

**MINISTRY OF HUMAN  
RESOURCE DEVELOPMENT**

**ANNUAL REPORT  
1996-97  
PART-I**

NIEPA DC



D09533

**DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA  
1997**

LETTERS OF RECOMMENDATION OF A

Department of Education and

Administrative Services

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Office No. 110016

File No.

D-9533

Date 16-05-97

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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 1996-97, the Ministry continued its efforts in fulfilling this objective through its constituent Departments of Education, Culture, Youth Affairs & Sports and Women and Child Development. This Ministry's report consists of four parts dealing with the concerned Departments as below:-

- 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**



# GLOSSARY OF ABBREVIATIONS

ACCU	- Asia-Pacific Cultural Centre for UNESCO
AE	- Adult Education
AEC	- Adult Education Centre
AICTE	- All India Council for Technical Education
AIIS	- American Institute of Indian Studies
APEID	- Asia-Pacific Programme for Educational Innovation for Development
ASC	- Academic Staff College
ASCI	- Administrative Staff College of India
AVRC	- Audio Visual Research Centre
BEP	- Bihar Education Project
BE	- Budget Estimate
BITS	- Birla Institute of Technology and Science
BLRC	- Block Level Resource Centres
BOAT	- Board of Apprenticeship Training
BPU	- Bureau for Promotion of Urdu
BRAOU	- Dr. B.R. Ambedkar Open University
CABE	- Central Advisory Board of Education
CBR	- Community Based Rehabilitation
CBSE	- Central Board of Secondary Education
CCRT	- Centre for Cultural Resources and Training
CCE	- Continuous Comprehensive Evaluation

CDC	- Curriculum Development Centre
CDPO	- Community Development Project Officer
CE	- Continuing Education
CEO	- Chief Education Officer
CEP	- Cultural Exchange Programme
CFY	- Current Financial Year
CHD	- Central Hindi Directorate
CIEFL	- Central Institute of English and Foreign Languages
CIET	- Central Institute of Educational Technology
CIIL	- Central Institute of Indian Languages
CIVE	- Central Institute of Vocational Education
CLASS	- Computer Literacy and Studies in Schools
COBSE	- Council of Boards of Secondary Education
COSIST	- Scheme of Strengthening of Infrastructural Facilities in Science and Technology
CSTT	- Commission for Scientific and Technological Terminology
CTE	- College of Teacher Education
CTV	- Colour Television Set
DAE	- Directorate of Adult Education
DIET	- District Institute of Education and Training
DPEP	- District Primary Education Programme
DRC	- District Rehabilitation Centre
DRDA	- District Rural Development Agency

DRS	-	Departmental Research Support
DRU	-	District Resource Unit
DWACRA	-	Development of Women and Children in Rural Areas
EAR	-	External Academic Relations
EB	-	Educationally Backward
ECCE	-	Early Childhood Care and Education
ECE	-	Early Childhood Education
EDCOM	-	Inter-Governmental Regional Committee on Education in Asia & the Pacific
EEO	-	Education Extension Officer
EFA	-	Education For All
ELTI	-	English Language Teaching Institutes
EMRC	-	Educational Media Research Centre
EP	-	Equivalency Programme
FG	-	Final Grant
GER	-	Gross Enrolment Ratio
GVE	-	Generic Vocational Courses
HH	-	Hearing Handicap
IAMR	-	Institute of Applied Manpower Research
IASE	-	Institute of Advanced Study in Education
IBE	-	International Bureau of Education, Geneva
ICDS	-	Integrated Child Development Services
ICHR	-	Indian Council of Historical Research
ICMR	-	Indian Council of Medical Research

ICSSR	- Indian Council of Social Science Research
IEDC	- Integrated Education for Disabled Children
IDS	- Institute of Development Studies
IETE	- Institute of Electronics and Telecommunication Engineers
IGNOU	- Indira Gandhi National Open University
IGP	- Income Generating Programme
IIM	- Indian Institute of Management
IIPP	- Individual Interest Promotion Programme
IIT	- Indian Institute of Technology
ILO	- International Labour Organisation
INC	- Indian National Commission for Co-operation with UNESCO
INFLIBNET	- Information and Library Network
IPCL	- Improved Pace and Content of Learning
ITI	- Industrial Training Institutes
JCVC	- Joint Council of Vocational Education
JRC	- Janardhana Reddy Committee
JRF	- Junior Research Fellowship
JRY	- Jawahar Rozgar Yojna
JSN	- Jana Shikshan Nilayam
KHS	- Kendriya Hindi Sansthan
KHSM	- Kendriya Hindi Shikshan Mandal
KOU	- Kota Open University



KVIC	-	Khadi and Village Industries Commission
KVK	-	Krishi Vigyan Kendra
LJP	-	Lok Jumbish Project
MHRD	-	Ministry of Human Resource Development
MIL	-	Modern Indian Languages
MIS	-	Management Information System
MLL	-	Minimum Level of Learning
MOU	-	Memorandum of Understanding
MS	-	Mahila Samakhya
MSK	-	Mahila Shikshan Kendra
NAB	-	National Accreditation Board
NBB	-	National Bal Bhawan
NCAER	-	National Council of Applied Economic Research
NCC	-	National Cadet Corps
NCERT	-	National Council of Education Research and Training
NCHE	-	National Council of Higher Education
NCPUL	-	National Council for Promotion of Urdu Language
NCPSL	-	National Council for Promotion of Sindhi Language
NCRT	-	National Council of Rural Institutes
NCTE	-	National Council of Teacher Education
NEC	-	North Eastern Council
NEO	-	National Evaluation Organisation
NET	-	National Eligibility Test
NFE	-	Non-Formal Education

NGO	-	Non-Governmental Organisation
NIEPA	-	National Institute of Educational Planning and Administration
NLM	-	National Literacy Mission
NLMA	-	National Literacy Mission Authority
NOS	-	National Open School
NPE	-	National Policy on Education
NPERC	-	National Policy on Education Review Committee
NSS	-	National Service Scheme
NTMIS	-	National Technical Manpower Information System
NYK	-	Nehru Yuvak Kendra
OB	-	Operation Blackboard
PMOST	-	Programme of Mass Orientation of School Teachers
POA	-	Programme of Action
QLIP	-	Quality of Life Improvement Programme
RCCP	-	Radio-cum-Cassette Player
RCE	-	Regional College of Education
R&D	-	Research and Development
RE	-	Revised Estimate
REC	-	Regional Engineering College
RFLP	-	Rural Functional Literacy Project
RIE	-	Regional Institute of Education
RPF	-	Revised Policy Formulations
RRC	-	Regional Resource Centre

RSKB	-	Rajasthan Shiksha Karmi Board
SAP	-	Special Assistance Programme
SAE	-	Statement of Accepted Estimates
SAS	-	Strengthening of Administrative Structures
SBE	-	Statement of Budget Estimates
SCERT	-	State Council of Educational Research and Training
SCHE	-	State Council of Higher Education
SCVE	-	State Council of Vocational Education
SDAE	-	State Directorate of Adult Education
SEEUY	-	Self Employment for Educated Unemployed Youth
SH	-	Speech Handicap
SICI	-	Shastri Indo-Canadian Institute
SIET	-	State Institute of Educational Technology
SIDA	-	Swedish International Development Agency
SKP	-	Shiksha Karmi Project
SLMA	-	State Literacy Mission Authority
SOPT	-	Special Orientation Programme for Primary Teachers
SRC	-	State Resource Centre
STEI	-	Secondary Teacher Education Institute
TC	-	Teachers Centres
TLC	-	Total Literacy Campaign
TLE	-	Teaching Learning Equipment
TQM	-	Total Quality Management
TRYSEM	-	Training for Rural Youth in Self Employment

TTIs	-	Technical Teacher Training Institutes
UEE	-	Universalisation of Elementary Education
UGC	-	University Grants Commission
ULB	-	University Level Book
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNFPA	-	United Nations Population Fund
UNICEF	-	United Nations International Children's Educational Fund
USEFI	-	United States Educational Foundation in India
UT	-	Union Territory
VEC	-	Village Education Committee
VH	-	Visual Handicap
VRC	-	Vocational Rehabilitation Centre
YCMOU	-	Yashwant Rao Chavan Maharashtra Open University
ZSS	-	Zilla Saksharta Samiti

# **1. OVERVIEW**



# 1. OVERVIEW

## Education for All

1.1.1 Education for All (EFA) continues to be the focal point of the programmes in education during 1996-97. For achieving EFA, a two pronged strategy of universalising adult literacy and universalisation of elementary education in a mutually supportive manner is being followed.

1.1.2 The Government has resolved to make the right to free and compulsory elementary education a Fundamental Right and to enforce it through suitable statutory measures. Realising that the resulting proposal has enormous implications, the Department of Education constituted a Committee of State Education Ministers chaired by the Union Minister of State for HRD (Education) to consider the financial, administrative, legal and academic implications of the proposal. The Committee has since submitted its Report which is under consideration.

## Primary Education

### *Elementary Education*

1.2.1 Universalisation of Elementary Education (UEE) has been accepted as a national goal since 1950. In order to achieve the goal, concerted efforts have been made and as a result, the elementary education system in India has become one of the largest in the world with 150.74 million children enrolled in 1995-96 in the age group of 6-14 years covering about 91% of the children in this age group. Of these, 109.73 million children were enrolled in 5,90,421 primary schools and other 41.01 million in 1,71,216 upper primary schools. There are 2.90 million teachers - 1.74 million employed in primary schools and 1.16 million in upper primary schools. 95% of rural population living in 8.26 lakh habitations have a school within a walking distance of 1 km. and 84% have upper primary schooling facility within a walking distance of 3 kms. The percentage of girls enrolled is 43.11% at primary stage and 39.42% at upper primary stage. Recent trends in drop out have shown significant decline. The retention rate has improved and it is 64% 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. Greater focus is on school drop outs, working children, girls who cannot attend formal schools, particularly those belonging to SCs/STs and other disadvantaged groups. Special attention has been given on removal of caste, sectional, regional and gender disparities in UEE.

1.2.3 The major initiatives in the form of Operation Blackboard, National Programme of Nutritional Support to Primary Education (Mid-day Meal Scheme), Non-Formal Education Programme, Teacher Education and adoption of Minimum Levels of Learning have continued to be accorded priority. In addition, the Government announced a new scheme in the Budget for 1996-97 to assist voluntary agencies in the establishment of residential primary schools for the rural poor, irrespective of caste or creed.

1.2.4 With a view to cushioning the impact of the rising cost of text books and exercise books, the Government has exempted writing and printing paper supplied to all State Text Book Corporations from excise duty in the Budget for 1996-97. It is understood that this measure has provided relief to students, especially those belonging to the weaker sections of the society.

### ***National Programme of Nutritional Support to Primary Education***

1.2.5 A nation-wide Mid-day Meal programme was launched from 15th August, 1995 to give boost to UEE by improving enrolment, retention and attendance in primary schools and also to improve the nutritional status of children. Over a period of three years, all the Government, Government aided and local body schools are to be covered benefiting 11 crore children. During 1996-97, 5.57 crore primary school children are being covered in 4426 blocks and urban slums in all States and UTs.

1.2.6 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 Areas & Employment.

1.2.7 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).

1.2.8 The Programme has commenced in all the States/UTs. Five States namely, Gujarat, Kerala, Madhya Pradesh, Orissa and Tamil Nadu and U.T. of Pondicherry are serving cooked meals. In Delhi, processed food is being served. In rest of the States/UTs, foodgrains are being distributed.



## ***District Primary Education Programme***

1.2.9 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 decentralized 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 concurrent evaluation as well as monitoring of learner's activity has been set up to evaluate the impact of implementation on the objective of evaluation, retention and achievement. The programme has already been launched in 59 low female literacy districts in 11 States and the objective is to cover 120 districts by the end of the 8th Plan.

1.2.10 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.

## **Women's' Education**

1.3.1 Women's education has always been a priority area and NEE envisages the entire educational system to work for women's education and empowerment. It has been emphasized that gender concerns must be built into all educational processes. Emphasis has been laid on enrolment and retention of the girl child in formal and non-formal schooling, recruitment of rural women as teachers and removal of gender bias in the curriculum. Special provisions have been incorporated in various schemes; e.g. the revamped Blackboard Scheme provides that atleast 50% of the teachers recruited should be women under NFE programme 90% assistance is given for centres exclusively for girls. A scheme for strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools is continuing with the objective of boosting retention of girls.

1.3.2 Free education is provided to girls by various State Govts./UTs while education is free for girls upto Class XII in Kendriya and Navodaya Vidyalayas. Vocational programme with emphasis on entrepreneurship are being designed for girl drop outs. In major thrust areas-DPEP and TLC, women are a special focus. Steps are being taken to increase women's participation in educational process, nation-wide gender sensitization programme of educational personnel and parental awareness programmes for generating a positive climate for girls' education.

1.3.3 Mahila Samakhya Programme (Education for Women's Equality) is a women's empowerment project which aims at creating an environment for women to

seek knowledge and information with a view to bring about a change in their perception about themselves and that of the society.

1.3.4 Mahila Samakhya was launched in March 1989 as a pilot project through Dutch assistance in 10 districts of Uttar Pradesh, Gujarat and Karnataka. In 1992 the programme was extended to two districts in Andhra Pradesh. The Mahila Samakhya approach & strategy has been mainstreamed with other basic education programmes in the country like the Bihar Education Project where it covers 7 districts and Districts Primary Programme in Madhya Pradesh & Assam. The programme is spread over 2574 villages in 15 districts in 4 states.

1.3.5 The programme has addressed issues like drinking water, health service and developed local accountability for Women's needs. MS has provided trainings for development of indigenous herbal medicine systems, Panchayati Raj and spearheaded activism on social issues like violence against women, institution of Devadasis and the jogini system, etc.

1.3.6 Education has been one of the key areas of focus under Mahila Samakhya. MS has initiated several interventions in Non-formal Education, Pre-school creche support facilities which are managed by Women's groups themselves. MS village women manage 529 NFE centres and 241 ECCE centres. Another innovative intervention in MS has been the " Mahila Shikshan Kendras" (MSKs) for illiterate women who have never joined the formal school system and school drop-outs who seek to plug back into the educational mainstream. 7 MSKs have been established and 5 are being set up currently.

## **Adult Education**

1.4.1 Literacy has been a priority on the national agenda as a tool of information and knowledge and as an instrument of social change. The initial target of National Literacy Mission (NLM) was to make 80 million persons in the age group of 15-35 years functionally literate and to cover 345 districts of the country by the end of the year 1995. This target was revised to 100 million persons by the end of the 8th Plan. NLM is now committed to make 100 million people literate by 1998-99 and to bring about total literacy by 2005.

1.4.2 The Total Literacy Campaign (TLC) has become the principal strategy of the National Literacy Mission for eradication of illiteracy in the country. Against the over all target, as on date, 417 districts have been covered under TLCs and 178 districts under Post Literacy Campaigns (PLCs). Since the launching of the campaigns, approximately 80 million persons are reported to have been enrolled under TLCs, out which 38.10 million persons have been made literate. The enrolment under PLCs is 18.44 million, of which 10.22 million neoliterates are participating under Post Literacy phase. Since the inception of National Literacy Mission in 1988 57.96 million persons have been made literate under all Adult Education schemes.

1.4.3 Keeping in view the fall-out of the implementation of various literacy programmes, both achievements and weaknesses as evidenced through evaluations, new strategies have been developed for effective implementation of the programme during the 9th Plan period. Some of the major initiatives include decentralisation and delegation of powers for approval/implementation of literacy programmes to State Literacy Mission Authorities; Strengthening of State Directorate of Adult Education to act as nodal agencies for better and effective monitoring of the programme; establishment of strong linkages between literacy campaigns and Panchayati Raj Institutions and involvement of Panchayati Raj functionaries in the literacy movement; establishment of strong linkage between the literacy programme and other development programmes; Operation Restoration of projects which could not achieve desired results and the Scheme of Continuing Education for neo-literates.

## **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 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 NOS has a large and diverse student profile covering learners from 14 years and above without restriction of age. Most of the students are young adults between 18-24 years. In the last registration year of 1995-96, students from educationally and socially disadvantaged categories, comprised women (32.5%), SC and ST (23%), Ex-servicemen (0.36%) and Handicapped (0.70%).

1.5.5 Technological advancement has played a vital role in the expansion of education particularly in distance education.

1.5.6 As a recognition of the meritorious service of teachers working in Primary, Middle and Higher Secondary Schools, 278 awards were conferred by the President during 1996-97.

1.5.7 A Task Force under the chairmanship of Director, NCERT has been constituted to study the functioning of private schools and evolve a Model Code for the service conditions of teachers and other related matter, transparency in the administration of private schools and their admission policies and a mechanism for the disposal of grievances and possible punitive measures.

1.5.8 Under the centrally sponsored scheme of vocational education for students at the +2 stage, emphasis continued to be given to upgrading the skills of students in more than 6000 schools so as to enhance their employability. A collaborative venture with the National Institute of Fashion Technology for introduction of fashion technology in schools is being mapped out.

## **University And Higher Education**

1.6.1 The Higher Education system in India has witnessed a steady growth since independence. At the time of independence in 1947, there were only 20 universities and 500 colleges in the country. At present, there are 166 Central/State Universities, 37 Deemed Universities and 9278 colleges. The students enrolment in institutions of higher education is estimated to be approximately 64.26 lakh students. The teaching staff strength in universities and affiliated colleges stood at 3.10 lakh at the end of 1995-96.

1.6.2 The Mahatma Gandhi Antarrasthtriya Hindi Vishwavidyalaya Act, 1996 and the Maulana Azad National Urdu University Act, 1996 have recently been enacted to establish and incorporate two new Central Universities at Wardha (Maharashtra) and Hyderabad (Andhra Pradesh) respectively. It is expected that these universities would start functioning from the next academic session.

1.6.3 UGC assists, on a selective basis, science and technology departments in Universities for acquiring highly sophisticated equipment to enable them to become internationally competitive in frontier areas of post-graduate teaching and research. Such Departments are selected on the basis of very stringent norms laid down by the Standing Committee of UGC. The departments supported under the above schemes have been given functional autonomy.

1.6.4 The UGC launched new programmes of Vocationalisation of Education at the first degree level w.e.f., academic session 1994-95. The Commission identified 35 vocational courses out of which 1-3 courses can be introduced by the identified universities and colleges.

1.6.5 The UGC has set up Inter-University Centres, as autonomous organisations to provide common facilities, services and programmes to a group of universities or the universities in general for research in the frontier areas of science and technology. Inter-University Centres set up by the Commission from 1986 to 1994 are in the areas of Nuclear Science, Astronomy and Astrophysics, Atomic Energy, Educational

Communication, Information & Library Science Network and Humanities and Social Sciences.

1.6.6 The UGC has launched specific target-oriented programmes for the educational development of students belonging to weaker sections of society, especially those falling within SC/ST categories.

1.6.7 The Distance Education System has also become very popular as it is not only cost-effective but easily accessible for upgradation of educational skills, particularly in remote areas. Electronic media has played a very constructive role in this area. The Indira Gandhi National Open University acts as the focal point of the system. It is expected that by the end of the 8th Plan, there would be additional enrollment of one million students under Distance Education System.

1.6.8 In pursuance of the provision of 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 Institutes at Hyderabad.

1.6.9 NCRI has encouraged the setting up of Swami Ramanand Tirth Rural Institute at Pochampalli for which State Government transferred 17 acres of land and has agreed to provide 15% of annual expenditure. NCRI has provided seed money of Rs.10.00 lakhs to SRTRI during 1995-96 & Rs.100.00 lakhs during 1996-97.

1.6.10 The Council has received proposals for setting up a Rural Institute, each in Assam, Bihar, Madhya Pradesh, Maharashtra and Orissa. The Budget provision of NCRI during 1996-97 is Rs.300.00 lakhs.

## **Technical Education**

1.7.1 With a view to bringing the benefits of Techno-Economic advances and large scale investments in the Technical Education system to the poorest of poor in the country, the Government of India has been running an institutionalised and structured scheme of Community Polytechnics functioning all over the country along with its Extension Centres in remote/inaccessible areas.

1.7.2 In order to achieve self reliance and maximum autonomy, a new pattern of funding has been introduced in the Centres of Excellence like IITs, IIMs and IISc., Bangalore. IITs and IISc., Bangalore have launched Technology Development Missions in seven generic areas with the participation of industry. While 6th IIT in Guwahati has started functioning, three new Central Institutes including two IIMs - one at Calicut and the other at Indore and an Indian Institute of Information Technology and Management at Gwalior have been approved for being set up. In the two new IIMs at Calicut and Indore, the academic session is starting from July, 1997.

1.7.3 The National Apprenticeship Scheme has been extended to engineers and technicians of SAARC Member countries.

1.7.4 A High Power Committee was constituted in June, 1996 to review the progress made by the RECs and also suggest further changes to strengthen their working. The report is expected by 30th April, 1997.

1.7.5 In addition to advanced department like Aero-space, Bio-mass, Bio-medical, Chemical, Metallurgical and other Engineering Sciences, the Indian Institute of Science, Bangalore has also set up Super Computer centre with an Internet hook-up. More than 43 departments/centres/units covering a wide range of Engineering & Basic Science disciplines have been connected to the super computing facility.

1.7.6 The Super Computer Education and Research Centre (SERC) in the institute is engaged in research on the development of computer Aided Design tools to assist in designing sophisticated high speed digital signal processing chips. The research activities include : real-time and database systems, VLSI systems, high-performance algorithms, computer graphics, Braille printer design (DOW), computer architecture, software engineering, operating systems and high performance numerical computing.

17.7 Further, the Centre has several ongoing/completed sponsored research and consultancy projects such as,

- Multimedia Applications
- LSI/VLSI Design Centre (DOE)
- System and VLSI Design for Digital Television (DOE)
- Technical Advice and Guidance on Information Technology Plan
- System Evaluation (C-MMACS)
- Multimedia and visualization techniques
- Software engineering with special emphasis on issues like specification, design, integration maintenance, testing and management of large software, information integrity.

### ***Technology Development Missions***

1.7.8 The Government has launched this Scheme under which projects in seven generic areas of strategic significance are being implemented in mission mode by 5

IITs/IISc. Bangalore. The seven generic areas as approved by the Expenditure Finance Committee (EFC) are :

- 1 Food Processing Engineering
- 2 Integrated Design and Competitive Manufacturing
- 3 Photonic Devices and Technologies
- 4 Energy Efficient Technologies and Devices
- 5 New Materials
- 6 Communication Networking & Intelligent Automation
- 7 Genetic Engineering & Bio-technology

1.7.9 These missions have earned wide acceptance and confidence among Industries as is evident from the number of mouse signed for development and know-how transfer of various technologies/products by them. Through the scheme, an unique example of industry-institute partner ship has been established.

## **Scholarships**

1.8.0 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.

## **International Cooperation**

1.9.1 The Indian National Commission for Cooperation with UNESCO (INC) with its Secretariat in the Department of Education has been contributing significantly to UNESCO's work particularly in the formulation and implementation of its programmes including the Participation Programme. Indian National Commission for UNESCO also continue to provide effective intellectual inputs in UNESCO's Regional Programmes.

1.9.2 Measures were taken to strengthen External Academic Relations by close monitoring of the implementation of the education component of more than 97 bilateral cultural exchange programmes and other collaboratory arrangements. Minister level Delegations from Australia, Ethiopia and Sehellas visited India.

## **Development And Promotion of Languages**

1.1.1 Languages being the most important medium of communication and education their development occupies an important place in the National Policy on Education and programme of Action. Therefore, promotion and development of the Hindi and other 17 Indian languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as other foreign languages on the other hand have received due attention. In fulfilling this constitutional responsibility, the Department of Education monitors the functioning of its subordinate offices and autonomous organisations.

1.0.2 The Kendriya Hindi Sansthan, Agra continued the implementation of the scheme of appointment and training of Hindi teachers in non-Hindi speaking States/UTs. The Central Hindi Directorate continued preparing bilingual, trilingual and multilingual dictionaries. Hindi-Persian, Hindi-Indonesian, Hindi-Sinhalese and Hindi Samyukta Rashtra Bhasha Khosh are under publication. About 325 (approximately) lakhs persons have been enrolled for teaching Hindi through correspondence courses of the Directorate.

1.0.3 Central Institute of Indian Languages, Mysore played an effective role in the training of teachers from Hindi speaking areas in Modern Indian Languages apart from conducting research in the areas of language analysis, language pedagogy, language technology and language views. In order to bring out improvement in the standards of teaching/learning of English, the Govt. of India continued its programmes of financial assistance to Regional Institutes of English and English Language Teaching Institutes of different States. There are at present, 2 Regional Institutes of English and 9 English Language Teaching Institutes.

1.0.4 The Bureau for Promotion of Urdu, a subordinate office of this Ministry has been converted into the National Council for Promotion of Urdu Language w.e.f. 1st April, 1996 for the promotion of Urdu language through its schemes and projects.

1.0.5 National Council for Promotion of Sindhi Language has been set up as an autonomous body for promotion, development and propagation of Sindhi language.

1.0.6 A Centrally Sponsored Scheme of financial assistance to States/UTs for appointment of Modern Indian Language teachers (other than Hindi) in Hindi speaking areas was launched in 1993-94 with an outlay of Rs. 3.00 crores for the 8th Plan period and continued in the year under report.

## **Copy Right and Neighbouring Rights**

1.11.0 During the year, India actively participated in the activities of the World Intellectual Property Organisation, especially in the meetings relating to the preparation of new treaties on copyright and neighboring rights. Initiative was also taken to strengthen enforcement of copyright laws in the country.



## **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 the Minister of Human Resource development. He is assisted by one Minister 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 number of Subordinate Offices/Autonomous Organisations including Central Universities, Institutes of Technology and other Institutions of Higher Learning and Research.

2.2.2 The important subordinate offices are:

- 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.

2.2.3 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.

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

### ***Elementary Education***

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

### ***School Education***

- The Kendriya Vidyalaya Sangathan (KVS), New Delhi administers schools for the children of transferable central government employees.
- The Navodaya Vidyalaya Samiti, New Delhi, administers 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.

### ***Higher Education and 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, Kohima.
- Tezpur University, Tezpur
- Assam University, Silchar.
- Indira Gandhi National Open University, New Delhi.
- Babasaheb Bhimrao Ambedkar University, Lucknow.

2.2.5 The Parliament has passed the legislation for establishment of *Mahatma Gandhi Antarashtriyā Vishwa Vidyālaya* at Wardha and Maulana Azad National Urdu University at Hyderabad as Central Universities.

### ***Technical Education***

- Indian Institute of Science, Bangalore.
- Indian School of Mines, Dhanbad.
- National-Institute of Training in Industrial Engineering, Mumbai.
- 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 Mumbai, Delhi, Guwahati, Kanpur, Kharagpur and Chennai.
- 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), New Delhi.

### ***Promotion of Languages***

- The Kendriya Hindi Shikshan Mandal, Agra, which propagates Hindi in India and abroad.
- The Rashtriya Sanskrit Sansthan, New Delhi, is engaged in teaching and research in Sanskrit.

### ***Book Promotion***

- The National Book Trust, New Delhi.

## **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 Publication 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 1996-97.

## **Vigilance Activities**

2.5.1 The vigilance set-up of the Department under the overall supervision of the Secretary who, in turn, is assisted by a Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri Bhaskar Chatterjee, Joint Secretary, is functioning as Chief Vigilance Officer in the Department of Education.

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

2.5.3 Efforts were also continued to simplify the procedures so as to minimise the scope of corruption. A close watch was maintained over the persons of doubtful integrity. The staff posted to sensitive posts was rotated periodically. Disciplinary proceedings against four officials were concluded and appropriate orders were passed in these cases. Disciplinary proceedings against eight officials including two gazetted officers, initiated earlier, were still in progress. Preliminary enquiry against one complaint pertaining to the Department is under progress.

2.5.4 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 Officer with the prior approval of the Central Vigilance Commission.

2.5.5 A specific grievance redressal machinery functions under a Joint Secretary nominated as the Director of Grievances in the Department. The Director of

Grievances is accessible to the staff as well as the members of public and to listen to their problems.

2.5.6 In order to ensure the implementation of the policy of the Government regarding redressal of Public Grievances in its totality, 40 autonomous organisations out of a total number of 58 have created their Public Grievance Redressal machinery and have in turn designated officers as Director of Grievances. 14 organisations have however been exempted from the purview of this mechanism, with the prior approval of the Department of Administrative Reforms and Public Grievances. Efforts were also made to persuade the remaining four organisations to set up the machinery for redressal of Public Grievances.

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

### **Progressive use of Hindi**

2.6.0 The Department of Education and its subordinate offices have 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(Language) has been constituted. The committee periodically reviews the programmes for the progressive 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 provides solutions therefor. 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 Stenographers, who do not have knowledge of Hindi Typing and Stenography skills are also nominated for training. Out of a total of 89 organisations under this Department 29 have been notified under Rule 10(4). As in the previous year, 'Hindi Pakhwada' was organised in the Department from 1st to 15th September, 1996 and a number of contests for progressive use of Hindi were organised to motivate the staff. The Education Secretary presented awards to participants who obtained 1st, 2nd, 3rd positions and also presented the consolation prizes. Besides, appeals were made by the Minister of Human Resource Development, Minister of State for Education for increasing use of Hindi in the official work of the Department.



## **Professional Development & Training of Staff**

2.7.1 The Training Cell in the Department has been functioning with the objective of coordinating/monitoring of various training programmes for professional development of staff working in the Department of Education. Training improves knowledge, attitudes and behavioural skills of people and hence their performance. The improved performance of individuals leads directly to the improvement in quantity and quality of input as well as output. The Training Cell assists in deputing the officials for training programmes, in India as well as abroad by circulation of training programmes and inviting nominations thereafter. During 1996, this Cell scrutinised and circulated 112 nominations for various training programmes (101 in India and 11 abroad). Out of 101 nominations, 87 were accepted by various training institutions. Out of the officers nominated for training abroad, two of them had been selected and attended the training programmes.

2.7.2 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.

2.7.3 The Training Cell is also dealing with the matters relating to the Fifth Pay Commission.

### **Office Council**

2.8.0 Under the scheme of JCM of the government, the Department has its 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 WOMENS' EQUALITY**



### **3. EDUCATION FOR WOMENS' EQUALITY**

#### **Mahila Samakhya**

3.1.1 The Mahila Samakhya programme is a direct outcome of the commitment to affirmative action in support of women's education mandated in the National Policy on Education. A programme for women's education and empowerment, Mahila Samakhya endeavours to create a learning environment where women can collectively affirm their potential, gain the strength to demand information and knowledge, and move forward to change and take charge of their lives.

3.1.2 Education is understood as an ongoing process of learning and empowerment which transcends mere literacy. The programme, which is not constrained by present agenda or predetermined targets, responds and designs interventions to meet the articulated needs of rural poor women. The sangria (village level women's collective) is the nodal point around which the programme revolves.

3.1.3 The process of mobilising and organising women is facilitated by a "sahayogini" (a cluster co-ordinator in charge of 10 villages). She is a crucial link between the village sangha and the district implementation unit of the programme. The latter provides resource support and inputs to meet the needs of the women. The district units in turn are supported by a State Office which ensures a facilitative environment and brings in necessary resource inputs for the programme. At the State level, an autonomous registered society as an empowered body has been set up to oversee the programme. At the national level the programme is co-ordinated by a Project Director. A National Resource Group, an advisory body of eminent women activists, academics, development workers and bureaucrats, supports the programme, bringing in new concepts, ideas and experiences and guides and advises on the programme policies and strategies.

3.1.4 Mahila Samakhya has expanded its coverage to 31 districts in the country, while its approach has influenced several other educational proposals. Under Dutch funding the programme is being implemented in 2,574 villages of 15 districts in the states of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. The effectiveness of the MS strategy in mobilising women for education has resulted in it being adopted by other basic education projects. Through the IDA assisted UP Basic Education Project, 6 districts have been additionally covered in U.P. The programme is being implemented in 7 districts of Bihar as part of the Bihar Education project and in 3 districts of Madhya Pradesh the programme is supported by the District Primary Education Programme.

3.1.5 Over the past several years the Mahila Samakhya strategy has been validated in different regional contexts in the country. Womens' capacities and their information base are continually being enhanced, setting in motion a process of collective questioning and action. Vibrant and strong "Mahila Sanghas" or women's collectives have evolved at the village level, thereby laying a foundation for women's empowerment at the grass roots.

3.1.6 The effectiveness of the MS strategy and its impact can be seen both in the rich texture of womens' mobilisation and action as well as the various alternatives that the programme has thrown up. "Mahila Samakhya" in all States have engaged with a remarkable range of issues. The spheres of sangha activity and action are ever expanding, ranging from accessing basic civic amenities; learning to deal with health issues; committing themselves to ensuring learning opportunities for their children, especially girls; doggedly trying to make themselves literate; breaking gender stereotypes in acquiring new skills like even becoming mechanics; learning to manage credit, effectively participating in Panchayati Raj processes; learning legal procedures and understanding how administrative and social structures work; gaining in strength to demand accountability and effective delivery of services; to confidently addressing issues like violence against women, child marriage and the devadasi system etc.

3.1.7 Womens' Sanghas have taken an active lead in the area of children's/girl child education. The needs from pre-school education to adult literacy are being addressed.

3.1.8 In Gujarat, Early Child Care Centres are being run and managed by committees of sakhis, sahayoginis and anganwadis. These committees monitor the centres and mobilise local resources in cash and kind. In UP, the centres picturesquely called Udan Khatolas, Hindola or Buransh cater to children who have dropped out, never gone to school and to pre-schoolers. Bal melas and Bal sabhas are periodically organised to enable children from various villages to meet and share their excitement. The teacher's (anudeshikas) skills are continually upgrades through a planned training programme. In Karnataka, some sanghas are running balwadis with no financial assistance from MS except the initial setting up and training to the workers. These sanghas are playing an active role in enrolling children into primary school.

3.1.9 Significant interventions have evolved specially in the area of girls/women's education. Bal Mitra Kendras (non-formal education) for girls have been started in Andhra Pradesh to cater to the needs of girls. An important feature of these kendras is the focus on establishing and creating a sense of partnership and ownership in this activity among the sangha women, parents and the community. Sanghas and parents play a proactive role in selection of teachers, monitoring the centres and most importantly contribute financially to the teacher's fee.

3.1.10 The Mahila Shikshana Kendra is a unique learning opportunity for adolescent girls and young women. This institution has evolved through the Mahila Samakhya programme and there is a major demand for setting up these centres in all MS districts and blocks. A residential programme, it varies in its focus and curriculum as it is designed to meet the specific local needs. There are 8 kendras being run in Uttar Pradesh, Andhra Pradesh, Karnataka and Gujarat. In Bihar 5 MSK's are being run by the MS-BEP for school drop-outs and never enrolled adolescent girls. In Karnataka, the MSK helps and prepares school drop-outs to take school leaving examinations. In Andhra Pradesh, a one year curriculum has been evolved to include basic literacy skills, health and environment awareness, mobilisation and vocational skills. In UP, an innovative and gender focussed curriculum has been evolved along with the learners, whose ages range from 15 to 35. The duration of the condensed course is about 6 months. It is anticipated that the MSK would facilitate the learning and training of aware young women who will play a decisive role in the development of their communities.

3.1.11 Interventions for literacy have been propelled by the demand and desire of sangha women to learn to read and write. In almost all instances this demand has emerged when women want to deal with issues like wages, savings, accessing government schemes, skills upgradation, interacting with socio-political structures. MS has responded to this demand by producing gender sensitive and learner friendly materials and through efforts to sustain the literacy efforts through camps/centres. In some cases linking up with on-going Total Literacy Campaigns has also been done. In Karnataka, the sanghas have awarded the title of "gnana gelathiyaru" or guiding light to women who have learnt to read and write and are now teaching others. The most significant achievement has been the training of neo-literate women in screen printing and production of broadsheets in Banda district of UP. The Mahila Dakhiya which is regularly published by the Banda women, received the Chameli Devi National Media Award in March 1996.

3.1.12 To enable women to improve their health status, health awareness and trainings are systematically being imparted particularly in the States of Karnataka and Andhra Pradesh. As part of this training, herbal medicine, which traditionally was in the hands of women is being, retrieved, documented and its usage validated. This has resulted in the emergence of sangha women as health healers. Sanghas themselves are engaged in growing herbariums and keeping alive this indigenous knowledge system. In addition, sanghas have also in many instances managed to enforce greater accountability from the health system and ensured that ANMs visit villages regularly. A health curriculum for adolescent girls is also being evolved in the States.

3.1.13 Learning to access and control resources has been an important part of the learning process in Mahila Samakhya. To learn what resources are available, how to develop them or access fresh ones, the procedures involved therein, the bottlenecks likely to be encountered etc. are all part of the education that rural women find exciting and informative.

3.1.14 In Rajkot district of Gujarat, MS in collaboration with the District panchayat and the UNICEF is involved in a major venture for handpump repair and maintenance through women's participation. This has meant training women as mechanics and the constitution of water committees. Discussions on health and environment have led to a variety of activities. In Banda district in UP sangha women have been active in the van panchayats and afforestation programmes. In Andhra Pradesh's Medak district, as a result of health training, 830 women applied for and were sanctioned funds and materials for setting up toilets. An offshoot of this has been the initiation of training in masonry.

3.1.15 Savings and access to credit has been the focus of sanghas in Bijapur district of Karnataka. With a savings pool of over Rs.7 lakhs, the sanghas are now considering starting a rural women's bank. They have been able to negotiate with NABARD for income generation activities of their choice. The savings activities in all the States has led to training in accounts and record keeping and most importantly given a spurt to literacy activity. In all the States, strong sanghas have now begun to consciously access schemes like DWCRA.

3.1.16 In UP, sangha women and sahayoginis in Banda have formed a women's co-operative VANANGNA, which handles screen printing, handpump maintenance and contract jobs for masonry, as women in the co-operative are well trained to carry out these tasks.

3.1.17 Women across the MS supreme have confidently addressed issues of violence, child marriage and the devadasi system. In Karnataka and Andhra Pradesh the sanghas have been effective in the prevention of initiation of young girls as devadasis. Legal awareness and education inputs are being run in all States. In UP the Saharanpur district unit provides legal support for registering cases of violence and assists in regular follow-up.

3.1.18 One of the most interesting alternative structures developed to deal with legal tangles issues, has been the setting up of a Nari Adalat in Vaghodia block of Baroda district. Women have received para legal training and are handling cases relating to stridhan, maintenance, child custody and property disputes in community counts.

3.1.19 Taking conscious decisions and making informed choices has underlined the participation of sangha women in all the States. This has logically brought women into the area of political processes especially at the local levels. Extensive dissemination of information on the provisions of the Panchayati Raj Act resulted in many sanghas putting up women candidates and deciding upon strategies for election. 231 women from the MS programme in Gujarat, 135 in Karnataka, 120 in UP and 51 in Andhra Pradesh have been elected to various Panchayat bodies. Reports particularly from Karnataka indicate that the participation of sangha women in the



working of the panchayats is of a qualitatively higher as they have shown themselves to be more aware, informed, and articulate with gender-conscious agendas.

## **Empowering Women Through Education**

3.2.1 A corner-stone of the National Policy on Education is the removal of disparities in the field of education and to bring this about 'a well conceived edge in favour of women' is posited.

3.2.2 Gender awareness, gender sensitisation and gender weightage are, therefore, ingredients in all educational interventions.

- \* One of the most successful efforts to link women's empowerment with education has been Mahila Samakhya. The programme is operational in 17 districts spread over the four States of Andhra Pradesh, Gujarat, Karnataka and Uttar Pradesh. The Samakhya 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 Samakhya approach has been successfully adopted by several basic education programmes, including the Bihar Education Project, 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 417 districts, women made up over 60 per cent 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 178 TLC districts, post literacy campaigns have begun and these address the needs of neo-literate learners. TLC is gradually being extended in the educationally backward states.

- \* In order that illiteracy may be eradicated amongst adult women, it would first be necessary to tackle the problem at the primary stage. Under the scheme of Operation Blackboard, of the 1.47 lakh teachers appointed, 47 per cent or 69,090 were women. In future, at least half of all teachers appointed are expected to be women.

- \* The Non-Formal Education system is being extended to meet the needs particularly of the girls who are unable to attend formal school. NFE Centres run exclusively for girls get 90 per cent assistance from the central Government. The number of such centres has been increased from 25 per cent to 40 per cent of the total during the Eighth Plan period.
- \* At the other end of the spectrum are the Navodaya Vidyalayas, centres for excellence, where at least one third of the students would be girls. In both the Kendriya Vidyalaya and Navodaya Vidyalayas, education for girls is free upto class XII.
- \* Building on these scheme is the District Primary Education Programme (DPEP) which focuses on improving girls' access to and participation in school. The programme is now operational in 52 districts spread over eleven states: Assam, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Gujarat, Himachal Pradesh and Orissa. It is proposed to cover another 61 districts by the end of the 8th Plan. The attempt is to build in an equity focus from early formal 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 a 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 emphasise entrepreneurship have been designed. This is a centrally sponsored scheme which consciously attempts to introduce new and emerging technologies to women.
- \* Another step in girls' education is the operationalisation of the scheme for assistance to voluntary organisations for strengthening boarding/hostel facilities for girls students of the secondary and higher secondary schools. During the VIII Plan 3,580 girls are expected to be benefitted.
- \* The efforts of the last four decades and more have resulted in a massive increase in number of women who enter universities.

- \* 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 necessary funds. UGC has also assisted 22 universities and 11 colleges to set up Women's Studies Centres. This is in addition to the 40 positions of part-time research associateships for women.



## **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 at least upto the elementary stage. Recognising the need for a 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 a 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)**

	<u>1950-51</u>	<u>1995-96</u>
Primary Schools (Classes I-V)	2.10	5.90
Upper Primary Schools	0.13	1.71
	-----	-----
	2.23	7.61
	-----	-----

**No. Of Teachers (in lakhs)**

	<u>1950-51</u>	<u>1995-96</u>
Primary Schools (Classes I-V)	5.38	17.40
Upper Primary Schools	0.36	11.65
	-----	-----
	5.74	29.05
	-----	-----

**Gross Enrolment**

	<u>1950-51</u>	<u>1995-96</u>
<u>Primary Stage</u>		
Total Enrolment (in millions)	19.2	109.8
Gross Enrolment Ratio (percentage)	43.1	104.3
<u>Upper Primary Stage</u>		
Total Enrolment (in millions)	3.1	41.0
Gross Enrolment Ratio (Percentage)	12.0	67.6

4.1.4 In pursuance of Constitutional directives, State Governments have abolished tuition fees in the Government, local bodies 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 per cent, 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*

4.1.7 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 the primary stage from 5.4 million in 1950-51 to 47.4 million in 1995-96 and at upper primary stage from 0.5 million to 16.0 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 43.2% of enrolment at primary stage and 39.0% at upper primary stage. The drop out rate of girls is much higher than that of boys at the primary and upper primary stages.

### *Scheduled Castes and Scheduled Tribes*

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

4.1.9 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.

4.1.10 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*

4.1.11 In order to achieve Universalisation of Elementary Education by 2000 AD, the 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 (MLL) 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**

4.2.1 India is one of the few developing countries which took the 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 showed significant improvement in learning attainments of school children.

4.2.2 The Ministry has now decided to upscale the MLL programme through institutional mechanisms throughout the country. National resource institutions like the National Council of Educational Research & Training (NCERT), Regional Institutes of Education (RIEs), SCERTs and DIETs are being networked for this

purpose. In 1996-97, 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 the major activities being undertaken.

4.2.3 Andhra Pradesh, Bihar, Goa, Gujarat, Karnataka, Kerala, Manipur, Pondicherry, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh and West Bengal have reported introduction of MLL in some of their primary schools. Madhya Pradesh, Chandigarh, Haryana and Lakshadweep are in the process of introducing MLL in their primary schools. The District Primary Education Programme (DPEP) has adopted MLL as a major strategy for improvement of quality for primary education. Non-formal education programme is also adopting MLLs wherever appropriate.

4.2.4 Laying down of MLLs is a part of the 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.

4.2.5 A Committee under the Chairmanship of Prof. R.H Dave is currently working to prescribe learning competencies for various subjects taught at the upper primary stage.

## **New Initiative taken by Government in 1996-97**

### ***I. Proposal to make the Right to Free and Compulsory Elementary Education a Fundamental Right***

4.3.1 In its endeavour to build a just and humane society, the Common Minimum Programme of the United Front Government resolved to take on the enormous challenge of Universalisation of Elementary Education by making the right to free and compulsory elementary education a Fundamental Right and enforcing it through suitable statutory measures. The resolution was discussed in a Conference of State

Education Ministers and State Education Secretaries held on August 9-10, 1996. The Conference recognised the momentous significance of the resolve and urged the Government to consider the financial, administrative, legal and academic implications of the proposal. The conference recommended the Constitution of a Committee of State Education Ministers to consider the implications. Accordingly, the Ministry of Human Resource Development (Department of Education) constituted a Committee of State Education Ministers under the Chairmanship of Union Minister of State for HRD (Education). The Committee has since submitted its report.

## ***II. Exemption from Payment of Excise Duty***

4.3.2 With a view to cushioning the impact of the rising costs of text books and exercise books, the Government has exempted writing and printing paper supplied to all State Text Book Corporations from excise duty in the Union Budget for 1996-97. It is expected that this would make school text books and exercise books affordable for students from weaker sections of society.

## ***III. Scheme to Assist Voluntary Agencies in the Establishment of Residential Primary Schools***

4.3.3 The Union Finance Minister had in his budget speech for 1996-97, announced a new scheme of assistance in the establishment of residential primary schools. The basic features of the scheme as outlined in the speech were as follows:

- i) the scheme envisaged provision of financial assistance for residential primary schools in rural areas for the poor, irrespective of caste or creed;
- ii) the scheme was intended to be implemented through NGOs; and
- iii) an initial sum of Rs. 5.00 crore has been set apart in the Union Budget for 1996-97.

4.3.4 The Department of Education constituted a Committee headed by Union Education Secretary to formulate guidelines to operationalise the scheme. The Committee has since submitted its report. It has recommended that the scheme may be implemented on a pilot basis in 1996-97.

4.3.5 Based on the report of the above Committee, guidelines and operational modalities in respect of this scheme have been finalised and approval of the Standing Finance Committee is being obtained. The scheme is likely to be operationalised during the current financial year i.e. 1996-97.

4.3.6 It is proposed that a detailed feasibility study would be undertaken by NCERT for its implementation on a long term basis beyond 1996-97. This Department has requested NCERT to formulate the detailed scheme accordingly.

### **Operation Blackboard**

4.4.1 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 upto a minimum standard by way of physical facilities by providing them with:-

- i) At least two reasonably large all weather rooms along with 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;

4.4.2 Central assistance is provided for item numbers (ii) and (iii) which has been fully provided to all the targeted primary schools.

4.4.3 Under the scheme of OB, the construction of school buildings is primarily the responsibility of State Governments. However, in consultation with the Department of Education, the Ministry of Rural Areas and Employment has worked out a formula under the Jawahar Rozgar Yojana (JRY) to ensure availability of funds for construction of primary school buildings under the Operation Blackboard Scheme. According to this formula, 48% of the funds for construction are provided by the Ministry of Rural Areas and Employment as central matching share of JRY, if the States raise 12% JRY State share and 40% Non-JRY share.

### ***Expanded Operation Blackboard***

4.4.4 The scope of the scheme has been enlarged to provide 3 class rooms and 3 teachers in primary schools where enrolment exceeds 100. The scheme has also been extended to cover upper primary schools.

4.4.5 The components of the sub-scheme for upper primary schools comprise the provision of (i) at least one room for each class, (ii) a Headmaster-cum-office room; (iii) necessary toilet facilities (iv) a contingency grants of Rs. 1000/- per annum, (v) library facilities (vi) essential equipment, and (vii) at least one teacher for each

class/Section. Primary schools with enrolments more than 100 and two teachers are now being provided with a third teacher.

4.4.6 According to the guidelines of the extended scheme, the salary of one additional teacher will be provided by the Central Government for the plan period. Rs.50,000/- is provided to each school for essential teaching learning equipments including Rs.10,000/- for library facilities. In order to promote community participation in this venture, preference is given in selection to the villages where community contributes 20% (Rs.10,000/-) towards equipment in which case central contribution will be Rs.40,000/-. However, in tribal (ITDP) areas entire 100% assistance will be provided.

4.4.7 The achievements under Operation Blackboard are:

Physical	Provision of Teaching Learning Equipment to Primary School	Sanction of additional teachers for primary	Construction of class rooms	Financial (Rs. in crores)	
				From 1987 to March 1997	During 1996-97 till Oct., 1997
1.	2.	3.	4.	5.	6.
Target	5.23 lakhs	1.53 lakh	2.63 lakh	1515.95	116.58
Achievements	5.23 lakhs*	1.49 lakh	1.74 lakh		
Expanded Operation Black Board			8th plan targets	Achievements	
Sanction of third teachers to primary schools with enrolment exceeding 100			42,000 (30%)	34,780	
Coverage of upper Primary Schools; supply of Teaching learning material			47,000 (30%)	47,589	

\* In addition 4,000 teachers have been appointed by State governments.

4.4.8 It is proposed to sanction third teachers to about 7220 primary schools with enrolment exceeding 100 during the remaining part of the financial year 1996-97.

4.4.9 During the current year as well as 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 from

the current financial year. 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 79% during 1994-95 to 82% during 1995-96.

4.4.10 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 lakhs teachers are likely to be covered by end of VIII five year plan under this programme.

## **Non-Formal Education**

### *Objectives and Description of the Scheme*

4.5.1 The National Policy on Education, 1986 taking a realistic view of the enormous task of achieving UEE in its entirety (access, retention as well as achievement), envisages that free and compulsory education of satisfactory quality be provided to all children upto the age of 14 years before commencement of the 21st century. For the first time in 1986, an educational policy had admitted 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.

4.5.2 The scheme was conceived in 1979-80, scaled up in 1987 and revised in 1993 with emphasis on organisation, 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 namely Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and 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.

4.5.3 The main feature of the scheme are:

- short course with duration of about two years
- part-time instruction at a place and time convenient to learners in small groups
- flexibility in mode of delivery; and
- special emphasis on girls education.

4.5.4 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        | 60% administrative support |
| 2. Exclusively girls centres         | 90%                        |
| 3. Centres run by Voluntary Agencies | 100%                       |

***Implementation in 1996-97 (State Sector)***

4.5.5 There is an allocation of Rs. 158.20 Crores (Rs.128.20 Crores under the State Sector and Rs. 30.00 Crores under Voluntary Sector) for the current financial year for running NFE programme in 21 States/UTs., being the last year of the 8th five year plan, 2.41 lakhs NFE centres sanctioned under State Sector in 15 States/UTs. in 1995-96 are being continued covering about 70 lakh children. Out of 2.41 lakh centres under State Sector, about 1.18 lakh centres are exclusively for girls, covering about 29.50 lakh beneficiaries.

***Voluntary Sector***

4.5.6 An important achievement in the current financial year has been enlisting the increased participation of NGOs in the programme. At present, 590 Voluntary Agencies are running 38,900 centres in the country. Under Experimental and Innovative programmes, new strategies on a pilot basis for micro-planning survey training, material development, education for the disabled and working children, running of NFE centres, health education programmes are taken up. At present, 41 such projects are in operation. In addition, NGOs are running District Resource Units for providing resource support to the programme.

***New Initiatives***

4.5.7 The Conference of Education Ministers of the States/UTs held in August, 1996 considered NFE scheme as one of the important components for achieving universalisation of elementary education in the country and decided that the NFE scheme should continue as a Centrally Sponsored Scheme in the year to come. It was also decided in the Conference that the Scheme should provide for greater flexibility in implementation and allow greater autonomy to the States to make local contextual modifications.

4.5.8 An outlay of Rs.704.00 Crores (Rs.625.00 Crores under State Sector and Rs.79.00 Crores under Voluntary Sector) has been approved for the 8th Plan period with a target of 3.50 lakh NFE centres.



## Teacher Education

4.6.1 The Centrally Sponsored Scheme of Restructuring and Re-organisation of Teacher Education which has been functioning from 1987-88 in pursuance of the National Policy on Education 1986 envisages strengthening of the institutional base of teacher training as also taking up special programmes for training of teachers in specified areas and other non institutional programmes of orientation of teachers. For this purpose, the scheme provides for setting up of District Institutes of Education and Training (DIET) 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 Teachers Education Institutions (STEIs) into Colleges of Teacher Education (CTEs)/Institutes 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, programme of Mass Orientation of School Teachers (PMOST) was also taken up under this scheme during 1986-90 to provide orientation to school teachers in the main thrust area of the NPE 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. Under the Special Orientation Programme for Primary Teachers, a total of 45,798 primary teachers have so far been oriented.

4.6.2 The target of establishing 425 District Institutes of Education and Training (DIETs) has been met in the year 1996-97. 108 Secondary Teacher Education institutions have so far been upgraded into Colleges of Teacher Education (CTEs)/Institutes of Advanced Study in Education (IASEs) against the target of establishing 135 CTEs/IASEs at the end of 8th Five Year Plan. It is proposed to establish 110 CTEs/IASEs by the end of the plan period. 20 CTEs/IASEs were sanctioned during the year 1995-96. It has not been possible to meet the target primarily because of non-receipt of proposals from the State Governments

4.6.2 18 projects for strengthening of State Councils of Educational Research and Training (SCERTs) have so far been approved. Various other States are in the process of formulating their detailed project proposal. 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 up M.A. courses in Education.

4.6.3 The District Primary Education Programme (DPEP), which provides institutional support by strengthening state resource organisations like SCERT and the district level institutions like DIET has also taken initiative for decentralised academic resource support at the block and cluster level. Block Resource Centres have been set up in a few States for the purpose of planning, management, supervision of inservice training of Primary School teachers and other functionaries at the grass-root level, which has received encouraging response. It is proposed to further augment the availability of these resource centres at sub-district level by establishment of BRCs as extensions of DIETs during the IX Plan.

4.6.4 It is proposed to institutionalise a system of concurrent monitoring and evaluation of DIETs with a view to facilitate better and speedier implementation of this programme.

4.6.5 A significant innovation in reaching out to teachers in remote areas through satellite based interactive technology has been tried successfully in Karnataka and Madhya Pradesh. A National Action Plan for providing in-service training to primary teachers through interactive distance education has also been developed with the assistance of ADB and UNESCO and under the guidance of a National Steering Committee chaired by Vice Chancellor, IGNOU with assistance of ADB and UNESCO. The NAP contains a 10 year's perspective and is proposed to be dovetailed into the 9th Five Year Plan.

4.6.6 The progress of Teacher Education Scheme since 1987-88 is as indicated below :-

<b>Sl.No.</b>	<b>Nomenclature</b>	<b>Cumulative Achievements</b>
1.	Amount spent (Rs.in crores)	337.225(as on 31.3.1996)
2.	Number of Teachers oriented under the Special Orientation Programme for Primary Teachers (1986-90)	40 lakh teachers
3.	Number of District Institutes of Education and Training (DIET) sanctioned.	425
4.	Number of Secondary Teacher Education Institutes up-graded into CTEs/IASEs.	108
5.	Number of SCERTs Strengthened	18

## **National Council for Teacher Education**

4.7.1 The National Council for Teacher Education (NCTE) has been established as a national level statutory body by the Govt. of India vide its notification dated August 17, 1995 with the objectives of achieving planned and coordinated development of teachers education, regulation and proper maintenance of norms and standards of teacher education and for matters connected therewith. The mandate of the NCTE is quite wide and includes regulatory as well as developmental functions. Some of the major functions are laying down norms for various teacher education courses, recognition of teacher education institutions, laying down guidelines in respect of minimum qualifications for appointment of teachers, surveys and studies, research and innovations, prevention of commercialisation of teacher education, etc.

4.7.2 As per the provisions of the Act, four Regional Committee for the Northern, Southern, Eastern and Western regions have been set up with Hqs. at Jaipur, Bangalore, Bhubaneswar and Bhopal respectively. These Regional Committees have to consider the applications of institutions of teacher education for recognition/permission in accordance with the provisions of the Act. So far, 1524 applications have been received, 108 institutions have recognised, 226 institutions have been granted provisional recognition and 62 institutions have been refused recognition. The remaining applications are under consideration of the Regional Committees.

4.7.3 During the brief period that the Council has been in existence, the Council has laid down norms and standards for pre-primary, elementary and secondary level teacher education institutions. Norms for B.Ed. through distance education mode and M.Ed. have also been prepared and are likely to be notified soon. On the basis of the recommendations of an expert committee, the NCTE has taken a decision that the education for the first degree/diploma should be only through face to face institutional course of teacher education of minimum of one year academic duration. The decision has been communicated to all State Govt., Universities, Boards of Education, etc. However, with a view to providing avenues for professional growth of in-service teachers and to clear the backlog of untrained teachers in some regions of the country, B.Ed. through correspondence/distance education is being continued on a limited scale. For this purpose, NCTE has issued regulations laying down guidelines for the universities/institutions running B.Ed. through correspondence/distance education mode on the basis of recommendations of an expert committee headed by Prof. Ram Takwale, Vice-Chancellor, IGNOU as approved by UGC.

4.7.4 Several publications have also been brought out during the year. Some of these are:

- (i) Policy Perspectives in Teacher Education
- (ii) Empowering the Under Privileged class of Teacher Education.

- (iii) Different Modes of Education used for Teacher Preparation in India.
- (iv) Human Rights and National Values - Self-learning Module for Teacher Educators.
- (v) Professional Status of Teachers.
- (vi) Curriculum Framework for Teacher Education - Discussion Document.

4.7.5 During the year 1996-97 a number of seminar, workshops, symposia, awareness meetings, etc. have been organised. A number of projects and studies have also been taken up. Some of the more important ones are :

- (i) Formulation of competency based teacher education curriculum for elementary teacher education institutions.
- (ii) Re-structuring of curriculum framework of teacher education.
- (iii) State level studies on teacher education - current status, issues and future projections.
- (iv) Development of quality training material for teacher education institutions.
- (v) Human rights and national values for teacher educators
- (vi) Study of profile of teacher educators.

4.7.6 In addition, a few projects were also taken up with the assistance of international agencies, notable among these are - a UNESCO sponsored conference on professional status of teachers and preparation of its reports and compendium of papers presented in the conference, preparation of self-learning modules for teacher educators in Language, Mathematics and Environmental Studies with the assistance of Commonwealth of Learning Hindi translation of ILO/UNESCO recommendation concerning the status of teachers and the report of experts on the applications of the recommendations.

## **Bal Bhavan Society India**

4.8.1 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 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 such as the creative arts, performing arts, environment,

astronomy, photography, and other integrated physical and 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 around growth of a child in a free and congenial atmosphere to help him develop a scientific temper.

4.8.2 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 at the Headquarters, 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.

4.8.3 During 1996-97, a large number of activities relating to educational and creative development of children have been organised by Bal Bhavan. These include workshops, conferences, camps, training programmes, cultural exchange programmes, conventions, sports and cultural activities etc. benefitting thousands of children and trainers. During summers, large number of children pursued various activities of their choice at Bal Bhavan. The more notable among this year's summer programmes were the Cultural Craft Conservation Convention, Workshop on Integrated Approach to Performing Arts, Origami Workshop, Book Illustration Workshop, Workshop on Egypt, Sri Lanka, Puppetry Workshop and Aquarium Workshop. Other special programmes were Environment Week, Literacy Camp, Trekking and Educational Trips. In October, 1996, World Habitat Day was observed with the theme of Urbanisation and Human Solidarity. A mass painting activity and elocution contest was organised on this occasion. The 7th National Conference of Young Environmentalists was held in September, 1996 to focus the attention of children on several environment problems and their probable solution.

4.8.4 Every year, a National Children Assembly is organised by Bal Bhavan from 14th November, in which children of all affiliated Bal Bhavans from all over the country take part. The Assembly during 1996-97, was organised during 14th-20th November, 1996. The theme of this year's Assembly was "Moral Values". In order to give children in-depth knowledge about all the facets of our magnificent star, a permanent new gallery namely "Surya" has been added in the National Childrens' Museum of Bal Bhavan. The first National theatre festival was also held in Bal Bhavan during the year. In this festival theatre groups from various parts of the country and the children interacted with the troupes to acquaint themselves with different forms of theatre performance. In recognition of the national character of the activities of Bal Bhavan, it has been renamed as "**NATIONAL BAL BHAVAN**".

4.8.5 The total 8th Plan outlay for Bal Bhavan Society India, New Delhi is Rs.5.00 Crores. During 1996-97, there is a budget provision of Rs. 1.75 crores under Plan and Rs.0.98 crore under Non-Plan.

## **Shiksha Karmi Project**

4.9.1 Shiksha Karmi project (SKP) is being implemented in Rajasthan since 1987 with assistance from the Swedish International Development Agency (SIDA). The project aims at Universalisation and Qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention being given to girls. The project identifies teachers' absenteeism as a major obstacle in achieving the objective of UEE. The project is being implemented by the Govt. of Rajasthan through Rajasthan Shiksha Karmi Board (RSKB) with the assistance of voluntary agencies. During the first phase from 1987 to 1994, 90% of the project outlay was funded out of the plan budget of the Central Government which was subsequently reimbursed by SIDA. The Government of Rajasthan shared 10% of the project cost.

4.9.2 The second phase of the SKP is being implemented from 1.7.94 and is for a period of three years upto 30.6.97. The cost sharing between SIDA and Govt. of Rajasthan has been revised from 90:10 to 50:50 during Phase-II of the project. An outlay of Rs. 48.00 crores has been envisaged for Phase-II. SIDA has committed an assistance of 60 M SEK (Rs.24.00 crores) for Phase-II.

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

4.9.4 SKP is innovative, educational, interventionist which aims to overcome major problem of poor enrolment and high drop-out of children, particularly girls. The SKP runs Prehar Pathshalas, Angan Pathshalas, Mahila Prakashan Kendras as innovative activities.

4.9.5 Shiksha Karmi Project has emerged as a successful experiment in tackling the problems of teacher absenteeism, social and gender inequality in access and the quality of education. There has been a three-fold increase in enrolment of children in the schools taken over by the project. Nearly a fifth of those of whom the project is targeted are attending prehar pathshalas; 62 per cent of these are girls. A significant number of children covered by the Shiksha Karmi schools are from scheduled caste and scheduled tribe households.

4.9.6 Evaluation exercises in the field reveal that the grasp over literacy, numeracy and environmental awareness is higher among the children in Shiksha Karmi schools than in the panchayat-run schools in neighbouring villages. In alertness of children and in their enthusiasm, the Shiksha Karmi schools scored much higher.

4.9.7 A pilot scheme to integrate disabled children in SKP schools has been launched recently in Ghatol (Tribal) and Balotra (Desert) Blocks. A survey has revealed that 6% of children upto 14 years of age in the two Blocks suffer from physical disabilities. So far 458 disabled children have been enrolled in SK schools in these blocks.

4.9.8 A Monitoring Mission commissioned by SIDA held on Bi-annual review of the Shiksha Karmi Project in February-March, 1996. The major findings of the Monitoring Mission reveal that the project has made great strides in involving key persons at all levels in planning, monitoring and management. A vital factor in the successful functioning has been the evolution of procedures based on field experiences and consensual decision-making. There has been greater decentralisation and more community involvement as the project gears up to enter the third phase. The overall scholastic achievement has been rated to be good and several initiatives have been taken to promote gender sensitivity as reflected in increased participation of women in the programme.

4.9.9 Parliamentary Standing Committee on Human Resource Development also visited Rajasthan in the first week of November 1996 for undertaking a review of the performance of the Shiksha Karmi Project. A Second Indo-Swedish Joint Bi-annual Review of the Shiksha Karmi Project was held in October 1996. The preliminary proposal prepared by the SKB for sanction of phase III of the project was discussed in this review. An expenditure of Rs. 1545 million for committed liabilities upto 2002 AD and Rs. 750 million for coverage of an additional 4000 villages upto 2000 AD have been envisaged in these preliminary estimates. It was agreed that SIDA would examine this proposal in the light of the positive achievements of the SKP so far.

4.9.10 The project now covers 1785 villages in 113 blocks of Rajasthan. 4271 Shiksha Karmis provide primary education to approximately 1.50 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. Level 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.

4.9.11 Comparative position of the physical progress of the project is given in the attached statement. A budget provision of Rs.900.00 lakhs has been made for 1996-97.

<b>Physical Progress of Rajasthan Shiksha Karmi Project</b>					
<b>Upto November, 1996</b>					
<b>S. No.</b>	<b>Name of Activity</b>	<b>Target upto 31.3.96</b>	<b>Achievement upto 31.3.1996</b>	<b>Target for 1996-97</b>	<b>Achievement upto Nov., 1996</b>
1	Districts covered	27	27	-	29
2	Blocks	107	91	+ 20	113
3	No. of Units	124	119	+ 20	141
4	Day Schools	1666	1583	+ 383	1785
5	No. of Prchar Pathshalas	3934	3520	+ 926	3534
6	No. of Shiksha Karmis	4034	3860	+ 926	4271
	(a) Male	-	3457	-	3820
	(b) Female	-	403	-	451
7	Enrolment	128060	126700	+ 25000	150391
	(a) Boys	-	76823	-	91005
	(b) Girls	-	49877	-	59386
8	No. of Master Trainers	724	876	+ 240	876
9	No. of Mahila Prashikshan Kendra	16	8	+ 4	9
10	No. of Shiksha Karmi Sahyogi	124	105	20	108

4.9.12 As on 30.9.1996, Shiksha Karmi Project is functioning in 28 districts, 94 blocks, 1590 villages in Rajasthan. There are 1590 day centres and 3534 Prehar Pathshalas in which 3860 Shiksha Karmis out of which Male Shiksha Marmis - 3457 and female Shiksha Karmis - 403 are involved in imparting education to 1,50,391 children.

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

4.10.1 For the first time in the country a nation wide programme of Nutritional Support to Primary Education commonly known as Mid-Day-Meal Scheme was launched on 15th August, 1995. The programme is intended to give a boost to universalisation of primary education by increasing enrolment retention and attendance and simultaneously impacting upon nutritional levels of students in primary classes(I-V).

4.10.2 The ultimate aim under the programme is to provide whole-some cooked/processed food having a calorific value equivalent to 100 gms of wheat/rice per student per school day through the implementing agencies, such as, panchayats



and nagarpalikas which are expected to develop institutional arrangements for serving of cooked/processed food within a period of two years from the date of commencement of the programme in the local areas. During the interim period, food grains (wheat/rice) at the rate of 3 kgs per student per month are being distributed subject to a minimum attendance of 80 per cent.

4.10.3 The Programme has since commenced in all the States/UTs. The existing programmes of providing cooked meals in Gujarat, Kerala, Orissa, Tamil Nadu and U.T. of Pondicherry have been dovetailed with the national programme. Haryana, J&K and Madhya Pradesh started the national programme by providing cooked meal in 1995-96. However, Haryana has reviewed its decision recently and opted for distribution of foodgrains from the academic year 1996-97.

4.10.4 In N.C.T. of Delhi processed food (Sweet Bread) is being supplied to the primary school children in urban slums. The remaining States/UTs are distributing foodgrains (Wheat/Rice) @ 3 Kg. per student per month as a prelude to the provision of cooked/processed food.

4.10.5 During the year under report, the programme was expanded to cover 5.57 crore primary class children in the 4426 Blocks comprising of Employment Assurance Scheme (EAS)/Revamped Public Distribution System (RPDs) and LFL blocks (having female literacy lower than national literacy rate). All primary classes in the remaining blocks and urban areas in the country will be covered during the next year, i.e., 1997-98.

### ***Central Support***

4.10.6 The Central support under the programme is available to the implementing agencies as mentioned below:-

- (a) By Department of Education, MHRD
- i) Supply of foodgrains (wheat/rice) for ten academic months, free of cost from FCI godowns. Economic cost is to be paid to the FCI by the Department of Education, MHRD.
    - foodgrains (wheat/rice) @ 100 gms. per child per school day where cooked/processed food is served.
    - Foodgrains (wheat/rice) @ 3 kg per student per month subject to a minimum attendance of 80 per cent by the student where foodgrains are being distributed.
  - ii) Reimbursement of transportation charges to the District Rural Development Agencies for movement of foodgrains from FCI godowns

to schools/villages @ Rs. 25/- per quintal as applicable under the RPDS.

- The District Rural Development Agencies shall meet the cost of movement initially and subsequently send the claims certified by a chartered accountant through the respective State Education Departments to the Department of Education, Ministry of Human Resource Development.
- In states where hill transport subsidy is available from the Ministry of Food, the FCI will bear the initial expenditure and claim reimbursement along with cost of food grains from the Department of Education.

- (b) From Poverty Alleviation Schemes viz. JRY/NRY of the Ministry of Rural Affairs & Employment and the Ministry of Urban Areas and Employment.

Remuneration of cooks for conversion of foodgrains into cooked food and the expenditure on construction of kitchen sheds is to be met from JRY/NRY funds.

- (c) Implementing agencies (Local Bodies/State Governments/UTs.)

Expenditure on fuel and other ingredients for conversion of foodgrains into cooked/processed food is to be met by the implementing agencies viz. Local bodies/State Governments/UTs themselves.

### ***Monitoring***

4.10.7 Computerised Management Information System (CMIS) developed in consultation with the National Informatics Centre has been circulated to the States/UTs with the request for issue of suitable instructions to their respective district authorities for regular monitoring of data through NICNET each month. A Monitoring Cell in the Planning and Statistics Division in the Ministry is being set up exclusively for this purpose.

4.10.8 The District Education Officer has been nominated as a member of the District Rural Development Agency and if necessary, a small sub-committee within DRDA could be created to coordinate and monitor the programme.

4.10.9 In order to meet the expenditure on cost of foodgrains and transportation thereof by the Department of Education, an expenditure of Rs. 441.21 crore was incurred in 1995-96. During the year 1996-97 an outlay of Rs. 1400.00 crore has been provided in the budget estimates.

4.10.10 Two statements showing the number of beneficiaries and allocation of foodgrains for the year 1996-97 to States/Union Territories and allocation and lifting of foodgrains under NP-NPSE, 1995-96 are given in the Appendix (Assistance to State/UTs.).

4.10.11 The initial response to the scheme has been encouraging and some States have reported a positive impact on school enrolments.

## **District Primary Education Programme**

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

4.11.2 The programme is structured to provide additional inputs over and above the provision made by the state governments for expenditure on elementary education. The programme fills in the existing gaps in the development of primary education and revitalises the existing system. DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of Non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of Teaching Learning Material, Research based interventions, special interventions for education of girls, SC/ST, etc. A new initiative of providing integrated education to children with disability and a distance education component for improving teacher training is also being planned.

### ***Objectives***

4.11.3 The programme mainly aims at providing access to primary education for all children, reducing primary dropout rates to less than 10%, increasing learning achievement of primary school students by at least 25%, and reducing the gap among gender and social groups to less than 5%.

