C. The Commission has decided to exempt those candidates from appearing in the test who have already obtained M. Phil., and Ph.D. degrees and the candidates who would be awarded these degrees upto December, 1990 and December, 1992 respectively.

6.1.14 For the orientation of newly recruited and in-service college and university lecturers, an Academic Staff Orientation Scheme has been drawn up. The content of the programme would be flexible so that universities could modify it to suit their local requirements. The programmes would be multi disciplinary in nature. Grants amounting to Rs.6.01 crores were sanctioned to 45 Universities for the setting up of Academic Staff Colleges and by November, 1989 all of them had become functional. One hundred and fortyeight orientation courses for newly recruited teachers and 34 refresher courses for in service teachers had been organised in which 411 and 953 teachers respectively participated upto 31st March, 1989. It is expected that all the 48 identified Academic Staff Colleges will become functional during 1989-90.

6.1.15 The Task Force appointed by the Commission for evolving a system of performance evaluation, and a code of professional ethics for

teachers in universities and colleges completed its reports on these two aspects which were circulated to the universities/colleges and State governments for further action.

Special Assistance Programmes

6.1.16 The Commission continues to provide assistance to 26 Centres of Advanced Study and 96 Departments of Special Assistance in Science, Engineering and Technology and 15 Centres of Advanced Study and 73 Departments of Special Assistance in Humanities and Social Sciences. In addition, 58 Departmental Research Support Projects in Science and 14 in Humanities and Social Sciences are under implementation. The subject panels of the commission have further identified some more Departments to be brought under the Special Assistance Programme.

COSIST Programme

6.1.17 Ninety eight Departments have been assisted under the scheme of Strengthening Infrastructure in Science and Technology Education and Research till March 31, 1989.

Common Facilities and Services

6.1.18 Modern computer based information documentation centres have already been set up at Bangalore, Bombay and Baroda. These centres have improved the information accessibility to the teachers and students and have provided necessary bibliographic support to them apart from making the latest documentation in the respective disciplines available. The Nuclear Science Centre at the JNU Campus, New Delhi and the Inter University Centre in Astronomy and Astro Physics (IUCAA) set up at Poona University have been functioning as autonomous societies since November, 1988.

Media and Educational Technology

6.1.19 The U.G.C. has taken the initiative to utilise the time slot given for higher education and Televising the TV programmes in higher education entitled "Countrywide Classroom". The Commission agreed to provide colour television sets to Colleges in phases during the Seventh Plan period. A perspective plan for the UGC INSAT Project is being formulated in which projections will be made for future INSAT time requirement in higher education. The Commission is at present

supporting 4 Educational Media Research Centres (EMRCs) at the University of Poona, Gujarat University (Ahmedabad), Central Institute of English and Foreign Languages (Hyderabad) and Jamia Millia Islamia (New Delhi). Nine Audio-Visual Research Centres (AVRCs) at University of Roorkee, Osmania University; University of Jodhpur; Anna University, Madras; St. Xavier's College, Calcutta; Madurai Kamaraj University, Madurai; Kashmir University, Srinagar; Manipur University, Imphal and Punjabi University, Patiala are being supported for training of personnel and production of software. As envisaged in the Programme of Action (POA) under NPE, 1986, distance learning is sought to be made more effective through the production of model course material. In this connection the Commission has taken up a project on 'Non-broadcast Mode Educational Material' and identified 15 subjects and eight production centres for production of model video course material. Workshops in different disciplines have been held and recording has started in some of these. To encourage healthy competition in the production of educational video programmes, the Commission has also organised two video festivals.

Introduction of New Courses

6.1.20 The Commission has been making efforts in consultation with the concerned national agencies for formulation of courses to fulfil the need for trained manpower in certain emerging areas of importance. The Commission is collaborating with the Department of Ocean Development for the development and augmentation of Ocean Sciences and Technology in the University sector. The Commission has also launched a programme to start Post-M.Sc. Course in Atmospheric Sciences in certain universities/ "deemed to be Universities." Similarly, M.Sc. Electronics Science Course which is already being offered in the Universities of Calcutta, Delhi and Poona is likely to be started in the universities of Kurukshetra and Cochin this year. This course is being jointly supported by the Department of Electronics and the University Grants Commission. The Department of Electronics (DOE) is also supporting programmes of the Commission under the UGC-DOE Joint programme for running different manpower training courses in Computer Sciences and Application like one-year Diploma course in Computer Application; 3-year Master of Computer Application Course and B.Tech. and

M.Tech. course in Computer Sciences. Courses in Futures (Futurology) have also been approved in 10 universities.

Adult, Continuing and Extension Education Programmes

6.1.21 The Commission is providing assistance to universities for promoting programmes of adult education, eradication of illiteracy, continuing education, population education and planning forums. Under the new guidelines an area-based development approach circulated to universities, assistance for these programmes is being provided by the Commission on a package basis.

6.1.22 During the year 1988-89, 100 Universities were invited to discuss their proposals prepared for a period of three years on the basis of new guidelines, with the expert committees appointed by the Commission for deciding the extent of UGC assistance. The National Literacy Mission (NLM) assigns to universities/colleges an important task of covering five lakh people in 1988-89 and six lakh during 1989-90 through 25,000 and 30,000 adult education centres respectively besides involving themselves in the programme for functional literacy. Apart from continuing assistance for the activities of the population education clubs set up by the universities, efforts were made by Population Education Resource Centres to set up linkages with the other two population education projects (viz. School education project and adult education project) within their service area as also with other departments such as Departments of Women and Child Development, Health and Family Welfare, Science and Technology and some non-governmental organisations and international agencies. Other important activities undertaken by the working groups and resource centres set up under the UNFPA-UGC project during the year were curriculum development, preparation of learning material, research in population education and extension.

Scholarships and Fellowships

6.1.23 For the development of research in Universities and Colleges, the Commission provides assistance for award of junior research fellowships in various subjects. At any given time, more than 3500 fellowships are operational under this scheme. These fellowships will be 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 Indian Institute of Science, Bangalore have been accredited as equivalent to national tests for this purpose.

6.1.24 Teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing. Under the scheme of Research Scientists, 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. Selections under this scheme are made directly by the Commission. As on 30th November, 1989, 152 research scientists were working out of 185 selected for these positions.

Coaching Classes for Competitive Examinations for Weaker Sections among Minority Communities

6.1.25 The Commission continued to provide assistance to 20 universities and 22 colleges for organising coaching classes for competitive examinations for weaker sections among the minority communities.

Facilities for Scheduled Castes/Scheduled Tribes

6.1.26 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 Commission 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. In order to provide opportunities to teachers in affiliated colleges belonging to Scheduled Castes/Scheduled Tribes for improving their qualifications by doing M. Phil/Ph.D., the Commission has instituted 50 teacher fellowships every year.

Women's Studies

6.1.27 The Commission 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.

6.1.28 The Commission has also created 40 positions of part-time research associateship for women candidates in Science and Humanities including Social Sciences and Engineering & Technology. Twenty seven research projects relating to themes on women's studies were approved for assistance upto March, 1989. The Standing Committee on women's studies, after examining various proposals, recommended assistance to 19 universities and seven colleges/university departments for setting up women's studies/cells.

Project on Information and Library Network

6.1.29 The Commission took the initiative to prepare a project for the modernisation of Libraries and Information Centres in the country, with the application of Computer and Communication technologies during the Eighth Five Year Plan. The project, titled INFLIBNET (Information and Library Network) is to be a computer-communication network for linking libraries and information centres in universities, deemed to be universities, institutions of national importance, UGC Information Centres, R and D institutions and colleges so that they could optimally utilise their resources.

6.1.30 A report submitted by the inter agency Working Group on INFLIBNET was approved by the UGC during the year and the Planning Commission has been requested to consider the project for implementation during the 8th plan. As part of pre-project activities, the UGC has constituted six task groups to work out the finer technical details. These working groups are on network design, library automation, Union catalogue/data capturing/standardisation, reprographic conversion, bibliographic database services/sectoral information centres and training.

Bilateral Exchange Programmes

6.1.31 The Commission continues to implement various items under the Cultural Exchange Programmes assigned to it from time to time. These programmes involve exchange of teachers, development of bilateral academic links between institutions of higher education, joint seminars, award of scholarships and fellowships and assignment of foreign language teachers to universities in India. During the year 1988-89, 105 Indian teachers were able to undertake visits abroad

under these programmes and 106 foreign scholars visited India.

Central Universities

Aligarh Muslim University

6.2.1 The Aligarh Muslim University, established in 1920, is one of the oldest Central Universities. It is known for its secular residential character. It has 13 Halls of Residence, consisting of 56 Hostels, which accommodate about 8,000 students.

6.2.2 The University has a student enrolment of approx. 19,000 which includes the students in the University as well as the Schools run by it. It conducts entrance examinations at several regional and metropolitan centres with a view to attracting talented students from different parts of the country. The University attracts Foreign students from several countries. In 1988-89 there were 367 Foreign students from 21 countries studying in the University.

6.2.3 During the year the University implemented the 10+2+3 system at the undergraduate level fully and consequently restructured its curriculum.

6.2.4 The University Grants Commission has recognised the University for the establishment of an Academic Staff College which provides orientation courses to newly appointed University and College Lecturers.

6.2.5 The Faculty of Medicine started a Cancer Detection Centre in collaboration with National Cancer Control Programme. A new Centre of Cardiology and Cardio-vascular Research has been established. A coveted course in the field of Plastic Surgery has been introduced. The Department of General Surgery has been fully equipped to provide maximum facilities for Open Heart Surgery. The Interdisciplinary Biotechnology Unit, which admits 8 students to its M.Sc. course every year, has set up two new research laboratories for promoting research work of high quality. The degree of M.D. Anaesthesiology awarded by the Medical College has been recognised by the Government of India in September, 1989.

6.2.6 The Department of Computer Science conducts a three-year Master's Course in Computer Science and Applications, a one-year post B.Sc. Diploma in Computer Science Programming and a

Diploma Course in Electronic Data Processing. The Department has an intake of 126 students. During the year the Department installed additional Computer equipment worth 18.00 lakhs purchased from Digital Equipment Corporation of USA. The Computer Centre of the Deptt. provides training to staff, research scholars and students of the University in the use of computer for research and developmental activities.

6.2.7 The Institute of Petroleum Studies and Chemical Engineering has upgraded its post-graduate diploma in Petroleum Processing to a more useful M.Sc. Engineering level course.

6.2.8 The Department of Applied Chemistry has proposed to introduce two new Post-graduate courses in: (i) M.Sc. in Applied Chemistry and (ii) M.Tech. in Instrumental Methods of Analysis.

6.2.9 The Department of Library Science has started Library Science teaching at undergraduate level for girl students. The Centre for Promotion of Science has brought out two directories of: (a) Muslim Managed High Schools/Higher Secondary Schools/Colleges and (b) Deeni/Oriental Madarasas.

6.2.10 The University completed construction of certain buildings of Faculty of Law, 10+2 (Boys and Girls) Lecture Theatre for Faculty of Science and Career Planning Centre building. Construction of Women's hostel and extension of existing buildings of Faculty of Arts, Department of Moalijat, Faculty of Engineering is near completion.

6.2.11 The University Riding Club celebrated its centenary. The Riding Club Team participated in Tollygunj and Eastern Command Equestrian Championships at Calcutta where it won number of first and second places. The University Table Tennis Team won the U.P. Intersarsity Championship three times in a row.

6.2.12 The University's Non-Plan expenditure during the current year has been estimated at Rs. 32.80 crores. The actual expenditure during the previous year was Rs. 29.73 crores.

Banaras Hindu University

6.2.13 The Banaras Hindu University came into existence in 1916 as a teaching and residential University under an Act of Parliament. 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.

6.2.14 During 1989-90, the Department of Electronics Engineering of the Institute of Technology was given the status of Centre of Advanced Study while the Departments of Sociology, Journalism and Mass Communication were recognised under the Special Assistance Programme by the University Grants Commission. The M.M.S. Course of the Faculty of Management Studies was renamed as M.B.A. course from the session 1989-90. The University proposes to introduce a number of job-oriented courses in the next academic session.

6.2.15 Some scholars from the various faculties were conferred Honours/Awards for their outstanding contribution in their respective field areas of research/scholarship. Prof. O.N. Srivastava of Physics Department was awarded the 'Shanti Swarup Bhatnagar' Prize for 1988, and Prof. S.C. Sanyal, Department of Microbiology, Institute of Medical Sciences was awarded 'S.C. Agrawal Prize' by the Indian Association of Medical Microbiologists. Prof. Rewa Prasad Dwivedi, Faculty of Sanskrit Vidya Dharm Vigyan was nominated as National Lecturer for the session 1989-90 by the UGC.

6.2.16 The Training and Placement Office of the Institute of Technology continued their efforts for conducting Campus interviews. More than 85% of B.Tech./M.Tech. students of various disciplines are getting jobs in prestigious industries every year through campus interviews.

6.2.17 As a part of Radhakrishnan Birth Centenary Celebrations, a plaque of Dr. Radhakrishnan was unveiled. Ten retired teachers residing at Varanasi who served the University during the Vice-Chancellorship of Dr. S. Radhakrishnan were honoured. Prof. A.H. Dani, a distinguished alumnus of the University and Director, Qaid-e-Azam Memorial Museum, Islamabad (Pakistan) delivered two lectures in connection with the Birth Centenary Celebrations of Dr. S. Radhakrishnan.

6.2.18 A Cell to promote research in the inter disciplinary area of 'Cold Fusion and Elotic Electro-Chemical Phenomena' was constituted by the Vice-Chancellor.

6.2.19 The Eastern Zone Inter University Youth Festival was organised from November 10 to

November 14, 1989 under the auspices of the Association of Indian Universities (AIU). The coveted Tata Steel Trophy was won by the University.

6.2.20 The University bagged 4 silver and 1 Bronze Medals in the Inter-University Athletic meet. The University also won the U.P. Inter University Khokho (Women) Tournament and U.P. Inter-University Water Polo Swimming.

6.2.21 The Diamond Jubilee Celebrations of Mahila Mahavidyalaya were held in September 1989. Dr. (Smt.) Rajendra Kumari Bajpai, the then Minister of State for Social Welfare, who was the Chief Guest, laid the foundation stone of a new hostel for undergradate girls on this occasion.

6.2.22 The anticipated maintenance expenditure of the University for the year 1989-90 is Rs. 45.20 crores as against expenditure of Rs. 41.05 crores during 1988-89.

University of Delhi

6.2.23 As one of the premier institutions of Higher Education, the University of Delhi attracts students from different parts of the country as well as from abroad. The current enrolment in the University is 1.70 lakhs. Out of this 1.04 lakhs are regular students of which 92,712 are enrolled in colleges and 11,892 in various Faculties/Departments of the University.

6.2.24 As many as 65,140 students enrolled in the University are studying through the non-formal system viz. 12,091 in the Non-Collegiate Women's Education Board, 41,202 in the School of Correspondence Courses and Continuing Education and 11,847 as private students.

6.2.25 The University admitted 4,307 SC/ST students during the year. Of these, 1,121 were girls belonging to SC.

6.2.26 During 1989-90 the University proposes to establish two new Departments in the Faculty of Technology:—

- i) Department of Applied Sciences & Humanities.
- ii) Department of Computer Engineering.

6.2.27 The following new Courses are proposed to be introduced:—

- i) Bachelor of Journalism;

- ii) M.E. (Computer Applications);
- iii) M.Sc. (Tech.) in Industrial Instrumentation; and
- iv) M.A. (Hispanic Literature).

6.2.28 During the year the students of the University have excelled in sports. The University won the coveted Dr. B.L. Gupta Memorial Trophy for over all supremacy in All India Inter-University Competitions in the year 1988-89. The University also won the All India Inter-University Swimming Championship held in Osmania University. The Department of Sports and Youth Affairs in the Government of India gave the University a Cash Award of Rs. 1.5 lakhs for winning positions in Inter-University Sports tournaments.

6.2.29 The anticipated maintenance expenditure of the University for the year 1989-90 is Rs. 23.69 crores as against expenditure of Rs. 20.99 crores during 1988-89.

University of Hyderabad

6.2.30 The University's academic year 1989-90 commenced on June 24, 1989. Entrance Examinations for admission to M.A., M.Sc., Master of Computer Applications Diploma in Computer Application, Master of Performing Arts, and Master of Fine Arts Courses were conducted at nine different centres all over the country. Besides a general admission announcement, a special admission notice was also issued to draw the attention of the candidates belonging to Scheduled Caste and Scheduled Tribe communities, highlighting the reservations in admission with relaxation in minimum eligibility requirements and provision for scholarships, hostel accommodation etc. During the year 804 students were admitted to the University on the basis of their performance at the entrance examinations, showing an increase of 5% over the previous year's enrolment. There are now 1578 students on the rolls, including 214 SCs, 32 STs and 26 Physically handicapped. Enrolment of women students is 651, i.e. about 41% of the total.

6.2.31 The teaching work of the University during the year continued without any dislocation. Financial assistance to students was continued in the form of Merit Scholarships (53), Merit-cum-Means Scholarships (121) and M. Phil. Fellowships (50), besides Junior Research Fellowships awarded to research scholars by the C.S.I.R. (85) and U.G.C.

(109) on the basis of the National Level Tests conducted by these agencies.

6.2.32 Dr. H.N. Sethna, former Chairman of the Atomic Energy Commission delivered the Convocation Address at the third convocation of the University which was held on March 4, 1989. Eight hundred and twenty seven candidates received their degrees, which include 160 M. Phil., 37 Ph. D. and 62 M. Tech. Degrees.

6.2.33 The total number of research projects funded during the year by the U.G.C., C.S.I.R., I.C.M.R., D.A.E., D.S.T., I.C.A.R. etc. is 66.

6.2.34 As on 15-9-1989 the University had a faculty strength of 57 Professors, 64 Readers and 63 Lecturers. The number of Non-teaching staff comprising Groups A, B, C & D was 918.

6.2.35 During the year the Executive Council met seven times. The Annual meeting of the Court was held in December 1988 and another meeting was held in March, 1989. The Academic Council met twice during the year on 3-3-1989 and 30-9-1989.

6.2.36 Professor Bh. Krishnamurthy who assumed office as Vice Chancellor on 11-6-1986 continued during the year under report. Justice Hidayatullah has been the Chancellor of the University from 10-1-1986.

6.2.37 The year witnessed considerable construction activity on the campus. The Schools of Chemistry, Physics, Mathematics and C.I.S. have already moved into the new Science complex which is near completion. Construction of a Second Women's Hostel of 150 capacity was completed in November, 1989. Work on construction of a building for Student Amenities Centre began during November, 1989.

6.2.38 The University's Non Plan expenditure during 1989-90 has been estimated to be of Rs. 6.11 crores against an expenditure of Rs. 4.99 crores in 1988-89.

Indira Gandhi National Open University (IGNOU)

6.2.39 The Indira Gandhi National Open University (IGNOU) was established in September 1985 to provide access to higher education to large segments of the population especially the disadvantaged groups; to organise programmes of continuing education, to upgrade knowledge and

skill; and to initiate special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas etc. The IGNOU will encourage the Open University and Distance Education System in the educational pattern of the country and coordinate and determine standards in such systems.

6.2.40 The important features of the University are relaxed entry qualifications, a study programme suited to the learner's pace and convenience, flexibility in choosing courses and the use of modern and appropriate educational and communicational technologies.

6.2.41 The University has adopted an integrated multi-media instructional approach including print materials and audio-visual aids, supported by a tutorial system, contact classes and summer schools. The University has adopted the system of continuous internal evaluation through individual assignments submitted by students followed by a terminal examination. The weightage assigned to each is 25 to 30% and 70-75% respectively. The University follows a letter grading system on a 5 point scale.

Academic Programmes

6.2.42 The University has launched nine academic programmes which include Certificates Diplomas, Degrees in Distance Education, Management, creative writing in English, rural development, library and information science etc. Preparatory work is going for courses like in Computer Application, Higher Education, Food and Nutrition, Early child care and Education, Water Resource Management, Energy Conservation, etc.

The total enrolment in the various programmes of the University is expected to be 80,000 by March, 1990

Student Support Services

6.2.43 The University has established an extensive Student Support Services network through its Regional Centres and Study Centres situated in different parts of the country. At the Study Centres, part time tutors and counsellors provide counselling, advice and guidance to students. The Study Centres stock materials for all the courses, besides providing viewing-listening facilities for video audio programmes. By the end of this financial year, the numbers of Regional Centres

and Study Centres are expected to be 14 and 140 respectively. The University expects the number of Regional Centres and Study Centres to go upto 19 and 190 respectively, provided that adequate funds are available. Activities relating to student admission and collection of fees have been decentralised by the University and assigned to its Regional Study Centres. Decentralisation of some more activities viz. evaluation of assignments, is planned.

Campus Development

6.2.44 The construction of semi-permanent structures on the campus at Maiden Garhi and the shifting of the offices has enabled the University to surrender hired accommodation resulting in an overall saving of over Rs. 50 lakhs per year. However, the main computer system of the University as well as its production facilities for audio video programmes continue to be housed in hired accommodation. It is proposed to get one more block of semi permanent structures of an area of 3225 sq.ft. constructed. The Draft Agreement with the architects for the Master Plan layouts for permanent structures of the University is being finalised.

Equipment and other facilities

6.2.45 The major equipment facilities required by the University are in the area of Communication technology. A main frame computer provided under ODA assistance by the UK Government is being installed. The studio equipment provided by the UK Government has already been commissioned.

6.2.46 The Government of Japan has agreed to give a grant of 611 million Yen for procurement of sophisticated equipment for augmenting the post production facilities of IGNOU. Formalities in this regard have already been completed and the equipment is likely to be received and installed during the current financial year. In less than 3 years, the University has produced over 400 audio and video programmes.

Promotion and Coordination of the Open University and Distance Education System

6.2.47 Since the initiation of its first programme, the University has succeeded in registering an all India presence. The quality of its programmes is of a

high order and has been acclaimed both nationally and internationally.

6.2.48 It is the responsibility of the IGNOU to coordinate and determine the standards in the Open University and Distance Education System in the country. The IGNOU has set up a Coordination Council including Vice-Chancellors of State Open Universities, to make recommendations for coordination of distance education. The Council has proposed a networking arrangement between Open Universities in which any Open University would be free to utilise the course material, or other academic resources of another Open University, thereby avoiding duplication of effort and ensuring cost-effectiveness.

6.2.49 IGNOU has also been vested with statutory powers to allocate and disburse grants to State Open Universities in the country. In pursuance of this responsibility, the IGNOU appointed Separate Visiting Committees during the year to visit Andhra Pradesh Open University and Kota Open University to assess their requirements for financial support. The Visiting Committees have submitted their recommendations which are to be considered by the Board of Management for determining the extent and nature of financial assistance to be provided by IGNOU to these open universities.

6.2.50 During the year 1989-90, the Government of India is expected to provide Rs. 18.94 crores to IGNOU for its development and maintenance. This includes a grant of Rs. 7.94 crores as the rupee equivalent of the Japanese grant of 611 million Yen. From 1990-91 onwards, the University will also be provided with non-plan funds in addition to its plan allocations.

6.2.51 Prof. G. Ram Reddy, Vice-Chancellor of the IGNOU left in October, 1989 to join the Commonwealth of Learning at Vancouver as its Vice President. Prof. B.S. Sharma, the senior most Pro-Vice-Chancellor is officiating as the Vice-Chancellor.

Jawaharlal Nehru University

6.2.52 The Jawaharlal Nehru University (JNU) was established in 1969 under an Act of Parliament. The University has 7 Schools consisting of 24 Centres. In addition, it has one Centre for Bio-technology.

6.2.53 During the academic year 1988-89, 1286 candidates were admitted to the various full-time programmes of the University. Out of these, 146 candidates belong to SC/ST.

6.2.54 More than a dozen national and international seminars were organised by various Centres of the University. Twenty three extension lectures on 'Contemporary International Relations' were organised during the year.

6.2.55 The Centre for Economic Studies and Planning of the School of Social Sciences was approved under the Special Assistance Programme of the University Grants Commission. The School of Life Sciences was also selected by the Commission under the same Scheme.

6.2.56 Two Chairs, one in International Space Law and another in International Environmental Law, funded by the Government of India, were instituted in the School of International Studies.

6.2.57 Courses for various post graduate and research programmes were redesigned and updated. Two new programmes of studies viz. M.Phil. (Russian) and M.A. (Arabic) were introduced in the School of Languages.

6.2.58 The teachers were given intensive training on VAX/780 Computer System at the School of Computer and Systems Sciences. The Work Study-cum-Cadre Review Unit organised three in-service training programmes for the benefit of the staff. An academic Staff College was also set up to provide orientation programmes for teachers in respect of general academic environment as well as developments in the fields of their specialisation.

6.2.59 Thirty three Research Projects were completed by the Faculty members of various Schools while work on 76 Projects was in progress. These Projects have been sponsored by various national and inter-national agencies including Government Departments. Thirty four books (including edited volumes) and 350 research articles in both Indian and foreign journals were published. Fifty thousand press clippings, 30,315 volumes and one HP Micro 3000-XE computer were added to the Library. In addition, the University released the first issue of the Monthly JNU Samachar in August 1988.

6.2.60 The Adult Education and Extension Unit set up Adult Education Centres in and around JNU Campus to cater to the educational needs of the underprivileged and illiterate population of the locality.

6.2.61 In connection with the Birth Centenary Celebrations of Pt. Jawaharlal Nehru, the University

brought out two publications: Foundations of Education for Free India : Toward New Quality of Life and a Booklet on Jawaharlal Nehru University. Besides, 9 public lectures on 'Nehru as Architect of Modern India' were organised.

6.2.62 The construction programmes maintained steady progress. The School of International Studies occupied its new buildings. The Guest House and Students' Centre and School of Social Sciences (Extension Block) buildings were completed.

6.2.63 A Six-Member mountaineering team from the University successfully climbed the 21,000 ft. high Black Peak in the Garhwal Himalayas in June, 1989.

6.2.64 The anticipated maintenance expenditure of the University during 1989-90 is Rs. 12.45 crores as against the expenditure of Rs. 11.20 crores during 1988-89.

North-Eastern Hill University (NEHU)

6.2.65 The North-Eastern Hill University (NEHU) was established by an Act of Parliament in 1973. Its jurisdiction extends to three of the seven States in the North Eastern Region viz. Meghalaya, Mizoram and Nagaland. The University's headquarters are at Shillong, the Capital of Meghalaya.

6.2.66 At present the Shillong campus has 18 Post-Graduate Departments besides 6 Academic Departments in the Kohima Campus and 5 in the Aizawl Campus. To date 11 centres have been established in Shillong. The two University Colleges, viz. The Pachunga University College and the School of Agricultural Sciences and Rural Development are located in Mizoram and Nagaland respectively.

6.2.67 Dr. R.K. Mishra, Vice-Chancellor NEHU retired from office in February 1989. Prof. Iqbal Narain, former Secretary, ICSSR assumed office as the new Vice-Chancellor on 18.8.1989.

6.2.68 Enrolment of the students during the period was as follows :-

Post Graduate	--	603
Under-Graduate	--	23854 (excluding Honours)
Degree (Honours)	--	1010

6.2.69 During the year 1989-90 two important conferences of the Botany and History Departments of the University were held. Of the two

seminars held during the period, one was at Aizawl. Two symposiums were organised at the Shillong Campus.

6.2.70 The Executive Council of the University has approved the setting up of the following : (i) School of Spiritual and Moral Values, (ii) Law College at Mizoram, (iii) Academic Staff College, (iv) Department of Pharmacy and Para Medical Studies, (v) Department of Journalism in Mizoram Campus and (vi) Post-Graduate Department of Commerce in Shillong Campus.

6.2.71 In the last couple of years, efforts have been concentrated on construction and developing the permanent campus of the University at Shillong. The following development projects are in progress and those not completed by March 1990 will spill over into the VIII-Plan period : (i) Construction of Hostel for 200 students and staff, (ii) Construction of 150 staff quarters at permanent Campus, Shillong, (iii) Construction of 800-seated students' Hostel at Permanent Campus, Shillong, (iv) Construction of Lecture Hall Complex, School of Life Sciences, School of Physical Sciences and R.S.I.C. building at Permanent Campus, Shillong, (v) Construction of Sports Complex, Multipurpose Hall, Gymnasium at the Permanent Campus, Shillong, (vi) Construction of USIC workshop at the Permanent Campus, Shillong.

6.2.72 Construction of a 50 seated Students' Hostel at Mizoram Campus is nearing completion.

6.2.73 The anticipated maintenance expenditure for the year 1989-90 is Rs. 9.53 crores as against the expenditure of Rs. 8.56 crores during the year 1988-89.

6.2.74 The Seventh Convocation of the University was held at Shillong on 25th February, 1989.

Pondicherry University

6.2.75 The Pondicherry University was established in 1985 by an Act of Parliament as a teaching cum-affiliating University. The object of the University is dissemination and advancement of knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by example of its corporate life.

6.2.76 The jurisdiction of this University extends to the Union Territory of Pondicherry, the Andaman and Nicobar Islands. There is provision for the Lakshadweep Islands to join.

6.2.77 The following Schools/Departments/Centres were established during the period under report :—

- Sri Sankradas Swami School of Performing Arts.
- Department of Sanskrit.
- Department of Philosophy.
- Centre for Future Studies.
- Adult and Continuing Education Centre.
- Women Studies Centre.

6.2.78 The University has now 4 Schools, 15 Departments and 5 Centres in selected fields of excellence and innovation.

6.2.79 A number of courses were introduced during the year. In all 2 certificate courses, 1 undergraduate course, 3 PG Diploma Courses, 12 post-graduate courses, M.Phil Programme in 17 disciplines, and Doctoral Programme in 17 disciplines are being offered.

6.2.80 The total number of students admitted during the academic year was 390, of which 411 were SC and ST and 160 were women students. The total number of students on roll during the academic year was 590. The University has a faculty of 25 Professors, 36 Readers, 58 Lecturers and 4 Visiting Professors.

6.2.81 Being a new University, it has embarked upon large construction programmes in 7th Plan of a total value of Rs. 7.18 crores. All the major works are being executed through the CPWD and are nearing completion.

6.2.82 The University Schools and Departments conducted 1 International Seminar, 15 National Seminars, 5 Regional Seminars and 3 Workshops during the year. As many as 20 research projects of topical relevance are under progress.

6.2.83 The University now has 15 affiliated institutions of which 9 colleges/centres are in Pondicherry, 2 in Karaikal, one each in Mahe and Yanam and 2 at Port Blair.

6.2.84 For the proper planning and integrated development of affiliated institutions of this University, a College Development Council has been set up.

6.2.85 There were 6476 students in the above

affiliated institutions, of whom 404 were SC/ST and 2488 were women students. During the period under report, these colleges offered 39 undergraduate courses and 36 post-graduate courses.

Visva Bharati

6.2.86 Student enrolment during the year 1988-89 was 4,754. The strength of the teaching faculty was 499, including 74 Professors and 162 Readers.

6.2.87 Propagation of Tagore's philosophy in the context of Indian culture and heritage is one of the primary objects of Visva Bharati. During the year under review Tagore's works have been translated into a number of Indian and foreign languages. The Indian Festival in Japan included an exhibition of Tagore's paintings and a symposium on various aspects of his genius. A vigorous move is now a foot in Japan to set up a Nippon Bhavana in Santiniketan for promoting Indo-Japanese cultural exchanges and inter action. Three well-known scholars from U.K. have been offered facilities for translating Tagore's works into English.

6.2.88 In the Cultural Agreement between India and China for the period 1988-91 provision has been made for cultural exchanges between Universities in China and Visva Bharati. This will encourage the revitalisation of the Cheena-Bhavana which had in the past contributed significantly to the promotion of Sino-Indian Cultural interaction and friendship.

6.2.89 Construction projects have made good progress. A Conference Hall, 100-seated Boys' Hostel at Santiniketan, extension of Girls' Hostel at Sriniketan and re-building of Mukut Ghar Santiniketan have been completed. Construction of the main building of the Indira Gandhi Centre of National Integration and its staff quarters has been started. The Centre has already undertaken field research in problems related to National Integration.

6.2.90 Ustad Ali Akbar Khan joined the University as the first Nikhil Bandyopadhyay Visiting Professor during the period. The Professorship has been created by the Nikhil Bandyopadhyay Smriti Raksha Sangsad.

6.2.91 The anticipated maintenance expenditure

of the University for the year 1989-90 is Rs. 8.85 crores as against an expenditure of Rs. 7.78 crores during 1988-89.

Jamia Millia Islamia

6.2.92 Jamia Millia Islamia, which was functioning as a Deemed University since 1962, was given the statutory status of a Central University in December, 1988, by an Act of Parliament. It imparts education from the Nursery stage to the University level.

6.2.93 The University has six Faculties, including a new Faculty of Law started this year, and a Mass Communication Research Centre. Jamia has a teaching faculty of 404, including school teachers. The strength of the non-teaching staff is 582.

6.2.94 The student enrolment is 6919, out of which 2589 students are in schools. At the higher education level the Faculty of Engineering and Technology attracts about 31% of the students enrolled in the University. The courses in the Faculty of Education are very popular with women. In the Schools and Balak Mata Centres of Jamia, women constitute 58% of the total enrolment. The number of students residing in hostels on campus is 830.

6.2.95 The University is involved in several community and extension programmes. Its Balak Mata Centres conduct educational and extension programmes for women in the walled city of Delhi. The State Research Centre prepares teaching and learning material for adult illiterates and has received national recognition. The Centre of Adult and Continuing Education and Extension is doing **useful extension work in the underdeveloped Bastis** in the vicinity of Jamia. Dr. Zakir Husain Memorial Welfare Society imparts education to mentally retarded children and offers counselling services to parents.

6.2.96 During the year the N.C.C. and N.S.S. Students of the University participated in community activities like road construction, slum improvement etc.

6.2.97 Recently the University authorities have paid special attention to the maintenance and renovation of old buildings and play grounds. The University also started construction of several new buildings viz. University Polytechnic, Engineering Faculty, Sports Complex etc.

6.2.98 The Jamia at present has four computer

centres, one each in Engineering Faculty, Mathematics Department, Middle School and the Administration. These Centres are providing services to different Departments. Computer application has been added to the M.Sc. Course in Mathematics.

6.2.99 The Mass Communication Research Centre produces 7 programmes every month for the University Grants Commission's "Country-wide Classroom Project". A film entitled 'Women in Agriculture', produced by the Centre has received wide critical acclaim.

6.2.100 The University has been sanctioned a sum of Rs. 52 lakhs as maintenance grant from the U.G.C. during the current financial year.

New Universities

Assam University

6.3.1 In May, 1989 both Houses of Parliament passed the Assam University Bill, 1989 for establishment of a teaching-cum-affiliating University at Silchar (Cachar District) in Assam. The jurisdiction of the University would extend to the whole State. Colleges in the districts of Cachar, North Cachar Hills, Karimganj and Karbi Anglong would be affiliated to the University from the date of commencement of the Act. The Bill received the President's assent on May 24, 1989.

Nagaland University

6.3.2 In October, 1989 the Parliament passed the Nagaland University Bill, 1989 for establishment of a teaching-cum-affiliating University at Lumami in Nagaland. The jurisdiction of the University shall extend to the whole of the State of Nagaland. From the date of the commencement of the Act all colleges, institutions etc. affiliated to the North Eastern Hill University shall stand affiliated to the University.

6.3.3 The issue of Notifications to enforce the Assam University Act, 1989 and the Nagaland University Act, 1989 is under consideration.

"Deemed to be University" Institutions

6.4.0 Four institutions mentioned below were declared as "deemed to be universities" under section 3 of the UGC Act during the year under

report, bringing the total number of such institutions to 28:

- Central Institute of Fisheries Education, Versova, Bombay.
- National Dairy Research Institute, Karnal (Haryana).
- Society of the National Museum Institute of the History of Art, Conservation & Museology, Delhi.
- Jamia Hamdard, Hamdard Nagar, New Delhi.

Higher Educational Research

Indian Institute of Advanced Study, Shimla.

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

6.5.2 During 1989, 28 Fellows were on the rolls of the Institute working on different subjects for research. The Fellows who had completed their terms submitted 10 monographs.

6.5.3 The Institute organised two seminars during the year on the following themes in which eminent scholars from all parts of the country participated.

- The concept of Work in Indian Society.
- Nation Building, Communication and Development (in collaboration with CRRID, Chandigarh).

Two more seminars were scheduled to be organised during the end of the year.

- Philosophy of Science
- Quality of life.

6.5.4 Weekly group discussions of the Fellows and Visiting Scholars are a salient feature of the academic activities of the Institute, generating interaction amongst scholars working in different

disciplines. Over 20 papers were presented in 1989. The papers presented at these seminars are published as "Occasional Papers". The Institute brought out six publications during the year and five more publications were expected to be published by the end of the year.

Indian Council of Historical Research

6.5.5 The Indian Council of Historical Research was set up in 1972 as an autonomous organisation for fostering objective research and writing in history. The Council has been pursuing this objective by funding research in different fields of history including the history of polity, society and the culture. In more recent years, attention has been extended to archaeology and Epigraphy.

6.5.6 During the year, the Council sanctioned 15 research projects 79 fellowships and 91 scholars were given study-cum-Travel grants. Thirty nine research theses, monographs and journals were approved for publication subsidy. Sixteen professional organisations of historians such as the Indian History Congress, South Indian History Congress, Indian Archaeological Society, Orissa History Congress, The Institute of Historical Studies, Mumismatic Society of India, were sanctioned grants to enable them to organise their conferences and publish proceedings.

6.5.7 The Council organised a Seminar on India and the French Revolution in which 14 eminent historians from France and India participated.

6.5.8 Under the Indo-Soviet Cultural Exchange Programme, the Council organised a three-day seminar on "Modes of Production: Genesis and growth of Capitalism". Ten scholars from the U.S.S.R. and 18 Indian scholars participated.

6.5.9 In collaboration with the Department of Culture, Govt. of India, the Council organised a National Seminar on "Sawai Jai Singh" to mark his tri-birth centenary. Fifteen scholars from different parts of the country participated in the Seminar.

6.5.10 As part of the celebration of the fortieth anniversary of Independence, the Council organised three workshops on the National Movement at Bhagalpur, Aligarh and at Shillong. The Workshops were attended by College and University teachers from Eastern Bihar, Western U.P. and North-Eastern states.

6.5.11 The Council nominated historians to participate in the following Conferences/Seminars held abroad; workshops on History Text-books, Finland; International Congress on History of Sciences, Hamburg; International Round Table on Anthropology, Ailwin; and Seminar on India and Yemen, Aden.

6.5.12 Three foreign scholars from the USSR, Poland and GDR were invited to India for collecting material from various Archives and libraries in connection with their research work.

6.5.13 Steady progress was achieved by the editors of the Towards Freedom Project in collecting documents relating to the national movement and political developments of the decade preceding Independence. Besides, the continuing process of scrutiny and selection of records at the National Archives, another source of exploration of material in the states was organised. The collection of documents for Vol. III (1939) was practically completed, and documents for Vol. II (1988) were scrutinised for final selection.

6.5.14 A major project "Dictionary of Social, Economic and Administrative Terms in Indian South Asian Inscriptions" was initiated. A Workshop organised at Mysore, was attended by historians and epigraphists from India, U.S.A. and USSR.

6.5.15 A major achievement was the publication of the Encyclopaedia of Indian Archaeology edited by the late A. Ghosh, in two volumes. This is an indispensable work of reference for Indian archaeologists. Two important volumes of the series of documents, Labour Movement in India came off the press. Other publications include, "The Role of the Madras Legislature in Freedom Struggle 1861-1947" and "A Topographical list of Inscriptions in Tamil Nadu and Kerala".

6.5.16 Twenty-eight books in English, Hindi, Telugu and Tamil were sent to the press.

6.5.17 More than thirty monographs and theses were published under the publication subsidy programme of the Council.

Indian Council of Philosophical Research

6.5.18 The Indian Council of Philosophical Research was set up mainly to review and coordinate the progress of research in philosophy

from time to time, to sponsor or assist projects of research in philosophy and to take other necessary measures for the promotion of research in philosophy and allied disciplines.

6.5.19 Besides continuing with two national fellows, two senior fellows, seventeen general fellows etc., awarded in the previous years, the Council awarded, during the year, 12 general fellowships, 5 short term fellowships and four residential fellowships. The Council provided travel grants to 4 scholars for attending international conferences abroad.

6.5.20 The Council organised the Eighth Essay Competition-cum-Young Scholar seminar on "Religion in the age of Science and Technology" at Jawaharlal Nehru University, New Delhi in November, 1989. Under its Annual Lecture series Professor S.S. Barlingay delivered lectures on different topics of philosophy in various parts of the country. Monthly seminars were organised at the Academic Centre, Lucknow. A national seminar on Wittgenstein was scheduled too. A refresher course for the university/college lecturers, readers and Professors was scheduled under the Council's project "To Devise Ways and Means for giving direction to teaching Philosophy in India".

6.5.21 Under its publication programme, the Council published 4 books, apart from bringing out 3 regular issues of the ICPR journal. Eleven more books were Scheduled to be published during the year.

6.5.22 Apart from continuing the on-going activities, the Council proposes to take up the following new programmes during the year 1990-91.

- Collection of writings of contemporary Indian Philosophers.
- Research in Philosophical themes connected with Indological studies.
- Teaching of philosophy among children.
- Dissemination of philosophical ideas through exhibitions.
- Preparation and publication of teaching learning material.
- Review of research in philosophy.
- Exploration of New Ways of Learning.

- Survey work done by overseas scholars in Indian philosophy.
- Research in value education.

6.5.23 It is proposed to take up the construction of the office building of the Council at the Tughlakabad Institutional Area during the year 1990-91.

Indian Council of Social Science Research

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

6.5.25 During the year the Council continued to assist research institutions of all-India character doing research in the field of social sciences. One new research institute namely Institute for Social Change and Development, Guwahati established jointly by the ICSSR and the Government of Assam with the approval of Government of India was brought under its scheme for financial assistance to institutes in Social Sciences, bringing the total number of such institutes to 25. Thirty two institutions, professional social science organisations, universities etc. were given grants for holding seminars, conferences, workshops and symposia.

6.5.26 Grants were sanctioned by the Council for 57 research projects. The Council received complete reports in respect of 57 projects approved earlier. A number of sponsored research programmes on topics like "Women's Studies", "Health for All", "Theoretical and Methodological Issues in Social Sciences", preparation of Encyclopaedia on Social Legislation in India and programme on research in the North East are in progress.

6.5.27 The Council awarded five National Fellowships, 13 Senior Research Fellowships, eight General Fellowships, two regular Doctoral Fellowships, 60 short term Doctoral Fellowships and 35 contingency Grants. Eight training courses/workshops in Research Methodology in Social Sciences were organised.

6.5.28 The National Social Science Documentation Centre (NASSDOC) acquired 1,550 publications including 190 theses and 180 Research Reports. One hundred and fifteen Ph.D. Research scholars

were awarded study grants for visiting libraries to collect research material. Financial assistance was also given to 25 bibliographical and documentation projects. The Data Archives acquired seven data sets for the Repository. Seventy three scholars received research guidance in Data Processing.

6.5.29 Under the scheme for publication grant, 55 theses and 16 research reports were approved for financial assistance. Twenty one issues of journals in different disciplines were published during the year. Forty five books have come out under the publication grant scheme. Two monographs on Survey of Research in Economics and another publication giving the abstracts of doctoral theses in Sociology awarded by the Bombay University were published. Twenty mimeographed Research and Information Series publications were also brought out. The updation and compilation of National Register of Social Scientists in India which was taken up in 1987 made considerable progress and over 2500 proformae were computerised.

6.5.30 A 4 member delegation of social scientists, headed by Prof. Iqbal Narain, the then Member Secretary of the ICSSR visited the Democratic Peoples Republic of Korea at the invitation of the Korean Association of Social Scientists. Prof. Iqbal Narain also represented ICSSR at the Eighth General Conference of AASSREC. Ms. Sushila Bhan, Executive Director (Now acting Member Secretary) represented ICSSR at a seminar on Social Science and Health held in Holland. The work plan prepared for the third phase of the Indo-Dutch Programme on Alternatives in Development was submitted to both the Governments of India and Netherlands for final approval. Under the international collaboration and exchange programme the Council sponsored the visit of three Chinese, one Dutch, one French and three Soviet scholars. The visit of three Indian scholars to China, four Indian scholars to Europe, six Indian scholars to France and three Indian scholars to the USSR was also sponsored by the Council.

Scheme of Assistance to All India Institutes of Higher Learning

6.5.31 The objective of the scheme is to provide assistance to certain Voluntary Organisations which are functioning in the country at the all India level and are offering programmes of education different from the conventional university system which are of particular interest to the rural community or which are innovative in character.

6.5.32 During the year 1989-90, the following institutions were provided financial assistance under the scheme :—

- Sri Aurobindo International Centre of Education, Pondicherry.
- Sri Aurobindo International Institute of Educational Research, Auroville.
- Lok Bharati, Sanosara, Gujarat.
- Mitraniketan, Vellanad, Kerala.

Bilateral Foreign Collaboration

Shastri Indo-Canadian Institute

6.6.1 In order to enhance mutual understanding between India and Canada, the two Governments formally established in 1968 the Shastri Indo-Canadian Institute. The Institute endeavours to educate Canadians to an awareness of the rich heritage and culture of India and the challenges of the developing present. During the last 22 years, the Institute has fulfilled its objective of advancing knowledge and understanding among scholars and students about India and Canada. The Memorandum of Understanding signed in November 1968, was renewed for a further period of 5 years i.e. from April 1, 1989 to March 31, 1994. In accordance with the Supplementary Addenda VI to the Memorandum of Understanding the Government provides grants-in-aid to the Institute.

6.6.2 The Institute awarded 15 fellowships to scholars from Canada during 1989-90 for research in humanities, learning Indian Languages and in the field of performing arts. Eighteen Indian Scholars were sponsored by the Institute for visit of Canada under various programmes.

United States Educational Foundation in India

6.6.3 The United States Educational Foundation in India was established in February, 1950 under a bilateral agreement which was superseded by a new agreement in June 1963. The June 1963 agreement was signed with a desire to promote further mutual understanding between the people of United States of America and India by a wider exchange of knowledge and professional efforts educational contacts.

American Institute of Indian Studies

6.6.4 The American Institute of Indian Studies is a cooperative organisation established by American Universities and Colleges, interested in studies on Indian culture and civilisation. The American Institute of Indian Studies commenced its operation in 1962. Besides supporting the advancement of knowledge and understanding of India, the Institute has also set up a Centre for Art and Archaeology at Varanasi and a Centre for Music and Ethnomusicology at Pune/New Delhi.

Research Projects

6.6.5 The Government of India receives research projects sponsored by foreign agencies i.e. American Institute of Indian Studies, Shastri Indo-Canadian Institute, United States Educational Foundation in India, University of California, and Berkeley Professional Studies programmes in India for visit of foreign scholars for research. The growing interest of the foreign scholars in Indian studies is reflecting by the number of proposals approved by the Government of India during 1989-90. As against 182 during 1988-89 the number of proposals approved during the current year is 236.

Other Activities

Panjab University, Chandigarh Development Loan

6.7.1 With the reorganisation of the State of Punjab, the Panjab 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 matching shares 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 loans annually to the University. During the year 1989-90, a loan of Rs. 47.50 lakhs was released to the University under this scheme.

Dr. Zakir Husain Memorial College Trust

6.7.2 Dr. Zakir Husain Memorial College Trust was established in 1973 to take over responsibility for the management and maintenance of Dr. Zakir Husain College (formerly Delhi College). The maintenance expenditure of the college, which is a constituent college of Delhi University is shared in the ratio of 95:5 by the University Grants Commission and the Trust. In addition, the University Grants Commission provides grants to the college for meeting development expenditure according to the pattern of assistance laid down by the Commission for various types of programmes. The matching contribution to such development expenditure is required to be met by the Trust. Since the Trust has no resources of its own, grants are provided by the Govt. of India for meeting the expenditure. The grants also include administrative expenditure of the Trust. The College functions in two shifts. The Day College has an enrolment of 2,300 students in the faculties of Arts, Social Sciences, Commerce and Sciences. The Evening College has an enrolment of 1,400 students in the M.A. and the Pass and Honours Classes in the faculties of Arts, Commerce and Social Sciences. The entire expenditure in respect of Evening College is met by the University Grants Commission.

6.7.3 One of the major programmes decided by the Trust was to shift the college from the present premises to a new site near Ranjit Hotel. Of the five Blocks approved for construction, the Science Block was completed in 1986 and teaching commenced from October 1986. The Administrative Block, the boys' and girls' Common rooms and the Canteen Buildings were taken over in December 1987 and January 1988 respectively. The Arts and Commerce Blocks and the Library Block are nearing completion and will be ready for handing over early in 1990. The plans and estimates for the construction of students and teachers hostel, gymnasium, Principal and Vice Principal's flats and quarters for essential staff are awaiting clearance. It is hoped that the work on these will be taken up later in 1990. The development work for the construction of a hall for examination and assembly is in progress.

Scheme for National Research Professorship

6.7.4 The Scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and scholars in

recognition of their contribution to knowledge in their respective fields. Between 1949 to 1965 nine distinguished scholars were honoured by this award. The Scheme was revived in 1982 with the appointment of Dr. Salim Ali, a renowned ornithologist and Prof. T.M.P. Mahadevan, a distinguished Professor of Philosophy. There are at present 5 National Professors. They are Dr. V.K.R.V. Rao, Economist; Dr. (Justice) D.D. Basu, Constitutional Expert; Dr. C.R. Rao, Mathematician; Dr. A. Appadorai, Political Scientist and Smt. M.S. Subbulakshmi, (Carnatic Music). The emoluments of the National Professors have been enhanced from Rs. 3000 - per month to Rs. 5000 - per month w.e.f. 1.4.1989. These are exempt from income tax.

Special Cells for SCs and STs

6.7.5 The Cell is responsible for the review of the policy regarding reservation in admissions and appointments in the colleges and universities. The Cell also functions as a Liaison Unit for furnishing information regarding reservation to the Commission for the SCs and STs and the Parliament. Representations received from SC and ST teachers students employees in colleges and universities were examined by the Cell and taken up with the concerned authorities, wherever necessary. It is proposed to strengthen the Cell in order to closely monitor the implementation of the Government Orders relating to SCs STs.

Rural Institutes

6.7.6 NPE, 1986 envisages establishment of rural institutes universities on the lines of Gandhiji's ideas on education. For implementation of a well-coordinated programme of development of rural institutes, a Central Council of Rural Institutes is proposed to be set up as an autonomous registered body to be fully funded by the Government. The new pattern of education through rural institutes would be based on the concept of correlation between socially useful productive work and academic activities. The rural institutes will undertake extension activities for transformation of the rural areas. The proposed Central Council would identify the rural institutes and other agencies engaged in Gandhian basic education which have potential for growth and are primarily meant for the rural areas but have not received sufficient support and encouragement over the years. The main emphasis in the next few years

would be on consolidation, expansion and support for ongoing programmes and institutions rather than on starting new ones

Association of Indian Universities

6.7.7 The Association of Indian Universities is a Voluntary Organisation, with universities as members, providing a forum for university administrators and academics to come together to exchange views and discuss matters of interest. The Association acts as a Bureau of Information in higher education and brings out a number of useful publications, research papers, books and journals on higher education.

6.7.8 The Association is substantially financed from the annual subscription paid by the member universities. The Government provides grants to the Association for undertaking research studies in matters of importance to higher education. Financial assistance is also provided for meeting a part of its maintenance expenditure including on the activities undertaken by the Research Cell set up with assistance from Government. The Research Cell has undertaken various studies which include a study on Graduate unemployment in India; Universities and Industry interaction; Survey of Scientific & Technical Manpower in University sector; Trend in Educational expenditure; and Economics of Distance Education. In the area of Examination Reforms, the following projects have been completed: Reliability under question wise marking and script wise marking; Translation into Hindi of question bank books proposed in History, Sociology and Political Science; Preparation of question banks in Agronomy, Plant Pathology, Soil Sciences; Comparative Study of Trimester, Semester and Annual Systems of courses in Universities; Aptitude Admission Test; Investigation into and development of procedures and tools in the area of teacher evaluation; Correlation between Test anxiety and Test performance; and Institutional Evaluation.

6.7.9 The Universities Handbook, a compendium of universities in India and the Handbook of Management Education have been published.

Establishment of the National Testing Service

6.7.10 NPE, 1986 and the Programme of Action for its implementation envisage the establishment of a

National Testing Service (NTS) to facilitate the process of delinking University degrees from recruitment to services for which a University degree need not be a necessary qualification.

6.7.11 The National Testing Service when established: (a) will conduct tests on a voluntary basis to determine and certify the suitability of voluntary basis to specified jobs that do not require a diploma or degree qualification; (b) will facilitate these tests will be taken by candidates on their free will and those who are certified as qualified for specified jobs/services without insisting on any other qualifications; (c) will 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) will function as a well equipped resource centre at the national level in test development, test administration, test scoring, application of computer systems and optional mark reader, etc.

6.7.12 The Government have approved the proposal in principle to establish the NTS with the above objectives. The NTS is being set up as a registered society under the Societies Registration Act and will become operational after finalization of the Memorandum of Association and Rules and appointment of the members on the General Council and Governing Body and other key functionaries.

National Council for Higher Education

6.7.13 NPE 1986 envisages the establishment of an apex body at the national level for coordination of policy in Higher Education comprising inter alia agriculture, medical, technical, legal and other fields, in the interest of greater coordination and consistency in policy etc.

6.7.14 After extensive discussion with the concerned Departments and Agencies draft proposals for setting up a National Council for Higher Education have been formulated. These proposals were referred to the concerned Ministries and Departments for their comments concurrence. Some of them have expressed certain reservations on these proposals. In the light of these observations, the whole proposal is to be reviewed by an Expert Committee which is being constituted.

Scheme of Revision of pay scales of Teachers in Universities and Colleges

6.7.15 The scheme of revision of pay scales of teachers in universities and colleges, announced in July, 1988, was implemented by all the Central Universities and most of the States. Most of the States have also issued orders extending the revised pay scales to their teachers. Central assistance has also been released to about 11 States.

6.7.16 Consequent on the implementation of the scheme, revised qualifications for appointment to the posts of Lecturers, Readers and Professors would be notified by the University Grants Commission. The modalities for conducting a qualifying test for recruitment of Lecturers were considered in consultation with the State Governments. It has been agreed that after 1-1-1990, appointments of Lecturers would only be from candidates who had

qualified in the test. The UGC would conduct a National level test and the States Governments may either accept the National test of the UGC or conduct their own test which would be accredited by the Commission.

6.7.17 The Commission has also finalised a system of regular performance appraisal of teachers and a code of professional ethics in consultation with the teachers' organisations. The universities and colleges have been requested to adopt the scheme.

6.7.18 The Commission has also taken steps to introduce a regular system of teacher training/orientation programme. Forty eight Academic Staff Colleges have been set up of which 44 have become operational and over 6,000 teachers have been provided orientation. Ninety three University Departments/Institutions have also been identified to conduct refresher courses for in-service teachers.

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 more remains to be accomplished in the field of technical education in respect of increasing its coverage and enhancing its

accessibility to various categories of people, and in improving its 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, restructuring of courses/programmes, linking technical education with development sectors and application of science and technology for rural development.

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. Two major programmes in international management education were undertaken with assistance from UNDP and EEC. Another major project of the size of US \$ 385 million for revamping polytechnic education with World Bank assistance has already been negotiated. Vested with statutory authority, the All India Council for Technical Education (AICTE) continued to fulfil the tasks assigned to it. A large number of proposals for starting new institutions/courses were examined and 261 of them were approved.

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

Indian Institutes of Technology

7.2.1 The five Indian Institutes of Technology (IITs) at Bombay, Delhi, Kanpur, Kharagpur and Madras were established as premier centres of education and training in engineering and applied science at the under-graduate level and to provide adequate facilities for post-graduate studies and research. These are Institutes of National Importance.

7.2.2 The IITs conduct four-year undergraduate programmes leading to Bachelor's Degree in Technology (B. Tech.) in various fields of engineering and technology. They also offer integrated Master's Degree courses of five-year duration in physics, chemistry, and mathematics, one-and-a-half year M.Tech. Degree courses in various specialisations, and one year post-graduate Diploma courses in selected areas. In addition, the Institutes offer Ph.D. programmes in different branches of engineering sciences, humanities and social sciences. There are also advanced centres of training and research in each Institute of identified areas of specialisation.

7.2.3 The IITs have made great contributions in the matter of transfer of technology. A large number of industries have benefited from the research work done by these Institutes either under sponsorship or on their own. Over the years, they have also succeeded in developing patents and their exploitation by the industry. Through the

sponsored research projects and consultancy work undertaken by the IITs and their faculty, sizeable revenue accrues to the Institutes every year.

7.2.4 Another significant contribution made by the IITs on the development of Science & Technology in the country is the assistance extended by them in the development of curricula etc. for the benefit of other engineering/technological institutions.

These Institutes can take pride in the quality of their students, in as much as they demonstrate by the time they graduate and pass out, high level of competence, values and maturity. Selection of the brightest students and the very high quality of training are the strengths of the IIT system, which is committed to the pursuit of excellence. During the year under report, the Institutes continued the process of replacement of obsolete equipment and modernisation of laboratories with funds provided for this purpose.

7.2.5 The Institutes continued to help the Regional Engineering Colleges in the development of their laboratories and faculties under the Institutional Network Scheme.

7.2.6 A special preparatory course of 10-month duration was continued to improve the intake of SC/ST students in the IITs. Those SC/ST students who fail to qualify in the Joint Entrance Examination (JEE) for admission to the IITs, but score a certain minimum percentage of marks, are offered admission to this preparatory course. At the end of the preparatory course, these students are subjected to a qualifying test on the basis of which they are offered admission to the B. Tech. programme without having to appear in the JEE again.

IIT	Admissions	Student strength	Out turn
		(Total in 1989-90)	(with reference to admissions in earlier years)
	UG PG+R	UG PG+R	UG PG+R
Delhi	353 761	1104 2419	235 398
Madras	276 465	1088 1277	244 514
Kanpur	322 250	1182 763	286 298
Bombay	453 450	1463 1349	233 329
Kharagpur	403 491	1630 1072	93 493

7.2.7 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.

7.2.8 During the year under report, the IIT Delhi established a full-fledged computation laboratory with excellent graphics facilities. The IIT Bombay opened the CDC Cyber 180/840 system for general use to all users. The IIT Kanpur established a Centre for Development of Educational Technology. It also enhanced its optical facilities by adding a modern Transmission Election Microscope, a Scanning Electron Microscope and an Electron Probe Micro Analyzer. The IIT Kharagpur started a B.Tech. course in Industrial Engineering. The IIT Madras installed a Siemens 7580-E time-sharing computer system with 80 terminals and 70 PCs connected to it.

7.2.9 Each of the IITs had drawn up its own Programme of Action (POA) to implement the directives indicated in the NPE 1986. As desired by the Planning Commission, the Institutes have also formulated approach papers for the development of specific areas during the VIII Five Year Plan. The emphasis for further development will be on strengthening the infra-structural 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, etc.

7.2.10 A high powered Review Committee which evaluated the working and performance of IITs submitted its report in February 1987. After due consideration and scrutiny, most of the recommendations have been referred to the IITs for implementation. Other recommendations are under consideration of the IIT Council and an Empowered Committee. Implementation of the recommendations will be monitored by the IIT Council.

7.2.11 Under the 'Assam Accord' the Government had agreed to establish an IIT in Assam. This will be the sixth IIT in the country. The site for the location of this IIT has been selected at Misa in the district of Nagaon. The Institute will have an extension centre at Guwahati. The State Government is in the process of acquiring land in both the places. A Project Team of experts has formulated the detailed project report, which is now being finalised. The budget provision for this scheme during 1989-90 was Rs. 6 crores.

Indian Institutes of Management

7.3.1 The four Indian Institutes of Management (IIMs) at Ahmedabad, Bangalore, Calcutta and Lucknow were established in 1961, 1962, 1972 and 1984 respectively to provide facilities for training personnel for careers in management, for conducting research and for contributing to the growth of knowledge in this important area. The Institutes offer post-graduate and fellowship programmes in management as well as executive development programmes for managers in industry. They also conduct in-service programmes for personnel from industry. During the year, the Institutes conducted several organisation based programmes and also undertook a large number of consultancy projects.

7.3.2 The new Institute at Lucknow started its first academic session from July 1985. It is in the process of development. The Institute has taken possession of its permanent site, where the civil construction work is in progress.

National Institute for Training in Industrial Engineering

7.4.0 The National Institute for Training in Industrial Engineering (NITIE), Bombay was established in 1963 as an autonomous body with the help of the United Nations Development Programme (UNDP) to provide facilities for training in industrial engineering and allied fields. The Institute, offers post-graduate programmes in industrial engineering, post-graduate diploma programmes in industrial engineering (by research) equivalent to M.Tech., and fellowship programmes in industrial engineering equivalent to Ph.D. Besides, it conducts part-time diploma and certificate courses in computer applications and industrial automation. It organises a large variety of short term executive development programmes and senior executive programmes in the areas of industrial engineering and management techniques. The Institute is also actively engaged in research and consultancy in areas such as operations research, information systems, work systems design, computers and their applications, industrial relations, job evaluation, hazard analysis and other related management fields. The Institute has set up extension centres at Madras, Delhi, Hyderabad and Muzaffarpur to cater to the needs of the industries and organisations in and around those places.

National Institute of Foundry and Forge Technology

7.5.1 The National Institute of Foundry and Forge Technology (NIFFT), Ranchi was established during 1966 in collaboration with UNDP-UNESCO as an apex institution for training and research in foundry and forge technology. It is an autonomous institution fully funded by the Government of India. The objectives of the Institute are to :

- provide training through advanced diploma courses, refresher courses, M.Tech. course and unit-based programmes required by industry.
- guide and conduct applied research in foundry and forge technology, and
- provide consultancy, testing, documentation and information services to foundry, forge and allied industries.

7.5.2 The Institute started its 16th advanced diploma course in foundry/forge technology in September 1989 with a total of 49 students. The fourth batch of M.Tech. course with 13 students commenced in August 1988. During the year 1988-89, the Institute conducted 8 refresher courses attended by 92 sponsored candidates. Faculty members participated in various national and international seminars symposia conferences and presented published 30 technical papers. The Institute interacted with several agencies and also undertook a number of research and consultancy projects.

7.5.3 The Institute has a computer centre with a Horizon 332 bit, 2 RAM system alongwith various peripherals. Newer systems are expected to be acquired in the near future. During 1989-90, the Institute had a budget provision of Rs. 1.87 crores.

School of Planning and Architecture

7.6.1 The School of Planning and Architecture (SPA), New Delhi was established in 1955 as a pioneer institution to provide training facilities in areas relating to human settlements and environment. It is an autonomous institution fully financed by the Government of India. The School was given the status of a 'Deemed University' in 1979 to enable it to be broaden its horizons of academic programmes, to further promote research and extension programmes, and to award

its own under-graduate, post-graduate and doctoral degrees.

7.6.2 The School is conducting a Bachelor's degree course in architecture with an annual sanctioned intake of 68 students in two shifts. From the current year, a Bachelor's degree course in Physical Planning has been introduced with an intake of 20 students. It is also conducting Master's Degree courses in planning (with specialisations in urban and regional planning, transport planning and housing), architecture (with specialisations in urban design and architectural conservation), building engineering and management, and landscape architecture. The total intake of post-graduate courses is 110. The institution also conducts Ph.D. programmes with an intake of 10. To promote and coordinate inter-disciplinary research and extension programmes, the School has set up a Centre for Conservation Studies and a Centre for Analysis and Systems Studies in addition to the Centres for Rural Development and Environmental Studies, which are acting as resource centres for the teaching departments. The Centre for Analysis and Systems Studies has an Apollo DN-560 Computer with advanced facilities for computer aided design.

7.6.3 During the year under report, the Civil construction works of a hostel, a guest house and 71 staff quarters are continuing at the Maharani Bagh campus of the School. The School organised several seminars, workshops and short-term courses, and also undertook a number of research and consultancy projects.

Technical Teachers' Training Institutes

7.7.0 The four Technical Teachers' Training Institutes (TTTIs) 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 activities for the overall improvement of polytechnic education. They offer long-term training programmes of 12 month/18 month duration to degree and diploma holding teachers of polytechnics in addition to providing short-term training to teachers 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. Besides teacher training, these Institutes also undertake activities such as resource development, extension work, consultancy and project

formulation. They are 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. During 1989-90, special training programmes on formulation and implementation of S&T based projects in rural areas were organised for the teachers of community polytechnics.

