

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

**ANNUAL REPORT
1994-95
PART I**



**DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
1995**

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1 INTRODUCTORY

1. INTRODUCTORY

1.1.0. The Ministry of Human Resource Development was set up in 1985, with the objective of integrating efforts for Development of Human Potential in the areas of Education, Women and Child Development, Arts and Culture, Youth Affairs and Sports. During 1994-95, the Ministry continued its efforts in fulfilling this objective through its constituent Departments of Education, Culture, Youth Affairs and Sports and Women and Child Development. This report covers the activities of all the four Departments of the Ministry and is presented in four parts as follows:-

Part-I - Department of Education

Part-II- Department of Culture

Part-III-Department of Youth Affairs and Sports

Part-IV -Department of Women and Child Development

Department of Education

1.2.1 The Education For All (EFA) Summit of Nine High Population Countries held in New Delhi on 16th December, 1993 culminated in a policy declaration and framework of strategies for its implementation. The policy declaration calls for providing basic education facilities for every child and consolidating efforts towards basic education for children, Youth and adults. In the context of an integrated strategy of basic education for all people, literacy and adult education programme are to be improved and extended, eliminating disparities of access, improving the quality and relevance of basic education. Human Development is to be accorded the highest priority ensuring that a growing share of national and community resources is dedicated to basic education.

1.2.2 Developing a collaborative mechanism for distance education, periodic consultations and sharing experiences among the nine countries; Decentralised management of structure in education making the school more accountable to the community for its performance, development of performance norms and code of conduct for teachers and development of districts specific programmes are some of the steps taken in this direction.

1.2.3 The NPE 1986 and POA 1992 while resolving to ensure free and compulsory education of satisfactory quality to all upto 14 Years of age before 21st Century adumbrate the policy statement made at the EFA Summit. Consequently the intensification of NPE/POA programmes with new initiatives and priorities is also an attempt towards commitment made during EFA Summit.

1.2.4 Five thrust areas have been identified to achieve UEE; to make education relevant to the needs of the community and also to meet new challenges of liberalization and globalisation of the economy. These areas are : adult literacy, primary education, decentralisation of management of education, vocational education and technical education.

1.2.5 Strategy for achieving Universalisation of Elementary Education and Universal Adult literacy is being adopted through disaggregated approach, with the focus on district-specific, population-specific plans both in Primary Education and in Adult Education Sectors.

1.2.6. In keeping with NPE 1986 and POA 1992 a new initiative to achieve UEE - 'District Primary Education Programme' has been formulated. The programme takes a holistic view of primary education and seeks to operationalise the strategy for UEE through district specific planning and disaggregated target setting. The programme lays great emphasis on participatory processes for planning and management, has marked gender focus and seeks to enhance school effectiveness through inputs in teachers training and decentralised management. The programme emphasises capacity building at all levels and seeks to evolve strategies which are replicable and sustainable.

1.2.7. DPEP is a beachhead for effecting improvements and fullscale development of the entire elementary education sector. The overall goal of the programme is the reconstruction of primary education as a whole in the districts instead of the piecemeal implementation of schemes. The DPEP is not to be seen as an enclave project; it is a major and multi-faceted programme seeking to overhaul the primary education system in the country.

1.2.8. As of now the DPEP has been launched in 42 districts in the States of Madhya Pradesh, Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala. The Planning process has been initiated in five districts each in Andhra Pradesh and West Bengal where it would be funded by ODA. 19 districts of Madhya Pradesh are funded by European Community's programme assistance to DPEP while the remaining 23 districts are funded by IDA.

1.2.9 The emphasis has been shifted from enrolment per se to enrolment as well as retention and achievement. Micro planning will provide frame-work of universal access and universal participation. The targets for VIIIth plan include: (i) Universal enrolment of all children including girls and persons belonging to SC/ST; (ii) provision of Primary School for all children within one km. distance for habitation with a population of 200 and/or facility of non-formal education for school drop outs, working children and girls who cannot attend school; (iii) improvement of ratio of primary schools to upper primary schools from existing 4:1 to 2:1 (iv) reduction of drop out rates; (v) improvement of infrastructural facilities including upper primary level; (vi) achievement of MLL at primary and upper primary stage; (vii) quality of academic contents to be improved and NFE curriculum to be relevant to the specific needs of the target group; (viii) to facilitate lateral entry of NFE beneficiaries into formal system.

1.2.10 NCERT has been providing resource support in crucial areas of School education and presently conducting Sixth All-India Educational Survey to assess the present status and facilities of school education in the country. Scheme of Science Education, Environment Education, CLASS project etc. have been revised to improve the quality of school education. Teacher Education has also been restructured and re-organised to upgrade the competency level at various stages. While Kendriya Vidyalayas and Navodaya Vidyalayas are promoting education with national identity, National Open School has been promoting distance education and is reaching out to deprived and Socio-economically backward sections of society in the remote parts of the country.

1.2.11 The Total Literacy Campaign (TLC), has been accepted as the main strategy for eradication of illiteracy in the country. It is Volunteer based area-specific, time-bound and cost-effective programme. The campaigns have led to greater demand for elementary education, gender sensitivity and women's empowerment among some of the spin-offs.

1.2.12. The main objective of the scheme of vocationalisation of Secondary Education at plus two level is to provide diversification of educational opportunities so as to enhance individual employability. The scheme covers vocational courses in the areas of business and commerce, agriculture, engineering and technology, Health and paramedical, Home Science and Humanities. The Vocational courses are also being offered to impart training in simple marketable skills and to develop vocational interests in students. 35 Vocational courses identified by UGC are being introduced at under graduate level.

1.2.13 NPE has accorded highest priority to women's education and envisages the entire educational system to have built-in provisions for women's empowerment. Enrolment and retention of girl child in formal and non-formal Schooling is emphasised. There is stress on removal of gender bias in curriculum. Recruitment of rural women as teachers is emphasised in various schemes. Free education is provided to girls upto Class VIII by various State Govts./UTs while education is free for girls upto Class XII in Kendriya and Navodaya Vidyalayas. Vocational programme with emphasis on entrepreneurship are being designed for girl drop outs. In major thrust areas-DPEP and TLC, Women are a special focus. Steps are being taken to increase women's participation in educational process, nation-wide gender sensitization programme of educational personnel and parental awareness programmes for generating a positive climate for girl's education. The Mahila Samakhya project seeks to bring about a change in women's perception about themselves and that of Society in regard to women's 'traditional roles'. In Higher and Technical Education there has been significant expansion of educational opportunities for women.

1.2.14 An Area Intensive Programme has been launched to provide basic facilities to educationally backward minorities, who have remained deprived of educational and developmental opportunities.

1.2.15 The Institutions of excellence i.e. IITs and IISc are concentrating on technology assessment and forecaste so that futuristic approaches could be re-oriented to take up the development of emerging Science and Technology trends in the country. Consequently 7 generic areas of strategic significance have been approved for working in Collaboration with the industries. This is a result of the emphasis laid by the Prime Minister in the first full Planning Commission Meeting held in 1991 for Industry Institute Interaction mode. The missions would go a long way towards coupling the IITs/IISc closer to industry. Major initiative through World Bank assistance is underway to enhance quality and efficiency of technician education in the country. Scheme of community polytechnics empower and equip rural youths and school dropouts in villages through technical training and technology transfer.

Department of Culture

1.3.1 During the year, the Department continued with its various activities of promotion, preservation and dissemination of art and culture through various schemes and projects implemented by it directly or through its net work of institutions working in the diverse fields such as archaeology, archives, museums, performing, literary & visual arts, anthropology, Buddhology/Tibbetology, libraries etc. A few of the achievements of the Department during the year in its diverse fields are given in the following paras.

1.3.2 The conservation, preservation and maintenance of the centrally protected ten monuments and sites is the prime task of Archaeological Survey of India. During the year, about 300 monuments were identified for large scale comprehensive work in different parts of the country. A large number of sites and remains ranging from Pre-historic to the medieval times have been discovered by A S I Exploration surveys are continuing in the

areas to be submerged on account of the construction of dams in Gujarat, Maharashtra and Madhya Pradesh under Sardar Sarover Project and Sannati in Karnataka under upper Tunga and upper Bhadra Project. Under excavation programme, the clearance operation of Gingee fort in South Arcot district. Tamil Nadu has revealed the palace of 16th century subterranean passage and throne platform. Excavation at Sarvasti U P., had been undertaken in collaboration with Research Institute., Kansai University, Japan. Excavation at Barabati Fort, Cuttack has brought to light some hidden facets of our history. An important event during the year in the field of archaeology was organisation of World Archaeology Congress in Delhi which was attended by a large number of Indian and foreign delegates.

1.3.3 The National Museum, during the year, set up a permanent Jewellery Gallery, which was inaugurated by the Prime Minister of India. It organised a number of exhibitions. An exhibition entitled "Buddha in India and Early Indian sculptures" is planned in Vienna during March 1995. The Museum acquired 208 art objects during the year. The Indian Museum, Calcutta organised an international exhibition on "Indian Bronzes - Sacred Images from 9th-12th Centuries A.D.: in two Museums of Australia - Gallery of New South Wales, Sydney and National Gallery, Canberra. The Museum also participated in the exhibition on "The peaceful liberators: Jain Art from India", held in Los Angles, USA. Under the programme of Renovation and Installation of Galleries under scientific surveys, a new Animal Ecology gallery has been set up jointly by the Indian Museum and Zoological Survey of India providing a glimpse of rich animal life of our country.

1.3.4. The National Gallery of Modern Art organised a number of educational programmes and special exhibitions during the year. It also produced 2 documentary art films and another film is nearing completion. It also produced a colour folder for the exhibition "Paintings of Nicholas Roarich". The Nehru Memorial Museum and Library which illustrates through visual materials the life and times of Jawahar Lal Nehru, continued to be the centre of interest for visitors from India and abroad. Beside its routine activities of collections for Library, archives, reprography, preservation etc. It organised a number of symposiums and seminars on various topics of interest. The Salar-Jung Museum, Hyderabad organised the 108th Birthday Celebrations of Salar Jung III, and as a part of the celebrations, a special exhibition entitled, "The Salar Jung - Founders of the Museum" was held. The Museum also observed the World Heritage Day and a special exhibition "Structures : Indian Heritage" was organised in collaboration with the National Council of Science Museum. To coincide with the Buddhist Silk Route Expedition and World Heritage week, the Museum organised a special exhibition "Buddhist Master Pieces in Salarjung Museum". The Victoria Memorial, Calcutta, during the year, organised a number of temporary exhibits. The memorial also organised a series of illustrated lectures on various aspects of conservation of Museum objects and architectural heritage. The National Council of Science Museums continued its activities in its 21 Science Centers spread throughout the country. The work for Regional Science Centre at Calicut with a planetarium, District Science Centre at Vijayawada and District Science Centre and National Camp at Digha are expected to be completed during the year. A number of new exhibits were completed and added at various Centres during the year. The Mobile Science Exhibition "Man the Tool Maker" was completed in April 1994 and is now on the road under the Centre at Delhi. The Delhi Centre has also taken up fabrication of a large animated exhibit "Dinosaur" which is expected to be completed shortly. The Council has also set up School Science Centres in rural schools throughout the country.

1.3.5. The Libraries under the administrative control of Department like the National Library, Calcutta the Central Reference Library, Calcutta, the Central Secretariat Library and Delhi Public Library continued its routine activities of acquisition of books, journals etc., providing services to readers, conservation of library materials as also educational activities like lecture series etc. Besides, libraries like TMSSM Library, Thanjavur, RRRLF, Calcutta KBPOL, Patna and Rampur Raza Library, Rampur concentrated more on educational and Research activities including organising seminars, symposia, talks, publication of rare manuscripts etc. The Raja Rammohun Roy Library Foundation continued to pursue their major activities of promotion of public library services all over the country through assistance.

1.3.6. The Anthropological Survey of India has completed the project "Ethnicity, Politics and Political System in India", and the reports dealing with the information on electoral behaviour collected from Meghalaya, Sikkim, Orissa, Bihar, Madhya Pradesh, Rajasthan and Gujarat have been finalised. The reports on the ecological adaptation of populations under the project "Ecology, Environment and Human population in India" are in the process of editing. These apart, field investigations have been undertaken in various parts of country under many projects concerning tribals of India. Anthropology of Place Names and Personal Names, Studies of Religion etc. The Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal during the year organised the exhibitions "Indo Afghani Cultural relations" on the common elements of Indo-Afghan Heritage, and Godna - an exhibition on the tattoo motifs popular among the tribals of India. Tribal Habitat, the first permanent open air exhibition was added with three exhibits. A Dwelling type was added to the Coastal Village Exhibition. A 16 mm film "Charts of Rock" was prepared on prehistoric rock paintings of middle India and documentation for another film "Murias, a tribe in transition" is in progress. It organised a 10 days long workshop on the terra-cotta and lacquer work of Orissa. A special craft demonstration on the traditional Jhara metal craft' technique of Rajgarh, Madhya Pradesh, was also organised.

1.3.7. In the field of Archives, the National Archives of India continued with its activities of record management and providing facilities to researchers. It also organised an exhibition entitled "Archives and Jallianwala Bagh: A Saga of Independence" to commemorate the 75th anniversary of Jallianwala Bagh episode which was inaugurated by the Hon'ble President of India. The Asiatic Society, Calcutta carried on its research and educational activities. It organised a number of lectures, national workshop/seminars and an international seminar. The Society also negotiated with the Institute of Oriental Studies in Moscow and prepared a draft agreement to be signed for collaborative research. During the Year, the UNESCO has identified the Society as one of its resource bases, the only one in India for its Memory of the World Programme.

1.3.8. The Sangeet Natak Akademi held a six day national level workshop and a festival of Marionettes of Udupi, in association with Janapada and Yakshagana Akademi and Regional Resource Centre for Folk Performing Arts, Udupi. The Grants Committee has recommended 219 cultural institutions for financial assistance during 1994-95, which include 8 institutions/individuals for preservation and promotion of Puppetry. The Akademi held a traditional theatre festival entitled. Paramparik Natyotsav featuring 1993 awardees in the field of traditional theatre in Delhi. The documentation unit of the Akademi did extensive documentation of tribal music and dances of Andhra Pradesh, ritualistic festival of Lamas, Kuchipudi dance of Raja & Radha Reddy, dance demonstration by Nataraja Ramakrishna. The Akademi has completed video films on Mani Madhava Chakiyar, Parvati Virham, Kanglei Haroba and Bah-dein-Khlam. The Sahitya Akademi conferred its highest honour "Akademi Fellowship" to five eminent writers namely Dr. V

B Kolte, Smt. Asha Purna Devi, Dr. P T Narasimhachar, Shri Kanu Charan Manty and Baba Nagarjuna. Seventeen translators in different Indian languages were presented with Sahitya Akademi translation prize. National seminars were organised on Sardar K M Panicker, historian, writer and diplomat and writer Bidbhutibhushan Bandyapadhyay. A six day workshop on Literary Translation in English was organised in collaboration with the Academic staff college, Jaipur. The Lalit Kala Akademi organised an Exhibition on the works produced in the International Artists camp held at Jaipur as part of the 8th Triennale at Ravindra Bhavan Galleries. The Akademi participated in the 4th Asian Art Show at Fukuoka, Japan. It organised a film festival "Art & Artists" in the Fresco gallery of the Akademi. It plans to organise Rang Rag- Synthesising Art & Music in the Fresco Gallery and Paricharcha - a presentation of art works through slides by five eminent women painters. A National seminar on "Art Terms and Terminologies" is also proposed to be organised. The National School of Drama organised 8 Theatre workshops in various cities. Two Children Theatre workshops - were conducted at Jhabua - M P., and at Ravipur. Experts were provided to five schools for technical assistance. The organisation displayed YATRA exhibition in three cities. The first theatre festival was organised in May-June, 1994.

1.3.9. In the field of international cultural relations, Cultural Agreements were entered into with 2 countries viz. Belize and Laos, covering important fields of interaction in the spheres of art, culture, education including academic activities, sports, youth activities, journalism, radio, television and cinema. During the year, a protocol was also signed at the conclusion of the first meeting of the Indo - Russian workshop Group on Culture on 3rd September, 1994.

1.3.10. Festival of India was also organised in May 1994 at Beijing, China which covered performing art events, film festivals, fashion show and exhibition etc.

Department of Youth Affairs & Sports

Youth Programmes

1.4.1 The Department of Youth Affairs and Sports is implementing a number of schemes of Youth development. The Schemes are designed keeping in view the fact that youth is the most vital human resource of the Nation on whom the present and future of the country depend. Many new initiatives taken during the year have given a new thrust to the youth programmes for channelising the abundant energy of the youth into a constructive activities. The important ones are enumerated below.

- (i) It has been decided to set up Youth Development Centres for group of 10 villages each in order to give a fillip to participation of rural youth in development activities. These centres will have facilities for information, sports, training and youth programmes for rural youth. The land for the centre will be donated by the Panchayat. This scheme will be implemented through Nehru Yuva Kendra Sangathan, an autonomous Body under this Department.
- (ii) Nehru Yuva Kendra Sangathan(NYKS) is the largest grass- root organisation in the country set up with the objectives of providing non-student rural youth with the opportunities to grow and achieve national goals. It has been decided to add a few more important areas of national priorities in the Action Plan of Nehru Yuva Kendra from the year 1994-95. The areas to be added are: Panchayati Raj Awareness, Health & Population Awareness, Vriksh Mitra Scheme for

Environment Promotion, SEWAK (Self Employed Workers Association Kendra), Yuva Utsavs (Youth Festivals) at block, District, State and National Level, Yuva Vikas Kendram (Youth Development Centres), Environment in Vocational Education. Beside this it has felt that this year the emphasis should also be given on making youth economically self-reliant. There is, therefore, a need for decentralisation of programme planning and to provide more flexibility in the hands of Youth Co-ordinators at the time of preparation of the Action Plan. In order to make the NYKS presence felt among the masses and to fulfil its aims and objectives, it was decided to give each District NYK a set of Minimum Common Programmes. Further, it was also decided that 50% of the beneficiaries would be the young women from rural/backward areas and there should be due participation of Scheduled Castes, Scheduled Tribes and Minority Communities.

Sports and Physical Education

1.4.2 India has a long tradition for sports and physical fitness. High recognition to this subject was accorded when a separate Department of sports was created in 1982 prior to the commencement of the 9th Asian Games. Subsequently, the first ever National Sports Policy was announced in 1984. A fresh programme of Action for implementation of this Policy was laid before Parliament (in the monsoon session) in 1992.

1.4.3 During the year 1994-95, India participated in the XV Commonwealth Games held in Victoria, Canada from 18th to 28th August, 1994. India also participated in the 12th Asian Games held in Hiroshima from 2nd to 16th October, 1994. Our performance was better in these games than the earlier occasions. The schemes of SAI were got reviewed by the Department through Tata Consultancy to make them more meaningful.

1.4.4 The recommendations of the Sub Committee of Central Advisory Board of Education were accepted by the Government. State Governments were requested to take follow up action on the recommendations.

1.4.5 The proposals received from various sports federations for inclusion in public Notice issued by Ministry of Commerce for the purpose of their import without import license were sent to Director General of Foreign Trade for inclusion of the same in the public Notice referred to above.

Department of Women & Child Development

1.5.1 Department of Women and Children is at the core of the nation's human resource development efforts. Therefore, special Department of Women and child Development was set up in the year 1985 as part of the Ministry of Human Resource Development to give the much needed impetus to the holistic development of women and children.

1.5.2 The Department in its nodal capacity, formulates plans, policies and programmes; enacts/amends legislation; guides and co-ordinates the efforts of both governmental and non-governmental organisations working in the field of Women & Child Development: Besides the Department also implements certain innovative programmes in the areas of - welfare and support services; employment and income generation; awareness generation and gender sensitization. These programmes play a supplementary and complementary role to the other general development programmes of health, education and rural development etc. All these planned efforts of the Government are directed to ensure that women are

empowered both economically and socially and thus become equal partners in national development alongwith men.

1.5.3 Some of the note-worthy achievements under the Women and Child Development sector include - setting up of the National Commission for Women; setting up of Rashtriya Mahila Kosh; adoption of National Plans of Actions - one for the Children and another one exclusively for the Girl Child; Accelerated Expansion of ICDS Programme; adoption of the National Nutrition Policy; launching of the scheme of 'Mahila Samridhhi Yojana', setting up of National Creche Fund for Children.

1.5.4 In line with the Eighth Plan strategy of enhancing employment opportunities for women, the Department of Women and Child Development has re-set its priorities and expanded the services under the women-specific employment programmes like Support to Training and Employment Projects for Women in the traditional sectors of agriculture, dairying, animal husbandry, handlooms, handicrafts, sericulture, fisheries, etc; Training-cum-Production Centres to extend sustainable employment to women and adolescent girls in the non-traditional up-coming trades like electronics, computer, radio engineering, beauty culture, fabric designing, catering, etc; Socio-economic Programme to provide 'Work and Wage' to rural women; and Condensed Courses to extend continuing education and vocational training to school drop-outs. These programmes could benefit about 10 lakh women with training and employment opportunities during the last developmental decade.

1.5.5 Simultaneously, the Department has also been taking care of the Credit and Marketing needs of the self-employed women as well as the Women in the Informal Sector. While the recently set up Rashtriya Mahila Kosh responds to the credit needs of poor and assetless women who have no access to formal banking systems, the Women's Development Corporations in various states are expected to provide both 'forward' and 'backward' linkages like supply of raw materials and marketing facilities. These services supplement the on-going employment and training programmes for women all over the country. The Mahila Kosh has, by January 1995, extended a total credit of worth Rs. 8.88 crores to 59524 poor women through 47 NGOs working in the field of credit extension.

1.5.6 Further, it has also spread a wide net-work of support services for women and children belonging to lower economic strata through voluntary organisations. In order to promote greater mobility for women in the employment market, the nodal Department launched a scheme called 'Hostel for Working Women', as early as in 1973. It provides 'safe' and 'cheap' accommodation to single working women who come to the cities/towns in search of employment. So far, there are 687 such hostels spread all over the country, benefitting about 45000 working women and their dependent children numbering about 8000. Similarly, to reduce the burden of child care of working mothers, the Department is also running a programme called 'Creches/Day Care Centres for the children of working/ailing mothers. At present, there exist more than 12470 creches benefitting 3.10 lakh children all over the country.

1.5.7 There has been overwhelming response to the Mahila Samridhhi Yojana launched in October 1993. Upto 31st December 1994, 72.04 lakh MSY Accounts with a total deposit of Rs. 65.90 crores were opened by rural adult women to save and improve their financial assets. This Scheme extends an opportunity for women to exercise greater control over their own household resources and gain greater confidence.

1.5.8 For the holistic child development, the Department is implementing the programme of Integrated Child Development Services (ICDS). The scheme which is described as country's gift to our children is today the world's largest and most widely acclaimed child development programme. As on 31.12.94 the programme is being implemented in 3787 ICDS blocks through about 3.99 lakh anganwadis covering 17.6 million children and 3.9 million mothers. Efforts have been intensified to substantially expand the coverage of the ICDS. Special ICDS projects in the pre-dominantly tribal/backward areas of Andhra Pradesh, Orissa, Bihar and Madhya Pradesh are being implemented with World Bank assistance; extending additional services like skill upgradation for income generation, etc. for women, schemes for adolescent girls and nutritional rehabilitation of the severely malnourished, etc.

1.5.9 A National Nutrition Policy has been adopted to combat the widespread malnutrition prevalent in the country. Sectoral Action Plans are being prepared. A National Nutrition Council under the Chairmanship of Prime Minister has been constituted to oversee the attainment of goals set under the National Nutrition Policy and to ensure adequate nutrition to one and all in the country.

2 OVERVIEW

2. OVERVIEW

Allocation of Funds and their use

2.1.0 A budget provision of Rs.2423.61 crore was made for education in the central sector during the year 1994-95. Out of this Rs. 875.31 crore was under non- plan and under plan.

Education for All

2.2.1 Education for All (EFA) has been the focal point of the programmes in education last year. For achieving EFA a two pronged strategy of universalising adult literacy and universalisation of elementary education in a mutually supportive manner is being followed.

Adult Education

2.2.2 The Total Literacy Campaigns, the major programme for universalising adult literacy, are now operational in 338 districts, either partially or fully, in the States of Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Currently, approximately 50 million people in the 9-45 age-group are learning with the help of about 5 million volunteers. They are in different stages of learning but it is estimated that about 15 million of them have already acquired the threshold level of literacy and numeracy. Post Literacy and Continuing Education activities are being launched even as TLCs make significant progress in an area. The objective is to cover 345 districts during the Eighth Plan and make 100 million people functionally literate. The focus of the campaigns now is on the four low literacy and high population States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh which have nearly 48 per cent of the illiterate population in the country and where the literacy programme earlier has not been very strong. Out of the 53 TLCs sanctioned during 1994-95, thirty-two are in these states.

Elementary Education

2.2.3 In the area of primary education, the major initiative in the form of Operation Blackboard, non-formal education programme and Teacher Education through Mass Orientation of Teachers and DIETs have been continued with maximum priority. In addition, during the year, the major initiative is in the form of the District Primary Education Programme (DPEP). The DPEP moves away from the earlier schematic, piecemeal approach and takes a holistic view of elementary education, emphasises decentralised management, community mobilisation and undertakes district and population specific planning. The programme also builds upon experience gained from the earlier generation externally assisted primary education programmes. The DPEP is characterised by loftiness of its objectives, the nature and the intensity of the planning process, the integration of professional inputs, participative planning and management, emphasis on capacity building and integrated and locally relevant curriculum and pedagogy. A system of concurrent evaluation as well as monitoring of learner activity is being set up so that the impact of implementation on the ultimate objective of evaluation, retention and achievement can be evaluated. The programme has already been launched in 42 districts in seven States and the objective is to cover 110 districts by the end of the Eighth Plan.

2.2.4 Apart from the DPEP, a number of externally aided projects have been launched with a view to supporting the state/national resources for achieving EFA by 2000 AD. Notable among these are:-

- Uttar Pradesh Basic Education Programme with the assistance of World Bank with an outlay of Rs.728 crore covering 10 districts.
- Bihar Education Project with the assistance of UNICEF with an outlay of Rs.360 crore covering 20 districts by 1995-96)
- Shiksha Karmi Project in Rajasthan with the assistance of Swedish international agency (SIDA) with an outlay of Rs.60.32 crore covering 38 districts.
- Lok Jumbish project in Rajasthan with the assistance of SIDA with an outlay of Rs.18 crore covering 25 blocks.
- Mahila Samakhya project in four states with the assistance of the Netherlands with an outlay of Rs.51.29 crore covering 14 districts.
- Andhra Pradesh Primary Education project with ODA funding covering 23 districts.

2.2.5 The Post-NPE initiatives continue with greater focus on quality of implementation. The Operation Blackboard launched in 1986 with a view to improving facilities in primary schools has made tremendous progress. Almost all primary schools in the country have been covered by the programme; 1.49 lakh posts of teachers sanctioned; out of which 1.22 lakh posts filled; approximately half of the posts (56132) have been filled by women. Teaching-learning equipment has been sanctioned to 99.9 per cent primary schools in the country. In schools with enrolment of more than hundred children, 14,535 third teacher posts have been sanctioned. Last year, the scheme was extended to cover the upper primary schools; already 7,335 schools have been covered.

2.2.6 The Government is alive to the problem of unreached areas and disadvantaged groups which may have inadequate access to education. The non-formal system is intended to increase participation of these groups. The 2.5 lakh centres being run today cater to about 62 lakh learners. This programme is being considerably strengthened in terms of teaching-learning materials, orientation of personnel and community involvement. Ninety per cent of the cost on exclusive girls centers is borne by the Central government in keeping with the special focus on education of girls. The programme is now being dovetailed with the national programme on the elimination of child labour.

2.2.7 The Minimum Levels of Learning strategy enunciated in the Programme of Action, 1992 has emerged as a major intervention in all programmes of elementary education. With focus on outcomes, it redefines the process of elementary education leading to an improved, integrated pedagogy to suit the multi-grade situation of our class rooms.

Secondary Education

2.3.1 Secondary Education is being upgraded through various schemes. These include scheme for improvement of Science Education, Environment Education, Culture & Values in Education, Computer literacy, Education Technology etc. In addition, the NCERT has been providing resource support in crucial areas of School Educational Research & Training at School level. The NCERT with the assistance of the NIC and State level agencies is currently conducting VI All India Educational Survey. This will help in Proper educational planning at grassroot level for a balanced growth and expansion of educational facilities in rural as well as Urban areas. Critical statistical data of institutions, habitations- wise access, enrolment, physical facilities, teachers and their qualifications, etc., would provide an appropriate data base for satisfactory implementation of various Centrally sponsored Schemes.

2.3.2 Kendriya Vidyalayas and Navodaya Vidyalayas are promoting education with national identity throughout the country. In both these organisations, expansion without simultaneous creation of necessary infrastructure has tended to somewhat compromise quality of education. The government has this year accelerated the process of creating buildings, laboratories, libraries and teacher training facility so that these chains of schools can credibly act as pace setters for other Schools in the country. National open School has been assigned the responsibility of Research, Development and Dissemination of the information for promoting open schooling in the country with a view to providing distance education to deprived and socio-economically backward sections of society in the remotest parts of the country.

2.3.3 The problem of academic burden on the school students has been under consideration at various stages and a frame-work of action on the basis of Prof. Yashpal Committee Report has been suggested to State Governments. The Government of India is following up implementation of recommendations of this report to ensure that meaningful reform of school education comes about as a follow up of this report.

2.3.4 The national policy of education has accorded priority to vocationalisation of education to enhance individual employability, reduce the mis-match between the demand and supply of skilled manpower and provide an alternative for those pursuing higher education without any particular interest or purpose. Although impressive coverage has been built up under these scheme, the quality of courses remains a cause for concern. This is largely because most states have been slow in creating Professional Management system and in establishing continuous linkage and collaboration with employer organisations. The scheme of pre- Vocational Education at lower secondary stage was introduced from 1993-94 to impart training in simple marketable skills to the students and to develop vocational interest. The target is to divert 10% of higher secondary students to the vocational stream by 1995 and 25% of them by 2000 A.D. During the year under report the emphasis is on consolidation and qualitative improvement of the programme to remove the weaknesses of the programme.

2.3.5 Courses are selected on the basis of assessment of manpower requirement through surveys. About 150 vocational courses have been introduced in six major areas of agriculture, business and commerce, engineering and technology, health and para medical services, home science, services and others.

2.3.6 The policy emphasises the need for making available non-formal, flexible and need based vocational programmes to school drop-outs, Neo literates etc. Collaborative arrangements are being worked out with the Ministries of Railways, Health and Industry etc. Besides, a large number of industrial enterprises, both in public and private Sectors, are also being involved in the programme.

Technical Education

2.4.1 The NPE has laid emphasis on modernisation and removal of obsolescence of laboratories and workshops of engineering colleges and polytechnics in order to enhance functional efficiency. The scheme covers IITs and RECs and other Engineering Colleges, Technical Faculties of Universities and Polytechnics.

2.4.2 Priority is being given to bringing industrial commercial system and institutions closer together. Technology missions in eight identified priority areas have been taken up on the basis of their relevance to the Indian economy through IITs and IISc. The user industry will be prominently associated in the designs and implementation of these missions and efforts are being made to make available the result of R&D in these missions to the Indian Industry. Promotion of excellence in RECs, Upgradation of Technician Education system to improve the capacity, quality and efficiency of polytechnics are being pursued as programmes which will rejuvenate the Technical Education system.

2.4.3 For giving greater autonomy, improving performance and ensuring accountability a new pattern of funding by block grants has been introduced in IITs, IIMs and IISc. This would enable the institutions to achieve economy, be cost effective and generate their own resources for development purposes.

University and Higher Education

2.5.1 There has been a steady growth of higher education system in the country since independence. The number of Universities has increased from 25 at the time of independence to 211 (including 36 deemed universities and 10 institutions of National Importance vested with the authority to award degree). The enrolment of students has increased from 2 lakhs to 50.07 lakhs at the beginning of the year 1994-95. Of the total enrolment of 50.07 lakhs, 44.11 (88.1%) are enrolled in graduate programmes, 4.76 lakhs (9.5%) in postgraduate programme and 0.55 lakhs (1.1%) in research programmes. The enrolment of Women Students at the beginning of the 1994-95 was 16.44 lakhs as against 15.90 lakhs in the previous year.

2.5.2 There has been a perceptible change in the trend of student enrolment during 1980s. While student enrolment increase over 5% average each year upto 1985-86, the annual compound rate of growth of enrolment during the period 1988-89 to 1993-94 was 4.2%. It is estimated that if this rate of growth continues the total enrolment at the end of the 8th Five Year Plan should be around 60 lakhs students.

2.5.3 The faculty-wise break up of students shows that nearly 40.4% students were enrolled in Arts and Humanities, 21.9% in commerce 19.6% in Science and 18.1% in Engineering and Technology, Law and in other faculties. The University Education is important for the National System because the University students enter the job market immediately and the standard of their education influences productivity in the National System. The two Universities in Assam and one in Nagaland having been

operationalised, the Bill for setting up Dr. B.R. Ambedkar University at Lucknow was passed during the year. A sizeable programme of vocational courses at degree level was started through UGC in 1994-95 and Central and some State Universities have been substantially assisted by UGC for libraries and laboratories.

2.5.4 There has been considerable enthusiasm for Distance Education System in the last 3-4 Years. Student enrolment at the Indira Gandhi National Open University (IGNOU) for various programmes of study during the Year 1994-95 is likely to be over 84,000/ With this, the aggregate enrolment of students in the university is likely to be 2.57 lakhs. One of the thrust areas during the 8th plan period would be to achieve additional enrolment of one million students in open university and distance education institution.

International Cooperation

2.6.1 Indian National Commission for cooperation with UNESCO (INC) with its secretariat in the Department of Education has been contributing significantly to UNESCO's work particularly in the formulation and execution of its programmes. INC continued to provide effective intellectual inputs in UNESCO's regional programmes.

2.6.2 The Department of Education was privileged to host the Education For All Summit of Nine High Population Countries in New Delhi in December 1993 in which the Head of three U.N. Agencies UNESCO, UNICEF, & UNFPA also participated as Cosponsors. As a follow up of the EFA Summit, the undermentioned steps have been taken:

- (a) There was a Minister level meeting in Geneva on 8th October 1994 of the nine countries which participated in the Education for All Summit of nine high population countries held in New Delhi in December 1993. Heads of UNESCO, UNICEF and senior representatives of UNEPA - the three sponsoring agencies of the EFA-9 Summit - participated in the meeting. The meeting was held during the 44th Session of ICE and the Indian delegation was led by the Minister of HRD.
- (b) A three member delegation led by Km. Selja, Deputy Minister (E&C) attended the national Conference on Education for All held in Brazilia, Brazil from 29th August to 4th September, 1994.

2.6.3 Measures were taken to strengthen external academic relations by close monitoring of the implementation of the education component of more than 60 bilateral Cultural Exchange Programme and other Collaborative arrangements.

2.6.4 The highly prestigious NOMA Award, one of the three International Literacy Prizes awarded by Unesco annually has been awarded for 1994 to the Loreto Day School at Sealdah, Calcutta for raising Literacy awareness among under privileged groups in the most neglected slum and remote rural areas from which they come.

2.6.5 The Indian National Commission for Unesco has been coordinating the participation of Indian photographers in the Photo Contest organised by Asia Cultural Centre for Unesco, Japan. Ten persons from India have won prizes in UNESCO/ACCU

World Photo Contest 1993, under the theme of "The Family" on the occasion of the World Decade for Cultural Development (1988-97) & the International Year of the Family (1994). In the 18th Unesco/ACCU World Photo Contest, 15 persons have won prizes.

Languages Development

2.7.1 Government of India continued the scheme of Appointment of Hindi Teachers in non-Hindi speaking States/UTs and under this Scheme Assistance to State Governments is provided to meet the salary of Hindi Teachers/Training Colleges.

2.7.2 The Central Hindi Directorate has offered Correspondence Courts for teaching Hindi in regional languages to about 15,164 persons.

2.7.3 The Central Institute of Indian Languages, Mysore continued its programme of training of teachers from Hindi speaking areas in Modern Indian Languages.

2.7.4 The Central Institute of English and Foreign Languages (CIEFL), Hyderabad played an effective role in co-ordinating the activities of the English Language Teaching Institutions. CIEFL also monitored the schemes of Saturation Training of English Language Teachers through District Centres.

2.7.5 A Committee on the Establishment of Urdu University which was constituted in September, 1992 to consider in detail all aspects of the proposed university and make suitable recommendations to the Government has submitted its report on 12.6.1993. A decision has been taken to set up the proposed university by introducing a Bill for this purpose by the government in the Parliament for its consideration.

2.7.6 A Committee on the International Hindi University which was constituted in July, 1992 to advise the Government on setting up the proposed International Hindi University in the country has submitted its report on 1.5.1993. A decision has been taken to set up the proposed university by the Government and a Bill for consideration of the Parliament will be introduced soon.

2.7.7 A New Centrally Sponsored Scheme of Financial Assistance for appointment of modern Indian Language Teachers (other than Hindi) in Hindi speaking States/Union Territories was launched in 1993-94 and continued in the year under report.

Education of Scheduled Castes and Scheduled Tribes

2.8.0 The Schemes continued to emphasise removal of disparities and ensuring equalization of educational opportunities for Scheduled Castes and Scheduled Tribes.

Education of Minorities

2.9.1 The Scheme with area intensive approach is being implemented for advancement of educational opportunities of areas with a concentration of educationally backward minorities.

2.9.2 The Scheme of modernisation of Madrasa education launched during 1993-94 was continued. Under the scheme grant for teaching Science, Mathematics etc. as well as for purchase of books of Science/Mathematics kits is given.

Resources for Education

2.10.0 The revised budget of education in the Centre and in the States/UTs for the year 1992-93 was Rs. 21369.91 crore. The budget estimates for the year 1993-94 was Rs.23908.91 crore.

Twenty Point Programme

2.11.0 The Department of Education continued to function as the nodal Department for monitoring the half yearly progress on point No. 10 of TPP-1986. Under this point, the progress in elementary education and adult education is monitored in physical as well as financial terms with respect to predetermined physical targets. The progress Report in respect of State/UTs are sent to Ministry of Programme Implementation on a half-yearly basis.

3 ADMINISTRATION

3. ADMINISTRATION

Organisational Structure

3.1.0 The Department of Education, one of the constituents of the Ministry of Human Resource Development, is under the overall charge of Minister of Human Resource Development. He is assisted by the Deputy Minister for Education and Culture. The Secretariat of the Department is headed by the Secretary who is assisted by an Additional Secretary. The Department is organised into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Advisor assisted by Divisional Heads. The Set-up of the Department is shown in the organisational chart appended to this report.

Subordinate Offices/Autonomous Organisations

3.2.1 There are a number of subordinate offices and autonomous organisations under the Department. The important subordinate offices are:

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

3.2.2 The important autonomous organisations are:

- The National Council of Educational Research and Training(NCERT), New Delhi, a national level resource institution operating in the school sector.
- The National Institute of Educational Planning and Administration(NIEPA), New Delhi, another national level resource institution, specialising in problems of educational management.
- The University Grants Commission(UGC) New Delhi, which coordinates and sets standards in the area of higher education.
- The All India Council for Technical Education (AICTE), New Delhi, which coordinates and sets standards in the area of technical education.
- National Council for Teacher's Education (NCTE) for development of teacher education in the country.

3.2.3 The following institutions are engaged in higher educational research:

- Indian Institute of advanced study(IIAS), Shimla.
- Indian Council of Social Science Research(ICSSR), New Delhi

- Indian Council of Historical Research (ICHR), New Delhi
- Indian Council of Philosophical Research, (ICPR), New Delhi.

Central Universities:

- * Aligarh Muslim University(AMU), Aligarh.
- * Banaras Hindu University, Banaras,
- * University of Delhi, Delhi.
- * University of Hyderabad, Hyderabad.
- * Jamia Millia Islamia, Delhi.
- * Jawahar Lal Nehru University,(JNU), New Delhi
- * North Eastern Hill University (NEHU), Shillong.
- * Pondicherry University, Pondicherry.
- * Viswa Bharati, Santi Niketan.
- * Nagaland University, Tejpur.
- * Assam University, Silchar.
- * Indira Gandhi National Open University, New Delhi.

3.2.4 Important organisations in the field of Promotion of Languages are:

- * Dr. Baba Saheb Ambedkar University, Lucknow.
- * The Kendriya Hindi Shikshan Mandal, Agra, which propagates Hindi in India and abroad.
- * The Rashtriya Sanskrit Sansthan, New Delhi, engaged in promotion and development and research in Sanskrit.

3.2.5 Following Universities/Institutions are being set up:-

- * International Hindi University
- * Urdu University
- * Rajiv Gandhi National Institute of Computer and Allied Sciences.

3.2.6 Important organisations in the field of School Education are:

- * The Kendriya Vidyalaya Sanghatan (KVS), New Delhi running schools for the children of transferable government employees.

- * The Navodaya Vidyalaya Samiti, New Delhi, running schools for talented rural children.
- * The Central Board of Secondary Education (CBSE) New Delhi, which affiliates schools and conducts examinations.
- * National Open School (NOS), New Delhi is providing education through an open learning system at the school stage as an alternative to the formal system.

3.2.7 Important organisation in the field of Elementary Education is:

- * Bal Bhawan Society India, New Delhi. The Society has been contributing towards promotion of creative activity among children in the age-group of 5 to 16 years.

3.2.8 Important organisation in the field of Book Promotion is:

- * The National Book Trust, New Delhi.

3.2.9 Important organisations in the area of Technical Education are:

- * Indian Institute of Science, Bangalore.
- * Indian School of Mines, Dhanbad.
- * National Institute of Training in Industrial Engineering, Bombay.
- * National Institute of Foundry and Forge Technology, Ranchi.
- * School of Planning and Architecture, New Delhi,
- * Administrative Staff College of India, Hyderabad.
- * Indian Institutes of Management (IIMs) at Ahmedabad, Bangalore, Calcutta and Lucknow.
- * Indian Institutes of Technology (IITs) at Bombay, Delhi, Guwahati, Kanpur, Kharagpur and Madras.
- * Regional Engineering Colleges (Seventeen in number).

3.2.10 Important organisation in the field of Adult Education is:

- * The National Institute of Adult Education (NIAE)

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

Functions

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

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

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

Vigilance Activities

3.4.1 The Vigilance set up of the Department functions under the overall supervision of the Secretary who, in turn, is assisted by a Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other Subordinate staff. Shri Priyadarshi Thakur continues to function as Chief Vigilance Officer in the Department of Education.

3.4.2 During the period under report, sustained efforts continued to tone up the administration and to maintain discipline amongst staff of the Department both at the headquarters and in the Subordinate offices.

3.4.3 Efforts continued to simplify the procedures so as to minimise the scope of corruption. A close watch was maintained over persons of doubtful integrity. The staff posted at sensitive points were rotated periodically. Disciplinary proceedings against seven officials were concluded and appropriate orders passed in each case. Disciplinary proceedings against seven officials including five gazetted officers, already initiated earlier, were in progress. Preliminary enquiry against two complaint cases pertaining to gazetted officers of the Department of Education are under progress.

3.4.4 Of the 58 autonomous organisations and one Public Sector Undertaking under the administrative control of this Department, 49 have so far accepted the advisory jurisdiction of the Central Vigilance Commission. Of them, 25 organisations have appointed the Chief Vigilance Officers with the prior approval of the Central Vigilance Commission.

3.4.5 A specific grievance redressal machinery functions in the Department under a Joint Secretary nominated as the Director of Grievances. The Director of Grievances is freely accessible to the staff as well as the members of the public during grievance hours.

3.4.6 In order to ensure that the policy of the Government regarding redressal of Public Grievances is implemented in its totality, eight more organisations, during the period under report, have created Public Grievances redressal machinery and have in

turn designated Grievance Officers for redressal of public grievances. Thus the total number of organisations who have implemented the policy of the Government regarding redressal of Public Grievances reaches 40 out of a total number of 58. Efforts were also made during the period under report to persuade the remaining organisations to set up machinery for redressal of Public Grievances.

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

Progressive use of Hindi in Department of Education

3.5.1 For the implementation of the official language policy of the Government of India as well as the provisions of the Official Language Act and the Rules, adequate Hindi staff has been provided in the Department of Education of the Ministry of Human Resource Development, its all subordinate offices and autonomous organisations. The staff consists of a Director (Official Language) and five Assistant Directors (Official Language) apart from various other employees. As in the past, the Annual Plan of the Department of Official Language has been sent to all the Sections/Officers of the Department and its subordinate offices with the request that they put in every possible effort to meet the scheduled targets fixed for every area of the Annual Plan. To keep watch over the extent of implementation of the official language act in the Department of Education and its subordinate offices, a committee under the Chairmanship of the Joint Secretary (Languages) has been constituted. The meetings of the committee are convened at regular intervals to monitor progress in the use of official language and steps are taken to remove difficulties faced in implementation of the Annual Plan.

3.5.2 Accordingly, the Department of Education issues all notifications, resolutions, general orders, circulars, memoranda, Annual Administrative Report, Performance Budget and the papers to be laid in both Houses of Parliament are required to be submitted both Hindi and English. All the nameplates, notice boards, rubber stamps, seals letter heads, stationery, etc., in the Department are made bilingually. The letters received in Hindi are replied to in Hindi.

3.5.3 The invitation cards of functions, meetings, seminars organised by the Department of Education are issued bilingually. The employees of the Department of Education having working knowledge of Hindi are sent for training for various courses like Prabodh, Praveen and Pragya being run under the Hindi Teaching Scheme. Similarly employees having no knowledge of Hindi typing and shorthand are also imparted training in Hindi Typing and shorthand.

3.5.4 Hindi workshops are organised for the employees of the Department who despite having working knowledge of Hindi hesitate to work in Hindi, to dispel their hesitation and to encourage them. In addition to encourage the use of Hindi in the Department Hindi Week/Hindi fortnight was organised. Prizes were also given to the best employees participating in these contests. Besides, the Minister of Human Resource Development and Deputy Minister for Education and Culture made an appeal to all the officers and employees of the department to use Hindi as much as possible in their official work. Secretary Education also issued instructions to this effect so that the use of Hindi in the Department may be maximised. This has positive impact on the staff and an awareness is created among the officers and employees of the department for using Hindi in their day to day official work.

3.5.5 As in the past this year steps were taken to encourage the use of Hindi in the Department. The first Sub-committee of the Parliamentary Committee on Official Language reviewed the progress in the use of Hindi in the department and its various subordinate offices. In these review meetings Director (Official Language) represented the Department.

Publications

3.6.0 During the year under report the Publication Unit brought out fifteen publications and some more publications are likely to be brought out by the end of the year 1994-1995. The unit continued to deal with the work of authentication of educational certificates of Indians going abroad and foreign students studying in India.

Budget Estimates

3.7.0 The Budget provisions for 1994-95 and 1995-96 in respect of Department of Education are as under:

(Rs. in crores)				
Particulars	B.E. 1994-95	R.E. 1994-95	B.E. 1995-96	Provision for
Demand No. 46				
Department of	2423.61	2494.52	2704.05	Secretariat for the Department including the Pay and Accounts Offices, Hospitality and Entertainment. General Education, other revenue expenditure of the Department including provisions for grants-in-aid to States/UTs on Central/ Centrally Sponsored Schemes (Plan) and also provision for loans for Central and Centrally Sponsored Schemes.

Professional Development and Training of Staff

3.8.1 The Training Cell in the Department has been functioning with the objective of improving knowledge, attitude and behavioural skills of officials in the Department. The Training Cell assists in deputing the officials for various training programmes, in India as well as abroad by circulation of training programmes and inviting nominations therefor.

3.8.2 During 1994-1995 (upto February, 1995) as many as 116 nominations were made for various training programmes (105 in India and 11 abroad). Out of 132 nominations, 86 were accepted by the various training institutions. In 63 cases the officers attended the training programmes.

3.8.3 While the training programmes organised by various training institutions such as ISTM, IIPA, NIC, etc., cater to various training needs of the officials, it was felt that there were certain gaps relating to the substantive subject of the Department, i.e., "Education". Efforts are, therefore, being made to fill this gap by organising specific training programmes in this area with the assistance of selected training institutions. A programme on word processing and NICMAIL was also organised in the Department with the assistance of NIC.

Pay Commission Cell

3.9.0 The Fifth Central Pay Commission set up by the Government desired that the Ministries/Departments may establish Pay Commission Cells to assist the Liaison Officers in processing the work regarding the Commission. Accordingly, a Pay Commission Cell has been set-up in the Department for analysing and submission of relevant information/material to the Commission expeditiously.

4 EDUCATION FOR WOMEN'S EQUALITY

4. EDUCATION FOR WOMEN'S EQUALITY

4.1.1 The National Policy for Education recognised that the educational structure had not been able to address traditional gender imbalances in educational achievement and that women and girls continued to have low levels of literacy and be marginalised from development. The NPE made a strong commitment to "a well conceived edge in favour of women" as "an act of faith and social engineering". These commitments have been translated into concrete guidelines, and have resulted in a number of interventions which focus on the empowerment of women as the critical precondition for their participation in the educational process.

4.1.2 The impact of these programmes is reflected in the decennial growth rate in female literacy of 9.54% (Census 1991), which is significantly higher than the corresponding figure for males (7.76%). However much remains to be done to reach the goals of gender equality in education, Social, economic and cultural factors which keep women and girls out of the educational system, still persist in many states where the rate of female literacy is below the National average.

4.1.3 A majority of poor women live in situations which make them unable to have access to education. These factors include:

- poverty, survival issues, and daily struggles for wage, fuel and fodder;
- rigidly defined social roles and norms which prevent interactions with others and lack of opportunity to come together and use collective strength;
- lack of access to information and alienation from decision making process;
- low self-image and lack of confidence, and
- lack of adequate and gender-sensitive education infrastructure.

4.1.4 As a result of these and other factors, women are caught in a vicious, self-perpetuating cycle. Their inability to participate in education perpetuates the stereotype that education is irrelevant to them.

4.1.5 The following special provisions for women have been incorporated in the existing schemes of the Ministry:

- * The Operation Blackboard scheme now provides that at least 50% of the teachers recruited in the future should be women. Out of the 1,13,259 posts of the teachers filled under the OB Scheme, 48.60% are by women.
- * An innovative approach taken up in Rajasthan to improve access to education is the Shiksha Karmi Project. It is envisaged substitution of the primary school teacher in single teacher schools by a team of two locally resident educational workers called Shiksha Karmis, of whom 10.2% are women.
- * Under the Scheme of Non-Formal Education, 90% assistance is given for NFE Centres exclusively for girls. The scheme has recently been revised so as to provide more facilities for educating girls by increasing the ratio of NFE Centres exclusively for girls from 25% to 40% of the total.

- * Efforts are being made to ensure that at least one third of the students in each Navodaya Vidyalayas are girls. In Navodaya Vidyalayas and Kendriya Vidyalayas, free education is imparted to girls up to class XII.
- * Free education is provided to girls upto class VIII in Punjab (Govt. Schools), Manipur, Rajasthan (Govt. Schools), UP, Delhi, Meghalaya and Chandigarh and upto Secondary stage in AP, Assam, Bihar (Govt. Schools), HP (Govt. Schools), Karnataka, T.N. (Govt. Schools), Mizoram and Lakshadweep and upto Senior Secondary Stage (Class XII) in the States of Arunachal Pradesh, Goa, J&K, Kerala, Sikkim (Govt. School), Tripura, W.B., A&N Islands, D&N Haveli, Daman & Diu, Pondicherry, Gujarat and M.P.
- * Under the centrally sponsored programme at +2 level, vocational programmes with emphasis on entrepreneurship are being designed, to cater to the needs of girls who drop out of schools. Efforts are also on to consciously encourage participation of girls in the non-traditional and emergent technologies.
- * Women's education at the university and college levels have been diversified and reoriented in tune with the changing requirements of society, industry and trade. The number of women enrolled in institutions of higher education increased from 40,000 in 1950-51 to about 16,64,000 in 1993-94 (an increase of more than 41 time over the 43 year period).
- * The enrolment of women students at the beginning of the year 1993-94 was 15.90 lakh as against 15.12 lakh in the previous Year. At the post graduate level, the enrolment of women was 34.09% of the total enrolment.
- * The UGC has been providing assistance to universities for undertaking research projects in women's studies; a number of research projects have been approved for assistance. Also assistance has been provided to 22 universities and 11 colleges for setting up women's studies/cells. The UGC has also created 40 positions of part-time research associateships for women candidates.
- * The participation of women in technical and professional streams has also shown a marked increase, from a little over 6,000 in 1950-51 to 1.46 lakhs in 1986-87 (an increase of 23 times). There was also noticeable growth in the number of women students in the Engineering & Technology streams. (In IITs and Polytechnics). As against 40 women students in 1950-51 (0.3%) it rose to 16.67 thousand in 1986-87 (7.7%) and 78.3 thousand in 1993-94 (13.1%)

Innovative Programmes

4.2.1 The District Primary Education Programme (DPEP) has been launched in 42 districts spread over 7 states (Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu, Kerala and M.P.). DPEP seeks to operationalise the strategies of decentralised planning to universalise elementary education. One of the conditions for selection of districts is that it should be educationally backward with female literacy below the national average. DPEP has a well-defined gender focus and incorporates a component of women's empowerment through education, as well as special interventions for girls.



Mahila Samakhya, Children Education Centre

4.2.2 In the Total Literacy Campaigns (TLCs), women are a special focus. The general trend that has been observed in most TLC districts is that the enrolment of women has been over 60%. In many districts, TLCs' have resulted in mobilization of women around social issues like prohibition and minimum wages.

4.2.3 TLCs have been sanctioned in 338 districts and PLCs in 130 districts all over the country. Through the NLM, out of an estimated 104 million illiterates, 80 million would be made literate during the 8th Plan Period and the majority of them would be women. A total of 350 districts would be covered through TLCs. The remaining 24 million persons would be covered through the literacy and adult education programmes to be implemented by voluntary agencies, educational institutions and Nehru Yuvak Kendras.

4.2.4 Efforts are being made to secure progressive increase in coverage of districts under TLCs in the educationally backward States which will simultaneously ensure mobilisation and participation of girls and women in the literacy programmes.

4.2.5 Other steps to increase women's participation in educational process and female literacy include nation wide gender sensitization programme of educational personnel. This will cover educational administrators, teachers and teacher-educators. Complementary to this strategy would be media campaigns and parental awareness programmes for generating a positive climate for girls' education. Mobilisation of women's groups would be intensified around basic issues of women's empowerment and girl's education.

4.2.6 A new initiative in girls' education is operationalisation of the scheme for assistance to voluntary organisations for strengthening boarding/hostel facilities for girl students of the secondary/higher secondary schools. During VIIIth Plan it is proposed to cover 3,580 girls under the Scheme.

Mahila Samakhya

4.3.1 Provision of educational opportunities for women has been an important part of the national endeavour in the field of education since India's independence. Though these endeavours did yield significant results, gender disparities persist with uncompromising tenacity, more so in rural areas and among disadvantaged communities. The National Policy on Education, 1986 saw education as an agent that could bring about basic change in the status of women. To quote "In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women.... the removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority through provision of special support services, setting of time targets, and effective monitoring." Formulated in pursuance to the National Policy on Education, 1986, a programme called Mahila Samakhya or Women's Equality through Education was designed.

4.3.2 A Dutch-assisted project, Mahila Samakhya, which literally means women's equality through education, is a women's empowerment project which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's 'traditional roles'. It endeavours to create an environment for women to seek knowledge and information in order to make

informed choices and create circumstances in which women can learn at their own pace and rhythm. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya.

4.3.3 The nodal point around which the programme devolves is the village level "Mahila Sangha" or women's collective, which constitutes an easily accessible forum for women to discuss problems relating to their daily routine such as child care, health, fuel, fodder, drinking water, education; problems related to their status, role within the society and in the family; and problems related to their self-image as women. These village women's groups set out their own agenda for education and collective action. They try to seek solutions to their problems by initiating action and pressurising the block and district structures to respond.

4.3.4 At least two women from each village work as activators with the women's collective, and help to catalyse discussion and action. The process is helped along by a 'sahayogini' or facilitator who is a local woman trained by the programme to facilitate and coordinate the activities of about 10 'Sanghas'. Their primary functions are tuned to the needs of these collectives by way of providing information, support and guidance when required, and to act as a link between village level activities and the district implementation unit of the programme. The district unit shoulders the overall responsibilities for the programme at the district level and comprises women with experience in the field of women's development. It also provides resource support for specific inputs like education, child care, health etc.

4.3.5 At the state level an autonomous registered society is set up. An empowered body, it takes all decisions on the management and financial aspects of the programme. A State Project Director oversees the programme at the state level. The state office provides a facilitative atmosphere for the conduct of the programme, the necessary resource support for the functional areas of the project and arranges for the inter-district linkages of the programme so as to create a wider network for the women's movement. At the national level the programme is co-ordinated by the Project Director. Guidance from a national level resource group of eminent women is provided to the programme.

4.3.6 Over the last four years the project has had a visible impact in the villages covered. Presently, the programme is being implemented in 15 districts, spread over four states of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. So far, approximately 1752 villages have been covered under the programme. Women have been able to address themselves to problems like access to drinking water, payment of minimum wages, access to health services, ensuring reservations in the Jawahar Rozgar Yojana, functioning of the village schools, children's participation in education and take up issues on domestic and social violence.

4.3.7 Mahila Samakhya has played a noteworthy role in the Total Literacy Campaigns in the districts of Gujarat, Karnataka and Andhra Pradesh. In Karnataka, the focus of attention of Mahila Samakhya has been on stoppage of the evil system of "Devadasis" health care and in Uttar Pradesh, the central issue has been drinking water and non-formal education. In Andhra Pradesh, Mahila Samakhya is addressing the issues of social justice and access to Government schemes. In Gujarat development of thrift societies amongst rural women and literacy are the more prominent issues.

5 ELEMENTARY EDUCATION

5. ELEMENTARY EDUCATION

Universalisation of Elementary Education

5.1.1 Provision of free and compulsory education to all children until they complete the age of 14 years is a directive principle of state policy. Recognising the need for literate population and provision of elementary education as a crucial input for nation building, the policy of the Government has been to provide free and compulsory education to all children atleast upto the elementary stage. The resolve was spelt out unequivocally and emphatically in the National Policy on Education (NPE), 1986 and the Programme of Action (POA) 1992.

5.1.2 The target for the VIII five year plan has been divided into the following three broad parameters:

Universal access

- i) Universal enrolment of all children, including girls and persons belonging to SC/ST;
- ii) Provision of primary school within one km. of walking distance and facility of non-formal education for school drop-outs, working children and girls who cannot attend formal schools;
- iii) Improvement of ratio of upper primary to primary schools from the existing 1:4 to 1:2;

Universal Retention

- iv) Reduction of dropout rate between class I to V and I to VIII from the existing 46% and 60% to 20% and 40% respectively;

Universal Achievement

- v) Achievement of minimum levels of learning by almost all children at the primary level, and introduction of this concept at the upper primary stage.

Progress over the years

5.1.3 Concerted efforts towards UEE have resulted in manifold increase in institutions, teachers and students as shown in Table below:

No of Institutions (in lakhs)

	1950-51	1993-94
Primary Schools : (Classes I-V)	2.10	5.73
Upper Primary Schools: (Classes VI-VIII)	0.13	1.55
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	2.23	7.28
	-----	-----

No of Teachers (in lakhs)

Primary Schools : (Classes I-V)	5.38	17.03
Upper Primary Schools: (Classes VI-VIII)	0.36	10.80
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	5.74	27.83
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Gross Enrolment

	1950-51	1993-94
Primary Stage		
Total Enrolment (in millions):	19.2	108.2
Gross Enrolment Ratio(%-age) :	43.1	104.5
Upper Primary Stage		
Total Enrolment (in millions):	3.1	39.9
Gross Enrolment Ratio(%-age) :	12.0	67.7

5.1.4 As a result of this growth, Indian elementary education has become one of the largest education systems in the world, providing accessibility within 1km. of walking distance to 8.25 lakh habitations covering 94% of the country's population. Growth in enrolment during the last decade has brought enrolment rates close to 100% at primary stage.

5.1.5 In the endeavour to increase enrolment and achieve the target of UEE, all state governments have abolished tuition fees in the government, local body and aided schools upto the upper primary level.

5.1.6 While the gross enrolment ratios (GER) at the primary stage in the country as a whole and in most of its states exceed 100 per cent there are quite a few states where the ratio is considerably lower. These include Uttar Pradesh, Bihar, Rajasthan,

Haryana, Jammu and Kashmir, and Meghalaya. At the upper primary stage these states and in addition, Andhra Pradesh, Orissa and Sikkim have GERs lower than the national average. Most of these states have literacy rates lower than the national average. There is thus a strong regional dimension of UEE.

5.1.7 The Indian experience encompasses the entire Third World experience. At one end we have states such as Kerala which has achieved universal literacy as well as UEE in terms of school participation - though not in terms of learning achievement - with social indicators as good as the best among the Third World, if not the Scandinavian countries. On the other extreme, we have states like Uttar Pradesh, Bihar, Orissa and Madhya Pradesh with indicators as worse as Sub Saharan Africa.

5.1.8 The problem gets more complicated as the drop-out rates, though declining, continue to be high. Nearly half the children who enter Class I drop out before reaching Class V, and two-thirds of the children drop-out before reaching Class VIII. Regional disparities also abound in rates of the dropouts.

Gender Disparities

5.2.1 As with any educational indicator, gender disparities are conspicuous in regard to enrolment and retention. Girls' enrolment has grown at the primary stage from 5.4 million in 1950-51 to 46.4 million in 1993-94 and at the upper primary stage from 0.5 million to 15.7 million. The rate of growth of enrolment of girls has been higher than that of boys but disparities still persist - girls still account for only 45.7 per cent of the enrolment at the primary stage and 37.73 per cent at the upper primary stage. The drop-out rates of girls at the primary as well as the upper primary stage are higher than those of boys.

5.2.2 Regional disparities are also conspicuous. High female literacy states (i.e., those above 50 per cent) have by and large universalised primary enrolments among girls. Even in regard to upper primary enrolment Kerala, Goa, Pondicherry and Lakshadweep fare very well. In states with medium female literacy status (40-50 per cent) enrolment of girls appears to be satisfactory at the primary level. The situation in low female literacy states (20-40 per cent) causes concern. These states have more than half of the country's population, with just four of them (Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan) accounting for 40 per cent of the country's population.

Scheduled Castes and Scheduled Tribes

5.3.1 According to the 1991 census, the population of Scheduled Castes (SCs) was 138.12 million (16.33 per cent) and that of Scheduled Tribes (STs) 67.8 million (8.01 per cent) of the country's population.

5.3.2 Both SC and ST populations are not homogeneous target groups in all respects. There are wide variations between different SC and ST groups regionally. Thus SC girls in Kerala are likely to be better placed than non-SC boys in some of the more backward states and districts.

5.3.3 Because of the affirmative policies of the government, the enrolment of SCs and STs has increased considerably at the primary stage. The participation of SCs and STs is

now more or less in proportion to their share in population at the primary level. Drop-outs, though declining over the years, are significantly large. Gender disparities are very conspicuous among SCs and STs also.

II. Strategy Frame

5.4.1 The NPE, 1986, as updated in 1992, provides for several key strategies which include:

- a. An emphasis on retention and achievement rather than merely on enrolment to overcome the problem of school drop-outs.
- b. The introduction of a wide-reaching, systematic Non-Formal Education programme as an integral component of the UEE strategy. The target groups for NFE include working children, girls and children from other disadvantaged or marginalised sections to whom NFE can offer flexibility in timing and pace of learning.
- c. A new perspective for planning which calls for a shift in focus from educationally backward States to educationally backward Districts.
- d. Introduction of Minimum Levels of Learning (MLLs) in schools to improve learner's achievement. Micro-planning will provide the frame-work of universal access and universal participation while MLLs would be the strategy for universal achievement.
- e. Addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out-of-school children;
- f. Improving school effectiveness;
- g. Strengthening the alternatives to schooling, particularly the non-formal education system;
- h. Stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness;
- i. Toning up teacher competence, training and motivation;
- j. Stressing learner competence and achievement;
- k. Stressing the need for improved teaching/learning materials;
- l. Overhauling of planning and management in respect of both routine and innovative areas
- m. Convergence between elementary education and related services such as ECCE and school health.

5.4.2 Consequently, the strategies for the Eighth Plan adopt a disaggregated approach, with the focus on preparation of district-specific, population-specific plans for UEE within the broad strategy frame of micro-planning through people's participation and introduction of MLLs in schools to improve learner achievement.

Content, Process and Achievement Levels

5.5.1 Recognising the need to provide all children access to education of comparable standard, National Policy on Education 1986, recommended laying down of Minimum Levels of Learning for primary classes. A committee was set up in 1990 under the Chairmanship of Dr. R.H. Dave to define learning outcomes in three subjects, namely, Language, Mathematics and Environmental Studies. Prior to this, NCERT had evolved a national curricular framework and the minimum learning continuum based on the experience of Primary Education Curriculum Renewal Project. In recent years, current curriculum is being analysed and efforts are being made to make it more functional, relevant and achievable. Prof. Yash Pal Committee which went into these issues recently felt that the existing curriculum is too heavy and the burden of non-comprehension and over load of content are forcing the students to resort to rote memorisation. The Committee has stressed that emphasis should be on concept formation rather than on content.

5.5.2 The issues of content vs concept, understanding vs rote memorisation, unachievable content load vs achievable set of competencies have been integrated into the new Minimum Levels of Learning approach.

5.5.3 Minimum Levels of Learning have been specified in terms of competencies expected to be mastered by every child by the end of a particular class. The emphasis is on:

- (a) relevance and functionality in primary education.
- (b) lightening the curriculum load by emphasising competencies rather than content.
- (c) ensuring acquisition of basic competencies and skills;
- (d) promoting mastery learning not only by the brighter students but by all children in the class;
- (e) introduction of continuous and comprehensive evaluation in the class room in order to give teachers a diagnostic tool and facilitate remedial teaching. 19.

5.5.4 Following are the major activities under the programme:

- (a) Adaptation of MLLs by the State Govts and translation into the regional languages.
- (b) Conducting pre-test to ascertain existing levels of achievement.
- (c) Orientation of teachers enabling them to adopt activity oriented child centred and competency based teaching learning process.

- (d) Review of existing textbooks and preparation of competency based textbooks and workbooks.
- (e) Preparation of handbooks for teachers;
- (f) Developing competency based teaching learning aids;
- (g) Preparation of competency based test items.
- (h) Implement a system of continuous and comprehensive evaluation.
- (i) Emphasis to be placed on identifying learning levels, learning difficulties leading to remedial teaching.

5.5.5 The programme is being initiated in the current year throughout the country with the help of Voluntary Agencies, Research Institutions SCERTs and District Institutes of Education and Training. As on date 12 states are implementing the programme through 100 DIETs and would be gradually expanded to cover the entire elementary school system by 2000 A.D. Since this would be a key component in the DPEP, more intensive work would be taken up in these districts.

5.5.6 Simultaneously the MLLs are being laid down for the upper primary stage by a national committee chaired by Prof. R.H. Dave.

Non-Formal Education Programme

5.6.1 Despite considerable expansion of formal system of education, the achievement of UEE goals remain a distant dream as a large group of children remain outside the formal system due to various socio-economic constraints. In order to reach this large segment of marginalised children, the Government of India, Department of Education has been running, since 1979-80, a programme of non-formal education system for children of 6-14 age-group who have remained outside the formal system. These include drop-outs of the formal schools, children from habitations without schools, working children, children who assist in performing domestic chores like fetching fuel, fodder, water, attending to siblings, grazing cattle etc. and girls who are unable to attend formal schools.

5.6.2 The National Policy on Education, 1986 and Programmes of Action 1992 envisage a large systematic programme of NFE for those who cannot attend the full day schools. It assumes that if the essential requirements for running a good programme are fulfilled, NFE can result in provision of education comparable in quality with formal schooling. It visualises NFE as child centered environment-oriented system to meet the diverse needs of comparatively deprived sections. Decentralised community participation through Village Education Committees in planning, running, overseeing the NFE programme has been Considered crucial for its success.

Coverage

5.6.3 Although the focus of the programme is on the educationally backward States viz. Andhra Pradesh, Arunchal Pradesh, Assam, Bihar, Jammu & Kashmir,

Madhya Pradesh, Orissa, Rajasthan, U.P. and West Bengal, it also covers urban slums, hilly tribal and desert areas and projects for education of working children in other States as well. The programme is, at present, in operation in 20 States/UTs.

5.6.4 *Strategy*

- a) Condensed course of about two years duration;
- b) Part-time instructions at a time/place convenient to learners in small groups;
- c) Part time honorary instructor/supervisor locally recruited and trained;
- d) Emphasis on flexibility and decentralisation of management;
- e) Use of curriculum and teaching-learning material comparable to the formal system and relevant to local environment and learners needs.
- f) Testing and certification of NFE Students to enable their entry into formal system.

5.6.5 The programme is implemented through State Governments as well as Voluntary Organisations. The Central Assistance to State Government is provided on sharing basis i.e., 60% for Co-educational centres and 90% for exclusively girls centres. The Central assistance to NGOs for running NFE Centres and Experimental and Innovative Projects is provided on 100% basis.

Monitoring and Evaluation

5.6.6 The programme of NFE is being monitored through quarterly progress reports, periodic evaluations conducted by Joint Evaluation Teams and field visits of Central Government and State Governments Officials. Moreover, 7 external agencies evaluated the programme in 8 States viz. Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. On the basis of the feed back received, remedial action is being taken for effective implementation of the programme. It is proposed to decentralise monitoring, appraisal and supervision of NFE programme. A system of concurrent evaluation of the programme is propose to be evolved.

implementation in 1994-95

5.6.7 In the state sector, grant amounting to Rs.94.25 crores has, so far, been sanctioned to 14 States/UTs for running 2.26 lakhs NFE centers in the year 1994-95. Under Voluntary sector, grants amounting to Rs.16.69 crores have been sanctioned to over 425 voluntary agencies for running about 29,000 NFE centres and to 37 voluntary agencies for implementing experimental and innovative projects for achieving the UEE. Against the budget allocation of Rs. 131.27 crore, an expenditure of Rs.110.94 crore has, so far, been incurred and the remaining funds will be utilised by the end of the financial year. In view of the special emphasis on girls education, the number of exclusively girls centres have been increased to 99,252 which accounts for 44% of the total centres. The estimated enrolment capacity of the programme is about 63 lakh children.

5.6.8 An outlay of Rs. 704 crore (Rs. 625 crore for State Sector and Rs. 79 crore for voluntary sector) has been approved for the 8th plan period. The emphasis is on consolidation of the existing programme rather than its expansion. Efforts are, therefore, being made to improve the quality, allow greater flexibility to implementing agencies, re-locate NFE centres on the basis of micro planning/area survey, and promote more experimentations and innovations in the field of Elementary Education. Development and scaling-up of effective NFE models that can help the learners to learn at their own pace is a major thrust area in the 8th plan period.

Operation Blackboard

5.7.1 The National Policy on Education, 1986 recognising the unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material in primary schools, which function as demotivating factors for enrolment and retention, called for a drive symbolically called "Operation Blackboard" for substantial improvement in the quality of primary schools. The scheme was started in 1987-88 to bring all existing primary schools in the Country to a minimum standard of physical facilities by providing them with:-

- a) At least two reasonably large all weather rooms alongwith seprate toilet facilities for boys & girls.
- b) At least two teachers - one of them a woman as far as possible; and
- c) Essential teaching and learning material including blackboards, maps, charts, a small library, toys and games and some equipment for work experience.

5.7.2 100% Central assistance is provided for procurement of Teaching Learning Equipment and appointment of additional teacher in single teacher schools. Construction of school buildings is the responsibility of the State Govts.

5.7.3 In order to operationalise the Revised Policy of the Government regarding school facilities, the scheme of Operation Blackboard has been expanded to provide third room/third teacher to primary schools where enrolment exceeds 100 and to extend to Upper Primary schools and has been launched from March, 1994. Following criteria has been suggested to State Governments for implementation of the expanded O.B.:-

- i) It will be limited to rural areas only during 8th Plan.
- ii) Girls schools will be given first priority.
- iii) SC/ST areas will be given preference over other areas.

It has been made mandatory to the State Govts. that at least 50% of the teachers appointed in future should be women.

5.7.4 Construction of school buildings is the major problem that State Govt. have been facing. This problem, has however, been sorted out with Ministry of Rural Development, who have agreed not only to continue central funding for construction of school buildings under Jawahar Rozgar Yojana (JRY), but also make it a high priority item under newly introduced Employment Assurance scheme and the 120 backward

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districts identified under the intensive JRY. According to this formula, 48% of the funds for construction are provided by Ministry of Rural Development, if States allocated 40% Non-JRY share and 12% State JRY share.

Achievement under Operation Blackboard:

	Physical		Financial		
	Coverage of Schools	Sanction of teachers	Construction of class rooms	(Rs. in crores) From 1987- to 6th March '95	
TARGET	522909	152848	263616	1156.79	215.00
ACHIEVEMENTS	522547	146557	140373	979.18	124.13

Out of 1.46 lakh teachers sanctioned 1.18 lakh posts have been filled up.

Expanded OB:	8th Plan targets	Achievements
Third teacher	42,000 (30%)	14535
Upper Primary Schools	14,000 (10%)	7335

** The coverage could however, be enhanced subject to availability of funds.

5.7.5 It is proposed to sanction teaching learning equipment to remaining 0.1% primary schools, about 15,000 upper primary schools and sanction third teacher to about 14,000 primary schools during 1994-95.

5.7.6 The expenditure During 1993-94 was Rs.179 crores while BE for 1994-95 are Rs. 215 crores.

Operationalizing Microplanning

5.8.1 The National Policy on Education (NPE) 1986 and revised policy formulation (1992) envisage an array of activities by teachers and other field level education workers to undertake a Microplanning exercise to ensure that every child receives primary education of satisfactory quality through the schools system as far as possible or through part-time non-formal education programmes wherever necessary. The POA drawn up in pursuance of NPE explained Microplanning as a family-wise and child-wise design of action to ensure that every child regularly attends school or NFE centre and completes 8 years of schooling at a pace suitable to him/her and attains essential level of learning.

5.8.2 Accordingly, guidelines for formulating the Microplanning projects were drawn up and circulated to the State Governments/UTs.

5.8.3 So far, the Ministry has supported seven Micro Planning Projects one each in Gujarat, Karnataka, Madhya Pradesh, Orissa and Uttar Pradesh and two in Rajasthan. The experience gained from the successful completion of Phase I of the Project by Dr. P.N. Russia in Tikamgarh Block (MP), it is proposed to replicate it and also operationalise microplanning projects in some other blocks with the help of reputed voluntary agencies and Zila Saksharta Samitis.

Teacher Education

5.9.1 The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education is being implemented since 1987-88. Its main objectives are to impart suitable pre-service and in-service training to school teachers so that they may competently discharge their role in the context of National Policy of Education and to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the areas of elementary, secondary, and adult education. The scheme has been revised for continuation during the VIII Plan Period. The revised scheme has following components:-

- Setting up of District Institutes of Education and Training (DIETs) in all districts by the end of VIII Plan either by upgrading suitable existing Elementary Teacher Education Institutions or establishing new ones so as to provide good quality pre-service and in-service training to elementary school teachers and AE/NFE personnel besides providing resource support to elementary education and adult education systems.
- Upgradation of Selected Secondary Teacher Education Institutions (STEIs) into colleges of Teacher Education (CTEs) and Institutions of advanced study in Education (IASEs) in order to provide training and resource support to secondary school system and to complement the work of SCERTs.
- Strengthening of State Councils of Educational Research and Training (SCERTs).
- Establishment and Strengthening of Departments of Education in Universities by University Grants Commission.
- Special Orientation Programme for Primary Teachers (SOPT) covering 4.5 lakh Teachers per Year during 1993-97 with a view to provide training to teachers in the use of OB materials and orienting the teachers towards Minimum Levels of Learning Strategy with focus on Teaching of Language, Mathematics and Environmental studies.
- Creation of Teachers' Centres/Block Level Resource Centre in 4 districts in the country on pilot basis.

5.9.2 Achievements under the Scheme during the period since 1987-88 are given in the table below:-

Sl. No.	Nomenclature	Comulative Achievements (upto 28.2.1995)
1.	Amount spent (Rs. in crores)	401.30
2.	Number of Teachers oriented during 1986-90 under the programme for Mass orientation of School Teachers (MOST) (in lakhs).	17.62
3.	Number of District Institutes of Education & Training (DIET) sanctioned.	384
4.	Number of Colleges of Teacher Education (CTEs) sanctioned.	56
5.	Number of Institutions of Advanced Study in Education (IASEs) sanctioned.	24
6.	Number of States/UTs covered.	28

5.9.3 During the Year 1993-94, 33 DIETs, 2 CTEs and one IASE were sanctioned. During 1994-95, it is proposed to sanction 46 DIETs and 10 CTEs/IASEs.

5.9.4 Setting up DIETs/CTEs/IASEs is a long-gestation activity, in view of the time it takes to put up necessary buildings and create and fill up posts. Yet about 300 DIETs have become operational and have started conducting training programmes.

5.9.5 Pattern of assistance for strengthening of SCERTs has been finalised and States/UTs have been asked to formulate their proposals. Project proposals for Madhya Pradesh and Rajasthan have already been approved during 1993-94. Proposal of some other States are likely to be finalised during this year.

5.9.6 Under the component relating to strengthening of University Departments of Education, UGC has selected Departments of Education in five universities under Special Assistance Programme at the level of Departmental Research Support. These universities are Kashi Vidyapeeth, M.S. University of Baroda, Osmania University, Kohelkhand University and Panjab University. The UGC has also decided to assist some distinguished university departments on regional basis for taking up M.A. course in Education.

5.9.7 Special Orientation Programme for Primary Teachers (SOPT) is going on almost in all States and 1.14 lakhs teachers have already been covered.

5.9.8 Regional Colleges of Education have worked out details for establishment of Teachers' Centres/Block Level Resource Centres in their respective districts. These are being examined by the NCERT to design a uniform pattern of Teachers' Centres/Block level Resource Centres.

