ANNUAL REPORT
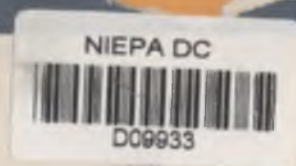# 1997-98

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

ANNUAL REPORT
1997-98

MINISTRY OF
HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION

Government of India
1998
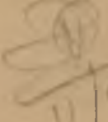
Abbreviations

ACCU	Asia-Pacific Cultural Centre for UNESCO
AE	Adult Education
AEC	Adult Education Centre
AICTE	All India Council for Technical Education
AIIS	American Institute of Indian Studies
APEID	Asia-Pacific Programme for Educational Innovation for Development
ASC	Academic Staff College
ASCI	Administrative Staff College of India
AVRC	Audio Visual Research Centre
BEP	Bihar Education Project
BITS	Birla Institute of Technology and Science
BLRC	Block Level Resource Centres
BOAT	Board of Apprenticeship Training
BPU	Bureau for Promotion of Urdu
BRAOU	Dr. B. R. Ambedkar Open University
CABE	Central Advisory Board of Education
CBR	Community Based Rehabilitation
CBSE	Central Board of Secondary Education
CCRT	Centre for Cultural Resources and Taining
CCE	Continuous Comprehensive Evaluation
CDC	Curriculum Development Centre
CDPO	Community Development Project Officer
CE	Continuing Education
CEO	Chief Education Offier
CEP	Cultural Exchange Programme
CHD	Central Hindi Directorate
CIEFL	Central Institute of English and Foreign Languages
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CIVE	Central Institute of Vocational Education
CLASS	Computer Literacy and Studies in Schools
COBSE	Council of Boards of Secondary Education
COSIST	Scheme of Strengthening of Infrastructural Facilities in Science and Technology
CSTT	Commission for Scientific and Technological Terminology
CTE	College of Teacher Education
CTV	Colour Television Set
DAE	Directorate of Adult Education
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
DRC	District Rehabilitation Centre
DRDA	District Rural Development Agency
DRU	District Resource Unit
DWACRA	Development of Women and Children in Rural Areas
EAR	External Academic Relations
EB	Educationally Backward
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EEO	Education Extension Officer
EFA	Education For All
ELTI	English Language Teaching Institute
EMRC	Educational Media Research Centre
EP	Equivalency Programme
FG	Final Grant
GER	Gross Enrolment Ratio

GVE	Generic Vocational Course		NCC	National Cadet Corps
IAMR	Institute of Applied Manpower Research		NCERT	National Council of Educational Research and Training
IASE	Institute of Advanced Study in Education		NCHE	National Council of Higher Education
IBE	International Bureau of Education		NCPUL	National Council for Promotion of Urdu Language
ICDS	Integrated Child Development Scheme		NCPSL	National Council for Promotion of Sindhi Language
ICHR	Indian Council of Historical Research		NCRI	National Council of Rural Institutes
ICMR	Indian Council of Medical Research		NCTE	National Council for Teacher Education
ICSSR	Indian Council of Social Science Research		NFE	Non-Formal Education
IEDC	Integrated Education for Disabled Children		NGO	Non-Governmental Organisation
			NIEPA	National Institute of Educational Planning and Administration
IDS	Institute of Development Studies		NLM	National Literacy Mission
IETE	Institute of Electronics and Telecommunication Engineers		NLMA	National Literacy Mission Authority
IGNOU	Indira Grandhi National Open University		NOS	National Open School
			NPE	National Policy on Education
IGP	Income Generating Programme		OB	Operation Blackboard
IIM	Indian Institute of Management		PMOST	Programme of Mass Orientation of School Teachers
IIT	Indian Institute of Technology			
ILO	International Labour Organisation		POA	Programme of Action
INC	Indian National Commission for Co-operation with UNESCO		R & D	Research and Development
			REC	Regional Engineering College
ITI	Industrial Training Institutes		RPLP	Rural Functional Literacy Project
JCVE	Joint Council of Vocational Education		RIE	Regional Institute of Education
			RPF	Revised Policy Formulations
JRF	Junior Research Fellowship		RRC	Regional Resource Centre
JRY	Jawahar Rozgar Yojna		RSKB	Rajasthan Shiksha Karmi Board
JSN	Jana Shikshan Nilayam		SAP	Special Assistance Programme
KHS	Kendriya Hindi Sansthan		SCERT	State Council of Educational Research and Training
KHSM	Kendriya Hindi Shikshan Mandal			
KOU	Kota Open University		SCHE	State Council of Higher Education
LJP	Lok Jumbish Project		SCVE	State Council of Vocational Education
MHRD	Ministry of Human Resource Development			
			SDAE	State Directorate of Adult Education
MIL	Modern Indian Languages		SH	Speech Handicap
MIS	Management Information System		SICI	Shastri Indo-Canadian Institute
MLL	Minimum Level of Learning		SIET	State Institute of Educational Technology
MOU	Memorandum of Understanding			
MS	Mahila Samakhya		SIDA	Swedish International Development Agency
MSK	Mahila Shikshan Kendra			
NAB	National Accreditation Board		SKP	Shiksha Karmi Project
NBB	National Bal Bhawan		SLMA	State Literacy Mission Authority
NCAER	National Council of Applied Economic Research		SOPT	Special Orienation Programme for Primary Teachers

SRC	State Resource Centre	UNESCO	United Nations Educational, Scientific and Cultural Organisation
STEI	Secondary Teacher Education Institute	UNFPA	United Nations Population Fund
TC	Teachers Centre	UNICEF	United Nations Children's Fund
TLC	Total Literacy Campaign	USEFI	United States Educational Foundation in India
TTTIs	Technical Teacher Training Institutes	UT	Union Territory
UEE	Universalisation of Elementary Education	VEC	Village Education Committee
UGC	University Grants Commission	VH	Visual Handicap
UNDP	United Nations Development Programme	VRC	Vocational Rehabilitation Centre
		ZSS	Zilla Saksharta Samiti

Contents

of Historical Research – Indian Council of Social Science Research – National Council of Rural Institutes – Dr Zakir Husain Memorial College Trust – Association of Indian Universities – Scheme of Financial Assistance to Institutions of Higher Learning – International Cooperation – United States Educational Foundation in India – American Institute of indian Studies – Shastri Indo-Canadian Institute

1
Overview

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.
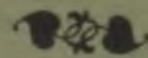
1
Overview

Introduction

India inherited an educational system quantitatively small and characterised by acute gender and regional disparities with structural imbalances. After Independence the need for a literate population and universal education for children up to 14 years of age was recognised as a crucial input for nation building; and fostering democratic institutions. This led to special provisions in the Constitution along with focus in the successive Five Year Plans. This has resulted in exponential growth of educational institutions and infrastructure but the goal of Universalisation of Elementary Education (UEE) continued to be elusive.

Educational development is a participatory process. Education was incorporated in the Concurrent List to facilitate evolution of all-India policies in the field of education. The concept of concurrency implies a meaningful partnership between the Union Government and the States. While the role and responsibility of States to provide education continues to remain essentially unchanged, the Union Government has assumed a larger responsibility to reinforce the national and integrated character of education, to look after the international aspects of Education, Culture and Human Resource Development; and, in general, to promote excellence in all sectors of education throughout the country.

The National Policy on Education (NPE), 1986 is a landmark in the history of Indian education. The NPE conceives education as a dynamic, cumulative, life long process, providing diversity of learning opportunities to all segments of society. It envisages improvement and expansion of education in all sectors; elimination of disparities in access and stresses on improvement in the quality and relevance of basic education. The NPE accords unqualified priority to Universalisation of Elementary Education(UEE).

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 paras 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

UEE has been accepted as a national goal. Universal access, universal retention and universal achievements are broad parameters to achieve UEE. Besides, a number of national priority schemes and social mobilisation programmes have been taken up in the form of Operation Blackboard (OB), Non-formal Education (NFE), Teacher Education (TE), District Primary Education Programme (DPEP) and other externally aided projects. Nutritional Support to Primary Education is a recent

initiative. Besides, special focus has been laid on the access to education of millions of girls and working children, who because of socio-economic compulsions cannot participate in the school system. These segments largely constitute SCs/STs and the other deprived sections of society.

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 had been acting as major demotivating factors for enrolment and retention in primary schools. The physical targets set under the Eighth Five Year Plan were achieved with remarkable success.

It has been established that the school may not reach all children and that a large and systematic programme of Non-Formal Education (NFE) has to be an integral component of the strategy to achieve UEE. NFE as envisaged by the NPE,1986 and its POA, would have enough flexibility to enable the learners to learn at their own pace and at the same time would have quality comparable with formal education. Special emphasis has also been laid on Teacher Education (TE) to improve professional competencies.

To boost enrolment, attendance and retention in Primary Education and also to supplement nutritional requirements of children, the national programme of Nutritional Support to Primary Education (NSPE) was launched on 15 August 1995. The programme has been extended to cover all the children studying in primary classes in the government, local body and government aided schools in all the 5451 blocks under 510 districts of the country including urban areas. Total benefici-

aries are estimated to be 9.10 crores in nearly 6.41 lakh primary schools in the country during the period under report.

DPEP provides special thrust to achieve Universalisation of Primary Education (UPE) through decentralised planning and management, disaggregated target setting, community mobilisation and district and population specific planning. The programme which was initially launched in 1994 in 42 districts of 7 States has now been extended to cover 149 districts of 14 States, viz. Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh and Bihar.

Some area-specific externally aided projects in the field of primary education were also launched. Shiksha Karmi Project (SKP) aims at Universalisation and qualitative improvement of primary education in remote and socio-economic backward villages of Rajasthan with focus on girls. It also identifies Teacher Absenteeism. Lok Jumbish is an innovative people's movement on Education for All being implemented in Rajasthan. Bihar Education Project (BEP) is a basic education project which aims at bringing out qualitative improvement in the educational system and overall socio-cultural situation in Bihar.

Although special programmes have been taken up to improve upon specific deficiencies in the educational system, no strategies can succeed in achieving UEE without specifically addressing its gender and regional dimensions. Gender disparities are conspicuous in India. Recognising this gender bias, most programmes have specific components for ameliorating the condition of the girl child.

Secondary Education

The Revised Policy Formulations envisage planned expansion of Secondary Education facilities all over the country. They call for higher participation of girls, SCs and STs particularly in Science, Vocational and Commerce streams. It is also envisaged that computer literacy is provided in as many institutions as possible at secondary stage so that children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of work ethos and the values of humane and composite culture are brought about. Vocationalisation at secondary stage is intended to provide valuable manpower for economic growth.

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

Secondary Education is being strengthened through various schemes, focussing on improvement of Science Education, Environment 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 Secondary Education has been taken up with the objectives of (i) enhancing individual employability; (ii) reducing mismatch between demand and supply of skilled manpower; (iii) providing an alternative to those pursuing higher education without any aim or purpose. The programme is being implemented in all the States/UTs (except Lakshadweep). 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 and Commerce, Engineering and Technology, Health and Para-Medical Services, Home Science Services and others. Currently the focus is on consolidation and qualitative improvement of the programme.

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 of a nation-wide programme of school improvement.

The National Open School has been providing 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 of those who find it difficult to attend full time school and the working people, who could not complete secondary stage. The technological advancement has increased its potential substantially.

The Central Board of Secondary Education (CBSE) has been vested with autonomy to improve the quality of Secondary Education. It grants affiliation to educational institutions and has taken a number of steps to improve the standard of Secondary Education.

Apart from access, the key issues addressed are quality, modernisation and diversification of standards about minimum facilities such as classroom, libraries and laboratories.

The NCERT has taken up various experimental and innovative programmes to diversify and make qualitative improvement in various sectors of Secondary Education and reducing the burden of school bag.

Higher Education

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

The NPE visualises Higher Education to be dynamic and of high quality in the context of unprecedented explosion of knowledge. It contributes substantially to the national development through dissemination of specialised knowledge and skills. With a view to ensure all round improvement in the academic standard of Higher Education the main emphasis has been on the consolidation of and expansion of facilities in, the existing institutions. Development of autonomous colleges and Departments along with overall improvement in efficiency are the main strategies.

The University Grants Commission (UGC) is an apex body in the field of Higher Education responsible for coordination, determination and maintenance of standards. The Commission takes necessary measures for the improvement of University education. Some of the major thrust areas have continued to be Human Resource Development, Environment Education, Vocationalisation at the first degree level, Orientation of Teachers and Distance Education.

The 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 National 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. It has made it possible to all those who seek to acquire knowledge to have access to Higher Education with diversities relevant to their individual needs.

The 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 Advanced 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

Technical Education has made significant contribution to India's economic development. India has a large infrastructure of technical institutions all over the country which are comparable to the best in the world.

The Indian Institutes of Technology (IITs) are premier centres of education and training in engineering and applied sciences at under-graduate 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 centre of research in basic and engineering sciences and allied fields. Excellence and creativity in research and development and learning programmes have characterised academic activity of the Institute. The Institute has also set up Super Computer with an Internet Hook-up.

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

Priority is being given to bring industrial commercial system and institutions closer. Technology missions in seven identified generic areas of strategic significance have been set up on the basis of their relevance to the Indian economy through IITs and IISc. These missions have earned wide acceptance and confidence among industries for development and know-how transfer of various technologies / products by them and as such a unique example of industry-institute partnership has been established.

Adult Education

The National Literacy Mission represents a national and political commitment on the need to harness all social forces to achieve the objective of effecting a qualitative change in the lives of the people. It has made it possible for the country to set a target 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. The Literacy Campaigns are area specific, time-bound, delivered through voluntarism, cost effective and outcome-oriented.

After completion of the TLC, Post Literacy Campaign (PLC) is launched to mop up the leftover illiterates and also to consolidate the gains accrued during TLC. This enables the neo-literates to develop abilities for self-learning. A total of 442 districts have been covered by TLCs — the main strategy adopted by NLM to eradicate illiteracy. Of these, 230 districts have been covered by Post Literacy Campaign (PLC).

The National Literacy Mission (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 and quality of life.

The basic idea behind the multi-dimensional or polyvalent education approach to the education of urban working community in Shramik Vidyapeeth is to meet the various inter-related needs

of target groups with specifically tailored programmes. This provides knowledge and imparts skills simultaneously and in an integrated manner.

Women's Education

The NPE sees education as an instrument to bring about 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. The 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. The programme is spread over 5000 villages of seven states.

Languages

Languages are the most important medium of communication and education; and also contribute significantly in national integration. Development of languages occupies an important place in the National Policy on Education. Hindi and other 17 Indian languages listed in the Eighth 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 has been fulfilling this constitutional responsibility through its subordinate offices and autonomous organisations, which are engaged in the promotion and development of languages.

Kendriya Hindi Sansthan, Agra, Central Institute of Indian Languages, Mysore, National Council for Promotion of Urdu and National Council for Promotion of Sindhi Language, Rashtriya Sanskrit Sansthan are engaged in catering to the diverse requirements of development of 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 the unique privilege of having been elected as a Member of the Executive Board of UNESCO since the establishment of UNESCO 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 collaboratory arrangements.

Monitoring and Evaluation

The National Policy on Education, 1986 provides that parameters of the Policy must be reviewed every five years. Ap-

praisals at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time. A review was undertaken during 1990-92 and the updated National Policy on Education and Programme of Action, 1992 were laid on the table of 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. Various Central as well as Centrally sponsored schemes have inbuilt provisions of Monitoring and Evaluation. In some cases, external evaluations have also been undertaken by expert agencies.

It has been proposed to set up a system of concurrent monitoring and evaluation of the scheme of Operation Blackboard through external agencies. This is expected to provide feedback on further strengthening of the scheme.

Under the scheme of Teacher Education it has been decided to undertake an assessment of the technical and infrastructural capacity of DIETs with assistance from UNICEF with a view to critically assessing the adequacy and quality of various training resource functions being carried out by DIETs and to recommend immediate and long term actions aiming towards strengthening of capacity of DIETs and thereby enabling them to discharge their critical functions as nodal district level training institutions and a vital link in achieving the national goal of Universalisation of Elementary Education.

The first in-depth review of District Primary Education Programme was conducted between 26 September 1997 and 16 October 1997 through a Mission comprising representatives from World Bank, the European Community, Overseas Development Agency (UK), UNICEF, the Netherlands and the Government of India. The Mission has generally commended the progress of programme implementation and has observed that the impact of DPEP on the entire Primary Education system is evidenced. There has been significant increase in enrolment in the DPEP districts as compared to non-DPEP districts, gender and social inequities have been substantially reduced and preliminary signs of increased learning achievements are in evidence.

A Computerised Management Information System has been developed for Vocational Education to obtain necessary information on different aspects of the programme. With a view to evaluate the performance of the Vocational Education programme, four external agencies / institutions were entrusted the work of conducting a region-wise evaluation.

The NLM has a system of concurrent evaluation by which each literacy campaign district is subject to external evaluation by the end of the Project. The NLM has identified agencies capable of undertaking external evaluation. Workshops are organised to orient the empanelled Voluntary Agencies. The State/ UT Directorates of Adult/Mass Education and State/ Regional Resource Centres are developing methodologies to conduct external evaluation.

Efforts have been made to provide substantive funding for strengthening the programme of modernisation and removal of obsolescence in order to upgrade the infrastructural facilities and thereby improving the overall quality of technical education all over.

2
Administration

The Department of Education, one of the four Constituent Departments of the MHRD, is under the overall charge of the Minister for Human Resource Development. The Secretariat of the Department is headed by the Secretary, who is assisted by an Additional Secretary. The Department is organised into Bureaux, Divisions, Branches, Desks, Sections and Units.
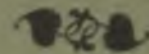
Education Secretary inaugurating the Information Facilitation Centre on 30 June 1997

2

Administration

Organisational Structure

The Department of Education, one of the four Constituent Departments 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, who is assisted by an Additional Secretary. The Department is organised into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser assisted by Divisional Heads. The set-up of the Department is shown in the organisational chart appended to this report.

Subordinate Offices/Autonomous Organisations

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

The subordinate offices are:

☐ The Directorate of Adult Education (DAE), New Delhi

☐ The Central Hindi Directorate (CHD), New Delhi

☐ The Commission for Scientific and Technical Terminology (CSTT), New Delhi

☐ The Central Institute of Indian Languages (CIIL), Mysore

☐ Shramik Vidyapeeth, New Delhi

The important autonomous organisations are:

☐ The National Council of Educational Research and Training (NCERT), New Delhi, a national level resource institution in the School Education sector.

☐ The National Institute of Educational Planning and Administration (NIEPA), New Delhi, a national level resource institution, specialising in educational planning and administration.

☐ The University Grants Commission (UGC), New Delhi, a national level organisation responsible for coordination and maintenance of standards in the area of higher education.

☐ The All India Council for Technical Education (AICTE), New Delhi, is responsible for coordination and maintenance of standards in the area of technical education.

☐ The National Council for Teacher Education (NCTE), New Delhi is responsible for maintenance of standards and for development of teacher education.

☐ The National Council for Promotion of Urdu Language, New Delhi.

☐ The National Council for Promotion of Sindhi Language, Vadodara.

☐ Rashtriya Sanskrit Sansthan, New Delhi

· Important organisations/institutions in various sectors of education are given below.

Elementary Education

☐ National Bal Bhavan, New Delhi has been contributing towards promotion

of creative activity among children in the age-group 5-16 years.

School Education

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

Higher Education and Research

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

Central Universities

- Aligarh Muslim University, Aligarh
- Banaras Hindu University, Varanasi
- University of Delhi, Delhi
- University of Hyderabad, Hyderabad
- Jamia Millia Islamia, New Delhi
- Jawaharlal Nehru University, New Delhi
- North Eastern Hill University, Shillong
- Pondicherry University, Pondicherry
- Visva Bharati, Santiniketan

- Nagaland University, Kohima
- Tezpur University, Tezpur
- Assam University, Silchar
- Indira Gandhi National Open University, New Delhi
- Babasaheb Bhimrao Ambedkar University, Lucknow
- Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha
- Maulana Azad National Urdu University, Hyderabad

Technical Education

- Indian Institute of Science, Bangalore
- Indian School of Mines, Dhanbad
- National Institute of Training in Industrial Engineering, Mumbai
- National Institute of Foundry and Forge Technology, Ranchi
- School of Planning and Architecture, New Delhi
- Administrative Staff College of India, Hyderabad
- Indian Institutes of Management (IIMs) at Ahmedabad, Bangalore, Calcutta, Lucknow, Calicut and Indore
- Indian Institutes of Technology (IITs) at Mumbai, Delhi, Guwahati, Kanpur, Kharagpur and Chennai
- Regional Engineering Colleges (RECs) (17 in number)
- Indian Institute of Information Technology and Management (IIITM), Gwalior

Adult Education

- The National Institute of Adult Education (NIAE), New Delhi

Languages

- The Kendriya Hindi Shikshan Mandal, Agra, which propagates Hindi in India and abroad
- Central Institute of Indian Languages, Mysore

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- Central Institute of English and Foreign Languages, Hyderabad
- The Rashtriya Sanskrit Sansthan, New Delhi, is engaged in teaching and research in Sanskrit
- Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain

Book Promotion

- The National Book Trust, New Delhi

Functions

Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union Government and the States. The National Policy on Education (NPE), 1986 clearly defines the roles of Union Government and the States.

The role and responsibility of the States in regard to education remains essentially unchanged, the Union Government has assumed a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of Education, Culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country.

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

Progressive Use of Hindi

The Department of Education has been implementing Official Language Policy of the Union Government and the Official Languages Act enacted thereunder. An Official Language Implementation Committee set up under the chairmanship of the Joint Secretary (Hindi) goes into the various aspects in the implementation of the Official Languages Act, 1963 in the Department and various offices and autonomous bodies under it. As a result thereof, all notifications, resolutions, general orders, circulars, memoranda, etc, are bilingually issued. All name plates, notice boards, rubber stamps, seals, and letter heads are prepared both in Hindi and English. Letters received in Hindi are replied in Hindi. The Performance Budget, Annual Administrative Report of the Department are brought out both in Hindi and English. The Department of Education along with other 30 organisations under it have been notified by the Department of Official Language in the Official Gazette that the staff have acquired working knowledge of Hindi. A number of Sections of the Department have been specified for having requisite competence to work exclusively in Hindi. The officers in the Department who do not possess working knowledge of Hindi are nominated for training to the Prabodh, Praveen and Pragya classes to promote efficiency in Hindi. Similarly, training in Hindi typing and Hindi stenography is also provided.

A Hindi fortnight was organised in September. A variety of competitions were held and the officials were awarded by the Education Secretary. Appeals were issued by the Minister of Human Resource Development, Minister of State

for Education and Culture to accelerate the use of Hindi. The Education Secretary also issued directions to encourage the officials to make more and more use of Hindi.

Hindi Salahkar Samiti (Hindi Advisory Committee) set up under the chairmanship of the Union Minister for Human Resource Development for overseeing the implementation of the Official Languages Act in the Department and for accelerating the use of Hindi in official work. The Committee of Parliament on Official Language inspected the progress made in the use of Hindi in a number of offices under this Department and the follow-up action is being taken.

Vigilance Activities

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

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

Efforts were also continued to simplify the procedures so as to minimise the scope of corruption. A close watch was maintained over the persons of doubtful integrity. The staff posted to sensitive posts were rotated periodically. Disciplinary proceedings against five officials were concluded and appropriate orders were passed in these cases. Disciplinary proceedings against eight

officials including two gazetted officers are still in progress. Preliminary inquiry in one complaint case pertaining to the Department of Education has been completed and the case has been referred to the Department of Personnel and Training after obtaining the first stage advice of the Central Vigilance Commission.

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

A specific grievance redressal machinery functions under a Joint Secretary nominated as the Director of Grievances in the Department. The Director of Grievances is accessible to the staff as well as the members of public and to listen to their problems.

In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, 40 autonomous organisations have created their Public Grievances Redressal Machinery and have in turn designated officers as Director of Grievances. Fourteen organisations have, however, been exempted from the purview of this mechanism, with the approval of the Department of Administrative Reforms and Public Grievances. Efforts were also made to persuade the remaining organisations to set up machinery for redressal of Public Grievances.

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

Professional Development and Training of Staff

The Training Cell in the Department has been functioning with the objective of coordinating/monitoring of various training programmes for professional development of staff working in the Department of Education. Training updates knowledge, sharpens skills and techniques and improves performance. The Training Cell assists in deputing the officials for training in India as well as abroad. During 1997 the Cell scrutinized and forwarded 106 nominations for various training programmes — 70 in India and 36 abroad. Out of these nominations, 57 were accepted by various training institutions including 11 for training abroad. Despite training, specific requirements met by various institutions such as ISTM, IIPA. NIC etc., certain gaps in the absence of orientation about the substantive subject of the Department, i.e. education, have been felt. Efforts are, therefore, being made to fill this gap by organising specific training programmes in this area with the assistance of selected training institutions.

The Cell was also assigned the matters relating to the Fifth Pay Commission.

Information Facilitation Centre

To ensure effective, responsive administration and easy access to information for members of the public, a Computerised Information Facilitation Centre was set up in the Department in June 1997. The Centre is functioning satisfactorily.

Computerised Management Information System

The Department of Education has established a unit called Computerised Management Information System (CMIS) to facilitate computer services/consultancy for its various users in the Department. The main objectives of the unit are:

1. Identification of areas for computerisation and to conduct feasibility studies for the development of computer based management information system.
2. Analysis, design and development of software for the implementation of the management information system.
3. Maintenance of software packages as per varying needs of the users in the Ministry.
4. Act as a resource unit and provide training to the officials of the Ministry to develop local know-how for day-to-day processing of information.
5. Design and develop database methodologies and build an effective educational information system.
6. Liaison with the National Informatics Centre (NIC).

This unit has continuously been providing computer support to various Divisions in the Department. However, the major achievements for the year 1997-98 are as follows:

— Selected Educational Statistics
— Education in India Vol. I (S)
— Education in India Vol. I (C)
— Education in India Vol. II (S)
— Education in India Vol. II (C)
— Education in India Vol. IV (S)
— Indian Students and Trainees Going Abroad
— Board Examination Results
— Budgetted Expenditure on Education
— Selected Information of School Education in India
— Generation of International Standard Book Numbering (ISBN) System and Library Information System.
— National Catalogue of ISBN Titles

— Database for National Programme on Nutritional Support to Primary Education (Programme of EE Division)

— Database on Chief Ministers, Education Ministers, Chief Secretaries, Education Secretaries, Directors of Public Instruction etc.

— Analysis of Budgetted Expenditure

— Annual Report of the Department of Education

— Performance Budget of the Department

— Pay Bills and Pay-slips for the Officers of the Department

— Licence Fee Schedule of the Officers of the Department to be sent to the Directorate of Estates

— Recovery Schedules for the Officers from other Ministries, Departments, Autonomous Organisations etc.

— Telephone Directory of the Department

— Preparation of graphs, charts etc. for presentation

— Database on Parliament Questions

— Installation and maintenance of hardware and software

— Software support and training on Applications Packages

This Unit designed and processed the data related with the implementation of Fifth Pay Commission report. For this purpose, due and drawn statements were generated for 21 months.

In addition to above details, CMIS has been providing full-time assistance to Information Facilitation Centre (IFC).

Some Other Activities

The Unit has provided consultancy in finalising the hardware requirements for the officers of the Department. This Unit also presented charts, slides and graphs for various studies on education from time to time. It also maintains the softwares and hardwares installed in the Department and provides all assistance on computers to various Bureaus of the Department. Training was also organised on the use of application packages for the officers of the Department.

Office Council

Under the scheme of Joint Consultative Machinery of the Government, the Department has its Office Council having representatives of various Staff Associations. The Office Council of the Department is very vigilant and takes keen interest in service matters, promotional prospects, motivational aspects, improving working conditions and welfare activities of the officials of the Department. The Office Council has always also been extending cooperation to the Administration.

Publications

Publication is the nodal unit for coordination and compilation of the Annual Report of the Department and brings out the Report every year. Apart from this, printing jobs of the Department, viz. Performance Budget, Demands for Grants, Directory of Recipients of National Award to Teachers, Selected Educational Statistics and other publications of the Department are a regular feature.

On the occasion of the Golden Jubilee of India's Independence two publications viz., *50 years: Spreading the Light of Education* and a brochure on CD-ROM-A, covering the educational development during the past 50 years were also published by this Unit.

3
Education for Women's Equality
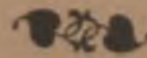
The NPE emphasises that education must play a positive and interventionist role in correcting social and regional imbalances in empowering women and in securing a rightful place for linguistic and religious minorities. Equality in education is a prelude to social and economic equality.
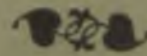
Learning about Panchayati Raj : *PHAD Demonstration at Banda,*
Uttar Pradesh — Mahila Samakhya

3

Education for Women's Equality

Empowering Women through Education

The National Policy on Education (NPE) is committed to "a well-conceived edge in favour of women". The NPE recognises that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process.

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

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

☐ One of the most successful efforts to link women's empowerment with education has been the Mahila Samakhya. The programme is operational in 35 districts spread over the seven States of Andhra Pradesh, Gujarat, Karnataka, Uttar Pradesh, Bihar, Madhya Pradesh and Assam. The Samakhya approach begins with the understanding that

women must identify their problems and evolve solutions at their own pace.

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

☐ The Total Literacy Campaign (TLC) has been successful in raising the demand for education, especially among women. In most of the 428 districts, women make up over 60 per cent of the adults enrolled in the programme. TLCs have motivated women to fight for minimum wages and launch a crusade against prohibition.

☐ In the campaign mode, the programme actively seeks to attract women and girls to participate in the educational process. In 178 TLC districts, post-lite-racy campaigns have begun and these address the needs of neo-literate learners. TLC is gradually being extended to the educationally backward states.

☐ The effort to eradicate illiteracy among adult women is pursued at the primary stage. Under the scheme of Operation Blackboard, of the 1.47 lakh teachers appointed, 47 per cent or 69,090 are women. In future, at least half of all teachers appointed are expected to be women.

☐ The Non-Formal Education system is being extended to meet particularly the needs of girls who are unable to attend formal school. NFE centres run exclusively for girls get 90 per cent assistance from the Central

Government. The number of such centres has been increased from 25 per cent to 40 per cent of the total in the Eighth Plan.

☐ At the other end of the spectrum are the Navodaya Vidyalayas, centres for excellence, where at least one-third of the students are to be girls. In both, Kendriya Vidyalayas and the Navodaya Vidyalayas, education for girls is free up to Class XII.

☐ Building on these schemes is the District Primary Education Programme (DPEP) which focuses on improving girls' access to and participation in schools. The programme is now operational in 64 districts spread over the States of Assam, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Gujarat, Himachal Pradesh and Orissa. It is proposed to cover another 122 districts in the next few months. The attempt is to build in an equity focus right from the early formal schooling stage.

☐ DPEP's district focus is a conscious attempt to decentralise the planning process as a strategy to unversalise elementary education. Educationally backward districts which have female literacy rate below the national average have been selected for the programme. As DPEP has a well defined gender focus which ensures that all interventions and activities are gender-sensitive, this effort to integrate a gender perspective begins with the planning process.

☐ In many states, free education for girls is already part of the effort to improve participation rates.

☐ For girls who complete Class X and then drop out, vocational training programmes which emphasise entrepreneurship have been designed.

This is a Centrally sponsored scheme which consciously attempts to introduce new and emerging technologies for women.

☐ Another step in girls' education is the operationalisation of the scheme for assistance to voluntary organisations for strengthening boarding/hostel facilities for girl students of the secondary and higher secondary schools. During the Eighth Plan, 3,580 girls were expected to be benefited under the scheme.

☐ In the technical and professional higher education programmes too there has been marked increase in the participation of women. This has been markedly so in the case of community polytechnics. Seventy four such polytechnics are exclusively for women which provide knowledge of skills and self-employment in backward rural areas.

☐ The University Grants Commission (UGC) has been encouraging institutions to take up research projects in the area of women's studies by providing the necessary funds. UGC has also assisted 22 universities and 11 colleges to set up women's studies centres. This is in addition to the 40 positions of part-time research associateships for women.

Mahila Samakhya Programme

The Mahila Samakhya (MS) programme is a direct outcome of the commitment of affirmative action in support of women's education mandated in the National Policy on Education. A programme for women's education and empowerment, Mahila Samakhya endeavours to create a learning environment where women can collectively affirm their potential, gain the

strength to demand information and knowledge, and move forward to change and take charge of their lives.

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

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

Mahila Samakhya has expanded its coverage to 38 districts and over 5500 villages in the country. While its approach has influenced several other educational proposals under Dutch funding, the programme is being implemented in 3442 villages of 19 districts in the States of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. The effectiveness of the MS strategy in mobilising women for

education has resulted in its being adopted by other basic education projects. Through the International Development Agency (IDA) assisted UP Basic Education Project six districts have been additionally covered in U.P. The programme is being implemented in seven districts of Bihar as part of the Bihar Education Project and in three districts each of Madhya Pradesh and Assam the programme is supported by the District Primary Education Programme.

Nari Adalat
An Alternative Model for Legal Aid

In Baroda district in Gujarat, *sangha* women have moved from addressing livelihood issues to issues relating to violence, divorce and exploitation. This concern led to discussions on how to address these issues, learning about laws and legal procedures, and the difficulties that women face. In this process, women eagerly responded to the idea of setting up an alternative legal aid system for women. The Nari Adalat was born after an intensive three-month legal literacy course.

Three Nari Adalats came into existence, one at Vagodia Block and two in Padra Block. The Nari Adalat consisting only of women meets on assigned days in a public place. The emphasis is on reconciliation, and a quick decision is given. These *adalats* have become a sort of information resource centre as people, both women and men, approach the *adalat* for varied information and guidance.

So far 200 cases relating to wife beating, divorce, *streedhan*, child custody, property to women, maintenance, police harassment, selling of young girls besides other issues like alcoholism and lower wages have been handled. The credibility of Nari Adalat has been recognised and established because of its transparent rules and procedures.

The *sangha* which is a nodal point of the programme, has emerged as an effective women's collective at the village level. The *sanghas* address a wide range of issues relating to their livelihood, education, health, to accessing resources among others. At the village level, *sanghas* have carved out a niche for themselves by actively participating in village affairs and are recognised by the communities as a force to reckon with.

Creating an Effective Learning Environment The NFE Initiative in Karnataka

To provide educational opportunities for children, especially girls who cannot go to school, the NFE programme was started. This is a popular initiative with an ever increasing demand for more centres. In some cases, the centes are so popular that children going to regular schools during the day attend the NFE centres in the evening.

Regular Parents' meeting are held in most NFE centres. They see the progress their children are making. In many villages, parents take up the responsibility of arranging for accommodation, kerosene and lighting for the centre. These initiatives which involve the community have created a sense of ownership.

Adult and children's education continue to be of central concern to the *sanghas*. *Sanghas* have taken an active lead in enrollng children, primarily girls, in the village schools. Monitoring the functioning of schools and encouraging parents to send their children to school has become part of the *sangha* agenda. Campaigns, melas, Participatory Rural Apprraisals (PRAs) have been some of the strategies through which issues of girls' education have been brought to centre stage. In all the states, strategies for a functional convergence with the DPEP programme are being undertaken.

Non-Formal Education centres for out- of-school girls continue to grow in number bearing testimony to the growing importance of education of the girl child within the programme as well as with the *sanghas*. The Mahila Shikshana Kendras (MSK) — 16 in number — are a unique residential learning opportunity for adolescent girls and young women. The curriculum based on a holistic approach include imparting basic literacy, life skills, and preparation to play leading roe in the development of their communities. The MSK is evolving as an innovative strategy to address the learning needs of adolescents and young women.

Adult literacy is being addressed in a variety of ways. In some States like AP, MS has actively converged with the total literacy campaign (TLC) launched in Mahabubnagar district. In the other states, literacy centres camps continue to be quite popular. Efforts are on to collate and prepare gender sensitive learning materials. Legal and environmental literacy needs are also being integrated in the learning materials.

In MS, health education has received considerable attention primarily because it is of great concern and interest for the *sanghas*. In AP, an effort to step up the health education efforts, MS, in collaboration with the Department of Health and Family Welfare, undertook an Information, Education and Communication (IEC) campaign on Reproductive and Child Health in Medak and Mahabubnagar districts. The Baroda unit of MS in Gujarat finalisel a health literacy course in a phasel manner to train a core of health activists at the village level.

As the *sanghas* have become stronger, demands for economic programmes have been on the rise. Thrit and credit have picked up as a vibrart activity in all the states leading to

training in numeracy and book-keeping. In States like Gujarat and Karnataka, linkages with National Bank for Agriculture and Rural Development (NABARD) are being established to meet the growing credit needs of the *sanghas*. In the Tehri district in U.P., for instance, *sanghas* are participating in the Joint Forestry programmes. In Mahabubnagar district in AP, MS is implementing the watershed programme in eight villages with a focus on enabling *sanghas* to demand and establish a more transparent system of functioning. In all the states, *sanghas'* access to various government schemes like Development of Women and Children in Rural areas (DWCRA) has increased substantially.

Setting One's Agenda : *Sangha Meeting in Nandanpur, Varanasi, Uttar Pradesh —Mahila Samakhya*

4
Elementary Education

Universalisation of Elementary Education (UEE) has been accepted as a national goal. Universal access, universal retention and universal achievements are broad parameters to achieve this goal. Besides, a number of national priority schemes and social mobilisation programmes have been taken up, e.g. Operation Blackboard (OB), Non-Formal Education (NFE), Teacher Education (TE), District Primary Education Programme (DPEP) and other externally aided projects.

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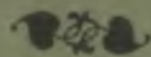
Elementary Education

Universalisation of Elementary Education

An important element of post-independence educational policy has been to provide free and compulsory education to all children at least up to the elementary stage. The Directive Principles of State Policy as enunciated in our Constitution envisage that the State shall endeavour to provide free and compulsory education for children up to 14 years of age. The Constitutional directive has been spelt out unequivocally and emphatically in the National Policy on Education (NPE), 1986 and its Programme of Action (POA), 1992. The Policy envisages that free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years before the commencement of the twenty-first century.

Universalisation of Elementary Education (UEE) has been accepted as a national goal. In order to achieve the goal, concerted efforts have been made and as a result, the elementary education system in India has become one of the largest in the world.

In keeping with the policy objectives, the targets for the Ninth Five Year Plan have been fixed under three broad parameters — universal access, universal retention and universal achievement.

Universal Access

(i) Universal enrolment of all children, including girls, disabled children and children belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs) in primary classes and provision of upper primary education for them.

(ii) Provision of Non-Formal Education (NFE) for school drop-outs, working children and girls who cannot attend formal schools.

(iii) Provision of early childhood care and education to children of 3–6 years of age.

Universal Retention

Reduction of drop-out rates between Classes I to V and VI to VIII from the existing rate of 36.3 per cent and 56.5 per cent to 20 per cent and 40 per cent, respectively.

Universal Achievement

(i) Expansion of Minimum Levels of Learning (MLL) to all primary schools and extension of this concept to the upper primary stage.

(ii) Substantial improvement in school infrastructure, teacher education and in quantity and quality of teaching-learning material.

(iii) Promotion and extension of national curricular framework at the elementary stage which envisages a common core with adequate flexibility to relate it to the environment and the needs and interests of the learners.

Progress over the Years

Improved performance of the UEE

programmes over the years would be evident from the following:

	No. of Institutions (in lakhs)	
	1950-51	1996-97
Primary Schools (Classes I-V)	2.10	5.98
Upper Primary Schools (Classes VI-VIII)	0.13	1.77
	2.23	7.75

	No. of Teachers (in lakhs)	
	1950-51	1996-97
Primary Schools	5.38	17.90
Upper Primary Schools	0.86	11.96
	6.24	29.86

	Enrolment	
	1950-51	1996-97
Primary Stage		
Total Enrolment (in lakhs)	191.54	1103.90
Gross Enrolment Ratio (per cent)	42.60	104.00
Upper Primary Stage		
Total Enrolment (in lakhs)	31.19	410.60
Gross Enrolment Ratio (per cent)	12.7	67.0

Accessibility of schooling facilities is no longer a major problem. At the primary stage 8.76 lakh habitations covering 94 per cent of the country's rural population now have schooling facilities within one km distance. At the upper primary stage also 7.26 lakh habitations covering 83.98 per cent of the rural population have a school within three km distance. The enrolment ratio is 104 for Classes I–V and 67 for Classes VI–VIII.

While the gross enrolment ratio (GER) at the primary stage in the country as a whole and in most of its states exceeds 100 per cent, there are quite a few states where the ratio is considerably lower. These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu & Kashmir and Meghalaya. At the upper primary stage, these states and in addition, Andhra Pradesh, Orissa and Sikkim have GERs lower than the national average. In most of these states the literacy rates also are lower than the national average. There is thus a strong regional dimension to UEE.

Gender Disparities

While Universalisation of Elementary Education is the national goal, no strategy or programme can succeed without addressing itself to gender and regional dimensions specifically. Gender disparities are conspicuous in regard to enrolment and retention. Girls' enrolment has grown at the primary stage from 5.4 million in 1950-51 to 47.4 million in 1995-96 and at the upper primary stage from 0.5 million to 16.0 million. The rate of growth of enrolment of girls has been higher than that of boys. But disparities still persist as girls still account for only 43.2 per cent of enrolment at the primary stage and 39 per cent at the upper primary stage. The drop-out rate of girls is much higher than that of boys at the primary and upper primary stages.