International Centre for Science and Technology Education

7.8.1 The International Centre for Science and Technology Education (ICSTE) was set up in 1986 to operate through a network of existing institutions in the country and to serve as a resource centre and a centre for co-operative research. This International Centre will also coordinate research programmes in the area of science and technology education for which little coordinated effort has been made in the country even though a number of institutions are engaged in this activity. The Centre will also cater to the needs of developing countries, and is likely to seek assistance for its programmes from international agencies such as UNESCO and UNDP. The Centre is an autonomous institution fully financed by the Government of India.

Management Education at Non-University Centres

7.8.2 Under this programme, assistance is provided to some selected non-Government, non-University institutions, which are functioning at all-India level and are offering 2-year full time and 3-year part-time post-graduate diploma courses in management studies. Assistance is given on the recommendations of the All India Board of Management Studies of the AICTE.

Regional Engineering Colleges

7.9.1 Fourteen Regional Engineering Colleges (RECs) were set up, one each in the major States, during the Second and Third Plan periods to enable the country to meet the increased need for trained engineering personnel during subsequent Plan periods. The fifteenth REC at Silchar (Assam) started functioning in November 1977, the sixteenth one at Hamirpur in Himachal Pradesh in July 1986, and the seventeenth one at Jalandhar in Punjab in July 1989.

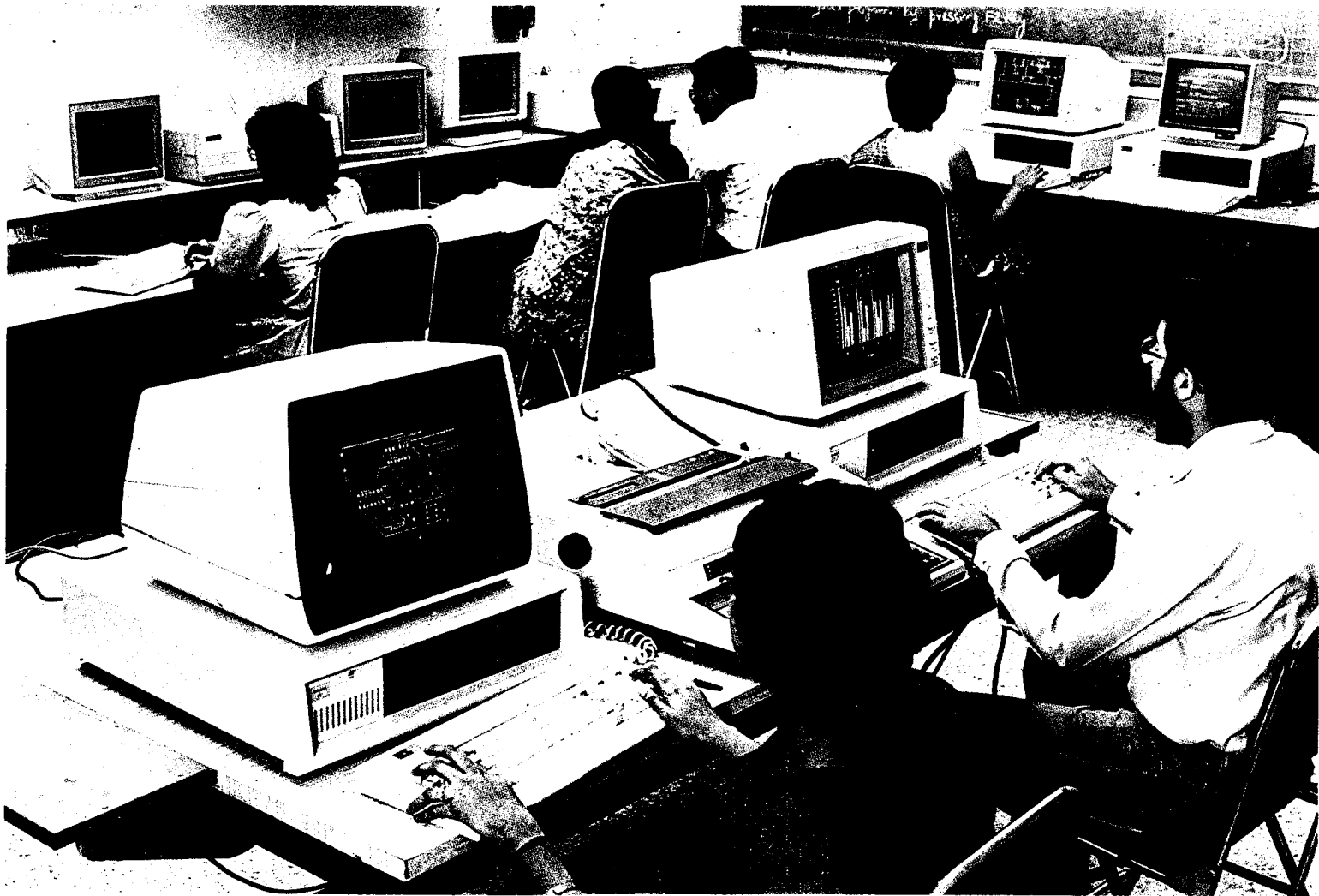
7.9.2 While all the RECs (except the ones at Hamirpur and Jalandhar) offer first degree courses in civil engineering, mechanical engineering and electrical engineering, many of them also offer first degree courses in chemical engineering, metallurgical engineering, electronics, production engineering, mining engineering, architecture and computer science. The REC at Hamirpur is presently offering first degree courses in civil engineering, electrical engineering and electronics. The REC at Jalandhar is offering first degree courses in electronics, textile engineering and industrial engineering. Fourteen RECs also conduct post-graduate courses. Of these, nine are conducting industry-oriented courses, in specialised fields such as design and production of high pressure boilers and accessories, heavy machines for steel plants, transportation engineering, industrial and marine structures, integrated power systems etc.

7.9.3 During the year under report, emphasis was laid on expansion and diversification of academic programmes, modernisation of laboratories including replacement of obsolete equipment, construction of students' hostels and development of students' activity centres, expansion of research activities, institute-industry collaboration, and instituting new activities like continuing education programmes. These Colleges made good progress in the implementation of their developmental plans. One hundred and seventy laboratories are being developed in these Colleges under the scheme of institutional network with IITs. Four of these institutions have main frame computers, while the others have procured micro systems and personal computers mainly to meet the requirements of training students.

7.9.4 In the context of the implementation of the NPE 1986, Programme of Action (POA) documents were prepared by all the RECs re-defining their institutional goals and targets, and projecting perspective plans to cover the remaining period of the Seventh Plan and also the Eighth Plan period. So far only a beginning could be made to undertake the activities indicated in these documents because of the limited resources made available to the REC system.

Development of post-graduate courses and research work

7.10.1 The Government of India is directly assisting 15 State Governments and 24 non-



Computer aided design : University of Roorkee

Government post-graduate institutions under the central scheme of development of post-graduate education and research in engineering and technology. The scheme has made considerable contribution in promoting development of technical education in general and Research and Development (R&D) in particular. During the year under report, introduction of 19 new post-graduate courses in 17 engineering institutions/colleges was approved.

7.10.2 The Graduate Aptitude Test in Engineering (GATE) examination was held in February 1989 on the basis of which admissions were made to post-graduate courses.

Quality Improvement Programme

7.11.1 The Quality Improvement Programme (QIP) was initiated in the year 1970-71 with a view to improve the quality and standards of technical education. The following programmes are conducted under the scheme :—

- (i) Faculty development, which includes
 - M.Tech and Doctoral programmes.
 - Short-term courses at QIP Centres.
 - Summer and winter school programmes through the Indian Society for Technical Education (ISTE).
- (ii) Curriculum development, which includes laboratory development, preparation of instructional materials and text-books.
- (iii) Practical training in industry for teachers of engineering colleges and polytechnics.

7.11.2 The M.Tech and Doctoral programmes are implemented at the 5 Indian Institutes of Technology (IITs), University of Roorkee, Indian Institute of Science (Bangalore), Banaras Hindu University, a few Regional Engineering Colleges, Anna University (Madras), and Jadavpur University (Calcutta). The programme relating to short-term courses is implemented through the above centres for engineering college teachers, and through the four Technical Teachers' Training Institutes (TTTIs) and the Institute of Engineering and Rural Technology, Allahabad for teachers of diploma level institutions. While the programme of short-term training in industry is organised by the Regional Offices of the Ministry, the summer/winter school programme is organised through the ISTE.

7.11.3 Till 1988-89, about 1120 teachers were trained for M.Tech and 1175 teachers for Ph.D. The QIP Centres organised about 810 short-term courses for degree level teachers, where about 13650 teachers were trained. The ISTE organised 1564 short-term summer/winter school programmes for teachers of engineering colleges and polytechnics together, wherein about 33,890 teachers were trained. The TTTIs have conducted about 1840 short-term programmes for polytechnic teachers thereby training 36,400 teachers. Under the short-term programme in industry, 6400 teachers at the degree and diploma levels were trained.

7.11.4 The Curriculum Development Cells at degree level have till now produced 270 text-books, 160 monographs, 60 manuals, 130 other publications and conducted about 200 workshops and seminars. The ISTE has also produced about 122 teachers' manuals.

Computerisation and manpower development

7.12.1 In order to create computer awareness as also to introduce various computer programmes in the existing courses in engineering, technology and management, Government of India has been providing financial support to technical and management institutions for acquiring computer facility. Two hundred polytechnics in the country have been given financial assistance of Rs. 3 lakhs each for getting indigenous 'O' level computer evaluated through the National Centre for Software Technology, Bombay and the total coverage as envisaged in the Seventh Plan has been reached. Efforts are being made to revise the specifications of the 'O' level computer through a National Expert Committee in order to assist the polytechnics in the acquisition of 'O' level computer of the right type.

7.12.2 In collaboration with the Department of Electronics, support is being provided by this Ministry to approved engineering colleges and polytechnics for conducting MCA and DCA programmes respectively. The total number of institutions offering MCA and DCA programmes is 108 (i.e.: 55 engineering colleges and 58 polytechnics). Under-graduate programmes in computer science and engineering are offered at 37 centres.

Institutional Network Scheme

7.13.1 The scheme was initiated during 1981-82 to develop an internal assistance programme of networking between well developed technological institutions such as the IITs 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 collaboration in research programmes.

7.13.2 During the first four years of the Seventh Plan period 161 laboratories have been supported through the networking scheme and an amount of Rs. 4 crores has been released for the purpose. It is proposed to develop another 38 laboratories during 1989-90 at a cost of Rs. 1 crore.

7.13.3 According to the provisions of the scheme, an approved project of networking is supporting by the grant of an amount of Rs. 5 lakhs out of which 50% is borne by this Department and the remaining 50% by the institution concerned.

7.13.4 After having reviewed the implementation of the scheme over the years, the following changes in the operation of the scheme have been put into effect :

- i) There will be less thrust on purchase of equipment and more thrust on effective 'Internal Assistance' such as faculty exchanges, joint and collaborative research, curriculum development, provision for computer time, repairs and maintenance of equipment etc., 40% of the grant may be used for purchase of equipment and 60% for effective internal assistance.
- ii) The scope of the scheme is to be developed involving linkage between academic institutions on the one hand and CSIR Laboratories, Defence Research Laboratories and other user agencies on the other. A broad-based scheme on institutional networking will be prepared soon.

Thrust Areas of Technical Education

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

7.14.1 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.

7.14.2 An amount of Rs. 34.12 crores was released during the first four years of the Seventh Plan supporting 307 projects. During 1989-90 it was scheduled to support 37 projects involving a grant of Rs. 5 crores.

(b) Creation of infrastructure in areas of emerging technologies

7.14.3 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 technology in selected engineering/technological institutions. During the Seventh Plan period, the scope and dimensions of the scheme were enlarged. 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 on a 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.

The 17 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 & fibre-optics, laser technology, informatics, telematics, education technology, computer-aided design/computer aided manufacture, micro processors, robotics and artificial intelligence.

7.14.4 During the first four years of the Seventh Plan, an amount of 40.80 crores was released to support 351 projects. During 1989-90, the schedule was to support 80 projects.

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

7.14.5 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 areas of technology have been identified where programmes/courses will be supported under the scheme.

7.14.6 During 1987-89, an amount of Rs. 6.25 crores was released to support 41 projects. During 1989-90 it was scheduled to support 28 projects.

Modernisation and Removal of Obsolescence

7.15.1 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.

7.15.2 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 developments 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.

7.15.3 Data on the number of projects supports during the Seventh Plan and the amounts of grant released each year are given below :—

Year	Number of projects supported	Amount of grant released (Rs. in crores)
1985-86	131	15.00
1986-87	151	18.00
1987-88	497	60.00
1988-89	603	52.70
1989-90	433	43.69
		(Proposed)

National Technical Manpower Information System

7.16.1 The scheme of National Technical Manpower Information System (NTMIS) was instituted in the year 1983-84 with the objective of providing up-to-date and meaningful manpower projections on the continuing basis to enable the concerned educational authorities to plan areas of

growth in the field of engineering and technology on a systematic basis to meet the technical manpower requirements in the country. The system comprises a lead centre at the Institute of Applied Manpower Research, 21 nodal centres at selected engineering colleges/technological institutions/Boards of Apprenticeship Training and a manpower cell in the Ministry.

7.16.2 The scheme has been recently reviewed by an Expert Group. Based on the recommendations of this Group, further action will be taken to expand the scope and coverage of the scheme.

Advanced Technician Courses

7.17.0 The scheme was started in the year 1981-82 with the main objective of providing avenues for advancement of diploma holders. Under this scheme, higher courses of studies at advanced level are provided to enable technicians possessing diploma qualifications in various branches of engineering and technology to acquire higher qualifications in their specialisations and advance professionally. The quality of the pass-outs of these courses has been very well appreciated by the industrial sector. The scheme is at present being implemented through the following 8 institutions :

1. YMCA Institute of Engineering, Faridabad : Tool engineering
2. CM Kothari Technological Institute, Madras: Refrigeration and air conditioning
3. SBM Polytechnic, Bombay: Tool engineering
4. Institute of Engineering & Rural Technology, Allahabad: Rural technology & management, Renewable sources of energy
5. Kamla Nehru Polytechnic for Women, Hyderabad: Advanced electronics etc.
6. Government Polytechnic, Khurai (MP): Rural technology and management
7. Khaitan Polytechnic, Jaipur: Rural technology and management
8. Government Polytechnic, Porbandar: Rural technology and the management.

Centres for Development of Rural Technology

7.18.0 The scheme was instituted during 1980-81.

The 15 CDRTs established at various diploma level institutions are doing exceedingly well in developing, modifying and adopting technologies relevant to rural needs.

Community Polytechnics

7.19.0 The scheme was instituted under the central sector in the year 1978-79, when 36 polytechnics were selected to serve as 'Community Polytechnics'. As of now, there are 110 Community Polytechnics including the one started in the W. Bengal during 1989-90. Out of these, 12 Community Polytechnics serve areas of minority concentration. In addition to offering diploma courses in various branches of engineering and technology, these polytechnics are required to interact with the environment and serve as focal points to promote transfer of technology to rural areas. The activities undertaken by these polytechnics include short-term skill training in various trades/vocations to the rural youth, provision of technical and support services to the rural people, transfer, installation and maintenance of relevant items of appropriate technology already developed, tested and adopted, establishment of information and dissemination centres and undertaking experimental model projects for rural development with application of science and technology.

Programme of Apprenticeship Training

7.20.1 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 Bombay, Calcutta, Kanpur 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.

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

	31-10-87	31-10-88	31-10-89
Total trainees	17352	21221	31736
Graduate trainees	4667	6021	6102
Diploma holders	12685	15200	15634
Scheduled Castes	450	547	838
Scheduled Tribes	80	104	171

Minorities	1208	1082	1436
Handicapped	2	12	11
Women	1138	1273	1345

7.20.3 Several supervisory development programmes for improving the 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.

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

Asian Institute of Technology, Bangkok

7.21.1 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 600 students from more than 20 countries and has international faculty members. The Institute is governed by an International Board of Trustees, whose members come from different countries including India. It conducts academic programmes in nine disciplines, does research on problems relevant to Asian countries, and organises special programmes including short courses and conferences.

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

- Deputation of Indian 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.

7.21.3 During the period 1989-90, 9 Indian experts were deputed to AIT, Bangkok.

Board of Assessment for Educational Qualifications

7.22.1 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 is the Secretariat of the Board and Chairman, UPSC is the Chairman of the Board.

7.22.2 Nine academic qualifications (eight Indian and one foreign) were accorded recognition during the year.

Partial Financial Assistance

7.23.1 The Bureau of Technical Education administers the scheme of 'Partial Financial Assistance' to provide financial assistance partially to teachers in the fields of science, technology and medicine towards the cost of airfare for attending international conferences abroad. Outstanding young teachers are given special consideration.

7.23.2 During the year, financial assistance was provided to 22 teachers.

Strengthening of Existing Institutions and Establishment of New Institutions for Non-corporate and Un-organised Sectors

7.24.0 The objective of this scheme is to establish Centres for Entrepreneurship and Management Development (CEMDEVs) and Centres for Entrepreneurship Development (CEDs) at a few selected diploma level institutions to meet the requirements of the un-organised and non-corporate sectors, which employ about 90% of the work force. To start with, it has been decided to establish four Centres as pilot projects. During 1988-89, two Centres were established: one at the Government Polytechnic, Hamirpur, Himachal Pradesh and the other at the Government Polytechnic, Kota, Rajasthan. During 1989-90, one Centre has already been approved to be set up at the B.M. Polytechnic, Vile Parle, Bombay, while proposals for setting up the fourth Centre are under active consideration.

Restructuring of Courses/Programmes in Technical Education

7.25.0 This new scheme instituted during 1987-88

as part of the implementation of NPE provides for restructuring courses/programmes at the diploma, degree and post-graduate levels. In 1988-89, the scheme was implemented at five institutions : two at degree and three at diploma levels and a plan outlay of Rs. 5.00 lakhs was released for the purpose.

Curriculum Development

7.26.1 The scheme was started during 1987-88 as part of the implementation of the NPE with the following objectives :

- Updating the curriculum to meet the demands of the user agencies.
- Developing curriculum for multi-point entry and credit system both at the degree and diploma levels.
- Preparation of multi-media packages including distance education packages and learning/teaching manuals.
- Preparation of transparencies, slides, video films for laboratory and class room use.
- Assessing the needs of institutions in the States, providing feed-back to Curriculum Development Cells (CDCs) and establishing links between CDCs and institutions.

7.26.2 During 1988-89, seven existing Curriculum Development Centres at the IITs, IISc Bangalore and University of Roorkee were taken up for strengthening to facilitate them to institute several new activities to consolidate the on-going programmes. One Resource Development Centre at IIT Delhi and 4 Curriculum Development Cells in the States have also been established.

Industry-Institute Interaction

7.27.1 The scheme of 'Industry-Institute Interaction' was approved in October 1988. The scheme envisages :

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

7.27.2 During 1988-90, the scheme has been introduced in 20 engineering colleges and 9 polytechnics. At the college level, it is envisaged that at-least two joint research projects will be undertaken between each college and an industrial establishment. There will also be faculty exchanges between institutions and industry. The polytechnics will undertake only faculty exchanges in addition to their normal activities.

7.27.3 The Industrial Foundation proposed to be set up at IIT Delhi will be responsible for marketing the research and consultancy capabilities of the Institutes tackling scientific and technological problems sponsored by industry and other organisations, commercialisation of research results through the stages of proto-type development and industrial pilot plants, undertaking cooperative research programmes jointly with industry, disseminating technology information, and providing general technology support and industry.

Continuing Education

7.28.1 The scheme of 'Continuing Education' was launched in February 1988 for preparation of course materials in engineering/technology areas to meet the needs of working professionals. The scheme has broadly three aspects :

- (i) To prepare course materials on selected topics identified in consultation with industry and other user agencies.
- (ii) To conduct a survey of continuing education requirements based on which course materials are to be prepared in future.
- (iii) To make available the course materials to institutes, professional organisations and industries for utilisation.

7.28.2 In material production coordination efforts are made through 10 organisations, viz. the five IITs located at Delhi, Bombay, Kanpur, Kharagpur and Madras, the four TTTIs located at Bhopal, Calcutta, Chandigarh and Madras and the Indian Society for Technical Education.

7.28.3 So far, the progress of this scheme has been very encouraging. More than 50 course materials have already been produced and another 100 are under preparation. About 3500 professionals have already been trained under this programme.

Research & Development in Technical Education Institutions

7.29.1 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.

7.29.2 An amount of Rs. 2.59 crores was released during 1987-89 supporting 31 projects. During 1989-90, 200 projects were examined and 29 of them were recommended for funding to the tune of Rs. 2.20 crores.

Educational Consultants India Ltd. (Ed. CIL)

7.30.1 The only Public Sector Undertaking under this Ministry, 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 Ministers and organisations of the Central Government. It has a part-time non-official Chairman and full-time Managing Director.

7.30.2 During the year 1989-90, the Company again diversified its activities and started the Business Development Cell to gain an appreciable share in international business. The Company was able to achieve a break-through during the year gaining a prestigious project from the Asian Development Bank, namely 'Education and Training Sector Study in Sri Lanka', which has been successfully completed. The work of Ed. CIL was commended by the Sri Lankan Government.

7.30.3 At present, the Company has on hand 22 projects, of which 9 are abroad.

7.30.4 During the year 1988-89, the Company earned a profit of Rs. 39.51 lakhs after depreciation as against the profit of Rs. 38.91 lakhs in 1987-88. This year, the Company has proposed a dividend of Rs. 10 per share, the total amount payable to Govt. of India on account of this being Rs. 3 lakhs on the equity capital of Rs. 30 lakhs.

7.30.5 During the year 1988-89, the Government of India agreed to enhance the authorised as well as

the paid-up capital of the Company from Rs. 30 lakhs to Rs. 100 lakhs. This was mainly for the purpose of construction of a building to house the Company's offices.

Pass Book for Import of Equipment

7.31.0 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 for equipment are Rs. 3 crores and for consumables Rs. 1.5 crores. It excludes any single consumable 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. The scheme covers public funded research institutions and universities including institutes of national importance, and colleges. The Bureau of Technical Education in the Department of Education is responsible for issuing pass books. During 1989-90, about 280 pass books have been issued.

North Eastern Regional Institute of Science & Technology (NERIST)

7.32.1 The North Eastern Regional Institute of Science and Technology (NERIST), Naharlagun, Arunachal Pradesh, was established in 1985 to generate skilled manpower in the field of engineering/technology as well as science streams, for the developmental programmes of the North Eastern Region.

7.32.2 The NERIST was conceived as a unique institution offering a sequence of modular programmes leading to Certificate, Diploma and Degree in technology and applied sciences. The disciplines to be covered by the academic programmes of NERIST were chosen keeping in view the special needs of the North Eastern Region. The Institute started its academic programmes in August 1986, when it admitted students to 7 certificate courses. Admissions to diploma courses in 7 disciplines were made in 1988. The first batch of diploma students will pass out in June 1990. Degree courses are proposed to be started in July 1990.

7.32.3 While the Department of Education is giving the necessary technical guidance to the NERIST, it is being funded through the North Eastern Council.

Longowal Institute of Engineering & Technology

7.33.0 The Longowal Institute of Engineering and Technology (LIET) has been set up to offer a variety of courses at certificate, diploma and degree levels in the field of engineering and technology so that the specific needs of the State of Punjab at the various levels are met in an integrated manner, at the same utilising the scarce resources of the State optimally. When fully developed, the Institute will undertake a number of activities including education and training programmes at certificate, diploma and degree levels, continuing education programmes for unemployed youth and working population, extension services, and support services

to the community. The Institute is expected to start its academic programmes during 1990-91.

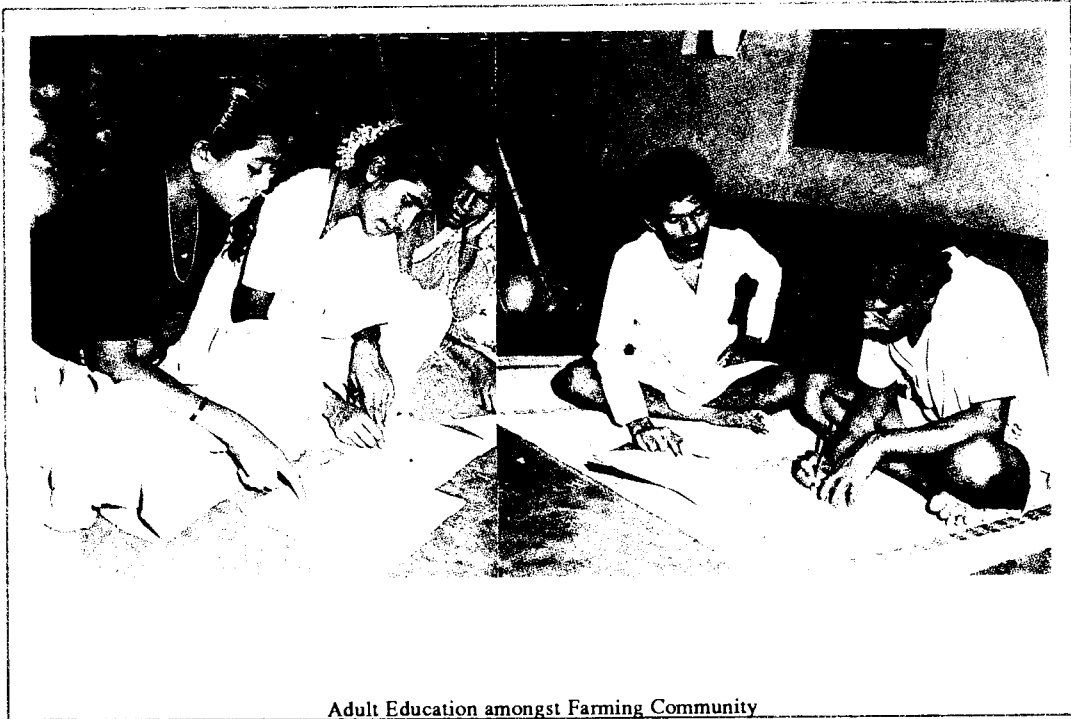
Establishment of New Institutions and Introduction of New Courses/Programmes

7.34.0 During the year under report, establishment of 74 new technical education institutions in various parts of India and introduction of 187 new courses/programmes in various institutions were approved.

7.35.0 In short, technical education made significant progress during the year under report. While several new initiatives were taken to increase the coverage of technical education and enhance its accessibility, all the on-going programmes/schemes were revamped and re-oriented in the light of the directives/goals enunciated in the NPE. By and large and financial allocations made for the various programmes/schemes were optimally utilised.

8 Adult Education

8 Adult Education



National Literacy Mission (NLM)

8.1.1. Launched in May, 1988, the National Literacy Mission (NLM) has made an earnest and determined effort to identify and correct the environmental, infrastructural, pedagogic, management and training related deficiencies and shortcomings of the National Adult Education Programme (NAEP). The Mission envisages imparting of functional literacy to 80 million illiterate adults (15-35 age group) — 30 million by 1990 and an additional 50 million by 1995.

Structure

8.1.2. With a view to decentralise as also quicken

the pace of decision making process, a National Literacy Mission Authority (NLMA) has been set up at the Central level with two wings, namely — a Council and an Executive Committee. It is an independent and autonomous wing of the Ministry of Human Resource Development (Department of Education) vested with executive and financial powers in its sphere of work. It is the operating and implementing organisation at the national level for all the activities envisaged in NLM. The Council has met thrice and the Executive Committee almost every month since inception (15 meetings have been held so far) and several important decisions related to mass mobilisation, through involvement of school/college/university students and teachers,

special projects for complete eradication of illiteracy in the States of Kerala, Goa and Union Territory of Pondicherry, involvement of Ex-servicemen, involvement of Voluntary Agencies (VAs), public sector undertakings, autonomous bodies, local bodies, and public servants in the Mission, environment building, Improved Pace and Content of Learning (IPCL) through standardisation of teaching learning material, radio learning package etc. have been taken.

8.1.3. Similar bodies have been set up by 18 States/UTs many of them are meeting regularly and are taking decisions for accelerating the pace and progress of the Mission.

Review of the on-going Programmes

8.1.4. The pace and progress of implementation of the Mission in 12 States/UTs was reviewed during 1989-90 by the Director General of the Mission. These reviews which are in the nature of measures for constructive guidance and help were conducted in a totally open and participative manner and the State Governments/UTs have initiated several corrective measures to bring about a qualitative improvement in the programme.

Rural Functional Literacy Projects (RFLPs)

8.2.1. This is a centrally sponsored scheme under which funds are provided on cent percent basis in accordance with an approved financial pattern to all the State Governments and UT administrations. The pattern of funding was reviewed and revised and the new pattern which has been effective with effect from 1.4.88 has been accepted by 23 State Governments/Union Territories.

8.2.2. During 1989-90, 513 projects covering almost all the districts of the country were continued. In all 39.72 lakh illiterate adults were enrolled in 1,33,034 Adult Education Centres by end of December, 1989. Of this, women constituted 57.06% and members of Scheduled Caste and Scheduled Tribe communities formed around 25.27% and 15.03% respectively.

8.2.3. Additionally, State Governments/UTs also opened by end of December, 1989, 1,21,519 lakh AECs under 853 State Adult Education Projects (SAEP) with 35.86 lakh learners.

8.2.4. The thrust under both RFLP and SAEP has shifted from mere enrolment to making the adults

functionally literate within a prescribed timespan according to a set of predetermined norms for reading, writing and arithmetic laid down in the Mission document.

8.2.5. Motivation of the learner as well as the teacher is the key issue in the Mission. With a view to sustaining this motivation and creating the desired teaching-learning environment, it has been decided to adopt a new technique of Improved Pace and Content of Learning (IPCL) which provides for a reduced duration of learning (reduced from 500 hours to about 200 hours) without diluting the content and overall quality of learning. The new technique involves preparation of new literacy-numeracy primer in three parts (NML Primer Part I, Part II and Part III) corresponding to three different levels of literacy and numeracy and providing for an integration of learning units, exercises, drills, tests and evaluation. In the new primer, there will be no separate workbook, exercise book, test papers or evaluation sheets. The new primer will be based on the principle of progression and would provide an assessment of the progress in learning from time to time by the learner himself. This technique is based on the premise that motivation will be heightened the moment the learner perceives the progress attained in every stage of learning as also the benefit of learning.

8.2.6. Considering the magnitude of illiteracy and the large uncovered gap which obtains now, all State Governments/UTs have been advised to identify areas (could be a village, a cluster of villages, a Panchayat, a block or even a district) which should be made fully literate in a time bound manner instead of perpetuating continuance of a project in a particular areas for years without tangible results.

Voluntary Agencies (VAs)

8.3.1. In a societal mission which rests on social mobilisation, VAs have been assigned an important role. In order, however, to ensure that only such VAs as have a good track record of social service and as have the expertise in and commitment to adult education are selected, the Mission has identified diverse methods of selection such as through committees (with representation of VAs) at the State level, through intermediate lead agencies and direct by the National Literacy Mission Authority.

8.3.2. Computerisation of the Applications

received from the VAs, keeping a close and constant watch on the processing of applications through computerised data, intimating the deficiencies to VAs in time and providing continuous constructive guidance, support and help to the VAs, convening meetings of the Central Grant-in-aid Committee at close and regular intervals are some of the specific measures taken during 1989-90 to speed up the pace of disposal of applications and sanction and release of grant-in-aid to VAs. The latter have also been asked to adopt and implement area specific plans for complete eradication of illiteracy within the areas assigned to them and within a prescribed time span.

8.3.3. With a view to involving VAs which are capable of providing technical resource support to the programme (including both material production and training), a scheme of District Resource Units (DRUs) to be made operational through VAs has been formulated and circulated to all States/UTs.

8.3.4. As a result of these efforts, the number of VAs involved in the adult education programme during 1989-90 went upto 571 with 55 680 AECs and 2129 JSNs (to provide facilities for post-literacy and continuing education to the neo-literates of AECs run by them.)

8.3.5. There were several exciting and interesting developments which took place in the voluntary sector vis-a-vis the Mission. Organisation of a national convention on Literacy as a Movement of the People (LAMP) in the first week of July, 1989 at Bangalore to mobilise a large number of VAs for the Mission and later another convention in the last week of December, 1989 at Yellamanchalli (Vizag district, A.P.) to facilitate operationalisation of India Literacy Project by Bhagabatulla Charitable Trust, holding of similar State level conventions in Orissa and Assam, formation of Bharat Gyan Vigyan Samithi, a consortium of scientists, technologists, educationists, VAs and literacy workers in Aug'89 and the decision taken in the first meeting held on 21.2.89 to launch a countrywide literacy jatha in October'90, organisation of a national conference by the All India Committee for Eradication of Illiteracy among women at New Delhi in August, 1989 could be listed as some of these developments directed towards mass mobilisation and creation of a positive environment for literacy.

Students' involvement in adult education

8.4.1. Students constitute the second important arm of the Mission, the first being the VAs. Numerically large and in one of the most formative stages of their career, they can, with proper orientation and guidance easily convert a traditional government programme into a mass movement. Starting with involvement of 2 lakh NSS and 1 lakh non-NSS students in universities and colleges in the adult education programme from May, 1986, the number of university/college/school students participating in the programme increased to about 6.5 lakh during 1989-90. About 30,000 students of Bombay University, 7000 students from the progressive schools of Delhi and about 1.60 lakh students of the secondary and senior secondary schools in the State of Rajasthan were actively involved in promotion of literacy during 1989-90. Students from well-to-do families going out and working amongst slum-dwellers, students volunteering to learn the language spoken by the learner if the latter joined the literacy programme, voluntary organisations like Sreemukti Sangathan of Bombay joining the students and motivating them in launching experiments like 'human chain' from Dharavi to BARC for complete eradication of illiteracy among the slum and pavement dwellers are some of the striking features of mass mobilisation for literacy through students.

8.4.2. During 1989-90, several momentous decisions were taken which have provided a prop to the students' mobilisation for literacy. Prominent among them are those based on the recommendations of the meeting of Central Advisory Board on Education held on 6th and 7th July, 1989, the decisions of the Council of NLMA in its third meeting held on 25.8.89, the recommendations of the Conference of Association of Indian Universities (AIU) held in Srinagar on 7th October, 1989, the decisions of the UGC in its meeting held on the same date at Srinagar, the recommendations made by the sub-group on Student mobilisation constituted by the Executive Committee of NLMA in its meetings held on 19th May, 4th September and 25th October, 1989 and the recommendations of the Council of Boards of School Education (COBSE) in its meeting held on 2nd December, 1989. Yet another significant development in this direction is that the State Govts. of Orissa and West Bengal have taken positive

decisions to involve school students from Class IX onwards in the programme from the next financial year.

Mass Programme of Functional Literacy (NPFL)

8.5.1. The Mass Programme of Functional Literacy which was launched in May, 1986 with involvement of student volunteers in adult education programme has been enlarged under the Mission and extended practically to all sections of the society such as employers, trade unions, literate industrial and mining workers, members of disciplined forces, ex servicemen, prison management and staff, banks, cooperatives, financing institutes etc. The developments which have taken place in this direction are enumerated below :

Employers and Trade Unions

8.5.2. In the Conference of Central Employers' and Trade Unions' organisations held on 11.4.89 to discuss the modalities of their involvement, it was decided to set up a tripartite committee to evolve its own method of involvement in the literacy programme. A tripartite committee consisting of the representatives of the NIMA, Ministry of Labour, Central Board of Workers' Education, Central Employers and Trade Union Organisations has since been constituted.

Railways

8.5.3. The Railway Board which took up implementation of the programme for its employees and their family members through 425 adult education centres in 9 railway zones have expanded their programmes by opening 175 additional adult education centres during 1989-90. While expenditure on literacy kits and training of instructors was met by the NIMA the remaining expenditure for running of these AECs was met by the Railways.

Army, Navy and Airforce and their welfare organisations

8.5.4. Army, Navy and Airforce and their wives' welfare Associations at various points have been contacted, orientation and training given to them and such associates are actively involved in literacy

work at Cochin, Visakhapatnam, New Delhi, Lucknow etc.

The Naval Headquarters on the advice of the Ministry of Defence have issued instructions to all the 3 naval commands urging them to take up literacy work for the benefit of the families of service and civilian personnel and domestic servants.

Ex servicemen

8.5.5. After extensive consultation with the Director General, Rehabilitation, Ministry of Defence and the Secretaries of the Rajya Sainik Boards and Zilla Sainik Boards, a scheme for involvement of ex servicemen in 50 CD blocks in the States of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Tamilnadu was finalised and sanction for involvement of ex servicemen in 45 blocks has since been issued. The unique feature of the scheme is that the honorarium to the instructors would be paid on the basis of the number of persons actually made literate. In hill areas, border and inaccessible areas involving difficulties in communication and transport, conveyance facilities are being provided to the implementing as well as supervisory staff to make the programme meaningful.

Prison management & staff

8.5.6. Consequent on issue off instructions by the Secretary, Ministry of Home Affairs to the Chief Secretaries and Home Secretaries of all State Govts. UTs to take up functional literacy and vocational training programmes for the prison inmates, many State Governments have prepared action plans while many other have started implementing them. The State Governments of Tripura, Mizoram, Punjab, Sikkim, Rajasthan and Delhi Administration have informed that they are conducting functional literacy programmes in their respective jails.

8.5.7. A review of the programme conducted in Central Jail, Hyderabad and Bhopal has revealed that such programmes have produced a salutary impact on the day-to-day life of the convicts, their psyche, articulation and participation in different activities inside the jail as also on producing a clean and congenial environment inside the jail. One of the most striking aspects which has contributed to the success of the scheme in Bhopal Central Jail is

that as and when the life convicts acquire the requisite degree of reading and writing skills, they along with their teachers get 2 months' remission.

Banks

8.5.8 The Chairmen and Managing Directors of all nationalised banks have been addressed to identify literate employees of the banks and to engage them in imparting literacy to their illiterate customers. The response received from the State Bank of India, Syndicate Bank, Canara Bank, United Commercial Bank, Allahabad Bank and the Overseas Bank has been positive and encouraging. While many of them have issued instructions to their employees to act as volunteers, many such volunteers have already started imparting literacy.

Cooperatives

8.5.9 The National Cooperative Union of India (NCUI) has a special education project under which it imparts cooperative education to its members. All States UTs have been advised to get in touch with their respective State Cooperative Union of India (SCUI) so that literate members of the cooperative societies can impart literacy to illiterate ones as well as persuade and motivate them to attend adult literacy classes.

Other non governmental organisations (NGOs)

8.5.10 The District Governors of Rotary Clubs, Presidents of Lions Clubs and JAYCEES all over the country have been requested to mobilise and involve their members as volunteers in literacy action. Many of them have already actively involved themselves while many others have evinced their keen interest to do so.

Government Servants

8.5.11 In the light of the decision taken by the Council of NLMA in its meeting held on 25.8.89 to involve public servants in Central and State Governments, attached and subordinate offices Central and State Public Sector Undertakings and urban and rural local bodies, the Department of Personnel and Public Enterprises, in the Central Government and all State Government's UTs have been requested to draw up action plans to give effect to such involvement.

Special Projects (Mass Campaigns)

In Gujarat

8.6.1 The mass campaign captioned 'SAKSHARTA ABHIYAN' launched by Gujarat Vidyapeeth on 1st May, 1988 continued to surge ahead in a bid to make 35 lakh illiterate adults fully literate in 5 phases by 1991. This is a pioneering experiment in which practically all sections of the society, namely- employers, trade union, universities, colleges, schools, teachers, students, non student youth, women organisations, milk co-operatives, NGOs like Rotary, Lions and JAYCEES have involved themselves.

In Karnataka

8.6.2 The mass campaign for complete eradication of illiteracy which was taken up in respect of 20 Talukas (out of 175) in November, 1988 and which has yielded good results (40,000 literate volunteers have imparted literacy to about 4 lakh illiterate adults) is being continued further during 1989-90 with inclusion of about 50 additional talukas spread over in 4 to 5 adjoining districts.

In Rajasthan

8.6.3 A massive environment building through writing of literacy census and slogans on the walls of every household, carrying literacy jathas of teachers, students, youth, women on foot as well as bicycles and displaying posters for literacy in all educational institutions all over followed by mass mobilisation efforts through involvement of teachers, students, home guards, prison management and staff, municipal employees, boys scouts, girl guides, retired government employees, employers and trade unions and last but not the least a spiritual leader of the stature of Acharya Tulsi and numerous Sramanis and Sadhis has imparted a new dimension to the mass literacy movement in an educationally backward State like Rajasthan.

In West Bengal

8.6.4 A voluntary agency known as Bangiya Saksharta Prachar Samiti has been formed with the Chief Minister, West Bengal as the Chairman which intends to organise literacy campaign all over the State to supplement the efforts of the Central and State Government. A decision has been taken to set 1995—the 175th birth anniversary of Pandit Iswarchandra Vidyasagar—as the deadline for

achieving complete literacy in the State. To start with, 20 blocks have been taken up for complete eradication of illiteracy by 1991 on the basis of a performance related scheme (where a volunteer will be paid a prescribed amount after making one person functionally literate). A similar plan for complete eradication of illiteracy in Calcutta city by 1991 has been formulated and is expected to be launched soon.

In Orissa

8.6.5 An experimental plan for complete eradication of illiteracy in Hindol Sub-division of the educationally backward Dhenkanal district with the involvement of educated youth volunteers in the villages (purely on a voluntary basis) has been launched in October, 1989 and if found successful will be extended to the whole district. This experiment is somewhat unique in the sense that one volunteer is imparting literacy to as many as 25-30 learners at a community place like the primary school by utilising the existing infrastructure and with full involvement of the village community.

In Coimbatore (Tamil Nadu)

8.6.6 A mass campaign for mobilisation of student and non-student youth volunteers, NGOs, Banks, Cooperatives etc. for complete eradication of illiteracy in 480 villages of 21 CD blocks was launched in May, 1988 under the auspices of a voluntary agency named SHANTI ASHRAM. A district level coordination committee under the Chairmanship of the district Collector has been formed to oversee the Project. Thirty institutions and voluntary agencies, 15,000 school and college students are involved in the project and 10 villages have been made fully literate.

In Kottayam (Kerala)

8.6.7 Under the auspices of the NSS wing of Mahatma Gandhi University Kottayam, a mass campaign was launched with the active patronage of Collector, Kottayam and the municipality to make 2000 illiterates in the age-group of 5-60 in Kottayam city fully literate within 100 days (April-June, 1989). On 25th June, 1989 the city was declared fully literate.

In Ernakulam (Kerala)

8.6.8 Under the auspices of Kerala Shastra Sahitya Parishad and the leadership of Collector, Ernakulam, a mass campaign to make the district fully literate was launched on 26th January, 1989. Since then, 21,000 volunteers are continuously working to make about 1.5 lakh illiterate persons in 5-60 age group literate. This is a unique experiment as there is no honorarium and incentive and yet practically all sections of the society such as school teachers, students, unemployed and employed youth, retired school teachers, police, bank and medical officers (both serving and retired), priests, nuns and mollahs (of all religious institutions), Nair Service Society have been involved in the campaign. Majority of the volunteers are girls (70%) who have taken up the challenge with a missionary zeal. They have been both animators of literacy as well as transmitters of several messages of development. One of the most striking ways of motivating the learners is undertaking an operation by way of testing the eyes of 1.5 lakh learners through medical camps, completing the test in one month and arranging distribution of spectacles to the needy free of cost. This has been totally a voluntary effort through mobilization of various sources including the assistance extended by the Royal Commonwealth Society for Prevention of Blindness.

Post Literacy and Continuing Education

8.7.1 Jana Shikshan Nilayam (JSN) or People's Centre of Learning was conceived and introduced in 1988 as an innovative institutionalised framework for post-literacy and continuing education with a view to arresting the unfortunate and recurring phenomenon of relapse of neo-literates into illiteracy on the one hand and for promotion of a learning society on the other. A set of comprehensive guidelines on location of JSN, selection, training and placement of Prerak, procurement of materials (including books and newspapers) and the modality of conducting the plethora of activities in the JSN were also issued to State Governments UTs, VAs and other agencies interested in setting up the JSNs.

8.7.2 Starting with 10,065 JSNs in 1987-88 to provide a linkage between basic literacy, post-literacy and continuing education in respect of AECs being run under the RFLP, over 30,000 JSNs were

sanctioned by the end of December, 1989 to cover the AECs being run through various agencies.

Details are presented in the following table

TABLE 13

Agencies running Jana Shikshan Nilayams (JSNs)

S.N.	Names of Agencies	No. of JSNs
1.	Rural Functional Literacy Project (RFLP)	21,482
2.	State Adult Education Programme (SAEP)	2,817
3.	Border Area Development Programme (BADEP)	1,175
4.	Voluntary Agencies	2,114
5.	Nehru Yuva Kendra Sangathan (NYKS)	1,500
6.	Deptts. of Adult & Continuing Education in the Universities	1,014
	Total	30,102

8.7.3 Besides the State Resource Centres, a number of other institutions like the National Book Trust (NBT), Central Institute of Indian Languages (CIIL), Extension Departments and Departments of Adult and Continuing Education of several universities and private publishers have been/would be involved in preparation, production, selection and distribution of materials for the library cum-reading rooms of JSNs as well as for use of the neo-literates.

8.7.4 Series of material production workshops were organised at the national, State and district levels during 1989-90 which were attended by creative thinkers, writers, artists, linguists, pedagogists, curricular experts and behavioural scientists. The methodology of design and development of materials for the neo-literates was discussed in these workshops and the strategy for the widest possible involvement of agencies for preparation of materials was adopted.

Academic and Technical Resource Support through State Resource Centres (SRCs), DRUs, etc.

8.8.1 Production of teaching learning materials such as primers, charts, posters and materials for the neo-literates and training of adult education

functionaries are two important components of academic and technical resource support. With a view to meeting this important need with imagination and creativity and in a manner which makes the programme of direct interest and relevance to the basic needs of the clientele 3 State Resource Centres were set up in 1975-76 which have gone up to nineteen as on date. Of them, 13 are managed by voluntary agencies and financed by the Central Government, 2 are managed and financed by the State Governments and the remaining 4 managed by the universities and funded by the UGC.

8.8.2 Important activities on the side of academic resource support undertaken by the SRCs during 1989-90 include (a) Production of integrated three-tier primers providing for reduced duration of learning and an inbuilt mechanism for evaluation at various levels including self evaluation by learners; (b) Identification of language dialect spoken by large groups of people which are different from the State Standard Language; (c) Preparation of bilingual primers which provide for imparting literacy in the spoken language with provision for switch over to the State Standard Language at the appropriate stage; (d) Designing a good number of titles on appropriate themes, such as -- food, clothing, housing, water, health, recreation and sports, environment pollution, communication, educational, cultural and spiritual matters and ensuring that the needs of the deprived and disadvantaged sections are fully reflected in these materials; (e) Preparation of a large number of literacy kits for use by the students, non-student youth and VAs etc.; (f) Designing printed non book pre-literacy motivational materials, like -- posters, leaflets, wall newspapers, news periodicals and journals, flip charts, cards (flash cards, picture cards etc.). On the side of technical resource support, the SRCs imparted training to a good number of Preraks and other project functionaries like APOs, Master Trainers of NSS, Non-NSS and NCC in the MPFL. Many SRCs have also played a useful role in environment building and mobilisation of various sections of the community. The role played by the Rajasthan Adult Education Association (SRC for Rajasthan) in organising a State-wide massive literacy jatha on the World Literacy Day (8.9.89) as a tool of environment building is indeed commendable. Equally creditable is the role played by Indian Institute of Education Pune (SRC for

Maharashtra) and Andhra Mahila Sabha (SRC for A.P.) in training women youth animators and generating a positive climate for effective participation of women in the affairs of community respectively.

Technology Demonstration

8.9.1 The National Literacy Mission is a technology mission in as much as it seeks 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. Forty two districts have been identified for development, transfer and application of scientifically tested and proven technopedagogic inputs (TPIs). A panel for coordinating the entire Technology Demonstration Process constituted during 1988-89 continued to advise NLMA on the R & D for the TPIs as well as in identifying the collaborating agencies to take up research and development work for such inputs.

8.9.2 Some of the major developments which took place during 1989-90 in regard to the development, transfer and application of TPIs in the TD districts included the following.

About 2000 additional solar power packs are expected to be installed in the TD districts through agencies, like - Central Electronics Ltd., Sahibabad (U.P.), Rajasthan Electronics and Instrument Ltd., Jaipur (Rajasthan), Tel-tronics (U.P.), Surya Jyoti Ltd. and some voluntary agencies.

A design of an improved hurricane lantern developed by the Indian Institute of Petroleum, Dehradun has been approved by the TD Panel and agencies which can manufacture the item are being identified.

- The Regional Research Laboratory of CSIR at Jammu is engaged in the process of developing improved chalks. The RRL, Jorhat is similarly engaged in the process of developing improved slates.
- Projection TV (Videorama) has been supplied to all SRCs for making the training programmes more effective.
- A radio learning package is being developed for supplementing the

instructional materials (print) and for adoption in selected adult education centres. Two thousand 2-in-1s are being procured for being supplied in such centres under a project captioned 'VIVEK SRUTI'. Jamia Milia Islamia, which is the State Resource Centre for Delhi, would develop software in the form of audio-cassettes which will be made use of for training and motivational programmes.

The Central Electronic Engineering Research Institute (CEERI), Pilani, Rajasthan is in the process of developing and fabrication of inverter system for use in unelectrified AECs. They are also setting up a vocational training centre for imparting technical training to adult illiterates rural youth.

- CEERI, Delhi is developing information retrievable system, micro computer based multi-script display system, electronic word recognition system and display board.
- 1000 blockboards supplied by India Petro-Chemical Ltd. Baroda have already been field tested and on the basis of suggestions made for improvement, modified polypropelene black-board with reduced size is being developed.
- 100 Sanghamitra Systems consisting of a Colour TV and VCP have been supplied in 100 villages in TD districts of Rajasthan, Uttar Pradesh, Madhya Pradesh and Bihar to use video based information for dissemination to rural population under a project called 'VIVEK DARPAN'.

Evaluation of Adult Education Programme

8.10.1 There are two aspects of evaluation, namely—(a) Evaluation of Learning Outcome; and (b) Impact Evaluation. Under the first, an improved design has been evolved which has been built into the new technique of Improved Pace and Content of Learning (IPCL). The main governing principles of this design are that it is incapable of being tampered, is credible, easy and simple to use and would be uniformly applicable. It introduces a process of self directed learning and self evaluation with confidence of the learner being achieved from the beginning so that the latter can face any

competition in life with strength, courage and conviction. In other words, the new design would be non-threatening, confidence rather than competition oriented and would make evaluation a continuous process based on practice-cum-exercise.

8.10.2 Under the second, as many as 35 institutes of social science and research and management institutes have been identified to take up external evaluation of both, adult and non formal education programmes. Of these, 14 agencies have already been entrusted with the task of impact evaluation of the adult education programme in 10 States/UTs. Three agencies have already submitted interim-final reports and it is expected that the remaining agencies would complete their work by December '90. Additionally, 6 external agencies would conduct evaluation of the impact of the AE programme in respect of 6 States/UTs (including 2 agencies for evaluation of the programme conducted by NYKs). The main governing principle of this evaluation would be that it would be participative, corrective (not fault finding), continuous and recurrent. On the basis of the evaluation reports as may be received from time to time, necessary corrective measures would be initiated with the help of implementing agencies.

Shramik Vidyapeeths (SVPs)

8.11.1 Thirty six SVPs continued to function in 1989-90 under different industrial and urban centres of the country. They represent an institutional framework for offering non-formal adult and continuing education and polyvalent training programmes to industrial workers, to their family members, self-employed members and prospective workers etc. Of them, 1 SVP at Delhi is being run by the Central Government, 3 SVPs by universities, 23 by autonomous bodies and remaining 9 by State Governments.

8.11.2 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 local resource persons to impart various skills or organise courses relevant to specific areas on part-time basis. Prior to conducting a programme or starting a course, a socio-economic profile 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, unskilled. These programmes have also been of special advantage to the weaker sections of society such as Scheduled Castes, Scheduled Tribes, physically and orthopaedically handicapped and women in distress.

8.11.3. The scheme of Shramik Vidyapeeths has been reviewed by the Ministry from time to time. Currently, an expert group under the Chairmanship of Director General (NLM) is reviewing the nature, scope and content of the scheme. The report of the Expert Group is likely to be submitted by the end of March 1990.

World Literacy Day (8th September, 1989) and International Literacy Year (1990)

8.12.1 The World Literacy Day was celebrated by Government Departments, Departments of Adult and Continuing Education of universities, voluntary agencies, Shramik Vidyapeeths, Universities, colleges and schools and all those agencies, organisations and institutions who are involved with the NLM in an appropriate manner on 8th September, 1989. This has helped in creating a positive environment for literacy and in generating a demand for literacy from several sections of society who did not perceive its need earlier.

8.12.2 On the recommendation of UNESCO, the year 1990 has been adopted as the International Literacy Year (ILY) by the General Assembly of the United Nations. ILY was formally launched by the Prime Minister on 22.1.1990. A national level Coordination Committee on Asia Pacific Programme for Education for All and International Literacy Year had been constituted earlier under the chairmanship of Education Secretary. It had met twice in April and October, 1989 and drawn up a comprehensive plan of action for celebration of ILY in an appropriate manner.

Some of these activities on the side of adult education include

- * Release of Postal Stamp;
- * Release of Calendar;
- * Release of a Tableau on the occasion of Republic Day;
- * Release of a series of publications on literacy and literacy related actions.

- * Renewed thrust for mobilisation of all sections of society, namely—teachers, students, youth, women, so that they can provide a fillip to literacy promotion efforts.
- * Commissioning studies on a large number of areas concerning adult education.
- * According recognition and honour to personnel who are doing outstanding work in adult education.

8.12.3 In connection with ILY, the World Assembly of the International Council of Adult Education met at Bangkok in January, 1990. The World Conference on Education for All—(WCEFA) supported by Unesco, Unicef, UNDP and World Bank which took place at Jomtien in Thailand from the 5th to the 7th of March, 1990, discussed a decade long plan of action for removal of illiteracy by 2000 AD. A task force to prepare the national government for these two Conferences has been constituted and it has already commissioned several studies on adult education.

International Task Force on Literacy (ITFL)

8.13.0 ITFL, a non-governmental organisation, organised an International Conference at Surjakund (Haryana) from 2nd to 7th October, 1989 to discuss various strategies being adopted in different countries for eradication of illiteracy as also the activities to be taken up in different countries as part of observance of ILY in a befitting manner. The Conference has enabled the international NGO community to understand the specific context and problems of literacy work in the Asian region and to focus on the problems affecting women and girls and to stimulate action in specific areas of eradication of illiteracy.

Other International and Unesco matters

8.14.1 A high level delegation led by Education Secretary, Government of India participated in the meeting of the Technical Education Committee of SAARC held at Dhaka from 7th to 10th December, 1989. On the basis of the decisions taken in this meeting, India will be hosting an Experts' Group Meeting on 'Literacy, Post-Literacy and Continuing Education' from the 15th to the 20th of June, 1990 at Simla. About 30 experts/resource persons from all the 7 SAARC countries are expected to participate in this meeting to share respective country experiences

and to explore the possibility of cooperation to improve technical support in the area.

8.14.2 DG(NLM) and Director, State Resource Centre, Mysore participated in the 3rd Inter Regional Seminar on Post Literacy, Continuing and Life-Long Education held at UIE, Hamburg from 30.10.89 to 11.11.89.

8.14.3 Director and Joint Director (Training), DAE were deputed to participate in the Regional Committee meeting on Training Network for APPEAL organised by Principal Regional Office for the Asia and the Pacific (PROAP) from 1st to 22nd August, 1989 in Chiangmai, Thailand.

8.14.4 Deputy Director (Publication), DAE participated in the 22nd Training Course on 'Book Production in Asia and the Pacific' held in Tokyo, Japan from 17th November to 5th December, 1989. The training course was sponsored by Asian Cultural Centre for Unesco (ACCU).

8.14.5 Director, Department of Adult & Continuing Education, Osmania University, Hyderabad was deputed to participate in the Regional Workshop on 'Raising Public Awareness of Illiteracy' sponsored by Unesco which was held at Bangkok from 4th to 11th November, 1989.

8.14.6 Under the TCDC Programme of UNDP, one representative each from DAE, State Government of Karnataka and Department of Adult and Continuing Education, Ahiliabai University, Indore were deputed to study the Adult Education Programme in Tanzania from 13th to 25th November, 1989.

8.14.7 With a view to providing an exposure to the latest methods, approaches and techniques being adopted for making population education programme more effective, 7 persons from DAE and State Resource Centres were deputed to study the population education projects in China, Indonesia and Thailand from 12th to 30th November, 1989.

Directorate of Adult Education (DAE)

8.15.0 DAE is the national apex resource centre for adult education programme in the country. During the year under report, it undertook several important activities to provide leadership and direction in the area of academic and technical resource support, such as—

- Holding a Workshop of SRCs to operationalise the new concept of Improved Pace and Content of Learning (IPCL);

- Review of integrated three tier primers developed by the State Resource Centres.
- Designing a number of titles for the neo-literates for post-literacy and continuing education.
- Preparation of guidelines for computerised management information system, training of functionaries for computerisation and holding of a series of orientation workshops for State and district projects on new MIS.
- Organising a series of workshops for preparation of guidelines for using the training films, script writing and improving quality of training of instructors and trainers.
- Preparation of monthly bulletin—National Literacy Mission Newsletter, and 18 other publications on various issues related to adult education programme.
- Production of condensed programmes on serial 'KHILTI KALIYAN' and documentary based on the project "Operation 100% Literacy" in Ernakulam district.
- Procurement of software, like—'KAGAZ KI LEKHI', 'ANGOOOHA CHHAP', 'RANG BADALTI DUNIYA' and distribution of software to the State Resource Centres for motivational purposes.
- Revision of teaching learning material of the Population Education Cell of State Resource Centres with a view to integrating the population education messages with literacy.
- Production of 10,000 copies each of the manuscripts prepared by the State Resource Centres on health programme, nutrition needs of women, girls and children, safe drinking water, etc. under the Unicef Assisted Project 'Non-formal Education for Women and Girls' and their distribution to all concerned.
- Working out a radio-learning package, in selected 10,000 AECs in technology demonstration districts, in collaboration with AIR.

8.16.0 A summary achievements under the NLM is presented in the following Table :

TABLE 14				
National Literacy Mission (NLM) : Achievements				
	1987-88	1988-89	1989-90	Total for (anti-1987-88, pated by 1988-89 & 1989-90)
Central Investment (Rs. in crores)	55.56	83.03	88.41	227.00
AE Centres opened (cumulative)		2.78 lakhs	2.86 lakhs	
Enrolment		87.53 lakhs	90.00 lakhs	
Voluntary Agencies involved (cumulative)		551	644	
Jana Shikshan Nilayams (cumulative)		15,622	29,845	
Mass Mobilisation :				
University/College/school students involvement		3.00 lakhs	6.00 lakhs	
Pilot Project for school students in Delhi & Rajasthan—students involved		10,000 (Delhi)	1,60,000 (Rajasthan)	

"Operation Literacy by Census 1991"

- * Coimbatore District
- * Possibly States of Gujarat, Kerala, Goa and Pondicherry.
- * 8 Uttarakhnad Districts of Uttar Pradesh.
- * 10 Metropolitan cities.
- * Several Districts/Blocks in other States.

Area Specific Achievements :

- Kottayam city (Kerala) declared fully literate on 25.6.1989.
- Ernakulam district (Kerala) declared fully literate on 4.2.1990.
- Programme of complete eradication of illiteracy in 20 Blocks in West Bengal launched on 8.9.1989.
- Eleven villages in Rajasthan and 167 villages in Gujarat have become fully literate under the whole village literacy and Shaksharta Abhiyan programme respectively.
- Programme of complete eradication of illiteracy in 20 talukas in Karnataka

completed with varying success rates; Districts of south Cannara and Bijapur to be taken up for this programme during 1990-91.

Under Vivek Darpan Project, 100 Sangamitra sets installed in Aligarh, Bikaner,

Ranchi and Jhabua Districts for literacy programmes.

- New primers under integrated technique of Improved Pace and Content of Learning (IPCL) being developed by State Resource Centres.

9 Education in Union Territories

9 Education in Union Territories



NDMC Children : Painting Competition on population education

9.1.0 Education in the Union Territories continues to be a special responsibility of the Central Government. An account of the education 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 The Union Territory has 318 educational institutions as detailed below :—

— Government College	—	1
— B.Ed. College	—	1
— Teachers' Training Institute	—	1
— Polytechnics	—	2
— Industrial Training Institute	—	1

— Senior Secondary Schools	—	34
— Secondary Schools	—	28
— Middle Schools	—	45
— Primary Schools	—	186
— Pre-Primary Schools	—	18
— Ashram School	—	1

9.2.2 During the year, 4 new primary schools were opened, 3 primary schools were upgraded to the status of middle schools, 3 middle schools were upgraded as secondary schools and 4 secondary schools were upgraded to the level of senior secondary schools.

9.2.3 The Union Territory Administration implemented various programmes for promoting

education such as mid-day meals scheme, supply of uniforms, text-books and grant of scholarships, travel concessions, etc. to achieve higher enrolment as well as to minimise the drop-out rate.

New Posts

9.2.4 The following new posts were created :

Headmasters	2	Physical Education Teachers	4
Primary School Teachers	50	Part-time Inspectors	10
Trained Graduate Teachers	60	Group D posts	25
Graduate Teachers	30		

B.Ed. And J.B.T. Courses

9.2.5 Under the teachers' training programme, B.Ed. and J.B.T. courses were continued through B.Ed. College. The students strength in these courses was 80 and 140 respectively.

State Institute of Education

9.2.6 The State Institute of Education has been conducting extension programmes in collaboration with the Regional Resource Centre, Bhubaneswar. Workshop on work experience was conducted in collaboration with Central Board of Secondary Education, New Delhi. The District Centre for English attached to the Institute conducted orientation courses from time to time for the school teachers. Under PMOST, 204 teachers were trained during the year.

Adult Education Programme

9.2.7 Two hundred and ninety four Adult Education Centres were functioning with an enrolment of 6358. Of these 294 centres, 88 are in the tribal areas with an enrolment of 1834. The States Literacy Mission Authority was set up. To promote literacy under the programme of functional literacy 1500 volunteers from NSS, NCC and school students were engaged in teaching the illiterates during summer vacation.

Education for the Disabled

9.2.8 Thirty-two centres for Integrated Education of the Disabled continued to function with an enrolment of 365 children during the year. The Union Territory Administration identified the children in various parts of the territory through surveys and have placed them in these centres. The learning material and uniforms, etc., were distributed free to the children of these centres.

Transport allowance and other financial assistance is also given to these children.

Chandigarh

9.3.1 Keeping in view the demand for more educational facilities, Chandigarh Administration upgraded 3 schools, i.e., 2 Model High Schools and 1 Government High School as Senior Secondary Schools, i.e., plus 2; 2 Model Middle Schools to Model High Schools and 1 Model Primary to Government Middle School for providing additional facilities to school going children. The Education Department also gave a lead in introducing value oriented education at the primary level.

Elementary Education

9.3.2 The Union Territory Administration achieved the target of 100% enrolment of the children in the age-group 6-14.

Incentives for Promotion of Education

9.3.3 School going children from weaker sections of society are given incentives in terms of free uniforms, text-books, stationery, mid-day meals and talented students were given scholarships.

Vocationalisation

9.3.4 Vocational education has been introduced in 9 senior secondary schools. Chandigarh Administration has also started 6 job-oriented courses in which 240 students have been given admission, in addition to 15 other vocational courses.

Adult Education

9.3.5 Under the State Adult Education Programme, 155 out of 160 centres have been functioning. Under the R.F.L.P., 100 centres and 28 Jan Shikshan Nilayams have been functioning.

Non-Formal Education

9.3.6 Under this scheme, 3300 students are being taught in 100 centres and are provided with free stationery, uniforms, mid-day meals, and Instructors are being paid remuneration. Children who somehow could not continue their formal education are persuaded to join non-formal education centres.

Guidance Career Cell

9.3.7 A Guidance Career Cell being run in the State Institute of Education, Sector-32, conducted various courses. Its services were being utilised by students studying in schools and colleges of Chandigarh. Socially Useful Productive Work was also under the charge of this Centre.