### ***District Selection Criteria***

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

## ***Funding***

4.11.5 DPEP is a centrally sponsored scheme, 85% of the project cost is shared by GOI and 15% by State Government. Both the Central share and State share are passed on to State Implementation Societies directly as grant. The GOI share is resourced by external funding. Several bilateral and multilateral agencies are providing financial assistance for the DPEP. The World Bank has provided a credit amounting to US \$ 260 million. (approx Rs. 806 crores) under phase I of DPEP. The European Community has signed a financial agreement with the Government of India to provide a grant of 150 million ECU (approx. Rs. 585 crores) as programme support for DPEP in Madhya Pradesh. An agreement has been signed with IDA for a second credit amounting to US \$ 425 million for DPEP-II. The Government of Netherlands is likely to provide a grant of US \$ 25.8 million for DPEP in Gujarat. A financing agreement with ODA for a grant of \$ 42.5 million (Rs. 220 crores) has been signed for Andhra Pradesh DPEP.

## ***Coverage***

4.11.6 The programme was formally launched in 1994 in 42 districts of 7 states viz. Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh. The programme has been extended to another 15 districts in 4 additional states, namely, Gujarat, Himachal Pradesh, Orissa, and Andhra Pradesh under DPEP-II. The programme is poised to expand to cover a total of about 120 districts in 13 states by end of 1996-97.

4.11.7 The programme implementation has shown promising results as per reports of various supervision missions and promoting application of numerous innovative and practical interventions for improving access, retention and quality of education.

## **Bihar Education Project**

4.12.1 The Bihar Education Project is a basic education project initiated with Unicef assistance in 1991 in the State of Bihar. It aims at Universalisation of Elementary Education with emphasis on the improvement of quality of education in the State. The project envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a 5 year period 1991-96. The funding pattern agreed for the project is 3:2:1 between UNICEF, Government of India and Government of Bihar respectively. The project lays special emphasis on the education of deprived sections of the society, such as SCs/STs and the women. Participatory planning and implementation are the crucial elements of the project. It is being managed through a State level society namely, Bihar Shiksha Pariyojana Parishad(BSPP) The initial phase,(1991-1996) of BEP concluded in March, 1996. During this Phase a total of 100 blocks, spread over 7 districts of Ranchi, W. Champaran, Rohtas, Muzzafarpur,

Sitamarhi, E. Singbhum and Chapra, were covered. The total expenditure during this phase was Rs. 49.11 crores.

4.12.2 The Joint GOI-UNICEF Review of Unicef's Master Plan of Operation in the year 1993, inter-alia, highlighted certain positive features of the Bihar Education Project which include establishment of management structures at State\District level, women empowerment, extensive community mobilization, mobilization of greater national/international interest in basic education, etc.

4.12.3 The mid-term review of the programme in 1994-95 also highlighted certain major achievements of the programme which include (a) a strong Mahila Samakhya component; (b) organisation of Village Education Committees and community involvement in the programme implementation at the grassroot level; and (c) non-formal education through NGOs. The Review also recommended consolidation of the programme in the existing 7 districts.

4.12.4 Based on the request of Govt. of Bihar, the project has now been further extended into 2nd Phase of two years duration(1996-98) with an outlay of Rs.61.52 crores. During II phase the emphasis would be on consolidation of the achievements of earlier phase in the existing seven districts. Besides, pre-project activities would also be initiated in 13 new districts to eventually pave the way for launching of basic education projects in these districts.

### **Lok Jumbish Project (LJP)**

4.13.1 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.

#### ***Aims & Objectives***

4.13.2 The aims and objectives of Lok Jumbish Project are:

- Providing access to primary education to all children upto 14 years of age through the school system as far as possible and part-time non-formal education where necessary;
- ensuring that all enrolled children attend school/NFE Centre regularly and complete primary education;
- Ensuring that the quality of education is improved and all children achieve at least minimum levels of learning;

- Creation of necessary structures, and setting in motion processes which would empower women and make education an instrument of women's equality;
- To pursue the goal of equity in education - between boys and girls and between the socially and educationally disadvantaged sections and the rest of the society - and also to initiate measures for provision of basic education to the handicapped children;
- Making necessary modifications in the content and process of education to better relate it to the environment, people's culture and with their living and working conditions; and
- Effectively involve people in the planning and management of education.

4.13.3 The project is implemented by "Lok Jumbish Parishad", an Autonomous Society registered under the Societies Registration Act.

4.13.4 During the first phase of the project 1992-94, Lok Jumbish covered 25 blocks spread over several districts with an expenditure of Rs.14.03 crores shared by SIDA, Government of India, Government of Rajasthan in the ratio of 3:2:1.

4.13.5 The Second 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 to be shared by SIDA, GOI and GOR in the ratio of 3:2:1.

4.13.6 Decentralised management structure is the hall mark of the Lok Jumbish Project. Lok Jumbish has been able to build partnerships with the local communities & voluntary sectors and developed strategies for community participation. Peoples' participation is ensured at every level like school mapping, micro-planning, training of core teams as well as in village surveys.

4.13.7 In spite of large scale expansion in recent years, several dhanis and chaks have remained unserved by primary schools. LJ is able to set-up several new schools, Non-Formal Education Centres through systematic School mapping exercises with the help of Local communities. So far school mapping exercises were completed in 1388 villages; 246 new primary schools; 185 Shiksha Karmi Schools and 1016 NFE centres have been opened by LJP.

4.13.8 Lok Jumbish attaches utmost importance to women's education. It has set up Mahila Shikshan Vihars for providing quality education in a residential type of atmosphere to rural women. Women's participation is ensured in all LJ activities. There are at present 6078 women members in 1611 core teams working in villages.

Vihan an NGO promoted by LJP has taken up 245 Anganwadi centres for the strengthening the programme of pre-primary education and its linkages with primary education.

4.13.9 LJ has also initiated several innovative programmes/activities like school health programme to generate awareness among the school children on health issues, special efforts to bring children belonging to minorities to mainstream education, special incentive schemes like supply of free uniforms, free text books to school children which has resulted in better enrollment and retention of children especially girls in the schools; low cost hostels for the benefit of tribal children, etc.





## **5. SECONDARY EDUCATION**



## 5. SECONDARY EDUCATION

### Vocationalisation of Secondary Education

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

5.1.2 In order to provide expert inputs in policy formulation and implementation on a continuing basis, a Joint Council of Vocational Education (JCVE) has been set up at the national level under the Chairmanship of Minister of Human Resource Development, with counterpart organisations at the State 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. So far three meetings of JCVE and five meetings of the Standing Committee have been organised.

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

5.1.4 The Scheme at +2 stage is implemented through the State Govts./UTs Administration. So far all the States/UTs, except Lakshadweep, have joined the programme. Upto the end of 1995-96, 18709 vocational sections had been approved in 6476 schools, creating capacity for diversion of 9.35 lakhs students to the

vocational stream at the +2 stage. This is 11% of the enrolment at +2 level. The actual enrolment is, however, likely to be less as optimum utilisation of facilities created may not be achieved. During 1996-97 main emphasis is, therefore, on consolidation and qualitative improvement of the programme.

5.1.5 So far assistance has been provided to 9 States/UTs for introduction of pre-vocational courses in 527 schools. These are the States/UTs of Assam, Chandigarh, Delhi, Karnataka, Manipur, Madhya Pradesh, Punjab, Rajasthan and Uttar Pradesh.

5.1.6 The courses are selected by the State Government on the basis of assessment of man power requirement through district vocational surveys. About 150 vocational courses have been introduced at the +2 stage 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.

5.1.7 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 particularly 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 were organised.

5.1.8 The Scheme lays considerable emphasis on practical training of students both during the course of study as well as after completion of the course. 60 Vocational subject fields have so far been covered under the Apprenticeship Act to enable the vocational graduates at the +2 level to avail of the benefit of Apprenticeship Scheme.

5.1.9 The main weaknesses witnessed in implementation of the programme have been - a general preference in society for formal education and a corresponding disparagement of vocational education, low priority accorded by States/UTs, lack of micro level attention, non-availability of trained teachers and text books, inadequate linkages with industries and limited avenues for vertical mobility. During the last eight years of implementation of the Vocational Education Programme, several review meetings with State Governments/UTs have been conducted. Recently, in April, 1997, a review meeting was conducted with Education Secretaries of all States/UTs to bring to their notice the above weaknesses and discuss strategies for the implementation of Vocational Education Programme during the 9th Plan.

5.1.10 The success of the vocational education programme would depend upon the placement of vocational students in wage or self-employment. With this in view, the Department of Personnel and Training has impressed upon the Ministries the need to amend Recruitment Rules to enable vocational pass-outs to be eligible for Government jobs. States/UTs Administration 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.

5.1.11 Efforts have been made to introduce need-based courses to ensure ready employment for 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 involving them in the vocational education programme. Based on the responses received, some collaborative arrangements are being worked out.

5.1.12 The policy also emphasises the need for making available non-formal, flexible and need-based vocational programmes to school drop-outs, neo-literates, etc. The Scheme, therefore, provides for funding of innovative programmes in the field of vocational education undertaken by voluntary organisations. So far 56 voluntary organisations have been assisted under the Scheme.

5.1.13 A computerised Management Information System (MIS) 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.

5.1.14 With a view to evaluating the performance of the Vocational Education Programme, 4 external agencies/institutions were awarded the work of conducting a region-wise evaluation. The final report has been submitted by Operations Research Group (ORG). Follow up meetings in four regions with States/UTs have been planned for dissemination of the findings.

## **Integrated Education for the Disabled Children (IEDC)**

5.2.1 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.

5.2.2 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.

5.2.3 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 and ultimately their integration in the general school system.

5.2.4 The Scheme is implemented through the Education Department of the State Governments/UT Administrations. Voluntary Organisations also assist the State Governments in implementing the Scheme. An Administrative Cell is to be set up by the State Education Department to implement, monitor and evaluate the programmes in the State. The salary component of this Cell is fully met under this Scheme.

5.2.5 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 the 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.

5.2.6 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 increasing the financial ceilings in respect of certain provisions, prescribing 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 those orthopaedically handicapped.

5.2.7 In 1987, the N.C.E.R.T. 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 was adopted, where a cluster, usually a block, was taken as the project area. All schools in the area were expected to enroll disabled children. 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 Baroda Municipal Corporation.

## **Promotion of Yoga in Schools**

5.3.1 The National Policy on Education (NPE) 1986 lays down special attention on Yoga, as a system to promote integrated development of body and mind. Efforts are in progress to introduce Yoga in all schools and in teacher training courses.

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

5.3.3 This Scheme is implemented through the education 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 infrastructure necessary for the purpose. In addition, Institutions of all India character are given assistance for maintenance as well as developmental expenditure for promotion of basic research and/or for teacher training programmes in various aspects of Yoga other than the therapeutical aspects. Financial assistance to Yoga Institutions for promotion of therapeutical aspects is being extended by the Ministry of Health and Family Welfare.

5.3.4 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.

5.3.5 Assistance under the Scheme has so far been provided to a number of organisations/institutions in 12 States/UTs. The Kaivalyadhama Shreeman Madhava Yoga Mandir (K.S.M.Y.M.) Samiti, Lonavla, Pune continues to be assisted under the scheme both for maintenance and developmental expenditure on research and for teacher training programmes.

## **Science Education**

5.4.1 To improve the quality of science education and promote scientific temper, as envisaged in the National Policy on Education, 1996, a Centrally Sponsored Scheme, "Improvement of Science Education in Schools", was initiated during 1987-88. Under the Scheme, financial assistance is provided to State Government/ 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.

5.4.2 All the State Governments/Union Territory Administrations have received assistance under the Scheme during the period 1987-88 to 1995-96. Voluntary agencies have also availed of assistance for conduct of various innovative programmes during 1995-96.

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

	7th Plan	1990-91 1991-92	1992-93	1993-94	1994-95	1995-96	Total
Amount spent (Rs. in crores)	80.03	39.57	24.94	22.08	22.70	23.91	213.23
No. of States/ UTs covered	30	26	14	15	9	15	32
No. of schools covered							
i) Upper Primary (Science Kits)	42398	13671	11099	5756	6852	5833	84776
ii) Sec./Higher Sec.(Library assistance)	16382	7514	4906	3874	2969	2985	39245
iii) Sec./Higher Sec.(laboratory assistance)	15073	7764	5576	3914	3163	3122	38790
No. of institutions assisted for setting up of District Resource Centres**	115	82	-	-	-	-	197
No. of Voluntary organisation assisted (for innovative programmes cumulative)	13	16	7	12	11	14	32

\*\*This component does not qualify for assistance during the 8th plan

5.4.4 An outlay of Rs. 120.00 crores has been approved for continuance of the scheme during the 8th plan.

## Environmental Orientation to School Education

5.5.1 The National Policy on Education (NPE), 1986, provides that the protection of Environment is a value which, along with certain other values, must form



an integral part of curricula at all stages of Education. Operationalization of this objective requires that the mind and intellect of the students must be sensitised about the hazards inherent in insulting and over exploiting the bounties of Nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of environment.

5.5.2 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 text books of 'Environmental Studies' at primary and upper Primary level; review of strategy for imparting environmental education at upper primary level; development of teaching- learning material; organisation of suitable 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. The approved outlay for implementation of the scheme during the 8th plan amount to Rs. 10.00 crores.

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

	7th Plan	1990-91 &1991-92	92-93	93-94	94-95	95-96	Total
Amount spent (Rs. in crores)	3.57	3.81	1.80	1.12	1.79	1.12	13.21
No. of States/ UTs covered	20	13	17	5	28	5	32
No. of projects sanctioned to States/UTs	32	15	2	11	28	-	88
No. of Voluntary bodies directly assisted by the Ministry	10	9	4	9	11	10	30

### **International Mathematical Olympiad**

5.6.1 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 schools student contestants, a team leader and a deputy team leader.

5.6.2 The Indian team in the last 8 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 etc. were borne by he NBHM.

5.6.3 IMO 96 was held at Mumbai in India in July, 1996. This Ministry sponsored the event and also provided requisite financial support, while the responsibility for organisational matters rested with the National Board for Higher Mathematics.

5.6.4 The Indian contingent to IMO-96 held in July, 1996 won one gold, three silver and one bronze medals.

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

5.7.1 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, transport charges etc. to school students who are the wards of Armed Forces personnel killed or permanently disabled during the 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 the Siachen Area.

5.7.2 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**

5.8.0 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.

### **Educational Technology**

5.9.1 This is a Centrally Sponsored Scheme combining certain elements of a Central Plan Scheme. The scheme aims at applying technological innovations to improve the quality of education. Under the scheme, the entire cost of Radio-cum-Cassette players in Primary Schools and 75% cost of colour TV in upper Primary

Schools is provided by central government. To enable production of suitable programmes for these schools, six, autonomous State Institutes of Educational Technology (SIETS) in U.P., Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh, have also been funded under the scheme.

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

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

### *Achievements*

5.9.4 So far 3,66,732 Radio-cum-Cassette Players and 64,952 colour TVs have been sanctioned to States and UTs for installation in Primary/ Upper Primary Schools respectively. During 1995-96 CIET and SIETs have together produced following Audio/ Video Programmes:

### *Programme Production*

AUDIO	VIDEO	TOTAL
359	1045	1404

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

5.9.6 The scheme has been evaluated by the National Institute of Educational Planning and Administration (NIEPA) and Social and Rural Research Institute (SRRI). The evaluation report made certain recommendations. These have been brought to the notice of States/UTs for taking follow up action.

## **Computer Literacy And Studies In Schools (CLASS)**

5.10.1 A pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated, which continued upto 1992-93 on ad-hoc basis and funds to the tune of Rs.4.5 crores were provided each year. 2598 schools were covered upto 1992-93.

5.10.2 The CLASS Project has been evaluated by a number of agencies including C.A.G. 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.

5.10.3 To be eligible for assistance under the modified scheme the following conditions are to be satisfied by the States/ UTs:

- (a) The coverage of the Scheme for new schools will be restricted to Senior Secondary Schools;
- (b) In Selected schools, instructions in computer Literacy will be compulsory for all students of Classes XI and XII.

5.10.4 The National Steering Committee under the Chairmanship of Education Secretary is responsible for monitoring and supervision of the project. At State/ UT level, cells set up for the purpose will discharge the dual responsibility of monitoring and actual implementing agencies.

5.10.5 Rs.146.00 crores has been provided for implementing the scheme during the Eighth Plan. This amount is for maintaining 2598 schools already covered under the old scheme as well as for including 1320 additional schools during the 8th plan upto 1995-96, 1203 schools have been selected.

### **National Award for Teachers**

5.11.1 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 Pathshalas, Tolls etc. run on traditional lines. In 1976 the scheme was further enlarged to cover Arabic/Persian teachers of Madrasas run on traditional lines. From the Award Year 1993, the scheme has further been enlarged to cover teachers from Sainik Schools, Navodaya Vidyalayas and schools run by the Atomic Energy Education Society.

5.11.2 Each award carries a certificate of merit, a cash payment of Rs.10.000/- and a silver medal.

5.11.3 The number of awards given have been increased from 296 to 302 from the Award year 1993.

5.11.4 Two hundred and seventy eight teachers were selected for the National Award for 1995. These awards were given away by the President of India on 5th September, 1996 at a function organised at Vigyan Bhawan New Delhi. For the National Award 1996 selection process is in progress.

## **Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools - Financial Assistance To Voluntary Organisations**

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

5.12.2 In order to actualise the recommendations in POA 1992 for formulating a special enabling plan to ensure increase in enrolment 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 a one time grant for the provision of essential furniture, utensils and meeting basic recreational need @Rs.1500/- per boarder.
- ii) Recurring assistance for food, emoluments of cook and bearer @Rs. 5000/- per annum per boarder.

5.12.3 During the year 1995-96, 31 voluntary organisations have been supported and an amount of Rs.60.34 lakhs has been released.

## **National Population Education Project (School And Non-Formal Education)**

### ***Description & Objectives***

5.13.1 The National Population Education Project (NPEP) was launched in April 1980. It completed the first cycle in 1985 and the second cycle in 1992. Its current third cycle which started from January 1993, has been extended up to July 1997.

5.13.2 The Future Plan of Action and Strategies for this Project during 1997-2001 have been worked out in consultation with all the concerned agencies. Project activities will be conducted in the areas of population education in general and adolescence education in particular.

5.13.3 Since its inception the project activities have been directed towards attaining the objective of institutionalizing population education in the school and the non-formal education system. As an educational response to population issues,

population education aims at making learners aware of the inter-relationship between population and developmental issues, developing in them a national attitude and responsible behaviour and promoting a positive value orientation so that they may take informed decisions on various population issues. In view of the paradigm shift reflected in the Programme of Action, the framework of population education has been revised and will have reformulated objectives during the next cycle.

***Agencies/Institutions involved in the implementation of the scheme***

5.13.4 The NPEP is funded by the United Nations Population Fund (UNFPA) and technical support is given by the Office of the CPTST for South Asia and West Asia, Kathmandu, Nepal. It is being implemented by the NCERT on behalf of the Ministry of Human Resource Development. The Ministry of Health and Family Welfare is the nodal agency.

5.13.5 The Project is being implemented in 29 States and Union Territories. The states of Goa and Meghalaya and the Union Territory of Lakshadweep are out of its fold. The agencies such as the Akashvani and Doordarshan, Council of State Boards of School Education In India (COBSE), National AIDS Control Organisation (NACO), and different voluntary organisations are involved in relevant project activities at national and state levels. The institutional arrangement for the implementation of NPEP is likely to be remodelled during the next cycle.

5.13.6 With a view to institutionalizing population education in the school and non-formal education, the following activities are being undertaken:-

1. The development of curricular and instructional materials to ensure effective integration of population education in the curricula of school education, non-formal education and teacher education.
2. The development of training materials and audio-visual materials.
3. The development of materials on emerging concerns;
4. The orientation of teachers, teacher education and other functionaries.
5. The orientation of co-curricular activities in schools and NFE centres.
6. The promotion of research and evaluation studies in population education; and
7. The monitoring of project activities at national, state and local levels.

## *Achievement*

5.13.7 The achievements stated below relate to all the project activities both at national and state levels. These are cumulative since 1993 as well as year specific.

- i. Nearly 20 more titles of different types of materials have been developed. Since 1992-93 about 120 titles have been brought out in 17 Indian languages.
- ii. The NCERT developed a General Framework of Adolescence Education and A package of Basic Materials on Adolescence Education which is to be used as prototype material.
- iii. Population Education elements were integrated in state textbooks of primary, upper primary and secondary stages wherever these were revised, particularly in the light of MLL at the primary stage.
- iv. At the national level, the following materials were published:
  - (a) Two Supplementary Readers for NFE learners.
  - (b) Report on the Study of Cost-effectiveness of Training Strategies in Population Education (Mimeo).
  - (c) A Report on Mid-Term Evaluation of National population Education Project (School and Non-Formal Education) (Mimeo).
  - (d) Population Education Bulletin.
- v. Video Programmes developed by NCERT were multiplied and disseminated to States. Since 1992-93 the NCERT and States have produced 35 audio-visual programmes on population education.
- vi. About 1.8 lakh teachers, teacher educators, NFE Instructors have been oriented. During the last two years the total number of persons trained is five lakh through both integrated and independent training modalities.
- vii. World Population Day and population week were observed during July-September. States also observed World AIDS Day on 1st December 1996. The National component of International Poster Contest is organized every Year since 1992. In 1992, two entries, in 1993 one entry, in 1994 three entries and in 1996 one entry was awarded in global judging.

- viii Eleven research studies were sponsored, out of which eight have been completed.
- ix. A Study on the Perception Patterns of Students regarding Population Issues through Posters is being conducted.
- x. States have also conducted evaluation studies and surveys in the areas of population education and adolescence education.
- xi. The Population Education Documentation Centre collected materials from International, national and state agencies and disseminated population education related materials and information.
- xii Project Progress Review (PPR) and Tripartite Progress Review (TPR) meetings were organized for effective monitoring of NPEP.

5.13.8 During 1995-96 a grant of Rs.80.19 lakhs has been released for this project.

### **Scheme of Assistance for Strengthening Culture & Values in Education**

5.14.1 Education about India's common cultural heritage has been identified in the 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.

5.14.2 In 1990, the earlier scheme of Strengthening Culture/Art/Value in Education was reviewed to make it more purposeful. A reformulated Scheme of Assistance for Strengthening Culture & Values in Education was introduced in the last quarter of 1992-93.

5.14.3 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.

5.14.4 In view of the greater awareness among voluntary organisations and also the greater significance of value education, it is proposed to keep an estimated outlay of Rs.10 Crores to cover a larger number of agencies during the IX Plan.



5.14.5 During 1995-96, a grant of Rs.94.47 lakhs has been released to 38 organisations as against the budget provision of Rs.100.00 lakhs.

## **National Council of Educational Research and Training**

5.15.1 The National Council of Educational Research and Training (NCERT) is an apex resource organisation set up by the Government of India, with headquarters at New Delhi, 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, Bhubneswar and Mysore, (iv) Pandit Sunder Lal Sharma Institute of Vocational Education, Bhopal and (v) Field Offices.

5.15.2 During 1995-96, the NCERT had a fresh look at its functioning and reprioritised some of the programmes in response 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 the states implementing the District Primary Education programme. Special steps are being taken to attend to the development of the school education sector in the North Eastern region.

5.15.3 Programmes and activities of its constituents are briefly reported in the following sections:-

- 1-A Programmes and Activities conducted with the funds of the NCERT.
- 1-B Programmes undertaken out of specific grants from the MHRD/International Agencies
- 2. National Population Education Project (School and Non-Formal Education).

### ***Universalisation of Elementary Education (UEE)***

5.15.4 Consisting of the broad framework of the programmes in Early Childhood Education, Non-Formal Education (NFE), Education of Children with Special needs, Integrated Education of the Disabled and Education of the Girl Child.

### ***Elementary Education Programmes***

5.15.5 The Minimum Levels of Learning (MLLs) for the co-curriculum areas and curricular areas at the Primary stage have been revised. A manual for the preparation

of competency based textbooks, handbooks of language and Mathematics, and multi-grade teaching have been documented. Guidelines for the preparation of material for enhancing reading and comprehension skills have been developed.

### ***Non-Formal Education (NFE)***

5.15.6 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 Languages, Mathematics and Environmental Studies were brought out. Six books in Hindi on local specific materials were finalised. Academic support was provided to the states of Karnataka, Andhra Pradesh and Kerala for the development of local specific materials.

5.15.7 Interventions for the 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 Girls***

5.15.8 A Multi-State study on the 'Problems of the Recruitment and the 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 the 'Causes of Low Enrollment of Scheduled Castes Girls "Elementary Schools Level and Education for out-of-School Girls "' and Role of NGO's Coordinators are in progress. Indicators for monitoring of girls' education are being prepared.

### ***Education of Groups with Special Needs***

5.15.9 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 Project is being finalised.

5.15.10 An analytic study of the NFE Teacher-Learning materials from the standpoint of Scheduled Castes and Scheduled Tribes is in progress. 'A tracer study of the NFE passed out Scheduled Castes Students was completed. A supplementary Reader on Gond tribe of Baster District is being prepared.

### ***National Prize Competition for Children's Literature***

5.15.11 The XXVIII Prize Competition for children's Literature was organised. The authors and illustrators of selected Children's books were given awards for their books and manuscripts.

### ***Education in Social Science and Humanities***

5.15.12 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 Commission (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 Right Education is being prepared.

### ***Education in Science and Mathematics***

5.15.13 A textbook in Computer Literacy, three books in Hindi under the 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 at +2 level, have been developed and are being field tested. Special instructional materials for the nurturance of talent are being prepared. A Handbook on 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 was organised in 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 Resource" were displayed.

### ***Educational Measurement and Evaluation***

#### **Examination Reform**

5.15.14 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**

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

## **Admission Tests for Navodaya Vidyalayas**

5.15.16 Jawahar Navodaya Vidyalaya Admission Tests were designed and administered and the results were declared.

## ***Pre-Service and In-Service Teacher Education***

### **Regional Institutes of Education**

5.15.17 The Four Regional College of Education (RCEs) have been restructured as Regional Institutes of Education (RIEs) to function as a support system to the 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 Bhubneswar, and Mysore) have offered the four Year integrated BSc., B.Ed., course and a 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. This Institute is planned to be commissioned in 1995-96.

5.15.18 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.

5.15.19 The primary school teachers of the Demonstration Schools of the RIEs are **now** using their schools as laboratories to field test the MLL (Minimum Level of Learning) based approach to teaching and learning. A conference of the primary school teachers of the DM Schools will be held for exchange of their experience and for preparing additional instructional materials.

### **Other Teachers Training Programmes**

5.15.20 In-Service training programmes for the faculty of 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.

5.15.21 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 field tested to ascertain their replicability.

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

## **Educational Psychology**

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

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

5.15.25 The 34th Post-Graduate Diploma Course in Guidance and Counselling was completed and the 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**

5.15.26 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 the 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**

5.15.27 The broad objective of ETV programmes is to use Educational Technology to support the needs of school education. Sixty six ETV programmes, including 26 weekly continuities and linkages, were produced. An ETV programme based on the activities of "Shiksha Samakahaya" 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 Yugin 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 'Bachapan' were revised. Four 16 mm educational films under the series of "Land and People" and a film "Princess and the

Moon" are nearing completion. An educational film on the Solar Eclipse was produced as a part of building scientific temper focussing on the celestial event of the total solar eclipse of 24th October 1995. This programme was transmitted by Doordarshan on its National Channel on 23rd October 1995.

5.15.28 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 Andaman and Nicobar Islands. The NCERT entered into an agreement with AIR for the broadcast of its programmes. Under this agreement educational audio programmes are being broadcast once a week by 10 stations of AIR. Work on the monitoring of the 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 the interactive mode, one way video and two way audio, using the transporter on INSAT for primary school teachers and DIET faculties have been completed.

### **Educational Research**

5.15.29 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 streamlining 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**

5.15.30 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**

5.15.31 The NCERT Field Offices liaised with the States on their educational needs and the implementation of the Centrally Sponsored Scheme. The Field Advisors assisted in the Pre-sanction Appraisal of the NFE proposal.

### **Publications**

5.15.32 From April 1995 upto October 1995, the NCERT has brought out 131 books and textbooks including issues of six educational journals. In terms of number of copies printed during the preceeding six months, it accounts for 5.3 million copies

of books and textbooks. In addition a large number unpriced publications, information materials have also been brought out.

### **Urdu Textbooks**

5.15.33 One of the significant achievements was the publishing of Urdu textbooks. During the period, the Publication Division could make available 50 Urdu textbooks, out of a total of 51 for classes I-X.

### **Text Books and other Publications**

5.15.34 As many as 220 books and textbooks shall be brought out in the coming months. In addition there are a large number of unpriced publications directly related to a wide variety of Council's activities emanating from different Departments and during the committed participations in the important book events.

### **Anticipated programme for 1996-97**

5.15.35 Reprinting of textbooks, in particular, numbering over 300 titles will continue to be a committed programme. In addition as many as 60-70 general publications and various issues of six educational journals shall be yet another commitment which shall have to be met during the year. Further a large number of unpriced items of jobs as emanating from the different constituent Departments of the Council, promotional literature, information and dissemination brochures, etc., shall have to be published being normal activities

5.15.36 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 is 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 Council by linking sale of general publications together with the sale of textbooks as a commitment, even the demand on the general publications of the Council is likely to show significant improvement.

### ***Programmes Undertaken out of Specific Grants from MHRD/International Agencies.***

#### **Early Childhood Education (ECE)**

5.15.37 Under the Early Childhood Education Project, the following activities were undertaken:

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

### **District Primary Education Programme (DPEP)**

5.15.38 The faculty of the NCERT completed the following studies under the DPEP research programme:

1. Achievement difference and school effects
2. Effect of school variables on the achievement gap between boys and girls.
3. Effect of Pupil and school level variables on the achievement of Scheduled Castes/Scheduled Tribe students.
4. Effect of State interventions on pupils achievement
5. Readability assessment of primary level textbooks.
6. A study of the effect of household, community and school factors on the enrolment, retention and achievement of Scheduled Tribe children at primary level.
7. Effectiveness of various interventions for improving tribal education.
8. Educational problems of tribal children.
9. Inputs in primary schools with different levels of concentration of Scheduled Tribe students.
10. Gender Issues in Primary Education.
11. Teachers policy, training needs and perceived status of teachers.

5.15.39 Research papers based on these studies were published in the NCERT's research journals, the Indian Educational Review.



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

5.15.41 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 faculty of NCERT and its constituents have been constituted to carry out the activities in task team mode.

### **Special Orientation Programme for Primary Teachers (SOPT)**

5.15.42 In order to strengthen the professional competencies of Primary School Teachers, a 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 have also been developed and printed. These training packages are to be adopted by the States.

### **Training of Primary School Teachers Using Interactive Video Technology**

5.15.43 The NCERT has been given a special project by the MHRD to train Primary School Teachers using interactive video technology through the transponder on the INSAT. In the pilot phase of this programme, teacher 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 a Teacher's Programme through interactive mode involving one way video and two way audio for Primary School Teachers and DIET's faculty has been completed.

### **Area Intensive Education Project (AIEP)**

5.15.44 The thrust of activities of the Area Intensive Education Project (AIEP) has been on 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 were published and is being widely distributed. During 1997-98 similar programmes and activities will also continue.

5.15.45 During 1995-96 a grant of Rs.4.74 crores has been released under Plan and Rs.20.00 crores under Non-Plan to NCERT.

## **Central Board of Secondary Education**

5.16.1 The Central Board of Secondary Education(CBSE) established in 1929, enjoys the distinction of being the second oldest Board of Secondary Education in India. The Board is an apex National Body which substantially upgrades educational standards and introduces innovations in secondary education. The jurisdiction of the Board stretches beyond national geographical boundaries. It has an equally diverse mandate which includes : The conduct of annual class X and XII examinations, grant of affiliation to educational institutions, review and upgrading of the curriculum.

### ***Affiliation***

5.16.2 During the period under report, the Board has 4587 schools affiliated to it. In order to sustain and upgrade academic standards of the affiliated institutions, the Board has appointed territorial study teams to conduct regular inspections of the schools. Earnest efforts are being made by the Board to streamline affiliation procedures.

### ***Examinations***

5.16.3 The CBSE conducted the following examinations during the year 1996 :-

- Senior School Certificate Examination
- Secondary School Examination
- I chance Compartment Senior School Certificate Examinations
- I chance Compartment Secondary School Examination
- All India Pre-Medical/Pre-Dental Entrance Examinations

### ***Senior School Examinations***

5.16.3 A total of 223663 candidates registered for Class XII examination held in March/April, 1996 as against 208601 during 1995 indicating an increase of 7.22% over last year.

### ***Secondary School Examination***

5.16.4 In class X 362942 candidates registered as against 329356 in 1995 which shows 10% increase over last year.

### ***Pre-Medical/Pre-Dental Examination***

5.16.5 1,73,065 candidates registered for this entrance examination this year against 1,40,378 who appeared last year.

### ***Curriculum Development And Business Education In Schools***

5.16.6 The secondary and senior secondary syllabus was revised for the year 1998 based on the feedback and the recommendations of the Committee of Courses in different subjects in order to make the existing curriculum more coherent and homogeneous.

5.16.7 Commerce based syllabi at the senior school stage have been analysed in the wake of the liberalisation policy thus culminating into a publication: 'India New Trends And Prospects In Business Education In Schools'.

### ***Vocationalisation And Computer Education***

5.16.8 It is the first Board of the country to introduce computer education at the school stage. Not only this, it also ensures linkages with the vocational courses offered by the Board. Besides providing computer education under work experience from class VI to XII, basic computer practices are imparted at class IX and class X levels under pre-vocational education. 'Computer applications' in the vocational stream and 'Computer science' under the academic stream is provided by the Board at the +2 level. The revised course in computer science in class XI was introduced during the session 1996-97.

### ***Question Paper Analysis***

5.16.9 The strengths and weaknesses of the question papers in social science and commerce subjects (class X and XII) were studied and analysed by the subject experts for further improvisation.

### ***Performance Analysis***

5.16.10 Samples of answer scripts were drawn from different parts and were studied by experts to identify errors and to specify the remedial measures to be adopted by practising teachers. Currently this analysis has been done in social science and commerce and the publication has been brought out in two volumes.

## ***Public Relations And The Redressal Of Public Grievances***

5.16.11 Maintaining effective and credible communication with public is intrinsic to the overall performance of the Board. Different kinds of publicity material are prepared and produced regularly by the Board. Information is disseminated through print and live media, to create mass awareness and redressal of grievances remains a high priority of the Board.

## **National Open School**

5.17.1 The National Open School (NOS) was established in November, 1989 as an autonomous organisation under the Department of Education. This institution provides education to its students through the distance education mode.

### ***Significant Achievements During 1996-97***

5.17.2 The admission to various courses of the NOS have reached an all time high and is expected to cross the figure of 80,000 during 1996-97. The number of study centres continue to increase every year and have reached the figure of 642 and is likely to exceed 700. Many more number of Boards/Universities have recognised the courses of NOS and the number has now reached 111. The percentage of women students in NOS will be about 33% and that of SC/ST 23%. In collaboration with the National Literacy Mission, NOS has taken up the project on Open Basic Education for providing education to the neo-literates at III, V & VIII Standards. It has also developed learning materials in 14 subjects.

### ***Ninth Plan Proposals***

5.17.3 The NOS has decided to create exclusive departments for Vocational Education and Student Support Services. Apart from two languages which NOS offers viz. Hindi and English, it has introduced Urdu, Gujarati, Telugu, Bengali and Kannad. It proposes to introduce more languages in the coming years. NOS has provided guidance for the establishment of State Open Schools (SOS) in Haryana, Madhya Pradesh and Karnataka and similar such schools are likely to be established in West Bengal, Gujrat and Punjab.

### ***Outcome of the Evaluation Report***

5.17.4 For better utilisation of CTVs/RCCPs, the Evaluation Report of NIEPA has inter-alia suggested :-

- a) to include listening/viewing in the time table of schools having been provided with RCCPs and CTVs

- b) utilisation of CTVs/RCCPs to become essential items for inspection.

5.17.5 The findings of the study were brought to the notice of the States/UTs for necessary action and carrying out amendments in the relevant manuals, etc.

5.17.6 SRRI has made the following important recommendations:-

- i) Announcement of the schedule a week in advance to enable the teachers/school authorities to plan proper viewing. In the alternative, the programmes should start with in a legend recommending the age-group for which the programmes are meant;
- ii) Orientation of teachers to enable them to make their students derive benefits of educational telecast;
- iii) Need to delegate financial powers to school authorities for carrying out repairs and preventive maintenance of the TV sets; and
- iv) Programmes to be entertaining and not dry or laboured.

5.17.7 The findings of the study conducted by SRRI have been brought to the notice of the states concerned with suggestions to constitute district level teams of education experts to visit centres where the educational telecast/broadcast are available and to monitor the arrangements made so as to effectively utilise the available facilities.

## **Kendriya Vidyalaya Sangathan**

5.18.1 Govt. of India approved the scheme of Kendriya Vidyalayas in 1962 on the recommendations of the Second Central Pay Commission, with the idea of encouraging the growth of Secondary Schools with a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. Initially , 20 regimental schools in different states were taken over as Central Schools. In 1965, an autonomous body, called the KVS was set up to run these Vidyalayas. Over the years, the number of Kendriya Vidyalayas increased to 858 at present.

### ***Salient Features***

5.18.2 Kendriya Vidyalayas have been set up with the following salient features:-

- 1 Kendriya Vidyalayas are fulfilling their commitment to provide educational needs of the transferable Central Govt. employees to a large extent.

- 2) Preference in admission is given to children whose parents had the large number of transfers during the preceding seven years.
- 3) All Kendriya Vidyalayas are co-educational and composite.
- 4) Common Text books, bi-lingual medium of instruction, i.e. English and Hindi and common curriculum are followed.
- 5) All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education.
- 6) Teaching of Sanskrit from Class V to IX is compulsory. However, the student can offer Sanskrit as an additional optional subject at Class X also.
- 7) The quality of teaching is kept high by maintaining a proper teacher-pupil ratio.
- 8) No tuition fee is charged from students upto class VIII. The wards of staff of KVS, SC/ST, Children of Officers and men of the Armed Forces killed or disabled during hostilities in the wars of 1962, 1965 and 1971 against China and Pakistan and girls students are exempt from paying tuition fee upto class XII.

### ***Admissions***

5.18.2 The main criterion for admission in Kendriya Vidyalayas is, therefore, the transferability of the parent, i.e., the Central Government employee having more number of transfers during the last 7 years, immediately preceding the year of admission. Thereafter, the children of transferable employees of Public Sector Undertakings, fully financed by the Government, followed by non-transferable employees are admitted. After meeting demands of the above categories, if vacancies are still available, admissions are also given to the floating population.

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

- the children and dependent grand-children of Hon'ble Members of Parliament, children of KVS/NSG/SPG employees;
- 25 seats for employees of Ministry of External Affairs and RAW;
- 100 seats for the employees of the Department of Education;
- children of Central Government employees who die in harness.

### ***Reservations***

5.18.5 After meeting the needs of the registered SC/ST candidates, the unfilled seats of one category can be transferred to another category to a maximum of 22.5 percent of fresh admissions.

### ***Enrolment***

5.18.6 There were 7,31,598 students studying in Kendriya Vidyalayas as on 1.4.1996. Of these 4,26,846 or 58.34% were boys and 3,04,752 or 41.66% were girls. Students belonging to scheduled castes were 78,659 constituting 10.75% and those belonging to Scheduled tribes were 21,573 or 2.96%.

### ***Course of Studies at +2 Stage***

5.18.7 Kendriya Vidyalayas provide Science, Commerce and Humanities streams mainly. Vocational courses of General Insurance and Life Insurance have been introduced in some selected Kendriya Vidyalayas.

5.18.8 Computer Science has also been introduced as an active subject at +2 stage in 35 selected Vidyalayas.

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

### ***Academic Performance***

5.18.10 Academic Performance of Kendriya Vidyalayas at Class X and XII examinations conducted by the CBSE for 1996 is 77.07% and 78.07% respectively.

### ***Academic Programmes***

5.18.11 The following programmes and activities have been undertaken by KVS :

#### **Computer Literacy**

- A Project on Computer Literacy and Studies in Schools (CLASS) has been ongoing in 291 K.V.S. out of about 325 planned.
- The Government has revised the Scheme of Class Project, and 126 Kendriya Vidyalayas have been brought under this revised scheme by providing systems under UNIX Environment. 50 more Kendriya Vidyalayas will be covered during 1996-97.

- Strengthening of teaching of modern biology and bio-technology in 40 Kendriya Vidyalayas through Computer. The training of teachers and development of Software is being done by NCERT.

### ***Model Kendriya Vidyalayas***

5.18.12 The Govt. has sanctioned funds of Rs. 660.60 lakhs for developing 50 Kendriya Vidyalayas as Model Vidyalayas. These Kendriya Vidyalayas will be better equipped in terms of infrastructural facilities for Sports and Games, library, laboratory and Jr. Science Laboratory. Each Kendriya Vidyalaya will be equipped with 10 Computers and all the students from Class VI onwards will be given Computer Education compulsorily. The Guidance and Counselling services will be an additional feature. Resource Centres and modern educational technology will enable the teachers as well as students to experimentation and innovations. The other K.Vs in the cluster can make use of such facilities, with the aim of achieving excellence.

### ***Extra-Curricular Activities***

#### **Games & Sports**

5.18.13 Games & Sports activities are organised in Kendriya Vidyalayas. All the 19 regions of KVS have been divided in 5 Zones and teams from all the regions participate in the Zonal meets. After the Zonal meets, 5 best Zonal teams are selected in all Games & Sports which compete in the KVS National meets.

#### **Adventure Activities**

5.18.14 KVS has been organising adventure activities regularly since 1977. This year adventure activities include:

- (i) Trekking to Sunderdunga Glacier
- (ii) Trekking in Pachmarhi
- (iii) Trekking in Shimla
- (iv) Trekking in Uttarkashi
- (v) Cycle Safari in Bangalore
- (vi) Jungle Safari in Ranikhet & Jim Corbett Park
- (vii) White Water Rafting near Rishikesh.



## **Scouting & Guiding**

5.18.15 In 1976, the KVS was accorded a status of a State by the Bharat Scouts & Guides, National Headquarters. Ever since then, the Scout-Guide activities have been conducted regularly. This year, 232 Scouts and 138 Guides were awarded President's award.

5.18.16 Sh. B.K. Bahuguna, PET(Eco.) KV No.2, Delhi Cantt. and Smt. Anandavalli, Drawing Teacher. KV HVF Avadi, Madras, were honoured with National Silver Award by the President of India.

5.18.17 457 Scouts and Guides participated in the National Adventure programme at Pachmarhi during Summer Vacation and Autumn break in 1996

### ***KVS National Science Exhibition***

5.18.18 The was held in KV Ahmedabad Cantt. on 30th and 31st July, 1996. 210 students with their 216 exhibits participated. The theme of the exhibition was "Low Cost Technology for Development".

### ***KVS Social Science Exhibition***

5.18.19 The Kendriya Vidyalayas Sangathan organises Social Science Exhibition at All India level every year with the aim of inculcating in students a spirit of national integration and international understanding.

5.18.20 For this, the students make indepth study of the State other than the State in which their region or the Vidyalayas is located, with regard to historical background, climate, economic programme, social and cultural life, scientific and educational development, places of tourist interest and famous personalities etc.

### ***Incentive Awards for Teachers***

5.18.21 Besides helping the teachers to strive towards excellence in academic performance and thereby bring laurels to the Kendriya Vidyalayas as pace-setters in the field of school education, the KVS gives recognition to the achievers among the teachers by way of incentive Awards, which comprises cash prize and a shawl.

5.18.22 This year, 35 teachers were honoured with Incentive Awards.

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

### ***Selja Committee Recommendations***

5.18.24 The Government of India appointed a Committee under the Chairpersonship of Kum. Selja, the then Dy. Minister for Education & Culture to undertake an in-depth and exhaustive review of KVs and their management.

5.18.25 This Committee submitted its report in April, 1995 and its main recommendations were empowerment of Principals, decentralisation of personnel matters of teachers to Regional offices, delegation and more involvement of Chairman, Vidyalaya Management Committees in matters pertaining to maintenance of the school buildings, review of the recruitment rules and induction of fresh graduates from Management Institutes, Computer Science and Education.

5.18.26 It also recommended creation of Recruitment Boards and instituting written examination to test the competence of the candidates

### **Navodaya Vidyalaya Samiti**

5.19.1 In order to provide high quality modern education to the talented children predominantly from the rural areas, without regard to their socio economic conditions, Government of India launched the scheme to establish one Navodaya Vidyalaya in each district of the country. Navodaya Vidyalayas are fully residential co-educational institutions providing education upto Senior Secondary stage. Education in Navodaya Vidyalayas including boarding and lodging, textbooks, uniforms etc. is free.

#### ***Opening of NVs***

- i) So far 380 NVs have been sanctioned. It is expected to sanction 10 more new NVs by the end of 1996-97 and 30 during 1997-98.

#### ***Admission***

- ii) Admission in Navodaya Vidyalayas is made at the level of Class-VI through a test conducted by NCERT in the concerned district in which all children who have passed Class-V from any of the recognised schools in the district are eligible to appear.

#### ***Academic Results***

5.19.2 CBSE results in respect of JNVST for 1996 are given below:-

Class	No.Of Vidyalayas	Appeared	Passed	Pass %
Class X	279	13464	11313	84.0%
Class XII	213	8975	7314	81.5%

### ***Education of SCs/STs/Women***

5.19.3 Navodaya Vidyalayas are meant primarily for children from rural areas and admission of children from Urban areas is restricted to a maximum of 25%. The scheme also provides for reservation of SC/ST in proportion to their population in the concerned district subject to a maximum of 50% provided that in any district such reservation will not be less than the national average.

5.19.4 Efforts are made to ensure that atleast 1/3rd of the students selected are girls. The % age of SC/ST and Girl students in JNVs is 21.6%, 12.9% and 30.9% respectively.

### **Central Tibetan School Administration**

5.20.1 The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation by the Government of India to keep the Tibetan Community abreast with all aspects of modern education and development while retaining the essentials of their Culture and heritage.

#### ***Salient Features***

1. Central Schools for Tibetans are located at places which have a sizeable concentration of Tibetans. Most of these schools are located in hilly areas.
2. The schools follow 10+2 system of education.
3. Central Schools for Tibetans prepare students for the All India Secondary School Examination and All India Senior School Certificate Examination conducted by the Central Board of Secondary Education, Delhi.
4. Free education is imparted to the Tibetan students right from Pre-Primary to Class XII.
5. Central Schools for Tibetans impart modern education. Simultaneously emphasis is laid on preserving and promoting the ancient Tibetan Culture and Heritage.

#### ***Academic Performance***

5.20.2 Results of All India Secondary Schools Examination and All India Senior School Certificate Examination, 1996 were 54.10% and 77.51% respectively.



# 6 UNIVERSITY AND HIGHER EDUCATION

## University Grants Commission

### *Growth of the Higher Education System*

6.1.1 At the beginning of the year 1996-97, the total student enrolment in universities and colleges was 64.26 lakhs. The enrolment in the University Departments was 10.64 lakhs and that in the affiliated Colleges was 53.62 lakhs.

6.1.2 Four out of ten students in higher education 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 Sciences, Engineering, Medicine, Agriculture and related disciplines. The faculty of Commerce absorbs two out of 10 students while remaining are in the faculty of Education, Law and 'Others' (Fine Arts etc.). Enrolment at the First degree level was 56.67 lakhs (88.2%); at the Postgraduate level 6.04 lakhs (9.4%); at the research level 0.71 lakhs (1.1%); and at the diploma and certificate level 0.83 lakhs (1.3%). The total number of teachers increased to 3.10 lakhs during the year. Of these, 0.71 lakhs were in the University Departments/University Colleges and the rest in the affiliated colleges. Of the 71084 teachers in the Universities, 9099 were Professors, 18624 were Readers, 40518 were Lecturers and 2843 were Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 33,289, the number of Lecturers was 19,5,662 and that of Tutors/Demonstrators was 10,537.

6.1.3 Presently, the total number of Universities in the country was 171 and the total number of Institutions deemed to be Universities was 38.

### *Higher Education among Women*

6.1.4 The enrolment of women students at the beginning of the year 1996-97 was 21.91 lakhs. At the postgraduate level, the enrolment of women was 34.0% of the total enrolment. The enrolment of women students was the highest in Kerala (52.4%), followed by Goa and Punjab (51.1%) each, Pondicherry (45.2%), Delhi (44.6%), Manipur (42.8%), Tamil Nadu and Jammu and Kashmir (39.9% each) and Meghalya and Nagaland (39.7% each). The enrolment of women was the lowest in Bihar (18.6%).

### *Programmes and Activities of the Commission*

6.1.5 Some of the major thrust areas pursued during the year were: Human Resource Development, Environment Education, Vocationalization of Education at the first degree level, Academic Staff Colleges for Orientation of teachers, Eligibility

test for recruitment of lecturers, Inter-University Centres and Consortiums, 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 upgrade 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 fellowship 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. The awardees are placed in two slabs viz., Rs.2300-3500 and Rs.4000-6500. The scheme provides opportunities to those who wish to pursue research as a career. Selections under this scheme are made directly by the Commission. A scheme of Career Awards also exists which aims at identifying young talented teachers to devote themselves to research with lesser teaching responsibilities.

6.1.7 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***

6.1.8 These courses include courses like Super-Conductivity, Atmospheric Science, Environmental Education, Computer Application, etc.

#### **(i) Super Conductivity Programme**

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 inbuilt features of the programme. The commission was supporting 35 universities in both basic and applied areas.

7.4.16 The School has been imparting under-graduate programmes in architecture and planning disciplines and post-graduate programmes in all the disciplines offered by the School at under graduate levels. The School also organises short-term courses, seminars, workshops, special programmes, exhibitions. These are very popular and well attended by Senior/ Middle level officers as participants sponsored by the State/ Central Government departments, town planning organisations, development authorities, housing boards, public and private undertakings as well as institutions.

7.4.17 An Overseas Research and Development Centre has been established by the School to extend education and research facilities to other developing centres in Africa, SAARC and South Asia and to participate in cultural exchange programmes.

#### ***University Grants Commission Assistance to Technical Institutions in the University Sector***

7.4.18 The University Grants Commission (UGC) provides financial assistance to university institutions in engineering and technology for their overall development. At present 32 such institutes are covered under the scheme. Besides offering facilities for under-graduate courses these institutes conduct post-graduate courses and research at higher levels in engineering and technology. Consolidation and development of teaching processes, infrastructural development and other professional activities are proposed to be taken up vigorously during the Eighth Plan and continued in the Ninth Five Year Plan period.

### **Asian Institute of Technology, Bangkok**

7.5.1 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 along with those from India.

7.5.2 The Government of India have agreed to provide assistance to the Asian Institute of Technology for:

- i) Deputation of Teachers/Experts in specialised areas of Engineering/ Technology, meeting the entire cost of their deputation;
- ii) Annual Grants upto Rs.3 lakhs for Purchase of equipment from India; purchase of books and payments for subscription on academic and technical journals published in India; and expenditure on academic related activities in India.

## **Cultural Exchange Programme**

7.6.0 Most of the Cultural Exchange Programmes include provision for exchange of materials in the field 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 diplomas awarded in India and other countries for the purpose of employment.

## **Regional Engineering Colleges (RECs)**

7.7.1 Under the scheme of establishment of Regional Engineering Colleges, a Central Plan Scheme, seventeen Colleges have been established, one each in the major states, to meet the country's growing requirement for trained technical manpower for various development projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer 1st Degree Courses in various branches of Engineering and Technology, fourteen of these have facilities for Post Graduate and Doctoral programmes.

7.7.2 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.

7.7.3 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.

7.7.4 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.

7.7.5 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.

7.7.6 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.



# **6 UNIVERSITY AND HIGHER EDUCATION**



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

### **(ii) Atmospheric Science**

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 Sciences for medium range forecasting. The Commission was supporting seven universities under this programme.

### **(iii) Environment Education**

In view of the growing concern for Environment and in the light of the Supreme Court Directive in this regard, UGC has impressed upon universities to introduce a course on Environment as a compulsory subject at the undergraduate and post-graduate levels. The UGC has constituted expert groups to consider proposals received from Universities in this regard. Assistance for the following programmes was approved by the Commission.

1. Workshops/Seminars on environment education at P.G. level in different departments in Universities/Colleges.
2. Introduction of a special paper on environment education at P.G. level in different departments in 15 Universities/Colleges
3. Introduction of M.Sc course in environment education in 22 universities.
4. Seven research projects on 'Flyash Accumulation and Imperatives of Finding of Avenues for its Mass Scale Utilisation'.
5. Environmental component to be introduced at B.Ed/M.Ed level in 19 universities.

Nearly 100 episodes for promoting environment awareness have also been telecast by the UGC through the 'Country-wide Class-room' programmes. The Commission has also prepared a text book and some popular literature for undergraduates with the help of Expert Groups on Environment

### ***Vocationalisation of Education at the First Degree Level***

6.1.9 In conformity with the National Policy on Education 1986 (revised in 1992), 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 Crores were provided by the Ministry of Human Resource Development for implementation of the programme.

6.1.10 On the recommendations of the Standing Committee on Vocational Education (SCORE) and its sub-committee/regional committee 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 introduced 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 Procedure
10. Tourist and Travel Management
11. Advertising, Sales Promotion (Sales Management)
12. Computer Application
13. Industrial Chemistry (Seven streams)
14. Food Sciences and Quality Control
15. Clinical Nutrition Dietics
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-explorational and Drilling Technology
25. Mass Communication Videos 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. Automobile Maintenance
33. Refrigeration and Air-conditioning Maintenance
34. Construction Technology Management
35. Manufacturing Process

6.1.11 During the year 1995-96, another 198 institutions (7 Universities and 191 Colleges) were identified for support for starting vocational subjects involving a total financial commitment of Rs.1740.50 lakhs (recurring and non-recurring for 1995-96 and Rs.416 lakhs p.a. for the next four years. Another 325 institutions (6 Universities and 319 Colleges) have been covered under the programme during 1996-97, thus bringing the total number of institutions upto 1996-97 to 732. During the year, training programmes were also organised for equipping teachers of the respective institutions for teaching the Vocational subjects(s) which were being offered at their parent institutions. 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.

### ***Autonomous Colleges***

6.1.12 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. Presently, 113 colleges have been functioning as autonomous colleges spread over the states of Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Orissa, Uttar Pradesh, Gujarat, Maharashtra and Himachal Pradesh.

### ***Teacher-Recruitment, Training and Performance Evaluation***

6.1.13 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 subject were 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 organised orientation programmes for new teachers and refresher courses for in-service teachers. Nearly 1.4 lakh teachers have participated in these programmes.

### ***Improvement in Efficiency***

6.1.14 The Commission has sanctioned computer facilities to 118 universities so far. In addition, the Commission provided assistance to 1983 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.

### ***Special Assistance Programme***

6.1.15 The Commission continued to provide assistance to 41 centres of advanced study and 114 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 so far. In addition, 82 Departmental Research Support Projects in Science and 47 in Humanities and Social Sciences were under implementation.

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, Inter University Centre for Humanities and social sciences, Shimla and Eastern Centre for Research in Astrophysics. 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 their respective disciplines. Also, a Science Research Observatory has been set up at Osmania University, Hyderabad. In order to assess and accredit public and private institutions of higher learning, a National Assessments and Accreditation Council has also been set up with its head office at Bangalore.

### ***Media and Educational Technology***

6.1.20 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 has 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 Languages and St. Xavier College, Calcutta. In addition, Audio Visual Research Centre (AVRCs), at Roorkee University, Osmania University, Anna University, Devi Ahilya University, H.S. Gour University, Mysore University, Kashmir University, Manipur University, Punjabi University and Calicut University are being supported for training of personnel and production of soft-ware. Nearly 85% of the higher education programmes transmitted on T.V. are produced indigenously.

6.1.21 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 syllabus-based video lecture tapes for under graduate students has also been undertaken. Out of 15 subjects selected for the purpose, video lectures in eight subjects have been completed. The Consortium for Educational Communication (CEC) provides the institutional framework 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 programmes for transmission through the Enrichment Channel of Doordarshan.

6.1.22 The CEC has also taken steps to produce programmes on contemporary issues like environmental awareness, safe drinking water and prevention of AIDS. During the year, new project titled "Educational International" was started with a view

### ***COSIST Programme***

6.1.16 One hundred fifty one departments have been assisted under the scheme of Strengthening Infrastructure in Science and Technology education and research. Assistance under this programme is a one-time input. Departments supported under COSIST have been given functional autonomy. 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 instructions 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 lakhs were released under the scheme of COSIST during the year 1995-96.

### ***Plan Grants to Universities***

6.1.17 The Commission allocated development grants to over 100 eligible State universities (excluding Agricultural Universities), amounting to Rs.1500 lakhs during 1996-97 as part of the total commitment for the 8th Plan period. Also, development grants amounting to Rs.2649 lakhs were allocated to Central Universities (including colleges attached to Central Universities) for the year 1996-97. An amount of Rs.305 lakhs was allocated to institutions deemed to be universities. Development grants and 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, equipment, 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 of such schemes.

### ***Development of Colleges***

6.1.18 VIII plan grants to colleges are being given on the recommendations of expert committees and in consultation with college Principals and State representatives. Development grants amounting to Rs.2200 lakhs were allocated to the eligible colleges during 1996-97.

### ***Common Facilities and Services***

6.1.19 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 inputs 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



to promote and widely disseminate abroad the Indian educational material on economic terms.

6.1.23 The project is to be implemented by the Consortium for Educational Communication, New Delhi. Other agencies which have agreed to work together for the project are the Indira Gandhi National Open University, National Council of Educational Research and Training and National Open School. 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***

6.1.24 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.

6.1.25 To achieve these goals, the Commission is providing financial assistance to universities for the implementation of the Total Literacy Campaign (TLC), 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. The Commission is also deputing university/college teachers to work with Bharat Gyan Vigyan Samithi on whole time basis for nation-wide literacy movement. Population Education Programme, assisted by the UGC, is implemented by the universities as part of the United Nations Population Fund (UNFPA) - 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. Thrust has been given to new emerging areas such as AIDS, Drugs abuse, environment and ageing. The PERCs have been organising training programmes, national level programmes and other activities like debates, poster competition, one-act plays, exhibitions in different parts of the country as well

as a series of extension lectures on population -related issues. Efforts have also been initiated to integrate population Education components for undergraduate and postgraduate curriculum, starting with selected themes on Population dynamics, like having a controlled family size, spacing of children, age at marriage etc. The scope has gradually been expanded to cover larger areas like health, immunization, nutrition, drug addiction, AIDS awareness and environmental issues to focus on the quality of life.

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

### ***Distance Education/Correspondence Courses***

6.1.27 Distance Education, which is 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 lakhs to Rs.7.5 lakhs is provided after 5 years for running under-graduate and post-graduate courses respectively. Improvement in the quality of Distance Education Programmes is being brought about with the 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 programme in Oriya, Bengali and Assamese.

### ***Facilities for Scheduled Castes/Scheduled Tribes, Handicapped and the Weaker Sections of the Society***

6.1.28 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 and Scheduled Tribes in affiliated colleges, 50 teacher fellowships have been earmarked for 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. There is also a scheme of "Remedial Coaching for Scheduled Castes and Scheduled Tribes" being implemented in universities and colleges which aims at improving the skills and linguistic proficiency of the students in various subjects and raising their level of comprehension in such subjects where quantitative techniques and laboratory work are involved.

6.1.29 Under the scheme, a university/college is eligible to receive grant on 100 per cent basis upto a ceiling of Rs.1.5 lakhs and Rs.0.75 lakhs per annum respectively. During the year 1995-96, proposals of 101 colleges and 6 universities were approved for conducting remedial coaching. 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 some additional Centres in different universities/colleges in order to cover more areas of minority concentration. At present, there are 21 universities and 60 colleges running the scheme. Also, 10 colleges have been identified as coaching centres exclusively for women candidates.

6.1.30 In order to oversee the implementation of the reservation policy in Central Universities, the Commission has appointed a Monitoring Committee under the Chairmanship of the Secretary, UGC. A series of meetings of this Committee have been held with the Registrars of Central Universities, Representatives of Human Resource Development and the Ministry of Social Welfare to assess the steps taken for implementation of the reservation policy. The Commission has also been organising regional meetings of the Registrars of State Universities/Deemed Universities for implementation of the reservation policy.

### *Womens' Studies*

6.1.31 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 under-graduate or a post-graduate degree. Presently, the UGC assisted 33 centres/cells for women's studies. In addition, assistance for research projects concerning women's studies was also provided. 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 Net-work (INFLIBNET)***

6.1.32 Project on Information and Library Network is a Computer Communication network for linking library and information centres in universities, deemed to be universities, 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 institutions 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 software has also been taken up in collaboration with DESIDOC taking into account requirements of the university libraries. During 1995-96, the INFLIBNET programme was converted into an Inter University Centre under Article 12(ccc) of the UGC Act and the Centre has been registered as an autonomous society.

6.1.33 The UGC has funded, so far 114 university libraries for library automation under this programme and personnel from over 100 academic libraries, including executives, have been trained in computerised library operation and management.

### ***Promotion and Preservation of Indian Culture, Heritage and Values***

6.1.34 The Commission continued to provide assistance on cent per cent 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.

6.1.35 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***

6.1.36 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 as part of an MOU signed with the National Adventure Foundation.

6.1.37 A coordination committee comprising the representatives of the UGC and NAF oversee the implementation of the programmes. Assistance is also being provided by the Commission for the promotion of Yoga Education and Practice in Universities.

### ***Scheme of Women's Hostels***

6.1.38 A scheme of women's hostels in universities and colleges was introduced during the year under which a special grant is paid to women's universities and women's colleges as well as other colleges where women enrolment is more than 30 per cent. Assistance under this scheme is given at three levels depending upon women's enrolment in the university/college concerned.

### ***Scheme for Resource Mobilisation***

6.1.39 With a view to encouraging resource mobilization by universities, a scheme was introduced under which 25 per cent of the funds raised would be given as an incentive to the university concerned. The year 1995-96 being the first year of the scheme, the incentive paid by the UGC is to be put in a corpus fund, interest from which can be used for development purpose by the universities.

### ***Fake Universities***

6.1.40 The problem of fake universities awarding unrecognised degree has been engaging the attention of the University Grants Commission and the Government of India for the past few years.

6.1.41 A Fake University is an institution which is not entitled to call itself a university and award degrees under its name. According to the provision of the University Grants Commission Act, 1956 only those universities which are established under an Act of Parliament or a State Legislature, or are granted deemed to be University status are entitled to call themselves "University" and confer degrees. As many as 20 universities have been identified as fake universities by the UGC. The UGC has set up a separate cell in its office to look into the complaints pertaining to fake universities. This cell would liaise with different agencies of the Government and take such measures as are necessary for arresting the menace of fake universities.

### **Aligarh Muslim University**

6.2.1 Established in 1920, the Aligarh Muslim University is a Central University and a fully residential, academic institution.

6.2.2 The University has 92 Departments grouped into 11 Faculties. It has six colleges, including the Engineering and Medical Colleges, two Polytechnics and seven schools. The University also offers Diploma courses exclusively for women in five programmes-Costume Design and Dress Making; TV Technology; Computer Engineering; Office Assistant and Secretarial Practice and General Nursing & Mid Wifery.

6.2.3 A new course namely Bachelor of Dental Surgery has been introduced in the Dental College under the Faculty of Medicine from the academic session 1996-97.

6.2.4 The University has a Central Library with a total collection of 8,83,703 volumes as on 31st march, 1996. Steps are being taken to computerise the library facilities.

6.2.5 During the Year a large number of conferences, seminars, symposia etc. were attended by members of the University within the country as well as abroad.

6.2.6 The University continued to take active steps in the promotion of sports and allied activities. The President of India conferred the NCC Colonel rank on the Vice-Chancellor during the Year.

6.2.7 Against the actual expenditure of Rs. 7401.13 lakhs incurred during 1995-96, the Maintenance (Block) Grant for 1996-97 has been pegged at Rs. 7435.48 lakhs by the UGC.

### **Assam University, Silchar**

6.3.1 Assam University, Silchar was established on 21st January, 1994 by an Act of Parliament. It is a teaching-cum-affiliating University with its jurisdiction over the districts of Cachar, Karimganj, North-Cachar Hills, Karbi Anglong and Hailakandi in the State of Assam. There were 35 general colleges and 9 professional and technical colleges affiliated to the University during 1995-96.

6.3.2 The total number of P.G. departments has increased from 6 to 18 during the year. The University has also introduced Ph.D. Programme. In the academic year 1995-96 the University admitted 828 students into various P.G. Programmes. Further there were 14,570 students on the rolls in its affiliated colleges.

6.3.3 Towards development of a permanent campus of the University at Dargakona, survey and contour mapping work was completed. Steps were initiated for preparation of master-plan and construction of the campus boundary-wall.

## **Babasaheb Bhimrao Ambedkar University**

6.4.1 Babasaheb Bhimrao Ambedkar University, Lucknow has been established by an Act of Parliament in 1994. It has been notified on January 10, 1996.

6.4.2 Dr. D.R. Gadekar has joined the office of first Vice-Chancellor on February 22, 1996, while Shri A.S. Sharma and Shri Mam Raj have joined the office of first Finance Officer and registrar respectively.

6.4.3 Campus development is yet in a formative stage. Steps were taken for the appointment of teaching and supporting staff during the period under review to enable commencement of academic session from 1997.

## **Banaras Hindu University**

6.5.1 Banaras Hindu University (BHU) was established in 1916 as a teaching and residential University. It consists of 3 Institutions, namely Institution of Medical Sciences, Institute of Technology and Institute of Agricultural Sciences. There are 14 Faculties and 114 academic departments. The University also maintains a constituent Mahila Mahavidyalaya and 3 School level institutions. 3 colleges in the city are admitted to its privileges. Besides it has a 1000-bedded Modern/ Ayurvedic Medicine Hospital. The University has over 16,000 students on its rolls. The strength of its teaching and non-teaching staff is 1184 and 6855 respectively.

6.5.2 The Honoris Causa Degree of Doctor of Science was awarded by the University to Prof. R.B. Singh, an eminent Scientist and Director, Indian Institute of Agricultural Research, New Delhi.

6.5.3 A delegation of seven members of Thomsent University, Thailand, visited the University from 4-6, September, 1996 under Education & Cultural Exchange Programme of the Government of India. On this occasion, a Memorandum of Understanding was signed between BHU and the Thomsent University.

6.5.4 The Indian Council of Agricultural Research has sanctioned grant of Rs.29.80 lakhs for construction of a Community Centre in the Institute of Agricultural Sciences of BHU as a part of the VIIIth Plan development allocation.

6.5.5 The anticipated maintenance expenditure of the University for the year 1996-97 is Rs.100.13 crores as against an expenditure of Rs. 79.98 crores during 1995-96.

## **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 & Continuing Education. The University also enrolls external (Private) students.

6.6.2 During the year 1996-97 the academic programmes of the University were conducted through 14 Faculties and 79 Colleges. The total number of students on the rolls of the University during the year was 2,24,447. Out of this, 1,19,531 were regular students pursuing undergraduate, postgraduate and research studies in various Colleges, Faculties and Departments of the University and the remaining were enrolled with the Non-Collegiate Women's' Education Board, School of Correspondence Courses & Continuing Education and the External Candidates Cell.

6.6.3 The total number of administrative staff in the University during the year was around 3,000 and the teachers in the teaching departments and colleges taken together numbered about 7,500.

6.6.4 The University has launched three socially significant innovative centres; namely, Dr.B.R. Ambedkar Centre for Bio-Medical Research, Institute for Informatics & Communications and DBT Centre for Plant Molecular Biology.

6.6.5 The University has finally entered the Information Superhighway. The Computer Centre of the University is now equipped with state-of-the-art computer servers with 80 Pentium nodes-with LAN facility. The 18 libraries located on both campuses are also being computerised towards campus-wide networking and on-line with Internet.

6.6.6 Besides entering into MOUs with some internationally reputed foreign universities, the University has forged some links with industry also. It has entered into MOU with VSL Finance who have agreed to provide building, auditorium and guest house for the Department of Financial Control in addition to regular recurring grant.

6.6.7 Eminent personalities like Dr. Manmohan Singh and Shri T.N. Seshan have been offered Honorary Visiting Professorship in relevant Departments of the Delhi University. Professor Har Govind Khurana has agreed to be a Visiting Scientist in the Bio-Medical Research Centre of the University.

6.6.8 The University hosted the 84th Session of the Indian Science Congress from 3-8 January, 1997. The Session was inaugurated by the Prime Minister and eminent scientists like Dr. Raja Ramanna were awarded in it.



## **University of Hyderabad**

6.7.1 The University of Hyderabad, established by an Act of Parliament in 1974, is a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through its eight Schools of Studies. Besides, the Centre for Distance Education of the University offers post-graduate diplomas in four disciplines.

6.7.2 During the year 1996-97, 907 students were admitted to various courses offered by the University on the basis of their performances at the entrance tests conducted at eleven centres all over the country. The total number of students on the rolls of the University during the year under report was 2048 which included 316 SCs, 70 STs and 45 Physically Handicapped students. The number of women students on rolls was 768 which is about 37.5% of the total.

6.7.3 The University has a faculty strength of 209 consisting of 68 Professors, 76 Readers and 65 Lecturers during the year under report. Over the years, several faculty members have received many national and international awards in recognition of their academic and research achievements.

6.7.4 Financial assistance to the students of the University is provided through merit scholarships, merit-cum-means scholarships and junior research fellowships awarded to research scholars by the UGC and CSIR. The total number of research projects of the University funded by the various agencies during the year was 95.

6.7.5 Hostel accommodation was provided to about 60% of the total students in the eight hostels of the University.

## **Jamia Millia Islamia (JMI)**

6.8.1 Jamia Millia Islamia, which had been functioning as a deemed to be university since 1962, acquired the status of a Central University by an Act of Parliament on 26th, December, 1988.

6.8.2 The University imparts education from the Nursery stage to Post-graduate and Doctorate levels. It has 6 faculties and 9 Centres.

6.8.3 The strength of teaching staff (including that of school sector) and non-teaching staff of JMI as on March 31, 1995 was 482 and 986 respectively. The students strength during 1995-96 stood at 9027 (including 81 foreign students from 18 different countries).

6.8.4 Five new courses, namely, M.Phil(Urdu), Master in software System, Bachelor of Business Studies, Master of Business Administration (part time) and B.A./B.Sc. (pass) Vocational were introduced during 1995-96.

6.8.5 The Dr. Zakir Hussain Library of JMI has more than 2.50 lakh books and 485 research journals. The Library has also acquired the private collections of Shri Ghulam Rabbani Teban, nationalist poet of repute. The Library is, presently, in the process of computerising its facilities.

6.8.6 There was a sizeable expansion of construction activities inside the JMI Campus during 1995-96 which included additional class rooms for various faculties, six residential units; a new wing for the Zakir Hussain Library and; addition of one floor to the Girls Hostel and Fine Arts building.

