

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION**

***SUMMARY OF ACTIVITIES
1997-98***

NIEPA DC



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**GOVERNMENT OF INDIA
1998**

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Planning and Administration.

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1. OVERVIEW

INTRODUCTION

The year 1997-98 is significant in many respects. The National Policy on Education (NPE), 1986 has completed a decade of its existence; Eighth Five Year Plan came to an end with the commencement of the next Plan; and above all, the country commemorates the golden jubilee of its freedom. It is, therefore, an apt occasion to take stock of the achievements and to touch upon the future vision for the educational sector.

That education is the most crucial input for harnessing human resources for the larger good of the nation needs no elaborate discussion. It empowers the poor masses, builds skills for a whole host of economic activities and nurtures minds to produce opinion-builders and leaders in diverse fields of human endeavour. These factors constitute ample justifications for bestowing governmental attention and resources for improving the content and form of the system. Education, in short, is a key result area on the Agenda for national development.

At the dawn of independence, the size and reach of the educational system was limited, inequitable in terms of rural and gender coverage, and elitist in content. The Constitution enacted soon thereafter mandated a special focus on education. This subject was initially assigned to the States but was made a joint responsibility of Centre and States in 1977. Adequate attention to Education has been in evidence in the successive Five Year Plans. Concomitant with these developments, greater autonomy to institutions and participation of academics in developing this sector were encouraged. National Policies were framed from time to time and the current policy was notified in 1986. These initiatives have

resulted in an exponential growth of the system and have made a visible dent on the illiteracy profile and nurtured standards in higher education.

Having regard to the population, diversity and economic frailties the challenges are enormous. In a situation where Education is a concurrent subject, this casts a special duty on the Union Government. This has resulted in steadily rising levels of budgetary allocations, and resource transfer for educational initiatives to the States. Given in the succeeding para is a bird's eye view of the current state of education in some of the areas of fundamental concern in the educational sector.

ELEMENTARY EDUCATION

Universalisation of Elementary Education (UEE) is the goal. Universal access and retention are the broad determinants of this goal. A number of national initiatives have been set in motion to achieve this bare necessity. Operation Blackboard (OB); Non-formal Education (NFE); Teacher Education (TE); District Primary Education Programme (DPEP) with other externally aided projects and Nutritional Support to Primary Education deserve mention in this connection. Besides, special focus has been laid on the education for girls, SCs and STs and other deprived sections of society to provide accelerated achievement of this objective.

Operation Blackboard (OB) provides for substantial improvement in the infrastructural facilities in the primary schools as unattractive school environment, unsatisfactory conditions of buildings and insufficiency of instructional material have been identified as the major demotivating factors for enrolment and retention in primary education. The Non-formal Education Programme seeks to cover school drop-outs and others not having access to schools through innovative methods and flexible approaches. It has a special focus on children from under-privileged groups. Teacher Education (TE) introduces an array of interventions in improving teachers training arrangements. To retain children from

economically deprived sections and to enhance their nutritional status, the "National Programme of Nutritional Support to Primary Education" (NPSPE) is now under implementation. Similarly, the District Primary Education Programme seeks to introduce decentralised planning and management techniques to improve the quality of primary education. Innovative programmes like Lok Jumbish and Shiksha Karmi in Rajasthan and Bihar Education Project in Bihar are some of the important promising initiatives to achieve UEE. There is also a proposal to amend the Constitution to declare elementary education as a Fundamental Right - the Bill is before the Parliament. Emphasis has also been laid on Adult Education and National Literacy Mission.

SECONDARY EDUCATION

There has been a phenomenal expansion of Secondary Education. The pressure for expansion may increase as the country progresses towards UEE. A major challenge, therefore, is to meet the growing demand for Secondary Education and also to ensure that the objective of qualitative improvement does not get diluted.

Secondary Education is being strengthened through various schemes, focussing on improvement of Science Education, Environmental Education, Population Education, Culture and Values in Education, Computer Literacy, Educational Technology, Physical Education and Sports. In addition, the NCERT has been providing resource support in crucial areas of educational research and training at school level. Vocationalisation of this stream is also a major concern.

Kendriya Vidyalayas and Navodaya Vidyalayas are promoting excellence in education with a national identity throughout the country. Navodaya Vidyalayas have an added objective to provide opportunities to talented rural children particularly girls of deprived sections of society.

These schools are intended to become pace-setters and catalysts of a nation-wide programme of school improvement.

The National Open School has been imparting distance education to deprived and socio-economically backward sections of society in the remotest parts of the country. It designs, develops and offers flexible courses at secondary/senior secondary stage and is equipped to meet the growing demand. The technological advancement has increased its potential substantially.

The Central Board of Secondary Education (CBSE) grants affiliation to educational institutions and has taken a number of steps to improve standard of Secondary Education.

NCERT has taken up various experimental and innovative programmes to diversify and make qualitative improvement in various sectors of Secondary Education.

HIGHER EDUCATION

NPE visualises Higher Education to be dynamic and of high quality.

University and Higher Education has, since Independence, witnessed phenomenal expansion with remarkable diversity in terms of growth of universities, colleges and institutions of higher learning and research. There has been good response for enrolment including from women, SCs/STs.

UGC is responsible for coordination determination and maintenance of standards in higher education. The Commission takes necessary measures for the improvement of University Education. Some of the major thrust areas have continued to be Human Resource Development, Environmental Education, Vocationalisation at the first degree level, Orientation of Teachers, Distance Education.

Open learning system has been initiated to augment opportunities for higher education as an instrument of democratising education and to make it a life long process. The Indira Gandhi Open University(IGNOU) has been providing educational facilities through electronic media to reach out to a larger clientele in the remote and backward areas of the country. It is cost-effective, economically viable, innovative and flexible and has made it possible to all those who, so desire, to have access to higher education with diversities relevant to their individual needs.

Central Universities have been contributing significantly to higher education, research and academic excellence in a variety of disciplines, Humanities, Science, Commerce, Education, Social Sciences, etc. Other institutions of higher education such as Indian Institute of Advance Studies, Indian Council of Social Science Research, Indian Council of Historical Research, Indian Council of Philosophical Research, National Council for Rural Institutes are engaged in promotion of Higher education and research in their respective fields.

TECHNICAL EDUCATION

The Indian Institutes of Technology (IITs) are premier centres of education and training in Engineering and Applied Sciences at undergraduate level and provide facilities for post-graduate studies and research. Indian Institutes of Management(IIMs) have been functioning as centres of excellence with the objective of providing education, training, research and consultancy in management. Indian Institute of Science, Bangalore has earned recognition as a centre of research in basic and engineering sciences and allied fields. Excellence and creativity in research and development and learning programmes have characterised academic activities of the institute which also has a Super Computer.

The All India Council of Technical Education (AICTE) has emerged as the apex professional body in the field of Technical Education. This

Council carries out functions of clearance and coordination for opening institutions and courses in the fields of Engineering and Management. Schemes for improvement of such institutions have also been entrusted to it.

ADULT EDUCATION

The goal of National Literacy Mission Authority (NLM) is to make 100 million persons in the age group of 15 to 35 years functionally literate by the end of 1998-99.

Total Literacy Campaign (TLC) is the principal strategy adopted by NLM for eradication of illiteracy in the country. The Literacy Campaigns are area specific, time-bound and are delivered through voluntarism, cost effective and outcome oriented methods.

After completion of the TLC, Post Literacy campaign (PLC) is launched to cover the uncovered illiterates and also to consolidate the gains accruing during the TLC. This enables the neo-literates to develop abilities for self-learning. Till date, either full or partial coverage has been extended to 442 TLC and 205 PLC Districts.

NLM lays specific emphasis on Continuing Education for neo-literates with the basic objectives of retention of literacy skills and continuing education to enable the learners to continue learning beyond literacy stage, improvement of living conditions as also the quality of life.

WOMEN'S EDUCATION

The NPE visualises education as an instrument to bring about a basic change in the status of women and envisages a well-conceived edge in their favour. NPE emphasises that education must play a positive and interventionist role in correcting social and regional imbalances in empowering women and in securing a rightful place for linguistic and

religious minorities. Equality in education is a prelude to social and economic equality.

