

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

**ANNUAL REPORT
1995-96
PART I**



**DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
1 996**

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**National Institute of Educational
Planning and Administration.**

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INTRODUCTORY

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 1995-96, 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 would have four parts dealing with the concerned Departments.

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
PART-I

1. OVERVIEW

1. OVERVIEW

Education for All

1.1.0 Education for All (EFA) continues to be the focal point of the programmes in education during 1995-96. For achieving EFA, a two pronged strategy of universalising adult literacy and universalisation of elementary education in a mutually supportive manner is being followed.

Elementary Education

1.2.1 The elementary education system in India is the second largest in the world with 149 million children enrolled in 1994-95 in the age group of 6-14 years covering about 82% of the children in this age group. Of these, 109 million children were enrolled in 581,305 primary schools and another 40 million in 163,605 upper primary schools. There are 2.8 million teachers - 1.7 million employed in primary schools and 1.1 million in upper primary schools. 94.5% of the rural population living in 8.26 lakh habitations have a school within a walking distance of 1km. and 83.98% have upper primary schooling facilities within a walking distance of 3 kms. The percentage of girls enrolled at primary stage stands at 42.8%. A study conducted by National Council of Applied Economic Research (NCAER) in 1993 indicates significant decline in the proportion of never enrolled children (boys as well as girls) in all States. The retention rate has also shown improvement and it is 62% at primary stage and 47% at upper primary stage.

1.2.2 Universal access, universal retention and universal achievement are broad parameters to achieve UEE. The focus is on school dropouts, working children, girls who cannot attend formal schools, particularly, belonging to SCs/STs and disadvantaged groups. Special focus has been given on removal of regional and gender disparities.

1.2.3 The major initiatives in the form of Operation Blackboard, Non-formal Education Programme and Teacher Education through mass orientation of teachers and District Institutes of Education and Training (DIETs) have continued to be accorded priority.

1.2.4 The District Primary Education Programme (DPEP) is another thrust area in primary education. The DPEP is distinct from conventional projects as it takes a holistic view of elementary education, emphasises decentralised management, community mobilisation and undertakes district and population specific planning. 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. It emphasises on capacity building and integrated and locally relevant curriculum. A system of con- current evaluation as well as monitoring of learner's activity is being set up to evaluate the impact of implementation on the objective of evaluation, retention and achievement. The programme has already been launched in 42 low female literacy districts in 7 States and the objective is to cover 110 districts by the end of the 8th Plan.

1.2.5 Besides, a number of externally assisted projects such as - Uttar Pradesh Basic Education Programme, Bihar Education Project, Shiksha Karmi and Lok Jumbish Projects in Rajasthan, Mahila Samakhya Project and Andhra Pradesh Primary Education Project are also under implementation.

Scheme of Nutrition Support to Primary Education

1.3.1 A nation-wide Mid-day Meal programme has been launched from 15th August, 1995 to give boost to UEE, improve enrolment, retention and attendance in primary schools and also to improve nutritional status of children. This scheme is expected to hasten the country's march towards the goal of UEE. Over a period of three years all the Government run/aided Schools are to be covered benefitting 12 crore children. During 1995-96, 378 districts, 2499 blocks, 2.25 lakhs schools and 3.35 crore children have been covered.

1.3.2 The central support under this programme is on the following:

- i) Provision of foodgrains free of cost to the implementing agencies;
- ii) Reimbursement of transportation cost to District authorities for moving of foodgrains from Food Corporation of India godowns to schools/villages.
- iii) Besides, remuneration for conversion of foodgrains into cooked food as well as expenditure on construction of kitchen sheds, will be eligible for coverage under the Poverty Alleviation Schemes being administered by the Ministry of Rural Development.

1.3.3 The expenditure towards the cost of foodgrains (payable to Food Corporation of India) and reimbursement of transportation cost will be incurred by the Ministry of HRD (Department of Education).

1.3.4 The Programme has commenced in all the States/UTs. Seven States namely , Gujarat, Haryana, Jammu & Kashmir, Kerala, Madhya Pradesh, Orissa and Tamil Nadu and U.T. of Pondicherry are serving cooked meal. In Delhi processed food is being served. In rest of the States/UTs, foodgrains are being distributed. The number of beneficiaries is about 3.34 crores.

Adult Education

1.4.1 The National Literacy Mission represent a national and political commitment on the need to harness all social forces to achieve the objective of effecting a qualitative change in the lives of the people. It has made it possible for the country to adopt a systematically planned approach which envisages coverage of the entire adult population by literacy of well defined level through instructions. The current rate of adult literacy as per 1991 census is 52.21% for the entire country (39.29% for females and 64.13% for males).

1.4.2 The Total Literacy Campaigns(TLCs), the major programme for universalising adult literacy, are now operational in 379 districts, either partially or fully, in the States of Andhra Pradesh, Bihar, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Manipur, Meghalaya, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and UTs of Chandigarh, Dadra & Nagar Haveli, Daman & Diu and Pondicherry. Currently, approximately 62.36 million people in the 9-35 age group are learning with the help of about 6 million volunteers. They are in different stages of learning, but it is estimated that about 34 million of them have already acquired the threshold level of literacy and numeracy. The objective is to make 100 million people functionally literate. The focus of

the campaigns 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. During the year 1995-96, against a target of 40 districts under TLCs, 47 districts have already been covered. With a view to concentrating on continuing education components, a revised scheme of 'Continuing Education for Neo-literates' has been formulated.

Secondary Education

1.5.1 Secondary Education is being strengthened through various schemes, such as the schemes for improvement of Science Education, Environment Education, Population Education, Culture and Values in Education, Computer literacy, Education Technology, Yoga, Physical Education and Sports. In addition, the NCERT has been providing resource support in crucial areas of educational research and training at school level.

1.5.2 Kendriya Vidyalayas and Navodaya Vidyalayas are promoting education with a national identity throughout the country. The Government has accelerated the process of creating buildings, laboratories, libraries and teacher training facilities so that these chains of schools act as pace setters for other schools in the country.

1.5.3 The National Open School has been assigned the responsibility of promoting open schooling in the country with a view to provide distance education to deprived and socio-economically backward sections of society in the remotest parts of the country.

1.5.4 The problem of the academic burden on school students has been under consideration. On the basis of Prof. Yashpal Committee Report, steps have been taken for monitoring the implementation of the recommendations of the report to ensure meaningful reforms in school education. In this regard, a Committee under the Chairmanship of Director, NCERT has been constituted to submit a six-monthly report on the status of implementation of various recommendations made by Prof. Yash Pal Committee.

1.5.5 The Scheme of National Awards for Teachers was started in the year 1958-59 with the objective of giving public recognition to meritorious teachers working in Primary, Middle and Higher Secondary Schools.

University and Higher Education

1.6.1 Education at University/College level is important for the educational system as the standard of higher education influences the national economy. Higher Education system in India has witnessed a steady growth since Independence. There has been an exponential growth in the number of Universities and Colleges. The number of institutions of National Importance has also increased considerably. The enrolment of students with increased share of women and SCs/STs is visible in all stages of higher education, particularly, vocational, science and professional streams. The programme of vocationalisation of education at first degree level started by UGC in 1994-95 is gaining momentum.

1.6.2 The Distance Education System has also become very popular as it is not only cost-effective but easily accessible for upgradation of education and skills, particularly in remote areas. Electronic media has played a very constructive role in this area. It is

expected that by the end of 8th Plan, there would be additional enrolment of one million students under Distance Education System.

1.6.3 At the request of Government of Uttar Pradesh, the Government of India enacted the Baba Saheb Bhimrao Ambedkar University in September, 1994 to establish and incorporate a residential University at Lucknow. The university has come into effect. A Memorandum of Understanding was also signed with the state government on 3rd January, 1996 for expeditious action on transfer of the title and possession of land from the University.

1.6.4 In pursuance of the provision in NPE, 1986 (as modified in 1992) and POA 1992 regarding rural higher education following a pattern on the lines of Mahatma Gandhi's philosophy of basic education and Nai Talim, the government has set up a National Council of Rural Institute at Hyderabad. The Council was inaugurated by the Prime Minister on 3rd December, 1995.

Human Rights Education in Schools and Colleges

1.7.1 The integration of human rights related areas into school curriculum at various levels in the core of promoting human rights education in schools. A school syllabus framework has been developed in which besides carrying information about human rights, topics on environmental issues, population education, etc. are also being incorporated. Special emphasis is being laid on generating awareness about human rights in school going children through celebrations of 10th December as Human Rights Day throughout the country. Considering that teachers would play pivotal role in this area, a teacher's handbook on Human Rights is under finalisation which is likely to be out by August, 1996. National Council of Teachers Education is doing pioneer work in the field of educating and training teachers on Human Rights related subjects.

1.7.2 In universities also, subject of human rights is receiving active consideration at the undergraduate and post-graduate levels. UGC has decided to introduce one year post-graduate diploma and two years post-graduate LLM degree course in Human Rights. Serious thinking is on to incorporate Human Rights education in the National Literacy Mission (NLM) Programme as well.

Technical Education

1.8.1 The National Policy on Education 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.

1.8.2 Priority is being given to bring industrial commercial system and institutions closer. 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 through the Centre of Excellence Programme and UK-RECs Project is being taken up. Upgradation of Technician Education system to improve the capacity, quality and efficiency of polytechnics is being pursued.

1.8.3 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.

1.8.4 Two more IIMs, one each in the State of Madhya Pradesh and Kerala are being established. An Indian Institute of Information Technology and Management is being set up at Gwalior. The primary objective of the Institute would be to establish facilities for education, training, research, consultancy and professional development in the areas of information technology and management.

Languages

1.9.1 The Central Hindi Directorate continued to promote and propagate Hindi in the country and abroad. The work of preparation of bilingual and trilingual dictionaries is in progress. Hindi-Persian, Hindi-Singhalese and Hindi-Indonesian dictionaries are ready for printing. About 10,186 persons have been enrolled for teaching Hindi through correspondence course of the Directorate. The scheme of Appointment of Hindi Teachers in non-Hindi speaking States/UTs continues under which assistance to State Governments is provided.

1.9.2 The Central Institute of Indian Languages, Mysore has played an effective role in the training of teachers from Hindi Speaking areas in Modern Indian Languages.

1.9.3 Programmes to bring about improvement in the standards of teaching/learning of English, continues.

1.9.4 The National Council for promotion of Urdu Language has been set up as an autonomous body.

1.9.5 The National Council for promotion of Sindhi Language has been set up as an autonomous body to develop, promote and propagate Sindhi Language.

1.9.6 The scheme of Financial Assistance to States/UTs for appointment of Modern Indian Language Teachers (Other than Hindi) in Hindi speaking areas continued.

Women's Education

1.10.1 Although provision of educational opportunities for women has been an important part of the national endeavour since independence, gender disparities continued to persist with uncompromising tenacity more so in rural areas and among disadvantaged sections of society. The NPE sees education as an instrument that could bring about basic change in the status of women, and envisages a well conceived edge in favour of women. Removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education have been assigned overriding priority through special service, setting up of time bound targets and effective monitoring. A programme called 'Mahila Samakhya' or women's equality was designed in consonance with the NPE commitment. It seeks to bring about a change in both societies and women's perceptions about their roles. In 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.

International Cooperation and WIPO

1.11.0 Department of Education is the nodal Department for two major United Nations Organisations viz., UNESCO and World Intellectual Properties Organisation. India continued to take active part in both these organisations.

Education of SCs, STs and Minorities

1.12.1 Special emphasis has been laid on the removal of disparities towards equalisation of educational opportunities by attending to the specific needs of deprived sections of the society particularly SCs/STs and educationally backward minorities. Special provisions for SCs/STs have been incorporated in the schemes of the Department. In the interest of equity and social justice, the schemes of area intensive programmes for educationally backward minorities have been launched with the objective of providing basic infrastructure and facilities in the areas of concentration of educationally backward minorities. The schemes of modernisation of Madarsa education was initiated with a view to encouraging traditional institutions like Madarsa and Makhtabs to include Science, Mathematics, Social Studies, Hindi and English in their curriculum.

1.12.2 Special schemes are also implemented for giving educational facilities to handicapped children.

Planning

1.13.1 National Policy on Education(NPE), 1986 and Programme of Action(POA), 1992 continued to be implemented with vigor. A national debate has been initiated to discuss certain fundamental issues concerning educational systems like compulsory primary education, load of school bag, examination reforms, adult education and vocational education with a view to enlisting public opinion in policy making. Further in tune with the rapid changes taking place in our socio-economic front, Synergy Groups have been set up in four thrust areas of education, viz., Primary Education and Literacy, Vocational Education, Technology Development and Transfer in IITs and Development and Transfer of Management Techniques in IIMs, with a view to forging partnership between government, industry and NGOs in implementation of educational programmes.

Scholarships

1.14.0 The Department continued to implement a number of scholarship schemes for giving assistance to meritorious and needy students to pursue higher education in India as well as abroad.

Resources for Education

1.15.0 The revised budget for education in the Centre and nine States/UTs for the year 1993-94 was Rs. 24,268.99 crore and in the States/UTs for the year 1994-95 was Rs. 27,177.25 crore.

Allocation of funds and their use

1.16 0 A budget provision of Rs. 2704.07 crore was made for education in the central sector during the year 1995-96. Out of this Rs. 880.23 crore was under non-plan and Rs. 1823.84 crore under plan.

2. ADMINISTRATION

2. ADMINISTRATION

Organisational Structure

2.1.0 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 two Ministers of State. 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

2.2.1 The Department has a large number of Subordinate Offices/Autonomous Organisations/Central Universities/Institutes of Technology and other Institutions of Higher Learning and Research.

- The Directorate of Adult Education (DAE), New Delhi
- The Central Hindi Directorate (CHD), New Delhi
- The Commission for Scientific and Technical Terminology (CSTT), New Delhi
- The Central Institute of Indian Languages (CIIL), Mysore.

2.2.2 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 planning and administration.
- The University Grants Commission (UGC) New Delhi, which coordinates and maintains standards in the area of higher education.
- The All India Council for Technical Education (AICTE), New Delhi, which coordinates and maintains standards in the area of technical education.
- National Council for Teacher's Education (NCTE), New Delhi for development of teacher education.
- National Council for Promotion of Urdu Language, New Delhi.
- National Council for Promotion of Sindhi Language, Vadodara.
- Rashtriya Sanskrit Sansthan, New Delhi

2.2.3 Important organisations/institutions in various sectors of Education are:

Higher Educational Research

- Indian Institute of Advanced Study (IIAS), Shimla.
- Indian Council of Social Science Research (ICSSR), New Delhi
- Indian Council of Historical Research (ICHR), New Delhi.
- Indian Council of Philosophical Research (ICPR), New Delhi.
- The National Council of Rural Institute (NCRI), Hyderabad.

Central Universities:

- Aligarh Muslim university, Aligarh.
- Banaras Hindu University, Varanasi.
- University of Delhi, Delhi.
- University of Hyderabad, Hyderabad.
- Jamia Millia Islamia, Delhi.
- Jawaharlal Nehru University, New Delhi.
- North Eastern Hill University, Shillong.
- Pondicherry University, Pondicherry.
- Viswa Bharati, Santi Niketan.
- Nagaland University.
- Tezpur University, Tezpur
- Assam University, Silchar.
- Indira Gandhi National Open University, New Delhi.
- Babasaheb Bhimrao Ambedkar University, Lucknow.

Promotion of Languages

- 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.

Following Universities/ Institutions are being set up:-

- Mahatma Gandhi Antarashtriya Viswavidyalaya
- Maulana Azad Urdu University
- Rajiv Gandhi National Institute of Computer and Allied Sciences.

School Education

- The Kendriya Vidyalaya Sangthan (KVS), New Delhi running schools for the children of transferable central government employees.
- The Navodaya Vidyalaya Samiti, New Delhi, running schools for talented rural children.
- The Central Board of Secondary Education (CBSE), New Delhi, affiliates schools and conducts examination.
- National Open School (NOS), New Delhi provides education through an open learning system at the school stage.

Elementary Education

- 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.

Book Promotion

- The National Book Trust, New Delhi.

Technical Education

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

- Regional Engineering Colleges (Seventeen in number).
- Indian Institute of Information Technology and Management, Gwalior (IIITM, Gwalior).

Adult Education

- The National Institute of Adult Education (NIAE)

Functions

2.3.1 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."

2.3.2 The Department has been closely interacting with States and Union Territories to fulfil the role perceived by the NPE. The Department has also been striving to fulfil the objective of development of Human potential in the sector of Education, through a country-wide network of field organisations, academic institutions etc.

Publications

2.4.0 The unit is responsible for coordination and printing of Annual Administration Report of the Department both in English and Hindi. Apart from this, Performance Budget, Demands for Grants, Directory of Recipients of National Award to Teachers and Investiture Ceremony, Recipients of certificate of Honour to Sanskrit Scholar and those of other classical languages, is a regular annual feature. Other Publications of the Department were also got published during 1995-96. 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

2.5.0 The Budget provisions for 1995-96 and 1996-97 for Secretariat and other programme and staff expenditure of Department of Education are as under:

(Rs. in crores)

Particulars	B.E. 1995-96	R.E. 1995-96	B.E. 1996-97	Provision for
Demand No. 46				
Department of Education	2704.05	965.41	4350.92	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.

Vigilance Activities

2.6.1 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 in Under Secretary and other subordinate staff. Shri Priyadarshi Thakur has acted as Chief Vigilance Officer in the Department of Education till 27-8-1995. Thereafter, Shri Bunker Chatterjee, Joint Secretary was appointed as Chief Vigilance Officer.

2.6.2 Sustained efforts continued to tone up the administration and to maintain discipline amongst staff of the Department. 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 posts were rotated periodically. Disciplinary proceedings against three officials were concluded and appropriate orders passed in each case. Disciplinary proceedings against ten officials including four gazetted officers, already initiated earlier, were in progress. Preliminary enquiry against four complaint cases pertaining to the Department of Education including three gazetted officers, are in progress.

2.6.3 Of the 58 autonomous organisations and one Public Sector Undertaking under the administrative control of this Department, 50 have so far accepted the advisory jurisdiction of the Central Vigilance Commission. Of them, 23 organisations have appointed the Chief Vigilance Officers with the prior approval of the Central Vigilance Commission.

2.6.4 A 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 public during office hours.

2.6.5 In order to ensure that the policy of the Government regarding redressal of Public Grievances is implemented in its totality, 40 organisations out of a total number of 58 have created Public Grievance Redressal machinery and have in turn designated Director of Grievances. Fourteen organisations had already been exempted, with the prior approval of the Department of Administrative Reforms and Public Grievances, from the purview. Efforts were also made during the period under report to persuade the remaining four organisations to set up machinery for redressal of public grievances.

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

Progressive use of Hindi

2.7.1 The Department of Education has adequate staff for the implementation of the Official Language Act and Official Language Policy of the Government of India. An Official Language Implementation Committee under the Chairmanship of Joint Secretary(Languages) has been constituted. The Committee periodically reviews the programmes for the progressive in use of Hindi in the Department and its various subordinate offices and autonomous organisations. It also examines critically the steps taken in this regard and various constraints in the process and provide solutions therefore. According to the existing instructions all Notifications, Resolutions, General Orders, Circulars, Memoranda are issued bilingually. Similarly, rubber stamps, nameplates, notice boards, seals, letter heads are also prepared bilingually. Letters received in Hindi are replied to in Hindi. The Performance Budget and Annual Administrative Report are presented in Parliament both in English as well as in Hindi. Over 80% of the officials in the Department have working knowledge of Hindi. Accordingly, this Department has been notified under Rule 10(4) by the Department of Official Languages; and some of the sections have been identified for working in Hindi under Rule 8(4). The officials, who have no working knowledge of Hindi are sent for training in batches for attending Prabodh, Praveen and Pragya classes. Similarly, the Typists and Stenographer, who do not have knowledge of Hindi Typing and Stenography skills are also given training. Out of a total of 89 offices under the Department 29 have been notified under Rule 10(4). 'Hindi Pakhwada' was organised in the Department from 1st to 15th September, 1995 and a number of contests for progressive use of Hindi were organised. The Education Secretary presented awards to participants who obtained 1st, 2nd and 3rd positions. Besides, appeals were made by the former Minister of Human Resource Development, Minister of State for Education and Culture for increasing use of Hindi in the official work of the Department.

2.7.2 Director(O.L.) also inspected some of the sub-ordinate and autonomous organisations to assess the progress in implementation of Official Language policy. A Hindi Advisory Committee has also been constituted in the Department for encouraging the use of Hindi. Joint meetings of Hindi Advisory Committees of various Departments of the Ministry were held under the Chairmanship of former Minister of Human Resource Development on May 8th, July 20th and September 7th, 1995. The strategy for progressive use of Hindi in the Ministry was discussed. These meetings were organised by the Department of Education.

Professional Development And Training of Staff

2.8.1 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 therefore.

2.8.2 During 1995-96 as many as 135 nominations were made for various training programmes (125 in India and 10 abroad). Out of 135 nominations, 86 were accepted by the various training institutions, 63 officers attended the training programmes.

2.8.3 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 these gaps by organising specific training programmes in this area with the assistance of selected training institutions.

Pay Commission Cell

2.9.0 The Fifth Central Pay Commission set up by the Government desired that the Ministries/ Departments may establish dedicated Pay Commission Cells by redeployment of existing staff to assist the Liaison Officers in discharging their additional responsibilities relating to the work regarding the Commission. In pursuance of this decision, a separate Pay Commission Cell has been set up in the Department by redeployment of staff to expeditiously and effectively process the matters relating to the Fifth Central Pay Commission.

Office Council

2.10.0 Under the scheme of JCM of the Government, the Department has Office Council having representatives of various Staff Associations. The Office Council of the Department is very active and takes keen interest in the service matters, working conditions, welfare activities of the officials of the Department. The Office Council has also been extending cooperation to the Administration.

3. EDUCATION FOR WOMEN'S EQUALITY

3. EDUCATION FOR WOMEN'S EQUALITY

Empowering Women Through Education

3.1.1 Female literacy outstripped the male literacy rate in the 80s, which is a testimony to three decades of State-civil society efforts to eradicate illiteracy from India. The impact of central and state initiatives was reflected in the decennial literacy growth rates: a healthy 7.76 per cent for men and a 9.54 percent for women.

3.1.2 The decennial literacy growth rates also signify a conceptual advance in the educational policy framework. The National Policy on Education is committed to ensure "a well-conceived edge in favour of women". The NPE recognises that the empowerment of women is possibly the most important precondition for the participation of girls and women in the educational process.

3.1.3 The effort to engender the educational system across the country begins with the understanding that opportunities for the girl child and women are far less both within the home and in the wider community. Role expectations of girl-child need to be transformed through the content, form and methodology of education.

3.1.4 Building a gender awareness into all the nuances of education has been a focal point for interventions across the system.

- * One of the most successful efforts to link women's empowerment with education has been Mahila Samakhyas. The programme is operational in 17 districts spread over the four states of Andhra Pradesh, Gujarat, Karnataka and Uttar Pradesh. The Samakhyas approach begins with the understanding that women must identify their problems and evolve solutions at their own pace.

A critical factor in the process of empowerment has been the sangha or women's collective. The sangha is a forum where women can collectively analyse their problems and share their experiences. The Samakhyas approach has been successfully adopted by several basic education programmes, including the Bihar Education Programme, District Primary Education Programme in Madhya Pradesh and in Assam.

- * The Total Literacy Campaign (TLC) has been successful in raising the demand for education especially among women. In most of the 356 districts, women made up over 60 percent of adults enrolled in the programme. The classes have motivated women to fight for minimum wages and launch a crusade against prohibition.
- * In campaign mode, the programme actively seeks to attract women and girls to participate in the educational process. In over half the TLC districts, post-literacy campaigns have begun and address the needs of neo-literate learners. TLC is gradually being extended to the educationally backward states.

- * The effort to eradicate illiteracy among adult women is magnified at the primary stage. Under the scheme of Operation Blackboard, of the 1.27 lakh teachers appointed, 47 percent or 59,690 were women. In future, at least half of the teachers appointed are expected to be women.
- * The Non-formal Education system is being extended to meet the needs particularly of girls who are unable to attend formal school. NFE centers run exclusively for girls, get 90 per cent assistance from the Central Government. The number of such centers would go up from 25 per cent to 40 per cent of the total.
- * At the other end of the spectrum are the Navodaya Vidyalayas, centers for excellence, where at least one-third of the students would be girls. In both the Kendriya Vidyalayas and the Navodaya Vidyalayas, education for girls is free upto Class XII.
- * Building on these schemes is the District Primary Education Programme which focuses on improving girls access to and participation in school. The programme, now operational in 42 districts is spread over seven states: Assam, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh and Tamil Nadu. It is proposed to cover another 68 districts by the end of the 8th Plan. The attempt is to build in an equity focus from early schooling.
- * DPEP's district focus is a conscious attempt to decentralise the planning process as a strategy to universalise elementary education. Educationally backward districts which have female literacy rate below the national average have been selected for the programme. As DPEP has a well-defined gender focus which ensures that all interventions and activities are gender aware, this effort to integrate a gender perspective begins with the planning process.
- * In many states, free education for girls is already part of the effort to improve participation rates.
- * For girls who complete Class X and then drop-out, vocational training programmes which emphasize entrepreneurship are being designed under a centrally sponsored scheme which consciously attempts to introduce new and emerging technologies to women.
- * A new initiative in girl's education is the operationalisation of the scheme for assistance to voluntary organisations for strengthening boarding/hostel facilities for girl students of the secondary and higher secondary schools. During the VIII Plan, 3,580 girls are expected to benefit.
- * There has been a massive increase in the number of women who enter university. From 40,000 in 1950-51, the number of women enrolled in higher educational institutions and polytechnics has gone up to 20,65,000 in 1995-1996, across the country.

- * In the technical and professional higher education programmes too, there has been a marked increase in the participation of women.
- * The University Grants Commission has been encouraging institutions to take up research projects in the area of women's studies by providing the necessary funds. UGC has also assisted 22 universities and 11 colleges and set up women's studies centers. Besides there are 40 positions of part-time research associateships for women.

EDUCATION FOR WOMENS' EQUALITY

Meeting the Demand for Education

A. *The Experience in Mahila Samakhya, Uttar Pradesh*

Mahila Shikahan Kendras are emerging as centres of mainstream education. Launched in Banda, one of the districts with the lowest female literacy in Uttar Pradesh, MSKs are also being set up in Varanasi and Saharanpur. The MSKs are drawing in girls and women who have been school dropouts or never enrolled at all, but whose desire for learning is paramount.

MSKs are able to make education more attractive to women and girls in rural areas as the subjects chosen and the methods used to disseminate knowledge were rooted in the specific context of the village or block. Thus prospective students through group discussions decided that they wanted more information about land; water; forests; and the village community.

Both students and the teachers were involved in the process of developing materials and lessons for each subject. Teachers were chosen from among those running literacy classes in the village. In addition, as students were weak in language and maths abilities but had a lot of information to share, the teachers were selected with a view to provide students with inputs and helping them make best use of information available.

It is envisaged that the MSKs will soon broaden the area of work, provide skill training in traditional and non-traditional areas.

MSKs are the latest innovation in linking education to women's empowerment. However, they only cap a series of achievements in making education relevant to the needs of local women and girls and ensuring that it is provided at a pace, set by the women themselves.

Over the past few years, the 76 Mahila saksharta kendras spread over the four Samakhya districts have attempted to meet the growing demand for education.

Beginning with literacy camps, organised for sakhis and sangha women in Banda district, the effort to learn more was translated into mahila saksharta kendras for neo-literate women. At the learning centres, women would gather every day to learn together.

Sahelis or friends as the teachers are known, introduce the alphabet through specific local words.

Also a newsletter, Mahila Dakiya, or the women's post, was launched. Published bi-monthly, it is widely circulated in the area.

It is to satisfy this growing demand for education that MSKs have emerged. The Kendras reflect the Samakhya venture to alter the paradigm of education for women further, so that no horizon remains out of reach. We have selected our path but have yet to define it; the definition of which perhaps will emerge as we work towards this vision.

B. *The Experience in Mahila Samakhya, Andhra Pradesh*

A similar scenario is seen in Andhra Pradesh. In the two districts of Medak and Mahboobnagar, sangham women articulated a demand for education quite early.

The sanghams actively look for the right teachers and help in the development of the right reading and writing materials. From the beginning, literacy was viewed as a step in the process of taking control of one's destiny. Thus literacy did not end with being able to sign one's name, instead it was viewed as the beginning of a journey.

As women joined literacy classes, they also actively sought quality education for their children, particularly their girls. A summer camp was organised in both districts. to expose girls to the vistas opened up by education. These summer camps helped increase enrollments to the village schools and into government hostels. It also helped the community understand the need for educating girls.

Through discussions, women identified older girls as needing special attention. As parents are reluctant to send them outside the village, non-formal education centres are being opened.

Once again the sangham members helped identify educated young women and men in the village who could be instructors.

The Sanghas are intervening in issues of relevance to women and the larger Community. Thus sangham members took a stand against the marriage of a 12-year-old girl whose mother is a sangham member. Such small yet significant victories in transforming social practices are the signature of a successful Samakhya venture: of empowerment through education.

PRIORITISING GENDER

Operational in 42 districts spread over seven states, the District Primary Education Programme has an inbuilt gender perspective. A primary objective of the programme is to reduce differences in enrolment, drop-out and learning achievement between social groups and among girls and boys to less than five per cent.

As DPEP is being implemented in educationally backward districts which have a female literacy rate below the national average, a twin track approach is being followed. While all planning, implementation, monitoring and evaluation processes have an inbuilt gender focus, the district-specific and state-wide plans include specific interventions for girls. Thus the effort within the programme is to:

- * Manage the process of bringing about change in the educational system using a gender aware approach.
- * Make the educational system more sensitive and responsive to the needs of girls and women.
- * Enable women to demand education for themselves and their daughters.

Interventions for girls' education initiated as part of the programme include:

- * Alternative schooling
- * Flexible school timings to accommodate the needs of girls
- * Gender-aware curricula and text-books
- * Recruitment of more women teachers.
- * Improved school buildings with adequate sanitation facilities.
- * Sensitisation programmes to help teachers and project managers become more gender-aware.
- * Educational Incentives.

These interventions will build on the supportive milieu in the community. To garner public support for girls education, the role of mothers is considered crucial.

- * Village level women's collectives are being formed.

- * Activists are drumming up community support to ensure all girls get at least primary education.
- * Local bodies, such as village education committees, mother-teacher councils and other women's groups are being trained and empowered to take a more active interest in the education of girls. They will be specially involved in mobilising the community to actively support the education of girls.
- * These village-level organisations will also be trained to monitor the functioning of schools. The involvement in school management is seen as crucial to ensure that girls and boys are treated equally in classrooms and schools.

4. ELEMENTARY EDUCATION

4. Elementary Education

4.1.1 The education policy of the Government in the post independence era has been to provide free and compulsory education to all children atleast upto elementary stage. Recognising the need for literate population and provision of elementary education as a crucial input for nation building, the Government's stand was reiterated in the National Policy on Education (NPE 1986) and the Programme of Action 1992, to work towards provision of education of satisfactory quality to all children upto 14 years of age before the commencement of the 21st century.

4.1.2 The targets fixed for the VIII Five Year Plan have 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

4.1.3 The concerted efforts over the years have improved performance in enrolment and resulted in increase in institutions, teachers as shown in Table below:

	No. of Institutions (in lakhs)	
	1950-51	1994-95
Primary Schools (Classes I-V)	2.10	5.8
Upper Primary Schools (Classes VI-VIII)	0.13	1.6
	-----	-----
	2.23	7.4
	-----	-----

No. of Teachers (in lakhs)

Primary Schools (Classes I-V)	5.38	17.14
Upper Primary Schools (Classes VI-VIII)	0.36	11.22
	-----	-----
	5.74	28.36
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Gross Enrolment

1950-51 1994-95

Primary Stage

Total Enrolment (in millions)	19.2	109.0
Gross Enrolment Ratio(% age)	43.1	104.5

Upper Primary Stage

Total Enrolment (in millions)	3.1	40.2
Gross Enrolment Ratio(% age)	12.0	67.2

4.1.4 In pursuance of constitutional directives, all governments have abolished tuition fees in the government, local body and aided schools upto the upper primary level.

4.1.5 Accessibility of schooling facilities is no longer a major problem. 8.26 lakh habitations covering 94% of the country's population have now schooling facilities within one km. distance at primary stage. At upper primary stage also 726 lakh habitations covering 83.98% of rural population have a school within 3 km. distance. Enrolment ratio is 104 for classes I-V and 67 for classes VI-VIII.

4.1.6 While the gross enrolment ratio (GER) at the primary stage in the country as a whole and in most of its States exceed 100 percent, there are quite a few States where the ratio is considerably lower. These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu & 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 also. There is thus a strong regional dimension of UEE.

Gender Disparities

4.2.0 While Universalisation of Elementary Education is the ultimate goal, no strategy or programme of action can succeed without addressing itself to gender and regional dimensions specifically. Gender disparities are conspicuous in regard to enrolment and retention, Girls' enrolment has grown at primary stage from 5.4 million in 1950-51 to 46.8 million in 1994-95 and at upper primary stage from 0.5 million to 15.8 million. The rate of growth of enrolment of girls has been higher than that of boys. But disparities still

persist as girls still account for only 42.8% of enrolment at primary stage and 38.9% at upper primary stage. The drop out rate of girls is much higher than that of boys at primary and upper primary stages.

Scheduled Castes and Scheduled Tribes

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

4.3.2 SC and ST population are heterogeneous target groups in all respects. There are wide variations among 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.

4.3.3 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.

Strategy Frame

4.4.0 In order to achieve Universalisation of Elementary Education by 2000 AD, following key strategies have been worked out in consultation with States and UTs:

- (a) Overcome the problem of school drop outs and lay emphasis on retention and achievement rather than on merely enrolment;
- (b) Strengthen the alternatives of schooling, particularly the Non- Formal Education system for working children, girls and children from other disadvantaged or marginalised sections of the society;
- (c) Shift focus from educationally backward States to educationally backward districts;
- (d) Adopt disaggregated approach with a focus on preparation of district specific and population specific plans;
- (e) Provide universal access of schooling facilities, particularly to girls, disaggregated groups and out-of- school children;
- (f) Improve school effectiveness, teacher competence, training and motivation;
- (g) Introduce Minimum Levels of Learning for enhancement of learners' achievement; micro planning will provide the framework of universal access and universal participation while MLLs would be the strategy for universal achievement;
- (h) Overall planning and management and stress on participative processes;

- (i) Convergence of different schemes of elementary education and related services such as early childhood care and education and school health and nutrition programmes etc.

Minimum Levels of Learning

4.5.1 India is one of the few developing countries which took initiative in 1991 to lay down Minimum Levels of Learning to be achieved at primary stage. This new approach integrates various components of curriculum, class-room transaction, evaluation and teacher orientation. The first phase of the programme was implemented through 18 voluntary agencies, research institutions, SCERTs etc. The results of these projects show significant improvement in learning attainments of school children.

4.5.2 The Ministry has now decided to upscale the MLL programme through institutional mechanism throughout the country. The national resource institutions like National Council of Educational Research & Training (NCERT), Regional Institutes of Education (RIEs), SCERTs and DIETs are being networked for this purpose. In 1995-96 more than half of the States were implementing the programme with the assistance of more than 200 DIETs. Curriculum revision, re-writing of textbooks to make them competency based, enhancing their pedagogical value, training of teachers in the classroom processes are major activities undertaken.

4.5.3 Laying down of MLLs is a part of larger curriculum reform endeavour to achieve greater relevance and functionality in primary education. The implications of this exercise are:

- (a) Lightening the curriculum of its textual load and also the burden of memorising unnecessary and irrelevant content of facts;
- (b) Relating textual content with a meaningful process of understanding and application;
- (c) Ensuring the acquisition of basic competencies and skills to such a level where they are sustainable and would not easily allow relapsing into illiteracy;
- (d) Facilitating mastery in learning not only by brighter children in the class but also by almost all children including first generation learners.

4.5.4 A Committee under the Chairmanship of Prof. R.H. Dave has also been formed to specify learning competencies for various subjects taught at upper primary stage.

Operation Blackboard

4.6.1 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:-

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

4.6.2 Central assistance has been fully provided to all the targetted primary schools and the coverage is now being extended to upper primary schools. Primary schools with enrolment more than 100 and two teachers are now being provided with a third teacher.

Achievements Under Operation Blackboard

	Physical		Financial		
	Coverage of Schools	Sanction of teachers	Construction of class rooms	(Rs. in crores) From 1987 to March '95	
TARGET	5.3 lakhs	1.529 lakhs	2.63 lakhs	1515.29	268.26
ACHIEVEMENTS	5.3 lakhs	1.527 lakhs	1.72 lakhs		

Out of 1.52 lakh teachers sanctioned 1.43 lakh posts have been filled up.

Expanded OB	8th plan targets	Achievements (As on 31.3.96)
Sanction of third teacher	42,000 (30%)	33,600
Coverage of Upper primary schools.	47,000 (30%)	47,000

4.6.3 During the current year as well the next year the thrust is essentially on monitoring of the system and close follow up with the States on the progress and utilisation of the funds sanctioned under the scheme. It is proposed to set up a system of concurrent monitoring and evaluation of the scheme through external agencies. This is expected to provide feedback on areas which might require further strengthening. Because of constant monitoring, the utilisation of funds by States has gone up from 71% during 1993-1994 to 79% during 1994-95, and 82% during 1995-96.

4.6.4 A new initiative namely Special Orientation Programme for Primary Teachers (SOPT) has been taken up since 1993-94 to give training to Primary Teachers in use of OB materials and MLL strategy with focus on teaching of Language, Mathematics and Environmental Studies. About 18 lakh teachers are likely to be covered during VIII Plan period under SOPT. In addition to this, it is also proposed to launch a new programme of teacher training through distance mode by using satellite transponder. This technology is proposed to be utilised under SOPT as well as for training of maths teachers in the three States of Madhya Pradesh, Assam and Karnataka.

Non Formal Education

Objectives and Description of the Scheme

4.7.1 The National Policy on Education, 1986 had taken a realistic view of the enormous task of achieving UEE in its entirety (access, retention as well as achievement). It recognised the fact that the schools would not reach all children particularly millions of girls and working children whose participation in the school system is thwarted by socio-economic conditions. The policy, therefore, called for a large and systematic programme of non-formal education as an integral component of the strategy to achieve UEE with enough flexibility to enable the learners to learn at their own pace and at the same time having quality comparable with formal education.

4.7.2 The scheme was conceived in 1979-80 scaled up in 1987 and revised in 1993 with emphasis on organisational, flexibility, relevance of curriculum, diversity in learning activity to suit the needs of learners through decentralised management. The scheme primarily covers the educationally backward States of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It also covers Urban Slums, hilly, desert and tribal areas and areas with concentration of working children in other States as well. The main features of the scheme are:

- Condensed course of about 2 years
- Part time instructions at a time and place convenient to learners in small groups
- Part time honorary instructors and supervisors locally recruited and trained.
- Use of a curriculum comparable to the formal system as well as relevant to local environment and learner' interest
- Testing and Certification enabling entry into formal stream
- Emphasis on flexibility and decentralisation
- Special emphasis on girls education

4.7.3 At present, the scheme is being implemented in 21 States/UTs. Under the scheme, central assistance is provided to States/UTs and voluntary agencies on the following pattern:

- | | |
|--|------|
| 1. Co-educational centres and administrative support (State-run Centres) | 60% |
| 2. Exclusively girls centres (State-run Centres) | 90% |
| 3. Centres run by Voluntary Agencies. | 100% |

Implementation in 1995-96

4.7.4 An outlay of Rs. 704.00 crores (Rs. 625.00 crores under State sector and Rs. 79.00 crores in the Voluntary sector) has been approved for NFE programmes for the 8th Five Year Plan period. Allocation for 1995-96 is Rs. 158.50 crores (Rs. 133.50 crores under State Sector and Rs. 25.00 crores under Voluntary Sector.) Fund utilisation was 100% in 1995-96 in the State Sector as well as Voluntary Sector.

4.7.5 In the State Sector, the number of centres sanctioned has increased from 2.20 lakhs in 1994-95 to 2.41 lakh in 1995-96. In the voluntary sector the total number of sanctioned centres is 38,000 as against 30,000 in 1994-95. Thus so far a total of 2.79 lakh centres have been sanctioned in 21 States/UTs under the scheme. For the first time State Govt. of Arunchal Pradesh has taken up the programme with central assistance.

4.7.6 Out of 2.41 lakh NFE centres in the State sector, 1.16 lakh centres are exclusively for girls. Approximate number of girl beneficiaries in these centres is 29.00 lakh. Government of Orissa have been sanctioned 8,000 exclusive girls' centres mainly for tribal areas.

4.7.7 The State of Bihar made notable progress by developing competency based books and supplementary material for NFE children. The programme started picking up in this State after a relatively low key implementation in the last three years. In Uttar Pradesh, the programme has been reviewed with focus on relocation of centres and simplified procedures for payment of honorarium/salary to project functionaries.

4.7.8 A conference of State Education Ministers was organised in April, 1995 to discuss the major issues in Elementary Education including NFE. Based on the deliberations, the State Governments have prepared Action Plans laying down Quarterly milestones. The programme is being monitored on the basis of the action plans prepared by the State Governments. For the first time, concurrent evaluation of the scheme through independent agencies has been initiated.

4.7.9 A National Workshop was organised in NCERT in January 1995, to review the scheme of NFE. As follow up of the National Workshop, seven State level workshops were organised in major States implementing the scheme. Deliberations in these workshops have brought greater clarity in the operation of the scheme and thrown up a number of important issues for improvement of the programme in future.

4.7.10 Another important achievement in the current financial year has been enlisting increased participation of NGOs in the programme. 113 more NGOs have been sanctioned about 8,000 additional centres under the programme in 1995-96.

4.7.11 Under the scheme of Experimental and Innovative Programmes, new strategies on pilot basis in areas such as micro-planning survey, running of NFE centres, training, material development, education for disabled and working children, health education programmes etc. are taken up. At present 41 such projects are in operation. In addition 21 NGOs are running District Resource Units for providing resource support to the NFE Programme.

4.7.12 NFE forms an important component of the strategies adopted for UEE in internationally assisted projects including District Primary Education Project (DPEP), Lok Jumbish Project(LJP), Bihar Education Project(BEP) and Shiksha Karmi Project(SKP) . These projects are seeking to improve and enrich the existing NFE programme through participative Micro-planning, active community involvement, better supervision and support; training and retraining of instructors in multi-grade learning techniques; development of learner-friendly innovative teaching materials and provision of basic amenities at the NFE Centres in a more planned and efficient manner.

4.7.13 Keeping in view various findings and feed back from different studies, the NFE programme is being consolidated, strengthened and cautiously extended.

Teacher Education

4.8.1 The National Policy on Education 1986 took full cognizance of the crucial importance of teacher education and called for an overhaul of the teacher education system in the country. The centrally Sponsored Scheme of Restructuring & Reorganisation of Teacher Education taken up in 1987-88 in pursuance of the NPE envisages on the one hand strengthening of the institutional base of teacher training and on the other taking up special programmes for training of teachers in specified areas and other non-institutional programmes of orientation of teachers. The Centrally Sponsored Scheme provides for setting up of District Institutes of Education & Training (DIETs) to provide training and resource support to elementary education (both formal and non-formal) and adult education systems at the grass root level, upgradation of selected Secondary Teacher Education Institutions (STEIs) into Colleges of Teacher Education (CTEs)/Institutions of Advanced Study in Education (IASEs) to provide similar training and resource support to secondary education, Strengthening of State Councils of Educational Research and Training (SCERTs) and also strengthening and establishment of University Departments of Education (through the UGC). In addition to this strengthening of the institutional frame-work, a Programme of Mass Orientation of School Teachers (PMOST) was also taken up under this scheme during 1986-1990 to provide orientation to school teachers in the main thrust areas of the National Policy on Education and also to improve their general competence. About 17.62 lakh teachers were covered. Another such programme, namely Special Orientation Programme for Primary Teachers (SOPT) has been taken up since 1993-94 to provide orientation to primary teachers in the use of teaching-learning materials supplied under Operation Blackboard and also to train them in the Minimum Levels of Learning strategy with focus on teaching of language, mathematics and environmental studies.

4.8.2 DIETs have so far been set up in 424 districts. The target is to cover all districts in the country by the end of 8th Five Year Plan period. During 1995-96, 30 DIETs were sanctioned.

4.8.3 107 Secondary Teacher Education Institutes in the country have so far been upgraded into Colleges of Teacher Education (CTEs)/Institutions of Advanced Study in

Education (IASEs)-73 CTEs and 34 IASEs. It is proposed to setup 135 CTEs/IASEs by the end of 8th Five Year Plan period subject to availability of adequate resources. During 1995-96, 20 CTEs/IASEs were sanctioned.

4.8.4 18 projects of strengthening of SCERTs have so far been approved. Various other states are in the process of formulation of their detailed project proposals. During 1995-96, ten projects of strengthening of SCERTs were sanctioned. Under the Special Orientation Programme for Primary Teachers 2.39 lakh teachers have so far been covered.

4.8.5 As regards strengthening of University Departments of Education, the UGC has selected Department of Education in five universities under Special Assistance Programme at the level of Departmental Research Support (DRS). These Universities are Kashi Vidyapeeth, M.S. University of Baroda, Osmania University, Rohilkhand University and Punjab University. The UGC has, also decided to assist some distinguished university departments on regional basis for taking M.A. course in Education.

4.8.6 Regional Institutes of Education have worked out details for establishment of Teacher's Centres(TC)/Block Level Resource Centres (BLRC) in their respective districts. These are being examined by the NCERT to design a uniform pattern of TCs/BLRCs.

4.8.7 During the year 1996-97 it is proposed to sanction DIETs in the remaining 28 CTEs/IASEs, and take up strengthening of SCERTs in the remaining States. Under SOPT the target is to cover 4.5 lakhs teachers this year. The emphasis during 1994-95 and 1995-96 remained on operationalization of the projects already sanctioned and to accelerate the pace of utilization of funds already released to the States. The number of operational DIETs increased from 312 to 337 during 1995-96 and it is expected that by the end of this year, the number of operational DIETs may exceed 350. It is also proposed to set up a system of concurrent monitoring and evaluation of DIETs. It is hoped that this will facilitate better and speedier implementation of the programme. The States have been requested to draw-up action plans detailing the time bound steps proposed to be taken for effective operationalisation of DIETs.

4.8.8 A significant innovation in reaching out to teachers in remote areas through satellite and interactive technology is under implementation in three States of Karnataka, Madhya Pradesh and Assam in the initial phase.

National Council for Teacher Education(NCTE)

4.9.1 As per the provisions laid down in the National Policy on Education, 1986 and the Programme of Action for its implementation, National Council for Teacher Education (NCTE) has been conferred statutory status under the NCTE Act, 1993 passed by the Parliament.

4.9.2 The Act provides for achieving of planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education system.

4.9.3 The Council has been operationalised with the appointment of Chairman, Vice-chairman, Secretary and establishment of four regional centres.

Bal Bhavan Society India, New Delhi

4.10.1 The Bal Bhavan Society India, (BBSI) New Delhi, was established by the Government of India in 1956 at the initiative of Pandit Jawahar Lal Nehru. An autonomous institution fully funded by the Department of Education, the BBSI has been contributing towards enhancing the 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. The programmes are so designed as to explore the inner potential of a child and giving him opportunities for expression of ideas through various media. Bal Bhavan thus aims at the all round growth of children in a free and happy atmosphere and helps them develop a scientific temper.

4.10.2 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 another 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.

4.10.3 During 1995-96, a large number of activities relating to educational and creative development of children have been organised. These include holding workshops, camps, training programmes, cultural exchange programmes, conventions, sports and cultural activities, etc. benefitting thousands of children and trainers. Out of the 16 workshops organised by Bal Bhavan Society, the most important and memorable one was on Popularising and Teaching Astronomy and Space Science through Telescope making and Planetarium Education for SAARC countries. 16 teams from 7 SAARC countries participated in the workshop. Workshops on Visual Art, Book illustration, Creative Arts, Silk Screen Printing, Drawing, Animation, Puppetry etc. have been widely acclaimed. Among other significant events organised by BBSI this year was holding of the National Bal Shree Camp in which 9 most creative children were selected and given away the Bal Bhavan Awards at Rashtrapati Bhawan. The National Training Resource Centre of Bal Bhavan Society conducted six training workshops in which about 176 children took part. To generate awareness amongst children about various important global issues, events like Environment Week, National Literacy Meet, World Habitat Day, National Integration Camp were organised, besides commemorating the 125th birth anniversary of Mahatma Gandhi. Other note-worthy events organised by BBSI are Computer Awareness Programme, Kavi Sammelan and Environment Rally, Culture Craft Conservation Convention, Annual Chess Tournament etc. A National Conference of Young Environmentalists was also held to focus children's attention on several environment problems and their probable solution. The projects of Skating Rink and Traffic park are under progress. The Bal Bhavan Society is planning to set-up a mini crafts village to familiarise the children with our traditional and dying folk arts and crafts.

Shiksha Karmi Project

4.11.1 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.

4.11.2 During Phase - I of Shiksha Karmi Project (87-94), SIDA and Government of Rajasthan shared the expenditure in the ratio of 90:10. During Phase -II of the Project (94-97) provision of Rs.480.00 crore would be shared between SIDA and Government of Rajasthan in the proportion of 50:50.

4.11.3 The project now covers 1583 villages in 85 blocks of Rajasthan. 3680 Shiksha Karmis provide primary education to approximately 1.22 lakh children in day schools and Prehar Pathashalas(schools of convenient timing). The project has achieved success in universalising enrolment and attendance of children in several project villages. Levels of learning have improved and so has retention of enrolled children . SKP has devised an effective model for support, supervision and monitoring of quantitative and qualitative aspects of primary education in partnership with NGOs. The project is known for its open participative style and continuous innovations and experiments to achieve its objectives. The approach, strategies and achievements of the SKP have attracted national and international recognition.

4.11.4 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 and has evolved a strategy of recruiting and training local teachers called Shiksha Karmi.

4.11.5 Implementation, structure and mechanism of the project have been so designed that the State Government and non-governmental organisations work in close partnership in designing, organising and conducting training for SK trainers and overseeing 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 in the rural areas. With innovative teacher training, child centred, multigrade teaching and the overall support the students' achievement levels are framed to be comparable to those in the formal system. The retention rates have also shown an upward trend.

PHYSICAL PROGRESS

Sl. No.	Activity	Target upto March, 1995.	Achievement upto March 1995.	Target for 1995-96	Achievement upto March, 1996.
(1)	(2)	(3)	(4)	(4)	(4)
1.	Districts covered	27	27	-	27
2.	Blocks	87	79	20	85
3.	Number of Units.	87	97	20	114
4.	Day Schools	1366	1258 +	300	1583

(1)	(2)	(3)	(4)	(4)
5. Number of Prehar pathshalas	3174	2860 +	760	3520
6. Number of Shiksha Karmis.	3274	3050 +	760	3860
7. Enrolment	104063	111799 +	24000	122112
(a) Boys	64859	72544		
(b) Girls	46940	49568		

National Programme of Nutritional Support to Primary Education (NP-NSPE)

4.12.1 For the first time in the country a nation-wide programme of Nutritional Support to Primary Education was launched on the 15th August, 1995. The programme was approved earlier by the Cabinet on 28th July, 1995. The programme is intended to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutritional levels of students in primary classes.

4.12.2 The ultimate aim under the programme is provision of whole-some cooked/processed food having a calorific value equivalent to 100gms. of wheat/rice per student per school day. The implementing agencies of the programme, namely, local bodies/authorities such as Panchayats and Nagarpalikas are expected to develop institutional arrangements for providing cooked/processed food within a period of two years from the date of commencement of the programme in the local areas. In the interim period, food grains (wheat or rice) at the rate of 3 Kgs. per student per month subject to a minimum attendance of 80 per cent are being distributed.

4.12.3 The Programme will cover, in a phased manner, commencing from 1995-96, all students of primary classes (I to V) in all Government, local body and Government-aided schools in the country. During the Year 1995-96 all the Revamped Public Distribution System (RPDS)/Employment Assurance Scheme (EAS) Blocks have been covered. In case of Punjab which does not have RPDS/EAS blocks, children in 37 Low Female Literacy (LFL) Blocks are covered. In States/UTs which do not have RPDS/EAS/LFL Blocks, children in notified slums are covered. In 1996-97, the programme will be extended to the remaining LFL blocks in the country. During 1997-98 all primary classes in the remaining blocks and urban areas shall be covered in order to have universal coverage.

4.12.4 The central support under this programme is on the following:

- i) Provision of food grains free of cost to the implementing agencies;

- ii) Reimbursement of transportation cost to District authorities for moving of foodgrains from Food Corporation of India godowns to schools/villages at the rate of Rs. 25/- per quintal as applicable under RPDS.
- iii) Besides, labour charges for conversion of foodgrains into cooked food as well as expenditure on construction of kitchen sheds, will be eligible for coverage under the Poverty Alleviation Schemes being administered by the Ministry of Rural Development.

4.12.5 The expenditure towards the cost of foodgrains and reimbursement of transportation cost will be incurred by the Ministry of HRD (Department of Education). An amount of Rs.441.37 crores was spent on the programme during 1995-96.

4.12.6 The Programme has commenced in all the States/UTs. Seven States namely , Gujarat, Haryana, Jammu & Kashmir, Kerala, Madhya Pradesh, Orissa and Tamil Nadu and U.T. of Pondicherry are serving cooked meal. In Delhi processed food is being served. In rest of the States/UTs foodgrains are being distributed. The number of beneficiaries is about 3.37 crores.

Bihar Education Project

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

4.13.2 The Bihar Education Project comprises all components of basic education and was envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a 5 year period 1991-1992 to 1995-1996. The estimated outlay of the project over 5 year period (1991-1992 to 1995-1996) is Rs.360 crores with an agreed funding pattern of 3:2:1 between UNICEF, Government of India and Government of Bihar respectively. Special emphasis has been laid on 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 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.

4.13.3 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, Govt. of Bihar, as the Chairman. The Government of India, Government of Bihar, UNICEF, Teachers, NGOs, etc., are represented on those bodies. It has its branches at the district level wherein a District Executive Committee, with partnership of the GOI/GOB/UNICEF/Teachers and NGOs, looks 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 the crucial unit which assists 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.

4.13.4 The Meetings of the Bihar Shiksha Pariyojana Parishad and its Executive Committee were held regularly during the year. The District level management structures

in all the seven districts have been established. The Meetings of the District Executive Committees and District Task Force were also held regularly.

4.13.5 A mid-term review of the programme taken up during 1994-95 recommended 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 achievements. The project coverage upto 1995-96 is 100 blocks in the seven districts of Ranchi, W. Champaran, Rohtas, Muzzafarpur, Sitamarhi, E. Singhbhum and Chapra. The major achievements of the programme so far are (a) a strong Mahila Samakhya component; (b) organisation of Village Education Committees and community involvement in the programme implementation at the grassroot level; (c) non-formal education through NGOs. Besides, the project has provided an impetus for a complete overhaul of the teacher education system. The project has had a major impact on attitudes in Bihar towards education at political, administrative and community levels and also played a major role in mobilising greater national and international interest in basic education.

4.13.6 The major activities during 1995-1996 include operationalisation of Village Education Committees(VECs) and training of VECs functionaries; participation of the community in the enrolment drive resulting in enhancement of enrolment, particularly of girl children; distribution of free textbook kits to children of Class I to V; organisation of workshops on UPE; establishment of NFE centres; baseline studies in project districts; Workshops on Microplanning and school mapping; construction/repair of school buildings; provision of toilets and drinking water facilities in schools; special orientation/in-service training of teachers, Head Masters, Inspecting Officers, etc., organising Gurugosthis and bringing out a quarterly magazine; study tours of teachers; expansion of Mahila Samakhya Programme to more areas; setting up of Jagjagi Kendras and MSKs; formation of Mahila Samooahas; construction of Mahila Kutirs; convergence of ICDS, PHED, health and welfare schemes with the educational inputs; bringing out a news magazine 'Pratyush'; organising Balmelas, puppet shows and broadcasting projects; paintings, posters and panel exhibitions; Nukad Nataks;, etc orientation workshop for selected voluntary agencies.

District Primary Education Programme

4.14.1 The District Primary Education Programme(DPEP) is a national initiative to achieve UEE through district level intervention. The overall goal of the programme is the reconstruction of primary education system to operationalise the strategy of UEE as envisaged in NPE 1986 (as updated in 1992) and its Programme of Action (PAO) through decentralised planning and management, disaggregated target setting, community mobilization and district and population specific planning.

4.14.2 DPEP moves away from the earlier schematic segregated approach and takes a holistic view of elementary education. It goes beyond the conventional packages such as opening of new schools and appointing new teachers and addresses the issues of content, process, quality and equity in education. The fundamental principle of DPEP is to evolve strategy at state and District level which are replicable and sustainable.

4.14.3 The objectives of the programme are:

- i) to reduce difference 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 of 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.

4.14.4 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

4.14.5 The total estimated outlay during the VIII plan period for DPEP is Rs.1950.00 crores out of which Rs.1720.00 crores is to be mobilised from external resources. DPEP implementation had formally started in 1994-1995 in 42 districts in the States of Madhya Pradesh, Karnataka, Kerala, Tamil Nadu, Maharashtra, Haryana and Assam. Of these 19 districts of Madhya Pradesh are funded by European Community's Programme assistance to DPEP while the remaining State projects are funded by IDA. The financing Agreement with European Community provides for an amount of ECU 150 million (Rs.585.00 crores) IDA credit to the tune of US \$ 260 million (Rs.800.00 crores) are available for DPEP implementation in the six states. The project period is 7 years in all these 42 districts.

4.14.6 Overseas Development Administration has already indicated to fund DPEP in five districts each of Andhra Pradesh and West Bengal. The planning process and project formulation work with involvement of grassroot level people has been initiated and appraisal process will be completed shortly. The State Governments are expected to put the management structure in place for smooth transition from planning stage to implementation stage of DPEP. On the basis of experience gained in DPEP implementation in 7 states, expansion of the programme to districts in new states as well as additional districts in the States already covered by DPEP is envisaged during the 1996-1997 with assistance from multi-national and bilateral donor agencies. Planning process and other pre-project activities are already initiated in 12 districts of Himachal Pradesh, Gujarat and Orissa. During the 8th Five Year Plan attempts are being made to cover 110 districts under DPEP.

Lok Jumbish

4.15.1 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. 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 crores to be shared by SIDA, Government of India, Government of Rajasthan in the ratio 3:2:1. The Phase-I concluded on 30th June, 1994.

4.15.2 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 teachers' 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; community centred buildings development; focus on girls and socially disadvantaged groups; and improvement in the quality of learning.

4.15.3 The II phase of Lok Jumbish project was recently approved which will be implemented between 1994-97. In this phase the project would be extended to 50 blocks. An outlay of Rs.80 crores has been envisaged for phase II sharable between SIDA, GOI and GOR in 3:2:1 basis respectively.

5. SECONDARY EDUCATION

5. SECONDARY EDUCATION

5.1.0 National Policy on Education places special emphasis on qualitative improvement and development of national curriculum and to improve the teaching of Languages, Mathematics, Science, Social Sciences, Vocational Education and Work experience, Art Education, Health and Physical Education alongwith Values in Education and Population Education. A number of Programmes have been formulated for enrolment of girls, SCs/STs and disabled children.

Vocationalisation of Secondary Education

5.2.1 With a view to make education work oriented, a Centrally Sponsored Scheme of vocationalisation of 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 to 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 and 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 National Policy on Education is to divert 10% of higher secondary students to the vocational stream by 1995 and 25% by 2000 A.D.

5.2.2 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 level. 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.

5.2.3 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 input 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.

5.2.4 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 1994-95, 18055 vocational sections had been approved in 6280 schools, creating capacity for diversion of 9 lakh students 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 1995-96 main emphasis is, therefore, on consolidation and qualitative improvement of the programme.

5.2.5 The courses are selected by the State Government 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 % 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.

5.2.6 The scheme at the +2 stage envisages setting up of 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 amongst States so that successful models could be replicated, inter-State field visits are organised.

5.2.7 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.

5.2.8 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 Apprenticeship Act to enable the vocational graduates at the +2 level to avail of the benefits of the apprenticeship Scheme.

5.2.9 The success of the vocational education programme would depend upon the placement of vocational students in government jobs 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/UT 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.

5.2.10 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.

5.2.11 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.

5.2.12 With a view to evaluate the performance of the vocational education programme, 4 external agencies/institutions have been awarded the work of conducting region-wise evaluation in August, 1995.

5.2.13 An initiative was also taken to set up a Synergy Group on Vocational Education involving representatives from Government Institutions/Industry/experts, to look into all aspects of implementation of the current vocational education programme including ways & means of involving the industry in a more meaningful manner. The Group has submitted its report in December, 1995.

5.2.14 An International workshop on "Organisational and Management Alternatives for Vocational Education within the Educational System" was organised at Bhopal in February 1995, by the Department of Education in collaboration with PSSCIVE under the UNESCO's participation programme. Experts from Australia, Bangladesh, China, Germany, Israel, Japan, Norway, Philippines, Sri Lanka, United Kingdom and UNESCO - Bangkok were invited to participate in the workshop. In addition national experts, officers from Central and State Government and representatives from industry as well as NGOs attended the workshop.

Integrated Education for the Disabled Children (IEDC)

5.3.1 The Kothari Commission (1964-66) had recommended the education of disabled children in regular schools. In 1974, the then Department of Social Welfare launched the Centrally Sponsored Scheme of Integrated Education for the Disabled children (IEDC). The implementation of this scheme was transferred to the Department of Education in 1982.

5.3.2 The National Policy on education 1986 focusses special attention on the education of disabled children for achieving the goal of Education For All. It advocates the approach of providing integrated education for the mildly handicapped and of special education for the severely handicapped children.

5.3.3 The Centrally Sponsored Scheme of Integrated Education for the Disabled Children purports to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system.

5.3.4 The scheme is implemented through the Education Department of the State Government/UT Administrations. Voluntary Organisations also assist the State Governments in implementing the Scheme. An Administrative Cell, consisting of a Deputy Director, Coordinator, Special educator, a stenographer and LDC is to be set up by the State Education Department to implement, monitor and evaluate the programme in the State. The salary component of this Cell is fully met under the scheme.

5.3.5 Under the scheme, 100% financial assistance is admissible for the education of disabled children studying in common schools by way of supply of aids/equipments; allowances for books, uniforms, transport, readers in respect of blind children, escorts in respect of severely orthopaedically handicapped and employment of helpers/attendants. The scheme also provides for meeting the cost of salary of special teachers, setting up of resource rooms, carrying out assessment of disabled children, training of special teachers, removal of architectural barriers in schools and production of instructional material.

5.3.6 The scheme was revised in 1987 to rationalise several existing provisions and to incorporate some new ones considered necessary for proper implementation of the scheme. The scheme was again revised in 1992 mainly with a view to increase the financial ceilings in respect of certain provisions, prescribe qualifications of special teachers and to enlarge the scope of the scheme so as to extend special teacher support to all categories of handicapped children except orthopaedically handicapped.

5.3.7 In 1987, the NCERT with UNICEF assistance launched the project Integrated Education for the Disabled (PIED) for strengthening the implementation of the IEDC scheme. Here the Composite Area Approach is adopted, where a cluster, usually a block is taken as the project area. All schools in the area are expected to enroll children with disability. Since 1987, this project has been implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation and the Baroda Municipal Corporation.

5.3.8 At the time of transfer of the scheme to the Department of Education from the Ministry of Welfare in 1982-83, the scheme was being implemented in only 6 to 7 States. Presently it is being implemented in 25 States/UTs. The State of West Bengal has started implementing the scheme from the current year. Besides the State Government/UT Administrations a number of Voluntary Organisations are also implementing the scheme especially in Karnataka and Gujarat.

5.3.9 At the end of the Seventh Plan, 28,000 disabled children had been covered under the scheme. Presently about 45,000 disabled children are expected to have been covered in over 9000 schools.

Promotion of Yoga in Schools

5.4.1 The National Policy on Education (NPE) 1986 lays down that as a system which promotes integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools. To this end, it will be introduced in teacher training courses.

5.4.2 Based on the evaluation of the experimental programme of Introduction of Yoga in Kendriya Vidyalayas, consultation with Yoga experts and keeping in view the above provisions of NPE, 1986, a Centrally Sponsored Scheme for Introduction of Yoga in Schools was launched in 1989-90.

5.4.3 This Scheme is implemented through the education/concerned Departments in the States/UTs as well as Yoga Institutions of repute. Under the Scheme financial assistance is provided for training of teachers in Yoga and for building of infra-structure 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 teacher training programmes in various aspects other than the therapeutical aspects. Financial assistance to Yoga Institutions for promotion of therapeutical aspect is being extended by the Ministry of Health and Family welfare.

5.4.4 Based on the experience in implementation of the Scheme, the scheme was revised in 1992 to enhance assistance for training courses of Yoga teachers. A provision was also made to meet the travel costs of teachers as the States were finding it difficult to bear this expenditure and were therefore unable to depute teachers for training.

5.4.5 Assistance under the Scheme has so far been provided to a number of organisations/institutions in 14 States/UTs. The grant-in-aid Committee constituted under the scheme, met for the first time in March, 1995 to consider proposals of voluntary/non-Governmental Organisations for direct release of grant to these organisations. Based on the recommendation of the Committee grant was released to 9 Organisations in March, 1995. The Kaivalyadhama Shriman Madhava Yoga Mandira (KSMYM) Samiti, Lonavla, Pune continued to be assisted under the Scheme both for maintenance and developmental expenditure on research and for teacher training programmes.

Science Education

5.5.1 To improve the quality of science education and promote scientific temper, as envisaged in the National Policy on Education, 1986, a Centrally Sponsored Scheme, "Improvement of Science Education in Schools", was initiated during 1987-88. Under the Scheme, financial assistance is provided to States Governments/ Union Territory Administrations and voluntary agencies. While voluntary agencies are provided assistance for conduct of experimental and innovative programmes, States/UTs are assisted for provision of science kits to upper primary schools; upgradation and strengthening of science laboratories in secondary and senior secondary schools; supply of books on science related subjects to secondary and senior secondary schools; and training of science and mathematics teachers.

5.5.2 All the State Governments/ Union Territory Administrations have received assistance under the Scheme during the period, 1987-88 to 1994-95. 27 voluntary agencies have also availed of assistance for conduct of various innovative programmes. The National Council of Educational Research and Training has undertaken a research study to evaluate impact of the scheme on the development of scientific climate in schools and improvement of teaching-learning of science and mathematics in 2 States, namely, Rajasthan and Karnataka. The report submitted by NCERT is under examination in consultation with the concerned State Governments.

5.5.3 The achievements during 1987-88 to 1995-96 are tabulated below:-

	7th Plan	1990-91 & 1991-92	1992-93	1993-94	94-95	95-96	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Amount spent (Rs. in Crores)	80.03	39.57	24.94	22.08	22.70	24.47	213.79
No. of States/ UTs covered	30	26	14	15	9	15	32
No. of Schools covered							
i) Upper primary (science Kits)	42298	13671	11099	5756	6852	5000	84776
ii) Sec./Higher Sec/(library assistance)	16382	7514	4906	3874	2669	3600	39245
iii) Sec./ Higher Sec. (labora- tory assistance)	15073	7764	5576	3914	3163	3300	38790
No. of in tuion assisted for setting up of District Resource Centres**	115	82	-	-	-	-	197
No of Voluntary organisations assisted (for innovative progra- mmes) cumulative)	13	16	7	12	11	15	32

* Anticipated

** This component does not qualify for assistance during the 8th Plan
An outlay of Rs.120.00 crores has been approved for continuance of the
Scheme during the 8th Plan.

Environmental Orientation to School Education

5.6.1 The National Policy on Education (NPE), 1986, provides that the protection of Environment is a value which, alongwith certain other values, must form an integral part of curricula at all stages of Education. Operationalisation of this noble objective requires that the mind and intellect of the students must be sensitised to the hazards inherent in utter disregard and over exploitation of the bounties of Nature. This step intends to inculcate awareness and respect among the students for the basic concepts relating to conservation of environment.

5.6.2 To this end, a Centrally Sponsored Scheme, "Environmental Orientation to School Education", was initiated in 1988-89. The Scheme envisages assistance to State Governments/ UT Administrations and voluntary agencies. The voluntary agencies are assisted for conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions; while the States/UTs are assisted for various activities, including review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein; review and development of textbooks on 'Environmental Studies' at primary and upper primary levels; review of strategy for imparting environmental education at upper primary levels; development of teaching-learning material; and organisation of suitable innovative work experience activities. The Scheme also envisages assistance to NCERT during the 8th plan for organisation of regional workshops for development of instructional material in regional languages for training of primary and upper primary teachers.

5.6.3 The approved outlay for implementation of the scheme during the 8th plan amount to Rs. 10.00 crore.

5.6.4 A summary of achievements during 1987-88 to 1995-96 is presented in the table below:-

	7th Plan	1990-91 & 1991-92	1992-93	1993-94	94-95	95-96	Total
Amount spent (rs. in crores)	3.57	3.81	1.80	1.12	1.79	2.30	14.39
No. of States UTs covered	20	13	17	5	18	10	32
No. of projects sanctioned to States/UTs	32	15	2	11	28	10	98
No. of voluntary bodies directly assisted by the Ministry	10	9	4	9	11	10	30

International Mathematical Olympiad

5.7.1 With a view to identifying and nurturing talent in mathematics at school level, the International Mathematical Olympiad(IMO) is held every year. India has been regularly participating in IMO since 1989. Each participating country is required to send a team consisting of not more than 6 secondary school students a team leader and a deputy leader.

5.7.2 As per the existing financing pattern, the host country pays for the food,accommodation and transportation of the participating teams during their stay in the host country; while the international travel cost is borne by the participating countries. The Indian team in the last 7 Olympiads was jointly sponsored by the Department of Education, Ministry of Human Resource Development and the National Board for Higher Mathematics (NBHM), Department of Atomic Energy. The cost of International travel was paid by the Department of Education; while all other expenses on selection of students, internal travel, incidental expenses on selection of students, internal travel, incidental expenses etc. were borne by the NBHM.

5.7.3 The Indian contingent to IMO-95 held in Toronto (Canada) during July,1995 won 3 Silver and 3 Bronze medals. India ranked 14th out of 76 participating countries.

5.7.4 IMO 96 will be held at new Delhi in India. This Ministry will sponsor the event as also provide requisite financial support; while the responsibility for organisational matters rests with the National Board for Higher Mathematics.

Educational Technology

5.8.1 This is a Centrally Sponsored Scheme combining certain elements of a Central Plan Scheme. This 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 Institutes of Educational Technology in U.P, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh, have also been funded under the scheme.

5.8.2 The scheme also extends financial support to the Central Institute of Educational Technology (CIET) for producing programmes for the schools sector for telecast/broadcasting through Doordarshan and Akashvani.

5.8.3 At present all the programmes for the schools sector are produced by CIET and SIET system, and are funded under the scheme.

Achievements

5.8.4 So far 3,56,088 Radio-cum-Cassette players and 61,914 colour TVs have been sanctioned to States and UTs., for installation in Primary/Upper Primary Schools respectively, so far CIET and SIETs have together produced 8239 Audio and 6706 Video Programmes.

5.8.5 Central Institute of Indian Languages, Mysore has been funded for production of cassettes for learning certain Indian Languages at the school level.

Computer Literacy and Studies in Schools (CLASS)

5.9.1 The pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 in consultation with Department of Electronics, which continued upto 1992-93 on ad-hoc basis and funds to the tune of Rs. 4.5 crore were provided each year. 2598 schools were covered upto 1992-93.

5.9.2 The CLASS Project has been evaluated by a number of agencies including C&AG which identified multiplicity of agencies, diffused responsibility, inadequate monitoring etc. Keeping these drawbacks in view, a modified scheme has been prepared and is being implemented as a Centrally Sponsored Scheme from 1993-94.

5.9.3 To be eligible for assistance under the modified scheme, the following conditions are to be satisfied by the State/UTs:

- a) The coverage of the Scheme for new schools will be restricted to Senior Secondary Schools:
- b) In selected schools, instruction in Computer Literacy will be compulsory for all Students of Classes XI and XII.

5.9.4 The National Steering Committee under the Chairmanship of Education Secretary is responsible for monitoring and supervision of the project. At State/UTs levels, cells set up for this purpose will discharge the dual responsibility of monitoring and actual implementing of the scheme.

5.9.5 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 1320 additional schools during 8th plan. In 1993-94 218 schools and 1994-95, 449 schools were covered.

National Award for Teachers

5.10.1 The Scheme of National Award 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 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 Pathashalas, 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.

5.10.2 Each award carries a certificate of merit cash payment of Rs.10,000/- and a silver medal.

5.10.3 The number of awards given has been increased from 296 to 302 from the year 1993.

5.10.4 Two hundred and Seventy Seven teachers were selected for the National Award for 1994. For the National Award 1995 selection process is in progress.

Scheme for Strengthening of Boarding/Hostel Facilities for Girl Students of Secondary/Higher Secondary Schools-Financial Assistance to Voluntary Agencies

5.11.1 One of the main factors responsible for slow pace of growth of enrolment of adolescent girls of rural, tribal and other remote areas is the traditional societal inhibitions against their movement outside the family precincts. Since the High/Higher Secondary schools in such places are sparsely located, the girls remain particularly disadvantaged.

5.11.2 In order to actualise the recommendations in POA-1992 for formulating a special enabling plan to ensure increase in enrollment of girls in secondary education and the NPE directive for encouraging NGO participation in education, it was decided to launch the above mentioned scheme during the VIII plan period with the objective of providing the following types of assistance to the existing hostels run by the NGOs:-

- i) Non-recurring assistance as one time grant for provision of essential furniture, utensils and meeting basic recreational needs @Rs.5000/- per annum per boarder.
- ii) Recurring assistance for food, emoluments of Cook and Bearer @ Rs.5000/- per annum per boarder.

National Population Education Project (NPEP)

5.12.1 Eleven research studies were sponsored, out of which six have been completed. A study on Cost- Effectiveness of Training Programmes was conducted at the national level and at the States' level. The States have conducted content analysis of their textbooks from the standpoint of population education. The Population Education Documentation Centre collected materials from international, national and State agencies and disseminated population related materials and information.

5.12.2 Project Progress Review (PPR) and Tripartite Progress Review (TPR) meetings were organised for effective monitoring of NPEP. A mid-Term Evaluation Study by the Society for Applied Research in Education and Development was conducted.

5.12.3 The following Programmes have been planned under the NPEP.

- i) Development of Basic Materials on Adolescence Education.
- ii) Integration of Population Education elements in the State textbooks and NFE materials.
- iii) Development of Readings and other Materials in Population Education.
- iv) Development of Training Materials for NFE Instructors.

- v) Orientation of five lakh teachers and NFE functionaries through independent and integrated training strategies.
- vi) Organisation of Regional Seminars on Adolescence Education.
- vii) Observance of World Population Day and Population Education Week and organisation of other co-curricular activities.
- viii) Sponsoring research studies in population education.
- ix) Collection and Dissemination of Materials by the Documentation Centre in Population Education.
- (x) Monitoring the implementation of the Project both at the national and state levels.

