Annual Report
2001-2002

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Contents

Department of Secondary and Higher Education

Abbreviations

ACCU	Asia-Pacific Cultural Centre for UNESCO	CEAC	Copyright Enforcement Advisory Council
ACU	Association of Commonwealth Universities	CECs	Continuing Education Centres
AE	Adult Education	CEO	Chief Education Officer
AEC	Adult Education Centre	CEP	Computer Education Plan
AICTE	All India Council for Technical Education	CEP	Cultural Exchange Programme
AIE	Alternative and Innovative Education	CERPA	Centre for Research, Planning and Action
AIIS	American Institute of Indian Studies	CES	Committee of Education Secretaries
AISES	All India School Education Survey	CHD	Central Hindi Directorate
APEID	Asia-Pacific Programme for Educational Innovation for Development	CIEFL	Central Institute of English and Foreign Languages
ASC	Academic Staff College	CIET	Central Institute of Educational Technology
ASCI	Administrative Staff College of India	CIIL	Central Institute of Indian languages
AVRC	Audio Visual Research Centre	CISCE	Council for Indian School Certificate Examination
BEP	Bihar Education Project	CIVE	Central Institute of Vocational Education
BGVS	Bharat Gyan Vigyan Samiti		
BITS	Birla Institute of Technology and Science	CLASS	Computer Literacy and Studies in Schools
BJVJ	Bharat Jan Vigyan Jatha	COBSE	Council of Boards of Secondary Education
BLRC	Block Level Resource Centres		
BOAT	Board of Apprenticeship Training	COSIST	Scheme of Strengthening of Infrastructural Facilities in Science and Technology
BPU	Bureau for Promotion of Urdu		
BRAOU	B.R. Ambedkar Open University	CPCC	Commission Planning and Costing Committee
CABE	Central Advisory Board of Education		
CBR	Community Based Rehabilitation	CSTT	Commission for Scientific and Technical Terminology
CBSE	Central Board of Secondary Education		
CCE	Continuous Comprehensive Evaluation	CTE	College of Teacher Education
CCRT	Centre for Cultural Resources and Training	CTV	Colour Television Set
		CVC	Chief Vigilance Commission
CDC	Curriculum Development Centre	CVO	Chief Vigilance Officer
CDPO	Community Development Project Officer	DAE	Directorate of Adult Education
CE	Continuing Education	DIET	District Institute of Education and Training

DoP&T	Department of Personnel and Training	ICPR	Indian Council of Philosophical Research
DPG	Directorate of Public Grievances	ICSSR	Indian Council of Social Science Research
DPE	Diploma in Primary Education		
DPEP	District Primary Education Programme	IDS	Institute of Development Studies
DRC	District Rehabilitation Centre	IEA	Indian Educational Abstracts
DRDA	District Rural Development Agency	IEDC	Integrated Education for Disabled Children
DRU	District Resource Unit		
DS	Day School	IETE	Institute of Electronics and Telecommunication Engineers
DWCRA	Development of Women and Children in Rural Areas		
		IGNOU	Indira Gandhi National Open University
EAR	External Academic Relations		
EB	Educationally Backward	IGP	Income Generating Programme
ECCE	Early Childhood Care and Education	IIEP	International Institute of Educational Planning
ECE	Early Childhood Education		
EdCIL	Educational Consultants India Ltd.	IIM	Indian Institute of Management
EEO	Education Extension Officer	IIT	Indian Institute of Technology
EEP	Education Exchange Programme	ILO	International Labour Organisation
EFA	Education For All	INC	Indian National Commission
EGS	Education Guarantee Scheme	INCCU	Indian National Commission for Co-operation with UNESCO
ELTI	English Language Teaching Institute		
EMRC	Educational Media Research Centre	ISM	Indian School of Mines
EP	Equivalency Programme	ITDOS	International Training Division in Open Schooling
ESPS	External Scholorship Processing System		
FG	Final Grant	ITI	Industrial Training Institute
GER	Gross Enrolment Ratio	JCVE	Joint Council of Vocational Education
GVE	Generic Vocational Course	JRF	Junior Research Fellowship
HEPSN	Higher Education for Persons with Special Needs	JRY	Jawahar Rozgar Yojana
		JSN	Jana Shikshan Nilayam
IAMR	Institute of Applied Manpower Research	JSS	Jan Shikshan Sansthan
		KHS	Kendriya Hindi Sansthan
IASE	Institute of Advanced Study in Education	KHSM	Kendriya Hindi Shikshan Mandal
		KOU	Kota Open University
IBE	International Bureau of Education	KVS	Kendriya Vidyalaya Sangathan
ICDS	Integrated Child Development Services	LJP	Lok Jumbish Project
ICHR	Indian Council of Historical Research	MHRD	Ministry of Human Resource Development
ICMR	Indian Council of Medical Research		
ICPD	International Conference on Population and Development	MIL	Modern Indian Languages
		MIS	Management Information System

MLL	Minimum Level of Learning	NOS	National Open School
MOU	Memorandum of Understanding	NPE	National Policy on Education
MS	Mahila Samakhya	NRCVE	National Resource Centre on Value Education
MSK	Mahila Shikshan Kendra		
NAB	National Accreditation Board	NTS	National Talent Scholorship
NACO	National AIDS Control Organisation	OB	Operation Blackboard
NASSDOC	National Social Science Documentation Centre	OBE	Open Basic Education
		ODES	On Demand Examination System
NBB	National Bal Bhawan	OECD	Organisation for Economic Cooperation and Development
NCAER	National Council of Applied Economic Research		
		OSAC	Open School Associate of the Commonwealth
NCC	National Cadet Corps		
NCCL	National Centre for Children's Literature	PERCs	Poppulation Education Resource Centre
		PMOST	Programme of Mass Orientation of School Teachers
NCECs	Nodal Continuing Education Centres		
NCERT	National Council of Educational Research and Training	POA	Programme of Action
		PP	Prahar Pathshala
NCHE	National Council of Higher Education	PQL	Physical Quality of Life
NCPSL	National Council for Promotion of Sindhi Language	R & D	Research and Development
		RCCPs	Radio-Cum-Cassette Players
NCPUL	National Council for Promotion of Urdu Language	REC	Regional Engineering College
		RFLP	Rural Functional Literacy Project
NCRI	National Council of Rural Institutes	RIE	Regional Institute of Education
NCTE	National Council for Teacher Education	RPF	Revised Policy Formulations
NER	North Eastern Region	RRC	Regional Resource Centre
NET	National Eligibility Test	RSKB	Rajasthan Shiksha Karmi Board
NFE	Non-Formal Education	SAARC	South Asian Association for Regional Cooperation
NFHS	National Family Health Survey		
NGO	Non-Governmental Organisation	SAP	Special Assistance Programme
NIC	National Informatic Centre	SCERT	State Council of Educational Research and Training
NIEPA	National Institute of Educational Planning and Administration		
		SCHE	State Council of Higher Education
NIFFT	National Istitute of Foundry and Forge Technology	SCVE	State Council of Vocational Education
		SDAE	State Directorate of Adult Education
NLCPR	Non-Lapsable Central Pool of Resources	SH	Speech Handicap
		SICI	Shastri Indo-Canadian Institute
NLM	National Literacy Mission	SIDA	Swedish International Development Agency
NLMA	National Literacy Mission Authority		

SIET	State Institute of Educational Technology
SK	Shiksha Karmi
SKP	Shiksha Karmi Project
SLET	State Level Eligibility Test
SLMA	State Literacy Mission Authority
SOPT	Special Orientation Programme for Primary Teacher
SPA	School of Planning and Architecture
SRC	State Resource Centre
SSA	Sarva Shiksha Abhiyan
STEI	Secondary Teacher Education Institute
SUPW	Socially Usefull Productive Work
TC	Teachers Centre
TEPSE	Teachers Preparation in Special Education
TLC	Total Literacy Campaign
TLE	Teaching Learning Equipment
TTTIs	Technical Teacher Training Institutes
UCC	Universal Copyright Convention

UEE	Universalisation of Elementary Education
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USEFI	United States Educational Foundation in India
UT	Union Territory
VDL	Video Distance Learning
VEC	Village Education Committee
VH	Visual Handicap
VHO	Voluntary Hindi Organisation
VRC	Vocational Rehabilitation Centre
WIPO	World Intellectual Property Organisation
ZSS	Zilla Saksharta Samiti

Overview

In the field of Elementary Education, the
DPEP has expanded its coverage to 18
States. The SSA aims to cover the entire
country by end 2002. The Constitution
(Ninety Third) Amendment Bill, has been
passed by the Lok Sabha. Initiatives in
Adult Education have shown positive
results. Census 2001 figures reveal that
literacy rate has increased and the
gender gap has narrowed. In the field of
Secondary and Higher Education the
issues of access and quality have been
given a very high priority. A large
number of engineering colleges and
technical institutes have been
established by mobilising private
initiatives.

Introduction

The nation is firmly committed to providing Education for All, the priority being free and compulsory elementary education, coverage of children with special needs, eradication of illiteracy, vocationalisation, women's education, and special focus on the education of socially disadvantaged sections. The task of implementing the National Policy on Education (NPE) and Plan of Action (POA) lies primarily with the States and Union Territories and the Centre.

As state funding of the education sector, despite best efforts, has been inadequate and has not reached the goal of six percent of the Gross Domestic Product. It is proposed to enlist the support of all concerned and to also mobilise extra budgetary support. The 'Bharat Shiksha Kosh' is being constituted to receive donations/ contributions/endowments from individuals and corporates, Centres and State Governments, NRIs and PIOs for various educational purposes.

An Area Officer Scheme was introduced in the Department in 1999 as a mechanism for regular and effective review, monitoring and coordination of various Central and Centrally Sponsored schemes. For this purpose an officer of the rank of Deputy Secretary and above is made in-charge of a State/UT. The Area Officer is expected to visit his/her allotted State/UT once in two months and maintain continuous liaison with the concerned State Government/UT.

The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from institutions ranging from pre-primary to higher level, numbering over 10 lakh through mailed questionnaires in collaboration with the Education Departments of State Governments, local bodies and private agencies. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in the collection, analysis and dissemination of educational statistics.

Pursuant to the Government's policy, the Department was able to step up the expenditure for educational development in the North Eastern Region. This is more than the prescribed level of 10 percent. A Committee of Education Secretaries of the North East (CES) has been constituted under the Chairmanship of Secretary (Secondary and Higher Education) to ensure better implementation of projects sanctioned for the region and to evolve a better appreciation of the problems facing the education sector in the region.

Various innovative steps have been taken to improve the efficiency of implementation and coverage of the existing schemes in the Departments of Secondary and Higher Education and Elementary Education and Literacy for the educational upliftment of Scheduled Castes and Scheduled Tribes. Besides, the Department has also prepared an Action Plan for Human Rights Education.

Elementary Education

In the field of Elementary Education, progress towards UEE has been significant. Concerted efforts have resulted in manifold increase in institutions, teachers and students. National Family Health Survey-II (1998-99) indicates that 79 per cent children in the 6-14 year age year group are attending school. Even though there has been considerable improvement in the participation of girls children belonging to Scheduled Castes/Scheduled Tribes, religious and linguistic minorities, etc., the goal of UEE stills remain elusive.

Supplementing States' efforts, a large number of central interventions have been launched since the introduction of National Policy on Education, such as, Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan, Education Guarantee Scheme and Alternation and Innovative Education, Mahila Samakhya, Teacher Education, Mid-day Meal Scheme, Lok Jumbish, Shiksha Karmi, Janshala.

- **Operation Blackboard:** Since its inception, under Operation Blackboard, more than three lakh teachers and teaching learning equipments for 6.60 lakh primary and upper primary schools,

'Learnt to write' - A girl in Shiksha Mitra Kendra, Lok Jumbish Project, Jaisalmer district, Rajasthan

were provided. Similarly, 1.85 additional classrooms have been constructed. The Scheme shall merge with Sarva Shiksha Abhiyan in the Tenth Plan.

- **Teacher Education:** The Teacher Education Scheme was expanded with the establishment of District Institutes of Education and Training. The Scheme has been revised ensuring quality improvement in teacher training institutions for which Memorandum of Understanding with the States have been effective. Unit costs have also been revised to allow for strengthening these institutions.

- **National Programme of Nutritional Support to Primary Education (Mid-day Meal Scheme):** Under National Programme of Nutritional Support to Primary Education, more than 10 crore children studying in primary classes of Govt., and Government aided and local bodies schools are being targeted for coverage. At present Gujarat, Kerala, Tamil Nadu and Pondicherry are providing cooked meals. Eighty nine tribal blocks of Madhya Pradesh and 85 tribal blocks in Chhattisgarh are also providing cooked meals to children. In Orissa, cooked meals are being provided in eight KBK districts and 74 ITDA blocks of the non-KBK districts. Recently Karnataka has introduced cooked meal programme in seven educationally backward districts of the State. Ready-to-eat food is being distributed in Delhi. The remaining States/UTs are distributing food-grains (wheat/rice).

- **Mahila Samakhya:** Mahila Samakhya Programme has helped building capacities of women for their empowerment which has made positive impact on participation of women and girls in Elementary Education. The programme currently covers more than 9,000 villages in 10 States.

- **Education Guarantee Scheme and Alternative and Innovative Education:** Education Guarantee Scheme and Alternative and Innovative Programme have been launched to provide access to schoolless habitations. The programme also support flexible strategies for out of school children through Bridge Courses, Residential Camps, Drop-in Centre, Summer Camps, Remedial Coaching for formal school children etc. So far about 52,000 EGS Centres have been opened. The programme shall be subsumed in Sarva Shiksha Abhiyan in the Tenth Plan.

- **Disrict Primary Education Programme:** DPEP launched in 1994 adopts a holistic approach to universalise access, retention, improve learning achievement and to reduce disparities amongst gender and social groups. Through various interventions and strategies, DPEP seeks to strengthen the capacity of national, State and district level institutions as well as grass-root organisations for planning, management and providing academic support in the field of primary education. During 2001-02, the programme has been further expanded to 23 districts, thus, bringing the total coverage to 271 districts spread over 18 States.

- **Lok Jumbish:** Lok Jumbish being implemented in the State of Rajasthan, has shown positive impact of micro-planning and school mapping process through community support. Through specific intervention for girls and disadvantaged children significant improvement has taken place in enrolment and retention.

- **Shiksha Karmi Project:** The programme aims to universalise primary education with quality, in remote, arid and backward villages of Rajasthan. The programme has successfully addressed the problem of teacher absenteeism by providing appropriate training to the local youth for classroom transitions.

Sarva Shiksha Abhiyan

During 2000-01, SSA the flagship programme for UEE was launched and has been made operational across the States. The programme is an effort to recognise the need for improving the performance of school system through a community owned approach and ensuring quality elementary education in a mission mode to all children in 6-14 year age group by 2010. It also seeks to bridge gender and social gaps. To signify the national priority, SSA mission has been set up with the Prime Minister as the Chairperson and Union Minister of Human Resource Development as the Vice-Chairperson. States have also established Implementation Societies for UEE under the Chairmanship of their respective Chief Minister/Education Minister.

Strategies central to SSA programme

- **Institutional reforms:** As part of the SSA, institutional reforms in the states will be carried out. The states will have to make an objective assessment of their prevalent education system, including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalisation of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many states have already effected institutional reforms to improve the delivery system for elementary education.

- **Sustainable Financing:** The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State Governments.

- **Community ownership:** The Programme calls for community ownership of school based - interventions through effective decentralisation. This will be augmented by the involvement of women's groups, VEC members and members of Panchayati Raj institutions.

Secretary (EE & L) being explained about a school report in Barabanki district of Uttar Pradesh

- **Institutional capacity building:** The SSA envisions a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resource persons.

- **Improving mainstream educational administration:** It calls for improvement of mainstream education administration by institutional development, infusion of new approaches and by adoption of cost-effective and efficient methods

- **Community-based monitoring with full transparency:** The programme will have a community-based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information for micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other relevant details.

- **Habitation as a unit of planning:** The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulation district plans.

- **Accountability to community:** Besides cooperation among teachers, parents and PRLs the SSA envisages accountability and transparency.

- **Education of girls':** Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.

Goals of SSA

- Bringing all children to schools, Education Guarantee Centres, Alternative Schools or Back to Schools camps.
- All children in 6-14 years age group complete five years of primary education by 2007.
- All children in 6-14 years age group complete eight years of schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

- **Focus on special groups:** There will be greater focus on the educational participation, of children form SC/ST, religious and linguistic minorities, disadvantaged groups and disabled children.
- **Pre Project Phase:** SSA will be launched throughout the country with a well-planned pre project phase that provides for a large under of intervention for capacity development to improve the delivery and monitoring system.
- **Thrust on quality:** SSA lays special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching methods.
- **Role of teachers:** SSA recognises the critical role of teachers and advocates a focus on their developmental needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom processes and exposure visits for teachers are all designed to develop the human resource among teachers,
- **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector with a holistic and convergent approach.

The SSA shall cover the entire expansion of the country by 2002. So far District Elementary Education Plans of 511 districts have been approved.

Making Elementary Education a Fundamental Right
The Constitution (Ninety Third) Amendment Bill which seeks to make free and compulsory education a Fundamental Right for children between 6-14 age group has been passed by Lok Sabha in November 2001. The Bill is now pending consideration in Rajya Sabha

Adult Education
After years of experiments with alternative and successive models of adult education programmes, the nation has adopted a model which has given hope, faith and confidence to millions grappling with illiteracy in the country. The beginnings were made in 1978 with the introduction of the National Adult Education Programme. Its success and reach were, however, limited until a breakthrough was achieved with the launch of the National Literacy Mission in May 1988, which became a saga of India's crusade against illiteracy.

The Mission got new life and vigour when on 30 November 1999, the government approved its extension with stress on lifelong learning and decentralisation, with devolution of authority to state and district level institutions. The issue of a notification, dated 5 May, 2000, has enhanced the parameters and norms of financial assistance of schemes under the NLM. The increased parameters and norms give credence to the fact that the NLM is making good progress in its avowed aim of making literacy fundamental for everyone in the country, especially women.

The figures from the Census 2001 show that the literacy level has risen from 52.21 percent in 1991 to 65.38 percent in 2001. The wide gap between male and female literacy is also narrowing, with the female literacy having increased by 14.8 percent i.e. from

39.3 percent to 54.16 percent in 2001. Out of the total 598 districts in the country, 574 districts have been covered under literacy programmes. The continuing education programme has begun in 120 districts; post literacy programmes are ongoing in 294 districts, while total literacy campaigns are on in 160 districts. There is special focus on the promotion of literacy among women, scheduled castes/tribes and backward classes. It was a daunting challenge for literacy programmes to counter the effect of population growth in the country. The growth in literacy has now overtaken the rise in population and the total number of non-literates is finally on the decline. The goal of the National literacy Mission is to attain full literacy, i.e. a sustainable threshold level of 75 per cent by 2005.

The integrated format seeks to effectively bring the activities of literacy campaigns under one 'project' to achieve continuity, efficiency, convergence and to minimise unnecessary time lag between the two. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation form the two pivotal strategies of adult literacy within the broad perspective of programmes currently being implemented by the National Literacy Mission.

Keeping pace with its endeavours, campaigns and programmes, the National Literacy Mission decided to strengthen and revitalise the State literacy Mission. Eighteen state Literacy Missions in the country have been given greater powers. They now have the authority to plan, implement and monitor literacy programmes and sanction continuing education programmes at the state level.

Moving beyond a narrow concept of adult basic education, the National Literacy Mission has made continuing education a necessary component of its activities. The establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing continuing education programmes. The CECs provide area- specific, need-based opportunities for basic literacy, upgradation of

literacy skills, pursuit of alternative education programmes, vocational skills and to promote social and occupational development. As part of this strategy, there is greater stress on establishing rural libraries, which will provide neo-literates with learning and reading materials in their language and give them an opportunity to pursue activities to further their individual interests.

The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Given the major role envisaged for NGOs, they are now allowed to receive funds from Zilla Saksharta Samities and actually run continuing education centres. To enhance the participation of NGOs in the literacy movement.

Existing State Resource Centres (SRCs) have been strengthened and their annual maintenance grants suitably enhanced. Independent district resource units have been subsumed in the SRCs, which are providing training to adult education trainers and functionaries.

The voluntary nature of the literacy movement has been its greatest driving force. Wider participation has resulted in greater satisfaction, sustainability and success. Keeping this in mind, the NLM is encouraging the participation of people's representatives at the panchayat level as also of industries and corporate houses. The Jan Shikshan Sansthans have expanded their outreach and are also catering to the rural segment by offering around 250 vocational training courses. It is to the credit of these Sansthans that during last year 1,81,766 persons have been given vocational training, of which three-fourths were women. As many as 106 Jan Shikshan Sansthans are being set up in different part of the country. In the Ninth Five-Year Plan itself, 50 new JSSs were envisaged, of which 48 have already been sanctioned.

The dramatic social mobilisation generated by literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and environment awareness. A framework for effective social action has been provided by the panchayati raj institutions.

Democratic participation has enriched by promoting articulation in society, especially of under-privileged groups. The literacy campaigns have served the cause of promoting equity in society, in redefining gender relations and in questioning caste-based social categories.

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system and their significance has been realised and put into effect by the NLM. The innovative monitoring system designed by the NLM authorities not only ensures reliability but also facilitates a steady flow of information. State Directorates of Adult education are wholly responsible for monitoring the literacy campaigns in their states.

To enhance the credibility of the results and impact assessments, evaluation guidelines have been standardised and are issued by the National Literacy Mission from time to time. Special impact studies of the campaigns of the social, cultural and economic environment of the relevant areas are also being undertaken by the SRCs. Literacy programmes are evaluated by reputed academic institutions located outside the state to maintain transparency and objectivity.

Several measures have been undertaken, to create an awareness about NLM and its programmes and schemes, thereby highlighting the importance of education. These include the setting up and maintenance of a website, publications, awards, advertising and publicity, and media software.

In order to make lasting changes in people's lives, the National Literacy Mission is making all efforts to involve more and more people in lifelong learning for improving their educational standards and quality of life.

Secondary Education

During the year, under the Secondary Education sector, different schemes as well as Institutional Programmes continued to be implemented. In the light of National Curriculum Framework of School Education, NCERT has undertaken the preparation of syllabuses, textbooks and other instructional materials for different school subjects. In the area of Social Sciences and Languages the syllabuses in all subjects of Social Sciences, Languages, Commerce, Art, Education, Health and Physical Education and Work Education have been finalised and are under print. Textural materials based on the revised syllabuses are being prepared in all the subject areas for classes VI, IX and XI.

There has been a substantial increase in the quantum and quality of the academic activities of the CBSE. The focus of these activities was in Curriculum Development, Pedagogical Support, Teacher Empowerment, Progress and Development of supplementary textual materials. CBSE conducted Group Mathematics Olympiad Examinations to discover talent and excellence in Mathematics.

NGOs has taken the initiatives of launching the Open Basic Education (OBE) programme as an alternative programme for Neoliterates, school dropouts. The innovative "On Demand Examination System (ODEs) was operationalised in five (5) centres at class VIII level under OBE Programme.

Both KVS and NVS have decided to open 76 and 100 new schools respectively and strengthen the existing schools by providing required infrastructure, buildings, laboratories etc.

The programme of Vocational Education was evaluated during 1999-2000 and based on that study certain changes are being incorporated. The programme has been further strengthened during the year under report. The scheme 'Strengthening of Boarding and Hostel Facilities' was evaluated by the NCERT with the observation under recurring as well as non-recurring grant may be raised. The amount of assistance provided under the scheme has accordingly been raised. A revised 'Computer Literacy' and 'Studies in Schools' has been launched for implementation during the year 2001-2002. Under the scheme 'Educational Technology', SIET produced 986 ETV programmes. These programmes are

telecast through a fully dedicated channel namely 'Gyan Darshan'.

Technical Education

The Technical Education system in the country covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts.

The Technical Education system at the Centre level comprises of:

- All India Council for Technical Education (AICTE);
- Six Indian Institutes of Technology (IITs) which are Institutions of National Importance;
- Six Indian Institutes of Managements (IIMs),
- Indian Institute of Science (IISc), Bangalore,
- Indian School of Mines (ISM), Dhanbad, School of Planning & Architecture (SPA), New Delhi;
- Seventeen Regional Engineering Colleges (RECs);
- National Institute of Foundry and Forge Technology (NIFFT), Ranchi,
- National Institute of Industrial Engineering (NITIE), Mumbai,
- Sant Longowal Institute of Engineering and Technology (SLIET), Longowal,
- North Eastern Regional Institute of Science and Technology (NERIST), Itanagar,
- Indian Institute of Information Technology and Management (IITM), Gwalior,
- Indian Institute Information Technology (IIIT), Allahabad;
- Four Technical Teachers Training Institutes (TTTIs); and
- Four Boards of Apprenticeship Training (BOATs).

Other schemes at the central level include Programme for Apprenticeship Training (Scholarships and Stipends); Scheme of Community Polytechnics; World Bank Project for Improvement of Polytechnic Education; Polytechnic for disabled Persons; Payment for Professional and Special Services; Direct Central Assistance to the Central Institutions and RECs under the scheme of Research & Development, Modernisation & Removal of Obsolescence of Engineering Laboratories and Work Shops, and Thrust Areas of Technical Education); Computer Software & Services; Information Technology; Asian Institute of Technology, Bangkok; Expenditure on Foreign Delegations and Foreign Experts; Technology Development Missions; Revision of Pay Scales of Teachers of Technical Institutions – Assistance to States. There also exists one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed.CIL) under the Technical Education System.

During the year under report, a large number of engineering colleges and other technical institutes were established across the country with the approval of the All India Council for Technical Education (AICTE), mainly by mobilisation of private initiatives. As in the past, the institutions of national importance/excellence like IIMs, IISc, Bangalore and other central institutes namely ISM, SPA, NIFFT, NITIE, IIITM, TTTIs. NERIST, SLIET, etc. provided instructional training to make available high quality trained manpower in the field of Technical Education. University of Roorkee has been declared as IIT, Roorkee. Some of the RECs are being accorded the Status of Deemed to be University.

The scheme of Community Polytechnics (CPs) continued to contribute substantially by transferring techno-economic advances in technical education and appropriate technologies to the rural masses. Under the schemes of Modernisation and Removal

A revised 'Computer Literacy' and 'Studies in Schools' has been launched for implementation during the year 2001-2002. Under the scheme 'Educational Technology', SIET produced 986 ETV programmes. These programmes are telecast through a fully dedicated channel namely 'Gyan Darshan'.

of Obsolescence, Research & Development of Thrust Areas in Technical Education, a large number of central technical institutes benefited when they upgraded their infrastructure facilities including laboratories and by development of their R & D bases. The scheme of Apprenticeship Training to engineers, technicians and 10+2 vocational stream pass-outs, helped job aspirants in securing better employment prospects. Greater emphasis was given to strengthen and consolidate infrastructure facilities available at institutes of national importance/excellence like IITs, IIMs, IISc, RECs etc.

To meet the challenges thrown up by the globalisation of economy, the entire system of Postgraduate Education needed an overhaul to keep pace with the development in the new milieu. Accordingly, a Committee under the Chairmanship of Dr. P. Ramarao, Chairman of the Board of Postgraduate Studies of AICTE was set up to suggest ways and means to fine-tune and optimise the entire Post Graduate education in the country. Most of the recommendations made by the Ramarao Committee have been accepted by Govt. and they are being implemented from the academic year 2002-2003.

To meet the emerging need for quality manpower in Information Technology (IT) and related areas, necessary initiatives have been taken in this direction. Based on the recommendations of a National Task Force, a 'National Programme of HRD in IT' is being launched with an envisaged investment of Rs.2000 crore at the central level over a period of seven years, in addition to similar investments from the State Government and industry.

Aiming to mitigate the trauma of students and their parents in taking up multiple entrance examinations for getting admission to a professional institute, it has been decided to hold an all India engineering entrance examination from the current year.

For strengthening Technician Education and improving the quality of Polytechnic pass outs in the country, massive efforts were made earlier, using the assistance of the World Bank, through a State

Sector project in two phases, covering 17 States and 2 Union Territories. To sustain the gains made under the project and also to include the states left out earlier, the government formulated another project titled 'Third Technician Education Project' with assistance from the World Bank to cover states of Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Jammu & Kashmir, and Andaman & Nicobar Islands.

A bilateral Technical Education Project, jointly supported by the Governments of Canada and India, titled 'Canada India Institute Industry Linkage Project' (CIIILP), is in process. The project focuses on the development and effective adaptation of sustainable and replicable industry institute linkage models at identified Polytechnics and Engineering Colleges in the five western states of Madhya Pradesh, Chhattisgarh, Maharashtra, Goa and Gujarat. It is envisaged that project would assist the efforts of Government of India in making the Technical Education system more responsive to the socio-economic environment by enhancing the efficiency and effectiveness of the system.

Book Promotion

With a view to promote book reading habit among the masses, especially children and youth, the Government of India dedicated the year 2001-2002 as the Year of Books. The Year of Books commenced from 23 April, 2001 and will culminate on 23 April 2002, which is also celebrated as World Book and Copyright Day. The National Book Trust, India, (NBT) is the nodal agency for implementing various programmes and activities related to Year of Books. All the State Government and UTs, Members of Parliament and Educational Institutions etc. have been addressed to undertake suitable programmes/activities to spread the message of Year of Books. The Department of Posts, brought out a special postal stamp on Year of Books.

The book promotion activities of the Department were carried out mostly through the National Book Trust (NBT). The Trust organised a number of book fairs and exhibitions to encourage and inculcate

reading habit among the people. The NBT organised the 15th New Delhi World Book Fair at New Delhi from 28 January, 2001 to 4 February, 2002. Hon'ble Vice President of India, Sh. Krishna Kant inaugurated the Fair. Sh. Pramod Mahajan, Hon'ble Minister of Communication, Information Technology, and Parliamentary Affairs was the guest of honour.

A scheme of Assistance to Voluntary Organisations working in the field of Book Promotion is also under operation. Under this, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities.

The National Agency for International Standard Book Numbering (ISBN) System is another scheme under operation. The ISBN continued to allot ISBNs to Indian publishers while simultaneously organising and participating in book fairs and exhibitions with a view to popularising ISBN.

Copyright and Related Rights

The Government has taken active steps for strengthening the enforcement of the Copyright Law in the country. In this connection, a Conference of Nodal Officers was held on 12 June, 2001 at Vigyan Bhawan, New Delhi in which industry representatives also participated. It provided an excellent platform for interaction between industry and the enforcement officials. The Copyright Office registered 1475 works during the last financial year. India actively participated in the activities of the World Intellectual Property Organisation (WIPO). It hosted, various International and National Seminars/Symposiums, in collaboration with WIPO,

including the colloquium for Judiciary on Intellectual Property Rights in which Judges from India and abroad participated. One of the major initiatives taken by the Ministry is to give fillip to IP Education. Five Chairs are being set up at the Universities of Delhi, Pune, Allahabad, Chennai and the National Law School or India University at Bangalore.

Promotion of Languages

India has been fortunate in having, as part of its heritage, a multiplicity of languages. During the Ninth Plan period, all the languages listed in Schedule VIII of the Constitution were promoted and developed through a variety of central initiatives. The policies enunciated in the National Policy on Education (1986) and the Programme of Action were thus effectively implemented.

The Department of Education continued the implementation of the scheme of appointment and training of Hindi teachers in non-Hindi speaking states/UTs. The Central Hindi Directorate continued its work of preparing bilingual, trilingual and multilingual dictionaries. Further, Hindi-Persian, Hindi-Indonesian, Hindi-Sinhalese and Hindi Samyukta Rashtra Bhasha Kosh dictionaries are under publication. More than 335 lakh persons have been enrolled for learning Hindi through the correspondence courses of the Directorate.

With a view to advancing, promoting and propagation of the Pan Indian norms of Hindi in the whole of India and abroad, Kendriya Hindi Shikshan Mandal, an apex autonomous organisation running Kendriya Hindi Sansthan under its aegis, was established in 1960. The Sansthan develops the latest methodologies of Hindi language teaching, trains Hindi teachers of Non-Hindi speaking areas,

The National Book Trust organised a number of book fairs and exhibitions to encourage and inculcate reading habit among the people. The Trust organised the 15th New Delhi World Book Fair at New Delhi from 28 January, 2001 to 4 February, 2002.

undertakes comparative linguistic studies of Hindi and runs various Hindi language teaching courses for Indians and foreigners.

The Central Institute of Indian Languages, Mysore played an effective role in the training of teachers in Modern Indian Languages other than their mother tongues. It also conducted research in the areas of language analysis, language pedagogy, and language technology. In order to bring about improvement in the standards of the teaching/learning of English, the Government of India continued its programmes of financial assistance to the Regional Institutes of English and the English Language Teaching Institutes of different States.

The National Council for Promotion of Urdu Language, continued to work for the promotion of Urdu language through its schemes and projects.

The National Council for Promotion of Sindhi Language, set up as an autonomous body, worked for the promotion, development and propagation of Sindhi.

A Centrally Sponsored Scheme of financial assistance to states/UTs for the appointment of Urdu Language teachers was launched during the Ninth Plan period.

The Rashtriya Sanskrit Sansthan, the Government's premier autonomous Sanskrit Institution, conducted 13 courses of various level in its eight Vidyapeethas and 21 Mahavidyalayas situated all over the Country.

An International World Sanskrit Conference was convened in April, 2001 in which 1100 scholars from all over world were invited. The President of India gave away the Certificates of Honour to 67 eminent Sanskrit, Palli/Parkrit, Arabic and Persian Scholars for the years 1999, 2000 and 2001, to honour outstanding contributions in the field of classical languages at an Investiture Ceremony at Rashtrapati Bhavan on 6 February, 2002.

Scholarships

The schemes of 'Scholarships to Students from Non-Hindi Speaking States for Post-Metric Studies in Hindi', 'National Scholarship scheme' for post-metric studies for brilliant but economically backward students and the 'Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas' continue to be implemented through the State Governments/Union Territory Administrations.

Foreign counties under the Cultural Exchange Programme and others, for higher studies in various subjects are also offering Scholarships/Fellowships. During the year 2000-2001, 87 nominations of scholars were sent to the Governments of China, Japan, Germany, Mexico, France, Italy, Israel, Ireland, Belgium, Portugal, U.K., Canada and New Zealand.

International Cooperation

The Indian National Commission for Cooperation with UNESCO (INCCU), with its Secretariat in the Department of Secondary and Higher Education, Ministry of Human Resource Development, New Delhi, has been fully utilising the initiatives of the UNESCO programmes, particularly in the formulation and implementation of its programmes, including the Participation Programme and review of Education for All. A 21 member delegation led by HRM attended the 31st Session of the General Conference of UNESCO held at Paris between 15 October to 3 November, 2001 for considering its programme and budget 2002-2003 and for electing members to various committees/commissions. India made significant contributions to the debates in the conference and was elected member of the Executive Board of UNESCO, the World Heritage Committee, the Intergovernmental Committee on the Restitution or Return of Cultural Property.

With a view to strengthening bilateral international cooperation in the field of education, the Department of Secondary and Higher Education has decided to enter into separate bilateral

agreements with foreign countries, independent of the Cultural Exchange Programmes (CEPs) currently being executed by the Ministry of Tourism and Culture. These Education Exchange Programmes (EEPs) would include programmes of exchange of teachers, professors, educationists, scientists, technologists, etc. and also scholars. A separate International Cooperation Cell was created last year in the Department to facilitate the coordination and monitoring of these proposed bilateral exchange programmes. As a result of this decision, an EEP with China, is likely to be signed shortly, which is under reference to Ministry of External Affairs for vetting. Proposals for such EEP's with a number of other countries are also under consideration.

Administration

Education wings which have been
established in friendly countries
have been doing useful work in
looking after the welfare of the
Indian student community.
Training of Officers in the
Department has received special
attention. An anti-malpractices cell
has been established to answer
malpractices in publicity by
education institution. The web site
of the Department is being
constantly updated.

Organisational Structure

Under the Ministry of Human Resource Development there are two Departments, namely, the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Minister for Human Resource Development is assisted by a Minister of State. Each Department is headed by a Secretary to the Government of India. Secretary, Department of Secondary and Higher Education is assisted by a Special Secretary and an Additional Secretary. The Departments are organised into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary assisted by divisional heads at the level of Deputy Secretary/Director.

In addition to establishment matters of the Secretariat of both the Departments of Education, establishment matters of Education Wings in Indian Embassies are handled in the administration Division of the Department of Secondary and Higher Education. A scheme, namely, disbursement out of HRM's Discretionary Fund is also handled in the Administration Division of the Department of Secondary and Higher Education.

Education Wings in Indian Missions Abroad

Education Wings have been established in friendly countries, with a view to developing good relations in the field of Science, Education and Culture. At present, Education Wings are functional in the following Indian Missions/Embassies abroad.
- Permanent Delegation of India to UNESCO, Paris.
- Consulate General of India, New York.
- Embassy of India, Washington.
- Embassy of India, Moscow.
- Embassy of India, Berlin.

The Education Wings have been doing significant work in looking after the welfare of Indian student community in the country concerned. The Wings keep in touch with the academic world and keep track of the latest developments in the field of science and other fields of education to provide feedback to the Ministry. Apart from this, the Education Wings abroad act as liaison offices between the academic institutions in India and the countries in which they are located. Besides, they advise the Government about academic discipline, especially in the field of Science and Technology, in which scholarships for Indian students could be secured from the country concerned.

Presently, a review to make the activities of these Education Wings broad based, to include inter-alia marketing Indian Education Abroad and to provide avenues to Indian Students to avail of the latest facilities of Research and Technology in Advanced Countries, is in progress. Apart from revamping existing Education Wings, it is also proposed to establish new units in other countries.

HRM's Discretionary Grant

The HRM's Discretionary Fund is intended to provide financial assistance to institutions, organisations, individuals doing useful work in the field of Education, Culture, Sports, Media and the meritorious students etc. This fund is also intended to give relief to the families of the needy and poor journalists, film industry workers and artists when such families are in need of financial assistance due to demise of their only bread earner. Disbursement out of this fund is made in accordance with the prescribed rules.

Professional Development and Training of Staff

Training is important not only for professional development but it also enhances the job effectiveness of officers and staff and update their knowledge and sharpens their skills. Department of Personnel and Training (Trg.) is the nodal Department for training of officers and staff members of all the Department/Ministries of the Government.

Training Cell of the Department assess the training needs of staff and officers and also liaises with the Government Organisations like DOP&T (Trg.) ISTM, NIC and IIPA and other institutes of repute in India and abroad. During the period under report, a number of officers and staff of the Department were

nominated for various training courses/programmes like management, legal skills, cash and accounts, personnel matters and house-keeping.

The Department has undertaken the task of imparting training to the Officers and staff in the usage of computers. About 120 officers of the level of Section Officer and Under Secretary attended the training in usage of computers through NICSI, in the Department itself. Efforts are being made to train all the members of staff in both the Departments in the usage of computer with a view to optimise their output.

Publications

The Publication Unit is the nodal unit for coordination and compilation of the bilingual (English and Hindi) Annual report of the Departments. Besides this, the printing jobs of the Department, namely, Performance Budget, Demands for Grants, Directory of Recipients of National Awards to Teachers, Digest of Schemes of the Department administered through Non-Governmental Organisations (NGOs) and other publications of the Department are also a regular feature of the Unit.

Vigilance Activities

The Vigilance set-up of the Department is under the overall supervision of the Secretary who in turn is assisted by a part-time Chief Vigilance Officers of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri C. Balakrishnan, Jt. Secretary has been functioning as Chief Vigilance Officer for both the Deptts. of Secondary and Higher Education and Elementary Education and Literacy.

During the period under report, sustained efforts were continued to tone up the administration and to maintain the discipline amongst the staff of the Department both at the Headquarters and in Subordinate offices. Disciplinary proceedings against three charged officials were concluded and appropriate orders were passed and six others are under process. Enquiry report in five cases are under examinations/submission to disciplinary authorities. One official has been placed under suspension and

disciplinary proceedings have been initiated against him. Vigilance Awareness Week was observed during the period from 31 October – 6 November. Banners and posters were displayed on all the floors of the office and an oath taking ceremony was also held where Secy. (S&HE) Secy. (EE&L) administered oath to officials of both the Departments to maintain highest level of honesty. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

Chief Vigilance Officers (CVO) were appointed in various autonomous organisations under the administrative control of the Department where the post of CVOs fell vacant, with the approval of Central Vigilance Commission. During the year, CVC has issued several instructions like improving vigilance administrations, effective punishment to corrupt officers through traps, system improvement to fight corruption through better synergy between CAG and CVC, guidelines to be followed in handling of intimations of acquisition of property reported by public servants, etc. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned for compliance.

A specific grievance redressal machinery also functions under CVO who also functions as the Director of Grievances in the Department. The Director of Grievances meets the Staff as well as the members of public to listen to their problems every Wednesday. In order to ensure the implementation of the policy of the Govt. regarding redressal of public grievances in its totality, autonomous organisations under the Department of Secondary and Higher Education and Department of Elementary Education and Literacy, have also designated officers as Director of Grievances. Regular meetings with Kendriya Vidyalaya Sangathan (KVS) authorities were held during the year to resolve and expedite the grievances related to KVS. This resulted in solving the long pending cases. Emphasis was laid on resolving the grievances relating to release of retirement benefits. Periodic meetings were also held with Directorate of Public Grievances (DPG). Cabinet Secretariat to review the

grievances sent by DPG. The grievances are fed into the computer by using PGRAMS devised by NIC.

A specific grievance redressal machinery has been established in the Department for expeditious settlement of pension and family pension cases after implementation of recommendations of 5th Central Pay Commission. All the autonomous organisations have also established such cells in their Organisations to deal with pension cases in respect of their employees.

An anti-malpractices cell has also been established in the Deptt. of Secondary and Higher Education with the objective to curb malpractices in publicity by the Educational Institutions aiming at fleecing the gullible students to promote healthy public information system in education sector under the charge, of a senior officers in the Department. National level apex bodies responsible for coordination and maintenance of standards in various sub-sectors of Education have also been requested to set up similar cell under them for this purpose. The function of these cells is to monitor and check misleading on illegal advertisements appearing in various newspapers and magazines and also to keep a watch on undesirable activities of the non-governmental/ private organisations/ institutions, in education sector. A complaint Committee on Sexual Harassment of women at workplace has been established and is functioning under the chairmanship of Ms. Shalini Prasad, Director. It hears the complaint from the employees posted in the Department and takes appropriate steps for timely redressal of their complaints.

Overall emphasis continued to be laid on the observance of discipline and punctuality in the Department through surprise floor-wise inspection by the teams appointed for this purpose.

Progressive Use of Hindi

A Hindi Salahkar Samiti has been constituted under the chairmanship of Minister of Human Resource Development to implement the Official Language Policy of Government of India. The Samiti also advises the Department in regard to the effective implementation of Official Language Policy in the official work of the Department and other relevant issues. The meeting of this Samiti was held last year on 5 November, 2001 at Shastri Bhavan, New Delhi. In this meeting the Hon'ble Members expressed their views on development and use of Hindi.

An Official Language Implementation Committee is also working under the chairmanship of Joint Secretary (Language) to consider the problems faced in effective use of Hindi in the Department and suggest the remedial measures thereto.

This year our Ministry was awarded Rajbhasha Navratan "PRATHAM" shield by National Centre for Language and Culture in All India Official Language Meet at Goa (29.11.2001) for outstanding performance in the use of official language in official work. The Official Language Division has developed an Administrative Glossary/Hindi Sahayika and distributed among all the offices free of cost to facilitate the officers and staff of the Department to do their official work in Hindi. As the previous year, Hindi Month was organised in September, 2001 in the Department in which 306 employees/officers participated enthusiastically in various competitions organised during the month. Winners of these competitions were honoured with certificates and cash prizes by Education Secretary in a meeting organised on 16.01.2002. Senior officers are already doing their official work in Hindi. Efforts are being made to promote the effective use of Hindi in correspondence. Hindi workshops are also organised

to encourage officials and members of staff to do more official work in Hindi. As a result they evinced their interest in this regard.

Workshop

Around 300 employees of Navodaya Vidyalaya and Kendriya Vidyalaya were imparted training in Hindi in these workshops organised at Bhopal and Chandigarh. Apart from this, four workshops were organised in the Ministry. Ten sections of the Ministry were also inspected to ascertain the use of official language. About 65 Kendriya Vidyalaya/ Offices were notified under rule 10(4) of the official language.

Other Initiatives

The Ministry inspected 10 offices. Parliamentary Committee on Official language also inspected 10 offices of the Department. An official Language seminar has been organised at Hyderabad on 31 January, 2002 and 1 February, 2002. The Annual Administrative Report and Performance Budget of the Department are published bilingually. All the Nameplates, Notice Boards, Rubber Stamps are bilingual. On the whole appropriate action is taken to implement the official language policy and every effort will be made to promote the use of Hindi in the Department.

Computerised Management Information System (CMIS)

Computerised Management Information System (CMIS) has been set up in the Department with a view to accelerate the growth of management information system and to create expertise within the Department. The main objectives of the Unit are to identify areas for computerisation and to conduct feasibility studies for the development of computer based information system, design and development of software, maintenance of software packages developed as per varying needs of the users in the Departments, to act as a resource unit and provide training to the officials of the Department to develop local know-how for day to day processing of information and liaison with the National Informatics Centre (NIC) and other agencies related to Information Technology (IT).

CMIS Unit is the nodal agency for computerisation in the Department and continues its endeavour to introduce the latest technology in the field of IT in both the Departments and put considerable effort for effecting usage of IT in improving the delivery of services and efficiency in the Department. This Unit had conducted a survey to workout the requirement of computers, internet connectivity, e-mail facility etc. All officers upto the Section Officers in the Departments have been provided with computers. The minimum agenda of e-governance recommended by the High Powered Committee of the Cabinet Secretariat has been implemented in the Department. Administrative support for diary information system like file sharing, file monitoring, dairy etc. has been installed in the computers for improving the delivery of services. The text of all Parliament Questions and Answers, answered by both the Departments is being electronically transmitted to the Lok Sabha and Rajya Sabha Secretariats on the day itself the question is replied. A database on Parliament Questions is also made available on the LAN to enable all the Sections in both the Departments to readily access questions answered by them earlier on related subjects.

The Unit also handled software/database development for various Divisions of the Department. Outputs are generated for various annual publications and occasional publications for the Education in India series, Indian Students Going

Abroad, International Standard Book Numbering (ISBN) system, National Catalogue of ISBN Titles. Monthly pay-bills, pay-slips, recovery schedules etc. and telephone directory of the Department are processed and updated from time to time.

A number of training programmes on an individual level as well as group level, were conducted by this Unit, on application software like MS Officer and other officer productivity tools, prevention and removal of computer virus, file tracking system, sharing of files and printers, file transfer, internet browsing, sending/receiving e-mail, remote log in etc. Besides, the task of maintenance of computers installed in the Department is entrusted to this unit. This Unit maintains approximately 250 computers and equal numbers of printers and UPS etc. Two resident hardware engineers have been placed under the disposal of the Unit. The Unit also assisted in slide show presentations for various Working Group Meetings, Parliamentary Standing Committee, Public Accounts Committee, Planning Commission etc. organised by both the Departments.

The Unit liaised with various agencies like National Informatics Centre, Department of Administrative Reforms and Public Grievances and other agencies relating to Information Technology issues.

Information and Facilitation Centre

A NICNET–based Information and Facilitation Centre was set up in June 1997 for speedy and easy access of information to the public and NGOs visiting the MHRD. The centre provides information to visitors about Indian Students and Foreign Students visiting India for higher studies. The Centre also provides information about schemes being implemented by the Ministry. The web site of the department provides updated information to visitors for their use. The various schemes/ programmes of the departments and application forms are available on the net. The data/ information can be accessed by any computer which have the Internet facility. The address of the web site for the department of Secondary and Higher Education, Women and Child

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Box 2.1

Service Provided by Education Portal

Education Information
- Education Policy
- Education Statistics
- Important Reports
- Various Schemes
- Announcements

Education Services
- Results Publication
- Website hosting
- Connectivity to Rural School
- Directory of Educational Institutions
- Online submission
  - External Scholarship Application Form
  - Copyright Registration

Learning Basket
- Multimedia Interactive lesson
- Text Books
- Examination Aids (Syllabi, Sample Papers, Important Links)
- Technology Adaptation (for providing web interface to non web based application)

Development and Youth Affairs and Sports is http://www.education.nic.in.

Website of the Departments
In terms of the content, the site of the Department (http://www.education.nic.in) has been designed keeping in view the requirements of the learning and teaching communities.

MIS for National Scholarship Division
A web-based database approach has been suggested whereby the entire list of candidates and their respective documents authenticated by the Indian Govt. is made available on-line to all the interested parties round the clock. In the absence of LAN, desktop-based software has been developed and successfully implemented at the National Scholarship Division, Curzon Road Barracks.

Box 2.2

New Website for Copyright Office

Important features of the website :

- Details regarding the functionality and the responsibility of Indian Copyright Office
- The Copyright Act 1957, and the Copyright Rules 1958
- International Copyright Orders
- Registration Forms, Procedures and Online submission of Advanced Copy.
- Copyright Board
- Collective Administration
- Schemes
- Remedies

LAN/ WAN Connectivity through NICNET

Setting up of LAN/ WAN connectivity is in progress at the following places:

Scholarship Division: LAN/WAN connectivity of 19 nodes is in progress at the Scholarship Division, Curzon Road Barracks.

Copyright Division: LAN/WAN connectivity of nodes is in progress at the Scholarship Division, Curzon Road Barracks.

Directorate of Adult Education: In the Directorate of Adult Education there is a proposal of 47 nodes for the LAN/WAN connectivity is in progress.(?)

NCERT: A Network of 300 nodes is proposed at NCERT, Delhi. Fifteen nodes Network has already been started there using ISDN line through NICNET.

Copyright Registration System

Designed, developed and implemented a Client-Server system for Copyright Registration and Diary Process for Copyright Office. Some of the features of the System are

- Diarising the Application for Copyright Registration.
- Registration of Copyrights
- Generating Register of Copyrights, Certificates, Covering letters, Report of Fee Collected and Status Report
- Query for the Status of Registration

Support the Running System

- File Monitoring/Dairy System
- Inventory of General Store system
- MIS for Non-formal Education
- MIS for Operation Black Board
- Intranet based web services (EDUWEB)
- Expert database

Computer Training for Users

- Provide appropriate training for the use of Network resources, Email accessing, internet browsing
- Co-ordinate special training program for PGRAMS application and provide individual guidance for operation

Education of Scheduled Castes and Scheduled Tribes

Children belonging to the Scheduled Castes and Scheduled Tribes have been the focus of special intervention of the Department under the Sarva Shiksha Abhiyan. Incentive schemes are being targeted more sharply to benefit these children. Participation of SC/ST parents is being encouraged to ensure ownership of educational programmes by the most disadvantaged.

For the educational upliftment of Scheduled Castes and Scheduled Tribes, funds are earmarked under Special Component Plan for Scheduled Castes and under Tribal Sub-Plan for Scheduled Tribes.

The funds are set aside from the department's outlay on the basis of population, which is 16.33 percent and 8.01 percent for Scheduled Caste and Scheduled Tribes respectively. For the year 2001-2002; Rs. 653.20 crore and Rs. 320.40 crore in case of Department of Elementary Education & Literacy and Rs. 313.54 crore and 153.79 crore in case of Department of Secondary & Higher Education, have been allocated to SCP and TSP. The funds are utilised through different schemes of both the Departments i.e. Department of Elementary Education & Literacy and Department of Secondary & Higher Education.

The following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education & Literacy and Secondary & Higher Education:

- Relaxed norms for opening of primary schools.
- A primary school within 1 km walking distance from habitations of 200 population instead of habitations of 300 population.
- Abolition of tuition fee in Government Schools, in all states, at least up to upper primary level. Most of the states have abolished tuition fee for SC/ST students up to senior secondary level.
- Providing incentives like free text books, uniforms, stationery, school bags etc. to these students.
- The major programmes of the Deptt. of Elementary Education and Literacy, viz. District Primary Education Programme (DPEP), Lok Jumbish (LJ), Shiksha Karmi (SK), Non-Formal Education (NFE) since revised as Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) and National Programme for Nutritional Support to Primary Education accord priority to areas of concentration of Scheduled Castes and Scheduled Tribes.

- Reservation of seats for SCs and STs in Central Government institutions of higher education including IITs, IIMs, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas etc. There is also relaxation in the minimum-qualifying cut off percentages for admission in Universities, Colleges and Technical Institutions, apart from reservation. The UGC has established SC/ST Cells in 104 Universities including Central Universities to ensure proper implementation of the reservation policy. A Standing Committee has also been set up by the UGC to review implementation of the reservation policy.

- Under the Scheme of Strengthening of Boarding and Hostel facilities for girl Students of Secondary and Higher Secondary Schools, cent percent central assistance is given to voluntary organisations for providing boarding facilities for girl students. Preference is given to girl hostels, located in educationally backward districts, particularly those predominantly inhabited by SC, ST and educationally backward communities.

- To improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial and special coaching is provided for SC/ST students. IITs have a scheme under which SC/ST students, who marginally fail in the entrance examination, are provided one-year preparatory course and those who qualify are then admitted to the First Year of the B.Tech. Course.

Under the Scheme of Strengthening of Boarding and Hostel facilities for girl Students of Secondary and Higher Secondary Schools, cent percent central assistance is given to voluntary organisations for providing boarding facilities for girl students.

- Out of 43,000 scholarships, 13,000 scholarships at the secondary stage are allocated for talented SC/ST children from rural areas. Seventy scholarships are allocated for SC/ST students under the National Talent Search Scheme.
- Junior Research Fellowships (50 annually), Scholarships (25), Research Associateships (20), Fellowships (50) are awarded by UGC exclusively to SC/ST students.
- SC candidates are provided relaxation up to 10 percent in the cut off marks for the Junior Research Fellowship (JRF) test and all the SC and ST candidates qualifying for the JRF are awarded fellowship.
- Fifty Junior Fellowships are awarded every year in Science and Humanities including Social Sciences to SC/ST candidates who appear in National Eligibility Test (NET) and qualify the eligibility test for lectureship.

- University Grants Commission provides relaxation of five percent from 55 percent to 50 percent at the Master's level for appointment as Lecturer for SC/ST candidates. The Commission has also reduced minimum percentage of marks required for appearing in the NET examination to 50 percent at Master's level for SCs/STs.
- NCERT prepared/developed/published textbooks in tribal dialects and teaching/learning material in tribal dialects. The Central Institute of Indian Languages (CIIL), Mysore, has worked on 75 tribal and border languages.
- To give focussed attention to low female literacy districts in the matter of implementation of educational development programme, one hundred and forty six districts have been identified on the criterion of low female literacy rate and 138 districts have already been covered under DPEP, Lok Jumbish and Sarva Shiksha Abhiyan.

Policy Planning and Monitoring

The Working Groups on
Elementary Education and Adult
Education, constituted by the
Planning Commission, for the
formulation of the Tenth Five-Year
Plan, have recommended Sarva
Shiksha Abhiyan and National
Literacy Mission as the key
programmes to attain the goals of
UEE and EFA.

National Policy on Education and Programme of Action, 1992

The National Policy on Education (NPE), 1986 and its Programme of Action (POA), which was the result of deliberations, consultations and consensus, was reviewed and updated in 1992. The introductory part of the POA envisages that given the rich diversity of our nation it would be in the fitness of things if each State and Union Territory formulates a state POA in accordance with their situational imperatives as well as with the POA, 1992.

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

The task of implementing NPE and POA lies with States and Union Territories and the Centre is to monitor the implementation. Accordingly, the POA 1992 was circulated in 1993 to all the States and Union Territories to draw up their own State Programme of Action (SPOA) by 31 December, 1993 as per the decision taken in the 49th Meeting of the Central Advisory Board of Education (CABE) held on 15 October, 1993. As per information available, only nine States/UTs have developed their own SPOAs, while two of these have developed draft SPOAs and four others have developed partial SPOAs.

Bharat Shiksha Kosh

As state funding of education sector, despite best efforts, has been inadequate and it has not so far been possible to set apart six percent of the national income for education, it is proposed to enlist the support of all concerned and mobilise extra budgetary resources to fill in the gap in actual requirements and the available budgetary support.

It is, therefore, proposed to constitute a "Bharat Shiksha Kosh" to receive donations/contributions/endowments from individuals and corporates, Central and State Governments, NRIs and PIOs for various educational purposes. Contributions to the Kosh can be both in cash and kind. It would also permit sponsorship under which any organisation or individual can become a sponsor of a particular village, town, city, school, college or, even a child on payment of a specific amount. A school or, college or, a building or, block thereof may be named after the sponsor on payment of a prescribed amount. Similarly, prizes, scholarships and chairs in the educational institutions may be instituted after the sponsors. The proposal for the constitution of the Kosh is at an advanced stage.

Indian Education Service

The NPE as well as its POA envisage the establishment of an Indian Education Service (IES) as an All India Service in consultation with the State Governments to bring about greater professionalism in educational management. The Department is constantly in touch with the State Governments/UT Administrations to elicit their views for a general consensus in this regard. A proposal to constitute the Indian Education Service is under consideration.

Statistics Unit

The Statistics Unit of the Department of Education is the nodal agency for collection, transcription, processing and dissemination of educational statistics in the country. The national, annual educational statistics brought out by the Ministry of Human Resource Development, are collected from institutions ranging from pre-primary to higher levels numbering over 10 lakh, through mailed questionnaires in collaboration with the State Education Departments.

These institutions are controlled by State Education Departments and other Departments of Central and State Governments, local bodies and private agencies. These statistics are first collected by State Governments and UT Administrations in respect of the institutions falling within their respective

territorial jurisdictions directly or, through their offices at district and block levels, for subsequent aggregation by State Department of Education in Educational Statistics (ES) series of forms. On the basis of data collected from States, the Statistics Unit brings out nine annual publications, along with some occasional publications. Efforts have been made to improve the quality of educational statistics and reduce the time lag in production of statistics. The inherent bottlenecks in the system,, however, remain a handicap.

In order to review the system of educational statistics and for suggesting ways and means for its improvement, an Advisory Committee on Educational Statistics has been constituted. A Sub-Committee was also constituted to provide the necessary support to the Advisory Committee. The Sub-Committee has given its final report. The recommendations of the Sub-Committee are being examined in the Ministry before placing the same before Advisory Committee for decision.

The Department has conveyed to the National Statistical Commission its views, on the need to have a national policy framework for collection, analysis and sharing educational statistics at the National, State and other lower levels of education. The Commission was also apprised of other problems faced by the present system, i.e., data gaps, poor reliability of data, weak infrastructure, inadequate staff in States and at the Centre, low priority given to educational statistics etc. The final report of the National Statistical Commission has been published and the recommendations of the Commission are being taken up for implementation in the Ministry.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation for Economic Cooperation and Development (OECD)/United Nations Educational, Scientific and Cultural Organisation (UNESCO). Necessary support in the form of supply of national statistics has been provided to the international institutions like UNESCO.

Planning and Monitoring Unit

Formulation of Annual Plans and Five Year Plans, review of programmes & schemes, timely monitoring of Plan expenditure vis-à-vis outlays in Budget Estimates, and analysis of actual expenditure as per the monthly targets fixed are the important activities of the Unit.

Budget documents from various States/UTs were received and the data compiled, analysed and published in the Analysis of Budgeted Expenditure on Education for 2000-2001. The Unit liaised with Planning Commission during the National Development Council committee's meeting on transfer etc. of Centrally Sponsored Schemes.

The Unit also liaised with various Divisions of the Ministry, Planning Commission, Ministry of Finance, Prime Minister's Office and Parliamentary Standing Committee on all matters relating to Plan Schemes.

Expert Group on "Role of Education in Strengthening Linkages between Diaspora and India"

The Government has set up a High Level Committee on Indian Diaspora in the Ministry of External Affairs under the Chairmanship of Dr. L. M. Singhvi. At the instance of the High Level Committee, Expert Groups at various levels have been constituted on all important related issues including education.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation for Economic Cooperation and Development (OECD)/United Nation Educational, Scientific and Cultural Organisation (UNESCO).

The Expert Group on "Role of Education in Strengthening Linkages between Diaspora and India" was set up under the chairmanship of Shri Maharaj Krishan Kaw, Secretary (S&HE). A number of experts and non-officials representing various organisations, working in the area, were associated with this Expert Group. The Group, after detailed deliberations on various aspects of the subject, has made several recommendations, which are under consideration of the Government.

Area Officers Scheme

The Area Officer Scheme was started in the Department in 1999 as a mechanism for regular and effective review, monitoring and coordination of various Central and Centrally Sponsored schemes. For this purpose, an officer of the rank of Deputy Secretary and above is made in-charge of a State/UT. The Area Officer is expected to visit his/her allotted State/UT once in two months and maintain continuous liaison with the concerned State Government/UT Administration. The Area Officer may be viewed as a representative of the state in the Department of Education and the Department's ambassador to the state.

Secretary, Department of Secondary & Higher Education has periodically reviewed the functioning of the scheme. It has been observed that the State Governments have also found the scheme beneficial for implementation of various programmes.

Formulation of Tenth Plan Proposals

A number of Working Groups have been constituted by the Planning Commission for the formulation of Tenth Five-Year Plan.

The Working Groups on Elementary Education and Adult Education have recommended Sarva Shiksha Abhiyan and National Literacy Mission as the key programmes to attain the goals of Universalisation of Elementary Education and Education For All.

The Working Group on Secondary Education has recommended that the ongoing schemes both Central Sector and Centrally Sponsored Schemes

Box 4.1

Working Groups set up for formulating strategies in Tenth Five-Year Plan

- Working Group on Elementary Education and Adult Education
- Working Group on Secondary Education
- Working Group on Vocational Education
- Working Group on University & Higher Education
- Working Group on Technical Education
- Working Group on Education for Disadvantaged.

in the Sector be continued with special emphasis on (i) access and equity; (ii) quality improvement in schools; (iii) Information and Computer Technology in Schools.

The Working Group on Vocational Education has laid special emphasis on the need for co-opting Industries, Business Houses, Chambers of Commerce, trade associations etc., being the end users and providers of employment, for giving an impetus to the vocational education programme in schools.

The Working Group on University and Higher Education while recommending continuance of various ongoing programmes has suggested a number of new initiatives. Most of the new schemes are proposed under the major areas of "Enhancing Access and Quality", "Promotion of Quality and Excellence", and "Improvement of Management and Efficiency of Higher Education".

The Working Group on Technical Education has, inter-alia, recommended that Information Technology will be the thrust area in technical education. In addition, new technologies will be developed in view of their great potential including Biotechnology, Bio-informatics, Nano-technology, Advance New Materials Technology and Alternate Energy Sources etc. Regional Engineering Colleges, which have shown great potential will be upgraded

Action Plan-Human Rights Education

The Action Plan has since been approved by the Home Minister and circulated by Ministry of Home Affairs for implementation. The final Action Plan as approved by the Home Minister includes the following items in respect of the erstwhile Department of Education: -

- Generating awareness and reach through media advocacy to the deprived and special target group of children that a Right to Basic Minimum Education is their human right.
- Introduction of human rights issues in the school curricula - at primary as well as at secondary level and preparation of appropriate course material for this purpose in a way to make it part of the students all round development..
- Devising a plan of action for training the teachers on human rights/values in collaboration with State Education Departments/SCERTs/ NCTE.
- Introducing courses on Human Rights at the Undergraduate and post graduate level, including either a compulsory/special paper at under graduate level.
- Introduction of short term/long term courses on human rights through the distance education programmes. IGNOU and other premier universities should be encouraged by UGC to take up these courses by liberally funding these courses.
- There is a dearth of books as well as research material on human rights. Universities should therefore, encourage research on human rights by liberally instituting scholarships and internships on issues pertaining to human rights.
- To bridge the gap in the availability of research material on human rights a National Resource Centre for documentation, training research and education in Human rights is to be set up in one of the premier Universities/research organisation under Ministry of HRD. IGNOU has been identified for this purpose.
- Gyan Darshan and Gyan Vani, the dedicated video/audio channels for education under Prasar Bharati, AIR could be put to effective use for spreading human rights education.
- Colleges and universities should be encouraged to hold seminars/workshops/debates on issues of human rights. Associations and unions in the colleges/Univ. could be given financial assistance for such activities. Project based learning should be encouraged. Assignments and field activities like data collection, event organisation, camp activities, social service events during distress situation, etc., may be integrated into course designing and performance evaluation.
- Bring out a booklet containing the basic instruments of Human Rights for public distribution.
- As the subject of human rights is a matter of changing attitude, the audio visual medium of imparting education has better impact than the class room type of learning. Accordingly, more stress need to be on preparation of course material in multimedia forms - like, videos, CDs and films – for mass propagation and mass education.
- Dissemination of information on human rights should also be carried out through websites. Most of the above action points are at various stages of implementation and are being monitored on a regular basis.

Graph 4.1

Sectoral Outlay on Education
for 2001-2002 (Centre)

SE 648

U&HE 575

TECH 575

AE 200

OTHERS 122

EE 3800
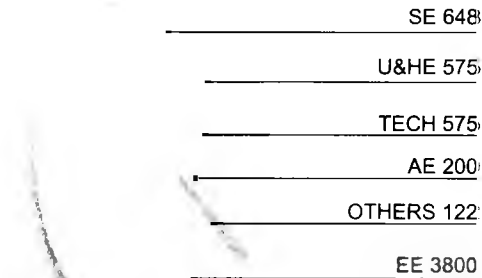
Graph 4.2

Sectoral Outlay on Education
for 2000-2001 (Centre)

SE 600

U&HE 501.85

TECH 500

AE 120

OTHERS 119.4

EE 3608.75
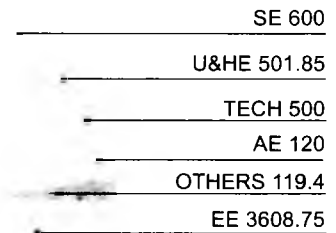
Graph 4.3

Sectoral Outlay on Education
for 2001-2002

AE 3%

U&HE 10%

OTHERS 2%

TECH 10%

SE 11%

EE 64%
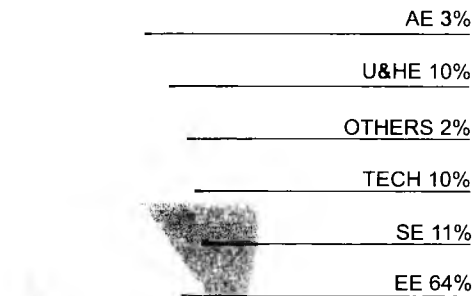
Graph 4.4

Sectoral Outlay on Education
for 2000-2001

AE 2%

U&HE 9%

OTHERS 2%

TECH 9%

SE 11%

EE 67%
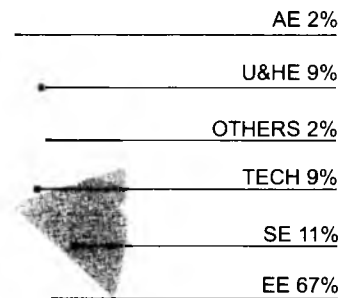
Graph 4.5

Plan Outlay of Major Schemes
2001-2002 (Centre)

OB 520
TE 220
EGS&AIE 400
DPEP 1100
NV 349.50
CLASS 84.50
PSL 18
ET 13.70
UGC 488.08
IGNOU 59
LC&OR 27
CENL 108.50
JSS 25
AICTE 108.42
UGC 10
IISc 16.60
IIMs 30
IITs 130.60
RECs 60

Rs. in Crores

Sectors: EE SE U&HE AE TECH
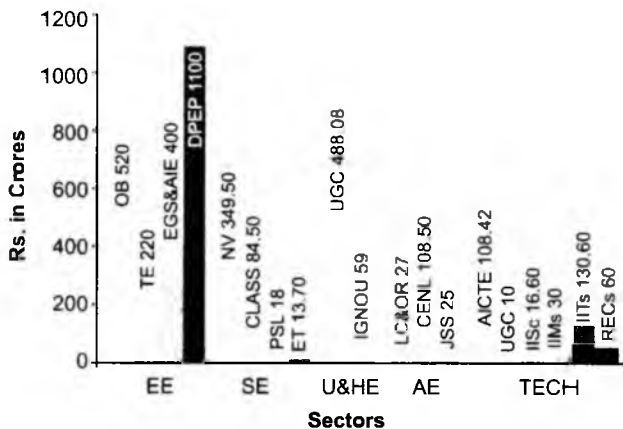
Graph 4.6

Central Plan Allocation for Education
in 2000-2001 and 2001-2002

2000-2001
2001-2002

Rs. in Crores

Sector	2000-2001	2001-2002
EE	3608.75	3800
SE	600	648
U&HE	501.85	575
TECH	500	575
AE	120	200
Others	119.4	122
Total	5450	5920

Sectors
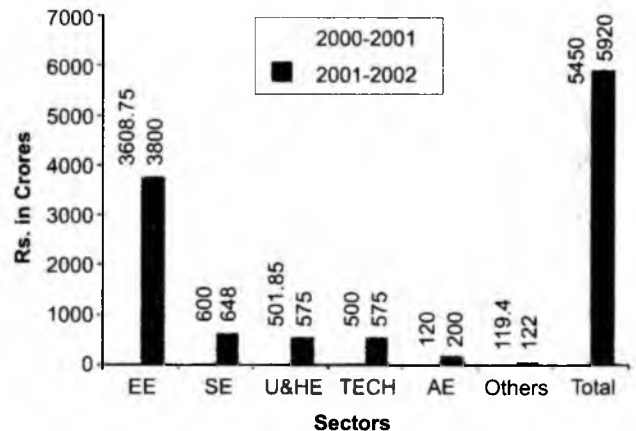
to National Institutes of Technology and conferred the status of deemed universities. The community polytechnic scheme for socio-economic development will be expanded by bringing all the AICTE approved institutions under the scheme.

Educational Development in Jammu and Kashmir

Department of J&K Affairs, Ministry of Home Affairs has constituted a Standing Committee on J&K under the Chairmanship of Cabinet Secretary and a Working Group to effectively coordinate and accelerate the implementation of various development packages/schemes/programmes for J&K by various Union Ministries/Departments. Department of Elementary Education & Literacy and Department of Secondary & Higher Education are member Departments of the Committee.

The 3rd meeting of the Standing Committee was held on 21 September, 2001 in the Ministry of Home Affairs. The agenda for this Meeting included an item relating to setting up of an Indian Institute of Information Technology (IIIT) in J&K.

The Committee was informed that the issue of setting up of such institutions in different states was discussed at length by the Task Force on HRD in IT under the Chairmanship of Hon'ble minister for Human Resource Development. The Task Force recommended that one such institution should be set up in every state with State/Central funding and industrial collaboration.

Ministry of Home Affairs is assisting the National Security Council Secretariat to prepare a paper on Kashmir which will make an assessment of the extent to which developmental projects undertaken by the Central Govt. in J&K have been completed and the resultant impact of these schemes. Inputs relating to a large number of schemes being implemented by the Departments of Elementary Education & Literacy and Secondary & Higher Education were collected, compiled and furnished to the Ministry of Home Affairs.

Human Rights Education

In pursuance of the United Nations General Assembly Resolution of December 23, 1994 declaring the period, 1995-2004 as the 'United Nations Decade for Human Rights Education' and Programme of Action finalised in October 1995, the National Human Rights Commission (NHRC), had a meeting with Ministries concerned to draw up a sectoral Plan of Action. A National Coordination Committee and Working Groups were set up under the aegis of the Ministry of Home Affairs (MHA).

MHA constituted a Drafting Committee under the Chairmanship of Special Secretary (Jammu & Kashmir Affairs) to draw up a draft National Action Plan for placing before the Coordination Committee for its finalisation. Department of Education is one of the core members of this Committee. The Drafting Committee took four meetings on 13 October, 1999, 25 November, 1999, 29 May, 2000 and 29 March, 2001 respectively to finalise the Action Plan.

National Institute of Educational Planning and Administration

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation, set up and fully financed by the Department of Education, Ministry of Human Resource Development. The objectives of the Institute are to undertake, promote and coordinate research in educational planning and administration, to provide training and consultancy services, to train and orient key level functionaries as well as senior level administrators from the centre and state, to collaborate with other agencies, institutions and organisations, and to provide facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration besides preparing, printing and publishing papers, periodicals and books for the furtherance of these objectives. The objective of the Institute is also to share experience and expertise in the area of educational planning and administration with other countries and conduct comparative studies.

During 2001-2002, 34 training programmes have been organised till October, 2001 and 23 more programmes are likely to be conducted before the end of the Financial Year.

The faculty provided consultancy and professional support to National, State and Institutional level bodies as well as International Organisations like Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMTs and International Agencies such as UNESCO, UNICEF, World Bank and SIDA.

The Institute has a well stocked Library/ Documentation Centre in Educational Planning and Administration and Inter Disciplinary subjects. It may claim to have one of the richest libraries in the field of Educational Planning and Management in Asian Region. It serves the faculty, research scholars and participants of the various programmes, as also other organisations through Inter Library Loan system. The Library reading room facilities are open to all. The Library has collection of over 54,266 volumes and subscribe to as many as 380 periodicals and has a computerised catalogue of books and articles.

Scheme of Assistance for Studies, Seminars Evaluation, etc. for Implementation of Education Policy

The Scheme of Studies, Seminars, Evaluation, etc. for the implementation of Education policy is intended to provide financial assistance to deserving institutions and organisations, on the merits of each proposal, so as to finance a variety of activities having direct bearing on the management and implementation aspects of National Policy on Education. These would include sponsoring of seminars, workshops etc. conduct of impact and evaluation studies and consultancy assignments in order to advise the Government on the best alternatives and models for making the system to work.

The guidelines of the scheme have been revised during the year 1999-2000. As per revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/payment of TA/ DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling for assistance for Studies/Evaluation would be Rs.5 lakh per project. The ceiling on expenditure on National Conference/Seminar is Rs.3 lakh and Rs.5 lakh for International Conference (or, with substantial International participants/member).

During 2001-2002, financial assistance has been given for organising 21 seminar/conferences/study/ evaluation till October, 2001 and 15 more seminar/ conferences/study/evaluation are likely to be sanctioned before the end of the financial year. The target for the year 2002-2003 is to give financial assistance for organising 50 seminars/conferences/ workshop/evaluation etc.

Educational Development in the North-Eastern Region

In keeping with the policy of the government, the Department of Secondary Education & Higher Education was able to step up expenditure in the North Eastern Region (NER) to 12.74 percent during 2000-2001. This is more than the prescribed level of 10 percent. Efforts are on to meet the 10 percent target in the current financial year (2001-02) as well.

The Department of Secondary & Higher Education was able to step up expenditure in the North Eastern Region (NER) to 12.74 percent during 2000–2001, which is more than the prescribed level of 10 percent. Efforts are being made to meet the 10 percent target in the current financial year (2001-02) as well.

However, the Department of Elementary Education & Literacy was able to incur an expenditure of only 3.70 percent in 2000-2001. Secretary (Elementary Education & Literacy) conducted a regional review meeting on 29 August, 2001 with Education Secretaries of NE States and Sikkim. The meeting identified bottlenecks in implementation of various Centrally Sponsored Schemes of the Department and evolved strategies for stepping up expenditure under the various Schemes.

A Committee of Education Secretaries of the North-East (CES) has been constituted under the Chairmanship of Secretary (Secondary & Higher Education) to ensure better utilisation of resources allotted for the region and to obtain a clear view of the problems facing the education sector in the region. During the current year, this Committee met on 12 April, 2001 in New Delhi. Major problems identified in the NE Region related to lack of trained teachers, lack of skilled manpower, need for more relevant curriculum, especially in view of the large population of educated unemployed in the region,

constraints in achieving universal Computer Literacy etc.

Based on recommendations, made by the Department, the Inter-ministerial Committee of the Planning Commission administering the Non-lapsable Central Pool of Resources (NLCPR) had already approved proposals worth Rs.347.44 crore for development of educational infrastructure in the NER. During 2001-02, the Committee met in August, 2001 and approved two more proposals in the Education Sector. The total amount approved so far is Rs.374.70 crore. Out of this, funds amounting to Rs.269.40 crore have already been released. These proposals mainly relate to infrastructural development of Central Institutions like IIT, Guwahati; NERIST; five Central Universities in the North East & IGNOU and include construction of staff quarters, academic buildings, library buildings, administrative buildings and purchase of laboratory equipments, books, etc.

IGNOU's approved proposals include :-
- Establishment of six new Regional Centres at Aizawl, Imphal, Agartala, Itanagar, Kohima and Gangtok in addition to the two Regional Centres at Guwahati and Shillong. This will give IGNOU a base in all the eight states of the NE Region.
- Establishment of computer labs in these Regional Centres and providing internet facility to it's students for Computer courses and online

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Box 5.1

Decisions taken at the Meeting of Committee of Education Secretaries

- NCERT and NIEPA would strive to work out a more relevant school curriculum to suit local needs;
- Vocationalisation of Secondary Education would be encouraged and trades which have marketability in the north-east (NE) would be identified;
- Distance Education to be harnessed for resolving the problem of untrained teachers in NE. IGNOU's wide network of Study Centres

and Regional Centres to be utilised for this purpose. In fact, IGNOU does offer a programme of Diploma in Primary Education (DPE), which is currently available in all NE States and Sikkim; and
- State Governments to explore the possibility of tying up with reputed agencies in the Private Sector for initiating Computer Education in their schools.

Jawahar Bal Bhavan, Mandi village

courses by setting up lease line connectivity at all Regional Centres.

- A North East Media Focus project involving the production of 20 Educational Films on different aspects of the NE region by young film producers of Assam, Meghalaya, Manipur, Nagaland & Tripura.
- Establishment of 10 vocational cum work centres under their Entrepreneurship Development Programmes.
- Expansion of Study Centres and improving the Delivery Service Network.

In the State Sector, proposals approved include addition of classrooms in primary and upper primary schools, toilets in schools, completion of incomplete school buildings, hostels for boys and girls, polytechnics, computer labs, etc. Some schools of the Ramakrishna Mission have also been provided financial assistance from the Non Lapsable Pool.

One of the initiatives included in the PM's Agenda for Socio-Economic Development of the NER was the establishment of a Central University in Mizoram and allocation of Rs.25 crore for its development. The bill for establishing the new university was passed by Parliament and assented to by the President on 25 April, 2000. The Mizoram University

Act, 2000, was brought into force with effect from 2 July, 2001. The President in his capacity as Visitor of University also approved the appointment of the first Vice-Chancellor, Finance Officer and Registrar of the University. Prof. A.K. Sharma took over as the first V.C., Mizoram University w.e.f. 2 July, 2001. The first Registrar and Finance Officer of the University have also been appointed. Action is underway for constitution of the statutory bodies of the University.

The Department of Secondary & Higher Education brought out the inaugural issue of a newsletter titled NE Education Times on Republic Day (26 January, 2001). The second and third issues of this Newsletter were also brought out during the year. This Newsletter aims at highlighting the activities/ programmes being undertaken in the education sector in the NE Region.

Monitoring the progress in implementation of approved projects was a regular feature during 2000-01. Projects where satisfactory progress reports were received were recommended to the Planning Commission for release of 2nd installment of approved grant. Several projects amounting to Rs.42.77 crore have been approved for the five NE Central Universities and IGNOU. These are also being regularly monitored by PMO. During 2001-02, meetings in PMO were held on 27-28 August, 2001. VCs of these Universities along with their officers had attended the meetings. They were urged to fully utilise the funds placed at their disposal so that the second installment of approved grant in respect of these projects could be released.

Additional proposals pertaining to the North Eastern States & Sikkim for assistance from the NLCPR were also received during the year either directly or through the Planning Commission. These were comprehensively examined and comments furnished to the Planning Commission.

International Cooperation

India has been playing an active
role in promoting UNESCO'S
ideals and objectives. An
International Cooperation Cell has
been created in the UNESCO
division to coordinate the work
related to bilateral and
international cooperation in the
area of education and formulation
and implementation of
Educational Exchange
Programmes.

Introduction

UNESCO Division coordinates India's interface with UNESCO, work relating to International Cooperation in the field of Education and Auroville Foundation, an autonomous organization set up under the Auroville Foundation Act, 1988.

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. Building the "Defences of Peace in the Minds of Men" is the primary goal of UNESCO, for which education is its main tool. India has been playing an active role in promoting UNESCO's ideals and objectives. India has a permanent delegation at Paris accredited to UNESCO. At present, Ms. Neelam D. Sabharwal is the Permanent Representative of India to UNESCO.

Participation in UNESCO's Executive Board Meetings

The Executive Board of UNESCO comprises 58 members elected by UNESCO's General Conference. India has the unique privilege of having continuously been a member of the Executive Board since its establishment in 1946.

The Board meets twice a year for a period of two weeks each time. The meetings are held in Paris. During the current year, both the meetings of the Board i.e. 161st and 162nd have already been held and were attended by Shri Muchkund Dubey who was our nominee in the Executive Board till 3rd November, 2001. An additional meeting i.e. 163rd Session of the Board was also held immediately after the General Conference and it was attended by Shri T.N. Chaturvedi who now represents India on the Executive Board. During the 31st Session of the General Conference of UNESCO held from 15th October to 3 November, 2001 at Paris, India won the election for the membership of Executive Board of UNESCO for another four years.

Participation in General Conference of UNESCO

The General Conference of UNESCO is held every alternate year to approve inter-alia, UNESCO's

Dr. Murli Manohar Joshi, Union Minister for Human Resource Development addressing the 31st Session of the General Conference of UNESCO

Programme and Budget for the next biennium. India sends a high-powered delegation to the General Conference. The 31st session of the General Conference of UNESCO was held from 15th October to 3rd November, 2001 in Paris. Dr. Murli Manohar Joshi, Minister of Human Resource Development led the Indian Delegation to this Session. In this Conference India was elected to World Heritage Committee and International Committee for information for all programme in addition to the election to the Executive Board.

Contribution to UNESCO's Budget

The General Conference of UNESCO approves the financial contribution of each Member State for each year based on the scales of assessment adopted by the United Nations' General Assembly. For the year 2001 India's share was fixed at 0.452 percent of the total budget of the organisation at the 30th session of the General Conference. Accordingly, India has paid Rs.4.99 crore as its contribution for the year 2001, out of which Rs.0.99 crore was paid from the last year budget. India's share of contribution for the year 2002 is yet to be received from UNESCO. The Government of India also makes voluntary contribution to UNESCO in response to the appeals made by the Director-General of UNESCO to the Member States for contribution for specific purposes. During 2001 India made a voluntary contribution of Rs.4.69 lakh to the International Institute of Educational Planning (IIEP), UNESCO, Paris.

India also contributes towards rental for the UNESCO Regional Office in New Delhi at the rate of Rs.75,000/- per month. For the financial year 2000-2001, India has paid Rs. 9 lakh.