Mahila Samakhya is a women's empowerment project with the objective of creating an environment for women to acquire knowledge and information with a view to bring about change in their perception about themselves and that of the society. This programme has been able to lay a foundation for women's empowerment at the grass-root level and to establish issues concerning women in the public domain.

LANGUAGES

Development of languages occupies an important place in the National Policy on Education. Hindi and 18 other Indian languages listed in the 8th Schedule of the Constitution including Sanskrit and Urdu on the one hand and English as well as other foreign languages on the other have received due attention. The Department of Education also monitors the functioning of its subordinate offices and autonomous organisations which are engaged in the promotion and development of languages.

The Kendriya Hindi Sansthan, Central Institute of Indian Languages, National Council for Promotion of Urdu and National Council for Promotion of Sindhi language are engaged in catering to the diverse requirements of propagation and development of the respective languages.

INTERNATIONAL COOPERATION

The Indian National Commission for Co-operation 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 programmes and review of Education for All initiative at the international level.

India has had the privilege of having been elected as a Member of the Executive Board of UNESCO since the establishment of the organisation in 1946.

Measures were taken to strengthen External Academic relations by close monitoring of the implementation of the education component of bilateral cultural exchange programmes and other collaborative arrangements.

ADMINISTRATION

ORGANISATIONAL STRUCTURE

The Department of Education, one of the four constituents of the Ministry of Human Resource Development, is under the overall charge of the Minister of Human Resource Development. The Secretariat of the Department is headed by the Secretary 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 Adviser assisted by Divisional Heads.

The Department has been closely interacting with the States and Union Territories to fulfil the role perceived for it by the NPE by implementing various Central and centrally sponsored schemes in various sectors of Education. Besides, there are 5 Subordinate Offices and 89 Autonomous Organisations comprising Central Universities / Institutions of Technology and other institutions of educational research, training and management.

INFORMATION FACILITATION CENTRE

To ensure effective, responsive administration and easy access to information for members of Public a Computerised Information

Facilitation Centre has been set up in the Department in June, 1997. Its initial performance is satisfactory.

BUDGET ESTIMATES

The Budget provisions for 1996-97 and 1997-98 for Secretariat and other programmes and schemes of the Department of Education are as under:

(Rupees in Crores)

Particulars	B.E. 1996-97	R.E. 1996-97	B.E. 1997-98
Demand No. 48 Department of Education	4479.92	3729.85	5231.63

2. EDUCATION FOR WOMEN'S EQUALITY

Empowering Women Through Education (NPE)

The National Policy on Education is committed to ensure "a well-conceived edge in favour of women as an act of faith and social engineering". To effectuate this mandate a number of initiatives have been taken including ear-marked components for gender specific programmes in many schemes of the Department. That apart a special venture, "Mahila Samakhya" deserves a pointed mention.

Education for Women's Equality

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. The programme is spread over 5000 villages in 37 districts in 7 States- Andhra Pradesh, Assam, Bihar, Gujarat, Karnataka, Madhya Pradesh and Uttar Pradesh.

The programme has been able to lay a foundation for women's empowerment at the grass-root level and to establish women's issues in the public domain. Education has been one of the key areas of focus under Mahila Samakhya. Mahila Samakhya has initiated several interventions in Non-Formal Education, Early Childhood Care and Education support facilities which are managed by Women's groups themselves. The Programme has also addressed issues like drinking water, health service and developed local accountability for women's needs. Mahila Samakhya has provided training 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.

District Primary Education Programme focusses on improving girls access to and participation in schools. Educationally backward Districts which have female literacy rate below the national average have been selected for the programme and a marked gender focus permeates the programme design, planning and implementation processes. The programme has introduced special interventions for girls education while at the same time introduced measures to make the educational system more sensitive and responsive to the needs of girls and women.

Navodaya Vidyalayas, which are intended to be Centre for Excellence require atleast 1/3 of the students to be girls. Girls Education is free upto Class XII both in Kendriya and Navodaya Vidyalayas. In many states free education for girls is also part of the efforts to improve their participation. Shiksha Karmi Project in Rajasthan also emphasises girls' participation.

Special Vocational Training programmes have been designed for Class X girl dropouts with boarding and hostel facilities for girl students. During the last four decades, there has been a massive increase in the number of women entering higher education. In the technical and professional institutes for higher education too there has been tremendous increase in the participation of women.

3. ELEMENTARY EDUCATION

An important element of post independence educational policy has been to provide free and compulsory education to all children at least upto the elementary stage. In the National Policy on Education 1986(NPE) and the Programme of Action 1992, the goal to work towards provision of education of satisfactory quality to all children upto 14 years of age before the commencement of the 21st century was explicitly articulated. For the Eighth Plan this goal is sought to be achieved through :

Universal Access

- i) Universal enrolment;
- ii) Provision of a primary school within one km.of walking distance and facility of non-formal education; and
- iii) Improvement of ratio of upper primary to primary schools from the existing 1:4 to 1:2.

Universal Retention

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

Universal Achievement

- v) Achievement of minimum levels of learning at the primary level, and its extension to the upper primary stage.

Progress over the years

Improved performance over the years would be evident from the following:

No. of Institutions (in lakhs)

	<u>1950-51</u>	<u>1996-97</u>
Primary Schools(Classess I-V)	2.10	5.98
Upper Primary Schools(Classess VI-VIII)	0.13	1.77
	-----	-----
	2.23	7.75
	-----	-----

No. of Teachers (in lakhs)

	<u>1950-51</u>	<u>1996-97</u>
Primary Schools	5.38	17.90
Upper Primary Schools	0.86	11.96
	-----	-----
	6.24	29.86
	-----	-----

Enrolment

	<u>1950-51</u>	<u>1996-97</u>
<u>Primary Stage</u>		
Total Enrolment(in lakhs)	191.54	1103.90
Gross Enrolment Ratio (%age)	42.60	104.00
<u>Upper Primary Stage</u>		
Total Enrolment (in lakhs)	31.19	410.60
Gross Enrolment Ratio(%age)	12.7	67.0

Accessibility to primary and upper primary schools has improved significantly. 8.76 lakh habitations covering 94% of the country's rural population have now schooling facilities within one km. distance at primary stage. At upper primary stage also 7.26 lakh habitations covering 83.9% of rural population have a school within 3 kms. Enrolment ratio is 104 for Classes I-V and 67 for Classes VI-VIII.

Gender Disparities

Girls' enrolment has grown at primary stage from 53.84 lakhs in 1950-51 to 473.73 lakhs in 1995-96 and at upper primary stage from 53.34 lakhs to 160.43 lakhs. The rate of growth of enrolment of girls has been higher than that of boys. Disparities, however, still persist. Girls still account for only 43.2% of enrolment at primary stage and 39.0% at upper primary stage. The drop out rates of girls is much higher than those of boys at primary and upper primary stages.

Scheduled Castes and Scheduled Tribes

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 at the primary level is now more or less in proportion to their share in population. Drop outs, though declining over the years, are significantly large. Gender disparities are very conspicuous among SCs and STs also. These would indicate continuance and reinforcement of targetted efforts to improve outreach of education to these deprived sections of our society.

Strategy Frame

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

- (i) to lay emphasis on retention and achievement rather than on mere enrolment with measures to prevent drop-outs;
- (ii) to strengthen the Non-Formal Education system for working children, girls and children from other disadvantaged or marginalised sections of the society;
- (iii) to shift focus from educationally backward States to educationally backward districts;
- (iv) to adopt disaggregated approach with a focus on preparation of district specific and population specific plans;
- (v) to provide universal access to schooling facilities, particularly to girls, disaggregated groups and out-of- school children;
- (vi) to improve school effectiveness, teacher competence, training and motivation;
- (vii) to introduce Minimum Levels of Learning for enhancement of quality.
- (viii) Overall planning and management with stress on participative processes;
- (ix) to converge different schemes of elementary education and related services such as early childhood care and education and school health and nutrition programmes etc.