Scheduled Castes and Scheduled Tribes

According to the 1991 Census, the population of the Scheduled Castes was 138.12 million (16.33 per cent) and that of Scheduled Tribes was 67.8 million (8.01 per cent) of the country's population. The enrolment of SCs and STs has increased considerably at the primary stage, because of the affirmative policies of the Government. The SCs and STs are now more or less in proportion to their population at the primary level. Dropouts, though declining over the years, are significantly large. Gender disparities are very conspicuous among SCs and STs also.

Strategy Frame

In order to achieve Universalisation of Elementary Education by 2000 AD, the following key strategies have been worked out in consultation with the states and Union Territories.

(i) Overcome the problem of school drop-outs and lay emphasis on retention and achievement rather than on enrolment.

(ii) Strengthen the alternatives of schooling, particularly the Non-formal Education system for working children, girls and children from other disadvantaged or marginalised sections of the society.

(iii) Shift focus from educationally backward states to educationally backward districts.

(iv) Adopt disaggregated approach with a focus on preparation of district specific and population specific plans.

(v) Provide universal access to schooling facilities, particularly to girls, disaggregated groups and out-of-school children.

(vi) Improve school effectiveness, teacher competence, training and motivation.

(vii) Introduce Minimum Levels of Learning for enhancement of learners' achievement; micro planning would provide the framework of universal access and universal participation while MLLs would be the strategy for universal achievement.

(viii) Overall planning and management, and stress on the participative processes.

(ix) Convergence of 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 the Union Minister of State for HRD (Education) in August 1996 to examine the relevant issues in this behalf. The 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 28 July 1997. The salient features of the Bill are as under:

(i) Provision of free and compulsory education to all children of the age 6-14 years by the State institutions maintained through public money.

(ii) 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.

(iii) A fundamental duty of a parent or guardian to provide opportunities for education to a child of the age group 6–14 years.

Minimum Levels of Learning

India is one of the few developing countries which took initiative in 1991 of laying down Minimum Levels of Learning to be achieved at the primary stage. This new approach integrates various components of the curriculum, classroom transaction, evaluation and teacher orientation. The first phase of the programme was implemented through 18 voluntary agencies, research institutions, SCERTs, etc. The results

of these projects have shown significant improvement in the learning attainments of school children.

It has now been decided to upscale the MLL programme through institutional mechanism throughout the country. The national resource institutions like the National Council of Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), State Councils of Educational Research and Training (SCERTs) and District Institutes of Education (DIETs) are being networked for this purpose. Curriculum revision, rewriting of textbooks to make them competency-based, enhancing their pedagogical value, training of teachers in the classroom processes are major activities undertaken.

The State Governments have introduced MLL in most of their primary schools including local body/private schools. The District Primary Education Programme (DPEP) has adopted MLL as a major strategy for the improvement of the quality of primary education. The Non-formal Education programme is also adopting MLLs wherever appropriate. Learning competencies for various subjects taught at the upper primary stage are being prescribed

Operation Blackboard

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

(i) At least two reasonable large all-weather rooms along with separate toilet facilities for boys and girls.

(ii) At least two teachers as far as possible, one of them a woman.

(iii) Essential teaching and learning material including blackboards, maps, charts, a small library, toys and games and some equipment for work experience.

Cent per cent Central assistance is provided for procurement of teaching-learning equipment and appointment of an additional teacher in single-teacher schools. Central assistance has been fully provided as anticipated. The scheme is implemented through State Governments.

The scheme of Operation Blackboard has been expanded to provide for a third room/third teacher to primary schools where enrolment exceeded 100 and to extend to upper primary schools. It was launched in March 1994. The State Governments were advised to cover rural areas only during the Eighth Plan and to accord firm priority to girls' schools located in predominant SC/ST areas.

The physical targets set under the Eighth 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 Elementary Education Mission

The National Elementary Education Mission (NEEM) is proposed to have the central objective of mobilising all the resources — human, financial and insti-

tutional — necessary for achieving the goal of Universalisation of Elementary Education. The setting up of the Mission is expected to give a boost to the efforts being made by the Government and non-governmental organisations to achieve Universalisation of Elementary Education.

Teacher Education

The Centrally sponsored scheme of Re-structuring and Reorganisation of Teacher Education was launched in 1987-88, in pursuance of the National Policy on Education, 1986. It envisages strengthening of the institutional base of teacher education as also taking up special programmes for mass orientation of teachers. For this purpose, the scheme provides for setting up of District Institutes of Education and Training (DIETs) to provide training and resource support to elementary education (both formal and non-formal) and adult education systems at the grass roots, upgradation of selected Secondary Teacher Education Institutions (STEIs) and University Departments of Education into Colleges of Teacher Education (CTEs)/Institutions of Advanced Study in Education (IASEs) to provide similar training and resource support to secondary education, strengthening of State Councils of Educational Research and Training (SCERTs) and also strengthening of University Departments of Education (through the UGC).

The Programme of Mass Orientation of School Teachers (PMOST) was also taken up during 1986–90 to provide orientation to school teachers in the main thrust area of NPE and also to improve their general competence. About 17.62 lakh teachers were covered. A Special Orientation Programme for Primary Teachers (SOPT) has been taken up

since 1993-94 to provide orientation to primary teachers in the use of teaching learning materials supplied under Operation Blackboard and also to train them in Minimum Levels of Learning with focus on teaching of language, mathematics and environmental studies.

The emphasis during the year has been to operationalise the DIETs which have been sanctioned during the Plan period. It has also been impressed upon the states to post adequate and well qualified personnel with the right aptitude and motivation in these institutions. The process of strengthening sanctioned DIETs and upgraded CTEs/IASEs is proposed to be continued during the Ninth Plan. The number of operational DIETs have increased to 337. The challenge lies in making the remaining DIETs fully operational during the Ninth Five Year Plan and to establish DIETs in uncovered districts.

The Bureau of Elementary Education organised zonal meetings of State Education Secretaries and senior officials of the State Education Department during May–June 1997 to review the progress of the Centrally Sponsored Scheme, including Teacher Education during the Eighth Five Year Plan with a view to streamlining its implementation and designing a strategy for consolidation and expansion during the Ninth Five Year Plan. This process of consultation is proposed to be continued to ensure close co-ordination and monitoring of the scheme at the national level.

The progress of implementation of this scheme in the North Eastern Region including Sikkim and the problems faced by these states have been receiving special attention in view of the special problems of this region. A high level meeting of Education Ministers of North Eastern States, including Sikkim was

organised at Guwahati in October 1997 to review the progress of teacher education programmes in the region.

The National Council for Teacher Education (NCTE), which is a statutory body responsible for achieving planned and coordinated development of the teacher education system throughout the country, has initiated a process of consultation with the Principals of CTEs/IASEs/DIETs and Directors of SCERTs to understand various problems at the field level and suggest remedial steps for effective implementation of the Centrally Sponsored Scheme of Teacher Education. With this end in view, NCTE has organised regional meetings of Principals of CTEs/IASEs and Directors of SCERTs. To review the functioning of DIETs, a meeting of Principals was also organised by NCTE at New Delhi in November 1997.

To assess the qualitative and quantitative progress made by DIETs against the original goals set out in the National Policy on Education, 1986 (modified in 1988) and its Programme of Action, 1992, it has been decided to undertake an assessment of the technical and infrastructural capacity of DIETs with assistance from UNICEF. The purpose of this exercise is to crucially assess the adequacy and quality of various training resource functions being carried out by DIETs and to recommend immediate and long term actions aiming towards strengthening of capacity of DIETs and thereby enabling them to discharge their critical functions as nodal district level training institutions and a vital link in achieving the national goal of Universalisation of Elementary Education.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) has been established as a national level statutory body by the Government of India vide its notification dated 17 August 1995 with the objectives of achieving planned and coordinated development of the teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matters connected therewith. The mandate of the NCTE is quite wide and includes regulatory as well as developmental functions. Some of the major functions are laying down of norms for various teacher education courses, recognition of teacher education institutions, laying down of guidelines in respect of minimum qualification for appointment of teachers, surveys and studies, research and innovations, prevention of commercialisation of teacher education, etc. As per the provisions of the Act, four Regional Committees for the Northern, Southern, Eastern and Western Regions have been set up at Jaipur, Bangalore, Bhubaneshwar and Bhopal respectively. These Regional Committees are to consider the applications of the institutions of teacher education for recognition/permission in accordance with the provisions of the Act.

During the brief period that the Council has been in existence, it has laid down norms and standards for pre-primary, elementary and secondary level teacher education institutions and for B.Ed. correspondence/distance education mode. Norms for M.Ed. and some other specialised areas of teacher education like physical education and special education have been prepared. On the basis of the recommendations of an expert committee, the NCTE has decided that education for the first degree/diploma should be through face-to-face institutional course of teacher education of a minimum one year

academic duration. The decision has been communicated to all the State Governments, Universities, Boards of Education, etc. However, with a view to provide avenues for professional growth of in-service teachers and to clear the backlog of untrained teachers in some regions of the country, B.Ed through correspondence/distance education is being continued on a limited scale. For this purpose, NCTE has issued regulations laying down guidelines for the universities/institutions running B.Ed through correspondence/distance education.

Non-Formal Education

The National Policy on Education, 1986 taking a realistic view of the enormous task of achieving UEE in its entirety (access, retention as well as achievement), envisages provision of free and compulsory education of satisfactory quality to all children up to the age of 14 years before the commencement of the twenty-first century. For the first time in 1986, an educational policy had admitted that schools would not reach all children particularly millions of girls and working children whose participation in the school system was thwarted by socio-economic conditions. The policy, therefore, called for a large and systematic programme of Non-Formal Education as an integral component of the strategy to achieve UEE with enough flexibility to enable the learners to learn at their own pace and at the same time receive the quality of education comparable with formal education.

The scheme was revised in 1993 with emphasis on organisation, flexibility, relevance of curriculum, diversity in learning activity to suit the needs of learners through decentralised management. The scheme primarily covers the educationally backward states, namely, Andhra Pradesh, Arunachal Pradesh, Assam,

Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It also covers urban slums, hilly, desert and tribal areas and areas with concentration of working children in other states as well. The main features of the scheme are:

☐ short course with duration of about two years;

☐ part-time instruction at a place and time convenient to learners in small groups;

☐ flexibility in mode of delivery; and

☐ special emphasis on girls' education.

At present, the scheme is being implemented in 25 States/UTs. Under the scheme, Central assistance is provided to States/UTs and voluntary agencies on the following pattern.

1. Co-educational centres and administrative support 60 per cent
2. Exclusively girls' centre 90 per cent
3. Centres run by voluntary agencies 100 per cent

National Bal Bhavan

The National Bal Bhavan is an autonomous institution under the Department of Education. It has been playing a major role towards enhancing creativity amongst the children in the age group of 5-16 years specially from the weaker sections of society. The programmes have been designed to bring forth the inner potential of a child giving him an opportunity to express ideas through various medias. The membership of the Bal Bhavan has grown from just 300 in 1956 to over a lakh in recent years. Fifty-two Bal Bhavan Kendras have been opened in various places in Delhi. The National Bal Bhavan also provides general guidance, training facility and transfer of information to state and district Bal Bhavans in the country.

This year's summer programme included Cultural Craft Conservation, Workshop on Integrated Approach to the Performing Arts, Origamy Workshop, Book Illustration Workshop on Aquarium and Puppetary Workshop. In addition, other special literacy programmes were Environmental Week, Literacy Camp, Trekking and Educational trips. In September 1997 World Habitat Day was observed. The Eighth National Conference of Young Environmentalists was held in December 1997.

From 14–19 November 1997, the National Children Assembly was organised and this year's theme was 'Hum aur Hamari Swadhinta'. The Prime Minister inaugurated the function.

Bal Shree Awards for 13 talented children were also given on this occasion by the Hon'ble President of India.

Nutritional Support to Primary Education

The programme of Nutritional Support to Primary Education, popularly known as the Mid-day Meals Scheme was launched on 15 August 1995 on a nation-wide scale. This programme intends to give a boost to universalisation of primary education by increasing enrolment, retention, and attendance and improving the nutritional status of students in primary classes   (I-V).

The programme has been extended to cover all the children studying in primary classes in the Government, local body and government aided schools in all the 5440 blocks under 507 districts of the country including urban areas. The total number of beneficiaries are estimated to be 9.11 crore in nearly 5.41 lakh primary schools in the country during the period under report.

Shiksha Karmi Project

The Shiksha Karmi Project (SKP) is being implemented in Rajasthan since 1987 with co-assistance from the Swedish International Development Cooperation Agency (SIDA). The project aims at universalisation and qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention given to girls. The project identifies teacher absenteeism as a major obstacle in achieving the objective of UEE.

Non-Governmental Organisations (NGOs) and the community play a pivotal role in the implementation of the Shiksha Karmi Project. The Village Education Committees (VECs) are actively involved to mobilise resources for maintenance, repair and construction of school infrastructure. The Committees assist Shiksha Karmis in getting all boys and girls to day schools and Prehar Pathshalas (school of convenient timings). VEC helps in determining school calendar and school timings in consultation with the local community and Shiksha Karmis. The NGOs assist the RSKB in identification and selection of villages and Shiksha Karmis. They participate in evaluation and other activities of the SKP on a continuing basis. Community support and participation of NGOs have helped to improve the physical conditions, and environment of primary schools and the promotion of girls' education. At the grassroots Panchayat Samitis, Shiksha Karmi Sahyogis, subject specialists of NGOs, Shiksha Karmis and the village community constantly interact with each other to achieve the aims of the project.

The Shiksha Karmi Project has emerged as a successful experiment in tackling the problems of teacher absen-

teeism, social and gender inequality in access and the quality of education. There has been three-fold increase in the enrolment of children in the schools taken over by the project. A significant number of children covered by the Shiksha Karmi Schools are from among Scheduled Castes and Scheduled Tribes.

Shiksha Karmi Project at a Glance	
Name of the Activity	Achievements up to Oct. 97
Districts covered	29
Blocks	129
Day Schools	2271
Prehar Pathshalas	4592
Shiksha Karmis	5122
Males	4521
Females	601
Enrolment	171097
Boys	102352
Girls	68745
Mahila Prashikshan Kendra	11
Shiksha Karmi Sahyogis	410

There is a provision for independent evaluation at all levels during implementation. It has been the practice to conduct mid-term review, evaluation through extensive field trips, meetings, discussions and interactions with all functionaries and beneficiaries. During the last Joint Biannual Review of Shiksha Karmi Project held in March 1997, it was noted that the project had made remarkable progress.

Under innovative and experimental activities, Angan Pathshalas have proved effective in attracting girls to primary schools. Mahila Sahyogis have confirmed their utility in motivating girls to attend schools/Prehar Pathshalas in difficult areas. Integration of children with partial disabilities in day schools and Prehar Pathshalas has been attempted on a pilot basis. Presently 1801 handicapped children are studying in SKP schools. Among them 868 children have vision and hearing impairment and 933 children have physical infirmities. Gender-wise, this group includes 425 girls and 1376 boys.

The project now covers 2271 villages in 129 blocks in Rajasthan. Five thousand one hundred twenty-two Shiksha Karmis provide primary education to approximately 1.71 lakh children in day schools and Prehar Pathshalas. SKP has devised an effective model for support, supervision and monitoring of qualitative and quantitative aspects of primary education in partnership with NGOs. The project is known for its open participative style and continuous innovations and experiments to achieve its objectives. The approach, strategies and achievements of the SKP have attracted national and international recognition.

Lok Jumbish

An innovative project called Lok Jumbish (People's Movement for Education for All) with assistance from the Swedish International Development Authority (SIDA) was undertaken in Rajasthan in 1992. The basic objective of the project is to achieve education for all through people's mobilization and their participation.

Aims and Objectives

☐ Providing access to primary education to all children up to 14 years of age.

☐ Ensuring that all enrolled children attend school/NFE centre regularly and complete primary education.

☐ Ensuring that the quality of education is improved and all children achieve at least minimum levels of learning.

☐ Creating necessary structures, and setting in motion processes which

would empower women and make education an instrument of women's equality.

☐ Pursuing the goal of equity in education.

☐ Making necessary modifications in the content and process of education to better relate it to the environment.

☐ Effectively involving people in the planning and management of education.

The project is implemented by the Lok Jumbish Parishad (LJP), an autonomous society registered under the Societies Registration Act.

The first phase of the project was implemented between 1 June 1992 and 30 June 1994 and incurred an expenditure of Rs 14.03 crores to be shared in the ratio 3:2:1 among SIDA, the Government of India and the Government of Rajasthan.

The second phase of the project is being implemented between 1994-98 with a revised outlay of Rs 95.65 crores to be shared in the ratio of 3:2:1. In this phase, the project would be extended into 17 new blocks.

It has undertaken environment building activities in 4360 villages and has completed school mapping exercises in 3027 villages. Three hundred nine new schools have been opened while 181 primary schools have been upgraded.

The Lok Jumbish Project has made a positive contribution to quality improvement through the development of improved MLL-based textbooks from Classes I–IV, which have been mainstreamed in all schools of the Government of Rajasthan. Lok Jumbish has also set up vibrant block and cluster resource groups for providing academic supervision and regular training of primary school teachers. A renewed teacher training strategy in a cascade model is being implemented

successfully.

An innovative and successful NFE programme launched by LJP has spread to 3006 centres, called Sahaj Shiksha programme. Catering to drop-outs and out-of-school children, especially girls, the system has close linkages with the community and has shown to provide comparable learning achievement levels amongst students.

LJ has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as build partnerships with local communities and the voluntary sector. Community mobilisation and school mapping exercises have shown good results and provide the basis for opening of new schools, Sahaj Shiksha centres and a community-centred buildings development programme.

District Primary Education Programme

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

The programme is structured to provide additional inputs over and above the provision made by the state governments for expenditure on elementary education. The programme fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. DPEP is contextual and has a marked gender focus. The programme compo--

nents include construction of class-rooms and new schools, opening of Non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of teaching-learning material, research based interventions, special interventions for education of girls, SC/ST, etc. The components of integrated education of children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

Objectives

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

The district is the unit of programme implementation and selected on the basis of two criteria, viz., (i) educationally backward districts with female literacy below the national average, and (ii) districts where Total Literacy Campaigns (TLCs) have been successful, leading to enhanced demand for elementary education.

DPEP is a Centrally sponsored scheme. The Government of India shares 85 per cent of the project cost and the State Government shares 15 per cent. Both, the Central share and State share, are passed on to State Implementation Societies directly as grant. The Central share is resourced by external funding. Several bilateral and multilateral agencies are providing financial assistance for DPEP. The World Bank has provided a credit amounting to US $ 260 million (approximately Rs

806 crores) under Phase I of DPEP (1994-2001). The European Community has signed a financial agreement with the Government of India to provide a grant of 150 million ECU (approximately, Rs 585 crores) as programme support for DPEP in Madhya Pradesh (1994-99). An agreement has been signed with IDA for a second credit amounting to US $ 425 million for DPEP-II (1996–2002). The Government of Netherlands has provided a grant of US $ 25.8 million for DPEP in Gujarat (1996–2002). A grant of £ 42.5 million (Rs 220 crores) for DPEP in Andhra Pradesh and £ 31.7 million (Rs 207 crores) for DPEP in West Bengal is available from Overseas Development Agency (1996-2003). IDA credit of US $ 152.4 million (Rs 530 crores) and a grant of US $ 10 million (Rs 36 crores) from UNICEF have been tied up for Phase III of DPEP (1997–2002) in 27 educational districts of Bihar.

The programme which was initially launched in 1994 in 42 districts of seven states has now been extended to cover 149 districts of 14 States, viz. Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh and Bihar.

First In-depth Review of the Programme

The first In-depth Review of DPEP was conducted between 26 September and 16 October 1997 through a mission comprising representatives from World Bank, the European Community, Overseas Development Agency (UK), UNICEF, the Netherlands and the Government of India. The mission has generally commended the progress of programme implementation and has observed that the impact of DPEP on the entire Primary Education system is being evidenced. There has been significant increase in enrolment in the DPEP

districts as compared to non-DPEP districts, gender and social inequities have been substantially reduced and preliminary signs of increased learning achievements are in evidence.

The findings of the in-depth review show that:

☐ DPEP has emerged as a viable strategy for UPE.

☐ In DPEP I states, 1,60,000 teachers were trained and 4500 new schools opened; 5000 classrooms and 14,400 toilet/water facilities were provided.

☐ A study by the National Institute of Educational Planning and Administration (NIEPA) has revealed that in DPEP districts in four States — Madhya Pradesh, Haryana, Maharashtra and Assam — the increase in enrolment during 1993–96, over the increase in non-DPEP districts in the same states, has been of the order of 3.7 to 16.8 percentage points. In two states of Kerala and Tamil Nadu, where decrease has been noticed on account of falling and stabilising child population, the DPEP areas have witnessed less decrease.

☐ In absolute terms, increase in enrolment during one year, 1995 to 1996 has been in the range of approximately 3 to 60 per cent averaging 8.5 per cent for the project districts. This has to be seen against the average increase in primary school enrolment all over the country which has been of the order of around 2.5 per cent during the early nineties.

☐ Repetition rates between 1995 and 1996, which is a measure of internal efficiency have dropped considerably, in many cases, even by more than 50 per cent.

☐ Index of gender equity stands at more than 95 in 18 out of 36 districts for which data are available. Thirteen more districts are close to 95. The index of social equity stands at more than 90 in all 34 districts for which data are available. This, seen in the context that all the project districts are low female literacy areas and the target at the end of the project period is to reduce the difference among gender and social groups to within five per cent, is indeed a matter of satisfaction.

☐ The study by the National Council of Educational Research and Training (NCERT) on learning achievement based on primary data is still in process. The trends, however, indicate that in three of the states from which preliminary data are available, learning scores in Class I improved over the baseline measured about three years ago substantially, both in language and in mathematics; in many cases, crossing the target of 25 per cent improvement during the entire project period. In Class III/IV too, the trends are positive, although less than that in Class I.

☐ In quite a few places the improvement, as a result of DPEP interventions, has led to reverse flow of children from "unaided, unrecognised, money making education shops" to government schools. Some such schools are reported to have closed down.

There is evidence of the programme's impact on the primary education system as a whole.

☐ States have extended improved textbook and renewed teacher training practices across the entire state.

☐ Academic and technical support mechanisms and institutions developed and established in DPEP

districts have also been replicated in some non-DPEP districts.

- ☐ DPEP pressure has helped to fill teacher vacancies and to rationalise teacher deployment.

DPEP has successfully mobilised the community including the women's groups.

- ☐ Village Education Committees (VECs) have been constituted in all project areas and their role in school management is increasing.
- ☐ Active participation of women in the VECs seems to be emerging.
- ☐ Schools grants have played a pivotal role in enhancing participation of the community/VEC.
- ☐ Mobilisation campaigns focussing on the girl child have had an overwhelming positive impact on girls' enrolment.

Community Participation under DPEP

Community participation is an in-built intervention in DPEP. It is based on the fundamental premise that participatory mechanism in programme implementation would ensure success of the programme. The programme has succeeded considerably in eliciting active involvement of the community in general, and the SC, ST and Backward Classes of the society, and women in particular. The primary aim of this large scale innovative venture is to empower the community to participate in the development process, especially primary education, enabling them to become stakeholders in the programme and manage schools. Given the social, economic and cultural diversity in India, community participation is an enormous challenge. DPEP has made concerted efforts to promote wider mobilisation by focussing on participation by the poor, deprived and disadvantaged people. This is in consonance with the new demo-

cratic processes initiated in the country in the wake of the recent 73rd and 74th Constitutional Amendments providing statutory legitimacy to local self-government.

DPEP stresses on the participative processes whereby the local community is enabled to play an active role in promoting enrolment, achievement and social change. This process is being institutionalised through the Village Education Committees (VECs) and bodies like Mother-Teacher Associations and Parent-Teacher Associations.

In DPEP, strategies and interventions include, among others, construction of school buildings, improvement of teaching-learning materials and teacher training practices as well as capacity building for academic support, designed through wide ranging consultations with grass roots functionaries — NGOs, teacher representatives and academic support institutions. This approach actively involves the local community, particularly women, in crucial decision making. Environment building and advocacy, particularly with respect to the enrolment of girls, are areas of focus wherein both community support and participation are galvanised.

Imparting a Gender Perspective under DPEP

It is imperative that education, if it is to fulfil its potential as a decisive intervention towards social equity, must move beyond the domain of literacy to create an environment where women are enabled to come together to explore their situations, recognise and affirm their own strengths and capacities, and act to bring about change. A direct spin off was envisaged in enhanced awareness and emphasis on girls' education.

Specific strategies have been designed in the Programme to enhance

girls' access, enrolment and retention in the school system.

- Educational incentives such as free textbooks;
- Flexible school timings;
- Gender sensitive curricula and text-books;
- Improved school buildings with provision of toilets for girls:
- More female teachers:
- Escort system in some states:
- ECCE centres close to primary schools and convergence with the ICDS to support girls' attendance in schools;
- School level programmes.

Apart from these, the Programme recognises the crucial importance of enabling communities, particularly women, to play an active role in every aspect of the Programme.

- Formation of village-level women's collective and training of local women activists to catalyse collective actions around educational issues.
- Empowerment of local bodies such as Village Education Committees, Mother-Teacher Associations and women's groups to enable them to take the responsibility for promoting education in their areas.
- Intensive capacity building for community and women's groups, to focus on issues of education for girls.
- Involvement of community and women's organisations in mobilisation and school management, and in monitoring enrolment. retention, levels of achievement and classroom transactions, with emphasis on girls.
- Mobilising informed and active participation at the local level to build and sustain an environment supportive of girls' education.

- DPEP either funds Mahila Samakhya Programmes or works in close coordination with them.

Though slow, changes are now perceptible. There is discernible evidence to show both higher enrolment and retention amongst girl pupils and a more affirmative climate in the community to support education of the girl child. Women are taking on new rules, effective political participation, acquiring new skills and qualifications, acquiring control over local resources, building an autonomous and independent identity and building links and networking with other groups and movements.

Bihar Education Project

The 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. It aims at universalisation of elementary education with emphasis on improvement of quality of education in the State.

The project envisaged covering, in a phased manner, 150 blocks spread over 20 districts over a project period 1991–96. The funding pattern agreed upon for the project is 3:2:1 among UNICEF, the Government of India and the Government of Bihar. The project lays special emphasis on the education of deprived sections of the society, such as SCs, STs and the women. Participatory planning and implementation are the crucial elements of the project. It is being managed through a state level autonomous registered society, viz. the Bihar Shiksha Pariyojana Parishad (BSPP).

The mid-term review of the programe in 1994-95 also highlighted certain major achievements of the programme

which included (i) a strong Mahila Samakhya component, (ii) organisation of Village Education Committees and community involvement in the programme implementation at the grass roots, and (iii) Non-Formal Education through NGOs. The review also recommended consolidation of the programme in the existing seven districts.

Based on the request of the Government of Bihar, the project has now been further extended into the second phase of two years' duration (1996–98) with an outlay of Rs 61.52 crores. During Phase II the emphasis would be on consolidation of the achievements of the earlier phase in the existing seven districts. The Bihar Education Project would be wound up after 1997-98. However, 17 Revenue districts (comprising 27 educational districts) including these seven districts have been covered under DPEP Phase III in Bihar at a total project cost of Rs 651.3 crores (1997–98 to 2001–2002).

5
Secondary Education

The Revised Policy Formulations envisage planned expansion of Secondary Education facilities all over the country. They call for higher participation of girls, SCs and STs particularly in Science, Vocational and Commerce streams. It is also envisaged that computer literacy is provided in as many institutions as possible at the secondary stage.

5

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.

Vocationalisation of Secondary Education

In accordance with the priority accorded to the vocationalisation of education in the National Policy on Education, 1986, a Centrally sponsored scheme of Vocationalisation of Secondary Education was introduced in February 1988. The main objectives of the scheme are to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose. A Centrally sponsored scheme of Pre-Vocational Education at Lower Secondary stage was also introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of Classes IX and X, to develop vocational interests and to facilitate students in making a choice of vocational courses at the higher secondary level.

In order to provide expert inputs in policy formulation and implementation on a continuing basis, a Joint Council of Vocational Education (JCVE) was set up at the national level, under the Chairmanship of the Minister for Human Resource Development, with counterpart organisations at the state level. To ensure that the tasks laid down by the JCVE are performed effectively, a Standing Committee of JCVE was constituted under the Chairmanship of Education Secretary.

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

The scheme at +2 stage is imple-

mented through the State/UT Administrations. So far all the States/UTs, except Lakshadweep, have joined the programme. Up to the end of 1996-97, 18,719 vocational sections had been approved in 6,486 schools, creating capacity for diversion of 9.35 lakh students to the vocational stream at the +2 stage. The actual enrolment is, however, likely to be less as optimum utilisation of facilities created may not be achieved. During the year under report the main emphasis continues to be on consolidation and qualitative improvement of the programme.

So far assistance has been provided to 11 States/UTs for introduction of Pre-Vocational courses in 679 schools. These are the States/UTs of Assam, Chandigarh, Delhi, Karnataka, Manipur, Madhya Pradesh, Punjab, Rajasthan, Maharashtra, Gujarat and Uttar Pradesh.

About 150 vocational courses have been introduced at the +2 stage in six major areas, viz. Agriculture, Business and Commerce, Engineering and Technology, Health and Para-medical Services, Home Science Services and others.

The scheme lays considerable emphasis on practical training of students, both during the course of study as well as after completion of the course. Sixty vocational subject fields have so far been covered under the Apprenticeship Act to enable the vocational graduates at the +2 level to avail of the benefit of Apprenticeship Scheme. Thirty-four additional subject fields have been identified to be covered under the Act.

The main weaknesses witnessed in implementation of the programme have been a general preference in society for formal education and a corresponding disparagement of vocational education, low priority accorded by States/UTs, lack of micro-level attention, non-availability of trained teachers and appropriate text-books; inadequate linkages with industries and limited avenues for vertical mobility. During the last eight years of implementation of the Vocational Education Programme, several review meetings with State Governments/UTs have been conducted. In April 1996, a review meeting was conducted with Education Secretaries of all States/UTs to highlight these weaknesses and evolve strategies for the Ninth Plan.

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

A computerised Management Information System (MIS) has been developed for vocational education to obtain necessary information on different aspects of programme implementation by the National Informatics Centre (NIC) in collaboration with this Department and the NCERT.

With a view to evaluate the performance of the Vocational Education Programme, four external agencies/institutions were entrusted the work of conducting a region-wise evaluation. The final report has been submitted by Operations Research Group (ORG). States/UTs have been asked to take appropriate action as per the findings of these reports.

Integrated Education for Disabled Children

The National Policy on Education, 1986 stresses the need for bringing disabled children into the educational mainstream by providing them equal educational opportunities. It also envisages the education of children with mild-to-moderate disabilities in general schools and stresses that integration should be an integral component of basic education projects including Adult Education, Non-formal Education, Vocational Education, District Primary Education Programme (DPEP) and Teacher Education, etc. With the coming into force of the Persons with Disabilities Act, 1995 w.e.f. 7.2.1996, there is a statutory responsibility on the Government to provide free education in an appropriate environment to all disabled children up to the age of 18 years.

The Department of Education has been implementing the scheme for Integrated Education of Disabled Children (IEDC) since 1974. The scheme aims at providing educational opportunities for disabled children in the general school system so as to facilitate their retention and ultimate integration in this system. The scope of this scheme includes pre-school training for disabled children and counselling of their parents. Under this scheme 100 per cent financial assistance is provided as per prescribed norms for facilities for disabled children like books and stationery, uniforms, transport allowance, escort allowance for severely handicapped children, reader allowance for blind children and equipment which includes aids and assisting devices. Assistance is also provided for setting up of resource rooms, survey and assessment of disabled children, purchase and production of instructional material, training and orientation of special teachers.

National Council of Educational Research and Training

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. The main task of the NCERT has been to contribute to qualitative improvement in school education all over the country. In order to provide appropriate responses to educational challenges and national concerns in school education, Elementary Education and Teachers' Training received special attention during 1997-98. Programmes and activities related to improvement of courses of studies, textual material support and ancillary materials for enrichment of instruction were undertaken to give support not only to Universalisation of Elementary Education and Training of Teachers but also to improve the content and process of Secondary Education and Vocationalisation of Education. New Educational Technology is being increasingly used to improve the quality of school education and teachers' potential. The outreach of academic support and consultancy services was extended to states and district level agencies. Steps are being taken to attend to development of school education sector in the North Eastern Region. Emphasis is being given to meet the educational needs of Disabled Children and those belonging to SCs, STs, and Minorities.

Non-Formal Education

The focus of Non-Formal Education (NFE) programmes remained on

resource development in states and voluntary organisations. Draft of a learner-specific Primer for girls working in slums and rural areas was developed. Competencies in languages (Hindi and English) and Mathematics for NFE learners at Upper Primary stage were identified and guidelines for authors of textual materials were developed. Academic guidelines for NFE programme at Upper Primary stage were also prepared. Textual material on 'Factors and Multiples' for the first year of the middle stage of NFE was developed. Thirty-five NFE functionaries of SCERTs, SRCs and NGOs were oriented in the areas of multi-grade teaching, joyful learning, role of Panchayati Raj Institutions, etc. for successful implementation of the MHRD's scheme of NFE and Alternative Schooling. A peer group review of innovative and experimental projects in NFE and elementary education of 25 voluntary agencies was undertaken. The meeting provided unique opportunity for sharing of experiences among NGOs.

Education of Girls

A National Seminar-cum-Workshop on Fifty Years of Education of Girls and Women's Empowerment for State Education Secretaries, DPIs and Directors of SCERTs was organised. The eighth six-week Training Course on Methodology of Women's Education and Development was also organised. A Data Bank of Women's Education and Development is being developed. Various EFA (Education For All) Projects in different States of India are being monitored from the gender point of view. Evaluation of the Pilot Project for Promotion of Primary Education for Girls and Disadvantaged Groups in Haryana continued. An awareness generation workshop regarding promotion of girls' education was organised. A document titled *Women Who Created History* was brought out as resource material mainly for students and textbook writers. Resource material on *Legal Literacy for Educational Personnel with Focus on Women and Girls* was also developed and published.

Education of SCs/STs

In order to promote education of children belonging to Scheduled Tribes, instructional materials in some tribal dialects are being developed. Six textbooks in Rathwa and Warli tribal languages of Gujarat State were finalised. Supplementary reading material on Gond of Bastar (Madhya Pradesh) and Kondh and Sara Tribes of Orissa are being finalised. A publication *Oraon Lok Geet and Lok Kathain* (Hindi) has been brought out. Manuscripts of textbooks for Classes I and II in Santhali, Mundari, Kurukh, Kharia and Ho Tribal languages of Bihar State will be finalised. A study to determine the efficacy of Ashram Schools is in progress. A handbook of information for teachers on the Educational Development of Scheduled Castes is being developed. A review meeting of the Tribal Education Coordinators in DPEP states was organised.

Education of Minorities

In the context of Education of Minorities, a study on analysis of existing curriculum in government-aided Maktabs/Madrasas is in progress.

Special Education

Handbooks for (i) Teaching of Hindi Language to Hearing Impaired Children in Integrated Schools, and (ii) Teachers of Low Vision Tribal School Children are being developed. A guide book on Resource Facilities in Common Schools for Children with SEN is also being developed. An Evaluation Study of Multi-Category Teacher Training Programme

was completed. A project on Identification of Curricular Adaptation for Meeting Curricular Needs of Children with Disabilities is in progress. A report on Strengthening of IEDC in the States was prepared. The report on Evaluation of ICDS Functionaries for Meeting Special Needs of Children for Identification and Intervention of Disabled Children was disseminated. A source book for Mentally Retarded Children is being developed. Academic support was provided to the National Conference on Implementation of Persons with Disabilities Act, organised jointly by the Ministry of Welfare and the Ministry of Human Resource Development. A syllabus for Teaching-Learning of Disabled Children was planned. A National Workshop on Education of Pupils with Disabilities was organised. Master Trainers were prepared for Attitudinal Training Programme for Tribal Area Teachers.

Teacher Education

The Regional Institutes of Education (RIEs) continued organising pre-service teacher education programmes, viz., (i) Four-Year Integrated B.Sc.B.Ed. Course, and (ii) One-Year M.Ed. Course with specialisation in Elementary Education. A project on Appraisal of Teaching Practices in Pre-Service Teacher Education Programme has been undertaken. Case studies of innovative school teachers are in progress. Studies on Working Conditions of the Primary School Teachers in the States of Haryana and Madhya Pradesh, and Instructional Practices and Classroom Management in Large Size Classes at Primary Stage are also in progress.

EEducational Survey

TThe Sixth All India Educational Survey (AAIES) with 30 September 1993 as the ddate of reference was conducted jointly bby the NCERT and NIC in collaboration

with the State Governments. A publication entitled *Provisional Statistics* was brought out. The survey data on important aspects was supplied to the MHRD and to the Planning Commission in the context of formulation of the Ninth Five Year Plan. Preparations for conducting the Seventh All India Educational Survey are in progress.

Central Board of Secondary Education

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

Examinations

In all 2,21,547 candidates were registered for Senior School Certificate Examination and 3,96,703 candidates for Secondary School Examination held in March-April

Senior School Examination			
Boys	68.41	67.37	69.1
Girls	76.77	75.52	79.0
Total	**71.99**	**70.85**	**73.3**
Secondary School Examination			
Boys	64.06	64.23	54.20
Girls	64.38	65.74	64.37
Total	**64.19**	**64.85**	**64.27**

1997. Analysis of the overall pass percentage for Senior School and Secondary School Examinations is as mentioned in the Table on previous page.

Structural Reforms

In pursuit of continuous and comprehensive evaluation, objectivity and transparency, the Board has introduced several reforms and innovations in:

- The administration of examination
- Collective paper designing
- Moderation
- Pre-testing of marking schemes
- Long range evaluation exercises in some internal and external examinations
- Development of Sample Question Papers and Marking Schemes
- Variance analysis before the declaration of results

All India Pre-Medical/Pre-Dental Examination

The Board also conducts this examination. This year 1,61,664 candidates registered themselves for the All India Pre-Medical/Pre-Dental Examination.

Affiliation

The Board appoints the territorial study teams to conduct regular academic visits to the schools. This year 256 new schools have been added and the total number of affiliated schools stands at 4,843, located in different parts of India and in other countries like Bangladesh, Baharain, Saudi Arabia, Kuwait, Russia, etc.

Curriculum Design

The thrust of the curriculum design is upon providing knowledge, promoting psychomotor skills, developing logical thinking and scientific aptitude and to strengthen value-based approach to life.

Vocational and Technical Education

The Board has provided 37 different courses which can be offered depending upon the requirements and suitability of the students.

Generic Vocational Course

The CBSE is the first Board in the country to introduce Generic Vocational Course at the +2 level. This competency-based curriculum provides skills that cut across various vocations and prepare a learner for occupational role in general. The contents of this course include House Keeping to Automation and Robotics, Resource Management, goal-setting, work culture, etc.

Special Adult Literacy Drive

In consonance with the NPE 1986, the Board has launched Special Adult Literacy Drive in all the affiliated schools. This programme calls for the involvement of students and schools on a mass scale and forms an essential component of work experience whereby 20 per cent weightage has been earmarked for this activity.

Environmental Education

To familarise the students with the growing concerns of environmental degradation, ecological imbalances and the global concerns on environmental issues the Board has launched environmental education in schools.

Kendriya Vidyalaya Sangathan

The Government of India approved the scheme of Kendriya Vidyalalyas in 1962

on the recommendations of the Second Central Pay Commission with the idea of encouraging the growth of secondary schools with a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. Initially, 20 regimental schools in different states were taken over as Central Schools. In 1965, an autonomous body, called the Kendriya Vidyalaya Sangathan (KVS), was set up to run these Vidyalayas. As on 1.7. 1997 the number of Kendriya Vidyalayas is 875.

Salient Features

Kendriya Vidyalayas have the following salient features:

(i) Kendriya Vidyalayas fulfil their commitment to provide educational needs of the transferable Central Government employees to a large extent.

(ii) Preference in admission is given to children whose parents had the largest number of transfers during the preceding seven years.

(iii) All Kendriya Vidyalayas are co-educational and composite.

(iv) Common textbooks with common curriculum and bilingual medium of instruction, i.e. English and Hindi are followed.

(v) All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education.

(vi) Teaching of Sanskrit from Class V to IX is compulsory. However, the student can offer Sanskrit as an additional optimal subject at Class X also.

(vii) The quality of teaching is kept high by maintaining a proper teacher-pupil ratio.

(viii) No tuition fee is charged from students up to Class VIII. The wards of staff of KVS, SC/ST students, children of Officers and personnel of the Armed Forces killed or disabled during hostilities in the wars of 1962, 1965 and 1971 against China and Pakistan, and girl students are exempted from paying tuition fees.

Opening of KVs

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

In order to meet the increasing demands from the target group (Civil and Defence Sectors), the Government approved in May 1993 opening of up to 20 KVs every year during the period 1993-94 to 1997-98, and as many as may be practicable, in view of suitable proposals in the Project Sector.

Over the years, the Vidyalayas have steadily increased and on 1.11.1997 there were 875 Kendriya Vidyalayas. The distribution of Vidyalayas in the different sectors is as given below :

	Sector	No. of KVs
i)	Defence	364
ii)	Civil	342
iii)	Projects and Institutes of Higher Learning	169
	Total	**875**

Admissions

The main object of the Kendriya Vidyalayas is to provide uninterrupted educational facilities to the wards of Central Government employees who are transferred from one region to another and from one linguistic area to another.

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

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

☐ The children and dependent grandchildren of Hon'ble Members of Parliament, children of KVS/NSG/SPG employees.