Construction of a Building for Housing the Office of UNESCO New Delhi

A plot of land at Chanakya Puri, New Delhi has been allotted to the Ministry for construction of a building for housing the UNESCO New Delhi Office. The work for designing the building has been awarded to Shri Satish Gujral. Presently discussions are going on with the Architect and CPWD for designing the building.

Establishment of UNESCO Chairs in India

UNESCO launched the UNITWIN/UNESCO Chairs Programme as an international action plan and movement for academic solidarity to strengthen inter-university cooperation with particular emphasis on support to higher education in the developing countries. The programme aims at establishing and reinforcing strong and durable links amongst Higher Education and Scientific Institutions worldwide.

The following chairs are in existence in India at present.

- UNESCO Chair in Cultural Development, Janpada Sampada Division, Indira Gandhi National Centre for Arts, Janpath, New Delhi - 110 001;
- UNESCO-Chair/Network, M.S. Swaminathan Research Foundation, Chennai - 600 113;
- UNESCO Chair in Teacher Education through Distance Mode in Indira Gandhi National Open University, Maidan Garhi, New Delhi - 110 068;
- UNESCO Chair in Peace, Human Rights and Democracy, The World Peace Centre, Maharashtra Academy of Engineering & Educational Research, Maharashtra Institute of Technology, Pune - 411 038;
- UNESCO Chair in Biotechnology, Indian Institute of Science, Bangalore; and
- UNESCO Chair for the Promotion of Culture of Peace & Non-Violence, Manipal Academy of Higher Education, Manipal.

The Director-General of UNESCO, during his visit to India in January, 1998, had announced four rotating chairs in the fields of (i) Biotechnology; (ii) Social Anthropology; (iii) Medicinal Plants; and (iv) Cultural Identities. Only the Chair in the field of Biotechnology has so far been set up. Correspondence for setting up the remaining three is going on.

Indian National Commission for Cooperation with UNESCO

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission for Cooperation with UNESCO (INC) in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Science. The Minister of Human Resource Development is the President of the Commission, Secretary (SE & HE) its ex-officio Secretary-General and Joint Secretary in charge of UNESCO Division is the ex-officio Deputy Secretary-General of the Commission. Deputy Secretary/Director (UNESCO) functions as Secretary of the Commission. Total membership of the Commission is 100 - 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of 4 years. The main function of the Commission is to advise the Government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work particularly in the formulation and execution of its programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

A meeting of the full body of the Commission was convened on 10 October, 2001 to discuss and suggest specific projects/proposals in the areas of our national concern for inclusion in the Medium Term Strategy 2001-2007 and the next biennium's Programme & Budget of UNESCO for 2002-2003.

Activities of the Commission

Participation Programme of UNESCO

Under its Participation Programme, UNESCO provides limited financial assistance to various institutions of Member States for undertaking such innovative projects as would contribute at the national, sub regional and inter-regional levels to the implementation of the objectives of UNESCO. For the biennium 2000-2001, the INC had recommended 14 proposals from India, out of which approval of UNESCO for 10 proposals involving assistance of US $1,58,000 had been received till Nov., 2001.

UNESCO Coupons Programme

The INC continues to operate the UNESCO International Coupons Programme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication, to import their bonafide requirement 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 by INC during the period from January, 2001 to February, 2002 amounts to US $16669.80.

Scheme of Financial Assistance to Voluntary Organisations, UNESCO Clubs and Associated Schools

UNESCO associates itself with various local and international non-governmental organisations (NGOs) to promote its objectives. The Indian National Commission operates a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities in consonance with UNESCO objectives. During the current year, the Commission has provided assistance to five NGOs.

ACCU Photo Contests in the Asia and the Pacific

The INC continues to coordinate the participation of Indian photographers in the photo contests organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, Japan. Results of 2001 ACCU Photo Contest on the theme "Clothes and People" in which 10 persons from India won the prizes.

Continuous Connection/"Design 21 Award"

Continuous connection/ Design 21 invites young designers from around the world to create and present a new vision for the way we live in this new century. This is the fourth year of the Design 21 International Design Award. Co-organised by UNESCO and Felissimo Group, the award was launched in 1995 in the spirit of transcending national borders to promote creative force among the generations that would shape our future. The pre-selection Committee has selected Ms. Ritu Gupta and Mr. Rajiv Das from India.

Publication of "UNESCO Courier"

The "UNESCO Courier" is an educational and cultural periodical brought out by the UNESCO. The INC continues to support publication of its Hindi and Tamil editions with partial UNESCO subvention of US $18,420. The number of subscribers of the Tamil edition is 3,502 and that of the Hindi edition 1,035. The 31st Session of the General Conference held in Paris from 15 October, 2001 to 3 November, 2001 has decided to discontinue the publication of the courier as a monthly journal after the publication of its December, 2001 issue and to bring out a new UNESCO Courier twice a year. A decision will have to be taken whether the publication in Hindi and Tamil of the six monthly issues of the courier will be

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Box 6.1

International Literacy Prize

The Indian National Commission for Cooperation with UNESCO continues to coordinate the International Literacy Prize. The Honourable Mention of the Noma Literacy Prize has been awarded to Mahila Samakhya Programme on Education for Women's Equality (India) for empowering of women in 8,000 villages to transform their lives by changing deeply-rooted cultural practices and creating a learning environment for them & their children.

brought out or not. There is a budget provision of Rs.65 lakh in the current year, for publication of the Hindi and Tamil editions of the "UNESCO Courier"

Education for International Understanding

UNESCO is running a project named Associated Schools Project (ASPnet). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASPnet) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INC, 44 Schools and Teacher Training Institutions from India have been enlisted with UNESCO under this Project. There are about 285 UNESCO Clubs and 268 Associated Schools registered with INC. During the year, the INC, in technical collaboration with UNESCO, New Delhi has organised two workshops at Manali (27-29 October, 2000) and Ghaziabad (28 February to 2 March, 2001). The aim of these workshops was to mobilise UNESCO Clubs for undertaking activities related to HIV/AIDS prevention, care and support.

International Decade for the Culture of Peace & Non-Violence for the Children of the World

The U.N. General Assembly proclaimed the decade 2001-2010 as the International Decade for the Promotion of Culture of Peace & Non-Violence for the Children of the World. Consequently, UNESCO asked all NATCOMSs to undertake a series of activities, which could contribute to spreading the message of Culture of Peace. Three workshops at Agra, Faridabad & Delhi have been organised in this regard under Participation Programme of UNESCO during 2001. In addition, the INC has also decided to organise some lectures in India under the INC Lecture Series. Two lectures - one by His Holiness the Dalai Lama and the other by Acharya Vidyanandji

Muniraj were organised on 30 January, 2001 and 8 June, 2001 respectively.

Participation in Seminars, Working Group Meetings sponsored by UNESCO/ its Regional Offices

INC has nominated, 11 Officers of the Department of Secondary & Higher Education, Ministry of Human Resource Development and 11 experts from other Organisations/ State Governments/NGOs, etc. to participate in various national, regional and international Workshops/Training Courses/ Seminars/Working Group Meetings sponsored by UNESCO and its Regional Offices, till 30 November, 2001.

International Cooperation

So far International cooperation in the field of Education formed an integral part of the Cultural Exchange Programmes. With the housing of Department of Culture in a separate Ministry, this Department proposes to execute independent "Educational Exchange Programmes" (EEPs) with various countries, with which India has cultural agreements. An International cooperation Cell has been created in the UNESCO division to coordinate the work relating to bilateral and International Collaboration in the area of Education and formulation and implementation of EEPs.

A number of EEP's with various countries are in the process of being formulated. For example, an EEP with China is at a very advanced stage of examination. Draft proposals received from Russia and Kazakhstan are under study and EEP's with USA, Myanmar, New Zealand and a few other countries are also in the pipeline. The IC Cell is also coordinating the implementation of the Education component of the Mekong Ganga

An International cooperation Cell has been created in the UNESCO division to coordinate the work relating to bilateral and International Collaboration in the area of Education and formulation and implementation of EEPs.

Cooperation Project, and also other bilateral/ multilateral cooperation programmes in the Educational Sector.

Participation in various international conferences is also being looked after by the IC Cell. Shri K. S. Sarma, Additional Secretary, was deputed to the first meeting of the SAARC Technical Committee on HRD held in Sri Lanka in October 2001. Shri Pawan Agarwal, Director (Tech), was nominated as the Department's representative to the 13th meeting of the Steering Group on Regional Economic Cooperation of the ESCAP held at Hanoi in November 2001.

Visit of Foreign Delegations

IC Cell coordinates the visits of foreign delegations to India at ministerial level also with the objective of strengthening bilateral relations between India and other countries. During the year, dignitaries from Malaysia, Morocco, South Africa, People's Republic of China and Mongolia are expected to send their delegations. The dignitaries who have so far called on HRM/MOS include Ministers from Bhutan, Maldives, Castilla Y. Leon (Spain), Afghanistan and Poland. Other important dignitaries from Lithuania, Mahe, World Bank etc. called on Education Secretary. The delegations from Ethopia in the area of school & rural education also visited a number of organisations.

IC Cell also coordinates the visit of ministerial delegations from the Department of Secondary & Higher Education. During the year, HRM led a delegation to Mauritius as a special envoy of the PM to attend the Commemoration ceremony of the Centenary of Mahatma Gandhi's visit to Mauritius.

Auroville Foundation

Auroville, founded by the 'Mother', a disciple of Sri Aurobindo, in 1968, is an international cultural township on the outskirts of Pondicherry in Villupuram District of Tamil Nadu where 1631 people from 36 different countries including India live together in one community and engage themselves in cultural, educational, scientific and other pursuits aimed at human unity.

UNESCO by a resolution passed in 1968 had invited its Member States and international non-governmental organisations to participate in the development of Auroville as an international cultural township designed to bring together the values of different cultures with integrated living standards which correspond to man's physical and spiritual needs.

The township has been developed with the aid of funds received from different organizations in and outside India, including UNESCO, and also from grants from the Central and State Government. Until 1980, funds for the development of the township were channelised through Sri Aurobindo Society, a non-governmental organization, based in Pondicherry.

In view of the serious irregularities in the management of the Sri Aurobindo Society, it was considered necessary to take over, for a limited period, the management of the Society by the Central Government. This was done by enactment of the Auroville (Emergency Provisions) Act, 1980 (No.59 of 1980). This Act has been repealed by Parliament. The Parliament passed the Auroville Foundation Act, 1988 to provide for the acquisition and transfer of the undertakings in a foundation established for the purpose with a view to making long-term arrangements for the better management and further development of Auroville in accordance with its original charter and formatters connected therewith or incidental thereto.

As per Section 10(3) of the Auroville Foundation Act, 1988 the Foundation consists of (a) Governing Board; (b) Residents' Assembly; and (c) Auroville International Advisory Council (IAC). The Governing Board and the IAC are constituted by the Government of India. The Governing Board, comprising nine members, was reconstituted on 5 April, 1999 under the chairmanship of Dr. Kireet Joshi for a period of four years from 11 March, 1999 to 10 March, 2003. The four-year term of the IAC expired on 16 December, 2001. Action has already been initiated to reconstitute it.

According to the provisions of the Act, the Government of India provides grants to the Foundation for meeting the expenditure on the establishment maintenance and development of Auroville. During the current financial year, a sum of Rs.65.30 lakh has been released to the Foundation under Non-Plan and Rs.50 lakh under Plan out of the budget provisions of Rs.70 lakh and Rs.50 lakh respectively.

Department of
Elementary
Education
and Literacy

Elementary Education

Sarva Shiksha Abhiyan which was initiated by the Government, has been successfully launched with the specific goal of universalisation of elementary education. Initiatives have been taken to strengthen Teacher Education. DPEP now covers more districts, than when it was started. The pace of implementation of the Operation Blackboard scheme has significantly picked up this year. The evaluation of the National Programme of Nutritional Support to Primary Education has revealed that it has positively impacted enrolment, attendance and retention.

Sarva Shiksha Abhiyan

The National Policy on Education 1986, as modified in 1992, had highlighted the need for a simultaneous focus on improving access, retention and quality. The Revised Programme of Action 1992, provided for the launching of a National Mission for the achievement of the goal of UEE. This Mission was to have the central objective of mobilising all resources, human, financial and institutional, necessary for achieving the goal of UEE. The Sarva Shiksha Abhiyan (SSA) is an effort to operationalise this Policy commitment by promoting decentralised planning with full involvement of Panchayati Raj Institutions. Though a large number of schemes are currently contributing towards improvement in the outreach of the elementary education system and its quality, it is felt that by adopting a holistic and convergent approach at the district level, it may be possible to facilitate this process.

The SSA has evolved from the recommendations of the State Education Ministers' Conference held in October 1998, to pursue Universal Elementary Education in a mission mode. A National Committee of State Education Ministers under the Chairmanship of Minister of Human Resource Development was set up on the recommendation of the conference to work out the approach to the mission mode. The Committee submitted its report in October, 1999. The draft framework for a holistic and convergent approach to UEE in the mission mode was circulated to the states for their comments. The Scheme of SSA was revised incorporating the suggestions made by the states and then discussed in an Education Secretaries' Conference in November 1999.

The approach is community-owned and village education plans prepared in consultation with Panchayati Raj Institutions will form the basis of district elementary education plans. Funds to states would be channelised through registered societies at state level. There will be a focus on districts having low female literacy among Scheduled Castes and Scheduled Tribes and other children in difficult circumstances.

The SSA shall accord highest priority to community monitoring, transparency in programme planning and implementation capacity building at all levels and adoption of a mission approach by the mainstream Education Department functionaries to achieve UEE in a given time frame.

The SSA will totally subsume all existing programmes except Mahila Samakhya and Mid-day-meal Scheme within its overall framework with district as the unit of programme implementation. Externally assisted programmes would continue to be implemented separately under the overall SSA framework till the project period comes to a close. In order to make the approach totally holistic and convergent, efforts to dove tail programme implementation at the district level, with all other departments, would be made.

The Ministry has released grants amounting to Rs.51.78 crore to 29 States/UTs for starting preparatory activities in 294 non-DPEP districts and for upper primary in 54 DPEP Phase-I districts.

The District Elementary Education Plans (DEEPs) of four non-DPEP districts of Andhra Pradesh, 14

Workshop on "Education for All" at Kolkata

physical resources available in the primary schools of the country.

During the Eighth Five-Year Plan, the scheme was revised in 1993-94 and was expanded to provide third classroom and a third teacher to primary schools where enrolment exceed 100 students. It was also extended to cover upper primary schools. The scheme is being implemented through the State Governments, with 100 percent assistance from the Centre towards salary of additional teachers and provision of teaching learning equipment.

non-DPEP districts of Arunachal Pradesh, 14 non-DPEP districts of Assam, 17 non-DPEP districts of Bihar, one non-DPEP districts of Chhattisgarh, 14 non-DPEP districts of Gujarat, 11 non-DPEP districts of Haryana, eight non-DPEP districts of Himachal Pradesh, 13 non-DPEP districts of Jharkhand, 11 non-DPEP districts of Karnataka, eight non-DPEP districts of Kerala, 12 non-DPEP districts of Madhya Pradesh, 24 non-DPEP districts of Maharashtra, seven non-DPEP districts of Meghalaya, eight non-DPEP districts of Mizoram, 14 non-DPEP districts of Orissa, four non-DPEP districts of Pondicherry, 17 non-DPEP districts of Punjab, one non-DPEP districts of Sikkim, 22 non-DPEP districts of Tamil Nadu, four non-DPEP districts of Tripura, seven non-DPEP districts of Uttaranchal, 16 non-DPEP districts of Uttar Pradesh and seven non-DPEP districts of West Bengal were considered and approved by the Project Approval Board in its various meetings held between 8 August, 2001 and 11 March, 2002 for an outlay of Rs. 1012.67 crore.

In addition, District Elementary Education Plans of 253 DPEP districts in 18 States were approved for a total outlay of Rs. 93.59 crore.

It is envisaged that all the districts will be covered by 2002.

Operation Blackboard

In pursuance of the NPE-1986, the scheme of Operation Blackboard (OB) was launched in 1987-88 with the aim of improving the human and

Construction of school building is the responsibility of the State Governments/Union Territories. However, provision for construction of school building has been brought under the programmes of rural employment like Jawahar Rozgar Yojana (JRY) and Employment Assurance Scheme (EAS). The JRY has been restructured by the Ministry of Rural Development, renaming the scheme as Jawahar Gram Samridhi Yojana (JGSY). Under the revised guidelines effective from 1 April, 1999, central assistance is available on 75:25 basis between the Centre and the States, as far as rural development funds are concerned for construction of school buildings under Operation Blackboard.

On the basis of past experience and observations of Audit and Evaluation reports, it has been observed that some of the states have been rather slow in

Box 7.2

Three Main Components of Operation Blackboard

- Provision of at least two classrooms in each primary school with facilities of separate toilets for boys and girls;
- Provision of additional teacher to single – teacher primary schools; and
- Provision of essential teaching learning equipment (TLE); including furniture for teachers.

utilising the funds sanctioned for teaching learning equipment under the Operation Blackbaord Scheme. It was felt that to a large extent, this could be attributed to lack of sufficient flexibility and the decentralised procurement and supply of teaching learning equipment. While indicating broad categories of teaching learning equipment to be procured, the specific items under each category were left entirely to the discretion of the State Government which could decide the items to be procured as per local conditions. State Governments have been advised that as far as possible procurement of equipment should be decentralised and strict quality control should be maintained. The involvement of representatives of Panchayati Raj institutions, village educational committees and teachers/headmasters in this process was further suggested in order to ensure timely supply of quality materials.

Achievements under the Scheme of Operation Blackboard

Under the scheme financial assistance for procurement of Teaching Learning Equipment (TLE) has been provided to 5.23 lakh primary schools and 1.38 lakh upper primary schools so far. About 1.53 lakh posts of additional teachers for single teacher primary schools, 0.83 lakh posts of third teachers in primary schools where enrolment exceed 100 and 0.77 lakh posts of additional teachers for upper primary schools have been sanctioned.

1.85 lakh classrooms have also been constructed under the scheme.

Financial assistance for replenishment of TLE to 12633 primary schools in Orissa was provided to Super Cyclone affected areas.

■ Table 7.1

On going Operation Blackboard

Physical	Provision of Teaching Learning Equipment to Primary Schools	Sanction of Additional Teachers for Primary Schools	Construction of Classrooms
	(in lakh)		
Target	5.23	1.53	2.63
Achievements	5.23	1.49	1.85

	Expanded Operation Blackboard					
	8th Plan	1997-98	1998-99	1999-2000	2000-01	2001-02
Sanction of third teachers to primary schools with enrolment exceeding 100	34,892	21,059	1,086	26,008	-	-
Coverage of upper primary schools, supply of teaching learning material.	47,589	43,517	34,242	1,909	10,752	-
Sanction of addl. teachers in upper primary schools.	36,884	8,205	21,552	8,867	2,106	-

Financial Achievement	
From 1987 to March, 2001	During 2001-2002 (upto 31.01.2002)
Rs. 3054.22 crore	Rs. 447.15 crore

Achievement during 2001-02

The pace of implementation of the scheme has significantly picked up this year in terms of utilisation of funds for Teaching Learning Equipment (TLE) and filling up posts of 11288 teachers. A sum of Rs.447.15 crore upto 31 January, 2002 has already been utilised under the scheme of Operation Blackboard against the Budget allocation of Rs.520 crore.

The scheme is expected to improve school environment, enhance retention and learning achievement of children by providing minimum essential facilities in all primary schools. Thus the scheme seeks to bring about both quantitative and qualitative improvement in elementary education.

Teacher Education

In accordance with the National Policy on Education (NPE) and Programme of Action (PoA)-1986, the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientation training and continuous upgradation of knowledge, competence and pedagogical skills of school teachers in country.

The Scheme strives at setting up of District Institute for Education and Trainings (DIETs) in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also undertakes the establishment of College of Teacher Educations (CTEs)/Institute of Advanced Study in Educations (IASEs) to organise pre-service and in-service training for secondary teachers and provide extension and resource support services to secondary schools. IASEs are expected to conduct programmes for the preparation of elementary and secondary teacher educators; conduct in-service training for elementary and secondary teacher educators and Principals of secondary school; engage in advanced level, fundamental and applied research, especially of interdisciplinary nature and provide academic guidance to DIETs and support services to CTE.

The scheme also envisages strengthening of SCERTs; orientation of school teachers in the use of Operation Blackboard (OB) materials and implementations of MLL strategy with focus on teaching of languages, maths and environmental studies; and strengthening of Departments of Education in the University through the UGC.

Central Government provides financial assistance to states for setting up of DIETs, CTEs and IASEs. DIETs are established by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new institutions. The land for the purpose is provided by State Governments free of cost. IASEs and CTEs are set up by upgrading existing Secondary Teacher Education Institutions (STEIs) offering B.Ed. courses. IASEs are also set up by upgrading Colleges and University Departments of Education offering M.Ed. courses. A total of 470 DIETs 86 CTEs and 38 IASEs have been sanctioned so far under the Scheme.

State Governments are aware of the importance of the critical role of DIETs in the development of teacher education at the grass-root level. DIETs have been playing an important role in the new educational initiatives like DPEP and Sarva Shiksha Abhiyan (SSA). The progress of implementation of

The progress of implementation of the Teacher Education scheme is being monitored through quarterly progress reports furnished by states. Information received from states is analysed and they are suitably advised to take necessary action, wherever warranted, for expediting construction works, filling up of posts and organisation of pre-service and in-service training programmes for elementary school teachers.

the scheme is being monitored through quarterly progress reports furnished by the states. Information received from the states is analysed and they are suitably advised to take necessary action, wherever warranted, for expediting construction works, filling up of posts and organisation of pre-service and in-service training programmes for elementary school teachers. States have been requested to take appropriate action to make all the DIETs fully operational as early as possible. MoUs are also being signed with States/UTs for improving various aspects of operationalisation of the scheme.

National Programme of Nutritional Support to Primary Education

The National Programme of Nutritional Support to Primary Education (popularly known as Mid-day Meals Scheme) was launched on 15 August, 1995 with the objective to give a boost to Universalisation of Primary Education by impacting upon enrolment, attendance and retention and the nutritional needs of children studying in classes I-V.

The programme aims to cover all Government, local body and Government Aided schools. The central support under this programme is to provide free of cost foodgrains to children at the rate of (i) 100 gm. per student per school day in States/UTs where cooked meal is provided, and (ii) three kilogram per student where food-grains are being distributed

subject to minimum of 80 per cent of attendance. The programme has achieved all-India coverage during 1997-98. The year-wise details of children targeted for coverage, quantity of food-grains allocated and lifted by state agencies and expenditure incurred is given in Table 7.2.

At present Gujarat, Kerala, Tamil Nadu and Pondicherry are providing cooked meals. Eighty-nine tribal blocks of Madhya Pradesh and 85 tribal blocks in Chhattisgarh are also providing cooked meals to children. In Orissa, cooked meal are being provided in eight KBK districts and 74 ITDA blocks of the non-KBK districts. Ready-to-eat food is being distributed in Delhi. The remaining States/UTs are distributing food-grains (wheat/rice).

The programme was evaluated recently in 10 states by an independent agency called Operations Research Group. The findings states, that while the programme has given a boost to enrolment in Assam, Madhya Pradesh, Uttar Pradesh and West Bengal, it has had a positive impact on attendance and retention in Gujarat, Haryana, J&K, Karnataka, Orissa and Rajasthan.

Recent Initiative

The guidelines of the Scheme has been modified so as to enable reputed NGOs and other such organisations enabling them to participate in the implementation of the programme. An NGO called ISKCON is providing hot cooked meals to about

Table 7.2

| Year | No. of Children | Quantity of Foodgrains | | Expenditure incurred |
		Allocated	Lifted	(in MTS)
1995-96	3.34	713223	536016	441.21
1996-97	5.57	1585388	1112489	800.00
1997-98	9.10	2567372	1810164	1070.38
1998-99	9.79	2706274	1147917	1600.15
1999-2000	9.90	2767251	1401765	1500.00
2000-01	10.54	2480692	1517816	1300.00
2001-02	10.35	2862475	1673948	929.00
			(upto Jan 2002)	(upto Jan 2002)

6,000 children studying in primary classes in the Bangalore rural district.

The Government of Karnataka has also launched a hot meal programme in the seven most backward districts of the state.

Shiksha Karmi Project

Shiksha Karmi Project (SKP) aims at universalisation and qualitative improvement of primary education in remote, arid and socio-economically backward villages of Rajasthan with primary attention given to girls. The project identifies teacher absenteeism as a major obstacle in achieving the goal of Universalisation of Elementary Education (UEE). It was realised that a primary school in a remote village, with a non-resident, teacher often tended to become dysfunctional, and both parents and children failed to relate to such an institution, leading to high drop-out rates. Under SKP, regular teachers are replaced by local teachers who are less qualified but specially trained. A Shiksha Karmi (SK) is a local person with a minimum educational qualification of class VIII for men, and class V for women. To overcome the basic lack of qualifications, Shiksha Karmis are given intensive training through induction programme as well as periodic refresher courses. The project is being implemented by the Government of Rajasthan through the Rajasthan Shiksha Karmi Board (RSKB) with assistance from voluntary agencies. The RSKB has a Governing Council and an Executive Council. These bodies are represented through two representatives of this Department.

During the first phase of SKP (1987-1994), an amount of Rs. 21.12 crore was spent which was shared between Swedish International Development Agency (SIDA) and Government of Rajasthan on 90:10 basis. In the second phase of SKP (July 1994-June1998), a total expenditure of Rs. 72.21 crore was incurred on the project which was shared between SIDA and the Government of Rajasthan on 50:50 basis. After an in-depth evaluation of the project, Department for International Development (DFID) of the United Kingdom has agreed to share the cost of Phase-III of the project on 50:50 basis with the Government of Rajasthan, with effect from July 1999. Phase-III of SKP will continue till June 2003, and as per the terms and conditions of the proposed agreement, an expenditure of Rs. 240 crore would be incurred during this Phase.

Non Government Organisations (NGOs) and the community play a pivotal role in the implementation of the SKP. The Village Education Committees (VECs) has contributed to the improvement of school environment, augmentation of infrastructure and facilities, larger enrolment of children through school mapping and micro-planning in the Shiksha Karmis Schools. Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP aims at addressing these through decentralised initiatives involving the community. At the grassroot level, Panchayat Samities, Shiksha Karmi Sahyogis, subject specialists of NGOs, Shiksha Karmis and the village community constantly interact with each other to achieve the aims of the project.

The SKP has emerged as a unique instrument of human resource development. It has enabled rural youth, with inherent talent and potential, to blossom into confident para professionals with self-respect and dignity. There has been a seven-fold increase in the enrolment of children in the schools taken over

by the project. A significant number of children covered by the SK schools are from among SCs/STs. The experience of SKP demonstrates that the motivation of Shiksha Karmis working in difficult conditions can be sustained over a longer period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review, and problem solving. The success of SKP has brought to it national and international recognition.

Prehar Pathshalas (PPs) (school of convenient timings), under the SKP, provide educational programmes for out-of-school children who cannot attend regular day schools due to their preoccupation at home. In PPs, condensed formal school curriculum and learning materials are followed. At present 22,359 girls who constitute 71 per cent of learners in PPs are benefiting from this facility. Under the innovative and experimental activities, Angan Pathshalas have proved effective in attracting girls to primary schools. Mahila Sahyogis have confirmed their utility in motivating girls to attend schools/PPs in remote areas. Integration of children with partial disabilities into day schools and PPs have been attempted on a pilot basis.

There is an in-built monitoring process at village, block, headquarters and state levels. There is a provision of joint biannual reviews by the international agency concerned, the Government of India and the Government of Rajasthan and independent evaluation by teams consisting of national and international experts. It has been the practice to conduct mid-term review/evaluation through interactions with all functionaries and beneficiaries.

As on 30 September, 2001 SKP is functioning in 31 districts, 146 blocks, 2710 villages in Rajasthan. There are 2710 day schools and 4107 Prehar Pathshalas with an enrolment of 2.17 lakh children.

Main Characteristics of third Phase
- Under the Shiksha Karmi Project 31 out of 32 districts in the State, have been covered.
- The total number of SKs i.e. teachers is 6458 in 2710 SK schools.

Table 7.3

Progress Recorded upto September 2001

Activities	Progress during (1999-2003) till Sept., 2001
1. Block covered	146
2. Village covered	2710
3. Day schools	2710
4. PPs	4107
5. Enrolment in Day Schools	198785
Boys	122925
Girls	75860
6. Enrolment in PPs	18341
Boys	4907
Girls	13434
7. Total enrolment (DSs+PPs)	217126
Boys	127832
Girls	89294
8. Average attendance	86.2 percent
9. No. of Shiksha Karmis	6458
Male	5627
Female	831
10. Mahila Prashikshan Kendra (MPKs)	11
11. Master Trainers	2500
12. Rus	9
13. 100 percent enrolled village (DSs+PPs)	579
14. Enrolment percentage against survey	92.10 percent
15. Percentage of Girls coverage	79.92 percent
16. Retention	66.20 percent

- The total percentage of enrolled children of the catchment area in the age group 6-14 is 92 percent
- The total percentage of girls studying in SKP schools is 79.92 percent which was 59.3 percent during the 1st phase.
- The target of 100 percent enrolment has been achieved by 579 SK schools.
- Average attendance is 86.2 percent.

District-wise Analysis of Enrolment Position (in percent) as on 30th September, 2001

S. No.	Name of category	Total enrolment			Percent
		Boys	Girls	Total	
1.	SC	16774	14546	31320	14.42
2.	ST	49756	20788	70544	32.48
3.	OBC	31450	27137	58587	26.98
4.	Gen.	29852	26823	56675	26.11

- The percentage of retention is 66.2 percent against 56 percent during the 1st phase.

Caste-wise Analysis of Enrolment

The main object of Shiksha Karmi Project is to uplift the weaker and socio-economically backward classes i.e. SC, ST and OBC. About 75 percent students studying in Shiksha Karmi schools belong to these classes. The data given in Table 7.4 reveals this fact.

Banswara, Dungarpur, Udaipur, S. Madhopur are the districts dominated by STs category. These districts have covered more than 90 percent of children from ST, for enrolment, residing in the catchment area of SK Schools.

The salient features of the above table are as under
- To achieve 100 percent enrolment target, seven districts are very close to this target.
- Three districts are lagging far behind to this target of 100 percent enrolment.

It has already been noted that 579 villages have achieved 100 percent enrolment target in the state.

Action Plan

A target of about 2000 additional schools (1500 day schools & Aangan Pathshalas) to be added under Shiksha Karmi during IIIrd phase has been set.

Prehar Pathshalas

The project is running a large number of night schools which are also called Prehar Pathshalas. These schools facilitate the villagers to promote education during the night hours when they are free.

Such PPs are 4107 in number and run compulsorily by the Shiksha Karmis employed by the Board.

The heartening feature of these schools is that a fairly good number are girls.

S. No.	No. of Districts	Percent enrolment against survey (6-14)
1.	Tonk, Sirohi, S. Madhopur, Karouli, Pali, Kota, Churu	Above 95 percent
2.	Barmer, Banswara, Bundi, Bharatpur, Bikaner, Dausa, Dungarpur, Dholpur, Jaipur, Jhunjhunu, Nagpur, Rajsamand, Sikar, Udaipur	90-95 percent
3.	Barar, Bhilwara, Chittorgarh, Jhalawar, Jodhpur, Sri Ganganagar	85-90 percent
4.	Ajmer, Jalore, Alwar	70-85 percent
5.	Overall coverage of the state	92.10 percent

Mahila Prashikshan Kendra (MPK)

The board, in addition to it, is also running training schools, Mahila Prashikshan Kendra (MPK) to ensure the girls enrolment as well as to increase the education level of female Shiksha Karmi upto the prescribed norms.

The selected candidates are to be trained and educated upto the level corresponding to class VIII of formal school.

The duration of the course is three years divided into intensive periods of three months followed by a break of one month. It is a residential course in addition to free boarding and lodging facilities. Each trainee is given stipend of Rs.60 per month.

Presently 14 MPKs are functioning in the state.

A new role for MPKs is under consideration. According to which they are to perform following activities.

- They shall continue to train the female Shiksha Karmis. The number of MPKs of this activity will depend upon the number of identified female candidates.
- They will be allowed to upgrade the academic qualification of the existing SKs, if they have not studied till class VIII, through correspondence and contact programme.
- They will also be allowed to run SHIVAMBA Shivir (Shiksha Vanchit Balika Shivir i.e. a residential Shivir of deprived and drop-out girls).

Taking these activities into account, the possibility of further expansion of these MPKs will be explored.

Lok Jumbish Parishad

The Lok Jumbish Project is being implemented by 'Lok Jumbish Parishad-Association for Advancement of Basic Education for All in Rajasthan'. The Parishad is a society registered under the Rajasthan Societies Registration Act, 1958. It has been established to function as a social mission for bringing about a fundamental change in the basic education system, and through it the overall socio-cultural situation.

'Lok' is a Hindi word which means the people; Jumbish an Urdu word, means movement. Together they denote the idea of people's movement as well as movement for the people.

'Lok Jumbish - the Education for All' (EFA) project started in 1992. It completed two phases upto June, 1999. These two phases assisted by the Swedish International Development Agency (SIDA), Sweden, Government of India and Government of Rajasthan.

Phase-III of the project commenced in July, 1999 with the assistance of Department for International Development (DFID), Government of India and Government of Rajasthan in sharing pattern of 3:2:1 respectively.

Major Achievements of the Project

Year 2001-2002 is the third year of phase–III of the project. During the period , the major achievements are summarised as below :

Expansion of the Project Area

At the end of phase–II, the project expanded to 75 blocks. With the division of 32 districts of the state between DPEP (District Primary Education Programme) and LJP (19 districts to DPEP and 13 districts to LJP), 10 blocks transferred to DPEP in July, 1999 and the remaining eight blocks also transferred in October, 2001 leaving 57 blocks operationalised upto phase–II.

With the object to cover all the 13 districts allotted to Lok Jumbish, 44 new blocks have been operationalised. Now, the project is spread over 13 districts of the state having 101 blocks.

School Materials and Equipments

For improving the quality of physical inputs, norm based school materials and equipments are provided to Government primary and upper primary schools. During the current financial year, it has been considered that all the remaining primary and upper primary schools of the whole project area will be supplied with materials and equipments.

Main Objectives of Lok Jumbish Project: Phase-III

- Further strengthening of the present system of management and moving towards convergence between Lok Jumbish management on the one hand and the apparatus of the state Department of Education and Panchayati Raj institutions on the other.
- Elimination of bottlenecks in improvement of school system, particularly with regard to placement of teachers.
- Enhancing access to primary education – greater emphasis being on the primary stage but also taking into ambit the upper primary stage, with continued focus on girls' participation.
- Emphasis on micro-planning to sustain increase of enrolment and retention, with particular emphasis on improvement of class to class transition.
- Further steps for improvement of quality of education and revamp of all aspects of teacher training and content and process of education, to improve learning and to make education genuinely child centred.

- Stepping up of the quality of school infrastructure, giving due attention to setting up and use of school library, are some of the measures taken to improve the quality;
- Taking well-coordinated and planned steps for elimination of wage employment based child labour, and strengthening of Sahaj Shiksha as a strategy to provide satisfactory education to children who cannot attend school.
- Sharpening of focus on gender equity, particularly with reference to content and process of education and taking steps to make education an instrument of women's equality.
- Institutionalisation of structured and informed participation of village community by making Village Education Committees the fulcrum of decentralised management.
- Examination of what it involves to take up UPE activities in urban areas, designing programme activities for those areas and testing them in the field.
- Attending to the issue of sustainability.

Library Books

It has been decided that library books will be provided to all Government primary and upper primary schools of the whole project area excluding those to whom supplies of these items were made upto phase-II. The process has already been initiated and it is expected that the procurement will take place by January, 2002. The total number of primary and upper schools covered, are 14693.

Minority Education

The minority education activity was implemented in Kaman block of the Bharatpur district. It covered 79 schools in which teaching of Urdu as an additional subject was introduced. The block has been transferred to DPEP from November, 2001. Now, the project has planned to cover 50 schools under this activity in the project area during the remaining period of the year.

Low Cost Hostels

The concept of low cost hostel was introduced to lower the drop-out rates in tribal areas. Presently, five hostels are in operation. Plans are on to open 10 new hostels during the remaining period of the year, taking the total to 15.

Sahaj Shiksha

Sahaj Shiksha programme has been the most sensitively evolved and nurtured programme. Presently 2479 Centres are in operation in which enrolment of boys and girls are 15471 and 37065 respectively.

Under this programme, a new scheme – "Shiksha Mitra" has been introduced during the year. Emphasis of the scheme is on girl child. So far 1460 Shiksha Mitra Centre were sanctioned and came into operation.

Balika Shikshan Shivirs

Balika Shikshan Shivirs are the short term residential camps for adolescent girls who have missed the opportunity of schooling due to lack of access and family compulsions. Plans are underway to start 120 shivirs during the year for which selection of Instructors and identification of locations has already been initiated.

Muktangans

'Muktangan' literally means, 'an open courtyard'. This concept was picked up as a possible approach to educate the most marginalised children in tribal areas. Presently 34 Muktangans are in operation. Forty new Muktangans are being opened during the year.

Teachers Training

For capacity building of teachers, different kinds of trainings are being worked out which are based on— motivation, content, preksha, vipashyana, sanchetana and yoga. Motivational and content based trainings are compulsory whereas the remaining are optional. During May-June, 2001, details of Motivational training camps organised are as seen in Table 7.6.

Textbook Development

Curriculum and textbook development for upper primary classes was initiated on experimental basis in 55 upper primary schools of Pisagan block of Ajmer

Table 7.6

Motivational Teachers Training Camp			
Training camps organised			407
Master trainers mobilised			1628
Teachers present in trainings	Male	Female	Total
	12543	4001	16544
Training participation rate			
of teachers	85%	78%	83%

district. The textbooks for class VI were developed in 1998-99 and for classes VII & VIII, was done in 2001-02.

Mobilising Activities

NGOs have been envisaged as important partners for social mobilisation and educational interventions. These are working with the project as resource institutions and mobilising agencies. Currently, 42 NGOs are working with the project for its execution of project activities, particularly at cluster level.

Early Child Care & Education Programme

Under ECCE component of the project, the following three kinds of activities are carried out –
- ICDS Intervention
- Balwadi
- School Readiness

The coverage of the programme has been extended to five blocks till 2000-01. An additional seven blocks will come under its preview during the year 2001-02.

Building Development

During phase-III, the Building Development programme took off only during the year 2001-02. The programme expanded from 28 blocks of phase-II to 101 blocks of whole of the project area. Powers for taking decisions was also decentralised. Status of repair/construction works planned, sanctioned and commenced is as seen in Table 7.7.

Education and Development for Children with Disability

The primary objective of the programme is to provide education and an opportunity for development to the children with disability through residential camps. Previously, such camps were organised with the assistance of UNESCO. During the current financial year, the programme is spread over six selected blocks of the project.

Management

With the operation of the whole project area, eight new offices of the District Project Coordinators and

Building Development Programme

S. No.	Particulars	Nos. in Action Plan	Sanctioned so far	Work commenced
1.	Repairs of existing PS/UPS school buildings	1680	357	147
2.	Construction of Addl. Class Rooms in PS/UPS	440	178	74
3.	Construction of new PS/UPS buildings	800	1098	784

44 new offices of Project Officers were established. Computers have been installed in 57 blocks and sanctions have been issued for installations in the remaining 44 blocks and DPC offices. During the year, all district and block offices will be computerised.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) was established as a statutory body under the provisions of the National Council for Teacher Education Act 1993 (No. 73 of 1993) on 17 August, 1995 with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. In order to carry out the mandate entrusted to it under the Act, the Council, during the five years of its existence, addressed itself both to the regulatory and academic functions.

As on 31 March, 2001, 2171 teacher training institutions offering 2491 courses have been recognised by NCTE with approved intake of 1,80,341 teacher trainees during 2000.

The NCTE has framed norms and standards for 10 teacher education programmes at different levels. Taking note of the concerns expressed by the State Governments in complying with various norms and standards, the Council appointed a Review Committee for reviewing the norms and standards keeping in view the minimum essential facilities required for quality teacher education. The Review Committee before formulating its recommendations interacted with the State Governments, universities and various teacher education institutions. The recommendations of the Review Committee were circulated amongst the State Governments in order to have a wider consultation. Based on the feed back received, the revised norms and standards have been notified by the Council in September, 2001.

The Council took a landmark decision in its General Body meeting to make Information and Communication Technology Literacy (ICT) a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about information and communication technology and its use in teaching learning. The Council adopted Compact Disc Technology and developed interactive multimedia CD ROMs for providing resource support to teacher education. The CD ROM entitled "IT Literacy" produced in English and Hindi, are for distribution to all teachers and education institutions.

Efforts were made to ensure that the State Governments and Universities make appropriate revision of the curriculum presently being followed at secondary level in different institutions after taking into account the broad 'Curriculum Framework for Quality Teacher Education' (1988) circulated by the Council. Towards this end, regional conferences were held in the Western and the Southern regions which were largely attended by Deans and Faculty members of Education Departments of various Universities. The outcome of the conferences has been very positive and encouraging. An opportunity was provided in these conferences to make educationists and educational

EGS and AIE support flexible strategies including schools in unserved habitations, seasonal hostels or condense courses for migrating children, bridge courses, residential camps, drop-in centres for street and slum children, remedial coaching for children enrolled in formal schools and short duration summer camps.

administrators aware of the present major thrusts of the Council such as Information and Communication Technology, Education in Human Values, and Calendar of Activities for Secondary level Teacher Training Institutions.

Education in human values has been another concern which received attention of the Council. In collaboration with the Chinamaya Centre of World Understanding, a workshop on Education in human values was organised at Tapovan Ashram, Siddhbari, Himachal Pradesh with the theme "Apni Kshamata ko Pahchano". It was attended by over 150 elementary teacher educators from different states in the North. Material on human values has been disseminated through CD ROMs on 'A New Education for New India – Integral Education of Sri Aurobindo'; 'Jeevan Vigyan'; and' Apni Kshamata ko Pahchano'.

The Council has four Regional Committees for the northern, southern, western and eastern regions at Jaipur, Bangalore, Bhopal and Bhubaneshwar respectively. These committees continue their functions, relating to recognition of institutions.

Education Guarantee Scheme and Alternative and Innovative Education

In pursuance to the directive under Article 45 of the Constitution, the National Policy on Education, 1986 envisages a large and systematic programme of Non-Formal Education as an integral component of the strategy to achieve Universalisation of Elementary Education. The formal system of education does not cover a large number of children due to various socio-economic constraints. The scheme of Non-Formal Education (NFE) was introduced in 1979-80 and focussed on children of the age group 6-14, who have remained out of the formal school system.

The scheme was reviewed, inter-alia, by two Parliamentary Standing Committees, one on Human Resource Development, and a second on the Problem of Drop-outs. It has also been evaluated by the Planning Commission. Based on their recommendations, the scheme has been revised as the "Education Guarantee Scheme and Alternative and Innovative Education" (EGS & AIE) and made operational w.e.f. 1 April, 2001.

The revised scheme, applicable throughout the country, will be more flexible and operationally more pro-active and would support the following broad strategies:

• Setting up of schools in school-less habitations (EGS)

• Interventions for mainstreaming of 'out of school' children viz. bridge courses, back to school camps etc.

• Strategies for very specific, difficult groups of children who cannot be mainstreamed.

Table 7.8

Proposed Outlay for EGS

(Rs. in crore)

B E 2001-2002	R E 2001-2002	
399.00	100.00 (Proposed)	Release of funds depends on receipt of EGS and AIE proposals from State/UTs. As this is the first year of the modified scheme, the number of proposals received from the latter has been lower than expected.

EGS and AIE also supports flexible strategies including schools in unserved habitations, seasonal hostels or condenses courses for migrating children, bridge courses, residential camps, drop-in centres for street and slum children, remedial coaching for children enrolled in formal schools and short duration summer camps.

The revised scheme would be a part of overall programme for Universalisation of Elementary Education i.e. 'Sarva Shiksha Abhiyan'. The scheme will be implemented and monitored by state level Societies set up/identified by State/UT Governments which shall have powers to appraise and approve proposals under state and Voluntary Sectors. The ratio of expenditure between the Centre and States would be 75:25 respectively. The Voluntary Agencies would, however, be eligible for 100 percent assistance (within the overall cost ceilings).

During 2000, an amount of Rs.117.29 crore to States/UTs and Rs.39.44 crore to Voluntary Agencies was released for the implementation of the Non-Formal Education Programme.

During 2001-02, (upto 11 March, 2002) an amount of Rs. 66.18 crore have been released for implementation of EGS & AIE programme.

Table 7.9

Sanctioned EGS/AIE

State/UT	No. of Centres
Andhra Pradesh	11011
Jammu and Kashmir	2273
Karnataka	1552
Madhya Pradesh	20378
Maharashtra	4478
Orissa	9673
Uttar Pradesh	2179
Uttaranchal	373

Note: Voluntary Agencies are released grant for subsequent period only after they have submitted Audited Accounts for the previous grant and these are settled and UCs issued. UCs in respect of reimbursement cases (on actual expenditure basis) are not required to be issued.

So far, during 2001-02, the number of EGS/AIE Centres sanctioned to States/UTs is as shown in Table 7.9.

Further, 66988 Alternative Schools/EGS Centres have been opened in unserved habitations under DPEP.

A list of Voluntary Agencies who have received grants exceeding one lakh during the year 2000-01 is listed in Appendix–III.

National Bal Bhavan

The National Bal Bhavan (formerly Bal Bhavan Society India), New Delhi was established by the Government of India in 1956 at the initiative of Pandit Jawahar Lal Nehru. An autonomous institution fully funded by the Department of Elementary Education & Literacy, National Bal Bhavan (NBB) has been contributing towards enhancing the creativity amongst children in the age group 5-16 years, especially from the weaker sections of the society. The children can pursue activities of their choice such as creative arts, performing arts, environment, astronomy, photography, integrated activities, physical activities, science-related activities etc. in a joyful manner. The programmes are so designed as to explore the inner potential of children and give them opportunities for expression of ideas through various media. Bal Bhavan thus aims at the all-round growth of children in a free and happy atmosphere and helps them develop a scientific temper.

Children from schools and 52 Bal Bhavan Kendras in Delhi participate in Bal Bhavan activities. Throughout the year Bal Bhavan organise several programmes at the local, zonal, national and international level to provide learning opportunities to the children. These programmes enrich the experience of children and make them aware of cultural heritage and inculcate in them scientific temper and also enhance creative potential. During the summer season, a number of activities are organised at large level and thousands of children pursue activities of their choice. A number of workshops are organised on a variety of topics during the year. Integrated training programme is an unique

programme for teacher trainees. The teachers are trained at the National Training Resource Centre (NTRC) of Bal Bhavan with ultimate aim of catering to the all round development of children. It also enhances the personality of teachers. Courses in creative arts, clay modeling and batik are also offered to teachers and teacher trainees. National Bal Bhavan has a Bal Shree Honour scheme to honour and nurture creative children of the country irrespective of their socio-economic status. There are 73 Bal Bhavans in the country affiliated to National Bal Bhavan which have close linkages with the apex body and State/UT Bal Bhavans. National level programmes are organised every year. These are (i) National Children's Assembly (ii) National Literary Meet (iii) All India Bal Bhavan Director's Conference to discuss plans for closer networking of Bal Bhavans (iv) Cultural Craft Conservation Convention to promote traditional and folk arts.

Other international programmes where National Bal Bhavan participates are International Cultural Exchange programmes and painting competitions. National Bal Bhavan has also helped Mauritius in setting up of children's creativity centre, i.e. International Bal Bhavan.

During the current year National Bal Bhavan organised environment related programmes, to mark environment day, wherein week long environment programme was organised. These included understanding insects workshops, environment education workshops for teachers, observation of Earth day, web of life workshop, painting competitions related to rural development, etc. World Habitat Day was observed in the month of September 2001 with the theme of 'Women role in urban governance'. A mass painting and slogan writing as well as elocution contests were organised on this occasion. Zonal level camps were organised in five zones of the country to select suitable children for Bal Shree Awards. International Children's Assembly was organised from 14 – 19 November, 2001 where children from all parts of the country participated, including children from other countries like Mongolia, Kyrghyz, Uzbekistan, Nepal etc. The

National Children Assembly and Integration Camp was inaugurated by Hon'ble Prime Minister of India on 14 November, 2001 and the function was presided over by Dr. Murli Manohar Joshi, Minister of Human Resource Development. During the year children from National Bal Bhavan participated in programmes held in Mongolia under Mongolian Indian children exchange programme.

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) is a Centrally Sponsored Scheme providing special thrust to achieve Universalisation of Primary Education (UPE). The programme takes a holistic view of primary education development and seeks to operationalise the strategy of UPE through district specific planning with emphasis on decentralised management, participatory processes, empowerment and capacity building at all levels.

The programme is structured to provide additional inputs over and above the provisions made by the State Governments for elementary education. The programme fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of Non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of Teaching Learning Material, Research based interventions, special interventions for education of girls, SC/ST, etc. The components of integrated education to children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

Objectives

The programme mainly aims at providing access to primary education for all children, reducing primary dropout rates to less than 10 percent, increasing learning achievement of primary school students by atleast 25 percent, and reducing the gap among gender and social groups to less than five percent.

Box 7.4

Major Achievements of DPEP

- About 21,000 new schools have been opened. Besides, 67,000 Alternative Schools have also been opened in unserved habitations, under DPEP covering about 24.60 lakh children.

- Enrolment in DPEP-I districts has increased from 79.33 lakh in 1997-98 to 80.36 lakh in 2000-01. In DPEP-II/III districts, for which the data is available, the overall enrolment has increased from 185.31 lakh in 1997-98 to 206.94 lakh in 2000-01.

- About 27,000 school buildings, 36,000 additional classrooms, 12,000 resource centres, 11,000 repair works, 34,000 toilets and 15,000 drinking water facilities have been completed or near completion in DPEP districts.

- Despite the increase in enrolments over the years, the average Student Class Ratio (SCR) for phase-I districts has declined from 42 in 1995-96 to 38.8 in 2000-01. Similarly, the SCR for Phase II/III districts for which the data is available, has declined from 52 in 1996-97 to 50.5 in 2000-01.

- The Gross Enrolment Ratio (GER) for Phase-I states was around 93 to 95 percent for the last three years. The GER has marginally declined to 92.5 percent in 2000-01. After the adjustment for the AS/EGS enrolment, the GER in 2000-01 comes to 98.2 percent. In DPEP-II/III districts, the GER including enrolment of AS/EGS continued to remain at 85 percent.

- According to the Access and Retention studies, there has been a significant decline in average Repetition Rate (RR) for Phase-I states till 1998/99. Overall, the Repetition Rate for Phase-I states has shown a marginal decline from 6.5 percent to 6.3 percent between 1998/99 and 1999/2000. The overall decline in Repetition Rate in DPEP-II states has declined from nine percent in 1997/98 to 8.1 percent in 1999/2000.

- A study to estimate the dropout rate from the EMIS data on enrolment and repeaters for the years 1999/2000 and 2000/2001, was carried out for 102 DPEP districts of 13 DPEP states using the Reconstructed and Apparent Cohort methods. The percentage of children who drop out between grade-I and the last grade of primary school was found to be less than 10 percent in 13 percent of the districts and less than 20 percent in one-third of the districts. An encouraging finding was that the gender gap reduced to less than five percentage points in 72 percent districts, but the high dropout rate in a large number of districts is still a matter of concern.

- In Phase-I there were 21 districts where the Index of Gender Equity (IGE) was less than 95 in 1995-96. Now the number of such districts is eight. In Phase-II/III districts, in 51 of 81 districts, IGE exceeds 95.

- So far over 400,000 children with special needs have been identified in the project blocks, out of which 303,000 (76 percent) have been enrolled in schools under the component of Integrated Education for Disabled Children (IED).

- Village Education Committees/School Management Committees have been set up in almost all project villages/habitations/schools.

- About 94,000 teachers, including para-teachers/ Shiksha Karmis have been appointed.

- As per mid-term assessment survey on learning achievement, the overall performance level has crossed 60 percent mark in 44 districts in language and 51 districts in mathematics in class I.

- Pedagogical interventions under DPEP with their focus on child centred activities have led to considerable improvement in quality of education.

District Selection Criteria

The district, which is the Unit of programme implementation, is selected on the basis of the following criteria, viz., (a) Educationally backward districts with female literacy below the national average and (b) districts where Total Literacy Campaigns (TLCs) have been successful, leading to enhanced demand for elementary education.

Funding

DPEP is an externally aided project. Eighty five percent of the project cost is met by the Government of India and the remaining 15 percent is shared by the concerned State Government. The Government of India share is resourced through external assistance. At present External Assistance of about Rs.6938 crore, comprising Rs.5137 crore as credit from IDA and Rs.1801 crore as grant from European Commission (EC), Department for International Development of UK (DFID), UNICEF and Government of Netherland has been tied up for DPEP. Under the IDA credit, 211 districts of 16 States namely, Assam, Andhra Pradesh, Kerala, Karnataka, Haryana, Maharashtra, Madhya Pradesh, Chhattisgarh, Tamil Nadu, Himachal Pradesh, Orissa, Uttar Pradesh, Uttaranchal, Bihar, Jharkhand and Rajasthan are covered under the programme. Grant from the European Commission (EC) amounting to Rs.623 crore is available for 17 districts of Madhya Pradesh and nine districts of Chhattisgarh. Netherland has provided a grant of Rs.215 crore for DPEP in eight districts of Gujarat. Another three districts in Gujarat are funded under State Sector. Grant amounting to Rs. 927 crore has been tied up with Department For International Development (DFID), UK for five districts of Andhra Pradesh, 10 districts of West Bengal and eight districts of Orissa. UNICEF has provided a grant of Rs.36 crore as a co-financing arrangement alongwith IDA credit for DPEP in Bihar and Jharkhand.

Coverage

The programme which was initially launched in 1994 in 42 districts of seven states has now been extended to cover 271 districts of 18 states, viz., Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil

Secretary (EE&L) being briefed about a school report in Barabanki in Uttar Pradesh

Nadu, Madhya Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh, Uttaranchal, Bihar, Jharkhand and Rajasthan.

In-depth Review of the Programme

The programme is supervised through periodic Supervision Missions. So far, 11 Internal Supervision Missions and 14 Joint Review Missions (comprising representatives of Government of India and External Funding Agencies) have been carried out. The first phase of the programme, which was launched in November, 1994 in 42 districts in seven states was subjected to an in-depth review during September-October, 1997. The 2nd in-depth review was conducted in November, 1999-2000. The reviews and various evaluatory studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/drop-outs with increased community involvement, improvements in classroom processes, etc.

Janshala (GOI-UN) Programme

Janshala (GOI-UN) Programme is a collaborative effort of Government of India and five UN agencies, viz., UNDP, UNICEF, UNESCO, ILO and UNFPA to provide programme support to the on-going efforts towards achieving UEE. Janshala, a community-based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived

communities, marginalised groups, SC/ST/ minorities, working children and children with special needs. A unique feature of the Janshala is that it is a block-based programme with emphasis on community participation and decentralisation.

While UNDP, UNICEF and UNFPA together have committed a contribution of US $ 20 million for the programme, UNESCO and ILO have offered technical know-how. This is the first ever programme in the world where five UN agencies have collaborated and pooled resources to support an initiative in education.

Coverage, Project Cost and Period

The programme now covers 139 blocks and 10 cities in 31 districts of nine states, i.e., Andhra Pradesh, Chhattisgarh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh, within the approved outlay of Rs. 103.13 crore. Janshala Programme is to run for five years, from 1998 to 2002. The programme, at the state level, is being implemented through existing structures of educational administration.

Approach and Strategies

Six key elements of the approach and strategies of the five year programme support are:
- Strengthening community-based mechanisms for school management support;
- Develop government and local body schools as 'empowered community schools';
- Improving teaching methodology for multigrade classrooms through pre and in-service teacher development programmes to make them more interactive, child centred and gender sensitive;
- Developing a teacher empowerment package for teachers of empowered community schools;
- Facilitating information exchange on best classroom practices, policy and community participation; and
- Applying an integrated social development approach which combines educational and developmental activities and resources inputs by all agencies and ministries.

Achievements

All state programmes have carried out microplanning and community mobilisation, intensive exercises to identify the issues of 'out of school' children, primary school infrastructure and also generating awareness in the community. Following this, Village Education Committees (VECs), PTAs and other grassroots level structures were set up in Janshala blocks. VECs are actively working on school improvement and other activities for enrolment and retention of children in primary schools and alternative schools. Janshala has started large number of alternative schools in small and remote habitations in the programme areas, besides setting up schools in urban slums of Jaipur, Ajmer, Bharatpur, Jodhpur, Hyderabad, Bhubaneshwar, Cuttack, Puri, Bhilai and Lucknow with community participation.

Other major areas of achievement are in teacher training, multigrade teaching, intervention for education of the disabled, setting up of block and cluster resource centres, strengthening of ECCE and ICDS centres, strengthening capacities at state, district and block level.

Pradhan Mantri Gramodaya Yojana (PMGY)

For achieving sustainable human development at the village level, a new initiative, Pradhan Mantri Gramodaya Yojana (PMGY), was launched during 2000-2001. PMGY envisages Additional Central Assistance (ACA) for basic minimum services in certain priority areas. The scheme has six components, namely, elementary education, primary health, rural shelter, rural drinking water, nutrition and rural electrification. Department of Elementary Education and Literacy, Ministry of Human Resource Development is the nodal department for elementary education sector of the PMGY.

A minimum of 10 percent of ACA for all components except nutrition (for which it is 15 percent) has been fixed. The allocation of the remaining 35 percent of the ACA would be decided by the States and UTs among the components of the scheme based on their priorities.

Funds for elementary education sector under PMGY is utilised to further the goal of Universalisation of Elementary Education. Thirty three per cent of the fund made available to the states is to be utilised for construction of new school buildings or additional classrooms (including provision of toilets and drinking water); 17 per cent on the construction of toilets and provision of drinking water in the existing schools up to elementary stage; and 50 per cent on any items related to Elementary Education covered under ongoing Centrally Sponsored or State Schemes, except on creation of posts and payment of salaries.

Ministry of Finance, Department of Expenditure, released Rs. 398.06 crore to states during 2000-2001. The sectoral allocation for 2001-2002 in respect of all States and UTs under elementary education component of PMGY is of Rs. 486.16 crore and so far Rs. 271.41 crore has been released.

Education for Women's Equality

Mahila Samakhya

The Mahila Samakhya (MS) programme was started in 1989 with Dutch assistance to translate the goals mentioned in the National Policy on Education into action. The MS programme recognises the centrality of education in empowering women to achieve equality. Mahila Samakhya has adopted an innovative approach which emphasises the process rather than mere fulfilment of targets. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional roles. Under this programme, education is understood as a process of learning to question, critically analysing issues and problems and seeking solutions. The MS endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become

empowered. The MS in all the states have taken initiatives to address issues/problems ranging from

- Meeting daily minimum needs;
- Improving civic amenities;
- Gaining control over their health;
- Actively accessing and controlling resources;
- Ensuring educational opportunities for their children, especially girls;
- Entering the political sphere through participation in Panchayats, etc.;
- Articulating their concerns and tackling social issues like violence against women, child marriage; and
- Seeking and obtaining literacy and numeracy skills.

The Sangha or women's group at the village is the nodal point where all activities are planned. The Sangha provides the space where women meet, and begin the process of reflection, asking questions, voicing their opinions fearlessly, thinking, analysing and articulating their needs and finding solutions through corrective action. The programme is now forging solidarity amongst Sanghas to provide support for autonomous functioning of Sanghas.

The Sahayogini, the leader, is the key link as well as motivator, supporter and guide for ten villages. She mobilises and organises women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational processes. MS has provided specialised inputs for vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. Mahila Samakhya endeavours to develop gender-sensitive pedagogical and learning material.

A National Resource Group (NRG) has been constituted by the Department to advise and guide the programme. The NRG provides a vital interface

for the programme with the voluntary sector, the women's movement as well as resources and training institutions. This body debates various conceptual issues and concerns, advises on evaluation of the programme and also advises the Government of India on policy matters concerning women's education. A National Project Office at the Centre is headed by a National Project Director and support staff. In the state, the programme is implemented through an autonomous registered MS society. The State Education Secretary is the Chairperson of the Executive Committee of this society. The EC is an empowered body and takes care of administrative and financial decisions, including an in-depth examination of specific interventions. A full-time State Programme Director (SPD) is the Member Secretary of the EC and is responsible for financial management, administrative matters, programme planning and implementation. The District Implementation Unit (DIU) administers the project at the district level & consists of a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the MS are strong, block-level units are also set up.

National Project Director, Mahila Samakhya receiving the Honourable mention of the Noma Literacy Prize from Dr. Murli Manohar Joshi

The Ninth Plan outlay for the MS scheme was Rs.35 crore out of which a sum of Rs.26.47 crore has been spent so far. The Budget Estimate for the last year of the Ninth Five-Year Plan i.e. 2001-02 is fixed at Rs.11 crore. The expenditure so far has been Rs.6.15 crore. It is expected that the expenditure on the MS programme may be around Rs. 9 crore this year.

Currently the Mahila Samakhya programme is operating in 60 districts covering more than 9000 villages in 10 States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh, Assam, Jharkhand and Uttaranchal. The effectiveness of the Mahila Samakhya strategy has resulted in its being adopted by other basic education projects. The MS programme is supported by the District Primary Education Programme in 13 districts of Bihar and five districts each in MP and Assam and six districts of UP. The experience of the programme since its inception has validated the MS approach as an effective means to mobilise and organise women and enable them to take charge of their lives. Several evaluation studies have shown that the MS programme has been highly successful in design and implementation.

- Helped generate a demand for literacy;
- Increased women's recognition and visibility, both within the family and the community;
- Given women the strength and ability to demand accountability from Government delivery systems;
- Increased women's participation in Panchayati Raj bodies; and
- Created an awareness of the need to struggle for a gender-just society.

The UNESCO International Literacy Prize Jury in its meeting held at Paris in July 2001 decided to award the Honourable Mention of the Noma Literacy Prize to the Mahila Samakhya Programme of this Department. The Award was presented at a special ceremony on 8 September, which is the International Literacy Day.

Adult Education

National Literacy Mission, a campaign model for eradication of illiteracy, aims at attaining sustainable threshold level of 75 percent by 2005. The mission seeks to provide meaningful opportunity for lifelong learning to adults and focus on eradication of residual illiteracy. Parameters and norms of financial assistance under the scheme have been enhanced. The scheme of Jan Shikshan Sansthan (Institution of People's Education) has continued to aim at improving vocational skills and quality of life of its beneficiaries.

The Current Scenario

Globalisation has the potential to bring diverse human beings together in new and creative ways. A knowledge-rich society contains the tools with which people can address issues ranging from health and economic well being to personal fulfillment. Political democracy can give members of the oppressed segment a greater voice in shaping their individual and collective destinies.

The key to realising such aims, as is evident the world over, lies in fighting illiteracy. This was realised by the policy makers in India too, and in 1988, the National Literacy Mission (NLM) was established. The aim of the Mission was to impart a much-needed sense of urgency and seriousness to adult education. This was specially needed to counter the adverse impact of population growth and an ever-increasing number of non-literates despite all governmental efforts.

It was not an easy task, but the first breakthrough was achieved in Kerala, in Kottayam city, followed by Ernakulam district, where the literacy campaign was initiated in 1989 and completed within a year. For the first time, an area-specific, time-bound campaign approach had been implemented and the community had become responsible for running its own development programmes and consequently for determining its future (see Box 8.1).

Ten years after its inception, new life and vigour has been introduced into the NLM, to meet the new challenges. On 30 November, 1999, the Government approved the extension of the Mission, stressing on life-long learning and decentralisation, with devolution of authority to state and district-level institutions.

It is hoped that this will consolidate the gains of previous years and catalyse the growth of the literacy movement. The parameters and norms of financial assistance of schemes under the NLM have been subsequently enhanced by the issue of a notification dated 5 May, 2000.

Figures at a Glance

The literacy rate in 2001 has been recorded at 65.38 percent as against 52.21 percent in 1991. The 13.17 percentage points increase in the literacy rate during the period is the highest increase in any decade

- 96.64 million persons made literate;
- Rate of growth more in rural areas than in urban areas;
- The gap in male-female literacy rate has decreased from 24.84 percent in 1991 census to 21.69 percent in 2001;
- Female literacy increased by 14.8 percent i.e. from 39.3 percent to 54.16 percent whereas male literacy increased by 11.72 percent i.e. from 64.1 percent to 75.85 percent during the last decade;
- During 1991-2001 the population in 7+ age group increased by 171.6 millions while 203.6 million additional persons became literate during that period;
- All the states and union territories without exception have shown increase in literacy rates during 1991-2001;
- In all states and union territories the male literacy rate is now over 60 percent. Kerala continues to have the highest literacy rate of 90.92 percent and Bihar has the lowest literacy rate of 47.53 percent;

- Significant decline in absolute number of non-literates from 328.88 million in 1991 to 296 million in 2001; and
- Out of the total 600 districts in the country 576 districts have been covered by NLM under literacy programme.

The Achievements

The increased parameters and norms lend credence to the fact that the NLM has been making good progress in its avowed aim of making literacy a fundamental element for every one, especially the women of our country. The provisional figures of the Census 2000-01 corroborate the encouraging trend reported by the National Family Health Survey 1998-99 and of National Sample Survey Organisation. The literacy level had risen from 52.21 percent in 1991 to 65.38 percent in 2001 (provisional census data of 2001). The NFHS 1998-99 upholds a literacy rate of 63.1 percent in the six+ age group. The wide gap between male and female literacy has narrowed even further and the female literacy level now stands at 54.16 percent. The urban-rural difference in literacy rates has also shown a marked decline - with urban literacy at 80.1 percent and rural literacy at 59.2 percent. The credit for this goes to the Total Literacy Campaign, which has been implemented successfully in district after district.

Out of the total 600 districts in the country, 576 districts have been covered by NLM. The continuing education programme has been initiated in 152 districts; post-literacy programmes are continuing in 264 districts (including 30 districts under RFLP); while total literacy campaigns are in 160 districts. More than one crore twenty lakh volunteers from all walks of life have been associated with the literacy programmes, making it the largest voluntary movement since the freedom struggle.

A special focus is on the promotion of literacy among women, Scheduled Castes/Tribes and Backward Classes. This is reflected in the fact that 61 percent of learners are females, while 23 percent belong to SCs and 13 percent to STs.

The states of Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Bihar and Jharkhand had been lagging behind in the literacy race. The abysmal literacy rates in these states before the launch of the campaigns were responsible for the slow start. The conditions demanded innovative approaches. Provisional figures of census 2001 have, however, shown an extremely encouraging trend and it is heartening to note that the rate of increase in literacy is more in these states than in most of the other states. Thus, despite the low initial success the essence and the spirit of the campaign have been captured in these states also.

Another major outcome of the Mission's literacy programme has been the decline in the absolute number of non literates. It was a daunting challenge to counter the effect of population growth in the country. For the first time since independence, the growth in literacy has overtaken the rise in population.

Goals and Objectives

The goal of the NLM is to attain full literacy, i.e. a sustainable threshold level of 75 percent, by 2005. The Mission seeks to achieve this goal by imparting functional literacy to non-literates in the 15-35 year age group. This age group has been the focus of attention because they are in the productive and reproductive period of life. The total literacy campaign offers them a second chance, in case they
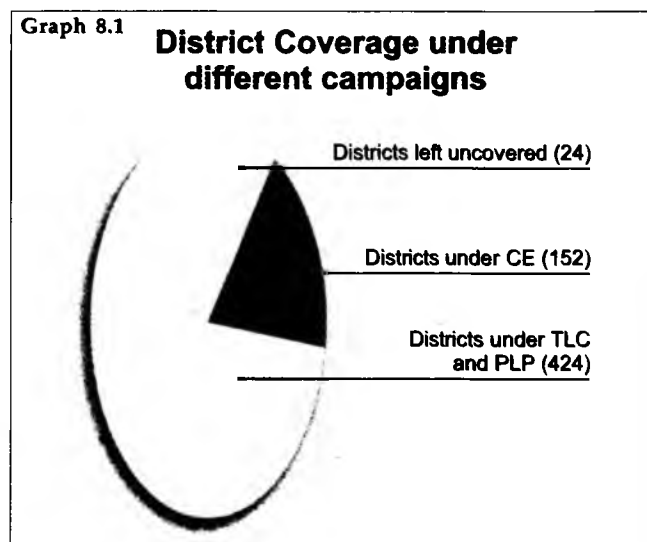
Graph 8.1

District Coverage under different campaigns

Districts left uncovered (24)

Districts under CE (152)

Districts under TLC and PLP (424)

The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation form the two pivotal strategies of adult literacy within the broad framework of programmes currently being implemented by the National Literacy Mission.

have missed the opportunity or were denied access to mainstream formal education.

Highlights

- NLM revitalised with the norms and parameters, the scope of its scheme increased considerably.
- District Literacy Societies allowed to combine their strengths with that of local community groups like the Mahila Mandals, local youth clubs, voluntary agencies, cooperative societies, small scale industries, etc., for greater involvement and participation in literacy programmes.
- Jan Shikshan Sansthans to provide support to District Literacy Societies for undertaking vocational and skill development programmes.
- NGOs allowed to operate Continuing Education Centres.
- More books, magazines and periodicals to be made available to neo-literates.

The Mission also takes into its fold children in the 9-14 year age group, in areas not covered by non-formal education programmes, so as to reach the benefits of literacy to out-of-school children as well. The major thrust of these programmes is on the promotion of literacy among women, Scheduled Castes, Scheduled Tribes and Backward Classes.

Learning skills acquired by neo-literates during the short span of the literacy campaign are at best fragile. There is a genuine danger of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The NLM eventually aims at ensuring that the total literacy campaigns and their sequels, the post-literacy programmes, successfully move on to continuing education which provides life-long learning.

Each district is unique. The learners are not uniformly endowed and have different capabilities and abilities. Therefore, the NLM has permitted and encouraged great flexibility and innovation in designing and implementation of post-literacy programmes. The concerned Zilla Saksharta Samiti is free to create a model that suits the needs of the district and its learners.

Integrated Strategy

Eradication of illiteracy and continuing education has been identified as a priority area by the government. To achieve this objective, the Ninth Five-Year Plan period sees the continuation of the NLM. The initial phases of the literacy campaigns continue to run along with the advanced phase of life-long education. By treating functional literacy as a continuum rather than a one-off benefit for the non-literate person, the progress of literacy efforts is goal directed.

The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation form the two pivotal strategies of adult literacy within the broad framework of programmes currently being implemented by the NLM. Although envisaged as two distinct phases, they actually constitute two closely related aspects of one overarching policy of imparting literacy skills to an adult non-literate person. The total literacy campaigns and post-literacy programmes constitute two operational stages on the learning graph and are now being treated as one integrated project. This will enable smooth progression from one stage to another, drawing financial sustenance from one single and same budgetary provision.

The funding ratio between the Centre and State Government is 2:1 with the exception of districts

under the tribal sub-plan where the ratio is 4:1. Implementing agencies are now allowed to incur expenditure on basic literacy activities during the post-literacy phase.

Although the total literacy campaigns took the form of a mass movement and spread very quickly throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, frequent transfer of collectors, etc. Restoration of stagnating projects is a priority area during the Ninth Plan for the National Literacy Mission. Operation Restoration seeks to:
- Assess field realities;
- Draw up effective strategies; and
- Get the programme back on track.

Continuing Education

Concerted efforts are required on the part of all stakeholders to see that the achievements of the last decade do not go waste. Educators around the world are increasingly recognising the importance of moving beyond a narrow concept of adult basic education. In this context, the NLM has made continuing education a necessary component of its activities.

Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing CECs. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 2000-2500 people. Ten to fifteen such centres form a cluster, with one of them acting as the nodal CEC.

The centres are run by full-time facilitators or preraks, who are drawn from the community itself. Services provided by the CEC are:
- Library and reading room;
- Teaching-learning centre for remaining non-literates and neo-literates;
- Vocational training centre;
- Extension centre for facilities of other development departments;

- Discussion forum for sharing ideas and solving problems;
- A composite information window for the community;
- Cultural centre; and
- Sports and recreation centre.

The CECs provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative education programmes, vocational skills and also promote social and occupational development.

Currently, continuing education programmes are running in 152 districts. The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet their demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, other items of work connected with basic illiteracy eradication continue unabated. An assistant prerak is appointed for undertaking basic literacy programme in the CECs. Apart from establishing CECs, the scheme also undertakes the following programmes:

Equivalency programme is designed as· an alternative education programme equivalent to the existing formal, general or vocational education.

Box 8.2

Creating a Learning Society

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in village across the country. This is especially relevant as most districts are likely to complete post-literacy programmes and move towards the continuing education phase. The strengthened State Resource Centres will develop and disseminate books and other literacy materials for rural and urban neo-literates. The increased thrust seeks to ensure that they do not relapse into illiteracy.

Income generating programme facilitates the participants to acquire or upgrade their vocational skills and take up income-generating activities.

Quality of life improvement programme aims to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living.

Individual interest promotion programme provides opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests.

As a part of this strategy, there is stress on establishing rural libraries, which will provide reading and learning material to neo-literates in their own languages (see Box 8.2).

Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, and Panchayati Raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, technical institutions, professional groups and Directorate of Adult Education, Government of India provide inputs needed by the programme. State Resource Centres (SRCs) and Jan Shikshan Sansthans join hands by giving the necessary resource and training support.

Empowering State Literacy Mission Authorities (SLMAs)

Keeping pace with the endeavours, campaigns and programmes which are being initiated by the NLM, it was decided to strengthen and revitalise the State Literacy Mission Authorities (SLMA)—the state level society registered under the Societies Registration Act, 1860. This is a step towards decentralisation, as it shows that the SLMAs have reached a stage where they can be made responsible for the programmes which are being initiated for their states. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions

taken without any delay, leading to more efficient developmental programmes. Each state has to set up a SLMA. The new SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs:

- now serve as Nodal Agencies at the state level for monitoring and implementing the scheme of continuing education;
- have been empowered to approve continuing education projects and funds have been placed at their disposal; and
- are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and state level.

Twenty State Literacy Mission Authorities in the country have been given greater powers to plan, implement and monitor literacy programmes at the state level.

The historic decision of the Government of India, liberalising the provision of financial assistance and strengthening of SLMAs, augurs well for the scheme of continuing education. This provides an opportunity to the State Governments to help all sections of the community to achieve upgradation of their skills and enhance their standard of living in the long run.

Support to NGOs

The NLM fully recognises the vast potential of NGOs in furthering its programmes and schemes. Therefore, ever since its inception, the NLM has taken measures to strengthen its partnership with NGOs. Given the major role envisaged for NGOs, they are now allowed to receive funds, from Zilla Saksharta Samitis and actually run continuing education centres. NGOs can also receive grants for activities relating to the organisation of the functional literacy component in various developmental programmes and for imparting functional and vocational education to neo-literates.

The historic decision of the Government of India, liberalise to the provision of the financial assistance

and strengthening of State Literacy Mission Authorities augurs well for the scheme of continuing education.

Under the Ninth Plan, the release of grants to NGOs other than the State Resource Centres has been decentralised through the State Literacy Mission Authorities. Innovative projects in respect of all-India level NGOs are considered by the grants-in-aid committee at the national level. They are provided assistance for taking up continuing education programmes in addition to innovative programmes in all parts of the country.

Existing State Resource Centres are being strengthened and their annual maintenance grants suitably enhanced. Independent district resource units are now subsumed in the SRCs. Currently, there are 25 SRCs, providing training to large number of adult education trainers and literacy functionaries annually. They also hold orientation programmes for the members of the executive committees of Zilla Saksharta Samitis (ZSSs) and SLMA, district level and block level functionaries of different development departments and functionaries of Panchayati Raj Institutions and members of the NGOs to enlist their support and increase their participation in the literacy programmes.

The SRCs at the moment are divided into two categories of A&B, which receive an annual grant of Rs.60 lakh and Rs.40 lakh respectively. The grading is done on the basis of the volume of work. Upgradation is based on performance or increased workload. New resource centres are initially graded in the lower category.

Managed by NGOs or universities, all SRCs are expected to provide academic and technical resource support to literacy programme in the state. This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation. NGOs undertake activities such as:

- Running post literacy and continuing education programmes with the objective of eradication of illiteracy in well-defined areas;
- Undertaking resource development activities through establishment of SRCs;
- Organising vocational and technical education programmes for neo-literates;
- Promoting innovation, experimentation and action research;
- Conducting evaluation and impact studies;
- Organising symposia and conferences, publication of relevant books and periodicals and production of mass media support aids; and
- To enhance the participation of NGOs in the literacy movement.

Jan Shikshan Sansthan

The Scheme of Jan Shikshan Sansthan (JSS) or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of its beneficiaries. The objective of the scheme is educational, vocational and occupational development of literates, neo-literates, semi-literates and non-literates.

Though the scheme does not target any specific group or areas, it concentrates on the socio-economically backward and educationally disadvantaged groups of urban/rural population such as neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc.

Graph 8.2

Number of Jan Shikshan Sansthans
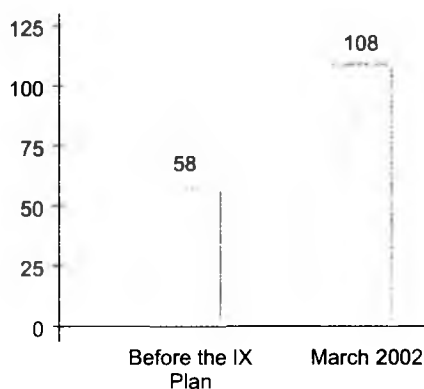
Jan Shikshan Sansthans are mostly set up under the aegis of non-governmental organisations. These institutions are required to be registered under the Societies Registration Act, 1960 or equivalent Act of the state and, hence, they enjoy functional autonomy. The Government of India provides financial assistance to these sansthans on a set pattern and prescribes the ceiling of funds under different heads. Respective Boards of Management constituted as per the guidelines issued by the Government of India monitor their performance and ensure that the funds allocated under different heads are utilised as per the norms and guidelines.

Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. As on date, more than 250 types of courses and activities are offered by these institutions. Last year 1,81,766 persons have been given vocational training by JSSs. Of these, 1,40,972 (77.56 percent) were women. As part of streamlining the vocational training, the curriculum has been standardised for a number of popular courses conducted by the Jan Shikshan Sansthans. The standardised curriculum not only includes the vocational content but also components of general knowledge which is otherwise called life enrichment education.

Under the Ninth Plan, the activities of the JSS are being enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills in both urban and rural areas. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is being evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report.

Social Impact

The dramatic social mobilisation generated by the literacy campaigns has had an enormous impact on other social sectors, most notably-womens' empowerment, health and environmental awareness (see Box 8.3). A framework for effective social action has been provided by the Panchayati Raj Institutions.

Democratic participation has been enriched by promoting articulation in society, especially of the under-privileged groups.

The campaigns have served the cause of promoting equity in society, in redefining gender relations and in questioning caste-based social categories.

Widespread basic education is a prerequisite for economic growth. Researchers have documented the correlation between investment in basic education and economic productivity. Studies have estimated that one-quarter to one-half of the agricultural labour productivity differences

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Box 8.3

Participatory Approach

The voluntary nature of the literacy movement has been its greatest driving force. Wider participation has resulted in greater satisfaction, sustainability and success. Keeping this in mind, the NLM is encouraging the participation of people's representatives at the panchayat level and from industries and corporate houses.

Sensitisation of Panchayati Raj representatives for participation in the literacy programmes has been undertaken by SRCs all over the country. Workshops are held regularly to explain the main elements of literacy to Panchayati Raj representatives. They are motivated to bring about community involvement and local participation so as to integrate the Panchayati Raj structure more meaningfully with the Zilla Saksharata Samiti.

Industries are being encouraged to adopt a village and make it fully literate.

Zilla Saksharata Samities would continue to oversee and run literacy programmes and they would have full freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, Panchayati Raj institutions, small-scale industries, cooperative societies, etc.

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between countries can be explained by differences in education levels.

Some of these social consequences are immediately evident. In the evaluation of a literacy programme in Ernakulam, a district in Kerala, it was reported that, in addition to achieving total literacy, the programme produced significant side-effects, including a considerable reduction in the incidence of petty crimes, a reduction in the number of invalid votes during the general elections, and a decline in the number of dropouts from schools. "When learners began to enjoy the fruits of literacy," the study revealed, "they became responsible citizens, and they took care to give their children all the facilities of education of which they had been deprived".

Literacy can also lead to social action. In Nellore district of Andhra Pradesh, the literacy campaign used a text that included a story based on the experiences of women harassed by drunken husbands. This lesson inspired literate women to organise committees to protest against the sale of alcohol, which led to the closing down of the liquor shop in their village and the spread of their movement into neighbouring districts.

Evaluation studies have also shown that the greater social benefits accrued from the extension of basic education to girls and women. As they became more literate, women tended to marry later, bore fewer children, and the mortality rate of young children declined. Women with even a few years of schooling have become better agricultural workers, generate more income, and take better care of their families. Educated women have been reported to take better care of their families—serve nutritious meals and seek medical care; consequently, their children enjoy better health and do well in school. These findings have been supported by the results of the National Family Health Survey 1998-99.

Monitoring and Evaluation

Monitoring and evaluation are essential management tools for identifying the strengths and weakness of a system. Their significance has been realised and put into effect by the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic.

The innovative monitoring system, designed by the NLM authorities not only ensures reliability but also facilitates the steady flow of information. In order to get better results from this new management information system, it was decided to decentralise the monitoring process.

Accordingly, State Directorates of Adult Education have been made wholly responsible for monitoring the literacy campaigns in their states. The focus is not merely on obtaining timely statistical information but also on assessing the qualitative aspects, such as efficacy, problems and activities. This will provide crucial feedback at the policy formulation level.

To enhance the credibility of the results and impact assessments, evaluation guidelines have been standardised and are issued by the NLM from time to time. Special impact studies of the campaigns on the social, cultural and economic environment of

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■ Box 8.4

Promoting Female Literacy

Providing educational opportunities to women has been an important part of the national endeavour in the field of education. The NLM has adopted a strategy that emphasises the need to:

- Create an environment where women demand knowledge and information, empowering themselves to change their lives;
- Inculcate in women the confidence that change is possible;
- Spread the message that education of women is a precondition for their fighting against oppression; and
- Highlight the plight of the girl child and focus on the need for Universalisation of Elementary Education.

the areas are also being undertaken by the State Resource Centres and other such organisations under the aegis of the Mission. It is hoped that the new approach of evaluating literacy campaigns and post literacy programmes will ensure greater efficacy and complete transparency. Literacy programmes are evaluated by reputed academic institutions located outside the state to maintain transparency and objectivity.