New Initiatives

MAKING ELEMENTARY EDUCATION A FUNDAMENTAL RIGHT

A Committee of State Education Ministers was set up under the Chairmanship of Union Minister of State for HRD (Education) in August 1996 to examine the relevant issues in this behalf. Government has approved the proposal to make Elementary Education a fundamental Right in principle. Accordingly, the Constitution (Eighty-third

Amendment) Bill, 1997 was introduced in Rajya Sabha on July 28., 1997. The salient features of the Bill are as under:

- a) Provision of free and compulsory education to all children of the age 6-14 years by the State institutions maintained through public money.
- b) The competent legislature shall make the law for enforcement of right to free and compulsory education within one year from the commencement of the Constitution(Eighty-third Amendment) Act, 1997;
- c) A fundamental duty of a parent or guardian to provide opportunities for education to a child of the age group of 6 - 14 years.

The Bill also seeks to repeal Article 45 which contains a directive principle of State policy on the above lines. It is now subject to further consideration in the light of the Report of the Parliamentary Standing Committee.

OPERATION BLACKBOARD

To improve the infrastructure and internal environment of schools, a scheme called "Operation Blackboard" was introduced in 1987-88. It seeks to provide for i) at least two all-weather rooms alongwith separate toilet facilities for boys and girls; ii) at least two teachers, with one of them, to the extent possible, a female and iii) essential teaching and learning material including blackboards, toys, games and some equipment for work experience in Primary Schools.

The Scheme of Operation Blackboard was subsequently amended to provide for a third teacher and for a third class-room to Primary Schools where enrolment exceeded 100 and to also cover Upper Primary Schools.

The physical targets set under the 8th Plan were achieved with remarkable success.

It is proposed to set up a system of concurrent monitoring and evaluation of the scheme through external agencies. This is expected to provide feedback on areas which might require further strengthening.

NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION

The National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Programme (MDM) was launched on 15th August, 1995 to give a boost to universalisation of primary education in terms of increasing enrolment, retention and attendance in primary classes by supplementing nutritional requirements of children attending primary schools in the country. 9.10 crore primary school children are being covered in 5440 blocks and urban areas of the country during the year 1997-98.

NON-FORMAL EDUCATION

The scheme primarily covers the educationally backward States with emphasis on Urban Slums, hilly, desert and tribal areas and areas with concentration of working children. Special emphasis is on school dropouts, girls, SCs and STs, working children, and those who cannot attend school due to socio-economic compulsions.

TEACHER EDUCATION

Education is an important instrument of economic and social development and teachers play crucial role in imparting quality education. He is expected to provide vital inputs towards realisation of Educational goal. Professionally sound teachers are essential pre-requisites to achieve Universalisation of Elementary Education. A Centrally Sponsored

Scheme of Teacher Education was also taken up during 1987-88 for making a viable network of institutions for continuous education of Teachers. The scheme envisages the establishment/upgradation of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) and financial assistance is provided to States/UTs. So far 435 districts have been covered by DIETs and 110 Secondary Teacher Education Institutes/University Departments of Education have been upgraded in CTEs/IASEs.

A new initiative for continuous renewal of professional competencies of Teachers has been taken up. The National Action Plan (NAP) for in-service Primary Teachers Training through distance mode have been formulated. This interactive distance education shall offer new opportunity to cover a large number of teachers and other functionaries in the field of Education with improved quality of training. Experiments in this regard in Karnataka and Madhya Pradesh have been quite successful and encouraging.

NATIONAL COUNCIL FOR TEACHER EDUCATION

National Council for Teacher Education, a statutory body was established in 1995 to achieve planned and co-ordinated development of the teacher education system throughout the country. The Council has laid down norms and standards for pre-primary, elementary and secondary level of teacher education institutions. In addition the Council has taken up a number of projects like (i) formulation of competency based curriculum for elementary teachers education institutions; (ii) Human Rights and national values for teacher educators; (iii) study of profile of teacher educators etc.

NATIONAL BAL BHAWAN

National Bal Bhawan, formerly known as Bal Bhawan Society India, New Delhi, is an autonomous organisation set up under the aegis of the Department of Education and is fully funded by the Govt. of India. It has been contributing towards enhancing creativity amongst children in the age group 5-16 years especially from weaker sections of society, through activities of their choice such as creative arts, performing arts, environment, astronomy, photography, integrated activities, physical activities, science related activities, etc. in a joyful manner.

It runs 52 Bal Bhawan Kendras spread over Delhi and a Jawahar Bal Bhawan in Village Mandi near Mehrauli in the rural area. There are 67 Bal Bhawans in States/Union Territories which are affiliated to National Bal Bhawan.

EXTERNALLY AIDED PROJECTS

Rajasthan Shiksha Karmi Project

Shiksha Karmi Project (SKP) is being implemented in Rajasthan since 1987 with co-assistance from Swedish International Development Co-operation Agency (SIDA). At present, the Project is functioning in 29 districts, 125 blocks, 2271 villages in Rajasthan. There are 2271 day centres and 4592 Prehar Pathshalas in which 5122 Shiksha Karmis out of which 601 female Shiksha Karmis are imparting education to 1,71,097 children. Enrolment of 84,000 children has been anticipated during 1998-99.

Lok Jumbish Project

An innovative project called "Lok Jumbish" (People's movement for Education for All) was launched in 1992 with assistance from Swedish International Development Cooperation Agency(SIDA) in Rajasthan to

achieve education for all through people's mobilisation and their participation.

Lok Jumbish Project has so far covered 58 blocks. It has undertaken environment building activities in 3289 villages and has completed school mapping exercises in 2293 villages. 265 new schools have been opened while 309 primary schools have been upgraded.

District Primary Education Programme

District Primary Education Programme (DPEP) is a Centrally sponsored programme providing special thrust to achieve Universalisation of Primary Education (UPE). The overall goal of the programme is the reconstruction of primary education system and to operationalise the strategy of UPE through decentralised planning and management, disaggregated target setting, community mobilisation, district and population specific planning and capacity building at all levels.

The programme is structured to provide additional inputs over and above all the provisions made under the Central/State sector schemes on primary education. DPEP goes beyond the conventional packages. Its fundamental principle is to evolve strategies at State and district level which are replicable and sustainable. The first in-depth review of DPEP conducted in September-October, 1997 has brought out that DPEP has begun to have an impact on the entire primary education system in the States, registering significant increase in enrolment, reducing gender and social inequities substantially and showing ample evidence of increased learning achievements.

Bihar Education Project

The UNICEF - assisted Bihar Education Project (BEP) is a basic education project aimed at bringing about a qualitative improvement in the existing education system in the State of Bihar. The Project envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over the project period spanning 1991-96. In the 1st phase of BEP which was over

in March, 1996, seven districts namely Ranchi, West Champaran, Rohtas, Muzaffarpur, Sitamarhi, Chatra and East Singhbhoom were covered. The project lays special emphasis on the education of hitherto deprived sections of society, i.e. SCs/STs and the Women. Based on the request of the Government the project has now been further extended into 2nd phase of two years duration (1996-98).

4. SECONDARY EDUCATION

Vocational Education

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 1988 with the objective 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. The Programme is being implemented by all the States/UTs (except Lakhsadweep). Upto the end of 1996-97, 18719 vocational sections had been approved in 6486 schools, creating capacity for diversion of 9.35 lakh students which is 11% of the enrolment at the +2 level. Vocational courses are introduced based on an assessment of local manpower requirement. About 150 vocational courses have been introduced in six major areas, viz, Agriculture, Business & Commerce, Engineering & Technology, Health & and Para-Medical Services, Home Science, Services and others. Currently the focus is on consolidation and qualitative improvement of the Programme.

Integrated Education for Disabled Children(IEDC)

In order to provide educational opportunities to disabled children with mild to moderate disabilities in the general school system, the Scheme of IEDC was started in 1974 with the objective to facilitate the retention and ultimate integration of disabled children in the general school system. Under the scheme 100% financial assistance is provided as

per the prescribed norms. The Scheme of IEDC is currently being implemented in 24 States and UTs through 14,323 schools.

Strategies are being evolved to integrate the concerns of the disabled children in all the ongoing programmes of the Department. In the 9th Plan period, the emphasis will be on expanding the IEDC programme and making it more effective.

The Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 which has come into force w.e.f 7th Feb., 1996 places a statutory responsibility on the Government to provide free education to disabled children in an appropriate environment till the age of 18 years.

Computer Literacy and Studies in Schools (CLASS)

The Scheme seeking to make available Computer Hardware and Soft-ware to provide for Computer Literacy in Senior Secondary Schools is currently under review.