Educational Concessions to the Children of Armed Forces Personnel Killed/Disabled During Hostilities

5.13.1 The Government of India and most of the States/UTs offer educational concessions by way of reimbursement of tuition fees, boarding lodging expenses, expenditure incurred on uniforms, textbooks, transport charges etc. to the school students who are the wards of Armed Forces personnel killed or permanently disabled during Indo-China hostilities of 1962 and Indo-Pak hostilities of 1965 and 1971. During 1989, these concessions were also extended to the children of IPKF/CRPF personnel, who were killed/disabled during action in Sri Lanka and to the children of Armed Forces personnel killed/disabled in action in Operation Meghdoot in Siachen Area.

5.13.2 At present this Department is providing these concessions to such students of two Lawrence Schools (at Sanawar and Lovedale) only.

Cultural Exchange Programme in the Field of School Education

5.14.0 Under this scheme Financial Assistance is provided to meet the expenses for foreign travel/stay of non-official members of foreign delegation coming to India, in pursuance of India's Cultural Exchange Programme with foreign countries.

Scheme of Assistance for Strengthening Culture & Values in Education

5.15.1 Education about India's cultural heritage has been identified in National Policy on Education 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.

5.15.2 The revised scheme has two broad components which are:-

- i) Strengthening Cultural and Value Education inputs in the school and non-formal education system;

- ii) Strengthening the in-service training of art, craft, music and dance teachers.

5.15.3 A Statement showing names and addresses of the voluntary agencies/institutions, the amount of grant-in-aid given to them during the Year 1994-95, etc. is annexed.

National Council of Educational Research and Training

5.16.1 The National Council of Educational Research and Training (NCERT) is an apex resource organisation to assist and advise the Central and the State Governments on academic matters related to school education. The NCERT provides academic and technical support for improvement of school education through its constituents viz., (i) The National Institute of Education, New Delhi, (ii) The Central Institute of Educational Technology, New Delhi (iii) Four Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar and Mysore, (iv) Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal and (v) Field Offices.

5.16.2 During 1995-96, the NCERT had a fresh look at its functioning and reprioritised some of the programmes to respond to national concerns in school education. Elementary education received special emphasis. The outreach of academic support and consultancy services was extended to State and district level agencies, particularly in those States implementing the District Primary Education Programmes special steps are being taken to attend to development of school education sector in the North region.

5.16.3 Programmes and activities in various areas conducted by the constituents of the NCERT are briefly reported below.

Universalising Elementary Education (UEE)

5.16.4 Within the broad framework of UEE, programmes were conducted in Early Childhood Education, Elementary Education, Non-Formal Education (NFE), Education of Children with special Needs, Integrated Education of the Disabled and Education of the Girl child.

Early Childhood Education (ECE)

5.16.5 Under the Early Childhood Education Project, the following activities were performed:

5.16.6 (i) Strengthening of the Pre-School Education Component of ICDS in 12 States, through training of personnel production and dissemination of region specific resource material (ii) adequacy of play based approach of ECE through use of media and development of communicating material like posters, (iii) study on Status of Pre-School Education Component of ICDS and its Perception and Extent of Utilisation by the Community.

Elementary Education Programme

5.16.7 The Minimum Levels of Learning (MLLs) for the co-curricular areas and curricular areas at the Primary stage have been revised. A manual for preparation of competency based textbooks, handbooks and workbooks have been developed. Good

practices in teaching of Languages and Mathematics, and multi-grade teaching have been documented. Guidelines for preparation of material for enhancing reading and comprehension skills have been developed.

District Primary Education Programme (DPEP)

5.16.8 The NCERT's faculty completed the following studies under DPEP research programme:

- (i) Achievement difference and school effectiveness.
- (ii) Effect of school variables on achievement gap between boys and girls.
- (iii) Effect of pupil and school level variables on the achievement of Scheduled Caste/Scheduled Tribe students.
- (iv) Effect of State interventions on pupils achievement
- (v) Readability assessment of primary level textbooks.
- (vi) A study of the effect of household, community and school factors on the enrolment, retention and achievement of Scheduled Tribe Children of primary level.
- (vii) Effectiveness of various interventions for improving tribal Education.
- (viii) Educational problems of tribal children.
- (ix) Inputs in primary schools with different levels of concentration of Scheduled Tribe students.
- (x) Gender Issues in Primary Education
- (xi) Teachers Policy, training needs and perceived status of teachers.
- (xii) Designing production and distribution of instructional materials.

5.16.9 Research papers based on these studies were published in a special number of the NCERT's research journal, the 'Indian Educational Review.'

5.16.10 An International Seminar on 'School Effectiveness and Learning Achievement at Primary Stage' was organised in July 1995. About eighty scholars from UK, USA, Netherlands, Bangladesh and India participated in the Seminar and shared their experience related to approaches and methodologies for tackling problems related to Primary Education.

5.16.11 The NCERT has entered into contract with EDCIL for the implementation of the national component of the DPEP for curriculum, training and pedagogy, and research. Resource groups from the NCERT faculty in its constituents have

been constituted to carry out the contracted activities in task team mode. The contracted obligations are planned to be executed through sequential activities by December 1996.

Area Intensive Education Project (AIEP)

5.16.12 In 1995 the thrust of activities of the Area Intensive Education Project (AIEP) concentrated in making the existing programme effective at micro level by introducing innovations that could inter alia be relevant to the District Primary Education Programme (DPEP). Experiments on joyful learning approach and child-to-child approach were undertaken. A document entitled "People on the move" based on AIEP approach was published and is being widely disseminated.

Special Orientation Programme for Primary Teachers (SOPT)

5.16.13 In order to strengthen the professional competencies of Primary School Teachers, an MHRD's sponsored scheme called the special Orientation Programme for Primary Teachers (SOPT) is being conducted in all the States and UTs. The NCERT has been entrusted with the responsibility for planning and monitoring of the programme besides providing academic inputs. Four and a half lakh teachers were to be oriented every year during the last four years of the Eighth Five Year Plan. A training package consisting of two volumes of print materials (English,Hindi) supplemented by an ETV package consisting of 40 video programme has been developed and printed. A "Key Person's Training Manual and a User's Guide" for effective use of ETV programmes in transaction of print materials have also been developed and printed. These training packages are to be adopted/adapted by the States. Under this scheme, as of now, 779 Key Persons were trained by the NCERT. In next level programme, 8,574 Resource Persons and 1,63,873 Primary School Teachers were trained by 30 September 1995.

Training of Primary School Teachers Using Interactive Video Technology

5.16.14 The NCERT has been given by the MHRD a special project to train Primary School Teachers using interactive video technology through the transponder on the INSAT. In the pilot phase of this programme, 'teachers' training of primary school teachers in Mathematics and for the SOPT scheme will be experimented in Karnataka, Madhya Pradesh and Assam. The programme aims at training about 4400 teachers and about 200 members of the DIETs' faculty. Planning and designing of Teacher's Training Programme through interactive mode involving one way video and two way audio for Primary School Teacher's and DIET's faculty has been completed. These training programmes have been planned to be held after the installation of the required hardware and preparations of software in the last quarter of 1995-96.

Non-Formal Education (NFE)

5.16.15 Training programmes for upgrading the competencies of the NFE functionaries were held. NFE teaching learning materials based on MLLs are being developed. NFE books for Semester-III in Language, Mathematics and Environmental Studies were brought out. Six books in Hindi on local specific materials were finalised. Academics support was provided to the States of Karnataka, Andhra Pradesh and Kerala for development of local specific materials.

5.16.16 Inventions for Education of Street and working children have been identified. Studies for identifying strategies for alternative schooling for children in the age group 6-14 are in progress.

Education of Groups with Special Needs

Education of the Disabled

5.16.17 State level conferences under the Project Integrated Education of the Disabled (PIED) were organised in Madhya Pradesh and Gujarat. The report of the case study of participating institutions in the Multi-Site Action Research is being finalised.

5.16.18 Handbooks on Educational Toys and Learning Disabilities were developed. A Framework of Management Information System pertaining to the integrated education of the disabled is being finalised.

Education of SCs and STs

5.16.19 An analyst study of teaching-learning materials in Non-Formal Education (NFE) from the standpoint of Scheduled Castes (SCs) and Scheduled Tribes (STs) is in progress. The materials from the North Eastern States and Orissa are being analysed. Supplementary reading materials in Gond dialect speaking children of Bastar District are being prepared. A Report of tracer study of NFE passed out SC students was finalised and disseminated. A study to determine the efficacy of Ashram Schools is being taken up. A Study on review of present interventions for tribal students was completed. A programme of orientation of teacher leaders and state level functionaries in tribal education will be organised.

Education of Minorities

5.16.20 A study of analysis of curriculum at the Primary School stage of Madrasas and Maktabas has been planned for suggesting suitable modifications in terms of Minimum Levels of Learning (MLLs). Existing curricula in the Maktabas of West Bengal, Bihar and Uttar Pradesh will be analysed.

Education of Girls

5.16.21 A Multi-State on 'Problems of Recruitment and Posting of Women Teachers in Rural Areas' is in progress. Reports of Gender Studies in DPEP States and a National Overview were prepared. Studies on 'Causes of Low Enrolment of Scheduled Castes Girls at Elementary School level' and 'Education for out-of-school Girls: Role of NGO's Coordinators' are in progress. Indicators for monitoring of girls' education are being prepared. A study of Declining Sex Ratio in seven Districts of Punjab and Haryana is being conducted.

National Competition for Children's Literature

5.16.22 The XXVIII National Prize Competition for Children's Literature was organised. The authors and illustrators of selected Children's books were given award for their books and manuscripts.

Education in Social Sciences and Humanities

5.16.23 Some of the school textbooks were revised to bring them in conformity with significant developments that took place in India and in certain other countries. Status studies in Social Sciences and Languages are in progress. The textbooks of History of Karnataka, Maharashtra, Punjab and Bihar were evaluated from the standpoint of national integration. As a follow-up of the discussions with the National Human Rights Commissions (NHRC), the NCERT prepared the draft of a Source Book on Human Rights and sought the comments and suggestions of the Commission. A Framework for strengthening Human Rights Education is being prepared.

Education in Science and Mathematics

5.16.24 A textbook in Computer Literacy, three books in Hindi under the Reading to Learn Series, and some supplementary reading to Learn Series, and some supplementary reading materials in Chemistry on topics of human concern were developed. An interactive computer software on 'Sound' for Secondary level was developed and field tested in the context of Computer Assisted Instruction (CAI). Innovative activity oriented teaching aids, particularly in Chemistry -- +2 level, have been developed and are being field tested. Special instructional materials for nurturance of talent are being prepared. A handbook on science activities for Integrated Science Kit (ISK), and a Teacher's manual for explaining Difficult Concepts in Physical Science at Secondary Level are being developed. A special training programme for the secondary school teachers of Leh and Kargil Districts of Ladakh region was organised. Assistance for organising District and State level Science exhibitions in all the States and UTs was provided. The 22nd Jawaharlal Nehru National Science Exhibition for children is being organised at Delhi in which about 250 prize winning exhibits at the State level on the themes " Science and Health for All" and "Science and Conservation of Natural Resources" will be displayed.

Educational Measurement and Evaluation

Examination Reform

5.16.25 The draft of a national Framework for Examination Reform was prepared and subsequently was considered in a meeting of experts from the Board of Secondary/School Education. Studies on (i) Feasibility of Comprehensive and Continuous Evaluation (CCE) in Schools, (ii) Qualitative Analysis of Pupils' Errors in Board's Examination of Class XII (Chemistry, Physics and Biology), and (iii) Qualitative Analysis of Question Papers in social Studies for Class X are in progress.

National Talent Search

5.16.26 The test and interviews were organised and 750 Scholarships were awarded.

Admission Tests for Navodaya Vidyalayas

5.16.27 Jawahar Navodaya Vidyalayas Admission Tests were designed and administered and results were declared.

Pre-Service and In-Service Teacher Education

Regional Institutes of Education (RIEs)

5.16.28 The Four Regional colleges of Education (RCEs) have been restructured as Regional Institutes of Education (RIEs) to function as support system to States in their regions and advising them on policies and programmes in school education. During the academic year 1995-96, all the four RIEs (Ajmer, Bhopal, Bhubaneswar, and Mysore) have offered the four year integrated B.Sc., B.Ed., course and an M.Ed.(Elementary Education) course. In order to meet the special educational needs of the North Eastern Region, steps are being taken to set up a new RIE for the North East at Shillong.

5.16.29 The Extension Departments in the RIEs have been strengthened to provide need based programme support to the States/UTs under their jurisdiction. In addition, the faculty at the RIEs and that of the attached Demonstration schools are associated with the implementation of the tasks of the national Component of curriculum, pedagogy, training and research of the DPEP.

5.16.30 The primary school teachers of the Demonstration Schools of the RIEs are now using their Schools as laboratories to field test the MLLs (Minimum Levels of Learning) based approach to teaching and learning. A conference of the primary school teachers of the Demonstration Schools will be held for exchange of their experiences and for preparing additional instructional materials.

Other Teachers Training Programmes

5.16.31 In-service training programmes for the faculty of DIETs, IASEs and SCERTs have been planned, which aim at capacity building of teacher educators working at State and District Levels. The training designs have been developed and training modules are being developed for conducting the programmes during 1995-96 and 1996-97.

5.16.32 To encourage innovations and experiments in school education and teacher education, national level competitions are organised every year in the form of Seminar Readings programmes. Papers for the 1995-96 contest have been invited. Some of the innovations shall be tested to ascertain their replicability.

5.16.33 In-service education practices, followed in different parts of the country are being documented. Studies have also been initiated to evaluate training methodologies followed in in-service education as well as pre-service teacher education.

5.16.34 Drafts of modules for building personal and career consciousness in girls have been finalised. Resource books on "Occupational Information in Guidance"; Principles and practices", and Career Development for Counsellors" are being finalised. Multi media packages for fostering creativity and enhancing personnel-social skills of students are being developed.

5.16.35 Research Projects (i) A study of Vocational Behaviour of Creative Girls, and (ii) A Survey of Guidelines 'Needs of School Going Children' were completed. The study "Role of Acculturation in the Development of Values among Children: Maternal Views" is in progress.

5.16.36 The 34th Post-Graduate Diploma Course in Guidance and Counselling was completed and 35th course commenced in August 1995. A 4-day orientation programme in guidance and counselling for the Principals of the Central Tibetan School Administration was organised.

Vocational Education

5.16.37 Instructional materials in Textile Designing, Auto Engineering Technology, Poultry Production, Commercial Garment Designing and making, Maintenance and Repair of Radio and T.V. Receivers, Horticulture and Dairying are being developed. Short term training programmes in the fields of Auto Engineering Technology, Dairying, Textile Designing, Bee Keeping, Maintenance and Repair of Radio and T.V. Food Preservation and Processing and GEC were conducted. Seven orientation programmes were organised for key functionaries of Assam, Rajasthan, Madhya Pradesh, Maharashtra, Karnataka, Delhi and Tamil Nadu. A national meet on the Status and Prospects of Home Science Vocational Education Programme in India was organised. A national Seminar on Apprenticeship Training, Placement and Self Employment Support of Vocational students will also be organised.

Educational Technology

5.16.38 The broad objective of ETV programmes is to use Educational Technology to support the needs of the school education. Sixty six ETV programmes, including 26 weekly continuities and linkages, were produced. An ETV Programme based on the activities of "Shiksha Samakhya" of Madhya Pradesh has been completed. Nineteen audio programmes have been produced and the planning and designing of programmes titled (i) Pracheen Bharat ka Itihas (Ancient India), (ii) Madhya Ugin Bharat (Medieval India), (iii) Bhasha Anand (Teaching Hindi as first language for class-(IV), and (iv) Environment has been completed. Ten programmes on Value Education for Middle School Children under the title (Bachpan) were revised. Four 16 mm Educational films under the series of "Land and People" and a film "Princess and the Moon" are nearing completion. Educational film on Solar Eclipse was produced as a part of building scientific temper through the celestial event of the total solar eclipse of the 24th October 1995. This programme was transmitted by Doordarshan on its national channel on 23rd October 1995. The NCERT ETV Programmes are being telecast for 45 minutes each week from Monday to Saturday in the entire Hindi speaking belt including the UTs of Chandigarh and Andman and Nicobar Islands. The NCERT entered into an agreement with the AIR for broadcasting of its programmes. Under this agreement, Educational audio programmes are being broadcast once a week by 10 stations of AIR. Work on monitoring of telecast of ETV programmes and their content analysis for providing feed back to media personnel continued. Planning and designing of the innovative teacher training programme in interactive mode, on INSAT for primary school teachers and DIETs faculties have been completed.

Educational Research

5.16.39 The NCERT's Educational Research and Innovation Committee (ERIC) provides financial assistance to outside institutions/organisations for research in priority areas. Its operational mechanisms were reviewed to broaden its scope and for

streamline its functioning. The "Trend Reports" for the document "Fifth Survey of Educational Research (1988-92)" are being finalised. Simultaneously, the Manuscript of the 'Abstract Volume' of the Fifth Survey of Educational Research is being prepared.

Educational Surveys

5.16.40 The Sixth All-India Educational Survey (AIES) is in progress. As a part of this survey an Educational Statistics Flash (ESF) has been completed for release. In this survey for the first time information technology in communication (NICNET FACILITY) has been used for compilation and processing of data. This inter alia will help in developing MIS systems and in updating database for future surveys.

Extension and Field Service

5.16.41 The NCERT Field Offices liaised with the States on their educational needs and implementation of the Centrally Sponsored Schemes.

Publications

5.16.42 From April 1995 to October 1995, NCERT has brought out 131 books and textbooks including issues of six educational journals. In terms of a number of copies printed, it accounts for 5.3 million copies of books and textbooks. In addition a large number of unpriced publications and information materials have also been brought out. One of the significant achievements was publication of 50 Urdu textbooks for Class I to X. 220 books and textbooks will be brought out in the coming months. About 300 titles and 60-70 general publications will be brought out during 1996-97.

5.16.43 Owing to better distribution and marketing network, there are proven indications of ready availability of books and textbooks in the country. As a result the demand for books and textbooks are likely to show improvement, thus placing a demand on additional requirement of Council's textbooks, in particular, and other publications, in general. Owing to a significant market strategy adopted by the NCERT, by linking sale of general publications together with the sale of textbooks as a commitment, even the demand on the general publications are likely to further show significant improvement as have already registered during 1994-95 and during the current year.

Central Board of Secondary Education

5.17.1 Central Board of Secondary Education (CBSE) is a self financing institution which meets its recurring and non-recurring expenditure without any assistance from Central Government. The Board functions under the overall supervision of the controlling authority vested with the Secretary (Education), Ministry of Human Resource Development, Govt. of India.

5.17.2 The CBSE deals in multiple activities relating to affiliation, academics and examination that fall in its ambit.

5.17.3 The Board has been a precursor in introducing innovations and reforms at the Secondary and Senior Secondary level so as to bring education at par with International Standards.

Affiliation

5.17.4 At present there are 4308 schools affiliated to the Board which include Kendriya Vidyalayas, Govt. Schools, Independent schools and Jawahar Navodaya Vidhyalayas spread all over the country and abroad. System of inspection has been stream-lined and the schools are graded according to their comparative merits.

Examination

5.17.5 The Board conducts the following examinations :

- i) Senior School Certificate Examinations
- ii) Secondary School Examination
- iii) First chance Comptt. Examinations (Sr. Sec. and Sec.School)
- iv) Pre-medical/Pre Dental Examinations

Examination Reforms

- i) Examination reforms towards improving the quality of question papers and testing procedures.
- ii) Detailed designs in Question Papers and marking Scheme for Papers setters, moderators to ensure balance in question papers and uniformity in evaluation.
- iii) Pre-testing of the marking Scheme.
- iv) Additional supervision at evaluation centres.
- v) Sample Question papers and marking Scheme based on 1995 examinations.

Seminars on Post-Examination Reforms:

5.17.6 There has been persistent demand for return of answer books to the examinees and to introduce re-evaluation of answer books. In order to debate upon these issues and obtain a feed back, a Seminar was organised by the Board on Evaluation Management, Marking Scheme, Re-checking- issues and implications.

5.17.7 The annual exams. (X/XII) were conducted smoothly during the Year 1995. 1,95,026 candidates appeared in the Senior School Certificate Examinations (Class XII) and the over all pass percentage was 75.56. In the Secondary School Examination there were 3,18,235 candidates this year. As far as the number of examinees is concerned, there has been an increase of 5.48% in Class X and 6.4% in Class XII over 1994.

All India Pre-Medical/Pre-Dental Examinations

5.17.8 For the first time the Board introduced OMR (Optical mark Reader) system for evaluation of answer scripts of the Pre-Medical/Pre-Dental Entrance Examination held in

May 1995. In all 1,40,378 candidates appeared during 1995 from 310 centres in all the state capitals and union territories.

Academic: Activities and National Programmes

Curriculum Renewal for 1997 Exams

5.17.9 Curriculum in all the subjects at the Secondary and Senior Secondary Stages has been reviewed, updated and rationalised for implementation from the academic session 1995-96.

Vocationalisation

5.17.10 As a part of the national commitment and in consonance with the objectives of NPE, the Board has revamped 37 courses in different trades such as Commerce, Engineering, Agriculture, Health and Para Medical etc. to provide greater opportunities for self-employment. The input of General Foundation Course and on the job training has been strengthened to link these courses with job opportunities.

Pre-Vocational Course

5.17.11 The Board has introduced Pre-Vocational Courses from the session 1995-96 in class IX in some selected schools of Directorate of Education Delhi and Chandigarh. These courses have been provided in place of work experience and will be subjects of internal assessment at the school level.

5.17.12 Much on the lines of Yashpal Committee report on 'Learning without Burden' the Board has launched a programme which centres around learning without text-books, home assignments and above all without carrying school bag. This programme provides greater scope for self-learning and continuous comprehensive evaluation (CCE).

Public Relations and Public Grievances Redressal

5.17.13 Continuous and timely interaction with the public is being maintained through the Public Relations Unit of the Board. Important information, decisions of the Board are disseminated through print and live media to ensure transparency. The Public Grievances are dealt with expeditiously. Regular monitoring enables in keeping a check, avoid recurrence and keep public grievances at a low ebb.

National Open School(NOS)

5.18.1 The National Open School established in 1989 is an autonomous organisation set up in pursuance of National Policy on Education, 1986. The erstwhile open school of CBSE created in 1978 was subsumed in NOS. This national institute of open schooling occupies an important place in national system of education with its distinct character, oriented towards achieving the goals of 'Universalisation of Education' and 'Education for All'. Its objective is to provide opportunities for continuing open education upto pre-degree level. It also serves as consultancy agency to States in open schooling with a mission of enhancing social equality, justice and creating a learning society, especially with a focus on prioritised target groups. The learners choose courses according to their needs, interest and abilities out of academic and vocational combinations offered.

5.18.2 During the period under report, NOS continued to offer 25 academic and 42 vocational subjects of various disciplines at elementary, secondary, senior secondary, vocational and life enrichment/continuing education level. It has a network of 432 study centres located almost in all the States with an enrolment of approximately 72,800. The medium of instruction is Hindi, English and Bengali while Urdu and Telugu have been introduced recently. Senior Secondary curriculum is under review and psychology, computer science, etc. are being introduced. Networking with States resulted in setting up of three state open schools. The students support service was strengthened by appointing 120 Academic Facilitators till date. About 660 titles (40 lakh books) were printed and provided to students as self-instructional printed material supplemented with some audio/video support. Regional Centres at Calcutta, Hyderabad, Guwahati, Pune and Agra have been set up. National Consortium of Open Schools in India (NCOS) has also been set up by NOS.

Kendriya Vidyalaya Sangathan (KVS)

5.19.1 Kendriya Vidyalaya Sangathan was set up in 1965 as an autonomous organisation, primarily for catering to the educational needs of the children of transferable Central Government Employees including Defence Personnel.

5.19.2 During 1995-1996, 21 new Kendriya Vidyalayas were opened.

5.19.3 At present there are 838 Kendriya Vidyalayas in the country. The enrolment of students in all Kendriya Vidyalayas is more than seven lakhs and the staff employed is around 43,000.

Navodaya Vidyalayas (NVs)

5.20.0 Navodaya Vidyalayas are residential co educational institutions providing education upto Senior Secondary stage. Education in Navodaya Vidyalayas is free. Incentives are also provided. 377 Navodaya Vidyalayas have been sanctioned so far.

Central Tibetan School Administration (CTSA)

5.21.1 Central Tibetan School Administration was set up in 1961 with the objective to preserve and promote Tibetan culture, traditions and heritage and to establish, manage and assist schools in India for the education of Tibetan Children.

5.21.2 In the year under report, 11642 students are receiving education in 81 schools spread all over India.

6. UNIVERSITY AND HIGHER EDUCATION

6. UNIVERSITY AND HIGHER EDUCATION

University Grants Commission

Growth of the Higher Education System

6.1.1 At the beginning of the year 1995-96, the total student enrolment in universities and colleges was 61.14 lakh. The enrolment in the University Departments was 10.14 lakh and that in the affiliated colleges was 51.0 lakh.

6.1.2 Out of ten students in higher education, four are in the Faculty of Arts, enrolled for courses in social sciences and humanities which include History and Culture and Languages. Three, out of ten students, are enrolled for courses in Science, Engineering, Medicine, Agriculture and related disciplines. The faculty of commerce enrolls two out of 10 students. Enrolment at the first degree level was 53.86 lakh (88.1%); at the post-graduate level 5.82 lakh (9.5%); at the research level 0.67 lakh (1.1%); and at the diploma and certificate level 0.79 lakh (1.3%). The total number of teachers increased to 3.01 lakh during the year. Of these, 0.69 lakh were in the University Departments/University Colleges and the rest in the affiliated colleges. Of the 69283 teachers in the Universities, 8868 are Professors, 18152 are Readers, 39492 are Lecturers and 2771 are Tutors/ Demonstrators. In the affiliated colleges, the number of senior teachers was 32,180; the number of Lecturers was 1,89,144 and that of Tutors/Demonstrators was 10,186.

6.1.3 Upto March 1996, the total number of Universities in the country was 167 and the total number of Institutions deemed to be universities was 36.

Higher Education among Women

6.1.4 The enrolment of women students at the beginning of the year 1995-96 was 20.65 lakh. At the postgraduate level, the enrolment of women was 35.6% of the total enrolment. The enrolment of women students was the highest in Kerala (52.0%), followed by Goa and Punjab (50.9% each), Pondicherry (45.1%), Delhi (44.2%), Manipur (42.4%), Meghalaya and Nagaland (39.5%) each and Jammu & Kashmir (39.3%). The enrolment of women was the lowest in Bihar (18.4%).

Programmes and Activities of the Commission

6.1.5 Some of the major thrust areas pursued during the year were : Human Resource Development, Research and Studies in Emerging and Inter-disciplinary areas, Environment Education, Vocationalisation of Education at the first degree level, Academic Staff Colleges for Orientation of teachers, Eligibility test for recruitment of lecturers, Inter-University Centres and Consortium, Distance Education, COSIST, Adult Education and National Literacy Mission, Spread of Mass Communication and Educational Technology Network, Computer Education, Education for Scheduled Castes and Scheduled Tribes and for the minorities and weaker sections among the minority communities, Education for Women and the Handicapped and Population Education.

Human Resource Development

6.1.6 The Commission has been striving to develop human resources and towards this end, it provides assistance for various programmes which enable teachers and researchers to up-grade professional competence and keep abreast of the latest developments in their disciplines. Assistance for various types of Scholarships and Fellowships is provided to achieve this objective. Junior Research Fellowship is awarded to those research scholars, who have qualified in National Level Tests conducted by the UGC, CSIR, GATE, etc. 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 at any given time basis 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.

6.1.7 A scheme of Career Awards also exists, which aims at identifying young talented teachers to devote themselves to research with lesser teaching responsibilities.

6.1.8 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.

Research and Studies in Emerging and Inter-disciplinary Areas

6.1.9 These courses include courses like Super-Conductivity, Atmospheric Science, Environmental Education, Computer Applications, etc.

i) Super Conductivity Programme

6.1.10 The UGC programme on Super Conductivity has been in operation since 1987 for assisting universities in developing education and research capabilities in both basic and applied areas of Super Conductivity. Periodic review through group monitoring meetings and annual/bi-annual reports are in-built features of the programme.

6.1.11 The Commission was supporting 13 universities upto March, 1996 in both basic and applied areas.

6.1.12 These institutions have come up as Centres of excellence in their respective fields. The programme has generated a positive impact on the university system for collaborative approaches to R&D and educational activities.

ii) Atmospheric Science

6.1.13 This programme has been in operation since 1987, with the object of promoting meteorological and atmospheric sciences in the universities and providing employment opportunities for persons trained on the computer systems installed at the Council of Meteorological and Earth Science for medium range forecasting. The Commission was supporting six universities under this programme upto March, 1996.

iii) *Environment Education*

6.1.14 Following a directive from the Supreme Court, the UGC has impressed upon universities to introduce a course on Environment and include it as a compulsory subject at every level of college education. Accordingly, the UGC has constituted expert groups on Environment Education to consider proposals received from universities in this regard. Upto March 1996, assistance for the following programmes was approved by the commission.

1. Workshops/seminars on environment education at P.G. level in different departments in 10 universities/colleges.
2. Introduction of a special paper on environment education at P.G. level in different departments in 10 universities/colleges.
3. Introduction of M.Sc. course in environment education in 10 universities.
4. Six research projects on 'Flyash Accumulation and Finding of Avenues for its Mass Scale Utilisation'.

6.1.15 Nearly 100 episodes for promoting environment awareness have also been telecast by the UGC through the 'Country-wide Classroom' programme. The Commission is also preparing a text book as well as popular literature for undergraduates with the help of Expert Group on Environment.

Vocationalisation of Education at the First Degree Level

6.1.16 Pursuant to the National Policy on Education, and based on the recommendations made by the Core Committee on Vocationalisation of First Degree Education constituted by the UGC, a programme of vocationalisation of education at the first degree level was launched by the UGC from 1994-95. Funds to the tune of Rs.26 crore were provided by the Ministry of Human Resource Development for implementation of the programme.

6.1.17 On the recommendations of the Standing Committee on Vocational Education (SCOVE) and its sub-committee/regional committees constituted for the purpose, the UGC identified 209 institutions (19 Universities and 190 colleges) in the first instance, for starting vocational courses at the first degree level during 1994-95. These institutions could introduce one to three vocational courses in 35 subjects identified by the Core Committee. A list of these 35 subjects is given below :

1. Functional Hindi
2. Functional Sanskrit
3. Communicative English
4. Archaeology and Museology
5. Principles and Practices of Insurance
6. Actuarial Science

7. Office Management and Secretarial Practices
8. Tax Procedures and Practices
9. Foreign Trade Practices and Procedures
10. Tourism and Travel Management
11. Advertising, Sales Promotion (Sales Management)
12. Computer Application
13. Industrial Chemistry (Seven streams)
14. Food Science and Quality Control
15. Clinical Nutrition Dietetics
16. Industrial Microbiology
17. Bio-technology
18. Biological Tech. and Specimen Preparation
19. Seed Technology
20. Sericulture
21. Industrial Fishing and Fishery
22. Instrumentation
23. Optical Instrumentation
24. Geo-exploration and Drilling Technology
25. Mass Communication Video Production
26. Still Photography Audio Products
27. Electronic Equipment Maintenance
28. Computer Maintenance
29. Electrical Equipment Maintenance
30. Environment and Water Management
31. Rural Technology
32. Automobiles Maintenance
33. Refrigeration and Airconditioning Maintenance

34. Construction Technology Management

35. Manufacturing Process

6.1.18 During the year under report, the Standing Committee on Vocational Education constituted Regional Monitoring Groups from amongst its members and conducted monitoring exercises at Bhopal, Bombay, Bangalore, Calcutta and Delhi to assess the progress made by the institutions in starting vocational courses. The monitoring groups had discussions with the institutions and suggested corrective measures on the spot, wherever it was found desirable.

Autonomous Colleges

6.1.19 The Commission has a scheme under which a college declared autonomous by its affiliating university is fully accountable for the content and quality of education it imparts. Such a college is also responsible for setting its own examination papers and for the conduct of examinations. The college evaluates the students for the award of degrees which will be accepted by the parent university. Upto November, 1995, 119 colleges were functioning as autonomous colleges spread over the States of Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Orissa, Uttar Pradesh, Rajasthan, Gujarat, Maharashtra and Himachal Pradesh.

Teacher-Recruitment, Training and Performance Evaluation

6.1.20 During the year, the Commission conducted qualifying test for determining the eligibility for lecturership and for award of Junior Research Fellowship in Humanities and Social Sciences. Similar test in Science subjects was conducted jointly by 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 organise orientation programmes for new teachers and refresher courses for in-service teachers. Upto March 1996, nearly 95000 teachers had participated in these programmes.

Improvement in Efficiency

6.1.21 The Commission has sanctioned computer facilities to 114 universities upto March 1996. In addition, the Commission provided assistance to 1781 colleges upto this period for installing computer facilities. Besides using these facilities for training and research, they can be used for maintenance of students records, accounts and other data required for administration and management. The UGC has also formulated a scheme for training of teachers in the use of computer in those colleges which have been assisted by UGC for purchase of computers. Universities to which these colleges are affiliated have been entrusted the job of imparting training. Upto March 1996, 88 training programmes were approved to be conducted by 31 universities to train participants from 1302 colleges. Universities were also assisted by the UGC for starting an additional paper at PG level in subjects in which computer application has become prominent, like Physics, Chemistry, Mathematics, Statistics, Geo Sciences, Economics, Library Science and Computers. Eleven Universities were being assisted under the scheme upto March 1996.

Special Assistance Programme

6.1.22 The Commission continued to provide assistance to 41 Centres of advanced study and 115 Departments of Special Assistance for Science, Engineering and Technology and 16 Centres of Advanced Study and 108 Departments of Special Assistance in Humanities and Social Sciences up to March 1996. In addition, 84 Departmental Research Support Projects in Science and 47 in Humanities and Social Sciences were under implementation up to March 1996.

COSIST Programme

6.1.23 One hundred forty one departments have been assisted under the scheme of Strengthening Infrastructure in Science and Technology education and research till November, 1995. Assistance under this programme is a one-time input. Departments supported under COSIST have been given functional autonomy. An Evaluation of 17 COSIST supported departments was carried out during the year with respect to bibliometric analysis through the Indian National Scientific Documentation Centre, New Delhi. The infrastructural facilities extended through COSIST support have attracted additional funds not only from funding agencies in India but also from abroad, and have improved teaching instruction both at the postgraduate and research level by enhancing the quality of teaching, particularly the experimental part of the courses. Grants to the tune of Rs.200 lakh were released under the scheme of COSIST during the year 1994-95.

Plan Grants to Universities

6.1.24 At the beginning of the year 1995-96, the Commission provided plan grants to over 107 eligible universities (excluding Agricultural Universities) amounting to Rs.9664.91 lakh, as part of the total commitment for the 8th plan period. Also, at the beginning of the year 1995-96, plan grants amounting to Rs.4434.74 lakh were released to Central Universities.

6.1.25 Development grants, including grants for specific schemes, are provided to eligible universities in order to facilitate the procurement of such infrastructural facilities as are not normally available to them from the State Government or other bodies supporting them. Assistance is given for faculty posts, academic buildings, students hostels, equipments, books and journals, staff quarters and other facilities designed to promote the quality of teaching and research. 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 stage of development of a particular university, grants for specific schemes are provided on the basis of recommendations of experts after scrutiny for such schemes.

Development of Colleges

6.1.26 VIII Plan grants to colleges are being given on the recommendations of expert committees and in consultation with college principals and State representatives. Outlays have been approved for 3966 colleges so far for the VIIIth Plan. At the beginning of the year 1995-96, plan grants amounting to 4886.79 lakh were paid to the eligible colleges.

Common Facilities and Services

6.1.27 Autonomous centres within the university system have been set up to provide common facilities, services and programmes to universities since heavy investment in infrastructure and in-puts have made it beyond the reach of individual universities to obtain these facilities. These centres are inter-university centres set up in different disciplines with the object of providing national research facilities within the university system. As many as 11 such centres have been set up namely, Nuclear Science Centre, New Delhi; Inter-University Centre for Astronomy and Astro Physics, Pune; Inter-University Consortium for DAE Facilities, Indore; Consortium for Educational Communication (CEC), New Delhi; Western Regional Instrumentation Centre, Bombay; Regional Instrumentation Centre, I.I.Sc., Bangalore; Crystal Growth Centre, Anna University; M.S.T; Radar Centre, Sri Venkateswara University, Tirupati; Information and Library Network (INFLIBNET); Inter-University Centre for Humanities and Social Sciences, Shimla; and Eastern Centre for Research in Astrophysics.

6.1.28 In addition, modern computer-based information/ documentation centres have also been set up at Bangalore, Bombay and Baroda to improve information accessibility to teachers and students and provide necessary bibliographic support to them alongwith making available the latest documentation in the respective disciplines.

Media and Educational Technology

6.1.29 The UGC has taken initiative to utilize the time slot available for higher education to telecast programmes in higher education titled "Country-wide Class room" through which higher education was spread to remote and backward areas of the country. The commission is at present supporting seven Educational Media Research Centres (EMRCs) at the Universities of Pune, Gujarat, Jamia Millia Islamia, Jodhpur, Madurai Kamraj, and at the Central Institute of English and Foreign Language and St. Xavier College, Calcutta. In addition, ten Audio Visual Research Centres (AVRCs) at Roorkee University, Osmania University, Anna University, Kashmir University, Manipur University, Punjab University, Devi Ahilya University, H.S. Gour University, Mysore University and Calicut University, are being supported for training of personnel and production of software. The AVRCs at Mysore and Calicut Universities were set up during the year 1994-95 and more Media Centres in different States are envisaged to be set up during the VIIIth Plan period. Nearly 85% of the higher education programmes transmitted on T.V. are produced indigenously.

6.1.30 In order to make distance learning more effective and bring best faculty within the reach of all sections of students, including semi-urban and rural students, a project to produce non-broadcast video lecture tapes for under graduate students has also been undertaken. Out of 15 subjects selected for the purpose, video lectures in seven subjects have been completed. The Consortium for Educational Communication (CEC) provides the institutional frame-work to sustain and enhance the on-going media activity of the EMRCs and AVRCs and explore new technological advances in the field. It has also started making monthly programmes and producing educational programme for transmission through the Enrichment Channel of Doordarshan. The CEC organised the inter-active telecourse on " New Communication Technology" during the year through the "Country-wide Class room" programme for broadcasting and explaining the technologies/applications like E-mail, Fax, Satellite Communications and Radio-Paging.

6.1.31 The CEC has also taken steps to produce programmes on contemporary issues like environmental awareness, safe drinking water and the prevention of AIDS. The UGC has identified the CEC to act as the nodal body to explore the possibility of marketing educational material produced by the University Grants Commission, Indira Gandhi National Open University, and the National Council for Educational Research and Training. The UGC has also established a Consortium for export of educational material as a project mode of CEC.

Adult, Continuing and Extension Education and Population Education Programmes

6.1.32 Adult, Continuing and Extension Education Programmes have the following goals :-

- (a) Eradication of Illiteracy
- (b) Promotion of Continuing Education
- (c) Promotion of Population Education
- (d) Promotion of Legal Literacy and Awareness of Various Development Programmes.
- (e) Support for Science Education and Transfer of Technology
- (f) Promotion of Other Welfare and Community Development Programmes.

6.1.33 To achieve these goals, the commission is providing financial assistance to universities for implementation of the Total Literacy Campaigns (TLCs), through their Departments of Adult, Continuing and Extension Education. The guidelines for these programmes envisage internal evaluation/monitoring system through State Level Nodal Agencies/Universities.

6.1.34 Population Education Programme, assisted by the UGC, is implemented by the universities as part of the United Nations Population Fund (UNPFA) - UGC project through the Population Education Resource Centres (PERCs), which are 12 in number at present. These have been set up by the UGC in the Departments of Adult, Continuing and Extension Programmes to provide support services for various activities like material development, curriculum development and training for the functionaries. During the year, thrust has been given to new emerging areas such as AIDS, drug abuse, environment and aging. Two expert groups were also constituted during the year to prepare a Source Book on Population Education and Lessons on Population Education for undergraduate level through the Distance Education Mode. The PERCs have been organising training programmes, national level programmes and other activities like debates, poster competitions, one-act plays, exhibitions in different parts of the country as well as a series of extension lectures on population-related issues. Newsletters on population education and population digest were also published during the year.

6.1.35 Action plan for the prevention and control of AIDS has also been drawn by the UGC, according to which additional grants are to be provided to universities and colleges for purchase of books on AIDS, Population Education, Environment and Drug abuse.

Distance Education/Correspondence Courses

6.1.36 Distance Education, which is a mix of Correspondence Education, Distance Education and Open learning, accounts for nearly 12% of the total enrolment in higher education and is the emerging reality in the educational scene of the country. Assistance is provided to universities to the tune of Rs.10. lakh, as seed money for the first 5 years for introducing distance education programmes/correspondence courses. Further assistance to the tune of Rs.5 lakh to Rs.7.5 lakh is provided after 5 years for running undergraduate and post-graduate courses respectively.

6.1.37 Improvement in the quality of Distance Education Programmes is being brought about with help of audio, video, radio and television facilities. Audio-Visual Resource Centres (AVRCs) have been set up in each of the four regions to support distance education programmes in the universities. The Centre in the Northern region is producing programmes in Hindi, English, and Urdu; the Centre in the Western region is developing programmes in Marathi, Gujarati and Kannada; the Southern Regional Centre is producing programmes in Tamil, Telugu and Malayalam, while the Eastern Region Centre is preparing programmes in Oriya, Bengali and Assamese.

Facilities for Scheduled Castes/Scheduled Tribes, Handicapped and the Weaker Section of the Society

6.1.38 In addition to the Junior Research Fellowships reserved for Scheduled Castes and Scheduled Tribes out of the total number of such fellowships instituted for various universities, the Commission is directly awarding every year 50 fellowships for these categories. Also, the Commission has reserved 40 Research Associateships for Scheduled Castes and Scheduled Tribes. In order to provide opportunity to teachers belonging to Scheduled Castes/Scheduled Tribes in affiliated colleges, 50 teacher fellowships have been instituted to enable them to improve their qualifications by doing M.Phil/Ph.D. Special cells in various universities have also been set up to ensure effective implementation of the various schemes for the Scheduled Caste/Scheduled Tribe students. Relaxation has also been prescribed in the criteria for financial assistance to colleges having SC/ST enrolment and to those located in backward regions.

6.1.39 The Commission continued to provide assistance to identified centres and cells (in universities and colleges respectively) for conducting coaching classes for the educationally backward among minority communities for preparing them for competitive examinations other than the higher civil services. The Commission has also identified 33 additional centres in different universities/colleges in order to cover more areas of minority concentration. Efforts are also under way for identifying coaching centres exclusively for women candidates. For the civil services, it is proposed to set up two model regional centres in the first instance, one at the Jamia Millia Islamia for Northern region and the other at Calicut University for the Southern region.

6.1.40 The Commission has also been operating a scheme under which it provides assistance to universities for conducting Special Education Programmes for B.Ed/M.Ed. teachers to enable them to teach the handicapped children. Assistance to 12 universities was provided for this purpose upto November, 1995.

Women's Studies

6.1.41 Under the Commission's programme of promoting women's studies, assistance is provided to universities and colleges for setting up centres and cells for women's studies. The centres/cells are required to undertake research, develop curricula, and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights and social exploitation. These centres are not expected to be like other conventional departments of the universities, in that they are not required to run courses that lead to undergraduate or a post-graduate degree.

6.1.42 Forty part-time Research Associateships for women have also been created in Science, Humanities, Social Sciences and Engineering/Technology to enable them to take up post-doctoral research.

Project on Information and Library Network (INFLIBNET)

6.1.43 Project on Information and Library Network is a Computer-Communication network for linking library and information centres in universities, deemed to be universities, institution of national importance, UGC information centres, R&D institutions and colleges through the application of computer and communication technologies to enable them to optimally utilize their resources. The INFLIBNET has created a centralised data base of academic holdings in which data received from these institution is entered, which will ultimately lead to a national union catalogue for on-line access. INFLIBNET is also helping university libraries to computerise their records by offering them facility of down-loading from its authenticated master file. Development of an appropriate library management soft-ware has also been taken up in collaboration with DESIDOC taking into account requirements of the university libraries.

Promotion and Preservation of Indian Culture, Heritage and Values

6.1.44 The Commission continued to provide assistance on cent percent basis under plan funds for the promotion of Gandhian, Buddhist and Nehru Studies. The assistance is provided for setting up centres for these studies, conducting programmes to acquaint teachers and students with their philosophy and ideas and for the purchase of books and journals relating to these studies. To commemorate the 125th Birth Anniversary of Mahatma Gandhi during the year, the Commission decided to establish Gandhian Chair in 8 universities, allocate 12 research associates for carrying out innovative studies, provide a grant of Rs5000/- each to all the eligible colleges for the purchase of books written by Mahatma Gandhi or on the life of Mahatma Gandhi and bring out one issue of the Journal of Higher Education for exclusive coverage of Mahatma Gandhi.

6.1.45 The Commission has also been providing assistance for value-oriented education in order to foster among students and teachers alike such values which are necessary for retaining national identity and sustaining a peaceful and harmonious society.

Promotion of Physical Education and Sports

6.1.46 The Commission continued to provide assistance to Universities and colleges for running the 3-year degree course in Physical Education, Health Education and Sports. The Commission is also the implementing agency for the scheme of 'Creation of sports infrastructure in universities and colleges' introduced by the National Sports Organisation. Under this scheme, assistance is provided for some identified items like the construction of a gymnasium, swimming-pool, basket ball/volley ball/badminton/tennis court, cricket pitch, athletic track, etc. Women's colleges having under-graduate classes and a minimum enrolment of 500 students are also eligible to apply for some of these sports facilities. The Commission is also implementing some of the programmes under the scheme of adventures sports for university/college students since 1992 when it signed a MOU with the National Adventure Foundation.

6.1.47 A coordination committee comprising the representatives of the UGC and NAF oversee the implementation of the programme. Assistance is also being provided by the Commission for the promotion of Yoga Education and practice in universities.

International Cooperation

6.2.0 Over the years, academics from foreign countries have shown great interest in India. This is reflected in the large number of research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India, Shastri Indo-Canadian Institute and the Berkeley Professional Studies Programme in India. During 1995-96, the number of research projects approved by Government is 237. Government has approved a number of bilateral agreements between Indian Universities and their counterpart abroad. During the year, 39 proposals for seminars/symposia/international conferences on a variety of subjects were received from Universities, autonomous organisations and institution of higher learning. There has been significant increase in the number of bilateral international conferences, symposium/seminar/workshop in collaboration with foreign Universities. The Government approved 15 requests for appointment of foreign scholars as Visiting Lecturer/Professor in Indian Universities.

Shastri Indo-Canadian Institute

6.3.1 The Shastri Indo-Canadian Institute was established in 1968 by joint announcements of the Government of Canada and India to enhance mutual understanding between the two Countries. The Institute carries out its educational mission by means of a variety of programmes including the Library Programme, the Canadian Studies Programme and the Indian Business Programme.

6.3.2 For 1995-96, the Institute awarded 17 fellowships to Canadian scholars to visit India for research and 21 fellowships to Indian scholars to visit Canada.

6.3.3 The work on 11 Collaborative Research Projects approved last year is proceeding smoothly. Under this programme, the Institute also supported the visit of Mr. A.P. Venkateswaran, former Foreign Secretary, India and Mr. Thomas D`Aquino, President, Business Council on National Issues, Canada to visit Canada and India respectively as Distinguished Speakers.

6.3.4 The Institute hosted a one day Conference on "Managing Change in the 21st Century: Indian & Canadian Perspectives" in honour of the visit to India by Hon'ble Jean

Chretien, Prime Minister of Canada. A round table discussion was also held with Prime Minister Chretien, who was accompanied by Premiers of 7 Provinces of Canada and senior officials of Canadian Government.

6.3.5 The SICI has arranged a three-day workshop on Trafficking in persons in South Asia during February 1996. The immediate objective was to formulate, through consultations, a definition of Trafficking and to develop action programmes which can assist and guide governmental and non-governmental efforts to address the problem of trafficking in the region. Besides Indian participants from various states and UN Agencies in Delhi, the workshop was attended by experts/nominees of governments from Pakistan, Sri Lanka, Nepal and Bangladesh.

American Institute of Indian Studies

6.4.1 American Institute of Indian Studies (AIIS) is a thirty-four year old consortium of about 50 major American Universities and Colleges. The Institute was established in 1960 to promote Indian Studies, Civilisation and Culture in the United States through (a) award of fellowships in the fields from Anthropology to Zoology; (b) teach Indian languages to American students (c) by establishing centres; Centre for Art and Archaeology in Varanasi and Centre for Archives and Research for Ethnomusicology in New Delhi (d) publishing research results of the research work in India and (e) organising seminars, workshops and conferences in all fields of Indian Studies.

6.4.2 During the year 1995-96, the Institute awarded 110 fellowships to faculty members and Ph.D students from Universities and research organisations in the USA irrespective of their nationality and in the fields ranging from Anthropology to Zoology. The Institute also awarded 29 language fellowships for Bengali, Hindi, Tamil and Telugu. Five publications have also been brought out by the Institute during 1995-96.

United States Educational Foundation in India

6.5.1 The United States Educational Foundation in India was established in February, 1950 to promote further mutual understanding between the people of United States of America and India by a wider exchange of Knowledge and professional talent through educational contacts.

6.5.2 During the academic year 1995-96, fifteen visiting lecturers, thirty two research scholars and twenty three students/professionals were given grants ranging from three months to a year.

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

6.5.4 USEFI also administers the East-West Center grants. During the course of the year, workshop/seminars are conducted on various themes involving Indian scholars at many of the EWC's Institutes.

6.5.5 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 fields.

University of Delhi

6.6.1 The University of Delhi is one of the premier universities of the country which attracts students from different parts of the country and abroad. Since its establishment in 1922 it has been functioning as a teaching and affiliating University. Besides, its teaching Departments and affiliated colleges, the University also provides opportunities for part-time and correspondence education through its Non-collegiate Women's Education Board and School of Correspondence Courses and Continuing Education. The University also enrolls external (private) students.

6.6.2 During the year 1995-96, the University accepted the proposal to open two new colleges, viz., co-educational college of education in East Delhi and Co-educational College of Applied Sciences at Pusa, for affiliation to the University. Besides, nine new courses at different levels were introduced in various faculties during the year.

6.6.3 The faculty of the University has a strength of 718, which comprises of 311 Professors, 247 Readers, 142 Lecturers and 18 Research Associates.

North-Eastern Hill University

6.7.1 North-Eastern Hill University was established in 1973. Its jurisdiction extends to Meghalaya and Mizoram. The headquarter of the University is located at Shillong. The University has 58 affiliated colleges.

6.7.2 The University has an enrolment of 43263 students and 280 faculty members. The University has established a chair in the name of Late Shri Rajiv Gandhi for studies on "Protective Discrimination".

Nagaland University

6.8.1 Nagaland University was established in 1994 by an Act of Parliament. Prof. Yashpal is the Chancellor of the University and Prof. I Yanger Ao is the Vice-Chancellor of the University. This is an affiliating university, with its jurisdiction extending to the whole of the state of Nagaland. Presently university is functioning from its campuses at Kohima and Medziphema which were being administered by the North-Eastern Hill University (NEHU) so far.

6.8.2 The University has been carved out from NEHU. All the colleges in the State of Nagaland which were affiliated to NEHU have also stand affiliated to Nagaland University. The University has five Post Graduate teaching Departments and a School of Agricultural Sciences and Rural Development for imparting education on Agriculture and Rural Development at both degree and PG level.

Tezpur University

6.9.1 Tezpur University, Tezpur was established in January, 1994 by an Act of Parliament. It is a residential university and is established with the objective to offer interdisciplinary job oriented courses for the development of manpower of the State of Assam.

6.9.2 The University is currently offering Master's Courses in Computer Applications, Mathematics, Business Administration and P.G. Diploma in English Language Teaching. The University is planning to start courses in Non-Conventional Energy, Information Science and Technology, Material Science, Molecular Biology, Bio-Technology and Arts & Culture in near future. The university has also started its research activities with a search project on High Energy Cosmic Ray Physics. The University offers admission strictly on merit and also provide 15%, 7.5% and 15% reservation for the students belong to Scheduled Castes, Scheduled Tribes and Other Backward Communities respectively.

University of Hyderabad

6.10.1 The University of Hyderabad was established in 1974 by an Act of Parliament. The academy programmes in the University predominantly relate to specialised Post-Graduate and Research Courses. During the year 1995-96, 878 students were on rolls of the University. The University has a faculty strength of 222 consisting of 70 professors, 75 readers and 77 lecturers.

6.10.2 The library operations have been computerised and modernised with an integrated library applications software which functions on 363 days of the year and is linked on a Local Area Network to all schools and teaching departments.

6.10.3 The Computer Centre is a central facility of the University which caters to the needs of students, faculty, staff and administration. Besides imparting training to various levels of users on personal computers mini computers and high performance work stations, the Centre has electronic mail facility connected to the ERNET and provides communication facilities to other educational and research organisations in Andhra Pradesh. The Centre is also well-equipped to provide consultancy and training services in the areas of net-working, software, engineering and management.

6.10.4 With a view to ensuring full utilisation of intellectual resources and physical facilities of the university by industrial and other institutions in the country and abroad, the university actively seeks collaborative programmes and sponsored research projects. It has already signed six Memoranda of Understanding (MOUs) with the industry.

Assam University, Silchar

6.11.1 Assam University, Silchar was established in January, 1994 by an Act of Parliament as an affiliating university. There are at present 32 degree, colleges and 8 professional/ technical colleges affiliated to it.

6.11.2 The University also runs post-graduate programmes in 12 Departments. Another 6 Departments are also likely to become operational from the Academic Session 1996-97. In the academic year 1994-95, university admitted 330 students into various Post-Graduate Programmes. Further there were 13637 students on the rolls in its affiliated colleges. As many as 60% of the students at Post Graduate level are women and the university is providing 15% and 7½ % reservation to SC/ST candidates respectively.

Visva-Bharati

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

6.12.2 The students strength of the University is 5.840. The number of teaching and non-teaching staff is 480 and 1569 respectively.

6.12.3 Shri P.V. Narasimha Rao was appointed as Acharya (Chancellor), Visva-Bharati by the Visitor of the University for another term of three years with effect from May 9, 1995. Prof. Dilip Kumar Sinha, Ghose Professor of Applied Mathematics, University of Calcutta, was appointed as the Vice-Chancellor of the University with effect from June 26, 1995.

6.12.4 The Indira Gandhi Centre for National Integration undertook a research project to study the impact of Development Programme on tribal people and the problems of National Integration.

SC/ST Cell

6.12.5 University and Higher Education Bureau in the Department has an SC/ST cell to review and oversee implementation of Reservation Policy in favour of SCs and STs in admission, appointments and allotment of Hostel/ accommodation in Central Universities and Colleges affiliated to them. The Cell coordinates with the UGC and Central universities and also acts as liaison unit for furnishing information to the Commission for Scheduled Castes and Scheduled Tribes and to the Parliament.

6.12.6 This Cell also monitors the implementation of Reservation Policy through a Monitoring Committee constituted by UGC for this purpose.

Indira Gandhi National Open University (IGNOU)

6.13.1 The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in September 1985 for 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.

6.13.2 During 1995-96, 13 certificate programmes, 18 Diploma programmes, 24 Bachelors Degree programmes and three Masters degree programmes were offered.

6.13.3 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.

6.13.4 The total number of students registered for various programmes of study during 1994-95 is 91,398.

6.13.5 The Women's Education Unit of the University has so far launched (i) Diploma Programme in Early Childhood Care and Education, (ii) Diploma Programme in Nutrition and Health Education; and (iii) Certificate Programme in Food and Nutrition.

6.13.6 The University has established an extensive student support services network consisting of 16 Regional Centres and 244 Study Centres situated in different parts of the country. A few more study centres are likely to be established during 1996.

6.13.7 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 programmes of IGNOU three days a week from 1992.

6.13.8 The Staff Training and Research Institute in Distance Education (STRIDE) has been established 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.

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

6.13.10 With a view to improve the Educational Media facilities at the University, the Government of Japan has provided Grant-in-Aid assistance to the tune of Rs.68.00 crore under Japan International Cooperation Agency (JICA) Programme.

Pondicherry University

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

6.14.2 The University has 6 schools, 15 departments and 8 centres. The University has 20 affiliated institutions of which 13 are located in Pondicherry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The University offers two certificates, three PG Diploma and 22 Post-Graduate courses, 16 M.Phil and 21 doctoral programmes. Directorate of Distance Education and community college is being commissioned.

6.14.3 The student enrolment in the main campus is 1217. The university has a faculty of 23 professors, 55 readers and 52 lecturers. It has a non-teaching strength of 541 employees.

6.14.4 The University entered into Memoranda of Understanding with Universities of Ronnes (France) Poitiers University, France, Queensland University of Technology, Australia, Marne La Valeo University France, 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. These relate to networking universities and attempting to globalise education. Students from these universities can acquire credits in Pondicherry University under exchange scheme and vice-versa..

Jawaharlal Nehru University (JNU)

6.15.1 Jawaharlal Nehru University (JNU) came in existence in 1969 by an Act of Parliament. It primarily offers specialised Post-Graduate and Research courses. The admission policy of the university is an instrument of attracting students from diverse regions and socio-economic backgrounds. The University has 7 schools consisting of 24 Centres of Studies. In addition, it has a separate Centre for Bio-Technology. The university has 3890 students on its rolls. The strength of its teaching and non-teaching staff is 375 and 1350 respectively.

6.15.2 The University completed 25 years of its existence in November, 1994. The year long programme of Silver Jubilee celebrations was inaugurated by the Chancellor of JNU on the 14th November 1994. In his message, the Hon'ble President of India, as Visitor of the University, hailed the multi-disciplinary approach of the University and expressed the hope that the University would continue to produce socially conscious students.

6.15.3 The University proposes to invite nominations from eminent persons and institutions around the world for appointment to the newly created Rajiv Gandhi Chair for studies for Peace, Development and Disarmament. The appointment to the Chair shall be for a period of 6 months to one year depending upon the availability of the scholar. The University has also instituted "Sukhamoy Chakravorty Chair in Economics" to promote studies and research in Planning Development and related issues.

6.15.4 Prof. Tapas Majumdar, a distinguished scholar and former Professor of Economics at JNU was conferred with the title of Professor Emeritus for his outstanding contributions to research and teaching at the University.

6.15.5 Prof. Alok Bhattacharya of school of Life Sciences has received the prestigious Shanti Swarup Bhatnagar Award (1994) - for his outstanding contributions in the field of Science and Technology.

6.15.6 The University allotted 2.5 acres of land on its Campus to Navodaya Vidyalayas Samiti to construct an indoor auditorium with adequate capacity to accommodate 1500 persons as well as other facilities like seminar complex, deep water wells, etc. and the same shall be available for the use of JNU.

Establishment of the National Evaluation Organisation

6.16.0 The National Policy on Education envisages the establishment of a National Institution to facilitate the process of delinking University degrees as the basis of recruitment to services for which a university degree need not be a necessary qualification. The National Evaluation Organisation has been set up as an autonomous Registered Society for this purpose. The National Evaluation Organisation would:

- a) conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a diploma or degree as a qualification;
- b) make the test available to those candidates who are certified as qualified for specified jobs/services and would be eligible for appointment to such posts/services without insisting on any other qualifications;
- c) design a series of test on the basis of a detailed job description, job analysis etc. to identify requirements of knowledge, competence, skills and aptitudes necessary for the performance of the identified jobs; and
- d) function as a well-equipped resource centre at the national level in test development, test administration, test scoring, application of computer systems and optical marks reader, etc.

Punjab University, Chandigarh

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

Scheme of National Research Professorship

6.18.0 The Scheme of National Professorship was instituted in 1949 to honour distinguished academics and scholars. National Professors are entitled to monthly emoluments of Rs.8,000/- and a contingency grant of Rs.20,000/- per annum. At present there are seven National Professors under this scheme.

Banaras Hindu University

6.19.1 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. Four colleges in the city are admitted to its privileges. Besides it has a 1000 bedded Modern/Ayurvedic Medicine Hospital. The University has over 14,000 students on its rolls. The strength of its teaching and non-teaching staff is 1,222 and 7,026 respectively.

6.19.2 Prof. Hari Pratap Gautam, has assumed the office of the Vice-Chancellor of the University on 02.08.1995 for a term of three years

6.19.3 Two year Post-graduate Diploma in Hindi Journalism and two new Vocational Courses in Electronics Instrumentation and Maintenance and Industrial Microbiology at under-graduate level have been introduced by the University from the Session 1995-96.

6.19.4 The University has instituted two Cash Awards to be awarded every year to an "Ideal Student" and "Ideal Teacher" of the University.

6.19.5 The Government provided a sum of Rs.32.10 crore to the University for import of state-of-the art medical equipment for its hospital under Japanese grant aid project.

Jamia Millia Islamia

6.20.1 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 28, 1988 by an Act of Parliament. The University imparts integrated education right from nursery stage to the Post-graduate and Doctorate levels.

6.20.2 The University has 10 Faculties and 72 Departments of Studies. The students strength in JMI at the end of the Year 1993-94 was 8,656 with 83 foreign students. The strength of the teaching and non-teaching staff was 518 and 1021 respectively.

6.20.3 JMI has 14 hostels (including those catering for students in schools) which accommodate 586 students. The university also has one working womens' hostels with a capacity to accommodate 68 hostellers.

6.20.4 Following new course and academic programmes were introduced by JMI during the year 1994-95:

1. M.Tech Course in Environmental Management
2. B.Sc. (Electronics & Communication)
3. M.Sc. (Electronics)

6.20.5 Admission tests were introduced for all courses of studies in Jamia for both Under-graduated and Post-graduate levels.

6.20.6 The Mass Communication & Research Centre of JMI offers post graduate Course in Mass Communication consisting of components on Radio, Audio-visual and T.V. and film production. It undertakes research in Programme Formats and Feedback Studies of Mass Communication.

6.20.7 The centre for Coaching & Career Planning of JMI provides necessary coaching, guidance and library facilities to the students of weaker sections amongst educationally backward communities with a view to helping them to prepare for of competitive examinations conducted for recruitment to services under the Centre and State Governments, Public and Private Undertakings, Banking Insurance and Entrance tests for Engg. and Medical Courses.

Autonomous and Research Organisations

Indian Institute of Advanced Study, Shimla

6.21.1 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 question of contemporary relevance. The Institute is undertaking a number of programmes to achieve its objectives.

Indian Council of Philosophical Research (ICPR)

6.22.1 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.

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

Indian Council of Historical Research (ICHR)

6.23.1 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.

6.23.2 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.

Indian Council of Social Science Research (ICSSR)

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

6.24.2 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 Indian Council of Social Science Research has at present six Regional Centres.

- (i) 42 Doctoral thesis and 13 research reports have, so far been approved for the financial assistance. During the Year, 13 books have come out under the Publication Grants Scheme.
- (ii) Tribal Studies: All the three edited volumes namely command over Resources, Issues in Tribal Movements and Survival Strategy & Developmental Designs are ready for publication.
- (iii) Data Archives: During the period, the Data Archives acquired two data sets for the repository. 35 research scholars received research guidance under the scheme of Guidance & Consultancy Services in Data Processing. Also 11 training courses in research methodology were sponsored to be organised during this period.
- (iv) NASSDOC: NASSDOC provides research information services to Social Scientists and researchers; maintains a collection of research reports. Thesis, working papers and journals, compiles bibliographies for researchers, provides duplicating services; document delivery, conduct training programmes in library and information services; consultancy; indexing and abstracting services; disburse financial grants to research and documentation projects and study grantees.
- (v) AASSREC: ICSSR hosted the Eleventh General Conference of AASSREC in New Delhi from 16th to 21st October, 1995 under the Regional participation programme of UNESCO of the sixteen member countries, twelve were represented at the AASSREC conference.
- (vi) Indo-Dutch Programme an Alternatives in Development (IDPAD) is one of the important bilateral programmes being implemented by the ICSSR in India and Netherlands Organisation for International Cooperation in Higher Education in the Netherlands.

6.24.3 The Council has stepped up its activities in academic exchange programmes since 1992-93 with Russia, France, China, South Korea, North Korea, Vietnam and Japan. The response of the participating countries being very encouraging.

Scheme of Financial Assistance to Institutions of Higher Learning of all India Importance

6.25.1 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.

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

Dr. Zakir Hussain Memorial College Trust

6.26.1 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 grant from time to time. The expenditure on these schemes is shared in accordance with the pattern of assistance laid down by the UGC for such programmes. Since the Trust has no resources of its own, grants are provided by the Department of Education, Government of India for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

Association of Indian Universities (AIU)

6.27.1 Association of Indian Universities (AIU) is an apex voluntary education 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 of training programme for University Administrators. 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.

National Council of Rural Institute

Background

6.28.1 Rural higher education got encouraged with intensification of the freedom movement. Mahatma Gandhi, Rabindranath Tagore and other thinkers advocated establishment of comprehensive institutions for the rural people from early childhood upto the highest level. Gandhian concept of basic education continues to be a vital feature of our educational system.

6.28.2 The National Policy on Education (NPE) 1986 envisages setting up of

"a new pattern 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 grassroot level for the transformation of rural areas. The policy also seeks to encourage educational programmes based on the concept of correlation between socially useful productive work, social service and academic study.

6.28.3 A National Council of Rural Institute has been set up as a registered autonomous society fully funded by the Central Government at Hyderabad. Its main aims and objectives are to:

- a) promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro-planning for transformation of rural areas.

- b) consolidate, network and develop institutions engaged in programmes of Gandhian basic Education and Nai Talim;
- c) encourage other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education;
- d) strengthen teacher training facilities for Gandhian Basic Education;
- e) promote research as a tool for social and rural development; and
- f) promote extension services to the community through micro- level planning;

6.28.4 Dr. M.Aram and Shri Durgadas Gupta have been appointed as the first Chairman and the Member-Secretary of the National Council of Rural Institutes respectively.

7. TECHNICAL EDUCATION

7. TECHNICAL EDUCATION

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

7.1.2 During the past four decades, there has been a phenomenal expansion of technical education facilities in the country. However enhancing its coverage and accessibility to the organised as well as unorganised and rural sectors and improving its relevance to productivity is being emphasised. The system is required to be geared to play its role with greater relevance and objectivity in the changing scenario by the turn of the century in socio-economic, industrial and technological areas. To cope up with these challenges, several initiatives were taken to further revamp the technical education system. These include: modernisation and removal of obsolescence, promoting institution-industry interaction, providing continuing education for updating 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.

7.1.3 The year under report witnessed some significant developments in the field of technical education. 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. The All India Council for Technical Education (AICTE) continued to fulfil the objective of co-ordinating and maintain the standards of Technical Education. The proposal to establish two new Indian Institutes of Management at Indore (MP) and Calicut (Kerala) and Indian Institute for Information Technology and Management at Gwalior (MP) has been approved during 1995-96.

Indian Institutes of Technology

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

7.2.2 The IITs conduct four-year undergraduate programme (Bachelors-Degree) in various fields of engineering and technology. They also offer integrated Master's Degree course of five years duration in Physics, Chemistry, Mathematics, Biochemical Engineering & Biotech; In addition, IITs offer M.Tech., degree courses in various specialisations and one year post graduate diploma courses in selected areas. The Institutes also offer Ph.D Programmes in different branches of Engineering Sciences, Humanities and Social Sciences. There are also advanced areas of training and research in each institute, in identified areas of specialization.

7.2.3 Over the years, the IITs have succeeded in developing patents and their exploitation by the industry. The IITs have earned a sizeable revenue through sponsored research projects, consultancies undertaken by their faculty members.

7.2.4 These institutes are the leaders in education, training and research for the development of technical manpower at a level comparable to the 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, committed to the pursuit of excellence.

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

7.2.6 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.

7.2.7 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.

Indian Institutes of Management

7.3.1 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.

7.3.2 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 Programme, Organisation Based Programme and Research & Consultancy for Industries as in the past.

7.3.3 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 is also undertaking Research & Consultancy for the Industries.

7.3.4 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 and application of software in the areas of industry-oriented Management Techniques.

7.3.5 Recently, Govt. of India has approved establishment of two more Indian Institutes of Management (IIMs), one at Indore (Madhya Pradesh) and other at Calicut (Kerala) and an

Indian Institute of Information Technology and Management at Gwalior. Actions have been initiated to operationalise these Institutes.

Indian Institute of Science, Bangalore.

7.4.1 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 fields. The Institute was established in the year 1909. The continuous research efforts put in by the scientists of the Institute have earned it a recognition of international status. The institute has earned a record to encourage creativity, nurturing excellences in innovative research and development. The advance academic research and pursuits of subjects currently in hand are part of 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 other Engineering Sciences, the Institute is also establishing a Super computer. The Super computer project has been commissioned with Inter-net hook-up.

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

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

7.5.0 A Revised Pattern of Funding has been implemented from 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 receipt and net earnings from consultancy and continuing education programmes, to the extent these are transferred to the Endowment Fund.

Technology Development Missions

7.6.1 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 this, the following 8 generic areas of strategic significance were identified:-

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.

7.6.2 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 up to three participating Institutes, apart from the participation of industries.

7.6.3 A National Steering Committee has been constituted by Planning Commission. Two meetings of this Committee have already been held wherein the progress of the missions have been assessed. Necessary directions have also been given to boost the activities of these missions.

7.6.4 Mission Management Boards have been constituted by the Ministry to coordinate the day to day action of these missions. In Mission Management Board, the participation of various developing agencies has been ensured along with the concerned Institutes.

7.6.5 These missions have earned open hearted acceptance of Industry as is evident from the number of MOUs being signed by them for development of various technologies/products. The scheme is proving as a lead example to the other professional Institutes.

All India Council for Technical Education

7.7.1 The AICTE was set up as an apex advisory body in Technical Education. It 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 AICTE are 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.

7.7.2 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.,

7.7.3 The Council has framed guidelines and procedures in consultation with the Council of Architecture and the Pharmacy Council of India for assessment of courses and institutions in their respective fields.

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

has issued regulations fixing norms and guidelines for tuition fee and other charges and for admission of students to professional colleges.

7.7.5 To carry out its functions the AICTE has set up a number of statutory All India Boards for coordination and maintenance of standards in technical education in various sectors such as: Pharmaceutical Education, Architecture, Management, Vocational Education, Computer Science, Post Graduate Education & Research, Under Graduate Studies, and Town & Country Planning. In addition, the Council has further established Boards of Research (BOR) and Board of Industry Institute Interaction (BOII) for effective operation of quality programmes.

7.7.6 The Regional Committees at Kanpur, Madras, Bangalore, Bombay and Calcutta have been activated as a support system to AICTE. The new Regional Committees at Bhopal and Chandigarh have also been established. These Bureaux, Boards and Regional Committees assist the Council in planning, implementations, funding monitoring and review its diverse range of programmes in technical education as per its statutory responsibilities. In order to ensure planned growth and development of technical education the Council has a scheme to generate database to monitor supply and demand of engineering and technical manpower.

7.7.7 Four Regional Offices of Technical Education under the Ministry were transferred to AICTE in October, 1995.

7.7.8 The Council has so far approved 414 Engineering colleges with an intake of 1.10 lakh and 1026 Polytechnics with an intake of 1.66 lakh. Besides, 149 degree level pharmacy institutions and 358 diploma level pharmacy institutions were set up with an intake of 6835 and 18715 respectively.

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

1. National Technical Manpower Information System (NTMIS)
2. Technical Teachers' Training Institutes (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 levels
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

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

7.8.2 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

7.9.0 Most of the Cultural Exchange Programmes 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 Engineering Colleges (RECs)

7.10.1 Under the scheme of establishment of Regional Engineering Colleges, a Central Plan Scheme, seventeen colleges have been established, one each in the major states to meet the country's growing requirement for trained technical manpower for various

developmental projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer 1st 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.

7.10.2 The Colleges are administered by a Board of Governors(BOGs) with a fair degree of autonomy, both financial and administrative. The Chairman of the Board is the Minister for Technical Education of the respective State in which the College is located.

7.10.3 At the National level, there is an Advisory Council for RECs, with the Union Minister for Human Resource Development as its Chairman for giving advice on the broad policies for the REC system.

7.10.4 Academically, the Colleges are affiliated to the respective Universities in the region where the RECs are located. Within this framework some of the Universities have granted academic autonomy to RECs affiliated to them.

7.10.5 The Government of India meets the entire non-recurring expenditure and 50% of the recurring expenditure on under-graduate courses of these Colleges. The balance of 50% recurring expenditure is borne by the respective State Governments. The entire expenditure on post-graduate course is met by the Government of India.

7.10.6 The admissions are made on the basis of entrance examinations conducted by the Technical Education Department of the States concerned for admission to all Engineering Colleges in the States. 50% of the seats in each Regional Engineering College is filled by the students qualifying from the State where a particular REC is located. The rest 50% seats are filled by the students coming from other States/UTs based on pre-decided distribution.

7.10.7 The total sanctioned strength of students in all the RECs is 6703.

7.10.8 The Ministry of Human Resource Development has taken a number of initiatives for developing curriculum in tune with the present day need and forging links with the industry and also to help RECs to achieve excellence in Education and Research and Development.

U.K.-India Regional Engineering Colleges(RECS) - A Project

7.11.1 An Indo-U.K. Technical Cooperation project to strengthen technical education in India through assistance to 8 RECs in four technical themes :- DESIGN (RECs at Allahabad and Jaipur), ENERGY (RECs at Bhopal and Tiruchirapalli), INFORMATION TECHNOLOGY (RECs at Surathkal and Warangal) and MATERIALS ENGINEERING (RECs at Nagpur and Rourkela) commenced in April, 1994 after a formal MEMORANDUM OF UNDERSTANDING was signed between the Governments of India and the UK on 12/1/94.

7.11.2 The project is curriculum based and aims to meet changing industrial needs by improving the quality and relevance of REC's graduate in-service training, consultancy and

R&D services. This will be achieved by improving teaching skills, developing the curriculum, equipping laboratories in each college, developing management information systems and strengthening links with industry.

7.11.3 There is a Project Steering Committee (PSC) which monitors the overall progress of the project at the national level. Joint Educational Adviser (Tech) dealing with the REC; is the National Project Director (NPD) of the project and oversees all facets of implementation of project on behalf of GOI including finances released from MHRD. The Chairman, AICTE is the Chairman of the Project Steering Committee (PSC).

7.11.4 There are four (4) Theme Sub-Committees one each for each major area viz Design, Energy, IT and Materials. An eminent expert from industry is the Chairman for each of them. These Committees meet once in every four months to review activities in the theme over the previous four months, plan activity and procedures for consultancy, equipment specifications and reception for confirmation by P.S.C. and recommend adoption of new curricula to the respective REC Board of Studies. Each Theme Sub-Committee also form an appropriate Curriculum Planning Group with industrial participation.

7.11.4 Project Steering Committee (PSC) will approve the composition of the Committee. This Committee will have industrial representation to enable it also to fulfil the role of an Industrial Advisory Board to the REC and the project theme development.