State Institute of Education, Chandigarh

9.3.8 The Institute aims at qualitative improvement in school education through inservice courses, on the spot guidance in schools, orientation in teaching aids, organising various co-curricular activities of students and their teachers at the State level and publication of educational articles and write-ups.

9.3.9 The Institute also conducts educational trips to different historical places. About 9000 students and 600 teachers were covered under this project every year.

9.3.10 Population Education Unit of this Institute organises programmes sponsored by the NCERT New Delhi. This Unit is being looked after by an independent officer.

Higher Education

9.3.11 On the higher education side, the Administration is providing education upto degree level in Arts, Science and Commerce disciplines. The colleges in the Union Territory provide post-graduate course in Music for girls. On the professional side there are two colleges — one Government College of Education and the other Government Home Science College. Government College of Education, trains graduates for the degree of Bachelor of Education. Government Home Science College, imparts education in Home Science upto degree level and for Post-Graduate level in various disciplines of Home Sciences. Besides, there are seven privately managed-aided colleges. The Administration pays 95% grant-in-aid on the revenue deficit to these privately managed aided colleges.

Dadra and Nagar Haveli

9.4.1 Education Department in the Union Territory is being looked after by an Assistant Director of Education assisted by other officials,

under the overall administrative charge of District Collector.

Educational Institutions

9.4.2 In the Union Territory, there are at present the following educational institutions:—

— Primary Schools	— 161
— Secondary Schools	— 8
— Senior Secondary Schools	— 3

9.4.3 The students' strength in the primary schools is 19,348 while those in the secondary and senior secondary schools it is 3,727. There is no college or university in the Union Territory.

Incentive Schemes

9.4.4 Free Education is provided to all students upto senior secondary level. Free mid-day-meal scheme is also being implemented. Exercise note-books, text-books, clothes, shoes, educational/teaching equipment is supplied to all SC/ST students.

Social Welfare Hostels

9.4.5 The UT Administration has been running 10 Social Welfare Hostels for the benefit of SC/ST students where free lodging and boarding facilities are provided to the boys and girls. Out of these 10 hostels, 2 are girls' hostels. There are 675 inmates in these hostels.

Physical Education

9.4.6 UT Administration has been promoting physical education in their schools. Instruments/equipment and sports articles are supplied in all schools. NCC camps were organised in which 100 boys and girls participated.

National Awards

9.4.7 Shri L.V. Dhodi, primary school teacher of the Union Territory, was selected for National Award by the Government of India.

Teachers Training

9.4.8 A Teachers' Training Workshop was organised in collaboration with the Department of Forests and Centre for Environmental Education, Ahmedabad during December 1989 in which 40 primary school teachers were given orientation.

Science Seminar

9.4.9 The Eighth UT level Science Seminar was held in August 1989 in which 30 participants from UT administration schools took part and they were awarded certificates and prizes.

Reservation of Seats for Higher Education

9.4.10 The Government of India allotted the reserved seats for various courses like Medical, Engineering, and other technical courses for students belonging to the Union Territory. The courses in which seats were allotted during 1989-90 included M.B.B.S., Diploma in Agriculture, Diploma in Civil/Mechanical/Electrical Engineering, Diploma in Pharmacy, BDS, etc.

Libraries

9.4.11 The Union Territory Administration has set up 10 libraries where adequate books in Gujarati, Hindi, English and Malayalam subjects are provided for the benefit of students. Newspapers and other weekly/fortnightly/monthly magazines were also provided in different languages in all the libraries.

Miscellaneous

9.4.12 During the year, the Union Territory Administration also organised various cultural and other programmes. Essay competitions and debates were organised too. Olympic Day was celebrated in all the schools.

Daman and Diu

9.5.1 There are 80 Government schools covering primary to Higher Secondary level education, 2 aided secondary schools, one unaided Primary School, 2 Navodaya Vidyalayas besides one Government College, one Technical Training Institute and two I.T.I centres functioning in this Union Territory. During the year one Primary School at Bharwad Falia, Patlara was opened under the scheme of Operation Black Board.

Development of Ashram Shalas

9.5.2 As a community based programme, two Ashram Shalas were set up. In these shalas tribal students are given free lodging and boarding facilities. The intake capacity of each of the two

Ashram Shalas is 50. Against these 60 inmates are accommodated at present in each shala.

Vocational Courses

9.5.3 Craft oriented education like typewriting and tailoring has been introduced for the benefit by tribal inmates of both Ashram Shalas and in other schools. The Administration proposes to purchase 35 sewing machines and 20 type-writers for this purpose.

Children Insurance

9.5.4 With the advancement of technology in all fields, the chances of accidents for various reasons have also increased in over-crowded cities where traffic hazards are on the increase. The school children who normally travel in large groups in buses, rickshas etc., often become victims and parents of such children have to suffer.

9.5.5 UT Administration proposes to cover Insurance of such children by way of reimbursement of hospitalisation expenses to the extent of Rs. 500 per student per year for which premium of Rs. 1 p.m. per child is proposed to be paid by the Administration. About 24,000 school going children in the Union Territories are expected to benefit.

Development of the Play Grounds

9.5.6 Presently there are no play ground facilities available in the Government Schools. It is, therefore, proposed to develop the available open school spaces in the Government Schools into play grounds and wherever such open spaces are not available, the open space adjoining the school may have to be acquired in a phased manner. Five play grounds are proposed to be developed in VIII Plan period.

Adult Education Programme

9.5.7 Adult Literacy Programme has been given priority so as to eradicate and reduce the level of illiteracy, particularly among the illiterate people in the age group of 15-35. Under this programme 60 Adult Education Centres are functioning in the Union Territory and 60 Part-time Instructors have been appointed at a remuneration of Rs. 100 p.m. so as to conduct the classes. In addition eight Jana Shikshan Nilayams are also functioning and two more are proposed for 1990-91.

Incentive Schemes

9.5.8 In order to increase literacy rate amongst the tribal females and retain them in school, cash incentives are distributed to parents of Tribal girl students at the rate of Rs. 25/- and Rs. 30/- p.m. at primary and middle level respectively subject to a minimum of 75% attendance.

Mobile Library

9.5.9 Government has provided a mobile van fully equipped with library books which keeps moving to the door steps of tribal population.

Delhi

9.6.1 In the Union Territory of Delhi, no child has to travel more than one km. from the door-step unless he/she wants a school of choice. In Delhi, schools are run by Municipal Corporation of Delhi, New Delhi Municipal Committee, Cantonment Board, Directorate of Education and the Kendriya Vidyalaya Sanghathan. Furnished below are details of various categories of schools.

	Govt. schools (Delhi Administration)	Aided schools	Unaided schools	NDMC schools	MCD schools	Kendriya Vidyalayas	Total
Primary Schools	---	---	---	51	1626	---	1677
Upper Primary Schools	218	32	169	10	--	--	429
Secondary Schools	165	36	85	8	--	---	294
Higher Secondary Schools	479	138	113	4	--	30	764
Total	862	206	367	73	1626	30	3164

9.6.2 During the year 1989-90, Delhi Administration opened 14 new middle schools, 24 middle schools were upgraded to the secondary level, 34 secondary schools were upgraded to the senior secondary level and 5 secondary and 6 senior secondary schools were bifurcated under the programme of additional schooling facilities.

Free Transport Facilities to the Girl Students

9.6.3 More than 4000 girl students residing in rural areas of Delhi and studying in Govt. Girls Schools of

the Delhi Administration are provided free transport to schools and back home daily on all working days. A budget of Rs. 9 lakhs has been provided for this purpose.

Patrachar Vidyalaya

9.6.4 Delhi Administration also runs a Patrachar Vidyalaya which arranges for the education of the students and guides them for appearing in Senior School Examination and Senior Secondary School Examination. Patrachar Vidyalaya is catering to the educational needs of about 23,500 students.

Adult Education

9.6.5 The Delhi Administration is running 12 Adult Education Evening Schools for the benefit of those who could not complete their regular education due to domestic and economic reasons. At present, more than 6,000 students are getting education in these schools.

Public Libraries

9.6.6 The Union Territory Administration has set up three public libraries at Mehrauli, Najaf Garh and Alipur for the benefit of the public. About 600 people avail of facility of these libraries daily.

Non-Formal Education

9.6.7 To fulfil the constitutional commitment to provide elementary education to all the children in the age-group of 6-11 years and 11-14 years, the UT Administration has started 74 NFE centres for those children out of school children. The number of beneficiaries at these centres during the last 5 years has been 10,234.

Science Education

9.6.8 With a view to promoting science education in the Union Territory, the Delhi Administration is running a school of Science Education at Link Road, Karol Bagh. The school looks after reorganisation of teaching sciences, formal education, agricultural education and S.U.P.W. Science Branch of the Directorate of Education also looks after workshops, study circles, and students' study camps all over the UT.

State Council of Educational Research and Training

9.6.9 Delhi Administration has set up SCERT as an autonomous body to promote educational activities in the capital and to give practical shape to matters envisaged in NPE, 1986. The SCERT activities include teacher-training programme, curriculum development and extension activities. It also brings out useful publications and other learning material.

9.6.10 The various programmes organised by SCERT during 1989-90, included the following:—

- Ten day orientation programme for 3000 Primary and 2000 Secondary Teachers during summer vacations.
- Twenty one day orientation programme covering 3000 Primary and 700 Secondary School Teachers.
- Three week orientation programme for 100 Urdu Teachers.
- One day orientation programme covering heads of Secondary and Senior Secondary Schools under “Each-one Teach-one” project.
- Six hundred and sixty eight Primary Schools of Delhi were provided Operation Black-board kits.

Punjabi, Hindi, Urdu and Sanskrit Academies

9.6.11 Delhi Administration has set up these academies to promote and develop Indian languages in the Union Territory of Delhi. These Academies have been organising and implementing various cultural and literary programmes for promotion of these languages. Punjabi and Urdu Academies also provide Punjabi and Urdu language teachers in various schools in the Union Territory.

Lakshadweep

Refresher/Orientation Courses for Teachers

9.7.1 In the UT of Lakshadweep, 54 educational institutions with a total enrolment of 15,257 were in existence during 1989-90.

9.7.2 A number of refresher/orientation courses for teachers were conducted in collaboration with NCERT/NIEPA/Regional College of Education. A District Centre for English at Directorate of Education was started to conduct inservice course to the teachers in Lakshadweep. Six orientation

courses for Primary and High-school teachers were organised.

National Literacy Campaign

9.7.3 National Literacy Campaign, already started has made progress. State Literacy Mission Authority meeting under the Chairmanship of the Administrator has been held and it has been decided to revitalise the programme to achieve 100% literacy by 1991.

Competitions

9.7.4 A contingent of 25 boys participated in the All-India Bharathiyam at Delhi during November, 1989. The UT Administration students also participated in All India Kayaking and Canoeing competitions at Srinagar. A contingent of 15 boys participated in the All-India Nehru Bal Sangh at Delhi. Boys from Lakshadweep also participated in All-India Rural Swimming Competition. A contingent of 4 boys and 4 girls between the age of 12 and 14 participated in the All-India Learn to Live together Camp at Simla and won the 1st Prize in Cultural Programmes.

Vocational Education

9.7.5 Fishery Technology for boys and Coir Spinning for girls were started in 4 high schools in Kavaratti, Ammini, Agatti and Minicoy as vocational subjects in High School classes during 1989-90.

Pondicherry

9.8.1 The Union Territory of Pondicherry has four educational districts namely Pondicherry, Karaikal, Mahe and Yanam. The schools of Pondicherry and Karaikal are affiliated to the Board of School Education, Government of Tamilnadu for S.S.L.C. and Matriculation examinations conducted by the Government of Tamilnadu. The schools in Mahe and Yanam follow the system of education in Kerala and Andhra Pradesh respectively. The duration of the school course in Mahe and Yanam is 10 years. The schools in Pondicherry and Karaikal have adopted the 10 year school system of Tamilnadu.

9.8.2 During the year the UT had the following educational institutions:—

	Government	Private
Pre-Primary	41	68
Primary	265	79
Middle	83	21
High	56	20
Higher Secondary	20	5

College (Academic)	7	2
Medical College	1	—
Engineering College	1	—
Law College	1	—
College of Agriculture	1	—
Polytechnics	3	—
Teacher Training College	1	—
School of Nursing	1	—
School for Embroidery and Needle work	1	—
School for Deaf and Dumb	1	—
School for Blind	1	—

9.8.3 During the year, one new Primary School was opened and 3 others were upgraded.

Incentives for Promotion of Education

9.8.4 The Union Territory Administration provides free supply of text books and uniforms to poor children studying in standards from I to V in Government schools, subject to the annual parental income of Rs. 6,000/- in each case. The children from poor sections of society studying in classes I to V in Government schools are also provided mid-day meals under the Mid-day Meal Scheme.

9.8.5 During 1989-90, about 57,600 children are expected to benefit by free supply of text-books and free supply of uniforms and 62,900 children under Mid-day Meal Scheme.

Merit Prizes and Scholarship Schemes

9.8.6 Every year scholarships are awarded to the Pre-matric and post-matric students. There was a budget of Rs. 30.50 lakhs during the year and 18,500 students at Secondary stage were to be benefited, apart from 1350 students under the remaining scholarship schemes. Most of the scholarships are granted on the basis of the merit and talent.

9.8.7 The scholarship schemes have been extended to the students of graduate, post-graduate, Medical, Engineering, agriculture and other technical courses. An amount of Rs. 27.29 lakhs and Rs. 13.3 lakhs were budgeted under Non-Plan and Plan for the year 1989-90 for all the scholarship schemes.

Adult Education

9.8.8 This programme is implemented with State

financial assistance. There are 132 centres functioning in the Union Territory with 94 in Pondicherry region and 38 in Karaikal region. The enrolment in these two regions is 970 and 387 respectively.

Non-Formal Education

9.8.9 Thirtyfour Non-Formal Education Centres in Pondicherry region and 7 in Karaikal region are functioning. The enrolment is 244 and 19 respectively in the two regions.

Science Education

9.8.10 Under the centrally sponsored scheme of "Improvement of Science Education in Schools," 35 Upper Primary Schools, 34 High Schools and 17 Higher Secondary Schools have been identified in the first phase of the programme for Science Education activities. An amount of Rs. 20.82 lakhs was released by the Government of India to provide integrated Science kits to upper primary schools, and to provide deficient equipment in laboratories in Higher Secondary Schools.

9.8.11 There is a proposal to start a District Science Resource Centre at Pondicherry to cater to the needs of the teachers of Science and Mathematics in the Union Territory.

University/Higher Education

9.8.12 From the year 1989-90, Post graduate courses are conducted by the 'Centre for Post Graduate Studies' functioning in Pondicherry.

9.8.13 The Engineering College at Pondicherry is an autonomous body affiliated to the Pondicherry University. The Agriculture College at Karaikal is affiliated to the Tamilnadu Agriculture 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 are affiliated to the Pondicherry University. One Medical College (Namely JIPMER) is financed and administered by the Ministry of Health and Family Welfare, Government of India, New Delhi. It is affiliated to the Pondicherry University.

Technical Education

9.8.14 During the year many new courses viz. Refrigeration and Air-conditioning in Automobile Engine

ering T.V. Engineering in Electronics Engineering, Building Technology in Civil Engineering, Fabrication and Designing B.C.B. & System designing, Post-diploma course in Computer Application and Letter

Press Printing have been introduced. Steps have been taken to acquire the land for Junior Technical School at Mahe.

10 Scholarships

10 Scholarships



10.1.0 The Department of Education administers a number of scholarship/fellowship programmes for Indian students for further education including those offered by other Governments. The Department also provides scholarships to nationals of other countries on a bilateral basis or otherwise. During 1989-90 a number of scholarships were provided under the following major schemes and programmes.

National Scholarships Scheme

10.2.0 Under this Scheme scholarships are awarded for post-matric studies on merit-cum-means basis. During 1989-90, 33,000 scholarships

were awarded. The rates of scholarships vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs. 100/- p.m. to Rs. 300/- p.m. for hostelers, depending on the courses of study. The income ceiling for eligibility of scholarship is Rs. 25,000/- per annum.

National Loan Scholarships 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. 1720/- per year depending upon the course of study. Income ceiling for eligibility of scholarship is Rs. 25,000/- per annum after allowing some

admissible rebates. The Scheme is being implemented through the State Governments/ Union Territory Administrations. Under the scheme 20,000 scholarships were awarded during 1989-90.

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 students by providing them extra coaching, both remedial and special, with a view to removing their educational deficiencies in school subjects and facilitating their admission in professional courses where entry is based on competitive examination. The SC/ST students, who are selected under the scheme are placed in good residential schools having adequate facilities for special teaching. The scheme is being operated through State Governments/Union Territory Administrations.

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

Government of India Scheme of Scholarships in Approved Residential Secondary Schools

10.5.0 The objective of the scheme is to provide educational facilities to talented but poor students (age group 11-12 years) for studying in good residential schools. Five hundred (500) students were selected for award of scholarships during 1989-90. Income ceiling of the parents guardians for eligibility is Rs. 25,000 p.a. Fifty percent of these scholarships were 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 Castes and Scheduled Tribes were given, respectively, 15% and 7½% of these scholarships. The scholarships are tenable for the entire period of secondary schooling, including the plus 2 stage of education in approved residential schools. Scholars are entitled to full amount of tuition fees, residential charges, cost of books and stationery, in addition to

pocket money, uniform/clothing allowance and excursion charges at the rates/ceilings decided by the Government. A travel grant is also admissible to the scholars and their escorts according to the rates prescribed for the purpose.

Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi-1989-90

10.6.0 The object of the scheme, which was started in 1955-56, is to encourage study of Hindi in 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 (2500) scholarships were allocated to various non-Hindi speaking States Union Territories during 1989-90. 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

10.7.0 Twenty scholarships are awarded every year under this scheme. In 1989-90, 20 scholars were selected for this award.

National Scholarships at Secondary Stage for Talented Children from Rural Areas

10.8.1 The number of scholarships awarded every year is 38,000. The break up of 38,000 Scholarships allocated during 1989-90 is given below:—

		Total number of scholarships
—General Category	3 scholarships per Community Development Block	15,000
—Children of landless workers	2 scholarships per Community Development Block	10,000
—Scheduled Caste Children	2 scholarships per Community Development Block and an additional scholarship per Community Development Block having 20% or more Scheduled Caste population	11,500
—Scheduled Tribe Children	3 scholarships per Tribal Community Development Block	1,500

		38,000

10.8.2 The scheme is being implemented through State Governments and Union Territory Administrations.

Scheme of Scholarships for Study Abroad

10.9.0 Fifty scholarships are awarded under this scheme. These scholarships are awarded for graduate study in Printing Technology, post-graduate studies in Naval Architecture and Paper Technology and Doctoral and Post-Doctoral studies in Humanities, Sciences and Technology. This year three more subjects for post-graduate studies in Automation & Robotics, Reliability Engineering and Laser Technology were included in this Scholarship Scheme. Only those candidates whose parental income from all sources, excluding usual standard rebates, is Rs. 1000 - per month or less are eligible for these scholarships. During the year 30 scholars were awarded scholarships under this scheme.

Commonwealth Scholarship / Fellowship Schemes Offered by Govt. of UK/Canada

10.10.0 Under this scheme scholarships/fellowships are awarded to Indian nationals for higher studies research training in U.K., Canada, Hong Kong, Nigeria, Trinidad & Tobago and other Commonwealth countries. The number of scholarships depends on the offer from the Association of Commonwealth Universities. During the year 40 candidates have been sent abroad under the scheme.

Nehru Centenary British Fellowships

10.11.0 Under the scheme Indian students are sent to U.K. for higher studies research. The fellowships are offered by British Government. Twenty candidates were sent abroad.

Jawaharlal Nehru Memorial Trust Fellowships

10.12.0 Under this scheme two candidates were sent abroad.

British Council Visitorship Programme

10.13.0 Under this Programme, more than 160 Scientists, Academicians and Medical Specialists benefited for mutual appreciation of important developments in their areas of speciality.

Technical Cooperation Training Programme

10.14.0 Under this scheme 2 candidates were sent abroad.

Scholarships/Fellowships Offered by Foreign Govts. under Cultural Exchange Programmes

10.15.0 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. Hundred and two students/scholars were sent, under this programme, to Austria, Canada, Denmark, FRG, Greece, Hungary, Indonesia, Italy, Japan, The Netherlands, Norway, Spain, UK, USA and USSR.

Dadoo Naicker Award

10.16.0 Under this programme, instituted from the year 1988-89, one scholarship is awarded to a deserving South African student of Indian origin for studies in India.

General Cultural Scholarships Scheme

10.17.1 For promotion of goodwill and friendly relations, 180 scholarships are offered every year to the nationals of selected African, Asian and other developing countries for under-graduate and post-graduate studies in India, particularly, in courses for which facilities are lacking in their own countries. Students are given scholarships on the basis of their government's recommendation.

10.17.2 The value of scholarship is Rs. 750 - p.m. for under-graduate courses and Rs. 900 - p.m. for post graduate courses. Besides, the students are paid for medical expenses and study tours. They are also paid an annual contingency allowance of Rs. 1500 - to Rs. 2500 - p.a. depending on the course of study.

Scholarships/Fellowships for the nationals of Bangladesh

10.17.3 Under this scheme, 110 scholarships are offered every year to the nationals of Bangladesh for higher studies in India. These include 10 scholarships for Sanskrit and Pali studies. Selection for scholarships is made by the Government of Bangladesh in consultation with the Indian High Commission in Dhaka.

10.17.4 The value of scholarship is Rs. 750/- p.m for under-graduate courses and Rs. 900/- p.m. for post-graduate courses. In addition, the students are paid Rs. 1500/- to Rs. 2500/- p.a. as annual contingency allowance. The expenditure on medical treatment and study tours is also reimbursed. The scholarship also covers cost of air-fare (Dhaka to Calcutta) and 1st class rail fare (Calcutta to place of study in India) and for journey back home after completion of studies. The scheme is financed by the Ministry of External Affairs.

Scholarships for the nationals of Sri Lanka, Maldives and Mauritius

10.17.5 The number of scholarships offered to the nationals of Sri Lanka, Maldives, and Mauritius during 1989-90 for higher studies are as under:

Sri Lanka	50
Maldives	20
Mauritius	40

10.17.6 The terms and conditions of the scholarships are the same as under General Cultural Scholarships Scheme (GCSS). These scholarships are financed by the Ministry of External Affairs from the budget of that Ministry.

Commonwealth Scholarship/Fellowship Plan for Studies in India

10.18.0 Under this programme 75 scholarships are offered by the Government of India to Commonwealth countries for their nationals for post-graduate research studies in India. Against this offer, 58 nominations were received and upto December 1989, 12 students joined their institutions against the admission of 25 students.

Scholarships to Foreign Students Under Cultural Exchange Programme for Study/Training in India

10.19.0 During the year under report, India offered more than 300 scholarships to various countries for studies in different fields as per Bilateral Cultural Exchange Programmes. The countries are: Afghanistan, Algeria, Australia,

Bahrain, Belgium, Bulgaria, China, DPR Korea, Ethiopia, FRG, France, Greece, Hungary, Iran, Italy, Japan, Jordan, Kenya, Malaysia, Mauritius, Mexico, PDR Yemen, Philippines, Portugal, Senegal, Somalia, Sri Lanka, Sudan, Syria, Tunisia, UAE, USSR, Vietnam and Yugoslavia. Against this offer, 300 nominations were received and placements of 180 scholars were arranged. Until November 1989, 100 scholars joined various institutions in India.

Dr. Amilcar Cabral Scholarship

10.20.0 Offer of one scholarship has been made under this programme for an African student.

Dr. Aneurin Bevan Memorial Fellowship

10.21.0 Offer of one/two fellowships has been made under this programme for the nationals of United Kingdom.

Technical Cooperation Scheme of the Colombo Plan

10.22.0 Under this Plan, assistance is offered for placement of scholars coming from Colombo Plan countries namely, Afghanistan, Bhutan, Iran, Indonesia, Malaysia, Maldives, Nepal, Philippines, and Sri Lanka. Nominations of 89 scholars are received from the Ministry of Finance (Department of Economic Affairs) and Ministry of External Affairs which are the nodal Ministries for this programme. Those scholars who find placement in Indian institutions are also awarded scholarships. During the year, 81 scholars were awarded scholarships out of which 50 joined.

Commonwealth Education Co-operation Plan—Training of Craft Instructors

10.23.0 Under this scheme, 10 bursaries were offered to the nationals of Commonwealth countries in Asia, Africa and Latin America for training of Craft Instructors in various trades in different institutions under the control of Director-General, Employment & Training. Four scholarships have been utilized under this Programme upto November 1989.

11 Book-Promotion & Copyright

11 Book-Promotion & 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 round in the country, the demand for books in terms of quantity as well as variety of subject 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 in its problems. Some of the important programmes being implemented in this regard are briefly described in the following paras.

National Book Trust

11.2.1 The National Book Trust, India, an autonomous organisation under the Department of Education, 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. To achieve these objectives, the Trust has been producing books in Indian languages as well as in English. The Trust organises book fairs at national and regional levels, apart from holding seminars and symposia on various aspects of book writing. It also participates, on behalf of the Indian publishing

industry, in book exhibitions held abroad to promote the export of books. The Trust has two Regional Offices at Bangalore and Bombay, in addition to eight book centres at Amritsar, Bangalore, Bombay, Calcutta, Mysore, Hyderabad, Santiniketan and New Delhi.

Publishing Programme

11.2.2 The NBT publishes books under various series. Some of the important series are: National Biography, Young India, Popular Sciences, World of Today, Aadan Pradan and Nehru Bal Pustakalaya. Apart from continuation of these series, the Trust has taken up new schemes for production of books for literacy programmes, reading material for continuing education of neo-literates and school drop-outs, for publication of classical literature, etc.

11.2.3 Based on the increasing demand for titles in the various series and languages, the Trust has embarked on a need-based language-wise publishing programme. As a result of this, the number of titles published during 1988-89 shot up to 441 as against 173 titles produced in 1987-88. It is expected that during the current year, the number of titles may exceed 1,000. The substantial increase expected during the current year is all the more significant considering that a large number of printing jobs like posters, folders, catalogues, etc. were also undertaken for promotional events such as International Book Fairs, National Book Week, Children's Book Fair, National Book Fair, etc. Among the promotional activities which were undertaken by the Trust, the most significant was the sponsoring of the National Book Week from February 6-12, 1989 throughout the country. Posters were mailed by the Trust to nearly 50,000 educational institutions in the country. Activities such as debates, quiz programmes, book reading sessions, book exhibitions etc. were organised by schools, colleges and universities. The Trust organised a National Book Fair at Lucknow where a seminar on promoting books and 'book-mindedness' was also held. In addition to book festivals at Baroda and Coimbatore, Children's book fairs exclusively devoted to sale and display of children's literature were organised one each in Bombay and in Delhi.

New Schemes

11.2.4 The shortage of books for library use in primary schools is one of the deficiencies of the

primary schools system which the Department of Education is attempting to tackle under the scheme of "Operation Blackboard." Under the scheme the National Book Trust was appointed the nodal agency for preparing a Central list of books suggested for the libraries of 5.5 lakhs primary schools in addition to the list being prepared by the State Governments. Accordingly, the Trust invited private and public publishers to submit their books for evaluation and selection. The response was quite satisfactory and a central list is under preparation.

11.2.5 The Trust, in keeping with its objectives, introduced an exploratory scheme for providing assistance to private publishers and voluntary agencies in the production of books. Under this scheme, the cost of preparation and processing of selected manuscripts will be borne by the Trust. In the initial stage manuscripts in Bengali, Hindi, Malayalam and Marathi were invited for submission. A few manuscripts with illustrations are expected to be taken up for assistance and subsequent publication.

Publication of Low Priced University Level Books of Foreign Origin

11.3.0 To enable Indian students to keep them abreast with the developments taking place in developed countries in various branches of studies with the help of up-to-date textbooks, the Department of Education is operating three programmes in collaboration with the Governments of UK, USA and USSR. Under these projects, latest editions of standard foreign university level textbooks and reference books for which comparable Indian books are not available are taken up for publication in low-priced editions. After assessment as to their suitability for Indian students, textbooks are selected for being published in English and in Indian languages. So far 763 British, 1668 American and 650 Soviet titles have been published. During the current year, 38 American and 50 Soviet titles have been recommended for publication.

Indo-Soviet Literary Project

11.4.0 The Indo-Soviet 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 USSR in about 20 volumes each. The first two volumes were released during the

celebration of the Festival of India at Moscow. The Sahitya Akademi has purchased 1,000 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 Soviet side for Hindi translation were edited and recommended by the experts in India. The manuscripts were returned to them (USSR) for publication. All the 20 volumes are expected to be published by 1995.

New Import-Export Policy for Books & Publications

11.5.1 The new Import-Export Policy for books and publications has come into force from April 1988 and will be effective till March 1991. The salient features of the present policy, as amended in November 1989, are as follows:—

- (1) Under O.G.L. educational, scientific and technical Journals, News Magazines & Newspapers can be imported by all persons. Imports of educational, scientific and technical books under O.G.L. is permitted in the case of Universities, recognized educational and research institutions, public, national and state libraries, institutions of higher learning and recognized publishers and book-sellers having a minimum sales turnover of over Rs. 5 lakhs per annum. These imports are subject to certain conditions such as for preventing import of foreign editions of books, Indian reprints of which are available. Bona fide dealers in books whose purchase turnover is not less than Rs. 3 lakhs per annum can also get licences for import of books other than those covered under O.G.L. Value of such imports will be limited to 10% of the purchase turnover.
- (2) Teaching aids, Micro Films & Microfiches of educational nature, and films strips slides of educational nature with or without audio cassettes video tapes of educational nature can be imported only by recognised educational, scientific, technical & research institutions, libraries of such institutions, Central or State Government Departments, Industrial Units engaged in Research & Development work, registered medical institutions, hospitals, consultants, recognised Chambers of Commerce, Productivity Councils, Management Associations, and professional bodies.

11.5.2 However, imports of foreign editions of books for which editions of authorised Indian reprints are available will not be allowed. Foreign reprints of Indian publications will be allowed on the basis of prior written permission of the Ministry.

Book Export and Promotional Activities

11.6.1 India is one of the 10 major book producing countries of the world. 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.

11.6.2 In 1989-90, India participated in the international book fairs/exhibitions held in Bologna (Italy), Frankfurt, London, Malaysia, Moscow and Singapore. Exhibitions of Indian books were organised in Malaysia, Mauritius and Prague (Czechoslovakia). Seven hundred & sixty-six books on different subjects were displayed in Mauritius and 373 books on different subjects were displayed in Kuala Lumpur. The exhibition in Prague was organised as part of the celebration of "Days of Indian Culture in Czechoslovakia".

11.6.3 India also participated in Cairo International Book Fair in January/February, 1990. It was further scheduled to participate in the London International Book Fair to be held in March, 1990.

11.6.4 With the help of the National Book Trust, World Book Fairs are being organised in the country since 1972. The World Book Fair has become a regular biennial feature and the 9th World Book Fair was held from February 13 to 18, 1990 at Pragati Maidan, New Delhi.

Raja Rammohun Roy National Educational Resource Centre

11.7.1 Raja Rammohun Roy National Educational Resource Centre was established in the year 1972 with the main objective of promoting the writing and production of indigenous University level books. It aimed at serving authors and publishers of University level books as well as research workers in the field of book production. It acted as a data bank to clear all information on indigenous textbooks.

The Centre is a permanent exhibition of standard textbooks in all regional languages, including English and Hindi. The Centre under its scheme of 'On-the-spot' evaluation was getting indigenous books evaluated in all disciplines by subject experts and recommended to Indian Universities for inclusion in the university curricula. The Centre periodically organised exhibitions of university level books at various universities by rotation. Documentation and Statistical Analysis of Import Document was also being done at this Centre.

11.7.2 The Centre is acting as a National Agency to operate the International Standard Book Numbering System in India, under direction from the International ISBN Agency, Berlin. The Agency allocated ISBNs to publishers free of cost. The agency has so far registered more than 765 Indian publishers under the ISBN system.

11.7.3 Now the Ministry has reorganised the Centre with effect from September 1989 and renamed it as "Raja Rammohun Roy National Unit". The activities of the Centre, viz., on-the-spot evaluation of newly published university level indigenous books, organisation of exhibitions of University level Books at University Centres in India by rotation, publication of various bibliographies and National Catalogues and publication of Qualitative and Quantitative Reports on Import Documents have been discontinued. The reason is that other agencies are capable of doing these items of work. The Unit is concentrating on ISBN work.

Copyright

11.8.1 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.

11.8.2 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.

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 places of residence or occupation. The term of the Copyright Board expired on 31st March 1989 and the Board is being reconstituted.

11.8.3 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 the Conventions were revised at Paris in July 1971, to incorporate special concessions to be given to the Developing Countries to enable them to issue compulsory licences for reproduction (Translation of books of foreign origin for educational purposes in case these rights could not be obtained on freely negotiated terms under certain conditions). India has acceded to the 1971 Text of the Berne Convention and also to the 1971 Text of the Universal Copyright Convention.

Training facilities to Foreign Trainees

11.9.0 India is offering training facilities for the foreign trainees every year through the World Intellectual Property Organisation (WIPO)

Training facilities to Indian trainees

11.10.0 The following officers of the Dept. of Education were provided training opportunities:

- Shri B.S. Dhillon, Section Officer, Ministry of Human Resource Development (Department of Education) attended the Introductory Course on Copyright and Neighbouring Rights in Geneva and Budapest in June, 1989.
- Shri Jagdish Sagar, Joint Secretary, Ministry of Human Resource Development (Department of Education) attended the Regional Forum on the Impact of Emerging Technologies on the Law of Intellectual Property for Countries in Asia and the Pacific at Seoul, from August 30 to September 1, 1989.
- Shri V.K. Saxena, Licencing Officer in Ministry of Human Resource Development (Department of Education) attended the training course in Copyright and Neighbouring Rights in Seoul, in September, 1989.

-- Shri Sudhir Chandra, Copyright Information Officer of the Ministry of Human Resource Development (Department of Education), attended the Regional Training Course on Copyright Trials at Beijing, China, from 29th October to 3rd November, 1989.

Meetings of the Governing Bodies of WIPO

11.11.0 Shri S. Gopalan, Additional Secretary, Ministry of Human Resource Development (Depart-

ment of Education) was deputed by Government of India to participate in the meetings of Governing Bodies of WIPO and the Unions Administered by WIPO held at Geneva, from September 25 to October 4, 1989.

National Society of Authors

11.12.0 Arrangements are in progress to set up a National Society of Authors with a view to protect their Copyright interests.

12 Promotion of Languages

12 Promotion of Languages



Vice-President S.D. Sharma honouring Hindi writers from Non-Hindi areas

12.1.0 Languages being central to education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and other 14 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 was given due attention. In fulfilling this responsibility, the Department is assisted by a number of autonomous organisations and subordinate offices, namely Kendriya Hindi Shikshan Mandal (KHS), Agra; Rashtriya Sanskrit Sansthan (RSS), New Delhi with its 8 Vidyapeeths; 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). During the year under report, the Department continued its on-going schemes and programmes. The following are some of the important activities pertaining to promotion and development of languages undertaken during 1989-90.

Promotion and Development of Hindi

12.2.1 Eversince Second Five Year Plan, Central assistance is being provided for appointment of Hindi teachers in Schools from upper primary to

higher secondary levels in non Hindi speaking States/Union Territories. The extent of financial assistance given under this scheme is 100%. As on date, for 9000 posts of Hindi teachers, Govt. of India are giving assistance. There is also a scheme for giving 100% Central assistance to non-Hindi speaking States/Union Territories for establishment of Hindi Teachers' Training Colleges. This assistance is also available to voluntary organisations for the same purpose. So far 35 colleges in different parts of the country have benefited under this scheme. Of them 19 are being run by State Governments and 16 by Voluntary Hindi Organisations. The annual intake of these colleges is about 1350 trainees.

12.2.2 To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since 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. In the earlier years, grants were generally sought for running Hindi classes, conducting course in Hindi typing and shorthand, establishment of libraries and reading rooms etc. Quite a number of organisations are now coming up with requests for grants for training teachers, publication of Hindi journals, conducting Hindi examinations, instituting prizes as well as for advanced work in Hindi.

12.2.3 Financial assistance is also being extended to voluntary organisations, societies, trusts as well as individuals for bringing out publications with a view to promote and propagate Hindi. Assistance is provided at the rate of 80% of the total cost estimates.

Kendriya Hindi Sansthan (KHS) AGRA

12.2.4 In pursuance of the objective to train Hindi Teachers in non-Hindi speaking States, the Kendriya Hindi Sansthan with its Headquarters at Agra and 5 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. 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 50 students from various foreign countries. The Sansthan has also developed textbooks and instructional materials for teaching Hindi in non Hindi speaking areas.

12.2.5 On 13th February, 1989 the Silver Jubilee Celebrations of Kendriya Hindi Sansthan were inaugurated by the Prime Minister of India. On this occasion, 24 awards were given by the Prime Minister for outstanding contributions to Hindi. Silver Jubilee Celebrations have been continued through out the year. During this period, a number of Seminars and Conferences were organised by the Kendriya Hindi Sansthan all over India. Moreover 10 outstanding persons have been selected for 'Akshil Bharatiya Hindi Sevi Samman' during the current year.

Central Hindi Directorate (CHD)

12.2.6 The Directorate is compiling 13 Hindi and 13 regional languages based bilingual dictionaries. So far Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, and Hindi-Urdu dictionaries have been published. The Directorate has brought out nine trilingual dictionaries, while 12 Hindi based and 12 regional languages based trilingual dictionaries are being compiled. The Directorate has also published one Multilingual dictionary and Tatsam word dictionary besides compiling 'Bharatiya Bhasha Parichay Kosh'. Under the Cultural Exchange Programme, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries have been published.

12.2.7 Journals like 'Unesco Doot' (Hindi version of the English Magazine entitled 'Unesco Courier') is being brought out by the Directorate besides quarterly Hindi journal 'Bhasha', annual journal 'Varshiki' and 'Sahityamala'.

12.2.8 The Directorate is implementing a scheme of teaching Hindi through correspondence courses with English, Tamil, Malayalam and Bangla as media. The enrolment in these courses during the current year is around 13,000. Some self-teaching Records and Cassettes have also been prepared for the purpose. Personal Contact Programmes are organised for removing the difficulties of the students.

12.2.9 The Directorate has organised study tours for non-Hindi speakers in Hindi speaking areas and released travel grants to research scholars of non-Hindi speaking areas. Neo-Hindi writers' workshops are held in non-Hindi speaking areas to encourage original writing in Hindi, besides symposia for discussing various aspects of Indian literature in non-Hindi speaking areas. Sixteen Neo-Hindi writers are given awards every year.

12.2.10 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 engaged in the propagation and development of Sindhi language.

Commission for Scientific and Technical Terminology (CSTT)

12.2.11 The Commission for Scientific & Technical Terminology (CSTT) was set up in October, 1961 for evolution of scientific and technical terminology and preparation of university level books and reference literature in Hindi and other regional languages.

Terminology

12.2.12 The CSTT has, so far, evolved more than five lakh scientific and technical terms relating to Sciences, Social Sciences & Humanities, Medicine, Agriculture and Engineering. Terminologies in specialised fields e.g. Space Science, Computer Science and Metallurgy have also been published and are under preparation in other specialised fields e.g. Printing Technology, Architecture, Petroleum, Aeronautics, etc. The prestigious publication of the CSTT 'A Consolidated Glossary of Administrative Terms' has been distributed in all the Central Government State Government Departments.

Definitional Dictionaries

12.2.13 The CSTT has brought out 33 Definitional Dictionaries in various disciplines so as to serve as reference material to the University teachers and students. Besides, some of the Definitional Dictionaries are press ready and some are under various stages of production.

Pan-Indian Terminology

12.2.14 With a view to identifying commonness in

Indian languages, the CSTT has identified 20,000 Pan-Indian terms and these have been published in subject wise glossaries for free distribution amongst scholars, writers, translators, journalists, etc. Identification of Pan-Indian character of many more terms is under way.

University Level Books and quarterly journals

12.2.15 In collaboration with the Hindi Granth Akademies State Text-Book Boards, the CSTT has brought out more than 8700 University Level Books in Hindi and other regional languages. Production of books in Engineering, Medicine and Agriculture is the direct concern of the CSTT and, in these subjects, the CSTT has brought out 312 books. The CSTT also brings out a Quarterly Journal 'Vigyan Garima Sindhu' for providing latest supplementary material to the university teachers and the students.

Terminology Orientation Workshops

12.2.16 With a view to popularising and promoting appropriate use of terminology, the CSTT organises Terminology Orientation Workshops for university college teachers in the university towns. Annually 10-15 such workshops are organised.

Computerisation of Terminology

12.2.17 Currently, the CSTT has undertaken computerisation of all the scientific and technical terms evolved by it, so as to facilitate effective coordination, updating and printing of comprehensive, subject group wise and subject wise glossaries as per users' needs as also to create a database for setting up a computer based National Terminology Bank.

Promotion and Development of Modern Indian Languages (MIL)

Central Institute of Indian Languages (CIIL), Mysore

12.3.1 With a view to develop and train teachers in Modern Indian languages for implementing the Three-language formula, the Central Institute of Indian Languages (CIIL), is running full academic year courses for school teachers from different States Union Territories at their four Regional Language Centres and two Urdu Training Research Centres. Three hundred and ninety-seven trainees

sponsored by different State Governments in 13 languages were admitted during the year under report. In addition to this, 110 are taking correspondence courses in Tamil and Bengali on experimental basis. To develop proficiency tests in languages for measurement of language competency, Institute has also prepared test items in seven languages, while tests in other seven languages are in progress.

12.3.2 The Institute has also prepared grammars, 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 promote and propagate Modern Indian Languages. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian languages also receive Central assistance. The pattern of assistance under the Schemes corresponds to that of Hindi promotion schemes.

12.3.4 Schemes are also being implemented through Central Hindi Directorate for promotion and development of Sindhi which include publication assistance, financial assistance for the voluntary organisations engaged in promotion and propagation of Sindhi and awards for Sindhi scholars.

Central Institute of English and Foreign Languages (CIEFL), Hyderabad

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 Languages (CIEFL) for the setting up of at least one district centre for English language in each State. So far, 25 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. The Government has assigned a scheme to Regional Institutes of English in collaboration with CIEFL, for preparation of tests for measuring proficiency levels in English for students after Standard X as well as foreign students coming to India for advanced study. These tests for measuring English proficiency called 'TEP 10' and 'TEP 12' are at an advanced stage.

Taraqqui-e-Urdu Board

12.5.1 Taraqqui-e-Urdu Board, which is an apex advisory body to advise the Government on promotion and development of Urdu language, was reconstituted this year. The Board consists of Urdu scholars, academicians, and representatives of voluntary agencies in the field and Urdu academics. The Minister of State for Education is the Chairman of the Board.

12.5.2 This year, a sub-committee of Taraqqui-e-Urdu Board was constituted to examine broad-basing the terms of reference of the Board. The report of the sub-committee was presented to Board for consideration.

12.5.3 The BPU serves as the secretariat of the TUB. The Bureau has set up 39 Calligraphy Training Centres in Urdu in different parts of the country. Seven of these Centres are exclusively for women. More than 1100 students have so far benefited by these Centres. The Bureau has also brought out 635 titles in various subjects including Urdu-Urdu Dictionaries, publications in Urdu besides a glossary of technical terms in different disciplines. A research journal called 'Fikro Tehqeeq' is also being brought out by the Bureau.

12.5.4 Financial assistance for Urdu publications and other activities like holding of conference, seminars, workshops etc. is being provided by the Bureau. During this year, besides others, grant-in-aid of Rs.11.57 lakhs was released to Dairatul Maarifil Osmania, Hyderabad, towards maintenance cost including the arrears of this organisation.

Promotion of Sindhi

12.6.1 The scheme "Production of Standard Literature in Sindhi" is being implemented through the Central Hindi Directorate for promotion and development of Sindhi language and literature. Through various sub-schemes following programmes/items of work have been undertaken.

12.6.2 Twenty-one books in Sindhi language have been published so far, which include rare books, classical text books etc. reprinted. More than 45000 terms in different subjects pertaining to Humanities & Science group have been identified and work of coining Sindhi equivalents is being undertaken.

12.6.3 Every year workshops on different literary subjects are organised at National Level by inviting

applications from various parts of the country. One workshop on "System of Sindhi writing" was organised at Madras from 16th to 22nd November 1989. Second Workshop on "Sindhi Rajasthani Folk Lore" was organised in Barmer (Raj.) from 25th to 31st December, 1989.

12.6.4 A National Seminar was held on "Sindhi Kutchhi Lok Sanskrit" in Adipur (Kutch) in March, 1990.

12.6.5 Every year, Sindhi books at a cost of Rs.2.00 lakhs are purchased for free distribution to public college school libraries etc. This year, 72 titles were approved by the Selection Committee for purchase of 175 copies each.

12.6.6 The Sindhi Advisory Committee under the Chairmanship of Minister of State for Education was set up to give advice to the Government on matters pertaining to promotion and development of Sindhi language.

Promotion of Sanskrit and other Classical Languages

12.7.1 For promotion and development of Sanskrit and other Classical languages, the following programmes were implemented during the year.

Financial Assistance to Voluntary Sanskrit Institutions engaged in the Propagation and Development of Sanskrit

12.7.2 Under this Scheme, registered Voluntary Sanskrit organisations institutions are given recurring & non-recurring grants for salary of teachers, scholarships to students, construction and repair of buildings, furniture, library etc. Seventy-five percent of the approved expenditure on each of the above items is given as grant from the Ministry. In the case of Vedic institutions where oral vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About 700 Sanskrit organisations in the country are being given financial aid during this year.

Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas Shodh Samsthans

12.7.3 Some of the 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% recurring and 75% non recurring expenditure. So far, 12 Post-Graduate Teaching Institutions and 2 Post-Graduate Research Institutions have been brought under the purview of this Scheme. Three of them are in Bihar, two in Haryana, one in Kerala, two in Maharashtra, three in Tamil Nadu and three in U.P.

Rashtriya Sanskrit Sansthan

12.7.4 The Rashtriya Sanskrit Sansthan is an autonomous organisation under the Ministry of Human Resource Development set up for preservation and propagation of Sanskrit, publication and preservation of manuscripts and for organising training activities. Since its inception in 1970, it has established 8 Kendriya Sanskrit Vidyapeethas in 7 States situated at Allahabad, Delhi, Guruvayoor, Jaipur, Jammu, Lucknow, Puri and Tirupathi. In addition, it has 41 private institutions affiliated to it for the purpose of examination. It conducts examinations and awards certificates and degrees from Prathama to Acharya and Vidyavaridhi. It also provides teachers' training at graduate and post-graduate levels.

12.7.5 The Sansthan through its following Vidyapeethas, has undertaken a number of research, development and extension programmes/activities:

12.7.6 The Allahabad Vidyapeetha is a specialised in collection and preservation of manuscripts, and has so far collected more than 50,000 manuscripts and has published about 55 important works. It has also completed a programme of Micro-filming manuscripts from the Kashmir University pertaining to Kashmir Shaivism.

12.7.7 The Tirupati Vidyapeetha :- The following are the important projects undertaken by this institution:

The Project of Vaikhanasa Agama Kosha that has been completed and sent to the press for printing.

The Project of Tape Recording of Vedas, being carried out with the help of Tirupati Tirumala Devasthanam. Vedic recitation of various Sakhas has been recorded upto 1200 hours.

The Project of Tape Recording of Oral Shastraic tradition under which tape recording of Mimamsa tradition has



Classical language scholars honoured by the President

already been completed and the recording of Nayaya tradition is in an advanced stage.

12.7.8 The Jammu Vidyapeetha is specialised in Kashmir Shaiv Darshan and the manuscripts for Kashmir Shaiv Darshan Kosha is nearing completion.

12.7.9 The Delhi Vidyapeetha is engaged with the project of compilation of Sandarabha Kosha on Sankhya Yoga, which is ready for press. The printing of Sabara Bhasya with commentaries is in progress.

12.7.10 The Headquarters of the Sansthan is bringing out the Who's Who of Sanskrit scholars and Bio data of about 109 persons have been compiled.

12.7.11 The Rashtriya Sanskrit Sansthan has been operating two scholarship programmes for the Ministry of Human Resource Development.

12.7.12 Under Research Scholarships Scheme to products of Sanskrit Pathshalas, a monthly stipend of Rs.300 is given to research scholars for a period of 2 years. In addition a contingent grant of Rs.500 per year is also given to each scholar.

12.7.13 Under post-matric scholarships, Students who study Sanskrit as a subject at MA Acharya and Ph.D. levels in the modern stream are awarded scholarships of Rs. 100 per month & Rs. 300 per month respectively.

Sanskrit Dictionary Project, Deccan College, Pune

12.7.14 Financial Assistance is being provided to Deccan College, Pune, for preparing a Sanskrit Dictionary on Historical principles which will help research Scholars in the interpretation of old and difficult Sanskrit texts. Three parts each of volume I & II and two parts of volume III have already been published.

Utilisation of Services of Senior Eminent Sanskrit Scholars to impart indepth Study in Shastras

12.7.15 Under this scheme 85 eminent Sanskrit scholars have been approved for guiding junior members of the staff and senior students in Adarsh Sanskrit Pathshalas, important voluntary Sanskrit teaching institutions, research centres and Sanskrit Universities in the indepth study of higher texts, research and methodology. These scholars are appointed on a monthly honorarium of Rs. 1000/-.

Financial Assistance to Voluntary Organisations engaged in the Propagation and Development of Classical Languages other than Sanskrit i.e. Arabic/Persian

12.7.16 Under this scheme, registered voluntary organisations working for the promotion of Arabic and Persian are provided with financial assistance towards salary, scholarships, furniture, library and other activities. About 200 institutions are being assisted under this scheme. Scholarships are also awarded every year to students of traditional Madrasas and Maktabs to prosecute higher research in Arabic and Persian.

Deemed Universities

12.7.17 Two Vidyapeethas, one in Delhi and another at Tirupati have been declared as Deemed to be Universities on 16th November, 1987. Vice-Chancellors of the Universities have also been appointed. Other formalities are being gone through.

Central Sanskrit Board/Committees

12.7.18 The Central Sanskrit Board is an advisory body which advises the Government of India on matters of policy pertaining to the propagation and development of Sanskrit in the country, including pattern of Sanskrit education in the country, including co-ordination of courses, etc. It was re-constituted with effect from 1st March, 1989, for a period of three years under the chairmanship of Dr. Shankar Dayal Sharma, Vice President of India. The Board met twice on the 4th July, 1989 and 15th September, 1989.

12.7.19 The Board has also constituted six Committees to study and submit report on the following matters :-

- Sanskrit and National Integration;
- Scientific, Technical and Engineering knowledge in Sanskrit literature;
- Sanskrit as a Computer language;
- Popularisation of Sanskrit amongst the masses;
- Inter-translation of Sanskrit literature and the literatures of other Indian languages;
- Introduction of a measure of uniformity in the syllabi for Sanskrit teaching.

12.7.20 Four committees have already met in the Ministry during the period under report.

Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars

12.7.21 This scheme envisages giving of President's Award of Certificate of Honour to eminent Sanskrit, Arabic and Persian scholars. Annually 14 scholars—10 in Sanskrit and 2 each in Arabic and Persian—are selected for the award and their names are announced on the eve of Independence Day. In 1989, 12 scholars have been selected for this award—9 in Sanskrit, 2 in Persian and one in Arabic. The award carries an annual monetary grant of Rs. 10,000/- for the life of the scholars. Each scholar is presented with a Sanad and Shawl at a function to be held at Rashtrapati Bhawan.

Scheme for Development of Sanskrit through State Governments/Union Territories

12.7.22 This scheme provides for 100% grant to State Govts. as described below :

- Financial Assistance is given upto Rs. 4000/- per annum to eminent Sanskrit scholars in indigent circumstances, whose income is below Rs. 4,000 per annum.
- For modernisation of Sanskrit pathshalas in the traditional system of Sanskrit education, assistance is given for appointment of teachers for teaching selected modern subjects. States of Gujarat and U.P. are receiving grants for this purpose.
- For providing facilities for teaching Sanskrit in High and Higher Secondary Schools, 100% grant is given towards salary of Sanskrit teachers. States of Karnataka and Nagaland are availing of assistance for this purpose.
- In order to attract good students for study of Sanskrit in the High and Higher Secondary Schools, merit scholarships are given to Sanskrit students in Classes IX to XII @ Rs. 10 per month. About 3,000 students are benefited.
- State Governments are also given assistance when they chalk out their own programmes for development and propagation of Sanskrit like upgrading the salary of teachers, honouring of Vedic

scholars, conducting Vidwat Sabhas, holding of evening classes for Sanskrit, celebrating Kalidasa Samaroh etc.

Production of Sanskrit Literature

12.7.23 Under this scheme, assistance is given for (i) printing and publication of original works relating to Sanskrit literature, (ii) printing of out-of-print Sanskrit books (iii) purchase of Sanskrit publications from authors and publishers for free distribution to various institutions, (iv) Sanskrit journals to improve their quality and contents, (v) preparation and publication of descriptive catalogue of Sanskrit Manuscripts and publishing critical editions of Sanskrit Manuscripts.

12.7.24 During 1989-90 (upto the end of December, 1989) 22 publications were brought out with Government assistance. About 25 more publications are expected to be brought out during 1989-90. Besides this, Dharma Kosha Mandala, Wai which is engaged in the work of preparation and publication of Dharma Kosha, an encyclopaedia of ancient Sanskrit literature has been provided substantial assistance. The All India Kashiraj Trust, Varanasi, is engaged in bringing out Hindi translation, English translation and critical edition of all the Mahapuranas with Government assistance. Kalpatharu Research Academy, Bangalore has also been sanctioned publication grant for two projects.

12.7.25 About 34 journals are being assisted by Government of India by giving a grant ranging from Rs. 1500 to 10,000 per annum to improve their quality and contents. Government has also purchased about 300 books from individuals and publishers for free distribution to various institutions. Two catalogues of critical editions of manuscripts have been brought out in 1989-90. Two more catalogues critical editions are expected to be published during 1989-90.

12.7.26 Besides, a massive programme for bringing out photo offset reproduction of important out-of-print Sanskrit books has also been undertaken with a view to make them available at low price to the readers. About 25 books are under reprint during 1989-90.

Preservation of Oral Tradition of Vedic Studies

12.7.27 As a special incentive to preserve the oral tradition of Vedic studies, a scheme was introduced

during 1978 under which each *swadyayain* is expected to train two students each below the age of 12. During 1989-90 fourteen such units are receiving assistance. Under this scheme the scholar is getting an honorarium of Rs. 1250 p.m. and the student stipend of Rs. 175 p.m.

Vedic Convention

12.7.28 In order to locate and identify the areas and families where the oral vedic tradition is still alive, the Ministry holds a vedic convention every year for which scholars from all over India are invited. This year's Vedic Convention was organised in Kotdwar in January, 1990.

All India Elocution Contest

12.7.29 All India Elocution contests are organised to encourage oratorical talents among the students of traditional Sanskrit Pathshalas in various branches of Sanskrit learning. Teams of eight students alongwith a teacher from all State Governments are invited to participate in this. This year's contest was held at Kotdwar in January, 1990.

Rashtriya Veda Vidya Pratishthan

12.7.30 Rashtriya Veda Vidya Pratishthan was set up in 1987 for undertaking various activities including support to traditional vedic institutions

and scholars, providing scholarships/fellowships, etc. for promotion of oral traditions of vedic studies.

Vocational Training Courses for Projects of Sanskrit Pathshalas

12.7.31 This scheme aims at generating employment opportunities for the students who pass out of Kendriya Sanskrit Vidyapeethas, Adarsh Sanskrit Mahavidyalayas and other traditional Sanskrit institutions. It provides for short-term vocational training to those students in subjects allied to Sanskrit studies, namely, Epigraphy, Manuscriptology, Ritualogy, Sanskrit printing and composing etc. Registered voluntary organisations in the country receive 100% grant. During 1989-90 about fifteen such courses were being conducted.

Cultural Exchange Programme

12.7.32 Cultural agreements are made between India and other countries to receive foreign scholars and to send Indian scholars abroad.

12.7.33 The total plan budget for Language Development during 1989-90 was Rs. 11.73 crores (Rs. 5.43 crores for Hindi, Rs. 3.08 crores for Modern Indian Languages and Rs. 3.22 crores for Sanskrit). This is apart from a total provision of Rs. 9.49 crores under non plan.

13 Border Area Development Programme

13 Border Area Development Programme



13.1.0 The Border Area Development Programme is intended for Educational Development of the Border Areas of the States of Gujarat, Jammu and Kashmir, Punjab and Rajasthan. An outlay of Rs. 200 crores had been included in the Seventh Five Year Plan for this Programme. In 1986-87, which was the first year of the implementation of the programme (Second year of the Seventh Plan), the Programme was implemented by the Ministry of Home Affairs in the three Border States of Rajasthan, Gujarat and Punjab, in accordance with guidelines laid down by the Committee of Secretaries. From 1987-88 onwards, the implementation of the programme was transferred

to the Department of Education, to reorient the programme so as to concentrate on education in the border areas. It was intended that the programme would hence-forth be confined to 'education', which is a critical input of the development of border areas. The emphasis is laid under the programme on overall human resource development. The efforts under this programme are a supplement to the States Educational Development Programmes, including those that may be taken up under the rural development programmes.

13.2.0 A Sanctioning Committee under the Chairmanship of Education Secretary with representa-

tives from the Planning Commission, the State Governments and the concerned Ministries has been set up to clear the proposals of the State Governments promptly.

13.3.0 In the following Table, information is presented on the achievements under the programme since 1987-88:—

TABLE 15				
Border Area Development Programme : Achievements				
(Rupees in crores)				
	1987-88	1988-89	1989-90	Total for anti- 1987-88, pated by 1988-89 & 31.3.90 1989-90
Amount spent (Rs. in crores)	25.00	45.50	50.00	120.50
			(50.00) @	
State wise break up of grants given (Rs. in crores)			@@	@@
Gujarat	3.56	5.20	6.94	15.70
Rajasthan	7.38	7.22	8.90	23.50
Punjab	5.24	9.20	8.80	23.24
Jammu & Kashmir**	8.82	23.88	20.58	53.28
	25.00	45.50	45.22	115.72

Assistance given for :

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

@ The figure in brackets is BE for 1989-90.

@@ Statewise break up of expenditure and consequently the State-wise totals do not reflect the overall position anticipated by 31.3.90.

** A separate Education Development Plan for J&K was approved outside normal Plan and outside BADEP with an outlay of Rs.24 crores to be provided over six years; an amount of Rs. 4 crore was released during 1989-90 under this plan.

14 Twenty Point Programme and
Access to Education for the
Disadvantaged

14 Twenty Point Programme and Access to Education for the Disadvantaged



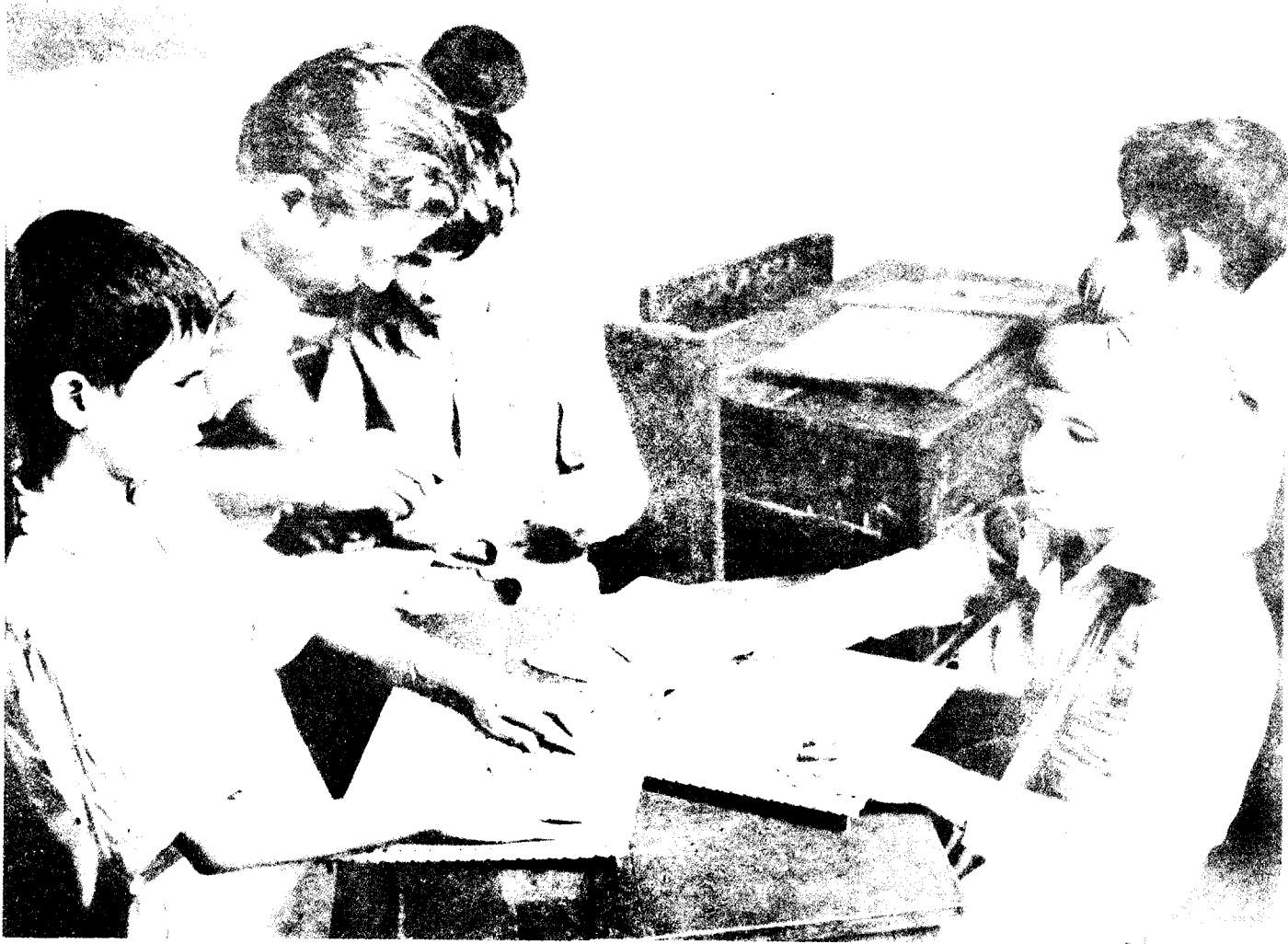
Music education for mentally retarded children

14.1.0 Under point No. 10 of Twenty Point Programme (TPP)—1986, the progress in elementary education and adult education has to be closely monitored in physical and financial terms with reference to predetermined targets. Periodic reports on progress of expenditure on Elementary and Adult Education Programmes were sent to the Ministry of Programme Implementation. Annual Reports of physical achievements in respect of Elementary and Adult Education together with evaluatory reports on content of education, non-formal education and value-oriented education were also furnished to Ministry of Programme Implementation. Consistent with NPE-1986 and POA, efforts are on for establishment of a new

monitoring system emphasising universal enrolment, universal retention and attainment of minimum standards of education.

Education of Scheduled Castes and Scheduled Tribes

14.2.1. The NPE, 1986 envisages a number of steps for the educational development of Scheduled Castes, Scheduled Tribes and other weaker sections. A Working Group to deal exclusively with education of weaker sections was formed in the Meeting of the Central Advisory Board of Education (CABE) held on July 6-7, 1989. This Group took stock of the existing programmes and made a number of



Education of blind children

recommendations to ensure greater progress. These have been taken up with different agencies for speedy implementation.

14.2.2 Special emphasis has been laid on the removal of disparities and equalisation of educational opportunities by attending to specific needs of scheduled castes and scheduled tribes who have not been able to take full advantage of the present educational provisions and facilities, as brought out briefly in the succeeding paragraphs :

14.2.3 Under the schemes of Operation Blackboard, Non-formal Education and Adult Education, States have been advised to give high priority to selection of blocks which have large concentration of scheduled castes and scheduled tribes.

14.2.4 Under a crash programme for providing multiple facilities in SC/ST habitations, assistance was provided to start Non-formal Education Centres to the States of Andhra Pradesh, Orissa and West Bengal and an amount of Rs. 90.20 lakhs was released.