Educational Technology

The scheme seeks to provide the entire cost of radio-cum-cassette player in Primary Schools and 75% cost of Colour TV in upper Primary schools to provide access to quality education. For production of State Television / Educational Television Programmes, a Central Institute of Educational Technology (CIET) at the centre and six autonomous Institutes of Educational Technology(SIET) at Andhra Pradesh, Orissa, U.P., Maharashtra and Gujarat have been set up.

National Awards for Teachers

The Scheme of National Awards for Teachers was started in the Year 1958-59 with the objective of raising the prestige of teachers and giving public recognition to the meritorious teachers working in Primary, Middle and Higher Secondary Schools. The number of awards given has been increased from 296 to 302 from the award Year 1993.

National Open School (NOS)

National Open School (NOS) was set up by the Government of India in 1989 to design, develop and offer flexible courses at Secondary/Senior Secondary level through the mode of Distance Education to provide educational opportunities to the larger sections of society and remote areas.

Central Board of Secondary Education (CBSE)

Central Board of Secondary Education (CBSE) is a self financing institution. The Board has been making constant endeavours to maintain quality of education at the secondary level. The CBSE takes up multiple activities relating to the affiliation of schools, academic matters such as the development and improvement of school curriculum and conducts various examinations at the senior secondary/Secondary level and pre-medical examinations.

Scheme of Assistance for Strengthening Culture and Values in Education

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

the National system of education. A Scheme of Assistance for strengthening Culture and Values in Education is being implemented for providing assistance to Government Agencies, Educational Institutions, Panchayati Raj Institutions, Registered Societies, Public Trusts and non-profit-making companies.

Improvement of Science Education in Schools

To improve the quality of science education and promote scientific temper, a Centrally Sponsored Scheme - Improvement of Science Education in Schools was initiated during 1987-88. Under the scheme, financial assistance is provided to State Govts./UTs and voluntary agencies. While voluntary agencies are provided assistance to undertake experimental and innovative programmes, States/UTs are assisted for provision for Science Kits to upper primary schools, upgradation and strengthening of science laboratories in secondary/senior secondary schools supply of books on Science related subjects in secondary and senior secondary schools; and training of the science and mathematics teachers.

Environmental Orientation to School Education

A Centrally Sponsored Scheme, " Environmental Orientation to School Education" was initiated in 1988-89 with the objective of to sensitising students about the hazards inherent in insulting and over exploiting the bounties of Nature, and to inculcate awareness for conservation of natural environment. Voluntary Agencies are assisted for conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions.

National Council of Educational Research and Training (NCERT)

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

NCERT has been providing special inputs in terms of training of teachers, research, development of teaching/learning material, implementation and evaluation and other related matters in various Sectors of education particularly, Early Childhood Education (ECE), District Primary Education Programme (DPEP), Non Formal Education (NFE), etc. to achieve the goal of Universalisation of Elementary Education.

In Secondary Education Sector, the NCERT has taken up various innovative programmes to diversify and make qualitative improvement. The main focus is on education in Science, Mathematics, Social Sciences and Humanities; Vocational Education, Publication of Text Books, Educational journals; Teacher Education; Educational Measurement and Evaluation, Examination Reforms, National Talent Search; Educational Technology programmes; Educational Research, Innovations and Surveys.

International Mathematical Olympiads (IMO)

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 participating in this Olympiad since 1989. Each participating country is required to send a team comprising not more than 6 secondary student contestants, a team leader and a deputy team leader.

Kendriya Vidyalaya Sangathan (KVS)

Kendriya Vidyalaya Sangathan was set up in 1965 as an autonomous organisation, primarily for catering to the educational needs of the children of transferable Central Government Employees including Defence Personnel. KVS has a network of 838 schools at present.

The total enrolment in Kendriya Vidyalayas at the end of 1995-96 was 7,31,598. Of these, 41.66% are girls. Hostel facilities are provided in 11 Vidyalayas besides 5 sports hostels.

Navodaya Vidyalaya Samiti (NVS)

Navodaya Vidyalayas (NVs) are residential co-educational institutions

- i) To provide good quality modern education upto Senior Secondary stage to the talented children predominantly from rural areas, without regard to their family's socio-economic condition;
- ii) These Schools are intended to be the pace setter; and
- iii) To serve, in each district, as a focal point for improvement in the quality of school education through sharing of experiences and facilities.

Education in Navodaya Vidyalayas is free. So far 388 Navodaya Vidyalayas are in operation in various parts of the country. The scheme envisages establishment of NVs, on an average, one in each district in the country.

Central Tibetan School Administration (CTSA)

Central Tibetan School Administration (CTSA) was set up in 1961 and registered under the Societies Registration Act with the objective to establish, manage and assist schools in India for the education of Tibetan Children and to preserve and promote Tibetan Culture, Heritage and Tradition.

5. UNIVERSITY AND HIGHER EDUCATION

There has been a phenomenal proliferation of University and Higher Education in the country since Independence. At the dawn of Independence there were only 20 Universities and 591 Colleges, while as of today their number has increased to 178 Central and State Universities, 39 Deemed Universities and 6759 Arts/SCs./Comm. Colleges. 418 Egg. & Tech. Colleges, 697 Teachers Training Colleges and 4811 Pre-Degree Colleges. Progress has also been remarkable as far as courses of study and outreach of this system is concerned.

University Grants Commission, set up under an Act of Parliament is responsible for determination and maintenance of standards in higher education.

It advises the Central and State Governments on the measures necessary for the improvement of university education besides framing regulations on various aspects of higher education. This body determines and distributes funds for maintenance and development of Central Universities, development of State Universities and some Colleges which qualify for such assistance.

Some of the major thrust areas pursued by the Commission during the year are : Human Resource Development, Environment Education, Vocationalisation of Education at the first degree level, Academic staff Colleges for Orientation of teachers. Eligibility test for recruitment of lecturers, Inter University Centres and Consortium, Distance Education, Adult Education and National Literacy Mission, Spread of Mass Communication and Education 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.

Distance Education- which is a mix of correspondence education, distance education and open learning accounts for nearly 12% of the total enrolment in higher education and is the emerging reality in the educational scene of the country. During 1997, a total of 1.63 lakh students have been registered for various programmes. The I.G.N.O.U Act was amended in 1997 to allow the University to set up its study centres outside the Country. Initiative has been taken to utilise the time slot available for higher-education to telecast programmes in higher education titled 'Countrywide Class Room', to reach the remote and backward areas of the country.

Vocationalisation at the first degree levels has been planned in 35 subjects, to be implemented through 732 identified institutions (32 Universities and 700 Colleges), together with organising teachers training programmes.

The Department is also pursuing the provisions of National Policy on Education (NPE) regarding Rural Higher Education, following the pattern of Mahatma Gandhi's 'basic education' and 'Nai Talim' and has, towards that end, set up the National Council of Rural Institutes at Hyderabad in 1995 with the objectives of promoting education as major tool for all round rural development, fostering Gandhian concept of education and research and education activities calculated to promote micro-planning.

The Central Universities, 16 of them throughout the country, are contributing their mite towards higher education, research and academic excellence in a variety of disciplines, humanities, science, commerce, education, social sciences, etc. During the current year, two more Central Universities, viz Mahatma Gandhi Anthar Rashtriya Hindi Vishwa-Vidhyalaya, Wardha and Maulana Azad National Urdu University Hyderabad were set up.

In addition to Central Universities, Indian Institute of Advanced Studies, Indian Council of Social Science Research, Indian Council for Historical Research, Indian Council for Philosophical Research and National Council for Rural Institutes have been established for Learning and research in their respective fields.

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 Shastri Indo-Canadian Institute in India. During 1997-98, a total of 161 research projects and a number of bilateral agreements between Indian Universities and their counterparts abroad have been approved by the Government. There has also been significant increase in the number of bilateral international conferences/symposia/seminars/workshops in collaboration with foreign universities. 9 Collaborative Research Projects, 25 proposals of foreign scholars as visiting lecturers/professor in Indian Universities were also approved during this year.

6. TECHNICAL EDUCATION

Initiatives are being taken to further revamp the technical education system like 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.