☐ Twenty-five seats for employees of Ministry of External Affairs and RAW.

☐ One hundred seats for the employees of the Department of Education.

☐ Children of Central Government employees who die in harness.

Reservations

Fifteen per cent and 7.5 per cent seats of fresh admissions are reserved for SC/ST candidates. After meeting the needs of the registered SC/ST candidates, the unfilled seats of one category can be transferred to another category to the maximum of 22.5 per cent of fresh admissions.

There were about 8 lakh students studying in KVs as on 1.4.1997.

Course of Studies at the +2 Stage

Kendriya Vidyalayas provide Science, Commerce and Humanities streams mainly. The Physical Education, Political Science, Fine Arts and Music have also been introduced in addition to the Computer Science as elective subjects at the +2 stage.

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

Academic Performance

The academic performance of KVs at Class X and XII examinations conducted by the CBSE in 1997 is 79.11 per cent and 83.31 per cent, respectively.

Training of Teachers

A well chosen teaching staff and their periodical orientation in general and methodical areas by developing and building their competencies enable them to nurture the talents of the students fully.

Academic Programmes

The following programmes and activities have been undertaken by the KVs:

☐ A project on Computer Literacy and Studies in Schools (CLASS) has been ongoing in 291 KVs.

☐ The revised CLASS Project has been introduced in 161 KVs under UNIX Environment.

☐ The other activities like Youth Parliament, Associated Schools Project on national integration and International Understanding, KVs Science Exhibition, Scouting and Guiding, Adventure Activities, NCC, NSS and Games and Sports, etc. are a part of

the curriculum of every Kendriya Vidyalaya.

▫ The project on Value Education as a pilot project, strengthening of values through visual and performing arts, students' exchange programmes, strengthening of primary education and celebration of fiftieth anniversary of Independence has been adopted.

▫ Fifty KVs have been identified as model Kendriya Vidyalayas which will be equipped with better infrastructure facilities for games and sports, library, senior and junior science laboratories and computers.

Incentive Awards for Teachers

This year 36 teachers were honoured with Incentive Awards. Four KV teachers were awarded National Awards by the President of India in recognition of their meritorious services.

Navodaya Vidyalaya Samiti

In order to provide high quality modern education including strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, without regard to their socio-economic conditions, the Government of India launched the scheme to establish, on an average, one Navodaya Vidyalaya (NV) in each district of the country. Navodaya Vidyalayas are fully residential co-educational institutions providing education up to Senior Secondary stage. Education in NVs including boarding and lodging, textbooks, uniforms, etc. is free for all students.

Opening of NVs

As on 30 October 1997, 390 schools have been sanctioned. It is expected to sanction 30 more new NVs during 1997-98. The States of Tamil Nadu and West Bengal have not adopted the scheme as yet.

Admission

Admission to NVs is made at the level of Class VI through a test conducted in the concerned district in which all children who have passed Class V from any of the recognised schools in the district are eligible to appear. The tests are designed and conducted by the NCERT.

Establishment of Zonal Training Institutes

The Government has approved setting up of five Zonal Training Institutes for providing in-service training to the teachers of JNVs at various locations in the country.

Computer Literacy Programme

The existing Computer Literacy Programme (CLP) in 103 Navodaya Vidyalayas is being continued. It is proposed to extend this programme to more JNVs in a phased manner. The expansion of CLP to 100 more JNVs is expected to be finalised during this year.

Migration

As per migration policy of Navodaya Vidyalaya Samiti, 30 per cent migration of the students at Class IX level from 302 Vidyalayas has taken place during 1996-97. 4,291 students were proposed for migration against which 4,024 students have actually been migrated.

Allocation of Streams

A total of 219 Navodaya Vidyalayas were upgraded to senior secondary stage during 1997-98. Science, Commerce, Humanities and Vocational streams were introduced in these Vidyalayas. Various

vocational streams allocated to Vidyalayas, viz. Life Insurance, Electrical Technology, Vocational Commerce and Hotel Management are functional in certain NVs.

Sports and Physical Activities

A National Games Meet was organised in two groups, Group A at JNV, Agra from 15 to 17 October 1997 and Group B at JNV, Raipur from 22 to 24 October 1997. A National Athletic Meet was also held on 4 and 5 November 1997 at JNV, Ranchi (Bihar). The NVS National Team in Archery bagged the second position in the recently conducted School Games Federation of India tournaments.

Training Programmes

The Samiti organised a number of staff development programmes to the professional growth of teachers and Principals of JNVs. In this contest it is also getting the help of agencies like CCRT, NCERT, NIEPA, SAI, etc. to update the knowledge of teachers and Principals. During the year 1996-97, the Samiti has organised 91 training programmes.

Education of SCs/STs/Women

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

Efforts are made to ensure that at least one-third of the students selected are girls. The percentage of SC/ST and girl students in JNVs during the academic session 1996-97 was 22.4 per cent, 13.6 per cent, and 31.9 per cent, respectively.

National Open School

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

Growth of JNVs

VIDYALAYAS AS ON 31.03.97
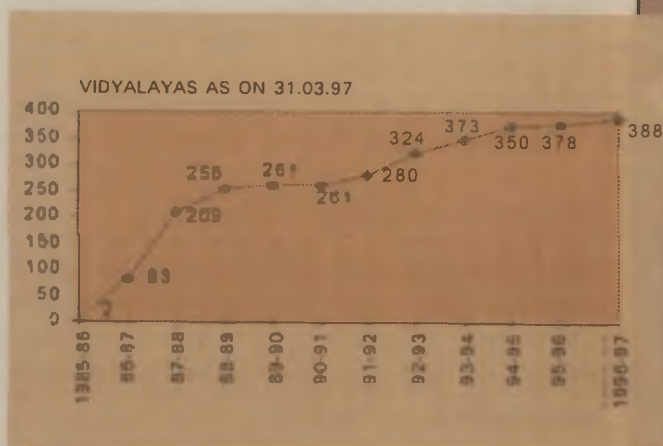
Percentage of Boys, Girls in JNVs

GIRLS 31.91

BOYS 68.09

Students in JNVs

URBAN
21.32

RURAL
78.68

Central Tibetan Schools Administration

The Central Tibetan Schools Administration was set up as an autonomous organisation by a resolution of the Government of India, Ministry of Education and Youth Services (Now MHRD) in 1961 and was registered under the Societies' Registration Act (XXI of 1860). The main object of the society is to establish, manage and assist schools in India to impart education to Tibetan children and to preserve Tibetan culture, heritage and traditions. Tibetan children are provided free education from Pre-Primary to Class XII. They are also provided free textbooks, stationery and mid-day meals.

The Central Tibetan Schools are mainly located at places where Tibetans are settled. The medium of instruction at primary level is Tibetan, the mother tongue of the child and English from Class VI onwards. The schools under CTSA are affiliated to Central Board of Secondary Education, Delhi and follow the 10 + 2 system of education. The CTS provides facilities for education in Science, Humanities, Commerce and Vocational streams. The Administration runs eight Senior Secondary Schools (six Residential and two Day Schools); five Secondary Schools; nine Middle Schools; eight Primary Schools and 46 Pre-Primary Schools. 11,232 students are receiving education in these schools.

The CTSA also gives grant-in-aid to nine schools imparting education to Tibetan children.

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

The CTSA has introduced some innovative schemes like Common Annual Examination, Remedial Teaching, Preparing of Question Banks, etc. for achieving excellence in education.

National Award for Teachers

The scheme of National Award for Teachers was started in the year 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious teachers working in primary, middle and higher secondary schools. In 1967-68 the scope of the scheme was enlarged to cover the teachers of Sanskrit Pathshalas, etc. run on traditional lines. In 1976 the scheme was further enlarged to cover Arabic/Persian teachers of Madrasas run on traditional lines. Since the year 1993, the scheme has further been enlarged to cover teachers from Sainik Schools, Novodaya Vidyalayas and schools run by the Atomic Energy Education Society.

Each award carries a certificate of merit and a sum of Rs. 10,000 along with a silver medal. The number of awards given have been increased from 296 to 302 from the year 1993.

Two hundred and sixty-four teachers were selected for the National Award for 1996. These awards were given away by the President of India on 5 September 1997 at a function organised at Vigyan Bhawan, New Delhi. For the National Award 1997 selection process is in progress.

National Foundation for Teachers' Welfare

National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the Foundation is to promote the welfare of the school teachers, and to alleviate distress among them and their dependents in indigent circumstances through financial assistance.

The affairs of the organisation are managed through a General Committee under the Chairmanship of Minister for Human Resource Development with Ministers in charge of School Education in the States/UTs as its Members. State level committees of the Foundation exist under the Chairmanship of the Education Ministers of States and Lt. Governors of Union Territories, respectively.

Annual contributions from Member States/UTs and 10 per cent of the collections of donations on the Teachers' Day constitute the Corpus of the Foundation. The States/UTs retain 90 per cent of the proceeds of donations. Funds of the Foundation at the Central level are invested in five year time deposits through the Treasurer of Charitable Endowments for India (TCE).

Financial assistance is extended, centrally, through the following schemes:

- ☐ Construction of Shikshak Sadans
- ☐ Subsidy for academic activities of teachers
- ☐ Paid holiday to the awardee teachers
- ☐ Support for professional education of children of school teachers
- ☐ Gratuitous relief in cases of serious accidents
- ☐ Grant of financial assistance to teachers for serious ailments.

Improvement of Science Education in Schools

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

Environmental Orientation to School Education

Protection of environment has assumed great significance in the context of increasing pollution and over exploitation of natural resources. The awareness

about protection and conservation of environment has to be inculcated in the early stages of childhood.

To this end, a Centrally sponsored scheme, 'Environmental Orientation to School Education' was initiated in 1988-89. The scheme envisages assistance to State Governments/UT Administrations and voluntary agencies. The voluntary agencies are assisted for the conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions; while the States/UTs are assisted for various activities including review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein; review and development of textbooks on Environmental Studies at primary and upper primary levels; review of strategy for imparting environmental education at upper primary level; development of teaching-learning material and organisation of suitable innovative work experience activities. The scheme has been restricted to voluntary organisations only from 1996-97.

Computer Literacy and Studies in Schools

A pilot project on Computer Literacy and Studies in Schools (CLASS) was modified and implemented from 1993-94. The scheme for assistance is restricted to senior secondary schools and instructions in Computer Literacy will be compulsory for all students of Classes XI and XII in such schools.

The National Steering Committee under the Chairmanship of Education Sec-retary is responsible for monitoring and supervision of the project. At state/UT level special cells set up for the purpose will discharge the dual responsibility of monitoring and actual implementing agencies.

International Mathematical Olympiads

With a view to identifying and nurturing talent in Mathematics at the 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 six secondary student contestants, a team leader and a deputy team leader.

As per the existing financing pattern, the host country pays for the food and accommodation and transportation of the participating teams during their stay in the host country, while the international travel cost is borne by the participating countries. The Indian team in the last 38 Olympiads was jointly sponsored by the Department of Education, Ministry of Human Resource Development and the National Board for Higher Mathematics (NBHM), Department of Atomic Energy. The cost of international travel was paid by the Department of Education, while all other expenses, etc. were borne by the NBHM.

The thirty-eighth IMO-97 was held in July 1997 at Argentina. This Ministry paid for the international travel cost of the team of eight members including leader, deputy leader and six participants, while the responsibility for organisational matters rested with the NBHM. The Indian contingent won three silver and three bronze medals.

Educational Technology

This is a Centrally sponsored scheme combining certain elements of a Central plan scheme. This scheme seeks to provide the entire cost of radio-cum-cassette player in primary schools and 75 per cent cost of colour TVs in upper primary schools to provide access to quality education. To enable production of suitable programmes for these schools, six autonomous SIETs in Uttar Pradesh, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh, have also been funded under the scheme. Financial support is also extended to the Central Institute of Educational Technology, NCERT for producing programmes for the schools for telecast/broadcasting through Doordarshan/Akashvani. At present all programmes for this purpose are produced by CIET and SIETs and are funded under the scheme.

Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools

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

In order to actualise the recommendations in POA 1992 formulating a special enabling plan to ensure increase in enrolment of girls in secondary educa-

tion and the NPE directive encouraging NGO participation in education, it was decided to launch this scheme during the Eighth Plan period.

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

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

Cultural Exchange Programme in the Field of School Education

Under this scheme financial assistance is provided to bear the expenses for foreign travel/stay of non-official members of the Indian delegation going abroad and expenses for travel/stay in India in respect of the members of foreign delegation coming to India, in pursuance of India's Cultural Exchange Programme with foreign countries.

6

University and IHigher Education
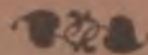
The University and Higher Education

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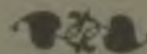
Indian Institute of Advanced Studies, Shimla

A meeting in progress at the
Indian Institute of Advanced Studies, Shimla

6

University and Higher Education

TThe NPE, 1986 visualises Higher Education to be dynamic and of high quality. LUniversity and Higher Education has, ssince Independence, witnessed phenomeenal expansion with remarkable ddiversity in terms of growth of uuniversities, colleges and institutions of hhigher learning and research. There has bbeen good response for enrolment iiincluding from women, SCs/STs.

LUniversity Grants Commission

TThe University Grants Commission (l(UGC) was given statutory recognition iiin 1956. The Commission carries out the cconstitutional mandate of coordination aand maintenance of standards of Higher EEducation. It monitors salient developnments in the field of collegiate and uuniversity education. It determines and ddisburses funds to the Central Universsities. The Commission also disburses pplan funds, at its discretion, to State uuniversities and colleges affiliated tthereto.

FHigher Education among Women

TThe enrolment of women at the beginnning of the year 1997-98 was 23.03 lakhs aand 34 per cent of these was at the postggraduate level.

Programmes and Activities of the Commission

Some of the programmes and activities pursued by the UGC during the year under report are discussed below.

Human Resource Development

The Commission provides assistance for programmes designed to enable teachers and researchers to upgrade professional competence and keep abreast of the latest developments in their disciplines. Assistance for various types of scholarships and fellowships is provided to achieve this objective. Junior Research Fellowship is awarded to those research scholars who have qualified in national level tests conducted by the UGC, CSIR, GATE, etc. Teachers of eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing. Similarly, under the scheme of Research Scientists, 200 positions have been created.

Research and Studies in Emerging and Inter-disciplinary Areas

These courses include Superconductivity, Atmospheric Science, Environmental Education, Computer Application, etc.

The Commission provided assistance to 17 universities during 1996-97 in both basic and applied areas of Superconductivity. It is supporting seven universities under the Atmospheric science programme. The UGC has also prepared guidelines for courses in emerging areas like Computer Application, Functional Hindi, Biotechnology, Environment Education/Energy Education, Electronics, Futurology, Business Administration, Communication and Remote Sensing which aim at modernising these courses and preparing specialised human

resources in each area. Some of these courses like Biotechnology, Environment Education, Energy Education, Electronics and Futurology are being funded by the UGC on its own since the beginning of the Eighth Plan.

In view of the growing concern for environment, the UGC has impressed upon universities to introduce courses in Environment as a compulsory subject at the undergraduate and post-graduate levels. A textbook and some popular literature for under-graduates have also been prepared with the help of expert groups on Environment. Through its Countrywide Classroom Programme, the UGC has telecast more than 100 episodes for promoting environment awareness.

Vocationalisation of Education at the First Degree Level

The UGC had launched the scheme of Vocationalisation of Education at the first degree level in the universities and colleges in 1994-95. Up to the end of 1996-97, 520 institutions (12 universities and 508 colleges) were identified for support for starting vocational subjects.

Autonomous Colleges

The Commission has a scheme under which a college declared autonomous by its affiliating university is fully accountable for the content and quality of education. Such a college is also responsible for setting its own examination papers and for the conduct of examinations. The college evaluates the students for the award of degrees which will be accepted by the parent university.

Teacher Recruitment

During the year, the Commission conducted qualifying tests for determining the eligibility for lecturership and for award of Junior Research Fellowship in Humanities and Social Sciences. Similar test in science subject was conducted jointly by UGC and CSIR.

Teachers Training

Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the Academic Staff Colleges identified by the Commission organised orientation programmes for new teachers and refresher courses for in-service teachers.

Grants to Universities and Colleges

The Commission released development grants to 107 eligible State Universities (excluding Agricultural Universities), amounting to Rs 7300 lakhs during 1996-97 as part of the total commitment for the Eighth Plan period. Also, development grants amounting to Rs 4055.67 lakhs were released to Central Universities for the year 1996-97. An amount of Rs 861.41 lakhs was released to institutions Deemed to be Universities.

Common Facilities and Services

Autonomous centres within the university system have been set up to provide common facilities, services and programmes to universities since heavy investment in infrastructure and inputs have made it beyond the reach of individual universities to obtain these facilities. These centres are inter-university centres set up in different disciplines. The UGC also assists a large number of Centres as national facilities.

Media and Educational Technology

The Consortium for Educational Communication (CEC) is an Inter-University Consortium set up by the UGC with the

responsibility of utilising electronic media in education. The CEC is a nodal agency to coordinate the production and research activities in media centres in various universities and with Doordarshan on the telecast of such programmes.

Education International

Education International (EI), a commercial organisation, has been set up by the MHRD and the UGC under the overall supervision of CEC. EI has a mandate to promote and sell educational programmes available with CEC, IGNOU, NCERT and NOS in the international market. It also markets CEC programmes nationwide.

Environment Project

As per the mandate given by the Supreme Court of India, the Ministry of Environment and the UGC have set up an Environment Project in CEC. This project aims to sensitise and create an awareness and appreciation of environment and development issues. The project utilises the power and reach of television to influence individual and social action. Ecoquest, a series of spots, and Vasundhra, a feature series on India's environment, are being telecast in the CWCR to fulfil this goal. CEC is also preparing a textbook on Environment for under-graduates.

Adult, Continuing and Extension Education and Population Education Programmes

The Commission is providing financial assistance to universities for the implementation of the Total Literacy Campaigns (TLC), through their departments of Adult, Continuing and Extension Education. The Commission is also deputing university/college teachers to work with Bharat Gyan Vigyan Samiti for nationwide literacy movement.

Population Education Programme, assisted by the UGC, is implemented by the universities as part of the United Nations Population Fund (UNPF)-UGC project through the Population Education Resource Centres (PERCs). These have been set up by the UGC in the Departments of Adult, Continuing and Extension Programmes to provide support services for various activities like materials/curriculum development and training for the functionaries. Studies conducted under the project at the national and at the PERC level during the year were; (a) preparation of Population Education curriculum at the B.Ed level, (b) preparation of Training Manual on Population Education, (c) conducting training/orientation programmes for college principals and lecturers, and (d) providing counselling services to students on problems like AIDS and Drug Abuse through telephone booths and university 'help line'.

Distance Education/Correspondence Courses

Distance Education accounts for nearly 12 per cent of the total enrolment in higher education and is the emerging reality in the educational scene of the country. The UGC provides assistance to universities as seed money for the upgradation of Correspondence Course Institutes (CCIs) to the Distance Education Modes (DEMs). Additional assistance is available on a continuing basis after every five years.

The Commission has also organised various workshops for facilitating upgradation, particularly with regard to the transformation of printed course material into the distance education format.

Facilities for SCs/STs, Handicapped and the Weaker Sections of the Society

In addition to the Junior Research Fellowships reserved for SCs and STs, the

Commission is directly awarding every year 50 fellowships for these categories. Forty Research Associateships are also earmarked for persons in this category. Similarly, 50 Teacher Fellowships have been earmarked for teachers belonging to these categories for M.Phil/Ph.D. programmes. Special Cells in various universities have also been financed to ensure effective implementation of the various schemes for the SC/ST students. Relaxation has also been prescribed in the criteria for financial assistance to colleges having SC/ST enrolment and to those located in backward regions. There is also a scheme of Remedial Coaching for Scheduled Castes and Scheduled Tribes being implemented in universities and colleges which aims at improving the skills and linguistic proficiency of the students and raising their level of comprehension in such subjects where quantitative techniques and laboratory work are involved.

Other Activities and Programmes

☐ Under the Commission's programme of promoting women's studies, assistance is provided to universities and colleges for setting up centres and cells for women's studies. These centres/cells undertake research, develop curricula, and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights and social exploitation.

☐ The project on Information and Library Network (INFLIBNET) has funded 69 universities for computerisation of libraries so far. Various software packages required for Library Management Services have been developed. An Integrated Library Management Software for management of libraries has also been developed.

☐ The Commission continued to provide assistance on cent per cent basis under Plan Funds for the promotion of Gandhian, Buddhist and Nehru studies.

☐ The Planning Commission had appointed a Working Group headed by the Chairperson, UGC for drafting the Ninth Five Year Plan for Higher Education. The thrust areas for the development of Higher Education during the Ninth Plan are as follows: (a) Relevance and quality, (b) Access and equity, (c) the University and Social Change (role and functions), (d) Management of Education, and (e) Finance.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a Deemed University since 1962, acquired the status of Central University by an Act of Parliament on 26 December 1988. JMI imparts education from the Nursery stage to Post-graduate and Doctorate levels. It has six Faculties and eight centres.

The strength of teaching staff (including that of school sector) and non-teaching staff of JMI as on 31 March 1966 was 540 and 1153, respectively. The students strength during 1996-97 was 10,342 (including 2332 women candidates, 711 SC/ST candidates and 113 foreign students).

Nine new courses, namely, M.Phil. in History and Hindi, M.Ed. (Elementary Education), M.Tech. in Environmental Management, P.G. Diploma in Cultural Heritage and Tourism, P.G. Diploma in Human Rights, Bachelor of Computer Application (B.C.A), Bachelor of International Business and Finance (B.I.B.F), B.Sc. (Instrumentation) and B.A. (Functional Hindi) have been introduced during the current academic session.

The Mass Communication Research Centre (MCRC) of JMI produced, *inter alia*, 65 Countrywide Classroom Programmes for the University Grants Commission during 1996-97. A programme under the series 'New Horizons' was completed in collaboration with ten other countries.

A Residential Management Development Programme for University Administrators (MDPUA) instituted with the approval and financial support of the UGC organised five programmes during 1996-97 in which 97 Administrators from All India Universities and Institutions of higher learning participated.

Dr Zakir Hussain Institute of Islamic Studies, established in 1971 to promote an understanding of Islam and all the movements of liberalisation and modernisation in Islamic countries continued to publish two journals *Islam and the Modern Age* (English) and *Islam Aur Asre-e-Jadeed* (Urdu).

Visva Bharati

Visva Bharati, an educational institution founded by Rabindranath Tagore, was incorporated as a Central University in 1951. The University imparts education from the Primary to Post-graduate and Doctorate levels. It has 11 Institutes — eight at Santiniketan and three at Sriniketan. As on 31 March 1997, there were 6,116 students on the rolls of the University. The total strength of teaching and non-teaching staff was 486 and 1553, respectively.

The library of the University and its branches have a collection of 6.40 lakh books and 2820 journals. Implementation of Information and Library Network Programme in the library is in progress.

Rabindra Bhavan, in collaboration with the Department of Electronics, Government of India, has undertaken a three-year project on Multimedia Encyclopedia of Rabindranath. Under the project, three CD-ROMs comprising (a) Life and times of Tagore, (b) Tagore and his works, and (c) Tagore and his ideas would be prepared by May 1999.

The Indira Gandhi Centre for National Integration, established in 1986, organised several all India seminars and symposia on Curriculum Development. The Centre has also undertaken a research project to study the impact of Development Programme on Tribal People and the Problems of National Integration. The Centre has been awarded Indira Gandhi National Award (1997).

Aligarh Muslim University

Aligarh Muslim University (AMU), established in 1920, is one of the premier academic institutions of the country. It is fully residential. The University has 92 departments/institutions/centres grouped under 11 faculties. The University also maintains four hospitals, six colleges including Medical and Engineering colleges, two polytechnics and eight schools.

The university has on its roll around 20,000 students (excluding school strength). The total strength of teaching staff of AMU is 1264 and that of non-teaching staff 5,897.

The Central Library of the University had a total collection of 8,89,313 volumes in 12 languages. In addition each department has a Seminar Library for PG and research students. Colleges like J.N. Medical College, A.K. Tibbiya College, Z.H. College of Engineering and Technology and Women's College have separate libraries.

Assam University

Assam University, Silchar was established on 21 January 1994. It is a teaching-cum-affiliating University. There were 39 general colleges, nine professional and technical colleges affiliated to the University during 1995-96.

The total number of PG departments was increased from 6 to 18 during 1996-97 under eight Schools of Studies. The University has also introduced Ph.D. programme. In the academic year 1995-96 the University admitted 828 students into various PG programmes. There were 14,570 students on the rolls in its affiliated colleges during the period.

Babasaheb Bhimrao Ambedkar University

Dr B.R. Ambedkar University, Lucknow was established in 1989 for imparting Post-graduate Training and Research in Science and Technology. The University was notified as a Central University on 10 January 1996. It aims to provide instructional and research facilities in new and frontier areas of learning and to launch academic programmes. The University has presently set up the School of Ambedkar Studies, School for Information, Science and Technology and School for Environmental Studies besides opening three Centres, viz. Centre for Rural Technology, Centre for Vocational Studies and Centre for Human Rights. The academic programmes in these Schools and Centres have to be started by the University with a faculty strength of 21 members.

Banaras Hindu University

The Banaras Hindu University (BHU) came into existence in 1916 as a teach-

ing and residential University. The University consists of three institutions, namely Institute of Medical Sciences, Institute of Technology and Institute of Agricultural Sciences; and 14 faculties with 114 academic departments. The University also maintains a constituent Mahila Mahavidyalaya and three School-level institutions. Four colleges in the city are admitted to its privileges. It also has a 1000-bedded Modern/Ayurvedic Medicine Hospital. The University has 14,788 students on its rolls. The strength of its teaching and non-teaching staff is 1,157 and 7,088, respectively.

The BHU has instituted three new Chairs, viz. Rajiv Gandhi Chair for Comparative Studies in Religion, Suresh Amiya Chair in Environmental Engineering, IT and ONGC Chair in the Department of Geology. The University has introduced Advanced Diploma Courses in Arabic and Persian Languages from the session 1997-98.

University of Delhi

The University of Delhi is a premier university of the country which is known for its high standards in teaching and research and attracts a large number of students not only from all over India but also from several other countries. Established in February 1922 as a unitary and residential university with a nucleus of three colleges, two faculties and about 750 students, it has grown, over the years, into one of the largest universities in the country. At present it has 14 faculties, 82 teaching departments and 78 colleges spread all over Delhi.

There are about 2,25,000 students presently enrolled in the University with approximately 19,000 students at the

oost-graduate level. About 1,05,000 of hhese students are enrolled in non-for-mal education programmes offered by hhe School of Correspondence and Con-iinuing Education, Non-Collegiate Women's Education Board and the External Candidates Cell. The total number of teachers in the teaching departments and colleges taken together is about 7,500 and the number of administrative staff is around 3,000.

The academic and research contributions made by the faculty of the University have enabled it to get the distinction of having the largest number of Centres of Advanced Studies recognised by the UGC. Besides, 13 Departments of the University have been recipients of Special Assistance Programmes granted by the UGC. In addition, five departments have been selected for providing assistance under COSIST programmes.

The Delhi University Library System comprises 24 libraries with a total collection of over 13,00,000 volumes and 1,000 periodicals. Besides, the University has 78 college libraries to meet the needs of under-graduate students. The collection of college libraries is about 30,00,000 volumes.

University of Hyderabad

The University of Hyderabad, established by an Act of Parliament in 1974, is a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through its eight Schools of Studies. Besides, the Centre for Distance Education of the University offers post-graduate diplomas in five disciplines. During the year 1997-98, 337 students were admitted to various courses offered by the University on the basis of their performance at the entrance tests conducted at eleven

centres all over the country. The total number of students on rolls of the University during the year under report was 2,017 (including 367 SC and 75 ST students). The number of women students on rolls was 690 which is about 35.5 per cent of the total.

The University has a faculty strength of 197 (65 Professors, 73 Readers and 59 Lecturers). The faculty of the University has, over the years, published widely and has obtained research support from several funding agencies. Over 90 research projects funded by various agencies are currently under study by the faculty. Some projects in progress with the faculty have been sponsored by foreign agencies such as Naval Research of USA, Volkswagen Foundation of Germany and Rockefeller Foundation of USA. The University has entered into a few MOUs with local industrialists also which continued to be under study during the year under report.

The Indira Gandhi Memorial Library in the campus of the University is fully automated/computerised with state-of-the-art access facilities like Internet and Multimedia for the benefit of the students and the faculty.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU) came into existence in 1969. It is primarily concerned with Post-graduate Education and Research. The University has seven Schools consisting of 24 Centres of Studies. In addition, it has a separate Centre for Bio-Technology. The strength of its teaching and non-teaching staff is 371 and 1350, respectively. The total enrolment in the University was 3,843 students with adequate representation to the members of SCs/STs and OBCs.

The faculty members of JNU produced 77 books, contributed 150 chapters to books and published 283 research articles in various national and international journals of repute. Some of the distinguished faculty members received honour/awards from various national and international organisations. The faculty has at present 188 on-going research projects sponsored by various funding agencies. The University has established eight Chairs and 32 Endowment Funds. The University has signed five MOUs with University of Baleasic Islands, Spain, Otavi University, Kyato, Japan; Korean Foundation; University of Illinois, USA and Gyeongsang National University, Korea.

The University library acquired 2,173 volumes of various periodicals and newspapers. The total number of books is 4,59,064.

Indira Gandhi National Open University

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

The IGNOU provides an innovative system of university level education, flexible and open in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, methods of evaluation, etc. The University adopted an integrated multimedia instructional strategy consisting of printed materials and audio-video programmes supported by counselling sessions at a network of Study Centres throughout the country. The evaluation system followed by the University consists of both continuous evaluation as well as term-end examinations.

The new academic programmes launched during the year under report are:

(i) PG Diploma in Maternal and Child Health

(ii) Master of Computer Applications

(iii) Certificate in the Teaching of English

During 1997, the total number of students registered for various programmes was 1,63,307.

The network of Students Support Services in 1997 consists of 17 Regional Centres and 296 Study Centres. Three more Regional Centres are likely to be established in 1997-98 at Ghaziabad, Jammu and Chandigarh. Efforts for decentralisation of the distribution of study material continued during the year. In order to eliminate bottlenecks in the distribution system, a courier service was introduced on an experimental basis in 1997 at selected Centres. The University is setting up Regional Warehouses at six Regional Centres in the country to further decentralise the distribution of material.

While the telecast of IGNOU programmes on the Doordarshan network continued, the teleconferencing of its programmes (one-way video, two-way audio) through INSAT-2A on the extended C-Band is being expanded during the year. The expanded network will consist of over 160 receive-end facilities installed

att 17 Regional Centres and 130 Study Centres besides the three State Open Universities.

As part of its mandate for training of distance education personnel, the Staff Training and Research Institute of Distance Education organised three workshops between April and October 1997 for preparation of self-instructional materials in which faculty from the institutes of correspondence education of conventional universities participated.

The IGNOU Act was amended in 1997 to allow the university to set up its Study Centre outside the country on the prior approval of the Visitor.

Nagaland University

Nagaland University was established in 1994 by an Act of Parliament with its headquarters at Lumami. This is an affiliating University with its jurisdiction extending to the whole State of Nagaland. The University is presently functioning from the erstwhile campuses of the North-Eastern Hill University (NEHU) at Kohima and Medziphema. The Kohima Campus is presently running six Post-graduate Departments while the School of Agricultural Sciences and Rural Development, Medziphema is running six Post-graduate Departments and six Under-graduate Departments. The University Act envisages its Campus at Lumami. While construction of the campus is yet to commence some Post-graduate Departments have started functioning from there. During 1997-98 the total number of affiliated colleges stood at 39.

North-Eastern Hill University

The North-Eastern Hill University was established on 19 July 1973 with its headquarters at Shillong. Initially, the jurisdiction of the University extended to the State of Meghalaya, Nagaland and the erstwhile Union Territories of Arunachal Pradesh and Mizoram. The present jurisdiction of the University remains within the States of Meghalaya and Mizoram only. It has a campus in Aizawl and a Centre in Tura. Construction of permanent campus at Mawkynorh Umshing is in progress. The administrative offices of the University are presently housed in RSIC Complex in the permanent campus.

The University has 26 Post-Graduate Departments, 7 Centres of Studies under its six schools at three different Campuses at Shillong, Tura and Aizawl and an Under-graduate college at Aizawl. There are 57 Under-graduate colleges including 6 professional-course colleges and the North-Eastern Regional Institute of Science and Technology affiliated to the University. It is also running Regional Sophisticated Instrumentation Centre. There are altogether 271 teachers in the Post-graduate Departments and 83 teachers at the constituent colleges of the University. During the year under report 36,419 students were on the rolls of the University.

The Central Library of the University has a collection of 1,52,787 books, 36,028 bound periodicals and also subscription to 360 foreign and 340 Indian journals.

Pondicherry University

Pondicherry University, established by an Act of Parliament in October 1985 as a teaching-cum-affiliating university, has its jurisdiction over the Union Territory of Pondicherry and Andaman and Nicobar Islands. As enshrined in the Act, Sri Aurobindo School of Eastern and Western Thought, Sri Subramaniya Bharathi School of Tamil Language and Literature have been established and given special attention. Pondicherry

being the window of French Culture, French Studies is also given its due importance as suggested in the Act. The University has six Schools, 15 Departments and 12 Centres and offers one Certificate, three PG Diploma and 28 Post-graduate courses, 17 M.Phil, 22 Doctoral programmes and Five-year Integrated Master's degree programme in four disciplines. The University has 22 affiliated institutions of which 13 are located in Pondicherry, three in Karaikal, one each in Mahc and Yanam and four in Andaman and Nicobar Islands. The total students' strength in these institutions is 11,459. The students' enrolment in the University is 1246. The University has a faculty strength of 139 experienced teachers, 36 Professors, 44 Readers and 59 Lecturers. There are 588 non-teaching staff.

An innovative credit-based PG programme, introduced since 1992-93 has attracted students from all over India. The credit system enables the students to construct their own curriculum and to complete the PG programme at their own pace. The University's Centre for Pollution Control and Biowaste Energy gives a renewed thrust to the University's efforts in providing advanced training, research, and consultancy facilities for regional as well as national benefit. The University has also entered into an MOU with the University of Rennes-2 (France); Poitiers University, France; Queensland University of Technology, Australia and Marne la Vallee University, France in addition to five MOUs already entered with various foreign institutions.

Maulana Azad National Urdu University

The Maulana Azad National Urdu University Act, 1996 seeking to establish the Maulana Azad National Urdu University at Hyderabad was passed by the Parliament in December 1996. The University has come into existence with effect from 9 January 1998 through a notification issued by the Government of India in the official Gazette. Prof. M.D. Shamim Jairajpuri has been appointed as the first Vice-Chancellor by the President of India as the Visitor of the University.

Scheme of National Research Professorship

The scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and scholars. National Professors are entitled to monthly emoluments of Rs 8000 and a contingency grant of Rs 20,000 per annum. At present eight scholars have been conferred National Research Professorship under this scheme as under:

1. Smt. M.S. Subbalakshmi
2. Prof. Yash Pal
3. Prof. V. Ramalingaswami
4. Prof. M.L. Dantwala
5. Prof. B. Rama Raju
6. Ustad Bismillah Khan
7. Dr R.N. Dandekar
8. Dr Ravi Shankar

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

The Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996 seeking to establish the Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya at Wardha was passed by the Parliament in December 1996. The University has come into existence with effect from 29 December 1997 through a notification issued by the Government of India in the official Gazette. Dr Ashok Vajpeyi has been appointed as the first Vice-Chancellor by

the President of India as the Visitor of the University.

Tezpur University

Tezpur University is a non-affiliated unitary type teaching-cum-residential Central University set up in January 1994. The University's aim is to offer employment-oriented and interdisciplinary courses, mostly at post-graduate level, to meet the local and regional aspirations and the developmental needs of the region. The University has been offering courses and promoting research in emerging areas in Science and Technology.

The UGC has so far approved starting of 14 departments. Of these, Mathematical Sciences, Computer Science, Energy, Business Administration, English and Foreign Languages, Chemical Science, Molecular Biology and Biotechnology, Information Technology and Electronics have already been offering post-graduate programmes, whereas the Department of Physics will start its academic programme from January 1998.

Indian Institute of Advanced Study

The Indian Institute of Advanced Study (IIAS) was set up by the Ministry of Education, Government of India in 1965. The Institute aims at free and creative enquiry into the fundamental themes and problems of life and thought. It is a residential centre for research and encourages promotion of creative thoughts in selected subjects like Humanities, Indian Culture, Comparative Religion, Social Sciences and Natural Sciences and in other areas as the Institute may from time to time decide. The Institute provides facilities for advanced consultation

and collaboration besides exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. The Institute holds three seminars each year on themes of national significance when outstanding scholars and experts are invited to join the members of the academic community of the Institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver a series of lectures at the Institute.

Indian Council of Philosophical Research

Indian Council of Philosophical Research (ICPR) was set up by the Government to promote research in philosophy and allied disciplines.

In order to achieve its aims and objects, the Council awards fellowships, organises seminars, conferences, workshops and refresher courses; provides financial support to organise seminars/workshops, travel grant to scholars to present their papers at conferences/seminars held abroad, sponsors major and minor projects and brings out publications and a triannual journal *Journal of Indian Council of Philosophical Research*. The Council offered three senior fellowships, nine general fellowships, 17 junior research fellowships, two residual fellowships and two short-term fellowships during the year 1997-98.

Indian Council of Historical Research

The Indian Council of Historical

Research (ICHR) was established in 1972 with a view to providing funds for historical research and to foster objective and scientific study of history. It has been promoting historical research including the history of art, literature and philosophy and allied subjects such as archaeology, numismatic, epigraphy and the historical study of manuscripts. The Council awards fellowships, study-cum-travel grants and publication subsidies. It also endeavours to make available source material as well as result of historical research through an ambitious publication programme. It also brings out a journal *The Indian Historical Review* which includes interpretative papers and reviews. It organises seminars and academic conferences and gives financial assistance for travel within and outside the country for conducting historical research. The Council also maintains a large and continuously expanding library for the use of historians and researchers. Documentation services are also provided.

The most important function of the ICHR is to provide assistance to scholars/institutions for research and publications. National Fellowships are awarded to eminent historians who wish to work on projects of special historical importance. During the year under report the Council approved 14 research projects; awarded 63 fellowships and extended financial assistance to 83 scholars to meet their travel-cum-contingent expenses in India. Seventy-three professional organisations of historians were given grants for holding seminars/conferences/workshops, etc. A Regional Centre of the Council has been established in Bangalore and another centre at Guwahati would be set up to cater to the scholars from Southern and North-Eastern regions.

Indian Council of Social Science Research

The Indian Council of Social Science Research (ICSSR) was established in 1969 with the objective to support and sponsor purposive and meaningful research in social sciences in India.

The Council provides maintenance and development grants to 27 research institutes spread over the entire country. These institutes have developed into centres of excellence to complement the Social Science Research of the University system. The Council has also established six Regional Centres for identification and development of talent through various programmes. In the Ninth Five Year Plan it is proposed to continue effort to promote research projects/programmes as emphasised by the three Review Committees appointed by the ICSSR to review its performance. During 1997-98, 125 new research projects are proposed to be sanctioned and 90 reports to be received for projects sanctioned earlier.

The Council will continue its Cultural Exchange Programmes (CEPs) with Russia, France, the Netherlands, China, South Korea and Vietnam in addition to new CEPs with Japan and SAARC. The Council has been actively participating in the activities of international organisations like ISSC, UNESCO, AASSREC, etc.

Indo-Dutch is one of the important bilateral programmes being implemented by ICSSR in India and Netherlands Organisation for International Cooperation in Higher Education in the Netherlands. The collaborative programme has entered the fourth phase. Funding of the project will be continuing during 1998-99.

The National Social Service Documentation Centre (NASSDOC) which

provides research information services to Social Scientists and researchers has completed 425 short bibliographies and brings out six periodicals/journals regularly. It is currently involved in the development of a National Information Network in Social Sciences.

National Council of Rural Institutes

The National Council of Rural Institutes (NCRI) was set up on 19 October 1995 at Hyderabad with the following aims and objectives to

(i) promote rural higher education on the lines of Mahatma Gandhi's ideas on education so as to take up challenges of microplanning for transformation of rural areas;

(ii) consolidate network and develop institutions engaged in programmes of Gandhian basic Education and Nai Talim;

(iii) encourage other educational institutions and voluntary agencies to develop in accordance with Gandhian philosophy of education.

The NCRI is preparing an Action Plan for promotion/revival of existing rural institutes as also to encourage new initiatives. It has encouraged the setting up of Swami Ramanand Tirth Rural Institute at Pochampalli for which the State Government has transferred 17 acres of land and has agreed to provide 15 per cent of annual expenditure. The Council has decided to start Rural Institutes in various parts of the country, namely Andhra Pradesh, Orissa, Bihar, Madhya Pradesh, Maharashtra, Northeast India and two other states.