6.8.7 The expenditure incurred during 1995-96 amounted to Rs. 1270.53 lakhs.

## **Jawaharlal Nehru University**

6.9.1 Jawaharlal Nehru University (JNU) came in to existence in 1969 by an Act of Parliament. It is primarily concerned with Post Graduate Education and Research. The University has 7 Schools consisting of 24 centres of Studies. In addition, it has a separate Centre for Bio-Technology. The University has 3832 students on its rolls. The strength of its teaching and non-teaching staff is 375 and 1350 respectively.

6.9.2 The ratio of reservation of SC/ST candidates in admission is constantly on the increase in the University. During the academic session 1995-96 the University was able to give 17.91% representations to the SC/ST candidates. Due weightage was also given to OBC candidates in admission and 294 OBC candidates got benefit in terms of deprivation points.

6.9.3 The JNU introduced a new two-year Master's Degree programme in Economics (International) from 1995-96 and started the three year degree course in Korean language.

6.9.4 The University gave formal recognition to three research institutes of repute. The International Centre for Genetic Engineering and Biotechnology, New Delhi and two CSIR Institutions viz. the Institute of Microbial Technology, Chandigarh and the Central Institute of Medicinal and Aromatic Plants, Lucknow.

6.9.5 The faculty produced over 60 books and a large number of research articles were published in journals of repute both in India and abroad. Some of the distinguished faculty members received honour/ awards from various national and international organisations.

6.9.6 A total number of over 36 research projects were completed while over 90 projects were in various stages of completion. These projects were sponsored by various National/International agencies including the Central Government.

6.9.7 The University Library acquired 5870 volumes of books and 1034 volumes of periodicals for the on-going teaching and research work in the University and increased its collection of books and periodicals from 4,43,500 in 1993-94 to 4,51,567 volumes in 1995-96. The Library had a total of 5319 enrolled members in the year under report.

6.9.8 The Academic Staff College organised four refresher courses-two each in the Social Sciences and Science streams.

6.9.9 As part of Silver Jubilee Celebrations, the Literacy Club of the University brought out literary magazine in Hindi and English entitled- "Roopak."

6.9.10 The most outstanding and commendable sports activity of the year was the scaling of Mt. Thelu and Mt. Koteshwar peaks in Garhwal Himalayas by a six member expedition team of the Mountaineering Club.

## **Indira Gandhi National Open University (IGNOU)**

6.10.1 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, organising 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.

6.10.2 During 1995-96, 4 certificate programmes, 18 Diploma programmes, 7 Bachelors Degree programmes and three Masters degree programmes were offered. During 1996-97, two certificate programmes, three Diploma programmes and two Bachelor's Degree programmes were launched.

6.10.3 The total number of students registered for various programmes of study during 1995-96 is 1,30,228.

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

6.10.5 The University has established an extensive student support services network consisting of 17 Regional Centres and 265 Study Centres situated in different parts of the country. A few more Study centres and one Regional Centre are likely to be established during 1996-97.

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

6.10.7 The Staff Training and Research Institute in Distance Education (STRIDE) has been established with the support provided by the Commonwealth of Learning. STRIDE has undertaken many training and consultancy programmes and published two issues of Indian Journal of Open Learning. STRIDE, in collaboration of Commonwealth of Learning is offering MA Programme in Distance Education to foreign nationals under Rajiv Gandhi Fellowship programme.

6.10.8 The major emphasis in the activities of Distance Education Council (DEC) is on coordination and quality assessment of distance education. DEC has finalised guidelines for sharing of learning materials among Open Universities. DEC also developed norms and standards for various programmes for offering through distance mode.

6.10.9 With a view to improve the Educational Media facilities at the University, the Government of Japan had provided Grant-in-Aid assistance to the tune of Rs 68 00 crore under Japan International Cooperation Agency (JICA) Programme. The newly built premises with Japanese Collaboration and equipped with modern state-of-the-art technologies has become functional since 3-5-1996.

## **Nagaland University**

6.11.1 Nagaland University was established on 6th September, 1994 by an Act of Parliament with headquarters at Lumami. This is an affiliating University with its jurisdiction over the whole of the State of Nagaland. Presently, the University is functioning from its campuses at Kohima and Medziphema. Prof. I Yanger Ao is the Vice Chancellor of the University.

6.11.2 Nagaland University presently has 7 (seven) departments. Six departments viz. English, Commerce, History & Archaeology, Education, Geology and Linguistics are located at Kohima with a total faculty strength of 35. The total number of students and scholars enrolled during the year under review are 242 and 13 respectively. The seventh department is located at Medziphema and is known as School of Agricultural Sciences and Rural Development (SASRD). While the total number of faculty positions in SASRD is 38, the total number of students enrolled during the Year is 58 (41-B.Sc Agri., 15-M.Sc Agri., 2 Ph D)

6.11.3 The University Library, Kohima Campus has a collection of 25,000 volumes and a subscription of 139 periodicals/journals. SASRD, Medizophema Library also has 18,000 volumes.

### **North-Eastern Hill University**

6.12.1 The North-Eastern Hill University was established on 19th July, 1973 by an Act of the Parliament with its headquarters at Shillong. It has a campus in Aizwal and a Centre in Tura. Construction of permanent campus at Mawkynroh Umshing is in progress. The Administrative offices of the University are presently housed in RSIC Complex in the permanent campus.

6.12.2 The University has 24 Post Graduate Departments, 7 Centres of Studies under its six schools and an Under-graduate college. There are 59 Under-graduate colleges including 6 professional course colleges and the North-Eastern Regional Institute of Science and Technology affiliated to the University. It is also running Regional Sophisticated Instrumentation Centre (RSIC) and University Instrumentation Centre.

6.12.3 The Central Library of the University has a collection of 1,45,394 books, 36,954 bound periodicals and subscription to 416 Foreign and 373 Indian Journals. The Mizoram Campus Library has a total of 1649 books and it subscribes to 77 journals.

6.12.4 The University has an enrolment of 19,100 U.G. students 9,800 degree (major) students 1250 P.G. students and 500 research scholars. The University has conducted various seminars including on subjects such as 'Urbanisation in Mizoram', 'North-East Folk Literature' and 'Patent Awareness'.

### **Pondicherry University**

6.13.1 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.

6.13.2 The University has 6 schools, 15 departments and 12 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 one certificate, three PG Diploma and 23 post-Graduate courses, 18 M. Phil, 22 doctoral programmes and Five-year Integrated Master's degree programme.

6.13.3 The students enrolment in the main campus is 1217. The University has a faculty of 22 Professors, 54 Readers and 59 Lecturers. It has a non-teaching strength of 562 employees.

6.13.4 The University entered into Memoranda of Understanding with Universities of Rennes-2 (France), Poitiers University, France, Queensland University of Technology, Australia; Marne La Vallee University, France, Indira Gandhi National Open University, Pierre Et Marie Curie University (Paris), University of La Re- Union (France), University of Nanterre France and Syndicate Interhospitalies de State de 'Braicon, France, Coker College, Hartsville, USA, Bishop's University, Canada 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*.

### **Punjab University, Chandigarh**

6.14.0 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 the 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**

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

### **Visva Bharati**

6.16.1 Visva Bharati, an educational institution founded by Guru Rabindranath Tagore, was incorporated as a Central University by the Visva Bharati Act, 1951.

6.16.2 As on 31st March, 1996, there were 5,963 students on the rolls of the University. The total strength of teaching and non-teaching staff was 475 and 1594 respectively.

6.16.3 The Department of Physics has established a federation arrangement with the International Centre for Theoretical Physics, Trieste, Italy. Under this arrangement, three teachers of the Department visit I.C.T.P. every year.

6.16.4 Visva Bharati has set up a nodal centre on 'Disaster Management'. The University, in collaboration with other agencies of Government of West Bengal, organised a National Seminar on 'Approaches and Technologies for coping with floods and droughts' from 31st March to 2nd April, 1996.

6.16.5 The Indira Gandhi Centre for National Integration, Visva Bharati, organised UGC sponsored 4th Refresher Course in Philosophy from 28th July to 18th August, 1996.

6.16.6 Another National Seminar on terrorism, 'A threat to stability and integration', was organised by the University from October 11-13, 1996.

6.16.7 A proposal for setting up of Einstein Bhavan, named after Albert Einstein aimed at disseminating Tagore's ideas and philosophy in the world, has been accepted in principle.

## **Tezpur University**

6.17.1 Tezpur University is a unitary type teaching cum residential Central University set up in January, 1994 under an Act of Parliament (Act No. 45 of 1993). Prof. K.M. Pathak is the Vice-Chancellor of the University.

6.17.2 Tezpur University's aim is to offer employment-oriented and interdisciplinary courses, mostly at post-graduate level, to meet the local and regional aspirations and the developmental needs of the region.

6.17.3 The University has established six post-graduate departments viz. (i) Mathematical Sciences, (ii) Computer Science, (iii) Business Administration (iv) English & Foreign Languages (v) Traditional Culture and Art Forms and (vi) Energy.

6.17.4 The first batch of the students of the two year M.Sc course in Mathematical Sciences have already passed out and the first batch of MBA students are going to complete their course by December, 1996. The AICTE has accorded approval of the MBA and MCA programmes. Employment-oriented courses in Biotechnology, Polymer Sciences, Electronics, Information Science and Technology are some of the special areas of teaching and research to be started from the Academic year.

6.17.5 Construction of boundary walls at the site of permanent Campus is nearing completion. Two hostel buildings, a canteen building besides renovation of the

existing old buildings have also been taken up departmentally. Besides this, construction of five Academic buildings, 25 staff quarters and development of other infrastructural facilities such as road, water, power is also underway.

6.17.6 The University has received grant amounting to Rs. 1.25 crore during the first eight months of the financial year 1996-97.

### **International Cooperation**

6.18.0 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 and the Shastri Indo-Canadian Institute in India. During 1996-97 the number of research projects approved by the Government is 206. Government has approved a number of bilateral agreements between Indian Universities and their counterparts abroad. During the year 29 proposals for seminars/symposia/international conferences were received on a variety of subjects under the aegis of Universities, autonomous organisations and institutions of higher learning. There has been significant increase in the number of bilateral international conferences/symposia/seminars/workshop in collaboration with foreign Universities. The Government approved 7 requests of foreign scholars as visiting lecturers/professors in Indian Universities in the country.

### **Shastri Indo-Canadian Institute**

6.19.1 A bi-national, non profit making organisation, the Institute carries out its dual educational mission by means of a variety of programmes including the Library programme, the Canadian Studies Programme and the Indian Studies Programme.

6.19.2 Established in 1968 by joint announcements of the Government of India and Canada by signing of Memorandum of Understanding between the Shastri Indo-Canadian Institute and the Government of India, its continuation was extended by a further period of five years from 1.4.1994 to 31.3.1999 by signing of a Memorandum of understanding on 29th July, 1994.

6.19.3 The Institute awarded 26 fellowships to Canadian scholars to visit India for research and 25 fellowships to Indian scholars to visit Canada for research during 1996-97. The Institute also supplied Indian publications to its member institutions in Canada as well as Canadian publication to Indian institutions, who are interested in development of Canadian Studies at their Centres. The Canadian Studies Library set up by the Institute in 1991 is being regularly and constantly used by academics from all over the world. The Institute also organised an eight week Summer Programme for 15 Canadian Graduate students in India during June-August, 1996.

6.19.4 Under the CIDA-SICI programme the Institute supported the visit of Dr. Margaret Catley Carlson, President, Population Council, New York to India and



arranged the visit of Mr. Prem Shankar Jha, a noted commentator on Economic Affairs, to Canada.

6.19.5 The Institute arranged a three-day workshop on “Trafficking in persons in South Asia” More than 30 participants from Pakistan, Nepal, Bangladesh, Sri Lanka and India attended the workshop. The Institute also arranged a two-day conference on “Managing Change in the 21st Century: India and Canadian perspective in honour of the visit of Canadian Prime Minister in January, 1996.

## **United States Educational Foundation In India**

6.20.1 The United States Educational Foundation in India (USEFI) was established in February, 1950 under a bilateral agreement, as replaced by a new agreement in 1963 between the Government of India and the Government of the United States to administer the Fulbright Educational Exchange Programme “to promote further mutual understanding between the People of United States of America and India by a wider exchange of knowledge and professional talents through educational contacts.

6.20.2 During the academic year 1996-97, 19 visiting lecturers, twenty three research scholars and twenty three students/professionals were given grants ranging from three months to a year.

6.20.3 Two 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 3 to 6 months for teaching/research work at an American University/Institution.

6.20.4 USEFI also administers the East-West Centre grants. Workshops/seminars are conducted on various themes involving Indian scholars at many of the EWC Institutes. The Foundation also administers, on behalf of the US Department of Education, research scholar grants and a number of short term group projects for American Scholar/College Teacher. During 1996, one short term group was administered by USEFI. The cost of such short term group programmes is reimbursed by the Department of Education.

6.20.5 Besides the regular exchange programmes 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.

## **American Institute Of Indian Studies**

6.21.1 American Institute of Indian Studies (AIIS) is a thirty -five year old consortium of about 50 major American Universities and Colleges with 200 campuses across the USA. The Institute was established with prior approval of the Government of India 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) teaching 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 research work in India, and (e) organising seminars, workshops and conferences in all fields of Indian Studies.

6.21.2 During the year 1996-97, the Institute awarded about 110 fellowships for research in addition to 43 language fellowships for Hindi, Tamil, Bengali and Telugu. 13 group projects were also undertaken during 1996-97. Three publications have also been brought out by the Institute during 1996-97.

6.21.3 More than 3000 books have been published as a result of work done by AIIS fellows during the last three and a half decades. Archival facility for Art and Archaeology has been developed at AIIS centre for Art and Archaeology with about 1,50,000 fully Archived and catalogued pictures of Indian monuments supported by a library of about 45,000 books in the field. Eight volumes of Encyclopedia of Indian Temple Architecture have been published as a result of work done by AIIS. The Centre for Archives and Research of Ethnomusicology has developed an Archive of 7000 hours of recorded ethnomusic of India supported by a library of about 10,000 books.

## **Indian Institute Of Advanced Study, Shimla**

6.22.0 The Indian Institute of Advanced Study, Shimla, was established in October, 1965 as an autonomous institution to provide facilities for senior scholars to pursue advanced research in Humanities, Social Sciences, and allied fields. The main objectives of the Institute are to explore new frontiers of knowledge, generate significant new ideas and endeavor 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)**

6.23.1 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 in Philosophy and allied disciplines.

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

### **Indian Council Of Historical Research (ICHR)**

6.24.1 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.

6.24.2 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.

### **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 Aurobindo International Centre for Education, Pondicherry; (ii) Sri Aurobindo International Institute of Educational Research, Auroville; (iii) Lok Bharati, Sanosra and (iv) Mitra Niketan, Vellanad, Kerala are being extended financial assistance.

### **Dr. Zakir Hussain Memorial College Trust**

6.26.0 Dr. Zakir Hussain Memorial College Trust was established in 1973 to take over the responsibility of the management and maintenance of Dr. Zakir Hussain College (formerly Delhi College). The maintenance expenditure of the college is

shared by the University Grants Commission and the Trust in the ratio of 95:5. In addition, the UGC sanctions development grant from time to time. The expenditure on these scheme is shared in accordance with the pattern of assistance laid down by the UGC for such programmes. Since the Trust has no resources of its own, grants are provided by the Department of Education, Government of India for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

## **Association Of Indian Universities (AIU)**

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

6.28.1 The National Council of Rural Institutes, an autonomous society fully funded by the Central Government was registered on October 19, 1995 at Hyderabad with the aims and objectives to:

- (a) promote rural higher education on the lines of Mahatma Gandhi's ideas on education so as to take up challenges of micro-planning for transformation of rural areas as envisaged in NPE 1986.
- (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.

6.28.2 The Council was inaugurated by the then Prime Minister on December, 3, 1995.

6.28.3 NCRI is preparing an Action Plan for promotion/revival of existing rural institutes as also encourage new initiatives. It has encouraged the setting up of Swami Ramanand Tirth Rural Institute at Pochampalli for which State Government have

transferred 17 acres of land and has agreed to provide 15% of annual expenditure. NCRI has provided seed money of Rs.10.00 lakhs to SRTRI during 1995-96 and Rs.100 lakhs during 1996-97.

6.28.4 The Council has received proposals for setting up a Rural Institute, each in Assam, Bihar, Madhya Pradesh, Maharashtra and Orissa.

## **Indian Council Of Social Science Research**

6.29.1 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.

6.29.3 The Council provide maintenance and development grants to 27 Research Institutes engaged in Research in Social Science, for over-all qualitative improvement and for perspectives. The Council has at present six Regional Centre.

6.29.4 **Research Grant:** The position with regard to some specific areas of activities is as under; out of 60 Research project funded, final reports in respect of 35 research projects have been received. The remaining 25 reports of the research projects are likely to be received during the period under review.

6.29.5 **Research Surveys :** The manuscripts for third survey of research in Public Administration and Fourth Survey of Research in Geography are under publication as separate volumes.

6.29.6 **Tribal Studies :** All the four edited volumes namely I) Tribal Movements: A Perspective, Issues and Trend; (ii) Command Over Resources;(iii) Development Designs and Tribal People and (iv) Paradigms of Tribal self-management have been compiled and are under publication.

6.29.7 **Data Archive :** Data Archives has plans to acquire 8 data sets generated out of the research funded by the ICSSR. NSSO has recognised the Data Archives as the Data Repository of Socio-economic data collected through 34th Round onwards for under dissemination among researchers. Hundred twenty scholars will receive research guidance and help under the scheme of Guidance and Consultancy Services in Data Processing through 12 Guidance Centres.

6.29.8 The Council has stepped up its activities under the academic exchange programmes, with France, China, Russia, Vietnam and Egypt. The main objective of the International collaboration programme is to promote academic links among social scientists of India and other countries through activities like participation in cultural exchange programme.

## **Indo-Dutch Programme on Alternatives in Development (IDPAD)**

6.30.1 It 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.

6.30.2 **Exchange of Scholars** : Three Indian scholars visited the Netherlands.

6.30.3 During the period under review 3 books and 2 occasional papers have been published. Fourth phase of IDPAD started with 25 projects and other activities namely, seminars, exchange of visits and publications.

6.30.4 **National Documentation Centre:** 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.

## **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. But, a lot still needs to be done in respect of increasing its coverage and enhancing its accessibility to the needs of the organised as well as the unorganised and rural sector and in improving its relevance to productivity. Moreover, the changing scenario by the turn of the century in socio-economic, industrial and technological areas needs to be considered to enable the system to play its role with greater relevance and objectivity. Based on these considerations, several initiatives were taken to further revamp the technical education system. They include: modernisation and removal of obsolescence, promoting institution-industry interaction, providing continuing education for upgrading the skill and knowledge of technical personnel working in industry and service sectors, 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 Considerable progress has been made in implementing the various programmes and schemes. A major project has been undertaken with the assistance of the World Bank, to upgrade the technician education system in the country for enabling the polytechnics to improve their capacity, quality and efficiency. Vested with statutory authority the All India Council for Technical Education (AICTE) continue to fulfill the tasks assigned to it. The proposals to establish two new Indian Institutes of Management at Indore and Calicut and the Indian Institute of Information Technology & Management at Gwalior have 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 in the country 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 programmes (Bachelors-Degree) in various fields of engineering and technology. They also offer integrated Master's Degree courses of five years duration in physics, chemistry, mathematics, biochemical engineering & biotechnology. 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, consultancy works 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 levels 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 thereafter speak volumes of the IITs system, which is committed to the pursuit of excellence. The Institutes continued to modernise their laboratories with funds provided by the Government of India for the purpose.

7.2.5 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 continued to get financial support from the Institutes by way of pocket allowance, loans and discretion grant, apart from free messing.

7.2.6 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 further amended and it came into force with effect from 1st September, 1994.

7.2.7 Academic programmes commenced from the academic year 1995-96 in three disciplines, namely Computer Science & Engineering, Electronics & Communication Engineering and Mechanical Engineering with a total intake of 65 students. During 1996-97, 75 students were admitted.

## **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 high quality management education through teaching, training, research and consultancy. These Institutions are the centres of excellence.

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.

7.3.3 The fourth Indian Institute of Management at Lucknow started functioning from 1985-86 session. This is still in a developing stage. The Institute is conducting Post-Graduate Programme, Management Development Programme and undertaking Research & Consultancy for Industries.

7.3.4 As a follow-up of National Policy on Education, 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 area of industry-oriented management techniques.

7.3.5 Recently, the Government has established two more Indian Institutes of Management (IIMs), one at Indore (Madhya Pradesh) and other at Calicut (Kerala). Academic activities will be started from the session 1997-98.

### ***Revised Funding Pattern of Indian Institutes of Technology, Indian Institutes of Management and Indian Institute of Science***

7.3.6 A Revised Pattern of Funding has been implemented beginning with the financial year 1993-94. In terms of the scheme, the Non-Plan grant of the Institutions has been 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 would be allowed to 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. For its continuance and

implementation in the 9th Plan, the scheme has been reviewed by a Committee under the Chairmanship of Additional Secretary.

7.3.7 A National Steering Committee constituted by the Planning Commission has been monitoring the overall progress of the Scheme. Mission Management Boards chaired by the Director of the Lead Institute, coordinate the day-to-day activities of these missions.

7.3.8 These missions have earned wide acceptance of India Industry as is evident from the number of MOUs signed for development of various technologies/products by a number of Industries. The scheme is serving as a lead example to other professional Institutes.

### **All India Council for Technical Education (AICTE)**

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

7.4.2 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.,

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

7.4.4 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 charging tuition and other fees and providing guidelines for admissions of students to professional colleges.

7.4.5 The AICTE has also issued Regulations for granting approval to technical institutions, courses and programmes in the fields of technical education. Under these Regulations approvals are given to private un-aided technical institutions also.

7.4.6 To carry out the above statutory responsibilities the AICTE has taken numerous steps to operate different programmes and allied regulatory functions through Bureaux, namely, Coordination and Central Facilities, Recognition and Accreditation, Manpower Planning and Career Development. A number of statutory All India Boards have been set up for coordination and maintenance of standards in technical education. These are: All India Boards for 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.

7.4.7 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 Committee facilitate 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 of technical education, the Council has a scheme to generate database to monitor supply and demand of engineering and technical manpower to ensure planned development of technical education.

7.4.8 Upto 31st December, 1995, the Council has approved 1029 polytechnics with an intake capacity of 1,66,456 consisting of 4080 courses for diploma and 416 engg./technology institutions with an intake capacity of 101451 consisting of 1919 courses for degree.

7.4.9 Besides, 352 colleges with an intake capacity of 18,310 consisting of 352 courses for diploma and 150 colleges with an intake capacity of 7,015 consisting of 150 courses for Degree in Pharmacy were approved. The figures of the approved institutions, courses and their intake capacity is not readily available in respect of management courses.

7.4.10 Some institutions/schemes administered by this Ministry were transferred to the Council w.e.f 1.4.1994. Out of them that the following schemes will now be handled by the Ministry directly :

- a) Technical Teachers' Training Institutes (TTTIs)
- b) National Institute of Industrial Engineering (NITIE), Mumbai.
- c) National Institute of Foundry and Forge Technology (NIFFT), Ranchi.
- d) School of Planning and Architecture (SPA), New Delhi.

e) Sant Longowal Institute of Engineering and Technology (SLIET)

***National Institute of Industrial Engineering, Mumbai (NITIE)***

7.4.11 NITIE was established as a National Institute in 1968 by the Govt. of India with the assistance of the United Nations Development Programme (UNDP) through the International Labour Organisation (ILO). NITIE is an autonomous organisation under the Ministry of Human Resource Development and is registered as a Society under the Societies Registration Act, 1967.

7.4.12 NITIE conducts short-term courses in Industrial Engineering and allied fields, long-term courses in Industrial Engineering, Industry-oriented programmes to suit the specific needs of an industry/organisation, evolves syllabi, teaching material, norms and standards and gives help to other institutions engaged in teaching Industrial Engineering and allied subjects, carries out applied research, develops course material, adopts industrial engineering techniques to Indian requirements, collaborates with other institutions/organisations and professional bodies to promote industrial engineering and productivity techniques.

***National Institute of Foundry and Forge Technology (NIFFT), Ranchi.***

7.4.13 National Institute of Foundry Forge Technology (NIFFT), Ranchi was established by the Govt. of India in collaboration with UNDP-UNESCO in 1966 with the objectives of organising teaching and training programmes, conduct Research and Development in the frontier areas pertaining of Foundry, Forge and related technologies and provide technological guidance and documentation services of Foundry, Forge and allied industries.

7.4.14 NIFFT Ranchi offers 1) M. Tech course in Foundry and Forge Technology, 2) 4-years Integrated Associateship course in Manufacturing Engg. equivalent to B. Tech degree in Engineering, 3) Post-Graduate Diploma course in Manufacturing (4) Advanced Diploma Course in Foundry and Forge Technology of 18 months duration. It also organises short-term refresher courses.

***School of Planning and Architecture (SPA), New Delhi.***

7.4.15 The School of Town and Country Planning was established by the Government of India in 1955 to provide for facilities in education and training in the field of rural, urban and regional planning. This School was renamed as 'School of Planning and Architecture' after Department of Architecture was included in 1959 to provide for facilities for education in the discipline of Architecture also. In 1979, the School of Planning and Architecture, New Delhi was conferred with the status of a Deemed University.

7.7.7 Ministry of Human Resource Development has taken a number of initiatives for developing curriculum in tune with present day needs and forging links with the industry and also to help RECs to achieve excellence in education and research and development.

## **U.K.-India Technical Co-operation Project for RECs**

7.8.1 An Indo-UK 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.

7.8.2 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.

7.8.3 There is a Project Steering Committee (PSC) which monitors the overall progress of the project at the national level and has met twice (i) on June 13, 1994 (ii) on May 22, 1995, and (iii) on 12th September 1996 to take stock of the progress achieved so far. Joint Educational Adviser (Tech) dealing with the RECs is the National Project Director (NPD) of the Project and oversees all aspects of implementation of the project on behalf of the GOI, including release of finances from MHRD. The Chairman, AICTE is the Chairman of the Project Steering Committee (PSC).

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

## **Centres of Excellence' Programme Of Recs.**

7.9.1 During 1993-94 the Government have taken an important initiative of providing a special grant of Rupees one crore each to a REC annually under the 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.

### ***High Power Review Committee***

7.9.2 A High Power Committee to Review the Regional Engineering Colleges has been constituted on 17.6.1996 under the Chairmanship of Dr. R.A. Mashelkar, Director General & Secretary, C.S.I.R., New Delhi. The Terms of Reference of the Committee are as under :

- i) To review progress made by R.E.Cs and achievements vis-a-vis their Mission Statement as stipulated in their Memoranda of Understanding and suggest the future role of R.E.Cs in building a high quality Technological Education base in the country.
- ii) To indicate methods of teaching practices, formulation of new programmes and curriculum; industrial, research and consultancy activities etc. to cater to the goals and objectives.
- iii) To examine the administrative and funding arrangement of R.E.Cs and propose changes, keeping in view the challenges offered by the Global Technology Scenario and also suggest an alert organ within the system for keeping R.E.Cs at the cutting edge of Technology Education.
- iv) To suggest mechanisms for close participation of R.E.Cs with Industry, Society and other institutions.
- v) To suggest methods of selection of excellent faculty and teacher training programmes for existing teachers.
- vi) To make recommendations on any other matter which the Committee deems fit for the growth of R.E.Cs as leaders in Technical Education.

## **Scheme of Apprenticeship Training**

7.10.1 The Scheme provides opportunities for practical training to graduate engineers, technicians and 10+2(voc.) passouts in industries and other organisations as per the Apprentices Act, 1961, (as amended in 1973 and 1986) and as per policies and guidelines laid down by the Central Apprenticeship Council.



7.10.2 The four regional Boards of Apprenticeship/Practical Training located at Mumbai, Calcutta, Kanpur and Chennai have been authorised in their respective regions to implement the Apprentices Act. The period of apprenticeship training under the Act is one year for these categories of apprentices. During the training period they are paid stipend which is shared between the Central Government and the employer on 50:50 basis. The stipend payable to Graduate, Technician, Technician (Voc.) apprentices is Rs.1400/-, 1000/- and 770/- per month respectively w.e.f. 1st August, 1996.

### **World Bank Assisted Technician Education Project**

7.11.1 Recognising the need for revamping technician education as projected in the National Education Policy the Government has launched a major project which is 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.

7.11.2 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 535 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 the 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.

7.11.3 Mid Term Review of Phases-I & II of the Project 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 Certificate for import of Equipments and Consumables**

7.12.0 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme is in operation since 1988. It authorises import of scientific and technical instruments, equipments, apparatus

accessories, spare parts and consumable goods free of import duty. For import under this scheme the Heads of the Institutions are authorised to certify that the goods being imported are such as not manufactured in India, and are essential for research 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 New Notification issued by the Ministry of Finance states that the public funded research institutions or a University or an Indian Institute of Technology or Indian Institute of Science, Bangalore, Regional Engineering Colleges other than hospitals shall import Scientific and Technical instruments and other material as mentioned in the notification by registering with the Govt. of India in the Deptt. of Scientific and Industrial Research and have to produce at the time of importation, a certificate from the head of the institution, in each case certifying that the said goods are required for research purposes only.

### **Reservation of seats in degree/diploma level technical courses for the States/UTs lacking such facilities (also for foreign nationals etc.)**

7.13.1 This Ministry extends the facilities of Technical Education to all States and UTs, for their socio-economic developments, by reserving seats in degree/diploma level technical courses for those States/UTs which either do not have facilities or lack facilities in some specific areas of technical education. Nominations of candidates against these seats are made directly by the State/UT Govt./Administration, from where the candidates hail, to the States/UTs where seats are reserved/allocated for them by Govt. of India. This reservation is also extended to the Ministry of External Affairs, in view of international commitments, for self-financing and Indian Council for Cultural Relation Scholarship recipients, foreign students and for the wards of Govt. employees posted in Indian Missions abroad; to the Indian Council for Child Welfare for the recipients of Children Bravery Award on the occasion of Republic Day; and to the Central Tibetan Schools Administration. For Indian States/UTs, no seat is reserved in IITs, RECs etc. under this scheme. Further, there is no discretionary quota of seats in this Ministry for nominating/granting admission to an individual in any institution.

7.13.2 The reservation of seats once done is valid for two years. Fresh allocation is done depending upon the availability of seats offered by donor States/UTs etc. and the demand of seats by deficient States/UTs. For the year 1996-97, 1311 seats at degree level and 657 seats at diploma level have been reserved for such States/UTs/other agencies including foreign students.

## **Admission of self-financing foreign students in technical courses (except concerning medical and health subjects) offered by institutions in India**

7.14.1 Self- financing foreign students who intend to pursue their studies in Post Graduate programmes in technical subjects (except concerning health and medical subjects) in institutions in India are issued No Objection Certificate by this Bureau on receipt of Ministry of External Affairs' (Students' Cell) clearance from political angle.

7.14.2 A self- financing foreign- students/Non-Resident- Indian, can take direct admission in an under graduate technical course offered by unaided private, AICTE approved institutions in India up to 5% of the sanctioned intake (allowed as per Supreme Court Judgment from the year 1994-95 onwards). No Objection Certificate is issued for admission of such foreign students on receipt of their application from the Head of the respective institute.

7.14.3 Admission of foreign students on self-financing basis and scholarships at undergraduate level in Govt. and aided private technical institutions is on the basis of nomination made by the Ministry of External Affairs(Student's Cell ) against the seats earmarked by this Ministry. IITs have also introduced a scheme of Direct Admission of Students Abroad. Around 600 No-objection Certificates are issued every year.

### **Board of Assessment for Educational Qualifications**

7.14.4 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. The Board held its 2nd meeting on 4-1-96. The term of last Board expired on 18-6-96. The reconstitution of the Board is for the period from 19-6-96 to 18-6-99.

### **Scheme of Community Polytechnics**

7.15.1 The scheme of Community Polytechnics (CPs) was Instituted under the Direct Assistance Scheme in 1978-79 in 36 polytechnics, on an experimental basis, with a view to ensuring that rural areas get a fair share of benefits from 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-roots 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/under employed youth/ school/college dropouts, the underprivileged and disadvantaged including women, minorities and the weaker sections of the society. The Community Polytechnics also undertake activities like Technology Transfer, Technical support and S&T awareness for the community.

7.15.2 The scheme was expanded in subsequent years. As on March, 1996, 375 CPs are functioning all over the country out of which 74 are exclusively for women. All the identified minority concentration districts (41 in number) in the country have already been covered under the scheme, with the involvement in the Community through linkages with Village Panchayats, Zilla Extension Centres at far-flung villages so that the services and facilities that could be made available through the system are provided right at the doorstep of villagers. The regional Technical Teachers Training Institutes (TTTIs) located at Bhopal, Calcutta, Chandigarh and Chennai act as resource centres for the CPs for academic, technical and managerial support and guidance.

7.15.3 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, SCs/STs, weaker sections and the dropouts are encouraged. The Community Polytechnics carry out the following activities.

- (i) Socio Economic Survey
- (ii) Manpower Development and Training
- (iii) Technology Transfer
- (iv) Technical and support services
- (v) Entrepreneurship development
- (vi) Information dissemination and
- (vii) S&T Awareness

7.15.4 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 wind-mills, smokeless chulhas, rural latrines, solar appliances, agricultural implements. etc. These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of government and non-government agencies. A number of them are actively engaged in planning and implementation of community support services, and rural health services on water and sanitation awareness programmes.

7.15.5 The employment generation through the scheme is mainly in the form of non-formal short-term training, through competency and need-based courses in various trades, or in multi-skills depending upon requirement and can be broadly classified in three categories:

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

7.15.6 Upto March 1996, about four lakh fifty thousand youth have been trained under the scheme and out of this, more than 60% have got self/ wage- employment.

7.15.7 Recently, the Scheme of Community Polytechnics was appraised by a National Appraisal Committee (NAC) whose recommendations were examined in this Ministry by a Discussion Group constituted in MHRD. Based on the recommendations of Discussion Group, during the current Financial year 1996-97, 25 new institutions will be selected for addition under the CP Scheme Budget Provision of Rs. 32.10 crores (Plan & Non Plan) have been provided for this scheme in 1996-97. The Budget provision for the 9th Five Year Plan under CP scheme has been proposed at Rs.450 crores. From the present network of 375 Community Polytechnics, (functioning alongwith a large number of village extension centres) it is envisaged that by the end of 9th plan, 860 such Community Polytechnics will be functioning. It is expected that by the end of 9th Plan, about,33 lakh unemployed youth including women, minorities etc. would be trained in these Community Polytechnics providing self/wage employment to about 18 lakh rural youth.

### **North Eastern Regional Institute of Science and Technology**

7.16.0 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 the North Eastern Region. While the Department of Education was giving necessary technical guidance to the NERIST it was being funded through North Eastern Council. with effect from 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 2year duration leading to certificate, diploma and degree, in Technology and Applied Sciences. AICTE has accorded approval to conduct 2 post graduate courses from the academic year 1996-97. Provisional affiliation to NERIST has been accorded by North Eastern Hill University. Granting of university status to this Institute is under consideration.

## **Sant Longowal Institute of Engineering and Technology**

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

## **Educational Consultants India Limited (Ed.CIL)**

7.18.0 Educational Consultants India Limited, a public sector Undertaking of the Department of education was established in June, 1981 to offer Educational Consultancy Services to a number of agencies, such as, governments and educational institutions of developing countries and funding organisations like the World Bank, Asian Development Bank etc. and to undertake surveys of educational requirements, preparation of feasibility/evaluation reports and to plan and establish educational institutions programmes on turnkey basis both within the country and abroad. The authorised and paid up capital of the company is Rs.125.00 lakhs.

## **Indian Institute of Information Technology and Management (IIIT&M)**

7.19.0 Accepting the recommendations of a High Level Committee, the Government have approved establishment of IIIT&M at Gwalior at a total cost of Rs. 61.69 crores. The core educational programmes of the Institute shall include integrated programmes leading to a diploma in information technology and two Post Graduate diploma level programmes in management on information technology. It is also envisaged that the Institute shall work as a National Resource Centre for dissemination of state-of-the-art knowledge and practices in key areas of information technology and management for working professionals in industry and also undertake design and consultancy activity to provide high quality inputs. The Master Plan of the Institute has been finalised and site activities are expected to start during 1997-98.

## **Rajiv Gandhi National Institute of Computer and Allied Science (RAGNICAS)**

7.20.0 Recognising the extraordinary role that computer science, technology and applications can play in the future development of the nation and the wide influence that these can have on virtually all walks of life, the Government is examining the question of establishing a national institute with full funding from the Central Government, devoted exclusively to offer higher education and conducting research in

computers, allied sciences and technologies and applications. The chief feature that will set apart this new institute is that it will be an educational institution with strong links with both industry and society. It will have modest undergraduate and ambitious post graduate programmes, and operate in an environment which will be vastly more flexible to both faculty and students than is the case at present. It is planned to complete preparation of a detailed Project Report for RAGNICAS on the basis of the concepts contained in the report of National Steering Committee, during 1997-98.

### **Technical Teachers Training Institutes(TTTIs)**

7.21.1 Set up during mid sixties four Technical Teachers' Training Institutes at Bhopal, Calcutta, Chandigarh & Chennai were established for training of Polytechnic teachers and under taking various other activities for the overall improvement of polytechnic education. TTTIs offer long term training programmes of 12 months/18 month duration to degree and diploma holding teachers of polytechnics in addition to providing short-term training of teachers and introducing them to curriculum development and related activities. The Institutes at Bhopal and Chennai and more recently at Chandigarh also offer PG Courses in technical teaching. Besides teacher training, these institutes also undertake activities such as resource development, extension work, consultancy and project formulation.

7.21.2 TTTIs have been involved in a big way with the planning and implementation of a massive state sector project on technician education with World Bank Assistance. The project also provides for strengthening of TTTIs to enable them to take on the added responsibility under the project for improvement of technician projections on a continuing basis to enable the concerned educational authorities to plan areas of growth in the fields of engineering based requirements in the country.





## **8. ADULT EDUCATION**



## 8. ADULT EDUCATION

### National Literacy Mission

8.1.1 Literacy is a major component of Human resource Development and is basic to any programme of social and economic progress. Development can never become self sustaining unless it is accompanied by corresponding changes in the attitude, value, knowledge, and skills of people as a whole. The only way this change can be accomplished is through education and literacy is the first step towards education. The National Literacy Mission was set up in 1988 with the goal of making 80 million people literate by 1995. The Total Literacy Campaigns is the dominant strategy for achieving the literacy goals of the nation. The Indian experience in literacy has aroused the interest of the international community and has become the role model for many Asian and South Asian countries. At the national level the aim is to consolidate the gains of literacy and to concentrate efforts in the four major Hindi-speaking States in the Hindi heartland where the bulk of the illiterate population resides.

8.1.2 The Mission which was set up with the objective of imparting literacy to 80 million non literates in the age group 15-35 by the year 1995 has now been set with the goal of covering 100 million non literates by the year 1999. Children in the age group 9-14 are also included where there are no NFE Centres. The Total Literacy Campaigns have been extended to 417 districts in the country of which 178 have entered post literacy phase. An estimated 90 million learners have been enrolled in the programme and 56 million are reported to have been made literate. A number of programmes were taken up under the NLM this year which include -

- (i) A national workshop to review the UNFPA funded Population Education Project and to decide on future perspectives, issues and strategies for the implementation of the project in the 3rd phase from 1997-2001 was organised on 27-28 May at Kodaikanal, Tamil Nadu.
- (ii) A regional workshop on the Scheme of Continuing Education for neo literates was held from 26-28 June, 1996 at Hyderabad.
- (iii) As part of the International Literacy Day celebrations, a Saksharta Utsav was held in New Delhi on 7th September, 1996.
- (iv) On the occasion of the 30th International Literacy Day on 8th September, 1996 in New Delhi, two books, viz. 'Women and Literacy' and 'Our Hopes and Our Dreams - In Our Words' were presented to the President of India .

- (v) A Conference of Chairpersons/Directors of State Resource Centres was held in New Delhi on 24th and 25th September, 1996.
- (vi) A SAARC Conference of Voluntary Agencies working in the field of Literacy and Continuing Education was held from 14-16 October, 1996 in New Delhi in which representatives from the countries of Nepal, Bangladesh, Pakistan and Sri Lanka participated.
- (vii) The second National Conference of State/UT Directors of Adult/Mass Education was held in New Delhi on 17-18 October, 1996.
- (viii) A SAARC Conference of Voluntary Agencies working in the field of literacy and Continuing Education was held from 14-16 October, 1996 in New Delhi in which representatives from the countries of Nepal, Bangladesh, Pakistan, Sri Lanka and India participated.
- (ix) In collaboration with State Resource Centre, Bhubaneshwar, ACCU - UNESCO held its 14th Regional Workshop on the preparation of literacy follow up materials for adults in rural areas in Asia and the Pacific in Bhubaneshwar, Orissa from 12th to 23rd November, 1996.
- (x) An orientation workshop for literacy consultants on Operation Restoration on TLC/PLC projects was held in New Delhi on 29-30th November, 1996.
- (xi) In collaboration with the Govt. of Maharashtra and Sahas (Saksharta Hak Samiti), Greater Bombay, National Literacy Mission organised a National Conference on Urban Literacy Campaign in Indian context on 27th and 28th December, 1996 in Mumbai, Maharashtra.

***"Special Projects for Eradication of Illiteracy - TLC/PLCs"***

8.1.3 National Literacy Mission Authority set a target of making 100 million citizens functionally literate in the age-group of 9-35 by the end of 1999

8.1.4 The Total Literacy Campaign (TLC) is the principal strategy of the NLM for eradication of illiteracy in the country. The literacy campaigns under the Scheme are area-specific, time-bound, delivered through voluntarism, cost-effective & outcome-oriented, and are implemented by Zilla Saksharata Samitis usually headed by District Collectors.

8.1.5 The campaigns are initiated with appropriate environment-building activity coupled with a door-to-door literacy survey during which potential learners and volunteers are identified. Suitable primers are developed and primer-specific training is provided to the required personnel. The environment-building activity 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 evaluation is made at the conclusion of the teaching.

8.1.6 After completion of the TLC, Post Literacy Campaign (PLC) is launched to mop up the left-over illiterates to consolidate the gains of literacy acquired during TLC, and to enable the neo-literates to develop abilities for self-learning.

8.1.7 The literacy campaigns are implemented through direct funding to the ZSS by the Central and State Governments in the ratio of 2:1. However, for districts under Tribal Sub Plan their Ratio is 4:1.

8.1.8 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. The number of TLC/PLC projects have covered 417 and 178 districts either fully or partially in the States of Andhra Pradesh, Assam, Bihar, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Maharashtra, Madhya Pradesh, Manipur, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and the U.Ts. of Chandigarh, Daman & Diu, Dadra & Nagar Haveli and Pondicherry :

8.1.9 The focus of the Total Literacy Campaigns has now shifted to the Hindi speaking areas where bulk of the illiterate population resides. So far 172 districts under TLC and 32 districts under PLC have been sanctioned in the four major Hindi - speaking States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. Besides, the special measures taken under NLM in these four States are as under:

- i) Sensitization workshops for collectors and other officials and non-officials involved in literacy campaigns and similar workshops for writers and media personnel for sensitization on literacy issues are organised regularly.
- ii) The State Governments have been reviewing the progress of literacy campaigns, with a view to improving the implementation of the projects.
- iii) The State Resource Centres of all the four States have been strengthened and their financial assistance augmented.

## **Rural Functional Literacy Project**

8.2.0 The centre based Rural Functional Literacy Programme has been phased out with effect from April 1991 except in States/UTs of Jammu & Kashmir, North Eastern States, Sikkim, border districts of Rajasthan under the Border Area Project

and Dadra & Nagar Haveli. These areas have relatively low literacy rates as well as extremely difficult terrain, hindering communication and mobility. During 1995-96, no viable proposals were received. Most of the projects sanctioned during 1994-95 have been carried over to 1995-96 for implementation.

## **Shramik Vidhyapeeths**

8.3.0 The Shramik Vidhyapeeths represent an institutional framework for offering non-formal, adult and continuing educational and polyvalent training programme to industrial workers. Shramik Vidhyapeeths are working under the auspices of State Governments/Universities/Voluntary Agencies. During 1996-97, 53 Shramik Vidhyapeeths are in operation, 44 in voluntary sector and remaining 9 are under State Government / Central Government.

## **Scheme of Continuing Education for Neo-Literates**

8.4.0 The National Literacy Mission (NLM) lays specific emphasis on Continuing Education for Neo-literates which is the modified form of the Scheme of Post Literacy and Continuing Education, launched in March 1988. The basic objectives of the scheme of Continuing Education are:-

- i) Provisions of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond literacy stage.
- 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 traditional 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 and sharing of common problems of the community.
- v) Improvement of economic conditions and general well being through short duration training courses for providing vocational skills and linkages between continuing education and developmental activities.
- vi) Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts.

## **Voluntary Agencies**

8.5.1 The Scheme of financial assistance to Voluntary Agencies working in the field of Adult Education continued to encourage and provide financial assistance to the non-governmental organisations who are considered to be the partners in achieving the goals of the National Literacy Mission.

8.5.2 The main objectives of the Scheme is to provide financial assistance to voluntary agencies for their involvement in the following activities:-

- Implementation of time-bound, area specific, result oriented and voluntary based literacy projects.
- To take responsibility in well defined non-ZSS areas for eradication of illiteracy and running of post literacy and continuing education programmes;
- To take up innovative and experimental projects, environment building activities including organisation of seminars and conferences etc.

8.5.3 The scheme is continuing with its endeavor to encourage greater participation of voluntary agencies in the adult education programmes.

## **Directorate Of Adult Education**

8.6.1 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 Literacy campaigns. The Directorate has different units with identified professional and administrative functions. The main activities of the Directorate during the year were as under:

### ***A Preparation Of Materials And Surveillance***

1. The Directorate organised 12 monthly meetings of the Improved Pace and Content of learning(IPCL) Advisory Committee for review of the teaching learning materials, developed by the SRCs/RRCs, TLC Districts and other related agencies concerned. Guidelines were laid down for preparation of materials for Basic literacy, Post literacy and Continuing Education Programmes.
2. Training and orientation workshops for writers and artists were organised at Bhubaneswar, Itanagar, Dimapur, Leh and Imphal for orientation of writers in techniques of designing IPCL materials plus

preparation of sample material in Assamese, English, Dogri, Urdu, Kashmiri, Bodhi and other tribal languages.

3. Three regional workshops were organised at Mysore, Gangtok and Ahmedabad for Assessment of Population Education Components integrated in the Basic Literacy, Post Literacy, and Continuing Education materials and preparation of supplementary materials on the messages not adequately covered in the serials so far.
4. One national workshop was organised at Udaipur in collaboration with the SRC, Jaipur as follow-up programme of the Nepal Workshop of Asian Cultural Centre for Unesco (ACCU) Japan on Developing Basic Literacy Materials for Women & Girls in Asia & Pacific.

### ***National Literacy Resource Centre, Mussoorie***

8.6.2 With a view to strengthen training of district level functionaries, a National Literacy Resource Centre has been established under the aegis of Lal Bahadur Shastri Academy of Administration, Mussoorie. This Resource Centre has become operational and started organising training and orientation programmes for district administrators, functionaries of Zilla Saksharata Samitis and Panchayati Raj Institutions. The Directorate is collaborating with the centre by providing resource support in organisation of training and orientation programmes.

### ***Training***

8.6.3 Training support was provided for implementation of Literacy Campaigns at the national level to the concerned agencies, viz State Resource Centres, State Directorates of Adult/Mass Education, Voluntary Agencies, selected District Institute of Education and Training, Zilla Saksharata Samitis and other organisations related to promotion of literacy campaigns in the country. Increased emphasis is given to systematise and decentralize the training efforts at all levels in order to make the training more relevant, and local specific. One innovation orientation programme for the 37 Trainers of DRUs was organised on 10-14th June, 1996 at Gujarat Vidhyapeeth, Ahmedabad.

8.6.4 Literacy Campaigns were taken up to cover 417 districts. As the learners identified were around 105 million and 178 districts were sanctioned to take care of post literacy measures, training strategy needed certain qualitative change.

8.6.5 As 37% of the non literates have achieved NLM norms, efforts are being taken to strengthen post literacy measures followed by continuing education programmes. Under Operation Restoration new approaches, new methodologies are



being evolved to take up special training programmes/workshops covering key resource persons and the associated professionals at the State and district levels.

### ***Monitoring And Evaluation***

8.6.6 Monitoring of literacy campaigns is one of the important activities of the Directorate.

8.6.7 In order to ensure reliability as well as steady flow of information in literacy campaigns, the State, Directorate of Adult Education (SDAEs) have been asked to monitor literacy campaigns. The Directorate has taken steps to strengthen the monitoring system by involving State Directorates in regular monitoring of the progress of literacy campaigns in each of the districts. Detailed guidelines were evolved and issued by the Directorate for strengthening of monitoring system under these guidelines. SDAEs are required to hold monthly meeting in which the presence of Secretary, Zilla Saksharata Samitis, Director, SRC and other resources persons has been made mandatory. The State Directorates are now required to consolidate the district reports at the state level and forward the same to the Central Directorate of Adult Education, which is to examine critically these reports and submit feedback to the State Directorate.

8.6.8 The Status Reports of Literacy and Post Literacy Campaigns are brought out at the end of each quarter.

8.6.9 A two day conference of Directors of Adult Education/Mass Education was organised on 17th & 18th October' 96 at New Delhi to reorient State Directorates about changed strategy of monitoring and review of literacy campaigns, computerisation SDAEs, concurrent evaluation, etc.

8.6.10 A meeting of selected State Directorates of Adult Education of Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal was organised on 20th November' 96 to review progress made on the decision taken in the last conference.

8.6.11 A National Conference of Urban Literacy Campaigns has been organised on December 27 & 28, 1996 at Bombay to discuss strategies for involvement of urban community, literacy strategies for shifting and migrant population, linkages with Development Departments of Government and Municipal Corporations, training strategies, urban based teaching-learning materials role of media etc.

8.6.12 A SAARC Conference of Voluntary Agencies working in the field of Literacy & Continuing Education was held at New Delhi from October 14 16, 1996. It was attended by eight NGO representatives from Bangladesh, Nepal and India as well as by representatives of High Commissions of Pakistan, Bhutan, and Sri Lanka.

## ***Evaluation***

8.6.13 With a view to ensuring effective implementation of the literacy campaigns the NLM has now introduced more meaningful and rigorous evaluation system.

8.6.14 Each literacy campaign is now required to take up concurrent evaluation of the ongoing programme through an outside agency nominated by the State Directorates of Adult Education. The State Directorates have been asked to empanel agencies for undertaking concurrent evaluation. Concurrent evaluation aims at quick mid-term appraisal of a project to assess the strengths and weaknesses of an ongoing programme and to identify correctives for improvement of the programme.

8.6.15 Guidelines on Concurrent Evaluation were evolved and circulated to all literacy campaign districts and State Directorates.

8.6.16 Besides concurrent evaluation, each literacy campaigns district is now subject to final evaluation towards the end of the project through an independent external evaluation agency nominated by the NLM. A core group was set up by the NLM to identify the agencies who are capable of undertaking external evaluation. The core group has identified 56 agencies for conducting external evaluation.

8.6.17 Reports of external evaluation reports received from literacy campaigns were summarised.

## ***Media Unit***

8.6.18 As part of media support of literacy campaigns and other adult education programmes, particularly in the areas of motivation/mobilisation, training, environment building and literacy instruction, production of software and publicity were given the main focus. Specific activities undertaken were as follows:

1. (a) Production of Fourteen video films in various languages viz. Hindi, Oriya, Bengali, Marathi, Gujarati, Telugu and Tamil.
- (b) Ten Video spots of the duration ranging from 30 Secs. to 70 Secs. in Hindi.
- (c) Presentation of a six projector single screen audio visual titled "TOWARDS A LEARNING SOCIETY" in Hindi (21 mts) and English (18 mts.) It was one of the achievements of the literacy programme.

2. Ten films were presented to Doordarshan for telecast.
3. VHS copies were provided to 35 District Collectors of Campaign Districts, 15 State Resource Centres, 4 Shramik Vidhyapeeths, 4 State Directorates of Adult Education and 21 voluntary agencies.
4. A one hour radio programme on literacy titled AAO EK DEEP JALAYEN is broadcast on Thursdays from 2 PM to 3 PM on times FM since June 20, 1996. The Programmes are attractively produced with selected cine songs interwoven with literacy messages and quiz. Attractive prizes were also offered through sponsors to encourage listeners.
5. Doordarshan has allotted half an hour chunk for Literacy on Fridays from 12.30 PM to 1 PM on DD-I. Four episodes of the literacy quiz titled AKSHAR MELA were produced and telecast in this chunk from August 23, 1996 in connection with International Literacy Day celebrations. A literacy serial titled EK DOONI DO is being telecast from September 20, 1996 onwards.
6. Attractive spots highlighting learning society are produced and intensively telecast through Doordarshan both at National and Metro Channels.
7. Special Ads. were designed and released through DAVP on National Dailies of different languages in connection with International Literacy Day.
8. Literacy Messages are printed on postal stationery.
9. Literacy messages are printed on the computerised railway tickets of Northern Railway.
10. Advertisements are released to the non-newspapers/magazines which are not empanelled with DAVP but have large circulation.
11. Spots are released to closed circuit TV (CCTV) in selected railway stations/airports.
12. News capsules on the post literacy and continuing education in Tamilnadu are produced and telecast from Chennai Doordarshan.
13. Video documentation was done on the main function of International Literacy Day (ILD) and the Saksharta Utsav and the same has been distributed widely in the field.

14. Curtain Raisers were produced on the ILD and Saksharata Utsav and the same were telecast on DD-I.
15. An action research done on use of media through MODE to improve the production of media software and use of the same in the field.

### ***National Level Competitions***

8.6.19 To create a favourable environment for literacy, motivational and mobilization efforts were continued through involvement of artists, writers, students, teachers, photographers, etc. in literacy campaigns. As part of this exercise, national level competitions were organised on Poster Design, Essay Writing and Photography.

8.6.20 The 13th National Poster Competition had attracted 2028 competitors (Artists/Students) to participate in "Literacy for Women's Empowerment" & "Literacy for Better and Happy Life" themes respectively. In respect of the 4th National Photo Competition held on the subjects (a) Literacy Empowers, (b) Literacy Messages through Folk Arts and (c) 'Literacy for All' and 'All for literacy', 1068 competitors participated from the contiguous of professionals, amateurs and students respectively.

8.6.21 Around 13,242 had participated in the 5th National Essay Competition organised for students of Sr. Secondary levels, College students, Primary/Secondary teachers and general category people. The themes covered by them in order were (a) Who benefits from Literacy and how ? (b) Literacy on Women's equality and Empowerment (c) Role of Panchayati Raj Institutions in the National Mission for total literacy; and (d) Literacy accelerates the pace of development. The awards were presented to winners by the Hon'ble President of India during ILD celebration held on September 8, 1996.

### ***Population Education Unit***

8.6.22 This Directorate is implementing the project on " Integration of Population Education in Adult Literacy Programme" which is fully funded by UNFPA since 1986. At present the project is being implemented through the technical support of 16 state Resource Centres/Regional Resource Centres in all over the country i.e. Andhra Pradesh, Bihar, Delhi, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra (Pune and Aurangabad) Orissa, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal. The main objective of the project are to contribute to institutionalisation of the population education component with literacy and post literacy campaigns.

8.6.23 The focus of the activities is to integrate Population Education Messages in the teaching learning materials, training curricula, media software etc.

8.6.24 Based upon these messages, motivational, instructional and follow-up materials are being brought out.

8.6.25 The Project has covered about 400 TLC/PLC districts spread over 26 States/UTs focussing on the productive age group between 15 to 35 Years.

The following activities were undertaken during the period under report:

1. Project Progress Review Meetings and National Workshop on PE were held in Kodaikanal in the month of May 1996 to review the progress of the project and to identify major thrust areas and to develop approaches for implementation of the project in the third phase. Training modules were being prepared for KRPs, and VTs.
2. Impact/evaluation studies are being commissioned covering Bihar, UP, Rajasthan, M.P., Maharashtra, A.P., West Bengal and Karnataka, which is under process.
3. Inter-State comparative study has been planned in respect of Gujarat and Orissa (Under Process).
4. Population Education project is likely to extend the project activities to the SRCs of NEHU, Himachal Pradesh, Assam, Bihar.

8.6.27 Action is being taken for the extension of the project during the 9th Five Year Plan.

### ***Continuing Education For Neo-Literates***

8.6.28 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 Post Literacy and Continuing Education through establishment of 'Jan Shikshan Nilayams' (JSNs) all over the country in a phased manner. The basic objective of the scheme is to provide opportunities of continuing education to neo-literates to facilitate retention of their literacy skills, enable the learners to continue their learning beyond elementary literacy and to create scope for application of their learning skills for improvement of their living conditions.

8.6.29 The scheme has classified the continuing education programmes broadly into four categories:

- i) Equivalency Programmes (EPS)- designed as alternative education programmes equivalent to existing formal general or vocational education,
- ii) Income Generating Programmes (IGPS) - to help Participants acquire or upgrade vocational skills enabling them to take up income generating activities,
- iii) Quality of Life Improvement Programmes (QLIP) - these aim at to equip the learners and the community with that essential knowledge, attitude, value and skills both as individuals and members of the community.
- iv) Individuals' Interest Promotion Programmes (IIPP) - these provide opportunity for individuals to participate in and learn about their own chosen social, cultural, spiritual, health, physical and artistic interests.

8.6.30 Currently 166 post-literacy programmes are in progress in the country.

8.6.31 In view of the above, NLM proposed to organise regional orientation workshops on Continuing Education for the benefit of various senior level functionaries of the Govt. and SRCs and evolving action plans. For developing various kinds of Continuing Education, two regional workshops were organised at Hyderabad in June '96 and Ahmedabad Dec '96 respectively.

### ***State Resource Centres***

8.6.32 State Resource Centres had been providing academic and technical resource support to literacy campaigns in the country. With the increase in number of Literacy Campaigns upto 414 districts in the country, responsibilities of SRCs by way of development of materials, training of field functionaries, monitoring and evaluation of campaigns etc. have increased manifold.

8.6.33 Resource Centres extended resource support to voluntary agencies and other educational institutions. In this regard, several of the SRCs intensified collaborative action with Zilla Saksharata Samities.

8.6.34 The National Literacy Mission (NLM) took several measures to strengthen the State Resource Centres, upgrade their capability and involve them more vigorously and intimately in the literacy efforts. In view of this, a National Conference of Directors of State Resource Centres was organised by the National Literacy mission/Central Directorate of Adult Education from September 23-25, 1996. Some Chairpersons and the State Directors of Adult/Mass Education also attended the conference.

8.6.35 The activities of State Resource Centres were monitored regularly and the Annual Report on State Resource Centres for the Year 1995-96 brought out.

### **Shramik Vidhyapeeths (SVPs)**

8.7.1 The scheme of Shramik Vidhyapeeth is one of the prominent programmes of nonformal adult and continuing education for the urban community. 53 Shramik Vidhyapeeths were set up by the Year 1995-96 and likely to be expanded during 9th Five Year Plan.

8.7.2 The basic idea behind the multi-dimensional or polyvalent approach to the education of urban working community in Shramik Vidhyapeeth is to meet the various inter-related needs of target groups with specifically tailored programmes. This provides knowledge and imparts skills simultaneously and in an integrated manner.

8.7.3 The prime concern of the Shramik Vidhyapeeth is to conduct courses of varying duration involving vocational/technical skills for skill development/upgradation to participate in income generating activities. It is to improve socio-economic status of the poorest of the poor beneficiaries. The programmes of Shramik Vidhyapeeths have been very widely recognised as very potential means of promoting continuing education and develop attitude for lifelong learning. The Directorate of Adult Education is extending Technical Resource Support Services for smooth functioning of the SVPs in the countries

8.7.4 During the Year 1995-96 the Shramik Vidhyapeeths conducted 10119 programmes and benefitted 376802 persons. The participation of women in programmes was to the extent of 63.21% and that of males was 36.79% only. 87.84% persons were of the age group of 15-35 Years. 83.55% were income group below Rs. 155 per month.

### ***Publication***

1. The Directorate undertakes production and dissemination of different types of materials including the monthly journals, entitled, 'Saksharata Mission' and Literacy Mission' in Hindi and English versions. Preparation and designing of camera ready art works of publications & posters and preparation Maps, charts TPs and Illustrations are also being done in the DAE.
2. Printing of various types of books on literacy included the following among parts:-
  - \* Multi Media Workshops for Environment Building in the Hindi speaking States.

- \* ATLP-CE Volumes, Hindi and English versions.
  - \* How to Evaluate Learning Outcomes of TLCs.
  - \* A Comparative Study of the Analytic and Synthetic Method of Teaching.
3. On the occasion of ILD-Sept. 8,1996 following publications were brought out:-
- \* Women and Literacy
  - \* Our Hopes and Dreams In Our Words
  - \* Literacy Fact at a Glance
  - \* Towards A Literate India
  - \* Sakshar
4. Services of photo journalists hired for documentation of TLC/PLC districts.

8.7.5 Printing of a series of books covering technical and informative on Population Education, Post-Literacy, Monitoring, Media, Training, Voluntary Agency and Prize Winning Essays, Posters and Photos are being taken up.



## **9. EDUCATION IN UNION TERRITORIES**



## 9. EDUCATION IN UNION TERRITORIES

### **Andaman and Nicobar Islands**

9.1.1 Schooling facilities have been provided in almost all habitations of this territory. There are at present 42 Senior Secondary Schools including 2 Navodaya Vidyalayas, 36 Secondary Schools, 44 Middle Schools, 187 Primary Schools, 23 Pre-Primary Schools and one Ashram School with total enrolment of 85,534 students. Apart from the above, there are 2 colleges, 2 Polytechnic, 1 ITI, and 1 B.Ed. College functioning in the UT.

### ***Incentives to Students at School stage***

9.1.2 The incentives/concessions have been provided to students in terms of (i) Mid-day meals (ii) Free text-books (iii) Hostel facilities/Stipend (iv) Free travel concession for attending schools beyond a distance of 4 kms. from their residence and studying in middle, secondary and senior secondary classes.

9.1.3 Scholarship/mess expenses are given to the students for higher education, professional and technical courses prosecuting studies at post-matric stage in mainland institution as facilities for such courses are not available in the UT.

### ***Adult Education***

9.1.4 Adult Education Programme is being implemented through volunteers based programme for complete eradication of illiteracy through Special Adult Literacy Drive (SALD) and the scheme of 'Continuing and Post Literacy Education' by way of Jana Shikshan Nilayam centres.

### ***Vocational Education***

9.1.5 In Conformity with the National Policy on Education Vocational Education has been introduced 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***

9.1.6 Education of the Tribals has been accorded due importance. For the education of tribals there are at present 5 pre-primary schools, 34 primary schools, 9 middle schools, 6 secondary schools and 8 senior secondary schools including one Navodaya Vidyalaya and one Ashram school. To provide education among the tribals, in addition to the general incentives, special incentives like free books, uniforms, stationery, attendance scholarship, reservation of seat for admission in JBT, B.Ed., Diploma and other higher course etc. are being provided.

### ***Science Unit***

9.1.7 Under the Directorate of Education, Science Unit is responsible for promotion of Science Education in the 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.

### ***Higher Education***

9.1.8 In the field of higher education, there are two Govt. Colleges, one B.Ed. college and one JBT Institute. For technical education, 2 Polytechnics and one ITI are functioning.

### ***Youth Affairs and Sports :***

9.1.9 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:-

<b>School Institutions</b>		<b>Collegiate Institutions:</b>	
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

## **Incentive Schemes**

1. Under the Scheme of National Nutrition Support to Primary Education, special diets are being given to all primary school children.
2. Attendance scholarship for girls is being provided.
3. 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.
4. Remedial Coaching/Centres are functioning under the Education Department to coach students belonging to weaker sections.

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

### ***Adult Education***

9.2.3 This Scheme of Total Literacy Campaign(TLC) was introduced in May, 1992.

9.2.4 In phase one of TLC, success rate of 52% achievement level was recorded. 11,000 learners were evaluated in 1995. Post Literacy project has also been approved. Post Literacy Project centres are being opened for catering to the needs of Neo-learners.

### ***Non-Formal Education***

9.2.5 Under this scheme 105 Non-Formal Education Centres are functioning. These centres are preparing students for classes V and VIII. Out of 3120 children enrolled 2837 are girls in these Centres.

### ***Vocational Education***

9.2.6 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 in Health and Para-Medical, Commerce, Technology and Home Science. Pre-vocational courses as downward extension of vocational education has been introduced at lower secondary stage.

### ***Education for Disabled Children***

9.2.7 The integrated education for Disabled Children Project has been launched. The year 1996-97 is the second year for this scheme.

### ***Minorities Education***

9.2.8 The pockets where minority communities are found predominantly are taken care of.

### ***State Institute of Education and Regional Institute of English***

9.2.9 Professional growth of teachers is done through Institute of Education and Regional Institute of English to provide quality education.

### **Dadra And Nagar Haveli**

9.3.1 The Union Territory has taken up a number of steps to promote education among the people who are primarily tribals. 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.

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

Primary Schools	:	141
Middle Schools	:	48
Secondary Schools	:	9
Sr. Secondary Schools	:	6
Polytechnics	:	1

### ***Incentive Schemes***

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

1. Free education is provided to all students upto higher secondary (+2) level.
2. Free Mid-day-Meal articles are being provided to all students upto standard IV.
3. 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.

4. Free Uniforms is supplied to each SC/ST student every year.

### ***Social Welfare Hostels***

9.3.4 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. Eight more Social Welfare Hostels are run by private voluntary organisations with the assistance provided by the UT under Grant-in-Aid.

### ***Financial Concession to Students***

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

1. 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.
2. Cash award for regular attendance more than 80% in an academic year is given to SC/ST students who stood at Rs. 20/- per annum to standard V to VII students.
3. 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.

### ***Adult Education***

9.3.6 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***

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

### ***Technical Education***

9.3.8 Technical Training is being imparted through a polytechnic college in three curriculum viz. Civil, Mechanical and Electrical Engineering. There are 66 students

enroled. The work of building of the polytechnic is expected to be completed during this year.

### ***Industrial Training Institute (ITI)***

9.3.9 The ITI trained additional 166 persons in various trades to support the local industries.

### ***Physical Education Activities***

9.3.10 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***

9.3.11 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**

9.4.1 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
Polytechnics	1
ITI	2

### ***Incentives Schemes***

9.4.2 The UT Administration provides incentives in the forms of assistance/scholarship such as B.B.C. scholarship, scholarship/stipend for SC/ST students, monetary incentives to girls, cash incentives to parents of Tribal students, scholarship to talented secondary stage students from rural areas, financial assistance to deserving children, Book Bank and Book grant facilities etc.



### ***Adult Education***

9.4.3 Total Literacy Campaign was introduced in the district of Daman in June, 1995, and the same is being continued alongwith Post Literacy Programme.

### ***Vocational Education***

9.4.4 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 and 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.

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

9.4.6 Under the Centrally Sponsored Scheme of vocationalisation of Secondary Education, courses in Electronic Repairs of domestic Electrical appliances. Fish 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 introduced from the next academic year.

### ***Computer Education***

9.4.7 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.

### ***Government Polytechnic***

9.4.8 The Government Polytechnic at Daman was set-up during the Year 1990-91 to conduct Diploma Courses in three disciplines viz. Civil, Mechanical and Chemical Engineering with an annual intake of 22 students in each course. The students graduating from the polytechnic have been able to get jobs in the local industries during the year. Due to growing demand, the intake of students is proposed to be increased further.

9.4.9 The building required for the Polytechnic College have been completed. Construction of Hostel Building and other basic infrastructure is in progress.

## **Delhi**

### ***Directorate of Education***

9.5.1 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 facilities to every child. Greater emphasis is being laid on mass-literacy, non-formal 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.

9.5.2 Today in Delhi, no child has to go more than one K.M. from his/her doorstep unless he/she wants a school of his/her own choice. Pre-primary and Primary education is mainly the responsibility of local bodies. There are in all 1877 Govt. Middle, Secondary and Sr. Secondary Schools. During the academic Year 1995-96, this Directorate has opened 08 Middle Schools, upgraded 14 Middle Schools to Secondary level, 10 Secondary Schools to Sr. Sec. level, bifurcated 14 Co-Edn. schools. To improve the quality of education, this Directorate has converted 11 existing Sec./Sr. Sec. schools into composite (Model) schools. For higher education 28 colleges sponsored by Govt. of NCT of Delhi and University Grants Commission.

### ***Incentive Schemes***

9.5.3 **Book Bank-** Under this continuing scheme, books are provided to the needy students of class VI to XII whose parental income is less than the prescribed ceiling.

### ***Free Transport Facilities to Girl Students in Rural Areas***

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

### ***Free Supply Of Uniforms***

9.5.5 Under this scheme, two pair of uniforms is given to the students of Govt. aided school whose parental income is less than Rs. 11050/- P.A. and who have minimum 75% attendance during the proceeding academic year.

### ***Scholarship***

9.5.6 During the year 1996-97, Scholarships are given to brilliant students. The details of which given below:-

1. Meritorious scholarship to SC/ST students including educational backward classes.
2. Merit awards to students/schools.
3. Open merit scholarship to SC/ST students.
4. Other scholarships, like national scholarship at secondary stage for talented children from rural areas, Sanskrit, Scholarship, Open Merit Junior/Senior Scholarship, etc.

9.5.7 During the year 1996-97, an amount of Rs. 20.10 lakhs have been allocated for the above scholarship schemes.

### ***Mid-Day-Meal***

9.5.8 Delhi Government had launched Mid-Day-Meals scheme for all children of the Territory at Rs.1/- per day per child on all working days. This scheme got a boost by a new scheme under the Prime Minister's programme for providing "Mid-Day-Meals" to the

### ***Vocational Education***

9.5.9 Under the plan scheme of vocationalisation, the target to diversify 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.

### ***Patrachar Vidhyalaya***

9.5.10 The patrachar vidhyalaya is imparting education at Sec. and Sr. Sec.(+) level through Correspondence in all the three streams viz. humanities, Commerce and Science. During the Year 1995-96 about 22,000 students were benefitted under the scheme.

### ***State Council of Education Research and Training***

9.5.11 This council organises 'In service' teacher training to improve the quality on school education in Delhi. During the year under report grant-in-aid of Rs. 80.00 lakhs have been allocated under this scheme.

### ***Educational T.V.***

9.5.12 Under this scheme the best programme of general awareness and academic topics are prepared and telecast by Doordarshan are shown to the children on T.V.

### ***University And Higher Education***

9.5.13 During the Year 1995-96, the Government of N.C.T. of Delhi has opened two Degrees colleges. At present 28 colleges are sponsored by Govt. of NCT of Delhi. These colleges are financed by Government of NCT of Delhi and University Grants Commission jointly.

### ***Free DTC Passes to College Students***

9.5.14 This is a new plan scheme introduced during the Year 1995-96.

### ***Education For All***

9.5.15 Education For All programme is being organised through 'Sarv Shiksha Abhiyan Samiti (Regd)'. The funds for this abhiyan are borne by Central Govt.

### ***Sports and Youth Services***

9.5.16 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.