7.11.5 During the period 1994-95, 24 faculty members belonging to the Themes of Design, Energy, Information Technology and Materials have gone to U.K. for training. Similarly 18 consultants from U.K. have visited the 8 RECs during 1994-95. During the period 1995-96, 32 training slots and 13 study visits for the faculty members of 8 RECs involved with the U.K.-RECs Project have been approved.

'Centres of Excellence' Programme of RECs.

7.12.0 During 1993-94 the Government has taken an important initiative of providing a special grant of Rupees one crore to a REC annually in Plan for the remaining period of the 8th Five Year Plan in addition to the general Plan grant, to develop 17 RECs into institutions of excellence at par with the IITs.

Boards of Apprenticeship Training

7.13.0 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. The main function of the Board is to implement the provisions of the Apprentices (Amendment) Act. The period of apprenticeship training is one year for all categories. Every year, there is a sharp increase in the number of trainees. At present there are around 24,800 apprentices.

Colombo Plan Staff College for Technician Education, Manila

7.14.0 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.

Administrative Staff College of India-Hyderabad

7.15.1 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, material management and investment planning.

7.15.2 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.

World Bank Assisted Technician Education Project

7.16.1 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.

7.16.2 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 536 polytechnics. It is primarily a State sector project and the entire cost is provided by the participating State Governments 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's 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, and quarters for faculty and staff of the polytechnics.

7.16.3 Mid Term Reviews of Phase-I & II projects were conducted by the World Bank. The World Bank has expressed satisfaction on the performance and noted that the objectives envisaged would be achieved.

Pass Book Scheme/Custom Duty Exemption (CDE)Certificate for import of Equipments and Consumables

7.17.0 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 Head of the Institutions is authorised to certify that the goods being imported are such as not manufactured in India, and are essential for research purposes. 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.

Board of Assessment for Educational Qualifications

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

Community Polytechnic

7.19.1 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 that the rural society gets 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 upliftment 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-condition 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.

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

7.19.3 About 100 technical/vocational trades relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation. No minimum academic qualifications have been prescribed for admission to the various courses. 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;

7.19.4 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

7.19.5 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 villagers. 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-Governmental agencies. A number of them are actively engaged in Planning and implementation of community support services, for example community Bio-gas system, Community waste disposal system and rural health services on Water, Health and Sanitation awareness programmes.

7.19.6 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 1995, about three lakh fifty thousand youths were trained under the scheme and out of this, more than 60% got self/wage-employment.

7.19.7 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.

7.19.8 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 (1) special programmes for women, (2) post-literacy, continuing education for neo-literates through income-generating techno-economic activities, (3) area-specific and culture specific tribal area component programmes (4) transfer of technology in the

priority areas of (i) low-cost housing, (ii) safe drinking water for rural masses, (iii) rural sanitation (iv) non-conventional and alternative energy devices (v) agro-farming learning and agro-irrigation and (vi) rural transportation

7.19.9 In order to evolve an appropriate strategy towards the promotion of Rural Sanitation Programme through the CPs, four Regional Workshops are organised with the sponsorship of UNICEF.

7.19.10 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 CP/CDRTs in the field of Appropriate Low Cost Rural Sanitation.
- iv) R&D for development of technically sound economically feasible, socially viable, 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, Healthy Personal and Domestic Community Hygiene.
- ix) Awareness generation and motivation programmes ensuring Community participation in Rural Sanitation.

North Eastern Regional Institute of Science and Technology

7.20.0 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. An Expert Committee has been constituted to look into the academic and other developmental aspects of the institute.

Educational Consultants India Limited (Ed.CIL) New Delhi

7.21.1 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.

7.21.2 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. In addition, the company was awarded project on investigation of Eight Target Colleges in Technical Education in India by UNICO, Japan.

7.21.3 The company completed IIT, Assam project awarded by Ministry of HRD and the evaluation of Population Education Programme for Higher Education awarded by University Grants Commission. 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 Phillips India.

7.21.4 The Company was also awarded some other projects like selection of Principal, Indian School, Jeddah, Selection of Ten Teachers for Embassy of India Schools, Riyadh, Five Agricultural Specialists, Alemaya University, Ethiopia; certain supplies of instructional resources were also undertaken for Namibia and Copperbelt University, Zambia and both these projects were awarded by the Ministry of External Affairs.

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

Sant Longowal Institute of Engineering and Technology

7.22.1 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.

8. ADULT EDUCATION

8. ADULT EDUCATION

National Literacy Mission

8.1.1 Literacy is an indispensable part of Human Resource Development. In this age of global communication, literacy gathers increasing importance not only as a tool of learning and communication but as a tool for acquisition of knowledge. Literacy is imperative for the growth of the individual and that of the Nation. The National Literacy Mission which was set up in 1988 with the goal of making 80 million persons literate by 1995 has adopted the Total Literacy Campaign as the dominant strategy for achieving its literacy goals. The Indian experience in literacy has been so rich and varied that it has evoked international interest and many countries have tried to share the experience. At the National level the aim has been to consolidate the gains of literacy and to make further inroads in the four important Hindi-speaking states where the bulk of the illiterate population resides.

8.1.2 During the year, new vistas have also been explored in the realm of continuing education and life-long learning. The Mission which was set up with the objective of imparting functional literacy to 80 million non-literates in the age group 15-35 by the year 1995 has now been extended to cover 100 million non-literates by 1997 i.e. by the end of the 8th Plan period. Children in the age group 9-14 years are also included where there are no NFE centres. The Total Literacy Campaign has been extended to 394 districts in the country of which 162 have entered the Post Literacy phase. An estimated 81 million learners have been enrolled in the programme and 49.89 million persons are reported to have been made literate.

8.1.3 A number of programmes were taken up under NLM this year, which include :-

- (i) The Rashtriya Saksharta Sammelan was held on 20th August, 1995 in New Delhi to commemorate the 51st birth anniversary of Late Shri Rajiv Gandhi, former Prime Minister of India. Cultural troupes from 20 States and UTs performed during the function. It was followed by a spectacular Mashal (Torch light) Procession led by the then Minister of Human Resource Development.
- (ii) The SAARC media seminar was organised by the Directorate of Adult Education under the National Literacy Mission from 5th to 7th September, 1995 in New Delhi. Delegates from SAARC countries i.e. Nepal, Pakistan, Bangladesh, Sri Lanka and India participated in the seminar. It focussed on the designing, print and media materials for neo-literates; portrayal of women and the poor in Adult Education material; use of media for social mobilisation in adult education; and electronic media, technology and utilisation.
- (iii) The International Literacy Day was celebrated on 8th September, 1995 all over the country. A book entitled 'Excellence in Literacy' was released on this occasion.
- (iv) To review the working of the State Resource Centres and to revitalise them, a 2-day Conference of Directors of State Resource Centres/Directors of Education was organised in Delhi on 18-19 October, 1995 under the auspices of the National Literacy Mission.

- (v) A major initiative for literacy was the Conference of Six States on Literacy which was held on 16th November, 1995 to review the progress and performance of the Total Literacy Campaigns and Post Literacy Campaigns. The States that participated were Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan and Uttar Pradesh. The focus of the Conference was mainly on : Time bound action plan for TLC coverage of uncovered districts; increased motivation to volunteers through letters of encouragement and appreciation; preference at the time of recruitment under Government schemes; Establishment of strong linkages between literacy campaigns and Panchayati Raj Institutions and involvement of Panchayati Raj functionaries in the literacy movement; establishment of strong linkages between the literacy programme and other development programmes, Jawahar Rozgar Yojna, DWCRA, etc.; Decentralisation and delegation of authority for implementation of literacy programmes to State Governments by establishment of State Literacy Mission Authorities; and strengthening of Directorates of Adult Education to act as nodal agencies for monitoring of the programme.

Special Projects for Eradication of Illiteracy

8.2.1 The Total Literacy Campaign (TLC) has now been accepted as the principal strategy of the National Literacy Mission Authority 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.

8.2.2 The TLC is marked by certain characteristics. It is area-specific, time-bound, delivered through voluntarism, cost-effective and outcome-oriented. The campaigns are implemented by Zilla Saksharta Samities (ZSS) specially constituted under the chairmanship of 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.

8.2.3 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 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 to enable the neo-literates to develop abilities for self-learning.

8.2.4 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 also ensured 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.

8.2.5 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. Experience has also shown that more than 60% of the learners attending classes are women.

8.2.6 During the year 1995-96 against a target of 40 TLCs and 100 PLCs, 66 districts under TLCs and 31 under PLCs have so far been covered. The districts covered under PLCs are less than expected due to slow progress of TLCs particularly in the Hindi-speaking areas.

8.2.7 The focus of the Total Literacy Campaigns has now shifted to the Hindi speaking areas where bulk of the illiterate population resides. So far 159 districts under TLC and 30 districts under PLC have been sanctioned in the four major Hindi-speaking States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

8.2.8 In order to give necessary fillip to the activities of the campaigns, where the TLCs are unable to take off, sensitization workshops for District Collectors have been held in Meghalaya, Uttar Pradesh and Rajasthan.

Shramik Vidyapeeths

8.3.0 The Shramik Vidyapeeths represent an institutional framework for offering non-formal, adult and continuing educational and polyvalent training programme to industrial workers. Shramik Vidyapeeths are working under the auspices of State Governments/Universities/Voluntary Agencies. During 1995-96, 53 Shramik Vidyapeeths are in operation. 44 Shramik Vidyapeeths are in voluntary sector while remaining 9 are under State Government/Central Government. As approved by the Expenditure Finance Committee, 16 new Shramik Vidyapeeths have been sanctioned so far for the years 1993-94, 94-95 and 95-96.

Rural Functional Literacy Project

8.4.1 The Scheme of Rural Functional Literacy Projects (RFLP) is one of the oldest schemes. It is a centre-based programme. On the basis of the findings and recommendations of evaluation studies and internal assessment, the scheme of RFLP was reorganised 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 revamped RFLP scheme from 1994-95 in Jammu and Kashmir, North Eastern States, border districts of Rajasthan and other difficult terrain, hilly areas and isolated pockets.

8.4.2 During 1994-95, 142 projects were sanctioned to the States of Assam, Arunachal Pradesh, Mizoram, Nagaland, Sikkim and Meghalaya. Projects were also sanctioned to Rajasthan to be implemented in Barmer, Bikaner and Jaisalmer and Ganganagar but the State Government has decided to implement TLC in preference to RFLP in these five border districts also.

Strengthening of Administrative Structure in the States/UTs

8.5.0 This is a centrally sponsored scheme for strengthening of administrative structure in the States/UTs introduced in 1978-79. The central grant is meant to cover expenditure on the emoluments of the sanctioned posts. Expenditure on other items like POL, reimbursement of medical expenses, office expenses, travel expenses etc. is borne by the respective States/UTs. The scheme has been extended to 24 States/UTs.

Scheme of Post Literacy & Continuing Education

8.6.1 The National Literacy Mission (NLM), besides emphasizing on other aspects of the programme, lays special emphasis on Post-Literacy and Continuing Education for the neo-literates so that they could be prevented from relapsing into illiteracy. Keeping this in view, the Scheme of Post Literacy and Continuing Education was launched in March, 1988 to institutionalise PL & CE through establishment of Jan Shikshan Nilayams (JSNs) all over the country in a phased manner. The basic objectives 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 skills for improvement of their living conditions. The scheme has been revised based on the findings and recommendations made in the evaluation study as well as keeping in view the shift from centre-based approach to mass campaign approach. The basic objectives of the Scheme of Continuing Education as now proposed to be implemented, include the following:-

- (i) Provision of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy.
- (ii) Creating scope for application of functional literacy for improvement of living conditions and quality of life.
- (iii) Dissemination of information on development programmes and widening and improving participation of traditionally deprived sections of the society.
- (iv) Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms etc. and sharing of common problems of the community.
- (v) Improvement of economic conditions and general well-being by organising short duration training programmes, orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and developmental activities.
- (vi) Provision of facilities for library and reading rooms for creating an environment conducive to literacy efforts and a learning society.

8.6.2 Some of the important features of the Scheme are as under:-

- The new scheme will be implemented through Zilla Saksharata Samiti (ZSS) who could be expected to formulate a project proposal for taking up CE programme in the district on conclusion of Post Literacy Campaign.
- Establishment of Continuing Education Centres (CECs) will be the principal mode of implementation of CE programmes. CECs to be set up in clusters of 8 to 10 with one of them being designated as 'Nodal CEC'.

Central Scheme of Assistance to Voluntary Agencies in Adult Education

8.7.1 The Central Scheme of Assistance to Voluntary Agencies in Adult Education came into operation under the National Literacy Mission (NLM) in 1987-88. Under this Scheme VAs are provided financial assistance for imparting literacy to adult illiterates in the age group of 15-35, establishment and running of Jana Shikshan Nilayams (JSNs), publication of books/periodicals, provision of academic and technical resource support, organisation of workshops, seminars, conferences etc.

8.7.2 Under the revised Scheme as now in operation VAs are funded on 100% basis with a proviso that in field projects, the administrative Cost will be restricted to only 9% of the total cost of the project. The funding pattern of the State Resource Centres has also been enhanced and the SRCs have been divided into three categories "A", "B" & "C". TLC/PLC projects are being sanctioned to VAs only in areas where TLC/PLC has not been launched by the Zilla Saksharta Samitis. JSNs are also being funded only in areas where TLC/PLC has not been launched by ZSS.

8.7.3 158 TLC projects have so far been sanctioned to 148 VAs for making a total of about 23 lakh persons literate. 39 VAs have been sanctioned 63 PLC projects to cover the neo-literates of the TLC projects. Seven Districts Resource Units (DRUs), which have been providing techno-pedagogic resource support to the AE programme have also remained in operation. A project has been approved to Sevagram Vikas Sanstha, Delhi for continuation of publication of "Sabla" a magazine for women neo-literates.

8.7.4 24 State Resource Centres are functioning in the various states at present and providing techno-pedagogic resource support to the voluntary agencies/ZSSs working in the states. This includes 5 new SRCs sanctioned during the previous financial year in the states of Bihar, Himachal Pradesh, Madhya Pradesh, Haryana and Assam.

Directorate of Adult Education

8.8.1 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 8 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

8.8.2 The Directorate organised 12 monthly meetings of the IPCL (Improved Pace and Content of Learning) Advisory committee for review of the teaching learning

materials, developed by the SRCs TLC Districts. Guidelines were laid down for preparation of materials for basic literacy and post literacy programmes and organised training programmes of orientation of the field functionaries in the art of designing and handling the IPCL materials.

8.8.3 Writer's workshops were organised at Guwahati, Jammu, Itanagar, Imphal and Shillong for orientation of writers in the techniques of IPCL. Sample materials in Assamese, English, Dogri, Urdu, Kashmiri and other languages particularly in tribal languages were also developed in these workshops.

8.8.4 A national level workshop was organised at Mysore in collaboration with the CIIL, Mysore to work out a transfer model for transfer of spoken languages to standard State languages in IPCL primers so that learners may not remain cut off from the main stream.

8.8.5 For post literacy and continuing education, two Workshops were organised first at Gandhi Peace Foundation, New Delhi & Gujarat Vidhyapeeth, Ahmedabad for designing simple self learning materials for neo-literates on Gandhian thoughts/practices on the occasion of 125th Birth Anniversary of Mahatma Gandhi. Out of the sixteen manuscripts developed in these workshops, 4 booklets and 4 posters were published on October 2, 1995 and rest are in process of printing.

Training

8.8.6 The following training programmes/workshops were organised during the year.

- i) Workshop for State Resource Centre/Regional Resource Centres in Methodologies for Evaluation of literacy campaigns during 23-25 July 1995 at Chandigarh.
- ii) SAARC Seminar on the 'Role of Media Communication for Literacy, Post Literacy and Continuing Education' from 5-7 September 95 at New Delhi, in which delegates from Nepal, Pakistan, Bangladesh, Srilanka and India participated.
- iii) Two orientation programmes for the Trainers' of District Resource Units were organised for faculty in collaboration with ISTM, New Delhi and Gujarat Vidhyapeeth, Ahmedabad, SRC, Mysore and Shanti Sadhna Ashram, Guwahati.
- iv) A Workshop on developing methodology for evaluation of Post Literacy/Continuing Education Campaigns from 10-13 October, 95 at Indore SRC, in which participants were from universities and evaluation agencies.
- v) Training of trainers programme for the personnel of SRC conducted at Delhi in collaboration with Indian Social Institute, New Delhi.
- vi) An orientation programme on TLC was organised for the personnel of Government of Arunachal Pradesh.

- vii) Resource support was provided to training programme for the personnel engaged in literacy in respect of Jammu and Kashmir state and other agencies.

Monitoring

8.8.7 Monitoring is being done at different levels after launching of literacy Campaigns. Apart from the quantitative aspects of reporting, a few professionals/consultants were identified and associated to assess the progress of Literacy Campaigns in the country. Review meetings and discussions were held during visits of such professionals and consultants to the districts. National level monitoring is being conducted by the DAE, GOI and Status Reports of Literacy Campaigns had been provided, periodically for providing suitable feedback to the States/UTs as well as districts for furtherance of strength in conducting literacy campaigns.

8.8.8 Workshops on monitoring and management of literacy campaigns, post literacy programmes and continuing education were organised in Bangalore, Ahmedabad, Coimbatore, Chhindwara, Delhi and Puri.

8.8.9 A Conference of Directors of Adult Education/Mass Education was organised at New Delhi on 22-24 February, 1996.

State Resource Centre

8.8.10 24 State Resource Centres (SRCs) established in the country, are providing academic and technical resource support to literacy programmes all over the country. With the rapid increase in the number of districts to organise Total Literacy Campaigns and Post Literacy Campaigns, resource support to be provided has increased considerably. The SRCs associate with the TLCs right from the planning stage. They have to discharge multi dimensional functions in this regard, viz, environment building, production of teaching learning materials, training, developing motivational materials (print & non-print), organising media workshops, associating with the evaluation of Literacy Campaigns. They associate with PLCs by producing Post-Literacy and continuing education materials etc. SRCs also extend resource support to voluntary agencies and other educational institutions for participation in literacy programmes.

8.8.11 The National Literacy Mission (NLM) took several measures to strengthen State Resource Centres, upgrade their capabilities and involve more effectively in literacy campaigns. The central scheme of Assistance to Voluntary Agencies in Adult Education was revised and financial assistance to SRCs was considerably augmented. All SRCs functioning under the aegis of the universities and voluntary agencies are now being provided funds on 100% basis. A more rational way of funding of SRCs has been worked out by grouping them broadly into three categories i.e. A, B & C as per the need and size of the programme in their concerned states.

Media

8.8.12 As part of media support to literacy campaign:

- 13 films were produced

- Intensive media campaign by mounting imaginatively conceived and attractively produced video spots on prime slots both in the National and Metro Channels of Doordarshan carried out.
- Spots released through National Film Development Corporation on Prime Slots and on programmes which have maximum number of viewership.
- Small mediums like Closed Circuit Television (CCTV) used to the maximum by mounting the spots on selected railway stations/bus stands/air ports.
- One more powerful medium i.e. newspapers used to disseminate the information regarding the success of literacy campaigns and efforts of the Mission to achieve maximum literacy. Attractively conceived newspaper advertisements were released intensively not only in the national dailies but also in the dailies/magazines published from the districts which have large circulation. Special care taken to cover Hindi speaking states.
- Advertisements released to the non-newspapers/magazines which are not empanelled with DAVP but have large circulation in the districts.
- Literacy messages printed on postal stationery - post cards, inland letters, money-orders and postal savings and pass-books.
- Literacy messages printed on the computerised railway tickets of northern railway.
- Participated in the railway exhibitions by installing hoardings with attractive literacy messages both at Bangalore and Pune.
- News capsules on the successful literacy campaigns produced and telecast from time to time in between the News at the National Channel both in Hindi and in English.
- Rashtriya Saksharata Sammelan organised in the month of August at New Delhi Indira Gandhi Indoor Stadium in which cultural troupes from large number of campaign districts in the country participated.
- International Literacy Day celebrated on the 8th September, 1995 at Talkatora Indoor Stadium
- Media Task Force constituted to plan and produce media software for National Literacy Mission.

National Level Competitions

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

Shramik Vidyapeeths (SVPs)

8.9.0 Shramik Vidhyapeeth programme is one of the unique programmes of nonformal education programme meant for urban community. The basic idea behind the multi-dimensional or polyvalent approach to the education of urban working community in Shramik Vidhyapeeths is to meet the various inter-related needs of target groups with specifically tailored programmes. The polyvalent (multifaceted) approach to adult education represents an attempt to provide knowledge and impart skills simultaneously in an integrated manner.

Publication

8.10.1 The Directorate undertakes production and dissemination of different types of materials including the monthly journals, entitled, 'Saksharta Mission' and Literacy Mission' in Hindi and English versions respectively. Preparation and designing of camera ready copy art work of publications and posters, also preparation of Maps, charts, TPs and Illustrations.

8.10.2 Publication and printing of various types of books on literacy included the following :-

- * Evaluation of Literacy Campaign in India - Report of Expert Group, English and Hindi Version.
- * Statistical Database for Literacy-Rajasthan, Final Population and Literacy 1991.
- * Statistical Database for Literacy-Uttar Pradesh -Final Population and Literacy 1991.
- * Literacy Campbell - An Evaluation Digest, Vol.I
- * Evaluation of Literacy Campaigns-Summary Reports, Volume I II and III.
- * IPCL Hand book, Hindi Version.
- * Indian Adult Education - A Historical Perspective.

8.10.3 On the occasion of International Literacy Day-Sept.8, in 1995, following publications were brought out:-

- Literacy-Facts at a Glance
- Literacy in India-folder
- Jagaran-folder

8.10.4 'Excellence in Literacy Mission' book was released by HRM on this occasion. The book was printed by SRC, JMI, New Delhi on behalf of DAE and Ministry of Human Resource Development.

Population Education Project in Adult Literacy

8.11.1 The project on Population Education and its for integration in Adult Literacy Programmes was started in 1986. The project is being funded by the UNFPA which is being implemented by this Directorate through 16 SRCs/RRCs in the States. During the first phase of the project the messages related to the small family norms, Responsible Parenthood, Right Age for Marriage, Population Growth & Environment, Population & Development and population related beliefs and traditions were integrated into the curriculum, the construction, teaching-learning materials and in the training curricula of adult education functionaries with the main objective to institutionalise population education component in the programme of adult literacy. This kind of integration aimed at creating an awareness and understanding among adult learners about the population factors and their relationship with the socio-economic development, family health and community living, civic and environmental responsibilities essential for the welfare of the individual, family, community and the society.

8.11.2 While these messages are being further reinforced, the emphasis in the existing second phase of the project is laid on to further intensify the population education activities in the districts where literacy and post-literacy campaigns are in operation and which also cover the districts identified as demographically weak districts by the Ministry of Health and Family Welfare. The other aspects related to information, educational and communication activities covering the emerging areas of national concerns such as gender equity and equality, women's empowerment, inter-spouse communication, STD, AIDS, were given special attention in the instructional process and by preparation of suitable teaching-learning materials and organising training programmes for functionaries with an ultimate objective to create necessary awareness among adult learners and neo-literates about population related issues and for accepting small family norms alongwith acquisition of literacy skills for improving their quality of life.

Voluntary Agencies

8.12.1 The scheme of assistance to voluntary agencies working in the field of adult education continues. As per the National Policy on Education 1986 non-governmental organisations were being encouraged and financial assistance provided to them subject to proper management. Voluntary Agencies are the partners in the National Literacy Mission.

8.12.2 The main objectives of the scheme for effective participation of VAs are:

- i) To take responsibility in well defined areas for eradication of illiteracy and running of post literacy and continuing education programmes.
- ii) Inclusion of functional literacy component in developmental schemes and organising vocational programmes.
- iii) The scheme of assistance to voluntary agencies has been centralized by making SRCs responsible to encourage them.

8.12.3 The Central Government would also continue to sanction projects of innovative nature in the field of adult literacy to VAs.

9. EDUCATION IN UNION TERRITORIES

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Andaman & Nicobar Islands

9.1.1 Schooling facilities have been provided in almost all habitations of this territory by opening new schools and upgrading the existing ones. There are at present 42, senior secondary schools (+2) including two Navodaya Vidyalayas, 32 secondary schools, 47 middle schools, 187 Primary schools, 23 Pre-Primary schools and one Ashram school functioning in this Territory with an enrolment of 83123 students during 1994-95. Apart from the above there are 2 Colleges, 2 Polytechnic, one ITI, one TTI & one B.Ed College function in the UT.

Incentive for Promotion of Education

9.1.2 The Following financial incentive concessions have been provided to students during the year under report.

- 1) Mid-day meals at the rate of Rs. 0.75 were supplied to all children upto class VIII. The total number of beneficiaries worked out to 60643 and the expenditure incurred was to the tune of Rs. 69.48 lakhs.
- 2) Free textbooks were given to the students whose parents annual income was less than Rs.6,000/-. The number of beneficiaries was 35800 and the expenditure incurred during the year was Rs. 13.79 lakhs.
- 3) Hostel facilities were provided at 12 places. Total number of boarders at school stage was 265 and 28 were scheduled tribes. Hostels stipend at the rate of Rs. 115/- was paid to the boarders. A sum of Rs. 1.96 lakhs was incurred on stipend for the hostellers.
- 4) Free travel concession by bus and ferry was provided to the students attending schools beyond a distance of 4 KMS from their residence and studying in middle, secondary and senior secondary classes. The number of beneficiaries was 4679 and expenditure incurred was 17.86 lakhs.
- 5) Scholarship/mess expenses were given to the students for higher Education on professional and technical courses prosecuting studies at post-matric stage in mainland Institution as facilities for such courses were not available in these Islands. A sum of Rs. 22.28 lakhs was given as scholarship/mess expenses to the students.

Adult Education

9.1.3 Adult Education Programme was implemented through volunteers based programme for complete eradication of illiteracy from this territory. The major programmes are:-

Special Adult Literacy Drive (SACD)

9.1.4 The Central Board of Secondary Education, new Delhi has introduced Adult Education as work experience activity in all the senior secondary and secondary schools affiliated to the Board, Under this programme 2000 illiterates including 1200 females were enrolled by engaging 1369 student volunteers of various schools in Union Territory.

Jana Shikshan Nilayams:- (JSNs)

9.1.5 To arrest the neoliterates relapsing into illiteracy, the scheme of "Continuing and Post Literacy Education" was implemented. 62 such centres functioned during the year under report. The JSNs remained open mostly in the evening hours to facilitate the neoliterates, Non-school dropouts and community at large to enhance their knowledge and skills. Apart from this, a small library with post literacy books in different languages and facilities for sports and recreation was also provided.

Vocational Courses

9.1.6 In conformity with the National Policy on Education minimum 10% of the student population at the +2 stage should be diverted to vocational courses by 1992-97. Towards this end UT Administration have introduced Vocational Education in 3 Senior Secondary Schools providing the following courses :-

- (i) Fishing technology.
- (ii) Office management and secretarial practice,
- (iii) Stenography-typewriting in Hindi.

Tribal Education

9.1.7 Education of the Tribals has been accorded due importance. For the education of tribals there are at present three pre-primary schools, 33 primary schools, 8 middle schools, 6 secondary schools and 6 senior secondary schools including one Navodaya Vidyalaya and one Ashram school having an enrolment of 6233. To provide education among the Tribals, in addition to the general incentives, special incentives like free books free uniforms, free stationary, attendance scholarship, reservation of seat for admission in JBT, B.Ed, Diploma and other higher course etc are being provided.

Science Unit

9.1.8 Under the Directorate of Education, Science unit is responsible for promotion of Science Education in this territory. The unit instantaneously continued a campaign to supervise, monitor and evaluate the science teaching and learning programme and procurement as well as utilisation of learning materials provided in the schools.

Inservice Education

9.1.9 A 7 day administrative training programme was also conducted for the Head of Institution and Deputy Education Officers associated with NIEPA.

Higher Technical Education

9.1.10 For Higher Education in this territory, two Government Colleges one B.Ed college and one JBT Institute are functioning. For technical Education, two polytechnics and one ITI are functioning.

Youth Affairs and Sports

9.1.11 In order to provide better facilities for participation in state and National level competition and simultaneously to prepare the sports person by imparting scientific coaching in sports and games, Physical fitness Programme has been made compulsory for all the students in middle, secondary and senior secondary schools.

Chandigarh

9.2.1 In the Union Territory of Chandigarh the educational institutions functioning at present are :

School Institutions		Collegiate Institutions:	
Primary School	57	Degree College	5
Middle School	30	College of Education	1
Secondary School	61	College of Art	1
Sr Secondary School	45	College of Architecture	1
		Engineering college	1
		Polytechnic	2

9.2.2 There are in all, 1,31,339 students enrolled in the various educational institutions during the current Academic year.

Incentive Schemes

- (i) Under the Scheme of National Nutrition Support to Primary Education, special diets are being given to all primary school children.
- (ii) Attendance scholarship for girls is being provided.
- (iii) To promote education among the SC/ST students attendance scholarship, free books, stationery and uniforms are provided. Under the Harijan Welfare Scheme and Meritorious Scholarship Scheme, scholarship has been extended to secondary level students.
- (iv) 45 Remedial Coaching Centres are functioning under the Education Department to coach students belonging to weaker sections. About 6000 students of the secondary level have been benefited by this programme.

9.2.3 The Union Territory Administration have also introduced Career Guidance and Counselling Services. Hobby classes for the students are also arranged during the summer vacations.

Adult Education

9.2.4 The Scheme of Total Literacy Campaign (T L C) was introduced in May, 1992.

9.2.5 In phase 1 of TLC success rate of 52% achievement level was recorded. 11000 learners were evaluated in 1995. Post Literacy project has also been approved and is being launched. Under Post Literacy Project, 900 centres will be opened for catering to the needs of Neo-learners.

Jana Shikshan Nilayam (JSN)

9.2.6 At present there are 38 Jana Shikshan Nilayam functioning in the Union Territory.

Non-Formal Education

9.2.7 Under this scheme there are 105 centres under which 3900 students have been enrolled during the current year. The children, who due to one or other reason could not continue their formal education are persuaded to join non-formal education centres.

Vocational Education

9.2.8 The Union Territory have introduced vocationalisation of Secondary education since 1987 by introducing five vocational courses. At present there are 23 centres which are providing courses of health and para-medical, commerce, technology and home science. There are about 1150 students enrolled under the scheme.

9.2.9 Pre-vocational courses as downward extension of vocational education has been introduced at lower secondary stage from the current session. 15 courses in 5 secondary schools have been started.

CLASS Project

9.2.10 Under the project 8 Sr. Secondary Schools have been covered to provide computer awareness training to the secondary school level students. About 7800 students are expected to be benefited by the project.

Education for Disabled Children

9.2.11 Integrated Education for Disabled Children (IEDC), a centrally sponsored scheme, has been adopted by the Union Territory Administration. For this a survey has been conducted to identify the handicapped children. The school for blind has been upgraded to secondary level and hostel facility is being provided.

Delhi

Directorate of Education

9.3.1 Education holds the key to economic growth, social transformation, modernisation and national integration. Earnest efforts are being made by Govt. of NCT of Delhi to provide educational opportunities to every child. Greater emphasis is being laid on mass literacy, nonformal education and improvement of quality education at elementary and secondary level. Special stress has been laid on the education of the deprived groups such as women, rural people, socially and economically backward students of the SC/ST. Various schemes are being implemented by this directorate.

9.3.2 Primary schools have been provided within one K.M. from the residence. Pre-primary and primary education is mainly the responsibility of local bodies. There are in all 1870 Govt. middle, Secondary, Sr. Secondary schools run by government. During the academic year 1995-96, this Directorate has opened 07 Middle Schools, upgraded 11 Middle Schools to Secondary level, 13 secondary schools to Sr. Secondary level, bifurcated 11 co-education schools. To improve the quality of education, this Directorate has converted 19 existing Sec./Sr.sec schools into Composite (Model) schools. For higher education 28 colleges sponsored by Govt of N C T of Delhi are financed by Govt. of N C T of Delhi and University Grants Commission.

9.3.3 During the year 1995-96, Department has created 4 new educational districts so as to make total 9 districts as per existing police districts. 60 teachers were given State Awards for excellent work done by them in the field of education.

Incentive Scheme

9.3.4 Book-Bank - Under this continuing scheme, books are provided to the needy students of class VI to XII whose parental income is less than Rs. 11050/- per annum. During the Year 1995-96, Rs.15.00 lakhs are likely to be spent benefiting about 43,000 students.

Free Transport Facilities to Girl Students in Rural Areas

9.3.5 The main objective of this on-going scheme is to encourage girl students from rural areas to pursue their studies by way of providing them to and fro transport facilities. At present, nearly 5520 girl students studying in schools in rural areas are availing this facility.

Free Supply of Uniforms

9.3.6 Under this scheme, two pair of uniform is given to the students of Govt. and Govt. aided school whose parental income is less than Rs. 11050/- per annum and who have minimum 75% attendance during the preceeding academic year with satisfactory performance.

Scholarships

9.3.7 In order to encourage brilliant students coming from poor families and those belonging to weaker sections of society various scholarships are provided. Some of the scholarships are as follows :-

1. MERITORIOUS SCHOLARSHIP TO SC/ST STUDENTS INCLUDING EDUCATIONALLY BACKWARD CLASSES.
2. MERIT AWARDS TO STUDENTS/SCHOOLS.
3. OPEN MERIT SCHOLARSHIP TO SC/ST STUDENTS
4. NATIONAL SCHOLARSHIP, NATIONAL SCHOLARSHIP AT SECONDARY STAGE FOR TALENTED CHILDREN FROM RURAL AREAS, SANSKRIT SCHOLARSHIP, OPEN MERIT JUNIOR/SENIOR SCHOLARSHIP.

Specialised coaching Facilities For Talented Students Including SC/ST and Educationally Backward Minority Communities

9.3.8 Under this scheme specialised coaching facilities are provided to talented students including those belonging to SC/ST and educationally backward and Minority Communities.

Remedial Teaching/Coaching Facilities to SC/ST Students

9.3.9 The main objective of this plan scheme is to establish remedial coaching centres for SC/ST students in the schools, with a view to ensure better results at Sec./Sr. Sec level and to bring them at par with the general students.

Mid-Day-Meals

9.3.10 This year onwards the Delhi Government launched Mid Day Meals scheme for children at Rs 1/ per day per child on all school days. This scheme got a boost by a new Scheme of Central Government for providing 'Mid-day-meals' to the students of primary classes. Under this scheme, central Govt. will provide wheat through FCI @ 100 gm. per child per day for 200 days in a year. FCI will transfer this wheat to 'Modern Food Industries' for providing eatables to the children. This programme will be in addition to the on going plan scheme 'Mid Day Meals'.

Vocational Education

9.3.11 Under the plan scheme of vocationalisation, the target to diversifying 25% of students population towards vocationalisation of education has been set up by the end of the 8th five year plan. At this time, 28 vocational courses are being taught in different schools for providing vocational training to the students. During the year 1995-96, an amount of Rs. 350.00 lakhs is likely to be spent for the implementation of the scheme for benefiting about 9,800 students.

Patrachar Vidyalaya

9.3.12 The Patrachar Vidyalaya is imparting education at secondary and senior secondary (+2) level through Correspondence in all the three streams viz. Humanities, Commerce and Science. About 22000 students are likely to be benefited under this scheme.

Educational Television

9.3.13 Under this scheme academic programmes available on Doordarshan are shown to the children for supplementing their class room studies.

University and Higher Education

9.3.14 During the year 1995-96, the Government of N C T of Delhi has opened two Degree Colleges. At this time 28 colleges are sponsored by Govt of N C T of Delhi, which are financed by Government of N C T of Delhi and University Grants Commission jointly. Free DTC passes to College Students are also provided.

Education for All

9.3.15 E F A programme is being organised through "Sarv Shiksha Abhiyan Samiti (Regd)". The funds for this Abhiyan are borne by Central Govt. The first round of survey was identified nearly 6 lakhs neo literates and already 10,000 classes are being conducted by volunteers to educate them.

Sports and Youth Services

9.3.16 The schemes under this sector envisage to promote sports and youth welfare programme in Delhi. Facilities for the promotion of sports and youth services are being provided by constructing sports complexes, stadia, swimming pools, development of playgrounds and youth hostels and arranging youth Welfare programmes, etc.

Municipal Corporation of Delhi

9.3.17 Education Department of Municipal Corporation of Delhi undertakes to perform obligatory function of imparting primary education to the children in the age group of 5-11 years through its primary schools spread all over the area under its jurisdiction. Apart from primary education, pre-primary classes are also arranged in the age group of 3-5 years. 789805 children are receiving education in 1732 primary schools. 19284 teachers have been engaged for this purpose. Apart from these teachers, 1351 nursery teachers are working for running 835 nursery sections for 43,949 children.

9.3.18 For administrative control and supervision of schools, the Department has 12 Zonal offices each headed by an Assistant Education Officer/Senior School Inspector.

9.3.19 The pressure of expansion in the field of primary education has been intense. It is necessary to pay proper attention to quantitative improvement also. For this purpose, two In-service Training Institute are being run by M.C.D. for carrying out In-service Training Programmes of teachers. Apart from these, there are 6 science centres furnished with science equipments, library books. Workshops and refresher courses in Science and Mathematics are organised in these centres mainly during summer vacation. 825 Asstt. Teachers have been imparted training for Science/Maths Teaching. In addition to this, 422 HMs have also been imparted training for Science/Mathematics teaching and supervision. A large number of students are likely to be benefited through the teachers trained in these centres.

9.3.20 To attain the goal of Universalisation of Elementary Education, certain incentives have been provided. The Department has successfully given 100% coverage for free

supply of text books. Besides, the department, for the first time, has given 100% coverage for supply of mid-day-meal to the entire children of the M.C. Primary Schools by providing nutritious and high protein value meals. The other incentives given by the department are free supply of uniforms and coverage of large number of students with Merit Scholarships in recognition of meritorious students and identification and special attention towards them for further development. The Department has been constantly making efforts for further enrolment and retention of the existing children by cutting out drop-out rate in Municipal Schools. As a result 8.15 lakh children in MCD areas have been given coverage during the current year and the rate of drop-outs has fallen from 8.6% in 1990-91 to 5.5% in 1995-96.

9.3.21 Financial implications and physical targets pertaining to these incentives are as under:-

S.No.	Incentive	Approved outlay/actual expenditure (Rs. in lacs)	Children covered/to be covered (Rs. in lacs)
1.	Free Supply of Text Books	400.00	8.20
2.	Free Supply of Uniform	250.00	3.75
3.	Mid-day Meal	1466.00	8.20
4.	Merit Scholarships	21.50	0.52 (participants)

9.3.22 For harmonious development of children, physical education and cultural activities are arranged. Tournaments at zonal/inter-zonal level are organised. Coaching Camps in games and athletics are arranged during winter break. Participants securing positions in sports are given prizes.

New Delhi Municipal Council

9.3.23 NDMC has taken several steps to provide qualitative education in the schools under its control. The main aims and objectives of the Education Department of NDMC are as follows:

1. To achieve cent percent Universalisation of Elementary Education in the age group of 6-11 years at lower primary level during the 8th Five Year Plan in NDMC area.
2. Attainment of literacy and numeracy at elementary level.
3. To create consciousness of environment and its allied problems.
4. To provide Vocational Education for the adoption of successful professions in life.

9.3.24 To achieve these aims and objectives NDMC is running schools from Nursery to Sr. Secondary School level. The details of the functioning institutions are given below.

S.No.	Institutions	No. of Institutions
1.	Nursery	39
2.	Primary	61
3.	Middle	12
4.	Secondary	11
5.	Sr. Secondary	7

9.3.25 Number of students enrolled in the institutions are 49550, out of which 26% students belongs to SC/ST Categories. About 2100 teachers are employed from Nursery to Sr. Secondary levels.

Incentive Schemes

Free Textbooks

9.3.26 Free Text Books have been provided to 31200 students studying in classes from Ist to VIIIth in all the schools under NDMC for the year 1995-96 and Rs. 2.50 lacs will be spent.

Free Stationery

9.3.27 Free exercise books shall be provided to 15600 students this year and Rs. 2.50 lakhs will be spent.

Free Shoes & Socks

9.3.28 31200 students will be given free shoes & socks this year and about Rs. 19 lacs will be spent on it.

Merit-cum-means Scholarship

9.3.29 On the basis of Merit-Cum-Means, students of classes IVth to XIIth who have been placed in the first three positions having at least 60% marks in aggregate in the Annual Examination will be granted Scholarship during the current year 1995-96.

9.3.30 TALENT SEARCH SCHEMES : 200 students of IVth and Vth classes, 110 students of VIIIth classes will be selected for scholarship through a test conducted by NDMC. Rs. 500/- will be provided to each student of IVth and Vth classes and Rs. 600/- at middle level.

9.3.31 SCHOLARSHIP TO MERITORIOUS STUDENTS : Toppers in different subject in Xth and XIIth class examination conducted by CBSE are given prizes and shields. The concerned subject teachers are also awarded.

Girls Child Care Scheme

9.3.32 Under this scheme, cash financial incentives is given to the girls students who maintain more than 65% attendance during the academic Year and whose parents income from all sources does not exceed Rs. 2000/- per month. Cash financial incentives to all the eligible girls students will be given @Rs. 75/- each girl during the year 1995-96.

Stipend to SC/ST Families

9.3.33 NDMC grants stipend @Rs. 1200/- per annum to the SC/ST families living in NDMC area whose all the children in the age group of 6-11 years getting education provided total family income is less than RS.1500/- per month.

Mid-Day-Meal Scheme

9.3.34 Under this scheme all the students from classes Nursery to VIIIth studying in NDMC schools are given nutritious food.

Total Literacy Programme

9.3.35 To fulfil the goals as laid down under the National Literacy Mission, NDMC has prepared its project on Total Literacy Campaign (TLC) for eradicating illiteracy in its area in the age group of 15-35 years. On the basis of Survey 11000 illiterate adults were identified. About 8000 adults have been enrolled and covered at 700 TLC Centres in NDMC area.

Vocational Education

9.3.36 Under this scheme, vocational courses like Computer, typing, Stenography, Health Care and Beauty Culture have been introduced in 3 Sr. Secondary Schools. About 100 students will be benefitted. 4 Sr. Secondary Schools have the facility of Computer Education under Computer Literacy Programme'. About 900 students will be benefitted by this programme.

Education for Disabled Children

9.3.37 To provide educational opportunities to the mentally retarded students and hearing impaired children, two schools named as 'Annchal' and 'Paawan' have been opened where about 200 students are getting education at Primary level.

Youth Affairs and Sports

9.3.38 NDMC is running 6 full time and 2 part time Youth centres in various localities in its area. The number of persons attending each Youth Centre daily is about 100-150 approximately.

Inservice Training Programme

9.3.39 Under this scheme about 300 teachers/Heads/Supervisory staff have been oriented during the academic year.

Capital Works

9.3.40 Three school buildings were constructed during the year.

Dadra and Nagar Haveli

9.4.1 From the date of its integration with the Union of India various steps have been undertaken by the Education Department of the Union Territory to promote education among the people who are primarily tribal population. Due to various innovative schemes the literacy rate has grown from 9% in 1961 to 39.54% in 1991. The drop out rate in the elementary education has also marginally decreased.

9.4.2 Under the Union Territory Administration the following educational institutions are functioning:

Primary Schools	:	142
Middle Schools	:	43
Secondary Schools	:	9
Sr. Secondary Schools	:	6
Polytechnics	:	1

9.4.3 About 30,500 students are pursuing studies at various levels during the current academic year who are being managed by about 900 teachers.

Incentive Schemes

9.4.4 The following facilities have been provided by the UT Administration for school going children :

- i) Free education is provided to all students upto higher secondary (+2) level.
- ii) Free Mid-day-Meal articles are being provided to all students upto standard VII.
- iii) Free text-books, exercise note books, and other educational teaching-learning aid equipment etc. are being supplied to all SC/ST and Low Income Group students.
- iv) Two pairs of clothes are being supplied to each student of SC/ST every year.
- v) One pair of canvas shoes and socks are supplied to each student of SC/ST every year.

Social Welfare Hostels

9.4.5 There are 10 Social Welfare Hostels run by the UT including two girls hostels in which SC/ST students are being admitted and provided with free lodging and boarding. Six more Social Welfare Hostels are run by private voluntary organisations with the assistance provided by the UT under Grant-in-Aid. The strength of inmates admitted in the hostels during the current year is 1495.

Financial Concession given to the students

9.4.6 The following financial concession and awards are given to the SC/ST and Low Income Group students of the UT :

- i) Cash award to SC/ST students of standard VIII to XII who secure more than 55% marks (for boys) and 50% marks (for girls) in annual examination is being given at the rate of Rs. 500/- per annum.
- ii) Cash award for regular attendance more than 80% in an academic year is given to SC/ST students at Rs. 20/- per annum to standard V to VII students.
- iii) Incentive cash award of Rs. 70/-, Rs. 60/- and Rs. 50/- is being given to SC/ST students who stood 1st, 2nd and 3rd in each class of standard V to VII in the annual examination.
- iv) Grant of cash awards to the talented students who stood 1st with minimum 60% and above marks in S.S.C. and H.S.S. Examinations is being given cash award of Rs.1001/-, Rs. 501/- and Rs. 301/- respectively.
- v) Post-Matric Scholarship is being given to the students of SC/ST for higher education whose parent' income does not exceed Rs. 18,000/- per annum.
- vi) Post-Matric Scholarship is being given to Low Income Group students whose parents' income does not exceed Rs. 12,000/- per annum.

Adult Education

9.4.7 In the Union Territory, to promote adult education, 18 Jana Shikshan Nilayam and Total Literacy Campaign Centres have been pressed into operation. Apart from the above there are 100 non-formal education centres are functioning since 1994.

Vocational Education

9.4.8 Vocational subjects like drawing, tailoring and agriculture subjects are introduced in all government, secondary and senior secondary schools along with general courses. Two technical subjects namely geometrical machine drawing and workshop technology were introduced in 3 secondary schools.

Technical Education

9.4.9 One Polytechnic was started in the Union Territory Administration during the academic year of 1994-95 with diploma course in civil, mechanical and electrical engineering with annual in-take capacity of 60 students.

Physical Education Activities

9.4.10 Physical Education is being imparted in all the primary, secondary and senior secondary schools of the UT. Qualified teachers are appointed. Sports materials required for physical education are being supplied every year. Competitions are organised every year.

Higher Education

9.4.11 Since there is no collegiate education facility in the UT, the students are admitted to Government College, Daman and also in the colleges under State of Gujarat. For pursuing higher education in technical subjects, the students of the UT avail seats in engineering, medicine and other related subjects allotted by the Government of India every year.

Daman & Diu

9.5.1 In the Union Territory of Daman & Diu, the details of the educational institutions is as under:-

Primary Schools	-	52
Middle Schools	-	20
High Schools	-	21
Senior Secondary Schools	-	4
(Besides, there are two Ashram Schools).		
Colleges	-	2
Polytechnic	-	1
ITI		2

9.5.2 There are about 25,000 students enrolled during the 1995-96 academic session in the various institutions under the UT Administration and are being managed by about 800 teachers.

Incentives Schemes

9.5.3 The Union Territory Administration provides many incentives in the form of financial assistance/scholarship and the beneficiaries during 1994-95 and the beneficiaries expected to get the such benefits is given as under:-

Sl. No.	Name of the Scheme	No.of students benefitted during the year 1994-95.	Number of students proposed to be benefitted during the year 1995-96.
1.	2.	3.	4.
1.	E.B.C. Scholalrships	484	550
2.	Book Bank	1165	1200
3.	Book Grant	86	200
4.	Stipend/Scholarships/Uniforms/Books & Stationery to SC/ST Students.	2877	3034
5.	Monetary Incentives to girl students.	1628	3500
6.	Cash Incentives to the parents of tribal girl students.	1220	1350
7.	Remedial Coaching Classes.	262	303
8.	Incentives to SC Children.	932	793
9.	Pre-Primary Education.	300	480
10.	Scholarships at the Secondary stage for talented children from rural areas.	35	44
11.	National Scholarships.	8	13
12.	Financial Assistance to the disabled children.	112	135
13.	Mid-day meals scheme for primary school students, implemented w.e.f. 15.8.1995.	-	4700
14.	Post-Matric Scholarships to SC/ST	139	250

Adult Education & Literacy

9.5.4 The Total Literacy Campaign was introduced in the districts of Daman in June, 1995. Thus the Union Territory Administration has decided the second phase of the Total Literacy Campaign will be carried out simultaneously alongwith Post-Literacy Programme which is being implemented shortly.

Vocational Education

9.5.5 The schools of the UT Administration followed the Gujarat School Education pattern where vocational courses are taught as elective subject at the secondary level. Under the pattern there are two technical training institutes (one each in Daman & Diu) where subjects like Workshop Technology, Elementary Mechanical Electrical Engineering, Engineering Drawing etc. are being taught to the students and the same form a part of their curriculum. Besides, the tribal students are given training in the trades of Turner, Welding and Tailoring.

9.5.6 Apart from the above, there are two ITI which cater to the training in technical trades for the post-matric students.

9.5.7 Under the Centrally Sponsored Scheme of vocationalisation of Secondary Education, courses in Electronic Repairs of domestic Electrical appliances, Fist Processing Technology have been introduced for students of Class XI during the academic session of 1995-96. The vocational course of Catering and Restaurant Management has been proposed to be introduced from the next academic year.

Computer Education

9.5.8 Centrally Sponsored Scheme of Computer Literacy and studies in the Schools (CLASS) is being implemented. The allotted amount of Rs. 80,000/- has been fully utilised.

Lakshadweep

9.6.1 The Union Territory of Lakshadweep situated in the Arabian Sea consists of small groups of Islands out of which only 9 are inhabited. The Education Department of the Union Territory is running following educational institutions:

1.	Nursery Schools	9
2.	Jr. Basic (Primary) Schools	19
3.	Sr. Basic (Middle) Schools	9
4.	Secondary Schools	9
5.	Jr. Colleges	2
6.	Sr. Secondary Schools	2

9.6.2 Apart from the above, one ITI and one Navodaya Vidyalaya are functioning in the Union Territory.

9.6.3 During the current academic year there are about 16900 students enrolled in the educational institutions functioning in the Union Territory.

Incentive for Promotion of Education

Name of the Scheme	No. of students covered during, 1995-96
i) Mid-day Meal Scheme	13277
ii) Scholarship (VIII-X Class)	2932
iii) Scholarship (for +2 and Jr. colleges)	460

Higher Education

9.6.4 As the educational facilities are not available after +2 level in the Union Territory the students go out to pursue their higher studies in the mainland institutions in the various streams of general and technical courses. Currently 583 students are studying at the mainland.

9.6.5 The Government of India has approved setting up of a Degree College and action has already been taken to establish it shortly.

Vocational Courses

9.6.6 Fisheries Technology and Coir Craft are being taught in all High Schools under the Union Territory.

Pondicherry

9.7.1 The Union Territory of Pondicherry consists of four regions, namely, Pondicherry, Karaikal, Mahe and Yanam. The pattern of Education upto Standard XII is the same as that of the neighbouring states. The educational institutions in Pondicherry and Karaikal follow the pattern, syllabus, examination etc. as followed in Tamil Nadu. Similarly the institutions in Mahe and Yanam follow the pattern as followed in Kerala and Andhra Pradesh respectively.

9.7.2 Government of Pondicherry's endeavour has been to improve the quality of education rather than quantitative expansion. As such no new school have been opened/upgraded. No additional classes were also opened during 1995-96. Instead, all the existing vacant teaching posts are being filled in a phased manner.

9.7.3 The details of the functioning institutions in the Union Territory are as given below:-

Sl No.	Institutions	Number
1.	Pre-Primary	41
2.	Primary	339
3.	Middle	121
4.	High	90
5.	Higher Secondary (including STPP, Junior College, Yanam)	49
6.	College (Academic)	9
Professional/Technical College		
7.	Medical College	1
8.	Dental College	1
9.	Engineering College (Autonomous)	1
10.	Law College	1
11.	Agricultural College	1
12.	Polytechnic	3
13.	Teachers Training College	1
14.	Veterinary College	1
15.	School for Nursing	1
16.	Annai Theresa Institute of Health Science	1
OTHERS		
17.	Institute for Orthopaedically handicapped	2
18.	School for Deaf & Dumb	1
19.	Home for Observation & Special Children	1
20.	Service Home	1
21.	Embroidery & Needlework	1

Incentives Schemes for Promotion of Education

9.7.4 To promote education in this Union Territory, the Government has provided free supply of text books, Uniforms to poor students studying in Standards from I to VIII in Government Schools, subject to the annual parental income of Rs. 6,000/- and Rs. 12,000/- respectively. Besides these schemes, 100% of the poor children studying in I to VIII were provided Mid-day meals under the scheme of 'Mid-day meals to poor children'.

9.7.5 67,800 and 48,300 poor students have been supplied with free text books and stationery articles respectively. 72,152 poor students have been benefitted under free supply of uniforms for the year 1995-96. 88,751 students are covered under this scheme during this year. The Education Department is implementing the following scholarship schemes, for the benefit of the poor and meritorious students.

1. National Scholarships.
2. Post Matric Scholarships.
3. Scholarship to children of School Teachers.
4. Scholarships to talented children in rural areas.
5. Merit prizes.
6. Other economically backward class scholarship (OEBC).
7. Attendance Scholarships.
8. Political sufferers scholarships.
9. Science talent scholarships.
10. Award of merit-cum-means and merit prizes scholarships to girls students in secondary stage of education.
11. Incentive Awards to +2 students.
12. Scholarships for the students in Non-Hindi speaking states (CSS).
13. Fellowship for Research Studies.
14. Financial assistance to Post Graduate students.
15. Scholarships to outstanding NCC Cadets.
16. Fellowships for Tamil Scholars.

Adult Education/Non-formal Education

9.7.6 The Union Territory of Pondicherry has been declared as a fully literate state. Post literacy campaign has started functioning to educate the neo-literates and the drop-out illiterates upto August, 1995 with the following objectives:-

- i) Fragile learning to stable learning;
- ii) Attaining skill to applications of the skills;
- iii) Guided learning to self learning; and
- iv) Taking literacy to development.

9.7.7 It is proposed to continue Non-Formal Education covering the school drop-outs and non school going children in the age span of 6-14 during 1996-97. The Centrally Sponsored Scheme namely "Jana Shiksha Nilayam" is also proposed to be implemented during the next year for the benefit of 4,000 neo-literates.

Vocational Education

9.7.8 The +2 course offered in Tamil Nadu and Pondicherry consists of two streams (i) Academic and (ii) Vocational.

9.7.9 There are 45 vocational courses imparted in the existing 19 Higher Secondary Schools of this Union Territory of Pondicherry so far. During 1995-96, no new vocational courses are introduced.

Secondary Education

9.7.10 This Union Territory has four educational districts namely Pondicherry, Karaikal, Mahe and Yanam. As there is no secondary board of education, the schools in this Union Territory are following the same pattern as that of neighbouring states of Tamil Nadu, Kerala and Andhra Pradesh. 49 secondary schools and 30 Higher Secondary Schools (Govt.) in Pondicherry/ Karaikal region are following the Tamil Nadu Pattern (i.e. 10+2). 4 High Schools and 3 Higher Secondary Schools (Govt.) in Mahe region are following Kerala pattern (10+2) (in the form of Pre-degree/Higher Secondary Course). 6 High Schools and 1 Junior College (Govt.) in Yanam region are following 10+2 (in the form of Intermediate Course).

9.7.11 In respect of language policy, the following languages are made compulsory in respect of different regions.

Pondicherry/Karaikal region	Mahe region	Yanam region
Tamil and English.	Malayalam, English and Hindi.	Telugu, English and Hindi.

Science Education

9.7.12 The scheme "Improvements to Science Education in Schools" is continued for the improvement of the quality of science teaching.

9.7.13 To develop scientific attitude in the young generation in our country and to make them realise the social relevance of science to society and responsibilities of scientists of tomorrow, a State level Science Exhibition was conducted at

Government Girls Higher Secondary School, Karaikal in collaboration with NCERT, New Delhi from 6.11.95 to 10.11.95. 315 students have participated and 490 exhibits were displayed in the exhibition. An amount of Rs. 28,964/-has been incurred from State funds.

University/Higher/Technical Education

9.7.14 In the Union Territory of Pondicherry, spread in 4 regions, 6 Arts Colleges, 1 Junior College, 1 Kanchi Mamunivar Centre for Post Graduate studies, 1 Engineering College, 1 Medical College namely JIPMER, which is financed and administrated by the Ministry of Health & Family Welfare, Government of India, New Delhi, one Dental college and a Veterinary College run by the State Government are available. The Engineering college at Pondicherry is an autonomous body affiliated to the Pondicherry University. The Agricultural college at Karaikal is affiliated to the Tamil Nadu Agriculture University, Coimbatore. The three Polytechnics in Pondicherry/Karaikal are affiliated to the Board of Technical Education, Madras. The Law College and others six Arts colleges and Kanchi Mamunivar centre for Post Graduate studies are affiliated to the Pondicherry University. The Medical college and Dental college are affiliated to the Pondicherry University.

9.7.15 During this year, an additional 16 seats have been increased in each of the 5 B.Tech Degree courses in Pondicherry Engineering college. 5 new subjects namely, Chemical Engineering, Commercial Practice, Architecture, Electrical and Electronics Engineering, Mechanical Engineering have been introduced in the 3 Polytechnics of the this Union Territory.

9.7.16 B.Sc. (Home Science) has been started in Avvaiyar Government College for women, Karaikal. B.A. (Psychology) and B.A. (Sociology) degree courses have been started in Tagore Arts College, Pondicherry.

State Institute of Education

9.7.17 District Institute of Education and Training has started functioning in the Union Territory of Pondicherry from the academic year 1994-95, with an intake of 50 students, to impart teacher training course of 2 years duration. During this year another 50 students have been admitted.

Other Programmes

9.7.18 Under Physical Education programme, 450 young players are given coaching in different games and athletics, 5,500 numbers of student volunteers are enrolled in NSS. 3,800 cadets are enrolled in NCC. 4,640 Scouts & 600 Guides have been enrolled during this year in this Union Territory of Pondicherry.

10. BOOK PROMOTION AND COPYRIGHT

10. BOOK PROMOTION & COPYRIGHT

10.1.0 Books have always been a powerful vehicle of cultural and scientific expansion, as also the most effective means of education. They are an expression of the human mind of creativity, wisdom and knowledge of people and nations. It is a remarkable invention for society and a valuable gift to posterity. Its role as an effective medium of education and communication remains unraveled despite the rapid advances made by the electronic media. The Book Promotion activities at promoting the production of books and inculcating the habit of reading. It is therefore ensured that good quality Indian books are made available to the general public. Indigenous authorship is encouraged by providing assistance to the Indian book industry.

I. National Book Trust

10.2.1 The National Book Trust, India (NBT), an autonomous organisation under this Department, was set up in 1957 with the objectives of encouraging production of good reading material at moderate price and fostering book mindedness among the people. Over 7200 titles in different languages have been published by the NBT, so far. The Trust provides financial assistance to authors, illustrators for bringing out reasonably priced textbooks and reference books for students of all levels and also for publication of books for children and neoliterates. It also promotes the book reading habit all over the country by (a) providing financial assistance for organising book fairs, festivals and exhibitions; (b) organising symposia and work-shops; (c) sponsoring celebration of National Book Week; and (d) setting up of Readers Club in Schools. For organising book promotion activities abroad, the trust participates in International Book Fairs.

(a) *Publishing*

10.2.2 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 such as Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu are brought out under the Trust's well- defined series. In addition, on an experimental basis, select titles for children have been translated into some regional languages like Ao, Bhil, Gao, Gondi, Khasi, Mising and Mizo.

10.2.3 During 1994-95, 584 titles were brought out which included 377 originals, revised editions and translations and 207 reprints. The total number of titles published this year is also likely to touch 650.

(b) *Assistance to Authors and Publishers*

10.2.4 To promote publication of reasonably priced books for Higher Education, NBT gives financial assistance to authors and publishers for bringing out textbooks and reference material. Under the scheme for the subsidised publication of books, only such books are subsidised for which a definite need is felt and which relate to subject areas where books of an acceptable standard are either not available or are expensive as to be beyond the means of the students.

(c) *World Book Fair*

10.2.5 The New Delhi World Book Fair organised by the Trust every alternate year since 1972 is the largest book fair in Asia. The Trust organised the 12th New Delhi World Book Fair from February 3 to 11, 1996. It was a grand success which focussed on the publications from South Asian countries.

(d) *Book Promotion*

10.2.6 Book Promotional activities of the NBT include organisation of book fairs, book festivals, workshops, seminars and symposia on related topics, celebration of National Book Week etc. During 1995-96, NBT organised a book festival at Mangalore, 44 exhibitions of children's books in Delhi, and 58 village-level exhibitions in Bihar, UP and Himachal Pradesh, etc. To ensure availability of quality books on regular basis NBT has taken up a pilot project to set up 12 book stalls in Hindi-speaking States. In addition NBT holds refresher courses for publishing personnel. During 1995-96 NBT has organised 2 short-term courses.

10.2.7 For organising book promotional activities abroad the Trust participates in International Book Fairs. In 1995-96 NBT participated in the Zimbabwe Book Fair and Moscow International Book Fair. Apart from this NBT put up a show of recent books from India, and participated in seminars at the Frankfurt Book Fair.

II. Book Promotional Activities and Financial Assistance to Voluntary Organisations

10.3.0 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 for this scheme was utilised. Details of grants released to voluntary agencies during 1994-95 is annexed. During this year a grant of Rs. 1.52 lakh is proposed to be released to Federation of Indian Publishers.

III. National Book Development Council (NBDC)

10.4.0 The term of NBDC has expired and it is being reconstituted. National Book Promotion Council to be an advisory body to facilitate exchange of views on all major aspects of Book Promotion.

IV. Export and Import Policy for Books

10.5.0 Under the current import policy (1992-97) which came into force on 31.3.95, all kinds of books including magazines & Journals etc. are freely importable without any restrictions by any individual/organisation including children literature.

V. International Standard Book Numbering (ISBN) System

10.6.0 The International Standard Book Numbering (ISBN) System aims at boosting the export of indigenous publications at the international business arena and to minimise to the maximum, day-to-day book trade practices in business. It is an international system by which a distinct identifying number is assigned to each book. In addition to the book

trade, the system is very helpful to the libraries and information systems and to research scholars. 2852 big and small publishers and authors have become the members of the System.

VI. Copyright Office

10.7.1 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Office under provisions of the Copyright Act, 1957, undertakes to register different classes of works. From 1st January, 1995 to 16th January, 1996, 1310 works have been registered. The category-wise break-up of the registered works is as under:-

(a) Literary, Dramatic & Musical	-	805
(b) Artistic Works	-	422
(c) Records	-	69
(d) Cinematography Films	-	14

10.7.2 In addition to this, the Copyright Office also registers the changes in the Register of Copyright in accordance with the Section 49 of the Copyright Act, 1957 and Rule 17 of the Copyright Rules, 1958. During the period changes have been affected in the particulars of 64 works entered in the Register of Copyright. Moreover, Copyright Office also issues certified copies of extract from the Register of Copyright as also of the public documents in the custody of the Register of Copyright/ Copyright Board is also opened to the interested persons.

VII. Copyright Board

10.8.1 The Copyright Board, a quasi-judicial body, was constituted initially in September, 1958. The Jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding ratification of copyright registration, 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.

10.8.2 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.

10.8.3 The Copyright Board has been last reconstituted vide Notification dated 4.1.96 for a period of five years.

VIII. Amendment of Copyright Act

10.9.0 The Copyright (Amendment) Act, 1994 which received the President's assent on 9th June, 1994 came into force w.e.f. 10th May, 1995. The Copyright Rules, 1958 were amended accordingly and the Copyright (Amendment) Rules, 1995 were also brought into force w.e.f. 10th May, 1995.

IX. Enforcement of Copyright

10.10.0 The term of the copyright Enforcement Advisory Council, which earlier expired on 5th November, 1994 was extended w.e.f. 6th November, 1994 for another three years and the sixth meeting was held on 20th October, 1995 in New Delhi. The Council was set up to strengthen and streamline the enforcement of copyright in the country and to educate the public and enforcement authorities. Valuable suggestions were made in the Sixth meeting for effective enforcement of copyright.

X. Training Facilities in Copyright

10.11.0 The World Intellectual Property Organisation (WIPO), Geneva under its Cooperation Development Programme organised training courses in copyright for officials dealing with copyright in developing countries. Mrs. P.V. Valsala G. Kutty, Deputy Secretary, Department of Education participated in the training courses on copyright and neighbouring rights at Stockholm, Sweden from August 14-25, 1995. Shri R.S. Punia, Section Officer attended an Introductory Seminar on Copyright and Neighbouring Rights held at WIPO Headquarters from October, 16-18, 1995 followed by training courses on Collective Management at the International Federation of Reproduction Rights Organisation, Helsinki from October, 19 to 27, 1995.

XI. International Copyright

10.12.1 India is a member of two major International Conventions on copyright, namely-the Bern Convention for the Protection of Literary & Artistic Works and the Universal Copyright Convention. Both these conventions were revised in 1971 at Paris to incorporate special provisions to enable the developing countries to issue compulsory licenses 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.

10.12.2 India plays an important role in the deliberations of the Governing Bodies of the WIPO, Geneva which is the International Secretariat for Berne convention for the protection of Literary and Artistic Works. This year Shri P.R. Dasgupta, Secretary and Smt. P.V. Vasala G. Kutty, Deputy Secretary, Department of Education attended the 26th series of the meetings of the Governing Bodies of WIPO, Geneva from 25th September to 3rd October, 1995.

11. PROMOTION OF LANGUAGES

11. PROMOTION OF LANGUAGES

11.1.0 Language 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 viz., Assamese, Bengali, Gujarati, Kannada, Kashmiri, Konkani Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu on the one hand and English and other foreign languages on the other hand received due attention. In fulfilling the constitutional obligation the Department of Education undertook various programmes through its languages Institutes, autonomous organisations and subordinate offices, namely, Kendriya Hindi Shikshan Mandal, Agra with its seven Centres, 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).

Central Hindi Directorate

11.2.1 The Directorate is compiling thirteen Hindi based and thirteen regional languages based bilingual dictionaries. So far thirteen dictionaries viz. Hindi-Assamese, Hindi-Gujarati, Hindi -Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, Hindi-Urdu. 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 "Bhartiya Bhasha Parichay Kosh". Under Cultural Exchange Programme, Czech-Hindi and German-Hindi 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. A conversational guide of Russian-Hindi has also been sent for printing and work on Hindi-Nepali, Hindi-Burmese and Hindi Bhutani is being undertaken.

11.2.2 The Directorate also brings out Hindi journals like "Unesco Doot" Hindi version of English Magazine entitled "Unesco Courier", "Bhasha" (bimonthly) "Varshiki", (Annual survey magazine) and a few books under Sahitayamala Scheme.

11.2.3 The Directorate is implementing a scheme of teaching Hindi through Correspondence Courses in the media of English, Tamil, Malayalam and Bangla. So far approx 3.15 lakhs persons have availed of this facility. The enrolment in these courses during the current year is around 10,186. Some self-teaching, records and cassettes have also been prepared for the purpose. 16 Personal Contact Programmes have also been organised for removing the difficulties of the students. A Video Cassette for Hindi teaching is also being prepared.

11.2.4 The Directorate has organised two Study Tours of Non-Hindi Speaking areas' universities 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. Two national symposiums were also organised to discuss various aspects of oneness of Indian literature. Eight scholars, (four from Hindi speaking areas to give lectures on students' interest subjects in non-Hindi speaking areas' universities and four non Hindi speaking zones to give lectures on students' interest subjects in Hindi-speaking areas' Universities) were nominated by Central Hindi Directorate.

11.2.5 To encourage Hindi Writers whose mother-tongue is not Hindi, 19 awards are given to such writers. Besides , one book entitled "Paryavaran Shiksha" by Shri Hari Shankar Vyas was selected for Shiksha Puruskar (Award for books originally written in Hindi on educational subjects).

11.2.6 A number of books have been sent free of cost to libraries in the non-Hindi States for 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.

11.2.7 Financial Assistance was provided to about 200 Voluntary Organisations and individuals for promotion and development of Hindi for undertaking activities such as Hindi teaching Class/typewriting/shorthand/publications etc.

Commission for Scientific and Technical Terminology

11.3.1 The Commission for Scientific & Technical Terminology was set up in October, 1961 for evaluation 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.

Technical Terminology

11.3.2 The Commission has so far evolved and published 5.5 lakhs Scientific and Technical terms of various disciplines. Recently terminology of Veterinary Science, Metallurgical Science, Electronics and some special branches of Engineering has been evolved.

Departmental Terminology

11.3.3 The Commission for Scientific and Technical Terminology also caters to the needs of various departments of Government by providing them Hindi equivalents for the specialised technical terms concerning their respective departments. The Commission has published a "Comprehensive Glossary of Administrative Terms" (English-Hindi and Hindi-English)' which is being distributed free of cost to all desirous officers with a view to enable the employees to do their day to day work through the official language more effectively.

Definitional Dictionaries

11.3.4 The CSTT has brought out 50 Definitional Dictionaries which contains definitions in Hindi of Science & Technical terms already evolved by the Commission. These Definitional Dictionaries cover almost 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 preparation.

11.3.5 There is a scheme for production of the dictionaries of latest branches of basic sciences, social sciences, Agricultural Sciences and Engineering in the near future.

Pan-Indian Terminology

11.3.6 So far 10 Pan Indian Glossaries have been published for free distribution.

University Level Book Production

11.3.7 The CSTT has brought out in collaboration with Hindi Granth Akademies/State Textbook Boards/University Cells, 11,635 university level books in Hindi & regional languages. The Commission has also produced 394 books in the field of Engineering, Medicines and Agriculture. The CSTT also brings out a quarterly journal 'Vigyan Garima Sindhu'.

Terminology Orientation Workshop

11.3.8 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 47 such workshops have been organised.

Computer based National Terminology Bank

11.3.9 A Computer based national terminology bank has been established by the Commission of Scientific and Technical Terminology with a view to modernizing the process of the lexicography and facilitating instant dissemination of updated technical terms to the users of the technical terms that are to form the database. About 2.5 lakhs terms have already been keyed in, while computerization of the remaining terminology is in progress. The system has the facility (i) to update, add, delete, modify and retrieve any terms in the data-base (ii) to instantly sort out the terms both in English and Hindi in alphabetical order, which enables simultaneously publication of English-Hindi and Hindi-English editions of glossaries (iii) to obtain the terminology subject-wise as well as in a consolidated form (iv) to instantly obtain laser print outs in a finalised form, with a built-in device for column , page numbers and folio formation and (v) to obtain technical equivalents not only in Hindi but also in other Indian languages in their own scripts as well as in Devnagari.

Propagation of Hindi Abroad

11.4.0 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, Sri Lanka. 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.

Kendriya Hindi Shikshan Mandal, Agra

11.5.1 The Kendriya Hindi Shikhsan Mandal, Agra is an autonomous organisation established by the Government of India, under overall administrative control of MHRD (Department of Education). The Mandal runs ~Kendriya Hindi Sansthan under its aegis, with its Head-Quarters 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 second/foreign language and also for applied Hindi linguistics and Functional Hindi.

11.5.2 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 129 inservice Hindi teachers were trained. Hindi Shikshan Parangat course is conducted through correspondence also, in which 350 inservice teachers are admitted during the session.

11.5.3 The Sansthan also runs courses for teaching Hindi to foreigners at Agra under the scheme of "Propagation of Hindi Abroad". During the session the Government of India has awarded scholarships to 29 students from various foreign countries. A Composite Hindi Course for foreigners is also conducted at Delhi Centre in which 50 foreign students are studying. Apart from this 3 course of applied Hindi linguistics and translation are also conducted at Delhi Centre. During the session 125 students are studying in these course.

11.5.4 On request of the Government of Goa, two Workshops were organised to produce, standardize and validate the press copy of "Gomantak Hindi Bharati", first book of Hindi for class Vth students. National Bank for Agricultural and Rural Development made a request to the Sansthan to prepare a Hindi course based on distance teaching module for their officials. The Sansthan prepared a Foundation Course of Distance Hindi Teaching Module during the session. Under a special programme, the Sansthan trained 32 teachers of different Universities/Colleges in the area of Functional Hindi at the instance of the University Grants Commission. Work for the preparation of Hindi grammar books and bilingual dictionaries for tribal students of Madhya Pradesh, Sikkim, Nagaland, Mizoram, Meghalaya and Manipur states is under progress. In addition, the research projects "Socio-linguistic survey of Industrial Units: in special context of Hindi", and "Computer based Hindi Teaching to Foreign Students" are under progress.

11.5.5 Under the scheme entitled "Hindi Sevi Samman Yojana" 13 eminent Hindi Scholars have been awarded during the session 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.

Central Institute of Indian Languages and Regional Language Centres

11.6.1 The Central Institute of Indian languages, Mysore was established in 1969 to help evolve and implement the Language Policy of the Government of India and coordinate the development of Indian languages. The Institute is also charged with the responsibility of conducting research in the areas of Languages Analysis, Language Pedagogy, Language Technology and Language use in Society, Government and Education with a bias towards problem solving and National Integration. The Institute is a subordinate office of the Ministry of Human Resource Development, Department of Education.

11.6.2 The Institute has two major schemes viz., the Development of Indian Languages through Research, Training, Material Production and Training of Teachers in Modern Indian Languages for the implementation of 3-Language formula.

11.6.3 The Institute is also a nodal agency for training of teachers to be appointed by the Hindi states under the scheme of Financial Assistance for Appointment of Modern Indian Language Teachers.

11.6.4 The Institute is also administering since 1994-95 a scheme of financial assistance to voluntary organisations and individuals, holding copyright, for selected activities including publication/purchase for the promotion of modern Indian Languages.

11.6.5 The major works done by the Institute during the Year are as follows:

1. The Institute has taken up the study of endangered languages: Kurumban, Indiwae, Kuruchian and Parengi in collaboration with Annamalai and Telugu Universities. The descriptive study of HMAR, a semiotic study of Jenu Kuruba have been completed. The Data Bank on Acoustic Phonetics is augmented by adding data of more languages.
2. The monographs of India through Proverbs, Nursery Rhymes in Kashmiri and Dogri, Administrative Konkani Reader, Konkani Nursery Rhymes, Manipuri Fictional Glossary are produced.
3. The Audio Script in Nepali pronunciation is produced.
4. The reports on reading problems, silent and oral reading norms of middle school students of first and second languages are completed.
5. The Indian scripts utility and work processing software dhadha produced by the Institute in the previous year, is updated with the addition of Oriya, Bengali and Gujarati.
6. Through the Distance Education the Institution conducts Certificate Course in Bengali, Tamil, Telugu.
7. Under the scheme of Appointment of Teachers of Modern Indian Languages, the States of Haryana and Himachal Pradesh have accepted the scheme. The states of Delhi and Rajasthan are also expected to send the proposal.