National Council for Teacher Education

5.10.1 In accordance with the provisions laid down in the National Policy of Education, 1986 and the programme of Action for its implementation, the National Council for Teacher Education (NCTE) has been conferred a statutory status and brought on the Statute Book as NCTE Act No 73 of 1993. The Act provides for the establishment of NCTE with a view to :-

- a) Achieving planned and coordinated development of teacher education system throughout the country; and
- b) The regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

5.10.2 The Chairperson and Vice-Chairperson have Joined the NCTE. Action is being taken to operationalise NCTE. A provision of Rs.2 crores has been made in respect of NCTE in the budget for the year 1994-95.

Shiksha Karmi Project

5.11.1 Rajasthan Shiksha Karmi Project (SKP) is being implemented since 1987 in Rajasthan with assistance from Swedish International Development Agency (SIDA) to the tune of 52 million SEK. The Project was to be implemented initially for a four year period from 1-7-87 to 30-6-1991. Ninety per cent of the project outlay is being funded out of Plan budget of the central government which is subsequently reimbursed by SIDA.

5.11.2 Keeping the view the anticipated saving of 35 M SEK, it was decided to extend the project for a further period of three years i.e. from 1991-92 to 1993-94. The mid-term review has been held on 4.3.1994 in which SIDA has recommended to Swedish Government a further assistance to India of 60 M SEK to be allocated for the first three years of phase-II of the SKP from 1.7.94 to 30.6.97. An agreement between Sweden and India in this regard will be signed shortly.

5.11.3 The project aims at universalisation and qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention given to girls. The project identifies teachers' absenteeism as a major obstacle in achieving the objective of UEE. The project is being implemented by Government of Rajasthan through Rajasthan Shiksha Karmi Board (RSKB) with the assistance of voluntary agencies.

5.11.4 Implementation, structure and mechanism of the project have been so designed that the state government and non-governmental organisations work in partnerships. NGOs work hand in hand with Project Director to design, organise and conduct training for SK trainers and oversee training of Shiksha Karmis. NGOs are also responsible for the project supervision and support of Shiksha Karmis. The project design is based on the assumption that education services must have community support if they are to meet the needs of deprived sections of the rural areas. At the grass root level, there are Panchayat Samiti, Shiksha Karmi Sahayogi, Subject Specialist of non-government organisations, Shiksha Karmis and village community constantly interacting with each other to achieve the aims of the project.

5.11.5 SKP is an innovative, intervention which aims to overcome major problem of poor enrolment and high drop-out of children particularly girls. The SKP runs Prehar Pathshalas, Angan pathshala, Mahila Shiksha Karmi Training Centres. An innovative aspect of the project is the development of locally relevant curriculum related to the environment of the child and its effective transaction in the classrooms for increased enrolment, selection and participation, especially of girls.

5.11.6 As on 30th September, 1994, the SKP is functioning in 25 districts and 67 blocks/units in 1066 villages in Rajasthan. There are 1066 Day Centres and 2105 Prehar Pathshalas in which 2514 Shiksha Karmis (male 2244 and female 270) are involved for imparting education to 1,02,454 children between the age-group of 6-11 years out of which 21092 are attending non-formal classes (Prehar Pathshalas). Another 20 blocks/units in 300 villages are proposed to covered upto 31.3.1995. 3274 Shiksha Karmis are expected to look after 1366 day schools by the end of March, 1995. A budget provision of Rs.500 lakhs has been made for the year 1994-95.

Bal Bhavan Society India, New Delhi

5.12.1 The Bal Bhavan Society India, New Delhi, was established by the Government of India in 1955 at the initiative of Pandit Jawahar Lal Nehru. It is an autonomous institutions fully funded by Department of Education which provides for enhancing creativity amongst children in the age-group 5-16 years especially from the weaker sections of society. The children can pursue activities of their choice ranging from creative/performing arts, environment, astronomy, photography, integrated activities, physical activities to science related activities in a joyful manner. Bal Bhavan provides free environment for expression of ideas through different media of dance, drama, creative arts, photography, computers etc. helping the alround growth and development of the child, who is the focal point of all activities. The programmes are so designed as to explore inner potential of a child and let the child express himself.

5.12.2 Since its inception, the membership of Bal Bhavan has grown from 300 in 1956 to over a lakh in the recent years. In order to cater to the requirements of the children who cannot afford to participate in Bal Bhavan activities in its central office, 52 Bal Bhavan Kendras, spread all over Delhi, have been opened. Two Jawahar Bal Bhavans-one in Srinagar and one in Mandi, have been funded. The Bal Bhavan Society India also provides general guidance, training facilities and transfer of information to State and District Bal Bhavans in the country which are affiliated to Bal Bhavan Society India.

5.12.3 During 1994-95, a large number of workshops/seminars, conferences, camps, sports activities, cultural exchange programmes etc. were organised by the BBSI, Workshops on "Communication Through Performing Arts", "Art and Craft Training Workshops", "Telescope Making Workshop", "Workshop on Scientific Explanation to Miracles", "Model Rocketary Workshop", "Integrated Project to Performing Art Workshop", "Book Illustration Workshop" and "Video Workshop" have particularly evoked enthusiastic response from the children and teachers. The workshops on Telescope, Masking and Rocketary have helped in developing scientific temper among children and provided them with learning by doing experience. Seminar on alternative sources of energy, the literary camp and literary seminar are also note-worthy events which provided a common platform to writers, publishers and readers to discuss, interact and interchange ideas and experiences for solving the problems. Under

Cultural Exchange Programme, a delegation of BBSI participated in Songdwan International children camp in North Korea whose programmes were appreciated. As the part of its sports activities, Bal bhavan organised Inter School Judo Tournament and Inter School Cricket Matches. From 14th-19th November, the Bal Bhavan organised its Annual National Children's Assembly and Integration Camp in which children from all parts of the country interacted with noted personalities from various fields as well as child artists. The theme of this Year's camp was RAINBOW. In December a unique programme of Kite and top making was held in collaboration with Japanese Foundation. The children honoured with bravery award are also expected to visit Bal Bhavan for greater interaction with the children. In March 1995, a special training programme is proposed to be organised for tribal girls. About three lakhs children and ten thousand teachers are expected to be benefitted by the activities/programmes of Bal Bhavan and its Kendras during 1994-95.

District Primary Education Programme

5.13.1 In keeping with the NPE, 1986 (as updated in 1992) and its Programme of Action, a new initiative to achieve UEE has been evolved titled, "District Primary Education Programme" (DPEP). The DPEP seeks to operationalise the strategy for UEE through decentralised planning and disaggregated target setting.

5.13.2 The Concept DPEP is a beachhead for effecting improvements and full scale development of the entire elementary education sector. The overall goal of the programme is the reconstruction of primary education as a whole in the districts instead of the piecemeal implementation of schemes. The fundamental principle of DPEP is capacity building at all levels, be it national, state or local level and to evolve strategies which are replicable and sustainable.

5.13.3 National experience with the pursuit of UEE had established the following:

- (a) UEE is contextual. The contextuality varies widely across the country. Even in states like Kerala where participation is near universal much requires to be done in respect of quality and achievement. In such states the pursuit of UEE would be mainly in the areas of quality, facilities and achievement. In other states participation and demand aspects need more attention.
- (b) Contextuality entails local area-planning with disaggregated targets and decentralised planning and management. Planning for UEE and hitherto been mainly at the national and state-level. Barring some states and union territories, these entities are too large and heterogenous for effective planning; they cannot provide contextuality. Ideally the planning should be from below, right from the village upwards but given the objective conditions, a beginning has to be made with district as the unit of planning. The district plans are to be pre-pared through an intensive process of interaction with the local bodies, teachers and NGOs so that it is "owned" by all who are to be associated in implementation and it reflects the ground-level realities.
- (c) Resources are an important but not sufficient condition for achieving UEE. A host of measures both financial and non-financial, both on the supply side and on the demand side, need to complement higher allocation of resources.

- (d) The strategies for UEE have hitherto emphasised, mainly access in terms of construction of class rooms and appointment of teachers. This has been inadequate and needs to be augmented by:
- (i) a holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed for achieving UEE in the specific context of the district;
 - (ii) this holistic planning incorporates a gender perspective in all aspects of the planning and implementation process and is an integral part of all measures needed to achieve UEE;
 - (iii) addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children;
 - (iv) improving school effectiveness;
 - (v) strengthening the alternatives to schooling, particularly the non-formal education system;
 - (vi) stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness;
 - (vii) toning up teacher competence, training and motivation;
 - (viii) stressing learning competence and achievement;
 - (ix) stressing the need for improved teaching/learning materials;
 - (x) overhaul of planning and management in respect of both routine and innovative areas; and
 - (xi) convergence between elementary education and related services such as ECCE and school health.

Consequently, the strategies for the eighth plan adopt a disaggregated approach, with focus on preparation of district-specific, population-specific plans for UEE within the broad strategy frame of micro-planning through people's participation and introduction of MLLs in schools to improve learner achievements. Micro-planning will provide the frame work of universal access and universal participation while MLLs would be the strategy frame for universal achievements. DPEP seeks to operationalise this strategy.

5.13.4 The Programme also builds upon the experience gained in

- (i) the implementation of the Bihar Education Project (with Unicef assistance) and the Lok Jumbish project (with SIDA assistance);
- (ii) the planning of basic education project in U.P. (with IDA assistance);

- (iii) the implementation of the Andhra Pradesh Primary Education Project (with ODA assistance), Shiksha Karmi Project (with SIDA assistance) and Mahila Samakhya (with Dutch assistance).

Objectives

5.13.5 The objectives of the programme are :

- i) to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- ii) to reduce overall primary dropout rates for all students to less than 10 per cent.
- iii) to raise average achievement levels by atleast 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement levels in other competencies, by all primary school children.
- iv) to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

5.13.6 The programme would also strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

Management

(i) State Level

The programme would be implemented in a mission mode. Implementation at the State level would be through registered autonomous societies with the Chief Minister as ex-officio President of the General Council and Chief Secretary/Education Secretary as Chairman of the Executive Committee.

(ii) National Level

A national level structure is being set up on the lines of NLM which would oversee the implementation of the programme throughout the country and provide the necessary technical support to states and districts. As DPEP will cover several states and more than a hundred districts, and being a logical sequence to the externally-aided basic education projects in Bihar, Rajasthan, Andhra Pradesh and Uttar Pradesh, there is reason to provide for a regular system of monitoring, information sharing and dissemination of experiences at the national level.

(iii) Village Education Committees (VECs)

Village Education Committees are a key feature for localised participative management in DPEP. Representatives of local village panchayats, women activists,

educators and guardians, the Committee will play a key role in local school management and ensure people's participation for enhancing enrolment of primary school children, their retention and regular attendance.

Capacity Building and Technical Support

5.13.7 The national level technical assistance will include the following :-

- (i) Development of State capacities for plan formulation.
- (ii) MIS including school statistics, project indicators and building of a data base, would be developed, tested and installed in DPEP.
- (iii) Development of In-Service Teacher Training including prototype training designs and materials and competencies in multi-grade teaching and MLL.
- (iv) Development of prototype materials for teaching Reading and Mathematics for classes I-III and evaluations of impact.
- (v) Development of prototype training materials in educational planning and management and the training and the training of teams in DPEP assisted States/ Districts.
- (vi) A unit for programme research, studies and evaluation to organize research activities for better DPEP implementation and evaluation, as well as establish a net-work of research institutions for primary education.
- (vii) Intervention strategies for tribal education.
- (viii) Development of cost-effective designs for primary schools.
- (ix) Provision for international exchanges and training for capacity building.

Coverage

5.13.8 As of now the process of planning has been completed for 42 districts in the States of Madhya Pradesh, Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala. The planning process has been initiated in five districts each in Andhra Pradesh and West Bengal.

Funding

5.13.9 Funds made available by European Community Programme assistance to DPEP is being applied to 19 districts of Madhya Pradesh the other 23 districts are funded by IDA. ODA has expressed interest in funding five districts each in Andhra Pradesh and West Bengal. A unique feature of DPEP is that though multiple agencies fund the GOI share, the approach is common. GOI would be an equal partner in the process of appraisal and supervision. DPEP is likely to develop as a technical and resource organisation for primary education development in the country on the lines of the IDBI or HDFC.

5.13.10 The expansion of DPEP would depend upon the availability of resources and the pace and quality of implementation of the programme in the districts. The attempt would be to start the programmed in at least 110 districts in the Eighth Five Year Plan with an estimated outlay of Rs.1950 crores of which Rs.1720 crores are proposed to be drawn from external sources.

5.13.11 A sum of Rs.94.00 crores has been provided for implementation of DPEP during 1994-95 in the Department of Education's budget. A sum of Rs.32 crores has been released to the seven State Implementation Societies as the first instalment of GOI share for the implementation of DPEP in 1994-95.

Baseline Studies

5.13.12 A significant achievement of the project formulation process under the District Primary Education Programme so far, has been the conduct of a large baseline study on achievement levels amongst primary students. These studies were conducted by the National Research Institutes, e.g. NCERT, NIEPA and an NGO in 46 Districts spread over 8 States of Assam, Haryana, Tamilnadu, Karnataka, Kerala, Madhya Pradesh, Orissa and Maharashtra. The objective of these studies was to assess the present status of primary education development in the selected districts so as to provide an empirical basis to the district plans and define better the relevant strategies for project implementation. Over 50,000 children from 1718 schools spread over 106 Blocks were tested on a sample basis. These tests were so designed as to have access to the information on achievements of different segments of the students such as boys, girls, SC and ST among them. The specific details now available would be used for tailor made designs for training and class transactions. These tests should be repeated every three years so that the assessment of the impact of DPEP on the learning achievement levels of students could be made. The findings of the studies revealed that learning achievement levels are quite low across several districts. These studies will be used for developing district-specific interventions in keeping with area-specific nature of DPEP. These studies are being shared further in the districts with teachers, parents and public representatives and suggestions are being invited on how to improve standards of school effectiveness and learning levels.

Lok Jumbish

5.14.1 An innovative project called "Lok Jumbish" : People's Movement for Education for All: with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basic objective of the project is to achieve education for all by the year 2000 through people's mobilisation and their participation. The Government of India approved the first phase of the project for a period of two years, 1992-94, to cover 25 blocks spread over several districts with an estimated cost of Rs.18.00 crores to be shared by SIDA, GOI and Government of Rajasthan in the ratio of 3:2:1. The first phase of the project has concluded on 30th June, 1994.

5.14.2 During the first phase the target for project coverage was achieved (25 blocks) and project interventions were made in several components of primary education like teacher's training, minimum levels of learning, opening of new schools, non-formal education centres etc. The salient achievements of Lok Jumbish Project are :

- Lok Jumbish has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as built partnerships with local communities and the voluntary sector.
- Community mobilisation and school mapping
- Innovative and community centred buildings development
- Focus on girls and socially disadvantaged groups

5.14.3 During the Phase I 204 primary schools were opened; 144 primary schools were upgraded; 339 posts of additional teachers provided; 2120 schools were provided with equipment and teaching-learning material; 650 NFE centres were opened; 30 training camps for Master Trainers and 198 camps for teachers were organised; mobilisation activities were undertaken in 1,096 villages; 50 field centres were opened and 294 women groups were organised.

5.14.4 A Joint Evaluation of the project by SIDA, GOI and GOR expressed satisfaction with the initiatives undertaken in the project and recommended its extension and continuance. Proposal for continuation of Lok Jumbish Phase II during the period 1994-97 has recently been approved with an outlay of Rs.80 crores to be shared in ratio 3:2:1 by SIDA, GOI and GOR.

Bihar Education Project

5.15.1 The Bihar Education Project is a basic education project aimed at bringing about qualitative improvement in the educational system and, through it, in over-all socio-cultural situation in the state of Bihar.

5.15.2 The Bihar Education Project comprises all components of basic education and is envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a five year period 1991-92 to 1995-96. The estimated outlay of the project over 5 years period (1991-92 to 1995-96) is Rs.360 crores with an agreed funding pattern of 3:2:1 between UNICEF, GOI and GOB respectively. Special emphasis has been laid on the education of hitherto deprived sections of the society such as SCs/STs and the women. BEP is an evolving project with Block as the unit for most of the programme activities. Participatory planning and implementation are the important characteristics of the project. Generation of demand for educational services, capacity building and development of participatory management structures are the other crucial elements of the project implementation.

5.15.3 A State level body Bihar Shiksha Pariyojana Parishad (BSPP) has been registered to plan and implement the BEP. The Parishad has two organs - the General Council with Chief Minister as Chairman and the Executive Committee with Education Secretary, Government of Bihar as the Chairman. The Government of India, Government of Bihar, UNICEF, Teachers, NGOs, etc. are represented on these bodies. It has its branches at the district level wherein a District Executive Committee, with partnership of the GOI/GOB/UNICEF/Teachers and NGOs look after the project planning. For implementation of various components of the project activities, task forces have been set up. At the village level, the Village Education Committee (VEC) is envisaged as

the crucial unit which would assist the basic education system in securing the cooperation and participation of the community, and oversee educational inputs. The project is being implemented in a Mission Mode.

5.15.4 The project coverage upto 1994-95 was 98 blocks in the seven districts of Ranchi, W.Champaran, Rohtas, Muzaffarpur, Sitamarhi, E. Singhaboom and Chapra.

5.15.5 The major activities undertaken/proposed during 1994-95 include setting up and operationalisation of Village Education Committees (VECs) and training of the VECs functionaries; distribution of free of cost textbook kits to children; organisation of workshops at District and cluster level on Universalisation of Primary Education; taking up of baseline studies in project districts; Workshop on microplanning and school mapping; conferences with Teacher Organisation construction/repair of school buildings; provision of toilets and drinking water facilities in schools; special orientation of teachers; in-service training of teachers; training of Head Masters, inspecting officers, etc.; organising Gurugosthis and bringing out quarterly magazine; study tours of teachers; estab-lishing block/cluster level resource centres; establishing more NFE centres; expansion of Mahila Samakhya Programme to more areas; setting up of Jagjagi Kendras and MSKs; convergence of ICDS, PHED, health and welfare schemes with the educational inputs; bringing out a news magazine `Pratyush'; organising ensembles, puppet show and broadcasting of regular programmes; participation of the community in the enrolment drive resulting in enhancement of enrolment, particularly that of girl children; arranging orientation workshops for selected voluntary agencies; Support to NGOs for innovative microprojects; paintings, posters and panels; exhibitions; Nukud Nataks; etc.

5.15.6 A work plan of Rs.42.4 crores has been approved for 1994-95. A Budget provision of Rs.20 crores (GOI share) exists for the year 1994-95 for this project.

5.15.7 A mid-term review of the programme taken up during the year recommended, inter alia consolidation of the programme in the existing 7 BEP districts and conducting of periodic baseline studies to know the impact of investments on enrolment, retention and learning achievement. In order to further improve the project, the review mission has suggested strong linkages between BEP and education system in Bihar, greater focus on primary stage of class I-V; greater linkage with activities in other States under DPEP and other programmes, more emphasis on MLLs and teacher training, etc.

6 SECONDARY EDUCATION

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Vocationalisation of Secondary Education

6.1.1 In accordance with the priority accorded to vocationalisation of education in the National Policy on Education, a Centrally Sponsored Scheme of Vocationalisation of Higher Secondary Education was introduced in February, 1988. The main objectives of the scheme are to enhance individual employability, reduce the mismatch between the demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose. A Centrally Sponsored Scheme of Pre-Vocational Education at Lower Secondary Stage has also been introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of classes IX to X, to develop vocational interests and to facilitate students in making a choice of vocational courses at the higher secondary level. The target laid down in the revised policy is to divert 10 percent of higher secondary students to the vocational stream by 1995 and 25 percent by 2000 A.D.

6.1.2 In order to provide expert inputs in policy formulation and implementation on a continuing basis, a Joint Council of Vocational Education (JCVE) has been set up at the national level under the chairmanship of Minister of Human Resource Development, with counterpart organisations at the State levels. To ensure that the tasks laid down by JCVE are performed effectively, a Standing Committee of JCVE has been constituted under the chairmanship of Education Secretary. While the JCVE is to meet at least once a year, the Standing Committee meets more frequently. So far three meetings of JCVE and five meetings of the Standing Committee have been organised.

6.1.3 A Central Institute of Vocational Education, named as "Pt.Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) was set up at Bhopal on July 1st, 1993 under the overall umbrella of NCERT. The Institute acts as an apex level research and development/organisation in the field of vocational education and provides technical and academic support to the programme. PSSCIVE has developed 82 competency based curricula in 6 major areas which can be adopted by States/UTs with modifications based on the need and relevance of those courses in that particular area. The CIVE has now been entrusted with the task of standardising the curricula/textbook/instructional material for vocational courses. The CIVE is also inter alia engaged in conducting programmes for training of teachers and orientation of key functionaries.

6.1.4 The scheme at +2 stage is implemented through the State Governments/UT Administrations. So far all the States/UTs, except Lakshadweep, have joined the programme. Up to the end of 1993-94, 16450 vocational sections have been approved in 576 schools, creating capacity for diversion of 8.22 lakh to the vocational stream at the +2 stage. The actual enrolment is, however, likely to be less as optimum utilisation of facilities created may not be achieved. During the current year, i.e., 1994-95, main emphasis is, therefore, on consolidation and qualitative improvement of the programme.

6.1.5 The courses are selected by the State Governments on the basis of assessment of manpower requirement through district vocational surveys. About 150 vocational courses have been introduced in six major areas, viz., agriculture, business and commerce, engineering and technology, health and para-medical services, home science, services and others. It has been recommended that 70 percent of the total

instructional time be devoted to vocational theory and practice, and the remaining to the study of general foundation courses and language course. On-the-job training forms an integral part of the curricula.

6.1.6 The scheme at the +2 stage envisages setting up of an administrative structure at the Centre, State, district and school levels. The Bureau of Vocational Education is operating at the Central level to oversee the implementation of the programme. In the major States/UTs separate structures at the State level have been created. However, all States/UTs have not created these structures at the district level for various reasons. To facilitate exchange of experiences among States so that successful models could be replicated, two inter-State field visits were organised this year.

6.1.7 The policy emphasises the need for making available non-formal, flexible and need-based vocational programme to school drop-outs, neo literates, etc. The scheme, therefore, provides for funding of innovative programmes in the field of vocational education undertaken by voluntary organisations. So far 25 voluntary organisations have been assisted under the scheme.

6.1.8 The scheme lays considerable emphasis on practical training of students both during the course of study as well as after completion of the course. 60 vocational subject fields have so far been covered under the Apprentice Act to enable the vocational graduates at the +2 level to avail of the benefit of the Apprenticeship Scheme. Coverage of seven more subjects under the Act is in progress.

6.1.9 The success of the vocational education programme would depend upon the placement of vocational students in wage or self-employment. With this in view the Department of Personnel and Training has impressed upon the Ministries the need to amend Recruitment Rules to enable vocational pass-outs to be eligible for government jobs. States/UTs Administrations have been suitably advised in this direction. The Department of Education has also set up an inter-ministerial Committee to review the position department-wise about the posts available in various departments and organisations under them, in respect of which preference can be given to persons with relevant vocational training.

6.1.10 Efforts have been made to introduce need-based courses to ensure ready employment for the vocational students. Collaborative arrangements have been worked out with the Ministry of Railways, Ministry of Health, Handicraft Board., etc. A large number of industrial enterprises, in both public and private sectors, were also addressed by the Ministry with a view to involve them in the vocational education programme. From the responses received it was felt that some linkages could be forged for providing on the job training facilities to vocational students and in devising curricula and learning material. To pursue the matter further, a workshop was organised by the PSSCIVE in October, 1994.

6.1.11 A computerised Management Information System has been developed for vocational education to obtain necessary information on different aspects of programme implementation. The National Informatics Centre (NIC) in collaboration with this Department and NCERT has prepared two guidelines - one for filling up the format and the other for feeding the data through Computer software prepared for the purpose.

6.1.12 A decision has been taken to conduct a National Evaluation by an external agency/institution. Accordingly, about 25 institutions of repute have been requested to send proposals for the purpose. The study is likely to be completed by mid of 1995.

Educational Technology

6.2.1 This is a Centrally Sponsored Scheme combining certain elements of a Central Plan Scheme. The Scheme seeks to provide the entire cost of Radio-cum-Cassette Player in Primary schools and 75% cost of colour TV in upper primary schools to provide access to quality education. To enable production of suitable programmes for these schools, six autonomous State Institute of Educational Technology in U.P., Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh have also been funded under the scheme.

6.2.2 The scheme extends financial support to the Central Institute of Educational Technology (CIET) for producing programmes for the school sector for broadcasting through Doordarshan and Akashvani.

6.2.3 At present all the programmes for the school sector for broadcasting through Doordarshan are produced by CIET and SIET system, and are funded under the scheme. For the Akashvani also the programmes are produced by the schools sector.

Achievements

6.2.4 Radio-cum-Cassette Players and 51507 colour TVs have been distributed. CIETs and SIETs have together produced 3921 TV and 1100 Audio Programmes for the school sector. CIET has also produced cassettes for teaching Indian language to the school children.

6.2.5 Under the aegis of the Indo-US Sub-Commission on Education and Culture, an innovative and experimental project in Distance Education coupled with inter-active learning, "Classroom 2000 AD" was launched in May 1993. This involved live teaching through a central facility to schools located in different places in the country. The students in the schools covered were able to interact live with the teacher and were also able to solve multiple choice objective type questions through computer key pads. On evaluation this project was found to be successful.

6.2.6 An outlay of Rs.108.00 crores has been approved for the VIIIth Plan period. It is proposed to implement the scheme as per present pattern. It is also proposed to undertake a study to assess the impact made by the scheme in areas where it has been implemented for the qualitative improvement of education.

Educational Concessions to the Children of Armed Forces Personnel

6.2.7 The Government of India and most of the States/UTs offer educational concessions to the school students who are the wards of armed forces personnel killed or permanently disabled during hostilities.

Culture and Values in Education

6.3.0 Education about India's common cultural heritage has been identified in National Policy on Education 1986 as one of the core areas under the National System

of Education. While spelling out the cultural perspective in education, the policy has stressed on the need to bridge the schism between the formal system of education and India's rich and varied cultural traditions. The policy has called for enriching the curricula and processes of education in as many manifestations as possible and laid considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values.

National Open School

6.4.1 National Open School (NOS) was established in November, 1989 as an autonomous organisation with the objectives to provide quality education, through distance education mode, upto secondary stage for the school drop-outs and children who cannot attend formal schools. This school is vested with the authority to examine and certify students registered with it upto pre-degree level courses. The certificates issued by this school are recognised for admissions for pursuing higher education and also for employment.

6.4.2 The students have the freedom to choose the set of subjects according to their needs, interests and abilities. The students are also encouraged to choose vocational subjects in combination with academic subjects.

Central Board of Secondary Education

6.5.1 The Central Board of Secondary Education deals with multiple activities relating to affiliation, academics and examination that fall in its ambit.

6.5.2 The demands for the affiliation of the schools with the Board is constantly going up. At the end of December, 1993, the Board had 3857 schools affiliated to it and about 500 cases under consideration. The major concern of the Board is for improving the quality of education in the schools affiliated to it. An All-India exercise of reviewing the courses in all subjects of teaching at the secondary and senior secondary levels was taken up. Action to review 41 vocational trades at +2 level and develop syllabi and courses in each trade was initiated. The revised vocational courses are to be converted into meaningful packages.

6.5.3 The design of question papers is being reviewed in all major subjects in order to make them more pragmatic and functional. Preparations are on for the development of Sample Question papers in Mathematics, Science, Social Science, English and some other courses. Inservice teachers training programme is also being undertaken where there is a major change in the curriculum.

6.5.4 Support material has been developed in a number of academic areas.

Examinations conducted by the Board in March, 1994

6.5.5 The multiple question paper scheme in the examinations was introduced in the year 1992 on an experimental basis in Delhi only. Keeping in view the success of the scheme both in improving the academic standards of the students and curbing mass copying at the examination centres, the Board is prepared to introduce the multiple question paper scheme throughout India.

PMT Examinations, 1994

6.5.6 Pre-medical/Pre-Dental examination, 1994 was conducted at 311 centres in the state capitals all over the country in which more than 1,64,000 candidates were registered.

Boarding and Hostel Facilities for Girl Students

6.5.7 The scheme for strengthening Boarding and Hostel facilities for girl students in secondary and senior secondary schools was launched in 1993-94 to boost retention of girls in secondary and senior secondary schools particularly in rural areas where schools are scarcely located and the girls are not able to cover considerable distance between their homes and schools. Under this scheme, assistance is provided to the existing hostels run by Non-Governmental Organisations (NGOs).

Improvement of Science Education in Schools

6.6.1 This centrally sponsored scheme initiated during 1987-88 aims at improving the quality of science education and promoting scientific temper as envisaged in the National Policy on Education, 1986. Accordingly, 100% assistance is provided to the State/UTs for upgradation of science laboratories in Government and Government aided secondary/higher secondary schools, provision of science kits to upper primary schools, provision of library assistance to secondary/higher secondary schools and training of science and mathematics teachers. Another component of the scheme is to provide assistance to Voluntary Organisations for developing innovative teaching and learning methods.

6.6.2 The achievement during 1987-88 to 1994-95 are tabulated below:

SCIENCE EDUCATION: ACHIEVEMENTS

	7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95*	TOTAL
Amount spent (Rs. in crore)	80.03	20.59	18.98	24.94	22.08	22.70	189.32
No. of States/UTs covered	30	24	12	14	15	15	32
No. of Schools covered							
i) Upper Primary (Science kits)	42,398	5,791	7,880	11,678	5,756	5,000	78,503
ii) Sec./Higher sec.(library assistance)	16,382	3,843	3,671	5,179	3,874	3,250	36,199
iii)Sec./Higher sec.(Laboratory assistance)	15,073	3,981	3,783	5,849	3,914	3,250	35,850

	7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95*	TOTAL
No. of institutions assisted for setting up of District resources Centres*	115	57	26	-	-	-	198
No. of Vol. Orgns. covered(for innovative programmes) cumulative	13	7	14	7	12	12	30

* Anticipated

** This component does not qualify for assistance during the 8th Plan.

Environmental Orientation to School Education

6.7.1 The schemes started in 1988-89 aims at providing infusion of environmental information and concepts in the general syllabus and curriculum. The scheme initially catered to the requirement of the elementary sector. During the VIIIth Plan, however, it has been extended to the secondary and senior secondary levels. Assistance is given to State Governments for reviewing syllabus and textbooks for providing environmental orientation. A major thrust under the scheme is to fund NGOs for developing innovative teaching methods and reading material for school children in the field of environment.

6.7.2 Another salient feature of the scheme is the "Nodal Agency Approach" wherein larger voluntary organisations designated as nodal agencies guide and assist smaller voluntary organisations in formulating suitable proposals for Environmental Education. Funds are released in the first instance by the Government to the nodal agencies and are, in turn, passed on to the smaller voluntary agencies.

6.7.3 The States/UTs are provided assistance under this scheme on project basis which include review and development of curricula on various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein; review and development of textbooks at primary and upper primary levels; review of strategy for imparting environmental education at upper primary level, development of teaching and learning material; organisation of suitable innovative work experience activities, etc.

6.7.4 A summary of achievements during 1987-88 to 1994-95 is presented in the table below:

ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION ACHIEVEMENTS

	7th Plan	1990-91	1991-92	1992-93	1993-94	1994-95*	TOTAL
Amount spent (Rs.in crore)	3.57	2.00	1.81	1.80	1.12	1.95	12.25
No. of States/UTs covered	20	8	9	17	5	10	25
No. of projects sanctioned	32	6	9	1	11	10	70
No. of voluntary bodies assisted	10	7	5	4	9	10	25

* Estimated

International Mathematical Olympiad

6.8.1 The International Mathematical Olympiad (IMO) is held every year with a view to identify and nurturing talent in mathematics at school level.

6.8.2 Indian delegation participated in IMO-1994 held in Hongkong during July, 1994. India ranked 16th out of 69 participating countries. The Indian team won 3 silver and 3 bronze medals. IMO-1996 will be held in India.

Cultural Exchange Programme

6.9.0 Under this scheme financial assistance is provided to meet the cost of travel and stay of Indian delegation going abroad and foreign delegation coming to India.

Computer Literacy and Studies in Schools (CLASS)

6.10.1 A pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 in consultation with Department of Electronics. The broad objectives of the pilot project included, demystification of Computers and to provide 'Hands on' experience. The project has been continued upto 1992-93 on adhoc basis and funds to the tune of Rs. 4.5 crores were provided each year. 2593 schools were covered upto 1992-93.

6.10.2 The CLASS Project has been evaluated by a number of agencies, Ministry of Human Resource Development and Comptroller and Auditor General of India. The C&AG report identified multiplicity of agencies, diffused responsibility, inadequate monitoring etc.

6.10.3 Keeping these drawbacks in view, a modified scheme has been prepared and is being implemented as a Centrally Sponsored Scheme from 1993-94.

6.10.4 The National Steering Committee under the Chairmanship of Education Secretary is responsible for monitoring and supervision of the project. At State/UT levels, cells set up for this purpose discharge the dual responsibility of monitoring and actual implementation of the scheme in the schools and of releasing the funds to the implementing agencies.

6.10.5 Rs. 146.00 crores has been provided for implementing the scheme during the Eighth Plan. This amount is for maintaining 2598 schools already covered under the old scheme as well as for including 1820 additional schools during the Eighth Plan. 218 additional schools were covered during 1993-94. It is proposed to cover 300 additional schools during the year 1994-95.

The National Population Education Project (NPEP)

6.11.1 The National Population Education Project was launched in April 1980. It completed its first cycle in 1985 and the second cycle in 1992. Its current third cycle which has started from January 1993, will be coterminous with the Eighth Five Year Plan.

6.11.2 The project is directed to attain the objective of institutionalising population education in schools and non-formal education system. As an educational response to population issues, population education aims at making learners aware of the interrelationship between population development, resources, environment and quality of life, developing in them rational attitude and responsible behaviour and initiating in them positive value orientation so that they may take informed decisions on various population issues according to small family norms.

6.11.3 The NPEP is funded by the United Nations Population Fund (UNFPA). The UNESCO provides technical support through its country Support Team (CST), based in Kathmandu (Nepal). The NPEP is being implemented by the NCERT. The Ministry of Health and Family Welfare is the nodal agency.

6.11.4 The Project is being implemented in 29 States and Union Territories, the States of Goa and Meghalaya and the Union Territory of Lakshadweep remaining out of its fold. The Akashvani and Doordarshan, Family Planning Association of India and other non-government agencies are involved in relevant project activities at national and state level.

6.11.5 The main activities of the project include (i) development of curricular and instructional materials to ensure effective integration of population education in the curricula of school education, non-formal education and teacher education; (ii) development of training materials and audio-visual materials; (iii) development of materials on emerging concerns; (iv) orientation of teachers, teacher educators and other functionaries; (v) organisation of co-curriculum activities in schools and NFE centres; (vi) promotion of research and evaluation studies in population education; and (vii) monitoring of project activities at national, state and local level.

6.11.6 A Budget of Rupees One Crore per annum has been provided for the implementation of NPEP.

Integrated Education for the Disabled Children

6.12.1 The Centrally Sponsored Scheme of Integrated Education for the Disabled Children which was launched by the erstwhile Department of Social Welfare in 1974, was transferred to the Department of Education in 1982. The scheme is framed on the premise that children with mild handicaps make better progress academically and psychologically if they study in common schools along side 'normal' children. The Scheme provides 100% financial assistance to State Governments/UT Administrations/Voluntary Organisations for creating necessary facilities in schools. Assistance is also given, through UGC, to selected Universities/Institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by NCERT in the four regional Colleges of Education.

6.12.2 A UNICEF Project Integrated Education for the Disabled (PIED) is also being implemented which envisages development of specific strategies for education of children with disabilities in general schools. One block each in the States of Haryana, Madhya Pradesh, Mizoram, Orissa, Rajasthan and Tamil Nadu and the Municipal Corporations of the Delhi and Baroda are covered under this project.

6.12.3 The scheme was reviewed in 1992 and the financial ceilings in respect of training of teachers and educational administrators, construction of resource rooms, and strengthening of the administrative machinery at block level etc., were increased from the year 1992-93.

6.12.4 The POA, 1992 emphasises the need to integrate the handicapped with normal children. It also recommends the strengthening of the inter-Ministerial Co-ordination Committee so that it becomes an effective mechanism for review and monitoring of the programmes for the welfare of the handicapped.

6.12.5 Keeping in view the fact that there is an acute shortage of braille textbooks in the country, it has been decided to set up 4 Text Creation Units in the four regions of the country.

6.12.6 So far 24 States/UTs have been assisted under the scheme. About 40,000 children spread over 9,000 schools have been covered. A much larger number are receiving indirect benefit through special teachers and other learning material. A large number of voluntary organisations have also been provided financial assistance under the scheme.

Yoga in Schools

6.13.0 The place of Yoga in physical education has been established. Keeping in view the provisions of NPE, 1986, a Centrally Sponsored Scheme for Introduction of Yoga in Schools was launched in 1989-90. Under the scheme, financial assistance is provided for training of teachers in Yoga and for building the infrastructure necessary for the purpose. In addition, institutions of all India character are given assistance for maintenance as well as developmental expenditure for promotion of basic research and/or for teachers training programme in various aspects of Yoga other than the therapeutical aspect. Financial assistance to Yoga institutions for promotion of therapeutical aspect is being extended by the Ministry of Health and Family Welfare.

National Award to Teachers

6.14.1 The Scheme of National Awards for Teachers was started in the year 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools. In 1967-68 the scope of the scheme was enlarged to cover the teachers of Sanskrit Pathshalas, Tolls etc. run on traditional lines. In 1976 the scheme was further enlarged to cover Arabic/Persian teachers of madrasas run on traditional lines. From the Award Year 1993 the Scheme has further been enlarged to cover teachers from Sainik Schools, Navodaya Vidyalayas and schools run by the Atomic Energy Education Society. Each award carries a certificate of merit a cash payment of Rs. 10,000/- and silver medal. The number of awards given have been increased from 296 to 302 from the award year 1993.

6.14.2 Two hundred and seventy teachers were selected for the National Award for 1993. For the National Award 1994 selection process is in progress.

National Council of Educational Research and Training

6.15.1 The National Council of Educational Research and Training (NCERT), an autonomous organisation, was established in 1961 to bring about qualitative improvement in school education and teacher education. It functions as a resource centre to the government in the field of school education and teacher education. The NCERT undertakes programmes related to research, development and training extension and dissemination of educational innovations etc., through various constituent Departments at the headquarters in New Delhi and 17 Field Offices all over the country.

6.15.2 Implementation of various programmes related to universalisation of elementary education; enriching secondary and higher secondary education; improving quality of teacher education; promoting educational research/innovations and their dissemination; utilisation of educational technology; production of science equipments; and centrally sponsored schemes for improvement of school education in the states is in progress.

Pre-Primary and Primary Education to achieve UEE

6.15.3 Academic inputs were provided to the States in the formulation of district plans under the District Primary Education Programme (DPEP). Four of the six beneficiary studies, preparatory to project formulation, were completed and their findings were shared with the local people in the district level workshops. A National Seminar was organised to review the DPEP studies with State level programme managers, researchers, and planners to work out the implications of studies for evolving programme interventions. An international seminar on research based interventions in primary education was organised to share the findings of the DPEP studies with international community including UNESCO, UNICEF, European Union, IDA, ODA and other such international agencies which are involved in the DPEP and have funded similar programmes in primary education in other day developing countries with a view to learn from their experiences in other countries.

6.15.4 The data of the Learning Achievement Survey of Primary students, conducted in the six DPEP states, was subjected to further sophisticated statistical analysis to study the differences between students within a grade, school, district and at state level.

6.15.5 Two of the national components of the DPEP related to programme evaluation research and studies and instructional materials for training primary teachers were formulated and action initiated to implement them.

Minimum Levels of Learning

6.15.6 A national seminar was organised to take stock of the outcome of studies sponsored by the MHRD to examine the efficacy of implementing the Minimum Levels of Learning (MLLs) ideology, including the NCERT study. The exercise to synthesize the findings of various studies undertaken by the NGOs, Universities and others in this context is nearing completion. Preliminary findings of this study were presented in the national seminar. Efforts are on to develop a framework for the MLLs at upper primary and other stages of school education.

Early Childhood Education

6.15.7 A model kit on Early Childhood Education (ECE) for Anganwadi workers was completed. The Education for All project of the Municipal Corporation of Delhi (MCD) and the interventions in the Delhi ICDS project were nearing completion. Resource materials on Early Childhood Education for teachers were ready for printing in the form of a Guidebook for Anganwadi workers. A study on the state of the art of the Early Childhood Education in India was completed. Audio programmes for parental awareness and for children with special needs were developed. A film "Meri Pyari Anganwadi" was produced for catering to the needs of the younger children. A training programme on child-to-child approach under the Area Intensive Education Project (AIEP) for Human Resource Development was organised. The progress of ECE in 12 States was reviewed.

Education of Tribal Children at Primary Stage

6.15.8 Studies were completed on problems of tribal children at primary stage in five of the six DPEP states. Findings were presented in the district, national and international seminars.

Educational Problems of the Girl Child

6.15.9 Studies on gender issues at primary school stage were completed in 21 districts in the six DPEP states and a synthesis report was brought out. The study on problems of women teachers was initiated.

Admission Tests for Navodaya Vidyalayas

6.15.10 The Jawahar Navodaya Vidyalayas admission tests were designed and administered. Special admission tests were organised for the newly opened Navodaya Vidyalayas during 1994-95 which were in addition to the routine two tests per session.

Educational Toys

6.15.11 Toy making competitions at the state and the national level to promote making of low cost teaching-learning materials by teachers continued.

CHEER Project

6.15.12 The Children Enrichment through Radio (CHEER) project was continued. The monthly guidelines were prepared and supplied to the user teachers.

Non-Formal Education

6.15.13 A training programme was organised for functionaries of District Resource Units (DRUs). Work on development of profiles of Non-formal Education in the States and the Union Territories continued. Studies on education of working children and street children are being conducted. A workshop was organised to modify the DRU manual in the light of the new developments in the field of NFE vis-a-vis the Total Literacy Campaign (TLC), the District Primary Education Programme (DPEP) and the role of DRU in "Education for All". Teaching-Learning materials in NFE were analysed.

Examination Reforms

6.15.14 Development and extension activities in the use of evaluation for diagnostic purpose, training of paper setters, examiners, comprehensive continuous evaluation (CCE), and question bank continued. An appraisal of the National Talent Search (NTS) Examination 1994 is in progress.

Certain other Programmes in Elementary Education

6.15.15 At the instance of the MHRD, an Impact Study of the Operation Blackboard (OB) Scheme in Maharashtra and Tamil Nadu was conducted and its report submitted. Workshops were organised to develop instructional materials (modules) for NCERT-IGNOU Teachers Training Programmes. Programmes on analysis of textbooks of some States from the standpoint of core concerns mentioned in the National Policy of Education (NPE) were organised.

6.15.16 At the request of the Andaman and Nicobar Administration training needs of the Primary school teacher were identified and a comprehensive orientation programme for Master Trainers was organised.

Revision of Textbooks

6.15.17 Special task forces were set up to review the school textbooks with a view to revise them for the next five to seven years. The revised editions will be available from the next academic session in Science and Mathematics as well as Social Sciences and Humanities.

National Talent Search (NTS)

6.15.18 The tests and interviews were organised and 750 scholarships were awarded. An appraisal of the NTS programme was also initiated to make it more effective. In collaboration with the National Board of Higher Mathematics (NBHM), a scheme of Mathematics Talent Search (MTS) was introduced with a provision for 50 MTS scholarship and for identifying students who could be sponsored for the National and International Mathematical Olympiads.

Certain Other Programmes in Secondary Education

6.15.19 A national workshop was organised to develop guidelines to formulate special enabling mechanism plan and action programme for promoting girls education at the secondary stage.

6.15.20 A workshop was organised for identification of training needs of the mathematics teachers. An orientation programme was organised for training of teachers in the use of computers as a teaching aid. Activities for development of Test items for Question Bank continued.

6.15.21 The NCERT continued working on development of prototypes and batch production of Science and Mathematics Kits. Work on development of modules for the National Open School continued. The National Advisory Committee on Contemporary History of India met twice to discuss various issues. The revised Community singing programme is being tried out.

Vocationalisation of Education

6.15.22 Academic support was provided to the States and Union Territories to implement programmes on vocationalisation of education. In order to boost programmes and activities in vocational education, Pandit Sundar Lal Sharma, Central Institute of Vocational Education has been established at Bhopal under the NCERT. The curriculum in the areas of Banking, Dairying, Food Production and Processing, Accountancy and Auditing; and Building Maintenance was finalised to enrich the curricula in vocationalisation of education. An orientation programme in the area of prevocational education was organised.

Educational Technology

6.15.23 Audio/TV programmes related to school education are developed and broadcast/tecast regularly through AIR/Doordarshan. A multi-media "training kit" for orientation of user-teachers for effective utilisation of media materials at Primary stage is being developed. A study to assess the impact of educational telecast on children was completed. Successful execution of the classroom 2000 + project was a pace-setter and demonstrated the use of advanced technologies in interactive mode for distance education. Training/Orientation programmes in operations and maintenance of equipments for video and audio production were organised.

Teachers Training Programmes

6.15.24 The four Regional Colleges of Education (RCEs) continued offering one-year and four-year integrated pre-service teachers training programmes. The result of the 33rd Post-Graduate Diploma Course in Educational and Vocational Guidance was declared and the 34th Diploma Course commenced in August, 1994. Materials for training of untrained Primary school teachers through Distance Education mode are being prepared in collaboration with IGNOU. Training materials in different curriculum areas were developed under the Special Orientation of Primary Teachers (SOPT) and sent to the States for adoption. The RCEs helped the State Education Departments in designing and development of teaching-learning materials.

6.15.25 The awards in respect of "Innovative Experiments and Practices in School Education" were announced. 32 innovative papers of award winning teachers, were presented in a three-day national Seminar. Work on "Development of Norms of Accountability to Teachers" is in progress.

6.15.26 Orientation programmes were organised for DIETs, CTEs, IASEs and NGOs in Integrated Education of the Disabled (IED). Based on evaluation, the Multi-category Teachers Training Programme has been revised.

Educational Surveys

Sixth All India Educational Survey

6.15.27 The 6th All India Educational Survey (AIES) was launched with many features distinguishing it from the earlier surveys. It employs a census mode for certain variables, while for some others, sampling mode has been adopted this time. The survey has been computerised as a joint venture with the National Informatics Centre (NIC). The revised strategy will give a new direction to the future surveys which will involve updating of data bases that will be generated this time. The data will be accessible to users on a computer network. The survey will also be significant in bringing out flash statistics and in reducing time of its publication as well as long term costs.

Fifth Survey of Educational Research and Innovations

6.15.28 In contrast to earlier surveys, this time the innovations have also been included and the survey work has been institutionalised and computerised. A bibliography of educational researches done in the country upto December, 1992 has already been published.

Focus on Research

6.15.29 The formulation of academic programmes has been streamlined to a perceivable extent with a prominent focus on studies and research. The networking of educational needs and assessment mechanism evolved during the last few years has started yielding dividends. Besides doing liaison work, the Field Advisers of the NCERT, took steps for identification of the educational needs of the states and the union territories through the mechanism of the State Coordination Committees (SCCs). These inputs were considered by the Regional Colleges of Education in the meetings of the Regional Coordination Committees (RCCs). The inputs will inter alia form part of the agenda of the NCERT's programme for 1995-96 after scrutiny through an elaborate programme processing mechanism.

6.15.30 Peer review of progress of implementation of ERIC funded research was introduced. The first such review was organised in September, 1994.

Monitoring of Programme Implementation

6.15.31 As a step towards improving the quality of NCERT's programmes, the faculty in each constituent was subjected to periodic review of their work.

Dissemination of R&D of the NCERT

6.15.32 Besides publication of textbooks, workbooks, teachers guides, supplementary readers, research monographs etc. in the field of school education and teacher education, the NCERT continued publication of six journals viz., Indian Education Review (Quarterly), Primary Teacher (Quarterly), Journal of Indian Education (Bi-monthly), School Science (Quarterly), Primary Shikshak (Quarterly in Hindi), and Bharatiya Adhunik Shiksha (Quarterly in Hindi). The journals were streamlined. Editorial Boards were constituted for each of the six Journals to improve their quality and to make them more effective.

6.15.33 The NCERT participated in the International Book Fair organised at Harare (Zimbabwe) from 3 to 7 August, 1994.

Inter-Sectoral Cooperation

6.15.34 Professional expertise in school education was extended among others to the CBSE, KVS, Tibetan schools organisation, Navodaya Vidyalaya Samiti and various Bureaux in the Ministry. Media materials available with the NCERT on health hygiene in schools, sanitation, cleanliness and related issues were provided to the Government media network to fight the plague menace.

Kendriya Vidyalaya Sangathan (KVS)

6.16.1 The Kendriya Vidyalaya Sangathan was set up in 1965, primarily for catering to the educational needs of the children of transferable Central Government employees, including defence personnel, whose education was handicapped owing to frequent transfers of their parents from one linguistic region to another and the resultant change in the course of study. The organisation is fully financed by the Government of India.

6.16.2 During 1994-95, 23 schools were opened making the total number to 818 Kendriya Vidyalayas having an enrolment of more than 7 lakhs while the teaching and non-teaching staff is around 43,000.

Distribution of Kendriya Vidyalayas

6.16.3 Kendriya Vidyalayas are opened at stations having a sizable concentration of Central Government employees including defence establishments. The schools are also sponsored by various Ministries of Government of India, State Government, Public Sector Undertakings, Institutions of Higher learning and Employees Welfare Associations.

6.16.4 The sectorwise number is as under:-

a) Defence Sector	: 355
b) Civil Sector	: 298
c) Public Sector Undertaking	: 149
d) Institutions of Higher Learning	: 16

818

Admission Policy

6.16.5 In Civil/Defence Sector Schools the first priority in admission is given to the children of transferable Central Government Employees while those in Public Sector Undertakings and Institutions of Higher Learning the first priority is given to the children of employees of the concerned organisation.

6.16.6 Fifteen percent and 7.5% of fresh admissions in every Kendriya Vidyalayas are reserved for the Children of transferable employees belonging to SC/ST communities respectively.

National Integration

6.16.7 National Integration and International understanding have been taken up as projects at All India level by the KVS. Exhibitions on Social Science, Sciences and International Understanding are held every year to promote students' interest in Social Sciences as well as in Science Education and also to develop appreciation and understanding for various states in the country and other countries.

Value Education

6.16.8 The National Education Policy has laid down stress on inculcating values among children. The Kendriya Vidyalaya Sangathan on account of its very nature of existence has been promoting the values like National Integration, democracy, respect for all Religions, equality of sexes and promoting cultural heritage.

Professional Development

6.16.9 To keep pace with the latest innovations and techniques in pedagogy, the Sangathan makes continuous efforts to equip its teachers and Principals for their professional growth through various in-service courses. The quality of education in these schools is better as compared to non-KVS Schools. Great emphasis is laid on the extra-curricular activities as well as on Games and Sports for all round development of the students. Exhibitions, tournaments, scouts and guides camps are also held.

Navodaya Vidyalaya Samiti (NVS)

6.17.1 It is universally accepted that children with special talent should be provided opportunity to proceed at faster pace, by making good quality education available to them irrespective of their capacity to pay for it. The National Policy of Education - 1986 envisaged establishment of pace setting schools intended to serve this purpose in the country on a given pattern, with full scope for innovation and experimentation. In pursuance of this objective to provide good quality modern education to the talented children pre-dominantly from the rural areas. The Government of India have launched in 1985-86 a scheme to establish Jawahar Navodaya Vidyalayas (JNVs) in each District through out the country which are being managed by an autonomous organisation called Navodaya Vidyalaya Samiti. The broad aims of the Samiti are to serve the objectives of excellence coupled with equity and social justice, to promote national integration by providing opportunity to children from different parts of the country to live and learn together, to develop their full potential and to become catalysts to the national development.

6.17.2 The admission to Navodaya Vidyalayas is at the level of class VI based on an admission test conducted by NCERT. The medium of test is the mother tongue or regional language of the children. The test is largely non-verbal in nature, class neutral and so designed as to ensure that the talented children from the rural areas are able to compete without suffering any disadvantage. The students so admitted get their education through the medium of their mother tongue or regional language upto class VIII. During the time of which intensive teaching of Hindi/English as language subject and co-media is undertaken. Thereafter the common medium maintained from class IX onwards is Hindi/English. The JNVs follow 3- Language formula.

6.17.3 The Vidyalayas are fully residential and co-educational in which admission to the children from urban areas is generally restricted to 25% of the seats. Efforts are made to ensure that atleast 1/3rd of the students in each Vidyalaya are girls. Reservation of seats in favour of children belonging to SCs and STs is provided in proportion of their population in the concerned Distt. provided that in no Distt. such reservation is less than the national level.

6.17.4 The Vidyalayas provide education in the streams of Humanities, Commerce, Science and Vocational upto +2 level and are affiliated to CBSE. There are at present 359 sanctioned vidyalayas in the country operating in 30 States/UTs. The state of Tamilnadu and West Bengal have not yet opted for implementation of the Navodaya Vidyalaya Scheme. The samiti is keen to open JNVs in 80 left over districts during the current year in order to achieve the target of establishment of 150 new JNVs during the first three years of VIII Plan Period approved by the government.

6.17.5 Five Zonal Training Institutes under DIET Scheme have been approved.

6.17.6 The Samiti has 8 Regional Offices at Pune, Bhopal, Chandigarh, Hyderabad, Jaipur, Shillong, Lucknow and Patna. Each of these Regional Offices monitor the Academic, Financial and Administrative functioning of the Vidyalayas under its jurisdiction.

Central Tibetan Schools Administration(CTSA)

6.18.1 The Central Tibetan Schools Administration was set up as an autonomous organisation in 1961. The main object of the society is to establish, manage and assist schools in India for education of the children of Tibetan refugees.

6.18.2 To Keep the Tibetan community abreast of all aspects of modern education and development while retaining the essentials of their traditional system and culture, the organisation set up these schools. In the year under report 11,129 students are receiving education in 94 schools including 13 Grants-in-Aid Schools and 51 Pre-Primary schools spread all over India.

Salient Features

6.18.3 The following are some of the salient features of the Central Schools for Tibetians:

1. Central Schools for Tibetians are located at places which have a sizeable concentration of Tibetians mostly in hilly areas.

2. The medium of instruction is English. Hindi and Tibetan are taught as compulsory subjects from class I onwards. Tibetan has been introduced as medium of instructions in the Class I to III from the academic year 1994-1995 onwards and in Class IV to Class V from the academic year 1995-1996 onwards.
3. The Schools follow 10+2 system of education and central schools for Tibetians prepare students for the All India Examination conducted by CBSE.
4. There are five residential schools at Mussorie, Dalhousie, Shimla, Darjeeling and Mundgod.
5. Common Annual Examinations for classes V, VIII, IX and XI are conducted to ensure uniformity.
6. These schools impart quality modern education. Simultaneously emphasis is also laid on preserving and promoting the ancient Tibetan Culture and Traditions. Tibetan Music and Folk dances are Compulsory Co-curricular activities for all students upto Class X. The education is free and meritorious students are provided scholarships.
7. Vocational Education at the +2 stage is imparted at Central Schools for Tibetians, Mundgod. Presently three vocational courses i.e., stenography (English, Auditing and Accountancy and Purchasing and Store Keeping) are available in their school.
8. Mid-day meals are provided to the children.

7 HIGHER EDUCATION AND RESEARCH

7. HIGHER EDUCATION AND RESEARCH

Growth of the Higher Education System

7.1.1 At the beginning of the year 1994-95, the total student enrolment in Universities and Colleges was 50.07 lakhs accounting for more than 2.02 lakhs as in the previous year. The enrolment in the university departments was 8.29 lakhs and that in the affiliated colleges was 41.78 lakhs.

7.1.2 Enrolment in the Faculty of Arts constituted 40.4 % of the total enrolment. In the faculties of Science and Commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree levels was 44.11 lakhs (88.1%); at the post-graduate level 4.76 lakhs (9.5%); at the research level 0.55 lakhs (1.1%); and at the diploma and certificate level 0.65 lakhs (1.3%). The total number of teachers increased to 2.86 lakhs during the year. Of these, 0.65 lakhs were in the university departments/ university colleges and the rest in the affiliated colleges. Of the 64847 teachers in the universities, 8300 were Professors, 16990 were Readers, 36963 were lecturers and 2594 were Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 30695, the number of Lecturers was 180418 and that of Tutors/Demonstrators was 9717.

7.1.3 Upto November, 1994 the total number of universities eligible to receive assistance from UGC in the country was 162 and the total number of Institutions deemed to be universities was 36.

Higher Education among Women

7.1.4 The enrolment of women students at the beginning of the year 1993-94 was 16.64 lakhs as against 15.90 lakhs in the previous year. At the post-graduate level, the enrolment of women was 35.1% of the total enrolment. The enrolment of women students was the highest in Kerala (53.4%) followed by Punjab (48.6%), Delhi (46.7%), Haryana (42.6%), Meghalaya/Nagaland/Mizoram (39.5%), Tamil Nadu, West Bengal/Tripura/Sikkim (38.9%). The enrolment of women was the lowest in Bihar (16.9%).

University Grants Commission (UGC)

7.1.5 Some of the major thrust areas pursued during the years were: Autonomous Colleges, Academic Staff Colleges for Orientation of Teachers, eligibility test for recruitment of lecturers, Inter University Centres and Consortiums, Distance Education, Fellowships/Scholarships, COSIST, Adult Education and National Literacy Mission, Spread of Mass Communication and Educational Technology Network, Vocationalisation of Education at the first degree level, Environment Education, Curriculum Development/Redesigning of Courses, Computer Education, Education for Scheduled Castes/Scheduled Tribes and for the Minorities and Weaker Sections among the minority communities, Education for the Women and Handicapped, Population Education. A brief account of the efforts made by the Commission in respect of various schemes is given in the following paragraphs.

7.1.6 The setting up of a National Accreditation Board for Higher Education as an autonomous body was approved.

Vocational Education at the first Degree Level

7.1.7 The vocational courses developed at the college level are under consideration of the Commission.

Environment Education

7.1.8 The Supreme Court *inter alia* directed the UGC to take appropriate steps to prescribe a course on environment and consider the feasibility of making environment a compulsory subject at every level of college education. In pursuance of this, the UGC invited proposals from the universities for introduction of courses in Environment Education and the following programmes were approved.

- i) Proposals for organising workshop/seminar/refresher courses on environment awareness.
- ii) Projects on "Fly-Ash Accumulation and Comparatives of finding avenues for its Mass Scale Utilisation"
- iii) Introduction of special paper on environment education at PG level in different areas like History, Physiology, Chemistry, Rural Economics, Economics Studies and Planning, Mathematics, Botany, Zoology, Sociology and Geography, B.Ed, M.Ed.
- iv) Introduction of M.Sc course in Environment Education. Programme to telecast nearly 100 episodes on environmental awareness through its 'country-wide classroom' programme and preparation of a booklet for colleges as foundation course at under-graduate level, and popular literature like handouts, pamphlets on environmental awareness.

Redesigning of Courses

7.1.9 Re-designing of courses at the first degree level is being taken up to make them more relevant to environment and employment oriented. Steps are also taken to modernise these courses and restructure them and also to develop alternative pedagogic models.

Autonomous Colleges

7.1.10 The Commission has been promoting and encouraging the concept of autonomy through its scheme of autonomous colleges which it has decided to continue in the VIII Plan period. At present the total number of colleges which have been granted autonomous status is 108.

Plan Grants to Universities

7.1.11 At the beginning of the year 1994-95 the Commission provided plan grants to 100 eligible universities (excluding Agricultural universities) amounting to Rs.6684 lakhs, as part of the total commitment for the VIII Plan period. While the quantum of outlay for general development for each university is decided at the beginning of the plan period and is determined on the basis of the state of development of that particular

university, grants for schemes are provided on the basis of recommendations of experts after scrutiny of such schemes. Also at the beginning of the year 1994-95 plan grants amounting to Rs.3006 lakhs were released to Central Universities.

Development of Colleges

7.1.12 VIIIth Plan grants to colleges are being given on the recommendations of expert committee and in consultation with college principals and state representatives. An outlay of Rs.26528 lakhs has been approved for about 3900 colleges so far for the VIIIth Plan.

Improvement in Efficiency

7.1.13 The Commission has sanctioned computer facilities to universities and colleges and for starting an additional paper at PG level in some subjects.

Special Assistance Programmes

7.1.14 The Commission continues to provide assistance to 41 centres of Advanced Study and Special Assistance to 115 Departments of Science, Engineering and Technology and 16 Centres of Advanced Study and 118 Departments of Humanities and Social Sciences upto November, 1994. In addition 84 Departmental Research Support Projects in Science and 47 in Humanities and Social Sciences were under implementation upto November, 1994. The Commission also dropped two departments for their failure to implement the schemes sanctioned and derecognised one department as its performance was not found to be of the requisite standard.

Strengthening of Infrastructure in Science and Technology (COSIST), Programme

7.1.15 Departments supported under COSIST have been given functional autonomy. The infrastructural facilities extended through COSIST support have improved teaching instructions at post-graduate and research level and have enhanced the quality of teaching, particularly experimental part of the courses. As a result of the review of the Special Assistance Programme (SAP) and COSIST, it has been decided *inter alia* that SAP and COSIST will be an integrated programme and COSIST level support may be provided only to those departments which have completed atleast one phase (five years) of SAP and have been reviewed.

Super Conductivity Programme

7.1.16 The UGC programme on superconductivity has been in operation since 1987 for assisting universities in developing education and research capabilities in both basic and applied areas of superconductivity.

7.1.17 The Commission was supporting 38 universities upto November, 1994 in both basic and applied areas.

Common Facilities and Services

7.1.18 Modern computer-based information/documentation centres have already been set up at Bangalore, Bombay and Baroda. These Centres have improved the information accessibility to teachers and students. During the year, Eastern Centre for Research in Astro-physics set up with a view to establish a world-class Astrophysics groups in the eastern part of India. The centre would build up experimental facilities particularly in the field of solar radio astronomy in the initial stage with future projections to cover galactic and extra galactic radioastronomy as well. Also during the year, the MST radar at Srivenkateshwara University was made fully operational in MST mode for a detailed study of the middle atmosphere dynamics. The Indian Institute of Advanced Studies, Shimla has also been functioning as an Inter-University Centre for humanities and social sciences on behalf of the UGC. These Centres are in addition to the Nuclear Science Centres, New Delhi, Inter University Centre in Astronomy and Astrophysics, Poona, Inter University Consortium, Indore, Crystal Growth Centres, Anna University and Inter-University Consortium for Education Communication.

Media and Educational Technology

7.1.19 The UGC has taken the initiative to utilise the time slot given for higher education by televising the TV programme in higher education and entitled "Countrywide Classroom" which has taken higher education to remote areas of the country. The Commission is at present supporting Educational Media Research Centres (EMRCs) at various Universities and Central Institute of English and Foreign Languages (Hyderabad). Audio-Visual Research Centres (AVRCs) at various universities, are being supported for training of personnel and production of software. More media centres in different states are envisaged to be set up during the Eighth Plan period. In order to make distance learning more effective and bring best teachers in the country within the reach of all sections of students including semi-urban and rural students, the Commission undertook a project to produce non-broadcasting video lectures for under-graduate students. During the year, negotiations were finalised for telecasting the serial 'Race to Save the Planet'. Negotiations were also under way to sell similar programmes to the Commonwealth of Learning. The Consortium for Educational Communications (CEC), an autonomous organisation under UGC provides programmes for transmission through the enrichment channel of Doordarshan. The Commission has also established Consortium for Export of Educational material as a project mode of CEC.

Adult, Continuing and Extension Education Programmes

7.1.20 The Commission is providing assistance to universities for the implementation of Total Literacy (TLC) through their departments of Adult, Continuing and Extension Education. Such assistance is also provided for population education and planning forums.

7.1.21 An action plan was also drawn up for prevention and control of AIDS with the help of the university and college community through the introduction of self-study courses, dissemination of information with the help of PERCs and medical experts, provision of community services through NSS and NCC, publicity through countrywide classroom programmes, preparation of course material, and by providing additional grants to universities and colleges for purchase of books on AIDS, population education, environmental and drug abuse.

Distance Education/Correspondence Courses

7.1.22 Assistance is provided to universities to the tune of Rs.10 lakhs as seed money for the first five years for introducing distance education programmes/correspondence courses. Further assistance to the tune of Rs.5 to Rs.7.50 lakhs is provided after five years for running undergraduate and post-graduate courses respectively. Guidelines were circulated advising universities to upgrade their existing Correspondence Course Institutes (CCIs) into Distance Education Mode. A Distance Education Council, set up by IGNOU on the recommendations of the UGC, is responsible for determining and maintaining standards in the field of distance education.

Scholars and Fellowships

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

7.1.24 Teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing. Similarly, under the scheme of Research Scientists, 200 positions have been created in the grades of Lecturers, Readers and Professors in order to provide opportunities to those who wish to pursue research as a career. Selections under this scheme are made directly by the Commission. The scheme has been continued and is being implemented in a modified form.

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

Coaching Classes for Competitive Examinations for Weaker Sections amongst Minority Communities

7.1.26 The Commission continued to provide assistance to identified centres for organising coaching classes for competitive examinations for weaker sections among the minority communities.

Facilities for Scheduled Castes/Scheduled Tribes

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

Women's Studies

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

7.1.29 The Commission has also created 40 positions of part-time research associateships for women candidates in Science and Humanities including Social Sciences and Engineering and Technology.

Project on Information and Library Network

7.1.30 Project on Information and Library Network is a computer communication network linking libraries and information centres in universities and other institutions of national importance.

Teacher-Recruitment, Training and Performance Evaluation

7.1.31 During the year, the Commission conducted qualifying test for determining the eligibility for lectureship and for award of Junior Research Fellowships in Humanities and Social Sciences. Similar test in science subjects was conducted jointly by UGC and CSIR. Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the Academic Staff colleges identified by the Commission have so far organised over 900 orientation programmes covering 30684 teachers. Similarly 1897 refresher courses so far been organised for in-service teachers covering 46274 teachers.

Aligarh Muslim University

7.2.1 The Aligarh Muslim University (AMU) was established in 1921 as residential University. It has about 17,200 students. It has 10 Faculties with 76 Departments, four Colleges including Jawahar Lal Nehru Medical College and Zakir Hussain College of Engineering. The University has a faculty strength of about 1200, 17,200 students and 5200 of non-teaching staff.

7.2.2 3 year diploma course in Computer Engineering for Womens' Polytechnic and Post-graduate Courses in Agriculture, were started from the academic session 1993-94.

Banaras Hindu University

7.3.1 Banaras Hindu University (BHU) was established in 1916 as a teaching and residential University. It consists of 3 institutes, namely, Institute of Medical Sciences, Institute of Technology and Institute of Agricultural Sciences. There are in all 14 Faculties and 114 academic departments. The University also maintains a Constituent Mahila Mahavidyalaya and 3 school level institutions. 4 college in the city are admitted to its privileges. Besides, it has a 1000 beds modern/Ayurvedic Medicine Hospital. The University has approximately 14,500 students on its rolls. The strength of its teaching and non-teaching staff is 1265 and 6758 respectively.

7.3.2 A 3-year course in MCA and 3 Vocational Courses at under graduate level in Communicative English, Archaeology & Museology and Tourism & Travel Management were introduced from the Academic Session 1994-95.

7.3.3 A number of faculty members of the University gained distinctions by their selection as Fellows of Academics/International bodies and also won numerous awards and prizes.

University of Delhi

7.4.1 The University of Delhi was established by an Act of Parliament in 1922 as a teaching and affiliating University. At present, 76 colleges/ Institutions are affiliated to the University, including Sherubtse College in Bhutan. The University has 15 faculties and 82 academic departments situated in the North and South Campuses. The Non-Collegiate Women's Education Board and the School of Correspondence Courses and Continuing Education provide opportunities for part-time and correspondence education. The University also enrolls external (private) students.

7.4.2 During the year 1994-95, the total strength of students in the University was approximately 207,000. Out of this, 1,20,000 were regular students in various colleges, faculties and departments of the University, 12,000 were enrolled with the Non-Collegiate Women's Education Board, 65,000 with the School of correspondence Courses and Continuing Education and 10,000 with the External Candidates Cell (private students).

7.4.3 During the year 1994-95, the University accepted the proposal to open three new colleges for affiliation to the University. Besides, 4 new courses at different levels were introduced in various faculties during the year.

7.4.4 The faculty of the University has a strength of 740, which comprises 295 professors, 272 readers, 156 Lecturers and 17 Research Associates. The faculty of the University received various prestigious awards and distinctions during the year.

Jamia Millia Islamia

7.5.1 Jamia Millia Islamia, which had been functioning as a Deemed University since 1962, was given the status of a Central University w.e.f. December 26, 1988 by an Act of Parliament. The University imparts integrated education right from nursery stage to the Post-graduate and Doctorate levels.

7.5.2 The students strength in JMI at the end of the year 1993-94 was 8,750 including 102 foreign students. The strength of the teaching staff is about 451 and that of non-teaching staff is about 1042.

7.5.3 JMI has 14 hostels accommodating 586 students. The University also has one working Womens' hostel with a capacity of 68 inmates.

7.5.4 Following new courses and academic programmes were introduced by JMI during the year 1993-94:

1. M.Phil English Literature/English Language Teaching.
2. M.A. Human Resource Development
3. M.Ed. Vacation

4. B.E. (Mechanical/Electrical)
5. P.G. Dip. in Official Language Hindi
6. P.G. Dip. in Translation
7. P.G. Dip. in Creative Writing (Hindi)

7.5.5 The Faculty of Education introduced an M.Ed. (Vacation) Programme to cater to the needs of a large number of teachers in and around Delhi to improve their qualifications and skills.

7.5.6 The UGC has approved a proposal of Local Area Network (LAN) for computing facilities, to have access to databank, Libraries, etc.

7.5.7 Students of weaker sections amongst educationally backward and the minority communities are provided coaching and guidance facilities for competitive examinations for recruitment to services under the Centre and State Governments, and Entrance tests for Professional Courses.

7.5.8 The Academy of the Third World Studies provides research facilities on socio-economic studies of the Third World Countries.

7.5.9 The Mass Communication Research Centre of JMI offers programmes and post-graduate courses in Mass Communication, Radio Audio-visual and T.V. Films Production. It also undertakes research programmes in formats and feed-back studies of Mass Communication.

Indira Gandhi National Open University (IGNOU)

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

Academic Programmes

7.6.2 During 1994-95, three Certificate programmes, 16 Diploma programmes, seven Bachelor's Degree programmes and three Master's degree programmes were offered.

7.6.3 The University has accepted a project for the design and development of distance education modules for the elected members of the Panchayats sponsored by the Ministry of Rural Development, Government of India. The programme will initially cover the State of Madhya Pradesh and will be extended to other States later.

7.6.4 The total number of students registered for various programmes of study during 1993-94 is 85,000. With this, the aggregate enrolment of students in the

University is around 2.50 lakhs. 7580 students have successfully completed various programmes and have qualified for the award of degrees, diplomas and certificates during 1994. The additional enrolment expected in 1994-95 is about 90,000.

7.6.5 Women accounted for 22.5% of the total enrolment during 1993-94. The number of students from rural areas constituted 23% of the total enrolment. 55.7% of the students enrolled during the same year were already in employment.

7.6.6 The IGNOU has so far recruited 215 teachers and other academic staff and about 700 technical, professional, administrative and supporting staff. In addition, the University is utilising the services of about 620 Coordinators and Assistant Coordinators and about 12,000 Academic Counsellors on part-time basis.

7.6.7 The University has so far published 1885 volumes of course materials and has produced 603 audio programmes and 504 video programmes.

7.6.8 The IGNOU has established an extensive student support services network consisting of 16 Regional Centres and 230 Study Centres situated in different parts of the country. A few more Study Centres are likely to be established during 1995.

7.6.9 Doordarshan has been telecasting the IGNOU's programmes since May, 1991 on every Monday, Wednesday and Friday. The Bombay and Hyderabad stations of the All India Radio have been broadcasting the selected audio programme of IGNOU three days a week from 1992.

7.6.10 The Staff Training and Research Institute in Distance Education (STRIDE) is being developed with the support provided by the Commonwealth of Learning. It will develop training facilities for distance education manpower in India and also provide services to other developing countries. A beginning in this direction was made with Maldives and Mauritius.

7.6.11 The major emphasis in the activities of Distance Education Council (DEC) is on coordination and quality assessment of distance education. The Quality Assurance Panel is being set up to initiate steps to introduce and develop appropriate measures for ensuring the quality of distance education programmes in the country.

7.6.12 The Commonwealth of Learning conferred on the University the distinction of Centre of Excellence in Distance Education. As a follow up, the Commonwealth Heads of Government at their meeting in October, 1993 announced the institution of 100 fellowships designated as Rajiv Gandhi Fellowships for students from countries in African, Asian, Caribbean and the Pacific Regions to pursue IGNOU's programmes. These fellowships will be available to students from 14 countries in these regions. A Memorandum of Understanding between the COL and the IGNOU on the implementation of these fellowships was signed in April, 1994.

Jawaharlal Nehru University

7.7.1 Jawaharlal Nehru University (JNU) was established in 1966 by an Act of Parliament. The University has 7 Schools consisting of 24 Centres of Studies. In addition, it has a separate Centre for Bio-Technology. The University has 3873 students on its rolls. The strength of its teaching and non-teaching staff is approximately 375 and 1350 respectively.

7.7.2 During the academic session 1994-95, the University opened six new centres in backward and under developed regions for the entrance test in order to facilitate entry of more and more students from backward regions, weaker sections and remote areas.

7.7.3 During the period under review, 150 research scholars were declared eligible for the award of Ph.D. degrees, 289 for the award of M.Phil degrees, 16 for M.Tech degrees, 58 for M.Sc/MCA, 492 for MA, 02 for M.C.H., 106 for BA/BA (Hons.) and 62 for diplomas/certificates.

7.7.4 The Faculty members of JNU brought out 75 books edited volumes, contributed 141 chapters to books and published over 396 articles in the prestigious research journals, both in India and abroad. A total of 45 publications including books, chapters contributed to books and articles were brought out by the students. They also won over 30 awards including Young Scientist Award, Ford Foundation post doctoral fellowship, B.K. Anand Research Prize and Srinivasan Prize.

7.7.5 The University, honoured the President of the Republic of Uzbekistan-His Excellency, Mr. Islam A Karimov during his state visit to India by conferring upon him the Degree of Doctor of Laws (Honoris Causa) at a Special Convocation held in January 1994.

7.7.6 A Chair in the honour of Sh. Nelson Mandela, President of South Africa was set up by the University.

7.7.7 The Faculty members of various schools completed 51 research Projects while 103 projects were in various stages of completion.

7.7.8 The University devised a special scheme for SC/ST and economically weaker sections of society to help prepare them for entrance test for admission to various programmes of study at JNU.

7.7.9 Nine refresher Courses - two each in Economics, Sociology and Political Sciences and one each in Computer Application, Hindi and History and four orientation courses were also organised by the Academic Staff College of the University. 496 teachers from 25 States/UTs attended these courses.

7.7.10 The membership of JNU library stood at 5045 About 40,000 press clippings, 8065 volumes of books and 3148 volumes of periodicals were added at the library during the Year.

7.7.11 The University Science Instrumentation Centre (USIC) completed 192 repair jobs and designed/ developed/fabricated 104 items.

University of Hyderabad

7.8.1 The University of Hyderabad was established by an Act of Parliament in 1974 mainly to cater to post-graduate and research studies. During the year 1994-95, 877 students were admitted to the University. There is a faculty strength of 69 professors, 88 readers and 77 lecturers. The faculty received various prestigious Awards and distinctions during the year under report.

7.8.2 Financial assistance to students was provided through various scholarships and Fellowships awarded by various academic and research Institutions. The total number of research projects funded by various agencies during the year was 83.

North Eastern Hill University

7.9.1 NEHU was established by an Act of Parliament in 1973. Its jurisdiction extends to two states of North Eastern Region namely Meghalaya and Mizoram. The Headquarter of the University is at Shillong. The University has Schools of Social Sciences/Economic Management, Information Sciences, Life Sciences, Human and Environmental Sciences, Physical Sciences, Humanities and Education, besides two Instrumentation Centres namely BSIC and USIC.

7.9.2 The University has an enrolment of 60,972 students with approximately 350 faculty members and 2000 non-teaching staff.

7.9.3 The University has organised various Conferences and Seminars including the Seminar on Environmental Pollution and Public Health.

Shillong Campus

7.9.4 Campus development Department of the University has accelerated efforts to build and develop the permanent campus at Shillong.

Pondicherry University

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

7.10.2 At present, the University has two Directorates, Six schools, 17 departments and 7 centres. The University has 19 affiliated institutions of which twelve are located in Pondicher-ry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The University established an Advanced Centre for Population Control and Biowaste Energy. The University offers three certificate, three PG Diploma and 21 post-graduate courses, sixteen M.Phill and 21 doctoral programmes.

7.10.3 The student enrolment in the main Campus is 1100. The University has a faculty of 23 professors, 55 readers and 54 lecturers. It has a non-teaching strength of 539 employees.

7.10.4 The Pondicherry University entered into a Memorandum of Understanding with University of Rennes 2 (France) Poitiers University, France, Queensland University of Technology, Austra-lia and Marne La Valee University France in addition to five Memoranda of Understanding already entered with Indira Gandhi National Open University, Pierre Et. Maria Curia University (Paris); University of La Re-Union (France), University of Nan-terre, France and University of Ottawa, Canada.

Visva-Bharati

7.11.1 Visva-Bharati, an educational institution established by Gurudev Rabindranath Tagore was incorporated as a Central Uni-versity by the Visva-Bharati Act, 1951. The faculty and the students strength of the University is 468 and 5648 respectively.

7.11.2 The Agro-Economic Research Centre took up research in the field of Agriculture. The Nippon Bhavana, Centre for Japanese Studies was established in February 1994.

Assam University, Silchar

7.12.1 Assam University, Silchar was established by an Act of Parliament on January 15, 1994. It is an affiliating University and colleges of five districts of the state namely; Cachar, Karimganj, North Cachar Hills, Hailakandi and Karbi Anglong are affiliated to this University.

7.12.2 The University is offering two-year M.A./M.Sc./M.Com. programmes. There is an enrolment of 280 students in various Post-Graduate courses of the University.