As an initiative to ensure proper monitoring and coordination of literacy programmes, the Mission has decided to hold annual regional conferences in which all the concerned agencies will participate simultaneously. Combined regional conferences of the Directors of SDAE, SRCs and JSSs are being held to review the literacy programme. Two regional conferences were held this year. The first conference held in New Delhi on 8 November, 2001 was inaugurated by Shri B.K. Chaturvedi, Secretary, Elementary Education & Literacy, Government of India. The Directors of all the three agencies in four states (Uttar Pradesh, Bihar, Jharkhand and Rajasthan), SLMAs, SRCs and JSSs—participated and shared a common platform to overcome the problems and formulate better strategies for faster implementation of their programmes. Similarly, the second conference for North Eastern Region was under the Chairmanship of JS (AE) and DG, NLM held from 21-22 November, 2001 in Bhubaneshwar, where Secretary/Directors, Educationists of States of Orissa, West Bengal, Assam, Meghalaya, alongwith Directors of State Resource centres and Jan Shikshan Sansthan participated. The conferences were held to:

- Review the functioning of the adult education programmes in respective states;

- Assess the effectiveness of the resource support being provided by the State Resource Centres and Jan Shikshan Sansthans;
- Identify the problems regarding coordination among the State Directorate of Adult Education, SLMA, ZSS, State Resource Centres and Jan Shikshan Sansthans.

Creating Awareness

Several measures have been undertaken to create an awareness about NLM and its programmes and schemes and thereby highlighting the importance of education. In a bid to propagate its message and aims, NLM launched its website on the internet. The website highlights the achievements of NLM, its goals and the target population for its schemes and campaigns, apart from its structure and management. The guidelines of various NLM schemes are also available online through the site.

Several publications concerning literacy activities in the country were brought out during the year and success stories of different literacy campaigns have been publicised.

Prestigious national and international awards were presented for significant contributions in the field of adult literacy (see Box 8.5).

One of the important activities of the Central Directorate of Adult Education is to organise advertising and publicity for literacy programmes. The Directorate undertakes production of media software (both video and audio) covering areas like motivation/mobilisation, training and instructional material.

Awards 2001

On the occasion of the International Literacy Day on 8 September, 2001, following awards were presented for significant contributions in the field of adult literacy:

- NLM-UNESCO Awards, 2001 went to the State Resource Centre, Mysore, Karnataka, Jan Shikshan Sansthan, Coimbatore, Tamil Nadu and J & K Destitute and Handicapped Welfare Association, Jammu, J & K;
- Satyen Maitra Memorial Literacy Awards 2000-2001 for outstanding achievement were presented to the districts of Jaisalmer (Rajasthan) and Bhandara (Maharashtra) for Total Literacy Campaign and to the districts of Dausa (Rajasthan) and Yavatmal (Maharashtra) for Post Literacy Programme;
- A new award named "Decadal Achievement Award for Literacy and Female Literacy (1991-2001)" for outstanding achievement in general literacy and special achievement in female

literacy was given to the State of Rajasthan which has recorded the highest increase in the literacy rate among the States/UTs of India. A Decadal Achievement Award for Female Literacy was jointly given to the State of Chhattisgarh and Madhya Pradesh. The female literacy rate of Chhattisgarh has increased by 24.88 percent and of Madhya Pradesh by 20.93 percent during the last decade;

- Certificates of appreciation were also given to six districts of different states for recording appreciable increase in the literacy rate during the last decade. These districts are West Godavari (Andhra Pradesh), Kaimur (Bihar), Hazaribagh (Jharkhand), Ri Bhoi (Meghalaya), Sonepur (Orissa), Chitrakoot (Uttar Pradesh); and
- National Photo Competition and National Poster Competition Awards were given to the participants of students and professional/general category.

The production of media software is done through empanelled producers. Fresh empanelment was done in February, 2000 through an open advertisement. Ninety three well established producers have been empanelled for a period of five years. The proposals received from empanelled producers are scrutinised and approved by the Communication Planning and Costing Committee (CPCC), which is chaired by the Secretary, Elementary Education and Literacy.
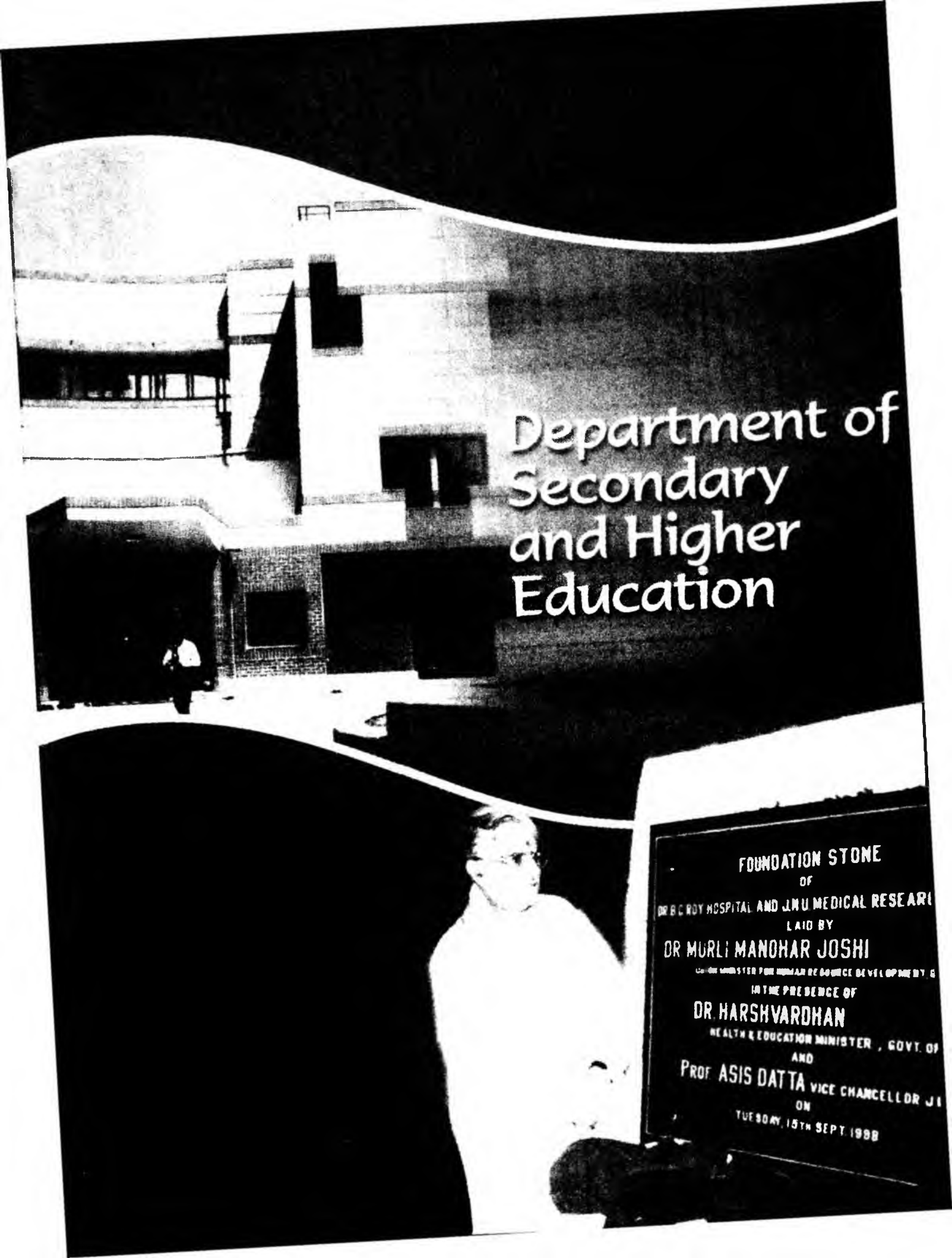
At present, the video programmes produced by the Directorate of Adult Education are being telecast on Gyan Darshan (ETV) on a regular basis. The literacy spots are being telecast on DD-I and DD-II in the prime time slots. Audio programmes are being broadcast through FM stations. Literacy spots are broadcast through All India Radio. The Close Circuit Television (CCTV) facilities available in selected railway stations in different parts of the country will also be utilised to spread the message of literacy.

A well-organised and coordinated infrastructure for continuing education can systematically advance literacy and the desire to learn among people. In order to make lasting changes in people's lives, the National Literacy Mission is making all efforts to involve more and more people in lifelong learning for improvement in their educational standards and quality of life. It is committed to ensuring that the promises of the 21st century are realised by all Indians.

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Education

FOUNDATION STONE
OF
DR B C ROY HOSPITAL AND J.N.U MEDICAL RESEAR(
LAID BY
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UNION MINISTER FOR HUMAN RESOURCE DEVELOPMENT G
IN THE PRESENCE OF
DR. HARSHVARDHAN
HEALTH & EDUCATION MINISTER , GOVT. OF
AND
PROF. ASIS DATTA VICE CHANCELLOR J
ON
TUESDAY, 15TH SEPT. 1998

Secondary Education

New initiatives are being taken to strengthen school education. Programmes like National Open Schools are being strengthened to reach out to more and more children in distant areas. NCERT is playing an active role in providing resource support in the areas of educational research and training at the school level. The Navodaya Vidyalayas, set up with the objective of providing a progressive and forward looking school system in the rural areas, now cover 451 districts in 33 States and UTs.

National Council of Educational Research and Training

Objective

The National Council of Educational Research and Training (NCERT) is an apex resource organisation to assist and advise the central and the State Governments on academic matters related to school education.

During the period under report the following activities were undertaken by the Council:-

Early Childhood Education (ECE)

In the area of Early Childhood Education (ECE), with a view to explain concept of pre-school education and highlighting its significance and implementing strategy, it was broadly divided to three categories - (i) Challenges and the Opportunity, (ii) What, why and how of Pre-School Education, and (iii) Play-way Method and Activity Based Approach in ECE Classes, were developed.

Elementary Education

In the area of Elementary Education the activities undertaken included preparation of subject-wise curriculum for the subjects suggested in the National Curriculum Framework for the primary stage of education and bringing out new textbooks, workbooks and teacher guides of all these subjects. The books meant for classes I and III will be made available for the next academic session. In addition the following research studies were completed: (i) Study of Classroom Process: Focus on Teacher's Attitudes/Expectations as related to Children's Scholastic Performance at Primary Level, (ii) Status study of the Experiences of M.V. Foundation in bringing Working Children in Mainstream Schools, and (iii) A study of Curriculum Load in Pre-Primary and Primary Classes.

Under Sarva Shiksha Abhiyan (SSA) technical support was provided in the finalisation of Framework for the implementation of SSA. A manual for the Appraisal of SSA plans has been prepared.

Orientation programmes were organised, for the eight DPEP Phase-I states, on quality of education at the primary stage, for state and district teams of North-Eastern states, on planning quality dimensions of Elementary Education and for members of various organisations in the country on Appraisal and supervision. Work on some more modules and orientation programmes on quality dimensions of Elementary Education is in progress.

Non-Formal Education

The focus of Non-Formal Education (NFE) programmes remained on resource development in States and Voluntary Organisations. Studies on (i) status of NFE Programme at Upper Primary Stage in India, (ii) Effectiveness of NFE for Lower Primary Stage in Bihar, Haryana and Rajasthan and (iii) MHRD study on the Evaluation of NGO projects sanctioned under the Innovative and Experimental Programmes were completed. Under Education Guarantee Scheme and Alternative Schooling (EGS & AS), manuscripts of two primers-one meant for girls in urban slums and the other meant for children working in roadside dhaba were prepared. An orientation programme has been planned for the senior functionaries of voluntary agencies of western region.

Education of Girls

Resource development and capacity building received attention in the context of Education of Girl Child. The studies on the role of Begums of Bhopal in promoting education of Muslim Girls in the early 19th and 20th Century and Fifty Years of Women's Education in India were completed and Education of Muslim Girls: A Study of the Area Intensive Programme, is in progress. Collection of data and its analysis is in progress for the development of materials on 'Women Scientists in Contemporary India' and 'The Role of Women in the Freedom Struggle of India.' Workshop on Gender Sensitive Life skill Approach to Curriculum Transaction at the Secondary Stage and the eleventh Six-week Training Programme on Methodology of Women's Education and Development are being organised.

Education of SC/ST and Minorities

In the area of education of SC/ST children, the final report of UNICEF aided project on attitudinal issues towards education of girls with special focus on SC girls has been completed. Development of supplementary self-reading materials for tribal children and booklets on ethnographic profile for tribal people with focus on their educational needs is in progress. The orientation programmes for three newly created states, other states and NGOs will be organised and a need assessment study in North-Eastern States will be carried out.

Under education of minorities the report of the sample survey of extent of educational benefits derived out of the centrally sponsored scheme for minorities is in progress.

Education of the Disabled

The thrust of programmes in the area of special education was on institutional and individual capacity building, sensitisation and awareness building, curriculum adaptation and networking for physically challenged groups and special focused groups having special needs. A self learning module for teachers dealing with children with locomotor disability has been developed. Activities in progress include report of the evaluation study of IEDC of some selected states viz. Maharashtra, Delhi and U.P., audio-video programmes to facilitate education of children with special needs, and a self learning module in inclusive education under the project 'Training through Networking.'

Orientation programmes for states and NGO personnel and carrying out of need assessment study in north eastern states will also be undertaken.

Textual and Supplementary Materials

The preparation of syllabuses, textbooks and other instructional materials has been undertaken in the light of National Curriculum Framework of School Education for different school subjects. In the area of Social Sciences and Languages the syllabuses in all subjects of Social Sciences, Languages, Commerce, Art Education, Health and Physical Education and Work Education have been finalised and are under print. Textual materials based on the revised syllabuses are being prepared in all the subject areas for classes VI, IX and XI. Integrated thematic approach is being followed for Social Science textbooks for classes VI and IX having one textbook for each class. For class XI two textbooks in History, two in Economics, two in Political Science, two in Geography and one in Sociology are being prepared. Syllabus in Commerce for Business Studies and Accountancy have been finalised. Textbooks in Business Studies and in Accountancy are under preparation.

Examination Reform

Under examination reforms a conference of Chairperson of School Education Boards was organised. Besides the Achievement Survey at the end of Class V, another Achievement Survey at the end of Classes VII/VIII has also been planned to cover the entire spectrum of elementary education. While the tests for class V have been tried out and standardised for final administration in all States/ UTs, Achievement tests for Classes VII/VIII are being developed. A tryout activity will then be undertaken. The scheme of 'School Based Assessment' is also being tried out in four Demonstration Schools of RIEs. Two training programmes have also been planned in educational evaluation for the State Education Boards.

Vocational Education

A new curriculum of Information Technology and revised curriculum of Travel and Tourism Techniques have been developed. Seven programmes were held to develop modular courses/pre-vocational modules in different vocational areas. Guideline documents on National Vocational Qualification System and Apprenticeship Training are being developed. The work on nine research projects is in progress. Evaluation studies on implementation of VEP in Assam and Haryana were conducted. During this period, eleven training programmes for vocational teachers were conducted through which 212 teachers were trained. Eight Orientation Programmes were organised benefiting 309 key functionaries.

The important series and programmes produced include those on programmes for Teachers on different aspects of the NCF, Medicinal Plants, Sports, programmes on Vocational Education, NCERT Documentary, programmes on Science for Secondary Students, three programmes in the Series on Mathematics for Class XI and programmes under the regular series "Samvad" and "Pattron Ke Uttar".

Programmes/Activities were also undertaken on value education in the context of vocational education. A Value Education Cell has been created at PSSCIVE, to plan, design and organise activities on this aspect.

Two issues of Quarterly Bulletin on Vocational Education and 12 vocational curricula have been brought out.

PSSCIVE Activities/Achievements
- Pt. Sunderlal Sharma Central Institute of Vocational Education, Bhopal, a constituent of the NCERT, New Delhi, established in the year 1993, is a national apex research and development organisation in the field of Vocational Education;
- The Institute undertakes activities in the categories of research, development training, evaluation, extension and dissemination, develops and updates vocational curricula, conducts research studies, organises training for key officials of vocational education of different States/UTs, vocational teachers, etc.;
- It also undertakes evaluation studies and implementation of the vocational education by States/UTs and NGOs and publication of journals and a bulletins on vocational education;
- The achievements/proposed activities of the Institute during the year 2001-02 are highlighted as under:-
- NCERT Awards for Best Practices in Vocational Education have been instituted;
- The Institute publishes a bi-monthly Journal viz. 'Indian Journal of Vocational Education' and a quarterly bulletin on Vocational Education. The bulletin enables sharing of research studies and

dissemination of information. Two issues of quarterly bulletin have been published and nine booklets on Vocational Education have been printed;
- New curricula for Information Technology and for Travel and Tourism Techniques have been developed;
- Modular courses on Physiotherapy Technician, Travel and Tourism Techniques, Telephone Operator for Visually Handicapped persons, Rural Marketing and computer related courses have been developed. The working group met to develop Pre-Vocational modules related to the four courses held;
- An evaluation study on implementation of VEP in Assam and Haryana states has been conducted and report thereon is in process; and
- Two hundred and twelve vocational teachers have been trained. 8 orientation programmes in which 309 key functionaries of states participated.

Educational Technology
In the area of educational technology the main focus has been on development of programmes for implementation of National Curriculum Framework and other priority areas like Value Education, Teacher Education programmes and support to transaction of Curricular and Co-curricular activities of the content departments. The important series and programmes produced include those on programmes for Teachers on different aspects of the NCF, Medicinal Plants, Sports, programmes on Vocational Education, NCERT Documentary, programmes on Science for Secondary Students, three programmes in the Series on Mathematics for Class XI and

programmes under regular series Samvad and Pattron Ke Uttar. Audio programmes have been produced under series on Aao Milkar Gayen and teaching of Hindi under the series titled Rangoli.

Script development has been undertaken for teaching of Science for Secondary Classes (on themes like Eyesight, Seeing is Believing, Quest for Colours etc.); programmes for Vocational Education Courses, Value Education programmes and for Teacher Education programmes related to contemporary concerns highlighted in the NCF. Workshops for development of scripts in area of Teacher Education and Evaluation Procedures have been planned.

Computer Education and Technological Aids

Under the area of Computer Education, the activities undertaken included: Development of a multimedia package on diagnostic tests on mathematical concepts at primary level; Development of syllabus and learning materials for Information Technology in Primary, Middle and Secondary stages; Appreciation and development of multimedia learning materials for on-line/off-line dissemination; Multimedia package for interactive learning of science using electronic media; Developing and uploading of NCERT's Web Site; Capacity building of NCERT staff; Development of resources at the Centre for Computer based Education; Development of multimedia learning materials based on the syllabus for classes IX/XI in Science and Social Science, and Training of SCERT, SIE and DIET faculty in the use of IT-based learning resources.

Teacher Education

To respond to National Curriculum Framework for School Education, preparation of a document on 'Professional Support to Teacher Education' is in process.

Two self-instructional packages for science and social science teachers of upper primary classes and one for primary teachers are being developed under SOPT scheme Studies on (i) Admission policies at different stages of school education and teacher education; (ii) Role and contribution of NGOs to Indian education; (iii) Role and contribution of private enterprise in education in India; (iv) Students attitude towards two year B.Ed. programme in elementary teacher education institutions; and (v) Profile of Heads of elementary teacher education institutions are in process. Orientation programmes for the Principals of DIETs, faculty of DIETs, faculty of SCERTs and faculty of IASEs and CTEs are being organised.

Pre-service teacher education programmes viz. (i) Four-year Integrated B.Sc. B.Ed. Course, (ii) Two-year B.Ed. Course (Secondary), (iii) One-year M.Ed. Course with specialisation in Elementary Education, and (iv) Post-Graduate Diploma in Guidance Counselling continued at Regional level at Regional Institutes of Education (RIEs) Ajmer, Bhopal, Bhubaneshwar and Mysore. The RIEs also undertook several research, development, in-service training and extension programmes as per needs of the states. Preparation of Encyclopaedia of Indian Education is in progress. Ninety write-ups have been edited. Under the project IPTT-ITV, the training on Use of Video Distance Learning (VDL) was organised. The project activities of SCERTs of Madhya Pradesh and Gujarat were reviewed. A meeting of the National Advisory Body will be convened shortly for providing technical support to all the 20 learning centres of both the states and revising the project design. To encourage innovations by school teachers and teacher educators, two All India Competitions have been organised. Papers are being evaluated. Writers of the selected papers will be invited to present their papers in

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Value Education

The National Resource Centre on Value Education (NRCVE) served as the national treasure house of material on values. A study of value based practices in some selected schools and exploration of teachers' understanding of caring in teaching are in progress. The developmental activities undertaken include development of exemplar activities for teachers to inculcate values among secondary students; school based programme for enhancing awareness among students about Human responsibilities and rights.

- audio Programmes for EHW;
- values clarification as an 'Integrated Concurrent Approach' in Education;
- source material for Teachers on nurturing values for creativity;
- programme for Teachers towards spiritual orientation of students; and reading material on values for parents. Other programmes like
  - ❖ Networking of the institutions working in the areas of Education in Human Values,
  - ❖ Annotated Bibliography on Value Education in India;
  - ❖ Bringing out the Journal of Value Education; and
  - ❖ Development of Reference Library of the National Resource Centre for Value Education continued.

Population Education

At the National level printing is underway of material entitled Young Peoples' Perceptions of Population and Development, incorporating posters received in the International Poster Contests organised from 1997-1999. Two issues of Population Education Bulletin were published and disseminated. A Project Status Survey Schedule and an Abstract Bibliography on Population Information Education and Communication were prepared. A Training Programme in Financial Management and Reporting for State Project Personnel and four Regional Seminars on Future Directions of Population Education were organised. The International Poster Contest 2001, an UNFPA sponsored global activity was organised on the theme of "Population and Environment." Over 7000 entries were received from all parts of the country. The National Awards for the International Poster Contest 2000 were given to fifteen winners. The winner at the global level in the fifth age category, who bagged the First Position was also awarded. A study on the Awareness and Attitude of Students regarding Adolescent Reproductive Health was completed. Three Inter-Sectoral Coordination Meetings were held to ensure mutual support to efforts being made for effective implementation of the Projects in school education, adult education, university education and technical sectors. Project implementation was reviewed at regular interval in the meetings held in MHRD, MOHFW and UNFPA.

At the state level 63 titles on curricular, advocacy, training and instructional materials, in respective state languages were developed. Nearly 80 thousand parents attended the advocacy programmes in adolescence education. Over 1200 Resource Persons were trained in population education and adolescence education through trained Resource Persons. Nearly 3000 teachers were trained for organising co-curricular activities in adolescence education. Various co-curricular activities were organised in 180 districts, students' Activities in Adolescence Education were organised in over 2500 schools, and nine research studies were completed and eleven studies are nearing their completion. Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneshwar, and Mysore also organised several advocacy programmes, co-curricular activities, studies etc.

A National Seminar on Future Directions of Population Education, Two Annual Project Progress Review Meetings, World AIDS Day, and Students' Activities in Adolescence Education in schools are being organised. About 20 studies are in progress.

Educational Psychology

Post-Graduate Diploma in Guidance and Counselling is being conducted in RIEs on regional basis.

Preparations to launch International Programme in Guidance and Counselling are in progress.. Other programmes being undertaken include Preparation of psychology textbook for class XI, training of guidance counsellors on Value Education, Evaluation of NCERT Psychology Textbook for class XII – Psychology for better living, and National Seminar-cum Workshop on Value Education. Enrichment of National Library of Educational and Psychological Tests, Guidance Laboratory and Career Information Centre continued.

Educational Research and Innovations

Apart from the Constituents of the NCERT undertaking research, the Educational Research and Innovations Committee (ERIC) of the NCERT provides financial assistance to outside Institutions/Organisations for research in priority areas. Out of 53 studies in progress, 14 have been completed. User's Guide on Action Research has been developed. Twenty two fresh research proposals for financial assistance through ERIC have been scrutinised by the Screening Committee. Six proposals were accepted and three were sent for revision. Research Methodology course for DIET and SCERTs working in North-Eastern Region is being organised. Training materials for Research Methodology Course (Introductory Level) were developed on the basis of the previous experiences and feed back obtained. The Sixth Survey of Educational Research in India is in progress. Commissioning for writing of trend reports in 27 areas has been initiated. The publication of Indian Educational Abstracts (IEA) has been taken. The first issue has been published and the second issue is under print. Two issues of Indian Educational Review for the year 2000 were published and two issues for the year 2001 are being published. A National Seminar was organised to identify emerging concerns and relate NCERT's role to such concerns. Development of four research based monograph to make researches useful to classroom practices, a monograph on priority areas of research, a vision document of the NCERT, a study of the perspectives of teachers' pedagogic and curricular aspects underlying education for sustainable development and development of an Advance Research Methodology Course materials are in progress.

Educational Survey

Planning of first phase of the 7th All India School Education Survey (AISES) covering wide spectrum of school education on census basis is in progress. The strategy and tools for data collection are being modified as per suggestions of Expert Group. The project on 'Encyclopedia of Educational Statistics' is at a final stage of completion. Development of software, collection and transcription of data from various constituents of NCERT for School Education Information System and Personal Management Information System are in progress.

Talent Search

In the context of Talent Search, the NCERT continued organizing the National Talent Search Examination and Interviews and disbursement of scholarships to existing awardees, a study of the construct validity of the NTS tests, an appraisal of the NTS Examination, Development of confidential Item Bank in MAT and SAT for NTS and development of profiles of NTS awardees of 2000 are in progress.

Publications

The NCERT continued publishing (i) School level textbooks, workbooks, prescribed supplementary

Table 9.1

S.No	Details of 2001 Exams		Xth Class	XIIth Class
1.	Candidates Registered in 2001		496057	298063
2.	Pass Percentage in 2001	Boys	66.84%	71.42%
		Girls	66.29%	80.22%

readers; (ii) teachers' guides and other instructional materials; (iii) supplementary readers; (iv) research reports and monographs and (v) educational journals (vi) vocational courses. About 400 titles under different categories are likely to be brought out during the current year. The distribution of the NCERT publication was undertaken through a network of wholesale agents all over India.

Promotion of Hindi

In order to promote the progressive use of Hindi in day-to-day work, the NCERT organizing Hindi Pakhwara. Various competition were organised during this period. Meetings of the NCERT's Official Language Implementation Committee were organised to take stock of progress of implementation of the official language in the work of the constituents of the NCERT. Organisation of Hindi workshops and inspection programmes regarding status of use of official Language continued.

Library and Documentation

The Library and Documentation services are under modernisation to accomplish the establishment of modern and accessible information Resource Centre for NCERT in Delhi and its regions available to educational planners/researchers/teacher educators etc. anywhere in India and abroad. In addition to routine manual services this National Resource Center for Education will provide electronic and web-based services such as searching from CD-ROM, DVD, Internet, Microforms and electronic data base.

Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education is an autonomous body which works under the aegis of Ministry of HRD. It is the second oldest Board of the country and was set up in 1929. The main objectives of CBSE are:

- to affiliate institutions in the country and prescribe syllabi.
- to conduct annual examinations at the end of class X and XII and grant qualifying certificates to the successful candidates.
- CBSE has Govt., aided and private/independent schools affiliated with it. As on date there are

Graph 9.1

Pass Percentage in 2001
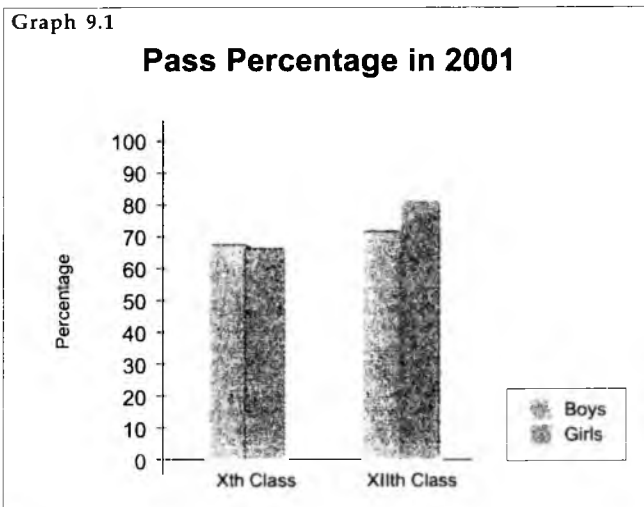
6006 schools affiliated to the Board including 91 schools located in 18 other countries. Out of this there are 837 KVs, 1464 Govt., 3311 independent and 394 JNVs.

Though the pass percentage of boys in class X was slightly better than Girls, the position was reverse in class XII where girl candidates did much better than boys.

Brief Summary of the Activities of the Board during the Year

Help Line

The Help Line is a novel venture of the Board, started in 1998 for the first time, to reduce stress and anxiety faced by the examinees as well as their parents. The success of this programme over the years has helped in strengthening this service further. This service is provided by trained counsellors, psychologists and Principals of eminent CBSE schools.

All India Pre Medical/Pre Dental Exam. 2001

CBSE conducts this examination as per the directives of the Supreme Court of India. The 14th All India Pre Medical/Pre Dental Entrance Exam was conducted on 13 May, 2001 at 382 centres. Two lakh twelve thousand one hundred and forty candidates were registered for this examination and 1,88,937 candidates appeared for the examination. The merit and waiting list of a total number of 2,759 candidates was prepared for admission.

Orientation Programmes for Head Examiners

The Board regularly organises orientation programmes for constant upgradation of evaluation techniques of the examiners.

Redressal of Public Grievances

The Public Grievance and Redressal Cell (PG & R) of the Board regularly monitors public grievances of various kinds and takes suitable action to ensure relief to the complainants .

Malpractice Cell

The Malpractice Cell of the Board makes constant efforts to promote healthy mechanism/practices to be followed by the schools.

International Cell

The International Cell has been set up in the CBSE to provide courses in Indian languages and culture to the Indian Diaspora.

Competitive Sports Programmes

The CBSE competitive Sports Programme was successfully completed at 87 centres throughout the country at cluster/zonal/national levels.

Physical & Health Education

CBSE is making sincere efforts for the recognition of CBSE Sports Programmes with the Ministry of Sports.

Population and Development Education Project

Under this project about 1200 teachers from about 400 schools from the northern states, which have relatively low socio-economic indicators, are being covered. The Board has also signed an P.O. with the DAV College Managing Committee to cover about 130 DAV Public schools from these states.

Academic Activities

During the year 2001 there has been a substantial increase in the quantum and quality of the academic activities of the Board. The focus of these activities is in Curriculum Development, Pedagogical Support, Teacher Empowerment, Progress and Development of supplementary textual materials. The Board also conducted Group Mathematics Olympiad Examinations to discover talent and excellence in Mathematics. The Board also decided to restructure Question papers in the subjects of Mathematics (Class X) and in Biology, Economics & History (Class XII) to reduce the stress experienced by the candidates while facing examinations.

National Open School

National Open School (NOS) was established in November, 1989, as an autonomous body, for development and promotion of Distance and Open Learning System, as an alternative to the formal system at the school level up to the under- graduate or pre- degree level. The major objective of NOS is to widen access to school education for the such segments of the population, who want flexible curriculum and complete courses in lesser rigid structure as being offered under the formal structure. NOS is a large Open Schooling system with an annual enrolment of two lakh approx. and with the students on rolls exceeding 5.5 lakh. It operates through a network of 10 Regional Centres and 1700 accredited institutions (of which 414 relate to vocational institutions) in India, Nepal, Middle East and Canada.

- Whereas the NOS has been running its Foundation, Secondary and Senior Secondary Courses for over a decade, it has taken the initiative of launching the Open Basic Education (OBE) programmes as an alternative programme for Neoliterates, school drop outs. Under the OBE (Elementary) programmes more than 150 voluntary organisations, who run a large number of non formal education centres for children and adults, have been accredited;
- Initiatives taken during the year:
  - ❖ The innovative 'On Demand Examination System (ODES)' devised by NOS was operationalised in five centres at class VIII level under OBE programme.
  - ❖ NOS removed the lower age limit for admission to NOS courses.
  - ❖ Collaborating with National Literacy Mission, NOS, to start with, accredited, Zilla Saksharta Samities (ZIS) of Rajasthan.

- For linkage of I.T.I. Courses through Non Formal and Open Learning strategies collaborating with DG, E & T, a beginning was made by establishing linkages with Department of Training and Technical Education, Himachal Pradesh where some of the I.T.Is are offering Vocational education courses in collaboration with NOS.

- A cell for Education of the Disabled was set up in its Academic Department, to focus on its programme to enhance access and opportunities of education for children with disability, by providing learning support through Open Learning system.

- Urdu medium courses at Senior Secondary level and Value Based Education materials were launched.

- The Open Schooling Associate of the Commonwealth (OSAC), with its Headquarters at NOS, functions as a basic agency for information dissemination, coordination and mutual consultation amongst members. A half yearly "OSAC Journal of Open Schooling" is being launched.

- In the context of promotion of Open Schooling and setting up of the State Open Schools, NOS organised seminars in the newly created States of Jharkhand and Uttaranchal.

- In order to undertake capacity building of personnel of Open Schooling organisation, in various states of India and abroad, an International Training Division in Open Schooling (ITDOS) has been set up in NOS.

- An interactive voice mail system was installed in NOS with a view to respond to day to day inquiries regarding admission, examination etc.

- The NOS continued facilitating learning through multi channel process in which print material is supplemented and supported by need based audio video programmes. The telecast of NOS Media Programmes continued through "Gyan Darshan" and DD I Channel.

- In collaboration with Commonwealth of learning, NOS Organised an international conference on quality/ issues in the Delivery of Education particularly with reference to Open Basic Education for all.

Kendriya Vidyalaya Sangathan

Introduction

The Govt. of India approved the scheme of Kendriya Vidyalayas (KVs) in 1962 with the idea of encouraging the growth of Secondary Schools with a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. Initially, 20 regimental schools in different states were taken over as Central Schools. In 1965, an autonomous body, called the Kendriya Vidyalaya Sangathan, was set up to run these Vidyalayas. The number of Kendriya Vidyalayas as on 31 December, 2001 is 849.

KVS Administration

The Minister for Human Resource Development is ex-officio Chairman of the Sangathan. The policies and guidelines issued by the Sangathan and its Board of Governors are executed by the Commissioner who is the executive head of the Sangathan. In order to execute all administrative and academic tasks and decisions, the Commissioner is assisted by two Joint Commissioners and other Officers and supporting staff at the KVS (HQ) and its 18 Regional Offices. The Regional Offices are headed by Assistant Commissioners. The main functions of the Regional Offices are to monitor and supervise the working of the Vidyalayas in the region, to carry out administrative work relating to service matters of both academic and general staff and to allot funds to Vidyalayas, etc. At the Vidyalaya level, each Kendriya Vidyalaya is headed by a Principal/Principal Gd.-II assisted by a small group of administrative and other supporting staff, besides teaching personnel. There exists a Management Committee comprising 13 members and an Executive Committee to supervise the Vidyalaya at local level.

Opening of Kendriya Vidyalayas

On the recommendations of various Ministries/ Departments of Central Govt./State Govt., or the Central Govt. Employees Welfare Association etc. Kendriya Vidyalayas are opened in the Civil Sector. Similarly, Vidyalayas are opened on the recommendations of the Ministry of Defence in the Defence Sector. The Kendriya Vidyalayas are also opened in Project Sector in the campuses of PSUs and Institutions of Higher Learning if the recurring and non-recurring expenditure is fully met by the sponsoring Authorities.

Admissions

The basic criterion for admission in Class-I in Kendriya Vidyalayas is the transferability of the parent, during the last seven years, immediately preceding the year of admission. Thereafter, the children of non-transferable Central Government employees followed by the wards of transferable and non-transferable employees of Public Sector Undertakings fully financed by the Government of India. The next category for admission is children of State Government transferable employees. After meeting demands of the above categories, if vacancies are still available, admissions are also given to the floating population.

The Board of Governors has also approved certain exceptions for admission in Kendriya Vidyalayas over and above the class strength:

- children and dependent grandchildren of Hon'ble Members of Parliament and of KVS employees ;
- sixty seats for employees of Ministry of External Affairs and 15 seats for the RAW employees;
- hundred seats for the employees of the Ministry of HRD;
- ten seats in each section of Class I and 10 seats in all other classes are reserved for sponsoring agency;
- two children will be admitted at the discretion of Chairman, VMC; and
- children getting 80 percent or more marks in Class X are admitted to Class XI irrespective of the priority categories.

Reservations

15 percent and 7.5 percent seats of fresh admission are reserved for SC/ST candidates. After meeting the needs of the registered SC/ST candidates, the unfilled seats of one category can be transferred to another category to a maximum of 22.5 percent of fresh admissions. Seats are reserved up to 3 percent for physically handicapped children horizontally.

There were about 7.21 lakh students studying in Kendriya Vidyalayas as on 31 August, 2001.

Pre-Primary Education

KVS has introduced Pre-primary education in Civil Sector Kendriya Vidyalayas on self-financing basis, wherever infrastructure is available.

■ **Box 9.1**

Salient Features of Kendriya Vidyalayas

The salient features of Kendriya Vidyalayas are as follows:

- Kendriya Vidyalayas fulfil the commitment to cater to the educational needs of the wards of transferable Central Govt. employees.
- All Kendriya Vidyalayas are co-educational and composite.
- Common Text books, common curriculum and bilingual medium of instruction, i.e., English and Hindi are followed.
- All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education.
- Teaching of Sanskrit from Class V to IX is compulsory. However, the students are offered Sanskrit as an optional subject in Class X also.
- The quality of teaching is kept high by maintaining a proper teacher-pupil ratio.
- No tuition fee is charged from students up to Class VIII, the wards of staff of KVS, SC/ST students, children of Officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965 and 1971 against China and Pakistan and girl students up to Class XII.

Table 9.2

The Distribution of 849 Kendriya Vidyalayas as on 31st December, 2001 in the Different Sectors

SECTOR	No. of KVs
• Defence	351
• Civil	356
• Institutes of Higher Learning	18
• Projects	124
TOTAL	849

Graph 9.2

Distribution of KV in Different Sectors

Institutes of Higher Learning 18

Projects 124

Defence 351

Civil 356
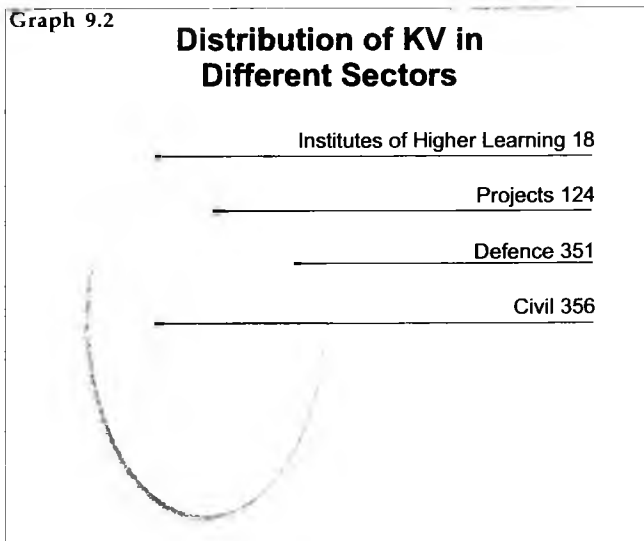
Child learns through the play-way method. Children of four years of age as on 1 April are given admission.

Courses of Study at +2 Stage

Kendriya Vidyalayas mainly offers Science, Commerce and Humanities. Physical Education, Political Science, Fine Arts and Music have also been introduced in addition to Informatics Practices as elective subjects at +2 stage.

Students belonging to SC/ST and those who have participated in Games and Sports Meets, Scouting and Guiding Camps/NCC/Adventure activities are given concession in admission at +2 stage in Science and Commerce Streams.

Academic Performance

The following programmes and activities have been undertaken by KVS:

- 750 Kendriya Vidyalayas are in process of acquiring hardware and software for computer education out of the funds available with the school and/or grants released by KVS (HQ). All students from Classes VI onwards are being covered and if facilities are existing the children from Class III onwards can be exposed to computers. The computer Instructors can be engaged locally to ensure implementation;
- KVS has established "Teacher Technology Labs" in KV Masjid Moth, New Delhi, KV JNU, New Delhi, KV Ashok Nagar, Chennai, KV No.1, Bhopal, KV Malleshwaram, Bangalore and KV

Fort William, Calcutta, under the aegis of M/s. Intel. The master trainers are being trained in the labs and they would be training other teachers at Vidyalaya level;

- A web site of KVS has been launched;
- The other activities like Youth Parliament, Associated Schools Project on National Integration and International Understanding, KVS Science Exhibition, Scouting & Guiding, Adventure Activities, NCC, NSS and Games & Sports etc. are a part of the curriculum of every Kendriya Vidyalaya; and
- Project on value education as a pilot project, strengthening of values through visual and performing arts, students' exchange programme and strengthening of primary education have been implemented.

Incentive Awards for Teachers

During the current year, 35 teachers were honoured with K.V.S. Incentive Awards.

Four KV teachers were awarded National Awards by the President of India in recognition of their meritorious services as teachers.

Construction Activities

The Sangathan constructs the school buildings and staff quarters etc. for its Vidyalayas established under Civil and Defence Sectors. Out of 849 Vidyalayas, 572 Vidyalayas are functioning in their permanent

buildings and the construction work is in progress for 99 Kendriya Vidyalayas. Construction work is in planning stage in 71 Vidyalayas. In 94 Kendriya Vidyalayas, land is yet to be transferred to KVS. The provision of infrastructure and basic amenities is a continuous process which is being carried out in a phased manner.

Finance

The Sangathan is basically funded from the non-plan funds of the Govt. However, some funds are allotted under plan head also. The budget sanctioned to the Sangathan by the Govt. of India, Ministry of HRD (Deptt. of Education) under non-plan and plan heads are as under:-

Graph 9.3

Non-Plan and Plan Funds
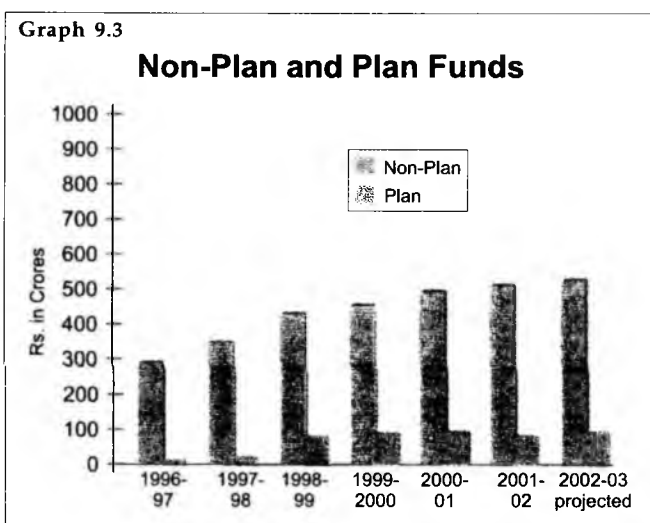
Navodaya Vidyalaya Samiti

The Government of India has launched a scheme to establish on an average, one Navodaya Vidyalaya (NV) in each district in the country, with following objectives.

- To provide good quality modern education including a strong component of cultural, values, environment awareness and Physical education to talented children in rural areas irrespective of their family's socio-economic condition.

- To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in there languages as envisaged in three language formula.

- To serve in each district, as focal points, for improvement in the quality of school education through sharing of experience and facilities.

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the ministry of Human Resource Development, Department of Secondary Education and Higher Education. The Minister of HRD is the Chairman of the Samiti and the Minister of State HRD (Education) is the Vice-Chairperson. Navodaya Vidyalayas are full residential, co-educational institutions, providing education up to senior secondary stage. Education in NVS including boarding and lodging, textbooks, uniforms, etc., is free for all students.

The scheme started with two experimental schools in 1985-86 and has now grown to 451 schools covering as many districts in 33 states and Union Territories with about 1.25 lakh students on rolls. About 25,000 new students are admitted every year. Admission in NVs are from class VI, through a test conducted in the concerned district in which all children who have passed class V from any of the recognised schools in that district are eligible to appear. The test is designed and conducted by the Central Board of Secondary Education (CBSE).

Student Profile

In keeping with the objectives of providing a progressive and forward looking school system in the rural areas, the scheme provides for a reservation of 75 percent students from the rural areas, with reservation of a minimum of 22.5 percent and a maximum of 50 percent for SC and ST students subject to the proportion of the SC and ST population in the concerned district. One third or 33 percent of the seats are reserved for girl students.

One lakh twenty five thousand one hundred and nineteen students were on the rolls of Navodaya Vidyalayas at the end of the academic session 2000-2001.

The percentage of students belonging to SC/ST categories, girls and rural areas in the Navodaya Vidyalayas is well above national norms (15 percent SC & 7.5 percent ST) as given in Table 9.3.

Graph 9.4

Students Enrolment Position

As on 31.3.2001

Graph 9.5

Target & Actual Percentage of SC & ST Students

As on 31.3.2001
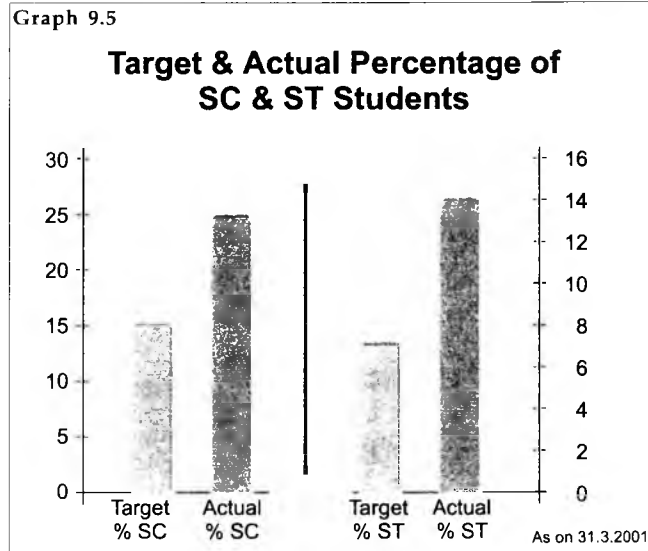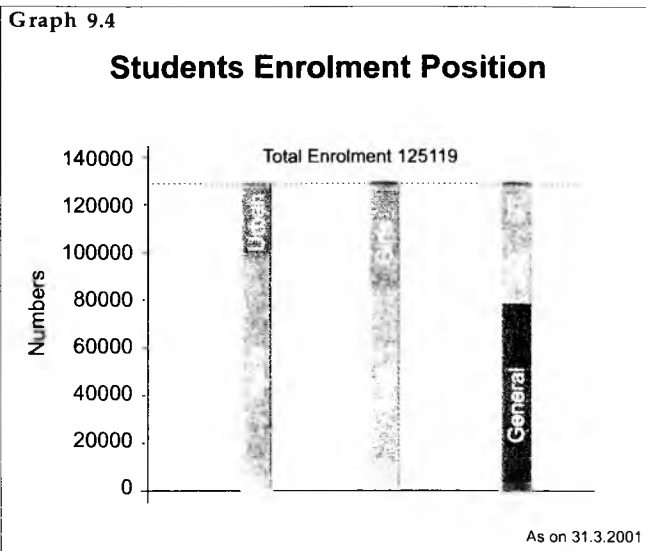
Table 9.3

Year	SC	ST	Girls	Rural
2000-01	24%	14%	34%	79%

Thus the NVs are serving rural students, specially girls, SC & ST students in excess of national averages. For this they have also been commended by the Standing Committee of Parliament for the Ministry of Human Resource Development in April, 1997.

Growth of Navodaya Vidyalayas

Four hundred and fifty Navodaya Vidyalayas in equal number of districts and state level NV have been sanctioned in the country in 33 States and Union territories. Tamil Nadu and West Bengal are yet to implement the scheme. Additional 42 NVs are expected to receive sanction during the year 2001-02, bringing it to a total of 482 NVs. Implementation of the scheme is under active consideration in West Bengal.

Regional Offices & Opening of Navodaya Vidyalayas

Eight Regional Offices are established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune & Shillong with jurisdiction over different States and UTs.

The original objective of providing one Navodaya Vidyalaya in each district, has been actively pursued.

Table 9.4

Enrolment Position as on 31st March 2001

Class	Boys	Girls	Rural	Urban	Gen.	SC	ST	Total
VI	16026	8436	18975	5487	15103	7979	3380	24462
VII	14949	8077	17966	5053	14258	5604	3164	23026
VIII	13762	7271	16541	4492	12833	5052	3148	21033
IX	12517	6348	14962	3903	11536	4379	2950	18865
X	10971	5660	13173	3458	10051	3898	2682	16631
XI	7646	3648	9040	2254	7378	2542	1374	11294
XII	6699	3109	7814	1994	6467	2124	1217	9808
Total	82570	42549	98473	26646	77625	29578	17915	125119

Graph 9.6

Growth of Navodaya Vidyalayas
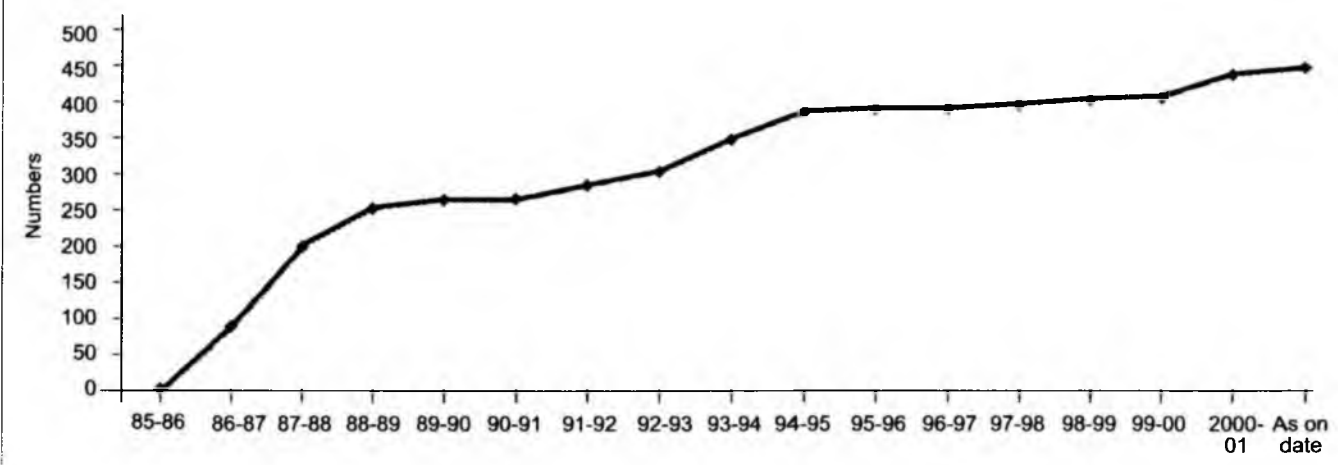
Four hundred and fifty vidyalayas are sanctioned at present.

Excellence in Academics

Board Results of Navodaya Vidyalaya students compare favourably with their counterparts, Kendriya Vidyalayas and eminent public and private schools affiliated to the CBSE. The Navodaya pass percentage averages have generally been seen to exceed the national pass percentage averages arrived at each year by the CBSE.

A total 279 NVs were upgraded to senior secondary stage during 2001-02. Science, Commerce, Humanities and Vocational streams have been introduced in these Vidyalayas.

Table 9.5

Regions	No. of NVs.	States & No. of NVs
1. Bhopal	69	Madhya Pradesh, (42) Chhattisgarh (9) Orissa (18)
2. Chandigarh	43	Punjab, (17) Himachal Pradesh, (11) J&K (14) & Chandigarh(U.T.) (1)
3. Hyderabad	68	Andhra Pradesh, (22) Karnataka, (26) Kerala, (13) Pondicherry, (4) A.&N. Islands(2) & Lakshadweep (1)
4. Jaipur	48	Rajasthan, (31) Haryana(15 + 1) & Delhi (2)
5. Lucknow	62	Uttar Pradesh (54), Uttaranchal (8)
6. Patna	50	Bihar (34), Jharkhand (16)
7. Pune	51	Maharashtra, (29) Gujarat, (17) Goa, (2) Daman & Diu, (2) Dadra & Nagar Haveli (1)
8. Shillong	58	Meghalaya, (6) Manipur, (9) Mizoram, (3) Arunachal Pradesh, (9) Nagaland, (5) Tripura, (3) Sikkim, (3) Assam (20)
Total	450 + 1 = 451	As on date

1 state level NV in Haryana

Class X & XII Examinations
Comparison of Pass Percentages of NVS and
other School Systems

Agency	Class X		Class XII	
	2001	2000	2001	2000
CBSE	66.6	65.4	75.2	76.4
NVS	87	87	84.2	83.3
KVS	81	77.8	83.7	83.1
GOVT.	38.9	37.9	69.3	71.5
INDEPENDENT	85.4	86.4	82.9	84.8

Percentage of First Divisions in NVS Schools

Regions	Class-XII		Class-X	
	Above 60%	Above 75%	Above 60%	Above 75%
Bhopal	56.72	11.11	45.66	11.2
Chandigarh	53.89	6.9	40.80	8.8
Hyderabad	79.77	28.1	72.74	33.9
Jaipur	60.56	8.8	46.07	10.6
Lucknow	48.26	7.1	50.00	14.4
Patna	49.25	5.7	63.82	26.9
Pune	77.63	19.5	66.20	19.9
Shillong	22.23	2.4	31.52	7.8

Graph 9.7

Pass Percentage of NVS and Other School Systems — Class-XII
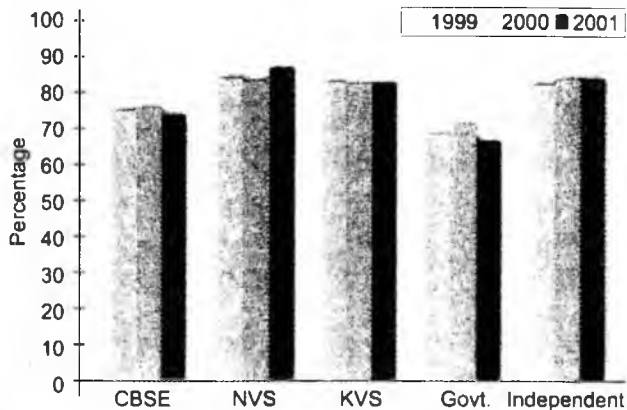
Graph 9.8

Pass Percentage of NVS and Other School Systems — Class-X
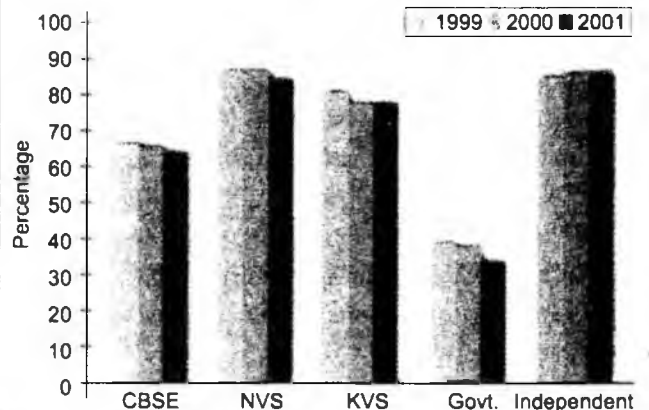
Migration

One of the important features of the Navodaya Vidyalaya Scheme is a scheme of exchange of students from one Navodaya Vidyalaya in a particular linguistic region to another Vidyalaya in a different linguistic region to promote understanding of the diversity and plurality of India's culture and people. According to the Scheme 30 percent of children from one Navodaya Vidyalaya are migrated to another Vidyalaya at Class IX level for a period of one academic year. The migration takes place between Hindi and Non-Hindi speaking districts.

New Initiatives

Preparation of a Vision Perspective for Navodaya 2010

An effort was made to ascertain the views of all Principals and teachers of Navodaya Vidyalayas all over the country on their vision of Navodaya, in other words, their aspirations and perceptions of Navodaya Vidyalayas in 2010. A large number of responses have been received and now a workshop is proposed to be held for finalizing the vision document.

Human Resource Development

- Most important for Navodaya Vidyalayas is the upgradation of human resources for Principals/teachers and upgradation of their knowledge, skills and motivation level. The training set up was rejuvenated and three institutes have been renamed as Navodaya Leadership Institutes. They have started designing and conducting Induction Training Courses for newly appointed Principals and teachers. It is the leadership unit that is intended to be given to Principals and teachers;

- Training programmes consisting of special knowledge and skills have been designed for non teaching staff. New institutes are being established in Ghaziabad, Pune, Shillong and one of the districts bordering Nepal; and

- The Training wing has planned to conduct 129 training courses during 2001-02 for teaching and non-teaching staff.

Special Drive for Filling up of Posts of Principals and Teachers

- In tests conducted on All India basis, 332 PGTs and 801 TGTs have been appointed. Thirty seven Principals have been recruited on direct recruitment basis and long standing vacancies of the North Eastern Region have been filled up for the first time in the history of NVS. In addition, all the vacancies of Principals in Pune and Patna Region have been filled up by Vice Principals as in charge Principals.

Review and Revision of Recruitment Rules

- A Sub Committee has been constituted for review and revision of Recruitment Rules for various categories of posts in the Navodaya Vidyalaya Samiti, under the Chairmanship of Additional Secretary, Education.

State Level Navodaya Vidyalayas

- A State level Navodaya Vidyalaya has been sanctioned in Haryana and the concept is being further developed to have a State level Navodaya in every major State of India.

700 Navodaya Vidyalayas during the Tenth Plan Period

- It was targeted to establish 482 Navodaya Vidyalayas by the end of the 9th Plan. Out of this, 450 Vidyalayas have been already sanctioned and provision is being made for another 250 Vidyalayas during the Tenth Five-Year Plan.

Suitable Plot for NVS Headquarters

- In compliance with the decision of the Executive Committee, a suitable plot has been acquired in NOIDA for construction of the Headquarters building of Navodaya Vidyalaya Samiti.

Academic Activities

Raising of NCC in 25 New JNVS

One hundred twenty two units of JD unit and 38 units of JW wing NCC are functioning in 138 JNVs with a strength of 9150 cadets.

Raising of New Scouts and Guides Units in 25 More JNVS

Two hundred ninety two units of Scouts and 286 units of Guides are functioning in 294 NVs with a strength of 18970 Scouts 9533 Guides, 8838 Scouts Master : 299 and Guide Captains. Two hundred and eighty Children have got the Rashtrapati Puruskar.

Research Oriented Exhibition

Under the popularly known scheme of Intel Talent Discovery, initiated by Intel Asia Incorporation Ltd., Children of NVs will be preparing research oriented exhibits for an international level competition in Science subjects. City Level Competitions will be followed by National Level Competitions and an International Level Competition at Atlanta USA.

Children for Pestolozzy Scholarship

Pestolozzy, an NGO supported by British Council is in the process of selecting four Navodaya students for a full two year career oriented course in community service in the United Kingdom. Selected children are expected to travel to U.K. in May 2002.

Assistance to NCERT for Text Book Revision

In the light of new curricular frame work and guidelines the textual material and the reference materials in all subjects are being revised by NCERT. NCERT has invited Navodaya teachers in this task.

Expansion of Computer Education

Computer Education Programme in 321 NVs have been sanctioned. Two hundred and ninety two NVs have already implemented the Scheme. Under the programme of computer literacy, computer education and computer aided education, 321 Principals have been trained. Six hundred and forty two Teachers are being trained with the support of Intel Corporation. The trained teachers being master trainers together will in turn give in house training to 6420 teachers over a period of one year.

Introduction of Internet Based Education

All the 321 NVs covered under the computer education programme, are expected to subscribe to Internet. One hundred twenty two NV's have so far come on Internet.

Introduction of Smart School Concept

Ministry of Human Resource Development has initiated the process of 100 Smart schools in the country. Thirty two NVs are being selected for this purpose.

Association with NCERT

Computer Education Wing of NVS has been associated with NCERT for developing the curricular guide available on NCERT website *www.ncert.nic.in*

Computer Awareness Programme for Neighbourhood School Systems

Department of Education, Ministry of Human Resource Development has envisaged to provide computer awareness to 10,000 schools in the country. Navodaya Vidyalayas will play a leading role covering 3200 schools, in the neighbourhood of 321 NVs.

Education Expert Team from NHK Japan

NHK, a Television network of Japan arranged an interaction of Japanese educationists with children of NV, Hissar, Haryana.

Liaison With World Link, World Bank Institute

World Link organisation, an NGO under World Bank Institute of World Bank has agreed to support Navodaya Vidyalayas to adopt ICT on a large scale in the teaching learning programme.

Sports Infrastructure Development

Specialised infrastructure for sports and games are planned to be taken up in 25 NVs. These NVs will have state of the art facilities in selected field, track and indoor games.

Introduction of NSS in 47 NVs

National Service Scheme is being introduced for the first time with the support of the Ministry of Youth Service and Sports in 47 NVs to instill the spirit of community service and sustainable development concepts.

Girls Empowerment Programmes

Under the scheme of empowerment of women of martial art training is envisaged to be provided to all girl children in Navodaya Vidyalaya. Women's Empowerment Year has received special attention in all NVs with special activities, rallies, debates, quiz, competitions, workshops and lecture demonstrators being organised in NVs all over the country.

Art in Education Projects

North East: Movement in Time

Art in Education Wing, Navodaya Vidyalaya Samiti has initiated an educational enrichment project for its teachers and students in the North Eastern States of the country. Two projects entitled "Land & People of Brahmaputra" and Weaves of North East" seek to enrich and add to knowledge of local history, geography, society and community heritage of the North East. One of the objectives is to create a better understanding of the area amongst both the students of the different States of the North East and also add to the knowledge and appreciation of NVS Students in other parts of the country about the North East.

Each NV has formed a core group of local educationists, writers, cultural resource persons and community artists who are being associated with the project.

Central Tibetan Schools Administration

Central Tibetan Schools Administration was set up as an autonomous organisation by a Resolution of the Government of India, Ministry of Education and Youth Services (Now Ministry of Human Resource Development) in 1961 and was registered under the Societies Registration Act XXI of 1860. The main objectives of the Administration are to run, manage and assist institutions for the education of Tibetan children in India.

The Administration runs 79 schools - eight Senior Secondary Schools (six Residential and two day schools), five secondary schools, eight middle Schools, seven primary schools, forty two pre primary schools and nine Grant-in-aid schools. Nine thousand nine hundred and fifty four students are receiving education in these schools.

The Central Schools for Tibetans are affiliated to CBSE, Delhi and follow 10+2 system of Education. They prepare students for the All India Secondary School and All India Senior Secondary School Certificate Examinations conducted by the Central Board of Secondary Education, Delhi.

The medium of instructions in the primary section is Tibetan whereas the medium of instructions from Class VI onwards is English.

Up to Class VIII, the syllabi prepared by NCERT are followed except in the case of Tibetan language which is designed by Central Tibetan Administration of His Holiness The Dalai Lama, Dharamshala.

In Classes IX and X, the syllabi prescribed by the Central Board of Secondary Education are followed.

At the plus two stage i.e. Classes XI and XII, the Senior Secondary Schools of the Administration impart education in Humanities, Science, Commerce and Vocational streams. Under Commerce based vocational streams, three courses have been in operation viz. Stenography (English), Accountancy and Auditing and Purchasing and Store Keeping.

The Central Schools for Tibetans are affiliated to CBSE, Delhi and follow 10 + 2 system of Education. They prepare students for the All India Secondary School and All India Senior Secondary School Certificate Examinations conducted by the Central Board of Secondary Education, Delhi.

For achieving academic excellence, CTSA has introduced some innovative schemes during the year 2001-02.

Activities based teaching in Pre-Primary and Primary classes have been introduced . Minimum Levels of Learning have been insisted on to ensure 100 percent result in all classes. Junior Science & Computer Labs have been updated to ensure development of scientific temper and to catch pace with the modern development. Mobile class library services have been in progress from Class I to VIII to develop proper reading habits.

Various other infrastructural facilities such as Career Counselling Cell, Geography Lab, Social Science Lab, Mathematics Lab, Teaching Aid, Minimum Level Learning, Development of Library services have been developed in CTSA schools under Plan Budget 2001-02 provided by MHRD, Govt. of India, New Delhi.

To ensure academic excellence, bridge courses for class VI and XI have been introduced and Remedial teaching is being performed for classes X to XII students. Computers are being used by the students of Senior Secondary School. While Secondary and Middle schools will get computers in the session 2001-02.

Besides these, Physical and Health Education and SUPW form an integral part of syllabus. Music & Dance training is compulsory for all the students up to class X. Due stress is laid on National Core Curriculum, Value education and environmental studies.

Children are encouraged to participate in the CBSE level sports meet as well as in District & Taluk inter-school competitions. Central & Zonal Cultural Meet will be organised on alternative year basis to growth culture and performance of the students.

To encourage students to pursue further education, 15 Tibetan students are given scholarships for pursuing degree level courses and five students for diploma level courses. The Government of India has reserved some seats for Tibetan students in professional courses like Medical, Engineering, Teacher Eduction , Pharmacy etc. in diploma/degree level courses.

For professional development of both teaching and non-teaching staff a number of inservice training courses are organised in collaboration with NCERT, KVS, National Science Centre, National Bal Bhawan, DIET, New Delhi as well as with Department of Education , CTA, Dharamshala.

Annual Heads Conference at Central & Zonal level have also been held during the year to deliberate, discuss and decided important issues related to administrative and academics.

CTSA is having a scheme of Incentive to Indian Teachers for acquiring proficiency in Tibetan Language to promote closer interaction with the students. Incentive Awards are also presented to different categories of teachers for their outstanding contribution. A scheme of awards to meritorious students of class X & XII has been introduced to motivate the children to acquire quality education.

Regular annual as well as Informal inspections are carried out by the Secretary, Education Officers, Deputy Education Officers and other educationists to ensure proper implementation of target set by the Administration.

The Ministry of Human Resource Development, Department of Secondary & Higher Education, Govt. of India, New Delhi has allocated Rs. 9.67 crore under the 9th Plan Budget for development of Academic Activities and construction.

Vocationalisation of Secondary Education

In pursuance of the provision of the National Policy on Education, 1986, a Centrally Sponsored Scheme of Vocationalisation of Secondary Education was introduced in February, 1988. The main objectives of the scheme are to reduce the mismatch between demand and supply of skilled manpower for medium level jobs to provide an alternative for those who

pursue general higher education without particular interest of purpose and to encourage the younger generation and school pass-outs for self-employment by imparting confidence in them through vocational training. A Centrally Sponsored Scheme of Pre-Vocational Education at lower secondary level was introduced from the financial year 1993-94 with the aim to develop interest among school children for vocational courses at secondary level and to develop marketing skills in IXth and Xth grades.

To achieve the target as laid down in the revised policy on Vocational Education of diverting 25 percent of senior secondary students to the vocational stream, the Department has sanctioned 19,455 vocational sections in 6728 schools all over the country and thus created the capacity to enroll 10 lakh students in vocational stream.

The Ministry has constituted, from time to time, various groups to study the progress of Vocational Education and to suggest means for strengthening/improving the existence scheme. On the basis of the input of the said groups and their recommendations, the Department is in the process of revising the existing scheme.

The Planning Commission had appointed a Working Group for the finalisation of the strategies for implementation of Vocational Education Programme in the Tenth Plan. The report prepared by Working Group has been discussed in the Steering Committee of the Planning Commission. On the basis of the outcome of the discussion, suitable measures for implementation of the scheme are being incorporated in the draft revised scheme. The proposed revised scheme is expected to receive major thrust during the Tenth plan period and to contribute towards the success of the Vocational Education Programme.

An amount of Rs. 100 crore was provided for the scheme under Ninth Five-Year Plan, out of this, a sum of Rs. 21.42 crore was released in the first three years of the plan. In the fourth year i.e. 2000-01, the expenditure exceeded the budget estimate Rs. 30.5 crore by Rs. 11.2 crore (i.e., Rs. 41.7 crore). Rs. 63.12 crore has been utilised. The revised estimates for the current financial year is Rs. 37.50 crore, out of which Rs. 37.15 crore has been utilised.

Integrated Education for Disabled Children (IEDC)

The scheme of Integrated Education for Disabled Children (IEDC) was started with the objective of providing educational opportunities to all children with disabilities under the general school system. The ultimate objective is to integrate children with disabilities in the general education system and to eliminate disparities and equalise educational opportunities to enable them to become equally contributing numbers of society.

IEDC scheme was launched in 1974 by the then Department of Social Welfare and was transferred to the then Department of Education in 1982. Under the scheme financial assistance on 100% basis is provided to State Governments and NGOs towards facilities extended to disabled children such as books and stationery, uniforms, transport allowance, escort allowance, readers allowance for blind children, equipments. In addition to the above, the grant is also provided for the salary of teachers recruited for teaching the disabled children and that for the official managing the IEDC Cell in the State Governments to implement and monitor the Scheme. The Scheme also has a component for free school training for disabled children and counselling for their parents. Assistance is also provided for setting up of resource room, survey and assessment of

The Planning Commission had appointed a Working Group for the finalisation of the strategies for implementation of Vocational Education Programme in the Tenth Plan. The report prepared by Working Group has been discussed in the Steering Committee of the Planning Commission.

disabled children, purchase and production of instructional material, training and orientation of general teachers to take care of the educational needs of the disabled children.

The IEDC scheme is presently being implemented in 25 States and 4 UTs through over 41,600 schools benefiting more than 1,33,000 disabled children. Efforts are made for convergence of different schemes such as District Primary Education for educating the children with disabilities.

The provisions under Section 26-31 of the Persons With Disabilities Act, 1995 have supplemented for achieving the objective for which the Scheme of IEDC was launched. The Department of Secondary and Higher Education have impressed upon all State Governments and UT Administrations from time to time to augment the facilities for education of children with disabilities and expand the facilities and efforts to enrol more and more children.

As against a total outlay of Rs. 75.10 crore for the Ninth Plan Period, an amount Rs. 67.85 crore would have been spent by the end of this financial year co-terminus with the end of the Ninth Five-Year Plan. Rs. 19.89 crore has been spent so far out of the R.E. of Rs. 21.40 crore for the financial year 2001-02. The balance amount would be spent by the end of this financial year.

The Parliamentary Standing Committee on HRD had recommended that the scheme of IEDC should be retained at the Centre till the end of the Tenth Plan to generate greater sensitisation and ensure its effective implementation. Accordingly, the Scheme is being taken to the Tenth Plan and certain modifications are under consideration so as to make schools more inclusive and make systemic reforms for bringing and retaining more and more children with disabilities in regular schools.

Educational Technology

This scheme was initiated in 1972 and seeks to improve utilisation of the media through radio and TV for increased access to education. In order to consolidate the efforts under the INSAT utilisation programme, achieve larger programme production capabilities within the education sector and extend Radio/TV coverage to upper primary schools in the country, a revised Scheme was started in 1987-88. At present it has the following components.

● Funding the States and UTs for the entire cost of Radio-Cum-Cassette Players (RCCPs) for primary schools within a ceiling of Rs.1400/- per set and covering 75 percent cost of colour Televisions subject to the cost ceiling of Rs.15,000/- for the Upper Primary schools; and

● Funding on 100 percent basis in seven States Institutes of Educational Technology (SIETs) of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa, Uttar Pradesh and Kerala. These SIETs are being funded for producing programmes for the school sector for telecast through Doordarshan and Akashvani.

Upto 31 March, 2001 approx. 4,15,709 radio-cum cassette players and 88,178 colour TVs have been sanctioned to States/UTs for installation in primary/ upper primary schools. During the financial year 2000-2001 approx. 13,096 RCCPs and 2,1889 CTVs have been sanctioned.

During 2000-01, the SIETs produced 986 ETV programmes. The programmes produced by CIET, SIET, Lucknow and SIET, Patna are telecast through a fully dedicated channel namely Gyan Darshan which has been launched on 26 January, 2001 for telecasting educational programmes. The programmes on Gyan Darshan can be viewed all over the country through cable.

The recruitment rules of SIET, Hyderabad, Lucknow and Pune have been framed during 2001-02. Contributory Provident Fund has also been introduced in SIET, Pune.

Computer Literacy and Studies in Schools (CLASS)

Keeping in view the need to expose children to the utility and applications of computers, the Department of Electronics, in collaboration with the

Graph 9.9

Total Number of Programmes Produced by SIETs (1997-98 to 2000-01)
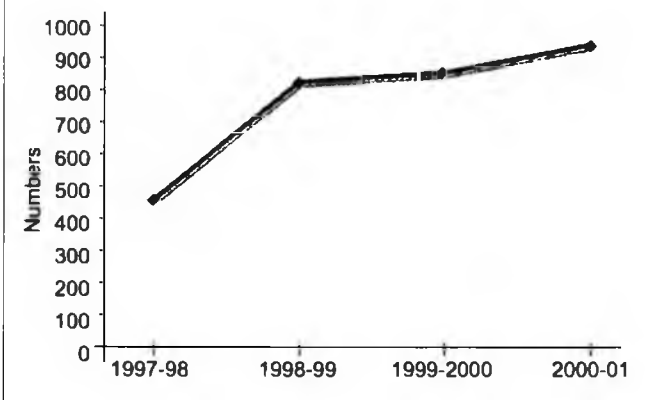
Graph 9.10

Number of Programmes Produced by SIETs (1997-98 to 2000-01)
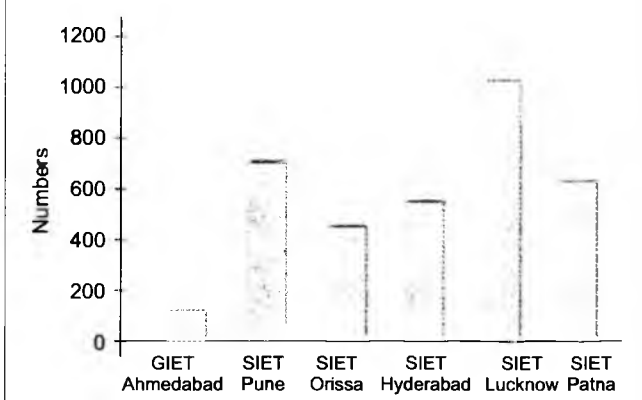
Ministry of Human Resource Development, initiated a pilot project called Computer Literacy and Studies in Schools (CLASS) from the year 1984-85 for senior secondary schools. Originally this Scheme started with the supply of computers by Government of the UK, namely BBC Micros, to 2598 schools all over the country including Kendriya Vidyalayas. Later, during the year 1993-94 the Scheme was modified and introduced as a Centrally Sponsored Scheme. During the 8th plan period the Scheme was widened to provide financial grants to institutes which were provided BBC Micros, and also coverage of Govt. aided Secondary/Sr. Secondary Schools.

Two thousand five hundred and ninety eight schools having BBC Micros were covered under the revised CLASS scheme during the 8th Plan for providing instructors, maintenance of hardware, consumables and textbooks for students and training of teachers in schools. In addition, 2371 schools were covered with new hardware configurations.

On the advice of the Ministry of Finance the scheme has been modified. A revised Computer Literacy and Studies in Schools has been launched for implementation during the year 2001-02, after its approval by the Government on 18 December, 2001. A budget provision of Rs. 84.50 crore has been made for its implementation during 2001-02. The provision

has been reduced to Rs. 74.00 crore at RE stage and has been fully utilised.

Improvement of Science Education in Schools

To improve the quality of science education and to promote scientific temper, as envisaged in the National Policy on Education, 1986, a Centrally Sponsored Scheme, "Improvement of Science Education in Schools" has been operational since 1987-88. The Scheme uses the resource and agency of the State Governments/Union Territories and Non-Governmental organisations for achievement of these objectives. Accordingly, 100 percent assistance is provided to the States/Union Territories for provision of Science kits to Upper Primary Schools, setting up/upgradation of Science Laboratories, Library facilities in Secondary/Sr. Secondary Schools and Training of Science and Mathematics teachers. The Scheme also provides assistance to Voluntary organisations for undertaking innovative projects in the field of Science Education.

During 2001-02 (upto 14-3-2002), six States have been provided financial assistance to the extent of Rs.16,29,59,901/- for purchase of Science kits for 23454 Upper Primary Schools, Science books for 3866 Secondary and Higher School; Upgradation of Science Laboratories in 2928 Schools and Training of 2300 Science/Mathematics teachers. Fourteen Voluntary organisation and Societies have also been provided financial assistance to the extent of Rs.74,79,547/-

Salient Features of the Revised CLASS Scheme

- Each State /UT would be requested to formulate a Computer Education Plan (CEP). The CEP would indicate the steps already taken by the State Government/UTs and the assistance which they now require;
- The Department of Secondary & Higher Education would set up a project Monitoring and Evaluation Group at the National level which would consider the CEPs. Funds would be allocated on the recommendations of the Project Monitoring and Evaluation Group;
- The State Governments would have to contribute a minimum of 25 percent of the funds required for the scheme;
- Scheme may also provide for contribution of 25 percent of funds, from the MPLADS, in addition or as an alternative, to State Government contribution;
- The assistance of the Government of India would be for following items and upto the limits indicated against each item:
  - PC/Printer/CTV not exceeding Rs. 60,000/- per set.
  - Software/curriculum/CDs not exceeding Rs. 25,000/- per schools per annum.
  - Furniture (1 time) not exceeding Rs. 10,000/- per schools.
  - Computer stationery not exceeding Rs. 20,000/- per schools per annum.
  - Maintenance – 50 percent of the cost of annual maintenance contract (after the period of warranty is over).
  - Internet connectivity, not exceeding Rs. 5000/- per annum.
  - Teacher's Training not exceeding Rs.10,000/- per schools per year (for teachers teaching in such schools for which the grants are agreed to be given.
  - an amount of RS. 1 crore would be kept aside for the Department of S & HE for development of software, teaching tools, designing training models, evaluation, monitoring and other contingent expenditure.
- Only such schools which have computer education as an elective subject at the secondary stage would be eligible for the grants under the scheme. However, the scheme could be in English/Hindi or the regional language.
  - KVS and NVS would convert one school per State/UTs into a SMART school subject to availability of funds. A grant of not more than Rs.25 lakh would be given per SMART school.
  - Kendriya Vidyalayas and Navodaya Vidyalayas would be given funds at the rate of Rs. 15,000/- per neighbourhood school to impart computer literacy to not more than ten neighbourhood schools to cover 10,000 such schools over three years.

for undertaking innovative and experimental projects.

International Science Olympiads

With a view to identifying and nurturing talent in Mathematics, Physics, Chemistry and Biology at School level, the International Mathematical Olympiad (IMO), International Physics Olympiad (IPhO), International Chemistry Olympiad (IChO) and International Biology Olympiad (IBO) is held every year. India has been participating in these

Olympiads since 1989, 1998, 1999 and 2000 respectively. Each participating country is required to send a team comprising not more than six Secondary student contestants to IMO, five Secondary student contestant at IPhO, four contestant student contestants to IChO and four student contestant to IBO apart from a Team Leader and a Deputy Team Leader.

As per the existing financial pattern, the host country pays for the boarding and lodging and

Felicitation to the medal winners, International Science and Maths Olympiads, 10th October 2001

transportation of teams during their stay in the host country; while the International travel cost is borne by the participating countries. The Indian team in the last Olympiads were jointly sponsored by the Department of Secondary and Higher Education and the National Board for Higher Mathematics (NBHM)/Homi Bhabha Centre for Science Education (HBCSE) respectively. The cost of International travel is paid by the Department of Secondary and Higher Education while all other expenses on selection of students, internal travel, incidental expenses etc. are borne by NBHM/HBCSE.

IMO-2000 was held at Taejon (Korea) in July, 2000. The Indian delegation which participated in the event won five silver and one bronze medals. At IPhO-2000 held at Leicester (U.K.) during July, 2000, the Indian team won two gold and two bronze medals, while one contestant received an Honourable Mention. At IChO-2000 held at Copenhagen, Denmark during July, 2000, the Indian team won two silver and two bronze medals. At IBO-2000 held at Anatalya, Turkey during July, 2000, the Indian team won one silver and three bronze medals.

Environmental Orientation to School Education
The National Policy on Education (NPE), 1986 provides that the protection of environment is a value which, along with certain other values, must form an integral part of curricula at all stages of education.

Operationalisation of this noble objective requires that the mind and intellect of the students must be sensitised about the hazards inherent in over-exploiting the bounties of nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of environment.

To this end, a Centrally Sponsored Scheme, "Environmental Orientation to School Education" was initiated in 1988-89. The Scheme envisages assistance to State Governments/UT Administration and Voluntary agencies. The Voluntary agencies are assisted in the conduction of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions. The scheme envisages grants to States/UTs for various activities, including review and development of curricula of various disciplines at Primary, Secondary and Senior Secondary levels with a view of infusing environmental concepts therein; for review and development of text books on "Environmental Studies" at Primary and Upper Primary levels; for education at Upper Primary Levels; for development of teaching-learning material; and for organisation of suitable innovative work experience activities. However, due to lack of interest in the states, no grants have been released to States/UTs beyond 1995-96.

Budget Allocation for the financial year 2001-02 is Rs.2.60 crore. The Scheme has been restricted to the Vol. Agencies only from 1996-97.

Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools.
Under the Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Secondary and Higher Secondary Schools, financial assistance is being given to the eligible voluntary organisations to improve the enrolment of adolescent girls belonging to rural to rural areas and weaker sections. Preference in providing assistance is given to girl hostels/Boarding Houses located in educationally backward districts,

particularly those predominantly inhabited by SCs/ STs and educationally backward minorities in the secondary and higher secondary schools.

The Scheme was evaluated by the NCERT in the year 1998-99, with the observation that the nature of assistance provided under the Scheme, both under recurring grant as well as non-recurring grant be raised as the scheme has generated upsurge and demand for more hostel facilities.

The Government of India therefore, has increased the allocation of funds under the Scheme w.e.f. 16.08.2001 and modified the scheme as under:

- The recurring grant under the scheme has been revised to Rs.10,000/- per annum per girl boarder from the existing ceiling of Rs.5,000/-
- Non-recurring grant per girl boarder has been revised from the existing level of Rs.1,500/- to Rs.3,000/-
- Reimbursement of rent, repairs and maintenance upto 75 percent of the expenditure shall be admissible subject to an upper limit to Rs.5 lakh per annum in each case. This component is to be determined on the basis of norms of space per girl to be worked out in a district level by district administration whose recommendations are mandatory. The benefit will be extended to only such organisations which do not already have their building for this purpose. In such cases, the requisite amount of repairs and maintenance will be considered based on the recommendations of the district administration.
- The girl boarders who are studying in classes VI-VIII shall also be eligible to get assistance under the scheme instead of confining it to only classes IX-XII as at present. The girls pursuing vocational/technical courses after classes VIII will also be eligible to get financial assistance under the Scheme; and
- The upper limit of 50 girl boarders is relaxed subject to a maximum of 150 girl boarders depending upon the capability of the organisation to run the hostel.