## **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	09
2. Jr. Basic (Primary) Schools	19
3. Sr. Basic (Middle) Schools	09
4. Secondary Schools	09
5. Jr. Colleges	02

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

### ***Incentive Schemes***

9.6.2 The UT is primarily inhabited by tribals and schemes such as Mid-Day-Meal, Scholarship to students studying in Class VIII to X and Scholarship to students of +2 and for higher education is being provided.

### ***Higher Education***

9.6.3 As the educational facilities for pursuance of degree courses are not presently available, the students of the UT go out to pursue their higher studies in the mainland institutions in various streams of general and technical courses. A degree college has been approved for set up in the Islands.

### ***Vocational Courses***

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

## **Municipal Corporation of Delhi**

9.7.1 The Education department of MCD undertakes to impart Primary Education to the children of the age group of 5-11 Years. Besides primary education, pre-primary classes are also arranged for the children of the age group of 4-5 Years. At present there are 1756 primary schools, 760 Nursery Schools/classes, 50 Mpl. Aided schools and 392 Mpl. recognised schools working under Municipal Corporation of Delhi.

9.7.2 The details in respect of teachers and the children are as under:-

		<u>Teachers</u>	<u>Students</u>
(1)	Primary Stage	19,514	7,96,394
(2)	Nursery Stage	1,284	43,545

9.7.3 For administrative control and supervision of schools, the department has its 12 zonal offices each under the charge of an Asstt. Education Officer/Senior School Inspector.

## ***Incentive Schemes***

### **Free Text Books**

9.7.4 Books are supplied free of cost to all the children studying in M.C.D. schools.

### **Free Uniform**

9.7.6 The Uniform cloth is supplied free of cost to the children studying in Municipal Schools.

### **Mid-day-Meal**

9.7.7 Mid-day meal is provide primary and nursery school children. About 8.00 lacs children are covered under this scheme.

### **Medical facilities**

9.7.8 There are units of school Health Scheme. Doctors/Nurses pay periodical visits to schools for medical check-up of children. Children suffering from diseases, short sightedness, hearing disabilities are brought to the school Health centres for further check up and treatment. Medicines, free spectacles, etc. are provided to these children.

### **Scholarships**

9.7.9 For qualitative improvement and to inculcate healthy competitive spirit among children, merit and scholarship examination are held.

### **Libraries**

9.7.10 To develop reading habits among children, library books and equipment are purchased. In addition to school libraries, there are zonal libraries and central library.

### **Science Activities**

9.7.11 For improvement of science teaching in-service training to Science teachers is provided. Besides, science fairs, exhibitions, workshops are held and equipments provided.

## **Training Programmes**

9.7.12 In-service Training programmes of teachers were arranged to acquaint the teachers with the latest training techniques, new methods of imparting education etc. More than 500 teachers have been given training.

### ***Physical Education***

9.7.13 Coaching camps for conducting sports competitions at zonal/central level are organised and prizes given to the participants securing 1st, 2nd, 3rd positions.

## **New Delhi Municipal Corporation**

9.8.1 NDMC has taken several steps to provide 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 awareness about environment and related problems.
4. To provide Vocational Education for diversificational employment opportunities.

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

S.No.	Institutions	No. of Institutions	Enrolment
1.	Nursery	36	4,394
2.	Primary	61	32,148
3.	Middle	12	8,479
4.	Secondary	11	3,240
5.	Sr. Secondary	7	1,209

9.8.3 Number of students enrolled in the institutions are 49,470 out of which 26% students belong to SC/ST categories. About 2100 teachers are employed from Nursery to Sr. Secondary levels.

#### ***Incentives Schemes***

9.8.4 Free Text Books: Free Text Books shall be provided to 31200 students studying in classes from 1st to 8th in all the schools under NDMC.

#### ***Free Stationery:***

9.8.5 Uniform are provided to poor and deserving student.

#### ***Talent Search Schemes***

9.8.6 65 Students of 4th and 76 of 5th classes and one student of 8th classes were selected for scholarship through a test conducted by NDMC. Rs. 500/- were provided to each student of 4th and 5th classes and Rs. 600/- at Middle School level.

#### ***Scholarship to Meritorious Students***

9.8.7 Toppers in different subjects in 10th and 12th class examination conducted by CBSE were given prizes and shields. The concerned subject teachers were also awarded. This Year 70 students and 43 subject teachers were benefitted by this scheme.

#### ***Girl Child Care Scheme***

9.8.8 Under this scheme cash financial incentive 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 to Rs. 2,000/- p.m. Cash incentive to 2,963 eligible girl students was given @ Rs. 75/- each girl during the year 1995-96.

#### ***Stipend to SC/ST Families***

9.8.9 NDMC grants stipend @Rs. 1,200/- per annum to the SC/ST families living in NDMC area whose all the children in the age group of 6-11 Yrs. are getting education provided total family income is less than Rs. 1,500/- per month.

#### ***Mid-Day Meal Scheme***

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



### ***Total Literacy Programme***

9.8.11 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 Survey 11,000 illiterate adults were identified in Sept., 1994. About 9,000 adults have been enrolled and covered at 900 TLC Centres set up in different Jhugi clusters of NDMC area. TLC project stands approved by adult Education Deptt. of Ministry of Human Resource Development, Govt. of India Under National Literacy Mission. NDMC is determined to declare NDMC area as Total Literate as early as possible.

### ***Vocational Education***

9.8.12 Under this scheme trades like Typing, Stenography, Health Camp and Beauty Culture have been introduced in 3 Sr. Sec. Schools. About 100 students were benefitted. 4 Sr. Sec. Schools have the facility of Computer Edn. under 'Computer Literacy Programme'. About 900 students were benefitted by this programme.

### ***Education of disabled children***

9.8.13 To provide education to the mentally retarded children 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***

9.8.14 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.

### ***Inservice Training Programme***

9.8.15 Under this scheme about 400 teachers/Heads/Supervisory staff have been oriented during the academic year.

## **Pondicherry**

9.9.1 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 neighboring states. The educational insitutions in Pondicherry and Karaikal follow the pattern, syllabus, examination etc. as followed in Tamil Nadu. Similarly the insitutions in Mahe and Yanam follow the pattern as followed in Kerala and Andhra Pradesh respectively.

9.9.2 Government of Pondicherry's endeavour has been to improve the quality of education rather than quantitative expansion.

9.9.3 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
<b>Professional/Technical College</b>		
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
<b>Others</b>		
17.	Institute of Orthopaedically handicapped	2
18.	School for Deaf and Dumb	1
19.	Home for Observation & Special Children	1
20.	Service Home	1
21.	Embroidery & Needlework	1

#### ***Incentives Schemes for Promotion of Education***

9.9.4 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 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.

9.9.5 Education Department of the Union Territory is implementing the following scholarships/incentive schemes:-

1. National Scholarships.
2. Post Matric Scholarship.
3. Scholarship to children of School Teachers.
4. Scholarships to talented children in rural areas.
5. Merit prizes.
6. Other economically backward class scholarships (OEBC).
7. Attendance Scholarships.
8. Political sufferers scholarships.
9. Science talent scholarships.
10. Award of merit-cum-means and merit prize 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/Formal Education***

9.9.6 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 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.

### ***Vocational Education***

9.9.7 The +2 course offered in Tamil Nadu and Pondicherry consists of two streams (i) Academic and (ii) Vocational. There are 45 vocational course imparted in the existing 19 Higher Secondary Schools of this Union Territory of Pondicherry so far.

### ***Science Education***

9.9.8 The scheme “Improvements to Science Education in Schools” is being continued with objective to improve the quality of Science teaching. For development of scientific attitude science exhibitions and seminars have been conducted during the Year.

### ***State Institute of Education***

9.9.9. 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.

## **10. BOOK PROMOTION**



## 10. BOOK PROMOTION

10.1.1 The books are the most important tool of education and no country can move ahead in education, scientific and technical fields without a viable national authorship and publishing industry. In fact, books are needed in every spheres of life, especially when a human being is in the process of getting acquainted with the world for the first time. As such books play the role of an architect in building the intelligentsia of a country.

10.1.2 We are committed to the promotion of books and the book reading habit, as a means of human resource development therefore the Government of India has set up a separate Book Promotion & Copyright Division in the Department of Education. This Division takes all the policy decisions relating to the fostering of book mindedness in the country, development of the book publishing industry, laying of import and export policy for books and development of indigenous book publishing industry and also the implementation of the Indian Copyright Act, 1957.

### **National Book Trust**

10.2.1 The National Book Trust, India(NBT) an autonomous organisation under this Department, was set up in 1957 to promote books, habit of reading and fostering book mindedness among people. The activities of NBT include (i) publishing (ii) promotion of Indian books abroad (iii) promotion of books and reading (iv) assistance to authors and publishers and (v) promotion of childrens' literature . The NBT publishes books for general readers on a variety of subjects in various languages like Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu at an affordable price. The trust also provides financial assistance to authors, illustrators for bringing out reasonably priced text books and reference books for the diploma, undergraduate and post- graduate levels and also for publication of books for children and neo - literates. It also promotes books and cultivates the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and work- shops; (c) providing financial assistance for organising book fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) setting up of Readers' club in schools. The Trust also promotes Indian Books abroad by organising India's participation in International Book Fairs and organising exhibitions of select Indian publications brought out by various Indian Publishers.

#### **(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 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 Special attention is paid by the Trust to those generous of publishing despite their importance, have been neglected in Indian languages such as information material for non-technical readers, NBT has started reprinting/translating significant foreign titles including UNESCO publication and rights for number of other foreign publications/titles are also being procured 'Samaantar Kosh,' the first ever thesaurus in Hindi which was released by the President of India on 13th December, 1996 is the special mention during the period under report.

10.2.4 During 1995-96, 542 titles were brought out which included 55 originals, revised editions, 232 translations and 255 reprint. and it is likely to cross the figure of 600 during the end of 1996-97.

10.2.5 Total net sales of NBT publications during 1995-96 amounted to Rs.250.54 lakhs (net) which is the highest ever. This is 32% more over the sale in preceding years. Revenue from the sale of books also increased by more than 10% to Rs.250.21 lakhs, the highest ever in any financial year. During 1996-97, the Trust hopes to increase the net sales and sales revenue by 20%, thus crossing Rs.300.00 lakhs mark.

10.2.6 During 1995-96, 288 towns were visited for the promotion of NBT publications and 87 booksellers/voluntary organisations enrolled as agents and distributors. The Trust has stepped up the coverage of the market by deciding to visit all towns with urban population of 1 lakh or more with very good result and more than 200 new agents and distributors are likely to be enrolled during 1996-97. Apart from this, 1000 new members are likely to be registered during 1996-97 taking the membership to more than 4000.

**(b) Assistance To Authors & Publishers**

10.2.7 To promote publication of reasonably priced books for higher education, NBT gives financial assistance to authors and publishers for text books and reference material. Under this 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. The scope of the scheme has been widened to provide assistance for the publication, in Indian languages, of thought provoking works of non-fiction too. This year the most significant reference work subsidised among others is the second edition of the two-volume text book of Neurosurgery edited by Prof. B. Ramamurthi and Prof. P.N.Tandon.



### **(c) Book Promotion**

10.2.8 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 1996-97, the Trust has already organised 33 exhibitions in different localities of Delhi, 15 in its villages, 11 exhibitions of Urdu publications in UP, 10 Gandhi Jayanthi exhibitions in the villages of Rajasthan under NBT-LOK Jumbish joint project. Altogether, more than 250 exhibitions will be put up this year under this project.

10.2.9 Exhibitions in 28 villages in Maharashtra will be organised with the assistance of UNICEF followed by in 3 districts of Andhra Pradesh. To mark the 50th year of India's independence, NBT organised 2 National Book Fairs one at Hyderabad from 30th November to 8th December 1996 and the other at Indore from 1-9 February 1997. NBT has planned to organise short-term courses on publishing. The first 13-week course "An Introduction to publishing"- was organised in July- October, 1996 which was highly successful. As in previous years, NBT celebrated National Book Week from 14-20, November, 1996.

10.2.10 For organising Book Promotional Activities abroad, the Trust participated in the Book Fair organised by the Pakistan Library Association in Lahore, Bologna Childrens' Book Fair, the Pan-African Childrens' Book Fair, Nairobi, Zimbabwe International Book Fair and Frankfurt Book Fair and organised exhibitions at Capetown, Jakarta and Moscow. NBT will also be participating in Ghana International Book Fair, Srilanka-India Book Fair, Cairo Childrens' Book Fair and Dhaka Book Fair.

### **Book Promotional Activities and Financial Assistance to Voluntary Organisations**

10.3.0 Under this scheme, grants are given on ad-hoc basis for organising training courses, seminars, workshops, conventions etc. to voluntary organisations for organising courses, Seminars, Workshops, Conventions etc. During 1995-96, a sum of Rs.2.57 lakhs was released to various organisations. During 1996-97, a grant of Rs.51,244/- has been sanctioned for release to Authors Guild of India. The Federation of Indian Publishers, Delhi has been granted Rs.1.00 lakh for organising their convention during 1995-96.

### **National Book Development Council**

10.4.1 The National Book Development Council(NBDC), an advisory forum representing authors, publishers, book sellers etc. was set up in 1967. The Council was last reconstituted in 1990 and its term expired in November, 1993. The proposal for reconstituting the Council was approved by the then HRM and its composition was

decided. After its reconstitution, the Council will be known as National Book Promotion Council (NBPC). During 1996-97, an outlay of Rs.2.00 lakhs was made.

## **Export and Import Policy for Books**

10.5.0 Under the current Import Policy (1992-97) for Books and Publications which was amended as on 31.3.95, all kinds of books including magazines and journals etc. are freely importable without any restrictions by any individual/organisation including childrens' literature.

## **International Standard Book Numbering System (ISBN)**

10.6.1 The International Standard Book Numbering System (ISBN) 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. ISBN system is playing a dominant role in making the book industry a modern one. In view of the above, the Agency has been making registration of Indian Publishers under the ISBN system and allotting them blocks of ISBNs according to their book production programme spread over 15-20 years. From 1st January, 1985 to 20th January, 1997, 3400 big and small publishers and authors have become the members of the system and thousands of their publications today bear the ISBN number.

10.6.2 Presently the Agency is stressing hard for the total adoption of the ISBN system. For achieving this goal, the Agency participates in various Book Fairs and also send advertisements in the leading Newspapers through DAVP. During 1996-97, the agency participated in Hyderabad National Book Fair, Patna Book Fair, and set up ISBN free registration counter for the benefit of the publishers in the 22nd Calcutta Book Fair from 29.1.1997 to 7.2.1997.

# **11. COPYRIGHT AND NEIGHBOURING RIGHTS**



# 11. COPYRIGHT AND NEIGHBOURING RIGHTS

## Copyright Industry

11.1.1 India is a major producer and exporter of copyright materials like computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. The exports of books have grown from Rs. 26 crore in 1986-87 to Rs. 121 crore (estimated) in 1995-96. The turnover of the computer software industry has grown from Rs. 175 crore in 1987-88 to about Rs.4,190 crore (estimated) in 1995-96. The exports of computer software have grown from Rs.70 crore in 1987-88 to Rs.2,520 crore (estimated) in 1995-96. India is the largest producer of cinematograph films, producing over 800 films annually with an estimated turnover of Rs.1500 crore. The annual sale of domestically produced recorded music is of the order of Rs. 130 crore.

## *Copyright Law*

11.1.2 Copyright and neighbouring rights are governed by the Copyright Act, 1957 as amended in 1994 and the Copyright Rules, 1958 as amended in 1995. The Act gives the creators of literary, dramatic, musical and artistic works, cinematograph films and sound recordings exclusive rights to reproduce, perform, translate, communicate to the public, etc. their works. It also gives broadcasting organisations 'broadcast reproduction right' and bestows on performers 'performer's right'. The Act also provides the authors certain moral rights like the right to claim authorship and to restrain or claim damages in respect of any distortion, mutilation, etc., of their works.

11.1.3 The Copyright Act provides for a Copyright Board to settle copyright disputes, for a Copyright Office for registration of copyright works, and for setting up of copyright societies to do copyright business.

## *Copyright Board*

11.1.4 The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of copyright registration, disputes in respect of assignment of copyright and granting of licences

- in works withheld from public,
- in unpublished Indian works,

- to produce and publish translations, and
- to produce and publish works for certain specified purposes.

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

11.1.5 The Copyright Board has been reconstituted under the chairmanship of Shri S. Ramaiah for a period of five years with effect from January 4, 1996. During the year, it has met thrice as under:

- i) North Zone at New Delhi on March 25-27, 1996
- ii) East Zone at Shillong on June 12-14, 1996
- iii) South Zone at Thiruvananthapuram on September 19-21, 1996.

In these meetings, 16 cases were decided and Board Meeting for hearing the West Zone cases is scheduled to be held at Mumbai on February 26-28, 1997.

### ***Copyright Office***

11.1.6 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, as amended from time to time, undertakes to register different classes of works. During 1996, 1193 works have been registered. The category-wise break-up of the registered works is as under:

(a)Literary, dramatic & musical	638
(b)Artistic	487
(c)Records	57
(d)Cinematograph films	11

11.1.7 In addition to this, the Copyright Office also registers the changes in the Register of Copyright in accordance with Section 49 of the Copyright Act, 1957 and Rule 17 of the Copyright Rules, 1958. During the period, changes have been effected in the particulars of 91 works entered in the Register of Copyright. Moreover, Copyright Office also issues certified copies of extracts from the Register of Copyright as also of the public documents in the custody of the Registrar of Copyright/Copyright Board. Inspection of the Register of Copyright is also open to the interested persons.

## ***Enforcement Of Copyright***

11.1.8 In order to strengthen enforcement of copyright, several measures were taken. These include setting up of Copyright Enforcement Advisory Council, organisation of seminars/workshops to create greater awareness about copyright law among the enforcement personnel and general public, encouraging setting up of collective administration societies, creation of separate cells in state police headquarters, etc.

### ***Special Cells for Copyright Enforcement***

11.1.9 So far the States/UTs of Andhra Pradesh, Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Meghalaya, Sikkim, Tamil Nadu, West Bengal, A&N Islands, Chandigarh, Delhi, Dadra & Nagar Haveli and Daman & Diu have set up copyright enforcement cells.

### ***Copyright Enforcement Advisory Council***

11.1.10 The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the CEAC, which earlier expired on November 5, 1994, was extended for another three years w.e.f. November 6, 1994. The 7th meeting of the Council was held on April 18, 1996 in New Delhi. Valuable suggestions were made in the meeting for effective enforcement of copyright.

### ***Collective Administration Societies***

11.1.11 The Copyright (Amendment) Act, 1994 provides for setting up separate copyright societies for different categories of works. So far three copyright societies have been registered: one each for cinematograph films [Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT)], musical works [Indian Performing Right Society Limited (IPRS)] and sound recordings [Phonographic Performance Limited (PPL)].

### ***National Seminars***

11.1.12 In collaboration with World Intellectual Property Organisation (WIPO) a “National Seminar on Digital Technology and Copyright : New Challenges and New Opportunities” was organised in New Delhi on February 16-17, 1996. The main objective of the Seminar was to demystify the subject of copyright and familiarise the participants with copyright in general and digital technology in particular. The participants included law enforcing authorities like police personnel, representatives of State/UT Governments and Ministries/Departments concerned with policy formulation

and making of rules and regulations of copyright, representatives of academic institutions like Indian Institutes of Technology and copyright industry people.

11.1.13 In collaboration with the WIPO and with the co-operation of the Indian Performing Right Society, Mumbai, two national seminars on enforcement of copyright law were held, the first in Mumbai on September 9-10, 1996 and the second at Bangalore on September 12-13, 1996. The objective of the seminars was to acquaint the senior officers of state level law enforcing agencies like the police, home and law departments and copyright industry organisations with the concept of copyright and offer a forum to discuss the problems of copyright enforcement.

### ***World Book and Copyright Day***

11.1.14 The General Conference of UNESCO at its twenty-eighth session (October 25 - November 16, 1995) adopted a resolution proclaiming April 23 as 'World Book and Copyright Day' every year. Programmes were organised by different agencies to celebrate the Day.

### ***International Protection Of Copyright And Neighbouring Rights***

11.1.15 India has for long accepted the international obligations in regard to copyright protection. It is a member-state of the following international conventions on copyright and neighbouring rights:

- i) Berne Convention for the Protection of Literary and Artistic Works since April 1, 1928. (The convention concluded in 1886 was revised in 1896, 1908, 1928, 1948, 1967, 1971 and was amended in 1979.)
- ii) Universal Copyright Convention (UCC), under the auspices of UNESCO, since October 20, 1957. (The UCC was adopted at Geneva in 1952, came into force from September 16, 1955 and was revised at Paris in July 1971.)
- iii) Convention for the Protection of Producers of Phonograms Against Unauthorised Duplication of Their Phonograms, since February 12, 1975. (The convention was adopted at Geneva in October 1971 and came into force from April 18, 1973.)
- v) Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol, since October 31, 1983, with some reservations.

Copyright and neighbouring rights now form part of the TRIPS (Trade Related Aspects of Intellectual Property Rights) Agreement, 1994 which has come into force on January 1, 1996. The membership of these Conventions and Agreements ensures



that Indian copyright holders get rights in those other countries who are members of these treaties.

### ***Participation In Wipo Meetings***

11.1.16 India is a member of the World Intellectual Property Organisation (WIPO), a specialised agency of the United Nations which deals with copyright and other intellectual property rights, and plays an important role in all its deliberations. This year, a delegation led by Shri P.R. Dasgupta, Secretary, Department of Education and Shri P.G. Mankad, Secretary, Department of Industrial Development attended the 29th Series of Meetings of Governing Bodies of WIPO and the Unions administered by it held in Geneva from September 23 to October 2, 1996.

### ***New Treaties On Copyright And Neighbouring Rights***

11.1.17 The history of copyright is the history of the response of law to technological developments. Since 1971, when the Berne Convention was last amended, and the Rome Convention (International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations) in 1961, there have been sweeping technological changes. The advent of digital technologies have posed serious challenges to the copyright regime. To examine the impact of the new technologies on copyright and neighbouring rights, the WIPO had set up two Committees of Experts (Committee of Experts on a Possible Protocol to the Berne Convention in September 1991 and the Committee of Experts on a Possible Instrument for Protection of the Rights of Performers and Producers of Phonograms in September 1992). These Committees, after exhaustive discussions, in which India was an active participant, drafted basic proposals for three new treaties, viz.,

- i) Treaty for Protection of Literary and Artistic Works,
- ii) Treaty for Protection of the Rights of Performers and Producers of Phonograms, and
- iii) Treaty on *sui generis* Protection for Databases.

11.1.18 These treaties were discussed by a Diplomatic Conference convened by the WIPO from December 2 to 20, 1996. A five-member Indian delegation comprising of Dr. R.V.Vaidyanatha Ayyar, Additional Secretary, Department of Education, Shri S.C. Jain, Additional Secretary, Department of Legal Affairs, Shri Rudhra Gangadharan, Joint Secretary, Department of Education, Smt. P.V.Valsala G.Kutty, Registrar of Copyrights and Dr. N.S. Gopalakrishnan, Senior Assistant Professor, National Law School of India University, Bangalore, attended the Conference. Dr. Ayyar, the leader of the Indian Delegation, was elected chairman of the Drafting Committee and a member of the Steering Committee.

11.1.19 The Conference adopted two treaties, the WIPO Copyright Treaty and WIPO Performances and Phonograms Treaty. The database treaty was deferred for further study.

11.1.20 The Indian Delegation played a key role in the Conference acting as a bridge between the developed and developing countries and establishing special working relations not only with developing countries but also the United States and European Community; India was part of a group of seven countries which had a major say in the outcomes of the Conference. The Indian delegation was able to win support for the Indian position which was reflected in the new treaties.

11.1.21 Before attending the Diplomatic Conference, discussions were held with various interest groups in the country. In April 1996, the Ministry had set up a Core Group with representatives of other concerned ministries, industry organisations, enforcement agencies, copyright experts, etc., to consider the issues raised by the Committees of Experts and to make suggestions to facilitate formation of Indian stand on them.

11.1.22 In order to create awareness about the proposed three new treaties on copyright, neighbouring rights and databases discussed in the Diplomatic Conference, two panel discussions were organised by the National Book Trust - one in New Delhi on November 24, 1996 and the other at Hyderabad on November 30, 1996. These discussions were attended by a large number of mediapersons alongwith the representatives of copyright industry organisations, authors, etc.

11.1.23 India also played a leadership role in the regional consultations held before the Conference. Consequently, it was selected as one of the 15+1 developing countries who held colse door consultations with 15+1 developed countries, prior to the Diplomatic Conference, on November 29-30, 1996.

11.1.24 The new treaties are likely to have far reaching consequences for culture industries and the economic and scientific communities in India. The Ministry, therefore, proposes to carry forward the debates and discussions on the subject. As part of this process, a two-day seminar was organised at Indian Institute of Technology (IIT), Delhi on February 7-8, 1997 to consider, among other things, implications of the treaties for India. The seminar was inaugurated by Shri S.R. Bommai, Hon'ble Minister of Human Resource Development. The participants included Vice-Chairman of University Grants Commission, Vice-Chancellors/Directors and senior faculty members of several universities, IITs, IIMs, IISc., and research organisations, senior government officers concerned with Intellectual Property Rights (IPR) matters, representatives of copyright industry organisations, legal practitioners and copyright experts. Apart from the treaties, the seminar discussed modalities of promoting the studies on IPRs.

### ***International Seminars On Copyright***

11.1.25 India actively participated in various international seminars on copyright during the year. Shri Rudhra Gangadharan, Joint Secretary attended the WIPO-Asia Pacific Symposium on New Technologies and Enforcement of Copyright and WIPO Asia Consultation meeting on a Possible Protocol to the Berne Convention and on a Possible Instrument for the Protection of the Rights of Performers and Producers of Phonograms held in Jakarta, Indonesia on December 11-15, 1995. Dr. Raghbir Singh, Joint Secretary, Legislative Department, Shri T.C. James, Under Secretary, Department of Education and Shri S.K. Samal, Dy. Director General (Foreign Trade), Ministry of Commerce attended the WIPO-Asian Regional Symposium on the Agreement on TRIPS in Jakarta on May 2-4, 1996. Smt. P.V.Valsala G.Kutty, Deputy Secretary and Registrar of Copyrights attended Regional Seminar on Copyright and Neighbouring Rights held at Seoul, Korea on November 13-15, 1996. Dr. R.V.Vaidyanatha Ayyar, Additional Secretary and Shri Rudhra Gangadharan, Joint Secretary attended the WIPO-Asian Regional Congress on Copyright and Neighbouring Rights on November 18-20, 1996 and Regional Consultation Meeting for Developing Countries of Asia and the Pacific on November 21-22, 1996 at Chiangmai, Thailand.

### ***Colloquium On Judiciary And The Intellectual Property System***

11.1.26 In view of the important role and contribution of the judiciary in implementing legislation for the effective protection of intellectual property rights, a WIPO-Asian Regional Colloquium on Judiciary and the Intellectual Property System was organised with the co-operation of the Indian Law Institute in New Delhi on December 11-13, 1996. The objective of the Colloquium was to provide the participating judges with information on the recent international developments in the law and practice of intellectual property in different countries, including the implications of the TRIPS Agreement, and to provide them with a suitable forum to exchange views and experiences. The Honourable Mr. Justice A.M. Ahmadi, Chief Justice of India delivered the keynote address at the Colloquium, which was attended by judges from 12 Asian countries, apart from India.

### ***Training In Copyright***

11.1.27 Officials of the Department of Education dealing with copyright and neighbouring rights at different levels were deputed to participate in the training courses in copyright meant for officials working in copyright offices in developing countries organised by WIPO under its Co-operation Development Programme. Smt. P.V.Valsala G.Kutty, Deputy Secretary (BP) attended the WIPO Academy Session held in Geneva from April 22 to May 3, 1996. Shri Jagdish Swaroop, Special Officer (Copyright) attended the Training Course on Intellectual Property Rights and Technology Transfer in Japan under Colombo Plan from May 6 to August 3, 1996. Shri M.M. Saxena, Section Officer (IC) attended the WIPO Training Course on Copyright and Neighbouring Rights at Stockholm (Sweden) and one day seminar at

Geneva on August 12-23, 1996. Shri T.C. James, Under Secretary (Copyright) attended the WIPO Introductory Seminar on Copyright and Neighbouring Rights at Geneva and WIPO/BCC Training Course in Copyright & Neighbouring Rights at London from October 9 to 25, 1996.

***Thrust Areas In The Ninth Five Year Plan***

11.1.28 Strengthening of copyright enforcement, boosting research and academic studies on intellectual property rights in the higher education system, and setting up of collective administration societies are the thrust areas in the Ninth Five Year Plan so far as copyright is concerned.

## **12. PROMOTION OF LANGUAGES**



## 12. PROMOTION OF LANGUAGES

12.1.0 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. Therefore, promotion and development of Hindi and other 17 languages listed in the schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as other foreign languages on the other hand have received due attention. In fulfilling the constitutional responsibility, the Department of Education is assisted by autonomous organisations and subordinate offices.

### Central Hindi Directorate

12.2.1 The Central Hindi Directorate was set up in March, 1960 as a subordinate office of the Ministry. The Directorate has since been implementing a number of schemes for the promotion and development of Hindi.

12.2.2 The Directorate is engaged in the task of preparation of Hindi and Regional language based bilingual, trilingual and multilingual dictionaries. So far, the Directorate has brought out 13 Hindi based bilingual and 30 other bilingual and trilingual dictionaries. The Directorate also undertook the projects of Czech-Hindi, German-Hindi, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries, which have successfully been completed. The Directorate has also brought out 11 Conversational Guides for non-Hindi speaking Indian students and a Hindi Primer (in four parts) for foreigners. A project of bilingual dictionaries of the languages of the neighbouring countries has also been undertaken by the Directorate, which is in progress. The Dictionaries of Hindi-Persian, Hindi-Indonesian, Hindi-Sinhalese and Hindi-Sanyukta Rashtra Bhasha Kosha are under publication. The conversation guides of Hindi-Tamil, Hindi-Malayalam, Malayalam-Hindi, Bangla-Hindi are also under publication.

12.2.3 The Directorate is also teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners through correspondence course through the medium of English, Tamil, Malayalam and Bangla.

12.2.4 The other schemes which are being operated by the Directorate are (i) Awards to the Hindi Writers of non-Hindi speaking States; (ii) Extension programmes in non-Hindi speaking States; and (iii) Free distribution of Hindi books to the libraries/schools/colleges located in non-Hindi speaking States/UTs.

12.2.5 The Directorate is also implementing the scheme of financial assistance to voluntary Hindi organisations and Dakshin Bharat Hindi Prachar Sabha and the scheme of financial assistance for publication in Hindi. Under these schemes financial

assistance is provided to voluntary organisations engaged in the task of promotion and development of Hindi, especially in the non-Hindi speaking States for running classes for teaching Hindi courses of Hindi shorthand and typewriting, running Hindi libraries etc., being given for Hindi. Limited financial assistance is also provided under the scheme of financial assistance for publications in Hindi to voluntary organisations as also to individuals for publication and purchase of books written in Hindi for the promotion of Hindi. Under these schemes 154 NGOs were provided financial assistance during the year 1995-96 and 19 manuscripts were approved for financial assistance during 1995-96. In addition to this, 26 titles of Hindi were also approved for purchase.

12.2.6 The Directorate is also having its 4 Regional Offices located at Madras, Hyderabad, Calcutta and Guwahati.

12.2.7 The total expenditure to be incurred on these schemes during 1996-97 is likely to come at Rs.2.89 crores.

## **Commission for Scientific and Technical Terminology**

12.3.1 In pursuance of the Presidential Order of 27th April, 1960, the Commission for Scientific and Technical Terminology was set up in October, 1961 for the purpose of evolving uniform terminology in Hindi and other Modern Indian Languages and Production of University Level Text Books, supplementary readings and other reference literature so as to facilitate smooth change over the media of instruction in Universities.

12.3.2 Smooth Features of the Policies, Programmes, Target Achievements During 8th Five Year Plan:

### **A. Terminology**

- a) Evolution of scientific and technical terminology in Hindi and other Indian languages.

The Commission has evolved glossaries of technical terms belonging to all disciplines from basic sciences to Medicine, Engineering, Social Sciences and Humanities. A revised and enlarged edition of comprehensive glossary of technical terms containing about 50,000 terms of Medical Science, Pharmaceutical and Physical Anthropology has been published. Similarly a revised and enlarged edition of Agriculture Sciences, Comprehensive Agricultural glossary was published in the same year.

- b) Identification of Pan-Indian Terminology; its propagation for promoting maximum use by all Indian languages. The project is being implemented with the active cooperation of the State Book Production Boards who are requested



to nominate subject experts who are well conversant with the respective languages to furnish regional equivalent of basic technical terms sorted out in CSTT.

- c) Computer based National Terminology Bank: A Computer based National terminology bank has been established by Commission with a view to modernizing the process of lexicography and facilitating instant dissemination of updating technical terms to the users. So far 2.5 lakhs technical terms have been keyed-in data base of this bank. Computerisation of 2.5 lakhs terms is in progress.
- d) Administrative and Departmental Terminology: Commission brought out a consolidated glossary (English-Hindi and Hindi-English) Administrative glossary containing about 12,000 entries.

12.3.3 Commission from very beginning has been providing Hindi equivalents for specific terminology used by Ministries and Departments of Govt. of India. Till now, CSTT has published different glossaries relating to Railways, Defence, Games, Posts and Telegraph, Revenue, Space Science and Mines etc.

#### ***B Production Of Definitional Dictionaries In Various Subjects***

12.3.4 After determining the Hindi equivalents for technical terms of different subjects of Science and Humanities it was felt necessary that the definitional dictionaries should be prepared for different subjects so that concepts of basic technical terms may be crystallized. The CSTT has brought out 50 definitional dictionaries.

#### ***C University Level Book Production***

12.3.5 Hindi and other Indian languages can resume special position as a medium of instructions at the University level only when sufficient books using standards terminology are produced. With this object in view Central Government has made available sufficient grant in the 8th Plan to each of 15 participating States, which set up Hindi Granth Academies and State Text Book Boards for implementing this scheme. CSTT has been assigned the responsibility of coordinating and monitoring the progress of work of all these agencies. Under this programme about 2920 books have been produced in Hindi and 8717 books in Modern Indian Languages. CSTT under its direct control has produced 85 books in Engineering, 76 in Medicine and 235 books in Agricultural Sciences.

#### ***D Publication Of Journals***

12.3.6 With a view to help evolution of an appropriate style of scientific writing in Hindi and to provide latest information relating to various fields of knowledge, CSTT

has been publishing a quarterly journal 'Vigyan Garima Sindhu' since 1986. Till now 18 issues have been published and 19th is in press.

#### ***E. Organisation Of Technical Workshops:***

12.3.7 One of the handicaps for adoption of Indian languages as media at higher levels of education, is that many of our teachers do not have good enough command over Hindi or Indian languages to be able to deliver lecture on technical subjects in Hindi or Indian languages who are not well versed in using standard terminology in their class-room lecturers CSTT organises terminology orientation workshops programmes to improve the oral skills of the University teachers teaching their respective subjects through the medium of Hindi and to enable instruction with them as the user of terminology Till now, 4 workshops have been organised in different States of the country. Last year National Seminar was organised in November, 1995, which was of great success.

#### ***F. Exhibitions***

12.3.8 CSTT organises book exhibitions from time to time in which publications of CSTT as well as of various Hindi Granth Academies are displayed. Sale of these books is also undertaken during the exhibition.

#### ***Strategies Adopted For Achieving Objective During 8th Five Year Plan***

12.3.9 The Commission appointed Expert Advisory Committees for different subjects to review and coordinate the technical terms prepared by the Staff of CSTT and other Academic bodies. The Committees consisted of eminent scholars, teachers and linguists of all the subjects. Seminars were held in different parts of the country to discuss and finalise the technical terms of recent branches belonging to different branches of Sciences and Humanities and also definitional dictionaries and other reading material.

#### **Kendriya Hindi Shikshan Mandal, Agra**

12.4.1 The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organisation established by the Govt. of India, under overall administrative control of Ministry of HRD (Deptt. 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 a second/foreign language and also for applied Hindi Linguistics and Functional Hindi

12.4.2 For training in-service Hindi teachers of non-Hindi speaking States the Sansthan runs Hindi Shikshan Nishnat(M.Ed level), Hindi Shikshan Parangat (B.Ed. level), Hindi Shikshan Praveen, Four year Hindi Shikshak Diploma and Intensive Hindi

Teaching-cum-Training Courses. During 1995-96, 130 in-service Hindi teachers were trained in regular courses and 366 in-service Hindi teachers were admitted in Hindi Shikshan Parangat Course through correspondence.

12.4.3 The Sansthan also runs courses for teaching Hindi to foreigners at Agra, under the Govt. of India scheme "Propagation of Hindi Abroad". During the session, 30 students hailed from 22 countries, completed the courses for Foreign Nationals. A composite Hindi course for foreigners was also conducted at the Delhi Centre in which 28 foreign students were admitted. Apart from this, 3 courses of applied Hindi Linguistics and Translation are conducted at the Delhi Centre. During the session, 54 students studied in these courses. Nearly 250 foreign students are trained in the 8th Plan.

12.4.4 Short-term Orientation/Advanced Orientation/Refresher courses for in-service Hindi teachers are conducted at the Head-quarters and at the centres. During the session 47 such courses were conducted which were participated by 1409 in-service Hindi teachers.

12.4.5 The University Grants Commission has given recognition to the Sansthan to conduct Functional Hindi courses for Hindi teachers teaching functional Hindi at graduate level in Universities. Two such courses were organised during the session, which were attended by 32 teachers of various Universities. The Sansthan is also entrusted by the UGC to prepare books of functional Hindi for graduate classes. Four books were prepared under the titles (i) Bharat Sarkar Ki Rajbhasha Niti, (2) Vyavaharik Hindi Vyakaran Aur Vartalap; (3) Anuvad aur Paribhashik Shabdavali; and (4) Prashasnik Patrachar. The Sansthan also compiled, under the joint collaboration with the CIIL, Mysore, three Nursery Rhymes books in Hindi during 1995-96.

12.4.6 Three text books for Govt. Hindi teachers training college, Dimapur (Nagaland) were also prepared.

12.4.7 Under the scheme entitled "Hindi Sevi Samman Yojana", 13 eminent Hindi scholars were awarded during 1996-97 for their distinguished contribution in the field of development and propagation of Hindi, Hindi journalism, research and creative-literature and scientific and technical literature in Hindi etc.

12.4.8 The total expenditure on implementation of the scheme during 1996-97 is likely to be Rs.1.28 crores.

### **Scheme of Financial Assistance for Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs**

12.5.0 With a view to assisting the non-Hindi speaking States/UTs for promotion and propagation of Hindi in pursuance of the provision contained in Article 351 of the Constitution of India, the Central Government had started during the second Plan, the

schemes of (i) Appointment of Hindi teachers; and (ii) Opening/Strengthening of Hindi teachers training colleges. Under these schemes Central assistance was provided to the non-Hindi speaking States/UTs on 100% basis. These schemes were implemented upto the VII Plan as two separate schemes. Since the objectives of these schemes are similar, these have been merged together into a single scheme entitled "Appointment and Training of Hindi Teachers in non-Hindi speaking State/UTs" in the VIII Plan and Central assistance on the same pattern has been continued in 1996-97. During 1996-97 Central assistance of the order of about Rs.4.50 crores is ear-marked to various non-Hindi speaking States/UTs under the scheme on the approved pattern for appointment/maintenance and training of about 1521 Hindi teachers.

### **Central Institute Of Indian Languages, Mysore**

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

12.6.2 The Institute has implemented two major schemes viz., the Development of Indian Languages through Research Training, Material Production and Training of Teachers in Modern Indian Languages under Three Language Formula, during 1996-97.

12.6.3 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.

12.6.4 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

12.6.5 The major work done by the Institute during the period under report is as follow :-

- 1) The Institute has done the study of Ho, Gutub, Pahadi, languages of Himachal Pradesh, Adi, Nocte, Kheza, Sangtam, Chokri of Nagaland, Lotha, Karbi, Dimasa, Mao Paite, Tibetan dialects, Mahl, Jenu Kuruba, Monpa of Anal Car Nicobar Bison, Horh Maria, Gondi dialects continued and the materials are at various stages of finalisation for development of Tribal and border languages. Workshops for the preparation of workbook on Morphology, Pictorial glossary in Mehl, Malayalam, Monograph on endangered languages,

orientation programmes for tribal teachers of Nilgiris, Andaman & Nicobar islands, video film on Andamanese language teaching and shomphen language will be produced.

- 2) Workshops for the preparation of Nursery rhymes in Telugu, Nepali, Bengali and Sindhi, Kashmiri supplementary reader, Pictorial glossary and idioms in Dogri, evaluation of language curricula of training colleges are conducted. Collaborative publications, Dogri nursery rhymes, Kannada Cultural vocabulary, Marathi, Tamil and Konkani Nursery Rhymes, Nepali, Manipuri, pictorial glossary, Malayalam and Urdu pictorial glossary will be brought out soon.
- 3) Project Report on language use in the Industry is being prepared in consultation with industrial units. Library work for the socio-linguistic profile of Andaman and Nicobar islands is in progress.
- 4) Workshop for the preparation of manual for translation, lexicography will be conducted. The Bengali-Nepali-Hindi dictionary is under preparation.
- 5) Training programme in phonetics for the primary school teachers (Madras and Madurai) were conducted. Same for the college language teachers and teachers of (DIET) will be done.
- 6) Proficiency tests in 14 languages prepared in the past are finalised. The MILES R & D programme with reference to methods and contents are identified.
- 7) An Advanced course in psycho-linguistics was conducted
- 8) For the project on assessment of reading abilities in primary grades, Delhi, U.P. border schools in Seemapuri were visited and individual tests administered. The item analysis data included 372 students of class-4. The report on literacy awareness and its implications for motivation and performance in literacy programmes is under finalisation. Also a history of adult literacy in Karnataka is under preparation.
- 9) National seminar on folklore and discourse in collaboration with Indian Foklore Congress, workshop on folklore theory and method in collaboration with Sahitya Academy, and workshop on folklore of Kashmir and surrounding areas will be done.
- 10) Workshop on design of lexical resources for computational analysis in Indian language, Indian language corpus and its applications, development of CALL packages for second language learning and evaluation on Indian languages will be conducted.

- 11) In response to first advertisement the following number of applicants have been registered for distance education course in Bengali, Tamil and Telugu, Bengali-39, Tamil-52, Telugu-26.
- 12) Video film on script teaching in Bengali, Telugu and Malyalam, audio recording of Intensive course in Bengali and Oriya are undertaken.
- 13) At the request of outside organisations, seminar on the new grammars of automatic translation seminar on samaskritik shabdavalli ke sangrahan, workshop for the preparation of reference grammar in Tamil have been conducted.

12.6.6 Workshop for the standardization of linguistic terms in Kannada, Tamil style manual, seminar on language communication and industries, semiotics and literary discourse, language communication and organisation, language in education orientation course in linguistics for language teachers, international conference of south Asian language analysis, clitics and particles, automatic analysis of sentences from verbs in Dravidian languages, workshop on definitions in Tamil technical dictionaries, workshop on language variation convergence survey, evaluation of primary school text books, UNESCO international conferences on language and trade and on language and technology will be conducted.

12.6.7 At NEREC, Guwahati, workshop for the preparation of Hmar-Hindi-English dictionary was conducted. Workshops for common phonological feature of languages of Arunachal Pradesh and standardisation of spelling of Rabha language will be conducted.

***Number of Trainees who Have Taken Admission in RLCs:***

SRLC: Kannada 15, Telugu 11, Tamil 20, Malayalam 15,	Total=61.
ERLC: Bengali 16, Oriya 13, Assamese 7,	Total=36.
WRLC: Marathi 6, Gujarati 4, Sindhi 2,	Total=12.
NRLC: Punjabi 10, Kashmiri 7, Urdu 13,	Total=30.
UTRC: Solan 22, Lucknow 13,	Total=35.
Total Number Of Admissions Made Is 174.	

12.6.8 Under the scheme of appointment of teachers of Modern Indian Languages the States of Delhi, Rajasthan, Bihar and Madhya Pradesh are yet to send their proposals. 13 Teachers in Tamil have been appointed in Himachal Pradesh.

12.6.9 A total sum of Rs.1.07 crores is ear-marked for the scheme during 1996-97.

## **Improvement of English Language Teaching**

12.7.1 In order to bring about substantial improvement in the standards of teaching/learning of English, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each State. Twenty six District Centres were initially sanctioned. There were seven District Centres in operation as on 31st March, 1996 in different parts of the country. The Government is also providing assistance to Regional Institutes of English and English language Teaching Institute of different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes.

12.7.2 The Union Department of Education has administered during the Eighth Five Year Plan period, the Scheme of financial assistance for publication/purchase of books to individuals and voluntary organisations for promotion of English Language.

12.7.3 Books of reference, descriptive catalogues of rare manuscripts, self-instruction manuals for teaching languages, original writings on Linguistics, Literacy, Indological, Social, Anthropological and cultural themes, critical edition and/or publication of old manuscripts with or without translations, transliteration and publication of classics from an Indian Language into English, reprint/revised editions of rare books published more than 30 years ago and remaining out of print and any other publication as may be individually accepted as conducive to the promotion of an Indian language qualify under these schemes.

### ***Targets***

12.7.4 For the Financial year 1996-97 we were sanctioned Rupees eight lakhs to run this scheme, but we have asked for a revised budget of Rs.15 lakhs for the year 1996-97.

### ***Strategies Adopted***

12.7.5 To give wide publicity to the financial assistance given by the Government of India, to involve a wide range of Indian scholars in the scheme, to help public institutions to build up a collection of books on themes mentioned earlier.

Thrust areas for 1996-97 may be as follows:

- (a) Financial assistance to individuals or voluntary organisations for purchase/publication of books and
- (b) To promote English Language through holding seminars, workshops, conferences, short-term studies, periodicals, teaching of English language, maintenance support to reputed organisations, etc.

12.7.6 The total expenditure towards English teaching scheme during the year 1996-97 is estimated to Rs 0.66 crores.

### **National Council for Promotion of Urdu Language (NCPUL)**

12.8.1 The Government has constituted the National Council for Promotion of Urdu Language (NCPUL) as an autonomous body to replace the Taraqi-e-Urdu Board with a view to further broad-basing Urdu promotional activities. The NCPUL has become functional w.e.f. 1st April, 1996. From the same date the Taraqi-e-Urdu Board has ceased to exist.

12.8.2 The NCPUL is engaged in preparation of academic lecture in Urdu for the benefit of Urdu speaking people of the country. Financial assistance is provided to 48 Calligraphy Training Centres spread in different parts of the country. Out of the 12 volumes of Urdu Encyclopedia planned to be published, the first volume has been published and other are under preparation.

### **National Council for Promotion of Sindhi Language (NCPSL)**

12.9.1 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 Minister for Human Resource Development is the Chairman of the Council.

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

### **Development of Sanskrit and Other Classical Languages**

12.10.0 Sanskrit is not only a classical language, but also a repository of our cultural heritage. Preservation, propagation and development of this heritage is, therefore, essential. The Government of India have formulated various schemes/programmes for the development of Sanskrit education in pursuance of the National Policy on Education (1986) and as per 8th Schedule of the Constitution of India. These programmes/schemes are being implemented through the following agencies:

1. Rashtriya Sanskrit Sansthan.
2. Maharishi Sandipani Rashtriya Veda Vidya Pratishthan.
3. Scheme for Development of Sanskrit Education through State Governments.



## **Rashtriya Sanskrit Sansthan**

12.11.1 The Rashtriya Sanskrit Sansthan established in 1970 is an autonomous Organisation under the Ministry of Human Resource Development. It is an apex body for the propagation and development of Sanskrit learning in the country. In furtherance of these objectives, the Sansthan imparts Sanskrit studies upto doctorate level through Kendriya Sanskrit Vidyapeethas located in different parts of the country and also takes steps to preserve and publish rare manuscripts testifying to the ancient tradition of learning and intellectual pursuits.

12.11.2 Since, its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas. Two of these located in Delhi and Tirupati have since been accorded the status of Deemed Universities and are functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Trichur and Sringeri are being administered by the Sansthan. The Vidyapeetha located at Sringeri and named after late Shri Rajiv Gandhi. Four new Vidyapeethas at Bhopal (MP), Kangra(HP), two at Mumbai are being considered to be opened in the near future for which land has been allocated by Government of Madhya Pradesh, Himachal Pradesh and Bhartiya Vidya Bhavan and Somaiya Trust.

12.11.3 The Sansthan implements a number of schemes for the development of Sanskrit Language. Two important Schemes are :

### **1. *Financial Assistance to Voluntary Sanskrit Organisation***

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.

Financial assistance to over 404 Voluntary Sanskrit institutions was provided during 1995-96. These institutions have been working to achieve the objectives.

### **2. *Financial Assistance to Institutions Recognised as Adarsh Sanskrit Mahavidyalaya/Shodh Sansthans***

The Scheme was introduced during the Fifth Five Year Plan (1977-78). The Voluntary Sanskrit Organisations having potential for future development and offering post-graduate studies are recognised as Adarsh Sanskrit Mahavidyalayas/Shodh Sansthans. The objectives of the Scheme is to support and promote traditional Sanskrit learning and research. Financial assistance @ 95% of recurring and 75% of non-recurring approved expenditure to 14 post-graduate

Sanskrit Institutions and two research institutions have been provided. Four more organisations are in the pipeline which may come under this scheme in this Plan period.

***Scheme for Development of Sanskrit Through State Governments/Union Territories***

12.11.4 This is a 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**

Under this scheme about 1236 eminent scholars whose income is less than Rs.4000/- p.a. are receiving financial assistance upto the maximum limit of Rs.4000/- p.a.

**(b) Modernisation of Sanskrit Pathshalas.**

To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate appointment of teachers for teaching selected modern subjects in the traditional Sanskrit Pathshalas.

**(c) Providing facilities for Teaching Sanskrit in High and Higher Secondary Schools**

Grants are given to meet the expenditure on salary of Sanskrit teachers to be appointed in Secondary and Senior Secondary schools where the State Governments are not in a position to provide facilities to teach Sanskrit.

**(d) Scholarships to Students Studying Sanskrit in High and Higher Secondary Schools**

In order to attract students for studying Sanskrit in the Secondary and Senior Secondary Schools, merit scholarships at the rates of Rs.25/- & 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 Schemes for Promotion of Sanskrit**

State Governments are required to chalk out their own programmes for development and propagation of Sanskrit like honouring Vedic scholars conducting Vidwat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samaroh etc. In 1996-97 five State Governments are likely to take up these programmes.

**Central Sanskrit Advisory Board/Committees**

12.12.1 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.

12.12.2 A meeting of Central Sanskrit Board is to be held on 27th February, 1997 under the Chairmanship of Justice (Retd.) Shri Ranganath Mishra to consider appropriate steps for the development of Sanskrit.

**Maharishi Sandipani Rashtriya Vedavidya Pratishthan, Ujjain**

12.13.1 Rashtriya Vedavidya Pratishthan was set up in August 1987 for undertaking various activities including support to traditional Vedic institutions and Scholars, providing Scholarship/Fellowship etc. For promotion of Vedic studies and research. 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.

12.13.2 In May, 1993, the Pratishthan was renamed as "Maharishi Sandipani Rashtriya Vedavidya Pratishthan" and its head-quarters was shifted from New Delhi to Ujjain. It continued with all the programmes and activities during 1996-97 towards achievement of the objectives laid down in its memorandum of Association. The programmes and activities being carried out by the Maharishi 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 and Nityagnihotries, stipend to Veda students, fellowships conduct of Vedic classes for general public, Tape-recording of Vedic recitations etc.

## **Modernisation of Madrasa Education**

12.14.0 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 objective 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. There is a provision of Rs.1.00 crore for this scheme during the Eighth Five Year Plan. 390 Madrasas have been given financial assistance so far. During 1996-97, 524 more Madrasas are likely to receive assistance @ Rs.2200/- p.m. For salary of one teacher and lumpsum grant of Rs.4000/- for Science/Maths kits, besides this Rajasthan government is likely to be provided assistance for book banks for 186 Madrasas.

## **13. SCHOLARSHIPS**



## 13. SCHOLARSHIPS

13.1.0 National and External Scholarship Division of the 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 1996-97 are the following

### **National Scholarship Scheme**

13.2.1 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***

13.2.2 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. The rates of Scholarships vary from Rs.50/- to Rs.125/- per month, depending upon the course of study. Rs.25 lakhs under non-plan has been provided for this scheme for the financial year 1996-97.

### ***Scheme of National Scholarships at Secondary Stage for Talented Children from Rural Areas***

13.2.3 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***

13.2.4 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. 51 Scholars have been sent to China, Japan, Germany, Mexico, France, Italy, Israel, Ireland and Belgium till January, 1997.

### **Commonwealth Scholarship/Fellowship Schemes offered by Government of U.K., Canada, etc.,**

13.3.0 Under this Scholarship programme, scholarships/fellowships are awarded to Indian Nationals for higher studies/research/training in U.K., Canada, and other Commonwealth countries. These scholarships are prestigious ones and are very beneficial to the country as well as educational and professional development of the beneficiaries. The scholarships are made available for studies in about 25 disciplines including medicine. 33 scholarships have been utilised till January 1997

#### ***British Council Visitorship Programmes***

13.3.2 Under this Programme, 111 Scientists, Academicians and Medical Specialists have been benefited till January, 1997 for mutual appreciation of important developments in their areas of specialisation.

#### ***Confederation of British Industry Overseas Scholarship Scheme***

13.3.3 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. Two scholarships have been utilized as on 29th January, 1997 against the offer.

#### ***Australian Development Co-operation Scholarship***

13.3.4 The Government of Australia offers 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. 25 scholarships have been utilised upto January, 1997.



**14. EQUALIZATION OF EDUCATIONAL OPPORTUNITIES AND EDUCATIONAL DEVELOPMENT OF SCHEDULED CASTE AND SCHEDULED TRIBES AND MINORITIES**



## **14 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES AND EDUCATIONAL DEVELOPMENT OF SCHEDULED CASTE AND SCHEDULED TRIBES AND MINORITIES**

### **Educational Development of Scheduled Castes and Scheduled Tribes**

14.1.1 The Department of Education, continued to lay special emphasis on the education of Scheduled Castes and Scheduled Tribes. The National Policy on Education (NPE), 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. The Policy and its programme of Action (POA), 1992 contains specific directions and measures for the educational upliftment of Scheduled Castes and Scheduled Tribes. The following special provisions for SCs and STs have been incorporated in existing schemes of the Ministry.

- In order to enhance the access to primary education of SC/ST children, the norm for opening of primary school, which is generally one kilometer 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 kilometer walking distance from habitation of 200 population.
- All State Governments have abolished tuition fees in government schools at least up to upper primary level. In most of the states, education is also free in the schools run by local bodies and in private aided institutions.
- 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, schools bags, transport, etc.
- A national programme of Nutritional Support to Primary Education was launched with a view to boosting the universalisation 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 of National Programme of Nutritional Support to Primary Education is likely to be SCs and STs.
- It is proposed to extend the scope of OB scheme to provide three teachers and three rooms to primary schools and to extend the scheme to upper primary stage. In the expanded scheme of OB, priority would be given to schools located in SC/ST habitations.

14.1.2 The District Primary Education Programme aims at universalization of primary education by providing access for all children to primary education classes (I-V) or its equivalent non-formal education and to reduce overall primary drop-out rates for all children to less than 10%.

14.1.3 The programme covers as many as 59 districts at present and another 61 districts are proposed to be covered by the end of this financial year. Out of these 14 districts have tribal population of 5% to 10%, 11 districts between 10%-15% and 32 districts with more than 15% of population as tribals. As for SC population 7 districts have 5%-10%, 25 districts between 10%-15% and 67 districts with more than 15% of the population of scheduled castes.

- Secondary education is free for children belonging to SCs and STs in all States and Union Territories.
- 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 districts, provided that in 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.
- The enrolment figures in the Total Literacy Campaigns show about 15% SCs and slightly more than 10% STs.
- Instructions have been issued from time to time by the University Grants Commission to all Central Universities, Education Secretaries, State Government/UT Administrations to implement reservation orders in matters of admission of scheduled castes and scheduled tribes. In the universities, according to the existing instructions, 15% of seats in all courses are to be reserved for students belonging to scheduled castes and 7.5% for those belonging to scheduled tribes. Candidates belonging to both categories are to be 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/institution 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 the Scheme 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.
- 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 from regional languages, etc. into tribal languages. They also undertake training of tribal teachers in bilingual education, and socio-linguistic surveys and research.
- 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.

## **Minorities Education**

14.2.1 The 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.***

14.2.2 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 schools 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.

14.2.3 The scheme earlier restricted to 41 minority concentration districts has now been extended to 331 blocks of concentration of educationally backward minorities in 13 States and 3 UTs.

14.2.4 Since the inception of the scheme i.e. from 1993-94 part financial assistance of an amount of Rs.785 lakh has been released for opening of or construction of buildings for 427 primary/upper primary schools, 3 secondary schools, 6 residential higher secondary schools for girls, and 561 classrooms; upgradation of 22 primary schools into upper primary schools, 2 high schools into higher secondary school; construction of 10 hostel buildings for girls' higher secondary schools; construction of toilets in 10 schools and provision of teaching learning material in 527 primary/upper primary schools.

14.2.5 B.E. for the year 1996-97 was Rs.220.00 lakhs.

#### ***Scheme of Modernisation of Madrasas Education***

14.2.6 The scheme of Financial Assistance for Modernisation of Madrasas 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 their curriculum. Under the scheme, cent per cent financial assistance is given to such institutions for appointment of qualified teachers for teaching modern subjects.

#### ***Scheme of Coaching Classes for Educationally Backward Minorities***

14.2.7 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 22 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.

Five Universities identified for coordinating/ organising coaching classes

- \* Jamia Millia Islamia University : New Delhi, Uttar Pradesh, Bihar, Delhi, Himachal Pradesh, Haryana, Punjab and Madhya Pradesh.
- \* Bombay University : Maharashtra and Gujarat
- \* Madras University : Tamil Nadu, Kerala and Orissa
- \* Osmania University : Andhra Pradesh and Karnataka
- \* Calcutta University : West Bengal and North Eastern States

Jamia Millia Islamia and Calicut University Identified as centres for coaching for civil services examination and for processing of applications.

### ***Community Polytechnics***

14.2.8 As part of implementation of the 15-point Programme, ten polytechnics were selected during 1984-85 in minority concentration areas for upgrading them as community polytechnics. By the end of financial year 1990-91, all the 41 minority concentration districts have been covered by community polytechnics or their extension centres. Since the inception of the scheme in 1978-79 till 1993-94, 34447 (17397 men + 17050 women) persons belonging to the minority community have been trained. Out of the total number of people who have been trained 11935 (6603 men and 5332 women) have secured employment

### ***Training of Minority Educational Institutions Personnel***

14.2.9 NCERT has been organising seminars and training programmes for principals/teachers of minority managed schools, in subjects such as English, Science, Mathematics and in the area of vocationalisation and educational evaluation. About 450 Principals and 950 teachers have been trained so far.

### ***Recognition of Minority Educational Institutions***

14.2.10 The Department of Education have issued guidelines for recognition of minority managed education institutions and these have been circulated to State Governments advising them to consider applications for recognition promptly

### ***National Urdu University***

14.2.11 The Parliament has passed legislation for establishment of Maulana Azad National Urdu University at Hyderabad as a Central University  
National Council for Promotion of Urdu

14.2.12 A National Council for Promotion of Urdu as constituted on 4th October, 1994 as an autonomous body fully funded by the Government of India replacing the Taraqui-Urdu Board which was a sub-ordinate office of the Department of Education.

### ***National Monitoring Committee***

14.2.13 A National Monitoring Committee on Minorities Education under the chairmanship of the Union Minister for Human Resource Development was set up on 28th July, 1995 to monitor educational programmes for minorities. The Committee held two meetings on 8th November, 1995 and 3rd December, 1996.

### ***Externally Assisted Basic Education Projects***

14.2.14 Externally assisted basic education projects like the District Primary Education Programme, Lok Jumbish, etc have been launched. Out of the 41 minority concentration districts 20 have been covered under the District Primary Education Programme.

### ***Total Literacy Campaigns***

14.2.15 The Total Literacy Campaigns have been sanctioned in 40 out of the 41 minority concentration districts.

14.2.16 Besides the above country-wide programmes such as those of Non-Formal Education, Operation Blackboard, Mid-day Meal Scheme have also benefitted minority concentration areas.



# **15. PLANNING MANAGEMENT AND MONITORING**



## **15. PLANNING MANAGEMENT AND MONITORING**

### **National Policy On Education (NPE)**

15.1.1 National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 continued to be implemented with vigour. The States/UTs of Andhra Pradesh, Haryana, Kerala, Maharashtra, Meghalaya, Tamil Nadu, Tripura and UT of Chandigarh and Lakshadweep have formulated their State POAs while Arunachal Pradesh and Mizoram have completed its draft State POA. Besides, Orissa, Punjab, Uttar Pradesh and West Bengal have prepared State POAs in certain sectors like Elementary Education, School Education, Higher and Technical Education.

### ***Indian Education on Internet***

15.1.2 For wider dissemination of knowledge and information relating to the Indian Education System in general and policies and programmes of the Union Education Department in particular, a worldwide Website site has been created with the help of National Informatics Centre (NIC) which can be accessed from any part of the world through a computer linked to internet. In fact, this information could be also be accessed from all the districts headquarters of the country through NICNET. The information presently available on this site include Policy Framework, Structure, Organisation & Progress of Education in India, Financing of Education, Schemes for NGOs and Publications of the Department. Gradually, more information including the National Policy on Education documents and other important reports would be fed into this site. The address of this Website is [http:// www.nic.in/education](http://www.nic.in/education) and for detail information relating to any specific query or suggestion can be had through Email to [edudept.-@edunic.Delhi.nic.in](mailto:edudept.-@edunic.Delhi.nic.in)

### ***Conference of State Education Ministers***

15.1.3 A conference of State Education Ministers and State Education Secretaries was held on August 9-10, 1996 under the chairmanship of Minister of Human Resource Development (HRM) to review the status of the programmes in the areas of elementary, adult and secondary education and the measures needed to expedite achievement of national goals in these areas. The Conference decided to constitute a Committee of State Education Ministers of Andhra Pradesh, Bihar, Kerala, Karnataka, Haryana, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Tamil Nadu, West Bengal and Member, Planning Commission and the advisers to State for Education to work out the modalities of the proposal for making the right to free and compulsory elementary education a Fundamental Right and to identify resources required to achieve universalisation of elementary education. It also decided that three major Centrally Sponsored Schemes viz. Computer Literacy and Studies in Schools

(CLASS), Vocationalisation of Secondary Education and Promotion of Yoga would be transferred to the State Sector. The Committee submitted its report in January, 1997.

### *National Conference of Educational Experts*

15.1.4 HRM had convened a National Conference of Education Experts on August 16, 1996 to discuss on certain key issues such as review of the progress of National Policy on Education (NPE), 1986, financial allocation for education in the Ninth Plan, the Common Minimum Programme of the Government etc. The Conference was attended by 37 Educational Experts in various fields of education and Heads of Statutory Bodies/Resource organisations.

## **Educational Statistics**

15.2.1 Efforts have been made to reduce the time-lag in collection, compilation and publication of various Educational Statistics. For this purpose, a conference of Directors of Education/DPIs and Statistical Officers of States and Union Territories was convened on 9-10 April, 1996 to discuss the problems being faced by States/UTs Education Directorates for timely collection of Educational Statistics improving its quality, etc., A revised time schedule was conveyed to the Director of Education/Statistical Officers of the States/UTs within which the States are required to submit the statistics to the Ministry. The progress made so far is being reviewed.

5.2.2 The Central Plan Scheme of Computerisation of Educational Statistics in States/UTs was reviewed in this Conference and a revised scheme was submitted to the Ministry. This revised scheme is under approval of the Government.

15.2.3 Collection of numerical and financial data in respect of Universities, Degree Colleges and other colleges of Higher Education have started but the flow of data from the States has not yet picked up. States/UTs are being pursued for expediting submission of the Educational Statistics in respect of Higher Education.

15.2.4 Two Regional Training Programmes on Educational Statistics were organised in collaboration with respective States/UT Govts at Bhubaneswar (20-22 Nov. 1995) and at Pondicherry (26-28 Feb. 1996) for the benefit of Statistical Personnel engaged in the collection and compilation of Educational data at Block, District and State Directorates levels. Similar programmes shall continue.

15.2.5 Following publications have been brought out by the Statistics Unit during the year under report.

1. Selected Educational Statistics 1995-96
2. Education in India - 1991-92 Vol. I(s)
3. Education in India - 1989-90 Vol. II(s)

4. Education in India - 1991-92 Vol. I(c)
5. Education in India - 1988-89 Vol. II(c)
6. Selected Information on School Education 1994-95

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

15.3.1 The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body set up by the Government of India as the national apex institution in the field of educational planning and administration. The Institute's main areas of activities include training of educational planners and Administrators, research, diffusion of innovations and consultancy services. During the Year under report the institute continued to undertake activities in respect of training of educational planners and administrators, research, diffusion of innovations and consultancy services.

### **Training Activities**

15.3.2 NIEPA organises 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.

15.3.3 During 1996-97, the institute organised 28 programmes (upto November 1996), another 15 programmes will be held during December-March 1997. The various programmes/workshops organised during the Year are:-

15.3.4 Orientation and Training Programmes/Workshops/ Seminars/ Conferences Organised from April-November 1996.

### **National Programmes**

- |    |  |                   |
|----|--|-------------------|
| 1. | Workshop for Preparation of Outline of Case Studies and Training Modules                                     | May 6-10, 96      |
| 2. | Workshop on Material Development for Primary School Headmasters in School Effectiveness (Field Based- Assam) | May 30-June 5, 96 |
| 3. | Orientation of Educational Administration in the Use of Educational Data for Planning and Management         | June 3-5, 96      |

- |     |   |                    |
|-----|---|--------------------|
| 4.  | Planning and Management of Libraries in Haryana   | July 1-6,96        |
| 5.  | Sixteenth Diploma in Educational Planning and Administration (Phase-III)  | July 8-12, 96      |
| 6.  | Training of Trainers and Tryout of Modules on Tribal Education  | July 15-19, 96     |
| 7   | Training Programme on Educational Planning and Management (Field Based-Leh-Ladakh)                              | July 29-Aug 9,96   |
| 8.  | Computer Applications in Educational Planning and Management.   | July 29-Aug 9,96   |
| 9.  | Training Programme on Decentralized Planning and Management in Education.                                       | Aug. 5-9, 96       |
| 10. | Training-cum-Workshop in Institutional Planning for Principals of DIETs (Field Based)                           | Aug. 5-9, 96       |
| 11. | Orientation Programme on Planning and Management for DIET Libraries.  | Aug. 19-24, 96     |
| 12. | Orientation Programme in Planning and Management for Heads of Minority Managed Institutions (NIEPA/Field Based) | Aug. 19-29, 96     |
| 13. | Quantitative Techniques in Educational Planning   | Aug. 19-Sept. 6,96 |

- |     |  |                             |
|-----|--|-----------------------------|
| 14. | Orientation Programme on Financing Education (With a Focus on the Ninth Five Year Plan)  | Sept. 9-13, 96              |
| 15. | Training Programme on District Planning and Project Planning in Education.   | Sept. 9-13, 96              |
| 16. | Orientation Programme for College Principals   | Sept. 17-Oct.5, 96          |
| 17  | Workshop on Training of Trainers of Primary School Headmasters (Field Based Assam)   | Sept. 23-27, 96             |
| 18. | Orientation Programme in Institutional Planning and Management for the Heads of Ashram Secondary Schools and District Welfare Officers (NIEPA-Field Based) | Oct. 7-18, 96               |
| 19. | Seminar on Cost of Education   | Oct. 9-11, 96               |
| 20. | Seventeenth Diploma in Educational Planning and Administration (Phase-I)   | Oct. 28 '96 to Jan. 24 '97. |
| 21. | Orientation Programme on the Management of University Finance (NIEPA-Field Based)  | Nov. 18-22, 96              |

### **International Programmes**

- |     |   |                    |
|-----|---|--------------------|
| 22. | Fourth Training Programme for Senior School Principals of Sri Lanka (Focus on Management of Excellence) | May 24-June 14, 96 |
|-----|---|--------------------|

- |     |  |                       |
|-----|--|-----------------------|
| 23. | Thrice-Month Training Programme for Senior School Administrators of Sri Lanka.   | June 3 - Aug 31, 96   |
| 24. | Orientation Programme for School Principals from Bangla Desh.  | Sept. 9-13, 96        |
| 25. | Fifth Training Programme for Senior School Principals of Sri Lanka (Focus on Management of Excellence)                                 | Sept. 16 - Oct. 4, 96 |
| 26. | Study visit of Bangladesh Team of incharges from Education Ministry, Dhaka   | Oct. 10-17, 96        |
| 27. | Intensive Training Programme on Design and Development of Projects in Basic Education in South Asia (in collaboration with IIEP Paris) | Nov. 11-26, 96        |
| 28. | Study visit of Chinese Delegation.   | Nov. 11-17, 96        |

### ***Research Activities***

15.3.5 One of the main activities of the institute is to undertake, aid, promote and coordinate research in various fields of educational planning and administration. During the Year, 10 research studies/projects have been completed whereas, 10 research studies/projects are in progress, out of these, one is a sponsored study.

### ***Publications***

15.3.6 The following publications have been brought out in the current year and disseminated widely:-

#### **Priced**

- Educational Administration in Rajasthan: Structures, Processes and Future Prospects



- Single Teacher school in Tribal Areas: A Study of Girijan Vidhya Vikas Kendras in Andhra Pradesh
- Educational Administration in Tripura: Structures Processes and Future Prospects

### **Unpriced**

- Reforming School Education - Issues in Policy Planning and Implementation: Report of Conference (Feb 1-2, 1996)
- Journal of Education Planning and Administration October 95, January 96 and April 96 issues.
- Hindi Journal "Pariprekshya" - December 94 & April 95 issues
- Education for International understanding - The Indian Experience.
- NIEPA Newsletter-January 96, April 96 and July 96 issues.
- ANTRIEP Newsletter - January - June 96 issues
- Educational File - 5 issues (Vol. No. 1-5)

### ***Consultancy and Professional Support***

15.3.7 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, SIEMTs, SCERTs and other institutions within the country. Consultancy services were also provided to international agencies such as UNESCO, UNICEF, World Bank, Asian Development Bank and SIDA.

### ***District Primary Education Programme(DPEP)***

15.3.8 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 Cell has also been created in the Institute. Several training programmes were conducted and the proposals for initiating researches are on the anvil. Exercises in order to develop training modules are underway.

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

15.4.1 The Scheme of Studies, Seminars, Evaluation etc. for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and organisations, for conduct of seminars, workshops, impact and evaluation studies etc. on such issues that have relevance to the Education Policy, its management, implementation and related issues.