Indian Institutes of Technology (IITs)

The Indian Institutes of Technology (IITs) have been set up under an Act of Parliament. Located at Bombay, Delhi, Kanpur, Kharagpur, Madras and Guwahati, these are premier centres of education and training in engineering and applied sciences at the undergraduate level and provide facilities for post-graduate studies and research. These are counted among the Internationally known institutions in their chosen field.

Indian Institutes of Management (IIMs)

Six such institutions have been set up at Ahmedabad, Calcutta, Bangalore, Lucknow, Calicut and Indore as centres of excellence with the objective of providing education, training research and consultancy in management. They play a leading role in research and consultancy and help in spearheading the industrial development of the country.

Indian Institute of Science

This is one of the premier Institutes of the country and was given 'Deemed University' status in 1958. The Institute has earned recognition as a centre of research in Basic and Engineering Sciences and allied fields. Excellence and creativity in research development and learning programmes have characterised the academic activity of the Institute. It has been contributing to continuing Education Programme, Technology Transfer and solutions to the problems of Industries. The Institute also attracts high quality academicians and retains them by providing conducive environment for research. A super computer facility of National importance has been established. The faculty and alumni of this institution command great esteem and respect in academic and scientific circles throughout the world.

All India Council for Technical Education (AICTE)

The AICTE was given a statutory status through an Act of Parliament in 1987. The main functions of the AICTE are: proper planning and coordinated development of Technical Education in the country, qualitative improvement at all levels and regulation of the systems and maintenance of norms and standards in the fields of engineering, technology, architecture, town planning, management, pharmacy, applied arts and crafts etc.

Regional Engineering Colleges (RECs)

Under the scheme of establishment of Regional Engineering Colleges, 17 colleges have been established, one each in the major states to meet the country's growing requirement for trained technical manpower for various developmental projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government.

Emphasis has been on the expansion and diversification of academic programmes, modernisation of laboratories, improvement of student and staff amenities and construction of hostels for students.

Boards of Apprenticeship Training

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

World Bank Assisted Technical Education Project

Recognising the need for revamping Technician Education, the Government has launched a major project being implemented in two overlapping phases with the assistance of World Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The Project covers 17 States and 2 Union Territories.

Initiatives are also on, to enhance participation of Women in Technician/ Technical Education. Special efforts are also taken to provide technical educational avenues for the disabled.

Educational Consultants (India) Ltd - (Ed.CIL)

Ed. CIL is the only public sector enterprise under this Department and was incorporated under the Companies Act, 1956 on June 17, 1981. Some of the main projects executed by the corporation include projects executed by the campus of Tertiary Education of Mauritius, Project Appraisal Report for Arhh Minch Water Technology Institute in Ethiopia etc.

National Institute of Industrial Engineering, Mumbai (NITIE)

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) and 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.

School of Planning and Architecture (SPA), New Delhi

The School set up in 1955 has been imparting under-graduate programmes in architecture and planning disciplines and post-graduate programmes in all disciplines offered by the School at under-graduate levels. The School also organises short-term courses, seminars, workshops, special programmes, exhibitions and are 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. It now enjoys the status of a deemed university.

National Institute of Foundry and Forge Technology (NIFFT) Ranchi

National Institute of Foundry and Forge Technology (NIFFT), Ranchi was established by the Government of India in collaboration with

UNDP-UNESCO in 1966. It offers M.Tech., Post-Graduate Diploma, Advance Diploma and Integrate Associateship courses in the relevant discipline.

UGC Assistance to Technical Institutions in the University Sector

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.

Community Polytechnics

The scheme of Community Polytechnics is being implemented with a view to provide to the rural society a fair share of benefits from the investments in the technical education sphere. The scheme aims at sustained community development without environmental degradation by way of Science & Technology applications for socio-economic development and improvement in the quality of life. The Community Polytechnics also undertake activities like technology transfer, technical support and Science & Technology awareness for the Community. At present, there are 400 such institutions all over the country.

North Eastern Regional Institute of Science and Technology, Itanagar

This institute was established at Itanagar, Arunachal Pradesh to generate skilled manpower in the field of Engineering and Technology as well as applied sciences for the development of North Eastern Region. The institute has started conducting two graduate courses in Information Technology and Environmental Science & Engineering from the academic session 1996-97.

New Initiative

A new institution, "Indian Institute of Information Technology and Management Gwalior has been set up with the objective to promote and nurture Information Technology and Management.

7. ADULT EDUCATION

NATIONAL LITERACY MISSION

Special Projects for Eradication of illiteracy

The ultimate aim of the National Literacy Mission Authority is to eradicate illiteracy from India. However, the pragmatic intentions are to make 100 million persons in the age group of 15 to 35 years functionally literate by the end of 1998-99. The Total Literacy Campaign (TLC) is the principal strategy adopted by NLM for eradication of illiteracy in the country. TLCs are delivered through voluntarism and implemented by Zilla Saksharta Samitis (ZSS) or District Literacy Committees, normally under the supervision of the District Collector. Literacy campaigns are implemented by funding ZSS through the Central and State Governments in the ratio of 2:1. This ratio changes to 4:1 for the districts in the Tribal-Sub Plan areas.

After completion of the TLC, a Post Literacy Campaign(PLC) is launched to reach out to remaining illiterates and also to consolidate the gains accrued during the TLC. This provides the neo-literates opportunities to develop self- learning skills.

So far 442 districts have been covered under TLC, in the States of Andhra Pradesh, Assam, Bihar, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, West Bengal and Union Territories of Chandigarh, Daman & Diu, Dadra & Nagar Haveli and Pondicherry. Of these, 205 campaigns have moved into Post Literacy and 56 into Continuing Education stages.

The campaigns cover an estimated 147 million persons, among whom 120.34 million learners were identified through surveys. Of the 90.55

million persons enrolled, 64.34 million persons have been made literate (learners having completed level III) so far.

To keep the achievement levels of the schemes high, NLM has to evolve constantly. Many new strategies have to be formulated and developed. These include extension of coverage, introduction of non-monetary incentive packages for volunteers, greater involvement of Panchayati institutions and a number of managerial improvements.

These innovations have helped NLM's special projects to overcome some very stubborn hurdles in the way to literacy.

Rural Functional Literacy Project

Launched in 1978 as the main centrally sponsored scheme under the National Adult Education Programme (NAEP), Rural Functional Literacy Project (RFLP) was to focus on non-literates. The strengths of RFLP were high participation of women and weaker sections, and production of good quality teaching and learning materials. However, reviews indicated that RFLP in its original form did not have the expected impact. It was also not cost effective. A revised RFLP was initiated to be implemented during the Eighth Five -Year plan in Jammu & Kashmir, Sikkim, the north-eastern states, border districts of Rajasthan and Dadra, Nagar & Haveli. Today the scheme caters to difficult terrain that hinders communication and mobility and where TLC can not be implemented.

Strengthening Administrative Structure

The scheme of Strengthening Administrative Structures was introduced in 1978-79 to create necessary supportive administrative structures at the State, Union Territory and district levels for implementing adult education programmes. This scheme of cent percent central

assistance is being implemented in 24 States. The scheme contributes to decentralisation efforts of NLM by helping to activate the State Literacy Mission Authorities (SLMAs).

Assistance to Voluntary Agencies

Voluntary Agencies are provided financial assistance for imparting literacy to adult illiterates in the age group 15-35 for establishment and running of TLC/PLC, publication of books/periodicals, provision of academic and technical resource support, organisation of workshops, seminar, conferences, study and evaluation etc.

Upto March 1997, 233 projects were sanctioned through Voluntary Agencies for making a total of about 25 lakh adults literate. At present 26 State Resource Centres are functioning in various States.

Scheme of Continuing Education for Neo-literates

After an evaluation of on-going efforts, a new scheme of Continuing Education for Neo-literates being implemented by Zilla Saksharata Samitis (ZSS) was introduced as a centrally sponsored scheme. The scheme seeks to set up Continuing Education Centres (CECs) and nodal CECs. CECs are set up in a cluster of 8 to 10 with one of them being designated as nodal CEC.

Upto 31st December, 1997 projects of Continuing Education under this scheme has been sanctioned in 49 districts spread over 8 States/UTs.