Graph 9.11

Boarding and Hostel Facilities for Girl Students (Number of Agencies)
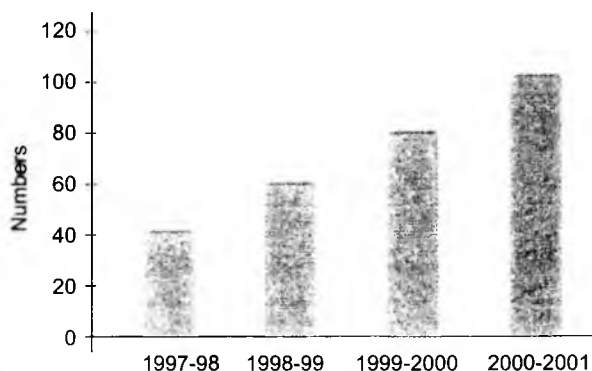
Graph 9.12

Boarding and Hostel Facilities for Girl Students (Number of Beneficiaries)
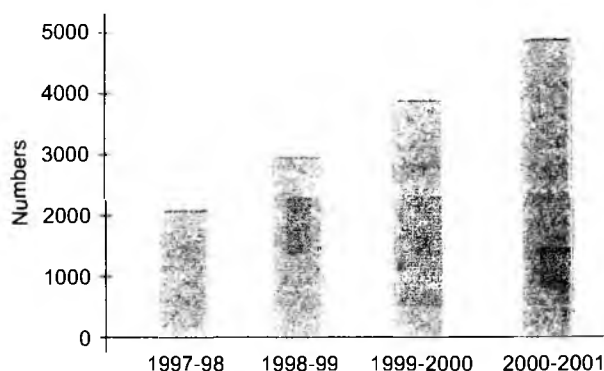
Graph 9.13

Boarding and Hostel Facilities for Girl Students (Expenditure)
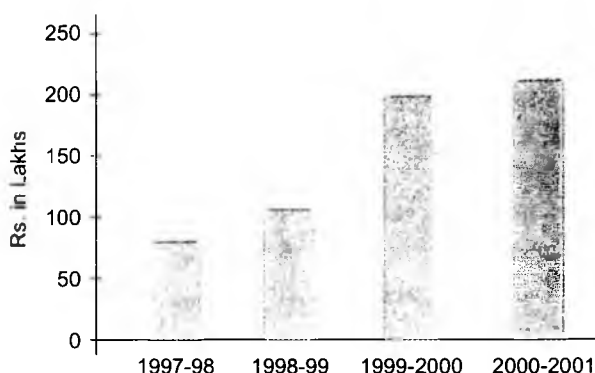
The year-wise breakup of grant released along with the number of agencies and number of girl students benefited under the scheme are shown in Table 9.8.

Promotion of Yoga in Schools

A Centrally Sponsored Scheme for Introduction of Yoga in Schools was launched in 1989-90. This scheme aimed at giving financial assistance to States/UTs/NGOs. The scheme provides for Central assistance for expenditure on training of teachers, building up infrastructure i.e. hostel building for yoga trainees and its furnishing grant and upgrading library facilities. This scheme was being implemented through the Education/concerned Departments of the States/UTs. The implementation of the scheme was not satisfactory, since the State Governments appeared to be disinterested in it. On the other hand, it was observed that the NGOs were more interested in financial assistance for the infrastructure components. The result was that not much headway could be made in introducing yoga in schools. The target of training yoga teachers/ instructors during 8th plan period was barely reached.

As a result, the Ministry of Finance recommended that the scheme be phased out on the ground that it had outlived its utility. The Ministry of Finance further advised that the Department should make efforts to introduce yoga as a subject in the school curriculum. Yoga has been given due place in the new Curriculum Framework brought out by NCERT. The Department has also finalised a fresh scheme for Promotion of Yoga in Schools.

Table 9.8

Strengthening of Boarding and Hostel Facilities of Girls

Year	No. of agencies	No. of beneficiaries	Expen. (in lakh)
1997-98	41	2063	74.94
1998-99	60	2963	107.00
1999-2000	80	3810	199.35
2000-2001	104	4861	213.80

During the current financial year 2001-02, an amount of Rs.9.375 lakh has been released to the States/NGOs under plan and Rs.15 lakh has been released to Kaivalyadhama Sreeman Madhava Yoga Mandir Samiti, Lonavala, Pune under non-plan upto 30 November, 2000. The grants to Kaivalyadhama Sreeman Madhava Yoga Mandir Samiti is being released for its maintenance which is shared by the Government of India and the State Government of Maharashtra in the ratio of 80:20. Kaivalyadhama is carrying on its activities through four wings including the Teachers Training though college of Yoga and Cultural Syntheses.

National Population Education Project

The National Population Education Project (NPEP) launched in April, 1980 is being implemented in its fourth phase (1998-2001) from June 1998. The first phase of the Project was completed in 1985, the second in 1992, and the third in 1997. The current phase (1998-2001) of the Project is known as National Population Education Programme: *Population and Development Education in Schools.* It is an integral part of the National Population Education Programme in India, which has two other components, one for Adult Education and the other University Education.

Since its inception, the project activities have been directed to attain the overarching objective of the institutionalisation of population education in the school education system. However, the process of reorientation of elements of population education has been continuing since the inception of the conceptual framework in order to meet the requirements of the changing perceptions of population issues. As a follow up of the changes reflected in the Programme of Action adopted at the International Conference on Population and Development (ICPD) held in Cairo in September 1994, the Project in the current cycle has been focusing on the integration of the new framework of population education reconceptualised during 1996-97. It aims at attaining the following *objectives:*

- To institutionalise population education reconceptualised in the context of the ICPD

Programme of Action, in the formal school education system at all levels;

- To develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and the community at large;
- To create awareness about adolescent reproductive health among students, teachers and parents and develop healthy attitude towards sex and members of the opposite sex; and
- To contribute to the realisation of India's demographic, developmental and health goals which affect the overall national development of the country.

Agencies Involved in the Implementation of the Project

Since 1980 NPEP is being funded by the United Nations Population Fund (UNFPA) which also provides technical support. It is being implemented by the National Council of Educational Research and Training (NCERT) on behalf of the Ministry of Human Resource Development which is the Executing Agency of the Project. The Ministry of Health and Family Welfare is the Nodal Agency.

The Project is being implemented in 30 States and Union Territories by State Councils of Educational Research and Training/State Institutes of Education on behalf of their respective Departments of Education. In four States, the State Boards of School Education also are implementing this Project. The agencies such as National AIDS Control Organisation (NACO), and voluntary organisations are involved in relevant project activities at national and state levels. Five national organisations working in the school education sector, i. e. Central Board of School Education (CBSE), National Council for Teacher Education (NCTE), National Open School (NOS), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS) are also implementing Sub-Projects of NPEP.

Achievements of NPEP during 2001

The following activities, related to different components of the Project at national and state levels, were organised:

- An interesting material, entitled *Young Peoples' PERCEPTIONS of Population and Development*, incorporating posters received in the International Poster Contests organised from 1997-1999 was developed and sent to Publication Department for printing. Two issues of *Population Education Bulletin* were published and disseminated. A *Project Status Survey Schedule* was developed and sent to State Population Education Cells for conducting the Status Survey on the Project. An Abstract Bibliography on Population Information Education and Communication was prepared and disseminated by POPDOC, DLDI;
- A Training Programme in Financial Management and Reporting for State Project Personnel was organised. It was attended by the administrative personnel handling accounts of the Project at the state level;
- Four Regional Seminars on Future Directions of Population Education were organised;
- The International Poster Contest 2001, an UNFPA sponsored global activity was organised between May and September, 2001. The theme of the Contest was *"Population and Environment"*. Over 7000 entries were received from all parts of the country. The National Awards for the International Poster Contest 2000 were given to fifteen winners. The winner at the global level in the fifth age category, who bagged the FIRST POSITION was also awarded;
- A Study on the Awareness and Attitude of Students regarding Adolescent Reproductive Health was completed; and
- Three Inter-Sectoral Coordination Meetings were held to ensure mutual support to efforts being made for effective implementation of the Projects in school education, adult education, university education and technical education sectors. Project implementation was reviewed at regular intervals in the meetings held in MHRD, MOHFW and UNFPA.

National Awards to Teachers

Background

Instituted in 1958, the National Awards to Teachers are given by the President of India on 5 September, every year to accord public recognition to meritorious teachers working in primary, middle and secondary schools. In total, there are 350 awards, out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State and Union Territory has an earmarked quota based on the number of teachers. The scheme also covers teachers of Sainik Schools, KVS, NVS and schools run by the Atomic Energy Education Society. From the award year 2000, it has been decided to allocate 10 awards to Central Board of Secondary Education (CBSE) and five awards to Council for Indian School Certificate Examinations (CISCE). Awards allocated to CBSE and CISCE are other than those who have already been covered under the allocated quota of States/UTs/Organisations. From the award year 2001-02 (to be given on 5 September), it has been decided to earmark 33 special awards to teachers promoting integrated inclusive education in schools and promote the education of children with disabilities in regular schools by States/UTs and other school system. The teachers of following categories will be considered for awards:

- Teachers with disabilities working in regular schools; and
- Special Teachers or trained general teachers who may have done outstanding work for Inclusive Education.

The selection is made by a State level Selection Committee presided over by Director (Education) with the State coordinator of NCERT as a member. The Committee's recommendations are forwarded by the State Government in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, a certificate and Rs. 25,000/- as award money.

For the award year 2000, 279 teachers were awarded which included 63 ladies and two who were visually impaired.

University and Higher Education

Higher Education is the apex of learning. It helps in promoting a society, which is more conscious of the social, economic and cultural issues. The University Grants Commission continues to provide financial assistance to universities and promote relevant education. Enrolment of women students in higher education has been encouraging. There is an increase in the number of foreign students undertaking research in India.

University Grants Commission

The University Grants Commission (UGC) is a statutory organisation established by an Act of Parliament in 1956, for the coordination, determination and maintenance of standards of university education. The UGC serves as a coordinating body between the Union and State Governments and the institutions of higher learning. In addition to its role of giving grants to universities and colleges, the UGC also acts as an advisory body to the Central and State Governments on measures necessary for the improvement of university education.

● Special Cells Functioning in the UGC; and
● Malpractices Cell.

To deal with the menace of existence and mushrooming of Fake Universities in the country, the Malpractice Cell (earlier Fake Universities Cell) was set up on 30 May, 1996. So far, the UGC has identified 18 Fake Universities, which are functioning without authorisation in different parts of the country.

Legal Activities Cell

The cell was set up in the UGC in 1989 exclusively to attend and to monitor the Court cases in which the UGC is impleaded as one of the parties. The cases mainly relate to appointment of teachers, their pay scales and service conditions, implementation of the UGC programmes etc. As on 31 March, 2001, there were around 2000 cases in different Courts of the country.

SC/ST Cell

Based on the recommendations of the Parliamentary Committee on welfare of SC/STs, the UGC set up a SC/ST Cell in January, 1979 to monitor the effective implementation of various reservation orders, programmes for SC/ST communities and to deal with representations received from SC/ST communities studying or working in universities and colleges.

Vigilance Activities Cell

In accordance with the instructions of the Government of India, the UGC set up a Vigilance Cell to check corruption effectively. The Chief Vigilance Officer of the cell is mainly responsible for the prevention and detection of corruption cases of the UGC. As per the directions of the Central Vigilance Commission, the UGC observed the vigilance awareness week from 31 October, 2000 to November 4, 2001.

Pay Scale Cell

The Pay Scale Cell, set up in 1984, is entrusted with the responsibility of setting up and coordinating the work of Review Committees from time to time dealing with pay scales and the service conditions of teachers as well as Group 'A' non-teaching employees of universities and colleges and interacting with teachers' associations to solve the problems in a peaceful manner. The cell issued 'UGC Regulations, 2000', pertaining to minimum qualifications required for appointment of teachers and their career advancement etc.

Rajbhasha Cell

The Rajbhasha Cell set up in UGC, in compliance with the Official Language Act, is mainly responsible for creating an awareness for the use of Rajbhasha and for speeding up the progressive compliance of official Language Policy in office work. During the year, the Cell conducted various competitions for the employees of UGC and also celebrated Hindi Divas and Hindi Pakhwara. It also nominated the UGC employees for different training programmes relating to Hindi Language (Translation/Stenography etc.).

Retirement Benefit Cell

To look into the grievances of the retired employees, the UGC created a cell called "Retirement Benefit Cell". So far, no grievance case has been reported to the cell.

Sexual Harassment of Women in Work Place Cell

To look into the grievance of women employees at work place, the UGC also set up a cell called "Sexual Harassment of Women at Work place" under the headship of a woman Joint Secretary.

Higher Education System: Statistical Growth of Institutions, Enrolment, Faculty and Research

The Higher Education System has witnessed a thirteen-fold increase in the number of universities, twenty five-fold increase in the number of colleges and thirty-fold increase in the enrolment of students since independence. There are now 193 Universities, 47 Deemed to be Universities and five other institutions established through State and Central Legislation, and nearly 12,342 colleges including around 1,500 (12.3 percent) women colleges in the country in addition to the unrecognised institutions existing in the Higher Education Sector.

At the beginning of the academic session 2001-02, the total number of students enrolled for the courses and levels in the universities and colleges was 80 lakh (11 lakh in university departments and 69 lakh in the affiliated colleges). Eighty three per cent of the total enrolment was concentrated in the three faculties of Arts (42 percent), Science (20 percent) and Commerce (21 percent) while the remaining was absorbed by the professional faculties. Enrolment at the degree level was 71.07 lakh (88.83 percent), at the Post-Graduate level it was 7.63 lakh (9.54 percent) and the remaining at Research and Diploma/ Certificate levels. About 88.70 percent of all the under-graduate students and 93.38 percent of all the post-graduate students were in the affiliated colleges while the remaining in university departments. About 90 percent of the total research students were in the university departments.

The enrolment of women students at the beginning of the academic year 2001-02 was 30.12 lakh at all levels. This accounts for 37.65 percent of the total enrolment. The enrolment of women students was the highest in Goa (56.70 percent) followed by Kerala (55.9 percent) and lowest in Bihar (24.41 percent). Eighty-seven percent of the total women students enrolled were in the non-professional faculties of Arts, Commerce and Science and the remaining 13 percent in professional faculties.

The number of research degrees awarded by the universities (position as on January 1, 2000) was 11,067. Out of the total number of research degrees awarded, the faculty of Arts had the highest number with 4,231 degrees, followed by the faculty of Science with 3,832 degrees. These two faculties together accounted for 73 percent of the total number of doctoral degrees awarded.

The strength of the teaching faculty in universities and colleges went upto 0.79 lakh and 3.16 lakh, totaling 3.95 lakh, respectively this year. Out of the 79,125 teachers in the university departments, 24 percent are Professors, 31 percent are Readers/ Associate Professors, 43 percent are Senior Lecturers/Lecturers and the rest are Tutors/ Demonstrators. In the affiliated colleges, 35 percent of them are Senior Lecturers, 63 percent are Lecturers and the rest are Tutors/Demonstrators (out of 3.16 lakh).

Grants for the Development of Universities and Colleges

To achieve the goals and objectives of the Ninth plan, the Commission has been providing financial assistance to Central, State Universities and Deemed to be Universities and colleges. Assistance to Central and some Deemed universities and colleges affiliated to Delhi and Banaras Hindu Universities are provided both under non-plan and plan programmes while assistance to State Universities

The enrolment of women students in the academic year 2001-2002 was 30.12 lakh at all levels. This accounts for 37.65 percent of the total enrolment. The enrolment of women students was the highest in Goa (56.70 percent) followed by Kerala (55.9 percent) and lowest in Bihar (24.41 percent).

and its affiliated colleges are provided only under plan programmes.

Under the Ninth Plan (1997-2002), general development assistance to individual universities is based on the outlays determined and communicated to the universities. Two-thirds of the outlay is released on the basis of the procedure indicated in the Ninth Plan guidelines circulated to the universities. However, one-third of the outlay is based on the performance of the individual university, during the Eighth Plan.

Development assistance provided may be utilised for the consolidation of existing infrastructure and for the modernisation of teaching, research and administration, as also for extension and field outreach activities to meet the changing needs of the universities.

Central Universities

Out of 17 Central Universities, 15 Universities are allocated development grants while 13 of which are allocated maintenance grants in addition to development grants. During 2000-01, the UGC provided an amount of Rs.637.40 crore to meet the maintenance expenditure of 13 universities and Rs.83 crore as development assistance to 15 Central Universities.

State Universities

According to Section 12(B) of the UGC Act, State Universities established after 17 June, 1972, shall not be eligible to receive any grant from the Central Government, UGC or any other organisation receiving funds from the Central Government, unless the Commission satisfies itself, as per prescribed norms and procedures, that such a University is fit to receive grants.

At present, 116 state universities, excluding medical universities and also Agricultural Universities, which are not having Engineering/Technology Departments, are eligible to receive grants under general plan and Engineering and Technology from the UGC. Development grants that include grants for specific schemes, are provided to these eligible universities in order to facilitate the procurement and augmentation of infrastructural facilities that are not normally available to them from the State Government or other bodies supporting them. During the year 2000-01, grants amounting to Rs.164.06 crore were provided to 116 eligible State Universities for development.

Deemed to be Universities

Section 3 of the UGC Act provides that an institution of higher education, other than a university, which is doing work of very high standard in a specific area can be declared as an institution deemed to be a university. Such institutions will enjoy the academic status and privileges of a university and be able to strengthen activities in the field of their specialisation, rather than becoming a multi-faculty university of the general type. During 2000-01, 26 universities and some research institutions were provided non-plan assistance amounting to Rs.62.82 crore and an amount of Rs.17.58 crore as plan assistance was provided to 27 deemed universities.

Affiliated Colleges

The UGC provides assistance to eligible colleges for the development of under-graduate and post-graduate education as per the revised guidelines for the Ninth plan period, with the following aims and objectives:
- Improvement of standards and quality of education;
- Removal of social disparities and regional imbalances in higher educational facilities; and
- Restructuring of courses including developing career thrust in the courses.

To achieve these aims and objectives, the UGC released an amount of Rs.148.07 crore to state colleges and also grant amounting of Rs.2.29 crore to Delhi colleges under various plan schemes/programmes. Maintenance grants amounting to Rs.251.05 crore to 53 colleges of Delhi University and Rs.4.05 crore to constituent colleges of Banaras Hindu University were released by the UGC during 2000-01.

Programmes for the Promotion of Relevance

Career Orientation to Education (Vocationalisation of Education)

The UGC introduced the scheme of Career Orientation of Education at the first-degree level in the universities and colleges in 1994-95 in conformity with the National Policy of Education, 1986 (revised in 1992). Under the scheme, 38 vocational subjects identified by a Core Committee are introduced, on selective basis, in colleges and university departments which have facilities for conducting under-graduate courses. Since the inception of the scheme, 1,642 colleges and 32 universities have introduced different vocational subjects identified by the Committee. The monitoring cell in the UGC monitors the implementation of the scheme. Grants amounting to Rs.11.89 crore were released to 109 colleges and one university during the year under report. The UGC has made a Project Proposal seeking World Bank assistance for the programme to achieve the target of bringing 25 percent of under-graduate assistance under the programme of Career Orientation.

Innovative Programmes

The main objectives of the programme are:
- To identify emerging areas in various disciplines;
- To support new ideas and innovations and to implement them;
- To identify courses in emerging areas at the under-graduate and post-graduate level; and
- To encourage the promotion of scientific and technological application for the benefit of society.

The Commission has constituted Standing Committees for Innovative Programmes in the disciplines of Humanities and Social Sciences, Science, Engineering and Technology, Biosciences and Life Sciences, and Environmental Studies.

The UGC has been providing financial assistance to selected universities for the introduction of post-graduate courses and special papers at post-graduate level in newly emerging areas. The budget allocation of rupees three crore was made available to 187 departments of universities for the year 2000-01. An amount of Rs.2.14 crore was released to universities under this programme.

Academic Staff Colleges

The UGC has set up 51 Academic Staff Colleges (ASCs) in various universities to enhance professional development of teachers, thereby maintaining high standards of teaching in universities and colleges. These colleges will continue to conduct orientation and refresher courses and seminars in the Ninth plan period. Since these ASCs cannot cater to the needs of all the teachers, the UGC has also selected 71 universities and specialised institutions to conduct refresher courses and seminars in different disciplines. During the reporting year, 216 orientation programmes and 793 refresher courses were allocated to the ASCs/universities and specialised institutions. Since inception of the scheme in 1986-87, the ASCs/other accredited institutions conducted about 1900 orientation programmes and 4500 refresher courses in which approximately two lakh teachers attended or participated. A grant of Rs.16.24 crore was released under the programme. A Standing Committee constituted by the UGC advises and monitors the working of ASCs and decides on various policy matters.

Subject Panels

The UGC has panels of experts to advise it on measures to enhance the quality of teaching and research in various subjects, to prepare status reports regarding research and teaching facilities available in the universities and to indicate thrust areas. The panels are generally reconstituted after every three years.

There are at present 28 subject panels in various disciplines of Science, Humanities and Social Sciences. During the year, Curriculum Development Committees (CDC) in as many as 32 subjects were constituted for the task of updating or framing the model curricula by considering the issues like multi-disciplinary skills, linking general studies with professional courses, introduction of bridge courses, modular system, flexibility to the credit based system, academic mobility, etc. A grant of Rs.4.20 lakh was released for the work of the Curriculum Development Committee.

Human Rights and Duties Education

The Commission is providing financial assistance to universities and colleges for the introduction of Human Rights and Duties Education courses - two-year LLM/MA course, one-year Diploma course and three to four months Certificate course. It also provides assistance for organising seminars, symposia and workshops on Human Rights and Duties Education. During 2000-01, five universities and four colleges were recommended for financial assistance under the scheme.

So far, the UGC identified 15 universities for financial assistance for the introduction of courses relating to Human Rights and Duties Education and also identified 16 universities and 23 colleges for organising seminars, symposia and workshops.

The work of the CDC constituted for developing a model curricula for courses in Human Rights and Duties Education is in progress.

An amount of Rs.5.73 lakh was paid to the universities and colleges under the scheme during 2000-01.

Special Studies on Social Thinkers/Leaders

The Commission has been providing cent percent assistance through plan funds for the promotion of special studies on (Social thinkers and leaders) Gandhi, Buddha, Nehru, Ambedkar. Others, in order to acquaint teachers and students with their thoughts and actions. Assistance is provided for setting up and running the centre of studies on the Thinkers and Leaders. As on 31 March, 2001, assistance was provided to 14 centres of Gandhian Studies, two centres of Buddhist Studies, four centres of Ambedkar Studies and three centres of Nehru Studies. All the old centres which were set up prior to the Ninth plan period were closed down by the universities. During 2000-01, the Commission approved the proposal of nine universities, out of 31, for establishing studies centres on Swami Vivekananda (4), Dr. Zakir Hussain (2), Rabindranath Tagore (1), Pt. Madan Mohan Malviya (1) and Dr. S. Radha Krishnan (1) and also a grant of Rs.4.60 lakh to each of nine universities was approved. The assistance to these centres is available for a period of five years from the date of establishment of centre. An amount of Rs.59.47 lakh was released for setting up and running these centres of studies.

Establishment of Department of Human Consciousness and Yogic Science in Universities

The Commission decided to establish a full-fledged Department of "Human Consciousness and Yogic Science" in certain deserving universities. These departments are responsible not only for awarding UG and PG degrees in the discipline but also engaging in a meaningful research in this area whereby awarding M.Phil./Ph.D. degrees. For this purpose, the UGC selected 10 universities located in seven states. A grant of Rs.10 lakh each to all the ten universities was released during the financial year 2000-01.

Promotion of Adventure Sports in Universities and Colleges

UGC has been directly implementing this programme of Adventure Sports from the year 2000 with a view to provide an opportunity for university

and college students in various adventure sports. In order to identify the nodal centres for different adventure sport events, the UGC invited proposals from the universities for selection as nodal centres for seven events. Out of the 17 proposals received, the Expert Committee was able to select only five universities as nodal centres for different events and for financial support. During 2000-01, a grant of Rs.14.20 lakh was released to the universities.

Promotion of Yoga Education and Practice in Universities

The promotion of Yoga Education and Practice in Universities was introduced by the UGC in 1993 with the aim to assist universities in setting up Yoga Education and Practice Centre in their campuses. On the recommendations of the Expert Committee, the UGC approved the revision in the guidelines of the scheme for providing financial assistance for Yoga Centres during Ninth Plan w.e.f. 1 January, 2000. So far, 39 universities were accorded an approval for the establishment of Yoga Centres. The UGC also decided to support at least 10 universities for establishing/strengthening of Yoga Departments. During 2000-01, a grant of Rs.87.15 lakh was released to the universities under this scheme.

Programmes for the Promotion of Excellence and Quality

Identification of Universities with Potential for Excellence

To meet the challenges in Education in Global Society, and to introduce the Concept of excellence and granting the status of universities with potential for excellence, the UGC identified five universities viz. University of Madras, Jawaharlal Nehru University, University of Hyderabad, University of Pune and Jadavpur University and accorded them the status of universities with potential for excellence. Based on the merit of performance, Rs.5 crore to each of the identified universities, totaling Rs.25 crore was released as seed money during 2000-01.

Special Assistance Programme (SAP)

The objective of the programme is to develop selected university departments, which have potential for advanced academic work, to centres of excellence in identified thrust areas, comparable to international standards. As on March 31, 2001, there were 136 departments in Humanities and Social Sciences and 221 departments in Science and Engineering and Technology for special assistance under the programme. The reason for the decrease/increase in the number of departments for financial support is the discontinuation/induction of the departments based on the recommendations of the Expert Committees. An amount of Rs.12.67 crore was released to the departments of Science, Rs.3 crore to Engineering and Technology Departments and Rs.3.80 crore for the departments of Humanities and Social Sciences. Different Subject Expert Committees are considering the new proposals received from various departments of the universities/institutions for induction in the programme for financial support.

Autonomous Colleges

The objective of granting autonomy to potential colleges is to provide academic freedom, especially in designing their curricula; evolving new methods of teaching, research and learning; framing rules for admission; prescribing courses for study; setting examination papers and conducting examinations.

The Commission provides financial assistance to autonomous colleges to meet their additional and special needs as per the revised guidelines through

The UGC identified five universities, viz., University of Madras, Jawaharlal Nehru University, University of Hyderabad, University of Pune and Jadavpur University and accorded them the status of universities with potential for excellence.

Regional Offices. The year under report, the UGC Regional Offices released grants amounting to Rs.853.67 lakh to these colleges. Autonomous status was conferred on eight institutions. As on March 31, 2001, there were a total number of 131 autonomous colleges in the country affiliated to 29 universities spread over eight states.

COSIP and COHSSIP

The Commission approved the continuation of the programmes of COSIP and COHSSIP with a budget allocation of Rs.2.50 crore for the year 2000-01. The UGC provides financial assistance to the extent of Rs.2 lakh each for 100 colleges under COSIP and Rs.1 lakh each for 100 colleges under COHSSIP. During 2000-01, the Commission approved the proposals of 62 colleges under COHSSIP and 56 colleges under COSIP for assistance. The total financial assistance to the extent of Rs.56.82 lakh under COHSSIP and Rs.219.80 lakh under COSIP was made available to the colleges including the newly approved colleges.

Research Projects

To promote research, the UGC has been providing financial assistance to teachers who are working in or have retired from the universities and colleges to undertake an intensive and in-depth studies in specific subject areas. An amount of Rs.22.13 crore was released to the new ongoing and old Major Research Projects by the UGC (HQ) and Rs.3.28 crore to the new, ongoing and old Minor Research Projects by the UGC Regional Offices. During 2000-01, the UGC approved as many as 886 Major Research Projects in Humanities and Social Sciences including languages (275), Science (472) and Engineering/ Technology (139) and about 1300 Minor Research Projects in Humanities and Social Sciences and Sciences.

National Education Testing (NET)

The UGC conducts a National Level Test for Lecturership eligibility and Junior Research Fellowships to ensure minimum standards for entrants in the teaching profession and research in Humanities including languages, social sciences, computer application and electronic sciences. The test

for other science subjects is conducted by the CSIR jointly with the UGC. The tests are conducted twice in a year generally in the month of June and December. For candidates who desire to pursue research, the Junior Research Fellowship (JRF) is available for five years. The UGC has allocated a number of fellowships to the universities for the candidates who qualify the tests for JRF. During the year 2000-01, two new subjects were added to the list of NET subjects, viz., Human Rights and Duties, Education and Tourism and Management Administration.

The UGC has also been providing accreditation to various states to conduct State Level Eligibility Test (SLET) for eligibility for Lecturership. Candidates who clear SLET are also eligible for Lecturership all over India. So far, ten States have been accredited for the purpose. During 2000-01, the Commission received fresh proposals for accreditation from Gujarat and UP States. The UGC conducted the NET examination of June, 2001 with revised syllabus in 74 subjects. The syllabi of 74 subjects and the examination results of NET were put up on the UGC website and circulated to all VCs of universities as well. Only 0.8 per cent of the total number candidates appeared were qualified for Junior Research Fellowships and nine percent of the total number of candidates, who appeared for Lecturership eligibility, qualified in the tests conducted by the UGC in December, 2000. During 2000-01, an expenditure of Rs.242.22 lakh was incurred for conducting these examinations by the UGC.

Travel Grants

Financial assistance is given by the Commission to the colleges teachers, the UGC awarded Research Associates, Vice Chancellors and Commission Members for presenting research papers in international conferences abroad. For college teachers and Research Associates, assistance is limited to 50 percent of the admissible expenditure while cent percent assistance is provided to Vice Chancellors and Commission Members. With effect from 1999, the teachers of the institutions of national importance have been

brought under the scheme. The Commission also decided during the year that, in exceptionally meritorious cases, travel grant to the extent of cent percent may be provided under the scheme for college teachers with the rider that the awardee shall be eligible to re-apply for another travel grant only after a period of six years. During 2000-01, proposals of 129 college teachers and ten Vice Chancellors were approved under the scheme. Out of the allocation of Rs.1 crore, an amount of Rs.72.28 lakh (Rs.59.61 lakh to college teachers) was released during 2000-01.

Unassigned Grants

The Commission has been providing assistance to teachers for participating in conferences, holding Seminars and Symposia, Publication of Research work and Minor Research Projects in the universities. It has rationalised the scheme in terms of the size of the unassigned grants, ceilings of expenses, rates and procedures for the Ninth plan period. An amount of Rs.6.21 crore was provided under the scheme to various universities during 2000-01.

Seminars and Conferences

The University Grants Commission has been providing financial assistance for universities and post-graduate colleges for organising Seminars and Conferences at both National and International levels. During 2000-01, an amount of Rs.4.76 lakh was paid by the UGC (HQ) and the UGC Regional Offices released an amount of Rs.142.25 lakh for organising various seminars/conferences by the universities and post-graduate colleges.

Research Awards

The UGC has been providing financial assistance for various programmes which enable teachers and research students to upgrade their professional competence and keep abreast of the latest developments in their disciplines.

Under the (Junior Research Fellowship (JRF) scheme for foreign nationals, students/research scholars who qualified national level tests conducted by the UGC, CSIR, etc., are awarded fellowships to pursue research for a limited period of time. During 2000-01, the UGC provided 20 Junior Research Fellowships, five Research Associateships for the foreign students and paid Rs.31.53 lakh to these research fellows pursuing research in various universities/institutions. Also an amount of Rs.20.10 crore was released to Junior Research Fellows who are Indian Nationals working in various universities/institutions.

Teachers are also given an opportunity to pursue research without having to undertake full teaching responsibilities. An amount of Rs.197.85 lakh was released to the teachers under the scheme of Research Awards during 2000-01. The applications invited for selection under Research Award scheme for the year 2001, are under process.

The UGC also awards Emeritus Fellowships to highly qualified and experienced superannuated teachers, upto the age of 70 years, who have been actively engaged in research and teaching. There are 100 slots available for them at any given time. As on 31 March 2001, there were 62 Emeritus Fellows working in various universities and colleges. An amount of Rs.67.46 lakh was paid towards these awardees.

Under the scheme of Visiting Associateships, 100 slots are available for outstanding teachers in universities and colleges to visit institutions of Advanced Study and Research Centres for a short duration and to keep themselves abreast of the latest developments

Teachers are also given an opportunity to pursue research without having to undertake full teaching responsibilities. An amount of Rs.197.85 lakh was released to the teachers under the scheme of Research Awards.

in their areas of interest. During 2000-01, 55 awardees were selected and no expenditure was incurred because of the expiry of the tenure of the old awardees.

Assistance is also provided to universities for the appointment of visiting professors/fellows and also the Commission continued to provide teaching/research assignments to migrant teachers from Kashmir University and its affiliated colleges due to disturbed conditions there. During 2000-01, an amount of Rs.27.14 lakh was provided to Visiting Professors/Fellows working in various universities and also an amount of Rs.9.78 lakh was paid to the migrant teachers working in four universities and one college. Support to teachers is also provided by way of Teacher Fellowships for doing M. Phil. and Ph.D. So far, 3676 teachers were assisted during Ninth Plan period by awarding teacher fellowships and provided grants amounting to Rs.8.12 crore during 2000-01.

Creation of National Lecturership and Adjunct Professorship

To rejuvenate the Science Education and Science Research in Indian Universities, the commission approved the following new schemes:

a) National Lecturership

The Commission decided to offer the National Lecturerships in 2000-01 as an incentive, to the talented students who have commitment and dedication to make a career in the field of research, in the area of Science and Education.

b) Adjunct Professorship

In order to promote and encourage greater interaction both in Scientific and Technical areas between universities, industries, Research and other centres of repute, the UGC decided to offer the Adjunct Professorship to any suitable persons in industry/research establishments or other institutions relevant to the Science Education and Research.

UGC Veda Vyas National Sanskrit Award/Swami Pranavananda Saraswati/Hari Om Ashram Trust Award

To promote quality teaching and research in Sanskrit, to identify and recognise outstanding teachers and to accord them for excellent contributions in teaching/research/innovation/ new programmes of Sanskrit language, the UGC sponsored "UGC Veda Vyas National Sanskrit Award" for the first time in the year 2000. The Commission approved the recommendation of Prof. Saroja Bhate, Department of Sanskrit, Pune University for the award, by the selection committee. The award was given to Prof. Bhate by the Hon'ble Human Resource Development Minister, Dr. M.M. Joshi in a ceremonial function organised by the UGC at Vigyan Bhawan on 14 February, 2001.

In the same function, the Minister also gave Hari Om Ashram Trust Awards to eleven scholars (five scholars for the year 1997 and six scholars for the year 1998) and Swami Pranavananda Saraswati Awards to two scholars for the year 1998.

Promotion of Sanskrit and Establishment of Simple Sanskrit Speaking Centres in Indian Universities

The UGC introduced new scheme for establishing "Simple Sanskrit Speaking Centres" in selected universities. As per the guidelines forwarded for the scheme, proposals are invited from universities for the establishment of these centres.

Cultural Exchange Programmes

The UGC provides financial assistance to centres identified as Area Study Centres for undertaking studies relating to problems and culture of a given area and for developing inter-disciplinary research and teaching. The focus is on such countries and regions with which India has had close and direct contact. In addition to these, centres for Indian languages and cultures are also in operation. As on 31 March, 2001, there were 19 Area Study Centres in 17 universities. An amount of Rs.0.52 crore was released to these centres.

The UGC operates Bilateral Exchange Programmes with sixty countries. During 2000-01, the UGC hosted the visits of 47 foreign scholars and deputed 48 Indian scholars abroad. Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the Master's Level. As on 31 March, 2001, there were 38 foreign language teachers in Indian Universities.

Under the German Academic Exchange Services (DAAD), 18 scholars were nominated for advanced research work relating to National Science, Mathematics, Geology, German language and Literature, some areas of Humanities and Social Sciences and seven scholars for Ph.D. in India relating to German culture, history, economics, philosophy, education and natural sciences. In addition, there is a programme for exchange of scholars under the French Government Fellowship scheme. Two Indian scholars were awarded these fellowships to carry out research in French language, literature, culture and civilisation.

Under the programme of Exchange of Social Scientists, nine social scientists were nominated by the UGC to visit France and one French scientist visited India. Two Indian scholars visited U.K. under Higher Education Link Programme implemented in collaboration with the British Council for the development of linkages between universities in India and United Kingdom, in specified areas such as joint research, joint publication, curriculum development, etc.

The UGC is the implementing agency for the programme of SAARC Chairs/Fellowships/ Scholarships. Under the Programme, 26 fellowships and 40 scholarships are made available in various SAARC countries. During 2000-01, the UGC made no nominations for SAARC countries.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in U.K. and makes nominations for the award of Commonwealth fellowships to enable promising faculty members in universities and colleges in India to do research work at universities/institutions in the U.K. During 2000-01, 30 scholars were selected out of the 80 scholars recommended by the UGC. One Canadian teacher visited India while two Indian teachers visited Canada under Shastri Indo-Canadian two-person month's programme.

Inter-University Resources for the Promotion of Quality

In accordance with the amendment of the UGC Act, 1984, the UGC has initiated the setting up of autonomous centres within the university system. These centres provide common facilities, services and programmes to universities since heavy investment in infrastructure and inputs have made it beyond the reach of individual universities to obtain these facilities. At present, seven such autonomous Centres are functioning.

Besides, the UGC has also been instrumental in setting up National Information Centres in selected universities for providing convenient, economical and timely access to information. At present, three such centres are functioning in India. The UGC has also set up Centres of National Facilities to serve as resource centres for availing the facilities provided by these centres. Seven such centres are functioning in various fields of study.

The UGC has been regularly providing financial assistance to these autonomous centres. During the financial year 2000-01, the UGC paid Rs.28.43 crore to the six Inter-University Centres, Rs.1.56 crore to the four Centres of National Facilities and no grant was paid to the National Information Centres.

The Prime Minister during his visit to Vietnam in January, 2001, presented educational films on topics like White Revolution, Aromatic Plants, Art Murals and Glimpses of India, produced by the media Centres of University Grants Commission - Consortium for Educational Communication (UGC-CEC) for use by Vietnam Television.

Promotion of Hindi Language (Rajbhasha)

Towards the promotion of Hindi language, the Rajbhasha Cell of the UGC imparted training to six employees of the UGC in Hindi Typing and eight employees in Hindi Stenography, organised six competitions (Essay, Debates and Dictation) for the UGC officials, conducted four workshops for promotion of Hindi in official work, celebrated Hindi Divas on 12 September, 2000 and Hindi Pakhwara from 1st to 14 September, 2000 and also conducted two meetings of the Official Language Implementation Committee in June and November, 2000. The Cell has been bringing out, regularly, quarterly journals of SETU and UCHCH SHIKSHA PATRIKA. An amount of Rs.3 lakh was also released to the Jawaharlal Nehru University for the translation course.

Programmes for Enhancing Access and Equity

Programmes for Women

The Commission provides financial assistance to Universities and Colleges for the construction of hostels for women with a view to provide a safe environment and to encourage the mobility of the women students pursuing higher studies in universities of their choice. During 2000-01, the UGC (HQ) released Rs.1.12 crore to universities and Rs.5.42 crore was released to colleges, by seven Regional Offices as 60 percent of the total cost of the hostels.

Women Studies Centres and Cells

The UGC provides assistance for setting up study centres/cells for women's studies, which undertake research, develop curricula and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls education, etc. which contribute not only to social awareness and change but also to academic development. A women study centre at Aligarh Muslim University was set up during 2000-01. Presently, 34 such centres and six cells are in operation. Financial assistance was provided to these centres to the extent of Rs.0.69 crore during 2000-01. The contextualised modules for the programme "Women Managers in Higher Education" on the development of women studies, put together by the subcommittee would be published by the UGC in due course of time.

Introduction of Technological Courses for Women in Women Universities

During the Ninth Plan, the Commission introduced a new scheme, viz., "Technological Courses for Women in Women Universities" for introduction of under-graduate courses in emerging areas under Engineering/Technology, with a view to provide an opportunity for women in areas perceived to be prestigious and associated with better emoluments and also to reduce gender imbalance in the area of Engineering/Technology. Under the scheme, the UGC provides financial assistance for a period of five years from the date of implementation of the course.

Since inception of the scheme, the Commission considered the proposals received from three universities viz. S.P. Mahila Vishvavidyalaya, Avinashlingam Institute for Home Science, S.N.D.T. Women's University and approved only the proposal of S.N.D.T. Women's University for the establishment of Department of Technology with three under-graduate courses namely, B.E. (Electronics and Communication), B.E. (Computer Science) and B.E. (Information Technology).

The grant released, so far, to the S.N.D.T. Women's University was to the extent of Rs.2.99 crore. During

the year 2000-01, no grant was provided under the scheme.

Day Care Centres in Universities

To provide day care facilities for the children of university/college employees who are away from home for the day, the UGC has introduced a new scheme viz. Day Care Centres in Universities. Under this scheme, each centre is eligible for a one-time lump sum financial grant of rupees two lakh. During the year 2000-01, grants amounting to Rs.22 lakh were released to eleven state universities.

Programmes for Scheduled Castes/Scheduled Tribes (SC/STs)

To ensure effective implementation of the reservation policy for SC/ST, the Commission has been providing financial assistance to universities for the establishment of SC/ST cells. At present, 107 cells in universities are in operation. A grant of Rs.42.56 lakh was released to the universities. The Commission has been organising every year a special Monitoring Committee meeting to monitor the implementation of reservation policy in Central and Deemed to be Universities which are receiving maintenance grants on cent percent basis. The meeting was held on 6th September, 2000 and representatives of 19 central/deemed universities were attended the meeting.

A scheme of remedial coaching has been in operation to enhance the skills and linguistic proficiency in various subjects. As per the revised guidelines of the Ninth plan, 48 new institutions were selected for financial assistance during 2000-01. As on 31 March, 2001, the scheme is in operation in 72 institutions including new institutions. An amount of Rs.3.57 crore was released to these institutions. The Standing Committee on SC/STs monitors and

reviews the work undertaken by these universities and colleges.

A similar scheme of coaching classes has been in operation for students belonging to educationally backward minority communities to compete in various competitive examinations, securing admissions in professional courses, becoming self-reliant etc. As on 31 March, 2001, 58 coaching centres including six women coaching centres were functioning in 17 universities and 41 colleges. The Standing Committee on Minorities monitors the implementation of the programme. During 2000-01, the Commission released Rs.1.08 crore to these centres.

To make amends for the non-fulfillment of the prescribed reservation quota for SC/STs in teaching positions, the Commission has created a Central Pool Database of eligible SC/STs candidates to recommend their candidature for teaching positions in universities and colleges. On request, such data was made available to three colleges during the year under report. So far, 1475 applications of SC/STs were enlisted in the database. Efforts are also being made to make this data available on the UGC website.

In order to provide adequate number of qualified SC/STs candidates for recruitment as lecturers in universities and colleges, the Commission has been providing financial assistance to the existing coaching centres for SC/ST for preparing them for the National Eligibility Test (NET) being conducted by UGC/CSIR.

Programmes for Differently Abled Persons
Teachers Preparation in Special Education" (TEPSE) and "Higher Education for Persons with Special Needs (Disabled persons)" (HEPSN)

The University Grants Commission has introduced

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during Ninth Plan period two special schemes namely "Teachers Preparation in Special Education" (TEPSE) and "Higher Education for Persons with Special Needs (Disabled persons)" (HEPSN), with an aim of not ignoring persons with disabilities in the higher education system and with an objective to develop courses for special teachers and also to provide facilities in various forms for the differently abled persons. During 2000-01, no further grant was released to the universities/institutions which were approved and sanctioned the grant during March, 2000.

Assistance to Teachers who are Visually Handicapped (Blind)

Financial assistance under the scheme is being provided to the regularly appointed blind teachers working in universities/colleges, limited to Rs.6,000/- per annum as Reader Allowance for purchase of Braille books, recorded material etc. During 2000-01, an amount of Rs.3.54 lakh was provided to universities and colleges for the benefit of 59 blind teachers (4 teachers in universities and 55 teachers in colleges).

Adult, Continuing and Extension Education and Field Outreach

As per the revised guidelines framed for the Ninth plan, assistance is being provided to centres that have been set up in 85 universities. These centres have been involved in programmes such as literacy, post-literacy, continuing education, environment education, legal literacy, technology transfer, etc. During 2000-01, a total grant of Rs.2.13 crore was made available to the centres under the programme. The Commission has also been deputing teachers to work with Bharat Gyan Vigyan Samiti (BGVS) and Bharat Jan Vigyan Jatha (BJVJ). During the year under report, the UGC awarded three teacher fellowships to BGVS as a whole time basis and paid the salary of the substitute teachers appointed in place of deputed teachers.

United Nations Population Fund - UGC Project on Population Education

The main objective of the Project of Population Education is to enable the youth in universities and colleges, through them the community, to comprehend clearly, issues relating to family size, quality of life, gender equity, reproductive health, AIDS, impact of population growth on society and the nation, etc. The UGC has set up 17 Population Education Resource Centres (PERCs) in selected universities as a joint project undertaken with the UNFPA. These centres provide technical support to the university system and resource support for various activities relating to curriculum development, teaching and learning material. The PERCs also carry out monitoring and evaluation of the programme.

The third phase of the Project emphasises on national capacity building, adolescence education and improved management system to realise the objectives of the project. A workshop of Participatory Training Methodology was organised for project functionaries at the Tata Institute of Social Sciences, Mumbai in April, 2000. As part of Inter-sectoral coordination, links and networking have been established with governmental organisations, NGOs, Panchayatraj Institutions, Opinion leaders, etc. one UNESCO, UNICEF and WHO. Project progress review meetings were held jointly with the Advisory Committee in the month of January, 2001 for the purpose of monitoring and evaluation of the project. Work plans submitted by various PERCs for the year 2001 were scrutinised and grants were also released after necessary approval. During the year 2000-01 an amount of Rs.49.58 lakh was expended towards the activities of the project including salary of the staff working under PERCs.

Programmes to Strengthen Scientific Research

Strengthening of Infrastructure in Science and Technology (COSIST)

The Commission provides assistance to selected departments of science in universities for acquiring highly sophisticated and expensive equipment to enable them to become internationally competitive in key areas of post-graduate teaching and research.

Assistance under the programme is being made available as a one-time input on cent percent basis.

Regular monitoring and evaluation are integral parts of the programme. The departments so supported have been given functional autonomy. The financial limit for a selected department during Ninth plan is Rs.85 lakh for a duration of five years (one-term only). During 2000-01, 14 new departments were identified for support under the programme, thus raising the total number of such departments to 209 as on 31 March, 2001. The Commission has paid a total grant of Rs.7.42 crore for the new and ongoing departments during the financial year 2000-01.

University Science Instrumentation Centres (USICs)

For optimum utilisation of sophisticated instruments in teaching and research, the UGC has introduced the concept of common pool by establishing University Science Instrumentation Centres (USICs) in universities. These centres are meant to take care of all aspects of instrumentation including the maintenance and repair of instruments and the training of human resource at different levels. As on 31 March, 2001, 74 such centres were functioning in various universities. A grant of Rs.8.25 lakh was released to these centres.

Assistance in Other Schemes

Besides, assistance is also made available through other schemes namely Special Assistance Programme in Science, Major/Minor Research Projects in Science, training programme for science teachers, emerging areas in science, etc.

Programmes for the Development of Engineering/Technical, Computer and Management Education

Development of Engineering and Technical Education
Development (Plan) Grants to Technological Universities

At present, the UGC is providing development grants to 11 technological universities and 25 other universities having Engineering Departments for staff, building, equipment, books and journals, etc. The Commission has allocated an amount of Rs.67.57 crore as development assistance to these universities for the Ninth Plan period. During 2000-01, the UGC released grants amounting to Rs.9.86 crore to the universities/institutions as development assistance.

Introduction of PG Courses in Engg./Technology in Universities

The UGC provides financial assistance to universities/institutions for the introduction of new M.E./M.Tech. courses in emerging areas under Engineering/Technology. The proposals received are screened by the Expert Committee of the UGC and forwarded to AICTE for their Technical approval. After the approval of the AICTE, the UGC conveys its approval to the universities/institutions and provides financial assistance under recurring and non-recurring items to the tune of Rs.50 lakh for a period of five years from the date of the implementation of the programme. During the Ninth Plan period, in the year 1999, the Commission conveyed its approval for 11 courses to seven universities.

PG Scholarships to ME/M.Tech. Students

The Commission provides Post-Graduate scholarships to M.E./M.Tech. students who have qualified GATE, to enable them to pursue higher technical education. The scholarship is for a period of 18 months. The Commission has been providing assistance approximately to 800 students every year. During 2000-01, grants amounting to Rs.6.40 crore were released to the post-graduate scholars.

Maintenance (Non-Plan) Grants to State/Deemed Universities for Specific Purpose

The UGC provides maintenance grant to four State/Deemed Universities namely (1) Anna University, (2) Thapar Institute of Engineering/Technology (3) Birla Institute of Technological, Ranchi (4) Roorkee University for staff, scholarships, contingency, library and for the approved PG courses on the basis of the actual expenditure incurred on the specific items as approved by the Government at the time of transfer of these universities to the UGC for the purpose of payment of grants. During the year 2000-01, the UGC released an amount of Rs.3.59 crore to these universities.

Development of Computer Education

The UGC has been assisting universities and colleges for the development of computer education and upgradation/augmentation of computer facilities through the implementation of the following programmes/schemes:

Universities
Establishment of Computer Centres

The UGC provides financial assistance to universities for the establishment and upgradation/augmentation of computer centres. Upto 31 March, 2001, 130 universities were provided grants for setting up computer centres. During 2000-01, the UGC approved the proposals of eight universities for upgradation of the existing Computer centres. A grant of Rs.1.90 crore was released to the universities during 2000-01.

Computer Man Power Development Courses

In order to make available human resources in the field of computer, the UGC has been providing financial assistance to universities for conducting courses such as MCA/M.Sc./B.E./B.Tech./M.E./M.Tech. in Computer Science. Upto 31 March, 2001, 84 universities were assisted under the scheme. During 2000-01, an amount of Rs.0.30 crore was released to four universities.

Introduction of Computer Application Paper at the PG Level

The Commission has also been providing financial assistance to universities for the introduction of a 'Computer Application' paper at the PG level in all subjects wherever relevant. Upto 31 March, 2001, 28 universities/PG colleges were assisted under the scheme. During 2000-01, an amount of Rs.0.29 crore was released to seven universities.

Strengthening of Computer Laboratory of Computer Science Departments

The UGC provides grants for strengthening computer laboratories of computer science departments of universities. So far, 39 universities were provided grants under the scheme. During 2000-01, the proposal of Burdwan University was approved and Rs.8 lakh was paid to the university. A total grant of Rs.0.21 crore was released to 10 universities during 2000-01.

Colleges

In order to create awareness among the students and teachers/staff of colleges about the use of computer in administration, finance, examination and research, the UGC has been providing financial assistance to colleges for purchase of personal computers and relevant system and application software. During 2000-01, the Commission paid a grant of Rs.1.25 lakh each for 627 approved colleges (165 colleges for the first time & 462 colleges for the second time). Upto 31 March, 2001, assistance for the procurement of computers was provided to 3569 colleges out of which 650 colleges received grant for the second time also. During 2000-01, a total grant of Rs.7 crore was released to the colleges under the scheme.

Development of Management Education
Development of Management Studies (MBA)

The UGC provides financial assistance to universities for the introduction of MBA programme after the proposals are approved by the UGC Expert Committee on Management Studies and by the AICTE. It also provides development assistance to those departments, which have completed five years. During 2000-01, the Commission approved four more new MBA departments in four universities and upto 31 March, 2001, the financial assistance was provided to 67 universities since inception of the programme. A grant amounting to Rs.1.99 crore was released to these approved departments of universities for conducting the MBA programme.

Assistance in Other Schemes

Besides the above programmes/schemes, assistance has also been made available to universities and teachers through other schemes namely Special Assistance Programme for Engineering and Technology, Major/Minor Research Projects, Research Fellowships on Engineering/Technology, Introduction of Technological courses for women in universities for women etc.

Programmes for the Improvement of Management of Higher Education

Resource Mobilisation by Universities

The scheme of resource mobilisation by universities was introduced in 1995 to make Management of Higher Education Effective, efficient and respond to socio-economic changes. The Commission revised the guidelines of the programme for the Ninth Plan to support universities for their resource mobilisation efforts. The main objective of the scheme is to encourage and enhance the flow of resources coming from the society for university development. Twenty-five per cent of the resource generated by a university is given as the UGC share, limited to a maximum of Rs.25 lakh in a financial year. During the year 2000-01, 20 universities including 11 state universities were supported by providing Rs.3.27 crore as the UGC share.

Tezpur University

Tezpur University, a teaching and residential University located at Napaam, Tezpur in Sonitpur District of Assam was set up in January, 1994. The objectives of the University are to offer employment oriented and inter-disciplinary courses, mostly at Post Graduate level, to meet its local and regional aspirations and the developmental needs of the state of Assam and to offer courses and promote research in areas which are of special and direct relevance to the region in emerging areas in science and technology.

During the year under report, a new Department 'The Department of Mass Communication and Journalism' has been introduced. A Centre named "Centre of Environmental Studies" under the School of Energy, Environmental and Natural Resources has been opened. The Department of English and Foreign Languages has started a certificate course in German. The Department of Science & Technology has sanctioned a proposal for the Physics Department to provide a Scanning Electron Microscope costing Rs.1.26 crore, a project of Rs.82 lakh to study Kinematics and Crystal Structure of the Meghalaya, Assam, Arunachal Region and also to open a Centre for Computational Seismology.

The University has 12 departments and four centres of study. The faculty strength is 66 [Professors – 11, Readers – 15, Lecturers – 40 (ST – 2)]. Non – teaching staff strength is 158 (SC – 25, ST – 8). There are 457 students in M.Tech., M.A., M.Sc, M.C.A, MBA programmes (SC – 27, ST – 16, PH – 3) and 92 Ph.D students. In its third convocation held on 1 November, 2001, a total of 134 candidates received their degree. Dr. A.P.J. Abdul Kalam, Dr. Bhupen Hazarika and Prof. Jyoti Prasad Medhi were conferred Honorary Doctorate (Honoris Causa) in the convocation. Faculty members have been working on 23 projects including total grants of more than Rs.4 crore from agencies like DST, CSIR, AICTE, UGC, ICSSR, ONGC, Ford Foundation etc. The faculty has published 74 papers in reputed journals.

Books worth more than Rs.1 crore were added to the collection in 2001. The process of digitalisation of the library, with the present collection of 25,000 books, 100 journals including 40 foreign journals, is on.

UGC allocated a grant of Rs.18 crore under the IX Plan Development Scheme. In addition a grant of Rs.10 crore was received from the Non-lapsable Pool of Central Resources. Further, Planning Commission also released a grant of Rs.3 crore on a power project.

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The IX plan schemes under the academic and infrastructural development have been implemented as per schedule.

North-Eastern Hill University

North-Eastern Hill University was established on 19 July, 1973. The objectives of the University are to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to pay special attention to the improvement of social and economic conditions and welfare of the people of the hill areas of the North-Eastern Region, and in particular, their intellectual, academic and cultural advancement. The present jurisdiction of the University covers the state of Meghalaya only with campuses at Shillong and Tura.

The University has 22 departments, Centres of Studies and one Institute. The ratio of teaching/non-teaching staff in the University is 1:5. The prestigious Regional Sophisticated Instrumentation Centre funded by the Department of Science & Technology is being run at the University. The University has its own V-SAT and thus has very easy access to the Internet. Through Local Area Networking, the entire University is now connected by computer. The University is making all efforts to have its entire campus at the permanent site Shillong. Deptt. of Education started functioning at Tura campus in the month of July, 2001.

The University is managing a number of endowments donated by various organisations and individuals viz., his Excellency Late Dr. Shankar Dayal Sharma, former President of India and Justice Krishna Iyer etc. Department of Zoology has introduced a course on 'Environmental Biology' with special reference to pollution in its M.Sc. syllabus. The University organised one national seminar and one national conference during the year.

An amount of Rs.600 lakh was released to the University under Non-Lapsable Central Resources for infrastructural development of the Shillong campus during the year 2000. The University has already taken various construction activities for infrastructural development from out of funds released under non-lapsable pool of Central Resources.

The University's non-plan receipt from the UGC and other sources during the year till September, 2001 is Rs.14,93,48,000/-. The actual non-plan expenditure till September, 2001 is Rs.15,45,29,154/-. The plan expenditure during the year is Rs.1,71,34,900/-.

Assam University

Assam University, Silchar was established on 21 January, 1994. It is a teaching-cum-affiliating University with its jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi Anglong and North Cachar Hills in the State of Assam. The University has granted affiliation to 52 colleges.

The University has 24 postgraduate departments under eight schools of studies and in addition, it has three centres of studies. There are 1256 students on its rolls in various courses which comprises of 704 male and 552 female students. Presently, 137 students belong to SC and 28 to ST. The total number of faculty members is 110. The total number of the non-teaching staff stands to 218. The total collection of the library books stands at 51157. The Library subscribes to 210 periodicals, 18 daily newspapers and 11 news magazines and 13 foreign journals.

An amount of Rs.16 crore has been allocated under the Ninth Plan, out of which Rs.14.4 crore have been released by the UGC to the University. Under the Non-Plan Sector, a sum of Rs.426.95 lakh has been released by the UGC till November, 2001.

Under the Non-lapsable pool, an amount of Rs.10 crore has been allotted to this University for undertaking development works which inter-alia include construction of Administrative Building (1st Phase), Library and Computer Centre, Guest House including furniture. The 1st Phase of construction of 40 quarters, two hostels and one academic block is almost complete. Besides, provision of water supply, electricity services, etc., have also been made from out of non-lapsable pool of funds.

A sum of Rs.3 crore have been allotted out of non-lapsable pool for establishment of Diphu Campus. The process for acquiring land for the Diphu Campus has been started.

Various National/regional seminars were organised by the University in the campus during the year 2001-02.

University of Hyderabad

The University of Hyderabad, established by an Act of Parliament in 1974, has, over the years, emerged as a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through its eight schools of study. They are respectively the School of Mathematics & Computer/Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N. School of Arts, Fine Arts & Communications and the School of Management Studies.

The enrolment of students in different courses of the University during the year was 2193. There were 727 women students (33.15 percent) on the rolls of the University. During 2000-01, 171 candidates qualified for the award of research degrees which include 62 for Ph.D., 62 for M.Phil., and 47 for M.Tech. degrees. Besides, 492 candidates qualified for the award of Post-graduate degrees in various subjects. Students of the University received 114 JRFs, three Teacher Fellowships from the UGC, and 35 JRFs, 41 SRFs and eight Research Associateships from CSIR. There were 62 candidates and 47 candidates who qualified for Ph.D./M.Phil. and M.Tech. degrees during 2000-01.

The Centre for Distance Education of the University offers about 12 post-graduate diploma courses in Computer Science, Planning and Project Management, Environmental Education and Management, Translation Studies in English, Translation Studies in Hindi, Human Rights Library Automation and Networking, Television Production, Telecommunications, Chemical Analysis and Quality Management, Professional and Organisational Ethics and Values, Cyber Laws and Legal Information Systems, Environmental Economics. A total of 2920 students are enrolled under these programmes, of which 2371 are men and 549 are women.

During the year under report, the University had a faculty strength of 245 consisting of 98 professors, 65 readers, 62 lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during 2000 – 2001. Many distinguished scholars visited the University and delivered lecturers and interacted with faculty and students. A number of official delegations from abroad visited the University and research programmes. This includes exchange of teachers and students.

Faculty of various school of the University brought out over 600 research publications including 50 Books in various journals of national and international repute. Several faculty members were selected for numerous national and international honours such as I.A.Sc Fellowship, National Academy of Sciences Fellowship, UGC Career Award, UGC Subject Panel Membership, Fellowship of prestigious scientific bodies and professional bodies, Editorship of reputed journals, Visiting Professorship,

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Membership of important committees appointed by Govt. of India and its departments etc.

International honours and awards received by the faculty include: Alexander Van Humboldt Fellowship, Japan Science and Technology Fellowship, Rockfeller Foundation Fellowship, Visiting scientist/Professor positions (including exchange programmes), Editorship of reputed international journals etc. Eminent scholars from India and abroad occupied the two prestigious chairs named after Dr. Radhakrishnan.

Nagaland University

Nagaland University was established on 6 September, 1994. Besides its headquarters at Lumami, it has two other campuses at Kohima and Medziphema. The headquarter of the University is, however, yet to be shifted to its appointed place and the administrative office of the University is presently operating from the old Secretariat Building allotted by the Government of Nagaland.

The University has 25 teaching Departments under four Schools of Studies in different campuses. Besides PG Programmes, the University is conducting under-graduate courses in 40 affiliated colleges. The number of PG students on rolls of the University is 517 and the number of students in affiliated colleges is 21,094. The University has faculty strength of 122 and the number of non-teaching staff is 243.

During the period under report Plan grant of Rs.1267.58 lakh had been provided to the University by the UGC and the University has been able to take over possession of land from the State Government of Nagaland.

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996, seeking to establish a University at Wardha was passed by the Parliament in December, 1996. The University came into existence with effect from 29 December, 1997. The first Executive Council of the University has already been constituted by the President. The Government of Maharashtra has already allotted and provided possession of the land for the establishment of the University at Wardha. Steps are being taken to develop the necessary infrastructure facilities. The University has undertaken various academic activities which inter-alia include collection of rare manuscripts of Hindi Books and Journals, particularly on mythology. The University has also taken steps for curriculum development in Hindi, particularly for its centres abroad. A Hindi quarterly Journal 'Bahubachan' and an English quarterly Journal 'Hindi' are being published and circulated by the University.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi came into existence in 1969. The University has nine Schools consisting of 24 Centres of Studies. In addition, it has another six independent Centres of Studies. The strength of its teaching and non-teaching staff is 404 and 1484 respectively. The total enrolment in the University was 4280 students with adequate representation of SCs, STs and Other Backward Classes.

The faculty members of the University have produced a number of books, contributed several chapters to books and published various research articles in eminent academic and research journals. A number of distinguished faculty members received honours and awards from various national and international organisations. The JNU Academic Staff

College conducted 12 Refresher Courses and four Orientation Programmes during the year. The University Library acquired around 5540 volumes during the year under report. The total collection of books and periodicals now stands at 4,84,702 volumes. The University Library has been renovated and the Reading Rooms air-conditioned. An auditorium has also been constructed as a part of the School of Arts and Aesthetics.

The UGC has declared the JNU, a University with potential for Excellence in the field of Molecular Science and Genomes. Honorary Doctoral Degree (Honoris Causa) was conferred on His Excellency Mr. Constantine Simities, the Prime Minister of the Hellenic Republic.

Construction for new buildings for the three new Schools/Centres, Science Centre and the Academic Staff College is under progress. New hostels for students from North Eastern Region, Tribal Students and three others are under construction. A Computerised Railway Reservation Centre and a SBI's ATM Counter has been opened during the year.

Maulana Azad National Urdu University

The Maulana Azad National Urdu University (MANUU), was established at Hyderabad in 1998 with a mandate to promote and develop the Urdu language and to impart vocational and technical education with Urdu as the medium, in the conventional as well as distance education system.

The Government of Andhra Pradesh has allotted 200 acres of land for the University free of cost. A Camp Site Office and the Administrative Block of the University have been constructed and it is likely to shift to the Campus in December, 2001. However, other infrastructures are under development. It is proposed to start campus education from June, 2002. The Regional Offices of the University at Delhi, Patna and Bangalore have been set up and some more are in the offing. The University has been sanctioned three Schools, six Departments of Studies, two Directorates and 50 Study Centres in different parts of the country. It has also entered into MoU with

Dr. B.R. Ambedkar University, Hyderabad and IGNOU, New Delhi for various courses.

The University has 17 faculty, 60 administrative, ministerial and other positions. It has 14000 students on its rolls in B.A., B.Com. (3YDC) and Certificate Course in Food and Nutrition by distance education mode in Urdu medium spread over the entire country. It also offers B.Sc. (Degree Course), Certificate Course in Proficiency in Urdu through Hindi and in Urdu through English.

University of Delhi

The University of Delhi is one of the premier institutions of higher learning in the country, which offers undergraduate and postgraduate programmes in a wide range of disciplines. The University also conducts short and long-term certificate/diploma courses in several application-oriented subjects. The academic activities of the University are undertaken through 15 Faculties, 82 Teaching Departments and 79 Colleges.

During the year under report the total number of students enrolled in the University was 2.81 lakh, of which 1.32 lakh were regular students in the teaching departments and colleges of the University and the remaining enrolled in the School of Correspondence Courses & Continuing Education, Non-Collegiate Women's Education Board and the External Candidates Cell. Three new courses, namely B.Sc. (Hons.) in Computer Science, M.Sc. in Computer Science and Post Graduate Diploma in Computer Science and Applications, were introduced during the year.

The University has a faculty strength of 631 consisting of 289 Professors, 194 Readers, 128 Lecturers and 20 Research Associates. Several prestigious awards and fellowships were conferred on the faculty members in different disciplines during the year under report.

Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential University in 1916, is one of the oldest Central Universities of the country. It

comprises of three Institutes, 14 Faculties, 121 Departments, four Inter-disciplinary Schools, four Colleges and three Schools. There are also six Centres of Advance Studies, 12 COSIST Programmes and seven Special Assistance Programmes in various departments of the University.

Presently, the University is offering 29 undergraduate, 146 postgraduate courses, 31 diploma and 11 certificate courses. Three new courses, namely Diploma in Medical Laboratory Technology, Diploma in Industrial and Intellectual Law and P.G. Diploma in Environmental Law, Policy & Management were introduced during the year under report. The total number of students on rolls of the University was 15,623 and the teaching and non-teaching staff during the year was 1,123 and 6,413 respectively.

Besides two annual convocations of the Institute of Technology and Faculty of Law, two special convocations were organised during the period under report for conferment of Honoris Causa on foreign dignitaries.

Mizoram University

The Mizoram University Act, 2000, enacted by the Parliament to establish and incorporate a teaching and affiliating University in the State of Mizoram, was brought into force with effect from the 2 July, 2001. With the commencement of the Act, the Mizoram University formally came into existence.

Besides dissemination and advancement of knowledge by providing instructional and research facilities in different branches of learning, the main objectives of the University are to educate and train manpower for the development of the State of Mizoram and to pay special attention to the improvement of the social and economic conditions

and welfare of the people of that State, their intellectual, academic and cultural development.

With the establishment of this University, the North Eastern Hill University has ceased to exercise its jurisdiction in the State of Mizoram. All colleges, institutions, schools and departments of North Eastern Hill University located in the state automatically stand transferred to the Mizoram University.

Presently, there are seven academic departments in the Mizoram University which it has inherited from the North Eastern Hill University. The total number of students enrolled in these departments is 398 and the faculty position is 23. Besides, the University has one constituent college and 30 affiliated colleges located at various places in the State of Mizoram with a students strength of 7,429. The total number of teachers in these colleges is 820.

Pondicherry University

The Pondicherry University was established by an Act of Parliament in 1985, as a teaching-cum-affiliating University with its jurisdiction over the Union Territory of Pondicherry and Andaman and Nicobar Islands. During the year under report, the University was accredited with a four star status by NAAC for its academic excellence.

The University has six schools, 19 Departments and 13 Centres and offers one certificate course, 26 post-graduate courses, one M.Tech., 22 M.Phil., 22 Doctoral Programmes and Five Year Integrated Master's Degree programme in two disciplines and one PG Diploma Programme in three disciplines. It has 30 affiliated institutions both inside and outside Pondicherry. It has 127 teaching staff and 50 Guest Lecturers, 564 non-teaching staff and 1526 students

on its rolls. During the year four new Centres of Study have been started. The University has entered into MoU with 20 Universities so far.

During the year, a sum of Rs.1422.81 lakh was received under Non-Plan. Construction work of buildings, under the 9th Plan, are in progress.

Sixty-five candidates have been registered for Ph.D. programme. Seventy-five sponsored Research Projects were received from different agencies from India and abroad. Thirty-seven books and 210 papers were published in national and international journals of repute.

Indira Gandhi National Open University

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 for the introduction and promotion of Open University and Distance Education System in the educational pattern of the country and for the coordination and determination of standards in such system. The major objectives of the University include widening of access to higher education by providing opportunities to larger segments of the population particularly the disadvantaged groups, organising programme of continuing education and initiating special programme of higher education for specific target groups like women, people living in backward regions and hilly areas etc. IGNOU provides an innovative system of University level education, flexible and open in regard to methods and pace of learning, combination of courses and eligibility for enrolment, age of entry and methods of evaluation etc. The university has adopted an integrated multimedia instructions strategy consisting of print materials, audio-video programmes supported by counselling sessions at study centres throughout the country and teleconferencing. The evaluation system followed by the university consists of both continuous evaluation as well as term-end examinations.

During 2000, 72 programmes were on offer in different areas. The total number of students registered during 2000 was 2,31,179 which had risen to 3,04,681 in January, 2001. The cumulative enrolment of students at IGNOU is around 7,50,000. By the end of Ninth Plan, the total enrolment in Higher Education System in the country in the Open University System including IGNOU and State Open Universities is more than 20 percent of the total enrolment in higher education.

Presently, the Student Support System Network of IGNOU consists of 46 Regional Centres (including five Army and seven Air Force Centres) and 691 Study Centres.

On 26 January, 2000, IGNOU launched transmission of Gyan Darshan - an Educational TV Channel of India which is a joint collaborative venture of MHRD, I&B Ministry, IGNOU, UGC, NCERT, NOS and other

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organisations. The telecast of IGNOU programme on Doordarshan network is continuing and has now been increased to 24 hours transmission each day. The tele-conferencing of IGNOU programmes (one-way video, two-way audio) through INSAT-2A on the extended C-Band is also continuing.

IGNOU has launched its academic programmes in Gulf countries – Dubai, Abu Dhabi, Sharjah, Doha, Muscat and Kuwait since 1997 through partner institutions. IGNOU's presence has been extended to Mauritius, Maldives and Seychelles. Under a scheme of SAARC Scholarships, Ministry of External Affairs is offering 100 scholarships through IGNOU to the students from Nepal, Sri Lanka and Maldives. IGNOU has also signed a MoU with Hanoi Open University to offer its programmes in Vietnam.

The Distance Education Council, which is an authority under IGNOU Act, has assumed the responsibility for overall development of the Open and Distance education system. It also provides financial support to Open Universities and Correspondence programmes offered by traditional universities. At present, there are nine State Open Universities and fifty two Correspondence Course Institutes/Directorate of Distance Education in the conventional universities in the country.

Babasaheb Bhimrao Ambedkar University, Lucknow

Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow was established in 1994 by an Act of Parliament. It aims to provide instructional and research facilities in new and frontier areas of learning and to launch academic programmes in these areas. The University has set up five schools which include School of Information Science & Technology, School of Environmental Sciences, School of Bio-Sciences and Bio-Technology, School of Ambedkar Studies and School for Legal Studies. Eight Departments are presently functioning under these schools. There are 152 enrolled students, out of which 71 students belong to scheduled caste and scheduled tribes. The main campus, namely Vidya

Vihar Campus, is under development on 250 acres of land near Lucknow.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from the nursery stage to post-graduate and doctorate levels.

The University has 32 departments grouped under six faculties. It also maintains seven Centres, one Institution, one Academy, one Staff College and three Schools. The University has on its rolls a total of 11745 students, including student from the schools. The total sanctioned strength of the teaching staff of JMI is 440 and that of the non-teaching staff is 1209.

Eleven new courses, namely, B.Arch., B.Sc. Biotechnology, M.Sc. Biotechnology, P.G. Diploma & Counseling Psychology, P.G. Diploma in Professional Urdu, Advanced Diploma in G.I.S.& Remote Sensing, P.G. Diploma in T.V. Journalism, P.G. Diploma in Hindustani, B.A. (Hons.) Mass Media and Creative Writing in Hindi, Introduction to Film Studies: A Short Course and a Certificate course in Italian Language were introduced during the period under report.

The Academy of Third World Studies published many books/papers like "Towards Understanding the Kashmir Crisis", "The Regional Dimension of Political Crisis in Jammu & Kashmir State", "the New Indian Right", "Pluralism, State and Society in India". Beside these publications, the Academy organised seminars on "Women's rights and the Functioning of the National Commission for Women", "India Pakistan Relations", "Globalisation And Its Impact on South Asia", "Democracy and Diversity in Africa", "Political Islam in the Indian Sub-Continent: The Jamat-I-Islami", "The Efficacy and Ethics of an International Political Terrorist Act", "The Significance of India-Pakistan Relations for the Dynamic of South Asian Development", "Moderate Islam in Contemporary Times".

The JMI, in collaboration with the Association of Indian Universities, organised a workshop on 'Role of Information Technology in University Management' during 16-20 October, 2001 at its campus. The workshop was attended by the middle and senior management level participants from different Universities of the country.

The Deptt. of Adult and Continuing Education and Extension of the University conducted various courses in Cutting and Tailoring, Dress Designing, Beauty, Culture and Wireman. In addition, the Deptt. undertook a major research project captioned 'Training needs of Urban Muslim Women'.

Dr. Zakir Hussain Institute of Islamic Studies continues to publish two journals, namely, 'Islam and the Modern Age' (English) and 'Islam Aur Asr-e-Jadeed (Urdu) devoted to the creative reinterpretation of Islamic tradition in the context of contemporary India and the world and for promotion of inter-faith understanding.

Aligarh Muslim University

Aligarh Muslim University (AMU), established in 1920 as a Central University, is one of the premier fully residential academic institution of the country. The University has 102 departments/institutions/centres grouped under 12 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools.

The University also offers six diploma courses exclusively for women in the fields of Electronics Engineering, Electronics (TV Technology), Computer Engineering, Costume Design and Garment Technology, Office Assistantship and Secretarial Practice, and General Nursing and Midwifery.

With a view to familiarising the students with the aims and objectives for which the University has been established, its culture and traditions, a foundation course on Sir Syed Ahmad Khan and Aligarh Movement, is mandatory for every student at the first year of graduate course, which has been introduced during the period under report. In addition, the Deptt. of Amraze-e-Niswan Wa-Atfal (Faculty of Unani Medicine) introduced a new course, namely M.D. in Amraze-e-Niswan during the period under report.

The University has on its rolls a total of 19825 students (excluding its schools sections). The total strength of the teaching staff of AMU is 1520 and that of non-teaching staff is 5704. During the period under report 6340 books were added to the Central Library of the University; while the Departmental Libraries of the University acquired 12926 books thereby raising the total collection of books to 9,65,069. Colleges like J.N. Medical College, A.K. Tibbiya College, Z.H. College of Engineering and Technology and Women's College have separate libraries.

In pursuance of the directives of the Supreme Court a Women's Cell headed by a senior woman Professor has been set up to combat sexual harassment against women employees at their work place.

In order to promote sports and allied activities, the University maintains 10 Clubs, namely, Riding Club, Hockey Club, Tennis Club, Hiking Club and Mountaineering Club, Swimming Club, Athletic Club, Cricket Club, Football Club, Gymkhana Club and Gymnasium Club. Gymkhana and Gymnasium Clubs also maintain their sub-clubs, namely, Volley Ball, Badminton, Table Tennis, Basket Ball Clubs and Skating, Body building, Weight lifting and Power lifting Clubs respectively. This is the only University

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in India which maintains a Riding Club and a covered Swimming Pool for the students.

Visva Bharati

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore, was incorporated as a Central University by the Visva Bharati Act, 1951. The University imparts education from the primary school level to post-graduate and doctorate levels. It has twelve institutes – eight at Santiniketan, three at Sriniketan and one at Kolkata.

As on 31 March, 2001 there were 6399 students on the rolls of the University, including its school sections. The total strength of teaching and non-teaching staff was 518 and 1560 respectively. The Central Library of the University had a total collection of 4,32,685 books and 2334 periodicals as on 31 March, 2001. In addition, 3,20,115 books were housed at 12 sectional libraries of the University.

Palli Samghathana Vibhaga (Institute of Rural Reconstruction) sought to bring about regeneration of village life in the villages around Santiniketan and Sriniketan through self-help and self reliance and through action-oriented programmes such as mass literacy programme, adult education programmes undertaken by Brati Balak and Youth Organisation, rural library services, craft extension & training, etc., especially in the areas inhabited by scheduled castes and scheduled tribes and other backward classes.

The major areas of research covered by Siksha-Bhavana (Institute of Science) include plants and herbicides, crop-nutrition, forestry, pisciculture, atomic research, environmental pollution (concerning agricultural production and fisheries), industrial pollution, immunisation of plants and identification of certain epidemics.

Palli Siksha Bhavana (Institute of Agricultural Science) took up various research projects, including (a) all India coordinated research projects on weed control under USDA and ICAR, (b) Nocil research project on weed control on rice, (c) oil-seed research

scheme, (d) the effect of neem extract created on various crops.

The Agro-Economic Research Centre (a research centre sponsored by the Ministry of Agriculture integrated with Visva Bharati) took up research work related to (a) role of non-Government agencies in agricultural development in Bihar, (b) marketing of agricultural commodities concerning processing and input supply, (c) decentralised planning in agriculture and rural development, (d) effect of subsidies on agricultural development, (e) economic viability of marginal and small farms and (f) agricultural marketing with special focus on progressing and inputs supplies (West Bengal).

Palli Charcha Kendra (Centre for Rural Studies) focussed its attention on anti-poverty programmes in rural areas with an in-depth study of "Operation Barga", agricultural production and agricultural marketing under ICAR, and studies in language corruption and culture confusion of the tribal communities, especially Santhal community.

Indian Council of Social Science Research

The Indian Council of Social Science Research (ICSSR) was established in 1969 with the objective to support and sponsor purposive and meaningful research in Social Science in India. The Council provides maintenance and development grants to 27 research institutes spread over the entire country. The Council has also established six Regional Centres for identification and development of talent through various programmes.

In the year 2001-2002, six new research projects were sanctioned and 37 reports were received for projects sanctioned earlier. Major activities of the Council are given in following paras:-

Data Archives is engaged in developing a repository of research relevant qualitative data available in machine readable form, ibid providing guidance and consultancy services in data processing to scholars funding training courses in research methodology and computer application in social sciences, compiling

and maintaining register of social scientists in India and providing grants for organising seminars/conferences/ workshops. The Council sponsored 10 training programmes as targeted during the year under report.

Since 1976, the ICSSR has been carrying out surveys of research in different disciplines of social science. The first series of surveys in all the disciplines have been published. The ICSSR is updating these surveys every five years. The Council publishes half yearly journal of abstracts and reviews in the discipline of Economics, Geography, Political Science, Psychology, Social anthropology, Quarterly journal of Documentations of Public Administration and yearly journal Vikalpa.

During the year 2001-2002, seven reports have already been published and 23 more reports are expected to be published by the end of current financial year.

National Social Science Documentation Centre (NASSDOC) is involved in creating various machine readable databases like Social Science Research & Training Institutes in India; various lists of CD-ROM Data bases in India, and Social Science Libraries & Information Centres in India. NASSDOC acquires research materials and core journals in social sciences, supplies photocopies of research documents to scholars, compiles short bibliographies for scholars on request and does literature searches from various CD-ROM Databases. To familiarise with latest information & communication technologies, NASSDOC organises short-term training workshops for social science community and information intermediaries.

International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The on-going activities under this programme for the last several decades are cultural exchange programmes (CEP), establishment of professional contacts with countries not covered by the (CEPs), financial assistance for participation in International conferences and data collection abroad and participation in the activities of international organisations like UNESCO, ISSC, AASSREC etc.

The ICSSR will continue its culture/academic exchange programmes with France, Russia, China, Vietnam, Egypt, Turkey etc. It has also bilateral collaboration with Japan and South Africa. The other activities pursued under the programme are financial assistance to Indian scholars, to participate in international conferences and data collection abroad, grants for data collection abroad of Indian Diaspora, visit of distinguished scholars etc.

The ICSSR has taken steps for development of research in India on Europe, America, Africa, South Asia, South and South East Asia, Central Asia and Indian Ocean Rim countries. Major steps have been taken to undertake collaborative activities with Vietnam, South Korea, Taiwan, Indonesia, Hungary, Israel, etc.

National Council of Rural Institutes (NCRI), Hyderabad

The National Council of Rural Institute is a registered autonomous society fully funded by the Central Government. It was registered on 19 October, 1995 with its Headquarters at Hyderabad. Its main aim and objectives are as follows:

- to promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on

National Social Science Documentation Centre (NASSDOC) is involved in creating various machine readable databases like - Social Science Research & Training Institutes in India; various lists of CD-ROM Data bases in India.

education so as to take up challenges of micro planning for transformation of rural areas as envisaged in National Policy on Education (NPE) 1986;

- to consolidate, network and develop institutions engaged in programmes of Gandhian Philosophy of education;
- to encourage other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education;
- to strengthen teacher training facilities for Gandhian basic Education;
- to promote research as a tool for social and rural development;
- to promote extension services to the community through micro level planning; and
- to advise Government of India on all such matters pertaining to rural institute as may be referred to it from time to time.

During the year 2001-02 financial support has been provided by the NCRI to (i) Vidya Bhawan Society, Udaipur for the project Developing and Consolidating an Action Research Resource Centre for extending the meaning of school education. (ii) Gujarat Nai Talim Sangh, Ahmedabad for the project development of Nai Talim and Study of the present status of Nai Talim Institutions in Gujarat (iii) Concerned for Working Children, Bangalore for CWC appropriate programmes. (iv) Gandhi Seva Sangh, Sevagram for preserving and publishing basic historic materials on Nai Talim etc. (v) Magan Sangrahalaya, Wardha for the project of a collective effort to enrich artisans through education (vi) Vivekanand Mahavidyalaya, Hooghly for organising a workshop. These projects are sanctioned with the objectives of promotion of rural higher education on the lines of Mahatma Gandhi's ideas of Nai Talim and to encourage rural technologies.

Indian Council of Historical Research
The Indian Council of Historical Research (ICHR) was established by the Government of India in 1972 as an autonomous organisation with a view to provide Grant in aid and financial assistance to the scholars researching in History and to encourage the writing of History with scientific approach. To further these above objectives, the ICHR has various schemes like awarding Fellowships, Publication Subsidy Scheme, Grant-in-aid for Research Projects, Study-cum-Travel Grants and financial subsidy to hold Seminars/conferences to the professional organisations, Foreign-Travel Grants and maintenance to enable the Indian Scholars to attend the International Conferences, Seminar and for collection of source materiel to pursue Research in History.

During the period under review the ICHR approved the various proposals, namely, Junior Research Fellowship, 104; Senior & Post Doctoral Fellowships, 34; Study Grants, 31; Projects, 15; Additional Grants on Projects, 1; Special Research Projects, 2; Foreign Travel Grants, 21; Assistance to the scholars under Cultural Exchange Programme (Grant-in-aid for holding Seminars/Professional Organisation in History, 23 and Publication subsidy (Titles published, 5 and Theses, Journals and proceedings subsidised, 9).