Tezpur University, Tezpur

7.13.0 Tezpur University, Tezpur was established by an act of Parliament and was formally inaugurated by the Prime Minister on January 21, 1994 at Napam, as a non-affiliating University. The University has started classes from July 15, 1994 in (i) M.A./M.Sc. (Mathematics), (ii) Master of Computer Applications, and (iii) P G Diploma in English Language Teaching (ELT).

Nagaland University

7.14.0 Nagaland University was established on September 6, 1994, as an affiliating University and its jurisdiction extends to the whole of the state of Nagaland.

Establishment of the National Evaluation Organisation

7.15.0 In pursuance of the provisions of the national Policy on Education as modified in 1992. The National Evaluation Organisation has been set up as an autonomous Registered Society to facilitate in the process of delinking University degrees as the basis of recruitment to services for which a University degree need not be a necessary qualification.

International Cooperation

7.16.0 Over the years, interest of academics from foreign countries in India has been increasing. This is reflected in increasing number of research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India, Shastri Indo-Canadian Institute and Barkeley Professional Studies Programme in India. During 1994-95 the number of research proposals approved by the Government was 319. Government has approved a number of bilateral agreements between Indian Universities and their counterpart abroad. There has been significant increase in the number of bilateral International Conference/Symposium/Seminar/Workshop in collaboration with foreign Universities. Requests for appointment of foreign

scholars as Visiting Lecturer/Professor in Indian Universities in the country have also been increasing.

Shastri Indo-Canadian Institute

7.17.1 The Shastri Indo-Canadian Institute was established in 1968 with the mandate to enhance mutual understanding between the two countries. A binational non-profit organisation, the institute carries out its dual educational mission by means of a variety of programmes, including the Library Programme, the Canadian Studies Programme and the India Studies Programme.

7.17.2 The Memorandum of Understanding, committing Government of India's support to the activities of the Institute for a further period of five years from April 1, 1994 was formally signed on July 29, 1994. During 1994-95 the Institute awarded 22 fellowships to Canadian scholars to come to India for research and 28 fellowships to Indian scholars to visit Canada. The Institute has also appointed expert committees to review the India Studies programme in Canada and the Canadian Studies Programme in India.

7.17.3 Under the aegis of the new CIDA-SICI (Canadian International Development Agency-Shastri Indo-Canadian Institute) programme the Institute has selected eleven projects in four areas namely Women and Development; Environment and Development, Business and Economic Growth and Development; Demography and Development, each involving teams from at least one Indian and one Canadian institution for funding duly approved by the Government of India. Altogether, these will involve around 100 researchers from both countries including students as well as faculty. These partnership projects have been funded through funds received from the Canadian International Development Agency. The (CIDA-SICI) project programme involves not only institutional linkages but also other activities such as the Catalyst Programme, the Distinguished Speakers Programme for lecture tours in both countries by distinguished non-academics and institutional strengthening of both offices. The Institute also arranged an eight week summer Programme in India for fifteen Canadian students.

United States Educational Foundation in India

7.18.1 The United States Educational Foundation in India (USEFI) was established in February 1950, to administer the Fulbright Educational Exchange Programme "to promote further mutual understanding between the peoples of the United States of America and India by a wider exchange of knowledge and professional talents through educational contacts".

7.18.2 The binational USEFI Board of Directors each year approves the fields of study for which fellowships are offered.

7.18.3 Six Fellowships for a year-long study and training were awarded under the Hubert H. Humphrey Fellowship programme for accomplished professionals such as policy makers, planners administrators and managers who have a public service orientation and are committed to their own country's development. Grants were also given under Scholar-in-Residence Programme and American Research Fellowships Programme for three to six months, for Indian scholars for teaching/research work at an American University/Institution.

7.18.4 USEFI also administers the East-West Centre grants. During the course of the year, workshops/Seminars are conducted on various themes involving Indian scholars at many of Centre's institutes.

7.18.5 Besides the regular exchange programme, the Foundation also conducts a number of workshops/seminars, involving visiting American Professors and eminent Indian faculty for Indian College/University teachers in various areas.

7.18.6 The foundation also administers number of short-term summer group projects for American school/college teachers. Academic programme for these groups is arranged at an Indian institution of higher academic learning.

American Institute for Indian Studies

7.19.1 American Institute of Indian Studies (AIIS) is a thirty-two year old consortium of about 50 major American University like Universities of Chicago, Wisconsin, Minnesota, Pennsylvania, Syracuse, Colgate, California, Columbia etc. The Institute was established in 1960 to promote Indian Studies, civilization and culture in the United States.

7.19.2 During 1994-95 the Institute awarded nearly 145 fellowships to faculty members and Ph.D. students from universities and research organisation in the United States irrespective of their nationality and in the fields ranging from anthropology to zoology.

7.19.3 During the period under review the Institute also awarded 25 language fellowships for Hindi, Tamil, Bengali and Telugu.

National Research Professorship

7.20.0 The Scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and Scholars. At present there is one National Professor viz. Dr. K.N. Raj, (Economics). National Professors are entitled to a monthly emoluments of Rs. 8,000/- and a contingency grant of Rs. 20,000/- per annum.

Indian Council of Social Science Research

7.21.1 The Indian Council of Social science research was established in 1969 as an Autonomous organization to promote and coordinate social science research in the country.

7.21.2 The Council provides maintenance and Development grants to 27 research Institutes to enlarge the knowledge of social science by improving the quality of research and promoting inter-disciplinary perspective. The ICSSR at present has six Regional Centres.

7.21.3 Under the Tribal studies programme 36 review papers were selected for publication in four separate volumes.

7.21.4 The Council supported 30 scholars to attend international conferences/seminars. Under IDPAD, 24 projects were under implementation in the current phase from 1990-94.

7.21.5 The Council received Japanese equipment for a documentation centre worth Rupees one and half crores. The objectives of this centre is to create databases or research materials on the region with emphasis on areas like business, industry and trade and promotion of better relations between people and governments of Asian Countries. The Centre will start operating its service in 1995.

Rural Universities/Institutes

7.22.0 The National policy on Education as modified in 1992 envisages consideration & development of Rural University on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro-planning at grass roots level for the transformation of rural areas and integral correlation between socially useful and productive work, social service and academic study.

Indian Institute of Advanced Study, Shimla

7.23.0 The Indian Institute of Advanced Study, Shimla, was established in October, 1965 as an autonomous institution to provide facilities for senior scholars to pursue advanced research in Humanities, Social Sciences and allied fields. The main objectives of the Institute are to explore new frontiers of knowledge, generate significant new ideas and endeavour to make major conceptual development and offer inter-disciplinary perspectives on questions of contemporary relevance. The Institute is undertaking a number of programmes to achieve its objectives.

Indian Council of Philosophical Research (ICPR)

7.24.1 The Indian Council of Philosophical Research was set up with the following main objectives:

- a) to promote teaching and research in Philosophy.
- b) to review the progress of research in Philosophy from time to time and to coordinate research activities in Philosophy; and
- c) to provide financial assistance to institutions/organisations and individuals engaged in research Philosophy and allied disciplines.

7.24.2 In order to achieve its aims and objects, the Council awards fellowships, organises seminars, conference workshops and refresher courses; provides financial support to organise seminars/workshops, travel grants to scholars to present their papers at conferences/seminars held abroad; sponsors major and minor projects and brings out publications and a tri-annual journal viz. Journal of Indian Council of Philosophical Research (JICPR).

Indian Council of Historical Research (ICHR)

7.25.1 ICHR was established by the Government of India in 1972 as an autonomous organisation for fostering an objective and scientific approach to the writing of history. Since then it has been promoting historical research in order to stimulate an understanding of the social, economic and political developments of Indian civilization and the distinctive characteristics of her cultural heritage.

7.25.2 The Council has been pursuing its objectives by funding research proposals covering all aspects of history including history of Ideas, of art and literature, numismatics, epigraphy and archaeology, philosophy, science and technology, socio-economic formations and allied subjects. During the period under report the Council approved 12 research projects.

Scheme of Financial Assistance to Institutions of Higher Learning of All India Importance.

7.26.1 The Scheme of Financial assistance to Institutions of Higher Learning has been continuing. Under the Scheme, financial assistance is provided to voluntary organisations/educational institutions which are outside the University system and are engaged in programmes of innovative character.

7.26.2 Assistance is also extended to Institutions offering programmes of particular interest to rural community and are of innovative character. During the year (i) Shri Aurobindo International Centre for Education, Pondicherry; (ii) Shri Aurobindo International Institute of Educational Research, Auroville; (iii) Lok Bharati Sanosra, and (iv) Mitra Niketan, Vellanad, Kerala are being extended financial assistance.

Dr. Zakir Hussain Memorial College Trust

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

Association of Indian Universities (AIU)

7.28.1 Association of Indian Universities (AIU) is an apex voluntary educational organisation of universities with the major objective of promoting and coordinating the activities of higher educational institutions, which are its members. Some of the major activities of AIU in the field of higher education include disseminating information, carrying out research studies, publication and promotion of literature, cooperation among institutions in the area of cultural sports and allied areas, conduct of conferences of Vice Chancellors and organisation training programme for University Administrators.

7.28.2 AIU is substantially financed from the annual subscription paid by the member universities and proceeds from the sales and publication of literature pertaining to higher education. The Association receives Plan and Non-Plan grants from the Government for the research programmes conducted by the Research Cell.

7.28.3 A project entitled "Accreditation of the Institutions of Higher Education in India: An Empirical Study of JNU" has been completed. The study has attempted to develop indicators of accreditation and assessment for institutions of higher education in India, especially the central universities. Based on data gathered from the Jawaharlal Nehru University, the following indicators appear to be promising: mission and key inputs of the university, performance of students, performance of teachers and efficiency in the use of resources. Another project on " Status of Question banking in Indian Universities" has been completed and the findings have been published in the Journal of Higher Education, Vol.17 Nov. 3,1994. The study explored the use of question banks developed either by AIU or by the concerned university, and the further possibility of using question banks in various subjects at the under graduated level in colleges and universities.

7.28.4 The Research Division also organises training programmes, workshops, seminars and round-tables for various functionaries of higher education institutions. In the Year under report, the following activities were undertaken:-

- 1) A Workshop on "Use of Computers in Administration and Financial Management in Universities" was organised in collaboration with University of Poona, Pune from February 1-10, 1994. The Workshop was attended by Finance Officers, Comptrollers, Registrars and Deputy Finance Officers of Indian Universities.
- 2) A round-table of Vice Chancellors was organised by the meeting Division, the proceedings of which have been prepared by the Research Division to be published soon.
- 3) From September 12-16, 1994, a training programme on "Management of University Administration" was organised at Delhi, which was attended by Registrars, Deputy Registrars and Assistant Registrars of Indian Universities. A handbook on the same theme is being developed by this Division to be published soon and be used by university administrations for further training of their functionaries.
- 4) A Workshop on "Use of Computers in Administration and Financial Management in Universities" was organised in collaboration with Bharathiar University, Coimbatore from October 3-8, 1994. The workshop was attended by Finance Officers, Comptrollers, Registrars and Deputy Finance Officers of Indian Universities.

8 TECHNICAL EDUCATION

8. TECHNICAL EDUCATION

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

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

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

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

Indian Institutes of Technology

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

8.2.2 The IITs conduct four-year undergraduate programme (Bachelors-Degree) in various fields of engineering and technology. They also offer integrated Master's Degree courses of five years duration in physics, chemistry, mathematics, Biochemical Engineering, & Biotech. One year and a half M. Tech. degree courses in various specialisations and one year post graduates Diploma courses in selected areas. In addition, the Institutes offer Ph.D Programmes in different branches of Engineering Sciences, Humanities and Social Sciences. There are also advance area of training and research in each institute in identified areas of specialization.

8.2.3 Over the years the IITs have succeeded in developing patents and their exploitation by the industry. The IITs have earned a sizable revenue through sponsored research Projects and consultancy undertaken by their faculty members.

8.2.4 These institutes are the leaders for education, training and research for the development of technical manpower at a level comparable to the very best in the world. Selection of the brightest students through JEE for entrance to undergraduate courses and the very high quality of training speaks for itself on the importance of IITs system, which is committed to the pursuit of excellence.

8.2.5 During the year under report, the Institutes continued to modernise their laboratories with funds provided by the Government of India for the purpose.

8.2.6 A special preparatory course of 10 months duration continued to improve the intake of SC/ST students in the IITs. Those SC/ST students who fail to qualify the joint Entrance Examination (JEE) for admission in the IIT's but score a certain minimum percentage of marks are offered admission to the preparatory course. At the end of the preparatory course, the students are subjected to a qualifying test on the basis of which they are offered admission to the B.Tech. Programme without having to appear in the JEE again. This has improved the position of intake of SC/ST students in the IITs. The SC/ST students also continue to get financial support from the Institutes by way of pocket allowance, loans and discretion grant, apart from free messing.

8.2.7 As per the Assam Accord, another IIT has been set-up in Assam, the Sixth in the chain of IITs. For declaring the IIT, Guwahati- the Sixth in the fraternity of IITs as an Institute of National Importance, the Institutes of Technology Act, 1961 was amended and came into effect on 1st September, 1994.

8.2.8 Land measuring 708 acres has been acquired for the Institute. Four short-term courses have been conducted by the Institute so far. A full time Director, Prof. D.N. Buragohain has assumed charge to operationalise the Institute.

8.2.9 Formal academic programmes are scheduled to commence from the academic year 1995-96. For the purpose, IIT, Guwahati is also included in JEE, 1995.

Indian Institutes of Management

8.3.1 The four Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Calcutta and Lucknow were set up by the Government of India with the objective of providing education, training, research and consultancy in the field of management. These Institutions are the premier centres in these areas.

8.3.2 The three Institutes in Ahmedabad, Bangalore and Calcutta continued their usual academic programmes, viz., Post-graduate Programme in management (equivalent to M.B.A.), fellowship programme (equivalent to Ph.D), Management development Programmes, Organisation Based Programme and Research & Consultancy for Industries as in the past.

8.3.3 The fourth Indian Institute of Management at Lucknow started functioning from 1985-86 session. This is still in its developing stage. The Institute is conducting Post-

Graduate programme, Executive development programme and undertakes Research & Consultancy for the Industries.

8.3.4 As a Follow-up of NPE, these Institutes have established Research Centres to meet the needs of other non-corporate and under managed sectors like Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc. These Institutes have also set up computer-aided Management Centres with the objective of Promoting the development of application of software in the area of Industry-oriented management Techniques.

Indian Institute of Science, Bangalore

8.3.5 The Indian Institute of Science (IISc), Bangalore is one amongst the premier Institutes in the country carrying out research work in Engineering Sciences and allied field. The Institute was established in the year 1909. The continuous research efforts put in by scientists of the Institute have earned it a recognition of international status. The institute has earned record to encourage creativity, nurturing excellences in innovative research and development. The advance academic research and pursuits of subjects currently in hand are part to the global work. The technical know-how is shared through reputed journals. The faculty contributes to continuing education programmes, technology-transfer and assistance to industries. In addition to advanced departments like Aero-space, Bio-mass, Bio medical, chemical, Metallurgical and others, the Institute is also establishing a Super computer. The Supercomputer project is being commissioned with international and national hook-up.

8.3.6 The Institute is adding facilities for National Science Seminar Complex as well as facilities for supporting staff. The Institute acquired the status of deemed- university in the year 1958.

Revised Funding Pattern of Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science

8.3.7 A Revised Pattern of Funding has been implemented beginning with the financial year 1993-94. The Non-Plan grant of the Institutions is fixed at the level of grant in RE 1992-93 plus 10% thereof, and maintained at that level for the next four years (Till the end of 1996-97). The Institutions will retain revenue receipts to augment the funds provided by the Govt. of India, as cushion against normal escalations over the four year period. The savings, out of the Non- Plan grants, and the revenue receipts will be retained and carried over by the Institutions. To encourage and accelerate the creation of an adequate level of Endowment Fund, the Government of India will provide 100% matching grant for savings out of the Non-Plan grant, revenue receipts and net earnings from consultancy and continuing education programmes, to the extent these are transferred to the Endowment Fund.

Technology Development Missions

8.4.1 The Prime Minister, during the first meeting of the Planning Commission held in September, 1991 observed that institutions of excellence like IITs and IISc., Bangalore need to concentrate on technology assessment and forecast so that futuristic approaches could be re-oriented to take up the development of emerging science and technology trends in the country. Sequel to these observations of the

Prime Minister, Directors of IITs and other experts deliberated in different meetings arranged by Planning Commission and identified the following 8 generic areas of strategic significance:-

1. Food Processing Engineering
2. Integrated Design and Competitive Manufacturing
3. Photonic devices and Technologies
4. Energy Efficient Technologies
5. Natural Hazards Mitigation
6. Communication Networking and Intelligent Automation
7. New Materials
8. Genetic Engineering and Biotechnology.

The above generic areas except at Sl.No.5 have been approved for support.

8.4.2 One Indian Institute of Technology/Indian Institute of Science, Bangalore will be the lead institute for each of the 8 generic areas. There will be two to three participating Institutes, apart from the participation of industries.

8.4.3 An amount of Rs.60 crore for eight missions has been provided towards Plan Outlay during the eighth Plan period, out of which Rs.2.00 Crore has been released to five IITs and IISc., Bangalore during 1993-1994. The budget provision for the year 1994-1995 is Rs.33 crores.

8.4.4 A steering committee has been constituted by Planning Commission. The progress of each of the missions will be monitored by the sub-groups of the Steering Committee for making technical assessment of the progress.

8.4.5 A small cell will be constituted in the Department of Science and Technology to compile necessary information and to do the documentation for giving technical support to the Steering Committee.

All India Council for Technical Education

8.5.1 The AICTE set up in 1945 as an advisory body was given a statutory status through an Act of Parliament in 1987. The Act came into effect on March 28, 1988. The main functions of the statutory AICTE include proper planning and coordinated development of technical education in the country, qualitative improvement at all levels in relation to planned quantitative growth and regulation of the system and maintenance of norms and standards.

8.5.2 In order to streamline the system of approval of new courses and programmes the Council has issued regulations for establishment of new institutions/starting of new courses, etc.,

8.5.3 The Council has come to an understanding with the Council of Architecture (functioning under the Architects Act) and the Pharmacy Council of India (under the Pharmacy Act) in the procedure for assessment of courses and institutions in their respective fields.

8.5.4 The Council has laid down norms and standards for diploma, degree and post-graduate courses in various fields. In pursuance of the Supreme Court judgements,

the Council has issued regulations fixing norms and guidelines for charging tuition and other fees and providing guidelines for admissions of students to professional colleges.

8.5.5 With effect from 1.4.1994, the following institutions/schemes being administered by this Ministry have been transferred to the Council:

1. National Technical Manpower Information System (NTMIS)
2. Technical Teachers' Training Institute (TTTIs)
3. National Institute for Training in Industrial Engineering (NITIE)
4. National Institute of Foundry and Forge Technology (NIFFT)
5. School of Planning and Architecture (SPA)
6. Development of PG Courses
7. Development of Management Courses at Non-university centres.
8. Research and Development (R&D) in selected higher education technical institutions
9. Modernisation and Removal of Obsolescence.
10. Thrust Areas of Technical Education.
11. Institution Industry Interaction.
12. Continuing Education
13. Sant Longowal Institute of Engineering and Technology
14. Quality Improvement Programme.
15. Indian Society for Technical Education
16. Entrepreneurship and Management Development.

Asian Institute of Technology, Bangkok

8.5.6 The Asian Institute of Technology (AIT), Bangkok is an autonomous International Graduate Institute providing advanced education in Engineering, Science and allied fields. It enrolls about 600 students from more than twenty countries and has international faculty members. The Institute is governed by an international Board of Trustees, whose members come from different countries including India.

8.5.7 The Government of India have agreed to provide the following assistance to the Asian Institute of Technology:

- i. Deputation of Teachers/Experts in specialised areas of Engineering/Technology, meeting the entire cost of their deputation;
- ii. Annual Grant of upto Rs.3 lakhs for utilisation in one or more of the following purposes-
 - a) Purchase of equipment from India;
 - b) Purchase of books and payments for subscription on academic and technical journals published in India; and
 - c) Expenditure on academic related activities in India.

Cultural Exchange Programme

8.6.0 Most of the Cultural Exchange Programme include provision for exchange of materials in the fields of science and technology as well as for exchange of visits of

delegations for establishing academic linkages between institutions of Higher Education in the two countries and for finalising equivalence of degrees and diploma awarded in India and other countries for the purpose of employment.

Regional Offices

8.7.1 There are four subordinate offices of the Ministry established on regional basis, one each at Bombay, Calcutta, Kanpur and Madras.

8.7.2 The four Regional Offices act as the field agencies to promote implementation and coordinated operation of various schemes including those of the AICTE in the region. These Regional Offices also act as Secretariat of the Regional committee of the All India Council for Technical Education(AICTE) and assist the Council in carrying out survey of facilities in the field of technical education in formulating schemes for development.

Regional Engineering Colleges (RECs)

8.8.1 Under the scheme of establishment of Regional Engineering Colleges, a Central Plan Scheme, seventeen Colleges have been established one each in the major states to meet the country's growing requirement for trained technical manpower for various development projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer Ist Degree Courses in various branches of Engineering and Technology, fourteen of these have facilities for Post Graduate and Doctoral programmes. The present admission capacity in all the Regional Engineering Colleges is of the order of 5354 for Under-Graduate and 1440 for Post-Graduate Courses.

8.8.2 The Colleges have prepared detailed programmes for their development upto the end of 8th Five Year Plan. The documents contain the overall goals, objectives in the respective colleges.

8.8.3 A special plan grant of Rs.1 crore is being provided to each REC annually upto the end of the 8th 5 year Plan to make them as Centres of Excellence by intervention in the following areas:-

- (i) General Management,
- (ii) Good Standards of buildings, library and laboratory facilities
- (iii) An adequate linked computer system for extensive use among researchers, students and in administration/finance
- (iv) Facilitating teacher upgradation.
- (v) Beginning programmes for the industry and Public.

8.8.4 An Indo-UK Technical cooperation project to strengthen technical education in India through assistance to 8 Regional Engineering Colleges (RECs) in four technical themes : Design (RECs Allahabad and Jaipu.), Energy (RECs Bhopal and Tiruchirappalli), Materials Engineering (RECs Nagpur and Rourkela) and Information Technology(RECs Surathkal and Warangal) is in progress.

Boards of Apprenticeship Training

8.9.1 The Regional Boards of Apprenticeship Training were set up at Bombay, Calcutta, Kanpur and Madras for the purpose of providing industrial training to engineering graduates and diploma holders coming out of engineering colleges and polytechnics,

8.9.2 The main function of the Board is to implement the provision of the Apprentices (Amendment) Act, 1973 & 1986.

8.9.3 Every year, there is a sharp increase in the number of trainees. At present, there are around 23000 (twenty three thousand) apprentices.

Colombo Plan Staff College, Manila

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

1. provide courses for further professional technician education and training;
2. Conduct study conferences on various aspects of technician education;
3. Assist in conduct of special courses;
4. promote, coordinate and undertake research;
5. Assist in the development of training facilities; and
6. Collect and disseminate information on technical education.

8.10.2 The CPSC has been holding various programme viz. college village based courses, sub regional workshops and in country courses to achieve the above aims. Ministry has been participating in these programmes.

Administrative Staff College of India-Hyderabad

8.11.1 The college was set up in 1957 as a joint venture of the Government of India and Industry. A distinct feature of the college is its expertise in post-experience management, development programme not only in general management, but also in functional areas like production marketing finance, materials management and investment planning.

8.11.2 The College is conducting workshops for Secretaries and top executives of the Government of India to develop a new administrative culture. The college has also completed general research projects and consultancy assignments. Another major event is the launching of the advanced Management Programme (AMP) for Public Enterprises

sponsored by the Bureau of Public Enterprises (BPE). The College has become self-sufficient to finance its training programmes.

Revision of pay-scales of the Teachers of Technical Institutions - Assistance to the State Governments

8.12.0 The pay-scales of the teachers, librarians and physical education instructors in engineering colleges and other degree-level technical institutions have been revised with effect from 01.01.1986. The Central Government provides 80% of the additional expenditure involved in the implementation of the scheme from 01.01.1986 to 31.03.90 to the state Governments which adopt the AICTE-revised pay-scale. A total amount of Rs.32 crores has been released to the various State Governments by the end of March 1994 for meeting 80% of the additional expenditure involved in the revision.

World Bank Assisted Technician Education Project

8.13.1 Recognising the need for revamping technician education as projected in the National Education Policy the Government has launched a major project being implemented in two overlapping phases with the assistance of World Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency.

8.13.2 The World Bank Assisted Project to support technician education is estimated to cost Rs.1650.00 crores including World Bank Credit Assistance of Special Drawing Rights of 373.3 million over the period 1990-99. The project under two phases covers 17 States and 2 Union Territories involving 542 polytechnics. The polytechnics in the remaining States and UTs are proposed for World Bank Assistance within the overall framework and flexibility built into the project. It is primarily a State sector project and the entire cost is provided by the participating State Government from their respective State Plan allocations. The project is being implemented by the State Governments under the overall guidance, support and monitoring by Department of Education for which a small Central component covering strengthening of the four Technical Teachers Training Institutes in the country, establishment of National project Implementation unit and a National Project Directorate in the Ministry have been provided in the project. The World Bank Assisted Technician Education Project gives thrust for women education through creation of additional places of 9200 for women in polytechnics by establishing 39 new women polytechnics besides providing seats for women in Co-ed polytechnics. The project also provides for additional hostel facilities for girl students.

8.13.3 A mid Term Review of the project in 9 States undertaken by the World Bank was found to be satisfactory and that the objectives envisaged would be achieved.

Pass Book Scheme/Custom Duty Exemption Certificate for Import of Equipments and Consumables

8.14.0 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme is in operation since 1988. It authorises import of scientific and technical instruments, equipments, apparatus accessories, spare parts and consumable goods free of import duty. For import under this scheme, the Heads of the Institutions are authorised to certify that the goods being imported are such as not manufactured in India, and are essential for research purpose. The maximum upper limits of aggregate c.i.f. value allowed annually for equipment etc. and consumables are

Rs.5.00 crores and Rs.2.00 crores respectively. It excludes any single equipment etc./consumable item whose aggregate c.i.f. value exceeds Rs.20.00 lakhs. For any single item including those whose c.i.f. value exceeds Rs.20.00 lakhs, a CDE Certificate is issued. The scheme covers Public Funded Research Institutions, Universities and Colleges. The Bureau of Technical Education in the Department of Education is responsible for issuing Pass Books to Universities and Colleges. During the year under report (upto September, 1994) about 348 Pass Books and 265 CDE Certificate have been issued.

Board of Assessment for Educational Qualifications

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

8.15.2 The 21st meeting of the Board of Assessment for Educational Qualifications was held on 9th September, 1994.

Community Polytechnic

8.16.1 The scheme of Community Polytechnics was instituted under the Direct Central Assistance Scheme in 1978-79 in 36 polytechnics, on an experimental basis, with a view to ensure for the rural society a fair share of benefits from the investments in Technical Education system. The scheme of community polytechnics aims at sustainable community development without environmental degradation by way of S&T applications for socio-economic uplift and improvement in the quality of life of the common man through micro level planning and people's participation at the grass-root level. The Scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture, specific non-formal need based short-term training in skill oriented technical/vocational trades with no pre-conditions of age, sex or qualification. The training is specially geared to the needs of the unemployed/underemployed youth/school/college dropouts the under-privileged and disadvantaged including women minorities and the weaker sections of the society. The Community Polytechnics (CPs) also undertake activities like Technology Transfer Technical support and S&T awareness for the community.

8.16.2 With their institutionalised structure and network the CPs establish grass-root level involvement in the Community through linkages with Village Panchayats, Zilla Parishad, accredited voluntary organisations etc. and set up Extension Centres at far-flung villages. The Centres for Development of Rural Technology (CDRT) ACT AS R&D support system for CPs towards development, modification, adoption, adaptation and assimilation of simple, cost effective technology appropriate and relevant to the rural needs. The Regional Technical Teachers Training Institution (TTTIs) act as resource institute for the CPs/CDRTs for academic, technical and managerial support and guidance.

8.16.3 About 100 technical/vocational trade relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation. No minimum academic qualifications have been prescribed for admission to the various courses. However, women, minorities and the dropouts are encouraged. All the identified minority concentrated districts (41 in

number) in the country have already been covered under the scheme. The community Polytechnics carry out the following activities:

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

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

8.16.5 The Community Polytechnics set up extension centres in the far-flung rural areas so that the services and facilities that could be made available through the system are provided right at the door step of the villages. Community Polytechnics have made significant contribution towards promoting transfer of a large number of tested and approved items of technology to the rural areas including Bio-gas Plants, wind-mills Smokeless Chulhas, Rural Latrines Solar appliances, Agricultural implements, etc., These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of Government and non-Government agencies. A number of them are actively engaged in Planning and implementations of community support services, for example community Bio-gas system, Community waste disposal system and rural health services on Water, Health and Sanitation awareness programmes.

8.16.6 The employment generation through the scheme is mainly from the non-formal short-term training, through competency and need-based courses in various trades, or in multi-skills depending upon the requirement. By March 1994 about three lakh youths were trained under the scheme and out of this, about 60% got self/wage-employment.

8.16.7 The employment generated through the scheme can be broadly categorised in three main categories,

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

8.16.8 More than 70,000 rural youth and women, including school drop-outs have been trained in various technical/ vocational trades during the year 1994-95 and a number of them have been engaged in self-employment. The thrust during the 8th plan is on (i) special programmes for women, (2) post-literacy, continuing education for neo-literates through income-generating techno-economic activities, (3) area-specific and

culture specific tribal area component programmes (4) Transfer of technology in the priority areas of (i) low-cost housing, (ii) safe drinking water for rural masses, (iii) rural sanitation (iv) non-conventional and alternative energy devices (v) agro-farming learning and agri-irrigation and (vi) rural transportation.

8.16.9 In order to evolve an appropriate strategy towards the promotion of Rural Sanitation Programme through the CPs, four Regional Workshops have been organised during 1993-94, with the sponsorship of UNICEF.

8.16.10 The objectives of the UNICEF assisted programme are:

- i. Review of the State of Art of Rural Sanitation Technologies being developed and practiced in India;
- ii. Assessment of various technology options and design option for Rural Sanitation vis-a-vis the diverse socio-economic and socio-cultural environments as well as agro-climatic and geo-hydrological conditions prevalent in the country;
- iii. Documentation of the contributions made by CPS/CDRT in the field of Appropriate Low Cost Rural Sanitation.
- iv. R&D for development of technically sound feasible economically viable socially, culturally acceptable low-cost rural sanitation technology
- v. Recommendations for evolving, suitable Models of Technology for implementation.
- vi. implementation strategy and the role of the CDRTs/pertaining to development and transfer of Appropriate low cost Rural Sanitation Technology:
- vii. Human Resource Development in Rural Sanitation.
- viii. Development of Clean Healths Personal, Domestic and Community Hygiene.
- ix. Awareness generation and motivation programmes ensuring Community participation in Rural Sanitation.

North Eastern Regional Institute of Science and Technology

8.17.1 The North Eastern Regional Institute of Science & Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1986 to generate skilled manpower in the field of Engineering and Technology as well as applied science streams for the development of North Eastern Region. While the Department of Education was giving necessary technical guidance to the NERIST it was being funded through North Eastern Council. w.e.f. 1994-95 the Institute is being funded by the Department of Education. The NERIST was conceived as a unique institution offering a sequence of modular programmes, each of 2 year duration leading to certificate, diploma and degree in Technology and Applied Sciences. Provisional affiliation to NERIST has been accorded by North Eastern Hill University. Granting of University status to this Institute is under consideration. A Review Committee has been constituted to look into the academic and other developmental aspects of the institute.

8.17.2 At present (1994-95), the Institute is offering the following courses at Certificate, Diploma and Degree levels:

I. Certificate Level (2 years)

- i) Agricultural Engineering
- ii) Construction Engineering
- iii) Maintenance Engineering (Electrical)
- iv) Maintenance Engineering (Electronics)
- v) Maintenance Engineering (Mechanical)
- vi) Forestry

II. Diploma Level (2 years)

- i) Agricultural Engineering
- ii) Civil Engineering
- iii) Computer Science and Engineering
- iv) Electrical Engineering
- v) Electronics and Communication Engineering
- vi) Mechanical Engineering

III. Degree Level (2 years)

- i) Agricultural Engineering
- ii) Civil Engineering
- iii) Computer Science and Engineering
- iv) Electrical Engineering
- v) Electronics and Telecommunication Engineering
- vi) Mechanical Engineering
- vii) Forestry (4 years)

Educational Consultants India Limited (Ed.CIL) New Delhi

8.18.1 Educational Consultants India Ltd. New Delhi the only public sector enterprise under this Ministry was incorporated under the Companies Act, 1956 on June 17, 1981. It functions under the guidance of Board of Directors Representing various Ministries and Organisations of the Central Government. It has a part-time non-official Chairman and a full-time Managing Director.

8.18.2 During the year, the corporation executed the project space planning for the campus of Tertiary Education in Mauritius. The Company also completed the project Appraisal Report for Arhh Minch Water Technology Institute in Ethiopia, which was awarded in the previous year. In addition, the company was awarded project on investigation of Eight Target Colleges in Technical Education in India by UNESCO, Japan and the same was also completed during the year.

8.18.3 The company also completed preparation of IIT, Assam project awarded by Ministry of HRD and the evaluation of population Education Programme for Higher Education awarded by University Grants Commission, in the previous years. The

Company also executed some other projects like evaluation of population education, Orissa and the pre-feasibility Report for establishment of Rural Institute by Godfrey Phillip India.

8.18.4 The Company was also awarded some secondment projects like selection of principal, Indian School Jeddah. Selection of Ten Teachers, Embassy of Indian School Riyadh. Five Agricultural Specialist. Alemaya University, Ethiopia. Also certain supplies of Books and Educational Aids were executed like School equipment to Namibia. Books in Copperbelt University, Zambia, both being awarded by the Ministry of External Affairs.

8.18.5 In India the establishment of Kendriya Vidyalaya at Nahar and Rewari(Haryana) and establishment of Centre for Electronic Design and Technology, Gorakhpur are in progress. Also consultancy projects like Master plan for educational complex Kalinga Vihar, Orissa, Development of vocational curriculum at Karnataka are in progress.

8.18.6 The corporation achieved a turnover of Rs.3.05 crores during the year and profit before tax of Rs.0.59 crores. The company has proposed a dividend a 10% on the equity for the year 1992-93. The approved outlay for the scheme for the Eighth Plan period is Rs.0.10 crores. The provision proposed for the year 1993-94 is Rs.0.02 crores.

Sant Longowal Institute of Engineering and Technology

8.19.0 The Sant Longowal Institute of Engineering and Technology (SLIET) has been set up in order to meet the special technical manpower needs of the State of Punjab. The Institute will provide a variety of courses at various levels, so that the specific needs of the State are met in an integrated manner. Necessary infrastructure has been created and the academic session has started with the introduction of 5 certificate and 3 diploma courses. All the 12 certificate and 10 diploma courses recommended by the National Expert Committee(NEC) are in progress.

9 ADULT EDUCATION

9. ADULT EDUCATION

National Literacy Mission

9.1.1 The mandate of the National Literacy Mission has been enlarged at the national level now to cover 100 million persons by 1997. International interest in the literacy efforts in the country has now become manifest and many countries through UNESCO have tried to share and understand our experiences. On the other hand efforts have been made to consolidate and sharpen the focus of the programme in the four important States where the bulk of the illiterate population resides. Conceptual strategies in certain critical areas of the programme were crystallised and guidelines particularly in one important area viz. post literacy were finalised. In another direction new vistas were attempted to be explored in the realm of continuing education and life long learning.

9.1.2 The Mission which was originally launched with the objective of imparting functional literacy to 80.00 million adult illiterates in the 15-35 age-group by 1995, has now been extended upto 1997 i.e. by the end of the 8th Plan and its coverage enhanced to 100 million. Apart from covering its target clientele in the 15-35 age-group, children in the 9-14 age-group would also be covered wherever there is a demand.

9.1.3 The Total Literacy Campaign which has now been established and accepted as the main strategy for eradication of illiteracy under the Mission has now been extended to 338 districts in the country and of these 130 districts have entered the post literacy phase. According to the reports received so far an estimated 71.1 million learners have been enrolled in the programme and 44.70 million persons are reported to have been made literate.

Review by Prime Minister in the Conference of Chief Ministers

9.2.0 A conference of Chief Ministers of all the States and Union Territories was held under the Chairmanship of the Prime Minister at New Delhi on 15th February, 1994 to consider the reports of the National Development Council Committee on Literacy and C.A.B.E. (Central Advisory Board of Education) Committee on Decentralised Management of Education and proposals regarding Education for All. A summary of the discussions at the Chief Ministers Conference in so far as they relate to Adult Education, is furnished below: There was complete unanimity at the Conference that EFA should be placed high in the country's development agenda. Welcoming the announcement of the Prime Minister to enhance the outlay on education to six per cent of the National income from Ninth Plan, the Chief Ministers agreed to supplement the efforts of the Central Government in the mobilization of resources and to accord higher priority to primary and adult education in State Plans. It was also agreed that along with higher allocation of resources it was necessary to ensure better utilization of resources through effective implementation and monitoring of programmes in their States. The Chief Ministers would periodically review the progress in this area so that the right signals are sent all over the State about the high priority attached to EFA and management of educational services and programmes more effectively. The need to enlist the cooperation of NGOs, teachers' unions and socially conscious individuals come out very clearly in the discussions. The shared perception was that without proper decentralisation of educational administration and greater community participation, universalisation of elementary education (UEE) cannot be achieved. The school should be an important social organisation once again

as it used to be. The Chief Ministers also agreed that special efforts would be made to promote convergence of primary education and related services like Early Childhood Care and Education (ECCE), ICDS, school health and nutrition. It was felt that apart from improving efficiency such a convergence would promote enrolment and reduction of drop outs. It was felt that specific efforts are needed in educationally backward States like Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Andhra Pradesh. The programmes in these States would be periodically reviewed by a group of Chief Ministers with a view to sustaining the tempo and achieving synergies in implementing the programmes in the related fields of education, health, women and child development and nutrition. Meeting of Chief Ministers of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh on 1st July, 1994 at Bhopal.

9.3.0 As a follow-up of the Conference of Chief Ministers taken by the Prime Minister, a meeting of Chief Ministers of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh was held at Bhopal on 1st July, 1994 to discuss progress of Total Literacy Campaigns and Universalisation of Elementary Education under the Chairmanship of the Minister of Human Resource Development. The recommendations of the meeting of Chief Ministers, in so far as Adult Education is concerned, are as follows:

The four States will accord priority to primary education and Literacy Programmes. Expenditure cuts due to economy measures will not apply to these programmes. During the currency of the plan period efforts will be made to enhance allocations to 6 per cent of the gross national product for the promotion of education. For the implementation of Primary Education and the Literacy programmes by State Governments, services of talented and dedicated officers will be made available for a sufficient period. The District Collectors of TLC districts would not be disturbed during the implementation of the programme except extreme public exigency.

Total Literacy Campaigns

9.4.1 After successful conclusion of the Total Literacy Campaign (TLC) in district Ernakulam (Kerala) in January 1990, the TLC has become the principal strategy of the National Literacy Mission which has the objective of making 100 million citizens functionally literate in the preferred age-group of 9-35 by the end of the Eighth Five-Year Plan.

9.4.2 The TLC is marked by certain positive characteristics that it is area-specific, time-bound, delivered through voluntarism, cost-effective and outcome-oriented. The campaigns are implemented by Zilla Saksharata Samities (ZSS) specially constituted under the District Collectors. The ZSS, with its membership drawn from all sections of the society, ensures its participative nature. Besides the task-specific sub-committees of the ZSS, popular committees are also constituted at all levels from the district down to the village panchayats, which are animated by the culture of equality.

9.4.3 The TLC presupposes the generation of a positive demand of the people for literacy through appropriate environment-building programmes. The initial effort at environment-building is closely followed by a door-to-door literacy survey during which potential learners and volunteers are identified. Suitable primers are developed through the State Resource Centres in accordance with the pedagogic technique of



Adult Education Centre



Adult Education Centre

Improved Pace and Content of Learning. Primer-specific training is provided to the Resource Persons, Master Trainers and Volunteer Instructors. Two activities, namely, environment-building as well as monitoring and internal evaluation, are continued through the teaching/learning activity which accounts for a total of 200 hours spread over a period of 6 months. An external impact/summative evaluation is made at the conclusion of the teaching. Post Literacy Campaigns (PLC) are launched to mop up the left-over illiterates and to consolidate the gains of literacy acquired during TLC, and to enable the neo-literates to develop abilities for self-learning.

9.4.4 The literacy campaigns are implemented through direct funding to the ZSS by the Central and State Governments in the ratio of 2:1 (for normal districts) and 4:1 (for districts under Tribal-Sub Plan areas). Besides the funding arrangement, the active involvement of State Governments is ensured also through the identification of the District Collector with the ZSS. The enlarged role of the collectors has ensured their active leadership for the TLC. The TLCs, by and large, have enlisted the enthusiastic participation of all sections of the Society, especially the women, the weaker sections, etc.

9.4.5 Implementation of TLCs in various parts of the country has evoked an enthusiastic response from the weaker sections of the society, especially the Scheduled Castes and Scheduled Tribes. On the question of continuation of the Total Literacy Campaign Scheme during 8th Five-Year Plan, the Cabinet has, inter alia, approved the following:

- Funding pattern for districts under Tribal Sub- Plan areas revised from the usual ratio of 2:1 to 4:1.
- Inclusion of children in 9-14 age-group for coverage under TLC. The children who are being covered under NFE Scheme would be excluded for coverage under TLC. Strategy for covering this age-group would now be an essential part of the TLC proposal, with separate primers for 9-14 age-group.
- Provision of extra funding for restoration of projects which do not do well in the first phase of implementation due to circumstances beyond the control of ZSS e.g. natural calamities, political upheavals, etc.
- Constitution of a Project Approval Committee of the Executive Committee of National Literacy Mission Authority, to enable speedy approval of the projects. In order to increase the participation of State Governments in the process of project formulation and approval, it has been decided to include the Education Secretary of the concerned State as Member of the Project Approval Committee of the NLMA.

9.4.6 So far 338 district TLCs and 130 district PLCs projects have been approved.

9.4.7 The details of the projects approved in the year 1993-94 are appended to this Chapter at Appendix A.

9.4.8 The focus of the Total Literacy Campaigns has now shifted to the Hindi speaking areas where bulk of the illiterate population resides. It is expected that in the remaining period of the Eighth Five-Year Plan, a continued input of TLC can cause a

major dent in the problem of adult illiteracy. So far 93 districts under TLC and 13 districts under PLC have been sanctioned in the Hindi speaking States.

9.4.9 Since the implementation of TLC has been extended to more than half the districts in the country, it was felt necessary to improve the monitoring mechanism by more active involvement of the State Governments by setting up a system of quarterly monitoring at the State level, and to ensure political commitment for the literacy campaign.

Post Literacy and Continuing Education

9.5.1 The National Literacy Mission also lays special emphasis on post literacy and continuing education for the neo-literates of the adult education programme so that they could be prevented from relapsing into illiteracy. The scheme was launched in March, 1988 through establishment of Jana Shikshan Nilayams (JSNs) all over the country in a phased manner. The basic objective of the scheme is to provide opportunities of continuing education to neo-literates to facilitate retention of their literacy skills, enable the learners to continue their learning beyond elementary literacy and to create scope for application of their learning for improvement of their living conditions.

9.5.2 Since the launching of the Scheme, over 22,000 JSNs have been sanctioned in different States/UTs and of these, around 18,000 JSNs were operational during 1994-95. These JSNs essentially cater to neo-literates of Centre-based Adult Education programmes. Each JSN is expected to cover a cluster of 4 to 5 villages with a population of about 5,000. JSNs set up under the Scheme are designed to provide opportunities and facilities for reinforcement and upgradation of literacy skills.

9.5.3 The shift in the strategy of implementation of literacy programmes from the Centre-ased approach to mass campaign approach has necessitated suitable modifications in the strategy for organisation of post literacy programmes. The conventional JSN approach is not suited to meet the post literacy needs of a very large number of neo-literates emerging from the Total Literacy Campaigns (TLCs). Currently, the post-literacy needs of neo-literates of LCs are being met by organising Post-literacy Campaigns (PLCs) as a follow-up phase of TLC. More dynamic and institutionalised arrangements to cater to the continuing education needs of the neo-literates should be made. The Expenditure Finance Committee (EFC) in its meeting held last year in August, 1993 recommended for an evaluation study of the Scheme by an external agency before any further expansion of the Scheme of JSNs during the 8th Five Year Plan. Accordingly, an evaluation study was assigned to a social research institute, which has submitted its report in October'94. The study has revealed that the Scheme on the whole has had a positive impact on the rural population. The study, however, points out certain significant deficiencies in implementation of the JSN Scheme and has recommended measures to improve its efficacy and reach. A brief summary of its findings and recommendations is appended to this Chapter at Appendix B. Accordingly, the existing Scheme of PL & CE is being reformulated and a revised Scheme is expected to be made operational by the beginning of the next financial year.

Voluntary Agencies

9.6.1 The Central Scheme of Assistance to Voluntary Agencies in Adult Education came into operation under the National Literacy Mission (NLM) in 1987-88.

Initially, assistance was provided to Voluntary Agencies(VAs) for implementation of projects on the Centre based pattern. Subsequently the Scheme was revised.

9.6.2 Under the revised guidelines VAs are encouraged to take up area specific Total Literacy Campaign/Post Literacy Campaign (TLC/PLC) projects, establishment and running of Jana Shikshan Nilayams (JSNs), publication of books/periodicals, organisation of workshops, seminars, conferences etc. evaluation of literacy projects and Resource Development programmes. The targeted learners are the adult learners in the age group of 15-35 years. The approach would be one of total voluntarism and preference would be given to VAs having a good track record in social service in general and adult education in particular.

9.6.3 The revised scheme provides for 100% grants for field projects, the Administrative Cost will be restricted to only 9% of the total cost of the project. The Scheme, which has so far been implemented centrally at the national level, would now be decentralised.

9.6.4 Under the revised Scheme, State Resource Centres have been accorded functional autonomy, funded on 100% basis and a number of new initiatives have been taken to strengthen SRCs, upgrade their capabilities and involve them more rigorously and intimately in the literacy efforts.

9.6.5 Setting up of four new State Resource Centres has been approved during 1994-95 to meet the growing demands of TLC/PLC projects.

9.6.6 146 TLC projects including 38 approved in 1994-95 have so far been sanctioned to 141 VAs for making a total of around 20 lakh persons literate. One project is being implemented in Andhra Pradesh, 8 in Assam, 23 in Bihar, 1 in Haryana, 7 in Madhya Pradesh, 1 in Manipur, 17 in Orissa, 3 in Punjab, 9 in Rajasthan, 13 in Tamilnadu, 59 in Uttar Pradesh, 1 in West Bengal and 3 in Delhi. The project periods of these projects range between one to three years. During the current financial year recurring grant for continuation of 16 JSN projects has been sanctioned to 14 VAs. Post Literacy Campaign (PLC) projects for providing post literacy services to the neo-literates of the TLC projects have been sanctioned to 28 VAs. A voluntary organisation which was publishing a bi-monthly magazine "Sabla" focussing on women's issues, was continued to be provided financial support during the year with an increased circulation of 16,000 copies per issue. Another VA has also been approved a project for publication of a magazine for neo-literates with focus on women's issues.

9.6.7 SRCs have also conducted writers work shops/seminars for mobilising participation in NLM activities. 7 District Resource Units which have been providing techno-pedagogic resource support to AE programmes have also remained in operation.

9.6.8 The list of VA's which have received grant amounting to Rupees one lakh and above during 1993-94 is enclosed at Annexure I of Grants to Voluntary Organisations part of the Annexures.

Rural Functional Literacy Project

9.7.0 Rural Functional Literacy Projects (RFLP) is one of the oldest Schemes initiated right with the launching of the National Adult Education Programme on 2nd

October, 1978. It has been a centre based programme. On the basis of findings and recommendations of evaluation studies and internal assessment, the scheme of RFLP was re-organised and several structural changes were made. Following the success of Total Literacy Campaigns, the Centre based Programme has been closed down in almost all the States/UTs w.e.f. April, 1991. The Expenditure Finance Committee however, recommended the implementation of the re-vamped RFLP Scheme from 1994-95 in Jammu & Kashmir, North Eastern States, border districts of Rajasthan and other difficult terrain, hilly areas and isolated pockets. There is a provision of Rs.6.00 crores for 1994-95 under the Scheme.

Directorate of Adult Education

9.8.1 The Directorate of Adult Education (DAE, a subordinate office of the Department of Education) continued to function as the National Resource Centre in the field of adult education and total literacy campaigns. The Directorate has 6 units with identified professional and administrative functions. The main activities included in the Action Plan of the Directorate during the year were as under:-

Preparation of Materials and Surveillance

9.8.2 The Directorate organised eleven meetings of the IPCL (Improved Pace and Content of Learning) Advisory Committee for review of the instructional materials, developed by the SRCs and TLC Districts. It laid down guidelines for preparation of materials for basic literacy and post-literacy programmes and organised training programmes for the field functionaries in the art of designing and handling the materials.

9.8.3 Writers' workshops were organised at Jammu, Leh, Agartala, Itanagar and Dimapur for preparation of IPCL Materials in Dogri, Bodhi, Kokborak and Aonaga languages. This satisfies the NLM requirements to teach the adults in their spoken language concerned.

9.8.4 Modalities for developing Proto-type materials for neoliterates were discussed to develop books for Post Literacy.

Training

9.8.5 A ten day sub-regional mobile workshop was organised on literacy, sponsored by UNESCO & ASPBAE from July 19-29, 1994 by inviting participants from India, Pakistan, Bangladesh, Nepal and Bhutan.

9.8.6 Training modules for Resource persons (RPs), Master Trainers (MTs) and volunteer instructors were developed with special reference to TLC.

9.8.7 Six training programmes were conducted for key level functionaries drawn from the State/UT Directorates of Adult Education and Zilla Saksharta Samitis.

9.8.8 Six Research papers for professional Development of functionaries were finalized. Training Manual Sekhane Ke Bhageedare was translated into Hindi.

Resource Support provided by SRCs

9.8.9 Annual Report of SRCs for the year 1993-94 was prepared indicating their performance in extending resource support to the field.

9.8.10 A meeting-cum-workshop inviting 32 writer nominees, serving on the boards of SRCs, was held on 13-14 April, 1994 at NIEPA, New Delhi with a view to familiarize them regarding TLC/PL programmes. SRCs are expected to make cultural programmes effective and communicative to the masses in their respective regions/languages concerned.

9.8.11 A meeting of the Directors' of State Resource Centres was held on 14th July, 1994 in NIEPA, New Delhi. The discussions were held on

- Programmes conducted by the SRCs;
- Resource support extended to strengthen the ongoing Literacy Campaigns;
- Involvement of writer nominees in various programmes/activities concerned;
- Preparation and review of action plan;
- Involving the community of writers/media;
- Promotion of linkages between literacy and developmental Programme;

Management Information System (MIS)

(a) Monitoring of Literacy Campaigns

9.8.12 As part of its responsibility to monitor the pace and progress of implementation of literacy campaigns, the Directorate of Adult Education continued to collect, scrutinise, compile and prepare monitoring reports periodically. In addition, an Annual Report for 1993-94 was also prepared and it was released on the occasion of International Literacy Day by the Chief Guest Shri Pranab Mukerji, Dy. Chairman Planning Commission and Minister of Commerce, Government of India. During the year, a meeting of Chief Minister of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh was organised on July 1, 1994 at Bhopal for which a document highlighting initiative and concerns was prepared.

9.8.13 The information received every month from 282 literacy campaign districts and 105 post-literacy districts is processed on computer and based on analysis of the functioning of the project/campaigns in these districts, appropriate feed-back advice is given to the districts. The purpose of the current Management Information System is to ensure that the performance level improves and the achievements are optimised.

9.8.14 Apart from the monitoring returns received in the Directorate, a system of periodic visits by officers of Adult Education Bureau, NLM Consultants and DAE helps in collecting qualitative information and also provides deeper insights into programme operation which are not otherwise available through flow of monitoring returns.

9.8.15 The Directorate had been also assisting the National Literacy Mission Authority in undertaking pre-appraisal work and submitting to NLMA reports on the readiness of different districts proposing to take up literacy campaigns in their area.

Evaluation

9.8.16 The National Literacy Mission has been funding selected institutions of social science research to undertake external evaluation of the literacy campaigns implemented by zilla Saksharta Samities and a few voluntary agencies. So far, around 70 evaluation reports have been submitted to NLM and based on the findings of such reports an evaluation digest has been prepared for dissemination of findings and refinement of methodology of evaluation.

Media and Communication Support

9.8.17 As part of Media Campaign spots were mounted on prime slots in the national channel upto October 15, 1994. Intensive burst was proposed for 3 months covering October-December, 1994 in national channel. Intensive burst in Metro channel of selected programmes for 3 months from November 1994 to January 1995. For this four new spots have been produced title Amir Khusro (40 seconds), Swami Vivekananda (40 secs.) Second Struggle for Freedom - Zohra Sehgal (30 secs) and Second Struggle for Freedom (45 secs.)

9.8.18 A compilation of Nukkad Natak from different parts of the country was done and printed for wider circulation as Volume II. Five plays on literacy were brought out to facilitate use of the same in the Hindi belt.

9.8.19 An audio cassette containing 13 songs on literacy were released for wider circulation in the TLC districts.

9.8.20 Two skits were presented - one by South 24 Pargana district literacy group and another by Madurai Arivoli Iyakkam as part of ILD celebrations - 1994.

9.8.21 Two films titled "Ek Nai Disha" and "Jungle Bolta Hai" were produced documenting the TLC of Bilaspur, Sirmour and Dangs districts. TLC Keonjhar had been documented. The film is titled "Across Baitharani - An experience". Two video films on Post Literacy on Oriya were produced. 8 Films on Post Literacy in Oriya were produced. One 16 mm film entitled "The Sun Flower of Hope" was produced based on the life story of an enterprising literacy volunteer - Subbalakshmi.

National Level Competitions

9.8.22 To create a highly favourable environment for literacy, motivational and mobilizational efforts were being continued to enrich the participation of the educated, artists, writers, photographers etc. in literacy campaigns. As part of this exercise, national level competitions were organized on Poster Design, Essay Writing and Photography.

Shramik Vidypeeths (SVPs)

9.9.0 Thirty-seven Shramik Vidyapeeths (SVPs) continued to function in 1994-95 in different industrial and urban Centres of the country. They represent an institutional

framework for offering non-formal, adult and continuing educational and polyvalent training programmes to industrial workers.

Publication

9.10.1 Publications, brought out from time to time to strengthen promotion of literacy campaigns and post-literacy measures are presented below.

* Release of publications by the Minister for HRD on 28th International Literacy Day celebrations - September 8, was one of the most important activity. Following publications were brought out for release:

- i) Literacy - Pune Experience
- ii) Literacy and Vocational Education - Narendrapur Experience
- iii) Literacy Tamil Nadu Experience
- iv) Quest for Change - Selected Prize Winning Essays, Posters and Photographs
- v) Scheme of Urban Polyvalent Adult Education through Shramik Vidyapeeths - The Dharavi Experience
- vi) The Karnataka Literacy Campaign
- vii) Maharashtra Literacy Scenario
- viii) Annual Report - 1993-94 Literacy and Post-Literacy Campaign in India
- ix) Nukkad Par Vol.II
- x) Saksharata Natakon Ka Sankalan
- xi) Sadho Sabdh Sadhana Keejai

9.10.2 Apart from the above, special issues of Literacy Mission and Saksharata Mission were also brought out for the function.

* Release of "Literacy Mission" Journal was being continued every month in Hindi and English.

* For Chief Ministers' Conference held in Bhopal, following three publications were specially brought out:-

- i) Evaluation Digest
- ii) NLM - The Mission for All Booklet (updated version)
- iii) Saksharata Ki Ore (Bilingual Folder)

* Following publications were also printed and distributed :

- Report - National Workshop on Developing the Training Design - for the field functionaries of TLC.
- A Post Literacy Booklet, "More Income by Tree- Planting" in Hindi was printed with the financial help of ACCU, Tokyo, Japan.
- Statistical Database for Literacy in Hindi and English versions were printed in collaboration with NIAE.
- Statistical Database for Literacy of Madhya Pradesh in English and Hindi versions were printed in collaboration with NIAE.
- Tumkur Documentation was printed by the district authorities in collaboration with DAE.
- Birbhum Documentation was printed by the district authorities in collaboration with DAE.
- Evaluation of Expert Group - Ghosh Committee Report.
- TLC/PLC Campaign in India - Status Report.

Population Education

9.11.0 The Government of India continued implementing Population Education project through DAE since 1986, with the financial assistance of UNFPA. The objectives of the project were as follows in the first phase of 5 years:

- to introduce a substantial component of PE messages into adult education programmes,
- to strengthen the performance in PE through various State Directorates of Adult Education and SRCs;
- to institutionalise PE in adult education programme.

Arun Ghosh Committee on Status cum Impact Evaluation of Literacy Campaigns in India

9.12.1 An Expert Group was constituted in April 1993, under the Chairmanship of Prof. Arun Ghosh to undertake a status-cum-impact evaluation of Literacy campaigns launched in different parts of the country since 1991. The objectives proposed were as under :-

- a) i) To measure the outcome of literacy campaigns among learners/participants with respect to prescribed levels of literacy as per NLM norms.
- ii) To analyse the estimated number of persons made literate by gender, age groups and social groups (SC/ST and others)

- b) The process and effectiveness of environment building/mass mobilisation through mass literacy campaigns.
- c) Involvement and partnership between Government bodies and voluntary groups in literacy campaigns.
- d) Duration of implementation of the campaign with special emphasis on the duration of teaching/learning.
- e) Resources available and mobilised for mass literacy campaigns including the cost effectiveness of the campaign.
- f) To study and assess the fall out an impact of the literacy campaign on related socio-economic development programmes such as primary education, health, nutrition family welfare, gender sensitivity, women and child development programmes, national integration etc.

9.12.2 The Expert Group held 19 meetings interacted with a number of social science institutions and evaluation agencies, held extensive discussions with field functionaries, programme implementors, policy makers, educationists, academicians and social activists, visited several States like Maharashtra, Goa, Gujarat, Rajasthan, Madhya Pradesh, Karnataka, West Bengal, Orissa, Bihar and Uttar Pradesh for on-the-spot study and has submitted its findings on the evaluation of the Literacy Mission.

9.12.3 Recommendations made by the Committee on Literacy Campaigns, Post-Literacy measures etc. are presented below :-

a) Literacy Campaign

1. Adoption of an appropriate approach for mass support from various quarters including a strong political commitment, constitution of a strong core group committed to Literacy.
2. Integration of TLC with NFE, improvements in the teaching learning materials, training and theMonitoring and evaluation system.
3. Carrying out accurate initial survey of the non- literates.
4. Adequate facilities and provisions to the learning centres.
5. Constitution of a core group at State and district level to guide and support the programme.
6. Emphasis on voluntary character of this programme which was deemed essential for its success.
7. Concentration on Hindi belt where there are about half of the non-literates in India.

b) Post Literacy Measures

1. Bringing internal evaluation procedure close to the External Evaluation procedure and continuing interaction between internal and external evaluation agencies.
2. Adoption of adequate representative sample for reliable evaluation of TLCs. Assessing at least 10% of the learning centres.
3. Adoption of appropriate design for external evaluation based on stratified random sampling design including blocks, panchayats and villages.
4. Validity of target population and absenteeism
5. Assessing atleast 80% of the learners
6. Assessing the impact of the TLC and adopting proper procedure for storage of TLC data.
7. Conducting impact evaluation studies.

International Literacy Prize

9.13.0 The UNESCO awards International Literacy Prizes each year for meritorious work in the field of literacy and adult education amongst its member States. The UNESCO Jury has awarded the Noma Prize for this year to the Loreto Day School at Seeldah, Calcutta for (1) having reached out to the many poor children deprived of access to literacy and education and increasingly opened the doors to underprivileged youngsters from slum areas and the street; (2) having introduced novel initiatives to reach the masses such as (i) 'Child-to-Child' teaching programmes in rural area, reducing the drop-out rate from 60% to 18%; (ii) "Rainbow" programme within the school for homeless street children characterized by a flexible curriculum and attendance; (iii) "drop-in" programmes since 1979 for older girls who have never attended school or who have dropped out to enable them to catch up and join normal classes; (iv) "barefoot teachers" programmes for the recruitment and training of secondary school drop-out young men and women as literacy teachers in the most neglected slum and remote rural areas from which they come.

Visits of Indian Delegations Abroad

9.14.1 A five-member Indian delegation led by Shri A.K. Basu visited China from 28th July, to 11th August, 1994 on a two weeks State visit to China under a Protocol on cooperation and education signed between the two countries.

9.14.2 A two-member Indian delegation visited Maldives from 10.9.94 to 24.9.94 under the Cultural Exchange Programme.

International Literacy Day

9.15.0 A national level function was held at Talkotra Indoor Stadium on 8.9.94 to celebrate the International Literacy Day.

National and International Workshops

9.16.1 The Lal Bahadur Shastri National Academy for Administration, Musoorie organised workshops for the benefit of the IAS probationers and other officers. A preparatory workshop was held on 22nd and 23rd July, 1994 to device the curriculum for such workshops to be held at all levels and for identifying the resource persons. The Director General, NLM participated in this workshop. Financial assistance for this workshop was provided by this Department. The Academy also held sensitization workshops for State and district level officials in the States of Bihar, Karnataka, Madhya Pradesh, Rajasthan, and Uttar Pradesh.

9.16.2 A sub-regional mobile workshop on literacy which was jointly sponsored by UNESCO and Asia South Pacific Bureau of Adult Education (ASPBAE) organised from 19th to 29th July, 1994. Participants from Pakistan, Bangladesh, Nepal and Bhutan attended the workshop. The participants interacted with the NLM functionaries and in order to enable them to have first hand experience of the implementation of the literacy projects they were divided into 4 groups and taken to Gujarat, West Bengal, Karnataka and Tamil Nadu. After the field visits, the participants again met in New Delhi to share their experiences and to prepare an action plan for their own countries. The participants unanimously stated that they would not have believed the possibility of mobilising an army of 5.00 million volunteers for the cause of literacy till they had visited the districts and met the volunteers. They expressed their commitment to implement similar campaigns in their own countries.

TOTAL LITERACY CAMPAIGNS IN DISTRICTS
Proposals approved in the year 1993-94

Sl. No.	Project Area \ strict etc)	Date of Project approval.	Projec- EC ted learner coverage (lakhs)	Target Age- group.	Time-span (subject to change)	Total budget	Total NLM share
1	2	3	4	5	6	7	8
<u>ANDHRA PRADESH</u>							
1.	Vizianagram.	21/22.9.93	5.50	9-35	7/93-6/94	357.51	238.33
2.	East Godavari.	16-18.11.93	8.00	9-45	12/93-11/94	559.62	373.00
3.	Adilabad.	16-18.11.93	6.11	15-45	9/93-8/94	449.39	299.59
4.	Prakasham.	16-18/11.93	6.50	9-35	11/93-10/94	410.23	273.49
5.	Krishna	31.1/1.1.94	6.00	15-35	One year	389.00	259.33
<u>ASSAM</u>							
6.	Tinsukia	7/8.3.94	Appd in principle			(ad hoc)	25.00
<u>BIHAR</u>							
7.	Bhojpur	27/28.05.93	4.42	9-35	3/93-2/95	286.00	190.70
8.	Dumka	29/30.7.93	3.84	9-35	8/92-10/93	280.58	187.00
9.	Jamui	29/30.7.93	3.35	15-35	6-93-4/95	217.75	145.16
10.	Khagadia	29/30.7.93	2.60	9-35	8/93-8/94	169.00	85.00
11.	Mungher	16-18.11.93	3.50	9-35	4/93-5/94	226.43	150.95
12.	Aurangabad	16-18.11.93	3.30	9-35	11/92-12/94	214.50	143.00
13.	Dhanbad	16-18.11.93	5.00	15-35	9/93-5/95	343.91	229.28
14.	Begusarai	31.1/1.2.94	5.00	9-40	2/94-12/95	324.79	216.53
15.	Supaul	31.1/1.2.94	4.57	9-40	1/94-4/95	323.15	215.44
<u>DAMAN & DIU</u>							
16.	Daman	16-18.11.93	0.021	9-35	4/93-9/94	01.89	01.89
<u>DELHI</u>							
17.	Delhi Saksharata Abhiyan Samiti project of NCD Delhi in 6 slum areas:						
	- Nandnagri, Raghbir Nagar, Shakharpur, Jahangirpuri, Kalkaji-Gobindpuri and Jama Masjid Area.						
		27/28.5.93	1.05	15-35	4/93-5/94	73.91	73.91
18.	<u>GOA</u>	29/30.7.93	1.00	15-50	1 year	60.00	40.00

1	2	3	4	5	6	7	8
<u>GUJARAT</u>							
19.	Bharuch	27/28.5.93	1.49	9-35	7/93-4/94	96.80	64.50
20.	Vadodara	29/30.7.93	1.60	15-35	5/93-4/94	64.00	42.66
21.	Amreli	21/22.9.93	0.94	9-35	7/93-6/94	61.22	40.81
22.	Jamnagar	21/22.9.93	1.78	9-35	16 months	115.71	77.13
23.	Mehsana	21/22.9.93	2.16	9-35	1 year	140.27	93.51
24.	Panchmahal	16/18.11.93	3.95	15-35	5/93-8/95	289.00	193.00
25.	Rajkot	16/18.11.93	1.43	9-35	5/93-5/94	92.95	61.96
26.	Valsad	16/18.11.93	1.49	9-35	3/93-12/94	111.80	74.53
<u>HARYANA</u>							
27.	Hissar.	31.1/1.2.94	4.50	9-44	11/93-4/95	272.11	181.41
28.	Kurukshetra	7/8.3.94	1.00	15-35	4/94-3/95	64.00	42.66
29.	Sonipat	7/8.3.94	Yet to be approved			(ad hoc)	25.00
<u>JAMMU & KASHMIR</u>							
30.	Jammu	21/22.9.93	Yet to be approved.			(ad hoc)	25.00
<u>KARNATAKA</u>							
31.	Uttara Kannada.	21/22.9.93	1.55	9-40	11/93-11/94	116.26	77.51
32.	Bangalore Rural	29/30.7.93	3.63	9-35	4/93-3/94	234.53	156.35
33.	Chickamagalur	16-18.11.93	1.52	9-35	7/93-6/94	114.00	76.00
34.	Gulbarga	16-18.11.93	5.00	9-35	11/93-12/94	345.84	230.57
35.	Kodagu	16-18.11.93	0.69	9-35	1/93-3/94	61.36	40.91
36.	Kolar	21/22.12.93	4.00	9-35	12/93-1/95	264.39	176.26
37.	Chitradurga	21/22.12.93	4.00	9-35	1/94-12/94	275.00	183.33
38.	Bellary	31.1/1.2.94	4.00	9-35	12/93-12/94	280.00	186.67
39.	Belgaum	7/8.3.94	6.75	9-35	12/93-2/95	470.42	313.62
<u>MADHYA PRADESH</u>							
40.	Satna	4/5.5.93	2.38	15-35	1/94-12/94	168.66	112.44
41.	Bhind (Ph.I)	27/28.5.93	0.90	15-45	1 year	58.68	39.12
42.	Gwalior (Ph.I)	27/28.5.93	2.00	15-35	6/93-6/95	130.00	86.70
43.	Dewas	29/30.7.93	1.78	15-35	12/93-12/94	115.32	76.88
44.	Chindwara	29/30.7.93	Yet to be approved.			(ad hoc)	20.00
45.	Rewa	29/30.7.93	Yet to be approved.			(ad hoc)	20.00
46.	Raisen	21/22.9.93	1.95	15-45	1/94-12/95	126.75	84.50
47.	Jhabua	21/22.9.93	0.46	9-45	11/93-2/95	28.85	19.23
48.	Panna	16-18.11.93	1.32	15-45	1/94-5/95	91.98	61.32
49.	Shajapur	16-18.11.93	1.85	15-35	1/94-12/95	129.14	89.09
50.	Sidhi	16-18.11.93	Yet to be approved.			(ad hoc)	25.00
51.	Khandwa	21/22.12.93	2.36	15-35	10/93-5/95	153.66	102.44
52.	Vidisha	21/22.12.93	1.25	15-35	2/94-5/95	83.37	55.58
53.	Tikamgarh	31.1/1.2.94	Yet to be approved			(ad hoc)	25.00
54.	Sagar	31.1/1.2.94	Yet to be approved.			(ad hoc)	25.00
55.	Rajgarh	31.1/1.2.94	1.93	15-35	3/94-8/95	125.97	83.98

1	2	3	4	5	6	7	8
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MAHARASHTRA

56. Osmanabad.	16/17.11.93	1.45	15-35	1/93-7/94	94.25	62.83
57. Beed.	29/30.7.93	2.55	15-35	6/93-11/94	165.43	110.28
58. Amravati.	29/30.7.93	1.98	15-45	10/93-10/94	128.70	85.80
59. Greater Bombay	16-18.11.93	6.33	15-35	6/93-12/95	411.48	274.32
60. Kolhapur	16-18.11.93	2.50	15-45	4/93-9/94	162.50	108.33
61. Yavatmal	31.1/1.2.94	3.00	15-45	3/94-4/95	194.74	129.82

ORISSA

62. Malkangiri.	27/28.5.93	2.70	9-45	9/92-3/94	201.33	134.20
63. Nayagarh.	16-18/11.93	1.70	9-45	9/93-2/95	120.92	80.61
64. Koraput.	21/22.12.93	3.07	9-45	2/93-7/94	217.56	145.00
65. Sambalpur.	21/22.12.93	3.43	9-45	1/94-6/95	242.63	161.73
66. Gajapati.	31.1/1.2.94	1.38	9-45	8/93-6/95	103.78	69.18

PUNJAB

67. Hoshiarpur	7/8.3.94	Appd in principle			(ad hoc)	25.00
68. Faridkot	7/8.3.94	Appd in principle			(ad hoc)	25.00

RAJASTHAN

69. Pali.	29/30.7.93	Yet to be approved.			(ad hoc)	40.00
70. Tonk.	29/30.7.93	3.00	15-40	8/93-3/95	195.00	130.00
71. Baran.	21/22.12.93	2.16	9-35	12/93-5/95	151.20	100.80
72. Alwar.	31.1/1.2.94	5.35	9-35	2/93-6/95	347.75	231.83
73. Rajsamand	7/8.3.94	2.25	9-40	18 months	148.11	98.74
74. Udaipur	7/8.3.94	6.00	9-40	2 years	389.51	259.67

TAMIL NADU

75. Salem.	16-18.11.93	8.00	9-45	11/93-10/94	520.00	346.66
76. South Arcot	27/28.5.93	4.10	9-40	7/93-6/94	266.67	177.78
77. Tiruvannamalai.	29/30.7.93	5.00	9-45	8/93-7/94	320.23	213.50
78. Dharmapuri	16-18.11.93	6.33	15-45	2/94-2/95	411.05	274.00
79. Tiruchirapalli	16-18.11.93	7.21	9-45	12/93-1/95	468.18	312.12

TRIPURA

80. North Tripura	16-18.11.93	1.00	9-45	1/94-1/95	75.00	50.00
81. West Tripura	7/8.3.94	2.30	9-45	1/94-5/95	161.73	107.82
82. South Tripura	7/8.3.94	2.89	9-45	12/93-12/94	208.27	138.84

1	2	3	4	5	6	7	8
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UTTAR PRADESH

83.	Faizabad.	4/5.5.93	4.82	9-35	One year	318.56	212.37
84.	Mau.	27/28.5.93	1.89	10-35	7/93-6/95	122.85	81.90
85.	Azamgarh.	27/28.5.93	Yet to be approved			(ad hoc)	30.00
86.	Jaunpur (Ph.I)	27/28.5.93	0.46	10-35	5/93-3/95	30.24	20.16
	- (2 blocks: Dharmapuri & Muftiganj)						
	Jaunpur (Ph.II and Ph.III).					(ad hoc)	+20.00
87.	Farrukhabad.	29/30.7.93	4.90	10-40	8/93-11/94	315.00	210.00
88.	Jalaun.	29/30.7.93	1.63	10-35	8/93-12/94	106.74	71.16
89.	Bahraich.	21/22.9.93	5.15	15-35	10/93-10/94	334.72	223.14
90.	Lalitpur.	21/22.9.93	1.73	10-35	10/93-1/95	114.86	76.57
91.	Lakhimpur Khiri	21/22.9.93	7.42	9-35	10/93-9/94	470.48	313.65
92.	Pratapgarh	16-18.11.93	3.84	15-35	1/93-6/94	250.00	166.66
93.	Deoria	16-18.11.93	7.50	15-35	1/93-8/94	513.41	342.27
94.	Mirzapur	16-18.11.93	1.40	15-35	1/94-8/95	91.29	60.86
95.	Sultanpur	16-18.11.93	4.20	15-35	6/92-9/94	273.00	182.00
96.	Ghazipur	16-18.11.93	4.74	15-35	6/92-6/94	308.39	205.59
97.	Pithoragarh	16-18.11.93	1.10	9-45	1 year	87.87	58.58
98.	Tehri Garhwal	16-18.11.93	1.13	9-35	1/93-12/94	90.44	60.29
99.	Uttar Kashi	16-18.11.93	0.48	9-35	12/93-12/95	38.48	25.65
100.	Hameerpur	31.1/1.2.94	3.19	10-35	1/94-4/95	209.50	139.66
101.	Barabanki	31.1/1.2.94	4.95	10-35	1994-1996	321.75	214.50
102.	Rae Bareilly	31.1/1.2.94	5.80	10-35	1/94-1/96	348.17	232.11
103.	Mathura (Ph.I)	7/8.3.94	1.24	10-35	6/94-4/95	79.36	52.90
	(Blocks: Farah, Govardhan, Mathura Rural & Raya).						
	Mathura (Ph.II & III).					(ad hoc)	+15.00

WEST BENGAL

104.	Jalpaiguri	16-18.11.93	8.00	9-45	8/93-5/94	507.31	338.20
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**Study Report on Evaluations of the Scheme of
Post-Literacy and Continuing Education - JSNs
Submitted by ORG, New Delhi :**

Summary of Findings and Recommendations

Findings

Overall Impact - The Continuing Education programme, on the whole, has had a positive impact on the rural population. The provision of JSN facilities has succeeded in enhancing the demand from high participation levels. The need for grass-root level institutions catering to continuing education is being acutely felt in post-TLC districts.

Participation in JSN activities -

- a) **Library** - The Library is found to be the most popular activity of the JSN and is used by people from all age-groups. There is a strong demand for a more versatile library facility and for adoption of a decentralised process of selection of reading materials. There were more books available to cater to formally educated than the neo-literates.
- b) **Sports, recreational and cultural activities** - Sports was observed to be second most popular activity of the JSN. Availability of sports equipments and musical instruments had served the purpose of making the JSN more attractive to the rural people. However, in most JSNs, condition of sports material was found to be bad.
- c) **Literacy classes** - Holding of evening classes is perceived to be an important function of the Preraks by the community and a majority of the Preraks did organise such classes. Largest share of evening class attendees were semi-literates from AE programmes.
- d) **Discussion groups** - The general level of awareness among the learner groups regarding charcha mandals organized through JSNs was observed to be very low. Charcha mandals catered mostly to exclusive male groups and there is not much participation by women largely because of the conservative social norms and the dual responsibilities which they have to perform at home and in the field.
- e) **Training programme** - Organising training programmes has been found to be most neglected activity of the JSNs as less than 20% of the Preraks reported to have organised any such activity. Also, JSNs were hardly used by other Government Departments to impart training or knowledge regarding various schemes or any other developmental issues.

Catering capacity of JSNs - The norm of having one JSN per 5,000 population was found to be too optimistic. In practice, each JSN caters to less than 250 people. For hilly States like Mizoram, the concept of having one JSN to cover 4-5 villages becomes redundant because of conditions of terrain and reduced accessibility which clearly indicates that separate set of norms will have to be evolved for allocating JSNs in different regions.

Infrastructural/Resource Support -

- a) No budget has been provided for training of Preraks and in most of the States, the Preraks deployed to run the JSNs have not received any training at all. Selection of the Preraks in many of the States has not been made in accordance with the prescribed criteria. In places where Village Education Committees were associated in the Selection process, the Preraks chosen were found to be more acceptable to the community.
- b) Shortage of manpower and infrastructure available to the District Adult Education Officers (DAEOs) have adversely affected the supervision and monitoring of the programme. No specific budgetary provisions have been made in the programme to cover expenses on supervision and monitoring. After the withdrawal of RFLP, no formal posts of Project Officers or Assistant Project Officers exist to provide an organisational structure for the management of JSNs. This lack of manpower and absence of adequate interaction between the DAEOs and the Preraks have adversely affected the programme performance.
- c) Delays in payment of honorarium to Preraks have effectively reduced the commitment level leading even to closure of JSNs. Insufficient amount of honorarium is also perceived to be one of the major reasons for non-performance of Preraks. Crucial out of pocket expenses of the Preraks like organising training programmes, travelling and postage costs are not reimbursed through the programme, which has further hampered the performance of the JSNs.
- d) In most States, the expectation of donation of a space by the community to run the JSN have not been realised. The current JSN programme does not have a budget provision for reimbursing the amount paid for rented accommodation. Quite often, Preraks have been forced to run the JSNs from their own residences which has drastically hindered community participation.

Recommendations -

- a) No new JSN should be set up in districts which have not completed TLC.
- b) As post-literacy needs of the neo-literates of TLCs are being met through PLCs, JSNs should now concentrate on meeting the continuing education needs of the neo-literates. To improve the reach of the programme, there has to be a functional link between PLCs and JSNs.
- c) Since the catering capacity of the conventional JSNs is limited to around 250 beneficiaries, there is a need of restructuring the organisational and managerial system of JSNs. The reach of the programme and participation levels can be considerably enhanced if instead of having one JSN for 4-5 villages, a number of smaller centres or mini-JSNs are set up with one Nodal JSN for a cluster of mini-JSNs. For this purpose, Jan Jagran Kendras/Jan Chetna Kendras established in the PLC phase should be transformed into mini-JSNs with library facilities and conducting literacy classes as their primary function. The Nodal JSNs should have a higher order library facility, provide resource support to mini-JSNs and be principally responsible for organisation of vocational training and skill

development programmes. Nodal centres should also act as a higher level information window and a convergence centre for promoting linkages between various development departments.