14.2.5 Sixty one out of 215 DIETs (District Institutes of Education and Training) for which grants were released with the objective of providing total academic and training support to the elementary education system at the district level, are located in Tribal Sub Plan areas.

14.2.6 Under the scheme of Navodaya Vidyalayas, a total number of 261 schools have been opened all over the country enrolling 48940 students. The number of SC students enrolled was 9150 and that of scheduled tribes was 5493 accounting for 18.7% and 11.2% of total enrolment.

14.2.7 The scheme for upgradation of merit of SC/ST students started in 1987-88 continued to be under implementation through States/UTs. Assistance was released to 39 schools. Under the scheme, remedial coaching was given in classes IX to XII, apart from special coaching in classes XI and XII as described in the part on "Scholarships"

14.2.8 As brought out in the part relating to the activities of the NCERT, this institution continued preparation of primers/text books in tribal dialects. It also conducted workshops for preparing instructional materials for tribals in Andhra Pradesh.

14.2.9 Other facilities like reservation of seats in educational institutions (15% for SCs and 7½% for STs), relaxation in qualifying marks in entrance

examinations, reservation in pre-matric scholarships, freeships in Kendriya Vidyalayas, reservation of University level research fellowships, research associateships, teacher fellowships etc. were continued.

14.2.10 The IITs operate a scheme under which candidates belonging to SCs and STs who do not qualify in the Joint Entrance Examinations by very slender margin of marks are given further training and admitted to relevant courses.

14.2.11 Under the Special Component Plan and tribal Sub-Plan, about 12.5% and 6.5% respectively of the divisible outlay of the Department of Education for the year 1989-90 were quantified and earmarked.

Education of Minorities

14.3.1 In pursuance of NPE, 1986 and Prime Minister's 15 Point Programme for welfare of Minorities, the following steps were taken:—

Model guidelines for recognition of minority managed institutions

14.3.2 A set of policy norms and principles for recognition of minority managed educational institutions other than those meant exclusively for imparting religious instruction was finalised in consultation with the Ministries of Law and Welfare and forwarded to the State Governments/Union Territories for appropriate action.

Vocational Training

14.3.3 Two additional community polytechnics were opened during the year in minority concentration areas, thus raising the total number of such institutions to 12. Eight more of these institutions would have been sanctioned by the end of the year. More than 13000 persons have so far been trained through short-term vocational courses in various skills and crafts.

Coaching classes

14.3.4 The University Grants Commission continued to implement the scheme of providing assistance to Universities and Colleges for coaching students from educationally backward minorities. The coaching is given for preparing the students for competitive examinations. During the year coaching was conducted in 20 universities and 22 colleges.

Constant review of the programme is made to improve its efficiency and effectiveness.

14.3.5 Teachers of minority educational institutions were given orientation training by the NCERT.

Review of Text Books

14.3.6 As brought out in the part relating to School Education, school text books are being reviewed from the point of view, inter alia, of removal of untouchability, racialism, casteism and communalism. The school text books in use in States/UTs having been reviewed in the first phase, a fresh programme of evaluation was commenced during the year, overseen by a national level Steering Committee.

Education of Women

14.4.1 As brought out elsewhere in the report, enrolment of girls as a ratio of total enrolment is only 40.3% at primary stage, 36.2% at middle stage, 32.1% at secondary and higher secondary stage and 30% 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 Operation Blackboard, Govt. of India has provided assistance since 1987-88 for creation of 78430 posts of primary school teachers, mainly to be filled by women.

Hundred per cent assistance was given for NFE Centres meant for girls. The cumulative number of NFE Centres for girls is 66792.

- 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 26.67% in Navodaya Vidyalayas has been ensured. (Number of girls in these Vidyalayas is 13054 as against the total of 48940).
- In the open school, attention was given for enrolment of girls; out of a total of 1.16 lakh persons enrolled as on 31.8.89, girls were 27067 in number—23.33%.
- The scheme of freeships for girls introduced in 1985-86 was continued with an outlay of Rs.7 crores during the year for reimbursal of tuition fees chargeable from girls in classes IX-XII. Assistance was given to States.
- Five workshops and training/orientation programmes were organised by NCERT, covering subjects like vocational education for women. These included a Unesco sponsored national workshop on UEE for girls.
- The UGC provided financial support to universities for undertaking well defined research projects on women's studies. Twenty seven such projects were approved till March, 1989. Universities and Colleges were supported for establishing cells for women's studies.
- Special attention was given for enrolment of women in Adult Education Centres. Under the RFLPs, out of 39.72 lakh adult illiterates enrolled, 22.66 lakh persons were women (57.06%).

15 Management Monitoring and Evaluation

15 Management Monitoring and Evaluation



Central Advisory Board of Education (CABE)

15.1.1 The Central Advisory Board of Education (CABE) consisting of Education Ministers from 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.

15.1.2 The CABE met in New Delhi on July 6-7, 1989 to review the implementation of the NPE with special reference to :

— Pre-school Education Control and regulation over nursery schools;

- Status of elementary education as well as its perspective for VIII Five Year Plan;
- National Literacy Mission and perspective for the VIII Plan;
- Teacher Education, including National Council of Teacher Education (NCTE);
- Recommendations of CABE Committee on housing facilities for women teachers;
- Secondary Education, including:
 - Vocationalisation
 - Science Education
 - Education Technology
 - Environment Education

- Higher Education, including restoration of academic calendar, number of teaching days, autonomous colleges, etc.
- Technical Education, covering AICTE, Perspective for Technical Education during VIII Plan, Community Polytechnics and thrust areas;
- Education for SCs/STs/Minorities and disadvantaged sections; and
- Resources for Education including external funding.

15.1.3 The main recommendations of the CABE were continuance of Centrally Sponsored Scheme for Elementary Education, Science Education, Vocationalisation of Education, National Literacy Mission and Higher Education during the VIII Plan.

Meeting of State Education Secretaries and Directors of Education

15.2.0 A Conference of Education Secretaries and Directors of Education of all States and Union Territories was held in New Delhi on 5th July, 1989 to review the implementation of NPE. Another Conference of Education Secretaries and Directors of Education was held at New Delhi from January 29 to 31, 1990. In this Conference various issues relating to Elementary Education including Teacher Education; Educational Technology; Science Education; Vocationalisation of Secondary Education; Adult Education; Technical Education and Language development were discussed.

Educational Statistics

15.3.1 Based on the recommendations of the Working Group set up by the Ministry, the Central Plan Scheme on "Computerisation of Educational Statistics" was introduced in nine educationally backward States during the year namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Four types of forms, S-1, S-2, S-3 and B were designed and printed copies of the same in six languages (Assamese, Bangla, English, Hindi, Oriya and Telugu) were supplied to these States. After the required data are collected in specially designed forms, the same will be processed on computer at the State headquarters to produce the required annual statistics of school education.

15.3.2 The 14th meeting of the Standing Committee on Educational Statistics was held on 19.12.1989 and it reviewed the progress of work undertaken by the Statistics Unit of the Department of Education.

15.3.3 The Ministry organised a two-day Training-cum-Workshop on Computerisation of Educational Statistics, on 22-25 October, 1989, for the benefit of Statistical Officers Incharge of Work of Educational Statistics in nine educationally backward States.

15.3.4 The Ministry deputed its officers as resource personnel for the conduct of training programmes on educational statistics organised by the State Governments of Andhra Pradesh, Maharashtra and Madhya Pradesh for the benefit of statistical staff working at district level.

15.3.5 The following publications on Educational Statistics were brought out during the year under report:—

1. Education in India 1984-85 Vol. 1 (Schools)
2. Education in India 1985-86 Vol. 1 (Schools)
3. Education in India 1984-85 Vol. 1 (Collegiate)
4. Education in India 1985-86 Vol. 1 (Collegiate)
5. Selected Education Statistics 1987-88
6. Selected Information on School Education 1987-88
7. Indian students going abroad 1983-84
8. Indian students going abroad 1984-85
9. Indian students going abroad 1985-86

15.3.6 Time lag in publication of data has been somewhat reduced (by three to four months) after computerisation.

Computerised Management Information System (CMIS)

15.4.0 CMIS has developed softwares for the following projects. The status of the projects already computerised are also indicated.

Sl.No.	Name of the project	Status during the year
1.	Monitoring of Centrally Sponsored Schemes.	Completed
2.	Pay billing system of the Deptt. of Education.	Computer output is being regularly supplied

3.	Analysis of Annual Plan allocation and achievements.	Completed
4.	Financial data on Income and Expenditure of Educational Institutions— Education in India—Vol. II.	Completed for the years 1980-81, 1981-82, 1982-83 and 1983-84
5.	Database for Education in India Vol. I, 1985-86	Completed
6.	Creation of database for Selected Educational Statistics, 1988-89	Completed
7.	Annual Action Plan for four Quarters on selected schemes of the Deptt.	Quarterly Reports are being submitted
8.	Indian Students going abroad, 1986-87	Completed
9.	Foreign Students studying in Indian Universities, 1985-86	Completed
10.	State profile on Budgetted Expenditure on Education	Completed
11.	International Standard Book Numbering (ISBN) system for NERC.	Computer output is being regularly supplied.
12.	Book Import—Database for Book Promotion. (A project of NERC)	Completed and tables generated
13.	Population Projections in the age group of 6-14.	Completed
14.	Model Building for Projections of enrolments	Completed
15.	Projection of financial requirements for different sectors of Education	Completed
16.	Identification of Educationally Backward Districts.	Completed
17.	Database of the names of subject experts proposed to be nominated on the Selection Committees of different faculties of Central Universities.	Completed
18.	Database for Elementary Education (Project of EE Divison)	Block level database completed

Development of Computer Based Management Information System by NIC

15.5.0 NIC has installed two Super PC/ATs with 18 terminals; 2 PC/ATs, 5 PC/XTs & 3 PCs for the Department of Education. A team of officers of NIC has been assisting different Divisions of the Department of Education by developing software

packages for generating various reports as per the requirement of the Department. The list of various software packages already developed by NIC, apart from those meant for Educational Statistics are the following :

- Processing applications for grants to voluntary agencies for Adult Education Divison.
- System for monitoring the performance of Adult Education Centres.
- Mass Literacy Programme through Post Box 9999.
- Grants to Non-formal Education Centres.
- Technical Education facilities: Pilot information system for Andhra Pradesh.
- Nomination of experts for selection committees of different universities.

National Institute of Educational Planning and Administration

15.6.0 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 (23 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 (Forty training programmes/seminars/workshops were conducted upto end of November, 1989 and 25 more training programmes were scheduled upto 31.3.1990).
- Provision of training and research facilities to other countries and to international organisations, UNESCO, UNDP, IIEP, Commonwealth Secretariat, etc.
- Provision of technical support to

Government on management of education.

The Institute brought out the following publications :—

School Mapping — Guidelines

Hand Book on Environmental Education for Educational Planners and Administrators.

Planning and Management of Non-formal Education — A Manual for Project Officers.

Journal of Educational Planning and Administration, Vol. 2, Nos. 3&4, July & October Issue, 1989 — Special Issue on "Distance Education".

Implementation of National Policy on Education (NPE) 1986

15.7.1 Various schemes under the National Policy on Education, 1986 and the related Programme of Action continued during the year and are at different stages of implementation. The progress of implementation was reviewed by the CABE and the Conference of State Education Secretaries as already stated.

15.7.2 It is nearly three-and-a-half years since the current National Policy on Education was formulated. Some feedback has been received on the various parameters of the policy and the programmes launched thereunder. A careful appraisal/review of the policy is also contemplated.

Annual Action Plan

15.7.3 Annual Action Plan (AAP) for the year 1989-90 — reflecting objectives under four important programmes, timeframe for accomplishment of goals, achievement of physical and financial targets for the year — was prepared. Quarterly Progress Reports of AAP 1989-90 were regularly sent to the Cabinet Secretariat.

Scheme of Assistance for Studies, Seminars Evaluation etc. for Implementation of Education Policy

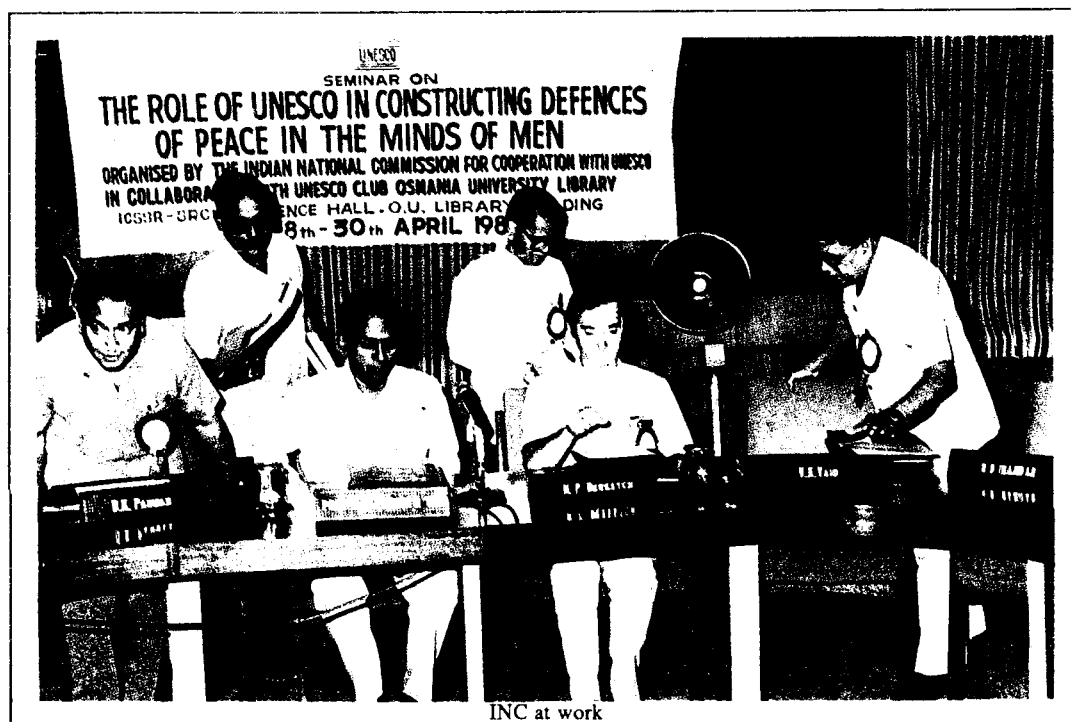
15.8.1 The Scheme of Studies, Seminars, Evaluation etc. for the Implementation of Education Policy aims at resolving problems relating to the formulation, implementation and evaluation of education development programmes.

15.8.2 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.

15.8.3 During 1989-90, financial assistance was given for the organisation of eleven Seminars/Workshops and one study project. A programme of the Centre for Rural and Industrial Development (CRRID), Chandigarh to hold 50 grass-root Seminars, 5 regional Seminars and a national debate on democracy, Secularism and socialism that had been approved in 1988-89 was under implementation. The centre held 35 grass-root Seminars and 2 regional Seminars.

16 International Cooperation

16 International Cooperation



16.1.0 Since the inception of United Nations Educational, Scientific and Cultural Organisation (UNESCO), India has been in the forefront in promoting the ideals and objectives of the Organisation. The Indian National Commission for Cooperation with Unesco (INC) set up in 1949 in compliance with Article VII 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 ever increasing role in Unesco's work particularly in the formulation and execution of its programmes not only by collaborating with the National Commissions of Asia and Pacific region but also

extending effective cooperation to Unesco's Regional Offices and Centres in all its areas of competence, namely, education, science, culture and communication.

Asia-Pacific Programme for Educational Innovations for Development (APEID)

16.2.1 As one of the promoters of Unesco's major regional programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has consistently supported this programme and 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 innovation for development within the country. The NDG, which is headed by Secretary, Department of Education, Ministry of Human Resource Development, Govt. of India, 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 National Development Group. The National Council of Educational Research and Training, one of the principal Associated Centres of APEID, which, inter alia acts as the Secretariat of NDG, facilitates dissemination of information about APEID activities and innovative experiences at the regional level. It also makes regional cooperation within APEID widely known in the country.

Asia-Pacific Programme of Education for All (APPEAL)

16.2.2 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 has 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. India, under APPEAL and ILY, has set up a high level National Coordination Committee and has designated the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, and the NCERT as the national focal points in relation to these programmes.

Education for International Understanding : Unesco Clubs and Associated Schools

16.3.1 While the Unesco Clubs 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. Thirty-seven Schools and Teacher Training Institutes from India are enlisted with Unesco under this project.

16.3.2 The Indian National Commission is the national Coordinating agency for Unesco Clubs and Associated Schools. There are 250 Unesco Clubs which are registered with INC. Unesco Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and projects of Unesco such as celebration of international days and years, organisation of meetings, debates, contests to promote international understanding, cooperation and peace.

Seminar on the Role of Unesco in constructing Defences of Peace in the Minds of Men

16.3.3 Indian National Commission organised this seminar in collaboration with Unesco Club, Osmania University, Hyderabad from April 28-30, 1989. The Seminar highlighted the contribution which Unesco had made to promote intellectual and moral solidarity of mankind through its programmes and activities. The Seminar also brought into limelight the significance of the thought and philosophy of Pandit Jawaharlal Nehru which influenced the course of international understanding.

16.3.4 The participants who attended the Seminar were Principals, Directors and Coordinators of Unesco Clubs and Associated Schools, Distinguished scholars from Jawaharlal Nehru University, Osmania University, Hyderabad University, NCERT, and NIEPA attended as Resource persons.

Unesco Coupons Programme

16.4.0 The Commission continued to operate the Unesco International Coupons Scheme designed to assist institutions and individuals 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 during 1989 amounted to US \$ 17,000/-.

Publication of INC Newsletter

16.5.0 For the purpose of dissemination of information about the programmes and activities of Unesco and those of the Indian National Commission, a half-yearly Newsletter is brought out by the National Commission. The Newsletter is widely circulated in India and abroad. A special issue of the Newsletter was brought out on Pandit Jawaharlal Nehru.

Publication of Indian Language editions of Unesco Courier

16.6.0 Courier is an outstanding educational and cultural periodical of the world which is brought out by Unesco. The Indian National Commission 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

16.7.0 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. 15000/- was sanctioned to the different bodies.

Forty-first Session of the International Conference on Education, Geneva, January 9-17, 1989

16.8.1 An Indian Delegation led by Shri P. Shiv Shanker, the Minister for Human Resource Development, attended the 41st Session of the International Conference on Education held at Geneva from January 9-17, 1989.

16.8.2 The principal theme of the Conference was "Diversification of Post-Secondary Education in relation to Employment" with particular reference to qualitative and quantitative matching of secondary training to employment.

Twentieth Session of the Indian National Commission for Cooperation with Unesco

16.9.0 The XX Session of the Indian National

Commission for Cooperation with Unesco was held at New Delhi on July 26, 1989. The Session of the National Commission was preceded by meetings of the Sub-Commissions on Education, Social Sciences, Natural Sciences, Culture and Communication. The principal matters which were discussed related to the Draft Third Medium Term Plan of Unesco (1990-1995) and the Draft Programme and Budget of Unesco for 1990-1991. In this session, the stand to be taken by India on matters scheduled for deliberations in the 25th General Conference of Unesco was formulated. Draft resolutions to be moved at the General Conference were also approved.

Fifth Session of the Advisory Committee on Regional Cooperation in Education in Asia and the Pacific

16.10.0 Shri Anil Bordia, Education Secretary, participated in the fifth Session of the Advisory Committee on Regional Cooperation in Asia and the Pacific, held at Yogyakarta (Indonesia) from September 11-15, 1989. The Advisory Committee considered the priority areas of future Unesco action in Education in the Region and complementarity between regular and extra-budgetary sources, in the light of the Draft Medium-Term Plan (1990-1995). The Committee also made suggestions for Unesco policy orientations required to augment effective cooperation between Asia Pacific Member States in the light of the World Conference on Education for All — scheduled to be held in Jomtien (Thailand) in March, 1990.

Twenty-fifth Session of the General Conference of Unesco

16.11.1 A high level Delegation led by Shri P. Shiv Shanker, Minister for Human Resource Development, attended the 25th Session of the General Conference of Unesco held in Paris from October 17 to November 16, 1989. The principal agenda of the Conference related to the consideration of third Medium Term Plan of Unesco for the period 1990-1995 and Draft Programme and Budget of Unesco for the Biennium 1990-1991.

16.11.2 During the Conference elections were also held for the Membership of the Executive Board and various other Inter-governmental Committees. Shri N. Krishnan, Dean, School of International Studies, Pondicherry University and

former Special Envoy of Prime Minister to Africa Fund was elected as India's member of the Executive Board of Unesco. India was also elected on the following Inter-governmental bodies of Unesco during this Conference :—

- Inter-governmental Council for the International Programme for the Development of Communication.
- Inter-governmental Committee for Physical Education and Sports.
- Inter-governmental Committee for promoting the return of Cultural property to its countries of Origin or its restitution in case of **illicit appropriation**.

Sub-Regional Workshop for Training of Literacy Personnel

16.12.0 Under contract with Unesco and in collaboration with the Bureau of Adult Education, Department of Education, Ministry of Human Resource Development, Indian National Commission for Cooperation with Unesco arranged for the organisation of this Sub-regional Workshop from November 15-29, 1989, at **New Delhi**.

Sub-Regional Training Workshop on preparation of Teachers and Teaching Materials for UPE for girls

16.13.0 The Indian National Commission for Cooperation with Unesco, under contract with Unesco, arranged for the organisation of this Sub-Regional Training Workshop in collaboration with the Indian Institute of Education, Pune, from November 23-25, 1989, at **Pune**.

National Workshops

16.14.0 The Indian National Commission, in collaboration with Unesco Regional Office organised the following national workshops with the active cooperation of NCERT, New Delhi and the Technical Teacher Training Institute, Madras :—

- Multi-grade teaching in primary schools.
- Universal primary education for girls.
- Education Research.
- Reorientation and reform of Secondary Education.
- Reform of Teacher Education.

- Testing of Instructional modules, on Educational Technology.

Participation by India in Conferences/meetings sponsored by Unesco

16.15.1 Indian experts represented the Department of Education, Ministry of Human Resource Development, in the following Workshops, Training Courses and Seminars etc. sponsored by Unesco or its Regional Offices :—

- Regional Workshop on Achievement of Children in Primary Schools with focus on Effective Development held at Tokyo, January 23 to February 10, 1989.
- Ninth Meeting of Experts on Regional Cooperation in Unesco Cultural Activities in Asia and the Pacific held at New Delhi, February 16-20, 1989.
- Meeting of Experts on Educational and Vocational **Guidance** for Girls and Women held at Paris, February 20-24, 1989.
- Meeting of Governmental Experts to examine and finalise draft convention on technical and vocational education organised by Unesco at Paris, April 3-7, 1989.

International Congress on Education and Informatics, April 12-21, 1989, held at Paris.

- Regional Training Workshop on popularisation of science and technology held in Bangkok, April 17-24, 1989.
- Regional Seminar on implementation of Educational Policy and Reforms held in Bangkok, April 25-May 31, 1989.
- Regional Seminar on School Resources: the elimination of sex stereotypes held in Australia, May 4-11, 1989.
- Regional Expert Group meeting on material development for computer educational software held in Bangkok, May 8-12, 1989.
- Asia and Pacific Seminar on Education Technology held in Tokyo, October 16-20, 1989.

- Inter Regional Seminar on post literacy and continuing education held at International Institute of Education, Hamburg, October 30 -- November 11, 1989.
- APEID planning meeting for Joint Innovative Project on Continuing Education focussing on development of **entrepreneurship** among primary school leavers held at Bangkok, December 11-15, 1989.

16.15.2 In addition to the above mentioned meetings, the Indian National Commission nominated experts to participate in about 40 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 fellows including their study visits to various institutions in India.

Visit of Indian Teams to developing countries for orientation in key areas of education

16.16.0 Within the framework of Technical Cooperation among Developing Countries (TCDC) and with financial support from UNDP, four separate teams of **specialists** were organised to be sent to different developing countries for training orientation in the fields of vocational education, universalisation and improvement of primary education, adult literacy and **women's development and education for women's equality**. Under this programme, a team comprising six key persons from different States and NCERT was deputed to Thailand and Malaysia for orientation in the field of vocational education from August 25 to September 7, 1989. Another team comprising five experts selected from different States working in the area of adult education visited Ethiopia and Tanzania for training and orientation in the field of adult literacy from November 13-15, 1989. An eight member team of experts from States and Central Governments visited Bangladesh, Thailand and Indonesia from January 14-28 to study universalisation and improvement of Primary Education. Yet another team consisting of eight experts from the States and Central Governments left for Philippines and China on March 22, for studying Women Education in those countries.

Participation Programme of Unesco

16.17.0 Under the Participation Programme,

Unesco provides financial assistance to various institutions and organisations of the Member States who are engaged in promotion of programmes and activities of Unesco. During the biennium 1988-1989, action was taken to implement 13 projects **from India which were approved by Unesco with a financial assistance of US \$ 1,12,000**. For the **biennium 1990-1991**, the Indian National Commission for Cooperation with Unesco has recommended 20 projects to Unesco for its consideration under its Participation Programme.

Fourteenth Photo Contest in Asia and the Pacific

16.18.1 The Asian Cultural Centre for Unesco, Tokyo, Japan, organised the 14th Photo Contest in Asia and the Pacific with the aim of promoting mutual understanding and friendship as well as photographic activities among peoples in the region. The theme of the contest was "Traditional Life Cycle Ceremonies".

16.18.2 Nine contestants from India were awarded different prizes of which Shri Tushar Kanti Datta's entry "Workshop to the Sun" and Shri Mehboobkhan's entry "Khatna" were awarded "The Prize of the Chairman of the Japanese National Commission for Unesco and the Nikon Prize" and "The Special Prize for the 14th Photo Contest" respectively.

Javed Hussain prize for young Scientists

16.19.0 Shri D.D. Sarma, Asstt. Professor in Solid State Physics and Structural Unit, Indian Institute of Science, Bangalore, was the Co-winner of the 1989 Javed Hussain Prize for young scientists awarded by the Unesco. This prize was created in pursuance of a decision by the Executive Board at its 120th Session in 1984 on the basis of a donation by Dr. Javed Hussain. Its purpose is to afford recognition to outstanding pure or applied research carried out by young scientists in the natural or social sciences or technology. It is awarded every two years along with the Unesco Science Prize.

Pandit Jawaharlal Nehru Centenary Celebration under the aegis of Unesco

16.20.1 The Department of Education, Govt. of India, and Unesco jointly organised an International Seminar on September 27-29, 1989, at Paris. The theme of the Seminar was 'Nehru, the Man and His Vision'. The Seminar was part of centenary celebrations of Pandit Jawaharlal Nehru organised in pursuance of the resolution adopted by the 24th

Session of the General Conference of Unesco. Number of eminent International Personalities who had known Nehru or studied his life and political career attended this Seminar and paid glowing tributes to the many facets of Nehru. The Seminar was inaugurated by Shri P. Shiv Shanker, Minister for Human Resource Development on 27th September, 1989. Prof. Nurul Hussan, Governor of Orissa, Sardar Swaran Singh, India's representative on the Executive Board of Unesco, Mrs. Kapila Vatsyayan, Secretary, Department of Arts, Dr. S. Gopal, Prof. Ravinder Kumar, Director, Nehru Memorial Museum & Library, Shri M.J. Akbar, Editor, 'Telegraph' and Dr. (Smt.) Suma Chitnis of Bombay, were the Indian participants.

16.20.2 At the Seminar, the participants presented papers on different aspects of the main theme on which discussions took place.

16.20.3 The Unesco published extracts from scholarly writings of Pandit Nehru in Spanish, reflecting his views on culture, science, philosophy etc. These extracts were selected from the following works of Pandit Nehru :—

- Autobiography
- Discovery of India
- Glimpses of World History

The publication was released on the occasion of the International Seminar on Nehru referred to above.

16.20.4 Unesco also brought out a commemorative coin on Pandit Nehru. Govt. of India provided the design of the coin.

16.20.5 A pictorial Exhibition on Pandit Jawaharlal Nehru was also organised at Unesco Hqrs., Paris, which was mounted by the Implementation Committee for the commemoration of the 40th Anniversary of India's Independence and the Jawaharlal Nehru centenary, New Delhi. The Exhibition, based on Sir Charles Eama's Nehru Exhibition, was designed by National Institute of Design, Ahmedabad. It received wide acclaim in Paris.

16.20.6 On 7th June 1989, a function was held at the Victoria and Albert Museum in London for renaming one of its halls after Pandit Jawaharlal Nehru.

The World Heritage Committee

16.21.1 In pursuance of the provisions of the Convention concerning the protection of the World Cultural and Natural Heritage, adopted in 1972, Unesco has constituted the World Heritage Committee to identify those natural and cultural sites which merit inclusion in World Heritage List and to administer World Heritage Fund. It comprises twenty-one Member States. India had been elected a member of this Committee at the 23rd Session of the General Conference of Unesco held in 1985.

16.21.2 Following thirteen Cultural monuments and five natural sites from India have so far been included in the World Heritage List :—

Monuments

1. Taj Mahal
2. Ajanta Caves
3. Ellora Caves
4. Agra Fort
5. Sun Temple at Konark
6. Monuments of Mahabalipuram
7. Churches and Convents of Goa
8. Group of Monuments of Khajuraho
9. Group of Monuments at Hampi
10. Group of Monuments at Fatehpur Sikri
11. Group of Monuments at Pattadakul
12. Elephanta Caves
13. Brihadisvara Temple

Natural Sites

1. Kaziranga National Park
2. Keoladeo National Park
3. Manas Wild Life Sanctuary
4. Sunderbans National Park
5. Nandadevi National Park

Foreign visits

16.22.0 Shri P. Shiv Shanker, Minister for Human Resource Development, visited London as the representative of India at the function. During his stay in London, the Minister also held discussions with the Secretary-General, Commonwealth, on the Distance Education Programme of the Organisation. He also discussed questions relating to the display of Indian Art materials at the British Museum and financial assistance for the purpose with the concerned authorities. The Minister also paid a visit

to the British Open University and other premier Institutions in London. Shri R.C. Tripathi, Joint Secretary, Department of Culture and Shri Abhimanyu Singh, Director, University and Higher Education Division, Department of Education, accompanied the Minister.

Visitors from abroad

16.23.0

Mr. Pierre Lesueur, Secretary-General, World Federation of Unesco Clubs and Associations visited India and called on the Secretary of the Indian National Commission.

His Excellency, Gilberto Bonalumi, Italian Minister of State for Foreign Affairs on his visit to India, met Shri L.P. Shahi, Minister of State (Education), on 30th March, 1989, and discussed matters regarding scholarships and professional training courses.

Mr. E.G. Whitlam, former Prime Minister of Australia visited India in May, 1989, to discuss matters regarding 25th General Conference of Unesco.

Mr. Mohd Asinov, President of the Unesco Committee of Studies of Culture of Central Asia visited New Delhi and met Secretary, Indian National Commission on May 30, 1989.

Dr. M. Makagiansar, former Asstt. Director-General and Director, Principal Regional Office for Asia and Pacific visited India during the month of August 1989. During his stay in Delhi from 7th to 9th August, Mr. Makagiansar visited NCERT and NIEPA. He paid a courtsey call on Minister for Human Resource Development, Minister of State (Culture), Minister of External Affairs, Minister of State for Science and Technology, and Secretary-General, Indian National Commission.

Hon'ble Mr. John Dawkins, Australian Minister for Employment, Education and Training, visited India in September 1989, and discussed matters of bilateral cooperation in the field of Education with Shri L.P. Shahi, Minister of State (Education).

Contribution to Unesco's Budget

16.24.0 Each Member State of Unesco contributes in the Unesco's Regular Budget for each biennium. India's share of contribution as per approved scale of contribution for 1988-1989 was fixed at 0.34 per cent of the total budget of Unesco for the biennium. Accordingly, India made a contribution of Rs. 2.59 crores to Unesco during this period.

Auroville

16.25.1 The Management of Auroville was taken over by the Central Government under the Auroville (Emergency) Provision Act, 1980, for a temporary period with a view to overcoming certain problems which had cropped up due to mismanagement of the project. Under Govt. management, the township has undergone significant development. In order to making long term arrangement for the proper management and further development of Auroville and also for the purpose of encouraging, continuing and consolidating the various activities, it is proposed to constitute a body corporate called the Auroville Foundation. For this purpose, the Parliament enacted Auroville Foundation Act, 1988, which came into force on September 28, 1988. Under this Act, the Auroville Foundation will be constituted by the Central Government which will comprise a Government Board, Resident Assembly and Auroville International Advisory Council. Till the time the Foundation is set up, all properties in Auroville vest in the Custodian appointed by the Government. 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.

16.25.2 A scheme for development of Auroville in the educational sector was included in the Seventh Five Year Plan with an outlay of Rs. 35.55 lakhs. The scheme reflected three important concerns (i) need for continuing education commencing from earliest stages of childhood; (ii) need for synthesis of knowledge and culture; (iii) need to provide a stable base for all round development of Auroville and surrounding villages. Under this scheme, a sum of Rs. 29,60,000/- has already been released to the Auroville Trust. By the end of the year, another sum of Rs. 4,37,000/- would have been released.

**Financial Allocations for Important
Programmes
(1989-90 and 1990-1991)**

FINANCIAL ALLOCATIONS FOR IMPORTANT PROGRAMMES

(In Lakhs of Rupees)

Sl. No.	Items	Plan/ Non-Plan	Budget Estimates 1989-90		Budget Estimates 1990-1991
			Original	Revised	
1.	2.	3.	4.	5.	6.
Elementary and School Education					
1.	Operation Blackboard	Plan	13000.00	12000.00	14000.00
2.	(i) Non-formal Education Centres (composite) for 9-14 age group	Plan	2340.00	1723.00	1430.00
	(ii) Non-formal Education Centres for girls	Plan	1765.00	1177.00	2570.00
	(iii) Grants to voluntary Agencies	Plan Non Plan	700.00 15.00	665.00 14.00	1000.00 15.00
	(iv) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A.	Plan	235.00	223.00	250.00
	(v) New Initiatives in Elementary Education	Plan	-	-	300.00
	(vi) Bihar Education Project	Plan	-	-	400.00
	(vii) NCTE	Plan	-	-	100.00
3.	Teacher Education				
	(i) Mass Orientation Programme for School Teachers				
	(ii) District Institutes of Education and Training (DIETs)				
	(iii) College of Teacher Education & Institute of Advanced Study in Education	Plan	5000.00	4000.00	5980.00
	(iv) State Councils of Educational Research and Training (SCERTs)				
4.	Vocationalisation of Education	Plan	4700.00	4700.00	8420.00
5.	Science Education	Plan	2000.00	2000.00	2060.00

1.	2.	3.	4.	5.	6.
6.	Educational Technology	Plan Non Plan	1480.00 –	1480.00 –	1750.00 142.00
7.	Computer Education	Plan	600.00	600.00	600.00
8.	Environment Education	Plan	170.00	170.00	200.00
9.	Kendriya Vidyalaya	Non Plan	14043.00	12023.00	15700.00
10.	Central Tibetan School Administration	Non plan	321.30	352.65	347.50
11.	Navodaya Vidyalaya Samiti	Plan Non Plan	7930.00 –	7930.00 –	3500.00 4238.00
12.	Grants to NCERT	Plan Non Plan	300.00 1450.00	285.00 1878.00	350.00 2277.00
Higher Education and Research					
1.	University Grants Commission	Plan Non Plan	12800.00 20224.00	12800.00 20724.00	5760.00 22400.00
2.	Indian Institute of Advanced Study Shimla	Plan Non Plan	40.00 57.00	38.00 70.00	30.00 112.50
3.	Indian Council of Philosophical Research	Plan Non Plan	65.00 –	61.50 –	65.00 63.25
4.	Indian Council of Historical Research	Plan Non Plan	40.00 78.25	37.00 74.34	30.00 122.00
5.	All India Institutes of Higher Learning	Plan Non Plan	20.00 16.00	26.00 16.00	20.00 17.00
6.	Indian Council of Social Science Research	Plan Non Plan	250.00 338.00	332.00 338.00	250.00 355.00
7.	Shastri Indo-Canadian Institute	Plan Non Plan	– 60.00	– 57.00	– 55.00
8.	Revision of salary scales of teachers in University and Colleges	Plan Non Plan	– 12709.00	– 12255.00	– 10454.00
9.	National Research Professors	Plan Non Plan	– 3.00	– 3.18	– 6.00
10.	Loan to Panjab University	Plan Non Plan	50.00 –	48.00 –	50.00 –
11.	Dr. Zakir Husain Memorial College Trust	Plan Non Plan	20.00 6.00	19.00 5.70	20.00 6.00

1.	2.	3.	4.	5.	6.
12.	Association of Indian Universities	Plan Non Plan	8.00 17.00	7.50 17.00	8.00 12.15
13.	Indira Gandhi National Open University	Plan Non Plan	1100.00 –	1839.00 –	800.00 900.00
14.	Establishment of Rural Institutes	Plan Non Plan	100.00 –	45.00 –	200.00 –
15.	Strengthening of Administrative Machinery	Plan Non Plan	5.00 –	– –	2.00 –
16.	National Council of Higher Education	Plan Non Plan	10.00 –	2.00 –	10.00 –
17.	National Testing Service	Plan Non Plan	40.00 –	38.00 –	40.00 –

International Cooperation

1.	C.6(5) (5)–Reorganisation of INC Library into a full fledged Documentation and Reference Centre for Unesco Publication in India.	Plan	2.00	1.50	2.00
2.	C.6(5) (6)– Holding of Meetings of Committees/Conferences and Organisation of exhibitions in furtherance of Unesco's aims and objectives.	Plan	6.00	5.00	6.00
3.	C.6(5) (7)– Strengthening of Voluntary Organisations engaged in Unesco's Programme and activities.	Plan	2.00	1.00	2.00
4.	C.6(1) (2)– Auroville Management and Development of Auroville	Plan	10.00	6.00	10.00
5.	Construction of UNESCO House	Plan	–	–	10.00
6.	Expenditure of Indian National Commission for Publication of Hindi and Tamil Editions of Unesco Courier.	Non Plan	15.00	15.00	16.00
7.	C.6(4) (9) – Other Items Indian National Commission for Cooperation with UNESCO.	Non Plan	0.60	0.40	0.60
8.	C.6(4) (9)–Other Items Grants to Non-Governmental Organisations for the Programme of Indian National Commission for UNESCO.	Non Plan	0.30	0.20	0.25

1.	2.	3.	4.	5.	6.
9.	C.6(4) (9)–Other Items Other Programmes-Hospitality and Entertainment Schemes connected with Unesco.	Non Plan	0.10	0.05	0.05
10.	C.6(4) (1)–Contribution to Unesco.	Non Plan	126.00	126.00	140.00
11.	C.6(4) (6)–Deputation and Delegations abroad.	Non Plan	8.00	8.00	8.00
12.	C.6(4) (5)– Visit of Foreign Delegations to India.	Non Plan	5.00	5.00	5.00
13.	C.6(1) (2)– Auroville Management	Non Plan	6.00	5.70	6.00
Book Promotion and Copy Right					
National Book Trust					
1.	Maintenance & Establishment	Non-Plan	153.00	153.00	160.65
2.	Normal Promotional Activities	Plan	27.00	27.00	33.00
3.	Normal Promotional Activities	Non Plan	37.00	37.00	38.85
4.	Regional Offices and Book Centres	Plan	18.00	18.00	20.00
5.	Aadan Pradan	Plan	7.00	7.00	10.00
6.	Nehru Bhavan	Plan	20.00	5.00	6.50
7.	Nehru Bal Pustakalaya	Plan	31.50	50.00	50.00
8.	Subsidy Scheme	Plan	35.00	20.75	20.00
9.	Grants for Book Promotional Activities and Financial Assistance to Voluntary Organisations	Plan	6.00	6.00	6.00
10.	Grants to NHDC	Plan	2.00	2.00	2.00
11.	Reproduction of books in Punjabi	Plan	6.00	5.00	6.00
12.	Consultancy Services	Plan	1.00	0.50	5.00
13.	Material for Blind students	Plan	1.00	Nil	Nil
14.	Publications for Post-Literacy Education	Plan	10.00	10.00	15.00
15.	Publication for School Library Programmes	Plan	5.00	5.00	8.00

1.	2.	3.	4.	5.	6.
16.	Publication of Classic Literature	Plan	5.00	0.75	5.00
17.	New Sale Promotion Measures including Book Kiosks	Plan	5.00	5.00	6.00
18.	ISBN (NERC)	Plan	2.00	2.00	0.50
19.	Scheme for Publication of University level Foreign books	Plan	1.50	1.50	2.00
20.	National Society of Authors	Plan	1.00	0.50	1.00
21.	International Copyright Union (CEP)	Non Plan	1.00	1.00	1.00
22.	India's contribution to WIPO	Non Plan	15.00	13.60	15.00
23.	World Book Fair	Non Plan	40.00	50.00	5.00
24.	Book Export Promotional Activities	Plan	7.00	7.00	8.00

Scholarships

1.	National Scholarships Scheme	Plan	110.00	110.00	110.00
2.	National Loan Scholarships Scheme	Non Plan	300.00	285.00	285.00
3.	National Loan Scholarships Scheme write off etc.	Non Plan	15.00	14.20	14.00
4.	50% Share of the State Govts in respect of recoveries under National Loan Scholarships Scheme	Non-Plan	22.00	21.00	22.00
5.	Scheme for upgradation of merit of SC/ST	Plan	50.00	50.00	50.00
6.	Scholarships at Secondary Stage for Talented Children from Rural Areas	Plan	85.00	85.00	85.00
7.	*Research Scholarships of Products of Traditional Institutions in the study of classical languages other than Sanskrit like Arabic, Persian.		1.25	1.25	1.25
8.	Scholarships in Approved Residential Secondary Schools.	Non-Plan	165.00	165.00	218.00

* This is included under the Scheme of Sanskrit Education.

(@ Additional funds to the tune of Rs. 60 Lakhs for the current financial year have been asked for.)

1.	2.	3.	4.	5.	6.
9.	Grant-in-aid Scheme of Scholarships to students from Non-Hindi Speaking States for Post-matric Studies in Hindi.	Non-Plan	34.10	30.10	34.10
10.	General Cultural Scholarships Scheme	Non-Plan	65.00	65.00	Nil
11.	Scholarships for Nationals of Bangladesh, funds with Ministry of External Affairs	Financed by the External Affairs.			
12.	Scholarships for the Nationals of Sri Lanka, Angola, Mauritius and Maldives.	Financed by the External Affairs.			
13.	Indian Scholars going abroad against scholarships offered by foreign Governments/Organisations	Non-Plan	10.00	14.80	14.70
14.	Scholarships for foreign students for studies in India	Non-Plan	70.20	70.20	Nil
15.	Scheme of Scholarships for study abroad	Non-Plan	140.00	140.00	190.00
Promotion of Languages					
1.	Grants to Voluntary Organisations Working in the field of Hindi .	Plan	110.00	94.50	110.00
		Non-Plan	35.00	33.25	50.00
2.	Dakshin Bharat Hindi Prachar Sabha, Madras.	Plan	40.00	48.00	40.00
		Non-Plan	35.00	33.25	50.00
3.	Propagation of Hindi Abroad	Plan	20.00	15.45	20.00
4.	Central Hindi Directorate	Plan	50.00	47.00	48.00
		Non Plan	86.10	91.00	96.25
5.	(i) Correspondence Courses	Plan	10.00	10.00	12.00
	(ii) Grants to Hindi Shikshan Mandal, Agra	Plan	50.00	33.00	50.00
		Non Plan	158.50	157.75	173.25
6.	Commission for Scientific & Tech. Terminology (including Workshop)	Plan	15.00	14.25	15.00
		Non Plan	45.00	43.55	45.50
7.	Appointment of Hindi Teachers in Non-Hindi Speaking States/UTs. (CSS Scheme)	Plan	200.00	164.00	200.00
8.	Establishment of Hindi Teachers Trg. College in Non-Hindi speaking States/UTs.	Plan	40.00	36.00	40.00

1.	2.	3.	4.	5.	6.
9.	International University for Hindi	Plan	05.00	Nil	0.05
10.	Production of Books in Sindhi	Plan	4.00	3.50	4.00
11.	Taraqqi-e-Urdu Board/Bureau for Promotion of Urdu	Plan Non Plan	47.00 37.50	44.75 35.00	47.00 40.54
12.	Central Institute of Indian Languages, Mysore	Plan Non Plan	50.00 73.50	47.20 70.50	50.00 77.00
13.	Regional Languages Centres	Plan Non Plan	40.00 102.70	38.00 102.50	40.00 130.50
14.	Production of University level Books in Regional Languages	Plan Non Plan	17.00 10.00	15.90 10.00	17.00 10.00
15.	Grants to NBT for Production of Core Books on Medicine	Plan	4.00	2.00	4.00
16.	Assistance to Voluntary Organisations for Publications.				
	(1) Hindi	Plan	20.00	10.00	20.00
	(2) Regional Languages	Plan	20.00	19.00	20.00
	(3) English	Plan	4.00	3.80	4.00
	(4) Sindhi	Plan	2.00	0.50	2.00
	Assistance to Voluntary organisations for Activities other than Publications (Sindhi)	Plan	1.00	0.50	1.00
17.	Assistance to Voluntary Organisations for Activities other than Publications Regional Languages	Plan	2.00	1.90	2.00
18.	Financial Assistance to English Language Teaching Instt. & Dist. Centre for English	Plan	35.00	33.50	35.00
19.	Financial Assistance to Regional Instt. of English-English Language Teaching and Instt.	Plan	35.00	33.25	35.00
20.	Establishment of Sindhi Vikas Board	Plan	10.00	Nil	10.00
21.	M.I.L. Appointment of Teachers	Plan	20.00	Nil	20.00
22.	Committee to Examine Implementation of Recommendations of Gujaral Committee for Promotion of Urdu.	Plan	–	–	22.00

1.	2.	3.	4.	5.	6.
Sanskrit					
1.	Grants to Rashtriya Sanskrit Sansthan	Plan	80.00	22.70	60.00
2.	Grants to Adarsh Sanskrit Pathshalas/Shodh Samsthans	Plan	5.00	15.00	7.00
3.	Utilisation of eminent elderly scholars in Adarsh Sanskrit Pathshalas & other voluntary Sanskrit organisations	Plan	12.00	12.00	12.00
4.	Grants to voluntary organisations working for the propagation and development of classical languages i.e. Arabic & Persian	Plan	12.00	16.00	12.00
5.	Grants to voluntary Sanskrit organisations	Plan	50.00	60.00	50.00
6.	Grants to Shri Lai Bahadur Rashtriya Sanskrit Vidyapeeth, New Delhi	Plan	–	2.00	10.00
7.	Grants to Rashtriya Sanskrit Vidyapeeth, Tirupati	Plan	–	2.00	10.00
8.	International Institute of Indology & Classical languages	Plan	30.00	–	30.00
9.	Development of Sanskrit Education	Plan	57.00	57.00	55.00
10.	Production of Sanskrit Literature/ Publication of Sanskrit books	Plan	8.00	17.30	9.00
11.	Purchase of Sanskrit books	Plan	12.00	12.00	12.00
12.	Purchase and publication of rare Sanskrit manuscripts	Plan	3.00	3.00	2.00
13.	Preservation of oral tradition of Vedic recitation	Plan	4.50	4.50	4.50
14.	Holding of Vedic Convention	Plan	3.00	3.00	3.00
15.	All India Elocution contest	Plan	1.50	1.50	1.50
16.	(a) Vedic Endowment	Plan	40.00	88.00	18.00
	(b) Maintenance grant to Rashtriya Veda Vidya Pratishthan	Plan	–	Nil	22.00
17.	Special orientation courses to post graduate Studies in vocational disciplines like Paleography, Epigraphy, Iconography etc.	Plan	3.00	5.00	3.00

1.	2.	3.	4.	5.	6.
18.	Cultural Exchange Programme	Plan	1.00	1.00	1.00
1.	Deccan College, Poona	Non Plan	15.00	14.25	20.00
2.	Award of Scholarships	Non Plan	9.50	9.05	9.50
3.	Adarsh Sanskrit Pathshalas	Non Plan	60.00	60.00	70.00
4.	Grants to Rashtriya Sanskrit Sansthan	Non Plan	235.00	268.25	241.50
5.	Grants to Voluntary Sanskrit Organisations	Non Plan	—	—	25.00
6.	Award of Certificate of Honour to Sanskrit, Arabic & Persian Scholars	Non Plan	22.50	25.50	24.00
7.	Utilisation of eminent elderly Scholars in Adarsh Sanskrit Pathshalas & other Voluntary Organisations in order to preserve the indepth study of Shastras	Non Plan	—	—	6.00
8.	Grant to Sh. L.B. Shastri, Rashtriya Sanskrit Vidyapith, New Delhi.	Non Plan	—	4.95	97.00
9.	Rashtriya Sanskrit Vidyapith, Tirupati.	Non Plan	—	4.00	69.00

Other Supportive Activities

1.	Publications	Non Plan	15.00	15.00	16.00
2.	National Institute of Educational Planning and Administration	Plan Non Plan	60.00 85.00	57.00 85.00	100.00 102.00
3.	Installation of Mini-computer Terminal at Shastri Bhavan (Sectt.)	Plan	4.00	4.00	5.00
4.	Strengthening of Planning, Monitoring & Statistical machinery in the Ministry (Sectt.)	Plan	16.00	8.00	5.00
5.	Computerisation of Educational Statistics in States	Plan	10.00	3.00	10.00
6.	Subsidy for supply of white printing paper to Educational Sector	Non Plan	2400.00	2400.00	2000.00
7.	Gift Paper from Norway — Incidental Expenses	Non Plan	100.00	100.00	200.00
8.	Gift Paper Assistance from Government of Norway	Non Plan	660.00	660.00	660.00

1.	2.	3.	4.	5.	6.
Adult Education					
1.	Rural Functional Literacy Project	Plan	3800.00	3800.00	4000.00
2.	Nehru Yuva Kendra Sangathan	Plan	300.00	300.00	350.00
3.	Post Literacy & Continuing Education	Plan	1200.00	1100.00	1350.00
4.	Strengthening of Administrative Structure	Plan	350.00	550.00	600.00
5.	Mass Programme of Functional Literacy	Plan	250.00	300.00	600.00
6.	Technology Demonstration	Plan	367.00	367.00	200.00
7.	Voluntary Agencies	Plan	1040.00	2040.00	1500.00*
8.	Shramik Vidyapeeths	Plan	100.00	100.00	195.00
9.	Directorate of Adult Education	Plan	185.00	259.00	300.00
10.	National Literacy Mission	Plan	25.00	25.00	100.00
11.	Cultural Exchange Programme	Plan	Nil	Nil	5.00
12.	Special Project	Plan	Nil	Nil	400.00
13.	Rural Functional Literacy Project	Non Plan	230.00	230.00	270.00
14.	Literacy House Lucknow	Non-Plan	15.00	15.00	16.40
15.	Shramik Vidyapeeth	Non-Plan	102.00	102.00	107.90
16.	Directorate of Adult Education	Non-Plan	37.90	37.90	133.50
17.	Printing Press	Non-Plan	3.10	3.10	3.20
13.	Post Literacy	Non-Plan	Nil	Nil	24.00
Technical Education					
1.	Direction & Administration				
1.	National Technical Manpower Information System (NIMIS) D. 7(2)	Plan	25.00	25.00	150.00
		Non-Plan	20.00	50.00	250.00
2.	Re-Organisation restructuring and strengthening of AICTE, its Committees/Boards. D. 1. (6)	Plan	200.00	200.00	250.00
		Non-Plan	—	—	—

*SRC : RS. 130.00 lakhs, Evaluation Agencies : Rs. 50.00 lakhs and V. As. : Rs. 1320.00 lakhs

1.	2.	3.	4.	5.	6.
3.	Grant of autonomy to Selected institutions D.1. (4)	Plan Non-Plan	5.00 –	5.00 –	– –
4.	Strengthening of existing institutions and establishing new institutions for non-corporate and unorganised Sectors D. 1(5)	Plan Non-Plan	10.00 –	10.00 –	20.00 –
II. Training					
5.	Regional Engineering Colleges (RECs) D.6(2)	Plan Non-Plan	1150.00 1770.00	1092.50 1830.00	1900.00 2082.00
6.	Apprenticeship Training D.2(5) & D.2.(6)	Plan Non-Plan	200.00 335.00	200.00 335.00	300.00 508.00
7.	Central Institutions :				
	–Technical Teachers' Training Institutes (TTTIs) D.2(1)	Plan Non-Plan	400.00 337.00	317.70 308.25	500.00 438.80
	– National Institute for Training in Industrial Engineering (NITTIE) D.2(2)	Plan Non-Plan	100.00 185.00	126.00 217.85	140.00 250.80
	– National Institute of Foundry and Forge Technology (NIFFT) D.2.(3)	Plan Non Plan	100.00 86.70	95.00 70.20	150.00 100.75
	–School of Planning and Architecture (SPA) D.2(4)	Plan Non-Plan	200.00 118.00	190.00 116.80	250.00 157.90
9.	Advanced Technician Courses D. 5(3)	Plan Non-Plan	15.00 10.00	15.00 10.00	– –
10.	Restructuring courses and Programmes D.2(9)	Plan Non-Plan	10.00 –	9.85 –	– –
11.	Promoting technical education for women setting up of residential polytechnics D.2(12)	Plan Non-Plan	100.00 –	– –	– –
12.	Training and technical education of the handicapped D.2(13)	Plan Non-Plan	5.00 –	5.00 –	– –
III. Research					
13.	Indian Institutes of Technology (IITs) D.6(1) to D.6(1) (5)	Plan Non-Plan	2000.00 7726.00	2255.00 7860.00	1500.00 8859.00
14.	Indian Institutes of Management (IIMs) D.6(4) (1) to D.6(4) (4)	Plan Non-Plan	850.00 655.00	857.45 710.50	1150.00 906.20

1.	2.	3.	4.	5.	6
15.	Development of P.G. courses	Plan	150.00	150.00	100.00
		Non-Plan	245.00	241.00	360.00
16.	Development of management education courses at Non-University centres D.6(3)	Plan	20.00	20.00	50.00
		Non-Plan	10.00	10.00	10.00
17.	Institutional Network Scheme D.7(1)(1)	Plan	100.00	100.00	100.00
		Non-Plan	–	–	–
18.	International Centre for Science and Technology Education (ICSTE) D.3(2)	Plan	10.00	1.00	10.00
		Non-Plan	–	–	–
19.	Research and Development (R & D) in selected higher technical institutions D.3(4)	Plan	100.00	100.00	300.00
		Non Plan	–	–	–
IV.	Engineering/Technical Colleges and Institutions				
20.	Community Polytechnics D.5(1)	Plan	150.00	150.00	200.00
		Non Plan	35.00	50.00	165.00
21.	Modernisation and removal of obsolescence D.6(5)(3)	Plan	4100.00	3700.00	3700.00
		Non Plan	–	–	–
22.	Thrust areas of technical education				
(i)	Strengthening of facilities in crucial areas of technology where weakness exists D.6(5) (1)	Plan	500.00	500.00	700.00
		Non-Plan	–	–	–
(ii)	Creation of infrastructure in areas of emerging technology D.6(5) (2)	Plan	800.00	700.00	1000.00
		Non-Plan	300.00	200.00	300.00
(iii)	Programmes of new and improved technologies offering courses in specialised fields D.2(14)	Plan	500.00	450.00	700.00
		Non-Plan	–	–	–
23.	Institution-industry interaction D.6(11)	Plan	200.00	50.00	150.00
24.	Curriculum Development Centres/Cells D.6(8) D.6(9), D.6(10) & D.2(7) (2)	Plan	50.00	47.50	–
		Non-Plan	–	–	–
25.	Continuing education	Plan	50.00	50.00	150.00
		Non-Plan	–	–	–
26.	(i) Special institutes for rural and appropriate technology for Rural Development D.5(2) (1)	Plan	20.00	–	–
		Non-Plan	–	–	–
(ii)	Experimental pilot projects for integrated rural development D.5(2) (2)	Plan	–	–	–
		Non-Plan	–	–	–

1.	2.	3.	4.	5.	6.
V. Other Schemes					
27.	Indian Institute of Technology, Assam D.6(1) (6) & F.2(7) (3)	Plan Non-Plan	600.00 -	560.00 -	300.00 -
28.	Longowal Institute of Engineering and Technology D.7(9)	Plan Non-Plan	100.00 -	300.00 -	300.00 -
29.	Educational Consultants India Ltd., (Ed. CIL) D.7(6) and A1(1)-do-	Plan Non-Plan	50.00 8.60	25.00 -	50.00 -
30.	Super Computer IISc., Bangalore D.4(2)	Plan Non-Plan	2700.00 -	- -	100.00 -
VI. New Schemes which were to be incl. During 1989-90 Under A.I.C.T.E.					
31.	Documentation of Indian Management Experiences and offering programmes for Non-Corporate and unorganised sectors. D.3(5)	Plan Non-Plan	5.00 -	5.00 -	- -
32.	National Accreditation Board D.1(7)	Plan Non Plan	5.00 -	5.00 -	10.00 -
33.	Staff Development and Training D.2(15)	Plan Non-Plan	5.00 -	- -	- -
34.	Technology Watch Group D.3(6)	Plan Non Plan	5.00 -	5.00 -	5.00 -
35.	Assistance to Professional Bodies D. 7(10)	Plan Non Plan	10.00 -	- -	15.00 -
36.	World Bank Project Support to Technician Education	Plan Non-Plan	- -	- -	100.00 -
37.	Consultancy/Conferences/ Studies/Surveys, etc.	Plan Non-Plan	- -	- -	30.00 -
38.	Regional Offices D.1(1)	Non-Plan	35.90	38.40	44.90
39.	Quality Improvement Programmes D.2(7)	Non-Plan	125.00	180.00	180.00
40.	New Scheme under Apprenticeship Training D. 2(8)	Non-Plan	15.00	-	-
41.	Partial Financial Assistance (PFA) to Indian Scientists going abroad D.3(3)	Non-Plan	2.00	1.90	2.00

1.	2.	3.	4.	5.	6.
42.	Indian Society for Technical Education (ISTE) D.7(3)	Non-Plan	0.50	0.50	0.50
43.	A.IT., Bangkok D. 7(4)	Non-Plan	12.80	12.15	12.15
44.	Financial Assistance for Students hostels in Non-govt. Technical Institutions. D.7(5)	Non-Plan	0.50	0.50	–
45.	Delegation under cultural exchange programmes. D.7(8)	Non-Plan	1.00	0.95	1.00
46.	Revision of salary scales of teachers of technical institutions/assistance to State institutions/colleges. F.1(5) (2)	Non-Plan	2000.00	2000.00	890.00

**Grants to Voluntary Organizations
(1988-89)**

NAMES OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING GRANT-IN-AID OF RS. 1 LAKH AND MORE DURING 1988-89.