Taraqui - E - Urdu Board

11.7.1 Taraqui-e-Urdu Board was constituted in 1969 as an Apex Advisory Body to the Government on promotion and development of Urdu language. The Bureau for promotion of Urdu a sub-ordinate office of the Department is the Secretariat to the Board and implements recommendations of the Board. The Government has constituted the National Council for Promotion of Urdu Language NCPUL as an autonomous body to replace the Taraqui e- Urdu Board with a view to further broad basing Urdu promotional activities. With the operationalisation of the Council, the BPU has ceased to exist.

11.7.2 The BPU was engaged in preparation of academic lecture in Urdu and making them available to the Urdu speaking people of the country. Three Calligraphy Training Centres were set up this year making a total of 47 such Centres. Out of the 12 volumes of Urdu Encyclopaedia planned to be published, the first 4 volumes have been calligraphed and proof read. The first two volumes are in the press and are expected to be published during this year. Pictorial glossary in Urdu and Hindi with 1296 pictures has been published. Third and fourth volume of Urdu and English dictionary are in the Press. BPU has translated one full set of books from 1st to 10th standard for NCERT.

National Council for Promotion of Sindhi Language

11.8.0 The Government has constituted the National Council for Promotion of Sindhi Language as an autonomous body with its Headquarters at Vadodara for promotion and development of Sindhi Language. The former Minister for Human Resource Development was the Chairman of the Council.

11.8.0 Several programmes for development of Sindhi Language were assisted during the Year by the Sindhi Unit of Central Hindi Directorate.

Improvement of English Language Teaching

11.9.0 In order to bring about substantial improvement in the standards of teaching/learning of English, assistance is provided through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for setting up of at least one district centre for English language in each State. Twenty six District Centres were initially sanctioned out of which 8 are functioning in different parts of the country. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes in different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and eleven English Language Teaching Institutes.

Rashtriya Sanskrit Sansthan

11.10.1 The Rashtriya Sanskrit Sansthan was established in 1970 is an autonomous organisation under the Ministry of Human Resource Development. It is an apex body for 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 Vidhyapeethas 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.

11.10.2 Since its inception, the Sansthan has established nine Kendriya Sanskrit Vidhyapeethas. Two of these located in Delhi and Tirupati have since been accorded the status of Deemed Universities and are functioning independently. The remaining Vidhyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Trichur, and Sringeri are being administered by the Sansthan. The Vidhyapeetha located at Sringeri and named after late Shri Rajiv Gandhi was inaugurated by the President of India on 5th March, 1994. Total enrolment of the students in its Vidhyapeethas during 1994-95 was 1582 and Sansthan has produced 17 research scholars and assisted 50 writers for publication of research work.

11.10.3 Two new Vidhyapeethas at Bhopal (MP) and Kangra (HP) are being considered to be opened in the near future for which land has been allotted by Government of Madhya Pradesh and Himachal Pradesh.

Financial Assistance to Voluntary Sanskrit Organisations

11.11.1 The scheme was started during the Fourth Five Year Plan period (In 1970) with the objectives to provide financial assistance to Voluntary Organisations engaged in propagation, development and promotion of Sanskrit to meet 75% expenditure on salary of teachers, scholarships to students, construction and repair of building, furniture, library etc.

11.11.2 Financial assistance to over 550 Voluntary Sanskrit institutions was provided. These institutions have satisfactorily worked to achieve the objectives. There is no state-wise allocation. It depends on the applications recommended by the State Government and approved by Grant-in-aid committee.

11.11.3 This scheme has been transferred to Rashtriya Sanskrit Sansthan and the budget has been merged with that of Sansthan.

Financial assistance to institutions recognised as Adarsh Sanskrit Mahavidyalayas/Shodh Sansthan

11.12.1 The scheme was introduced during the 5th Five Year Plan (1977-78). The voluntary Sanskrit Organisations having potential for future development and offering post-graduate students are recognised as Adarsh MVs/Shodh Sansthans. The objectives of the scheme is to support and promote traditional sanskrit learning and research.

11.12.2 This scheme has been transferred to Rashtriya Sanskrit Sansthan and budget has been merged with that of sansthan.

Scheme for Development of Sanskrit through State Governments/UTs

11.13.1 This is Central Plan Scheme operated through the State Governments. Financial grants are envisaged by Government of India on 100% basis for the following five major programmes:-

(a) *Financial assistance to eminent Sanskrit scholars in indigent circumstances*

11.13.2 Under this scheme about 1450 eminent scholars whose income is less than Rs. 4000/- p.a. are receiving financial assistance upto the maximum limit of Rs. 4000/- p.a.

Twenty scholars have been added to the list during 1995-96. The proposal to enhance this amount to Rs. 7000/- p.a. is under consideration.

(b) *Modernisation of Sanskrit Pathshalas*

11.13.3 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. During 1995-96, grant is released to Government of H.P., U.P., Kerala, Assam and Tripura for three Pathshalas in each state and for three teachers in each Pathshala.

(c) *Providing facilities for teaching Sanskrit in High and Higher Secondary schools*

11.13.4 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. Only one state of Nagaland is availing of this facility.

(d) *Scholarships to students studying Sanskrit in High and Higher Secondary Schools.*

11.13.5 In order to attract students for studying Sanskrit in the Secondary and Senior Secondary schools, merit scholarships at the rates of Rs.25/- and Rs. 35/- p.m. are given to Sanskrit students. About 3000 students are benefitted under the scheme annually.

(e) *Grants to State Governments for their own scheme for promotion of Sanskrit.*

11.13.6 State Governments are required to chalk out their own programmes for development and propagation of sanskrit like honouring Vedic Scholars conducting Vidvat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samorah, etc. During 1995-96, five states received financial assistance under this scheme.

Central Sanskrit Advisory Board/Committee

11.14.1 The Central Sanskrit Board is an advisory body to advise the Government of India on matters of policy pertaining to the propagation, promotion and development of Sanskrit in the country.

11.14.2 Two meetings were held in 1995 i.e. on 23rd March, 1995 and 1st and 2nd September, 1995 under the Chairmanship of Justice Ranganath Mishra. Some of the important recommendations are as follows.

- i) Inclusion of Sanskrit in School curriculum.
- ii) Establishment of Kendriya Sanskrit Vidhyapeethas in Madhya Pradesh and Himachal Pradesh.
- iii) Establishment of Central Sanskrit Library.
- iv) Establishment of Sanskrit Academies.

- v) Introduction of Sanskrit Programmes in All India Radio and Doordarshan.

Maharshi Sandipani Rashtriya Vedavidya Pratishthan, Ujjain

11.15.1 Rashtriya Veda Vidhya 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 students and research. Two schemes of the Department of Education were transferred to the pratishthan namely (i) financial assistance to Voluntary Organisations engaged in the propagation and development of Vedic studies and (ii) preservation of oral tradition of Vedic recitation.

11.15.2 During 1994-95, the Pratishthan was renamed as "Maharishi Sandipani Rashtriya Veda Vidya Pratishthan", and its headquarters were shifted from New Delhi to Ujjain. It continued with all the programmes and activities as were pursued during 1994-95 towards achievement of the objectives laid down in its Memorandum of Association. The programmes and activities being carried out by the Maharshi Sandipani Rashtriya Vedavidya Pratishthan 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 & Nityagnihofies stipend to Veda students, fellowship conduct of Vedic Classes for general public, Tape-recording of Vedic recitations etc.

Modernisation of Madrasas

11.16.1 Under the 15 Point Programme of Empowered Committee on Minorities Education, the Scheme of Modernisation of Madrasas on Voluntary basis is being implemented during the Eighth Plan. The scheme has been approved by Planning Commission. The objectives of the scheme is to encourage traditional institutions like Madrasas and Maktabas by giving financial assistance to introduce Science, Mathematics, Social Studies, Hindi and English in their Curriculum. During 1995-96, financial assistance was given to 12 States for 390 Madrasas.

11.16.2 The scheme was reviewed at HRM's level and it has been decided to extend the scheme upto Secondary stage during Ninth Five Year Plan, identify some umbrella organisations through which the grants could be channelised to Madrasas and Maktabas.

Preservation of Oral Tradition of Vedic Recitation/All India Elocution Contest

11.17.1 The scheme of preservation of oral tradition was started during Fifth Plan Period. The main objective of the scheme is to preserve the traditional way of learning and reciting Vedas. During VIIth plan period about 21 units were working under the scheme. Each unit consists of one teacher and two students who are taught Vedas by the Guru at his own residence for a period of Six/Eight Years. Every year during the annual vedic convention. Some new units are selected. The Scheme has since been transferred to Maharashi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

All India Elocution Contest

11.17.2 The Government of India organises every year an Elocution Contest for the students of institutions of traditional lines at all India level to encourage their extempore speech on shastric subject. The scheme is being implemented since III Five Year Plan. Every year teams of students from about 12-15 States participate in this contest. During

Eighth Plan it is proposed to start four regional contests also at the recommendation of Central Sanskrit Board.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyalaya (Deemed University), New Delhi

11.18.0 This vidhyapeetha was a constituent of the Rashtriya Sanskrit Sansthan during the 7th Five Year Plan Period. It has effectively started functioning as a Deemed University since 1.11.1991. As a constituent Vidhyapeetha, imparted teaching at graduate and post graduate level and also conducted teachers' training courses at graduate & post graduate levels; guided research scholars for the award of Ph.D. degrees brought out publications and organised seminars, lectures etc.

Rashtriya Sanskrit Vidyapeetha, Tirupati (Deemed University)

11.19.1 Rashtriya Sanskrit Vidyapeetha, Tirupati was declared as 'Deemed University' in 1983 to preserve Shastri tradition, undertake interpretation of the Shastras, establish their relevance to the problems in the modern as well as Shastraic context for teachers and achieve excellence in these disciplines so that the Vidhyapeetha has a distinctive character of its own. The Vidyapeetha has started functioning from the academic year 1991 as a Deemed University.

11.19.2 With these objectives in view, Sanskrit is taught to 470 students at Under graduate, Graduate, Post graduate and Doctorate level in this University i.e. in Prak-Shastri, Shastri, Acharya. Teachers training at Graduate and post graduate level is imparted in the Vidhyapeetha to train competent teachers in Sanskrit for High Schools and Colleges. Publication of Sanskrit work edited with critical commentaries and translations is also under taken in a phased manner. Opportunities are also provided to promote inter-action between modern and traditional scholars for mutual enrichment of knowledge.

Scheme of the Presidential Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars

11.20.1 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 was introduced in 1959. The scheme is meant for the benefit of only those persons who have made substantial contribution in the field of Sanskrit, Arabic and Persian. 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 sanad and a Robe of Honour (Shawl) is also presented when the distinction is conferred by the president at the investiture ceremony. The amount of monetary grant (i.e. Rs. 10,000/-) is to be paid to the scholars on 15th August or immediately there-after every year. This amount has been enhanced to Rs. 20,000/- per annum from the year 1995-96.

11.20.2 The distinction is conferred once in a year on the Independence Day. The total number of awards given during any one year should not exceed twenty one (Fifteen for Sanskrit and three each for Arabic and Persian).

12. SCHOLARSHIPS

12. SCHOLARSHIPS

12.1.0 National and External Scholarship Divisions of Department of Education administer a number of scholarship/fellowship programmes meant for Indian students, for further studies/research in different universities/institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries. Major programmes under which scholarships/fellowships were awarded during 1995-96 are the following:

National Scholarship Scheme

12.2.0 Under this scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs.60/-p.m. to Rs. 120/-p.m. for day scholars and Rs. 100/- to Rs.300/- p.m. for hostellers, depending on the course 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

12.3.0 The scheme was started in 1955-56, with the objective to encourage study of Hindi in Non-Hindi Speaking States/Union Territories and to make available 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 1995-96. The rates of Scholarships vary from Rs.50/- to Rs.125/- per month, depending upon the course of study.

Scheme of National Scholarships at Secondary Stage for Talented Children from Rural Areas

12.4.0 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 potential talents from rural areas by educating them in good schools. The scheme is being implemented through State Governments/Union Territory Administrations. The distribution of Scholarships is made on the basis of Community Development Blocks in each States/Union Territories. 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

12.5.0 Under the Cultural Exchange Programmes, the scholarships are given to Indian students by the donor countries for higher studies in the respective countries. The awards of scholarships for post graduate studies leading to Ph. D and post Doctoral Research in the fields of Basic Sciences(Pure and Applied), Engineering and

Technology, Humanities and Social Sciences are made available by various foreign governments and agencies. 46 Scholars have been sent to China, Japan, Germany, Italy, France, Ireland and Poland till January, 1996.

Commonwealth Scholarships/Fellowships are offered by Government of U.K., Canada, etc.

12.6.0 Under this 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 about 25 disciplines including medicine. 31 scholarships have been utilised during 1995-1996.

Nehru Centenary (British) Fellowship/Award

12.7.0 Under this Scheme, Indian students are sent to U.K. for higher studies/research in the fields of Economics, English language and Literature, International Relations, Energy Conservation and small Business Development. 15 fellowships are offered by the British Government and 3 scholars have been sent abroad so far and others are expected to leave shortly.

British Council Visitorship Programme

12.8.0 Under this Programme, 67 Scientists, Academicians and Medical Specialists have been benefited till January, 1996 for mutual appreciation of important developments in their areas of specialisation.

Confederation of British Industry Overseas Scholarship Scheme

12.9.0 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 Engineering 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 were received and 3 candidates utilised the offer.

Australian Development Co-operation Scholarship

12.10.0 The Government of Australia offered 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. All of the 28 scholarships have been utilised.

**13.EQUALIZATION OF EDUCATIONAL OPPORTUNITIES
AND EDUCATIONAL DEVELOPMENT OF
SCHEDULED CASTES, SCHEDULED TRIBES
AND MINORITIES**

13. EQUALIZATION OF EDUCATIONAL OPPORTUNITIES AND EDUCATIONAL DEVELOPMENT OF SCHEDULED CASTES, SCHEDULED TRIBES AND MINORITIES

13.1.0 The National Policy on Education, 1986 as updated in 1992, lays special emphasis on the removal of disparities and equalization of educational opportunities by attending to the specific needs of those who have been denied equality so far, particularly Scheduled Castes, (SCs), Scheduled Tribes (STs) and Educationally Backward Minorities.

Educational Development of Scheduled Castes and Scheduled Tribes

13.2.0 The central focus in the educational development of Scheduled Castes and Scheduled Tribes is their equalization with the non SC/ST population at all stages and levels of education, in all areas in all the four dimensions rural male, rural female, urban male and urban female.

Literacy Rate

13.3.0 The steps that have been taken since independence have resulted in increase in the literacy rate of SCs from 10.27 per cent in 1961 to 37.41 per cent in 1991 and those of STs from 8.54 per cent in 1961 to 29.60 per cent in 1991. These rates are, however, still much lower than that of the general literacy.

Primary School Enrolment

13.4.0 There has been a substantial increase in the enrolment of children belonging to SCs and STs at the primary stage. The SC enrolment has increased from 1.1 crore in 1980-81 to 1.74 crore in 1992-93 accounting for 16.47 per cent of the total enrolment. Similarly, the ST enrolment at primary stage has increased from 46.60 lakh in 1980-81 to 83.64 lakh in 1992-93 accounting for 7.94 per cent of the total enrolment. The enrolment figures are by and large proportional to the shares of SC/ST population in the total population.

Drop out Rates

13.5.0 The drop-out rates of SC and ST at all stages of education have declined.

- * In classes I to V the drop out rates of SCs declined from 60.16 per cent in 1980-81 to 49.03 per cent in 1989-90, and that of STs from 75.66 per cent to 63.81 per cent during the same period.
- * In classes I to VIII the drop-out rates of SCs declined from 76.84 percent in 1980-81 to 67.62 percent in 1989-90 and that of STs from 86.71 per cent to 79.35 per cent.
- * In classes I to X, the drop-out rates of SCs declined from 86.91 per cent in 1980-81 to 79.42 in 1989-90 and that of STs from 91.18 to 86.28 per cent.

13.6.0 While there has been much progress, equalization of educational opportunities is still a far cry. The Department of Education, however, continued to lay special emphasis on the education of SCs and STs in all its programmes. The following special provisions for SCs and STs have been incorporated in the existing schemes of the Ministry:

- * In order to enhance the access to primary education by the SC/ST children, the norm for opening of primary schools, which is generally one kilo meter walking distance from habitations of 300 population, has been relaxed in the case of SC/ST habitations in whose case the norm is to have a primary school within one kilo metre walking distance from habitation of 200 population.
- * Most of the states provide assistance to students belonging to economically backward, SC and ST communities for meeting other costs of education, such as textbooks, uniforms, school bags, transport, etc; their number, however, is quite small. According to the Fifth All India Education Survey report of the year 1986, free uniforms were provided to 146,36,266 children at the primary and upper primary stages, which constitute only about 12 per cent of the enrolled elementary stage students, At all stages of school education 160,73,242 children got free uniforms. Among them, 33.04 per cent belong to SC and 11.50 per cent to ST.
- * A national programme of Nutritional Support to Primary Education was launched with effect from 15th August, 1995 with a view to boosting the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes. The programme will cover, in a phased manner by the end of 1997-98, all government,, local body and government aided primary schools in all the states/UTs. A fair percentage of actual beneficiaries under the scheme is likely to be SCs and STs.
- * The state government have been instructed to accord priority to areas of concentration of SCs and STs while implementing the expanded scheme of Operation Blackboard.
- * In Navodaya Vidyalayas, reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district, provided that is no district such reservation is less than the national average. The admission figures during 1993-94 reveal that 21.593 SC and 12,100 ST students accounting for 21.52 per cent and 12.06 per cent respectively of the total enrolment, have been admitted.
- * Under the National Literacy Mission special efforts are made to cover persons belonging to SC and ST communities. The enrolment figures in

the TLCs show about 18% SCs and slightly more than 10% STs. (These are approximations.)

- * In the central universities 15% of seats in all courses are reserved for students belonging to scheduled castes and 7.5% scheduled tribes.
- * In admission to central universities, candidates belonging to both categories are given relaxation of 5% marks from minimum qualifying level prescribed, if any, and if the reserved seats still remain unfilled, further relaxation should be given so that all reserved seats are filled by those belonging to SC/ST categories.
- * The University Grants Commission has set up special cells in universities/institutions for effective monitoring of various measures taken up for improvement in the educational level of SCs and STs. Such measures include implementation of various orders for reservation in admission to different courses and hostels and employment, introduction of remedial courses, etc. so far about 80 such special cells have been set up.
- * Under Schemes of Community Polytechnics and IITs priority is given to SC/ST students. Reservation is provided to SC/ST students in technical institutions and they are admitted under relaxed norms. Remedial coaching is organised for them in many Regional Engineering Colleges and IITs.
- * IITs have introduced a scheme of preparatory course for SC/ST students. Under this scheme the SC/ST candidates who marginally fail to qualify the entrance examination for IITs are admitted on a one year course after which they are admitted on the basis of a separated test for them.
- * Under the scheme of National Scholarship at Secondary stage for talented children from rural areas, 13,000 scholarships are provided to SC/ST students out of the total of 43,000 scholarships annually.
- * Exclusive Junior Research Fellowships (50 annually), Post Graduate Scholarships (25), Research Associateships (20), Teacher Fellowships (50), etc., are awarded by University Grants Commission.
- * The Central Institute of Indian Languages (CIIL), Mysore prepares textbooks, primers, grammars, dictionaries, bilingual textbooks facilitating translation to regional languages, etc. to tribal languages. They also undertake training of tribal teachers in bilingual education, and socio linguistic surveys and research.
- * Under the scheme of Community Polytechnics, during the period from 1979-80 to 1993-94, 39,920 SC persons and 11,562 ST persons have been trained. Percentage wise the SCs constitute 15.5 and the STs 4.50 per cent of the total trained.

13.7.0 For giving a thrust to the programmes for educational development of scheduled castes and tribes, the Department of Education formulates Special Component Plan for Scheduled Castes and Tribal Sub Plan for Scheduled tribes. During the year 1995-96, the outlay earmarked under the Special Component Plan is Rs. 172.13 crore; corresponding figure under Tribal Sub Plan is Rs. 98.75 crore. These are out of the divisible outlay of Rs. 1056.20 crore. The Special Component Plan accounts for 16.30 per cent and the Tribal Sub Plan 9.35 per cent of the divisible outlay.

13.8.0 Scheme wise outlays for the schemes included in the component plans are given in the Table below:

SCP/TSP 1995-96: SCHEME WISE ALLOCATIONS

(Rs. in crores)

Sl No	Name of the scheme	1995-96(outlay)		
		Approved out lay	Flow To	
			SCP	TSP
1.	Non-Formal Education	158.45	25.83	15.80
2.	Operation Blackboard	279.00	48.88	20.00
3.	Teacher Education	118.00	-	8.80
4.	Vocational Education	82.00	12.30	6.15
5.	Education Technology	22.88	4.58	1.83
6.	Navodaya Vidyalayas	200.00	43.04	24.12
7.	N.C.E.R.T.	0.20	0.02	0.07
8.	Rural Functional Literacy Projects(RFLP)	6.00	1.00	2.50
9.	Special Project for eradication of illiteracy	120.00	19.77	11.26
10.	Voluntary Agencies	10.00	1.81	0.62
11.	National Scholarships at the secondary stage for talented children from rural areas	0.60	0.16	0.02
12.	U.G.C.	2.70	1.80	0.90
13.	I.G.N.O.U.	12.50	1.00	0.60
14.	C.I.I.L.	1.04	-	0.11
15.	Community Polytechnics	30.00	10.00	5.00
16.	Apprenticeship Training	12.50	1.88	0.94
17.	N.I.E.P.A.	0.33	0.06	0.03
TOTAL (DIVISIBLE OUTLAY)		1056.20	172.13	98.75

Minorities Education

13.9.0 National Policy on Education, 1986, as updated in 1992, envisages paying greater attention to the education of the educationally backward minorities, in the interests of equity and social justice. Chapter 3 of the Programme of Action (POA), 1992

delineates the measures for achieving educational development of such minority groups. Pursuant to the POA, 1992, existing schemes were modified and new schemes launched.

Area Intensive Programme for Educationally Backward Minorities

13.10.0 This central scheme was launched in May 1993 with the objectives of providing basic infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education. Under the scheme, cent per cent financial assistance is provided to state governments and voluntary organisations (through state governments) for the following programmes:

- i) Establishment of new primary/upper primary schools, non formal education centres where such need is felt and viability established on the basis of a school mapping exercise.
- ii) Strengthening of educational infrastructure and physical facilities in the primary/upper primary schools.
- iii) Opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught.

Scheme of Modernisation of Madrasa Education

13.11.0 The scheme of Financial Assistance for Modernisation of madrasa Education was also initiated in 1993-94 with a view to encouraging traditional institutions like Madrasas and Maktabas to introduce Science, Mathematics, social studies, Hindi and English in the curriculum. Under the Scheme, cent per cent assistance is given to such institutions for appointment of qualified teachers of teaching the new subjects to be introduced.

Scheme of Coaching Classes for Educationally Backward Minorities

13.12.0 The scheme of coaching students belonging to educationally backward minorities for various competitive examinations was introduced by the University Grants Commission in 1984. The scheme was revamped in March, 1992. The scheme is currently being implemented in 21 universities and 62 colleges. From 1984 to March 1995, 48856 candidates had availed the facility of Coaching Classes. The number of successful candidates is 2966.

Community Polytechnics

13.13.0 As part of implementation of the 15 point Programme, ten polytechnics were selected during 1984-85 in the minority concentration areas for upgrading them as community polytechnics. By the end of financial year 1990-91, all the 41 minority concentration districts have been covered by community polytechnics or their extension centres. Since the inception of the scheme in 1979-80 till 1993-94, 34,447 persons belonging minority community have been trained. Distribution of Employment out of total trained is 7704 (4140 men + 3564 women).

Training of Minority Educational Institutions Personnel

13.14.0 NCERT has been organising seminars and training programmes for principals/teachers of minority managed schools, in subject areas of English, Science, Mathematics, Vocationalisation of education and Educational Evaluation.

National Urdu University

13.15.0 The Government has decided to establish a National Urdu University named after Maulana Azad at Hyderabad. A Bill in this regard has been introduced in the Rajya Sabha on 24th August, 1995.

National Council for Promotion of Urdu

13.16.0 A national Council for Promotion of Urdu languages was set up on 20th June, 1994 under the chairmanship of former Minister of Human Resource Development.

National Monitoring Committee

13.17.0 A High Powered national Monitoring Committee on Minorities Education under the chairmanship of former Minister of Human Resource Development was set up on 28th July, 1995 to closely monitor the educational programmes for minorities. The Committee held one meeting on 8th November, 1995.

Externally Assisted Basic Education Projects

13.18.0 Externally assisted basic education projects like District Primary Education Programme, Lok Jumbish, etc. have been launched in 10 of the 41 minority concentration districts.

Total Literacy Campaigns

13.19.0 The total Literacy Campaigns have been sanctioned in 37 out of 41 minority concentration districts.

14. PLANNING, MANAGEMENT AND MONITORING

14. PLANNING, MANAGEMENT AND MONITORING

National Policy on Education (NPE)

14.1.0 National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 continued to be implemented with vigour. The States/UTs of Andhra Pradesh, Tamil Nadu, Kerala, Haryana, Maharashtra, Meghalaya, Tripura, Mizoram, Chandigarh and Lakshadweep have formulated their State POAs while Arunachal Pradesh has completed its draft State POA. Besides, Orissa, Punjab, UP and West Bengal have prepared state POAs in certain sectors like elementary education.

National Debate on Education

14.2.0 A nationwide debate was initiated by the Hon'ble Minister of Human Resource Development to discuss some of the fundamental issues relating to the educational system like compulsory primary education, load of the school bag, examination reforms, return of the answer sheets after evaluation by public examination bodies, value education, vocational education, etc. The first Seminar in the series covering Goa and Maharashtra was held in Bombay on September 22-23, 1995 and the Second one covering Delhi and Haryana was held in New Delhi on October 26-27, 1995. Ten more Regional Seminars proposed to be held in different parts of the country could not take place.

Synergy Groups on Education

14.3.1 In an effort to forge partnership with Industry, NGOs and other Action Groups in the conception as well as implementation of various schemes in the sphere of education, Minister of Human Resource Development set up an Apex Synergy Group and four Synergy sub-groups comprising, inter alia, Captains of the Industry, noted academicians and the officials in the four major thrust areas of education, viz: (i) Primary Education and Literacy, (ii) Vocational Education (iii) Technology Development and Transfer in IITs and (iv) Development and transfer of Management Techniques in IIMs. The idea was to make the system more effective and pave the way for meaningful interaction among the planners, executors and the end beneficiaries. The Synergy Group on Vocational Education will try to strengthen the education-industry linkages and to see how the various courses could be made more job-oriented while the groups on IITs and IIMs will look into the educational system in the context of liberalisation and economic restructuring which have necessitated close institution-industry interaction and the issues before the Group on primary education and literacy includes schemes like Total Literacy Campaigns (TLCs), Operation Blackboard (OB), Non-Formal Education (NFE) and the decentralised management of education in the context of 73rd and 74th Constitutional amendment.

14.3.2 The first meeting of all the synergy groups took place on 24th July, 1995 under the Chairmanship of HRM. The synergy sub-group on primary education and literacy met thrice on 3rd, 28th August and 20th September, 1995 under the Chairmanship caps of Shri Abid Hussain, Vice-Chairman, Rajiv Gandhi Foundation. The sub-group on Vocational Education under the Chairmanship of Shri Sam Pitroda, Advisor to PM on Technology Missions, held two meetings on 4th and 25th September, 1995. The sub-group on IITs under the Chairmanship of Shri V.K. Modi, Industrialist held its first meeting on 29th July, 1995 while the sub-group on IIMs met on 17th August, 1995 under the Chairmanship of Shri S.M. Dutta, Chairman, Hindustan Lever Limited.

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

14.4.1 The Scheme of Studies, Seminars, Evaluation, etc. for implementation of education policy is intended to provide financial assistance to deserving institutions and organisation, for conduct of seminars, workshops, impact and evaluation studies, etc., on such issues that have relevance to the education policy, its management, its implementation and related issues.

14.4.2 During 1995-96, financial assistance has been provided for organisation of two workshops, three seminars, two conferences, one project/study and for publication of one journal.

National Institute of Educational Planning and Administration (NIEPA)

14.5.1 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

14.5.2 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 about new educational developments, acquainting them with modern techniques of educational management and enhancing their capability for educational planning and administration.

14.5.3 The various programmes/workshops organised during the year are:

- | | | |
|----|---|----------------------|
| 1. | Fifteenth Diploma in Ednl. Planning & Adminstration (Phase-II) | Feb.11
May 10,95 |
| 2. | Tenth International Diploma in Educational Planning and Adminstration | Feb.1,
July 30,95 |
| 3. | Training Programme on Institutional Planning of DIETs | June 19-24
1995 |
| 4. | Training Programme on Qualitative Techniques in Educational Planning for Education Officers of Bombay Municipal Corporation | May 2-12
1995 |

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|-----|--|--------------------------|
| 5. | Educational Management for Sr. School Principal of Sri Lanka Sponsored by Asian Development Bank (first Programme) | July 8-28, 1995 |
| 6. | Orientation Programme on Planning and Management of Tribal Education. | July 17-21, 1995 |
| 7. | Workshop for Directors of Deptt. of Adult Education in Universities. | August 1-3, 1995 |
| 8. | Workshop on Implementation of DISE Software | August 7-9, 1995 |
| 9. | Orientation Programme in Institutional Planning and Management for Heads/State Tribal Welfare Officers | August 14-25 1995 |
| 10. | Managment of University Finance | August 21-25, 1995 |
| 11. | Workshop for Educational Planning and Administration of District Primary Education Project Education for All for SAARC Nations | August 21-25, 1995 |
| 12. | Effective Planning and Management of Womens College of Higher Education. | August 29-Sept. 15, 1995 |
| 13. | Training Programme on District Planning Under DPEP for Officers of Gujarat, Himachal Pradesh and Orissa. | August 29-Sept.1, 1995 |
| 14. | Asian Development Bank Sponsored Programme in Education Management for Sr. Principals of Sri Lanka (2nd Programme) | Sept. 2-22, 1995 |
| 15. | Workshop on Implementation of Higher Education Policy : A Review Meeting. | Sept.26-28 1995 |

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|-----|---|----------------------------------|
| 16. | Asian Development Bank Sponsored Programme in Educational Management for School Headmasters of Bangladesh (3rd Programme) | Sept. 26-
Oct. 25,
1995 |
| 17. | Seminar on Policy Issues and Implications of Enforcement of Compulsory Education. | Oct., 5-6,
1995 |
| 18. | Orientation Programme in the Management of Educational Finances | Oct. 16-20
1995 |
| 19. | National Review and Planning Meeting on Training of Head Masters of Primary Schools in Schools Effectiveness (DPEP) | Oct. 17-18,
1995 |
| 20. | Orientation Programme in Management of Educational Finances | Oct. 23-27,
1995 |
| 21. | Sixteenth Diploma in Ednl. Planning and Administration | Nov. 1, 1995 to
Jan. 31, 1996 |
| 22. | Workshop on Planning and Management of Key Personnel of Universities
(IIEP-NIEPA Collaborative Prog.) | Nov. 6-27, 1995 |
| 23. | Seminar on Quality of Education | Nov. 14-16, 1995 |
| 24. | XIth International Conference on Input-Output Techniques
(IIOA/IORA/NIEPA) Collaborative programme | Nov. 27 to Dec. 2
1995 |
| 25. | Orientation Programme in Planning and Management of Education for Heads of Minority Managed Institutions | Nov. 27 to Dec. 1
1995 |

Research Activities

14.5.4 One of the main activities of the institutes is to undertake, aid, promote and coordinate research in various fields of educational planning and administration. During the Year, 11 research studies/projects have been completed whereas, 15 research studies/projects are in progress. Of these, one is sponsored study and 3 are under NIEPA's Scheme of Studies etc.

Publications

14.5.5 The following publications have been brought out in the current year and disseminated widely:

Priced

Educational Administration in Chandigarh : Structures, Process and Future Prospects

Educational Administration in Lakshdweep: Structures, Processes and Future Prospects
Educational Administration in Andaman & Nicobar

Unpriced

District Level Plan Implementation Strategy : Report of NIEPA-IIEP Workshop (August 18-20, 1994)

Networking in Planning and Management of Education with Resources Institutes: Report of Workshop (February 9-10, 1995)

Journal of Educational Planning and Administration, July 1994, October 1994, January 1995 and April 1995 Issues

Consultancy and Professional Support

14.5.6 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 (DPEP) Cell

14.5.7 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 and implementation of the same in the selected states. A DPEP Cells has also been created in the Institute.

Education for All

14.5.8 The Institute provided academic support in organization of the EFA programmes in various states.

Computerised Management Information System (CMIS)

14.6.1 Department of Education created a unit to meet the needs of computerisation of day to day work. This unit is commonly known as "Computerised Management Information System (CMIS)". Since its inception, this Unit continued to identify areas for computerisation, system analysis, design and development of software for implementation of MIS in the Department, acted as a resource unit and provided training to the officials of the Department and liaising with the National Informatics Centre (NIC). Over a decade this Unit has been playing an active role in introducing the latest information technology in the Department.

14.6.2 During 1995-96 the major achievements of the Unit are as follows :-

- This Unit provided assistance to the Committee on Nutrition Support to Primary Education by providing various information on existing mid-day meal schemes in States, food grain requirements, state-wise, district-wise, block-wise population, list of EAS, LFL and other blocks and various parameters for estimating the expenditure on three phases etc. for the perusal of the Committee.
- A database was created based on the information provided by the State Governments and Vth All India Educational Survey on state-wise, district-wise and block-wise enrolment of children, food grain requirements etc. for the implementation of the Programme of Nutritional Support to Primary Education.
- Reports were also generated on block-wise enrolment, wheat/rice requirement etc. to State Governments and FCI for supply of food grains on quarterly basis.
- Assisted the Planning, Monitoring and Statistics Division in bringing out the following publication :-

Selected Educational 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)

Indian Students/Trainees Going Abroad

Selected Information on School Education

Handbook of School Education and Allied Statistics

- Database on Education Ministers, Chief Secretaries, Education Secretaries, DPIs of all States/UTs.
- Revised pay-billing and pay-slip system of the Deptt.
- Computerisation of Income-Tax statements
- Miscellaneous recovery schedules of the officers to the various Department, Organisation etc.
- Telephone Directory of the Department
- Retrieval of information on Parliament Questions
- Assistance to the Vth Pay Commission Cell of the Department
- Parliament Standing Committee Report
- Administrative Annual Report 1994-95 of the Department
- Software and Hardware assistance to HRM, MOS and senior officers of the Department.

Miscellaneous

14.6.3 This Unit presented charts and graphs for various studies from time to time. Maintain the softwares and hardwares installed in the Department and provided all assistance on computers to various Bureaus of the Department. Efforts were made for the implementation of EDP report on revision of pay-scales in the Department. Efforts are also being made to equip the Unit with the latest Computer Technology.

Computer based Management Information Systems developed by NIC for Department of Education

14.7.0 National Informatics Centre (NIC) has established a computer centre in the Department of Education and has installed a PENTIUM PROCESSOR based computer system and a DCM COSMOS 486 system and has established a local area network (LAN) of 40 terminals. NIC continued to provide software, hardware and consultancy support to Department of Education in developing computer based Management Information Systems. A team of Officers of NIC is working in close coordination with the officials of the Department. Highlights of the Year 1995-96 are as follows:

Sixth All India Educational Survey

- Data based on Educational Statistics-Flash has been processed and a public utility database has been created. A publication entitled 'provisional statistics' has been brought out.
- Software has been developed for processing data and generation of reports based on village Information Form and Urban Information Form as per tabulation plan. Software development for generating Various reports based on School Information Form is in progress.
- Pentium processor based computer systems with line matrix printers have been installed in state centres of NIC to expedite processing and report generation.
- Validation software revised on the basis of feedback received from states and revised software implemented.

Department of Education

- Pentium processor based computer system with 16 terminals has been installed in the Department.
- Honourable Minister for Human Resource Development paid a visit to NIC Headquarters. A presentation of Video Conferencing, Multimedia, Internee, software packages developed for Department of Education, etc. has been made.
- Site preparation has been got done and a 486 SX computer system with 4 terminals has been installed in Human Resource Minister's office.
- File monitoring information system and VIP references information system have been suitable modified and implemented in HRM's office.
- Made a presentation to HRM on the usage of Smart suite integrated package, electronics mail, parliament database and INTERNET. Also provided training to personal staff to HRM on organiser.
- Monitoring information system for monitoring foodgrain requirement and utilisation in connection with National Programme of Nutritional support to Primary Education launched by Honourable Prime Minister has been developed.
- Information system for processing applications for various national and International scholarships has been taken up. Input proforma has been designed. Software for data entry screens has been developed and a number of directories have been created. Software development for generation of reports is in progress.

- Parliament Questions information system has been implemented and about 20 officers of the Department have been trained in the usage of the package.
- A report has been brought out ranking blocks on female literacy rate on the basis of 1991 census data facilitating identification of educationally backward blocks with female literacy rate less than national average.

15. INTERNATIONAL COOPERATION

15. INTERNATIONAL COOPERATION

15.1.1 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 programmes in collaboration with UNESCO Secretariat as well as the National Commissions of Asia and the Pacific region.

15.1.2 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.

15.2.1 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 Heads of three U.N. agencies UNESCO, UNICEF, and UNFPA also participated as Co-sponsors. As a follow-up of the EFA Summit, the undermentioned steps have been taken during the year:-

(a) ***Meeting of EFA-9 countries:-***

15.2.2 A meeting of Nine High Population Countries on Education for All was held in the Copenhagen on 10 March 1995 on the occasion of the World Summit for Social Development. Prime Minister chaired the meeting being the host of the first ever EFA-9 Summit meeting in New Delhi on 16 December, 1993. The meeting adopted a joint communique reiterating the commitment of the nine participating countries to Basic Education as expressed in the World Declaration on Education for All at Jomtien and reaffirmed in the New Delhi Declaration adopted in December, 1993.

15.2.3 The Heads of the four U.N. agencies, UNDP, UNESCO, UNICEF and UNFPA also pledged to intensify their cooperation with EFA-9 countries in pursuit of the global goal of Education for All. Former Minister for Human Resource Development and Education Secretary were members of the delegation led by the Prime Minister.

(b) ***Ministerial Meeting of the Nine High Population countries on Education for All, Denpasar, Bali, Indonesia, 12-16 September, 1995.***

15.2.4 A Ministerial meeting of the Nine High Population countries on Education for All was held in Indonesia on 12- 16 September, 1995 as follow up of the Education for All Summit held in New Delhi in 1993 and of the informal meeting organised by the Prime Minister with EFA-9 Heads of States during the World Social Summit at Copenhagen. The meeting at Bali facilitated the exchange of experiences and activities in the areas of expanding access and improving quality of Education for All, particularly in the field of

non-formal education. Country papers giving status reports of EFA-9 countries were also presented. The Indian documents as well as Indian efforts in EFA came in for appreciation. In addition, an Action Plan of U.N. organisations, UNESCO, UNICEF, UNFPA and UNDP were also circulated. A Senior Officers' Meeting (SOM) on 13 September, 1995 preceded the Ministerial meeting. Based on the results of the discussion and interaction, a Joint Communique was also brought out. The delegation was led by the former Minister for Human Resource Development and consisted of senior officials of the Department.

Conference on Education for the 21st Century

15.2.5 A UNESCO sponsored Conference on "Education for the 21st Century" was organised in New Delhi on 11-13 January, 1995.

Eighth Session of the International Commission on Education for the 21st Century

15.2.6 The UNESCO International Commission on Education for the 21st Century was set up by DG, UNESCO to reflect on education and learning for the next century. Mr. Jacques Delors is the Chairman of the Commission and Dr. Karan Singh is one of its 14 members. The 8th session of this Commission was held at New Delhi on 15-17 January, 1996. The meeting was held to finalise its report for the mission to UNESCO.

Director-General, UNESCO's visit to India

15.2.7 On an invitation from former Minister of Human Resource Development, Mr Federico Mayor, Director-General, UNESCO visited India from 30 April to 4 May, 1995 mainly to inaugurate the Asia-Pacific meeting on Tolerance held at New Delhi in which 12 countries of the region participated.

15.2.8 The Director-General, UNESCO delivered the Rajiv Gandhi Memorial Lecture at the Rajiv Gandhi Foundation, besides visiting the Indian Space Research Organisation (ISRO), Indian Institute of Science and the Jawaharlal Nehru Centre for Advanced Studies at Bangalore.

Visit of Mr. Federico Mayor, D.G., UNESCO to India on 3-6 February, 1996

15.2.9 Mr. Federico Mayor, DG of UNESCO visited India on 3-6 February, 1996 to inaugurate Asian Regional Workshop on Eco-technology organised by M.S. Swaminathan Research Foundation in Madras in collaboration with UNESCO. Sh. P.R. Dasgupta, Education Secretary also participated in the workshop

Celebration of 125th Birth Anniversary of Mahatama Gandhi

15.2.10 During his visit to France on 12-16 June, 1995, Prime Minister delivered the Gandhi Memorial Lecture at Paris on 12 June, 1995 in connection with the celebration of the 125th Birth Anniversary of Mahatama Gandhi sponsored by UNESCO. Kumari Selja, Minister of State (Education & Culture) also accompanied the Prime Minister. The lecture was the first in a series of lectures being organised by UNESCO on the theme "Gandhi and the Global Village." UNESCO has also released special gold and silver coins to honour Mahatma Gandhi with the inscription "In the midst of darkness, light prevails". Prime Minister also inaugurated an exhibition on Mahatama Gandhi.

23rd Session of the Indian National Commission for UNESCO

15.2.11 The 23rd session of the Indian National Commission for Cooperation with UNESCO was held on 17th July, 1995 in New Delhi under the chairmanship of the then Minister of Human Resource Development. The Session was attended by Kumari Selja, Minister of State (Education & Culture), Dr. Karan Singh, Member, International Commission for Education for the 21st Century, Shri R N Mirdha, Member, Executive Board of UNESCO, experts from the field of UNESCO's competence and senior officials of the Government of India. The main objective of the Session was to deliberate upon the issues likely to be taken up by the Indian delegation to the 28th Session of the General Conference of UNESCO held from 25 October to 16 November, 1995. The Commission approved the recommendations of the five Sub-Commissions in the field of Education, Culture, Communication, Natural Sciences and Social Sciences for proposing amendments to the Draft Programme and Budget of UNESCO (1996-97) and Draft Medium Term Strategy (1996-2001), which was projected at the 28th Session of the General Conference of UNESCO.

28th Session of the General Conference of UNESCO

15.2.12 The 28th Session of the General Conference was held from 25th October, 1995 to 16th November, 1995 at Paris. The principal items of Agenda before this Conference were Draft Programme and Budget of the organisation for the period 1996-1997 and Draft Medium Term Strategy for the Period 1996-2001, The Session was specially marked by the Celebration of 50th Anniversary of adoption of the Constitution of UNESCO on 16th November, 1995. The Member-States of the Group of 77 comprising of 132 developing countries met in Paris on 31st October 1995, and adopted at this Session "Paris Declaration", solemnly declaring commitment to UNESCO's goals.

15.2.13 The Indian delegation consisting of other senior officers and experts of concerned departments/institutions to the Conference was led by former Minister for Human Resource Development and Dr. Krupasindhu Bhoi, Minister of State (Education). One of the significant achievement of the Indian delegation to the Conference was India's election to the following Intergovernmental Committees of UNESCO:

- i) Man and Biosphere (MAB);
- ii) International Bureau of Education;
- iii) International Hydrological Programme; and
- v) Promoting the return of Cultural Property to its countries of origin or its restitution in case of illicit appropriation.

Executive Board of UNESCO

15.2.14 The 146th Session of the Executive Board of UNESCO was held from 15 May to 2 June, 1995 and the 147th Session was held from 6-20 October, 1995. Shri Ram Niwas Mirdha, M.P., Indian Representative and Member on the Board attended both the Sessions. The Board discussed inter alia the implementation of the decisions adopted by the General Conference and also took note of the reports submitted by UNESCO. 148th Session of the Executive Board was also held at Paris on 17th November, 1995 which was attended by Ms. Nina Sibal, Indian Ambassador to UNESCO. Main agenda of the session was the

Elections of the Chairperson/Vice Chairperson of the Executive Board and Establishment of the Permanent Commissions and Committees of the Board and to elect chairpersons for these Committees.

Asia-Pacific Programme for Educational Innovation for Development (APEID)

15.2.15 India has actively participated in APEID Programmes and activities, as one of the Promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID). The National Council of Educational Research and Training, one of the principal associate centres of APEID which acts as the Secretariat of National Development Group (NDG), facilitates dissemination of information about APEID activities and promotes innovative experiences at the regional level.

Award for the Project "Design 21"

15.2.16 On the occasion of the fiftieth anniversary of the United Nations under the theme "A United World for the Future Generation", Mrs Sonia Kukreja of India was declared as one of the winners selected by the International Jury from the 50 young stylists under UNESCO's project "Design 21".

Participation Programme of UNESCO

15.2.17 Under the Participation Programme, UNESCO provides financial assistance to various institutions of Member States 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, out of 18 projects forwarded to UNESCO Secretariat 12 projects have been approved. For the biennium 1996-97, 22 proposals had been forwarded to UNESCO with a projected demand of US\$ 7,45,202/-. Out of these, 15 projects have been registered by UNESCO.

Education for International Understanding

15.2.18 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 in link with UNESCO Secretariat for participation in the Associated Schools Projects for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendations of the Indian National Commission for UNESCO (INC), 38 schools and Teacher Training Institutes from India have been enlisted with UNESCO under this Project.

15.2.19 The INC is the national coordinating 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.

41st Session of International Bureau of Education

15.2.20 Sh. P.R. Dasgupta, Education Secretary attended the 41st Session of International Bureau of Education held from 16 to 19th January, 1996 at Geneva. Photo contest in Asia and the Pacific

15.2.21 The INC has been coordinating the participation of Indian photographers in the photo contest organised by Asian Cultural Centre for UNESCO (ACCU), Japan.

UNESCO Coupons Programme

15.2.22 The INC continued to operate the UNESCO International Coupons Scheme designed to assist individuals and institutions working 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 period from January 1995 to March, 1996 amounted to US Rs. 11,791/-.

Publication of UNESCO Courier

15.2.23 "COURIER" is an educational and cultural periodical brought out by UNESCO. The Indian National Commission continues to support publications of its Hindi and Tamil editions with the assistance of UNESCO subvention. These enjoy a wide circulation amongst educational institutions, libraries, UNESCO Clubs, Associated Schools and the individual.

Schemes of Financial Assistance to Voluntary bodies, UNESCO Clubs and Associated Schools

15.2.24 The INC is operating a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO. During the Year, grant-in-aid of Rs. 1,20,000/- has been sanctioned during the year 1995-96.

Contribution to UNESCO

15.2.25 The contribution of each member State is determined by the United Nations and approved by the General Conference of UNESCO every Year. For the biennium 1994-95, the contribution of India was fixed at 0.35% of the total budget of the Organisation by the 27th Session of the General Conference of UNESCO held during 1993. The Government of India also makes voluntary contributions to UNESCO in response to the appeals by UNESCO to its Member States for contribution for specific purposes. India also made a voluntary contribution of Rs.3,00,000/- to the International Institute for Educational Planning (UNESCO), Paris during 1995-96. India also contributes towards the rental for UNESCO's Regional Office in New Delhi at the rate of Rs. 75,000/- per month.

Indias's participation in other UNESCO programmes

15.2.26 Indian Experts represented the Department of Education (Ministry of Human Resource Development) in the following Workshops, Training Courses, Seminars, Working Group Meetings sponsored by UNESCO or its Regional Offices:-

- S/Shri R S Mathur, Additional Director; D.P.Gupta, Joint Director; A.M. Rajasekhar, Assistant Director; and Amarjit Singh Vohra, Senior Statistical Assistant of the Directorate of Adult Education, New Delhi participated in the Training Workshop on Monitoring and Evaluation for Non-Formal Basic Education Programme on 7-25 November, 1994 held in Chiangmai, Thailand;
- Ms. Vinita Agarwal, DS(VE) was nominated to the Core Monitoring Group for Development and Implementation of the Entrepreneurial Skills for Small Business;
- Shri K S Sharma, US(INC) participated in the Training Course for Documentation and Information Officers of Asian and Pacific National Commissions held on 13-17 March, 1995 in Korea;
- Shri S R Tayal, the then Director (UU) participated in the Information Seminar for New Secretariat-General Officials of Central Asian NATCOMs/Member States held on 17-21 April, 1995 in Bishkek, Kyrgyzstan;
- Shri J P Parkash, Deputy Secretary participated in the International Workshop "Monitoring learning Achievement towards Capacity Building" held on 17-19 May, 1995 at Paris;
- Shri Suresh Chand, Special Officer, Book Promotion Division participated in the Sub-regional Workshop on Book Publishing Statistics for Asia and the Pacific held on 19-22 June, 1995 in Bangkok, Thailand;
- Shri Anurag Bhatnagar, Director participated in the UNESCO Environment and Population Education and Information for Human Development (EPD) Regional Workshop held on 19-23 June, 1995 in Beijing, China; and
- Shri H S Nehria, Deputy Director participated in the National Information Infrastructure for Social & Economic Development held on 28-30 November, 1995 in Bangkok, Thailand.
- Sh. I.V.Subba Rao, Dir(EE) participated in the meetings of Mid-Decade Review of Progress towards Education For All (EFA) held on 15-18 January, 1996 in Islamabad, Pakistan.
- Dr. D.S. Mishra, Deputy Director, Directorate of Adult Education, Ministry of HRD participated in the 3rd Sub-Regional Workshop on the Development of Basic Literacy Learning Materials for Girls and Women in Asia and the Pacific-South Asia Region held on 5-16 March 1996 in Dhulikhel, Nepal.

15.2.27 In addition, the Indian National Commission nominated experts to participate in national, regional and international meetings and workshops of UNESCO.

External Academic Relations (EAR)

15.3.1 The EAR Unit deals with policy matters to promote India's external academic relations with more than 80 countries with whom India has bilateral Cultural Exchange Programmes (CEPs) and other collaborative arrangements; monitoring of educational component of the bilateral and collaborative programme with other countries.

15.3.2 As part of SAARC Calendar of Activities, 1995, the following Workshops were organised:

- i) National Institute of Educational Planning and Administration (NIEPA) organised a SAARC Workshop on Decentralised Planning and management from 21-26 August, 1995 in New Delhi with representatives from SAARC countries;
- ii) Directorate of Adult Education organised a SAARC Workshop on "The Role of Media Communication for Literacy, post literacy and Continuing Education" on 5-7 September, 1995 at New Delhi with representatives from SAARC countries:
- iii) Prof. A. Palanivel, Reader, Central Institute of Vocational Education, Bhopal and Prof. J.P. Gupta, Secretary, All India Council for Technical Education represented India in the SAARC Workshop on Future Direction of Technical Education and Vocational Training held on 8-9 August, 1995 in Kathmandu, Nepal.
- iv) Shri Inderjeet Khanna, Secretary, University Grants Commission represented India in the Expert Group meeting of G-15 countries on "Establishment of Centres of Education Excellence" held from 25-27 October, 1995 at Kuala Lumpur, Malaysia;
- v) The Following educational delegations visited India to understand the educational system of India:-
 - Educational delegation from South Africa had discussions on "Structure of Educational System" on 9 October, 1995;
 - Educational delegation from Bangladesh had discussions on "Low Costs Schools" on 13 October, 1995;
 - Japanese Researchers had discussions on "New Education Policy and Financial Structure, etc." on 18 October, 1995;
 - Minister of Culture and Higher Education, Iran, who called on the Minister of Human Resource Development on 18 April 1995, discussed collaboration in the field of education:
 - Vice-Chancellor, Hull University, United Kingdom called on Education Secretary on 16 May, 1995 to explore the possibility of collaboration in the field of education between Hull University and its counterpart institutions in India:

- A 5-member Delegation headed by the Chairman, State Education Commission of the People's Republic of China which visited India from 25 November to 02 December, 1995 held discussions with University Grants Commission (UGC), Jawaharlal Nehru University (JNU), Association of Indian University (AIU), Bangalore University, Bangalore and the Indian Institute of Technology in Bombay besides visiting some schools in rural areas.
- A 7 member delegation led by H.E. Professor Amnon Rubinstein, Minister of Education & Culture, Government of Israel visited India from 17-24 January, 1996 and held discussions with Indian Institute of Technology (IIT), Jawaharlal Nehru University (JNU), All India Council of Technical Education (AICTE), University Grants Commission, National Council for Educational Research & Training, New Delhi besides visiting Bloom Public School, New Delhi. The Delegation also visited Agra, Jaipur and Bombay.
- Three membered South African National Commission on Higher Education (NCHE) team visited India from 22nd February to 2nd March 1996. They held discussion with University Grants Commission (UGC), Jawaharlal Nehru University (JNU), Indira Gandhi National Open University (IGNOU), Indian Institute of Technology. The delegation also visited Madras.
- A 6 member New Zealand delegation led by H.E. Mr. Roger McClay, Minister of Youth Affairs and Associate Minister of Education, Social Welfare and Pacific Island Affairs visited India during 8-17 March, 1996 and held discussions with the officials in this Department as well as Association of Indian Universities (AIU), National Council for Educational Research & Training (NCERT), National Institute of Educational Planning & Administration (NIEPA), Educational Consultant (Ed.CIL), Central Board of Secondary Education (CBSE), University Grants Commission (UGC), All India Council of Technical Education (AICTE). The delegation also visited Agra, Bharatpur, Bangalore and Madras.

Auroville Foundation

15.4.0 The Government of India took over the management of Auroville in 1980 under the Auroville (Emergency Provisions) Act 1980. For the purpose of encouraging, continuing further development and better management and consolidating the activities of Auroville. The Auroville Foundation Act, 1988 has been passed by Parliament and the Act has come into force w.e.f 28th September, 1988. According to the provisions of the Act, grants are paid by the Department to the Foundation for meeting the expenditure on

the establishment, maintenance and development of Auroville with the following important components:

- 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-round development of Auroville and surrounding villages.

ANNEXURES

FINANCIAL ALLOCATIONS

FINANCIAL ALLOCATION FOR IMPORTANT PROGRAMMES

(Rupees in Crores)

Sl. Items No.	Plan/ Non Plan	B.E. 1995-96	R.E. 95-96	B.E. 96-97	
1.	3.	4.	5.	6.	
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	279.00	268.26	279.00
2.	Teacher Training Programme	Plan	118.00	108.00	118.00
3.	Non Formal Education (State Sector & Vol. Agency)	Plan	158.50	153.50	158.50
4.	Shiksha Karmi Project in Rajasthan	Plan	8.00	8.00	9.00
5.	Mahila Samakhya	Plan	6.90	6.90	5.00
6.	Bihar Education Project	Plan	30.00	30.00	25.00
7.	Bal Bhawan Society	Plan Non Plan	1.50 0.86	1.50 0.99	1.50 0.98
8.	Lok Jumbish	Plan	22.14	22.14	22.20
9.	DPEP	Plan	25.00	230.94	238.50
10.	Nutrition Support to Primary Education Programme	Plan	-	611.79	1400.00
11.	National Council for Teacher Education	Plan	2.00	2.00	2.00
<u>Secondary Education</u>					
12.	NCERT	Plan Non Plan	7.12 20.00	7.12 20.00	5.12 20.00
13.	Kendriya Vidyalayas	Plan Non Plan	10.50 185.46	13.50 285.46	5.50 250.00
14.	Navodaya Vidyalayas	Plan Non Plan	200.00 49.27	177.00 49.27	186.00 51.24

1.	2.	3.	4.	5.	6.
15.	Vocationalisation of Education	Plan	82.00	82.00	82.00
16.	Computer Education in Schools	Plan	47.00	27.00	40.00
17.	I.E.D.C.	Plan	4.70	4.70	4.70
18.	Educational Technology	Plan	22.88	17.80	22.88
19.	Promotion of Science Laboratories	Plan	24.47	24.47	24.47
20.	Open School Programmes	Plan Non Plan	5.00 0.34	5.00 0.19	5.00 0.34
21.	Central Tibetan School Admn.	Non Plan	6.20	7.09	7.82

University and Higher Education

23.	University Grants Commission	Plan Non Plan	189.29 341.82	189.29 450.82	183.13 465.00
24.	IGNOU	Plan Non Plan	22.50 7.00	22.50 5.14	21.50 7.00
25.	Strengthening of Scientific Research	Plan	17.50	17.50	17.50
26.	Indian Institute of advanced studies Shimla.	Plan Non-Plan	4.00 1.38	4.00 1.45	4.00 1.50
27.	ICPR	Plan Non-Plan	2.02 0.69	2.02 0.69	2.02 0.70
28.	ICHR	Plan Non-Plan	0.49 1.39	0.49 1.39	0.49 1.40
29.	Institute of Higher Learning	Plan Non-Plan	0.20 0.21	0.30 0.21	0.20 0.21
30.	Shastri Indo- Canadian Institute	Non-Plan	0.90	0.96	1.00
31.	National Research Processors	Non-Plan	0.05	0.10	0.10

1.	2.	3.	4.	5.	6.
32.	Loan to Punjab University	Plan	0.50	0.50	0.50
33.	Dr. Zakir Hussain Memorial College	Plan Non-Plan	0.25 0.12	0.25 0.12	0.25 0.12
34.	Association of Indian Universities	Plan Non-Plan	0.23 0.15	0.23 0.15	0.23 0.15
35.	Delinking Degree from Jobs (NEO)	Plan	0.25	0.05	0.25
36.	National Council of Higher Education	Plan	0.01	0.01	0.01
37.	Commonwealth of Learning	Plan	0.75	0.75	0.75
38.	Rural Universities	Plan	3.00	3.00	3.00
39.	Training of Univ. Administrators	Plan	0.05	0.01	0.05
<u>ADULT EDUCATION</u>					
40.	Vol. Orgns	Plan	10.00	9.30	10.00
41.	PLCE	Plan	66.00	26.00	66.00
42.	RFLP	Plan	6.00	3.00	6.00
43.	Strengthening of Administrative structure	Plan	14.00	14.00	14.00
44.	Spl. Project for Education of illiterates (TLC)	Plan	120.00	100.00	110.50
45.	Dte. of Adult Education	Plan Non-Plan	10.37 1.20	10.37 1.13	10.96 1.15
<u>DEVELOPMENT OF LANGUAGES</u>					
46.	MIL & Literature	Plan Non-Plan	14.30 8.56	11.84 8.75	11.71 9.14
47.	Rashtriya Sanskrit Sansthan	Plan Non-Plan	4.35 4.50	3.55 4.52	2.90 4.95

1.	2.	3.	4.	5.	6.
<u>BOOK PROMOTION AND COPYRIGHT</u>					
48.	National Book Trust	Plan Non-Plan	2.89 2.20	2.50 2.50	1.89 3.00
49.	Book Promotional Activities and Vol. Organisations	Plan	0.05	0.05	0.05
50.	NBDC	Plan	0.02	0.02	0.02
51.	National society of Authors	Plan	0.02	0.02	0.02
52.	ICU-India's contribution to WIPO	Non-Plan	0.30	0.40	0.40
53.	ICU-Cultural Exchang Programme	Non-Plan	0.02	0.005	0.02
<u>SCHOLARSHIPS SCHEME</u>					
54.	National Scholarships Scheme	Plan Non-Plan	2.15 3.81	1.37 2.81	2.15 2.66
<u>TECHNICAL EDUCATION</u>					
55.	I.I.T.	Plan Non-Plan	26.00 120.16	26.00 144.37	26.00 125.16
56.	REC's	Plan Non-Plan	41.00 28.75	41.00 30.25	41.00 33.28
57.	IIM's` Ahmedabad, Calcutta, Bangalore Lucknow, Kerala and Indore	Plan Non-Plan	12.00 10.54	14.85 21.06	12.00 15.98
58.	Indian Institute of Science, Bangalore	Plan Non-Plan	10.50 24.50	10.50 31.73	10.50 24.50
59.	AICTE	Plan Non-Plan	71.89 18.23	71.89 18.23	71.89 20.00
60.	Tech.Div. Mission	Plan	20.00	15.00	20.00
61.	NERIST Itanagar	Plan	3.00	8.85	3.00

**APPENDICES ON ASSISTANCE
TO STATES/UTs
FOR IMPLEMENTING
CENTRALLY SPONSORED
NPE SCHEMES**

**ASSISTANCE TO STATES/UTs
UNDER OPERATION BLACKBOARD DURING 1995-96**

STATE/UNION TERRITORY	AMOUNT (RS. IN LAKHS)
1. ANDHRA PRADESH	2025.00
2. ARUNACHAL PRADESH	109.57
3. ASSAM	3250.57
4. BIHAR	1939.84
5. GOA	55.03
6. GUJARAT	1696.60
7. HARYANA	25.52
8. HIMACHAL PRADESH	813.82
9. JAMMU & KASHMIR	1355.86
10. KARNATAKA	1381.10
11. KERALA	767.48
12. MADHYA PRADESH	96.66
13. MAHARASHTRA	5559.72
14. MANIPUR	-
15. MEGHALAYA	897.39
16. MIZORAM	20.72
17. NAGALAND	184.50
18. ORISSA	3899.57
19. PUNJAB	-
20. RAJASTHAN	2591.03
21. SIKKIM	-
22. TAMIL NADU	-
23. TRIPURA	27.78
24. UTTAR PRADESH	-
25. WEST BENGAL	-
26. A & N ISLANDS	-
27. CHANDIGARH	-
28. D & N HAVELI	-
29. DAMAN & DIU	-
30. DELHI	76.44
31. LAKSHDWEEP	-
32. PONDICHERRY	19.20
TOTAL	26793.40

NON-FORMAL EDUCATION PROGRAMME
UTILISATION OF FUNDS DURING 1995-96 - STATE SECTOR

(Rs. in lakhs)

S.No.	Name of the State/U.T.	No. of Centres	GRANT RELEASED		TOTAL
			60:40	90:10	
1	2	3	4	5	6
1.	Andhra Pradesh	35,400	281.43	137.81	419.24
2.	Arunachal Pradesh	100	7.84	0.00	7.84
3.	Assam	13,508	446.47	288.38	734.85
4.	Bihar	50,000	1626.49	1351.82	2978.31
5.	Gujarat	200	1.82	0.00	1.82
6.	J & K	2,746	86.21	11.08	97.29
7.	Madhya Pradesh	34,080	1286.40	1128.38	2414.78
8.	Manipur	3,000	47.39	111.04	158.43
9.	Mizoram	200	3.58	5.45	9.03
10.	Orissa	23,448	479.25	772.65	1251.90
11.	Rajasthan	17,600	535.91	501.51	1037.42
12.	Tamil Nadu	700	7.05	6.34	13.39
13.	Uttar Pradesh	59,600	1388.16	2332.54	3720.70
14.	Chandigarh	105	0.78	2.74	3.52
15.	D & N Haveli	100	3.17	0.00	3.17
Total		2,40,787	6201.95	6649.74	12851.69
Exp. from Vol. Sector			(-) 3.95	2.74	6.69
Net Exp. from State Sector			6198.00	6647.00	12845.00

**CENTRAL ASSISTANCE FOR TEACHER EDUCATION SANCTIONED DURING
1995-96 TO THE STATES/UTS.**

S.NO.	STATE/UT	AMOUNT (RS. IN LAKHS)
1.	ANDHRA PRADESH	765.34
2.	ARUNACHAL PRADESH	527.30
3.	ASSAM	100.00
4.	BIHAR	-
5.	GOA	16.75
6.	GUJARAT	317.65
7.	HARYANA	45.40
8.	HIMACHAL PRADESH	168.30
9.	JAMMU & KASHMIR	388.84
10.	KARNATAKA	1118.87
11.	KERALA	305.42
12.	MADHYA PRADESH	691.00
13.	MAHARASHTRA	324.53
14.	MANIPUR	265.17
15.	MEGHALAYA	94.00
16.	MIZORAM	-
17.	NAGALAND	78.38
18.	ORISSA	25.00
19.	PUNJAB	341.00
20.	RAJASTHAN	708.81
21.	SIKKIM	-
22.	TAMIL NADU	640.28
23.	TRIPURA	121.80
24.	UTTAR PRADESH	553.91
25.	WEST BENGAL	0.25
26.	A & N ISLANDS	32.00
27.	CHANDIGARH	-
28.	D & N HAVELI	-
29.	DAMAN & DIU	-
30.	DELHI	199.94
31.	LAKSHDWEEP	-
32.	PONDICHERRY	-
TOTAL		7829.94

CENTRALLY SPONSORED SCHEME OF
VOCATIONALISATION OF SECONDARY EDUCATION

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT OF GRANT					
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1	ANDHRA PRADESH	886.85	1010.245	1584.915	640.58	327.455	-
2	ARUNACHAL PRADESH	-	6.355	-	-	-	-
3	ASSAM	42.62	140.28	100.246	291.54	164.422	108.50
4	BIHAR	558.611	0.75	-	408.51	157.869	415.39
5	GOA	80.630	49.65	92.562	56.93	100.242	115.00
6	GUJARAT	778.031	879.375	1070.736	781.73	-	-
7	HARYANA	184.83	155.00	131.44	228.19	379.142	621.85
8	HIMACHAL PRADESH	177.475	56.858	59.417	-	-	1.30
9	JAMMU&KASHMIR	16.50	15.80	-	22.55	-	-
10	KARNATAKA	156.80	324.996	727.470	1012.695	729.555	328.30
11	KERALA	353.23	346.899	410.778	352.40	785.23	929.30
12	MADHYA PRADESH	1221.42	3.00	-	-	20.80	-
13	MAHARASHTRA	267.205	1230.25	2195.333	2035.74	2450.485	3134.40
14	MANIPUR	-	44.00	7.183	7.40	40.24	35.20
15	MEGHALAYA	20.75	-	-	-	-	13.60
16	MIZORAM	16.68	-	24.883	21.924	-	8.80
17	NAGALAND	14.84	-	-	1.40	-	-
18	ORISSA	510.40	-	1.22	650.00	102.198	-
19	PUNJAB	371.71	222.25	320.62	253.74	265.02	434.50
20	RAJASTHAN	561.543	323.56	340.395	385.19	556.73	-
21	SIKKIM	5.325	0.044	5.32	7.15	-	-
22	TAMILNADU	279.558	727.90	-	700.16	706.54	-
23	TRIPURA	-	-	-	4.13	-	-
24	UTTAR PRADESH	707.25	99.147	581.39	258.42	265.89	502.40
25	WEST BENGAL	-	-	-	-	-	-
26	A & N ISLANDS	3.238	-	-	-	-	-
27	CHANDIGARH	12.34	20.77	8.65	22.77	23.987	26.80
28	DADRA&NAGAR HAVELI	-	-	5.25	2.79	-	-
29	DAMAN & DIU	-	-	-	3.09	2.66	5.00
30	DELHI	42.86*	0.30	46.38*	-	105.00	50.20
31	LAKSHADWEEP	-	-	-	-	-	-
32	PONDICHERRY	16.63	-	-	17.44	16.265	14.00
TOTAL		7287.326	5657.419	7714.188	8166.469	7273.35	6745.00

* NOT CLAIMED

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	1995-96
1	ANDHRA PRADESH			
2	ARUNACHAL PRADESH			
3	ASSAM	3.305		
4	BIHAR			
5	GOA			
6	GUJARAT			
7	HARYANA			
8	HIMACHAL PRADESH			
9	JAMMU&KASHMIR			
10	KARNATAKA	18.20	41.52	
11	KERALA			
12	MADHYA PRADESH	23.94		
13	MAHARASHTRA			
14	MANIPUR	2.30		9.77
15	MEGHALAYA			
16	MIZORAM			
17	NAGALAND			
18	ORISSA			
19	PUNJAB	7.58	19.24	
20	RAJASTHAN	7.28	1.89	2.25
21	SIKKIM			
22	TAMILNADU			
23	TRIPURA			
24	UTTAR PRADESH	44.61		
25	WEST BENGAL			
26	A & N ISLANDS			
27	CHANDIGARH		2.102	
28	DADRA&NAGAR HAVELI			
29	DAMAN & DIU			
30	DELHI	5.62		
31	LAKSHADWEEP			
32	PONDICHERRY			
TOTAL		107.215	70.372	12.02

ASSISTANCE TO STATES/UTS FOR SCIENCE EDUCATION SCHEME

S.NO.	NAME OF STATE/ UNION TERRITORY	UPTO 7TH PLAN	AMOUNT RELEASED(RS. IN LAKHS)					
			1990-91	1991-92	1992-93	1993-94	1994-95	1995- 96
1.	ANDHRA PRADESH	606.77	132.25	93.96	-	536.40	-	56.72
2.	ARUNACHAL PRADESH	3.72	-	-	-	-	-	-
3.	ASSAM	385.57	141.66	146.27	-	-	904.30	-
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	-	-	662.62
11.	KERALA	400.35	152.72	-	-	-	-	426.17
12.	MADHYA PRADESH	658.11	7.28	-	-	17.56	-	559.99
13.	MAHARASHTRA	626.10	5.42	61.94	682.99	-	707.68	-
14.	MANIPUR	96.34	87.05	-	-	-	-	-
15.	MEGHALAYA	-	35.20	-	0.80	-	170.40	-
16.	MIZORAM	101.54	84.42	31.76	-	28.29	-	27.72
17.	NAGALAND	19.95	-	-	-	-	156.81	83.86
18.	ORISSA	468.82	-	-	174.63	198.99	-	-
19.	PUNJAB	131.43	349.97	179.18	430.23	165.99	137.02	92.44
20.	RAJASTHAN	349.52	139.84	511.21	-	412.17	-	-
21.	SIKKIM	12.41	20.14	-	-	0.53	-	-
22.	TAMIL NADU	663.23	93.37	539.02	-	0.71	-	-
23.	TRIPURA	27.45	0.74	-	-	-	-	407.11
24.	UTTAR PRADESH	711.57	13.45	-	-	188.48	-	-
25.	WEST BENGAL	514.37	147.18	-	-	-	-	-
26.	ANDAMAN NICOBAR 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.	LAKHSDWEEP	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	2199.99	2316.63

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
EDUCATIONAL TECHNOLOGY SCHEME*

(Rupees in lakhs)

S. NO.	NAME OF STATE/ UNION	AMOUNT RELEASED					
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1	ANDHRA PRADESH	227.90	37.47	97.07	59.47	770.86	309.72
2	ARUNACHAL PRADESH	-	-	4.18	-	7.83	-
3	ASSAM	73.53	-	127.24	-	4.13	-
4	BIHAR	-	6.49	65.18	39.99	61.29	26.64
5	GOA	5.29	-	-	-	-	-
6	GUJARAT	96.19	-	232.48	285.53	86.29	185.29
7	HARYANA	50.00	-	-	36.85	19.50	-
8	HIMACHAL PRADESH	-	-	-	-	98.18	-
9	JAMMU&KASHMIR	102.99	-	13.09	-	52.50	-
10	KARNATAKA	15.81	-	43.61	-	148.01	-
11	KERALA	-	12.17	-	-	-	-
12	MADHYA PRADESH	29.16	-	16.27	-	-	-
13	MAHARASHTRA	126.20	-	50.55	654.23	68.46	75.88
14	MANIPUR	10.08	16.19	-	-	-	11.49
15	MEGHALAYA	5.00	5.08	14.50	16.00	-	5.99
16	MIZORAM	-	0.11	-	-	-	1.01
17	NAGALAND	-	-	-	8.60	-	1.55
18	ORISSA	258.25	-	380.88	369.07	313.97	67.58
19	PUNJAB	60.00	-	167.48	-	195.00	-
20	RAJASTHAN	-	-	12.02	250.01	-	-
21	SIKKIM	3.50	-	-	0.97	1.01	-
22	TAMILNADU	100.00	-	-	-	-	-
23	TRIPURA	0.06	-	0.41	-	-	-
24	UTTAR PRADESH	-	-	54.30	42.73	50.00	60.77
25	WEST BENGAL	-	-	-	-	-	-
26	A & N ISLANDS	0.50	-	0.76	-	-	-
27	CHANDIGARH	1.11	-	-	-	-	-
28	DELHI	-	-	-	-	132.50	-
29	DADRA & NAGAR HAVELI	-	0.36	0.31	-	-	-
30	DAMAN & DIU	-	-	-	-	-	-
31	LAKSHADWEEP	-	-	-	-	-	-
32	PONDICHERY	-	-	-	-	-	-
33	NCERT	-	-	118.68	5.74	302.48	598.87
34	CIIL, MYSORE	-	-	-	-	6.00	15.11
	TOTAL	1165.57	78.14	1400.01	1769.19	2318.00	1359.90

This includes amount sanctioned for SIETS of concerned States.