15.4.2 During 1996-97, financial assistance has been provided for organisation of one workshop, two seminars, five conferences and one study (until December, 1996).

## **Computer based Management Information Systems developed by NIC for Department of Education**

15.5.0 National Informatics Centre (NIC) continued to provide software, hardware and consultancy support to Department of Education in developing computer based Management Information Systems. NIC has established a computer Centre in the Department 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. A team of officers of NIC is working in close coordination with the officials of the Department. Highlights of the year 1996-97 are as follows:

### ***a) Sixth All India Educational Survey***

1. National level tables based on data of Village Information Form (VIF) and School Information Form (SIF-1) of Sixth All India Educational Survey have been generated in order to provide quick estimates for the formulation of 9th plan proposals.

2. Software has been developed and distributed to State Centres of NIC for processing data based on Village Information Form (VIF) and Urban Information Form (UIF). State level tables in respect of six North Eastern States have been generated and given to NCERT for checking.

3. Software for generation of state level and national level tables based on data of SIF-1 proforma has been developed and distributed to state centres of NIC.

4. In connection with aggregation of data based on Teacher Information Form (TIF) at state level and estimation of population using estimation procedure and generation of state level and national level tables, software has been developed.

5. Workshops have been organised to impart training on the operationalisation of software

**b) Department of Education**

1. A Home Page has been created for Department of Education to be put on World Wide Web.

2. CD-ROM cutting of various publications brought out by Department of Education has been taken up. Limited tender has been floated, bids have been evaluated and job order has been placed for OCR scanning of documents, conversion to ASCII, editing and HTML coding of information for retrieval by a standard web browser software.

3. In connection with establishment of Local Area Network (LAN) under WINDOWS environment with CLIENT-SERVER architecture for Department of Education, a meeting of NIC-Ministry coordination committee has been organised and implementation of decisions taken in the meeting is in progress.

4. Parliament Questions Information System has been implemented under both DOS and UNIX environments and entire data for one year (1995) has been got entered by hiring data entry operators from a private agency.

5. Designed input/output proforma and developed software for scholarships information system.

6. Management Information System for National Programme of Nutritional Support to Primary Education (Mid Day Meal Programme) has been developed and software alongwith operation manual sent to all state centres of NIC in connection with the implementation of the system.

7. Publication based on data of budgeted expenditure on education for the period 1993-96 brought out

8. Publication entitled 'Budget Resources for Education' has been brought out by updating data.

9. Arranged a demonstration of Public Utility databases under GIS\* and Power Builder software to senior officers of Department of Education.

10. Provided INTERNET connectivity and imparted necessary training on the usage of the same for exchange of electronic mail and accessing of information to some of the senior officers of the Department.

11. A presentation on the facilities like Video Conferencing, Multimedia, CD-ROM cutting, MEDLARS, Teletext, etc. available at NIC Hq., CGO Complex has been made to some of the senior officers of the Department.

12. A report has been brought out highlighting the impact of vocationalisation based on data collected from schools through survey.

13. Software has been developed for culling out information from the data of Sixth All India Educational Survey for bringing out the publication 'Education in India' for the year 1993-94 and software distributed to states by conducting a workshop.

14. Necessary support in the computerisation and generation of various reports has been provided to Non-formal Education Division in connection with Grant-in-aid committee meeting and various other requirements.

15. Presentation charts and graphs have been produced from time to time in connection with various studies.

16. Payroll system has been implemented and operationalised in Kendriya Vidyalaya Sangathan (KVS).

17. GPF/CPF information system has been developed and implemented and the package made operational by imparting training to concerned officials of KVS.

18. Construction activities information system has been developed and implemented at KVS. Necessary training has been imparted to concerned officials of KVS in connection with operationalisation of the package.

19. Development of software in respect of Pension Information System and Personnel Information System has been taken up and is in progress.

20. Software maintenance support has been provided in respect of

i) Grant-in-aid to voluntary agencies of Adult Education Bureau.

ii) Parliament assurances for generating weekly reports.

iii) Monitoring of ACC appointments.

iv) Copyright office for generating discrepancy letters, register of copyrights and index cards.

v) Monitoring the progress of Total Literacy campaigns of National Literacy Mission.

## **Computerised Management Information System (CMIS)**

15.6.1 Department of Education has established a unit called "Computer Management Information System (CMIS)" to meet the day-to-day needs of its computerisation work. The main objectives of this Unit are the following :-

- a) Identify areas for computerisation and conduct feasibility studies for the development of computer based management information system.
- b) analysis, design and development of software for the implementation of the management information system.
- c) Maintenance of software packages as per varying needs of the users in the Ministry.
- d) Act as a resource unit and provide training to the officials of the Ministry to develop local know-how for day to day processing of information.
- e) Design and develop database methodologies and build an effective educational information system, and
- f) Liaison with the National Informatics Centre.

15.6.2 The major achievements of the Unit during the year 1996-97 are as follows:-

- This Unit provided assistance for the implementation of the scheme on the National Programme on Nutritional Support to Primary Education by providing various information on state-wise, district-wise and block-wise enrolment of children, foodgrain requirements, supply of foodgrains to State Governments, lifting of foodgrains etc. for the implementation of the Programme.
- Assisted the Planning, Monitoring and Statistics Division in bringing out the following publication :-
  - \* Selected Educational Statistics 1995-96
  - \* Education in India Vol.I (S)
  - \* Education in India Vol.II (S)
  - \* Education in India Vol.I (C)

- \* Education in India Vol.II (C)
- \* Selected Information on School Education
- Database on Education Ministers, Chief Secretaries, Education Secretaries, DPIs of all States/UTs.
- Pay-billing and pay-slip system of the Deptt.
- Miscellaneous recovery schedules of the officers to the various Department, Organisation etc.
- Telephone Directory of the Department
- Retrieval of information on Parliament Questions
- Administrative Annual Report 1995-96 of the Department
- A compilation of Scholarship Schemes
- Software and Hardware assistance to HRM, MOS and senior executives of the Department.

***Miscellaneous***

15.6.2 The Unit has provided consultancy in finalising the hardware requirements for the officers of the Department. This Unit also presented charts, slides and graphs for various studies on education from time to time. Maintained the softwares and hardwares installed in the Department and provided all assistance on computers to various Bureaus of the Department. Training was also organised on usage of application packages for the officers of the Department.

## **16. INTERNATIONAL CO-OPERATION**





## 16 INTERNATIONAL CO-OPERATION

16.1.1 Since the establishment of the United Nations Educational, Scientific and Cultural Organisation [UNESCO], India has been in the forefront in promoting its ideals and objectives. The Indian National Commission for Cooperation with UNESCO [INC], set up in 1949, is the apex advisory, executive, liaison, information and co-ordinating body at the national level. INC has been playing an active role in UNESCO's work particularly in the formulation and execution of its programme in collaboration with the UNESCO Secretariat as well as the National Commissions of Asia and the Pacific region.

16.1.2 During the year, India contributed to the activities of UNESCO and its Regional Offices through participation in workshops, symposia and conferences, by assisting in the organisation of national, regional and inter-regional activities in India in areas of competence of UNESCO, arranging participation of Indian experts in UNESCO's activities formulating projects under the Participation Programme of UNESCO and administration of UNESCO Coupons Scheme. Public information activities relating to UNESCO continued to be operated in the form of publications of Hindi and Tamil editions of UNESCO Courier.

### *Follow-up of Education For All Summit of Nine High Population Countries*

16.1.3 The Department of Education was privileged to host the Education for All Summit of Nine High Population Countries in New Delhi in December, 1993 in which the Heads of three U.N. agencies UNESCO, UNICEF and UNFPA also participated as Co-sponsors. As a follow-up of the EFA Summit, the third meeting of the International Consultative Forum of Education for All was held at Amman, Jordan during 16-19 June, 1996. The meeting examined the results of the Mid-decade Review of Progress towards Education for All and drew conclusions for the International Community. The forum discussed action priorities for the remainder of the decade in line with the commitments undertaken in the recent series of major United Nations Conferences on the Environment, Human Rights, Population, Social Development and Women. Shri R.S. Pandey, Joint Secretary, Department of Education participated in the meeting.

### *International Commission on Education for 21st Century*

16.1.4 UNESCO had constituted an International Commission on Education for the 21st Century to reflect on education and learning for the next century. Mr. Jacques Delors was appointed the Chairman of the Commission and Dr. Karan Singh as one of its 14 members.

16.1.5 On the invitation of Shri Madhavrao Scindia, former Minister of Human Resource Development, the 8th and the Final Plenary Session of this Commission was held at New Delhi on 15-17 January, 1996. The meeting was held to finalise its Report for submission to UNESCO. The Report of the Commission captioned "The Treasure Within" has since been brought out.

### ***The Eleventh Regional Conference of National Commissions of Unesco***

16.1.6 The Eleventh Regional Conference of National Commissions of UNESCO in Asia & the Pacific was held from 30th June to 4th July, 1996 at Maldives. The forum discussed various topics in relation to Education in the 21st Century, consultation on Programmes & Budget; ongoing Networking of National Commissions. Dr. [Mrs.] Roopa R. Joshi, Director [UNESCO] in the Ministry of HRD participated in the meeting.

### ***Celebration of 50th Anniversary of Unesco***

16.1.7 The Indian National Commission for Co-operation with UNESCO is organising various activities in the current year to commemorate the 50th Anniversary of UNESCO in collaboration with apex institutions under the Department of Education. This includes, inter-alia publication of a book on the different facets of the India-UNESCO relationship.

16.1.8 On November 4, 1996 the Indian National Commission for Co-operation with UNESCO organised a seminar on India-UNESCO Cooperation in the past 50 years which was inaugurated by Shri S.R. Bommai, Minister for Human Resource Development, Government of India. Besides, other eminent personalities, experts in the field of UNESCO's competence also participated in the Seminar. On this occasion, a book captioned "Education for International Understanding-The Indian Experience" by Dr.C.L. Sapra and co-sponsored by the Indian National Commission for Unesco and NIEPA was released by Hon'ble Minister of HRD, Shri S.R. Bommai.

### ***International Conference on Education***

16.1.9 The 45th Session of the International Conference on Education was held at Geneva from 30th September to 5th October, 1996. The main theme of the Conference was "Strengthening of the Role of Teachers in Changing World".

16.1.10 The Indian Delegation consisting of the following members participated in the Session:

- (i) Shri R.S. Pandey, Joint Secretary (DPEP, UNESCO), Department of Education

- (ii) Dr. A.K. Sharma, Director, National Council of Educational Research and Training, New Delhi.
- (iii) Prof. J.S. Rajput, Chairman, National Council of Teacher Education, New Delhi.

#### ***International Bureau Of Education:***

16.1.11 The 42nd Session of the Council of the International Bureau of Education was held at Geneva on 2nd and 5th October, 1996. Shri R.S. Pandey, Joint Secretary (DPEP, UNESCO) attended the Session.

#### **Inter-Governmental Regional Committee on Education in Asia and the Pacific (EDCOM), UNESCO**

16.1.12 The First Meeting of the Inter-governmental Regional Committee on Education in Asia and the Pacific (EDCOM) was held at Bangkok from 24-26 June, 1996. Dr. R.V. Vaidyanatha Ayyar, Additional Secretary, Department of Education participated in the meeting.

#### ***Asia-Pacific Programme For Educational Innovation For Development [APEID]***

16.1.13 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.

#### ***Participation Programme of UNESCO***

16.1.14 Under the Participation Programme, UNESCO provides financial assistance to various institutions of Member States which are engaged in promotion of programmes and activities of UNESCO, for undertaking innovative projects which would contribute at the national, sub-regional and international levels to the implementation of the objectives of UNESCO. For the biennium 1996-97, 23 proposals had been forwarded to UNESCO with a projected demand of US \$7,69,202/-. Out of these, 16 projects have been registered by UNESCO. So far, 7 projects have been approved for US \$1,12,000/- by UNESCO Secretariat.

#### ***Education For International Understanding***

16.1.15 The UNESCO Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of aims and objectives of the organisation.

The Associated Schools are educational institutions which are directly linked with UNESCO Secretariat for project activities relating to education for international understanding, co-operation and peace. On the recommendations of the Indian National Commission for UNESCO [INC], 38 Schools and Teacher Training Institutes from India are enlisted with UNESCO under this Project.

16.1.16 The INC is the national co-ordination agency for UNESCO Clubs and Associated Schools. There are about 285 UNESCO Clubs and Associated Schools which 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, co-operation and peace.

#### ***Photo Contests in Asia and the Pacific***

16.1.17 The INC has been co-ordinating the participation of Indian photographers in photo contests organised by Asia Pacific Cultural Centre for UNESCO [ACCU], Japan. Thirteen persons from India won prizes in the 19th Photo Contest under the theme "Children at Play".

#### ***Unesco Coupons Programme***

16.1.18 The INC continued to operate the UNESCO International Coupons Scheme designed to assist individuals and institutions working in the fields of education, science, culture and communication to import their bonafide requirements of educational publications, scientific equipment, educational films, etc., from abroad without undergoing the foreign exchange and import control formalities. The total sale of UNESCO coupons during the period from January to November, 1996 amounted to US \$6,970/-.

#### ***Publication of Unesco Courier***

16.1.19 "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 editions enjoy wide circulation amongst educational institutions, libraries, UNESCO Clubs, Associated Schools and individuals.

#### ***Schemes of Financial Assistance to Voluntary Bodies, Unesco Clubs and Associated Schools***

16.1.20 The INC is operating a scheme of financial assistance to voluntary organisations, UNESCO Clubs, and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO. During the year, grant-in-aid of Rs.20,000/- has been sanctioned so far.

### ***Executive Board Of UNESCO***

16.1.21 The 149th Session of the Executive Board of UNESCO was held from 22 April to 3 May, 1996 and the 150th Session was held from 14-31 October, 1996 at Paris. Shri Ram Niwas Mirdha, Indian Member represented on the Executive Board of UNESCO, attended both the Sessions. The Board discussed inter-alia, the implementations of the decisions adopted by the General Conference of UNESCO, took note of the reports by UNESCO, and deliberated upon various other important matters falling within the competence of UNESCO.

### ***Contribution to Unesco***

16.1.22 The financial contribution of each Member State of UNESCO is approved by the General Conference of UNESCO for each year based on the scales of assessment adopted by the UN General Assembly. For the biennium 1996-1997, India's share was fixed at 0.3049% for the year 1996 and 0.30% for the year 1997 of the total budget of the Organisation by the 28th Session of the General Conference of UNESCO held during 1995. 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. In response to UNESCO's appeal for the purpose, India has also offered to make a contribution of Rs.3,50,000/- approximately equivalent to US \$10,000, for the renovation of Headquarters buildings of UNESCO at Paris. India also made a voluntary contribution of Rs.3,50,000/- to the International Institute of Educational Planning (IIEP), (UNESCO), Paris during 1996-97.

16.1.23 India also contributes towards rental for UNESCO's Regional Office in New Delhi at the rate of Rs.75,000/- per month.

### ***India's Participation in other Conferences/Workshops/Working Groups Sponsored by UNESCO***

16.1.24 The following officials represented the Department of Education [Ministry of Human Resource Development] in the Workshops, Training Courses, Seminars, Working Group Meetings sponsored by UNESCO, its Regional Offices etc.,:-

- i] Smt. Gopa Sen, DS[P] participated in the Reference Group Meeting [ISCED] held in Geneva on 20-21 May, 1996.
- ii] Dr. Roopa R. Joshi, Director [UU] participated in the 11th Regional Conference on National Commissions of UNESCO in Asia and the Pacific held in Maldives on 30th June to 4th July, 1996.

- iii] Shri R.S. Pandey, JS participated in the 3rd Meeting of the International Consultative Forum of Education for All held in Amman, Jordan on 16-19 June, 1996.
- iv] Shri Naved Masood, Director participated in the First SEAMEO-UNESCO, PROAP Regional Conference on Education for the 21st Century held in Malaysia on 9-12 July, 1996.
- v] Ms. Vrinda Sarup, Director, participated in the Asia/Pacific Regional Conference Workshop on Head Teacher Training & Resource Materials Development held in Daruesulamen [Borneo] 8-11 July, 1996.
- vi] Ms. Rameshwari Handa, Director, participated in the 1996 meeting on ACCU, Regional Literacy Programme, in Asia and the Pacific held in Tokyo, Japan on 9-15 July, 1996.
- vii] Ms. Kusum Vir, Dy. Director, Directorate of Adult Education participated in the Third Regional Workshop on Continuing Education Development in Kuala Lumpur, Malaysia from 19-28 August, 1996.
- viii] Shri Bhaskar Chatterjee, JS participated in Asia-Pacific Regional Committee on Adult Education held in Jomtien, Thailand from 16-18 September, 1996.
- ix] Smt. Sibani Swain & Smt. Gopa Sen both Deputy Secretaries participated in the International Workshop on Research Methods for Planning the Quality of Education held in Cyprus on 14th October to 1st November, 1996.
- x] Shri Abhimanyu Singh, JS & Shri Satyamurthy JS&FA participated in the Regional Seminar on Capacity Building in Distance Education held at Bangkok, Thailand from 21-25 October, 1996.
- xi] Ms. Vinita Agarwal, DS[VE] participated in UNEVOC - Regional Meeting on Development & Implementation of Technical & Vocational Education for Economic Development in Asia & the Pacific RMIT, Melbourne from 11-15 November, 1996.

16.1.25 The Indian National Commission also nominated experts to participate in national, regional and international meetings and workshops of UNESCO.

## **External Academic Relations (Ear Unit)**

16.2.1 The EAR Unit deals with policy matters to promote India's external academic relations with more than 97 countries with whom India has bilateral Cultural Exchange Programmes (CEP) and other collaborative arrangements; monitoring of educational component of the bilateral and collaborative programme with other countries.

16.2.2 Dr. R.V. Vaidyanatha Ayyar, Additional Secretary, Department of Education represented the Ministry of Human Resource Development in the First Session of the Standing Technical Committee for educational personnel of the 254th Session of ILO during April 22-26, 1996 at Geneva.

16.2.3 H.E. Mrs. Genet Zewdie, Minister of Education, Government of Ethiopia alongwith a three member Delegation visited India during 20-26 June, 1996. During their visit the delegation visited NCERT, IIT, Delhi University, AICTE, AIIMS and University of Roorkee. The visiting Minister also met and discussed bilateral issues with Minister for Human Resource Development on 20th June, 1996 at New Delhi.

16.2.4 Prof. Kuldeep Mathur, Director, NIEPA represented Department of Education in the Third meeting of the SAARC Technical Committee on Education, Culture and Sports held at Dhaka, Bangladesh during 22-24 June, 1996.

16.2.5 A meeting of the group of experts to review the SAARC Chairs, Fellowships and Scholarships scheme under the aegis of the SAARC Technical Committee on Education, Culture and Sports was hosted by the Government of Sri Lanka at Colombo during 26-29 July, 1996. Mrs. C. Lakshmi Reddy, Director (Scholarships), Department of Education, Prof.N.C. Mathur, Vice-Chairman, UGC and Dr.Kheya Bhattacharya, Senior Programmer, Director, ICCR represented India in the above mentioned meeting.

16.2.6 H.E. Mr. Patrick Pillay, Minister of Education and Culture, Republic of Seychelles visited India from 30 August to 8 September, 1996 under the ICCR's Distinguished Visitors Programme. Mr. Pillay called on the Minister of Human Resource Development, Shri S.R.Bomma, on September 3, 1996. The main purpose of his visit was to identify some of the Indian Institutions where students from Seychelles could study particularly in the fields of MBA, financing, accountancy and vocational training.

16.2.7 Ms. Vrinda Swarup, Director represented the Department of Education in the Third SAARC Ministerial Conference on South Asian Children, held in Islamabad, Pakistan during 20-22 August, 1996.

16.2.8 H.E. Amanda Vanstone, Minister of Employment, Education, Training and Youth Affairs, Government of Australia accompanied by her husband and a four member Educational Delegation visited India during 23-26 October, 1996. During their visit, the Delegation attended the “Australia-India: New Horizons in Education and Training” Conference. Australian Education Minister also called on the Hon’ble Shri S.R. Bommai, Minister of Human Resource Development at Shastri Bhavan, New Delhi to discuss modalities of cooperation between the two countries in the educational field.

### **Auroville Foundation**

16.3.0 The Government of India took over the management of Auroville in 1980 under the Auroville (Emergency Provisions) Act, 1980 for encouraging, continuing development and better management and consolidating the activities of Auroville. The Auroville Foundation Act, 1988 was passed by Parliament and the Act came into force w.e.f. 28th September, 1988. According to the provisions of the Act, grants are to be given by the Government of India 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 stage of childhood; and
- (ii) need for synthesis of knowledge and culture; and
- (iii) need to provide a stable base for all round development of Auroville and surrounding villages.



# **APPENDICES**



**ASSISTANCE TO STATES/UTS  
FOR IMPLEMENTING  
CENTRALLY SPONSORED  
SCHEMES**



## Statewise Anticipated Expenditure under OB During 1996-97

(Rs. In lakhs)

State/Union Territory	Salary of Addl. Teacher	Salary of 3rd Teacher	Addl. Teachers Upper Primary School	Total
1. Andhra Pradesh	2835.00	1025.32	1065.54	4925.86
2. Arunachal Pradesh	40.95	-	-	40.95
3. Assam	2871.96	-	-	2871.96
4. Bihar	8548.75	-	-	8548.75
5. Goa	10.32	0.63	-	10.95
6. Gujarat	-	-	-	-
7. Haryana	14.00	62.68	-	76.68
8. Himachal Pradesh	164.67	-	72.87	237.54
9. Jammu & Kashmir	461.82	872.23	560.28	1400.1
10. Karnataka	-	-	2018.1	2890.33
11. Kerala	-	-	-	-
12. Madhya Pradesh	4993.38	-	153.93	4993.38
13. Maharashtra	-	-	-	153.93
14. Manipur	123.48	-	-	123.48
15. Maghalaya	-	-	-	-
16. Mizoram	5.42	-	-	5.42
17. Nagaland	2.97	-	-	2.97
18. Orissa	-	-	-	-
19. Punjab	294.00	-	284.13	578.13
20. Rajasthan	-	532.98	-	532.98
21. Sikkim	-	-	-	-
22. Tamil Nadu	375.9	1453.09	-	1828.99
23. Tripura	13.12	-	8.4	21.52
24. Uttar Pradesh	291.72	-	-	291.72
25. West Bengal	569.52	-	-	569.52
26. A (@) N Islands	-	0.63	-	0.63
27. Chandigarh	-	-	-	-
28. D. & N. Haveli	26.46	-	-	26.46
29. Daman & Diu	-	-	-	-
30. Delhi	-	-	-	-
31. Lakshadweep	-	-	-	-
32. Pondicherry	1.68	-	-	1.68
<b>TOTAL</b>	<b>21645.12</b>	<b>4325.56</b>	<b>4163.25</b>	<b>30133.93</b>

**NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION  
ALLOCATION OF FOODGRAINS FOR THE YEAR 1996-97 (W.E.F.1.4.96)  
IN EAS & LFL BLOCKS FOR TEN ACADEMIC MONTHS**

	States/ Union Territories	Mode  *	No. Of Districts	No. Of Blocs	No. Of Bene- ficiaries	Foodgrains allocated for the period 1.4.96 to 31.03.97 (in Qtls.) ten academic months			Basis for Alloca- tions\$
						Wheat	Rice	Total	
1	Andhra Pradesh	FG	22	330 **	4913832	0	1474149.60	1474149.60	S
2	Arunchal Pradesh	FG	12	56	96934	0	29080.20	29080.20	E
3	Assam	FG	23	157	2093846	0	628153.80	628153.80	S
4	Bihar	FG	50	715	6125567	1108098.00	729572.10	1837670.10	E
5	Goa	FG	2	3 @	3508	0	1052.40	1052.40	E
6	Gujarat	CM	18	138	1753695	210443.40	210443.40	420886.80	E
7	Haryana	CM	16	88	1172399	140687.88	140687.88	281375.76	E
8	Himachal pradesh	FG	10	33	303895	0	91168.50	91168.50	S
9	Jammu & Kashmir	CM	14	121	620364	0	148887.36	148887.36	E
10	Karnataka	FG	18	147	3701781	395504.70	715029.60	1110534.30	E
11	Kerala	CM	7	21	314576	0	75498.20	75498.20	S
12	Madhya Pradesh	CM	45	453	7429866	1051917.36	731250.40	1783167.76	S
13	Maharashtra	FG	27	200	4297718	0	1289315.40	1289315.40	S
14	Manipur	FG	7	25	137631	0	41289.30	41289.30	S
15	Meghalaya	FG	7	32	218581	0	65574.30	65574.30	S
16	Mizoram	FG	3	20	96748	0	29024.40	29024.40	S
17	Nagaland	FG	7	28	97335	0	29200.50	29200.50	S
18	Orissa	CM	27	235	2220702	0	532968.40	532968.40	E
19	Punjab	FG	7	40	545284	163585.20		163585.20	S
20	Rajasthan	FG	31	237	3636521	1090956.30	0.00	1090956.30	S
21	Sikkim	FG	4	8	62122	0	18636.60	18636.60	S
22	Tamil Nadu #	CM	20	185	1163122	0	279149.28	279149.28	S
23	Tripura	FG	4	27	379028	0	113708.40	113708.40	E
24	Uttar Pradesh	FG	66	889	9909644	1927741.20	1045152.00	2972893.20	E
25	West Bengal	FG	17	216	3637813	16412.7	1074931.20	1091343.90	S
26	A & N Island	FG	1	2	5483	0	1644.90	1644.90	E
27	Chandigarh	FG	1	1 @	64770	0	19431.00	19431.00	E
28	D & N Haveli	FG	1	1	24456	0	7336.80	7336.80	E
29	Daman & Diu	FG	2	2	8150	0	2445.00	2445.00	E
30	Delhi	PR	1	1 @	600000	144000.00	0.00	144000.00	E
31	Lakshadweep	FG	1	9	8786	0	2635.80	2635.80	E
32	Pondicheery	CM	4	6 @	46996	0	9399.20	9399.20	E
	INDIA		475	4426	55691153	6249346.74	9536815.92	15786162.66	

\* FG=Food Gran CM= Cooked Meals PF=Processed Food @ Urban Slums are covered in these blocks

\*\* Covers 982 Mandals in Andhra Pradesh \$ S=VI AIES Enrichment, E=Enrolment Data furnished by States/UTs

# Enrolment in respect of LFL Blocks is awaited.

NB: (1) In case of foodgrains, the allocation is @ 3KG per month for 10 academic months during 1996-97

(2) In case of cooked meals, 240 school days has been taken as the basis @ 100 grams per child per day (200 days in case of Pondicherry)

(3) In case of J&K and Himachal Pradesh, the allocations have been made from 1.6.96 to 31.05.97 for 37 blocks in J&K, and 7 blocks in Himachal Pradesh being remote and inaccessible areas.

**ALLOCATION AND LIFTING OF FOODGRAINS UNDER NP-NPSE  
DURING THE PERIOD 15.8.95 TO 31.3.96**

S. No.	State/UT	Food Grains (In MTS)		Percentage of Lifting
		Allocation Total	Lifting Total*	
1	Andhra Pradesh	63664.22	52347.00	82.22
2	Arunchal Pradesh	2126.69	1098.00	51.63
3	Assam	44115.93	29648.00	67.20
4	Bihar	61214.46	28193.00	46.06
5	Goa	66.20	66.20	100.00
6	Gujarat	31532.83	22001.00	69.77
7	Haryana	10342.78	10334.00	99.92
8	Himachal Pradesh	3549.47	3151.00	88.77
9	Jammu & Kashmir	7520.64	3232.00	42.98
10	Karnataka	65588.23	50485.00	76.97
11	Kerala	5127.59	5127.00	99.99
12	Madhya Pradesh	81238.75	78996.00	97.24
13	Maharashtra	84478.61	50903.00	60.26
14	Manipur	2361.80	1367.00	57.88
15	Meghalaya	4918.07	4396.00	89.38
16	Mizoram	2030.92	1917.00	94.39
17	Nagaland	2190.05	1460.00	66.67
18	Orissa	25992.95	25767.00	99.13
19	Punjab	11150.98	5502.00	49.34
20	Rajasthan	62096.93	54965.00	88.51
21	Sikkim	1397.75	1651.00	118.12
22	Tamil Nadu	18929.17	18737.00	98.98
23	Tripura	8085.94	8085.00	99.99
24	Uttar Pradesh	57179.20	48390.00	84.63
25	West Bengal	39996.73	25193.00	62.99
26	A & N Island	122.03	106.00	86.86
27	Chandigarh	1020.13	69.00	6.76
28	D & N Haveli	399.98	399.00	99.75
29	Daman & Diu	169.07	142.00	83.99
30	Delhi	13500.00	2150.00	15.93
31	Lakshadweep	124.41	-	-
32	Pondicheery	677.42	139.00	20.52
	<b>INDIA</b>	<b>712909.93</b>	<b>536016.20</b>	<b>75.19</b>

\* Provisional Figures supplied by FCI. Final Figures awaited from State/UT Governments.

**ASSISTANCE TO STATES/UTs FOR  
INTEGRATED EDUCATION FOR THE DISABLED CHILDREN  
(IEDC)**

S No	Name of State/UTs	Amount Released (Rs. In lakhs) (Plan)					
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97 (As on 29.11.96)
1	ANDHRA PRADESH	-	-	14.01	32.46	-	
2	BIHAR	-	36.95	-	26.58	-	
3	GUJARAT	34.50	67.21	-	39.50	-	28.01
4	HARYANA	-	16.80	-	-	-	
5	HIMACHAL PRADESH	7.21	9.55	6.34	-	3.90	
6	JAMMU & KASHMIR	16.69	-	-	-	-	-
7	KARNATAKA	45.28	39.08	4.19	70.73	47.78	2.42
8	KERALA	77.54	-	125.28	66.59	495.21	
9	MADHYA PRADESH	-	30.90	-	52.72		
		2.07	2.49	2.95	3.29	2.36	1.72
		(VO)	(VO)	(VO)	(VO)	(VO)	(VO)
10	MANIPUR	3.98	5.00	22.40	-	8.40	5.72
11	MAHARASHTRA	-	-	75.33	13.4.3	-	17.05
					23.00(VO)		
12	MIZORAM	31.72	45.36	1.92	14.00	11.51	
13	NAGALAND	10.79	12.61	5.74	11.71	5.41	
14	ORISSA	22.46	35.20	68.92	43.64	4.84	59.44
							1.10 (VO)
15	PUNJAB	12.00	-	-	-	-	-
16	RAJASTHAN	74.14	28.33	85.35	26.25	20.20	-
17	TAMILNADU	9.90	28.41	-	-	-	-
			0.62	5.32	4.14	13.22	
			(VO)	(VO)	(VO)	(VO)	
18	TRIPURA			2.04	-	0.87	
19	UTTAR PRADESH	-	-	-	-	-	-
					1.04	0.70	0.58
					(VO)	(VO)	(VO)
20	WEST BENGAL	-	-	-	-	3.76	-
					34.00	12.00	
					(VO)	(VO)	
21	A & N ISLANDS	16.08	20.65	9.84	13.37	12.78	6.62
22	CHANDIGARH			0.99	0.99	-	-
23	DELHI	16.14	0.03	15.74	37.50	4.54	-
					1.25	2.18	-
					(VO)	19.89	
						(VO)	
24	DAMAN & DIU	0.53	0.29	0.42	0.45	0.45	-
		<b>378.13</b>	<b>379.48</b>	<b>449.95</b>	<b>516.94</b>	<b>670.00</b>	<b>122.66</b>
				<b>i.e.450.00</b>	<b>i.e.517.00</b>		



**FUNDS RELEASED TO STATES/UTs/VOs. UNDER THE  
SCHEME OF  
YOGA IN SCHOOLS**

States/UTs.	Amount Released (Rs.in Lakhs) (Plan)					
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97 (As on 29.11.96)
1. ANDHRA PRADESH	-	-	24.24	1.76	-	-
2. ARUNACHAL PRADESH	-	-	2.35	-	-	-
3. BIHAR	-	-	-	6.17	2.76	-
4. JAMMU & KASHMIR	8.00	13.00	-	-	-	-
5. KARNATAKA	-	1.00	9.00	-	0.79	-
6. MADHYA PRADESH	5.94	-	-	-	-	-
7. MAHARASHTRA	-	-	7.66	8.38	2.5	-
8. ORISSA	-	-	-	-	0.83	-
9. PUNJAB	3.36	-	-	-	-	-
10. TAMIL NADU	-	1.65	-	-	-	-
11. TRIPURA	-	0.26	1.13	-	-	1.27
12. UTTAR PRADESH	8.05	-	3.70	-	3.00	-
13. CHANDIGARH	-	-	-	-	0.35	0.35
14. DELHI	-	1.69	5.50	2.5	-	-
15. KSMYM SAMITI, LONAVLA	35.3	12.37	5.00	5.00	-	-
16. R.K.INSTT. OF MORAL & SPIRITUAL EDN. MYSORE	4.05	-	1.40	1.50	-	-
	<b>64.70</b>	<b>29.97</b>	<b>59.98</b> i.e. 60.00	<b>25.31</b>	<b>10.23</b>	<b>1.62</b>

**CENTRALLY SPONSORED SCHEME OF VOCATIONALISATION OF SECONDARY EDUCATION  
AMOUNT OF GRANT (RS. IN LAKHS)**

Sl.No.	Name of State	1987-89	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Total
1.	Andhra pradesh	562.63	730.32	177.06	886.85	1010.23	1584.91	640.58	327.45	-	-	5920.03
2.	Arunachal Pradesh	-	-	-	-	6.35	-	-	-	-	-	6.35
3.	Assam	30.1	82.61	-	42.62	140.28	10025	291.54	164.42	108.52	-	960.34
4.	Bihar	136.09	-	7.41	558.61	0.75	-	408.51	157.87	415.39	-	1684.63
5.	Goa	68.53	28.47	64.59	80.63	49.65	92.56	56.93	100.42	115.04	-	656.82
6.	Gujarat	-	236.64	1173.31	778.03	879.37	1070.74	781.73	-	-	-	4919.82
7.	Haryana	276.12	353.04	129.87	184.83	155	131.44	228.18	379.14	621.85	239.28	2698.75
8.	Himachal pradesh	30.9	1.86	98.06	177.47	56.86	59.42	-	-	1.33	-	425.9
9.	Jammu & Kashmir	-	-	-	16.5	15.8	-	22.55	-	-	-	54.85
10.	Karnataka	93	244.70	49.21	156.8	325	727.47	1012.69	729.55	328.32	-	3666.74
11.	Kerala	-	226.42	223.44	353.23	346.9	410.78	352.4	885.23	929.35	-	3727.75
12.	Madhya Pradesh	57.16	745	1121.48	1221.42	3.00	-	-	20.80	-	-	3168.86
13.	Maharashtra	495.9	469.66	509.38	267.2	1230.25	2195.33	2035.74	2449.69	3134.44	-	12787.59
14.	Manipur	-	11.68	-	-	44.00	7.18	7.40	40.24	35.24	-	145.74
15.	Meghalaya	-	-	-	20.75	-	-	-	-	13.67	4.63	39.05
16.	Mizoram	21.42	7.12	-	16.68	-	24.85	21.92	-	8.80	-	100.82
17.	Nagaland	8.00	-	-	14.84	-	-	1.40	-	-	-	24.24
18.	Orissa	156.49	600	83.72	510.4	-	1.22	650	102.2	-	-	2104.03
19.	Punjab	211.59	-	50.25	371.71	222.25	320.62	253.74	265.02	434.53	-	2129.71
20.	Rajasthan	58.34	159.22	72.35	561.54	323.56	340.39	385.19	556.54	-	617.49	3074.62
21.	Sikkim	-	-	-	5.32	0.04	5.32	7.15	-	-	-	17.83
22.	Tamil Nadu	112.56	225	358.11	279.56	727.9	-	700.16	706.55	-	-	3109.84
23.	Tripura	-	-	-	-	-	-	4.12	-	-	-	4.12
24.	Uttar Pradesh	829.88	800	203.69	707.25	99.15	581.39	258.42	265.39	502.4	473.74	4721.14
25.	West Bengal	40.69	-	-	-	-	-	-	-	-	-	40.69
<b>Union Territories</b>												
1.	A N Islands	-	-	3.24	3.24	-	-	-	-	-	-	6.48
2.	Chandigarh	-	*42.70	*42.70	12.34	20.77	8.65	22.77	*23.99	26.86	23.99	224.77
3.	D.& N. Haveli	-	-	-	-	-	5.25	2.79	-	-	-	8.04
4.	Daman & Diu	-	-	-	-	-	-	3.09	2.66	5.06	4.65	15.46
5.	Delhi	*36.57	-	4.18	*42.86	0.30	*46.38	-	105.60	50.23	-	285.47
6.	Lakshadweep	-	-	-	-	-	-	-	-	-	-	-
7.	Pondicherry	-	-	-	16.63	-	-	17.44	16.26	14.06	-	64.39
Total (UTs)		36.52	42.7	50.12	75.07	21.07	60.28	46.09	147.91	96.21	28.64	604.61
Total (States)		3189.4	4921.74	4321.93	7212.24	5636.34	7653.9	8120.35	7151.01	6648.88	1335.14	56190.93
Grand Total		3225.92	4964.44	4372.05	7207.31	5657.41	7714.18	8166.44	7298.92	6745.09	1363.78	56795.54

\* Not claimed

(@) Released till January, 1997

**CENTRALLY SPONSORED SCHEME OF PRE-VOCATIONAL EDUCATION AT LOWER  
SECONDARY STAGE**

**AMOUNT OF GRANT RELEASED (IN LAKHS)**

Sl.No.	Name of State	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Total
1.	Andhra Pradesh	-	-	-	-	-	-	-	-	-	-	-
2.	Arunchal Pradesh	-	-	-	-	-	-	-	-	-	-	-
3.	Assam	-	-	-	-	-	-	3.30	-	-	-	3.30
4.	Bihar	-	-	-	-	-	-	-	-	-	-	-
5.	Goa	-	-	-	-	-	-	-	-	-	-	-
6.	Gujarat	-	-	-	-	-	-	-	-	-	-	-
7.	Haryana	-	-	-	-	-	-	-	-	-	-	-
8.	Himachal Pradesh	-	-	-	-	-	-	-	-	-	-	-
9.	Jammu & Kashmir	-	-	-	-	-	-	-	-	-	-	-
10.	Karnataka	-	-	-	-	-	-	18.2	41.52	-	-	59.72
11.	Kerala	-	-	-	-	-	-	-	-	-	-	-
12.	Madhya Pradesh	-	-	-	-	-	-	23.94	-	-	-	23.94
13.	Maharashtra	-	-	-	-	-	-	-	-	-	56.94	56.94
14.	Manipur	-	-	-	-	-	-	2.30	-	9.77	-	12.07
15.	Meghalaya	-	-	-	-	-	-	-	-	-	-	-
16.	Mizoram	-	-	-	-	-	-	-	-	-	-	-
17.	Nagaland	-	-	-	-	-	-	-	-	-	-	-
18.	Orissa	-	-	-	-	-	-	-	-	-	-	-
19.	Punjab	-	-	-	-	-	-	7.58	19.24	-	-	26.8
20.	Rajasthan	-	-	-	-	-	-	7.28	1.89	2.25	-	11.4
21.	Sikkim	-	-	-	-	-	-	-	-	-	-	-
22.	Tamil Nadu	-	-	-	-	-	-	-	-	-	-	-
23.	Tripura	-	-	-	-	-	-	-	-	-	-	-
24.	Uttar Pradesh	-	-	-	-	-	-	44.61	-	-	-	44.61
25.	West Bengal	-	-	-	-	-	-	-	-	-	-	-
26.	A&N Islands	-	-	-	-	-	-	-	-	-	-	-
27.	Chandigarh	-	-	-	-	-	-	-	2.10	-	-	2.10
28.	D. & N. Haveli	-	-	-	-	-	-	-	-	-	-	-
29.	Daman & Diu	-	-	-	-	-	-	-	-	-	-	-
30.	Delhi	-	-	-	-	-	-	5.62	-	-	-	-
31.	Lakshadweep	-	-	-	-	-	-	-	-	-	-	-
32.	Pondicherry	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	112.83	70.37	12.02	*56.94	252.16

\* Released till January, 1997

**State/UT wise position on regarding releasse of grants  
during 1996-97 as on 31.1.97 under the Centrally  
Sponsored Scheme of Improvement of Science Education  
in Schools**

<b>S.No.</b>	<b>Name of State/UT</b>	<b>Amount released</b>
1.	Daman & Diu Adm.	504200/-
2.	Himachal Pradesh	7703400/-

**State/UTwise Position Regarding Release of Grants during 1996-97 Under  
Centrally Sponsored Scheme of Environmental Orientation to School  
Education (as on 31.1.97)**

<b>Name of the Organisation</b>	<b>Amount released</b>
NIL	

**ASSISTANCE TO STATES/UTs FOR  
EDUCATIONAL TECHNOLOGY SCHEME\***

	Name of State/UT	Amount Released (in Lakhs)						
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
1	ANDHRA PRADESH	227.9	37.47	97.07	59.47	770.86	309.72	73.01
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	55.00
5	GOA	5.29	-	-	-	-	-	-
6	GUJARAT	96.19	-	232.48	285.53	86.29	185.29	30.00
7	HARYANA	50	-	-	36.85	19.5	-	-
8	HIMACHAL PRADESH	-	-	-	-	98.18	-	-
9	JAMMU&KASHMIR	102.99	-	13.09	-	52.5	-	-
10	KARNATAKA	15.81	-	43.61	-	148.01	-	-
11	KERALA	-	12.17	-	-	-	-	-
12	MADHYA PRADESH	29.16	-	16.27	-	-	-	-
13	MAHARASHTRA	126.2	-	50.55	654.23	68.46	75.88	50.00
14	MANIPUR	10.08	16.19	-	-	-	11.49	-
15	MEGHALAYA	5	5.08	14.5	16	-	5.99	-
16	MIZORAM	-	0.11	-	-	-	1.01	-
17	NAGALAND	-	-	-	8.6	-	1.55	-
18	ORISSA	258.25	-	380.88	369.07	313.97	67.58	50.00
19	PUNJAB	60	-	167.48	-	195	-	-
20	RAJASTHAN	-	-	12.02	250.01	-	-	-
21	SIKKIM	3.5	-	-	0.97	1.01	-	-
22	TAMILNADU	100	-	-	-	-	-	-
23	TRIPURA	0.06	-	0.41	-	-	-	-
24	UTTAR PRADESH	-	-	54.3	42.73	50	60.77	60.00
25	WEST BENGAL	-	-	-	-	-	-	-
26	A & N ISLANDS	0.5	-	0.76	-	-	-	-
27	CHANDIGARH	1.11	-	-	-	-	-	-
28	DELHI	-	-	-	-	132.5	-	-
29	DADRA & NAGAR HAVELI	-	0.36	0.31	-	-	-	-
30	DAMAN & DIU	-	-	-	-	-	-	-
31	LAKSHADWEEP	-	-	-	-	-	-	-
32	PONDICHERRY	-	-	-	-	-	-	-
33	NCERT	-	-	118.68	5.74	302.48	598.87	73.02
34	CIIL, MYSORE	-	-	-	-	6.00	15.11	10.00
	TOTAL	1165.57	78.14	1400.01	1769.19	2318.00	1359.90	401.03

\* This includes amount sanctioned for SIETs of concerned States.



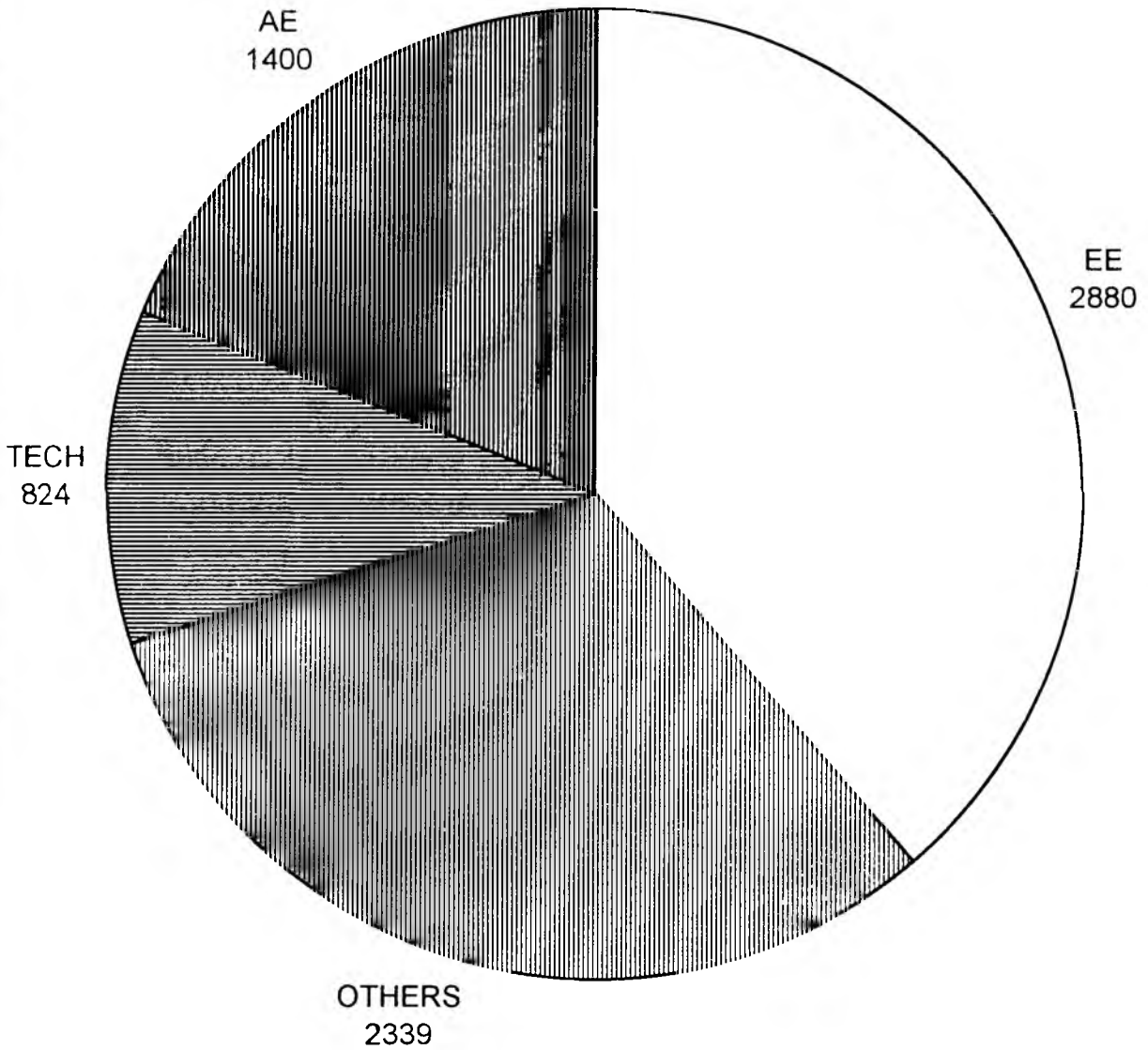
# **CHARTS**





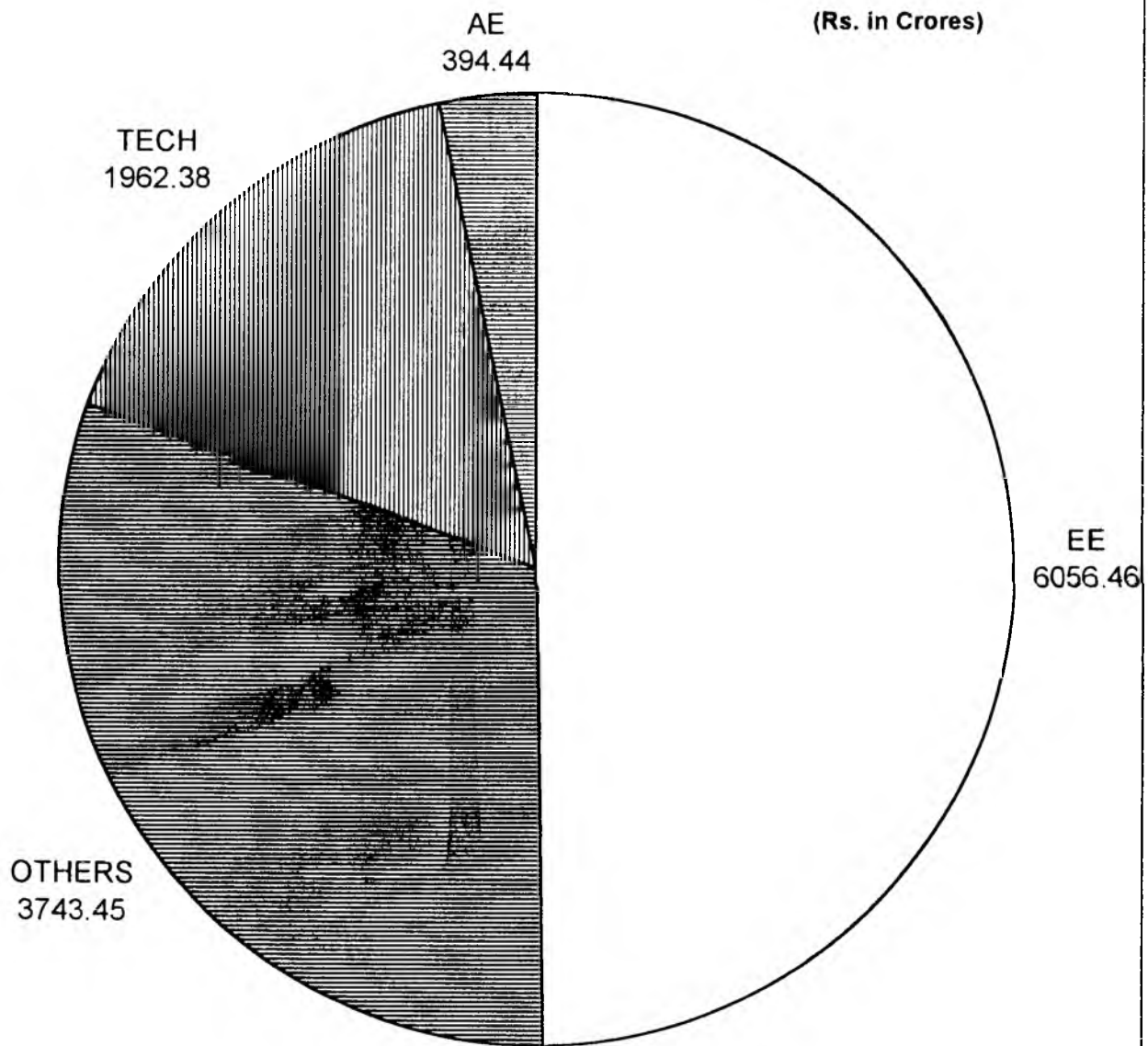
**SECTOR-WISE PLAN OUTLAY ON EDUCATION  
DURING 8TH FIVE YEAR PLAN (CENTRE)**

(Rs. in Crores)



**TOTAL PLAN OUTLAY : 7443**

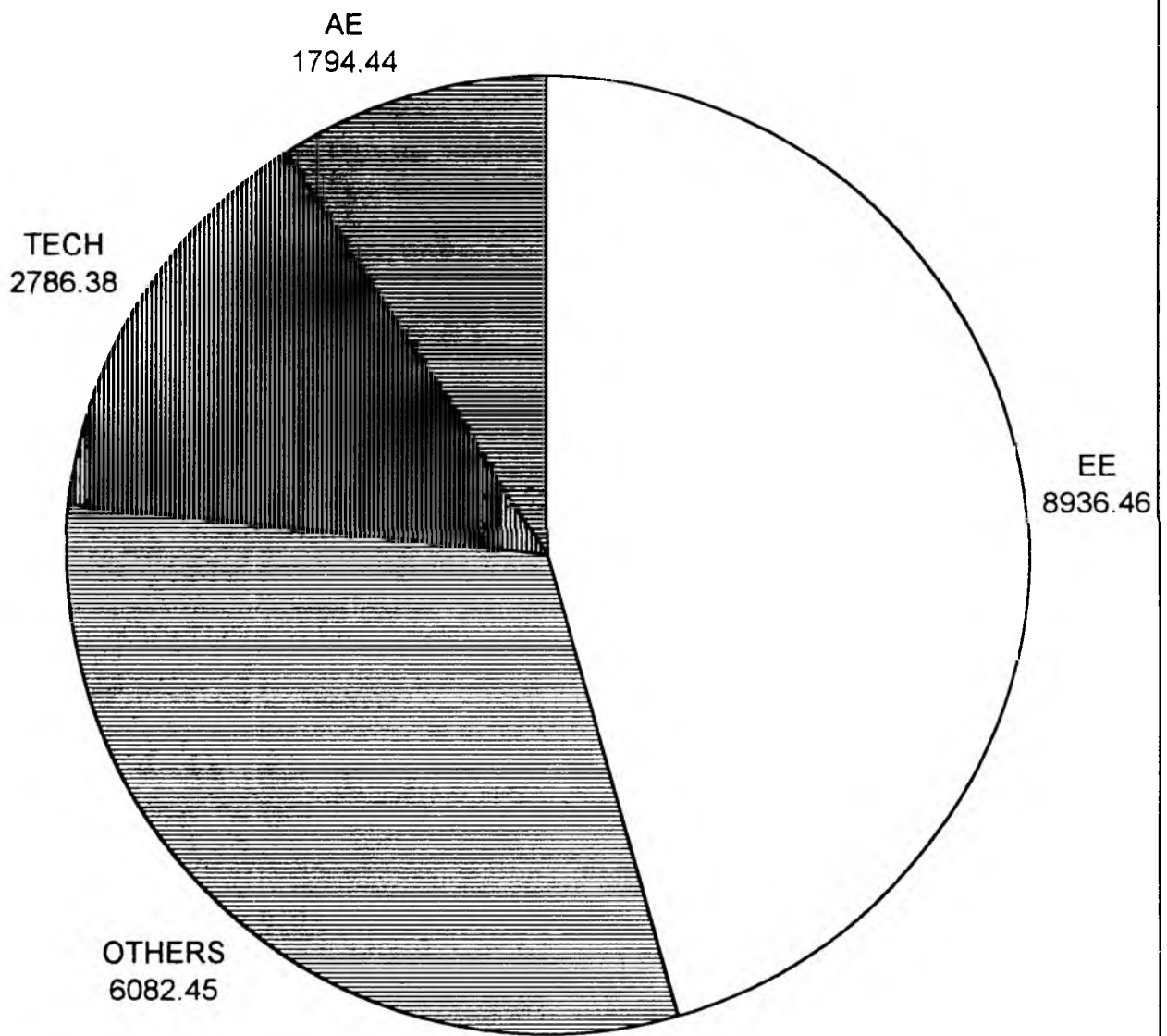
**SECTOR-WISE OUTLAY ON EDUCATION  
DURING 8TH FIVE YEAR PLAN (STATES/UTs)**



**TOTAL PLAN OUTLAY : 12156.73**

**SECTOR-WISE PLAN OUTLAY ON EDUCATION  
DURING 8TH FIVE YEAR PLAN  
(CENTRE+STATES/UTs)**

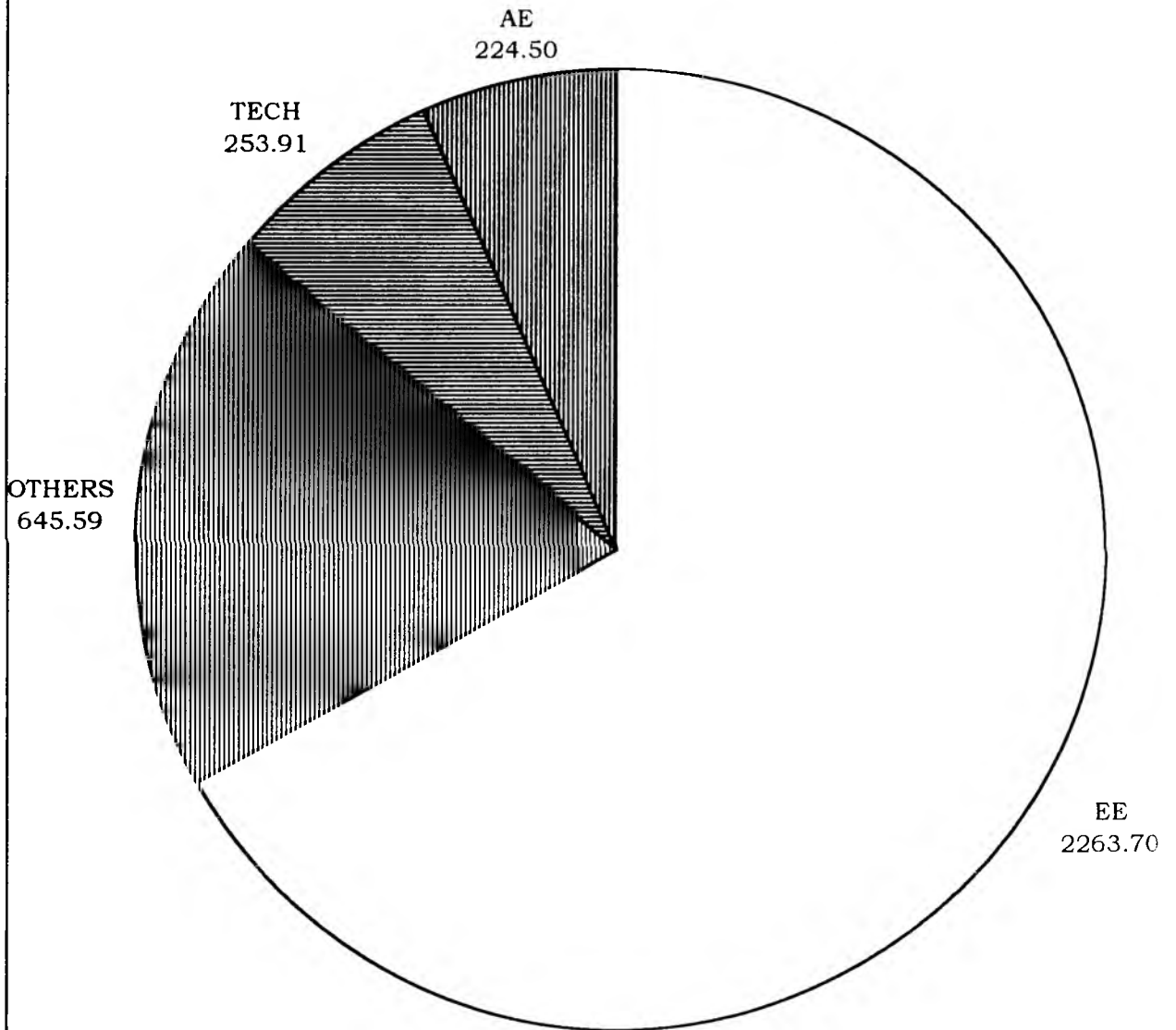
(Rs. in Crores)



**TOTAL PLAN OUTLAY : 19599.73**

**SECTOR-WISE PLAN OUTLAY FOR 1996-97  
(CENTRE)**

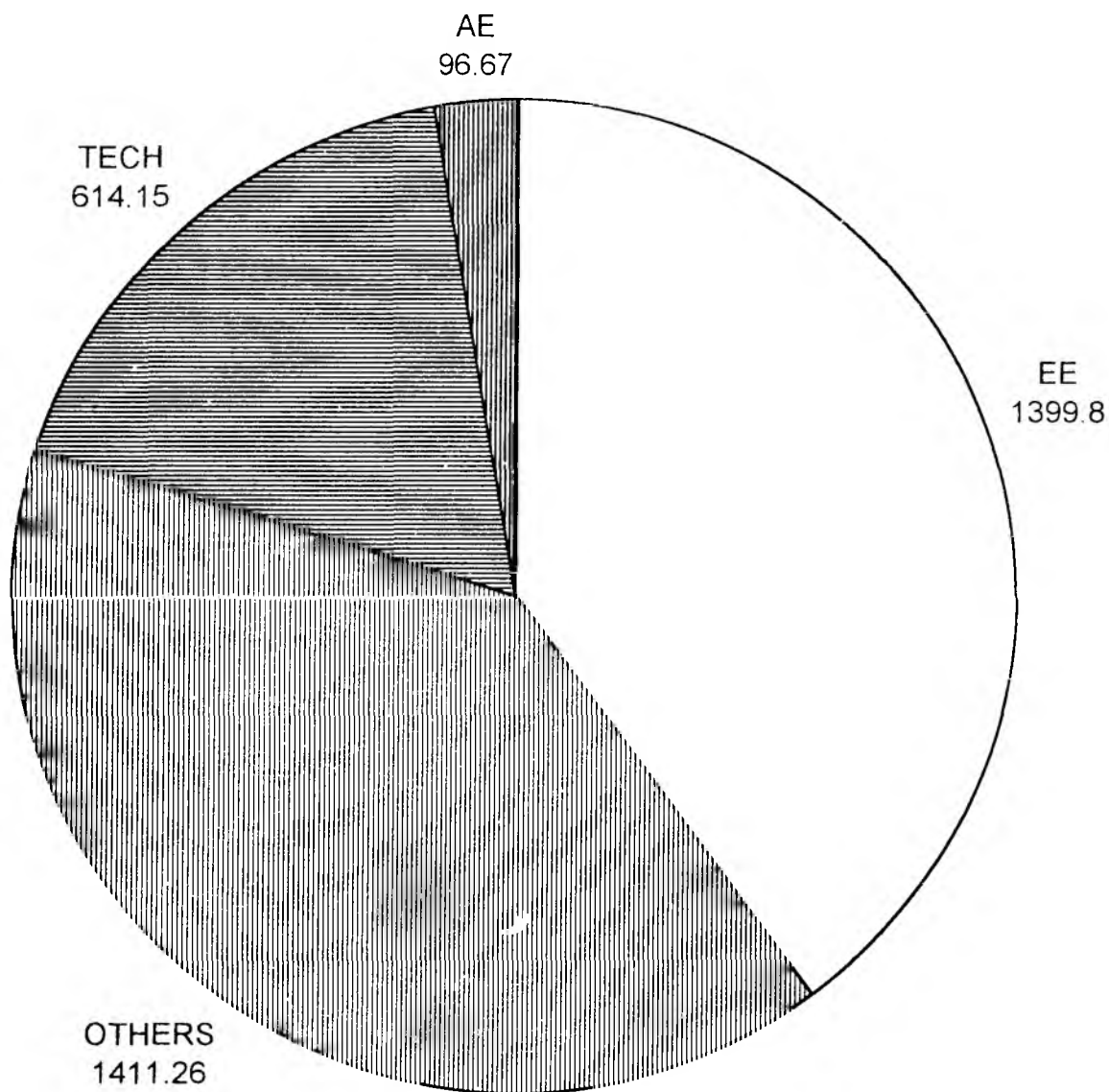
(Rs. in Crores)



**TOTAL PLAN OUTLAY : 3387.70**

**SECTOR-WISE PLAN OUTLAY FOR 1995-96  
(STATES & UTs)**

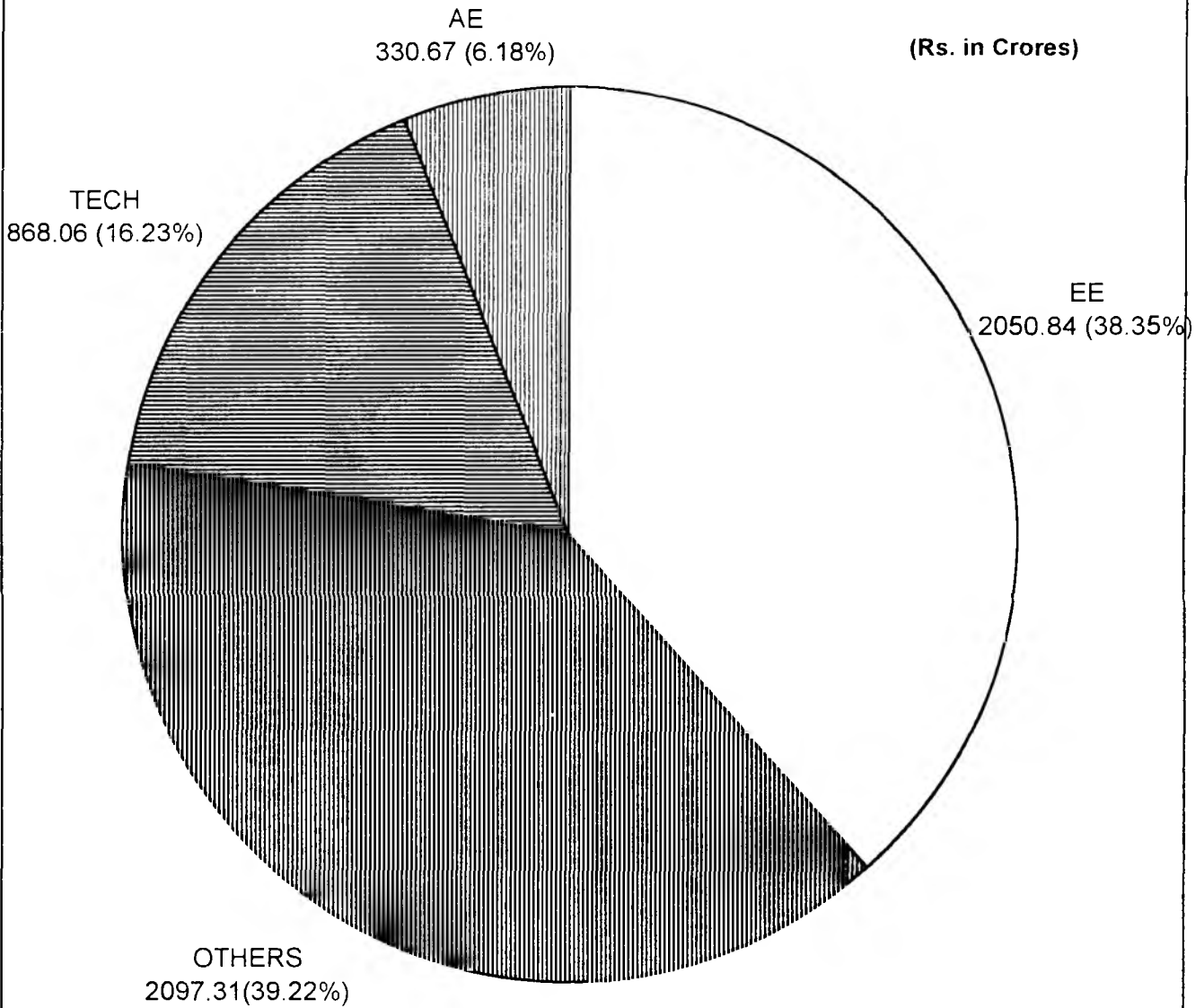
(Rs. in Crores)



**TOTAL PLAN OUTLAY : 3521.88**

**Figures pertaining to States/UTs. for 1996-97 are awaited**

**SECTOR-WISE PLAN OUTLAY FOR 1995-96  
(CENTRE+STATES/UTs)**

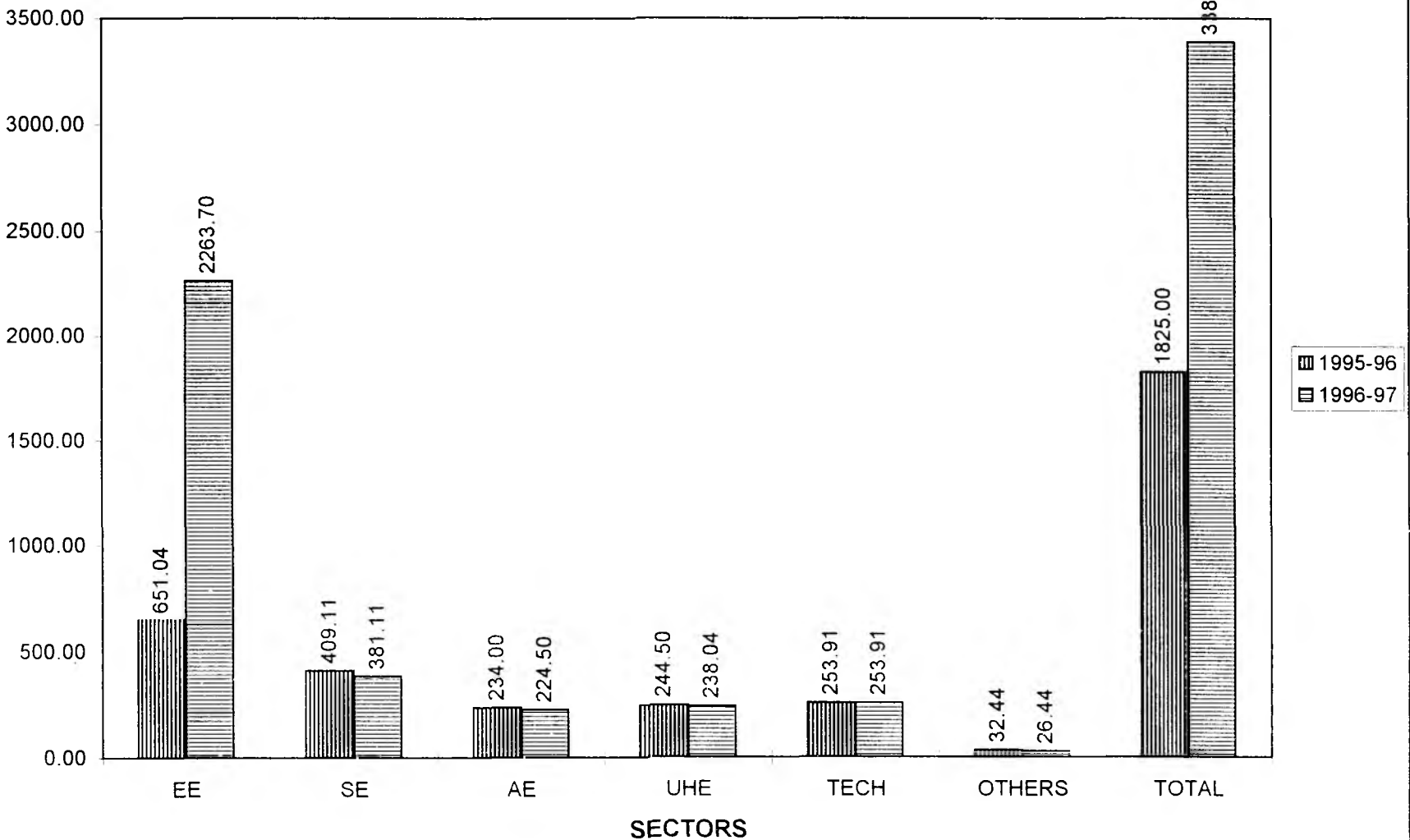


**TOTAL PLAN OUTLAY : 5346.88**

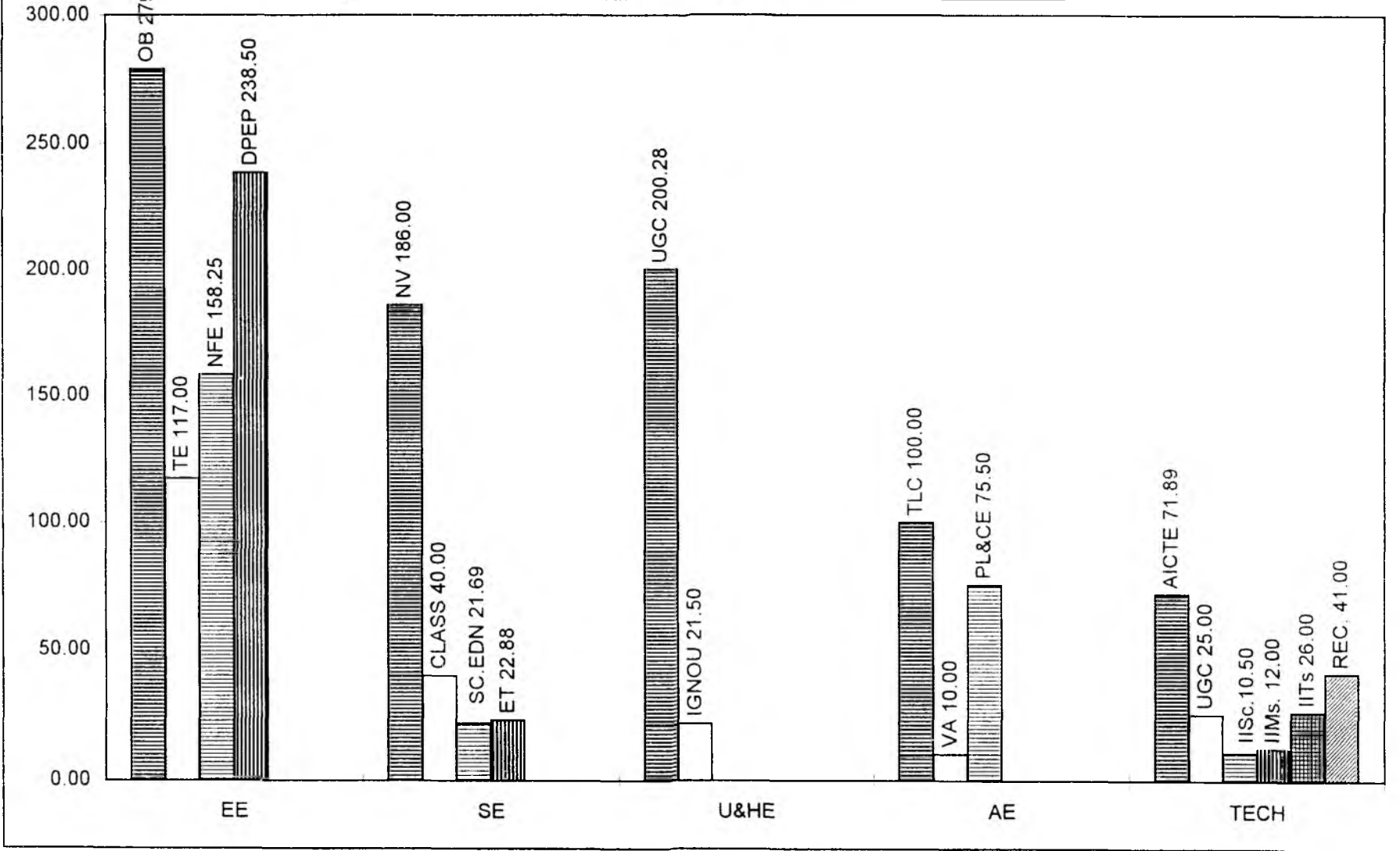
**Figures pertaining to States/UTs. for 1996-97 are awaited**