The ICHR published following three titles under its own publications programme:-
- Cultural and Civilisation of Ancient India by D D Kosambi (Assamese);
- History of India – Volume I by Romila Thapar (Assamese); and
- Origin and Development of Vaishnavism by Suvira Jaiswal (Assamese).

Fourteen other titles are under various stages of publication.

Journal – Indian Historical Review & Itihas (Hindi) – the final manuscript of Volume XXVII No.2 of the IHR has been sent to the press and it is likely to be released shortly. The text of the Itihas is rearranged and it is under process for publication.

Under Cultural Exchange Programme, following programmes were undertaken :-
- An Indo-Russian Seminar jointly sponsored by ICHR and Russian Academy of Sciences, Moscow

as one of the programme of the Indo-Russian Joint Commission for Cooperation in Social Sciences was organised on 6th – 8th November 2001 and around 50 participants, both Russian and Indian, participated in the deliberations;

- Six foreign scholars have been facilitated with the financial assistance of ICHR to pursue research in their areas of interest; and

- Three Indian Scholars, Professors Ravinder Kumar, IGNOU, Shri G Z Oommen, JNU and Dr.(Ms) Beer Good Gill, Patiala, are assisted with grants to visit France, Israel and Russia.

The ICHR Southern Regional Centre at Bangalore conducted a Seminar at the Regional Centre on Notions of History : Historical Writings on South India during 25-26 August 2001. Eminent historians from all over South India participated in the Seminar.

Library cum Documentation Centre of ICHR continued to provide assistance to the scholars working on various topics of research in history. Subscriptions to the journals on the list of ICHR also continued.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research was set up in with the objectives to provide teaching and research in Philosophy; to review the progress of research in Philosophy from time to time; to coordinate research activities in Philosophy; to sponsor or assist projects or programmes of research in Philosophy; and to provide financial assistance to institutions/organisations and individuals engaged in research in Philosophy and allied disciplines.

To achieve its aims and objectives, the Council awards Fellowships, organise Seminars, Conferences, Workshops and Refresher Courses, provides travel grants to scholars to present their papers at Conferences/Seminars held abroad; sponsors major and minor projects and brings out publications and a quarterly journal viz. Journal of Indian Council of Philosophical Research (JICPR). The journal publishes original articles both in Indian and Western

Philosophy and encourages new and original thinking in philosophy in India.

Under its fellowship programme, the Council offered fellowships for the year 2001-2002, namely, Senior Fellowship, four; General Fellowship, 13; Junior Research Fellowship, 26; Short Term fellowships, two; fellowships for preparing learning material, two. In addition, National Fellows, Senior Fellows, General Fellows, Junior Research Fellows, Short Term Fellows, Residential Fellows and Fellows for preparing Learning Material who were awarded fellowship by the Council during the year 1998-99, 1999-2000 and 2000-01 are continuing their fellowships either for part of the year or throughout the year. The Council proposes to organise an Essay Competition-cum-Young Scholars seminar on the theme "Tradition, Modernity & Future of Civilisation" at the University of Udaipur (Rajasthan) in February 2002. Under Cultural Exchange Programme and Academic Linkages, Dr. Mahasweta Chaudhury has been sponsored by the Council to visit Paris this year. Besides, Prof. Marietta Stepanyants from Russia has also been invited under Cultural Exchange Programme.

Under Publication Programme the Council published following four books (Including three reprints of books published earlier) and one issue of the JICPR, Vol. XVIII and a Special issue.

Books
- Madhyamika Sunyata – A Reappraisal
- Natural Science of the Ancient Hindus (Reprint)
- The Primacy of the Political (Reprint)
- A Study of Patanjali (Reprint).

Journals
- JICPR Vol.XVIII No.1
- Special Issue on "Chronology of Indian Philosophy".

Under the scheme for organising seminars/ conferences etc. the Council extended financial support for about 22 seminars/workshops. Under the Annual National Lecture Programme of the

Council, Scholars are invited (both foreign/national scholars) to deliver lectures at selected Universities in the country. For the year 2001-2002, Council had invited the seven scholars to deliver lectures at different institutions of the country.

Project of History of Indian Science, Philosophy and Culture

The idea of undertaking a comprehensive research project for inter-disciplinary study of History of Indian Science, Philosophy and Culture was conceived by Prof. D P Chattopadhyaya, Founder Chairman of Indian Council of Philosophical Research (ICPR). As a result of a series of discussions, deliberations and consultations amongst eminent scholars of History, Science, Philosophy and Culture, it was decided to undertake inter-disciplinary study, so that interconnection between science, philosophy and culture as they developed in the long history of Indian civilisation could be brought out in detail.

Out of the 30 main volumes and 20 spin-off volumes envisaged under the PHISPC, five main volumes and 13 spin-off/Conceptual Volumes have already been published up to 2001 and during 2001-2002, one more main volume has been published and five main volumes and two spin-off volumes are expected to be brought out by March 2002. PHISPC volume III, Part 1 on 'History of Indian Science, Technology and Culture (AD 1000 – 1800)' edited by Prof. A Rahman was released by Hon'ble Shri K R Narayanan, President of India on 17th July, 2000.

More seminars on different volumes are planned during the year. A meeting for Dictionary of Indian Philosophy was also held on 1st April, 2001. Monthly symposiums on different topics were also held as part of the preparation of volume, and six such Symposiums were organised during the year.

Deemed Universities

Section 3 of the UGC Act provides for declaring an institution of higher education as Deemed to be University. At present, there are 52 deemed universities which cover a variety of sectors of

education, namely, Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Yoga, Music and Information Technology, etc. During the year, six institutions have been granted deemed to be university status : Vinayaka Mission's Research Foundation, Salem; IIIT&M, Gwalior; Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Thanjavur; Vellore Institute of Technology, Vellore; Sathyabama Institute of Science and Technology, Chennai and International Institute of Information Technology, Hyderabad. Deemed University status in respect of Chennai Medical College & Research Institute, Chennai was withdrawn on the request of State Government.

Association of Indian Universities

The Association of Indian Universities (AIU) is a voluntary organisation of Indian Universities and is registered under the Societies Registration Act. It is also a forum for university administrators and academics to come together to exchange views and discuss matters of common concern. It acts as a Bureau of Information in higher education and brings out a number of useful publications, research papers and a weekly journal titled University News. Membership of the Association increased to 261 during the year.

The association is substantially financed from the annual subscription by the member universities. The Government of India sanctions grants for meeting a part of the maintenance and developmental expenditure, including a research cell. This cell undertakes various activities including research studies, workshops, training programmes, question banks, tournaments, database and sports events, etc.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to foreign degrees and the recognition of the institutions in India. A total of 400 equivalence certificates were issued during the year to foreign/NRI students. The Students Information Services Division continued to serve students, academics and parents by providing them information on the status of Indian higher education institutions and on the courses offered through regular basis or correspondence study by Indian universities and other institutions recognised by AICTE/ Government agencies.

Scheme of Assistance to the Institutions of Higher Learning of All India Importance

Under this scheme, assistance is provided to institutions which are outside the university system and which are engaged in programmes of innovative character. The scheme is intended to help, selected institutions of higher education in the country in endeavouring to provide education different from the normal and established pattern of education.

Financial assistance under the Scheme is given to selected institutions of higher education, which are of nationwide importance as recommended by Visiting Committee constituted by Government of India.

Dr. Zakir Hussain Memorial College Trust

Dr. Zakir Hussain Memorial College Trust, Delhi was established in 1973 to take over the responsibility of the management and maintenance of Zakir Hussain College (formerly Delhi College), affiliated to the University of Delhi. The maintenance expenditure of the College is shared between the UGC and the Trust in the ratio of 95:5. In addition, the UGC provides development grants to the college. The matching contribution of such development expenditure is required to be made by the Trust. Since the Trust has no resource of its own, grants are provided by the Department of Secondary & Higher Education, Ministry of Human Resource Development for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study, Shimla set up in 1965, aims at free and creative enquiry into the fundamental areas of life and thought. It is a residential centre for research and encourages promotion of creative thought in subjects like Humanities, Indian Culture, Comparative Religion, Social Sciences, Natural Sciences and in other areas as the Institute may decide from time to time. The Institute provides facilities for advanced consultation and collaboration besides an exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. The Institute holds three seminars each year on themes of national significance where outstanding scholars and experts are invited to join the members of the academic community of the institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver a series of lectures at the institute.

The Institute organised many national seminars during the year generated debates of high quality (See Box 10.3). In addition following seminars/ workshops are also planned by the end of the year i.e. 31st March 2002:

- Workshop on "Dictionary of Indian Culture".
- National Seminar on "The concept of Indianness".
- National Seminar on "Buddhism in Indian Literature".
- National Seminar on "Religion, Nationalism and Literature".
- National Seminar on "Srivaishnava Commentary Tradition".
- National Seminar on "Indian Society in new Millennium : Socio-Economic Political and Cultural Issues".
- National Seminar on "Consciousness and Society".

Six eminent scholars of international repute-Prof. R Balusubramaniam of IIT, Kanpur, an eminent metallurgist, Prof. Arindam Chakrabarti of University of Hawaii (Honolulu), a brilliant philosopher with expertise in Western and Eastern traditions, Prof. B N Goswami, a connoisseur of art and scholar of art history; Prof. R C Sharma, Director of Jnana Pravah, Varanasi, Prof. B B Lal, eminent archaeologist and Prof. P D Hajela, former Vice-Chancellor of Allahabad and Sagar Universities came to the Institute as Visiting Professors.

The Radhakrishan Memorial Lecture was delivered by Prof. Vishnu Kant Sashtri, Governor of Uttar Pradesh on "Kabir". The Institute also organised a Symposium on "Dr. Sarvapalli Radhakrishnan on Tradition, Education and National Integration" on 5th September 2001.

Two National Fellows and eight other fellows joined the Institute during the year.

The Project for the Study of Indian Civilisation with its following objectives was implemented: (i) preparation of a 'Dictionary of Indian Culture; (ii) Translation of Indian Classics in Hindi and regional languages (iii) preparation of standard monographs on the development of Indian Civilisation.

Under the auspices of the University Grants Commission, the Inter-University Centre for Humanities and Social Sciences located in the Institute was visited by 132 University and College teachers from all over the country to spend between one to three months at the Institute. Their reports suggest that their stay in the Institute was of considerable value to them. National seminars and symposia have also been organised for improving the standard of Higher Education.

The Institute has published 13 titles so far during the year. About 25 more titles are in different stages of production and are expected to be published before 31 March 2002. The Institute has published one issue each of the journals Summerhill : IIAS Review Ed. by V P Sharma and Studies in Humanities and Social Sciences : Education and Values Ed by M. M. Das. The winter issues of Studies in Humanities and Social Sciences is in the press.

The Institute's library has acquired 1575 books so far during the current year and has subscribed to

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Box 10.3

National Seminars Organised by the Institute

- Round Table Discussion on "The Role of Iron Technology in Indian History";
- "Feminism, Tradition and Modernity";
- Symposium on "Dr. Sarvapalli Radhakrishnan on Tradition, Education and National Integration";
- Buddhism and Gandhara Art with special references to Afghanistan in collaboration with Jnana Pravaha, Varanasi;
- "Formation of Modern Indian Culture"
- "Human Rights, Indian Culture and Civil Society: Challenges in the Twentieth Century; and
- First International Conferences of the New Millennium on "History of Mathematical Sciences" in collaboration with Mathematical Sciences Society, IGNOU and others at New Delhi.

International Workshop on Volunteerism, NGOs and Open Schooling, 23-24 November, 2001

about 495 periodicals. It is proposed to acquire around 5000 books by the end of the financial year. The Indian Institute of Advanced Study has been put on a web site having URL www.iias.org. Library is being put on the Internet.

International Cooperation

The interest shown by foreign students for undertaking research in India is continuously on the increase. This is reflected in the large number of applications received for approval of research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India and the Shastri Indo-Canadian Institute. During the year 2001-02, 480 research proposals have been received and approved. 29 proposals for International seminars, symposia, conference and 20 proposal of foreign scholars as visiting lectures in Indian Universities have also been approved.

American Institute of Indian Studies

The American Institute of Indian Studies (AIIS), a consortium of about 67 major universities was established in 1961 with the approval of the Government of India to promote the study of Indian civilisation and culture in the United States. The Institute awards research and language fellowships to scholars and students in American Universities for undertaking research and training in languages in India.

More than 4000 research scholar have received AIIS support and more than 3000 books have been published as a result of their work during the last four decades.

During 2001-02, the Institute awarded 65 research fellowships and 49 language fellowships for Hindi, Tamil, Bengali, Marathi and Telugu. The Institute also facilitated visit of 160 undergraduate students under various American University Programmes.

United States Educational Foundation in India

The United States Educational Foundation in India (USEFI) was established in February 1950 under a bilateral agreement, as replaced by a new agreement in 1963 between the Governments of India and the United States of America to administer the Fulbright Education Exchange Programme and to promote mutual understanding by a wider exchange of knowledge and professional talents through educational contacts.

During 2001-02, 21 visiting lecturers, 18 research scholars and 41 students/professionals were given Fulbright grants ranging from three months to a year.

The Foundation also disburses the East West Centre Grants through workshops and seminars at the EWC Institutes. The Foundation also administers on behalf of the US Department of Education, research scholar grants and short-term groups projects for American school/college teachers, besides conducting workshops, seminars etc. involving visiting American Professors and Eminent Indian Faculty. It also provides educational advisory services to a large number of Indian students who wish to pursue higher education in the United States.

Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute was set up in 1968 for promoting mutual understanding between India and Canada mainly through facilitation of academic activities. The Govt. of India agreed to provide financial support to the Institute in terms of an MoU signed between the Govt. of India and the Institute in November, 1968 initially for a period of

3 years and renewed from time to time by signing of Supplementary Addenda. The term of Addenda VII, expired on 31-3-1999. Action for renewal of agreement beyond 31-3-99 has been initiated.

The India Studies Programme, a core programme of the Institute, is funded by the Ministry of Human Resource Development and has enabled numerous scholars to undertake research in India and supply of Indian imprints to Canadian Universities. GOI has approved the visit of 27 Canadian scholars during the year 2001-02.

The Canadian Studies Programme funded by the Department of Foreign Affairs and International Trade, Canada offers fellowships to Indian scholars and institutions engaged in research and teaching in Canadian Studies. Nineteen scholars have been selected for award of fellowship for the year 2001-02.

The CIDA-SICI project (CSP) funded by the Canadian International Development Agency aims at fostering sustainable development by funding bi-national multi disciplinary research project on development related issues. The project began in 1992 and was renewed for its second phase in 1997. Eleven partnership projects were undertaken during the CSP phase II. Besides undergraduate and post graduate students from Canada visited India under the Summer Programme which forms part of CSP-II.

Government of India's Contribution to the Funds of World Institute for Development and Economic Research (WIDER), Helsinki, Finland
An amount of US $ 75,000 out of the total contribution of US $ one million to the endowment Fund of the World Institute for Development Economic Research (WIDER), a sister institution of the United Nations University at Finland has been provided in terms of the Cabinet decision as the 13th instalment during the year 2000-01.

The last instalment of the contribution will be paid during the current year.

Technical Education

The All India Council for Technical Education continues to promote overall improvement of quality of technical education. The Indian Institutes of Technology (IITs) have been effective in enhancing the country's techno-economic strength.

All India Council for Technical Education

The All India Council for Technical Education (AICTE) set up in 1945 as an advisory body, was given statutory status in 1987 through an Act of Parliament. The main functions of the AICTE are coordinated for development of Technical Education, promotion of qualitative improvement in relation to quantitative growth, and maintenance of Norms and Standards in technical education.

In order to ensure planned growth of Technical Education in the country, the AICTE operates the scheme of National Technical Manpower Information System (NTMIS), the objective of which is to generate data base on demand and supply of Technical Manpower in the country. During the year 2001, the AICTE expanded the purview of the NTMIS to new disciplines such as Management, Pharmacy and Hotel Management and Catering Technology, in addition to Engineering and Technology. The AICTE has also undertaken a review of the NTMIS scheme during 2001.

The AICTE initiated steps for providing Networking of Technical Institutions through the schemes of DELNET and ERNET. A Memorandum of Understanding has been signed with DELNET for the purpose of Modernisation and Networking of the libraries of Technical Institutions and with the ERNET for providing internet connectivity to AICTE approved Technical institutions.

AICTE has also taken up review of Norms and Standards and approval process. For the purpose, workshops have been conducted in different parts of the country during 2001.

As part of its endeavour to provide Continuing Education in the field of Technical Education in non-formal mode, in 2001, AICTE launched the scheme of National Academic Network for Continuing Education (NANCE).

In order to promote overall improvement of quality of technical education in the country, during the year 2001 AICTE operated various schemes viz.

- Modernisation and Removal of Obsolescence;
- Thrust Areas of Technical Education;
- Research and Development;
- Industry Institute Interaction Partnership Cells;
- Entrepreneurship Management Development;
- Staff Development Programmes including Continuing Education Programmes;
- Quality Improvement Programme;
- Career Award for Young Teachers;
- Emeritus Fellowships;
- Grant to Professional Bodies;
- Networking of Technical Institutions;
- AICTE-INAE Distinguished Visiting Professorship; and
- National Facility in Engineering Technology with Industrial Collaboration and Early Faculty Induction Programme.

The AICTE extended the Quality Improvement Programme (QIP) to Polytechnic teachers under the Scheme QIP (Polytechnics) to enable the Polytechnic Teachers to acquire further technical and teaching capabilities.

Centrally Funded Institutions

Indian Institutes of Technology (IITs)

Indian Institutes of Technology (IIT) at Kharagpur, Bombay, Madras, Kanpur, Delhi and Guwahati were established as *'Institutions of National Importance'* under the Institutes of Technology Act, 1961. Recently, University of Roorkee has been converted to an IIT and integrated with IIT system. The main objective of the IITs is to impart world-class training in engineering and technology; to conduct research in the relevant field; and advancement of learning and dissemination of knowledge.

IITs offer Undergraduate Programmes in various branches of Engineering and Technology; Postgraduate Programmes with specialisation and Ph.D. Programmes in various Engineering and Science disciplines, interdisciplinary areas; and conducting basic applied and sponsored research. At present, IITs offer B.Tech., M.Sc., M.Des., M.Phil., M.Tech. and Ph.D. degrees. IITs are maintaining

international standards of teaching and research. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in industry.

In the higher-technical education system in the country, the IITs play a critical role. These Institutes are responsible for:

- Producing high quality technical manpower relevant to the needs of our country;
- Meeting the increasing demand for quality Manpower in IT and related areas, IITs are enhancing their students intake in the emerging areas;
- Providing an ambience for promotion of research, development and innovation;
- Ensuring that strong industry-institute interactions are developed;
- Meeting the growing needs of Indian Industry for which five-year dual degree programmes have been introduced;
- Enhancing level of activities pursued in the areas of sponsored research project and consultancy works especially through the Technology Development Missions resulted in successful transfer of technologies, filing of patents and execution of Memorandum of Understanding (MoU) with large number of industries;
- Contributing to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programme and as host institutions under the Early Faculty Induction Programme (EFIP), IITs act as nucleus to cater to the technical requirements of the respective regions; and
- Updating continuously the knowledge base and skills of working professionals in industry through Continuing Education Programme and enhancing the interaction between the institute and industry.

In recent years, there is substantial increase in students' intake to meet the growing demand for quality technical manpower, especially in the field of Information Technology. Strength of students in the IITs has increased over 40 percent in the last 6-7 years. Computing and networking facilities have

been upgraded. Electronic classrooms and video-conferencing are being increasingly used. These facilities are now state of the art. There is greater use of technology in teaching – learning processes in the IITs. This is resulting in transformation of the pedagogy.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology at Kharagpur was set up, after independence, for the purpose of nation building through human resource development in science and technology. IIT Kharagpur being the oldest of the IITs, has provided the necessary leadership to usher in a revolutionary change in the outlook of Technical Education in the country. The Institute is celebrating its Golden Jubilee this year.

In addition to the ongoing B. Tech. (Hons), B. Arch, M.Sc and M. Tech courses, the Institute has introduced a three-year Programme in Master's in Medical Science and Technology from the academic session 2001-2002. The Postgraduate programmes in Information Technology (PGDIT) started from the session 1999-2000 in hybrid mode in Extension Centres of Kolkata, Bhubaneshwar and at STEP. IIT Kharagpur has received encouraging reports from the IT industries as far as the quality of the Programme is concerned. In 2000-2001 academic session eight students were selected to visit Germany under a sandwich Programme to work for their Master's dissertation. The Electronically Networked Life-long-learning (Elnet-3L) Distance Education Project is being implemented in numerous study centres around the country with the total number of participants being around 8000.

VLSI design by the Computer Science and Engineering
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0.18n chips, which are being cast in the foundry of National
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VLSI design by the Computer Science and Engineering Department is of pioneering nature and VLSI group is designing 0.18n chips, which are being cast in the foundry of National Semiconductor USA and brought here for testing. The Institute emphasises on the resource generation through sponsored research and collaborative research by national and international agencies. Research is being conducted on many areas of national importance such as robotics, biotechnology, cryogenics, VLSI chips, etc. In the evolving scenario, during 2000-2001, the Institute has received 75 sponsored, 127 consultancy projects, six FIST programmes and a few DRRO projects amounting to Rs.25 crore. An "Intellectual Property Right & Industrial Relation" Cell has been set up to preserve the interest of the Institute, its faculty members and funding agencies. Patent clinics have been regularly conducted to increase the awareness of "knowledge asset". Seventy three patents have been filed on various innovations.

Indian Institute of Technology, Madras

The Indian Institute of Technology Madras at Chennai was set up as an Institute of National Importance in 1959. Indian Institute of Technology Madras has established for itself a reputation, prestige and image as an Institution par excellence both nationally and internationally.

During 42nd year of its existence, IIT Madras has vigorously pursued several academic activities, which are based on the core strengths of the Institute and in consonance with its stated goals. In the area of manpower development, at the Convocation held in July 2000, a total of 950 degrees were awarded. Eighty two of these were Ph.D., 320 M.Tech., 94 M.Sc., and 356 B.Tech. These Degrees cover a wide range of disciplines and specialisations offered by the nine Engineering Departments, three Science Departments and the Humanities and Social Sciences Department. Six user-oriented M. Tech. Programmes are currently running in the Institute. Each of these are designed and implemented through collaboration with user industries.

Apart from the Ph.D. and M.S. thesis, the Faculty and Research Scholars have published 402 Research papers in 'refereed' International and National journals. 406 papers have been presented at International and National Conferences. Many of the Research papers have secured high citation rating and many Faculty Members and Research Scholars have been the recipients of Best Paper Awards.

The number of active sponsored projects during the year is 253. Number of faculty members involved in these projects as Principal Investigators, Co-Principal Investigators is 161. Value of sponsored projects sanctioned during the year is Rs.87.40 million. The number of active consultancy projects during the year is 866 with a total value of Rs.74.30 million; the number of faculty members involved in these consultancy projects is 137. IIT Madras was the lead Institute for two Technology Development Mission (TDM) Project, viz., Advanced Materials and Energy Efficient Technologies. Industrial Associateship Scheme now has more than 250 members. The Institute has signed 21 Memoranda of Understanding with Industries and Government agencies during the year. The ISRO-IITM Cell sanctioned thirteen projects and the IGCAR-IITM Cell sanctioned three projects during the year.

Centre for Continuing Education (CCE) of the Institute has shown an increase in its professional development activities, six short term courses under QIP, 20 Short Term Courses under Continuing

Education Programme (CEP) and 15 Educational Consultancy Programmes (ECP) were organised. Forty six Classrooms have been taken up for modernisation. These rooms have been provided with a LCD projector and Computer System. All these classrooms were also connected to the Campus Wide Network. The Institute's Educational Technology Cell has produced a number of video films, which include modules for three semester courses and one documentary. One book was published under Book Writing Scheme during the year.

Three new Centres were established during the year for promoting R & D, consultancy and the continuing education activities. These are the Centre for Non-Destructive Evaluation, DST Training Centre in Electrical Engineering (sponsored by Analogue Devices), Centre for Intelligent Optical Networking (sponsored by an Alumnus Dr. Gururaj Deshpande)

The Institute has played a leading role in providing guidance and assistance to the other Engineering Institutions in the country. Sixty QIP Scholars are currently registered and on roll for Ph.D. and M.Tech. degrees.

The Institute has been interacting with several International Organisations for collaborative research, exchange of faculty and students. During the year under review four MoUs were signed with International Universities. Total number of MoUs signed by IIT-Madras with international universities now stands at 40. Over the past few years, the institute has created several opportunities for International Student Exchange; 16 M.Tech. and two M.S. Scholars were deputed to reputed German Universities for undertaking project/thesis work last year. In turn the Institute received a few Ph.D. and Dipl-Ing. scholars from Germany for project work.

The Institute also deputed students to Hochschule Bremen, Germany and EPFL, Switzerland.

The Institute hosted three international conferences and 58 national conferences, workshops, and technical seminars during the year.

The Institute conducted 23 training programs (127 programme days) for 782 employees (faculty, technical staff, administrative staff, security staff, families of employees) to update their knowledge and skills so that they could function more effectively.

IIT Madras is the first Higher Technical Institution in the country to have been conferred ISO-9001 Certification for six of its units. Six additional units have been identified and ISO certification audits have been conducted. Efforts are on to secure NABL accreditation for one of the testing laboratories. Quality Circles have been initiated in several Administrative Units of the institute.

The Campus-wide high-speed fibre optic ATM / Ethernet backbone network is now completely operational. A two Mbps VSNL connectivity through HDSL has been obtained. The intranet has been extended to the hostel sector and a Cyberlab set up in that sector.

Two of the Post Graduate Hostels have been upgraded with addition of about 200 rooms each. A new Ladies Hostel with capacity for 375, is being completed. A large dining facility to cater to 600 girl students is under construction. In view of the difficulties experienced by the Institute in recent times, it is planned to set up two Water Treatment Plants with Reverse Osmosis System. Each hostel will soon be provided with ten computers each,

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connected to the Central Computing facility of the Institute to enable students to share the common academic resources that are available on the internet.

Indian Institute of Technology, Delhi

Established as a College of Engineering in 1961, this Institute was declared an Institute of National importance under the "Institute of Technology (Amendment) Act 1961" and renamed as "Indian Institute of Technology Delhi" in 1963.

The Institute offers a wide range of academic programmes in science and engineering disciplines both at the undergraduate and postgraduate levels. This includes a four - year B.Tech. programme in nine disciplines of engineering and technology, five - year integrated programme in five areas, two year M.Sc programme in three disciplines, 36 M.Tech. Programmes in Engineering Technology, Management, Humanities and Social Sciences besides a two-year M.Des. programme in Industrial Design. The Institute also offers opportunities for doctoral research in the 13 departments and nine research centres.

The institute has awarded 21,654 degrees till 2000 and during the period under report 1,179 degrees have been awarded. The total enrolment of students this year is 4,350 including 573 female students and 103 foreign students from several countries. The Institute plans to take the student strength to 5,500 in next few years to meet the increasing demand of quality technical manpower.

In an effort to maintain the residential character of the institute, the completion of an additional wing in a Boy's Hostel and a new Girl's Hostel (Himadri) have added accommodation for another 300 students.

The Institute is playing a significant role in upgrading the quality and fostering awareness in the teachers from other Engineering Colleges and technical personnel from Industries and Government agencies, through Quality Improvement Programme (QIP) and Continuing Education Programme (CEP). During this period seven short-term (QIP/CEP) courses have been organised by the institute faculty and nineteen

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Box 11.1

This year IIT, Delhi has started the following new programmes:
- B.Tech in Engineering Physics.
- B. Tech. in Telecommunication System.
- MBA in Telecommunication System and Management.
- M.Tech. in Energy & Environmental Management.
- M. Tech. in Telecommunication Technology Management.

A new school namely Bharati Telecom Technology and Management has been established for carrying out teaching and research programmes in the related areas with a major support from Bharati Enterprises. A National Resource Centre for Value Education in Engineering has also been established. In addition, an Indo-French Unit for Water and Waste Technologies is being set up to impart high level training to Managers, Engineers, teachers and technicians.

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students were admitted to Master's (9) and Doctoral (10) programmes in various departments. In order to enhance the IT skills of officials from the Ministry of Finance, College teachers and personnel from Industry, the Computer Service Centre of the institute has run several courses.

Along with teaching and academic research, IIT Delhi lays great emphasis on research and development activities. During the year under review 51 new sponsored Research Projects with a total funding of Rs.6.94 crore and 174 new Consultancy Projects worth Rs.2.93 crore have so far been undertaken.

The institute is actively involved in National/ international collaborative programmes. At present, nearly 80 collaborative programmes are operative. This year the institute has so far signed seven MoUs with institutes/industries in the country/abroad.

Indian Institute of Technology, Bombay

The Indian Institute of Technology, Bombay conducts courses in B.Tech., M.Sc., M.Tech., M.Des., M.Phil, M.Mgmt. DIIT and Ph.D

At the 39th Convocation, held on August 10, 2001, 1074 degrees were awarded of which 453 were Bachelors, 548 were Masters and 73 were Doctoral degrees. The first batch of Dual Degree Programme's successful candidates numbering 83 received both B.Tech. & M.Tech. Degrees at this Convocation. IIT Bombay continued to increase the intake of students, a process that was started in 1995-96. The total number of new students admitted on 2001-02 were 1123.

The institute launched the Bhupat & Jyoti Mehta School of Bio-sciences & Bio-engineering.

In the evaluation meeting of the Nation-wide Technology Development in Indian Language, IIT Bombay presented its work on Hindi WorldNet, Translation Software and Marathi Search Engine. A highlight of the work was Sant Tukaram's Abhang being placed on the web.

The Institute started Sangeet Gurukul under the Cell for Human Values.

In the period between April, 2001 and October, 2001, sanction has been received for over 100 projects with a funding outlay of Rs.11.70 crore. Funds received for new and ongoing sponsored projects total Rs.13.18 crore in the said period.

The Geo-technical centrifuge national facility with a grant totalling Rs.6 crore with contributions from DST, DRDO and MHRD is fully operational and ready for inauguration. This facility is one of the state-of-the-art centrifuges in the world belonging to the "large class" developed and fabricated in India.

The earnings from consultancy in the first half of the year is Rs.4.20 crore which include funding for projects on earthquake damage survey and retrofitting and conditional assessment of structures, technical evaluation of structural systems for reconstruction of dwelling units in Bhuj and Airship design and development for transportation of passenger and goods in Uttaranchal.

A large number of MoUs have been signed for research and development and academic collaboration with government agencies and number of national and international organisations.

Indian Institute of Technology, Kanpur

One of the major academic highlights of the year was the launching of a multidisciplinary initiative in Biological Sciences and Bioengineering. This newly formed department is expected to give a new thrust to both research and teaching in the frontier areas of molecular biology and drug design, bio-informatics, genomics and bio-remediation. The doctoral programme has already started and the M.Tech. and B.Tech. programmes will be started in the coming academic years. The department is being equipped with a large number of modem research facilities. A new department building is coming up on the campus. The other notable achievement is the launch of the new MBA programme. The programme has admitted 31 students in the first batch. A unique feature of this new academic programme is that it offers specialisations in the areas of infrastructure management as well as manufacturing and IT management. IIT Kanpur is now offering, successfully, the dual-degree programmes in several departments of engineering as well as sciences. In

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the academic year 2001-02, the Institute has awarded 302 B. Tech., 55 M. Sc., 327 M. Tech., 31 Ph. D. and 2 DIIT degrees.

A large number of initiatives has lifted the R&D profile of the Institute. A Space Technology Cell has been established at IIT Kanpur in collaboration with ISRO. This cell will focus on research in the areas of structural engineering including smart and composite materials, dynamics and controls as well as software engineering. The focus of applications will be on aerospace missions of ISRO. A Railway Design Cell has been established at IIT Kanpur in collaboration with RDSO, Ministry of Railways. This unit is undertaking active research in the areas of design of formations on level ground, embankments and cuttings. It is also working on projects related to bogie design, flatness of wheels and virtual instrumentation. To foster the spirit of entrepreneurship amongst students, a centre for Innovation and Incubation has been established in collaboration with SIDBI (Small Industrial Development Bank of India). This centre has already admitted some incubates and is expected to provide some real-world experience to students of MBA programme.

A Resource Centre for Technology Development of Indian Languages has been established with the assistance of Ministry of Information Technology. This centre is working for development of technology for Hindi and Nepali languages. Specific tools have been developed for machine translation, web-based portal creation such as Super Gita and Bimari Jankari sites, and virtual Kavi Sammelan.

A centre of excellence for Composite Space Structures (ACECOST) was formally established with the assistance of Aeronautical Research & Development Board. The centre is expected to work in the areas of characterisation of mechanical properties of composite materials. The Infrastructure Resource Group, established with the cooperation of IDFC Mumbai and IIM Ahmedabad, has completed its first phase. The group published a status report titled Indian Infrastructure Report 2000. A second release of this report is being prepared as well. With the

New CSE Building, IIT Kanpur

assistance of Department of Science and Technology as well as some other agencies, a National Information Centre for Earthquake Engineering (NICEE) has been established. This centre has created a website which is being appreciated by several agencies in terms of quality of material as well as reference information. The Institute has made significant contributions in the areas of data encryption technologies. A group of faculty members from Computer Science and Engineering have developed new standards of data encryption for Indian Navy. A consultancy project on spatial decision support system was completed for UP government. The software system UPSDSS was developed for the district of Lucknow. It provides comprehensive data about roads, schools, hospitals etc. as well as a query system for decision-making. The UP government is actively considering implementation of this scheme for all the districts. Thus, the total number of projects initiated during the year stood at 318 with a funding commitment of about Rs.2130 lakh.

The campus infrastructure is being improved in a substantial way. The IIT Kanpur Library was named as P. K. Kelkar Library by Honourable Minister of HRD, Prof. Murli Manohar Joshi in May 2001. This library is now being expanded with additional space for books, current journals and back volumes. A new initiative of setting up the digital library section is also progressing satisfactorily. A new hostel of 250 seats for girls has been completed. A new building for Computer Science and Engineering department

is completed, thanks to a donation from the alumni of IIT Kanpur. Shri N R Narayan Murthy has donated Rs.6.04 crore for the renovations of hostels. The renovation work is already under way. A new hostel of 450 seats for boys is under construction. A new block of lecture halls is also under construction. All these projects are scheduled to be completed by December 2002. A new building for Samtel Centre for Display Technology is being constructed. Plans are under way for the construction of SIDBI Centre for Innovation and Incubation as well as Department of Biological Sciences and Bio-engineering. The latter is being funded by Local Area Development Scheme (MPLADS) of Shri Arun Shourie, Rajya Sabha MP from UP and Honourable Minister of Government of India.

Students and faculty have decorated the image of IIT Kanpur by winning several awards and honours. Dr. Venkat Krishnaswamy, an alumnus of Institute (B. Tech. CSE, 1992) won accolades for himself, his alma mater and country by bagging the prestigious Oscar award for his technical achievements in developing software for 3D digital form. Mr. Anil Agarwal (B. Tech., ME, 1970) was conferred the Norman Borlaug award while Dr. Saurav Pal (M.Sc. Chem, 1977) was chosen for the Shanti Swaroop Bhatnagar prize in Chemical Sciences.

The Institute is now planning a major initiative in the area of distance education. This will complement the on-going activities of continuing education. A major donation for strengthening the area of distance education has been received from Mr. Prabhu Goel (B. Tech., EE, 1970) besides several other contributions from IIT-K alumni and well wishers. The IIT Kanpur Foundation established on the west coast of USA has strengthened the activities of resource generation. The Institute is planning educational and research activities in the areas of earthquake engineering and computer networking.

Indian Institute of Technology, Guwahati
IIT Guwahati was established in 1994. Its academic programmes started with the admission of the first batch of students in August, 1995 in three Engineering

disciplines of Computer Science and Engineering, Electronics and Communication Engineering and Mechanical Engineering. At present IIT Guwahati has nine academic departments. IIT Guwahati completed six years in September, 2000. The number of students has been increasing over the years and the number in this year was 609 with 450 undergraduates and 159 postgraduates. Seventy six B.Tech., 34 M.Tech., and two Ph.D. students completed their programmes during the year. M.Sc. programmes in Physics, Chemistry and Mathematics, and an M.Tech. programme in Civil Engineering with specialisation in Structural Engineering were introduced.

The establishment of the campus has made rapid progress during the year. In July 2000, the students and faculty shifted to the campus from temporary quarters in the city. The entire activities of the Institute also shifted to the campus in July. A third students' hostel with a capacity of 300 was completed. Construction of 119 B type quarters were taken up and they are expected to be occupied by the end of 2001. Work on the main academic complex with an area of 67,000 sqm and on the Administrative Building, with an area of 9000 sqm has been progressing smoothly. Construction of a Guest House with 72 rooms has also been taken up this year. Besides, road construction, including the construction of an approach road, tree planting, landscape planning and implementation were ongoing construction activities during the year.

Students' activities have picked up with the Institute shifting to the campus. The annual technical festival, Techniche, and the annual cultural festival, Alcheringa, saw participation from students from all over the country. Campus placement took place with the participation of 28 organisations including public sector organisations and multinational companies. All the 76 B.Tech and 33 M.Tech students available for placement were recruited.

The Institute had a faculty strength of 89 by the end of the year. The faculty and students published 51 Journal papers and 63 Conference papers. More than

20 distinguished visitors from India and abroad came to the Institute and spent varying lengths of time and delivered seminars, talks and interacted with faculty and students. Different departments organised six workshops and training programmes.

The Institute had interactions with a number of local Institutions during the year. This has been in the form of providing summer training to students of colleges, providing training to craftsmen, preparing study materials, and collaborative research.

As part of the activities of building laboratory facilities, the Institute procured a number of equipment during the year. Some of the major items procured were: Param Supercomputer, Audio-Visual Studio equipment, Digital Micro-hardness Tester, X-Ray Diffractometer, Radio Frequency Vector Network Analyser, 3-D coordinate Measuring system, and Dynamic Testing facility equipment for the Civil Engineering Department.

There were 34 ongoing sponsored R&D projects in the Institute with a total funding of Rs.2.8 crore. Out of this, 24 projects were awarded during this year. Consultancies with 17 organisations were undertaken. A notable feature has been that a number of the consultancies have been with State Government organisations. This has enabled the Institute to address problems of relevance to the local environment.

■ Box 11.2

Indian Institute of Technology, Roorkee

IIT Roorkee is the seventh Institute in the fraternity of IITs. University of Roorkee has been converted to an IIT and integrated with IIT system. The need for conversion of the University of Roorkee, a State University in the State of Uttaranchal into an Indian Institute of Technology (IIT) and its integration with IIT system has been felt for sometime past. This is in line with the overall thinking of the Central Government to have more IIT level institutions by upgrading existing Institutions

This IIT has the longest history among the institutions for engineering education in the country. The University of Roorkee, the predecessor of IIT Roorkee is the successor of the famed Thomson College of Civil Engineering established in 1847 as the first technical institution in the 'Commonwealth of Nations'. It has student population of 3000 with almost half of them at the postgraduate and research level. It has 19 academic departments, 54 specialisations and super-specialisations and 26 academic units and research centres. The National Assessment and Accreditation Council (NAAC) have assessed the University at 'Five Star Level'. Many of its Departments have been recognised for their

Dr. Murli Manohar Joshi at Computer Integrated Manufacturing Facility, IIT Roorkee

excellence and receive support under various programmes of the UGC, AICTE, and the Department of Science & Technology. Faculty of the Institute and its alumni has been bestowed with numerous awards and prizes in recognition of their contribution to the profession and the task of national development. The Institute has successful international collaboration programmes and a sizeable foreign student population. The Institute has excellent indoor and outdoor facilities for extra-curricular activities aimed at inculcating strength of character and discipline in students and helping in their overall personality development.

Indian Institutes of Management

Government of India in the Ministry of Human Resource Development, Department of Secondary and Higher Education have set up six Indian Institutes of Management at Bangalore, Ahmedabad, Calcutta, Lucknow, Indore and Kozhikode. These institutes are fully funded and controlled by Ministry of Human Resource Development, Department of Secondary and Higher Education. These six IIMs mainly conduct two-year courses in Post Graduate Diploma in Management which is equivalent of MBA and Fellowship Programme in Management which is equivalent to Ph.D. In the fraternity of IIMs the two IIMs at Indore and Kozhikode were established by the Government of India in the 1997. These institutes are still in the project mode and the construction activities of the campus are in full swing. While IIM Indore is presently functioning from the building of the Government Women Polytechnic College at Indore, IIM Kozhikode is currently functioning from the building of REC, Calicut.

During Tenth Five-Year Plan additional thrust will be given towards Faculty Development expansion of Fellowship Programmes of IIMs, QIP centres in Management Education Research in Management areas, Developing centres of excellence in management education, management education related to IT Education and well Knit linkage of management institutions and industries are envisaged. It is also proposed to increase the intake capacity in IIMs.

Indian Institute of Management, Ahmedabad

Indian Institute of Management, Ahmedabad was established in 1961, with the objectives of developing manpower needed by the private and public sector enterprises, for assisting in the solution of management problems of the industry and for contributing to indigenous literature on management.

The Institute offers Postgraduate Programme in Management (PGP), Postgraduate Programme in Agri-business Management, Fellowship Programme in Management and Faculty Development Programme (FDP). 2001 was the year of the earthquake which devastated several parts of Gujarat and also had an impact on the IIM Ahmedabad campus. The damage and destruction in the Kutch region were beyond imagination. In comparison, IIM Ahmedabad campus had escaped the fury of the earthquake although several of IIM Ahmedabad buildings were damaged. With the support of Government of India functioning of the institute was restored to normalcy.

The institute offered for the first time Post–Graduate Programme in Agri Business Management designed to meet the needs of agriculture, which is one of the important sectors in our economy.

Doing research, writing cases and doing consulting in relevant areas of management are included in the mix of activities of the faculty members. During the year, an alumni website was commissioned. This would provide a communication link with IIM Ahmedabad alumni who form an important segment, interested in the welfare of the institute.

Indian Institute of Management, Calcutta

Indian Institute of Management, Calcutta was set up in 1961 to fulfill the growing needs of private and public sector enterprises for managerial

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manpower through the provision of well-designed programmes of professional management through research, consultancy and publications.

The Institute offers Post Graduate Programme in Management, Post Graduate Programme in Computer Aided Management and Post Graduate Diploma in Business Management. The institute also conducts Management Development Programmes, Extension Programmes, In-Company Training Programmes, Training Programmes Sponsored by Government. The institute also undertakes Research and Consultancy Projects.

Besides its collection of 1,50,000 volumes of books, Bound Serials and a fairly large population of report, microforms and AV materials, the Library holds over 583 current journals and some massive optical/electronic database. The institute has various activity Centres such as Centre for Rural Development Management, Centre for Development and Environment Policy, Centre for Project Management, Centre for Studies and Research in environment Management and Management Centre for Human Values.

The institute is equipped with state-of-art hardware and software resources capable of providing support for diverse computing requirements. The campus wide local area network encompasses 1000 nodes workstations.

Indian Institute of Management, Bangalore

Indian Institute of Management, Bangalore was established by the Government of India in 1973, with the objectives to augment the management resources of the nation through programmes of teaching, training, consultancy and other professional services.

During November, 2000, IIMB was adjudged as the 'number one' business school in the country, in BT Cosmode ranking of India's Business Schools.

The Institute offers Fellowship Programme in Management (FPM), Post Graduate Programme in Management (PGP), Post Graduate Programme in

Software Enterprise Management (PGSM), Executive Education Programmes, Research & Consultancy services. The curriculum of the flagship programme–PGP is being constantly updated to make the programme more relevant to the changing environment. Under the Students' Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from overseas business schools also attend a term at the Institute.

The PGSM had its first batch graduating from the Institute during 2000-01. Under the executive education programmes, different types of programmes like Open Programmes, Customised Programmes and International programmes, are organised for practising Managers.

The Library has developed a document resource collection of 1.77 lakh books, bound volumes, journals, non-book material and micro documents. These are available on the Institute local area network (LAN). Computer facilities are available round the clock at the Institute.

Alumni Web site was launched during October 2000 and about 700 alumni have registered on the web site. Get togethers are organised at different places in the country.

IIMB has five Centres of specialisations namely, Centre for Public Policy (CPP), Centre for Insurance Research and Education (CIRE), NS Raghavan Centre for Entrepreneurial Learning (NSRCEL), Centre for Development of Cases and Teaching Aids (C-DOCTA) and Centre for Software Management (CSM).

Indian Institute of Management, Lucknow

The Indian Institute of Management, Lucknow, was set up in 1984. The main objectives of the institute are to develop managerial manpower through professional education and assist institutions in solving their management problems through training, research and consultancy. During the last academic year, the institute witnessed an all round

growth in all its existing activities and also initiated some significant new ventures. The main highlights of the activities during the year are:

- IIM Lucknow attained the second position among the leading Business Schools of the country (Survey conducted by the All India Management Association and Business India);
- Fellow Programme in Management (equivalent to Ph.D) was launched;
- The institute signed MoUs with Global Schools, viz., ESSEC, ESCP-EAP, Reins School of Management of France, ESADE of Spain and McMaster University of Canada;
- The institute increased its in-take from 180 students to 240 students, in a record time;
- Five International Seminars and Conferences were organised and Seventy-nine Management Development Programmes were organised as against 55 programmes of last year.

Indian Institute of Management, Kozhikode

Indian Institute of Management, Kozhikode is the fifth of its kind, established by the Government of India. The Institute came into existence in September 1997. The Institute is presently functioning from leased accommodation in Calicut Regional Engineering College and Centre for Electronics Design and Technology of India, Calicut unit. The Institute's own Campus is being constructed at Kunnamangalam, near Calicut.

The Institute offers Post Graduate Diploma in Management PGDM (equivalent to MBA). Three batches of PGDM students have already graduated from the Institute and presently the fourth and fifth batch of students are in the Institute. The present intake is 60 students.

In addition to postgraduate programme, the Institute is conducting executive education programmes, undertaking consulting assignments and research projects. The Institute is equipped with state-of-the-art hardware and software resources, capable of providing support for diverse computing requirements. The Library and Information Centre (LIC) of the Institute has a collection of 10,500 books and subscribes to 300 print journals and over 2,200 Electronic journals in addition to a large number of databases. The LIC of the Institute has already earned recognition as one of the best-equipped information resources centres in the country.

Indian Institute of Management, Indore

The IIM Indore came into existence in September 1997. It primarily offers two years Postgraduate Programme in Management (equivalent to MBA), while orientation programmes have also been organised by the institute.

The Institute is equipped with a campus wide Local Area Network (LAN). Each student has been provided with a PC (Pentium – II) in his/her room. Faculty and administration staff is also connected to LAN.

In a recent survey of B-Schools in India conducted jointly by the Outlook Magazine and MDRA, IIM Indore was ranked 7th among the top 10 B-Schools in the country. The Institute started conducting management development programmes in 2000-2001. Eight programmes were conducted. One hundred and eighteen executives from private and public sectors and government departments participated in these programmes.

To promote entrepreneurship, the Institute has set up a Business Incubator Unit (BIU) on its campus,

In a recent survey of B-Schools in India conducted jointly by the Outlook Magazine and MDRA, IIM Indore was ranked 7th among the top 10 B-Schools in the country. The Institute started conducting management development programmes in 2000-2001.

the aim of which is to provide the necessary infrastructure facilities to enable conversion of new business ideas into viable business ventures.

The Institute is presently operating from its temporary campus of Government Women's Polytechnic, Indore. The Institute's permanent campus is fast coming up in a sprawling 193.4 acres of land, about 15 km from Indore.

Indian Institute of Science, Bangalore

The Indian Institute of Science (IISc), Bangalore was set up in 1909 with the objectives of providing opportunities for advanced instruction and to conduct original investigations in all branches of Science and Engineering to promote the material and industrial welfare of India. At present, it has a deemed university status. Over the years, IISc has succeeded in encouraging creativity, nurturing excellence, boosting innovative Research and Development, and at the same time providing strong interfaces and support to Industries and other organisations. IISc has earned a global reputation as centre of excellence in research and development in all its areas of activity.

The activities of the Institute are carried out through six divisions, viz., Biological Sciences, Chemical Sciences, Electrical Sciences, Information Sciences & Services, Mechanical Sciences and Physical & Mathematical Sciences.

The Institute admits around 450 candidates for research and course programmes in different disciplines very year. The institute has innovative programmes, viz., Young Fellowship programme to motivate talented undergraduates at the +2 level to adopt research as a career and young Engineering Fellowship Programme for III Year BE/B.Tech. students. Around 1600 students are pursuing different programmes, leading to the award of Ph.D./M.Sc (Engg.) by Research and M.E./M.Tech./ M. Des. Degrees. In one year, the Institute awards around 150 Ph.D degrees, 70 M. Sc (Engg.) and 350 Masters Degrees, viz., M.E./M.Tech./M.Des. The human resource trained at the Institute is in great demand in academic institutions, industrial establishments and government agencies in the country and abroad.

IISc has taken innovative steps to further enhance its relationship to Business and Industry by the creation and nurturing of the Society of Innovation and Department (SID). Almost 400 industrial interaction projects are being handled through Centre for Scientific & Industrial Consultancy (CSIC) and SID. The Institute has close interactions with agencies such as Department of Space (DOS), Defence Research & Development organisations (DRDO), Department of Biotechnology (DBT), Ministry of Information Technology (MIT), Ministry of Non-Conventions Energy Sources (MNES), etc. and contributes to several national initiatives. Faculty members have taken up nearly 385 sponsored research schemes for investigations. In addition, the Institute works on and supports activities of concern to application of science and technology to Rural Development.

Regional Engineering Colleges (RECs)

Seventeen Regional Engineering Colleges (RECs) have been established in each of the major states, to meet the country's growing requirement for trained technical manpower for various development project. Each College is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the 17 Colleges offer Degree Courses in various branches of Engineering and Technology, 14 of these have facilities for Postgraduate and Doctoral programmes. The entire non-recurring expenditure and expenditure for PG courses in the RECs are borne by the Central Government. As regards recurring expenditure on Undergraduate courses, the same is shared by Central Government and the State Government on 50:50 basis. The Ministry has taken an important decision to restructure the REC's and convert them into National Institute of Technology by changing their administrative structure and granting them deemed to be university status.

Activities undertaken by the individual RECs during the year under report are as under:-

Motilal Nehru Regional Engineering College, Allahabad

Motilal Nehru Regional Engineering College, Allahabad, established in 1961, is a joint venture of the Central Government and the Government of Uttar Pradesh. MNREC, Allahabad is affiliated to Allahabad University, Uttar Pradesh. The College has eight Departments. The College offers four year Undergraduate courses in the discipline of Civil, Electrical, Mechanical, Computer Science, Electronics, Production and Industrial Engineering and Information Technology. The college offers 13 M.E. programmes and also offers MCA and Master of Management Studies (MMS). The total intake in the Undergraduate stream is around 469, 170 in PG courses, 60 in MCA and 30 in MMS. There also exists a facility for Ph.D. Programme.

Maulana Azad College of Technology, Bhopal

Maulana Azad College of Technology, Bhopal established in 1960, is a joint venture of the Central Government and the Government of Madhya Pradesh. MACT, Bhopal is affiliated to Rajiv Gandhi Prodyogiki Vishwavidyalaya. The College has been given autonomous status from the year 1997-98 by Barkatullah University. The College has eight Departments. The college offers four year BE Courses in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Information Technology and a five year B.Arch. course. The total intake in UG courses is 451. The college also offers M.Tech. course in 13 different specialisations under regular and part-time mode with an intake of 115. The College offers MCA with an intake of 30 seats. The College has five men's hostels and one women's hostel. The College has established two Problem-Oriented Research Laboratories, the first of their kind in India, one in Fluid Mechanics and Hydraulic Mechanics, and the other in Heavy Electrical Mechanics to work on live problems in the industry and in the field, and to transmit the useful experience gained to the students. The college is maintaining a good library with 93368 books. Ninety Research papers were published by the staff members in various nationals and international journals of repute, 17 Research Projects are presently being carried out by the college.

Regional Engineering College, Calicut

Regional Engineering College, Calicut established in 1961, is a joint venture of the Central Government and the Government of Kerala. REC, Calicut is affiliated to Calicut University. The College has eight Departments. The College offers four-year Undergraduate courses in the disciplines of Civil Engineering, Arch. Engineering, Electrical & Electronics Engineering, Electronics and Communication Engineering, Mechanical Engineering, Production Engineering and Management, Computer Science & Engineering and a five-year B.Arch. course. The College also offers M.Tech. degree in 11 different specialisation of one and half year duration. In addition, three year (six semester) MCA programme is also offered. The College offers Ph.D. Programme in all the disciplines. The college has a well equipped library, it has 79160 books and 7802 BIS specifications. It subscribed to 261 Foreign Journals, 95 Indian Journals and dailies. CREC Digital Library has been started as a part of the modernisation of the library. With the commissioning of NALANDA – Network of Automated Library AND Archives – started to provide latest information to users on right time. The latest information both at Internet and Intranet are made available through NALANDA. More than 100 full text electronic books, on engineering subjects are accessible to CREC community through NALANDA website.

Regional Engineering College, Durgapur

Regional Engineering College, Durgapur, established in 1960, is a joint venture of the Central Government and the Government of West Bengal. REC, Durgapur is affiliated to Burdwan University. The College has 15 departments. The College offers four year Undergraduate courses in the disciplines of Civil, Electrical, Mechanical, Chemical, Metallurgical, Electronics and Communication, Computer Science and Engineering and Information Technology. The College also offers M.Tech. courses.

The college has developed well equipped laboratories and workshops over the years. The college has purchased sophisticated training instruments during the year under report. During the year, 48 seminars, 17 lectures organised at various places were attended and delivered by the staff members of the college. Ten Research Projects were undertaken by the members of staff, 31 Research papers have been published by the staff members of the college. The College is keeping up close contacts with the industries in the form of exchange of ideas on various mutual problems, lectures, joint projects and research, training for student and their periodic visits.

Regional Engineering College, Hamirpur

Regional Engineering College, Hamirpur established in 1985, is a joint venture of the Central Government and the Government of Himachal Pradesh. REC, Hamirpur is affiliated to Himachal Pradesh University. The College has five departments. The College offers four year Undergraduate courses in the disciplines of Civil, Electrical, Electronics & Communication, Computer Science and Mechanical Engineering. The college has started a B.Arch. course during 2000-2001 and has also applied for starting of PG courses. There are four boys' and one girls' hostel. The College has a well equipped library. The total intake is 220. The College was granted autonomous status by the Himachal Pradesh University in the year 1995 and has since been functioning as an autonomous institution with its own Academic Council and other statutory as well as non-statutory bodies.

Malviya Regional Engineering College, Jaipur

Malviya Regional Engineering College, Jaipur established in 1963, is a joint venture of the Central Government and the Government of Rajasthan.

MREC, Jaipur is affiliated to Rajasthan University. The College has eight Departments. The College offers four year Undergraduate courses in the disciplines of Chemical, Civil, Computer, Electrical, Electronics & Communication, Mechanical and Metallurgical Engineering and a five year B.Arch. course. The College offers three-semester full time and five semester part-time (self-financing) PG Degree Programmes and PG in MMS Studies. MMS has been started by CMSIC. An ME course in Environmental Engineering (under Department of Civil Engineering) has also been sanctioned by the Government of India for the sponsored employed engineers, to be nominated by the Ministry of Urban Development. The total intake in the Undergraduate stream is around 372 and 174 in PG courses. There are six boys' and two girls' hostels. The College has a well-equipped library. Under the Indo-UK-REC Project the college has established a world class high-tech Design Centre for research and industry.

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar, Punjab

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar, established in 1986, is a joint venture of the Central Government and the Government of Punjab. Dr. B.R. Ambedkar REC Jalandhar is affiliated to Punjab Technical University. The College has 13 Departments and offers four year Undergraduate courses in the disciplines of Chemical and Bio-Engineering, Civil Engineering (Structural Engineering and Construction Management) Computer Science and Engineering, Electronics & Communication Engineering, Industrial Engineering, Instrumentation and Control Engineering, Leather Technology, Mechanical Engineering (Mechanical Machine Design and Automation) and Textile Technology. The total intake in the undergraduate stream is around 304. There are five boys' and one

girls' hostel. The College has a well-equipped library. With funds from Department of Science & Technology and National Science and Technology Entrepreneurship Development Cell (NSTEDB), an Entrepreneurship Development Cell was established in the College for promoting Entrepreneurial Culture among students/graduates/postgraduates by arranging various programmes.

Regional Institute of Technology, Jamshedpur

Regional Institute of Technology, Jamshedpur, established in 1960, is a joint venture of the Central Government and the Government of Bihar. However, due to the formation of Jharkhand in 2000, the college is in the State of Jharkhand thereafter and is a joint venture of the Central Government and State Government of Jharkhand. RIT, Jamshedpur is affiliated to Ranchi University. The College has 13 Departments. The College offers four year Undergraduate courses, in the disciplines of Civil, Mechanical, Electrical, Metallurgical, Electronics, Production Engineering and Management, and Computer Science and Engineering with an intake of 285 students. The College also offers PG courses with an intake of 55 and MCA with 30 seats. There are nine boys' and one girls' hostel. The College has a well-equipped library.

Regional Engineering College, Kurukshetra

Regional Engineering College, Kurukshetra, established in 1963, is a joint venture of the Central Government and the Government of Haryana, REC, Kurukshetra is affiliated to Kurukshetra University. The College has nine Departments. The College offers four year B.Tech. courses in the disciplines of Civil, Electrical, Mechanical, Electronics and Communications, and Computer Engineering with a total intake of 327. During the year under report, 322 students were admitted to B.Tech courses and 88 to M.Tech. Courses. A large number of Research papers were published/ presented by the faculty members in various national and international journals/conferences. Facilities for Ph.D. are also available. The college

has established an energy park with grants from Ministry of Non-Conventional Energy Sources, Government of India.

Visvesvaraya Regional College of Engineering, Nagpur

Visvesvaraya Regional College of Engineering, Nagpur established in 1960, is a joint venture of the Central Government and the Government of Maharashtra. VRCE, Nagpur is affiliated to Nagpur University. The College has 13 departments. The College offers four year B.E. courses in the disciplines of Civil, Mechanical, Electrical, Metallurgical, Mining, Electronics, Computer Science, Structural Engineering and a five year B.Arch. course. The College offers 11 M.Tech. Courses under part-time and regular mode. The College also offers one-year diploma in Industrial Management. The total intake in the UG courses is 375 and 173 in PG. There are seven boys' and one girls' hostel. The Industry-Institute Interaction Cell of the College strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth. ODYSSEY 2000, an industrial fair involving industries in and around Nagpur was organised by the College.

Regional Engineering College, Rourkela

Regional Engineering College, Rourkela, started in 1961, is a joint venture of the Central Government and the Government of Orissa. REC, Rourkela is affiliated to Sambalpur University. The College has been conferred academic autonomy in 1990. The college has 15 Departments and offers four year undergraduate courses in the disciplines of Chemical, Civil, Electrical, Mechanical, Metallurgical, Mining, Applied Electronics and Instrumentation Engineering, Computer Science and Engineering, and Ceramic Engineering. The total intake in the undergraduate stream is around 348 at the four-year Bachelors of Engineering levels. The College also offers six PG courses and a three year MCA. There are six boys' and one girls' hostel. REC, Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa.

Regional Engineering College, Silchar

Regional Engineering College, Silchar established in 1967 is a joint venture of the Central Government and the Government of Assam. REC, Silchar is affiliated to Assam University. The College has 10 Departments and offers four year Undergraduate courses in the disciplines of Civil, Mechanical, Electrical, Electronics and Telecommunication Engineering and Computer Science Engineering. The total intake is 219. The college has five men's hostels one women's hostel. The College has a well-equipped library.

Regional Engineering College, Srinagar

Regional Engineering College, Srinagar established in 1960, is a joint venture of the Central Government and the Government of Jammu & Kashmir. REC, Srinagar is affiliated to University of Kashmir. The College has 11 Departments and offers four year Undergraduate courses in the disciplines of Civil Engineering, Electrical, Electronic and Communication Engineering, Mechanical Engineering, Chemical and Metallurgical Engineering and M.E. course in Water Resource engineering. The College offers M.Phil. and Ph.D. programmes in all Science Departments and some Engineering Departments. The total intake for UG courses is 242. Various Departments, including Library and Administration have been networked together after individual LANs were set up in each block under NOVELL NETWARE.

Sardar Vallabhbhai Regional College of Engineering and Technology, Surat

Sardar Vallabhbhai Regional College of Engineering & Technology, Surat established in 1961, is a joint venture of the Central Government and the Government of Gujarat. SVRCET, Surat is affiliated to South Gujarat University. The College has seven Departments and offers four year B.E Courses in the disciplines of Civil, Electrical, Mechanical, Electronics Engineering, Production Engineering, Computer engineering & Chemical Engineering. The total intake in UG courses in 428. The College also offers M.E. courses in seven different specialisations with an intake of 10 each. All departments have facilities for Ph.D. programmes. The College has six men's hostels and one women's hostel. During the year 1997-98, the College was chosen as the Host Institution for the establishment of Entrepreneurship Development Cell by the National Science & Technology Entrepreneurship Development Board, Department of Science & Technology, Government of India, New Delhi.

Karnataka Regional Engineering College, Surathkal

Karnataka Regional Engineering College, Surathkal established in 1960, is a joint venture of the Central Government and the Government of Karnataka. KREC, Surathkal is affiliated to Mangalore University. The College has eight Departments and offers four year Undergraduate courses in the disciplines of Civil, Mechanical, Electrical & Electronics, Electronics & Communications Chemical, Metallurgical, Mining, Computer Engineering and Information Technology. Four hundred and sixty three students in UG courses, 57 in MCA programme and 169 students in other PG courses were admitted during the year under report. Twenty-eight research projects were started during the year. During the year under report 155 books and 273 periodicals were added to the college library. About 75 percent of UG students and 64 percent of PG students earned placement through campus interview.

Regional Engineering College, Tiruchirappalli

Regional Engineering College, Tiruchirappalli, established in 1964, is a joint venture of the Central Government and the Government of Tamil Nadu. REC, Tiruchirappalli is affiliated to Bharathidasan University. The College has 13 Departments and offers four year Undergraduate courses in the disciplines of Civil, Compute Science and Engineering, Electrical and Electronics, Mechanical, Electronics and Communication, Metallurgical Production, Chemical Instrumentation and Control Engineering and a five year B.Arch. course. The total intake in the Undergraduate stream around 464 and 382 in PG courses. The Octagon Computer Centre with its State-of-Art Computer Facility is the centre of attraction for the students and the faculty. The campus-wide Local Area Network is the largest LANs in India comprising of over 300 Pentium and

486 systems. The College has a digital library. During the year under report, the college has organised 183 seminars/summer schools lectures.

Regional Engineering College, Warangal

Regional Engineering College, Warangal, established in 1959, is a joint venture of the Central Government and the Government of Andhra Pradesh. REC, Warangal is an autonomous college under Kakatiya University. The College has 12 Department and offers four year Undergraduate courses in the disciplines of Civil, Electrical and Electronics, Mechanical, Electronics and Communication, Metallurgical, Chemical, Computer Science and Engineering. The total number of students admitted during the year under report in the Undergraduate stream is around 553 and 308 in 22 PG courses, including MCA. During the year under report, a MoU was signed by STPI, Hyderabad and Regional Engineering College, Warangal regarding setting of Software Technology Park at the college campus. Under the Indo-UK Project, a number of staff members were trained in the theme of Information Technology.

National Institute of Industrial Engineering (NIIE), Mumbai

National Institute of Industrial Engineering (NIIE), Mumbai is a National Institute set up by Govt. of India in 1963 with the assistance of UNDP through ILO, fully funded by the Govt. of India and registered as a society under the Societies Registration Act 1861. NIIE is an autonomous body and is governed by a Board of Governors comprising of eminent personalities from the Government, Industry and Academics. Since its inception in 1963, NIIE has been providing solutions to the complex problems of Industry and Business.

NIIE, Mumbai conducts post-graduate programme in Industrial Engineering (PGDIE), Post- Graduate diploma in Industrial Safety & Environmental Management (PGDISEM), Post-graduate Diploma in Industrial Management (PGDIM) and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefits of senior and middle level executives

drawn from the Government, public and private sector organisations. It also conducts a fellowship programme (equivalent to Ph.D.) in the area of Industrial Engineering and Management. The Institute is also engaged in applied research in various fields of Industrial Engineering, Energy, Safety, Environment, Marketing, Computers, Behavioural Science, etc. The Institute conducts Unit Based Programmes (UBPS) tailor-made to suit the specific requirements of the Industry either at their premises or in the Institute.

National Institute of Foundry and Forge Technology (NIFFT), Ranchi

National Institute of Foundry & Forge Technology (NIFFT), Ranchi was established in 1966 in collaboration with UNESCO-UNDP, taking into cognisance the pivotal role of Foundry & Forge Industries in the development of core sector in the country. NIFFT is an autonomous body, fully funded by the Govt. of India and registered as a society under the Societies Registration Act 1861. The Institute's mission is to provide highly specialised training to personnel for operation and management of these industries. The Institute offers courses at different levels to achieve this goal. These are M. Tech. Courses in Foundry & Forge Technology and Manufacturing Engineering; B. Tech. Courses in Manufacturing Engineering and Metallurgy & Materials Engineering; Advanced Diploma Courses in Foundry and Forge Technology; Short Term Refresher Courses in specified areas for participants sponsored by the Industries and Unit Based Programme of short duration on request from the Industries, R&D Organisations and Institutions.

It also offers consultancy services to the Industry in the form of: Preparation of Feasibility Report; Preparation of Technical Projects; Selection and Evaluation of Equipment and Machinery; Testing of Raw Materials and Quality Control Products.

School of Planning and Architecture (SPA), New Delhi

The School of Planning and Architecture (SPA), New Delhi was set up in 1959, to provide for facilities in

education and research in the fields of rural, urban and regional planning, architecture and allied subjects. In 1979, the Institute was conferred with the status of a Deemed to be University.

The Institute conducts Bachelor programmes in (i) Architecture (ii) Planning and Master's programme in Architecture with specialisation in (i) Architectural Conservation; (ii) Industrial Design and (iii) Urban Design; Master's programme in Planning with specialisation in (i) Environmental Planning; (ii) Housing; (iii) Regional Planning; (iv) Transport Planning; and (v) Urban Planning; Master's programme in Building Engineering and Management and Master's programme in Landscape Architecture. The School also has facilities for Research leading to award of Ph.D. in the disciplines offered at the Institute.

Apart from the regular academic programmes, SPA conduct several short-term courses to provide in-service and continuing education to members of faculty of various institutions in India and practising professionals.

Indian School of Mines (ISM), Dhanbad

The Indian School of Mines (ISM), Dhanbad was established in 1926 by the Government of India for providing instruction and research in mining and allied fields. In 1967 ISM was converted into an autonomous institution under the Central Government with the 'Deemed-to-be-University' status. ISM at present caters to the human resource needs in the field of Mining and other allied field.

The School has been running several courses at the Graduate and Post Graduate levels. During the period under report, the Institute has adopted the path of academic diversification. New branches of academic programmes have been added to its traditional departments and new departments have been established in the year under report. ISM offers four years (post 0+2) integrated B.Tech. programmes in Mining Engineering, Mining Machinery Engineering, Mechanical Engineering, Petroleum Engineering, Mineral Engineering,

Computer Science & Engineering, Electronics Engineering; three years Master's programmes leading to M.Sc.(Tech) degree in Applied Geology and Applied Geophysics, two years programme leading to M.Sc. degree in Applied Geology, Mathematics and Computing; three Semester M.Tech programmes in the subjects of Computer Applications, Drilling Engineering, Engineering Geology, Environmental Science & Engineering, Fuel Engineering, Industrial Engineering & Management, Longwall Mines Mechanisation, Maintenance Engineering & Tribology, Mine Planning & Design, Mineral Engineering, Mining Machinery, Mining Geophysics, Opencast Mining, Petroleum Engineering, Petroleum Exploration, and Rock Excavation Engineering; two semester programmes of M.Phil in science and four semester programme in MBA. Admission to all these programmes is done through all-India competitive examination.

In the last academic session, in addition to introduction of a new M.Sc. course in Mathematics and Computing, several new subjects were introduced in the on-going schemes.

The School has been engaged in undertaking a number of collaborative research projects sponsored by various Government of India Departments and Agencies. During the year, a large number of books, monographs and research papers were published by the faculty of the Institute in national and international journals. During the year, the Institute organised in-campus Executive Development Programmes for Coal India Ltd. (CIL), ONGC, BSNL, etc.

The School has made its consultancy and testing resources available to the industry in solving various problems. During the year, quite a considerable consultancy projects and few testing assignments were undertaken.

Indian Institute of Information Technology, Allahabad

The Indian Institute of Information Technology, Allahabad (IIIT-A) was set up in 1999 under the Society Registration Act, 1860 with the objective of

imparting education, training, research and development in Information Technology (IT) and related areas. Within a short span of time it has earned a reputation as an important centre for education and research in IT. It was conferred the status of Deemed to be University in August 2000. Main program being offered presently is the Undergraduate Programme (B.Tech. in IT). The Institute has laboratories related to analogue/digital signal processing, image processing, artificial intelligence, digital/data communication, data structure, language technology, etc. The Institute has an excellent computing infrastructure with 13 servers running on different operating systems and more than 300 workstations.

The construction of the permanent campus is in full swing with the target date for completion as April 30, 2002. It consists of administrative block, lecture complex, computers and other various laboratories, electronic library, residential complex, hostels, sports complex and facility centres. The building has been so designed to adopt latest understanding of nature and information.

The Institute has recently identified as a Nodal Centre for an important project for development of software in languages by Ministry of Information Technology (MIT). The Indo-Russian Centre for Biotechnology is being established in the Institute to develop database in Bio-informatics, to conduct M.Tech. course in Bio-informatics and to organise Research and Development in various thrust areas.

The Institute, in collaboration with Indira Gandhi National Open University (IGNOU) has set up a Gyan Vani Studio with digitised facility of audio recording and transmission of FM Channel.

Indian Institute of Information Technology and Management, Gwalior

Indian Institute of Information Technology and Management, Gwalior was started by Government of India in 1997 for developing Information Technology and IT enabled Management for meeting the growing need of the industry in this area and keeping pace with developments taking place world over this fast developing field. The institute has facilities for education, research, consultancy and professional development in the cusp area of IT and management, which has been developed through seamless integration. It presently offers Postgraduate programmes leading to MBA (a two year Programme open to Engineering Graduates of all disciplines), an M.Tech. (a one and a half year programme open to Electronics/Electrical and Computer Science graduates (earlier PGDMIT & PGDIT) and a five year integrated postgraduate Programme with provision to award a dual degree {B.Tech (IT) and M.Tech (IT) or MBA} in Information Technology and Management for the students with 10+2 qualification with the background of science. The institute also offers Management Development Programme. The new campus of the Institute is coming up in 61.67 hectares of land on Gwalior-Agra-Delhi Road with fully networked hostels, Faculty houses and Academic Departments and all modern facilities.

The admission to five year integrated Programme is done through IIT-JEE admission test and admission to M.Tech. programmes through all India test and personal interview.

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Institute has been granted deemed to be University status by Central Government and now awards MBA, M.Tech, and Ph.D degrees (in place of PGDMIT, PGDIT and Fellowship). During tenth plan the institute is planning to start many new M.Tech / MBA programmes.

North Eastern Regional Institute of Science and Technology, Itanagar, Arunachal Pradesh.

The North Eastern Regional Institute of Sciences and Technology (NERIST), Itanagar was established in 1986 to generate skilled manpower, in the field of Engineering and Technology as well as in the field of Applied Sciences, for the development of North-Eastern Region. The institute was Registered under Societies Registration Act. 1860. While the Deptt. of Secondary Education & Higher Education is giving the necessary technical guidance to NERIST, it was earlier being funded through North Eastern Council. With effect from 1994-95 the institute is being fully funded by Deptt. of Secondary Edn. & Higher Edn.

NERIST is a unique institute offering a sequence of modular programme, each of two years duration leading to six Certificate, seven Diploma and seven Degree courses in Technology and Applied Sciences. The modular programmes provide linkage with occupational levels i.e. Technicians, Supervisors and Engineers. The base and diploma modules provide entry into next higher module, subject to required performance of the students in lower modules and with the provision to undergo certain bridge courses. Thus a certain percentage of students are siphoned out either, voluntarily of compulsorily, at the end of each module. The thrust of this modular is to facilitate innovative students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skill.

The Institute has been accorded provisional affiliation by the North Eastern Hill University (NEHU), Shillong.

During last 15 years the Institute has trained more than 17000 students in various disciplines.

Officials visiting Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur, Punjab

Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur, Punjab

The Sant Longowal Institute of Engineering and Technology (SLIET), Village Longowal, District Sangrur of Punjab state was established in the year 1989 to work as a model institution to generate skilled manpower in the field of Engineering and Technology as well as Applied Sciences streams. The courses provided are modular and terminal in nature and of two years duration each and are having bridge courses at appropriate levels. The Institute is 100 percent funded by the Deptt. of Secondary Education and Higher Education (MHRD). The Institute registered under Societies Registration Act 1860.

The Institute is offering 12 Certificate courses, 10 Diploma courses & eight Degree courses. Provision for vertical mobility and lateral entry is available at different levels namely Certificate, Diploma and Degree in an integrated manner. The educational programmes are non-conventional, cost-effective, flexible, modular and credit based having built in entrepreneurship with stress on self employment and continuity of education at various levels with provision for multi point entry.

Since its inception the institute has trained approximately 26,000 students in the various disciplines of Technical Education.

Technical Teachers' Training Institutes (TTTIs)

The four Technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai

were established during mid sixties as key catalyst institution for ensuring quality in technician's education in their respective regions. These institutes are fully funded by the Govt. of India and Registered under Societies Registration Act 1860.

The mandate of the Institutes during the initial stages was to take initiatives to offer need based HRD programmes through appropriate modes and develop curricula and institutional resources for technicians' education system. The emphasis, however, had gradually changed to assisting the State Governments and Polytechnics in their region towards improving their educational processes and products.

The Institutes are actively involved in planning, designing, organising quality education and training programmes, research studies and learning packages for polytechnics, industries and community. The institutes have been extending supports and also sharing their experiences and expertise to the State Governments in implementing the World Bank Assisted Technician's Education Project. TTTIs have developed strong linkages with the business and industries, and also professional relationship with educational institutions to work in areas on common interests.

The scheme of TTTIs have been reviewed by a High Powered Committee under the Chairmanship of Prof. P.V. Indiresan. In its report the Committee recommended that besides training teachers of polytechnics TTTIs should coordinate training of teachers of engineering degree colleges, architecture, management institutions. For this purpose, TTTIs will be developed as National Centres for training in technology for teachers. These institutions will also focus in providing their services to the industry by training their staff and undertaking consultancy services.

This Ministry has formulated a draft training policy in which teachers of technical institutions have to play multiple roles namely teaching, curriculum development, instructional material development, research and consultancy. The training policy is

likely to be finalised by the Ministry shortly. TTTIs are also playing important role as resource centres for implementing World Bank Assisted Technician Education Project–III which has its coverage in polytechnics of six North East States (including Sikkim), Andaman & Nicobar Islands and Jammu & Kashmir.

Community Polytechnics

The Polytechnic, as institution, is well equipped with physical facilities (lecture rooms, workshop, hostels, equipment's) which could be used for linking centres of knowledge and skills to rural communities. It has qualified and trained faculty which could scientifically formulate, implement and monitor rural oriented programmes and projects especially where transfer of technology is involved. It has large body of student population which can be of tremendous help in making meaningful contributions to rural development given proper directions according to well conceived plans.

Keeping the above in view the Scheme of Community Polytechnics was started in year 1978-79 as a Direct Central Assistance Scheme of the Govt. of India. The Ministry of HRD provides one time Non-recurring grants-in-aid of Rs.7.25 lakh and annual Recurring grants-in-aid to the maximum of Rs.7 lakh directly to Selected AICTE approved Polytechnics whose proposals are recommended by the State Directorate of Technical Education. As on date, there are 641 Community Polytechnics in the country, out of which, 111 are being conducted at the Women's Polytechnics. The region-wise distribution of Community Polytechnics is as under:

Northern Region	:	186
Southern Region	:	227
Eastern Region	:	96
Western Region	:	132
Total	:	**641**

The Community Polytechnics are not a separate institution different from a normal polytechnic. It is a wing of an existing polytechnic mandated to undertake rural/community development activities through application of science and technology in

its proximity using infrastructure existing in polytechnics.

Activities under the Scheme include :-
- To ascertain the felt needs of the community through techno-economic job potential survey;
- To provide a platform for transfer of appropriate technologies to rural masses for the development on scientific lines;
- To provide technical/support services to the local community;
- To train rural youth, women, SCs/STs, minorities, school dropouts and other disadvantaged group of the community in need based non-formal courses/skills to enable them for obtaining gainful employment (self/wage); and
- To disseminate information and create awareness regarding development programmes for creating a problem solving environment.

Each Community Polytechnic serves through its Village Extension Centres each covering 10-12 villages of its proximity and Main Centre established in the premises of the Polytechnics itself. Each Community Polytechnic provides training to about 500 rural youth every year. Thus, about two lakh persons receive training every year. There is no age, qualification bar etc. for the trainees. The training courses are competency based. The duration ranges from three to six months.

The Scheme of Community Polytechnics has been reviewed twice at the National Level. The first review was undertaken by Kalbag Committee in 1987 and the second by Luther Committee in 1994. Both the reviews recommended the expansion of the scheme to cover all AICTE approved Polytechnics besides suggesting a multi-skill competency based training, a special programme for women, handicapped, street children and functional linkages with other rural development skills of the Central/State Government.

Since the inception of the scheme of Community Polytechnic, about 12,00,000 persons have been trained in various job-oriented skills. As per a tracer study conducted by TTTIs, the beneficiaries include 18 percent SCs, 4 percent STs, 13 percent Minorities and 43 percent Women. The self/wage employment is in the range of 30 to 50 percent. Out of the 41 educationally backward minority concentrated districts, 37 districts have already been covered under this scheme.

The most popular courses for the women participants are:
- Garment Making;
- Textile Printing;
- Embroidery;
- Food Processing;
- Secretarial Works; and
- Financial Status.

Technology Development Mission

A need was felt that institutions of excellence like IITs and IISc Bangalore need to concentrate on technology assessment and forecast so that futuristic approaches could be reoriented to take up the development of emerging science and technology trends in the country. Sequel to this, the following seven generic areas of strategic significance were approved:
- Food Processing Engineering;
- Integrated Design and Competitive Manufacturing;
- Photonic devices and Technologies;
- Energy Efficient Technologies;
- Communication Networking and Intelligent Automation;
- New Materials; and
- Genetic Engineering and Biotechnology.

Indian Institute of Technology/Indian Institute of Science, Bangalore were the lead institute for each of the seven generic areas. There will be up to three participating Institutes, apart from the participation of industries.

The first phase of Technology Development Mission has been completed and reviewed by the National Steering Committee. A large number of Projects with

direct involvement of industry were undertaken under the different mission programmes. The various technology developed under various missions have been transferred to the industry. Based on the experience gained in the Phase – I action is afoot to launch Phase – II. The following nine areas are identified for implementation in Phase–II:

- Advanced Design and Manufacturing Processes and Technologies;
- Information and Automation Technologies;
- Communication Technologies and Networks;
- Electronics Technologies and VLSI Design;
- Advanced Agricultural and Food Technologies;
- Health Care and Biotechnology;
- Materials Technology;
- Energy, Resources Management and Environment Technology; and
- Technology of Managing Education Systems.

Modernisation and Removal of Obsolescence

High priority has been accorded to Modernisation and Removal of obsolescence in library /laboratories /workshops/computing facilities in Engineering & Technological, Management, Pharmacy, Architecture Institutions in the country. Modernisation is undertaken to enhance functional efficiency of these Institutes for teaching, training and research purposes. The main features are:

- Removal of Obsolescence in Working machinery and equipment of Laboratories for Engineering and Technological, Management Pharmacy, Architecture courses in the Central Institutions including Regional Engineering Colleges;
- Modernisation of Laboratories and Workshops by addition of new equipments;
- Augmentation of the library facilities;
- Support Projects involving new innovations in Classroom technology, Laboratory instructions, Instructional materials and charts, development of appropriate technology;
- Training and retraining for the teaching and supporting Technical Staff; and
- Upgradation of Computing and Networking Facilities.

During 2000-01 an amount of Rs.8 crore was released to IITs, IIMs, IISc Regional Engineering Colleges and other Central Institutions.

Thrust Areas of Technical Education

The scheme provides for project based financial support for creation of infrastructural facilities in terms of labs and quality manpower in the emerging areas with the following objectives:

- To develop the infrastructure in terms of modern laboratories in the thrust areas;
- To develop a strong base for advance level work by identifying programmes and courses by institutions, taking into account the vastness of the country and regional needs with special attention to the rural society and disadvantaged sections; and
- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy.

During 2000-01 an amount of Rs.6 crore was released to IITs, IIMs, IISc Regional Engineering Colleges and other Central Institutions.

Research and Development

R&D activities have been considered as an essential component to higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process. The Ministry of Human Resource Development provides project based financial support with the following objectives:

- Creating and up-dating the infrastructure for R&D effort.
- Supporting sponsored/joint research projects in Engineering & Technology, Pharmacy, Architecture and Management. The joint research projects with other Technological Institutions, research laboratories and Industries of repute would be valuable.

During 2000-01 an amount of Rs.4 crore was released to IITs, IIMs, IISc Regional Engineering Colleges and other Central Institutions.

Scheme of Apprenticeship Training and Board of Apprenticeship Training

The National Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 vocational pass-outs in about 10,000 industrial establishments/organisations, under Apprenticeship Act 1961 as amended from time to time and as per policies and guidelines laid down by the Central Apprenticeship Council (CAC).

The four Regional Boards of Apprenticeship/ Practical Training located at Mumbai, Calcutta, Kanpur and Chennai which are fully funded autonomous organisation of Ministry of Human Resource Development (Department of Secondary Education & Higher Education) have been authorised in their respective regions to implement the Apprenticeship Act. The period of apprenticeship training under the Act is one year. The apprentices are paid monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The stipend payable to engineering graduates, technicians and 10+2 vocational apprentices is Rs.1970/-, 1400/- and 1090/- per month respectively. All the four Boards have been advised to select women, SCs/STs, as well as minorities candidates according to the Rules for imparting practical training under the Apprentices.