Sl. No.	Name of the Agency/ Organization with Address	Brief Activities of the Organization	Amount of G.I.A. In 1988-89	Purpose for which Grant was utilised	Remarks
1.	2.	3.	4.	5.	6.
Non Formal Education Project					
1.	Bhagvatula Charitable Trust Yellamanchili-531055, Distt. Vishakhapatnam, Andhra Pradesh.	Rural & Educational Development	254700	100	NFE Centres
2.	Rayalaseema Sewa Samiti No. 9, Old Huzur Office Buldg., Tirupati, Andhra Pradesh	Social Work & Promotion of Literacy	3560333	1100	
3.	Gram Sewa Samiti Aniganur Village Vijalapuram Post Kuppum 517425 Distt. Chittoor (A.P.)	Social work	255900	100	
4.	Bharata Sewa Samiti, Sugar Factory, Employee Colony, 75,Dodipali, C Chittoor	Social Work	255900	100	
5.	Prakartik Arogya Asharam Rajgir, Nalanda Bihar	Promotion of Literacy	132790	50	
6.	Bihar Dalit Vikas Samiti Patna Near Bhumeswari Raj College, Barh, Patna	Rural Development & Promotion of Literacy	275100	100	
7.	Adithi 2/30, State Bank Colony, Baity Road, Madhubani	-do-	511800	200	
8.	Ahmedabad City Social Education Committee Labour Welfare Building, Outside Raiper Gate, Ahmedabad-380022 Gujarat	Promotion of Literacy	255900	100	
9.	Amar Bharati Moti Pavathi, Via Bahiyal, Taluka Dehgam Distt. Ahmedabad-382308 Gujarat	-do-	255900	100	

1	2	3	4	5	6
10.	Anand Niketan Ashram Trust P.O. Rangpur Kavant, Distt. Baroda-391140	Promotion of Literacy	275100	100	
11.	Bhavnagar Mahila Sangh Panvvari Chowk, Bhavnagar-364001, Gujarat	-do-	275100	100	
12.	Grani Nirman Kelwani Mandal Thava Taluka Valia, Ankleshwar, Distt. Bharuch, Gujarat	-do-	511800	100	
13.	Lai Bhai Group Rural Development Fund Arvind Mills Premises, Naroda Road, Ahmedabad-380025	Rural Development	255900	100	
14.	Lok Bharati Gram Vidyapeeth Sanasra-364230 Distt. Bhavnagar, Gujarat	Educational Development	255900	100	
15.	Lok Niketan Ratanpur, Ta. Palanpur, Distt. Banaskantha, Gujarat	Promotion of Education	255900	100	
16.	Manav Seva Mandal Trust 5-A, Arupama Society, Amin Marg, Near NutanNagar, Rajkot-360001	-do-	275100	100	
17.	Narottan Lalbhai Rural Development Fund Anandji Kalvanji Blocks, Near Asarva Railway Station Ahmedabad-380 025	-do-	132790	50	
18.	Noctar Bharati Ta. Palanpur, PO Majan:-Gadh-385519 Distt. Banaskantha Gujara	-do-	255900	100	

1	2	3	4	5	6
19.	Servants of the People Society 1225, Devni Sheri, Mandvini Pole, Ahmedabad-380001 Gujarat	Social Welfare & Educational Development	511800	200	
20.	Sh. Panch Mahal Kelvani Mandal Kalol, Distt. Panchmahal, Gujarat	Promotion of Education	255900	100	
21.	Shree Saraswatam Mumora, Distt. Kuchchh, Gujarat	—do—	255900	100	
22.	Sidhartha Shramjivi Vikas Trust Patan, Motisara, Dr. Ambedkar Chowk-384265	Labour Welfare	255900	100	
23.	Smt. B.K. Baljoshi EducationTrust 20, Ratish Society, Kalol-382721 Distt. Mehsana, Gujarat	Educational Development	275100	100	
24.	Swaraj Ashram Bardoli, Distt. Surat, Gujarat.	—do—	255900	100	
25.	The New Progressive Education Trust Opp. Jawahar Society, Mehasana-384002 Gujarat	—do—	275100	100	
26.	Vanvasi Sewa Parishad Vijali Tal. Chotanagpur Baroda Distt.	Social Welfare & Eduational Development	132790	50	
27.	Anjuman-I-Talimi Idara Court Road, Bharuch.	—do—	275100	100	
28.	Gujarat State Crime Prevention Trust, C/o. Kishore Tripathi, 2, Joshibagh Apartment, Near Navrang High School, St. Xaviars School Road.	—do—	275100	100	
29.	Labour Welfare Trust Gandhi Majoor Sevalaya Bharada. Ahemedabad-380017.	Labour Welfare	255900	100	

1	2	3	4	5	6
30.	Lucky Education Society Meham (Rohtak) Haryana.	Educational Development	511800	100	
31.	Shiksha Samiti, DAV Training College Shiv Nagar, Sonapat, Haryana.	-do-	511800	100	
32.	Vidya Mahasabha Kanya Gurukul Mahavidyalya, Kharkhoda, Distt. Sonapat, Haryana.	-do-	1023600	200	
33.	Janta Kalyan Samiti Opp. Bus Stand, Rewari, Mahendragarh, Haryana	Promotion of Literacy	255900	100	
34.	Society for Social Uplift Through Rural Education Jagjit Nagar, Distt. Sulam, H.P.	-do-	255900	100	
35.	Peoples' Action For People In Need Andheri, Distt. Sirmour-173023, H.P.	-do-	255900	100	
36.	Rural Centre For Human Interest Sirmour Distt., H.P.	Promotion of Literacy	255900	100	
37.	Rashthrothana Parishat Ganipuram Road, Kempegoivda Nagar, Banglore	-do-	132790	50	
38.	Kerala Association for NFE and Development Trivandrum, Kerala	-do-	399150	150	
39.	Kasturba Gandhi National Memorial Trust Kasturba Gram, Indore-452020, M.P.	Social Welfare & Educational Development	275100	100	
40.	Montessory Education Society Kochrud Distt. Ujjain, M.P.	Educational Development	132790	50	
41.	Arpan Education Society Talasari (Thane) Wankhede Niwas, Aurangabad Maharashtra	-do-	133050	25	

1	2	3	4	5	6
42.	Aurangabad Gramin Yuvak Kelvani Mandal, C/o. Sudhakar Sonawane, H.No. 4-16-116 Mill Colony, Kotwalpura, Aurangabad-431001 Maharashtra	Educational Development	133050	25	
43.	Bhagini Mandal Chopda, Distt. Jalgaon, Maharashtra	—do—	132790	50	
44.	Bombay City Social Edn. Committee Adarsh Nagar, Worli, Bombay-400025 Maharashtra	—do—	265580	50	
45.	Citizen Uplift Society 17, Pioneer Nagar, Khamla Road, Nagpur-15, Maharashtra	—do—	133050	25	
46.	Gramin Apang Punarvasan Sanstha Kaju Baug, Kadagaon Road, Gandhinglaj, Distt. Kolhapur-416502 Maharashtra	—do—	265580	50	
47.	Gramin Shikshan Prasarak Mandal Walandi Tq. Udgir, Distt. Latur, Maharashtra	—do—	133050	25	
48.	Gramin Shiksha Prasarak Sanstha Churmure, Post Deolgaon, Tal. Armori, Distt. Gadchimli, Maharashtra	—do—	133050	25	
49.	Indian Institute of Education J.P. Naik Road, Kothrud, Pune-411029 Maharashtra	Educational Research	388221	—	
50.	Inst. Of Management & Training Research 20, Shardhashram Colony, Paithangate, P.B. 87, Aurangabad-431001	—do—	265580	50	
51.	Ishwar Singh Jivan Jagriti Mandal Sohamgad Tq., Jaitoor Distt. Parbhani, Maharashtra	—do—	133050	25	

1	2	3	4	5	6
52.	Jalna Education Society R.G. Bagadia Arts, S.B. Lakhotia Commerce & R. Benzonji Science College, Jalana-431203 Maharashtra	Educational Research	265580	50	
53.	Kagal Education Society Kagal District Kolhapur	—do—	265580	50	
54.	Mahatma Gandhi Taluka Mahavidyalya Shikshan Mandal Chopda, Distt. Jalgoan, Maharashtra	—do—	132790	50	
55.	Panchasheel Radio T.V. Training Inst. Sakkardara Square, Nagpur-440009 Maharashtra	—do—	265580	50	
56.	Parth Vidya Prasarak Mandal Ahmednagar, Maharashtra.	—do—	132790	50	
57.	Pune District Education Association Sr. No. 48/IA, Erandavan, Paud Road, Pune	—do—	132790	50	
58.	Rajrishi Shahu Shikshan Sanstha 1712A, Shivaji Building, Tarabai Road, Kolhapur, Maharashtra.	—do—	133050	25	
59.	Samaj Kalyan Mandal Lalganj, Nagpur, Maharashtra	Social Welfare	265580	50	
60.	Sanskriti Samvardhan Mandal Sharadanagar, Tal. Baloli, Distt. Nanded-431731, Maharashtra	Educational Development	265580	50	
61.	Sant Kabir Shik. Prasarak Mandal Kailas Niwas, Ghati, Distt. Aurangabad, Maharashtra	—do—	511800	100	
62.	Sati Mata Shikshan Sanstha 11, Vankatesh Nagar, Khamla Road, Nagpur-440025 Maharashtra	—do—	265580	50	

1	2	3	4	5	6
63.	Sh. Ganesh Shikshan Prasarak Mandal, 224, Ganesh Nagar, Nagpur	Educational Development	133050	25	
64.	Sh. Samarth Shikshan Sanstha Ramtek, Nagpur.	--do--	265580	50	
65.	Sh. Sanjay Gandhi Shikshan Prasarak Mandal, Pimpalgaon, Kajale Tanda, Tal. Jintoor, Distt. Parbhani, Maharashtra.	--do--	133050	25	
66.	Sh. Balasaheb Mane Shikshan Prasarak Mandal Ambays District, Kolhapur.	--do--	265580	50	
67.	Shamki Mata Shik. & Krida Prasarak Mandal Umari Bk. Tq. Mamora, Distt. Akola, Maharashtra	--do--	265580	50	
68.	Shiv Chatrapati Shikshan Sanstha Latur, Maharashtra	--do--	132790	50	
69.	Sitabai Sangai Education Society Anjangaon Surji, Amravati	--do--	132790	50	
70.	Vidharba Pradeshik Basava Samiti Kesharao Buty Road, Sitabuldi, Nagpur, Maharashtra	--do--	133050	25	
71.	Vinay Shikshan Sanstha Bhoiwada, Kotwalpura, Aurangabad-434001 Maharashtra	--do--	132790	50	
72.	Yogeshwari Education Society Ambajogi-431517 Distt. Beed, Maharashtra.	--do--	132790	50	
73.	Jeevan Kala Mandal Vaze Building, 222, Subash Road, Beed.	--do--	265580	50	
74.	Maharashtra Magasvargiya Sewa Sangh Yedsi, Tq. Kalamnuri, Distt. Parbhani.	--do--	133050	25	

1	2	3	4	5	6
75.	Sewa Dham Trust C/o. Manoj Clinic, 1148, Sadashiv Peth, Pune	Social Welfare	132790	50	
76.	Madhuan Kushat Rog Nirmulan Sanstha Jambhulghat, Tq. Chimur, Distt. Chandrapur Maharashtra.	—do—	133050	50	
77.	Ahilaya Devi Halkar Samarak Sanstha Tq. Pusad, Distt. Yavatmal Maharashtra	Educational Development	132790	50	
78.	Jwaharlal Nehru Shikshan Prasarak Mandal Unnardari, Tq. Mukhed, Distt. Nanded, Maharashtra.	—do—	199575	75	
79.	Satpuda Vikas Mandal Pal Tal; Raver, Distt. Jalgaon, Maharashtra.	—do—	666525	25	
80.	Deogiri Shikshan Prasarak Mandal Dr. GP Gaikwad, Plot No. 12, Ward No. 11, Artizan Colony, Kadradbad, Distt. Parbhani, Maharashtra.	—do—	266100	100	
81.	Acharya Harihar Shishu Bhavan Satyabadi, At/PO Sakhigopal, Distt. Puri, Orissa.	—do—	275100	100	
82.	Anchalika Kunjeswari Sanskrutika Sansad At/PO Kanas Distt. Puri Orissa-752017	—do—	284780	50	
83.	Antodaya Chetana Mandal At/PO Barakand, Via Morads, Distt. Mayurbhanj, Orissa.	—do—	255900	100	
84.	Antyodaya Chetna Kendra At. Sankatpalia, Post Hadgarh, Distt. Keonjhar, Orissa-758023	—do—	142390	50	

1	2	3	4	5	6
85.	Antyodaya Sewa Kendra At. Ramchandrapur, Post Purunabasant, Via Naliber, Distt. Cuttack-754104	Educational Development	142390	50	
86.	Bagdevi Club Makundapur, PO Janhapanka, Via Boudh, Distt. Phulbani, Orissa.	-do-	142390	50	
87.	Balijori Sanjog Club At Balijori, PO Jharsuguda Distt. Sambalpur, Orissa.	-do-	511800	100	
88.	Balmikeswar Jubak Sangh At/PO Malipada, Via Naraingarh, Distt. Puri, Orissa.	-do-	265580	50	
89.	Banabasi Sewa Samiti PO Baliguda, Distt. Phulbani, Orissa-762103	-do-	132790	50	
90.	Banadevi Sewa Sadan Kabisuryanagar, Distt. Ganjam, Orissa-761104	-do-	265580	50	
91.	Bapuji Pathagar At/PO Sukha, Distt. Bolangir, Orissa.	-do-	142390	50	
92.	Bhagbat Pathagar Solepali, Distt. Bolangir Orissa.	-do-	284780	50	
93.	Bhairabi Club At Kurumpada, Post Hadapada, Via Naraingarh, Distt. Puri, Orissa.	-do-	132790	50	
94.	Bidyut Club At. Haladipada, Post Bajpur, Distt Puri, Orissa.	-do-	275100	100	

1	2	3	4	5	6
95.	Binapani Jubak Sangh Batpondigondi, PO Motiagarh, Distt. Mayurbhanj, Orissa.	Educational Development	132790	50	
96.	Bisol Youth Club At Bisol, PO Sanbisol, Via Katipada Distt. Mayurbhanj, Orissa.	-do-	142390	50	
97.	Centre for Upliftment & Lower Income, Chowkulat, Distt. Cuttack-754422, Orissa.	-do-	142390	50	
98.	Centre for Youth & Integrated Development, P.B.No. 30, Baselisahi, Oriya Math Lane, PO & Distt. Puri-752001	Integrated Development	132790	50	
99.	Centre for Youth & Social Development, 65, Satyanagar, Distt. Bhubaneswar, Orissa-751007	Social Development	550200	200	
100.	Cuttack Zila Adivasi Harijan Sewa Sanskar Yojna At. Chatta, PO Chatrachakada, Distt. Cuttack-753101 Orissa	Educational Development	132790	50	
101.	Dahi Khai Jubak Sangh At/Post Lodhachua, Distt. Puri-752026 Orissa	-do-	142390	50	
102.	Dhakodha Yubak Sangh At/PO Dhakodha, Distt. Keonjhar, Orissa-758049	-do-	255900	100	
103.	Divine Life Society Bhanjanagar, Main Road, PO Bhanjanagar, Taluk Ghumsur, Distt. Ganjam, Orissa-761126	-do-	142390	50	

1	2	3	4	5	6
104.	Fellowship Purana Bazar, Bhadrak, Distt. Balasore, Orissa-756100	Educational Development	132790	50	
105.	Gandhi Sewa Shram Ishwarlal Shishu Bhawan, PO Jaleswar, Distt. Balasore Orissa	-do-	275100	100	
106.	Gania Unnayan Committee At/PO Gania, Distt. Puri, Orissa-752085	-do-	142390	50	
107.	Ghumusara Mahila Sangathan At/PO G. Udyagiri, Distt. Phulabani, Orissa.	-do-	275100	100	
108.	Gopinath Juba Sangh At. Alisisasan, PO Darada, Via Balipatna, Distt. Puri Orissa-752102	-do-	132790	50	
109.	Gram Mangal Pathagar At/PO Salepali, Via Jarasingh, Distt. Bolangir, Orissa	-do-	275100	100	
110.	Hoina Lepsoy Research Trust Post Bag. No. 1, Muniguda, Distt. Koraput Orissa.	Health Research	511800	100	
111.	Ind. Rural Reconst. & Disaster Resp. Serv. OMP Road, Gandhi Nagar, Rayagada, Distt. Koraput, Orissa-765001	Rural Research	255900	100	
112.	International Indecency Prev. Movement Bidanasi Sovaniya Nagar, Distt. Cuttack, Orissa.	Educational Development	142390	50	
113.	International Indecency Prevention Movement Bidanasi, Sovaniya Nagar, Cuttack, Orissa.	-do-	142390	50	

1	2	3	4	5	6
114.	Jagarana At/PO Gudari, Distt. Koraput, Orissa.	Educational Development	275100	100	
115.	Jagrut Shramik Sangathan At/PO Khariar-766107 Distt. Kalahandi, Orissa.	Labour Welfare	132790	50	
116.	Jana Kalyan Samaj At Godibary, PO Chandaka, Distt. Puri, Orissa.	Social Welfare	255900	100	
117.	Jayanti Pathagar Nuapada, Distt. Ganjam-761011 Orissa.	Educational Development	275100	100	
118.	Jyanti Pathagar At Sohapada, PO Brahmabarada Distt. Cuttack-755005 Orissa.	-do-	255900	100	
119.	Jyotirmayee Mahila Samiti Badagaon, Kendrapada Distt. Cuttack, Orissa.	-do-	275100	100	
120.	Lok Shakti AT/PO Sri Kanthapur, Distt. Balasore, Orissa.	-do-	275100		
121.	M.O. Club B/PO Kantabada, Via Baghamari, Distt. Puri-752061 Orissa.	-do-	142390	50	
122.	Lok Nayak Club At/PO Patapur, Banki, Distt. Cuttack Orissa-754008	-do-	275100	100	
123.	Mandal Pokhari Jubak Sangh At/Post Mandari, Via Basudebpur, Distt. Balasore, Orissa.	-do-	132790		
124.	Navjyoti Post Garudgan, Via Katsahi, Distt. Cuttack, Orissa-754022	-do-	142390	50	

1	2	3	4	5	6
125.	Netajee Jubak Sangh Balipokhari, At/PO Paramanandpur, Via-Akhuapada, Distt. Balasore-756122 Orissa	Educational Development	142390		
126.	Nilachal Sewa Pratishthan Benogaon (Kanas), Distt. Puri-752017 Orissa	--do--	275100	100	
127.	Old Rourkela Education Society At. Balizodi, PO Rourkela, Distt. Sundergarh-769016 Orissa	--do--	275100	100	
128.	Palli Mangal Jubak Sangh At. Nayapalli, Post Deuli, Pichkuli, Distt. Puri, Orissa-752064	--do--	284780	50	
129.	Pallishree At/PO Ghasiput, Via Banki, Distt. Cuttack, Orissa.	--do--	132790	50	
130.	People Inst. For Participatory Act. Reseach, At/PO Mahimagadi, Distt. Dhenkanal Orissa-759014	--do--	255900	100	
131.	Pragati Jubak Sangh At/PO Bijigol, Distt. Dhenkanal, Orissa-759117	--do--	275100	100	
132.	Pragati Pathagar At Belaguntha, Distt. Ganjam Orissa-761119	--do--	142390	50	
133.	Pragati Pathagar Nimakhandi Petha, Distt. Ganjam Orissa	--do--	142390	50	
134.	Radhanatn Pathagar Distt. Balasore, At/PO Salo, Orissa-756045	--do--	132790		
135.	Ramjee Yubak Sangh PO Sadiapali, Distt. Bolangir, Orissa-767065	--do--	275100	100	

1	2	3	4	5	6
136.	Rural Development Society At. Kalinga, PO K.B. Danda, Via Mahakalapara, Distt. Cuttack, Orissa	Educational Development	275100	100	
137.	Rural Education & Action for Change Jagamara, Khandagiri, Distt. Bhubaneswar, Orissa-751030	—do—	255900	100	
138.	Rural Women Development Service Centre At/PO Khalari, Via Angul, Distt. Dhenkanal, Orissa-759001	—do—	142390	50	
139.	Samagra Vikas Parishad At/PO Baliapal, Distt. Balasore, Orissa-756026	—do—	132790		
140.	Samajik Sewa Sadan, Orissa Vill. Banjhikusum, PO Mahisapat Distt. Dhenkanal Orissa	—do—	132710	50	
141.	Sarvodaya Samiti Gandhi Nagar, Distt. Koraput-764020 Orissa	—do—	132790	50	
142.	Society For Development Action PO Kulrana, Distt. Mayurbhanj, Orissa-757030	—do—	255900	100	
143.	Society For Health Education & Development College Road, Rayagada, Distt. Koraput, Orissa-765001	Health Education	255900	100	
144.	Sri Sri Sharadeswari Pathagar At Kharda, PO Turra, Distt. Bolangir, Orissa-767030	Education Development	142390	50	
145.	Subhadra Mahtab Sewa Sadan At/PO G. Udyagiri, Distt. Phulabani, Orissa	—do—	550200	100	

1	2	3	4	5	6
146.	Tagore Society for Rural Development 101, Bapuji Nagar, Distt. Bhubaneswar-751009 Orissa	Rural Development	511800	200	
147.	Utakal Navajeevan Mandal PO Angul, Distt. Dhenkanal, Orissa	Educational Development	255900	100	
148.	Utkalmani Sewa Sangh AT/PO Badasiraipur, Distt. Puri, Orissa	Social Welfare	142390	50	
149.	Vikash M-5/11, Acharya Vihar, Distt. Bhubaneswar, Orissa.	-do-	142390	50	
150.	Vivekanand Palli Agragamee Sewa Pratisthan Kalheipali, Gochhara, Distt. Sambalpur-768222.	Educational Development	142390	50	.
151.	Vol. Assoc. For Rural Reconst. & Appropriate Tech. Varrat, At. Boulkani, PO Baradung, Distt. Cuttack, Orissa	-do-	142390	50	
152.	WELCOMES (Community Welfare & Enrichment Society) G.S. Mahrana Building, Vivekanand marg, Bhubaneswar, Orissa-751002	-do-	132790	50	
153.	Nari Shakti Samaj, Kuji Mahal, PO Chandaka Distt. Puri Orissa-754015	-do-	132790	50	
154.	Aragamee At/PO Kashipur, Distt. Koraput Orissa-765015	-do-	238800	100	
155.	Society For Human Resource & Economic Development At Rundimahal, Distt. Phulabani, Orissa	-do-	255900	100	

1	2	3	4	5	6
156.	Vabani Shankar Club At Gangpur, PO Simore, Distt. Puri, Orissa	Educational Development	275100	100	
157.	Youth Association For Rural Reconstruction At/PO Boinda, Distt. Dhenkanal, Orissa-759127	--do--	142390	50	
158.	Dharmanandan Yubak Sangha At Sikipani, PO Dharuadihi Distt. Sundergarh Orissa	--do--	132790	50	
159.	Ajmer Adult Education Assoc., Ajmer E.P.I., Shastri Nagar Extension, Vidhyut Marg, Ajmer-305006 Rajasthan	--do--	275100	100	
160.	Bhilwara District Adult Education Association, 8/199, Suidhu Nagar, Bhilwara-311001, Rajasthan	--do--	511800	100	
161.	Bikaner Adult Education Association Praudh Shiksha Bhawan, Saraswati Park, P. Box No. 28. Bikaner-334001 Rajasthan.	--do--	132790	50	
162.	Gandhi Vidya Mandir, Sardashar, Rajasthan.	--do--	275100	100	
163.	Gramin Vikas Vigyan Samiti. P.O Manaklay, Via Hathania, Distt. Jodhpur, Rajasthan	--do--	255900	100	
164.	Jodhpur Adult Education Association Gandhi Bhawan, Residency Road, Jodhpur, Rajasthan	--do--	254700	100	
165.	Lok Shikshan Sansthan P-87, Gangori Bazar, Jaipur, Rajasthan	--do--	132790	50	

1	2	3	4	5	6
166.	Rajasthan Vidyapeeth Lok Shikshan Parishad Pratap Nagar, Udaipur-313001 Rajasthan	Educational Development	128450	50	
167.	Seva Mandir Udaipur, Rajasthan	--do--	168640	100	
168.	Women's Voluntary Service of Tamilnadu 19, East Super Tank Road, Chetput Madras-600031.	--do--	275100	100	
169.	Tagore Educational Society Tindivanam Distt. Arcot	--do--	255900	100	
170.	Sisters of the Cross Society For Ednl. Development Trichurapalli-620001	--do--	132790	50	
171.	GRD Trust Kalaikathir Building, Avanashi Road, Coimbatore-641037.	--do--	275100	100	
172.	Arnad Velaialar Sangam 1-2, Snnathi Street, Tiruvanaikali Trichy.	--do--	255900	100	
173.	Womens' Indian Association 43, Greenways Road, Madras	--do--	132790	50	
174.	Madhar Nala Mandaram B.Vaduygalalayam, Vandipalyam, PO Cudalore, South Arcot.	--do--	275100	100	
175.	League for Education and Development, 680, Sathiavani Muthu St. KK Nagar, Trichurapalli-620021.	--do--	132790	50	

1	2	3	4	5	6
176.	Adarsh Janta Shikshan Samiti Pindi, Karchhana, Allahabad, Uttar Pradesh.	Educational Development	511500	100	
177.	Banwasi Sewa Ashram Govindpur, Via-Turra, Distt. Mirzapur, U.P.	—do—	255900	100	
178.	Harijan Yuvak Kalyan Parishad Rajaji Puram, Lucknow, U.P.	—do—	133050	25	
179.	Jan Kalyan Shiksha Samiti Pawanagar, Fazil Nagar, Distt. Deoria, U.P.	—do—	255900	100	
180.	Lok Vikas Sansthan 49, Mahatma Gandhi Marg, Allahabad	—do—	255900	100	
181.	Myana Gramodyog Seva Sansthan Myana, H.O. Hospital Road, Khurja, U.P.	—do—	511200	100	
182.	Samajik Ewam Arthik Vikas Sansthan C-2116, Indira Nagar, Lucknow, U.P.	—do—	255900	100	
183.	Sarva Daliya Manav Vikas Kendra Bahjoi, Moradabad, U.P.	—do—	255900	100	
184.	Sarvodaya Shiksha Sadan Samiti Railway Station Road, Shikohabad (Mainpuri) U.P.	—do—	132790	50	
185.	Yuvak Mangal Dal Rajepui, Distt. Unnao, Uttar Pradesh	—do—	132790	50	
186.	U.P. Rana Beni Madhav Jan Kalyan Samiti, Gulab Road, Raibarelli, U.P.	—do—	255900	100	
187.	Jan Jati Vikas Samiti Railway Station Road, Robert Ganj, Mirzapur, U.P.	—do—	132790	50	
188.	Bengal Social Service League 1/6 Raja Dinendra Street, Calcutta-700009 West Bengal	—do—	255900	100	

1	2	3	4	5	6
189.	Samtat Sanstha 172, Ras Behari Avenue, Flat No. 302, Calcutta-700029 West Bengal	Educational Development	132790	50	
190.	Tagore Society For Rural Development 14, Khudi Ram Bose Road, Calcutta.	--do--	407890	150	
191.	Shree Ram Krishna Satyananda Ashram, Vill Jirabpur, PO Basirhat, Railway Salahai, Distt. 24, Parganas (North) West Bengal.	--do--	825300	300	
192.	Village Welfare Society P.O. Panchrul Howrah, West Bengal.	--do--	132790	50	
193.	Akhil Bhartiya Samajothan Samiti A-3/51, LIG, Rohini Sector VII Delhi-110034	--do--	275100	100	
194.	PHD Rural Development, PHD House, Thapar Floor, Opp. Asian Games Village, New Delhi-110016.	--do--	255900	100	
195.	Ravi Bharti Shikshan Samiti 472, Bhola Nath Nagar, Shahdara, Delhi-110032	--do--	255900	100	
196.	People's Institute for Development and Training 4-A, Shahpur Jat, New Delhi-110016	--do--	703800	200	
197.	Nehru Bal Samiti E-63. South Extn. Pt. I, New Delhi-110049.	--do--	132790	50	
1.	Bhagvatulla Charitable Trust Yellamanchilli (A.P.)	--do--	1044260	360	NFE Experim- ental Centres Innovative
2.	Samanvay Ashram Bodh Gaya, Bihar.	--do--	242500		
3.	Samanvay Ashram PO Gopal Khera, Bodh Gaya, Bihar.	--do--	132790	50	

1	2	3	4	5	6
4.	Kishore Bharati P.O. Bankheri, Distt. Hoshangabad, Madhya Pradesh-461990	Educational Development	551286		
5.	Eklavya Foundation, E-1/208, Arera Colony, Bhopal-462016, Madhya Pradesh.	--do--	400000		
6.	Foundation for Research in Community Health 84-A, R.G. Thadani Marg, Worli, Bombay-400018 Maharashtra	--do--	106750		
7.	Antar Bharati 430, Shaniwar Peth, Pune-411030, Maharashtra	--do--	182000		
8.	The Society for Ednl. Improvement & Innovation, B10, Gera Park, 15 Boat Club Road, Pune-411001, Maharashtra	--do--	156650	50	
9.	Aragamee At/PO Kashipur, Dist. Koraput, Orissa-765015	--do--	376250		
10.	Digantar Jaipur, Rajasthan	--do--	133000		
11.	Bodh Shiksha Samiti Jaipur, Rajasthan.	--do--	188550		
12.	Institute of Development Studies B-124-A, Mangal Marg, Bapu Nagar, Jaipur-302 015. Rajasthan.	--do--	114100		
13.	Krishanamurti Foundation India 64/65, Greenways Road, Madras-600028 Tamil Nadu.	--do--	197300		
14.	Literacy House P.O. Alam Bagh, Lucknow-226005, U.P.	--do--	923035	400	
15.	Inst. of Psychological & Edn. Research, Calcutta, West Bengal.	--do--	319000		

1	2	3	4	5	6
16.	Ram Krishana Mission Lok Shiksha Parishad	Educational Development	145900		
17.	Lady Irwin College Sikandara Road, New Delhi	-do-	536900		
18.	School of Planning & Architecture New Delhi	-do-	100000		
19.	NIEPA New Delhi.	-do-	972500		

Adult Education

All the Voluntary Agencies are engaged in any one or the other following activities :

1. Running Balwadi/Anganwadi
2. Running School/College
3. Running ICDS Centres
4. Immunisation of Children
5. Running Tailoring courses
6. Running Typing/Technical institute.

1.	Sri Veerabrahmam Education Society, Gorantala-510231 Anantpur Distt.	-do-	105000	10 JSNs	
2.	Seva Mandir Hindupur, Distt. Anantapur, Andhra Pradesh-515212.	-do-	388500	37 JSNs	
3.	Rayalaseena Seva Samithi No. 9 Old Huzur Office Bldg. Tirupati-527501 Distt. Chittoor, A.P.	-do-	960000	300 AECs	
4.	Rayalaseema Weaker Section and Christian Development Association B. Kondur Badvel Taluk Cuddapah Distt. A.P.	-do-	180000	60 AECs	
5.	Rural Entitlement and Legal Support Centre Dharam Laxmipuram, Korasavada (SO) Srikakulam Distt. (A.P.)	-do-	320000	100 AECs	

1.	2.	3.	4.	5.	6.
6.	Netaji Youth Association Vatapagu, Palakonda Mandalam, Srikakulam Distt. (Andhra Pradesh)-532440	-do-	180000	60 AECs.	
7.	Andhra Pradesh Oriya Teachers Association Mandassa-532242 Srikakulam Distt. Andhra Pradesh.	-do-	320000	100 AECs.	
8.	Mahila Mandali Rajam, Srikakulam Distt.-532127 Andhra Pradesh	-do-	180000	60 AECs	
9.	Yuva Vijnana Parishad 9-4-11, Bridge Road Srikakulam Mandal, Distt. Srikakulam-532001 Andhra Pradesh.	-do-	180000	60 AECs	
10.	The World Teachers Trust Theppalarew Street, Kanukurthi Junction, Srikakulam Mandalam Srikakulam Distt. A.P.-532001.	-do-	180000	60 AECs.	
11.	Youth Club Bejjipuram Vill. & P.O., Murapaka (S.O). Laveru Mandal Srikakulam Distt. A.P.532403	-do-	180000	60 AECs.	
12.	Bhagavatula Charitable Trust Yellamanchili-531055 Visakhapatnam (A.P.)	-do-	1140000	360 AECs.	
13.	Good Samaritans Rural Development Society Atchayampets, South Cabin Line Nidadavole (A.P.)-534301	-do-	320000	100 AECs.	
14.	V.S. Educational Society 104/2RT Sanjeeva Reddy Nagar Hyderabad-500038	-do-	320000	100 AECs.	
15.	Comprehensive Rural Operations Service Society (Cross) 1-69, Snehpuri Nacharam, Hyderabad-501507 (A.P.).	-do-	960000	300 AECs.	
16.	Jyothi Welfare Association H. No. 8-4-550/93, Nataraj Nagar, Near A.G. Colony, Erragadda P.O. Hyderabad (A.P.)	-do-	320000	100 AECs.	

1.	2.	3.	4.	5.	6.
17.	Gauripur Vivekananda Club, Baruapatty Road, PO Gauripur, Distt. Dhubri Assam-783331.	-do-	180000	60 AECs.	
18.	Chungi Lahing Library and Community Centre P.O. Chungi Lahing, Via Nakachari, Distt. Jorhat (Assam) 785635	-do-	320000	100 AECs.	
19.	Universal Brotherhood Association Rangaloo, Jumarmur P.O., Nongond Distt. Assam	-do-	640000	200 AECs.	
20.	Janajati Samaj Kalyan Ashram Barua Khat (College Road) P.O. Barama, Distt. Nalbari.	-do-	320000	100 AECs.	
21.	Bharitya Jan Utthan Parishad Oamrudinganj, Bihar Sharif, Nalanda (Bihar)	-do-	180000	60 AECs.	
22.	Jan Jagaran Samiti, Kagaji Mahila Bihar Sharif, Moghul Kuan P.O., Nalanda Distt., Bihar	-do-	180000	60 AECs.	
23.	Prakritik Arogyashram, Prakriti Kunj Rajgir, District Nalanda, Bihar	-do-	105000	10 JSNs	
24.	Vidharbha Pradeshik Basava Samithi Keshavrao, Buty Road, Sitabaldi, Nagpur-440001 (Maharashtra)	-do-	180000	60 AECs.	
25.	Bihar Sanskritik Vidyapeeth Shekhupura, Patna-14 Bihar	-do-	320000	100 AECs.	
26.	Sharmila Gramin Shilp Kala Kendra At & P.O. Prahladpur, Mokama, Patna, Bihar-843158	-do-	320000	100 AECs.	
27.	Alternative for India Development Village Gorgram, Batgora P.O. Via-Tatanagar, Distt. Singhbhum	-do-	960000	300 AECs.	
28.	Patani Sheri Seva Sangh Ram Niwas, Pravagadhchowk Ahmedabad-380008.	-do-	180000	60 AECs.	

1.	2.	3.	4.	5.	6.
29.	Indian Society for Community Education C/o. Gujarat Vidyapith Ahmedabad-380001	-do-	126000	12 JSNs.	
30.	Gujarat Vidhyapith Ashram Road Ahmedabad-380001	-do-	7090000	620 JSNs. Saksharata Abhiyan	
31.	Lok Sevak Mandal (Servant of People Society) C/o. C.H. Bhagat Working Women Hostel, Near Dalal Apt. New Vikas Grugh Road. Paldi Ahmedabad	-do-	960000	300 AECs.	
32.	Gujarat State Crime Prevention Trust, Ashirwad, 9/B, Keshav Nagar Society, Near Subhash Bridge Ahmedabad-380027	-do-	315000	30 JSNs	
33.	Nootan Bharati P.O. Madhangaoh-385519 Taluk Palanpur, Distt. Banaskantha Gujarat	-do-	105000	10 JSNs.	
34.	Anjuman Talim-I-Idare Court Road, Lal Bazar, Bharuch-392001	-do-	960000	300 AECs.	
35.	Gram Irman Kelvani Mandal Thava. Taluk Valia , Distt. Bharuch (Gujarat)	-do-	446000	100 AECs.	
36.	Jamnagar Jila Samaj Kalyan Sangh Pandit Nehru Marg Jamnagar-361008	-do-	320000	100 AECs.	
37.	Anand Taluka Yuvak Mandal Association Lakshmi Niwas 25, Ajanta Society, Anand-388001 Distt. Kheda	-do-	210000	20 JSNs.	
38.	Thasra Taluk Yuvak Mandal Association Dakor, Thasra Taluk Distt. Kheda-388230.	-do-	320000	100 AECs.	

1.	2.	3.	4.	5.	6.
39.	Sh. Sami Taluka Seva Sangh C/o. Vahore Building Vidyarth Ashram, At & P.O. Sami Distt. Mehsana 384245	--do--	180000	60 AECs.	
40.	Smt. B.K. Balajoshi Education 20, Ratish Society, Kalol-384001 Distt. Mehsana North Gujarat	--do--	320000	100 AECs.	
41.	Shri Neelakantha Education Trust Near Water Tank, Kalyanpura. Kalol Distt. Mehsana Gujarat-382721.	--do--	180000	60 AECs.	
42.	Bhil Seva Mandal Dohadi, Distt. Panchmahal Gujarat-389001.	--do--	525000	50 JSNs.	
43.	Manav Seva Mandal Trust Sandilya-5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot-360001.	--do--	320000	100 AECs.	
44.	Shri Lok Seva Samaj Trust Usha, Dasi Jivan Para, Rajkot-360004.	--do--	180000	60 AECs.	
45.	Anand Niketan Ashram Rangapur (Kawant) Chote Udaipur Distt. Vadodara 391740	--do--	1280000	400 AECs.	
46.	Vadodara Jilla Samaj Kalyan Mandal, Sardar Bhawan, Rajpura Road, Vadodara, Gujarat.	--do--	320000	100 AECs	
47.	Janta Kalyan Samiti, Opp. Bus Stand, Rewari, Mohindergarh Distt., Haryana.	--do--	388500	37 JSNs.	
48.	Prem Seva Samiti, 172-L, Model Town, Rohtak, Haryana.	--do--	424519	100 AECs. & 10 JSNs.	
49.	Vidya Mahasabha Kanya Gurukul Mahavidyalya Kharkhoda, Distt. Sonapat Haryana	--do--	315000	30 JSNs.	

1.	2.	3.	4.	5.	6.
50.	Shiksha Samiti D.A.V. Training College, Shiv Nagar (Near Bhure Ka Mandir), Distt. Sonapat, Haryana	-do-	105000	10 JSNs.	
51.	Media Exprobration for Social and Cultural Advancement 193, 6th Main Road, R.T. Nagar, Bangalore-560032	-do-	333000	Involvement of voluntary groups	
52.	Shri Sharda Vidyalaya At. & P.O. Guledguod Taluka Dadami Distt. Bijapur-587203 Karnataka	-do-	126000	12 JSNs.	
53.	Shubhada Society Suralpady Kinikambla P.O. Mangalore Taluk-574151 South Karnataka Distt. Karnataka	-do-	180000	60 AECs.	
54.	Shri Dharmasthal Manjunateshwara Education Trust Ujira P.O. Dakshina Kanadda District, Karnataka.	-do-	960000	300 AECs.	
55.	Manipur Industrial Trust Valley View, IInd Floor Manipal-576119 Dakshin Kannada Distt. Karnataka.	-do-	960000	300 AECs.	
56.	Kasturba Gandhi National Memorial Trust P.O. Box No. 12 Kasturbagram Arsikere-573103, Distt. Hasan, Karnataka.	-do-	425000	100 AECs. & 10 JSNs.	
57.	Gudibanda Gramodyoga Sangha Gudibanda-561209 Kolar Distt. Karnataka.	-do-	378000	36 JSNs.	
58.	Grameen Vidya Peeth Trust Poorj Gali, Malavalli Taluk Mandya Distt. 571463 Karnataka.	-do-	180000	60 AECs.	

1.	2.	3.	4.	5.	6.
59.	Social Action Forum Irinjalakuda-680121 Pastoral Centre Taluk Kundapuram Distt. Trichur, Kerala.	-do-	180000	60 AECs.	
60.	Kanfed (SRC) Saksharta Bhawan Trivandrum-695014	-do-	985000	300 AECs.	
61.	Harijan Sevak Sangh Shantiniketan, Kattakkada P.O. Trivandrum Distt. Kerala	-do-	1275000	300 AECs. & 30 JSNs.	
62.	Kerala Sastra Sahitya Parishad Parishad Bhavan Trivandrum-695037	-do-	1900000	100% Literacy in Ernakulam Distt.	
63.	Satpura Integrated Rural Development Institution E-3/49, Area Colony, Bhopal-462016	-do-	960000	300 AECs.	
64.	Shri Malwa Mahila Vikas Samiti Baboieपुरa, Raisen Distt. Branch Sironj (M.P.)	-do-	960000	300 AECs.	
65.	Jai Bharati Shikshan Sansthan 159, Abdal Pura, Ujjain-456006 (M.P.)	-do-	180000	60 AECs.	
66.	Parth Vidya Prasarak Mandal P.O. Patharedi, Taluq Patharoi, Distt. Ahmednagar, Maharashtra-414102	-do-	179463	60 AECs.	
67.	Maharashtra Tribal & Rural Welfare Society 24, Rajendra Colony Amravati Maharashtra-444601	-do-	320000	100 AECs.	
68.	Society for Action in Creative Education & Development (SACRED) C/o Institute of Management Training & Research 49, Samarth Nagar, Aurangabad-431001 (M.S.)	-do-	960000	300 AECs.	
69.	Satimata Shikshan Sanstha, 11- Vyankatesh Nagar, Khamla Road, Nagpur (Maharashtra)-440025.	-do-	320000	100 AECs.	

1.	2.	3.	4.	5.	6
70.	Samaj Kalyan Mandai Lalganj, Nagpur Maharashtra	—do—	180000	60 AECs.	
71.	Vidharbha Pradeshik Basava Samithi Keshavrao, Buty Road, Sitabuldi, Nagpur 440001 Maharashtra	—do—	180000	60 AECs.	
72.	National Centre for Rural Development Dr. Korke's Bungalow, 253, Shivaji Nagar Nagpur 440010	—do—	960000	300 AECs.	
73.	Gram Vikas Shikshan Sanstha At/P.O. Chikhali, TQ. Kandhar, Distt. Nanded, Maharashtra-431706	—do—	180000	60 AECs.	
74.	State Resource Centre for Non-formal Education C/o. Indian Institute of Education, J.P. Naik Road, Pune-411029	—do—	480000	Rural women animators training	
75.	Rural Development Programme, New Era High School P.O. Box No. 33, Panchgani-412805 Distt. Satara, Maharashtra	—do—	180000	60 AECs.	
76.	The Manipur Vocational Institute Mekola Bazar, B.P.O. Laiphrakom (IMPHAL), Imphal West-II Development Block, Imphal Distt, Manipur-795001	—do—	372500	100 AECs. & 5 JSNs.	
77.	Manipur Adult Education Association Sega Road, Takhelleikai, Imphal, Manipur-795001	—do—	126000	12 JSNs.	
78.	Wangjing Womens & Girls Society Wangjing Bazar, P.O. Wangjing, Thoubal Block, Thoubal Distt. Manipur-795148	—do—	960000	300 AECs.	
79.	Nyscap (National Yuva Sansad For Community Action Programme At/P.O. Motta, Block Kamakhvannagar Distt. Dhenkanal, Orissa-759018	—do—	320000	100 AECs.	

1.	2.	3.	4.	5.	6.
80.	Bidyut Club, Halদিাপara P.O., Via Bajpur Puri Distt.-752060	-do-	320000	100 AECs.	
81.	Local Committee The Chief Khalsa Diwan, Tarn Taran, Amritsar, Punjab-143401	-do-	180000	60 AECs.	
82.	Social Work & Research Centre, Madan Ganj, Distt. Ajmer, Rajasthan-305816	-do-	330000	Training of Rural youth animators	
83.	Ajmer Proudh Shikshan Samiti. Shastri Nagar Extension, Vidyoot Marg, Ajmer 305006 Rajsthan	-do-	375000	36 JSNs.	
84.	Sri Hari Krishan Shiksha Parsar Samiti Burja House, Mahal Chowk Alwar-301001, Rajasthan	-do-	180000	60 AECs.	
85.	Bhilwara District Proud Shiksha Sangh Bhilwara Distt., Rajasthan	-do-	960000	300 AECs.	
86.	Bikaner Adult Education Association Saraswati Park, P.B. 28, Purani Ginnani Bikaner-334001 Rajasthan	-do-	1385800	300 AECs. 30 JSNs. & Youth leadership camp	
87.	Seva Mandir Udaipur-313001 Rajashthan	-do-	367000	35 JSNs.	
88.	Duraiswamy Generous Social Education Association, Vilvarayanallur, Pakkam Post, Madurantakam Taluk, Chenglepattu Distt Tamil Nadu-603301	-do-	327000	60 AECs. & 14 JSNs.	
89.	Sri Avinashilingam Education Trust Institutions Coimbatore-43, Tamil Nadu	-do-	1065000	10 JSNs. & 300 AECs.	
90.	The G.R.D. Trust Kalai Kathir Buildings Avanashi Road, Coimbatore-641037	-do-	540500	100 AECs. & 21 JSNs.	

1.	2.	3.	4.	5.	6.
91.	The Angappa Educational Trust 86, Race Course, Coimbatore-641018	-do-	270000	60 AECs.	
92.	Shanti Ashram Mountview A-141, Kavaipudur Coimbatore, Tamil Nadu	-do-	1140000	Operation 100% Coimbatore	
93.	Youth Association Mathuramalingapuram, Tiruchuli Block Kamarajar Distt. Tamil Nadu	-do-	105000	10 JSNs.	
94.	Tamil Nadu Basic Education Society Gandhi Niketan Ashram T. Kallupatti, Madurai-886702	-do-	147000	14 JSNs.	
95.	Kalvi Ulgam Educational Society At/P.O. Latteri, North Arcot Distt., Tamil Nadu-632 202	-do-	210000	20 JSNs.	
96.	Harijan Sevak Sangh Gobichettipalayam Tamil Nadu-638452	-do-	320000	100 AECs.	
97.	Shri Vellaichamy Thevar Memorial Non-Formal Literacy Drive, Kadaladi P.O. Mudukulatur Taluk Distt Ramanathapuram Tamil Nadu-623703	-do-	105000	10 JSNs.	
98.	Kandaswamy Kendar's Trust Board Velur, Salem Distt. Tamil Nadu-638182	-do-	834000	49 JSNs. & 100 AECs.	
99.	Christian Educational Development Society 12, Napaldya Street, Villupuram, S.A. Distt. Tamil Nadu-605602	-do-	105000	10 JSNs.	
100.	Khajamalai Ladies Association At/P.O. Khajamalai Tiruchirapalli Distt. Tamil Nadu-620023.	-do-	240000	23 JSNs.	

1.	2.	3.	4.	5.	6.
101.	Punjab Association Lajpat Rai Dhawan, Post Box No. 416 170, 171, 172-Peters Road, Royapettah, Madras-600014	-do-	315000	30 JSNs.	
102.	Association for Sarva Seva Farms 38, K.B. Dasan Road Tenayampet, Natham Block Madras-600016	-do-	126000	12 JSNs.	
103.	Women's Voluntary Service of Tamil Nadu 19, East Spur Tank Road, Chetpet, Madras	-do-	641415	100 AECs. & 31 JSNs.	
104.	Shri Lal Bahadur Shastri Smarak Gramodyog Lokmanpur, Pratishthan, P.O. Baraut, Distt. Allahabad U.P.-211002	-do-	320000	100 AECs.	
105.	Bharatiya Ajiwan Shiksha Parishad 646-647, Katara Allahabad, U.P.-211002	-do-	105000	10 JSNs.	
106.	Azamgarh Nirdhan Lok Sansthan Vill. & P.O. Mehnagar, Distt. Azamgarh (U.P.)	-do-	180000	60 AECs.	
107.	Nari Vikas Sanstha Nazibabad, Mohammadpur Block, Bijnor Distt., U.P.	-do-	320000	100 AECs.	
108.	Myana Gramodyog Seva Sanstha Murari Nagar, G.T. Road Khurja Buland Shahar Distt. U.P.	-do-	446000	12 JSNs. & 100 AECs.	
109.	Samaj Kalyan Shiksha Sansthan Karwanhin Village Nakathan Mishra P.O. Deoria Distt., Uttar Pradesh	-do-	180000	60 AECs.	
110.	Swami Atmdev Gopalanand Shiksha Sansthan Ugarpur, P.O. Pipergaon Distt. Farrukhabad U.P. - 209625	-do-	180000	60 AECs.	

1.	2.	3.	4.	5.	6.
111.	Indian Women's Industrial Training Institute and Rehabilitation 460, Deopur, P.O. Rajajipuram Lucknow (U.P.)	—do—	630000	10 JSNs. & 150 AECs.	
112.	New Public School Samiti 504/63,, Tagore Marg, Near Bandi Mata Mandir, Daliganj, Lucknow	—do—	211500	3 JSNs. & 60 AECs.	
113.	India Literacy Board Literacy House, P.O. Alam Bagh Lucknow, UP. 226005	—do—	1828300	148 JSNs. & building grant	
114.	Lok Kalyan Ashram Aryapur Khera Distt. Mainpuri, U.P. - 203001	—do—	320000	100 AECs.	
115.	Shri Mahila Udyog Samaj Kishorepurs Vrindaban Distt. Mathura, U.P. - 281121	—do—	180000	60 AECs.	
116.	Khadi Gramodyog Niketan Mahuwadabra, P.O. Jaspur, Distt. Nainital (UP)	—do—	320000	100 AECs.	
117.	Saraswati Shishu Niketan Motamanu, Chandak, Pithauragarh Distt., U.P.	—do—	960000	300 AECs.	
118.	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Rae Bareli, U.P.	—do—	315000	30 AECs.	
119.	Saraswathi Pustakalay Evam Vachanalaya Tatha Khel Kood Sanstha Barwaripur (Kadipur) Sultanpur Distt. U.P. - 228145	—do—	234000	20 JSNs.	
120.	Proudh Shiksha Sansthan K-61/99-100, Bulanala Varanasi, U.P.	—do—	180000	60 AECs.	
121.	A.C. Rural Development Committee, At. Chaintore, P.O. Budhanpur, Distt. Bankura, West Bengal	—do—	320000	100 AECs.	

1.	2.	3.	4.	5.	6
122.	Sidhu-Kanhu Gramunnayan Samiti Memari, Burdwan Distt. West Bengal-713514	—do—	494000	10 JSNs. & 100 AECs.	
123.	Sri Ramakrishna Satyananda Ashram, Village Jirakpur, P.O. Basirhatly Station, Distt. 24-Parganas (North)-743414 (West Bengal).	—do—	315000	30 JSNs.	
124.	Ramakrishna Vivekananda Mission 7, Riverside Road Barrackpore Distt. 24 Parganas West Bengal-743101	—do—	425000	10 JSNs. & 100 AECs.	
125.	Tagore Society for Rural Development Village & P.O. Rangablia, (Via-Gosaba), Distt. 24 Parganas (South) West Bengal	—do—	1055000	330 AECs. & 10 JSNs.	
126.	Ramakrishna Mission Lok Siksha Parishad Ramakrishna Mission Ashram P.O. Narendrapur 24, Parganas (South) West Bengal	—do—	320000	100 AECs.	
127.	Bengal Social Service League 1/6, Raja Denendra Street Calcutta-700009	—do—	180000	60 AECs.	
128.	All India Council for Mass Education & Development 60, Patuatola Lane Calcutta-700009	—do—	1810000	600 AECs.	
129.	Indian Red Cross Society West Bengal Branch 27, Belvedre Road, Calcutta	—do—	320000	100 AECs.	
130.	Punjab Backward Classes Development Board 1143, 36-C, Chandigarh Punjab	—do—	960000	300 AECs.	
131.	Sarv Bharat Sri Ravidas Parchar Foundation 393, Sector-38 Chandigarh-160036	—do—	105000	10 JSNs	

1.	2.	3.	4.	5.	6.
132.	Sarv Bharat Sri Ravidas Parchar Foundation, 393, Sector-38, Chandigarh-160036	-do-	320000	100 AECs.	
133.	Alok Shiksha Prasar Sansthan U-158, Shakerpur Extension, Vikas Marg, Delhi-110092.	-do-	320000	100 AECs.	
134.	Indian Adult Education Association 17-B, I.P. Estate New Delhi-110002.	-do-	320000	100 AECs.	
135.	Guru Nanak Mahila Welfare Society 8-305, Saraswati Vihar, Delhi-110034.	-do-	320000	100 AECs.	
136.	Babasaheb Dr. B.R. Ambedkar Research Institute (India), 3, Institutional Areas, Sector-IV, R.K. Puram New Delhi-110022.	-do-	180000	60 AECs.	
137.	All India Committee for Eradication of Illiteracy Among Women, 6, Bhagwan Das Road, New Delhi-110001.	-do-	147150	Nuclear Cell	
138.	All India Taleem Ghar, 24, Western Court, Janpath, New Delhi-110001	-do-	950000	300 AECs.	
139.	Grameen Kohetra & J.J. Colony Proud Shiksha Samaj Sudhar Society , Goela Khurd, Nazafgarh, New Delhi-110043.	-do-	644000	200 AECs.	
140.	Shikshan Kalyan Parishad 68, Minaxi, New Delhi-110018	-do-	320000	100 AECs.	
141.	Sandhya Educational Society C-182/12, Gali No. 1 Chauhan Bangar, Delhi-110053.	-do-	180000	60 AECs.	
142.	Sushma Shiksha Samiti, B-85, Krishan Kunj Extension, Lakshmi Nagar, Delhi-110092.	-do-	90000	30 AECs.	
143.	Maharishi Dayanand Gurukul Shiksha Samiti, 1720/57, Naiwala Gali, Karol Bagh, New Delhi-110005.	-do-	320000	100 AECs.	

1.	2.	3.	4.	5.	6.
144.	Bhartiya Adimjati Sevak Sangh, Thakkar Bapa Samarak Sadan, Dr. Ambedkar Road, New Delhi-110055.	—do—	960000	300 AECs.	
145.	Ankur 21, Hauzkhas Enclave, New Delhi-110016.	—do—	100000	Action research & MPFL manual	
146.	Janjagrati Educational Society, M-186, Mangoipuri, Delhi	—do—	121500	30 AECs. & 3 JSNs.	
1.	Director, State Resource Centre, 'Deepayatan', Patna, Bihar	To produce teaching learning material including literacy kit & undertaking trg. prog. for field functionaries.	9,46,686	For regular activities of SRC and production of literacy kits.	
2.	Bhartiya Grameen Mahila Sangh, Indore (M.P.)	—do—	14,88,296	—do—	
3.	Tamil Nadu Board of Cont. Education, Madras (Tamil Nadu).	—do—	17,47,355	—do—	
4.	KANFED, Kerala (Trivandrum)	—do—	39,92,466	—do—	
5.	Indian Instt. of Education, Pune.	—do—	18,67,466	—do—	
6.	SRC, Jamia Millia Islamia, New Delhi.	—do—	17,22,017	—do—	
7.	Gujarat Vidyapeeth, Ahmedabad.	—do—	5,00,000	—do—	
8.	Rajasthan Adult Education Association, Jaipur (Rajasthan).	—do—	34,96,346	—do—	
9.	Bengal Social Service League, Calcutta (West Bengal).	—do—	14,82,300	—do—	
10.	Karnataka State Adult Education Council, Mysore.	—do—	38,57,542	—do—	
11.	Andhra Mahila Sabha, Literacy House, Hyderabad.	—do—	46,32,466	—do—	
12.	State Resource Centre, Bhubaneshwar (Orissa)	—do—	8,21,643	—do—	
Non-Plan					
1.	Literacy House, P.O. Alambagh, Lucknow (U.P.)	—do—	26,20,000	—do—	

1	2	3	4	5	6
Promotion of Languages					
1.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad, A.P.	Running of Hindi teaching centres, Hindi Mahavidyalayas and Hindi Prachar Centres, etc.	Rs. 2,99,445.00	Teaching centres, Mahavidyalayas Pracharak Sammelan and Publication of Hindi diary.	
2.	Hindi Prachar Sabha, Hyderabad, A.P.	Running of Hindi teaching centres, Hindi Library/Reading room, Hindi Typing and Shorthand classes, Hindi Pracharak Training Mahavidyalaya and other propagation programmes.	1,21,357.00		
3.	Nagar Hindi Varg Sanchalak, Adhyapak Sangh, Hyderabad (A.P.)	Running of Hindi Teaching classes Hindi Library/Reading room, Hindi Typing and Shorthand classes and other propagation programme.	1,11,846.00	Hindi Teaching, Hindi Typewriting and Shorthand classes Hindi Library/Reading room salaries to staff, Rent, purchase of books/magazine etc.	
4.	Hindi Vidyapith, Deoghar, Bihar.	Teaching classes, typewriting and shorthand classes.	1,77,950.00	Hindi teaching and Shorthand and typewriting classes, salaries to staff, stipend to students.	
5.	Akhil Bharatiya Hindi Sanstha Sangh, New Delhi.	Hindi propagation programmes, etc.	5,17,000.00	Establishment expenditure and continuing Hindi propagation programmes.	
6.	Kendriya Sachivalaya Hindi Parishad, New Delhi.	Organisation of various Hindi competitions, publication of magazines and books in Hindi, organisation of Seminar, Sangoshthies etc. for development of Hindi.	2,17,500.00	For meeting expenditure on organisation of various competitions relating to Hindi, publication of Hindi magazines and books, office expenses.	
7.	Karnataka Mahila Hindi Seva Samiti, Bangalore.	Hindi teaching classes, Libraries, debates, etc.	8,22,176.00	Hindi composition, printing, binding, training courses, purchase of machines, material, equipment for printing press, running of classes, libraries, debates, prizes, etc.	
8.	Karnataka Hindi Prachar Samiti, Bangalore	Running of teaching centres, library, etc.	5,33,625.00	Free Hindi teaching centres, library, pub. of magazines, Teachers' training college and salaries to staff.	
9.	Mysore Hindi Prachar Parishad, Bangalore.	Hindi teaching centres, typewriting and shorthand classes, etc.	7,83,825.00	Hindi libraries, Hindi centres shorthand and typing classes and other programmes of Hindi.	
10.	Hindi Vidyapith, Hubli (Karnataka).	Running of Hindi teaching classes, Hindi typewriting classes.	1,29,525.00	Hindi teaching, typewriting classes, salaries to staff, office expenses.	
11.	Hindi Prachar Sangh, Mudhol (Karnataka).	Running of Hindi teaching classes.	1,02,105.00	Salaries to staff of Hindi teaching classes and cont. expenses.	
12.	Bombay Hindi Vidyapith Bombay.	Teaching centres, library, reading rooms, pracharak centres, seminar, drama, etc.	6,84,060.00	Hindi teaching centres, library and reading rooms, pracharak seminar, drama, purchase of Hindi books, publication of magazines.	

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13.	Rashtrabhasha Prachar Samiti, Wardha.	Text books, cultural programmes, organisation of seminars for Hindi pracharaks, etc.	Rs. 7,29,975.00		Salaries of Principal, etc., text books, organisation of Hindi Pracharaks seminar at Jorhat, Hindi Typewriting classes, Hindi Language Library, publication of Hindi magazine.
14.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttak (Orissa)	Running of Hindi Teaching centres, Hindi Library, Hindi Typewriting classes Seminar etc.	1,67,280.00		Salaries of staff of Hindi teaching centres, Hindi Typewriting classes, Hindi Libraries, purchase of books, office Exp., Seminar, Sangoshthi.
15.	Orissa Rashtrabhasha Parishad, Jagannath Dham, Puri (Orissa)	—do—	1,96,500.00		—do—
16.	Hindi Avm Sanskrit Prachar Prasar Sansthan, Jaipur.	Running of Hindi teaching centres, Hindi Typewriting and Shorthand classes, Seminar, Sangoshthi.	1,78,800.00		Salaries to Staff of Hindi Teaching centres, Hindi Shorthand and Typewriting classes, Office Exp., Seminar, Sangoshthi, purchase of books.
17.	Assam Rajya Rashtrabhasha Samiti, Jorhat.	Running of Hindi Teaching centres, Mahavidyalayas etc.	1,33,020.00		Salaries of staff of Hindi teaching centres/Mahavidyalayas cont. Exp.
18.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, Lakhimpur.	—do—	1,60,950.00		—do—
19.	Prachar Samiti, Imphal.	Hindi Teaching centres, Mahavidyalayas	2,29,800.00		8 Mahavidyalayas and 10 Vidyalayas. Salaries of staff, Office Exp.
20.	Kerala Hindi Prachar Sabha, Trivandrum.	Kendriya Mahavidyalaya typewriting and shorthand classes, prizes, etc.	5,68,455.00		Hindi libraries, Kendriya Mahavidyalayas, Hindi Pracharak, refresher courses, prizes, etc.
21.	Hindi Vidyapeeth Trivandrum.	Hindi Teaching centres/Mahavidyalaya Hindi Library, publication of magazines.	1,50,625.00		Salaries to staff of Hindi centres, Mahavidyalaya of library, cont. Ext. Purchase of books, publication of Hindi magazine.
22.	Dakshin Bharat Hindi Prachar Sabha—For its branches at Madras, Hyderabad, Bangalore, Ernakulam, Lakshadweep, Pondicherry, Trichirapalli etc.	Free Hindi classes, Mahavidyalayas, B. Ed. and post graduate colleges, computer courses, pracharak vidyalayas, typewriting and shorthand classes etc.	69,65,000.00		Free Hindi classes, library and reading rooms, Hindi Vidyalayas, Mahavidyalayas, publication of magazines, single teacher vidyalayas, P.G. complexes, B.Ed. colleges, computer courses, refresher courses, prizes, etc.
23.	Nagari Pracharini Sabha, Varanasi.	Hindi library and publication of books.	7,80,000.00		4th instalment of building grant, publication of catalogue, purchase of new Hindi books, etc.
24.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, Itanagar.	Rashtrabhasha Mahavidyalayas, vidyalayas, scholarships, etc.	1,82,355.00		Organisational expenses, Rashtrabhasha Mahavidyalayas, Vidyalayas, scholarships to students, etc.
25.	Mizoram Hindi Prachar Sabha, Aizawl.	Rashtrabhasha vidyalayas' pub. of magazines, etc.	2,48,235.00		Excursion of Hindi students, maintenance of Rashtrabhasha vidyalaya, pub. of magazines, etc.

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26.	Association of Writers and Illustrators for children, 4 Nehru House B. Z. Marg, New Delhi.	Pub. of Books	2,40,564.00	Pub. of Sachitra Balshabd Kosh in Hindi.	
27.	Bhasha SamsaJ, Calcutta, West Bengal.	Publication of magazines and implementation of Hindi propagation programmes.	1,40,000.00	Salaries of staff, publication of magazines, etc.	
Sanskrit					
1.	The Principal, Shri Rangalaxmi Adarsh Skt. Mahavidyalaya, Vrindaban, Mathura-281121.	Teaching	Rs. 4,73,220.00	Salary/Scholarships/Contingencies/Books/furniture, Annual function, printing of books and repairs.	
2.	The Principal, Jagdish Narayan Brahmachari Ashram Skt. Mahavidyalaya, Lagma, Via- Lohna Road, Rambhandharpur, Distt. Darbhanga, Bihar.	—do—	Rs. 4,71,260.00	Salary/scholarships/contingencies/furniture/library books/repair of building.	
3.	The Principal, Bhagwan Dass Sanskrit M.V., P.O. Gurukul Kangri, Hardwar (U.P.)	—do—	Rs. 5,27,073.00	Salary/scholarships/contingencies/furniture/TA & DA/books/repairs of building and printing of books.	
4.	The Principal, Dewan Krishan Kishore S.D. Adarsh Sanskrit College, Ambala Cantt.	—do—	Rs. 4,85,140.00	Salary/scholarships/P.F./contingencies/furniture/books and purchase of typewriter.	
5.	Shri Ekarasanand Sanskrit Mahavidyalaya, Mainpuri (UP.)	—do—	Rs. 5,08,268.00	Scholarships/contingencies/furniture/books/repair of building.	
6.	The Madras Sanskrit College and SSV Pathshala, 84, Royapeeth High Road, Mylapore, Madras	—do—	Rs. 3,46,586.00	Salary/scholarships/furniture/contingencies/repair of building.	
7.	Mumbadevi Sanskrit M.V., C/o. Bharatiya Vidya Bhawan, K.M. Munshi Marg, Bombay-7	Teaching	Rs. 3,86,942.00	Salary/scholarships/contingencies/TA & DA/ library books.	
8.	Haryana Sanskrit Vidya-peetha, PO Bhagola, Dist. Faridabad, Haryana.	—do—	Rs. 4,25,009.00	Salary/scholarships/contingencies/TA & DA/building repairs/books.	

1	2	3	4	5	6
9.	Kuppuswami Shastri Research Institute, 84, Royapeeth Road, Mylapore, Madras.	Research	Rs. 2,06,995.00	Contingencies/scholarships/salary/furniture/publication/repair of building/advertisement.	
10.	Calicut Adrash Sanskrit Vidyapeeth, Ballussery, Distt. Calicut (Kerala).	Teaching	Rs. 4,86,166.00	Salary/contingency/TA & DA/scholarships/books and furniture.	
11.	Vaidika Samsodhana Mandala, Tilak Vidyapeeth Nagar, Poona-9 (Maharashtra).	Research	Rs. 4,07,251.00	Salary/contingencies and Library books.	
12.	Sri Chandrasekharendra Saraswati Nayaya Sastra Skt. Mahavidyalaya, No. 3, East Mada Street, Little Kancheepuram (Tamil Nadu)	Teaching	Rs. 3,38,075.00	Salary/scholarships/contingencies/furniture/Books and Repair of building.	
13.	Lakshmi Devi Sharaff Adarsh Sanskrit Mahavidyalaya, Kali Rakha, Vill/PO Deogarh (Bihar).	—do—	Rs. 3,87,087.00	Salary/Scholarships/Contingencies/TA/Furniture/Library books.	
14.	Rajkumari Ganesh Sharma, Adarsh Sanskrit Pathshala, Kolhanta Patori (Bihar)	Teaching	Rs. 3,91,870.00	Salary/scholarships.	
15.	Sanskrit Dictionary Project, Poona.	Preparation of Sanskrit Dictionary	Rs. 8,85,902.00	Maintanance grant	
16.	Raja Veda Kavya Pathshala, D. 76/III, Cross Street, Srinagar Colony, Kumbakonam	Teaching	Rs. 2,16,600.00	Salary/Scholarships	
17.	Assam Veda Vidyalaya, Chatrakar, Gauhati- 781001.	—do—	Rs. 25,080 (thousand)	Salary/scholarships	
18.	Shankara Academy of Sanskrit Culture and Classical Arts, 17A/1, W.E.A., Karol Bagh, New Delhi.	—do—	Rs. 3,54,540.00	—do—	
19.	Bharatiya Chaturdhan Veda Bhawan Nyas, Swadeshi House, Civil Lines, Kanpur.	Teaching	Rs. 1,59,600.00	Salary/Scholarships	

1	2	3	4	5	6
20.	All India Kashiraj Trust Fort, Ramnagar, Varanasi	Working on the Project of Mahapuranas	Rs. 1,10,400	Salary of editor and staff for editing and printing of Mahapuranas.	
21.	Rashtriya Veda Vidya Pratishthan, 10, Talkatora Road, New Delhi.	Supporting traditional Vedic institutions and providing scholarships/fellowships etc for promotion of oral tradition of Vedic studies.	Rs. 40.00 lakhs Rs. 5.00 lakhs	To be utilised as corpus fund. For maintenance grant to meet the expenses on establishment and salaries of the staff of Pratishthan.	
School Education and Physical Education					
1.	Kaivalyadhama Shreeman Madhava Yoga Mandir Samiti Lonavla, Distt. Pune (Maharashtra).	Research and Development of various aspects of yoga and training of yoga teachers.	Rs. 19.90 lakhs	Maintenance of various departments of the samiti.	
2.	Institute for Rural Industrialisation, Vill. Baragain, P.O. RMCH, Ranchi	To develop technology for the tribals, to train tribals for technology, to create technology input/management channels/personnel.	Rs. 5,00,000.00	Technological means in non-formal education for tribal villagers.	
3.	Indian Institute of Education Pune	Reputed organisation working in the area of educational research and training.	Rs. 1,00,000.00	Rural development through education system	
4.	The Vice-Chairman, Spic-Macay, 41-42, Lucknow Road, New Delhi.	The promote classical heritage in educational institutions all over the country. To organise a Series of Lecture demonstration in schools and colleges. To organise a series of folk and craft programmes. To conduct Yoga Camps in schools and colleges. To organise (Baithaks) all over the country.	Rs. 10.00 Lakhs	For promotion of classical heritage in Educational institutions.	

1	2	3	4	5	6
5.	Centre for Cultural Resources and Training Centre, Bahawalpur House, New Delhi	Innovative and Exprimantalproject for implementation of National Policy of Education for Cultural Education. To organise workshops for inservice school teachers to improve the quality of education and creating an interest in artistic and cultural heritage of the country.	Rs. 5.00 Lakhs	To prepare supplementary instructional material.	
5.	Alarippu, B-4/150-1, Safdarjung Enclave, New Delhi.	Toorganise workshops in community Centres. Evolving through field work socially relevant plays, workshops with students particularly girl guides, slum youth, etc. Training works for Anganwadi workers in U.P. and Sathins and prachetas under W.D.P. in Rajasthan. Production of Video Film on Women of Delhi.	Rs. 2.50 lakhs	To organise workshops for women, children, theatre workers, school teachers, etc. Training programme of education for women's equality, non-formal education, Adult Education, etc. To associate with voluntary groups engaged in puppetry, folk theatre, collection and compilation of folklore, etc.	
7.	Ramakrishna Institute of Moral and Spiritual Education, Mysore.	To conducted Degree Course in Moral and Spiritual Education. To conduct short term courses in Moral and Spiritual education for in-service high	Rs. 2,32,950.00	For the maintenance and running of the institute and for conducting the courses in Moral and Spiritual Education.	