ASSISTANCE TO STATES/UTS FOR ENVIRONMENT EDUCATION SCHEME

S.NO.	NAME OF STATE/ UNION TERRITORY	UPTO 7TH PLAN	AMOUNT RELEASED(RS. IN LAKHS)					
			1990-91	1991-92	1992-93	1993-94	94-95	95-96
1.	ANDHRA PRADESH	22.37	20.16	26.64	5.00	10.13	-	
2.	ARUNACHAL PRADESH	4.81	-	-	1.00	-	0.80	
3.	ASSAM	4.20	-	12.85	10.89	-	5.74	
4.	BIHAR	20.17	-	-	1.00	-	0.80	
5.	GOA	-	8.45	-	1.35	-	0.80	
6.	GUJARAT	4.82	-	-	1.00	-	0.80	
7.	HARYANA	0.66	-	-	3.00	15.71	11.53	-
8.	HIMACHAL PRADESH	9.15	-	-	-	-	0.80	-
9.	JAMMU & KASHMIR	-	-	-	-	0.50	0.80	
10.	KERALA	2.07	-	-	2.00	-	0.80	
11.	KARNATAKA	32.15	58.90	8.91	-	-	0.80	-
12.	MADHYA PRADESH	38.40	-	-	7.50	-	4.97	-
13.	MAHARASHTRA	9.73	-	6.10	4.00	-	0.80	-
14.	MANIPUR	-	-	-	-	2.36	9.84	-
15.	MEGHALAYA	-	-	-	-	-	0.80	-
16.	MIZORAM	3.79	-	2.80	2.50	-	1.15	-
17.	NAGALAND	-	-	-	-	-	0.80	-
18.	ORISSA	18.47	-	25.31	7.00	-	0.80	-
19.	PUNJAB	-	-	-	-	-	14.79	-
20.	RAJASTHAN	37.52	16.56	-	37.56	-	-	-
21.	SIKKIM	-	-	-	-	-	0.80	-
22.	TAMIL NADU	34.28	33.86	26.29	4.00	-	-	-
23.	TRIPURA	3.04	9.12	-	2.00	1.88	-	-
24.	UTTAR PRADESH	13.85	-	-	-	-	0.80	-
25.	WEST BENGAL	-	-	-	-	-	0.80	-
26.	ANDAMAN NICOBAR	2.48	-	3.63	9.00	-	0.80	0.80
27.	CHANDIGARH	-	-	-	-	-	0.80	0.80
28.	DADRA & NAGAR HAVELI	-	-	-	-	-	0.80	0.80
29.	DAMAN & DIU	-	-	-	-	-	0.80	0.80
30.	DELHI	7.73	9.71	12.44	-	-	4.11	-
31.	LAKHSDWEEP	-	-	-	-	-	0.80	0.80
32.	PONDICHERRY	0.94	2.16	-	1.00	-	2.64	-
TOTAL		270.63	158.92	124.97	99.80	30.58	70.77	4.00

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)

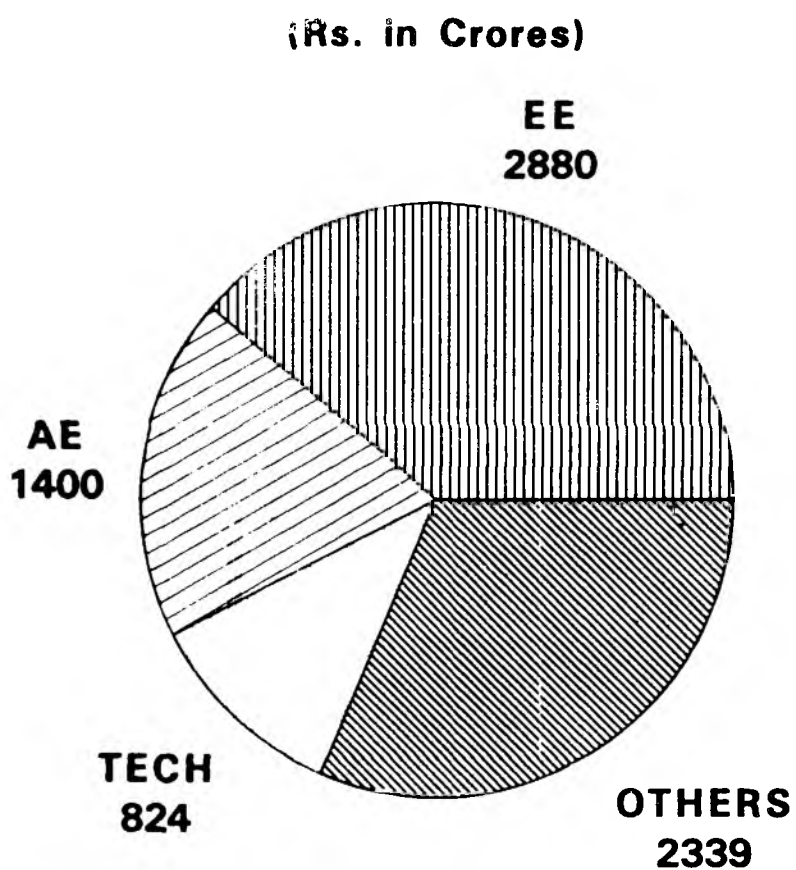
SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1	ANDHRA PRADESH	12.80	-	-	14.01	32.46	-
2	BIHAR	7.67	-	36.95	-	26.58	-
3	GUJARAT	5.87	34.50	67.21	-	39.80	-
4	HARYANA	19.77	-	16.80	-	-	-
5	HIMACHAL PRADESH	7.40	7.21	9.55	6.34	-	3.90
6	JAMMU & KASHMIR	19.98	16.69	-	-	-	-
7	KARNATAKA	-	45.28	39.08	4.19	70.73	47.78
8	KERALA	100.47	77.54	-	111.58	66.59	495.21
9	MADHYA PRADESH	17.40	-	30.90	-	52.72	-
10	MANIPUR	3.97	2.17(v.o.)	2.49(v.o.)	2.95(v.o.)	3.29(v.o.)	2.36(v.o.)
11	MAHARASHTRA	-	3.98	5.00	22.40	-	8.40
12	MIZORAM	24.79	-	-	75.53	13.43	-
13	NAGALAND	9.36	31.72	45.36	1.92	14.00	11.51
14	ORISSA	23.87	10.79	12.61	5.74	11.71	5.41
15	PUNJAB	-	22.46	35.20	68.92	43.64	4.84
16	RAJASTHAN	33.44	12.00	-	-	-	-
17	TAMILNADU	5.76	71.14	28.33	85.35	26.25	20.20
18	TRIPURA	-	9.90	28.41	-	-	-
19	UTTAR PRADESH	16.97	-	-	0.62(v.o.)	5.32(v.o.)	4.14(v.o.)
20	WEST BENGAL	-	-	-	-	-	13.22(v.o.)
21	A & N ISLANDS	13.90	-	-	2.01	-	0.87
22	CHANDIGARH	-	-	-	-	-	-
23	DELHI	18.92	16.14	0.03	18.74	37.50	4.54
24	DAMAN & DIU	0.49	0.53	0.29	0.42	0.45	0.45
25	GOA	0.45	-	-	-	-	-
TOTAL		343.28	378.13	379.48	449.95	516.94	670.00
					i.e. 450.00	i.e. 517.00	

FUNDS RELEASED TO STATES/UTs./V.Os. UNDER
THE SCHEME OF PROMOTION OF YOGA IN SCHOOLS
AMOUNT RELEASED (Rs. IN LAKHS)

S.NO	STATES/UTs	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1	ANDHRA PRADESH	6.28	-	-	24.24	1.76	-
2	ARUNACHAL PRADESH	-	-	-	2.35	-	-
3	BIHAR	8.85	-	-	-	6.17(v.o)	2.76
4	JAMMU & KASHMIR	8.25	8.00	13.00	-	-	-
5	KARNATAKA	-	-	1.00	9.00	-	0.79
6	MADHYA PRADESH	6.98	5.94	-	-	-	-
7	MAHARASHTRA	-	-	-	7.66	8.38(v.o)	2.50(v.o)
8	ORISSA	-	-	-	-	-	0.83
9	PUNJAB	-	3.36	-	-	-	-
10	TAMILNADU	-	-	1.65	-	-	-
11	TRIPURA	0.18	-	0.26	1.13	-	-
12	UTTAR PRADESH	-	8.05	-	3.70	-	3.00
13	CHANDIGARH	-	-	-	-	-	0.35
14	DELHI	-	-	1.69	5.50	2.50(v.o)	-
15	KSMYM SAMITI, LONAVLA	31.10	35.30	12.37	5.00	5.00	-
16	R K INSTITUTE OF MORAL & SPIRITUAL EDUCATION MYSORE	4.45	4.05	-	1.40	1.50	-
17	BHARATIYA YOGA SANSTHAN, PATNA	0.98	-	-	-	-	-
TOTAL		67.07	64.70	29.97	59.98	25.31	10.23
				i.e. 60.00			

CHARTS

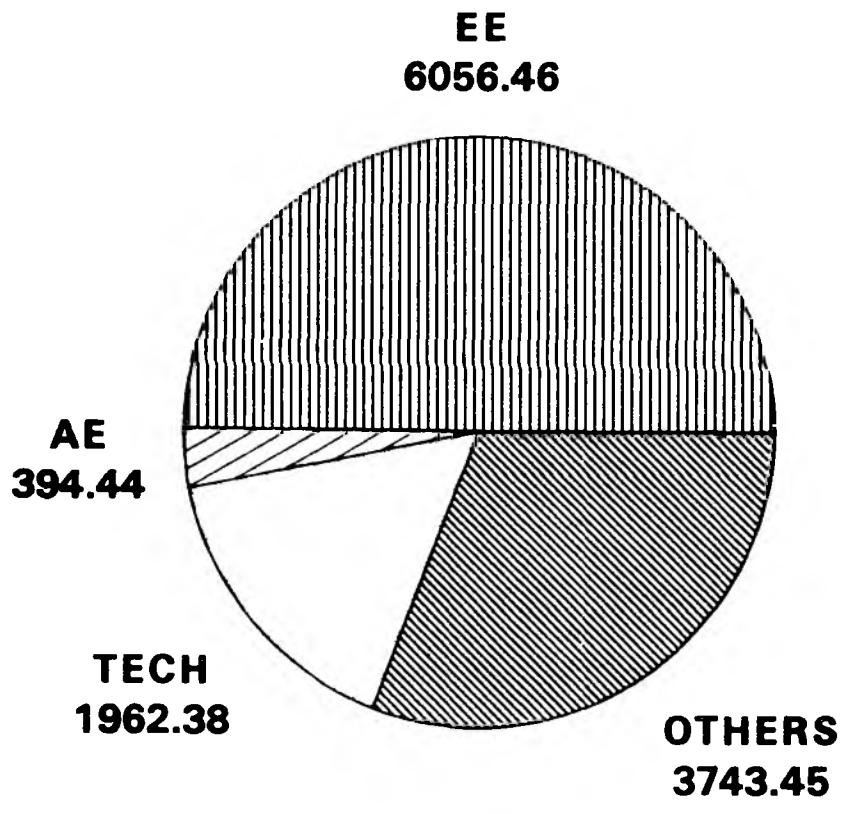
SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (CENTRE)



TOTAL PLAN OUTLAY - 7443

SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (STATES/UTs)

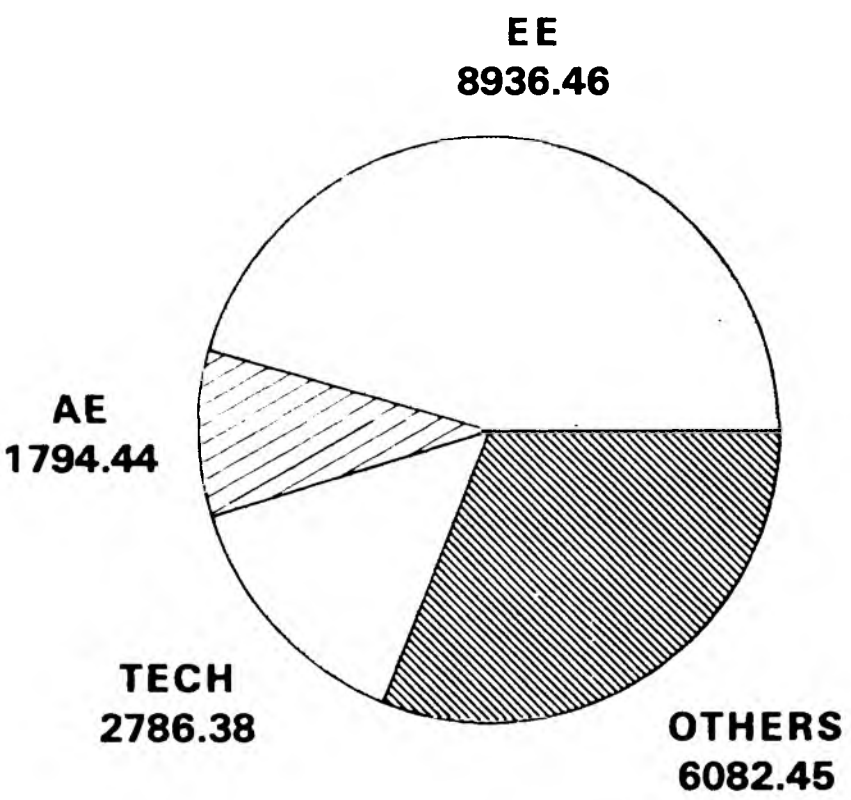
(Rs. in Crores)



TOTAL PLAN OUTLAY - 12156.73

**SECTOR-WISE PLAN OUTLAY ON EDUCATION
DURING 8TH FIVE YEAR PLAN (CENTRE + STATES/UTs)**

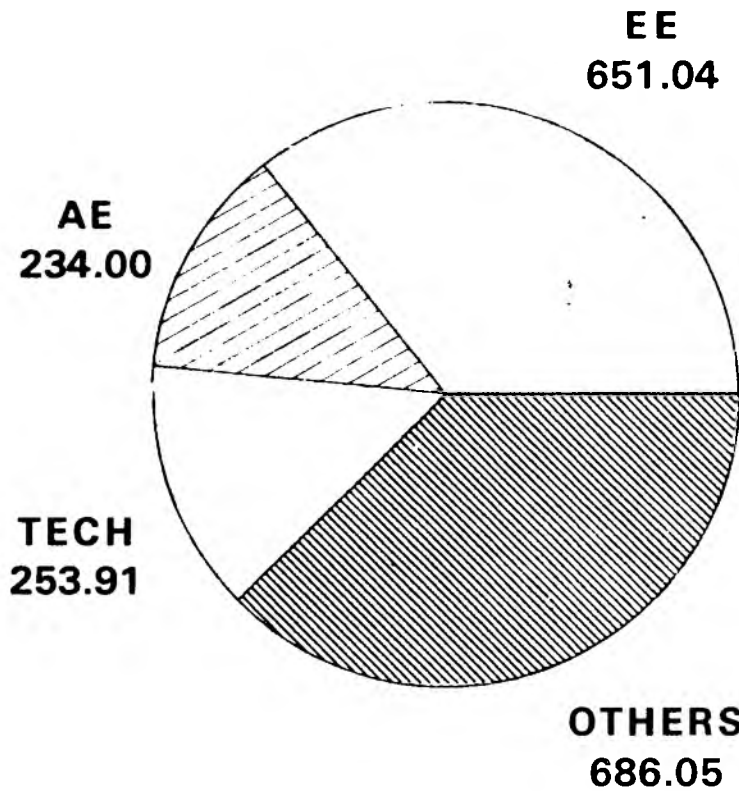
(Rs. in Crores)



TOTAL PLAN OUTLAY - 19599.73

SECTOR-WISE PLAN OUTLAY FOR 1995-96 (CENTRE)

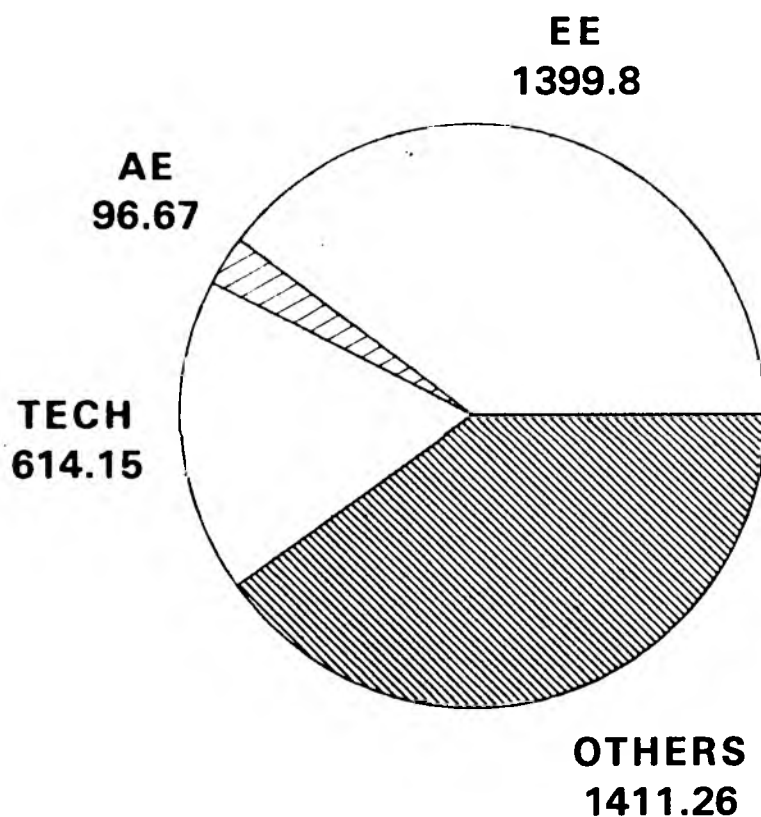
(Rs. in Crores)



TOTAL PLAN OUTLAY - 1825.00

SECTOR-WISE PLAN OUTLAY FOR 1995-96 (STATES & UTs)

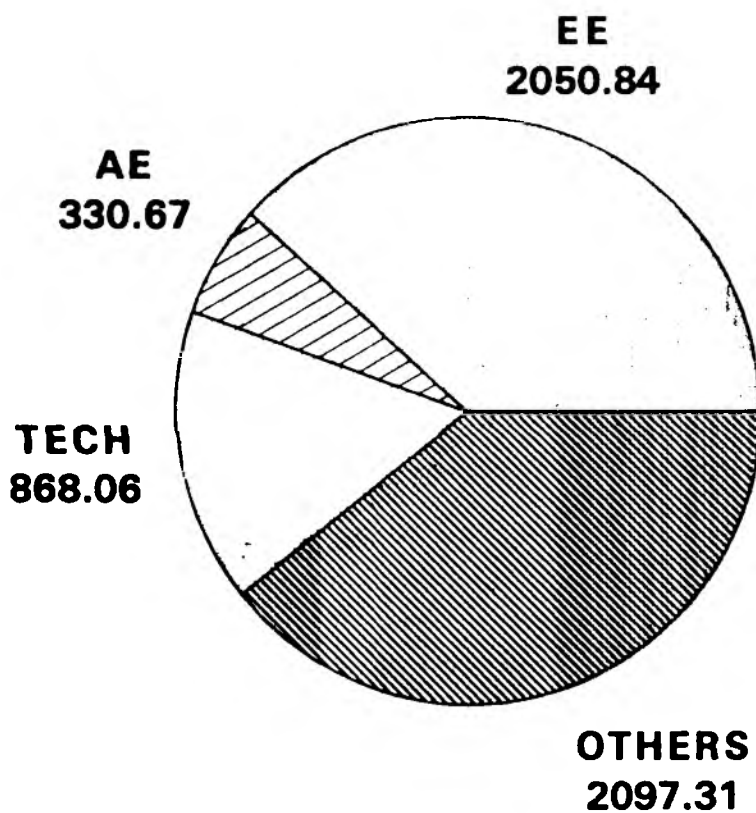
(Rs. in Crores)



TOTAL PLAN OUTLAY - 3521.88

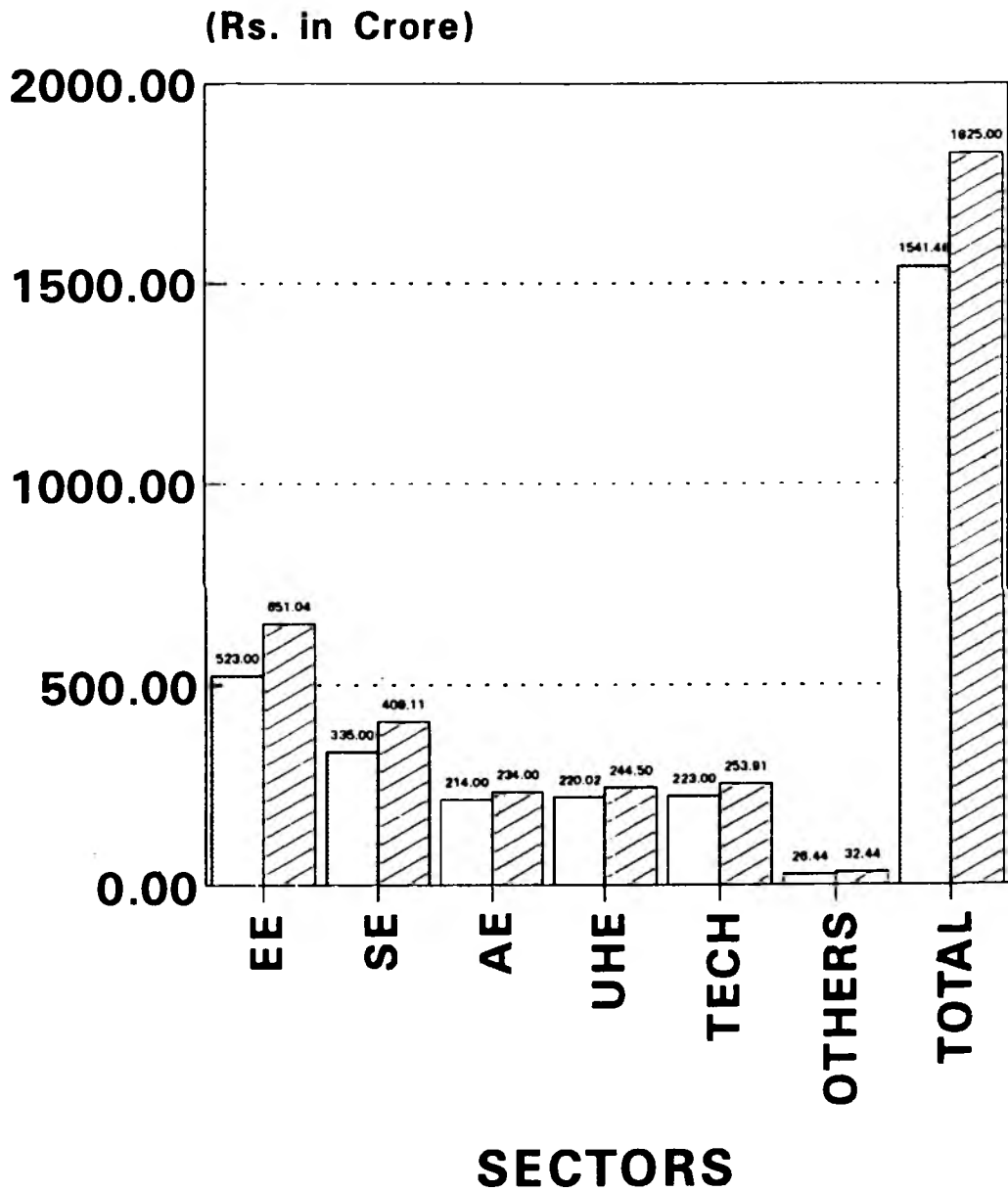
SECTOR-WISE PLAN OUTLAY FOR 1995-96 (CENTRE + STATES/UTs)

(Rs. in Crores)



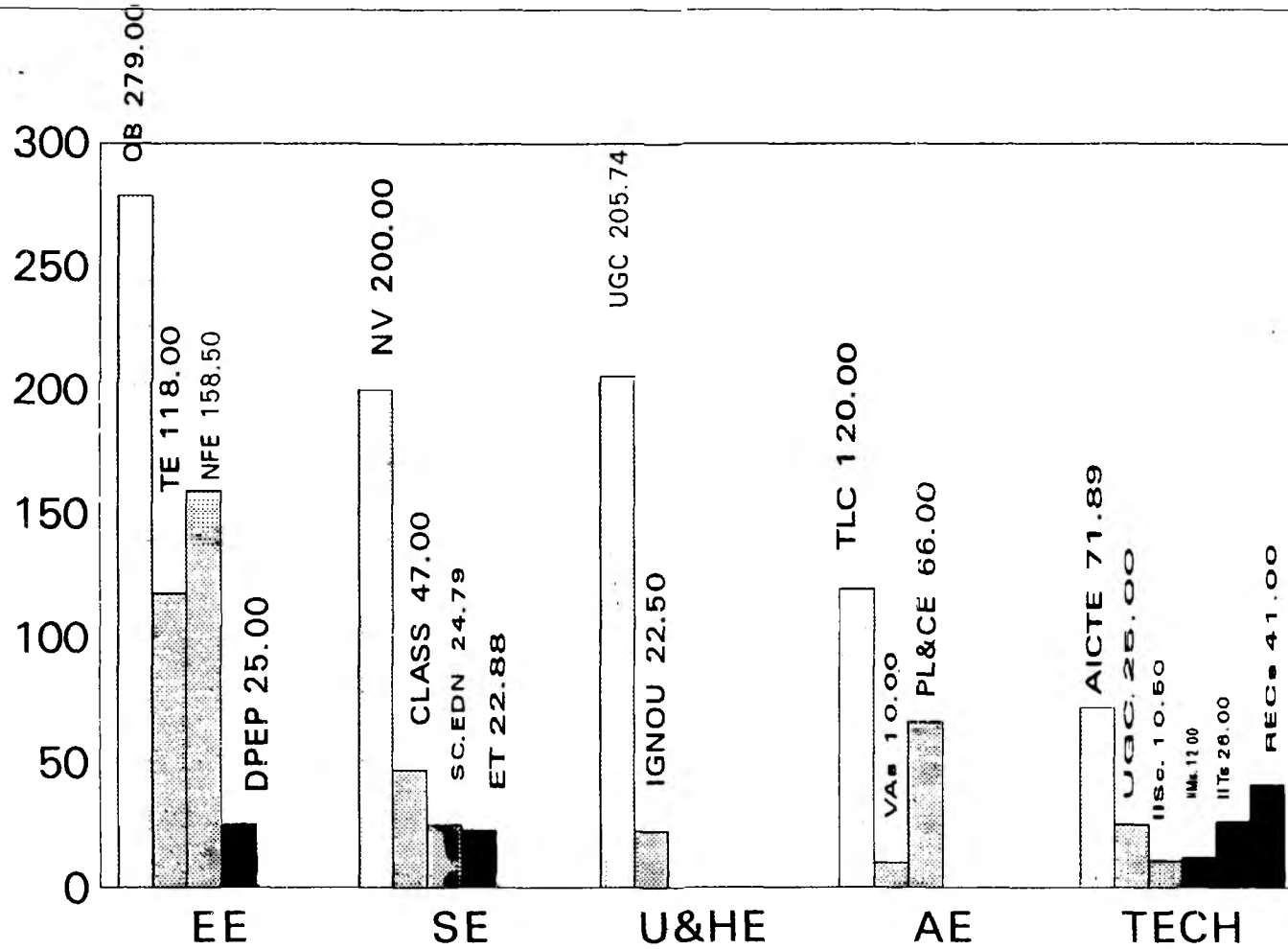
TOTAL PLAN OUTLAY - 5346.88

CENTRAL PLAN ALLOCATION FOR EDUCATION IN 1994-95 & 1995-96



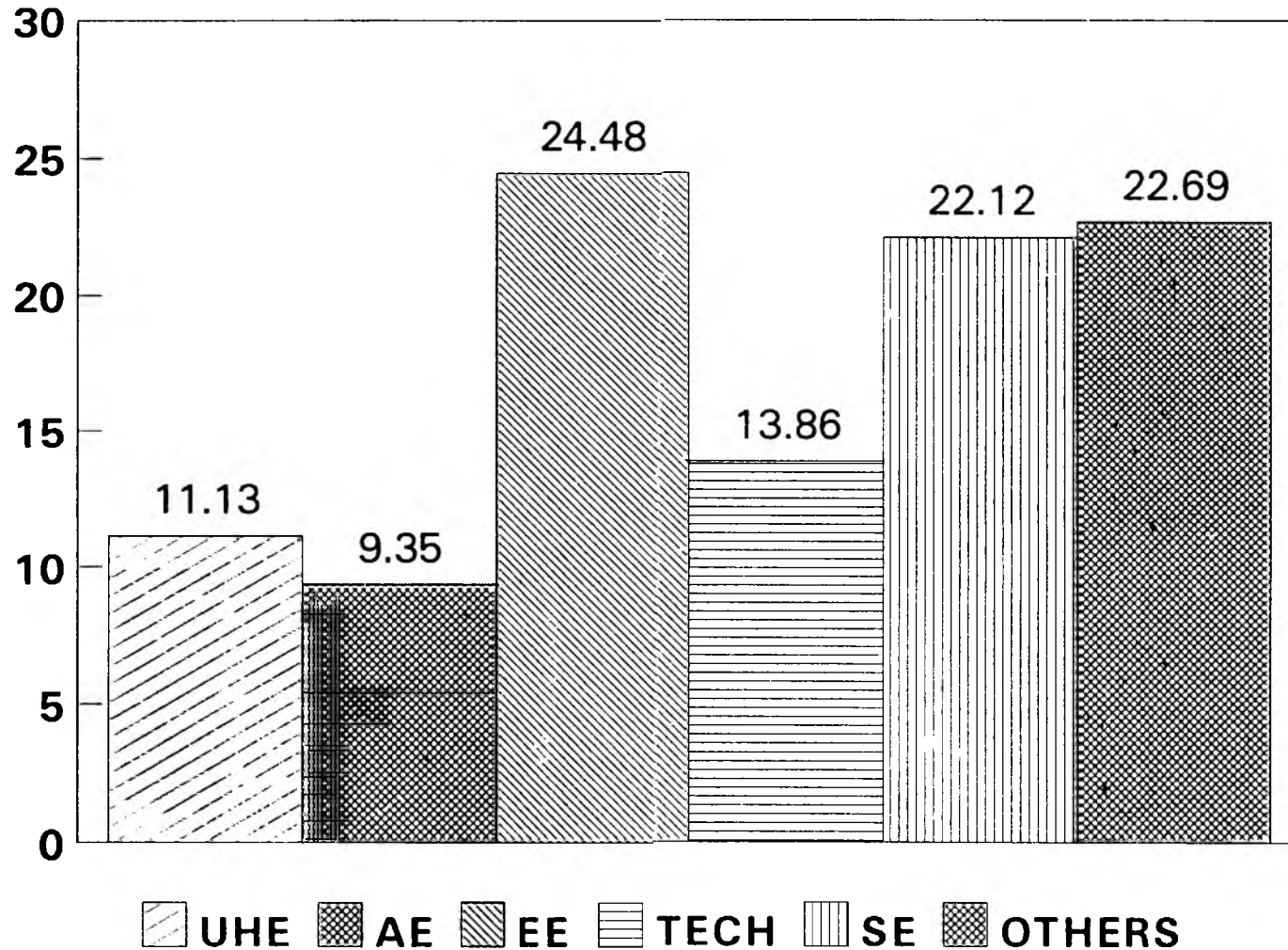
1994-95
 1995-96

PLAN OUTLAY OF MAJOR SCHEMES - 1995-96 (CENTRE)

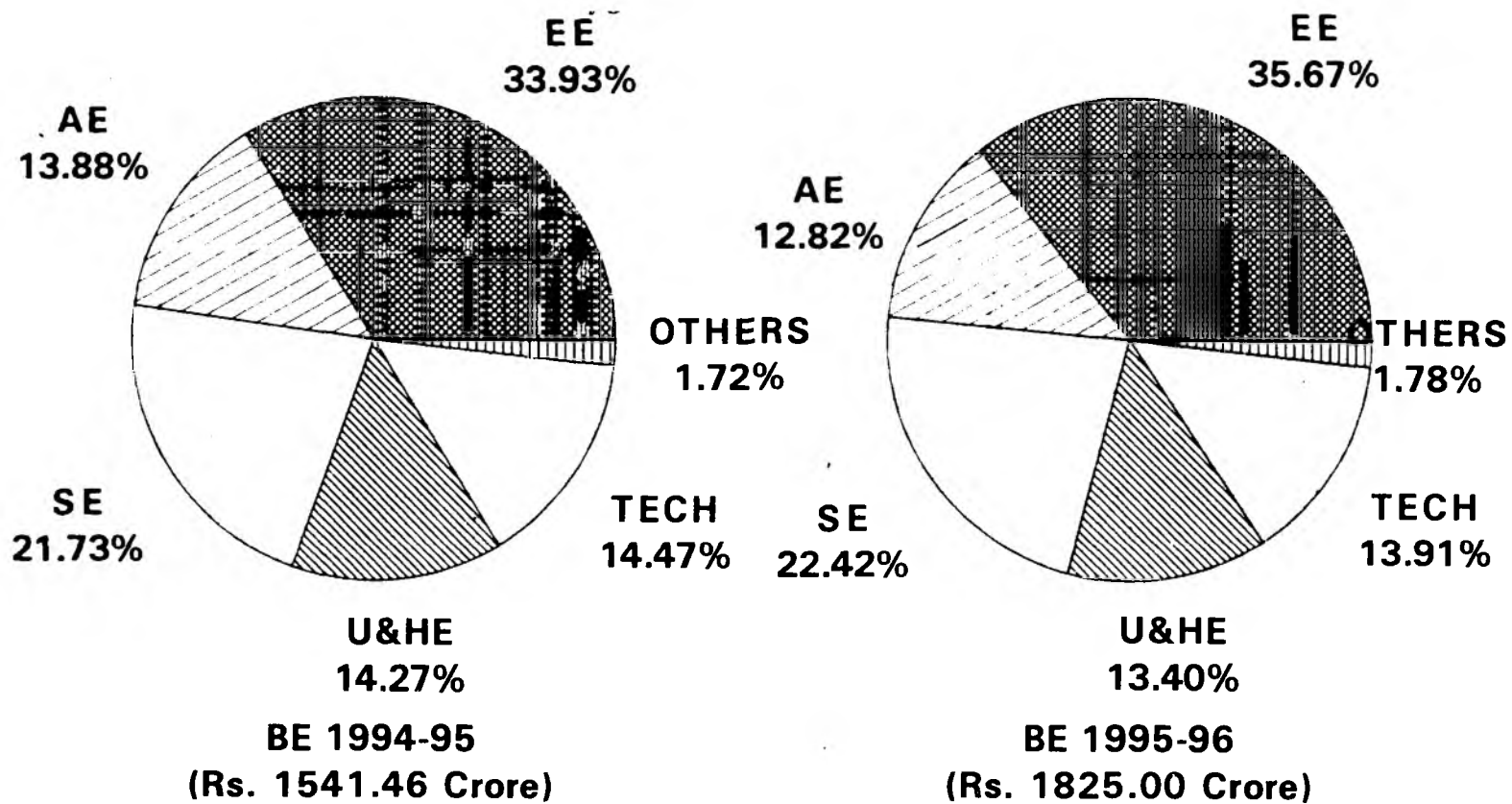


PERCENTAGE STEP-UP OF CENTRAL PLAN ALLOCATION IN 1995-96 OVER 1994-95

227

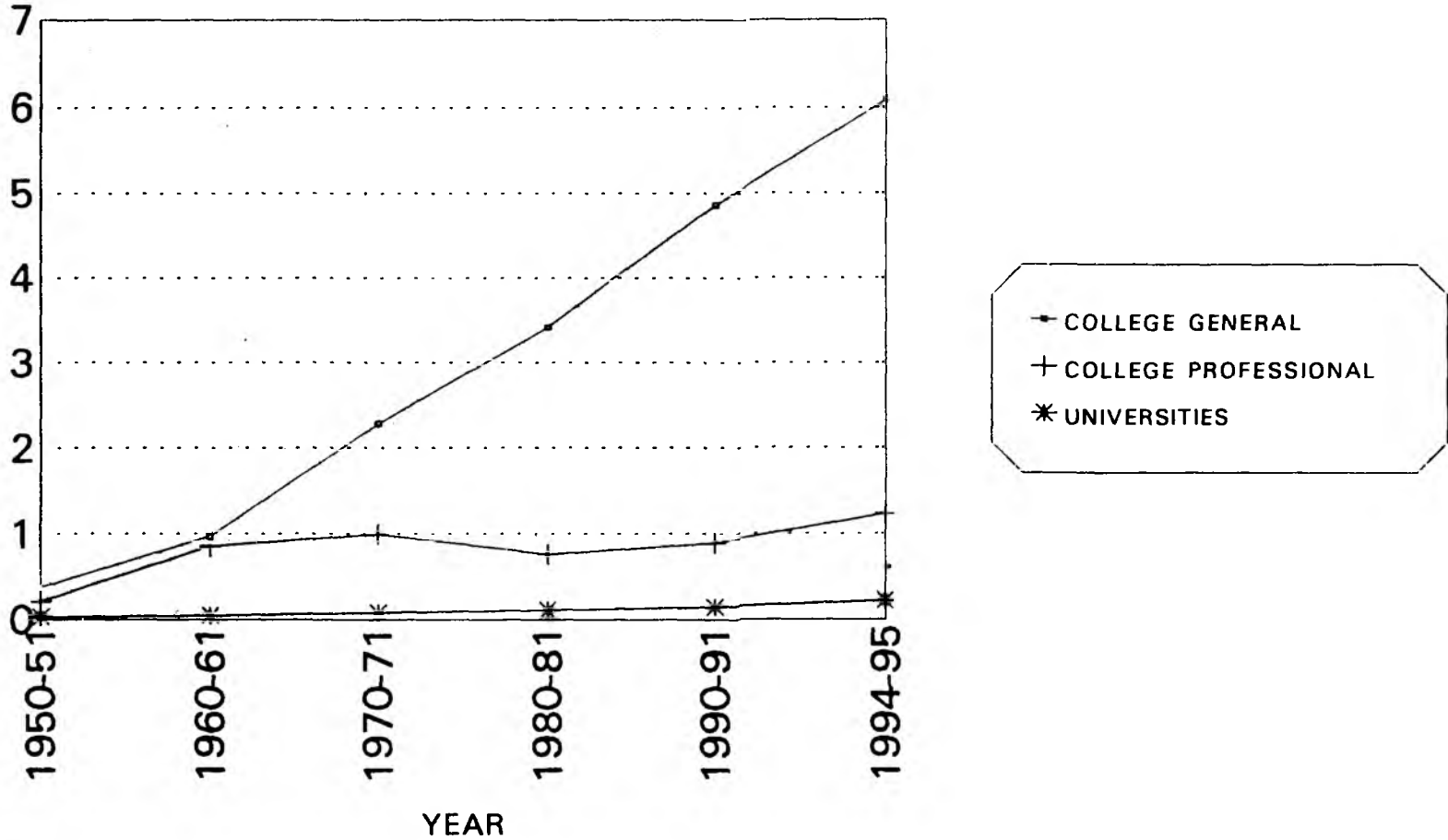


SECTORAL OUTLAYS ON EDUCATION FOR 1994-95 AND 1995-96 (CENTRE)



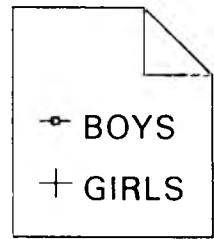
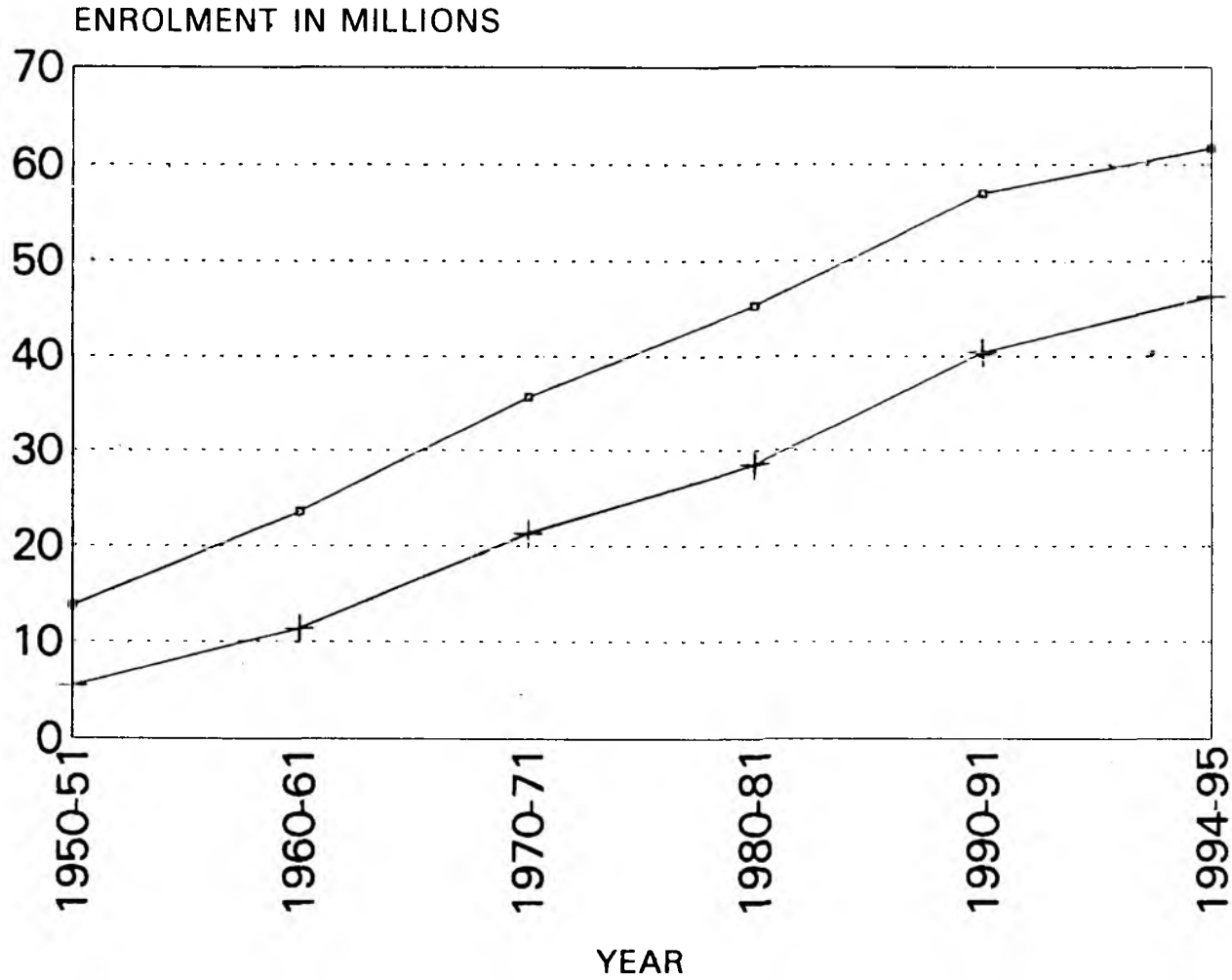
GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - COLLEGE LEVEL

No. of Institutions in Thousands

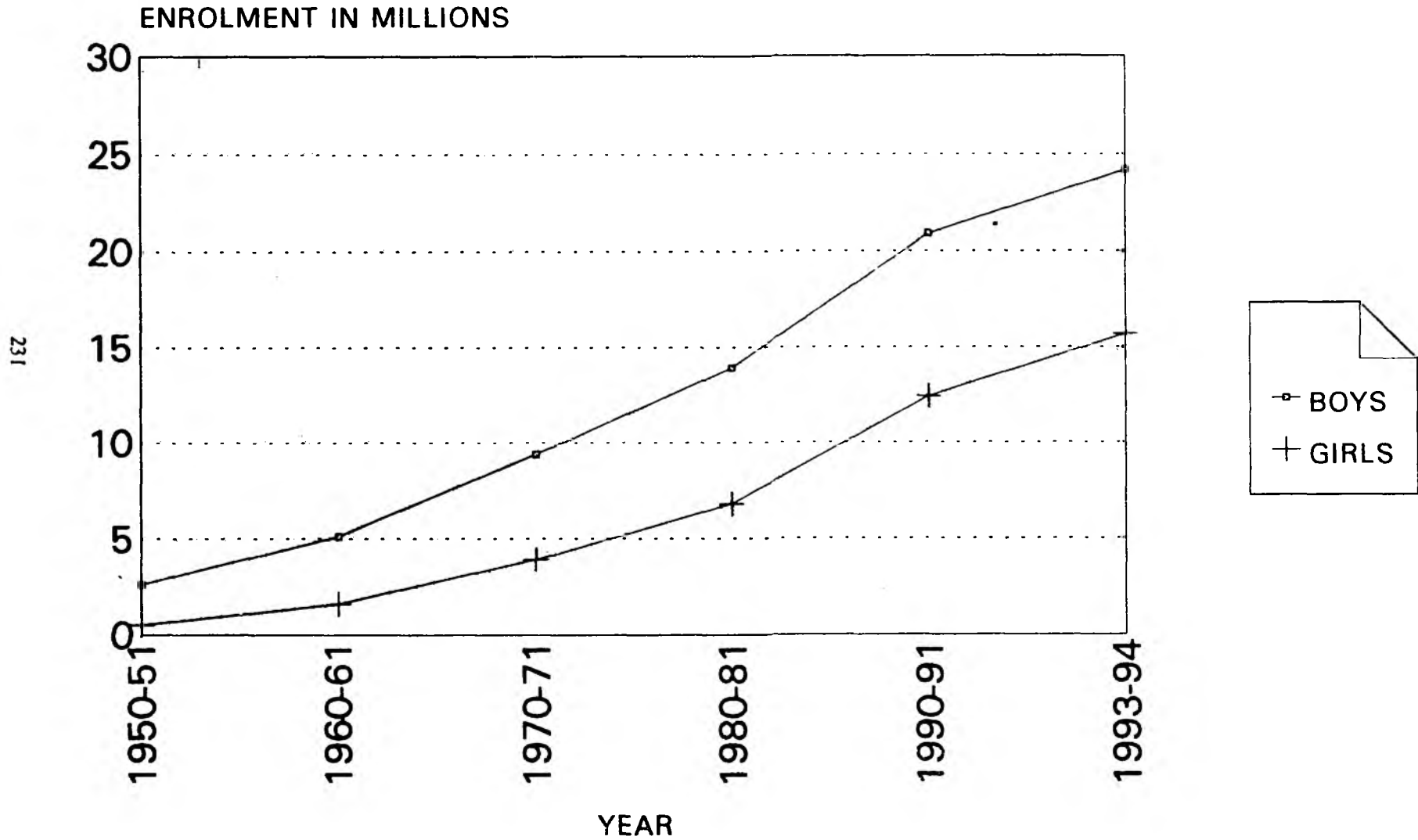


ENROLMENT IN PRIMARY CLASSES (I-V)

230

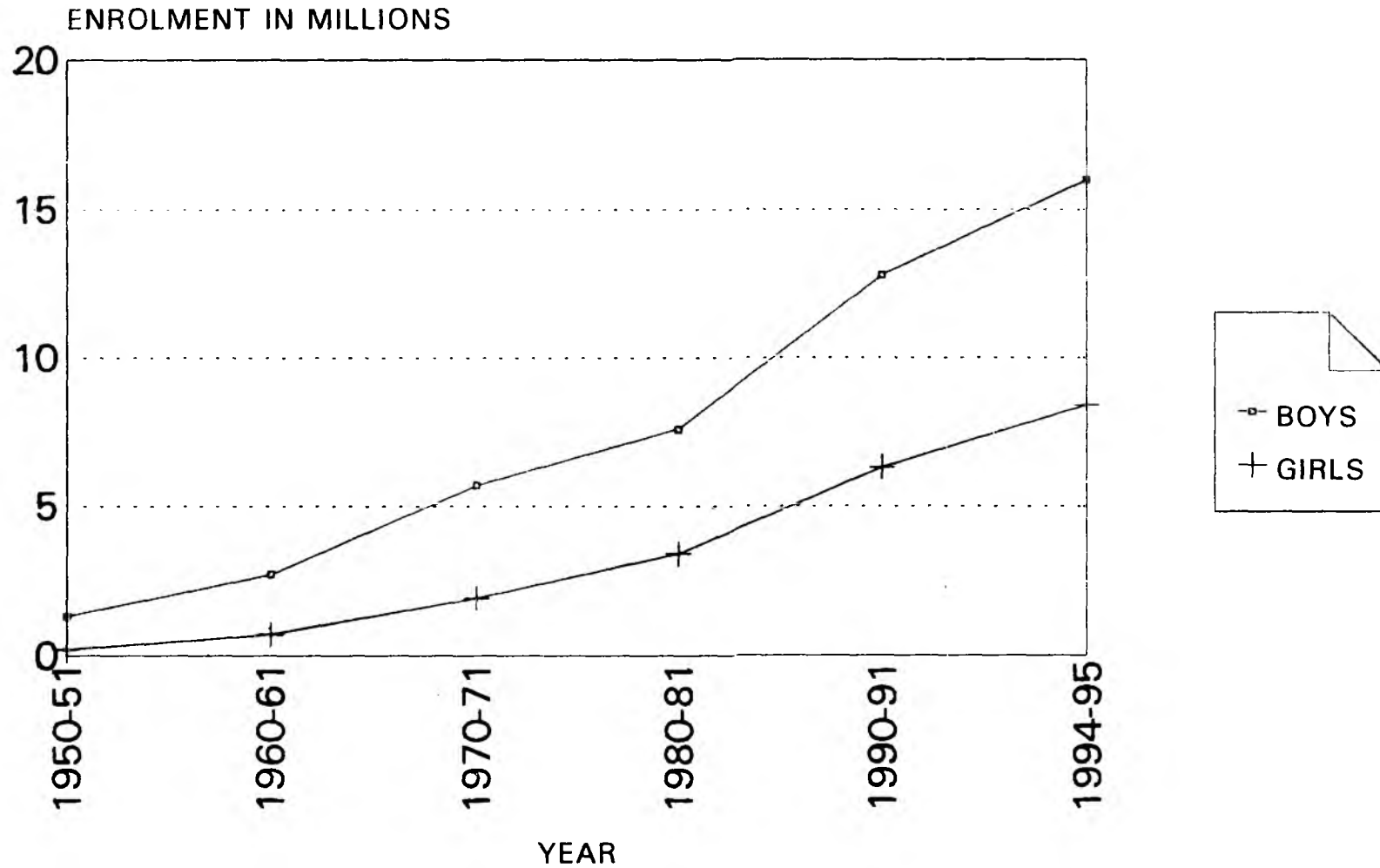


ENROLMENT IN MIDDLE CLASSES (VI-VIII)

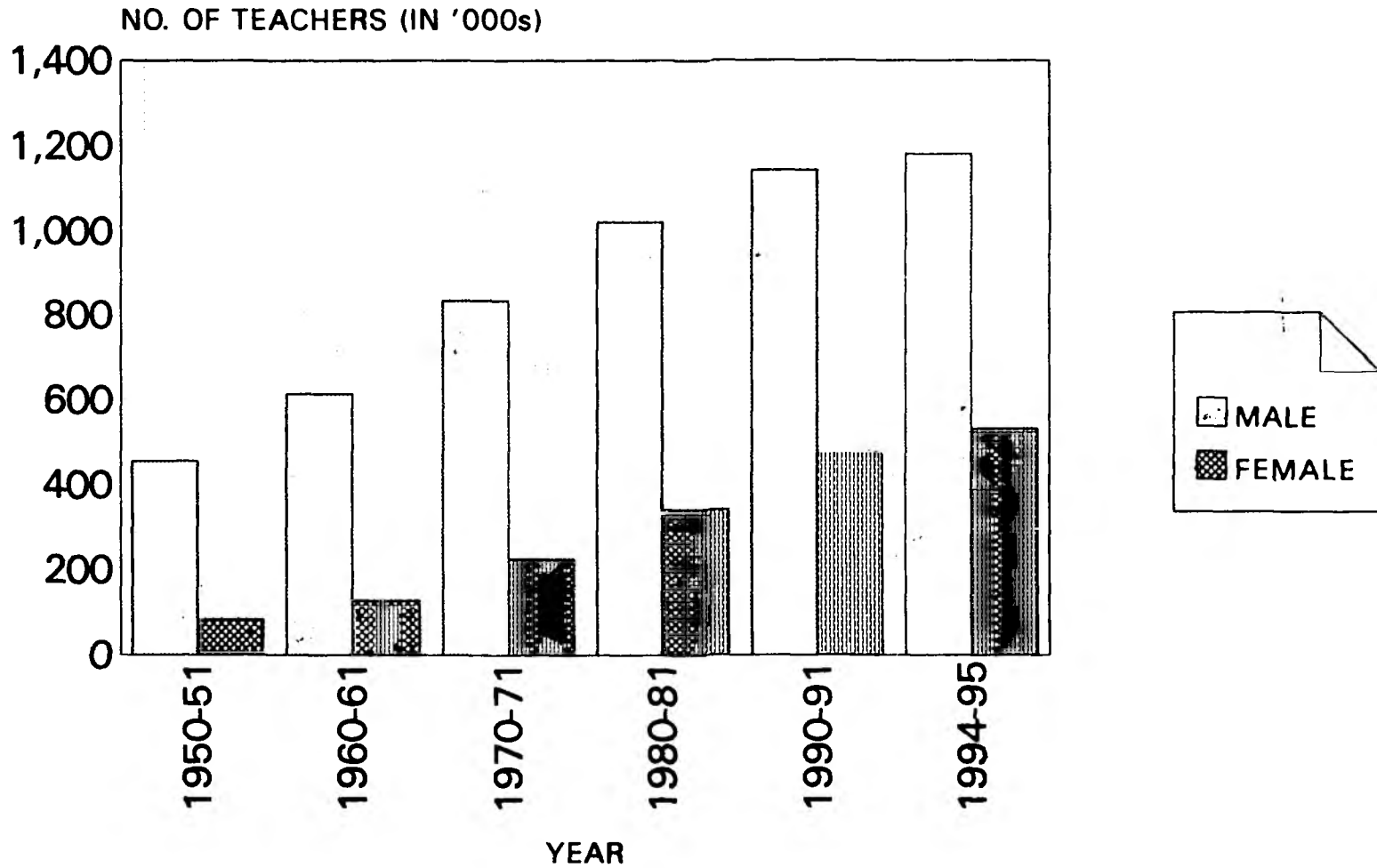


ENROLMENT IN HIGH/Hr.SEC. CLASSES (IX-XII)

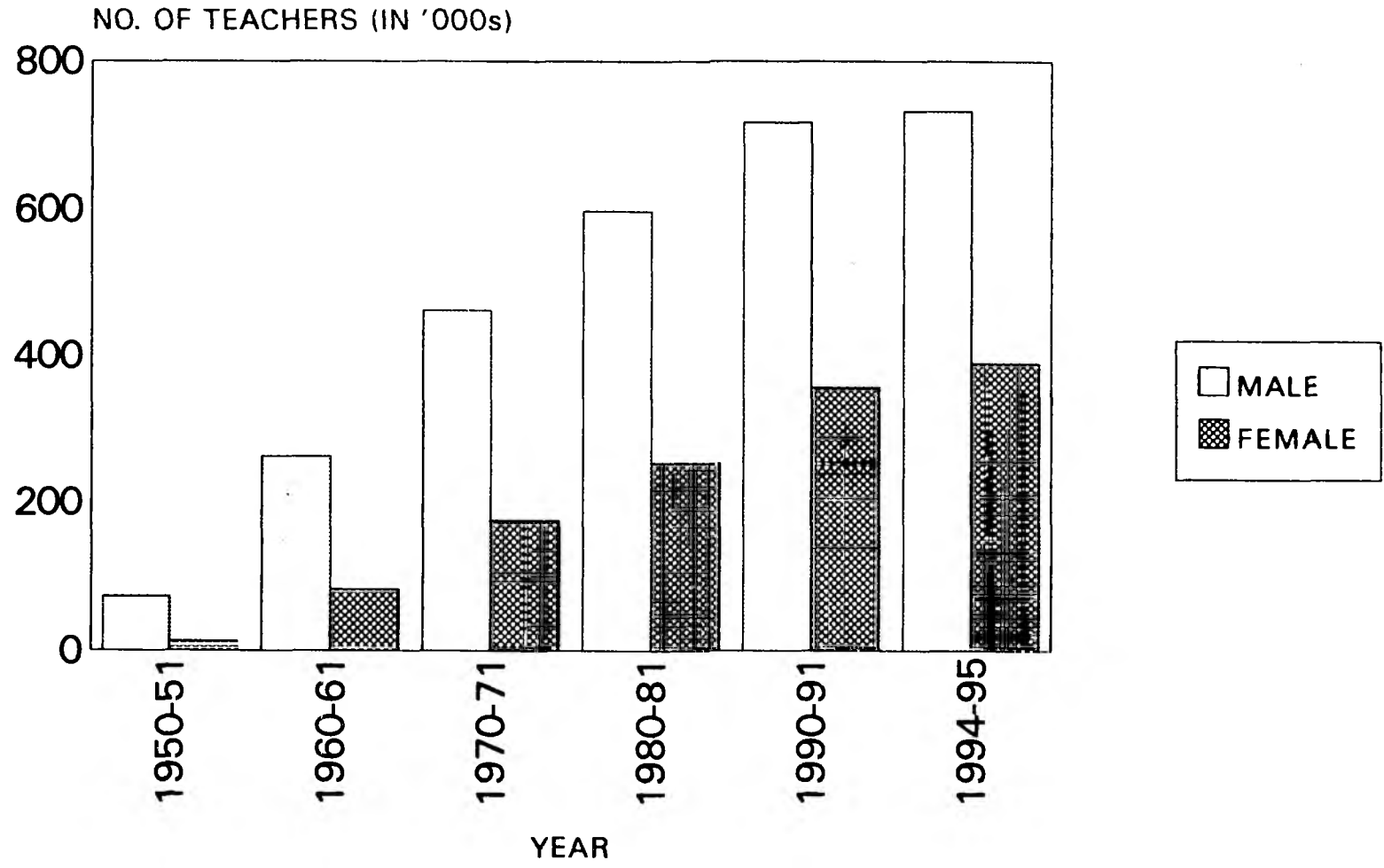
232



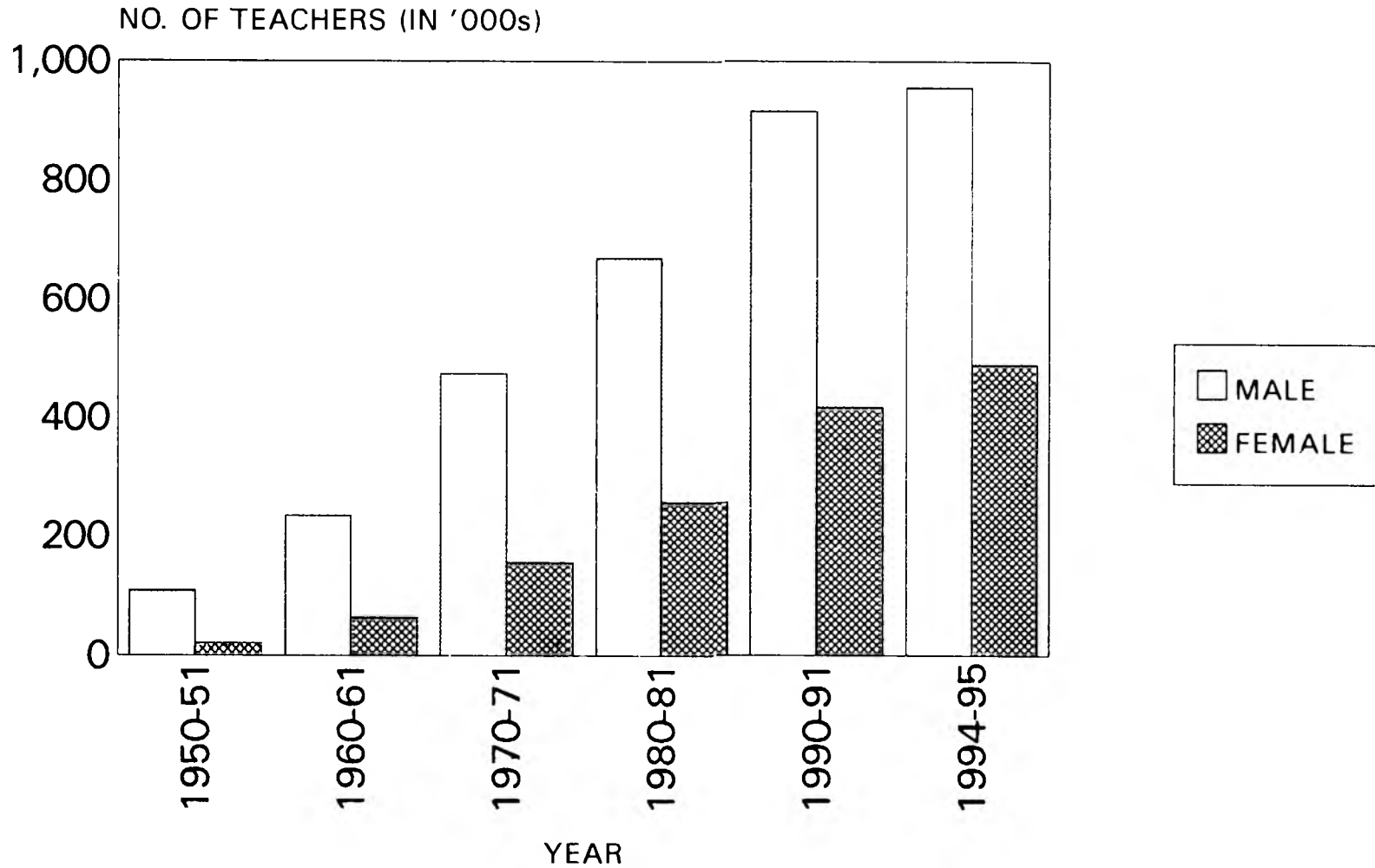
DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS



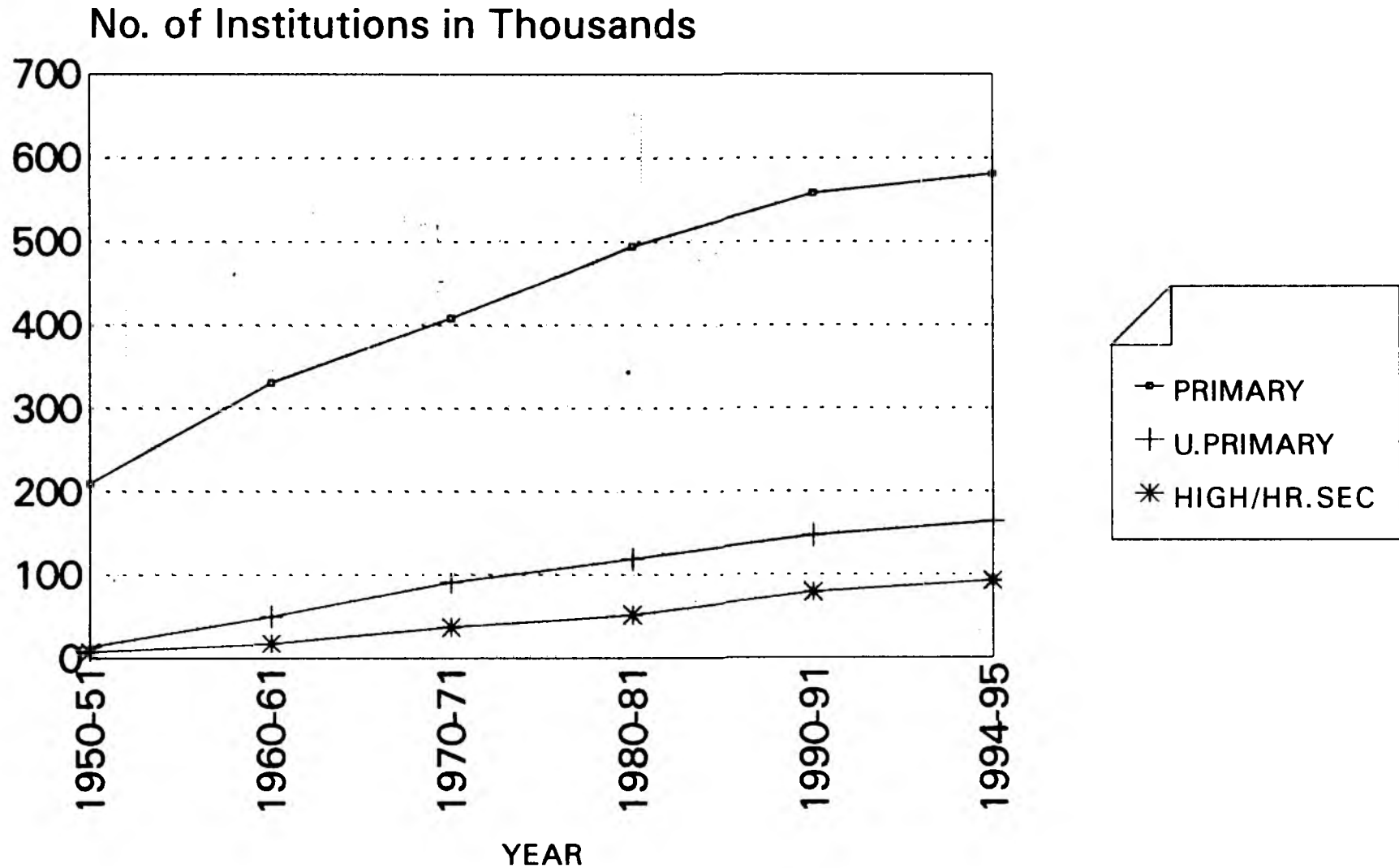
DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS



DISTRIBUTION OF TEACHERS HIGH/Hr. SEC.



GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - SCHOOL LEVEL



**STATEMENTS OF
EDUCATIONAL STATISTICS**

STATEMENT NO. 1

NUMBER OF DISTRICTS, NUMBER OF INHABITED VILLAGES AND DENSITY OF POPULATION

STATE/UNION TERRITORY	AREA (IN SQ KM)	NUMBER OF DISTRICTS (REVENUE)	NUMBER OF INHABITED VILLAGES	DENSITY (POPULATION SQ KM.)	
				1981	1991
1 ANDHRA PRADESH	275045	23	26613	195	242
2 ARUNACHAL PRADESH	03743	12	3649	8	10
3 ASSAM	78438	23	24685	230	286
4 BIHAR	173877	50	65566	402	497
5 GOA	3702	2	383	272	316
6 GUJARAT	196024	19	18569	174	211
7 HARYANA	44212	16	6759	292	372
8 HIMACHAL PRADESH	55673	12	16997	77	93
9 JAMMU & KASHMIR	222236	14	6503	59	76
10 KARNATAKA	191791	20	27024	194	235
11 KERALA	38863	14	1268	655	749
12 MADHYA PRADESH	443446	45	33065	118	149
13 MAHARASHTRA	307713	31	40412	204	257
14 MANIPUR	22327	8	2182	64	82
15 MEGHALAYA	22429	7	5502	60	79
16 MIZORAM	21081	3	699	23	33
17 NAGALAND	16579	7	1112	47	73
18 ORISSA	155707	30	51057	169	203
19 PUNJAB	50362	14	12407	333	403
20 RAJASTHAN	342239	31	34968	100	129
21 SIKKIM	7096	4	440	45	57
22 TAMIL NADU	130058	23	17275	372	429
23 TRIPURA	10486	4	6743	196	263
24 UTTAR PRADESH	294411	65	112804	377	473
25 WEST BENGAL	88752	17	38454	615	767
26 A & N ISLANDS	8249	2	547	23	34
27 CHANDIGARH	114	1	26	3961	5632
28 DADRA & NAGAR HAVELI	491	1	71	211	282
29 DAMAN & DIU	112	2	26	705	907
30 DELHI	1483	1	231	4194	6352
31 LAKSHADWEEP	32	1	10	1258	1616
32 PONDICHERY	492	1	263	1229	1642
INDIA	3287263	503	556310	216	274

* Includes area under illegal occupation of Pakistan and China
@ Revenue Blocks

STATEMENT NO. 2

LITERACY RATES - INDIA: 1951-1991

Year	Persons	Males	Females
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.67	56.50	29.85
1991	52.21	64.13	39.29

NOTE : Literacy rate for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above.

Census could not be conducted. The 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 YEAR
AND ABOVE 1981 AND 1991

STATE@UNION TERRITORIES	1981 LITERACY RATES			1991 LITERACY RATES		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
1 ANDHRA PRADESH	35.66	46.83	24.16	44.09	55.13	32.72
2 ARUNACHAL PRADESH	25.55	35.12	14.02	41.59	51.45	29.69
3 ASSAM	0.00	0.00	0.00	52.89	61.87	43.03
4 BIHAR	32.05	46.60	16.52	38.48	52.49	22.89
5 GOA	65.71	76.01	55.17	75.51	83.64	67.09
6 GUJARAT	52.21	65.14	38.46	61.29	73.13	48.64
7 HARYANA	43.88	58.51	26.93	55.85	69.10	40.47
8 HIMACHAL PRADESH	51.18	64.27	37.72	63.86	75.36	52.13
9 JAMMU & KASHMIR	32.68	44.18	19.55	0.00	0.00	0.00
10 KARNATAKA	46.21	58.73	33.17	56.04	67.26	44.34
11 KERALA	81.56	87.73	75.65	89.81	93.62	86.17
12 MADHYA PRADESH	34.23	48.42	19.00	44.20	58.42	28.85
13 MAHARASHTRA	55.83	69.65	41.01	64.87	76.56	52.32
14 MANIPUR	49.66	64.15	34.67	59.89	71.63	47.60
15 MEGHALAYA	42.05	46.65	37.17	49.10	53.12	44.85
16 MIZORAM	74.26	79.36	68.61	82.27	85.61	78.60
17 NAGALAND	50.28	58.58	40.39	61.65	67.62	54.75
18 ORISSA	40.97	56.45	25.14	49.09	63.09	34.68
19 PUNJAB	48.17	55.56	39.70	58.51	65.66	50.41
20 RAJASTHAN	30.11	44.77	14.00	38.55	54.99	20.44
21 SIKKIM	41.59	53.00	27.38	56.94	65.74	46.69
22 TAMIL NADU	54.39	68.05	40.43	62.66	73.75	51.33
23 TRIPURA	50.11	61.49	38.01	60.44	70.58	49.65
24 UTTAR PRADESH	33.35	47.45	17.19	41.60	55.73	25.31
25 WEST BENGAL	48.65	59.93	36.07	57.70	67.81	46.56
26 A & N ISLANDS	63.19	70.29	53.19	73.02	78.99	65.46
27 CHANDIGARH	74.81	78.89	69.31	77.81	82.04	72.34
28 DADRA & NAGAR HAVELI	32.70	44.64	20.37	40.71	53.56	26.98
29 DAMAN & DIU	59.91	74.47	46.50	71.20	82.66	59.40
30 DELHI	71.94	79.28	62.60	75.29	82.01	66.99
31 LAKSHADWEEP	68.42	81.24	55.32	81.78	90.18	72.89
32 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/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	MALE LITERACY RATE	STATE/ UNION TERRITORY	FEMALE LITERACY 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	ARUNACHAL 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/U.T	GENERAL			S.C			S.T		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1 ANDHRA PRADESH	44.09	55.13	32.72	31.59	41.88	20.92	17.16	25.25	8.68
2 ARUNACHAL PRADESH	41.59	51.42	29.69	57.27	66.25	41.42	34.45	44.00	24.94
3 ASSAM *	52.89	61.87	43.03	53.94	63.88	42.99	49.16	58.93	38.98
4 BIHAR	38.48	52.49	22.89	19.49	30.64	7.07	26.78	38.40	14.75
5 GOA	75.51	83.64	67.09	58.73	69.55	47.51	42.91	54.43	29.01
6 GUJARAT	61.29	73.13	48.64	61.07	75.47	45.54	36.45	48.25	24.20
7 HARYANA	55.85	69.10	40.47	39.22	52.06	24.15	-	-	-
8 HIMACHAL PRADESH	63.86	75.36	52.17	53.20	64.98	41.02	47.09	62.74	31.18
9 JAMMU&KASHMIR	-	-	-	-	-	-	-	-	-
10 KARNATAKA	56.04	67.26	44.34	38.06	49.69	25.95	36.01	47.95	23.57
11 KERALA	89.81	93.62	86.17	79.66	85.22	74.31	57.22	63.38	51.07
12 MADHYA PRADESH	44.20	58.42	28.85	35.08	50.51	18.11	21.54	32.16	10.73
13 MAHARASHTRA	64.87	76.56	52.32	56.46	70.45	41.59	36.79	49.09	24.03
14 MANIPUR	59.89	71.63	47.60	56.44	65.28	47.41	53.63	62.39	44.48
15 MEGHALAYA	49.10	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
16 MIZORAM	82.27	85.61	78.60	77.92	77.54	81.25	82.71	86.66	78.70
17 NAGALAND	61.65	67.62	54.75	-	-	-	60.59	66.27	54.51
18 ORISSA	49.09	63.09	34.68	36.78	52.42	20.74	22.31	34.44	10.21
19 PUNJAB	58.51	65.66	50.41	41.09	49.82	31.03	-	-	-
20 RAJASTHAN	38.55	54.99	20.44	26.29	42.38	8.31	19.44	33.29	4.42
21 SIKKIM	56.94	65.74	46.69	51.03	58.69	42.77	59.01	66.80	50.37
22 TAMILNADU	62.66	73.75	51.33	46.74	58.36	34.89	27.89	35.25	20.23
23 TRIPURA	60.44	70.58	49.65	56.66	67.25	45.45	40.37	52.88	27.34
24 UTTAR PRADESH	41.60	55.73	25.31	26.85	40.80	10.69	35.70	49.95	19.86
25 WEST BENGAL	57.70	67.81	46.56	42.21	54.55	28.87	27.78	40.07	14.98
26 A & N ISLANDS	73.02	78.99	65.46	-	-	-	56.62	64.16	48.74
27 CHANDIGARH	77.81	82.04	72.34	55.44	64.74	43.54	-	-	-
28 D & N HAVELI	40.71	53.56	26.98	77.64	88.03	66.61	28.21	40.75	15.96
29 DAMAN & DIU	71.20	82.66	59.40	79.18	91.85	67.62	52.91	63.58	41.40
30 DELHI	75.29	82.01	66.99	57.60	68.77	43.82	-	-	-
31 LAKSHADWEEP	81.78	90.18	72.89	-	-	-	80.58	89.50	71.72
32 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	31.19

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 descending order

STATE/U.T	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 ARUNCHAL 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 KARANATAKA	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 DESCENDING ORDER**

STATE/U.T	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 & 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 ARUNCHAL 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@
1994-95*	581305	163605	92252	6089	1230	219@

* PROVISIONAL

** INCLUDES INSTITUTIONS FOR POPST-MATRIC COURSES

@ INCLUDES DEEMED TO BE UNIVERSITIES & INSTITUTIONS OF NATIONAL IMPORTANCE

STATEMENT NO. 10

SEX-WISE ENROLMENT BY STAGES/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	59.6	42.3	100.9	22.0	13.6	35.6	13.5	6.9	20.4
1992-93*	60.5	44.9	105.4	23.7	15.0	38.7	15.0	7.7	22.7
1993-94*	58.2	43.3	101.5	21.8	14.0	35.8	15.3	8.0	23.3
1994-95*	61.7	46.3	108.0	24.0	15.3	39.3	16.0	8.4	24.4

* PROVISIONAL

@ REVISED ON THE BASIS OF VI ALL INDIA EDUCATION SURVEY

STATEMENT NO. 11

DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL SINCE 1951

(IN THOUSANDS)

R	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	1144	492	1636	714	365	1079	931	450	1381
1992-93*	1189	493	1682	736	346	1082	908	445	1353
1993-94*	1196	507	1703	710	370	1080	938	467	1405
1994-95*	1181	533	1714	732	390	1122	956	490	1446

* PROVISIONAL

STATEMENT NO. 12

TOTAL NUMBER OF RECOGNISED EDUCATIONAL INSTITUTIONS IN INDIA (1994-95)

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	49153	6851	9072	582	108	18
2	Arunachal Pradesh	1195	293	136	4	0	1
3	Assam	29173	6729	3856	233	19	6
4	Bihar	53053	13506	4189	742	73	18
5	Goa	1021	113	422	20	7	1
6	Gujarat	14338	18943	5639	300	75	11
7	Haryana	5659	1425	2639	128	26	4
8	Himachal Pradesh	7611	1015	1059	51	4	3
9	Jammu & Kashmir	9784	2668	1278	33	9	3
10	Karnataka	22768	18916	7248	617	134	13
11	Kerala	6694	2912	2730	169	32	7
12	Madhya Pradesh	72478	16301	5037	448	40	15
13	Maharashtra	40628	20654	13106	739	387	22
14	Manipur	3027	702	533	29	3	2
15	Meghalaya	4177	827	403	26	1	1
16	Mizoram	1149	683	301	17	1	0
17	Nagaland	1399	418	245	16	1	1
18	Orissa	42104	12096	5684	463	31	5
19	Punjab	12509	1516	2973	177	33	4
20	Rajasthan	34569	11008	4512	173	50	10
21	Sikkim	529	118	88	1	0	0
22	Tamil Nadu	30351	5578	5658	234	79	19
23	Tripura	2055	435	498	14	2	1
24	Uttar Pradesh	82023	15976	6637	486	34	28
25	West Bengal	51021	3156	6728	303	62	12
26	A & N Islands	184	45	72	2	1	0
27	Chandigarh	29	12	64	12	4	2
28	D & N Haveli	139	43	15	0	0	0
29	Daman & Diu	49	20	21	1	1	0
30	Delhi	2072	531	1263	62	9	11
31	Lakshadweep	19	4	11	0	0	0
32	Pondicherry	345	111	135	7	4	1
INDIA		581305	163605	92252	6089	1230	219

* Included Deemed to be Universities and Institutions of National Importance.