During the course of NCRI's growth

it published three newsletters and publications such as *Rural Universities.*

Dr Zakir Husain Memorial College Trust

Dr Zakir Husain Memorial College Trust, Delhi was established in 1973 to take over the responsibility of the management and maintenance of Zakir Husain College (formerly Delhi College), which is one of the constituents of the University of Delhi. The maintenance expenditure of the college is shared between the UGC and the Trust in the ratio of 95:5. In addition, the UGC provides development grant to the college. The matching contribution of such development expenditure is required to be made by the Trust. Since the Trust has no resources of its own grants are provided by the Department of Education MHRD for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

Association of Indian Universities

The Association of Indian Universities (AIU) is a voluntary organisation of Indian Universities and is registered under the Societies Registration Act. It is also a forum for university administrators and academics to come together to exchange views and to discuss matters of common concern. It acts as a bureau of information in Higher Education and brings out a number of useful publications, research papers and a weekly journal known as *University News.*

The AIU is substantially financed from the annual subscription of the member universities. The Government

of India sanctions grants for meeting a part of its maintenance and development expenditure including the Research Cell set up to undertake research activities concerning the university system. The Research Cell undertakes various activities including research studies, workshops, training programmes, question banks, tournament and databases, etc.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to foreign degrees and the recognition of institutions in India. The Students Information Services Division continued to serve the students, academics, parents, etc. by providing them information on the status of Indian higher education institutions and on the courses offered through regular/correspondence study by Indian universities and other institutions recognised by AICTE/Government agencies.

Scheme of Financial Assistance to Institutions of Higher Learning

Under this scheme, financial assistance is provided to voluntary organisations/educational institutions which are outside the university system and are engaged in programmes of innovative character. Assistance is also extended to institutions offering programmes of particular interest to rural community and are of innovative character. Visiting Committees were constituted to assess the requirements of (i) Sri Aurobindo International Centre for Education, Pondicherry; (ii) Sri Aurobindo International Institute of Educational Research, Auroville; (iii) Lok Bharati, Sanosra; and (iv) Mitraniketan, Vellanad, Kerala. Financial assistance has been extended to Sri Aurobindo International Institute of Educational Research, Auroville.

International Cooperation

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 the number of research projects approved by the Government is 247. The Government has approved a number of bilateral agreements between Indian universities and their counterparts abroad. There has been significant increase in the number of bilateral international conferences/symposia/seminars/workshops in collaboration with foreign universities. During the year, 20 proposals for seminars/symposia/international conferences were approved on a variety of subjects under the aegis of universities, autonomous organisations and institutions of higher learning. The Government approved 25 proposals of foreign scholars as visiting lecturers/professors in Indian Universities in the country. Approval was also conveyed in respect of 9 collaborative research projects.

United States Educational Foundation in India

The United States Educational Foundation in India (USEFI) was established in February 1950 under a bilateral agreement, as replaced by a new agreement in 1963 between the Government of India and the Government of United States to administer the Fullbright Educational Exchange Programme to promote further mutual understanding between the peoples of United States of America and India by a wider exchange of knowledge

and professional talents through educational contacts.

During the year 1997-98, 19 visiting lecturers, 20 research scholars and 29 students/professionals were given grants ranging from three months to a year. One grant was given to an Indian fellow under National Institute of Drug Abuse Programme of the Hubert H. Humphrey Fellowship.

The USEFI also administers the East-West Centre (EWC) grants. Workshops/ seminars are conducted on various themes involving Indian scholars at many of the EWC Institutes. The Foundation also administers, on behalf of the U.S. Department of Education, research scholars grants and a number of short-term group projects for American school/college teachers. During 1997 four short-term groups were administered by the USEFI. The cost of the academic programme for such short-term group programmes is reimbursed by the Department of Education, Ministry of Human Resource Development. Besides the regular exchange programmes, the Foundation also conducts a number of workshops/seminars involving visiting American professors/ eminent Indian faculty for Indian college/university teachers in various fields.

American Institute of Indian Studies

The American Institute of Indian Studies (AIIS) is a 35-year old consortium of about 50 major American universities and colleges with 200 campuses across the USA. The Institute was established with the approval of the Government of India in 1960 to promote Indian Studies, Civilisation and Culture in the United States. During the year 1997-98, the Institute awarded about 75 fellowships for research in addition to 22 language

fellowships for Hindi, Tamil, Bengali and Telugu. Thirteen group projects were also undertaken during this year. Three publications have also been brought out by the Institute.

More than 3,600 research scholars have received AIIS support and more than 3,000 books have been published as a result of their work during the last three decades. The Institute's Archives and Research Centre for Ethnomusicology, New Delhi organised a workshop on Ethnography of Musical Performance in collaboration with National Centre for Performing Arts.

Shastri Indo-Canadian Institute

Established in 1968 by joint announcement of the Governments of India and Canada by entering into an MOU with the Shastri Indo-Canadian Institute and the Government of India. Its continuation was extended by a further period of five years from 1 April 1994 to 31 March 1999.

The India Studies Programme of the Institute funded by the MHRD provides fellowships to Canadian scholars and supplies Indian imprints to Canadian universities. Twenty-five Canadian scholars were selected under this programme in the year 1997-98 to visit India.

The Canadian Studies Programme funded by Foreign Affairs and International Trade, Canada, offers fellowships for Indian scholars and visiting lectureships for Canadian academics and supplies Canadian imprints to Indian Universities. Under this programme in the year 1997-98, 20 fellowships were awarded.

The CIDA-SICI Project (CSP) is funded by the Canadian International Development Agency (CIDA). The programmes run under the aegis of this project are Social Sciences and

Humanities Fellowships, the Partnership Programme, the Journalism Programme, the Distinguished Speakers Programme and the Summer Programme in India. Under the Social Sciences and Humanities Programme, four scholars in Canada and one in India were awarded the Women and Development Fellowships in the year 1997-98. Five fellowships were awarded in India under the category of Development Studies. The Partnership Programme, which proved to be a very popular component of the CSP, has entered its second phase in the present year. The conclusion of its first phase has been marked by two dissemination seminars at the end of 1997. These seminars held in India and Canada were a major academic event organised by this Institute.

Shastri membership has expanded from four to 22 Canadian institutions over the years. Also its scope has expanded to include law, management, education, and the arts thus recognising the importance of reaching a broader public. Recent endeavours of the Institute include the launching of binational conferences and a project for microfilming of historical and cultural documents at the National Archives of India.

7
Technical Education

Technical Education has made significant contribution to India's economic development. India has a large infrastructure of technical institutions all over the country which are comparable to the best in the world. The IITs are premier centres of education and training in engineering and applied sciences at under-graduate level and provide facilities for post-graduate studies and research.

Students of Women's Polytechnic, Calcutta, on CMT COMEEX lathe

7

Technical Education

Technical education is one of the most significant components of human resource development spectrum with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of life of the people. During the past four decades, there has been a phenomenal expansion of technical education facilities in the country. But a lot still needs to be done.

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

The six Indian Institutes of Technology (IITs) at Kharagpur, Mumbai, Chennai, Kanpur, Delhi and Guwahati continued to provide excellent facilities at Under-graduate and Post-graduate levels and for research programmes.

Over the years, the IITs have succeeded in developing patents, and earned a sizeable revenue through sponsored research projects and consultancy works undertaken by their faculty members under the avenues provided by the new pattern of funding of Block Grant.

These institutes are the leaders in education, training and research for the development of technical manpower at levels comparable to the best in the world. The Institutes continued to modernise their laboratories with funds provided by the Government of India for the purpose.

A special preparatory course of 10 months' duration was conducted to improve the intake of SC/ST students in the IITs. The SC/ST students were provided financial support by way of free messing, pocket allowance, loans and discretionary grants.

Technology Development Missions

The Government launched this scheme under which projects in seven generic areas of strategic significance are being implemented in mission mode by five IITs/IISc, Bangalore. The seven generic areas are:

(i) Food Processing Engineering
(ii) Integrated Design and Competitive Manufacturing
(iii) Photonic Devices and Technologies
(iv) Energy Efficient Technologies and Devices
(v) New Materials
(vi) Communication Networking and Intelligent Automation
(vii) Genetic Engineering and Biotechnology

These Missions have earned wide acceptance and confidence among industries as is evident from the number of MOUs signed for development and know-how transfer of various technologies/products by them. Through the scheme, a unique example of industry-institute partnership has been established.

Indian Institute of Science, Bangalore

The Indian Institute of Science, Bangalore is one of the premier institutes of the country and over the years it has acquired an international status. The Institute has earned recognition as a formidable centre of research in Engineering, Sciences and allied fields. It was established in the year 1909 and given Deemed University status in 1958. It has succeeded in encouraging creativity, nurturing excellence and boosting innovative Research and Development, Technology transfer and solutions to the problems of industries. The Institute is also a centre to attract high quality academicians and retain them by providing congenial environment for research.

Apart from training students for their Ph.D. in Science and Engineering faculties and ME and MSc. (in Engineering faculties), the institute has taken up several new activities. It has introduced an integrated Ph. D. programme. Young students are admitted to Ph.D directly after their B.Sc. Degree. The Institute has an External Registration programme in which active engineering and researchers working in Industries and R & D Organisation can register for a Ph.D. degree at the Institute. It also has a programme involving Continuing Education to a large number of technical personnel in and around Bangalore through its proficiency activities. The Institute has taken up a programme of technology development involving industries in the areas of Advanced Materials, Biotechnology, Information Processing and Food Processing Technologies. The Institute has recently established a Society for Innovation and Development to channelise the technological development of activities carried out at the Institute. The Institute has also taken up an activity SUTRA (Sustainable Transformation of Rural Areas) under the aegis of ASTRA (Application of Science and Technologies to Rural Areas) and in this programme, the Institute applies modern developments in technology to rural upliftment. The emphasis will be on biogasifiers, low-cost building, reappropriation of energy and water sources and such other activities.

The Insitute has estblished a Super Computer Centre of national importance. It has microwave link with international terminals.

Indian Institutes of Management

The four Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Calcutta and Lucknow continued to provide high quality management education through teaching, training, research and consultancy.

Various academic programmes conducted by these institutes are Postgraduate Programme in Management (equivalent to MBA), Fellowship Programme (equivalent to Ph.D), Management Development Programme, Organisation Based Programme and Research and Consultancy for Industries.

These Institutes have established Research Centres to cater to the needs of other non-corporate and undermanaged sectors like Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc.

Two new Indian Institutes of Management (IIMs) were established one at Indore (Madhya Pradesh) and the other at Calicut (Kerala). IIM Calicut commenced its academic activities from the session 1997-98. However, IIM Indore will start academic activities from the session 1998-99.

All India Council for Technical Education

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

Technical Teachers' Training Institutes

Four Technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai were established during the mid-sixties for training of polytechnic teachers and undertaking various other activities for the overall improvement of polytechnic education. The Institutes at Bhopal and Chennai and more recently at Chandigarh also offer PG courses in technical teaching. Besides teacher training, these Institutes also undertake activities such as resource development, extension work, consultancy and project formulation.

The overall percentage of women students has improved from 11 per cent in 1990 to about 28 per cent in 1997. All new women polytechnics and wings for women in co-educational polytechnics as proposed in the World Bank Assisted Project have been established. Also to facilitate participation of women in technician education in co-ed polytechnics, hostels for women have been constructed.

Indian Institute of Information Technology and Management

Accepting the recommendations of a high level committee, the Government has approved establishment of this Institute at Gwalior at a total cost of Rs 61.69 crore. The core educational programmes of the Institute shall include a five and half years integrated programme with an entry level qualification of senior school certificate leading to a diploma in information technology and management, and, PG Diploma in information technology and management with entry qualification of a Bachelor's degree in selected areas. It is also envisaged that the Institute shall work as a National Resource Centre for dissemination of state-of-the-art knowledge and practices in key areas of information technology and management for working professionals in industry and will also undertake design and consultancy activities to provide high quality inputs. The academic session will start from 1998-99.

Regional Engineering Colleges

The Regional Engineering Colleges (RECs) were established, one each in the major states, to meet the country's growing requirement for trained technical manpower for various development projects. Each College is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen Colleges offer Degree courses in various branches of Engineering and Technology, fourteen of these have facilities for Post-graduate and Doctoral programmes. Academically, the Colleges

are affiliated to the respective universities in the region where the RECs are located. Within this framework some of the universities have granted academic autonomy to RECs affiliated to them.

The MHRD has taken a number of initiatives for developing curriculum in tune with the present-day needs and foreign links with the industry and also to help RECs to achieve excellence in education and research and development. To bring RECs at par with IITs a programme of making RECs as Centres of Excellence was initiated during 1993-94.

A Committee under the Chairmanship of Prof. P.V. Indersen, Former Director, IIT, Madras, New Delhi is being constituted to examine the issue in depth and propose the engineering disciplines for increase in strength in the RECs from the academic session 1998-99 and also to look into the additional requirement of equipment, lab space, lecture room, additional hostel seats, etc. for the increased strength.

National Institute of Industrial Engineering, Mumbai

The National Institute of Industrial Engineering (NIIE) was established as a national institute in 1968 by the Government of India with the assistance of the UNDP. It conducts long-term and short-term courses in Industrial Engineering and allied fields, industry-oriented programmes to suit the specific needs of an industry/organisation, evolves syllabi, teaching material, norms and standards and gives help to other institutions engaged in teaching Industrial Engineering and allied subjects, carries out applied research, develops course material, adopts industrial engineering techniques to Indian requirements, collaborates with other institutions/organisations and professional bodies to promote industrial engineering and productivity techniques.

National Institute of Foundry and Forge Technology, Ranchi

The National Institute of Foundry and Forge Technology (NIFFT) was established by the Government of India in collaboration with the UNDP in 1966 with the objectives to organise teaching and training programmes, conduct research and development activities in the frontier areas pertaining to Foundry, Forge and related technologies and provide technological guidance and documentation services to such industries. It offers (i) M.Tech. course in Foundry and Forge Technology, (ii) Four-year Integrated Associateship course in Manufacturing Engineering (equivalent to B.Tech. degree in Engineering), (iii) Post-graduate Diploma course in Manufacturing, (iv) Advanced Diploma Course in Foundry and Forge Technology and organises short-term refresher courses.

School of Planning and Architecture, New Delhi

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

The SPA has been imparting undergraduate and Post-graduate programmes

inn architecture and planning disciplines. TThe School also organises short-term ccourses, seminars, workshops, special pprogrammes, exhibitions. These are atteended by senior/middle level officers spponsored by State/Central Government ddepartments, town planning organisatidons, development authorities, housing boooards, public and private undertakings aas well as institutions.

AAsian Institute of Technology B3angkok

TThe Asian Institute of Technology (AIT), B3angkok is an autonomous international GGraduate Institute providing advanced ecducation in Engineering, Science and alallied fields. It enrolls about 600 students from more than twenty countries annd has international faculty members. TThe Institute is governed by an innternational Board of Trustees, whose mnembers come from different countries allong with those from India.

NNorth Eastern Regional Institute oof Science and Technology

TThe North Eastern Regional Institute of Sócience and Technology (NERIST), Ittanagar (Arunachal Pradesh) was estaablished in 1986 to generate skilled mnanpower in the field of Engineering annd Technology as well as Applied Sóciences streams for the development ofof the North Eastern Region. The NERIST obffers a sequence of modular pprogrammes, each of two-year duration leeading to certificate, diploma and degree inn Technology and Applied Sciences. The mnodules provide linkages with occupatidonal levels, i.e. technicians, supervissors and engineers. The base and diliploma modules provide entry to next

higher module, subject to required performance of the students in lower module(s) and with provision to undergo certain bridge courses. Thus a certain percentage of students get siphoned out either voluntarily or compulsorily at the end of each module. The thrust of this modular and innovative academic programme is to encourage a policy for vocationalisation and to allow only motivated students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills.

Sant Longowal Institute of Engineering and Technology

The Sant Longowal Institute of Engineering and Technology, Village Longowal, Distt. Sangrur (Punjab) is an autonomous institute registered under the Societies Registration Act, established and fully funded by the Government of India with 500 acres of land provided by the State Government of Punjab. The academic pattern of the Institute is designed unconventionally on the pattern of NERIST with vertical mobility and lateral entry introduced at different levels of courses in Engineering and Technology, namely Certificate, Diploma and Degree in an integrated manner. The educational programmes are non-conventional, cost effective, flexible, modular and credit-based having built-in entrepreneurship with stress on self-employment and continuity of education at various levels with provision for multi-point entry. The Institute is offering 12 certificate, 10 diploma and 8 degree courses.

World Bank Assisted Technician Education Project

Recognising the need for revamping technician education as projected in the

National Education Policy, the Government has launched a major project which is being implemented in two overlapping phases with the assistance of the World Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency.

Women's Education in the World Bank Assisted Technician Education Project

Enhancing participation of women students in polytechnics is one of the thrust areas under the World Bank Assisted Technician Education Project. As against a target of 15 per cent the enrolment of women students at the national level is now 28 per cent which will increase in the coming years.

Thrust has been given for increase in the enrolment of women students in polytechnics under this project which is being implemented in two phases in 19 States and UTs. All the boys' polytechnics have been converted into co-education polytechnics besides existing and new women polytechnics. Through these 9,535 additional places for girls have been created. Besides, additional hostels to accommodate 7,085 girls are being provided.

Scheme of Apprenticeship Training

The National Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and (10+2) vocational pass-outs in different industrial establishments and other organisations as per the Apprentices Act 1961, amended from time to time, and as per policies and guidelines laid down by the Central Apprenticeship Council.

Scheme of Community Polytechnics

The scheme of Community Polytechnics

(CPs) aims at sustainable community development without environmental degradation by way of S&T applications for socio-economic upliftment and improvement in the quality of life of the common man through micro level planning and people's participation at the grass roots level. The scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture-specific non-format, need-based, short-term training in skill-oriented technical/vocational trades with no precondition of age, sex or qualification. The training is specially geared to the needs of the unemployed/under employed youth/school/college dropouts, the underprivileged and disadvantaged including women, minorities and the weaker sections of the society. These polytechnics also undertake activities like technology transfer, technical support and S&T awareness for the community.

As on 31 March 1998, 442 CPs are functioning all over the country out of which 83 are exclusively for women. All the identified minority concentration districts (41 in number) in the country have been covered under the scheme. The Technical Teachers' Training Institutes located at Bhopal, Calcutta, Chandigarh and Chennai act as Resource Centres to provide necessary academic, technical and managerial support. About 100 technical/vocational trades relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation.

Community Polytechnics have made significant contribution towards promoting transfer of a large number of tested and approved items of technology to the rural areas including windmills, smokeless chulhas, rural latrines, solar appliances, agricultural implements, etc.

These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of Government and non-Government agencies.

Reservation of Seats in Degree/Diploma Level Technical Courses for the States/ UTs Lacking Such Facilities

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

Admission of Self-financing Foreign Students in Technical Courses

Self-financing foreign students who intend to pursue their studies in Postgraduate programmes in technical subjects (except concerning health and medical subjects) in institutions in India are issued No Objection Certificate (NOC) on receipt of the Ministry of External Affairs' (Student Cell) clearance from political angle.

Board of Assessment for Educational Qualifications

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

National Institute of Computer and Allied Sciences

Recognising the extraordinary role that computer science, technology and applications can play in the future development of the nation and the wide influence that these can have on virtually all walks of life, the Government is considering to establish a national institute devoted exclusively to offer higher education and conducting research in computers, allied sciences and technologies and applications. This Institute will have strong links with both industry and society. It will have under-graduate and post-graduate programmes and operate in an environment which will be more flexible to both faculty and students. The Institute will strive to build or form a network of institutions working in computer science and technology in the country or elsewhere, with a view to ensuring the highest possible benefits to the nation and the society.

Educational Consultants India Limited

Educational Consultants India Limited,

(Ed.CIL), a public sector undertaking of the Department of Education was established in June 1981 to offer educational consultancy services to a number of agencies, such as governments and educational institutions of developing countries and funding organisations like the World Bank, Asian Development Bank, etc. and to undertake surveys of educational requirements, preparation of feasibility/evaluation reports and to plan and establish educational institutions/programmes on turnkey basis both within the country and abroad.

8
Adult Education

The National Literacy Mission represents a national and political commitment on the need to harness all social forces to achieve the objective of effecting a qualitative change in the lives of the people. It has made it possible for the country to set a target to make 100 million persons in the age group of 15 to 35 years functionally literate by the end of 1998-99.

National Literacy Mission in action at Birbhum

8

Adult Education

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

National Literacy Mission

Special Projects for Eradication of Illiteracy

The ultimate aim of the National Literacy Mission (NLM) is to eradicate illiteracy from India. However, the pragmatic objective is 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 tutelage 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.

The campaigns are initiated with appropriate environment-building activities. Door-to-door literacy surveys are conducted during which potential learners and volunteers are identified, appropriate primers are developed and primer-specific training is provided to the trainers. The environment-building activities as well as the monitoring and supervision continue throughout the teaching-learning process. This teaching process accounts for a total 200 hours, spread over a period of about six months. Concurrent, mid-course and external evaluations are conducted by evaluation agencies identified by the State Directorates of Adult Education and NLM.

After completion of the TLC, a Post Literacy Campaign (PLC) is launched to reach out to remaining illiterates and also to consolidate the gains acquired 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 and Kashmir, Karnataka, Maharashtra, Madhya Pradesh and West Bengal and Union Territories of Chandigarh, Daman and Diu, Dadra and Nagar Haveli and Pondicherry. Of these 230 campaigns have moved into Post Literacy and 56 to 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 have been made literate.

To keep the achievement levels of the schemes high, NLM has to evolve constantly. Many new strategies have to be formulated and developed. Following are some of innovations carried out by NLM:

Prime Minister's Review of Adult Literacy

20 August 1997 will remain a memorable day for the National Literacy Mission. For it was on this day that the Prime Minister Shri I.K. Gujral undertook an exhaustive and exclusive review of the adult literacy programme in the country, at Vigyan Bhavan, New Delhi, signalling to the nation the overriding priority the Government accorded to literacy. This, incidentally, was the first exclusive review of adult literacy ever undertaken by a Prime Minister. In the past, adult literacy had been reviewed as a part of the Government's dual track policy to achieve Education for All.

On this occasion, the Minister for Human Resource Development presented a compact-disk containing important educational data to the Prime Minister.

The review began with an audio-visual (AV) presentation: Towards a Learning Society. The AV described the philosophy behind the literacy campaigns and its operational aspects, setting the tone for further discussions.

The Prime Minister expressed his anxiety over the high level of illiteracy in the country even after 50 years of India's independence. He stressed the need for participation of voluntary agencies and the need for creating neo-literate literature to prevent the problem of the learners relapsing into illiteracy.

The review provided a unique opportunity to all those associated with literacy—the State Education Secretaries and Directors, members of leading non-governmental organisations, academicians who had contributed to literacy, as well as the Panchayati Raj representatives — to present their views to the Prime Minister. The consensus in the meeting appeared to be that a greater display of political commitment and will were necessary to rejuvenate the campaigns. It was felt that cash incentives should not be given to volunteer teachers under any programme. However, non-cash incentives are necessary to keep the motivational levels of the volunteers high.

The need for convergence of service to take up the challenge of eradicating illiteracy was articulated. Finally, there was a call to hold similar periodic reviews of adult education programmes to reinforce the governments' commitment to literacy.

☐ preparation of time-bound action plans for TLC coverage of uncovered districts in the states of Bihar, Punjab, Jammu and Kashmir and north-eastern states.

☐ non-cash incentives for motivating volunteers so as to not defy their spirit

☐ instituting linkages between literacy campaigns and Panchayati Raj Institutions

☐ linking literacy schemes and other development programmes

☐ regular and systematic monitoring by holding state-level monthly meetings

☐ compilation and dissemination of accurate field-level data

☐ concurrent and final evaluations of campaigns by independent social research agencies with proven track record

☐ decentralisation and delegatioin of authority for implementation of literacy programmes to state governments by establishing State Literacy Mission Authorities (SLMAs)

☐ strengthening State Directorates of Adult Education to act as nodal agencies for monitoring and evaluation

☐ augmenting State Resource Centres (SRCs) for providing improved

techno-pedagogic and training support to literacy programmes.

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 cover 100 million non-literates in five years. 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 RLFP was initiated to be implemented during the Eighth Five-Year Plan in Jammu and Kashmir, Sikkim, the north-eastern states, border districts of Rajasthan and Dadara and Nagar Haveli. Today, the scheme caters to difficult terrain that hinders communication and mobility, and where TLC cannot be implemented. In 1994-95, the first year of implementation of the revised scheme, 65 projects were sanctioned in Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim, Jammu and Kashmir and Meghalaya to cover over four lakh non-literates. During the Ninth Five-Year Plan the scheme is being subsumed with TLC/PLC.

Continuing Education Scheme

Learning is a life-long process. Continuing Education serves as an indispensable strategy of human resource development and for achieving the goal of creating a learning society. While literacy campaigns help provide literacy, Continuing Education provides yet another opportunity for sustained learning. Con-

tinuing Education is clearly emerging as the main component of adult education.

In December 1995, the Government of India approved a new scheme of Continuing Education for neo-literates. The scheme in its initial phase of implementation is a logical extension of Total Literacy and Post Literacy campaigns. While literacy campaigns are targeted at individuals, Continuing Education programme helps the entire social system.

Strengthening Administrative Structures

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 per cent 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). The Planning Commission has advised that during the Ninth Five Year Plan, the liabilities under the Scheme must be transferred to the respective State Governments and Union Territories.

Assistance to Voluntary Agencies

Literacy promotion in India has an all-pervasive voluntary spirit. While selfless individuals provide most voluntary input, voluntary agencies have come forward to lend support to this noble yet difficult task.

Started in the First Five Year Plan, the Scheme of Assistance to Voluntary Agencies was modified with the setting up of NLM in 1988 as Central Scheme of Assistance of Voluntary Agencies — Partner in Literacy Action.

During the year, the voluntary agencies participated not only in the implementation of Total and Post Literacy campaigns, but also in a number of other projects.

Several voluntary agencies were funded during 1997-98. The special areas taken up by them were:

- studies pertaining to the impact of Adult Education Programme on socio-economic development of individuals and communities
- equivalency programmes in three States of Andhra Pradesh, Madhya Pradesh and Maharashtra.

Resource Centres were set up with voluntary agencies to provide techno-pedagogic support for literacy programmes.

The annual conference of Resource Centres was held at Bangalore from 22-24 October 1997. The conference concentrated on 'Role of Resource Centres in Changing Scenario of Literacy Campaigns in the Country'. The shift from total literacy to continuing education and the needs related to neo-literate material and training, and the industry, literacy interface, were some of the issues discussed.

External evaluation of 59 projects was carried out by voluntary agencies. For the first time external evaluation of 12 State Resource Centres was also undertaken.

Shramik Vidyapeeth

Shramik Vidyapeeth (SVP) represents an innovative institutional framework for offering Non-formal and Continuing Education Programme in urban and industrial areas. SVPs offer a variety of poly-valent (multifaceted) learning programmes specially designed to meet the needs as perceived by illiterate and semi-illiterate workers, or even prospective workers and their family members. They may be employed, self-employed primarily in unorganised or informal sectors, migrants from rural to urban areas, household workers, or those who are in search of avenues to enter the world demanding new knowledge, skills, work ethics and values.

The programme, with specially designed courses, addresses the need of the socially and economically deprived sections of worker communities. It aims to impart literacy along with vocational and technical skills, enhancing employment opportunities. The programme helps create situations that help supplement income by upgrading educational levels and increase awareness and consequently participation, contributing to the change in the quality of life and well-being. SVPs offer a variety of Continuing Education Programmes, integrating general education with vocational and technical skills for skill development or upgradation, enabling the learners to participate in income generating activities. The programmes of SVPs have been widely recognised in the country as potential means of promoting continuing education and developing attitude for life-long learning.

There are 58 SVPs functioning in the country. The Directorate of Adult Education extends technical resource and support services, and monitors the programme for further development and smooth functioning of SVPs in the country.

The focus of SVPs during the Ninth Five Year Plan would be on target groups such as neo-literates, school dropouts, and unreached persons belonging to SC/ST and other socio-economically and educationally deprived sections of the society. The area of operation which was confined to urban localities will now extend to rural areas and offer Continuing

Operation Restoration

Literacy campaigns, which followed the trail blazed by the Ernakulam campaign were great successes initially. As the campaign mode was rapidly extended throughout the country many districts marched with unmatched zeal to achieve literacy goals but a few faltered. The National Literacy Mission has chosen to restore, rejuvenate and review these districts through 'Operation Restoration'. The underlying philosophy behind this 'operation' is that having made an investment in these districts both in terms of men and material, it would not be prudent to let the investment go waste.

Why do some Total Literacy Campaigns flounder? The reasons could well be external or internal. Calamities such as the Latur earthquake, Surat plague and cyclones in Andhra Pradesh and Orissa can bring a literacy campaign to a grinding halt. Political disturbances and agitations can also prove a major setback. At times, an event of national importance such as election may become the chief preoccupation of the district administration, and TLC may be forced to take a back seat. Other locally relevant causes may also hamper smooth progress.

Although the preliminary activities for launching Operation Restoration began last year, this year it was decided to take swift action to arrest stagnation and redress problems in a time-bound manner. The Districts lagging behind are those which had taken up the campaign without adequate preparation, the project had dragged on for two to three years, and are stagnating after an initially successful Total Literacy phase.

Education opportunities with emphasis on income generating programmes (IGPs) by providing short duration skill creation and development courses.

Districts Identified for Restoration

States	Districts
Bihar	Madhepura, Jamui, Aurangabad, Saharasa, Supaul, Monghyr
Haryana	Kurkshetra, Rewari
Karnataka	Bangalore Rural, Bijapur, Kolar
Orissa	Gajapati, Koraput, Nayagarh, Sambalpur
Rajasthan	Alwar, Bundi, Baran, Rajasamand
Uttar Pradesh	Azamgarh, Lalitpur, Mau. Unnao. Sultanpur, Pratapgarh

The first national-level conference of the Directors of SVPs in the country was held in September 1997 at Mumbai. It was decided to enlarge their areas of operation, strengthen infrastructure to enable them to function as district repository of vocational/technical skills and enhance the equality of programmes. Core groups for bringing these changes have been constituted. The Board of management of SVPs has been activated for greater involvement in management including planning and programming.

Annual assistance to the extent of Rs 12.30 lakh to SVPs that have completed five years and Rs 8 lakh along with one time grant of Rs 3 lakh to those that are yet to complete five years is given by the Ministry of Human Resource Development. The grant is likely to be increased substantially during the Ninth Five Year Plan to help strengthen their infrastructure.

Literacy at the Social Development Fair 1997

A unique Social Development Fair was organised by the Indian Trade Promotion Organisation (ITPO) at Pragati Maidan, New Delhi, From 12-20 April 1997. The fair aimed to advocate issues such as women empowerment, health, literacy and education, environment and urban and rural development. The fair proved to be very popular with all agencies contributing to social development.

The National Literacy Mission put up an exhibition on adult education. The display was designed in a manner that had openness, as if a symbolic invitation to participate in the programmes. There were striking visuals pertaining to literacy work being done by NLM and its partners across the country. Specially created panels displayed photographs, bromides and other artworks under one canopy. The exhibition was aptly called *Shamiyana*. The exhibition received a special mention by ITPO for its excellence. The exhibition was catalogued in a handsome volume, which was distributed to visitors through the fair. A one-day conference focussing on various aspects of literacy was also organised.

Two plays, directed by eminent theatre-personality Shri Bansi Kaul, were staged by NLM as a part of the fair. The audience response to the plays was warm and enthusiastic. The exhibits together with the plays reinforced the literacy message in the minds of all visitors. The Social Development Fair 1997 was an opportunity used effectively by NLM for advocating the cause of literacy. The sum and substance of NLM participation in the Social Development Fair could be summarised as another media utilised, another mind motivated and another step taken towards eradicating illiteracy.

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. High 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.

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, Mussoorie. The most important activity of the NLRC is to organise training and orientation workshops for District Mission leaders and various district functionaries of Zilla Saksharata Samitis and Panchayati Raj Institutions.

Electronic Media Support

The extent of desired community participation in any programme is proportional to its coverage. The larger the coverage, the higher the community participation would have to be to ensure success. To increase community participation, NLM has used electronic media (radio and television) widely and effectively for mass mobilisation. Some of these are given below.

☐ Closed circuit televisions installed at railway stations and airports in a number of places have been utilised for showing literacy spots. This has greatly increased the reach of NLM's message.

☐ As a step to popularise the programme and to ensure people's participation literacy messages by NLM are also printed on the computerised railway tickets.

Second Asia Regional Literacy Forum

The Second Asia Regional Literacy Forum was organised from 9-13 February 1998 at Delhi. The theme of the forum was Innovation and Professionalisation in Adult Literacy: A Focus on Diversity.

Organised by the National Literacy Mission, India, the International Literacy Institute and UNESCO, the forum provided a unique opportunity for policy makers, researchers and Literacy Practitioners from the Asia region to come together to review lieracy problems within the rich and complex diversity of pluralistic societies; and to address the new and growing demands on literacy skills among the peoples in the region.

Over 230 delegates from 22 countries (including India) actually registered and attended the forum. These delegates represented Government Departments and Ministries, universities, research organizations, non-government organizations, international agencies and grass-roots practitioners.

The forum was inaugurated by the renowned Gyanpeeth awardee and life-long activist in the cause of the development of tribal people, Smt. Mahashweta Devi who challenged the forum participants to be in empathy with learners who bring with them rich and diverse traditions of knowledge and cultural practices which need to be nurtured and strengthened through literacy and modern scientific knowledge.

Later that day, Dr Chitra Naik, Member, Planning Commission, who has long guided the course of elementary, non-formal and adult education in India addressed the forum.

In the 26 business sessions the forum has addressed a vast range of literacy issues and concerns including Asia region.

The two special features of the forum were: (i) a discussion on the linkages between elementary, non-formal and adult education; and (ii) convergence of different developmental and educational sectors in pursuit of adult literacy and non-formal education.

The forum was able to generate a deep understanding of the situations and perspectives in this region within the rich learning traditions which could be revived to meet the challenges of literacy in the context of modernizing and democratic societies.

□ Radio is also being utilised effectively by NLM. A programme titled *Aao Ek Deep Jalayein* is being broadcast every Thursday on the Times FM in Delhi. Owing to the popularity gained by this programme in Delhi, it has been extended to other locations (Mumbai, Calcutta, Chennai and Goa).

□ Motivational programmes *Akshar Mela, Bhains Barabar, Kadam, Ek Doone Do* and *Dhai Akhar* were telecast through Doordarshan.

□ More than 20 video productions on motivation, mobilisation, training, etc., have been assigned to a select group of producers.

□ Panel discussions and news capsules were produced on the eve of International Literacy Day; some of which were telecast by Doordarshan.

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. Important steps taken include:

- A national seminar on Literacy Movement in India was organised on 19 April 1997 at the India Trade Promotion Organisation, Pragati Maidan, New Delhi during the Social Development Fair. The fair provided a unique opportunity to trade and industry to play a more active role in social development programmes.
- A national-level training workshop on computerised management information system for monitoring of literacy campaigns was organised at the Indian Institute of Technology, New Delhi, from 14 to 18 October 1997. In this workshop, key officials of the State/UT Directorates responsible for collection, compilation and computerisation of data received from literacy campaign districts were trained and oriented.
- A three-day conference of State/UT Directors of Adult/Mass Education was organised from 5 to 7 November 1997 at Bhopal to review the perform-

ance of Directorates of Adult/Mass Education.

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.

Publications

Like other years, the Publication Unit of the DAE compiled, edited and brought out a number of impressive publications to boost the campaign running across the country. Giving due emphasis to the new initiatives taken by NLM to spread literacy in the country, publications on awareness generation, post literacy and continuing education were brought out.

*A view of Literacy Centre (Aakhar Kendra)
in Pithoragarh, Uttar Pradesh*

9
Education in Union Territories
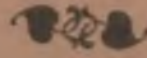
Education in Union Territories
continues to be a special responsibility
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9
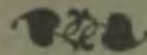
Education in Union Territories

Education in the Union Territories continues to be a special responsibility of the Central Government. The Department of Education has to maintain close liaison with Union Territory Administrations to ensure developments in all the sectors of education in keeping with the provisions of the National Policy on Education and other Central and Centrally sponsored schemes. Emphasis has been given on Universalisation of Elementary Education along with a number of national priority schemes and social mobilisation programmes such as Operation Blackboard, Non-Formal Education, Nutritional Support to Primary Education, Adult Education, Education for Weaker and Other Deprived Sections of the society. Special emphasis has been laid on the education of girls and steps have been taken to improve the quality of Secondary Education through a number of schemes such as the scheme

of science education, environmental education, computer literacy, educational technology, physical education and sports. Vocationalisation has also been given special thrust. Distance Education has also made an impact through technological advancement in these remote and inaccessible areas. Adequate facilities are available for teacher training programmes. Facilities for higher and technical education are also available in some of the Union Territories—Delhi, Andaman and Nicobar Islands, Chandigarh, Daman and Diu, Pondicherry. The Union Territories where technical education facilities are not available, reservation is made to protect the interests of the students of these territories.

Incentive Schemes

All the Union Territories have been providing incentives to students under various schemes to promote educational development at various stages. Mid-Day Meals Scheme in primary schools is a great incentive for increasing attendance and retention in schools as well as to improve the nutritional standards of the students largely coming from the weaker sections of the society. The scholarships to meritorious students, SCs/STs and hostel facilities, etc. are provided. Free transport facility is provided to girl students in rural areas. Students from weaker sections particularly SCs/STs are also provided free uniform, free textbooks, stationery etc.

	I. Institutions at School Stage				
S. No.	U.T.	Primary Schools	Upper Primary Schools	High Schools	Sr. Sec. Schools	TTIs/ Colleges
1.	A & N Islands	188	45	38	42	2
2.	Chandigarh	44	33	50	47	4
3.	D & N Haveli	141	48	9	6	–
4.	Daman & Diu	53	20	20	3	1
5.	Delhi	2184	559	324	994	27
6.	Lakshadweep	19	4	9	2	–
7.	Pondicherry	350	120	99	52	2

II. Institutions of Higher Learning in UTs

S. No.	U.T.	Universities and Institutions of National Importance*	Colleges	Engineering Colleges	Medical Colleges	Polytechnics
1.	A & N Islands	–	2	–	–	2
2.	Chandigarh	2	12	2	–	2
3.	D & N Haveli	–	–	–	–	1
4.	Daman & Diu	–	1	–	–	1
5.	Delhi	6	64	9	9	25
6.	Lakshadweep	–	–	–	–	–
7.	Pondicherry	1	7	1	2	4

* IIT is covered under Institutions of National Importance
Source: Selected Educational Statistics 1996-97 (As on 30 September 1997)

III. Enrolment by Stages in UTs

(In thousands)

S. No.	U.T.	Classes			
		I – V	VI – VIII	IX – X	XI – XII
1.	A & N Islands	41.97 (20.08)*	22.90 (10.79)	11.15 (5.25)	3.85 (1.75)
2.	Chandigarh	60.01 (27.97)	34.08 (16.33)	18.51 (9.24)	16.71 (9.14)
3.	D & N Haveli	22.57 (9.41)	5.85 (2.25)	2.25 (.962)	.86 (.34)
4.	Daman & Diu	14.53 (6.97)	6.83 (3.11)	3.22 (1.45)	1.20 (.45)
5.	Delhi	1146.69 (545.9)	539.51 (286.08)	676.20 (355.54)	460.33 (250.57)
6.	Lakshadweep	9.01 (4.16)	4.79 (2.26)	2.04 (.90)	.076 (.041)
7.	Pondicherry	103.20 (49.34)	64.61 (30.80)	28.73 (13.47)	11.16 (5.74)

* Figures given in brackets are in respect of enrolment of girls.
Source : Selected Educational Statistics 1996-97 (as on 30 September 1997)

IV. Literacy Rates in UTs

(in per cent)

S. No.	U.T.	Persons	Males	Females
1.	A & N Islands	73.02	78.99	65.46
2.	Chandigarh	77.81	82.04	72.34
3.	D & N Haveli	40.71	53.56	26.98
4.	Daman & Diu	71.20	82.66	59.40
5.	Delhi	75.29	82.01	66.99
6.	Lakshadweep	81.78	90.10	72.89
7.	Pondicherry	74.74	83.68	65.63

Source : Selected Educational Statistics 1996-97 (as on 30 September 1997)

10
Book Promotion

Promotion of books has been one of the important activities of the Ministry. In pursuance of the National Policy on Education, measures have been taken to improve the quality of books, promote the reading habit, and encourage creative writing. Various schemes for book promotion are implemented by the Ministry and some through the National Book Trust.

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Book Promotion

Promotion of books has been one of the important activities of the Ministry. In pursuance of the National Policy on Education, measures have been taken to improve the quality of books, promote the reading habit, and encourage creative writing. The schemes of National Book Development Council, Financial Assistance to Voluntary Organisations for Book Promotion Activities, Financial Assistance to Authors, Book Fairs, and the National Centre for Children's Literature and some of the prominent schemes for book promotion, are implemented by the Ministry and some through the National Book Trust, an autonomous organisation of the Ministry.

National Book Development Council

The National Book Development Council (NBDC), an advisory forum representing authors, the publishing industry and book trade, librarians, etc. has been functioning under the Department of Education. The Council has been reconstituted as the National Book Promotion Council for a period of 3 years w.e.f. 18.12.97 under the Chairmanship of Minister for Human Resource Development (HRD).

National Book Trust, India

The National Book Trust (NBT), India is an apex organization in the field of Book Promotion. The NBT publishes general reading material for all segments of society and for all age-groups. Special focus is given on the books for children. Books in English, Hindi and eleven other major Indian languages are brought out under NBT's different series. These cover a wide range of subjects, fiction and non-fiction, to cater to the diverse needs of the people at moderate price. NBT has been publishing reading material for neo-literates. More than six hundred titles have been brought out so far.