- d) In order to ensure the acceptability of Preraks in the community, selection of Preraks must invariably be done by the Village Education Committees. Special emphasis should be given on selection of adequate number of female Preraks as women constitute a majority of neo-literates.
- e) In order to shoulder the responsibility of running the JSNs, the selected Preraks must be specifically earmarked in the programme budget for funds must be specifically earmarked in the programme budget for JSNs. The SRCs and DRUs should be given the responsibility of designing need-specific training modules for the JSN programme.
- f) The administrative and managerial structure for JSNs needs to be adequately strengthened. Organisational and managerial structures as created by the Zilla Saksharata Samitis (ZSSs) during implementation of TLC/PLC in the district should be innovately utilised for effective and efficient running of the JSNs. In effect, implementation of TLC/PLC in the district should be innovately utilised for effective and efficient running of the JSNs. In effect, implementation of the JSN programme should be collaborative effort of peoples' participatory committees, district administration, full-time functionaries, volunteers, NGOs and educational institutions.

**10 EDUCATION
IN
UNION TERRITORIES**

10. Education in Union Territories

10.1.0 Education in the Union Territories continues to be a special responsibility of the central Government. An account of the educational programmes undertaken during the year in respect of each of the Union Territories is given below:-

Andaman & Nicobar Islands

10.2.1 The Union Territory has 334 educational institutions including 254 Schools upto Middle level, 72 upto Secondary and Senior Secondary Level, 2 colleges and Polytechnic each and one each B. Ed. college, TTI, ITI and Ashram School.

10.2.2 Three Senior Secondary Schools have introduced vocational courses during the year. Total enrolment in various educational institutions had been 82,902 - school level 80843 and Post School & Higher Education 2059. Special focus is given on the education of the tribals in 57 schools at various stages. About 6367 students were enrolled.

10.2.3 Special Adult Literacy Drive has been launched in all the senior secondary schools affiliated to the CBSE, as part of work experience activities. 1304 students have taken on themselves to teach the illiterates in the islands. 56 Jana Shikshan Nilayams have been functioning during the year.

Education for Disabled

10.2.4 26 Centres for Integrated Education of the Disabled had been functioning. 550 children were given educational assistance through these centres.

Strengthening of Science Teaching

10.2.5 The Science unit of the Education Department continued a campaign to strengthen the teaching of science in the schools through regular supervision, evaluation and monitoring the optimum use of the learning materials provided in the schools.

In-service Training and Orientation of teachers

10.2.6 In-service training programmes for primary school teachers were conducted during the summer vacation in collaboration with NCERT.

Chandigarh

Non-formal Education

10.3.1 Under this scheme 4605 students are taught in 105 centres and are provided with free stationery, uniforms, mid-day meals and Instructors are being paid remuneration. Children who somehow could not continue their formal education are persuaded to join non-formal education centres. Similar incentives were also given for children from weaker sections of society in formal schools.

Higher Education

10.3.2 The Administration is providing education upto degree levels in Arts, Science and Commerce disciplines and also in professional courses i.e. in Education and Home Science, where education is provided upto Post Graduate level.

Dadra & Nagar Haveli

Educational Institutions

10.4.1 In the Union Territory, there are at present the following educational institutions:-

	Government	Private
- Primary Schools	- 168	16
- Secondary Schools	- 5	4
- Senior Secondary Schools	- 5 +	1 NV

10.4.2 The students strength in the primary schools is 24,176 while in the secondary and senior secondary schools is 4502. The number of SC/ST students in primary school is 19,376 and 537 respectively and at the secondary and senior secondary levels their number is 2721 and 219 respectively.

Social Welfare Hostels

10.4.3 The UT Administration has been running 10 Social Welfare Hostels for the benefit of SC/ST students where free lodging and boarding facilities are provided to the boys and girls. Out of these 10 hostles, 2 are girls' hostles.

Daman & Diu

10.5.1 There are 100 schools covering pre-primary to Higher Secondary level education, One Government Colleges, One Technical Training Institute and two I T I centres functioning in this Union Territory.

Adult Education Programme

10.5.2 Adult Literacy Programme has been given priority so as to eradicate and reduce the level of illiteracy, particularly among the illiterates in the age group of 15-35. Under this programme, survey has been conducted and Total Literacy Campaign has been launched to eradicate illiteracy.

Computer Education

10.5.3 Centrally Sponsored Scheme of Computer Literacy and Studies in the Schools (CLASS) has been implemented in one High School.

Orientation Courses for teachers & Educational Supervisors

10.5.4 Training Programmes covering 100 teachers/supervisors of various categories had been organised.

Delhi

10.6.1 In the National Capital Territory, Delhi, no child has to travel more than one km. from the door step unless he/she wants a school of choice. In Delhi, Schools are run by the Directorate of education, Municipal Corporation of Delhi, New Delhi Municipal Committee, Cantonment Board and the Kendriya Vidyalaya Sangathan.

Directorate of Education

10.6.2 1831 Government Middle, Secondary and Senior Secondary schools have been functioning. During the year 13 Middle Schools were opened, 19 Middle schools were upgraded to secondary level, 25 secondary schools were upgraded to Senior Secondary, 10 co-educational schools were bifurcated and 29 secondary/senior secondary schools were converted into composite (Model) schools. During 1994-95, 1766 teaching and non-teaching posts have been created.

Free Transport Facilities to the Girl students in Rural Areas

10.6.3 5520 girl students residing in rural areas of Delhi and studying in Government Girls Schools were provided free transport to schools and back home daily on all working days.

Patrachar Vidyalaya

10.6.4 The Directorate of Education also runs a Patrachar Vidyalaya which arranges for the education of the students and guides them for appearing in Secondary School Examination. Patrachar Vidyalaya is catering to the educational needs of about 25,000 students.

Vocational Education

10.6.5 Under the scheme of vocationalisation of Education with a target to diversify 25% students towards vocational education, 28 vocational courses were introduced in different schools.

Municipal Corporation of Delhi (MCD)

10.6.6 The MCD had been running large number of primary schools in the areas falling under their jurisdiction. All efforts had been made to provide primary schools in its area in such a manner that every eligible child can seek admission in a school within the walking distance from his/her place of residence. The MCD had been running 1738 primary schools and had enrolled 7,64,417 children in these schools, 17 new schools were opened during the year.

10.6.7 The MCD also had undertaken the project "Education for All" in collaboration with the Government of India and UNICEF. In its first phase, 142 schools located in 12 educationally backward pockets were taken up during 1993-94. Efforts are being made to cover 350 more schools during the year.

10.6.8 The Project Integrated Education for the Disabled Children (PIED) launched during 1990 continued to be operated during the year and 687 children were identified for special education under this programme.

10.6.9 The MCD also conducted the programme of in-service teacher training and education in different areas. 490 Assistant Teachers were imparted special training for teachings of science. 420 Assistant Teachers were trained in the modern method of teaching mathematics, 420 Head Masters/Head Mistress were trained in the supervision of teaching of science and mathematics subjects. 1893 teachers and 36 Headmasters were trained in overall teaching methods focussing child-to-child teaching and minimum level of learning.

New Delhi Municipal Council (NDMC)

10.6.10 The NDMC concentrated on the universalisation of education and imparting good quality education through the schools and educational centres running in its area.

10.6.11 The Council continued to run the 5 Navyug Schools through the autonomous Navyug School Education Society which is fully financed by the NDMC. About 3,500 students were given education in these schools. One of the Navyug Schools at Laxmibai Nagar was upgraded from middle school to secondary level. The programmes of Adult Education, non-formal education and the scheme of Balwadi Centres were also implemented. Detailed survey of area was carried out and illiterates were identified for coverage under the total literacy movement. Non-Formal Centres were also set-up for imparting education to the drop-out children of age of 6 to 14 years. 14 Balwadi centres extended the services of child care and pre-primary education to the children.

10.6.12 The NDMC also opened one Social Education Centre for the Impaired-Hearing Children during the year.

Lakshadweep

10.7.1 The Union Territory has 58 Institutions including 5 schools upto Senior Secondary level, 41 schools upto Secondary level, 11 Balwadis and one ITI.

10.7.2 During the current year, the Government High School at Kavaratti was upgraded to Senior Secondary level. 17,271 students were studying at various levels in the schools of Lakshadweep out of which 16,948 student belong to the Schedule Tribes. The number of girl students was 7,859.

Higher Education

10.7.3 As there is no Degree College or any professional college in the U T, seats for such courses in different institutions are allocated from Central quota for the students of Lakshadweep desiring to pursue such courses in the mainland.

Adult Education

10.7.4 The Department of Education has launched total literacy campaign through out Lakshadweep. As per the census of 1994, the literacy rate (excluding students in the age group of 0-6) is 81.78%. Intensive efforts are being made to achieve 100% literacy in Islands.

Vocational Education

10.7.5 Fisheries technology and coir craft subjects have been introduced in all high schools from class VIII to X. The U T Administration has a proposal to include these subjects in the board examinations for which the Kerala Government has accorded necessary sanction.

Pondicherry

10.8.1 The Union Territory of Pondicherry consists of four regions, namely, Pondicherry, Karaikal, Mahe and Yanam with an area of 492 sq Kms. and has a population of 8,07,785 according to the 1991 Census consisting of 4,08,081 Male and 3,99,704 Female. Pondicherry has made it possible to achieve 100% enrolment in age group 6-14 as the Elementary Schools have been made easily accessible to the rural children.

Elementary Education

10.8.2 In order to fulfil the constitutional obligation and to achieve Universalisation of Elementary Education for the age group of 6-14 years, a number of efforts are made by this administration to enrol every child in the age group of 6-14 years into Schools.

Secondary Education

10.8.3 Efforts are being made to upgrade the existing High Schools to Higher Secondary Schools in a phased manner. Four High schools have been upgraded to higher secondary schools during 1993-94 and during 1994-95 two secondary schools have been upgraded to Higher Secondary Schools. Vocational Courses are offered in 20 existing Higher Secondary Schools out of the total 32 Government Higher Secondary Schools providing job-oriented Technical Courses. It is also proposed to introduce vocational courses in all existing Higher Secondary Schools in a phased manner.

Higher Education

10.8.4 In order to meet the growing needs of the country, the UT Administration is proposing to start Job-oriented Courses such as B.Sc. (Library Science), B A (Cooperative Management), B Sc (Computer Science) and M Sc (Computer Science) in the existing colleges.

Technical Education

10.8.5 Existing Polytechnics are getting strengthened by providing necessary infra-structural facilities, such as, modernisation of laboratories, Workshop Sections and Libraries. B Tech.. in Electronics and Electrical and M.Tech in Advanced

Construction Technology have been started in the Pondicheery Engineering College. With the object of achieving overall improvement of Technical Education, the UT of Pondicherry is now included in the second-phase of the project of "Strengthening of Technical Education", being implemented in the Country with 'World Bank' assistance.

Adult Education

10.8.6 The Union Territory of Pondicherry has been declared as a Total Literate State on 30.11.1991 and the UNESCO's International Literacy Award for Total Literacy was awarded to 'Puduvai Arivoli Iyakkam', Pondicherry. The Post-Literacy Programme has been started for the benefit of the neo-literates and also covering the drop-out illitrates with the aim of giving functional literacy.

Other Programmes

10.8.7 The Teacher-Training Course has been started from 14.9.1994 with an intake capacity of 50 students through District Institute of Education and Training (DIET). 17 Orientation Training Programmes covering 680 teachers for different categories of in-service teachers are being conducted through State Training Centre (STC). 720 students are being given coaching to compete in various competitive Examinations such as I A S./Medical/Engg/Banking Service Recruitment Board etc. 4,500 student-volunteers have been enrolled under National Service Scheme (NSS) to develop the personality of the students through Community Service, to undertake various Social Service Programmes like Manual Work, Hospital Social Service, Blood Donation, Adult Education, Awareness creation on AIDS, Environment protection and Tree Plantation etc.

Incentives

10.9.0 All the UTs have been providing incentives to students from weaker sections of society and SC/STs under various schemes in terms of free text-books, stationery, mid-day meals, free transport facilities to girl students in rural areas, scholarships to meritorious students and hostel facilities, etc.

11 BOOK PROMOTION AND COPYRIGHT

11. BOOK PROMOTION AND COPYRIGHT

11.1.0 Books are vital for a country's scientific, technological and economic development and also play an essential role in giving a common purpose and identity to people with diverse socio-cultural, linguistic and religious background. The Book Promotion Division of the Department of Education has a number of schemes and activities which aim inter alia, at promoting the production of good quality books at reasonable prices, encouraging indigenous authorship, promoting the reading habit and providing assistance to the Indian book industry. Some of the important programmes being implemented in this regard are briefly described in the following paragraphs.

I. National Book Trust

11.2.1 The National Book Trust, India, (NBT) an autonomous organisation, was set up in 1957 with the objectives of producing and encouraging production of good reading material at moderate price and fostering book mindedness among the people. The activities of the NBT broadly are to publish books; provide assistance to authors, illustrators and publishers; and to promote books. The NBT publishes books for general readers; on a variety of subjects, in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu, and Urdu at affordable price. Over 7200 titles in different languages have been published by the NBT, so far. The Trust also provides financial assistance to authors, illustrators for bringing out reasonably Priced text books and reference books for the diploma, undergraduate and post-graduate levels; and also for publication of books for children and neoliterates. It also promotes books and cultivates the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and work-shops; (c) providing financial assistance for organising books fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) setting up of Readers Club in Schools. It also promotes Indian Books abroad by organising India's participation in International Book fairs in different countries.

(a) *Publishing*

11.2.2 The National Book Trust provides general reading material for all segments of society and for all age-groups Moderately priced books of fiction and non-fiction on a variety of topics in English, Hindi and 11 other major Indian languages are brought out under the Trust's well-defined series. In addition, on an experimental basis some titles of the Nehru Bal Pustakalaya series for children are also being translated into the tribal languages of the North-East, Madhya Pradesh and Bihar.

11.2.3 During 1993-94, 588 titles were brought out which included 297 originals, revised editions and translations and 291 reprints. The total number of titles published this year is also likely to Exceed 700.

11.2.4 Total net sales of NBT publications during 1993-94 amounted to Rs.186 lakhs. This year it is expected to see around Rs.2 Crore.

(b) Assistance to Authors and Publishers

Details of activities undertaken during the year are as follows:

11.2.5 The Trust, through, its Scheme for the Subsidised Publication of Books, provides financial assistance to authors and publishers for bringing out reasonably priced books, which could serve as textbooks, discipline oriented supplementary reading material reference books, for students and teachers of Indian universities and technical institute.

11.2.6 Under the scheme, the subsidised books relate to subject areas where books of an acceptable standard are either not available or are so highly priced as to be beyond the means of the students, and could be in English, Hindi or any other languages listed in the 8th schedule of the Constitution. The scheme was revised in August, 1992 with the objective of making it more practicable by simplifying the procedures. After its revision the Indian Language publishers had shown more interest in this scheme including three universities bringing out books in Tamil. There is now a steady increase in the number of titles being published under the Scheme. Against ten titles published in 1992-93, 14 were brought out in 1993 and 16 are expected during the current financial year.

World Book Fair

11.2.7 The New Delhi World Book Fair organised by the Trust every alternate year since 1972 is the largest book exhibition in Asia. The 11th New Delhi World Book Fair was held in Feb., 1994 and 984 publishers participated in it. For the first time, Africa was the theme of the fair. The next World Book Fair would be organised by the Trust in Feb., 1996.

(c) Book Promotion

11.2.8 The book promotion activities of the National Book Trust include organisation of book fairs, book festivals, workshops, seminars and symposia on related topics, celebration of National Book Week, etc. During the year the trust organised book fairs each of at Jalandhar from 10th to 18th Sept., 1994 at Nagpur from 30th Sept., to 9th Oct., 1994 and at Goa from Dec. 31st to January 8, 1995.

11.2.9 In addition, under its new scheme for promoting books in Indian languages, the trust organised 9 exhibitions of select Hindi publications in Kumaon and Garhwal (UP) and 39 exhibitions of select childrens books in Delhi. The Trust has decided to hold six more exhibitions in Bombay in Jan., 1995 and nine in Madras in Feb., 1995. Two seminars at Nagpur one on Post Literacy read-ing Material for Neo-literate Women and the other on the text and Illustrations for popular Science Books were organised.

11.2.10 The trust has also decided to organise two another seminars in Jan., 95. As usual the Trust celebrated the National Book Week from 14th Nov., to 20th Nov., 1994 all over the country.

11.2.11 For organising book promotional activities abroad the Trust participated in Bologna International children's Book Fair from 7th April to 10th April, 94 and

Australian Book Fair from 22nd to 26th June, 94 and Frankfurt Book fair from 5th to 10th Sept., 1994. It is planning to exhibit Indian books in Nepal and South Africa in Feb-March, 1995.

II Book Promotional Activities and Financial Assistance to Voluntary Organisations

11.3.0 Under the Scheme of Book Promotional Activities and Financial Assistance to voluntary organisations, grants are given on ad-hoc basis to voluntary organisations for organising training courses, seminars, workshops conventions, etc. During this Year a grant of Rs.1.00 lakh has been released to Authors Guild of India for organising National Symposium on 'Oneness of Literature of Indian languages'. A sum of Rs. 92.000/- is being released to federations of Indian Publishers and Rs. 2.12 lakhs are being kept for Netaji Subhash Research Bureau. In addition, applications for the release of grant of Rs.96,000/- are under consideration.

III National Book Development Council

11.4.0 The term of the NBDC which was constituted in 1967 expired on Nov., 1993 and it is being reconstituted as 'National Book Promotion Council' which would function as an advisory body to facilitate exchange of views on all major aspects of Book Promotion.

Export & Import Policy for Books

11.5.0 Ministry of Commerce had announced new Export & Import Policy for a period of 5years w.e.f. 1st April, 1992. Under this any organisation/individual is free to import books on education-al, scientific & Technical subjects without any restrictions. Import of other books is allowed only against licence.

Raja Rammohan Roy National Library

11.6.0 The International Standard Book Numbering (ISBN) System aims at boosting the export of indigenous publications and to minimise the book trade practices in day-to-day business. It is an international system by which a distinct identifying number is assigned to each book. In addition to book trade, the system is very helpful to libraries and information systems and to research scholars. From 1st Jan., 1985 to 31st October, 1994, 2545 big and small publishers and others have become the members of the System and thousand of the publications today bear the ISBN numbers.

Copyright

11.7.1 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Office, under the provisions of the Copyright Act, 1957 as amended from time to time undertakes to register different classes of works. From 1st April, 94 to 24th Nov., 1994, 524 works have been registered. The category- wise break-up of the registered works is as under:-

(a) Literary, dramatic & musical works	343
(b) Artistic works	142
(c) Records	34
(d) Cinematograph films	5

11.7.2 In addition to this, the Copyright Office also registers the changes in the Register of Copyright in accordance with Section 49 of the Copyright Act, 1957 and Rule 17 of the Copyright Rules, 1958. Copyright Office also issues certified copies of extract from the Registrar of Copyright as also of the public documents in the custody of the registrar of Copyright/ Copyright Board. Inspection of the register of Copyright is also open to the interested persons.

11.7.3 The Copyright Board, a quasi-judicial body, was constituted initially in Sept., 1958. The Jurisdiction of the Copyright Board extends to the whole of India. It adjudicates disputes in respect of assignment of copyright and granting of licenses-

- in works withheld from public
- in unpublished Indian works
- to produce and publish translation
- to produce and publish works for certain purposes.

11.7.4 It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different zones of the country to provide facility of justice to authors, creators and owners of intellectual property near their place of residence or occupation.

11.7.5 The Copyright Board was last reconstituted for a period of four years upto 31st March, 1994. A new Board is yet to be reconstituted as on date.

Enforcement of Copyright

11.8.1 The fifth meeting of Copyright Enforcement Advisory Council which was set up on 6-11-91 for strengthening and streamlining the enforcement of copyright in the country and to educate the public and enforcement authorities was held on 28th February '94 in New Delhi. The following decisions were taken at the meeting:-

- The Draft Brochure on Copyright Enforcement prepared by the FIP was considered and it was decided that it should be revised in accordance with the suggestions of the members:
- Special Cells should be set up in the States to deal with Copyright matters; and
- Home Secretaries/Deputy Inspector-General of Police in the States should be invited to participate in the Seminar on enforcement of copyright to be held in collaboration with World Intellectual Property Organisation (WIPO).

11.8.2 The Draft Copyright Brochure was revised and has already been printed. State Governments have already been requested at HRM's level to set up Special Cells. Home Secretaries and DIGs of Police from State Governments were invited to participate in the Seminar on Enforcement of Copyright. The details of which are given under the heading 'Training Facilities in Copyrights'.

Amendment of Copyright Act

11.8.3 The Copyright (Second Amendment) Bill which was introduced in July '92 was passed by the parliament in May '94 and came into effect as Copyright (Amendment) Act, 1994 on 9th June, 1994 when it received the assent of the President on 9th June, 1994. Comprehensive amendments to the Copyright Act have been made vide this amending Act. The amendments include introduction of performers' rights, rental rights and provision of more stringent punishment for infringement of copyright. The amendments have, however, not yet come into force. They will be brought into force as soon as Statutory Rules required for enforcing some of the provision are ready. Draft Rules are already under reference to Ministry of Law for vetting.

Training Facilities in Copyright

11.9.1 The WIPO under its cooperation Development Programme, organised training courses in Copyright for officials dealing with copyright in developing countries. Sh. Jagdish Swaroop, Special Officer (Copyright), Department of Education Participated in the Orientation Seminar on Copyright & Neighbouring Right held in Geneva from 12-14th October 94 followed by a practical training in Budapest, Hungary from 17-28th October 1994.

11.9.2 A Training Seminar on Enforcement of Copyright was organised by the Ministry in collaboration with WIPO on November 11-12, 1994 in New Delhi in which Home Secretaries, Senior Police Officers from various States/UTs participated. There were 52 participants including foreign experts.

International Copyright

11.10.1 India is a member of two major International Conventions on Copyright, namely- the Berne Convention for the Protection of Literary and Artistic Works and the Universal Copyright Convention. Both these conventions were revised in 1971 to incorporate special provisions to enable the Developing countries to issue compulsory licences for reproduction and translation to books of foreign origin for specific purposes in case these rights could not be obtained by freely negotiated terms from the owners of copyright. India has acceded to 1971 Texts of these Conventions.

11.10.2 India plays an important role in the deliberations of the Governing Bodies of the World Intellectual Property Organisation (WIPO), Geneva which is the International Secretariat for the Berne Convention for the Protection of Literary and Artistic works. This Year Additional Secretary, Department of Education attended the 25th Series of the meetings of the Governing bodies of WIPO at Geneva from 24th Sept. to 5th Oct. 1994.

International Copyright Order

11.11.0 Under Section 40 of the Indian Copyright Act, 1957 (14 of 1957), the Central Government is empowered to extend Copyright to foreign works. An Order-International Copyright order, 1958 issued in this regard, vide SRO-271 dated 21st January, 1958 was revised and published in the official Gazette on 30th September, 1991. The revised order has been amended vide Notification No. SO 768 (E) dated 9.10.92 published in the Gazette of India on 13th Oct., 1992. Further amendment of the Order is under consideration.

12 PROMOTION OF LANGUAGES

12. PROMOTION OF LANGUAGES

12.1.0 Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Promotion and development of Hindi and other languages listed in the VIII Schedule of the Constitution including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand, have received due attention. In fulfilling the constitutional responsibility, the Department of Education undertook various programmes through its Languages Institutes, autonomous organisations and subordinate offices, namely, Kendriya Hindi Shikshan Mandal, Agra with its five centres, Rashtriya Sanskrit Sansthan (RSKS), New Delhi with its seven Vidyapeethas, Central Institute of Indian Languages (CIIL), Mysore, with its four regional centres, one Extension Centre and two Urdu Training and Research Centres, Central Hindi Directorate (CHD), New Delhi, Commission for Scientific and Technical Terminology (CSTT), New Delhi and Bureau for Promotion of Urdu (BPU). Some of the following major activities pertaining to promotion and development of languages were undertaken during 1994-95.

Promotion and Development of Hindi

12.2.1 For the development of Hindi as a link language, a scheme of financial assistance to voluntary Hindi organisations for promotion of Hindi was continued. To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since the First Five Year Plan. Over the years, the number of organisations seeking financial assistance under this scheme have progressively been increasing and in 1994-95 about 200 voluntary Hindi Organisations are likely to be financially assisted.

12.2.2 Financial assistance is also being extended to voluntary organisations as well as individuals for translation, publications and purchase of books with a view to promoting and propagating Hindi. This is an ongoing scheme and now being administered by the C H D , a subordinate office under this Department.

Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs

12.2.3 With a view to assisting the non-Hindi speaking States/UTs for promotion and propagation of Hindi in pursuance of the provisions contained in Article 351 of the Constitution of India, the Central Government had started, during the Second Plan, the schemes of (i) Appointment of Hindi teachers; and (ii) Opening/Strengthening of Hindi Teachers Training Colleges. Under these schemes central assistance was provided to the non-Hindi speaking States/UTs on 100% basis. These scheme were implemented upto the Seventh Plan as two separate schemes. Since the objectives of these schemes are similar, these have been merged together into a single scheme entitled "Appointment and Training of Hindi Teachers in non-Hindi speaking States/UTs" in the Eighth Plan and central assistance on the same pattern has been continued in 1994-95. During 1994-95 central assistance of the order of Rs. 2.5 crore is being provided to various non-Hindi speaking States/UTs under this scheme on the approved pattern for appointment/maintenance/training of about 1,000 Hindi teachers.

Propagation of Hindi Abroad

12.2.4 This scheme was started in the Fourth Five Year Plan with the objective to promote and propagate Hindi abroad. The scheme has been continuing in the Eighth Plan also. The specific programmes/activities under the scheme are (i) Award of scholarship to about 50 foreign students for study of Hindi in India for a period of one year (ii) supply of Hindi books and other equipment for propagation of Hindi to Indian Missions abroad (iii) Deputation of Hindi teachers to Surinam, Guyana and Trinidad and Tobago; (iv) Appointment of Hindi Librarian and part-time Hindi Lecturers in the Embassy of India, Kathmandu and High Commission of India, Srilanka. The foreign students are provided with the scholarships @Rs. 1200/- p.m. and book grant of Rs. 400/- per annum respectively. The programme of teaching Hindi to foreign students is being conducted at the headquarters of the Kendriya Hindi Sansthan at Agra.

Establishment of International Hindi University

12.2.5 A Committee was set up under the chairmanship of Dr. Shiv Mangal Singh 'Suman' to advise the government about the nature, structure, location, financial requirements and other related matters in respect of the establishment of an International Hindi University. The Committee submitted its report on 1.5.1993 which has been examined in consultation with other concerned Ministries/Organisations. The government have now decided to set up the Antarrashtriya Hindi Vishwavidyalaya at Wardha and to prepare and propose legislation for consideration of the Parliament.

Commission for Scientific and Technical Terminology

12.3.1 The Commission for Scientific & Technical Terminology was set up in October, 1961 for evolution of Scientific and Technical Terminology in Hindi and other Indian languages, production of university level books and reference literature in all disciplines, identification of pan-Indian Terminology, setting up a national terminology bank and organising terminology orientation workshops to facilitate smooth change over of media of instruction in universities.

Terminology

12.3.2 The Commission has so far evolved and published 5.5 lakhs terms of various disciplines and the work is in progress.

Definitional Dictionaries

12.3.3 The CSTT has brought out 50 Definitional Dictionaries which contain definitions in Hindi of Science & Technical terms already evolved by the Commission. These Definitional Dictionaries cover almost all Basic Sciences, Social Science and Humanities and specialised subjects like archaeology and International Law. Definitional Dictionaries of specialised subjects like Microbiology, Linguistics, Metallurgy, Cell-Biology, Plant Pathology, Entomology, Cytogenetics etc. are under various stages of publication.

Pan-Indian Terminology

12.3.4 So far 19 Pan Indian Glossaries have been published for free distribution.

University Level Book Production

12.3.5 The CSTT has brought out in collaboration with Hindi Granth Akademies/State Textbook Boards/University Cells, 11247 university level textbooks in Hindi & regional languages. The Commission has also produced 388 books in the field of Engineering, Medicines and Agriculture. The CSTT also brings out a quarterly journal 'Vigyan Garima Sindhu'.

Terminology Orientation Workshop

12.3.6 With a view to promoting and popularising appropriate use of the terminology, the CSTT organised workshops for university/college teachers in diverse disciplines. Annually 12-15 of such workshops are organised. So far 3310 university/college teachers, Official Language Officers and Scientists have received terminology orientation.

Computerisation of Terminology

12.3.7 The CSTT had launched this project in 1989 and under which all 5.5 lakh technical terms evolved by the CSTT are being fed on data base out of which about 4 lakh terms have already been keyed in. From this computerised data base glossary of Veterinary Science, Forestry, Space Science, Chemical, Engineering, Agriculture, Comprehensive Defence Terminology, Psychology, Mining and Geology were laser printed and are in press.

Central Hindi Directorate

12.4.1 The Directorate is compiling Thirteen Hindi and thirteen regional languages based bilingual dictionaries. So far thirteen dictionaries viz. Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malyalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi Telugu, Hindi-Urdu, Oriya-Hindi, Malayalam, Hindi and Urdu-Hindi dictionaries have been published. The Directorate has brought out thirteen trilingual dictionaries, while twelve Hindi based and twelve regional languages based trilingual dictionaries are being compiled. The Directorate has also published one multilingual dictionary and the 'Tatsam Word Dictionary' besides compiling "Bharatiya Bhasha Parichay Kosh". Under Cultural Exchange Programme, Czech-Hindi and German-Hindi (Vol. I & II) dictionaries have been published. Under the UN Languages Dictionaries Programme, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries have been published. A consolidated Hindi-based dictionary of U.N. Languages, Arabic, Chinese, English, French, Russian and Spanish is under compilation. Besides these, Hindi-Kashmiri and Hindi-Assamese conversational Guides have been published. Work on one trilingual and two bilingual dictionaries is in an advanced stage. A project for preparation of bilingual dictionaries of Hindi and languages of neighbouring countries has been undertaken. Out of ten such dictionaries, Hindi-Persian, Hindi-Singhalese and Hindi-Indonesian are ready for printing.

12.4.2 The Directorate also brings out Hindi journals like "Unesco Doot" (Hindi version of the English Magazine entitled "Unesco Courier"). "Bhasha" (bimonthly) "Varshiki", "Sahityamala", "Jai Shankar Prasad", "Srijan Ke Vividh Ayam" and "Bhartiya Kavyitriyan" have also been published during the year.

12.4.3 The Directorate is implementing a scheme of teaching Hindi through Correspondence Courses in the media of English, Tamil, Malayalam and Bangala. So far approx 3.12 lakh persons have availed of this facility. The enrolment in these courses during the current year is around 15,164. Some self-teaching, records and cassettes have also been prepared for the purpose. 12 Personal Contact Programmes have also been organised for removing the difficulties of the students.

12.4.4 The Directorate has organised two Study Tours of Non-Hindi-Speaking areas' university students of Hindi language and literature to Hindi speaking areas' Universities, and selected twenty research students of non-Hindi-speaking areas for research purpose. Eight Neo-Writers Workshops have been organised to encourage non-Hindi writers to write in Hindi during the year under report. Nineteen writers of Hindi from non-Hindi speaking areas were given awards this year. Two national symposiums were also organised in Allahabad & Hyderabad to discuss various aspects of oneness of Indian literature. Eight scholars, (four from Hindi areas to give lectures on students' interest subjects in non-Hindi speaking areas' universities and four from non-Hindi speaking zones to give lectures on students' interest subjects in Hindi-speaking areas' Universities) were nominated by Central Hindi Directorate.

12.4.5 A number of books have been sent free of cost to the non-Hindi States for the propagation of Hindi. Exhibition of Hindi books is another activity of the Directorate. The Directorate is also conducting a survey of the spoken form of official language in various units of Central Government spread over the country. The scheme has been divided into two phases. In most of the Hindi-speaking States this survey has been completed. It is also engaged in propagation of Sindhi language. The Directorate is working as Secretariat of 'Hindi Shiksha Samiti' and 'Shiksha Awards'.

Kendriya Hindi Shikshan Mandal, Agra

12.5.1 The Kendriya Hindi Shikshan mandal, Agra is an autonomous organisation established by the Government of India, under overall administrative control of Ministry of Human Resource Development, (Department of Education). The Mandal runs 'Kendriya Hindi Sansthan under its aegis, with its headquarters at Agra and centres at Delhi, Hyderabad, Mysore, Guwahati and Shillong. The Sansthan is recognised as an Advanced Centre for teaching training and research in Hindi as a second/foreign language and also for applied Hindi linguistics in teaching and translation.

12.5.2 For inservice training of Hindi teachers of non-Hindi speaking states, the Sansthan runs Hindi Shikshan Nishant (M.Ed. Level), Hindi Shikshan Parangat (B.Ed level), Hindi Shikshan Praveen, Four-Year Hindi Shikshak Diploma and Intensive Hindi Teaching-cum-Training Course. During the session 139 inservice Hindi teachers were trained. Hindi Shikshan Parangat course is conducted through correspondence also, in which 350 inservice teachers are admitted during the session.

12.5.3 The Sansthan also runs courses for teaching Hindi to foreigners at Agra under the Government of India scheme of "Propagation of Hindi Abroad". During the session the Government of India has awarded scholarships to 41 students from various foreign countries. A Composite Hindi Course for foreigners is also being conducted at Delhi Centre in which 45 foreign students are studying. Apart from this 3 courses of applied Hindi linguistics and translation are also being conducted at Delhi centre. During the session 85 students are studying in these courses.

12.5.4 On request of the Government of Goa, two Workshops were organised to produce standardized and validated press copy of "Gomanta Bharadi", first book of Hindi for class vth students. National Bank for Agricultural and Rural Development made a request to the Sansthan to prepare a distance Hindi teaching course for their officials. The Sansthan prepared a Foundation Course of Distance Hindi Teaching Module during the session. Work for the preparation of Hindi grammar books and bilingual dictionaries for students of Madhya Pradesh Sikkim, Nagaland, Mizoram, Meghalaya and Manipur states is in progress. In addition, the research projects "Sociolinguistic survey of Industrial Units: in special context of Hindi", and "Computer based Hindi Teaching to Foreign Students" are in progress.

12.5.5 Under the scheme entitled " Hindi Sevi Semman Yojana" 13 eminent Hindi Scholars have been awarded for their distinguished contribution in the field of development and propagation of Hindi, Hindi journalism, research and creatives in Hindi, scientific and technical Hindi literature etc.

Promotion and Development of Indian Languages

12.6.1 The central institute of Indian Languages Mysore was established on July 17, 1969 to help evolve and implement the language policy of the Government of India and coordinate the development of Indian Languages. The Institute is charged with the responsibility of conducting research in the areas of language development such as analysis, Pedagogy, Technology and Language use in society, Government and Education with an emphasis on problem solving and National integration.

12.6.2 The Regional Language centres at Mysore, Pune, Bhubaneshwar, Patiala, Lucknow and Solan impart training in Kannada-Malayalam-Tamil-Telugu, Gujarat-Marathi-Sindhi, Assamese-Bengali-Oriya, Kashmiri-Punjabi-Urdu respectively to the graduate teachers deputed by various State Governments.

12.6.3 The regional language centres are also conducting a parallel contact-cum-correspondence course in 3 languages viz., Tamil, Bengali and Urdu.

12.6.4 A North Eastern research extension centre was established in 1989 at Guwahati to implement language provisions of the Assam Accord. It has undertaken programmes for development of Assamese language in consonance with the development of tribal languages in Assam in particular and the North Eastern region in general. Besides language training programmes, evaluation of teaching materials, this centre does research to identify the common features and interaction between the languages of this region.

12.6.5 In the regional language centres 312 teachers were deputed by the states for learning a third language.

Scheme of Financial Assistance for Appointment of Modern Indian Language Teachers

12.6.6 In pursuance of the national Policy of Education, 1968 and 1986, the Government of India has been implementing the 3 language formula through the training of teachers. A centrally sponsored scheme has been initiated from 1993-94 which will provide 100% financial assistance for the appointment of MIL teaches (other than Hindi).

12.6.7 The Central Institute of Indian languages completed 25 years of its service to Indian languages on July 17, 1994. on this occasion 25 books, 8 computer softwares, 2 audio cassettes, 4 video films, and 11 posters were released.

Major works done during 1994-95 include:

12.6.8 A comparative Study of implementation of official languages in the states was completed. The development of 3 million word corpus in the four south Indian languages is expected to be completed by the end of this year. This corpus will be grammatically tagged. Using the corpus, spell checkers and machine readable dictionaries will be prepared in these languages. Style manuals in Tamil and Kannada were prepared for the use of writers, teachers and printers to improve the quality of presentation of materials in publications from the point of view of their comprehensibility, communicativeness and consistency.

12.6.9 Survey of Pahari languages in Himachal Pradesh and their grammatical distribution continued.

12.6.10 Special programmes for the development of newly recognised scheduled languages were taken up. Teachers were trained in Konkani to create administrative terms; the training was given to state institute of education, Goa for preparation of Konkani primers and expertise was provided for translating literature from Konkani into Hindi.

12.6.11 Nursery Rhymes were prepared in Hindi, Marathi, Manipuri and Tamil.

12.6.12 The institute developed minimum levels of learning in third and first language.

Financial Assistance for Promotion of Modern Indian Languages and English Language

12.6.13 Financial Assistance is being provided to voluntary organisations as well as individuals for bringing out publications as well as purchase of books with a view to promoting and propagating Modern Indian Language and English Language. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian Languages and in English also receive Central assistance. These are ongoing schemes and now being administered by the CIIL, Mysore (MIL portion) and by the CIEFL, Hyderabad (English Language portion).

Taraqui-E-Urdu Board

12.7.1 Taraqui-E-Urdu Board was constituted in 1969 as an apex Advisory Body to advise the Government on promotion and development of Urdu Language. The Minister of Human Resource Development is the Chairman of the Board. The Bureau for Promotion of Urdu executes and implements recommendations of the Board and also functions as its Secretariat.

12.7.2 Bureau for Promotion of Urdu is engaged in preparation of academic literature in Urdu and making them available to Urdu speaking people of the country. Against target of 35 books, 14 books including reprints have been published this year making a total of

725 books in all so far. First volume of the English-Urdu Dictionary has been brought out. Two volumes of Urdu Encyclopaedia out of 12 volumes are in the Press. Four Terminology Committee Meetings relating to Journalism and Mass Media and Agriculture were convened. One Calligraphy Training Centre was set up at Kanpur to make a total of 44 CTCs. Books worth about Rs. 2,00,000/- were sold during this period.

12.7.3 A National Council for Promotion of Urdu Language was constituted on 4th October, 1994 for promotion of Urdu language and work as an autonomous Organisation.

Establishment of Urdu University

12.7.4 The Committee on Establishment of Urdu University under the Chairmanship of Shri Aziz Qureshi, Ex. M.P. submitted its report on 12th June, 1993. The government have decided to set up the Maulana Azad National Urdu University at Hyderabad and to prepare and propose legislation for consideration of the Parliament.

Promotion Of Sindhi

12.7.5 The Government has decided to establish office of Sindhi Vikas Board at Vadodra for promotion and development of Sindhi language. Steps for recruitment of staff and acquisition of office accommodation have been initiated.

12.7.6 The scheme of Financing of programmes for Development of Sindhi was continued during the year.

National Council for Promotion of Sindhi Language

12.7.7 The Council was registered as a Society under the Societies Registration Act, 1860 on 26th May, 1994. The Council is being set up as an autonomous organisation for promotion and development of Sindhi Language.

Improvement of English Language Teaching

12.8.1 In order to bring about substantial improvement in the standards of teaching/learning of English, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each State. so far, twenty-eight District Centres have been set up. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes.

Production of University Level Books

12.8.2 The Scheme of production of Univesity Level Books in Indian Languages was launched in 1968-69. Central assistance upto the ceiling of Rs. 1.00 crore is provided by the Central Government to the participating States as well as to some Universities for publishing of books. The participating agencies are expected to create a revolving fund to make the scheme self-sufficient. The scheme has been approved for

continuance during the Eighth Five Year Plan. An expert Committee has been set up to assess the work done by the Granth Academies/State Textbook Boards and their present capability to enable the government to review the scheme.

Rashtriya Sanskrit Sansthan

12.9.1 The Rashtriya Sanskrit Sansthan was established in 1970 as an autonomous organisation under the Ministry of Human Resource Development. It is an apex body for the propagation and development of Sanskrit learning in the country. In furtherance of these objectives, the Sansthan imparts Sanskrit studies upto doctorate level through Kendriya Sanskrit Vidyapeethas located in different parts of the country and also takes steps to preserve and publish rare manuscripts testifying to the ancient tradition of learning and intellectual pursuits.

12.9.2 Since, its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas. Two of these located in Delhi and Tirupati have since been accorded the status of Deemed Universities and are functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Trichur and Sringeri are being administered by the Sansthan. The Vidyapeetha located at Sringeri and named after late Shri Rajiv Gandhi was inaugurated by the President of India on 5th March, 1992. A new Vidyapeetha is to be setup in Bhopal.

Financial Assistance to Voluntary Sanskrit Institutions

12.9.3 Under this scheme, registered voluntary Sanskrit Organisations/Institutions are given grants for propagation and Development of Sanskrit to the extent of 75% of the approved expenditure on same teachers salary students scholarship and other items. In the case of Vedic institutions where oral Vedic tradition is being preserved, Government grant on these covers 95%. About six hundred Sanskrit organisations are given financial assistance. The Veda Pathshalas have been transferred to MSRVVP, Ujjain this year.

Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas/Shodh Sansthans

12.9.4 Some institutions of higher learning and research, run by voluntary Sanskrit Organisations having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance. So far 14 post graduate Sanskrit Mahavidyalayas and 3 research institutions have been brought under the purview of this scheme. Adharsh Sanskrit Mahavidyalaya, Kancheepuram (TN) has since been declared as "Deemed University".

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha (Deemed Univesity) New Delhi.

12.9.5 This Vidyapeetha was a constituent of the Rashtriya Sanskrit Sansthan during the 7th Five Year Plan period. It is functioning as a Deemed Univesity since 1.11.1991. It impart teaching at graduate and post graduate level and also conducts teachers' training courses at graduate & post-graduate levels; guide research scholars for the award of Ph.D degrees, brings out publications and organises seminars, lectures etc.

12.9.6 Five hundred fourteen students from Prak Shastri to Vidya Varidhi were enrolled in the Academic year 1994-95. The Vidyapeetha has four faculties having fifteen departments. Vidyapeetha has a hostel where 91 students are residing. Vidyapeetha has a library having 50,349 books.

Rashtriya Sanskrit Vidyapeetha, Tirupati (Deemed University)

12.9.7 Rashtriya Sanskrit Vidyapeetha, Tirupati was declared 'Deemed University' in 1987 to preserve Shastraic tradition, undertake interpretation of the Shastras, establish their relevance to the problems in the modern as well as Shastraic context and achieve excellence in these disciplines. It is functioning as 'Deemed University' since 1.11.1991.

12.9.8 Sanskrit is taught at Under graduate, Graduate Postgraduate and Doctorate level in this University through Prak-Shastri, Shastri, Acharya, Shiksha Shastri, Shiksha-Acharya and Vidya-Varidhi courses Teachers Training at Graduate and Post-graduate level is imparted for High Schools and Colleges. Publication of Sanskrit work edited with critical commentaries and translations is also undertaken. Opportunities are also provided to promote inter-action between modern and traditional scholars for mutual enrichment of knowledge.

Central Sanskrit Advisory Board/Committees

12.9.9 The Central Sanskrit Board has been set up to advise the Government of India on matters of policy pertaining to the propagation, promotion and development of Sanskrit in the country.

12.9.10 Third meeting of re-constituted Central Sanskrit Board was held on 21.10.1994 under the Chairmanship of Justice (Retd.) Shri Ranganath Mishra.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

12.9.11 Rashtriya Veda Vidya Pratishthan was set up in August, 1987 for undertaking various activities, including support to traditional Vedic Institutions and Scholars, providing Scholarship/Fellowship, etc. for promotion of Vedic studies and research. During 1994-95 financial assistance was provided to the Pratishthan towards augmentation of its Corpus Fund (Rs. 45 lakhs) and for implementation of two schemes (i) financial assistance to Voluntary Organisations engaged in the propagation and development of Vedic studies and (ii) preservation of oral tradition of Vedic recitations (Rs.20 lakhs). During 1994-95, the Pratishthan was renamed as "Maharshi Sandipani Rashtriya Veda Vidya Pratishthan", and its headquarters was shifted from New Delhi to Ujjain. The programmes and activities included organisation of one All-India and six Regional Vedic sammelans, seminars and workshops on different topics, financial assistance to Vedic Institutions, Aged Vedic Pandits & Nityagnihotries, stipend to Veda students, fellowships, conduct of Vedic classes for general public, Tape-recording of Vedic recitations, etc.

Scheme for Development of Sanskrit through State Governments/ Union Territories

12.9.12 This is a central scheme operated through the State Governments. Financial assistance @ 100% is provided for the following five major programmes :-

(a) *Financial assistance to eminent Sanskrit scholars in indigent circumstances*

About 1450 eminent scholars are receiving financial assistance upto the maximum limit of Rs.4000/- p.a. About twenty five scholars are expected to be added to the list by 1994-95.

(b) *Modernisation of Sanskrit Pathshalas*

To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate appointment of teachers for teaching selected modern subjects in the traditional Sanskrit Pathshalas.

(c) *Providing facilities for teaching Sanskrit in High and Secondary Schools*

Grants are given to meet the expenditure on salary of Sanskrit teachers to be appointed in Secondary and Senior Secondary schools where the state governments are not in a position to provide facilities to teach Sanskrit.

(d) *Scholarships to students studying Sanskrit in High and Higher Secondary Schools*

In order to attract students for studying Sanskrit in the Secondary and senior secondary schools, merit scholarships at the rates of Rs.25/- to Rs.35/- p.m. are given to Sanskrit students. About 3000 students are benefited under this scheme annually.

(e) *Grant to State Governments for promotion of Sanskrit*

State governments are required to chalk out their own programmes for development and propagation of Sanskrit like honouring vedic scholars, conducting Vidwat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samaroh, etc.

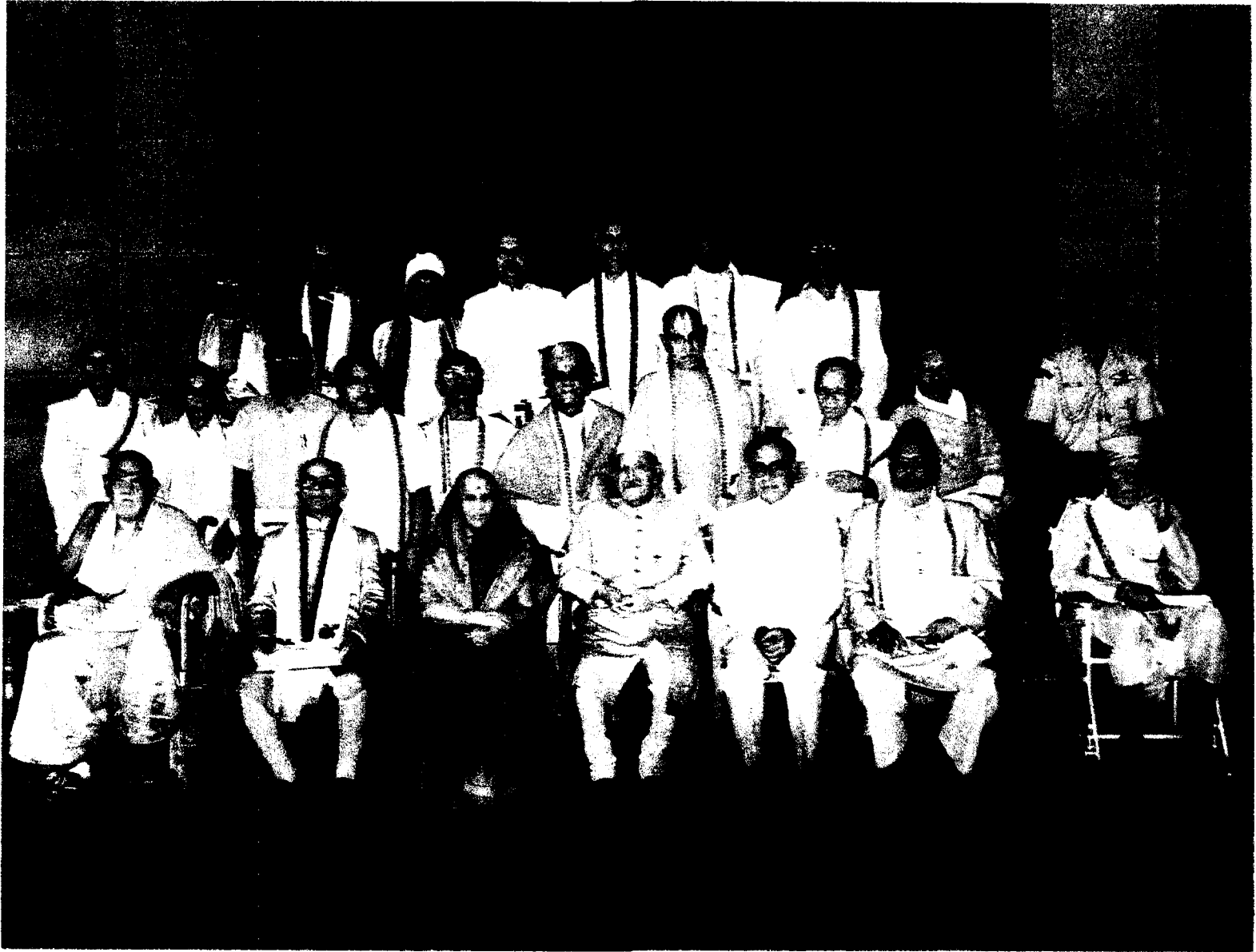
Preservation of Oral Tradition of Vedic Recitation/All India Elocution Contest

12.10.1 As a special incentive to preserve the Oral Tradition of Vedic Studies, a scheme was introduced during 1978 under which each Swadhyayin is required to train two students each below the age of twelve in a particular Shakha of any Veda. During 1994-95, 23 such units have been receiving assistance. Under this scheme, a scholar gets an honorarium of Rs.1250/- p.m. and two students receive a stipend of Rs.175/- p.m. each.

12.10.2 The All India Elocution Contests are organised to encourage oratorical talents in the students of traditional Sanskrit Pathshalas in various branches of Sanskrit learning. Teams of eight students alongwith a teacher from All State Governments are invited to participate in this programme.

Financial assistance to Voluntary Organisation for propagation and development of Arabic and Persian.

12.11.1 Under this scheme, voluntary organisations working for the promotion of Arabic and Persian are given financial assistance. About 175 Voluntary Arabic and Persian institutions are receiving grants.



The President with Recipient of Certificates of Honour to Scholars of Sanskrit, Pali,
Arabic and Persian Languages

Modernisation of Madrasas

12.11.2 The Scheme of Modernisation of Madrasas on Voluntary basis is being implemented during the Eighth Plan with the objective to encourage traditional institutions like Madrasas and Maktabas to introduce science, Mathematics, Social Studies, Hindi and English in their curriculum.

Scheme of the Presidential Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars

12.11.3 To encourage scholars in Sanskrit, Arabic and Persian a scheme for awarding "Certificate of Honour" with a suitable monetary grant to eminent Sanskrit, Arabic and Persian scholars introduced in 1958 is in progress.

12.11.4 Eminent scholars of Pali and Prakrit languages are also considered for the award. A monetary grant of Rs.10,000/- per annum for life is granted to each scholar and a sanad and a Robe of Honour (Shawl) is also presented by the President at the investiture ceremony.

12.11.5 This year 15 Sanskrit, 3 Arabic and 3 Persian Scholars were awarded this honour.

13 SCHOLARSHIPS

13. SCHOLARSHIPS

13.1.0 National and External Scholarship Divisions of department of Education administer a number of scholarship/ fellowship programmes meant for Indian students/scholarship for further studies/research in different universities/institution in India and abroad. These scholarships, include both Government of India Scholarships and fellowships offered by foreign countries. Major Programmes under which scholarships/fellowships were awarded during 1994-95 are the following.

National Scholarship Scheme

13.2.0 Under this Scheme, scholarships are awarded for postmatric studies on merit-cum-means basis. The rates of scholarships vary from Rs.60/-P.M. to Rs.120/-P.M. for day scholars and Rs.100/-to Rs.300/-P.M. for hostellers, depending on the courses of study. The income ceiling of the parents for eligibility of scholarship is Rs.25,000/-per annum.

Scholarships to Students from Non-Hindi Speaking States for Post-Matric studies in Hindi

13.3.0 The objective of the scheme which was started in 1955-56, is to encourage study of Hindi in Non Hindi Speaking States/union Territories and to make available to the Governments of these States/ Union territories suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Two thousand five hundred scholarships were allocated to various Non-Hindi Speaking States/ Union Territories during 1994-95. The rates of Scholarships vary from Rs.50/-to Rs.125/- per month, depending upon the course of study.

Research Scholarships to products of Traditional Institutions Engaged in the study of Classical languages Other than Sanskrit, i.e. Arabic and Persian

13.4.0 In 1993-94 twenty scholars were selected for this scholarship. The scholars are pursuing their research work in some of the most relevant areas in Arabic and Persian languages and literature at some of the well known traditional institutions like Darul-Uloom, Deoband (U.P); Aligarh Muslim University, Aligarh (U.P); Osmania University, Hyderabad (A.P); Arabic and Persia research Institute, Patna (Bihar); etc. The scheme has been advertised for inviting applications for grant of scholarships during 1994-95.

Scheme of National scholarships at Secondary Stage for Talented Children from rural Areas

13.5.0 This Scheme has been in operation since 1971-72. The aim of the Scheme is to achieve greater equalization of educational opportunities and to provide a fillip to the development of the potential talents from rural areas by educating them in good schools. The scheme is being implemented through State Governments/U.T. Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each States/U.T. The scholarships are awarded at the end of the middle school stage (Class VI/VIII) and continue upto the secondary stage including +2 stage. The selection of the students is made by the State Governments/Union

Territory Administrations with the help of the NCERT/SCERTs. The rate of scholarships varies from Rs.30/- to Rs.100/- per month depending upon the course of study.

Scholarships/Fellowships Offered by Foreign Governments under Cultural Exchange Programmes

13.6.0 Under these Programmes, the scholarships are given to Indian students by the donor countries for higher studies in the respective country. The awards of scholarships for post graduate studies leading to Ph.D. and post Doctoral Research in the fields of Basic Sciences (Pure & applied), Engineering & Technology, Humanities and Social Sciences are made available by various foreign governments and agencies. Actual utilisation of these scholarships upto February, 1995 by Scholarships Division as under:-

1. China	10
2. Japan	15
3. Austria	1
4. Norway	9
5. Germany	11
6. Ireland	4
7. France	2
8. Israel	2
9. Korea(South)	1
10. Czech	1
11. Spain	6
12. Egypt	2
13. Mexico	1
14. Indonesia	1
15. Italy	2

	68

Commonwealth Scholarship/Fellowship Schemes offered by Government of U.K., Canada, etc.

13.7.0 Under this scholarship programme, scholarships/ fellowships are awarded to Indian nationals for higher studies/ research/training in U.K., Canada, and other Commonwealth countries. These scholarships are prestigious ones and are very beneficial to the country as well as Educational and Professional development of the beneficiaries. The Scholarships are made available for studies in around 20 subject fields including some in medicine. 49 scholarships are expected to be utilised during 94-95.

Nehru Centenary (British) Fellowship/Award

13.8.0 Under this scheme, Indian students are sent to UK for higher studies/ research in the fields of Economics, English Language and Literature, International Relations, Energy Conservation and small Business Development. About 15 fellowships are offered by the British Government and 10 scholars have been sent abroad upto February, 1995.

British Council Visitorship programme

13.9.0 Under this Programme, 164 scientists, Academicians and Medical Specialists have been benefitted upto February, 1995 for mutual appreciation of important developments in their areas of specialisation.

Confederation of British Industry Overseas Scholarship Scheme

13.10.0 Under this scheme, the Confederation of British Industry, London offers scholarships to Indian nationals for advance professional training in the subject fields of Engineering and Technology. The Indian nationals who are working in civil, Electrical, Mechanical, Electronics, Computer Science & Bio Medical Engg. Industries, particularly from those who have collaborative agreement with U.K. firms, are eligible for these scholarships. Under this scheme, offers for training of 6 candidates have been received.

Australian Development Co-Operation Scholarship (ADCOS)

13.11.0 The Government of Australia offered over 28 scholarships to Indian nationals on merit basis for post graduate and higher studies/ research leading to a Doctoral Degree in the subject fields of Engineering and Technology Humanities and Social Sciences. 26 candidates already left for Australia and remaining two will leave shortly.

**14 TWENTY POINT
PROGRAMME
&
ACCESS TO EDUCATION
FOR THE DISABLED**

14. TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION FOR THE DISABLED

Education of Scheduled Castes and Scheduled Tribes

14.1.1 Department of Education continued to lay special emphasis on the education of Scheduled Castes (SCs) and Scheduled Tribes (STs) in all its programmes which include the removal of disparities and equalisation of educational opportunities as one of their objectives.

14.1.2 Under the schemes of Operation Blackboard, Non-Formal Education, Adult Education, etc., States were advised to give high priority to selection of blocks which have concentration of SCs and STs.

14.1.3 Other facilities like reservation of seats (15% for SCs and 7.5% for STs) in admission and in appointments of teachers upto the level of lecturer, in educational institutions funded by the Government of India, relaxation in qualifying marks in entrance examinations, provision of Junior Research Fellowships and Teacher Fellowships exclusively for the students belonging to SC/ST were continued.

14.1.4 The Indian Institutes of Technology operate a scheme under which candidates belonging to SCs and STs, who fail in the Joint Entrance Examination by a slender margin of marks are given further training and admitted to relevant courses.

Minorities` Education

14.2.1 In pursuance of the revised POA-1992, two new Central Schemes, i.e., (i) scheme of Area Intensive Programme for Educationally Backward Minorities and (ii) scheme of Financial Assistance for Modernisation of Madarsa Education, were launched during 1993-94.

14.2.2 The basic objective of the scheme of Area Intensive Programme for Educationally Backward Minorities is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary schools. Under the scheme, 100 per cent assistance is given for (i) establishment of new primary and upper primary schools, non-formal education centres where such a need is felt and viable on the basis of a school mapping exercise; (ii) strengthening of educational infrastructure and physical facilities in the primary and upper primary schools; and (iii) opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught to the educationally backward minorities. The Eighth Five Year Plan Provision for this scheme is Rs.16.27 crore targeted to cover at least 50 blocks. Proposals for various programmes in 69 blocks has been approved by March 1994. The budget estimate for 1994-95 is Rs.220 lakh against which an amount of Rs.182.19 lakh has been released by 28 February, 1995.

14.2.3 The scheme of Financial Assistance for Modernisation of Madarsa Education is being implemented with a view to encouraging traditional institutions

like Madarsas and Maktabas to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum. Under the scheme, cent per cent assistance is given to such institutions for appointment of qualified teachers for teaching the new subjects to be introduced.

14.2.4 The University Grants Commission introduced in 1984 a coaching scheme to prepare students belonging to educationally backward minorities for various competitive examinations. The scheme is currently being implemented in 21 universities and 32 colleges. Upto March, 1993 41002 candidates had availed the facility of Coaching Classes. The number of successful candidates is approximately 2650 during 1992-93. The scheme was revamped in March, 1993.

14.2.5 As part of implementation of the 15-Point Programme, for minorities, ten polytechnics were selected during 1984-85 in minority concentration areas for upgrading them as community polytechnics. By the end of financial year 1990-91, all the 41 minority concentration districts had been covered by community polytechnics or their extension centres.

14.2.6 NCERT has been organising seminars and training programmes for principals/teachers of minority managed schools, in the subject areas of English, Science, Mathematics, Vocationalisation of education and Educational Evaluation. About 450 Principals and 950 teachers have been trained so far.

14.2.7 Department of education had prepared policy, norms and principles for recognition of minority managed educational institutions and these had been circulated to State Governments in 1989 for enabling them to prepare detailed guidelines in the matter.

14.2.8 According to the guidelines issued by the All India Council for Technical Education for Minority Educational Institutions, in the academic year 1994-95, fifty per cent of the total intake in a minority educational technical institutions shall be filled by candidates selected by the competent authority on the basis of the common merit list. The remaining fifty percent seats shall be filled up by the management of such minority technical institutions from amongst the candidate belonging to the minority community on the basis of merit.

15 PLANNING, MANAGEMENT AND MONITORING

15. PLANNING, MANAGEMENT AND MONITORING

National Policy on Education (NPE)

15.1.0 Steps have been taken for the vigorous implementation of the National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992. Preparation of State Programmes of Action was pursued with all the State Governments and UT Administrations through letters and meetings. A group of Chief Ministers of high population and low literacy states was formed with a view to periodically reviewing Education for All (EFA) programmes in the States of Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal. The Group held one meeting at Bhopal on 1st July, 1994 and reviewed various programmes. In the Bhopal declaration, the Chief Ministers reaffirmed their commitment to the programmes for Education for All (EFA) and decided to give UEE and Total Literacy the highest priority. A meeting of Education Secretaries and Directors of North Eastern States was held at Itanagar, Arunachal Pradesh on 24-25 October, 1994 to review the progress of implementation of Elementary Education, Adult Education and Vocational Education programmes in the North-Eastern States.

10th Finance Commission

15.2.0 The Department worked out requirements of grants for upgradation of educational facilities with a view to improving access to and quality of educational facilities and furnished detailed memorandum to the Tenth Finance Commission.

National Institute of Educational Planning and Administration, New Delhi

15.3.1 The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body set up by the Government of India as the national apex institution in the field of educational planning and administration. The Institute's main areas of activities include training of educational planners and administrators, research, diffusion of innovations and Consultancy services. During the Year under report the institute continued to undertake activities in respect of training of educational planners and administrators, research, diffusion of innovations and consultancy services.

Training Activities

15.3.2 NIEPA organizes a large number of seminars, workshops and training programmes each year for various categories of educational functionaries with a view to increasing their awareness of new educational developments, acquainting them with modern techniques of educational management and enhancing their capability for educational planning and administration.

15.3.3 During 1994-95 (upto December 1994), the institute organised 25 programmes; another 15 programmes will be held in the quarter January-March 1995. Some of the important training and orientation programmes organised during the year are:

- Fourteenth (Phase II & III) and Fifteenth National Diploma in Educational Planning and Administration for district level educational administrators and faculty members of SCERTs & SIEs, etc.

- Tenth International Diploma in Educational Planning and Administration (Phase I) for Education Officers from developing countries.
- Training programme on Decentralised Planning of Education
- Third Management Development Programme for Senior Educational Administrators on monitoring and evaluation of EFA.
- Eighth Training Programme for the faculty of Planning and Management Branch of DIETs.
- A number of workshops, training programmes, seminars, study visits for different levels of functionaries associated with the Planning and Management of education.

15.3.4 The following publications have been brought out in the current year and disseminated widely:

- Three Reports of Second All India Education Survey on:
 - Mizoram
 - Goa
 - Haryana
- Expenditure on Education Theory Models and Growth- Edited by Shri Prakash and S. Choudhary
- Source book on Environmental Education for Elementary Teacher Educators - Edited by Kusum K. Premi, S.C. Nuna and Pramila Menon
- Cost of Distance Education In India - Edited by Ruddar Dutt
- Education for All - A Graphic Presentation

Journals

- JEPA-(English) 2 volumes - JEPA-(Hindi) 3 volumes
- Pariprekshya (Hindi)

Consultancy and Professional Support

15.3.5 The faculty members of the Institute provided consultancy and professional support to national, state and institutional level bodies as well as international organisations. Among the agencies which were given consultancy and professional support included the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs and other institutions within the country. Consultancy services were also provided to international agencies such as UNESCO, UNICEF, World Bank and SIDA.

District Primary Education Programme

15.3.6 The District Primary Education Programme (DPEP) launched in 1993 seeks to operationalise the strategy of district level planning. The Institute faculty is deeply involved in the DPEP projects by way of providing professional support in the formulation of district plans and appraisal of the projects to be submitted for external assistance in the selected states.

Education for All

15.3.7 Besides, the Institute is involved in the Education for All programmes of the country.

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

15.4.1 The Scheme of Studies, Seminars, Evaluation, etc., for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and organisations, for conduct of seminars, workshops, impact and evaluation studies, etc., in such areas that have relevance to the Education Policy, its management, implementation and related issues.

15.4.2 During 1994-95, financial assistance has been provided for organisation of two seminars, five conferences, one project/ study and for publication of one journal.

Annual Plan

15.5.0 An Outlay of Rs. 1825 crore has been approved for the Annual Plan 1995-96 for the Department of Education which is 24.5% of the total 8th Plan outlay of Rs. 7443.00 crore. The outlay for 1995-96 represents a step up of 18.4% over the 1994-95 outlay of Rs 1541.46 crore.

Educational Statistics

15.6.1 Steps were taken to reduce the time lag in the compilation and printing of educational statistics. A meeting of Directors of Education/Public Instruction and Statistical Officers of the states and UTs was convened on November 9-10, 1994 to discuss the status of the pendency of the data collection work and the problem of time lag. States/UTs have been advised to draw up schedules for supplying the pending data up to the year 1992-93.

15.6.2 The progress in the implementation of the scheme of `Computerisation of Educational Statistics at State Level` was reviewed and it was decided to take advantage of the data for the year 1993-94 collected under the Sixth All India Educational Survey. To expedite data collection for the year 1994-95, state/UT governments were advised to get the S-1, S-2 and S-3 Forms printed and distributed well before the reference date, i.e., 30th September, 1994.

15.6.3 Two Regional Training Programmes were organised in collaboration with respective state /UT Governments at Lucknow (16-18 MAY, 1994) and Chandigarh (28-30 November, 1994) for the benefit of the statistical personnel engaged in the collection and compilation of educational data at Block/District/State headquarters.

15.6.4 Under the Education in India series, the following publications have been brought out or have been finalized for printing during the year under report :

- i) Selected educational statistics 1993-94
- ii) Education in India vol.I(S) 1990-91
- iii) Education in India vol.I(C) 1990-91
- iv) Education in India vol.II(S) 1985-86
- v) Education in India vol.II(S) 1986-87
- vi) Education in India vol.II(S) 1989-90
- vii) Education in India vol.II(C) 1985-86
- viii) Education in India vol.II(C) 1985-86
- ix) Education in India vol.II(C) 1988-89
- x) Indian Students/Trainees Going Abroad 1992-93
- xi) Education in India vol.III 1987-88
- xii) Education in India vol.III 1988-89
- xiii) Boards of Secondary Education/Higher Secondary Education in India - Results of High school and Higher Secondary Examination 1987-88.

Computerised Management Information System (CMIS)

15.7.1 A CMIS Unit was set up in 1985 within the Planning, Monitoring and Statistics Division with a view to accelerating the growth of computerised management information system and to create an expertise within the Department. The main objectives of the Computerised Management Information System are :-

- a) Identify areas for computerisation and conduct feasibility studies for the development of computer based management information system.
- b) System analysis, design and development of software for the implementation of the management information system.
- c) Maintenance of software packages as per varying needs of the users in the Ministry.
- d) Act as resource unit and provide training to the officials of the Ministry to develop local know-how for day to day processing of information.
- e) Design and develop data base methodologies and build an effective Educational Information System, and

f) Liaison with the National Informatics Centre.

15.7.2 This Unit continued to provide software and hardware support to various Bureau of the Department. The following projects/database were handled during the year under report :-

Planning, Monitoring and Statistics

- Education in India Vol.I (S)
- Education in India Vol.II (S)
- Education in India Vol.I (C)
- Education in India Vol.II (C)
- Education in India Vol.III
- Selected Educational Statistics 1993-94
- Indian Students/Trainees Going Abroad 1992-93
- Results of High and Higher Secondary Examination - Boards of Secondary Education/Higher Secondary Education in India - 1987-88
- Selected Information on School Education
- Updated list of Education Ministers/Chief Secretaries/ Education Secretaries/DPIs etc.
- Annual Plan proposal 1995-96

Administration

- Pay-billing system of the Department
- Misc. recovery schedules (like CGEIS, GPF, Licence Fees, etc.) of officers of the Department.
- Personnel Management
- Telephone Directory of the Department
- Retrieval of Parliament Questions replied to during the last three years

Book Promotion

- Generation of International Standard Book Numbering (ISBN) system software developed for ISBN Unit.

- One PC/AT 386 system installed in the ISBN Unit. Software support and training for generating ISBN provided to this Unit.
- Developing software on catalogue of books received in ISBN Unit.

Kendriya Vidyalaya Sangathan

- Computerisation of KVS admission on all India level on the basis of special dispensation (HRM, Ministers, Members of Consultative Committee, Members of Parliament, etc.)

Miscellaneous

- An integrated office automation software namely MS Office, Harvard Graphics were installed in the Department to make a positive contribution towards office automation and assistance provided for generating various reports, minutes, etc. to the District Primary Education Programme (DPEP), Elementary Education, Teacher Education, Non-formal Education and other Bureaux of the Department. Graphs, Charts and Slides have been prepared for presentation.

Computer based Management Information Systems developed by NIC for Department of Education

15.8.0 National Informatics Centre (NIC) continued to provide software, hardware and consultancy support to Department of Education in developing Computer Based Management Information Systems. NIC has established a computer centre in the department and has installed a DCM COSMOS 80486 system and established a local area network of 25 terminals. A team of officers of NIC is working in close coordination with the officials of the department. Major achievements during the year 1994-95 are as follows :

I. Sixth All India Educational Survey

National Informatics centre in close collaboration with NCERT has taken up the job of computerisation of Sixth All India Educational Survey. It participated in the design of eight schedules for collection of data and preparation of guidelines for survey officers.

- It provided code structures of population census data base to State/District survey officers for smooth conduct of survey and for developing an integrated data base.
- It designed a number of software packages for data entry, validation and creation of school data base and educational facilities in villages/towns. It conducted two workshops at Delhi on the use of software for creation of data base to state informatics officers and state survey officers.
- It provided an 80486 computer system with eight terminals to NCERT.
- It hired data entry agencies in all States for data entry.

- (v) It participated with NCERT for design of tabulation plan and analytical reports from data of all these eight schedules.
- (vi) Software development for Statistical tabulations is in progress.
- (vii) Educational Statistics flash data have been received from 10 states and reports have been generated.

II. Education Department

1. Created a comprehensive database of budget expenditure on education based on data of 42 Years. Developed software for validation of data, processing of data and report generation. Brought out a publication entitled "Budget Resources for Education".
2. International mail facility through gateway to INTERNET (International network of computers) of NIC connected to various networks in a number of countries for access to international databases and for International electronic mail has been made available in NIC Computer Centre of Department of Education.
3. Spectrum of grant-in-aid package in respect of Non- Formal Education programme has been broadened from Office automation to monitoring by adding a number of programmes to the package for generating various monitoring reports thereby providing decision support to the management.
4. Publication based on education statistics data in respect of higher education for the year 1990-91 has been brought out by validating and processing data received from States/UTs.
5. Budget expenditure data on education for the period 1991-94 has been validated and processed and a publication has been brought out.
6. Vocational education data collected through survey has been computer analysed and a report has been brought out highlighting the impact of vocationalisation.
7. Development of information system to provide quick response to numerous queries received by Technical Education Bureau regarding recognition and equivalence of certifications given by various institutions has been taken up.
8. Creation of database based on educational statistics data for the year 1989-90 in respect of SC and ST has been taken up.
9. Training programmes have been organised and a number of Officers have been trained on the usage of computers, word processing, operation of custom designed packages and usage of NICMAIL.
10. Presentation charts and graphs have been produced from time to time in connection with various studies.
11. Software maintenance support has been provided in respect of
 - (a) Grant-in-aid to voluntary agencies of Adult Education Bureau.

(b) Parliament assurances for generating weekly reports.

(c) Copyright office for generating discrepancy letters, register of copyright and index cards

III. Directorate of Adult Education

1. Monitoring Information System has been developed and implemented in Directorate of Adult Education for monitoring the progress of Total Literacy Campaigns. Monthly progress reports received in the form of statistical data at a glance from 282 districts where TLC has been launched have been processed and monthly publications have been brought out. NICNET facilities have been extensively used for data transfer from district to National level.
2. Software has also been suitably augmented for generating additional reports on financial matters and reports based on gender and category breakup and for culling out vital parameters for making graphical presentations regarding achievement over time and achievement related to expenditure etc. to identify grey areas for putting more thrust thereby providing decision support for taking necessary action. Software development for monitoring post literacy campaigns has also been taken up on similar lines of TLC.

IV. Kendriya Vidyalaya Sangathan

1. Information system for GPF/CPF of employees of KVS has been developed. Package consists of data entry, Validation, report generation, file management and query modules. Software has been demonstrated to Commissioner and other senior officers of KVS. Database creation is in progress.
2. Information system has been developed for processing applications for pension and gratuity of employees about to retire in respect of KVS. This is an office automation software to reduce routine work load from staff and bring about efficiency in making payments to employees.
3. System design for monitoring construction activities of school buildings, staff quarters in respect of KVS has been completed. Software development is in progress.
4. System study for development of personnel information system for KVS has been initiated.

16 INTERNATIONAL COOPERATION

16. INTERNATIONAL COOPERATION

16.1.1 Since the establishment of the United Nations Educational Scientific and Cultural Organisation (UNESCO), India has been in the forefront in promoting its ideals and objectives. The Indian National Commission for Cooperation with UNESCO (INC) set up in 1949 is the apex advisory, executive, liaison, information and coordinating body at the national level. INC has been playing an active role in UNESCO's work particularly in the formulation and execution of its programme in collaboration with UNESCO Secretariat as well as the National Commissions of Asia and Pacific region.

16.1.2 During the year, India contributed to the activities of UNESCO and its Regional Offices through participation in numerous workshops, symposia and conferences, by assisting in the organisation of national, regional and inter-regional activities in India in areas of competence of Unesco, arranging participation of Indian experts in UNESCO's activities formulating projects under the Participation Programme of Unesco and administration of Unesco Coupons scheme. Public information activities relating to Unesco continued to be operated in the form of publications of Hindi and Tamil editions of Unesco Courier.

Follow Up of Education For All Summit of Nine High Population Countries

16.1.3 The Department of Education was privileged to host the education for All Summit of Nine High Population Countries in New Delhi in December 1993 in which the Head of three UN Agencies UNESCO, UNICEF & UNFPA also participated as Co-sponsors. As a follow-up of the EFA Summit, the undermentioned steps have been taken:

(a) Meeting of EFA-9 Countries

There was a Minister level meeting in Geneva on 8 October 1994 of the nine countries which participated in the Education for All Summit of nine high population countries held in New Delhi in December 1993. Heads of UNESCO, UNICEF and senior representative of UNFPA - the three sponsoring agencies of the EFA-9 Summit participated in the meeting. The meeting was held during the 44th Session of ICE and the Indian delegation was led by HRM.

The meeting adopted a Resolution calling upon the three sponsoring UN agencies to further increase their involvement for the attainment of the goals set in the Delhi Declaration through increased financial and other commitments. The highlight of the meeting was effusive praise for India's efforts for the achievement of EFA particularly by the Executive Director of UNICEF. The Indian suggestion that the three U N Agencies and all the participating countries could individually adopt specific themes for focussed attention was accepted. There was also agreement that the Copenhagen World Summit on Social Development should be utilised for focussing sharply on Education as a key element in Social Development.

During the meeting Distance Education - which was a major new joint initiative agreed upon at the New Delhi Summit - was also discussed. The Indian presentation was the most comprehensive and also contained a detailed action plan. It was very well received and would provide the basis for further action in this emerging new area with direct involvement of UNESCO.

(b) *Brazilian National Conference on Education For All (EFA)*

A three member delegation led by Km. Selja, Deputy Minister (E&C) attended the National Conference on Education for All held in Barazilia, Brazil from 29th August to 4th September, 1994.

This National Conference on EFA was organised as a follow-up of EFA-9 Summit held in New Delhi. The Aim of the Conference was to analyse present policies and to determine mechanisms and strategies to strengthen present actions in the field of education for all thus conferring continuity to this process of EFA. The objectives of the Conference were to:-

1. Discuss implementation strategies and the continuity of the Ten Year Plan of Education for All at the state and municipal levels;
2. Deepen knowledge and discussion of the experiences garnered in application of Education for All policies in the EFA-9 countries; and
3. Propose strategies and mechanisms for improving Education for All policies in the stages of formulation and execution.

44th Session of International Conference on Education

16.1.4 HRM led a delegation to the 44th Session of international Conference on Education in Geneva on 3-8 October 1994. The theme of the Conference was "Education for Peace, Human Rights and Democracy". The Indian delegation played a major role in the drafting of the Declaration and "Integrated Framework of Action for Peace, Human Rights and Democracy". The Indian delegation introduced three major concepts of sustainable development, terrorism and fundamentalism as having important bearing on education for Human Rights. All these concepts were included in the final Declaration that emerged from the Conference.

Asia Pacific Ministerial Conference in Preparation for World Summit for Social Development, Manila

16.1.5 The Asia Pacific Ministerial Conference in preparation for the World Summit on Social Development was held at Manila from 12-18 October, 1994.

- (i) Shri Mukul Wasnik, Minister of State for Youth Affairs and Sports in the Ministry of Human Resource Development and;
- (ii) Shri S.V. Giri, Education Secretary participated in the Conference.

16.1.6 The Indian delegation made significant contribution to include the perspective of developing countries particularly regarding sustainable development in the deliberations.

Asia-Pacific Programme for Educational Innovation for Development (APEID)

16.1.7 As one of the promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has actively participated in APEID Programmes and activities. The National Council of Educational Research and Training, one of the principal Associate Centres of APEID, acts as the Secretariat of NDG, facilitates dissemination of information about APEID activities and promotes innovative experiences at the regional level.

Contribution to Unesco

16.1.8 The contribution of each Member State is determined on the basis laid down by the United Nations and approved by the General Conference of Unesco. As a member of Unesco, India's contribution to the Organisation's budget of the biennium 1993-94 was fixed at 0.36% of the total budget of the Organisation by the 27th Session of the General Conference of Unesco which was held during 1993. The Government of India also makes voluntary contributions to Unesco in response to the appeals addressed by Unesco to its Member States for contribution for specific purposes.