@ Includes only College of Engg./Tech, Medical, Research & Training Colleges.

Sources: Selected Education Statistics 1994-95

STATEMENT NO. 13
ENROLMENT BY STAGES (1994-95)

(As on 30th Sept., 1994)

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	4009469	3399444	7408913	1284896	867582	2152478	1037602	577866	1615468	220327	116441	336768
2 Arunachal Pradesh	76756	58661	135417	20823	15440	36263	13135	7322	20457	2559	795	3354
3 Assam	2004347	1773632	3777979	766462	524841	1291303	451155	317803	768958	111060	56479	167539
4 Bihar	5993757	3129712	9123469	1597020	655781	2252801	720966	220343	940409	433453	100487	533940
5 Goa	66407	62058	128465	41029	35422	76451	34813	31299	66112	7303	8448	15751
6 Gujarat	3576294	2694255	6270549	1146167	732372	1878539	852800	557900	1410700	221979	171285	393264
7 Haryana	1260000	1023000	2283000	516000	347000	863000	304527	163564	468091	56825	42031	98856
8 Himachal Pradesh	383420	337560	720980	222340	173730	396070	137960	83730	221690	17301	7872	25173
9 Jammu & Kashmir	492080	331173	823253	212536	126279	338815	124359	64601	188960	27540	16547	44087
10 Karnataka	3333316	2968725	6302041	1183223	954702	2137925	902212	529194	1431406	226461	109641	336102
11 Kerala	1486018	1411987	2898005	957767	908013	1865780	575294	618375	1193669	23973	36515	60488
12 Madhya Pradesh	5242000	3798000	9040000	2049000	1154000	3203000	1324410	485942	1810352	182277	75359	257636
13 Maharashtra	6010037	5324929	11334966	2519989	1918310	4438299	1907604	1187930	3095534	544277	299763	844040
14 Manipur	145940	129460	275400	58420	50380	108800	44824	37440	82264	12309	9584	21893
15 Meghalaya	148429	146573	295002	39696	34786	74482	27551	24141	51692	5257	3922	9179
16 Mizoram	60079	54307	114386	20875	20863	41738	10261	10255	20516	2769	1881	4650
17 Nagaland	84770	74916	159686	29542	27052	56594	15794	12331	28125	2209	1110	3319
18 Orissa	2283000	1594000	3877000	1007000	563000	1570000	720119	351213	1071332	80904	31486	112390
19 Punjab	1101884	974773	2076657	521092	411810	932902	386874	294552	681426	72872	79569	152441
20 Rajasthan	3884000	1934000	5818000	1417000	474000	1891000	850000	264000	1054000	94925	39016	133941
21 Sikkim	41469	37268	78737	12352	11837	24239	5614	4410	10024	750	449	1199
22 Tamil Nadu	4347326	3762835	8110161	2043732	1614565	3658297	1168202	801699	1969901	128655	88294	216949
23 Tripura	227845	191565	419410	67588	54609	122197	47218	32614	79832	7249	4401	11650
24 Uttar Pradesh	10063991	6200706	16264697	3941480	1687208	5628688	2661156	840159	3501315	375276	120618	495894
25 West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1154126	727100	1881226	196157	134837	330994
26 A & N Islands	23359	21266	44625	10646	9504	20150	7164	6186	13350	1066	832	1898
27 Chandigarh	22329	20021	42350	11878	10195	22073	9341	10557	19898	7099	6865	13964
28 D & N Haveli	12038	8458	20496	3244	1949	5193	1869	1161	3030	0	0	0
29 Daman & Diu	6968	6335	13303	3564	3022	6586	2758	1957	4715	467	275	742
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	53620	50231	103851	32435	29656	62091	20715	18957	39672	3993	3958	7951
INDIA	62256958	46786705	109043663	24513275	15774565	40287840	15748656	8400752	24149408	3146634	1626828	4773462

STATEMENT NO. 14

ENROLMENT RATIO IN CLASSES I-V AND VI-VIII
OF SCHOOLS FOR GENERAL EDUCATION

STATE/U.T	I-V (VI-XI)			VI-VIII (XI-XI7)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
1 ANDHRA PRADESH	98.0	87.1	92.7	57.1	40.1	48.8
2 ARUNACHAL PRADESH	134.4	96.1	114.6	59.8	45.2	52.6
3 ASSAM	134.0	124.4	129.3	92.4	66.4	79.7
4 BIHAR	95.9	54.7	76.2	46.4	20.7	34.1
5 GOA	98.2	90.6	94.3	90.9	79.2	85.1
6 GUJARAT	136.4	109.6	123.4	75.5	51.4	63.9
7 HARYANA	89.8	84.0	87.1	73.1	55.6	64.9
8 HIMACHAL PRADESH	128.1	111.8	119.9	117.2	92.2	104.7
9 JAMMU&KASHMIR	105.8	71.8	88.9	77.0	48.2	63.0
10 KARNATAKA	126.1	119.4	122.9	77.1	66.0	71.7
11 KERALA	99.8	97.0	98.4	105.0	102.1	103.5
12 MADHYA PRADESH	109.7	83.2	97.0	69.1	35.3	52.8
13 MAHARASHTRA	125.0	118.2	121.7	91.9	74.9	83.7
14 MANIPUR	110.9	99.5	105.3	72.3	64.4	68.4
15 MEGHALAYA	125.7	124.4	125.1	52.7	45.7	49.2
16 MIZORAM	131.1	121.4	126.3	69.1	71.6	70.3
17 NAGALAND	105.9	95.4	100.7	55.8	52.7	54.3
18 ORISSA	113.7	77.6	95.4	73.9	39.9	56.6
19 PUNJAB	92.0	89.2	90.7	72.6	63.3	68.2
20 RAJASTHAN	124.5	67.0	96.9	79.3	28.7	55.0
21 SIKKIM	121.6	109.2	115.4	60.5	59.4	60.0
22 TAMILNADU	155.0	141.4	148.4	112.6	93.6	103.4
23 TRIPURA	143.8	121.7	132.8	68.9	57.9	63.5
24 UTTAR PRADESH	105.1	72.7	89.8	73.1	35.3	55.4
25 WEST BENGAL	124.0	119.8	121.9	100.6	91.7	96.2
26 A & N ISLANDS	95.3	71.1	82.0	70.9	64.2	67.6
27 CHANDIGARH	43.1	40.3	41.7	36.2	32.8	34.6
28 D & N HAVELI	133.7	95.0	114.5	58.9	38.9	49.4
29 DAMAN & DIU	-	-	-	-	-	-
30 DELHI	80.8	77.3	79.2	74.9	69.1	72.2
31 LAKSHADWEEP	148.8	125.3	137.0	118.2	85.7	102.0
32 PONDICHERRY	142.6	133.9	138.2	116.2	107.8	112.0
INDIA	113.7	91.5	103.0	77.2	53.0	65.5

STATEMENT-15

ENROLEMENT BY STAGES (SCHEDULED CASES) 1994-95

(AS ON 30TH SEPT., 1994)

STATE/UNION TERRITORY	PRIMARY			MIDDLS			SEC./HR. SEC.			HR. EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	833155	677447	1510602	221827	130029	351856	116160	57841	174001	24594	10656	35250
2 ARUNACHAL PRADESH	85	50	135	26	10	36	13	5	18	21	8	29
3 ASSAM	235964	208480	444444	96959	78497	175456	58479	45390	103869	10127	5023	15150
4 BIHAR	899208	389119	1288327	173897	52500	226397	66632	12909	79541	17049	1847	18896
5 GOA	1363	1351	2714	602	460	1062	394	274	668	59	39	98
6 GUJARAT	342860	270040	612900	119678	71784	191462	85390	47590	132980	22032	10550	32582
7 HARYANA	254353	215259	469612	80980	47512	128492	40439	15966	56405	5668	1290	6958
8 HIMACHAL PRADESH	100260	84630	184890	43790	29760	73550	23250	11840	35090	1703	654	2357
9 JAMMU & KASHMIR	44319	31978	76297	19338	13368	32706	8988	3895	12883	961	414	1375
10 KARNATAKA	616469	504624	1121093	186575	123945	310520	136434	62597	199031	23136	8070	31206
11 KERALA	164891	154396	319287	107553	101908	209461	58145	63736	121881	3316	3311	6627
12 MADHYA PRADESH	776742	631213	1407955	260012	87938	347950	204452	45931	250383	17390	3258	20648
13 MAHARASHTRA	907434	809015	1716449	358113	251270	609383	261762	144960	406722	65017	26642	91659
14 MANIPUR	3050	2850	5900	1020	910	1930	1232	1418	2650	773	791	1564
15 MEGHALAYA	2793	2773	5566	778	694	1472	702	432	1134	197	101	298
16 MIZORAM	0	0	0	25	22	47	46	33	79	0	0	0
17 NAGALAND	0	0	0	0	0	0	0	0	0	0	0	0
18 ORISSA	446000	284000	730000	136500	79500	216000	65200	26800	92000	5826	1218	7044
19 PUNJAB	421297	360682	781979	148947	106010	254957	75924	48799	124723	9436	6238	15674
20 RAJASTHAN	643000	225000	868000	220000	46000	266000	103000	16000	119000	12793	950	13743
21 SIKKIM	2490	2212	4702	543	458	1001	281	255	536	29	29	58
22 TAMIL NADU	880742	730648	1611390	357028	257812	614840	189080	101197	290277	18079	9669	27748
23 TRIPURA	41468	33617	75085	9737	8762	19409	7281	4442	11723	1049	473	1522
24 UTTAR PRADESH	1796635	756899	2553534	608999	160147	769146	404282	69889	474171	54430	4160	58590
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	7106	5828	12934	3244	2507	5751	1223	1118	2341	470	164	634
28 DADRA & NAGAR HAVELI	224	188	412	92	80	172	106	66	172	0	0	0
29 DAMAN & DIU	293	284	577	178	145	323	149	108	257	18	8	26
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	10624	10423	21047	6090	6079	12169	3327	2829	6156	623	378	1001
INDIA	10722625	7500431	18223056	3598546	2054069	5652615	2072699	867549	2940248	317446	106706	424152

* Includes area under illegal occupation of Pakistan and China

a Revenue Blocks

STATEMENT NO. 16

Enrolment Ratio of Students Belonging to Scheduled Caste -

STATE/UNION TERRITORY	CLASSES I-V(6-11 YEARS)			CLASSES VI-VIII(11-14 YEARS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
ANDHRA PRADESH	146.13	120.26	133.39	65.41	38.96	52.35
ARUNACHAL PRADESH	40.15	26.77	33.39	28.20	14.76	21.54
ASSAM	225.36	210.25	217.99	161.41	139.85	150.91
BIHAR	102.09	44.78	73.98	37.08	11.26	24.38
GOA	109.44	97.47	103.44	74.73	53.78	64.10
GUJARAT	203.22	166.92	185.43	119.04	75.08	97.48
HARYANA	121.22	112.48	117.05	62.01	40.13	51.61
HIMACHAL PRADESH	136.18	114.34	125.22	101.15	68.42	84.74
JAMMU & KASHMIR	111.12	84.45	98.06	87.00	63.52	75.57
KARNATAKA	144.74	124.56	134.91	71.54	49.00	60.55
KERALA	108.04	106.86	107.46	114.71	113.76	114.24
MADHYA PRADESH	118.73	86.74	103.32	88.18	26.59	58.52
MAHARASHTRA	312.64	272.77	292.86	183.59	134.59	159.90
MANIPUR	127.03	130.27	128.57	93.43	90.16	91.83
MEGHALAYA	289.09	230.91	260.03	216.00	150.00	182.50
MIZORAM	0.00	0.00	0.00	0.00	0.00	0.00
NAGALAND	0.00	0.00	0.00	0.00	0.00	0.00
ORISSA	160.31	108.68	135.31	84.93	52.37	69.10
PUNJAB	151.38	132.01	142.04	75.02	56.70	66.22
RAJASTHAN	106.49	37.85	73.08	67.55	15.31	42.17
SIKKIM	126.23	113.57	119.97	46.44	45.26	45.87
TAMIL NADU	155.95	141.39	148.84	111.40	86.83	99.40
TRIPURA	165.75	141.28	153.59	96.23	71.73	84.32
UTTAR PRADESH	85.58	39.85	63.82	52.56	15.35	34.90
WEST BENGAL	136.16	122.71	129.59	76.38	73.13	74.79
A. & N. ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
CHANDIGARH	118.34	104.79	111.88	82.58	76.61	79.82
D. & N. HAVELI	98.45	88.56	93.74	78.59	73.22	76.01
DAMAN & DIU	0.00	0.00	0.00	0.00	0.00	0.00
DELHI	99.68	97.80	98.81	79.42	75.83	77.79
LAKSHADWEEP	0.00	0.00	0.00	0.00	0.00	0.00
PONDICHEERY	178.76	186.23	182.46	155.54	158.68	157.09
INDIA	127.22	92.55	110.36	74.40	44.44	59.84

STATEMENT NO. 17

ENROLMENT BY STAGES (SCHEDULED TRIBES) 1994-95

(As on 30th Sept. 1994)

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	337888	219000	556888	62985	24489	87474	29035	8660	37695	4459	965	5424
2 ARUNACHAL PRADESH	56485	44010	100495	13504	9951	23455	9406	4403	13809	2021	542	2563
3 ASSAM	378043	313139	691182	124469	94410	218879	83683	56678	140361	14555	7621	22176
4 BIHAR	489894	301347	791241	95669	50793	146462	39274	17527	56801	7954	3395	11349
5 GOA	78	58	136	18	5	23	26	17	43	4	3	7
6 GUJARAT	546991	389409	936400	140664	81121	221785	95300	54300	149600	19510	12095	31605
7 HARYANA	-	-	-	-	-	-	-	-	-	-	-	-
8 HIMACHAL PRADESH	17120	13130	30250	7720	4210	11930	4440	2440	6880	627	241	868
9 JAMMU & KASHMIR	-	-	-	-	-	-	-	-	-	0	0	0
10 KARNATAKA	205699	161953	367652	56793	37180	93973	30183	14338	44521	6617	2052	8669
11 KERALA	19663	17924	37587	9459	8930	18389	4065	4407	8472	156	176	332
12 MADHYA PRADESH	998471	592492	1590963	255818	83375	339193	148618	34221	182839	12032	2386	14418
13 MAHARASHTRA	609154	493591	1102745	171468	107402	278870	100464	56009	156473	13192	4578	17770
14 MANIPUR	52630	44830	97460	16650	13610	30260	9365	7167	16532	1855	1158	3013
15 MEGHALAYA	111826	110984	222810	31139	27823	58962	17010	14926	31936	3368	2735	6103
16 MIZORAM	59665	53895	113560	20673	20683	41356	10155	10184	20339	2699	1838	4537
17 NAGALAND	77437	69760	147197	28235	24953	53188	12734	10388	23122	1859	956	2815
18 ORISSA	545000	265000	810000	130000	59000	189000	40100	27500	67600	4116	988	5104
19 PUNJAB	0	0	0	0	0	0	0	0	0	3	0	3
20 RAJASTHAN	432000	147000	579000	153000	33000	186000	66000	7000	73000	9179	354	9533
21 SIKKIM	9013	7981	16994	2172	2028	4200	1526	1101	2627	135	108	243
22 TAMIL NADU	42851	32119	74970	14631	9628	24259	7671	4629	12300	430	247	677
23 TRIPURA	79537	58995	138532	17550	12439	29989	10068	4811	14879	502	193	695
24 UTTAR PRADESH	19919	11470	31389	6428	2308	8736	3682	1405	5087	1263	515	1778
25 WEST BENGAL	286712	271767	558479	112115	92730	204845	22284	12163	34447	775	284	1059
26 A. & N. ISLANDS	1827	1638	3465	794	781	1575	436	404	840	30	32	62
27 CHANDIGARH	0	0	0	0	0	0	0	0	0	87	17	104
28 DADRA & NAGAR HAVELI	10077	6688	16765	2403	1246	3649	1114	569	1683	0	0	0
29 DAMAN & DIU	1041	848	1889	425	341	766	212	126	338	98	21	119
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	-	-	-	-	-	-	-	-	-	-	-	-
INDIA	5394057	3633255	9027312	1477108	804068	2281176	748129	356218	1104347	107947	43752	151699

STATEMENT NO. 18

**ENROLEMENT RATIO OF STUDENTS BELONGING
TO SCHEDULED TRIBE**

STATE/U.T	I-V (VI-XI)			VI-VIII (XI-XIV)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
1 ANDHRA PRADESH	145.16	95.84	120.88	45.29	16.56	31.10
2 ARUNACHAL PRADESH	138.00	105.32	121.48	57.29	40.60	49.02
3 ASSAM	172.26	150.45	161.63	98.79	80.15	89.71
4 BIHAR	100.17	63.48	82.17	36.88	18.52	27.85
5 GOA	12.49	8.50	10.49	14.79	6.39	10.56
6 GUJARAT	163.95	121.42	143.11	66.98	41.43	54.45
7 HARYANA	-	-	-	-	-	-
8 HIMACHAL PRADESH	124.71	95.09	109.85	95.56	52.01	73.73
9 JAMMU&KASHMIR	-	-	-	-	-	-
10 KARNATAKA	144.12	118.37	131.58	67.85	46.80	57.59
11 KERALA	116.09	116.73	116.41	95.41	90.02	92.76
12 MADHYA PRADESH	91.02	58.04	75.13	42.40	14.59	29.01
13 MAHARASHTRA	161.32	129.12	145.34	68.61	44.16	56.79
14 MANIPUR	129.02	121.85	125.62	75.44	63.14	69.40
15 MEGHALAYA	83.14	77.69	80.42	37.98	34.70	36.32
16 MIZORAM	142.73	137.20	140.06	115.62	106.65	111.22
17 NAGALAND	113.26	103.67	108.54	69.51	64.24	66.92
18 ORISSA	129.48	66.83	99.14	52.57	25.31	39.32
19 PUNJAB	-	-	-	-	-	-
20 RAJASTHAN	106.60	37.81	73.12	65.55	15.52	41.24
21 SIKKIM	113.85	98.81	106.41	50.01	47.59	48.83
22 TAMILNADU	129.75	107.10	118.70	75.36	54.00	64.93
23 TRIPURA	169.90	125.03	147.60	95.88	50.76	73.94
24 UTTAR PRADESH	96.40	61.57	79.82	56.36	22.61	40.34
25 WEST BENGAL	129.58	128.68	129.14	87.52	75.21	81.48
26 A & N ISLANDS	63.37	52.76	57.82	53.80	47.17	50.51
27 CHANDIGARH	-	-	-	-	-	-
28 D & N ISLANDS	134.80	93.78	115.27	56.53	30.34	43.97
29 DAMAN & DIU	-	-	-	-	-	-
30 DELHI	-	-	-	-	-	-
31 LAKSHADWEE	173.74	145.70	159.72	144.13	109.65	127.45
32 PONDICHERRY	-	-	-	-	-	-
INDIA	127.80	90.17	109.50	60.32	34.47	47.76

STATEMENT NO. 19

**DROPOUT RATES IN CLASSES I TO V FOR THE YEAR 1994-95
(PROVISIONAL)**

SNO.	State/Union Territories	Boys	Girls	Total
1	2	3	4	5
1	ANDHRA PRADESH *	42.48	41.78	42.18
2	ARUNACHAL PRADESH	54.97	55.22	55.07
3	ASSAM	39.62	41.57	40.49
4	BIHAR	61.41	65.86	62.98
5	GOA	-2.30	7.17	2.28
6	GUJARAT	41.82	51.07	45.97
7	HARYANA *	1.60	6.81	3.93
8	HIMACHAL PRADESH	18.86	26.29	22.41
9	JAMMU & KASHMIR	52.05	45.52	48.05
10	KARNATAKA	36.07	36.85	36.43
11	KERALA	-2.28	-0.13	-1.22
12	MADHYA PRADESH *	23.43	34.96	28.36
13	MAHARASHTRA	19.12	25.50	22.13
14	MANIPUR	65.02	63.98	64.54
15	MEGHALAYA *	29.96	34.43	32.06
16	MIZORAM	62.91	63.05	62.98
17	NAGALAND	45.09	37.68	40.09
18	ORISSA *	57.07	52.05	55.06
19	PUNJAB	22.63	22.94	22.77
20	RAJASTHAN	51.16	59.33	53.73
21	SIKKIM	52.88	45.51	49.50
22	TAMIL NADU	15.58	17.65	16.54
23	TRIPURA	54.07	57.21	55.51
24	UTTAR PRADESH	20.27	21.12	20.57
25	WEST BENGAL *	36.17	45.76	40.43
26	A & N ISLANDS	4.22	6.06	5.10
27	CHANDIGARH *	-20.31	-9.04	-14.90
28	DADRA & NAGAR HAVELI	33.37	50.16	40.75
29	DAMAN & DIU	1.40	-0.65	0.45
30	DELHI *	19.25	28.83	25.74
31	LAKSHADWEEP	18.74	37.15	27.29
32	PONDICHEERY	-1.87	-4.98	-3.81
	INDIA	35.18	37.79	36.27

* Data relates to 1993-94 as enrolment figures for the 1994-95 were not available

STATEMENT NO. 20
DROPOUT RATES IN CLASSES I TO VIII FOR THE YEAR 1994-95
(PROVISIONAL)

SNO. State/Union Territories		Boys	Girls	Total
1	2	3	4	5
1	ANDHRA PRADESH *	59.94	66.46	62.82
2	ARUNACHAL PRADESH	68.43	67.56	68.08
3	ASSAM	68.90	73.48	70.96
4	BIHAR	72.17	82.81	79.07
5	GOA	11.54	17.86	14.60
6	GUJARAT	54.69	65.13	59.39
7	HARYANA *	17.57	32.05	23.91
8	HIMACHAL PRADESH	8.50	24.09	15.77
9	JAMMU & KASHMIR	48.03	71.36	57.60
10	KARNATAKA	56.09	32.87	60.96
11	KERALA	1.88	2.04	1.96
12	MADHYA PRADESH *	38.12	54.15	44.68
13	MAHARASHTRA	41.49	53.98	47.38
14	MANIPUR	70.53	72.27	70.65
15	MEGHALAYA *	48.84	48.63	48.74
16	MIZORAM	69.51	68.00	68.79
17	NAGALAND	43.97	48.33	46.12
18	ORISSA *	62.64	59.04	61.21
19	PUNJAB	42.32	51.21	46.44
20	RAJASTHAN	61.27	72.54	64.77
21	SIKKIM	69.04	60.61	65.27
22	TAMIL NADU	30.75	39.36	34.74
23	TRIPURA	73.96	74.81	74.34
24	UTTAR PRADESH	32.24	48.35	37.93
25	WEST BENGAL	48.82	43.96	46.67
26	A & N ISLANDS	27.78	29.83	28.75
27	CHANDIGARH *	5.96	12.79	9.09
28	DADRA & NAGAR HAVELI	60.13	65.41	62.39
29	DAMAN & DIU	10.92	13.84	12.31
30	DELHI *	16.09	31.44	23.43
31	LAKSHADWEEP	47.20	52.50	49.73
32	PONDICHEERY	8.75	2.48	5.83
INDIA		50.02	56.53	52.74

Data relates to 1993-94 as enrolment figures for the 1994-95 were not available

STATEMENT NO. 21

**DROPOUT RATES IN CLASSES I TO X FOR THE YEAR 1994-95
(PROVISIONAL)**

SNO. State/Union Territories		Boys	Girls	Total
1	2	3	4	5
1	ANDHRA PRADESH *	76.70	82.13	79.04
2	ARUNACHAL PRADESH	79.31	81.43	80.16
3	ASSAM	78.07	75.68	77.04
4	BIHAR	83.49	90.62	85.90
5	GOA	40.91	42.53	42.51
6	GUJARAT	66.60	73.59	69.71
7	HARYANA *	45.44	57.95	50.74
8	HIMACHAL PRADESH	42.38	58.77	49.97
9	JAMMU & KASHMIR	65.01	76.44	69.61
10	KARNATAKA	64.90	73.92	69.09
11	KERALA	35.61	24.33	30.08
12	MADHYA PRADESH *	75.46	85.24	79.31
13	MAHARASHTRA	57.60	69.50	63.50
14	MANIPUR	71.33	71.78	71.54
15	MEGHALAYA *	66.58	67.39	66.96
16	MIZORAM	75.47	72.29	73.97
17	NAGALAND	67.30	72.69	69.91
18	ORISSA *	53.43	63.53	57.49
19	PUNJAB	52.15	61.72	56.57
20	RAJASTHAN	79.07	88.39	81.88
21	SIKKIM	90.10	88.55	89.44
22	TAMIL NADU	61.46	69.15	65.05
23	TRIPURA	77.57	81.56	79.36
24	UTTAR PRADESH	47.93	73.10	56.95
25	WEST BENGAL *	75.68	76.53	76.05
26	A & N ISLANDS	55.53	56.46	55.97
27	CHANDIGARH *	-0.50	-1.99	-1.21
28	DADRA & NAGAR HAVELI	70.56	79.58	73.44
29	DAMAN & DIU	0.00	0.00	0.00
30	DELHI *	33.59	46.64	39.91
31	LAKSHADWEEP	65.84	72.80	69.20
32	PONDICHEERY	36.99	37.57	37.26
INDIA		67.15	73.78	69.89

* Data relates to 1993-94 as enrolment figures for the 1994-95 were not available

STATEMENT NO. 22
NUMBER OF TEACHERS 1994-95

S.NO.	STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR. SECONDARY SCHOOL		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	70761	33749	104510	26091	15952	42043	75933	41320	117253
2.	Arunachal Pradesh	1967	751	2718	1538	403	1941	2104	499	2603
3.	Assam	59740	18367	7810	35062	7795	42857	41084	13043	54127
4.	Bihar	91056	21862	112918	77138	20334	97472	40127	6782	46909
5.	Goa	1021	1863	2884	324	510	834	3392	4284	7676
6.	Gujarat	23972	13661	37633	79520	65287	144807	53765	15781	69546
7.	Haryana	8918	8833	17751	7358	5462	128020	30246	22071	52317
8.	Himachal Pradesh	4280	1336	5616	4240	1250	5490	9902	4164	14066
9.	Jammu & Kashmir	12103	6384	18487	11948	6457	18405	15225	6800	22025
10.	Karnataka	30148	21056	51204	58063	42444	100507	51886	16768	68654
11.	Kerala	14996	31906	46902	17769	33870	51639	33541	61246	94787
12.	Madhya Pradesh	150444	47509	197953	61466	21593	83059	43918	14771	58689
13.	Maharashtra	82542	76761	159303	100013	67189	167202	153720	68665	222385
14.	Manipur	7396	3258	10644	4807	2383	7190	6962	3728	10690
15.	Meghalaya	5324	3447	8771	2282	1640	3922	2570	2298	4868
16.	Mizoram	2174	2030	4204	3220	887	4107	1963	474	2437
17.	Nagaland	4523	2077	6600	3133	1148	4281	2780	2294	5074
18.	Orissa	79025	26815	105840	34631	5862	40493	39634	10631	50265
19.	Punjab	20342	26884	47226	4665	4365	9030	28374	28408	56782
20.	Rajasthan	68324	25352	93666	63707	23155	86862	54985	19556	74541
21.	Sikkim	1858	1424	3282	1092	516	1608	1266	948	2214
22.	Tamil Nadu	67236	47194	114430	31998	29781	61779	69127	50496	119623
23.	Tripura	6992	2003	8995	4103	1185	5288	9154	3960	13114
24.	Uttar Pradesh	220641	49818	270459	77939	19392	97331	82439	17318	99757
25.	West Bengal	133124	40511	173635	16091	5137	21228	78547	41766	120313
26.	A & N Islands	456	394	805	360	376	736	1268	1058	2326
27.	Chandigarh	15	280	295	21	224	245	461	1903	2364
28.	D & N Haveli	154	80	234	187	262	449	151	47	198
29.	Daman & Diu	130	205	355	133	82	215	152	65	217
30.	Delhi	10505	16028	26533	2342	4436	6778	18976	27019	45995
31.	Lakshadweep	151	67	218	79	46	125	251	69	320
32.	Pondicherry	960	1222	2182	867	826	1693	19819	1580	3561
INDIA		1181278	533117	1644063	732187	390249	1122436	955884	489812	1445696

STATEMENT NO.23
BUDGETED EXPENDITURE ON EDUCATION BY EDUCATION DEPARTMENT
FOR 1994-95 RANK IN ORDER OF %AGE OF EDUCATION BUDGET
TO TOTAL BUDGET.

(Rs. in crores)

S.NO.	STATES/UTs	BUDGET OF EDUCATION DEPARTMENT			TOTAL STATE BUDGET	%AGE OF EDUCATION BUDGET TO TOTAL STATE BUDGET
		PLAN	NON-PLAN	TOTAL		
1	2	3	4	5	6	7
1.	Manipur	15.01	97.91	112.92	421.57	26.79
2.	Kerala	43.28	1300.27	1343.55	5053.33	26.59
3.	West Bengal	160.94	1951.00	2111.94	8206.04	25.74
4.	Delhi	63.66	329.57	393.23	1564.34	25.14
5.	Assam	253.74	501.59	755.33	3141.78	24.04
6.	Himachal Pradesh	74.31	268.82	343.13	1556.68	22.04
7.	Tamil Nadu	95.72	1837.15	1932.87	9083.53	21.28
8.	Chandigarh	9.12	57.05	66.17	314.71	21.03
9.	Bihar	173.15	1521.62	1694.77	8087.60	20.96
10.	Gujarat	41.86	1399.47	1441.33	6893.00	20.91
11.	Rajasthan	291.53	1046.52	1338.05	6534.44	20.48
12.	Andhra Pradesh	148.64	1656.22	1804.86	8964.18	20.13
13.	Karnataka	405.00	1191.44	1596.44	7948.43	20.08
14.	Goa	16.13	76.55	92.68	466.35	19.87
15.	Tripura	27.67	112.69	140.36	721.59	19.45
16.	Uttar Pradesh	263.56	2520.04	2783.60	14863.21	18.73
17.	Meghalaya	33.73	66.49	100.22	544.26	18.41
18.	Orissa	159.12	640.94	800.06	4416.28	18.12
19.	Madhya Pradesh	215.70	1267.82	1483.52	8307.27	17.86
20.	Punjab	124.93	637.89	762.82	4336.92	17.59
21.	Maharashtra	139.24	2367.76	2507.00	14578.36	17.20
22.	Sikkim	9.22	25.13	34.35	215.06	15.97
23.	Jammu & Kashmir	55.00	274.96	329.96*	2134.00	15.46
24.	Mizoram	10.21	49.08	59.29	398.27	14.89
25.	Pondicherry	12.08	36.16	48.24	327.01	14.75
26.	Daman & Diu	1.52	4.84	6.36	43.74	14.54
27.	Arunachal Pradesh	28.16	34.62	62.78	435.42	14.42
28.	A & N Islands	5.26	24.90	30.16	220.94	13.65
29.	Nagaland	9.54	63.73	73.27	649.71	11.28
30.	D & N Haveli	1.55	3.87	5.42	48.78	11.11
31.	Haryana	97.24	395.82	493.06	4818.09	10.23
32.	Lakshadweep	1.08	8.15	9.23	96.80	9.54
ALL (STATES/UTs)		2986.90	21770.07	24756.97	125391.69	19.74
(Central Sector)		1547.78	872.48	2420.26	118811.00	2.04
TOTAL (CENTRE + STATES/UTs)		4534.68	22642.55	27177.23	244202.69	11.13

* As presented to the Parliament.

STATEMENT NO.24

APPROVED OUTLAYS FOR EIGHTH FIVE YEAR PLAN (1992-97)

(Rs.in Crores)

S.NO.	STATE/U.Ts.	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHANICAL EDUCATION	
1	2	3	4	5	6	
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.	D & N 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**

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL 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.	D & N 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 1995-96

(Rs.in Crores)

S.NO.	STATE/U.Ts.	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL.5+COL.6)
1.	2.	3.	4.	5.	6.	7.
1.	Andhra Pradesh	62.30	11.00	100.00	12.00	112.00
2.	Arunachal Pradesh	33.00	1.05	48.05	0.00	48.05
3.	Assam	166.00	0.00	298.05	14.73	312.78
4.	Bihar	93.00	9.99	118.99	61.92	180.91
5.	Goa	4.45	0.38	14.35	15.38	29.73
6.	Gujarat *	14.51	3.95	33.90	30.00	63.90
7.	Haryana	38.34	1.00	86.02	38.54	124.56
8.	Himachal Pradesh	36.44	0.50	86.30	12.00	98.30
9.	Jammu & Kashmir	42.05	0.92	89.00	4.40	93.40
10.	Karnataka	176.15	7.19	287.95	19.00	306.95
11.	Kerala	6.05	0.00	32.70	30.50	63.20
12.	Madhya Pradesh	100.28	5.83	203.58	53.70	257.28
13.	Maharashtra	99.18	6.31	224.00	72.69	296.69
14.	Manipur	5.96	0.61	17.36	1.20	18.56
15.	Meghalaya	19.50	1.00	28.93	0.60	29.53
16.	Mizoram	5.00	0.00	10.70	0.80	11.50
17.	Nagaland	5.58	0.07	9.78	1.10	10.88
18.	Orissa	26.98	4.34	126.52	25.57	152.09
19.	Punjab	14.71	1.43	57.13	53.00	110.13
20.	Rajasthan	156.92	4.50	282.96	22.43	305.39
21.	Sikkim	7.85	0.15	18.73	0.59	19.32
22.	Tamil Nadu	54.13	19.43	98.17	10.64	108.81
23.	Tripura	24.00	0.00	40.55	0.38	40.93
24.	Uttar Pradesh	69.45	11.04	320.25	62.74	382.99
25.	West Bengal	31.90	5.26	80.40	25.24	105.64
26.	A & N Islands	10.28	0.09	20.69	1.82	22.51
27.	Chandigarh	3.47	0.00	11.45	2.20	13.65
28.	D & N Haveli	2.50	0.05	4.06	1.80	5.86
29.	Daman & Diu	1.79	0.04	2.25	1.50	3.75
30.	Delhi	82.14	0.50	139.40	34.17	173.57
31.	Lakshadweep	0.77	0.03	1.62	0.00	1.62
32.	Pondicherry	5.12	0.01	13.89	3.51	17.40
ALL STATES/UTs		1399.80	96.67	2907.73	614.15	3521.88
CENTRE		651.04	234.00	1571.09	253.91	1825.00
TOTAL (CENTRE & STATES)		2050.84	330.67	4478.82	868.06	5346.88

SOURCE : PLANNING COMMISSION

* AS THE FIGURES FOR GUJARAT MNP OUTLAYS ARE NOT YET FINALISED BY STATE PLAN DIVISION, THE PROPOSAL AS WELL AS WORKING-GROUP RECOMMENDED OUTLAYS FOR THE YEAR 1995-96 HAVE BEEN REPEATED.

STATEMENT NO. 27

PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAYS FOR 1955-96

(Rs. in Crores)

S.NO.	STATE/U.Ts.	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL. 5+COL. 6)
1	2	3	4	5	6	7
1.	Andhra Pradesh	55.63	9.82	89.29	10.71	100.00
2.	Arunachal Pradesh	68.68	2.19	100.00	0.00	100.00
3.	Assam	53.07	0.00	95.29	4.71	100.00
4.	Bihar	51.41	5.52	65.77	34.23	100.00
5.	Goa	14.97	1.28	48.27	51.73	100.00
6.	Gujarat	22.71	6.18	53.05	46.95	100.00
7.	Haryana	30.78	0.80	69.06	30.94	100.00
8.	Himachal Pradesh	37.07	0.51	87.79	12.21	100.00
9.	Jammu & Kashmir	45.02	0.99	95.29	4.71	100.00
10.	Karnataka	57.39	2.34	93.81	6.19	100.00
11.	Kerala	9.57	0.00	51.74	48.26	100.00
12.	Madhya Pradesh	38.98	2.27	79.13	20.87	100.00
13.	Maharashtra	33.43	2.13	75.50	24.50	100.00
14.	Manipur	32.11	3.29	93.53	6.47	100.00
15.	Meghalaya	66.03	3.39	97.97	2.03	100.00
16.	Mizoram	43.48	0.00	93.04	6.96	100.00
17.	Nagaland	51.29	0.64	89.89	10.11	100.00
18.	Orissa	17.74	2.85	83.19	16.81	100.00
19.	Punjab	13.36	1.30	51.88	48.12	100.00
20.	Rajasthan	51.38	1.47	92.66	7.34	100.00
21.	Sikkim	40.63	0.78	96.95	3.05	100.00
22.	Tamil Nadu	49.75	17.86	90.22	9.78	100.00
23.	Tripura	58.64	0.00	99.07	0.93	100.00
24.	Uttar Pradesh	24.54	3.90	113.27	22.17	100.00
25.	West Bengal	30.20	4.98	76.11	23.89	100.00
26.	A & N Islands	45.67	0.40	91.91	8.09	100.00
27.	Chandigarh	25.42	0.00	83.88	16.12	100.00
28.	D & N Haveli	42.66	0.85	69.28	30.72	100.00
29.	Daman & Diu	47.73	1.07	60.00	40.00	100.00
30.	Delhi	47.32	0.29	80.31	19.69	100.00
31.	Lakshadweep	47.53	1.85	100.00	0.00	100.00
32.	Pondicherry	29.43	0.06	79.83	20.17	100.00
ALL STATES/UTs		39.75	2.74	82.56	17.44	100.00
CENTRE		35.67	12.82	86.09	13.91	100.00
TOTAL (CENTRE & STATES)		38.36	6.18	83.77	16.23	100.00

STATEMENT NO.28

RELATIONSHIP BETWEEN BUDGETED EXPENDITURE ON EDUCATION AND
NET DOMESTIC PRODUCTS OF STATES/UTs

S.NO.	STATES/UTs	YEAR	EXPENDITURE ON EDUCATION BY EDUCATION DEPARTMENT	ESTIMATES OF NDP AT CURRENT PRICES	%AGE OF BUDGET OF EDUCATION DEPARTMENT (REV.) TO NET DOMESTIC PRODUCT
			(Rs. in crores)		
1.	2.	3.	4.	5.	6.
1.	Andhra Pradesh	1993-94	1492.42	45187.4	3.3
2.	Arunachal Pradesh	1993-94	55.01	752.6	7.3
3.	Assam	1992-93	637.48	11735.6	5.4
4.	Bihar	1992-93	1323.41	29341.5	4.5
5.	Goa	1993-94	88.20	1434.4	6.1
6.	Gujarat	1992-93	1104.19	32239.8	3.4
7.	Haryana	1993-94	460.30	18057.0	2.5
8.	Himachal Pradesh	1991-92	196.15	2797.9	7.0
9.	Jammu & Kashmir	1992-93	138.10	3368.1	4.1
10.	Karnataka	1993-94	1308.75	32926.7	4.0
11.	Kerala	1994-95	1343.55	19585.6	6.9
12.	Madhya Pradesh	1993-94	1256.84	38260.9	3.3
13.	Maharashtra	1993-94	2601.77	91208.3	2.9
14.	Manipur	1991-92	85.23	760.5	11.2
15.	Meghalaya	1993-94	90.14	1131.8	8.0
16.	Mizoram	1991-92	48.86	417.3	11.7
17.	Nagaland	1991-92	49.47	681.3	7.3
18.	Orissa	1993-94	766.84	15694.0	4.9
19.	Punjab	1993-94	684.56	26001.9	2.6
20.	Rajasthan	1993-94	1184.56	23302.2	5.1
21.	Sikkim	1991-92	26.72	223.8	11.9
22.	Tamil Nadu	1994-95	1932.87	48184.8	4.0
23.	Tripura	1991-92	115.53	1026.7	11.3
24.	Uttar Pradesh	1993-94	2571.73	69120.4	3.7
25.	West Bengal	1992-93	1348.71	41603.5	3.2
26.	A & N Islands	1992-93	23.19	207.9	11.2
27.	Delhi	1991-92	306.08	11201.3	2.7
28.	Pondicherry	1992-93	41.12	792.8	5.2
ALL INDIA (CENTRE+STATES/UTs)		1993-94	24268.99	615273.0 #	3.9

Quick Estimates

GRANTS TO VOLUNTARY ORGANISATIONS

STATEMENT OF GRANTS SANCTIONED FOR TOTAL/POST
DISTRICT LITERACY CAMPAIGN DURING 1994-95

(Rupees in thousand)

S.NO.	GRANTEE SOCIETIES	AMOUNT
1.	2.	3.
1.	The Chairman, Assam Science Society, Guwahati, Assam	4500.00
2.	The Chariman, Chitoor Zilla Saksharata Samiti, A.P.	15098.00
3.	The Chairman, Zilla Saksharata Samiti, Udaipur, Raj.	12983.00
4.	The Chairman, Gian Jyoti Kurukshetra, Haryana.	3199.00
5.	The Chairman, Mysore Sakshara Vahini, Mysore Kar.	8582.00
6.	The Chairman, Saksharata Andolan Manch, Pune, Maharashtra.	4083.00
7.	The Chairman, Zilla Akshara Jyoti Samiti, Jalna, Maharashtra.	3612.00
8.	The Chairman, Sonapat Saksharata Samiti, Haryana	2500.00
9.	The Chairman, Kovai Arivoli Iyakkam, Coimbatore, T.N.	3000.00
10.	The Chairman, Zilla Saksharata Samiti, Faridkot, Punjab	2500.00
11.	The Chairman, Zilla Saksharata Samiti, Rajsamand, Raj.	7400.00
12.	The Chairman, Zilla Saksharata Samiti, Faizabad, U.P.	13927.00
13.	The Chairman, Saksharata Sangram Samiti, Raichur, Karnataka.	10000.00
14.	The Chairman, Tata Instt. of Social Science, Mah.	100.00
15.	The Chairman, Vikas Begusarai, Bihar.	16240.00
16.	The Chairman, ZSS Ganjam District, Orissa.	5800.00
17.	The Chairman, T.I.S.S., Bombay, Maharashtra.	300.00
18.	The Chairman, Gomantak Dnyan Prakash Samiti, Goa.	1500.00
19.	The Chairman, Zilla Saksharata Samiti, Kanpur Dehat, Uttar Pradesh.	1500.00

1.	2.	3.
20.	The Chairman, Surat Distt. Literacy Committee, Surat, Gujarat.	2500.00
21.	The Chairman, Bhojpur Saksharata Samiti, U.P.	6000.00
22.	The Chairman, Dharampuri Arivoli Council, T.N.	17500.00
23.	The Chairman, Zilla Saksharata Samiti, Jharsuguda Orissa.	3345.00
24.	The Chairman, Zilla Saksharata Samiti, Dadra & Nagar Haveli.	1700.00
25.	The Chairman, Ramanathapuram Distt. of Tamil Nadu.	3400.00
26.	The Chairman, Zilla Saksharata Samiti, Banaskantha, Gujarat.	2500.00
27.	The Chairman, Sibsagar Zilla Saksharata Samiti, Assam.	4566.00
28.	The Chairman, Ratnagiri Zilla Saksharata Ratnagiri, Maharashtra.	3200.00
29.	The Chairman, Zilla Saksharata Samiti, Jamui, Bihar	7887.00
30.	The Chairman, Gandhinagar District Literacy Committee, Gujarat.	400.00
31.	The Chairman, Zilla Saksharata Samiti, Wardha	300.00
32.	The Chairman, District Tirunelveli Kattaboman Arivoli Iyakkam, Tamil Nadu.	2500.00
33.	The Chairman, Akshara Vahini, Mysore, Karnataka.	1547.00
34.	The Chairman, T.M. Arivoli Iyakkam, South Arcot, T.N.	3446.00
35.	The Chairman, Adult Education, Maharashtra State Institute of Adult Education, Aurangabad, Maharashtra.	311.06
36.	The Chairman, Eradication of Illiteracy, The President, Bharat Gyan Vigyan Samiti, Madhubani, Bihar.	4000.00
37.	The Chairman, Saksharata Sangram Samiti, Raichur, Karnataka.	3000.00
38.	The Chairman, Cuddapah District Literacy Society, C/o The District Collector, Cuddappah, A.P.	7000.00
39.	The Chairman, Jyoti Punj Society, Yamuna Nagar, Haryana	1600.00

1.	2.	3.
40.	The Chairman, Kokrajhar Zilla Saksharata Samiti, Assam	3000.00
41.	The Chairman, Zilla Saksharata Samiti (Basti) U.P.	3000.00
42.	The Chairman, Zilla Saksharata Samiti, Sundarnagar, Gujarat.	2000.00
43.	The Chairman, Zilla Saksharata Samiti, Shimoga, Karnataka.	10000.00
44.	The Chairman, Thanjavur Arivoli, District Iyakkam, Tamil Nadu.	6100.00
45.	The Chairman, Bidar Saksharata Samiti, Karnataka.	6400.00
46.	The Chairman, Akshara Deegha Hassan, Karnataka.	10800.00
47.	The Chairman, Zilla Saksharata Samiti, Ananthpur, Andhra Pradesh.	10000.00
48.	The Chairman, Uttar Kannada Saksharata Jnana Vahini, Karnataka.	4134.00
49.	The Chairman, Azamgarh, Uttar Pradesh.	1571.00
50.	The Chairman, Dharwad Zilla Saksharata Samiti,	12000.00
51.	The Chairman, Cooch Behar Learning and Development Land Society, West Bengal.	2700.00
52.	The Chairman, Zilla Saksharata Samiti, Dakshin Dinajpur, West Bengal.	13815.00
53.	The Chairman, Joy of Learning, Bharat Gyan Vigyan Samiti, Saket, New Delhi.	10000.00
54.	The Chairman, Pudukkottai Mavatta Arivoli Iyakkam, Tamil Nadu.	4567.00
55.	The Chairman, Amreli Zilla Saksharata Samiti, Amreli, Gujarat.	1031.00
56.	The Chairman, Zilla Saksharata Samiti, Kanpur Dehat, Uttar Pradesh.	8612.00
57.	The Chairman, Howrah Zilla Saksharata Samiti Parishad, Howrah, West Bengal.	4573.50
58.	The Chairman, Total Literacy Campaign, Kheda, Gujarat	455.00

1.	2.	3.
59.	The President, Bharat Gyan Vigyan Samiti, Madhubani, Bihar.	21300.0
60.	The Chairman, Zilla Saksharata Samiti, Kheda, Guj.	1500.0
61.	The Chairman, Dang Zilla Saksharata Committee, Distt. Dang, Gujarat.	561.0
62.	The Chairman, South 24 Parganas Saksharata Samiti, West Bengal.	21464.0
63.	The Chairman, Gandhinagar District Literacy Committee, Gujarat.	400.0
64.	The Chairman, Bharat Gyan Vigyan Samiti, Madhepura, Bihar.	4073.0
65.	The Chairman, Zilla Saksharata Samiti, Jabalpur	17826.6
66.	The Chairman, Ramanathapuram AI, Tamil Nadu.	610.0
67.	The President. Tiruchirapalli Mavatta Arivoli Iyakkam, Trichy.	5000.0
68.	The Chairman, Malda Zilla Saksharata Samiti, Malda, West Bengal.	7000.0
69.	The Secretary, Dindigul Anna District Arivoli Iyakkam, Tamil Nadu.	6000.0
70.	The Secretary, Bharat Gyan Vigyan Samiti, N. Delhi.	25000.0
71.	The Chairman, Koraput Zilla Saksharata Samiti, Koraput, Orissa.	2000.0
72.	The Chairman, Zilla Saksharata Samiti, District Faridkot, Punjab.	9750.0
73.	The Chairman, Sirmour Saksharata Abhiyan Samiti, Nahan, Himachal Pradesh.	1120.0
74.	The Chairman, Vadodara Zilla Saksharata Samiti, Vadodara.	6914.0
75.	The Chairman, Keonjhar Saksharata Samiti, Keonjhar, Orissa.	4750.0
76.	The President, Kanyakumari Distt. Arivoli Iyakkam, Nagarcoil.	1100.0

1.	2.	3.
77.	The Chairman, Zilla Saksharata Samiti, Chittoor, A.P.	895.00
78.	The Chairman, Zilla Saksharata Samiti, Hardoi, U.P.	1500.00
79.	The Chairman, Zilla Saksharata Samiti, Unnao, U.P.	500.00
80.	The Chairman, Zilla Saksharata Samiti, Sonitpur, Assam	2500.00
81.	The Chairman, Zilla Saksharata Samiti, Baroda.	2500.00
82.	The Deputy Chairman, Zilla Saksharata Samiti, Banaskantha, Gujarat.	6700.00
83.	The Chairman, Madhubani District, Bihar.	5981.00
84.	The Chairman, Zilla Saksharata Samiti, Gonda, U.P.	5000.00
85.	The Chairman, District Kutch, Gujarat.	4110.00
86.	The Chairman, Zilla Saksharata Samiti, Vizainagaram, Andhra Pradesh.	5000.00
87.	The Chairman, Uttar Kannada Saksharata Jnana Vahini Karwar, Karnataka.	1176.00
88.	The Chairman, State Govt. Tamil Nadu, Chidambranar	4000.00
89.	The Chairman, Zilla Saksharata Samiti, Tinsukia, Assam	4700.00
90.	The Chairman, Rangareddy Distt. Aksharatha Sodha, Hyderabad	2600.00
91.	The Chairman, Zilla Saksharata Samiti, Khammam, A.P.	6000.00
92.	The Chairman, Cuddapa Distt. Literacy Society, Cuddapah, Andhra Pradesh.	7600.00
93.	The Chairman, TLC Ph.II, Mahepura.	4000.00
94.	The Chairman, Hamirpur Saksharata Abhiyan Samiti, Hamirpur, Himachal Pradesh.	500.00
95.	The Chairman, Zilla Saksharata Samiti, Kokrajhar, Assam	9050.00
96.	The Chairman, Zilla Saksharata Samiti, Bellary.	4000.00
97.	The Chairman, Distt. Literacy Society, Hoshiarpur, Punjab.	5545.00
98.	The Chairman, Zilla Saksharata Samiti, North 24 Parganas, West Bengal	9067.00

2.	3.
100. The Chairman, Jyoti Punj Society, Yamunanagar, Haryana.	995.0
101. The Chairman, N. S. Ambedkar District, Tamil Nadu.	2000.0
102. The Chairman, Akshara Tunga Shimoga Distt, Karnataka	2940.0
103. The Chairman, Madurai District Arivoli Iyakkam, T.N.	2300.0
104. The Chairman, Jhunjunu Zilla Saksharata Samiti, Balasore District, Orissa.	7799.0
105. The Chairman, Zilla Saksharata Abhiyan Samiti, Palghat District, Maharashtra.	8629.0
106. The Chairman, Zilla Saksharata Samiti, Unnao, U.P.	2500.0
107. The Chairman, Saksharata Samiti, Balasore, Orissa.	4000.0
108. The Chairman, Kamrup Zilla Saksharata Samiti, Kamrup, Assam.	2500.0
109. The Chairman, Kutch Zilla Saksharata Samiti, Kutch.	1316.0
110. The Chairman, Akshara Dara Samiti, Chikmagalur, Kar.	1900.0
111. The Chairman, Zilla Saksharata Abhiyan Karyakari Samiti, Satera Distt.	2500.0
112. The Chairman, Zilla Saksharata Abhiyan Samiti, Ahmednagar.	3000.0
113. The Chairman, Zilla Saksharata Samiti, Siddarthnagar, Uttar Pradesh.	3000.0
114. The Chairman, Zilla Saksharata Samiti, Khargaon, M.P.	3000.0
115. The Chairman, Zilla Saksharata Samiti, Guna, M.P.	8250.0
116. The Chairman, Zilla Saksharata Samiti, Sivni, M.P.	3000.0
117. The Chairman, Zilla Saksharata Samiti, Mandya, M.P.	8026.0
118. The Chairman, Zilla Saksharata Samiti, Agra, U.P.	10350.0
119. The Chairman, Changalpattu MGR Distt. Kanchipuram	22531.0
120. The Chairman, Dakshin Kannada Adult and Continuing Education Society, Mangalore Distt.	2000.0

1.	2.	3.
20.	The Chairman, Zilla Saksharata Samiti, Hardoi, U.P.	1500.00
21.	The Chairman, Betul Zilla Saksharata Samiti, M.P.	1000.00
22.	The Chairman, Zilla Saksharata Samiti, Rewa Distt., MP.	1000.00
23.	The Chairman, Zilla Saksharata Samiti, Rajkot, G.J.	1000.00
24.	The Chairman, Zilla Saksharata Samiti, Mandla, M.P.	1000.00
25.	The Chairman, Zilla Saksharata Samiti, Nasik Distt. Maharashtra.	1000.00
26.	The Chairman, Zilla Saksharata Samiti, Hoshangabad, M.P.	6744.00
27.	The Chairman, Aurangabad Zilla Saksharata Abhiyan Sansthan, Aurangabad, Maharashtra.	1000.00
28.	The Chairman, Zilla Saksharata Samiti, Shahjahanpur, U.P.	1000.00
29.	The Chairman, Zilla Saksharata Samiti, Raigarh, Madhya Pradesh.	1000.00
30.	The Chairman, Zilla Saksharata Samiti, Raisen, M.P.	1000.00
31.	The Chairman, Akshara Dhara, Chikmagalur Karnataka.	4700.00
32.	The Chairman, Zilla Saksharata Samiti, Ajmer, Raj.	7900.00
33.	The Chairman, Zilla Saksharata Samiti, Udaipur, Raj.	10000.00
34.	The Chairman, NDMC, Delhi.	653.00
35.	The Chairman, District Tumkur, Karnataka	366.00
36.	The Chairman, Solan Saksharata Abhiyan Samiti, Solan District, Himachal Pradesh.	1000.00
37.	The Chairman, District Betul, Madhya Pradesh.	800.00
38.	The Chairman, Zilla Saksharata Samiti, Ratlam, M.P.	4067.50
39.	The Chairman, Zilla Saksharata Samiti, Bhilwara, M.P.	10970.00
40.	The Chairman, Zilla Saksharata Samiti, Birbhum, W.B.	9000.00
41.	The Chairman, Shimla Saksharata Abhiyan Samiti, Distt. Shimla, Himachal Pradesh.	2000.00
42.	The Chairman, Assam Science Society, Guwahati, Assam	5300.00

1.	2.	3.
143.	The Chairman, Kakatiya Akshara Deepika Samiti, Warangal Distt. Andhra Pradesh.	10500.00
144.	The Chairman, Zilla Saksharata Samiti, Cachar Distt.	9877.00
145.	The Chairman, Zilla Saksharata Samiti, Murshidabad	8530.00
146.	The Chairman, Nilgiris Distt. of Tamil Nadu.	2500.00
147.	The Chairman, Bharatpur Sampuran Saksharata Samiti, Bharatpur, Rajasthan.	7294.00
148.	The Chairman, District Dumka, Bihar.	5400.00
149.	The Chairman, Zilla Saksharata Samiti, Budaun, U.P.	3000.00
150.	The Chairman, Zilla Saksharata Samiti, Pilibhit, U.P.	3000.00
151.	The Chairman, Zilla Saksharata Samiti, Rampur, U.P.	2500.00
152.	The Chairman, Zilla Saksharata Samiti, Viziananagaram District, Andhra Pradesh.	10500.00
153.	The Chairman, Zilla Saksharata Samiti, Karimganj, Assam.	2500.00
154.	The Chairman, Satpura Saksharata Samiti, Chindwara, Madhya Pradesh.	9900.25
155.	The Chairman, Zilla Saksharata Samiti, Moradabad, Uttar Pradesh.	29940.00
156.	The Chairman, Zilla Saksharata Samiti, Mathura, U.P.	3100.00
157.	The Chairman, Zilla Saksharata Samiti, Shahdole	20822.00
158.	The Chairman, Solan Saksharata Abhiyan Samiti, District Solan, Himachal Pradesh.	950.00
159.	The Chairman, Zilla Saksharata Samiti, Bastar, M.P.	10000.00
160.	The Chairman, Zilla Saksharata Samiti, Ranchi, Bihar	16100.00
161.	The Chairman, Sirsa Literacy Mission, Sirsa, Haryana	1500.00
162.	The Chairman, Zilla Saksharata Samiti, Sehore, M.P.	6805.00
163.	The Chairman, Zilla Saksharata Samiti, Jhabua, M.P.	10717.00
164.	The Chairman, Post Literacy Campaign in Bilaspur, H.P.	1088.00

1.	2.	3.
165.	The Chairman, Hamirpur Saksharata Abhiyan Samiti, Hamirpur District, Himachal Pradesh.	214.00
166.	The Chairman, Total Literacy Campaign, Bundi, Rajasthan	8192.00
167.	The Chairman, Zilla Saksharata Samiti, Deogarh, Orissa	2000.00
168.	The Chairman, Zilla Saksharata Samiti, Goalpura, Assam	5000.00
169.	The Chairman, Zilla Saksharata Samiti, Hailakandi, Assam	4000.00
170.	The Chairman, Zilla Saksharata Samiti, Budaun, U.P.	18020.00
171.	The Chairman, Gyanjyoti Kurukshetra Saksharata Samiti, Haryana.	500.00
172.	The Chairman, Saksharata Samiti, Mandi, H.P.	1500.00
173.	The Chairman, Zilla Saksharata Samiti, Dumka, Bihar	5000.00
174.	The Chairman, Zilla Saksharata Samiti, Darbhanga District, Bihar.	30600.00
175.	The Chairman, Kovai Arivoli Iyakkam Samiti, Coimbatore, Tamil Nadu.	6500.00
176.	The Chairman, Zilla Saksharata Samiti, Dhubri, Assam.	5000.00
177.	The Chairman, Gyan Uday Saksharata Samiti, Rewari Haryana.	4600.00
178.	The Chairman, Zilla Saksharata Samiti, Bhopal, M.P.	4000.00
179.	The President, Zilla Saksharata Samiti, District Morena, Madhya Pradesh.	5000.00
180.	The Chairman, Zilla Saksharata Samiti, Shivpuri, M.P.	7156.00
181.	The Chairman, Zilla Saksharata Samiti, Damoh, M.P.	5053.00
182.	The Chairman, Mahanagar Saksharata Samiti, Vadodara, Gujarat.	1178.00
183.	The Chairman, Nutan Jyoti Narnaul Distt. Mahendragarh	4000.00
184.	The Chairman, Jan Saksharata Samiti, Gurgaon, Haryana	4000.00
185.	The Chairman, Zilla Saksharata Samiti, Nalbari, Assam	2500.00

1.	2.	3.
186.	The Chairman, Zilla Saksharata Samiti, Golaghat, Assam	1000.00
187.	The Chairman, Zilla Saksharata Samiti, Karimganj, Assam.	5610.00
188.	The Chairman, Zilla Saksharata Samiti, Bulandsahar, U.P.	3000.00
189.	The Chairman, Zilla Saksharata Samiti, Haflong N. Cachar (Assam).	1000.00
190.	The Chairman, Zilla Saksharata Samiti, Mainpuri district, Uttar Pradesh.	7900.00
191.	The Chairman, Zilla Saksharata Samiti, Malda, W.B.	8639.00
192.	The Chairman, Zilla Saksharata Samiti, Jhansi, U.P.	8049.00
193.	The Chairman, Zilla Saksharata Samiti, Kanpur, U.P.	2500.00
194.	The Chairman, Zilla Saksharata Samiti, Ahmedabad, Gujarat.	3600.00
195.	The Chairman, Zilla Saksharata Samiti, Dibrugarh, Assam	7915.00
196.	The Chairman, Zilla Saksharata Samiti, Amreli, Guj.	2986.00
197.	The Chairman, Zilla Saksharata Samiti, Kakinada East Godavari, Andhra Pradesh.	13200.00
198.	The Chairman, Zilla Saksharata Samiti, Unnao, U.P.	15925.00
199.	The Chairman, Zilla Saksharata Samiti, Jodhpur, Rajasthan.	19368.00
200.	The Chairman, Zilla Saksharata Samiti, Nagpur, Mah.	5000.00
201.	The Chairman, Zilla Saksharata Samiti, Maharajganj, Uttar Pradesh.	13092.00
202.	The Chairman, Zilla Saksharata Samiti, Buldana, Mah.	5800.00
203.	The Chairman, Zilla Saksharata Samiti, Dhar, M.P.	11540.00
204.	The Chairman, Delhi Sarva Siksha Abhiyan Samiti, Delhi.	5000.00

1.	2.	3.
205.	The Chairman, Zilla Saksharata Samiti, Kamrup, Assam	8889.00
206.	The Chairman, Zilla Saksharata Samiti, Rajnandgaon, Madhya Pradesh.	6000.00
207.	The Chairman, Periyar District Arvivoli Iyakkam, TN.	5000.00
208.	The Chairman, Zilla Saksharata Samiti, Wardha, Masharashtra.	729.00
209.	The Chairman, Zilla Saksharata Samiti, Satara Maharashtra.	4000.00
210.	The Chairman, Zilla Saksharata Samiti, Almora, U.P.	2333.00
211.	The Chairman, District Rural Development Agency District Fatehpur, Uttar Pradesh.	4380.00
212.	The Chairman, Banaswara Sampurana Saksharata Samiti, Rajasthan.	20829.00
213.	The Chairman, Zilla Saksharata Samiti, Jamnagar, Guj.	1500.00
214.	The Chairman, Ambedkar Nagar Saksharata Samiti, Ahmedabad, Gujarat.	3250.00
215.	The Chairman, District Saksharata Samiti, Jammu.	2500.00
216.	The Chairman, Zilla Saksharata Samiti, Hardoi	18123.00
217.	The Chairman, Zilla Saksharata Samiti, Sagar	6443.00
218.	The Chairman, Zilla Saksharata Samiti, Balaghat, M.P.	7752.60
219.	The Chairman, Zilla Saksharata Samiti, Jalpaiguri, W.B.	8455.00
220.	The Chairman, Zilla Saksharata Samiti, Sidhi, M.P.	6550.00
221.	The Chairman, Zilla Saksharata Samiti, Chittorgarh.	17859.00
222.	The Chairman, Zilla Saksharata Samiti, Sarguja, M.P.	17915.00
223.	The Chairman, Zilla Saksharata Samiti, Baran, Raj.	2500.00
224.	The Chairman, Surat Mahanagar Literacy Committee, Gujarat.	2575.00
225.	The Chairman, Ludhiana Saksharata Samiti, Ludhiana, Punjab.	8559.00

1.	2.	3.
226.	The Chairman, Ramanathapuram Distt.A.I., T.N.	4600.00
227.	The Chairman, Zilla Saksharata Samiti, Basti, U.P.	12700.00
228.	The Chairman, Kalahandi Zilla Saksharata Samiti, District Kalahandi Orissa.	7068.00
229.	The Chairman, Zilla Saksharata Samiti, Sonitpur, Assam	11645.00
230.	The Chairman, Akshara Krishana Samiti, Krishna District, Andhra Pradesh.	9000.00
231.	The Chairman, Zilla Saksharata Samiti, Uttar Dinajpur, West Bengal.	22042.00
232.	The Chairman, Joy of Learning, BGVS, N. Delhi.	3877.00
233.	The Chairman, Zilla Saksharata Samiti, Pilibhit, U.P.	6799.00
234.	The Chairman, Zilla Saksharata Samiti, Sabarkantha, Gujarat.	4850.00
235.	The Chairman, Zilla Saksharata Samiti, Rajkot, Guj.	3330.00
236.	The Chairman, Zilla Saksharata Samiti, Jamnagar, Guj.	3480.00
237.	The Chairman, Zilla Saksharata Samiti, Tikamgarh, M.P.	4418.00
238.	The Chairman, Zilla Saksharata Samiti, Srikakulam, A.P.	5000.00
239.	The Chairman, Zilla Saksharata Samiti, Gonda, U.P.	8780.00
240.	The Chairman, Zilla Saksharata Samiti, Bastar, M.P.	9373.00
241.	The Chairman, Zilla Saksharata Samiti, Ghaziabad, U.P.	2282.46
242.	The Chairman, BGVS, Saharsa, Bihar	7500.00
243.	The Chairman, Nutan Jyoti, Narnaul, District Mahendergarh, Haryana.	1948.00
244.	The Chairman, Zilla Saksharata Samiti, Bhind, M.P.	2000.00
245.	The Chairman, Zilla Saksharata Samiti, Siddarthnagar District, Uttar Pradesh.	7260.00
246.	The Chairman, Zilla Saksharata Samiti, Aurangabad Distt. Maharashtra.	9751.00

1.	2.	3.
247.	The Chairman, Manjeera Akshara Prabha, Medak District, Andhra Pradesh.	4300.00
248.	The Chairman, Zilla Saksharata Samiti, Etawah, U.P.	2500.00
249.	The Chairman, Zilla Saksharata Samiti, Hailakandi Distt., Assam.	432.00
250.	The Chairman, Vyashwkabi Saksharata Samiti, Balasore, Orissa.	8600.00
251.	The Chairman, Zilla Saksharata Samiti, Mandi, H.P.	1880.00
252.	The Chairman, Shimla Saksharata Abhiyan Samiti, Shimla, Himachal Pradesh.	1800.00
253.	The Chairman, Zilla Saksharata Samiti, Kakinada District, Andhra Pradesh.	4000.00
254.	The Chairman, Zilla Saksharata Samiti, Jorhat, Assam	4000.00
255.	The Chairman, Zilla Saksharata Samiti, Sundergarh District, Orissa.	4000.00
256.	The Chairman, Zilla Saksharata Samiti, Nadia District, West Bengal.	5000.00
257.	The Chairman, Bharat Gyan Vigyan Samiti, Chandigarh, Punjab.	2280.00
258.	The Chairman, Nagapattinam Quid-E-Millath of Mavatta Arivoli Iyakkam, Nagapattinam, Tamil Nadu.	5600.00
259.	The Chairman, Zilla Saksharata Samiti, Sundernagar, Gujarat.	4800.00
260.	The Chairman, Arivoli Iyakkam, Sivaganga, T.N.	2728.88

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS / ORGANISATIONS / INDIVIDUALS DURING THE PERIOD FROM 01/04/94 TO 31/03/95 WHERE
TOTAL RELEASED GRANT (RECURRING) ₹= *****1,00,000 OR
TOTAL RELEASED GRANT (NON RECURRING) ₹= *****1,00,000
MINISTRY :- MINISTRY OF HUMAN RESOURCES DEVELOPMENT
DEPARTMENT :- DEPARTMENT OF EDUCATION

S. No.	Name of the institution / organisation	Recurring	Non Recurring	Purpose of the grant
1.	2.	3.	4.	5.
1.	SRC FOR ADULT EDUCATION LITERACY HOUSE, ANDHRA MAHILA SABHA, AMS COLLEGE CAMPUS, HYDERABAD - 500 007	*****39,11,988	*****0 *****11,250	SRC BDG
	TOTAL	*****39,11,988	*****11,250	
2.	GRAM SWARAJ PARISHAD VILL. & P.O. RANGIA, DISTT. KAMRUP, ASSAM.	*****0	*****3,78,740	TLC
	TOTAL	*****0	*****3,78,740	
3.	GYAN VIGYAN SAMITI ASSAM F.C. ROAD UZAM BAZAR GUWAHATI ASSAM - 781 001	*****0	*****2,92,500	MSC
	TOTAL	*****0	*****2,92,500	
4.	A.N.SINHA INSTT. OF SOCIAL STUDIES, PATNA - 800 001 BIHAR.	*****0	*****1,50,000	EVA
	TOTAL	*****0	*****1,50,000	
5.	MAHILA SHISHU KALYAN SANSTHAN EVAM HASTA SHILPA KALA PRASHIKSHAN KENDRA, VILLAGE:MANICHHAPAR, P.O. HATHUA, GOPALGANJ DISTT., BIHAR-841436	*****0	*****1,57,500 9,56,635	PLC TLC
	TOTAL	*****0	*****11,14,135	
6.	ASIAN DEVELOPMENT RESEARCH INSTITUTE(ADRI) PATNA, BIHAR-800013.	*****0 8,00,000	*****5,44,500	BP SRC
	TOTAL	*****8,00,000	*****5,44,500	

1.	2.	3.	4.	5.
7.	SRC, DEEPAYATAN BUDDHA COLONY, PATNA, BIHAR	*****39,86,301	*****0	SRC
	TOTAL	*****39,86,301	*****0	
8.	XAVIER INSTITUTE OF SOCIAL SERVICE PURULIA ROAD, P.O.BOX NO.7 DISTT. RANCHI - 834001 BIHAR.	*****1,71,351	*****0	DRU
	TOTAL	*****1,71,351	*****0	
9.	BANVASI SEVA KENDRA, AT/POST ADHAURA, DISTT. ROHTAS, BIHAR-821116.	*****42,000 *****0	*****0 *****2,47,000	JSN TLC
	TOTAL	*****42,000	*****2,47,000	
10.	SAMASTIPUR VIKAS MANDAL NAVEEN PRABAT VIDHASTHALI PUSA ROAD, P.O.VANI DISTT. SAMASTIPUR, BIHAR	*****0	*****1,50,000	TLC
	TOTAL	*****0	*****1,50,000	
11.	DAROGA PRASAD RAI MAHILA PRASHIKSHAN EVAM UDYOGIK KENDRA SUTIHAR, NAVADA, CHAPRA, SARAN DISTT. BIHAR - 841222	*****0	*****1,50,150	TLC
	TOTAL	*****0	*****1,50,150	
12.	RASHTRIYA GRAMEEN KRISHI VIDYAPEETH VILL. BHARDWAJ ASHRAM, PIPRA P.O. SAHAJEETPUR, SARAN(CHAPRA), BIHAR	*****0	*****3,30,038	TLC
	TOTAL	*****0	*****3,30,038	
13.	SHILP UDYOGIK SHIKSHAN PRASHIKSHAN SANSTHAN, AT-DAHIYAWAN (SADHANAPURI) DISTT. SARAN (CHAPRA), BIHAR - 841301	*****0	*****2,70,000	TLC
	TOTAL	*****0	*****2,70,000	
14.	PUSTAKALAYA SEVA SANSTHAN SRI NANDAN PATH SARAN (CHAPRA) BIHAR - 841 301	*****0	*****1,27,000	TLC
	TOTAL	*****0	*****1,27,000	

1.	2.	3.	4.	5.
15.	SANJAY PRASAD SINGH GRAMIN NIGRANI SAMITI AT - BABU TOLA KOHRA, VIA - PARSA DISTT. SARAN BIHAR	*****0	*****1,28,700	TLC
	TOTAL	*****0	*****1,28,700	
16.	GRAM SWARAJYA ABHIYAN SANSTHAN GRAM KARIHON, P.O.VISHUNPUR BEJHA, THANE MAHUA, VAISHALI DISTRICT, BIHAR.	*****0	*****1,05,000	TLC
	TOTAL	*****0	*****1,05,000	
17.	SEVASHRAM, AT. & PO. SEHAN DISTT. VAISALI, BIHAR.	*****0	*****2,97,000	TLC
	TOTAL	*****0	*****2,97,000	
18.	VAISHALI SHANTI SAMAJ KALYAN SANSTHAN S.D.O. ROAD, HAJIPUR DISTT. VAISHALI BIHAR	*****0	*****1,01,644	TLC
	TOTAL	*****0	*****1,01,644	
19.	VAISHALI SAMAJ KALYAN SANSTHAN AT & P.O. BIDUPUR BAZAR DISTT. VAISHALI BIHAR - 844 503	*****0	*****2,45,700	TLC
	TOTAL	*****0	*****2,45,700	
20.	NIRMAN BHARATI AT - CHAK BIJGANI P.O. - BALWA KUARI DISTT. VAISHALI BIHAR - 844 101	*****0	*****3,99,300	TLC
	TOTAL	*****0	*****3,99,300	
21.	GUJARAT STATE CRIME PREVENTION TRUST ASHIRWAD, 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE AHMEDABAD-380027	*****2,21,110	*****0	DRU
	TOTAL	*****2,21,110	*****0	
22.	SMT.B.K.BALJOSHI EDUCATION TRUST 2ND FLOOR,RELIEF COMPLEX VEPARI JEEN KALOL(N.G.) DIST.MEHSANA (382721)	*****3,86,983	*****0	DRU
	TOTAL	*****3,86,983	*****0	

1.	2.	3.	4.	5.
23.	GUJARAT VIDHYAPEETH ASHRAM ROAD AHMEDABAD - 380 001 GUJARAT	*****21,52,540 TOTAL *****21,52,540	*****0 *****0	SRC
24.	SCIENCE EDUCATION & ART RESOURCE CENTRE HARYANA (SEARCH), BGVS 74/22 KISHANPURA SONEPAT ROAD, ROHTAK HARYANA- 124 001	*****3,00,000 TOTAL *****3,00,000	*****0 *****0	SRC
25.	RAJYA GYAN VIGYAN KENDRA (STATE RESOURCE CENTRE) SEVA SHAKTI BHAVAN SANJAULI, SHIMLA	*****1,85,000 TOTAL *****1,85,000	*****0 *****0	SRC
26.	SOCIAL WELFARE OF INDIA HEAD OFFICE SHAHDARA SHARIEF RAJOURI DISTT. UDHAMPUR JAMMU & KASHMIR	*****0 TOTAL *****0	*****2,05,000 *****2,05,000	AEC
27.	SRC FOR ADULT EDUCATION KARNATAKA STATE ADULT EDUCATION COUNCIL 501 CHITRABHANU ROAD A & B BLOCK KUVEMPUNAGAR MYSORE - 570 023	*****30,21,885 TOTAL *****30,21,885	*****0 *****0	SRC
28.	HARIJAN SEVAK SANGH SHANTINIKETAN, KATTAKKADA P.O. TRIVANDRUM DISTT. KERALA-695572	*****1,20,782 TOTAL *****1,20,782	*****0 *****0	JSN
29.	SRC FOR ADULT EDUCATION KANFED, SAKSHARATA BHAVAN THIRUVANANTHAPURAM KERALA - 695 014	*****25,60,645 TOTAL *****25,60,645	*****0 *****0	SRC
30.	ABHIVYAKTI JANA SHIKSHA EVAM SANSKRIT SAMITI 22/E/7, ARERA COLONY BHOPAL, M.P. - 462 016	*****4,78,533 TOTAL *****4,78,533	*****0 *****0	SRC
31.	GYAN UDAY EDUCATION SOCIETY BUDHWARA BHOPAL DISTT. BHOPAL M.P. - 462 002	*****0 TOTAL *****0	*****1,42,031 *****1,42,031	TLC