On the occasion of Golden Jubilee celebrations of India's Independence, a three-volume set *Masterpieces of Indian Literature* under the Chief Editorship of Dr K. M. George was brought out in June 1997. This set provides articles on about 500 masterpieces covering 19 Indian languages. The third volume of *History of Printing and Publishing* in India by Shri B. S. Kesavan has also been brought out. The volume traces the origin and development of printing and publishing in the Hindi heartland. Besides, NBT has initiated action to bring out 50 books in various languages on different subjects for the benefit of village level readers who have attained elementary educational standards and are active in village administration and other social activities.

An important publication during the year was *Samantar Kosh*, compiled and edited by Shri Arvind Kumar and Smt. Kusum Kumar and was released by the then President of India, Dr Shankar Dayal Sharma.

NBT plays an important role in promoting books and the habit of reading by organising book fairs and exhibitions throughout the country. A National Book Fair was organised at Ahmedabad from 29 November to 7 December 1997. Be-

sides, the Thirteenth New Delhi World Book Fair which is held every two years, was held in New Delhi from 7 to 14 February 1998.

As part of its book promotional activities, the NBT organised an Exhibition of Indian Books in London in July 1997 to mark the fiftieth year of India's Independence. NBT also participated in the Zimbabwe International Book Fair in August 1997 and in the Frankfurt Book Fair in October 1997.

NBT has also started putting up language-wise and genre-wise exhibitions of select, moderately priced books. These include exhibitions of post-literacy reading material, which are organised at the village level.

A Writers' Workshop for children (in Hindi) was organised on 24 July 1997. More than 37 manuscripts were received for the workshop. After review, 14 manuscripts prepared by nine authors were discussed in the workshop. Apart from these nine authors, five experts also participated in the workshop.

Financial Assistance to Authors

NBT gives financial assistance to authors and publishers of textbooks and reference materials to promote the publication of reasonably priced books for higher education. Under this scheme only those books are subsidised which are consistently in demand and relate to subject areas where books of an acceptable standard are either not available or are so expensive as to be beyond the means of students. The scope of the scheme has been widened to provide assistance for the publication of thought-provoking works of non-fiction in various Indian languages.

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

Grants are given to voluntary organisa-

tions working in the field of book promotion for their annual conventions and organising training programmes connected with book promotional activities, 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's literature are 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, in coordination with the International ISBN Agency, Berlin. The ISBN Agency in India is under the Department of Education, Ministry of Human Resource Development. It is an international system by which a distinct identifying number is assigned to each book, and aims at boosting the export of indigenous publications at the international business arena and reducing to the minimum day-to-day book trade practices in business. In addition to book trade, the system is very helpful to libraries and to research scholars. The ISBN system is playing a dominant role in making the book industry a modern one. Since introduction of ISBN system in India, 3,800 big and small publishers and authors have become its members and thousands of their publications bear the ISBN identifying members. The National Book Agency has been meeting the publishers and setting up free registration counters for the convenience of the pub-

lishers in the National Book Fairs and World Book Fairs for the purpose.

Promotion of Children's Literature

The National Centre for Children's Literature (NCCL) seeks to bridge the gap between authors of literature for the young and its actual users through a variety of activities. The NCCL also publishes a monthly bulletin which provides quality reading material and also acts as a forum for children and teachers to interact and exchange views on subjects of mutual interest.
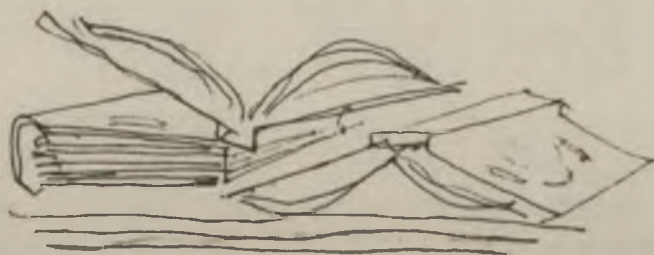
11
Copyright and Neighbouring Rights

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.

11

Copyright and Neighbouring Rights

India has acceded to major international copyright conventions like the Berne Convention for the Protection of Literary and Artistic Works as well as a member of the World Intellectual Property Organisation, 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 the 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 Ninth 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 Ninth Five Year Plan.

National Workshop

A national workshop on Intellectual Property Law and Teaching was organised in Bangalore from 24 to 26 November 1997 to discuss strategies for encouraging the study of Intellectual Property Rights in Universities and other higher education institutions.

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 Ninth 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.

Copyright Board

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

The present Copyright Board has been constituted under the chairmanship of Shri S. Ramaiah for a period of five years w.e.f. 4 January 1996.

12
Promotion of
Languages

Languages are the most important medium of communication and education; and also contribute significantly in national integration. Development of languages occupies an important place in the National Policy on Education. Hindi and other 17 Indian languages listed in the Eighth 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.

12
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 17 other Indian languages listed in the Eighth Schedule of the Constitution including Sanskrit and Urdu on the one hand and English and 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 (CIL) and Central Institute of English and Foreign Languages (CIEFL) help in the achievement of goals targetted for the development of languages.

During the Eighth 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 1,521 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. Fifty scholarships were given annually to foreign nationals for studying Hindi in India. Hindi books were supplied to Indian Missions/Embassies abroad.

Central Hindi Directorate

The Central Hindi Directorate, set up in March 1960 as a subordinate office of the Ministry, has been implementing a number of schemes for the promotion and development of Hindi.

The 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 benefited under the programme of teaching.

Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology (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 textbooks 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 1,008 students have been trained. During the year 1997-98, 13 Hindi Sevi Scholars were awarded.

Central Institute of Indian Languages

The 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 Languages teachers other than Hindi was launched for enabling the implementation of three languages formula.

National Councils for Promotion of Urdu and Sindhi

The 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 Madarasas was introduced to provide assistance to

Madarasas to introduce Science, Mathematics, Social Science, Hindi and English as part of their curriculum.

The National Council for Promotion of Sindhi Language was established in 1994 to help in the development, promotion and propagation of Sindhi language.

Central Institute of English and Foreign Languages

The Central Institute of English and Foreign Languages (CIEFL) has provided financial assistance to eleven States and Regional Institutes of English. Thirty district centres for English were sanctioned in different States/UTs and about 4,015 teachers received training at these centres. Twenty-five NGOs are assisted every year for promotion and development of English language. Twenty-one 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 Vidyapeeth at Gali, Himachal Pradesh

and Adarsh Sanskrit Mahavidyalaya in Bihar has been established during 1997-98. The Tenth World Sanskrit Conference was organised at Bangalore in January 1997. Headquarters building of Sansthan and Kendriya Sanskrit Vidyapeeth at Guruvayoor, Kerala has been completed. Financial assistance was provided to 704 voluntary Sanskrit organisations.

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 per cent basis for the activities. Last year, a total grant of Rs 144.79 lakh was given to about 2,800 students of High/Higher Secondary Schools for Scholarships, salary to 40 Sanskrit teachers and 120 teachers of modern subjects.

Shastri Rashtriya Sanskrit Vidyapeeth

Sri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, a deemed university, started diploma, Vedic and refresher courses during last year. Two degrees, namely Vidya Varidhi (Ph. D.) and Manad Upaadhi (Honorary D.Litt) were also given by the Vidyapeeth.

Rashtriya Sanskrit Vidyapeeth, Tirupathi has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer centre has been established and publication activities have been speeded up.

Modernisation of Madarasa Education

The objective of the scheme is to encourage traditional institutions like Madarasas and Maktabs to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum. Cent per cent financial assistance is provided for appointment of qualified teachers at a salary of Rs 2,200 per month and a one time grant of Rs 4000 for the purchase of books, Science kits, Mathematics kits, etc.

13
Scholarships

The Department of Education 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.

13
Scholarships

The National and External Scholarships Division of the Department of Education administers scholarships/fellowships 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. The major programmes under which scholarships/fellowships were awarded during 1997-98 are as follows.

National Scholarships Scheme

Under this scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs 60 per month to Rs 120 per month for day scholars and Rs. 100 to Rs 300 per month for resident students, depending on the course of study. The income ceiling of the parents for eligibility of scholarship is Rs 25,000 per annum.

Scholarships to Students from Non-Hindi Speaking States for Post-matric Studies in Hindi

The scheme was started in 1955-56, with the objective of encouraging study of Hindi in Non-Hindi speaking States/Union Territories and of making available suitable personnel to man teaching and other posts where knowledge of Hindi was essential. The rates of scholarships vary from Rs 50 to Rs 125 per month, depending upon the course of study.

Scheme of National Scholarships at Secondary Stage for Talented Children from Rural Areas

This scheme has been in operation since 1971-72. The aim of the scheme is to achieve greater equalisation of educational opportunities and to provide a fillip to the development of potential talents from rural areas by educating them in good schools. The scheme is being implemented through State Governments/Union Territory Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each State/Union Territory. The scholarships are awarded at the end of the middle school stage (Class VI/VIII) and continue up to the secondary stage including the +2 stage. The selection of the students is made by the State Government/Union Territory Administrations with the help of the NCERT/SCERTs. The rate of scholarships varies from Rs 30 to Rs 100 per month depending upon the course of study.

Scholarships/Fellowships Offered by Foreign Governments under Cultural Exchange Programmes

Under the Cultural Exchange Programmes, the scholarships are given to Indian students by the donor countries for higher studies in the respective countries. The awards of scholarships for post-graduate studies leading to Ph.D. and post-doctoral research in the fields of Basic Sciences (Pure and Applied), Engineering and Technology, Humanities and Social Sciences are made available by various foreign

governments and agencies. Fifty-eight scholars were sent to China, Japan, Germany, Mexico, Italy, Israel, Ireland, France, Czech, Belgium, Netherlands and Norway in the year 1997-98.

Commonwealth Scholarships/Fellowships Scheme Offered by Governments of U.K., Canada, Newzealand and Other Commonwealth Countries

Under this programme, scholarships/ fellowships are awarded to Indian nationals for higher studies/research/ training in U.K., Canada and other Commonwealth countries. These are prestigious scholarships and are highly beneficial to the country as well as for the educational and professional development of the recipients. The scholarships are made available for studies in about 25 disciplines including medicine. Nineteen scholarships were utilised in the year 1997-98.

British Council Visitorship Programme

Under this programme 40 scientists, academicians and medical specialists received the benefit during the year 1997-98 for mutual appreciation of important developments in their areas of specialisation.

14

Equalisation of Educational Opportunities for SCs, STs and Minorities

The National Policy on Education, 1986 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. Special provisions for SCs and STs have been incorporated in various schemes of the Department of Education.

14

Equalisation of Educational Opportunities for SCs, STs and Minorities

Education of SCs and STs

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 with one kilometre walking distance from habitations of 200 population instead of habitations for 300 population.

All State Governments have abolished tuition fees in the Government schools at least up to upper primary level. In most of the States, education is also free in the schools run by local bodies and in private aided institutions.

Most of the States provide assistance to students belonging to economically backward SC and ST communities for meeting other attendant cost 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 Meals 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 SCs/STs.

Navodaya Vidyalayas provide reservation of seats for 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 and colleges apart from relaxation in the minimum qualifying cut-off stages for those belonging to SC/ST categories.

The University Grants Commission has established SC/ST Cells in 98 universities including Central Universities with a view to ensuring proper implementation of the reservation policy, both in respect of admissions as well as recruitments of teaching and non-teach-

ing 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 along with 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 greater 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 the University Grants Commission.

The Central Institute of Indian Languages (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 CILL through its programme has worked in 75 tribal and border languages and has prepared different kinds of linguistic materials like grammars, phonetic readers, primers, etc.

Separate training programmes are being organised by NIEPA since 1985 for Heads of Ashram Schools and the district level officers dealing with the development of Scheduled Castes/Scheduled 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 information regarding implementation of the scheme having a direct bearing on the educational upliftment of the educationally backward minorities is given below.

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 organisa-

tions (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 the educationally backward minorities in 93 districts spread over 13 States and three UTs.

15
Planning and Monitoring

The National Policy on Education, 1986 provides that parameters of the Policy must be reviewed every five years. 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. Various Central as well as Centrally sponsored Schemes have inbuilt provisions of Monitoring and Evaluation.

15
Planning and Monitoring

National Policy on Education

The National Policy on Education (NPE), 1986 and the 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 the UTs of Chandigarh and Lakshadweep have formulated their own POAs. The POAs processed by Arunachal Pradesh and Mizoram have completed their 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 POAs.

As per the provisions of the NPE 1986 and the 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, NCS, 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, a worldwide Website has been created with the help of the 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 district headquarters of the country through NICNET. The information presently available on this site include Policy Framework, Structure, Organisation and 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 the 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 CABE 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 educational planners, students, teachers, educationists and researchers. The CD-ROM was formally released by the Minister for Human Resource Development on 18 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 along with 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

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. NIEPA organises a large number of seminars, workshops and training programmes each year for various categories of educational functionaries with a view to increasing their awareness about new educational developments, acquainting them with modern techniques of educational management and enhancing their capability for educational planning and administration.

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

The scheme of studies, seminars, evaluation, etc. for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and organisations 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.

Educational Statistics

The 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.

The Statistical Unit has completely wiped out the time-lag in respect of publications, viz. Selected Educational Statistics, Indian Students/Trainees Going Abroad, Selected Information on School Education.

Efforts are being made with the State Governments to expedite finalisation of

Educational Statistics pertaining to Higher Education. The work about finalisation of Educational Statistics in respect of Correspondence Courses, Open Education, Distance Education is in progress and this publication is likely to be released soon.

India is participating in the World Education Indicators through the joint pilot project organised by OECD/UNESCO.

Statistical inputs were provided for the release of CD-ROM project of the Department on the occasion of Golden Jubilee of the country's Independence. During 1997-98, nine publications were brought out.

Computer-based Management Information System

The National Informatics Centre (NIC) has established a Computer Centre in the Department of Education and has installed a Pentium Processor based computer system and has established a Local Area Network (LAN) of 32 terminals. NIC has also installed a VSAT on the roof-top of Shastri Bhavan for providing better computer communication facilities. NIC continued to provide software, hardware and consultancy support to the Department of Education in developing computer-based Management Information System. A team of officers of NIC is working in close coordination with the officials of the Department. Highlights of the year 1997-98 are as follows:

- A CD-ROM of important publications brought out by the Department of Education has been prepared. The CD-ROM has been inaugurated by the Minister for Human Resource Development on 18.8.97.

- A facilitation counter has been established in the Department to bring about transparency of information in government functioning. The facilitation counter has been inaugurated by the Education Secretary on 30.6.97. Information on various schemes and scholarships dealt by the Department has been kept in the computer system at the facilitation counter for providing to the public.

- A VSAT has been installed on the roof-top of Shastri Bhavan for providing better computer communication facilities to officers in the Department for surfing Internet.

- National level tables based on data of Village Information Form (VIF), Urban Information Form (UIF), School Information Form I (SIF-1) and College Information Form (CIF) regarding Sixth All India Educational Survey (SAIES) have been generated in respect of all States and provided to NCERT.

- Software development for processing data of School Information Form 2 (SIF-2) and Teacher Information Form (TIF) has been completed and distributed to all State centres. Processing of data of both these schedules has been completed by more than 50 per cent of the States.

- Information desired by Planning Commission in connection with the implementation of Basic Minimum Services Programme has been provided.

- Data of SIF-1 schedule for all DPEP districts has been made available to the Department to meet the requirements of DPEP programme. Software for processing Educational Finance Form has also been made ready.

☐ Software has been developed for generating HTML code for bringing out a CD-ROM of all reports up to district level based on data of Sixth All India Educational Survey for surfing information using any standard browser.

☐ Public Grievances Information System has been implemented in the Department in order to monitor and to quickly dispose of public grievances.

☐ Software has been developed for generating various reports in connection with a study on growth rate of expenditure on elementary education and education in general.

☐ A database has been created based on information regarding scholarships giving subject field of study, duration, country, value of scholarship, application procedure, contact address, etc.

☐ A Home Page giving various activities of the National Council of Educational Research and Training (NCERT) has been prepared to be put on the World-wide Web.

☐ Pension Information System and Information System for Monitoring Construction Activities have been implemented at the Kendriya Vidyalaya Sangathan. Necessary training has been provided to concerned dealing officers in the operationalisation of the package. User Operations Guide in respect of both the packages has been brought out.

☐ A line matrix printer has been installed in the Centre enabling fast printing of voluminous outputs.

☐ SLIP/PPP account has been provided to HRM office and MOS office, facilitating access to graphical information on the Internet. Necessary training has also been provided on its usage.

☐ Efforts are on for establishing a Video Conferencing Unit in the Department. An ISDN line has been laid and necessary hardware and software have been procured.

☐ Establishment of a Local Area Network (LAN) under Windows environment in the Department is in progress.

☐ Data of budget expenditure on education for the period 1994-97 has been processed and a publication has been brought out.

☐ Presentation charts and graphs have been produced from time to time in connection with various studies.

☐ Necessary support for generation of various reports has been provided to Non-formal Education Division in connection with Grant-in-Aid Committee meeting and various other requirements.

☐ On-the-job training programmes have been organised from time to time and a number of officers have been trained on the usage of various software packages.

☐ Technical consultancy and guidance have been provided to various organisations like National Institute of Educational Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Novodaya Vidyalaya Samiti (NVS), Rashtriya Sanskrit Sansthan (RSS),National Open School (NOS).

☐ Software maintenance support has been provided in respect of

♦ Grant-in-aid to voluntary agencies for adult education programme

♦ Parliamentary assurances for generating weekly reports

♦ Copyright office for generating discrepancy letters, register of copyrights and index cards.

16

International Cooperation

The Indian National Commission for Cooperation with UNESCO (INC) with its Secretariat in the Department of Education, has been contributing significantly to UNESCO's work particularly in the formulation and implementation of its programmes including the participation programmes and review of Education For All initiative at the international level.

16
International Cooperation

Since the establishment of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), India has been in the forefront in promoting its ideals and objectives. The Indian National Commission for Cooperation with UNESCO (INC), set up in 1949, is an apex advisory, executive, liaison, information and coordinating body at the national level. INC has been playing an active role in UNESCO's work, particularly in the formulation and execution of its programme in collaboration with the UNESCO Secretariat as well as the National Commissions of Asia and the Pacific region.

During the year, India contributed to the activities of UNESCO and its Regional Officers through participation in numerous workshops, symposia and conferences, by assisting in the organisation of national, regional and inter-regional activities in India in areas of competence of UNESCO, arranging participation of Indian experts in UNESCO's activities, formulating projects under the Participation Programme of UNESCO and administration of UNESCO Coupons Scheme. Public information activities relating to UNESCO continued to be operated in the form of publication of Hindi and Tamil editions of the *Courier*, a UNESCO periodical.

Follow-up of Education for All Summit of Nine High Population Countries

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 UNESCO, UNICEF and UNFPA also participated as co-sponsors. As a follow-up of the EFA Summit, the following steps have been taken.

Meeting of EFA-9 Countries

A Review Meeting on Education for All was held in Islamabad, Pakistan from 14-18 September 1997. The Minister for Human Resource Development led a four-member Indian delegation. The Ministers' meeting was meant to be a forum where each respective country was expected to give a concise account of the EFA-related initiatives that they had taken since the New Delhi Summit including the main achievements and difficulties encountered.

Celebration of Fiftieth Anniversary of UNESCO

The Indian National Commission for Cooperation with UNESCO is organising various activities in the current year to commemorate the fiftieth year of India's independence coinciding with the fiftieth anniversary of UNESCO. This includes, *inter alia*, publication of a souvenir volume titled 'India and UNESCO: Five Decades of Cooperation', and the launch of INC lecture series.

Asia-Pacific Programme for Educational Innovation for Development

As one of the promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and

the Pacific (APEID), India has actively participated in APEID programmes and activities. The National Council of Educational Research and Training (NCERT), one of the principal associate centres of APEID which acts as the Secretariat of National Development Group (NDG), facilitate dissemination of information about APEID activities and promotes innovative experiences at the regional level.

Participation Programme of UNESCO

Under the Participation Programme, UNESCO provides limited financial assistance to various institutions and Member States which are engaged in promotion of programmes and activities in the field of UNESCO, for undertaking innovative projects which would contribute at the national, sub-regional and international levels to the implementation of the objectives of UNESCO. For the biennium 1998-99, applications are being invited from individuals/institutions/Ministries for consideration.

Education for International Understanding

The UNESCO Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of the aims and objectives of the Organisation. The Associated Schools are educational institutions which are directly linked with the UNESCO Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendations of the Indian National Commission for UNESCO (INC), 38 schools and Teacher Training Institutes from India are enlisted with UNESCO under this Project.

The INC is the national coordination agency for UNESCO Clubs and Associated Schools. There are about 285 UNESCO Clubs which are registered with INC. UNESCO Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and objectives of UNESCO, such as celebration of International Days and Years, organisation of meetings, debates, contests to promote international understanding, cooperation and peace.

Photo Contest in Asia and the Pacific

The INC has been coordinating the participation of Indian photographers in the photo contest organised by Asian Cultural Centre for UNESCO (ACCU), Japan.

Shri Sunil Kumar Dutt, freelance photo-journalist was selected as one of the Jury members for the Twentieth Photo Contest Competition in ACCU, Japan. In the Twentieth Photo Contest on 'Traditional Arts and People' out of the 392 participants, 13 were winners. Under this project a special prize of the Secretary-General of the Thai National Commission for UNESCO went to the Centre for Cultural Resource and Training (CCRT) for its constitution captioned 'Face to Face' by Shri Dev Nayak.

UNESCO Coupons Programme

The INC continued to operate the UNESCO International Coupon Programme designed to assist individuals and institutions working in the fields of education, science, culture and communication to import their bonafide requirement of educational publications, scientific equipment, educational films, etc., from abroad without undergoing

the foreign exchange and import control formalities.

Publication of UNESCO Courier

Courier is an educational and cultural periodical brought out by UNESCO. The Indian National Commission continues to support publications of its Hindi and Tamil editions with the assistance of UNESCO subvention. Efforts are being made to rationalise the publicity and circulation of the Hindi version of the *Courier*. They enjoy a wide circulation amongst educational institutions, libraries, UNESCO Clubs, Associated Schools and individuals.

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

The INC is operating a scheme of financial assistance to voluntary organizations, UNESCO Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO.

Kalinga Award

The Kalinga prize was established at the initiative of Shri Biju Patnaik, Founder-Chairman of the Kalinga Foundation Trust. It is presented annually by UNESCO to a person or persons with a distinguished career of service in the interpretation of science and research to the public.

Prof. Dorairajan Balasubramanian, Director, Centre for Cellular and Molecular Biology, Hyderabad, has been recommended for the Kalinga Award 1997 for his extensive work as a science columnist and journalist for daily newspapers, writer and presenter of programmes on a wide range of science subjects for television and author of science books.

Malcolm Adiseshaiah International Literacy Prize

The Director-General, UNESCO had offered to institute a new international literacy prize in commemoration of the late Malcolm Adiseshaiah, an Indian Citizen and a former Deputy Director-General of UNESCO, in recognition of the outstanding contribution he made to education. The Government of India has agreed to fund this award. The amount of the award will be US $15,000 in line with the other international literacy prizes.

Executive Board of UNESCO

India has the unique privilege of having been elected as a Member of the Executive Board of UNESCO since the establishment of UNESCO in 1946. The Board generally meets twice a year.

Twenty-fourth Session of the Indian National Commission for Cooperation with UNESCO

The 24th Session of the Indian National Commission for Cooperation with UNESCO was held on 29 July 1997 in New Delhi under the chairmanship of the Minister for Human Resource Development. The Session was attended by Shri R. N. Mirdha, former Member of Parliament and then Member, Executive Board of UNESCO, experts in 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 sciences and social sciences for deciding upon India's strategy for participation in the 29th Session as also for proposing amendments to the Draft Programme and Budget of UNESCO (1998-99). These amendments were finally projected at the 29th Session of the General Conference of UNESCO.

Twenty-ninth Session of the General Conference of UNESCO

The General Conference of UNESCO is held every alternate year to approve, *inter alia*, UNESCO's programme and budget for the next biennium. India sends a high-powered delegation to the General Conference. The 29th Session of the General Conference of UNESCO was held from 21 October to 12 November 1997 in Paris, France.

The principal items of agenda before the Conference were the Draft Programme and Budget of the Ogranization of the period 1998-99. This Session of the Conference met in five Programme Commissions and one Administrative Commission and three Roundtables on 'Youth'.

The Indian delegation consisting of senior officers and experts of concerned Departments/Institutions to the Conference was led by the then Minister for Human Resource Development and the Minister of State (Education). One of the highlights of the Conference was India's election to the Executive Board of UNESCO. India was elected with a record majority of votes, securing 93 per cent of the votes polled.

Contribution to UNESCO

The contribution of each Member State is determined by the United Nations and approved by the General Conference of UNESCO every year. For the biennium 1996-97, the contribution of India was fixed of 0.30 per cent of the total budget of the Organisation by the 28th Session of the General Conference of UNESCO held during 1995. For the year 1998, India's share has been fixed at 0.41 per cent of the total budget by the 29th Session of the General Conference of UNESCO. The Government of India also makes voluntary contributions to UNESCO in response to the appeals by UNESCO to its Member States for contribution for specific purposes. In response to UNESCO's appeal for the purpose, India has also made a voluntary contribution of Rs 3.80 lakhs to the International Institute of Educational Planning (IIEP, UNESCO), Paris for the year 1997-98.

Construction of UNESCO House

A proposal has been under consideration for construction of a building to be called 'UNESCO House' at New Delhi for housing the two UNESCO Offices and the office of the Indian National Commission for UNESCO. For the purpose of the construction of UNESCO House a plot of land was allotted by the Ministry of Urban Affairs and Employment. The allotment has, however, been challenged in the High Court and the matter is sub-judice.

Other International Programmes

The Department of Education in the Ministry of Human Resource Development also deals with other International Organisations in relation with education. Among these organisations the important ones are Commonwealth Secretariat, Commonwealth Foundation, SAARC, UNDP and NAM.

External Academic Relations

The EAR Unit deals with policy matters to promote India's external academic re-

lations with more than 97 countries with whom India has bilateral Cultural Exchange Programmes (CEPs) and other collaborative arrangements, and monitoring of educational component of the bilateral and collaborative programme with other countries.

A four-member delegation led by the then Minister of State (Education) attended the Conference of Commonwealth Education Ministers held in Gaborone, Botswana from 28 July to 1 August 1997.

Seminars, Working Group Meetings Sponsored by UNESCO or Its Regional Offices

The Department of Education, Ministry of Human Resource Development, was represented in various Workshops, Training Courses, Seminars, Working Group Meetings sponsored by UNESCO, its regional offices, etc. during the year.

The Indian National Commission for Cooperation with UNESCO also nominated experts from other organisations/ State Governments/ NGOs, etc. to participate in the National, Regional and International Meetings and Workshops of UNESCO.

International Commission on Education

The UNESCO had constituted an International Commission on Education for the 21st century to reflect on education and learning for the next century. Mr Jacques Delors was the Chairman of the Commission and Dr Karan Singh one of its members. The Indian National Commission for Cooperation with UNESCO had been closely associated with the work of the Delors' Commission. The Report of the Commission 'Learning: The Treasure Within' is now available to the Member States of UNESCO. The Indian National

Commission for Cooperation with UNESCO has reprinted the report for wider dissemination. A national debate is envisaged on the recommendations of the report.

To deliberate on the recommendations of this report to the ASPAC region, the Australian National Commission for UNESCO had hosted a conference in collaboration with UNESCO: 'Conference on Education for the Twenty-first Century in the Asia/Pacific Region' held at Melbourne from 30 March to 3 April 1998. A two-member delegation consisting of Shri Champak Chatterji, Joint Secretary (UNESCO&VE) and Shri D.P. Singh, Director (UU) had participated in the conference.

Director-General UNESCO's Visit to India

On the invitation of the then Minister of Human Resource Development, Dr Federcio Mayor, Director-General, UNESCO accompanied by Mr S. Okajima, Director, Asia Pacific Section, UNESCO and Mr T. Huq, Director-General's Special Adviser for Asia and the Pacific, visited India from 28 to 31 January 1998. During his visit the Director-General made courtesy calls on the Minister of Human Resource Development, the Prime Minister and President of India. Dr Mayor also met Dr Y.K. Alagh, the then Minister of Science and Technology, Ms. Mohini Giri, Chairperson, National Commission for Women, and Justice Venkatachaliah, Chairman, National Human Rights Commission. The delegation also visited Lok Jumbish Project in Rajasthan. During this visit, Dr Mayor announced UNESCO's sanction of US$ 50,000 each for children with special needs in Kaman Block of Rajasthan and for strengthening of Indian National Commission for UNESCO.

APPENDICES

Assistance to States/UTs

Integrated Education for the Disabled Children (IEDC) Scheme

Sl. No.	Name of State/ Union Territory	Amount Released (Rs in lakhs)					Plan
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
1.	Andhra Pradesh	–	14.01	32.46	–		44.21
2.	Arunachal Pradesh						1.00
3.	Assam						13.00
4.	Bihar	36.95	–	26.58	–	–	–
5.	Gujarat	67.21	–	39.50	–	28.01	106.23
6.	Haryana	16.80	–	–	–	5.72	25.17
7.	Himachal Pradesh	9.55	6.34	–	3.90	–	51.04
8.	Jammu & Kashmir	–	–	–	–	–	–
9.	Karnataka	39.08	4.19	70.73	47.78	3.12	145.42
10.	Kerala	–	125.28	66.59	495.21	231.17	240.15
11.	Madhya Pradesh	–	30.90	–	52.72	–	117.74
		2.49 (VO)	2.95 (VO)	3.29 (VO)	2.36 (VO)	3.44 (VO)	3.04 (VO)
12.	Manipur	5.00	22.40	–	8.40	32.85	25.86
13.	Maharashtra	–	75.53	13.43 23.00 (VO)	–	31.16	14.52
14.	Mizoram	45.36	1.92	14.00	11.51	4.71	6.94
15.	Nagaland	12.61	5.74	11.71	5.41	7.15	7.15
16.	Orissa	35.20	68.92	43.64	4.84	126.53	74.45 1.10 (VO)
17.	Punjab	–	–	–	–	–	–
18.	Rajasthan	28.33	85.35	26.25	20.20	59.75	30.09
19.	Tamil Nadu	28.41	–	–	–	–	16.45
		0.62	5.32 (VO)	4.14 (VO)	13.22 (VO)	6.56	
20.	Tripura		2.01	–	0.87	1.52	3.41
21.	Uttar Pradesh	–	–	–	–	1.74	6.22
			1.04 (VO)	0.70 (VO)	0.58 (VO)	1.02 (VO)	2.22 (VO)
22.	West Bengal	–	–	–	3.76	–	10.95
				34.00 (VO)	12.00 (VO)	–	
23.	A & N Islands	20.65	9.84	13.37	12.78	13.25	14.82
24.	Chandigarh		0.99	0.99	–	–	–
25.	Delhi	0.03	18.74	37.50	4.54	6.09	14.50
				1.25 (VO)	2.18	19.86 (VO)	23.74 (VO)
26.	Daman & Diu	0.29	0.42	0.45	0.45	0.36	0.31
	Total	379.48	449.95	516.94	670.00	584.68	998.63

Educational Technology Scheme*

S. No.	Name of State/UT	Amount Released (in Lakhs)							
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
1.	Andhra Pradesh	227.9	37.47	97.07	59.47	770.86	309.72	73.01	87.10
2.	Arunachal Pradesh	–	–	4.18	–	7.83	–	–	–
3.	Assam	73.53	–	127.24	–	4.13	–	–	–
4.	Bihar	–	6.49	65.18	39.99	61.29	26.64	55.00	55.00
5.	Goa	5.29	–	–	–	–	–	–	4.78
6.	Gujarat	96.19	–	232.48	285.53	86.29	185.29	30.00	79.75
7.	Haryana	50	–	–	36.85	19.5	–	–	–
8.	Himachal Pradesh	–	–	–	–	98.18	–	–	–
9.	Jammu & Kashmir	102.99	–	13.09	–	52.5	–	–	–
10.	Karnataka	15.81	–	43.61	–	148.01	–	–	18.14
11.	Kerala	–	12.17	–	–	–	–	–	–
12.	Madhya Pradesh	20.16	–	16.27	–	–	–	–	–
13.	Maharashtra	126.2	–	50.55	654.23	68.46	75.88	50.00	92.70
14.	Manipur	10.08	16.19	–	–	–	11.49	–	–
15.	Meghalaya	5	5.08	14.5	16	–	5.99	–	5.99
16.	Mizoram	–	0.11	–	–	–	1.01	–	2.38
17.	Nagaland	–	–	–	8.6	–	1.55	–	1.37
18.	Orissa	258.25	–	380.88	369.07	313.97	67.58	50.00	81.49
19.	Punjab	60	–	167.48	–	195	–	–	–
20.	Rajasthan	–	–	12.02	250.01	–	–	–	–
21.	Sikkim	3.5	–	–	0.97	1.01	–	–	0.53
22.	Tamil Nadu	100	–	–	–	–	–	–	–
23.	Tripura	0.06	–	0.41	–	–	–	–	–
24.	Uttar Pradesh	–	–	54.3	42.73	50	60.77	60.00	100.40
25.	West Bengal	–	–	–	–	–	–	–	–
26.	A & N Islands	0.5	–	0.76	–	–	–	–	–
27.	Chandigarh	1.11	–	–	–	–	–	–	–
28.	Delhi	–	–	–	–	132.5	–	–	3.14
29.	D & N Haveli	–	0.36	0.31	–	–	–	–	–
30.	Daman & Diu	–	–	–	–	–	–	–	–
31.	Lakshadweep	–	–	–	–	–	–	–	–
32.	Pondicherry	–	–	–	–	–	–	–	–
33.	NCERT	–	–	118.68	5.74	302.48	598.87	73.02	–
34.	CIIL, Mysore	–	–	–	–	6.00	15.11	10.00	–
	Total	1165.57	78.14	1400.01	1769.19	2318.00	1359.90	401.03	532.77

* This includes amount sanctioned for SIETs, CIET and CIIL.

APPENDIX II

Charts

TECH 390.00

AE 127.00

OTHERS 836.14

EE 2542.00

Total Plan Outlay : 3895.14
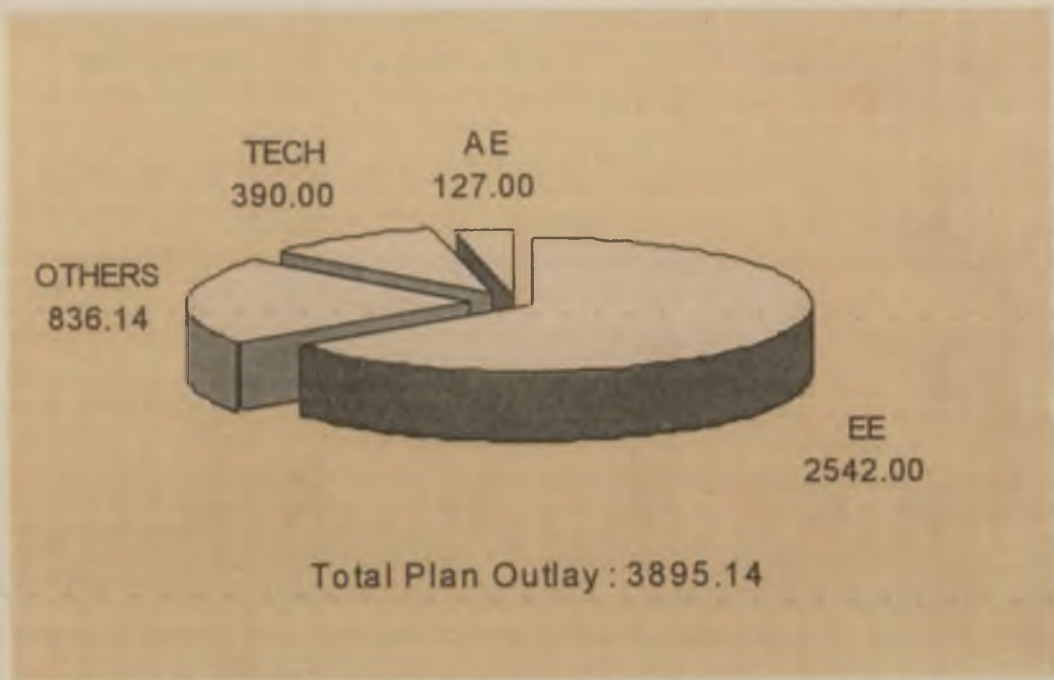
SECTOR-WISE PLAN OUTLAY FOR 1997-98
(CENTRE)

(Rs. in Crores)

	1996-97	1997-98
EE	2263.7	2542
SE	381.11	354.94
AE	224.5	127
UHE	238.04	403
TECH	253.91	390
OTHERS	26.44	78.2
TOTAL	3387.7	3895.14
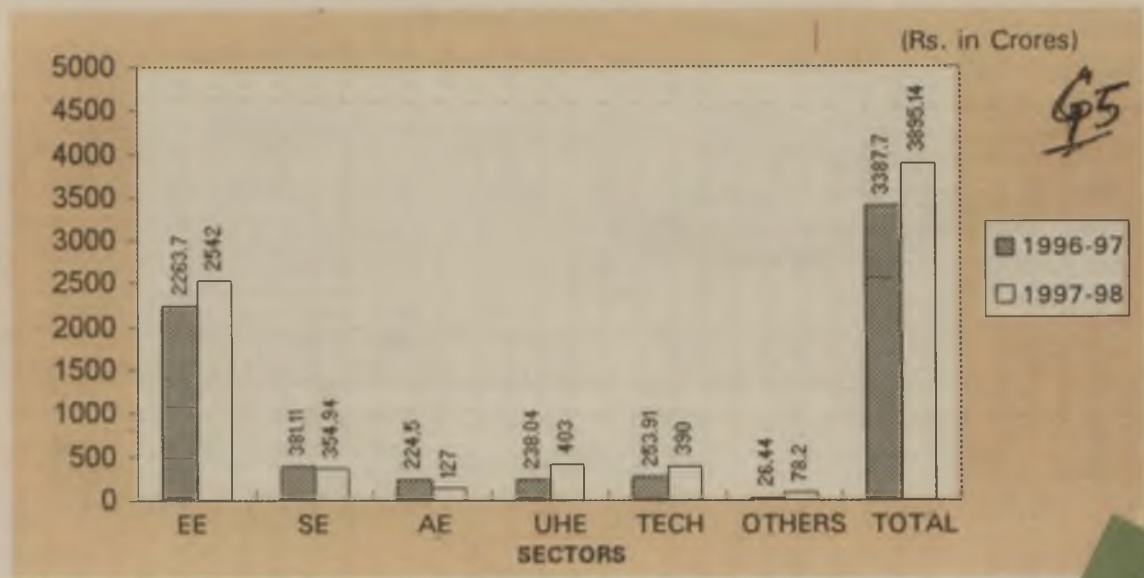
SECTORS

CENTRAL PLAN ALLOCATION FOR EDUCATION
IN 1996-97 AND 1997-98
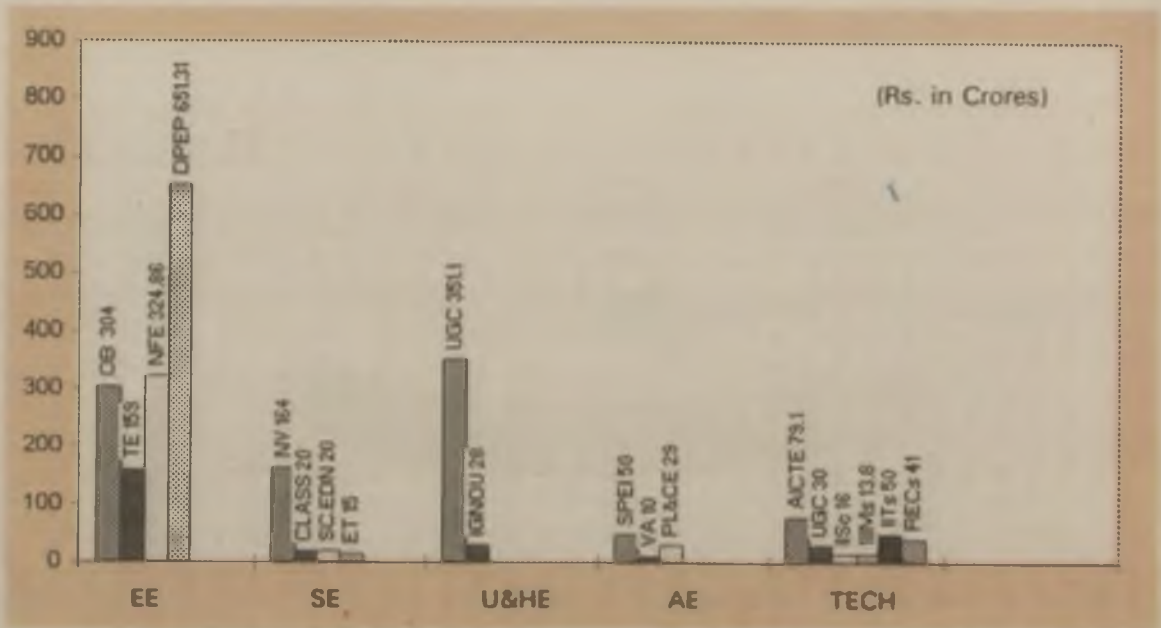
PLAN OUTLAY OF MAJOR SCHEMES - 1997-98
(CENTRE)