Executive Board of Unesco

16.1.9 The 145th Session of the Executive Board of the Unesco was held from 17th October to 4th November, 1994 at Paris. Shri R.N. Mirdha, M.P. represented India in this session. The Board adopted a resolution on the follow-up of the EFA-9 Summit in New Delhi.

NOMA Literacy Award 1994

16.1.10 The NOMA Literacy Award for the year 1994 instituted by UNESCO has been awarded to the Loreto Day School at Sealdah, Calcutta, India for (i) having reached out to the many poor children deprived of access to literacy and education and increasingly opened the doors to underprivileged youngsters from slum areas and the streets; (ii) having introduced novel initiatives to reach the masses such as (a) "Child-to-Child" teaching programmes in rural areas, reducing the drop-out rate from 60% to 18%; (b) "Rainbow" programme within the school for homeless street children characterized by a flexible curriculum and attendance; (c) "Drop-in" programme since 1979 for older girls who have never attended school or who have dropped out, to enable them to catch up and join normal classes; (d) "Barefoot Teachers" programme for the recruitment and training of secondary school drop-out young men and women as literacy teachers in the most neglected slum and remote rural areas.

UNESCO

Participation by India in other Conference/Meetings/Workshops/ Working Groups Sponsored by Unesco.

16.1.11 Indian Experts represented the Department of Education, Ministry of Human Resource Development in the following Work-shops, Training courses, Seminars, Working Group Meetings sponsored by UNESCO or its Regional Offices:

- Ms. Seema Khurana Patra, Deputy Secretary participated in the Second Regional Workshop on Continuing Education for Development held at Sanhe, China from 16-25th May, 1994.
- Shri A.K. Basu, Director (AE) participated in the Orientation Seminar on Monitoring & Evaluation of non- formal Basic Education held at Berlin, Germany from 13th to 18th June, 1994.
- Shri S.R. Tayal, Director, participated in the Inter- Regional Consultations on "A Unesco for the 21st Century" held at Lisbon, Portugal from 26-30 July, 1994.
- Shri P.K. Tripathi, Director (AE) participated in the Technical Working Group Meeting on Development of Manual for Learning Centres held at Pattaya, Thailand from 9-16 August, 1994.
- Shri Anurag Bhatnagar, Director (AE) participated in the Information and Experience Exchange Meeting on Japanese-Funds-in-Trust for Promotion of Literacy in Asia and the Pacific held at Pattaya, Thailand from 23- 26th August, 1994.
- Smt. P.V. Valsala G. Kutty, DS participated in the Consultative Policy Forum on Assessment on Training needs in the Areas of Educational Planning & Management with Special Emphasis in Central Asia held at Ashgabat, Central Asia from 6-9 September, 1994.
- Prof. M. Mukhopadhyay, Chairman, NOS participated in the Expert Consultation Meet on Information Technologies in Distance Education held at Paris from 20-22 September, 1994.
- Shri Suresh Chand, Special Officer, (BP) participated in the 27th Training Course on Book Production in Asia and the Pacific (Training Course on Book Marketing and Distribution) held at Tokyo, Japan from 21 September to 8th October, 1994.
- Smt. Sadhana Rout, DS participated in the Regional Workshop on the Urgent Education needs for Rural Population held at Beijing, China from 2-11 November, 1994.

16.1.12 In addition to the above mentioned meetings, the Indian National Commission nominated experts to participate in national, regional and international meetings and workshops of Unesco.

Participation Programme of Unesco

16.1.13 Under the Participation Programme, Unesco provides financial assistance to various institutions and organisations of Member States which are engaged in promotion of programmes and activities of Unesco, for undertaking innovative projects which would contribute at the national, sub-regional and international levels to the implementation of the objectives of Unesco. For the biennium 1994-95, 18 projects had been forwarded to Unesco Secretariat for approval with a projected demand of US \$3,88,500/-. Out of these, 8 projects have been approved so far.

Education for International Understanding, Unesco Clubs and Associated Schools

16.1.14 The Unesco Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of aims and objectives of the organisation. The Associated Schools are educational institutions which are directly linked with Unesco Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of the Indian National Commission for Cooperation with Unesco, 38 Schools and Teachers Training Institutes from India are enlisted with Unesco under this Project.

16.1.15 The Indian National Commission for Cooperation with Unesco is the national coordination agency for Unesco Clubs and Associated Schools. There are about 285 Unesco Clubs which are registered with INC. UNESCO Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and objectives of Unesco, such as celebration of International Days and Years, Organisation of meetings, debates, contests to promote international understanding, cooperation and peace.

Photo Contest in Asia and the Pacific

16.1.16 The Indian national Commission for Unesco has been co-ordinating the participation of Indian photographers in the photo contest organised by Asian Cultural Centre for Unesco, Japan. 10 persons from India have won a prize in UNESCO/ACCU World Photo Contest 1993, under the theme of "The Family" on the occasion of the World Decade for Cultural Development (1988-1997) & the International Year of the Family (1994). In the 18th Unesco/ACCU World Photo Contest, 15 persons have won the prize.

Unesco Coupons Programme

16.1.17 The Commission continued to operate the Unesco International Coupons Scheme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication to import their bonafide requirements of educational publications, Scientific equipment, educational films etc. from abroad without undergoing the foreign exchange and import control formalities. The total sale of Unesco Coupons during the year amounted to US \$12,260/-.

Publication of Indian Language Editions of Unesco Courier

16.1.18 "COURIER" is an educational and cultural periodical brought out by Unesco. The Indian national commission continued to support publications of its Hindi and Tamil Editions with the assistance of Unesco subvention. The language versions enjoy a wide circulation amongst educational institutions, Libraries, Unesco Clubs, Associated Schools and the public at large.

Schemes of Financial Assistance to Voluntary bodies, Unesco Clubs and Associated Schools

16.1.19 The Commission is operating a scheme of financial assistance to voluntary

organisations, Unesco Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of Unesco. During the year, grant-in-aid amounting to Rs. 34,000/- has been sanctioned so far to the different bodies.

External Academic Relations (EAR)

16.2.1 The EAR Unit deals with policy matters to promote India's External Academic Relations with more than 60 countries with whom India has bilateral Cultural Exchange Programmes and other collaborative arrangements. It continued to monitor the educational component of the bilateral and collaborative programme with other countries.

16.2.2 On the invitation of Minister of Education and Culture, Government of Israel, an Indian Delegation led by Mr. Arjun Singh Minister for Human Resource Development visited Israel from 19th to 23rd June, 1994. The other members of the delegation were Shri S.V. Giri, Education Secretary and Prof. S.K. Khanna, Chair-man, AICTE, New Delhi. During the visit, three Memoranda of Understanding were signed to establish educational linkages between higher education establishment of the two countries. One Memorandum of Understanding was signed between the University Grants Commission and the Israel Academy of Science and Humanities to promote exchange of information and establishment of contacts between the Academic Community and institutions of Higher Education of the two countries in the field of Humanities and Social Sciences. The Memorandum of Understanding between the Bar-Ilan University at Tel Aviv and the University of Hyderabad provides for exchange of University teachers, researchers and collaborative research programmes particularly in the field of science. The Third Memorandum of Understanding between the Tel Aviv University and its Shirely and Leslie Porter School and the Banaras Hindu University, Varanasi seeks to promote collaboration in the field of Philosophy.

16.2.3 Mr. Uzi Israel, Director, Aharon Ofri International Study Centre, Jerusalem visited India from 16th to 19th August, 1994. During his stay in India Mr. Uzi Israeli visited Centre for Vocational Education, Women Polytechnic, Technical Teacher Training Institute, Bhopal.

16.2.4 On the invitation of Minister, HRD, H.E. Mr. Amany Mushega, Minister of education and Sports Uganda, visited India from 2nd to 7th December, 1994. He was accompanied with two senior officials of the Government of Uganda. The main purpose of the visit has been to study the development of education in India and to promote bilateral exchange and cooperation in the field of education between the two countries.

12th Conference of Commonwealth Education Minister

16.2.5 The 12th Conference of Commonwealth Education Ministers was held in Islamabad, Pakistan from 27th November to 1st December, 1994. Minister of HRD led the delegation to the said Conference. The other members of the delegation were Shri S.V. Giri, Education Secretary and Shri Sudeep Banerjee, Joint Secretary.

16.2.6 The main theme of the Conference was "Changing role of the State in Education: Politics and Partnerships" on which HRM made a major statement. HRM also chaired the Ministerial Committee on "Partnerships and Participation".

16.2.7 There were a number of Round table discussions on various aspects of Education. India was assigned the theme "Out of School Education". Education Secretary made a statement on this theme in the Round table.

16.2.8 Shri S.V. Giri, Education Secretary and Shri Sudeep Banerjee, Joint Secretary participated in various other sessions of the Conference on topics such as Human Resource Development, Higher education Cooperation, International Commission for Education & Learning for 21st Century, Teacher Education, Innovative partnerships in Education, School Inspection and Regional Cooperation in Education.

SAARC Technical Committee on Education & Culture

16.2.9 The 16th Session of the Standing Committee of Foreign Secretaries of SAARC member countries recommended the merging of the Technical Committee on Education with that of Sports, Arts and Culture. The 11th Session of the Council of Ministers approved this recommendation. This change came into effect from 1st January, 1993. In pursuance of this decision, the second meeting of education and Culture was held in Colombo from 16th to 19th December, 1994. The Committee also reviewed the activities on Education undertaken as follow-up action to the recommendations made in the first meeting of the SAARC Technical Committee on Education and Culture held in Colombo during October, 1993.

16.2.10 As a part of the SAARC calendar of activities, a seminar on "Book Production and Marketing" was held in Dhaka from 3rd to 5th May, 1994. Shri Suresh Chand, Special Officer (BP), Department of education and Shri N.S. Rajendra, National Book Trust of India, Bangalore participated in the Seminar.

16.2.11 SAARC Conference on Higher Education was held in Islamabad from 16th to 18th August, 1994. Prof. N.C. Mathur, Vice Chairman, UGC and Shri Durga Dass Gupta, Director, Department of Education represented India in the Conference.

Auroville

16.2.12 Under the Auroville Foundation Act (1988) the establishment of the Auroville Foundation was notified by the Central Government on 29th January, 1991. It consists of Governing Board, Residents' Assembly and Auroville International Advisory Council. The nine-member Governing Board of the Foundation has been constituted with Dr. Karan Singh as its Chairman.

16.2.13 All the properties which had vested in the Central Government stand transferred and vested in Auroville Foundation.

16.2.14 A scheme for development of Auroville has been included in the Eight Five Year Plan with an outlay of Rs. 65 lakh. The scheme reflected three important concerns viz: (i) need for continuing education commencing from earliest stages of childhood (ii) need for syntheses of knowledge and culture, and (iii) need to provide a stable base for all development of Auroville and surrounding villages. Auroville is developing steadily according to its charter.

Multilateral/Bilateral projects

U.P. Basic Education Project

16.3.1 An Education for All Project for 10 districts in Uttar Pradesh prepared by the State Government of U.P. has been taken up in 1993 with IDA (World Bank) funding. The project is a State Sector Project with an outlay of Rs. 728.79 crore spread over seven years. IDA has approved a credit of US\$ 163.10 million and the State Government's share would be approximately 13% of the total project outlay. An important component of the project is capacity building and community mobilization to achieve the goals and objectives of UEE. Non-Governmental Organisations are being involved in operationalisations of the Project and are represented at all levels of the project management and implementation structure. The project envisages an active role to be played by the Village Education committees in terms of implementing and supervising the project activities at the village level. The Project also proposes an integrated techno-academic support system to meet the planning, management, research and training needs. A World Bank supervision Mission visited two project districts in June 1994 and found the progress of implementation satisfactory. The Department of Education provided valuable support to the project in the development of training programme, establishment of MIS and other qualitative aspects of the project.

District Primary Education Programme

16.3.2 In keeping with the NPE, 1986 (as updated in 1992) and its Programme of Action, a new initiative to achieve UEE has been evolved titled, "District Primary Education Programme" (DPEP). The DPEP seeks to operationalise the strategy for UEE through decentralised planning and disaggregated target setting.

16.3.3 The Concept DPEP is a beachhead for effecting improvements and full scale development of the entire elementary education sector. The overall goal of the programme is the reconstruction of primary education as a whole in the districts instead of the piecemeal implementation of schemes. The fundamental principle of DPEP is capacity building at all levels, be it national, state or local level and to evolve strategies which are replicable and sustainable.

16.3.4 The DPEP is a major and multi-faceted programme seeking to overhaul the primary education system in the country and will be transformed to a National Mission for Elementary Education.

Objectives

16.3.5 The objectives of the programme are :

- i) to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- ii) to reduce overall primary dropout rates for all students to less than 10 per cent.
- iii) to raise average achievement levels by atleast 25 percent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement levels in other competencies, by all primary school children.

iv) to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

16.3.6 The programme would also strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

Funding

16.3.7 19 districts of Madhya Pradesh are funded by European Community's Programme assistance to DPEP while the remaining 23 districts are funded by IDA. The Financing Agreement with European Community has been signed for an amount of ECU 150 million (Rs.585.00 crores). First tranche of 19.37 ECUs have already been credited to the Government of India's accounts. Negotiations with IDA as well as IDA's Board's approval for a credit of US \$ 260 million for the programme, for the six States projects have also been concluded.

16.3.8 The expansion of DPEP would depend upon the availability of resources and the pace and quality of implementation of the programme in the districts. The attempt would be to start the programme in at least 110 districts in the Eighth Five Year Plan with an estimated outlay of Rs.1950 crores of which Rs.1720 crores are proposed to be drawn from external sources.

16.3.9 A sum of Rs.94.00 crores has been provided for implementation of DPEP during 1994-95 in the Department of Education's budget. A sum of Rs.32 crores has been released to the seven State Implementation Societies as the first instalment of GOI share for the implementation of DPEP in 1994-95.

Mahila Samakhya

16.4.1 Provision of educational opportunities for women has been an important part of the national endeavour in the field of education since India's independence. Though these endeavours did yield significant results, gender disparities persist with uncompromising tenacity, more so in rural areas and among disadvantaged communities. The National Policy on Education, 1986 saw education as an agent that could bring about basic change in the status of women. To quote "In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women.... the removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority through provision of special support services, setting of time targets, and effective monitoring." Formulated in pursuance to the National Policy on Education, 1986, a programme called Mahila Samakhya or Women's Equality through Education was designed.

16.4.2 A Dutch-assisted project, Mahila Samakhya, which literally means women's equality through education, is a women's empowerment project which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's 'traditional roles'. It endeavours to

create an environment for women to seek knowledge and information in order to make informed choices and create circumstances in which women can learn at their own pace and rhythm. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya.

Lok Jumbish

16.5.1 An innovative project called "Lok Jumbish" : People's Movement for Education for All: with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basic objective of the project is to achieve education for all by the year 2000 through people's mobilisation and their participation. The Government of India approved the first phase of the project for a period of two years, 1992-94, to cover 25 blocks spread over several districts with an estimated cost of Rs.18.00 crores to be shared by SIDA, GOI and Government of Rajasthan in the ratio of 3:2:1. The first phase of the project has concluded on 30th June, 1994.

16.5.2 During the first phase the target for project coverage was achieved (25 blocks) and project interventions were made in several components of primary education like teacher's training, minimum levels of learning, opening of new schools, non-formal education centres etc. The salient achievements of Lok Jumbish Project are :

- Lok Jumbish has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as built partnerships with local communities and the voluntary sector.
- Community mobilisation and school mapping
- Innovative and community centred buildings development
- Focus on girls and socially disadvantaged groups

16.5.3 During the Phase I 204 primary schools were opened; 144 primary schools were upgraded; 339 posts of additional teachers provided; 2120 schools were provided with equipment and teaching-learning material; 650 NFE centres were opened; 30 training camps for Master Trainers and 198 camps for teachers were organised; mobilisation activities were undertaken in 1,096 villages; 50 field centres were opened and 294 women groups were organised.

16.5.4 A Joint Evaluation of the project by SIDA, GOI and GOR expressed satisfaction with the initiatives undertaken in the project and recommended its extension and continuance. Proposal for continuation of Lok Jumbish Phase II during the period 1994-97 has recently been approved with an outlay of Rs.80 crores to be shared in ratio 3:2:1 by SIDA, GOI and GOR.

Bihar Education Project

16.6.1 The Bihar Education Project is a basic education project aimed at bringing about qualitative improvement in the educational system and, through it, in over-all socio-cultural situation in the state of Bihar.

16.6.2 The Bihar Education Project comprises all components of basic education and is envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a five year period 1991-92 to 1995-96. The estimated outlay of the project over 5 years period (1991-92 to 1995-96) is Rs.360 crores with an agreed funding pattern of 3:2:1 between UNICEF, GOI and GOB respectively. Special emphasis has been laid on the education of hitherto deprived sections of the society such as SCs/STs and the women. BEP is an evolving project with Block as the unit for most of the programme activities. Participatory planning and implementation are the important characteristics of the project. Generation of demand for educational services, capacity building and development of participatory management structures are the other crucial elements of the project implementation.

16.6.3 A State level body Bihar Shiksha Pariyojana Parishad (BSPP) has been registered to plan and implement the BEP. The Parishad has two organs - the General Council with Chief Minister as Chairman and the Executive Committee with Education Secretary, Government of Bihar as the Chairman. The Government of India, Government of Bihar, UNICEF, Teachers, NGOs, etc. are represented on these bodies. It has its branches at the district level wherein a District Executive Committee, with partnership of the GOI/GOB/UNICEF/Teachers and NGOs look after the project planning. For implementation of various components of the project activities, task forces have been set up. At the village level, the Village Education Committee (VEC) is envisaged as the crucial unit which would assist the basic education system in securing the cooperation and participation of the community, and oversee educational inputs. The project is being implemented in a Mission Mode.

16.6.4 The project coverage upto 1994-95 was 98 blocks in the seven districts of Ranchi, W.Champaran, Rohtas, Muzaffarpur, Sitamarhi, E. Singhaboom and Chapra.

16.6.5 The major activities undertaken/proposed during 1994-95 include setting up and operationalisation of Village Education Committees (VECs) and training of the VECs functionaries; distribution of free of cost textbook kits to children; organisation of workshops at District and cluster level on Universalisation of Primary Education; taking up of baseline studies in project districts; Workshop on microplanning and school mapping; conferences with Teacher Organisation construction/repair of school buildings; provision of toilets and drinking water facilities in schools; special orientation of teachers; in-service training of teachers; training of Head Masters, inspecting officers, etc.; organising Gurugosthis and bringing out quarterly magazine; study tours of teachers; establishing block/cluster level resource centres; establishing more NFE centres; expansion of Mahila Samakhya Programme to more areas; setting up of Jagjagi Kendras and MSKs; convergence of ICDS, PHED, health and welfare schemes with the educational inputs; bringing out a news magazine 'Pratyush'; organising ensembles, puppet show and broadcasting of regular programmes; participation of the community in the enrolment drive resulting in enhancement of enrolment, particularly that of girl children; arranging orientation workshops for selected voluntary agencies; Support to NGOs for innovative microprojects; paintings, posters and panels; exhibitions; Nukud Nataks; etc.

16.6.6 A work plan of Rs.42.4 crores has been approved for 1994-95. A Budget provision of Rs.20 crores (GOI share) exists for the year 1994-95 for this project.

16.6.7 A mid-term review of the programme taken up during the year recommended, inter alia consolidation of the programme in the existing / BEP districts and conducting of periodic baseline studies to know the impact of investments on enrolment, retention and learning achievement. In order to further improve the project, the review mission has suggested strong linkages between BEP and education system in Bihar, greater focus on primary stage of class I-V; greater linkage with activities in other States under DPEP and other programmes, more emphasis on MLLs and teacher training, etc.

FINANCIAL ALLOCATIONS

**FINANCIAL ALLOCATIONS
FOR IMPORTANT PROGRAMMES**

(IN LAKHS OF RUPEES)

SL. NO.	ITEMS	PLAN/ NON- PLAN	BUDGET ESTIMATES 1994-95		BUDGET ESTIMATES 1995-96
			ORIGINAL	REVISED	
1	2	3	4	5	6
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	21500.00	21500.00	27900.00
2.	(i) Non-formal Education(VA)	Plan	2500.00	2500.00	2500.00
	(ii) Non-formal Education (State Sector)	Plan	10632.00	10632.00	13350.00
	(iii) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A	Plan	500.00	500.00	800.00
	(iv) Bihar Education Project	Plan	2000.00	1000.00	3000.00
	(v) NCTE	Plan	200.00	25.00	200.00
	(vi) Lok Jumbish	Plan	933.00	933.00	2214.00
	(vii) World Bank Assisted U.P. Project	Plan	10.00	10.00	-
	(viii) Bal Bhavan	Plan Non Plan	125.00 86.00	125.00 86.00	150.00 86.00
	(ix) Mahila Samakhya	Plan	890.00	890.00	690.00
3.	Strengthening of Teachers Training Institute	Plan	9000.00	9000.00	11800.00
4.	DPEP District Primary Education Programme(including South Orissa Project)	Plan	4000.00	4000.00	2500.00

1	2	3	4	5	6
<u>Secondary Education</u>					
1.	National Open School	Plan	306.00	306.00	500.00
		Non-Plan	34.00	34.00	34.00
2.	Grants to NCERT	Plan	812.00	812.00	712.00
		Non-Plan	1407.00	2000.00	2000.00
3.	National Population Education Project	Plan	102.00	102.00	102.00
4.	Scheme for Strengthening of boarding/hostel facilities for girl students of Secondary/ Higher Secondary Schools- Grants to Voluntary Agencies.	Plan	55.00	55.00	55.00
5.	CLASS	Plan	2700.00	2700.00	4700.00
6.	Educational Tech.	Plan	2318.00	2318.00	2288.00
7.	Scheme of Assistance for strengthening culture and values in Education	Plan	100.00	100.00	100.00
8.	Educational Concession to officers and men of Armed forces killed or disabled during hostilities.	Non-Plan	1.00	1.00	1.00
9.	Culture Exchange Programme in the field of School Education	Non-Plan	1.00	1.00	1.00
10.	National Awards to Teachers.	Non-Plan	42.00	42.00	42.00
11.	Improvement of Science Education	Plan	2270.00	2270.00	2447.00
12.	Environmental Education	Plan	195.00	195.00	195.00
13.	Vocational Education at +2 level	Plan	8846.00	8846.00	8200.00
14.	Integrated Education of Disabled children	Plan	470.00	470.00	470.00

1	2	3	4	5	6
15.	Yoga	Plan Non-Plan	60.00 30.00	60.00 30.00	60.00 30.00
16.	International Science Olympiad	Plan	3.00	3.00	32.00
17.	Kendriya Vidyalaya Sangathan	Non-Plan Plan	18546.00	18546.00	18546.00 1050.00
18.	Central Tibetan School Administration	Non-Plan	565.00	678.00	620.00
19.	Navodaya Vidyalayas	Plan Non-Plan	15263.00 4927.00	15263.00 4927.00	20000.00 4927.00
20.	Voluntary Organisation in the field of School Education	Non-Plan	1.00	1.00	1.00
21.	Reconstruction of School Buildings in J & K	Plan	-	500.00	-

Higher Education and Research

1.	University Grants Commission	Plan Non-Plan	16900.00 32300.00	18430.00 34318.00	18929.00 34182.00
2.	Indian Institute of Advanced Study, Shimla	Plan Non-Plan	35.00 138.00	93.00 138.00	400.00 138.00
3.	Indian Council of Philo-sophical Research	Plan Non-Plan	40.00 68.00	95.00 68.00	202.00 69.00
4.	Indian Council of Histo-ri-cal Research	Plan Non-Plan	35.00 139.00	35.00 139.00	49.00 139.00
5.	All India Institute of Higher Learning	Plan Non-Plan	38.00 21.00	38.00 21.00	20.00 21.00
6.	Indian Council of Social Science Research	Plan Non-Plan	250.00 488.00	325.00 500.00	450.00 500.00
7.	Shastri Indo-Canadian Institute	Non-Plan	75.00	76.00	90.00
8.	Revision of salary scales of teachers in University and Colleges	Non-Plan	2700.00	1950.00	490.00
9.	National Research Professors	Non-Plan	5.00	5.00	5.00
10.	Loan to Punjab University	Plan	50.00	50.00	50.00

1	2	3	4	5	6
11.	Dr. Zakir Hussain Memorial College Trust	Plan Non-Plan	25.00 12.00	25.00 12.00	25.00 12.00
12.	Association of Indian Universities	Plan Non-Plan	12.00 13.00	12.00 23.00	23.00 15.00
13.	Indira Gandhi National Open University	Plan Non-Plan	2700.00 790.00	4700.00 790.00	2250.00 700.00
14.	Delinking degrees from jobs (NEO)	Plan	25.00	5.00	25.00
15.	Strengthening of Administration, Monitoring and Evaluation System	Plan	5.00	2.00 41.00	1.00
16.	National Council of Higher Education	Plan	5.00	1.00	1.00
17.	Commonwealth of Learning	Plan	25.00	25.00	75.00
18.	Rural Institutes	Plan	100.00	25.00	300.00
19.	Training of University Administrators	Plan	5.00	1.00	5.00
<u>International Cooperation</u>					
1.	Auroville Management	Plan Non-Plan	20.00 20.00	20.00 20.00	20.00 20.00
2.	Strengthening of External Academic Relations	Plan	5.00	3.00	5.00
3.	Other Items- Grant to Non-governmental organisations for programme of INC	Non-Plan	0.35	0.10	0.10
4.	Expenditure on INC Cooperation with UNESCO	Non-Plan	20.00	21.00	21.00
5.	Other Items - Indian National Commission of Cooperation with Unesco	Non-Plan	0.60	0.05	0.05

1	2	3	4	5	6
6.	Other Items - Hospitality & Entertainment	Non-Plan	0.05	0.01	0.01
7.	Contribution to Unesco	Non-Plan	400.00	400.00	400.00
8.	Visit of Foreign Delegation to India	Non-Plan	5.00	3.00	5.00
9.	Deputation and Delegation abroad	Non-Plan	8.00	8.00	8.00

Book Promotion and Copy Right

1.	National Book Trust	Plan	189.00	189.00	289.00
		Non-Plan	270.00	270.00	220.00
2.	National Book Development Council	Plan	2.00	2.00	2.00
3.	Book Promotional Activities and Voluntary Organisations	Plan	5.00	5.00	5.00
4.	Setting up of National Society of Authors	Plan	2.00	2.00	2.00
5.	International Copyright Union-India's contribution to WIPO	Non-Plan	37.00	30.00	30.00
6.	International Copyright Union (Culture Exchange Programme)	Non-Plan	3.00	1.00	2.00

Scholarships

1.	National Scholarships Scheme	Plan	90.00	90.00	145.00
2.	National Loan Scholarships Scheme	Non-Plan	285.00	285.00	100.00
3.	National Loan Scholarships Scheme written off etc.	Non-Plan	20.20	10.20	10.20
4.	Contribution to School of African and Oriental Studies, London	Non-Plan	1.70	1.70	1.70
5.	Scholarships at Secondary stage for Talented children from Rural Areas	Plan	60.00	27.00	60.00

1	2	3	4	5	6
6.	Scholarships in approved residential secondary schools	Non-Plan	175.00	145.00	110.00
7.	Grant-in-aid scheme of scholarships to students from non-Hindi speaking States for Post-Matric Studies in Hindi.	Non-Plan	34.10	34.10	34.10
8.	Jawaharlal Nehru Fellowship Post-Graduate Studies in Different Disciplines in India and abroad.	Plan	10.00	10.00	10.00
9.	Indian Students going abroad against scholarships offered by foreign Govt.	Non-Plan	25.00	25.00	25.00
10.	National Scholarship for study abroad	Non-Plan	175.00	125.00	100.00

Promotion of Languages

Hindi

1.	Central Hindi Directorate	Plan Non-Plan	72.00 156.00	72.00 159.00	86.00 166.00
2.	Commission for Scientific & Technical Terminology.	Plan Non-Plan	60.00 57.00	60.00 60.00	50.00 63.00
3.	Hindi Shikshan Mandal Agra.	Plan Non-Plan	67.00 188.00	67.00 188.00	124.00 199.00
4.	Appointment of Hindi teachers & their training in Non Hindi speaking states	Plan	250.00	338.00	400.00
5.	Assistance to Non-Govt. organisations-Dakshin Bharat Hindi Prachar Sabha & other NGCS including publication in Hindi.	Plan Non-Plan	180.00 102.00	180.00 102.00	198.00 102.00

1	2	3	4	5	6
6.	Propagation of Hindi abroad.	Plan Non-Plan	50.00 11.00	50.00 11.00	Nil Nil
7.	Hindi University	Plan	1.00	1.00	-
8.	Urdu University	Plan	1.00	1.00	-
<u>Modern Indian Languages</u>					
9.	Central Institute of Indian Languages & its Regional Language Centres including Tribal Languages Development.	Plan Non-Plan	90.00 249.00	87.00 259.00	104.00 267.00
10	Tarraqui-e-Urdu Board including Gujral Committee	Plan Non-Plan	85.00 45.00	55.00 46.00	120.00 49.00
11.	Financial Assistance to NGOs (other than Sindhi Urdu and Hindi) plus ULB	Plan Non-Plan	27.00 10.00	20.00 10.00	- 10.00
12.	Financial Assistance to NGOs for Sindhi including Sindhi Vikas Board, Financing of book production in Sindhi.	Plan	60.00	5.00	65.00
13.	Modern Indian Language Teachers.	Plan	60.00	20.00	100.00
14.	Apptt. of Urdu Teachers	Plan	80.00	10.00	100.00
<u>English</u>					
1.	Financial Assistance for English Language Teaching	Plan	75.00	75.00	83.00
<u>Sanskrit</u>					
1.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.	Plan Non Plan	20.00 110.00	25.00 110.00	Nil -

1	2	3	4	5	6
2.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Plan Non-Plan	15.00 72.00	20.00 72.00	Nil -
3.	Grants to Rashtriya Sanskrit Sansthan, New Delhi.	Plan Non-Plan	290.00 450.00	318.00 450.00	435.00 450.00
4.	Development of Sanskrit Education in States/UTs	Plan	56.00	56.00	80.00
5.	Grants to Rashtriya Veda Vidya Pratishthan	Plan	65.00	65.00	110.00
6.	Grants/Scholarships for Classical Language (Arabic & Persian)	Plan	15.00	15.00	Nil
7.	Financial Assistance for Modernisation of Madarsa Education	Plan	33.00	20.00	40.00
8.	Rashtriya Sanskrit and Classical Language Commission (Major Head 2202)	Plan	25.00	-	25.00

Adult Education

1.	Rural Functional Literacy Projects	Plan	600.00	600.00	600.00
2.	Post Literacy & Continuing Education	Plan	1800.00	1360.00	6600.00
3.	Strengthening of Administrative Structure	Plan	1400.00	1400.00	1400.00
4.	Mass Programme of Functional Literacy	Plan Non-Plan	75.00 2.00	15.00 2.00	Nil 2.00
5.	Technology Demonstration	Plan	30.00	15.00	15.00
6.	Special projects for eradication of illiteracy	Plan	15475.00	15475.00	12000.00
7.	Voluntary Agencies	Plan	1000.00	1150.00	1000.00

1	2	3	4	5	6
8.	Shramik Vidyapeeths	Plan Non-Plan	200.00 110.00	381.00 130.00	435.00 130.00
9.	Directorate of Adult Education	Plan Non-Plan	493.00 114.00	493.00 114.00	1037.00 120.00
10.	National Literacy Mission Authority	Plan	75.00	45.00	75.00
11.	Cultural Exchange Programme	Plan Non-Plan	25.00 36.00	10.00 18.80	25.00 16.00
12.	National Institute of Adult Education	Plan	120.00	NIL	50.00
13.	Non formal Education for women and girls in Adult Education(EAP)	Plan	12.00	12.00	12.00
14.	Population Education in Adult Education	Plan	95.00	95.00	151.00

Technical Education

I *Direction & Administration*

1.	AICTE	Plan Non Plan	5865.00 1816.00	5865.00 1816.00	7189.00 1823.00
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II. *Training*

2.	Regional Engineering Colleges (RECs D.6(2))	Plan Non Plan	4100.00 2350.00	4100.00 2875.00	4100.00 2875.00
3.	Apprenticeship Training D.2(5) & D.2 (6)	Plan Non Plan	700.00 858.00	417.00 600.90	1250.00 840.00

III. *Research*

4.	Indian Institutes of Technology (IITs) D.6(1)	Plan Non Plan	1800.00 11800.00	1800.00 13400.00	1500.00 12016.00
5.	Indian Institutes of Management (IIMs) D.6(4)(1) to D.6(4)(4)	Plan Non Plan	745.00 958.00	1187.00 1550.00	1200.00 1054.00
6.	Community Polytechnics D.5 (1)	Plan Non Plan	1065.00 190.00	1065.00 190.00	3000.00 190.00

1	2	3	4	5	6
IV	<i>Other Schemes</i>				
7.	Indian Institute of Technology, Assam	Plan	1388.00	1388.00	1100.00
8.	Assistance to Technical Institutions through University Grants Commission Schemes	Plan	2270.00	2270.00	2500.00
9.	Educational Consultants India Ltd. & A A1(1)	Plan	2.00	2.00	2.00
10.	IISc. Bangalore D.4(2)	Plan Non-plan	850.00 2544.00	850.00 2600.00	1050.00 2450.00
11.	Payment for professional and special services	Plan	200.00	150.00	150.00
12.	Regional Offices D.1(1)-D1 (3)	Non Plan	60.00	57.00	60.00
13.	A.I.T., Bangkok D.7(4)	Non Plan	14.00	18.00	18.00
14.	Delegation under Cultural Exchange Programmes D.7(5)	Non Plan	1.00	0.10	1.00
15.	Revision of Salary Scales of teachers of technical institutions/assistance to State/Institutions Colleges.	Non Plan	100.00	100.00	10.00
16.	Technology Development Mission F3(14)(1)	Plan	3300.00	3300.00	2000.00
17.	I.I.M. Kerala (New Scheme)	Plan	100.00	92.00	100.00
18.	North Eastern Regional Institute of Science and Technology, Itanagar, Arunachal Pradesh.	Plan	800.00	800.00	300.00

**APPENDICES ON ASSISTANCE
TO STATES/UTs
FOR IMPLEMENTING
CENTRALLY SPONSORED
NPE SCHEMES**

ASSISTANCE TO STATES/UTs FOR
OPERATION BLACKBOARD SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95 (ANTICIPATED)
1	ANDHRA PRADESH	1209.29	2095.00	3637.75	463.14	1777.21	1478.75
2	ARUNACHAL PRADESH	46.76	82.16	0.00	106.57	33.21	21.76
3	ASSAM	692.41	0.00	420.48	1628.46	512.04	1492.11
4	BIHAR	1407.66	1684.02	0.00	4167.11	2321.98	1655.94
5	GOA	37.32	47.47	0.00	39.67	3.42	61.50
6	GUJARAT	727.44	503.10	619.70	512.41	700.03	627.04
7	HARYANA	111.39		292.17	0.00	32.52	112.52
8	HIMACHAL PRADESH	458.09	297.03	456.10	264.73	224.75	479.70
9	JAMMU&KASHMIR	0.00		1103.06	0.00	-	666.74
10	KARNATAKA	537.08	717.54	1876.67	360.00	1969.53	2234.59
11	KERALA	0.00	156.12	82.90	0.00	-	140.00
12	MADHYA PRADESH	0.00	1344.78	846.91	1688.61	-	-
13	MAHARASHTRA	788.33	612.22	2795.46	1721.70	4149.12	4581.28
14	MANIPUR	0.00	47.88	57.30	0.00	32.30	348.84
15	MEGHALAYA	0.00	100.49	90.04	0.00	399.53	414.16
16	MIZORAM	8.74	8.87	66.80	13.42	3.98	260.52
17	NAGALAND	42.98	5.85	0.00	7.84	-	159.13
18	ORISSA	864.25	1818.32	1147.90	2496.68	868.12	2389.84
19	PUNJAB	115.69	219.29	541.67	0.00	-	184.70
20	RAJASTHAN	1568.63	3456.83	2202.14	510.81	1565.13	1870.47
21	SIKKIM	0.00	15.36	9.57	0.00	-	56.93
22	TAMILNADU	1213.02	510.24	449.96	0.00	233.70	383.89
23	TRIPURA	49.59	7.70	64.41	4.23	56.13	208.77
24	UTTAR PRADESH	2757.26	860.94	650.00	1244.50	-	1291.84
25	WEST BENGAL	0.00	349.46	140.02	254.00	2987.30	8.13
26	A & N ISLANDS	8.27		3.82	0.00	-	19.13
27	CHANDIGARH	1.17		0.00	0.00	-	12.60
28	DADRA & NAGAR HAVELI	0.00	4.14	8.17	3.66	-	19.13
29	DAMAN & DIU	0.00		0.00	0.00	-	9.33
30	DELHI	32.39	53.59	0.00	0.00	-	226.33
31	LAKSHADWEEP	0.00		0.00	0.00	-	1.60
32	PONDICHERRY	20.32	10.72	0.00	3.90	-	52.73
TOTAL		12698.08	15009.12	17563.00	15491.44	17870.00	21470.00

ASSISTANCE TO STATES/UTs FOR
NON-FORMAL EDUCATION SCHEME*

(Rupees in lakhs)

SL. NAME OF STATE/ NO. UNION TERRITORY	AMOUNT RELEASED					
	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95 (AS ON 6.3.95)
1 ANDHRA PRADESH	650.55	581.78	573.97	631.97	1605.30	1368.73
2 ASSAM	264.96	159.40	192.09	350.10	488.46	488.20
3 BIHAR	88.02	667.72	191.99	540.29	1317.43	737.37
4 HARYANA			-	-	-	-
5 JAMMU & KASHMIR			55.39	53.34	27.64	65.22
6 KARNATAKA			-	-	-	-
7 MADHYA PRADESH	628.32	781.95	695.86	613.33	1714.88	1680.60
8 MIZORAM	2.22	2.06	3.16	2.96	8.58	5.94
9 ORISSA	259.86	109.84	241.56	334.41	388.00	641.67
10 RAJASTHAN	165.89	236.61	361.36	366.47	428.93	1096.25
11 TAMILNADU			5.86	1.17	-	23.74
12 UTTAR PRADESH	485.30	925.47	1616.36	1535.30	2540.63	3251.70
13 WEST BENGAL	41.49		-	-	-	-
14 A & N ISLANDS			-	-	-	-
15 CHANDIGARH	0.86	2.82	2.26	1.29	4.79	3.54
16 DADRA & NAGAR HAVELI			-	-	0.67	4.84
17 MANIPUR		24.59	62.40	43.78	92.28	48.79
18 GUJARAT	40.74		-	42.89	8.57	9.11
TOTAL	2628.21	3492.24	4002.26	4517.30	8626.16	9425.70

ASSISTANCE TO STATES FOR THE
TEACHER EDUCATION SCHEME

(Rupees in Lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95 (ANTICIPATED)
1	ANDHRA PRADESH	416.39	108.00	589.25	594.92	512.15	754.65
2	ARUNACHAL PRADESH	-	-	-	0.00	0.00	-
3	ASSAM	182.45	35.00	68.55	710.41	478.64	194.75
4	BIHAR	-	-	250.36	275.02	508.27	-
5	GOA	28.30	2.00	5.90	12.84	5.03	9.98
6	GUJARAT	0.00	-	94.73	554.03	36.00	247.36
7	HARYANA	10.00	52.82	78.23	398.00	98.00	75.00
8	HIMACHAL PRADESH	0.00	-	-	118.80	167.15	463.63
9	JAMMU&KASHMIR	174.70	-	261.07	12.58	349.28	60.00
10	KARNATAKA	-	-	300.00	353.10	636.00	660.00
11	KERALA	280.00	94.81	53.40	434.84	110.45	424.40
12	MADHYA PRADESH	439.20	386.28	226.55	964.73	489.86	709.16
13	MAHARASHTRA	0.00	-	-	0.00	0.00	160.00
14	MANIPUR	0.00	1.00	110.30	12.11	127.64	163.87
15	MEGHALAYA	-	-	77.60	0.00	208.10	-
16	MIZORAM	0.00	31.85	23.50	17.72	0.00	85.56
17	NAGALAND	0.00	28.00	-	10.30	131.63	44.98
18	ORISSA	198.77	33.00	140.67	482.68	451.83	131.25
19	PUNJAB	152.30	108.40	-	272.60	233.00	170.82
20	RAJASTHAN	547.04	438.15	427.96	1052.92	454.60	862.43
21	SIKKIM	0.00	-	36.88	0.00	0.00	-
22	TAMILNADU	798.52	105.00	519.00	487.24	355.00	441.00
23	TRIPURA	26.60	-	-	20.00	0.00	-
24	UTTAR PRADESH	250.63	363.59	830.00	1328.32	1110.04	307.10
25	WEST BENGAL	0.00	147.69	-	0.00	195.00	65.00
26	DELHI	63.97	40.05	91.80	74.25	105.31	170.10
27	PONDICHERRY	-	-	30.00	0.00	0.00	0.00
28	A&N ISLANDS	-	-	-	38.90	0.00	-
TOTAL		3568.87	1973.64	4289.76	8293.13	6763.58	6201.04

CENTRALLY SPONSORED SCHEME OF
VOCATIONALISATION OF SECONDARY EDUCATION

(Rupees in Lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT OF GRANT						TOTAL
		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	
1	ANDHRA PRADESH	177.06	886.85	1010.245	1584.915	640.58		4299.64
2	ARUNACHAL PRADESH			6.355	-	-		6.355
3	ASSAM		42.62	140.28	100.246	291.54		574.686
4	BIHAR	7.41	558.611	0.75	-	408.51		975.281
5	GOA	64.59	80.630	49.65	92.562	56.93	122.50	466.862
6	GUJARAT	1173.31	778.031	879.375	1070.736	781.73		4683.182
7	HARYANA	129.87	184.83	155.00	131.44	228.19	200.00	1029.33
8	HIMACHAL PRADESH	98.06	177.475	56.858	59.417	-		391.81
9	JAMMU&KASHMIR		16.50	15.80	-	22.55		54.85
10	KARNATAKA	49.21	156.80	324.996	727.470	1012.695	151.34	2422.511
11	KERALA	223.44	353.23	346.899	410.778	352.40	682.98	2369.727
12	MADHYA PRADESH	1121.48	1221.42	3.00	-	-		2345.90
13	MAHARASHTRA	509.38	267.205	1230.25	2195.333	2035.74	702.00	6939.908
14	MANIPUR			44.00	7.183	7.40	40.24	98.823
15	MEGHALAYA		20.75		-	-		20.75
16	MIZORAM		16.68		24.883	21.924		63.487
17	NAGALAND		14.84		-	1.40		16.24
18	ORISSA	83.72	510.40		1.22	650.00		1245.34
19	PUNJAB	50.25	371.71	222.25	320.62	253.74	164.03	1382.60
20	RAJASTHAN	72.35	561.543	323.56	340.395	385.19	556.73	2239.768
21	SIKKIM		5.325	0.044	5.32	7.15		17.839
22	TAMILNADU	358.11	279.558	727.90	-	700.16		2065.728
23	TRIPURA				-	4.13		4.13
24	UTTAR PRADESH	203.69	707.25	99.147	581.39	258.42	32.945	1882.842
25	WEST BENGAL				-	-		
26	A & N ISLANDS	3.24	3.238		-	-		6.478
27	CHANDIGARH	42.70	12.34	20.77	8.65	22.77	26.13	133.36
28	DADRA&NAGAR HAVELI				5.25	2.79		8.04
29	DAMAN & DIU				-	3.09	2.06	5.15
				*	*			
30	DELHI	4.18	42.86	0.30	46.38	105.00		198.72
31	LAKSHADWEEP				-	-		
32	PONDICHERY		16.63		-	17.44		34.07
	TOTAL	4372.05	7287.326	5657.419	7714.188	8271.469	2680.922	35983.407

* NOT CLAIMED

APPENDIX-V

CENTRALLY SPONSORED SCHEME OF PRE-VOCATIONAL
EDUCATION AT LOWER SECONDARY STAGE

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT OF GRANT		
		1993-94	1994-95	TOTAL
1	ANDHRA PRADESH			
2	ARUNACHAL PRADESH			
3	ASSAM	3.305		3.305
4	BIHAR			
5	GOA			
6	GUJARAT			
7	HARYANA			
8	HIMACHAL PRADESH			
9	JAMMU&KASHMIR			
10	KARNATAKA	18.20		18.20
11	KERALA			
12	MADHYA PRADESH	23.94		23.94
13	MAHARASHTRA			
14	MANIPUR	2.30		2.30
15	MEGHALAYA			
16	MIZORAM			
17	NAGALAND			
18	ORISSA			
19	PUNJAB	7.58		7.58
20	RAJASTHAN	7.28		7.28
21	SIKKIM			
22	TAMILNADU			
23	TRIPURA			
24	UTTAR PRADESH	44.61		44.61
25	WEST BENGAL			
26	A & N ISLANDS			
27	CHANDIGARH		2.102	2.102
28	DADRA&NAGAR HAVELI			
29	DAMAN & DIU			
30	DELHI	5.62		5.62
31	LAKSHADWEEP			
32	PONDICHERRY			
TOTAL		112.835	2.102	114.397

ASSISTANCE TO STATES/UTs FOR
SCIENCE EDUCATION SCHEME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95 (till 07.03.95)
1	ANDHRA PRADESH	606.77	132.25	93.96	-	535.40	
2	ARUNACHAL PRADESH	5.72					
3	ASSAM	385.57	141.66	146.27			783.16
4	BIHAR	376.68		194.51			
5	GOA	72.02	56.76				6.69
6	GUJARAT	142.31					
7	HARYANA	279.66			121.71	473.29	
8	HIMACHAL PRADESH	315.68	139.84	58.28	179.32	42.14	56.95
9	JAMMU&KASHMIR	128.62	167.10		233.55		
10	KARNATAKA	559.14	167.88		556.56		
11	KERALA	400.35	152.72				
12	MADHYA PRADESH	658.11	7.28			17.56	
13	MAHARASHTRA	626.10	5.42	61.94	682.99		
14	MANIPUR	96.34	87.05				
15	MEGHALAYA		35.20		0.80		170.40
16	MIZORAM	101.54	84.42	31.76		28.29	
17	NAGALAND	19.95					
18	ORISSA	468.82			174.63	198.99	
19	PUNJAB	131.43	349.97	179.18	430.23	165.99	71.67
20	RAJASTHAN	349.52	139.84	511.21		412.17	
21	SIKKIM	12.41	20.14			0.53	
22	TAMILNADU	663.23	93.37	539.02		0.71	
23	TRIPURA	27.45	0.74				
24	UTTAR PRADESH	711.57	13.45			188.48	
25	WEST BENGAL	514.37	147.18				
26	A & N ISLANDS	28.86	5.84		2.59	1.66	
27	CHANDIGARH	5.82	20.18	0.11	0.64	0.35	0.14
28	DADRA&NAGAR HAVELI		5.22				
29	DELHI	229.48	55.60		61.95	74.43	60.00
30	DAMAN & DIU	4.56		5.04	5.04		
31	LAKSHADWEEP	1.51			4.06	3.56	
32	PONDICHERRY	27.85	4.32	1.70	1.00		
TOTAL		7949.44	2033.43	1822.98	2455.07	2144.55	1149.01

Note :- The figure indicated against UTs without legislatures represent the authorised expenditure and not the actual expenditure incurred and booked by them.

ASSISTANCE TO STATES/UTs FOR
EDUCATIONAL TECHNOLOGY SCHEME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95 (AS ON 7.3.95)
1	ANDHRA PRADESH	113.00	227.90	37.74	97.07	59.47	72.93
2	ARUNACHAL PRADESH	1.14			4.18	-	7.83
3	ASSAM	42.20	73.53		127.24	-	-
4	BIHAR	8.33		6.49	65.18	39.99	61.29
5	GOA	1.76	5.29			-	-
6	GUJARAT	173.65	96.19		232.48	285.53	86.29
7	HARYANA	39.90	50.00			36.85	19.50
8	HIMACHAL PRADESH	45.80				-	98.18
9	JAMMU & KASHMIR	17.82	102.99		13.09	-	52.50
10	KARNATAKA	66.37	15.81		43.61	-	-
11	KERALA	27.87		12.17		-	-
12	MADHYA PRADESH	30.46	29.16		16.27	-	-
13	MAHARASHTRA	93.00	126.20		50.55	654.23	35.00
14	MANIPUR	1.21	10.08	16.19		-	-
15	MEGHALAYA	4.23	5.00	5.08	14.50	16.00	-
16	MIZORAM	9.13		0.11		-	-
17	NAGALAND	7.72				8.60	-
18	ORISSA	128.80	258.25		380.88	369.07	255.17
19	PUNJAB	48.23	60.00		167.48	-	-
20	RAJASTHAN	91.92			12.02	250.01	-
21	SIKKIM	1.88	3.50			0.97	-
22	TAMILNADU	70.00	100.00			-	-
23	TRIPURA	0.17	0.06		0.41	-	-
24	UTTAR PRADESH	20.84			54.30	42.73	50.00
25	WEST BENGAL	12.97				-	-
26	A & N ISLANDS	0.32	0.50		0.76	-	-
27	CHANDIGARH	0.48	1.11			-	-
28	DELHI					-	-
29	DAMAN & DIU	0.12				-	-
30	DADRA&NAGAR HAVELI	0.22		0.36	0.31	-	-
31	LAKSHADWEEP	0.13				-	-
32	PONDICHERRY	1.23				-	-
	NCERT				118.68	5.74	291.00
	TOTAL	1060.90	1165.57	78.14	1400.01	1769.19	1029.69

** This includes amount sanctioned for SIETs of concerned States.

ASSISTANCE TO STATES/UTs FOR
ENVIRONMENT EDUCATION SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		Upto 7th Plan	1990-91	1991-92	1992-93	1993-94 1994-95 (AS ON 7.3.95)
1	ANDHRA PRADESH	22.37	20.16	26.64	5.00	10.13
2	ARUNACHAL PRADESH	4.81			1.00	-
3	ASSAM	4.20		12.85	10.89	-
4	BIHAR	20.17			1.00	-
5	GOA		8.45		1.35	
6	GUJARAT	4.82			1.00	-
7	HARYANA	0.66			3.00	15.71
8	HIMACHAL PRADESH	9.15				-
9	JAMMU & KASHMIR					0.50
10	KARNATAKA	32.15	58.90	8.91	-	-
11	KERALA	2.07			2.00	-
12	MADHYA PRADESH	38.40			7.50	-
13	MAHARASHTRA	9.73		6.10	4.00	-
14	MANIPUR					2.36
15	MIZORAM	3.79		2.80	2.50	-
16	ORISSA	18.47		25.31	7.00	-
17	PUNJAB	-	-	-	-	1.60
18	RAJASTHAN	37.52	16.56		37.56	-
19	TAMILNADU	34.28	33.86	26.29	4.00	-
20	TRIPURA	3.04	9.12		2.00	1.88
21	UTTAR PRADESH	13.85	-			
22	A & N ISLANDS	2.48		3.63	9.00	
23	DELHI	7.73	9.71	12.44	-	-
24	PONDICHERRY	0.94	2.16		1.00	2.65
TOTAL		270.63	158.92	124.97	99.80	30.58
						4.25

NOTE: The figures indicated against UTs without legislatures represent the authorised expenditure and not the actual expenditure incurred and booked by them.

ASSISTANCE TO STATES/UTs FOR
INTEGRATED EDUCATION FOR DISABLED CHILDREN

(Rupees in lakhs)

SL. NAME OF STATE/ NO. UNION TERRITORY	AMOUNT RELEASED					
	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
1 ANDHRA PRADESH		12.80		-	14.01	
2 BIHAR	2.62	7.67		36.95		
3 GUJARAT	8.57	5.87	34.50	67.21		
4 HARYANA	20.55	19.77		16.80		
5 HIMACHAL PRADESH	5.63	7.40	7.21	9.55	6.34	
6 JAMMU & KASHMIR		19.98	16.69	-		
7 KARNATAKA	10.86		45.28	39.08	4.19	26.30
8 KERALA	60.00	100.47	77.54	-	111.58	
9 MADHYA PRADESH	1.16	17.40	2.17	30.90	2.95(v.o)	3.29(v.o)
				2.49(v.o)		
10 MANIPUR		3.97	3.98	5.00	22.40	
11 MAHARASHTRA	14.27			-	75.53	23.00(v.o)
12 MIZORAM	16.79	24.79	31.72	45.36	1.92	
13 NAGALAND	10.74	9.36	10.79	12.61	5.74	
14 ORISSA	15.03	23.87	22.46	35.20	68.92	
15 PUNJAB			12.00	-		
16 RAJASTHAN	33.23	33.44	71.14	28.33	85.35	
17 TAMILNADU		5.76	9.90	28.41	5.32	
				0.62(v.o)		
18 TRIPURA				-	2.01	
19 UTTAR PRADESH	11.95	16.97		-	-	
20 WEST BENGAL	-	-	-	-	-	34.00(v.o)
21 A & N ISLANDS	15.65	13.90	16.08	20.65	9.84	13.37
22 DELHI	12.17	18.92	16.14	0.03	11.29	16.88
23 CHANDIGARH	-	-	-	-	7.49	1.25(v.o)
					0.99	0.99
22 GOA	0.09	0.45		-	-	
23 DAMAN & DIU		0.49	0.53	0.29	0.42	0.44
TOTAL	239.31	343.28	378.13	379.48	449.95	119.52

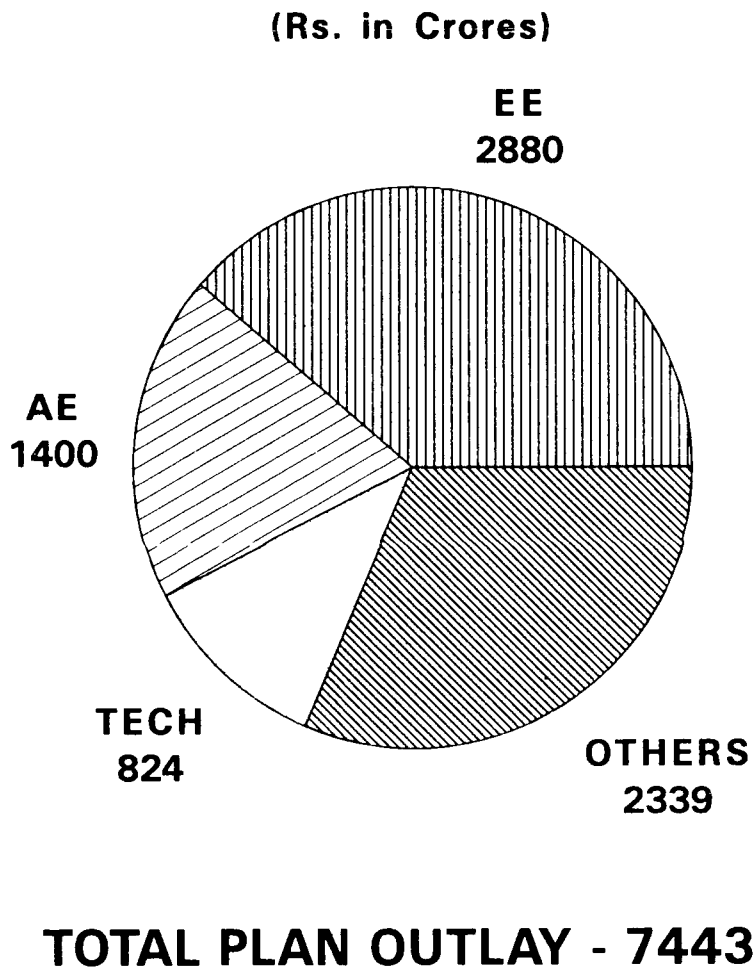
OR SAY
450.00

ASSISTANCE TO STATES/UTs FOR
INTRODUCTION OF YOGA IN SCHOOLS

S.NO STATES/UTs	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
1 ANDHRA PRADESH		629750			24.24	1.76
2 ARUNACHAL PRADESH					2.35	
3 BIHAR		885000				
4 JAMMU & KASHMIR		825000	800000	1300000		
5 KARNATAKA				100000	900000	
6 KERALA						
7 MADHYA PRADESH		698750	594000			
8 MAHARASHTRA					766000	
9 PUNJAB				336000		
10 TAMILNADU				165000		
11 TRIPURA		18000		26000	113000	
12 UTTAR PRADESH			805000		370000	
13 DELHI				169000	550000	
14 KSMYM SAMITI	1112321	3110400	3530000	1237000	500000	
15 R K INSTT OF MORAL & SPIRITUAL EDU MYSORE		445000	405000		140000	
16 BHARATIYA YOGA SANSTHAN, PATNA		405000				
TOTAL	1112321	6701600	6470000	2997000	5998000	176000

CHARTS

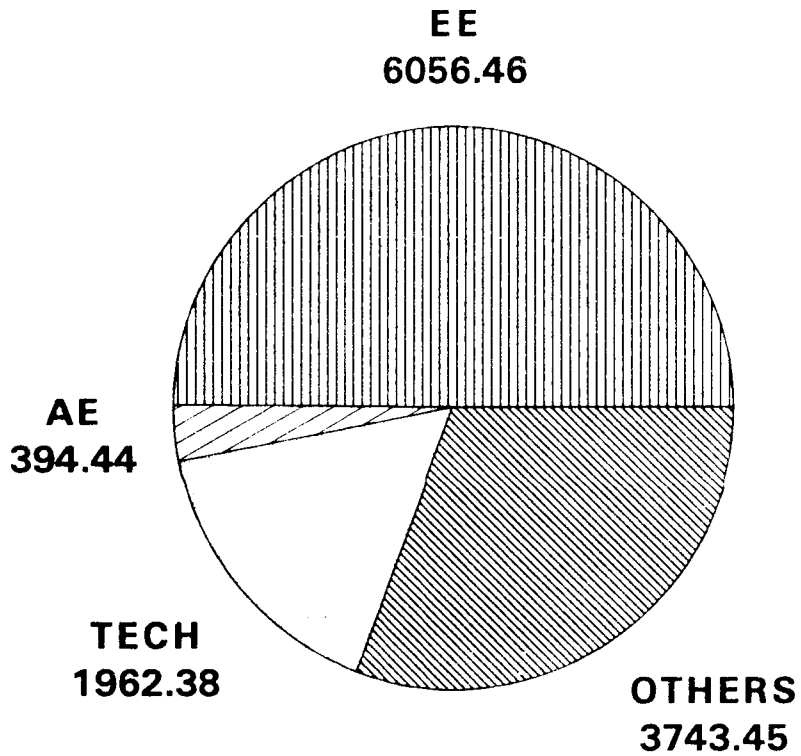
SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (CENTRE)



CMIS

SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (STATES/UTs)

(Rs. in Crores)

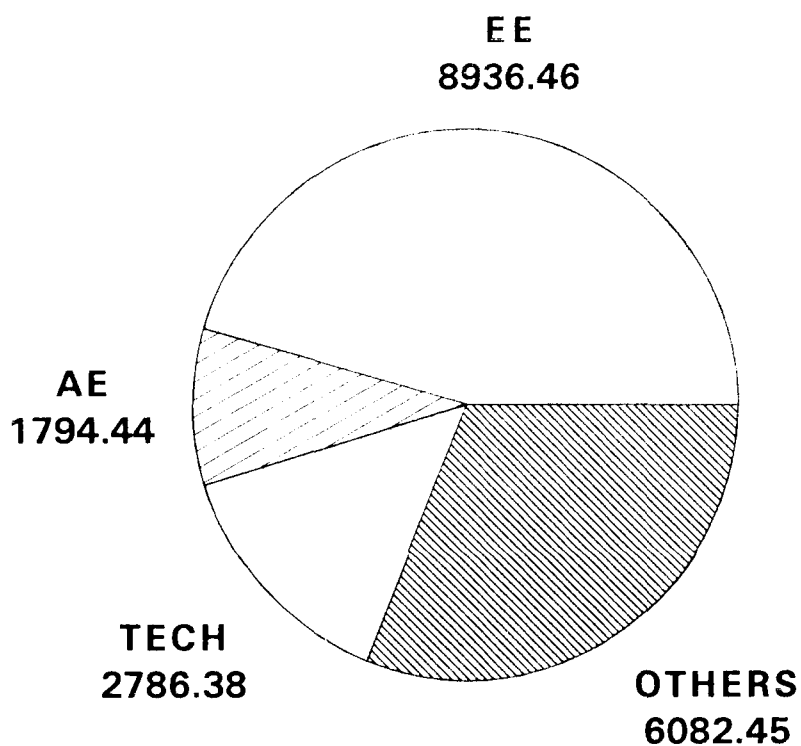


TOTAL PLAN OUTLAY - 12156.73

CMIS

SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (CENTRE + STATES/UTs)

(Rs. in Crores)

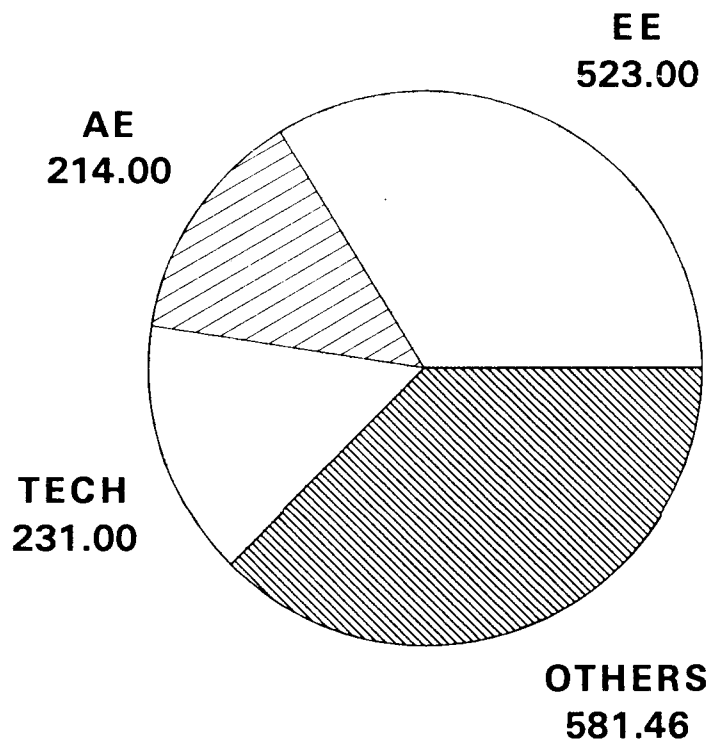


TOTAL PLAN OUTLAY - 19599.73

CMIS

SECTOR-WISE PLAN OUTLAY FOR 1994-95 (CENTRE)

(Rs. in Crores)

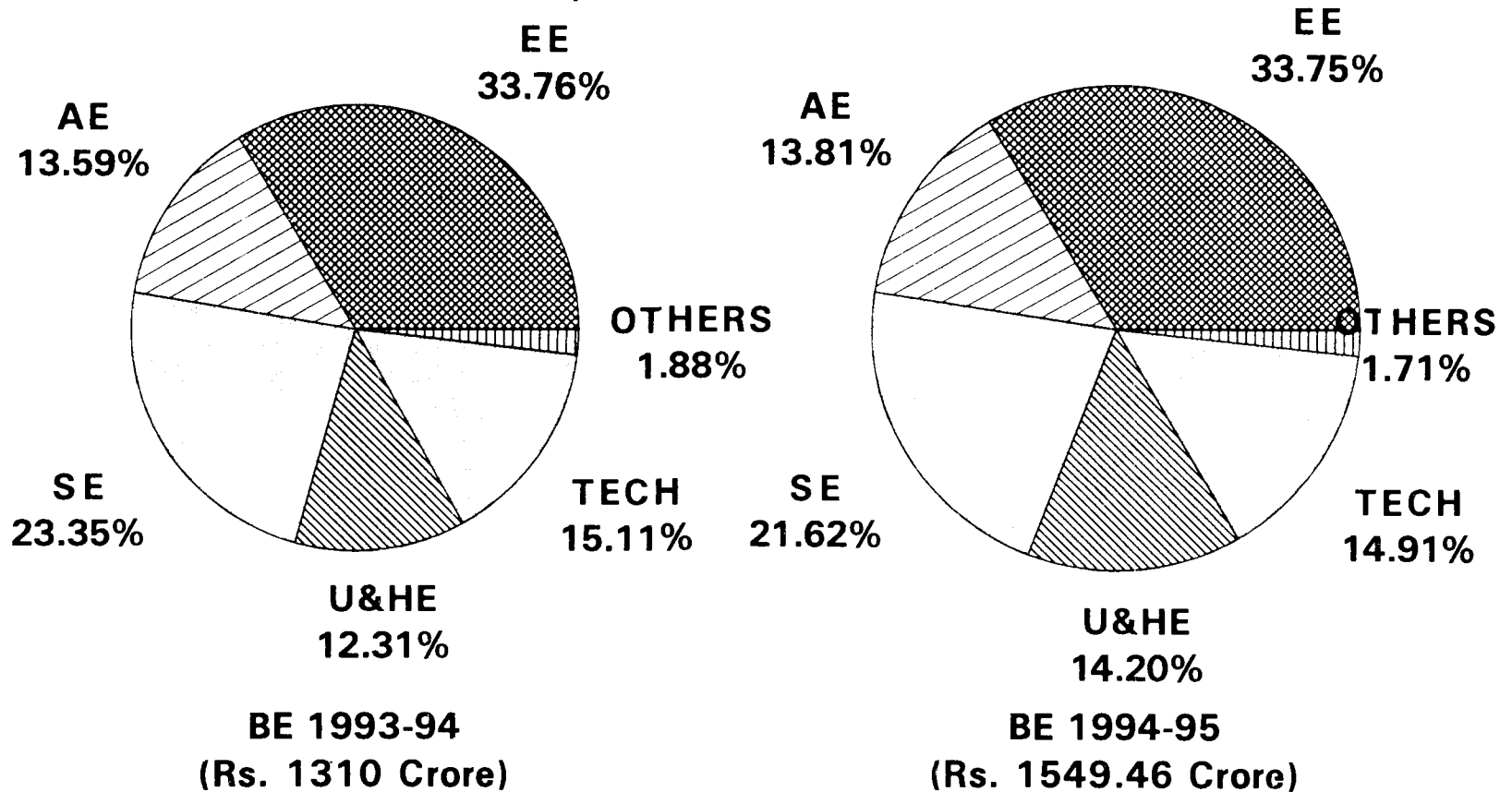


TOTAL PLAN OUTLAY - 1549.46

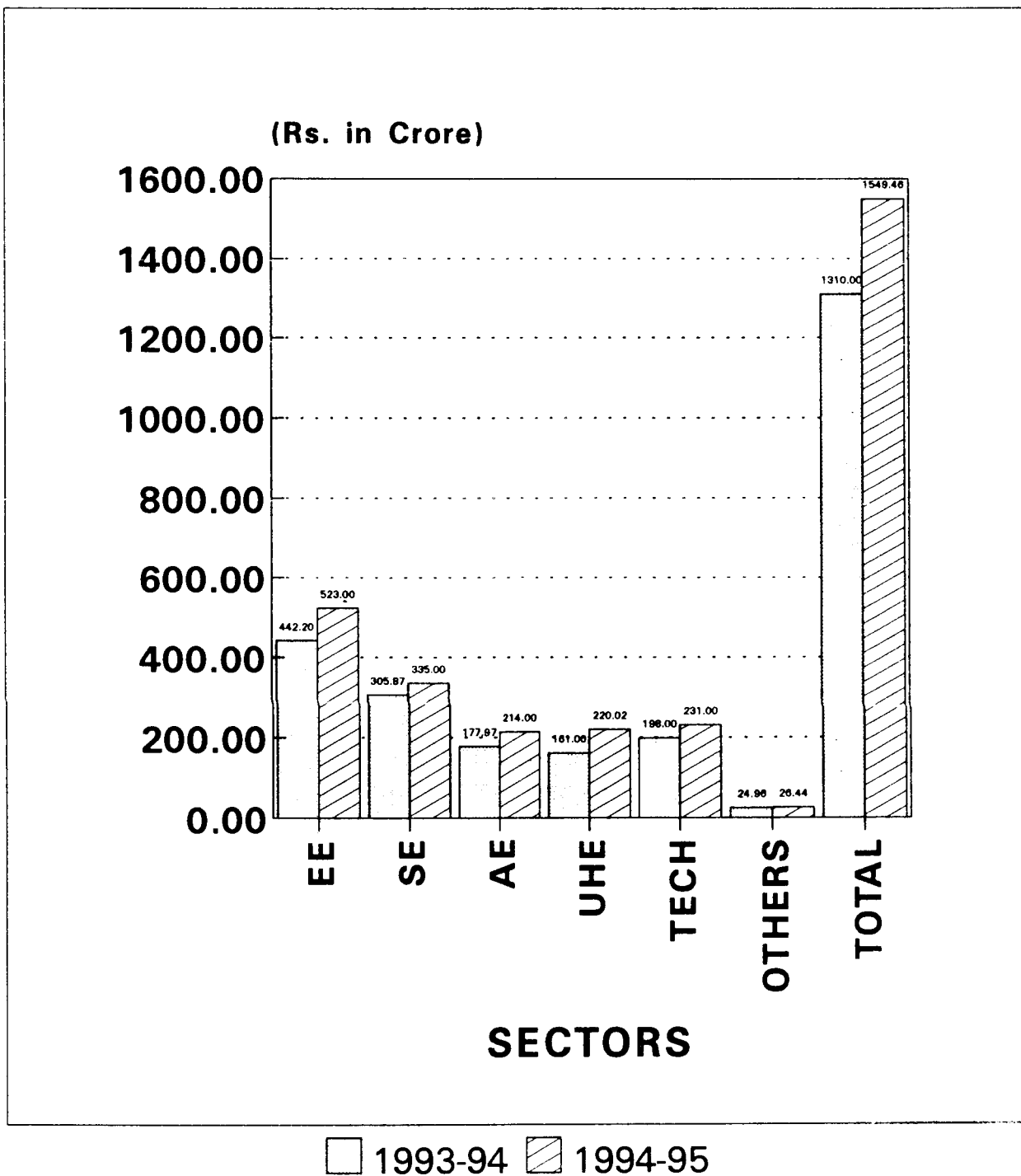
CMIS

SECTORAL OUTLAYS ON EDUCATION FOR 1993-94 AND 1994-95 (CENTRE)

% DISTRIBUTION

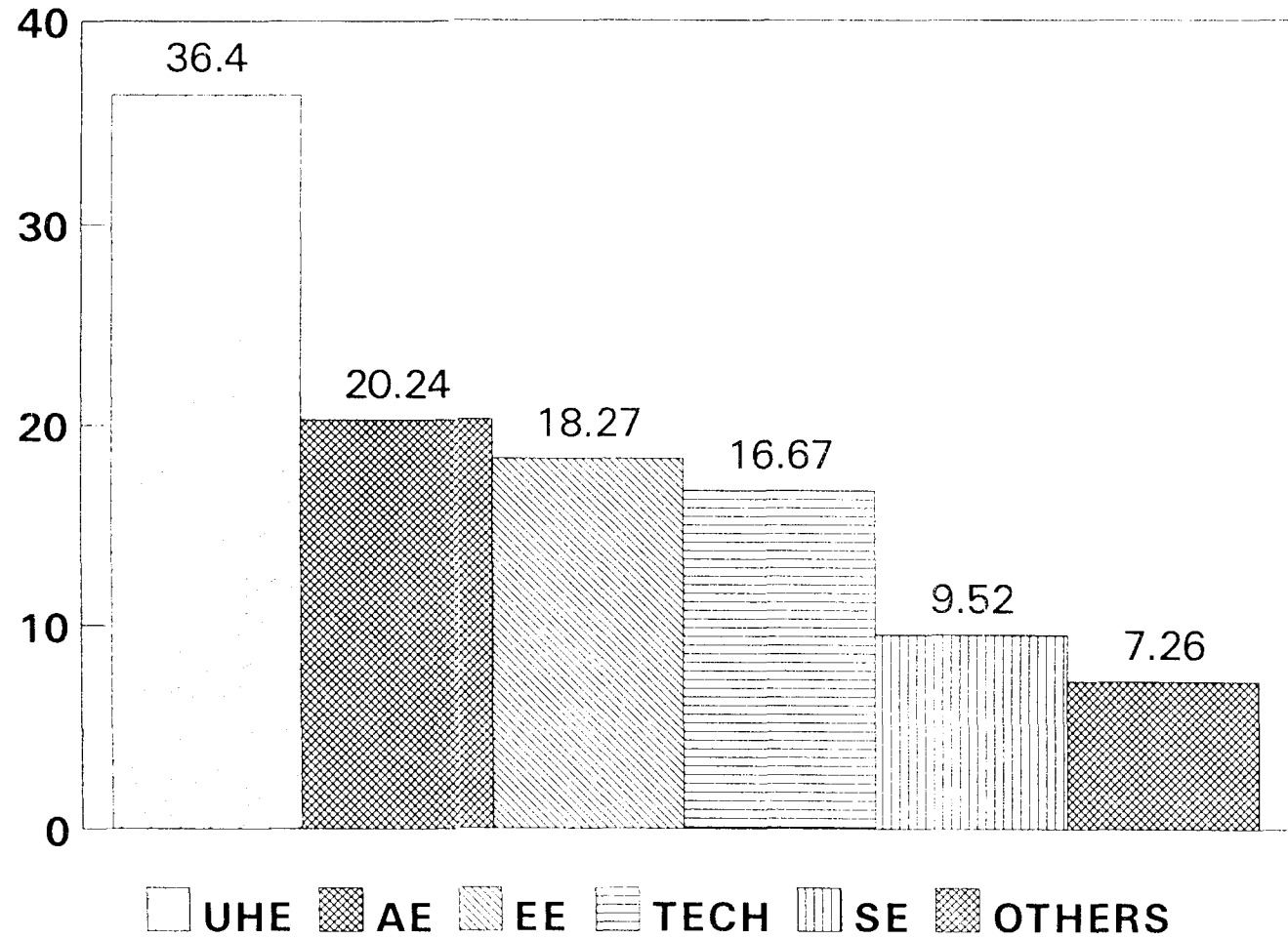


CENTRAL PLAN ALLOCATION FOR EDUCATION IN 1993-94 & 1994-95



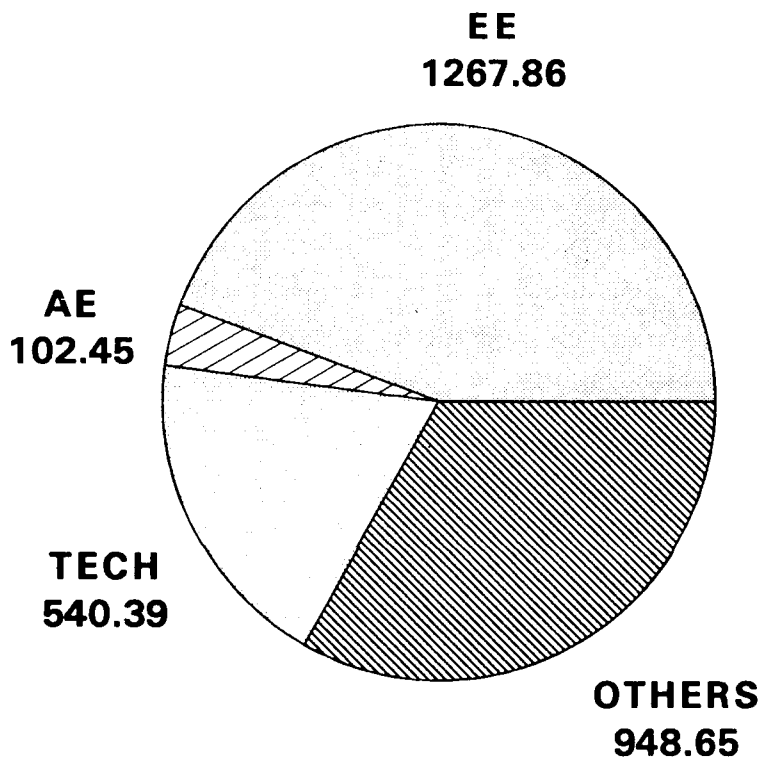
CMIS

PERCENTAGE STEP-UP OF CENTRAL PLAN ALLOCATION IN 1994-95 OVER 1993-94



SECTOR-WISE PLAN OUTLAY FOR 1994-95 (STATES & UTs)

(Rs. in Crores)

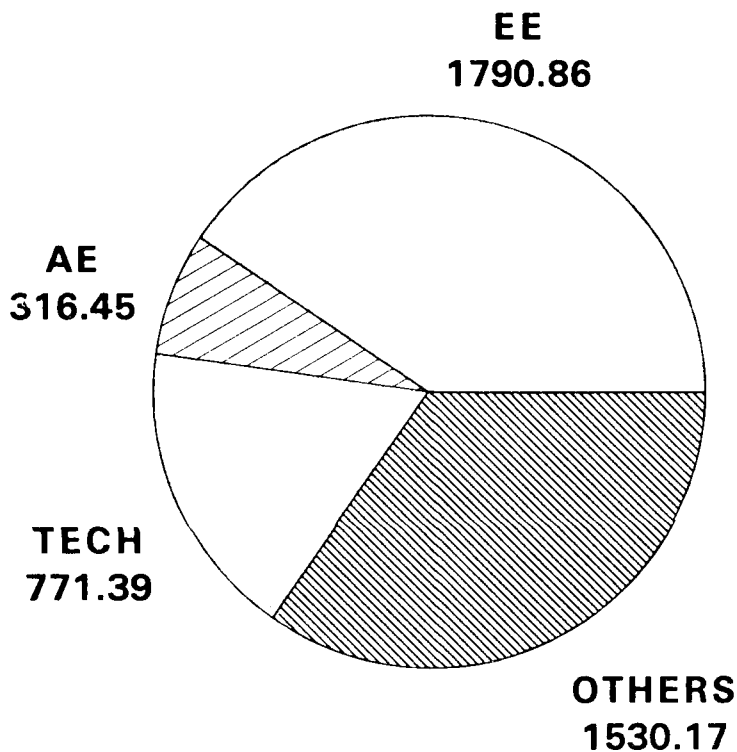


TOTAL PLAN OUTLAY - 2859.41

CMIS

SECTOR-WISE PLAN OUTLAY FOR 1994-95 (CENTRE + STATES/UTs)

(Rs. in Crores)