Under the Scheme during the 8th Five Year Plan about 1,51,000/- apprentices were trained against the target of 1,50,000. The target fixed for 9th Five Year Plan is to train about 1,80,000/- apprentices. During the first four years of the 9th Five Year Plan about 1,40,000/- apprentices have already been trained under the Scheme. The number of apprentices trained during the year 2000-2001 were 35,500. The target fixed for the year 2001-2002 is about to train 50,000 apprentices. The target for 10th Five Year Plan is to train about 3,00,000 apprentices. Regional Boards apart from their normal activities also conducted supervisory development programmes, career guidance programme, etc., for the benefit of final year students of diploma/degree level institutions.

Technical education is instrumental in making remarkable contribution to the economic growth of developing countries by way of suitable manpower production according to the needs of the industry, society and the global world as a whole. The scheme aims to impart post practical training to freshly graduate engineers, diploma holders and 10+2 vocational pass outs in consultation with industries as per their requirement of manpower.

Board of Assessment for Educational Qualifications

A High Level Committee has been constituted in place of Board of Assessment for Educational Qualifications for the purpose of recognition of professional technical qualifications (except those concerning health and medical subjects) for qualifying to the posts and services under the Central Government.

Facilities to Self-Financing Foreign Students for Admission in Institutions in India

Post-graduate Level Technical Courses

Self-financing foreign students intending to pursue studies in post-graduate programmes in technical subjects (except in health and medical subjects) in institutions in India are issued No Objection Certificate (NOC) by this Ministry on receipt of clearance from the Ministry of External Affairs.

During the academic year 2001-2002, about 205 foreign students have obtained No Objection Certificate from this Ministry for studies in various Institutions in India for PG courses relating to Technical Education.

Under-graduate Level Technical Courses

Self-financing foreign/non-resident Indian students can take direct admission upto 15 percent of the sanctioned strength in under-graduate courses of private unaided and AICTE approved institutions in India. The Ministry of Human Resource Development issues NOC in such cases to the Heads of the Institutions where the students are admitted. During the academic year 2001-02 about 110 foreign students have been given No Objection Certificate by this Ministry for studies in various Institutions in India for UG courses relating to Technical Education.

Asian Institute of Technology (AIT), Bangkok

AIT was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. India is represented in the Board of Trustees of AIT by an eminent educationist in his individual capacity. At present Prof. Ashoka Chandra, Special Secretary in Ministry of HRD is a member of BOT of AIT, Bangkok.

The Government of India contributes to AIT, Bangkok by way of faculty secondment and cash grant of Rs.3 lakh per year for academic related activities in India and purchase of Indian equipment and library books.

Scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education

The Scheme envisages to integrate the physically disabled in the mainstream of technical and vocational education in the country.

The scheme aims to select and upgrade 50 existing polytechnics in different locations in the country to introduce technical/vocational and continuing educational programmes for the persons with disabilities. It is targeted that these 50 selected polytechnics will benefit every year. One thousand two hundred and fifty students with disabilities in diploma level courses, and, 5000 students with disabilities in short duration technical/vocational/courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilisation, employability etc. of students with disabilities, and, develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the mainstream.

The process of selection of 50 polytechnics has already been completed. The polytechnics which were selected during the first phase are actively training the students with disabilities in formal and non formal programmes. The remaining 38 polytechnics were asked to organise surveys for identifying the areas of operation and start preparation of ground work for organising the programmes from the next academic year.

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The Technician Education Project -III covers eight States/UT's, i.e., Arunachal Pradesh, Jammu & Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Union Territory (UT) of Andaman & Nicobar Islands. The project aims at increasing access of some disadvantaged sections of the society (women, scheduled tribes, minorities, rural youth) to technical education and to promote active interaction of the polytechnic with the local industry and the community through their involvement in continuing education of industry personnel, non-formal training of rural youth, educated unemployed and school dropouts and through participation in local developmental activities.

The project covers 12 existing and six new polytechnics and has three components: (i) Developing/expanding capacity to provide increase access to technician education; (ii) Enhancing quality of education to produce better trained technicians; and (iii) Improving efficiency through better planning administration and utilisation of the system and increasing its responsiveness to the emerging labour market needs. Total cost of the project is about Rs.329 crore.

During the year 2001-2002, academic supports was provided to the project states in initiating activities related to improving quality aspect of the project. AICTE accorded approval for all new polytechnics and new courses to be started under the project. Two of the six proposed new polytechnics were started in Sikkim.

Faculty and technical staff development activities have been initiated in a planned and regular manner. A system of regular and continuous evaluation and revision of curricula has been developed.

LACI based project, Financial Management System Software, has been developed. The States/UT are being assisted in procurement of goods and services by consultants.

Efforts are in progress to provide levels of autonomy to all project polytechnics and increasing efficiency of the polytechnics to generate and utilise its own resources and becoming self-sustaining to the extent possible.

Canada India Institute Industry Linkage Project (CIIILP)

The Canada India Institute Industry Linkage Project is a bilateral technical education project supported by the Government of Canada and India, with funding from the Canadian International Development Agency (CIDA). The executing agency is the Association of Canadian Community Colleges (ACCC). On the Indian side, the major stakeholders are the Union Ministry of HRD and Directorate of Technical Education of the project states.

The project is implemented in five States - Madhya Pradesh, Maharashtra, Goa, Gujarat and Chhattisgarh.

The Project is designed to enhance, the efficiency and effectiveness and the technical education system in the project states by means of - (i) Developing sustainable models for effective interaction and linkages between technical institutions and industries, (ii) Ensuring sustainability and promoting replication of the project initiatives and (iii) Promoting private sector participation in human resource development issues.

The project goal is to assist the Government of India in its efforts to make the technical education system more responsive to the changing socio-economic environment.

The project is implemented in two phases - start-up phase and implementation phase. The start -up phase began in May 1999 and completed in December 1999. The implementation phase started in January 2000.

The project is implemented under the overall guidance and supervision of Joint Project Steering Committee (JPSC) under the Chairmanship of Special Secretary in the Ministry of Human Resource Development, Department of Secondary & Higher Education, Government of India. The National

Project Directorate (NPD) and In-India Working Group (IIWG) is responsible for the monitoring of the day to day activities of the implementation of the project. JS (T) in the Ministry of Human Resource Development, Department of Secondary & Higher Education is designated as the National Project Director. He is also the Chairman of the In-India Working Group. The project implementation office in India is presently located at Pune.

Activities

- April 26 - 27. DTE, SPIU Coordinators and Principle Meeting was held at Mumbai and Ahmedabad to review the DOTE Work Plan;
- 8-11 May, 2001. Industrial Linkage Officer Consultancy Meeting;
- 12-20, May - SPCU study trip to Canada for training in Strategic planning;
- 21-23 May, Meeting between MHRD and CIIILP Project Manager to revise the Work Plan;
- 31 May - In - India Working Group Meeting at MHRD and approval of Work Plan 2001-2002;
- 25-29 June - DTE study trip to Canada for training in Strategic Planning and Management; and
- 29th June - Third JPSC Meeting held in Canada.

Training Programme Held in India During the Year

- Training Programme in "Tools for Formation of Managing Committee" and their functioning for ILO and Principle;
- Quality meeting and training in MOU Negotiation, Consultation Technique and professionalism for Industry Linkage Officers;
- Training in Strategic Planning for project Institute SP Groups;
- Training in Development of Staff Competency profile for Staff Development Managers and Senior Faculty of Project Institutes; and
- Training in understanding concept of Canadian Community College and their functioning.

Colombo Plan Staff College for Technician Education (CPSC)

The Colombo Plan Staff College for Technician Education (CPSC) is a specialised agency of the Colombo Plan. It was established on 5 December, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host government for twelve years. In 1986 CPSC moved to Manila, Philippines.

The Staff College is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia and Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in service training and staff development programmes.

Besides the regional programmes, In-country programmes are also carried out by CPSC, Manila. A few of the programmes carried out during 2000-2001 are shown in Box 11.4.

Educational Consultants India Limited (Ed.CIL)

Ed.CIL was established as a Government of India Enterprises in 1981 to undertake various educational projects with focus on Technical Assistance activities such as preparation of Detailed Project Reports for establishment of educational institutions, Development of curricula, Assessment of manpower requirement, carrying out surveys, etc. The focus was subsequently broadened to include activities related to promotion of Indian Education System abroad, placement of foreign students in Indian Institutions and Secondment/Recruitment of experts in various fields for Ed.CIL client's abroad as well as in India. During the last few years Ed.CIL has further widened its areas of operation and taken up turnkey construction & procurement projects (with focus on Educational Institutions) and also Testing activities for admission to Educational Institutions and recruitment.

Regional Programme & Venue	Month/Year
1) Using Web based Instruction for TVE Manila, Phillipines	January, 2001
2) Developing an Accreditation 2001 Nepal	January, 2001
3) Increasing Women's Participation 2001 in TET and their Access to quality Employment, Indonesia	January, 2001
4) Developing Labour Market Information System Sivat - Koma, Korea	April, 2001
5) Managing Change through Organisation Development Manila, Phillipines	September, 2001
6) Developing Web-based Labour Market Information System (LMIS) Korea	September, 2001
7) Establishing Networking through Internet Seoul, Korea	October, 2001

In-Country Programme Venue	Year/Month
1) Developing Programme Multimedia Instructional Material TTTI, Bhopal	13 - 24 August 2001

Ed.CIL is a profit making PSU and has been earning profit over the last 14 years and has been regularly paying dividend to the Government of India.

During the period of report, Ed.CIL has undertaken major turnkey projects for Educational Institutions such as IIIT, Allahabad, IIITM, Gwalior, Morarji Desai Residential School Complex. Ed.CIL is also involved in procurement activities for Educational Institutions and in IT literacy project. Ed.CIL provided logistics support projects for MHRD - DPEP, NPIU, Swa-Shakti project under Department of Women & Child Development.

International presence of Ed.CIL was strategically encouraged in order to increase export of Indian Education, promote Indian Education System abroad and attract foreign students. In this connection, Ed.CIL organised and participated in a number of Education fairs abroad. Seminars, student's counselling and exhibitions were the main activities during these fairs. Ed.CIL so far organised/ participated in 14 such fairs. Indian Education portal - www.educationindia4U.com - was launched to provide comprehensive information about Indian education and act as a single window for enrolment of students.

Reservation of Seats in Degree, Diploma Level Technical Courses

The Ministry of Human Resource Development extends facilities for technical education to all States/ UTs by reserving seats in degree/diploma level technical courses in Engineering/Pharmacy/ Architecture in AICTE approved institutions for States/ITs which either do not have proper facilities for technical education or lack of facilities for training or education in some specific fields of technical education. Nomination of candidates against these reserved seats is made by the State Governments in

International presence of Ed.CIL was strategically encouraged in order to increase export of Indian Education, promote Indian Education System abroad and attract foreign students. In this connection, Ed.CIL organised and participated in a number of Education fairs abroad.

accordance with their rules and guidelines laid down by AICTE.

In addition, reservation is also made in government-aided institutions in favour of the Ministry of External Affairs for self-financing foreign students, for recipients of Indian Council for Cultural Relations Scholarships for wards of Government employees posted in Indian Missions abroad, for recipients of Children's Bravery Awards on Republic Day (through the Indian Council for Child Welfare) and for the Central Tibetan Schools Administration. However, there is no reservation in IITs under the scheme.

New Initiatives

All India Engineering Entrance Examination
Ministry of HRD has decided to organise an All India Engineering Entrance Examination (AIEEE) from the year 2002. This Examination would cater to engineering programmes offered in the deemed universities, central institutions other than those covered by JEE and institutions in some States/UTs. Apart from this, admissions for both the free/ payment seats meant for students from other states in State level institutions (where exist) shall also be made through this examination.

The responsibility of conducting All India Engineering Entrance Examination (AIEEE) is assigned to Central Board of Secondary Education (CBSE). CBSE is already conducting All India Pre-Medical/Pre-Dental Examination since 1988 against All India quota of 15 percent seats in Medical/Dental colleges in the country.

The Entrance Examination shall be designed in such a manner that the students coming from rural background are not put to any disadvantage. Syllabus for the test shall be based on common minimum syllabus drawn from different State Boards of School Education. Efforts would be made to ensure that no special coaching would be essential

for appearing in this examination. Timing shall be such that the students can fully use their preparations for Class XII examination.

The Examination shall comprise of multiple choice / objective type questions in Physics, Chemistry and Mathematics. An additional Aptitude Test would be given to the candidates opting for B.Arch. Programme. For candidates seeking admission to Bachelor of Pharmacy Programme, a test in Biology in addition to Physics, Chemistry would be there. There will be total transparency in conduct of this examination. Detailed score- cards with rank / marks shall be issued to all candidates.

National Programme for Earthquake Engineering Education
To give special thrust to education in earthquake engineering in the country, the Government of India is going to launch a National Programme for Earthquake Engineering Education (NPEEE). This programme would include training of teachers, development of course material, development of library resources, etc. and sensitising the engineering and architecture institutions and academics towards earthquake engineering.

Special Thrust for Promotion of Education in Biotechnology
A programme to give special thrust for education and research in the area of biotechnology, with focus on premier institutions like IITs and IISc., Bangalore, is proposed to be launched. Under this programme, the premier institutions shall have full-fledged departments of biotechnology and initiate programmes at undergraduate, post graduate and doctoral level in this area. The proposal also includes creation of core central facilities for joint use by these institutions. This programme is expected to provide competitive edge to the country in long-term development of biotechnology potential in the country. This would also facilitate in providing quality faculty in this discipline for the system.

Book Promotion

The National Policy on Education envisaged easy accessibility to books for all segments of the population. It called for measures aimed at improving the quality of books for children, including textbooks and workbooks. Keeping the guidelines of the NPE in mind and in order to inculcate the habit of book reading in young minds, the Government of India decided to observe the year 2001-02 commencing 23 April, 2001 as "The Year of Books".

The National Policy on Education (NPE), 1986 envisaged easy accessibility to books for all segments of the population. It called for measures aimed at improving the quality of books for children, including textbooks and workbooks. During the year under report, the Department of Secondary and Higher Education initiated a number of initiatives in pursuance of the NPE directives.

National Book Promotion Council (NBPC)

The Government reconstituted the erstwhile National Book Promotion Council (NBPC) in December 1997 under the Chairmanship of the Minister of Human Resource Development. However, no meeting of the Council was convened during this year. The Council offers a forum to facilitate exchange of views on issues such as writing, production, publication and sale of books, pricing and copyrights, reading habits of people, availability of books for different segments of population, and the quality and content of books in general.

Committee on Promotion of Reading Habits and Development of Book Publishing Industry

The Ministry of Human Resource Development set up, during the year, a Committee on Promotion of Reading Habit and Development of Book Publishing Industry, to facilitate policy formulation on promotion of reading habits and strengthening of the book publishing industry in the country. The Committee consists of representatives of publishing industry, authors, experts and representatives of other concerned ministries. A special meeting of the Committee was held in July 2001 to deliberate upon various issues concerning book promotion policy especially with regard to programmes/activities in connection with celebrations of the Year of Books.

Coordination Committee on Setting up of Educational Libraries

A Coordination Committee on Educational Libraries was set up during the year 2000. The task of the Committee is to make recommendations on

- improving the effectiveness of the School (Secondary & Senior Secondary), College and University Libraries;
- equipping School (Secondary & Senior Secondary), College and University Libraries to face the challenges of the digital age; and
- role of libraries in the creation of knowledge society.

A meeting of the Committee was held in July 2001 and decided to give boost to the library movement particularly in schools all over the country in this year of books.

Scheme of Assistance to Voluntary/Private Organisations for Organising Seminars/ Training Courses/Workshops/Annual Conventions Connected with Book Promotional Activities

In order to encourage book promotional activities by non-governmental organisations, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organizing seminars, training courses, workshops and annual conventions connected with book promotional activities.

During the year, assistance has been extended for seminars in Delhi, Mumbai, Chennai, Varanasi, Kottayam etc. One of the important activities supported by the scheme during the year was Delhi Book Fair held in August 2001.

The Ministry of Human Resource Development set up, during the year, a Committee on Promotion of Reading Habit and Development of Book Publishing Industry, to facilitate policy formulation on promotion of reading habits and strengthening of the book publishing industry in the country.

Hon'ble Prime Minister of India releasing NBT title "The Brahmaputra" on 13th September 2001

National Book Trust (NBT)

The National Book Trust (NBT), India, is a premier organisation that caters to all segments of society by publishing works of fiction and nonfiction on a variety of subjects in English, Hindi and other Indian languages, including books for children and post literacy reading material for neo-literates, at moderate prices. The languages in which books are published include Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu. Publishing of books is also being carried out in other languages included in the VII Schedule of the Constitution such as Kashmiri, Konkani, Manipuri, Nepali and Sindhi. On an experimental basis, select titles for children have been brought out in some tribal languages like AO, Naga, Garo, Khasi, Mizo, Bhilli, Gondi and Santhali. Four hundred and one titles have been published between April, 2001 to November, 2001. Another 200 titles are targeted to be published by the end of March, 2002. From April, 2001 to October, 2001 the Trust earned revenue of Rs.1.51 crore. The Trust anticipates earning another Rs.1.33 crore by the end of March, 2002.

National Book Trust, India (Nodal Agency for Year of Books Programmes)

To mark the celebrations of the Year of Books from 23 April, 2001 which is also celebrated as World Book & Copyright Day, the Trust organised a book exhibition from 21-23 April, 2001 and a one day seminar on Reading Habit in the New Century on 23 April, 2001 jointly with Federation of Indian Publishers. Hon'ble Human Resource Minister inaugurated the seminar and the exhibition.

Activities carried out by the Trust so far are as under:
- A bilingual booklet highlighting the concept of the Year of Books and the activities that various educational institutions, libraries/library functionaries, publishers/booksellers, industry, parents, media etc. shall undertake during the year has been printed. Copies of this booklet have been circulated among different educational, literary and cultural institutions and other agencies all over the country;
- A special logo for Year of Books has been designed. This was widely distributed;
- Special advertisements in English, Hindi and some Indian languages, promoting the concept of the Year of Books in the media;
- Card calendars, bookmarks, timetables, name labels with the logo of the Year of Books distributed among school children all over the country;
- Prepared documentaries on Year of Books for telecast on Doordarshan;
- Special 10 percent discount is being extended on NBT publications; and
- A tableau on the theme 'The Year of Books' has been prepared for the Republic Day Parade on 26 January, 2002.

Book Fairs and Book Release Functions

With a view to promoting books and inculcating reading habits, the NBT organises book fairs,

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Box 12.1

Book Fairs & Exhibitions

- Children's Book & Activity Fair, Dehradun
- Barpeta Book Fair (Assam)
- Aizawl Book Fair (Mizoram)
- Children's Book & Activity Fair, Delhi
- Dharwad book Festival, Dharwad
- Patna National Book Fair

Prominent Books Released

- Tamil edition of *Thirukkural*
- A Hindi edition of *Copyright Law*
- *The Brahamputra* by Arup Kumar Dutta (released by the Prime Minister)
- The Gujarati translation of the *The Mind of Mahatma Gandhi by R. K. Parch & U.R. Rao, Totto Chan* by Tetsuko Kuroyanagi and *My Journey to the Magnetic North Pole* by Preeti Sengupta
- The Tamil translation of *Gandhiji & his Disciples* by Jayant Pandya
- *Women in Indian Society* by Neerja Desai

exhibitions and Pustak Parikramas at regional and national levels, including the biennial New Delhi World Book Fair. The 15th New Delhi World Book Fair was organised from 28 January, 2002 to 4 February, 2002. During the current financial year, the NBT organised five Seminars and Workshops including organisation of 10 book release functions.

Books on Wheels (Pustak Parikramas)

In order to make books available at the doorsteps of the reader, a special initiative was taken to organise mobile exhibitions in various parts of the country, including Delhi, Himachal Pradesh, Jharkhand, Bihar, Kerala, Punjab Orissa etc.

NBT Sponsored Book Fairs/Exhibitions/Seminars/Workshops

As the nodal agency for the celebration/promotion of the 'The Year of Books' 2001-2002, the NBT, *inter-alia*, is providing financial assistance to colleges, universities and other educational institutions all over the country for organizing book fairs/exhibitions and seminars related to books. The Trust participated in the Seventh Delhi Book Fair which was held, from 12-20 September, 2001 at Pragati Maidan organised by the Federation of Indian Publishers in association with India Trade Promotion Organisation, as part of the 'The Year of Books' celebrations. Besides launching a publicity campaign,

a seminar on 'Books for All and All for Books' was also organised.

Celebration of World Book and Copyright Day

The National Book Trust and the Federation of Indian Publishers in cooperation with UNESCO successfully celebrated the Fifth World Book and Copyright Day on 23 April, at Delhi.

National Book Week

The NBT organises National Book Week every year, from 14–20 November, all over the country. During this week, a string of book related activities and programmes are organised by the Trust with the cooperation of various associations, booksellers, schools, colleges and universities. An extensive awareness campaign is the hallmark of the Book Week. Thousands of institutions and organisations are encouraged to take up various book-related activities during the Book Week.

Assistance to Authors and Publishers

To promote the publication of reasonably priced books for higher education, the NBT provides financial assistance to authors and publishers of textbooks and reference material. Under the scheme for subsidised publication of books, only such books are subsidised for which a definite need is felt and which relate to subject areas where books of an acceptable standard are either not available or are so expensive as to be beyond the means of students. Eleven titles were brought out under this scheme and 10 proposals are in the pipeline. Under the scheme of Core Books on Medical Sciences, during the period of report, one book was published.

Promotion of Children's Literature

The National Centre for Children's Literature (NCCL) was established in the NBT to bridge the gap between the creators and readers of literature for the young. Under this scheme, nine special Seminars/Workshops were organised on Children's Literature as a theme. Four quiz shows for Children were organised by the Trust at various occasions like Delhi Book Fair, Barpeta Book Fair. A Reader's

The Government of India decided to observe the year 2001-2002 commencing 23 April, 2001 as "The Year of Books". This day was chosen because it is celebrated the world over as "The World Book & Copyright Day".

Club Movement was started during this period for children. Eight hundred such clubs have started functioning in various institutions for children.

Book Promotional Activities

As the growth of human resources potential in the country is closely linked with reading habits prevalent in the society, concerted attention has to be paid on promotion of reading habits. Reading habits are encouraged through book promotional activities. The Department has been taking a number of steps in this direction, including providing financial assistance through the scheme of 'Assistance to Voluntary Agencies in the field of Book Promotional Activities', and through NBT, an autonomous organisation under this Ministry.

Year of Books

Keeping the above guidelines of the National Policy on Education in mind and in order to inculcate the habit of book reading in young minds, the Government of India decided to observe the year 2001-2002 commencing 23 April, 2001 as "The Year of Books". This day was chosen because it is celebrated the world over as "The World Book & Copyright Day".

The declaration of the Year of Books is indicative of government's concern and commitment in promoting books and reading habits in the country. All State Governments have been requested to initiate programmes to observe the year in a meaningful manner. National Book Trust, India is the implementing agency on behalf of the Government. State Governments of Maharashtra, Rajasthan, Orissa, Punjab and Haryana have assured to take action to open book-shops at Government Hospitals, Shopping Complexes, bus-stops etc. Department of Posts is also taking steps to print Year of Books Logo on Post cards & Inland letters. Discussions with FICCI & CII were held to explore the possibility of involving corporate houses to sponsor Year of Books programmes, advertisement through educational television channel like Gyan Bharati etc.

National Committee on Book Reading and Executive Committee on Book Reading

Two high level Committees, namely, National Committee on Book Reading and Executive Committee on Book Reading have been set up during the period under report in connection with celebration of Year of Books. The National Committee on Book Reading has been set up under the Chairmanship of Human Resource Development Minister to chalk out programmes for the Year of Books whereas the Executive Committee under the Chairmanship of Education Secretary has been set up to look into the implementation of various programmes & activities being organised during the Year of Books.

■|Box 12.3

The Objectives of "The Year of Books"

- creation of public awareness about books;
- finding solutions to the problems of writers;
- publishers and distributors;
- improving educational libraries;
- spreading the reach of mobile libraries;
- emphasis is being laid on supporting rural library movement; and
- setting up Book Reading Clubs in schools, colleges and rural community centres.

International Standard Book Numbering System

The International Standard Book Number is a unique International Identifier for monographic publications. The ISBN is a 10 digit number which replaces the handling of long bibliographic descriptive records. The ISBN is known throughout the world as short and clear machine readable identification number which makes any book unmistakenly identifiable. It is an essential instrument in modern distribution and rationalisation opportunities in the book trade.

Raja Rammohan Roy, National Agency for ISBN, India, has been making registrations of Indian Publishers, authors, institutions, universities and government departments who are responsible for publishing books. Since its inception the National Agency had allocated 5912 prefixes to different publishers in different categories which covers the period upto December 2001. Seven hundred and sixteen Prefixes have been allocated during January, 2001 to December, 2001. About 53 percent publishers are using ISBNs in India. About 51,0000 ISBNs had been issued to different titles in English, Hindi and other regional languages till today. The Agency had also compiled the 13th volume of National Catalogue of ISBN Titles. In the year 2001, to facilitate easy allotment of ISBN to publishes, the Agency had participated in Nagpur Tricentury Book Fair, Nagpur. Twenty-ninth International ISBN Agency Advisory Panel Meeting in Luxemburg, 2001 was attended so as to keep abreast of the latest developments in the field of ISBN.

Copyright and Related Rights

India is a major producer and exporter of copyright materials like books, computer software, cinematograph films and music. Thus it becomes imperative that the thrust areas in copyright like enforcement machinery, research and academic studies in the higher education stream and collective administration system are strengthened, encouraged and enforced.

Copyright Industry

India is a major producer and exporter of copyright materials like books, computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. The exports of books and other printed materials have grown from Rs.215 crore in 1998-99 to Rs.260 crore (estimated) in 1999-2000. The target for 2000-2001 was Rs.300 crore. The turnover of the computer software industry has grown from Rs.24,500 crore in 1999-2000 to Rs. 37,760 crore in 2000-2001. The exports of computer software have grown from Rs.17,200 crore in 1999-2000 to Rs.28,350 crore in 2000-2001. It is expected to be Rs 37,000 crore in 2001-2002. The computer software turnover in the domestic market is expected to grown from Rs 9,410 crore in 2000-2001 to about Rs12,500 crore in 2001-02. The annual sale of domestically produced recorded music (including CDs) was of the order of Rs.12,543.33 crore in 1999.

Copyright Law

Copyright and related rights are governed by the Copyright Act, 1957 as amended and the Copyright Rules, 1958 as amended from time to time and the International Copyright Order, 1999. The International Copyright Order was amended in 2000 to extend copyright protection to the works of nationals of those countries who have joined the copyright treaties since the publication of the Order. The Act gives the creators of literary, dramatic, musical and artistic works, cinematograph films and sound recordings rights to reproduce, perform, translate, communicate to the public, etc., their works. It also gives broadcasting organisations 'broadcast reproduction right' and bestows on performers 'performer's' right. The Act also provides the authors certain moral rights like the right to claim authorship and to restrain or claim damages in respect of any distortion, mutilation, etc., of their work.

The Copyright Act provides for a Copyright Board to settle copyright disputes, Copyright Office for registration of copyright works and for setting up of copyright societies to do copyright business.

Copyright Board

The first Copyright Board, a quasi-judicial body was constituted in September, 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of errors in copyright registration, disputes in respect of assignment of copyright and granting of licences of published works withheld from public and unpublished Indian works, to produce and publish works for certain other specific purposes. It also hears cases in other miscellaneous matters instituted before it under Copyright Act, 1957. The meetings of the Board are held in different Zones of the country to provide facility of justice to authors, creators and owners of intellectual property, near their places of residence or occupation.

The present Copyright Board has been reconstituted for a period of five years w.e.f. 22 February, 2001. Since its reconstitution it has met five times so far in different Zones. In these meetings a considerable number of cases were decided.

Copyright Office

The Copyright Office was established in 1958 in pursuance of Section 9 of the Copyright Act, 1957. Copyright comes into existence as soon as a work is created and its acquisition does not require any legal formality. Though registration is optional, the Copyright Act, 1957, as amended from time to time, provide for registration of Copyright of an original literary, dramatic, musical and artistic works; Cinematograph Films and Sound Recording. During the last financial year 1475 works have been registered. The category-wise break-up of such registered works is as under:-

Literary	288
Artistic	957
Sound Recording	33
Computer Software	196
Cinematograph	1

In addition to this, the Copyright Office also registers the changes in the particulars of Copyright entered in the Register of Copyrights in accordance with Rule 16 of the Copyright Rules, 1958. Moreover,

Union Minister of Human Resource Development Dr. Murli Manohar Joshi releasing a book on Copyright Law on World Book & Copyright Day April 23, 2001

The term of the CEAC, which expired on 5 November, 2000, was extended for another three years w.e.f. 6 November, 2000. The first meeting of the re-constituted Council was held on 20 July, 2001 in New Delhi. Some valuable suggestions were made in this meeting for effective enforcement of copyright which are under consideration.

Special Cells for Copyright Enforcement

The States/UTs of Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Sikkim, Tamil Nadu, West Bengal, A&N Islands, Chandigarh, Dadra & Nagar Havelli and Daman & Diu have set up either separate copyright enforcement cells or special cells in the Crime Branch to look after copyright offence cases. All other States/UTs have also been asked to do the same.

Copyright Office also issues certified copies of the extracts from the Register of Copyrights. Inspection of the Register of Copyright is also open to the interested persons at all reasonable times.

Enforcement of Copyright

In order to strengthen enforcement of copyright, several measures were taken. These include, *inter-alia*, setting up of Copyright Enforcement Advisory Council, organisation of seminars/ workshops to create greater awareness about copyright law among the enforcement personnel and general public, encouraging setting up of collective administration societies and creation of separate cells in state police headquarters, etc.

Copyright Enforcement Advisory Council

The Copyright Enforcement Advisory Council (CEAC) was set up on 6 November, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act.

Nodal Officers

In order to facilitate proper coordination between the industry organisations and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry requested the State Governments to designate nodal officers. The States of Andhra Pradesh, A&N Islands, Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal and the Union Territories of Chandigarh, Daman & Diu, Lakshadweep and Pondicherry have designated nodal officers. A conference of Nodal Officers was held on 12 July, 2001 at Vigyan Bhawan, New Delhi in which industry representatives also participated . It provided an excellent platform for interaction between industry and the enforcement officials.

The Copyright (Amendment) Act, 1994 provides for setting up separate copyright societies for different categories of works. So far three copyright societies have been registered: one each for cinematograph films, musical works and sound recordings.

Collective Administration Societies

The Copyright (Amendment) Act, 1994 provides for setting up separate copyright societies for different categories of works. So far three copyright societies have been registered: one each for cinematograph films [Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT)], musical works [Indian Performing Right Society Limited (IPRS)] and sound recordings [Phonographic Performance Limited (PPL)]. These societies have been actively participating in generating awareness about Copyright & IPR.

Consequent to the number of measures initiated by the Ministry, there has been more activity in the enforcement of copyright laws in the country during the last year compared to previous years. As per the data relating to copyright offences available with the National Crime Records Bureau, the number of copyright cases registered has gone up from 927 in 1999 to 1211 in 2000. The number of persons arrested has increased from 1191 in 1999 to 1762 in 2000. The value of seizures has gone up from Rs.8.14 crore in 1999 to Rs.8.26 crore. These figures reflect the general improvement in the enforcement of the copyright law.

New Scheme

Scheme of Organising Seminars and Workshops on Copyright Matters

The scheme is being implemented since 1998-99. Under this scheme, assistance is provided to educational institutions & other institutions to organise seminar/workshop/symposium etc. to generate awareness. The amount spent during last three years is given in graph 13.1.

Police Training Academy at Hyderabad and Lal Bahadur Shastri Training Academy at Missouri have included this subject in their regular training schedule.

Scheme of Intellectual Property Rights Studies

This scheme is also being implemented since 1998-99. Under this scheme, the amount spent during past years is given in graph 13.2.

IPR Chairs

One of the major initiative taken by the Ministry is to give fillip to IP Education. For this purpose, five chairs at the Universities of Delhi, Pune, Allahabad, Chennai and the National Law School of Indian University at Bangalore have been set up.

International Protection of Copyright and Related Rights

India has for long accepted for international obligations in regard to copyright protection. It is a member-state of the following international conventions on copyright and related rights:

- Berne Convention for the Protection of Literary and Artistic Works since April, 1928;
- Universal Copyright Convention (UCC), under the auspices of UNESCO, since October 20,1957;
- Convention for the Protection of Producers of

Graph 13.1

Seminars and Workshops on Copyright Matters

Amount spent (Rs. in lakhs)

	1998-1999	1999-2000	2000-2001	2001-2002*
	9.00	13.00	23.00	38.00
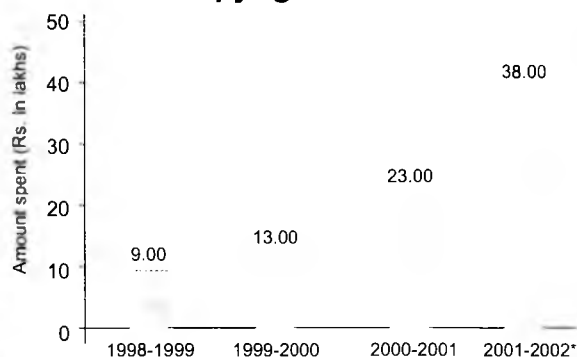
* upto December, 2001

Graph 13.2

Intellectual Property Rights Studies

Amount spent (Rs. In lakhs)

	1998-1999	1999-2000	2000-2001	2001-2002*
	13.00	11.00	21.00	38.00
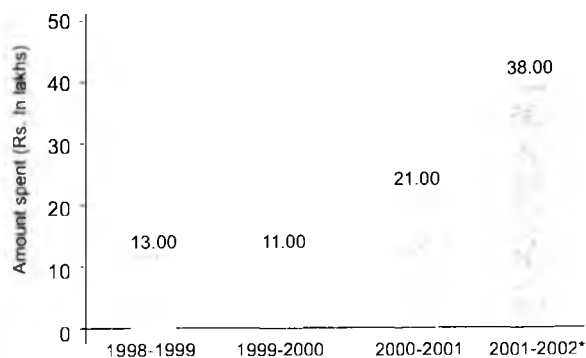
* upto December, 2001

International Seminars on Copyright

During the years India hosted various International and National Seminars and Symposiums, in collaborations with WIPO.

- International Conference on Intellectual Property Education & Training at Delhi on 11-13 July, 2001;
- WIPO Regional Symposium on Collective Management of Copyright and Related Rights at Mumbai on 18-19 December, 2001;
- WIPO National Seminar on Collective Management of Copyright and Related rights at Chennai on 21 December, 2001;
- WIPO in cooperation with the Ministry of HRD and Indian Law Institute, New Delhi organised "Asia-Pacific Regional Colloquium for the Judiciary on Intellectual Property" from 6th–8th February, 2002 at New Delhi. Participants from various countries of Asia-Pacific Region including India participated in the above-said Judges Colloquium;

- India Delegates also participated in various International Seminars, Workshops and round tables on Copyright and related Rights organised by the WIPO in other countries; and
- These Seminars and Workshops provided a platform for interaction between international participants and to know about the latest international developments in copyright and related rights. The department officials also participated in three training courses on Copyright organised by WIPO.

Phonograms Against Unauthorised Duplication of their Phonograms, since February 12, 1975; and

- Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol, since October 31,1983, with some reservations.

Copyright and related rights now form part of the TRIPS (Trade Related Aspects of Intellectual Property Rights) Agreement, 1994 which has come into force with effect from 1 January, 1995. The membership of these Conventions and Agreements ensures that Indian copyright holders get rights in these Conventions and Agreements ensures that Indian copyright holders get rights given in those other countries who are members of these Conventions.

Cooperation with WIPO

India is a member of the World Intellectual Property Organisation (WIPO). WIPO is a specialised agency of the United Nations which deals with copyright and other intellectual property rights, and plays an important role in all its deliberations. This year, delegations from India participated in the following WIPO meetings:

- WIPO-5th Session of the Standing Committee on Copyright and Related Rights held in Geneva from 7-11 May, 2001;
- WIPO-36th Series of Assemblies of Member States of WIPO held in Geneva from 24 September to 3 October, 2001; and
- WIPO-II Session of the Inter Governmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 10-12 December, 2001.

Strengthening of copyright enforcement, boosting research and academic studies on intellectual property rights in the higher education system, and setting up of collective administration societies are the thrust areas in the Tenth Five-Year Plan so far as copyright is concerned.

Promotion of Languages

India has been fortunate in having as part of its heritage a multiplicity of languages. The policies enunciated in the National Policy on Education and the Programme of Action were effectively implemented during the Ninth Plan period. All the languages listed in Schedule VIII of the Constitution were promoted and developed through a variety of central initiatives.

India has been fortunate in having as part of its heritage a multiplicity of languages. During the Ninth Plan period, all the languages listed in Schedule VIII of the Constitution were promoted and developed through a variety of central initiatives. The policies enunciated in the National Policy on Education (1986) and the Programme of Action were thus effectively implemented.

The Department of Education continued the implementation of the scheme of appointment and training of Hindi teachers in non-Hindi Speaking States/UTs. The Central Hindi Directorate continued its work of preparing bilingual, trilingual and multilingual dictionaries. Further, Hindi-Persian, Hindi-Indonesian, Hindi-Sinhalese and Hindi Samyukta Rashtra Bhasha Kosh dictionaries are under publication. More than 335 lakh persons have been enrolled for learning Hindi through the correspondence courses of the Directorate.

With a view to advancing the Pan-Indian norms of Hindi and its promotion and propagation in the whole of India and abroad, Kendriya Hindi Shikshan Mandal, an apex autonomous organisation running Kendriya Hindi Sansthan under its aegis, was established in 1960. The Sansthan develops the latest methodologies of Hindi language teaching, trains Hindi teachers of Non-Hindi speaking areas, undertakes comparative linguistic studies of Hindi and runs various Hindi language teaching courses for Indians and foreigners.

The Central Institute of Indian Languages, Mysore played an effective role in the training of teachers in Modern Indian Languages other than their mother tongues. It also conducted research in the areas of language analysis, language pedagogy, and language technology. In order to bring about improvement in the standards of the teaching/learning of English, the Government of India continued its programmes of financial assistance to the Regional Institutes of English and the English Language Teaching Institutes of different states.

The National Council for Promotion of Urdu Language continued to work for the promotion of Urdu language through its schemes and projects.

The National Council for Promotion of Sindhi Language, set up as an autonomous body, worked for the promotion, development and propagation of Sindhi.

A Centrally Sponsored Scheme of financial assistance to States/UTs for the appointment of Urdu Language teachers was launched during the 9th Plan period.

Central Hindi Directorate

The Central Hindi Directorate was set up in March, 1960 as a subordinate office under the aegis of the Ministry of Education in compliance with the spirit of article 351 of the Constitution of India. The Directorate has since been implementing a number of schemes for the promotion and development of Hindi. It has four regional offices at Chennai, Hyderabad, Calcutta and Guwahati.

The Department of Correspondence Courses of the Directorate implements the scheme of 'teaching Hindi as a second and foreign language to non-Hindi-speaking Indians and foreigners'. So far, about four lakh people have benefited under this scheme. The teaching of Hindi through audio and video cassettes has also been inaugurated.

The Central Institute of Indian Languages, Mysore played an effective role in the training of teachers in Modern Indian Languages other than their mother tongues. It also conducted research in the areas of language analysis, language pedagogy, and language technology.

Under the scheme of publications, various sub-schemes are being operated, viz., foreign dictionaries; bilingual and trilingual dictionaries; Bhasha, Varshiki & Sahityamala Exhibitions of Hindi books and the Free distribution of Hindi books. The publication of Hindi-Pharsi and Hindi-Singhalese dictionaries are the main achievements of the year. Under the scheme of free distribution of Hindi books, 985 Institutes in Non-Hindi speaking states were provided free Hindi books.

Under the scheme of Awards to Hindi writers of non-Hindi-speaking states and the Shiksha Puraskar, 14 writers were awarded prizes of Rs.50,000/- each. Under the scheme of Services & Programmes, eight neo-Hindi writers' workshops, two national symposia, two students' educational tours and eight 'Pradhyapak Vyakhyanmala' were organised.

In addition to the schemes mentioned above, the Central Hindi Directorate also implemented the schemes of financial assistance to Voluntary Hindi Organisations (VHOs) for the promotion of Hindi; for publications in Hindi and for the purchase of Hindi books. During the current financial year, more than 210 grantee institutions were aided. Under the scheme of Publications, eight manuscripts and 15 titles were approved for publication grants. The VHOs that have received grants of Rs.1 lakh and above, may be seen at Annexure 'B'.

Commission for Scientific and Technical Terminology (CSTT)

The Commission for Scientific and Technical Terminology (CSTT), New Delhi was established in 1961 with the aim of enriching and developing all Indian languages as mediums of instruction and popularising the use of Scientific and Technical Terminology in diverse fields to facilitate a change in the medium of instruction at the University level from English to Hindi and other Modern Indian Languages. The Commission has been involved in the task of evolving technical terms in Hindi, producing University level books, definitional dictionaries and various other types of reference literature. So far, 53 definitional dictionaries have been published.

During the year under report, the Commission was engaged in the preparation and publication of monographs and digests, in monitoring the activities of the Hindi Granth Academies of Hindi Speaking states, the compilation of Pan-Indian technical terms to propagate their usage and placement in the corpus of technical terms, publishing journals of science in Hindi – like the Vigyan Garima Sindhu - with a view to encourage popular science writing, in the production and publication of University level Text Books, reference work and supplementary reading in Engineering, Agriculture, Medicare and other Sciences. It published four monograms (three others are under publication) and quarterly journals (like the Vigyan Garima Sindhu). Five Administrative and Technical Terminology Workshops were held at Tarapore, Tirupati, Gangtok, Hubli and Hyderabad. Further, grant-in-aid to the tune of rupees six lakh to rupees eight lakh to the Bihar Hindi Granth Academy were released.

The CSTT launched its Website www.cstt.nic.in in February, 2000. Further information about the Commission is available there. It also completed the work of the Computer based National Terminology Data Bank.

Kendriya Hindi Shikshan Mandal (KHSM), Agra
The Kendriya Hindi Shikshan Mandal, Agra is an autonomous institution established by the Government of India under the overall control of the Ministry of Human Resource Development (Department of Secondary and Higher Education).

The Mandal runs the 'Kendriya Hindi Sansthan' under its aegis, with its Head Quarters at Agra and its Centres at Delhi, Hyderabad, Mysore, Guwahati and Shillong.

The Sansthan conducts the following courses:
- Hindi Shikshan 'Nishnat' (M.Ed. level);
- Hindi Shikshan "Parangat' (B.Ed. level); and
- Hindi Shikshan 'Praveen', a four year Hindi Shikshan diploma and an Intensive Hindi teaching orientation course.

All centers of the Sansthan conducted Orientation Courses for the Hindi Teachers of Non-Hindi speaking states, courses were organised at remote places like Leh, Sikkim, Andaman & Nicobar and Diu.

The Sansthan also runs courses at Agra for the teaching of Hindi to foreigners under the scheme of 'Propagation of Hindi Abroad'. Second composite Hindi course for foreigners is taught at the Delhi Centre of the Sansthan. So far, 1925 students from 67 countries have been trained in Hindi. During this year, the Sansthan has doubled its intake of foreign students as well as intake for all other courses in order to satisfy demand for Hindi Teachers.

The Tribal Language Research Unit of the Sansthan works on the development of language teaching materials. For Dimapur (Nagaland), a textbook of Social Studies part-III (Samajik Adhyayan Bhag-III) has been published. The Language Technology and Audiovisual Unit is involved in the preparation of Remedial Audio material for various linguistic areas, especially for the North Eastern region.

During the year, the Institute launched major initiative in distance education in B.Ed. course and over 800 students have been enrolled this year.

Annual Awards to the Hindi Scholars under Hindi Sevi Samman Yojana

The Institute also published research-oriented material, namely, four books and five magazines, related to Hindi language and literature.

The Information & Technology Unit of the Sansthan organised a seminar on Transfer Lexican Grammar from 3-7 Sept. 2001. The Institute has also taken initiative in launching Computer Education in Hindi this year.

Under the scheme "Hindi Sevi Samman Yojana", 13 Hindi scholars were selected for the awards in 2000-01 for their distinguished contribution to the development and propagation of Hindi research and creative literature, scientific and Technical literature and Hindi journalism. The President of India presented these awards in a special function organised at Rashtrapati Bhawan.

Sponsored scheme of Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs during the Second Five-Year Plan

With a view to promote Hindi in non-Hindi Speaking States and Union Territories as per the provisions of

During the year, the Institute launched a major initiative in distance education in B.Ed. course and over 800 students have been enrolled this year. The Institute also published research-oriented material, namely, four books and five magazines, related to Hindi language and literature.

Article 351 of the Constitution of India. The Central Government started during the second Plan a Scheme for the Appointment and Training of Hindi Teachers in non-Hindi Speaking States. Under the scheme, 100 percent Central assistance is provided to States/UTs for the appointment of Hindi Teachers and to establish Training Colleges to train Hindi teachers. Central Assistance on the same pattern was continued during the year 2001-02. A sum of Rs.1000 lakh was provided to finance 2887 posts of Hindi teachers during the year. So far, a sum of Rs. 711 lakh has been released to the Non-Hindi Speaking states under the Scheme.

Central Institute of Indian Languages (CIIL), Mysore Including RLCs

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office, was set up to help in evolving and implementing the language policy of the Government of India and to coordinate the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society. The Central Institute promotes Indian languages through three comprehensive schemes.

Under the first scheme, it seeks to develop Indian languages through research, manpower development and the production of materials in modern Indian languages, including tribal languages. The scheme also addresses other important areas of concern such as tribal and border languages, socio-linguistics, Phonetics, Psycho-linguistics, materials production and training, evaluation and testing, distance education, educational technology and lexicography and translation.

Under the second scheme, languages, other than their mother tongue, are taught to secondary school teachers deputed by States and Union Territories. Seven Regional Language Centres conduct various teacher training programmes and prepare instructional materials. The 10 month intensive course in Indian languages was begun in July at various centers with a total intake capacity of 400 trainees.

Under the third scheme, financial assistance is provided to individuals and voluntary organisations for publications in Indian languages, including tribal languages (other than Hindi, Urdu, Sindhi, Sanskrit and English).

During the period under report, the CIIL was engaged in 55 research projects and the training of 442 teacher trainees, 114 Grants-in-Aid for Book Promotion in Indian languages were released. Further, three distance learning and four Contact-cum-correspondence programmes were completed.

In addition to the above, the Institute has done the following work, up to September 2001 :

- Nine orientation/refresher/specialised courses for both school and college teachers as well as for researchers in the field organised;
- Twenty-eight National-level workshops;
- Four Major academic publications;
- Four hundred and forty two teacher trainees in 16 Indian-languages-teaching-programmes under the Three Language Formula in its seven RLCs;
- Four Commissioned projects on distance learning and IT, supported by the Department of Information Technology, Government of Karnataka, and the UT Administration of Andaman & Nicobar Islands;
- Four Certificate courses in the distance learning mode in Tamil, Telugu and Bengali; and
- Four Contact-cum-correspondence programmes in Tamil, Telugu, Bengali and Urdu.

Modern Indian Language Teachers

The Scheme provides 100 percent assistance for the Appointment of Modern Indian Language Teachers. The scheme was initiated during the Eighth Plan period and continued during the Ninth Plan. However, the response from the State Governments has been poor. The scheme is now proposed to be reviewed.

Central Institute of English and Foreign Languages

In order to bring about substantial improvement in the standards of teaching/learning English, the

Government gives assistance through the Central Institute of English & Foreign Languages (CIEFL), Hyderabad, for the setting up of at least one District Centre for English in each state. Eleven out of the 26 sanctioned District Centres are in operation in different parts of the country. The Government also provides assistance to the two Regional Institutes of English and nine English Language Teaching Institutes of different states through the CIEFL. Apart from these, grants are also given to Voluntary Organisations/individuals for the publication & purchase of books in English.

National Council for Promotion of Urdu Language (NCPUL)

The Government of India constituted the National Council for Promotion of Urdu Language (NCPUL) in 1996 as an autonomous body to replace the Taraqie Urdu Board with a view to further broad- base Urdu promotional activities. The transfer of Information Technology to Urdu language has remained a principal focus of the Council. The Council runs 105 Computerised Calligraphy Training Centres in 21 states and 78 districts. Through these centers, One year "Diploma Courses in Computer Applications and Multilingual DTP" are offered. More than 7000 young men and women are trained annually to join the technological work force of India. This scheme has high employment potential.

The NCPUL is also engaged in the preparation of academic literature in urdu. This includes the production of children's literature of popular science, Urdu encyclopaedias, Urdu Dictionaries, the coining of technical terms in various disciplines, and supplying educational inputs to primary and secondary level educational institutions. The Council has also made an important contribution in the promotion of Arabic and Persian languages and designed textbooks under the Madarasa Series for the introduction of modern subjects in the Madarasa curriculum.

The Council also established 21 Calligraphy & Graphic Design Centres in the country where two year diploma courses in Calligraphy and Graphic Design

are offered. This scheme is also expected to help the students in getting appropriate employment. To popularise the Urdu script, the Council has also launched a six month Certificate Course on the Urdu Script through the mediums of Hindi and English.

National Council for Promotion of Sindhi Language (NCPSL), Vadodara

The Government constituted the National Council for Promotion of Sindhi Language (NCPSL) in 1994 as an autonomous body with its headquarters at Vadodara.

The objectives of the NCPSL are to promote, develop and propagate the Sindhi language; to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context, and to advise the Government of India on issues connected with Sindhi.

The main approved Schemes of the NCPSL are:
- Award to Sindhi Writers for Literary books;
- the bulk purchase of Sindhi Books/Magazines/Audio-Video Cassettes for free distribution to Educational Institutions/Schools/Colleges/Public Libraries, etc.; and
- Financial Assistance to Voluntary Organisations for select promotional activities relating to the Sindhi language and for the publication and purchase of books.

NCPSL is on the Net at www.ncpsl.org

Scheme of Appointment of Urdu Teachers and Grant of Honorarium for Teaching of Urdu in States/UTs

The Scheme of the Appointment of Urdu Teachers and the grant of honorariums for the teaching of Urdu in the states was launched in April, 1999. Under the scheme, 100 percent financial assistance is provided for the salaries of Urdu Teachers appointed against new posts for a period of five years. Honorariums are also admissible to existing teachers. The Scheme is implemented in those blocks/districts that have been identified as having a sizeable population of educationally backward minorities.

Against the budget provision of Rs.1 crore for the current financial year, the Department has released Rs.56.37 lakh out of the sanctioned amount of Rs.114.73 lakh, for 627 posts of Urdu teachers during 2001-02.

Sanskrit Division

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, an autonomous organisation under the Department of Secondary and Higher Education, is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit up to the doctorate level through eight Kendriya Sanskrit Vidyapeetha.

The Sansthan provided Financial assistance to voluntary organisations engaged in the propagation, development and promotion of Sanskrit to the tune of 75 percent of the approved expenditure on the salaries of teachers, scholarships to students, construction and repair of buildings, furniture, library, etc. So far, 714 voluntary Sanskrit organisations have been assisted. Twenty one Adarsh Sanskrit Mahavidyalayas including Shodh Sansthans have also been provided with Financial assistance.

The Sansthan also pays honorariums to 125 eminent retired, Sanskrit scholars at the rate of Rs.2,500 per month to teach in Adarsh Sanskrit Pathshalas and other State Government run Sanskrit Colleges under the Shastrachudamani Scheme. Financial assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune, for the organisation of vocational training, for the purchase and publication of Sanskrit books and rare manuscripts and the organisation of the All India Elocution Contest. Under the Scheme of the President's Award of the Certificate of Honour,

every year 15 scholars of Sanskrit, one of Palli/ Prakrit and three each of Arabic and Persian are selected and are paid honorariums of Rs.50,000/- per annum for their life-times. The number of present awardees who are getting grants from the Rashtriya Sanskrit Sansthan is 274.

Scheme for Development of Sanskrit through State Governments/Union Territories

This is a Central Plan Scheme that has been operated through the State Governments ever since 1962. Financial grants are provided by Government of India on 100 percent basis for the following major programmes.

Financial Assistance to Eminent Sanskrit Pandits in Indigent Circumstances

Under this scheme, assistance is being given to eminent, traditional Sanskrit pandits who are not below the age of 55, are in indigent circumstances and are engaged in study/research in Sanskrit at the maximum rate of Rs.10,000/- per annum (minus the Annual income of the scholar from other sources). About 1200 scholars are likely to be benefited during 2001-02.

Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit Education, grants are provided to facilitate the appointment of teachers for teaching in traditional Sanskrit Pathshalas selected modern subjects, i.e., modern Indian Languages, (MIL), Science, (including Mathematics) and Humanities. During 2001-02, six states are likely to be assisted.

Providing Facilities for Teaching Sanskrit in High/ Higher Secondary Schools

Grants are given to meet the expenditure of the salaries of Sanskrit teachers to be appointed in those Secondary and Senior Secondary Schools where the

State Governments are not in a position to provide facilities to teach Sanskrit. During 2001-02, about five states are likely to be assisted.

Scholarships to Students Studying Sanskrit in High and Higher Secondary Schools

In order to attract students towards Sanskrit in the Secondary and Senior Secondary Schools, merit scholarships are given to Sanskrit Students of classes IX to XII, at the rate of Rs.100 per month for students of classes IX and X and at the rate of Rs.125 per month for students of XI and XII. About 1300 students are likely to be benefited under this scheme during 2001-02.

Grants to State Governments for various schemes for the promotion of Sanskrit

- Under this scheme, State Governments are paid 100 percent assistance for various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic Scholars, conducting Vidwat Sabhas, holding evening classes, celebrating the Kalidasa Samaroha etc. During 2001-02, ten states are likely to be assisted; and

- Proposals for research/research projects in Sanskrit received from Deemed Sanskrit Universities and NGOs (Registered Bodies) are covered under the scheme. During 2001-02, several proposals from some prominent and Deemed Universities are likely to be founded.

Central Grant to Rashtriya Sanskrit Sansthan Deemed Universities/CBSE/NCERT, etc.

Hundred percent assistance is given for improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for the appropriate orientation of teachers towards this end. Proposals from CBSE/NCERT, Rashtriya Sanskrit Sansthan, Saraswati Vidyapeetha, Hyderabad and Deemed Sanskrit Universities are likely to be assisted during 2001-02.

An amount of Rs.1050 crore has been provided for the year 2001-02 for all the sub-schemes under 'Development of Sanskrit'.

National Council for Indian Languages

A National Council for Indian Languages has been set up under the Chairmanship of the Prime Minister to advise the Government on measures to be taken for the promotion, development and propagation of all Indian languages.

Area Intensive Scheme

The National Policy on Education, 1986 and its Programme of Action, 1992 envisages paying greater attention to the education of the educationally backward minorities in the interest of equity and social justice. For this purpose, the Government launched a Scheme, viz., "Area Intensive Programme for Educationally Backward Minorities" in 1993-94.

The Scheme provides basic infrastructural facilities in the areas of concentration of educationally backward minorities. Cent percent financial assistance is given by the Central Government to State Governments and Voluntary Organisations for the Establishment of new primary/upper primary schools and residential higher secondary schools for girls; strengthening educational infrastructure and physical facilities in existing schools; and Opening multi-stream residential Higher Secondary Schools for Girls.

The Scheme covers four districts (of Assam) and 325 blocks spread over 15 States and three UTs.

During the year under report, Rs. 16.7 crores were sanctioned to various State Governments under the Scheme.

Two Deemed Universities

The two Deemed Universities are Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi provides courses of study from Shastri to Vidya Vachaspati (D.Litt.). Since 1997-98, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha has offered diplomas in vedic and

refresher courses, and two degrees, namely Vidya Varidhi (Ph.D.) and Manad Uppadhi (Honorary D.Litt.).

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides courses of study from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D.), RSV, Tirupati has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer centre has been established and publication activities have been speeded up.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

Rashtriya Veda Vidya Pratishthan was set up in August, 1987 for the promotion of vedic studies and research; including support to traditional vedic Institutions and Scholars and providing Scholarships/Fellowships. The important programmes and activities during 2001-02 are:

- Provision of Financial assistance to:
  - ❖ 28 Veda Pathshalas/Vidyalayas and other Units for teaching Samhitas of various shakhas of Vedas, Sanskrit, English and Arithmetic;
  - ❖ 36 other Units teaching only traditional oral recitation of Veda Samhitas;
  - ❖ conduct of part-time Vedic classes for students studying modern courses in schools;
  - ❖ vedic classes for general public;
  - ❖ award of fellowships of different categories; and
  - ❖ conduct of Seminars, Workshops, etc., for promotion of research in Vedas and Vedic literature.

- Conduct of one All India and six Regional Vedic Sammelans for propagation of Vedas;
- Provision of Financial assistance to Nityagnihotries and aged Vedic Pandits;
- Video/Audio recording of Vedic recitation of various shakhas of Vedas;
- Publication of rare and out-of-print Veda Samhitas, Brahmanas and other Vedic literature, etc.

A Vedic research Centre also has started functioning from New Delhi from this year.

An amount of Rs. 300 lakh has been allocated to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan during 2001-02 for additional expenditure on ongoing schemes and new programmes.

Modernisation of Madarsa Education

The objective of the scheme for the modernisation of Madarsa Education is to encourage traditional institutions like Madarsa and Maktabs to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculums. Hundred percent financial assistance is provided for the appointment of qualified teachers.

Madarsas having Science teachers are also given a one-time grant (limited to Rs. 7000/-) for the purchase of science/maths kits, the establishment of book banks and the strengthening of libraries.

An amount of Rs.10.50 crore has been provided in the budget for 2001-02.

Scholarships

The Department of Secondary and Higher Education has instituted scholarship/fellowships programmes for Indian students to pursue further studies/research in different universities/institutions in India and abroad. These programmes include those offered by foreign countries and those, which are sponsored by the Government of India.

The National and External Scholarship Division of the Department of Secondary and Higher Education administers Scholarship/Fellowship Programmes meant for Indian students for further studies/research in different Universities/Institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries. Major programmes under which Scholarships/Fellowships are being awarded during 2001-02 are detailed below.

National Scholarship Scheme

This scheme has been in operation since 1961-62. Under this scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarship vary from Rs.60 to Rs.120 per month for day scholars and Rs.100 to Rs.300 per month for hostellers, depending upon the course of study. The budget allocated for the year 2001-02 is Rs.2 crore.

Scholarship to Students from Non-Hindi Speaking States for Post-Metric Studies in Hindi

The scheme was started in 1955-56 with the objective of encouraging study of Hindi in non-Hindi speaking States/Union Territories and to make available to the Government of these states, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. The rates of scholarships vary from Rs.50 to Rs.125 per month, depending upon the course of study. The budget allocated for the year 2001-02 is Rs.40 lakh.

Scheme of Scholarships at the Secondary Stage for Talented Children from Rural Area

The aim of the scheme, which was started in 1971-72, is to ensure equality of educational opportunities and to provide a fillip to the development of potential talent in students in rural areas by educating them in good schools. The scheme is being implemented through State Governments/Union Territory Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each State/Union Territory. The scholarships are awarded at the end of the middle

school stage (class VI/VIII) and continue upto the secondary and higher secondary stages. The selection of the students is made by the State Governments/Union Territory Administrations with the help of the NCERT/SCERTs. The rate of scholarship varies from Rs.30 to Rs.100 per month, depending upon the course of study.

Commonwealth Scholarship/Fellowship Plan-Offered by the Governments of United Kingdom, Canada and New Zealand

Under this programme, Scholarships/Fellowships are awarded to Indian nationals for Higher Studies/Research/Training in United Kingdom, Canada and New Zealand. These are prestigious scholarships and are beneficial to the country as well as to the recipients for their educational and professional development. The scholarships are made available for study in about 27 disciplines, including medicine in United Kingdom, 11 disciplines in Canada and two disciplines in New Zealand. Twenty-four scholarships have been utilised during 2000-01 and other 12 scholarships have been utilised during 2001-02 upto October 2001.

Ms. Agatha Harrison Memorial Fellowship

The scheme for Ms. Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching scholarship and is meant for scholars who have specialised in modern Indian studies in the subject fields of History, Economics and Political Science.

A consolidated stipend of £16,927 per annum is paid by the Government of India to St. Antony's College through the High Commission of India in U.K. This amount has recently been enhanced to £18,580 with the approval of Ministry of Finance under the scheme, the scholar is paid economic class air passage from New Delhi to London and back. Besides, the spouse of the scholar/fellow will also be provided economic class air passage provided he/she stays in United Kingdom with the fellow for a minimum period of one year. The fellowship is tenable for one year in the first instance and is likely to be extended for one more year based on the

performance of the candidate. Shortlisting scholar for the year 2000-01, is underway.

Scholarships/Fellowships offered by Foreign Governments under Cultural Exchange Programmes

Under Cultural Exchange Programmes between Government of India and foreign countries, scholarships are offered to Indian students by foreign countries for higher studies at post-graduate, Ph.D and Post-Doctoral levels and also for language studies in respective countries. These scholarships are being utilised by Indian scholars for studies in the fields of Basic Sciences (Pure and Applied), Engineering and Technology, Humanities and Social Sciences, etc. Sixty-two scholars have been sent to China, Japan, Germany, Mexico, France, Italy, Israel, Ireland, Belgium, Portugal during 2000-2001 and till October, 2001. In the year 2001-02 another 55 scholars have been sent abroad.

British Council Visitorship Programme

The British Council Divisions/British Deputy High Commissions in India directly handle the Visitorship Programme and sponsor the candidates for short term courses in U.K. to project between appreciation of Britain in India in the fields of Education, Science, Medicine, Technology and Arts by enabling Indian Academics/Researchers to visit Institutions/Counterparts in U.K. for mutual discussion, updating their professional knowledge with current British practices, pursuing collaborative studies and attending professional conferences, seminars and courses. Under the programme, the Council itself meets internal travel and subsistence costs in U.K. for short duration. As a rule, the British Council Division does not cover International travels.

The British Council seeks clearance from the Government of India side before finalising the programme. Department of Secondary & Higher Education issues Government of India clearance in consultation with Ministry of External Affairs and Ministry of Home Affairs.

Department of Secondary & Higher Education in consultation with Ministry of External Affairs for political clearance and Ministry of Home Affairs for FCRA clearance, issued Government of India clearance from 1 November, 2000 to 31 October, 2001 to 33 scientists, academicians, etc.

Appendices

APPENDIX I

Assistance to States / UTs (including NGOs) for Integrated Education for Disabled Children (IEDC) during Ninth Five Year Plan (1997-98 to 2001-2002)

S. No.	Name of the State / Union Territory	Amount Released (Rs. Lakh)				
		1997-98	1998-99	1999-2000	2000-01	2001-02 (18-02-02)
1.	Andhra Pradesh	44.21	122.5	29.57	—	11.19
2.	Arunachal Pradesh	1.00	—	—	3.99	—
3.	Assam	13.00	—	—	1.42	2.09
4.	Bihar	—	—	—	—	12.54
5.	Chattisgarh	—	—	—	—	29.78
6.	Gujarat	106.23	41.60	323.44	337.62	545.79
7.	Haryana	25.17	10.65	86.38	21.24	26.54
8.	Jharkhand	—	—	—	—	3.33
9.	Himachal Pradesh	51.04	—	96.63	—	—
10.	Jammu & Kashmir	—	—	—	—	—
11.	Karnataka	145.42	57.48	116.74	226.31	310.48
12.	Kerala	120.14	218.10	236.27	267.31	150.83
13.	Madhya Pradesh	120.78	127.34	55.19	31.87	325.99
14.	Manipur	25.85	26.56	45.17	—	—
15.	Maharashtra	14.53	50.17	—	44.55	3.68
16.	Mizoram	6.94	11.46	15.50	22.41	13.67
17.	Nagaland	7.15	5.75	5.75	—	24.97
18.	Orissa	74.45	45.80	109.73	80.22	133.82
19.	Punjab	—	—	—	—	—
20.	Rajasthan	30.09	71.68	—	154.44	—
21.	Tamil Nadu	16.45	34.91	62.18	206.07	206.69
22.	Tripura	3.42	—	23.31	—	15.81
23.	Uttar Pradesh	8.44	5.97	24.82	9.86	37.86
24.	West Bengal	10.95	6.68	12.00	2.72	31.26
25.	A&N Islands	14.82	14.25	16.62	15.43	8.55
26.	Chandigarh	—	—	—	—	—
27.	Delhi	38.24	28.67	29.42	61.29	74.86
28.	Daman & Diu	0.31	0.31	0.26	0.17	0.19
29.	Dadra & Nagar Haveli	—	0.38	—	—	—
30.	Pondicherry	—	—	1.04	3.69	4.25
	Total	**998.63**	**880.18**	**1290.02**	**1490.61**	**1974.06**

Grant Released to State/UTs: Educational Technology (Plan)

S. No.	Name of the State / Union Territory	Amount Released (Rs. Lakh)				
		1997-98	1998-99	1999-2000	2000-01	2001-02 (18-02-02)
1.	Andhra Pradesh	87.10	93.58	132.99	149.17	94.70
2.	Arunachal Pradesh	—	—	—	—	—
3.	Assam	—	—	—	—	—
4.	Bihar	74.25	90.65	107.25	96.82	69.00
5.	Chhattisgarh	—	—	—	—	—
6.	Gujarat	79.75	103.47	97.98	119.02	65.70
7.	Goa	4.78	—	—	1.71	0.49
8.	Haryana	—	—	—	—	—
9.	Himachal Pradesh	—	—	114.50	—	—
10.	Jammu & Kashmir	—	—	—	—	—
11	Jharkhand	—	—	—	—	—
12.	Karnataka	18.14	89.18	—	71.82	—
13.	Kerala	—	—	242.80	20.00	10.00
14.	Madhya Pradesh	—	—	167.50	—	—
15.	Maharashtra	92.70	112.22	141.01	254.50	92.60
16.	Manipur	—	—	—	—	—
17.	Meghalaya	5.99	—	—	—	—
18.	Mizoram	2.38	—	0.56	—	0.84
19.	Nagaland	1.37	10.80	16.20	16.20	—
20.	Orissa	81.49	112.84	85.00	239.91	93.70
21.	Punjab	—	—	—	—	—
22.	Rajasthan	—	—	—	—	—
23.	Sikkim	0.53	—	—	—	—
24.	Tamil Nadu	—	—	310.40	—	—
25.	Tripura	—	—	—	3.45	—
26.	Uttar Pradesh	110.88	137.02	145.09	112.84	164.10
27.	Uttaranchal	—	—	—	—	—
28.	West Bengal	—	—	—	—	—
29.	A&N Islands	—	—	—	—	—
30.	Chandigarh	—	—	—	—	—
31.	NCT of Delhi	—	0.99	—	—	—
32.	Daman & Diu	—	—	—	—	—
33.	D&N Haveli	—	0.49	—	—	—
34.	Lakshadweep	—	—	—	—	—
35.	Pondicherry	—	—	—	—	—
36.	NCERT	—	3.94	—	—	—
	Total	**619.29**	**755.18**	**1561.28**	**1085.44**	**591.13**

APPENDIX II
Statistical Statements

STATEMENT 1
Total Number of Recognised Educational Institutions in India (2000-2001) (Provisional)
As on 30-09-2000

S. No.	States/UTs	Primary/Junior Basic Schools	Middle/ Senior Basic Schools	High Sch./ Hr. Sec. Intermediate/ pre-degree/ Jr. College	Colleges for General Education	Professional Education	Universities/ Deemed Univ. and Instt. of National Importance
1.	Andhra Pradesh	55901	9804	12520	998	220	21
2.	Arunachal Pradesh	1303	333	184	7	1	1
3.	Assam*						
4.	Bihar@	38920	9730	3565			
5.	Goa	1046	91	436	20	10	1
6.	Gujarat@	15602	21143				
7.	Haryana	11013	1892	4228	150	52	5
8.	Himachal Pradesh	10508	1709	1832	64	9	3
9.	Jammu & Kashmir	10860	3487	1511	33	12	3
10.	Karnataka	22314	27634	10210	916	304	16
11.	Kerala	6758	2973	4182	186	62	8
12.	Madhya Pradesh@	61497	20445	7943			
13.	Maharashtra	42167	24203	15337	873	510	28
14.	Manipur	2572	730	605	50	4	2
15.	Meghalaya	4685	1041	572	33	2	1
16.	Mizoram	1224	734	413	30	1	0
17.	Nagaland	1491	469	335	33	2	1
18.	Orissa@	42104	11510	7196			8
19.	Punjab*						
20.	Rajasthan@			6709			
21.	Sikkim	501	129	110	2	2	1
22.	Tamil Nadu	31142	5703	7939	426	215	22
23.	Tripura	2081	427	629	14	3	1
24.	Uttar Pradesh	97886	22119	9915	758	189	30
25.	West Bengal	52385	2383	9398	350	82	14
26.	A&N Islands	207	55	92	2	1	0
27.	Chandigarh	46	34	105	12	8	2
28.	D&N Haveli	138	57	16	0	0	0
29.	Daman & Diu	53	22	25	1	1	0
30.	Delhi*						
31.	Lakshadweep	19	2	15	0	0	0
32.	Pondicherry	337	110	194	8	12	2

Note: Professional Education includes Engineering, Technology and Architecture, Medical (Allopathy/Ayurvedic/Homeopathy/Unani/ Nursing/Pharmacy etc.) and Teacher Training Colleges

* Information not received

@ Complete information not received

STATEMENT 2
Enrolment By Stages (2000-2001) (Provisional) As on 30-09-2000

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	4553047	4352906	8905953	1571579	1251773	2823352	1630620	1142659	2773279	406900	224845	631745
2.	Arunachal Pradesh	88840	73701	162541	28912	24308	53220	19401	12601	32002	3812	1712	5524
3.	Assam*												
4.	Bihar@	4768230	2782180	7550410	1299608	590293	1889901	607555	216239	823794			
5.	Goa	64161	59598	123759	38373	33690	72063	30789	28789	59578	6625	9772	16397
6.	Gujarat	3815558	2955246	6770804	881167	691889	1573056				23203	4994	28197
7.	Haryana	1063730	954125	2017855	521128	413886	935014	486668	330109	816777	126326	84566	210892
8.	Himachal Pradesh	354962	339964	694926	219126	193658	412784	180301	149899	330200	43882	32015	75897
9.	Jammu & Kashmir	587877	475065	1062942	235493	189148	424641	177591	127095	304686	26191	21168	47359
10.	Karnataka	3462982	3195021	6658003	1463417	1293075	2756492	1300722	960252	2260974	442073	487448	929521
11.	Kerala	1331458	1262551	2594009	933164	855724	1788888	671664	731815	1403479	79734	12004	201738
12.	Madhya Pradesh@	4449223	3584375	8033598	1563111	928540	2491651	909631	449559	1359190			
13.	Maharashtra	6128312	5592379	11720691	2881675	2455887	5337562	2261417	1697051	3958468	583763	388802	972565
14.	Manipur	148240	137340	285580	64260	56940	121200	42720	37580	80300	14962	13174	28136
15.	Meghalaya	162738	162300	325038	45460	48631	94091	38352	26859	65211	7919	7126	15045
16.	Mizoram	63331	56406	119737	22813	22083	44896	16704	16905	33609	4007	3102	7109
17.	Nagaland	110274	100297	210571	34985	33430	68415	22783	19016	41799	4438	3290	7728
18.	Orissa	2758000	1952000	4710000	896000	569000	1465000	731200	414800	1146000			
19.	Punjab*												
20.	Rajasthan							941196	375191	1298387	3490	3195	6685
21.	Sikkim	45590	43986	89576	13152	13934	27086	6432	5540	11972	1817	1552	3369
22.	Tamil Nadu	2918410	2791035	5709445	1832337	1719153	3551490	1269011	1079370	2348381	215428	203841	419269
23.	Tripura	248659	222021	470680	83527	71428	154955	55921	42439	98360	11232	7842	19074
24.	Uttar Pradesh	8959669	5200121	14159790	3404703	1565511	4970214	2509014	908546	3417560	662026	929439	1591465
25.	West Bengal	5256087	4759868	10015955	1787768	1265622	3053390	1097330	708032	1805362	362917	228662	591579
26.	A&N Islands	21080	19124	40204	11649	10441	22090	8381	7967	16348	1011	1062	2073
27.	Chandigarh	35194	31464	66658	21144	19092	40236	24345	21127	45472	22688	20324	43012
28.	D&N Haveli	15864	12329	28193	5305	3353	8658	2780	1880	4660	0	0	0
29.	Daman & Diu	8404	7540	15944	3952	3361	7313	3408	2543	5951	343	271	614
30.	Delhi*												
31.	Lakshadweep	4279	3716	7995	2586	2187	4773	1660	1345	3005	0	0	0
32.	Pondicherry	53670	49203	102873	33401	31014	64415	24261	23400	47661	6785	6298	13083

* Information not received

@ Complete information not received

STATEMENT 3
Gross Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education

S. No.	States/UTs	(All Students) 2000-2001 (Provisional) as on 30-09-2000					
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	105.22	102.88	104.07	53.46	44.26	48.95
2.	Arunachal Pradesh	126.91	106.81	116.94	72.28	67.52	70.03
3.	Assam*						
4.	Bihar	70.15	43.19	57.04	30.16	15.35	23.18
5.	Goa	71.29	61.44	66.18	76.75	66.06	71.35
6.	Gujarat	137.94	113.62	126.16	50.55	43.22	47.04
7.	Haryana	78.10	79.78	78.88	65.80	60.16	63.18
8.	Himachal Pradesh	95.16	82.72	88.64	103.85	89.24	96.44
9.	Jammu & Kashmir	104.05	80.11	91.79	73.59	60.24	66.98
10.	Karnataka	116.64	110.44	113.58	78.17	70.54	74.40
11.	Kerala	87.71	86.54	87.14	99.80	94.76	97.33
12.	Madhya Pradesh@						
13.	Maharashtra	112.86	107.84	110.41	89.66	80.49	85.20
14.	Manipur	104.39	90.36	97.14	80.33	71.18	75.75
15.	Meghalaya	118.79	110.41	114.45	59.04	62.35	60.70
16.	Mizoram	117.28	100.73	108.85	73.59	73.61	73.60
17.	Nagaland	112.52	102.34	107.43	63.61	64.29	63.94
18.	Orissa	129.97	94.71	112.60	66.82	43.90	55.56
19.	Punjab*						
20.	Rajasthan*						
21.	Sikkim	138.15	133.29	135.72	69.22	77.41	73.21
22.	Tamil Nadu	96.57	96.31	96.44	93.77	91.79	92.80
23.	Tripura	116.20	97.81	106.73	69.03	59.52	64.30
24.	Uttar Pradesh	79.87	50.30	65.69	48.08	25.24	37.42
25.	West Bengal	110.89	103.30	107.15	59.69	44.35	52.20
26.	A&N Islands	87.83	91.07	89.34	89.61	87.01	88.36
27.	Chandigarh	65.17	65.55	65.35	68.21	73.43	70.59
28.	D&N Haveli	144.22	102.74	112.58	88.42	55.88	72.15
29.	Daman & Diu	105.05	94.25	99.65	98.80	67.22	81.26
30.	Delhi*						
31.	Lakshadweep	106.98	92.90	99.94	129.30	109.35	119.33
32.	Pondicherry	86.56	74.55	80.37	95.43	86.15	90.73

* Information not received

@ Complete information not received

STATEMENT 4
Enrolment By Stages (Scheduled Castes) 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	942413	893285	1835698	221069	160201	381270	283120	180587	463707	62792	29048	91840
2.	Arunachal Pradesh	104	81	185	39	32	71	57	47	104	173	234	407
3.	Assam*												
4.	Bihar [@]	811030	422917	1233947	155321	65901	221222	96271	27138	123409	0	0	0
5.	Goa	401	262	663	548	403	951	329	286	615	69	77	146
6.	Gujarat *	310643	265806	576449	94086	73516	167602						
7.	Haryana	281893	257314	539207	103237	78494	181731	68198	39244	107442	11269	4149	15418
8.	Himachal Pradesh	112048	106505	218553	52299	46545	98844	34899	27913	62812	5921	3024	8945
9.	Jammu & Kashmir *												
10.	Karnataka *	758090	616045	1374135	272345	219645	491990	176406	127765	304171	58047	24261	82308
11.	Kerala	136209	127702	263911	97950	88531	186481	64350	72112	136462	9289	14780	24069
12.	Madhya Pradesh[@]	779278	622273	1401551	272850	146229	419079	136321	57388	193709			
13.	Maharashtra	928375	860668	1789043	425880	357400	783280	310336	224944	535280	69987	40162	110149
14.	Manipur	3203	3121	6324	1240	1001	2241	1257	783	2040	420	294	714
15.	Meghalaya	1038	870	1908	440	401	841	1140	829	1969	297	158	455
16.	Mizoram	105	18	123	60	11	71	384	276	660	0	0	0
17.	Nagaland	0	0	0	0	0	0	87	74	161	62	54	116
18.	Orissa[@]	532000	348000	880000	125800	81600	207400	103700	57000	160700			
19.	Punjab*												
20.	Rajasthan[@]							124362	31960	156322			
21.	Sikkim	2735	2639	5374	789	836	1625	386	333	719	44	59	103
22.	Tamil Nadu	583682	558206	1141888	348144	326639	674783	219966	186803	406769	37767	27642	65409
23.	Tripura	49003	45421	94424	16726	14038	30764	10165	7263	17428	2015	1179	3194
24.	Uttar Pradesh	2383829	1288714	3672543	663924	226115	890039	385880	81944	467824	109930	31777	141707
25.	West Bengal	1455745	1289327	2745072	369258	229898	599156	195697	111250	306947	54423	25588	80011
26.	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27.	Chandigarh	6601	5981	12582	3232	2858	6090	1554	1449	3003	974	1029	2003
28.	D&N Haveli	257	273	530	139	94	233	125	108	233	0	0	0
29.	Daman & Diu	328	279	607	195	140	335	213	169	382	17	15	32
30.	Delhi*												
31.	Lakshadweep	0	1	1	1	0	1	3	5	8	0	0	0
32.	Pondicherry	10067	9543	19610	6611	6381	12992	4155	3994	8149	833	699	1532

* Information not received

@ Complete information not received

STATEMENT 5

Gross Enrolment Ratio (SC Students) in age group (6-11) years and (11-14) years 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Enrl. Ratio SC (I-V)			Enrl. Ratio SC (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	120.53	116.32	118.44	55.25	43.12	49.41
2.	Arunachal Pradesh	23.32	24.77	23.93	20.79	24.24	22.33
3.	Assam*						
4.	Bihar	70.77	39.69	55.79	32.92	15.94	24.99
5.	Goa	25.02	15.76	20.31	53.94	40.46	47.27
6.	Gujarat	139.80	125.41	132.77	78.74	67.89	73.58
7.	Haryana	81.70	84.59	83.05	71.02	63.05	67.34
8.	Himachal Pradesh	93.91	87.67	90.76	88.33	79.32	83.84
9.	Jammu & Kashmir*						
10.	Karnataka	117.23	95.84	106.57	98.43	80.84	89.71
11.	Kerala	86.37	83.40	84.91	101.31	95.23	98.33
12.	Madhya Pradesh@						
13.	Maharashtra	145.82	139.21	142.56	130.36	115.13	122.94
14.	Manipur	102.07	95.59	98.77	80.31	62.72	71.37
15.	Meghalaya	109.96	103.57	106.95	107.06	108.38	107.68
16.	Mizoram	110.53	105.88	109.82	109.09	110.00	109.23
17.	Nagaland						
18.	Orissa	143.99	95.30	119.79	69.27	45.64	57.55
19.	Punjab*						
20.	Rajasthan*						
21.	Sikkim	132.64	109.32	120.06	65.31	66.40	65.87
22.	Tamil Nadu	91.01	88.97	90.00	95.13	93.30	94.24
23.	Tripura	112.46	101.68	107.00	85.63	72.32	78.99
24.	Uttar Pradesh	89.76	53.70	72.64	55.37	21.52	39.57
25.	West Bengal	117.50	105.30	111.44	62.02	39.02	50.58
26.	A&N Islands	•					
27.	Chandigarh	83.76	77.26	80.54	76.21	74.58	75.44
28.	D&N Haveli	103.21	112.35	107.72	127.52	97.92	113.66
29.	Daman & Diu	104.46	77.07	89.79	111.43	63.35	84.60
30.	Delhi*						
31.	Lakshadweep						
32.	Pondicherry	105.44	91.91	98.39	119.10	109.41	114.14

* Information not received

@ Complete information not received

STATEMENT 6
Enrolment By Stages (Scheduled Tribes) 2000-2001 (Provisional) As on 30-09-2000

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	454373	383474	837847	67691	36233	103924	93391	45551	138942	16156	6710	22866
2.	Arunachal Pradesh	63521	55293	118814	19805	17266	37071	12160	7744	19904	2888	1160	4048
3.	Assam*												
4.	Bihar@	489197	313353	802550	129255	64068	193323	23065	6065	29130			
5.	Goa	30	32	62	21	16	37	19	17	36	20	5	25
6.	Gujarat *	564844	459862	1024706	132016	95670	227686						
7.	Haryana												
8.	Himachal Pradesh	17965	17349	35314	8207	6925	15132	5688	4995	10683	1794	1147	2941
9.	Jammu & Kashmir@												
10.	Karnataka	201164	206060	407224	96341	73534	169875	52997	34610	87607	16966	6408	23374
11.	Kerala	17475	16241	33716	9001	7803	16804	5119	5519	10638	685	836	1521
12.	Madhya Pradesh@	809735	591649	1401384	189630	97518	287148	84562	35810	120372			
13.	Maharashtra	679824	594456	1274280	214750	171153	385903	133576	84591	218167	17696	7462	25158
14.	Manipur	52910	47869	100779	17150	13910	31060	11211	8560	19771	3219	2299	5518
15.	Meghalaya	128552	129351	257903	34602	42764	77366	28075	25459	53534	6021	5656	11677
16.	Mizoram	62970	56054	119024	22556	21855	444111	16370	16629	32999	4007	3102	7109
17.	Nagaland	96655	83544	180199	31675	28319	59994	20976	16426	37402	4376	3236	7612
18.	Orissa@	664000	362000	1026000	175000	120000	295000	69900	35660	105560			
19.	Punjab*												
20.	Rajasthan@							86980	20610	107590			
21.	Sikkim	10486	10117	20603	3025	3205	6230	1479	1274	2753	219	252	471
22.	Tamil Nadu	43776	29309	73085	22904	21489	44393	10575	8922	19497	5345	703	6048
23.	Tripura	90389	75501	165890	22724	17506	40230	12605	8452	21057	942	492	1434
24.	Uttar Pradesh	32124	20934	53058	12825	6025	18850	9263	3500	12763	2566	1275	3841
25.	West Bengal	350103	255618	605721	108323	55035	163358	37220	18806	56026	6518	3167	9685
26.	A&N Islands	1751	1490	3241	898	807	1705	484	570	1054	37	37	74
27.	Chandigarh	6	8	14	4	6	10	31	4	35	215	244	459
28.	D&N Haveli	12523	9495	22018	3902	2178	6080	1707	977	2684			
29.	Daman & Diu	1187	1041	2228	554	376	930	251	176	427	57	20	77
30.	Delhi *												
31.	Lakshadweep	4236	3622	7858	2246	2154	4400	1568	1294	2862	0	0	0
32.	Pondicherry	0	0	0	0	0	0	0	0	0	64	14	78