% Distributuon
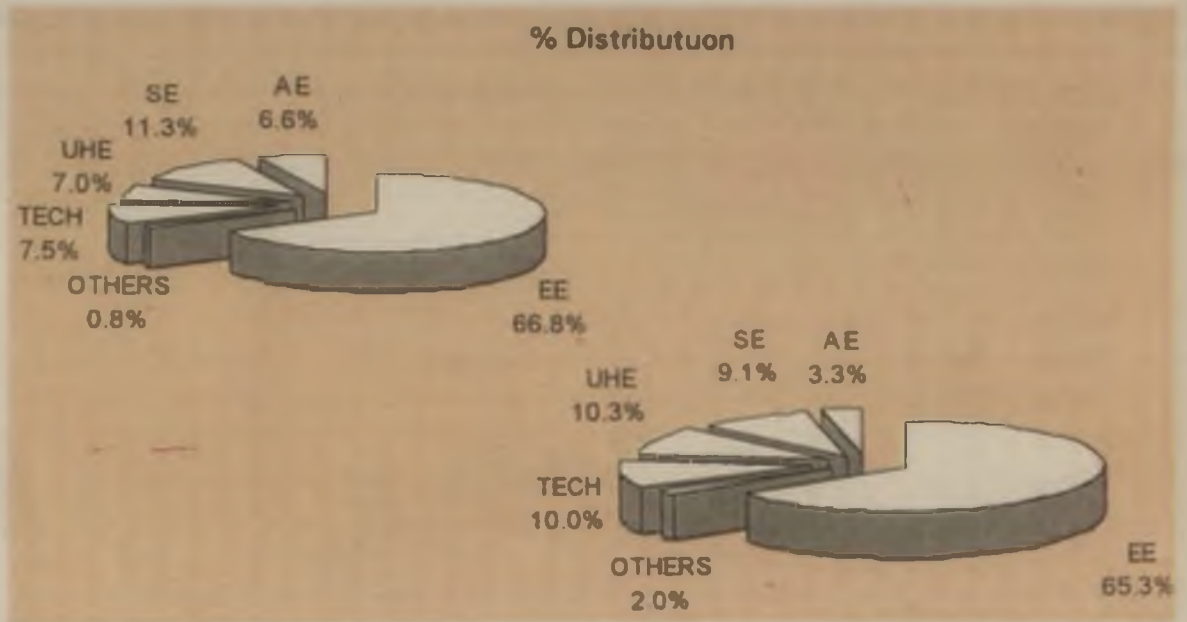
SECTORAL OUTLAYS ON EDUCATION FOR
1996-97 AND 1997-98 (CENTRE)

NO. OF INSTITUTIONS

600000

500000

400000

300000

200000

100000

0

1950-51   1960-61   1970-71   1980-81   1990-91   1995-96   1996-97

YEAR

PRIMARY
U.PRIMARY
HIGH/HR.SEC
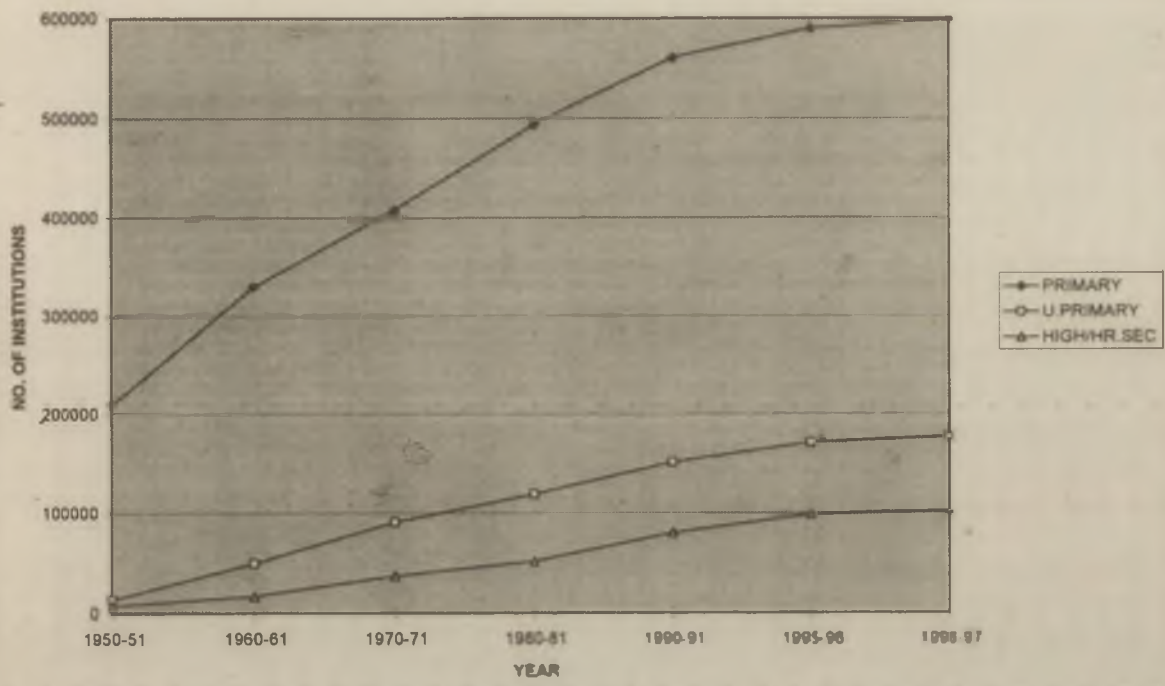
GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS
SINCE 1951 — SCHOOL LEVEL

NO. OF INSTITUTIONS

7000

6000

5000

4000

3000

2000

1000

0

1950-51   1960-61   1970-71   1980-81   1990-91   1995-96   1996-97

YEAR

COLLEGE GENERAL
COLLEGE PROFESSIONAL
UNIVERSITIES
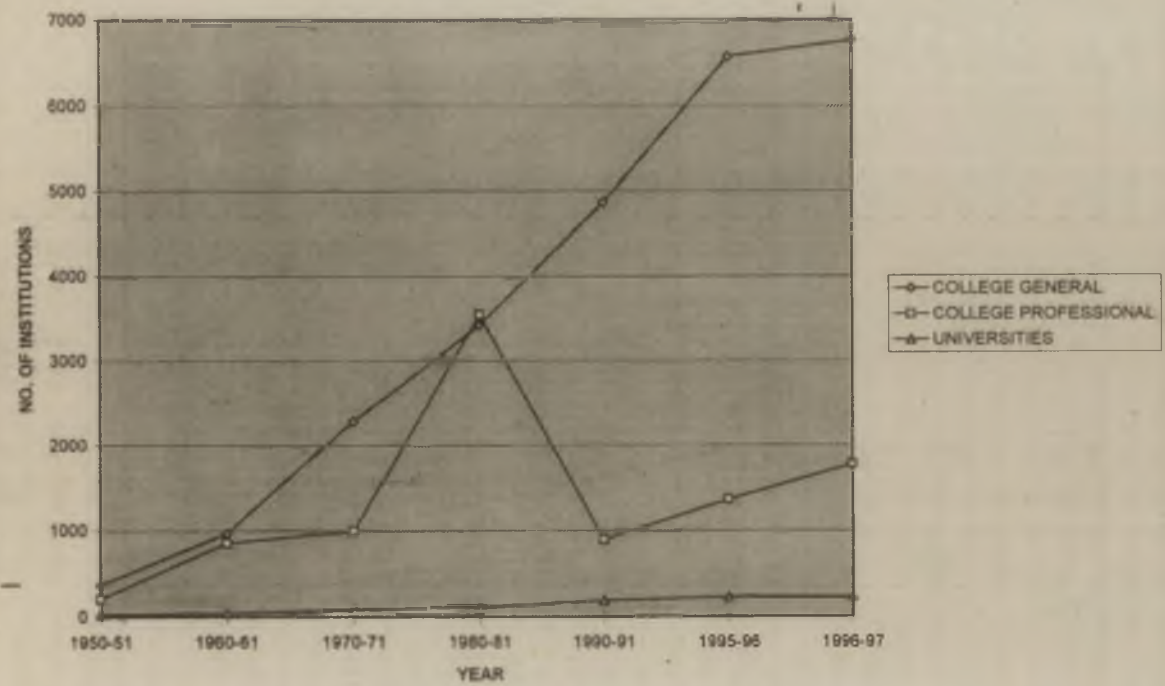
GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS
SINCE 1951 — COLLEGE LEVEL

* During 1975-76, 1980-81 and 1985-86 it also includes institutions for Post-Matric courses in so far as Colleges for Professional Education is concerned.
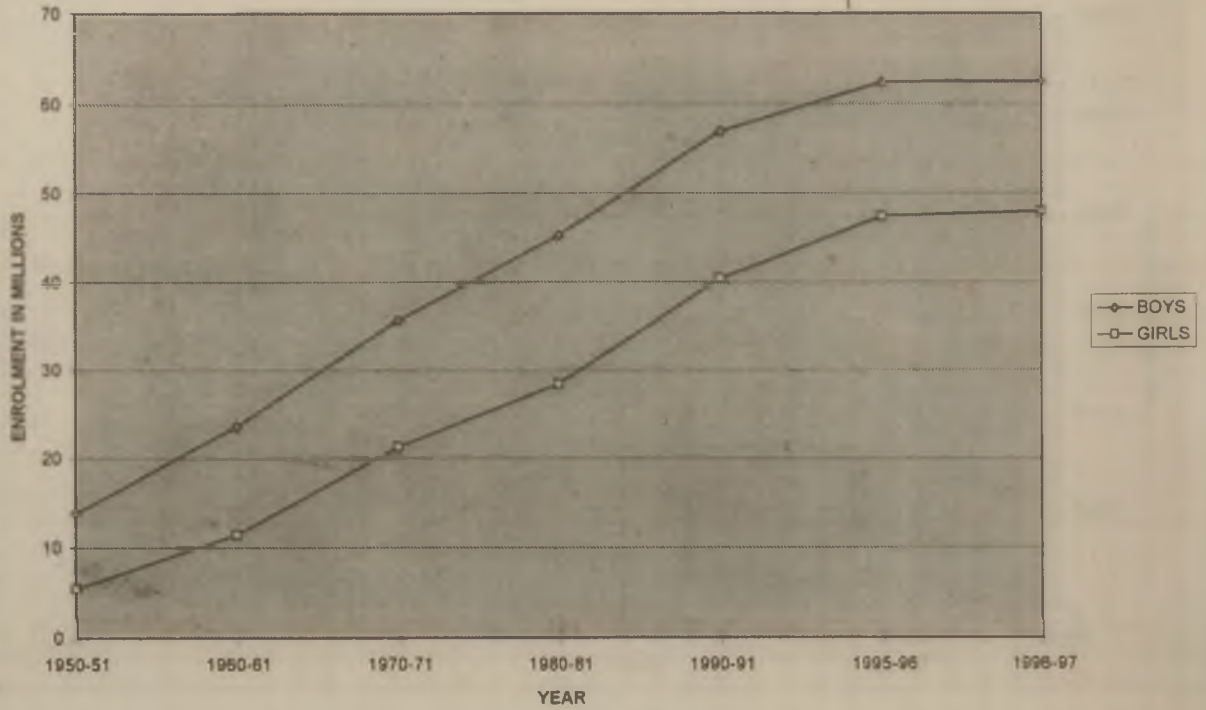
ENROLMENT IN PRIMARY CLASSES (I-V)
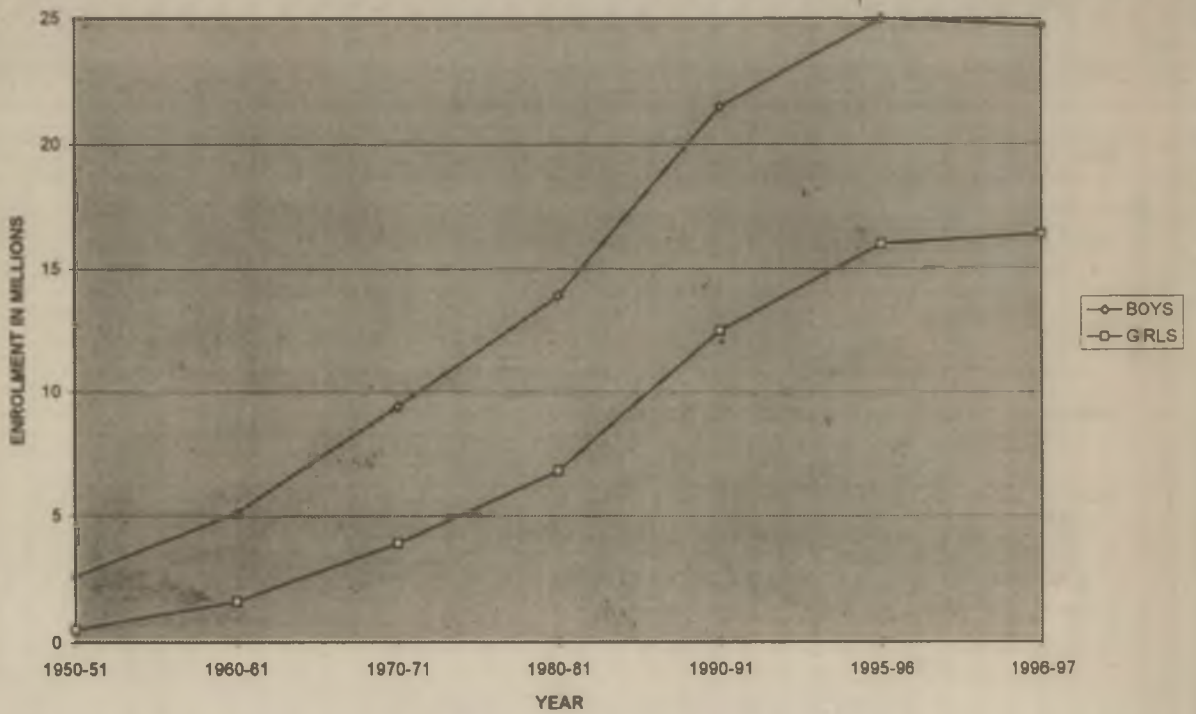
ENROLMENT IN MIDDLE CLASSES (VI-VIII)
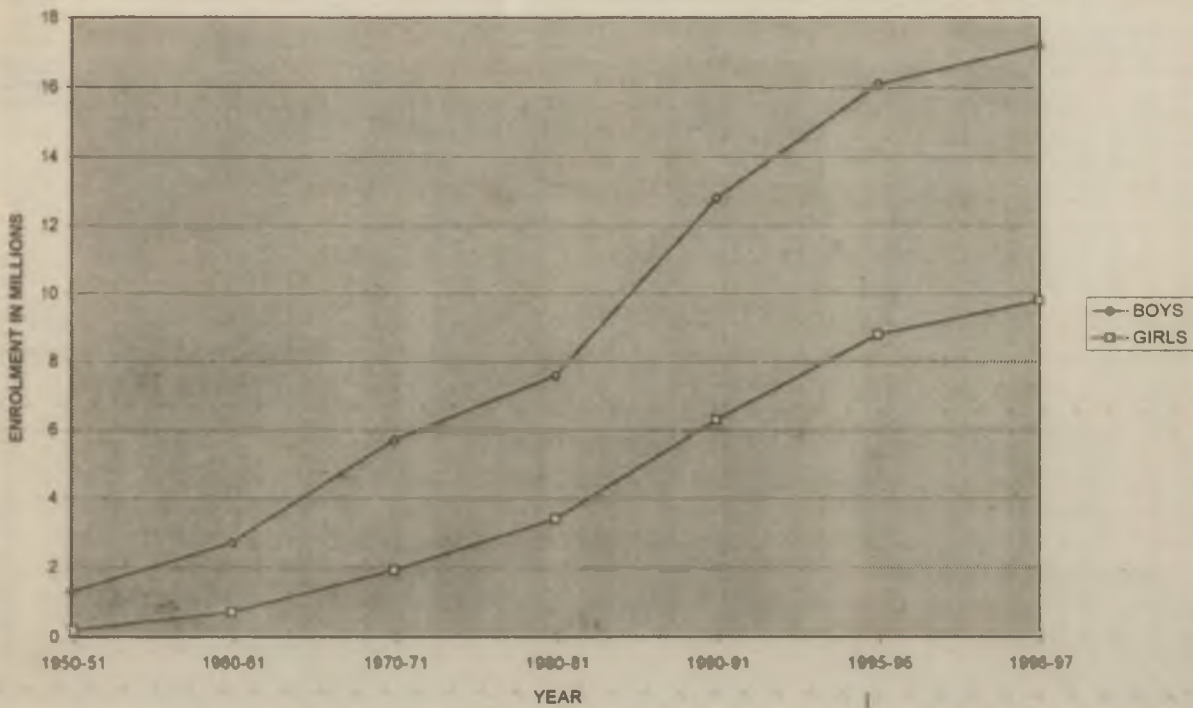
ENROLMENT IN HIGH/HIGHER SECONDARY
CLASSES (IX-XII)
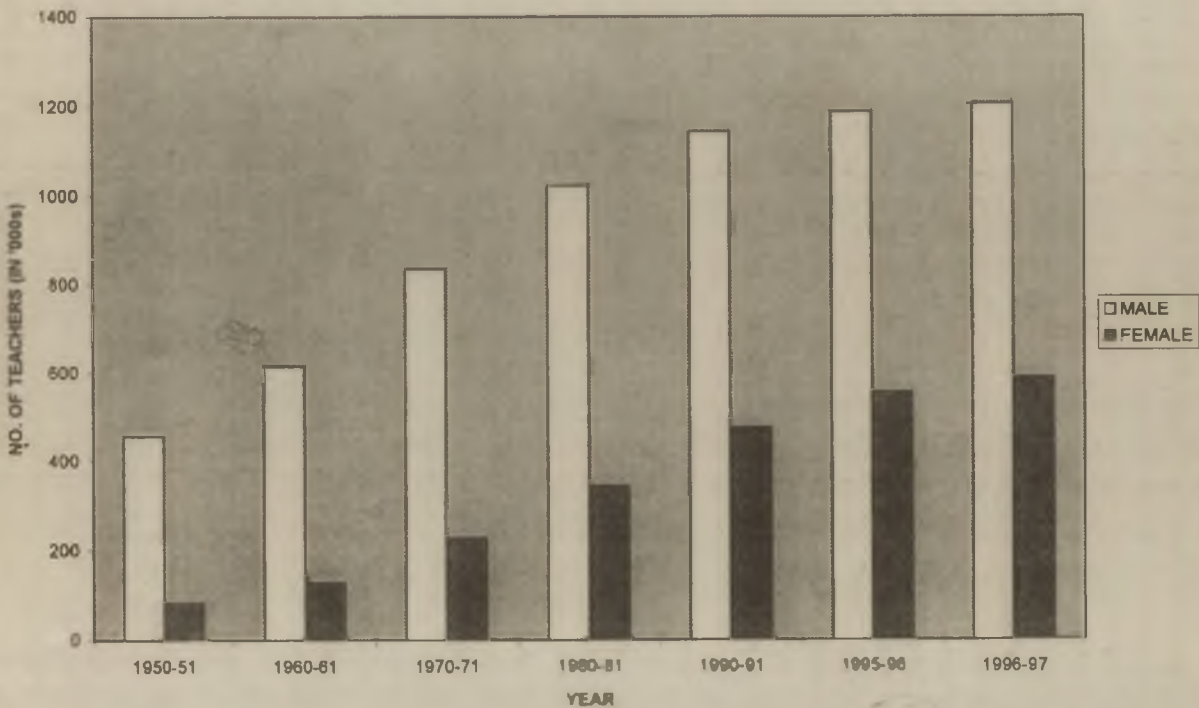
DISTRIBUTION OF TEACHERS IN PRIMARY SCHOOLS
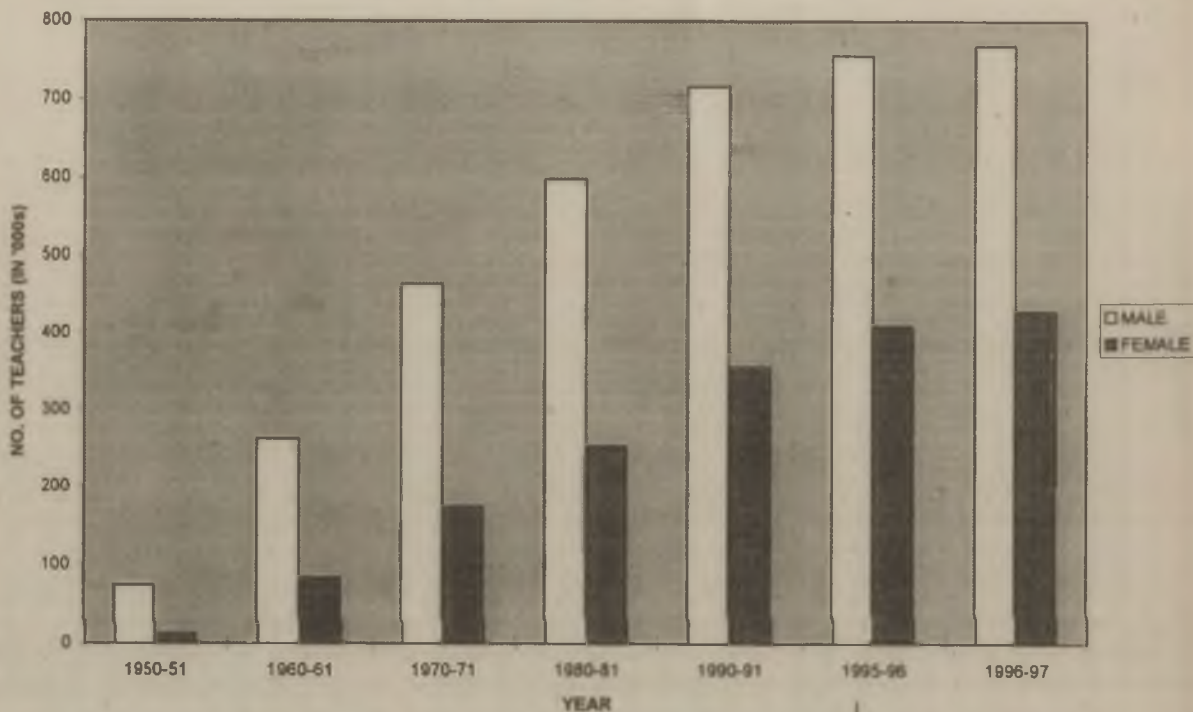
DISTRIBUTION OF TEACHERS IN MIDDLE SCHOOLS
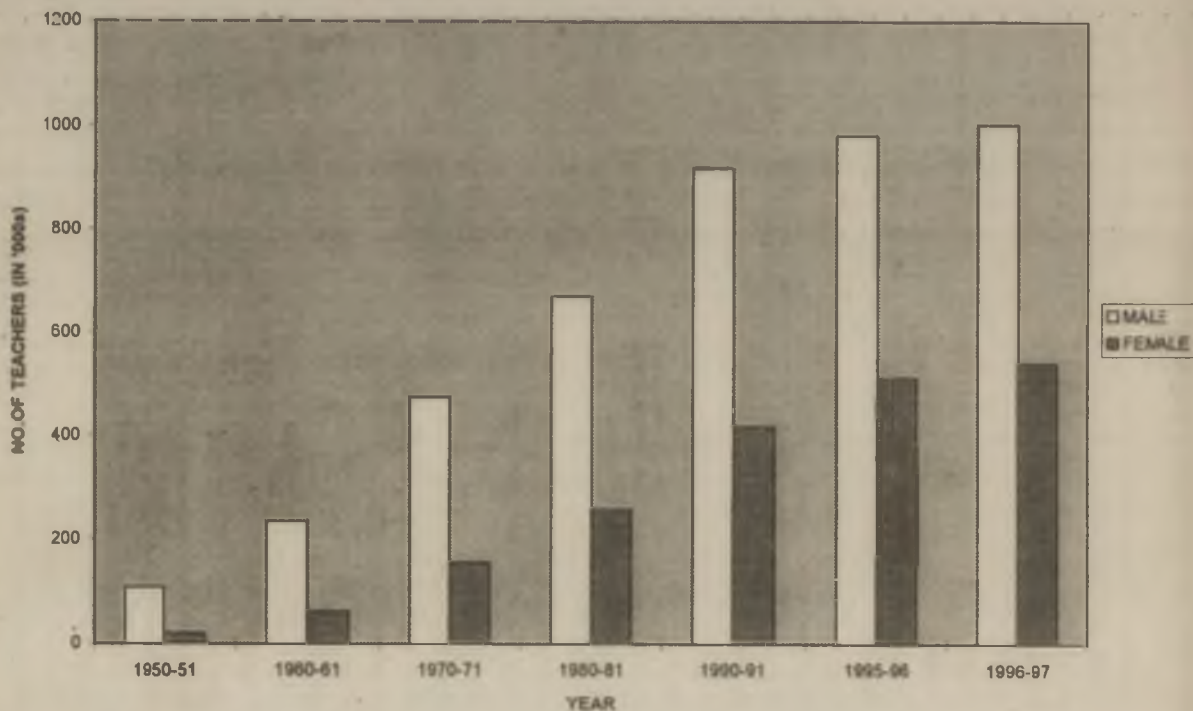
DISTRIBUTION OF TEACHERS
IN HIGH/HIGHER SECONDARY SCHOOLS

Statistical Statements

STATEMENT 1

Total Number of Recognised Educational Institutions in India (1996-97)

Sl. No.	State/UT	Primary	Middle	High School/ Hr. Sec./ Intermediate/ Pre-Degree/ Jr. Colleges	Colleges for General Education	Professional Education @	Universities*
1	Andhra Pradesh	48899	7733	10089	750	111	18
2	Arunachal Pradesh	1256	301	157	6	1	1
3	Assam	30140	7237	4415	247	32	6
4	Bihar	53652	13834	4686	742	57	17
5	Goa	1031	97	445	21	8	1
6	Gujarat	14163	19278	5802	303	82	11
7	Haryana	5651	1631	3233	129	37	5
8	Himachal Pradesh	7732	1037	1278	62	6	3
9	Jammu & Kashmir	10483	3104	1351	34	10	3
10	Karnataka	22870	18485	8004	761	238	15
11	Kerala	6725	2998	3294	173	59	8
12	Madhya Pradesh	78694	19328	6788	448	64	17
13	Maharashtra	41005	21969	13785	820	521	24
14	Manipur	2548	555	575	50	3	2
15	Meghalaya	4235	851	431	28	1	1
16	Mizoram	1263	702	375	29	2	0
17	Nagaland	1414	416	247	23	1	1
18	Orissa	42104	12096	6638	497	43	5
19	Punjab	12590	2545	3293	190	47	4
20	Rajasthan	33801	12642	4903	206	68	10
21	Sikkim	341	117	99	2	1	1
22	Tamil Nadu	30619	5503	6308	280	174	19
23	Tripura	2045	411	558	14	2	1
24	Uttar Pradesh	91093	19917	7003	550	115	28
25	West Bengal	51021	3156	6728	308	55	13
26	A & N Islands	188	45	80	2	1	0
27	Chandigarh	44	33	97	12	4	2
28	D & N Haveli	141	48	15	0	0	0
29	Daman & Diu	53	20	23	1	1	0
30	Delhi	2184	559	1318	64	22	11
31	Lakshadweep	19	4	13	0	0	0
32	Pondicherry	350	120	152	7	4	1
	India	**593354**	**176772**	**102183**	**6759**	**1770**	**228**

@ Handbook of Engineering Education and Handbook of Medical Education (MBBS colleges include Nursing/Pharmacy/Dental _____] — 1996, AIU and Teacher Training Colleges.

* Including Deemed to be Universities and Institutions of National Importance (As on 30 November 1996) AIU.

STATEMENT 2
Enrolment by Stages (1996-97)

(As on 30 September 1996)

Sl. No.	State/UT	Primary			Middle			Sec./Hr.Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	4190966	3707515	7898481	1339889	963875	2303764	1091003	648812	1739815	229929	124215	354144
2	Arunachal Pradesh	81259	66417	147676	23620	18577	42197	15238	9713	24951	3137	899	4036
3	Assam	2024781	1791822	3816603	774281	530223	1304504	485204	347650	832854	118417	60432	178849
4	Bihar	6115557	3511298	9626855	1665867	763466	2429333	1087737	358292	1446019	503815	116609	620424
5	Goa	65642	60784	126426	41422	35853	77275	32530	30686	63216	6740	9313	16053
6	Gujarat	3274447	2531735	5806182	1256717	886953	2143670	824000	563000	1387000	209530	173218	382748
7	Haryana	1069789	912204	1981993	482635	350251	832886	318964	192413	511377	73023	48390	121413
8	Himachal Pradesh	387620	341250	728870	203785	172337	376122	157421	114175	271596	34872	21983	56855
9	Jammu & Kashmir	519196	373809	893005	253732	151966	405698	144356	83349	227705	29958	17982	47940
10	Karanataka	3497244	3073631	6570875	1212164	946323	2158487	886195	556199	1442394	296488	146069	442557
11	Kerala	1437466	1356832	2794298	946889	890170	1837059	612970	666638	1279608	69101	98874	167975
12	Madhya Pradesh	5596963	4017723	9614686	2086096	1101394	3187490	1597669	654230	2251899	182123	75275	257398
13	Maharashtra	6168455	5517143	11685598	2663586	2089671	4753257	1974598	1305711	3280309	584362	337467	921829
14	Manipur	123170	107060	230230	56870	49130	106000	41514	35336	76850	17667	12298	29965
15	Meghalaya	150868	149093	299961	41587	37271	78858	23700	20521	44221	6568	5726	12294
16	Mizoram	65302	58360	123662	22411	21775	44186	14302	13412	27714	5228	3322	8550
17	Nagaland	138329	133603	271932	32326	31111	63437	19167	15733	34900	3582	2399	5981
18	Orissa	2313000	1632000	3945000	830000	466000	1296000	866000	432000	1298000	115491	38708	154199
19	Punjab	1096018	985947	2081965	531644	437118	968762	419338	331268	750606	76239	87222	163461
20	Rajasthan	4285000	2371000	6656000	1516000	575000	2091000	913800	268800	1182600	114039	54019	168058
21	Sikkim	42878	40535	83413	11191	10764	21955	6047	5616	11663	923	607	1530
22	Tamil Nadu	3521355	3274503	6795858	1893760	1612643	3506403	1270309	882797	2153106	201551	153194	354745
23	Tripura	236263	197880	434143	70111	56108	126219	48872	33401	82273	9172	5413	14585
24	Uttar Pradesh	10063991	6200706	16264697	3941480	1687208	5628688	2658212	839244	3497456	504713	233148	737861
25	West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1154126	727100	1881226	240394	169947	410341
26	A & N Islands	21893	20083	41976	12107	10795	22902	8006	7003	15009	1027	977	2004
27	Chandigarh	32042	27970	60012	17749	16336	34085	16836	18384	35220	5856	6189	12045
28	D & N Haveli	13155	9416	22571	3598	2255	5853	1815	1302	3117	0	0	0
29	Daman & Diu	7556	6975	14531	3717	3117	6834	2505	1917	4422	304	256	560
30	Delhi	600754	545937	1146691	253430	286081	539511	530424	606119	1136543	121948	118233	240181
31	Lakshadweep	4846	4169	9015	2533	2264	4797	1436	1115	2551	0	0	0
32	Pondicherry	53852	49349	103201	33811	30806	64617	21047	19579	40626	4903	4923	9826
	India	62501657	47891749	110393406	24706008	16358841	41064849	17245341	9791515	27036856	3771100	2127307	5898407

Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education (All Students) 1996-97

Sl. No.	State/UT	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	85.5	78.7	82.2	51.2	39.6	45.6
2.	Arunachal Pradesh	114.4	81.0	96.5	69.4	59.9	64.9
3.	Assam	113.5	104.2	108.9	82.9	60.1	71.8
4.	Bihar	85.0	54.6	70.7	44.2	24.8	35.5
5.	Goa	99.4	76.9	87.1	86.3	77.9	82.2
6.	Gujarat	112.4	118.4	114.9	74.5	58.9	67.2
7.	Haryana	80.5	79.2	79.9	64.7	55.9	60.7
8.	Himachal Pradesh	110.4	82.0	95.0	84.2	74.2	79.3
9.	Jammu & Kashmir	84.0	53.1	67.6	77.8	51.8	65.5
10.	Karnataka	111.7	100.4	106.1	67.0	54.9	61.1
11.	Kerala	91.7	89.7	90.7	96.1	91.7	93.9
12.	Madhya Pradesh	109.1	84.0	97.0	75.8	45.7	61.8
13.	Maharashtra	114.5	108.0	111.4	86.9	75.7	81.6
14.	Manipur	92.6	67.3	78.8	75.8	66.3	71.1
15.	Meghalaya	102.6	84.7	92.8	56.2	50.3	53.2
16.	Mizoram	133.2	97.2	113.4	67.9	68.0	67.9
17.	Nagaland	142.6	117.2	128.8	62.1	63.4	62.8
18.	Orissa	103.0	75.1	89.3	69.6	39.9	54.9
19.	Punjab	80.2	81.5	80.8	64.8	60.8	62.9
20.	Rajasthan	114.5	71.0	94.0	76.0	33.3	56.2
21.	Sikkim	138.3	106.6	120.8	55.9	56.6	56.2
22.	Tamil Nadu	107.7	104.6	106.2	96.6	85.6	91.2
23.	Tripura	103.6	73.8	87.5	59.4	50.1	54.8
24.	Uttar Pradesh	85.2	59.9	73.4	62.4	32.6	49.0
25.	West Bengal	106.0	101.1	103.6	90.6	83.4	87.1
26.	A & N Islands	104.2	80.3	91.2	93.1	89.9	91.6
27.	Chandigarh	78.1	62.1	69.7	71.0	74.2	72.5
28.	D & N Haveli	131.5	72.4	98.1	59.9	45.1	53.2
29.	Daman & Diu	107.9	87.1	96.8	74.3	62.3	68.3
30.	Delhi	88.8	73.5	80.8	66.0	85.4	75.0
31.	Lakshadweep	121.1	104.2	112.6	126.6	113.2	119.9
32.	Pondicherry	107.7	82.2	93.8	99.4	93.3	96.4
	India	**98.6**	**81.8**	**90.5**	**70.8**	**52.8**	**62.3**

STATEMENT 4

Enrolment by Stages (Scheduled Castes), 1996-97

(As on 30 September 1996)

Sl. No.	State/UT	Primary			Middle			Sec./Hr.Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	890855	761141	1651996	236539	149162	385701	360604	154180	514784	25963	12211	38174
2.	Arunachal Pradesh	130	99	229	44	55	99	50	33	83	16	2	18
3.	Assam	@	@	@	65160	45340	110500*	63927	47808	111735	10865	5463	16328
4.	Bihar	967712	483736	1451448	186679	70030	256709	110449	30196	140645	17327	1926	19253
5.	Goa	1449	1388	2837	698	483	1181	408	317	725	68	58	126
6.	Gujarat	281959	240788	522747	120149	85931	206080	85830	46483	132313	17551	11380	28931
7.	Haryana	277153	239987	517140	90376	58332	148708	39069	19238	58307	7632	2945	10577
8.	Himachal Pradesh	101330	85540	186870	47560	39176	86736	24435	16550	40985	4021	1677	5698
9.	Jammu & Kashmir	45111	40724	85835	19034	14998	34032	10183	6184	16367	1042	454	1496
10.	Karnataka	599535	489543	1089078	210334	141084	351418	124832	65232	190064	31479	11224	42703
11.	Kerala	155873	144236	300109	104157	98054	202211	65914	75234	141148	6484	9272	15756
12.	Madhya Pradesh	911171	696514	1607685	309956	144419	454375	213156	78051	291207	18132	3360	21492
13.	Maharashtra	814972	670851	1485823*	376692	290179	666871	272053	162407	434460	72677	32733	105410
14.	Manipur	3073	2867	5940	1600	1330	2930	1303	951	2254	764	498	1262
15.	Meghalaya	969	798	1767	0	0	0	675	484	1159	253	121	374
16.	Mizoram	7	8	15*	0	0	0	0	0	0	0	0	0
17.	Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
18.	Orissa	456000	291000	747000	123000	75000	198000	84000	33000	117000	9053	2117	11170
19.	Punjab	435675	393040	828715	159152	120419	279571	87451	60916	148367	9379	7448	16827
20.	Rajasthan	697000	267000	964000	267000	73000	340000	127000	18000	145000	16008	1798	17806
21.	Sikkim	2490	2280	4770	642	534	1176	341	279	620	25	30	55
22.	Tamil Nadu	735706	608318	1344024	312968	256822	569790	199617	116968	316585	28337	16599	44936
23.	Tripura	42614	34683	77297	10042	9921	19963	7549	4560	12109	1416	623	2039
24.	Uttar Pradesh	1815479	765518	2580997	615132	161778	776910	408381	70630	479011	70348	5647	75995
25.	West Bengal	1176675	1012271	2188946	382175	352211	734386	125116	53875	178991	18099	10338	28437
26.	A & N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27.	Chandigarh	8197	7149	15346	3420	2915	6335	1309	2699	4008	465	271	736
28.	D & N Haveli	233	198	431	107	106	213	98	65	163	0	0	0
29.	Daman & Diu	324	314	638	168	162	330	147	101	248	18	10	28
30.	Delhi	120288	103194	223482	51485	56681	108166	28573	37761	66334	3604	1740	5344
31.	Lakshadweep	13	5	18	0	0	0	5	7	12	0	0	0
32.	Pondicherry	10420	10336	20756	6978	7058	14036	3632	2959	6591	757	563	1320
	India	**10552413**	**7353526**	**17905939**	**3701247**	**2255180**	**5956427**	**2446107**	**1105168**	**3551275**	**371783**	**140508**	**512291**

* Information pertains to 1991-92

@ Information not supplied

Enrolment Ratio belonging to SCs (in Age Groups 6-11 and 11-14) 1996-97

Sl. No.	State/UT	6-11 Yrs				11-14 Yrs		
		Boys	Girls	Total		Boys	Girls	Total
			Classes I-V				Classes VI-VIII	
1.	Andhra Pradesh	113.9	101.7	107.9		56.6	38.5	47.9
2.	Arunachal Pradesh	33.9	30.9	32.5		23.9	45.8	32.5
3.	Assam	–	–	–		94.1	69.5	82.2
4.	Bihar	92.6	51.6	73.2		34.1	15.6	25.8
5.	Goa	105.5	84.4	94.0		69.9	50.5	60.4
6.	Gujarat	130.1	152.8	139.6		95.8	77.5	87.2
7.	Haryana	105.4	105.9	105.6		61.2	47.3	54.9
8.	Himachal Pradesh	113.4	81.5	96.1		77.2	66.9	72.2
9.	Jammu & Kashmir	90.2	84.1	87.2		82.3	69.5	76.1
10.	Karnataka	117.1	97.5	107.4		71.1	49.9	60.7
11.	Kerala	99.9	96.5	98.2		106.1	102.3	104.2
12.	Madhya Pradesh	121.1	101.0	111.5		76.8	41.6	60.5
13.	Maharashtra	137.1	117.7	127.6		111.4	94.2	103.2
14.	Manipur	115.5	88.3	100.6		106.5	88.1	97.3
15.	Meghalaya	119.7	96.4	108.4		–	–	–
16.	Mizoram	8.4	44.4	14.8		–	–	–
17.	Nagaland	–	–	–		–	–	–
18.	Orissa	125.6	82.5	104.4		63.9	39.5	51.8
19.	Punjab	112.1	115.4	113.6		68.2	59.5	64.2
20.	Rajasthan	107.1	46.5	78.7		77.0	24.6	52.9
21.	Sikkim	139.9	97.7	116.0		55.9	45..8	50.8
22.	Tamil Nadu	117.7	101.1	109.5		83.4	70.9	77.3
23.	Tripura	114.4	78.9	95.2		52.1	54.0	53.0
24.	Uttar Pradesh	72.9	35.1	55.3		46.2	14.8	32.1
25.	West Bengal	100.3	89.2	94.9		59.5	58.1	58.8
26.	A & N Islands	–	–	–		–	–	–
27.	Chandigarh	122.4	94.9	107.8		83.7	79.2	81.6
28.	D & N Haveli	116.5	78.5	95.3		89.1	109.2	98.1
29.	Daman & Diu	126.5	97.5	110.3		91.8	80.6	85.9
30.	Delhi	93.7	72.6	82.6		70.6	88.4	78.9
31.	Lakshadweep	–	–	–		–	–	–
32.	Pondicherry	128.4	105.8	116.1		126.5	131.3	128.9
	India	100.8	76.2	89.0		64.8	44.8	54.9

Statement 6

Enrolment by Stages (Scheduled Tribes 1996-97)

(As on 30 September 1996)