Shramik Vidhyapeeth

Shramik Vidhyapeeth represents an innovative institutional framework for offering non-formal adult and continuing education programme in urban and industrial areas. SVPs offer a variety of learning programmes specially designed to meet the needs as perceived by illiterates and semi-illiterate workers, or even prospective workers and their family members.

There are 58 SVPs functioning in the country. The Directorate of Adult Education extends technical resources and support services and

monitors the programme for further development and smooth functioning of SVPs in the country.

During 1996-97, SVPs conducted 11,663 programmes and benefited 4,86,556 persons out of whom 35.20 per cent were males and 64.80 per cent females. Higher priority was accorded to participation of females in the programmes. The participation of SC/ST learners was to the extent of 24.62 per cent.

Directorate of Adult Education

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 specific professional and administrative functions. The main activities of the Directorate this year were.

i) **Material Preparation**

Major activities of the Material preparation Unit during the period mentioned included organisation of National and Regional workshops, orientation courses for generating skills and expertise in material preparations

ii) **National Literacy Resource Centre**

While States have the State Resource Centres, a National Literacy Resource Centre, (NLRC) has been set up by NLM at the Lal Bahadur Shastri Academy of Administration, Mussorie. The most important activity of the NLRC is to organise training and orientation workshops for District Mission leaders and various district functionaries of Zilla Saksharta Samitis and Panchayati Raj Institutions.

In 1996-97, NLRC has organised training workshops for various functionaries of Uttar Pradesh, Rajasthan and Haryana. In addition, regional workshops for preparing training material have also been

organised at Chennai, Tamil Nadu and Dumka, Bihar. NLRC continues to build human resources for literacy promotion.

ii) Electronic Media Support

NLM has used electronic media widely and effectively for mass mobilisation. Concerted efforts to revitalise media support to activities of NLM were made this year. New initiatives were taken up to strengthen the 'media unit' and also to enhance the quality of NLM productions. Briefly, some of these were advertisements and programme slots on Doordarshan and through close circuit TVs in the stations, use of Radio and Print Media.

iv) Monitoring and Evaluation

The broad strategy of implementation of adult education programmes as conceived by the National Literacy Mission, emphasises the need for having an efficient monitoring and review system. From the last one year, the system of monitoring has been decentralised, which would ensure reliability as well as steady flow of information.

v) National Level Competitions

To create a favourable environment for literacy, motivational and mobilisation efforts were continued by involving artists, writers, students, teachers, photographers, etc., in literacy campaigns. As part of this exercise, national level competitions were organised on poster designing, essay writing and photography.

The 14th National Poster Competition had an overwhelming response from professional, amateur and student artists. A total of 2,322 entries were received.

The themes for the Fifth National Photo Competition were commensurate with the 50 years of India's Independence. For professional and amateur photographers, the theme was 'Spirit of Voluntarism in Literacy' and for student photographers the topic was 'The Student as Volunteer'.

Publication

A publication titled 'Spirit of Literacy', co-published by NLM and UNESCO, and was presented to the President of India, Shri K.R. Narayanan on the occasion of the International Literacy Day.

Every year the Directorate of Adult Education organises a national level poster and photography competition. A book containing the award winning entries was published this year. 'Swatantrata', a catalogue of the exhibition organised during the International Literacy Day celebration and 'Celebration's which documents the cultural programme of literacy artists drawn from the states, were produced by the DAE. To boost the awareness campaign, most award winning posters have been produced in large numbers for distribution.

Population Education

The Directorate of Adult Education has been implementing a special project 'Population Education in Adult Education Programme' from 1986. This is a fully funded UNFPA project. So far, two phases have been implemented and the second phase is coming to a close by the end of December 1997. The first phase of the project was devoted to institutionalising the population education in literacy programmes. In view of the large number of districts under total literacy campaigns, the second phase was devoted to integration of population-related issues in the materials used for the campaign. The third phase, which is to start from January 1998, will intensify the programme in post literacy campaign materials.

The Population Education Project is implemented through 15 State Resource centres located at Hyderabad, Patna(Deepayatan), Delhi, Ahmedabad, Chandigarh (Punjab), Mysore, Trivandram, Indore, Pune, Aurangabād, Bhubaneswar, Jaipur, Chennai, Lucknow and Calcutta. SRCs located at Shillong and Patna (ADRI) have been added in the year of reporting. Three more SRCs will be included in the third Phase, viz., Bhopal, Shimla and Assam. A number of monitoring and preparatory meetings and workshops were held at National and Regional levels.

8. BOOK PROMOTION

The salient activities under this head may be summarised as under:-

National Book Trust, India (NBT)

The National Book Trust, India (NBT) an autonomous organisation under the Department of Education, (Ministry of Human Resource Development), was established in 1957, to promote publication of books, to inculcate the habit of reading and fostering book mindedness among people.

NBT 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 under the Trusts 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.

National Book Promotion Council (NBPC)

The Department of Education has revived the erstwhile National Book Development Council (NBDC) in the name of National Book Promotion Council (NBPC) for a period of 3 years w.e.f. 18.12.1997. It is an advisory forum representing authors, publishing industry and book trade, librarians, etc.

Financial Assistance to the Voluntary Organisations under Scheme of Book Promotion Activities

Under this scheme, grants are given to voluntary organisations working in the field of book promotion for their annual conventions and organising seminars, training programmes etc.

Export and Import Policy for Books

Under the current import policy for books and publications for the period 1 April, 1997 to 31 March, 2002, announced by the Ministry of Commerce, all kinds of books, magazines, journals, etc. including children literature are freely importable without any restriction by any individual/organisation.

International Standard Book Numbering System

The International Standard Book Numbering (ISBN) System was introduced in India in 1985 under this Department in coordination with the International ISBN Agency, Berlin. This system aims at boosting the export of indigenous publications in the international market. Under it a distinct identifying number is assigned to each book. The System is very helpful to the libraries, research scholars and the Book Trade. It is playing an important role in modernisation of Book-Trade.

So far 3860 publishers and authors have benefitted by the System.

9. COPY RIGHT AND NEIGHBOURING RIGHTS

India has acceded to major international copyright conventions like the Berne Convention on Protection of Literary Works as well as a member of World Intellectual Property Organisations, which administers these treaties. Copyright and neighbouring rights in India are governed by the Copyright Act, 1957. The government has taken a number of steps for strict enforcement of the Copyright Act. It has also taken steps for creating general awareness about copyright matters as well as for development of study of intellectual property rights in the educational institutions. During the Ninth Five Year Plan the government proposes to launch new schemes in these areas. Brief description about existing and new schemes is given below:

International Copyright Union- India's contribution to WIPO

India is a member of the Berne Convention for the Protection of Literary and Artistic Works which enables the country to secure protection for its literary and artistic works internationally. This Convention is administered by World Intellectual Property Organisation (WIPO), Geneva, a specialised agency of the United Nations.

International Copyright Union Cultural Exchange Programme

This scheme is primarily meant for receiving trainees recommended by WIPO from developing countries for training in copyright matters and for meeting expenditure involved in the implementation of Cultural Exchange Programme.

Setting up Copyright Enforcement Cells at the State Headquarters

Enforcement of the Copyright Act and Rules falls under the purview of the State Police. In view of the specialised nature of the activity, a separate enforcement cell for copyright is required to be set up in every State Headquarters. So far 23 States/Union Territories have set up such cells, though these have not become really functional. It is now proposed to provide financial assistance to them, during the 9th Five Year Plan.

Scheme for Organising Seminars/Workshops on Copyright Matters.

Training of enforcement personnel as well as creation of public awareness about copyright related issues is vital for the success of enforcement of copyright. A central scheme for giving financial assistance for organising such seminars and training workshops is proposed to be included in the 9th Five Year Plan.

Financial Assistance for Research on Intellectual Property Rights

With a view to motivate universities/research organisations to take up research/study on Intellectual Property Rights, a scheme for providing financial assistance to such institutions is proposed in the 9th Five Year Plan.

Financial Assistance for Setting up of Collective Administration Societies for Copyright

While collective administration societies for copyright and neighbouring rights have been functioning in developed countries for quite long, the practice has not picked up much in India. The 1994 amendment

to the Copyright Act provides for establishment of such societies for different classes of work. The setting up of Copyright Societies for different categories of works is to be encouraged by providing financial and other assistance.