# CENTRAL PLAN ALLOCATION FOR EDUCATION IN 1995-96 & 1996-97

(Rs. in Crores)

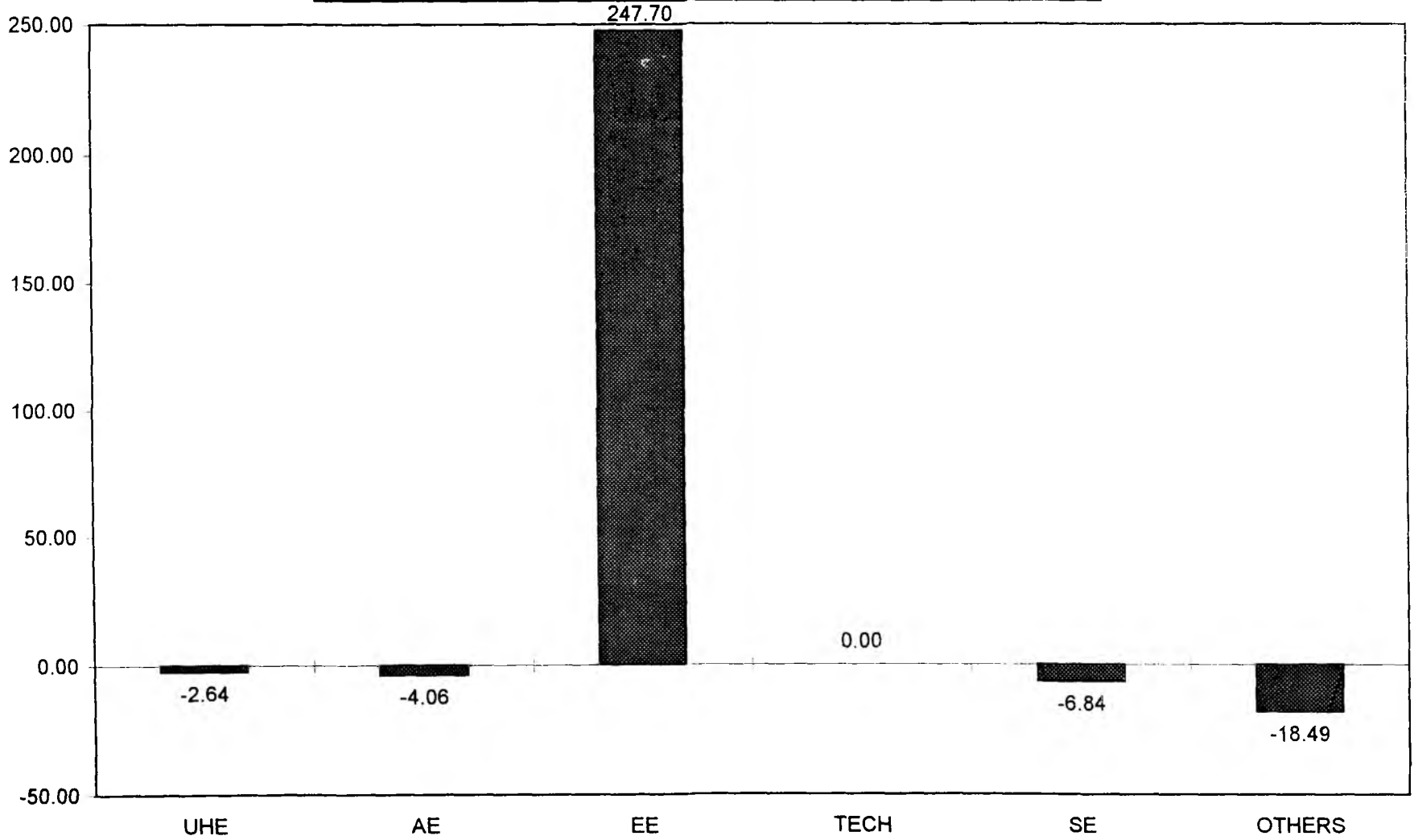


### PLAN OUTLAY OF MAJOR SCHEMES - 1996-97 (CENTRE)



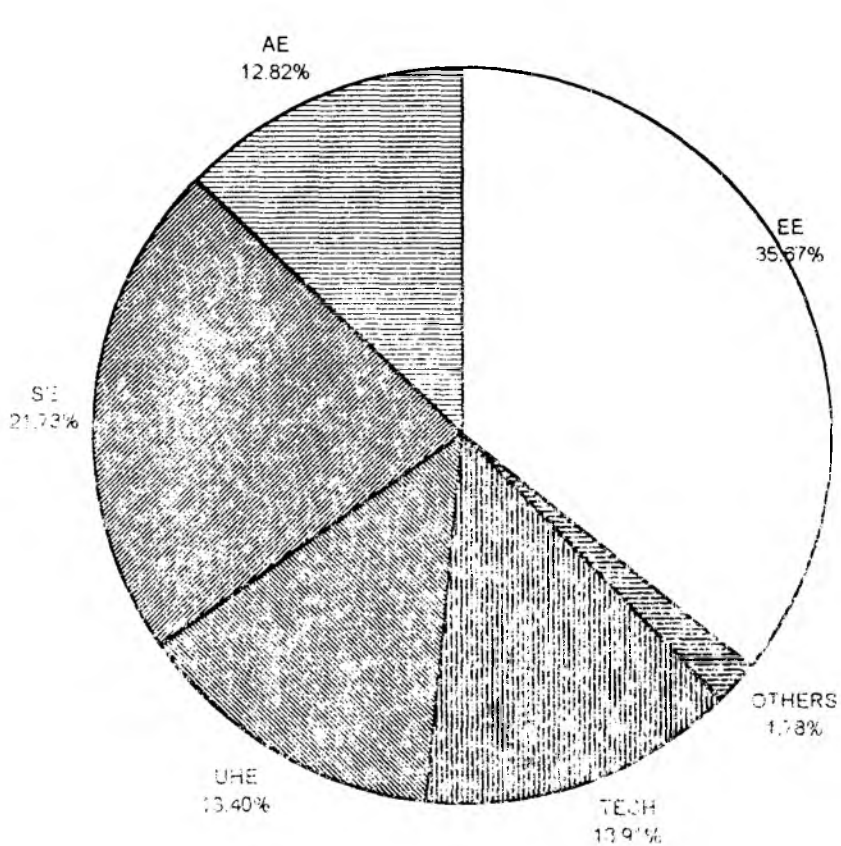


**PERCENTAGE STEP-UP OF CENTRAL PLAN  
ALLOCATION IN 1996-97 OVER 1995-96**

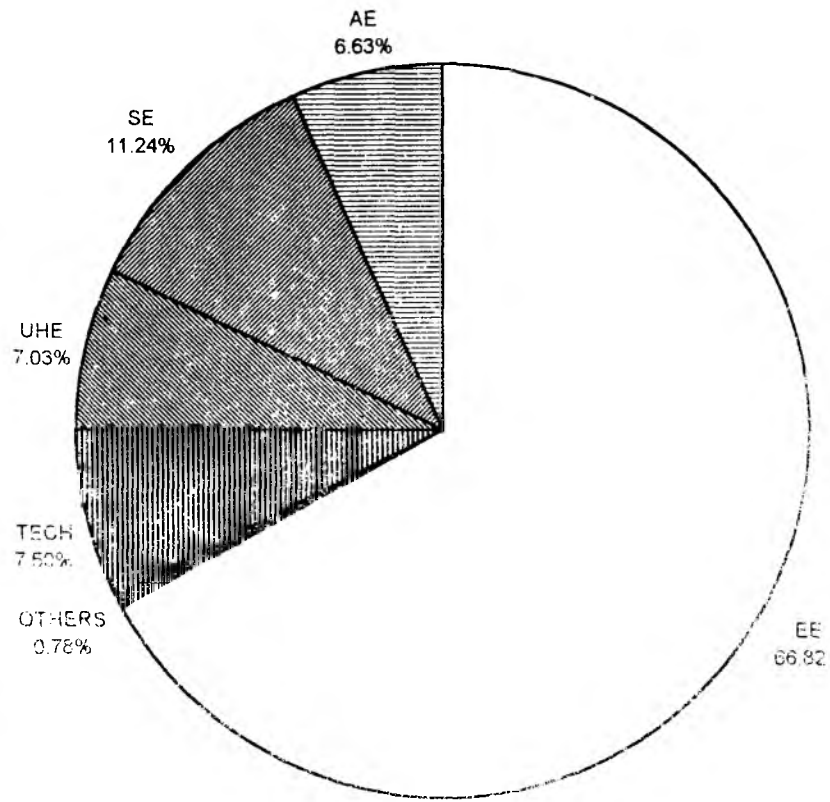


### SECTORAL OUTLAYS ON EDUCATION FOR 1995-96 AND 1996-97 (CENTRE)

#### % Distribution

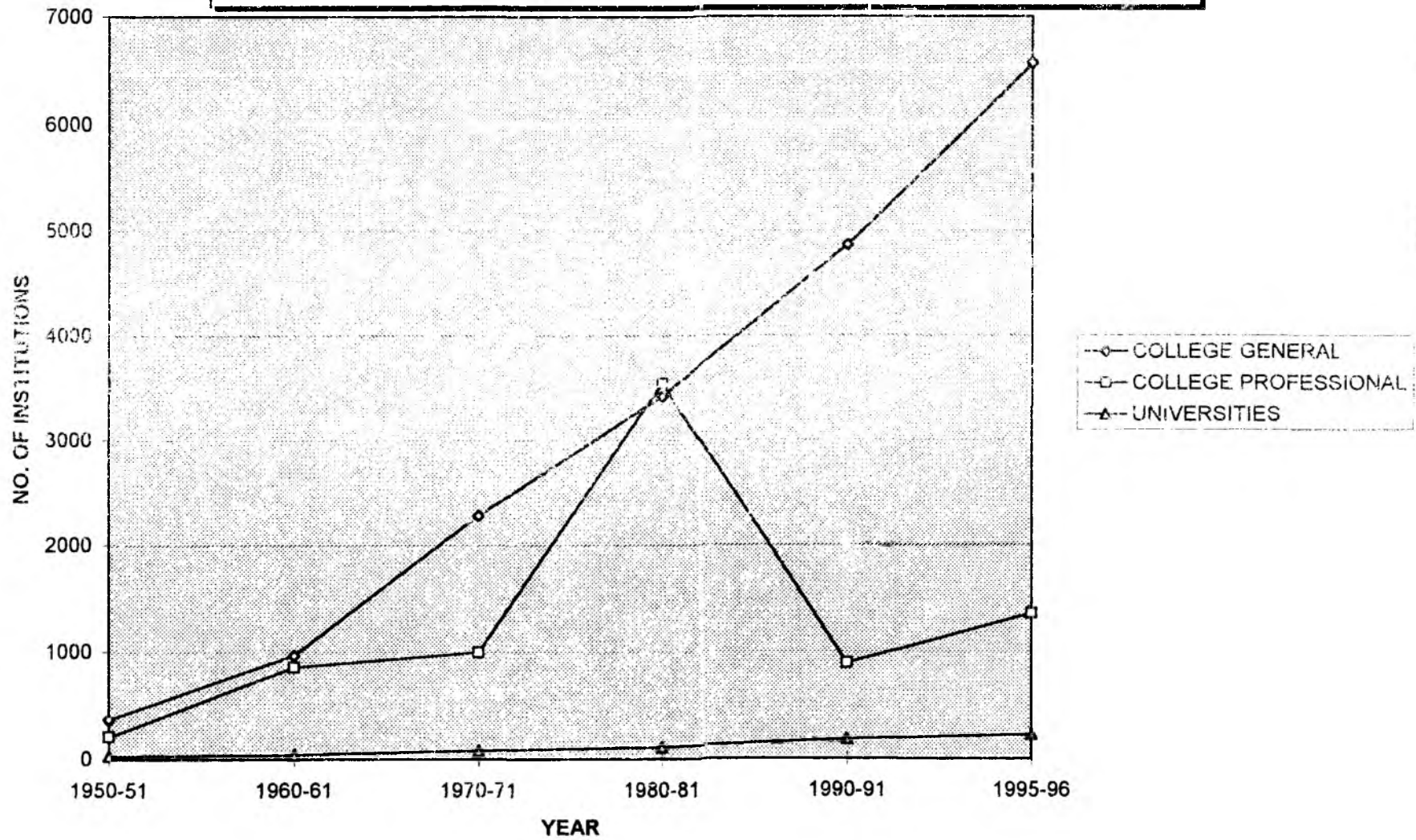


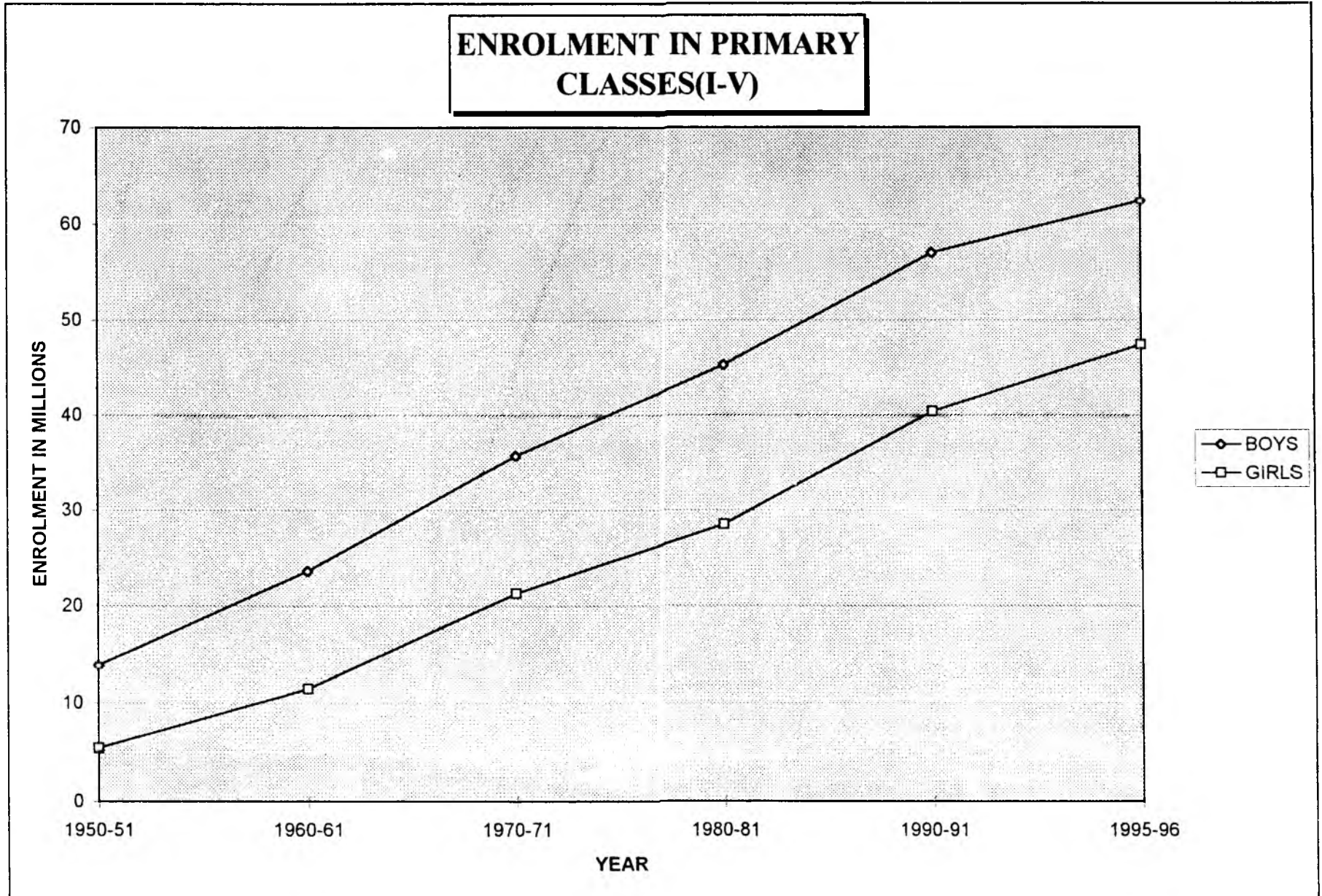
**BE 1995-96**  
(Rs.1875.00 Crores)



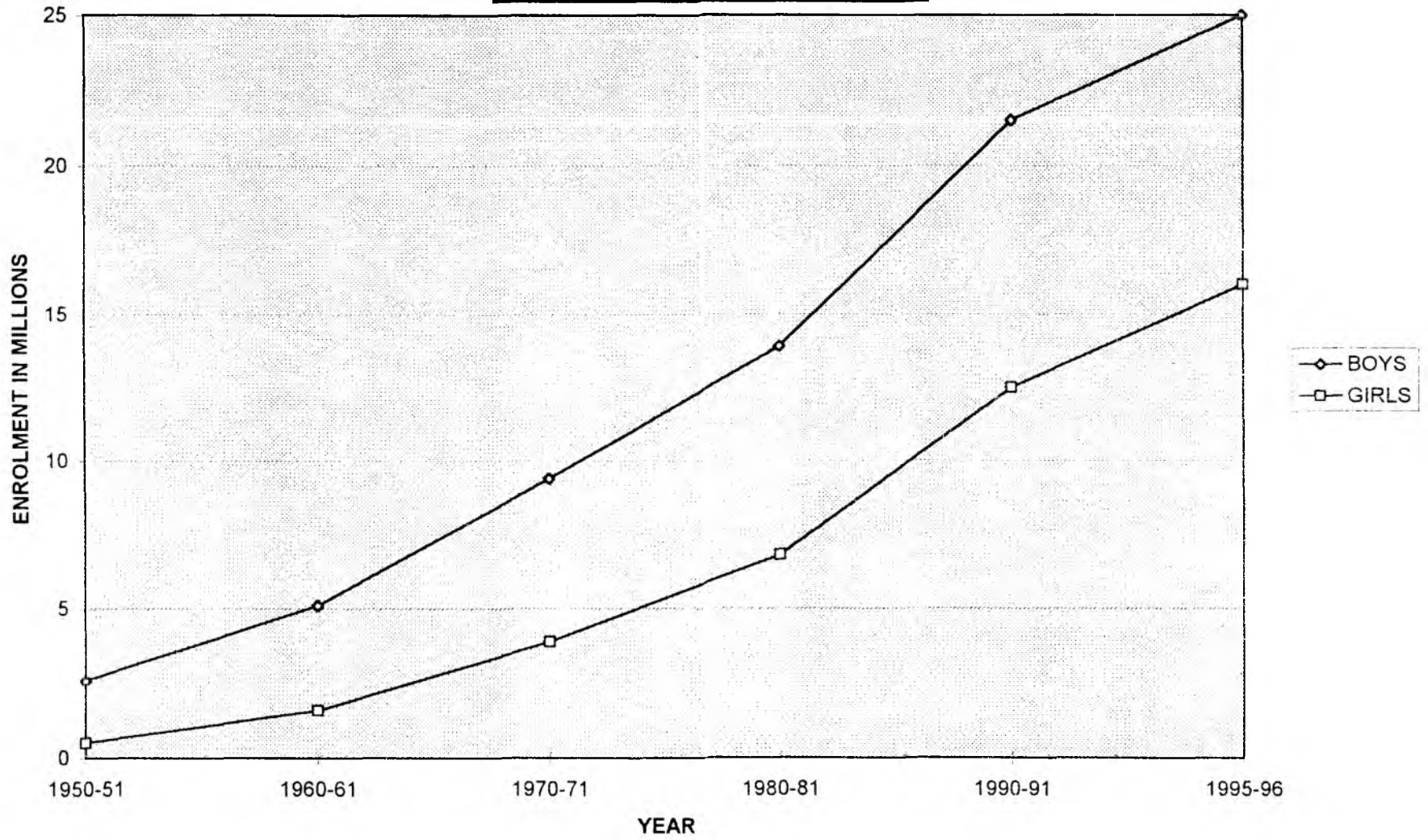
**BE 1996-97**  
(Rs.3387.70 Crores)

## GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - COLLEGE LEVEL

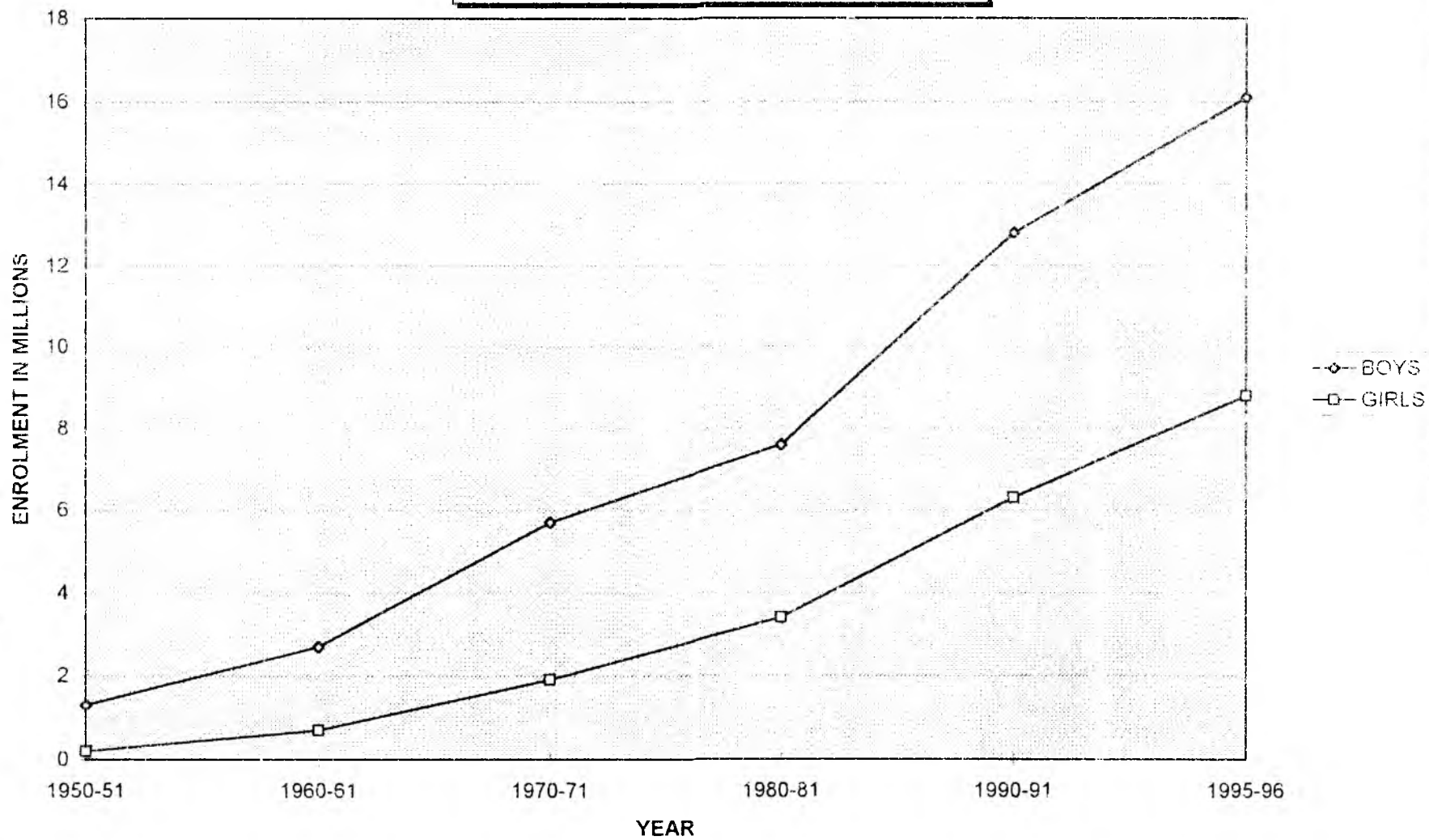




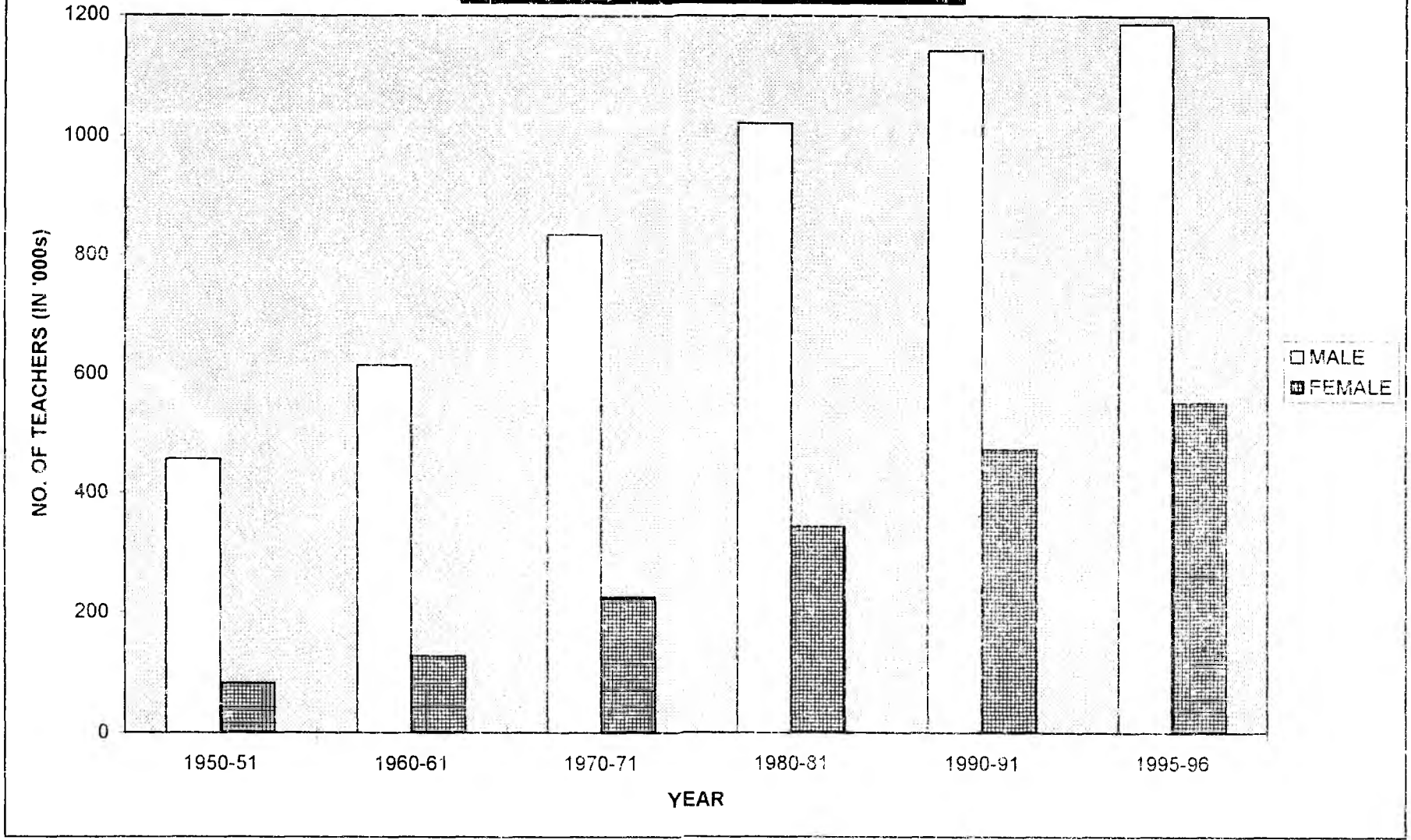
# ENROLMENT IN MIDDLE CLASSES (VI-VIII)



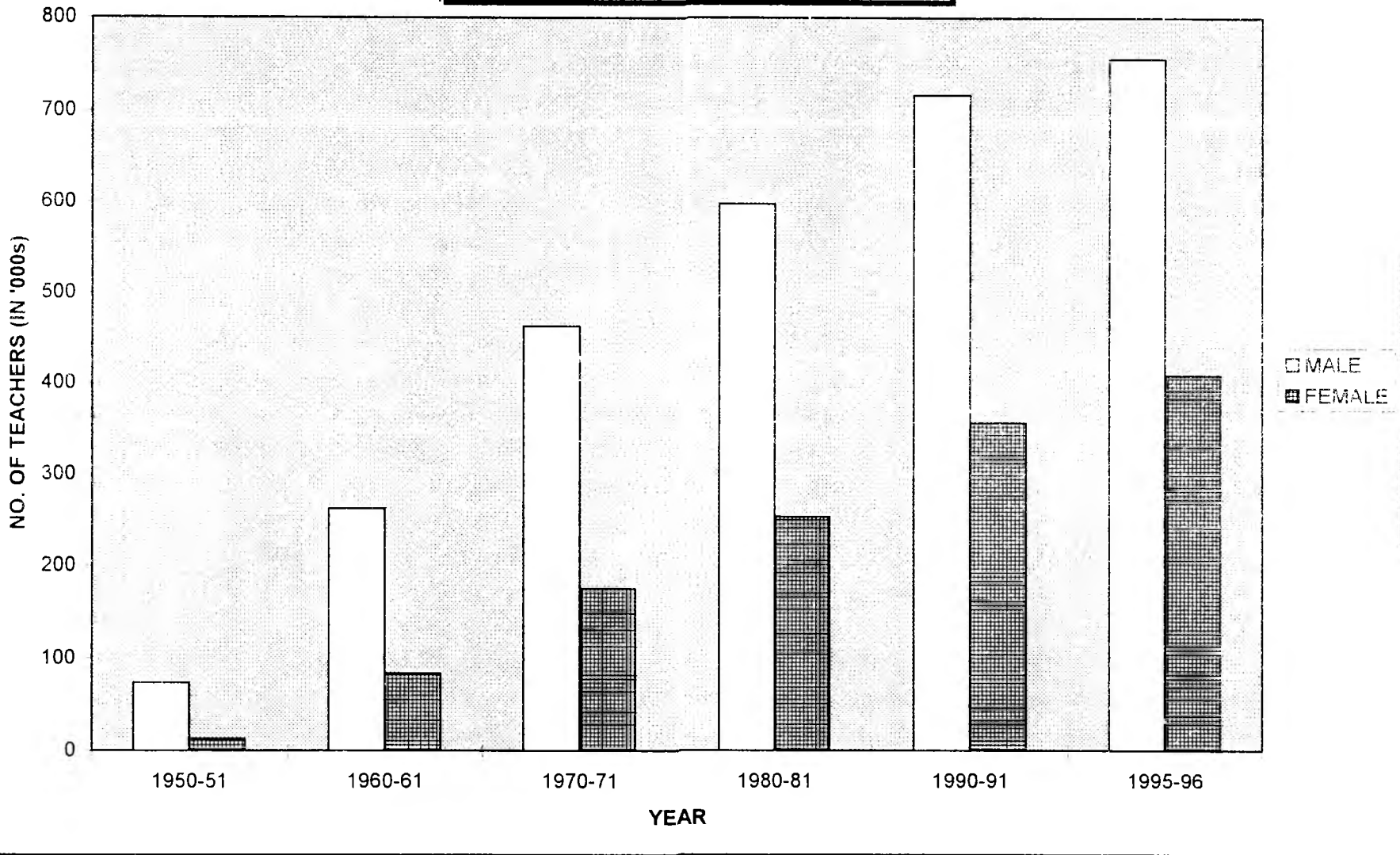
### ENROLMENT IN HIGH/HR.SEC. CLASSES (IX-XII)



# DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS

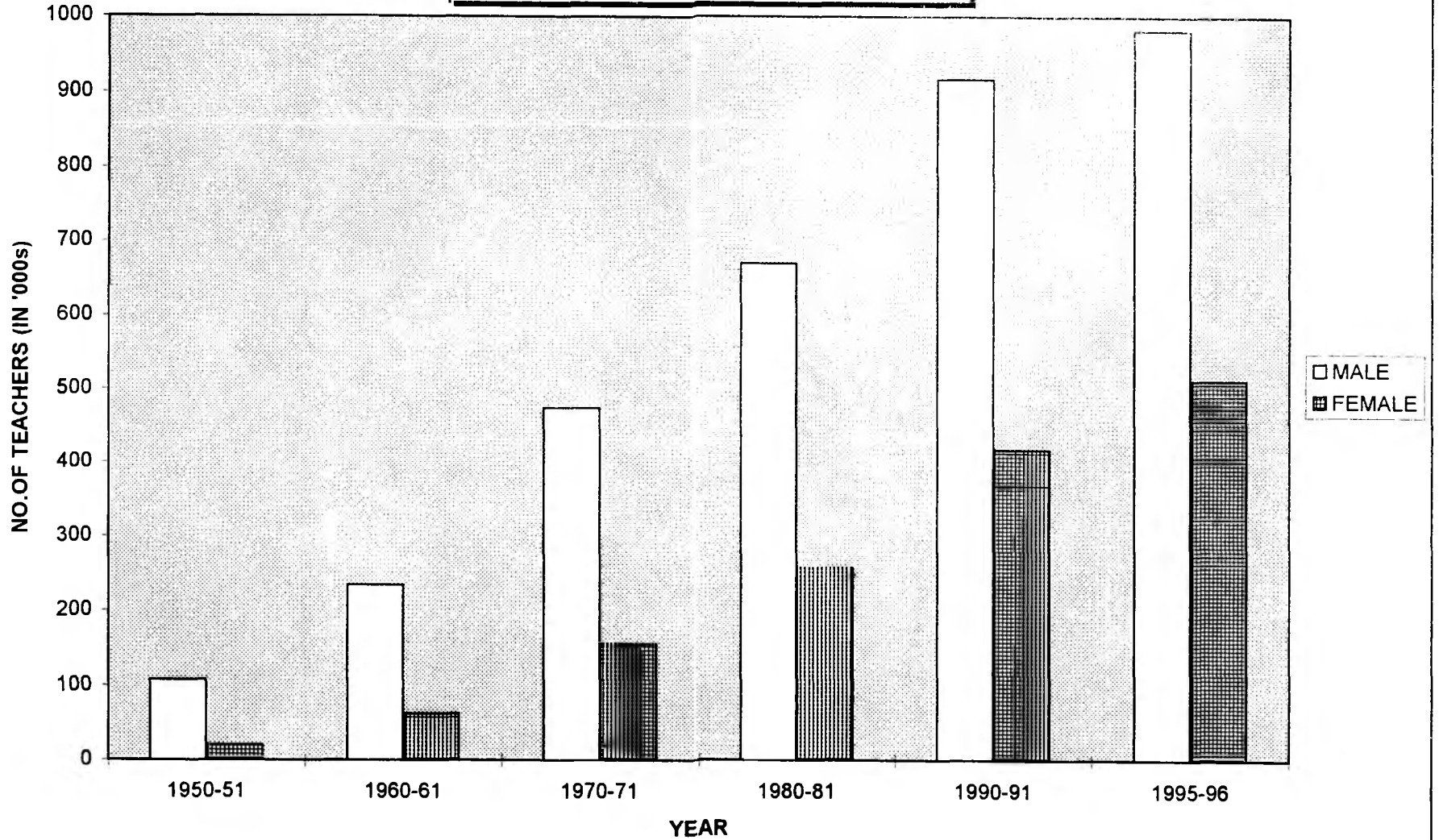


### DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS

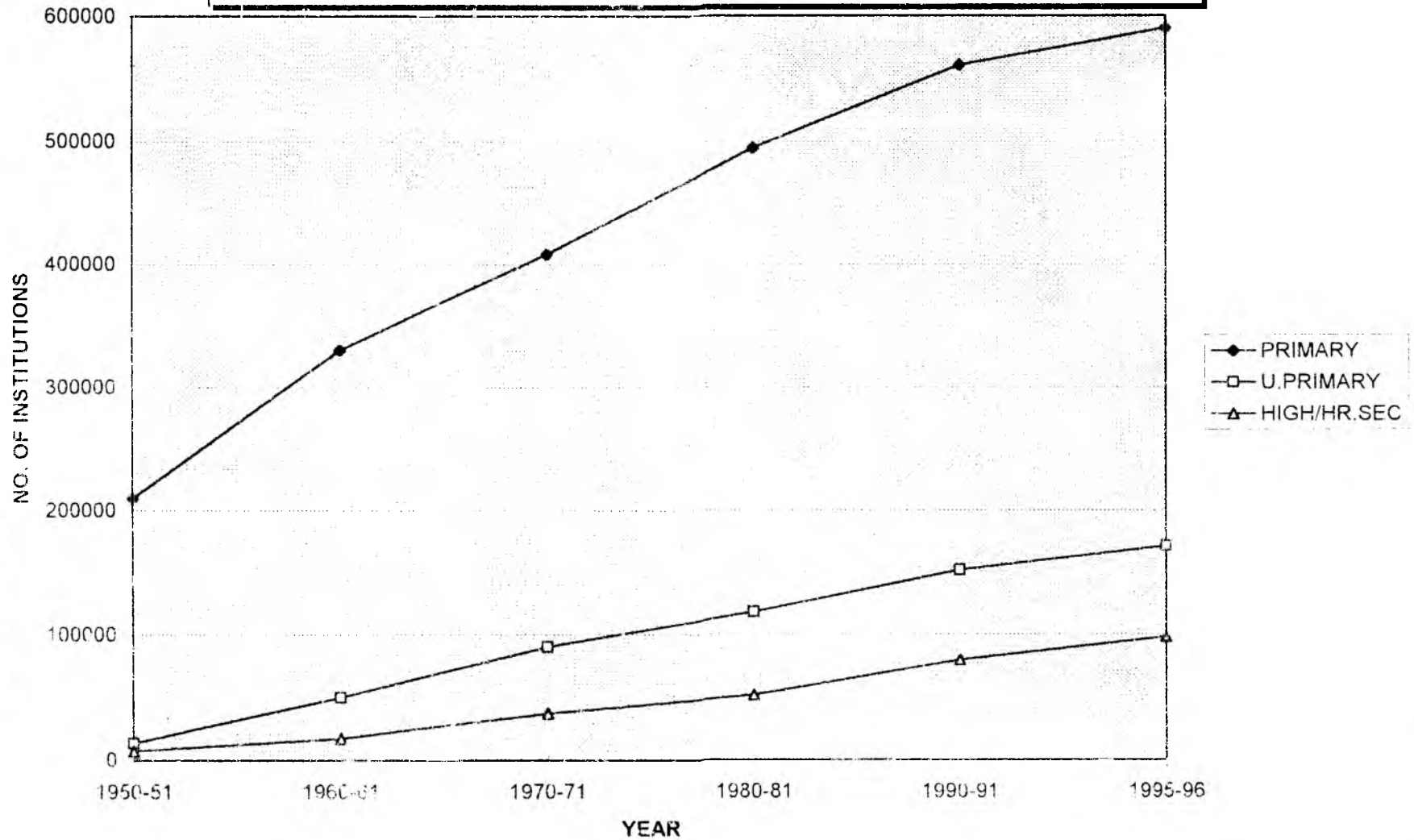




### DISTRIBUTION OF TEACHERS HIGH/Hr. SEC.



## GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 - SCHOOL LEVEL



**STATEMENTS OF  
EDUCATIONAL STATISTICS**



STATEMENT No.1						
Area, Number of Districts, Number of Inhabited Villages and Density of Population						
	STATE/UT	Area (in sq Km)	No. of Districts (Revenue) @	No. Of Inhabited Villages	Density (Population/ Sq.Km)	
					1981	1991
1	ANDHRA PRADESH	275045	23	26613	195	242
2	ARUNACHAL PRADESH	83743	12	3649	8	10
3	ASSAM	78438	23	24685	230	286
4	BIHAR	173877	50	77694	402	497
5	GOA	3702	2	360	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	1452	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	5461	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	22	17275	372	429
23	TRIPURA	10486	4	6743	196	263
24	UTTAR PRADESH	294411	66	112804	377	473
25	WEST BENGAL	88752	18	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	PONDICHERRY	492	1	263	1229	1642
	INDIA	3287263	507	568558	216	267

\* Includes area under illegal occupation of Pakistan and China

@ Source: Directory of Blocks (As on 31.1.1995) M/o Rural Development & Employment

<b>STATEMENT No.2</b>			
<b>Literacy Rates - India : 1901-1991</b>			
<b>Year</b>	<b>Persons</b>	<b>Males</b>	<b>Females</b>
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981 (Age group	43.67	56.50	29.85
1991 7 & Above)	52.21	64.13	39.29

Census of India, Paper 1 of 1981, Provisional Population Totals, Page/43  
 Census of India, Paper 2 of 1992, Final Population Tables excluding 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	157.08	77.07	302.06	120.96	181.1
	(43.6)	(56.5)	(29.8)	(56.4)	(43.5)	(70.2)
Rural Areas	146.6	103.51	43.09	259.59	104.80	154.79
	(36.1)	(49.7)	(21.8)	(63.9)	(50.3)	(78.2)
Urban Areas	87.55	53.57	33.98	42.47	16.16	26.31
	(67.3)	(76.8)	(56.4)	(32.7)	(23.2)	(43.6)
1991**						
All Areas	349.76	223.70	126.06	320.41	124.77	195.64
	(52.2)	(64.2)	(39.2)	(47.8)	(35.8)	(60.8)
Rural Areas	218.32	146.38	71.94	271.81	106.69	165.12
	(44.5)	(57.8)	(30.3)	(55.5)	(42.2)	(69.7)
Urban Areas	131.44	77.32	54.12	48.60	18.08	30.52
	(73.1)	(81.0)	(63.9)	(26.9)	(19.0)	(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**

	States/ 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	0	0	52.89	61.87	43.03
4	BIHAR	32.05	46.6	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	69.1	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	0	0
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	44.2	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	47.6
15	MEGHALAYA	42.05	46.65	37.17	49.1	53.12	44.85
16	MIZORAM	74.26	79.36	68.61	82.27	85.61	78.6
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	39.7	58.51	65.66	50.41
20	RAJASTHAN	30.11	44.77	14	38.55	54.99	20.44
21	SIKKIM	41.59	53	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	41.6	55.73	25.31
25	WEST BENGAL	48.65	59.93	36.07	57.7	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	32.7	44.64	20.37	40.71	53.56	26.98
29	DAMAN & DIU	59.91	74.47	46.5	71.2	82.66	59.4
30	DELHI	71.94	79.28	62.6	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
	<b>INDIA</b>	<b>43.67</b>	<b>56.5</b>	<b>29.85</b>	<b>52.21</b>	<b>64.13</b>	<b>39.29</b>

\* Census were not conducted in Assam in 1981 and J&K in 1991.

Source: Census of India 1991, Final Population Totals (Paper 2 of 1992)



**STATEMENT No. 5**

**States 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	78.6
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	71.2	A & N Islands	78.99	Daman & Diu	59.4
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	69.1	Gujarat	48.64
Punjab	58.51	West Bengal	67.81	Manipur	47.6
West Bengal	57.7	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	49.1	Assam	61.87	India	39.29
Orissa	49.09	Madhya Pradesh	58.42	Orissa	34.68
Madhya Pradesh	44.2	Uttar Pradesh	55.73	Andhra Pradesh	32.72
Andhra Pradesh	44.09	Andhra Pradesh	55.13	Arunachal Pradesh	29.69
Uttar Pradesh	41.6	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	Arunchal Pradesh	51.45	Rajasthan	20.44

**STATEMENT No.6**  
**Literacy Rates : 1991**

	States/ UTs	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	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	38.4	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	24.2
7	Haryana	55.85	69.1	40.47	39.22	52.06	24.15	-	-	-
8	Himachal Pradesh	63.86	75.36	52.17	53.2	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	44.2	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	47.6	56.44	65.28	47.41	53.63	62.39	44.48
15	Meghalaya	49.1	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
16	Mizoram	82.27	85.61	78.6	77.92	77.54	81.25	82.71	86.66	78.7
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	66.8	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	41.6	55.73	25.31	26.85	40.8	10.69	35.7	49.95	19.86
25	West Bengal	57.7	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	15.94
29	Daman & Diu	71.2	82.66	59.4	79.18	91.85	67.62	52.91	63.58	41.49
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	-	-	-
	<b>India</b>	<b>52.21</b>	<b>64.13</b>	<b>39.29</b>	<b>37.41</b>	<b>49.91</b>	<b>23.76</b>	<b>29.6</b>	<b>40.65</b>	<b>18.19</b>

Source: Census of India 1991 Final Population Total (paper 2 of 1992)  
Census was not held in J&K.

<b>STATEMENT No.7</b>	
<b>Literacy Rates of Scheduled Caste 1991 Census - in descending order</b>	
<b>States/UTs</b>	<b>Literacy Rates of Scheduled Castes</b>
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	57.6
8 ARUNACHAL PRADESH	57.27
9 TRIPURA	56.66
10 MAHARASHTRA	56.46
11 MANIPUR	56.44
12 PONDICHERRY	56.26
13 CHANDIGARH	55.44
14 ASSAM	53.94
15 HIMACHAL PRADESH	53.2
16 SIKKIM	51.03
17 TAMIL NADU	46.74
18 MEGHALAYA	44.27
19 WEST BENGAL	42.21
20 PUNJAB	41.09
21 HARYANA	39.22
22 KARNATAKA	38.06
23 ORISSA	36.78
24 MADHYA PRADESH	35.08
25 ANDHRA PRADESH	31.59
26 UTTAR PRADESH	26.85
27 RAJASTHAN	26.29
28 BIHAR	19.49
29 JAMMU & KASHMIR @	--
30 NAGALAND *	--
31 A & N ISLANDS *	--
32 LAKSHADWEEP *	--
<b>INDIA</b>	<b>37.41</b>

\* 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**

	States/UTs	Literacy Rates of Scheduled Tribes
1	MIZORAM	82.71
2	LAKSHADWEEP	80.58
3	NAGALAND	60.59
4	SIKKIM	59.01
5	KERALA	57.22
6	A & N ISLANDS	56.62
7	MANIPUR	53.63
8	DAMAN & DIU	52.91
9	ASSAM	49.16
10	HIMACHAL PRADESH	47.09
11	MEGHALAYA	46.71
12	GOA	42.91
13	TRIPURA	40.37
14	MAHARASHTRA	36.79
15	GUJARAT	36.45
16	KARNATAKA	36.01
17	UTTAR PRADESH	35.7
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	29.6

\* 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-Degrees 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	571248	158498	84608	5334	989	207@
1993-94*	572923	155707	88411	5639	1125	213@
1994-95*	581305	163605	92252	6089	1230	219@
1995-96*	590421	171216	98134	6569	1354	226@

\* Provisional

\*\* Includes Institutions for Post-matric Courses

@ Includes deemed to be University & Institutions of National Importance

**STATEMENT No.10**  
**Sex-wise Enrolment by States/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	65.6	11	5	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	16.5
1990-91	57	40.4	97.4	21.5	12.5	34	12.8	6.3	19.1
1991-92	59.6	42.3	100.9	22	13.6	35.6	13.5	6.9	20.4
1992-93	57.9	41.7	99.6	21.2	12.9	34.1	13.6	6.9	20.5
1993-94*	61.8	46.4	108.2	24.2	15.7	39.2	15.3	8.0	23.7
1994-95*	62.3	46.8	109.1	24.5	15.8	40.3	16.0	8.4	24.4
1995-96*	62.4	47.4	109.8	25.0	16.0	41.0	16.1	8.8	24.9

\* Provisional

**STATEMENT No. 11**  
**Distribution of Teachers by type of School Since 1951**

(In Thousands)

Year	Primary			Upper Primary			High/Hr.Sec.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1950-51	456	82	538	73	13	86	107	20	127
1955-56	574	117	691	132	19	151	155	35	190
1960-61	615	127	742	262	83	345	234	62	296
1965-66	764	180	944	389	139	528	368	111	479
1970-71	835	225	1060	463	175	638	474	155	629
1975-76	965	283	1248	554	224	778	559	200	759
1980-81	1021	342	1363	598	253	851	669	257	926
1985-86	1094	402	1496	663	305	968	793	339	1132
1990-91	1143	473	1616	717	356	1073	917	417	1334
1991-92	1144	492	1636	714	365	1079	931	450	1381
1992-93	1137	514	1651	709	376	1085	941	454	1395
1993-94*	1196	507	1703	710	370	1080	938	467	1405
1994-95*	1181	533	1714	732	390	1122	956	490	1446
1995-96*	1187	553	1740	756	409	1165	982	511	1493

\* Provisional

## STATEMENT No.12

### TOTAL NUMBER OF RECOGNISED EDUCATIONAL INSTITUTIONS IN INDIA (1995-96)

S No.	States/UTs	Primary	Middle	High School/ 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	49125	7298	9801	750	109	18
2	Arunachal Pradesh	1210	301	154	4	1	1
3	Assam	30140	7237	4047	245	31	6
4	Bihar	53220	13558	4133	742	73	18
5	Goa	1027	108	432	20	7	1
6	Gujarat	14457	19169	5690	302	78	11
7	Haryana	5385	1606	3016	128	26	5
8	Himachal Pradesh	7732	1000	1116	55	5	3
9	Jammu & Kashmir	9784	2668	1278	33	9	3
10	Karnataka	23457	18916	7746	712	133	13
11	Kerala	6725	2998	3294	173	39	8
12	Madhya Pradesh	75060	17790	6126	448	40	16
13	Maharashtra	41198	21509	13779	841	427	24
14	Manipur	2547	547	554	29	3	2
15	Meghalaya	4225	849	428	26	1	1
16	Mizoram	1232	691	316	20	1	0
17	Nagaland	1422	427	249	19	1	1
18	Orissa	42104	12096	6411	476	31	5
19	Punjab	12585	1687	3136	177	33	4
20	Rajasthan	34504	11585	4596	191	50	10
21	Sikkim	536	119	91	2	0	1
22	Tamil Nadu	30431	5542	5910	280	119	19
23	Tripura	2026	437	518	14	2	1
24	Uttar Pradesh	86436	19148	6988	495	54	28
25	West Bengal	51021	3156	6728	303	62	13
26	A & N Islands	181	44	78	2	1	0
27	Chandigarh	27	11	66	12	4	2
28	D & N Haveli	142	43	15	0	0	0
29	Daman & Diu	52	20	25	1	1	0
30	Delhi	2072	531	1263	62	9	11
31	Lakshadweep	19	4	11	0	0	0
32	Pondicherry	339	121	139	7	4	1
	INDIA	590421	171216	98134	6569	1354	226

\* Included Deemed to be Universities and Institutions of National Importance.

@ Included only College of Engineering /Tech., Medical, Research & Training Colleges

Sources: Selected Education Statistics 1993-94



**STATEMENT 13**  
**ENROLMENT BY STAGES (1995-96)**

**(As on 30th Sept., 1995)**

S. N.	States/UTs	Primary			Middle			Sec./Hr. Sec.			Hr Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	4105438	3534964	7640402	1315299	920098	2235397	1073790	625116	1698906	229929	124215	354144
2	Arunachal Pradesh	78782	63122	141904	21974	16215	38189	14175	8188	22363	2841	862	3703
3	Assam	2024781	1791822	3816603	774281	530223	1304504	460533	323619	784152	117142	59803	176945
4	Bihar	5875144	3211216	9086360	1665207	708337	2373544	777774	262815	1040589	433453	100487	533940
5	Goa	66082	60927	127009	41370	35666	77036	33753	31096	64849	7139	8895	16034
6	Gujarat	3571059	2627671	6198730	1239445	881597	2121042	793750	563180	1356930	223165	173857	397022
7	Haryana	1019107	894735	1913842	468915	333565	802480	243692	146140	389832	62451	46667	109118
8	Himachal Pradesh	387620	341250	728870	224780	175630	400410	141865	86580	228445	34170	19310	53480
9	Jammu & Kashmir	492080	331173	823253	212536	126279	338815	124359	64601	188960	27540	16547	44087
10	Karnataka	3450182	3058299	6508481	1206887	973796	2180683	836638	493674	1330312	282019	139052	421071
11	Kerala	1461062	1385666	2846728	952583	897848	1850431	618924	665593	1284517	67506	97932	165438
12	Madhya Pradesh	5186227	3783534	8969761	2378654	1039703	3418357	1518092	617057	2135149	182652	75468	258120
13	Maharashtra	6084787	5461111	11545898	2567911	2007246	4575157	1917438	1235655	3153093	606737	356896	963633
14	Manipur	146270	129730	276000	58990	50890	109880	45194	37730	82924	12309	9584	21893
15	Meghalaya	148366	146913	295279	40823	35636	76459	21774	19281	41055	5979	5638	11617
16	Mizoram	61641	55440	117081	21357	20330	41687	13701	12886	26587	3356	2358	5714
17	Nagaland	115201	105871	221072	29235	27051	56286	16126	13235	29361	3411	2165	5576
18	Orissa	2279000	1608000	3887000	818000	460000	1278000	847801	397559	1245360	99739	33823	133562
19	Punjab	1097346	984212	2081558	529958	422995	952953	398186	307071	705257	74141	82985	157126
20	Rajasthan	4049000	2183000	6232000	1440000	532000	1972000	852000	206000	1058000	93857	41436	135293
21	Sikkim	42415	40146	82561	10827	10482	21309	5955	5671	11626	872	573	1445
22	Tamil Nadu	4389141	3806531	8195672	2102030	1680399	3782429	1219919	842354	2062273	201551	153194	354745
23	Tripura	232170	194740	426910	68862	55367	124229	48055	33017	81072	8347	4797	13144
24	Uttar Pradesh	10063991	6200706	16264697	3941480	1687298	5628688	2658212	839244	3497456	480764	223495	704259
25	West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1154126	727100	1881226	196157	134837	330994
26	A & N Islands	22463	20572	43035	11620	10427	22047	7369	6459	13828	1113	901	2014
27	Chandigarh	22558	19918	42476	12561	11140	23701	9042	11312	20354	3494	8060	11554
28	D & N Haveli	12953	9042	21995	3439	2085	5524	1804	1195	2999	0	0	0
29	Daman & Diu	7255	6648	13903	3608	3051	6659	2558	1902	4460	412	259	671
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	52621	49726	102347	33135	31019	64154	21481	19872	41353	4778	4468	9246
	INDIA	62360752	47373540	109734292	24971246	16042890	41014136	16107219	8781353	24888572	3546366	1986632	5532998

Statement No.14							
Enrolment Ratio in Classes I-V and VI-VIII							
Of Schools for General Education (1995-96)							
S. No.	States/UTs	Class (I-V) (6-11 Age Group)			Class VI-VIII (11-14 Age Group)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	99.6	89.9	94.9	57.3	41.8	49.7
2	Arunachal Pradesh	115.5	103.9	110.0	61.3	45.2	53.3
3	Assam	133.4	124.0	128.8	91.6	65.9	79.1
4	Bihar	93.0	55.4	75.1	47.5	21.9	35.3
5	Goa	90.6	100.5	95.1	95.1	84.1	89.6
6	Gujarat	158.3	106.8	131.4	81.1	61.5	71.6
7	Haryana	86.4	84.8	85.6	70.9	56.7	64.2
8	Himachal Pradesh	108.4	113.7	110.8	112.7	90.5	101.8
9	Jammu&Kashmir	88.6	72.2	81.2	73.3	46.8	60.5
10	Karnataka	131.1	123.5	127.4	78.1	66.8	72.6
11	Kerala	98.4	95.4	96.9	105.1	101.5	103.3
12	Madhya Pradesh	112.9	88.9	101.4	91.6	43.3	68.4
13	Maharashtra	125.5	120.2	122.9	92.4	77.2	85.0
14	Manipur	93.1	100.3	96.4	69.4	63.2	66.4
15	Meghalaya	105.3	125.4	114.4	51.6	45.5	48.6
16	Mizoram	112.6	124.8	118.1	67.3	67.7	67.5
17	Nagaland	120.6	135.5	127.3	52.5	51.2	51.9
18	Orissa	113.4	78.2	95.6	73.0	39.8	56.2
19	Punjab	92.4	90.7	91.5	74.0	65.0	69.7
20	Rajasthan	129.3	75.3	103.4	79.9	32.0	56.9
21	Sikkim	104.2	118.4	110.6	50.5	50.8	50.7
22	Tamilnadu	159.3	145.6	152.6	118.2	99.5	109.1
23	Tripura	122.7	124.4	123.5	66.8	57.0	62.0
24	Uttar Pradesh	104.3	72.0	89.1	72.3	34.9	54.7
25	West Bengal	128.6	122.3	125.5	102.8	91.5	97.2
26	A & N Islands	76.6	69.2	72.9	73.5	68.6	71.1
27	Chandigarh	36.4	40.4	38.2	36.4	34.9	35.6
28	D & N Haveli	121.0	102.7	112.7	59.2	40.8	50.6
29	Daman & Diu	93.0	88.6	90.8	92.5	84.7	83.7
30	Delhi	67.7	77.8	72.1	71.1	67.3	69.3
31	Lakshadweep	125.3	125.3	125.3	112.0	81.2	96.6
32	Pondicherry	117.2	133.3	124.5	113.0	109.6	111.3
	India	114.5	93.3	104.3	79.5	54.9	67.6

**STATEMENT No.15**  
**ENROLMENT BY STAGES (SCHEDULED CASTES) 1995-96**

**(As on 30th Sept., 1995)**

S. No	State/UTs	Primary			Middle			Sec./Hr.Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	861802	711386	1573188	228642	139539	368181	356351	149671	506022	25963	12211	38174
2	Arunachal Pradesh	76	55	131	21	13	34	9	6	15	38	11	49
3	Assam	238299	210617	448916	97918	79303	177221	60770	46087	106857	10643	5377	16020
4	Bihar	934509	431483	1365992	194108	65584	259692	77974	18964	96938	17049	1847	18896
5	Goa	1685	1518	3203	695	498	1193	343	231	574	38	33	71
6	Gujarat	344686	273060	617746	128343	77972	206315	82770	44450	127220	22301	11478	33779
7	Haryana	243053	212953	456006	82981	53644	136625	32403	14030	46433	5849	1296	7145
8	Himachal Pradesh	101330	85540	186870	44260	30080	74340	23739	12078	35817	3846	1602	5448
9	Jammu & Kashmir	44319	31978	76297	19338	13368	32706	8988	3895	12883	961	414	1375
10	Karnataka	628798	514716	1143514	190306	126423	316729	132439	60086	192525	29245	9165	38410
11	Kerala	160061	148962	309023	107421	101501	208922	66397	75192	141589	6326	9147	15473
12	Madhya Pradesh	839654	560606	1400260	296313	120532	416845	188663	57833	246496	18043	3354	21397
13	Maharashtra	928345	836835	1765180	357412	255013	612425	261483	146075	407558	75138	32884	108022
14	Manipur	3073	2867	5940	1030	920	1950	1241	1428	2669	773	791	1564
15	Meghalaya	2965	2944	5909	825	721	1546	755	478	1233	223	120	343
16	Mizoram	0	0	0	0	0	0	0	0	0	0	0	0
17	Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
18	Orissa	450000	287000	737000	118000	73000	191000	78852	30051	108903	7622	1662	9284
19	Punjab	429912	378761	808673	153359	113255	266614	80072	52364	132436	8732	7053	15785
20	Rajasthan	662000	245000	907000	245000	62000	307000	124000	17000	141000	13416	1158	14574
21	Sikkim	2490	2280	4770	610	518	1128	323	273	596	21	28	49
22	Tamil Nadu	893540	738824	1632364	362825	262528	625353	192985	104232	297217	28337	16599	44936
23	Tripura	42055	34160	76215	9895	9804	19699	7421	4505	11926	1374	523	1897
24	Uttar Pradesh	1815479	765518	2580997	615132	161778	776910	408381	70630	479011	64261	4917	69178
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	7208	6412	13620	3280	2656	5936	1333	1233	2566	154	154	308
28	D & N Haveli	224	174	398	99	93	192	111	65	176	0	0	0
29	Daman & Diu	294	308	602	168	137	305	159	119	278	27	8	35
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	10173	10211	20384	6926	6969	13895	3393	3021	6414	753	492	1245
	INDIA	10935830	7601593	18537423	3700922	2152901	5853823	2351683	995226	3346909	363783	133089	496872

**STATEMENT 16**  
**ENROLMENT RATIO OF STUDENT BELONGING TO**  
**SCHEDULED CASTES (1995-96)**

1	States/UTs.	Classes (I-V) 6-11 Years			Classes (VI-VIII) 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
		3	4	5	6	7	8
1	Andhra Pradesh	140.68	121.73	131.4	67.03	42.63	55.08
2	Arunachal Pradesh	25.33	27.50	26.2	21	13	17
3	Assam	257.62	239.07	248.5	190.13	161.51	176.16
4	Bihar	102.04	51.39	77.8	38.2	14.03	26.62
5	Goa	105.31	116.77	110.4	69.5	55.33	62.79
6	Gujarat	213.43	155.06	182.9	117.32	76	97.32
7	Haryana	108.12	105.84	107	65.81	47.85	57.36
8	Himachal Pradesh	115.15	115.75	115.4	90.14	63.06	76.80
9	Jammu & Kashmir	96.14	83.93	90.6	80.24	59.68	70.34
10	Karnataka	158.59	137.96	148.5	81.78	57.60	70.04
11	Kerala	107.64	102.45	105	118.31	114.56	116.46
12	Madhya Pradesh	129.68	93.48	112.2	80.98	35.62	59.19
13	Maharashtra	268.31	257.96	263.3	180.15	137.47	159.53
14	Manipur	153.65	179.19	165	93.64	92	92.86
15	Meghalaya	...	...	...	...	...	...
16	Mizoram	...	...	...	...	...	...
17	Nagaland	...	...	...	...	...	...
18	Orissa	152.85	95.29	123.7	71.82	43.17	57.29
19	Punjab	134.77	129.98	132.4	79.75	64.83	72.65
20	Rajasthan	121.53	48.62	86.5	78.13	21.44	50.93
21	Sikkim	103.75	114.00	108.4	50.83	43.17	47.00
22	Tamil Nadu	176.76	154.02	165.6	111.26	84.74	98.34
23	Tripura	147.05	144.14	145.7	63.43	66.69	65.01
24	Uttar Pradesh	88.94	42.05	68.8	53.34	15.82	35.70
25	West Bengal	129.79	116.93	123.5	72.03	69.0	70.59
26	A & N Islands	...	...	...	...	...	...
27	Chandigarh	82.85	92.93	87.3	68.33	59.02	68.83
28	D & N Haveli	74.67	87.00	79.6	99	93	96.00
29	Daman & Diu	...	...	...	...	...	...
30	Delhi	83.49	91.76	87	72.66	68.66	70.83
31	Lakshadweep	...	...	...	...	...	...
32	Pondicherry	141.29	170.18	154.4	147.36	154.87	151.03
	INDIA	127.56	95.12	111.91	74.88	46.77	61.33

**STATEMENT NO.17**  
**ENROLMENT IN STAGES (SCHEDULED TRIBE) 1995-96**

(As on 30th Sept., 1995)

S No	State/UTs	Primary			Middle			Sec./Hr.Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	352012	235022	587034	65763	26489	92252	62927	20755	83682	5564	1512	7076
2	Arunachal Pradesh	57670	46968	104638	14149	10324	24473	9516	4733	14249	2211	627	2838
3	Assam	381832	316382	698214	125716	95388	221104	84598	57693	142291	15105	7919	23024
4	Bihar	475862	302363	778225	103395	55685	159080	43156	21980	65136	7954	3395	11349
5	Goa	91	70	161	74	55	129	42	19	61	2	0	2
6	Gujarat	552429	393530	945959	147028	86198	233226	84450	50960	135410	20336	12946	33282
7	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
8	Himachal Pradesh	17280	13250	30530	7790	4240	12030	5050	2474	7524	1334	644	1978
9	Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	0	0
10	Karnataka	209812	165192	375004	57928	37923	95851	29348	13939	43287	8042	2351	10393
11	Kerala	19050	17588	36638	9471	9013	18484	4122	4467	8589	121	233	354
12	Madhya Pradesh	991112	577163	1568275	244467	115983	360450	183454	53890	237344	11918	2357	14275
13	Maharashtra	613715	505528	1119243	171239	108184	279423	99591	54092	153683	15467	5736	21203
14	Manipur	52740	44930	97670	16820	13740	30560	9445	7227	16672	1855	1158	3013
15	Meghalaya	116412	116248	232660	31503	28370	59873	17253	15288	32541	4196	3372	7568
16	Mizoram	60919	54975	115894	21181	20245	41426	13601	12820	26421	3335	2340	5675
17	Nagaland	115201	105871	221072	29235	27051	56286	15953	13004	28957	3082	1973	5055
18	Orissa	549000	268000	817000	118000	50000	168000	52526	34075	86601	5359	1306	6665
19	Punjab	0	0	0	0	0	0	0	0	0	8	2	10
20	Rajasthan	465000	174000	639000	178000	41000	219000	89000	9000	98000	9250	427	9677
21	Sikkim	9050	8310	17360	2190	2070	4260	1684	1177	2861	149	126	275
22	Tamil Nadu	43437	32550	75987	14881	9792	24673	7990	4696	12686	1242	513	1755
23	Tripura	81148	60215	141363	16318	12698	29016	10309	4907	15216	632	228	860
24	Uttar Pradesh	20121	11573	31694	6491	2331	8822	3719	1419	5138	1341	541	1882
25	West Bengal	286712	271767	558479	112115	92730	204845	22284	12163	34447	775	284	1059
26	A & N Islands	1852	1638	3490	789	777	1566	460	453	913	34	30	64
27	Chandigarh	0	0	0	0	0	0	0	0	0	73	40	113
28	D & N Haveli	10671	7080	17751	2505	1318	3823	1042	614	1656	0	0	0
29	Daman & Diu	1076	924	2000	442	345	787	191	122	313	105	16	121
30	Delhi	371	315	686	262	160	422	272	158	430	421	252	673
31	Lakshadweep	4665	3912	8577	2064	1472	3536	1006	687	1693	0	0	0
32	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
	INDIA	5489240	3735364	9224604	1499816	853581	2353397	852989	402812	1255801	119911	50328	170239

**STATEMENT No.18**  
**ENROLMENT RATIO OF STUDENTS BELONGING TO**  
**SCHEDULED TRIBES (1995-96)**

S No	State/UTs	Classes (I-V) 6-11 Years			Classes (VI-VIII) 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	144.09	100.82	122.96	48.35	20.30	34.60
2	Arunachal Pradesh	121.15	98.62	116.26	56.60	41.30	48.90
3	Assam	196.62	171.11	184.18	116.30	92.61	104.70
4	Bihar	90.73	62.82	77.40	35.53	20.81	28.34
5	Goa	13.00	11.66	12.38	18.50	13.75	16.10
6	Gujarat	122.04	112.37	140.91	67.60	42.25	55.30
7	Haryana	...	...	...	...	...	...
8	Himachal Pradesh	105.36	96.01	101.09	84.67	47.64	66.40
9	Jammu & Kashmir	...	...	...	...	...	...
10	Karnataka	162.39	135.85	149.52	76.42	53.04	65.00
11	Kerala	124.51	118.04	121.32	101.84	99.04	100.40
12	Madhya Pradesh	93.95	59.07	77.18	41.01	21.04	31.40
13	Maharashtra	137.79	121.08	129.71	67.05	45.30	56.50
14	Manipur	123.51	127.64	125.38	72.81	62.74	67.90
15	Meghalaya	102.47	123.14	111.86	49.46	45.03	47.20
16	Mizoram	118.98	132.47	125.02	71.56	72.05	71.00
17	Nagaland	143.64	161.39	151.62	62.60	60.93	61.70
18	Orissa	121.86	58.15	89.64	46.96	19.32	32.90
19	Punjab	...	...	...	...	...	...
20	Rajasthan	121.66	49.21	86.84	80.87	20.21	51.70
21	Sikkim	96.28	105.19	100.35	43.80	43.13	43.40
22	Tamil Nadu	147.24	73.15	132.15	78.32	54.10	66.00
23	Tripura	151.11	135.31	143.95	55.69	46.00	50.90
24	Uttar Pradesh	99.12	63.94	82.54	56.94	23.08	41.00
25	West Bengal	123.53	122.64	123.09	82.50	71.06	76.80
26	A & N Islands	51.44	45.50	48.47	41.53	43.17	42.30
27	Chandigarh	...	...	...	...	...	...
28	D & N Haveli	127.04	102.61	116.02	55.67	32.95	44.90
29	Daman & Diu	...	...	...	...	...	...
30	Delhi	...	...	...	...	...	...
31	Lakshadweep	137.21	134.90	136.14	121.41	86.59	104.00
32	Pondicherry	...	...	...	...	...	...
	INDIA	129.96	94.87	113.03	61.59	37.63	50.04