* Information not received

@ Complete information not received

STATEMENT 7

Gross Enrolment Ratio (ST Students) in age group (6-11) years and (11-14) years 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Enrl. Ratio ST (I-V)			Enrl. Ratio ST (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	145.89	126.55	136.35	42.47	24.72	33.97
2.	Arunachal Pradesh	128.84	96.12	111.22	96.07	74.03	84.37
3.	Assam*						
4.	Bihar	83.52	54.16	68.93	53.60	28.53	41.51
5.	Goa	116.53	130.28	123.25	128.66	108.69	119.19
6.	Gujarat	129.03	105.31	117.18	56.08	42.88	49.66
7.	Haryana	0.00	0.00	0.00	0.00	0.00	0.00
8.	Himachal Pradesh	90.98	85.10	87.99	83.74	70.32	77.02
9.	Jammu & Kashmir*						
10.	Karnataka	119.62	123.37	121.49	133.89	104.15	119.16
11.	Kerala	98.02	96.95	97.50	82.36	76.72	79.64
12.	Madhya Pradesh@	0.00	0.00	0.00	0.00	0.00	0.00
13.	Maharashtra	129.40	113.56	121.50	79.66	65.12	72.48
14.	Manipur	98.27	86.70	92.41	64.73	51.54	58.07
15.	Meghalaya	89.22	83.10	86.04	55.21	62.32	58.92
16.	Mizoram	119.44	94.24	106.08	74.02	64.84	69.20
17.	Nagaland	98.63	80.73	89.44	69.57	60.31	64.87
18.	Orissa	132.83	71.35	101.86	71.23	48.30	59.70
19.	Punjab*						
20.	Rajasthan*						
21.	Sikkim	132.97	112.59	122.12	65.49	68.39	66.95
22.	Tamil Nadu	126.13	88.02	107.47	115.66	115.65	115.65
23.	Tripura	110.60	88.56	99.35	62.03	47.25	54.60
24.	Uttar Pradesh	125.44	56.78	106.69	110.93	57.06	85.21
25.	West Bengal	121.36	86.57	103.76	78.14	38.74	58.20
26.	A&N Islands	83.69	57.65	69.30	78.21	60.32	68.58
27.	Chandigarh						
28.	D&N Haveli	131.70	92.67	111.45	93.56	53.98	74.10
29.	Daman & Diu	117.02	102.29	109.65	98.12	60.52	78.42
30.	Delhi*						
31.	Lakshadweep	108.84	90.74	99.68	134.85	131.47	133.17
32.	Pondicherry						

* Information not received

@ Complete information not received

STATEMENT 8
Gross Drop-out rates in Classes I-V for the year 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	40.81	42.22	41.49
2.	Arunachal Pradesh	48.50	50.39	49.34
3.	Assam*			
4.	Bihar	69.95	73.01	71.11
5.	Goa	3.00	9.94	6.37
6.	Gujarat	22.61	24.36	23.38
7.	Haryana	23.74	19.68	21.88
8.	Himachal Pradesh	30.49	23.99	27.45
9.	Jammu & Kashmir	34.34	321.67	33.17
10.	Karnataka	24.74	18.45	21.90
11.	Kerala	-9.66	-5.98	-7.86
12.	Madhya Pradesh@			
13.	Maharashtra	15.90	18.75	17.26
14.	Manipur	25.37	22.22	23.90
15.	Meghalaya	57.42	56.96	57.19
16.	Mizoram	60.46	60.56	60.50
17.	Nagaland	56.14	63.07	59.67
18.	Orissa	41.48	42.82	42.08
19.	Punjab*			
20.	Rajasthan*			
21.	Sikkim	60.44	58.03	59.29
22.	Tamil Nadu	53.02	31.72	42.64
23.	Tripura	50.53	50.08	50.32
24.	Uttar Pradesh	52.93	62.11	56.51
25.	West Bengal	46.21	56.95	51.46
26.	A&N Islands	1.04	3.64	2.27
27.	Chandigarh	-7.93	-10.89	-9.34
28.	D&N Haveli	22.63	40.51	30.71
29.	Daman & Diu	1.47	5.97	3.63
30.	Delhi*			
31.	Lakshadweep	1.91	1.23	1.60
32.	Pondicherry	-4.75	-4.10	-4.44

* Information not received

@ Complete information not received

STATEMENT 9
Gross Drop-out Rates in Classes I-VIII for the Year 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	63.58	68.23	65.74
2.	Arunachal Pradesh	61.24	58.87	60.20
3.	Assam*			
4.	Bihar	79.18	85.41	81.51
5.	Goa	5.38	12.99	9.05
6.	Gujarat	45.17	48.07	46.49
7.	Haryana	13.56	22.48	17.69
8.	Himachal Pradesh	13.56	20.50	16.92
9.	Jammu & Kashmir	28.85	22.15	25.94
10.	Karnataka	49.03	53.55	51.21
11.	Kerala	-14.66	-9.70	-12.22
12.	Madhya Pradesh@			
13.	Maharashtra	33.72	41.45	37.41
14.	Manipur	48.66	47.82	48.26
15.	Meghalaya	77.47	77.23	77.35
16.	Mizoram	65.16	62.66	63.97
17.	Nagaland	44.63	40.75	42.79
18.	Orissa	57.30	64.75	60.70
19.	Punjab*			
20.	Rajasthan*			
21.	Sikkim	58.11	47.88	53.42
22.	Tamil Nadu	16.05	32.41	23.97
23.	Tripura	66.77	67.11	66.93
24.	Uttar Pradesh	56.26	68.54	61.02
25.	West Bengal	62.32	70.17	66.01
26.	A&N Islands	31.75	30.90	31.35
27.	Chandigarh	9.19	2.36	6.03
28.	D&N Haveli	53.07	62.59	57.09
29.	Daman & Diu	17.50	24.86	20.87
30.	Delhi*			
31.	Lakshadweep	10.88	16.36	13.51
32.	Pondicherry	1.93	2.01	1.97

* Information not received

@ Complete information not received

STATEMENT 10
Gross Drop-out Rates in Classes I-X for the Year 2000-2001 (Provisional) as on 30-09-2000

S. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	76.51	77.58	76.98
2.	Arunachal Pradesh	75.88	78.89	77.17
3.	Assam*			
4.	Bihar	86.11	91.45	88.00
5.	Goa	44.23	43.46	43.85
6.	Gujarat*			
7.	Haryana	26.67	42.65	33.95
8.	Himachal Pradesh	34.54	37.97	36.18
9.	Jammu & Kashmir	55.20	53.93	54.68
10.	Karnataka	61.27	65.34	63.18
11.	Kerala	23.82	14.29	19.15
12.	Madhya Pradesh@			
13.	Maharashtra	52.47	59.04	55.55
14.	Manipur	56.37	54.52	55.49
15.	Meghalaya	83.07	85.59	84.33
16.	Mizoram	73.42	68.58	71.13
17.	Nagaland	65.23	65.36	65.29
18.	Orissa	75.35	74.59	75.05
19.	Punjab*			
20.	Rajasthan	75.07	81.08	77.07
21.	Sikkim	85.75	84.83	85.33
22.	Tamil Nadu	57.97	58.89	58.40
23.	Tripura	78.07	79.55	78.75
24.	Uttar Pradesh	56.22	73.17	62.11
25.	West Bengal	79.13	86.14	82.58
26.	A&N Islands	50.56	48.26	49.44
27.	Chandigarh	8.67	2.09	5.59
28.	D&N Haveli	74.62	74.17	74.43
29.	Daman & Diu	27.97	36.54	32.04
30.	Delhi*			
31.	Lakshadweep	58.79	49.51	54.52
32.	Pondicherry	34.70	32.66	33.73

* Information not received

@ Complete information not received

STATEMENT 11
Number of Teachers (2000-2001) (Provisional) As on 30-09-2000

S. No.	States/UTs	Primary			Middle/Upper Primary			Sec./Hr. Sec.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	86396	47180	133576	39256	30009	69265	96269	64568	160837
2.	Arunachal Pradesh	2283	1061	3344	1924	742	2666	2879	772	3651
3.	Assam*									
4.	Bihar	65813	15545	81358	52334	14102	66436	28234	3626	31860
5.	Goa	807	1971	2778	205	440	645	3238	4683	7921
6.	Gujarat@	17699	17832	35531	72989	70014	143003			
7.	Haryana	24058	24405	48463	6286	3238	9524	32850	24736	57586
8.	Himachal Pradesh	16111	11402	27513	5486	2056	7542	15040	7444	22484
9.	Jammu and Kashmir	15433	9936	25369	18784	11270	30054	18934	8578	27512
10.	Karnataka	26484	17475	43959	87483	85644	173127	71992	31736	103728
11.	Kerala	13055	32695	45750	16822	33978	50800	36871	73053	109924
12.	Madhya Pradesh@	119098	50722	169820	60042	30731	90773	51066	25525	76591
13.	Maharashtra	77194	81939	159133	105082	73593	178675	172853	76192	249045
14.	Manipur	6577	3480	10057	4783	2843	7626	6811	4179	10990
15.	Meghalaya	5858	5206	11064	2864	1917	4781	2834	2803	5637
16.	Mizoram	2493	2131	4624	3692	1204	4896	2458	892	3350
17.	Nagaland	4060	2798	6858	2892	2038	4930	3633	3017	6650
18.	Orissa	83532	27508	111040	33190	5724	38914	47991	13203	61194
19.	Punjab*									
20.	Rajasthan@							67718	25642	93360
21.	Sikkam	1899	1583	3482	1080	621	1701	1677	911	2588
22.	Tamil Nadu	47315	74031	121346	19764	40128	59892	114117	34952	149069
23.	Tripura	8980	7137	16117	6770	1874	8644	12380	5490	17870
24.	Uttar Pradesh	237422	82699	320121	84503	24425	108928	115532	27207	142739
25.	West Bengal	118035	38220	156255	10981	3694	14675	99371	34550	133921
26.	A&N Islands	421	456	877	362	359	721	1421	1334	2755
27.	Chandigarh	37	491	528	61	482	543	1090	4046	5136
28.	D&N Haveli	115	106	221	132	408	540	120	85	205
29.	Daman & Diu	115	282	397	125	119	244	210	114	324
30.	Delhi*									
31.	Lakshadweep	169	109	278	57	44	101	365	103	468
32.	Pondicherry	766	1509	2275	606	697	1303	2415	2575	4990

* Information not received

@ Complete information not received

APPENDIX III

Statement Showing Grant-in-Aid Exceeding One Lakh Sanctioned to NGOs During 2000-2001

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 2000-2001

ADULT EDUCATION

ANDHRA PRADESH

1.	Andhra Pradesh Open School Society, SCERT Campus, Hyderabad - 500004	40,87,500
2.	Navodaya Integration Cultural Social Education Voluntary Action, 3-92-31 Teacher Colony Dhone, Kurnool, Andhra Pradesh	3,84,900

ASSAM

3.	Gyan Vigyan, Samiti, Naojan Road, Uzan Bazzar, Guwahati	4,52,400
4.	State Resource Centre, Mandovi Apartments, Unit C&D, Ist Floor GNB Road Ambari, Guwahati - 781001	36,00,000

BIHAR

5.	Asian Development Research Institute (ADRI), BSIDC Colony, Off. Boring, Patliputra Road, Patna - 800013	17,15,000
6.	Director, State Resource Centre, DEEPAYATAN, Buddha Colony, Patna - 800001	38,55,696

DELHI

7.	Director, State Resource Centre, Jamia Millia Islamia, Jamia Nagar, New Delhi - 110025	36,10,000
8.	Nirantar, B-64 Sarvodaya Enclave II Floor, New Delhi	3,89,880
9.	Centre for Information Education and Communication, D-332, Defence Colony, New Delhi	1,68,000
10.	Voluntary Organisation in Interest of Consumer Education (VOICE), F-71, Lajpat Nagar II, New Delhi - 110024	1,92,450
11.	Media Initiative for Social Concern, S-18, Greater Kailash II, New Delhi - 110048 (In house magazine Hindi)	4,91,400

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 2000-2001
12.	Media Initiative for Social Concern, S-18, Greater Kailash II, New Delhi - 48 (In house magazine English)	4,21,800
13.	Secretary, BGVS, Bharat Gyan Vigyan Samiti, C-18, DDA MIG Flat, Saket, New Delhi	59,88,500
14.	Jagori, C-54, Top Floor, South Extension Part-II, New Delhi	3,89,880
15.	Tagore Education Society, 24, Ring Road G.P. Lajpat Nagar, New Delhi - 110024	5,00,000
16.	Sai Development Consultancy Service, Aya Nagar, Delhi	6,20,000
17.	Gramin Swabhiman, Camp Office 5, Tuglak Lane, New Delhi - 110001	10,00,000
18.	Women Action for Development, New Delhi	4,85,049

GUJARAT

S. No.	Name & Address of NGO	Amount
19.	Indian Institute of Management, Vastrapur, Ahmedabad - 380015	7,25,000
20.	State Resource Centre for Adult Education Gujarat Vidyapeeth, Ashram Road, Ahmedabad - 380014	22,00,000

HARYANA

S. No.	Name & Address of NGO	Amount
21.	SRC, SEARCH, 42/29, Chanakya Puri, Behind Shela Cinema, Rohtak	23,27,081
22.	Centre for Electronics Design and Technology of India, Post Box No. 10, A-34, Industrial Area, Phase-VIII, SAS Nagar, Mohali, Chandigarh - 160059	12,09,000

HIMACHAL PRADESH

S. No.	Name & Address of NGO	Amount
23.	State Resource Centre, Rajya Gyan Vigyan Kendra, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla - 171006	25,49,587

JAMMU & KASHMIR

S. No.	Name & Address of NGO	Amount
24.	J&K, Destitute Handicapped Welfare Association, Dahura Colony Paloura, Jammu - 181121	23,40,000

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 2000-2001
25.	Hilal Institute Anantnag, Jammu and Kashmir	5,00,000
26.	State Resource Centre, J&K, University of Kashmir, 1/17, Nasim Bagh Campus, Hazratbal, Srinagar - 190006	13,00,000
27.	Social Welfare of Indian Organisation, H.No. 143 Vidhata Nagar, Narwal, J&K	5,72,660

KARNATAKA

| 28. | Director, State Resource Centre, Karnataka State Adult Education Council, P.O. Box 301, Old H.D. Kote Road, Mysore - 570008 | 38,00,000 |

KERALA

| 29. | Director, Stare Resource Centre, Pattom, P.O. Thiruvananthpuram - 695004 | 31,00,000 |

MADHYA PRADESH

30.	Gram Bharati Sansthan, M-54, Darpan Colony, Thatipur District Gwalior	1,92,450
31.	Director, State Resource Centre, Abhivyakati, E-4/12, Arera Colony, Bhopal - 462016	38,82,637
32.	Director, State Resource Centre for AE, Bhartya Grameen Mahila Sangh, Scheme No. 71 Sector-D, Indore - 452002	46,00,000

MAHARASHTRA

| 33. | State Resource Centre, Pune, J.P. Naik Path, 128/2 Kothrud, Pune - 411029 | 40,73,303 |
| 34. | State Resource Centre, Maharashtra State Institute of Adult Education, Station Road, Aurangabad - 431005 | 34,97,243 |

MANIPUR

| 35. | Wangjing Women and Girls Society (WWAGS) Rural Development Service, Wangjing Bazar, Wangjing 795148 | 2,25,810 |

MEGHALAYA

| 36. | State Resource Centre, North Eastern Hill University, Bijni Complex, Laitumkharh, Shillong - 793003 | 18,00,000 |

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 2000-2001
	ORISSA	
37.	SRC Orissa Janashiksha Bhawan, Unit-5 Bhubaneshwar - 751001	40,00,000
38.	Youth and Social Justice and National Action (Yojna) Bhubaneshwar	6,20,000
	PUNJAB	
39.	Director, Regional Resource Centre for Adult & Continuing Education, Punjab University, Chandigarh - 160014	39,93,321
	RAJASTHAN	
40.	State Resource Centre, Rajasthan Adult Education Association 7-A, Jhalana Doongri Institutional Area, Jaipur - 302004	45,00,000
	TAMIL NADU	
41.	Director, State Resource Centre, No. 20, First Street, Venkatratnam Nagar Extension, Adyar, Chennai - 600020	48,99,690
	TRIPURA	
42.	Director, State Resource Centre, Bharat Gyan Vigyan Samiti Tripura Office Lane, Agartala - 799001	23,00,000
	UTTAR PRADESH	
43.	New Public School Samiti, 504/21-D Krishna Bhawan Tagore Marg, Lucknow	5,13,500
44.	Daraganj Gramodyog Vikas Sansthan 109, Tagore Town, Allahabad	1,43,850
45.	Ashok Sansthan, Kundesar Gazipur	8,00,000
46.	Mahila Udyog Prashikshan Kendra Allahabad	2,52,000
47.	Suman Technical Institute, Distt. Etah	1,81,000
48.	SRC, Lucknow Literacy House, Post Manas Nagar, Kanpur Road	55,00,000
49.	PSU Foundation, Lucknow	1,85,080

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 2000-2001

UTTARANCHAL

50.	RLEK, 68/1, Suryalok Colony, Rajpura Road, Dehradun	6,54,105
51.	Pahal, Gola Bairrage Road, Kathgodam, Nainital - 263126	3,12,900
52.	Director, State Resource Centre for Adult Education 68/1, Suryalok Colony, Rajpur Road, Dehradun - 248001	31,03,873

WEST BENGAL

53.	IIM Kolkata, Jaka DM Road P.B. No. 16757, Kolkata - 700027	1,25,000
54.	Visva Bharati University	7,50,000
55.	State Resource Centre for Adult Education, West Bengal 50, Beliaghata Main Road, Kolkata - 700010	35,00,000

S.No.	Name of the Voluntary Organisations	Amount Released 2000-2001 (in lakhs)

ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

BIHAR

| 1. | East and West Educational Society, Patna | 5.85 |

GUJARAT

| 2. | Centre for Environment Education, Ahmedabad | 30.40 |

MADHYA PRADESH

| 3. | Environmental Awareness Organisation, Sivpuri | 1.34 |

MANIPUR

| 4. | Backward and Rural Welfare Society, Imphal | 2.44 |
| 5. | Ashfiimei Development Society, Senapati | 1.37 |

ORISSA

| 6. | Ramadevi Mahila Silpodyoga Sangathan, Jagatsinghpur | 1.46 |

TAMIL NADU

| 7. | CPR Environmental Education Centre, Chennai | 48.61 |

S.No.	Name of the Voluntary Organisations	Amount Released 2000-2001 (in lakhs)
	UTTAR PRADESH	
8.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora	93.06
	NCT OF DELHI	
9.	Centre for Science and Environment, New Delhi	3.73

S.No.	Name of the NGOs	Amount Released 2000-2001 (in Rs.)

IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS

S.No.	Name of the NGOs	Amount Released 2000-2001 (in Rs.)
	ANDHRA PRADESH	
1.	Hyderabad Science Society, Hyderabad	2,00,000
	ASSAM	
2.	Assam Science Society, Guwahati	1,26,000
		1,26,000
		2,50,000
		1,26,000
	BIHAR	
3.	East and West Educational Society, Patna	10,80,000
	GUJARAT	
4.	Sahaj, Vadodara	13,30,000
5.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	18,55,000
		18,55,000
	KARNATAKA	
6.	Indian Academy of Sciences, Bangalore	6,00,000
		6,00,000
7.	Bangalore Association for Science Education, Bangalore	1,66,500
		6,50,000
	MADHYA PRADESH	
8.	Eklavya, Bhopal	3,04,000
	TAMIL NADU	
9.	Tamil Nadu State Council for Science and Technology, Chennai	10,00,000
		5,00,000
		15,00,000

S.No.	Name of the NGOs	Amount Released 2000-2001 (in Rs.)
	UTTAR PRADESH	
10.	Jawaharlal Nehru Memorial Fund, Allahabad	1,22,980
	WEST BENGAL	
11.	Jagdis Bose National Science Talent	10,50,000
	Search, Kolkata	10,50,000
	NCT OF DELHI	
12.	Sankalp, New Delhi	2,00,000

S. No.	Name & Address of Organisations/ Agencies	Amount released (in lakhs)	Purpose for which grants was released
	STRENGTHENING CULTURE AND VALUES IN EDUCATION		
1.	Sh Kranti Shah, Director Yuvak Biradari (Bharat), Hazarimal Somani Marg, Near Capital Cinema, Mumbai - 400001	3.50	"Ek Sur Ek Tal" workshop on value education
2.	Swami Suvirananda, Secretary, Rama Krishna Mission Vidyapith, Rama Krishna Nagar, P.O. Vidyapith, District Deoghar Bihar - 814223	1.38	Free study coaching/youth retreate programme
3.	Sh H K Kaul, Secretary General, Poetry Society (India), L-67 A, Malviya Nagar New Delhi - 110017	1.74	Creative writing
4.	Sh Rudra Prasad Sengupta, Director, Nandikar, 47/1, Shyam Bazar Street Calcutta - 700004	5.00	Theater workshop
5.	B K Nirmala Devi, Secretary, Rajayoga Education & Research Foundation Brahama Kumaris Tapovan Yellapur - 581359, Karnataka	5.00	Teacher Training programme
6a.	Ms Subarana Ghosh, President, SNEH (Society for Nature, Education and Health) G-B Mangalam Apts, 2, Row Land Road Calcutta - 7009020	4.32	Students Counselling

S. No.	Name & Address of NGO	Amount released (in lakhs)	Purpose for which grants was released
6b.	Ms Subarana Ghosh, President, SNEH Flat No. 205, Dibya Prabha Apts., Nageswar Tangi, (Vivekanand Library), Bhubneshwar - 751002, Orissa	6.96	Students Counselling
7.	Dr. Nandita C Krishna, Hon. Director, C.P. Rama Swami Aiyar Foundation, The Grove, 1 Eldams Road, Alwar Pet, Chennai - 600018	4.87	Revival of Folk Arts in Schools
8.	Sh Niranjan Goswami, Secretary, Indian Mime Theater, 20/6 Seal Lane, Calcutta - 700015	5.00	Culture & Values through performing Arts
9.	Sh Ajaya Kumar Mishra, Chairman, Sankalp B-5/95, Safdar Jung Enclave, New Delhi - 112 001	2.47	Lecture Performance-cum-Workshop
10.	A K Mishra, Chairman Sankalp Khuntia Sahi, Puri - 752001	4.50	Lecture Programme Workshop
11.	Swami Sureshananda, President, Ramakrishna Institute of Moral and Spiritual Education (RIMSE) Yadav Giri Mysore - 570020	2.67	Inservice Training of Teachers KVs/NVs Teacher Training
12.	Dr. Kiran Seth, Vice Chairman, SPIC MACAY, 41/42, Lucknow Road Delhi - 110054	20.00	Lec-cum Dems
13.	The Secretary, Orissa Media Centre 47, Ekamra Vihar, Naya Palli Bhubaneshwar - 751015	1.55	Programmes on Yoga and Ayurveda
14.	Sh Chandan Sengupta, Secretary, SUDRAK P-119, Block-A, Bangur Aveneu Kolkata - 700005	5.00	Cultural Meets
15.	Sh Amitava Dasgupta, Director, Brechtian Mirror, L-5, Sector-25, Noida - 201301	2.50	Project 'Sangaum'
16.	Sh R K Bhattacharya, Trustee, Vivekananda Nidhi, 149/1E, Rashbehari Avenue Kolkata - 790029	1.18	Pratihara Yoga

S. No.	Name & Address of NGO	Amount released (in lakhs)	Purpose for which grants was released
17.	Sh Dharam Bir Singh, President, Jan Jagariti Educational Society, M-186, Mangol Puri Delhi - 110083	1.50	Programmes for Strengthening Culture/Values
18.	Dr A K Das, Secretary, Bengal Fine Arts College, P.O. Chandpura Bazar, Uttar Chabbish Parganas, West Bengal - 743245	2.69	Creative Workshop
19.	Prof Shusheela Bhan, Director, Institute of Peace Research and Action, 81, Gagan Vihar, Delhi - 110051	2.50	Cultural Renewal of Kashmiri Youth
20.	The Managing Trustee, Utpal Dutt Foundation for International Theatre Studies, 140/24, Netaji Subhas Chandra Bose Road, Koltaka - 700040	1.50	Swadhinta Uttaradhikar
21.	The Secretary, Young Envoys International 139, Kakatiya Nagar, Hyderabad, A.P. - 500008	2.50	Education to rural children on value based living
22.	The Member Secretary, India International Rural Cultural Centre, 1989-A, Sector-B-1 Vasant Kunj, New Delhi	6.38	Classical Dance Education Programme
23	The Secretary, Samooh Theatre, Gole Puli, Jammu	2.50	Theatre workshops
24	The Secretary, Raja Yoga Education & Research Foundation Mysore	1.00	Teachers Training
25	The Director, WAVE, 69 , Poorvi Marg, Vasant Vihar, New Delhi.	2.50	Teachers Training
26	The Secretary, All India Primary Teachers Federation Janakpuri	1.17	Regional Workshops
27	The Director, Tulsi Adhyatma Needam, Jain Viswa Bharati Ladnun, Nagaur, Rajasthan	1.42	Orientation of Teachers
28	S. S. Art group, West Patel Nagar, New Delhi.	2.00	Workshops
29	Society for Human & Environmental Development, Mumbai.	2.49	Teachers Training

S. No.	Name & Address of NGO	Amount released (in lakhs)	Purpose for which grants was released
30	Socio Economic Development Organisation, Guwahati	1.00	Teachers Training
31	Institute Of Indian Culture, Chandigarh.	2.25	Encyclopedia on Human Values
32	Santhi Jayaram Trust, Chennai.	1.68	Teachers Training
33	Ramakrishna Mission, New Delhi	1.67	Certificate course for students

S. No.	Name & Address of the Agency	No. of girl boarders	Amount released during the year 2000-2001

STRENGTHENING OF BOARDING AND HOSTEL FACILITIES FOR GIRL STUDENTS

ASSAM			
1.	Sadau Assom Gramya Puthibharal Santha, P.O. Haibargaon – 782002, Distt., Nagaon, Assam	50	125000(R) 125000
2.	Bahumukhi Krishi Aru Samaj Kalyan Samiti, Noor Nagar, P.O. Herapati, Distt. Nagaon, Assam	50	200000 125000
3.	WOODWICHEE, P.O. Lakshirbond, Distt. Hailakandi, Assam	50	200000
4.	Maulana Abdul Jalil Choudhary Memorial Social Welfare and Research Centre, Dobaka, Distt. Nagaon, Assam	50	200000
5.	Socio-Economic Development Organisation. Rajgarh Road, 5th Bye Lane, Guwahati, Assam	40	160000
ANDHRA PRADESH			
6.	Sundeepa Education & Social Welfare Society, Cuddapah, Andhra Pradesh	50	60336(R)
7.	Navodaya Integration Cultural Social & Voluntary Action (NICSEA), Teachers' colony, Dhone – 518222, Distt. Kurnool, Andhra Pradesh	50	200000
8.	Sri Parmeshwari Education Society, Atamkur, Distt. Kurnool, Andhra Pradesh	50	200000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
9.	Vishwa Santhi Balnandan Kendram, Flat No.622, Indrani Apartments, ONGOLE, Distt. Guntur, Andhra Pradesh	30	120000
10.	Krishna Sai Education Society, Bhattriprolu, Distt. Guntur, Andhra Pradesh	50	200000
11.	Society for Humanity, 42, Doctor's Colony, Kurnool – 518002, Andhra Pradesh	50	200000
12.	Mahila Dakshta Samiti, Amerpet, Hyderabad, Andhra Pradesh	50	200000
13.	Uma Educational & Technical Society, Kakinada, East Godawari Distt., Andhra Pradesh	50	200000
14.	Vignan Educational Society, Komaragiri, Distt. East Godawari, Andhra Pradesh	50	200000
15.	Help The Women, No. 69-3-17, Nagavanam Kakinada - 533003	50	200000
16.	Mahalakshmi Welfare Society, 5-8-10, Dakhini Street, Vizianagaram, Andhra Pradesh	50	200000
17.	Navyuga Educational Society, Hyderabad Andhra Pradesh	50	200000
	BIHAR		
18.	Sidhartha Gyan Kendra, Kussaiaya, Kashipur, Samasthipur, Bihar	50	125000 125000
19.	Karpuri Thakur Gramin Vikas Sansthan, Raghubhavan, Harnichak, Anisabad, Patna, Bihar	50	125000
20.	Shaswat Seva Sansthan, AT/P.O. – Urbarak Nagar, Distt. Begusarai, Bihar	50	125000
21.	Rahul Vihar, AT/PO. Balha, Via-Gogari, Distt. Khagariya, Bihar	50	125000 125000
22.	Bhartiya Gramin Seva Sansthan, Vill. Thakariya, P.O. Singhwara, Distt. Dharbhanga, Bihar	50	125000 125000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
23.	Surangama Kala Kendra, AT. Chakbasu, P.O. Ramna, Distt. Muzaffarpur, Bihar–842002	50	200000
24.	Goutam Vihar, AT. Dumra, P.O. & Distt. Sitamarhi, Bihar	50	200000
	GUJARAT		
25.	Gayatri Vikash Mandal, Mandava, Ankleshwar, Bhrauch, Gujarat	50	125000(R) 125000 125000
26.	Zarpan nasarpur Kelvani Mandal, Vadi, Surat, Gujarat	30	75000 75000
27.	Lok Vidhyalaya, Valukhad, Palitana Bhavnagar, Gujarat	50	125000
28.	Smt. Samastha kathi Samaj Education and Cheritable Trust, Vanthali Road, Distt. Junagadh, Gujarat	28	70000(R) 70000
29.	Swamy Sunyanand Seva Trust, Palanpur, Gujarat	39	159994(R)
30.	Shri Jagruti Education Trust, Sarkhetj, Ahemdabad, Gujarat	40	160000
31.	Shantiniketan Education Trust, 22, Bhrugupur Society, Distt. Bharuch, Gujarat (Shantiniketan Vidyalaya)	50	200000
32.	Shantiniketan Education Trust, 22, Bhrugupur Society, Distt. Bharuch, Gujarat (Sanskar Gurjari Vidya Mandir Hostel)	35	140000
33.	Anjuman Education Trust, AT/P.O. – Vardhari, Ta. Lonawada, Distt. Panchmahal, Gujarat	39	156000
34.	Akshar Kanya Chhatralaya, Junagadh Road, Jetpur, Distt. Rajkot – 360370, Gujarat	50	200000
35.	Shree Bharuch Jilla Adarsh Samaj Seva Mandal, AT/P.O. Badam, Ta. Nanded, Distt. Bharuch, Gujarat	26	104000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
36.	Virnagar Kelvani Mandal, Virnagar, Distt. Rajkot – 360060, Gujarat	25	100000 62500
37.	K.R. Education & Charitable Trust, Joshipura, Junagadh, Gujarat	27	108000
38.	Shree Saraswati Kanya Kelvani Mandal, AT. Nanikadi, AT/P.O. Kadi, Distt. Mehsana – 382715, Gujarat	50	200000
39.	Shree Sardar Patel Education Trust, Joshipura, Distt. Junagadh – 362202, Gujarat	50	200000
40.	Gangotri Sanskar Tirth, AT. Manpur, P.O. Mandvi, Via. Paravadi, Ta. Gariadhar, Distt. Bhavnagar, Gujarat	50	200000
41.	Shri M.D. Mehta Education Trust, Darbargadh, Distt. Jamnagar, Dhrol – 361210, Gujarat	50	200000
42.	Shri Vishvakaram Education Trust, 28, Sabarmati Society, Ahmedabad, Gujarat	46	184000
43.	Shree Akhil Anjane Kelvani Mandal, Sector-7, Gandhinagar – 382007, Gujarat	50	200000
44.	Amin Shariat Education Trust, Dhrol, Distt. Junagadh, Gujarat	50	200000
	HARYANA		
45.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya, Kharkhonda, Distt. Sonepat, Haryana	26	65000
46.	Ramjas Shiksha Samiti, Govind Nagar, Sonepat – 121001, Haryana	50	200000
	JHARKHAND		
47.	Help Vihar, AT. Hanuman Tekri, P.O. Distt. Deoghar, Jharkhand	50	125000 125000
	KARNATAKA		
48.	Sri Channveereshwar Prasad Nilya Public Trust, Shiggaon, Distt. Haveri, Karnataka	50	125000(R) 125000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
49.	Machideva Seva Sansthe, Shivpet, RON, Distt. Gadag, Karnataka	50	125000(R)
50.	Adhyayana Vidya Sansthe, Bangalore, Karnataka	50	125000(R)
51.	Vimochana Devdasi Samsthe, Bangalore, Karnataka	25	62500
52.	Bapuji Grameen Vikas Samiti, Karwar, Distt. Uttar Karnataka – 531303, Karnataka	48	192000 120000
53.	Sri Basaveshwar Vidya Vardhak Sangha, Bagalkot – 587101, Karnataka	50	200000
54.	Rural Development Voluntary Organising Assocation (R), Hanumanthapura – 577528, Distt. Devangere, Karanataka	50	200000
55.	Smt. Ramabhai Ambedkar Education Society (R), Kumenpu Nagar, Mysore – 570023, Karnataka	50	200000
56.	Adarsh Education Institution (Regd.), Maruthi Extension, Hunsur Town, Mysore Distt. Karnataka	50	200000
	MAHARASHTRA		
57.	West Khandesh Bhagini Seva Mandal, Deopur (Sir Sasoon David) Distt. Dhule, Maharashtra	50	125000(R) 125000
58.	West Khandesh Bhagini Seva Mandal, Deopur (Indira Gandhi Vasutigruha), Distt. Dhule, Maharashtra	50	125000(R) 125000
59.	Indira Mahila Seva Society, Lokmanya Colony, Nandurbar, Dhuliya, Maharashtra	50	96825
60.	Samskruti Savardhan, Sangroli, Nanded, Maharashtra	50	125000(R)
61.	Sakri Taluka Education, Sakri, Dhule, Maharashtra	30+20	75000(R) 155000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
62.	Shivaji Shikshan Prasarak Mandal, Tofkhana, Hingoli, Maharashtra	50	125000 125000
63.	Swamy Vivekanand Shikshan Prasarak Mandal, Hingoli, Parbhani, Maharashtra	50	125000 125000
64.	Pragati Vidya Prasarak Sanstha, Lokmanya Colony, Distt. Nandurbar, Dhuliya, Maharashtra	50	121196(R)
65.	Sri Jagdamba Vidya Prasarak Mandal, Darati, Distt. Yavatmal, Maharashtra	50	325000(R)
66.	Prerna Janseva Sanstha, "ANNAPURNA' Railway Station Road, Hingoli – 431513, Maharashtra	50	125000 125000
67.	Jyotiba Phule Seva Trust, 7, Laxminarayan Apartment, Shivaji Nagar, Nanded –2, Distt. Nanded, Maharashtra	50	125000 125000
	MADHYA PRADESH		
68.	Veena Vadini Samaj Kalyan Vikas Samiti, Gwalior, Madhya Pradesh	50	125000(R) 125000 125000
	MANIPUR		
69.	D'Regina Standard English School-cum-Children Home, Cheingmerong, Imphal, Manipur	50	62500(R)
70.	The Oriental Women Orphang, Montbang, Manipur	50	125000(R) 125000
71.	Nungphura Village Development Society, Nungphura Village, P.O. Sugnu, Chandel Distt. – 795101, Manipur	50	200000
72.	Women's Action and Rural Development, Sagolband Salam, Leikal, Imphal	50	200000
	NAGALAND		
73.	Gymkhana Khadi and Village Industrial Association, ADC Court Charli, Duncan Bosti, Dimapur – 797112, Nagaland	42	105000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
74.	Kiyonger Telongjing Neighbour Welfare Society, Nagaland	50	200000
	ORISSA		
75.	Institute for Self Employment and Rural Development, Pandapokhari, Panaspada, Puri, Orissa	50	125000(R) 125000
76.	Laxminarayan Harijan and Adibasi Backward Development Society, Jajpur, Orissa	50+50	249236(R) 250000 250000
77.	Palli Sanskruti Kala Parishad, AT/P.O. – Tipuri, Kanas, Puri, Orissa	50	250000(R)
78.	Juba Jyoti Club, Kumandol, Nairi, Khurda, Orissa	50	111712(R)
79.	Nilchal Seva Pratisthan, Dayavihar, Kanas, Puri, Orissa	50	125000 125000
80.	Jhansi Mahila Samiti, AT. Parmanandapur, P.O. Ragadi, Distt. Jajpur, Orissa	50	115000(R) 131000 125000
81.	Institute for Social Welfare Action and Research, AT. Dhandhibanman Dadi, P.O. Ahiyas, Jajpur, Orissa	50	125000 125000
82.	Adarsh Youth Club, AT. Gariapur, Distt. Jajpur, Orissa	50	125000 125000
83.	Neelchal Seva Pratisthan, Dayavihar, Kanas, Distt. Puri, Orissa	50	125000 125000
84.	Social Welfare Organisation & Research Group (SWORG), 123, Madhusudan Nagar, Bhubaneshwar, Orissa – 751001	50	200000
85.	Project Surakshya, AT. Belasaralanda, Via. Jenapaur, Distt. Dhenkanal, Orissa	50	200000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
86.	Women Awareness & Rural Development (WARD), AT/P.O. Baunsagarha, Distt. Keonjhar, Orissa	50	200000 125000
87.	Sri Aurobindo Yubak Sangha, AT/P.O. Baunsagarha, Distt. Keonjhar, Orissa	50	200000
88.	Utkaliya Hindu Dharma Sansad, AT/P.O. Andaria, Distt. Bhadrak, Orissa	50	200000
89.	Adarsh Youth Club, AT. Gariapur, Distt. Jajpur, Orissa	50	200000
90.	Jhanshi Mahila Samiti, AT. Parmanandpur, P.O. Ragadi, Distt. Jajpur, Orissa	50	200000
91.	Pragati Jubak Sangha, AT. Naraharipur, P.O. Kodandapur, Distt. Jajpur, Orissa	50	200000
92.	Subarnamukhi Yubak Sangh, AT. Sodha, P.O. Dobal, Distt. Bhadrak, Orissa	50	200000
	TAMIL NADU		
93.	St. John Sangam Trust, Peramblur, Thiruvalluvar Distt. Tamil Nadu	50	125000
	UTTAR PRADESH		
94.	All India Children Care & Eductional Development Society, Azamgarh, Uttar Pradesh	50	125000(R) 125000
95.	Swami Atmadev Gopalanand Siksha Sansthan, Pipergaon, Farrukhabad, Uttar Pradesh	50	125000 125000
96.	Sri Lal Bahadur Shastri Smarak, Gramothan, Pratistha, Lokmanpur, Allahabad, Uttar Pradesh	50	125000(R)
97.	Prasidh Narayan Mahila Kalyan Samiti, Barhalganj, Gorakhpur, Uttar Pradesh	40	100000(R)
98.	New Public School Samiti, Tagore Marg, Daliganj, Lucknow, Uttar Pradesh	50	125000

S. No.	Name & Address of the Agency	No. of girls boarders	Amount released during the year 2000-2001
99.	Swami Ram Prakash Adarsh Uchatar Madhyamik Vidyalaya Tirha-Murha, Farrukhabad	50	125000 125000
100.	Gramyachal Adhogik Seva Sansthan, Miuma, Allahabad, Uttar Pradesh	25+25	162500
101.	Nandan Khadi Gramodhyog Seva Sansthan, Lokmanpur, Baraut, Allahabad, Uttar Pradesh	25+25	62500(R) 162500
102.	Bhartiya Adim Jati Sevak Sangh, Lal Bahadur Shastri Complex, Meja, Allahabad, Uttar Pradesh	50	125000(R) 125000
103.	Bairagi Shiksha Sansthan, I/121-1, Narayanpur, Post. Shivpur, Distt. Varanasi, Uttar Pradesh	50	200000
	WEST BENGAL		
104.	Jirakpur Sister Nivedita Seva Mission, Basheerhat, Distt. 24 Parganas, West Bengal	25	100000

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)

INTRODUCTION OF YOGA IN SCHOOLS

	PLAN	
1.	Education Department, Govt. of Tripura Agartal	1,01,200
2.	Kaivalyadhama SMYM Samiti, Lonavala, Pune, Maharashtra	2,50,000
3.	Yoga Physique and Studies, Imphal, Manipur	1,51,000
4.	Shri Jagannath Sanskrit Vishvavidyalaya Srivihar, Orissa	1,77,500
5.	Orissa Council of Sports, Satyabrata Stadium, Cuttack, Orissa	1,77,500
6.	Sree Narayana Educational Society, Kollam, Kerala	2,03,500

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
7.	West Bengal Scheduled Castes, Tribes and Minority Welfare Association Midnapore, West Bengal	9,37,500

NON-PLAN

8.	Kaivalyadhama SMYM Samiti, Lonavala, Pune	35,00,000

PROMOTION OF LANGUAGES

ASSAM

1.	Subansiri Seva Samiti Uttar Lakhimpur	3,34,988
2.	Uttar Pooranchal Rashtrabhasha Prachar Samiti, Uttar Lakhimpur	3,68,700
3.	Asom Rashtrabhasha Prachar Samiti Guwahati	25,80,750
4.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	11,64,375

MANIPUR

5.	Manipur Rashtrabhasha Prachar Samiti Imphal	2,93,750
6.	Manipur Hindi Parishad Imphal	3,86,850
7.	Hindi Ashulipi Aur Mudralekhan Prashikshan Sansthan, Imphal	1,67,378

MEGHALAYA

8.	Meghalaya Rashtrabhasha Prachar Samiti Shillong	1,29,600

MIZORAM

9.	Mizoram Hindi Prachar Sabha, Aizwal	3,54,000

ANDHRA PRADESH

10.	Dakshin Bharat Hindi Prachar Sabha (Andhra), Hyderabad	22,81,488

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
11.	Hindi Prachar Sabha, Hyderabad	2,88,600
12.	Andhra Pradesh Hindi Prachar Sabha Hyderabad	7,40,850
13.	Nagar Hindi Verg Sanchalak va Adhyapak Sangh, Hyderabad	1,98,774
	KARNATAKA	
14.	Mysore Hindi Prachar Parishad, Bangalore	21,89,294
15.	Karnataka Hindi Prachar Samiti, Jai Nagar, Bangalore	12,84,243
16.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	15,99,225
17.	Hindi Vidyapeeth, Hubli	1,04,175
18.	Hindi Shaikshanik Sewa Samiti, Bijapur	1,34,472
19.	Hindi Prachar Sangh, Mudhol	1,96,050
20.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwar	33,17,062
21.	Dakshin Bharat Hindi Prachar Sabha (Goa Branch), Karnataka	2,35,350
	KERALA	
22.	Gandhi Smarak Gram Sewa Kendram S. L. Puram, Alapuzha	1,06,800
23.	Hindi Vidyapeeth (Kerala), Thiruvanathapuram	1,42,575
24.	Kerala Hindi Prachar Sabha, Thiruvanathapuram	20,22,055
25.	Dakshin Bharat Hindi Prachar Sabha (Kerala), Eranakulam	11,24,494

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
	TAMIL NADU	
26.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu), Trichy	23,29,492
27.	Dakshin Bharat Hindi Prachar Sabha (Chennai), City Scheme	6,77,550
28.	Dakshin Bharat Hindi Prachar Sabha (Chennai) (P.G. & B. Ed. Centre)	31,64,360
	ORISSA	
29.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	3,02,715
	BIHAR	
30.	Hindi Vidyapeeth, Deoghar, Bihar	5,05,088
	MAHARASHTRA	
31.	Bombay Hindi Vidyapeeth, Bombay	15,99,225
32.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Bombay	3,55,050
33.	Bombay Hindi Sabha, Bombay	2,74,725
34.	Hindustani Prachar Sabha, Bombay	1,82,700
35.	Maharashtra Rashtrabhasha Sabha, Pune	4,33,725
36.	Rashtrabhasha Prachar Samiti, Wardha	4,47,825
37.	Vidarbha Rashtrabhasha Prachar Samiti, Nagpur	3,36,750
38.	Maharashtra Hindi Prachar Sabha, Aurangabad	1,66,748
	GOA	
39.	Bombay Hindi Vidyapeeth (Goa Branch)	1,56,525
40.	Gomantak Rashtrabhasha Vidyapeeth Madgaon, Goa	1,42,541

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
	GUJARAT	
41.	Gujarat Vidyapeeth, Ahmedabad	2,35,330
42.	Bombay Hindi Vidyapeeth, Bombay (For Gujarat Pradesh)	1,18,530
	DELHI	
43.	Akhil Bhartiya Hindi Sanstha Sangh Delhi	10,97,775
44.	Bhartiya Anuvad Parishad	2,41,275
45.	Nagrilipi Parishad, Delhi	2,50,995
	UTTAR PRADESH	
46.	Hindi Sahitya Sammelan, Prayag, Allahabad	2,06,250
47.	Nagari Pracharini Sabha, Varanasi	3,30,000

PN-II

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
1.	Educational Foundation, Nagaon (Assam)	1,32,000
2.	Dr. D. Swaminadhan Research Foundation Hyderabad	50,000
3.	Harihara Graminabi Vrudhi Sangha, Karnataka	50,000
4.	Sewa-in-Action, Bangalore	1,50,000
5.	Indian History Congress, Aligarh	1,24,500
6.	National Society for Promotion of Development Administration and Training (NSDART), Mussorie	1,46,960
7.	Bhartiya Shiksha Shodh and Nirdeshan Sansthan, Jaipur	50,000
8.	Council of Board of School Education in India, New Delhi	2,64,418

S.No.	Name of Organisation	Amount Released 2000-2001 (Rs.)
9.	Indian Academy of Social Sciences, Allahabad	50,000
10.	The Associated Chambers of Commerce and Industry of India, New Delhi	50,000
11.	Indian National Cartographic Association and Survey of India, Jaipur	50,000
12.	National Assesment and Association Council, Bangalore	1,00,000
13.	All India Primary Teachers Federation, New Delhi	1,50,000
14.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora (UP)	1,00,000
15.	Mitra Mandali Tarun Samaj Samiti Bharatpur, Rajasthan	1,00,000
16.	Cosmode Management Research Centre, Hyderabad	2,50,000
17.	Madras Institute of Development Studies, Chennai	2,50,000
18.	Indian Council of Philosophical Research, New Delhi	3,00,000
19.	Indian Institute of Education, Pune	75,000
20.	Rambabu Mhalgi Phobodhini, Mumbai	1,00,000
21.	National Institute of Human Development, Vivekanand Nidhi, Calcutta	1,50,000
22.	Sankalp, New Delhi	75,000
23.	Indian Association of Parliamentarians on Population Development, New Delhi	1,50,000
24.	Ashirwad Rural Development, Trust, Kolar District Karnataka, New Delhi	94,000
25.	Syamaprasad College, Calcutta	50,000

S.No.	Name of Organisation	Amount Released 2000-2001
26.	Gargi College, New Delhi	50,000
27.	Indraprastha College for Women, Delhi	50,000
28.	St. Berchmen's College, Changanacherry, Kerala	75,000

INC

1.	Chairman, Southern Languages Book Trust 18, Mayor V. R. Ramanathan Road, Chennai	20,00,000

NON-FORMAL EDUCATION

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
	ANDHRA PRADESH		
1	Praja Seva Samaj	P.B. No.10, Kadiri - 515591 Andhra Pradesh	4.63
2	Seva Mandir	Hindupur Distt. Anantapur - 515212 Andhra Pradesh	9.03
3	Society for Integrated Rural Improvement (Siri)	D No.5/164 A 4th Road Anantapur - 515 001 Andhra Pradesh	8.57
4	Praja Pragathi Trust	13-42, L.B. Nagar, Tirupati Distt. Chittoor Andhra Pradesh - 517502	1.06
5	People's Organisation for Development Action	Door No. 4-95, Ramnagar Colony Chittoor District - 517002 (AP)	5.01
6	Sri Venkateswara Mahila Mandali	H.No. 6-11-145, Chenna Reddy Colony, Near S.V. Medical College, Thirupathi - 517507 Chittoor Distt. (A.P.)	2.57
7	Bharatha Seva Samithi	Sugar Factory Employee Colony, 75, Dodipalli Chittoor Distt. (A.P.)	13.74
8	Andhra Pradesh Rural Reconstruction Mission	1-69 Cross roads, Piler - 517214 Chittoor District (A.P.)	36.50
9	Rashtriya Seva Samithi	9 Old Huzur Office Building, Tirupati - 517501 Distt. Chittoor (A.P.)	48.32

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
10	Social Action for Integrated Development	No. 11 S.V.U. Campus Near RE Building Tirupati - 517502 District Chittoor (A.P.)	1.62
11	Rural Reconstruction Society	Balla (Village & Post) Via Kuppam - 517425, District Chittoor (A.P.)	1.22
12	Mass Education Movement	14-65/2, Palace Road, Kuppam - 517425, District Chittoor (A.P.)	2.18
13	Jyothi Youth Association	1-570 Reddi Street, Kattamanchi, Chittoor - 517001	2.48
14	Peda Prajala Seva Samithi For Rural Human Resource Development	Gangadhara Nellore, District Chittoor - 517125 (A.P.)	3.88
15	Action for Community Service Society	2-48, School Street, V. Kota - 517424 District Chittoor (A.P.)	2.27
16	Vijayapuram Praja Seva Samithi	Pannur (Village & P.O.) Vijayapuram (Mandal) District Chittoor - 517586 Andhra Pradesh	13.77
17	Gandhian Organisation For Rural Development	Mulakalacheruvu, R.S. District Chittoor Andhra Pradesh - 517390	2.70
18	People's Action for Social Service	Door no.10-12, Maruthi Nagar (Opp. Silver Bells School) Tirupati - 517502, Andhra Pradesh	9.36
19	Women's Association for Development Action (WADA)	R.K.V. Bahaduruvaripet P.O. Karvetnagar Mandal, District Chittoor Andhra Pradesh - 517582	4.87

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
20	Peoples Organisation for Welfare and Education Ratification	D.No.19-191, Jail Khana Street Mittoor, District Chittoor Andhra Pradesh	2.48
21	Gyanodaya Integration Rural Development Society	Aroor Village & post (via) Nindra Mandal - 517591 District Chittoor Andhra Pradesh	3.84
22	Rural Institute for People's Enlightment	Palli Street, Puthalapattu - 517124 District Chittoor, Andhra Pradesh	2.57
23	Seva Bharathi	Behind Z.P. High School Tiruchanoor - 517503 District Chittoor Andhra Pradesh	1.28
24	Rashtriya Seva Samithi	9, Old Huzur Office Building, Tirupathi, Andhra Pradesh	1.52
25	Rural Development Organisation	6/42 G. Rama Rao Street Cuddapah - 516001 (A.P.)	1.11
26	Churches of Christ Rampachodavaram	Rampachodavaram - 533288 East Godavari District Andhra Pradesh	2.49
27	National Educational Minorities Society	14-1-12, Kothapet Guntur - 522001 (A.P.)	6.96
28	Kandrika Mahila Mandali	Kandrika Post Phirangipuram Mandalam District Guntur - 522529 (A.P.)	1.28
29	Sri Durga Mahila Mandali	Indira Priyadarsini Colony House No. 35, Sangadigunta, Guntur - 522004 (A.P.)	2.54

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
30	Adarsha Rural Development Society	Daggumallivari St., H.No.17-1-120/A Bapatla - 522101. District Guntur (A.P.)	3.85
31	Maharshi Sambamurty Institute Of Social & Development Studies	D.No.8-22-11, Datlavari Street, Gandhinagar, Kakinada - 533004	2.35
32	Weaker Sections Development Society	Saradapuram, Arundelpet Post Guntur - 522002 (A.P.)	1.28
33	Kothapeta Mahila Mandali	Pothurajuvari Chowk Kothapet, Guntur - 522001 (A.P.)	4.68
34	Noblemen's Voluntary Organisation For Helping Rural and Urban Poor	4th Class Employee's Building Behind Super Bazar, Kothapet, Tenali - 522201, District Guntur (A.P.)	1.09
35	Prachya Bhasha Vidyapeeth	Rajandranagar, 6th Line, Gudivada - 521301 District Krishna (A.P.)	6.79
36	Sri Triveni Educational Academy	H.No.5-1-158/1, K.K. Rao Complex, Yellandu X Road, Khammam - 507002	8.45
37	Vasavya Mahila Mandali	Nasthik Kendram, Benz Circle, Vijayawada - 520010 (A.P.)	4.43
38	Sri Padmavathi Educational Society	Vangala Siva Rami Reddy G Building, K.G. Road, Atmakur - 518422 District Kurnool (A.P.)	1.03

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
39	Sri Parameswari Educational Society	K.G. Road, Atmakur Kurnool District (A.P.)	4.95
40	Sri Hanumantharaya Educational and Charitable Society	Pendekanti Public School Illuru Kothapeta (Post) Banaganapalli Manda District Kurnool - 518186 (A.P.)	11.65
41	Srinivasa Mahila Mandali	Darsi, Agraharam, Martur Mandal, Prakasam District (A.P.)	2.45
42	Viveka Educational Foundation	Pamur-523018 District Prakasam, (A.P.)	2.46
43	Sree Madhava Vidya Peetham	Lawyerpeta Ongole - 523002 District Prakasam (A.P.)	2.48
44	Mahila Mandali	Station Road, Chirala - 523155, District Prakasam (A.P.)	4.71
45	Gowthami Education Society	Tangutur - 523274 District Prakasam Andhra Pradesh	9.36
46	Dasari Adivaiah Memorial Ele-School Committee	Harijan Colony Ulavapadu - 523292 District Prakasam Andhra Pradesh	2.48
47	Nalanda Education Society	C/O Little Star Public School, Tangutur, District Prakasam (A.P.) - 523274	4.68
48	Praveen Educational Society	Padmavathi (Girls) High School, Giddalur - 523 357 Prakasam District, A.P.	2.49
49	Yuva Vijnana Parishad	9-4-11 Bridge Road Srikakulam - 532001 Andhra Pradesh	2.44

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
50	Swamy Babu and Vajramma Charitable Trust	Indira Gandhi Smarak Bhawanam, Goruvari Tank Road Narasannapeta - 532421 District Srikakulam (A.P.)	19.88
51	Youth Club-Bejjipuram	Murapaka (S.O.) District Srikakulam - 532403 Andhra Pradesh	9.41
52	Bhagavatula Charitable Trust	Yellamanchili - 531055 District Visakhapatnam (A.P.)	4.63
53	Sarada Mata Mahila Mandali	Lalithanagar, 49-15-6, Opposite Ganesh Temple Visakhapatnam - 16, (A.P.)	1.27
54	Priyadarsini Service Organisation	D. NO. 45-56-9, Saligramapuram District Visakhapatnam - 24 (A.P.)	14.05
55	Sravani Charitable Organisation	Sarada Nagar, Narsipatnam - 531116 District Visakhapatnam (A.P.)	21.04
56	Navajeevan Education Society	H. No.Mig 1-72, VUDA Colony Pedagontyada, Visakhapatnam - 530044 (A.P.)	9.10
57	Visakha Jilla Navanirmana Samithi	"Sivarama Nilayam" Sarada Nagar Behind RTC Bus Complex, Narasipatnam - 531116, District Visakhapatnam (A.P.)	8.57
58	Bharathi Social Educational Society	Pedaboddepalli Narasipatnam - 531116 District Visakhapatnam Andhra Pradesh	4.74
59	B.R.N's SICE	H.No.4-51-4, Lawsons Bay Colony, District Visakhapatnam - 530017 Andhra Pradesh	9.37

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
60	Visakha Vanitha Samaj	32-26-65, Allipuram Jn. District Visakhapatnam - 530004 Andhra Pradesh	9.37
61	Training and Research For Action (TARA)	S.B.I. Colony, Narsipatnam, District Visakhapatnam - 531116 Andhra Pradesh	14.04
62	Teetla Ramaiah United Sociall Service Trust (Trust)	45-35-27, Jagannadhapuram Akkayyapalem, District Visakhapatnam - 530016 Andhra Pradesh	3.37
63	Sri Venkateswara Yuvajana Sangham	Kovvuru (Post) Rolugunta Mandalam, Narasipatnam Division, District Visakhapatnam (A.P.)	3.79
64	Navachaitanya Academy For Youth Advancement	Sri Rama Nivas Ram Nagar Yellamanchili - 531055 Visakhapatnam District Andhra Pradesh	9.30
65	Nava Chaitanya (Rural Development Society)	Ravikamatham, District Visakhapatnam Andhra Pradesh	1.79
66	Rural Energy For Environment Development Society	27-99, Gandhi Nagar Yellamanchili - 531055 District Visakhapatnam Andhra Pradesh	6.03
67	Sramika Rural Development Organisation	Chettupalli P.O. Narsipatnam - 531116, District Visakhapatnam Andhra Pradesh	1.06
68	Grama Swarajya Samithi	Kodavatipudi - 531085 Kotaurtla Mandal District Visakhapatnam Andhra Pradesh	7.14

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
69	Sarada Valley Development Samithi	Thummapala Village, Anakapalle Mandal Distt. Visakhapatnam - 531032 Andhra Pradesh	4.49
70	Integrated Rural Development Society	Cheedikada - 531028, District Visakhapatnam Andhra Pradesh	1.10
71	Nature Environment And Education Development Society (NEEDS)	Adda Road Timmapuram - 531083 District Visakhapatnam Andhra Pradesh	6.96
72	Vikasa, Service Society for Rural Development	Co-op. Colony, Chodavaram, District Visakhapatnam Andhra Pradesh - 531036	7.01
73	Organisation For Rural Reconstruction	Yellamanchili (Vill. & Mandal), District Visakhapatnam Andhra Pradesh - 531055	4.49
74	Nehru Yuvajana Sangham	Thimmarajupeta - 531033 Atchutapuram Mandalam (Via) Anakapalle District Visakhapatnam (A.P.)	6.86
75	Kolleru Rural Development Service Organisation	H. No. 5-18 Thana Street, Akividu - 534 235 West Godavari Distrct	7.23
76	Village Development Society	No. 386, Christian Colony, Vanasthalipuram Hyderabad - 500070 Andhra Pradesh	9.24
77	Annapurna Manava Samkshema Samithi	Plot No. 1 & 2, Kavuri Hills, Jubilee Hills Post, Hyderabad - 500033	2.44

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
78	Subhodaya Educational Society	Plot No.21, NSC Employees Society, Yellareddyguda, Hyderabad - 500 073	4.57
		STATE TOTAL	**496.30**
	ASSAM		
79	Desh-Bhakta Rural Development Association	Bhaktardaba Bazar, P.O. Nali Gaon, Distt. Barpeta Assam - 781352	4.28
80	Deshabandhu Club	AT/P.O. Behara Bazar, Distt. Cachar, Assam - 788817	4.96
81	Morigaon Mahila Mehfil	Civil Hospital Road, P.O. Morigaon, Distt. Morigaon, Assam - 782105	7.42
82	Assam Chah Mazdoor Multipurpose Social Education Association	Rangajan T.E. P.O. Rangajan, Titabar Distt. Jorhat, Assam - 785630	4.97
83	Sadau Asom Gramya Puthibharal Santha	L.N.B. Road, Haibargaon P.O. Haibargaon Distt. Nagaon (Assam)	10.00
84	Social Development Organisation	Village Morikollong, P.O. Nagaon, Distt. Nagaon, Assam	4.27
85	Barnibari Yubak Sangha	P.O. Barnibari, Distt. Nalbari Assam - 781304	2.49
86	Adhyatmik Sarvoday Sevashram	P.O. Kakaya - 781304 Distt. Nalbari, Assam - 781028	5.10
87	West Mohanpur Samaj Unnayan Club	P.O. Mohanpur, Distt. Hailakandi Assam - 788150	2.49

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
88	Karuna Gaon Mahila Samity	Village Rajyeswarpur Part VII, P.O. Kata Gaon District Hailakandi, Assam	4.91
		STATE TOTAL	**50.89**
	BIHAR		
89	Bihar Gramin Mahila Kalyan Parishad.	Viilage Fatehpur, P.O. Sahridanagar Distt. Begusarai, Bihar	2.17
90	Bhagwan Pustakalaya	Naya Bazar, Bhagalpur City Bihar - 812002	12.36
91	Sarvodaya Ashram Madachak	At. Madachak, Post Kathel Via Amarpur, Distt. Bhagalpur, Bihar	2.08
92	Mithilanchal Samagra Vikas Sanstha	Moh. Mogalpura, P.O. Lalbagh, Distt. Darbhanga, Bihar	2.47
93	Santhal Pargana Gramodyog Samiti	Baidyanath - Deoghar Bihar - 814112	1.47
94	Santal Pargana Antyodaya Ashram	Purandaha B. Deoghar - 814112 (Bihar)	17.07
95	People's Institute for Development and Training	A-12 Paryavaran Complex Maidangarhi Road New Delhi - 110030	7.23
96	Samagra Seva Kendra	Barachatti, P.O. Barachatti District Gaya, Bihar - 824201	1.14
97	Avidya Vimukti Sansthan	Village Mastipur, P. O. Bodhgaya District Gaya, Bihar - 824231	2.67
98	Banwasi Vikas Ashram	AT/P.O. Atka Via Bagodar Giridih Bihar - 825322	6.95

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
99	Nav Bharat Jagriti Kendra	Bahera, Brindavan Chouparan, Distt. Hazaribagh, Bihar - 825406	3.64
100	Bihar Pradesh Bharat Sevak Samaj	Nehru Bhawan, Daroga Prasad Rai Path Patna - 800001, Bihar	1.97
101	Ghoghardiha Prakhand Swarajya Vikas Sangh	Village and P.O. Jagatpur Via Ghoghardiha Distt. Madhubani - 847402 Bihar	48.53
102	Kamleshwari Antyodaya Ashram	Madhepura Village, Pokharsam P.O. Salimpur, Via. Pandaul Distt. Madhubani (Bihar)	5.12
103	Samajik Vikas Sansthan	AT/P.O. Tamuria, Distt. Madhubani Bihar - 847410	3.84
104	Mahavir Singh Memorial Trust	P.O. Baika-Bishanpur Distt. Madhubani, Bihar - 847402	1.27
105	Sat Lok Seva Kendra	Banerjhula, P.O. Amhi Madhubani, Bihar	6.21
106	Shramabharati Khadigram	P.O. Khadigram, District Jamui Bihar - 811313	12.32
107	Jan Shikchan Kendra	Village and P.O. Chakai Distt. Jamui - 811303, Bihar	6.10
108	Atma Rojgari Mahila Samiti Munger	I. V. Road, Haveli Kharagpur Post, District Munger, Bihar - 811213	19.51
109	Gram Bharti (Sarvodaya Ashram)	Simultala - 811316 Distt. (Munger) Jamui (Bihar)	6.28
110	Surangama Kala Kendra	Chakbasu, Rambagh Distt. Muzaffarpur, Bihar	3.89

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
111	Centre for Documentation Information, Research Communication and Training (Centre Direct)	2nd Floor, Sudana Bhawan Boring Road, Patna - 800001 Bihar	9.60
112	Gram Swarajya Ashram	Lokyatra Dham, Dhamauli P.O. Bena Nalanda - 803110, Bihar	3.05
113	Binoba Arogya & lok Sikshan Kendra	Vill & P.O. Jai Krishna Nagar, (Baday) P.O. Baday Via Islampur - 801303 Distt. Nalanda, Bihar	48.05
114	Gaya Nazareth Academy	Unit Chetanalaya, P.O. Rajgir District Nalanda - 803116, Bihar	1.26
115	Lok Seva Samiti	Village Dhamauli, P.O. Bena District Nalanda, Bihar	2.47
116	Lok Prabhat	Postmartom Road Distt. Nawada - 805110, Bihar	2.42
117	Gram Swarajya Samiti	Bakhtyarpur, Vill. & P.O. Salimpur Via Khusrupur, Patna, Bihar	12.31
118	Adithi	2/30 State Bank Colony-II Bailey Road, Patna - 800014, (Bihar)	69.54
119	Samta Gram Seva Sansthan	43, Harding Road, Patna - 800013, (Bihar)	4.86
120	Swabalamban Siksha Kendra	M-2/30, Shri Krishna Puri Patna - 800001, (Bihar)	2.57
121	Abhiyan	Ramakrishna Colony, Sandalpur, Distt. Patna - 800 006, Bihar	2.44
122	Bureau of Rural Economical and Agricultural Development	AT Pirmohani, Lane No. 3 P.O. Kadamkuan, Patna - 800003, Bihar	1.28

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
123	Nazareth Hospital	Mokama P.O. District Patna - 803302, Bihar	3.80
124	Magadh Vikas Lok	At & P.O. Kosut, Via Masaurhi Distt. Patna, Bihar	2.57
125	Manthan	Medical Colony, P.O. Khagaul Patna - 801105, Bihar	2.98
126	Sharmila Gramin Shilp Kala Kendra	Village and P.O. Prahaladpur Distt. Patna - 803306, Bihar	8.98
127	Gramodhyog Khadi Vikas Sansthan	At. Ghoswari, P.O. Dhanakov District Patna, Bihar - 803302	9.61
128	Manav Kalyan Kendra	Station Road, Khushropur Distt. Patna, Bihar - 803202	2.48
129	Koshi Anchal Samagra Vikas Avam Kalyan Parishad	Mistri Tola, Madhubani District Purnia - 854301, Bihar	2.52
130	Vanvasi Seva Kendra	P.O. Adhaura, Distt. Kaimur, Bihar	14.81
131	Jaiprabha Gram Vikas Mandal	P. C. Road, Gourakshani P.O. Sasaram, District Rohtas Bihar - 821115	7.64
132	Tagore Society for Rural Development	14, Khudiram Bose Road Calcutta - 700006, West Bengal	3.91
133	J. P. Saraisa Seva Ashram	Kauwachowk, P.O. Jarpura District Samastipur - 848504, Bihar	4.44
134	Sarvodaya Jan Kalyan Sansthan	Village and Post Shahpur Undi, Via. Patori, District Samastipur, Bihar - 848504	2.57
135	Shishu Nari Kala Prashikshan Sansthan	Village and P.O. Jalalpur Distt. Samastipur, Bihar	7.63

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
136	Saran Zila Samagra Vikas Seva Sansthan	Dahiyawan, P.O. Chapra, District Saran, Bihar	2.48
137	Xaviers Chaibasa	C/o St. Xavier's High School P.O. 10, Chaibasa Distt. West Singhbhum, Bihar - 833201	7.49
138	Loka Sevayatan	P.O. Nimdih, Distt. Singhbhum West, Bihar - 832401	9.36
139	Mahua Mahila Vikas Sansthan	Pratap Chowk, Gorigama Manpura, P.O. Mahua Distt. Vaishali, Bihar	2.44
140	Bhartiya Jan Manch	Village Chak, Bhathandi P.O. Dharhara, Distt. Vaishali, Bihar	5.14
141	Smt. Manorama Mahila Mandal	Samta Colony, P.O. Hajipur Distt. Vaishali, Bihar	2.57
142	Chandrika Samajik Uthan Evam Gramin Vikas Sansthan	Jamhor, Distt. Aurangabad Bihar - 824121	1.73
143	Gramin Sansadhan Vikas Parishad	P.O. Koransarya Distt. Buxar, Bihar	2.48
144	Triguna Seva Sansthan	Village & P.O. Kakarhat Distt. Chhapra (Saran), Bihar	4.22
		STATE TOTAL	**445.98**
	GUJARAT		
145	Lok Sevak Mandal (Servants of the People Society)	C/O C. H. Bhagat Working Women Hostel, Nr. Dalal Apartments, New Vikas Gruh Road, Paldi Ahmedabad - 380007, Gujarat	18.41
146	Gujarat State Crime Prevention Trust	'Ashirwad', 9/B Keshav Nagar Society Near Subhash Bridge Ahmedabad - 380027, Gujarat	17.20

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
147	Ahmedabad City Social Education Committee	Labour Welfare Centre Building, Outside Raipur Gate, Ahmedabad - 380027, Gujarat	2.80
148	Amar Bharati	Moti Pavathi, Tal. Dehegam Distt. Ahmedabad - 382308, Gujarat	6.23
149	Lalbhai Group Rural Development Fund	Anandji Kalyanji Blocks Near Asarwa Railway Station Opp. Arvind Mills, Naroda Road Ahmedabad - 380025, Gujarat	4.68
150	Akhand Jyot Foundation	Fatehpura Gam, Behind Police Chowky, Paldi Ahmedabad - 7, Gujarat	22.18
151	Patani Sheri Seva Sangh	Kabir Mandir, Opp. Ramdev Pir Mandir, Navtad, District Ahmedabad Gujarat - 380001	2.91
152	Anjuman-E-Talimi Idara Chariitable Trust	Court Road, Opp. Government Treasury Bharuch - 392001, Gujarat	4.92
153	Bhavnagar Mahila Sangh	Near Vadva Washing Ghat Bhavnagar - 364001, Gujarat	8.76
154	Bhil Seva Mandal	AT/P.O. Dahod, Chakaliya Road District Panchmahals, Gurajat - 389151	3.65
155	Shri Ketan Shixan Samaj	Aerodrom Road, Rajkot - 360001, Gujarat	1.15
156	Manav Seva Mandal Trust	'Shandilya', 5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot - 360001	4.25
	STATE TOTAL		**97.14**

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
	HARYANA		
157	Hans Khadi Gram Udyog Samiti	Kothi No. 280, Sector 8 Karnal - 132001, Haryana	4.43
158	Lucky Education Society	Meham, Rohtak, Haryana	4.28
159	Haryana Nav Yuvak Kala Sangam	94/22 Luxmi Nagar Sonepat Road, Rohtak - 124001	1.27
160	Bharat Vikas Sangh	1/13, JB, Medical Enclave Rohtak, Haryana	1.35
161	Vidya Mahasabha Kanya Gurukul Mahavidyalaya	Kharkhoda, Sonepat Haryana - 124402	14.12
162	Janta Kalyan Samiti	Opp. Bus Stand, Rewari, Haryana	9.36
163	Arya Hindu Shiksha Samiti	Gali No. 3, Ward No. 4, Nai Basti Bahadurgarh, District Jhajjar, Haryana	2.26
164	Angels Education Society	Delhi Road, Distt. Jhajjar, Haryana	2.27
165	National Educational and Welfare Society	C 91/2 Bharat Sewak Nagar Bhuria Road, Jagudhri, Haryana	138
		STATE TOTAL	**40.72**
	HIMACHAL PRADESH		
166	State Social Welfare Organisation	P.O. Chopal, Tehsil Chopal Distt. Simla	7.46
167	People Action for People in need	Andheri, District Sirmour HP - 173023	8.92
168	Society for Social Uplift through Rural Action	Jagjit Nagar, Via Jubbar District Solan, HP - 173225	2.10
		STATE TOTAL	**18.47**

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
	JAMMU & KASHMIR		
169	All India Centre for Urban and Rural Development	5, Bhai Veer Singh Marg, Gole Market, New Delhi - 110001	4.98
170	Social Welfare of India	Shahdara Sharif, Rajouri Jammu & Kashmir	2.49
		STATE TOTAL	**7.47**
	KARNATAKA		
171	Sree Lalithambika Educational Association	O.M.B.R. Layout Near New Water Tank, III Main Banasawadi Bangalore - 560043	4.97
172	Kasturiba Sadan	Tilak Park Road, Vijayapura Extension Chikmagalur, Karnataka - 577101	9.37
173	Society for Planning Urban and Rural Development (SPURD)	No.8/29, III, Cross, Lalji Nagar, Urban Bangalore, Karnataka	4.68
174	Belgaum Vibhaageeya Dalita Janajagrutha Sanghatane	No.D-2. K.C.D. Staff Quarters Near Udaya Hostel Dharwad - 580007, Karnataka	18.52
175	Cauvery Rural SC/ST Development Society	10th Block, Bagepalli - 561207 Bagepalli Taluk, District Kolar Karnataka	7.62
176	New Bharath Gandhi Seva Sangha	No.72/A-3, Old Tellgate, Shamanna Building, Magadi Road Bangalore	2.49
		STATE TOTAL	**47.65**
	MADHYA PRADESH		
177	Gramin Vikas Mahila Mandal	Office House No.128 Housing Colony, Distt. Bhind (M.P.)	3.86
178	Gram Bharati Sansthan	M-48 Darpan Dolony, Thatipur, Gwalior, Madhya Pradesh	9.55

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
179	Gajendra Shiksha Prasar Samiti	Gorami Distt. Bhind (M.P.)	1.28
180	Shivam Social Development Society	Omprakash Shivhare Ka Makan, Ganeshpura, Distt. Morena, Madhya Pradesh	4.68
181	Vivekanand Samaj Kalyan Sansthan	Birend Vatika, Lahar Road Near Housing Board Colony Distt. Bhind (M.P.)	4.68
182	M.P. Council for Child Welfare	Hotel No.5 Bhel Township Piplani, Bhopal - 462021 Madhya Pradesh	8.04
183	Ma Sharda Jan Kalyan Shiksha Samiti	60 Gujarpura Bhopal	2.57
184	Satlaj Adivasi Mahila Mandal	Renu Dawakhana, Tila Jamalpura, Bhopal (M.P.)	2.48
185	Rafi Ahmed Kidwai Shiksha Samiti	Chowki Imambara, Noor Mahal Road Bhopal, Madhya Pradesh	2.07
186	Varun Manav Vikas Samiti	LIG-171, Aishbagh Stadium Bhopal - 462010, Madhya Pradesh	2.45
187	Oriental Kala Avam Seva Kendra	Green Park Road, No. 10 Bairasia Road, Distt. Bhopal Madhya Pradesh	2.56
188	Rashmi Bal Kalyan Samiti	H. No. BM-54, Nehnagar, Teh. Hazoor District Bhopal, Madhya Pradesh	1.38
189	Geeta Grameen Samaj Sewa Samiti	H. No.12 Gali No. 2, Ibrahimganj, Bhopal, Madhya Pradesh	4.28
190	Shrinath Samaj Seva Sansthan	H. No.2/4, Vaisali Complex Maharana Pratap Nagar Bhopal, Madhya Pradesh	4.28
191	Vividh Karyakram Sampadan Samiti	Near Pitambrapeeth District Datia, Madhya Pradesh	2.57

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
192	Vikas Khand Seondha Gramotthan Samiti	Gram/Post Pipraua, District Datia, Madhya Pradesh - 475675	1.28
193	Shriram Shiksha Samiti	Danaoli, Lashkar Distt. Gwalior, Madhya Pradesh	7.42
194	Saket Samaj Sewa Samiti	Rathoud Palace, Behind Gorkhi Gwalior - 474 001	8.37
195	Gram Chetna Seva Samiti	House of K. C. Sharma, New Grasim Vihar Colony, Hazira, Gwalior Madhya Pradesh	2.76
196	Youva Jagriti Shiksha and Samaj Kalyan Sansthan	5/26, Bhau Ka Bazar, Lashkar Gwalior, Madhya Pradesh	1.38
197	Azad Nirdhan Bal Kalyan Samiti	Parashar Marg, Ashok Nagar Distt. Guna (M.P)	14.05
198	Bharti Mahila Shiksha Samiti	117/4 Tuteline, G.C.F. State, Jabalpur, Madhya Pradesh	3.85
199	Sapna Samaj Seva Samiti	H. No. 205, Ashbagh Stadium Bhopal	1.38
200	Yunik Education and Social Welfare Society	A. R. 89, Rajharsh Nayapura Bhopal, Madhya Pradesh	1.38
201	Society for Technical Education and Training	6, Malviya Nagar, Bhopal Madhya Pradesh	1.38
202	Lt. Shree Jagannath Shiksha Prasar avam Samaj Kalyan Samiti, Raisen	C/o Ghanshyam Mishra Physical Road, Shivpuri, Madhya Pradesh	1.38
203	Shri Lav Shiksha Prasar Samiti	Branch Extension-I, Inderpuri Ujjain, Madhya Pradesh	1.38
204	Pt. Pyarelal Shiksha Samiti	56, Sethi Nagar, Ujjain Madhya Pradesh	1.38

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
205	Pratima Shiksha Prasar Samiti	14, New M.L.A. Colony Jawahar Chowk, Bhopal, (MP)	9.77
206	Janta Shiksha Parishad	Deorikala Ramnagar, Distt. Satna, Madhya Pradesh	1.06
207	Sharda Shiksha Samiti	10, Nagarpalika Colony Shujalpur City District Shajapur Madhya Pradesh	2.56
208	Society for Social Development	37, Panchwati Colony, A. B. Road Gwalior, Madhya Pradesh	1.38
209	Pavan Gramin Samaj Seva Samiti	House No. 435, Jawahar Colony Shivpuri, Madhya Pradesh	1.28
210	Gramya Vikas and Jan Kalyan Sansthan	59, Vivek Nagar, Mela Ground Gwalior, Madhya Pradesh	1.38
211	Savya Sanchi Centre for Urban and Rural Development	Karondiya North Sidhi Madhya Pradesh - 486661	3.38
212	Ruchi Samaj Sewa Samiti	H. No.294, Shakti Nagar Sector-II, Bhopal, (M.P.)	4.48
213	Aradhana Gramin Sewa Samiti	B.M.54, Nehru Nagar, Bhopal, (M.P.)	4.68
214	Montessory Education Society	Khachrod, Ujjain, Madhya Pradesh	4.83
215	Chambal Vikas Sansthan	LIG-40, Housing Board Colony Murena, Madhya Pradesh	1.28
		STATE TOTAL	**140.20**
	MAHARASHTRA		
216	Rajarshi Shri Chhatrapati Shahu Shikshan prasarak	Burdgaon Road Ahmed Nagar Maharashtra - 414001	8.85

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
217	Payoshni Education Society	Ghungshi Tal. Murtizapur Distt. Akola	9.74
218	Suvide Foundation	1st floor, Rishiwat Urban Co-op. Credit Society, P.O. Risod, Distt. Akola Maharashtra - 444506	15.40
219	Sant Kabir Shikshan Prasarak Mandal	Kailash Niwash Ghati Aurangabad - 431001	4.57
220	Dnyandip Shikshan & Prashikshan Sansthan	Vikram Building, Shivaji Nagar, Mahekar, Distt. Buldhana Maharashtra - 443 301	5.14
221	Bharatiya Gramin Adiwasi Vikas Sanstha	Pardi Tal. Nagbhir, Distt. Chandrapur Maharashtra - 441205	3.68
222	Bahujan Hitaya Gramin Shaikshanik & Sanskritik Shikshan Sanstha	Q. No. E/90 Collector Colony Complex, Gadchiroli - 442 605	2.55
223	Samaj Kalyan Mandal	Lalganj Naik Talao, Nagpur-2	4.96
224	Sati Mata Shikshan Sansthan	Nagpur Head Office 11 Vyankatesh Nagar, Khamala Road Nagpur - 25	2.45
225	Bhartiya Adim Jati Sevak Sangh	Thakkar Bapa Samark Sadan, Dr. Ambedkar Marg, New Delhi	11.30
226	Bhartiya Adim Jati Sevak Sangh	Vidarbha, Malviya Nagar Khamla, Nagpur - 440025	2.06
227	Jawaharlal Nehru Shikshan Prasarak Mandal	Umardri Taluk, Mukhed District Nanded	14.70
228	Mahatma Phule Gramin Shikshan Prasarak Mandal	Shekapur Distt. Nanded	2.57

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
229	Jyotiba Phule Seva Trust	Vasarni, Post Cidco, Distt. Nanded, Maharashtra	4.97
230	Shri Jagdamba Vidya Prasarak Mandal.	Darati, Circle Purna, Tq. Purna Distt. Parbhani - 431511, Maharashtra	4.68
		STATE TOTAL	**97.61**
	MANIPUR		
231	Nungphura Village Development Society	P. O. Sugnu, District Chandel Manipur	2.49
232	Wangjing Tentha Farmers Development Association	Post Bag No. 6 Imphal	23.70
233	Manipur Vocational Institute	Meekala Bazar, BPO Laiphrakom Via-Tulihal SO, Imphal	2.34
234	Integrated Rural Development Society	Lilong, District Imphal Manipur	4.97
235	The Friendship Centre	Khurai Kongpal (Thoubandong) Manipur	1.28
236	Sadu Koireng Youth Club	Sadar Hills, District Senapati, Manipur	2.49
237	United Hill People's Development Society Ltd.	Naga River Colony House No. 2 2nd BN, M. R. Gate, Imphal, Manipur	4.96
238	Cherapur Mamang Khadi and Village Industries Association	Cherapur Village, BPO Wangjing District Thoubal, Manipur	2.47
239	Rural Industries Development Association	Wangkhem, P.O. Thoubal - 795138 Manipur	2.49
240	The Manipur Tribals Pioneer Association	Minuthong Namdunlong, Imphal - 795001, Manipur	2.33
241	The Kwakta Educational Volunteers Union	Kwakta, District Santhong Manipur	2.56
		STATE TOTAL	**52.07**

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
	NAGALAND		
242	Sema Tila Society	Sema Tila Area, Dimapur Nagaland - 797112	1.38
		STATE TOTAL	**1.38**
	ORISSA		
243	Netaji Jubak Sangha	Balipokhari, AT/P.O. Parmanandapur Via Akhuapada, Distt. Balasore Orissa - 756122	2.22
244	Samagra Bikash Parishad	AT/P.O. Baliapal, Distt. Balasore, Orissa-756026	4.10
245	Gandhi Sevashram	AT/P.O. Jaleswar, Distt. Balasore, Orissa - 756032	9.35
246	Radhanath Pathagar	AT/P.O. Soro, Distt. Balasore, Orissa - 756045	4.93
247	Pallimangal Yubaka Sangh	At Nayapally, P.O. Deuli Distt. Puri, Orissa - 752064	5.22
248	Pragati Pathagar	AT/P.O. Rayan Ram Chandra Pur, Via Jaleswar, Distt. Balasore, Orissa - 756032	2.54
249	People's Rural Reconstruction Institute For Youth Action (PRRIYA)	AT Sankumari, P.O. Bartana Via. B.T. Pur, Distt. Balasore Orissa - 756115	4.28
250	Radhakrushna Jiew Library	Raigan, Kahalia, Distt. Balasore, Orissa	2.24
251	Balasore Distt. Nari Sangha	P.O. and Distt. Balasore, Orissa	3.68
252	Society for Weaker Community	Shankarpur, P.O. Bhadrak Distt. Balasore, Orissa	7.45
253	Chandrabhaga	Motiganj, Distt. Balasore, Orissa - 756003	2.57