Copyright Office

The Copyright Office undertakes to register different classes of works like artistic works, literary, computer software, musical and cinematograph film. etc.

Copy Right Board

The Copyright Board hears cases regarding ratification of copyright registration, disputes in respect of assignment of copyright and granting of licenses.

10. PROMOTION OF LANGUAGES

Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and 18 other Indian languages listed in the VIII schedule of the Constitution including Sanskrit and Urdu on the one hand and English & other foreign languages on the other hand have received due attention. The organisations like Central Hindi Directorate(CHD), Commission for Scientific and Technical Terminology(CSTT), Central Institute of Indian Languages(CIIL) and Central Institute of English and Foreign Languages(CIEFL) help in the achievement of goals targetted for the development of languages.

During the 8th Plan period, schemes for promotion of Hindi as a link language were further strengthened. Financial assistance was provided to non-Hindi speaking States Andhra Pradesh, Orissa, Assam, Nagaland, Mizoram, Manipur for creation of a total of 1521 posts of Hindi teachers by them. About 160 voluntary organisations were given financial assistance annually for promotion of Hindi especially in non-Hindi speaking areas. About 54 manuscripts in Hindi were assisted for publication and a large number of Hindi books were purchased. 50 scholarships were given annually to foreign nationals for studying Hindi in India. Hindi books were supplied to Indian Missions/Embassies abroad.

Central Hindi Directorate has brought out 13 Hindi based bilingual and 30 other bilingual and trilingual dictionaries. Besides this, 174 institutions were provided financial assistance and 25 manuscripts were approved during the year 1996-97. Approximately 3.35 lakh persons have benefitted under the programme of teaching.

Commission for Scientific and Technical Terminology (CSTT)

CSTT has evolved technical terms pertaining to a variety of subjects in the form of comprehensive glossaries. As many as 35 comprehensive glossaries/subject-wise glossaries have been published so far. All these contain Hindi equivalents of about 5.5 lakh terms of different disciplines e.g. basic sciences, humanities, social sciences, engineering, medicine and agriculture. A computer based National Terminology Bank has been established. So far 4.2 lakh technical terms have been keyed-in the database; computerisation of 0.8 lakh terms is in progress.

Kendriya Hindi Shikshan Mandal, Agra

Kendriya Hindi Shikshan Mandal, Agra continued extension programmes for Hindi teachers in tribal areas and conducted training courses for them. It has also developed text books and infrastructural materials for teaching Hindi in Non-Hindi speaking areas. The Sansthan has organised 18 different regular teaching training programmes for the students of India and abroad, under which 1008 students have been trained. During the year 1997-98, 13 Hindi Sevi Scholars were awarded.

Central Institute of Indian Languages (CIIL)

Central Institute of Indian Languages in Mysore assisted 40 NGOs annually for the development and promotion of Modern Indian Languages besides continuing its regular programmes. It assisted in publication of 23 manuscripts in Modern Indian Languages. During 1993-94, a Centrally Sponsored Scheme of Appointment and Training of Modern Indian Language teachers other than Hindi was launched for enabling the implementation of three languages formula.

National Council for Promotion of Urdu

National Council for Promotion of Urdu (formerly known as Bureau for Promotion of Urdu) assisted 48 voluntary organisations and academic institutions for running of Calligraphy Training Centres and for undertaking various activities for promotion of Urdu language. Academic literature was also prepared and made available to Urdu speaking people of the country. During 1993-94, the Scheme of Modernisation of Madararas was introduced to provide assistance to Madararas to introduce Science, Mathematics, Social Science, Hindi and English as part of their curriculum. National Council for Promotion of Sindhi Language was established in 1994 to help in the development, promotion and propagation of Sindhi language.

The Central Institute of English & Foreign Languages (CIEFL)

The Central Institute of English & Foreign Languages (CIEFL) has provided financial assistance to eleven States and Regional Institutes of English. 30 District centres for English were sanctioned in different States/UTs and about 4015 teachers received training at these centres. 25 NGOs were assisted every year for promotion and development of English language. 21 manuscripts in English language were published and 75 books were purchased.

Development of Sanskrit Education

The Government of India has formulated various schemes for the development of Sanskrit Education which are being implemented through the following Organisations/Schemes :-

Rashtriya Sanskrit Sansthan :

Rashtriya Sanskrit Sansthan is the nodal agency for the propagation, promotion and development of Sanskrit education in the country. During the year 1996-97, two new Adarsh Sanskrit Mahavidyalayas at West Bengal were recognised. A new Kendriya Sanskrit Vidyapeetha at Garli, Himachal Pradesh and Adarsh Sanskrit Mahavidyalaya at Bihar has been established during 1997-98. The 10th World Sanskrit Conference was organised at Bangalore in January, 1997. Headquarters building of Sansthan and building of Kendriya Sanskrit Vidyapeetha at Guruvayoor, Kerala has been completed. Financial assistance was provided to 118 new Voluntary Sanskrit Organisations, raising the total number of such institutions to 645.

Maharishi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

The Pratishthan was set up for undertaking various activities including support to Traditional Vedic Institutions and Scholars, providing scholarships and fellowships for promotion of Vedic Studies and research. Grants were released to 27 Ved Pathshalas and to 34 units for honorarium to teachers and stipend to students of Oral Tradition of Vedic Recitation. Seminars on Vedas were conducted and two books relating to Vedic literature were published.

Central Plan Scheme of Development of Sanskrit Education:

The Ministry implements this scheme in collaboration with the State Governments. Grants are given on 100% basis for the activities. Last year, a total grant of Rs.144.79 lakh was given to about 2800 students of High/Higher Secondary Schools for Scholarships, salary to 40 Sanskrit Teachers and 120 teachers of modern subjects.

Deemed University

Sri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha started diploma, Vedic and refresher courses during the last year. Two degrees namely Vidya Varidhi (Ph.D.) and Manad Upaadhi (Honorary D.Litt.) were also given by the Vidyapeetha. Rashtriya Sanskrit Vidyapeetha, Tirupati has upgraded the Deptt. of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer centre has been established and publication activities have been speeded up.

Modernisation of Madarasa Education

Grant of Rs. 241.15 lakh was provided to 810 Madarasas of 12 States during 1996-97 for Modernisation of Madarasa Education.

11. SCHOLARSHIPS

The Department administers 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/ organisations.

The following scholarship schemes/ programmes have been implemented by the Department of Education:

- (i) National Scholarship Scheme for post-matric studies on merit-cum-mean basis;
- (ii) Scheme of National scholarship at Secondary Stage for talented children from rural areas;
- (iii) Scholarships to students from Non-Hindi speaking States for post- Matric studies in Hindi;
- (iv) Commonwealth Scholarship/ Fellowship plan offered by the Government of U.K. Canada etc.;
- (v) Scholarships/ Fellowships offered by the Foreign Governments under Cultural Exchange/ Bilateral/ multilateral programmes; and
- (vi) British Council Visitorship Programme.

12. PLANNING AND MONITORING

National Policy on Education (NPE)

National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 continued to be implemented with vigour. The State Governments and Union Territory Administrations were advised to frame their own POAs to suit the local needs for implementation of the Policy. The States of Andhra Pradesh, Haryana, Kerala, Maharashtra, Meghalaya, Tamil Nadu, Tripura and UT of Chandigarh and Lakshadweep have formulated their own POAs. The POA processed by Arunachal Pradesh and Mizoram have completed its draft stage. Besides, Gujarat, Orissa, Punjab, Uttar Pradesh and West Bengal have prepared State POAs in specified sectors like Elementary Education, School Education, Higher and Technical Education. The others have either adopted the Central POA pattern or are in the process of framing their own POA.

As per the provisions of NPE 1986 and Programme of Action 1986, a review was undertaken during 1990-92 and the updated NPE and POA 1992 were laid on the table of the Parliament in 1992. The Ministry is in constant touch with the implementing agencies viz., State Governments, UT Administrations and other concerned Ministries / Departments, besides, NCERT, NIEPA, UGC, AICTE, NVS, etc., to furnish Action Taken Reports as the review is now due.

Indian Education on Internet

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, worldwide Website 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 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.