**STATEMENT No.19**  
**Drop-out Rates in Classes I-V**  
**for the Year 1995-96 (Provisional)**

	States/UTs.	Boys	Girls	Total
1	ANDHRA PRADESH	56.27	54.36	55.44
2	ARUNACHAL PRADESH	55.49	52.46	54.19
3	ASSAM	39.83	41.75	40.69
4	BIHAR	61.46	64.03	62.37
5	GOA	1.56	9.45	5.39
6	GUJARAT	35.49	41.15	38.02
7	HARYANA	5.78	7.32	6.48
8	HIMACHAL PRADESH	20.18	27.00	23.43
9	JAMMU & KASHMIR	53.13	41.48	48.36
10	KARNATAKA	34.88	35.72	35.28
11	KERALA	-4.93	-1.99	-3.49
12	MADHYA PRADESH	28.06	33.23	30.25
13	MAHARASHTRA	21.79	27.36	24.40
14	MANIPUR *	35.04	36.30	35.64
15	MEGHALAYA **	59.61	62.53	61.07
16	MIZORAM	57.71	72.28	57.20
17	NAGALAND	39.93	31.40	35.98
18	ORISSA	52.88	53.79	53.24
19	PUNJAB	22.86	22.52	22.70
20	RAJASTHAN	50.57	56.00	52.38
21	SIKKIM	61.97	53.74	58.17
22	TAMIL NADU	14.88	16.97	15.85
23	TRIPURA	53.49	57.27	55.24
24	UTTAR PRADESH	22.31	22.94	22.53
25	WEST BENGAL	49.93	66.84	58.72
26	A & N ISLANDS	7.84	13.43	10.56
27	CHANDIGARH	30.68	30.98	30.82
28	DADRA & NAGAR HAVELI	31.21	50.80	39.57
29	DAMAN & DIU	-10.24	-11.76	-10.96
30	DELHI	18.15	30.53	24.37
31	LAKSHADWEEP	-0.42	7.37	3.16
32	PONDICHEERY	-4.07	-7.06	-5.49
	INDIA	37.92	41.31	39.37

\* Decrease is due to exclusion of enrolment of Class I-A from Class I and considered against pre-primary in 1991-92

\*\* Increase is due to students in classes A&B (age 6 and above) promoted in Class-I as per new Education Structure w.e.f. 1991-92

**STATEMENT No.20**  
**Drop-out Rates in Classes I-VIII**  
**for the Year 1995-96 (Provisional)**

	States/UTs.	Boys	Girls	Total
1	ANDHRA PRADESH	71.11	74.86	72.73
2	ARUNACHAL PRADESH	70.16	69.83	70.02
3	ASSAM	68.58	73.21	70.66
4	BIHAR	75.96	81.76	77.95
5	GOA	10.44	19.21	14.73
6	GUJARAT	53.76	62.76	57.78
7	HARYANA	26.44	36.55	30.99
8	HIMACHAL PRADESH	9.63	27.00	17.84
9	JAMMU & KASHMIR	50.13	72.40	59.24
10	KARNATAKA	54.02	66.69	60.15
11	KERALA	0.32	0.52	0.42
12	MADHYA PRADESH	45.96	64.82	54.04
13	MAHARASHTRA	42.30	52.77	47.24
14	MANIPUR	70.66	70.89	70.77
15	MEGHALAYA	48.76	48.13	48.46
16	MIZORAM	69.71	67.45	68.65
17	NAGALAND	42.99	45.20	44.08
18	ORISSA	60.90	72.84	65.67
19	PUNJAB	39.07	42.78	40.78
20	RAJASTHAN	76.20	82.15	78.10
21	SIKKIM	69.28	64.98	67.33
22	TAMIL NADU	28.60	37.11	32.54
23	TRIPURA	73.39	74.46	73.88
24	UTTAR PRADESH	32.28	48.86	38.11
25	WEST BENGAL	67.47	74.19	69.08
26	A & N ISLANDS	23.42	24.90	24.13
27	CHANDIGARH	18.46	17.18	17.86
28	DADRA & NAGAR HAVELI	59.33	66.55	62.29
29	DAMAN & DIU	10.49	15.70	12.88
30	DELHI	30.35	15.26	23.03
31	LAKSHADWEEP	26.87	33.18	29.88
32	PONDICHEERY	5.25	-0.29	2.69
	INDIA	54.99	61.70	57.77



**STATEMENT No.21**  
**Drop-out Rates in Classes I-X**  
**for the Year 1995-96 (Provisional)**

	States/UTs.	Boys	Girls	Total
1	ANDHRA PRADESH	75.67	80.43	77.77
2	ARUNACHAL PRADESH	75.96	78.74	77.11
3	ASSAM	75.71	76.50	76.08
4	BIHAR	83.07	88.97	85.07
5	GOA	40.54	41.46	40.98
6	GUJARAT	68.72	72.62	70.48
7	HARYANA	57.53	67.07	61.70
8	HIMACHAL PRADESH	43.96	60.10	51.45
9	JAMMU & KASHMIR	66.47	77.95	71.15
10	KARNATAKA	64.75	75.16	69.72
11	KERALA	32.55	20.67	26.73
12	MADHYA PRADESH	62.17	76.90	68.19
13	MAHARASHTRA	57.01	68.01	62.18
14	MANIPUR	74.77	75.16	74.95
15	MEGHALAYA	63.62	64.82	64.19
16	MIZORAM	75.08	71.21	73.27
17	NAGALAND	65.31	71.89	68.58
18	ORISSA	72.39	81.20	75.95
19	PUNJAB	48.11	53.79	50.74
20	RAJASTHAN	79.22	88.89	82.21
21	SIKKIM	87.17	84.38	85.95
22	TAMIL NADU	60.14	68.20	63.88
23	TRIPURA	79.31	83.59	81.26
24	UTTAR PRADESH	50.07	73.63	58.39
25	WEST BENGAL	74.66	85.89	79.62
26	A & N ISLANDS	47.70	51.69	49.59
27	CHANDIGARH	49.01	39.31	44.56
28	DADRA & NAGAR HAVELI	69.90	74.37	71.85
29	DAMAN & DIU	*	*	*
30	DELHI	-13.92	-37.44	-25.25
31	LAKSHADWEEP	63.90	60.57	62.28
32	PONDICHERY	38.41	32.27	35.57
	INDIA	66.36	74.07	69.58

\* Include in Goa

**STATEMENT No.22**  
**NUMBER OF TEACHERS 1995-96**

S No	States/UTs.	Primary			Middle			Sec. Hl. Secondary		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Andhra Pradesh	74341	35124	109465	26582	18786	47668	77165	47807	122972
2	Arunachal Pradesh	2019	802	2821	160	468	2977	2104	579	2783
3	Assam	59862	19285	79147	38356	8498	46954	43088	13813	56901
4	Bihar	95769	22416	118185	7068	21294	10091	11996	7390	49276
5	Goa	984	1873	2857	243	519	812	635	236	1171
6	Gujarat	23915	17053	39968	7911	65591	147164	84170	14900	100270
7	Haryana	12082	9081	21163	51	4708	2809	1538	150	8348
8	Himachal Pradesh	13920	9184	23104	436	1871	4729	4006	503	4509
9	Jammu & Kashmir	6193	6384	12577	1105	6457	1849	2175	166	6725
10	Karnataka	32484	22053	58437	6477	49283	113750	8763	10070	107733
11	Kerala	11890	33600	47290	173	13203	10760	2088	1877	3965
12	Madhya Pradesh	13410	51344	146854	65856	24651	90507	52764	10706	63470
13	Madhprashtra	73029	71902	180831	10933	70634	113811	13617	7007	20624
14	Manipur	6356	2794	9150	2476	1764	5140	9057	3233	12290
15	Meghalaya	5386	4642	9128	472	1683	4155	2744	130	2874
16	Mizoram	2314	2012	4326	3312	931	4243	1953	106	2059
17	Nagaland	4573	2176	6749	7297	1175	4368	2823	1337	4160
18	Orissa	82332	27208	110540	34041	5867	40903	44636	12001	56637
19	Punjab	18679	26943	48522	4734	4398	9132	18737	29418	80182
20	Rajasthan	68969	28725	94694	6473	1378	8731	55709	19714	75423
21	Sikkim	1801	1275	3076	100	821	1678	1364	400	1764
22	Tamil Nadu	67733	47483	115216	33056	31886	64992	30701	23527	124228
23	Tripura	6551	4636	11187	4126	1159	5309	9444	1366	13694
24	Uttar Pradesh	226921	49818	270459	77939	19392	97331	82439	12439	99778
25	West Bengal	133124	40511	173635	16991	8137	21228	78547	41760	120307
26	Andaman & N Islands	150	370	820	324	736	1100	1322	1117	2439
27	Chandigarh	12	231	243	17	167	184	567	208	2769
28	D & N Haveli	150	82	232	170	237	426	145	82	257
29	Laman & Diu	148	210	356	133	68	181	185	167	222
30	Delhi	10805	16628	26533	2342	4436	6778	18976	17039	45995
31	Lakshadweep	151	67	218	79	46	125	283	71	354
32	Pondicherry	280	1244	2124	750	952	1722	2025	1787	3812
	INDIA	1187270	553166	1749436	755759	408975	1164734	982444	510807	1493251

**STATEMENT No.23**  
**Budgeted Expenditure on Education by Education Department**  
**for 1995-96 in Order of %age of Education Budget**  
**to Total Budget (Revenue Account)**

(Rs.in Crores)

	States/UTs.	Budget of Education Department			Total State Budget	%age of Education Budget to Total State Budget
		Plan	Non-Plan	Total		
1	Andhra Pradesh	195.36	1670.00	1865.35	10888.16	17.13
2	Arunachal Pradesh	28.24	37.09	65.33	482.15	13.55
3	Assam	356.78	543.86	900.64	3717.16	24.23
4	Bihar	173.70	1684.28	1857.98	8410.12	22.09
5	Goa	21.16	81.65	102.81	617.67	16.64
6	Gujarat	33.27	1663.14	1696.41	8195.35	20.70
7	Haryana	101.13	428.78	529.91	5048.50	10.50
8	Himachal Pradesh	88.67	254.41	343.08	1852.32	18.52
9	Jammu & Kashmir	69.89	288.05	357.94	2295.56	15.59
10	Karnataka	384.71	1336.42	1721.14	9093.63	18.93
11	Kerala	79.06	1492.65	1571.71	5861.19	26.82
12	Madhya Pradesh	224.87	1365.65	1590.52	9677.03	16.44
13	Maharashtra	239.31	2651.90	2891.21	16765.70	17.24
14	Manipur	17.28	116.36	133.64	508.94	26.26
15	Meghalaya	49.77	68.51	118.28	600.35	19.70
16	Mizoram	10.81	52.75	63.56	430.05	14.78
17	Nagaland	10.56	87.78	98.34	767.41	12.81
18	Orissa	162.52	717.71	880.23	5115.26	17.21
19	Punjab	126.75	702.11	828.85	7507.64	11.04
20	Rajasthan	344.01	1259.78	1603.79	7988.20	20.08
21	Sikkim	16.94	26.00	42.94	565.43	7.59
22	Tamil Nadu	111.17	1994.56	2105.73	10060.61	20.93
23	Tripura	43.15	127.08	170.23	897.11	18.98
24	Uttar Pradesh	324.01	2716.22	3040.23	18041.00	16.85
25	West Bengal	155.32	2125.20	2280.52	9633.90	23.67
26	A & N Islands	7.47	26.86	34.33	296.59	11.57
27	Chandigarh	10.08	61.49	71.57	348.69	20.53
28	D & N Haveli	2.41	4.04	6.45	64.53	9.99
29	Daman & Diu	2.11	5.06	7.17	56.72	12.63
30	Delhi	140.23	363.02	503.26	1884.70	26.70
31	Lakshadweep	1.40	8.25	9.65	115.04	8.39
32	Pondicherry	15.58	38.30	53.88	391.26	13.77
	All States/UTs	3547.72	23998.96	27546.68	148177.95	18.59
	Centre	1823.34	880.23	2703.57	138328.00	1.28
	Total (Centre + States/UTs)	5371.06	24879.19	30250.25	284505.95	10.67

**STATEMENT No.24**  
**Approved Outlays for Eighth Five Year Plan (1992-97)**

(Rs. in Crores)

	States/UTs.	Elementary	Adult	General	Technical	Total
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	874.35	45.33	919.71
4	Bihar	588.83	60.34	726.95	185.22	912.17
5	Goa	27.30	1.11	68.60	13.00	78.99
6	Gujarat	149.82	22.47	217.00	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	334.50
10	Karnataka	409.50	18.70	903.55	70.00	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	223.18	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	12.95	4.50	47.45
18	Orissa	242.66	44.91	527.32	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	42.27	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/UTs)	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 Five Year Plan (1992-97)**

	States/UTs.	Elementary	Adult	General	Technical	Total
1	Andhra Pradesh	63.03	6.13	79.78	20.22	100
2	Arunachal Pradesh	75	1.84	100.00	0	100
3	Assam	61.8	2.00	95.07	4.93	100
4	Bihar	64.55	6.61	79.69	20.31	100
5	Goa	35	1.42	83.33	16.67	100
6	Gujarat	47.26	7.09	71.61	28.39	100
7	Haryana	39.44	1.25	79.29	20.71	100
8	Himachal Pradesh	36.36	0.65	84.56	15.44	100
9	Jammu & Kashmir	47.16	2.14	94.32	5.68	100
10	Karnataka	41.85	1.96	94.77	5.23	100
11	Kerala	12.6	0.44	46.67	53.33	100
12	Madhya Pradesh	61.5	2.82	87.86	12.14	100
13	Maharashtra	36.64	2.3	76.43	23.57	100
14	Manipur	55.51	2.79	92.52	7.48	100
15	Meghalaya	69.95	3.66	98.51	1.49	100
16	Mizoram	50.76	2.76	92.28	7.72	100
17	Nagaland	38.93	1.52	90.52	9.48	100
18	Orissa	39.76	7.36	86.42	13.58	100
19	Punjab	11.42	2.62	52.52	47.48	100
20	Rajasthan	59.12	3.18	89.57	10.43	100
21	Sikkim	62.98	1.18	95.16	4.84	100
22	Tamil Nadu	52.91	8.38	92.22	7.78	100
23	Tripura	57.28	1.93	98.77	1.23	100
24	Uttar Pradesh	49.33	1.8	80.86	19.14	100
25	West Bengal	58.33	4.45	83.33	16.67	100
26	A & N Islands	37.42	0.61	76.18	23.82	100
27	Chandigarh	24.01	1.2	79.11	20.89	100
28	D & N Haveli	54.77	0.47	84.35	15.65	100
29	Daman & Diu	31.26	1.76	59.02	40.98	100
30	Delhi	57.16	1.14	80.36	19.64	100
31	Lakshadweep	23.93	2.28	100	0	100
32	Pondicherry	31.72	0.7	65.23	34.77	100
	All States/UTs.	49.82	3.24	83.86	16.14	100
	Centre	38.69	18.81	88.93	11.07	100
	Total (Centre+States/UTs)	45.59	9.16	85.78	14.22	100

**STATEMENT No.26**  
**Sectorwise Approved Plan Outlays for 1995-96**

(Rs.in Crores)

	States/UTs.	Elementary	Adult	General	Technical	Total
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	28.83	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/UTs.)	2050.84	330.67	4478.82	868.06	5346.88

**STATEMENT No.27**  
**Percentage of Sectorwise Approved Plan Outlays for 1995-96**

	States/UTs.	Elementary	Adult	General	Technical	Total
1	Andhra Pradesh	55.63	9.82	89.29	10.71	100
2	Arunachal Pradesh	68.68	2.19	100.00	0.00	100
3	Assam	53.07	0.00	95.29	4.71	100
4	Bihar	51.41	5.52	65.77	34.23	100
5	Goa	14.97	1.28	48.27	51.73	100
6	Gujarat	22.71	6.19	53.05	46.95	100
7	Haryana	30.78	0.80	69.06	30.94	100
8	Himachal Pradesh	37.07	0.51	87.79	12.21	100
9	Jammu & Kashmir	45.02	0.99	95.29	4.71	100
10	Karnataka	57.39	2.34	93.84	6.19	100
11	Kerala	9.57	0.00	51.74	48.26	100
12	Madhya Pradesh	38.98	2.27	79.13	20.87	100
13	Madhhyasentra	33.43	2.13	75.50	24.50	100
14	Manipur	32.12	3.29	91.53	8.47	100
15	Meghalaya	66.26	3.40	97.96	2.04	100
16	Mizoram	43.48	0.00	93.04	6.96	100
17	Nagaland	51.29	0.64	89.89	10.11	100
18	Orissa	17.74	2.85	83.19	16.81	100
19	Punjab	13.36	1.30	51.88	48.12	100
20	Rajasthan	51.38	1.47	92.06	7.94	100
21	Sikkim	40.63	0.78	96.95	3.05	100
22	Tamil Nadu	49.75	17.86	90.22	9.78	100
23	Tripura	58.64	0.00	99.07	0.93	100
24	Uttar Pradesh	18.13	2.88	83.62	16.38	100
25	West Bengal	56.20	4.98	76.11	23.89	100
26	A & N Islands	25.69	0.40	91.91	8.09	100
27	Chandigarh	25.44	0.00	83.88	16.12	100
28	D & N Haveli	42.62	0.85	69.29	30.71	100
29	Daman & Diu	42.62	1.03	60.11	40.00	100
30	Delhi	47.67	0.29	80.31	19.69	100
31	Lakshadweep	47.32	1.85	100.00	0.00	100
32	Pondicherry	29.40	0.03	79.83	20.17	100
	All States/UTs	39.75	2.74	82.56	17.44	100
	Centre	35.67	12.82	86.09	13.91	100
	Total (Centre+States/UTs)	38.36	6.18	83.76	16.24	100

Source: Planning Commission

**STATEMENT No.28**  
**Relationship Between Budgeted Expenditure on Education and**  
**Net Domestic Products of States/UTs.**

		Year	Explt. On Education by Education Deptt.	Estimates of NSDP at Current Prices	% of Budget of Edu- cation Deptt. (Rev.) to Net Domestic Product
1	Andhra Pradesh	1993-94	1427.82	46318	3.08
2	Arunachal Pradesh	1993-94	54.64	728	7.51
3	Assam	1992-93	777.08	14034	5.54
4	Bihar	1992-93	1390.29	33382	4.16
5	Goa	1993-94	87.18	1434	6.08
6	Gujarat	1992-93	1356.11	32896	4.12
7	Haryana	1993-94	448.74	18057	2.49
8	Himachal Pradesh	1991-92	254.04	3539	7.18
9	Jammu & Kashmir	1992-93	325.85	3471	9.39
10	Karnataka	1993-94	1241.97	32927	3.77
11	Kerala	1994-95	1126.23	18837	5.98
12	Madhya Pradesh	1993-94	1216.2	38261	3.18
13	Maharashtra	1993-94	2622.37	91208	2.88
14	Manipur	1991-92	107.91	1046	10.32
15	Meghalaya	1993-94	92.24	1054	8.75
16	Mizoram	1992-93	55.71	478	11.65
17	Nagaland	1991-92	49.46	681	7.26
18	Orissa	1993-94	678.08	15694	4.32
19	Punjab	1993-94	666.08	26002	2.56
20	Rajasthan	1993-94	1211.95	24285	4.99
21	Sikkim	1991-92	26.71	224	11.92
22	Tamil Nadu	1993-94	1710.02	42147	4.06
23	Tripura	1992-93	122.87	1081	11.37
24	Uttar Pradesh	1993-94	2318.67	69120	3.35
25	West Bengal	1993-94	1609.23	43562	3.69
26	A & N Islands	1992-93	23.19	208	11.15
27	Delhi	1993-94	131.58	15398	0.85
28	Pondicherry	1992-93	41.12	793	5.19
	<b>ALL INDIA</b>	<b>1994-95</b>	<b>27593.98@</b>	<b>839504*</b>	<b>3.29</b>

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Total Expenditure on Education by All States and Centre

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# **GRANTS TO VOLUNTARY ORGANISATIONS**



**Statement Showing Grant-In Aid Sanctioned To Private Institutions/Organisations**  
**During the Period From 01/04/95 to 31/03/96 Where**  
**Total Released Grant (Recurring) >= 1,00,000 Or**  
**Total Released Grant (Non Recurring) >= 1,00,000 Or**  
**Ministry :- Ministry Of Human Resources Development**  
**Department :- Department of Education**

S. No.	Name of the Institution/ Organisation Total	Recurring	Non Recurring	Purpose of the Grant
1.	Seva Mandir Hindupur, Distt. Anantapur Andhra Pradesh-515212 Total	0	5,18,000	JSN
2.	Andhra Pradesh Open School Society SCERT Campus Hyderabad A.P.-500004 Total	0	85,83,750	MSC
3.	Sadau Asom Gramya Puthibharal Santha Haibargaon P.O. Nagaon Dt. Assam-782002 Total	0	3,25,000	TLC
4.	Pt. Sri Ram Sharma Seva Sansthan Vill. Rasoolpur Gopalganj Bihar Total	0	1,12,000	TLC

5.	Asian Development Research Institute (Adri) Bihar-800013.	0	21,42,910	BP
	Total	0	21,42,910	
6.	Vivek Bihar Seva Sansthan Masavodhi Patna Bihar	0	1,00,685	TLC
	Total	0	1,00,685	
7.	Harishakti Datawya Swaikchhik Seva Sansthan Sarai Distt.Patna Bihar	0	1,13,100	TLC
	Total	0	1,13,100	
8.	Samta Gram Seva Sansthan Vill. Bardiha. P.O. Bardiha Turki. Block Patepur Distt. Vaishali,Bihar-843110	0	1,03,000	TLC
	Total	0	1,03,000	
9.	Gujarat State Crime Prevention Trust Ashirwad,9/B, Keshav Nagar Society,Near Subhash Bridge Ahmedabad-380027	0	4,24,000	DRU
	Total	0	4,24,000	
10.	Smt. B.K. Baljoshi Education Trust 2nd Floor, Relief Complex Vepari Jeen Kalol (N.G.) Dist. Meshana (382721)	0	2,64,000	DRU
	Total	0	2,64,000	

11.	Mysore District Freedom Fighters' Welfare Association 461, Postal Colony Visweswaranagara, Mysore-570008 Karnataka	0	1,15,503	AEC
	Total	0	1,15,503	
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12.	Indian Institute of Education 128/2, J.P. Naik Road, Kothrud, Pune-411029.	0	7,32,000	DRU
	Total	0	7,32,000	
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13.	Committee of Resource Organi- sations For Mass Programme of Functional Literacy, C/o Dr. Madhav Chavan, Deptt. of Chemical Technology, University of Bombay, Matunga, Bombay-4000 19.	0	3,18,000	DRU
	Total	0	3,18,000	
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14.	State Resource Centre North Eastern Hill University Lal Tumkharan Shillong.	0	8,28,000	MSC
	Total	0	8,28,000	
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15.	Joy Bharati Sathi Samaja, P.O. Sabalong Kanipara, Via Chandol District Cuttack Orissa-754208	0	4,98,450	MSC
	Total	0	4,98,450	
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16.	Jatiya Chetana Bikash Madhuban, Ward No. 7 Baripada, Distt. Mayurbhanj Orissa-757 001	0	8,99,340	TLC
	Total	0	8,99,340	
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17.	Association of National Service 316 N.G.O.Colony ChengalPattu-603 001 TamilNadu	0	4,56,361	TLC
	Total	0	4,56,361	
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18.	Khajamalai Ladies Association, At/P.O. Khajamalai, Triuchirapalli Distt., Tamil Nadu-620023.	0	1,31,760	PLC
	Total	0	1,31,760	
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19.	Women's Indian Association, 43, Greenways Road, Madras-600028 Tamil Nadu.	0	4,23,675	PLC
	Total	0	4,23,675	
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20.	Mahila Udyog Prashikshan Kendya 350A/1.Salik Ganj Road Muthiganj Allahabad	4,812 0	0 5,94,600	JSN TLC
	Total	4,812	5,94,600	
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21.	Shri Ram Sharan Smarak Seva Sansthan Bisouli, Badaun, Pin-202520 U.P.	0	1,34,790	PLC
	Total	0	1,34,790	

22.	Sardar Patel Lok Kalyan Samiti Vill, Bhadehadu, P.O. Baberu, Distt. Banda, Uttar Pradesh.	0	91,840	PLC
	Total	0	91,840	
23.	Rural Litigations & Entitlement Kendra 21 East Canal Road, Dehradun-248001, Uttar Pradesh.	0	1,22,500	PLC
	Total	0	1,22,500	
24.	Bal Kalyan Kendra Pidera, P.O.Deoria, Dist. Deoria.	0	1,86,692	TLC
	Total	0	1,86,692	
25.	Ashok Sansthan, Kundesar, Ghazipur distt., U.P.-233234.	0	10,24,615	PLC
	Total	0	10,24,615	
26.	R.V. Asahay Mahila Grah Udyog Sansthan P.O. ColonelGanj, Distt.Gonda U.P.	0	2,35,000	TLC
	Total	0	2,35,000	
27.	Shri Sanskrit Shiksha Prasar Samiti Patel Nagar, Orai, Dist Jalaun U.P.-285123.	0	1,25,800	PLC
	Total	0	1,25,800	

28.	Adarash Seva Samiti 326/1, Saket Colony, Lane No. 6, Muzzafarnagar Pin-251001.	0	1,67,880	PLC
	Total	0	1,67,880	
29.	Azad Sewa Samiti V.V. Inter College Road, Shamli-247776 Uttar Pradesh	0	1,58,630	PLC
	Total	0	1,58,630	
30.	Khadi Gramodyog Niketan Mahuwadabra, P.O. Jaspur, Dt. Nainital (U.P.) Pin-244712	0	2,36,985,	PLC
	Total	0	2,136,985	
31.	Devi Gramodyog Sevi Sansthan, Village Kahal Kabira, P.O. Bhawali, District Nainital Uttar Pradesh-263001	0	1,51,445	PLC
	Total	0	1,51,445	
32.	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Rae Bareli, U.P.	0	6,88,638	PLC
	Total	0	6,88,638	
33.	Gramin Samaj Kalyan Samiti, Vill. Khera Afgan, Block Nakul, Saharanpur Distt., Uttar Pradesh.	0	1,83,730	PLC
	Total	0	1,83,730	



34.	Nav Chetna Vikas Samiti Vill. & P.O.Mainasi Saraiyan Distt. Sitapur Uttar Pradesh.	0	1,44,375,	PLC
	Total	0	1,44,375	
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35.	Lokhit Trust 29,Cantonement Shakti Marg, Varanasi U.P.-221 002	0	1,99,777	TLC
	Total	0	1,99,777	
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36.	North 24 Parganas Zilla Saksharata Samiti Barasat-743 201 West Bengal.	0	5,01,000	DRU
	Total	0	5,01,000	
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37.	Sevagram Vikas Sansthan, 1,Daryaganj, New Delhi-110002.	0	2,90,200	BP
	Total	0	2,90,200	
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38.	Dr. A.V. Baliga Memorial Trust Bahadur Shah Zafar Marg, New Delhi-110002.	0	2,20,000	PLC
	Total	0	2,20,000	
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39.	Katha Building Centre, Sarai Kala Khan, Nizamuddin East New Delhi-110013.	0	5,49,974	BP
	Total	0	5,49,974	
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40.	Indian Federation of Working Journalists P.B. No.571 F-101,M.S. Apartments Kasturba Gandhi Marg, New Delhi-110001.	0	1,50,000	MSC
	Total	0	1,50,000	
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**Organisation wise Position Regarding Release of Grants during 1996-97 as on 31.1.97 under Centrally Sponsored Scheme of Improvement of Science Education in Schools**

<b>Sl No.</b>	<b>Name of the Organisation</b>	<b>Amount released</b>
1.	Central Tibetan School Adm., New Delhi	105240.00
2.	Jagdis Bose National Science Talent Search, Calcutta	804313.00
3.	Eklavya, Bhopal	364334.00
4.	Variable Energy Cyclotron Centre, Calcutta	11182.00
5.	Vikram A Sarabhai Community Science Centre, Ahmedabad	3070000.00
6.	Tamil Nadu Science Forum, Madras	235000.00
7.	NCSTC - Network, New Delhi	775000.00

**Organisationwise Position Regarding Release of Grants during 1996-97 under Centrally Sponsored Scheme of Environmental Orientation to School Education**

<b>Name of the Organisation</b>	<b>Amount released</b>
Comprehensive Rural Development, Dimapur, Nagaland	45000.00
Centre for Environment Education, Ahmedabad	910000.00
Indian Environmental Society, Delhi	98240.00

## SCHEME OF ASSISTANCE FOR STRENGTHENING CULTURE AND VALUES IN EDUCATION

Sl. No.	Name of the Agency/Organisation with address	Brief Activities of the Organisation	Amount of GIA in 1995-96	Name of the Project for which grants was given
1	2	3	4	5
1.	FACE, Uripok Yambem Leikai, Imphal, Manipur	Organising classical and folk dances of Manipur with objective for the preservation and promotion of indigenous form of dance.	2,14,000	For strengthening Culture and Values in Education System of Manipur.
2.	Jayanthi Gram Women & Children Welfare Association, K.B., Chawdari Building, Behind Golgumbaz, Station Back Road, Bijapur 586 101 Karnataka.	Running pre-primary schools, teachers colleges at Bijapur and a dispensary for poor organising yoga camp also.	1,63,000	For organising training camps and workshops for moral education teachers
3.	Krishak Vikas Samiti, Vivekanand Colony, Mohamadabad, Janpad, Gazipur (U.P.)	Running a Library cum-reading room environmental awareness programme and running a Ashram Padhyati school for SC/ST.	1,55,000	For conducting workshops on music, dance etc.
4.	Sanskar Shiksha Samiti E-7/327 (MIG), Arera Colony, Bhopal 16 (MP)	Undertaking educational and environmental programmes for school children of Madhya Pradesh.	1,49,000	For continuing their existing project activities.
5.	Krishnamurti Foundation India, 64/65, Greenways Road, Madras.	It is a charitable institution. It publishes the talks and writings of Krishnamurti arranges seminars and dialogues for the discrimination of the teachings and runs 8 educational institutions	1,74,000	For organising conferences.
6.	<b>Gandhian Institutions (6)</b>			
a)	Gandhi Vidya Sansthan Post Box 1116, Rajgud, Varanasi-221001.	Working towards goals set-up by Gandhiji - his works, principals and values	i) 3,50,000 ii) 5,00,000	For celebrating 125th Birth Anniversary of Mahatma Gandhi.
b)	Gandhi Peace Foundation 221/223 Deen Dayal Upadhyaya Marg, New Delhi.	Attempts to introduce young students to Gandhiji his life and work to understand some of the values and ideals he stood for	3,50,000	For celebrating 125th Birth Anniversary of Mahatma Gandhi.

1	2	3	4	5
c)	Rangaprabhat, Alumthara Venjarmoodu, P.O. 695607 Thiruvananthapuram, Kerala.	To promote the talents of the children, teenagers and adults for the rural areas.	1,35,000	- do -
d)	Yuvak Biradari, Mazarimal Somani Marg, Near Capital Cinema, V.T. Bombay 40001	Working forwards national integration through their camps and programmes	2,32,000	- do -
7.	RIMSE, Yadavgi, Mysore 20 Karnataka	Imparting various types of moral education courses for schools teachers and running a Higher secondary residenital school for boys	5,00,000	For continuing teachers' training camps.
8.	Vivekanand Nidhi, 149/1E Rashbehari Avenue, Calcutta 29	Has conducted residential workshops for top executives. Has been recognised as the Institution by the Indian Council of Social Sciences Research.	2,65,000	For continuation of their project-proposal titled Exercise in value sharing pratihara (Mind stilling Yoga)
9.	Nandikar, 47/1 Shyam Nandikar, 47/1, Shyam Bazar Street, Calcutta 4, West Bengal.	Staging plays and generation of Theatre appreciation and cultural perception	3,50,000	Theatre activity for motivation and liberation of student community.
10.	Bhartiya Vidya Bhavan, Chandigarh	A educational society running various schools through its various branches	1,04,000	For conducting national integration meet
11.	Sirsa Education Society, Sirsa (Haryana)	Running a school	2,31,000	For conducting creative workshop & summer school programme.
12.	RIMSE, Yadavgi, Mysore 20, Karnataka.	Imparting various types of training course on moral education for the teachers of KVs/NVs	2,56,000	Training in value orientation to KVs & NVs teachers.
13.	Disha, 13/88 Block C-4- B, Janakpuri, New Delhi	Society for Urban Community Development Imparting vocational training in photography to slum youths developed exhibitions on issues concerning environment, health and sanitation.	2,50,000	For celebration 125th Birth Anniversary of Mahatma Gandhi.

1	2	3	4	5
14.	Ram Sharan Samarak Seva Sansthan Budaun, U P	Running a primary education centre and 25 NFE centres, established a library cum reading room.	1,05,000	For organising meeting/ conference teachers' training programme and music courses.
15	Mutua Musuem. Kaisampat Junction, Imphal 795001 (Manipur)	Preservation and promotion of Indian culture in general and Manipuri culture in particular. Has established a private Museum of Art and Culture.	2,31,000	For continuing its on- going activities for promoting Meitei culture in NFE in Manipur
16	AIAET, F.5/E, DDA, Munirka, New Delhi.	Promoting research studies educational technology and holding seminars and workshops in this field.	2,94,000	For ongoing activities to provide music dance and games to 42 primary schools
17.	CTSA, USO House, IIIrd Floor, 6, Special Institutional Area, New Delhi 110067	An autonomous organisation working under the administration control of MHRD. The main object is to establish, manage and assist schools in India for education of Tibetan students.	7,88,000	Programme for Tibetan Residential schools
18.	Darpan's Academy of performing Arts, Ahmedabad, Gujarat	Imparting training in classical and semi-classical dancing.	2,84,000	For cultural value programme
19	SCVOE, NCERT, Sri Aurobindo Marg, New Delhi	Set up under the chairmanship of Member, Planning Commission for promotion and coordination of value orientation of education at all levels.	4,97,088	Meeting of its sub- groups
20	West Bengal SC/ST, Minority Commission, Mindanpore, W. Bengal.	Implementing cultural and educational programme in the states of Tripura, Orissa and W. Bengal conducting various programmes towards the betterment of SC/ST.	3,42,000	Conducting of workshop/ teachers' training programme and visit to historical places.
21	Poetry Society India L- 67 A Malviya Nagar, New Delhi 17	Promotion of India Poetry	3,67,000	For holding poetry competition

1	2	3	4	5
22	Akhil Bhartiya Megasvargiya Samiti. 22 Prakash Apartment, Katemanivalli Kalyan (East) Distt. Thane, Maharashtra	To make SC/STs and the communities of the hilly advasi area of Distt. Thane living belowing poverty line self supporting.	1,50,000	For conducting various activities.
23	Shahid Arakhita Club, Village Champapur P.O. Garh Nial Distt. Khurda, Orissa	Generating awareness among the people by promoting portion participation of local people in various programmes.	3,05,000	Organising seminars/ workshops & training programmes for teachers
24	Jaipur Harijan Seva Samiti P.O. Ahiyas, Distt. Cuttack, Orissa	To do welfare services for the upliftment of the weaker sections, people of the rural areas specially the women, children, handicapped and SC/ST families.	1,55,000	For organising cultural activities and community service.
25	Jain Vishva Bharati Post Box No.8, Ladnun, Rajasthan	Its a deemed University aims to infuse the values	4,99,000	For holding camps at Jeevan Vigyan Academy, New Delhi.
26	Surangma Kala Kendra, Chakbasu Ramna P.O., Muzaffarpur 842002, Bihar	Imparts regular teaching and training programmes of vocal and instrumental music as well as in classical semi-classical and folk dances particularly to girl students.	1,05,250	For holding cultural meets
27	Sankalp, Khurtia Sahi Puri 752001, Orissa	Engaged in a diversified set of developmental activities including organisation of pioneering and innovative programmes to strengthen values, arts and for integrated, holistic and all round development of individual.	4,17,000	For lecture performance-cum-workshops creative workshops and theatre appreciation course.
28	All India Santal Welfare Association, JH-26, F, LIG Flats, Mayapuri, New Delhi 110064	Organising various camps and training programmes conducting tribal folk dances programmes.	1,67,000	For conducting workshop focus group discussion music/dance/paining competition

**STATEWISE LIST OF VOLUNTARY ORGANISATIONS WHICH HAVE RECEIVED GRANTS OF Rs.1 LAKH OR ABOVE WHO ARE TAKING FACILITIES UNDER THE SCHEME FOR STRENGTHENING OF BOARDING AND HOSTEL FACILITIES FOR GIRL STUDENTS OF SECONDARY AND HIGHER SECONDARY SCHOOLS**

S. No.	Name of the organisation	No. of girls	Name of the School/College	Amount Released			1996-97 (till 5.2.97)
				1993-94	1994-95	1995-96	
<b>BIHAR</b>							
1.	Rajendra Shiksha Evam Samaj Kalyan Sansthan, Halimpur, Dumri, Sitamarhi, Bihar	50	Shri Sibadev Bhudev Balika Uchch Vidyalaya, Halimpur & Rajkiya Uchch Vidyalaya, Dumri	0	325000	250000	250000
2.	Balika Vidyapith, Munger, Bihar	50	Vidya Bhawan Balika Vidyalaya Lakhi Sarai, Munger	0	325000	211697	250000
<b>GUJARAT</b>							
3.	Swami Sunyanand Seva Trust, 13 Swastik Society Palanpur, Banaskantha Gujarat	27	Matrukrupa Chanchalba Higher Secondary School Tetodtal, Banaskantha.	175500	129708	135000	
4.	Gayatri Vikash Mandal PO Mandara, Ankhleshwar Bharuch, Gujarat	50	Gayatri Vidyalaya Vocational Hr. Sec. Sch. Ankhleshwar, Bnaruch	325000	Carried forward	153918	180341
<b>HARYANA</b>							
5.	Vidya Mahasabha Kanya Gurukul, Mahavidyalaya Sonapat, Haryana	26	Kanya Gurukul Mahavidyalaya Knarkhonda	0	169000	130000	130000
6.	Sirsa Education Society, Sirsa, Haryana	50	CMK National College and GRG National Girls College, Sirsa	0	0	546194	
7.	Maharana Pratap College for Women, Mandi, Dabwali, Sirsa, Haryana	50	Maharana Pratap College for Women, Mandi, Dabwali	0	0	325000	

**KARNATAKA**

8. Moola Charities, No.307 Cross, 5th Main, Gandhi Nagar Bangalore, Karnataka	50 Kasturba Junior College, National Junior College & DVS Pre- University College. Sinoga	325000	150000	122427	122427
9. Sri Channa- veereswar Prasad Nilaya Public Trust, Karnataka	38 HTES Girls School, Akki Alur, Dharwad	247000	0	256426	190000

**MAHARASHTRA**

10. West Khandesh Bhagini Seva Mandal, Deopur. Dhule Maharashtra (Susan David Hostel)	38 Kanya High School and Mahila Mahavidyalaya Deopur, Dhule	247000	123855	169784	190000
11. Swargiya Sudam Pingle Memorial Trust, Dhule Maharashtra	50 Smt. Santabai Pingle Kanya Vidyalaya, Dhule	0	325000	186187	250000
12. West Khandesh Bagini Seva Mandal, Deopur, Dhule Maharashtra (Indira Gandhi Vasatigruha)	50 Kamla Nehru Kanya Vidyalaya & Junior College, Nandurbar Dhule	0	0	200000	361224
13. Tararani Vidyapith, Rajarampuri, Kolhapur	50 Shri Usharage High School, Kolhapur	325000	C.f.	177868	185853

**MANIPUR**

14. D'Regina Standard English School- cum-Children Home Chingmeirong West, Imphal Manipur	25 D'Regina Eng. High School, Ibolonsana Girls Hr.Sec. School & Public Girls High School. Imphal	0	151500	112472	107194
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**NAGALAND**

15. Nyuyong Moah Women Mon. Nagaland	41 Govt. Sr. Sec. School, Mon. Nagaland	0	266500	171200	
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**ORISSA**

16. Bharat Seva Parishad Kalyan Nagar, Puri Orissa	25 Sadangoi High School Sadangoi	162500	111040	107400	111000
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17. Jajpur Harijan Seva Jajpur, Cuttack, Orissa	50 Ahiyas High School, Ahiyas Anchalika Baladevrao Women's College, Alkurd, Narayan, & Panchayat Girls High School, Ahiyas, Jajpur	0	325000	250000	250000
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18. Institute for self Employment and Rural Development Kanalapada, Puri, Orissa	50 Harihar Vidyapith Panagapada, Puri	0	323549	118656	118655
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**UTTAR PRADESH**

19. All India Children Care and Educational Development Society, Azamgarh, UP	50 Children School and Children College, Azamgarh and Govt. Girls Inter College, Azamgarh	325000	247958	155161	232634
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20. Swami Atmadev Gopalanand Shiksha Sansthan Pipergoan Farukhabad, UP	50 Swami Atmadev Gopalanand Inter- College, Pipergoan	325000	180653	250000	250000
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21. Shri Lal Bahadur Shastri Smarak Gramodhyay Pratisthan Lokmanpur, Allahabad	50 Sarvodaya Shiksha Sadan Intermediate College, Lokmanpur	0	325000	219102	225330
22. Laxmi Seva Niketan Allahabad	50 Divyabha Balika High School, Bharadvaj puram	0	325000	222700	
23. Prasidh Narayan Mahila Kalyan Samiti, Barnalganj Distt. Gorakhpur, UP	40 National Inter-mediate College, Barhalganj	0	260000	171415	183850
24. New Public School Samiti Tagore Marg, Dali Ganj Lucknow	25 Rural Residential school Takiya, Migohi, Unnao	0	0	100000	
25. Swami Ramprakash Adarsh Uchchatar Madyamik Vidyalaya Tiraha Murah, Jaitpur, Farrukhabad	50 Swami Ram Prakash Adarsh Uchchatar Madhyamik Vidyalaya, Tiraha Murah	325000	139675	248491	250000
<b>WEST BENGAL</b>					
26. Prabudha Bharati Shishutirtha 69/A Ekdalia Road, Calcutta West Bengal	100 1.Kharagpur Traffic High School 2.Sanapur High School 3. Khamar High School 4.Tulin Jai Sia Ram High School etc.	564000	490562	500000	386680
27. Ichapur Janakalyan Parishad Anandamath, Ichpur. Nawabganj North 24 Parganas, West Bengal	44 1.Nawabganj Balika Vidyalaya 2.Ithapur Girls High School 3.Mathpara Girls High School	0	0	286000	138720

**VOLUNTARY ORGANISATIONS IMPLEMENTING INNOVATIVE/EXPERIMENTAL VOCATIONAL PROGRAMME**

	Name of Voluntary Organisations	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Total
1	Society for Rural Industrialisation Bariatu, Ranchi.	-	5.00	5.00	6.00	7.6	5.8	7.37	4	12.75	-	53.52
2	Indian Institute of Education, Pune	-	1	1.01	2.27	1.309	-	-	-	-	2.291	7.88
3	Ramakrishna Vivekananda Mission, Barra kapore, Calcutta.	-	-	-	0.746	0.346	-	-	-	-	-	1.092
4	Nutan Vidya Mandir Bharatpur, Rajasthan.	-	-	-	0.511	0.419	0.267	0.507	0.792	0.396	0.396	3.288
5	Manju Kalyan New Delhi.	-	-	-	6.39	-	-	-	-	-	-	6.39
6	Faith- India, Kerala.	-	-	-	-	-	4.73	4.13	3.22	3.55	1.975	17.605
7	Rajiv Gandhi Centre for Development of Edu., Sc. & Tech. Kerala	-	-	-	-	-	4.8	0.748	0.818	-	-	6.366
8	Aforoda, Manipur	-	-	-	-	-	1.523	-	1.221	0.421	0.421	3.586
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 Utthan Samiti, Faizabad, UP	-	-	-	-	-	-	0.65	0.65	-	-	1.3
12	Don Bosco Self Employment Research Instt., Howrah.	-	-	-	-	-	-	7.14	7.14	2.7	4.135	16.675
13	Nivedita Memorial Trust, Patna, Bihar	-	-	-	-	-	-	1.555	1.563	0.684	0.684	4.486
14	Muyal Liang Trust Sikkim	-	-	-	-	-	-	0.889	-	0.804	-	1.693
15	Indian Mime Theatre Calcutta.	-	-	-	-	-	-	-	1.072	1.072	-	2.144
16	Bharat Sewak Samaj Thiruvananthapuram.	-	-	-	-	-	-	-	2.185	2.185	-	4.37
17	Asha Mahila Shilp Bal Vidyalaya, Ferozpur, UP.	-	-	-	-	-	-	-	0.99	-	-	0.99
18	Rajendra Shiksha Avam Samaj Kalyan, Bihar.	-	-	-	-	-	-	-	1.96	0.48	0.48	2.92
19	All Kerala Ladies Edu. & Service Society, Calicut.	-	-	-	-	-	-	-	0.77	0.77	0.27	1.81
20	Amer Joyti, New Delhi	-	-	-	-	-	-	-	0.785	1.071	0.286	2.142
20	Swalamban Shiksha Kendra, Bihar.	-	-	-	-	-	-	-	0.837	0.837	-	2.511
21	Sri Swami Keshvanand Samiti Charitable, Rajasthan.	-	-	-	-	-	-	-	1.73	-	-	1.73
22	Maha Sabha Arya Gurukul, Karnal	-	-	-	-	-	-	-	0.719	0.719	0.719	2.157
23	Vikas, Orissa.	-	-	-	-	-	-	-	0.624	-	-	0.624
24	Rama Montessori Jt.	-	-	-	-	-	-	-	1.522	-	-	1.522
25	Bal Vikas Evam Mahila Kalyan Parishad, Gonda, Up	-	-	-	-	-	-	-	0.49	0.49	-	0.98
26	All India for Blind, Delhi.	-	-	-	-	-	-	-	1.835	1.835	0.846	4.516
27	Sulabh International New Delhi.	-	-	-	-	-	-	-	1.22	1.22	0.57	3.01

28	National Association for Blind Mumbai.	-	-	-	-	-	-	-	0.86	0.86	-	1.72
29	Mahila Kalyan Avam Shiksha Samiti, Pratappgarh, UP.	-	-	-	-	-	-	-	1.45	1.45	-	2.9
30	Munishi Ram Shiksha Samiti, Jind Haryana.	-	-	-	-	-	-	-	0.58	-	0.58	1.16
31	All India Children Care & Edul, Development, Azamgarh, UP.	-	-	-	-	-	-	-	1.45	1.45	-	2.9
32	Kem Hospital, Pune.	-	-	-	-	-	-	-	3.01	3.01	0.597	6.617
33	Anupam Mahila Vikas Sahayog Samiti, Ranchi.	-	-	-	-	-	-	-	0.88	0.88	-	1.76
34	Panal, Bihar.	-	-	-	-	-	-	-	0.645	0.645	-	1.29
35	Nutan Mahila Vikas Sahayog, Anandpur, Ranchi.	-	-	-	-	-	-	-	0.91	0.91	-	1.82
36	All India Federation for the Def. New Delhi.	-	-	-	-	-	-	-	1.59	1.59	1.59	4.770
37	Janpriya seva Sansthan Pratappgarh, Up.	-	-	-	-	-	-	-	-	2.76	20760	5.52
38	Gram Swaraj Abhiyan Sansthan, Vaishali, Bihar.	-	-	-	-	-	-	-	-	0.502	0.502	1.004
39	Sri Ram Sharan Samarak seva Sansthan.	-	-	-	-	-	-	-	-	2.195	2.195	4.39
40	Thakur Gramin Vikas Sansthan, Bihar	-	-	-	-	-	-	-	-	0.916	0.916	1.832
41	Ramakrishan Mission Ashram, Cheerapunjee.	-	-	-	-	-	-	-	-	0.56	0.56	1.120
42	Gramin Sansadhan Vikas Parishad Buxur, Bihar	-	-	-	-	-	-	-	-	0.77	0.77	1.54
43	Sayed Immamudding Qadri Muslim Minority Welfare Society, Bihar.	-	-	-	-	-	-	-	-	0.547	0.547	10094
44	Rural Initiative for self Relience & Education, Rourkela.	-	-	-	-	-	-	-	-	1.015	1.015	2.03
45	NAB Workshop for the Blind, Mumbai.	-	-	-	-	-	-	-	-	1.799	1.662	3.461
46	Maharishi Vidya Mandir, Nodia, UP	-	-	-	-	-	-	-	-	8.302	8.302	16.604
47	Rayaleseema Seva Samiti, Triupati.	-	-	-	-	-	-	-	-	-	1.406	1.406
48	Prestige, Indore, MP.	-	-	-	-	-	-	-	-	3.15	-	3.15
49	Youth & Rural Development Centre Distt. Madurai.	-	-	-	-	-	-	-	-	1.444	-	1.444
50	Harijan Sewak Sangh Madeheput, Bihar.	-	-	-	-	-	-	-	-	3.08	-	3.08

51	Sbri Gurushantappa Jawali Memorial Trust, Gulbarga, Karnataka.	-	-	-	-	-	-	-	0.68	-	0.68	
52	International Instt for spl Edu, Lucknow.	-	-	-	-	-	-	-	4.98	-	4.98	
53	Kerala State Nirmithi Kendra, Thiruvananthapuram	-	-	-	-	-	-	-	2.94	-	-	
54	Blind Relief Association, New Delhi.	-	-	-	-	-	-	-	0.916	-	-	
55	Ramakrishna Mission Port Blair.	-	-	-	-	-	-	-	2.658	-	-	
	Total	-	6.00	6.01	15.917	9.674	17.12	28.527	44.066	81.992	37.312	246.619

**LIST OF VOLUNTARY ORGANISATIONS WHICH HAVE RECEIVED GRANT OF RS.1,00,000/- OR ABOVE DURING 1995-96 UNDER THE CENTRALLY SPONSORED SCHEME OF:**

**I. INTEGRATED EDUCATION FOR THE DISABLED CHILDREN (IEDC)**

1. Amer Joyti Charitable Trust, Gwalior,(M.P)	Rs,2,36,200/-
2. Servants of the People Society, New Delhi	Rs,19,88,761/-
3. Ramakrishna Mission Ashram, Narendrapur, West Bengal	Rs,12,00,000/-
4. National Society for Equal Opportunities for the Handicapped India (NASEOH), Blind Relief Association, New Delhi.	Rs,2,18,000/-

**II. PROMOTION OF YOGA IN SCHOOLS**

1. Kaivalyadhama SMYM Samiti, Lonavla, Pune (Maharashtra) (NON-PLAN)	Rs.25,00,000/-
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\*\* Under both these Scheme other Voluntary Organisations have also been assisted through the State Governments.

**List of Voluntary Agencies assisted during 1995-96 under the Scheme of Mahila Samakhya**

	<b>Name of the Agency</b>	<b>Brief Activities of the Organisation</b>	<b>Grants Released</b>	<b>Purpose of GIA</b>
1.	AIKYA, No.377, 42nd Cross 8th Block, Jaya Nagar Bangalore	Women's development programme	1,46,100	For Mahila Samakhya & NFE Centres
2.	SUTRA, Jagjit Nagar, Via. Jubbar, Solan, HP	- do -	3,00,000	For continuance of the programme of training of Sahayoginis under MS.

**Statement Showing Grant-in aid during 1995-96 amounting to Rs.1.00 lakh and above for the scheme of Promotion and development of Hindi through Central Hindi Directorate**

Sl.	Name of the Institution/Organisation/individual	Amount
1	2	3
1.	Dakshin Bharat Hindi Prachar Sabha Hyderabad	13,00,545.00
2.	Hindi Prachar Sabha, Hyderabad	1,13,850.00
3.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	3,65,436.00
4.	Nagar Hindi Varg-Sanchalak and Adhyapak Sangh, Hyderabad	1,38,474.00
5.	Hindi Vidyapeeth, Deveggar	2,20,893.00
6.	Utkal Pranthiya Rashtrabhasha Prachar Sabha, Cuttack.	2,01,915.00
7.	Bhasha Sansad, Calcutta.	1,32,300.00
8.	Kendriya Sachivalaya Hindi Parishad, New Delhi.	5,25,000.00
9.	Nagarilipi Parishad, Rajghat, Delhi.	2,10,225.00
10.	Bhartiya Anuwad Parishad Delhi	1,17,525.00
11.	Akil Bhartiya Hindi Sansthan Sangh, New Delhi	5,50,000.00
12.	Bombay Hindi Vidyapeeth, Bombay	10,95,525.00
13.	Bombay Hindi Sabha, Bombay	1,88,100.00
14.	Bombay Prantiya Rashtrabhasha Prachar Sabha Bombay	1,04,775.00
15.	Rashtrabhasha Prachar Samiti Nardha	2,62,316.00
16.	Maharashtra Rashtrabhaha Sabha, Pune.	2,09,475.00
17.	Maharashtra hindi Prachar Sabha, Aurangabad.	1,09,147.00
18.	Vidarbha Rashtrabhasha prachar Samiti, Nagpur	1,33,500.00
19.	Gomantak Rashtrabhasha Vidyapeeth Madgaon, Goa	1,25,441.00
20.	Bombay Hindi Vidyapeeth, (Goa Pradesh)	1,02,217.00
21.	Asom Rajya Rashtrabhasha Prachar Samiti, Jorhat	7,74,375.00
22.	Assam rashtrabhasha Prachar samiti, Guwahati	15,82,402.00
23.	Subansiri Seva Samiti, Uttar Lakhimpur	2,63,812.00
24.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, Itangar.	2,20,500.00
25.	Manipur Hindi Parishad, Imphal	1,52,250.00
26.	Manipur Hindi Prachar Sabha Akampat	1,56,750.00
27.	Manipur Rashtrabhasha Prachar Samiti, Imphal	1,41,750.00
28.	Mizaoram Hindi Prachar Sabha Aizwal	1,38,750.00
29.	Mysore Hindi Prachar Parishad, Bangalore	13,56,994.00
30.	Karnataka hindi Parchar Samiti, Jainagar Bangalore.	7,15,743.00
31.	Karnataka Mahila hindi Seva samiti, Bangalore	9,87,975.00
32.	Dakshin Bharat Hindi Prachar Sabha, Karnata Dharwar	21,46,762.00
33.	Dakshin Bharat Hindi Prachar sabha, Dharwar (Goa Pradesh)	1,64,550.00
34.	Dakshin Bharat Hindi Prachar Sabha (Madras P.G. Centre Computer Centre & B.Ed).	31,97,200.00



1	2	3
35	Dakshin Bharat Hindi Prachar Sabha, Madras (City Scheme)	3,93,750.00
36	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu Trichy)	23,47,863.00
37	Hindi Vidyapeeth, Kerala	1,45,725.00
38	Karala Hindi Prachar, Sabha, Trivandra	9,58,425.00
39	Dakshin Bharat hindi Prachar Sabha, Kerala, Ernakulam	7,04,250.00
40	Gujarat Vidyapeeth Ahmedabad Hindi	1,66,500.00
41	Purushotam/Bhawan Nyas, Delhi Hindi Prachar	10,00,000.00

**Statement Showing the Name 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 Andhra Sanskrit Mahavidyalayas/ Shods Sansthans has already been transfered to Rashtriya Sanskrit Sansthan.

## INTERNATIONAL COOPERATION

### DETAILS OF GRANTS RELEASED TO VOLUNTARY AGENCIES DURING 1995-96 AMOUNTING TO Rs.1.00 LAKH AND ABOVE

NAME OF AGENCIES	BRIFE ACTIVITIES OF ORGANISATION	AMOUNT OF GIA IN 1995-96
SLB Southern Languages Book Trust Madras	Publication of Tamil Edition of UNESCO Courier.	1,20,000/

**STATEMENT SHOWING GRANT-IN-AID EXCEEDING RS.1000,000  
SANCTIONED TO PRIVATE INSTITUTIONS/INDIVIDUALS DURING THE YEAR 1995-96  
PURPOSE OF THE GRANT:NON-FORMAL EDUCATION**

S. NO.	NAME OF INSTITUTION/ ORGANISATION/INDIVIDUAL	ADDRESS	RECURRING IN 000'S	NON- RECURRING
<b>ANDHRA PRADESH</b> *****				
1	PRAJA SEVA SAMAJ	P.B.NO.10, KADIRI-515591 ANDHRA PRADESH	518.25	
2	SEVA MANDIR	HINDUPUR DISTRICT ANANTAPUR-515212 ANDHRA PRADESH	1036.5	
3	GRAM VIKAS SANSTHA	KOTHA INDLU PUNGANUR DISTRICT CHITTOOR (A.P.)	55.47	
4	SRI VENKATESWARA MAHILA MANDALI	20-3-131,SIVA JYOTI' NAGAR, BACK OF SBI STAFF TRG.CENTRE K.T.BYE PASS ROAD,TIRUPATHI NORTH(PO)DISTT.CHITTOOR-517507	124.7	
5	BHARATHA SEVA SAMITHI	SUGAR FACTORY EMPLOYEE FACTORY 75 DODIPALLI CHITTOOR DISTRICT (A.P.)	844.35	
6	COLLECTIVE ORDER FOR RURAL RECONSTRUCTION EDUCATION	14-65/5 PALACE ROAD KUPPAM- 517425 CHITTOOR DISTRICT (A.P.)	239.13	
7	ANDHRA PRADESH RURAL RECONSTRUCTION MISSION	1-69 CROSS ROADS, PILER-517214 CHITTOOR DISTRICT (A.P.)	465.65	
8	GRAMA SEVA SAMITI, GRASS	ANIGANUR VILLAGE VIJALAPURAM POST KUPPAM-517425 DISTRICT CHITTOOR (A.P.)	465.9	
9	RAYALASEEMA SEVA SAMITHI	9 OLD HUZUR OFFICE BUILDING TIRUPATI- 517501 DISTRICT CHITTOOR(A.P.)	10442.19	
10	SANJAY MEMORIAL TECHNICAL EDUCATIONAL SOCIETY	10-3-32, BAZAAR STREET, CHITTOOR-517001(A.P.)	225.18	

11 RURAL RECONSTRUCTION SOCIETY	BALLA(VILLAGE & POST) VIA KUPPAM-517425, DISTRICT CHITTOOR (A.P.)	190.16
12 MASS EDUCATION MOVEMENT	14-65/2, PALACE ROAD,KUPPAM-517425, DISTRICT CHITTOOR(AP)	488.96
13 JYOTHI YOUTH ASSOCIATION	1-570 REDDI STREET, KATTAMANCHI, CHITTOOR-517001	267.33
14 PRAJA ABYUDAYA SEWA SAMITHI	3-475,GREAMSPET, CHITTOOR-517002(A.P.)	267.33
15 PEDA PRAJALA SEVA SAMITHI FOR RURAL HUMAN RESOURCE DEVELOPMENT	I GANGADHARA NELLORE, DISTRICT CHITTOOR-517125 (A.P.)	431
16 ACTION FOR COMMUNITY SERVICE SOCIETY	2-48,SCHOOL STREET, V. KOTA-517424 DISTRICT CHITTOOR(A.P.)	267.33
17 VIJAYAPURAM PRAJA SEVA SAMITHI.	PANNUR(VILLAGE & P.O.) VIJAYAPURAM(MANDAL) DISTRICT CHITTOOR-517586 ANDHRA PRADESH	518.25
18 PEOPLE'S ACTION FOR SOCIAL SERVICE	DOOR NO.10-12, MAARUTHI NAGAR (OPP. SILVER BELLS SCHOOL) TIRUPATI-517502 ANDHRA PRADESH	518.25
19 WOMEN'S ASSOCIATION FOR DEVELOPMENT ACTION(WADA)	R.K.V. BAHADURUVARIPET AND P.O. KARVETNAGAR MANDAL DISTRICT CHITTOOR ANDHRA PRADESH-517582	267.33
20 PEOPLES ORGANISATION FOR WELFARE AND EDUCATION RATIFICATION	D.NO.19-191,JAIL KHANA STREET MITTOOR, DISTRICT CHITTOOR ANDHRA PRADESH	267.33
21 GNANODAYA INTEGRATION RURAL DEVELOPMENT SOCIETY	AROOR VILLAGE & POST Y (VIA)NINDRA MANDAL-517591 DISTRICT CHITTOOR ANDHRA PRADESH	137.76

22 RURAL INSTITUTE FOR PEOPLE'S ENLIGHTENMENT	PALLI STREET PUTHALAPATTU-517124 DISTRICT CHITTOOR ANDHRA PRADESH	137.76
23 SEWA BHARATHI	BEHIND Z.P. HIGH SCHOOL TIRUCHANOOR-517503 DISTRICT CHITTOOR ANDHRA PRADESH	137.76
24 SREE DURGA EDUCATIONAL SOCIETY	D.NO.17-105, SUNDARAIYER ST. DISTRICT CHITTOOR-517001 ANDHRA PRADESH	137.76
25 RURAL DEVELOPMENT ORGANISATION	6/42 G.RAMA RAO STREET CUDDAPAH - 516001(A.P.)	245.38
26 SOCIETY OF EMMANUEL EVANGELISM FOR RURAL DEVELOPMENT	"CARMEL" 4-227, MOTHKUR-508277 NALGONDA DISTT.(A.P.)	244.83
27 CHURCHES OF CHRIST RAMPACHODAVARAM	RAMPACHODAVARAM-533288 EAST GODAVARI DISTRICT, ANDHRA PRADESH	936.5
28 NATIONAL EDUCATIONAL MINORITIES SOCIETY	14-1-12, KOITHAPET GUNTUR-522001(A.P.)	248.58
29 KANDRIKA MAHILA MANDALI	KANDRIKA POST PHIRANGIPURAM MANDALAM DISTRICT GUNTUR-522529 (A.P.)	127.84
30 SRI DURGA MAHILA MANDALI	INDIRA PRIYADARSINI COLONY HOUSE NO. 35 , SANGADIGUNTA, GUNTUR- 522004(A.P.)	128.08
31 ADARSHA RURAL DEVELOPMEN SOCIETY	T Daggumallivari St., H.No.17-1-120/A Bapatla-522101. District Guntur (A.P.)	231.32
32 MAHARSHI SAMBAMURTY INSTITUTE OF SOCIAL & DEVELOPMENT STUDIES	NO.8,SRINAGAR APARTMENTS, SRINAGAR COLONY,KAKINADA- 533003(A.P.)	267.33

33 WEAKER SECTION DEVELOPMENT SOCIETY	SARADAPURAM, ARUNDELPET POST GUNTUR-522002(A.P.)	256.27
34 KOTHAPETA MAHILA MANDALI	POTHURAJUVARI CHOWK KOTHAPET, GUNTUR-522001(A.P.).	434.97
35 PRACHYA BHASHA VIDYAPEET	H RAJANDRANAGAR, 6TH LINE, GUDIVADA-521301 DISTRICT KRISHNA ((A.P.)	485.32
36 SRI TRIVENI EDUCATIONAL ACADEMY	NANDIGAMA -521185(A.P.)	128.39
37 Vasavya Mahila Mandali	NASTHIK KENDRAM, BENZ CIRCLE, VIJAYAWADA, 520010 (A.P)	267.33
38 Saptagiri Education Society	GOVERNORPET, VIJAYAWADA-520002 ANDHRA PRADESH	137.76
39 SRI PARAMESHWARI EDUCATIONAL SOCIETY	KARIVENA ROAD ATMAKUR KURNOOL DISTRICT(A.P.)	499.5
40 SRI HANUMANTHARAYA EDUCATIONAL AND CHARITAB SOCIETY	PENDEKANTI PUBLIC SCHOOL E ILLURU KOTHAPETA (POST) BANAGANAPALLI MANDA DISTRICT KURNOOL-518186(A.P.)	468.25
	<b>STATE TOTAL</b>	<b>23559.23</b>
 <b>ORISSA</b> *****		
41 INDIA RURAL RECONSTRUCTION AND DISASTER RESPONSE SERVICE	AT/P.O. KOLNARA, VIA RAYAGADA, DIST. KORAPUT, ORISSA-765012	596.64
	<b>STATE TOTAL</b>	<b>596.64</b>
 <b>ANDHRA PRADESH</b> *****		
42 JAGRITI	VILLAGE NARUKURU, DISCTRICT NELLORE(A.P.)	1120.65
43 SRINIVASA MAHILA MANDALI	DARSI, AGRAHARAM, MARTUR MANDAL, PRAKASAM DISTRICT(A.P.)	744.37

44 VIVEKA EDUCATIONAL FOUNDATION	PAMUR-523018 DISTRICT PRAKASAM.(A.P.)	489.8
45 SREE MADHAVA VIDYA PEETHAM	LAWYERPETA ONGOLE- 523002 DISTRICT PRAKASAM(A.P.)	731.06
46 MAHILA MANDALI	STATION ROAD CHIRALA-523155, DISTRICT PRAKASAM (A.P.)	741.15
47 GOWTHAMI EDUCATION SOCIETY	TANGUTUR-523274 DISTRICT PRAKASAM ANDHRA PRADESH	518.25
48 DASARI ADIVALAH MEMORIAL ELE-SCHOOL COMMITTEE	HARIJAN COLONY ULAVAPADU-523292 DISTRICT PRAKASAM ANDHRA PRADESH	267.33
49 RURAL ENTITLEMENT & LEGAL SUPPORT CENTRE(REALS)	REGD. OFFICE DHARMALAXMIPURAM, VIA KORASAWADA-532214, DISTRICT SRIKAKULAM(A.P)	496.45
50 YUVA VJINANA PARISHAD	9-4-11 BRIDGE ROAD SRIKAKULAM-532001 ANDHRA PRADESH	267.33
51 SWAMY BABU AND VAJRAMMA CHARITABLE TRUST.	INDIRA GANDHI SMARAK BHAWANAM, GORUVARI TANK ROAD, NARASANNAPETA-532 421 DISTRICT SRIKAKULAM(A.P.)	518.25
52 YOUTH CLUB -BEJJIPURAM	MURAPAKA(S.O) DISTRICT SRIKAKULAM-532403 ANDHRA PRADESH	267.33
53 BHAGAVATULA CHARITABLE TRUST	YELLAMANCHILI- 531055 DISTRICT VISAKHAPATNAM(A.P.)	468.25
54 SRI SARADA MATA MAHILA MANDALI	LALITHANAGAR, 49-15-6, OPPOSITE GANESH TEMPLE VISAKHAPATNAM-16.(A.P.)	128.39
55 PRIYADARSINI SERVICE ORGANISATION.	D.No.45-56-9 Saligramapuram District Visakhapatnam-24(AP)	1412.75

56 SRAVANI CHARITABLE ORGANISATION.	Sarada Nagar,Narsipatnam-531116 District Visakhapatnam.(A.P.)	466.13
57 NAVAJEEVAN EDUCATION SOCIETY.	H. No.MIG 1-72,VUJDA Colony Pedagontyada ,Visakhapatnam- 530044(A.P.)	468.25
58 S7 STYLES SOCIETY	DOOR NO.8-2-684/193/10, ROAD NO.12,BANJARA HILLS, W.B.T. NAGAR, HYDERABAD(A.P.)	930.21
59 VISAKHA JILLA NAVANIRMAN SAMITI	A "SIVARAMA NILAYAM" SARADA NAGAR BEHIND RTC BUS COMPLEX NARASIPATNAM-531116, DISTRICT VISAKHAPATNAM(A.P.)	462.13
60 BHARATHI SOCIAL EDUCATIONAL SOCIETY	PEDABODDEPALLI NARSIPATNAM-531116 DISTRICT VISAKHAPATNAM ANDHRA PRADESH	267.33
61 B.R.N's SICE	H.NO.4-51-4,LAWSONS BAY COLONY, DISTRICT VISAKHAPATNAM-530017 ANDHRA PRADESH	518.25
62 VISAKHA VANITA SAMAJ	32-26-65,ALLIPURAM JN. DISTRICT VISAKHAPATNAM-530004 ANDHRA PRADESH	518.25
63 TRAINING AND RESEARCH FOR ACTION(TARA)	S.B.I. COLONY,NARRIPATNAM, DISTRICT VISAKHAPATNAM-531116 ANDHRA PRADESH	518.25
64 TEETLA RAMAIAH UNITED SOCIAL SERVICE TRUST (TRUST)	45-35-27, JAGANNADHAPURAM AKKAYYAPALEM, DISTRICT VISAKHAPATNAM-530016 ANDHRA PRADESH	137.76
65 SRI VENKATESWAWA YUVAJAN SANGHAM	A KOVVURU(POST) ROLUGUNTA MANDALAM, NARASIPATNAM DIVISION, DISTRICT VISAKHAPAT- NAM(A.P.)	137.76

66 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.)	128.39
67 SARADA SEVA SAMITI	3-6-152, HIMAYATHNAGAR, HYDERABAD-500029	518.25
68 VILLAGE DEVELOPMENT SOCIETY	NO.386,CHRISTIAN COLONY, VANASTHALIPURAM HYDERABAD-500 070 ANDHRA PRADESH	518.25
69 Annapurna Manava Samkshema Samithi	Plot No. 1 & 2, Kavuri Hills, Jubilee Hills Post, Hyderabad - 500 033	267.33
	<b>STATE TOTAL</b>	<b>14027.87</b>

**ASSAM**

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70 DESH BHAKTA RURAL DEVELOPMENT ASSOCIATION	BHAKTARDAVA BAZAR, P.O. NALI GRAM, DISTRICT BARPETA ASSAM-781352	474.63
71 DESHBANDHU CLUB	AT/P.O. BEHARA BAZAR, DIST. CACHAR, ASSAM-788817	491.55
72 GAURIPUR VIVEKANANDA CLUB	BARUAPATTY ROAD, P.O. GAURIPUR, DIST. DHUBRI, ASSAM-783331	128.39
73 MORIGAON MAHILA MEHFIL	CIVIL HOSPITAL ROAD, P.O. MORIGAON, DISTT MORIGAON, ASSAM-782105	495.52
74 POPULAR PROGRESSIVE UNIT	P.O. MAHAMAYAHAT(HALAKURA) DISTRICT DHUBRI ASSAM-783335	474.63