		<p>school teachers of Karnataka State.</p> <p>The Retreat of college students from all over India.</p> <p>The Retreat for General Public.</p> <p>Moral and Spiritual Classes for upper, primary and High School boys of Mysore City.</p>			
8.	<p>The Secretary, Banasthali Vidyapith, P.O. Banasthali, Vidyapith-304022 (Rajasthan)</p>	<p>Banasthali Vidyapith, Rajasthan is a premier Institution in the field of women's education, with its all India character and is doing excellent work in the field of women's Education.</p>	Rs. 5,00,000.00	<p>To meet the recurring deficit to tide over the financial difficulties which the Vidyapith is facing.</p>	<p>The grant is being released to vidyapith on the basis of recommendation of the Review Committee.</p>
9.	<p>Nandikar, 47/1, Shyam Bazar Street, Calcutta.</p>	<p>Promoting Theatre appreciation and dramatic activity amongst the youth and student community in West Bengal.</p> <p>Lecture-cum-demonstrations in educational institutions.</p> <p>Organisation of six theatre Workshops holding short Play competition in Educational Institutions.</p> <p>Intensive Theatre Training courses for young and students.</p>	Rs. 1,00,000.00	<p>Implementation of a project proposal entitled "Theatre Activity for Motivation and Liberation of Student Community."</p>	

1	2	3	4	5	6
10.	Krishnamurti Foundation India, Vasanta Vihar, Madras-600028.	To open new Schools in the rural areas of district Uttarkashi (U.P.) with the intention to awaken the intelligence of the child, create an atmosphere of love for nature and respect for all forms of life.	Rs. 5,00,000.00		For establishment of a school in rural area of Uttarkashi district to meet the cost of building works, furniture, fixtures, etc.
11.	The Theosophical Society, Adyar, Madras-600020.	Improvement of educational standard of children belonging to SC/ST categories at Adyar in Madras. Running orientation and Training courses for Teachers. Development of learning material for pupils.	Rs. 3,05,400.00		For improvement of water supply of Olcott Memorial School, Adyar, Madras running primarily for SC/ST students by the Society.

Higher Education & Research

1.	Association of Indian Universities, New Delhi.	Rs. 11,00,000.00
2.	Dr. Zakir Husain Memorial College Trust, Delhi.	Rs. 6,00,000.00
3.	Sri Aurobindo International Instt. of Educational Research, Auroville.	Rs. 14,20,000.00
4.	Sri Aurobindo International Centre of Education, Pondicherry.	Rs. 13,66,528.00

**Appendices on assistance to States/UTs for
implementing Centrally Sponsored NPE Schemes*
(1987-88 to 1989-90)**

*Navodaya Vidyalayas are fully funded by the Central Govt.

**ASSISTANCE TO STATES/UTs FOR OPERATION
BLACKBOARD SCHEME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90@	
1.	Andhra Pradesh	621.62	1590.77	1209.29	3421.68
2.	Arunachal Pradesh	63.17	71.81	46.76	181.74
3.	Assam	826.69	0.00	692.41	1519.10
4.	Bihar	1868.41	2151.64	1407.66	5427.71
5.	Goa	12.03	23.62	37.32	72.97
6.	Gujarat	466.43	0.00	727.44	1193.87
7.	Haryana	62.93	117.33	111.39	291.65
8.	Himachal Pradesh	148.75	280.94	458.09	887.78
9.	Jammu & Kashmir	156.90	347.04	0.00	503.94
10.	Karnataka	168.67	853.09	537.08	1558.84
11.	Kerala	151.11	223.44	0.00	374.55
12.	Madhya Pradesh	1194.10	1981.26	0.00	3175.36
13.	Maharashtra	545.03	0.00	788.33	1333.36
14.	Manipur	38.03	98.78	0.00	136.81
15.	Meghalaya	78.37	0.00	0.00	78.37
16.	Mizoram	11.80	22.88	8.74	43.42
17.	Nagaland	25.66	24.67	42.98	93.31
18.	Orissa	753.00	1105.45	864.25	2722.70
19.	Punjab	334.11	384.25	115.69	834.05
20.	Rajasthan	1175.55	1123.68	1568.63	3867.86

* The expenditure incurred on the Staff for the scheme in the Dept. of Education does not get included in this statement; hence graphic presentation of total expenditure on this scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

21.	Sikkim	41.57	9.06	0.00	50.63
22.	Tamil Nadu	480.80	856.92	1213.02	2550.74
23.	Tripura	42.12	0.00	49.59	91.71
24.	Uttar Pradesh	1759.43	1893.44	2757.26	6410.13
25.	West Bengal	0.00	384.34	0.00	384.34
26.	Andaman & Nicobar Islands	0.00	0.00	8.27	8.27
27.	Chandigarh	0.00	0.00	1.17	1.17
28.	Dadra & Nagar Haveli	1.99	0.00	0.00	1.99
29.	Daman & Diu	0.00	1.19	0.00	1.19
30.	Delhi	32.49	0.00	32.39	32.39
31.	Lakshadweep	0.48	0.00	0.00	0.48
32.	Pondicherry	0.00	27.20	20.32	47.52
		11061.14	13572.80	12698.08	37332.02

**ASSISTANCE TO STATES/UTs FOR
NON-FORMAL EDUCATION SCHEME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90@	
1.	Andhra Pradesh	318.14	498.00	650.55	1,466.69
2.	Assam	182.01	203.23	264.96	650.20
3.	Bihar	1,030.76	466.25	88.02	1,585.03
4.	Haryana	11.46	—	—	11.46
5.	Jammu & Kashmir	—	64.68	—	64.68
6.	Karnataka	23.80	57.03	—	80.83
7.	Madhya Pradesh	340.60	605.64	628.32	1,574.16
8.	Mizoram	2.19	2.07	2.22	6.48
9.	Orissa	100.11	341.33	259.85	701.29
10.	Rajasthan	183.36	164.69	165.89	513.94
11.	Tamil Nadu	7.02	6.39	—	13.41
12.	Uttar Pradesh	1,082.33	544.31	485.30	2,111.94
13.	West Bengal	267.18	100.00	41.49	408.67
14.	Andaman & Nicobar Islands	0.18	—	—	0.18
15.	Chandigarh	1.29	1.42	0.85	3.56
16.	Dadra & Nagar Haveli	2.06	—	—	2.06
17.	Manipur	—	10.27	—	10.27
18.	Gujarat	—	—	40.74	40.74
		3,552.49	3,064.91	2,628.19	9,245.59

* Grants released to Voluntary Agencies are not included ; hence graphic presentation of total expenditure on this Scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

**ASSISTANCE TO STATES/UTs FOR
TEACHER TRAINING PROGRAMME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90 @	
1.	Andhra Pradesh	267.76	276.85	416.39	961.00
2.	Arunachal Pradesh	35.70	0.00	0.00	38.70
3.	Assam	182.75	264.90	182.45	630.10
4.	Goa	0.00	0.00	28.30	28.30
5.	Gujarat	281.29	183.23	0.00	464.52
6.	Haryana	66.50	178.40	10.00	254.90
7.	Himachal Pradesh	0.00	129.30	0.00	129.30
8.	Jammu & Kashmir	150.35	156.15	174.70	481.20
9.	Kerala	60.74	100.40	280.00	441.14
10.	Madhya Pradesh	448.42	490.60	439.20	1378.22
11.	Maharashtra	0.00	380.80	0.00	380.80
12.	Manipur	0.00	33.70	0.00	33.70
13.	Mizoram	31.50	3.00	0.00	34.50
14.	Nagaland	0.00	32.00	0.00	32.00
15.	Orissa	274.05	211.95	198.77	684.77
16.	Punjab	179.00	86.00	152.30	417.30
17.	Rajasthan	335.40	349.85	547.04	1232.29
18.	Sikkim	0.00	35.50	0.00	35.50
19.	Tamil Nadu	208.70	342.50	798.52	1354.72
20.	Tripura	0.00	0.00	26.60	26.60
21.	Uttar Pradesh	536.46	363.87	250.63	1150.96
22.	West Bengal	132.69	15.00	0.00	147.69
23.	Delhi	56.20	14.90	63.97	135.07
Total		3247.51	3656.90	3568.87	10473.28

* Expenditure incurred on programme for Mass Orientation of Teachers is not included ; hence graphic presentation of total expenditure on this scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

**GRANTS RELEASED TO STATES/UTs FOR
VOCATIONALISATION SCHEME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			
		1987-88	1988-89	1989-90 @	Total
1.	Andhra Pradesh	562.63	730.32	142.30	1,435.25
2.	Arunachal Pradesh	—	—	—	—
3.	Assam	30.10	82.61	—	1122.71
4.	Bihar	136.09	—	7.41	143.59
5.	Goa	68.53	28.47	64.59	161.59
6.	Gujarat	—	236.64	1,173.31	1,409.95
7.	Haryana	276.12	353.03	129.87	759.02
8.	Himachal Pradesh	30.90	1.86	98.06	130.82
9.	Jammu & Kashmir	—	—	—	—
10.	Karnataka	93.00	244.70	49.21	386.91
11.	Kerala	—	226.42	223.44	449.86
12.	Madhya Pradesh	57.16	745.00	1,121.48	1,923.64
13.	Maharashtra	495.90	469.66	509.38	1,474.94
14.	Manipur	—	11.68	—	11.68
15.	Meghalaya	—	—	—	—
16.	Mizoram	21.42	7.12	—	28.54
17.	Nagaland	8.00	—	—	8.00
18.	Orissa	156.49	600.00	83.72	840.21
19.	Punjab	211.59	—	50.25	261.84
20.	Rajasthan	58.34	159.22	72.35	289.91

* Grants released to Voluntary Agencies are not included, hence graphic presentation of total expenditure on this Scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

21.	Sikkim	–	–	–	–
22.	Tamil Nadu	112.56	225.00	358.11	695.67
23.	Tripura	–	–	–	–
24.	Uttar Pradesh	829.88	880.00	203.69	1,913.57
25.	West Bengal	40.69	–	–	40.69
26.	Andaman & Nicobar Islands	–	–	3.24	3.24
27.	Chandigarh	–	–	42.70	42.70
28.	Dadra & Nagar Haveli	–	–	–	–
29.	Daman & Diu	–	–	–	–
30.	Delhi	36.52	–	4.18	40.70
31.	Lakshadweep	–	–	–	–
32.	Pondicherry	–	–	–	–
		3,225.92	5,001.73	4,337.29	12,564.94

**ASSISTANCE TO STATES/UTs FOR SCIENCE
EDUCATION SCHEME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90@	
1.	Andhra Pradesh	99.25	107.15	400.37	606.77
2.	Arunachal Pradesh	—	3.72	—	3.72
3.	Assam	—	295.31	90.25	385.56
4.	Bihar	—	365.43	11.24	376.68
5.	Goa	35.99	—	36.03	72.02
6.	Gujarat	—	—	142.30	142.30
7.	Haryana	—	279.66	—	279.66
8.	Himachal Pradesh	99.55	216.12	—	315.68
9.	Jammu & Kashmir	30.66	—	97.94	128.61
10.	Karnataka	417.70	95.69	45.75	559.15
11.	Kerala	200.91	—	199.42	400.34
12.	Madhya Pradesh	113.55	300.00	244.55	658.10
13.	Maharashtra	626.09	—	—	626.09
14.	Manipur	—	1.08	—	1.08
15.	Mizoram	13.78	—	87.75	101.54
16.	Nagaland	11.54	—	8.40	19.94
17.	Orissa	200.00	—	268.81	461.81
18.	Punjab	130.05	—	1.36	131.42
19.	Rajasthan	349.51	—	—	349.51
20.	Sikkim	—	—	12.41	12.41

* Grants released to Voluntary Agencies are not included; hence graphic presentation of total expenditure on this scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

21.	Tamil Nadu	217.69	194.41	251.12	663.22
22.	Tripura	–	27.45	–	27.45
23.	Uttar Pradesh	313.47	300.00	98.10	711.57
24.	West Bengal	–	514.37	–	514.37
25.	Andaman & Nicobar Islands	7.34	–	21.51	28.85
26.	Chandigarh	5.82	–	–	5.82
27.	Delhi	53.47	73.42	102.59	229.48
28.	Daman & Diu	–	–	4.56	4.56
29.	Lakshadweep	0.23	–	1.28	1.51
30.	Pondicherry	–	20.82	7.03	27.85
	Total	2,926.66	2,901.58	2,132.86	7,961.10

**ASSISTANCE TO STATES/UTs FOR
EDUCATION TECHNOLOGY SCHEME***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90@	
1.	Andhra Pradesh	247.00	278.11	113.00	638.11
2.	Arunachal Pradesh	—	1.72	1.14	2.86
3.	Assam	—	20.92	42.20	63.12
4.	Bihar	—	23.54	8.33	31.87
5.	Goa	3.24	3.31	1.76	8.31
6.	Gujarat	273.75	—	173.65	447.40
7.	Haryana	—	7.04	39.90	46.94
8.	Himachal Pradesh	9.62	10.72	45.80	66.14
9.	Jammu & Kashmir	—	9.00	17.82	26.82
10.	Karnataka	22.52	60.38	66.37	149.27
11.	Kerala	7.16	13.46	27.87	48.49
12.	Madhya Pradesh	—	193.80	30.46	224.26
13.	Maharashtra	—	72.00	93.00	165.00
14.	Manipur	—	1.82	1.21	3.03
15.	Meghalaya	—	0.90	4.23	5.13
16.	Mizoram	2.18	6.03	9.13	17.34
17.	Nagaland	2.82	—	7.72	10.54
18.	Orissa	45.84	78.03	128.80	252.67
19.	Punjab	—	19.84	48.23	68.07

* Grants released to State Institutes of Education and expenditure incurred on Educational Technology Cells and Central Institute of Educational Technology are not included; hence graphic presentation of total expenditure on this scheme will reflect some variation.

@ Expenditure anticipated by 31.03.1990.

20.	Rajasthan	–	113.62	91.92	205.54
21.	Sikkim	–	2.82	1.88	4.70
22.	Tamil Nadu	–	30.00	70.00	100.00
23.	Tripura	–	0.26	0.17	0.43
24.	Uttar Pradesh	72.00	112.26	20.84	205.10
25.	West Bengal	–	19.46	12.97	32.43
26.	Andaman & Nicobar Islands	–	0.84	0.32	0.80
27.	Chandigarh Admn.	–	1.37	0.48	1.85
28.	Delhi Administration	28.64	36.11	–	64.75
29.	Daman & Diu	–	0.18	0.12	0.30
30.	Dadra & Nagar Haveli	0.33	–	0.22	0.55
31.	Lakshadweep	0.16	0.03	0.13	0.32
32.	Pondicherry	–	1.84	1.23	3.07
	Total	715.26	1,119.05	1,060.90	2,895.21

**ASSISTANCE TO STATES/UTs FOR ENVIRONMENT
EDUCATION SCHEME**

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			
		1987-88	1988-89	1989-90	Total
1.	Andhra Pradesh	–	22.37	–	22.37
2.	Arunachal Pradesh	–	4.81	–	4.81
3.	Assam	–	4.20	–	4.20
4.	Bihar	–	20.17	–	20.17
5.	Gujarat	–	–	4.82	4.82
6.	Haryana	–	–	0.66	0.66
7.	Himachal Pradesh	–	9.15	–	9.15
8.	Karnataka	–	8.04	24.11	32.15
9.	Kerala	–	–	2.07	2.07
10.	Madhya Pradesh	–	9.60	28.80	38.40
11.	Maharashtra	–	–	9.73	9.73
12.	Mizoram	–	1.82	1.97	3.79
13.	Orissa	–	18.47	–	18.47
14.	Rajasthan	–	37.52	–	37.52
15.	Tamil Nadu	–	17.73	16.55	34.28
16.	Tripura	–	3.04	–	3.04
17.	Uttar Pradesh	–	–	13.85	13.85
18.	Andaman & Nicobar Islands	–	2.48	–	2.48
19.	Delhi	–	–	7.73	7.73
20.	Pondicherry	–	0.94	–	0.94
	Total	–	160.34	110.29	270.63

**STATEWISE EXPENDITURE ON RUNNING
NAVODAYA VIDYALAYAS***

(Rupees in Lakhs)

Sl. No.	Name of State/ Union Territory	Amount Released			Total
		1987-88	1988-89	1989-90@	
1.	Andhra Pradesh	115.80	227.90	272.77	616.47
2.	Arunachal Pradesh	19.12	42.48	56.61	118.21
3.	Bihar	159.94	296.13	356.34	809.41
4.	Goa	10.61	17.99	26.51	55.11
5.	Gujarat	32.72	73.27	87.98	193.97
6.	Haryana	50.87	94.18	130.58	275.63
7.	Himachal Pradesh	71.16	109.65	133.90	314.71
8.	Jammu & Kashmir	88.13	125.46	180.55	394.14
9.	Karnataka	110.23	223.88	299.77	633.88
10.	Kerala	75.09	140.47	155.16	370.72
11.	Madhya Pradesh	161.18	285.10	374.63	820.91
12.	Maharashtra	128.35	211.99	308.17	648.51
13.	Manipur	17.29	67.88	82.83	168.00
14.	Meghalaya	28.66	29.20	43.39	101.25
15.	Mizoram	11.73	18.85	22.66	53.24
16.	Nagaland	1.31	13.34	13.23	27.88
17.	Orissa	97.06	155.21	191.44	443.71
18.	Punjab	45.71	67.56	103.33	216.60
19.	Rajasthan	86.08	201.19	279.75	567.02
20.	Sikkim	7.99	7.04	11.06	26.09

* Capital Expenditure incurred on construction of school buildings is not included ; hence graphic presentation of total expenditure on the scheme will reflect some variation.

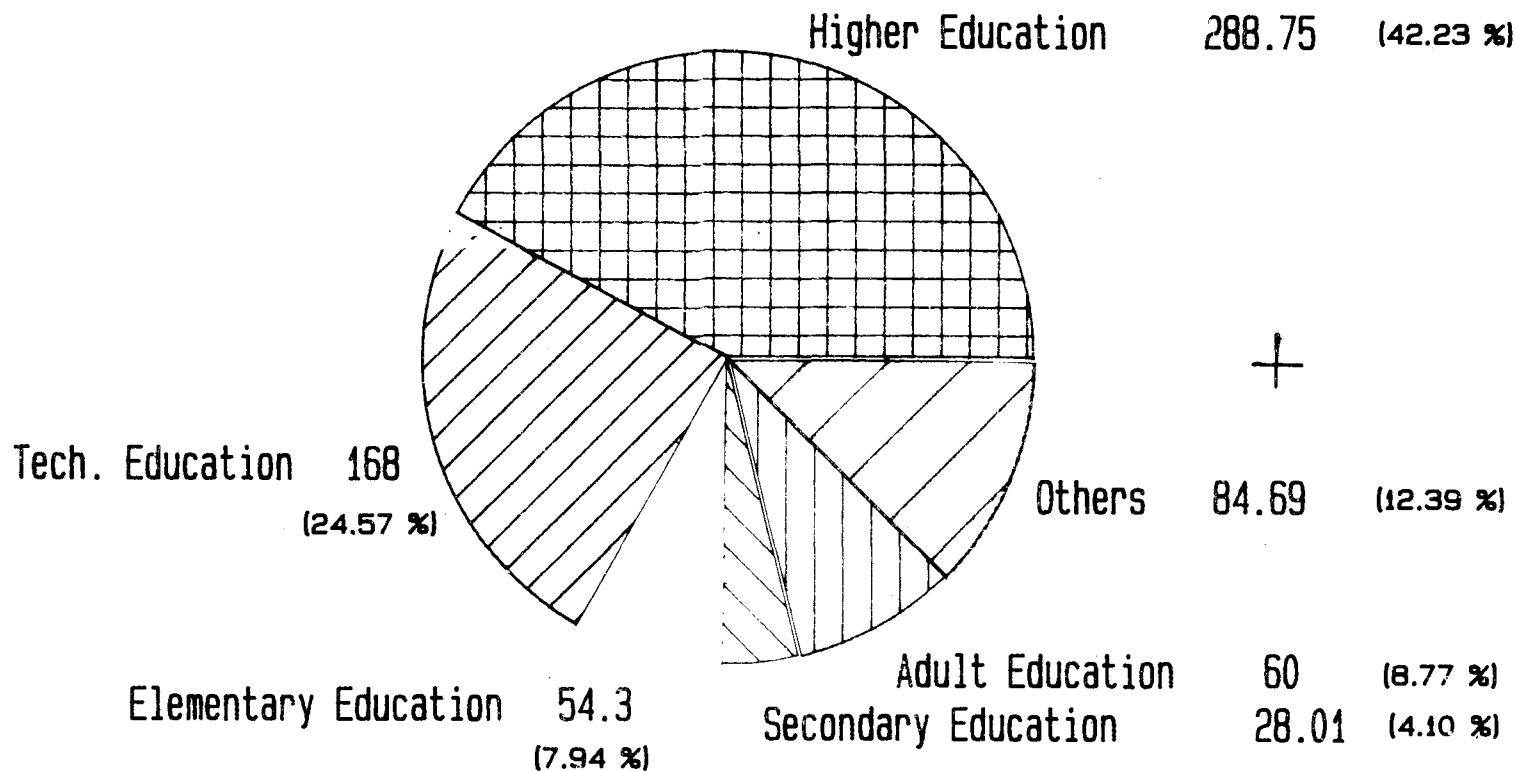
@ Expenditure anticipated by 31.03.1990.

21	Tripura	–	4.08	10.19	14.27
22.	Uttar Pradesh	171.72	307.60	394.05	873.37
23.	Andaman & Nicobar Islands	12.83	18.30	26.30	57.43
24.	Chandigarh	4.04	5.77	11.33	21.14
25.	Delhi	–	8.79	10.63	19.42
26.	Daman & Diu	4.35	10.46	21.20	36.01
27.	Dadra & Nagar Haveli	15.27	11.25	16.71	43.23
28.	Lakshadweep	–	16.34	9.52	25.86
29.	Pondicherry	28.21	45.26	63.15	136.62
	Total	1,552.45	2,836.62	3,693.74	8,082.81

ALLOCATION OF FUNDS (Sixth Plan)

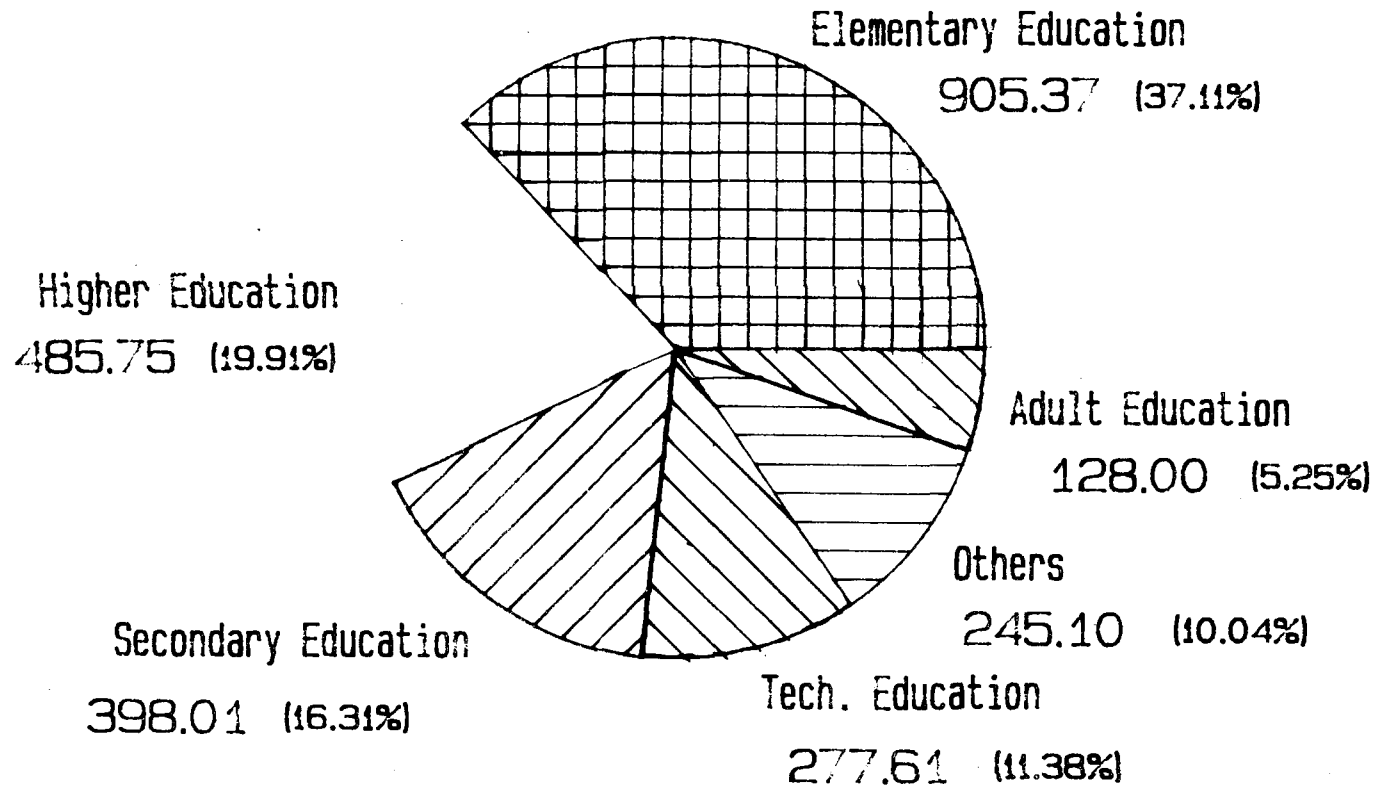
Central sector

(Rs. in crores)



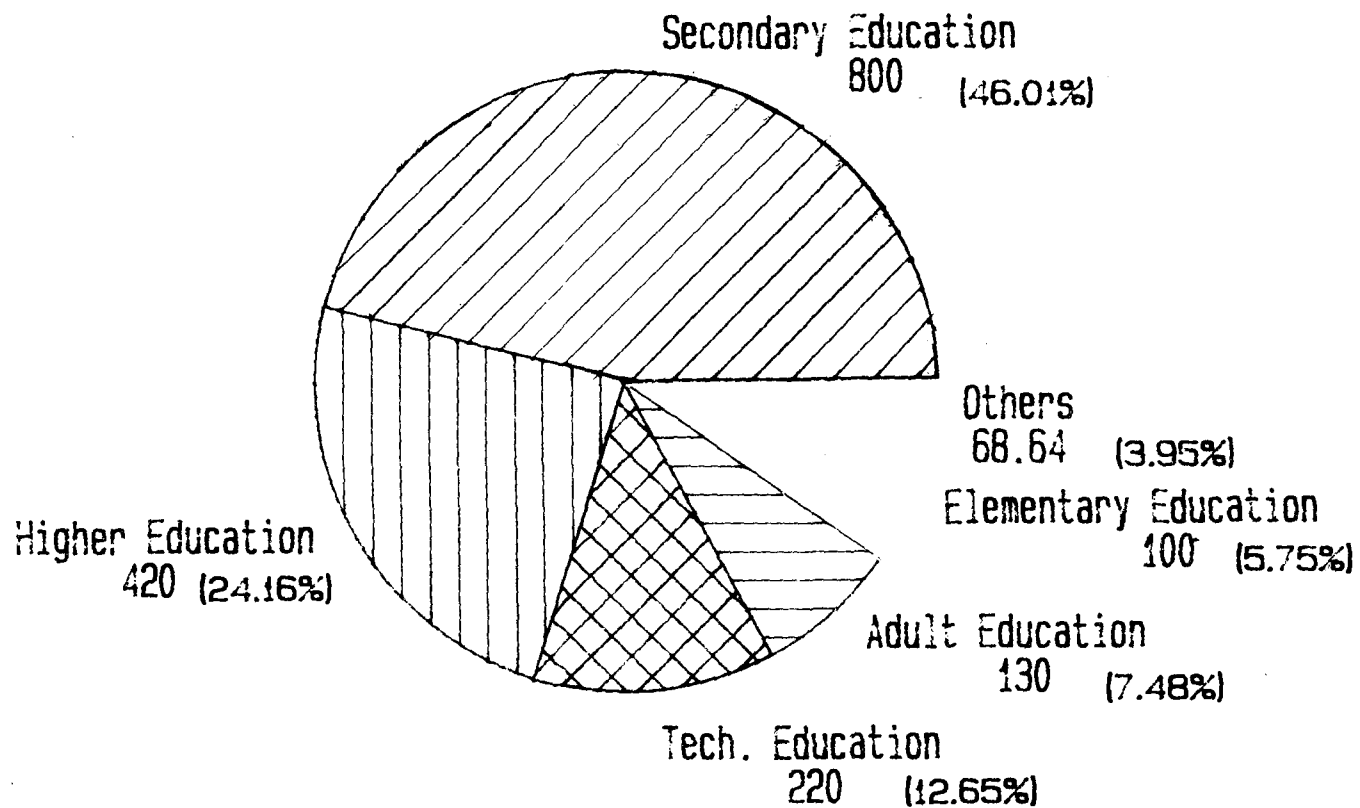
ALLOCATION OF FUNDS (Sixth Plan) Central + State Sectors

(Rs. in crores)



ALLOCATION OF FUNDS (Seventh Plan) Central Sector

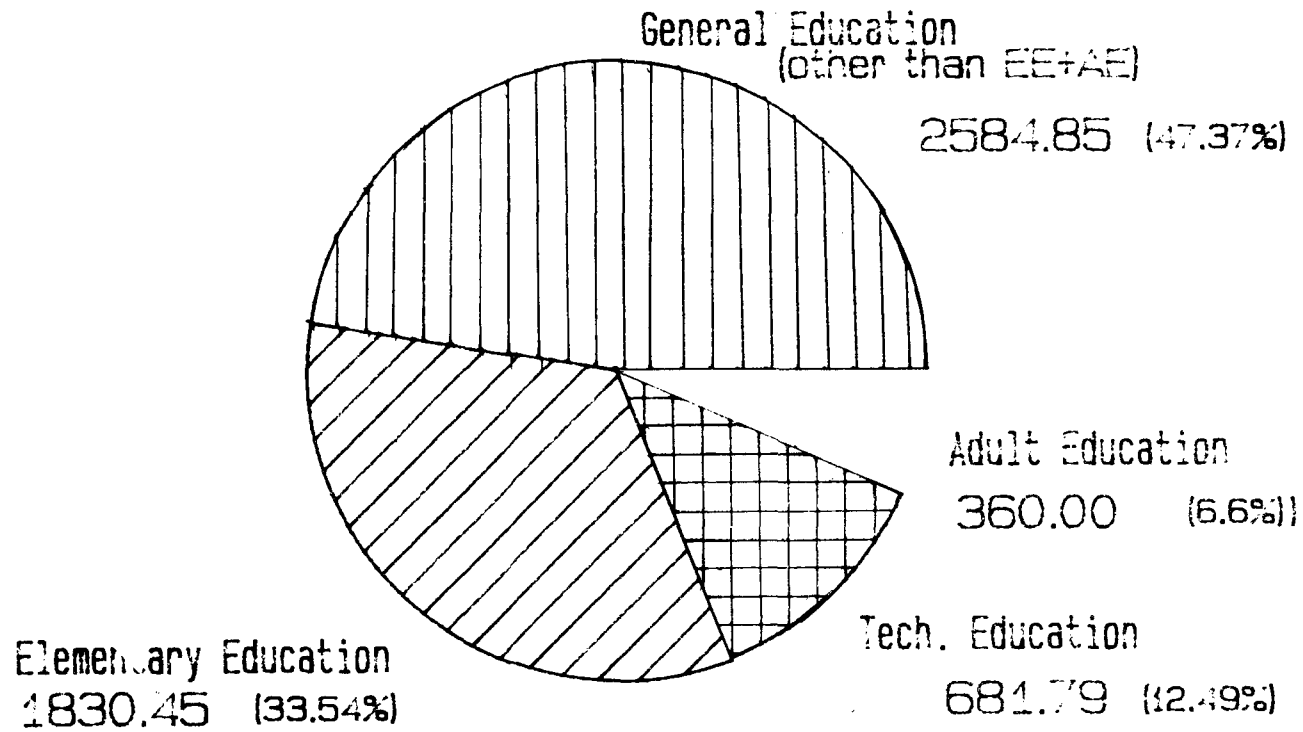
(Rs. in crores)



ALLOCATION OF FUNDS (Seventh Plan)

Central + State Sector

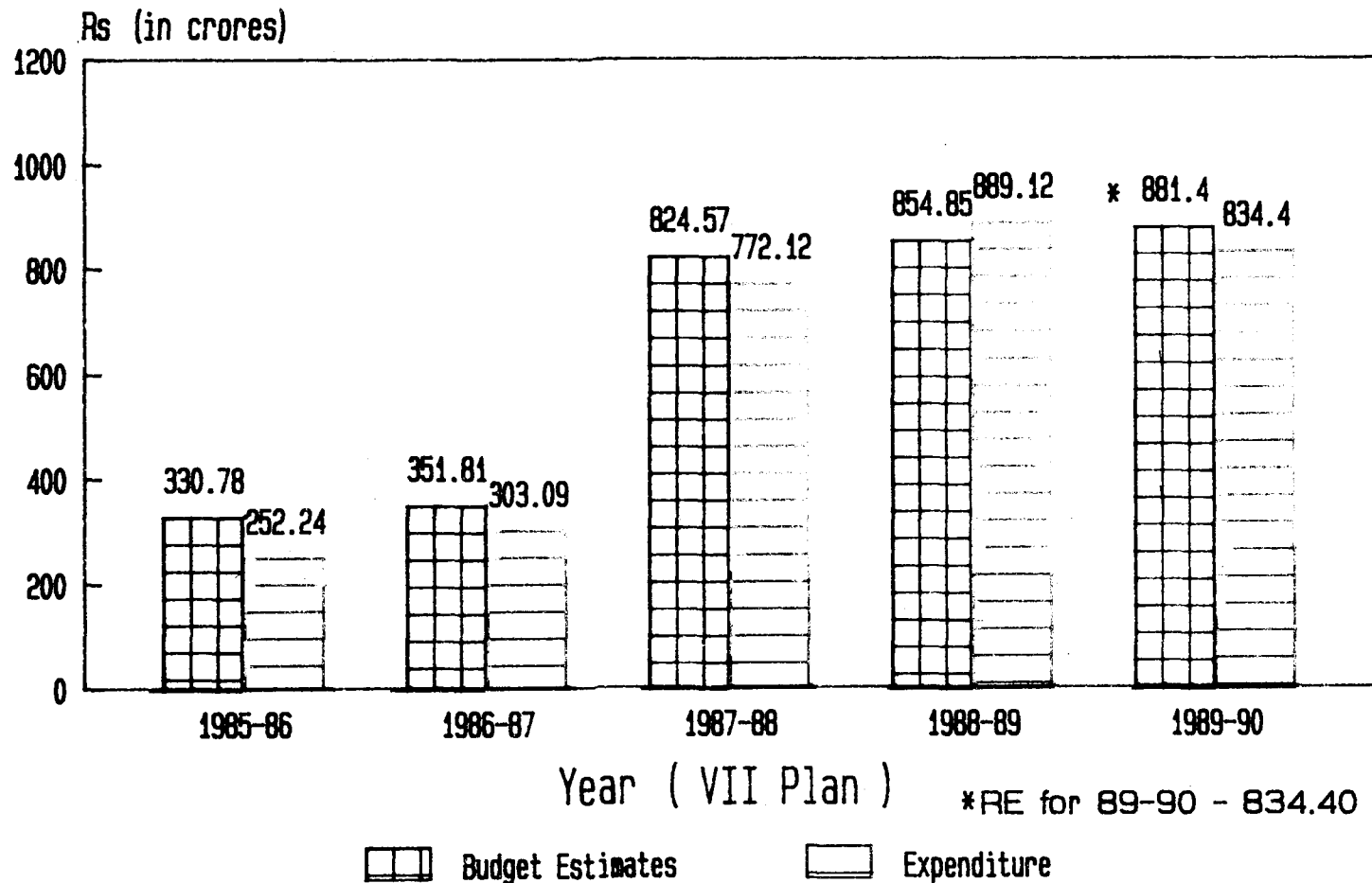
(Rs. in crores)



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

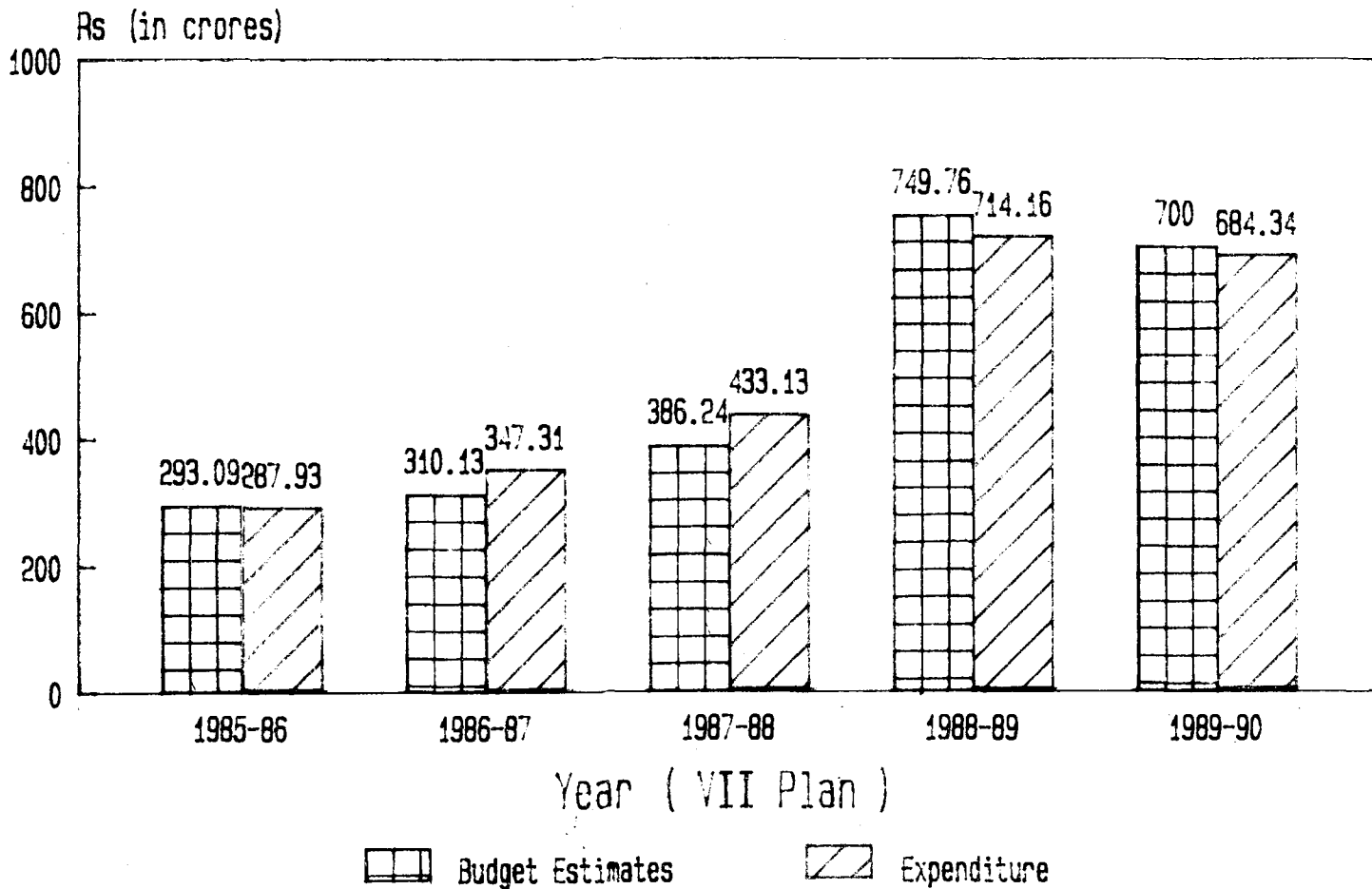
Total Education



CENTRAL SECTOR - EDUCATION - NON - PLAN

Yearwise Budget Estimates & Expenditure

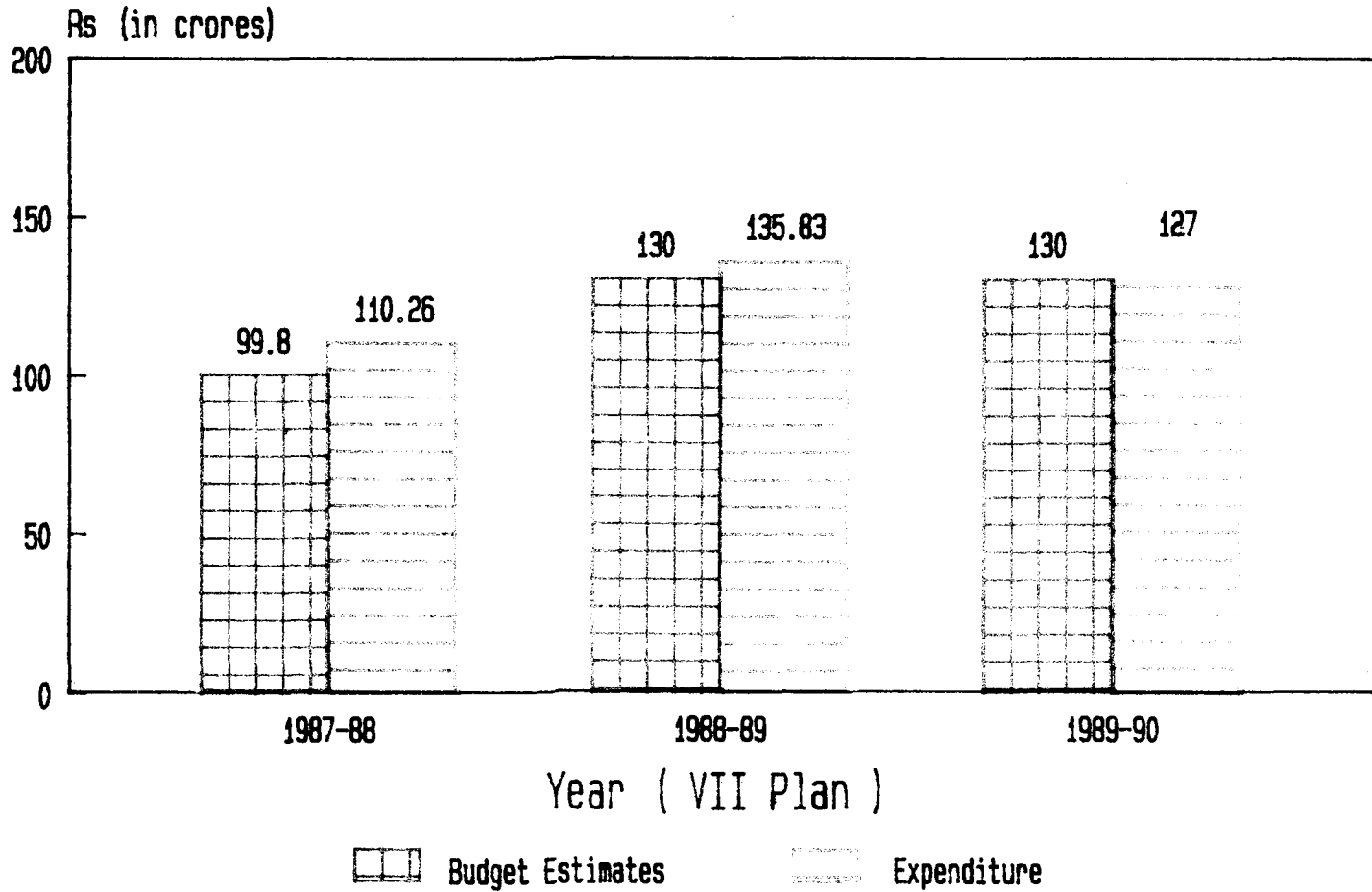
Total Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

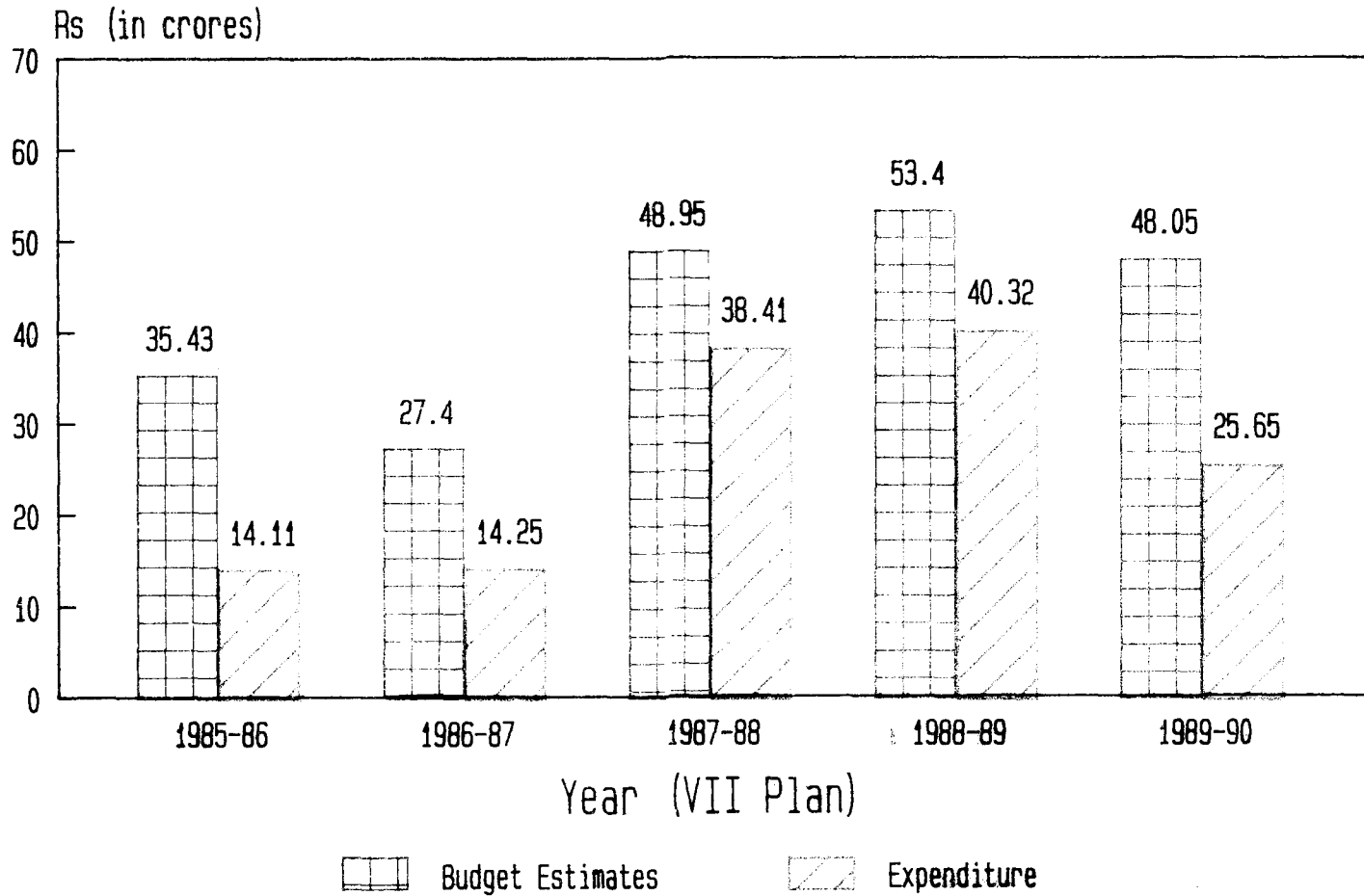
Operation Blackboard



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

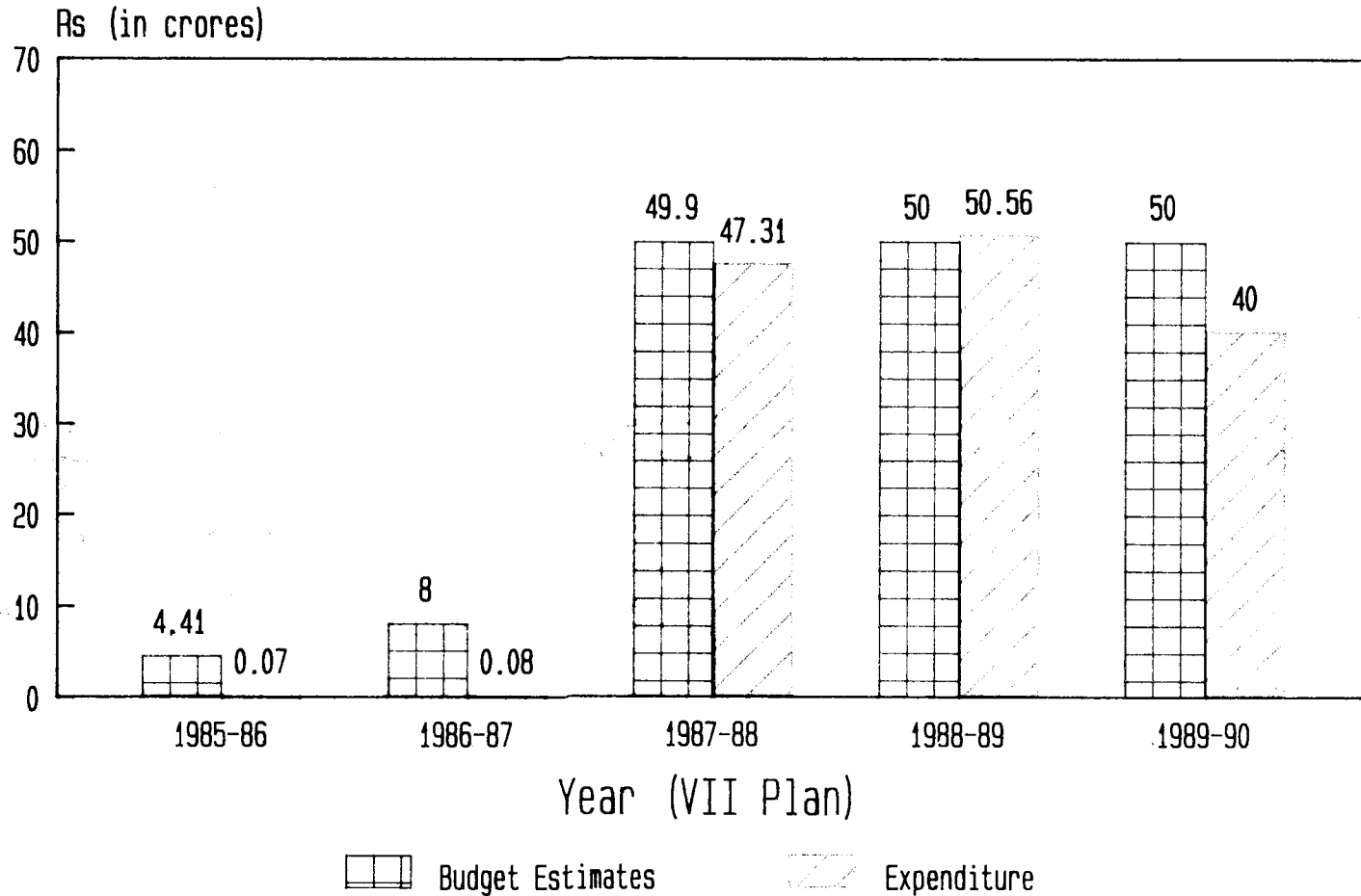
Non-Formal Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

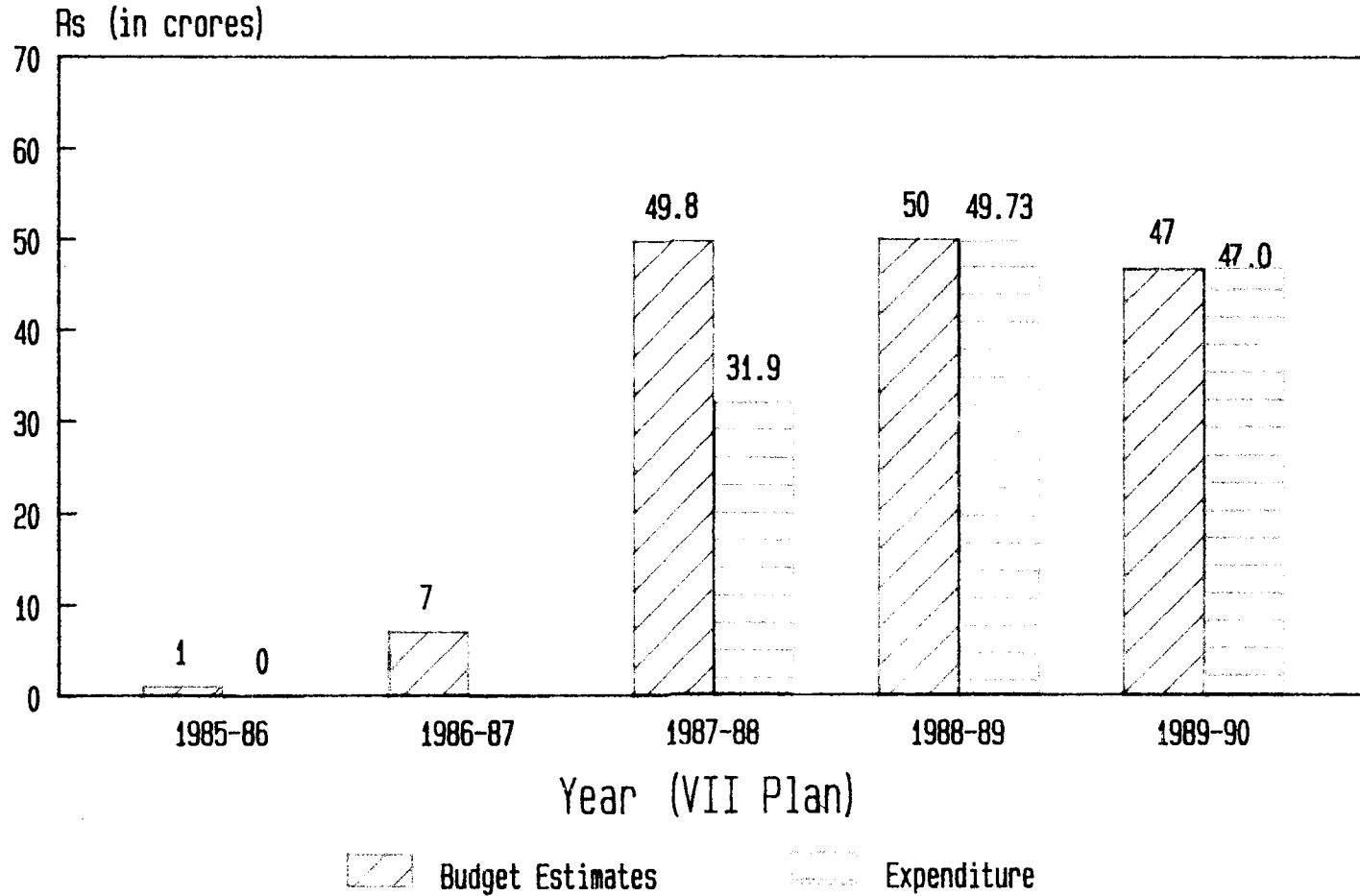
Teacher Training Programme



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

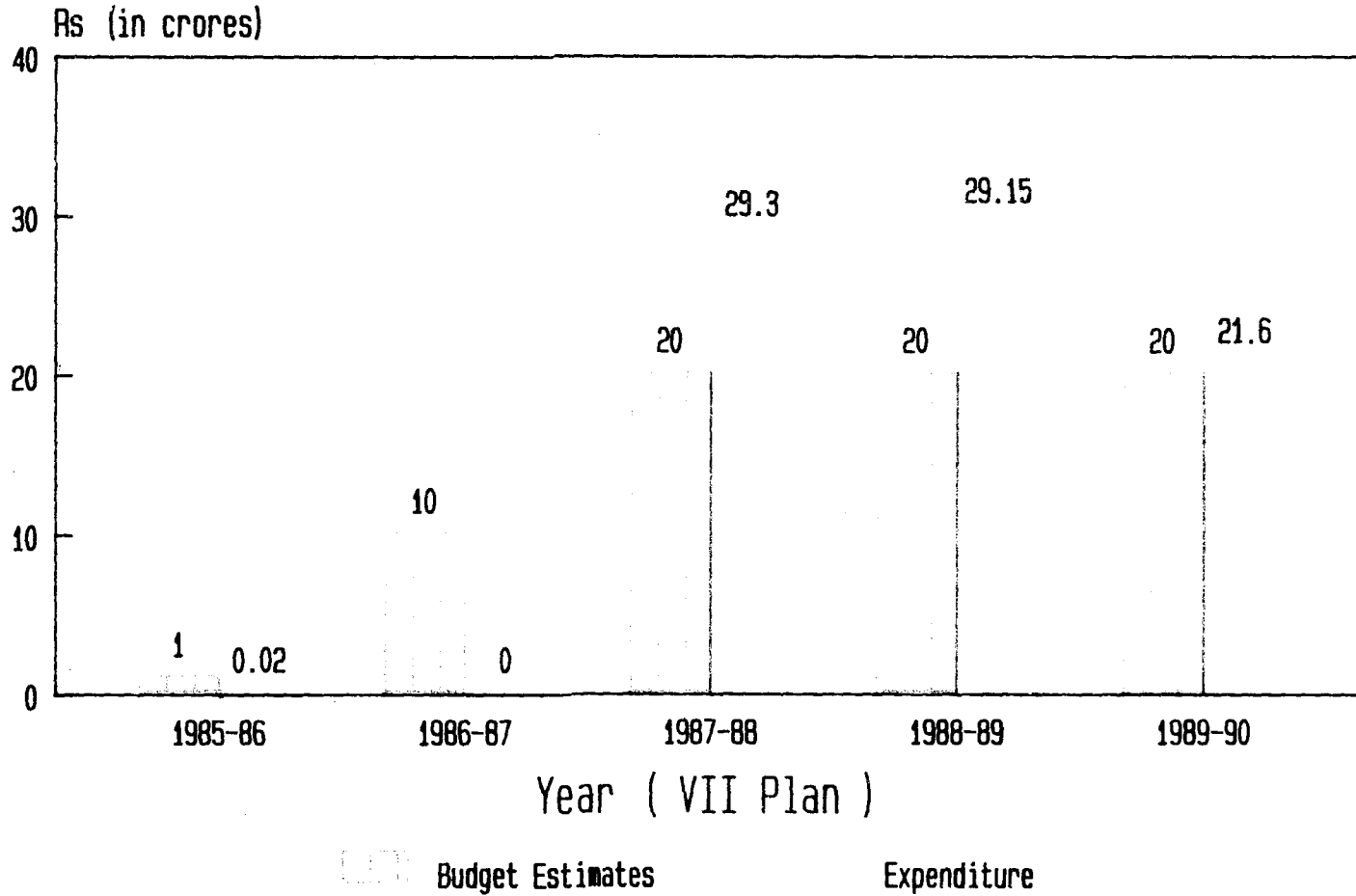
Vocationalisation



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

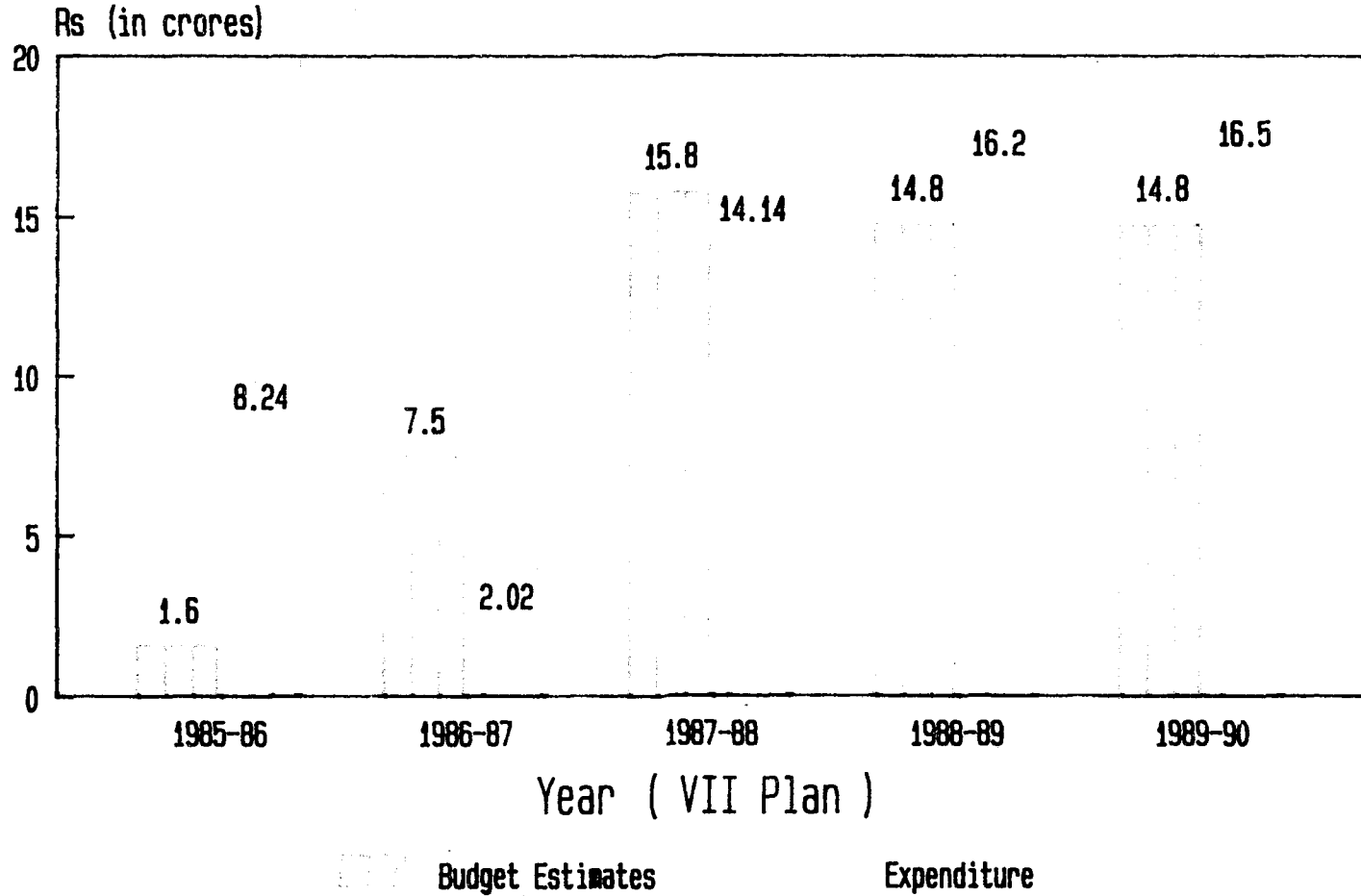
Science Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