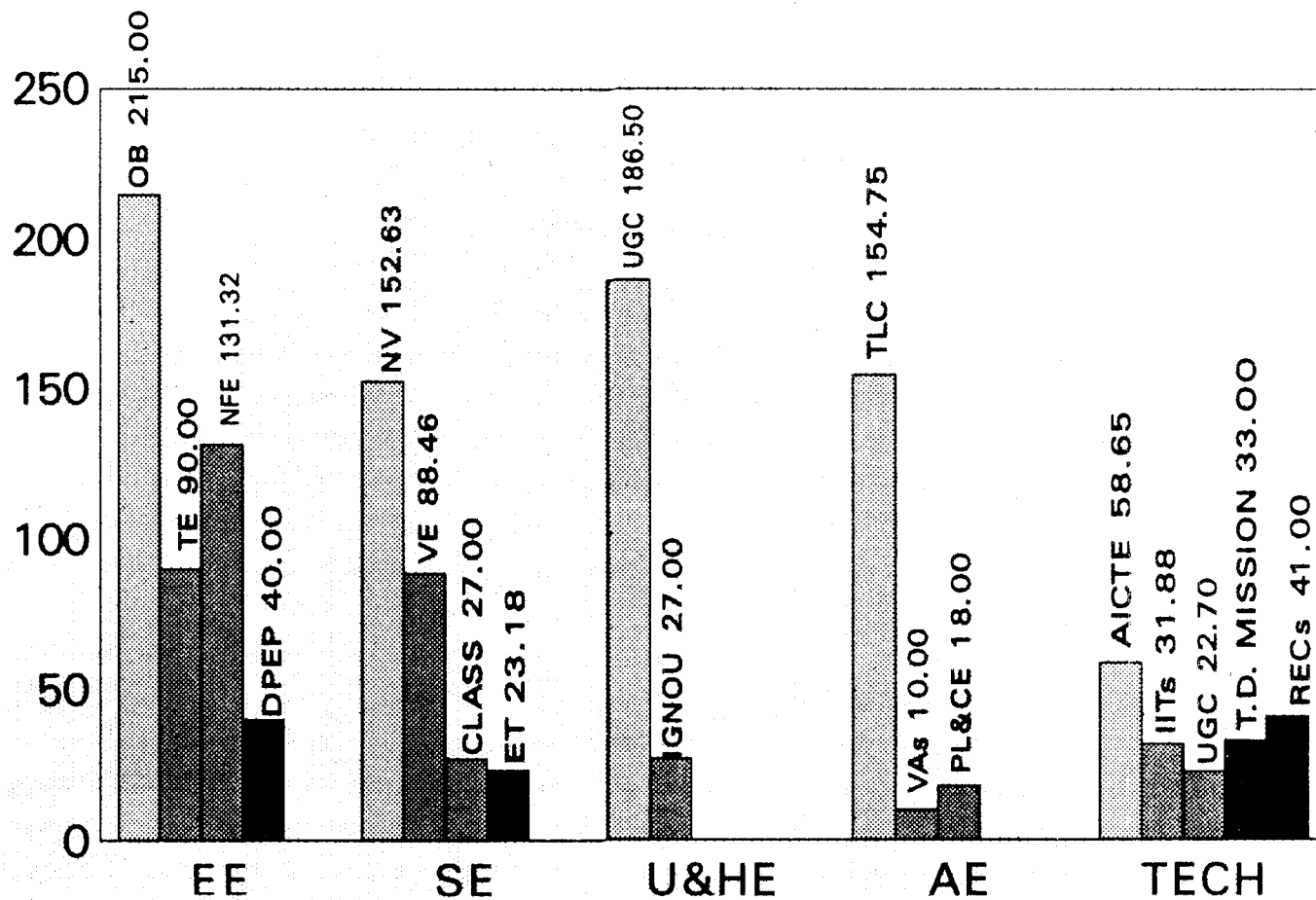


TOTAL PLAN OUTLAY - 4408.87

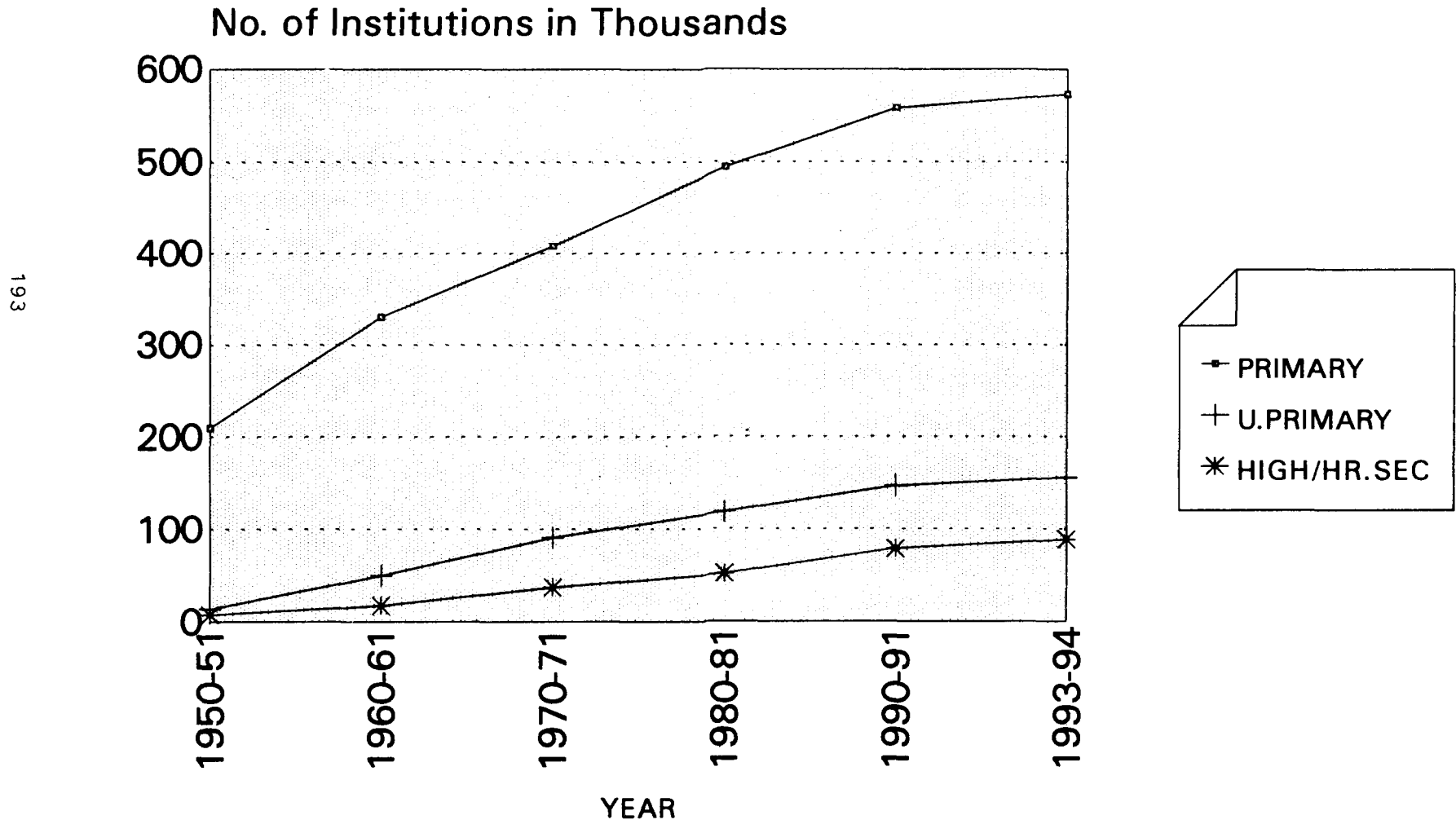
CMIS

PLAN OUTLAY OF MAJOR SCHEMES - 1994-95 (CENTRE)

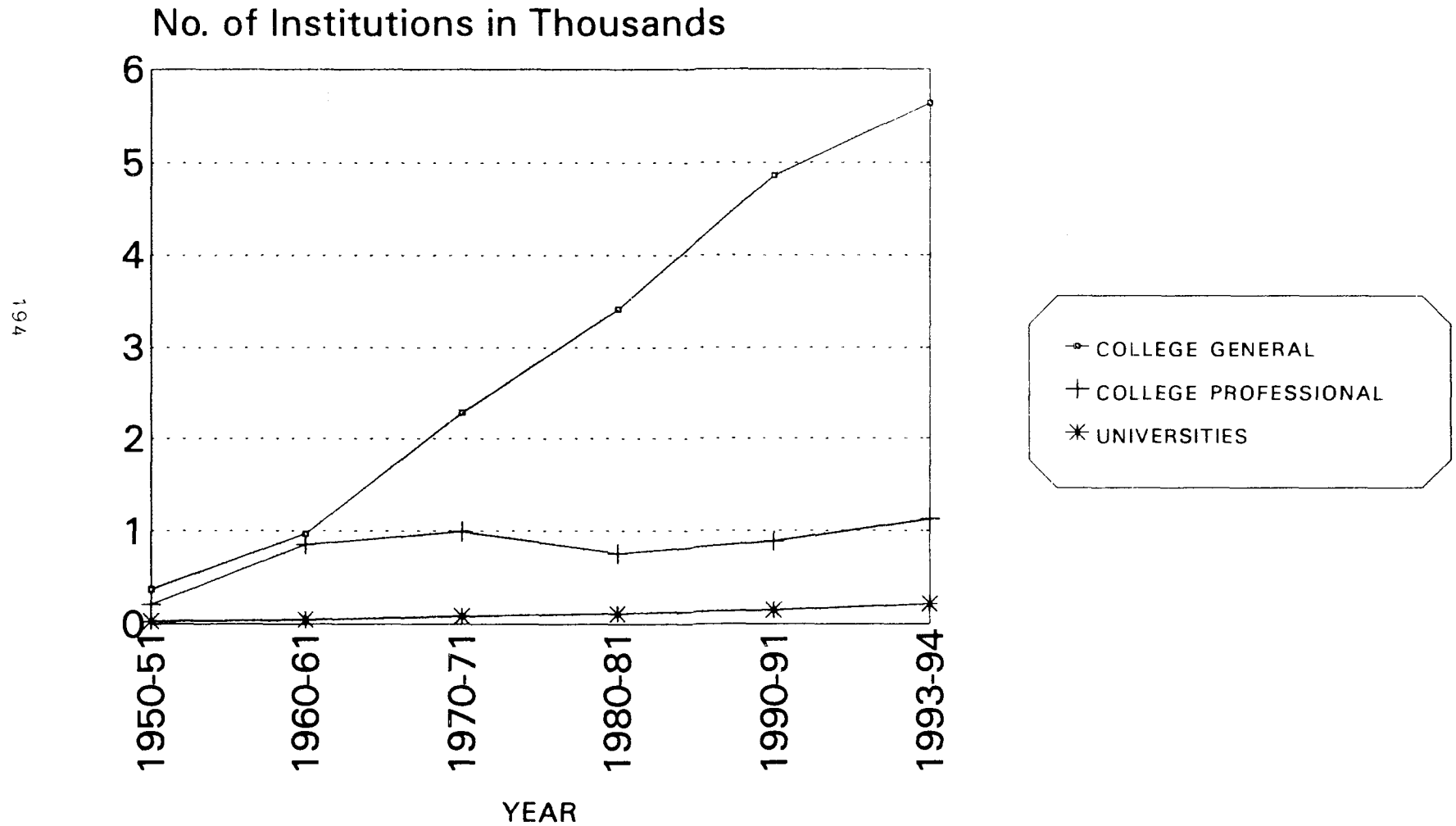
192



GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - SCHOOL LEVEL

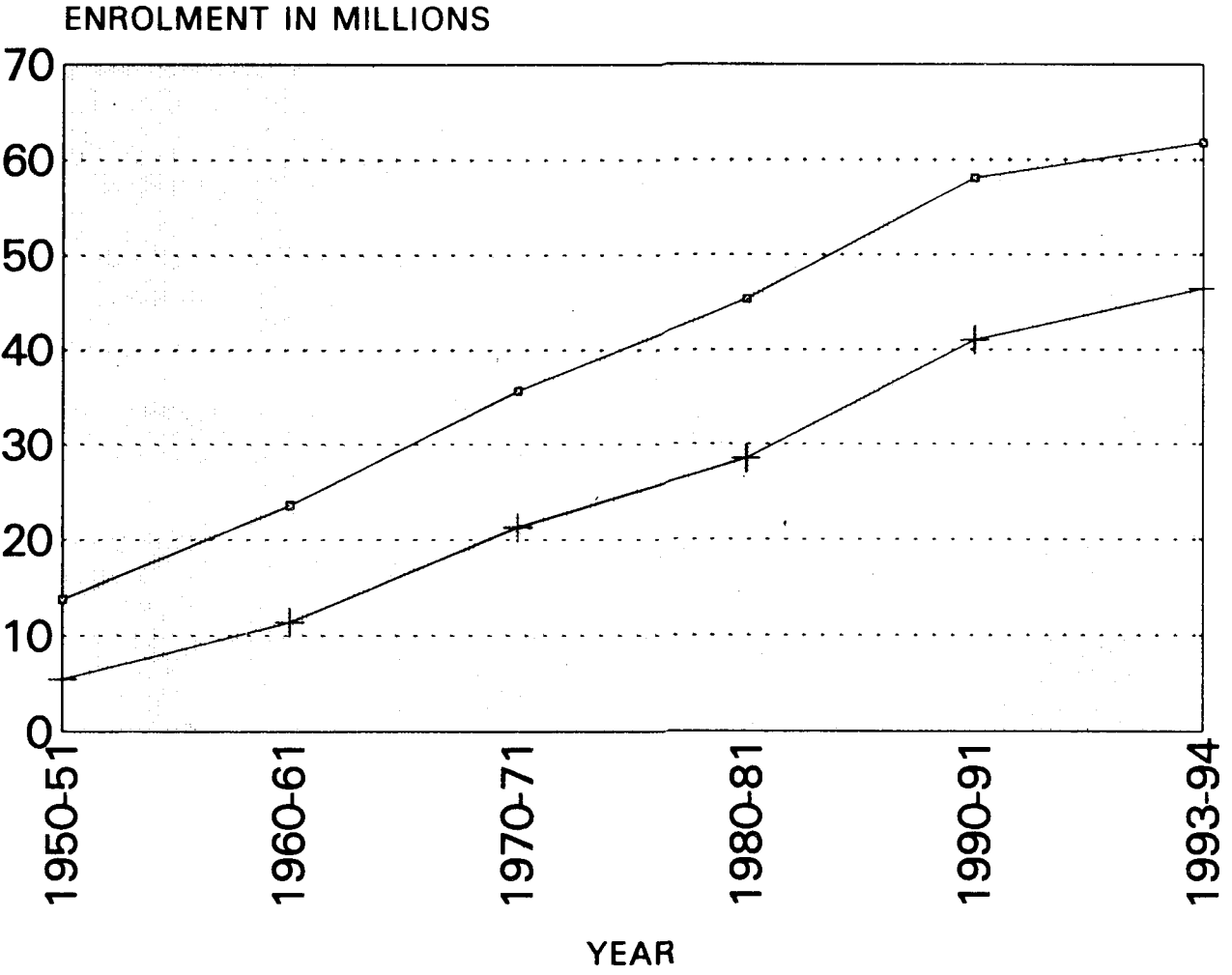


GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - COLLEGE LEVEL



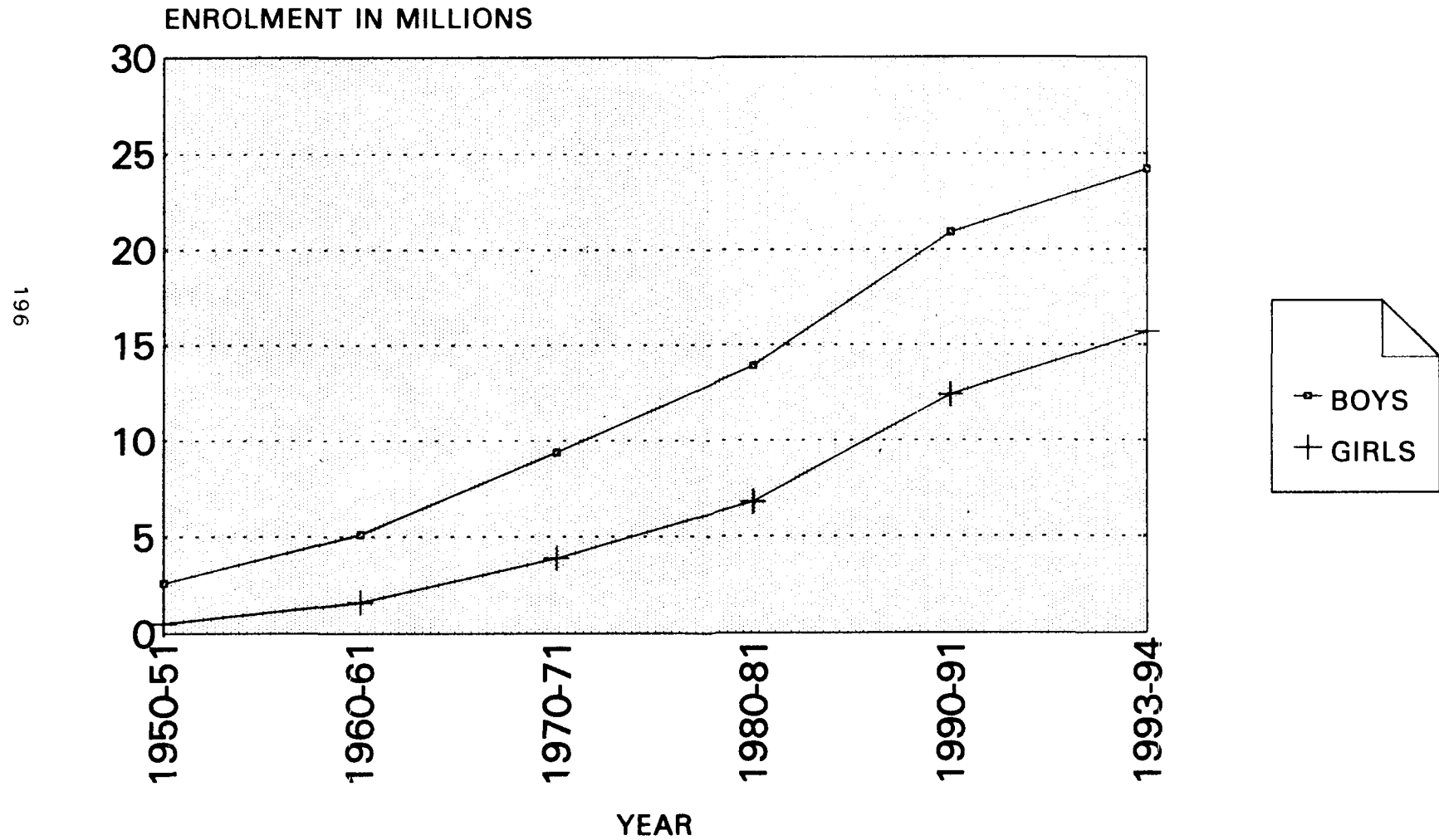
ENROLMENT IN PRIMARY CLASSES (I-V)

195

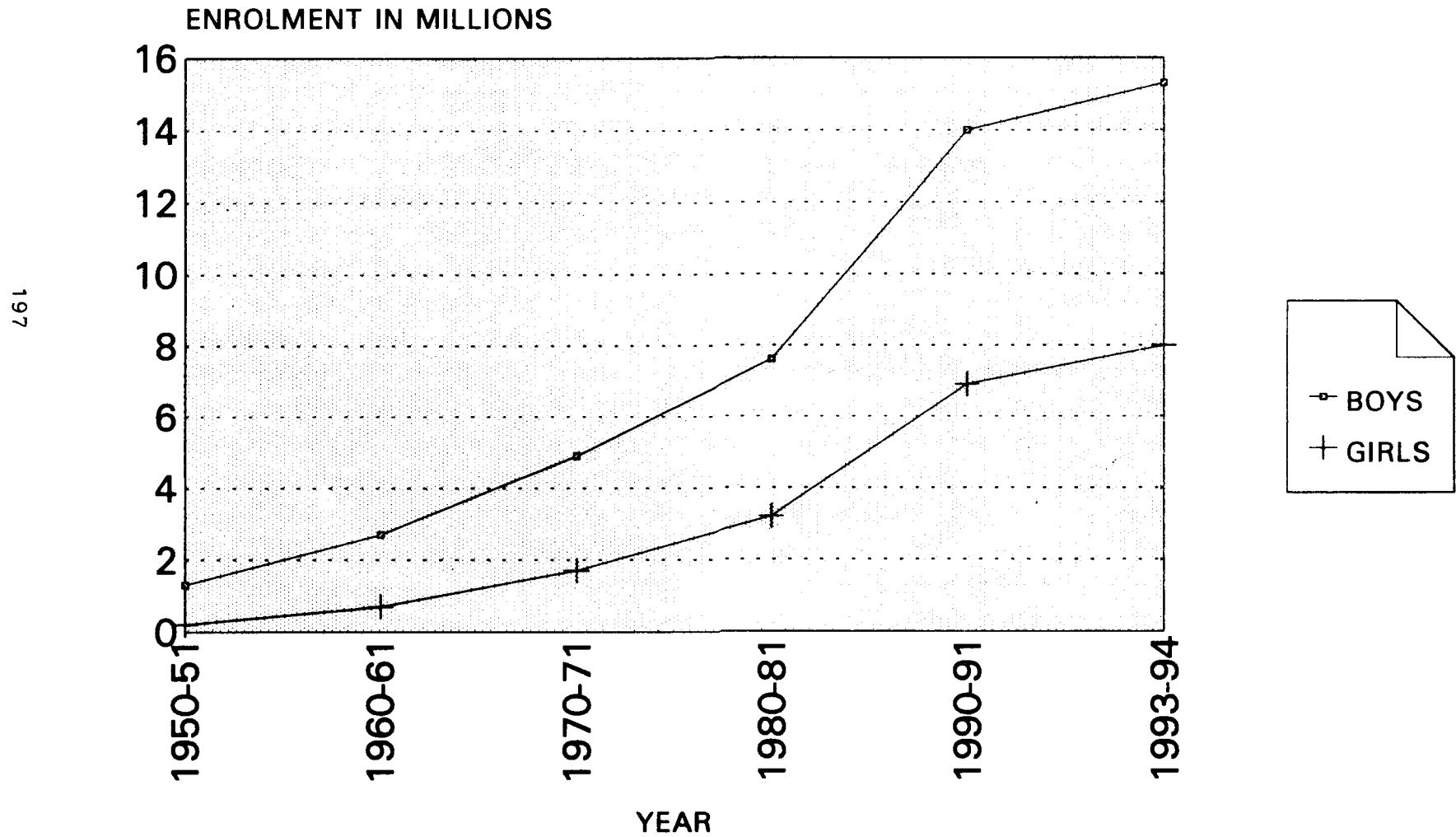


□ BOYS
+ GIRLS

ENROLMENT IN MIDDLE CLASSES (VI-VIII)

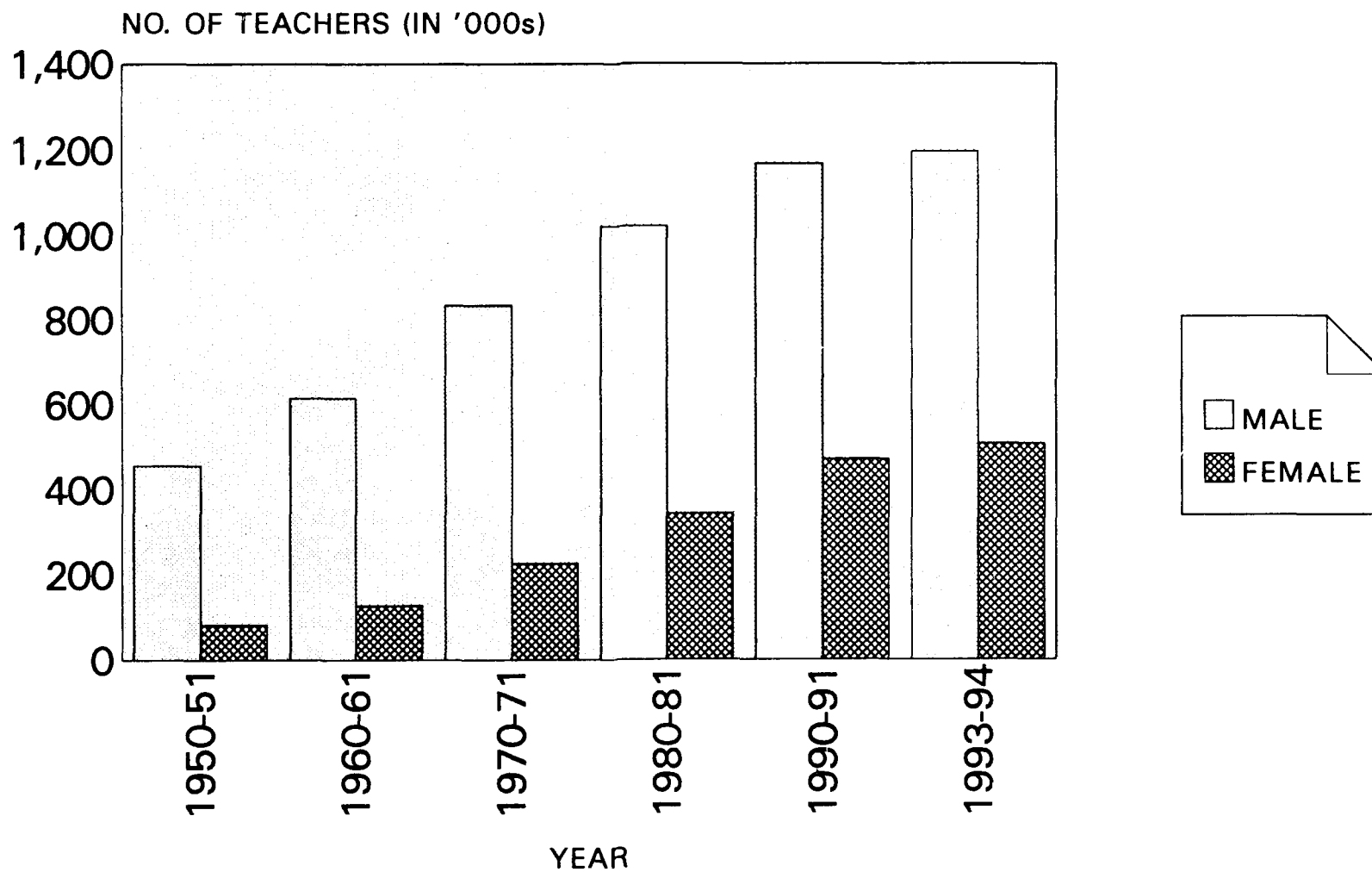


ENROLMENT IN HIGH/Hr.SEC. CLASSES (IX-XII)



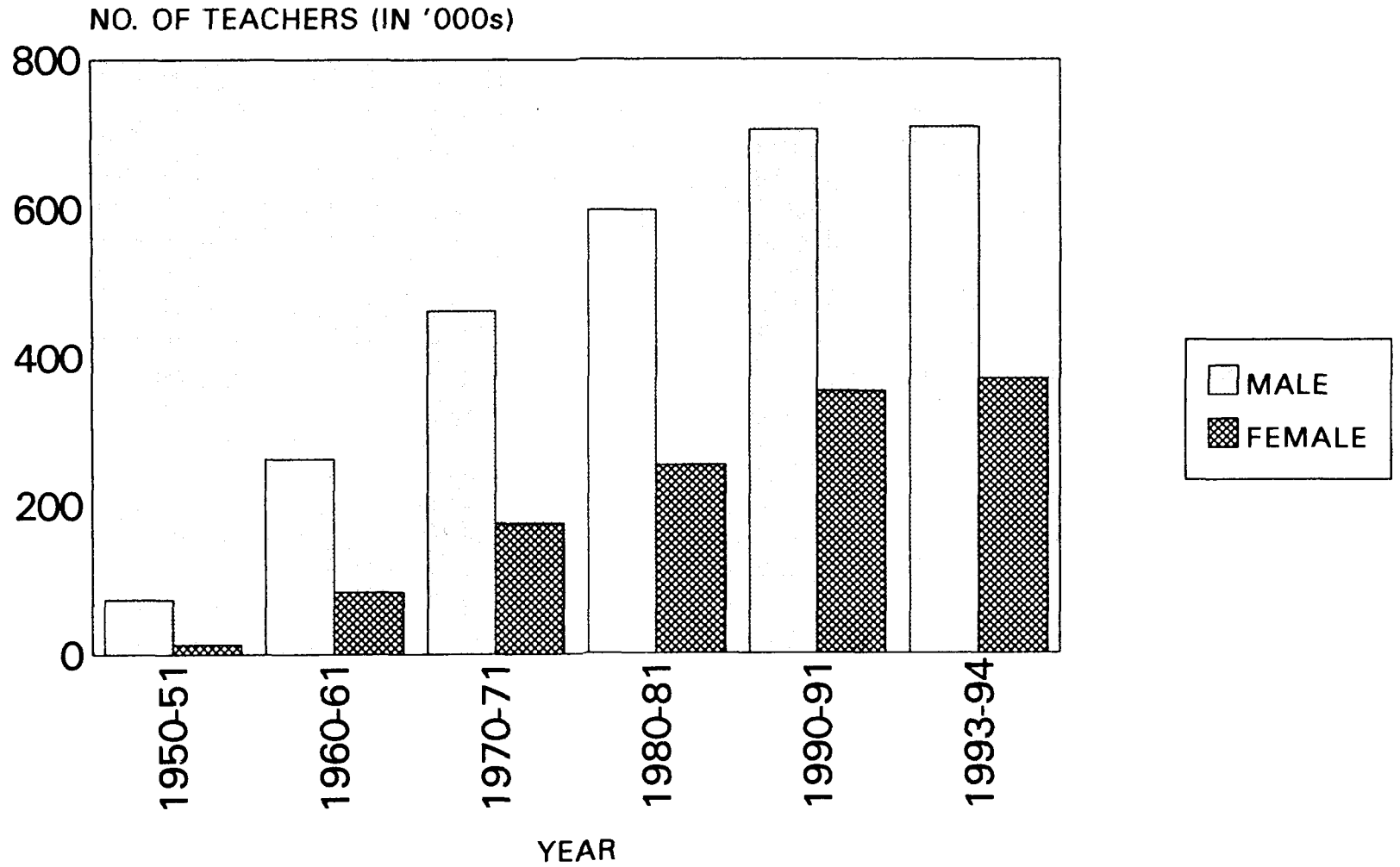
DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS

861

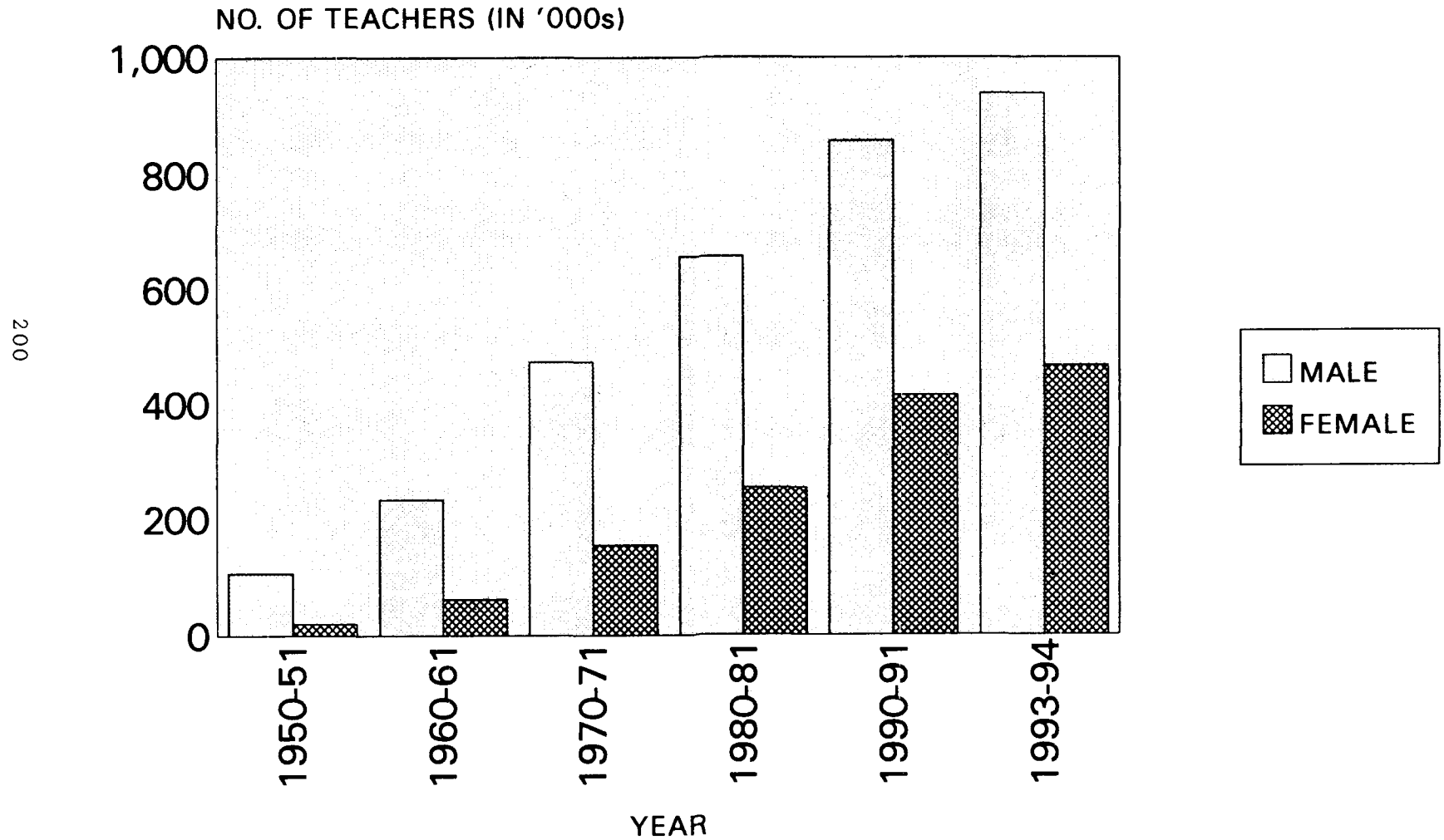


DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS

199



DISTRIBUTION OF TEACHERS HIGH/Hr. SEC.



**STATEMENTS OF
EDUCATIONL STATISTICS**

STATEMENT NO. 1

AREA, NUMBER OF DISTRICTS, NUMBER OF INHABITED VILLAGES AND DENSITY OF POPULATION-1991

STATE/UNION TERRITORY	AREA (IN SQ KM)	NUMBER OF DISTRICTS (REVENUE)	NUMBER OF INHABITED VILLAGES	DENSITY (POPULATION/ Sq. KM.)	
				1981	1991
1	2	3	4	5	6
Andhra Pradesh	275045	23	26613	195	242
Arunachal Pradesh	83743	12	3649	8	10
Assam	78438	23	21995	230	286
Bihar	173877	50	65566	402	497
Goa	3702	2	360	272	316
Gujarat	196024	19	18569	174	211
Haryana	44212	16	6759	292	372
Himachal Pradesh	55673	12	16997	77	93
Jammu & Kashmir	222236*	14	6503	59	76
Karnataka	191791	20	27024	194	235
Kerala	38863	14	1268	655	749
Madhya Pradesh	443446	45	33065	118	149
Maharashtra	307713	31	40412	204	257
Manipur	22327	8	2182	64	82
Meghalaya	22429	7	5621	60	79
Mizoram	21081	3	701	23	33
Nagaland	16579	7	1112	47	73
Orissa	155707	27	46989	169	203
Punjab	50362	14	12188	333	403
Rajasthan	342239	30	34968	100	129
Sikkim	7096	4	447@	45	57
Tamil Nadu	130058	23	17275	372	429
Tripura	10486	3	860	196	263
Uttar Pradesh	294411	63	112804	377	473
West Bengal	88752	17	38454	615	767
A & N Islands	8249	2	547	23	34
Chandigarh	114	1	26	3961	5632
D & N Haveli	491	1	71	211	282
Daman & Diu	112	2	26	705	907
Delhi	1483	1	231	4194	6352
Lakshadweep	32	1	10	1258	1616
Pondicherry	492	1	291	1229	1642
INDIA	3287263	496	543583	216	274

* Includes area under illegal occupation of Pakistan and China

@ Revenue Blocks

STATEMENT NO 2
LITERACY RATES - INDIA : 1951-1991

YEAR	PERSONS	MALE	FEMALE
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.67	56.50	29.85
1991	52.21	64.13	39.29

NOTE:

Literacy rates for 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above.

Census could not be conducted in 1981 in Assam and in 1991 in J & K.

STATEMENT NO 3
Distribution of Literates and Illiterates among Population
Aged 7 year and above by Sex and Area, 1981-1991

(in millions)

Year/Area	Literates			Illiterates		
	Persons	Male	Female	Persons	Male	Female

1981*						
All Areas	234.15 (43.6)	157.08 (56.5)	77.07 (29.8)	302.06 (56.4)	120.96 (43.5)	181.10 (70.2)
Rural Areas	146.60 (36.1)	103.51 (49.7)	43.09 (21.8)	259.59 (63.9)	104.80 (50.3)	154.79 (78.2)
Urban Areas	87.55 (67.3)	53.57 (76.8)	33.98 (56.4)	42.47 (32.7)	16.16 (23.2)	26.31 (43.6)
1991**						
All Areas	349.76 (52.2)	223.70 (64.2)	126.06 (39.2)	320.41 (47.8)	124.77 (35.8)	195.64 (60.8)
Rural Areas	218.32 (44.5)	146.38 (57.8)	71.94 (30.3)	271.81 (55.5)	106.69 (42.2)	165.12 (69.7)
Urban Areas	131.44 (73.1)	77.32 (81.0)	54.12 (63.9)	48.60 (26.9)	18.08 (19.0)	30.52 (36.1)

* Excludes Assam where 1981 Census was not held.

**Excludes Jammu & Kashmir where 1991 Census was not held.
Literacy rates and number of illiterates for 1991 are based
on estimated population aged 7 years and above.

Note: Figures in Parenthesis indicate percentage to
the corresponding population.

Source: Census of India, 1991-Paper 2 of 1991 (p.51)

STATEMENT NO. 4

PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE 1981 AND 1991

STATE/UNION TERRITORY	1981 LITERACY RATES			1991 LITERACY RATES		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
1	2	3	4	5	6	7
Andhra Pradesh	35.66	46.83	24.16	44.09	55.13	32.72
Arunachal Pradesh	25.55	35.12	14.02	41.59	51.45	29.69
Assam	0.00	0.00	0.00	52.89	61.87	43.03
Bihar	32.05	46.60	16.52	38.48	52.49	22.89
Goa	65.71	76.01	55.17	75.51	83.64	67.09
Gujarat	52.21	65.14	38.46	61.29	73.13	48.64
Haryana	43.88	58.51	26.93	55.85	69.10	40.47
Himachal Pradesh	51.18	64.27	37.72	63.86	75.36	52.13
Jammu & Kashmir	32.68	44.18	19.55	0.00	0.00	0.00
Karnataka	46.21	58.73	33.17	56.04	67.26	44.34
Kerala	81.56	87.73	75.65	89.81	93.62	86.17
Madhya Pradesh	34.23	48.42	19.00	44.20	58.42	28.85
Maharashtra	55.83	69.65	41.01	64.87	76.56	52.32
Manipur	49.66	64.15	34.67	59.89	71.63	47.60
Meghalaya	42.05	46.65	37.17	49.10	53.12	44.85
Mizoram	74.26	79.36	68.61	82.27	85.61	78.60
Nagaland	50.28	58.58	40.39	61.65	67.62	54.75
Orissa	40.97	56.45	25.14	49.09	63.09	34.68
Punjab	48.17	55.56	39.70	58.51	65.66	50.41
Rajasthan	30.11	44.77	14.00	38.55	54.99	20.44
Sikkim	41.59	53.00	27.38	56.94	65.74	46.69
Tamil Nadu	54.39	68.05	40.43	62.66	73.75	51.33
Tripura	50.11	61.49	38.01	60.44	70.58	49.65
Uttar Pradesh	33.35	47.45	17.19	41.60	55.73	25.31
West Bengal	48.65	59.93	36.07	57.70	67.81	46.56
A & N Islands	63.19	70.29	53.19	73.02	78.99	65.46
Chandigarh	74.81	78.89	69.31	77.81	82.04	72.34
D & N Haveli	32.70	44.64	20.37	40.71	53.56	26.98
Daman & Diu	59.91	74.47	46.50	71.20	82.66	59.40
Delhi	71.94	79.28	62.60	75.29	82.01	66.99
Lakshadweep	68.42	81.24	55.32	81.78	90.18	72.89
Pondicherry	65.14	77.09	53.03	74.74	83.68	65.63
INDIA	43.67	56.50	29.85	52.21	64.13	39.29

* Census were not conducted in Assam in 1981 and J&K in 1991.

Source : Census of India in 1991, Final Population Totals (Paper 2 of 1992)

STATEMENT NO 5
STATE AND UNION TERRITORIES ARRANGED IN DESCENDING ORDER OF
LITERACY RATE AMONG PERSONS MALES AND FEMALES:1991

STATE/ U.T.	LITERACY RATE	STATE/ U.T.	MALE LITE- RACY RATE	STATE U.T.	FEMALE LITE- RACY RATE
KERALA	89.81	KERALA	93.62	KERALA	86.17
MIZORAM	82.27	LAKSHADWEEP	90.18	MIZORAM	78.60
LAKSHADWEEP	81.78	MIZORAM	85.61	LAKSHADWEEP	72.89
CHANDIGARH	77.81	PONDICHERRY	83.68	CHANDIGARH	72.34
GOA	75.51	GOA	83.64	GOA	67.09
DELHI	75.29	DAMAN & DIU	82.66	DELHI	66.99
PONDICHERRY	74.74	CHANDIGARH	82.04	PONDICHERRY	65.63
A & N ISLANDS	73.02	DELHI	82.01	A & N ISLANDS	65.46
DAMAN & DIU	71.20	A & N ISLANDS	78.99	DAMAN & DIU	59.40
MAHARASHTRA	64.87	MAHARASHTRA	76.56	NAGALAND	54.75
HIMACHAL PRADESH	63.86	HIMACHAL PRADESH	75.36	MAHARASHTRA	52.32
TAMIL NADU	62.66	TAMIL NADU	73.75	HIMACHAL PRADESH	52.13
NAGALAND	61.65	GUJARAT	73.13	TAMIL NADU	51.33
GUJARAT	61.29	MANIPUR	71.63	PUNJAB	50.41
TRIPURA	60.44	TRIPURA	70.58	TRIPURA	49.65
MANIPUR	59.89	HARYANA	69.10	GUJARAT	48.64
PUNJAB	58.51	WEST BENGAL	67.81	MANIPUR	47.60
WEST BENGAL	57.70	NAGALAND	67.62	SIKKIM	46.69
SIKKIM	56.94	KARNATAKA	67.26	WEST BENGAL	46.56
KARNATAKA	56.04	SIKKIM	65.74	MEGHALAYA	44.85
HARYANA	55.85	PUNJAB	65.66	KARNATAKA	44.34
ASSAM	52.89	INDIA	64.13	ASSAM	43.03
INDIA	52.21	ORISSA	63.09	HARYANA	40.47
MEGHALAYA	49.10	ASSAM	61.87	INDIA	39.29
ORISSA	49.09	MADHYA PRADESH	58.42	ORISSA	34.68
MADHYA PRADESH	44.20	UTTAR PRADESH	55.73	ANDHRA PRADESH	32.72
ANDHRA PRADESH	44.09	ANDHRA PRADESH	55.13	ARUNCHAL PRADESH	29.69
UTTAR PRADESH	41.60	RAJASTHAN	54.99	MADHYA PRADESH	28.85
ARUNACHAL PRADESH	41.59	D & N HAVELI	53.56	DADAR & NAGAR HAVELI	26.98
D & N HAVELI	40.71	MEGHALAYA	53.12	UTTAR PRADESH	25.31
RAJASTHAN	38.55	BIHAR	52.49	BIHAR	22.89
BIHAR	38.48	ARUNACHAL PRADESH	51.45	RAJASTHAN	20.44

STATEMENT NO. 6
LITERACY RATES - 1991

State/Union Territory	General			Scheduled Castes			Scheduled Tribes		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
Andhra Pradesh	44.09	55.13	32.72	31.59	41.88	20.92	17.16	25.25	8.68
Arunachal Pradesh	41.59	51.45	29.69	57.27	66.25	41.42	34.45	44.00	24.94
Assam	52.89	61.87	43.03	53.94	63.88	42.99	49.16	58.93	38.98
Bihar	38.48	52.49	22.89	19.49	30.64	7.07	26.78	38.40	14.75
Goa	75.51	83.64	67.09	58.73	69.55	47.51	42.91	54.43	29.01
Gujarat	61.29	73.13	48.64	61.07	75.47	45.54	36.45	48.25	24.20
Haryana	55.85	69.10	40.47	39.22	52.06	24.15	-	-	-
Himachal Pradesh	63.86	75.36	52.17	53.20	64.98	41.02	47.09	62.74	31.18
Jammu & Kashmir	-	-	-	-	-	-	-	-	-
Karnataka	56.04	67.26	44.34	38.06	49.69	25.95	36.01	47.95	23.57
Kerala	89.81	93.62	86.17	79.66	85.22	74.31	57.22	63.38	51.07
Madhya Pradesh	44.20	58.42	28.85	35.08	50.51	18.11	21.54	32.16	10.73
Maharashtra	64.87	76.56	52.32	56.46	70.45	41.59	36.79	49.09	24.03
Manipur	59.89	71.63	47.60	56.44	65.28	47.41	53.63	62.39	44.48
Meghalaya	49.10	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
Mizoram	82.27	85.61	78.60	77.92	77.54	81.25	82.71	86.66	78.70
Nagaland	61.65	67.62	54.75	-	-	-	60.59	66.27	54.51
Orissa	49.09	63.09	34.68	36.78	52.42	20.74	22.31	34.44	10.21
Punjab	58.51	65.66	50.41	41.09	49.82	31.03	-	-	-
Rajasthan	38.55	54.99	20.44	26.29	42.38	8.31	19.44	33.29	4.42
Sikkim	56.94	65.74	46.69	51.03	58.69	42.77	59.01	66.80	50.37
Tamil Nadu	62.66	73.75	51.33	46.74	58.36	34.89	27.89	35.25	20.23
Tripura	60.44	70.58	49.65	56.66	67.25	45.45	40.37	52.88	27.34
Uttar Pradesh	41.60	55.73	25.31	26.85	40.80	10.69	35.70	49.95	19.86
West Bengal	57.70	67.81	46.56	42.21	54.55	28.87	27.78	40.07	14.98
A & N Islands	73.02	78.99	65.46	-	-	-	56.62	64.16	48.74
Chandigarh	77.81	82.04	72.34	55.44	64.74	43.54	-	-	-
D & N Haveli	40.71	53.56	26.98	77.64	88.03	66.61	28.21	40.75	15.94
Daman & Diu	71.20	82.66	59.40	79.18	91.85	67.62	52.91	63.58	41.49
Delhi	75.29	82.01	66.99	57.60	68.77	43.82	-	-	-
Lakshadweep	81.78	90.18	72.89	-	-	-	80.58	89.50	71.72
Pondicherry	74.74	83.68	65.63	56.26	66.10	46.28	-	-	-
INDIA	52.21	64.13	39.29	37.41	49.91	23.76	29.60	40.65	18.19

Source :- Census of India 1991 Final Population Total (Paper 2 of 1992)
Census was not held in J & K

Statement No 7

Literacy Rates of Scheduled Caste 1991 Census -
in discending order

States/Uts	Literacy Rates of Scheduled Castes
1 Kerala	79.66
2 Daman & Diu	79.18
3 Mizoram	77.92
4 Dadra & Nagar Haveli	77.64
5 Gujarat	61.07
6 Goa	58.73
7 Delhi	57.60
8 Arunachal Pradesh	57.27
9 Tripura	56.66
10 Maharashtra	56.46
11 Manipur	56.44
12 Pondicherry	56.26
13 Chandigarh	55.44
14 Assam	53.94
15 Himachal Pradesh	53.20
16 Sikkim	51.03
17 Tamil Nadu	46.74
18 Meghalaya	44.27
19 West Bengal	42.21
20 Punjab	41.09
21 Haryana	39.22
22 Karnataka	38.06
23 Orissa	36.78
24 Madhya Pradesh	35.08
25 Andhra Pradesh	31.59
26 Uttar Pradesh	26.85
27 Rajasthan	26.29
28 Bihar	19.49
29 Jammu & Kashmir @	-
30 Nagaland *	-
31 A & N Islands *	-
32 Lakshadweep *	-
INDIA	37.41

* Scheduled Castes population do not exist.

@ Census was not held in Jammu & Kashmir.

Statement No 8

Literacy Rates of Scheduled Tribes 1991 Census -
in discending order

States/Uts	Literacy Rates of Scheduled Tribes
1 Mizoram	82.71
2 Lakshadweep	80.58
3 Nagaland	60.59
4 Sikkim	59.01
5 Kerala	57.22
6 A & N Islands	56.62
7 Manipur	53.63
8 Daman & Diu	52.91
9 Assam	49.16
10 Himachal Pradesh	47.09
11 Meghalaya	46.71
12 Goa	42.91
13 Tripura	40.37
14 Maharashtra	36.79
15 Gujarat	36.45
16 Karnataka	36.01
17 Uttar Pradesh	35.70
18 Arunachal Pradesh	34.45
19 Dadra & Nagar Haveli	28.21
20 Tamil Nadu	27.89
21 West Bengal	27.78
22 Bihar	26.78
23 Madhya Pradesh	21.54
24 Orissa	22.31
25 Rajasthan	19.44
26 Andhra Pradesh	17.16
27 Haryana*	-
28 Punjab *	-
29 Chandigarh *	-
30 Delhi *	-
31 Pondicherry *	-
32 Jammu & Kashmir @	-
INDIA	29.60

* Scheduled Tribes population do not exist.

@ Census was not held in Jammu & Kashmir.

STATEMENT NO. 9
GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951

YEAR	PRIMARY	UPPER PRIMARY	HIGH/Hr. SEC. SCHOOL INTER/ PRE-DEGREE JR. COLLEGES	COLLEGE FOR GEN. EDN.	COLLEGE FOR PROF. EDN.	UNIVERSITIES
1950-51	209671	13596	7416	370	208	27
1955-56	278135	21730	10838	466	218	31
1960-61	330399	49663	17329	967	852	45
1965-66	391064	75798	27614	1536	770	64
1970-71	408378	90621	37051	2285	992	82
1975-76	454270	106571	43054	3667	3276**	101
1980-81	494503	118555	51573	3421	3542**	110
1985-86	528872	134846	65837	4067	1533**	126
1990-91	560935	151456	79796	4862	886	184@
1991-92*	565786	152077	81747	5058	950	196@
1992-93*	572541	153921	84086	5334	989	207@
1993-94*	572923	155707	88411	5639	1125	213@

* Provisional

** Includes Institutions for Post-Matric Courses.

@ Includes Deemed to be Universities & Institutions of National Importance

STATEMENT NO. 10
SEX-WISE ENROLMENT BY SATGES/CLASSES SINCE 1951 - SCHOOL LEVEL
(IN Millions)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1950-51	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1955-56	17.1	7.5	24.6	3.8	1.0	4.8	2.2	0.4	2.6
1960-61	23.6	11.4	35.0	5.1	1.6	6.7	2.7	0.7	3.4
1965-66	32.2	18.3	50.5	7.7	2.8	10.5	4.4	1.3	5.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3	5.7	1.9	7.6
1975-76	40.6	25.0	65.6	11.0	5.0	16.0	6.5	2.4	8.9
1980-81	45.3	28.5	73.8	13.9	6.8	20.7	7.6	3.4	11.0
1985-86	52.2	35.2	87.4	17.7	9.6	27.3	11.5	5.0	16.5
1990-91	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
1991-92*	59.2	42.4	101.6	21.4	13.0	34.4	14.2	7.0	21.2
1992-93*	60.5	44.9	105.4	23.7	15.0	38.7	15.0	7.7	22.7
1993-94*	61.8	46.4	108.2	24.2	15.7	39.9	15.3	8.0	23.3

* Provisional

STATEMENT NO. 11
DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL SINCE 1951
(IN THOUSANDS)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1950-51	456	82	538	73	13	86	107	20	127
1955-56	574	117	691	132	19	151	155	35	190
1960-61	615	127	742	262	83	345	234	62	296
1965-66	764	180	944	389	139	528	368	111	479
1970-71	835	225	1060	463	175	638	474	155	629
1975-76	965	283	1248	554	224	778	559	200	759
1980-81	1021	342	1363	598	253	851	669	257	926
1985-86	1094	402	1496	663	305	968	793	339	1132
1990-91	1143	473	1616	717	356	1073	917	417	1334
1991-92*	1194	499	1693	718	354	1072	880	430	1310
1992-93*	1189	493	1682	736	346	1082	908	445	1353
1993-94*	1196	507	1703	710	370	1080	938	467	1405

* Provisional

STATEMENT NO. 12
TOTAL NUMBER OF RECOGNISED EDUCATIONAL INSTITUTIONS IN INDIA (1993-94)

SN.	STATE/U.Ts.	PRIMARY	MIDDLE	HIGHSCHOOL/ Hr.SEC./ INTERMEDIATE PRE-DEGREE/ JR. COLLEGES	COLLEGES FOR GENERAL EDUCATION	PROF. EDUCATION @	UNIVERSITIES *
1	2	3	4	5	6	7	8
1	Andhra Pradesh	49247	6341	8696	403	88	17
2	Arunachal Pradesh	1205	277	140	4	0	1
3	Assam	28876	6729	3637	231	21	5
4	Bihar	53029	13330	4166	557	61	18
5	Goa	1024	117	400	19	4	1
6	Gujarat	14228	18345	5567	285	72	11
7	Haryana	5659	1425	2639	140	26	4
8	Himachal Pradesh	7548	1067	1154	45	9	3
9	Jammu & Kashmir	9784	2669	1278	32	7	3
10	Karnataka	23600	16756	5954	617	133	12
11	Kerala	6702	2919	2606	172	32	6
12	Madhya Pradesh	68949	15145	4558	448	39	15
13	Maharashtra	40142	19685	12538	749	327	21
14	Manipur	3076	653	518	29	3	2
15	Meghalaya	4175	725	371	23	1	1
16	Mizoram	1082	609	294	16	1	0
17	Nagaland	1409	418	242	16	1	0
18	Orissa	41604	11866	5346	433	29	5
19	Punjab	12486	1430	2864	177	31	4
20	Rajasthan	32878	9567	4424	171	50	10
21	Sikkim	531	118	86	1	0	0
22	Tamil Nadu	30229	5593	5491	234	73	18
23	Tripura	2063	431	482	14	2	1
24	Uttar Pradesh	79522	15546	6637	436	34	29
25	West Bengal	51021	3156	6728	303	62	12
26	A & N Islands	188	44	72	2	1	0
27	Chandigarh	59	33	91	12	4	2
28	D & N Haveli	125	43	13	0	0	0
29	Daman & Diu	49	16	20	1	1	0
30	Delhi	2072	531	1263	62	9	11
31	Lakshadweep	19	4	11	0	0	0
32	Pondicherry	342	119	125	7	4	1
INDIA		572923	155707	88411	5639	1125	213

* Included Deemed to be Universities and Institutions of National Importance.

@ Includes only College of Engg./Tech, Medical, Research & Training Colleges.

Sources: Selected Education Statistics 1993-94.

STATEMENT NO. 13
ENROLMENT BY STAGES (1993-94)

(As on 30th Sept., 1993)

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 Andhra Pradesh	4670000	3840000	8510000	1631000	1128000	2759000	1028953	558617	1587570	183010	77675	260685
2 Arunachal Pradesh	74222	56199	130421	19514	14139	33653	12719	7260	19979	2241	573	2814
3 Assam	1987299	1764596	3751895	747208	519478	1266686	432427	306282	738709	99016	45217	144233
4 Bihar	5854713	3045027	8899740	1576661	644058	2220719	1034134	272035	1306169	401154	94041	495195
5 Goa	69000	63372	132372	42039	35913	77952	34484	31006	65490	7020	7868	14888
6 Gujarat	3406339	2576579	5982918	1224325	770906	1995231	867000	574200	1441200	226900	165450	392350
7 Haryana	1260000	1023000	2283000	516000	347000	863000	341190	177518	518708	71162	43452	114614
8 Himachal Pradesh	378900	333580	712480	219720	171680	391400	136340	82750	219090	16703	7701	24404
9 Jammu & Kashmir	480039	319414	799453	210115	121392	331507	117436	57560	174996	25458	15105	40563
10 Karnataka	3266851	2852807	6119658	1106714	830594	1937308	912832	511252	1424084	219526	107763	327289
11 Kerala	1549805	1469380	3019185	976737	929962	1906699	581242	607739	1188981	60241	64325	124566
12 Madhya Pradesh	5242000	3798000	9040000	2049000	1154000	3203000	700175	261530	961705	176466	72827	249293
13 Maharashtra	5854301	5102918	10957219	2392087	1810166	4202253	1878630	1149435	3028065	509531	262524	772055
14 Manipur	127740	113760	241500	53150	45250	98400	39974	31080	71054	12309	9584	21893
15 Meghalaya	91269	84385	175654	28558	26233	54791	19609	17207	36816	4770	3222	7992
16 Mizoram	60874	54795	115669	30063	26734	56797	11613	11144	22757	2791	1567	4358
17 Nagaland	83779	74321	158100	31829	30136	61965	15155	11696	26851	2209	1110	3319
18 Orissa	2267000	1575000	3842000	730000	529000	1259000	685000	344000	1029000	75629	28725	104354
19 Punjab	1110047	956687	2066734	509397	401315	910712	386717	292395	679112	65147	72185	137332
20 Rajasthan	3683000	1775000	5458000	1340000	464000	1804000	834000	192000	1026000	82476	36399	118875
21 Sikkim	40018	35135	75153	10737	10023	20760	6059	5088	11147	729	327	1056
22 Tamil Nadu	4229731	3791219	8020950	1986075	1548711	3534786	1118734	764170	1882904	128985	87348	216333
23 Tripura	219088	180991	400079	81112	60119	141231	42179	32044	74223	7378	4238	11616
24 Uttar Pradesh	9853898	6130820	15984718	3859216	1668192	5527408	2605712	830699	3436411	374282	119377	493659
25 West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1154126	727100	1881226	196157	134837	330994
26 A & N Islands	23257	21054	44311	10307	8875	19182	7010	5960	12970	903	784	1687
27 Chandigarh	31449	27786	59235	17479	15270	32749	14786	15184	29970	7099	6865	13964
28 D & N Haveli	11189	7501	18690	3036	1766	4802	1813	1163	2976	0	0	0
29 Daman & Diu	6845	6047	12892	3637	3042	6679	2687	2000	4687	513	312	825
30 Delhi	509247	447845	957092	292350	233063	525413	228050	175406	403456	79342	58068	137410
31 Lakshadweep	4763	4010	8773	2129	1544	3673	1083	745	1828	0	0	0
32 Pondicherry	55646	50002	105648	32204	28622	60826	21174	18336	39510	3626	2995	6621
INDIA	61804309	46396230	108200539	24213399	15701183	39914582	15273043	8074601	23347644	3042773	1532464	4575237

STATEMENT NO. 14

ENROLEMENT RATIO IN CLASSES I-V AND VI-VIII OF SCHOOLS FOR GENERAL EDUCATION

	CLASSES I-V (6-11 YRS)			CLASSES 6-8 (11-14 YRS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
Andhra Pradesh	116.4	100.1	108.4	73.9	53.1	63.7
Arunachal Pradesh	132.5	99.2	115.8	62.5	46.3	54.5
Assam	134.4	125.3	130.0	89.3	65.5	77.7
Bihar	95.9	54.4	76.1	47.4	21.0	34.7
Goa	102.3	93.7	98.0	104.3	88.6	96.4
Gujarat	131.4	106.0	119.1	82.8	55.5	69.6
Haryana	109.7	95.4	102.8	81.8	59.2	70.9
Himachal Pradesh	126.8	111.5	119.1	124.4	97.9	111.2
Jammu & Kashmir	104.3	72.6	88.8	79.7	48.8	64.7
Karnataka	124.3	115.2	119.9	72.4	57.2	65.0
Kerala	103.8	100.8	102.3	108.3	105.7	107.0
Madhya Pradesh	116.7	91.3	104.5	82.5	50.0	66.9
Maharashtra	123.6	115.0	119.4	89.0	71.9	80.7
Manipur	100.3	96.0	98.2	77.9	68.4	73.2
Meghalaya	77.8	71.8	74.8	42.7	38.3	40.5
Mizoram	138.6	132.3	135.6	111.7	103.2	107.5
Nagaland	110.9	101.6	106.3	70.1	68.9	69.5
Orissa	116.8	77.6	96.8	67.5	46.9	57.0
Punjab	92.9	88.1	90.6	71.8	63.4	67.8
Rajasthan	119.5	60.9	91.0	76.8	28.9	53.9
Sikkim	123.8	111.1	117.6	59.9	59.3	59.6
Tamil Nadu	149.0	140.8	145.0	111.3	91.0	101.4
Tripura	141.3	119.1	130.3	92.9	72.2	82.8
Uttar Pradesh	103.9	72.8	89.3	72.2	35.4	55.0
West Bengal	124.7	123.0	123.9	98.2	89.1	93.8
A & N Islands	101.5	85.5	93.2	84.4	75.2	79.9
Chandigarh	65.5	64.0	64.8	62.2	63.3	62.7
D & N Haveli	125.7	92.6	109.9	58.3	36.7	48.0
Daman & Diu
Delhi	86.3	87.4	86.8	81.6	78.0	79.9
Lakshadweep	153.6	129.3	141.5	125.2	96.5	111.3
Pondicherry	146.4	133.7	140.1	138.8	125.5	132.2
INDIA	115.3	92.9	104.5	79.3	55.2	67.7

STATEMENT NO. 15
ENROLMENT BY STAGES (SCHEDULED CASTES) 1993-94

(As on 30th Sept., 1993)

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 Andhra Pradesh	808974	645811	1454785	207924	120878	328802	114841	54125	168966	23503	7842	31345
2 Arunachal Pradesh	94	64	158	37	19	56	14	10	24	5	6	11
3 Assam	233928	207594	441522	94425	77761	172186	54999	43764	98763	8082	4256	12338
4 Bihar	857300	362057	1219357	170506	50132	220638	63111	11152	74263	0	0	0
5 Goa	1613	1443	3056	671	490	1161	443	274	717	80	42	122
6 Gujarat	340355	268726	609081	121440	73731	195171	90075	49355	139430	20450	9960	30410
7 Haryana	254353	215259	469612	80980	47512	128492	46843	17160	64003	8506	1429	9935
8 Himachal Pradesh	99010	83660	182670	43280	29430	72710	22990	11710	34700	1581	620	2201
9 Jammu & Kashmir	42902	31279	74181	19073	13206	32279	8711	3775	12486	872	374	1246
10 Karnataka	599535	489543	1089078	175505	114396	289901	127816	56140	183956	22329	7920	30249
11 Kerala	171154	163814	334968	108799	104097	212896	62553	67158	129711	5339	5399	10738
12 Madhya Pradesh	700661	475886	1176547	298860	83692	382552	103905	26512	130417	16048	2878	18926
13 Maharashtra	885079	760350	1645429	342332	234967	577299	259019	136242	395261	67841	24533	92374
14 Manipur	2100	1950	4050	870	810	1680	1112	1298	2410	773	791	1564
15 Meghalaya	1293	1031	2324	568	403	971	681	355	1036	101	81	182
16 Mizoram	0	0	0	0	0	0	0	0	0	0	0	0
17 Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
18 Orissa	441100	280800	721900	134300	78300	212600	62950	23150	86100	5436	1108	6544
19 Punjab	416981	338873	755854	138459	96742	235201	78699	50498	129197	8689	5968	14657
20 Rajasthan	605000	204000	809000	210000	45000	255000	127500	12500	140000	5842	373	6215
21 Sikkim	2482	2187	4669	501	462	963	265	224	489	22	22	44
22 Tamil Nadu	854406	738150	1592556	367522	273347	640869	189699	103073	292772	18430	9592	28022
23 Tripura	39674	33410	73084	13098	9242	22340	6703	3894	10597	930	376	1306
24 Uttar Pradesh	1744149	737375	2481524	591194	155935	747129	392652	68117	460769	54358	4117	58475
25 West Bengal	1176675	1012271	2188946	382175	352211	734386	125116	53875	178991	17364	7753	25117
26 A & N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27 Chandigarh	8555	6915	15470	3471	2780	6251	2095	1913	4008	470	164	634
28 D & N Haveli	214	175	389	99	85	184	103	64	167	0	0	0
29 Daman & Diu	272	280	552	163	135	298	136	107	243	31	17	48
30 Delhi	113125	95154	208279	53840	42841	96681	35212	27354	62566	5286	3012	8298
31 Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
32 Pondicherry	10754	10995	21749	5674	5687	11361	2998	2574	5572	549	359	908
INDIA	10411738	7169052	17580790	3565766	2014291	5580057	1981241	826373	2807614	292917	98992	391909

STATEMENT NO. 16
ENROLMENT RATIO OF STUDENTS BELONGING TO SCHEDULED CASTE - 1993-94

STATE/UTs	CLASSES I-V (6-11 YEARS)			CLASSES VI-VIII (11-14 YEARS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	2	3	4	5	6	7
Andhra Pradesh	135.62	113.26	124.69	63.40	38.33	51.11
Arunachal Prades	40.94	27.58	34.22	28.92	15.19	22.14
Assam	259.34	241.81	250.79	185.12	160.81	173.29
Bihar	96.86	44.61	71.86	35.38	11.27	23.81
Goa	109.28	97.47	103.37	76.03	55.25	65.61
Gujarat	183.45	154.51	169.45	114.72	74.25	95.13
Haryana	116.12	105.33	110.91	67.33	42.51	55.37
Himachal Pradesh	134.59	113.61	124.09	99.54	68.23	83.95
Jammu & Kashmir	112.18	85.60	99.20	87.07	63.90	75.82
Karnataka	151.42	131.21	141.62	76.25	52.30	64.58
Kerala	114.48	112.22	113.36	120.47	118.18	119.34
Madhya Pradesh	110.64	81.21	96.49	85.35	25.76	56.68
Maharashtra	261.90	240.00	251.30	178.42	130.77	155.37
Manipur	130.92	130.60	130.77	101.24	97.26	99.28
Meghalaya	290.08	230.91	260.47	223.76	154.82	188.86
Mizoram	.00	.00	.00	.00	.00	.00
Nagaland	.00	.00	.00	.00	.00	.00
Orissa	155.03	94.46	124.08	84.71	47.44	65.70
Punjab	129.92	116.30	123.44	72.69	56.92	65.25
Rajasthan	112.88	40.22	77.55	69.24	16.15	43.82
Sikkim	132.49	119.33	125.98	48.26	47.13	47.71
Tamil Nadu	164.08	149.47	156.97	112.25	87.59	100.21
Tripura	169.06	145.28	157.29	99.10	73.37	86.54
Uttar Pradesh	86.96	41.40	65.54	52.33	15.65	35.14
West Bengal	125.85	117.64	121.92	68.82	67.31	68.09
A & N Islands	.00	.00	.00	.00	.00	.00
Chandigarh	127.22	113.73	120.81	88.17	82.34	85.48
D & N Haveli	97.35	87.47	92.64	77.08	71.69	74.49
Daman & Diu	.00	.00	.00	.00	.00	.00
Delhi	106.38	103.09	104.86	83.41	79.59	81.67
Lakshadweep	.00	.00	.00	.00	.00	.00
Pondicherry	176.88	183.74	180.28	152.86	155.89	154.36
INDIA	123.33	91.15	107.81	74.21	45.01	60.13

STATEMENT NO. 17
ENROLMENT BY STAGES (SCHEDULED TRIBE) 1993-94

(AS on 30th Sept., 1993)

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 Andhra Pradesh	320466	205245	525711	57416	20485	77901	26676	7247	33923	3320	1451	4771
2 Arunachal Pradesh	55034	42881	97915	12803	8903	21706	9097	4668	13765	1801	363	2164
3 Assam	375211	311701	686912	121270	93518	214788	80849	54579	135428	13552	6052	19604
4 Bihar	481706	293910	775616	97106	47206	144312	39129	16729	55858	0	0	0
5 Goa	79	54	133	57	25	82	26	6	32	7	0	7
6 Gujarat	546112	388783	934895	135895	80909	216804	85210	49779	134989	18445	11180	29625
7 Haryana	0	0	0	0	0	0	0	0	0	0	0	0
8 Himachal Pradesh	16940	13000	29940	7640	4180	11820	4410	2410	6820	586	232	818
9 Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	0	0
10 Karnataka	194503	151579	346082	54236	35599	89835	27588	12639	40227	6297	2025	8322
11 Kerala	18905	18394	37299	9302	8467	17769	4244	4236	8480	222	165	387
12 Madhya Pradesh	875031	518729	1393760	234112	74845	308957	89957	19422	109379	11626	2126	13752
13 Maharashtra	587811	463262	1051073	164671	99227	263898	99010	46479	145489	13683	4409	18092
14 Manipur	46060	39390	85450	15170	12250	27420	9025	6967	15992	1855	1158	3013
15 Meghalaya	78864	73564	152428	21183	19771	40954	14997	13347	28344	2791	2211	5002
16 Mizoram	60874	54795	115669	30063	26734	56797	11613	11144	22757	2603	1558	4161
17 Nagaland	75728	67229	142957	27791	24769	52560	12511	10323	22834	1859	956	2815
18 Orissa	545100	264200	809300	127200	57900	185100	39010	23090	62100	3882	896	4778
19 Punjab	0	0	0	0	0	0	0	0	0	8	1	9
20 Rajasthan	425000	143000	568000	143000	32000	175000	82000	6000	88000	4119	130	4249
21 Sikkim	8954	7611	16565	2158	1943	4101	1286	1010	2296	126	94	220
22 Tamil Nadu	41451	32604	74055	14498	9912	24410	7431	4788	12219	408	218	626
23 Tripura	76311	55484	131795	24488	12271	36759	9436	4476	13912	400	160	560
24 Uttar Pradesh	19497	11307	30804	6291	2279	8570	3623	1392	5015	1258	510	1768
25 West Bengal	286712	271767	558479	112115	92730	204845	22284	12163	34447	775	284	1059
26 A & N Islands	1877	1710	3587	849	733	1582	492	483	975	25	18	43
27 Chandigarh	4	10	14	1	2	3	4	6	10	87	17	104
28 D & N Haveli	9299	5881	15180	2260	1118	3378	1093	529	1622	0	0	0
29 Daman & Diu	990	810	1800	473	352	825	183	133	316	110	25	135
30 Delhi	371	315	686	262	160	422	272	158	430	421	252	673
31 Lakshadweep	4665	3912	8577	2064	1472	3536	1006	687	1693	0	0	0
32 Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
INDIA	5153555	3441127	8594682	1424374	769760	2194134	682462	314890	997352	90266	36491	126757

STATEMENT NO. 18
ENROLEMENT RATIO OF STUDENTS BELONGING TO SCHEDULED TRIBE - 1993-94

	CLASSES I-V (6-11 YEARS)			CLASSES VI-VIII (11-14 YEARS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	2	3	4	5	6	7
Andhra Pradesh	134.72	90.26	112.99	43.90	16.29	30.37
Arunachal Prades	140.71	108.48	124.51	58.76	41.80	50.37
Assam	198.24	173.03	185.94	113.30	92.17	103.02
Bihar	95.03	63.23	79.82	35.18	18.53	27.19
Goa	12.47	8.50	10.48	15.05	6.57	10.80
Gujarat	148.00	112.40	130.77	64.55	40.97	53.14
Haryana	.00	.00	.00	.00	.00	.00
Himachal Pradesh	123.25	94.49	108.86	94.05	51.87	73.04
Jammu & Kashmir	.00	.00	.00	.00	.00	.00
Karnataka	150.78	124.70	138.12	72.32	49.95	61.42
Kerala	123.01	122.59	122.80	100.20	93.51	96.90
Madhya Pradesh	84.82	54.34	70.17	41.04	14.14	28.10
Maharashtra	135.13	113.61	124.72	66.68	42.90	55.18
Manipur	132.97	122.16	127.76	81.75	68.11	75.03
Meghalaya	83.43	77.69	80.55	39.35	35.81	37.56
Mizoram	148.26	141.51	144.98	119.49	110.36	115.01
Nagaland	119.41	109.49	114.53	72.87	67.48	70.23
Orissa	125.22	58.09	90.92	52.44	22.93	37.39
Punjab	.00	.00	.00	.00	.00	.00
Rajasthan	113.00	40.18	77.59	67.19	16.36	42.85
Sikkim	119.49	103.82	111.74	51.96	49.56	50.80
Tamil Nadu	136.52	113.22	125.18	75.94	54.47	65.46
Tripura	173.29	128.57	151.16	98.73	51.91	75.89
Uttar Pradesh	97.95	63.97	81.97	56.11	23.05	40.61
West Bengal	119.78	123.36	121.49	78.86	69.22	74.18
A & N Islands	67.52	57.26	62.20	57.32	51.17	54.30
Chandigarh	.00	.00	.00	.00	.00	.00
D & N Haveli	133.29	92.62	113.91	55.44	29.71	43.09
Daman & Diu	.00	.00	.00	.00	.00	.00
Delhi	.00	.00	.00	.00	.00	.00
Lakshadweep	168.14	141.00	154.57	135.66	102.79	119.72
Pondicherry	.00	.00	.00	.00	.00	.00
INDIA	123.90	88.80	106.97	60.17	34.91	47.99

STATEMENT NO 19 (i)
DROPOUT RATES IN CLASSES I - V
FOR THE YEAR 1993 - 94

S.NO.	STATE	BOYS	GIRLS	TOTAL
1	2	3	4	5
1	ANDHRA PRADESH	42.48	41.78	42.18
2	ARUNACHAL PRADESH	60.09	61.09	60.52
3	ASSAM	38.65	39.55	39.05
4	BIHAR	61.85	66.20	63.36
5	GOA	-7.94	3.09	-2.57
6	GUJARAT	42.05	51.39	46.25
7	HARYANA	1.60	6.81	3.93
8	HIMACHAL PRADESH	24.64	28.16	26.28
9	JAMMU & KASHMIR	53.12	42.35	48.66
10	KARNATAKA	37.50	44.42	40.78
11	KERALA	-5.35	-3.05	-4.23
12	MADHYA PRADESH	23.43	34.96	28.36
13	MAHARASHTRA	24.10	31.63	27.62
14	MANIPUR	68.02	68.53	68.26
15	MEGHALAYA	29.96	34.43	32.06
16	MIZORAM	56.73	58.54	57.58
17	NAGALAND	37.56	24.13	31.65
18	ORISSA	52.78	52.23	52.54
19	PUNJAB	20.69	22.94	21.74
20	RAJASTHAN	45.70	55.63	48.93
21	SIKKIM	63.18	61.19	62.27
22	TAMIL NADU	16.39	18.35	17.30
23	TRIPURA	60.57	66.95	63.49
24	UTTAR PRADESH	19.86	20.08	19.94
25	WEST BENGAL	36.17	45.76	40.43
26	A & N ISLANDS	9.26	10.34	9.77
27	CHANDIGARH	-20.31	-9.04	-14.90
28	DADRA & NAGAR HAVELI	40.50	55.19	47.00
29	DAMAN & DIU	-7.32	-2.97	-5.32
30	DELHI	19.25	28.83	25.74
31	LAKSHADWEEP	12.55	18.75	15.51
32	PONDICHERRY	-7.86	-8.20	-8.02
	INDIA	35.05	38.57	36.32

STATEMENT NO 19 (ii)
DROPOUT RATES IN CLASSES I - VIII
FOR THE YEAR 1993 - 94

S.NO.	STATE	BOYS	GIRLS	TOTAL
1	2	3	4	5
1	ANDHRA PRADESH	59.94	66.46	62.82
2	ARNUCHAL PRADESH	69.62	67.45	68.72
3	ASSAM	63.81	71.80	67.55
4	BIHAR	76.70	82.73	78.74
5	GOA	8.57	16.34	12.28
6	GUJARAT	54.65	66.46	59.97
7	HARYANA	17.57	32.05	23.91
8	HIMACHAL PRADESH	13.11	27.39	19.74
9	JAMMU & KASHMIR	45.25	72.73	56.46
10	KARNATAKA	56.83	69.72	62.98
11	KERALA	1.24	.57	.91
12	MADHYA PRADESH	38.12	54.15	44.68
13	MAHARASHTRA	44.02	56.30	49.79
14	MANIPUR	72.41	72.26	72.34
15	MEGHALAYA	58.14	57.11	57.65
16	MIZORAM	54.05	50.60	52.44
17	NAGALAND	36.71	39.58	38.13
18	ORISSA	62.64	59.04	61.21
19	PUNJAB	36.15	42.78	39.22
20	RAJASTHAN	62.34	72.34	65.43
21	SIKKIM	78.83	77.93	78.43
22	TAMIL NADU	32.15	41.20	36.34
23	TRIPURA	66.28	70.92	68.39
24	UTTAR PRADESH	31.99	47.63	37.51
25	WEST BENGAL	48.82	43.96	46.67
26	A & N ISLANDS	25.25	29.62	27.32
27	CHANDIGARH	-5.96	-12.79	-9.09
28	DADRA & NAGAR HAVELI	57.77	67.93	62.21
29	DAMAN & DIU *	.00	.00	.00
30	DELHI	19.89	31.24	25.35
31	LAKSHADWEEP	47.18	57.43	52.16
32	PONDICHERRY	7.71	7.23	7.49
	INDIA	49.95	56.78	52.80