75 ASSAM CHAH MAZDOOR MULTIPURPOSE SOCIAL EDUCATION ASSOCIATION	RANGAJAN T.E., P.O. RANGAJAN, TITABAR, DIST. JORHAT, ASSAM-785630	246.88
76 SIMALUGURI MAHAMATI SEVA ASHRAM	VILLAGE AND POST SIMALUGURI VIA DHALPUR DISTRICT LAKHIMPUR, ASSAM-784165	267.33
77 PRAKRITIC CHIKITSA KENDRA BHAGAWAT ASHRAM	P.O. PADMAPUR, T.O. DIKRONG, DISTRICT LAKHIMPUR ASSAM-7784164	267.33
78 SADAU ASOM GRAMYA PUTHIBHARAL SANTHA	L.N.B. ROAD. HAIBARGAON, P.O. HAIBARGAON, DISTT. NAGAON(ASSAM)	250.04
79 BARNIBARI YUBAK SANGHA	P.O. BARNIBARI, DISTRICT NALBARI ASSAM-781304	267.33
80 SHANTI SADHANA ASHRAM	P.O.BELTOLA "SHANTIVAN", BASISTHA, GUWAHATI, ASSAM-781028	81.57
81 ALAKANANDA HUMAN WELFARE ASSOCIATION	VILLAGE & P.O. NIZ DANDUA VIA JALUGUTI, DISTRICT MORIGAON, ASSAM-782104	137.76
82 JALUGUTI AGRSGAMI MAHILA SAMITY	VILLAGE & P.O. JALUGUTI, BLOCK KAPILI, DISTRICT MORIGAON, ASSAM-782104	137.76
83 WEST MOHANPUR SAMAJ UNNAYAN CLUB	P.O.MOHANPUR, DISTRICT HAILAKANDI ASSAM-788150	267.33
<b>STATE TOTAL</b>		<b>3988.02</b>

**BIHAR**

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84 BHAGWAN PUSTAKALAYA	NAYA BAZAR,BHAGALPUR CITY BIHAR-812002	267.33
<b>STATE TOTAL</b>		<b>267.33</b>

**UTTAR PRADESH**

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85 PRATAPGARH MAHILA KALYA EVAM SHIKSHA SAMITI	N DEVKALI, OPPOSITE PLANNING OFFICE, PRATAPGARH. (U.P.)	128.39
<b>STATE TOTAL</b>		<b>128.39</b>

**BIHAR**

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86 RURAL EDUCATION AND DEVELOPMENT	K.R. HIGH SCHOOL, P.O.BETTIAH-845438 DISTRICT W. CHAMPARAN(BIHAR)	130.58
87 SANTAL PARGANA GRAMODYOG SAMITY	BAIDYANATH - DEOGHAR BIHAR - 814112	300.16
88 SANTAL PARGANA ANTYODAYA ASHRAM	PURANDAHA, B. DEOGHAR-814112.(BIHAR)	304.85
<b>STATE TOTAL</b>		<b>735.59</b>

**HIMACHAL PRADESH**

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89 STATE SOCIAL WELFARE ORGANISATION	P.O. CHOPAL, TEHSIL CHOPAL DISTRICT SIMLA	267.33
<b>STATE TOTAL</b>		<b>267.33</b>

**BIHAR**

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90 JHARIA MAHILA VIKAS KENDRA	ANGANWADI BHAVAN NAI DUNIA P.O. JHARIA - 828111 DISTT. DHANBAD (BIHAR)	256.78
91 PRAGATISHEEL YUVA KENDRA	VILLAGE AND P.O. ISARI BAZAR GIRIDIH - 825107 BIHAR	427.89

92 NAV BHARAT JAGRITI KENDRA	BAHERA, BRINDAVAN, CHOUPARAN, DIST.HAZARIBAGH, BIHAR-825406.	289.95
93 GHOGHARDIHA PRAKHAND SWARAJYA VIKAS SANGH	VILLAGE AND P.O. JAGATPUR VIA GHOGHARDIHA DISTT. MADHUBANI - 847402 BIHAR	1454.75
94 PRAKHAND LOK VIKAS SAMITI	MADHEPUR, VILLAGE AND P.O. PACHAHI, DISTT. MADHUBANI - 847408, BIHAR.	127.41
95 KAMLESHWARI ANTYODAYA ASHRAM.	Madhepura. Village Pokharsam, P.O.Salimpur, Via. Pandaul, District Madhubani.(BIHAR)	92.5
96 SAMAJIK VIKAS SANSTHAN	AT/PO TAMURIA, DISTRICT MADHUBANI, BIHAR-847410	137.76
97 JAN SHIKSHAN KENDRA	VILLAGE AND P.O. CHAKAE, DISTT. MUNGER - 811303, BIHAR.	287.75
98 ATMA ROJGARI MAHILA SAMITI 'SEVA'	P.O. KHADIGRAM, DISTT. JAMUI -811313, BIHAR.	408.25
99 GRAM BHAARTI (SARVODAYA ASHRAM)	SIMULTALA-811316 DISTRICT(MUNGER) JAMUI(BIHAR)	235.24
100 MONGHYR PARISH SOCIETY RAJRAJESHWAR HIGH SCHOOL	Barbigha, District Munger, Bihar-811101	218.32
101 GRAM SWARAJYA ASHRAM	LOKYATRA DHAM DHAMAULI P.O. BENA NALANDA - 803110 BIHAR	144.67
102 BINOBA AROGYA & LOK SIKSHAN KENDRA	VILL & P.O. JAI KRISHNA NAGAR (BADAY), P.O. BADAY VIA ISLAMPUR - 801303 DISTT NALANDA, BIHAR	784.03

103 BIHAR DALIT VIKAS SAMITHI	WEST MALAHI (BARH) P.O. BARH DISTT. PATNA - 803213 BIHAR	471.63
104 GRAM SWARAJYA SAMITHI	BAKHTYARPUR VILL. & P.O.SALIMPUR VIA KHUSRUPUR, PATNA BIHAR	739.26
105 ADITHI	2/30 STATE BANK COLONY-II, BAILEY ROAD, PATNA-800014(BIHAR)	3324.78
106 SWABALAMBAN SIKSHA KENDRA	M-2/30 Shri Krishna Puri, Patna-800001(Bihar)	104.91
107 SARVODAYA ASHRAM	P.O. RANIPATRA, DIST. PURNEA-854337	458.51
108 TAGORE SOCIETY FOR RURAL DEVELOPMENT	14,KHUDIRAM BOSE ROAD, CALCUTTA - 700006, WEST BENGAL.	53.02
109 J.P.SARAISA SEVA ASHRAM	KAUWACHOWK, P.O. JARPURA, DISTT. SAMASTIPUR - 848504, BIHAR.	304.85
110 SARVODAYA JAN KALYAN SANSTHAN	VILLAGE AND POST SHAHPUR UNDI, VIA.PATORI, DISTRICT SAMASTIPUR BIHAR-848504	137.76
111 XAVIERS CHAIBASA,	C/o ST. XAVIER'S HIGH SCHOOL, P.O.10,CHAIBASA DISTRICT WEST SINGHBHUM, BIHAR-833201	468.25
112 LOKA SEVAYATAN	P.O. NIMDIH, DISTRICT SINGHBHUM WEST, BIHAR-832401	518.25
<b>STATE TOTAL</b>		<b>11446.5</b>

**GUJARAT**

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113 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)	2793.69
114 GUJARAT STATE CRIME PREVENTION TRUST	'ASHIRWAD' 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE, AHMEDABAD - 380027, GUJARAT.	960.5
115 LABOUR WELFARE TRUST	GANDHI MAZLOOR SEVALAYA, BHADRA, P.B. NO.110, AHMEDABAD - 380017, GUJARAT.	227.51
116 AHMEDABAD CITY SOCIAL EDUCATION COMMITTEE	LABOUR WELFARE CENTRE BUILDING OUTSIDE RAIPUR GATE, AHMEDABAD - 380022, GUJARAT.	365.78
117 AMAR BHARATI	MOTI PAVATHI, TAL. DEHEGAM, DISTT.AHMEDABAD - 382308, GUJARAT.	576.71
118 LALBHAI GROUP RURAL DEVELOPMENT FUND	ANANDJI KALYANJI BLOCKS, NEAR ASARWA RAILWAY STATION, OPP. ARVIND MILLS, NARODA ROAD AHMEDABAD-380025(GUJARAT)	412.23
119 AKHAND JYOT FOUNDATION	C/O NIRMAL NURSING HOME, KOCHRAB PALDI, DISTRICT AHMEDABAD-6 GUJARAT	518.25
120 ANJUMAN-E-TALIMI IDARA CHARITABLE TRUST	COURT ROAD, OPP. GOVERNMENT TREASURY, BHARUCH - 392001, GUJARAT.	493.88
121 BHAVNAGAR MAHILA SANGH	NEAR VADVA WASHING GHAT, BHAVNAGAR - 364001, GUJARAT.	862.6
122 LOK BHARATI GRAM VIDYAPEETH	SANOSRA -364230, DISTT. BHAVNAGAR, GUJARAT.	936.5

123 GAYATRI SHIXAN SAMAJ	VANTHALI (SORATHI). C/O A/44, JANAKPURI SOCIETY, DHANDHUSAR ROAD, JUNAGADH - 362001(GUJARAT)	304.25
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124 SHRI KETAN SHIXAN SAMAJ	AERODROM ROAD, RAJKOT - 360001, GUJARAT.	253.18
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125 MANAV SEVA MANDAL TRUST	'SHANDILYA', 5-A, ANUPAMA SOCIETY, AMIN MARG, NEAR NUTANNAGAR, RAJKOT - 360001,	921.12
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	<b>STATE TOTAL</b>	<b>9626.18</b>
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**MADHYA PRADESH**

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126 GAYATRI SHAKTI SHIKSHA KALYAN SAMITI	1314 MISHRA MARKET, RANJHI BASTI, JABALPUR.	106.04
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	<b>STATE TOTAL</b>	106.04
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**HARYANA**

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127 INDU DIXIT EDUCATION INSTITUTE	204,NEW PREM NAGAR, DISTRICT KARNAL HARYANA	137.76
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	<b>STATE TOTAL</b>	137.76
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**TAMIL NADU**

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128 ALL INDIA ANNAI INDIRA MADURAI PURANAGAR MATHAR- GAL MUNNETRA SANGAM	1,CUSTOMS COLONY,NEW NATHAM ROAD MADURAI 625014	646.64
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	<b>STATE TOTAL</b>	<b>646.64</b>
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**HARYANA**

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129 LUCKY EDUCATION SOCIETY	MEHAM ROHTAK, HARYANA	905.09
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130 HARYANA NAV YUVAK KALA SANGAM	94/22 LUXMI NAGAR SONEPAT ROAD, ROHTAK-124001	137.76
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131 VIDYA MAHASABHA KANYA GURUKUL MAHAVIDYALAYA	KHARKHODA, SONEPAT, HARYANA-124402	2023.28
132 JANTA KALYAN SAMITI	OPP. BUS STAND, REWARI, HARYANA.	934.42
133 INDU DIXIT EDUCATION INSTITUTE	204,NEW PREM NAGAR, DISTRICT KARNAL HARYANA	128.39
	<b>STATE TOTAL</b>	<b>4128.95</b>

**HIMACHAL PRADESH**

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134 SOCIETY FOR SOCIAL ACTIO FOR RURAL DEVELOPMENT OF HILLY AREAS	N KAFFOTA DISTT. SIRMOUR HP-173029	231.08
135 PEOPLE ACTION FOR PEOPLE IN NEED	ANDHERI DISTT. SIRMOUR HP-173023	890.22
136 SOCIAL UPLIFT THROUGH RURAL ACTION	JAGJIT NAGAR VIA JUBBAR DISTT. SOLAN HP-173225	364.61
	<b>STATE TOTAL</b>	<b>1485.9</b>

**JAMMU & KASHMIR**

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137 ALL INDIA CENTRE FOR URBAN & RURAL DEVELOPMEN	5, BHAI VEER SINGH MARG, T GOLE MARKET, NEW DELHI-110001	256.77
	<b>STATE TOTAL</b>	<b>256.77</b>

**KARNATAKA**

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138 RASHTOTTHANA PARISHAT, BANGALORE	GAVIPURAM ROAD, KEMPEGOWDA NAGAR BANGALORE 560019	305.56
139 SREE LALITHAMBIKA EDU- CATIONAL ASSOCIATION	NEAR NEW WATER TANK, III MAIN BANASAWADI, BANGALORE-560 043	267.33

140 SEVA SANGAMA	NO.1163,80 FEET ROAD, PRAKASH NAGAR BANGALORE-560021	431
141 BELGAUM VIBHAAGEEYA DALITA JANAJAGRUTHA SANGHATANE	NO.D-2.K.C.D. STAFF QUARTERS, NEAR UDAYA HOSTEL, DHARWAD-580 007. KARNATAKA	518.25
142 CAUVERY RURAL SC/ST DEVELOPMENT SOCIETY	10TH BLOCK, BAGEPALLI-561207 BAGEPALLI TALUK DISTRICT KOLAR KARNATAKA	431
	<b>STATE TOTAL</b>	<b>1953.13</b>
 <b>MADHYA PRADESH</b> *****		
143 KHAWAJA GAREEB NAWAJ EDUCATION SOCIETY	BALAGHAT MADHYA PRADESH	248.58
144 GRAMIN VIKAS MAHILA MANDAL	OFFICE HOUSE NO.128, HOUSING COLONY, DISTRICT BHIND(M.P.)	248.58
145 JINENDRA SHIKSHA PRASAR SAMITI	GORAMI TEHSIL MEHGAON, DISTRICT BHIND MADHYA PRADESH	137.76
146 SAHYOG	F/62 PATHER WALI KOTI, KAMALA NAGAR, AGRA, UTTAR PRADESH	267.33
147 SHIVAM SOCIAL DEVELOPMENT SOCIETY	OMPRAKASH SHIVPURA KA MAKAN GANESHPURA, DISTRICT MOTRNA, MADHYA PRADESH	518.25
148 VIVEKANAND SAMAJ KALYAN SANSTHAN	DISTRICT BHIND, MADHYA PRADESH	518.25
149 SATLAJ ADIVASI MAHILA MANDAL	RENU DAWAKHANA, TILA JAMALPURA, BHOPAL(M.P.)	267.33
150 RAFI AHMED KIDWAI SHIKSH SAMITI	A CHOWKI IMAMBARA, NOOR MAHAL ROAD, BHOPAL, MADHYA PRADESH	267.33



151 VARUN MANAV VIKAS SAMITI	LIG-171, AISHBAGH STADIUM BHOPAL-462010 MADHYA PRADESH	267.33
152 ORIENTAL KALA AVAM SEVA KENDRA	GAS COLONY,H.NO.9 KAROI BAIRASIA ROAD, DISTRICT BHOPAL, MADHYA PRADESH	137.76
153 SHARDA SHIKSHA SAMITI	37,BARAKHEDI, JOGIPUR, DISTRICT BHOPAL, MADHYA PRADESH	137.76
154 BHARTIYA ADIMJATI SEWAK SANGH	RANGARI, TEHSIL SOSAR, VIA LODHIKHEDA DISTT. CHHIINDWARA.	128.39
155 BAL VIKAS SHIKSHA SAMITI	RESHAM MILL, BIRLA NAGAR GWALIOR	248.58
156 LOK KALYAN SAMITI	C-8 KUSHAL NAGAR GWALIOR MADHYA PRADESH	267.33
157 KASTURBA GANDHI NATIONAL MEMORIAL TRUST	KASTURBAGRAM INDORE-452020 MADHYA PRADESH	493.88
158 GAYATRI SHAKTI SHIKSHA KALYAN SAMITI	1314 MISHRA MARKET, RANJHI BASTI, JABALPUR.	126.17

**STATE TOTAL 4280.57**

**DELHI**

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159 NEHRU BAL SAMITI	E-63 SOUTH EXTENSION PART-I NEW DELHI-110049	69.37
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**STATE TOTAL 69.37**

**MADHYA PRADESH**

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160 TARUN SANSKAR	1784, INDIRA MARKET RANJHI JABALPUR MADHYA PRADESH	128.39
161 SHRI SARASWATI MAHILA	1565 CHOUBEY BHAWAN RANJHI	137.76

	KALYAN SAMITI	DISTRICT JABALPUR	
162	NATIONAL INSTITUTE OF WOMEN CHILD & YOUTH DEVELOPMENT	OLD P.O. BUILDING NEAR LAST BUS STOP MAIN ROAD, KHAMLA NAGPUR	128.39
163	GRAMIN CHETNA EVAM SEWA SAMITI	OVERBRIDGE COLONY BEHIND RAILWAY STATION MORENA-476001	124.37
164	Shiksha Prasar Samiti	Sovaran Singh Marvai, Vidhayak, Ganeshpura, Morena, M.P. 476001	518.25
165	JANTA SHIKSHA PARISHAD	DEORIKALA RAMNAGAR, DIST. SATNA, MADHYA PRADESH.	385.16
166	PEOPLE'S INSTITUTE FOR DEVELOPMENT AND TRAINING	A-12, PARYAVARAN COMPLEX MAIDANGARHI ROAD, NEW DELHI-110 030	339.03
167	MONTESSORY EDUCATION SOCIETY	KHACHROD UJJAIN MADHYA PRADESH	185.88
168	PANDIT GANGA PRASAD PATHAK LALIT KALA NYAS	VIDISA MADHYA PRADESH	152.43

**STATE TOTAL      2099.66**

**MAHARASHTRA**

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169	RAJARSHI SHRI CHHATRAPAT SHAHU SHIKSHAN PRASARAK MANDAL	I BURDGAON ROAD AHMEDNAGAR MAHARASHTRA-414001	253.76
170	PARTH VIDYA PRASARAK MANDAL	PATHARDI, AHMED NAGAR, MAHARAASHTRA.	483.05
171	SUVIDE FOUNDATION	1ST FLOOR,RISHIWAT URBAN CO- OP. CREDIT SOCIETY,P.O. RISOD DISTRICT AKOLA MAHARASHTRA-444506	518.25

172 RASTRASANT TUKADOJI MAHARAJ SHIKSHAN SANSTHAN	Gurukunj Ashram, District Amravati(Maharashtra)	767.76
173 SANT KABIR SHIKSHAN PRASARAK MANDAL.	KAILASH NIWASH GHATI AURANGABAD-431001	936.5
174 AURANGABAD GRAMIN YUVAK KALYAN MANDAL.	C/O SUDHAKAR SONAWANE H.NO:4-16-116,MILL COLONY KOTWALPURA AURANGABAD 431001	267.77
175 INSTITUTE OF MANAGEMENT TRAINING & RESEARCH	49 SAMARTH NAGAR P.O BOX NO 87 AURANGABAD-431-001	240.22
176 ADHUNIK KISAN SHIKSHAN SANSTHA	AT POST & TALUQ BRAMHAPUR DISTRICT CHANDRAPUR	128.38
177 Bharatiya Gramin Adiwasi Vikas Sanstha	Pardi Ta Nagbhir, Dist. Chandrapur Maharashtra - 441205	137.76
178 SAMAJ KALYAN MANDAL	LALGANJ NAIK TALAO, NAGPUR-2	248.58
179 SATI MATA SHIKSHAN SANSTHA	NAGPUR HEAD OFFICE 11 VYANKATESH NAGAR KHAMALA ROAD NAGPUR -25	493.16
180 BHARTIYA ADIM JATI SEVAK SANGH.	Thakkar Bapa Samark Sadan, Dr. Ambedkar Marg,New Delhi.	110.02
181 JAWAHARLAL NEHRU SHIKSHA PRASARAK MANDAL	N UMARDRI TALUK,MUKHED DISTRICT NANDED	549.16
182 MAHATMA PHULE GRAMIN SHIKSHAN PRASARAK MANDAL.	Shekapur, District Nanded.	128.38
183 MOULANA ABDUL KALAM AZAD EDUCATION SOCIETY	Degloor-Billholli-Mukhed, District Nanded.	267.33
184 TERNA PUBLIC CHARITABLE TRUST	Ternanagar, District Osmanabad	518.25
185 SHRI ADARSH SHIKSHA PRASARAK MANDAL	Loni,Tq. Paranda, District Osmanabad	468.25

186 SHRI JAGDAMBA VIDYA PRASARAK MANDAL.	Darati,Circle Purna, Tq. Purna District Parbhani-431511 Maharashtra	461.25
187 INDIAN INSTITUTE OF EDUCATION,	J.P.NAIK ROAD KOTHRUD PUNE PUNE-411029	675.05
188 MUSLIM CHAPPARBAND SAMAJ SEVA SANGH	28/C INDIRA NAGAR BIJAPUR ROAD SOLAPUR-413004	60.12
189 ADIVASI SAHAJ SHIKSHAN PARIVAR	POST MASVAN TALUQ PALGHAR DISTRICT THANE-401-404	147.6
190 AKHIL BHARATIYA MAGASVARGIYA SAMAJ PRABODHAN SANSTHA	22 PRAKASH APARTMENT KATEMANIVALI KALYAN (EAST) DISTRICT THANE	26.49
191 THE JAWAHAR SMRUTI SHIKSHAN SAMITI.	Marki(BK) Tal. Maregaon, District Yavatmal.	392.79
	<b>STATE TOTAL</b>	<b>8279.87</b>

**MANIPUR**

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192 NUNPHURA VILLAGE DEVELOP- MENT SOCIETY	P.O. SUGNU, DISTRICT CHANDEL, MANIPUR	267.33
193 WANGJING TENTHA FARMERS DEVEELOPMENT ASSOCIATION	POST BAG NO-6 IMPHAL	745.73
194 MANIPUR VOCATIONAL INSTITUTE	MEEKALA BAZAR BPO LAIPHRAKOM VIA-TULIHAL SO IMPHAL	270.44
195 FRIENDS DEVELOPMENT TRAINING AND RESEARCH CENTRE	Kongpal Khaiden Leikai, BPO Kongpal Porompat Road-1 Imphal-795001 Manipur.	267.33
196 SADU KOIRENG YOUTH CLUB	SADAR HILLS, DISTRICT SENAPATI, MANIPUR	267.33

197 UNITED HILL PEOPLE'S DEVELOPMENT SOCIETY LTD.	NAYA REVER COLOY HOUSE NO.2, 2ND BAN MR GATE, IMPHAL, MANIPUR	267.33
198 RURAL INDUSTRIES DEVELOP- MENT ASSOCIATION	WANGKHEM, P.O THOBAL 795138 MANIPUR	267.33
199 THE KWAKTA EDUCATIONAL VOLUNTEERS UNION	KWAKTA, DISTRICT SANTHONG, MANIPUR	137.76
	<b>STATE TOTAL</b>	2490.55

**ORISSA**

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200 MANDAL POKHARI JUBAK SANGHA	AT/P.O. MANDARI, DIST. BALASORE, ORISSA-756125	497.15
201 NETAJI JUBAK SANGHA	BALIPOKHARI, AT/P.O.PARMANANDAPUR, VIA AKHUAPADA, DIST. BALASORE, ORISSA-756122	418.03
202 SAMAGRA BIKASH PARISHAD	AT/P.O. BALIAPAL, DIST. BALASORE, ORISSA-756026	427.11
203 GANDHI SEVASHRAMA	AT/P.O. JALESWAR, DIST. BALASORE, ORISSA-756032	389.84
204 RADHANATH PATHAGAR	AT/P.O. SORO, DIST. BALASORE, ORISSA-756045	248.58
205 PRAGATI PATHAGAR	AT/P.O.RAYAN RAM CHANDRA PUR, VIA JALESWAR, DISTRICT BALASORE, ORISSA-756032	266.15
206 PEOPLE'S RURAL RECONSTRU- CTION INSTITUTE FOR YOUTH ACTION(PRIYA)	AT. SANKUMARI, P.O. BARTANA, VIA. B.T. PUR, DISTRICT BALASORE ORISSA-756115	474.63

207 YOUNG UTKAL PROJECT	THALASADA,VIA BAHANAGA, DISTRICT BALASORE ORISSA-756042	425.39
208 SAMAJ BIKASH PARISHAD	AT. TENGRAMARI,P.O.JAYARAMPUR VIA. BHOGARAI DISTRICT BALASORE ORISSA	137.76
209 RADHAKRISHNA JEW LIBRARY	RAIGAN,KAHALIA, DISTRICT BALASORE ORISSA	137.76
210 BALASORE DISTRICT NARI SANGHA	P.O. AND DISTRICT BALASORE, ORISSA	137.76
211 BHAGABAT PATHAGAR	AT/P.O. SALEPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	237.13
212 GRAM MANGAL PATHAGAR	AT/P.O. SALEIPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	966.05
213 BAPUJI PATHAGAR	AT/P.O. SUKHA, DIST. BOLANGIR, ORISSA-767064	511.8
214 RAMJEE YUBAK SANGHA	AT/P.O. SADAIPALI, VIA CHANDANGHATI, DIST. BOLANGIR, ORISSA-767065	775.29
215 GRAM MANGAL PATHAGAR	AT/P.O. SALEIPALI, VIA JARASINGHA, DIST. BOLANGIR, ORISSA-767067	493.88
216 SRI SRI SARADESWARI PATHAGAR	AT KHARDA, P.O. TUSRA, DIST. BOLANGIR, ORISSA-767030	259.86
217 BAPUJI PATHAGAR	AT/P.O. SUKHA, DIST. BOLANGIR, ORISSA-767064	1072.27

218 NAVJYOTI	AT/P.O. GARUDGAN, VIA KOTSAHI, DIST. CUTTACK, ORISSA-754022	397.09
219 JANAKALYAN YUBAK SANGHA	At. SINAKHAMAN, P.O.KANDHAKELGAON, DIST.BOLANGIR, ORISSA-767029	248.31
220 NETAJI YUBAK SANGHA	AT/P.O. GOILBIADI, VIA TITILAGARI, DISTRICT BOLANGIR, ORISSA-767033	246.25
221 YOUTH SERVICE CENTRE	AT/P.O.RUGUDIAPADA, DISTRICT BOLANGIR, ORISSA	137.76
222 PALLISHREE	AT/P.O. GHASIPUT, VIA BANKI, DIST. CUTTACK, ORISSA-754008	745.69
223 ANCHALIK BALDEVJEW VOLUNTARY AGENCY	AT/P.O. ALKUND NUAGAN, VIA PRIIPUR, DIST CUTTACK, ORISSA-755013	132.49
224 LOKANAYAK CLUB	AT/P.O. PATAPUR, VIA BANKI, DIST. CUTTACK, ORISSA-754008	979.97
225 CUTTACK ZILLA HARJAN ADIVASI SEVA SANSKAR YOJANA	AT CHHATA (HAFIMELAK), P.O.FAKIRABAD, VIA THAKURPATNA,DIST.CUTTACK, ORISSA-754250	485.11
226 JYOTIRMAYEE MAHILA SAMITI	AT/P.O. TINIMUHANI, DIST. CUTTACK, ORISSA-754211	987.75
227 RURAL DEVELOPMENT SOCIETY	AT KALTUNGA, P.O.SUNITI,VIA.MAHAKALPADA, DIST. CUTTACK, ORISSA-754224	987.71

228	UTKAL NAVAJEEVAN MANDAL	AT/P.O. ANGUL, DIST. DHENKANAL, ORISSA-759122	830.45
229	LUTHERAN MAHILA SAMITY	AT/P.O. PATALIPANK, VIA KUJANG, DIST. CUTTACK, ORISSA-754141	1014.54
230	CENTRE FOR UPLIFTMENT OF LOWER INCOMERS	RATHA DANDA(NEAR POST OFFICE), CHOWDKULAT, DIST. CUTTACK, ORISSA-754222	526.88
231	JAYANTI PATHAGAR	AT SAHAPADA, P.O. BRAHMABARADA, DIST. CUTTACK, ORISSA-755005	1216.71
232	INTERNATIONAL INDECENCY PREVENTION MOVEMENT	BIDANASI, (SOVANIYA NAGAR), P.O. & DIST. CUTTACK, ORISSA-753008	1304.53
233	VOLUNTARY ASSOCIATION FOR RURAL RECONSTRUCTION & APPROPRIATE TECHNOLOGY	VILLAGE BOULAKANI, POST BARADANGA, DIST. CUTTACK, ORISSA-754224	456.56
234	JAJPUR HARIJAN SEVA SAMITI	AT/P.O. AHYAS, DIST. CUTTACK, ORISSA-755036	128.39
235	COUNCIL FOR CULTURAL GROWTH AND CULTURAL RELATIONS	THE UNIVERSE, MAITREE SARANI, CUTTACK, ORISSA-753001	272.69
236	RURAL INSTITUTE FOR EDUCATION AND SOCIAL WELFARE AFFAIRS	AT/P.O. AKHUA DAKHINI, VIA. PATKURA, DISTRICT KENDRAPARA, ORISSA	267.33
237	PEOPLE'S AWARENESS & HILLY AREA DEVELOPMENT(PAHAD)	AT/P.O. SUDRUKUMPA, DISTRICT PHULBANI, ORISSA-762001.	468.25



238 YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION	AT/P.O. BOINDA, DIST. DHENKANAL, ORISSA-759127	480.03
239 NYSASDRI	AT/P.O. SANTHAPUR, VIA GONDIA, DIST. DHENKANAL, ORISSA-759016	250.52
240 JATIYA YUVAK SANGHA	AT OLANDA, P.O. KULUMA, DIST. DHENKANAL, ORISSA-759117.	383.75
241 PEOPLE'S INSTITUTE FOR PARTICIPATORY ACTION RESEARCH (PEPAR)	AT/P.O. MAHIMAGADI, DIST. DHENKANAL, ORISSA-759014	934.7
242 SAMAJIK SEVA SADAN	AT BANJHIKUSUM, P.O. MAHISAPAT, DIST. DHENKANAL, ORISSA-759001	1110.73
243 ARUN INSTITUTE OF RURAL AFFAIRS	AT. ASWAKHOLA, P.O. KARAMUL, VIA. MAHIMAGADI, DISTRICT DHENKANAL, ORISSA-759014	1036.5
244 NATIONAL INSTITUTE OF SOCIAL RESEARCH FOR UTKAL RURAL TRIBALS (NISRURT)	AT/P.O.KABARA MADHAPUR VIA. MAHIMAGADI, DISTRICT DHENKANAL ORISSA	518.25
245 JEEVAN JYOTI CLUB	AT.MAHADIA, P.O. BELAPADA, VIA GODASILA DISTRICT DHENKANAL ORISSA	267.33
246 INSTITUTE OF SOCIAL WORK AND ACTION RESEARCH (ISHWAR)	CHIRULEI, VIA. MAHIMAGADI, DISTRICT DHENKANAL ORISSA	518.25
247 JAYANTI PATHAGAR	AT/P.O. NUVAPADA, DIST. GANJAM, ORISSA-761011	556.76
248 GRAM VIKAS	AT/P.O. MOHUDA, VIA BERHAMPUR, DISTRICT GANJAM, ORISSA-760002	518.25

249 INSTITUTE OF SOCIAL ACTION AND RESEARCH ACTIVITIES(ISARA)	At.BAIKUNTHANAGAR, P.O.BERHAMPUR, DIST.GANJAM, ORISSA-760001	934.85
250 ANTYODAYA CHETANA KENDRA	AT SANKATAPALIA, POST HADGARH, DIST. KEONJHAR, ORISSA-758023	493.88
251 PRAKALPA	AT/P.O. JYOTIPUR, DISTRICT KEONJHAR, ORISSA-758046.	94.3
252 HOINA LEPROSY RESEARCH TRUST	POST BAG-I, MUNIGUDA, DIST. KORAPUT, ORISSA-765020	468.25
253 SOCIETY FOR HEALTH, EDUCATION AND DEVELOPMEN	POLYTECHNIC ROAD, RAYAGADA, T DIST. KORAPUT, ORISSA-765001	1447.96
254 INDIA RURAL RECONSTRUCTION AND DISASTER RESPONSE SERVICE	AT/P.O. KOLNARA, VIA RAYAGADA, DIST. KORAPUT, ORISSA-765012	596.64
255 INDIA RURAL RECONSTRUCTION AND DISASTER RESPONSE SERVICE	AT/P.O. KOLNARA, VIA RAYAGADA, DIST. KORAPUT, ORISSA-765012	585.55
256 SARVODAYA SAMITI	AT/P.O.GANDHI NAGAR, DIST. KORAPUT, ORISSA-764020	745.51
257 AGRAGAMEE	AT/P.O. KASHIPUR, DIST. KORAPUT, ORISSA-765015	433.55
258 ANKURAN	AT/P.O. NARAYANPATNA, DISTRICT KORAPUT, ORISSA-765014	128.39
259 RURAL DEVELOPMENT AGENCY FOR BACKWARD PEOPLE.	AT/P.O.BORIGUMMA DISTRICT KORAPUT, ORISSA-764056	267.33

260 SWAMI VIVEKANANDA INSTITUTE OF SOCIAL WORK & ALLIED SERVICES	KHARIAR ROAD, DIST. KALAHANDI, ORISSA-766104	117.19
261 DUARSHANI SHRAMIK SANGHA	AT/PO. BODEN, DISTRICT KALAHANDI, ORISSA	267.33
262 JANABIKASH KENDRA	AT/P.O. RASGOVINDAPUR, DIST. MAYURBHANJ, ORISSA-757016	385.16
263 BISOL YOUTH CLUB	AT BISOL, P.O. SANBISOL, VIA KAPTIPADA, DIST. MAYURBHANJ, ORISSA-757040	495.49
264 ANTYODAYA CHETANA MANDAL	VILL.RANGAMATIA,P.O.PATAGADIA, VIA RASHAGOVINDPUR, DIST. MAYURBHANJ, ORISSA-757016.	936.5
265 PALLI VIKASH	AT/P.O. ANLA DISTRICT MAYURBHANJ ORISSA	267.33
266 TAGORE SOCIETY FOR RURAL DEVELOPMENT	273. BAPUJI NAGAR, BHUBANESHWAR, ORISSA-751009	2121.57
267 LUTHERAN MAHILA SAMITY	AT/P.O. PATALIPANK, VIA KUJANG, DIST. CUTTACK, ORISSA-754141	261.39
268 TAGORE SOCIETY FOR RURAL DEVELOPMENT	273, BAPUJI NAGAR, BHUBANESHWAR, ORISSA-751009	89.47
269 RURAL EDUCATION AND ACTION FOR CHANGE	AT JAGAMARA, P.O. KHANDIGIRI,BHUBANESWAR, ORISSA-751030	1230.17
270 GOPINATHI JUBA SANGHA	AT ALISISASAN, P.O. DARADA, VIA BALIPATNA, DIST.PURI, ORISSA-752102	783.23

271	UTKALMANI SEVA SANGHA	AT/P.O. BADASIRAIPUR, DIST. PURI, ORISSA-752031	514.87
272	MO CLUB	AT/P.O. KANTABAD, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	462.78
273	VABANI SANKAR CLUB	AT GANPUR, P.O. SIMORE, VIA BAGHAMARI, DIST. PURI, ORISSA-752061	948.75
274	JAN KALYANA SAMAJ	AT GODIBARI, P.O. KANTABAD. VIA JANLA, DIST. PURI, ORISSA-752054	746.56
275	RUCHIKA SCHOOL	14, FOREST PARK, BHUBANESWAR, ORISSA-751009	246.84
276	NILACHAL SEVA PRATISHTHA	N AT/P.O. DAYAVIHAR (KANAS), DIST. PURI, ORISSAA-752017	1527.88
277	JUVA JYOTI CLUB	VILLAGE KUMANDOL, P.O. NAIRI, DIST. PURI, ORISSA-752029	256.77
278	CENTRE FOR YOUTH & SOCIAL DEVELOPMENT	A-70, SAHEED NAGAR, BHUBANESWAR, ORISSA-751007	1383.42
279	GANIA UNNAYAN COMMITTEE	AT/P.O. GANIA, DIST. PURI, ORISSA-752085	901.22
280	VIKASH	D-2/7 INDUSTRIAL ESTATE, RASULGARH, BHUBANESWAR, ORISSA -751010	261.39
<b>STATE TOTAL</b>			<b>46687.43</b>

**ANDHRA PRADESH**

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281 SRI HANUMANTHARAYA EDUCATIONAL AND CHARITAB SOCIETY	PENDEKANTI PUBLIC SCHOOL E ILLURU KOTHAPETA (POST) BANAGANAPALLI MANDA DISTRICT KURNOOL-518186(A.P.)	433.7
	<b>STATE TOTAL</b>	<b>433.7</b>

**ORISSA**

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282 BIDYUT CLUB	AT HALADIAPARA-LOKAPAL, P.O.HALADIAPARA, VIA BAJPUR, DIST. PURI, ORISSA-752060	987.75
283 BHAIRABI CLUB	AT KURUMPADA, P.O. HADAPADA, VIA NARANGARH, DIST.PURI, ORISSA-752018	745.73
284 NARI SHAKTI SAMAJ	AT KUJIMAHAL, P.O. CHANDAKA, DIST. PURI, ORISSA-752015	554.85
285 ACHARYHA HARIHAR SHISHU BHAVAN	SATYABADI, AT/P.O. SAKHIGOPAL, DIST. PURI, ORISSA-752014	493.88
286 DHAKOTHA JUBAK SANGHA	AT/P.O. DHAKOTHA, DIST. KEONJHAR, ORISSA-758049	1389.73
287 NATIONAL INSTITUTE OF SOCIAL WORK & SOCIAL SCIENCES	3-CHANDRASHEKHARPUR BHUBANESWAR, ORISSA-751016	1412.33
288 NATIONAL INSTITUTE OF COMMUNITY HEALTH	981-SANTRAPUR, BHUBANESWAR, ORISSA-751002	198.98
289 RURAL WELFARE INSTITUTE	AT HANSAPADA P.O. CHANARAPADA VIA. NIMAPARA DISTRICT PURI ORISSA-752106	267.33

290 BHARAT SEWA PARISHAD	KALYAN NAGAR,SADANGOI, DISTRICT PURI, ORISSA	518.25
291 SUBHADARA MAHATAB SEVA SADAN	AT/POST G. UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	354.9
292 BAGDEVI CLUB	AT MAKUNDAPAUR, P.O. JANHAPANKA, VIA BOUDH, DIST. PHULBANI, ORISSA-762014	196.48
293 SOCIETY FOR HUMAN RESOURCES AND ECOLOGICAL DEVELOPMENT	VILL.& P.O. RUNDIMAHUL, VIA BAGHIABAHAL, DIST. PHULBANI, ORISSA-762030	1404.46
294 SAMANWITA GRAMYA UNNAYAN SAMITI	AT/POST G.UDAYAGIRI, DIST. PHULBANI, ORISSA-762100	522.78
295 PEOPLE'S AWARENESS & HILLY AREA DEVELOPMENT(PAHAD)	AT/P.O. SUDRUKUMPA, DISTRICT PHULBANI, ORISSA-762001.	518.25

**STATE TOTAL 9565.68**

**HARYANA**

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296 JANTA KALYAN SAMITI	OPP. BUS STAND, REWARI,	468.25
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**STATE TOTAL 468.25**

**ORISSA**

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297 VIVEKANANDA PALLI AGRAGAMI SEVA PRATISTHAN	AT KALHEIPALI, P.O. GOCCHARA, VIA KUCHINDA, DIST. SAMBALPUR, ORISSA-768222	1481.63
298 CHETANA SHRAMIK SANGHA	AT/P.O. PAIKMAL, DISTRICT SAMBALPUR, ORISSA-768039	166.25
299 KHETRA MOHAN YUVAK SANGH	BADMAL, P.O.KHANDOKATA	267.33

	VIA. KUCHINDA, DISTRICT SAMBALPUR ORISSA-768222	
300 SAMBALPUR INTEGRATED DEVELOPMENT INSTITUTE (SIDI)	JAMANKIRA, DISTRICT SAMBALPUR ORISSA-768107	137.76
301 SRI SATYA SAI SEVA SAMITI	AT/P.O.DEOBHUBANPUR, VIA BALISANKARA, DIST. SUNDARGARH, ORISSA-770015	497.14
302 OLD ROURKELA EDUCATION SOCIETY	AT BALIJODI, P.O.ROURKELA, DIST. SUNDARGARH, ORISSA-769016	676
303 ROURKELA SHAKSHARATA SAMITI	OLD R.T.O.'S OFFICE,UDIT NAGAR,ROURKELA, DISTRICT SUNDARGARH ORISSA-769012	267.33
304 TIP TOP JUBAKA SANGHA	AT. POTHAPADA, P.O. PALLY, VIA. JAGATSINGHPUR, DISTRICT JAGATSINGHPUR, ORISSA	137.76
305 PALLY VIKAS KENDRA	AT/P.O. SORISIAPADA VIA. GONDIA PATANA DISTRICT DHENKANAL ORISSA-759016	267.33
306 BIRBHADRA YUVAK SANGHA	AT.JAGANNATHPUR,P.O. RAHASOI, DISTRICT JAJPUR ORISSA	137.76
307 GAJAPATI SAMAJ KALYAN SAMITI	AT/P.O. PARLAKHENUNDI, DISTRICT GAJAPATI-761200, ORISSA	267.33
	<b>STATE TOTAL</b>	<b>4303.61</b>

**RAJASTHAN**

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308 AJMER ADULT EDUCATION ASSOCIATION	SHASTRI NAGAR EXTN. VIDYUT MARG, AJMER RAJASTHAN-305006.	630.49
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309 ZILA MAHILA JAGRITI PARISHAD	STATION ROAD, BADMER.	402.21
310 KALA VIDYA MANDIR PRABANDH SAMITI	BEECH KA PADA, NADBAI DISTRICT BHARATPUR RAJASTHAN	163.68
311 BRIJ MEWAT MANDAL SANSTHAN	KHEDLI ROAD, NAGAR DISTRICT BHARATPUR RAJASTHAN	163.68
312 BHILWARA DISTT. ADULT EDUCATION ASSOCIATION	6/199 SINDHU NAGAR BHILWARA 311001	1254.31
313 SEVA SANGH	BIGOD, DISTRICT BHILWARA(RAJASTHAN)	163.68
314 GOPESHWAR KHADI GRAMODYOG SANSTHAN	GOPESHWAR BASTI,GANGASHAR, DISTRICT BIKANER, RAJASTHAN-334401	163.68
315 GANDHI VIDYA MANDIR	SARDARSHAHR DISTT. CHURU	493.88
316 BHORUKA CHARITABLE TRUST	BHORUGRAM DISTRICT CHURU.	468.25
317 LOK SHIKSHAN SANSTHAN	P-87 GANGORI BAZAR JAIPUR	1142.13
318 GRAM VIKAS NAV YUVAK MANDAL	VILLAGE LAPODIA,P.O. GAGRDU VIA. DUDU,DISTRICT SJAIPUR.	223.3
319 RESEARCH INSTITUTE OF PLENARY RURAL DEVELOPMENT	NARSANA JALORE	127.45
320 MR MORAKA -GDC RURAL RESEARCH FOUNDATION	NAWALGARH, DISTRICT JHUNJHUNU, RAJASTHAN.	314.94
321 JODHPUR ADULT EDUCATION ASSOCIATION	GANDHI BHAWAN RESIDENCY ROAD	911.57



JODHPUR

322 GAURAV SHIKSHAN SANSTHAN	TRUCK UNION RAJEEV COLONY, GANGAPUR CITY, DISTRICT SWAI MADHOPUR, RAJASTHAN-322201	325.82
323 RAJASTHAN MAHILA VIDYALAYA	GYAN MARG, NEAR GULAB BAGH, UDAIPUR-313001	468.25
324 RAJASTHAN BAL KALYAN SAMITI	VILLAGE AND POST JHADOL, DISTRICT UDAIPUR, RAJASTHAN	267.33
	<b>STATE TOTAL</b>	<b>7684.62</b>

**TAMIL NADU**

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325 EDUCATION AND COMMUNITY HEALTH ORGANISATION TRUS	NAGAMANI SAW MILL MAIN ROAD T. M. VADIPATTI P.O. NILAKOTTAI TALUK DINDIGUL ANNA 624211	128.39
326 PUNJAB ASSOCIATION	LAJPAT RAI BHAVAN, P.O.NO.416,NO.170-172, PETERS ROAD,RAYAPETTAH,MADRAS-600014	986.5
327 INSTITUTE FOR RESEARCH AND DEVELOPMENT FOR THE RURAL POOR.	137,HOUSING BOARD,GANDHI NAGAR MANURANTAKAM,CHENGAI ANNA, DISTRICT-603306	128.39
328 RURAL EDUCATION FOR ACTION AND DEVELOPMENT	V. METTUPPATTI, SILUVATHUR(SO) ANNA DISTRICT-624306(T.N.)	137.76
329 COUNCIL FOR HEALTH EDUCATION AND RURAL UPLIFTMENT	VELLABOMMANPATTY, VADAMADURAI-624802, DISTRICT DINDIGUL ANNA, TAMIL NADU	137.76
330 CENTRE FOR RURAL EDUCATION RESEARCH AND DEVELOPMENT ASSOCIATION	200-1/5 AMMAPATTI ROAD, KODAI ROAD-624206, NILAKKOTTAI TALUK, DISTRICT DINDIGUL ANNA(T.N.)	137.76
331 ASSOCIATION OF NATIONAL SERVICE	316 NGO COLONY CHENGALPATTU 603001	546.47

332	EDUCATIONAL AND UPLIFT - MENT SOCIETY FOR RURAL DOWNTRODDEN	81-A,G.S.T. ROAD,S.G.PETTAI, MODURANTAKAM,CHENGAI, M.G.R.DT.-603306	128.39
333	CENTRE FOR SOCIAL RECON- STRUCTION	CHENNAVANNAN VILAI EATHAMAZHI ROAD, NAGERCOIL-629002 TAMIL NADU	137.76
334	THE GRD TRUST	KALAIKATHIR BUILDINGS AVANASHI ROAD COIMBATORE 641037	493.88
335	MEENAKSHI ILLAM POTHUNALA KALVI SANGAM	NANDIKOVILPATTI MELUR P.O. 625106, DISTT. MADURAI	903.41
336	ALL INDIA ANNAI INDIRA MADURAI PURANAGAR MATHAR- GAL MUNNETRA SANGAM	1,CUSTOMS COLONY,NEW NATHAM MADURAI 625014	253.26
		<b>STATE TOTAL</b>	<b>4119.73</b>
	<b>ORISSA</b> *****		
337	BIDYUT CLUB	AT HALADIAPARA-LOKAPAL, P.O.HALADIAPARA, VIA BAJPUR, DIST. PURI, ORISSA-752060	522.64
		<b>STATE TOTAL</b>	<b>522.64</b>
	<b>TAMIL NADU</b> *****		
338	INTEGRATED RURAL PEOPLE DEVELOPMENT SOCIETY.	PLOT NO.23,J.J. STREET, POST TIRUPPALAI, DISTRICT MADURAI-625014 TAMIL NADU	496.04
339	OTHAKKADAI RURAL HEALTH SOCIAL WELFARE SOCIETY	OTHAKKADAI, DISTRICT MADURAI-625107	250.56
340	CENTRE FOR SOCIAL EDUCATION AND DEVELOPMENT	45,EAST VAITHYANATHAPURAM, DISTRICT MADURAI-625018 TAMIL NADU	267.33

341 SERVICE LAND	19 PARK ROAD, MELUR-625106 DISTRICT MADURAI TAMIL NADU	267.33
342 CHETANA VIKAS	KADACHANENDAL, P.O. KATHAKINARU DISTRICT MADURAI-625107, TAMIL NADU	518.25
343 MADURAI INSTITUTE OF PEACE	GANDHI MEMORIAL MUSEUM, DISTRICT MADURAI-625020, TAMIL NADU	518.25
344 KALVI ULAGAM TRUST	KALVI ULAGAM SIVANANDAM HIGHER SECONDARY SCHOOL, KILITHANPATTARAI, KATPADI, VELLORE-632007	267.33
345 CHETANA VIKAS	3/452, B-10, S.R. PATTANAM PARAMAKUDI-623707, DISTRICT RAMANATHAPURAM, TAMIL NADU	518.25
346 KANDASWAMY KANDAR'S TRUS BOARD	T VELUR, PARAMATHI -VELUR TALUK DISTRICT SALEM-638182 TAMIL NADU	1554.75
347 MADHAR NALA THONDU NIRUVANAM	THIRUVENDIPURAM MAIN ROAD PADHIRIKUPPAM CUDDALORE 607401 SOUTH ARCOT DISTRICT	1130.71
348 CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD	POST BOX NO 395 OLD GOODS SHED ROAD TEPPAKULAM TIRUCHIRAPALLI 620002	513.36
349 LEAGUE FOR EDUCATION AND DEVELOPMENT	7 FIRST STREET RAYAR THOPPU SRI RAMA PURAM SRIRANGAM TIRUCHIRAPALLI 620006	694.73
350 ARNAD VELALAR SANGAM	1-2 SANNATHI STREET THIRUVANA KOIL TRICHY DISTRICT TIRUCHIRAPALLI-620005	934.6

351 KHAJAMALAI LADIES ASSOCIATION	ALL INDIA WOMEN'S CONFERENCE NEW DWLHI, KHAJAMALAI TIRUCHARAPALLI - 620023	253.9
352 SOCIETY FOR EDUCATION VILLAGE ACTION AND IMPROVEMENT	133 KARUR MAIN ROAD, ALLUR VILLAGE TIRUCHIRAPALLI-620101 TAMIL NADU	267.33
353 DR. ANNIE BESANT MAHALIR MANDRAM	64,MANGAMMAL GARDEN, NEW WASHHERMANPET, MADRAS-600081	128.39
354 WOMEN S INDIAN ASSOCIATION	43 GREENWAYS ROAD, MADRAS-600028	790.69
355 WOMEN S VOLUNTARY SERVICE OF TAMIL NADU	19 MAYOR V.R.RAMANATHAN ROAD, CHETPET, MADRAS - 600031	815.5
356 THE TAMIL NADU BOARD OF CONTINUING EDUCATION	"ADISESHIAH BHAWAN"NO.1, FIRST STREET, VENKATRATNAM NAGAR EXTENTION ADYAR, MADRAS-600 020.	267.33
357 CHRIST FULL GOSPEL ASSEMBLY	21,ANNAI THERASA NAGAR, VILLIVAKKAM, MADRAS-600 049	267.33
358 YOUNG WOMEN'S CHRITIAN ASSOCIATION OF MADRAS	1086,POONAMALLEE HIGH ROAD, MADRAS-600084 TAMIL NADU	267.33
359 SOCIALLY EDUCATIONALLY AND ECONOMICALLY AWARENESS OF INDIA MOVEMENT SOCIETY	E.B.OFFICE STREET,ELAPAKKAM- 603201 DISTRICT CHENGAI M.G.R. TAMIL NADU	137.76
360 VOLUNTARY EDUCATIONAL AND ECONOMICAL DEVELOP- MENT ORGANISATION.	93, BHARATHIDHARAN NAGAR,NEAR MILITERY ROAD,ORIKKAI, KANCHEEPURAM-631502, DISTRIC CHENGAI M.G.R.(T.N.).	137.76
<b>STATE TOTAL</b>		<b>11264.77</b>

#### UTTAR PRADESH

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361 LOK VIKAS SANSTHAN	115, DARBHANGA COLONY,	929.96
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	ALLAHABAD-211002. (U.P.)	
362 MAHILA UDYOG PRASHIKSHAN KENDRA	350-A/1 SALIKGANJ ROAD, MUTTHI GANJ, ALLAHABAD. (U.P.)	127.32
363 JAN CHETNA SHIKSHAN SANSTHAN	B-1346, KARELI SCHEME ALLAHABAD(U.P.)	128.39
364 ADARSH JANTA SHIKSHA SAMITI	PIDI KARCHHANA, ALLAHABAD. (U.P.)	936.46
365 SAMAJ UTHAN EVAM ANUSANDHAN SANSTHAN	186-B, RANI MANDI ALLAHABAD(U.P.)	385.16
366 HARIJAN EVAM ADIVASI VIKAS SEVA SAMITI	ROOM NO.7, SHANTI MARKET, KORAON, ALLAHABAD (U.P.)	256.14
367 SHRI LAL BAHADUR SHASTRI SMARAK GRAMODYOG PRATISTHAN	LOKMANPUR. G.T. ROAD, ALLAHABAD-221502. (U.P.)	126.96
368 DALIT AVAM SHOSIT SAMAJ KALYAN SAMITI	129/40-G, NEW CHAKIA, KASARI MASARI, ALLAHABAD. (U.P.)	255.64
369 SHRAMIK VIKAS SEVA ASHRAM	40/5 LABOUR COLONY, NAINI, ALLAHABAD. (U.P.)	126.2
370 ANJUMAN TALIMAT ISLAMIYA KARIMIYA	62-A KARELI SCHEME, ALLAHABAD(U.P.)	518.25
371 INDIRA GANDHI SHIKSHA SAMITI	VILLAGE AND POST PIDI KARCHHANA. ALLAHABAD(U.P.)	128.39
372 HARIJAN EVAM NIRBAI SHIKSHA VIKAS SAMITI	161,OLD KATRA ALLAHABAD UTTAR PRADESH	137.76
373 SOCIETY FOR EXPANSION OF MULTI-PURPOSE EDUCATION	541,MUMFORDGANJ, ALLAHABAD-211002 UTTAR PRADESH	137.76

374	ARYA KANYA VIDYALAYA SAMITI	SIRATHU, ALLAHABAD, UTTAR PRADESH	137.76
375	DARAGANJ GRAMODYOG VIKAS SANSTHAN	109, TAGORE TOWN, ALLAHABAD-211002 UTTAR PRADESH	457.18
376	SOCIETY FOR EXPANSION OF MULTI-PURPOSE EDUCATION	541 MUMFORDGANJ, ALLAHABAD-211002, UTTAR PRADESH.	137.76
377	SOCIETY FOR REHABILITA- TION AND DEVELOPMENT OF RURAL WORKERS(SHRUTI)	FLAT NO.135,PLAT NO.56 AMRAPALI GROUP HOUSING SOCIETY IP EXTENSION,PATPARGANJ, DELHI-110092	267.33
378	ALL INDIA CHILDREN CARE & EDUCATIONAL DEVELOPMENT SOCIETY	AZAMGARH-276001 (U.P.)	468.25
379	SHRI RAM SARAN SAMARK SEWA SANSTHAN	MOHAMADPUR MAI, VIA - BISOLI, BADAUN-202520. (U.P.)	241.43
380	PURSHOTTAM DASS TANDON SHISHU NIKETAN	VILLAGE ESAMPUR. P.O. BAHJOI, MORADABAD-202410. (U.P.)	128.39
381	SRAJAN UTTAR PRADESH	NEKPUR CIVIL LINES NEAR JALNIGAM OFFICE BADAUN-243601 UTTAR PRADESH	267.33
382	INDIA LITERACY BOARD	LITERACY HOUSE P.O. ALAMBAGH, LUCKNOW-226005 (U.P.)	736.05
383	MYANA GRAMODHYOG SEWA SANSTHA	MURARI NAGAR, G.T.ROAD, KHURJA, U.P.	932.63
384	BAL KALYAN KENDRA	PINDRA, POST DEORIA, DIST. DEORIA-274001 (U.P.)	468.25

385 JAN KALYAN SHIKSHA SAMITI	VILL & P.O. BHATHAHIN KHURD (LALA), VIA FAZIL NAGAR, DIST. DEORIA (U.P.)	468.25
386 SAMAJ KALYAN SHIKSHA SANSTHAN	VILL.BALIAWA (KARAWANAHIN) P.O. NAKATOHAN MISHRA, DISTT. DEORIA (U.P.)	500.18
387 NEHRU YUVA KENDRA SANGATHAN	OFFICE OF THE DISTRICT YOUTH COORDINATOR DISTRICT DEORIA-274001(U.P)	267.33
388 JATMALPUR SHIKSHA PRASAR SAMITI	VILLAGE JATMALPUR P.O. PIPERPATEE, DISTRICT DEORIA-274001(U.P.)	267.33
389 SRI JAGDAMBA BAL VIDYA MANDIR	SULTANGARH, FATEHPUR. (U.P.)	508.87
390 BAL EVAM MAHILA KALYAN SAMITI	80, ISMAIL GANJ FATEHPUR-212601. (U.P.)	241.78
391 SWAMI ATMDAV GOPALANAND SHIKSHA SANSTHAN	UGARPUR, P.O. PIPERGAON, DISTT. FARRUKHABAD. (U.P.)	513.49
392 GANGA RANI BALIKA VIDYALAYA	RAMPUR BAIJU, CHHIBRAMAU, FARRUKHABAD. (U.P.)	497.15
393 VASUDEV VIDYAPEETH SIKSHA SANSTHAN	GARHIA, P.O. KANKAPUR, DISTT. FARRUKHABAD. (U.P.)	127.77
394 SHRI BABU SINGH VIDYALAYA	MAHMUDPUR KHAS, POST KUNWARPUR BANWARI, DIST. FARRUKHABAD. (U.P.)	256.77
395 SHRI SANT RAGHAVDAS TYAGI JR.HIGH SCHOOL SAMITI	MAHMADPUR, DEVARIA, P.O. JAHANGANJ DISTRICT FARRUKHABAD (U.P.)	127.73

396 BRASOO BALIKA VIDHYALAYA	NAGLA SISAM, CHHIBRAMAU, DISTRICT FARRUKHABAD UTTAR PRADESH	115.95
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397 J.P. SEVA SAMITI	VILLAGE FIROJPUR,P.O.AMOLAR DISTRICT FARRUKHABAD, UTTAR PRADESH	137.76
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	<b>STATE TOTAL</b>	<b>12467.1</b>
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**ORISSA**

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398 RAMJEE YUBAK SANGHA	AT/P.O. SADAIPALI, VIA CHANDANGHATI, DIST. BOLANGIR, ORISSA-767065	493.88
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	<b>STATE TOTAL</b>	<b>493.88</b>
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**UTTAR PRADESH**

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399 PEOPLE'S INSTITUTE FOR DEVELOPMENT & TRAINING	A-12, PARYAVARAN COMPLEX, MAIDANGARHI ROAD, NEW DELHI	765.12
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400 MADHYAM	SATYAKAM SHIKSHA KENDRA, VIJAYANAGAR COLONY, GORAKHNATH ROAD, GORAKHPUR-273015 (U.P.)	716.83
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401 GRAMIN VIKAS SANSTHAN	PADRI BAZAR, DIST. GORAKHPUR-273014. (U.P.)	393.73
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402 INDIAN INSTITUTE OF RURAL DEVELOPMENT	6TH LANE, SAKET COLONY, MUZAFFARNAGAR-251001. (U.P.)	128.39
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403 CHAMPA DEVI NARI VIKAS SANSTHAN	THAWAI KA PUL, DISTRICT GORAKHPUR-273001, UTTAR PRADESH	267.33
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404 URMILA GRAMODYOG SEVA SAMITI	HOUSE NO.WS 692. BHARATPURI COLONY, P.O. BABHNI KANOONGO, DISTT. GONDA (U.P.)	515.9
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405 SARVAJANIK SHIKSHONNAYAN	VILL. & P.O. ALLIPUR,	128.39
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SANSTHAN	DIST. HARDOI. (U.P.)	
406 URMILA SAMAJ KALYAN SAMITI	163-E, PURANA BOARDING HOUSE, HARDOI. (U.P.)	125.06
407 AMAR SAHEED NARPATI SINGH SMARAK SAMITI	MADHOGANJ, HARDOI. (U.P.)	119.51
408 LATE DR. SHER SINGH VERM SEVA SADAN	A VILLAGE & P.O. SADARPUR, DISTRICT HARDOI. (U.P.)	255.75
409 BHIMRAO AMBEDKAR DALIT SEVA GRAMOTHAN JAN KALYA SAMITI	175-E, JITENDRA NIWAS SANDI N ROAD KOTWALI CITY, HARDOI, UTTAR PRADESH	137.76
410 ADARSH JAN KALYAN PARISHAD	BILGRAM, DIST. HARDOI (U.P.)	518.25
411 EKTA CAREER INSTITUTE	373/3 GWALIOR ROAD, CIVIL LINES, JHANSI (U.P.)	534.65
412 KANPUR HARIJAN SEVA SANSTHAN	22/9 LABOUR COLONY, OLD KANPUR, KANPUR (U.P.)	468.25
413 ASHUTOSH SEWA SANSTHAN	JHINJHAK KANPUR -DEHAT	267.33
414 GAYATRI SAMAJ KALYAN SAMITI	SARSOL, DISTRICT KANPUR, UTTAR PRADESH	267.33
415 SHAHEED MEMORIAL SOCIETY	E-1698, RAJAJI PURAM, LUCKNOW-226017. (U.P.)	933.55
416 IRSHAD ACADEMY	606, ZAIDI NAGAR, MEERUT-250002. (U.P.)	255.84
417 SAMAJOTHAN AVAM SHIKSHA PRACHARNI SANSTHAN	DURVESH PUR, MAWANA, MEERUT (U.P.)	383.93
418 BIMLA GRAMODHYOG SEVA SANSTHAN	178 RAJENDER NAGAR MEERUT(U.P.)	137.76

419 SARV DALIYA MANAV VIKAS KENDRA	BAHJOI, MORADABAD-202410.(U.P.)	720.05
420 ADARSH SEVA SAMITI	326/1, SAKET COLONY MUZAFFARNAGAR-251002.(U.P.)	481.1
421 NISHAT SHIKSHA SAMITI	427, ASTANA, NAI BASTI, HALDWANI, NAINITAL. (U.P.)	266.15
422 MAHILA KALYAN SANGTHAN	715,INDIRA NAGAR, HALDWANI, DISTRICT NAINITAL UTTAR PRADESH	137.76
423 JANPRIYA SEWA SANSTHAN	198. PALTON BAZAR, PRATAPGARH. (U.P.)	465.89
424 PRATAPGARH MAHILA KALYA EVAM SHIKSHA SAMITI	N DEVKALI, OPPOSITE PLANNING OFFICE, PRATAPGARH. (U.P.)	127
	<b>STATE TOTAL</b>	<b>9518.6</b>
<b>BIHAR</b>		
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425 PEOPLE'S INSTITUTE FOR DEVELOPMENT AND TRAINING	A-12 PARYAVARAN COMPLEX, MAIDANGARHI ROAD, NEW DELHI-110030	518.25
	<b>STATE TOTAL</b>	<b>518.25</b>
<b>UTTAR PRADESH</b>		
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426 KARANPUR GRAMYA VIKAS SANSTHAN.	67 BALIPUR, NEAR KARANPUR CHUNGI, KATRA ROAD, PRATAPGARH (U.P.)	137.76
427 PRATAPGARH GRAMOTHAN SAMITI	POORE BEDUA, AFIM KI KOTHI, DISTRICT PRATAPGARH, UTTAR PRADESH	137.76
428 ADARSH SHIKSHA SAMITI	A-53, INDU VIHAR AVAS COLONY, PRATAPGARH-230001 -U.P.	137.76
429 MANAV UTTKARSH SAMITI	67,CIVIL LINES, KATRA ROAD, DISTRICT PRATAPGARH, UTTAR PRADESH	267.33
430 MAHILA KALYAN SAMITI	73 SHER MOHD. PILIBHIT-262001(U.P.)	409.19

431	PITHORA SANSKRITIK PARISHAD	"DEWAN NIWAS" TILDHUGRI, PITHORAGARH-262501 (U.P.)	255.38
432	U.P. RANA BENI MADHAV JAN KALYAN SAMITI	GULAB ROAD, RAI BARELI-229001. (U.P.)	1919.62
433	AVADH LOK SEWA ASHRAM	JAWAHAR MARG CHAURAHA, MAIN ROAD, LAL GANJ, RAE BARELI-229206(U.P.)	248.58
434	DISTRICT COUNCIL FOR CHILD WELFARE	GULAB ROAD, DISTRICT RAE BARELI, UTTAR PRADESH	267.33
435	JAI BHARTIYA GRAMODYOG SANSTHAN	SWATANTRA NAGRI, SAHARANPUR-247001 (U.P.)	256.77
436	AMETHI MAHILA SWACHHIK SEVA SAMITI	AMETHI, SULTANPUR (U.P.)	256.27
437	GRAM VIKAS SEWA SANSTHAN	NEAR RAM LILA GROUND, JAGDISHPUR, (N.R. NIHALGARH), DISTT. SULTANPUR-227805. (U.P)	256.77
438	MADHYAMIK VIDYALAY PURAB GOAN SARESAR	POST. SARESAR,BLOCK JAGDISHPUR DISTRICT SULTANPUR-227809 UTTAR PRADESH	137.76
439	NEW PUBLIC SCHOOL SAMITI	504/63, TAGORE MARG, (NEAR BANDI MATA MANDIR), DALIGANJ, LUCKNOW. (U.P.)	128.39
440	JAN JATI VIKAS SAMITI	RAILWAY STATION ROAD, ROBERTSGANJ, SONEBHADRA-231216.(U.P.)	497.15
441	BANWASI SEVA ASHRAM	GOVINDPUR, VIA-TURRA, SONBHADRA-231221. (U.P.)	2747.52
442	SARVODAYA SHIKSHA SADAN SAMITI	RAILWAY STATION ROAD, SHIKOHABAD, DIST. FERAZABAD (U.P.)	499.48
<b>STATE TOTAL</b>			<b>8560.82</b>

<b>HARYANA</b>		
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443 PHD RURAL DEVELOPMEN FOUNDATION	PHD HOUSE, THAPAR HOUSE, OPP. ASIAN GAMES VILLAGE, NEW DELHI-110016	247.75
	<b>STATE TOTAL</b>	<b>247.75</b>
<b>WEST BENGAL</b>		
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444 SREE RAMKRISHNA SATYANANDA ASHRAM	VILL, JIRAKPUR P.O. BASIRHAT RAILWAY STATION DISTT. 24 PARGANA	1449.76
445 TAGORE SOCIETY FOR RURAL DEVELOPMENT	14, KHUDIRAM BOSE ROAD, CALCUTTA.	684.3
446 CALCUTTA URBAN SERVICE CONSORTIUM	16 SUDDER STREET CALCUTTA	858.54
447 SAMATAT SANSTHA	172 RASH BEHARI AVENUE FLAT NO 302 CALCUTTA-700029	732.29
	<b>STATE TOTAL</b>	<b>3724.9</b>
<b>DELHI</b>		
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448 Dr. A.V. BALIGA MEMORIAL TRUST	LINK HOUSE, BAHADUR SHAH ZAFAR MARG, DELHI-110002	468.25
449 NEHRU BAL SAMITI	E-63 SOUTH EXTENSION PART-I NEW DELHI-110049	467.17
	<b>STATE TOTAL</b>	<b>935.42</b>
<b>UTTAR PRADESH</b>		
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450 ASHOK SANSTHAN	KUNDESWAR, GHAZIPUR-233234 (U.P.)	135.97
	<b>STATE TOTAL</b>	<b>135.97</b>
<b>DELHI</b>		
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451 DEEPALAYA EDUCATION SOCIETY	BF-99, JANAKPURI, NEW DELHI-110058	103.74
452 JAN JAGARITI EDUCATIONAL SOCIETY	M-186, Mangolpuri, Delhi-110083	124.13
453 ALL INDIA KONARK EDUCATIONAL AND WELFARE SOCIETY	Q-21, VIKAS VIHAR, MANAS KUNJ UTTAM NAGAR, DELHI-110059	137.76
	<b>STATE TOTAL</b>	<b>365.63</b>
	<b>G. TOTAL</b>	<b>212597</b>

# **STATEMENT OF OUTSTANDING AUDIT PARAS**



**MINISTRY OF HRD (DEPARTMENT OF EDUCATION)  
LIST OF OUTSTANDING AUDIT PARAS OF THE REPORTS OF  
THE C&AG  
FOR THE PERIOD FROM 1989 TO 1996**

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Sl. No.	Report No. Para No.	Brief Subjects/name of the organisation
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**No. 1 of 1989**

1.	39	Loss on purchase of electronic equipments- Govt. College of Arts, Chandigarh.
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**No 8. of 1990**

2.	7	Indian Instt. of Management, Banglore
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**No.11 of 1991**

3.	2	University Grants Commission, New Delhi
4.	3	Computer Literacy & studies in Schools-NCERT,N.D.
5.	15	Loss due to non-procurement of levy cement-SPA, N.D.

**No.6 of 1992**

6.	17.8	Misappropriation of Cash- A&N Islands
7.	17.18	Release of grant-in -aid and inability of grantee to utilise-UT Chandigarh.
8.	17.19	Scheme for supply of free books and stationery to SC/ST students - UT Chandigarh.

**No.11 of 1992**

9.	17.19	Consultancy work- S.P.A. New Delhi.
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**No.11 of 1993**

10.	12	Community Singing Programme- NCERT
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11. 19 Overpayment of Rs.1.99 lakhs due to incorrect fixation of Pay-IIT Delhi.
12. 21 Blocking of funds- Birla V.M.V. Engg. College, Kheda (Guj.)
- No.6 of 1993**
13. 10.22 Purchase of Biscuits- UT Chandigarh.
- No.2 of 1994**
14. 3.4 Operation Blackboard
- No.3 of 1994**
15. 3.1 S.C.E.R.T., Delhi
16. 3.2 Vocational Education Scheme- Dte. of Education, Delhi.
- No.11 of 1994**
17. 10 Avoidable exp. on purchase of equipment-IIT Kanpur.
18. 11 Extra Expenditure on the purchase of liquifier system-IIT, Kanpur.
19. 16 Idle equipment-RIT Jamshedpur.
20. 17 Payment of City Compensatory Allowance-RIT Jamshedpur
21. 18 Infructuous expenditure on salary of Librarian -KVS.
22. 20 Short recovery of electricity & water charges- JMI
23. 21 Idle Outlay-NERIST, Itanagar.
- No.1 of 1995**
24. 10.1 Improvement of Science education in Schools.
- No.11 of 1995**
25. 11 Indian Instt. of Management, Calcutta
26. 12 Navodaya Vidyalaya Samiti



27. 13 Control over assets acquired by various grantee Institutions-U.G.C.
28. 15 Unfruitful expenditure on a project- Visva Bharati
29. 17 Blocking of funds- Kendriya Vidyalaya Sangathan.
30. 18 Purchase of tents- Kendriya Vidyalaya Sangathan.
31. 21 Delay in construction staff quarters and hostel building-S.P.A. New Delhi.
32. 23 Delay in completion of air-conditioning work- University of Delhi.
33. 24 Overpayment due to wrong fixation of pay- University of College of medical science, Delhi.

**No.2 of 1996**

34. 1.1 Vocationalisation of secondary education

**No.3 of 1996**

35. 13 Viswa Bharati
36. 14 Avoidable increase in cost of works- K.V.S.
37. 15 Blocking of funds in construction works-N.V.S.
38. 16 Idle investment on aircraft-IIT Kanpur
39. 17 Unauthorised revision of pay scale- Univ. of Delhi.
40. 18 Irregular revision of pay scales of Section Officers- Univ.
41. 19 Loss of Rs. 61.56 lakhs- C.T.S.A.
42. 20 Blocking of funds- Banaras Hindu University
43. 21 Injudicious purchase of equipment-NEHU
44. 22 Blocking of funds-NEHU
45. 23 Infertuous expenditure-NEHU
46. 24 Commencement of works without adequate provision-NIIE, Bombay.

NIEPA DC



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State of Delhi  
Administration  
Arbindo Mal

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# **ADMINISTRATIVE CHART**