Sl. No.	State/UT	Primary			Middle			Sec./Hr.Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	359260	249871	609131	67398	27929	95327	63709	21701	85410	5564	1512	7076
2.	Arunachal Pradesh	59009	49296	108305	15110	12414	27524	10505	5503	16008	2453	632	3085
3.	Assam	@	@	@	125716	95388	221104	88571	59664	148235	15356	8018	23374
4.	Bihar	513927	332630	846557	106753	54218	160971	46602	22268	68870	8095	3441	11536
5.	Goa	0	0	0	0	0	0	28	30	58	1	1	2
6.	Gujarat	490651	395151	885802	146058	98593	244651	90821	55658	146479	15990	10669	26659
7.	Haryana	0	0	0	0	0	0	0	0	0	29	2	31
8.	Himachal Pradesh	17280	13250	30530	8930	6517	15447	5134	3436	8570	1426	726	2152
9.	Jammu & Kashmir	61692	40246	101938	17410	8973	26383	9615	4086	13701	11	0	11
10.	Karnataka	160700	124529	285229*	69278	46801	116079	52090	23398	75488	9199	2856	12055
11.	Kerala	18886	17214	36100	9399	8813	18212	4028	4623	8651	169	246	415
12.	Madhya Pradesh	1067873	697156	1765029	276085	140824	416909	199281	60441	259722	11946	2363	14309
13.	Maharashtra	639044	531251	1170295	194009	122801	316810	108492	58655	167147	17027	5967	22994
14.	Manipur	55230	46200	101430	14990	12180	27170	10392	7605	17997	3087	2017	5104
15.	Meghalaya	118158	117764	235922	32045	30458	62503	17888	15565	33453	4662	4020	8682
16.	Mizoram	58992	53041	112033*	22225	21631	43856	14176	13325	27501	5161	3286	8447
17.	Nagaland	64999	57218	122217*	29235	27051	56286	18158	14457	32615	3582	2399	5981
18.	Orissa	553000	302000	855000	121000	51000	172000	56000	34000	90000	5885	1384	7269
19.	Punjab	0	0	0	0	0	0	0	0	0	9	2	11
20.	Rajasthan	493000	191000	684000	195000	49000	244000	91000	11000	102000	12004	746	12750
21.	Sikkim	8329	7307	15636*	2400	2269	4669	1783	1353	3136	161	134	295
22.	Tamil Nadu	37883	24708	62591	12845	9185	22030	8097	5280	13377	1242	513	1755
23.	Tripura	82714	61406	144120	16809	12947	29756	10531	4992	15523	677	286	963
24.	Uttar Pradesh	20121	11573	31694	6491	2331	8822	3719	1419	5138	1381	532	1913
25.	West Bengal	286712	271767	558479	112115	92730	204845	22284	12163	34447	1284	580	1864
26.	A & N Islands	1835	1582	3417	793	825	1618	475	478	953	35	27	62
27.	Chandigarh	0	0	0	0	0	0	0	0	0	101	39	140
28.	D & N Haveli	8580	5605	14185*	2417	1285	3702	1084	651	1735	0	0	0
29.	Daman & Diu	967	830	1797*	445	327	772	176	128	304	58	15	73
30.	Delhi	1803	1660	3463	254	338	592	290	320	610	783	351	1134
31.	Lakshadweep	4777	4125	8902	1832	1384	3216*	1348	1026	2374	0	0	0
32.	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
	India	5185422	3608380	8793802	1607042	938212	2545254	936277	443225	1379502	127378	52764	180142

* Information pertains to 1991-92

@ Information not supplied

STATEMENT 7

Enrolment Ratio belonging to STs (in Age Groups 6-11 and 11-14) 1996-97

Sl. No.	State/UT	6-11 Yrs			11-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total
		Classes I-V			*Classes VI-VIII*		
1.	Andhra Pradesh	115.5	84.6	100.5	40.5	18.3	29.9
2.	Arunachal Pradesh	140.3	87.3	109.9	75.0	58.1	66.3
3.	Assam	–	–	–	107.4	82.3	94.9
4.	Bihar	96.2	65.4	81.2	38.1	22.2	30.7
5.	Goa	–	–	–	–	–	–
6.	Gujarat	114.8	121.7	117.8	59.0	43.1	51.4
7.	Haryana	–	–	–	–	–	–
8.	Himachal Pradesh	116.9	75.3	94.3	87.6	66.4	77.1
9.	Jammu & Kashmir	–	–	–	–	–	–
10.	Karnataka	120.5	95.5	108.1	90.0	63.7	77.1
11.	Kerala	106.7	105.4	106.1	84.4	84.1	84.2
12.	Madhya Pradesh	91.9	60.9	76.5	44.3	24.4	34.7
13.	Maharashtra	130.2	110.1	120.3	69.5	47.1	58.6
14.	Manipur	120.7	84.3	100.9	58.1	47.8	52.9
15.	Meghalaya	95.9	76.5	85.2	51.7	47.1	49.3
16.	Mizoram	131.0	90.3	107.9	73.3	69.0	71.1
17.	Nagaland	78.8	55.3	65.7	66.1	60.8	63.4
18.	Orissa	112.6	61.6	87.1	46.4	19.3	32.8
19.	Punjab	–	–	–	–	–	–
20.	Rajasthan	107.0	45.5	77.7	79.4	22.6	52.8
21.	Sikkim	122.4	84.1	100.9	54.6	52.2	53.4
22.	Tamil Nadu	111.5	77.4	94.9	63.0	47.8	55.6
23.	Tripura	118.4	73.2	93.7	46.5	36.9	41.8
24.	Uttar Pradesh	85.2	53.2	69.8	51.4	21.4	37.5
25.	West Bengal	105.0	99.4	102.2	75.0	63.5	69.3
26.	A & N Islands	98.0	61.3	76.8	68.4	66.6	67.5
27.	Chandigarh	–	–	–	–	–	–
28.	D & N Haveli	112.5	52.6	77.6	52.8	31.4	42.7
29.	Daman & Diu	117.3	91.8	104.0	75.6	57.8	66.9
30.	Delhi	–	–	–	–	–	–
31.	Lakshadweep	131.5	107.7	119.3	100.9	72.3	86.2
32.	Pondicherry	–	–	–	–	–	–
	India	**113.7**	**83.3**	**98.7**	**58.3**	**36.6**	**47.9**

STATEMENT 8

Drop-out Rates in Classes I to V for 1996-97 (Provisional)

Sl. No.	State/UT	Boys	Girls	Total
1.	Andhra Pradesh	45.34	48.30	46.71
2.	Arunachal Pradesh	53.74	48.60	51.55
3.	Assam*	39.82	41.74	40.69
4.	Bihar	60.85	63.44	61.78
5.	Goa	2.74	9.52	6.06
6.	Gujarat	41.20	46.39	43.52
7.	Haryana	17.03	20.80	18.79
8.	Himachal Pradesh	21.33	30.05	25.55
9.	Jammu & Kashmir	34.40	33.63	34.08
10.	Karnataka	40.91	45.51	43.12
11.	Kerala	–5.48	–2.04	–3.79
12.	Madhya Pradesh	25.97	38.29	31.29
13.	Maharashtra	18.65	25.60	21.95
14.	Manipur	41.12	43.68	42.33
15.	Meghalaya	59.45	62.46	60.95
16.	Mizoram	59.14	56.95	58.10
17.	Nagaland	38.53	34.12	36.48
18.	Orissa	50.75	47.90	49.61
19.	Punjab	24.03	21.76	22.97
20.	Rajasthan	48.79	57.02	51.70
21.	Sikkim	61.88	55.40	58.88
22.	Tamil Nadu	14.05	16.21	15.06
23.	Tripura	52.73	56.65	54.55
24.	Uttar Pradesh*	22.31	22.94	22.53
25.	West Bengal*	55.83	55.59	55.73
26.	A & N Islands	19.77	21.01	20.37
27.	Chandigarh	0.13	2.76	1.39
28.	D & N Haveli	32.57	47.55	38.78
29.	Daman & Diu	3.13	–6.27	–4.64
30.	Delhi	11.62	23.50	17.53
31.	Lakshadweep	5.44	–1.60	3.22
32.	Pondicherry	–6.25	–3.53	–4.95
	India	**39.37**	**38.35**	**38.95**

* Due to non-receipt of enrolment for the year 1996-97 drop-out rates have been repeated for the year 1995-96.

Drop-out Rates in Classes I to VIII for 1996-97 (Provisional)

Sl. No.	State/UT	Boys	Girls	Total
1.	Andhra Pradesh	71.18	74.25	72.51
2.	Arunachal Pradesh	67.87	66.74	67.35
3.	Assam	67.20	72.00	69.17
4.	Bihar	75.45	80.25	77.12
5.	Goa	2.44	13.41	7.77
6.	Gujarat	57.25	65.79	61.09
7.	Haryana	29.25	39.54	33.85
8.	Himachal Pradesh	21.56	25.43	23.36
9.	Jammu & Kashmir	29.39	43.38	35.18
10.	Karnataka	56.48	55.48	56.01
11.	Kerala	–0.84	–0.02	–0.04
12.	Madhya Pradesh	42.27	60.26	49.98
13.	Maharashtra	40.42	50.72	45.25
14.	Manipur	71.79	72.44	72.09
15.	Meghalaya	48.19	46.95	47.61
16.	Mizoram	69.17	66.18	67.76
17.	Nagaland	46.13	32.50	40.14
18.	Orissa	51.49	62.85	56.17
19.	Punjab	31.29	35.82	33.41
20.	Rajasthan	59.74	60.73	62.99
21.	Sikkim	75.89	74.03	75.03
22.	Tamil Nadu	26.38	34.78	30.27
23.	Tripura	74.94	76.36	75.59
24.	Uttar Pradesh*	32.28	48.86	38.11
25.	West Bengal*	67.47	71.11	69.08
26.	A & N Islands	28.21	26.75	27.52
27.	Chandigarh	–13.61	–17.54	–15.50
28.	D & N Haveli	60.45	67.55	63.59
29.	Daman & Diu	6.36	19.93	12.61
30.	Delhi	25.43	9.05	17.50
31.	Lakshadweep	16.39	17.73	17.03
32.	Pondicherry	5.44	4.56	5.03
	India	**51.89**	**52.77**	**52.26**

* Due to non-receipt of enrolment for the year 1996-97 drop-out rates have been repeated for the year 1995-96

Drop-out Rates in Classes I to X for 1996-97 (Provisional)

Sl. No.	State/UT	Boys	Girls	Total
1.	Andhra Pradesh	76.83	80.50	78.43
2.	Arunachal Pradesh	76.11	76.89	76.43
3.	Assam	77.22	76.10	76.72
4.	Bihar	82.00	88.32	84.16
5.	Goa	43.49	43.27	43.38
6.	Gujarat	68.28	74.19	70.94
7.	Haryana	51.46	63.18	56.61
8.	Himachal Pradesh	45.88	52.61	49.01
9.	Jammu & Kashmir	60.83	69.28	64.29
10.	Karnataka	68.06	72.75	70.27
11.	Kerala	33.71	22.33	28.13
12.	Madhya Pradesh	64.15	76.83	69.32
13.	Maharashtra	56.36	67.02	61.38
14.	Manipur	78.26	77.28	77.80
15.	Meghalaya	63.20	64.36	63.75
16.	Mizoram	73.36	70.64	72.06
17.	Nagaland	64.57	69.91	67.22
18.	Orissa	71.58	77.40	74.00
19.	Punjab	51.39	54.70	52.93
20.	Rajasthan	79.54	84.58	81.10
21.	Sikkim	82.66	80.00	81.32
22.	Tamil Nadu	58.63	67.05	62.53
23.	Tripura	79.47	83.82	81.46
24.	Uttar Pradesh	53.33	71.97	59.91
25.	West Bengal*	74.60	85.89	79.68
26.	A & N Islands	48.28	49.48	48.85
27.	Chandigarh	23.52	9.10	16.84
28.	D & N Haveli	77.87	74.98	76.63
29.	Daman & Diu	42.41	45.22	43.75
30.	Delhi	–37.56	–68.24	–52.23
31.	Lakshadweep	49.10	55.23	52.01
32.	Pondicherry	40.46	38.96	39.76
	India	66.62	73.01	69.42

* Due to non-receipt of enrolment for the year 1996-97 drop-out rates have been repeated for the year 1995-96.

Number of Teachers 1996-97

Sl. No.	State/UT	Primary			Middle			Sec./Hr.Sec.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	72423	34576	106999	29940	20347	50287	77161	46965	124129
2.	Arunachal Pradesh	2186	912	3098	1803	568	2371	2352	535	2887
3.	Assam	60800	20235	81035	39110	9195	48305	45286	16840	62126
4.	Bihar	95211	26589	121800	78256	22604	100860	40033	6717	46750
5.	Goa	884	1884	2768	281	460	741	3337	4606	7943
6.	Gujarat	19771	17235	37006	75536	67105	142641	50188	15572	65760
7.	Haryana	9071	8742	17813	8414	5601	14015	34607	27690	62297
8.	Himachal Pradesh	13920	9253	23173	4036	1485	5521	10378	5804	16182
9.	Jammu & Kashmir	13888	8225	22113	14538	8824	23362	16501	7521	24022
10.	Karnataka	39796	28373	68169	67409	52385	119794	53944	16836	70780
11.	Kerala	14549	31882	46431	17224	33340	50564	34444	66322	100766
12.	Madhya Pradesh	153570	60918	214488	69098	28879	97977	56783	21240	78023
13.	Maharashtra	79045	79029	158074	105347	71641	176988	160623	72891	233514
14.	Manipur	6056	2841	8897	3955	2038	5993	7231	3915	11146
15.	Meghalaya	5715	4460	10175	2541	1714	4255	2851	2347	5198
16.	Mizoram	2508	2191	4699	3488	973	4461	2399	733	3132
17.	Nagaland	4015	2760	6775	2802	1950	4752	3471	1263	4734
18.	Orissa	83532	27508	111040	33190	5724	38914	45274	12404	57678
19.	Punjab	17385	26973	44358	5836	5390	11226	27815	29370	57185
20.	Rajasthan	67805	27493	95298	68661	22982	91643	57750	21811	79561
21.	Sikkim	1912	1505	3417	1154	543	1697	1333	1006	2339
22.	Tamil Nadu	67830	47766	115596	33063	31391	64454	72842	55114	127956
23.	Tripura	6697	3313	10010	4285	1304	5589	9700	4417	14117
24.	Uttar Pradesh	220641	49818	270459	77939	19392	97331	82439	17318	99757
25.	West Bengal	133124	40511	173635	16091	5137	21228	78547	41766	120313
26.	A & N Islands	449	383	832	309	339	648	1337	1199	2536
27.	Chandigarh	14	248	262	17	187	204	506	2112	2618
28.	D & N Haveli	149	72	221	184	225	409	152	72	224
29.	Daman & Diu	146	212	358	113	68	181	185	107	292
30.	Delhi	10639	17667	28305	2627	4914	7541	21458	32605	54063
31.	Lakshadweep	167	115	282	63	50	113	294	76	370
32.	Pondicherry	883	1264	2147	781	999	1780	2147	1815	3962
	India	1204780	584953	1789733	768091	427754	1195845	1006371	533989	1542360

Grants to Voluntary Organisations

Statement Showing Grant-in-Aid Exceeding Rupees One Lakh Sanctioned to Private Institutions/Individuals during 1996-97

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Adult Education				
		Rs				
ANDHRA PRADESH						
1.	A.P. Open School Hyderabad	2,20,830	–	Yes	N.A.	–
2.	SRC, Hyderabad	29,32,408	–	Yes	N.A.	–
ASSAM						
3.	SRC, Guwahati	19,49,727	–	Yes	N.A.	–
BIHAR						
4.	Asian Development Research Institute	50,28,997	–	Yes	N.A.	–
5.	Bal Evam Mahila Grameen Vikas Sansthan	2,78,300	–	Yes	N.A.	–
6.	SRC, Deepayatan	27,54,157	–	Yes	N.A.	–
7.	Daroga Prasad Rai Mahila Prashikshan Udyogik Kendra	1,20,120	–	Yes	N.A.	–
8.	East and West Education Society	1,00,000	–	Yes	N.A.	–
9.	Arya Samaj Babhangama	1,69,680	–	Yes	N.A.	–
10.	Samta Gram Seva Sansthan	1,44,000	–	Yes	N.A.	–
DELHI						
11.	SRC, Jamia Millia Islamia	32,83,715	–	Yes	N.A.	–
12.	Vision India Charitable Trust	24,98,400	–	Yes	N.A.	–
13.	Jagori	4,35,150	–	Yes	N.A.	–
14.	Sadbhavana Trust	13,04,050	–	Yes	N.A.	–
15.	South Asian Network Alternative Media	42,90,840	–	Yes	N.A.	–
16.	Operations Research Group	4,90,000	–	Yes	N.A.	–
17.	Centre for Media Studies	3,96,750	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
GUJARAT						
18.	Smt. B.. Balajoshi Education Trust	1,30,000	–	Yes	N.A.	–
19.	Gujarat State Crime Preventation Trust	3,41,277	–	Yes	N.A.	–
20.	Gujarat Vidyapeeth	7,31,987	–	Yes	N.A.	–
HARYANA						
21.	Science Education and Art Resource Centre	4,00,000	–	Yes	N.A.	–
HIMACHAL PRADESH						
22.	SRC, Simla	6,02,198	–	Yes	N.A.	–
JAMMU & KASHMIR						
23.	J&K, Destitute and Handicapped Welfare Association	8,00,000	–	Yes	N.A.	–
24.	SRC, Kashmir University	5,78,267	–	Yes	N.A.	–
KARNATAKA						
25.	SRC, for AE	20,88,095	–	Yes	N.A.	–
KERALA						
26.	SRC, for AE	34,55,535	–	Yes	N.A.	–
MADHYA PRADESH						
27.	Abhivayakti Jana Shiksha Evam Sanskriti Samiti	19,70,000	–	Yes	N.A.	–
28.	SRC for AE, Indore Bharitya Grameen Mahila Sangh	22,63,668	–	Yes	N.A.	–
29.	Akshar Yatra Abhiyan Samiti	2,25,000	–	Yes	N.A.	–
30.	Madhya Pradesh State Open School Samiti	5,00,000	–	Yes	N.A.	–
MAHARASHTRA						
31.	Tata Institute of Social Science	3,00,000	–	Yes	N.A.	–
32.	SRC, Indian Institute of Education	33,66,405	–	Yes	N.A.	–
33.	Saksharta Hak Samiti Greater Bombay	2,39,400	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons jor releasing further grants without insisting on UCs
		Rs				
34.	Maharashtra State Institute of Adult Education	27,71,988	–	Yes	N.A.	–
MEGHALAYA						
35.	SRC, North Eastern Hill University	9,35,000	–	Yes	N.A.	–
ORISSA						
36.	Gram Mangal Pathagar	1,70,722	–	Yes	N.A.	–
37.	Youth Association for Rural Reconstruction	26,90,493	–	Yes	N.A.	–
38.	SRC for AE	26,90,493	–	Yes	N.A.	–
PUNJAB						
39.	SRC, Chandigarh	9,00,000	–	Yes	N.A.	–
RAJASTHAN						
40.	Rajasthan Adult Education Association SRC Jaipur	33,26,426	–	Yes	N.A.	–
TAMIL NADU						
41.	Society for Education Village Action and Development	1,49,549	–	Yes	N.A.	–
42.	Women's India Association	4,49,703	–	Yes	N.A.	–
43.	Tamil Nadu Board of Continuing Education	34,81,585	–	Yes	N.A.	–
44.	Anand Velalar Sangam	1,17,873	–	Yes	N.A.	–
45.	Congregation of the Sisters of the Cross (Chavanand)	1,85,925	–	Yes	N.A.	–
46.	Tamil Nadu Science Forum	1,32,050	–	Yes	N.A.	–
TRIPURA						
47.	Bharat Gyan Vigyan Samiti	4,73,000	–	Yes	N.A.	–
UTTAR PRADESH						
48.	New Public School Samiti	9,50,760	–	Yes	N.A.	–
49.	Darya Ganj Gram Udyog Vikas Sansthan	2,12,555	–	Yes	N.A.	–
50.	Suman Technical Institute	1,25,452	–	Yes	N.A.	–
51.	Adrash Seva Samiti	4,06,546	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
52.	Nishant Siksha Samiti	1,94,774	–	Yes	N.A.	–
53.	Azad Seva Samiti	5,01,852	–	Yes	N.A.	–
54.	Vivekanand Sansthan	4,78,053	–	Yes	N.A.	–
55.	Mahila Udyog Prashikshan Kendra	1,25,925	–	Yes	N.A.	–
56.	Gramin Samaj Kalyan Samiti	1,66,658	–	Yes	N.A.	–
57.	Kanakpur Gram Vikas Seva Sansthan	3,76,000	–	Yes	N.A.	–
58.	Sardar Patel Lok Kalyan Samiti	2,77,300	–	Yes	N.A.	–
60.	Banvasi Seva Ashram	1,73,125	–	Yes	N.A.	–
61.	Regional Resource Centre, Allahabad	3,00,000	–	Yes	N.A.	–
62.	SRC, Literacy House	17,41,152	–	Yes	N.A.	–
63.	Gramin Vikas Avam Sikshan Sansthan	1,00,000	–	Yes	N.A.	–
64.	G.B. Pant Institute of Social Science	1,21,000	–	Yes	N.A.	–
65.	Rural Litigation and Entitlement Kendra	5,38,900	–	Yes	N.A.	–
	WEST BENGAL					
66.	SRC for AE C/o Bengal Social Service League	40,19,379	–	Yes	N.A.	–
67.	Indian Institute of Management	4,38,750	–	Yes	N.A.	–

Mahila Samakhya Programme

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
1.	Sutra Jagjit Nagar via Jubbar (HP)	4,20,000	–	Yes	–	–
2.	NIAE, New Delhi	1,00,000	–	No	Rs 1,00,000 The audit of NIAE has not yet been conducted. The Institution will submit the UC as soon as audit is done.	No further grant released.
3.	Sandhan, Jaipur	3,08,671	–	Yes	–	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
			Vocational Education			
		Rs	Rs			
1.	The Secretary Janpriya Seva Sansthan 198, Pattan Bazar Pratapgarh, U.P	3,00,000	1,50,000	Yes	–	N.A.
2.	The Secretary Sri Ram Sharan Samarak Seva Sansthan, Mohdpur Mai Vai, Bisuli Budaun, U.P.	1,56,000	1,42,000	Yes	–	N.A.
3.	The Secretary All India Federation of the Deaf, 18, Northern Complex Sri Ramakrishna Ashram Marg New Delhi	39,000	1,20,000	UC not due.	–	N.A.
4.	The General Secretary Sister Nivedita Memorial Trust Feroz Gandhi College Bhavan Patna	1,24,200	–	Yes	–	N.A.
5.	The President Salesion Province of Calcutta Northern India 52-A, Radhanath Chowdhury Road Calcutta, Don Bosco	5,86,000	1,55,000	Yes	–	N.A.
6.	The Secretary Gramin Sansadhan Vikas Parishad District Bexur Bihar	81,000	1,00,000	Yes	–	N.A.
7.	Rural Institute for Self Reliance and Education W-12, Area 7-8 Civil Township Rourkela	61,500	50,000	Yes	–	N.A.
8.	The Secretary NAB, Workshop for the Blind Dr Annie Besant Road Mumbai	79,950	1,00,000	Yes	–	N.A.
9.	The Secretary Maharishi Vidya Mandir Maharishi Nagar Noida, Dadri Road, U.P.	3,80,250	4,50,000	Yes	–	N.A.

Sl. No.	Name of Organisation and Address	Recurring	Non- Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs	Rs			
10.	The President Faith India, Mamala P.O. Thiruvankulam, Kerala	3,95,000	–	Yes	–	N.A.
11.	The General Secretary Rayalseema, Seve Samiti 9, Old Huzur Office Building Tirupati, A.P.	45,600	95,000	1,40,600 The agency did not submit the UC		
12.	The Chief Executive Society for Rural Industrialisation Bariatu Ranchi	5,00,000	–	Yes		
13.	The Secretary Ramakrishan Mission Port Blair, Andaman	1,15,500	1,50,000	UC not due		
14.	The Secretary Prem Kumar Goyal and Sons Kaithal Road Pehowa District Kurukshetra Haryana	1,32,000	1,95,000	UC not due		
15.	Director Indian Institute of Education J.P. Naik Path Kothrud, Pune	1,37,000	92,100	Yes		

Environmental Orientation to School Education

		Rs	Rs			
1.	Uttarkhand Seva Nidhi, Almora	77,94,511	–	Yes	–	N.A.
2.	Centre for Environment Education, Ahmedabad	14,51,262	–	Yes	N.A.	
3.	CPR Environmental Education Centre Chennai	11,35,350	–	Yes	–	N.A.
4.	Rural Litigation and Entitlement Kendra Dehradun	–	2,06,000	Yes	–	N.A.

Improvement of Science Education in Schools

			Rs			
1.	Jagdis Bose National Science Talent Search Calcutta	–	15,12,788	Yes	–	N.A.

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
			Rs			
2.	Eklavya, Bhopal	–	14,27,111	Yes	–	N.A.
3.	Tamil Nadu Science Forum, Chennai	–	2,35,000	Yes	–	N.A.
4.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	–	30,700,00	Yes	–	N.A.
5.	NCSTC-Network, New Delhi	–	7,75,000	Yes	–	N.A.
6.	Lok Bharati Community Science Centre, Bhavnagar	–	1,20,575	Yes	–	N.A.
7.	Rural Science Extension Centre, Surat	–	1,47,950	Yes	–	N.A.
8.	Centre for Popularisation of Science and Technology for Rural Development Ahmedabad	–	1,08,912	Yes	–	N.A.
9.	Assam Science Society Guwahati	–	2,69,500	Yes	–	N.A.

Culture and Values in Education

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs	The amount	Reasons
			Rs			
1.	Society for Nature Education and Health (SNEH), Bhubaneswar	–	5,00,000	Yes	–	–
2.	MUTUA Museum, Imphal	–	2,50,000	Yes	–	–
3.	SPIC MACAY, Lucknow Road New Delhi	–	5,00,000	N.A.	–	–
4.	Ramakrishna Mission, Deograh Bihar	–	3,34,000	Yes	–	–
5.	RIMSE, Yadavgiri, Mysore	–	5,00,000	Yes	–	–
6.	FACE, Uripok, Yambem Leikai Imphal	–	1,30,000	N.A.	–	–
7.	Nandikar, 47/1 Shyambazar Street, Calcutta	–	3,85,000	Yes	–	–
8.	Young Envoys International 139–Kakatiya Nagar, Hyderabad	–	2,56,000	Yes	–	–
9.	Indian Mime Theatre 20/6 Seal Lane, Calcutta	–	3,21,000	N.A.	–	–
10.	Shri Lal Bahadur Shastri Smarak Gramodyog Pratisthan, Allahabad	–	2,04,000	N.A.	–	–
11.	Panthoibi Natya Mandir, Yamnam Imphal	–	2,77,000	N.A.	–	–
12.	Kishore Club, Panchapara Chandbali Bhadrak, Orissa	–	3,45,000	N.A.	–	–

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			Rs			
13.	Vivekananda Nidhi, 149/IE Rash Behari Venue, Calcutta	–	2,56,000	Yes	–	–
14.	RIMSE,Yadavgiri, Mysore	–	2,18,000	Yes	–	–
15.	Bengal Fine Arts College 24–Parganas, West Bengal	–	4,11,000	Yes	–	–
16.	AIAET, New Delhi	–	3,45,000	Yes	–	–
17.	Ramakrishna Ashrama Narendrapur, West Bengal	–	1,30,000	N.A.	–	–
18.	SANKALP, Khuntia Shahi, Puri Orissa	–	5,00,000	Yes	–	–
19.	Adhyana Vidya Sansthan 51/48 4th 'E' Block 64th Cross, Rajaji Nagar Bangalore	–	5,00,000	N.A.	–	–
20.	Orissa Media Centre Bhubaneswar	–	4,23,000	N.A.	–	–
21.	K.J. Somaiya Comprehensive College of Education Training and Research, Mumbai	–	5,00,000	N.A.	–	–
22.	Tata Institute of Social Sciences Mumbai	–	1,54,000	N.A.	–	–
23.	All India Federation of SC/ST Calcutta	–	1,02,000	N.A.	–	–
24.	Animal Welfare Board of India Chennai	–	5,00,000	N.A.	–	–
25.	Dakshin Chand Chak Samaj Kalyan Samiti, Calcutta	–	1,36,000	N.A.	–	–
26.	Gayatri Vikas Mandal Ankleshwar, Bharuch, Gujarat	–	2,72,000	N.A.	–	–
27.	New Public School Samiti Tagore Marg, Lucknow	–	1,85,000	Yes	–	–
28.	Belgaum Vibhajeya Dalita Janajgutha Sanghatana Dharwad, Karnataka	–	1,98,000	N.A.	–	–
29.	Yuvak Biradari, Hazarimal Somani Marg, Mumbai	–	1,28,000	N.A.	–	–
30.	Brahamkumaris Ishwariya Vishwavidyalaya Tapovan, Yellarpur, Karnataka	–	20,00,000	N.A.	–	–

Strengthening of Boarding and Hostel Facilities for Girl Students

		Rs				
1.	Swargiya Sudam Pingle Dhule, Maharashtra	2,50,000	–	UC issued	–	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
2.	Jajpur Harijan Seva Samiti, Ahiyas Jajprur, Orissa	2,50,000	–	UC/Audited Accounts have been received by the agency and are being examined.	–	–
3.	Rajendra Shiksha Evam Samaj Kalyan Sansthan, Sitamarhi, Bihar	2,50,000	–	UC issued	–	–
4.	Swami Atmadev Gopaland Siksha Sansthan Ugarpur,Pipergaon Farukhabad, U.P	2,50,000	–	UC issued	–	–
5.	West Khandesh Bhagini Seva Mandal, Deopur Dhule, Maharasthra	1,90,000	–	UC issued	–	–
6.	Ram Prakash Adarsh Uchchatar Madhyamik Vidyalaya, Tirha–Murha Farukhabad, U.P.	2,50,000	–	UC issued	–	–
7.	Institute for Self Employment and Rural Development, Panaspada Puri, Orissa	1,18,655	–	UC issued	–	–
8.	Vidya Mahasabha Kanya Gurukhi Maha–Vidyalaya, Sonepat Haryana	1,30,000	–	UC issued	–	–
9.	Tarani Vidyapith Rajrampur, Kolhapur Maharashtra	1,85,853	–	UC issued	–	–
10.	Lal Bahadur Shastri Gramodhyog Pratisthan Lokmanpur, Allahabad	2,25,330	–	UC issued	–	–
11.	Shir Chhanna-Veereshwar Prasad Nilya Public Trust Aki–Alur Dharwad Karnataka	1,90,000	–	UC issued	–	–
12.	Prasidh Narayan Kalayan Samiti Barhalganj, Gorakhpur U.P.	1,83,850	–	UC not received UC is also not due as 18 months period is prescribed for submission of UC		
13.	Gayatri Vikash Mandal Ankleshwar, Mandava Bharuch, Gujarat	1,80,341	–	UC issued	–	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
14.	Balika Vidya Peeth Lakhisarai, Bihar	2,50,000	–	UC not received, UC is not due as 18-month period is prescribed for submission of UC		
15.	D'Regina Standard English School–cum– Children Home, Imphal	1,07,000	–	UC issued	–	–
16.	All India Children Care and Education Dev. Azamgarh, U.P.	2,32,634	–	UC issued	–	–
17.	West Khandesh Bhagini Seva Mandal, Deopur Dhule, Maharashtra	3,61,224	–'	UC issued	–	–
18.	Prabudha Bharati Shishutirtha, Midnapur West Bengal	3,86,680	–	UC not received. UC is not due as 18 months period is prescribed for submission of UC.	–	–
19.	Moola Charities Gandhinagar, Bangalore	1,22,427	–	–do–		
20.	Bharat Seva Parishad Kalyannagar, Sadangoi Puri, Orissa	1,11,000	–	UC issued	–	–
21.	Ichchapur Jankalyan Parishad, Ichchapur (WB)	1,38,720	–	UC issued	–	–
22.	New Public School Samiti Tagore Marg, Daliganj Lucknow	1,82,720	–	UC issued	–	–
23.	Bharati Vidyapit Kadegaon, Sangli Maharashtra	3,14,715	–	UC issued	–	–
24.	Laxmi Seva Niketan Dandiya, Allahabad	2,50,000	–	UC not received. UC not due as 18 months period is prescribed for submission of UC		
25.	Swami Sunyanand Seva Trust, Palanpur Banaskantha, Gujarat	2,65,185	–	–do–	–	–
26.	Sh. Machideva Seva Sanstha, Shivpet, Ron Dharwad, Karnataka	2,50,000	75,000	UC issued	–	–
27.	Basava Samiti Basava Bhavan, Bangalore	1,95,000	58,500	UC issued	–	–
28.	Nyuyong Moah Women Society, Mon Nagaland	1,05,000	–	UC issued	–	–

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		Rs				
29.	Sirsa Education Society C/o, CMK National Girls College, Sirsa, Haryana	2,50,000	–	UC issued	–	–
30.	Maharanapratap College Mandi Dabwali Haryana	2,50,000	–	UC issued	–	–
31.	Lal Bagh Christian Education Society, Lal Bagh Lucknow	3,18,500	–	The statement of accounts submitted by the agency being examined and they have been requested to furnish clarification.		
32.	Gurunanak Khalsa College Jalandhar Punjab	1,30,000	39,000	Audited accounts have been submitted by Organisation. The accounts are being examined		

University and Higher Education

Rs in lakhs

1.	Sri Aurobindo International Institute of Educational Research, (T.N.)	–	16,00,000	Yes	N.A.	N.A.
2.	Sri Aurobindo International Centre of Education, Pondicherry	18,00,000	2,00,000	Yes	N.A.	N.A.
3.	Lok Bhrati, Sanosra, Distt. Bhavnagar, Gujarat	3,00,000	–	Yes	N.A.	N.A.
4.	Mitraniketan, Vellanad, Kerala	–	4,00,000	Yes	N.A.	N.A.

Experimental and Innovative Programmes

		Rs				
1.	Majhihira National Basic Educational Institution P.O. Majhihira, District Purulia Bihar	7,80,055	–	–	–	–
2.	Bhagvatulla Chiritable Trust Yellamanchilli District Vishakhapatnam, A.P.	56,15,777	–	–	–	–
3.	Agragramee At/PO Kashipur District Rayagada, Orissa	7,91,945	–	–	–	–

Sl. No.	Name of Organisation and Address	Recurring	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
4.	Jan Kalyan Ashram Vill & P.O. Chandapur Via Roza District Shahjahanpur, U.P.	6,76,964	–	–	–	–
5.	Digantar Shiksha Evam Khel Kud Samiti Todi Ramjanipura Jagatpura, Jaipur	5,37,479	–	–	–	–
6.	Eklavya Foundation E–1/25 Arera Colony, Bhopal	28,35,543	–	–	–	–
7.	Foundation for Research in Community Health 84–A/R.G. Thadani Marg Worli, Mumbai	8,98,685	–	–	–	–
8.	Antyodaya Lok Karyakaram Bahuarwa, P.O. Majiharia Via Jagdishpur, Block Nautan District West Champaran	11,93,195	–	–	–	–
9.	Institute of Psychological and Educational Research 27, Circus Avenue, Calcutta ·	8,28,985	–	–	–	–
10.	M.V. Foundation 28 Marredpalli (West) Secunderabad	32,28,950	–	–	–	–
11.	Indian Institute of Education 128/2, J.P. Naik Path Off Karve Road, Pune	20,54,906	–	–	–	–
12.	The Social Work and Research Centre Tilonia, Madan Ganj District Ajmer	10,06,192	–	–	–	–
13.	Samanvay Ashram Bodh Gaya, Bihar	10,34,451 ·	–	–	–	–
14.	R. K. Mission Lok Shiksha Parishad Narenderpur South 24 Parganas	6,06,090	–	–	–	–
15.	Vikramsheela Educational Resource Society P-1/4 Pearey Mohan Rd., Flat 3C, Chetla, Calcutta	5,20,250	–	–	–	–
16.	Agranee Sarat, District Mayur Bhanj Orissa	3,65,803	–	–	–	–

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		Rs				
17.	Society for the Welfare of Weaker Sections Near DFO Office, Parlakhemundi District Gajapathi	2,77,500	–	–	–	–
18.	Prayas Village Devgarh (Declia) Via Pratapgarh, District Chittorgarh	1,62,129	–	–	–	–
19.	Swayam 18 Subhash Marg Aaliraj Pur, District Jhabua	1,58,250	–	–	–	–
20.	Lady Irwin College Sikandra Road New Delhi	4,33,460	–	–	–	–
21.	Avehi Public Charitable (Educational) Trust Raoli Camp S.M. Road, Sardar Nagar Mumbai	1,31,023	–	–	–	–
22.	Jan Jagriti Educational Society M–186, Mangolpuri, Delhi	2,65,400	–	–	–	–
23.	Institute of Social Action and Research Activities Baikuntha Nagar, Berhampur District Ganjam	1,68,504	–	–	–	–
24.	Manav Kalyan Parishthan Anand Ashram Hirakund Colony District Sambalpur, Orissa	1,18,450	–	–	–	–
25.	Shramik Vidyapeeth Golden Threshold, Nampally Station Road, University of Hyderabad, Hyderabad	3,10,146				
26.	Krishnamurthy Foundation India, Vasanta Vihar 64/65 Greenways Road Chennai	2,99,878	–	–	–	–
27.	Deccan Development Society A–6, Meera Apartments Bashir Bagh Hyderabad, A. P.	2,78,267	–	–	–	–
28.	Bodh Shiksha Samiti AA-Anita Colony, Bajaj Nagar Jaipur	4,61,968	–	–	–	–

No Utilisation Certificate is pending for the grants released to the above organisations..