* Included in Goa

STATEMENT NO 19 (iii)
DROPOUT RATES IN CLASSES I - X
FOR THE YEAR 1993 - 94

S.NO.	STATE	BOYS	GIRLS	TOTAL
1	2	3	4	5
1	ANDHRA PRADESH	76.70	82.13	79.04
2	ARUNACHAL PRADESH	77.99	80.11	78.82
3	ASSAM	78.37	75.80	77.26
4	BIHAR	83.83	90.96	86.21
5	GOA	42.06	42.89	42.46
6	GUJARAT	64.74	71.10	67.57
7	HARYANA	45.80	58.81	51.19
8	HIMACHAL PRADESH	41.00	56.91	48.29
9	JAMMU & KASHMIR	66.12	78.30	70.97
10	KARNATAKA	65.58	76.23	70.62
11	KERALA	33.42	24.51	29.07
12	MADHYA PRADESH	75.46	85.24	79.31
13	MAHARASHTRA	58.60	70.70	64.25
14	MANIPUR	75.17	79.84	77.32
15	MEGHALAYA	67.28	67.57	67.42
16	MIZORAM	73.45	71.12	72.33
17	NAGALAND	75.01	78.92	76.87
18	ORISSA	53.43	63.53	57.49
19	PUNJAB	44.87	52.80	48.54
20	RAJASTHAN	77.87	88.02	80.89
21	SIKKIM	87.37	86.21	86.82
22	TAMIL NADU	62.98	69.85	66.17
23	TRIPURA	79.12	78.49	78.84
24	UTTAR PRADESH	61.78	75.40	66.02
25	WEST BENGAL	75.68	76.53	76.05
26	A & N ISLANDS	49.12	55.27	52.10
27	CHANDIGARH	- .50	-1.99	-1.21
28	DADRA & NAGAR HAVELI	73.21	76.54	74.52
29	DAMAN & DIU	.00	.00	.00
30	DELHI	33.59	46.64	39.91
31	LAKSHADWEEP	55.65	64.65	50.78
32	PONDICHERY	38.39	41.22	39.74
	INDIA	68.41	74.74	70.90

* Included in Goa

STATEMENT NO. 20
DROP-OUT RATES OF SCHEDULED CASTES - 1989-90

STATE/UNION TERRITORY	Primary Stage			Middle Stage			Secondary stage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	*								
Andhra Pradesh	60.53	65.83	62.80	77.41	85.44	80.85	84.17	88.74	86.15
Arunachal pradesh	-	-	-	-	-	-	-	-	-
Assam	46.88	55.89	50.80	64.91	63.47	64.30	62.54	62.02	62.33
Bihar	67.69	73.50	69.33	83.37	89.79	85.04	87.98	94.20	89.50
Goa	39.27	32.06	36.02	55.52	65.68	60.28	79.26	85.57	82.27
Gujarat	24.95	45.55	34.13	50.40	70.34	59.11	66.50	79.78	72.21
Haryana	33.90	43.18	38.00	59.19	75.36	65.71	64.64	80.72	69.84
Himachal Pradesh	36.29	36.50	36.39	32.27	41.88	36.44	67.02	76.81	71.12
Janmu & Kashmir	39.27	30.39	35.84	50.11	52.73	51.10	77.86	82.32	79.52
Karnataka	51.05	59.59	54.90	62.11	73.77	67.08	73.63	84.60	78.45
Kerala	0	1.78	0.50	19.04	15.60	17.37	54.47	47.76	51.20
Madhya Pradesh	36.31	52.37	42.41	62.34	79.40	67.78	75.11	86.91	78.48
Maharashtra	38.54	51.58	44.60	52.90	69.77	60.54	67.91	81.16	73.82
Manipur	79.86	82.21	81.03	84.89	86.07	85.48	82.14	82.69	82.42
Meghalaya	33.13	41.88	37.46	27.86	51.85	39.64	34.62	66.39	50.00
Mizoram	-	-	-	-	-	-	-	-	-
Nagaland	-	-	-	-	-	-	-	-	-
	*								
Orissa	55.16	59.22	56.77	75.97	83.19	78.76	77.86	86.42	81.22
Punjab	36.53	41.59	38.79	63.36	70.56	66.52	78.88	85.96	82.12
Rajasthan	60.42	74.37	63.89	69.53	83.53	72.18	80.82	92.39	82.96
Sikkim	70.00	67.85	69.04	84.96	83.67	84.37	91.62	93.60	92.51
Tamil Nadu	22.56	29.68	25.92	51.04	53.14	51.97	74.75	82.69	78.31
Tripura	58.21	63.09	60.47	75.87	81.84	78.60	86.88	90.20	88.39
Uttar Pradesh	32.89	51.69	38.86	57.92	69.52	60.87	66.97	84.97	71.57
	*								
West Bengal	58.54	66.71	61.92	74.18	84.88	79.02	89.74	90.12	89.88
A & N Islands	-	-	-	-	-	-	-	-	-
Chandigarh	0	0	0	0	0	0	27.17	14.23	21.03
D & N Haveli	18.60	36.96	28.09	0	0	0	45.28	70.27	55.56
Daman & Diu	-	-	-	-	-	-	-	-	-
Delhi	33.74	35.74	34.63	47.68	58.61	52.79	54.06	74.25	63.71
Lakshadweep	-	-	-	-	-	-	-	-	-
Pondicherry	0	0	0	0	11.96	5.45	69.92	75.32	72.42
INDIA	45.93	53.74	49.03	64.29	73.10	67.62	76.61	84.20	79.42

* Relates to 1988-89

@ Included in Goa

STATEMENT NO. 21
DROP-OUT RATES OF SCHEDULED TRIBES - 1989-90

STATE/UNION TERRITORY	Primary Stage			Middle Stage			Secondary stage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
*									
Andhra Pradesh	65.24	70.54	67.22	84.16	89.92	86.28	89.59	92.95	90.84
Arunachal Pradesh	63.47	59.43	61.98	78.52	77.90	78.30	81.97	88.10	84.06
Assam	65.15	65.87	65.46	71.78	75.67	73.44	70.80	75.82	72.93
Bihar	70.78	70.93	70.83	85.67	87.57	86.33	90.89	92.72	91.51
Goa	28.99	19.80	24.72	63.50	71.88	67.36	73.58	87.32	79.57
Gujarat	54.03	66.62	59.48	76.17	82.62	78.88	85.34	89.14	86.90
Haryana	-	-	-	-	-	-	-	-	-
Himachal Pradesh	30.59	34.53	32.23	36.58	45.89	40.03	67.93	70.41	68.79
Jammu & Kashmir	-	-	-	-	-	-	-	-	-
Karnataka	47.97	50.69	49.13	56.82	66.68	61.09	72.70	77.23	74.46
Kerala	18.88	15.88	17.44	36.02	35.30	35.68	70.14	65.86	68.12
Madhya Pradesh	48.38	60.36	52.82	75.57	85.14	78.61	83.74	91.81	86.14
Maharashtra	56.99	66.52	61.07	73.14	82.44	76.98	81.56	89.50	84.74
Manipur	77.54	78.43	77.95	84.76	85.79	85.23	85.44	87.24	86.26
Meghalaya	40.07	55.34	47.24	72.78	72.98	72.87	91.47	93.14	92.28
Mizoram	49.56	49.20	49.39	61.99	59.78	60.92	52.47	52.63	52.55
Nagaland	34.75	43.54	39.00	70.71	64.85	68.15	75.97	73.87	75.10
*									
Orissa	77.66	78.66	77.98	84.33	86.92	85.26	87.49	92.84	89.38
Punjab	-	-	-	-	-	-	-	-	-
Rajasthan	69.76	83.15	73.08	74.74	90.17	77.65	84.93	94.30	86.45
Sikkim	62.87	50.46	57.73	71.26	65.41	68.70	85.52	86.81	86.07
Tamil Nadu	38.35	49.10	43.29	57.65	66.11	61.31	57.52	60.30	58.60
Tripura	71.97	76.53	73.91	85.55	88.19	86.64	90.47	93.24	91.56
Uttar Pradesh	17.22	59.64	34.11	47.73	74.11	55.59	33.49	78.84	46.31
*									
West Bengal	64.45	69.96	66.38	81.42	88.50	83.87	92.51	92.88	92.62
A & N Islands	5.73	19.77	12.36	49.44	47.88	48.73	55.23	62.58	58.57
Chandigarh	-	-	-	-	-	-	-	-	-
D & N Haveli	37.97	64.90	50.34	68.29	77.04	71.75	84.32	89.28	86.45
Daman & Diu	-	-	-	-	-	-	-	-	-
Delhi	0	0	0	0	0	0	0	0	0
Lakshadweep	0	0	0	41.03	50.62	45.53	75.15	81.85	78.34
Pondicherry	-	-	-	-	-	-	-	-	-
INDIA	61.86	66.98	63.81	77.42	82.67	79.35	84.83	88.90	86.28

* Relates to 1988-89

@ Included in Goa

STATEMENT NO. 22
NUMBER OF TEACHERS 1993-94

SN.	STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR. SECONDARY SCHOOLS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Andhra Pradesh	73173	32967	106140	24386	14516	38902	74104	38994	113098
2	Arunachal Pradesh	2043	670	2713	1454	400	1854	1998	551	2549
3	Assam	59685	17827	77512	35012	7753	42765	36754	10765	47519
4	Bihar	91947	22137	114084	77521	20199	97720	40106	6761	46867
5	Goa	1040	1826	2866	198	233	431	2576	2171	4747
6	Gujarat	23384	13294	36678	77376	63526	140902	50320	15243	65563
7	Haryana	10392	8239	18631	7358	5462	12820	30246	22071	52317
8	Himachal Pradesh	4260	1286	5546	4210	1213	5423	9804	4087	13891
9	Jammu & Kashmir	12103	6384	18487	11948	6457	18405	15225	6800	22025
10	Karnataka	34901	14876	49777	56779	36043	92822	43313	14120	57433
11	Kerala	16082	31930	48012	18377	33102	51479	34222	59323	93545
12	Madhya Pradesh	150444	47509	197953	61466	21593	83059	43918	14771	58689
13	Maharashtra	78462	57820	136282	94260	61269	155529	161662	69072	230734
14	Manipur	7744	3488	11232	4736	2186	6922	6979	3497	10476
15	Meghalaya	4253	2497	6750	2075	1350	3425	1933	1762	3695
16	Mizoram	2034	1810	3844	2932	806	3738	1525	374	1899
17	Nagaland	4702	1783	6485	3276	904	4180	3264	1533	4797
18	Orissa	78775	26565	105340	33515	5816	39331	37211	9963	47174
19	Punjab	21784	26419	48203	4871	4117	8988	27804	25704	53508
20	Rajasthan	60786	22602	83388	54642	20302	74944	52724	15916	68640
21	Sikkim	1858	1424	3282	1092	516	1608	1266	948	2214
22	Tamil Nadu	68677	47846	116523	32299	29893	62192	68407	48418	116825
23	Tripura	8649	2318	10967	3764	1016	4780	7990	3125	11115
24	Uttar Pradesh	218576	49378	267954	77191	19181	96372	82333	17273	99606
25	West Bengal	148124	45511	193635	16091	5137	21228	78547	41766	120313
26	A & N Islands	461	360	821	362	374	736	1244	1035	2279
27	Chandigarh	40	714	754	48	509	557	635	2566	3201
28	D & N Haveli	126	71	197	180	255	435	125	54	179
29	Daman & Diu	131	174	305	155	91	246	137	53	190
30	Delhi	10505	16028	26533	2342	4436	6778	18976	27019	45995
31	Lakshadweep	151	67	218	79	46	125	251	69	320
32	Pondicherry	959	1093	2052	864	818	1682	1946	1431	3377
INDIA		1196251	506913	1703164	710359	369519	1080378	937545	467235	1404780

STATEMENT NO. 23
BUDGETED EXPENDITURE ON EDUCATION BY EDUCATION DEPARTMENTS FOR 1993-94
RANKED IN ORDER OF PERCENTAGE OF EDUCATION BUDGET TO TOTAL BUDGET

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	BUDGET OF EDUCATION DEPARTMENT			TOTAL STATE BUDGET	% OF EDN. BUDGET TO TOTAL STATE BUDGET
		PLAN	NON-PLAN	TOTAL		
1	2	3	4	5	6	7
1	Delhi	78.91	307.98	386.89	1308.44	29.57
2	West Bengal	121.38	1811.72	1933.10	7195.97	26.86
3	Kerala	38.73	1091.96	1130.69	4306.75	26.25
4	Assam	217.49	465.26	682.75	2774.50	24.61
5	Manipur	13.42	80.08	93.50	388.84	24.05
6	Karnataka	341.10	1068.41	1409.51	6588.49	21.39
7	Tamil Nadu	67.90	1702.97	1770.87	8300.88	21.33
8	Himachal Pradesh	62.68	232.27	294.95	1393.81	21.16
9	Andhra Pradesh	140.29	1520.86	1661.15	7924.66	20.96
10	Rajasthan	183.71	945.67	1129.38	5404.70	20.90
11	Gujarat	44.70	1192.41	1237.11	5947.72	20.80
12	Chandigarh	6.30	46.59	52.89	261.47	20.23
13	Tripura	25.80	107.88	133.68	662.84	20.17
14	Bihar	133.06	1327.16	1460.22	7266.19	20.10
15	Orissa	133.81	584.45	718.26	3626.00	19.81
16	Goa	13.75	70.17	83.92	429.58	19.54
17	Uttar Pradesh	253.46	2221.13	2474.59	13172.80	18.79
18	Madhya Pradesh	168.09	1034.89	1202.98	6595.04	18.24
19	Maharashtra	106.47	2123.99	2230.46	12500.64	17.84
20	Meghalaya	26.58	64.50	91.08	516.59	17.63
21	Punjab	98.16	588.76	686.92	4001.11	17.17
22	Sikkim	9.70	21.92	31.62	186.42	16.96
23	Daman & Diu	0.79	4.48	5.27	32.34	16.30
24	Haryana	75.82	379.76	455.58	2829.32	16.10
25	Pondicherry	10.44	35.37	45.81	296.70	15.44
26	Mizoram	10.79	44.39	55.18	364.88	15.12
27	Nagaland	8.63	51.36	59.99	501.30	11.97
28	Dadra & Nagar Haveli	1.20	3.86	5.06	42.96	11.78
29	Arunachal Pradesh	25.76	32.22	57.98	498.75	11.63
30	A & N Islands	3.51	21.33	24.84	206.16	12.05
31	Jammu & Kashmir	23.95	114.15	138.10	1219.05	11.33
32	Lakshadweep	1.05	7.59	8.64	78.09	11.06
ALL STATES/UTs		2447.43	19305.54	21752.97	106822.99	20.36
CENTRAL SECTOR		1308.78	847.18	2155.96	101839.00	2.12
TOTAL (CENTRE & STATES)		3756.21	20152.72	23908.93	208661.99	11.46

STATEMENT NO. 24
APPROVED OUTLAYS FOR EIGHTH FIVE YEAR PLAN PERIOD (1992-97)

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	ELEMENTARY	ADULT	GENERAL	TECHNICAL	TOTAL
		EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	176.13	17.12	222.95	56.50	279.45
2	Arunachal Pradesh	113.92	2.79	151.90	0.00	151.90
3	Assam	568.35	18.36	874.38	45.33	919.71
4	Bihar	588.83	60.34	726.95	185.22	912.17
5	Goa	27.30	1.11	65.00	13.00	78.00
6	Gujarat	149.82	22.47	227.00	90.00	317.00
7	Haryana	202.44	6.40	407.04	106.30	513.34
8	Himachal Pradesh	98.90	1.77	230.00	42.00	272.00
9	Jammu & Kashmir	157.65	7.16	315.30	19.00	334.30
10	Karnataka	409.50	18.70	905.55	50.00	955.55
11	Kerala	22.21	0.77	82.25	94.00	176.25
12	Madhya Pradesh	432.68	19.84	618.12	85.38	703.50
13	Maharashtra	350.00	22.00	730.07	225.18	955.25
14	Manipur	40.80	2.05	68.00	5.50	73.50
15	Meghalaya	64.33	3.37	90.60	1.37	91.97
16	Mizoram	23.02	1.25	41.85	3.50	45.35
17	Nagaland	18.47	0.72	42.95	4.50	47.45
18	Orissa	242.66	44.91	527.52	82.86	610.38
19	Punjab	47.15	10.80	216.78	196.00	412.78
20	Rajasthan	567.75	30.50	860.23	100.18	960.41
21	Sikkim	36.40	0.68	55.00	2.80	57.80
22	Tamil Nadu	252.47	40.00	440.00	37.14	477.14
23	Tripura	69.60	2.34	120.00	1.50	121.50
24	Uttar Pradesh	663.53	24.26	1087.75	257.40	1345.15
25	West Bengal	350.00	26.72	500.00	100.00	600.00
26	A & N Islands	20.74	0.34	42.22	13.20	55.42
27	Chandigarh	10.62	0.53	35.00	9.24	44.24
28	Dadra & Nagar Haveli	7.00	0.06	10.78	2.00	12.78
29	Daman & Diu	2.67	0.15	5.04	3.50	8.54
30	Delhi	321.80	6.37	450.00	110.00	560.00
31	Lakshadweep	1.68	0.16	7.02	0.00	7.02
32	Pondicherry	18.04	0.40	37.10	19.78	56.88
ALL STATES/UTs		6056.46	394.44	10194.35	1962.38	12156.73
CENTRE		2880.00	1400.00	6619.00	824.00	7443.00
TOTAL (CENTRE & STATES)		8936.46	1794.44	16813.35	2786.38	19599.73

SOURCE: ANALYSIS OF ANNUAL PLAN 1992-93 (EDUCATION SECTOR) - PLANNING COMMISSION.

STATEMENT NO. 25
PERCENTAGE OF SECTORWISE APPROVED OUTLAYS TO TOTAL OUTLAYS ON EDUCATION
DURING EIGHTH PLAN PERIOD

S.No.	STATE/UNION TERRITORY	ELEMENTARY	ADULT	GENERAL	TECHNICAL	TOTAL
		EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	63.03	6.13	79.78	20.22	100.00
2	Arunachal Pradesh	75.00	1.84	100.00	0.00	100.00
3	Assam	61.80	2.00	95.07	4.93	100.00
4	Bihar	64.55	6.61	79.69	20.31	100.00
5	Goa	35.00	1.42	83.33	16.67	100.00
6	Gujarat	47.26	7.09	71.61	28.39	100.00
7	Haryana	39.44	1.25	79.29	20.71	100.00
8	Himachal Pradesh	36.36	0.65	84.56	15.44	100.00
9	Jammu & Kashmir	47.16	2.14	94.32	5.68	100.00
10	Karnataka	42.85	1.96	94.77	5.23	100.00
11	Kerala	12.60	0.44	46.67	53.33	100.00
12	Madhya Pradesh	61.50	2.82	87.86	12.14	100.00
13	Maharashtra	36.64	2.30	76.43	23.57	100.00
14	Manipur	55.51	2.79	92.52	7.48	100.00
15	Meghalaya	69.95	3.66	98.51	1.49	100.00
16	Mizoram	50.76	2.76	92.28	7.72	100.00
17	Nagaland	38.93	1.52	90.52	9.48	100.00
18	Orissa	39.76	7.36	86.42	13.58	100.00
19	Punjab	11.42	2.62	52.52	47.48	100.00
20	Rajasthan	59.12	3.18	89.57	10.43	100.00
21	Sikkim	62.98	1.18	95.16	4.84	100.00
22	Tamil Nadu	52.91	8.38	92.22	7.78	100.00
23	Tripura	57.28	1.93	98.77	1.23	100.00
24	Uttar Pradesh	49.33	1.80	80.86	19.14	100.00
25	West Bengal	58.33	4.45	83.33	16.67	100.00
26	A & N Islands	37.42	0.61	76.18	23.82	100.00
27	Chandigarh	24.01	1.20	79.11	20.89	100.00
28	Dadra & Nagar Haveli	54.77	0.47	84.35	15.65	100.00
29	Daman & Diu	31.26	1.76	59.02	40.98	100.00
30	Delhi	57.46	1.14	80.36	19.64	100.00
31	Lakshadweep	23.93	2.28	100.00	0.00	100.00
32	Pondicherry	31.72	0.70	65.23	34.77	100.00
ALL STATES/UTs		49.82	3.24	83.86	16.14	100.00
CENTRE		38.69	18.81	88.93	11.07	100.00
TOTAL (CENTRE & STATES)		45.59	9.16	85.78	14.22	100.00

STATEMENT NO. 26
SECTORWISE APPROVED PLAN OUTLAYS FOR 1994-95

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	ELEMENTARY	ADULT	GENERAL	TECHNICAL	TOTAL
		EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	26.49	11.00	46.45	11.80	58.25
2	Arunachal Pradesh	30.07	1.00	42.87	0.00	42.87
3	Assam	116.26	3.49	201.71	12.81	214.52
4	Bihar	92.99	10.00	118.99	32.87	151.86
5	Goa	4.09	0.38	13.74	8.20	21.94
6	Gujarat	14.51	3.95	34.35	24.00	58.35
7	Haryana	34.24	2.00	74.40	38.97	113.37
8	Himachal Pradesh	29.24	0.60	67.47	11.37	78.84
9	Jammu & Kashmir	34.49	1.03	76.49	4.91	81.40
10	Karnataka	129.04	9.12	247.59	18.94	266.53
11	Kerala	0.00	0.00	25.75	25.00	50.75
12	Madhya Pradesh	101.65	6.80	193.63	49.90	243.53
13	Maharashtra	52.65	7.35	129.75	61.00	190.75
14	Manipur	4.49	0.53	13.57	0.89	14.46
15	Meghalaya	19.50	1.00	25.75	0.56	26.31
16	Mizoram	5.75	0.18	9.81	0.75	10.56
17	Nagaland	4.87	0.07	8.93	1.10	10.03
18	Orissa	43.52	7.84	97.97	28.45	126.42
19	Punjab	12.33	1.50	54.28	41.90	96.18
20	Rajasthan	110.00	4.10	211.94	28.81	240.75
21	Sikkim	6.60	0.12	10.25	0.25	10.50
22	Tamil Nadu	42.57	19.24	81.60	15.03	96.63
23	Tripura	17.00	0.80	27.50	0.15	27.65
24	Uttar Pradesh	211.52	4.40	255.27	62.41	317.68
25	West Bengal	29.49	5.26	78.94	21.70	100.64
26	A & N Islands	6.55	0.06	13.96	2.07	16.03
27	Chandigarh	3.14	0.00	9.87	2.16	12.03
28	Dadra & Nagar Haveli	1.50	0.05	2.75	0.85	3.60
29	Daman & Diu	0.90	0.03	1.70	1.30	3.00
30	Delhi	76.66	0.52	127.50	29.00	156.50
31	Lakshadweep	0.54	0.03	1.48	0.00	1.48
32	Pondicherry	5.27	0.00	12.76	3.24	16.00
ALL STATES/UTs		1267.86	102.45	2319.02	540.39	2859.41
CENTRE		523.00	214.00	1318.46	231.00	1549.46
TOTAL (CENTRE & STATES)		1790.86	316.45	3637.48	771.39	4408.87

SOURCE: PLANNING COMMISSION

STATEMENT NO.27
PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAYS FOR 1994-95

S.No.	STATE/UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	45.48	18.88	79.74	20.26	100.00
2	Arunachal Pradesh	70.14	2.33	100.00	0.00	100.00
3	Assam	54.20	1.63	94.03	5.97	100.00
4	Bihar	61.23	6.59	78.36	21.64	100.00
5	Goa	18.64	1.73	62.63	37.37	100.00
6	Gujarat	24.87	6.77	58.87	41.13	100.00
7	Haryana	30.20	1.76	65.63	34.37	100.00
8	Himachal Pradesh	37.09	0.76	85.58	14.42	100.00
9	Jammu & Kashmir	42.37	1.27	93.97	6.03	100.00
10	Karnataka	48.41	3.42	92.89	7.11	100.00
11	Kerala	0.00	0.00	50.74	49.26	100.00
12	Madhya Pradesh	41.74	2.79	79.51	20.49	100.00
13	Maharashtra	27.60	3.85	68.02	31.98	100.00
14	Manipur	31.05	3.67	93.85	6.15	100.00
15	Meghalaya	74.12	3.80	97.87	2.13	100.00
16	Mizoram	54.45	1.70	92.90	7.10	100.00
17	Nagaland	48.55	0.70	89.03	10.97	100.00
18	Orissa	34.42	6.20	77.50	22.50	100.00
19	Punjab	12.82	1.56	56.44	43.56	100.00
20	Rajasthan	45.69	1.70	88.03	11.97	100.00
21	Sikkim	62.86	1.14	97.62	2.38	100.00
22	Tamil Nadu	44.05	19.91	84.45	15.55	100.00
23	Tripura	61.48	2.89	99.46	0.54	100.00
24	Uttar Pradesh	66.58	1.39	80.35	19.65	100.00
25	West Bengal	29.30	5.23	78.44	21.56	100.00
26	A & N Islands	40.86	0.37	87.09	12.91	100.00
27	Chandigarh	26.10	0.00	82.04	17.96	100.00
28	Dadra & Nagar Haveli	41.67	1.39	76.39	23.61	100.00
29	Daman & Diu	30.00	1.00	56.67	43.33	100.00
30	Delhi	48.98	0.33	81.47	18.53	100.00
31	Lakshadweep	36.49	2.03	100.00	0.00	100.00
32	Pondicherry	32.94	0.00	79.75	20.25	100.00
ALL STATES/UTs		44.34	3.58	81.10	18.90	100.00
CENTRE		33.75	13.81	85.09	14.91	100.00
TOTAL (CENTRE & STATES)		40.62	7.18	82.50	17.50	100.00

STATEMENT NO. 28
RELATIONSHIP BETWEEN BUDGETED EXPENDITURE ON EDUCATION
AND NET DOMESTIC PRODUCTS OF STATES/UTs

S.No.	STATE/UNION TERRITORY	Year	Expenditure on Education by Education Departments	Estimates of NDP at current prices	% of Budget of Edn. Deptt.(Rev) to Net Domestic Product
(Rs. in crores)					
1	2	3	4	5	6
1	Andhra pradesh	1992-93	1355.31	39704.10	3.4
2	Arunachal Pradesh	1992-93	50.67	571.70	8.9
3	Assam	1992-93	680.01	11735.60	5.8
4	Bihar	1992-93	1323.41	29341.50	4.5
5	Goa	1992-93	82.29	1222.00	6.7
6	Gujarat	1992-93	1100.63	32239.80	3.4
7	Haryana	1992-93	431.02	16391.80	2.6
8	Himachal Pradesh	1991-92	196.15	2797.90	7.0
9	Jammu & Kashmir	1992-93	138.10	3368.10	4.1
10	Karnataka	1992-93	1151.51	29121.50	4.0
11	Kerala	1993-94	1130.69	16944.60	6.7
12	Madhya Pradesh	1992-93	1118.89	32306.60	3.5
13	Maharashtra	1992-93	2305.12	75481.30	3.1
14	Manipur	1991-92	85.23	760.50	11.2
15	Meghalaya	1992-93	77.17	1070.70	7.2
16	Mizoram	1990-91	42.51	304.00	14.0
17	Nagaland	1991-92	49.46	680.50	7.3
18	Orissa	1992-93	698.07	12922.20	5.4
19	Punjab	1992-93	657.93	22499.20	2.9
20	Rajasthan	1993-94	1129.38	23302.20	4.8
21	Sikkim	1991-92	26.71	223.80	11.9
22	Tamil Nadu	1992-93	1546.19	35224.50	4.4
23	Tripura	1990-91	103.37	930.60	11.1
24	Uttar Pradesh	1992-93	2267.67	61266.90	3.7
25	West Bengal	1992-93	1515.11	41603.50	3.6
26	A & N Islands	1992-93	24.31	207.90	11.7
27	Chandigarh				
28	Dadra & Nagar Haveli				
29	Daman & Diu				
30	Delhi	1991-92	306.08	11201.30	2.7
31	Lakshadweep				
32	Pondicherry	1992-93	42.08	792.80	5.3
ALL INDIA (CENTRE+STATES/UTs)			21369.90	556344.00	3.8

**GRANTS TO
VOLUNTARY ORGANISATIONS**

**List of Agencies to whom lump-sum grants amounting to
Rs.1.00 lakh and above released during 1993-94**

S.No.	Name of the Institution/Organisation	Non-recurring (Rs. in thousands)	Purpose of the grant
1.	2.	3.	4.
1.	Chairman, Sirsa Literacy Mission, Sirsa, Haryana.	4500.00	TLC
2.	Chairman, Zilla Saksharata Samiti, Bhavnagar, Gujarat.	7823.00	PLC
3.	President, Kinnaur Saksharata Abhiyan Samiti, H.P.	400.00	TLC
4.	Chairman, Zilla Saksharata Samiti, Satna, M.P.	3000.00	TLC
5.	President, BGVS, Madhepura, Bihar.	2500.00	TLC
6.	Chairman, Zilla Saksharata Samiti, Koraput, Orissa.	10875.00	TLC
7.	Chairman, Zilla Saksharata Samiti, Banaskantha, Gujarat.	1500.00	TLC
8.	President, Zilla Saksharata Samiti, Azamgarh, U.P.	3000.00	TLC
9.	President, Zilla Saksharata Samiti, Mau, U.P.	6142.50	TLC
10.	President, District Literacy Society, Cuddapah, A.P.	3000.00	PLC
11.	Chairman, Zilla Saksharata Samiti, Bharuch, Gujarat.	4830.00	TLC
12.	Chairman, Kutchh Zilla Saksharata Samiti, Bhuj Kutchch, Gujarat.	6000.00	TLC
13.	President, Gwalior Literacy Committee, Gwalior, M.P.	6500.00	TLC
14.	Chairman, District Akshara Sadhana, Rangareddy, A.P.	7300.00	TLC
15.	Chairman, Zilla Saksharata Abhiyan Samiti, Latur, Maharashtra.	1800.00	PLC
16.	President, Zilla Saksharata Samiti, Malkangiri, Orissa.	8000.00	TLC
17.	President, Zilla Saksharata Samiti, Bhojpur, Bihar.	4000.00	TLC
18.	Chairman, Vishakha Akshara Jyoti, Visakhapatnam, A.P.	10000.00	TLC
19.	Chairman, Zilla Saksharata Samiti, Bhind, M.P.	4500.00	TLC
20.	President, Zilla Saksharata Samiti, Jaunpur, U.P.	3512.00	TLC
21.	President, Zilla Saksharata Abhiyan Samiti, Parbhani, Maharashtra.	7500.00	TLC
22.	President, Manjeera Akshara Prabha, Medak, A.P.	13600.00	TLC

1.	2.	3.	4.
23.	President, Zilla Akshara Jyoti Samiti, Jalna, Maharashtra.	1500.00	TLC
24.	President, Madurai District Arivoli Iyakkam, Madurai, Tamil Nadu.	5000.00	TLC
25.	President, Zilla Saksharata Abhiyan Samiti, Beed, Maharashtra.	3000.00	TLC
26.	Chairman, Satpura Saksharata Samiti, Chhindwara, M.P.	2000.00	TLC
27.	Chairman, Zilla Saksharata Parishad, Gajapati, Orissa.	6188.00	TLC
28.	President, Zilla Saksharata Samiti, Jalaun, U.P.	5337.00	TLC
29.	President, Mandi Saksharata Samiti, Mandi, H.P.	1500.00	TLC
30.	Chairman, Zilla Saksharata Samiti, Pali, Rajasthan.	9300.00	TLC
31.	Chairman, Zilla Saksharata Samiti, Dumka, Bihar.	14029.00	TLC
32.	President, Tennarkkadu Mavatta Arivoli Iyakkam, South Arcot, Tamil Nadu.	13300.00	TLC
33.	President, Zilla Saksharata Samiti, Jamui, Bihar.	3000.00	TLC
34.	President, Zilla Saksharata Samiti, Kheda, Gujarat.	4200.00	PLC
35.	President, Zilla Saksharata Samiti, Amravati, Maharashtra.	6300.00	TLC
36.	President, Zilla Saksharata Samiti, Manali, H.P.	2134.00	PLC
37.	President, Akshara Balaku Saksharata Samiti, Bangalore Rural, Karnataka.	11700.00	TLC
38.	Chairman, Zilla Saksharata Samiti, Rewa, M.P.	2000.00	TLC
39.	President, Thiruvannamalai Sambuvariyar Arivoli Iyakkam, Tamil Nadu.	16000.00	TLC
40.	President, Zilla Saksharata Samiti, Vadodara, Gujarat.	8250.00	TLC
41.	Chairman, Sakshara Vahini, Mysore, Karnataka.	19400.00	TLC/P
42.	President, Zilla Saksharata Samiti, Tonk, Rajasthan.	9750.00	TLC
43.	President, Akshar Yatra Abhiyan Samiti, Bilaspur, M.P.	15000.00	PLC/T
44.	President, Zilla Saksharata Abhiyan Samiti, Nanded, Maharashtra.	8166.00	PLC
45.	Chairman, Kovai Arivoli Iyakkam, Coimbatore, Tamil Nadu.	3200.00	TLC
46.	President, Zilla Saksharata Samiti, Lakhimpurkhiri, U.P.	23524.00	TLC
47.	President, Zilla Saksharata Samiti, Lalitpur, U.P.	5742.00	TLC
48.	President, Zilla Saksharata Samiti, Khagaria, Bihar.	8500.00	TLC

1.	2.	3.	4.
49.	Chairman, Zilla Saksharata Samiti, Farrukhabad, U.P.	15700.00	TLC
50.	Chairman, Zilla Saksharata Abhiyan Samiti, Osmanabad, Maharashtra.	3200.00	TLC
51.	Chairman, Zilla Saksharata Samiti, Dewas, M.P.	5765.00	TLC
52.	Chairman, Zilla Saksharata Samiti, Mehsana, Gujarat.	7013.00	TLC
53.	Chairman, Zilla Saksharata Samiti, Jamnagar, Gujarat.	5535.00	TLC
54.	President, Delhi Sarvashiksha Abhiyan Samiti, Delhi.	5543.00	TLC
55.	Chairman, Zilla Saksharata Samiti, Jammu, J&K.	2500.00	TLC
56.	Chairman, Zilla Saksharata Samiti, Vizianagram.	17500.00	TLC
57.	Chairman, Akshara Dhara, Chickmagalur, Karnataka.	5700.00	TLC
58.	Chairman, Tirunelveli Kattabomman Dist Arivoli Iyakkam, Tirunelveli, T.N.	1100.00	TLC
59.	President, Zilla Saksharata Samiti, Amreli, Gujarat.	3050.00	TLC
60.	Chairman, Zilla Saksharata Samiti, Jhabua, M.P.	1443.00	TLC
61.	Chairman, Zilla Saksharata Samiti, Faizabad, U.P.	2000.00	TLC
62.	Chairman, Dindigul Anna Arivoli Iyakkam, Dindigul, Tamil Nadu.	5000.00	TLC
63.	President, Zilla Saksharata Samiti, Sirmour, H.P.	433.00	TLC/P
64.	President, Zilla Saksharata Samiti, Kangra, H.P.	1500.00	TLC
65.	Chairman, Bankura Sakshara Prasar Samiti, Bankura, West Bengal.	1200.00	PLC
66.	Chairman, Zilla Saksharata Samiti, Burdwan, West Bengal.	1700.00	PLC
67.	Chairman, Hamirpur Saksharata Abhiyan Samiti, Hamirpur, H.P.	500.00	TLC
68.	President, Zilla Saksharata Samiti, Datia, M.P.	4375.00	TLC
69.	Chairman, Zilla Saksharata Samiti, U.T. of Chandigarh.	1800.00	TLC
70.	Chairman, Zilla Saksharata Samiti, Bahraich, U.P.	16800.00	TLC
71.	Chairman, Zilla Saksharata Samiti, Dungarpur, Rajasthan.	6200.00	PLC
72.	President, Zilla Saksharata Samiti, Agra, U.P.	7500.00	TLC
73.	President, District Saksharata Samiti, Ahmedabad Rural, Gujarat.	2000.00	TLC
74.	Chairman, Zilla Sarbik Saksharata Prasar Samiti, Purulia, West Bengal.	16600.00	TLC

1.	2.	3.	4.
75.	President, Dharmapuri District Arivoli Council, Dharmapuri, T. Nadu.	3000.00	TLC
76.	Chairman, Zilla Saksharata Samiti, Sabarkantha, Gujarat.	1500.00	TLC
77.	Chairman, Zilla Saksharata Samiti, Valsad, Gujarat.	5500.00	TLC
78.	President, BGVS, Raipur, M.P.	18773.00	PLC/T
79.	Chairman, Dist Akshara Prabha Samiti, Belgaum, Karnataka.	2500.00	TLC
80.	President, Zilla Saksharata Samiti, Sultanpur, U.P.	13650.00	TLC
81.	President, Zilla Saksharata Samiti, North Tripura.	3750.00	TLC
82.	President, Zilla Saksharata Samiti, Pratapgarh, U.P.	12500.00	TLC
83.	Chairman, Zilla Saksharata Samiti, Rajkot, Gujarat.	4647.00	TLC
84.	Chairman, Ahmedabad Dist Saksharata Samiti, Ahmedabad.	7232.00	PLC
85.	President, Zilla Saksharata Samiti, Ghazipur, U.P.	15419.00	TLC
86.	President, Zilla Saksharata Samiti, Sidhi, M.P.	3000.00	TLC
87.	President, Zilla Saksharata Samiti, Pithoragarh, U.P.	4393.00	TLC
88.	President, Zilla Saksharata Samiti, Raigarh, M.P.	10009.00	TLC/P
89.	Chairman, Saksharata Vahini, Dhanbad, Bihar.	17196.00	TLC
90.	President, Zilla Saksharata Samiti, Mirzapur, U.P.	4564.00	TLC
91.	President, Salem Dist Arivoli Iyakkam, Salem, Tamil Nadu.	21000.00	TLC
92.	Chairman, Zilla Saksharata Samiti, Panchmahals, Gujarat.	14475.00	TLC
93.	Chairman, District Literacy Council, UT of Daman.	140.00	TLC
94.	President, Zilla Saksharata Samiti, Uttar Kashi, U.P.	1923.00	TLC
95.	Chairman, Zilla Saksharata Samiti, Mungher, Bihar.	11300.00	TLC
96.	President, Zilla Saksharata Samiti, Panna, M.P.	4600.00	TLC
97.	President, Zilla Saksharata Samiti, Tehri Garhwal, U.P.	4521.00	TLC
98.	Chairman, Zilla Saksharata Samiti, Shajapur, M.P.	6400.00	TLC
99.	President, Zilla Saksharata Samiti, Deoria, U.P.	25670.00	TLC
100.	Chairman, Sakshara Kirana Samiti, Gulbarga, Karnataka.	17300.00	TLC

1.	2.	3.	4.
101.	Chairman, Zilla Saksharata Samiti, Prakasam, A.P.	20500.00	TLC
102.	Chairman, Zilla Saksharata Samiti, East Godavari, A.P.	28000.00	TLC
103.	Chairman, Zilla Sarbik Saksharata-O-Jana Swasthya Abhiyan Samiti, Malda.	9000.00	TLC
104.	Chairman, Sakshara Cauveri Samiti, Kodagu, Karnataka.	3000.00	TLC
105.	Chairman, Sakshar Aurangabad Samiti, Aurangabad, Bihar.	10725.00	TLC
106.	Chairman, Zilla Aksharasyata Samiti, Adilabad, A.P.	22400.00	TLC
107.	Chairman, Kerala Saksharata Samiti, Kerala.	10000.00	PLC
108.	Chairman, Zilla Saksharata Prasar Samiti, Jalpaiguri, West Bengal.	25365.00	TLC
109.	Chairman, Zilla Saksharata Samiti, Srikakulam, A.P.	7500.00	TLC
110.	Chairman, Sakshara Hakka Samiti, Greater Bombay, Maharashtra.	18400.00	TLC
111.	President, Akshara Tene Kolar Zilla Saksharata Samiti, Kolar, Karnataka.	13200.00	TLC
112.	Chairman, Zilla Saksharata Samiti, Sambalpur, Orissa.	12130.00	TLC
113.	Chairman, Akshara Vani Zilla Saksharata Samiti, Chitradurga, Karnataka.	13700.00	PLC
114.	Chairman, Tumkur Saksharata Mitra, Tumkur, Karnataka.	10000.00	PLC
115.	President, Zilla Saksharata Samiti, Khandwa, M.P.	7683.00	TLC
116.	Chairman, Zilla Saksharata Samiti, Nayagarh, Orissa.	6045.00	TLC
117.	Chairman, Dharwad Zilla Sakshara Deepa Samiti, Dharwad, Karnataka.	17183.00	TLC/P
118.	President, Zilla Saksharata Samiti, Raisen, M.P.	6450.00	TLC
119.	President, Zilla Saksharata Samiti, Hameerpur, U.P.	10475.00	TLC
120.	Chairman, Zilla Saksharata Abhiyan Samiti, Kolhapur, Maharashtra.	8125.00	TLC
121.	Chairman, Zilla Saksharata Samiti, Rae Bareilly, U.P.	17400.00	TLC
122.	President, Zilla Saksharata Samiti, Vidisha, M.P.	4168.00	TLC
123.	President, Zilla Saksharata Samiti, Tikamgarh, M.P.	2500.00	TLC
124.	President, Kakatiya Akshara Deepika, Warangal, A.P.	14600.00	TLC
125.	Chairman, Akshara Vijaya, Bellary, Karnataka.	14000.00	TLC
126.	Chairman, Zilla Saksharata Samiti, Souppaul, Bihar.	16158.00	TLC

1.	2.	3.	4.
127.	President, Zilla Saksharata Samiti, Sagar, M.P.	2500.00	TLC
128.	President, Zilla Saksharata Samiti, Barabanki, U.P.	16000.00	TLC
129.	Chairman, Uttar Kannada Saksharata Janana Vahini, Uttar Kannada, Kar.	800.00	TLC
130.	President, Tiruchirapalli Mavatta Arivoli Iyakkam, Tamil Nadu.	23000.00	TLC
131.	Chairman, Akshara Krishna Saksharata Samithi, Krishna, A.P.	19500.00	TLC
132.	Chairman, Zilla Saksharata Abhiyan Samiti, Yavatmal, Maharashtra.	9736.00	TLC
133.	Chairman, Hissar Saksharata Samiti, Hissar, Haryana.	13605.00	TLC
134.	President, Zilla Saksharata Samiti, Baran, Rajasthan.	7560.00	TLC
135.	Chairman, Zilla Saksharata Samiti, West Tripura, Tripura.	8085.00	TLC
136.	Chairman, Zilla Saksharata Samiti, Mathura, U.P.	5465.00	TLC
137.	Chairman, District Literacy Society, Hoshiarpur, Punjab.	2500.00	TLC
138.	President, Zilla Saksharata Samiti, Tinsukia, Assam.	2500.00	TLC
139.	President, Dist Arivoli Iyakkam, Thanjavur, Tamil Nadu.	2000.00	TLC
140.	Chairman, Zilla Saksharata Samiti, Satna, M.P.	5433.00	TLC
141.	Chairman, Zilla Saksharata Samiti, South Tripura, Tripura.	10410.00	TLC
142.	President, Zilla Saksharata Samiti, Alwar, Rajasthan.	17387.00	TLC
143.	President, Akshara Prabha Samiti, Belgaum, Karnataka.	21000.00	TLC
144.	Chairman, Zilla Aksharayastha Samiti, Kurnool, A.P.	7250.00	PLC
145.	President, Zilla Saksharata Samiti, Chittoor, A.P.	824.50	PLC

**Statement Showing Releases of Grant to SRCs
During 1993-94**

Sl. No.		Amount of Grant Released		Purpose
		Recurring	Non-Recurring	
1.	2.	3.	4.	5.
1.	SRC for Adult education Gujarat Vidyapeeth Ashram Road <u>AHMEDABAD</u>	Rs.8,00,000/-	Rs. 3,00,000/-	Maintenance Grant. For conducting media/ writer's workshop.
2.	SRC for Non-Formal Education c/o Indian Institute of Education, 28/2, J P Naik Road Kothrud, <u>PUNE</u>	Rs.8,00,000 Rs.1,85,845 ----- Rs.9,85,845	Rs.3,00,000/- Rs.2,00,000/-	Maintenance Grant For Conducting Media/ Writer's Workshop. Building Grant.
3.	SRC for Ad.Education Bhartiya Grameeu Mahila Sangh, Scheme No-71, Sector D, (Behind Chandau Nagar Police Station), <u>INDORE CITY</u>	Rs.12,88,242/-	Rs. 3,00,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.
4.	SRC for Ad. Education, c/o Bengal Social Service League 1/6 Raja Dinendra st., <u>CALCUTTA</u>	Rs.8,33,838/-	Rs. 3,00,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.
5.	SRC for Ad. Education Rajathan Adult Adult Education, Association 7-A, Jhalana Dungri Inst, Area, <u>JAIPUR</u>	Rs.3,00,000/-	Rs. 3,00,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.
6.	SRC for Non- Formal Education, Tamil Nadu Board of Continuing Edu. No. 1 West First st. Venkatratnam Nagar, Adyar, <u>MADRAS</u>	Rs.9,86,692/-	Rs. 3,00,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.
7.	SRC for Adult Education Jamia Millia Islamia, <u>NEW DELHI.</u>	Rs.16,76,051/-	Rs.1,50,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.

1.	2.	3.	4.	5.
8.	SRC for Adult Education Literacy House Andhra Mahila Sabha, MS. College Campus, University Road, <u>HYDERABAD</u>	Rs.9,92,466/- Rs.3,00,000/-		Maintenance Grant For Conducting Media/ Writer's Workshop
9.	SRC for Adult Education Jamashiksha Bhawan Unit V <u>BHUBANESWAR</u>	Rs.10,37,667/- Rs.3,00,000/-		Maintenance Grant For Conducting Media/ Writer's Workshop.
10.	Kerala Assocation for Non-formal Education (KANFED), Bhageeratha Niwas, T C XXIV/1691 Thycaud PO, <u>THIRUVANANTHAPURAM</u>	Rs.7,40,295/- Rs. 3,00,000/-		Maintenance Grant. For conducting Media/Writer's workshop.
11.	State Resource Centre "Deepayatan" Budha Colony, <u>Patna</u>	Rs.6,00,000 Rs.3,00,000/-		Maintenance Grant For Conducting Media/ Writer's Workshop
12.	Karnataka State Adult Education Council 501 Chitrabhana Road A & B Block, KUVEMPUNAGAR <u>MYSORE</u>	Rs. 8,00,000/- Rs. 3,00,000/-		Maintenance Grant For Conducting Media Writer's Workshop.
13.	SRC for Ad. Education, Literacy House PO Alam Bagh <u>Lucknow</u>	- Rs. 3,00,000/-		Maintenance Grant For Conducting Media/Writer's Workshop.
14.	Regional Resource Centre for Adult Education Punjab University <u>CHANDIGARH</u>	- Rs. 3,00,000/-		Maintenance Grant For Conducting Media/Writer's Workshop.
15.	State Resource Centre Maharashtra State Institute of Ad Education AURANGABAD, <u>MAHARASHTRA</u>	- Rs. 3,00,000/-		Maintenance Grant For Conducting Media/Writer's Workshop.
16.	SRC for Adult Education Naseem Bagh Campus Kashmir University Hazrat Bal <u>SRINAGAR</u>		Rs. 3,00,000/-	Maintenance Grant For Conducting Media/Writer's Workshop.
17.	State Resource Centre North Eastern Hill Univ BIJANI Complex LAITUMKHRAM <u>SHILLONG</u>		Rs. 3,00,000/-	Maintenance Grant For Conducting Media/ Writer's Workshop.

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS / ORGANISATIONS / INDIVIDUALS DURING THE PERIOD FROM 01/04/93 TO 31/03/94 WHERE

TOTAL RELEASED GRANT (RECURRING) >= 1,00,000 OR
 TOTAL RELEASED GRANT (NON RECURRING) >= 1,00,000

S. No.	Name of the institution / organisation	Recurring	Non Recurring	Purpose of the grant
1	2	3	4	5
1.	ANDHRA MAHILA SABHA COLLEGE CAMPUS, UNIVERSITY ROAD, HYDERABAD-500007	0 1,22,411	10,964 9,462	AEC JSN
	TOTAL	1,22,411	20,426	
2.	BUDDHA SAMAJ KALYAN PARISHAD VILL SUJATA NAGAR, PO-BHALUY- CHATTI, GAYA (BIHAR)-824201	0 TOTAL	2,35,248	TLC
3.	LOHARDAGA GRAM SWARAJYA SANSTHAN COLLEGE ROAD, BARAWATOLI, LOHARDAGA-835 302, BIHAR	0 TOTAL	1,30,045	
4.	SHARMILA GRAMIN SHILP KALA KENDRA AT PAITHANA, P.O. BHAGAN BIGHA, MOKAMA, PATNA, BIHAR-843158.	0 TOTAL	1,20,522	AEC
5.	J.P. SARAI SA SEVASHRAM KAUA CHOWK P.O. JORPURA, DT. SAMASTIPUR (BIHAR)-848504	0 TOTAL	1,97,360	TLC
6.	SHISHU NARI PRASHIKSHAN SANSTHAN, JALALPUR P.O., MOHIUDDIN NAGAR DISTT. SAMASTIPUR, BIHAR - 848501	0 TOTAL	1,06,142	TLC
7.	ALTERNATIVE FOR INDIA DEVELOPMENT PLOT NO.1, V.G.N. NAGAR, IYYAPANTHANGAL, KUTTUPAKKAM POST, MADRAS-600056, TAMILNADU	0 TOTAL	1,51,523	TRG TRG
8.	GUJARAT STATE CRIME PREVENTION TRUST ASHIRWAD, 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE AHMEDABAD-380027	0 TOTAL	5,74,000	DRU
9.	SMT. B.K. BALJOSHI EDUCATION TRUST 2ND FLOOR, RELIEF COMPLEX VEPARI JEEN KALOL (N.G.) DIST. MEHSANA (382721)	0 TOTAL	1,98,000	DRU
10.	VADODARA JILLA PANCHCHAT VARG SEVA MANDAL SARDAR BHAWAN, RAOPURA ROAD VADODARA-390001	0 TOTAL	2,10,155	AEC
11.	STATE RESOURCE CENTRE FOR ADULT EDUCATION MADHYA PRADESH BHARATIYA GRAMEEN MAHILA SANGH, M.P. BRANCH, INDORE	0 TOTAL	2,00,000	MSC

12.	SHRI MALWA MAHILA VIKAS SAMITI GABOIEPURA, RAISEN DT. BRANCH SIRONJ M.P. TOTAL	0	4,55,000	TLC
13.	INDIAN INSTITUTE OF EDUCATION 128/2, J.P.NAIK ROAD, KOTHRUD, PUNE-411029. TOTAL	0	7,28,000	DRU
14.	RASHTRABHASHA PRACHAR SAMITI, HINDINAGAR, WARDHA MAHARASHTRA TOTAL	1,52,000	0	JSN
15.	COMMITTEE OF RESOURCE ORGANISATIONS FOR MPFL C/o Dr. MADHAV CHAVAN, DEPTT. OF CHEMICAL TECHNOLOGY, UNIVERSITY OF BOMBAY, MATUNGA, BOMBAY-400019. TOTAL	0	2,72,797	DRU
16.	JAYANTI PATHAGAR, At. SAHAPADA, PO. BRAHMABARADA, BLOCK:DHARMURALA, DISTT CUTTACK (ORISSA), PIN-755005. TOTAL	0	1,54,269	TLC
17.	JOY BHARATI SATHI SAMAJA, P.O SABALONG KANIPARA, VIA CHANDOL DISTRICT CUTTACK ORISSA TOTAL	0	9,96,902	TLC
18.	PARADIP SAKHYARATA SAMITY PARADIP PORT CUTTACK ORISSA - 754142 TOTAL	0	1,47,551	TLC
19.	VISHWAS KHARIAR ROAD, NAWAPARA BLOCK KALAHANDI DISTT.-766104, ORISSA. TOTAL	0	3,00,000	TLC
20.	BHARATIYA JANA KALYANA KENDRA, AT JAMUNADEIPUR, BHANJPUR P.O. MAYURBHANJ DT. ORISSA TOTAL	0	4,63,824	TLC
21.	ANTYODAYA CHETANA MANDAL, BARKAND P.O., VIA MORODA, MAYURBHANJ DIST., ORISSA TOTAL	0	5,00,000	TLC
22.	BAPUJEE YUBA PARISHAD, THAKURMUNDA DT.MAYURBHANJ ORISSA TOTAL	0	2,67,715	TLC
23.	BIDYUT CLUB, HALDIAPARA PO. VIA BAJPUR PURI DT. TOTAL	0	1,81,798	TLC
24.	NILACHAL SEVA PRATISHTHAN At/PO. DAYAVIHAR (KANAR), DISTT. PURI (ORISSA) TOTAL	0	3,03,009	TLC
25.	GRAM UNNAYAN SAMITI AT: BHUBANAPATI P.O. MANAPADA VIA BRAHMAGIRI DISTT.PURI, TOTAL	0	2,14,217	TLC
26.	BHARAT SEWA PARISHAD KALYAN NAGAR, P.O. SADANGOI DIST. PURI ORISSA TOTAL	0	1,94,742	TLC
27.	SRI SRI BALIKAPILESWAR YUBA SANGH AND PATHAGAR, AT-DAMPUR, PO-BERBOI, DT.PURI, ORISSA TOTAL	0	1,79,430	TLC
28.	INSTITUE FOR SELF EMPLOYMENT & RURAL DEVELOPMENT AT - KAHALAPADA P.O. BRAHMANIA DISTT. PURI TOTAL	0	1,45,406	TLC
29.	NIIRD, AT-CHHELIAPADA, P.O.KALAKALA, VIA-BYREE DIST. CUTTACK ORISSA TOTAL	0	1,71,551	TLC

30.	VARRSA, AT-RAMPUR PO-RAMAKRUSHNAPUR DIST-BHADRAK ORISSA	0 0	1,16,030 1,16,030	TLC
31.	BHILWARA DISTRICT ADULT EDN.ASSOCN. 8/199, SINDHU NAGAR,BHILWARA	1,57,500 1,57,500	0 0	JSN
32.	NAV YUVAK MANDAL, F-138,MOHAN NGR. HINDON CITY,DISTT. SAWAIMADHOPUR, RAJASTHAN.	0 0	2,23,714 2,23,714	TLC
33.	EDUCATION AND UPLIFT SOCIETY FOR RURAL DOWNTRODDEN,6, R.C.SCHOOL STREET, GANDHINAGAR,MADURANTAKAM, CHENGALPATTU DT. T.N.	2,48,160 2,48,160	80,250 80,250	TLC
34.	ASSOCIATION OF NATIONAL SERVICE,316 N.G.O.COLONY CHENGALPATTU	0 0	6,24,249 6,24,249	TLC
35.	KANDASWAMY KENDAR'S TRUST BOARD VELUR, SALEM DISTT.,TN.	85,750 85,750	2,57,250 2,57,250	JSN
36.	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD, PB.NO.395 OLD GOODS SHED RD,TEPPAKULAM, TRICHI, TN	83,221 0 83,221	2,44,781 1,00,000 3,44,781	JSN PLC
37.	ARNAD VELALAR SANGAM 1-2, SANNATHI STREET, TIRUVANAIKOIL TRICHI TN	0 0 0	19,500 85,020 1,04,520	JSN TLC
38.	KHAJAMALAI LADIES ASSOCIATION, AT/P.O KHAJAMALAI,TIRUCHIRAPALLI DISTT., TAMIL NADU-620023.	77,622 0 77,622	20,250 3,69,547 3,89,797	JSN PLC
39.	SOCIETY FOR EDUCATION VILLAGE ACTION AND IMPROVEMENT NO.6, III STREET, ANNA NAGAR, PETTAATHALAI, TRICHI DISTT TN.	0 0	2,00,000 2,00,000	TLC
40.	PUNJAB ASSOCIATION LAJPAT RAI DHAWAN, POST BOX NO. 416, 170,171, 172-PETERS ROAD, ROYAPETTAH, MADRAS-600014	1,57,500 0 1,57,500	45,500 1,00,000 1,45,500	JSN PLC
41.	WOMEN'S VOLUNTARY SERVICE OF TAMIL NADU, 19, EAST SPUR TANK ROAD, CHETPET, MADRAS-600031	2,17,000 2,17,000	0 0	JSN
42.	WOMEN`S INDIAN ASSOCIATION, 43, GREENWAYS ROAD,MADRAS	52,500 0 52,500	17,500 2,82,450 2,99,950	JSN PLC
43.	TAMIL NADU BOARD OF CONT. EDN. C/O STATE RESOURCE CENTRE, NO.4, II STREET,VENKATESWARA NAGAR, ADAYAR, MADRAS-600020	0 0 0	4,50,000 4,50,000	PLC
44.	DARAGANJ GRAMODYOG VIKAS SANSTHAN, 109, TAGORE TOWN, ALLAHABAD UP	0 0	1,13,750 1,13,750	TLC
45.	SHRI RAM SHARAN SMARAK SEVA SANSTHAN BISOULI, BADAUN, PIN-202520 U.P.	0 0	2,83,600 2,83,600	TLC
46.	SRAJAN UTTAR PRADESH NEKPUR CIVIL LINES, NEAR JALNIGAM OFFICE, BADAUN - 243601	0 0 0	3,62,000 3,62,000	TLC
47.	SARDAR PATEL LOK KALYAN SAMITI VILL. BHADEHADU, P.O. BABERU,DISTT. BANDA,UP	0 0	3,71,500 3,71,500	TLC
48.	MYANA GRAMODYOG SEVA SANSTHA, MURARI NAGAR, G.T. ROAD, KHURJA BULAND SHAHAR DT.,	0 0 0	1,01,533 1,01,533	JSN

49.	RURAL LITIGATIONS & ENTITLEMENT KENDRA 21 EAST CANAL ROAD, DEHRADUN- 248001, UTTAR PRADESH	TOTAL	0	6,58,129	TLC
50.	YUVA EVAM BAL VIKAS SAMITI, RAM GULAM TOLA NEAR KALI MANDIR, DEORIA UTTAR PRADESH-274001.	TOTAL	0	2,40,500	TLC
51.	MANAV SEVA SANSTHAN ATHARHA, PO.GAUNARIA, CAPTAINGANJ, UP	TOTAL	0	1,17,435	PLC
52.	KISHAN ADARSH SHIKSHA SAMITI BABHNAULI PO.RAMKOLA, DISTT. DEORIA, U.P.	TOTAL	0	1,19,620	TLC
53.	MANAV HITKARI SOCIETY, VILL. JATMALPUR, P.O. PIPARPATI, DEORIA, UP.	TOTAL	0	1,90,125	TLC
54.	SUMAN TECHNICAL INSTITUTE CHANDI, GANJDUNDWARA, ETAH DT. UP	TOTAL	0	1,64,110	TLC
55.	INSTITUTE OF SOCIAL HEALTH WELFARE RURAL DEVELOPMENT & EDNL. SOCIETY, RASOOLPUR (DIYARA), DOSTPUR, FAIZABAD, UTTAR PRADESH.	TOTAL	47,250	0	JSN
56.	RATAN GRAMODYOG SEWA SANSTHAN, VILL. & P.O. BIKAPUR, DIST. FAIZABAD, U.P.-224205.	TOTAL	0	1,09,305	PLC
57.	VIVEKANAND SANSTHAN, AKBARPUR, FAIZABAD, U.P.	TOTAL	0	6,30,419	TLC
58.	NATIONAL HARIJAN SCHOOL BAHRIABAD, TEHSIL SAIDPUR DISTT. GHAZIPUR UP	TOTAL	0	15,750	JSN
59.	ASHOK SANSTHAN, KUNDESAR, GHAZIPUR (UP)	TOTAL	0	3,04,580	TLC
60.	R.V. ASAHAY MAHILA GRAH UDYOG SANSTHAN P.O. COLONELGANJ, DISTT. GONDA U.P.	TOTAL	0	3,20,330	PLC
61.	ADARSH JAN KALYAN PARISHAD, BILGRAM, DIST. HARDOI, U.P.	TOTAL	0	2,65,927	PLC
62.	SARVAJANIK SHIKSHANNOYAN SANSTHAN, ALIPUR P.O., HARDOI DISTT., UP	TOTAL	0	2,65,927	PLC
63.	NEW PUBLIC SCHOOL SAMITI 504/63, TAGORE MARG, NEAR BANDI MATA MANDIR, ALIGANJ LUCKNOW	TOTAL	0	2,94,218	TLC
64.	BANWASI SEVA ASHRAM, GOVINDPUR (VIA TURRA) DT. MIRZAPUR UP	TOTAL	0	1,42,000	TLC
65.	MAHILA PUNROTHAN SAMITI VILL. & P.O BARKACHHA DISTT. MIRZAPUR U.P-231001	TOTAL	0	1,42,000	TLC
66.	SWAMI VIVEKANAND SHIKSHA SAMITI SANKTHA GHAT MIRZAPUR, UP	TOTAL	0	1,73,425	TLC
67.	ADARASH SEVA SAMITI 326/1, SAKET COLONY, LANE NO.6, MUZZAFARNAGAR	TOTAL	0	1,73,425	TLC
68.	AZAD SEVA SAMITI V.V. INTER COLLEGE ROAD SHAMLI - 247776 UP	TOTAL	0	1,58,370	PLC
69.	KHADI GRAMODYOG NIKETAN MAHUWADABRA, P.O JASPUR, DT. NAINITAL (U.P)	TOTAL	0	4,77,500	TLC
70.	DEVI GRAMODYOG SEVI SANSTHAN, VILLAGE KAHAL KABIRA, P.O. BHAWALI, DISTRICT NAINITAL UTTAR-PRADESH-263001.	TOTAL	0	3,00,000	TLC
			0	1,96,500	TLC

71.	NISHAT SHIKSHA SAMITI, ASTANA NAI BASTI, HALDWANI, DISTT. NAINITAL, U.P. PIN-263139	0 0 0	70,000 2,30,622 3,00,622	JSN TLC
72.	U.P. RANA BENI MADHAV JAN KALYAN SAMITI GULAB ROAD, RAE BARELI,	2,10,000 0 2,10,000	0 3,25,530 3,25,530	JSN PLC
73.	GRAMIN SAMAJ KALYAN SAMITI VILL. KHERA AFGAN, BLOCK NAKUL, SAHARANPUR DISTT., UP	0 0 0	2,81,163 2,81,163	TLC
74.	DISHA SAMAJIK SANGATHAN SULTANPUR, CHILKANA, SAHARANPUR, UTTAR PRADESH - 247231.	0 0 0	3,24,385 3,24,385	TLC
75.	NAV CHETNA VIKAS SAMITI VILL. & P.O. MAINASI SARAIYAN DISTT. SITAPUR UP	0 0 0	1,90,125 1,90,125	TLC
76.	GRAM VIKAS SEVA SANSTHAN AT./P.O JAGDISHPUR, DISTT. SULTANPUR U.P-227809	0 0 0	1,15,500 1,15,500	TLC
77.	MADYAMIK VIDYALAYA PURAB GAON SARESAR SANSTHAN P.O.SARESAR, DISTT. SULTANPUR UP	0 0 0	1,42,950 1,42,950	TLC
78.	MANAV SEWA KENDRA C.33/45, C-27- CHANDUA, CHHITTUPUR, VARANASI	0 0 0	1,34,700 1,34,700	TLC
79.	BAIRAGI SHIKSHA SANSTHAN 1/121-1 NARAYANPUR(BAIRAGILAG) P.O. SHIVPUR, VARANASHI.	0 0 0	1,50,000 1,50,000	TLC
80.	MOTHER TERESA MODERN CHILDREN SCHOOL HAL SARONG PO - NAKHIGHAT VARANASI	0 0 0	1,40,926 1,40,926	TLC
81.	SARVODAYA SHIKSHA SADAN SAMITI SHIKOHABAD FEROZABAD UTTAR PRADESH	0 0 0	1,42,600 1,42,600	TLC
82.	BURDWAN ZILLA SAKSHARATA SAMITI (BZSS)DIST. BURDWAN WB.	1,50,00,000 1,50,00,000	0 0	JSN
83.	ALL INDIA COUNCIL FOR MASS EDUCATION AND DEVELOPMENT 60, PATJATOLA LANE CALCUTTA	15,750 15,750	1,08,607 1,08,607	JSN
84.	CALCUTTA URBAN SERVICE CONSORTIUM 16 SUDDER STREET CALCUTTA-700016	0 0 0	1,77,573 1,77,573	AEC
85.	PATEL EDUCATION SOCIETY SPRINGDALES SCHOOL, PUSA ROAD, NEW DELHI-110008	0 0 0	1,67,650 1,67,650	MSC
86.	SEVAGRAM VIKAS SANSTHAN, 1, DARYAGANJ, NEW DELHI	0 0 0	4,01,148 4,01,148	BP
87.	DR. A.V. BALIGA MEMORIAL TRUST LINK HOUSE, BAHADUR SHAH ZAFAR MARG, NEW DELHI-110002	0 0 0	2,69,000 2,69,000	PLC
88.	JAMIA MILLIA ISLAMIA JAMIANAGAR NEW DELHI-110025	0 0 0	1,93,200 2,00,000 3,93,200	BP WS
89.	CENTRE FOR MEDIA STUDIES 9/1, INSTITUTIONAL AREA, OPP. J.N.U., NEW DELHI-67	0 0 0	13,98,975 13,98,975	MSC
90.	SHRI LAL BAHADUR SHASTRI SEWA NIKETAN 1, MOTILAL NEHRU PLACE, NEW DELHI - 100 001	0 0 0	2,27,104 2,27,104	TLC

Sl No.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of GIA in 1993-94(Rs.)	Purpose of Grant
1.	2.	3.	4.	5.

SCHOOL EDUCATION

Improvement of Science Education in Schools

1.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	Pioneering Institution playing catalytic role in the field of Science and Mathematics Education. Developing innovative ideas and techniques in learning and teaching of Science and Mathematics.	24,22,600/-	Promoting activities in the field of science and mathematics education.
2.	NCSTC - Network, New Delhi.	Working in the field of science popularisation	11,60,000/-	Organisation of the National Children Science Congress 93 and related activities.
3.	Jagdis Bose National Science Talent Search, Calcutta	Involved in identifying and nurturing the talented students of science and mathematics through scholarship, awards, intensive follow up of guidance and career counselling.	11,47,665/-	Implementation of the project, "Search and promotion of Creative Excellence in Science Northern districts of West Bengal and 7 North Eastern States.
4.	Eklavya, Bhopal	Research into new curriculum and educational methodologies and dissemination of the innovations	3,99,000/-	Publication and Distribution of 'SANDARBH' - a bi-monthly science magazine in Hindi for teachers.
5.	Karnataka Rajya Vijnana Parishad, Bangalore.	Involved in organisation of telescope workshops, science festivals, science writers workshops, state level science conferences, workshop on popularisations of science, environment camps and production of slides, science files science kits publication of science magazines etc.	2,30,600/-	Organisation of Teacher Training Workshops and an exhibition-cum-Competition in low cost Science Teaching Aids.

1.	2.	3.	4.	5.
6.	Rajghat Education Centre, Krishnamurti Foundation India, Rajgnat Fort, Varanasi	Promoting education, Cultural and humanitarian activities in the light of Shri J. Krishna murti's teachings, carrying out research in natural and applied sciences etc.	2,08,405/-	Creation of a Resource Centre for the development of low-cost teaching for science and mathematics Education.
7.	Association of Mathematics Teachers of India, Madras.	Conducting innovative programmes for teachers and students.	1,84,600/-	Organisation of regional workshops to bringout innovative practices in teaching of mathematics in schools and production of teaching learning materials.
8.	Delhi Public School Society, New Delhi.	Establishing progressive educational institutions.	1,66,000/-	Development of Model Mathematics Laboratory at Delhi Public School, R K Puram, New Delhi
9.	Rural Science Extension Centre, Gandhi Vidya-peeth, Vedchhi, Dist. Surat.	Conducting workshops for development of low cost scientific toys, slide projector, teaching learning material etc. aimed at popularisation of science programmes.	1,60,100/- :	Developing a total package for Child-Centred Science education in Classes V,VI, and VII in rural schools.
10.	Lok Bharati Community Science Centre,Sanosara, District Bhavnagar.	Undertaking innovative programmes in the sphere of education, health, agriculture, social reform and science for all round comprehensive development of rural masses.	1,19,685/- :	

1.	2.	3.	4.	5.
Environmental Orientation to School Education				
1.	Uttara Khand Seva Nidhi, Almora (U.P.)	Action as a nodal agency for implementation of the Centrally Sponsored Scheme of Environmental Orientation to School Education in Kumaon and Garhwal regions of Uttar Pradesh and actting up of Uttarakhand Paryavaran Shiksha Kendra at Almora.	60,53,276/-	Continuance of its activities mentioned in the preceding Column during 1993-94.
2.	CPR Environmental Education Centre, Madras.	Conducting a variety of programmes to create awareness and interest among the public, particularly among NGOs, women, Youth and Children on all aspects of the environment and ecology with the purpose of promoting conservation of nature and natural resources.	5,13,625/-	To undertake a project, 'Eco-resioration of Coastal Areas in Tamil Nadu through Environmental Education' and to assist smaller NGOs in Tamil Nadu to take up various innovative projects in the field of Environmental Education.
3.	BAIF Development Research Foundation, Pune.	Rural development with special emphasis on environmental protection.	4,86,000/-	Preparation, production and distribution of two booklets.
4.	M.Venkatarangaiya Foundation, Secunderabad, (Andhra Pradesh).	Mainly involved in rehabilitation, education and motivation of bonded labour children, establishment of non-formal Education Centres, and follow up programme in Ranga Reddy District.	4,47,848/-	Environmental Orientation to Children of 16 Non-formal Education Centres and 4 Social Welfare Hostels in Ranga Reddy Districts.
5.	Hind Swaraj Mandal, Rajkot.	Conducting Environment Education Programmes in Saurashtra region.	2,50,100/-	Profile-Study school Programmes and production of Gujarati version of 'The State of India's Environment'.
6.	Kalpavriksh, New Delhi.	Carrying out environmental awareness and educational programmes in schools & colleges.	1,56,585/-	Establishing an environmental education network among schools in Lakshadweep Islands by educating teachers with a localised manual.
7.	Vikram A. Sarabhai Community Science Centre, Ahmedabad.	Playing a pioneering role in the field science, mathematics and Environmental Education.	1,51,000/-	Development of a participatory mobile exhibition for environmental awareness and conduct of teacher training workshops to develop educational material to enrich School Science curriculum.

Scheme of Assistance for Strengthening Culture and Values in Education

Sl.No.	Name of the Agency/ Organisation with Address	Brief Activities of the organisation	Amount of GIA in 1993-94(Rs>)	Name of the project for which grant was given
1.	2.	3.	4.	5.
1.	Bengal Fine Arts College, Station Road, P.O.. Chandpara Bazar, Uttar Chabbish Pargana-45	Organising seminar on music & visual arts exhibition on painting & art edu- cation course and imparting training in these fields.	1,69,825	To organise Creative Workshop and summer camps of Art Educa- tion for school teachers and students of Gaighata Block, North 24 Parganas District, West Bengal.
2.	Ramakrishna Institute of Moral and Spiritual Education, Yadavagiri, Mysore-20.	Imparting various types of moral edu- cation Courses for school teachers & students and running a Higher Secondary Residential school for boys.	7,72,250	Training Course on Value Edu- cation for school teachers of Karnataka.
3.	Natyashala Charity Trust, 7/8, Shivaji Nagar, Dr. Annie Besant Raod, Bombay-26.	Creative Dramatics.	4,00,000	Training of School Teachers of Maharashtra in Thetre Arts in Education.
4.	Nandikar, Calcutta 47/1, Shyambazar Street, Calcutta-4	Staging plays and generation of Theatre appreciation and cultural perception.	2,36,250	Theatre Activity for motivation & liberation of student community
5.	Poetry Society India L-67A, Malviya Nagar, New Delhi-17.	Promotion of Indian Poetry	2,91,000	To conduct a Creative Writing Workshop for young poets of Karnataka in Regional College of Education, Mysore.
6.	Centre for Education & Voluntary Action (CEVA) 225, Sector 16A, Chandigarh-16.	Creating awarness about social,Cultural and humanastic values through electronic media, films, Street theatre etc.	1,99,000	Community Theatre Workshop and production of plays for school children.
7.	Vivekanand Nidhi, 141/1E, Rashbehari Avenue,Calcutta.	Conducting value Education Programmes for school children, teachers, youth and professional.	3,55,000	Residential programme of Value orientation for school teachers and students.
8.	India International Rural Cultural Centre, 24, Aravali Apartments, Alaknanda, N.Delhi-19.	Promotion of performing arts of Indian classical traditions and conducting Welfare programmes for Children and Yough particularly in rural areas.	2,00,000	Lec. performances in schools

1.	2.	3.	4.	5.
9.	Mutua Museum, Imphal Kaisampat Junction, Imphal-795 001	Preservation and promotion of Indian culture in general and Manipuri Culture in particular has established a private Museum of art and culture.	2,63,000	Strengthening Cultural inputs in NFE system of Imphal and adjoining areas.
10.	Darpana Academy of performing Arts, Usmanpura, Ahmedabad-380 013	Imparting training in Indian Classical dance to Youth.	2,84,000	Implementation of a project for involving the students of 10-14 age groups of a few selected schools of Ahmedabad in order to sensitize them towards issues of gender equality and communal harmony.
11.	All India Association for Educational Technology, F.55/E, DDA Murirka, New Delhi.	Promotion of research studies on Educational Technology seminars and Workshop. Brings out a monthly news magazine titled Educational Technology.	4,92,200	Use of Music & Sports to enhance retention of children on primary Schools Howrah, Dist West Bengal.
12.	Pinky Flavours Educational Society S5/C, 454, NGOs Colony Vanasthalipuram. A.P.	Environmental orientation programmes for the benefit of local community.	3,20,000	Implementation of a project to Utilise Folk Theatre for sensitizing students of 20 schools of Hythanagar Mandal of Ranga Reddy District of Andhra Pradesh to make them aware of religious harmony and national Integration.
13.	Young Envoys-International, 139 Kaktiyanagar, Hyderabad-8	Art and Vocational orientation for school Children. Publishing a quarterly magazine 'Art Drive' and holding Exhibition of Art & Literature for Children.	50,000	Involving a group of 130 rural and destituted children of Ranga Reddy District of Andhra Pradesh in Art Education creativities in order to nurture their creativity and enhance their self confidence and power of expression.
14.	Sanskar Shiksha Samiti E-7/327 (MIG) Arera Colony Bhopal-16	Undertaking educational & environmental programmes for school children of Madhya Pradesh.	4,51,505	Value orientation of school teachers environmental activities, Yoga training and educational tours sensitize the school students of Sehore and Tikamgarh Districts of Madhya Pradesh about national integration and cultural heritage of India.