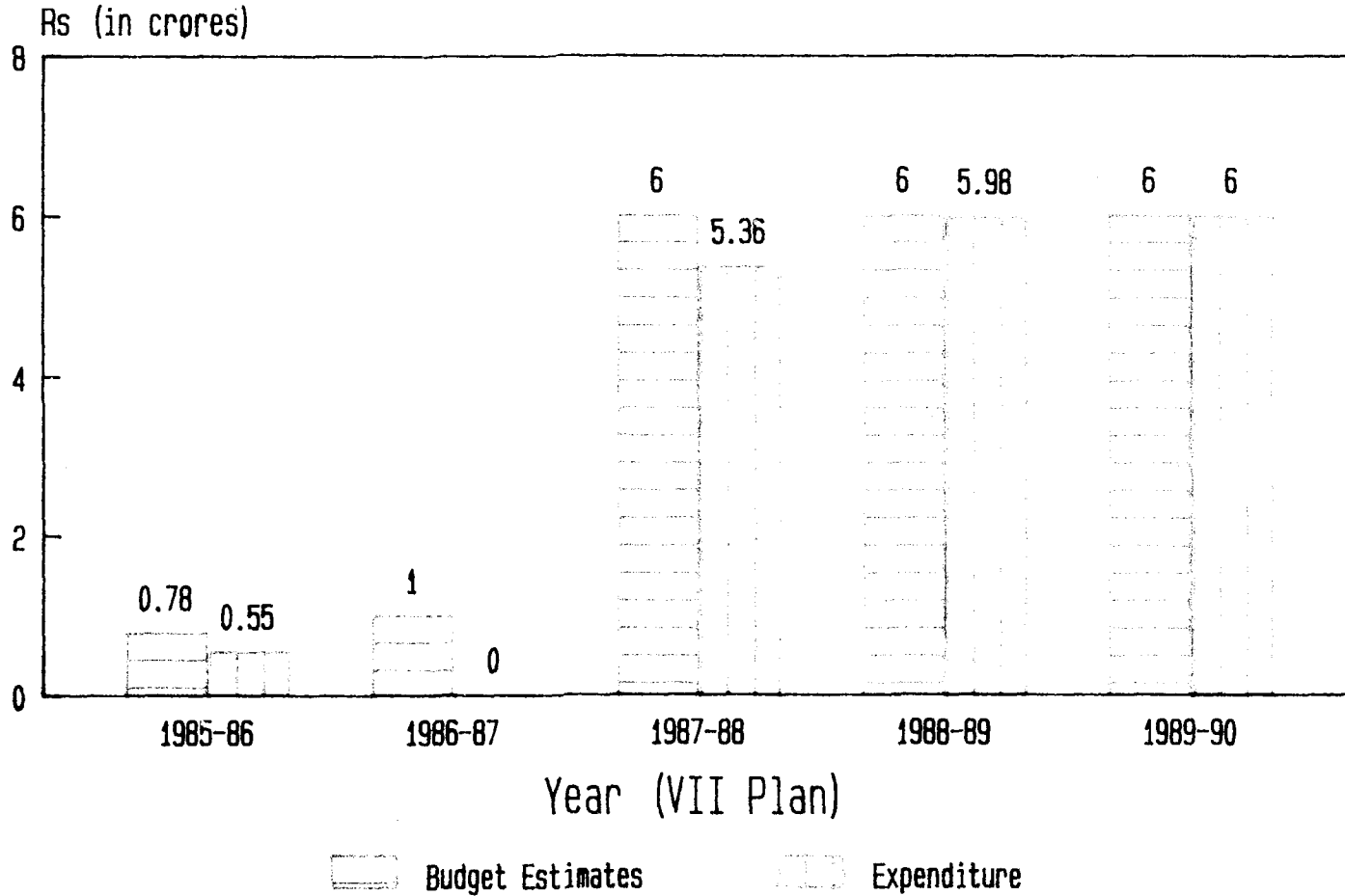
Education Technology



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

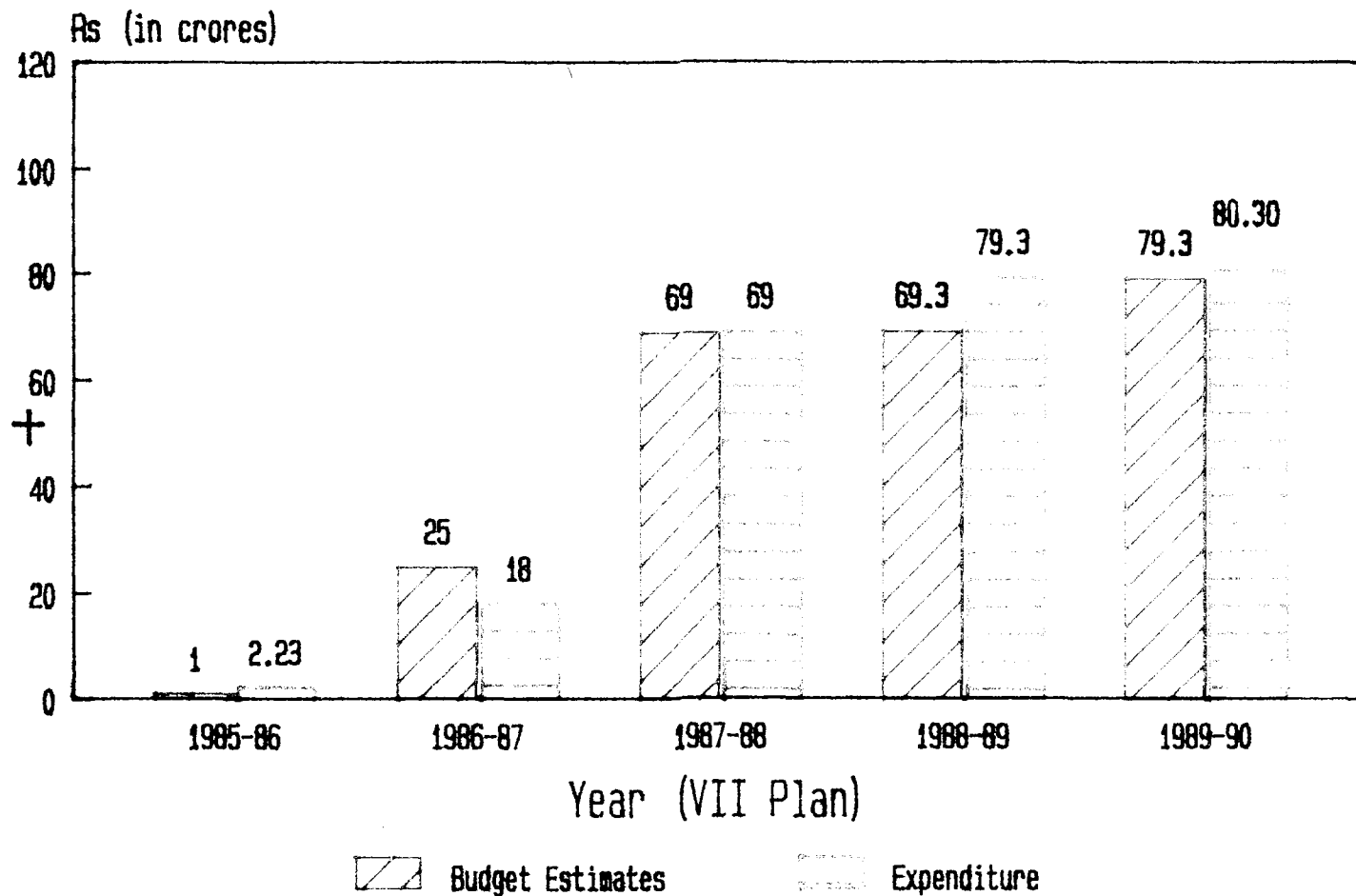
Computerisation



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

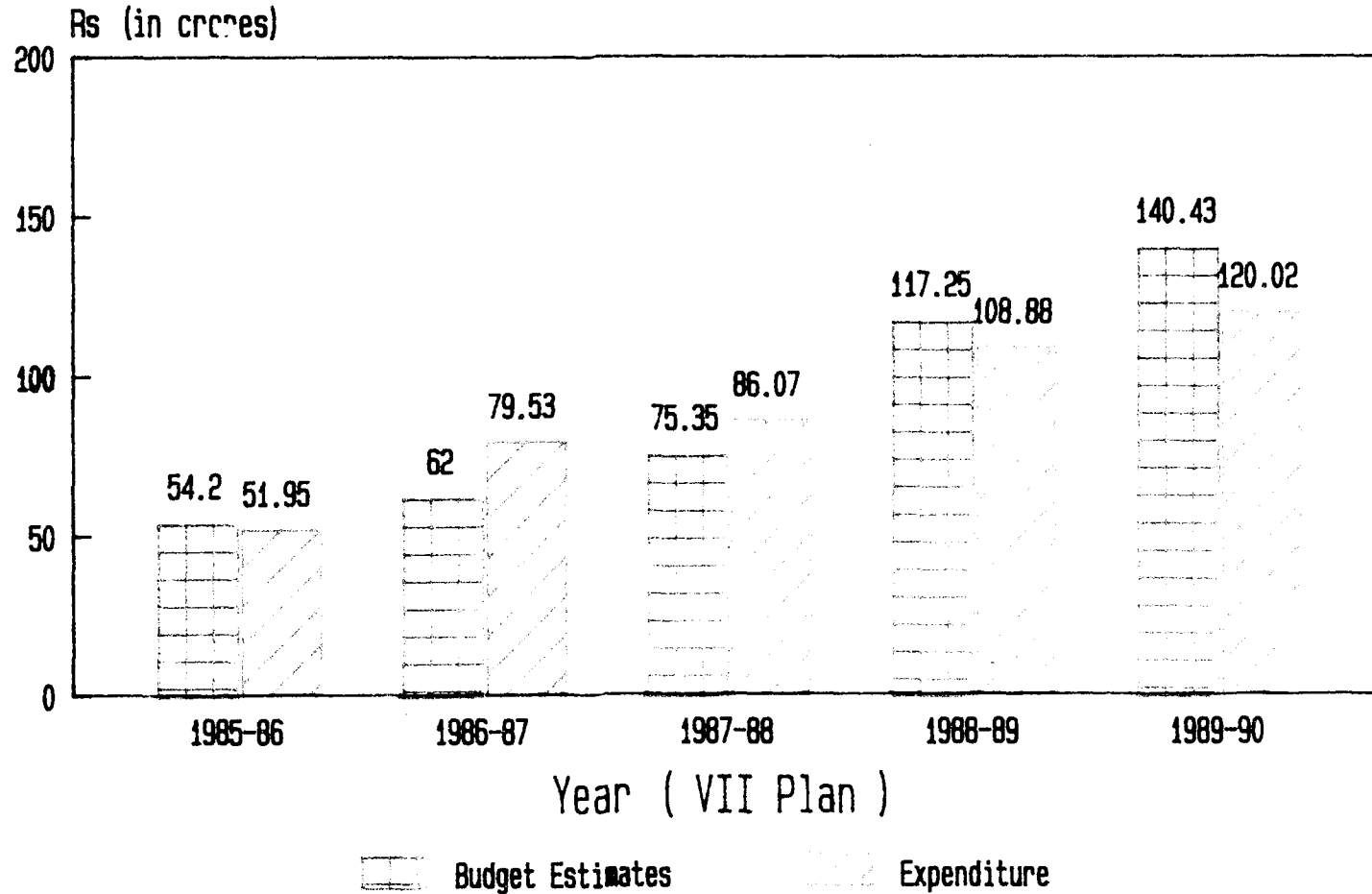
Navodaya Vidyalayas



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

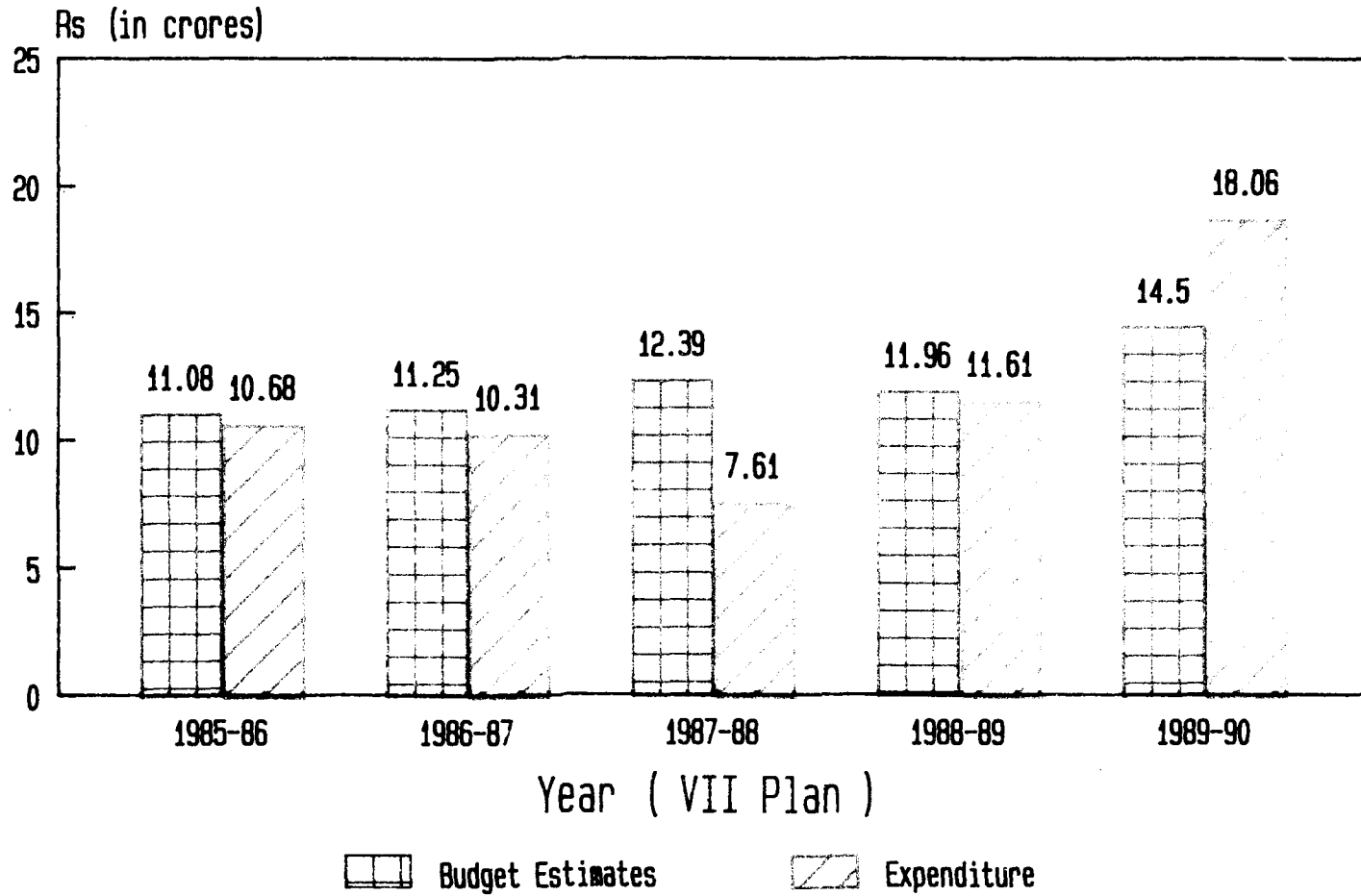
KVS



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

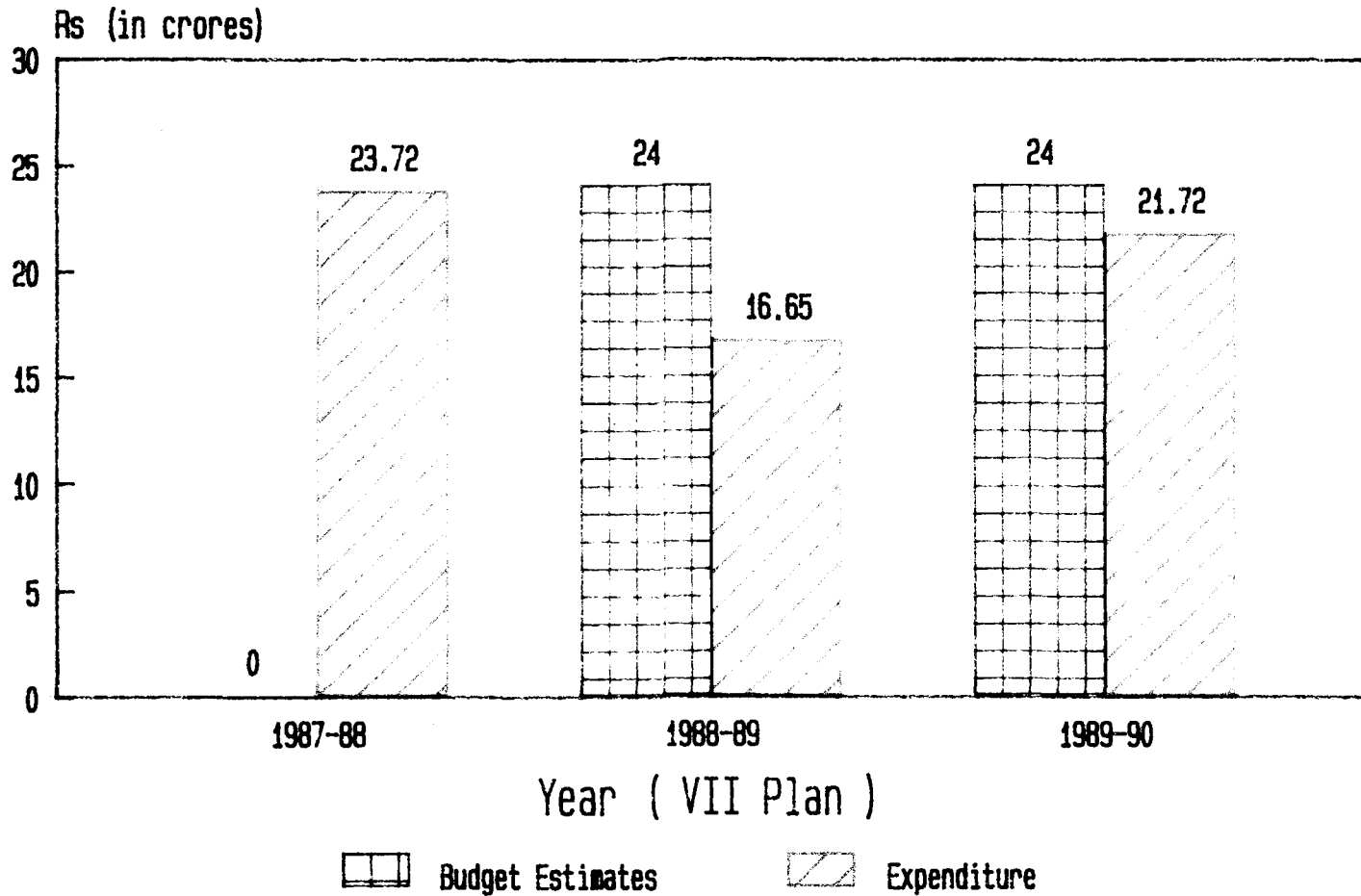
NCERT



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

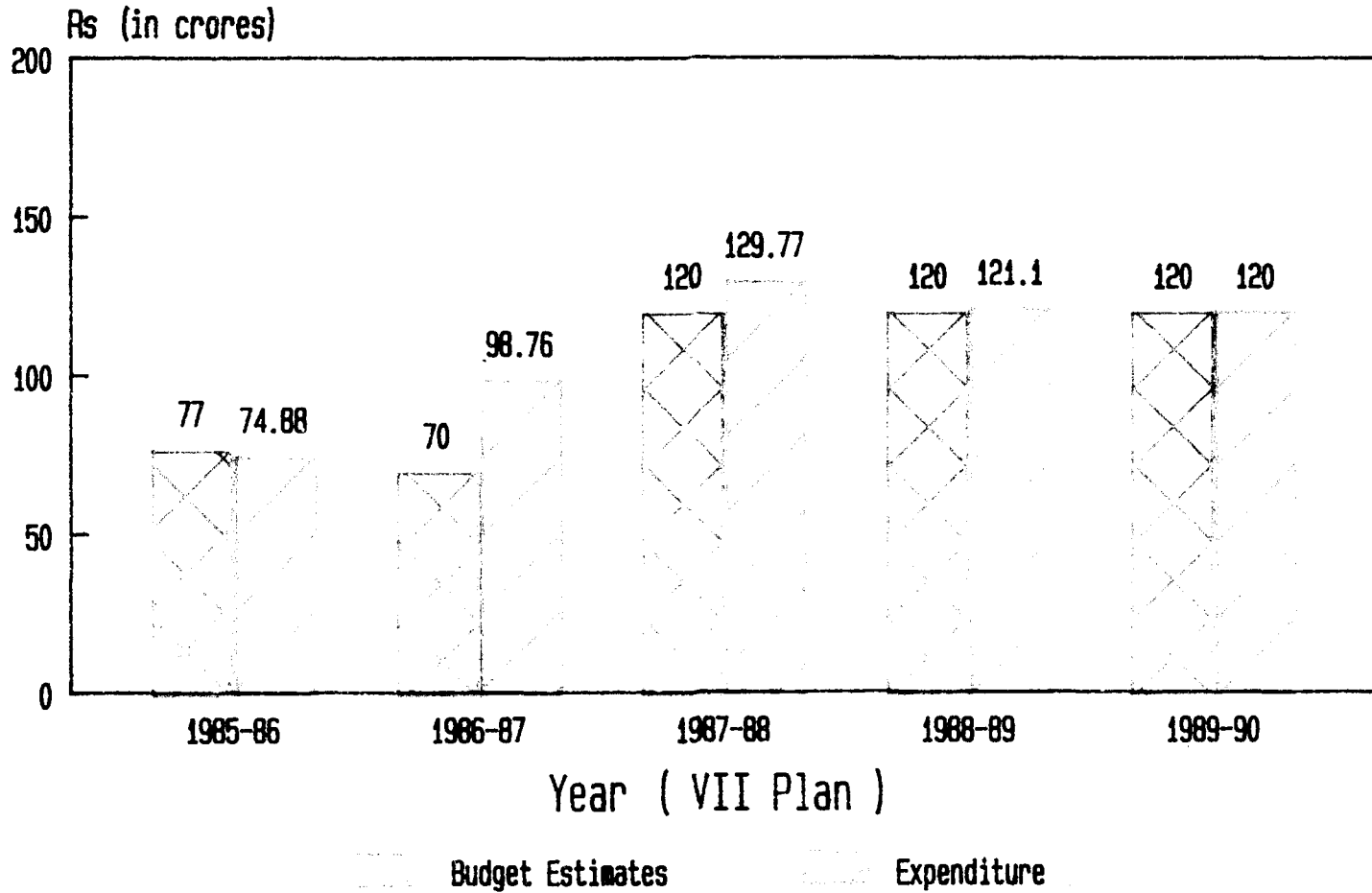
Subsidy on White Printing Paper



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

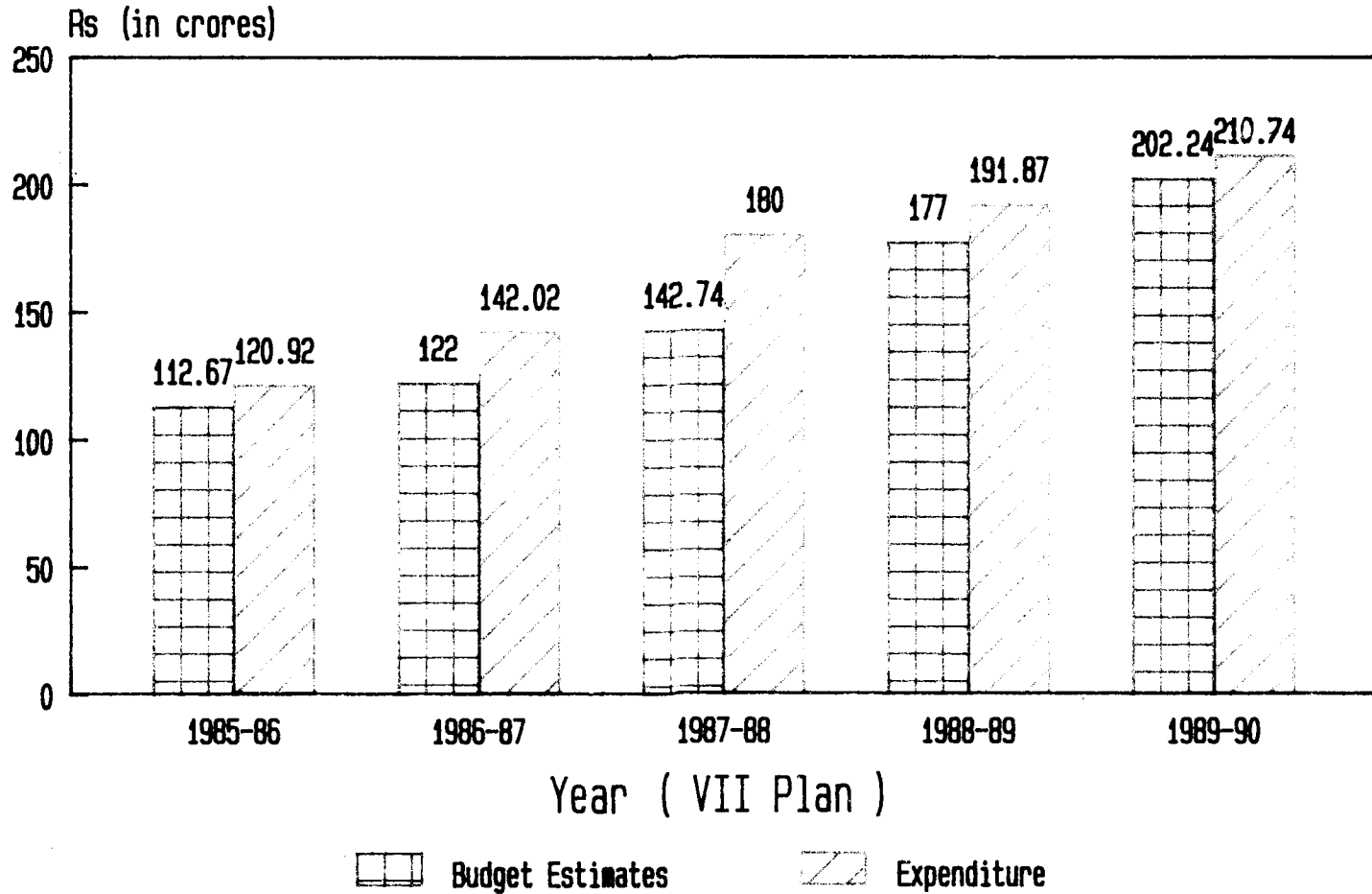
University Grants Commission



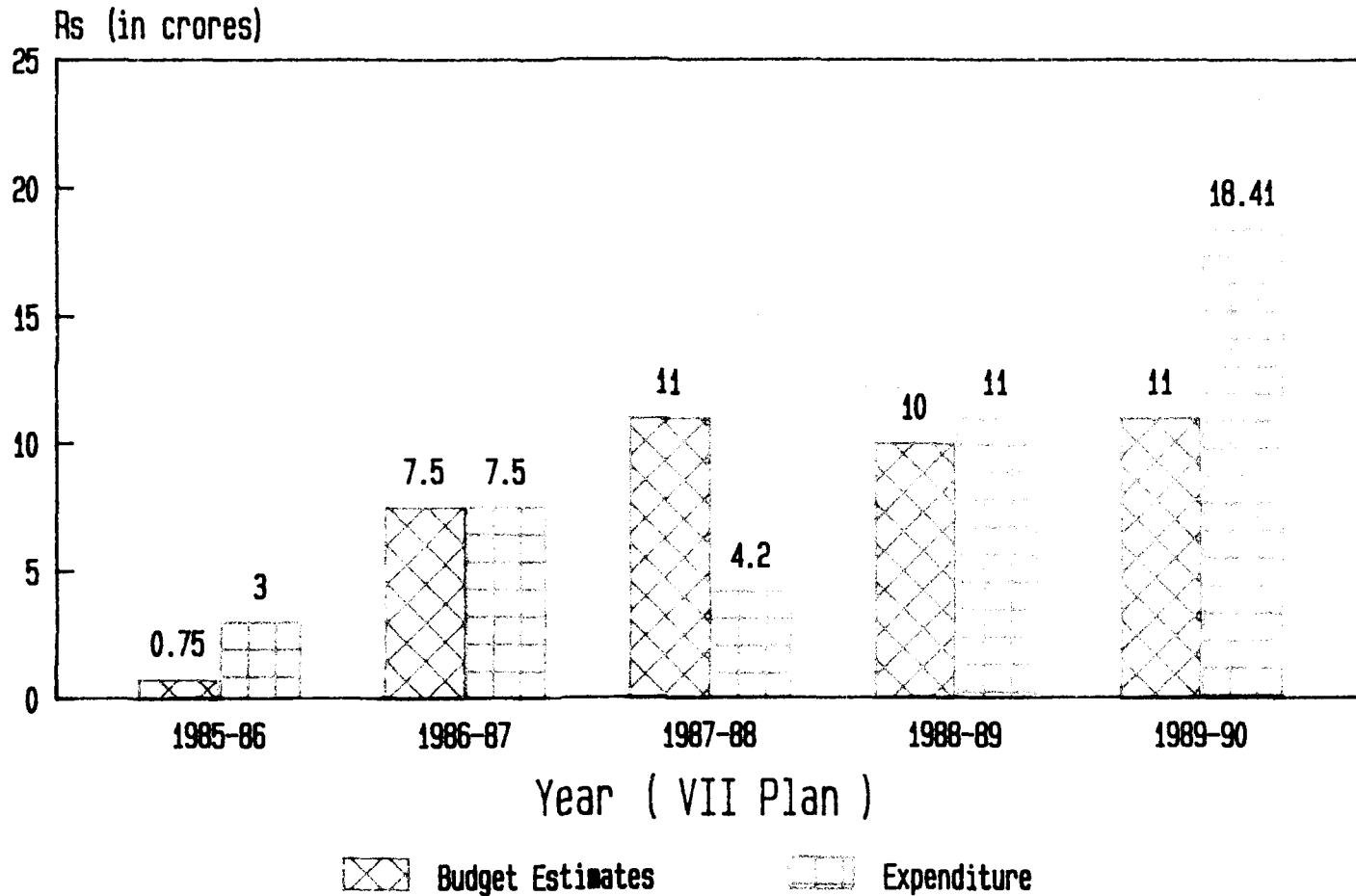
CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

University Grants Commission



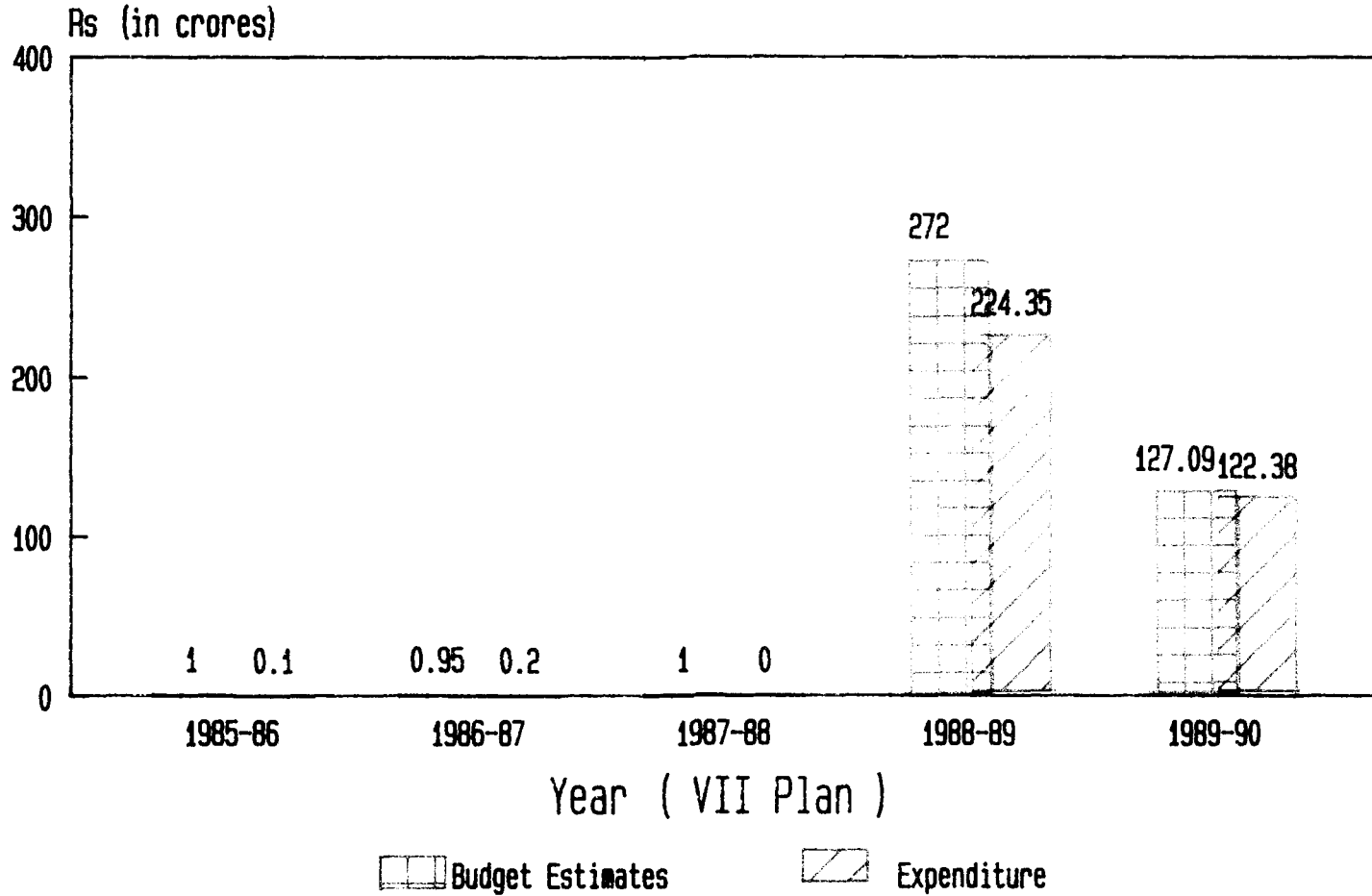
CENTRAL SECTOR - EDUCATION - PLAN
Yearwise Budget Estimates & Expenditure
Indira Gandhi National Open University



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

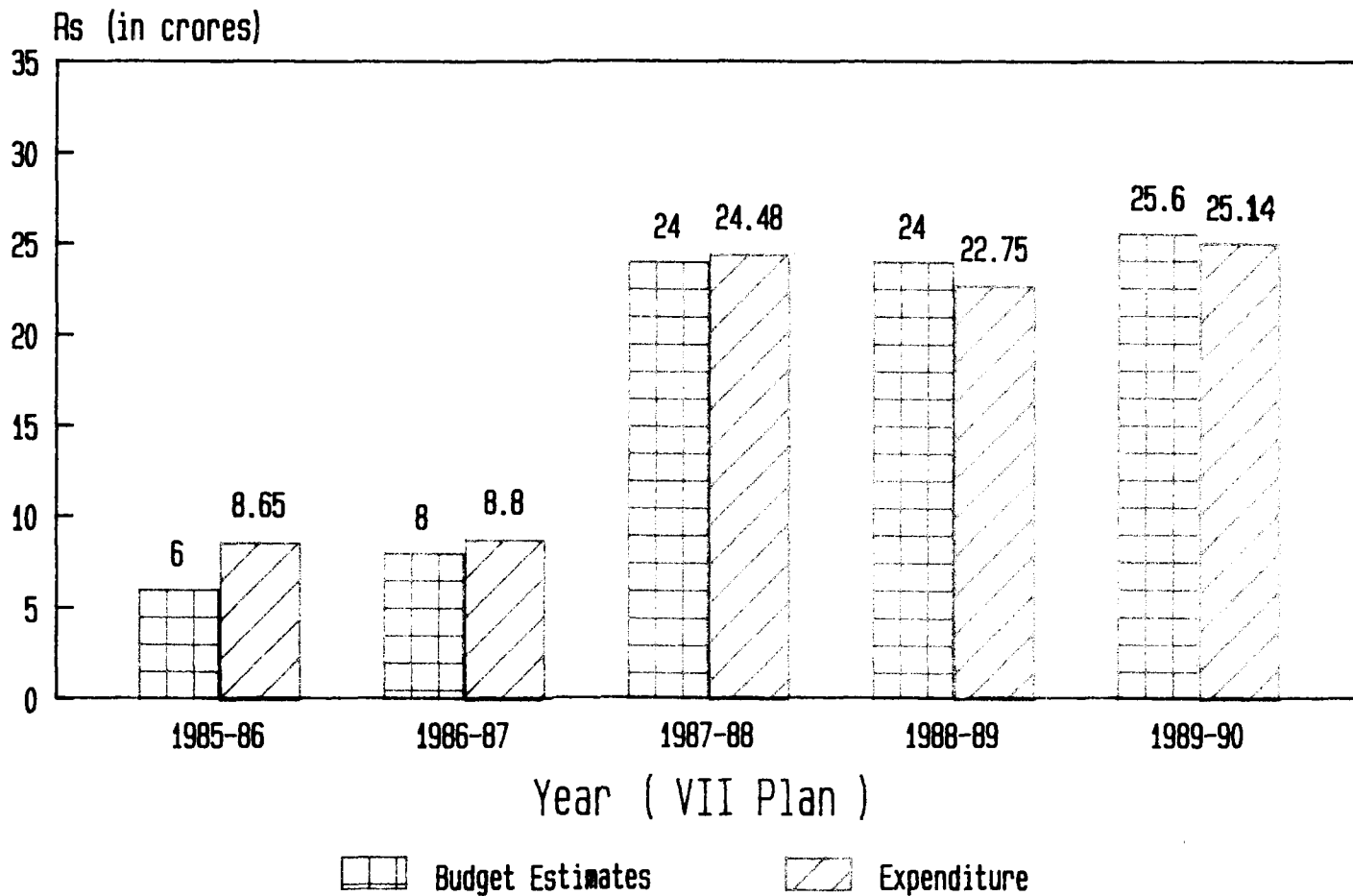
Improvement of Salary Scales



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

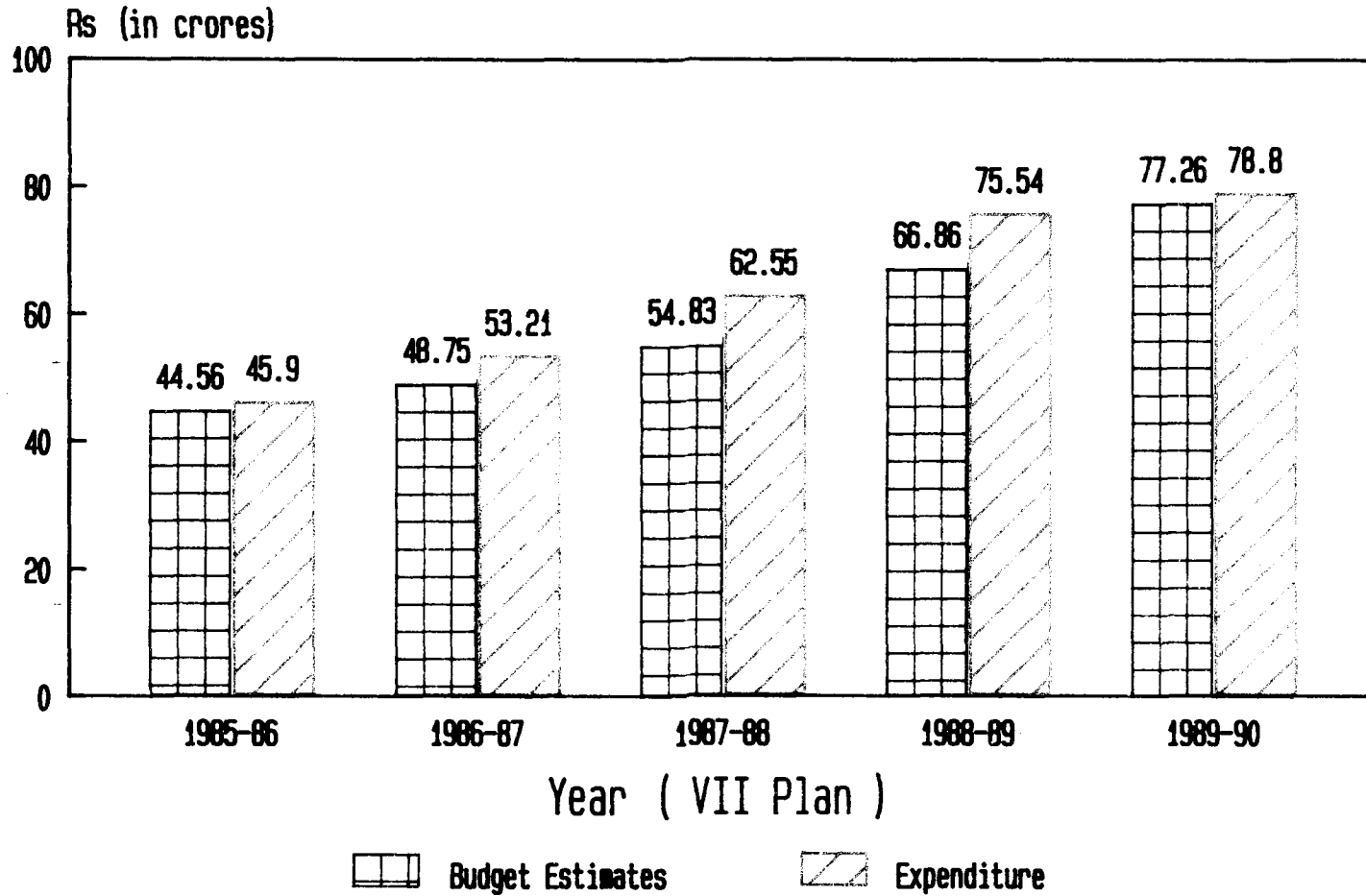
IITs



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

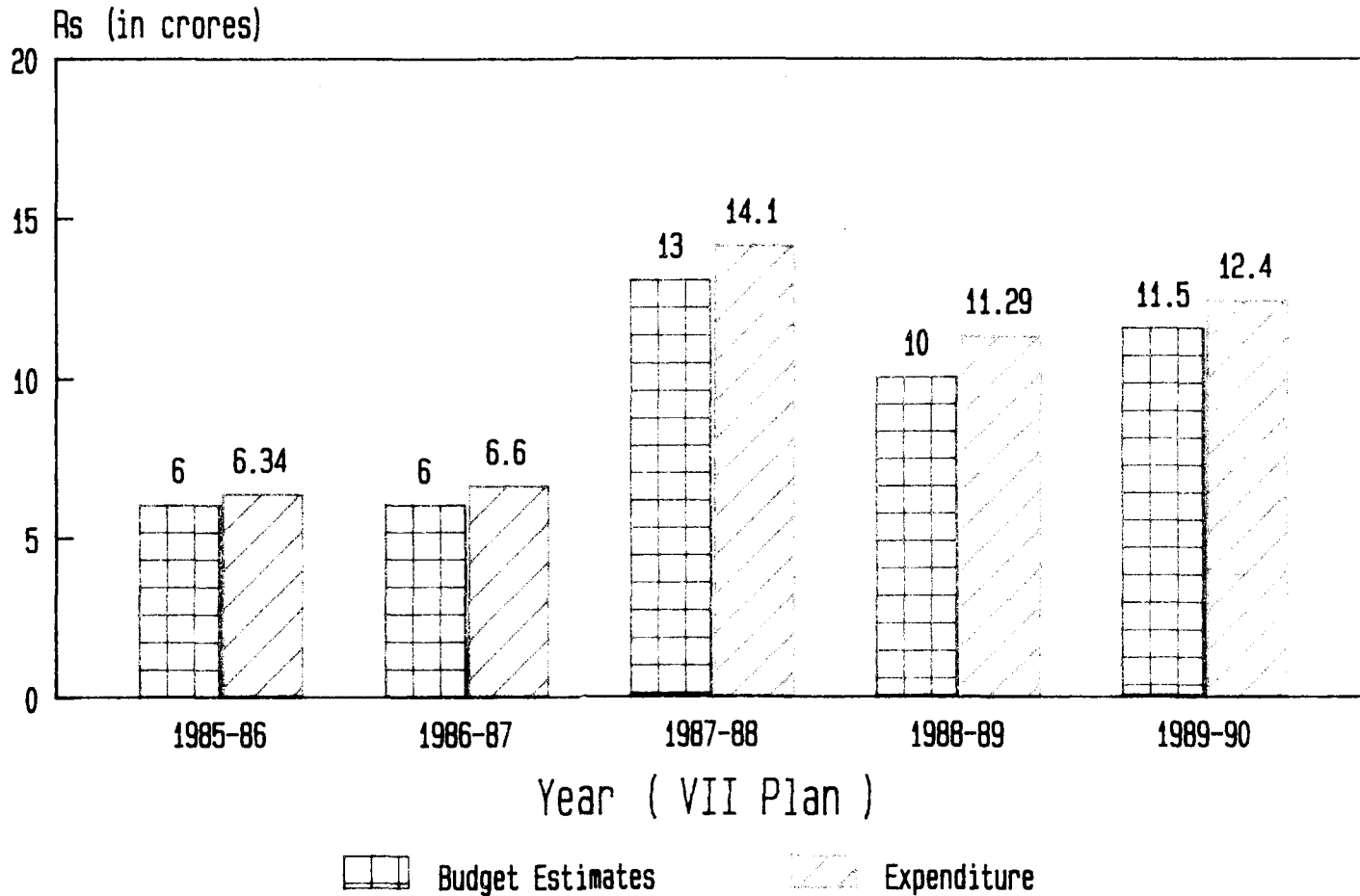
IITs



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

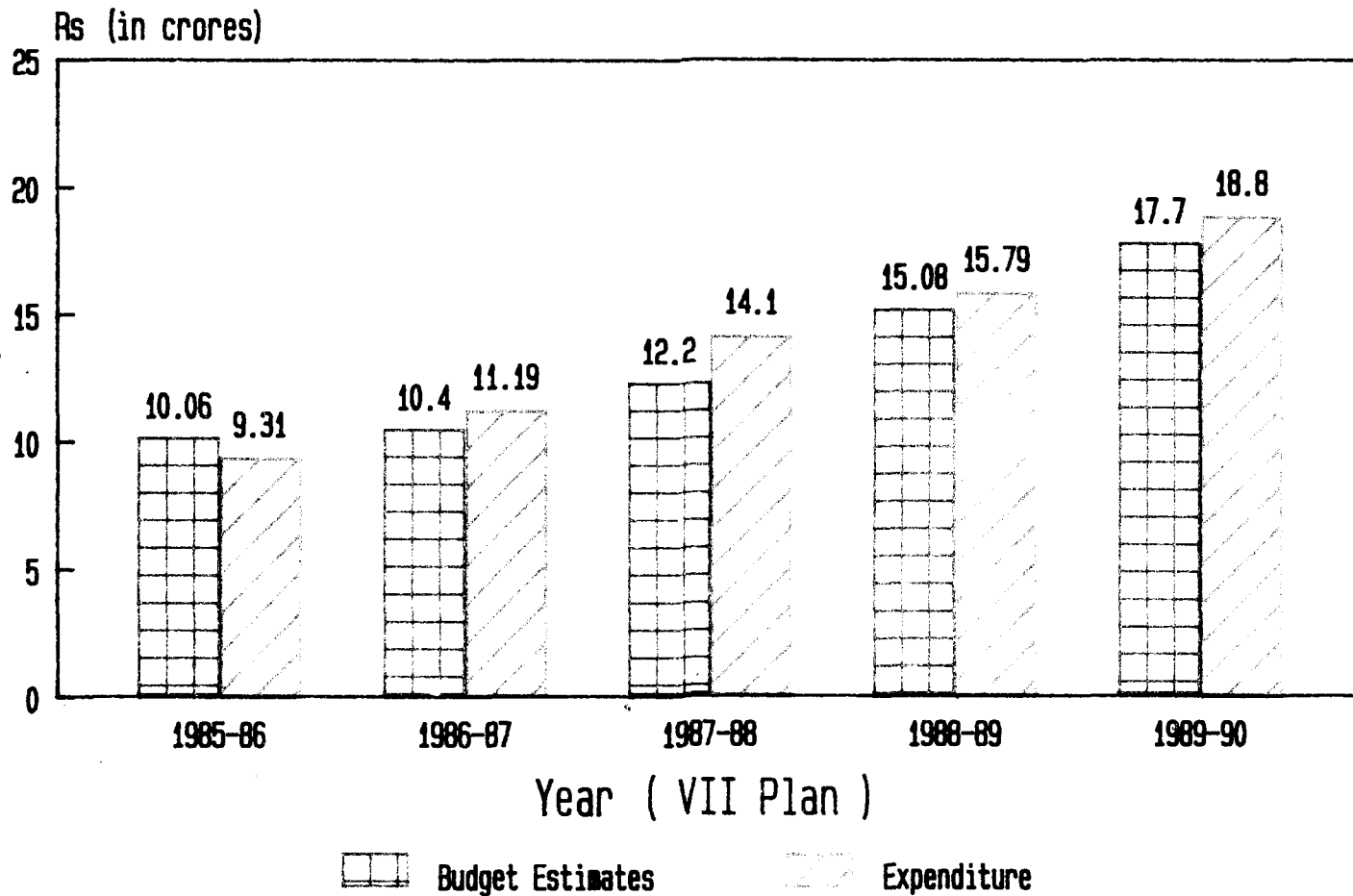
Regional Engineering Colleges



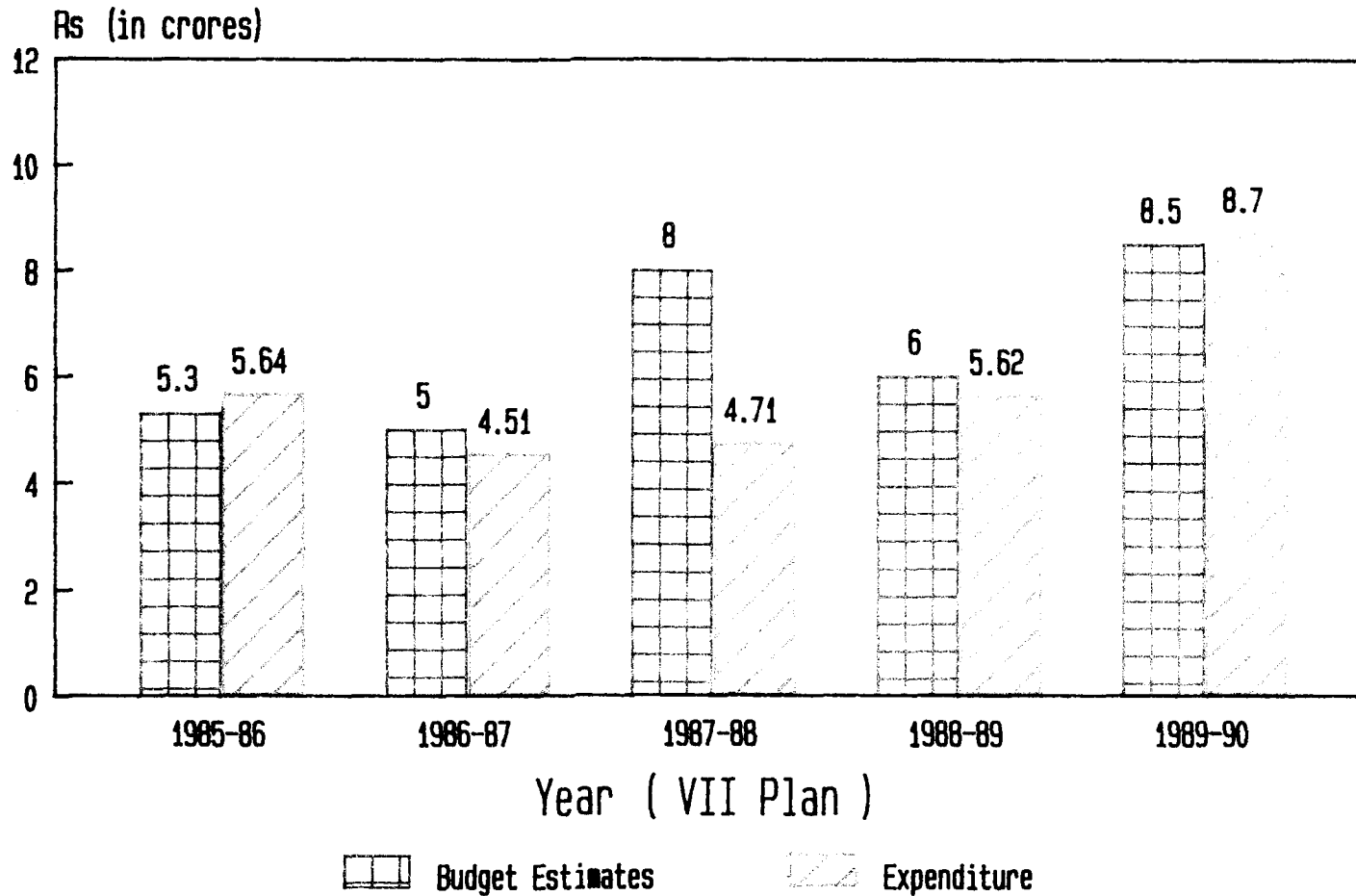
CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

Regional Engineering Colleges



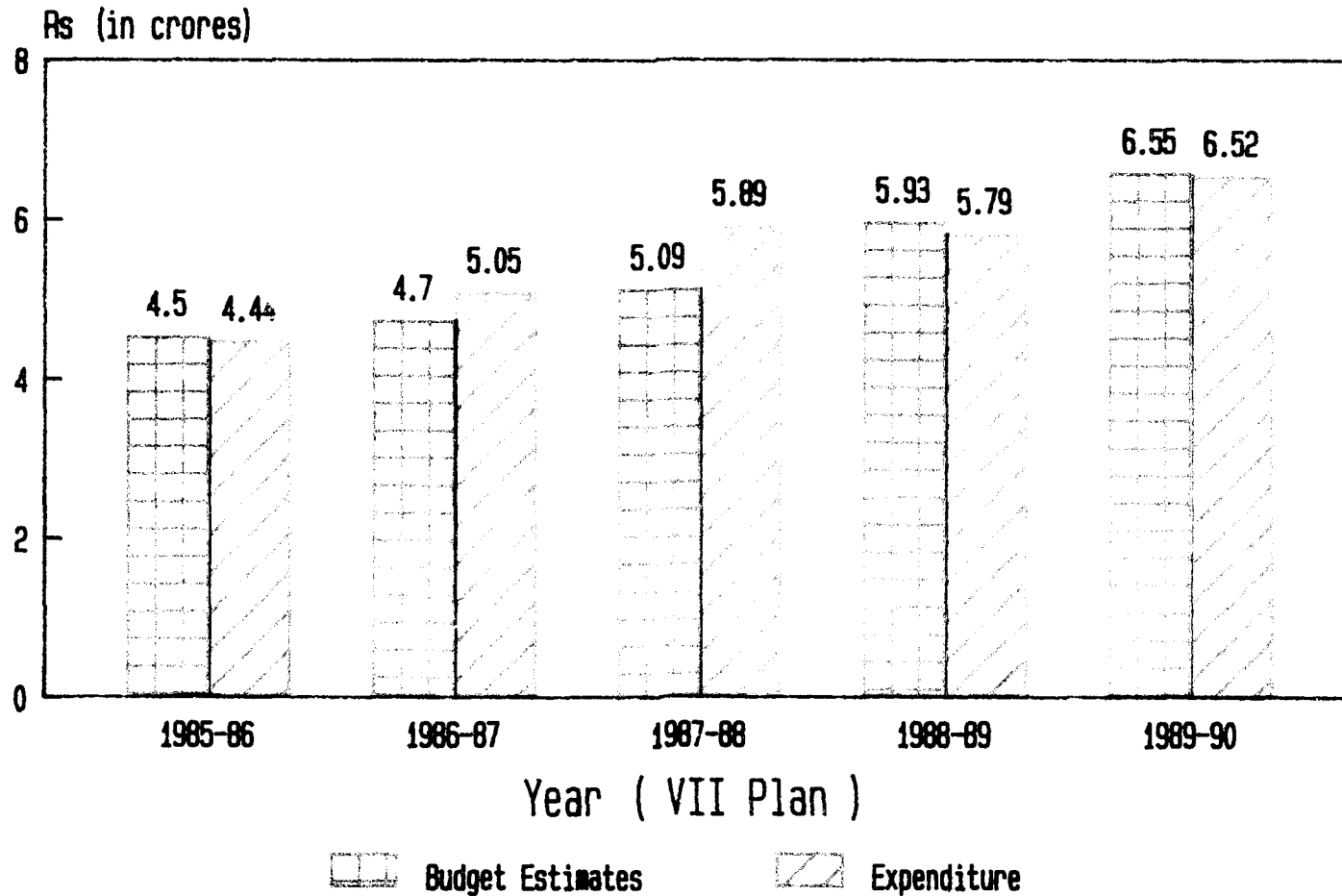
CENTRAL SECTOR - EDUCATION - PLAN
Yearwise Budget Estimates & Expenditure
Indian Institutes of Management



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

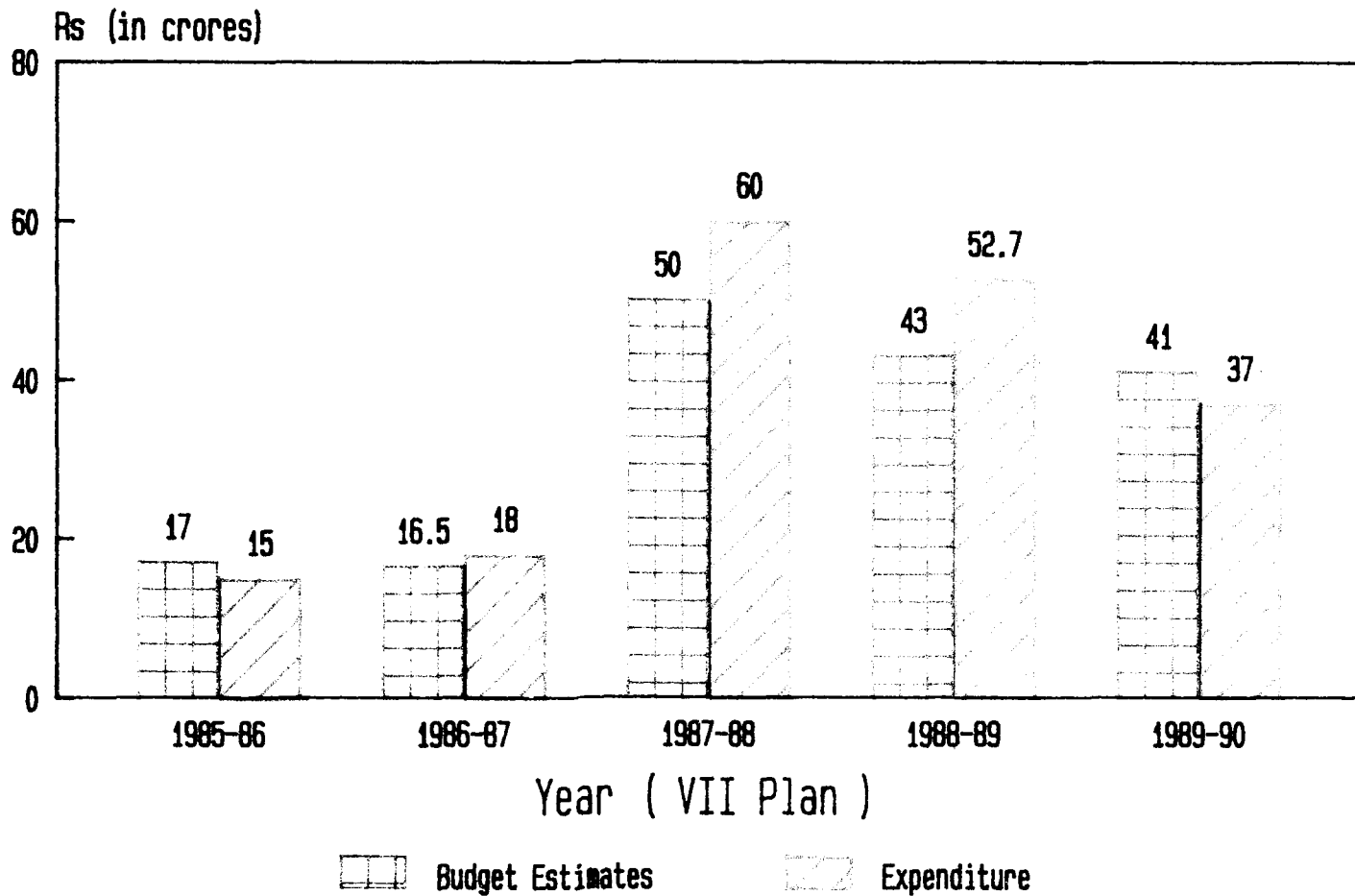
Indian Institutes of Management



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

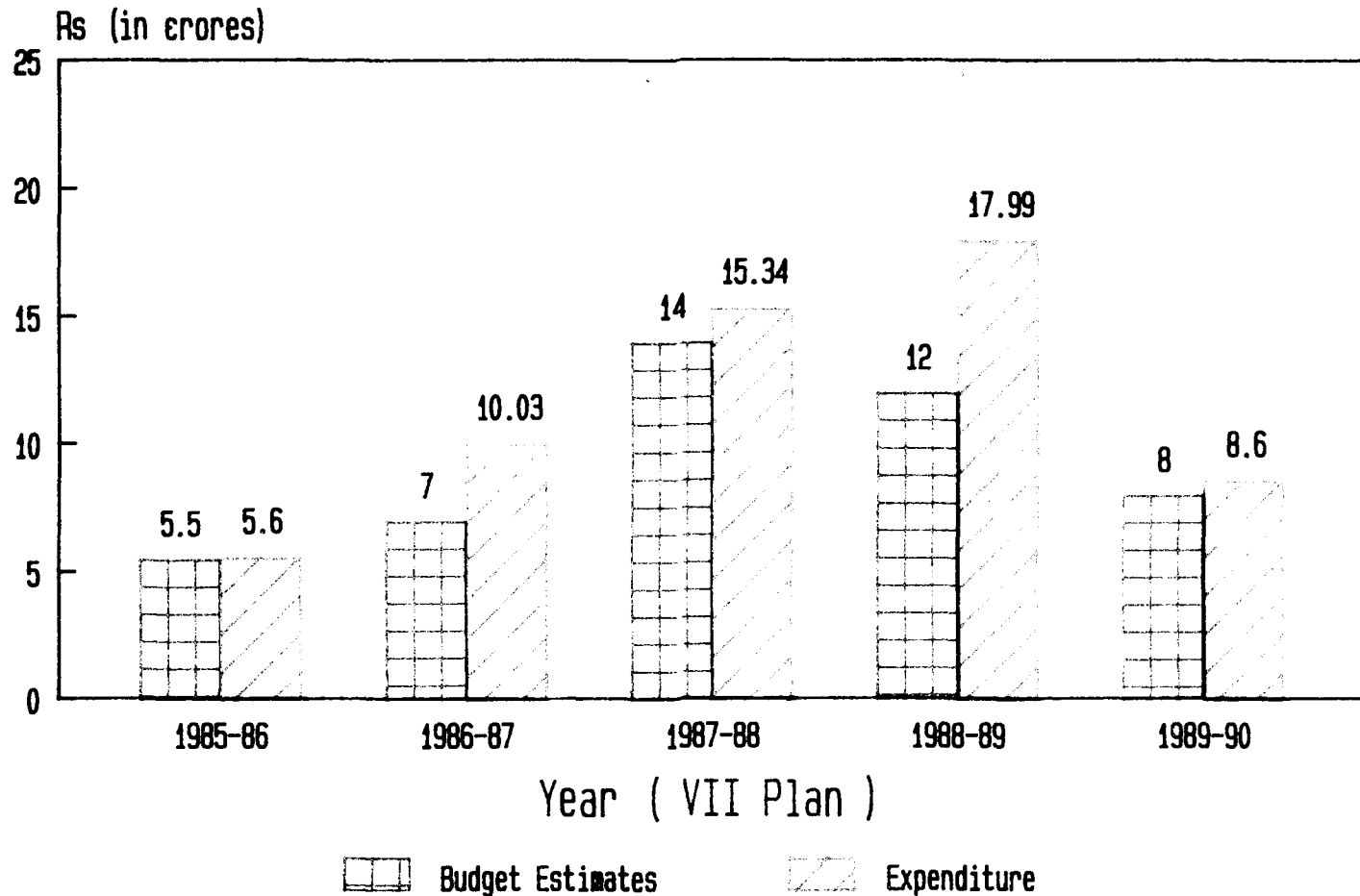
Modernisation of Eng. Lab.