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
254	Centre for Awareness Research and Training (CART)	At/P.O. Sovarampur, PO/District Balasore - 756001, Orissa	3.97
255	Bhagabat Pathagar	AT/P.O. Saleipali, Via Jarasingha Distt. Bolangir, Orissa - 767067	4.99
256	Gram Mangal Pathagar	AT/P.O. Saleipali, Via Jarasingha Distt. Bolangir, Orissa - 767067	18.90
257	Ramjee Yubak Sangha	AT/P.O. Saleipali, Via Chandanvati Distt. Bolangir, Orissa - 767065	9.83
258	Bapujee Pathagar	AT/P.O. Sukha Distt. Bolangir, Orissa - 767064	15.40
259	Jagannath Jubak Sangha	AT Jaliadarha, P.O. Kandhakelgaon Via. Deogaon, Distt. Bolangir Orissa - 767029	3.85
260	Janakalyan Yubak Sangha	At. Sinakhaman, P.O. Kandhakelgaon Distt. Bolangir, Orissa - 767029	9.82
261	Netaji Yubak Sangha	AT/P.O. Goilbhadi, Via Titilagarh Distt. Bolangir, Orissa - 767033	4.91
262	Adivasi Harijan Welfare Agency Network	AT/PO Harisankar Road (Lathor), Distt. Balangir, Orissa	4.66
263	Nehru Yuvak Sangha	AT/P.O. Karamtala, Via. Saintala, Distt. Bolangir - 767032, Orissa	1.28
264	Centre for Women & Rural Development	AT/P.O. Salpali, Via Jarasingha - 767067 Distt. Bolangir, Orissa	4.91
265	Pallishree	AT/P.O. Ghasiput, Via Banki, Distt. Cuttack, Orissa - 754008	2.23
266	Anchalik Baldevjew Voluntary Agency	AT/P.O. Alkund Nuagan, Via Pritipur Distt. Cuttack, Orissa - 755013	9.02
267	Lokanayak Club	AT/P.O. Patapur, Via Banki, Distt. Cuttack, Orissa - 754008	14.81

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
268	Cuttack Zilla Harijan Seva Sanskar Yojana	AT Chhata (Hafimelak) P.O. Fakirabad, Via Thakurpatna Distt. Cuttack, Orissa - 754250	4.97
269	Jyotirmayee Mahila Samiti	AT/P.O. Tinimuhani, Distt. Cuttack, Orissa - 754211	4.93
270	Rural Development Society	AT Kaltunga, P.O. Suniti, Via. Mahakalpada, Distt. Cuttack, Orissa - 754224	14.81
271	Lutheran Mahila Samiti	AT/P.O. Patalipank, Via Kujang, Distt. Cuttack, Orissa - 754141	17.78
272	Centre for Upliftment of Lower Incomers	Rath Danda (Near Post Office), Chowdkulat, Distt. Cuttack, Orissa - 754222	36.17
273	Jayanti Pathagar	AT Sahapada, P.O. Brahmabarada, Distt. Cuttack, Orissa - 755005	4.08
274	Mahila Vikas Samiti	At Andapur, P.O. Kalyaninagar Distt. Cuttack, Orissa - 753013	13.13
275	International Indecency Prevention Movement	Bidanasi, (Sovaniya Nagar), P.O. & Distt. Cuttack, Orissa - 753008	15.12
276	Voluntary Association for Rural Reconstruction and Appropriate Technology	Village Boulakani, Post Baradanga, Distt. Cuttack, Orissa - 754224	5.06
277	Jajpur Harijan Seva Samiti	AT/P.O. Ahiyas, Distt. Jajpur, Orissa - 755036	11.18
278	Council of Cultural Growth and Cultural Relations	The Universe, Maitree Sarani, Cuttack, Orissa - 753001	24.62
279	Gurukula Kendra	AT/P.O. Mahanapur (Japakud) Distt. Cuttack, Orissa - 754201	1.12
280	Utkal Sevak Samaj	AT/P.O. Bhagat Pur Vial Kotsahi (Tangi) Distt. Cuttack, Orissa - 754 022	4.79

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
281	Pragati Yuba Chakra	AT Purbakachha, P.O. Madhya Kachha, Via. Bahugram, Distt. Cuttack, Orissa - 754200	2.48
282	Orissa Institute of Medical Research and Health Services	Friends Colony, Bajrakabati Road, Distt. Cuttack, Orissa	1.04
283	Basudeb Pathagar	AT/P.O. Nuagan, Via. Niali, Distt. Cuttack - 754004, Orissa	2.54
284	Netajee Smaraki Pathagar	AT Babaja (Chhindakul), P.O. Uttaran, Via. Kasarada, Distt. Cuttack - 754105, Orissa	4.63
285	Utkal Navajeevan Mandal	AT/P.O. Angul, Distt. Dhenkanal, Orissa - 759122	9.37
286	Youth Association for Rural Reconstruction	AT/P.O. Boinda Distt. Angul, Orissa - 759127	7.84
287	Nysasdri	AT/P.O. Santhapur, Via Gondia, Distt. Dhenkanal, Orissa - 759016	1.28
288	Jatiya Yuvak Sangha	AT Olanda, P.O. Kuluma Distt. Dhenkanal, Orissa - 759117	6.26
289	People's Institute for Participatory Action Research (PIPAR)	AT/P.O. Mahimagadi, Distt. Dhenkanal, Orissa - 759014	4.66
290	Samajik Seva Sadan	AT Banjhikusum, P.O. Mahisapat Distt. Dhenkanal, Orissa - 759014	11.73
291	Arun Institute of Rural Affairs	AT Aswakhola, P.O. Karamul, Via. Mahimagadi, Distt. Dhenkanal, Orissa - 759014	18.49
292	National Institute of Social Research for Utkal Rural Tribals (NISRURT)	AT/P.O. Kabara Madhapur Via. Mahimagadi, Distt. Dhenkanal, Orissa	14.04
293	Jeevan Jyoti Club for Social Welfare & Rural Development	AT Mahadia, P.O Belapada, Via Gadasila, Distt. Dhenkanal, Orissa	9.94

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
294	Institute of Social Work and Action Research (ISHWAR)	Chirulei, Via. Mahimagadi, District Dhenkanal, Orissa	27.58
295	Utkal Silpodyoga Seva Samiti	Plot No.265, Sastri Nagar, Bhubaneswar, Orissa	3.83
296	Kasturi Bai Mahila Samiti	At. Surat, P.O. Gunadei, Via. Gadasila District Dhenkanal, Orissa - 759025	5.08
297	Balajiu Kishor Yubak Sangha	Village/ P.O. Matha Tentulia P.S. Gondia, Distt. Dhenkanal, Orissa	1.28
298	Jayanti Pathagar	AT/P.O. Nuvapada, Distt. Ganjam, Orissa - 761011	19.80
299	Institute of Social Action and Research Activities (ISARA)	At. Baikunthanagar, P.O. Berhampur Distt. Ganjam, Orissa - 760001	13.69
300	Seva Sahitya Sansad	AT/P.O. Kabisurya Nagar, Distt. Ganjam, Orissa - 761104	3.85
301	Pollishree Voluntary Organisation	Sunamba Street, AT/P.O. Aska, Ganjam, Orissa - 761110	1.23
302	Centre for Awakening of Rural Environment	P.O. Manikyapur, Via Bamakoyi - 761 042 Distt. Ganjam, Orissa	4.97
303	Nanne Munne Yub Chhatra Sansad	AT/P.O. Borida (a), Via-Kabisuryanagar, Distt. Ganjam - 761 104, Orissa	4.97
304	Anchalika Prasad Sanskrutika Sansad	AT, Nada, Post Jaganatha Prasad, Distt. Ganjam, Orissa	5.14
305	Sri Bankeswari Pathagar	AT/P.O. Badadumula, Via. Bamokai, Distt. Ganjam - 760142, Orissa	2.49
306	Govinda Pradhan Smruti Sansad	AT/PO Bhismagiri Distt. Ganjam - 761055, Orissa	2.54
307	Indian Socity for Rural Development	Pallurubungalow Berhampur - 760001, Orissa	4.97

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
308	Antyodaya Chetana Kendra	AT Sankatapalia, Post Hadgarh, Distt. Keonjhar, Orissa - 758023	4.94
309	Prakalpa	AT/P.O. Jyotipur, Distt. Keonjhar, Orissa - 758046	1.25
310	Keonjhar Integrated Rural Development & Training Institute (Kirdti)	At/P.O. Harichandanpur Distt. Keonjhar - 758 028 Orissa	2.32
311	Voluntary Organisation for Rural Improvement	At/P.O. Telkoi, Distt. Keonjhar Orissa - 758 019	2.49
312	Hoina Leprosy Research Trust	Post Bag-I, Muniguda, Distt. Rayagada, Orissa - 765020	9.30
313	Society for Health, Education and Development	Polytechnic Road, Rayagada, Distt. Koraput, Orissa - 765001	7.00
314	Agragamee	At/P.O. Kashipur, Distt. Koraput, Orissa - 765015	10.06
315	Ankuran	AT/P.O. Narayanpatna, District Koraput, Orissa - 765014	9.79
316	Rural Development Agency for Backward People	AT/P.O. Borigumma, District Koraput, Orissa - 764056	4.64
317	Gandhian Institute of Technical Advancement (GITA)	AT. Jagannathpur, P.O. Naindipur Block Garadapur, District Kendrapara - 754153, Orissa	7.78
318	Boipariguda Kshetra Samiti	AT/P.O. Boipariguda, District Koraput, Orissa - 764043	4.79
319	Swami Vivekananda Institute of Social Work & Allied Services	Khariar Road, Distt. Nuapada, Orissa - 766104	13.34
320	Jeevandhara Womens Community Trust	Narla Road, Distt. Kalahandi - 766 110 Orissa	5.08

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
321	Indo National Socio Economic Research and Upliftment of Rural Poor (Inserurp)	Bhawanipatna, Post Box-06, District Kalahandi, Orissa - 766001	4.80
322	Binapani Jubak Sangha	At. Batpondugondi, P.O. Khairi-Jashipur Distt. Mayurbhanj, Orissa - 757091	17.39
323	Bisol Youth Club	AT Bisol, P.O. Sanbisol, Via Kaptipada, Distt. Mayurbhanj, Orissa - 757040	7.09
324	Bhartiya Jana Kalyan Kendra	AT Jamunadeipur, P.O. Baripada, Distt. Mayurbhanj, Orissa - 757002	25.64
325	Palli Vikas	AT/P.O. Anla District Mayurbhanj, Orissa	7.37
326	Students Welfare Institute	N-4/17, IRC Village, District Khurda Bhubaneswar - 751015, Orissa	7.45
327	Liberal Association for Movement of People	AT/P.O. Bangriposi, Distt Mayurbhanj Orissa - 757 032	9.94
328	Tagore Society for Rural Development	A-47, Rameswarpatna, Mausima Square, Bhubaneswar, Orissa - 751002	11.60
329	Rural Education and Action for Change	At Jagamara, P.O. Khandigiri Bhubaneswar, Orissa - 751030	11.74
330	Community Welfare & Enrichment Society	Village Uttara, Post Kausalyagang, Bhubaneswar - 751002, Orissa	4.97
331	Gopinath Juba Sangha	AT Alisisasan, P.O. Darada, Via Balipatna, Distt.Khurda Orissa - 752102	14.80
332	Utkalmani Seva Sangha	AT/P.O. Badasiraipur, Distt. Khurda, Orissa - 752031	2.43
333	Vabani Sankar Club	AT Ganpur, P.O. Simore, Via Baghamari, Distt. Khurda, Orissa - 752061	14.81
334	Jana Kalyana Samaj	AT Godibari, P.O. Kantabada, Via Janla, Distt. Khurda, Orissa - 752054	17.53

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
335	Ruchika Social Service Organisation	G-6 Ganga Nagar, Unit-VI Bhubaneswar - 751001, Orissa	8.55
336	Juva Jyoti Club	Village Kumandol, P.O. Nairi, Distt. Puri, Orissa - 752029	3.84
337	Centre For Youth & Social Development	A-70, Saheed Nagar, Bhubaneswar, Orissa - 751007	13.77
338	Gania Unnayan Committee	AT/P.O. Belapadapatna District Nayagarh, Orissa - 752085	14.89
339	Vikash	D-2/7 Industrial Estate, Rasulgarh, Bhubaneswar, Orissa -751010	5.23
340	Bidyut Club	AT Samantarapur P.O./Dist Khurda, Orissa - 752055	12.28
341	Bhairabi Club	AT Kurumpada, P.O. Hadapada, Via Narangarh, Distt.Khurda, Orissa - 752018	4.95
342	Dahikhai Jubak Sangha	AT/P.O. Lodhachua, Distt. Puri, Orissa - 752026	7.48
343	Acharya Harihar Shishu Bhavan	Satyabadi, AT/P.O. Sakhigopal, Distt. Puri, Orissa - 752014	11.61
344	Anchalika Kunjeswari Sanskrutika Sansad	AT Sevanchala, P.O. Kanas, Distt. Puri, Orissa - 752017	10.46
345	Dhakotha Jubak Sangha	AT/P.O. Dhakotha, Distt. Keonjhar, Orissa - 758049	13.85
346	Dasarathi Janakalyan Sangha	AT/P.O. Kendudhipi, Via Manadhatapur, District Puri, Orissa - 752079	2.45
347	Rural Welfare Institute	AT Hansapara, P.O. Chanarapada Via. Nimapara, District Puri, Orissa - 752106	2.28
348	National Institute of Tribal Welfare and Social Action	AT Barasahi, P.O. Pubusahi, District Puri (Now Khurda) Orissa - 752055	4.68

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
349	Bharat Sewa Parishad	Kalyan Nagar, Sadangoi, District Puri, Orissa	12.45
350	Coastal Peoples Development Association	AT/P.O. Konark, District Puri - 752111, Orissa	3.67
351	Jaya Kishan Youth Club	AT. Jankia Garh, P.O. Gadasahi Via. Kanas, District Puri - 752017, Orissa	2.52
352	Juba Jyoti Jubak Sangha	Village Jankia Gadasahi, P.O.Gadasahi, Via Kanas, District Puri, Orissa	3.78
353	Gram Unnayan Samiti	P.O. Manapada, AT Bhubanapati, Via. Brahmagiri, District Puri, Orissa - 752011	4.97
354	Banabasi Seva Samiti	AT/P.O. Balliguda, Distt. Phulbani, Orissa - 762103	9.30
355	Bagdevi Club	At. Makundapaur, P.O. Janhapanka Via. Boudh, Distt. Phulbani Orissa - 762030	17.40
356	Society for Human Resources and Ecological Development	Vill. & P.O. Rundimahal, Via Baghiabahal Distt. Phulbani, Orissa - 762030	4.62
357	People's Awarness & Hilly Area Development (PAHAD)	AT/P.O. Sudrukumpa, District Phulbani, Orissa - 762001	13.78
358	Bharatiya Agency for Rural Development	AT Raikhol,P.O. Dutipada, District Phulbani, Orissa - 762012	7.64
359	Social Weakers Awareness Development and Economic Service Institute (SWADESI)	AT/P.O. Contractorpada District Kandhamal (Phulbani), Orissa - 762001	5.14
360	Vivekananda Palli Agragami Seva Pratisthan	AT Kalheipali, P.O. Gocchara, Via Kuchinda, Distt. Sambalpur, Orissa - 768222	13.70
361	Khetra Mohan Yuvak Sangh	Badmal, P.O. Khandokata, Via. Kuchinda District Sambalpur, Orissa - 768222	11.53

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
362	Sambalpur Integrated Development Institute (Sidi)	Jamankira, District Sambalpur Orissa - 768107	1.28
363	Sri Satya Sai Seva Samiti	AT/P.O. Deobhubanpur, Via Balisankara Distt. Sundargarh, Orissa - 770015	16.55
364	Old Rourkela Education Society	AT Balijodi, P.O.Rourkela, Distt. Sundargarh, Orissa - 769016	13.66
365	Pragati	AT/P.O. Distt. Sundargarh Orissa - 770001	2.31
366	Rourkela Saksharata Samiti	Old R.T.O.'S Office, Udit Nagar, Rourkela, District Sundargarh Orissa-769012	3.37
367	Kishore Club	AT/Po Panchapara, Via Chandbali District Bhadrak - 756133, Orissa	3.84
368	Volunteers Association for Rural Reconstruction and Social Action	AT Rampur, P.O. Ramakrushnapur Via Barapada, Distt. Bhadrak - 756 113 Orissa	4.92
369	Animal Welfare Society of Orissa	QNo.4R-2 Unit 8, Gopabandhu Square, Bhubaneswar, Orissa - 751012	4.92
370	Society For Promotion of Rural Technology and Education (Soporte)	Bonth Chhak, Bhadrak - 756100, District Balasore, Orissa	2.57
371	Magadheswar Club	AT/PO Ulunda, District Sonepur Orissa	9.88
372	Tip Top Jubaka Sangha	AT. Pothapada, P.O. Pally, Via. Jagatsinghpur, District Jagatsinghpur, Orissa	3.83
373	Nabajagarana Pathagar	AT. Biswali, P.O. Bhutanmundai District Jagatsinghpur - 754141, Orissa	7.37
374	Pally Vikash Kendra	AT/P.O. Sorisiapada, Via. Gondia Patana District Dhenkanal, Orissa - 759016	2.48

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
375	Birabhadra Yuvak Sangh	House No.C/6. AT. Baransh Lenkasahi), P.O. Rasalpur, Via Kabirpur, Dt. Jaipur, Orissa - 755009	3.83
376	National Institute for Integrated Rural Development (NIIRD)	AT/P.O. Saffa, Via Kotsahi, District Cuttack, Orissa	2.56
377	Weakers and Other Backward Development Society	AT/P.O. Debidwar, District Jajpur, Orissa	2.42
378	Chalantika Young Association	AT. Srirampur, P.O. Nahapada, Via. Rambag, District Jajpur - 755014, Orissa	3.75
379	Maa Tarini Rural Development Agency	AT/P.O. Purbakote, Via. Korai, District Jajpur - 755022, Orissa	2.49
380	Panchajanya Welfare Society	AT/P.O. Kendupada, Via. Mahimagadi, District Dhenkanal - 759014, Orissa	3.64
381	Jana Seva Parisad	Abhaya Bhawan, Kendrapara - 754211 Orissa	5.00
382	Banadurga Sanskrutik Parisad	AT/P.O. Nikirai, District Kendrapara, Orissa - 754211	3.75
383	Anchalika Gramya Unnayan	AT/P.O. Koro, District Kendrapara - 754211, Orissa	5.08
384	Banadurga Yuba Parishada	AT. Pradhan Patikira, P.O. Kusunpur, Via. Asureswar, District Kendrapara, Orissa	5.07
385	Gram Utthan	AT/P.O. Pumpuri, Via. Rajkanika Distt. Kendrapara - 754220, Orissa	9.64
386	Gajapati Samaj Kalyan Samiti	AT/P.O. Parlakhemundi, District Gajapati - 761200, Orissa	7.43
387	Janakalyan Pratisthan	Kobichandra Street, Paralakhemundi - 761200 Distt. Gajapati, Orissa	9.82
388	Society For The Welfare of Weaker Sections	AT Gotai, P.O. Lalu Sahi, Via Narayanapur Distt. Gajapati, Orissa - 761212	2.13

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
389	Literacy Improvement & Fine Environment (LIFE)	Head Post Office Street Parlakhemundi - 761200, District Gajapati, Orissa	3.60
390	Programme for Rural Awareness and Just Action (PRAJA)	AT. Deo Street, Parlakhemundi - 761200 District Gajapati, Orissa	1.37
391	Mahila Vikash	AT/P.O.Tarbod, District Nuapada, Orissa - 766106	7.34
392	Adhikar	Plot No. 2123, Sabar Sahi Lane, P.O. Budheswari Colony, Baneswarr, Distt. Puri, Orissa	4.87
393	National Institute of Tribal Welfare and Social Action (NITWSA)	AT. Barasahi, P.O. Pubusahi, District Khurda, Orissa	13.51
394	Human Resource Development Forum	266, Sahid Nagar, Bhubaneswar - 751007	4.90
395	Banadurga Club	AT/P.O. Kantabad, Via Baghamani Distt Khurda - 752 061	9.54
396	Naba Bikash Youth Club	AT Kalamati, P.O. Baku, Distt. Puri	1.19
397	Centre for Action and Rural Reconstruction	AT/P.O. Fategarh, Via. Bhapur District Nayagarh - 752063, Orissa	9.93
398	Umasankar Club	AT. Nimapatna, P.O. Banamalipur Via. Khandapara, District Nayagarh, Orissa	3.64
399	Sampark	AT. Krushna Chandrapur, Patna P.O. Satapatna, District Nayagarh - 752091 Orissa	2.58
400	Agranee Jana Kalyan Anusthan	AT/P.O. Paikmal, District Bargarh - 768039, Orissa	20.18
401	Social Education for Women's Awareness (SEWA)	At/P.O. Kolabira, District Jharsuguda - 768213, Orissa	3.74
402	Indian Institute of Social Work	G. Udayagiri, Phulbani - 762100, Orissa	2.65

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
403	Friends Assurance of Rural Reconstruction and Eradication of Leprosy (FARREL)	AT. Dahalpadi, P.O./P.S. Tahsil Balliguda -Sub Division Balliguda, District Phulbani, Orissa	3.84
	STATE TOTAL		**1214.27**
	RAJASTHAN		
404	Ajmer Adult Education Association	Shastri Nagar Extn., Vidyut Marg, Ajmer, Rajasthan - 305006	6.98
405	Shri Hari Krishan Shiksha Avam Sewa Samiti	Burga House, Mahal, Chowck, Alwar Rajasthan	5.67
406	Kala Vidya Mandir Prabandh Samiti	Beech Ka Pada, Nadbai Distt. Bharatpur, Rajasthan	1.52
407	Brij Mewat Mandal Sansthan	Khedli Road, Nagar Distt. Bharatpur, Rajasthan	3.92
408	Bhilwara Distt. Adult Education Association	6/199 Sindhu Nagar Bhilwara - 311001	42.78
409	Adarsh Bikaner Bal Shikshan Parishad	Subhash Pura Bikaner - 334001, Rajasthan	3.05
410	Bikaner Adult Education Association	Praudh Shiksha Bhawan, Saraswathi Park PB No. 28, Bikaner, Rajasthan	1.06
411	Rajasthan Mukti Nath Samiti	Bram Bagecha, Nathusar Bass, Bikaner Rajasthan	1.38
412	Gandhi Vidya Mandir	Sardarshahr, Distt. Churu	8.94
413	Bhoruka Charitable Trust	Bhorugram, Distt. Churu	4.07
414	Jiramdas Education Trust	Bhorogram (Nangal Kala) PS. Rajgarh, Distt. Churu	2.25
415	Lok Shikshan Sansthan	P-87 Gangori Bazar, Jaipur	8.99
416	Gram Vikas Nav Yuvak Mandal	Village Laporia, P.O. Gagrdu Via. Dudu, Distt. Jaipur	4.67

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
417	Centre for Community Economic and Development Consultants Society (CECOEDECON)	Agro Action, Development Centre, Shilki Dungari, Chaksu, Distt. Jaipur - 303 901	25.58
418	Social Welfare Charitable Trust	638-A, Barkat Nagar, Distt. Jaipur, Rajasthan	2.49
419	Jaipur Pensioners Hitkari Sahkari Samiti, Ltd.	D-264, Durga Marg, Bani Park, Jaipur, Rajasthan	5.06
420	Jai Durga Maa Shikshan and Prashikshan Sansthan	Hasanpura-A, Jaipur, Rajasthan	1.14
421	Swami Vivekanand Public Welfare Society	Pratbha Marg, Vivakuhar, New Sangaher Road, Jaipur, Rajasthan	1.99
422	Bharat Children's Shiksha Samiti	4048, Ninder Rao Ji Ka Rasta, 3rd Crossing Chand Pole Bazar, Jaipur, Rajasthan	1.38
423	Research Institute of Plenary Rural Development	Narsana, Jalore	3.94
424	Mr Moraka-GDC Rural Research Foundation	Nawalgarh, Distt. Jhunjhunu, Rajasthan	5.85
425	Shiksit Rojgar Kendra Prabhandak Samiti	1/129, Housing Board, Jhunjhunu Distt. Rajasthan	3.54
426	Jodhpur Adult Education Association	Gandhi Bhawan Residency Road, Jodhpur	13.71
427	Gramin Vikas Vigyan Samiti	P.O. Jelu Gagadi, Via Tinwari Distt. Jodhpur	13.39
428	Radha Bal Mandir Vidyalaya Academy	Bus Stand, Pipar City Distt. Jodhpur, Rajasthan - 342 601	4.43
429	Manav Kalyan Sansthan	50, Laxmi Nagar, Jodhpur, Rajasthan	1.38
430	District Adult Education Association Kota	Praudh Shiksha Bhavan, 13, Jhalawar Road, Kota, Rajasthan - 324005	7.15

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
431	Gaurav Shikshan Sansthan	Truck Union Rajeev Colony, Gangapur City, Distt. Swai Madhopur, Rajasthan - 322201	3.05
432	Swa Sahayog Sanstha	Village & P.O. Shilki Dungri Tehsil-Chaksu, Distt. Jaipur, Rajasthan	4.34
433	Rajasthan Vidyapeeth Lok Shikshan Pratisthan	Pratap Nagar, Udaipur - 313001	2.57
434	Rajasthan Mahila Vidyalaya	Gyan Marg, Near Gulab Bagh, Udaipur - 313001	4.68
435	Rajasthan Bal Kalyan Samiti	Village and Post Jhadol, Distt. Udaipur, Rajasthan	7.45
436	Prabandh Samiti Swami Vivekananda Vidyalaya	Geeta Bhavan, Vivekananda Colony Dausa, Rajasthan	9.34
		STATE TOTAL	**217.71**
	TAMIL NADU		
437	Institute for Research and Development for the Rural Poor	137, Housing Board, Gandhi Nagar Manurantakam, Chengai Anna, District - 603306	1.17
438	Rural Education For Action and Development	V. Mettuppatti, Siluvathur (SO) Anna Distt. - 624306(T.N.)	1.18
439	Council for Health Education and Rural Upliftment	Vellabommanpatty, Vadamandurai - 624802 District Dindigul Anna, Tamil Nadu	3.85
440	Centre for Rural Education Research and Development Association	200-1/5 Ammapatti Road Kodai Road - 624206, Nilakkottai Taluk, District Dindigul Anna (T.N.)	1.28
441	Humanitarian Organisation For Rural Development (HORD)	NO. 6, G.S.T. Road, Ist Floor, Madurantakaam - 603306 Chengai Anna District, Tamil Nadu	1.37

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
442	Association of National Service	316 NGO Colony Chengalpattu - 603001	3.77
443	Educational and Upliftment Society for Rural Downtrodden	81-A, G.S.T. Road, S.G. Pettai, Modurantakam, Chengai, M.G.R. Dt. - 603306	1.16
444	Chengalpattu District Annai Indira Gandhi Welfare Association	82, Krishnan Street, Pillaiyar Palayam, Kanchipuram, Tamil Nadu - 631501	2.67
445	Centre for Social Reconstruction	Chennavannan Vilai Eathamazhi Road, Nagercoil - 629002, Tamil Nadu	1.04
446	Society For Education, Action and Development (SEAD)	No.1, II-Floor, VSR Compound, Vilathikulam, V.O.Chidambaranar District, Tamil Nadu - 628907	1.38
447	Indian Fellowship Trust	1, Customs Colony, New Natham Road, Madurai - 14, Tamil Nadu	2.96
448	Meenakshi Illam Pothunala Kalvi Sangam	Nondikovilpatti Melur P.O. - 625106, Distt. Madurai	8.53
449	All India Annai Indira Madurai Puranagar Mathargal Munnetra Sangam	1,Customs Colony, New Natham Road, Madurai - 625014	32.97
450	Integrated Rural People Development Society	Plot No. 23, J.J. Street, Post Tiruppalai, District Madurai - 625014, Tamil Nadu	11.20
451	Othakkadai Rural Health Social Welfare Society	Y,Othakkadai, District Madurai - 625107	10.86
452	Service Land	Kandukulam, Tirumangalam, Madurai - 625706, Tamil Nadu	8.12

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
453	Chetana Vikas	Kadachanendal, P.O. Kathakinaru District Madurai - 625107, Tamil Nadu	28.08
454	Madurai Institute of Peace Science	Gandhi Memorial Museum, District Madurai - 625020, Tamil Nadu	18.71
455	Pache Trust	5/2 Zumburapuram, 4th Street (Upstairs), Goripalayam, District Madurai - 625002	2.22
456	Malligai Social Society	7, Thangamani Street Anna Nagar District Madurai - 625020 Tamil Nadu	4.97
457	Childrens Association for Development	141, A, Elaikathammankoil Road, P.O. Uranganpatty, Melur T.K., District Madurai - 625109	14.08
458	Genius Social Service Organisation	5/1, Vinayaga Nagar, Opp. Court, District Madurai - 625020, Tamil Nadu	1.38
459	Development of Human Reinstatment Guidance & Assistance	6, Matha Main Road, K. Pudur, District Madurai - 625007, Tamil Nadu	4.68
460	Tamil Nadu Rural Environment Eco Development Organization (TREE)	Plot No. 4, Arumalar Convent Street, K.K. Nagar, Madurai, T.N.	2.67
461	Kalvi ulagam Trust	Kalvi Ulagam Sivanandam Higher Secondary School, Kilithanpattarai, Katpadi, Vellore - 632007	2.28
462	Chetana Vikas	3/452, B-10, S.R. Pattanam Paramakudi - 623707, District Ramanathapuram, Tamil Nadu	14.04

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
463	Kandaswamy Kandar's Trust Board	Velur, Paramathi -Velur Taluk District Salem - 638182 Tamil Nadu	14.04
464	Madhar Nala Thondu Niruvanam	Thiruvendipuram Main Road Padhirikuppam Cuddalore - 607401 South Arcot District	12.91
465	Congregation of the Sisters of the Cross of Chavanod	Post Box No 395 Old Goods Shed Road Teppakulam Tiruchirapalli - 620002	19.89
466	Arnad Velalar Sangam	1-2 Sannathi Street Thiruvanaikoil Trichy District Tiruchirapalli - 620005	18.64
467	Khajamalai Ladies Association	All India Women's Conference New Delhi, Khajamalai Tirucharapalli - 620023	2.55
468	Vinamathee Educational & Rural Development Society	Mannipparai, Trichy Disttt. T.N. - 621306	1.38
469	Village Community Welfare Society	22-A, Mettu Street, Annavasal, Pudukottai - 622101	2.76
470	The Tamil Nadu Board of Continuing Education	"Adiseshiah Bhawan" No. 1, First Street, Venkatratnam Nagar Extention Adyar, Madras - 600020	1.89
471	Christ Full Gospel Assembly	21, Annai Therasa Nagar Villivakkam Madras - 600 049	7.45
472	Young Women's Christian Association of Madras	1086, Poonamallee High Road, Madras - 600084 Tamil Nadu	2.81

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
473	Rural Education and Development Society	52, Arkadu Village P.O. Palaiyour, Cheyyur Taluk, District Chengai M.G.R. Tamil Nadu - 603302	6.90
474	Voluntary Educational and Economical Development Organisation	93, Bharathidharan Nagar, Near Militery Road, Orikkai, Kancheepuram - 631502, District Chengai M.G.R. (T.N.)	4.31
475	Centre for Social Development and Management Research	15, Thiruvenkataswamy Street Pulianthope, Chennai - 600039	1.28
476	Bureau for Integrated Rural Development	Polambakkam and P.O. Chyyur Taluk, Tamil Nadu - 603309	2.65
477	Rural Depresed Welfare Association (RDWA)	Melkachirappattu Village Meyyur P.O.-606753 Tiruvannamalai TK. District Sambuvarayar (T.N.)	2.55
478	Institute of Community Development Services	1/167, Pillaiyar, Koil Street, Kelambakka, District Chenagai M.G.R., Tamil Nadu - 603103	1.10
479	Annai Therasa Welfare Association (ATWA)	16, Ramnagar, (Opp. Vetinary Hospital) Melur Road, Sivaganga - 630561 Tamil Nadu	2.66
480	Worker's Association for Social Activities (WASA)	7 B, Shastri Street, Sivagangaj - 630561, Tamil Nadu	1.32
481	Saraswati Women Educational Service Training Improvement Centre (SWESTIC)	864,3 Anna Nagar, 3rd Street Salai Pudur (P.O.), Oddanchatram - 624619 District Dindigul, Tamil Nadu	1.38
482	Integrated People's Service Society	No.1, Subramaniapuram, West Govindapuram Dindigul, Tamil Nadu	1.38

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
483	Rural Education for Action and Development	V. Mettupatty, Siluvathur (SO) Dindigul, Tamil Nadu - 624306	1.38
484	People's Education and Reformation for Improving Abilities in Rationalisation Trust	27, Periyar Thettam, Sivaperumal Nagar, Sandai Salai, Mettupatti, Dindigul, Tamil Nadu	1.38
485	Annai Indira Madhar Sangam	Ambavaram, Velvarai Post Polur Taluk, T. Malai District Tamil Nadu - 606906	2.64
486	Movement for People's Multi-purpose Development	114/A-9, Anbu Nagar, Marthikeyan Road, Arni - 632301 District Thiruvannamalai Tamil Nadu	1.98
487	Village Progress Welfare Centre	Kuppam Village & Post Kannamangalam (Via) Polur Taluk, T. Distt. Tamil Nadu	1.16
488	National Institute of Women, Child and Rural Health Trust	1, North Street, Madhichiyam, Madurai, Tamil Nadu - 625020	1.38
489	Singampatty Grama Munndetra Sangam	Selvam Farm P.O. Solapuram, P.M.T., Sivaganga District Tamil Nadu	3.94
490	Sadayanodai Ilainagar Narpani Mandram	Village Sadayanodai, Post Kalasthambadi, Thiruvannamalai Sambuvarayar District (T.N.) - 606805	1.22
491	Share Education Rural Among People's Health Society	Sethenjeri Village & Post, Uthukkottai Taluk, Thiruvallur - 602062 (T.N.)	1.38
492	St. John Sangam Trust	Rover Campus, Perambalur - 621211, Tamil Nadu	1.38

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
493	Annai Kasthuribai Magalir Mandram	9 B, Veerapandiyapuram West, P.O. Devekottai - 630302 Distt. Sivagangai, Tamil Nadu	1.38
		STATE TOTAL	**315.63**
	TRIPURA		
494	All India Council for Mass Education and Development	60, Patuatola Lane, Calcutta - 700009 (West Bengal), (Project in Tripura)	1.64
495	Bharat Gyan Vigyan Samiti	Mahim Sadan (Opp. Melarmath Kalibari) 76, Harganga Basak Road Agartala, Tripura (West) - 799001	4.23
496	ARK Science and Social Organisation	Jogendranagar, Agartala - 799010, Tripura West	2.53
497	Voluntary Health Association of Tripura	Circuit House Area Opposite to Bangaladesh Visa Office, P.O. Kunjaban, Agartala - 799006 (Tripura) West	1.14
		STATE TOTAL	**9.54**
	UTTAR PRADESH		
498	Jan Chetna Shikshan Sansthan	B-1346, Kareli Scheme Allahabad, (U.P.)	3.85
499	Adarsh Janta Shiksha Samiti	Pidi Karchhana, Allahabad, (U.P.)	4.68
500	Harijan Evam Adivasi Vikas Seva Samiti	Room No. 7, Shanti Market, Koraon, Allahabad - 221502 (U.P.)	2.57
501	Shri Lal Bahadur Shastri Smarak Gramodyog Pratisthan	Lokmanpur. G.T. Road, Pratisthan, Allahabad - 221502. (U.P.)	1.26

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
502	Lok Shikshan Grameen Utthan Evam Anusandhan Samiti	358-A, Dariyabad, Allahabad, (U.P.)	1.11
503	Harijan Evam Nirbal Shiksha Vikas Samiti	161, Old Katra, Allahabad Uttar Pradesh	2.51
504	Arya Kanya Vidyalaya Samiti	Sirathu, Allahabad, Uttar Pradesh	6.42
505	Gramyanchal Audhyogik Seva Sansthan	Sultanpur Khas, P.O. Mauaima, Allahabad	3.85
506	Daraganj Gramodyog Vikas Sansthan	109, Tagore Town, Allahabad - 211002, Uttar Pradesh	1.32
507	Shri Ram Saran Samark Sewa Sansthan	Mohamadpur Mai, Via - Bisoli, Badaun - 202520, U.P.	1.27
508	Purshottam Dass Tandon Shishu Niketan	Village Esampur. P.O. Bahjoi, Moradabad - 202410, U.P.	5.13
509	Srajan Uttar Pradesh	Nekpur Civil Lines Near Jalnigam Office, Badaun - 243601 Uttar Pradesh	2.49
510	Myana Gramodhyog Sewa Sansthan	Murari Nagar, G.T. Road, Khurja, U.P.	9.43
511	Rural Litigation & Entitlement Kendra	P.O. Box No 10, 21, East Canal Road Dehradun - 248001, U.P.	9.87
512	Bal Kalyan Kendra	Pindra, Post Deoria, Distt. Deoria - 274001, U.P.	9.33
513	Jatmalpur Shiksha Prasar Samiti	Village Jatmalpur P.O. Piperpatee, District Deoria - 274001 U.P.	2.49

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
514	Shri Jagdamba Bal Vidya Mandir	Sultangarh, Fatehpur, (U.P.)	10.91
515	Bal Evam Mahila Kalyan Samiti	80, Ismail Ganj, Fatehpur - 212601, (U.P.)	4.82
516	Swami Atmdev Gopalanand Shiksha Sansthan	Ugarpur, P.O. Pipergaon, Distt. Farrukhabad, (U.P.)	7.70
517	Ganga Rani Balika Vidyalaya	Rampur Baiju, Chhibramau, Farrukhabad, (U.P.)	4.49
518	Shri Sant Raghavdas Tyagi Jr. High School Samiti	Mahmadpur, Devaria, P.O. Jahanganj Distt. Farrukhabad, (U.P.)	6.41
519	Brasoo Balika Vidhyalaya	Nagla Sisam, Chhibramau, Distt. Farrukhabad, (U.P.)	2.07
520	Madhyam	Satyakam Shiksha Kendra, Vijaynagar Colony, Gorakhnath Road, Gorakhpur - 273015 (U.P.)	14.26
521	Gramin Vikas Sansthan	Padri Bazar, Distt. Gorakhpur - 273014 (U.P.)	13.57
522	Indian Institute of Rural Development	6th Lane, Saket Colony, Muzaffarnagar - 251001 (U.P.)	1.28
523	Champa Devi Nari Vikas Sansthan	Thawai Ka Pul, Distt. Gorakhpur - 273001 (U.P.)	12.14
524	Urmila Samaj Kalyan Samiti	163-E, Purana Boarding House, Hardoi, (U.P.)	2.57
525	Amar Saheed Narpati Singh Smarak Samiti	Madhoganj, Hardoi, (U.P.)	2.57
526	Trimurti Seva Sansthan	162 Chauhan Thok Hardoi - 241001 (U.P.)	1.28

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
527	Bhimrao Ambedkar Dalit Seva Gramothan Jan Kalyan Samiti	175-E, Jitendra Niwas Sandi Road, Kotwali City, Hardoi, (U.P.)	3.85
528	Ekta Career Institute	373/3 Gwalior Road, Civil Lines, Jhansi (U.P.)	4.97
529	Kanpur Harijan Seva Sansthan	22/9 Labour Colony, Old Kanpur, Kanpur (U.P.)	3.97
530	Ashutosh Sewa Sansthan	Jhinjhak, Kanpur -Dehat	4.97
531	Gayatri Samaj Kalyan Samiti	Sarsol, Distt. Kanpur, (U.P.)	2.44
532	Shaheed Memorial Society	E-1698, Rajaji Puram, Lucknow - 226017 (U.P.)	9.35
533	Institute of Literacy Development	E-1824 Rajaji Puram, Lucknow, (U.P.)	1.19
534	Irshad Academy	606, Zaidi Nagar, Meerut - 250002, (U.P.)	55.39
535	Samajothan Evam Shiksha Pracharni Sansthan	Durveshpur, Mawana, Meerut (U.P.)	3.50
536	Bimla Gramodhyog Seva Sansthan	178 Rajender Nagar Meerut (U.P.)	2.57
537	Sarv Daliya Manav VikasKendra	Bahjoi, Moradabad - 202410. (U.P.)	7.14
538	Adarsh Seva Samiti	326/1, Saket Colony Muzaffarnagar - 251002, (U.P.)	4.71
539	Nishat Shiksha Samiti	427, Astana, Nai Basti, Haldwani, Nainital, (U.P.)	2.57
540	Mahila Kalyan Sangthan	715, Indira Nagar, Haldwani, Distt. Nainital, Uttar Pradesh	1.22

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
541	Janpriya Sewa Sansthan	198, Paltan Bazar, Pratapgarh, (U.P.)	9.37
542	Pratapgarh Mahila Kalyan Evam Shiksha Samiti	Devkali, Opposite Planning Office, Pratapgarh, (U.P.)	1.28
543	Cosmic Society for Human Resource Development and Research	67 Balipur, Near Karanpur Chungi, Katra Road, Pratapgarh (U.P.)	3.75
544	Pratapgarh Gramothan Samiti	Poore Bedua, Afim Ki Kothi, District Pratapgarh, Uttar Pradesh	1.28
545	Adarsh Shiksha Samiti	A-53, Indu Vihar Avas Colony, Pratapgarh - 230001 U.P.	1.28
546	Manav Utkarsh Samiti	67, Civil Lines, Katra Road, District Pratapgarh, Uttar Pradesh	2.62
547	Mahila Kalyan Samiti	73 Sher Mohd. Pilibhit - 262001 (U.P.)	14.45
548	Sarvodaya Seva Sansthan	Bara Ghosiana, Malik Mau Road, Rae Bareli (U.P.)	4.97
549	Jai Bhartiya Gramodyog Sansthan	Swatantra Nagri, Saharanpur - 247001 (U.P.)	2.56
550	Jan Jati Vikas Samiti	Railway Station Road, Robertsganj, Sonebhadra - 231216 (U.P.)	2.47
551	Sarvodaya Shiksha Sadan Samiti	Railway Station Road, Shikohabad, Distt. Ferozabad (U.P.)	4.66
	STATE TOTAL		**308.16**

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
	WEST BENGAL		
552	Deepan Yuba Gosthi (District Youth Organisation)	Village Mulkathi, P.O. Machkhanda Distt. Burdwan West Bengal - 713101	1.38
553	Shastri Smriti Sansad	P.O. & Village. Nandanghat, Distt. Burdwan, West Bengal - 713515	1.38
554	Dulal Smriti Sansad	P.O. Khajurdaha, Hooghly, West Bengal	2.67
555	Swami Swarupananda Seva Sadan	Village & P.O. Dasghara, Distt. Hooghly, West Bengal - 712402	1.38
556	Institute for Development Education & Action	30/3A Narsingha Dutta Road Howrah - 711101 West Bengal	1.38
557	Jujersa Gramin Paribar Kalyan Society	Vill. & P.O. Jujersa, P.S. & Block Panchla Distt. Howrah, West Bengal	1.38
558	University Progressive Study & Cultural Forum (UNIPROSCUF)	Alipuduar Court Mahakaldham, P.O. Alipurduar Court Distt. Jalpaiguri, West Bengal - 736122	2.66
559	Kultha-Jagannathchak Basuli Seva Sangha	Vill. Kultha, Jagannathehak P.O. Ajaya, Distt. Midnapore West Bengal	1.38
560	Agrani Sangha & Pathagar	Vill. Jaganath Karbar, P.O. Pirijkhanbar, Mindapore DT West Bengal - 721422	1.38
561	Barabari Netaji Seva Sangha	Vill. Barabari, P.O. Barabari, (South), Distt. Midnapore West Bengal - 721430	1.38

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
562	Payrachak Vivekananda Jana Seva Sangha	Vill. Payrachak, P.O. Raychak, Block Moyna, Distt. Midnapore West Bengal - 721642	1.38
563	Bikramnagar Udayan Sangha	Vill. Bikramnagar, P.O. Haria, Distt. Midnapore, West Bengal - 721430	1.38
564	Chingardania Vivekananda Samaj Seva Sangha	Vill. & Post Chingardania, Distt. Midnapore, West Bengal	1.38
565	Kalyachak Netaji Subhas Sangha	Vill. Kalyachak, P.O. Haria Distt. Midnapore West Bengal - 721430	2.67
566	Sree Ramkrishna Satyananda Ashram	Vill. Jirakpur, P.O. Basirhat Railway Station Distt. 24 Pargana	29.36
567	Tagore Society For Rural Development (Rangabelia Project) 14, Khudiram Bose Road,	Calcutta-700006.	9.37
568	Paschim Banga Kheria Sabar Kalyan Samiti	Vill. & P.O. Rajnowagarh, Distt. Purulia, West Bengal - 723128	5.18
569	Tagore Society for Rural Development	14, Khudiram Bose Road, Calcutta	23.11
570	Calcutta Urban Service Consortium	16 Sudder Street Calcutta	14.76
571	Samatat Sanstha	172 Rash Behari Avenue Flat No 302 Calcutta - 700029	6.34
572	Ichapur Janakalyan Parishad	Anandamath 'A' Block P.O. Ichapur-Nawabganj District North 24 Parganas West Bengal - 743144	8.74

S. No.	Name of Institution/ Organisation/Individual	Address	Recurring (Rs. in Lakhs)
573	Hizlia Janakalyan Samity	Vill. Hizlia, P.O. ashok Nagar, Block Harbaq-2, Distt. North 24 Parganas, West Bengal	1.38
574	Jirakpur Sister Nivedita Seva Mission	Vill. Jirakpur, P.O. Basirhat, Railway Station, Distt. North 24 Parganas, West Bengal	1.38
575	Rahara Vivekananda Samaj	6, Nandankanan, P.O. Rahara, Distt. North 24 Parganas, West Bengal	1.38
576	Chhatrapur Ramakrishna Vivekananda Sevashram	Vill. Chhatrapur, P.O. Raipur, P.S. Rairanj, Distt. Uttar Dinajpur, West Bengal	1.38
		STATE TOTAL	**125.54**
	DELHI		
577	Nehru Bal Samiti	E-63 South Extension Part-I New Delhi - 110049	2.38
578	All India Konark Educational and Welfare Society	Q-21, Vikas Vihar, Manas Kunj Uttam Nagar, Delhi - 110059	1.28
		STATE TOTAL	**3.66**
		GRAND TOTAL	**3690.39**

APPENDIX IV

Statement Showing the Status of Non Submission of Utilisation Certificates (UCs) in Respect of Grant-in-Aid Sanctioned to NGOs for the Last 3 years (1997-, 1998-99 & 1999-2000)

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
	EDUCATION FOR WOMEN'S EQUALITY **(MAHILA SAMAKHYA SCHEME)**			
1997-98	Alarippu, New Delhi	Rs. 95,000/-	The project ended in December 1999. The audited accounts are awaited.	
1998-99	Alarippu, New Delhi	Rs 50,000/-	The project ended in December 1999. The audited accounts are awaited.	
1999-2000	Society for Advancement of Village Economy	Rs. 1,50,308/-	UC under process	
	HOSTEL SCHEME			
1998-99	Youth Care and Counselling Society, Dimapur, Nagaland	Rs. 1,62,000/-	Reminders are sent to the agencies for submitting UC and audited records for the year 1998-99 and 1999-2000.	No further grant has been given these agencies
	Mahadevi Piramal Datavyanyas Bagarh, Jhun-Jhun, Rajasthan	Rs. 1,62,000/-	-do-	-do-
	Sarvodaya Shishu Mangal Samiti, Dhenkanal, Orissa	Rs. 1,62,000/-	-do-	-do-
	Nyuyong Moah Women Society, Mon, Nagaland	Rs. 1,25,000/-	-do-	-do-

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
	Association for Development of Rural Agriculture, Imphal Manipur	Rs. 1,44,000/-	-do-	-do-
1999-2000	Yuva Seva Sadan Vill./PO Daraudha, Distt. Siwan, Bihar	Rs. 2,00,000/-	-do-	-do-
	Maharana Pratap College for Women, Mandi, Dabwali, Haryana	Rs. 92,500/-	-do-	-do-
	Seva Sangama Prakash Nagar Bangalore, Karnataka	Rs. 2,00,000/-	The agency has been refected to refund the entire amount of grant after receiving adverse report from concerned DM.	-do-
	Lokmanya Public Charitable Trust, Chikhalgaon, Maharashtra	Rs. 1,72,000/-	Reminders have been sent for submission of UC/ Audited Accounts	-do-

DESK (SCE)

Year	Name of NGO/ Voluntary Organisation	Amount	Reasons for not submitting the UCs	
1997-98	NIL	—	—	—
1998-99	Centre for Popularisation of Science & Technology for Rural Development Shikshan Mahavidyalya Vidyapith, Ahmedabad Gujarat	Rs. 1,77,950/-	Audited Accounts awaited	
1999-2000	-do-	Rs. 1,77,950/-	-do-	

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
		STRENGTHENING CULTURE AND VALUES IN EDUCATION		
1997-98	The Secretary, DISHA 13/88, Block C-4-B Janakpuri, New Delhi - 110058	Rs. 90,000/-	Project not completed	No further grant has been sanctioned.
	SIRSA Edn. Society, Sirsa.	Rs. 2,31,000	—	No further grant has been sanctioned.
1998-99	The Secretary, Islamic Educational Development Organisation, Sangaiyampham, P.O. Wangjing Manipur.	Rs. 1,25,000/-	Project not completed	No further grant has been sanctioned.
1999-2000	Sh. G. S Chani, Hon. Director Centre for Edn. & Voluntary Action (CEVE) 225, Sector 16-A, Chandigarh - 160015	Rs. 1,92,000/-	Project not completed	No further grant has been sanctioned.
	The Secretary, Doreas Welfare Multipuropose Co-op. Society Ltd. Diss. That- II, Aizaul, Mizoram – 796001	Rs. 2,50,000/-	Project not completed	No further grant has been sanctioned.
	Sh. J. N. Sharma, Member secretary Citizenship Development Society 1 West Kidwai Nagar, New Delhi – 110023.	Rs. 2,50,000/-	Project not completed	No further grant has been sanctioned.

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
PN II (PLANNING)				
1997-98	NIL	NIL	NIL	NIL
1998-99	NIL	NIL	NIL	NIL
1999-200	World Peace Centre (Alandi)	Rs. 50,000/-	UC not received despite reminders.	No further grant was released.
	Institute of Economic Growth, Delhi	Rs. 1.25,000/-	-do-	-do-
	Science Centre Gwalior	Rs. 62,000/-	-do-	-do-
PROMOTION OF LANGUAGES **Hindi**				
1997-98	Kendriya Sachivalaya Hindi Parishad.	Rs.5,25,000/-	Dispute and Court case in the Institution.	No further grant has been released.
1999-2000	Sunderban Hindi Mahavidyalaya, Daspur, 24-Parganas.	Rs.14,550/-	Accounts awaited.	-do-
1999-2000	Hindi Mahavidyalaya, Chodavaram	Rs.5,700/-	Accounts awaited.	-do-
Urdu				
1999-2000	Khawawaja Gharib Nawaz Educational Society, Guntur Dist., Kanagala – 522 259	Rs.18,000/-	Steps have already been taken to obtain UC by sending continuous reminder.	NIL
1999-2000	Z.A.High School, Malkapur, Dist. Buldana.	Rs.12,000/-	-do-	-do-

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
1999-2000	Al-Hilal Education and Welfare Society, Nasirabad, Dist. Jalgaon.	Rs.6,000/-	-do-	-do-
1999-2000	Sarosh Educational Welfare Society, Municipal Quarters, Behind Naka, Bajipura, Aurangabad.	Rs.6,000/-	-do-	-do-
1999-2000	Anjuman Fateh-ul-Muslimeen Panvol, Dist. Raigad.	Rs.12,000/-	-do-	-do-
1999-2000	Darul Uloom Khaleelia Al-Katnoor-D Gulbarga – 585331.	Rs.10,800/-	-do-	-do-
1999-2000	Deeni School Jowharul Ullom, At Tadola, Via Rajeshwar, Dist. Bidar – 585331.	Rs.10,800/-	Steps have already been taken to obtain UC by sending continuous reminder.	NIL
1999-2000	Inauyatia High School and Junior College, Nandura, Dist. Buldana	Rs.5,400/-	-do-	-do-
1999-2000	Madrasa Arabia Faizul Uloom H.Q. – Masjid, Near P.W.D. office, Reusar Pura Jalna – 431203.	Rs.5,400/-	-do-	-do-

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs / Voluntary Organisations (as in column. 1) without insisting for UC.
			Urdu	
1999-2000	Madhya Pradesh Sindhi Samaj, Bhopal.	Rs.24,887/-	The Institution has submitted the Utilisation/ Expenditure of the accounts, on its behalf, alongwith original vouchers etc. The same has been audited by the A.G.Rajkot. However it was insisted to submit the UC duly certified by Chartered Accountant. The Institution informed that due to demise of the General Secretary of the Institution & shifting of the family from Bhopal, the records were not available with the Institution. However the Institution is being pursued to furnish the UC duly certified by the C.A.	-do-

APPENDIX V

List of Outstanding Audit Paras of the Reports of the C&AG for the period from 1994 onwards
Department of Secondary Education and Higher Education

S. No.	Report No. Para No.	Brief Subjects / Name of the Organisations
1.	1 of 1995 / 10.1	Improvement of Science Education in Schools
2.	4 of 1995 / 6.2	Irregular appointment – Aligarh Muslim University
3.	2 of 2000 / 13.2	Unauthorised expenditure on the operation of local posts – Embassy of India, Bonn
4.	4 of 2000 / 7.6	Avoidable expenditure – Visva Bharati Shantiniketan
5.	4 of 2000 / 2.1	Indian Institute of Technology - Kharagpur
6.	2.2	Regional Engineering College - Srinagar
7.	6.3	Irregular payment of transport allowance - Delhi University and Kendriya Vidyalaya Sangathan
8.	6.4	Avoidable excess expenditure on supply of electricity to staff quarters of Jawaharlal Nehru University - JNU
9.	6.5	Non-recovery of temporary advances granted and loss of interest- Maulana Azad College of Technology, Bhopal
10.	6.6	Non-recovery of cost of paper - National Council of Educational Research and Training
11.	6.7	Infractuous expenditure - NCERT
12.	6.8	Non-establishment of new campus - school of Planning and Architecture

Department of Elementary Education and Literacy

S. No.	Report No. /Para No.	Brief Subjects / Name of the Organisations
1.	3 of 1997 / 2	Restructuring and reorgnisation of Teacher Education
2.	3 of 1998 / 2	Total Literacy Campaign
3.	3 of 2000 / 2	National Programme of Nutritional Support to Primary Education
4.	3 of 2001 / 2	District Primary Education Programme

APPENDIX VI

List of Autonomous Organisations and Public Sector Undertakings (91) Under the Department of Secondary Education & Higher Education and Elementary Education & Literacy

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.

I. Bureau of University & Higher Education

1. University of Delhi,
   New Delhi - 110 007

   Dr Deepak Nayyar,
   Vice-Chancellor
   Tele: 7257011 (O) 7257049, 7257437 (R)
   Fax: 91-11-7257336, 7257049

2. Jawaharlal Nehru University
   New Mehrauli Road,
   New Delhi - 110 067

   Prof. Ashis Dutta,
   Vice-Chancellor
   Tele: 6162116 (O) 6862623 (R)
   Fax: 6868234

3. Aligarh Muslim University,
   Aligarh - 209 621

   Mohd. Hamid Ansari,
   Vice-Chancellor
   Tele: 0571-400994 (O) 23173 (R)
   Fax: 400528

4. Banaras Hindu University,
   Varanasi - 221 005

   Prof. P. Ramachandra Rao,
   Vice-Chancellor
   Tele: 0542-316938 (O) 316339 (R)
   Fax: 91-542-316946

5. Pondicherry University,
   Pondicherry - 605 014

   Dr. V.T. Patil,
   Vice-Chancellor
   Tele: 0413-655209
   Fax: 091-0413-85565

6. University of Hyderabad,
   Nampally Station Road,
   Hyderabad - 500 134

   Prof. R. Rama Rao,
   Vice-Chancellor
   Tele: 3010121 (O)
   Fax: 91-040-253145

7. North Eastern Hill University,
   Lower Lechumere,
   Shillong - 793 001

   Vice-Chancellor (Prof. Mrinal Miri is the
   acting Vice-Chancellor)
   Tele: 0364-250101, 250075 (O) 250074 (R)
   Fax: 91-0364-760075, 760076, 227705

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
8.	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, New Delhi - 110 001	Prof. H.P. Dixit, Vice-Chancellor Tele: 6857084, 6862707 (O) 6492137, 6493938 (R) Fax: 6862312 Telex: 031-73023 IGNOU-IN
9.	Assam Univeristy, silchar - 788 001	Prof. S. C. Shah, Vice-Chancellor Tele: 03842-32779 (O) 34611 (R) Fax: 03842-32779
10.	Tezpur University, Tezpur - 784 001 Dist. Somtpur	Prof. Pradeepeswar Bhattacharyya, Vice-Chancellor Tele: 03712- 30408, 30409 (O) Fax: 03712-2153
11.	Visva Bharti Shanti Niketan - 731 235	Prof. D. Kumar Sinha, Vice-Chancellor Tele: 03463-52451 (O) 52481 (R) Fax: 91-03463-52672
12.	Nagaland University, Lumami, Kohima - 797001	Vice-Chancellor (Prof. B. S. Chauhan is the acting Vice Chancellor) Tele: 0370-21676 Fax: 0370-21331
13.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110 025	Shri S.S. Medhi, Vice-Chancellor Tele: 6844650, 6822153 (O) 6915741 (R) Fax: 6842559
14.	The Babasaheb Bhimrao Ambedkar University, Lucknow	Dr. D.R. Gadekar, Vice-Chancellor Tele: 0522-440820 (O) 280676 (R) Fax: 0522-440821
15.	Maulana Azad National Urdu University, 8-2-523/67-68, House No. 610, Brindavan Colony, Toli Chowki, Hyderabad - 500008 (A.P.)	Dr. M. Shamim Jairajpuri, Vice-Chancellor Tele: 040-3562945

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
16.	Mahatma Gandhi Antarrashtriya Hindi (Vishwavidyalaya, Vardha (Maharashtra)	Shri Ashok Vajpeyi, Vice-Chancellor Tele: 011-3387319 Fax: 3387319
17.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110 002	Dr. Hari Gautam, Chairman Tele: 3237143 (O) Fax: 3236288, 3231797, 3236350
18.	Indian Institute of Advanced Studies (IIAS), Rashtrapati Niwas, Summer Hill, Shimla - 171005	Prof. V.C. Srivastava, Director Tele: 0177-230006, 230998 (O) Fax: 0177-231389, 230995
19.	Indian Council of Social Science Research (ICSSR), 35 - Feroz Shah Road, Post Box No. 712 New Dlehi - 110 001	Prof. V. R. Panchmukhi, Chairman Tele: 6179679 Fax: 6179836
20.	Indian Council of Philosophical Research (IPR), Rajendra Bhavan, 210, Deen Dayal Upadhyaya Marg, New Delhi - 110 067	Shri Kireet Joshi, Chairman Tele: 3235796 (O) Fax: 011-6992129
21.	Indian Council of Historical Research (ICHR), 35 - Feroz Shah Road, New Delhi - 110 001	Prof. M.J.S. Narayanan, Chairman Tele: 3383421 (O) Fax: 011-3383421
22.	National Council of Rural Institute, NIRD Campus, Rajendra Nagar, Hyderabad	Dr. Brij Kishore, Chairman

II. Bureau of Technical Education

23.	Indian Institute of Technology (IIT), Hauz Khas, New Delhi - 110 006	Prof. R.S. Sirohi, Director Tele: 6867541 (O) Fax: 91-11-6857659

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
24.	Indian Institute of Technology (IIT), P.O. IIT, Kanpur - 208 016	Prof. Sanjay G. Dhande, Director Tele: 250763 (O), 250200 (R) Fax: 0512-250260
25.	Indian Institute of Technology (IIT) Powai, Mumbai - 400 076	Prof. Ashok Mishra, Director Tele: 5782545 (O) Fax: 91-22-5783480, 5783546
26.	Indian Institute of Technology (IIT), P.O. Kharagpur - 721302	Prof. Amitabha Ghosh, Director Tele: 55386 (O) Fax: 03222-55239, 55303
27.	Indian Institute of Technolocy (IIT), P.O. IIT, Chennai - 600 036	Prof. M.S. Ananth, Director Tele: 2351694 (O) Fax: 0091-44-2350466, 2350509
28.	Indian Instite of Technology (IIT) Institute of Engineers Building, Pan Bazar, Guwahati - 781001	Prof. D.N. Buragohain, Director Tele: 521915 (O) Fax: 0361-521916
29.	Indian Institute of Management, Vastrapur, Ahmedabad - 385 001	Prof. J.L. Saha, Director Tele: 407241 (O) Fax: 91-79-6427896
30.	Indian Institute of Management, Banerghata Road, Bangalore - 560 076	Prof. M.R. Rao, Directore Tele: 6632450 (O)
31.	Indian Institute of Management, Joka, Diamond Harbour Road, Post Box No. 16757, Alipara P.O., Kolkata - 700 027	Dr. Amitabha Bose Director Tele: 467-8310 Fax: 91-33-4678307
32.	Indian Institute of Management Calicut Kerala	Prof. A.H. Kalro, Director Tele: 0495-287579 Fax: 0495-287579, 287580

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
33.	Indian Institute of Management Indore, Madhya Pradesh - 452 012	Prof. Rajan Saxena, Director Tele: 788523 (O) Fax: 91-731-788506
34.	Indian Institute of Management Post Box No. 2, Aliganj Extension, Part II, Lucknow - 226 013	Dr. Pritam Singh, Director Tele: 361929 (O) Fax: 0522-361843
35.	Indian Institute of Science, Bangalore - 560 012	Prof. Goverdhan Mehta, Director Tele: 3341690 (O) Fax: 91-080-3341683, 3341690
36.	Regional Engineering College, Calicut - 673 601 Kerala	Dr. M.P. Chandrasekharan, Principal Tele: 0495-286111 (O) Fax: 0495-287250
37.	S.V. Regional College of Engineering and Technology, Surat - 395 007 (Gujarat)	Dr. B.P. Majumdar, Principal (I/C) Tele: 0261-227334 (O), 213119 (R) Fax: 0261-228394
38.	Regional Engineering College, Hazaratbal, Srinagar - 190 009 (J&K)	Dr. A.R. Chesti, Principal (I/C) Tele: 421347, 422032 Fax: 0194-420475
39.	Motilal Nehru Regional Engineering College, Allahabad - 211 004 (UP)	Dr. I.C. Agarwal, Principal Tele: 0532-642548, 641531 (O) 640903 (R) Fax: 640777, 642436
40.	Regional Engineer College, Durgapur - 713209 (West Bengal)	Prof. Sakti Pada Ghosh, Principal Tele: 0343-546397 (O), 545930 (R) Fax: 0343-546753, 0343-547375
41.	Regional Institute of Technology Jamshedpur - 831014 Bihar	Prof. J.P. Singh, Principal (I/C) Tele: 0657-407614, 407598, 407613 (O) Fax: 0657-407614

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
42.	Visvesvaraya Regional College of Engineering, Nagpur - 440 011 Maharashtra	Dr. M.U. Deshpande, Principal Tele: 223710 Fax: 091-712-223230, 223969
43.	Karnataka Regional Engineering College, Srinivasanagar, Surathkal - 574 157	Dr. P.N. Singh, Principal Tele: 476318, 476328 (O), 476352 (R) Fax: 0824-476090
44.	Regional Engineering College, Warangal - 506004 (AP)	Vacant, Principal Tele: 08712-76191, 76192, 76193 Fax: 0091-8712-76547
45.	Malviya Regional Engineering College, Jaipur - 302 017	Prof. S.C. Aggarwal, Principal, (I/C) Tele: 0141-702955 (O) Fax: 0141-702954
46.	Regional Engineering College, Rourkela - 769008 (Orissa)	Prof. J. P. Ray, Principal (I/C) Tele: 572050 (O) Fax: 0661-571169
47.	Maulana Azad College of Technology Bhopal - 462007 Maharashtra	Prof. O.P. Soni, Principal Tele: 0755-557800 (O) Fax: 554562, 576075
48.	Regional Engineering College Tiruchirapalli, Tamil Nadu - 620 015	Dr. M. Arumugam, Principal Tele: 552370 (O) 552377 (R) Fax: 91-431-552133
49.	Regional Engineering College, Kurukshetra - 132119, Haryana	Dr. N.P. Mehta, Principal Tele: 01744-20083 (O) 20057 (R) Fax: 01744-20065

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
50.	Regional Engineering College Silchar - 788 010 Assam	Col. J.S. Virk, Principal Tele: 33179 (O) 30704 (R) Fax: 03842-33797
51.	Regional Engineering College Hamirpur - 177001 Himachal Pradesh	Prof. R.C. Sharma, Principal (I/C) Tele: 01972-22308 (O) 22383 (R) Fax: 01972-23834
52.	Regional Engineering College G.T. Road, Bye Pass, Jallandhar - 144 027	Vacant, Principal Tele: 292024, 291120 (O) 283652, 294658 (R) Fax: 0181-291120, 299166
53.	Indian School of Mines, Dhandab - 826 004 Bihar	Prof. B.B. Bhattacharya, Director Tele: 0326-202381, 202486 Fax: 0326-203042, 202380
54.	National Institute of Foundry and Forge Technology, P.O. Hatia, Ranchi - 834 003 Bihar	Prof. Kamlesh Kishore, Director Tele: 0651-408289 (O) 408194 (R) Fax: 0651-408357
55.	National Institute for Training in Industrial Engineering Vihar Lake, P.O. NITIE, Mumbai - 400 087	Dr. Thomas Mathew, Director Tele: 8571518, 8573371 (O) 854113 (R) Fax: 022-8573251
56.	Indian Institute of Information Technology and Management (IIIT&M), MITS Campus Gwalior - 474 075	Prof. D.P. Agrawal, Director Tele: 0751-460312 Fax: 0751-460313
57.	Indian Institute of Information Technology, Allahabad	Dr. M. D. Tiwari, Director Tele: 604687 Fax: 91-532-608469

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
58.	Council of Architecture, India Habitat Centre, Core 6-A, I Floor, Lodhi Road, New Delhi - 110 003	Dr. P.R. Mehta, President Tele: 4648415 Fax: 4647746
59.	School of Planning & Architecture, I.P. Estate, New Delhi - 110 002	Prof. A.K. Maitra, Director Tele: 3319380 Fax: 011-3319435
60.	Technical Teachers' Training Institute, Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091	Prof. S.K. Bhattacharya, Principal Tele: 3370479 Fax: 033-3376331
61.	Technical Teachers' Training Institute, Southern Region, Taramani P.O., Chennai - 600 113,	Principal, Tele: 2352126 Fax: 044-2352126
62.	Technical Teachers' Training Institute, Shamla Hills, Bhopal - 462 002	Prof. P.C. Jain, Principal Tele: 540216 Fax: 0755-540996
63.	Technical Teachers' Training Institute, Sector 26, Chandigarh - 160 019	Dr. S. Krishna Murthy, Principal Tele: 549369 Fax: 0172-549366
64.	Board of Apprenticeship Training, CIT Campus, Taramani, Chennai - 600 113. Tamil Nadu	Shri Ayya Kannu, Director Tele: 2352235, 2351703 Fax: 044-2301563
65.	Board of Apprenticeship Training, Western Region, New Admn. Build. 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, Mumbai - 400 022	Dr. S.P.S. Rathore, Director Tele: 5224682, 5225635 Fax: 022-5225923

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
66.	Board of Practical Trianing, Eastern Region, Block EA, Sector 1, (Opp. Labony Estate) P.O. Salt Lake City, Calcutta - 700 064	Shri P.C. Basu, Director Tele: 3370750, 3370751 Fax: 033-3216814
67.	Board of Apprenticeship Training (BOAT) 117-L/440, Kakadeo, Kanpur - 208025	Shri R.K. Tandon, Director Tele: 545644, 549636 Fax: 0512-240981
68.	All India Council for Technical Education (AICTE), Indira Gandhi Sports Complex, Indra Prastha Estate, ITO, New Delhi - 110 002	Prof. R. Natrajan, Chairman Tele: 3379007 Fax: 011-3379002
69.	North Eastern Regional Institute of Science & Technology, Nirjuli - 79110 (Itanagar) Arunachal Pradesh	Prof. A. L. Verma, Director Tele: 0360-244307 Fax: 0360-257696, 244307
70.	Sant Longowal Institute of Engineering & Technology, Kothi No. 178, Sector II-A, Chandigarh - 160 001	Dr. R.C. Chauhan, Director Tele: 01672-83657 (O) 83681 (R) Fax: 01672-83657

III. Bureau of Secondary Education

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
71.	Central Board of Secondary Education, Shiksha Kendra, Flat No. 2, Community Centre, New Delhi - 110 016	Shri Ashok Ganguly Chairman Tele: 2215827, 2467263 Fax: 2215826
72.	National Council for Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016	Prof. J.S. Rajput Director Tele: 6519154, 6964912 (O), 6519159 (R) Fax:91-11-6868419
73.	National Open School, B 31 B, Kailash Colony, Delhi - 110 052	Prof. N.K. Ambasht Chairman Tele: 6464102, Fax: 6211453

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
74.	Central Tibetan Schools Administration (CTSA), USO House, 6, Special Instructional Area, New Mehrauli Road New Delhi - 110 067	Secretary, Tele: 6960686
75.	Kendriya Vidyalaya Sangathan, 18, Shaheed Jeet Singh Marg, New Delhi - 110 016	Shri H.M. Cairae, Commissioner Tele: 6512579
76.	Navodaya Vidyalaya Samiti, 39-A, Kailash Colony, New Delhi - 110 048	Vacant, Director Tele: 64601457

IV. Bureau of Languages

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
77.	Central Institute of English and Foreign Languages, Hyderabad - 500 007	Prof. Rama Rao, Director Tele: 7018131. Fax: 040-7018402
78.	Kendriya Hindi Shikshan Mandal Hindi Sansthan Marg Agra - 282 005	Prof. Nityanand Pandey, Director Tele: 320684 (O), 322458 (R) Fax: 0562-350680
79.	National Council for Promotion of Urdu Language, West Block No. I, R.K. Puram, New Delhi - 110 066	Dr. Hamidulla Bhatt, Director Tele: 6103938, 6103958, 6103381 Fax: 6108159
80.	National Council for Promotion of Sindhi Language, West Bock No. VII, R.K. Puram, New Delhi - 110 066	Dr. K. Vaswani, Director Tele: 6186311 Fax: (PP No.) 0265-341966
81.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area Pankha Road, Janak Puri New Delhi	Dr. V. Kutumbshastri, Director Tele: 5541949 Fax: 011-5541948

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.
82.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, Near Mehrauli Road, New Delhi - 110 067	Prof. Vachaspati Upadhyay, Vice-Chancellor Tele: 6851253 (O), 6851250 (R) Fax: 011-6851253
83.	Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjayini Development Authority, Administrative Building, Bharatpur Ujjain - 456 010	Prof. O.P. Pandey, Secretary Tele: 511530, 510078 Fax: 0734-511530
84.	Rashtriya Sanskrit Vidyapeetha, Tirupati Andhra Pradesh	Prof. D.Prahlada Char, Vice-Chancellor Tele: 27939 Fax: 08574-27937

V. Bureau of Adult Education

85.	National Institute of Adult Education (NIAE) 10-B, I.P. Estate, New Delhi	Chairman, Tele: 3721313, 3721314 (O)

VI. Bureau of Elementary Education

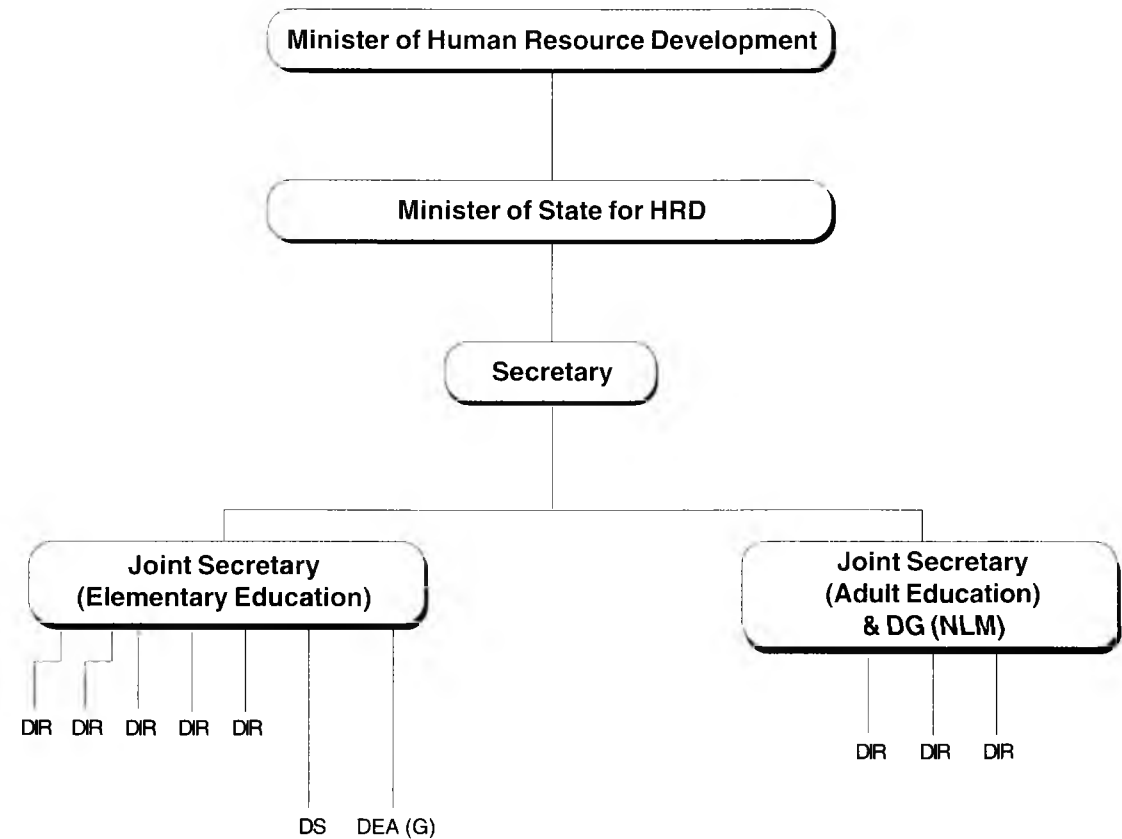| 86.	National Council for Teacher Education (NCTE) C 2/10, Safdarjung Development Area, Sri Aurobindo Marg, New Delhi - 110 016	Prof. A.N. Maheshwari, Chairperson Tele: 6968532 (O) Fax: 6968492
87.	National Bal Bhavan Kotla Road New Delhi - 110 002	Shri Ajay Singh, Chairman Tele: 3222175, 3237856, 3231797 Fax: 3231158

VII. Bureau of Planning

88.	National Institute of Education Planning and Administration (NIEPA) 17-B, Sri Aurobindo Marg, NIE Camp, New Delhi - 110 016	Prof. B.P. Khandelwal, Director Tele: 6863070, 6510134 Fax 6853041, 6865180

Sl. No.	Name of the Organisation	Head of the Organisation Telephone No. Fax No.

VIII. UNESCO Division

89.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, Auroville - 605101 (T.N.)	Shri N. Bala Bhaskar, Secretary Tele: 622222, 622414 Fax: 91-413-622222

IX. Book Promotion & Copyright Division

90.	National Book Trust of India, A-15, Green Park, New Delhi - 110 016	Mr. Nirmal Kant Bhattacharji, Chairman Tele: 6518607 Fax: 6851795

X. Public Sector Undertaking

1.	Educational Consultants of India Limited, (Ed.CIL) Plot No. 18A, Sector 16A, Distt. Gautam Budh Nagar, Noida (UP) - 201301	Vacant, Chairman-cum-Managing Director Tele: 91-515366 Fax: 0188-553874, 91-512010

XI. Subordinate Offices

1. Sh. Udai Narayanan Singh
   Central Institute of Indian Language,
   Manasa Gangotri, University Campus,
   Mysore - 570006

2. Dr. Smt. Pushpa Lata Taneja
   Central Hindi Directorate,
   West Block No. VII, 1st Floor,
   Wing No. 1, R.K. Puram,
   New Delhi - 110 066

3. Sh. Vishnu Kumar
   Directorate of Adult Education,
   Block No. 10, Jamnagar House Hutments,
   New Delhi - 110 011

4. Commission for Scientific & Technical
   Terminology, West Block No. VII
   R.K. Puram, New Delhi - 110 066

Organisation Chart

Ministry of Human Resource Development
Department of Elementary Education & Literacy

Minister of Human Resource Development

Minister of State for HRD

Secretary

Joint Secretary (Elementary Education)

Joint Secretary (Adult Education) & DG (NLM)

DIR DIR DIR DIR DIR

DS DEA (G)

DIR DIR DIR

- National Bal Bhavan
- National Council for Teacher Education

- Directorate of Adult Education
- National Institute of Adult Education

L E G E N D

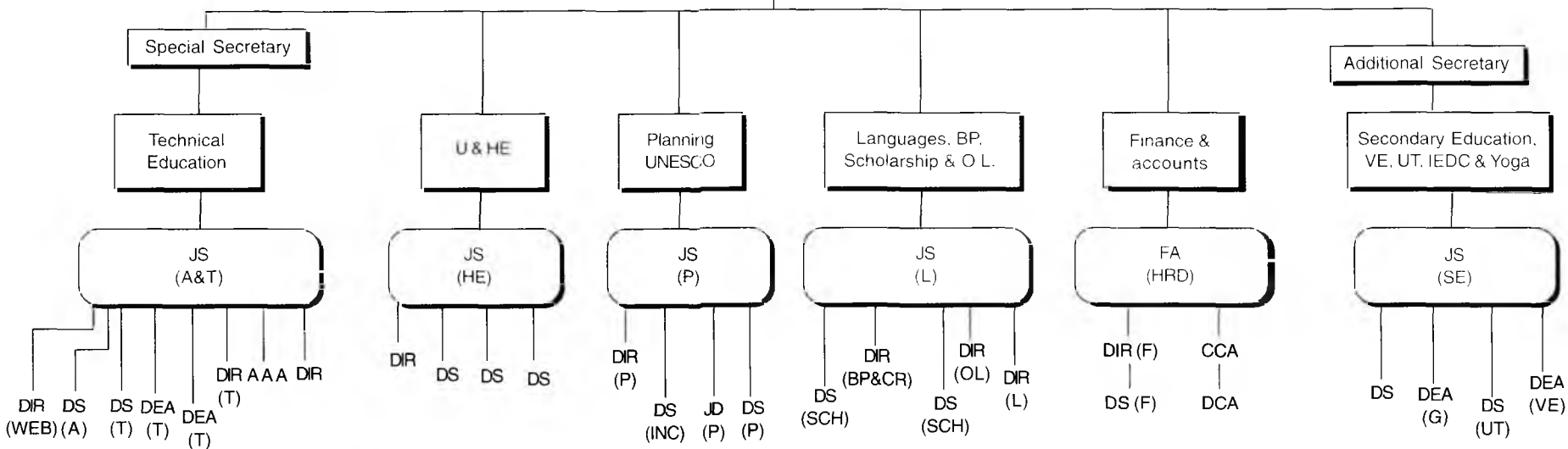|		
DEA	-	Dy. Educational Adviser
DG	-	Director General
DS	-	Dy. Secretary
DIR	-	Director
G	-	General
NLM	-	National Literacy Mission

Note:
Service Sections like Finance, Administration etc. are common and are administratively under the control of Department of Secondary Education and Higher Education.

Ministry of Human Resource Development
Department of Secondary & Higher Education

Minister of Human Resource Development

Minister of State for HRD

Secretary

Special Secretary

Additional Secretary

Technical Education	U & HE	Planning UNESCO	Languages. BP. Scholarship & O L.	Finance & accounts	Secondary Education, VE, UT, IEDC & Yoga
JS (A&T)	JS (HE)	JS (P)	JS (L)	FA (HRD)	JS (SE)

JS (A&T): DIR (WEB), DS (A), DS (T), DEA (T), DEA (T), DIR (T), A A A, DIR

JS (HE): DIR, DS, DS, DS

JS (P): DIR (P), DS (INC), JD (P), DS (P)

JS (L): DS (SCH), DIR (BP&CR), DIR (OL), DS (SCH), DIR (L)

FA (HRD): DIR (F), DS (F), CCA, DCA

JS (SE): DS, DEA (G), DS (UT), DEA (VE)

Technical Education
- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg. Colleges
- Indian Instt. of Management
- School of Plg. & Architecture
- Educational Consultants of India Ltd.
- Indian Instt. of Science
- Indian Instt. of Information Tech.
- T.T.T.Is.
- National Instt. of Indl. Engineering
- National Instt. of Foundary & Forged Tech.
- Sant. Longowal Instt. of Engg. & Technology.
- North Eastern Regional Instt. of Science & Tech.
- B.O.A.Ts.

U & HE
- University Grants Commission
- Central Universities
- Indian Institute of Advanced Studies, Shimla
- Indian Council of Soc. Science Research
- Indian Council of Historical Research,
- Indian Council of Phil. Research
- Association of Indian Universities

Planning UNESCO
- National Institute of Educational Planning and Admn.

Languages
- Central Hindi Directorate
- Kendriya Hindi Sansthan
- National Council for Promotion of Urdu Language
- Central Institute of Indian Languages
- Commission for Scientific & Tech. Terminology
- Central Instt. of English & Foreign Languages
- National Book Trust

Secondary Education
- National Council of Educational Research & Training
- Central Board of Secondary Education
- National Open School
- Kendriya Vidyalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

L E G E N D

AAA	-	Additional Apprenticeship Adviser
BP	-	Book Promotion
CCA	-	Chief Controller of Accounts
CR	-	Copyright
DCA	-	Dy. Controller of Accounts
DEA	-	Dy. Educational Adviser
DS	-	Dy. Secretary
DIR	-	Director
FA	-	Financial Adviser
G	-	General
IEDC	-	Integrated Education for Disabled Children
JD	-	Joint Director

JS	-	Joint Secretary
L	-	Languages
OL	-	Official Language
P	-	Planning
SE	-	Secondary Education
SCH	-	Scholarships
SKT	-	Sanskrit
T	-	Technical
U&HE	-	University & Higher Education
UT	-	Union Territories
VE	-	Vocational Education

Note:
Administration. Finance etc. are common for the Department of Secondary & Higher Education and Department of Elementary Education & Literacy.