1.	2.	3.	4.	5.
32.	MADHYA PRADESH URDU ACADEMY BAN GANGA ROAD BHOPAL - 462 003	*****0	*****3,99,375	MSC
	TOTAL	*****0	*****3,99,375	
33.	RAVISHANKAR UNIVERSITY RAIPUR, MADHYA PRADESH	*****0	*****1,25,000	EVA
	TOTAL	*****0	*****1,25,000	
34.	VIVECHANA 571, MADAN MAHAL, JABALPUR, MADHYA PRADESH - 482001	*****0	*****1,65,000	MSC
	TOTAL	*****0	*****1,65,000	
36.	SHRI MALWA MAHILA VIKAS SAMITI GABOIEPURA, RAISEN DT. BRANCH SIRONJ M.P.	*****2,56,099 *****0	*****0 *****9,10,432	JSN TLC
	TOTAL	*****2,56,099	*****9,10,432	
37.	SRC FOR ADULT EDUCATION BHARATIYA GRAMEEN MAHILA SANGH, INDORE, M.P.	*****34,20,720	*****0	SRC
	TOTAL	*****34,20,720	*****0	
38.	ZILLA SAKSHARATA SAMITI RATLAM, M.P.	*****0	*****1,43,000	EVA
	TOTAL	*****0	*****1,43,000	
39.	INDORE SCHOOL OF SOCIAL WORK, 14 OLD SEHORE ROAD INDORE, M.P.	*****0	*****1,38,250	MSC
	TOTAL		*****1,38,250	
39.	INDIAN INSTITUTE OF EDUCATION 128/2, J.P.NAIK ROAD, KOTHRUD, PUNE-411029.	*****5,81,020 28,71,839	*****0	DRU SRC
	TOTAL	*****34,52,859	*****0	
40.	RASHTRABHASHA PRACHAR SAMITI, HINDINAGAR, WARDHA MAHARASHTRA - 442003	*****4,27,121	*****0	JSN
	TOTAL	*****4,27,121	*****0	

1.	2.	3.	4.	5.
41.	COMMITTEE OF RESOURCE ORGANISATIONS FOR MASS PROGRAMME OF FUNCTIONAL LITERACY, C/o Dr. MADHAV CHAVAN, DEPTT. OF CHEMICAL TECHNOLOGY, UNIVERSITY OF BOMBAY, MATUNGA, BOMBAY-400019.	*****4,24,000	*****0	DRU
	TOTAL	*****4,24,000	*****0	
42.	MAHARASHTRA STATE INSTT. OF ADULT EDUCATION (MSIAE) AURANGABAD.	*****22,24,000	*****0	SRC
	TOTAL	*****22,24,000	*****0	
43.	MANIPUR SCHEDULED CASTE WELFARE ASSOCIATION BABUPARA DISTT. IMPHAL MANIPUR - 795 001	*****0	*****3,80,205	TLC
	TOTAL	*****0	*****3,80,205	
44.	SRC, NORTH EASTERN HILL UNIVERSITY, LALTUMKHARAN SHILLONG, MEGHALAYA	*****5,00,000	*****0	SRC
	TOTAL	*****5,00,000	*****0	
45.	JAYANTI PATHAGAR, At. SAHAPADA, PO. BRAHMABARADA, BLOCK:DHARMURALA, DISTT CUTTACK (ORISSA); PIN-755005.	*****0	*****1,23,415	TLC
	TOTAL	*****0	*****1,23,415	
46.	PARADIP SAKHYARATA SAMITY PARADIP PORT CUTTACK ORISSA - 754142	*****0	*****1,18,041	TLC
	TOTAL	*****0	*****1,18,041	
47.	JANABIKASH KENDRA AT/PO RASAGOBINDAPUR DIST : MAYURBHANJ ORISSA	*****0	*****7,11,292	TLC
	TOTAL	*****0	*****7,11,292	
48.	SRC FOR ADULT EDUCATION 159, SHAHID NAGAR, BHUBANESHWAR PURI DISTT. - 751 007	*****25,00,000	*****0	SRC
	TOTAL	*****25,00,000	*****0	

1.	2.	3.	4.	5.
49.	THE ORISSA STATE BHARAT SCOUTS AND GUIDES, STATE HEADQUARTERS, UNIT-3, BHUBANESWAR-751007 ORISSA	*****0	*****5,00,000	TLC
	TOTAL	*****0	*****5,00,000	
50.	CENTRE FOR YOUTH & SOCIAL DEVELOPMENT 65, SATYANAGAR BHUBANESHWAR - 751 007	*****0	*****1,04,000	MSC
	TOTAL	*****0	*****1,04,000	
51.	NAV YUVAK MANDAL F-138, MOHAN NAGAR, HINDON CITY, DISTT. SAWAIMADHOPUR, RAJASTHAN.	*****0	*****1,78,974	TLC
	TOTAL	*****0	*****1,78,974	
52.	SEVA MANDIR UDAIPUR-313001 RAJASHTHAN	*****0	*****6,29,670	TLC
	TOTAL	*****0	*****6,29,670	
53.	SRC FOR ADULT EDUCATION RAJASTHAN ADULT EDUCATION ASSN., 7-A/JHALANA DOONGRI INSTT. AREA, JAIPUR	*****22,18,890	*****0	SRC
	TOTAL	*****22,18,890	*****0	
54.	EDUCATION AND UPLIFT SOCIETY FOR RURAL DOWNTRODDEN, 6, R.C.SCHOOL STREET, GANDHINAGAR, MADURANTAKAM, CHENGALPATTU DT. TAMIL NADU - 603306	*****0	*****4,25,720	PLC
	TOTAL	*****0	*****4,25,720	
54.	TAMIL NADU SCIENCE FORUM 6, A.R.K.COLONY FIRST FLOOR ELDAMS ROAD, ALWARPET MADRAS - 600 018	*****0	*****3,96,150	PLC
	TOTAL	*****0	*****3,96,150	
55.	KANDASWAMY KENDAR'S TRUST BOARD VELUR, SALEM DISTT., T.N-638182	*****3,34,425	*****0	JSN
	TOTAL	*****3,34,425	*****0	

1.	2.	3.	4.	5.
56.	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD P.B.NO.395, OLD GOODS SHED ROAD, TEPPAKULAM, TIRUCHIRAPALLI TAMILNADU-620002	*****35,000 *****0	*****0 *****1,70,000	JSN PLC
	TOTAL	*****35,000	*****1,70,000	
57.	ARNAD VELALAR SANGAM 1-2, SANNATHI STREET, TIRUVANA KOIL TIRUCHIRAPALLI-620005 T.N	*****5,250 *****0	*****0 *****1,99,714	JSN PLC
	TOTAL	*****5,250	*****1,99,714	
58.	KHAJAMALAI LADIES ASSOCIATION, AT/P.O KHAJAMALAI, TIRUCHIRAPALLI DISTT., TAMIL NADU-620023.	*****1,56,414 *****0	*****0 *****9,23,000 *****2,76,343	JSN PLC TLC
	TOTAL	*****1,56,414	*****11,99,343	
59.	MADRAS INSTITUTE OF DEVELOPMENT STUDIES 79, 2ND MAIN ROAD GANDHI NAGAR, ADAYAR MADRAS-600 020	*****0	*****1,62,525	MSC
	TOTAL	*****0	*****1,62,525	
60.	SRC FOR NON-FORMAL EDU. T.NADU BOARD OF CONT. EDUCATION, PLOT NO.10 DOOR NO.4, 2ND STREET VENKATESHWARA NAGAR ADAYAR - 600 020	*****34,76,980	*****0	SRC
	TOTAL	*****34,76,980	*****0	
61.	SOCIETY FOR EDUCATION VILLAGE ACTION AND IMPROVEMENT NO.6, III STREET, ANNA NAGAR, PETTAATHALAI, TIRUCHIRAPALLI DISTT TAMIL NADU-639112	*****0	*****3,83,850	PLC
	TOTAL	*****0	*****3,83,850	
62.	PUNJAB ASSOCIATION LAJPAT RAI DHAWAN, POST BOX NO. 416, 170,171,172-PETERS ROAD, ROYAPETTAH, MADRAS-600014	*****58,188 *****0	*****0 *****3,85,000	JSN PLC
	TOTAL	*****58,188	*****3,85,000	

1.	2.	3.	4.	5.
63.	WOMEN'S VOLUNTARY SERVICE OF TAMIL NADU, 19, EAST SPUR TANK ROAD, CHETPET, MADRAS-600031 TAMIL NADU.	*****1,90,140	*****0	JSN
	TOTAL	*****1,90,140	*****0	
64.	WOMEN'S INDIAN ASSOCIATION, 43, GREENWAYS ROAD, MADRAS-600028 TAMIL NADU.	*****0	*****4,72,500 *****3,14,000	PLC TLC
	TOTAL	*****0	*****7,86,500	
65.	AZAD SEVA SAMITI V.V.INTER COLLEGE ROAD SHAMLI, U.P. - 247 776	*****0	*****3,82,000 *****1,83,750	TLC PLC
	TOTAL	*****0	*****5,65,750	
66.	BHARATIYA SHIKSHAN SEVA SANSTHAN DILIPCHANDPUR, BARAUT, DISTT. ALLAHABAD. U.P-221502	*****0	*****6,88,886	TLC
	TOTAL	*****0	*****6,88,886	
67.	GRAMIN VIKAS AVAM SHIKSHAN SANSTHAN KHIJIRPUR, SARAIMAMREJ TEHSIL HANDIA DISTT. ALLAHABAD-212403	*****0	*****5,16,200	TLC
	TOTAL	*****0	*****5,16,200	
68.	DR. AMBEDKAR SAMAJ SEVA MANDAL VILL. VESKI, P.O SAIDABAD, DT. ALLAHABAD U.P-221508	*****0	*****8,33,000	TLC
	TOTAL	*****0	*****8,33,000	
69.	SAMAJ UTHAN EVAM ANUSANDHAN SANSTHAN, 61- GARIWAN TOLA, ALLAHABAD-211003 UTTAR PRADESH.	*****0	*****4,77,750	TLC
	TOTAL	*****0	*****4,77,750	
70.	LITERACY HOUSE LUCKNOW, U.P.	*****10,00,000	*****0	SRC
	TOTAL	*****10,00,000	*****0	

1.	2.	3.	4.	5.
71.	DARAGANJ GRAMODYOG VIKAS SANSTHAN 109, TAGORE TOWN, ALLAHABAD UTTAR PRADESH - 211002	*****0	*****1,18,900	TLC
	TOTAL	*****0	*****1,18,900	
72.	GRAMEEN SEVA MANDAL SARAIMANSUR (DHOKRI) P.O. SAIDABAD, ALLAHABAD DISTT UTTAR PRADESH - 221508	*****0	*****3,48,000	TLC
	TOTAL	*****0	*****3,48,000	
73.	DALIT MANAV UTTHAN SANSTHAN 185/4, TALAB NAVALRAI, NAYA BAIRHANA, ALLAHABAD UTTAR PRADESH	*****0	*****4,49,134	TLC
	TOTAL	*****0	*****4,49,134	
74.	KANAKPUR GRAMVIKASH SEVA SANASTHAN KANAKPUR, P.O. DUM DUMA, DISTT. ALLAHABAD UTTAR PRADESH	*****0	*****2,69,000	TLC
	TOTAL	*****0	*****2,69,000	
75.	PRIYADARSHANI KHADI GRAMODYOG JAN SEWA SANSTHAN 10A, SHIV KUTI, ALLAHABAD, UTTAR PRADESH.	*****0	*****4,85,062	TLC
	TOTAL	*****0	*****4,85,062	
76.	GRAMIN VIKAS SAMITHI TIVRAN, KHAPARIHAN, SAIDABAD, ALLAHABAD, UTTAR PRADESH	*****0	*****4,85,940	TLC
	TOTAL	*****0	*****4,85,940	

1.	2.	3.	4.	5.
77.	AKHIL BHARATIYA MAHILA SEVA SANSTHAN 23/47/55, KIDWAI NAGAR P.O. ALLAHPUR ALLAHABAD U.P. - 211 006	*****0	*****4,02,000	TLC
	TOTAL	*****0	*****4,02,000	
78.	SHRI RAM SHARAN SMARAK SEVA SANSTHAN BISOULI, BADAUN, PIN-202520 U.P.	*****0	*****2,27,000	TLC
	TOTAL	*****0	*****2,27,000	
79.	SRAJAN UTTAR PRADESH NEKPUR CIVIL LINES, NEAR JALNIGAM OFFICE, BADAUN - 243601	*****0	*****2,89,600	TLC
	TOTAL	*****0	*****2,89,600	
80.	RURAL LITIGATIONS & ENTITLEMENT KENDRA 21 EAST CANAL ROAD, DEHRADUN- 248001, UTTAR PRADESH	*****0	*****6,00,000 *****3,67,500	TLC PLC
	TOTAL	*****0	*****9,67,500	
81.	KISHAN ADARSH SHIKSHA SAMITI BABHNAULI, P.O.-RAMKOLA, DISTT. DEORIA, U.P.	*****0	*****1,19,620	TLC
	TOTAL	*****0	*****1,19,620	
82.	SUMAN TECHNICAL INSTITUTE CHANDI, GANJDUNDWARA, ETAH DT. U.P.	*****0	*****66,490 *****1,31,200	PLC TLC
	TOTAL	*****0	*****1,97,690	
83.	INSTITUTE OF SOCIAL HEALTH WELFARE RURAL DEVELOPMENT AND EDUCATIONAL SOCIETY, RASOOLPUR (DIYARA), DOSTPUR, FAIZABAD, UTTAR PRADESH.	*****15,332 *****0	*****0 *****1,99,700 *****18,750	JSN PLC T
	TOTAL	*****15,332	*****2,18,450	
84.	VIVEKANAND SANSTHAN, AKBARPUR, FAIZABAD, U.P.-224122.	*****0	*****3,20,800	PLC
	TOTAL	*****0	*****3,20,800	

1.	2.	3.	4.	5.
85.	SARVAJANIK SHIKSHANNOYAN SANSTHAN ALIPUR P.O., HARDOI DISTT., UTTAR PRADESH - 241001	*****0	*****2,50,000	TLC
	TOTAL	*****0	*****2,50,000	
86.	SHRI SANSKRIT SHIKSHA PRASAR SAMITI PATEL NAGAR, ORAI, DIST. JALAUN U.P-285123	*****0	*****1,00,000	TLC
	TOTAL	*****0	*****1,00,000	
87.	NEW PUBLIC SCHOOL SAMITI 504/63, TAGORE MARG, NEAR BANDI MATA MANDIR, DALIGANJ LUCKNOW	*****0	*****3,74,100 *****2,78,494	PLC TLC
	TOTAL	*****0	*****6,52,594	
88.	BANWASI SEVA ASHRAM GOVINDPUR (VIA TURRA) DISTT. MIRZAPUR (SONBHADRA) U.P-231221	*****0	*****13,33,510	TLC
	TOTAL	*****0	*****13,33,510	
89.	ADARASH SEVA SAMITI 326/1, SAKET COLONY, LANE NO.6, MUZZAFARNAGAR PIN-251001	*****0	*****7,47,425 *****93,651	PLC TLC
	TOTAL	*****0	*****8,41,076	
90.	GRAMIN SAMAJ KALYAN SANSTHA VILL. KHERI TAGAN P.O. NAVLA MUZAFFAR NAGAR UTTAR PRADESH	*****0	*****75,860 *****3,44,125	PLC TLC
	TOTAL	*****0	*****4,17,985	
91.	KHADI GRAMODYOG NIKETAN MAHUWADABRA, P.O JASPUR, DT. NAINITAL (U.P) PIN PIN-244712	*****0	*****3,00,000	TLC
	TOTAL	*****0	*****3,00,000	

1.	2.	3.	4.	5.
92.	DEVI GRAMODYOG SEVI SANSTHAN, VILLAGE KAHAL KABIRA, P.O. BHAWALI, DISTRICT NAINITAL UTTAR-PRADESH-263001.	*****0	*****1,97,245	TLC
	TOTAL	*****0	*****1,97,245	
93.	NISHAT SHIKSHA SAMITI, ASTANA NAI BASTI, HALDWANI, DISTT. NAINITAL, UTTAR PRADESH. PIN-263139	*****17,500 *****0	*****0 *****1,95,756 *****2,27,898	JSN PLC TLC
	TOTAL	*****17,500	*****4,23,654	
94.	U.P. RANA BENI MADHAV JAN KALYAN SAMITI GULAB ROAD, RAE BARELI, U.P.	*****2,10,000 *****0	*****0 *****2,86,079	JSN PLC
	TOTAL	*****2,10,000	*****2,86,079	
95.	GRAMIN SAMAJ KALYAN SAMITI VILL. KHERA AFGAN, BLOCK NAKUL SAHARANPUR DISTT., UTTAR PRADESH	*****0	*****2,50,000	TLC
	TOTAL	*****0	*****2,50,000	
96.	NAV CHETNA VIKAS SAMITI VILL. & P.O. MAINASI SARAIYAN DISTT. SITAPUR UTTAR PRADESH	*****0	*****1,52,000	TLC
	TOTAL	*****0	*****1,52,000	
97.	SAGHAN KSHETRA VIKAS SAMATI, SEWAPURI, VARANASI, U.P-221403.	*****0	*****3,34,600	TLC
	TOTAL	*****0	*****3,34,600	
98.	BAIRAGI SHIKSHA SANSTHAN 1/121-1 NARAYANPUR(BAIRAGILAG) P.O. SHIVPUR, VARANASHI.	*****0	*****1,19,217	TLC
	TOTAL	*****0	*****1,19,217	
99.	MOTHER TERESA MODERN CHILDREN SCHOOL HAL SARONG PO - NAKHIGHAT VARANASI	*****0	*****1,12,740	TLC
	TOTAL	*****0	*****1,12,740	

1.	2.	3.	4.	5.
100.	BURDWAN ZILLA SAKSHARATA SAMITI (BZSS) DIST. BURDWAN WEST BENGAL	***1,30,00,000	*****0	JSN
	TOTAL	***1,30,00,000	*****0	
101.	RAMKRISHNA MISSION LOKSIKSHA PARISHAD RAMAKRISHNA MISSION ASHRAM P.O NARENDRAPUR 24, PARGANAS (SOUTH)	*****0	*****37,00,000	PLC
	TOTAL	*****0	*****37,00,000	
102.	DAKSHIN CHHABISH PARGANAS ZILLA SAKSHARATA SAMITI SOUTH 24 PARGANAS ALIPORE CALCUTTA - 700 027	*****5,01,750	*****0	DRU
	TOTAL	*****5,01,750	*****0	
103.	SRC FOR ADULT EDUCATION C/O BENGAL SOCIAL SERVICE LEAGUE, 1/6 RAJA DINENDRA STREET, CALCUTTA - 700 009	*****23,81,754	*****0	SRC
	TOTAL	*****23,81,754	*****0	
104.	PUNJAB BACKWARD CLASSES DEVELOPMENT BOARD 1070, 15-B, CHANDIGARH PUNJAB	*****3,99,000 *****0	*****0 *****3,28,193	JSN TLC
	TOTAL	*****3,99,000	*****3,28,193	
105.	PUNJAB UNIVERSITY DEPARTMENT OF PHILOSOPHY PUNJAB UNIVERSITY CHANDIGARH - 160 014	*****0	*****1,00,000	MSC
	TOTAL	*****0	*****1,00,000	
106.	STATE RESOURCE CENTRE CHANDIGARH	*****8,00,000 TOTAL *****8,00,000	*****0 *****0	SRC
107.	INDIAN ADULT EDUCATION ASSOCIATION 17-B, I.P. ESTATE, NEW DELHI-110002.	*****0 *****0 *****0	*****58,875 *****46,875 *****78,750	BP MSC WS
	TOTAL	*****0	*****1,84,500	
108.	PATEL EDUCATION SOCIETY SPRINGDALES SCHOOL, PUSA ROAD, NEW DELHI-110008	*****0	*****2,45,650	MSC
	TOTAL	*****0	*****2,45,650	

1.	2.	3.	4.	5.
109.	SEVAGRAM VIKAS SANSTHAN, 1, DARYAGANJ, NEW DELHI-110002.	*****0	*****5,78,011	BP
	TOTAL	*****0	*****5,78,011	
110.	CENTRE FOR MEDIA STUDIES 9/1 INSTITUTIONAL AREA OPP. JNU, NEW DELHI - 67	*****0	*****4,47,454	MSC
	TOTAL	*****0	*****4,47,454	
111.	DR. A.V. BALIGA MEMORIAL TRUST LINK HOUSE, BAHADUR SHAH ZAFAR MARG, NEW DELHI-110002	*****14,006 *****0	*****0 *****2,15,200 *****1,56,000	JSN PLC TLC
	TOTAL	*****14,006	*****3,71,200	
112.	STATE RESOURCE CENTRE JAMIA MILLIA ISLAMIA JAMIANAGAR NEW DELHI-110025	*****0 *****22,76,453	*****1,01,719 *****0 *****13,500	WS SRC MSC
	TOTAL	*****22,76,453	*****1,15,219	
113.	RAJIV GANDHI FOUNDATION JAWAHAR BHAWAN DR. RAJENDRA PRASAD ROAD NEW DELHI - 110 001	*****0	***1,58,47,500	MSC
	TOTAL	*****0	***1,58,47,500	
114.	INDIA VISION FOUNDATION NAVJYOTI, 3RD FLOOR, P.S. SARAI ROHILLA, DELHI - 110007	*****0	*****2,58,000	MSC
	TOTAL	*****0	*****2,58,000	
	TOTAL	5,86,34,999	5,00,51,853	

TOTAL LITERACY CAMPAIGNS IN DISTRICTS

Projects approved in the year 1994-95

Sl. No.	Project Area (District etc)	Date of Project NLMA EC approved.	Projected learner coverage (lakhs)	Target Age group.	Time-span (subject to change)	Total budget (Rs. in lakhs)	Total NLM share
1	2	3	4	5	6	7	8
<u>ANDHRA PRADESH</u>							
1.	Ananthapur	28.5.94	5.00	9-35	One year	325.00	216.66
2.	Guntur	19.7.95	5.00	9-35	Not yet appd	(adhoc)	50.00
<u>ASSAM</u>							
3.	Sibsagar	28.5.94	1.30	15-45	7/94-6/95	91.00	60.66
4.	Kokrajhar (Tribal)	3/4.8.94	2.84	9-45	11/94-10/95	240.00	160.00
5.	Sonitpur	26.9.94	3.77	9-35	1/95-12/96	282.90	188.60
6.	Kamrup	22.12.94	2.68	9-35	4/95-3/96	227.80	151.86
7.	Cachar	22.12.94	2.32	9-35	11/94-10/95	197.54	131.69
8.	Karimganj	13.1.95	1.74	9-35	2/95-1/96	162.22	108.15
9.	Goalpara	8.2.95	2.00	9-45	Not yet appd	(adhoc)	50.00
10.	Hailakandi	8.2.95	1.10	9-35	4/95-6/96	88.68	59.10
11.	Dhubri	8.2.95	3.00	9-35	Not yet appd	(adhoc)	50.00
12.	Dibrugarh	28.2/1.3.95	1.98	9-35	4/95-5/96	158.30	105.53
13.	Nalbari	28.2/1.3.95	2.03	9-35	Not yet appd	(adhoc)	10.00
14.	Golaghat	28.2/1.3.95	1.20	15-35	Not yet appd	(adhoc)	25.00
15.	N.Cachar Hills (Tribal)	28.2/1.3.95	0.50	9-45	Not yet appd	(adhoc)	10.00
<u>BIHAR</u>							
16.	Madhepura: (Ph.II)	3/4.8.94	1.90	9-35	12/93-6/95	133.00	88.67
17.	Madhubani: (Ph.II)	3/4.8.94	6.43	9-40	9/94-8/96	427.29	284.86
18.	Ranchi (Tribal)	13.1.95	3.16	9-35	7/94-5/96	269.57	215.60
19.	Darbhanga	13.1.95	8.50	9-35	2/95-2/97	612.00	408.00
20.	Nalanda	13.1.95			Not yet appd	(adhoc)	30.00
<u>DADRA & NAGAR HAVELI</u>							
21.	Dadra & N. Haveli (Tribal)	28.5.94	0.315	9-35	5/94-4/95	22.74	17.00
<u>DELHI</u>							
22.	NDMC Area Project	3/4.8.94	0.11	15-35	7/93-5/95	8.71	8.71
23.	Delhi Admn. Project	8.2.95	9.00	9-35	Not yet appd	(adhoc)	100.00

1	2	3	4	5	6	7	8
<u>GUJARAT</u>							
24.	Kheda (Ph.II)	3/4.8.94	0.14	9-14	9/94-8/95	9.10	6.07
25.	Ahmedabad City	22.12.94	0.97	9-35	9/94-4/95	63.37	42.25
26.	Bhuj-Kutch Ph.II	3/4.8.94	0.615	9-35	9/94-8/95	26.32	17.55
27.	Surat City	28.2/1.3.95	0.79	9-35	12-94/8/96	51.49	34.33
28.	Vadodara City	8.2.95	0.36	9-35	2/95-8/96	23.57	15.71
29.	Banaskantha.	3/4.8.94	3.07	15-35	9/94-8/95	214.85	143.23
<u>HARYANA</u>							
30.	Rewari	8.2.95	1.28	15-35	1/95-6/96	92.16	61.44
31.	Mahendragarh	8.2.95	1.70	15-45	4/95-6/96	118.96	79.30
32.	Gurgaon	8.2.95			Not yet appd (ad hoc)		40.00
<u>KARNATAKA</u>							
33.	Hassan	3/4.8.94	3.00	9-35	7/94-6/95	144.00	108.00
<u>MADHYA PRADESH</u>							
34.	Betul: (Ph. II)	26.9.94	1.61	15-35	13 months	120.43	96.34
35.	Rajnandgaon Ph.II	21.9.95					
36.	Bhind (Ph.II&III)	3/4.8.94	1.44	15-45	2 years (ad hoc)		45.00
37.	Jhabua Ph.II (Tribal)	22.12.94	2.30	15-35	12 months	178.61	142.88
38.	Jabalpur	3/4.8.94	5.55	15-35	6/94-6/96	356.53	237.68
39.	Balaghat	22.12.94	2.30	15-35	14 months	155.05	103.37
40.	Mandla (Tribal)	22.12.94	2.35	15-35	20 months	207.69	166.15
41.	Sivni	22.12.94			Not yet appd (ad hoc)		30.00
42.	Mandsor	22.12.94	2.45	15-35	1 year	160.51	107.01
43.	Hoshangabad	22.12.94	1.91	15-35	18 months	134.89	89.93
44.	Guna	22.12.94	2.48	15-35	1 year	165.00	110.00
45.	Khargone	22.12.94			Not yet appd (ad hoc)		30.00
46.	Bastar (Ph.I) (Tribal)	13.1.95	2.78	9-45	1 year	246.23	196.98
47.	Bastar (Ph.II) (Tribal)	13.1.95			Not yet appd (ad hoc)		100.00
48.	Shahdol (Tribal)	13.1.95	4.63	9-35	2 years	390.41	312.33
49.	Sehore	13.1.95	2.05	15-35	2 years	136.10	90.73
50.	Bhopal	8.2.95			Not yet appd (ad hoc)		40.00
51.	Shivpuri	8.2.95	2.19	15-35	14 months	143.11	95.41
52.	Damoh	8.2.95	1.50	15-35	17 months	101.05	67.37
53.	Morena	8.2.95			Not yet appd (ad hoc)		50.00
54.	Dhar (Tribal)	28.2/1.3.95	2.67	15-35	15 months	192.34	153.87
55.	Sarguja (Tribal)	28.2/1.3.95	4.04	15-35	14 months	298.58	238.86

1	2	3	4	5	6	7	8
<u>MAHARASHTRA</u>							
56.	Nasik	22.12.94	4.02	15-35	4/94-5/95	261.30	209.00
57.	Raigadh	22.12.94	1.70	9-50	1/95-3/96	110.99	73.99
58.	Ahmednagar	22.12.94			Not yet appd (adhoc)		30.00
59.	Buldana	28.2/1.3.95	1.77	15-35	8/94-7/95	115.57	77.00
60.	Nagpur	28.2/1.3.95			Not yet appd (adhoc)		50.00
61.	Satara	28.2/1.3.95	2.00	9-35	10/93-1/96	130.00	86.66
<u>ORISSA</u>							
62.	Jharsuguda.	28.5.94	0.94	9-45	10/93-6/95	66.91	44.60
63.	Balasore	22.12.94	3.60	9-35	1/95-7/96	252.00	168.00
64.	Deogarh	8.2.95	0.67	9-45	Not yet appd (adhoc)		20.00
<u>PUNJAB</u>							
65.	Ludhiana	28.2/1.3.95	2.36	15-35	1/95-4/96	171.18	114.12
<u>RAJASTHAN</u>							
66.	Bundi	26.9.94	2.30	9-35	18 months	163.85	109.23
67.	Jhunjhunu	26.9.94	3.60	9-35	2 years	233.98	155.98
68.	Bhilwara	22.12.94	3.27	9-35	1/95-1/96	219.42	146.28
69.	Banswara (Tribal)	22.12.94	3.81	9-35	11/94-4/96	347.16	277.73
70.	Chittorgarh	28.2/1.3.95	4.46	9-35	2/95-5/96	357.18	238.12
71.	Jodhpur	28.2/1.3.95	5.46	9-35	1/95-6/96	387.36	258.24
<u>TAMIL NADU</u>							
72.	Thanjavur	3/4.8.94	2.51	9-45	2/94-5/95	163.22	108.82
73.	Chidambranar	26.9.94	2.00	15-35	Adhoc pending survey		40.00
74.	Chengalpattu	22.12.94	6.70	15-35	12/94-1/96	450.62	300.41
75.	Nilgiris	22.12.94	0.70	15-35	10/94-9/95	55.60	37.60
<u>UTTAR PRADESH</u>							
76.	Ghaziabad (Ph. II)	28.2/1.3.95	1.40	9-35	3/95-2/96	85.94	57.29
77.	Moradabad (Ph. II)	22.12.94	8.55	9-35	11/94-10/95	598.85	399.23
78.	K. Dehat (Ph. 2&3)	3/4.8.94	2.69	10-45	9/93-2/95	172.23	114.82
79.	Basti	3/4.8.94	4.68	9-35	10/94-10/95	304.20	202.80
80.	Gonda	26.9.94	4.19	9-35	1/95-6/96	275.61	183.74
81.	Hardoi	26.9.94	6.07	9-35	2/95-5/96	424.47	282.98
82.	Unnao	26.9.94	5.66	10-40	4/95-12/95	378.75	252.37
83.	Shahjahanpur	22.12.94	1.91	9-35	1/95-12/95	124.15	82.76
84.	Pilibhit	13.1.95	3.00	9-35	4/95-3/96	195.99	130.66
85.	Budaun	13.1.95	6.26	9-35	7/94-6/96	420.45	280.30

1	2	3	4	5	6	7	8
86.	Bulandshahr	28.2/1.3.95	5.35	9-35	Not yet appd (adhoc)		30.00
87.	Jhansi	28.2/1.3.95	2.42	10-35	11/94-7/96	161.00	107.33
88.	Mainpuri	28.2/1.3.95	2.40	10-35	3/95-12/95	158.19	105.46
89.	Maharajganj	28.2/1.3.95	4.03	9-35	4/95-3/96	261.84	174.56
90.	Etawah	24.3.95	3.28	9-35	Not yet appd (adhoc)		25.00
91.	Siddharthnagar	24.3.95	3.15	15-35	1/95-12/96	205.20	136.80

WEST BENGAL

92.	S.Dinajpur	28.5.94	3.83	9-45	11/93-12/94	276.30	184.20
93.	N.Dinajpur	8.2.95	6.42	9-40	16 months	447.83	298.56

POST LITERACY CAMPAIGNS IN SELECTED DISTRICTS

Projects approved in the year 1994-95

Sl. No.	Project Area (District etc)	Date of EC mtg in which approved	Projected coverage (In lakhs)	Time-span (subject to modification)	Total budget (Rs. in lakhs)	Total NLM share (lakhs)
1	2	3	4	5	6	7
<u>ANDHRA PRADESH</u>						
1.	Rangareddy	26.9.94	1.00	11/94-10/96	80.00	53.33
2.	Khammam	26.9.94	3.22	11/94-10/96	180.00	120.00
3.	Vizianagram	22.12.94	3.57	2/95-1/97	319.00	212.67
4.	Warangal	22.12.94	3.50	2/95-2/97	259.63	173.08
5.	East Godavari	28.2/1.3.95	4.40	4/95-3/97	395.22	263.48
6.	Medak	28.2/1.3.95	2.50	4/95-3/97	128.70	85.80
7.	Krishna	28.2/1.3.95	3.00	4/95-3/97	268.61	179.07
<u>ASSAM</u>						
8.	Jorhat	22.12.94	Budget yet to be finalised (ad-hoc)		40.00	
9.	<u>Project of Assam Sc. Society (In 8 blocks of 5 districts, viz.)</u> [3 in Moregaon, 2 Kamrup, 1 Darang, 1 Dhemaji (Tribal), & 1 Dibrugarh.]					
		13.1.95	1.18	Two years	106.20	106.20
<u>BIHAR</u>						
10.	Madhepura (Ph.I)	3/4.8.94	1.38	9/94-8/95	61.10	40.73
11.	Madhubani (Ph.I)	3/4.8.94	2.00	9/94-8/95	89.71	59.81
12.	Dumka (Tribal)	22.12.94	1.50	2/95-1/97	67.50	54.00
13.	Saharsa	8.2.95	2.70	4/95-3/97	224.86	149.90
<u>GUJARAT</u>						
14.	Dangs (Tribal)	3/4.8.94	0.21	9/94-8/95	8.42	5.61
15.	Bhuj Kutchch (Ph.I)	3/4.8.94	1.25	9/94-8/95	62.70	41.80
16.	Vadodara	3/4.8.94	2.30	9/94-8/96	207.43	138.29
17.	Surendranagar	3/4.8.94	1.35	Yet to be approved. (Ad hoc)		20.00
18.	Rajkot	8.2.95	0.97	2/95-12/96	87.30	58.20
19.	Jamnagar	8.2.95	1.13	1/95-12/96	90.40	60.26
20.	Amreli	8.2.95	0.78	1/95-12/96	78.24	52.16
21.	Sabarkanta	28/2.1/3.95	1.21	1/95-4/97	120.18	80.12
<u>HARYANA</u>						
22.	Yamunanagar	26.9.94	0.51	Two years.	39.80	26.53

1	2	3	4	5	6	7
<u>HIMACHAL PRADESH</u>						
23.	Mandi Ph.II	24.3.95	0.60	4/95 - 3/97	56.40	37.60
24.	Sirmour (Ph.II)	3/4.8.94	0.40	9/94-8/96	33.60	22.40
25.	Bilaspur	28.5.94	0.32	2 years	32.64	21.76
26.	Hameerpur	22.12.94	0.21	1/95-12/96	21.42	14.28
27.	Solan	22.12.94	0.35	1/95-12/96	29.59	19.73
28.	Shimla	8.2.95	0.55	3/95-2/97	53.53	35.68
<u>KARNATAKA</u>						
29.	Bidar	28.5.94	2.20	Two years	178.14	118.76
30.	Uttar Kannada	3/4.8.94	1.55	6/94 - 5/96	124.00	82.67
31.	Chickmaglur	22.12.94	1.51	10/94- 5/96	135.00	90.60
<u>MADHYA PRADESH</u>						
32.	Ratlam	3/4.8.94	1.23	2 years	122.00	81.35
33.	Betul Ph.I	3/4.8.94	0.35	2 years	24.00	16.00
34.	Indore	13.1.95	1.06	2 years	98.53	65.75
<u>MAHARASHTRA</u>						
35.	Ratnagiri	28.5.94	1.20	7/94-6/96	96.00	64.00
36.	Parbhani	26.9.94	3.00	6/94-5/95	129.43	86.29
37.	Aurangabad	28.2/1.3.95	3.40	3/95-2/97	146.26	97.51
<u>ORISSA</u>						
38.	Keonjhar (Tribal)	3/4.8.94	1.77	2 years	143.00	95.33
39.	Kalahandi	22.12.94	2.64	1/95-2/97	212.03	141.3
<u>PUNJAB</u>						
40.	Hoshiarpur	24.3.95	1.25	Approved in principle.		
41.	BGVS Project (Kotkapura block of Faridkot district)	24.3.95	0.60	3/95-2/97	45.60	45.60
<u>RAJASTHAN</u>						
42.	Bharatpur	3/4.8.94	2.43	Two years	218.82	145.88
<u>TAMIL NADU</u>						
43.	Dindigul Anna	28.5.94	2.28	2 years	161.41	107.61
44.	Coimbatore	3/4.8.94	2.50	2 years	197.56	131.71
45.	Nagpattinam	24.3.95	2.10	4/95-3/97	168.00	112.00

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UTTAR PRADESH

6.	Agra	26.9.94	3.86	2 years	310.70	207.13
7.	Almora	28.2/1.3.95	0.70	1/95-12/96	70.00	46.66
8.	Chamoli	28.2/1.3.95	Approved. Accounts pending.			
9.	Fatehpur	28.2/1.3.95	1.46	3/95-2/97	131.40	87.60
0.	Kanpur Dehat	28.2/1.3.95	Yet to be approved (ad-hoc)			25.00
1.	Moradabad	28.2/1.3.95	1.64	1/95-12/96	147.60	98.40

WEST BENGAL

2.	Cooch Behar	3/4.8.94	2.95	1/94-12/96	231.00	154.00
3.	S.24 Parganas	3/4.8.94	7.54	7/94-12/95	643.92	429.28
4.	Howrah	3/4.8.94	1.64	7/94-11/95	137.20	91.47
5.	Murshidabad	13.1.95	5.30	2 years.	423.93	282.62

SCHOOL EDUCATION**Improvement of Science Education in Schools**

Sl.No	Name of the Agency/ Organisation with address	Brief activities of Organisation	Amount of GIA in 1994-95(Rs.)	Purpose of the Grant
1.	2.	3.	4.	5.
1.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	Pioneering Institution Playing a catalytic role in the field of Science and Mathematics Education Developing Innovative ideas and techniques in the form of exhibits and aids in learning and teaching of science and mathematics.	24,00,894/-	Promoting activities in the field of Science and Mathe- matics education.
2.	NCSTC- Network, New Delhi	Working in the field of science popularisation.	7,85,000/-	Organisation of the National Children Science Congress-94 and related acti- vities.
3.	Jagdis Bose National Science Talent Search, Calcutta.	Involved in identifying and nurturing the talented students of science and mathematics through scholarship, awards, intensive followup, guidance and career counselling etc.	12,20,967/-	Implementation of the Project, "Search and Promotion of Creative Excellence in Science Northern Districts West Bengal and 7 North Eastern States
4.	Eklavya, Bhopal	Research into new curriculum and educational methodologies and dissemination of the innovations.	2,24,000/-	Publication and distribution of 'SANDARBH'-a bi-monthly science magazine in Hindi for teachers.
5.	Rajghat Education Centre, Krishnamurti Foundation India, Rajghat 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., etc.	1,52,429/-	Creation of a Reso- urce Centre for the development of low- cost teaching aids for science and mathematics education.

Environmental Orientation to School Education

Name of the Agency/ Organisation with address	Brief activities of Organisation	Amount of GLA in 1994-95()	Purpose of Grant
1.	2.	3.	4.
1. Uttara Khand Seva Nidhi, Almora(UP)	Acting as a nodal agency for implemen- tation of the Centrally- Sponsored Scheme 'Environmental Orientation to School Education' in Kumaon and Garhwal regions of Uttar Pradesh and setting up of Uttarakhand Paryavaran Shiksha Kendra at Almora.	52,93,551/-	Continuance of its activi- ties mentioned in the preceding column during 1994-95.
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.	6,28,974/-	To undertake a project, 'Eco- restoration of Coastal Areas in Tamil Nadu through Environ- mental 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(AP)	Mainly involved in rehabilitation education and motivation of bonded labour children, establishment of non-formal Education Centres and follow up programme in Ranga Reddy Dist.	3,32,910/-	Enviromental Orientation to Children of Non-formal Edu- cation Centres and Social Welfare Hostels in Ranga Reddy Districts.
5. Vivekanda Kendra, Kanyakumari	Service activities in the field of Education, Yoga, Rural Development.	1,47,500/-	Developing a song book and an audio cassette- 'Echoes of Eco'
6. World Wide Fund for Nature- India, New Delhi.	Working in the field of Nature conservation.	2,15,000/-	Organising a seminar on 'Education and Awareness'

1.	2.	3.	4.	5.
7.	Bharati Vidyapith, Pune	Running a large no of educational Institutions in Western Maharashtra.	12,80,000/-	Developing(i) a museum of Environment and Natural Resource Conservation at Dhankawadi (ii) a Mobile Demonstration unit and (iii) a 'Nature Awareness Area' with an 'Interpretation Centre' in a rural School at Shindewadi.
8.	Centre for Environment Education, Ahmedabad	Developing innovative programmes and materials to increase awareness about the environment.	6,56,900/-	i) Adaptation, translation and production of its three basic environmental education publications into Assamese, Khasi and Luhasi ii) Bringing out a Dictionary-cum- Encyclopaedia on Environment in Kannada.

SCHEME OF ASSISTANCE FOR STRENGTHENING CULTURE AND VALUES IN EDUCATION

Sl. No.	Name of the Agency/ Organisation with Address	Brief Activities of the organisations	Amount of GIA in 1994-95 (Rs)	Name of the project for which grant was given
1.	2.	3.	4.	5.
1.	HRIDAY, AIIMS, Ansari Nagar, New Delhi-110029	Health related information Dissemination amongst youth programme supported by RGF.	35,620	Health Exhibition & Workshop of Healthy Life style learning in Schools.
2.	R.K.Mission Vidhyapith, Ramakrishana nagar, P.O.Vidhyapith Distt.Deoghar (Bihar)	It is a residential school & implementing the idea of man making & character Building education	1,26,749	Study coaching unit and cultural meet
3.	RIMSE, Yadavgiri, Mysore-20.	Imparting various types of moral edu. courses for school teacher & students & running a Hr.Sec. Residential school for boys.	5,00,000	Teachers Training Courses.
4.	Yakshagana Kendra, Yaksha-Loka campus (NGM), Udipi, A.P. 576102.	Impart training in the rich art from the coastal Karnataka namely Yakshagana to young urchins.	70,500	Yakshagana dance, music Training
5.	I.I.R.C.C. 24 Aravali Apartments Alaknanda, N.D.-19	Promotion of performing arts of Indian classical traditions and conducting Welfare programmes for Children and Youth particularly in rural areas.	4,00,000	Lecture, performance-cum workshops on Indian classical dance & music.
6.	Rishi Valley Edu. Centre, Chittoor (AP).	Trust is running a residential school to extend the educational resources of Rishi Valley School to countryside, satellite, schools being set up in the village.	3,46,000	Panchtantra with Puppets
7.	Nandikar, Calcutta 47/1, Shyambazar Street, Cal-4.	Staging plays and generation of Theatre appreciation and cultural perception.	2,82,000	Theatre Activity for motivation & Liberation of student community.
8.	Bengal Fine Arts College, Station Road, P.O.Chand para Bazar, Uttar Chabbish Pargana-45	Organisation seminar on music & visual arts exhibition on painting & art education course and imparting training in these fields.	3,74,000	To organise Creative Workshop and summer camps of art Education for school teachers and students of Gaighata Block, North 24 Parganas District, West Bengal.

1.	2.	3.	4.	5.
9.	Sirsa Education Society, Sirsa (HARYANA)		2,31,000	For Creative Workshop and Summer School Programmes.
10.	Veena Vadini Samaj Kalyan Vikas Samiti Jiawaji Ganj, Lashkar Gwalior (M.P)	To run & establish educational Institutions, teachers training institute to promote value & better understanding citizenship among people.	1,50,000	Strengthening Culture & Values among students.
11.	RIMSE, YADAVGIRI, MYSORE-20	Imparting various types of training course on moral education for the school of the teachers of KVS/NVS	2,32,500	Training in Value Orientation to KVS & NVS teachers.
12.	Sanskar Shiksha Samiti, E-7/327 (MIG) Areara Colony Bhopal-16	Undertaking educational & environmental programmes for school children of Madhya Pradesh.	92,000	Value Education in Primary & middle school stage.
13.	C.P.Ramaswami Aiyar Foundation, The Greve, 1A Eldaams Road Alwarpet, Madras-18.	Promoting Indian Culture including the arts, literature, philosophy & sciences & to ensure continuity of Indian culture through research & development.	3,61,000	Revival of Folk Art forms in School.
14.	India International Hyderabad.		1,00,000	Education to Rural Children in Art & Culture.
15.	Samskruti Samvar-dhan mandal, Sharda Nagar, Sagroli-431731 Distt. Nanded (M.S.)	Running a residential complex for nursery to Hr. Secondary with vocational courses for students, also running a social Forestry Programme.	35,280	Antar Bharti Training Camp
16.	RCESDP, Sanjeevan Vidhyalaya Trust, Panchgami Maharashtra-412805	Running a residential school and has also started an integrated rural development programmes.	3,81,000	To organise various programme under Value Education.
17.	Shri Ram Saran Samarak Seva Sans-than, Budaun (UP)	Running a Primary Education Centre and 25 NFE centres Established a Library-cum-Reading Room.	40,000	Community Services activities
18.	Poetry Society India L67A, Malviya Nagar N D 17	Promotion of Indian Poetry	3,81,000	CWW in Rajasthan, West Bengal & Punjab & Poetry Competition

1.	2.	3.	4.	5.
19.	CEVA, 225, Sector 16A Chandigarh-16	Creating awareness about social Cultural and humanistic Values through electronic media, films, street theatre etc.	3,00,000	Community Theatre Workshops for school children
20	Bal Preet Milni Kafila 330, Sector 33A Chandigarh	Activities aimed at inculcating reading habits in the children of Punjab.	2,06,000	Various Workshops
21	Bansthali Vidhya- Peeth, P.O. Banasthali Vidhyapeeth Rajasthan-304022	To provide for & otherwise promote education training & research in the context of synthesis of spiritual heritage.	4,50,000	Cultural input & Value Education
22.	Mutua Museum, Imphal Kaismpat Junction, Imphal-795001.	Preservation and promotion of Indian cultur in general and Manipuri culture in particular has established a private Museum of art and culture.	2,05,000	Cultural programme in NFE System.

State-wise list of Voluntary agencies who have been assisted for Strengthening of Boarding and Hostel facilities for girl students of Secondary and Mr. Secondary during the Year 1994-95 and 1995-96.

1.	1994-95			1995-96		
	Recurring	Non-Recurring	Total	Recurring	Non-Recurring	Total
2.	3.	4.	5.	6.	7.	
BIHAR						
1. Rajendra Shiksha Evam ' Samaj kalyan Sanathan, Halimpur,Dumri,Sitamrhi Bihar.	250000.00	75000.00	325000.00	-	-	-
2. Balika Vidhyapeeth, Munger Bihar	250000.00	75000.00	325000.00	-	-	-
GUJARAT						
3. Swami Sunyanand Seva Trust, 13, Swastik Society, Palanpur Distt. Banaskantha Gujarat.	129708.00	-	129708.00	-	-	-
HARYANA						
4. Vidya Mahasaha Kenya Gurukul Mahavidyalaya Sonepat, Haryana.	130000.00	39000.00	169000.00	-	-	-
5. Sirsa Education Society, Sirsa,C/o CMK National Girls College, Sirsa, Haryana.	-	-	-	225000.00	75000.00	300000.00
KARNATAKA						
6. Moola Charities No.307, III Cross, 5th Main, Gandhi Nagar, Bangalore, Karnataka-560009.	150000.00	-	150000.00	-	-	-

1.	2.	3.	4.	5.	6.	7.
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MAHARASHTRA

7.	West Khandesh Bhagini Seva Mandal, Kamlabhai Ajmera Vidhyanagar, Devpur Dhule, Maharashtra	123855.00	-	123855.00	-	-	-
8.	Swargiya Sudam Pingle Memorial Trust, Dhule, Maharashtra	250000.00	75000.00	325000.00	-	-	-
9.	Bharati Vidhyapeeth, Kadegaon, Sangli, Maharashtra	250000.00	75000.00	325000.00	-	-	-

MADHYA PRADESH

10.	Veena Vadini Samaj Kalyan Samiti, Gwalior, Madhya Pradesh.	125000.00	37500.00	162500.00	-	-	-
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MANIPUR

11.	D ^o Regina Standard English School-cum Children Home, Chingmeirong, West Imphal, Manipur.	114000.00	37500.00	151500.00	-	-	-
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NAGALAND

12.	Nyuyong Moah Women Society, Mon, Nagaland.	205000.00	61500.00	266500.00	-	-	-
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ORISSA

13.	Bharat Seva Parishad, Kalyannagar Sangoi, Distt. Puri, Orissa.	111040.00	-	111040.00	-	-	-
14.	Rajpur Harijan Seva Samiti, Distt.Puri, Orissa	250000.00	75000.00 Jajpur,	325000.00	-	-	-

1.	2.	3.	4.	5.	6.	7.
15. Institute for self Employment and Rural Kahalapada Puri, Orissa.	248549.00	75000.00	323549.00	-	-	-
		Development,				
UTTAR PRADESH						
16. All India Children Care and Educational Society, Azamgarh,UP.	247958.00	-	247958.00	-	-	-
17. Swami Atmedev Gopalani Shiksha Sansthan Ugarpur Farrukhabad, UP	180653.00	-	180653.00	-	-	-
		Pipergaon,				
18. Swami Ram Prakash Adarsh Uchhar Madhyamik Vidhyalaya, PO. Jaithpur, Farrukhabad UP.	139675.00	-	139675.00	-	-	-
		Tirha-Murha,				
19. Shri Lal Bahadur Shastri Smarak Grandyog Pratishtan Lokmanpur, Allahabad UP.	25000.00	75000.00	325000.00	-	-	-
20. Laxmi Seva Niketan, Allahabad.	250000.00	75000.00	325000.00	-	-	-
21. Lal bagh Christian Education, Lal Bagh, Lucknow, UP.	245000.00	73500.00	318500.00	-	-	-
22. Prasidh Narayan Mahila Kalyan Samiti Gorakhpur, UP	200000.00	60000.00	260000.00	-	-	-
WEST BENGAL						
23. Prabudha Bharati Shishutirtha 69/A Ekdalia Calcutta, West Bengal.	490562.00	-	490562.00	-	-	-
		Road,				
24. Ichapur Janakalyan Parishad, Anandmath, A Newabganj, North 24 Pargana, West Bengal.	-	-	-	220000.00	66000.00	286000.00
	Block,		Ichapur,	(Rs. 176000 released as I instalment)		

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 Vivekananda Mission, Barrackpore, Calcutta.		0.746	0.346				1.092
4. Nutan Vidya Mandir, Bharatpur, Rajasthan.		0.511	0.419	0.267	0.507	0.792	2.496
5. Manas Kalyan New Delhi.		6.39					6.39
6. Faith India, Kerala, Trivendrum.				4.73	4.13	3.22	12.08
7. Rajiv Gandhi Centre for Development of Edu., SC., & Tech. Kerala, Trivendrum.				4.80	0.748	0.818	6.366
8. Aforda, Manipur				1.523		1.221	2.744
9. Guru Nanak Girls' College, Model Town, Ludhiana.					4.55		4.55
10. Shiksha Samsad, Calcutta.					0.988	0.988	1.976
11. Jankalyan Avam Nari Uthan Samiti Faizabad, U.P.					0.65	0.65	1.30
12. Don Bosco Self-Employment Research Institute, Howrah.					7.14	2.70	9.84

							Total -
							89.195

1.	2.	3.	4.	5.	6.	7.	8.
					brought forward		89.195
13.	Sister Nivedita Memorial Trust, Patna.				1.555	1.563	3.118
14.	Muyal Liang Trust, Sikkim.				0.889		0.889
15.	Rajendra Institute of Education & Soc- ial Welfare, Bihar.					1.96	1.96
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 Char- itable Trust, Sangrai, Rajasthan.					1.954	1.954
20.	Asha Mahila Shilp Kala Bal Vidyalaya Samiti, Ferozabad.					0.99	0.99
21.	All Kerala Ladies Education & Service Society, Calicut.					0.770	0.770
22.	Vikas Bhubaneshwar, Orissa.					0.624	0.624
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:							105.829

**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		

LIST OF VOLUNTARY ORGANISATIONS WHICH HAVE RECEIVED GRANTS OF RS.1,00,000/- OR ABOVE DURING 1994-95 UNDER THE CENTRALLY SPONSORED SCHEMES OF:

I. INTEGRATED EDUCATION FOR THE DISABLED CHILDREN (IEDC)

S.No.	Name of the Organisation	Amount released (Rs.) (1994-95)
1.	Amar Jyoti Charitable Trust, Gwalior (M.P)	3,29,250
2.	National Association for the Blind, Bombay.	23,00,000
3.	National Association for the Blind, Lucknow.	1,04,000
4.	Blind Relief Association, Lal Bahadur Shastri Marg, New Delhi	1,25,000
5.	Ramakrishna Mission Ashrama, Narenderpur, (W.Bengal).	34,00,000

* Under this Scheme other Voluntary Organisations have also been assisted through the State Govts.

II. PROMOTION OF YOGA IN SCHOOLS

1.	Kaivalyadhama SMYM Samiti, Lonavla (Pune).	5,00,000 (P) 32,67,000 (NP)
2.	Shri Hanuman Vyayam Prasarak Mandal, Amravati (Maha).	3,70,000
3.	Yoga Training Institute, Lakhisarai, Mungher.	1,08,000
4.	Swami Sahajanand Samajik Vikash Awam Sodh Sansthan, Patna.	1,08,000
5.	Yoga Vidyadham, Dhule (Maha).	3,70,000
6.	India Rehabilitation Association, Patna.	1,08,000
7.	Ramesh Prasad Yadav Yoga Sansthan, Hazaribagh (Bihar)	1,08,000
8.	Bapu Nature Cure Hospital & Yogashram, Delhi.	2,50,000

**FINANCIAL ASSISTANCE TO INSTITUTIONS OF HIGHER LEARNING OF ALL INDIA
IMPORTANCE/NON GOVERNMENTAL ORGANISATION DURING 1994-95.**

S.No.	Name of the Organisation	Amount released (Rupees)	Purpose of Grant
1.	2.	3.	4.
1.	Sri Aurobindo International Institute of Educational Research, Tamil Nadu.	32,00,000	Financial Assistance to Institutions of higher learning of All India Importance.
2.	Sri Aurobindo International Centre of Education, Pondicherry.	23,00,000	-do-
3.	Mitraniketan, Vellanad, Kerala.	4,00,000	-do-
4.	Dr. Zakir Hussain Memorial College Trust, Delhi.	36,30,000	Government's share of grant to the College.
5.	Association of Indian Universities, New Delhi.	35,00,000	Grants for Students Information Service Unit.

Grants released to Voluntary Organisations to the Mahila Samakhya Project/Districts during 1994-95 amounting to Rs. 1 lakh and above.

S.No.	Name of Agency	Brief Activities of Organisation	Amount of GIA in 1994-95	Purpose of GIA
1.	Sutra, Social, Uplift through, Rural Action, Jagjit Nagar, Solan HP	Women's Development Programme	1,50,000/-	For continuance of the prog. of training of Sahayoginis, etc., under Mahila Samakhya
2.	M. Venkatarangaiya, Foundation, 10-2-96, Marredpalli (West), Secunderabad.	-do-	4,53,953/-	For continuance of the Mahila Shikshan Kendras and Mahila Sanghas.
3.	Poorvanchal Gramin, Vikas Evam Prashikshan, Sansthan, Gazipur, UP	-do-	1,02,740/-	To continue the project of Mahila Samakhya and NFE.
4.	Aikya, 377, 42nd Cross, 8th Block, Jayanagar, Bangalore.	-do-	1,74,833/-	For Mahila Samakhya and NFE Centres.

BOOK PROMOTION DIVISION**DETAILS OF GRANTS RELEASED TO VOLUNTARY AGENCIES****DURING 1994-95**

S.No.	ORGANISATION	AMOUNT (Rs. in Lakh)
1.	Authors Guide of India	1,00,000/-
2.	Federation of Indian Publishers	92,000/-
3.	Netaji Subhash Research Bureau	2,12,000/-
4.	Federation of Indian Publishers	36,750/-
5.	Federation of Indian Publishers, Book Sellers Association in India	11,250/-
6.	Indian Society of Authors	48,000/-
	TOTAL:	5,00,000/-*

Promotion of Languages

Grants to Voluntary Organisations List of Agencies to whom grants amounting to Rs.1.00 lakhs and above released during 1994-95 for propagation of Hindi.

S.No.	Name of the Organisation	Granted Amount
1.	2.	3.
1.	Hindi Prachar Sabha, Hyderabad	1,11,680/-
2.	Andhra Pradesh, Hindi Prachar Sabha, Hyderabad	4,56,857/-
3.	Nagar Hindi Varg Sanchalak and Adhyapak Sangh, Hyderabad.	1,38,474/-
4.	Dakshin Bharat Hindi Prachar Sabha, (Andhra), Hyderabad	13,00,545/-
5.	Mysore Hindi Prachar Parishad, Bangalore	13,56,994/-
6.	Karnataka Hindi Prachar Samiti, Jaynagar, Bangalore	7,15,743/-
7.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	9,87,229/-
8.	Hindi Prachar Sangh, Mudaol	1,27,200/-
9.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka), Dharwar	21,46,762/-
10.	Hindi Vidhyapeeth, (Kerala), Ambuj Vilasan Road, Trivendrum	1,45,725/-
11.	Kerala Hindi Prachar Sabha, Trivandrum	9,58,425/-
12.	Dakshin Bharat Hindi Prachar Sabha, (Kerala) Ernakulam	7,04,250/-
13.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu), Trichy	23,23,419/-
14.	Dakshin Bharat Hindi Prachar Sabha, Madras (City Scheme).	3,93,750/-
15.	Dakshin Bharat Hindi Prachar Sabha, Madras (P.G.Centre)	31,97,200/-

1.	2.	3.
16.	Dakshin Bharat Hindi Prachar Sabha, Madras (Rashtriya Hindi Anusandhan Pustakalaya)	1,04,850/-
17.	Bombay Hindi Vidyapeeth, Bombay	10,95,525/-
18.	Bombay Hindi Sabha, Bombay	1,88,100/-
19.	Bombay Prantiya Rashtra Bhasha Prachar Sabha, Bombay.	1,04,775/-
20.	Rashtra Bhasha Prachar Samiti, Wardah.	2,62,316/-
21.	Maharashtra Rashtrabhasha Sabha, Pune.	2,09,475/-
22.	Maharashtra Hindi Prachar Sabha, Aurangabad.	1,09,147/-
23.	Vidarbha Rashtra Bhasha Prachar Samiti, Nagpur.	1,33,500/-
24.	Bombay Hindi Vidyapeeth, Goa Pradesh	1,02,217/-
25.	Dakshin Bharat Hindi Prachar Sabha, (Goa Pradesh)	1,64,550/-
26.	Gujarat Vidyapeeth, Ahmedabad	1,66,500/-
27.	Assam Rashtra Bhasha Prachar Samiti, Jorhat	5,15,923/-
28.	Uttar Poorvanchal Rashtrabhasha Samiti, Uttar Lakhimpur	3,30,277/-
29.	Subnsiri Sewa Samiti, Uttar Lakhimpur	2,63,812/-
30.	Assam Rashtra Bhasha Prachar Samiti, Guwahati	15,82,402/-
31.	Manipur Hindi Prachar Sabha, Akampat	1,56,750/-
32.	Manipur Rashtrabhasha Prachar Samiti, Imphal	1,41,750/-
33.	Orissa Rashtrabhasha Parishad, Jagathdham, Puri	2,49,952/-

1.	2.	3.
34.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Rasthrabhasha Road, Cuttack	2,01,915/-
35.	Bhasha Sansad (Anuvaad Patrika) Calcutta	1,32,300/-
36.	Hindi Vidyapeeth, Devtar	2,20,893/-
37.	Kendriya Sachivalaya Hindi Parishad, Delhi Parishad, Delhi	5,25,000/-
38.	Bhartiya Anuvad Parishad, Delhi	1,17,525/-
39.	Nagari Lipi Parishad, New Delhi	5,50,000/-
40.	Akhil Bhartiya Hindi Sanstha Sangh, New Delhi	5,50,000/-
41.	Nagari Pracharini Sabha, Varanasi	5,00,000/-
42.	Rupayan Sansthan, Jodhpur	2,00,000/-
43.	Sri Rajanee Vyas Paritosh, Ahmedabad.	1,00,000/-
44.	Sri Sudarsanam Trust, Trichy	1,19,324/-

SANSKRIT

STATEMENT SHOWING THE NAMES OF PRIVATE & VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING GRANT-IN-AID OF RS. 1.00 LAKH AND MORE DURING 1995-96:

-----NIL-----

As the scheme of Financial Assistance to the Institutions recognised as Adarsh Sanskrit Mahavidyalayas/Shodh Sansthans has already been transferred to Rashtriya Sanskrit Sansthan.

STATEMENT SHOWING GRANT-IN-AID EXCEEDING RS. 100000
SANCTIONED TO PRIVATE INSTITUTIONS/INDIVIDUALS DURING THE YEAR 1994-95.

PURPOSE OF THE GRANT : FOR NON-FORMAL EDUCATION

S.No	Name of Institution/ Organisation/Individual	Address	Ministry/Department giving the grant	Recurring in 000's	Non-Recurring
1.	2.	3.	4.	5.	6.
ANDHRA PRADESH					
1	GRAM VIKAS SANSTHA	KOTHA INDLU PUNGANUR DISTRICT CHITTOOR (A.P.)	HRD Department of Education	128.39	
2	SRI VENKATESWARA MANILA MANDALI	PLOT NO. 6, JOURNALIST COLONY, OPP.MEDICAL COLLEGE, TIRUPATI DISTRICT CHITTOOR(A.P.)	HRD Department of Education	173.52	
3	BHARATHA SEVA SAMITHI	SUGAR FACTORY EMPLOYEE FACTORY 75 DODIPALLI CHITTOOR DISTRICT (A.P.)	HRD Department of Education	1159.40	
4	COLLECTIVE ORDER FOR RURAL RECONSTRUCTION EDUCATION	14-65/5 PALACE ROAD KUPPAM- 517425 CHITTOOR DIICRICT (A.P.)	HRD Department of Education	496.92	
5	ANDHRA PRADESH RURAL RECONSTRUCTION MISSION	1-69 CROSS ROADS, PILER-517214 CHITTOOR DISTRICT (A.P.)	HRD Department of Education	911.37	
6	GRAMA SEVA SAMITI, GRASS	ANIGANUR VILLAGE VIJALAPURAM POST KUPPAM-517425 DISTRICT CHITTOOR (A.P.)	HRD Department of Education	386.47	
7	THE PANTRAMPALLE WOMEN WELFARE COOP SOCIETY LTD	PANTRAMPALLE P.O. TO.CHITTOOR(A.P.)	HRD Department of Education	229.81	
8	RAYALASEEMA SEVA SAMITHI	9 OLD HUZUR OFFICE BUILDING TIRUPATI- 517501 DISTRICT CHITTOOR(A.P.)	HRD Department of Education	10522.61	
9	SANJAY MEMORIAL TECHNICAL EDUCATIONAL SOCIETY	10-3-32, Bazaar Street, Chittoor-517001(A.P.)	HRD Department of Education	242.71	

1.	2.	3.	4.	5.	6.
10	RURAL RECONSTRUCTION SOCIETY	BALLA(VILLAGE & POST) VIA KUPPAM-517425, DISTRICT CHITTOOR (A.P.)	HRD Department of Education	137.76	
11	MASS EDUCATION MOVEMENT	14-65/2, PALACE ROAD, KUPPAM-517425, DISTRICT CHITTOOR(AP)	HRD Department of Education	267.32	
12	JYOTHI YOUTH ASSOCIATION	1-570 REDDI STREET, KATTAMANCHI, CHITTOOR-517001	HRD Department of Education	267.32	
13	PRAJA ABYUDAYA SEWA SAMITHI	3-475, GREAMPET, CHITTOOR-517002(A.P.)	HRD Department of Education	267.32	
14	PEDA PRAJALA SEVA SAMITHI FOR RURAL HUMAN RESOURCE DEVELOPMENT	GANGADHARA NELLORE, DISTRICT CHITTOOR-517125 (A.P.)	HRD Department of Education	431.00	
15	ACTION FOR COMMUNITY SERVICE SOCIETY	2-48, SCHOOL STREET, V. KOTA-517424 DISTRICT CHITTOOR(A.P.)	HRD Department of Education	267.32	
15	VIJAYAPURAM PRAJA SEVA SAMITHI.	PANNUR(VILLAGE & P.O.) VIJAYAPURAM(MANDAL) DISTRICT CHITTOOR-517586 ANDHRA PRADESH	HRD Department of Education	518.25	
16	GANDHIAN ORGANISATION FOR RURAL DEVELOPMENT	MULAKALACHERUVU, R.S. DISTRICT CHITTOOR ANDHRA PRADESH-517390	HRD Department of Education	310.95	
17	PEOPLE'S ACTION FOR SOCIAL SERVICE	DOOR NO.10-12, MAARUTHI NAGAR (OPP. SILVER BELLS SCHOOL) TIRUPATI-517502 ANDHRA PRADESH	HRD Department of Education	518.25	
18	PEOPLES ORGANISATION FOR WELFARE AND EDUCATION RATIFICATION	D.NO.19-191, JAIL KHANA STREET MITTOOR, DISTRICT CHITTOOR ANDHRA PRADESH	HRD Department of Education	267.32	
19	RURAL DEVELOPMENT ORGANISATION	6/42 G.RAMA RAO STREET CUDDAPAH - 516001(A.P.)	HRD Department of Education	388.81	
20	SOCIETY OF EMMANUEL EVANGELISM FOR RURAL DEVELOPMENT	"Carmel" 4-227, Mothkur-508277 Nalgonda Distt.(A.P)	HRD Department of Education	265.18	

1.	2.	3.	4.	5.	6.
21	CHURCHES OF CHRIST RAMPACHODAVARAM	Rampachodavaram-533288 East Godavari District, Andhra Pradesh.	HRD Department of Education	983.70	
22	VILLAGE RECONSTRUCTION ORGANISATION	PEDAKAKANI, GUNTUR- 522509(A.P.)	HRD Department of Education	468.25	
23	NATIONAL EDUCATIONAL MINORITIES SOCIETY	14-1-12, KOTHAPET GUNTUR-522001(A.P.)	HRD Department of Education	489.87	
24	KANDRIKA MAHILA MANDALI	KANDRIKA POST PHIRANGIPURAM MANDALAM DISTRICT GUNTUR-522529 (A.P.)	HRD Department of Education	384.76	
25	SRI DURGA MAHILA MANDALI	INDIRA PRIYADARSINI COLONY HOUSE NO. 35 , SANGADIGUNTA, GUNTUR- 522004(A.P.)	HRD Department of Education	385.16	
26	ADARSHA RURAL DEVELOPMENT SOCIETY	Daggumalliveri St., H.No.17-1-120/A Bapatla-522101. District Guntur (A.P.)	HRD Department of Education	266.15	
27	MAHARSHI SAMBAMURTY INSTITUTE OF SOCIAL & DEVELOPMENT STUDIES	NO.8,SRINAGAR APARTMENTS, SRINAGAR COLONY,KAKINADA- 533003(A.P.)	HRD Department of Education	267.32	
28	WEAKER SECTION DEVELOP- MENT SOCIETY	SARADAPURAM, ARUNDLPET POST GUNTUR-522002(A.P.)	HRD Department of Education	264.56	
29	KOTHAPETA MAHILA MANDALI	Pothurajuvari Chowk Kothapet, Guntur-522001(A.P.).	HRD Department of Education	986.50	
30	PRACHYA BHASHA VIDYAPEETH	RAJANDRANAGAR, 6TH LINE, GUDIVADA-521301 DISTRICT KRISHNA ((A.P.)	HRD Department of Education	497.15	
31	SRI TRIVENI EDUCATIONAL ACADEMY	Nandigama -521185(A.P.)	HRD Department of Education	265.65	
32	SRI PADAMAMATI EDUCATIONAL SOCIETY	VANGALA SIVA RAMI REDDY G BUILDING, K.G.ROAD, ATMAKUR-518422 DISTRICT KURNOOL(A.P.)	HRD Department of Education	107.79	

1.	2.	3.	4.	5.	6.
33	SRI PARAMESHWARI EDUCATIONAL SOCIETY	KARIVENA ROAD ATMAKUR KURNOOL DISTRICT(A.P.)	HRD Department of Education	744.99	
34	SRI HANUMANTHARAYA EDUCATIONAL AND CHARITABLE SOCIETY	PENDEKANTI PUBLIC SCHOOL ILLURU KOTHAPETA (POST) BANAGANAPALLI MANDA DISTRICT KURNOOL-518186(A.P.)	HRD Department of Education	731.25	
35	NALGONDA DIOCESE SOCIAL SERVICE SOCIETY	SOCIAL SERVICE CENTRE DUPPALAPALLI ROAD NALGONDA-508001(A.P.)	HRD Department of Education	1248.85	
36	JAGRITI	VILLAGE NARUKURU, DISTRICT NELLORE(A.P.)	HRD Department of Education	375.16	
37	SRINIVASA MANILA MANDALI	DARSI, AGRAHARAM, MARTUR MANDAL, PRAKASAM DISTRICT(A.P.)	HRD Department of Education	248.41	
38	VIVEKA EDUCATIONAL FOUNDATION	PAMUR-523018 DISTRICT PRAKASAM.(A.P.)	HRD Department of Education	496.28	
39	SREE MADHAVA VIJOYA PEETHAM	LAWYERPETA ONGOLE- 523002 DISTRICT PRAKASAM(A.P.)	HRD Department of Education	248.57	
40	MANILA MANDALI	STATION ROAD CHIRALA-523155, DISTRICT PRAKASAM (A.P.)	HRD Department of Education	267.32	
41	GOWTHAMI EDUCATION SOCIETY	TANGUTUR-523274 DISTRICT PRAKASAM ANDHRA PRADESH	HRD Department of Education	518.25	
42	AKSHRA SADHANA	ZILLA AKSHARASYATHA SAMITHI, RANGA REDDY DISTRICT COLLE- CTORATE,177 KHAIRATABAD, HYDERABAD-500 004(A.P.)	HRD Department of Education	1036.50	
43	RURAL ENTITLEMENT & LEGAL SUPPORT CENTRE(REALS)	REGD. OFFICE DHARMALAXMIPURAM, VIA KORASAWADA-532214, DISTRICT SRIKAKULAM(A.P)	HRD Department of Education	267.32	
44	YUVA VJINANA PARISHAD	9-4-11 BRIDGE ROAD SRIKAKULAM-532001 ANDHRA PRADESH	HRD Department of Education	267.32	

1.	2.	3.	4.	5.	6.
45	SWAMY BABU AND VAJRAMMA CHARITABLE TRUST.	INDIRA GANDHI SMARAK BHAWANAM, GORUVARI TANK ROAD, NARASANNAPETA-532 421 DISTRICT SRIKAKULAM(A.P.)	HRD Department of Education	518.25	
46	BHAGAVATULA CHARITABLE TRUST	YELLAMANCHILI- 531055 DISTRICT VISAKHAPATNAM(A.P.)	HRD Department of Education	895.61	
47	SRI SARADA MATA MAHILA MANDALI	LALITHANAGAR, 49-15-6, OPPOSITE GANESH TEMPLE VISAKHAPATNAM-16.(A.P.)	HRD Department of Education	456.40	
48	SRAVANI CHARITABLE ORGANISATION.	Sarada Nagar,Narsipatnam-531116 District Visakhapatnam.(A.P.)	HRD Department of Education	986.50	
49	NAVAJEEVAN EDUCATION SOCIETY.	H. No.MIG 1-72,VUDA Colony Pedagontyada ,Visakhapatnam-530044(A.P.)	HRD Department of Education	518.25	
50	S7 STYLES SOCIETY	DOOR NO.8-2-684/193/10, ROAD NO.12,BANJARA HILLS, W.B.T. NAGAR, HYDERABAD(A.P.)	HRD Department of Education	518.25	
51	SOCIAL ACTION FOR SOCIAL DEVELOPMENT	FLAT NO.3, 2ND FLOOR, SURYA NILAYA APARTMENTS, OPP. GAUTMI COOP.JR.COLONY, SANJEEVA REDDY NAGAR, HYDERABAD-500038 (A.P.)	HRD Department of Education	255.74	
52	HYDERABAD ZILLA MAHILA MANDALULA SAMAKHHYA	8-3-896/1, NAGARJUNA NAGAR HYDERABAD- 500873 (A.P.)	HRD Department of Education	497.15	
53	SARADA SEVA SAMITI	3-6-152, HIMAYATHNAGAR, HYDERABAD-500029	HRD Department of Education	518.25	
STATE TOTAL :				36306.36	

ASSAM					

54	DESH BHAKTA RURAL DEVELOPMENT ASSOCIATION	BHAKTARDAVA BAZAR, P.O. NALI GRAM, DISTRICT BARPETA ASSAM-781352	HRD Department of Education	492.66	

1.	2.	3.	4.	5.	6.
55	DESHBANDHU CLUB	AT/P.O. BEHARA BAZAR, DIST. CACHAR, ASSAM-788817	HRD Department of Education	492.66	
56	GAURIPUR VIVEKANANDA CLUB	BARUAPATTY ROAD, P.O. GAURIPUR, DIST. DHUBRI, ASSAM-783331	HRD Department of Education	249.55	
57	MORIGAON MAHILA MENFIL	CIVIL HOSPITAL ROAD, P.O. MORIGAON, DIST. MORIGAON, ASSAM-782105	HRD Department of Education	244.77	
58	POPULAR PROGRESSIVE UNIT	P.O. MAHAMAYAHAT(HALAKURA) DISTRICT DHUBRI ASSAM-783335	HRD Department of Education	474.63	
59	ASSAM CHAH MAZDOOR MULTIPURPOSE SOCIAL EDUCATION ASSOCIATION	RANGAJAN T.E., P.O. RANGAJAN, TITABAR, DIST. JORHAT, ASSAM-785630	HRD Department of Education	497.15	
60	SIMALUGURI MAHAMATI SEVA ASHRAM	VILLAGE AND POST SIMALUGURI VIA DHALPUR DISTRICT LAKHIMPUR, ASSAM-784165	HRD Department of Education	267.32	
61	PRAKRITIC CHIKITSA KENDRA BHAGAWAT ASHRAM	P.O. PADMAPUR, T.O. DIKRONG, DISTRICT LAKHIMPUR ASSAM-7784164	HRD Department of Education	267.32	
62	SADAU ASOM GRAMYA PUTHIBHARAL SANTHA	L.N.B. ROAD, HAIBARGAON, P.O. HAIBARGAON, DIST. NAGAON(ASSAM)	HRD Department of Education	454.68	
63	BARNIBARI YUBAK SANGHA	P.O. BARNIBARI, DISTRICT NALBARI ASSAM-781304	HRD Department of Education	267.32	
64	WEST MOHANPUR SAMAJ UNNAYAN CLUB	P.O. MOHANPUR, DISTRICT HAILAKANDI ASSAM-788150	HRD Department of Education	267.32	
STATE TOTAL :				4202.14	