Voluntary Organisations Implementing the Scheme

(Rs. in lakhs)

Name of the Voluntary Organisations	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Total
1.	2.	3.	4.	5.	6.	7.	8.
1. Society for Rural Industrialisation, Ranchi, Bihar.	5.00	6.00	7.60	5.80	7.37	4.00	35.77
2. Indian Institute of Education, Pune	1.01	2.27	1.309				4.589
3. Ramakrishna Viveka- nanda Mission, Barrackpore, Calcutta.		0.746	0.346				1.092
4. Nutan Vidya Mandir, Bharatpur, Rajasthan.		0.511	0.419	0.267	0.507		1.704
5. Manas Kalyan New Delhi.		6.39					6.39
6. Faith India, Kerala, Trivendrum.				4.73	4.13	1.61	10.47
7. Rajiv Gandhi Centre for Development of Edu., SC., & Tech. Kerala, Trivendrum.				4.80	0.748		5.548
8. Aforda, Manipur				1.523		0.188	1.711
9. Guru Nanak Girls' College, Model Town, Ludhiana.					4.55		4.55
10. Shiksha Samsad, Calcutta.					0.988		0.988
11. Jankalyan Avam Nari Uthan Samiti Faizabad, U.P.					0.65		0.65
12. Don Bosco Self- Employment Res- earch Institute, Howrah.					7.14	2.70	9.84

1.	2.	3.	4.	5.	6.	7.	8.
13.	Sister Nivedita Memorial Trust, Patna.				1.555		1.555
14.	Muyal Liang Trust, Sikkim.				0.889		0.889
15.	Rajendra Institute of Education & Soc- ial Welfare, Bihar.					0.98	0.98
16.	Indian Mime Theatre Calcutta.					1.072	1.072
17.	Swamlamban Shiksha Kendra, Patna.					0.837	0.837
18.	Bharat Sewak Samaj Thiruvananthapuram					2.185	2.185
19.	Shri Swami Keshwa- nanda Samiti Cheri- table Trust, Sangrai, Rajasthan.					1.954	1.954
20.	Asha Mahila Shilp Kala Bal Vidyalaya Samiti, Ferozabad.					0.495	0.495
21.	All Kerala Ladies Education & Service Society, Calicut.					0.770	0.770
22.	Vikas Bhubaneshwar, Orissa.					TO BE RELEASED	
23.	Nav Bharat Jagriti Kendra, Hazaribagh.					0.700	0.700
24.	Maha Sabha Arya Kanya Gurukul Karnal, Haryana.					0.750	0.750
25.	Amar Jyoti School & Rehabilitation Centre, Karkar Dooma Vikas Marg, Delhi.					0.785	0.785
TOTAL:							96.274

**Agencies/Institutions Engaged in Vocational Education Programme
(Research, Evaluation & Other Activities)**

S.No.	Name of the Agency/	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	Gujarat Research Society, New Delhi.		0.30					0.30
2.	Open Main Systems, New Delhi.		0.75	6.166	0.579			7.498
3.	Apprenticeship, Training (Southern Region), Madras.(Tamil Nadu)	15.39	60.00					75.39
4.	Apprenticeship Training (Western Region) Bombay (Maharashtra)		18.30		2.50			20.80
5.	National Informatic Centre, New Delhi.				8.00	5.00		13.00
6.	Central Tibetan School New Delhi.	3.11						3.11
7.	Apprenticeship Training (Northern Region) Kanpur, UP.			1.00		3.01		4.01
8.	PSSCIVE, Bhopal (MP).					50.11	32.38	82.49
TOTAL:		18.50	79.35	7.166	11.079	58.12	32.38	206.595
E.	Admn. Expenditure	-	2.00	14.50	10.00	20.00		

Promotion of Languages

Sl No.	Name of the Agency/ Organisation with Address	Amount of GIA in 1994-95	75% of Grants in Aid
1.	2.	3.	4.
Andhra Pradesh			
1.	Hindi Prachar Sabha, Hyderabad	1,51,800/-	1,13,850/-
2.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	5,37,323/-	4,02,992/-
3.	Nogar Hindi Varga Sancharak Va Adhyapak Sangha, Hyderabad.	1,84,632/-	1,38,474/-
Assam			
1.	Assam Rajya Rashtra Bhasha Prachar Samiti, Jorhat	10,32,500/-	7,34,375/-
2.	Assam Rashtra Bhasha Prachar Samiti, Guwahati	21,09,870/-	15,82,402/-
Dakshin Bharat Hindi Prachar Sabha			
1.	Dakshina Bharat Hindi Prachar Sabha, Dharwar	28,62,350/-	21,42,762/-
2.	Dakshina Bharat Hindi Prachar Sabha, Dharwar(For Goa State)	2,19,400/-	1,64,550/-
3.	Dakshina Bharat Hindi Prachar Sabha(Andhra), Hyderabad	17,34,060/-	13,00,545/-
4.	Dakshina Bharat Hindi Prachar Sabha(Uchha Shiksha Shodh Sansthan)	31,97,200/-	31,97,200/-
5.	Dakshina Bharat Hindi Prachar Sabha(Shodh Pustakalaya)	1,39,800/-	1,04,850/-
6.	Dakshina Bharat Hindi Prachar Sabha(City Scheme)	5,25,000/-	3,93,750/-

1.	2.	3.	4.
7.	Dakshina Bharat Hindi Prachar Sabha, Trichi	40,59,900/-	23,37,963/-
8.	Dakshina Bharat Hindi Prachar Sabha (Kerala), Gujarat	9,39,000/-	7,04,250/-
1.	Gujarat Vidya Peetha, Ahmedabad.	2,22,000/-	1,66,500/-
	Karnataka		
1.	Mysore Hindi Prachar Parishad, Bangalore	18,09,325/-	13,56,994/-
2.	Karnataka Hindi Prachar Samiti, Bangalore	9,54,325/-	7,15,743/-
3.	Karnataka Mahila Hindi Sewa Samiti	13,17,300/-	9,87,975/-
4.	Hindi Prachar Sangha, Mysore	1,69,600/-	1,27,200/-
	Kerala		
1.	Kerala Hindi Prachar Sabha, Trivendrum	12,77,900/-	9,58,425/-
2.	Hindi Vidyapeetha (Kerala), Trivendrum	1,94,300/-	1,45,725/-
	Maharashtra.		
1.	Bombay Hindi Vidyapeetha, Bombay	14,60,700/-	10,95,525/-
2.	Bombay Hindi Sabha, Bombay	2,50,800/-	1,88,100/-
3.	Bombay Pranteeya Rashtra Basha Prachar Sabha, Bombay	1,39,700/-	1,04,775/-
4.	Rashtrabhasha Prachar Samiti, Vardha	3,49,755/-	2,62,316/-
5.	Maharashtra Rashtrabhasha Sabha, Pune	2,79,300/-	2,09,475/-
6.	Maharashtra Hindi Prachar Sabha, Aurangabad	1,45,530/-	1,09,147/-
7.	Vidarbha Rashtrabhasha Vidyapeetha, Nagpur	1,67,255/-	1,25,441/-

1.	2.	3.	4.
8.	Gramantak Rashtrabhasha Vidyapeetha, Madgaon	1,36,290/-	1,02,217/-
	Manipur		
1.	Manipur Hindi Parishad, Imphal	2,03,000/-	1,52,250/-
2.	Manipur Hindi Prachar Sabha, Avampat	2,09,000/-	1,56,750/-
3.	Manipur Rashtrabhasha Samiti, Imphal	1,89,000/-	1,41,750/-
	Mizoram		
1.	Mizoram Hindi Prachar Sabha, Aizwal	1,85,000/-	1,38,750/-
	Uttar Pradesh		
1.	Kendriya Sachiwalya Hindi Parishad, New Delhi	5,25,000/-	5,25,000/-
2.	Nagri Lipi Parishad, New Delhi	2,80,300/-	2,10,225/-
3.	Bharatiya Anuwad Parishad, New Delhi	1,56,700/-	1,17,525/-
4.	Akhil Bharatiya Hindi Sanstha Sangha, New Delhi	5,50,000/-	5,50,000/-
5.	Rupayan Sanstha, Borunda	2,00,000/-	2,00,000/-

Financial Assistance to Voluntary Agencies under Sanskrit during 1993-94

Sl No.	Name of the Private and Voluntary Organisations with address	Brief activities of the organisations	Amount of recurring grant-in-aid released during 1993-94	Purpose for which the grant was utilised
1.	2.	3.	4.	5.
1.	Shri Rangelaxmi Adarsh Skt. Mahavidhyalaya, Vrindaban, Mathura	Teaching	8,07,399/-	Adarsh Skt. Mahavidhyalayas/ 1993/94 Shodh Sansthanams
2.	Jagdish Narayan Brahmachari Ashram Sanskrit Mahavidhyalaya, Logma, Darbhanga, Bihar.	-do-	10,13,728/-	-do-
3.	Bhagwan Dass Sanskrit M.V., PO: Gurukul Kangri, Haridwar (U.P.)	-do-	7,93,711/-	-do-
4.	Dawan Krishan Kishore S.D. Adarsh Skt. College, Ambala Cantt. (Haryana).	-do-	6,50,913/-	-do-
5.	Shri Ekarasanand Skt.M.V. Mainpuri (UP)	-do-	7,35,375/-	-do-
6.	The Madras Skt. College & SSV Pathshala, 84, Royapeeth High Road, Mylapore, Madras.	-do-	10,16,828/-	-do-
7.	Aumbadevi Sanskrit M.V. C/O Bhartiya Vidhya Bhavan K.M. Munshi Marg, Bombay	-do-	8,46,455/-	-do-
8.	Haryana Sanskrit Vidhyapeetha Distt. Faridabad, Haryana.	-do-	7,00,469	-do-
9.	Kuppuswami Shastri Research Institute, 84- Royapeeth Road, Mylapore, Madras.	-do-	6,15,008/-	-do-
10.	Calicut Adarsh Sanskrit Vidhya-peeth Balussary, Dt. Calicut (Kerala).	-do-	8,51,006/-	-do-
11.	Vaidika Samaodhana Mandala, Tilak Vidhyapeeth Nagar, Poona-9.	-do-	5,82,886/-	-do-
12.	Shri S.D. Sanskrit M.V. P.O. Bangana, Dohoi, Distt. Unna (HP)	-do-	4,84,975/-	-do-

1.	2.	3.	4.	5.
13.	Laxmi Devi Shroff Adarsh Sanskrit M.V. Kali Rekha, Vill/PO: Deogarh (Bihar)	-do-	7,52,069/-	-do-
14.	Rajkumari Ganesh Sharma, Adarsh Skt. Pathshala, Kolhanta Patori (Bihar).	-do-	7,01,043/-	-do-
15.	Himachal Adarsh Skt. M.V. Jangle (Rohru), H.P.	-do-	7,60,000/-	-do-
16.	Swami Prankushacharaya Sanskrit Mahavidhyalaya, Hulasganj, Gaya.	-do-	7,33,201/-	-do-
17.	Prajna Pathshala, Mandal Wal, Dt. Satara, Maharashtra.	-do-	-	Ved Pathshalas
18.	Raja Veda Kavya Pathshala D.76/III, Cross Street Srinagar Colony, Kumbakonam	-do-	2,16,600/-	-do-
19.	Bhartiya Chaturdhan Ved Bhawan Nyas, Swadeshi House, Civil Lines Kanpur.	-do-		-do-
20.	The Mukhyadhishtatai, Kanya Gurukul M.V. Hatras, Dt. Aligarh (UP)	-do-	1,33,200/-	-do-
21.	Kalpataru Reaserch Academy P.B.Bo. 1857, Bangalore	Feriohe project expenses on Agma Aradhana		-do-
22.	The Mantri, Kanya Gurukul, Narela, Delhi	Teaching	1,17,000/-	-do-
23.	The Pradhanacharya, Gurukul M.V. Jwalapur Haridwar (UP)	-do-	90,000/-	-do-

Implementation of Education Policy

Sl.No.	Name of the vol. organisation/ institution	Amount released Recurring Non- recurring	Purpose
1.	2.	3.	4.
1.	Council of Boards of School Education, New Delhi.	3,00,000/-	For orgn. of conf. for improving the quality of Secondary Education.
2.	Progressive Educational Trust Hyderabad.	1,00,000/-	For publication of a quarterly journal.
3.	Rajiv Gandhi Foundation-- New Delhi.	20,00,000/-	For holding of National Conference.

Financial Assistance to Institutions of Higher Learning of
All India Importance during 1993-94

S.No.	Name of the Organisation	Amount Released	Purpose of Grant
1.	2.	3.	4.
1.	SAIIR, Auroville	26,91,384	Financial Assistance to Institutions of Higher learning of All India Importance.
2.	Mitraniketan, Vellanad, Kerala.	4,00,000	-do-
3.	SAICE, Pondicherry	23,00,000	-do-
4.	Lok Bharti, Sanosra, Gujarat.	NIL	
5.	Dr. Zakiar Hussain Memorial College, Delhi	34,99,445	-do-
6.	Association of Indian universities	20,09,713	-do-

Grants released to voluntary organisations to the Mahila Samakhya Project
Districts during 1993-94 amounting to Rs.1 lakh and above

S.No.	Name of the Agency	Brief Activities of Organisation	Amount of GIA in 1993-1994	Purpose of GIA
1	2	3	4	5
1.	Vishakha, 07, Hospital Road, Jaipur - 302001	Women's Development Programmes	1,59,000/-	For the Project Literacy as an Expression of Rural Women's empowerment under Mahila Samakhya Project.
2.	M. Venkatarangaiya Foundation, 10-2-96, Marredpalli(West), Secunderabad - 500026	-do-	3,71,700/-	For Continuance of Mahila Shikshan Kendras and Mahila Sanghas.
3.	Sutra, Social Uplift through Rural Action, Jagjit Nagar, Solan (H.P.)	-do-	5,75,373/-	For continuance of the Programme of training of Sahayoginis, etc., under Mahila Samakhya.
4.	Aikya, Bangalore	-do-	2,99,420/-	For Mahila Samakhya and NFE Centres
5.	Poorvanchal Gramin Vikas Evam Prashikshan, Sansthan, Gazipur, U.P.	-do-	1,71,052/-	To Continue the project of Mahila Samakhya and NFE.
6.	Samuday, 80, Past Russera, Samastipur District, Bihar	-do-	1,02,973/-	For Mahila Sanghas training of functionaries, NFE, etc.,
7.	Allarippu, New Delhi.	-do-	2,25,500/-	For their proposal Development of Literacy Component in Mahila Samakhya Programme.

LIST OF AGENCIES TO WHICH GRANT REALEASED DURING
THE PERIOD 01/04/93 TO 31/03/94 EXCEEDING RS. 100000/-

STATE NAME: ANDHRA PRADESH PURPOSE OF THE GRANT: NON FORMAL EDUCATION

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
1	SEVAMANDIR	HINDUPUR-SEVAMANDIR, ANANTAPUR, ANDHRA PRADESH-515212.	409909
2	PRAJA PRAGATI TRUST	13-42, L.B.NAGAR, DISTRICT CHITTOOR ANDHRA PRADESH	107736
3	GRAM VIKAS SANSTHA	KOTHA INDLU PUNGANUR DISTRICT CHITTOOR (A.P.)	182652
4	PEOPLE S ORGANISATION FOR DEVELOPMENT ACTION	DOOR NO. 4-95, RAMNAGAR COLONY, CHITTOOR DISTRICT-517002(A.P.)	120040
5	BHARATHA SEVA SAMITHI	SUGAR FACTORY EMPLOYEE FACTORY 75 DODIPALLI CHITTOOR DISTRICT (A.P.)	468248
6	RURAL EDUCATION SOCIETY	PUNGANUR - 517247 CHITTOOR DISTRICT(A.P.)	222900
7	COLLECTIVE ORDER FOR RURAL RECONSTRUCTION EDUCATION	14-65/5 PALACE ROAD KUPPAM- 517425 CHITTOOR DISTRICT (A.P.)	368590
8	ANDHRA PRADESH RURAL RECONSTRUCTION MISSION	1-69 CROSS ROADS, PILER-517214 CHITTOOR DISTRICT (A.P.)	852913
9	GRAMA SEVA SAMITI, GRASS	ANIGANUR VILLAGE VIJALAPURAM POST KUPPAM-517425 DISTRICT CHITTOOR (A.P.)	385543
10	THE PANTRAMPALLE WOMEN WELFARE COOP SOCIETY LTD	PANTRAMPALLE P.O. TQ.CHITTOOR(A.P.)	381365
11	RAYALASEEMA SEVA SAMITHI	9 OLD HUZUR OFFICE BUILDING TIRUPATI- 517501 DISTRICT CHITTOOR(A.P.)	8589470

1	2	3	4
11	SOCIAL ACTION FOR INTEGRATED DEVELOPMENT	NO.11 S.V.U. CAMPUS NEAR RE BUILDING TIRUPATI-517502 DISTRICT CHITTOOR(A.P.)	812233
12	SANJAY MEMORIAL TECHNICAL EDUCATIONAL SOCIETY	10-3-32, BAZAR STREET, CHITTOOR-517001.	137768
14	RURAL RECONSTRUCTION SOCIETY	BALLA(VILLAGE & POST) VIA KUPPAM-517425, DISTRICT CHITTOOR	137768
15	MASS EDUCATIONAL MOVEMENT	14-65/2, PALACE ROAD,KUPPAM- 517425, DISTRICT CHITTOOR DISTRICT CHITTOOR (A.P.)	267325
16	SOCIETY OF EMMANUEL EVANGELISM FOR RURAL DEVELOPMENT	"CARMEL" 4-227, MOTHKUR-508277 NALGONDA DISTT.	137768
17	CHURCHES OF CHRIST RAMPACHODAVARAM	RAMPACHODAVARAM-533288 EAST GODAVARI DISTRICT, ANDHRA PRADESH.	518250
18	VILLAGE RECONSTRUCTION ORGANISATION	PEDAKAKANI, GUNTUR- 522509	669685
19	NATIONAL EDUCATIONAL MINORITIES SOCIETY	12-23-15, KOTHAPET, PUVVADAVARI STREET, GUNTUR-522001 (A.P.)	267325
20	KANDRIKA MAHILA MANDALI	KANDRIKA POST PHIRANGIPURAM MANDALAM DISTRICT GUNTUR-522529 (A.P.)	128388
21	SRI DURGA MAHILA MANDALI	INDIRA PRIYADARSINI COLONY HOUSE NO. 35 , SANGADIGUNTA, GUNTUR- 522004(A.P.)	128388
22	ADARSHA RURAL DEVELOPMENT SOCIETY	DAGGUMALLIVARI ST., H.NO.17-1-120/A BAPATLA-522101. DISTRICT GUNTUR	137768
23	WEAKER SECTION DEVELOPMENT SOCIETY	SARADAPURAM, ARUNDELPET POST GUNTUR-522002	137763
24	RURAL DEVELOPMENT SERVICE SOCIETY	INIMETLA, VIA NEKARIKALLU, RAJUPALAM MANDALAM-522615 GUNTUR DISTRICT	137768

1	2	3	4
25	PRACHYA BHASHA VIDYAPEETH	RAJANDRANAGAR, 6TH LINE, GUDIVADA-521301 DISTRICT KRISHNA	349373
26	SHRI TRIVENI EDUCATIONAL ACADEMY	NANDIGAMA-521185 6TH LINE, GUDIVADA-521301 DISTRICT KRISHNA ((A.P.))	137768
27	SRI PADAMAWATI EDUCATIONAL SOCIETY	VANGALA SIVA RAMI REDDY G BUILDING, K.G. ROAD, ATMAKUR-518422 DISTRICT KURNOOL	232896
28	SRI PARAMESHWARI EDUCATIONAL SOCIETY	KARIVENA ROAD ATMAKUR KURNOOL DISTRICT	357015
29	SRI HANUMANTHARAYA EDUCATIONAL AND CHARITABE SOCIETY	PENDEKANTI PUBLIC SCHOOL ILLURU KOTHAPETA (POST) BANAGANAPALLI MANDA DISTRICT KURNOOL-518186	539033
30	NALGONDA DIOCESE SOCIAL SERVICE SOCIETY	SOCIAL SERVICE CENTRE DUPPALAPALLI ROAD NALGONDA-508001	255900
31	SRINIVASA MAHILA MANDALI	DARSI AGRAHARAM, MARTUR MANDAL, PRAKASAM DISTRICT	422171
32	VIVEKA EDUCATIONAL FOUNDATION	PAMUR-523018 DISTRICT PRAKASAM	248575
33	SREE MADHAVA VIDYA PEETHAM	LAWYERPETA ONGOLE- 523002 DISTRICT PRAKASAM(A.P.)	222226
34	MAHILA MANDALI	STATION ROAD CHIRALA-523155 DISTRICT PRAKASAM	267325
35	M.VENKATARANGAIYA FOUNDATION	10-2-96 MARREDPALLI WEST, SECUNDERABAD. ANDHRA PRADESH	268158
36	RURAL ENTITLEMENT & LEGAL SUPPORT CENTRE (REALS)	REGD. OFFICE DHARMALAXMIPURAM, VIA KORASAWADA-532214, DISTRICT SRIKAKULAM (A.P.)	267325
37	BHAGAVATULA CHARITABLE TRUST	YELLAMANCHILI- 531055 DISTRICT VISAKHAPATNAM(A.P.)	640258
38	PRIYADARSINI SERVICE ORGANISATION.	D.NO.45-56-9 SALIGRAMAPURAM DISTRICT VISAKHAPATNAM-24	518250

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39	SRAVANI CHARITABLE ORGANISATION	SARADA NAGAR, NARSIPATNAM 531116, DISTRICT VISAKHAPATNAM,	518250
40	NAVJEEVAN EDUCATION SOCIETY	H.NO MIG 1-72, VUDA COLONY PEDAGONTYADA, VISAKHAPATNAM- 530044	518250
41	S7 STYLES' SOCIETY	ROAD NO. 12. BANJARA HILLS, HYDERABAD	518250
42	SOCIAL ACTION FOR SOCIAL DEVELOPMENT	FLAT NO. 3, 2ND FLOOR SURYA NILAYA APARTMENT, OPP GAUTMI COOP. JR. COLONY, SANJEEVA REDDY NAGAR, HYDERABAD-500038 (A.P.)	222656
43	HYDERABAD ZILLA MAHILA MANDALULA SAMAKHHYA	8-3-896/1, NAGARJUNA NAGAR HYDERABAD-500873.	239429
44	KOTHARETA MAHILA MANDALI		518250

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
ASSAM			
45	DESHBANDHU CLUB	AT/P.O. BEHARA BAZAR, DIST. CACHAR, ASSAM-788817	368615
46	GAURIPUR VIVEKANANDA CLUB	BARUAPATTY ROAD, P.O. GAURIPUR, DIST. DHUBRI, ASSAM-783331	188538
47	MORIGAON MAHILA MEHFIL	CIVIL HOSPITAL ROAD, P.O. MORIGAON, DISTT MORIGAON, ASSAM-782105	430472
48	ASSAM CHAH MAZDOOR MULTIPURPOSE SOCIAL EDUCATION ASSOCIATION	RANGAJAN T.E., P.O. RANGAJAN, TITABAR, DIST. JORHAT, ASSAM-785630	624288
49	UDALI RAHMANIA MADRASSA COMMITTEE	P.O. UDALI BAZAR, DISSTT. NAGAON, ASSAM	123052
50	SHANTI SADHANA ASHRAM	P.O.BELTOLA "SHANTIVAN", BASISTHA, GUWAHATI, ASSAM-781028	115983

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
BIHAR			
51	ASSOCIATION FOR RURAL EDUCATION & DEVELOPMENT	K.R. HIGH SCHOOL, P.O. BETTIAH, DIST. WEST CHAMPARAN, BIHAR-845438	467900
52	DARBHANGA ZILA KHADI GRAMODYOG SANGH	BETA ROAD, P.O. LAHARIASARAI, DARBHANGA, BIHAR.	410657
53	SANTAL PARGANA GRAMODYOG SAMITY	BAIDYANATH - DEOGHAR BIHAR - 814112	147305
54	SANTAL PARGANA ANTYODAYA ASHRAM	PURANDAHA, B. DEOGHAR-814112.(BIHAR)	217437
55	KAMINI SEVA SADAN	KATRAS ROAD, MATKURIA, P.O. AND DISTT. DHANBAD-826001 BIHAR.	121124
56	SAMANVAY ASHRAM	BODHGAYA, BIHAR.	142721
57	PRAGATISHEEL YUVA KENDRA	VILLAGE AND P.O. ISARI BAZAR GIRIDIH - 825107 BIHAR	207609
58	NAV BHARAT JAGRITI KENDRA	BAHERA, BRINDAVAN, CHOUPARAN, DIST.HAZARIBAGH, BIHAR-825406.	482882
59	CHHOTA NAGPUR VIKAS KENDRA.	P.O.BARKATTHA, HAZARIBAG(BIHAR).	163675
60	GHOGHARDIHA PRAKHAND SWARAJYA VIKAS SANGH	VILLAGE AND P.O JAGATPUR, VIA GHOGHARDIHA DISTT. MADHUBANI-847402 BIHAR	222900
61	PRAKHAND LOK VIKAS SAMITI	MADHEPUR, VILLAGE AND P.O. PACHAHI, DISTT. MADHUBANI - 847408, BIHAR.	217533

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62	KAMLESHWARI ANTYODAYA ASHRAM.	MADHEPURA.VILLAGE POKHARSAM, P.O.SALIMPUR, VIA. PANDAUL, DISTRICT MADHUBANI.(BIHAR)	137763
63	SHARAM BHARATI KHADIGRAM	P.O. KHADIGRAM, DIST. MUNGER, BIHAR-811313	326933
64	JAN SHIKCHAN KENDRA	VILLAGE AND P.O. CHAKAE, DISTT. MUNGER - 811303, BIHAR.	152425
65	ATMA ROJGARI MAHILA SAMII °SEVA°	P.O. KHADIGRAM, DISTT. JAMUI -811313, BIHAR.	556323
66	GRAM BHAARTI (SARVODAYA ASHRAM)	SIMULTALA-811313 DISTRICT (MUNGER) JAMUI (BIHAR)	682111
67	MONGHYR PARISH SOCIETY RAJARAJESWAR HIGH SCHOOL	BARBIGHA, DISTRICT MUNGER, BIHAR-811101	137763
68	GRAM SWARAJYA ASHRAM	LOKYATRA DHAM DHAMAULI P.O. BENA NALANDA - 803110 BIHAR	120500
69	BINOBA AROGYA & LOK SIKSHAN KENDRA	VILL & P.O. JAI KRISHNA NAGAR (BADAY), P.O. BADAY VIA ISLAMPUR - 801303 DISTT NALANDA, BIHAR	425465
70	BIHAR DALIT VIKAS SAMITI	WEST MALAHI (BARH) P.O. BARH DISTT. PATNA - 803213 BIHAR	493752
71	GRAM SWARAJYA SAMITI	BAKHTYARPUR VILL. & P.O.SALIMPUR VIA KHUSRUPUR, PATNA BIHAR	623940
72	MANTHAN	MEDICAL COLONY, P.O. KHAGAUL, DIST. PATNA, BIHAR-801105	281529
73	INDIRA GANDHI SAMAJ SEVA ASHRAM	S-383, ROOM NO. 6 WEST LOHIA NAGAR PATNA 800020(BIHAR)	286825

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74	ADITHI	2/30 STATE BANK COLONY-II, BAILEY ROAD, PATNA-800014 (BIHAR)	946636
75	SAMTA GRAM SEVA SANSTHAN	PURBI LOHANIPUR, DISTRICT PATNA-800003 (BIHAR)	267325
76	INSAN SCHOOL	SHIKSHA NAGAR, P.O. KISHANGANJ, DIST. PURNEA, BIHAR-855107	283812
77	VANVASI SEVA KENDRA	P.O. ADHAURA DISTT. ROHTAS, BIHAR	615219
78	J.P. SARAISA SEVA ASHRAM	KAUWACHOWK, P.O. JARPURA, DISTT. SAMASTIPUR-848504, BIHAR.	235537
79	GANDHI SEVA ASHRAM	JALALPUR BAZAR, SARAN - 841412, BIHAR.	329079
80	XAVIERS CHAIBASA, ST. XAVIER'S HIGH SCHOOL.	P.B. 10, CHAIBASA - 833201, DISTT. WEST SINGHBHUM, BIHAR.	655848
81	SHRI KRISHNA SAMAJ KALYAN SANSTHAN	KACHHARI ROAD, SIWAN, BIHAR-841226	267325
82	TAGORE SOCIETY FOR RURAL DEVELOPMENT, CALCUTTA		150818

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4

DELHI

83	NEHRU BAL SAMITI	E-63 SOUTH EXTENSION PART-I NEW DELHI - 110 049	367611
84	SAN SAGRUTI EDUCATION SOCIETY	MONGOLPURI DELHI	275525

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
GUJARAT			
85	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)	1465966
86	GUJARAT STATE CRIME PREVENTION TRUST	'ASHIRWAD' 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE, AHMEDABAD - 380027, GUJARAT.	711914
87	LABOUR WELFARE TRUST	GANDHI MAZOR SEVALAYA, BHADRA, P.B. NO.110, AHMEDABAD - 380017, GUJARAT.	149700
88	AHMEDABAD CITY SOCIAL EDUCATION COMMITTEE	LABOUR WELFARE CENTRE BUILDING OUTSIDE RAIPUR GATE, AHMEDABAD - 380022, GUJARAT.	644741
89	AMAR BHARATI	MOTI PAVATHI, TAL. DEHEGAM, DISTT.AHMEDABAD - 382308, GUJARAT.	664161
90	LALBHAI GROUP RURAL DEVELOPMENT FUND	ANANDJI KALYANJI BLOCKS, NEAR ASARWA RAILWAY STATION, OPP. ARVIND MILLS, NARODA ROAD AHMEDABAD-380025(GUJARAT)	345575
91	ANJUMAN-E-TALIMI IDARA CHARIITABLE TRUST	COURT ROAD, OPP. GOVERNMENT TREASURY, BHARUCH - 392001, GUJARAT.	715744
92	BHAVNAGAR MAHILA SANGH	NEAR VADVA WASHING GHAT, BHAVNAGAR - 364001, GUJARAT.	357300
93	LOK BHARATI GRAM VIDYAPEETH	SANOSRA -364230, DISTT. BHAVNAGAR, GUJARAT.	345575

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94	GAYATRI SHIXAN SAMAJ	VANTHALI (SORATH), C/O A/44, JANAKPURI SOCIETY, DHANDHUSAR ROAD, JUNAGADH - 362001(GUJARAT)	277124
95	KAPADWANJ TALUKA YUVAK MANDAL ASSOCIATION	KATHLAL, TA. KAPADWANJ - 387630, DISTT. KHEDA, GUJARAT.	214576
96	THASRA TALUKA YUVAK MANDAL ASSOCIATION	DAKOR, TA. THASRA, DISTT. KHEDA - 388225, GUJARAT.	113387
97	SHRI KETAN SHIXAN SAMAJ	AERODROM ROAD, RAJKOT - 360001, GUJARAT.	183973
98	MANAV SEVA MANDAL TRUST	'SHANDILYA', 5-A, ANUPAMA SOCIETY, AMIN MARG, NEAR NUTANNAGAR, RAJKOT - 360001,	692777

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
HIMACHAL PRADESH			
99	RURAL CENTRE FOR HUMAN INTEREST	SHALANA RAJGARH DISTT. SIRMOUR HP	505385
100	SOCIETY FOR SOCIAL ACTION FOR RURAL DEVELOPMENT OF HILLY AREAS	KAFFOTA DISTT. SIRMOUR HP-173029	432882
101	PEOPLE ACTION FOR PEOPLE IN NEED	ANDHERI DISTT. SIRMOUR HP-173023	761701
102	SOCIETY FOR SOCIAL UPLIFT THROUGH RURAL ACTION	JAGJIT NAGAR VIA JUBBAR DISTT. SOLAN HP-173225	652804

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
ORISSA			
103	MANDAL POKHARI JUBAK SANGHA	AT/P.O. MANDARI, DIST. BALASORE, ORISSA-756125	368297
104	NETAJI JUBAK SANGHA	BALIPOKHARI, AT/P.O. PARMANANDAPUR, VIA AKHUAPADA, DIST. BALASORE, ORISSA-756122	548467
105	SAMAGRA BIKASH PARISHAD	AT/P.O. BALIAPAL, DIST. BALASORE, ORISSA-756026	271249
106	GANDHI SEVASHRAMA	AT/P.O. JALESWAR, DIST. BALASORE, ORISSA-756032	627640
107	RADHANATH PATHAGAR	AT/P.O. SORO, DIST. BALASORE, ORISSA-756045	173941
108	PALLI MANGAL JUBAK SANGHA	AT NAYAPALLY, P.O. DEULI, DIST. PURI, ORISSA-752064	432420
109	BHAGABAT PATHAGAR	AT/P.O. SALEPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	387419
110	GRAM MANGAL PATHAGAR	AT/P.O. SALEIPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	1044726
111	RAMJEE YUBAK SANGHA	AT/P.O. SADAIPALI, VIA CHANDANGHATI, DIST. BOLANGIR, ORISSA-767065	732928
112	SRI SRI SARADESWARI PATHAGAR	AT KHARDA, P.O. TUSRA, DIST. BOLANGIR, ORISSA-767030	518355

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113	BAPUJI PATHAGAR	AT/P.O. SUKHA, DIST. BOLANGIR, ORISSA-767064	195050
114	JANAKALYAN YUBAK SANGHA	AT. SINAKHAMAN, P.O.KANDHAKELGAON, DIST.BOLANGIR, ORISSA-767029	267325
115	NETAJI YUBAK SANGHA	AT/P.O. GOILBHADI, VIA TITILAGARH, DISTRICT BOLANGIR, ORISSA-767033	267325
116	PALLISHREE	AT/P.O. GHASIPUT, VIA BANKI, DIST. CUTTACK, ORISSA-754008	368051
117	ANCHALIKA BALDEV JEW VOLUNTARY AGENCY	AT/P.O. ALKUND NUAGAN, VIA PRITIPUR, DIST.CUTTACK, ORISSA-755013.	182802
118	LOKANAYAK CLUB	AT/P.O. PATAPUR, VIA BANKI, DIST. CUTTACK, ORISSA-754008	972475
119	CUTTACK ZILLA HARIJAN ADIVASI SEVA SANSKAR YOJANA	AT CHHATA (HAFIMELAK), P.O.FAKIRABAD, VIA THAKURPATNA, DIST.CUTTACK, ORISSA-754250	368607
120	JYOTIRMAYEE MAHILA SAMITI	AT/P.O. TINIMUHANI, DIST. CUTTACK, ORISSA-754211	1184125
121	RURAL DEVELOPMENT SOCIETY	AT KALTUNGA, P.O.SUNITI, VIA.MAHAKALPADA, DIST. CUTTACK, ORISSA-754224	972668
122	NAVJYOTI	AT/P.O. GARUDGAN, VIA KOTSAHI, DIST. CUTTACK, ORISSA-754022	128740
123	LUTHERAN MAHILA SAMITY	AT/P.O. PATALIPANK, VIA KUJANG, DIST. CUTTACK, ORISSA-754141	396065

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124	CENTRE FOR UPLIFTMENT OF LOWER INCOMERS	RATHA DANDA (NEAR POST OFFICE), CHOWDKULAT, DIST. CUTTACK, ORISSA-754222	536613
125	JAYANTI PATHAGAR	AT SAHAPADA, P.O. BRAHMABARADA, DIST. CUTTACK, ORISSA-755005	675295
126	INTERNATIONAL INDECENCY PREVENTION MOVEMENT	BIDANASI, (SOVANIYA NAGAR), P.O. & DIST. CUTTACK, ORISSA-753008	385908
127	VOLUNTARY ASSOCIATION FOR RURAL RECONSTRUCTION & APPROPRIATE TECHNOLOGY	VILLAGE BOULAKANI, POST BARADANGA, DIST. CUTTACK, ORISSA-754224	345217
128	JAJPUR HARIJAN SEVA SAMITI	AT/P.O. AHIYAS, DIST. CUTTACK, ORISSA-755036	420545
129	SIVANANDA SEVASHRAM	AT. PINGAL, P.O. KORO, VIA KENDRAPARA, DISTRICT CUTTACK, ORISSA-754211	137763
130	COUNCIL FOR CULTURAL GROWTH AND CULTURAL RELATIONS	THE UNIVERSE, MAITREE SARANI, CUTTACK, ORISSA-753001	267325
131	UTKAL NAVAJEEVAN MANDAL	AT/P.O. ANGUL, DIST. DHENKANAL, ORISSA-759122	222900
132	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION	AT/P.O. BOINDA, DIST. DHENKANAL, ORISSA-759127	421468
133	NYSASDRI	AT/P.O. SANTHAPUR, DIST. DHENKANAL, OESSA-759014	
134	PEOPLE'S INSTITUTE FOR PARTICIPATORY ACTION RESEARCH (PIPAR)	AT/P.O. MAHIMAGADI, DIST. DHENKANAL, ORISSA-759014	221645

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135	SAMAJIK SEVA SADAN	AT BANJHIKUSUM, P.O. MAHISAPAT, DIST. DHENKANAL, ORISSA-759001	479934
136	PRAGATI PATHAGARA	AT/P.O. BELLAGUNTHA, DIST. GANJAM, ORISSA-761119	128740
137	JAYANTI PATHAGAR	AT/P.O. NUVPADA, DIST. GANJAM, ORISSA-761011	681287
138	GRAM VIKAS	AT/P.O. MOHUDA, VIA BERHAMPUR, DISTRICT GANJAM, ORISSA-760002	518250
139	ANTYODAYA CHETANA KENDRA	AT SANKATAPALIA, POST HADGARH, DIST. KEONJHAR, ORISSA-758023	449374
140	PRAKALPA	AT/P.O. JYOTIPUR, DISTRICT KEONJHAR, ORISSA-758046.	137763
141	HOINA LEPROSY RESEARCH TRUST	POST BAG-I, MUNIGUDA, DIST. KORAPUT, ORISSA-765020	590925
142	SOCIETY FOR HEALTH, EDUCATION AND DEVELOPMENT	POLYTECHNIC ROAD, RAYAGADA, DIST. KORAPUT, ORISSA-765001	601231
143	INDIA RURAL RECONSTRU- CTION AND DISASTER RESPONSE SERVICE	AT/P.O. KOLNARA, VIA RAYAGADA, DIST. KORAPUT, ORISSA-765012	646649
144	JAGARANA	AT/P.O. GUDARI, DIST. KORAPUT, ORISSA-765026	451925
145	SARVODAYA SAMITI	AT/P.O. GANDHI NAGAR, DIST. KORAPUT, ORISSA-764020	346110
146	AGRAGAMEE	AT/P.O. KASHIPUR, DIST. KORAPUT, ORISSA-765015	189880

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147	ANKURAN	AT/P.O. NARAYANPATNA, DISTRICT KORAPUT, ORISSA-765014	137763
148	SWAMI VIVEKANANDA INSTITUTE OF SOCIAL WORK & ALLIED SERVICES	KHARIAR ROAD, DIST. KALAHANDI, ORISSA-766104	1002576
149	JANABIKASH KENDRA	AT/P.O. RASGOVINDAPUR, DIST. MAYURBHANJ, ORISSA-757016	421634
150	BINAPANI JUBAK SANGHA	AT BATPONDUGONDI, P.O. KHAIRI-JASHIPUR, DIST. MAYURBHANJ, ORISSA-757091	368548
151	BISOL YOUTH CLUB	AT BISOL, P.O. SANBISOL, VIA KAPTIPADA, DIST. MAYURBHANJ, ORISSA-757040	745262
152	BHARTIYA JAN KALYAN KENDRA	AT JAMUNADEIPUR, P.O. BARIPADA, DIST. MAYURBHANJ, ORISSA-757002.	137763
153	TAGORE SOCIETY FOR RURAL DEVELOPMENT	273, BAPUJI NAGAR, BHUBANESHWAR, ORISSA-751009	1541594
154	RURAL EDUCATION AND ACTION FOR CHANGE	AT JAGAMARA, P.O. KHANDIGIRI, BHUBANESWAR, ORISSA-751030	198900
155	COMMUNITY WELFARE & ENRICHMENT SOCIETY	MIG-II-38/1, HOUSING BOARD COLONY, AT/P.O. CHANDRASEKHARPUR, BHUBANESWAR, ORISSA-751016	108040
156	GOPINATH JUBA SANGHA	AT ALISISASAN, P.O. DARADA, VIA BALIPATNA, DIST. PURI, ORISSA-752102	364666
157	UTKALMANI SEVA SANGHA	AT/P.O. BADASIRAIPUR, DIST. PURI, ORISSA-752031	357016

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158	MO CLUB	AT/P.O. KANTABAD, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	309112
159	VABANI SANKAR CLUB	AT GANPUR, P.O. SIMORE, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	709091
160	JAN KALYANA SAMAJ	AT GODIBARI, P.O. KANTABAD, VIA JANLA, DIST. PURI, ORISSA-752054	643217
161	RUCHIKA SCHOOL	14, FOREST PARK, BHUBANESWAR, ORISSA-751009	182857
162	NILACHAL SEVA PRATISHTHAN	AT/P.O. DAYAVIHAR (KANAS), DIST. PURI, ORISSA-752017	727415
163	JUVA JYOTI CLUB	VILLAGE KUMANDOL, P.O. NAIRI, DIST. PURI, ORISSA-752029	182844
164	CENTRE FOR YOUTH & SOCIAL DEVELOPMENT	A-70, SAHEED NAGAR, BHUBANESWAR, ORISSA-751007	1656826
165	NATIONAL INSTITUTE OF COMMUNITY HEALTH	981-SANTRAPUR, BHUBANESWAR, ORISSA-751002	137763
166	GANIA UNNAYAN COMMITTEE	AT/P.O. GANIA, DIST. PURI, ORISSA-752085	383168
167	VIKASH	298, SAHEED NAGAR, BHUBANESWAR, ORISSA -751007	331443
168	BIDYUT CLUB	AT HALADIAPARA-LOKAPAL, P.O. HALADIAPARA, VIA BAJPUR, DIST. PURI, ORISSA-752060	775011
169	BHAIRABI CLUB	AT KURUMPADA, P.O. HADAPADA, VIA NARANGARH, DIST. PURI, ORISSA-752018	368612

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170	CENTRE FOR YOUTH & INTEGRATED DEVELOPMENT	POST BOX NO. 30, MOCHI SAHI SQUARE, DIST. PURI, ORISSA-752001	195033
171	ACHARYHA HARIHAR SHISHU BHAVAN	SATYABADI, AT/P.O. SAKHIGOPAL, DIST. PURI, ORISSA-752014	642307
172	BALMIKESHWAR YUVAK SANGH	AT/P.O.MALIPADA, VIA NARANGARH, DIST. PURI, ORISSA-752018	120040
173	ANCHALIKA KUNJESWARI SANSKRUTIKA SANSAD	AT SEVANCHALA, P.O. KANAS, DIST.PURI, ORISSA-752017	363296
174	DHAKOTHA JUBAK SANGHA	AT/P.O. DHAKOTHA, DIST. KEONJHAR, ORISSA-758049	664906
175	NATIONAL INSTITUTE OF SOCIAL WORK & SOCIAL SCIENCES	3-CHANDRASHEKHARPUR BHUBANESWAR, ORISSA-751016	536137
176	DASARATHI JANAKALYAN SANGHA	AT/P.O.KENDUDHIPI, VIA MANADHATAPUR, DISTRICT PURI, ORISSA-752079	137763
177	NATIONAL INSTITUTE OF COMMUNITY HEALTH	981-SANTRAPUR-BHUBANESWAR, ORISSA-751002	137763
178	BANABASI SEVA SAMITI	AT/P.O. BALLIGUDA, DIST. PHULBANI, ORISSA-762103	216441
179	SUBHADARA MAHATAB SEVA SADAN	AT/POST G. UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	732175
180	BAGDEVI CLUB	AT MAKUNDAPAUR, P.O. JANHAPANKA, VIA BOUDH, DIST. PHULBANI, ORISSA-762014	325751

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181	SOCIETY FOR HUMAN RESOURCES AND ECOLOGICAL DEVELOPMENT	VILL.& P.O. RUNDIMAHUL, VIA BAGHIABAHAL, DIST. PHULBANI, ORISSA-762030	403814
182	SAMANWITA GRAMYA UNNAYAN SAMITI	AT/POST G.UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	401736
183	VIVEKANANDA PALLI AGRAGAMI SEVA PRATISTHAN	AT KALHEIPALI, P.O. GOCCHARA, VIA KUCHINDA, DIST. SAMBALPUR, ORISSA-768222	803387
184	LAL BAHADUR SHASTRI YUVAK SANGHA	AT/P.O. TINKBIR, DISTRICT SAMBALPUR, ORISSA-768109	137763
185	SRI SATYA SAI SEVA SAMITI	AT/P.O.DEOBHUBANPUR, VIA BALISANKARA, DIST. SUNDARGARH, ORISSA-770015	519520
186	OLD ROURKELA EDUCATION SOCIETY	AT BALIJODI, P.O.ROURKELA, DIST. SUNDARGARH, ORISSA-769016	728485
187	DHARMANANDAN YUVAK SANGHA	AT SIKIPANI, P.O. DHARUADIHI, DIST. SUNDARGARH, ORISSA-770022	120040
188	PRAGATI	AT/P.O.DIST.SUNDARGARH, ORISSA-770001.	137763
189	INSTITUTE FOR SOCIAL ACTION RESEARCH ACTIVITIES		518250
190	SEVA SAHITYA SANSAD		137763
191	ANTYODAYA CHETNA MANDAL		191784

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
RAJASTHAN			
192	AJMER ADULT EDUCATION ASSOCIATION	SHASTRI NAGAR EXTN. VIDYUT MARG, AJMER RAJASTHAN-305006.	966947
193	ZILA MAHILA JAGRITI PARISHAD	STATION ROAD, BADMER.	152425
194	BHILWARA DISTT. ADULT EDUCATION ASSOCIATION	6/199 SINDHU NAGAR BHILWARA 311001	314130
195	GANDHI VIDYA MANDIR	SARDARSHAHR DISTT. CHURU	493875
196	BHORUKA CHARITABLE TRUST	BHORUGRAM DISTRICT CHURU.	674587
197	GRAMMOTHAN VIDYAPEETHA	SANGARIA, GANGANAGAR, RAJASTHAN	267325
198	LOK SHIKSHAN SANSTHAN	P-87 GANGORI BAZAR JAIPUR	668989
199	RESEARCH INSTITUTE OF PLENARY RURAL DEVELOPMENT	NARSANA JALORE	177291
200	JODHPUR ADULT EDUCATION ASSOCIATION	GANDHI BHAWAN RESIDENCY ROAD JODHPUR	791643
201	GRAMIN VIKAS VIGYAN SAMITI	P.O. JELU GAGADI VIA TINWARI DISTT. JODHPUR	602421
202	DISTRICT ADULT EDUCATION ASSOCIATION KOTA	PRAUDH SHIKSHA BHAVAN, 13, JHALAWAR ROAD, KOTA, RAJASTHAN-324005.	672582
203	RAJASTHAN VIDYAPEETH LOK SHIKSHA PRATISTHAN	PRATAP NAGAR, UDAIPUR-313001	198766

1	2	3	4
204	RAJASTHAN MAHILA VIDYALAYA	GYAN MARG, NEAR GULAB BAGH, UDAIPUR-313001	796972
205	SEVA SANGH	BIGOD DISTRICT BHILWARA	163675
206	GAURAV SHIKSHA SANSTHAN	BRANCH GANGAPUR CITY DISTRICT SWAI MADHOPUR.	163675
207	GRAM VIKAS NAV YUVAK MANDAL	VILLAGE LAPODIA,P.O. GAGRDU VIA. DUDU,DISTRICT JAIPUR.	267325

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
UTTAR PRADESH			
208	LOK VIKAS SANSTHAN	115, DARBHANGA COLONY, ALLAHABAD-211002. (U.P.)	444516
209	MAHILA UDYOG PRASHIKSHAN KENDRA	350-A/1 SALIKGANJ ROAD, MUTTHI GANJ, ALLAHABAD. (U.P.)	209029
210	JAN CHETNA SHIKSHAN SANSTHAN	B-1346, KARELI SCHEME ALLAHABAD (U.P.)	308835
211	ADARSH JANTA SHIKSHA SAMITI	PIDI KARCHHANA, ALLAHABAD. (U.P.)	1177840
212	TILAK SHAIKSHIK SAMITI	69-A, TILAK NAGAR, BAGHAMBRI ROAD, ALLAHABAD (U.P.)	305426
213	HARIJAN EVAM ADIVASI VIKAS SEVA SAMITI	ROOM NO.7, SHANTI MARKET, KORAON, ALLAHABAD (U.P.)	137763
214	SHRI LAL BAHADUR SHASTRI SMARAK GRAMODYOG PRATISTHAN	LOKMANPUR. G.T. ROAD, ALLAHABAD-221502. (U.P.)	137763
215	LOK SHIKSHAN GRAMEEN UTTHAN EVAM ANUSANDHAN SAMITI	358-A. DARIYABAD, ALLAHABAD. (U.P.)	275525
216	DALIT AVAM SHOSIT SAMAJ KALYAN SAMITI	30 PURA BALDI, KEETGANJ, ALLAHABAD. (U.P.)	137763
217	ALL INDIA CHILDREN CARE & EDUCATIONAL DEVELOPMENT SOCIETY	AZAMGARH-276001 (U.P.)	649737
218	SHRI RAM SARAN SAMARK SEWA SANSTHAN	MOHAMADPUR MAI, VIA - BISOLI, BADAUN-202520. (U.P.)	137763

1	2	3	4
219	INDIA LITERACY BOARD	LITERACY HOUSE P.O. ALAMBAGH, LUCKNOW-226005 (U.P.)	1632466
220	MYANA GRAMODHYOG SEWA SANSTHA	MURARI NAGAR, G.T.ROAD, KHURJA, U.P.	1033956
221	BAL KALYAN KENDRA	PINDRA, POST DEORIA, DIST. DEORIA-274001 (U.P.)	811340
222	JAN KALYAN SHIKSHA SAMITI	VILL & P.O. BHATHAHIN KHURD (LALA), VIA FAZIL NAGAR, DIST. DEORIA (U.P.)	1356437
223	SAMAJ KALYAN SHIKSHA SANSTHAN	VILL.BALIAWA (KARAWANAHIN) P.O. NAKATOHAN MISHRA, DISTT. DEORIA (U.P.)	588955
224	BHARTIYA GRAMIN AUDYOGIK SEVA SANSTHAN	KUSHI NAGAR, DEORIA-274403. (U.P.)	137763
225	SHRI JAGADAMBA BAL VIDYA MANDIR	SULTAN PARK FATEHPUR (U.P.)	308821
226	BAL EVAM MAHILA KALYAN SAMITI	80, ISMAIL GANJ FATEHPUR-212601. (U.P.)	197156
227	SWAMI ATMDAV GOPALANAND SHIKSHA SANSTHAN	UGARPUR, P.O. PIPERGAON, DISTT. FARRUKHABAD. (U.P.)	335589
228	GANGA RANI BALIKA VIDYALAYA	RAMPUR BAIJU, CHHIBRAMAU, FARRUKHABAD. (U.P.)	672960
229	VASUDEV VIDYAPEETH SIKSHA SANSTHAN	GARHIA, P.O. KANKAPUR, DISTT. FARRUKHABAD. (U.P.)	137763
230	SHRI SANJAY GANDHI SHIKSHA PRASAR SAMITI	NISAI GAISINGHPUR, P.O.GAISHINGPUR, FARRUKHABAD. (U.P.)	137763

1	2	3	4
231	SHRI BABU SINGH VIDYALAYA	MAHMUDPUR KHAS, POST KUNWARPUR BANWARI, DIST. FARRUKHABAD. (U.P.)	137763
232	SHRI SANT RAGHAVDAS TYAGI JR.HIGH SCHOOL SAMITI	MAHMADPUR, DEVARIA, P.O. JAHANGANJ DISTRICT FARRUKHABAD (U.P.)	137763
233	ASHOK SANSTHAN	KUNDESWAR, GHAZIPUR-233234. (U.P.)	137763
234	MADHYAM SATYAKAM SHIKSHA KENDRA	VIJAYANAGAR COLONY, GORAKHNATH ROAD, GORAKHPUR-273015 (U.P.)	881964
235	GRAMIN VIKAS SANSTHAN	PADRI BAZAR, DIST. GORAKHPUR-273014. (U.P.)	137763
236	INDIAN INSTITUTE OF RURAL DEVELOPMENT	6TH LANE, SAKET COLONY, MUZAFFARNAGAR-251001. (U.P.)	137763
237	SARVAJANIK SHIKSHONNAYAN SANSTHAN	VILL. & P.O. ALLIPUR, DIST. HARDOI. (U.P.)	180402
238	URMILA SAMAJ KALYAN SAMITI	163-E, PURANA BOARDING HOUSE, HARDOI. (U.P.)	222656
239	SARVODAYA ASHRAM	8 KHAGESHWAR PURVA, CANAL ROAD, DIST. HARDOI-241001. (U.P.)	267325
240	LATE DR. SHER SINGH VERMA SEVA SADAN	VILLAGE & P.O. SADARPUR, DISTRICT HARDOI. (U.P.)	137763
241	TRIMURTI SEVA SANSTHAN	162 CHAUHAN THOK HARDOI-241001 (U.P.)	137763
242	KANPUR HARIJAN SEVA NIKETAN	22/19, LABOUR COLONY, OLD KANPUR, KANPUR (U.P.)	518250

1	2	3	4
243	SHAHEED MEMORIAL SOCIETY	E-1698, RAJAJI PURAM, LUCKNOW-226017. (U.P.)	792622
244	BODHISTVA BABASAHEB DR. AMBEDKAR SMARAK SAMITI	68/363, CHHITWAPUR, PAJAWA, LUCKNOW (U.P.)	617190
245	INSTITUTE OF LITERACY DEVELOPMENT	E-1824 RAJAJI PURAM, LUCKNOW. (U.P.)	275525
246	IRSHAD ACADEMY	606, ZAIDI NAGAR, MEERUT-250002. (U.P.)	326117
247	SAMAJOTHAN AVAM SHIKSHA PRACHARNI SANSTHAN	DURVESH PUR, MAWANA, MEERUT (U.P.)	442192
248	SARV DALIYA MANAV VIKAS KENDRA	BAHJOI, MORADABAD-202410. (U.P.)	589889
249	ADARSH SEVA SAMITI	326/1, SAKET COLONY MUZAFFARNAGAR-251002. (U.P.)	470529
250	NISHAT SHIKSHA SAMITI	427, ASTANA, NAI BASTI, HALDWANI, NAINITAL. (U.P.)	275525
251	JANPRIYA SEWA SANSTHAN	198. PALTON BAZAR, PRATAPGARH. (U.P.)	5182
252	PRATAPGARH MAHILA KALYAN EVAM SHIKSHA SAMITI	DEVKALI, OPPOSITE PLANNING OFFICE, PRATAPGARH. (U.P.)	137763
253	U.P. RANA BENI MADHAV JAN KALYAN SAMITI	GULAB ROAD, RAI BARELI-229001. (U.P.)	710704
254	SAMUDAYIK VIKAS AVAM SAMAJ KALYAN SANSTHAN	QILA BAZAR, RAE BARELI. (U.P.)	137763

1	2	3	4
255	AVADH LOK SEWA ASHRAM	JAWAHAR MARG CHAURAHA, MAIN ROAD, LAL GANJ, RAE BARELI-229206 (U.P.)	267325
256	JAI BHARTIYA GRAMODYOG SANSTHAN	SWATANTRA NAGRI, SAHARANPUR-247001. (U.P.)	137763
257	BHARTIYA JAGRITI PARISHAD	MOHD. MALIYAN,, CHOWK JOGIYAN, SAHARANPUR-247001. (U.P.)	137763
258	AMETHI MAHILA SWACHHIK SEVA SAMITI	AMETHI, SULTANPUR. (U.P.)	167538
259	GRAM VIKAS SEWA SANSTHAN	NEAR RAM LILA GROUND, JAGDISHPUR, (N.R. NIHALGARH), DISTT. SULTANPUR-227805. (U.P)	194224
260	BANWASI SEVA ASHRAM	GOVINDPUR, (VIA TURRA), SONBHADRA, UTTAR PRADESH-231221.	
261	JAN JATI VIKAS SAMITI	RAILWAY STATION ROAD, ROBERTSGANJ, SONEBHADRA-231216. (U.P.)	120040
262	BANWASI SEVA ASHRAM	GOVINDPUR, (VIA TURRA), VIA-TURRA, SONBHADRA-231221 (U.P.)	2558519
263	SARVODAYA SHIKSHA SADAN SAMITI	RAILWAY STATION ROAD, SHIKOHABAD, DIST. FEROZABAD (U.P.)	368600
264	SHRAMIK VIKAS SEVA ASHRAM		137763
265	PITHORA SANSKRITI PARISHAD		137763

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
KARNATAKA			
266	FARMERS DEVELOPMENT AGENCY	240, FIRST CROSS, NAGARATHPET, CHIKBALLAPUR-562101	518250
267	JEEVAN DHARA VIDYA PEETHA	112 BEHIND POLICE STATION MAGA DI ROAD, BANGALORE 560023	400935
268	KARNATRAKA WELFARE SOCIETY	CHIKBALLAPUR POST BOX NO 28 CHIKBALLAPUR 562101	1238925
269	KARNATAKA STATE ADULT EDUCATION COUNCIL	NO. 5/1, VINOBA ROAD, MYSORE	5182500

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
MAHARASHTRA			
270	PARTH VIDYA PRASARAK MANDAL	PATHARDI, AHMED NAGAR, MAHARAASHTRA.	141112
271	PRATAP SHIKSHAN PRASARAK MANDAL	PIMPRI (EAREST) TQ. KARANJA, DISTRICT AKOLA (MAHARASHTRA)	137763
272	JAGRUTI SHIKSHAN PRASARAK SANSTHA.	UMRI UMERKHED, RANPISE NAGAR. DISTRICT AKOLA.	267325
273	RASTRASANT TUKADOJI MAHARAJ SHIKSHAN SANSTHAN	GURUKUNJ ASHRAM, DISTRICT AMRAVATI (MAHARASHTRA)	409188
274	SANT KABIR SHIKSHAN PRASARAK MANDAL	KAILASH NIWASH GHATI AURANGABAD-431001	813811
275	INSTITUTE OF MANAGEMENT TRAINING & RESEARCH	49 SAMARTH NAGAR P.O. BOX NO.87 AURANGABAD-431-001	269997
276	BHARAT SHIKSHAN PRASARAK MANDAL	C/O NITIN KIRANA STORES KILLE-DHARUR, DISTRICT BEED.O	137763
277	RAHUL LOK VIKAS MANDAL.	CHAMORSHI, DISTRICT GADCHIROLI	137763
278	GRAMIN APANG PUNARVASAN SANSTHA	MADYAL KADGAON ROAD GADHINGLAJ-416502	248564
279	SAMAJ KALYAN MANDAL	LALGANJ NAIK TALAO, NAGPUR-2	248175
280	SATI MATA SHIKSHAN SANSTHA	NAGPUR HEAD OFFICE 11 VYANKATESH NAGAR KHAMALA ROAD NAGPUR -25	205730
281	CITIZEN UPLIFT SOCIETY	17 PIONEER NAGAR GAWANDE LAYOUT, KHAMALA ROAD, NAGPUR 440015	119794
282	BHARTIYA ADIM JATI SEVAK SANGH.	THAKKAR BAPA SAMARK SADAN, DR. AMBEDKAR MARG, NEW DELHI.	137763

1	2	3	4
283	JAWAHARLAL NEHRU SHIKSHAN PRASARAK MANDAL	UMARDRI TALUK, MUKHED DISTRICT NANDED	180450
284	SHRI ADARSH SHIKSHA PRASARAK MANDAL	LONI, TQ. PARANDA, DISTRICT OSMANABAD	518250
285	MAHATMA PHULE GRAMIN SHIKSHAN PRASARAK MANDAL	SHEKAPUR, DISTRICT NANDED.	137763
286	VISHWA SOCIETY FOR HUMAN UPLIFT, HINGOLI		137763
287	SHRI JAGDAMBA VIDYA PRASARAK MANDAL.	DARATI, DISTRICT PARBHANI	518250
288	INDIAN INSTITUTE OF EDUCATION,	J.P.NAIK ROAD KOTHRUD PUNE PUNE-411029	393954
289	CHETANA VIKAS	P.O.GOPURI, DISTT. WARDHA. MAHARASHTRA-442114	201946
290	THE JAWAHAR SMRUTI SHIKSHAN SAMTI.	MARKI (BK) TAL. MAREGAON DISTRICT YAVATMAL.	137763
291	BOMBAY CITY SOCIAL EDUCATION SAMAJ SHIKSHA MANDIR	SAMAJ SHIKSHAN MANDIR SAMAJ SHIKSHAN MANDIR MARG WORLI BOMBAY 400-025	289747

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
WEST BENGAL			
292	VISVA BHARATI	DISTRICT RESOURCE UNIT, P.O. SRINIKETAN, BIRBHUM, WEST BENGAL-731236.	506054
293	BURDWAN ZILLA SAKSHARATA SAMITI	ZILLA PARISHAD OFFICE BLDG. COURT COMPOUND, BURDWAN, WEST BENGAL-713101.	288629
294	VILLAGE WELFARE SOCIETY	P.O. PANCHRUL, HOWRAH.	368615
295	SREE RAMKRISHNA SATYANANDA ASHRAM	VILL, JIRAKPUR P.O. BASIRHAT RAILWAY STATION DISTT. 24 PARGANA	2456100
296	TAGORE SOCIETY FOR RURAL DEVELOPMENT	14, KHUDIRAM BOSE ROAD, CALCUTTA.	571065
297	CALCUTTA URBAN SERVICE CONSORTIUM	16 SUDDER STREET CALCUTTA	1455513
298	SAMATAT SANSTHA	172 RASH BEHARI AVENUE FLAT NO 302 CALCUTTA-700029	351705

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
TAMIL NADU			
299	AMUDHAN	KALLIMANDAYMMM P.O. PALANI TALUK DINDIDUL ANNA DISTRICT-624616	118892
300	EDUCATION AND COMMUNITY HEALTH ORGANISATION TRUST	NAGAMANI SAW MILL MAIN ROAD M.VADIPATTI P.O. NILAKOTTAI TALUK DINDIGUL ANNA 624211	151950
301	INSTITUTE FOR RESEARCH AND DEVELOPMENT FOR THE RURAL POOR.	137, HOUSING BOARD, GANDHI NAGAR MANURANTAKAM, CHENGAI ANNA, DISTRICT-603306	137763
302	ASSOCIATION OF NATIONAL SERVICE	316 NGO COLONY CHENGALPETTU	127655
303	EDUCATIONAL AND UPLIFT - MENT SOCIETY FOR RURAL DOWNTRODDEN	81-A, G.S.T. ROAD, S.G.PETTAI, MODURANTAKAM, CHENGAI, M.G.R.DT.-603306	137763
304	THE GRD TRUST	KALAIKATHIR BUILDINGS AVANASHI ROAD COIMBATORE 641037	943542
305	MEENAKSHI ILLAM POTHUNALA KALVI SANGAM	NANDIKOVILPATTI MELUR P.O. 625106, DISTT. MADURAI	128388
306	ALL INDIA ANNAI INDIRA MADURAI PURANAGAR MATHAR- GAL MUNNETRA SANGAM	1, CUSTOMS COLONY, NEW NATHAM ROAD, MADURAI-625014	137763
307	INTEGRATED RURAL PEOPLE DEVELOPMENT SOCIETY.	70-A, WEST STREET, MELUR-625106 DISTRICT MADURAI.	267325
308	OTHAKKADAI RURAL HEALTH SOCIAL WELFARE SOCIETY	Y, OTHAKKADAI, DISTRICT MADURAI-625107	137763
309	TAGORE EDUCATIONAL SOCIETY	TINDIVANAM, SOUTH ARCOT DISTT. 604001	222900
310	MADHAR NALA THONDU NIRUVANAM	THIRUVENDIPURAM MAIN ROAD PADHIRIKUPPAM CUDDALORE 607401 SOUTH ARCOT DISTRICT	484408

1	2	3	4
311	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD	POST BOX NO 395 OLD GOODS SHED ROAD TEPPAKULAM TIRUCHIRAPALLI 620002	410477
312	LEAGUE FOR EDUCATION AND DEVELOPMENT	7 FIRST STREET RAYAR THOPPU SRI RAMA PURAM SRIRANGAM TIRUCHIRAPALLI 620006	214561
313	ARNAD VELALAR SANGAM	1 AND 2 SANNATHI STREET THIRUVANAIKOIL-620005 TRICHY DISTRICT	872142
314	KHAJAMALAI LADIES ASSOCIATION	ALL INDIA WOMEN'S CONFERENCE NEW DWLHI, KHAJAMALAI TIRUCHARAPALLI - 620023	137763
315	DR. ANNIE BESANT MAHALIR MANDRAM	64, MANGAMMAL GARDEN, NEW WASHHERMANPET, MADRAS-600081	173879
316	WOMEN S INDIAN ASSOCIATION	43 GREENWAYS ROAD, MADRAS-600028	120040
317	WOMEN S VOLUNTARY SERVICE OF TAMIL NADU	19 MAYOR V.R. RAMANATHAN ROAD, CHETPET, MADRAS - 600031	424353
318.	DISTRICT BHOODEM GRAMDHAM DEVELOPMENT SANGH	KAMPILIAMETTY POST DINDIGUL 624306 DINDIGUL QUID-E-MILLEH DISTRICT	137763

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4

JAMMU & KASHMIR

319	ALL INDIA CENTRE FOR URBAN & RURAL DEVELOPMENT	5, BHAI VEER SINGH MARG, GOLE MARKET, NEW DELHI-110001	176438
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S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4

MANIPUR

320	MANIPUR VOCATIONAL INSTITUTE	MEEKALA BAZAR BPO LAIPHRAKOM VIA-TULIHAL SO IMPHAL	182505
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S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
MADHYA PRADESH			
321	KHAWAJA GAREEB NAWAJ EDUCATION SOCIETY	BALAGHAT MADHYA PRADESH	334592
322	GRAMIN VIKAS MAHILA MANDAL	DISTRICT BHIND	267325
323	M.P. COUNCIL FOR CHILD WELFARE	HOTEL NO.5 BHEL TOWNSHIP PIPLANI BHOPAL-462021 MADHYA PRADESH	657564
324	MA SHARDA JAN KALYAN SHIKSHA SAMITI	60 GUJARPURA BHOPAL	137762
325	SANT KABIR SHIKSHA SAMITI	19, KHEDAPATI COLONY, GWALIOR,	841900
326	BAL VIKAS SHIKSHA SAMITI	RESHAM MILL, BIRLA NAGAR GWALIOR	267325
327	KASTURBA GANDHI NATIONAL MEMORIAL TRUST	KASTURBAGRAM INDORE-452020 MADHYA PRADESH	833689
328	GAYATRI SHAKTI SHIKSHA SAMAJ KALYAN SAMITI	1314 MISHRA MARKET, RANJHI BASTI, JABALPUR.	117165

1	2	3	4
329	TARUN SANSKAR	1784, INDIRA MARKET RANJHI JABALPUR MADHYA PRADESH	176844
330	SHIKSHA PRASAR SAMITI	DHARAMGARH PORSA, DISTRICT MORENA, MADHYA PRADESH.	711787
331	BAL AVAM MAHILA KALYAN SAMITI	JAIL ROAD, MORENA, MADHYA PRADESH	1225037
332	SRI RADHE KRISHNA SHIKSHA EVAM SAMAJ KALYAN SAMITI	MAL GODAM ROAD GANESHPURA MORENA	137762
333	GRAMIN CHETNA EVAM SEVA SAMITI	OVERBRIDGE COLONY BEHIND RAILWAY STATION MORENA-476001	137763
334	PT. RAMPRASAD BISMIL MANAV VIKAS SEVA SAMITI	RADHESHYAM TOMAR KA MAKAN, SUBHASH NAGAR, MORENA	137763
335	JANTA SHIKSHA PARISHAD	DEORI KALAN, DIST. SATNA, MADHYA PRADESH.	222489
336	MONTESSORY EDUCATION SOCIETY	KHACHROD UJJAIN MADHYA PRADESH	232315
337	PANDIT GANGA PRASAD PATHAK LALIT KALA NYAS	VIDISA MADHYA PRADESH	207062
338	HORA EDUCATION SOCIETY	RAIPUR	267325

S.NO	AGENCY NAME	AGENCY ADDRESS	AMT REL
1	2	3	4
HARYANA			
339	LUCKY EDUCATION SOCIETY	MEHAM ROHTAK, HARYANA.	776438
340	VIDYA MAHASABHA KANYA GURUKUL MAHAVIDYALAYA	KHARKHODA, SONEPAT, HARYANA-124402	1466988
341	JANTA KALYAN SAMITI	OPP. BUS STAND, REWARI, HARYANA.	1109619
342	PEOPLES INSTITUTE FOR DEVELOPMENT AND TRAINING	NEW DELHI	1754778
343	PHD RURAL DEVELOPMENT FOUNDATION	NEW DELHI	704474

Details of Voluntary agencies which have received grants of Rs. one lakh or above during 93-94 under the Scheme for Experimental & Innovative Programmes.

S.No	Name of Vol. Agency with address.	Brief activities of the organisation.	Amount of grant in aid released during 93-94.	Purpose for which grant utilised.
1.	2.	3.	4.	5.
1.	Bhagvatulla Charitable Trust, Yellamanchili. Vishkha Distt., A.P.	Educational	51,38,850/-	Experiment- rime.
2.	Shramik Vidyapeeth, Golden threshold, Nampali Station Road Hyderabad University hyderabad.	-DO-	2,73,135/-	-Do-
3.	Deccan Development Society, Meera Apartments, Basheer, Bagh, Hyderabad.	-Do-	5,21,470/-	-Do-
4.	Antyodaya Lok Karyakaram (Alok)(, Majharia Kishun, Nautan Block, West Chammparan Dist., Bihar.	-Do-	7,82,622/-	-Do_
5.	Samanvay Ashram, Bodh Gaya, Bihar.	-Do-	3,10,834/-	-Do-
6.	Lady Irwin College, Sikandra Road, New Delhi.	-Do-	3,49,116/-	-Do-
7.	Institute of Social Analyysis & Communication, Okhla, New Delhi.	-Do-	2,81,004/-	-Do-
8.	Indian Institute of Education, 128/2. J.P. Naik Path, off. Karve Road, Kothrud, pune.	-DO-	22,06,040/-	-Do-
9.	The Foundation for Research In Community Health, 84-A R.G. Thadani Marg, Worli, Bombay.	-DO-	5,08,600/-	-Do-

1.	2.	3.	4.	5.
10.	Eklavya, E-1/208 Arera Colony, Bhopal.	-Do-	15,07,080/-	-Do-
11.	Disha Trust, P.B. 130, Biladi bada, Hindi Para Ward, Raipur (H.P.)	-Do-	2,13,542/-	-Do-
12.	Agramee, At/P.O. Kashipur, Rayagada Distt., Orissa.	-Do-	5,85,677/-	-Do-
13.	Agramee, At/ P.P Sarat, Mayur Bhanj Distt., Orissa,	-Do-	2,05,218/-	-Do-
14.	Society for Welfare of Weaker Sections, Lalu Sahi, Ganjam Distt., Orissa.	-Do-	2,83,855/-	-Do-
15.	Lokadrusti, Khariar, Kalahandi Distt. Orissa.	-Do-	1.05,298/-	-D-
16.	Institute of Development Studies, B-124 A, Mangal marg, Bapu Nagar, Jaipur.	-Do-	1,99,248/-	-Do-
17.	Digantar Shiksha Evam Khelkud Samiti, 2, Yudhistar Marg, Jaipur.	-Do-	4,38,942/-	-Do-
18.	Bodh Shiksha Samiti, B-118, Mangal Marg, Bapu Nagar, Jaipur.	-Do-	8,43,222/-	-Do-
19.	Krishnamurti Foundation India,64-65 Greenways Road, Madras.	-Do-	4,80,129/-	-Do-
20.	Institute of Psychological & Educational Research,27, Circus Avenue, Calcutta.	-Do-	11,43,515/-	-Do-
21.	Majhihira National Basic Educational Institution, Majhihira, Purilia Distt. West Bengal.	-Do-	4,99,145/-	-Do-

1.	2.	3.	4.	5.
22.	Manav Kalyan Pratisthan, Anand Ashram, Hira Kund Colony, Samabal Pur Distt. Orissa.	-Do-	1,00,000/-	-Do-
23.	Andhra Pradesh Open School Society, S.C.E.R.T, Campus, Hyderabad.	-Do-	202,50,000/-	-Do-

**STATEMENT OF
OUTSTANDING AUDIT PARAS**

STATEMENT SHOWING THE LATEST POSITION OF OUTSTANDING AUDIT PARAS INCLUDED IN THE
REPORTS OF THE CONTROLLER AND AUDITOR GENERAL OF INDIA FOR THE YEARS ENDED 31ST MARCH 1988-1993

(AS ON 20-1-95)

S.NO.	PARA NO.	BRIEF SUBJECTS/NAME OF THE ORGANISATION	DIVISION CONCERNED	REMARKS
<u>YEAR ENDED 31ST MARCH 1988</u>				
1.	39	Loss on purchase of Electronic equipment - Govt. College of Art Chandigarh.	UT	
<u>YEAR ENDED 31ST MARCH 1989</u>				
1.	7	Indian Institute of Management, Bangalore	Technical	ATNs sent to Audit.
2.	9	Indian Council of Philosophical Research, New Delhi.	University	Revised ATNs sent to Audit
<u>YEAR ENDED 31ST MARCH, 1990</u>				
1.	2	University Grants Commission, New Delhi	University	Clarification awaited from U.G.C.
2.	3	Computer Lit & studies in schools - NCERT	ET	Revised ATNs incorporating Audit's observation are under submission.
3.	7	I.C.S.S.R., New Delhi	University	ATNs sent to Audit.
4.	9	Construction of Warehouse & Office blocks - IGNOU	University	Settled.
5.	14	Idle Outlay - Regional Engg. College, Silchar	Technical	ATNs sent to Audit.
6.	15	Loss due to non-procurement of levy cement-SPA, New Delhi	Technical	
7.	20	Deposit of funds in advance-Bal Bhavan Society, New Delhi	E.E.	Comments of M/o Urban Development awaited.
8.	21	Unintended benefits to contractors-Bal Bhavan Society,N.D.	E.E.	
<u>YEAR ENDED 31ST MARCH, 1991</u>				
1.	3.3	National Literacy Mission	A.E.Divn.	Selected by PAC.
2.	5	Central Board of Secondary Education.	School	Revised ATNs sent to Audit.
3.	8	Consultancy work -School of Planning & Architecture	Technical	
4.	11	Disposal of outdated computers-IIT, Madras.	Technical	ATNs sent to Audit.
5.	12	Irregular grant of medical benefits -IIT, Delhi	Technical	
6.	18	Delay in implementation of project - NCERT	School	
<u>YEAR ENDED 31ST MARCH 1992</u>				
1.	7.2	Educational Technology Programme	E.T.	Selected by PAC. Reply sent to LSS (PAC Br.)
2.	7.3	Bureau of Promotion of Urdu	Language	ATNS sent to Audit.
3.	7.5	Environmental Orientation to School Education	E.T.	ATNs revised in the light of Audit co
4.	7.6	Injudicious & Irregular payment of grants-AICTE, ND	Technical	
5.	7.7	Injudicious release of grants resulting in idling of funds - IIT, Delhi.	Technical	
6.	13	Failure to avail Interest facility-NCERT/CIET	E.T.	SETTLED.
7.	14	Regional Engg. College, Warangal	Technical	
8.	16	Unauthorised payment of patient care allowances-University College of Medical Science, Delhi University	University	Comments of UGC awaited.
9.	17	Unauthorised expenditure on pay & allowances - College of Vocational Studies, UGC	University	Clarification awaited from U.G.C.

S.NO.	PARA NO.	BRIEF SUBJECTS/NAME OF THE ORGANISATION	DIVISION CONCERNED	REMARKS
10.	18	Gift of wrist watches in contravention of Govt's instructions I.I.T., Bombay.	Technical	ATNs sent to Audit.
11.	19	Overpayment of Rs. 1.99 Lakhs due to incorrect fixation of pay I.I.T., Delhi.	Technical	
12.	20	Irregular promotions J.N.U.	University	ATNs sent to Audit.
13.	21	Blocking of funds-Birla Vishvakarma M.V.Engg.College, Kheda.	Technical	
14.	10.22	Purchase of Biscuits-UT Chandigarh	U.T.	
15.	3.7	Irregularities in accounting of Govt.funds	U.T.	
16.	3.8	Unjustified rejection of lowest tender	U.T.	
17.	3.9	Non-utilisation of Grant-in-aid	U.T.	

YEAR ENDED 31ST MARCH 1993

1.	1.11	Utilisation Certificates	UC Cell	Selected by PAC.
2.	2.4	Saving in grant/appropriation	IF.	
3.	3.4	Operation Blackboard	EE	Comments are being furnished based on the replies received from State Govts.
4.	3.5	Follow up on Audit Report	Tech./Unv. Sch./Lang.	
5.	8	Failure to avail of interest facility - N.C.E.R.T	Sch.	Reply from NCERT awaited.
6.	9	Purchase of Sub-standard paper - IGNOU	Unv.	Information awaited from IGNOU
7.	10	Avoidable exp. on purchase of equipment -IIT Kanpur	Tech.	
8.	11.	Extra expenditure on the purchase of liquifier system - IIT, Kanpur.	Tech.	
9.	12	Procurement of a Computer - REC Durgapur	Tech.	
10.	13	Purchase of defective Helium Liquifier plants-Unv.of Delhi	Unv.	Information from Delhi Unv. is awaited.
11.	14	Construction of Student's Activity Centre - RIT Jamshedpur	Tech.	
12.	15	Irregular payment of Bonus -RIT Jamshedpur	Tech.	
13.	16	Idle equipment - RIT Jamshedpur.	Tech.	
14.	17	Payment of City Compensatory allowance -RIT Jamshedpur.	Tech.	
15.	18	Infractous expenditure on salary of Librarian-KVS, N.D.	UT	
16.	19	Infractous expenditure due to purchase of unsuitable X-rays, Generator-JNU, New Delhi	Unv.	Clarification awaited from JNU.
17.	20	Short recovery of electricity & water charges. JMI,N.D.	Unv.	Additional information from JMI is awaited.
18.	21	Idle Outlay - NERIST	Tech.	

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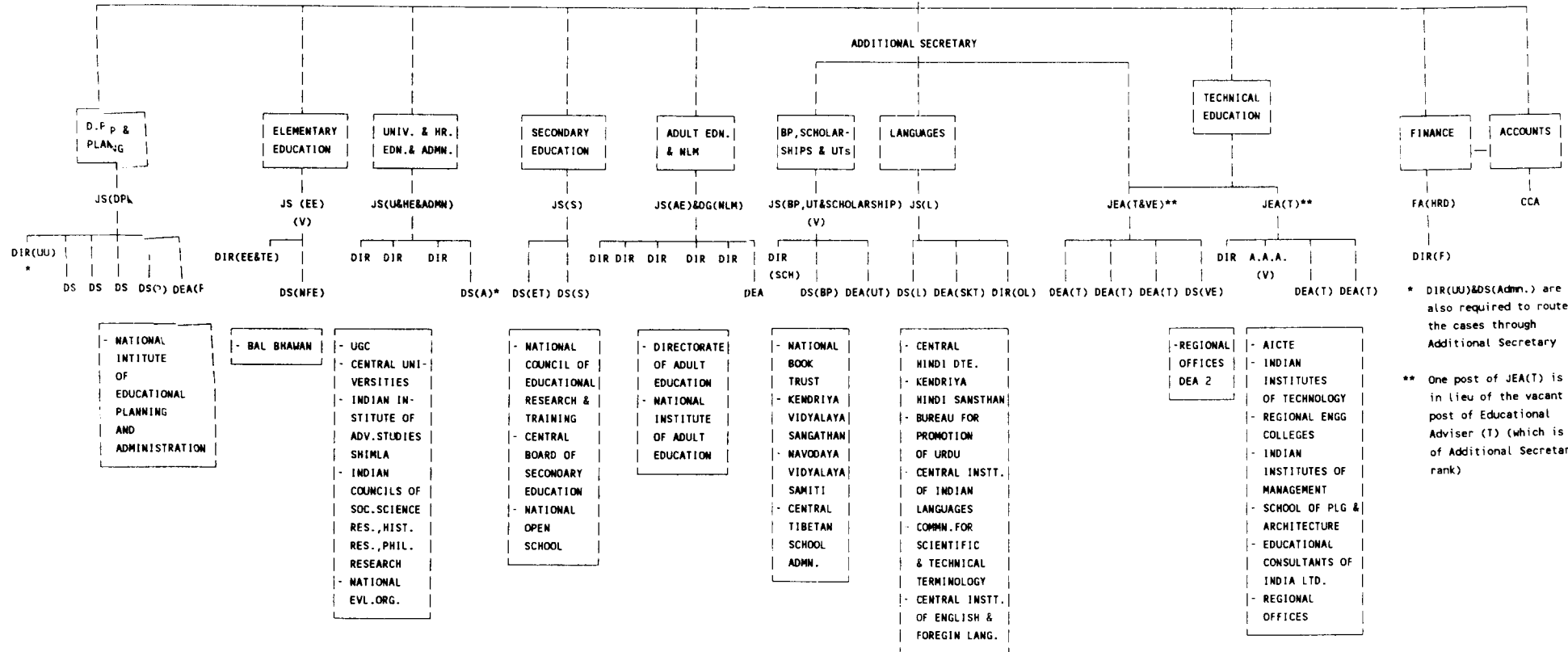
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**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION**

**MINISTER OF H.R.D.
DEPUTY MINISTER
EDUCATION SECRETARY**

AS ON 01.01.1995



* DIR(UU)&DS(Adm.) are also required to route the cases through Additional Secretary

** One post of JEA(T) is in lieu of the vacant post of Educational Adviser (T) (which is not of Additional Secretary's rank)