CD-ROM

The Department of Education is among the first Departments of Government of India to prepare a CD-ROM wherein various Departmental publications / reports containing Education Policy, Planning and other important materials published over the last fifty years has been incorporated. This is an example where modern technology has been harnessed as an aid to educational development. The CD-ROM, inter-alia, contains valuable information on the development of Education including the proceedings of CIBE over the last sixty years, documents like Resolution on National Policy on Education, 1968, National Policy on Education, NPE, 1986 as updated in 1992 and its supporting Programme of Action (POA), 1992. The CD-ROM is expected to be a valuable input to education planners, students, teachers, educationists and researchers. The CD-ROM was formally released by the Minister of Human Resource Development on 18th August, 1997.

50 years of Indian Education

On the eve of the celebration of the Golden Jubilee of India's Independence, the Ministry has brought out a booklet titled "Spreading the light of Education" containing a brief review of 50 years of Indian Education alongwith a brief history of the Department of Education,

important statistical data indicating comparative figures under different sectors. It also contains a calendar of activities to be undertaken during the Golden Jubilee Celebration Year by some of the major organisations under this Department.

National Institute of Educational Planning and Administration (NIEPA)

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body under the Government of India which functions as the national apex institution in the field of educational planning and administration. The institute's main areas of activity include training of educational planners and administrators, research, diffusion of innovations and consultancy services. The institute undertakes activities in respect of training of educational planners and administrators, research, diffusion of innovations and consultancy services. It organises a large number of seminars, workshops and training programmes 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.

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

The Scheme of Studies, Seminars, Evaluation etc. for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and organisation 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.

Statistical Unit

Statistical Unit being responsible for collection, scrutiny, compilation, analysis and dissemination of educational statistics, steps were taken for qualitative and timely collection of compilation and publication of educational statistics. During 1997-98, seven publications were brought out. Statistical input were provided for the release of CD-ROM project of the Department on the occasion of Golden Jubilee of the Country's Independence.

13. EQUALISATION OF EDUCATIONAL OPPORTUNITIES AND EDUCATIONAL DEVELOPMENT FOR SCs/STs AND MINORITIES

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 equalisation of educational opportunities by attending to the specific needs of those who have been denied equality, particularly Scheduled Castes, Scheduled Tribes and Educationally Backward Minorities. The following special provisions for SCs and STs have been incorporated in various schemes of the Department.

In order to enhance the access to primary education for SC/ST children, the norm for opening of primary schools, has been relaxed to have a primary school within one kilometer walking distance from habitations of 200 population instead of habitations for 300 population.

All State Governments have abolished tuition fees in Government schools at least upto 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 attendant costs of education, such as for textbooks, uniforms, school bags, transport, etc.

The Schemes like National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme, Operation Blackboard and Non-Formal Education have been launched with a view to boosting the Universalisation of Elementary Education with a special focus on SCs and STs. The District Primary Education Programme, which primarily aims at covering low female literacy districts also gives priority to SCs and STs for the main reason that the areas having concentration of SCs and STs are also the areas having low female literacy. Similarly Non-Formal Education addresses itself to the children, who cannot attend full-time schools due to socio-economic impediments predominantly belonging to SC/STs.

Navodaya Vidyalayas provide reservation of seats in favour of children belonging to SCs and STs.

According to the existing instructions, adequate reservation is provided to students belonging to Scheduled Castes and Scheduled Tribes in Universities & colleges apart from relaxation in the minimum qualifying cut off stages for those belonging to SC/ST categories.

University Grants Commission have established SC/ST Cells in 98 Universities including Central Universities with a view to ensuring proper implementation of reservation policy both in respect of admissions as well as recruitments of teaching and non-teaching staff. Reservation is also being provided in allotment of hostels and staff quarters etc.

For upliftment of enrolment of Scheduled Castes and Scheduled Tribes, the University Grants Commission has started Remedial Coaching Scheme for SC/ST students in universities and colleges since 1994-95 in order to ensure availability of adequate number of suitable candidates.

Reservation is also provided to SC/ST students in admission to Technical Institutions alongwith relaxed norms, remedial coaching etc.

Under the scheme of National Scholarship at Secondary stage for talented children from rural areas with the objective of achieving grater equalisation of educational opportunities and to provide financial assistance for the development of potential talents from rural areas, 13,000 scholarships are provided to SC/ST students out of 43,000 scholarships annually.

Exclusive Junior Research Fellowships (50 annually), Scholarships (25), Research Associateships (20), Fellowships (50), etc. are awarded by University Grants Commission.

The Central Institute of Indian Language (CIIL), Mysore prepares textbooks, primers, grammar books, 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. The CIIL through its programme has worked in 75 tribal and border languages and has prepared different kinds of linguistic materials like grammars, phonetic reader, primers etc.

Separate training programmes are being organised by NIEPA since 1985 for Heads of Ashram Schools and the distric level officers dealing with the development of Scheduled Castes/Schedulel Tribes.

For giving a thrust to the programme 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

The National Policy on Education, 1986, as updated in 1992, envisages paying greater attention to the education of the educationally backward minorities in the interest 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. The scheme of Area Intensive Programme for Educationally Backward Minorities is one such scheme which was launched in the year 1993-94. The details of implementation of the scheme from the date of its inception to till date are as follows:

Area Intensive Programme for Educationally Backward Minorities

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 :

- * Establishment of new primary/upper primary schools and residential higher secondary schools for girls.
- * Strengthening of educational infrastructure and physical facilities in existing schools.

- * Opening of multi-stream residential Higher Secondary Schools for Girls where science, commerce, humanities and vocational courses are taught.

The scheme covers 331 blocks of concentration of educationally backward minorities in 93 districts spread over 13 States and 3 UTs.

Since the inception of the scheme (1993-94), grants have been given for opening/construction of buildings for new primary schools, secondary schools (628), residential higher secondary schools(6), construction of classrooms (588), toilets and urinal facilities in 63 schools, construction of hostels (8), NFE centres (50), provision of teaching-learning material for 638 primary and upper primary schools and upgradation of schools from primary to upper primary and upper primary to high schools (24).

14. INTERNATIONAL CO-OPERATION

The Indian National Commission for Co-operation 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 Programmes and review of Education for All initiative at the international level. The Indian National Commission for UNESCO also continues to provide effective intellectual inputs in UNESCO's regional programmes.

The Department of Education hosted 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 viz. UNESCO, UNICEF and UNFPA also participated as co-sponsors. As a follow-up of the EFA Summit, a Review Meeting on Education for All was held in Islamabad, Pakistan from 14-18 September, 1997. Shri S.R. Bommai, Minister of Human resource development led a 4- member Indian delegation. The Ministers' meeting meant to be a forum where each respective country was expected to give a concise account of the EFA - related initiatives that have been taken since the New Delhi Summit, including the main achievements and difficulties encountered.

India has had the privilege of having been elected as a Member of the Executive Board of UNESCO since the establishment of the Organisation in 1946. The Board generally meets twice a year. The 151st Session of the Executive Board was held from 26th May to 11th June, 1997; the 152nd Session from 30th September to 17th October, 1997 and 153rd Session on 13th November, 1997. Ambassador/PRI to UNESCO in

Paris attended the first two Sessions. The Board discussed, inter-alia, the implementation of the decisions adopted by the General Conference and also took note of the reports submitted by UNESCO and deliberated upon various other important matters falling within the competence of UNESCO.

The 24th Session of the Indian National Commission for Co-operation with UNESCO was held on 29th July, 1997 in New Delhi under the chairmanship of the Minister of Human resource development. The Session was attended by Shri R.N. Mirdha,, Member, executive Board of UNESCO, experts from the field of UNESCO's competence and senior officials of the Government of India.

The main objective of the Session was to deliberate upon the issues likely to be taken up by the Indian delegation to the 29th Session of the General Conference of UNESCO.

After detailed discussions, the Commission approved the recommendations of the five Sub-Commissions in the fields of education, culture, communication, natural science and social science for deciding upon India's strategy for participation in the 29th Session as also for proposing amendments to the Draft Programme & Budget of UNESCO (1998-1999). These amendments were finally projected at the 29th session of the General Conference of UNESCO.

Measures were taken to strengthen External Academic relations by close monitoring of the implementation of the educational component of bilateral cultural exchange programmes and other collaborative arrangements. Minister level delegation from the Republic of Chad visited India in September, 1997.

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