BIHAR

65	SHREE RAM SUMRAN SHILP SHALA	P.O. ULLAO, DISTT. BEGUSARAI - 851134, BIHAR.	HRD Department of Education	106.14
66	RURAL EDUCATION AND DEVELOPMENT	K.R. HIGH SCHOOL, P.O.BETTIAH- 845438 DISTRICT W. CHAMPARAM(BIHAR)	HRD Department of Education	267.32
67	DARBHANGA ZILA KHADI GRAMODYOG SANGH	BETA ROAD, P.O. LAHARIASARAI, DARBHANGA, BIHAR.	HRD Department of Education	275.93
68	SANTAL PARGANA GRAMODYOG SAMITY	BAIDYANATH - DEOGHAR BIHAR - 814112	HRD Department of Education	300.75
69	SANTAL PARGANA ANTYODAYA ASHRAM	PURANDAHA, B. DEOGHAR-814112.(BIHAR)	HRD Department of Education	300.75
70	PEOPLE'S INSTITUTE FOR DEVELOPMENT AND TRAINING	A-12 PARYAVARAN COMPLEX, MAIDANGARHI ROAD, NEW DELHI-110030	HRD Department of Education	518.25
71	JHARIA MAHILA VIKAS KENDRA	ANGANWADI BHAVAN NAI DUNIA P.O. JHARIA - 828111 DISTT. DHANBAD (BIHAR)	HRD Department of Education	353.24
72	SAMANVAY ASHRAM	BODHGAYA, BIHAR.	HRD Department of Education	186.01
73	NAV BHARAT JAGRITI KENDRA	BAHERA, BRINDAVAN, CHOUPARAN, DIST.HAZARIBAGH, BIHAR-825406.	HRD Department of Education	961.10
74	CHHOTA NAGPUR VIKAS KENDRA	P.O.Barkattha, Hazaribag(Bihar).	HRD Department of Education	163.68
75	GHOGHARDIHA PRAKHAND SWARAJYA VIKAS SANGH	VILLAGE AND P.O. JAGATPUR VIA GHOGHARDIHA DISTT. MADHUBANI - 847402 BIHAR	HRD Department of Education	1404.75
76	PRAKHAND LOK VIKAS SAMITI	MADHEPUR, VILLAGE AND P.O. PACHAHI, DISTT. MADHUBANI - 847408, BIHAR.	HRD Department of Education	137.41

1.	2.	3.	4.	5.	6.
77	KAMLESHWARI ANTYODAYA ASHRAM.	Madhepura.Village Pokharsam, P.O.Salimpur, Via. Pandaul, District Madhubani.(BIHAR)	HRD Department of Education	137.76	
78	SHARAM BHARATI KHADIGRAM	P.O. KHADIGRAM, DIST. MUNGER, BIHAR-811313	HRD Department of Education	870.47	
79	JAN SHIKCHAN KENDRA	VILLAGE AND P.O. CHAKAE, DISTT. MUNGER - 811303, BIHAR.	HRD Department of Education	304.85	
80	ATMA ROJGARI MAHILA SAMII °SEVA°	P.O. KHADIGRAM, DISTT. JAMUI -811313, BIHAR.	HRD Department of Education	373.36	
81	GRAM BHAARTI (SARVODAYA ASHRAM)	SIMULTALA-811316 DISTRICT(MUNGER) JAMUI(BIHAR)	HRD Department of Education	267.32	
82	MONGHYR PARISH SOCIETY RAJRAJESHWAR HIGH SCHOOL	Barbiga, District Munger, Bihar-811101	HRD Department of Education	137.76	
83	GRAM SWARAJYA ASHRAM	LOKYATRA DHAM DHAMAULI P.O. BENA NALANDA - 803110 BIHAR	HRD Department of Education	523.87	
84	BINOBA AROGYA & LOK SIKSHAN KENDRA	VILL & P.O. JAI KRISHNA NAGAR (BADAY), P.O. BADAY VIA ISLAMPUR - 801303 DISTT NALANDA, BIHAR	HRD Department of Education	576.90	
85	BIHAR DALIT VIKAS SAMITI	WEST MALAHI (BARH) P.O. BARH DISTT. PATNA - 803213 BIHAR	HRD Department of Education	987.75	
86	GRAM SWARAJYA SAMITI	BAKHTYARPUR VILL. & P.O.SALIMPUR VIA KHUSRUPUR, PATNA BIHAR	HRD Department of Education	764.48	
87	INDIRA GANDHI SAMAJ SEVA ASHRAM	S-383, ROOM NO. 6 WEST LOHIA NAGAR PATNA 800020(BIHAR)	HRD Department of Education	304.85	
88	ADITHI	2/30 STATE BANK COLONY-II, BAILEY ROAD, PATNA-800014(BIHAR)	HRD Department of Education	2834.71	

1.	2.	3.	4.	5.	6.
89	SANTA GRAM SEVA SANSTHAN	PURBI LOHANIPUR, DISTRICT PATNA-800003(BIHAR)	HRD Department of Education	267.32	
90	SWABALAMBAN SIKSHA KENDRA	M-2/30 Shri Krishna Puri, Patna-800001(Biher)	HRD Department of Education	137.76	
91	SARVODAYA ASHRAM	P.O. RANIPATRA, DIST. PURNEA-854337	HRD Department of Education	936.50	
92	VANVASI SEVA KENDRA	P.O. ADHAURA DISTT. ROHTAS BIHAR	HRD Department of Education	493.88	
93	J.P.SARAI SA SEVA ASHRAM	KAUMACHOK, P.O. JARPURA, DISTT. SAMASTIPUR - 848504, BIHAR.	HRD Department of Education	146.45	
94	SARVODAYA JAN KALYAN SANSTHAN	VILLAGE AND POST SHAHPUR UNDI, VIA.PATORI, DISTRICT SAMASTIPUR BIHAR-848504	HRD Department of Education	137.76	
95	GANDHI SEVA ASHRAM	JALALPUR BAZAR, SARAN - 841412, BIHAR.	HRD Department of Education	504.90	
96	XAVIERS CHAIBASA,	C/o ST. XAVIER'S HIGH SCHOOL, P.O.10,CHAIBASA DISTRICT WEST SINGHBHUM, BIHAR-833201	HRD Department of Education	642.17	
STATE TOTAL :				21234.93	

GUJARAT

97	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)	HRD Department of Education	936.50	
98	GUJARAT STATE CRIME PREVENTION TRUST	'ASHIRWAD' 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE, AHMEDABAD - 380027, GUJARAT.	HRD Department of Education	468.25	

1.	2.	3.	4.	5.	6.
99	LABOUR WELFARE TRUST	GANDHI MAZDOR SEVALAYA, BHADRA, P.B. NO.110, AHMEDABAD - 380017, GUJARAT.	HRD Department of Education	745.43	
100	AHMEDABAD CITY SOCIAL EDUCATION COMMITTEE	LABOUR WELFARE CENTRE BUILDING OUTSIDE RAIPUR GATE, AHMEDABAD - 380022, GUJARAT.	HRD Department of Education	763.17	
101	AMAR BHARATI	MOTI PAVATHI, TAL. DEHEGAM, DISTT.AHMEDABAD - 382308, GUJARAT.	HRD Department of Education	936.50	
102	LALBHAJI GROUP RURAL DEVELOPMENT FUND	ANANDJI KALYANJI BLOCKS, NEAR ASARWA RAILWAY STATION, OPP. ARVIND MILLS, HARODA ROAD AHMEDABAD-380025(GUJARAT)	HRD Department of Education	687.98	
103	ANJUMAN-E-TALIMI IDARA CHARITABLE TRUST	COURT ROAD, OPP. GOVERNMENT TREASURY, BHARUCH - 392001, GUJARAT.	HRD Department of Education	984.08	
104	BHAVNAGAR MAHILA SANGH	NEAR VADVA WASHING GHAT, BHAVNAGAR - 364001, GUJARAT.	HRD Department of Education	815.90	
105	LOK BHARATI GRAM VIDYAPEETH	SANOSRA -364230, DISTT. BHAVNAGAR, GUJARAT.	HRD Department of Education	998.50	
106	GAYATRI SHIKSHAN SAMAJ	VANTHALI (SORATH), C/O A/44, JANAKPURI SOCIETY, DHANDHUSAR ROAD, JUNAGADH - 362001(GUJARAT)	HRD Department of Education	146.68	
107	SHRI KETAN SHIKSHAN SAMAJ	AERODROM ROAD, RAJKOT - 360001, GUJARAT.	HRD Department of Education	256.77	
108	MANAV SEVA MANDAL TRUST	'SHANDILYA', 5-A, ANUPAMA SOCIETY, AMIN MARG, NEAR MUTANNAGAR, RAJKOT - 360001,	HRD Department of Education	936.86	
STATE TOTAL :				9702.72	

1.	2.	3.	4.	5.	6.
HARYANA					

109	HARYANA STATE COUNCIL FOR CHILD WELFARE	650 BAL VIKAS BHAVAN SECTOR 16-D, CHANDIGARH-160016	HRD Department of Education	333.86	
110	INDU DIXIT EDUCATION INSTITUTE	204, NEW PREM NAGAR, DISTRICT KARNAL HARYANA	HRD Department of Education	137.76	
111	LUCKY EDUCATION SOCIETY	MEHAM ROHTAK, HARYANA.	HRD Department of Education	982.76	
112	VIDYA MAHASABHA KANYA GURUKUL MAHAVIDYALAYA	KHARKHODA, SONEPAT, HARYANA-124402	HRD Department of Education	3999.63	
113	JANTA KALYAN SAMITI	OPP. BUS STAND, REWARI, HARYANA.	HRD Department of Education	468.25	
				STATE TOTAL :	5920.27
HIMACHAL PRADESH					

114	STATE SOCIAL WELFARE ORGANISATION	P.O. CHOPAL, TEHSIL CHOPAL DISTRICT SIMLA	HRD Department of Education	267.32	
115	SOCIETY FOR SOCIAL ACTION FOR RURAL DEVELOPMENT OF HILLY AREAS	KAFFOTA DISTT. SIRMOUR HP-173029	HRD Department of Education	488.35	
116	PEOPLE ACTION FOR PEOPLE IN NEED	ANDHERI DISTT. SIRMOUR HP-173023	HRD Department of Education	936.50	
117	RURAL CENTRE FOR HUMAN INTEREST	SHALANA RAJGARH DISTT. SIRMOUR HP	HRD Department of Education	393.49	
118	SOCIETY FOR SOCIAL UPLIFT THROUGH RURAL ACTION	JAGJIT NAGAR VIA JUBBAR DISTT. SOLAN HP-173225	HRD Department of Education	468.25	
				STATE TOTAL :	2553.91

JAMMU & KASHMIR

119	ALL INDIA CENTRE FOR URBAN & RURAL DEVELOPMENT	5, BHAI VEER SINGH MARG, GOLE MARKET, NEW DELHI-110001	HRD Department of Education	255.54
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STATE TOTAL : 255.54

KARNATAKA

120	RASHTOTTHAMA PARISHAT, BANGALORE	GAVIPURAM ROAD, KEMPEGOWDA NAGAR BANGALORE 560019	HRD Department of Education	455.22
121	KARNATRAKA WELFARE SOCIETY	CHIKBALLAPUR POST BOX NO 28 CHIKBALLAPUR 562101	HRD Department of Education	506.07
122	SREE LALITHAMBIKA EDU- CATIONAL ASSOCIATION	NEAR NEW WATER TANK, III MAIN BANASAWADI, BANGALORE-560 043	HRD Department of Education	267.32
123	SEVA SANGAMA	NO.1163,80 FEET ROAD, PRAKASH NAGAR BANGALORE-560021	HRD Department of Education	431.00
124	BELGAUM VIBHAAGEEYA DALITA JANAJAGRUTHA SANGHATANE	NO.D-2.K.C.D. STAFF QUARTERS, NEAR UDAYA HOSTEL, DHARWAD-580 007. KARNATAKA	HRD Department of Education	518.25
125	CAUVERY RURAL SC/ST DEVELOPMENT SOCIETY	10TH BLOCK, BAGEPALLI-561207 BAGEPALLI TALUK DISTRICT KOLAR KARNATAKA	HRD Department of Education	431.00

STATE TOTAL : 2608.87

MADHYA PRADESH

126	KHAWAJA GAREEB NAWAJ EDUCATION SOCIETY	BALAGHAT MADHYA PRADESH	HRD Department of Education	419.73
127	GRAMIN VIKAS MAHILA MANDAL	DISTRICT BHIND	HRD Department of Education	515.90

1.	2.	3.	4.	5.	6.
128	GRAM BHARATI SANSTHAN	M-48 DARPAN COLONY, GHATIPUR, GWALIOR, MADHYA PRADESH	HRD Department of Education	2181.50	
129	M.P. COUNCIL FOR CHILD WELFARE	HOTEL NO.5 BHEL TOWNSHIP PIPLANI BHOPAL-462021 MADHYA PRADESH	HRD Department of Education	987.75	
130	MA SHARDA JAN KALYAN SHIKSHA SAMITI	60 GUJARPURA BHOPAL	HRD Department of Education	254.47	
131	RAFI AHMED KIDWAI SHIKSHA SAMITI	CHOWKI IMAMBARA, NOOR MAHAL ROAD, BHOPAL MADHYA PRADESH	HRD Department of Education	267.32	
132	BHARTIYA ADIMJATI SEWAK SANGH	RANGARI, TEHSIL SOSAR, VIA LODHIKHEDE DISTT. CHHIINDWARA.	HRD Department of Education	117.92	
133	BAL VIKAS SHIKSHA SAMITI	RESHAM MILL, BIRLA NAGAR GWALIOR	HRD Department of Education	267.32	
134	LOK KALYAN SAMITI	C-8 KUSHAL NAGAR GWALIOR MADHYA PRADESH	HRD Department of Education	267.32	
135	KASTURBA GANDHI NATIONAL MEMORIAL TRUST	KASTURBAGRAM INDORE-452020 MADHYA PRADESH	HRD Department of Education	265.83	
136	GAYATRI SHAKTI SHIKSHA KALYAN SAMITI	1314 MISHRA MARKET, RANJHI BASTI, JABALPUR.	HRD Department of Education	128.39	
137	TARUN SANSKAR	1784, INDIRA MARKET RANJHI JABALPUR MADHYA PRADESH	HRD Department of Education	255.38	
138	SHRI SARASWATI MAHILA KALYAN SAMITI	1565 CHOUBEY BHAWAN RANJHI DISTRICT JABALPUR	HRD Department of Education	137.76	
139	NATIONAL INSTITUTE OF WOMEN CHILD & YOUTH DEVELOPMENT	OLD P.O. BUILDING NEAR LAST BUS STOP MAIN ROAD, KHAMLA NAGPUR	HRD Department of Education	276.80	

1.	2.	3.	4.	5.	6.
140	SHIKSHA PRASAR SAMITI	DHARAMGARH PORSIA, DISTRICT MORENA, MADHYA PRADESH.	HRD Department of Education	242.63	
141	BAL AVAM MAHILA KALYAN SAMITI	JAIL ROAD, MORENA, MADHYA PRADESH	HRD Department of Education	720.88	
142	SRI RADHE KRISHNA SHIKSHA EVAM SAMAJ KALYAN SAMITI	MAL GODAM ROAD GANESHPURA MORENA	HRD Department of Education	256.77	
143	GRAMIN CHETNA EVAM SEVA SAMITI	OVERBRIDGE COLONY BEHIND RAILWAY STATION MORENA-476001	HRD Department of Education	266.15	
144	PT. RAMPRASAD BISMIL MANAV VIKAS SEVA SAMITI	RADHESHYAM TOMAR KA MAKAN, SURHASH NAGAR, MORENA	HRD Department of Education	266.15	
145	HORA EDUCATION SOCIETY	SAI NAGAR RAIPUR(MADHYA PRADESH)	HRD Department of Education	267.32	
146	PRATIMA SHIKSHA PRASAR SAMITI	179-C HARASHWARDHAN NAGAR, BHOPAL(M.P.)	HRD Department of Education	267.32	
147	JANTA SHIKSHA PARISHAD	DEORIKALA RAMNAGAR, DIST. SATNA, MADHYA PRADESH.	HRD Department of Education	188.53	
148	PEOPLE'S INSTITUTE FOR DEVELOPMENT AND TRAINING	A-12, PARYAVARAN COMPLEX MAIDANGARHI ROAD, NEW DELHI-110 030	HRD Department of Education	596.38	
149	MONTESSORY EDUCATION SOCIETY	KHACHROD UJJAIN MADHYA PRADESH	HRD Department of Education	622.87	
STATE TOTAL :				12744.66	

1.	2.	3.	4.	5.	6.
MAHARASHTRA					

150	RAJARSHI SHRI CHHATRAPATI SHAHU SHIKSHAN PRASARAK MANDAL	BURDGAON ROAD AHMEDNAGAR MAHARASHTRA-414001	HRD Department of Education	128.33	
151	PARTH VIDYA PRASARAK MANDAL.	PATHARDI, AHMED NAGAR, MAHARAASHTRA.	HRD Department of Education	355.69	
152	PRATIBHA SHIKSHAN PRASARAK MANDAL	JANUNA TALUK , BARSHITAKALI DISTRICT AKOLA	HRD Department of Education	267.32	
153	JAGRUTI SHIKSHAN PRASARAK SANSTHA.	Umri Umerkhed,Ranpise Nagar. District Akola.	HRD Department of Education	267.32	
154	PAYOSHNI EEDUCATION SOCIETY	Ghangshi Tq. Murtizapur District Akola.	HRD Department of Education	267.32	
155	SUVIDE FOUNDATION	1ST FLOOR,RISHIWAT URBAN CO- OP. CREDIT SOCIETY,P.O. RISOD DISTRICT AKOLA MAHARASHTRA-444506	HRD Department of Education	518.25	
156	SANT KABIR SHIKSHAN PRASARAK MANDAL	KAILASH NIWASH GHATI AURANGABAD-431001	HRD Department of Education	436.51	
157	INSTITUTE OF MANAGEMENT TRAINING & RESEARCH	49 SAMARTH NAGAR P.O.BOX NO.87 AURANGABAD-431-001	HRD Department of Education	423.84	
158	BHARAT SHIKSHAN PRASARAK MANDAL	C/o Nitin Kirana Stores kille-dharur,District Beed.o	HRD Department of Education	137.76	
159	ADHUNIK KISAN SHIKSHAN SANSTHA	AT POST & TALUQ BRAMHAPUR DISTRICT CHANDRAPUR	HRD Department of Education	187.21	
160	GRAMIN APANG PUNARVASAN SANSTHA	MADYAL KADGAON ROAD GADHINGLAJ-416502	HRD Department of Education	493.28	
161	SANAJ KALYAN MANDAL	LALGANJ NAIK TALAO, NAGPUR-2	HRD Department of Education	328.30	

1.	2.	3.	4.	5.	6.
162	SATI MATA SHIKSHAN SANSTHA	NAGPUR HEAD OFFICE 11 VYANKATESH NAGAR KHAMALA ROAD NAGPUR -25	HRD Department of Education	469.19	
163	BHARTIYA ADIM JATI SEVAK SANGH.	Thakkar Bapa Samark Sadan, Dr. Ambedkar Marg, New Delhi.	HRD Department of Education	137.76	
164	NATIONAL CENTRE FOR RURAL DEVELOPMENT	DR. KORKE'S BUNGALOW 253, SHIVAJI NAGAR NAGPUR MAHARASHTRA	HRD Department of Education	267.32	
165	KAI SANJAY GANDHI KRIDA SANGH	UMRI TALUQ BHOKAR DISTRICT WANDED -431807	HRD Department of Education	518.25	
166	MAHATMA PHULE GRAMIN SHIKSHAN PRASARAK MANDAL	Shekapur, District Wanded.	HRD Department of Education	137.76	
167	TERNA PUBLIC CHARITABLE TRUST	Ternanagar, District Osmanabad	HRD Department of Education	518.25	
168	SHRI ADARSH SHIKSHA PRASARAK MANDAL	Loni, Tq. Paranda, District Osmanabad	HRD Department of Education	518.25	
169	VISHWA SOCIETY FOR HUMAN UPLIFT, Hingoli		HRD Department of Education	137.76	
170	SHRI JAGDAMBA VIDYA PRASARAK MANDAL.	Darati, District Parbhani	HRD Department of Education	518.25	
171	INDIAN INSTITUTE OF EDUCATION,	J.P. NAIK ROAD KOTHRUD PUNE PUNE-411029	HRD Department of Education	414.52	
172	BOMBAY CITY SOCIAL EDUCATION SAMAJ SHIKSHA MANDIR	SAMAJ SHIKSHAN MANDIR SAMAJ SHIKSHAN MANDIR MARG WORLI BOMBAY 400-025	HRD Department of Education	211.86	
STATE TOTAL :				7262.39	

1.	2.	3.	4.	5.	6.
MANIPUR					

173	WANGJING TENTHA FARMERS DEVELOPMENT ASSOCIATION	POST BAG NO-6 IMPHAL	HRD Department of Education	368.62	
STATE TOTAL :				368.62	

ORISSA					

174	MANDAL POKHARI JUBAK SANGHA	AT/P.O. MANDARI, DIST. BALASORE, ORISSA-756125	HRD Department of Education	248.57	
175	METAJI JUBAK SANGHA	BALIPOKHARI, AT/P.O.PARMANANDAPUR, VIA AKHUPADA, DIST. BALASORE, ORISSA-756122	HRD Department of Education	233.19	
176	SAMAGRA BIKASH PARISHAD	AT/P.O. BALIAPAL, DIST. BALASORE, ORISSA-756026	HRD Department of Education	395.60	
177	RADHANATH PATHAGAR	AT/P.O. SORO, DIST. BALASORE, ORISSA-756045	HRD Department of Education	720.99	
178	PALLI MANGAL JUBAK SANGHA	AT NAYAPALLY, P.O. DEULI, DIST. PURI, ORISSA-752064	HRD Department of Education	250.27	
179	PRAGATI PATHAGAR	AT/P.O.RAYAN RAM CHANDRA PUR, VIA JALESWAR, DISTRICT BALASORE, ORISSA-756032	HRD Department of Education	137.76	
180	PEOPLE'S RURAL RECONSTRU- CTION INSTITUTE FOR YOUTH ACTION(PRIYA)	AT. SANKUMARI, P.O. BARTANA, VIA. B.T. PUR, DISTRICT BALASORE ORISSA-756115	HRD Department of Education	474.63	
181	YOUNG UTKAL PROJECT	THALASADA, VIA. BAHANAGA, DISTRICT BALASORE ORISSA-756042	HRD Department of Education	367.99	

1.	2.	3.	4.	5.	6.
182	BHAGABAT PATHAGAR	AT/P.O. SALEPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	HRD Department of Education	522.77	
183	GRAM MANGAL PATHAGAR	AT/P.O. SALEIPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	HRD Department of Education	493.87	
184	RAMJEE YUBAK SANGHA	AT/P.O. SADAIPALI, VIA CHANDANGHATI, DIST. BOLANGIR, ORISSA-767065	HRD Department of Education	1468.99	
185	SRI SRI SARADESWARI PATHAGAR	AT KHARDA, P.O. TUSRA, DIST. BOLANGIR, ORISSA-767030	HRD Department of Education	521.96	
186	BAPUJI PATHAGAR	AT/P.O. SUKHA, DIST. BOLANGIR, ORISSA-767064	HRD Department of Education	453.99	
187	JAGANNATH JUBAK SANGHA	AT. JALIADARHA, P.O. KANDHAKELGAON, VIA. DEOGAON, DISTRICT BOLANGIR, ORISSA-767029	HRD Department of Education	137.76	
188	JANAKALYAN YUBAK SANGHA	At. SINAKHAMAN, P.O. KANDHAKELGAON, DIST. BOLANGIR, ORISSA-767029	HRD Department of Education	267.32	
189	NETAJI YUBAK SANGHA	AT/P.O. GOILBHADI, VIA TITILAGARH, DISTRICT BOLANGIR, ORISSA-767033	HRD Department of Education	267.32	
190	PALLISHREE	AT/P.O. GHASIPUT, VIA BANKI, DIST. CUTTACK, ORISSA-754008	HRD Department of Education	242.32	
191	LOKANAYAK CLUB	AT/P.O. PATAPUR, VIA BANKI, DIST. CUTTACK, ORISSA-754008	HRD Department of Education	470.87	

1.	2.	3.	4.	5.	6.
192	CUTTACK ZILLA HARIJAN ADIVASI SEVA SANSKAR YOJANA	AT CHHATA (HAFIMELAK), P.O.FAKIRABAD, VIA THAKURPATNA,DIST.CUTTACK, ORISSA-754250	HRD Department of Education	248.49	
193	JYOTIRMAYEE MAHILA SAMITI	AT/P.O. TINIMUHANI, DIST. CUTTACK, ORISSA-754211	HRD Department of Education	972.75	
194	RURAL DEVELOPMENT SOCIETY	AT KALTUNGA, P.O.SUNITI,VIA.MAHAKALPADA, DIST. CUTTACK, ORISSA-754224	HRD Department of Education	482.95	
195	NAVJYOTI	AT/P.O. GARUDGAN, VIA KOTSAHI, DIST. CUTTACK, ORISSA-754022	HRD Department of Education	239.28	
196	LUTHERAN MAHILA SAMITY	AT/P.O. PATALIPANK, VIA KUJANG, DIST. CUTTACK, ORISSA-754141	HRD Department of Education	1029.99	
197	CENTRE FOR UPLIFTMENT OF LOWER INCOMERS	RATHA DANDA(NEAR POST OFFICE), CHOWDKULAT, DIST. CUTTACK, ORISSA-754222	HRD Department of Education	522.71	
198	ANTYODAYA SEVA KENDRA	AT RAMACHANDRAPUR, P.O. PURUMA BASANT, VIA NALIBAR, DIST. CUTTACK, ORISSA-754104.	HRD Department of Education	364.96	
199	JAYANTI PATHAGAR	AT SAHAPADA, P.O. BRAHMABARADA, DIST. CUTTACK, ORISSA-755005	HRD Department of Education	408.22	
200	CUTTACK ZILLA MAHILA VIKAS SAMITI	AT ANDARPUR, P.O. KALYANINAGAR, DIST. CUTTACK, ORISSA-753013	HRD Department of Education	560.59	
201	INTERNATIONAL INDECENCY PREVENTION MOVEMENT	BIDANASI, (SOVANIYA NAGAR), P.O. & DIST. CUTTACK, ORISSA-753008	HRD Department of Education	586.38	

1.	2.	3.	4.	5.	6.
202	VOLUNTARY ASSOCIATION FOR RURAL RECONSTRUCTION & APPROPRIATE TECHNOLOGY	VILLAGE BOULAKANI, POST BARADANGA, DIST. CUTTACK, ORISSA-754224	HRD Department of Education	469.69	
203	JAJPUR HARIJAN SEVA SAMITI	AT/P.O. AHIVAS, DIST. CUTTACK, ORISSA-755036	HRD Department of Education	264.02	
204	SIVANANDA SEVASHRAM	AT. PINGAL, P.O. KORO, VIA KENDRAPARA, DISTRICT CUTTACK, ORISSA-754211	HRD Department of Education	137.76	
205	GURUKULA KENDRA	AT/P.O. MAHANAPUR(JAPAKUD) DISTRICT CUTTACK ORISSA-754201	HRD Department of Education	137.76	
206	RURAL INSTITUTE FOR EDUCATION AND SOCIAL WELFARE AFFAIRS	AT/P.O. AKHUA DAKHINI, VIA. PATKURA, DISTRICT KENDRAPARA, ORISSA	HRD Department of Education	267.32	
207	UTKAL NAVAJEEVAN MANDAL	AT/P.O. ANGUL, DIST. DHENKANAL, ORISSA-759122	HRD Department of Education	917.07	
208	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION	AT/P.O. BOINDA, DIST. DHENKANAL, ORISSA-759127	HRD Department of Education	243.44	
209	JATIYA YUVAK SANGHA	AT OLANDA, P.O. KULUMA, DIST. DHENKANAL, ORISSA-759117.	HRD Department of Education	262.01	
210	PEOPLE'S INSTITUTE FOR PARTICIPATORY ACTION RESEARCH (PIPAR)	AT/P.O. MAHIMAGADI, DIST. DHENKANAL, ORISSA-759014	HRD Department of Education	935.50	
211	SAMAJIK SEVA SADAN	AT BANJHIKUSUM, P.O. MAHISAPAT, DIST. DHENKANAL, ORISSA-759001	HRD Department of Education	512.56	
212	PRAGATI PATHAGARA	AT/P.O. BELLAGUNTHA, DIST. GANJAM, ORISSA-761119	HRD Department of Education	363.96	
213	JAYANTI PATHAGAR	AT/P.O. NUVPAPADA, DIST. GANJAM, ORISSA-761011	HRD Department of Education	1178.34	

1.	2.	3.	4.	5.	6.
214	INSTITUTE OF SOCIAL ACTION AND RESEARCH ACTIVITIES(ISARA)	At.BAIKUNTHANAGAR, P.O.BERHAMPUR, DIST.GANJAM, ORISSA-760001	HRD Department of Education	518.25	
215	SEVA SAHITYA SANSAD	AT/P.O.KABISURYA NAGAR, DIST.GANJAM, ORISSA-761104	HRD Department of Education	137.76	
216	ANTYODAYA CHETANA KENDRA	AT SANKATAPALIA, POST HADGARH, DIST. KEONJHAR, ORISSA-758023	HRD Department of Education	488.02	
217	PRAKALPA	AT/P.O. JYOTIPUR, DISTRICT KEONJHAR, ORISSA-758046.	HRD Department of Education	266.15	
218	HOINA LEPROSY RESEARCH TRUST	POST BAG-1, MUNIGUDA, DIST. KORAPUT, ORISSA-765020	HRD Department of Education	438.77	
219	SOCIETY FOR HEALTH, EDUCATION AND DEVELOPMENT	POLYTECHNIC ROAD, RAYAGADA, DIST. KORAPUT, ORISSA-765001	HRD Department of Education	810.16	
220	INDIA RURAL RECONSTRUCTION AND DISASTER RESPONSE SERVICE	AT/P.O. KOLNARA, VIA RAYAGADA, DIST. KORAPUT, ORISSA-765012	HRD Department of Education	1031.66	
221	JAGARAMA	AT/P.O. GUDARI, DIST. KORAPUT, ORISSA-765026	HRD Department of Education	493.88	
222	SARVODAYA SAMITI	AT/P.O.GANDHI NAGAR, DIST. KORAPUT, ORISSA-764020	HRD Department of Education	475.73	
223	AGRAGAMEE	AT/P.O. KASHIPUR, DIST. KORAPUT, ORISSA-765015	HRD Department of Education	807.55	
224	ANKURAN	AT/P.O. NARAYANPATNA, DISTRICT KORAPUT, ORISSA-765014	HRD Department of Education	137.76	
225	RURAL DEVELOPMENT AGENCY FOR BACKWARD PEOPLE.	AT/P.O.BORIGUMMA DISTRICT KORAPUT, ORISSA-764056	HRD Department of Education	267.32	

1.	2.	3.	4.	5.	6.
226	SWAMI VIVEKANANDA INSTITUTE OF SOCIAL WORK & ALLIED SERVICES	KHARIAR ROAD, DIST. KALAHANDI, ORISSA-766104	HRD Department of Education	713.34	
227	JANABIKASH KENDRA	AT/P.O. RASGOVINDAPUR, DIST. MAYURBHANJ, ORISSA-757016	HRD Department of Education	128.39	
228	BISOL YOUTH CLUB	AT BISOL, P.O. SANBISOL, VIA KAPTIPADA, DIST. MAYURBHANJ, ORISSA-757040	HRD Department of Education	167.83	
229	SOCIETY FOR DEVELOPMENTAL ACTION	AT/P.O. KULIANA, DIST. MAYURBHANJ, ORISSA-757030	HRD Department of Education	385.43	
230	ANTYODAYA CHETANA MANDAL	VILL.RANGAMATIA,P.O.PATAGADIA, VIA RASHAGOVINDPUR, DIST. MAYURBHANJ, ORISSA-757016.	HRD Department of Education	832.49	
231	BHARTIYA JAN KALYAN KENDRA	At JAMUNADEIPUR, P.O. BARIPADA, DIST. MAYURBHANJ, ORISSA-757002.	HRD Department of Education	137.76	
232	TAGORE SOCIETY FOR RURAL DEVELOPMENT	273, BAPUJI NAGAR, BHUBANESHWAR, ORISSA-751009	HRD Department of Education	2072.33	
233	RURAL EDUCATION AND ACTION FOR CHANGE	AT JAGAMARA, P.O. KHANDIGIRI,BHUBANESWAR, ORISSA-751030	HRD Department of Education	673.66	
234	GOPINATH JUBA SANGHA	AT ALISISASAN, P.O. DARADA, VIA BALIPATNA, DIST.PURI, ORISSA-752102	HRD Department of Education	491.36	
235	UTKALMANI SEVA SANGHA	AT/P.O. BADASIRAIPUR, DIST. PURI, ORISSA-752031	HRD Department of Education	475.42	
236	MO CLUB	AT/P.O. KANTABAD, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	HRD Department of Education	415.44	

1.	2.	3.	4.	5.	6.
237	VABANI SANKAR CLUB	AT GANPUR, P.O. SIMORE, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	HRD Department of Education	482.56	
238	JAN KALYANA SAMAJ	AT GODIBARI, P.O. KANTABAD, VIA JANLA, DIST. PURI, ORISSA-752054	HRD Department of Education	768.17	
239	RUCHIKA SCHOOL	14, FOREST PARK, BHUBANESWAR, ORISSA-751009	HRD Department of Education	254.76	
240	NILACHAL SEVA PRATISHTHAN	AT/P.O. DAYAVIHAR (KANAS), DIST. PURI, ORISSAA-752017	HRD Department of Education	727.82	
241	JUVA JYOTI CLUB	VILLAGE KUMANDOL, P.O. NAIRI, DIST. PURI, ORISSA-752029	HRD Department of Education	244.29	
242	CENTRE FOR YOUTH & SOCIAL DEVELOPMENT	A-70, SAHEED NAGAR, BHUBANESWAR, ORISSA-751007	HRD Department of Education	417.26	
243	GANIA UNNAYAN COMMITTEE	AT/P.O. GANIA, DIST. PURI, ORISSA-752085	HRD Department of Education	199.99	
244	VIKASH	298, SAHEED NAGAR, BHUBANESWAR, ORISSA -751007	HRD Department of Education	500.67	
245	BIDYUT CLUB	AT HALADIAPARA-LOKAPAL, P.O. HALADIAPARA, VIA BAJPUR, DIST. PURI, ORISSA-752060	HRD Department of Education	493.49	
246	BHAIRABI CLUB	AT KURUMPADA, P.O. HADAPADA, VIA NARANGARH, DIST. PURI, ORISSA-752018	HRD Department of Education	246.81	
247	NARI SHAKTI SAMAJ	AT KUJIMAHAL, P.O. CHANDAKA, DIST. PURI, ORISSA-752015	HRD Department of Education	218.57	

1.	2.	3.	4.	5.	6.
248	DAHIKHAJ JUBAK SANGHA	AT/P.O. LODHACHUA, DIST. PURI, ORISSA-752026	HRD Department of Education	474.94	
249	ACHARYHA HARIHAR SHISHU BHAVAN	SATYABADI, AT/P.O. SAKHIGOPAL, DIST. PURI, ORISSA-752014	HRD Department of Education	1219.79	
250	BALMIKESHWAR YUVAK SANGH	AT/P.O.MALIPADA, VIA NARANGARH, DIST. PURI, ORISSA-752018	HRD Department of Education	404.84	
251	ANCHALIKA KUNJESWARI SANSKRUTIKA SANSAD	AT SEVANCHALA, P.O. KANAS, DIST.PURI, ORISSA-752017	HRD Department of Education	235.00	
252	DHAKOTHA JUBAK SANGHA	AT/P.O. DHAKOTHA, DIST. KEONJHAR, ORISSA-758049	HRD Department of Education	456.84	
253	NATIONAL INSTITUTE OF SOCIAL WORK & SOCIAL SCIENCES	3-CHANDRASHEKHARPUR BHUBANESWAR, ORISSA-751016	HRD Department of Education	493.88	
254	DASARATHI JANAKALYAN SANGHA	AT/P.O.KENDUDHIPI, VIA MANADHATAPUR, DISTRICT PURI, ORISSA-752079	HRD Department of Education	137.76	
255	RURAL WELFARE INSTITUTE	AT HANSAPADA P.O. CHANARAPADA VIA. NIMAPARA DISTRICT PURI ORISSA-752106	HRD Department of Education	267.32	
256	NATIONAL INSTITUTE OF TRIBAL WELFARE AND SOCIAL ACTION	AT. BARASAHI,P.G. PUBUSAHI, DISTRICT PURI(NOW KHURDA) ORISSA-752055	HRD Department of Education	518.25	
257	BANABASI SEVA SAMITI	AT/P.O. BALLIGUDA, DIST. PHULBANI, ORISSA-762103	HRD Department of Education	706.52	
258	SUBHADARA MAHATAB SEVA SADAN	AT/POST G. UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	HRD Department of Education	493.87	

1.	2.	3.	4.	5.	6.
259	SOCIETY FOR HUMAN RESOURCES AND ECOLOGICAL DEVELOPMENT	VILL.& P.O. RUNDIMAHUL, VIA BAGHIABAHAL, DIST. PHULBANI, ORISSA-762030	HRD Department of Education	406.91	
260	SAMANWITA GRAMYA UNNAYAN SAMITI	AT/POST G.UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	HRD Department of Education	521.09	
261	PEOPLE'S AWARENESS & HILLY AREA DEVELOPMENT(PAHAD)	AT/P.O. SUDRUKUMPA, DISTRICT PHULBANI, ORISSA-762001.	HRD Department of Education	518.25	
262	VIVEKANANDA PALLI AGRAGAMI SEVA PRATISTHAN	AT KALHEIPALI, P.O. GOCCHARA, VIA KUCHINDA, DIST. SAMBALPUR, ORISSA-768222	HRD Department of Education	462.28	
263	SRI SATYA SAI SEVA SAMITI	AT/P.O.DcOBHUBANPUR, VIA BALISANKARA, DIST. SUNDARGARH, ORISSA-770015	HRD Department of Education	230.28	
264	OLD ROURKELA EDUCATION SOCIETY	AT BALIJODI, P.O.ROURKELA, DIST. SUNDARGARH, ORISSA-769016	HRD Department of Education	1509.76	
265	DHARMANANDAN YUVAK SANGHA	AT SIKIPANI, P.O. DHARUADIHI, DIST. SUNDARGARH, ORISSA-770022	HRD Department of Education	496.89	
266	PRAGATI	AT/P.O.DIST.SUNDARGARH, Orissa-770001.	HRD Department of Education	137.76	
267	ROURKELA SHAKSHARATA SAMITI	OLD R.T.O.'S OFFICE,UDIT NAGAR,ROURKELA, DISTRICT SUNDARGARH ORISSA-769012	HRD Department of Education	267.32	
268	PALLY VIKAS KENDRA	AT/P.O. SORISIPADA VIA. GONDIA PATANA DISTRICT DHENKANAL ORISSA-759016	HRD Department of Education	267.32	

STATE TOTAL : 47165.95

1.	2.	3.	4.	5.	6.
RAJASTHAN					

269	AJMER ADULT EDUCATION ASSOCIATION	SHASTRI NAGAR EXTN. VIDYUT MARG, AJMER RAJASTHAN-305006.	HRD Department of Education	314.27	
270	AJMER ADDULT EDDUCATION ASSOCIATION,	VIDYUT MARG, SHASTRI NAGAR EXT., AJMER - 305006.	HRD Department of Education	726.70	
271	ZILA MAHILA JAGRITI PARISHAD	STATION ROAD, BADMER.	HRD Department of Education	128.39	
272	KALA VIDYA MANDIR PRABANDH SAMITI	BEECH KA PADA, NADBAI DISTRICT BHARATPUR RAJASTHAN	HRD Department of Education	163.68	
273	BRIJ MEWAT MANDAL SANSTHAN	KHEDLI ROAD, NAGAR DISTRICT BHARATPUR RAJASTHAN	HRD Department of Education	163.68	
274	BHILWARA DISTT. ADULT EDUCATION ASSOCIATION	6/199 SINDHU NAGAR BHILWARA 311001	HRD Department of Education	1038.70	
275	SEVA SANGH	Bigod, District Bhilwara(Rajasthan)	HRD Department of Education	163.68	
276	GANDHI VIDYA MANDIR	SARDARSHAHR DISTT. CHURU	HRD Department of Education	867.63	
277	BHORUKA CHARITABLE TRUST	BHORUGRAM DISTRICT CHURU.	HRD Department of Education	766.10	
278	JIRANDAS EDUCATION TRUST	BHOROGRAM(NANGAL KALA) PS. RAJGARH DISTRICT CHURU	HRD Department of Education	267.32	
279	GRAMMOTHAN VIDYAPEETHA	SANGARIA, GANGANAGAR, RAJASTHAN	HRD Department of Education	267.32	
280	LOK SHIKSHAN SANSTHAN	P-87 GANGORI BAZAR JAIPUR	HRD Department of Education	515.90	

1.	2.	3.	4.	5.	6.
281	GRAM VIKAS NAV YUVAK MANDAL	Village Lapodia, P.O. Gagrdu Via. Dudu, District	HRD Department of Education	267.32	
282	RESEARCH INSTITUTE OF PLENARY RURAL DEVELOPMENT	NARSANA JALORE	HRD Department of Education	152.43	
283	JODHPUR ADULT EDUCATION ASSOCIATION	GANDHI BHAWAN RESIDENCY ROAD JODHPUR	HRD Department of Education	928.25	
284	GRAMIN VIKAS VIGYAN SAMITI	P.O. JELU GAGADI VIA TINWARI DISTT. JODHPUR	HRD Department of Education	838.13	
285	DISTRICT ADULT EDUCATION ASSOCIATION KOTA	PRAUDH SHIKSHA BHAVAN, 13, JHALAWAR ROAD, KOTA, RAJASTHAN-324005.	HRD Department of Education	773.90	
286	GURAV SHIKSHAN SANSTHAN	Branch Gangapur city District Swai Madhopur.	HRD Department of Education	163.68	
287	RAJASTHAN MAHILA VIDYALAYA	GYAN MARG, NEAR GULAB BAGH, UDAIPUR-313001	HRD Department of Education	210.10	
STATE TOTAL :				8717.17	
TAMIL NADU *****					
288	AMUDHAN	KALLIMANDAYAMMM P.O. PALANI TALUK DINDIGUL ANNA DISTRICT-624616	HRD Department of Education	188.31	
289	PUNJAB ASSOCIATION	LAJPAT RAI BHAVAN, P.O.NO.416, NO.170-172, PETERS ROAD, RAYAPETTAH, MADRAS-600014	HRD Department of Education	518.25	
290	INSTITUTE FOR RESEARCH AND DEVELOPMENT FOR THE RURAL POOR.	137, HOUSING BOARD, GANDHI NAGAR MANURANTAKAM, CHENGAI ANNA, DISTRICT-603306	HRD Department of Education	137.76	
291	RURAL EDUCATION FOR ACTION AND DEVELOPMENT	V. METTUPPATTI, SILUVATHUR(SO) ANNA DISTRICT-624306(T.N.)	HRD Department of Education	137.76	

1.	2.	3.	4.	5.	6.
292	EDUCATIONAL AND UPLIFTMENT SOCIETY FOR RURAL DOWNTRODDEN	81-A,G.S.T. ROAD,S.G.PETTAI, MODURANTAKAM,CHENGAI, M.G.R.DT.-603306	HRD Department of Education	137.76	
293	THE GRD TRUST	KALAIKATHIR BUILDINGS AVANASHI ROAD COIMBATORE 641037	HRD Department of Education	970.45	
294	MEENAKSHI ILLAM POTHUNALA KALVI SANGAM	NANDIKOVILPATTI MELUR P.O. 625106, DISTT. MADURAI	HRD Department of Education	236.35	
295	ALL INDIA ANNAI INDIRA MADURAI PURANAGAR MATHARGAL MUNNETRA SANGAM	1,Customs Colony,New Natham Road,Madurai-625014	HRD Department of Education	137.76	
296	INTEGRATED RURAL PEOPLE DEVELOPMENT SOCIETY.	PLOT NO.23,J.J. STREET, POST TIRUPPALAI, DISTRICT MADURAI-625014 TAMIL MADU	HRD Department of Education	267.32	
297	OTHAKKADAI RURAL HEALTH SOCIAL WELFARE SOCIETY	Y,Othakkadai, District Madurai-625107	HRD Department of Education	137.76	
298	MADHAR NALA THONDU NIRUVANAM	THIRUVENDIPURAM MAIN ROAD PADHIRIKUPPAM CUDDALORE 607401 SOUTH ARCOT DISTRICT	HRD Department of Education	138.91	
299	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD	POST BOX NO 395 OLD GOODS SHED ROAD TEPPAKULAM TIRUCHIRAPALLI 620002	HRD Department of Education	497.85	
300	LEAGUE FOR EDUCATION AND DEVELOPMENT	7 FIRST STREET RAYAR THOPPU SRI RAMA PURAM SRIRANGAM TIRUCHIRAPALLI 620006	HRD Department of Education	216.44	
301	ARNAD VELALAR SANGAM	1 AND 2 SANNATHI STREET THIRUVANAIKOIL-620005 TRICHY DISTRICT	HRD Department of Education	934.41	
302	KHAJAMALAI LADIES ASSOCIATION	ALL INDIA WOMEN'S CONFERENCE NEW DWLHI, KHAJAMALAI TIRUCHARAPALLI - 620023	HRD Department of Education	137.76	
303	DR. ANNIE BESANT MAHALIR MANDRAM	64,MANGAMMAL GARDEN, NEW WASHERMANNPET, MADRAS-600081	HRD Department of Education	117.52	

1.	2.	3.	4.	5.	6.
304	WOMEN S INDIAN ASSOCIATION	43 GREENWAYS ROAD, MADRAS-600028	HRD Department of Education	745.73	
305	WOMEN S VOLUNTARY SERVICE OF TAMIL NADU	19 MAYOR V.R.RAMANATHAN ROAD, CHETPET, MADRAS - 600031	HRD Department of Education	806.10	
STATE TOTAL :				8373.78	

UTTAR PRADESH

306	LOK VIKAS SANSTHAN	115, DARBHANGA COLONY, ALLAHABAD-211002. (U.P.)	HRD Department of Education	1379.62	
307	MAHILA UDYOG PRASHIKSHAN KENDRA	350-A/1 SALIKGANJ ROAD, MUTTHI GANJ, ALLAHABAD. (U.P.)	HRD Department of Education	256.74	
308	JAN CHETNA SHIKSHAN SANSTHAN	B-1346, KARELI SCHEME ALLAHABAD(U.P.)	HRD Department of Education	186.17	
309	ADARSH JANTA SHIKSHA SAMITI	PIDI KARCHHANA, ALLAHABAD. (U.P.)	HRD Department of Education	936.50	
310	TILAK SHAIKSHIK SAMITI	69-A, TILAK NAGAR, BAGHAMBRI ROAD, ALLAHABAD (U.P.)	HRD Department of Education	256.66	
311	SAMAJ UTHAN EVAM ANUSANDHAN SANSTHAN	186-B, RANI MANDI ALLAHABAD(U.P.)	HRD Department of Education	244.26	
312	HARIJAN EVAM ADIVASI VIKAS SEVA SAMITI	ROOM NO.7, SHANTI MARKET, KORAON, ALLAHABAD (U.P.)	HRD Department of Education	137.76	
313	SHRI LAL BAHADUR SHASTRI SMARAK GRAMODYOG PRATISTHAN	LOKMANPUR. G.T. ROAD, ALLAHABAD-221502. (U.P.)	HRD Department of Education	266.15	
314	LOK SHIKSHAN GRAMEEN UTTHAN EVAM ANUSANDHAN SAMITI	358-A. DARIYABAD, ALLAHABAD. (U.P.)	HRD Department of Education	256.77	

1.	2.	3.	4.	5.	6.
315	DALIT AVAM SHOSIT SAMAJ KALYAN SAMITI	30 PURA BALDI, KEETGANJ, ALLAHABAD. (U.P.)	HRD Department of Education	266.15	
316	SHRAMIK VIKAS SEVA ASHRAM	40/5 LABOUR COLONY, NAINI, ALLAHABAD. (U.P.)	HRD Department of Education	137.76	
317	ADARSH SHIKSHA SAMITI	5-D, NIHALPUR ALLAHABAD(U.P.)	HRD Department of Education	275.52	
318	ANJUMAN TALIMAT ISLAMIYA KARIMIYA	62-A KARELI SCHEME, ALLAHABAD(U.P.)	HRD Department of Education	518.25	
319	INDIRA GANDHI SHIKSHA SAMITI	VILLAGE AND POST PIDI KARCHHANA. ALLAHABAD(U.P.)	HRD Department of Education	275.52	
320	ALL INDIA CHILDREN CARE & EDUCATIONAL DEVELOPMENT SOCIETY	AZAMGARH-276001 (U.P.)	HRD Department of Education	894.22	
321	SHRI RAM SARAN SAMARK SEWA SANSTHAN	MOHAMADPUR MAI, VIA - BISOLI, BADAUN-202520. (U.P.)	HRD Department of Education	266.15	
322	PURSHOTTAM DASS TANDON SHISHU NIKETAN	VILLAGE ESAMPUR. P.O. BAHJOI, MORADABAD-202410. (U.P.)	HRD Department of Education	275.52	
323	INDIA LITERACY BOARD	LITERACY HOUSE P.O. ALAMBAGH, LUCKNOW-226005 (U.P.)	HRD Department of Education	1668.54	
324	MYANA GRAMODHYOG SEWA SANSTHA	MURARI NAGAR, G.T.ROAD, KHURJA, U.P.	HRD Department of Education	932.54	
325	BAL KALYAN KENDRA	PINDRA, POST DEORIA, DIST. DEORIA-274001 (U.P.)	HRD Department of Education	936.50	
326	JAN KALYAN SHIKSHA SAMITI	VILL & P.O. BHATHAHIN KHURD (LALA), VIA FAZIL NAGAR, DIST. DEORIA (U.P.)	HRD Department of Education	1816.19	

1.	2.	3.	4.	5.	6.
327	SAMAJ KALYAN SHIKSHA SANSTHAN	VILL.BALIAWA (KARAWANAHIN) P.O. NAKATOHAN MISHRA, DISTT. DEORIA (U.P.)	HRD Department of Education	522.63	
329	NEHRU YUVA KENDRA SANGATHAN	EAST PLAZA, INDIRA GANDHI INDOOR STADIUM, NEW DELHI-110002.	HRD Department of Education	267.32	
330	BHARTIYA GRAMIN AUDYOGIK SEVA SANSTHAN	KUSHI NAGAR, DEORIA-274403. (U.P.)	HRD Department of Education	137.76	
331	JATMALPUR SHIKSHA PRASAR SAMITI	VILLAGE JATMALPUR P.O. PIPERPATEE, DISTRICT DEORIA-274001(U.P.)	HRD Department of Education	267.32	
332	SRI JAGDAMBA BAL VIDYA MANDIR	SULTANGARH, FATEHPUR. (U.P.)	HRD Department of Education	637.24	
333	BAL EVAM MAHILA KALYAN SAMITI	80, ISMAIL GANJ FATEHPUR-212601. (U.P.)	HRD Department of Education	492.93	
334	SWAMI ATMDAV GOPALANAND SHIKSHA SANSTHAN	UGARPUR, P.O. PIPERGAON, DISTT. FARRUKHABAD. (U.P.)	HRD Department of Education	394.54	
335	GANGA RANI BALIKA VIDYALAYA	RAMPUR BAIJU, CHHIBRAMAU, FARRUKHABAD. (U.P.)	HRD Department of Education	497.15	
336	VASUDEV VIDYAPEETH SIKSHA SANSTHAN	GARHIA, P.O. KANKAPUR, DISTT. FARRUKHABAD. (U.P.)	HRD Department of Education	266.15	
337	SHRI SANJAY GANDHI SHIKSHA PRASAR SAMITI	NISAI GAISINGHPUR, P.O.GAISHINGPUR, FARRUKHABAD. (U.P.)	HRD Department of Education	137.76	
338	SHRI BABU SINGH VIDYALAYA	MAHMUDPUR KHAS, POST KUNWARPUR BANWARI, DIST. FARRUKHABAD. (U.P.)	HRD Department of Education	266.15	
339	SHRI SANT RAGHAVDAS TYAGI JR.HIGH SCHOOL SAMITI	MAHMADPUR, DEVARIA, P.O. JAHANGANJ DISTRICT FARRUKHABAD (U.P.)	HRD Department of Education	266.15	

1.	2.	3.	4.	5.
340	PEOPLE'S INSTITUTE FOR DEVELOPMENT & TRAINING	A-12, PARYAVARAN COMPLEX, MAIDANGARHI ROAD, NEW DELHI	HRD Department of Education	370.47
341	MADHYAM	SATYAKAM SHIKSHA KENDRA, VIJAYANAGAR COLONY, GORAKHNATH ROAD, GORAKHPUR-273015 (U.P.)	HRD Department of Education	1407.47
342	GRAMIN VIKAS SANSTHAN	PADRI BAZAR, DIST. GORAKHPUR-273014. (U.P.)	HRD Department of Education	266.15
343	INDIAN INSTITUTE OF RURAL DEVELOPMENT	6TH LANE, SAKET COLONY, MUZAFFARNAGAR-251001. (U.P.)	HRD Department of Education	137.76
344	URMILA GRAMODYOG SEVA SAMITI	HOUSE NO.WS 692. BHARATPURI COLONY, P.O. BABHNI KANOONGO, DISTT. GONDA (U.P.)	HRD Department of Education	267.32
345	SARVAJANIK SHIKSHONNAYAN SANSTHAN	VILL. & P.O. ALLIPUR, DIST. HARDOI. (U.P.)	HRD Department of Education	256.77
346	URMILA SAMAJ KALYAN SAMITI	163-E, PURANA BOARDING HOUSE, HARDOI. (U.P.)	HRD Department of Education	253.37
347	AMAR SAHEED NARPATI SINGH SMARAK SAMITI	MADHOGANJ, HARDOI. (U.P.)	HRD Department of Education	377.07
348	LATE DR. SHER SINGH VERMA SEVA SADAN	VILLAGE & P.O. SADARPUR, DISTRICT HARDOI. (U.P.)	HRD Department of Education	266.15
349	TRIMURTI SEVA SANSTHAN	162 CHAUHAN THOK HARDOI-241001 (U.P.)	HRD Department of Education	266.15
350	KANPUR HAFIJAN SEVA SANSTHAN	22/9 LABOUR COLONY, OLD KANPUR, KANPUR (U.P.)	HRD Department of Education	518.25
351	SAHEED MEMORIAL SOCIETY	E-1698, RAJAJI PURAM, LUCKNOW-226017. (U.P.)	HRD Department of Education	936.30

1.	2.	3.	4.	5.	6.
352	BODHISTVA BABASAHEB DR. AMBEDKAR SMARAK SAMITI	68/363, CHHITWAPUR, PAJAWA, LUCKNOW (U.P.)	HRD Department of Education	497.15	
353	IRSHAD ACADEMY	606, ZAIDI NAGAR, MEERUT-250002. (U.P.)	HRD Department of Education	522.82	
354	SAMAJOTHAN AVAM SHIKSHA PRACHARNI SANSTHAN	DURVESHPUR, MAWANA, MEERUT (U.P.)	HRD Department of Education	394.52	
355	BIMLA GRAMODHYOG SEVA SANSTHAN	178 RAJENDER NAGAR MEERUT(U.P.)	HRD Department of Education	137.76	
356	SARV DALIYA MANAV VIKAS KENDRA	BAHJOI, MORADABAD-202410. (U.P.)	HRD Department of Education	936.48	
357	ADARSH SEVA SAMITI	326/1, SAKET COLONY MUZAFFARNAGAR-251002. (U.P.)	HRD Department of Education	479.70	
358	NISHAT SHIKSHA SAMITI	427, ASTANA, NAI BASTI, HALDWANI, NAINITAL. (U.P.)	HRD Department of Education	256.77	
359	JANPRIYA SEWA SANSTHAN	198. PALTON BAZAR, PRATAPGARH. (U.P.)	HRD Department of Education	986.50	
360	PRATAPGARH MAHILA KALYAN EVAM SHIKSHA SAMITI	DEVKALI, OPPOSITE PLANNING OFFICE, PRATAPGARH. (U.P.)	HRD Department of Education	266.15	
361	KARANPUR GRAMYA VIKAS SANSTHAN.	67 BALIPUR, NEAR KARANPUR CHUNGI, KATRA ROAD, PRATAPGARH (U.P.)	HRD Department of Education	137.76	
362	PITHORA SANSKRITIK PARISHAD	"DEWAN NIWAS" TILDHUGRI, PITHORAGARH-262501 (U.P.)	HRD Department of Education	137.76	
363	U.P. RANA BENI MADHAV JAN KALYAN SAMITI	GULAB ROAD RAI BARELI-229001. (U.P.)	HRD Department of Education	1425.33	

1.	2.	3.	4.	5.
364	AVADH LOK SEWA ASHRAM	JAWAHAR MARG CHAURAHA, MAIN ROAD, LAL GANJ, RAE BARELI-229206 (U.P.)	HRD Department of Education	515.90
365	SARVODAYA SEVA SANSTHAN	BARA GHOSHIANA, MALIK MAU ROAD, RAE BARELI(U.P.)	HRD Department of Education	267.32
366	JAI BHARTIYA GRAMODYOG SANSTHAN	SWATANTRA NAGRI, SAHARANPUR-247001. (U.P.)	HRD Department of Education	264.03
367	AMETHI MAHILA SWACHHIK SEVA SAMITI	AMETHI, SULTANPUR. (U.P.)	HRD Department of Education	241.28
368	GRAM VIKAS SEVA SANSTHAN	NEAR RAM LILA GROUND, JAGDISHPUR, (N.R. NIHALGARH), DISTT. SULTANPUR-227805. (U.P)	HRD Department of Education	256.77
369	NEW PUBLIC SCHOOL SAMITI	504/63, TAGORE MARG, (NEAR BANDI MATA MANDIR), DALIGANJ, LUCKNOW. (U.P.)	HRD Department of Education	377.07
370	JAN JATI VIKAS SAMITI	RAILWAY STATION ROAD, ROBERTSGANJ, SONEBHADRA-231216.(U.P.)	HRD Department of Education	617.19
371	SARVODAYA SHIKSHA SADAN SAMITI	RAILWAY STATION ROAD, SHIKOHABAD, DIST. FERIZABAD (U.P.)	HRD Department of Education	1348.17
STATE TOTAL :				31929.70

WEST BENGAL

372	SREE RAMKRISHNA SATYANANDA ASHRAM	VILL, JIRAKPUR P.O. BASIRHAT RAILWAY STATION DISTT. 24 PARGANA	HRD Department of Education	2940.26
373	TAGORE SOCIETY FOR RURAL DEVELOPMENT	14, KHUDIRAM BOSE ROAD, CALCUTTA.	HRD Department of Education	1515.44

1.	2.	3.	4.	5.	6.
374	CALCUTTA URBAN SERVICE CONSORTIUM	16 SUDDER STREET CALCUTTA	HRD Department of Education	1481.63	
375	SAMATAT SANSTHA	172 RASH BEHARI AVENUE FLAT NO 302 CALCUTTA-700029	HRD Department of Education	248.57	
STATE TOTAL :				6185.91	
DELHI *****					
376	Dr. A.V. BALIGA MEMORIAL TRUST	LINK HOUSE, BAHADUR SHAH ZAFAR MARG, DELHI-110002	HRD Department of Education	1036.50	
377	NEHRU BAL SAMITI	E-63 SOUTH EXTENSION PART-I NEW DELHI-110049	HRD Department of Education	488.56	
GRAND TOTAL :				207057.98	

**Details of Voluntary Agencies which have received grants
of Rs. One Lakh or above during 94-95 under the Scheme for
Experimental and Innovative Programmes.**

S.No.	Name of Vol. Agency with Address	Brief Activities of the Organisation	Amount of grant in aid released during 94-95	Purpose for which grant utilised.
1.	2.	3.	4.	5.
1.	Bhagvatulla Charitable Trust, Yellamanchilli. Visakha Distt A P.	Educational	59,80,358	Experimental & Innovative Programmes
2.	Shramik Vidyapeeth, Golden threshold Nampali Station Road Hyderabad University, Hyderabad.	-do-	2,89,346	-do-
3.	Deccan Development Society, Meera Apartments, Basheer Bagh, Hyderabad.	-do-	3,40,834	-do-
4.	Antyodaya Lok Karyakaram, (Alok) Majharia Kishun Nautan Block, West Champarran, Dist., Bihar	-do-	12,16,555	-do-
5.	Samanvay Ashram, Bodh Gaya, Bihar.	-do-	6,80,642	-do-
6.	Lady Irwin College, Sikandra Road, New Delhi	-do-	4,12,946	-do-
7.	Indian Institute of Education, 128/2, J.P. Naik Path, Off. Karve Road, Kothrud, Pune.	-do-	21,44,070	-do-
8.	The Foundation for Research in Community Health, 84-A R.G. Thadani Marg, Worli, Bombay.	-do-	4,88,992	-do-
9.	Eklavya, E-1/208 Arera Colony, Bhopal.	-do-	24,50,959	-do-
10.	Aragamee, At/P.O. Kashipur, Rayagada Distt., Orissa.	-do-	9,20,551	-do-
11.	Agranee, At/P.P. Sarat, Mayur Bhanj Distt., Orissa.	-do-	2,08,804	-do-

1.	2.	3.	4.	5.
12.	Society for Welfare of Weaker Sections, Lalu Sahi, Ganjam District, Orissa.	-do-	1,06,782	-do-
13.	Digantar Shiksha Evam Khel kud Samiti, 2, Yudistar Marg, Jaipur.	-do-	4,73,416	-do-
14.	Bodh Shiksha Samiti, B-118, Mangal Marg, Bapu Nagar, Jaipur.	-do-	9,02,822	-do-
15.	Krishnamurti Foundation India, 64-65 Greenways Road, Madras.	-do-	14,00,447	-do-
16.	Institute of Psychological & Educational Research, 27, Circus Avenue, Calcutta.	-do-	8,29,010	-do-
17.	Majhihira National Basic Educational Institution, Majhihira Purilia Distt. West Bengal.	-do-	6,42,956	-do-
18.	Manav Kalyan Prasthan, Anand Ashram, Hira Kund Colony, Sambalpur District, Orissa.	-do-	2,06,968	-do-
19.	Andhra Pradesh Open School Society, SCERT Campus, Hyderabad.	-do-	202,50,000	-do-
20.	Jan Kalyan Ashram Shahjahanpur, Uttar Pradesh.	-do-	7,89,668	-do-
21.	The Social Work and Research Centre, Tilonia, Ajmer Distt. Rajsthan.	-do-	12,49,875	-do-
22.	M.V. Foundation, Secunderabad, Andhra Pradesh.	-do-	4,39,991	-do-
23.	Dr. Phatak Child and Mother Welfare Society, Gwalior, Madhya Pradesh.	-do-	2,81,500	-do-
24.	R.K. Mission Lok Shiksha Parishad, Narenderpur, West Bengal.	-do-	9,43,875	-do-

**STATEMENT OF
OUTSTANDING AUDIT PARAS**

STATEMENT SHOWING THE LATEST POSITION OF OUTSTANDING AUDIT PARAS INCLUDED IN THE REPORTS OF THE
COMPTROLLER & AUDITOR GENERAL OF INDIA FOR THE YEARS ENDED 31ST MARCH 1989 - 1994.

AS ON 5th June, 1996

S.No.	Para No.	Brief subjects/Name of the Organisations	Division concerned	Position as communicated by the Bureaus concerned.
1.	2.	3.	4.	5.

YEAR ENDED 31ST MARCH 1988

1.	5.	National Council of Educational research & Trg., New Delhi.	Sch.4	ATNs were sent to M/o Finance on 23-9-93. Revised ATNs are required by them. NCERT has been requested for the same.
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YEAR ENDED 31ST MARCH 1989

2.	7	Indian Institute of Management, Bangalore	TS-I	ATNs sent to Audit, No.3-25/89-T.9/TD.2 dt. 16-1-92.
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YEAR ENDED 31st MARCH, 1990

3.	2	University Grants Commission, New Delhi	U-I	UGC has been requested to send the information in prescribed proforma. UGC reminded several times.No.4-47/93-U.I.
4.	3	Computer Literacy & studies in schools - NCERT	Sch. 5	Revised ATNs send to Audit. The same has been received back and under process.No 11.1/90-Sch.5 dt.13-2-96.
5.	15	Loss due to non-procurement of levy cement - SPA, New Delhi.	TS-II	Revised ATNs incorporating Audit's observations are awaited from SPA.No.7-4/90-TD.3/TS-2
6.	20	Deposit of funds in advance - Bal Bhavan Society, New Delhi.	D(NFE-I)	Comments of M/O Urban Development awaited. Reminder sent at the level of ES on 23-2-96.

YEAR ENDED 31st MARCH, 1991

7.	17.18	Release of grant-in-aid and inability of grantee to utilise - UT Chandigarh.	TS-II	Draft ATNs sent to Audit No. 49-13/95-TS.II dt. 23.1.96
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1.	2.	3.	4.	5.
8.	8	Consultancy work - School of Planning & Architecture	TS-II	ATNs sent to Audit. No.7-12/92.TD.3/TS.2 dt.19-4-95.
9.	12	Irregular grant of medical benefits - IIT, Delhi.	TS-I	ATNs sent to Audit on 15-9-95..
10.	3.9.	Non-utilisation of grant-in-aid - SCERT, Delhi.	TE-II	ATNs sent to Audit. No.46-1/95-TE.II dt.28-12-95.

YEAR ENDED 31st MARCH. 1992

11.7.6		Injudicions & Irregular Payment of grants- AICTE,ND	TS-II	ANTs sent to Audit. No.37-99/95-TS.II dt.20-11-95.
12.7.7		Injudicious release of grants resulting in idling of funds-IIT, Delhi.	TS-II	ATNs sent to Audit. No.38-2/96-TS.II dt.15-1-96.
13.18.		Gift of wrist Watches in the contravention of Govt.'s instructions, IIT Bombay.	TS-I	Revised ANTs sent to Audit No.6-27/92-TS-I dt.3-4-95.
14.19		Overpayment of Rs.1.99 lakhs due to incorrect	TS-I	Interim reply sent to Audit No.16-64/93-TS-I dt.14-8-95.
15.21		Blocking of funds- Birla Vishvakarma M.V. Engg. College, Kheda (Gujarat)	TS-II	Principal has been asked to send details on audit para.
16.3.1		S.C.E.R.T. Delhi	TS-II	ANTs sent to Audit. No.46-27(ii)/93-TE-II dt.9-10-95.

YEAR ENDED 31st MARCH 1993

17.3.4		Operation Blackboard	OB	Draft ATNs sent to Audit. No.8-44/93-OB dt.10-1-96.
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1.	2.	3.	4.	5.
18.	9	Purchase of Sub-standard paper - IGNOU	Desk(U)	Draft ATNs sent to Audit. No.5-66/93-Desk(U) dt.13-10-95. Addl. informations is awaited from IGNOU.
19.	10	Avoidable Exp. on purchase of equipment - IIT Kanpur	TS-II	ATNs sent to Audit. No.23-19/94-TS-II dt.9-5-95.
20.	11	Extra expenditure on the purchase of liquifier system - IIT, Kanpur.	TS-II	- do -
21	12	Procurement of a Computer - REC Durgapur	TS-III	ATNs sent to Audit. No.7-5/93-TD.3 dt.31-7-95
22.	14	Construction of Student's Activity Centre - RIT Jamshedpur	TS-III	**ATNs sent to Audit. No.7-3/93-TS.III dt.1-5-96
23	15	Irregular payment of Bonus - RIT Jamshedpur	TS-III	- do -
24.	16	Idle equipment - RIT Jamshedpur.	TS-II	No Information sent by TSII
25.	17	Payment of City Compensatory allowance - RIT Jamshedpur.	TS-III	**
26.	18	Infructuous expenditure on salary of Librarian - KVS, New Delhi.	UT-2	ATNs sent to Audit. No.3(ii)6/93-UT.2 dt.4-9-95.
27.	19	Infructuous Expenditure due to purchase of unsuitable X-Ray Generator -JNU, New Delhi.	Desk(U)	ATNs sent to Audit. No.5-16/94-D(U) dt.2.4.1996
28.	20	Short recovery of electricity & water charges - JMI, New Delhi.	Desk(U)	Some additional information is awaited from JMI. Last reminder sent on 15.2.96 No.6-11/93-Desk(U)
29.	21	Idle Outlay - Nerist, Itanagar.	TS-4	Additional information received from the instt. and is being processed for sending ATNs to Audit.

1.	2.	3.	4.	5.
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No.3 of 1994

30 3 Vocational Education Scheme VE ATNs recd. from NCT of Delhi.

YEAR ENDED 31st MARCH, 1994

31.	10.1	Improvement of Science Education in Schools	Sch.(D/Sce)	17 states/UTs are yet to confirm facts & figures contained in Audit para and send their comments on the Audit observation.
32.	11	Indian Instt. of Management, Calcutta	Technical	ATNs sent to Audit. No.1-14/95-TS-I dt.23-11-95.
33.	12	Navodaya Vidyalaya Samiti	UT-II	Selected by PAC during 1995-96. The draft replies to the questionnaire have been put up for approval 6.
34.	13	Control over assets acquired by various grantee	U-I	UGC has informed that ATNs is being sent to Ministry shortly. No.4-34/95-U.I
35.	14	Outstanding Advances - Banaras Hindu University	Desk(U)	ATNS sent to Audit.
36.	15	Unfruitful expenditure on a project - Visva Bharati	Desk(U)	Comments from UGC. Reminder sent on 6-10-95. No.2-13/95-Desk(U).
37.	17	Blocking of funds - Kendriya Vidyalayas Sangthan	UT-2	Draft ATNs sent to Audit. No.3(ii)-3/94-UT.2 dt.12-1-96.
38.	18	Purchase of tents - Kendriya Vidyalayas Sangthan	UT-2	ATNs sent to Audit on 12-12-95.
39.	19	Irregular & Injudicious expenditure - C.B.S.E.	Sch-3	ATNs sent to Audit.
40.	21	Delay in construction of staff quarters and hostel building - S.P.A. New Delhi.	TS-II	ATNs sent to Audit. No.54-1/94-Desk(U) dt.30-11-95.
41.	22	Unfruitful expenditure on purchase of equipment for electrical sub-station - Univ. of Delhi.	Desk(U)	Draft ATNs sent to Audit. No.4-1/95-Desk(U) dt.30-11-95.
42.	23	Delay in completion of air-conditioning work - University of Delhi.	Desk(U)	Draft ATNs sent to Audit. No.4-48/94-Desk(U) dt.6-12-95.
43.	24	Overpayment due to wrong fixation of pay - University of College of Medical Sciences, Delhi.	Desk(U)	Information is awaited from UGC/DU. No.4-60/94-Desk(U).

LIST OF OUTSTANDING AUDIT PARAS INCLUDED IN THE C&AG REPORTS FOR THE YEARS 1987-88 TO 1993-94 CONCERNING TO UNION TERRITORIES WHICH ARE TRANSFERRED BU M/O. HOME AFFAIRS TO DEPARTMENT OF EDUCATION.

AS ON 5th June, 1996

S.No.	Para No.	Brief subjects/Name of the Organisations	Division concerned	Position as communicated by the Bureaus concerned.
1.	2.	3.	4.	5.
<u>YEAR ENDED 31st MARCH 1988</u>				
<u>No.8 of 1989</u>				
1.	2	Additional Schooling facilities in the age group 11-14 & 14-18 yrs. - Dte. of Education.	UT-I	
2.	3	Non utilisation or equipment for over 8 Yrs. Dte. of Education.	UT-I	
3.	39	Loss on purchase of electronic equipment - Govt. College of Arts, Chandigarh.	UT-I	ATNs sent to Audit. No.2.5/94-UT.1 dt 3-4-95.
<u>YEAR ENDING 31st MARCH, 1989</u>				
<u>No.3 of 1990</u>				
4.	7	Hindi Panjabi and Urdu Academy - Language Department (Education).	UT-I	UT1 Section has stated that the para pertains to Language Deptt. of Govt. of NCT. of Delhi. UT1 is not concerned with the para.
<u>YEAR ENDED 31st MARCH, 1990.</u>				
<u>No.3 of 1990</u>				
5.	4	Adult Literacy Programme - Dte. of Education.	UT-I	UT1 stated that the para pertains to centrally sponsored scheme of Adult Education. Clarification sought from Govt. of NCT of Delhi. No.5-3/93-UT-I dt.23-11-95 & 29-1-96
<u>YEAR ENDED 31st MARCH, 1991.</u>				
<u>No.3 of 1992</u>				
6.	13	Pre-mature release of funds - Dte. of Education	UT-I	The Govt. of NCT of Delhi have been asked to send the ATNs in the annotated format duly signed by Secretary of NCT of Delhi

1.	2.	3.	4.	5.
7.	3.8	Unjustified rejection of lowest tender - Dte. of Education, Delhi.	UT-I	ATNs received from NCT of Delhi, not sent to Audit for vetting. Some clarification awaited from NCT. Last reminder sent on 29-1-96.
<u>No. 6 of 1992</u>				
8.	17.8	Misappropriation of Cash - A & N Islands.	UT-I	ATNs sent to Audit. No.1-1/95-UT-I dt.4-10-95.
9.	17.19	Scheme for supply of free books and stationery to SC/ST students - UT Chandigarh.	UT-I	ATNs sent to Audit. No.2-5/94-UT-I dt.18-7-95. ATNs received from Audit & sent to UT Chandigarh for incorporating Audit Comments.
<u>No. 12 of 1992</u>				
10.	3	Construction of Primary School Building	UT-I	Para forwarded to Govt. of NCT of Delhi. Reply awaited. Reminder sent on 29.1.1996 No.5-3/93-UT.I
<u>YEAR ENDED 31st MARCH, 1992.</u>				
<u>No. 6 of 1993</u>				
11.	10.21	Embezzlement of Govt. Money - UT Chandigarh	UT-I	ATNs sent to Audit. No.2-5/94-UT-I dt.19-7-95. ATNs received from Audit and sent and sent to UT Chandigarh for incorporating Audit's comments
12.	10.22	Purchase of Biscuits - UT Chandigarh.	UT-I	ATNs sent to Audit. No.2-5/94-UT-I dt.22-5-95. ATNs received from Audit and sent and sent to UT Chandigarh for incorporating Audit's comments
<u>YEAR ENDED 31st MARCH, 1993</u>				
<u>No. 3 of 1994</u>				
13.	3.3	Idling of funds.	UT-I	No Information is received from UT1 Section.
14	3.6	Irregular payment of advance for supply of steel - Dte. of Tech. Edu. Delhi.	UT-I	UTI Section has stated that as per distribution of work, the subject matter of the para does not pertain to them.

1.	2.	3.	4.	5.
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No.2 of 1994

15. 10.10 Non completion of Martyr's Memorial - UT Chandigarh U/I

Year ended 31st March, 1994.

16. 11.8 Unfruitful expenditure on erection of bunkhouses - UTI
Andaman and Nicobar Islands Admn.

ATNS sent by A&N Admn. to M/oHRD on
on 18.9.1995.

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