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

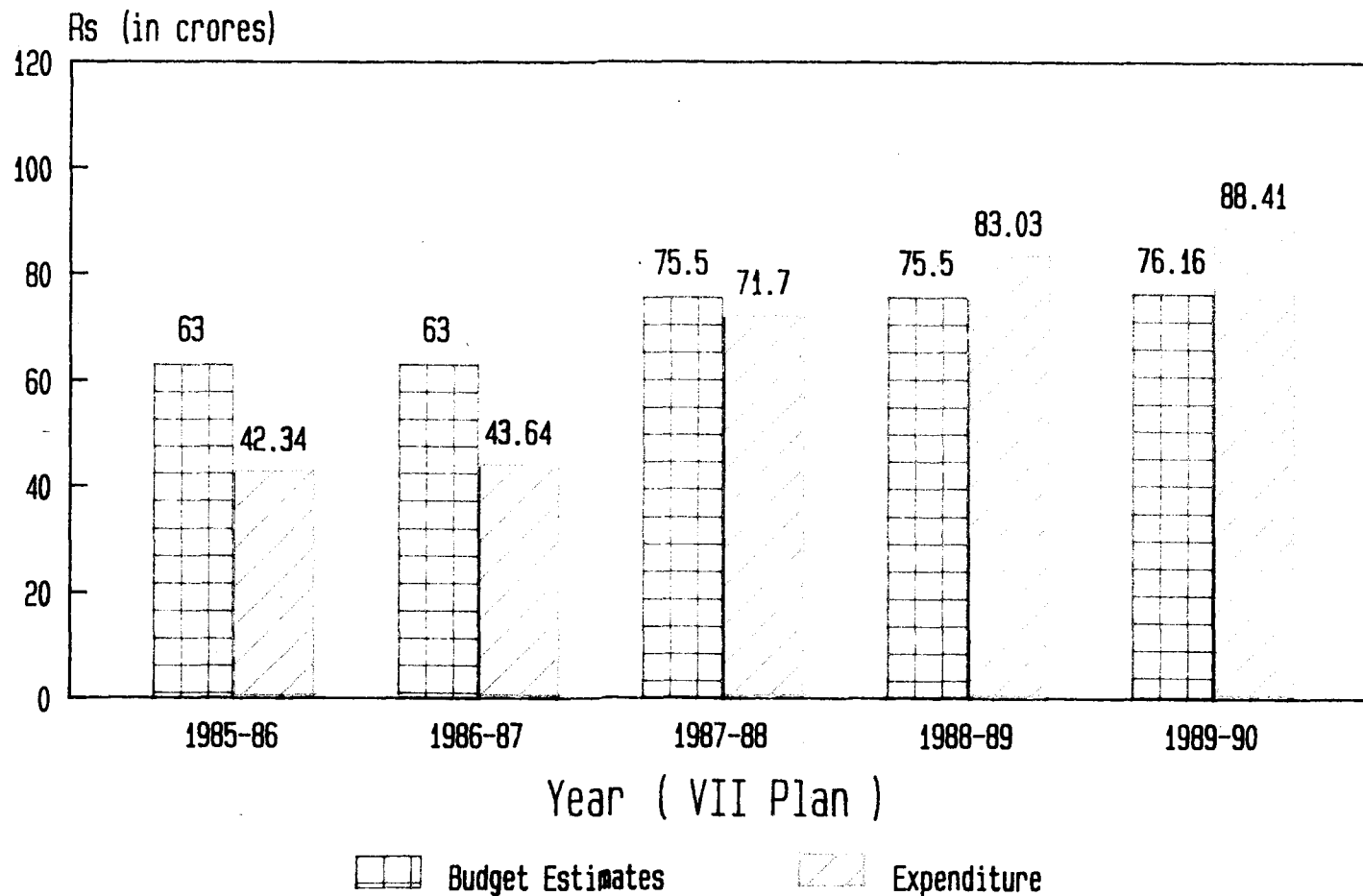
Infrastructure



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

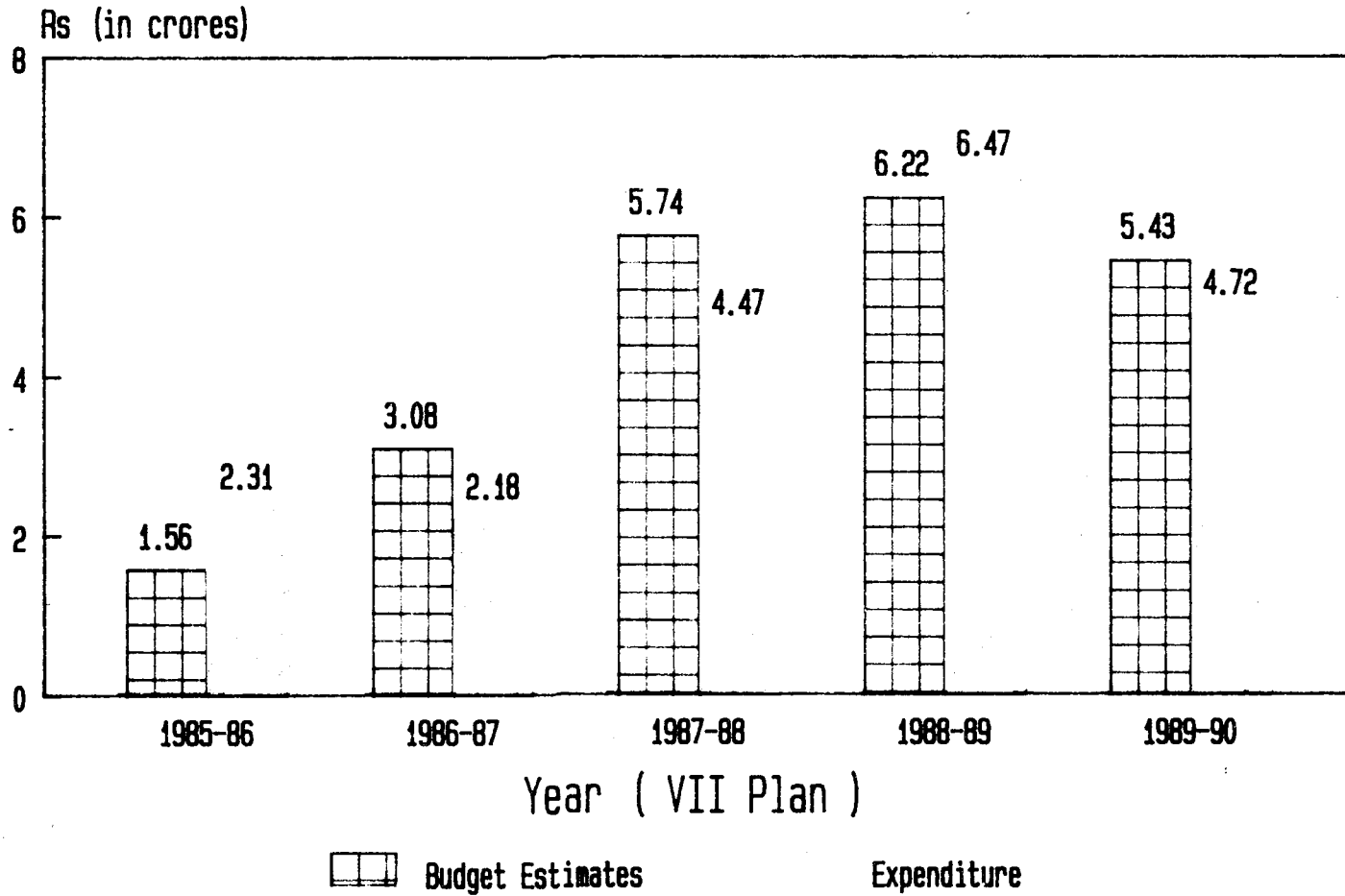
Adult Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

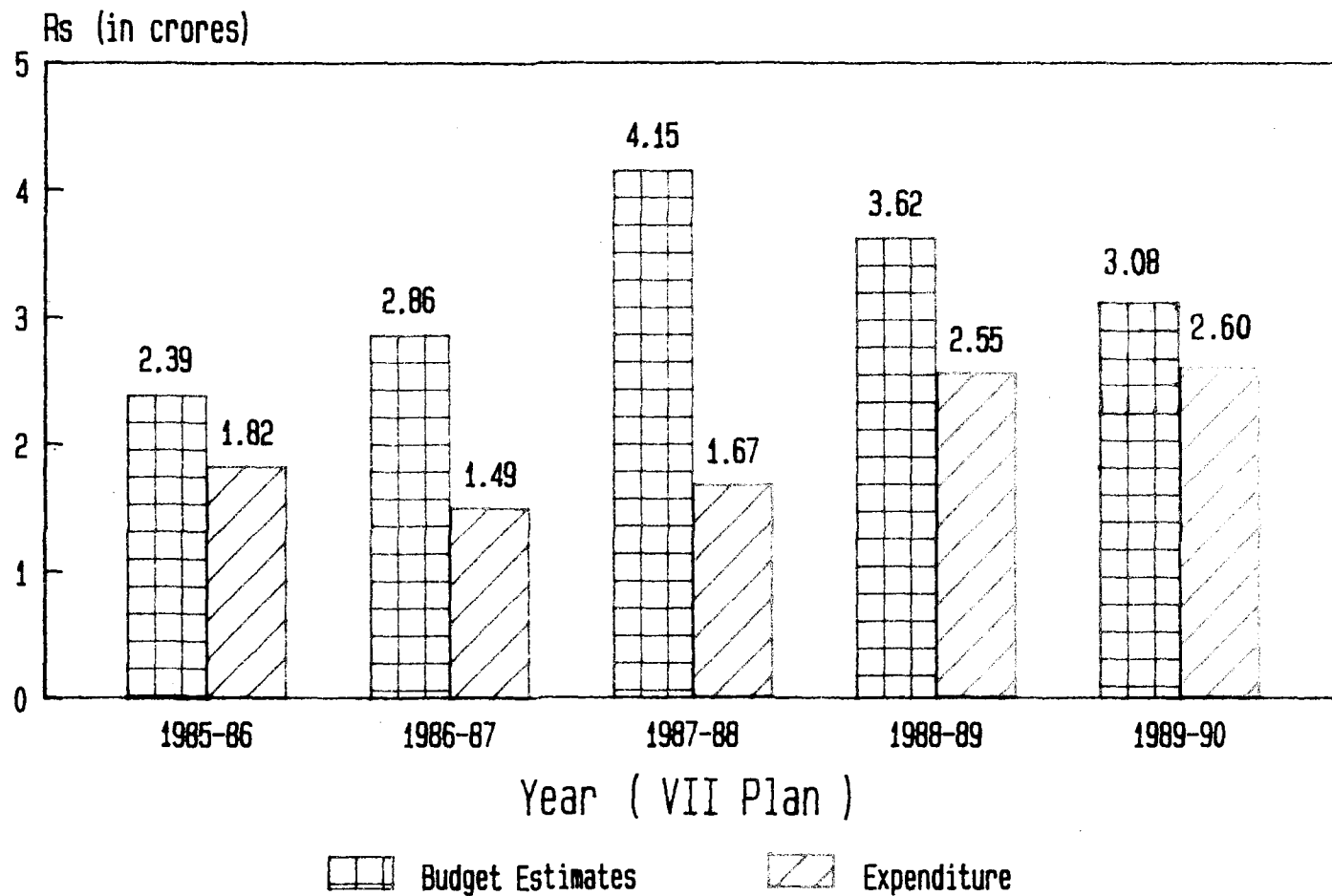
Hindi



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

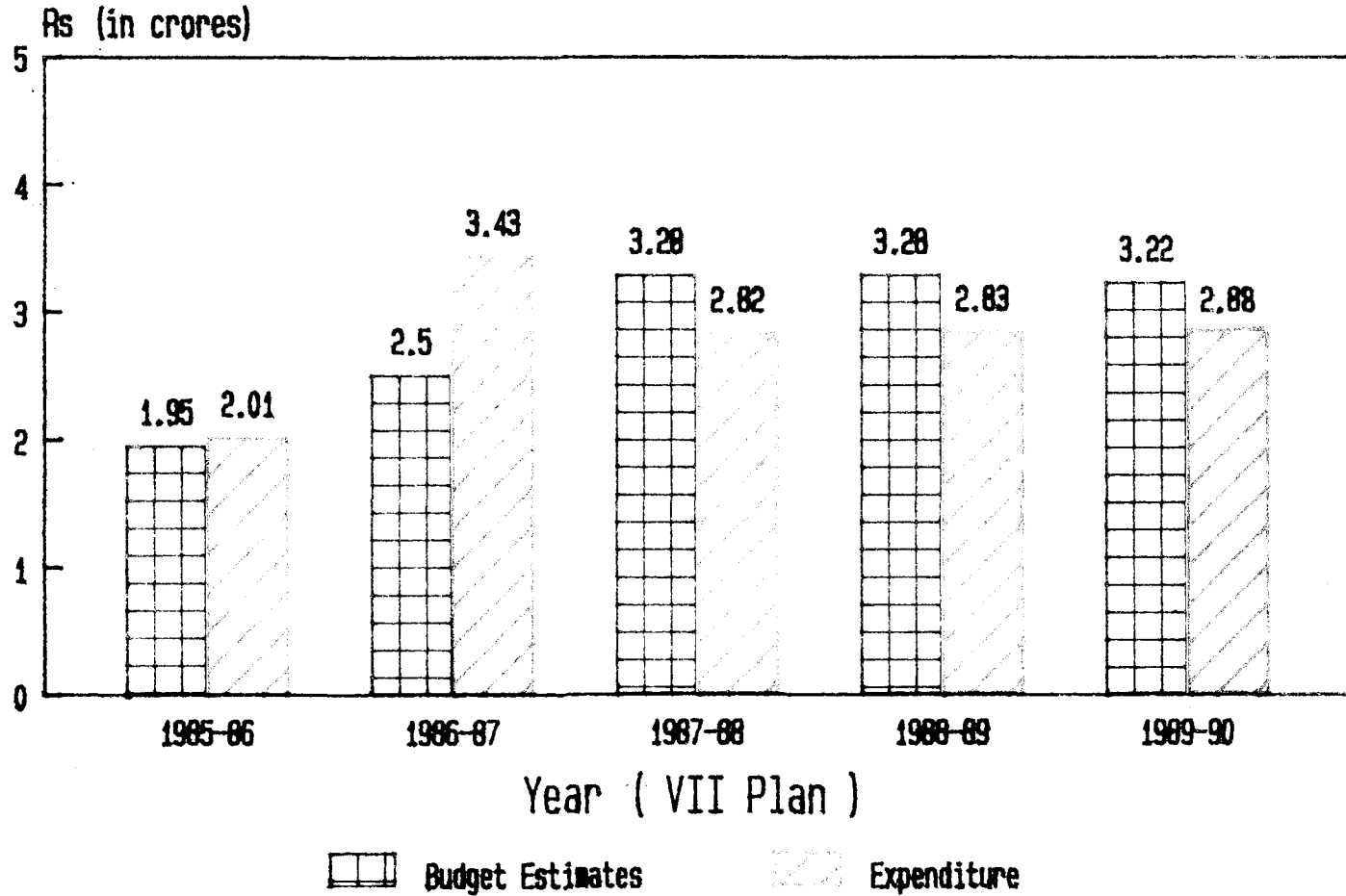
Modern Indian Languages



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

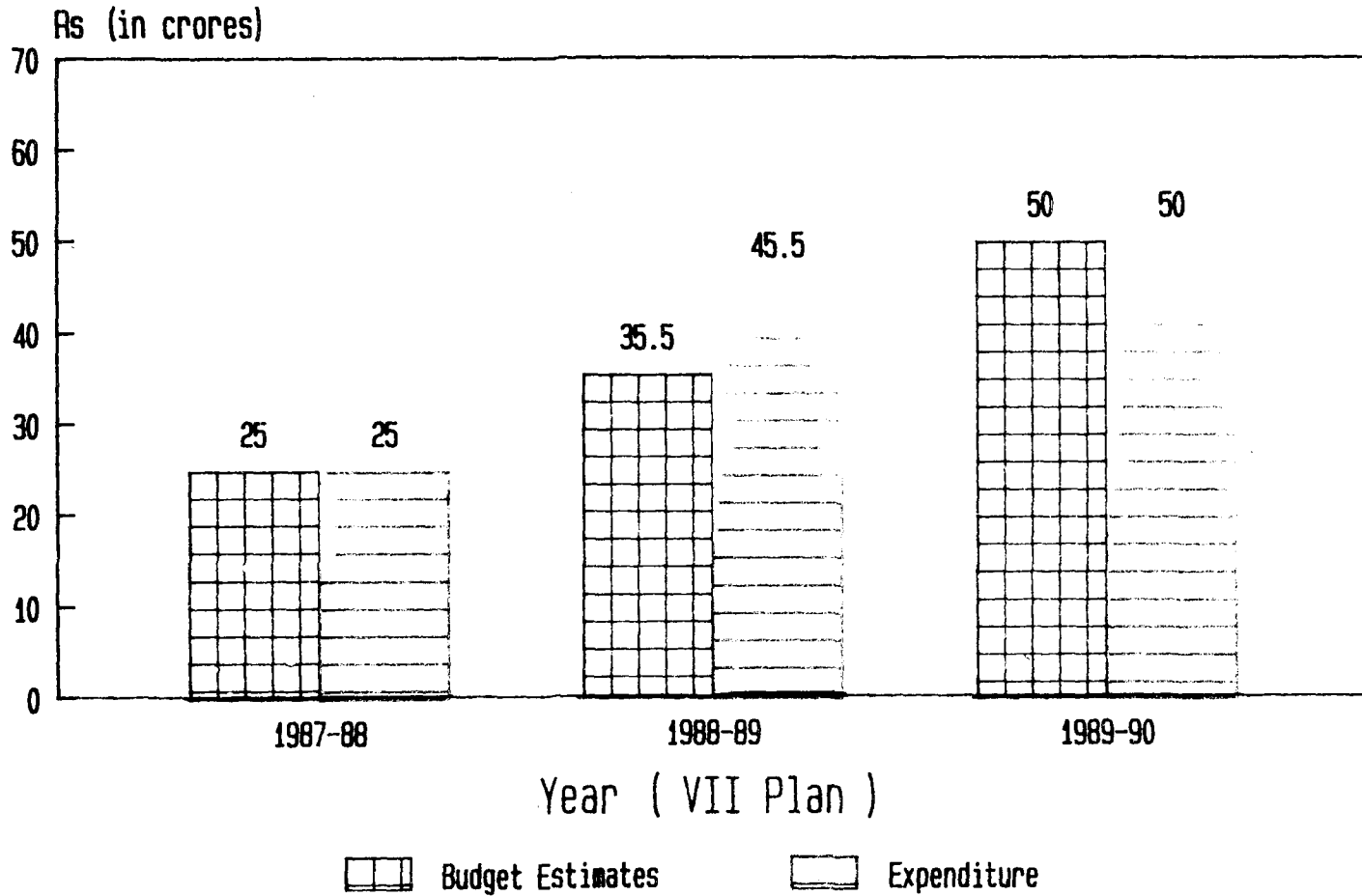
Sanskrit



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Border Areas



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
1	ANDHRA PRADESH	275068	23	1104 *
2	ARUNACHAL PRADESH	83743	11	48
3	ASSAM	78438	17	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	20	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	20	385
23	TRIPURA	10486	3	17
24	UTTAR PRADESH	294411	57	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	446	6328

SOURCE : (i) Selected Educational Statistics (1987-88)
(ii) Fifth All India Educational Survey : NCERT
* Mandals

tics (1987-88)
Survey : NCERT

STATEMENT NO. 2
GENERAL, SCHEDULED CASTES AND SCHEDULED TRIBES POPULATION AND
PERCENTAGE OF S.C AND S.T. - 1981 CENSUS

(as on 1-3-1981) ('000)

STATE/U.T	POPULATION ('000)			PERCENTAGE	
	GENERAL	S.C	S.T	S.C %	S.T %
ANDHRA PRADESH	53550	7962	3176	14.87	5.93
ARUNACHAL PRADESH	632	3	441	0.46	69.82
ASSAM*	-----	-----	-----	6.24*	10.99*
BIHAR	69915	10142	5811	14.51	8.31
GUJARAT	34086	2438	4849	7.15	14.22
HARYANA	12923	2464	0	19.07	0.00
HIMACHAL PRADESH	4281	1054	197	24.62	4.61
JAMMU&KASHMIR	5987	497	0	8.31	0.00
KARNATAKA	37136	5595	1825	15.07	4.91
KERALA	25454	2549	261	10.02	1.03
MADHYA PRADESH	52179	7359	11987	14.10	22.97
MAHARASHTRA	62784	4480	5772	7.14	9.19
MANIPUR	1421	18	388	1.25	27.30
MEGHALAYA	1336	5	1076	0.41	80.58
NAGALAND	775	0	651	0.00	83.99
ORISSA	26370	3866	5915	14.66	22.43
PUNJAB	16789	4512	0	26.87	0.00
RAJASTHAN	34262	5839	4183	17.04	12.21
SIKKIM	316	18	74	5.75	23.27
TAMILNADU	45408	8881	520	18.35	1.07
TRIPURA	2053	310	584	15.12	28.44
UTTAR PRADESH	110862	23453	233	21.16	0.21
WEST BENGAL	54581	12001	3071	21.99	5.63
A & N ISLANDS	189	0	22	0.00	11.85
CHANDIGARH	452	64	0	14.09	0.00
DADRA&NAGAR HAVELI	104	2	52	1.97	75.82
DELHI	6220	1122	0	18.03	0.00
DAMAN & DIU **	-----	-----	-----	-----	-----
GOA	1087	23	11	2.16	0.99
LAKSHADWEEP	40	0	38	0.00	93.82
MIZORAM	494	0	462	0.03	93.55
PONDICHERRY	604	97	0	15.99	0.00
TOTAL	665288	104755	51629	15.75	7.76

* Census was not conducted in Assam

** included in Goa

+ based on 1971 census

SOURCE : Census - 1981 publications

PROJECTED POPULATION (1987-88)
(AS ON 30TH SEPT '87)

(In '000)

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	60471	8991	3557	65588	10198	4068	40925	6085	2427
2 ARUNACHAL PRADESH	572	3	399	994	5	694	537	2	375
3 ASSAM	23101	1442	2539	31084	1940	3416	17882	1116	1965
4 BIHAR	80294	11648	6674	100793	14622	8377	58582	8498	4869
5 GOA	1268	27	13	1283	25	13	774	17	8
6 GUJARAT	38732	2771	5509	45522	3256	6475	26341	1884	3747
7 HARYANA	15345	2926	0	19139	3649	0	10642	2029	0
8 HIMACHAL PRADESH	4826	1188	222	5827	1435	269	3374	831	155
9 JAMMU & KASHMIR	6921	575	0	8448	702	0	4891	406	0
10 KARNATAKA	42562	6413	2092	51292	7728	2521	29476	4441	1449
11 KERALA	28553	2860	293	30210	3026	310	17657	1768	181
12 MADHYA PRADESH	60018	8464	13788	74014	10438	17003	42260	5960	9708
13 MAHARASHTRA	71525	5103	6576	80927	5774	7440	47946	3421	4408
14 MANIPUR	1668	21	455	2145	27	586	1109	14	303
15 MEGHALAYA	1595	7	1285	2157	9	1738	1165	5	939
16 MIZORAM	633	0	592	746	0	698	447	0	418
17 NAGALAND	1003	0	842	1230	0	1033	732	0	615
18 ORISSA	29635	4344	6647	35010	5132	7853	20848	3056	4676
19 PUNJAB	18953	5093	0	21402	5751	0	12332	3314	0
20 RAJASTHAN	40765	6947	4977	53792	9167	6568	29347	5001	3583
21 SIKKIM	401	23	93	533	31	124	292	17	68
22 TAMIL NADU	53785	9868	578	56698	10402	609	32937	6043	354
23 TRIPURA	2404	363	684	2774	419	789	1612	244	458
24 UTTAR PRADESH	126923	26851	266	163915	34677	344	92625	19595	194
25 WEST BENGAL	61968	13625	3486	71659	15756	4031	41602	9147	2341
26 A & N ISLANDS	256	0	30	367	0	43	184	0	22
27 CHANDIGARH	638	90	0	705	99	0	403	57	0
28 DADRA & NAGAR HAVELI	123	2	97	163	3	128	92	2	73
29 DAMAN & DIU	0	0	0	0	0	0	0	0	0
30 DELHI	8093	1459	0	9208	1660	0	5392	972	0
31 LAKSHADWEEP	45	0	42	58	0	54	30	0	28
32 PONDICHERRY	699	112	0	744	119	0	457	73	0
INDIA	783775	121216	61766	941427	148235	73058	542893	85483	42130

SOURCE : (i) Report of the Expert Committee on population projections.
(ii) Figures furnished by Registrar Generals' Office.

NOTE : Figures of General Population are provided by the above sources. For S.C. and S.T., the estimates were worked out assuming the same percentage of S.C. and S.T. population to General population obtaining as on 1st March, 1981.

STATEMENT NO. 4
LITERACY RATES - GENERAL POPULATION, S.C. AND S.T. 1981 CENSUS

(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*									
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	22.37	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	26.69	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	70.74	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	20.46
20 TRIPURA	51.70	32.00	42.12	43.92	23.24	33.59	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	55.16				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	16.75	26.67	58.52	44.74	51.20	25.46	8.42	16.86
27 DELHI	68.40	53.07	61.54	50.21	25.89	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	48.71	55.85	43.11	21.21	32.36			
TOTAL	46.89	24.82	36.23	31.12	10.93	21.38	24.51	8.04	16.35

* Census was not conducted in Assam

SOURCE : 1981 Census 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.

STATEMENT NO. 5
EDUCATIONAL INSTITUTIONS

S.NO.STATE/U.T.	PRIMARY	MIDDLE	SEC/ HR.SEC	COLLEGES FOR		UNIVERSITIES
				GENERAL EDUCATION	PROF. EDUCATION	
1 ANDHRA PRADESH	46086	5724	5877	361	85	16
2 ARUNACHAL PRADESH	1036	219	93	3	0	1
3 ASSAM	26670	5181	2751	160	15	3
4 BIHAR	51391	12164	3743	405	31	11
5 GOA	994	119	332	11	4	1
6 GUJARAT	12950	16000	4746	218	55	10
7 HARYANA	5048	1222	2094	114	21	3
8 HIMACHAL PRADESH	7009	1075	930	37	4	3
9 JAMMU & KASHMIR	8610	2282	1078	27	9	4
10 KARNATAKA	24143	14790	5057	372	128	9
11 KERALA	6817	2885	2488	142	31	7
12 MADHYA PRADESH	65275	13279	3754	375	36	12
13 MAHARASHTRA	38300	17500	8650	548	171	15
14 MANIPUR	2777	436	384	23	4	1
15 MEGHALAYA	4158	670	292	23	1	1
16 MIZORAM	1033	477	162	12	1	0
17 NAGALAND	1270	343	115	16	2	0
18 ORISSA	39640	9269	4218	182	40	5
19 PUNJAB	12322	1395	2729	170	26	5
20 RAJASTHAN	28507	8355	3068	138	41	9
21 SIKKIM	489	123	68	1	0	0
22 TAMIL NADU	29319	5749	4529	203	72	13
23 TRIPURA	1927	418	381	11	2	1
24 UTTAR PRADESH	74480	16582	5737	403	24	25
25 WEST BENGAL	50827	4147	6801	302	62	10
26 A & N ISLANDS	184	42	55	1	1	0
27 CHANDIGARH	41	33	64	12	2	1
28 DADRA & NAGAR HAVELI	122	39	8		0	0
29 DAMAN & DIU	39	17	18	1	0	0
30 DELHI	1840	372	984	52	6	9
31 LAKSHADWEEP	19	4	11		0	0
32 PONDICHERRY	354	103	88	6	2	1
INDIA	543677	141014	71305	4329	876	176

* Includes Deemed Universities and Institutions of National Importance.
SOURCE : Selected Educational Statistics 1987-88.

Importance.

STATEMENT NO. 6
ENROLMENT BY STAGES (1987-88)

(As on 30th Sept. '87)

S.NO. STATE/U.T.	PRIMARY			MIDDLE			SEC./HR.SEC			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	4,089,317	3,005,882	7,095,199	1,256,395	708,258	1,964,653	828,635	388,524	1,217,159	206,165	70,843	277,005
2 ARUNACHAL PRADESH	55,031	37,319	92,350	13,165	6,957	20,122	7,405	3,059	10,464	987	198	1,185
3 ASSAM	1,799,162	1,486,759	3,285,921	557,500	385,793	943,293	337,858	207,811	545,669	50,443	24,055	74,498
4 BIHAR	5,468,187	2,677,349	8,145,536	1,474,072	494,270	1,968,342	905,170	196,008	1,101,178	199,790	33,390	233,180
5 GOA	77,280	69,106	146,386	43,454	36,508	79,962	27,504	22,666	50,170	5,144	4,921	10,065
6 GUJARAT	2,976,000	2,226,000	5,202,000	925,000	574,000	1,499,000	620,000	336,000	956,000	131,850	81,925	213,775
7 HARYANA	948,826	685,802	1,634,628	456,099	222,146	678,245	256,433	98,752	355,185	37,001	24,561	61,562
8 HIMACHAL PRADESH	357,700	301,900	659,600	186,400	127,000	313,400	85,000	39,812	124,812	12,979	5,658	18,637
9 JAMMU & KASHMIR	440,374	274,386	714,760	179,688	93,862	273,550	119,134	57,011	176,145	15,720	10,473	26,193
10 KARNATAKA	2,941,937	2,428,562	5,370,499	934,578	660,391	1,594,969	536,494	327,679	864,173	155,520	68,478	223,998
11 KERALA	1,674,494	1,590,538	3,265,032	873,115	837,446	1,710,561	510,111	517,992	1,028,103	71,771	74,133	145,904
12 MADHYA PRADESH	4,556,081	2,808,252	7,364,333	1,531,216	600,828	2,132,044	712,400	229,384	941,784	163,128	70,360	233,488
13 MAHARASHTRA	5,430,000	4,419,000	9,849,000	2,016,000	1,304,000	3,320,000	1,403,267	707,313	2,110,580	293,250	143,450	436,700
14 MANIPUR	136,330	110,970	247,300	46,470	33,330	79,800	31,980	23,670	55,650	7,255	4,815	12,070
15 MEGHALAYA	109,856	107,223	217,079	35,743	31,432	67,175	30,225	26,050	56,275	4,179	2,692	6,871
16 MIZORAM	53,182	48,973	102,155	16,217	15,383	31,600	7,399	6,609	14,008	1,249	668	1,917
17 NAGALAND	74,500	70,990	145,490	22,770	18,720	41,490	13,764	9,452	23,216	1,415	694	2,109
18 ORISSA	1,992,000	1,444,000	3,436,000	536,000	296,000	832,000	391,791	160,573	552,364	48,414	15,622	64,036
19 PUNJAB	1,098,834	931,727	2,030,561	438,378	327,152	765,530	322,606	215,790	538,396	44,962	35,121	80,083
20 RAJASTHAN	3,049,966	1,229,685	4,279,651	969,093	240,907	1,210,000	508,678	109,372	618,051	133,300	39,147	172,447
21 SIKKIM	34,430	27,830	62,260	8,918	6,958	15,876	3,441	1,870	5,311	425	182	607
22 TAMIL NADU	4,038,834	3,435,602	7,474,436	1,626,451	1,149,898	2,776,349	860,862	554,847	1,415,709	142,619	86,427	229,046
23 TRIPURA	201,499	160,963	362,462	62,814	45,837	108,651	37,944	23,786	61,730	6,630	3,570	10,200
24 UTTAR PRADESH	8,135,444	4,115,736	12,251,180	3,167,767	1,064,610	4,232,377	2,389,245	599,103	2,988,348	350,679	111,973	462,652
25 WEST BENGAL	4,872,236	3,589,747	8,461,983	1,522,580	1,189,910	2,712,490	1,100,276	545,163	1,645,439	207,520	113,796	321,316
26 A & N ISLANDS	19,353	17,044	36,397	9,430	7,549	16,979	6,095	4,589	10,684	571	545	1,116
27 CHANDIGARH	24,175	20,716	44,891	12,927	9,902	22,829	12,859	10,159	23,018	7,628	6,627	14,255
28 DADRA & NAGAR HAVELI	8,951	6,051	15,002	2,531	1,527	4,058	1,209	696	1,905	0	0	0
29 DAMAN & DIU	5,705	5,178	10,883	4,045	3,336	7,381	3,084	1,873	4,957	56	24	80
30 DELHI	443,700	392,450	836,150	250,200	194,325	444,525	191,060	144,840	335,900	68,860	52,585	121,445
31 LAKSHADWEEP	4,435	3,951	8,386	1,725	1,201	2,926	1,121	579	1,700	0	0	0
32 PONDICHERRY	51,066	44,980	96,046	27,704	16,618	44,322	14,775	10,189	24,964	2,800	1,746	4,546
INDIA	55,168,885	37,774,671	92,943,556	19,208,445	10,706,054	29,914,499	12,277,825	5,581,222	17,859,047	2,372,310	1,091,679	3,463,989

SOURCE: Selected Educational Statistics 1987-88 Statistics 1987-88

STATEMENT NO. 7
ENROLMENT BY STAGES (SCHEDULED CASTES) 1987-88

(As on 30th Sept. '87)

STATE/UT.	PRIMARY			MIDDLE			SEC. /HR. SEC			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	825,111	604,202	1,429,313	199,078	111,158	310,236	108,400	47,099	155,499	21,723	6,207	27,930
2 ARUNACHAL PRADESH							0	0	0	0	0	0
3 ASSAM	188,949	136,627	325,576	63,820	45,171	111,991	41,590	23,905	65,495	3,468	1,246	4,714
4 BIHAR	708,142	248,637	956,779	136,473	31,186	167,659	52,086	6,725	58,811	0	0	0
5 GOA	1,845	1,550	3,395	643	453	1,096	251	149	400	30	20	50
6 GUJARAT	269,200	201,000	470,200	89,400	55,000	144,400	57,900	24,600	82,500	10,808	3,711	14,519
7 HARYANA	196,316	149,378	345,694	71,872	26,352	98,224	29,368	5,794	35,092	3,175	355	3,530
8 HIMACHAL PRADESH	90,200	70,800	161,000	38,000	25,000	63,000	12,258	5,254	17,542	1,066	203	1,269
9 JAMMU & KASHMIR	35,300	23,000	58,300	14,600	7,800	22,400	6,570	2,150	8,720	0	0	0
10 KARNATAKA	436,686	322,999	759,685	122,145	64,594	186,739	68,748	27,078	95,826	18,800	4,780	23,580
11 KERALA	198,107	183,699	381,806	96,423	93,206	190,129	39,310	41,909	81,219	0	0	0
12 MADHYA PRADESH	630,507	382,117	1,012,624	210,804	54,248	265,052	58,607	17,747	106,354	14,756	2,628	17,384
13 MAHARASHTRA	822,000	617,000	1,439,000	292,000	167,000	459,000	199,500	80,500	280,000	32,735	8,355	41,090
14 MANIPUR	2,710	2,210	4,920	670	510	1,180	670	430	1,100	169	87	256
15 MEGHALAYA	1,221	1,239	2,460	508	357	865	808	402	1,210	111	82	213
16 MIZORAM			0			0	0	0	0	0	0	0
17 NAGALAND			0			0	0	0	0	0	0	0
18 ORISSA	341,726	212,840	554,566	81,072	31,248	112,320	44,321	11,992	56,313	3,488	582	4,070
19 PUNJAB	371,100	286,529	657,629	108,516	62,822	168,338	65,418	33,590	99,008	7,005	2,526	9,431
20 RAJASTHAN	497,987	149,993	647,980	148,479	15,912	162,357	67,379	4,432	71,811	0	0	0
21 SIKKIM	2,022	1,708	3,730	379	313	692	127	63	190	11	5	19
22 TAMIL NADU	827,261	671,658	1,498,919	306,351	199,241	505,622	199,678	70,806	270,484	21,628	8,982	30,610
23 TRIPURA	35,623	28,683	64,306	10,143	6,533	16,697	5,076	2,970	7,646	634	259	923
24 UTTAR PRADESH	1,631,438	641,128	2,272,566	319,655	73,519	415,204	251,241	21,594	272,835	32,341	2,966	36,497
25 WEST BENGAL	840,269	554,672	1,394,941	188,279	82,698	246,977	124,470	32,088	176,558	16,511	8,465	25,276
26 A & N ISLANDS			0			0	0	0	0	0	0	0
27 CHANDIGARH	5,770	4,526	10,296	2,379	1,496	3,801	999	787	1,756	362	136	705
28 DADRA & NAGAR HAVELI	185	150	335	72	59	201	58	53	161	0	0	0
29 DAMAN & DIU	201	205	406	117	132	256	156	68	224	1	0	1
30 DELHI	114,200	87,450	201,650	48,000	25,793	73,093	28,645	13,010	41,655	6,440	2,527	7,967
31 LAKSHADWEEP	6	4	10	3	1	4	0	0	0	0	0	0
32 PONDICHERRY	8,831	9,215	18,046	3,799	2,809	6,608	1,867	944	2,801	333	128	461
INDIA	9,082,913	5,593,219	14,676,132	2,542,559	1,192,672	3,735,231	1,435,561	491,090	1,926,650	211,309	81,294	270,518

SOURCE: Selected Educational Statistics 1987-88. Statistics 1987-88

STATEMENT NO. 8
ENROLMENT BY STAGES (SCHEDULED TRIBES) 1987-88

S. NO. STATE/ U. T.	PRIMARY			MIDDLE			SEC. HR. SEC.			HIGHER EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	278,542	167,481	446,023	47,841	19,233	67,074	21,116	6,146	27,262	3,177	574	3,751
2 ARUNACHAL PRADESH	41,001	27,692	68,693	9,568	5,695	15,263	6,316	2,446	8,762	920	119	1,039
3 ASSAM	235,513	198,506	434,019	89,070	66,784	155,854	15,337	6,454	21,791	4,179	1,335	5,517
4 BIHAR	446,191	216,170	662,361	86,060	30,944	117,004	36,409	12,219	48,628	0	0	0
5 GOA	198	119	317	85	38	123	20	5	25	13	0	13
6 GUJARAT	453,000	311,000	764,000	81,800	45,800	127,600	53,300	23,300	76,600	7,955	4,000	11,955
7 HARYANA							0	0	0	0	0	0
8 HIMACHAL PRADESH	15,400	10,100	25,500	6,500	3,200	9,700	2,400	883	3,283	512	67	579
9 JAMMU & KASHMIR							0	0	0	0	0	0
10 KARNATAKA	104,551	78,199	182,750	27,549	16,146	43,695	13,837	5,997	19,834	4,282	817	5,099
11 KERALA	20,024	18,107	38,131	7,054	6,426	13,480	2,399	2,262	4,661	0	0	0
12 MADHYA PRADESH	1,030,383	440,925	1,471,308	201,621	52,116	253,737	71,613	13,598	85,211	9,876	1,848	11,724
13 MAHARASHTRA	506,988	345,347	852,335	121,833	56,547	178,320	59,900	20,500	80,400	5,675	1,375	7,050
14 MANIPUR	48,850	39,760	88,610	12,050	8,210	20,260	8,520	4,790	13,310	1,603	612	2,215
15 MEGHALAYA	103,935	98,418	202,353	29,826	28,069	57,895	24,697	21,425	46,122	2,542	1,771	4,313
16 MIZORAM	52,179	48,157	100,336	16,016	15,233	31,249	7,371	6,577	13,948	1,231	601	1,832
17 NAGALAND	72,807	67,203	140,010	18,101	14,918	33,019	10,400	6,991	17,391	1,149	567	1,716
18 ORISSA	480,645	222,361	703,006	83,409	34,651	118,060	30,082	10,235	40,317	2,776	489	3,265
19 PUNJAB							0	0	0	5	1	6
20 RAJASTHAN	357,483	102,296	459,779	91,445	8,299	99,744	42,093	2,162	44,255	0	0	0
21 SIKKIM	7,363	6,077	13,440	1,882	1,711	3,593	687	439	1,126	99	36	135
22 TAMIL NADU	33,377	24,764	58,141	8,435	5,325	13,760	3,746	2,631	6,377	473	243	716
23 TRIPURA	62,384	42,301	104,685	14,491	8,143	22,634	5,928	2,375	8,303	263	63	326
24 UTTAR PRADESH	20,221	11,865	32,086	5,199	1,565	6,758	5,505	1,472	6,977	1,201	494	1,695
25 WEST BENGAL	219,610	134,781	354,391	42,594	14,608	57,502	20,901	10,831	31,732	796	316	1,112
26 A & N ISLANDS	1,996	1,690	3,686	859	663	1,522	527	337	864	8	1	9
27 CHANDIGARH							44	18	62	170	33	203
28 DADRA & NAGAR HAVELI	7,651	4,878	12,529	1,846	920	2,765	658	257	915	0	0	0
29 DAMAN & DIU	913	839	1,752	462	343	805	218	88	306	6	3	9
30 DELHI	278	250	528	187	118	303	186	138	324	415	269	684
31 LAKSHADWEEP	4,330	3,823	8,153	1,661	1,158	2,819	962	518	1,480	0	0	0
32 PONDICHERRY												
INDIA	4,605,813	2,623,109	7,228,922	1,007,730	496,863	1,454,533	445,172	165,094	610,266	49,326	15,637	64,963

SOURCE : Selected Educational Statistics 1987-88.

STATEMENT NO. 9
ENROLMENT PER LAKH POPULATION
1987-88

S.NO. STATE/ UNION TERRITORY	TOTAL →		SCHEDULED CASTES		SCHEDULED TRIBES	
	PRIMARY	MIDDLE	PRIMARY	MIDDLE	PRIMARY	MIDDLE
1 ANDHRA PRADESH	11733	3249	15897	3451	12434	1870
2 ARUNACHAL PRADESH	16145	3518	0	0	17216	3825
3 ASSAM	14224	4083	22578	7766	17094	6138
4 BIHAR	10145	2451	8214	1439	9924	1753
5 GOA	11545	6306	12574	4059	2438	946
6 GUJARAT	13431	3870	16969	5211	13868	2316
7 HARYANA	10653	4420	11815	3358	0	0
8 HIMACHAL PRADESH	13668	6494	13552	5303	11486	4369
9 JAMMU & KASHMIR	10327	3952	10139	3896	0	0
10 KARNATAKA	12618	3747	11846	2912	8736	2089
11 KERALA	11435	5991	13350	6648	13014	4601
12 MADHYA PRADESH	12270	3552	11964	3132	10671	1840
13 MAHARASHTRA	13770	4642	28199	8995	12961	2712
14 MANIPUR	14826	4784	23429	5619	19475	4453
15 MEGHALAYA	13610	4212	35143	12357	15747	4505
16 MIZORAM	16138	4992	0	0	16949	5279
17 NAGALAND	14505	4137	0	0	16628	3921
18 ORISSA	11594	2807	12766	2586	10576	1776
19 PUNJAB	10714	4039	12912	3305	0	0
20 RAJASTHAN	10498	2968	9327	2338	9238	2004
21 SIKKIM	15526	3959	16217	3009	14452	3863
22 TAMIL NADU	13897	5162	15190	5124	10059	2381
23 TRIPURA	15077	4520	17715	4600	15305	3309
24 UTTAR PRADESH	9652	3335	8464	1546	12062	2541
25 WEST BENGAL	13655	4377	10238	1813	10166	1650
26 A & N ISLANDS	14218	6632	0	0	12287	5073
27 CHANDIGARH	7036	3578	11440	4223	0	0
28 DADRA & NAGAR HAVELI	12197	3299	16750	10050	12916	2852
29 DAMAN & DIU*	—	—	—	—	—	—
30 DELHI	10332	5493	13821	5078	0	0
31 LAKSHADWEEP	18636	6502	0	0	19412	6712
32 PONDICHERRY	13740	6341	16113	5900	0	0
INDIA	11858	3817	12107	3081	11704	2355

* included in Goa.

STATEMENT NO. 10
DROP-OUT RATES 1985-86

S.NO	STATE/U.T	CLASS I TO V			CLASS I TO VIII		
		Boys	Girls	Total	Boys	Girls	Total
1	ANDHRA PRADESH	53.47	57.50	55.18	70.89	80.08	74.81
2	ARUNACHAL PRADESH	66.74	63.15	65.45	79.23	79.15	79.2
3	ASSAM	61.41	62.09	61.71	65.23	70.96	67.72
4	BIHAR	63.33	67.06	64.50	78.14	85.90	80.53
5	GUJARAT	40.74	43.05	41.73	65.34	72.96	68.50
6	HARYANA	26.13	31.78	28.28	36.24	52.50	41.93
7	HIMACHAL PRADESH	31.19	32.01	31.56	21.45	39.35	29.10
8	JAMMU&KASHMIR	37.29	46.64	40.93	56.99	63.64	59.50
9	KARNATAKA	50.11	65.67	57.66	67.85	78.29	72.69
10	KERALA	3.18	4.57	3.86	16.17	15.66	15.92
11	MADHYA PRADESH	36.13	45.86	39.55	48.97	67.46	55.29
12	MAHARASHTRA	39.63	50.47	44.61	59.09	73.35	65.53
13	MANIPUR	70.02	74.77	72.24	72.91	77.89	75.21
14	MEGHALAYA	29.70	36.09	32.65	69.36	69.45	69.40
15	NAGALAND	29.31	11.08	21.65	65.29	56.82	61.86
16	ORISSA	48.60	51.42	49.77	60.06	69.65	63.94
17	PUNJAB	49.78	51.47	50.56	62.26	69.27	65.52
18	RAJASTHAN	47.42	53.64	49.02	59.86	71.20	62.66
19	SIKKIM	59.42	61.95	60.53	72.57	73.57	72.99
20	TAMILNADU	20.13	25.20	22.48	47.63	58.72	52.73
21	TRIPURA	61.08	64.00	62.38	66.74	65.50	66.23
22	UTTAR PRADESH	42.63	45.89	43.68	50.63	66.70	55.91
23	WEST BENGAL	58.57	62.61	60.25	70.63	74.46	72.27
24	A & N ISLANDS	22.03	25.85	23.84	29.86	41.66	35.47
25	CHANDIGARH	13.18	11.28	12.69	22.64	23.42	23.00
26	DADRA&NAGAR HAVELI	38.79	53.47	45.08	77.50	81.73	79.35
27	DELHI	16.34	24.07	20.02	20.09	35.63	27.52
28	GOA DAMAN & DIU	5.61	12.10	8.67	37.80	42.00	39.73
29	LAKSHADWEEP	-8.03	4.91	-1.82	38.32	40.81	39.44
30	MIZORAM	-11.07	-11.22	-11.14	40.26	40.82	40.53
31	PONDICHERRY	-19.57	-8.52	-14.13	8.56	33.64	20.21
TOTAL		45.84	50.27	47.61	60.70	70.04	64.42

Drop-out rate is calculated as follows :

$$\frac{\text{Drop-out rate from Class I to V for the year 1985-86} \quad \left(\frac{\text{No. of students enrolled in Class I in 1981-82} - \text{No. of students in Class V in 1985-86}}{\text{No. of students in Class I in 1981-82}} \right)}{\text{No. of students in Class I in 1981-82}} = \dots$$

X 100

This ratio does not take into account :

- (i) Repeaters; and
- (ii) Children who enter the system after Class I.

STATEMENT NO. 11
DROP-OUT RATES SC AND ST 1986-87

STATE/UT	CLASS	CLASS	CLASS	CLASS
	I TO V SC	I TO V ST	I TO VIII SC	I TO VIII ST
ANDHRA PRADESH	66.37	72.35	85.19	89.09
ASSAM	61.54	73.77	72.13	77.25
BIHAR	69.42	73.41	83.35	86.70
GUJARAT	44.93	62.03	62.68	80.40
HARYANA	39.06	- - -	48.85	- - -
HIMACHAL PRADESH	36.27	40.63	34.37	35.79
JAMMU&KASHMIR	28.72	- - -	52.97	- - -
KARNATAKA	52.99	39.37	69.27	58.71
KERALA	14.53	21.54	10.34	52.33
MADHYA PRADESH	32.40	58.08	51.68	74.10
MAHARASHTRA	49.31	60.15	68.37	75.43
MANIPUR	53.63	77.71	86.47	85.10
MEGHALAYA	47.68	69.12	N/A	78.71
NAGALAND	- - -	56.30	- - -	83.46
ORISSA	55.49	75.54	75.97	87.71
PUNJAB	50.96	- - -	78.02	- - -
RAJASTHAN	62.96	75.40	73.28	76.61
SIKKIM	66.02	59.39	78.55	66.96
TAMILNADU	29.09	6.88	58.03	24.97
TRIPURA	66.48	78.59	79.96	84.57
UTTAR PRADESH	46.59	54.75	59.06	65.62
WEST BENGAL	58.04	64.68	81.02	85.24
A & N ISLANDS	- - -	23.27	- - -	31.60
ARUNACHAL PRADESH	5.26	67.87	88.64	81.32
CHANDIGARH	45.78	- - -	13.13	- - -
DADRA&NAGAR HAVELI	43.42	51.48	36.36	81.03
DELHI	39.13	- - -	60.96	- - -
GOA DIU DAMAN	47.66	44.96	66.93	72.05
LAKSHADWEEP	- - -	20.69	- - -	44.05
MIZORAM	N/A	43.26	N/A	76.46
PONDICHERY	3.72	- - -	34.58	- - -
TOTAL	50.79	66.12	69.15	80.19

Census was not conducted in Assam

SOURCE: (i) Fifth All India Educational Survey
(ii) Annual Statistics of 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. 12
NUMBER OF TEACHERS 1987-88**

(As on 30th Sept. 1987)

S. NO. STATE / U. T.	PRIMARY			MIDDLE			SEC. HR. SEC.		
	MALES	FEMALES	TOTAL	MALES	FEMALES	TOTAL	MALES	FEMALES	TOTAL
1 ANDHRA PRADESH	71,022	29,521	100,543	29,796	13,296	43,092	33,357	22,796	56,153
2 ARUNACHAL PRADESH	1,559	327	1,886	1,047	228	1,275	1,317	252	1,569
3 ASSAM	49,733	17,191	66,924	29,216	6,349	35,565	25,646	6,537	32,183
4 BIHAR	93,393	18,567	111,960	75,035	16,132	91,167	39,431	5,583	45,014
5 GOA	1,157	1,968	2,855	433	97	530	2,924	3,317	6,241
6 GUJARAT	17,200	9,900	27,100	71,200	36,000	107,200	41,000	10,500	51,500
7 HARYANA	8,592	6,351	14,943	7,129	4,312	11,441	27,727	17,812	45,539
8 HIMACHAL PRADESH	10,773	5,931	16,704	4,838	1,198	6,036	8,403	3,551	11,954
9 JAMMU & KASHMIR	7,535	5,369	12,904	11,357	5,674	17,031	12,523	5,895	18,418
10 KARNATAKA	29,325	10,904	40,229	54,214	32,299	86,513	35,979	11,570	47,549
11 KERALA	20,051	31,228	51,279	20,656	30,330	50,986	37,066	55,066	92,132
12 MADHYA PRADESH	128,592	35,580	164,172	99,945	17,756	117,701	37,066	10,568	47,634
13 MAHARASHTRA	71,000	13,100	84,100	90,200	51,260	141,460	119,800	52,700	172,500
14 MANIPUR	7,479	1,750	9,229	3,320	530	3,850	4,430	1,460	5,890
15 MEGHALAYA	1,236	2,471	3,707	1,572	1,101	2,673	1,480	1,226	2,706
16 MIZORAM	2,101	1,763	3,864	2,269	545	2,814	1,011	159	1,170
17 NAGALAND	4,673	1,800	6,473	2,591	675	3,266	1,667	753	2,420
18 ORISSA	63,997	12,024	76,021	31,304	4,443	35,747	31,472	6,980	38,452
19 PUNJAB	21,801	24,971	46,772	5,503	4,055	9,558	26,434	20,634	47,068
20 RAJASTHAN	49,099	16,154	65,253	53,400	16,693	70,093	43,585	11,753	55,338
21 SIKKIM	1,539	563	2,102	1,100	459	1,559	1,155	723	1,878
22 TAMIL NADU	71,852	45,493	117,345	33,998	32,043	66,041	65,948	43,771	109,719
23 TRIPURA	6,027	1,656	7,683	2,993	572	3,565	6,184	2,393	8,577
24 UTTAR PRADESH	221,100	50,313	271,413	72,095	17,758	89,853	129,938	25,376	155,314
25 WEST BENGAL	143,942	40,336	184,278	17,895	6,547	24,442	77,563	41,196	118,759
26 A & N ISLANDS	422	245	670	369	295	664	1,020	753	1,773
27 CHANDIGARH	25	367	392	59	461	520	545	1,854	2,402
28 DADRA & NAGAR HAVELI	112	48	160	162	193	355	91	37	128
29 DAMAN & DIU	137	140	277	132	53	185	131	46	177
30 DELHI	80,460	11,790	92,250	1,987	3,082	5,069	14,583	21,612	36,195
31 LAKSHADWEEP	149	67	216	66	50	116	246	56	302
32 PONDICHERRY	1,131	675	1,806	1,045	715	1,760	1,439	833	2,272
INDIA	1,191,146	425,539	1,616,685	687,051	327,111	1,014,162	854,458	388,365	1,242,823

246

SOURCE : Selected Educational Statistics 1987-88

STATEMENT NO. 13
**BUDGET OF EDUCATION DEPARTMENT (1987-88) RANKED IN ORDER OF
 PERCENTAGE OF BUDGET OF EDUCATION DEPARTMENT TO
 TOTAL STATE BUDGET**

(Rs in crores)

RANK	STATE/U.T	PLAN	NON PLAN	Total	% OF EDU. BUDGET TO TOTAL
1	DELHI	104.04	148.26	252.20	43.12
2	KERALA	31.54	471.01	502.55	28.99
3	WEST BENGAL	101.38	604.23	705.61	23.98
4	RAJASTHAN	46.19	388.13	434.33	22.45
5	ASSAM	51.04	225.85	276.88	21.98
6	TRIPURA	15.41	44.73	60.14	21.79
7	MANIPUR	7.16	35.24	42.40	21.49
8	CHANDIGARH	3.22	19.11	22.33	21.35
9	PONDICHERY	7.63	15.09	22.72	21.24
10	GUJARAT	78.08	480.19	558.27	20.85
11	GOA DAMAN & DIU	6.44	24.73	31.17	20.73
12	TAMILNADU	75.93	498.77	574.70	20.00
13	HIMACHAL PRADESH	12.72	85.94	98.66	19.90
14	PUNJAB	12.44	256.22	268.66	19.89
15	ANDHRA PRADESH	90.24	650.91	741.15	19.88
16	BIHAR	50.36	453.22	503.58	19.84
17	UTTAR PRADESH	69.29	875.30	944.59	19.18
18	KARNATAKA	27.41	489.57	516.99	19.10
19	MAHARASHTRA	31.32	890.15	421.47	17.22
20	SIKKIM	6.44	785.86	14.30	16.65
21	HARYANA	24.39	153.44	177.83	16.40
22	MEGHALAYA	7.32	22.96	30.28	16.35
23	MADHYA PRADESH	73.43	407.11	480.54	16.18
24	MIZORAM	4.69	19.12	23.81	15.94
25	ORISSA	34.51	187.13	221.64	15.72
26	JAMMU&KASHMIR	18.27	86.80	105.07	14.13
27	DADRA&NAGAR HAVELI	0.57	1.04	1.61	13.91
28	A & N ISLANDS	1.88	9.07	10.95	13.63
29	LAKSHADWEEP	0.47	2.59	3.06	12.43
30	NAGALAND	4.52	27.85	32.36	12.10
31	ARUNACHAL PRADESH	8.6	17.98	26.58	10.93
TOTAL		1006.96	7599.57	8606.54	19.93

STATEMENT NO. 14
SECTORWISE SEVENTH PLAN OUTLAY

(Rs. in lakhs) →

S. NO	STATE/ UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	2	3	4	5	6	7	8	9
1	ANDHRA PRADESH	9600	2050	18100	1190	1580	0	20870
2	ARUNACHAL PRADESH	1000	26	4900	100	150	100	5250
3	ASSAM	10000	604	15900	1600	600	500	18600
4	BIHAR	17000	2996	30575	800	200	500	32075
5	GOA	700	26	2264	867	418	363	3912
6	GUJARAT	5500	920	8071	1820	403	202	10496
7	HARYANA	6750	368	13779	1500	312	550	16141
8	HIMACHAL PRADESH	2435	131	5220	550	300	400	6470
9	JAMMU & KASHMIR	3700	236	7162	500	200	400	8262
10	KARNATAKA	4600	1209	11200	600	750	650	13200
11	KERALA	1800	262	4300	1500	850	650	7300
12	MADHYA PRADESH	11000	1971	17435	2233	1163	420	21251
13	MAHARASHTRA	8400	1630	21645	8908	800	1035	32438
14	MANIPUR	1560	40	3082	130	100	400	3712
15	MEGHALAYA	1650	40	2815	112	100	275	3302
16	MIZORAM	870	21	1675	150	75	125	2025
17	NAGALAND	900	21	1960	240	200	200	2600
18	OPISSA	9000	599	15000	1000	300	1250	17550
19	PUNJAB	2800	552	7962	2504	458	283	11207
20	RAJASTHAN	10400	1314	18830	1550	840	420	21640
21	SIKKIM	1210	13	2640	0	160	0	2800
22	TAMIL NADU	9000	1445	27000	2125	640	1000	30765
23	TRIPURA	1300	53	2547	70	60	290	2967
24	UTTAR PRADESH	18000	4204	23095	7600	880	1650	33225
25	WEST BENGAL	17800	1708	28000	2280	590	1130	32000
26	A & N ISLANDS	800	5	1500	250	15	75	1840
27	CHANDIGARH	600	5	1625	700	100	700	3125
28	DADRA & NAGAR HAVELI	300	3	772.5	0.2	20	15	807.7
29	DAMAN & DIU*	-	-	-	-	-	-	-
30	DELHI	12700	131	24050	4000	700	350	29100
31	LAKSHADWEEP	125	1	345	0	50	60	455
32	PONDICHERY	1045	16	2216	1300	199	300	4015
GRAND TOTAL		173045	23000	325665.5	46179.2	13213	14343	399400.7

* Outlay for Daman & Diu included in Goa.

Source: Seventh Five Year Plan Document

STATEMENT NO. 15
PERCENTAGE OF SECTORWISE OUTLAY TO TOTAL OUTLAY
(SEVENTH PLAN)

S. NO	STATE UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	2	3	4	5	6	7	8	9
1	ANDHRA PRADESH	46	10	87	6	8	0	100
2	ARUNACHAL PRADESH	19	0	93	2	3	2	100
3	ASSAM	54	3	85	9	3	3	100
4	BIHAR	53	9	95	2	1	2	100
5	GOA	18	1	58	22	11	9	100
6	GUJARAT	52	9	77	17	4	2	100
7	HARYANA	42	2	85	9	2	3	100
8	HIMACHAL PRADESH	38	2	81	9	5	6	100
9	JAMMU & KASHMIR	45	3	87	6	2	5	100
10	KARNATAKA	35	9	85	5	6	5	100
11	KERALA	25	4	59	21	12	9	100
12	MADHYA PRADESH	52	9	82	11	5	2	100
13	MAHARASHTRA	26	5	67	27	2	3	100
14	MANIPUR	42	1	83	4	3	11	100
15	MEGHALALAYA	50	1	85	3	3	8	100
16	MIZORAM	43	1	83	7	4	6	100
17	NAGALAND	35	1	75	9	8	8	100
18	ORISSA	51	6	85	6	2	7	100
19	PUNJAB	25	5	71	22	4	3	100
20	RAJASTHAN	48	6	87	7	4	2	100
21	SIKKIM	43	0	94	0	6	0	100
22	TAMIL NADU	29	5	88	7	2	3	100
23	TRIPURA	61	2	86	2	2	10	100
24	UTTAR PRADESH	54	13	70	23	3	5	100
25	WEST BENGAL	56	5	88	7	2	4	100
26	A & N ISLANDS	43	0	82	14	1	4	100
27	CHANDIGARH	19	0	52	22	3	22	100
28	DADRA & NAGAR HAVELI	37	0	96	0	2	2	100
29	DAMAN & DIU*	-	-	-	-	-	-	-
30	DELHI	44	0	83	14	2	1	100
31	LAKSHADWEEP	27	0	76	0	11	13	100
32	PONDICHERY	26	0	55	32	5	7	100
GRAND TOTAL		43	6	82	12	3	4	100

* Outlay for Daman & Diu included in Goa.

SOURCE : Seventh Five Year Plan Document.

STATEMENT NO. 16
**RANKING OF STATES/UTs BY ENROLMENT
 AT PRIMARY LEVEL PER LAKH POPULATION**

RANK STATE/UT.	ENROLMENT AT PRIMARY STAGE PER LAKH POPULATION
1 LAKSHADWEEP	18636
2 ARUNACHAL PRADESH	16145
3 MIZORAM	16135
4 SIKKIM	15526
5 TRIPURA	15077
6 MANIPUR	14826
7 NAGALAND	14505
8 ASSAM	14224
9 A & N ISLANDS	14215
10 TAMIL NADU	13597
11 MAHARASHTRA	13770
12 PONDICHERRY	13740
13 HIMACHAL PRADESH	13665
14 WEST BENGAL	13655
15 MEGHALAYA	13610
16 GUJARAT	13431
17 KARNATAKA	12618
18 MADHYA PRADESH	12270
19 DADRA & NAGAR HAVELI	12197
20 ANDHRA PRADESH	11733
21 ORISSA	11594
22 GOA *	11545
23 KERALA	11435
24 PUNJAB	10714
25 HARYANA	10653
26 RAJASTHAN	10498
27 DELHI	10332
28 JAMMU & KASHMIR	10327
29 BIHAR	10145
30 UTTAR PRADESH	9652
31 CHANDIGARH	7036
INDIA	11858

* INCLUDES DAMAN & DIU

STATEMENT NO. 17
**PERCENTAGE OF BUDGETED EXPENDITURE OF
 EDUCATION DEPARTMENT TO NET
 DOMESTIC PRODUCT—1986-87**

STATE/U.T	% OF BUDGET OF EDUCATION DEPT. TO STATE N.D.P. @
1 ANDHRA PRADESH	4.5
2 ARUNACHAL PRADESH	5.3
3 ASSAM	4.5
4 BIHAR	3.0
5 GUJARAT	3.9
6 HARYANA	2.8
7 HIMACHAL PRADESH	6.4
8 JAMMU&KASHMIR	6.1
9 KARNATAKA	4.1
10 KERALA	7.2
11 MADHYA PRADESH	3.9
12 MAHARASHTRA	3.6
13 MANIPUR	9.2
14 MEGHALAYA	7.1
15 NAGALAND	8.5
16 ORISSA	6.4
17 PUNJAB	2.7
18 RAJASTHAN	4.5
19 SIKKIM	8.3
20 TAMILNADU	3.8
21 TRIPURA	10.8
22 UTTAR PRADESH	3.2
23 WEST BENGAL	4.0
24 A & N ISLANDS	N.A
25 CHANDIGARH	N.A
26 DADRA&NAGAR HAVELI	N.A
27 DELHI	3.6
28 GOA DAMAN & DIU	4.6
29 LAKSHADWEEP	N.A
30 MIZORAM	10.4
31 PONDICHERRY	N.A
TOTAL	3.3@

@ Note : Budget of Education Departments of the Centre and States in 1987-88 as a percentage of Gross Domestic Product (GDP) at 1987-88 prices.

STATEMENT NO. 18
STATES AND UTs RANKED ON FEMALE
LITERACY RATES (GENERAL POPULATION)
1981 CENSUS

as on 1-3-1981

RANK	STATE/U.T	Female Literacy rate
1	KERALA	65.73
2	CHANDIGARH	59.31
3	MIZORAM	54.91
4	DELHI	53.07
5	GOA DIU DAMAN	47.56
6	PONDICHERRY	45.71
7	LAKSHADWEEP	44.65
8	A & N ISLANDS	42.14
9	TAMILNADU	34.99
10	MAHARASHTRA	34.79
11	NAGALAND	33.89
12	PUNJAB	33.69
13	GUJARAT	32.30
14	TRIPURA	32.00
15	HIMACHAL PRADESH	31.46
16	WEST BENGAL	30.25
17	MEGHALAYA	30.08
18	MANIPUR	29.06
19	KARNATAKA	27.71
20	HARYANA	22.37
21	SIKKIM	22.20
22	ORISSA	21.12
23	ANDHRA PRADESH	20.39
24	DADRAG&NAGAR HAVELI	16.78
25	JAMMU&KASHMIR	15.58
26	MADHYA PRADESH	15.53
27	UTTAR PRADESH	14.04
28	BIHAR	13.62
29	RAJASTHAN	11.42
30	ARUNACHAL PRADESH	11.32
31	ASSAM*	
TOTAL		24.82

* Census was not conducted in Assam
Source: 1981 Census Publications

STATEMENT NO. 19
STATES AND UTs 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	UTTER 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

STATEMENT NO. 20
STATES AND UTs 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

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