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs

Non-Formal Education

Rs

ANDHRA PRADESH

1.	Praja Seva Samaj P. B. No. 10, Kadiri	518.25	–	Yes	N.A.	–
2.	Seva Mandir Hindupur District Anantapur	1,036.50	–	Yes	N.A.	–
3.	Praja Pragati Trust 13-42, L.B. Nagar District Chittoor	557.75	–	Yes	N.A.	–
4.	Gram Vikas Sanstha Kotha Indlu, Punganur District Chittoor	128.39	–	Yes	N.A.	–
5.	Sri Venkateswara Mahila Mandali, 20-3-131 Siva Jyothi Nagar North (PO) District Chittoor	513.50	–	Yes	N.A.	–
6.	Bharatha Seva Samithi Sugar Factory, 75 Dodipalli District Chittoor	936.49	–	Yes	N.A.	–
7.	Andhra Pradesh Rural Reconstruction Mission 1-69 Cross Roads, Piler District Chitoor	465.65	–	Yes	N.A.	–
8.	Rayalaseema Seva Samithi 9 Old Huzur Office Building Tirupati, District Chittoor	1,411.92	–	Yes	N.A.	–
9.	Sanjay Memorial Technical Educational Society 10-3-32, Bazaar Street District Chittoor	256.77	–	Yes	N.A.	–
10.	Rural Reconstruction Society Balla(Village and Post) Via Kuppam District Chittoor	252.72	–	Yes	N.A.	–
11.	Mass Education Movement 14-65/2, Palace Road, Kuppam District Chittoor	460.30	–	Yes	N.A.	–
12.	Jyothi Youth Association 1-570 Reddi Street Kattamanchi District Chittoor	495.90	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants witihout insisting on UCs
		Rs				
13.	Praja Adyudaa Sewa Samithi 3-475, Greamspet District Chittoor	496.65	–	Yes	N.A.	–
14.	Peda Prajala Seva Samithi for Rural Human Resource Development, Gangadhara Nellore District Chittoor	776.75	–	Yes	N.A.	–
15.	Action for Community Service Society 2-48, School Street, V. Kota District Chittoor	199.31	–	Yes	N.A.	–
16.	Vijayapuram Praja Seva Samithi Pannur (Village & P.O.) Vijayapuram (Mandal) District Chittoor	933.10	–	Yes	N.A.	–
17.	Gandhian Organisation for Rural Development Mulakalacheruvu, R. S. District Chittoor	790.49	–	Yes	N.A.	–
18.	People's Action for Social Service Door No. 10-12, Maaruthi Nagar (Opp. Silver Bells School) Tirupati	933.66	–	Yes	N.A.	–
19.	Women's Association for Development Action R.K.V.Bahadurvaripet and P.O. Karvetnagar Mandal District Chittoor	514.95	–	Yes	N.A.	–
20.	Peoples Organisation for Welfare and Education Ratification D. No. 19-191, Jail Khana Street Mittoor, District Chittoor	495.84	–	Yes	N.A.	–
21.	Gnanodaya Integration Rural Development Society Aroor Village and Post (Via) Nindra Mandal, District Chittoor	137.76	–	Yes	N.A.	–
22.	Rural Institute for People's Enlightenment Palli Street, Puthalapattu District Chittoor	260.90	–	Yes	N.A.	–
23.	Sewa Bharathi Behind Z. P. High School Tiruchanoor District Chittoor	205.65	–	Yes	N.A.	–

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		Rs				
24.	Sree Durga Educational Society D.No.17-105, Sundara Iyer St. District Chittoor	265.70	–	Yes	N.A.	–
25.	Rural Development Organisation 6/42 G. Rama Rao Street Cuddapah	255.42	–	Yes	N.A.	–
26.	Society of Emmanuel Evalgelism for Rural Development "Carmel" 4-227, Mothkur District Nalgonda	791.43	–	Yes	N.A.	–
27.	Churches of Christ Rampachodavaram District East Godavari	431.94	–	Yes	N.A.	–
28.	Kandrika Mahila Mandali Phirangipuram Mandalam District Guntur	384.92	–	Yes	N.A.	–
29.	Sri Durga Mahila Mandali Indira Priyadarsini Colony House No. 35, Sangadigunta	256.64	–	Yes	N.A.	–
30.	Adarsha Rural Development Society Daggumallivari St. H. No. 17-1120/A Bapatla, District Guntur	256.10	–	Yes	N.A.	–
31.	Maharshi Sambamurty Institute of Social Development Studies No.8, Srinagar Apartments Colony Kakinada	187.96	–	Yes	N.A.	–
32.	Weaker Section Development Society Saradapuram, Arundelepet Post Guntur	256.26	–	Yes	N.A.	–
33.	Kothapeta Mahila Mandali Pothurajuvari Chowk, Kothapet Guntur	1402.20	–	Yes	N.A.	–
34.	Prachya Bhasha Vidyapeeth Rajendranagar 6th Line, Gudivada District Krishna	497.15	–	Yes	N.A.	–
35.	Sri Triveni Educational Academy Nandigama	384.16	–	Yes	N.A.	–
36.	Vasavya Mahila Mandali Nasthik Kendram, Benz Circle Vijayawada	267.33	–	Yes	N.A.	–

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		Rs				
37.	Saptagiri Education Society Governorpet Vijayawada	137.76	–	Yes	N.A.	–
38.	Sri Padamawati Educational Society Vangala Siva Rami Reddy G Building K. G. Road, Atmakur District Kurnool	385.16	–	Yes	N.A.	–
39.	Sri Parameshwari Educational Society, Karivena Road Atmakur District Kurnool	974.95	–	Yes	N.A.	–
40.	Sri Kanumantharaya Educational and Charitable Society Pendekanti Public School Illuru Kothapeta (Post) Banaganapalli Manda District Kurnool	420.36	–	Yes	N.A.	–
41.	Jagriti Viillage Narukuru District Nellore	443.99	–	Yes	N.A.	–
42.	Srinivasa Mahila Mandali Darsi Agraharam, Martur Mandal District Prakash	244.30	–	Yes	N.A.	–
43.	Viveka Educational Foundational Pamur, District Prakasm	490.42	–	Yes	N.A.	–
44.	Sree madhava Vidya Peetham Layerpeta, Ongole District Prakasam	248.58	–	Yes	N.A.	–
45.	Mahila Mandali Sation Road, Chirala District Prakasam	490.75	–	Yes	N.A.	–
46.	Gowthami Education Society Tangutur District Prakasam	1402.76	–	Yes	N.A.	–
47.	Dasari Adivaiah Memorial Ele.-School Committee Harijan Colony Ulavapadu District Prakasam	267.33	–	Yes	N.A.	–
48.	Rural Entitlement and Legal Support Centre Regd. Office Dharmalaxmipuram District Srikakulam	246.66	–	Yes	N.A.	–

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		Rs				
49.	Yuva Vjinana Parishad 9-4-11 Bridge Road Srikakulam	493.31	–	Yes	N.A.	–
50.	Swamy Babu and Vajramma Charitable Trust Indira Gandhi Smarak Bhawanam Goruvari Tank Road Narasannapeta District Srikakulam	406.81	–	Yes	N.A.	–
51.	Youth Club-Bejjipuram Murapaka (S.O.) District Srikakulam	267.33	–	Yes	N.A.	–
52.	Bhagavatula Charitable Trust Yellamanchili District Visakhapatnam	936.50	–	Yes	N.A.	–
53.	Sri Sarada Mata Mahila Mandali Lalithanagar, 49-15-6 Opposite Ganesh Temple Viskhapatnam	255.25	–	Yes	N.A.	–
54.	Priyadarsini Service Organisation D. N.45-56-9 Saligramapuram District Visakhapatnam	936.38	–	Yes	N.A.	–
55.	Sravani Charitable Organisation Sarada Nagar, Narsipatnam District Visakhapatnam	445.86	–	Yes	N.A.	–
56.	Navajeevan Educational Society H.No. MIG 1-72, Vuda Colony Pedagontyada, Visakhapatnam	673.10	–	Yes	N.A.	–
57.	S7 Styles Society Door No. 8-2-684/193/10 Road No. 12, Banjara Hills W.B.I. Nagar Hyderabad	467.84	–	Yes	N.A.	–
58.	Viskha Jilla Navanirmana Samiti 'Sivarama Nilayam', Sarada Nagar, Behind RTC Bus Complex Narasipatnam District Visakhapatnam	462.13	–	Yes	N.A.	–
59.	Bharati Social Educational Society Pedaboddepalli Narsipatnam District Visakhapatnam	513.07	–	Yes	N.A.	–

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		Rs				
60.	B. R. N's SICE H.No.4-51-4. Lawsons Bay Colony District Visakhapatnam	981.50	–	Yes	N.A.	–
61.	Visakha Vanita Samaj 3-36-65, Allipuram Jn. District Visakhapatnam	980.50	–	Yes	N.A.	–
62.	Training and Research for Action S. B. I. Colony Narripatnam	970.85	–	Yes	N.A.	–
63.	Teetla Ramaih United Social Service Trust, 45-35-27 Jagannadhapuram Akkayyapalem District Visakhapatnam	137.76	–	Yes	N.A.	–
64.	Sri Venkateswara Yvajana Sangham Kovvuru (Post) Rolugunta Mandalam, Narasipatnam Division, District Visakhapatnam	137.76	–	Yes	N.A.	–
65.	Social Action for Social Development Flat No.3, 2nd Floor Surya Nilaya Apartments Opp. Gautmi, Coop. Jr. Colony Sanjeeva Reddy Nagar Hyderabad	126.79	–	Yes	N.A.	–
66.	Sarada Seva Samiti 3-6-152, Himayathnagar Hyderabad	378.65	–	Yes	N.A.	–
67.	Village Development Society No. 386, Christian Colony Vanasthalipuram Hyderabad	970.26	–	Yes	N.A.	–
68.	Annapurna Manava Samkshema Samithi Plot No. 1 & 2, Kavuri Hills Jubilee Hills Post Hyderabad	267.33	–	Yes	N.A.	–
69.	Subhodaya Educational Society Plot No. 21, NSC Employees Society Velllareddyguda Hyderabad	534.65	–	Yes	N.A.	–
	State Total	**44573.00**				

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		Rs				
ASSAM						
70.	Deshbandhu Club At/P.O. Behara Bazar District Cachar	497.15	–	Yes	N.A.	–
71.	Gauripur Vivekananda Club Baruapatty Road P.O. Gauripur	256.77	–	Yes	N.A.	–
72.	Morigaon Mahila Mehfil Civil Hospital Road P.O. Morigaon District Morigaon	248.30	–	Yes	N.A.	–
73.	Popular Progressive Unit P.O. Mahamayahat (Halakura) District Dhubri	425.57	–	Yes	N.A.	–
74.	Assam Chah Mazdoor Multipurpose Social Education Association Rangajan T. E. P.O. Rangajan, Titabar District Jorhat	496.07	–	Yes	N.A.	–
75.	Prakritic Chikitsa Kendra Bhagawat Ashram P.O. Padwapur, T. O. Dikrong District Lakhimpur	244.48	–	Yes	N.A.	–
76.	Sadau Asom Gramya Puthibharal Santha L.N.B. Road, Haibargaon P.O. Haibargaon District Nagaon	395.71	–	Yes	N.A.	–
77.	Barnibari Yubak Sangha District Nalbari	245.29	–	Yes	N.A.	–
78.	Adhyatmik Sarvoday Sevashram P.O. Kakaya District Nalbari	137.76	–	Yes	N.A.	–
79.	Shanti Sadhana Ashram P.O. Betol 'Shantivan' Basistha, Guwahati	384.17	–	Yes	N.A.	–
80.	Jaluguti Agrasami Mahila Samiti Village and P.O. Jaluguti Block Kapili, District Morigaon	137.76	–	Yes	N.A.	–
81.	West Mohanpur Samaj Unnayan Club P.O.Mohanpur, District Hailakandi	241.78	–	Yes	N.A.	–
	State Total	**3710.82**				

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		Rs				

BIHAR

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted	The amount for which UC not submitted	Reasons for releasing
82.	Rural Education and Development K. R. High School, P.O. Bettiah District W. Champaran	375.40	–	Yes	N.A.	–
83.	Santal Pargana Gramodyog Samiti Baidyanath - Deoghar	303.09	–	Yes	N.A.	–
84.	Santal Pargana Antyodaya Ashram Purandaha B. Deoghar	152.43	–	Yes	N.A.	–
85.	People's Institute for Development and Training, A-12 Paryavaran Complex, Maidangarhi Road New Delhi	277.86	–	Yes	N.A.	–
86.	Banwasi Vikas Ashram At/P.O. Atka Via Bagodar Giridih	267.33	–	Yes	N.A.	–
87.	Nav Bharat Jagriti Kendra Bahera, Brindavan Chouparan District Hazaribagh	1811.73	–	Yes	N.A.	–
88.	Bihar Pradesh Bharat Sevak Samaj Nehru Bhawan, Daroga Prasad Rai Path, Patna	267.33	–	Yes	N.A.	–
89.	Ghoghardiha Prakhand Swarajya Vikas Sangh Village and P.O. Jagatpur Via Ghoghardiha District Madhubani	986.50	–	Yes	N.A.	–
90.	Prakhand Lok Vikas Samiti Madhepur, Village and P.O. Pachahi District Madhubani	152.43	–	Yes	N.A.	–
91.	Kamleshwari Antyodaya Ashram Madhepura, Village Pokharsam P.O. Salimpur, Via. Pandaul District Madhubani	254.33	–	Yes	N.A.	–
92.	Samajik Vikas Sansthan At/P.O. Tamuria District Madhubani	137.76	–	Yes	N.A.	–
93.	Mahavir Singh Memorial Trust P.O. Baika-Bishanpur District Madhubani	137.76	–	Yes	N.A.	–

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		Rs				
94.	Sharam Bharati Khadigram P.O. Khadigram District Munger	385.93	–	Yes	N.A.	–
95.	Atma Rojgari Mahila Samiti Munger P.O. Khadigram District Jamui	805.52	–	Yes	N.A.	–
96.	Gram Bharti (Sarvodaya Ashram) Simulatala District Munger, Jamui	248.23	–	Yes	N.A.	–
97.	Monghyr Parish Society Rajrajeshwar High School Barbigha, District Munger	106.36	–	Yes	N.A.	–
98.	Gram Swarajya Ashram Lokyatra Dham Dhamauli, P.O. Bena Nalanda	456.60	–	Yes	N.A.	–
99.	Binoba Arogya and Lok Sikshan Kendra Vill. and P.O. Jai Krishna Nagar (Baday), P.O. Baday Via Islampur District Islampur	783.92	–	Yes	N.A.	–
100.	Shama Vikas Samiti Malabbigha, Islampur District Nalanda	137.76	–	Yes	N.A.	–
101.	Gaya Nazareth Academy Unit Chetanalaya P.O. Rajgir District Nalanda	137.76	–	Yes	N.A.	
102.	Lok Prabhat Postmartom Road District Nawada	275.52	–	Yes	N.A.	–
103.	Janhit Vikas Samiti Harischandra Stadium Road Nawada	267.33	–	Yes	N.A.	–
104.	Bihar Dalit Vikas Samiti West Malahi (Barh) P.O. Barh District Patna	987.75	–	Yes	N.A.	–
105.	Gram Swarajya Samiti Bakhtyarpur Vill. and P.O. Salimpur Via Khusrupur, Patna	745.73	–	Yes	N.A.	–

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		Rs				
106.	Adithi 2/30 State Bank Colony-II Bailey Road, Patna	3327.55	–	Yes	N.A.	–
107.	Samta Gram Seva Sansthan 43, Harding Road, Patna	643.86	–	Yes	N.A.	–
108.	Swabalamban Siksha Kendra W 2/30 Shri Krishna Puri Patna	255.92	–	Yes	N.A.	–
109.	Bureau of Rural Economical and Agricultural Development At Pirmohani, Lane No.3 P.O. Kadamkuan, Patna	137.76	–	Yes	N.A.	–
110.	Nazareth Hospital Mokama P.O. District Patna	267.33	–	Yes	N.A.	–
111.	Magadh Vikas Lok At and PO Kasut Via Masaruhi District Patna	275.52	–	Yes	N.A.	–
112.	Mahthan Medical Colony PO Khagaul, Patna	518.25	–	Yes	N.A.	–
113.	Sharmila Gramin Shilp Kala Kendra Village and PO Prahaladpur District Patna	267.33	–	Yes	N.A.	–
114.	Sarvodaya Ashram P.O. Ranipatra District Rohtas	468.25	–	Yes	N.A.	–
115.	Ranchi Zila Vanvasi Khadi Gramodyog Vikas Sansthan Aryapuri, Ratu Road Post Ranchi	137.76	–	Yes	N.A.	–
116.	Vanvasi Seva Kendra P.O. Adhaura District Rohtas	735.05	–	Yes	N.A.	–
117.	Tagore Society for Rural Development 14, Khudiram Bose Road Calcutta	327.70	–	Yes	N.A.	–
118.	J.P. Saraisa Seva Ashram Kauwachowk, P.O. Jarpura District Samastipur	151.79	–	Yes	N.A.	–

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		Rs				
119.	Sarvodaya Jan Kalyan Sansthan Village and Post Shahpur Undi Via Patori, District Samastipur	127.82	–	Yes	N.A.	–
120.	Shishu Nari Kala Prashikshan Sansthan, Village and P.O. Jalalpur District Samstipur	137.76	–	Yes	N.A.	–
121.	Gandhi Seva Ashram Saran	342.97	–	Yes	N.A.	–
122.	Saran Zila Samagra Vikas Seva Sansthan Dahiyawan, P.O. Chapra District Saran	137.76	–	Yes	N.A.	–
123.	Loka Sevayatan P.O. Nimdih District Singhbhum West	518.25	–	Yes	N.A.	–
124.	Vaishali Samaj Kalyan Sansthan Bidupur Bazar District Vaishali	275.52	–	Yes	N.A.	–
125.	Mahua Mahila Vikas Sansthan Pratap Chowk, Gorigama Manpura, P.O.Mahua District Vaishali	137.76	–	Yes	N.A.	–
126.	Bhartiya Jan Manch Village Chak, Bhathandi P.O. Dharhara District Vaishali	275.52	–	Yes	N.A.	–
127.	Smt. Mahorama Mahila Mandal Samta Colony, P.O. Hajipur District Vaishali	275.52	–	Yes	N.A.	–
128.	Gram Swaraj Abhiyan Sansthan Village Karihon P.O. Bishanpur Bejha District Vaishali	137.76	–	Yes	N.A.	–
129.	Mahila Silai Katai Bunai Prashikshan Evam Laghu Udyog Kendra, Village Kiratpur P.O. Bhagwanpur District Vaishali	137.76	–	Yes	N.A.	–
130.	Alpasankhyak Kalyan Sansthan Village Katra, P.O. Hazipur District Vaishali	267.33	–	Yes	N.A.	–
	State Total	**20748.15**				

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		Rs				

GUJARAT

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non- Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submit- ted and reasons thereof	Reasons for releasing further grants with- out insis- ting on UC's
131.	Lok Sevak Mandal (Servants of the People Society) C/o C.H. Bhagat Working Women Hostel, NR, Dalal Apartments New Vikas Gruh Road Paldi, Ahmedabad	924.98	–	Yes	N.A.	–
132.	Gujarat State Crime Prevention Trust 'Ashirwad' 9/B, Keshav Nagar Society Near Subhash Bridge, Ahmedabad	797.42	–	Yes	N.A.	–
133.	Labour Welfare Trust Gandhi Mazdoor Sevalaya Bhadra, P.B. No. 110 Ahmedabad	468.25	–	Yes	N.A.	–
134.	Ahmedabad City Social Education Committee Labour Welfare Centre Building Outside Raipur Gate Ahmedabad	433.88	–	Yes	N.A.	–
135.	Amar Bharati Moti Ravathi, Tal. Dehegam District Ahmedabad	793.23	–	Yes	N.A.	–
136.	Lalbhai Group Rural Development Fund Anandji Kalyanji Blocks Near Asawa Railway Station Opp. Arvind Mills, Naroda Rod Ahmedabad	808.67	–	Yes	N.A.	–
137.	Anjuman-E-Tallmi Idara Charitable Trust Court Road, Opp. Government Treasury, Bharuch	1404.67	–	Yes	N.A.	–
138.	Bhavnagar Mahila Sangh Near Vadva Washing Ghat Bhavnagar	897.70	–	Yes	N.A.	–
139.	Lok Bharati Gram Vidyapeeth Sansora District Bhavnagar	203.20	–	Yes	N.A.	–
140.	Gayatri Shixan Samaj Vanthali (Sorath) C/o A/44, Janakpuri Society Dhandhusar Road Junagadh	152.43	–	Yes	N.A.	–

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		Rs				
141.	Shri Ketan Shixan Samaj Aerodrom Road Rajkot	128.39	–	Yes	N.A.	–
142.	Manav Seva Mandal Trust 'Shandilya', 5-A, Anupama Society Amin Marg, Near Nutannagar Rajkot	921.99	–	Yes	N.A.	–
	State Total	7934.80				
HARYANA						
143.	Lucky Education Society Meham Rohtak	856.36	–	Yes	N.A.	–
144.	Haryana Nav Yuvak Kala Sangam 94/22, Luxmi Nagar Sonepat Road, Rohtak	137.76	–	Yes	N.A.	–
145.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Kharkhoda, Sonepat	3806.34	–	Yes	N.A.	–
146.	Janta Kalyan Samiti Opp. Bus Stand, Rewari	467.60	–	Yes	N.A.	–
	State Total	5268.06				
HIMACHAL PRADESH						
147.	State Social Welfare Organisation P.O. Chopal. Tehsil Chopal District Simla	244.08	–	Yes	N.A.	–
148.	Society for Social Action for Rural Development of Hilly Areas Kaffota, District Sirmour	497.15	–	Yes	N.A.	–
149.	Society for Social Uplift through Rural Action, Jagjit Nagar Via Jubbar District Solan	459.18	–	Yes	N.A.	–
	State Total	1200.41				
JAMMU & KASHMIR						
150.	All India Centre for Urban and Rural Development 5, Bhai Veer Singh Marg Gole Market, New Delhi	254.88	–	Yes	N.A.	–
	State Total	254.88				

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		Rs				
KARNATAKA						
151.	Sree Lalithambika Educational Association Near New Water Tank, III Main Banasawadi Bangalore	488.78	–	Yes	N.A.	–
152.	Seva Sangama No. 1163,80 Feet Road Prakash Nagar Bangalore	714.75	–	Yes	N.A.	–
153.	Shri Siddalingeswara Rural Development Society Guledgudda Taluk Badami District Bijapur	534.65	–	Yes	N.A.	–
154.	Belgaum Vibhageeya Dalita Janajagrutha Sanghatane No. D-2.K.C.D. Staff Quarters Near Udaya Hostel Dharwad	905.32	–	Yes	N.A.	–
155.	Cauvery Rural SC/ST Development Society 10th Block Bagepalli Bagepalli Taluk District Kolar	733.40	–	Yes	N.A.	–
	State Total	**3376.90**				
MADHYA PRADESH						
156.	Khawaja Gareeb Nawaj Education Society Balaghat	478.82	–	Yes	N.A.	–
157.	Gramin Vikas Mahila Mandal Office House No. 128 Housing Colony District Bhind	745.43	–	Yes	N.A.	–
158.	Gram Bharati Sansthan M-48 Darpan Colony, Ghatipur Gwalior	3914.02	–	Yes	N.A.	–
159.	Jinendra Shiksha Prasar Samiti Gorami Tehsil Mehgaon District Bhind	137.76	–	Yes	N.A.	–

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		Rs				
160.	Shivam Social Development Society Omprakash Sivpura Ka Makan Ganeshpura District Morena	518.25	–	Yes	N.A.	–
161.	Vivekanand Samaj Kalyan Sansthan Birend Vatika, Lahar Road	518.25	–	Yes	N.A.	–
162.	M. P. Council for Child Welfare Hotel NO.5, Bhel Township Piplani, Bhopal	183.15	–	Yes	N.A.	–
163.	Satlaj Advasi Mahila Mandal Renu Dawakhana, Tila Jamalpura Bhopal	515.90	–	Yes	N.A.	–
164.	Rafi Ahmed Kidwai Shiksha Samiti Chowki Imambara, Noor Mahal Road Bhopal	497.15	–	Yes	N.A.	–
165.	Varun Manav Vikas Samiti LIG-171, Aishbagh Stadium Bhopal	515.40	–	Yes	N.A.	–
166.	Oritental Kala Avam Seva Kendra Green Park Road, No. 10 Bairasia Road District Bhopal	137.76	–	Yes	N.A.	–
167.	Sharda Shiksha Samiti 37, Barkhedi, Jogipur District Bhopal	137.76	–	Yes	N.A.	–
168.	Lok Kalyan Samiti C-8 Kaushal Nagar Gwalior	248.58	–	Yes	N.A.	–
169.	Saket Samaz Sewa Samiti Rathoud Palace Behind Gorkhi Gowalior	1036.50	–	Yes	N.A.	–
170.	Gayatri Shakti Shiksha Kalyan Samiti 1314, Mishra Market Ranjhi Basti, Jabalpur	128.39	–	Yes	N.A.	–
171.	Shri Saraswati Mahila Kalyan Samiti 1565 Choubey Bhawan, Ranjhi District Jabalpur	126.15	–	Yes	N.A.	–
172.	National Institute of Women Child and Youth Development Old P.O. Building, Near Last Bus Stop Main Road, Khamla	110.74	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants with-out insisting on UCs
		Rs				
173.	Shiksha Prasar Samiti Dharamgarh Porsa District Morena	753.78	–	Yes	N.A.	–
174.	Gramin Chetna Evam Sewa Samiti Overbridge Colony Behind Railway Station District Morena	383.41	–	Yes	N.A.	–
175.	Shiksha Prasar Samiti Sovaran Singh Marvai Vidhayak, Ganeshpura District Morena	518.25	–	Yes	N.A.	–
176.	Pratima Shiksha Prasar Samiti 179-C, Harashwardhan Nagar Bhopal	267.33	–	Yes	N.A.	–
177.	Janta Shiksha Parishad Deorikala Ramanagar District Satna	128.36	–	Yes	N.A.	–
	State Total	**12001.42**				
	MAHARASHTRA					
178.	Rajarshi Shri Chatrapati Shahu Shikshan Prasarak Mandal Burdgaon Road Ahmednagar	253.89	–	Yes	N.A.	–
179.	Parth Vidya Prasak Mandal Pathardi, Ahmed Nagar	495.99	–	Yes	N.A.	–
180.	Jagruti Shikshan Prasarak Sanstha Umri Umerkhed, Ranpise Nagar District Akola	398.57	–	Yes	N.A.	–
181.	Suvide Foundation 151 Floor, Rishiwat Urban Coop. Credit Society, P. O. Risod District Akola	872.33	–	Yes	N.A.	–
182.	Rastrasant Tukadoji Maharaj Shikshan Sansthan Gurukunj Ashram District Amravati	731.63	–	Yes	N.A.	–
183.	Sant Kabir Shikshan Prasarak Mandal Kailash Niwash Ghati Aurangabad	832.40	–	Yes	N.A.	–

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		Rs				
184.	Institute of Management Training and Research 49 Samarth Nagar, P.O. Box No. 87 Aurangabad	492.20	–	Yes	N.A.	–
185.	Bharat Shikshan Prasarak Mandal C/o Nitin Kirana Stores Kille-dhrur, District Beedoo	354.06	–	Yes	N.A.	–
186.	Adhunik Kisan Shikahsn Sansthan At Post and Taluq Bramhapur District Chandrapur	513.55	–	Yes	N.A.	
187.	Bharatiya Gramin Adiwasi Vikas Sanstha Pardi Ta Nagbhir District Chandrapur	137.76	–	Yes	N.A.	–
188.	Gramin Apang Punarvasan Sanstha Madyal Kadgaon Road Gadhinglaj	493.28	–	Yes	N.A.	–
189.	Samaj Kalyan Mandal Lalganj Naik Talao Nagpur	495.14	–	Yes	N.A.	–
190.	Sati Mata Shikshan Sanstha Nagpur Head Office 11 Vyankatesh Nagar Khamala Road, Nagpur	491.55	–	Yes	N.A.	–
191.	Bhartiya Adim Jati Sevak Sangh Thakkar Bapa Smarak Sadan Dr Ambedkar Marg, New Delhi	241.58	–	Yes	N.A.	–
192.	Bhartiya Adim Jati Sevak Sangh Vidarbha, Malviya Nagar Khamla, Nagpur	534.65	–	Yes	N.A.	–
193.	Jawaharlal Nehru Shikshan Prasarak Mandal Umardri Taluk, Mukhed District Nanded	1103.29	–	Yes	N.A.	–
194.	Mahatma Phule Gramin Shikshan Prasarak Mandal Shekapur, District Nanded	256.76	–	Yes	N.A.	–
195.	Moulana Abdul Kalam Azad Education Society Degloor-Billolli-Mukhed District Nanded	267.33	–	Yes	N.A.	–

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		Rs				
196.	Shri Adarsh Shiksha Prasarak Mandal Loni, Tq. Paranda District Osmanabad	886.43	–	Yes	N.A.	–
197.	Vishwa Society for Human Uplift Rageshri Sai Krupa Colony Shivaji Nagar, Hingoli District Prabhani	254.49	–	Yes	N.A.	–
198.	Shri Jagdamba Vidya Prasarak Mandal Darati, Circle Purma, Tq. Purma District Parbhani	468.11	–	Yes	N.A.	–
199.	Indian Institute of Education J.P. Naik Road Kothrud Pune	721.38	–	Yes	N.A.	–
200.	Adivasi Sahaj Shikshan Post Masvam, Taluq Palghar District Thane	143.00	–	Yes	N.A.	–
201.	Akhil Bhartiya Magasvargiya Sahaj Prabodhan Sanstha 22 Prakash Apartment Katemanivali Kalyan (East) District Thane	228.15	–	Yes	N.A.	–
	State Total	**11667.49**				

MANIPUR

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
202.	Nunphura Village Development Society P.O. Sugnu District Chandel	267.33	–	Yes	N.A.	–
203.	Wangjing Tehtha Farmers Development Association Post Bag No.6 District Imphal	2321.57	–	Yes	N.A.	–
204.	Manipur Vocational Institute Meekala Bazar BPO Laiphrakom Via-Tulihal So District Imphal	595.33	–	Yes	N.A.	–
205.	Rural Development Organisation Lamsang Bazar District Imphal	518.25	–	Yes	N.A.	–

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		Rs				
206.	Friends Development Training and Research Centre Kongal Kahiden Leikai BPO Kongpal Porompat Road-1 Imphal	267.33	–	Yes	N.A.	–
207.	Integrated Rural Development Society Lilong, District Imphal	534.65	–	Yes	N.A.	–
208.	The Friendship Centre Khurai Kongpal (Thoubandong)	275.52	–	Yes	N.A.	–
209.	The Manipur State Young Farmers' Association Khumbong, N.C. Road District Imphal	137.76	–	Yes	N.A.	–
210.	Sadu Koireng Youth Club Sadar Hills District Senapati	267.33	–	Yes	N.A.	–
211.	United Hill People's Development Society Ltd. Naya Rever Coloy, House No.2 2nd Ban MR Gate Imphal	267.33	–	Yes	N.A.	–
212.	Cherapur Mamang Khadi and Village Industries Association Cherapur Village BPO Wangjing District Thoubal	137.76	–	Yes	N.A.	–
213.	Manipur Rural Areas Development Association Heirok Part-II Mayai Leikai P.O. and P.S. Thoubal District Thoubal	267.33	–	Yes	N.A.	–
214.	Rural Industries Development Association Mangkhem P.O. Thobal	267.33	–	Yes	N.A.	–
215.	The Manipur Tribals Pioneer Association MInuthong Namdunlong Imphal	534.65	–	Yes	N.A.	–
	State Total	6659.45				

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		Rs				
ORISSA						
216.	Mandal Pokhari Jubak Sangha At/P.O. Mandari District Balasore	227.33	–	Yes	N.A.	–
217.	Netaji Jubak Sangha Balupokhari, At/P.O. Parmanandapur Via Akhuapada District Balasore	501.00	–	Yes	N.A.	–
218.	Samagra Bikash Parishad At/P.O. Baliapal District Balasore	408.34	–	Yes	N.A.	–
219.	Gandhi Sevashrama At/P.O. Jaleswar District Balasore	925.97	–	Yes	N.A.	–
220.	Radhanath Pathagar At/P.O. Soro District Balasore	245.98	–	Yes	N.A.	–
221.	Palli Mangal Yubaka Sangh At Nayapally P.O. Deuli District Puri	1044.49	–	Yes	N.A.	–
222.	Pragati Pathagar At/P.O. Rayan Ram Chandra Pur Via Jaleswar District Balasore	256.14	–	Yes	N.A.	–
223.	People's Rural Reconstruction Institute for Youth Action At Sankumari, P.O. Bartana District Balasore	355.86	–	Yes	N.A.	–
224.	Young Utkal Project Thalasada, Via. Bahanaga District Balasore	355.21	–	Yes	N.A.	–
225.	Radhakrisha JEIW Library Raigan, Kahalia District Balasore	255.70	–	Yes	N.A.	–
226.	Harijan Surkhya Committee At/P.O. Balasore District Balasore	137.76	–	Yes	N.A.	–
227.	Balasore District Nari Sangha P.O. and District Balasore	137.76	–	Yes	N.A.	–

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		Rs				
228.	Bhagabat Pathagar At/P.O. Salepali Via Jarasingha District Bolangir	761.96	–	Yes	N.A.	–
229.	Gram Mangal Pathagar At/P.O. Saleipali Via Jarasingha District Bolangir	947.63	–	Yes	N.A.	–
230.	Ramjee Yubak Sangha At/P.O. Sadaipali Via Chandanghati District Bolangir	1479.16	–	Yes	N.A.	–
231.	Sri Sri Sardeswari Pathagar At Kharda, P.O. Tusra District Bolangir	777.91	–	Yes	N.A.	–
232.	Bapuji Pathagar At/P.O. Sukha District Bolangir	521.65	–	Yes	N.A.	
233.	Jagannath Jubak Sangha At Jalaiadarha P.O. Kandhakelgaon, Via Deogaon District Bolangir	265.56	–	Yes	N.A.	–
234.	Janakalayan Yubak Sangha At Sinakhaman P.O. Kandhakelgaon District Bolangir	497.15	–	Yes	N.A.	–
235.	Netaji Yubak Sangha At/P.O. Goilbhadi Via Titilagarh District Bolangir	741.79	–	Yes	N.A.	–
236.	Youth Service Centre At/P.O. Rugudiapada District Bolangir	137.76	–	Yes	N.A.	–
237.	Netaji Club for Rural Development At/P.O. Salebhata District Bolangir	275.52	–	Yes	N.A.	–
238.	Pallishree At/P.O. Ghasiput Via Banki District Cuttack	491.96	–	Yes	N.A.	–

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		Rs				
239.	Lokanayak Club At/P.O. Patapur Via Banki District Cuttack	987.29	–	Yes	N.A.	–
240.	Rural Development Society At Kaltunga P.O. Suniti, Via Mahakalpada District Cuttack	986.87	–	Yes	N.A.	–
241.	Navjyoti At/P.O. Garudgan Via Kotsahi District Cuttack	882.13	–	Yes	N.A.	–
242.	Lutheran Mahila Samiti At/P.O. Patalipank Via Kujang District Cuttack	986.25	–	Yes	N.A.	–
243.	Jayanti Pathagar At Sahapada P.O. Brahmabarada District Cuttack	405.75	–	Yes	N.A.	–
244.	Mahila Vikas Samiti At Andarpur P.O. Kalyaninagar District Cuttack	466.14	–	Yes	N.A.	–
245.	International Indecency Prevention Movement Bidanasi, Sovaniya Nagar P.O. District Cuttack	783.43	–	Yes	N.A.	–
246.	Voluntary Association for Rural Reconstruction and Appropriate Technology Village Boulakani Post Baradanga District Cuttack	490.44	–	Yes	N.A.	–
247.	Jajpur Harijan Seva Samiti At/P.O. Ahiyas District Cuttack	769.53	–	Yes	N.A.	–
248.	Sivananda Sevashram At Pingal, P.O. Koro Via Kendrapara District Cuttack	127.02	–	Yes	N.A.	–

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		Rs				
249.	Council of Cultural Growth and Cultural Relations The Universe, Maitree Sarani Cuttack	970.53	–	Yes	N.A.	–
250.	Gurukula Kendra At/P.O. Mahanapur (Japakud) District Cuttack	113.67	–	Yes	N.A.	–
251.	Rural Institute for Education and Social Welfare Affairs At/P.O. Akhua Dakhini Via Patkura District Kendrapara	488.51	–	Yes	N.A.	–
252.	Pa Ma Sa Prabati Mahila Samiti At/P.O. Chhagaon, Via Charbatia Cuttack	275.52	–	Yes	N.A.	–
253.	Laxmi Narayan Harijan and Adibasi Backwards Development Society, At/P.O. Ahiyas District Cuttack	534.65	–	Yes	N.A.	–
254.	Utkal Sevak Samaj At/P.O. Bhagar Pur Vial Kotsahi (Tangi) District Cuttack	534.65	–	Yes	N.A.	–
255.	Utkal Navajeevan Mandal At/P.O. Angul District Dhenkanal	468.25	–	Yes	N.A.	–
256.	Youth Association for Rural Reconstruction At/P.O. Boinda District Dhenkanal	561.81	–	Yes	N.A.	–
257.	Nysasdri At/P.O. Santhapur Via Gondia District Dhenkanal	513.47	–	Yes	N.A.	–
258.	Jatiya Yuvak Sangha At Olanda, P.O. Kuluma District Dhenkanal	120.74	–	Yes	N.A.	–
259.	People's Institute for Participatory Action Research Centre At/P.O. Mahimagadi District Dhenkanal	932.99	–	Yes	N.A.	–

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		Rs				
260.	Arun Institute of Rural Affairs At Aswakhola, P.O. Karamul, Via. Mahimagadi District Dhenkanal	465.66	–	Yes	N.A.	–
261.	National Institute of Social Research for Utkal Rural Tribals At/P.O. Kabara Madapur Via. Mahimagadi District Dhenkanal	518.25	–	Yes	N.A.	–
262.	Jeevan Jyoti Club for Social Welfare and Rural Development At Mahadia, P.O. Belapada Via Godasila District Dhenkanal	267.33	–	Yes	N.A.	–
263.	Institute of Social Work and Action Research Chirulet, Via, Mahimagari District Dhenkanal	518.25	–	Yes	N.A.	–
264.	Mukti Gandhi Mandir Road District Dhenkanal	275.52	–	Yes	N.A.	–
265.	Jayanti Pathagar At/P.O. Nuvapada District Ganjam	1364.02	–	Yes	N.A.	–
266.	Institute of Social Action and Research Activities At Baikunthanagar P.O. Berhampur District Ganjam	934.44	–	Yes	N.A.	–
267.	Seva Sahitya Sansad At/P.O. Kabisurya Nagar District Ganjam	122.17	–	Yes	N.A.	–
268.	Centre for Awakening of Rural Environment P.O. Manikyapur Via Bamakoyi District Ganjam	534.65	–	Yes	N.A.	–
269.	Nanne Munne Yuba Chhatra Sansad At/P.O. Borida (A) Via-Kabisuryanagar District Ganjam	534.65	–	Yes	N.A.	–

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		Rs				
270.	Sanskruti Vikas Parishad At Sakti Nagar P.O. Baku Via. Nirakapur District Puri	137.76	–	Yes	N.A.	–
271.	Antyodaya Chetana Kendra At Sankatapalia Post Hadgarh District Keonjhar	1475.74	–	Yes	N.A.	–
272.	Prakalpa At/P.O. Jyotipur District Keonjhar	245.23	–	Yes	N.A.	–
273.	Keonjhar Integrated Rural Development and Training Institute At/P.O. Harichandanpur District Keonjhar	137.76	–	Yes	N.A.	–
274.	Hoina Leprosy Research Trust Post Bag-I, Muniguda District Koraput	932.78	–	Yes	N.A.	–
275.	Society for Health Education and Development Polytechnic Road Rayagada, District Koraput	1646.42	–	Yes	N.A.	–
276.	India Rural Reconstruction and Disaster Response Service At/P.O. Kolnara Via. Rayagada District Koraput	596.64	–	Yes	N.A.	–
277.	Sarvodaya Samiti At/P.O. Gandhi Nagar District Koraput	498.93	–	Yes	N.A.	–
278.	Agragamee At/P.O. Kashipur District Koraput	203.80	–	Yes	N.A.	–
279.	Ankuran At/P.O. Narayanpatna District Koraput	211.23	–	Yes	N.A.	–
280.	Rural Development Agency for Backward People At/P.O. Borigumma District Koraput	267.33	–	Yes	N.A.	–

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		Rs				
281.	Swami Vivekananda Institute of Social Work and Allied Services, Khariar Road District Kalahandi	629.93	–	Yes	N.A.	–
282.	Jeevandhara Women's Community Trust Narla Road District Kalahandi	137.76	–	Yes	N.A.	–
283.	Janabikash Kendra At/P.O. Rasgovindapur District Mayurbhanj	256.78	–	Yes	N.A.	–
284.	Bisol Youth Club At Bisol, P.O. Sanbisol Via Kaptipada District Mayurbhanj	461.15	–	Yes	N.A.	–
285.	Bhartiya Jana Kalyan Kendra At Jamunadeipur P.O. Baripada District Mayurbhanj	274.16	–	Yes	N.A.	–
286.	Palli Vikash At/P.O. Anla District Mayurbhanj	514.98	–	Yes	N.A.	–
287.	Tagore Society for Rural Development 273, Bapuji Nagar Bhubaneshwar	491.55	–	Yes	N.A.	–
288.	Rural Education and Action for Change At Jagamara P.O. Khandigiri, Bhubaneswar	796.65	–	Yes	N.A.	–
289.	Gopinath Juba Sangha At Alisisasan P.O. Darada Via Balipatna District Puri	1475.99	–	Yes	N.A.	–
290.	Utkalmani Seva Sangha At/P.O. Badasiraipur District Puri	514.12	–	Yes	N.A.	–
291.	MO Club At/P.O. Kantabad Via Baghamari District Puri	213.09	–	Yes	N.A.	–

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		Rs				
292.	Vabani Sankar Club At Ganpur, P.O. Simore Via Baghamari District Puri	1388.53	–	Yes	N.A.	–
293.	Jan Kalyana Samaj At Godibari P.O. Kantabad Via Janla District Puri	1076.07	–	Yes	N.A.	–
294.	Ruchika School 14, Forest Park Bhubaneswar	1014.34	–	Yes	N.A.	–
295.	Nilachal Seva Pratishthan At/P.O. Dayavihar (Kanas) District Puri	1478.36	–	Yes	N.A.	–
296.	Juva Jyoti Club Village Kumandol P.O. Nairi District Puri	255.99	–	Yes	N.A.	–
297.	Centre for Youth and Social Development A-70, Saheed Nagar Bhubaneswar	891.35	–	Yes	N.A.	–
298.	Vikash D-2/7 Industrial Estate Rasulgarh, Bhubaneswar	448.53	–	Yes	N.A.	–
299.	Bidyut Club At Haladiapara, Via Bajpur District Puri	1694.86	–	Yes	N.A.	–
300.	Bhairabi Club At Kurumpada P.O. Hadapada, Via Narangarh District Puri	493.45	–	Yes	N.A.	–
301.	Nari Shakti Samaj At Kujimahal, P.O. Chandaka District Puri	520.63	–	Yes	N.A.	–
302.	Dahikhai Jubak Sangha At/P.O. Lodhachua District Puri	994.75	–	Yes	N.A.	–
303.	Acharyha Harihar Shishu Bhawan Satyabadi, At/P.O. Sakhigopal District Puri	464.72	–	Yes	N.A.	–

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		Rs				
304.	Anchalika Kunjeshwari Sanskrutika Sansad At Sevanchala P.O. Kanas District Puri	921.84	–	Yes	N.A.	–
305.	Dhakotha Jubak Sangha At/P.O. Dhakotha District Keonjhar	866.56	–	Yes	N.A.	–
306.	National Institute of Social Work and Social Sciences, 3-Chandrashekharpur Bhubaneswar	471.11	–	Yes	N.A.	–
307.	Dasarathi Janakalyan Sangha At/P.O. Kendudhipi Via. Manadhatapur District Puri	463.18	–	Yes	N.A.	–
308.	Rural Welfare Institute At Hansapada. P.O. Chanarapada Via Nimapara District Puri	239.49	–	Yes	N.A.	–
309.	National Institute of Tribal Welfare and Social Action At Barasahi P.O. Pubusahi Districxt Puri (now Khurda)	455.54	–	Yes	N.A.	–
310.	Banabasi Seva Samiti At/P.O. Balliguda District Phulbani	1410.72	–	Yes	N.A.	–
311.	Subhadara Mahatab Seva Sadan At/Post G. Udayagiri District Phulbani	1975.45	–	Yes	N.A.	–
312.	Bagdevi Club At Makundapaur P.O. Janhapanka, Via Boudh District Phulbani	177.64	–	Yes	N.A.	–
313.	Society for Human Resources and Ecological Development Village and P.O. Rundimahul Via Baghiabahal District Phulbani	934.45	–	Yes	N.A.	–

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		Rs				
314.	Samanwita Gramya Unnayan Samiti At/P.O. G. Udayagiri District Phulbani	250.48	–	Yes	N.A.	–
315.	Khetra Mohan Yuvak Sangh Badwal, P.O. Khandokata Via Kuchinda District Sambalpur	267.33	–	Yes	N.A.	–
316.	Sambalpur Integrated Development Institute Jamankira District Sambalpur	137.76	–	Yes	N.A.	–
317.	Sri Satya Sai Seva Samiti At/P.O. Deobhubanpur Via Balisankara District Sundargarh	497.13	–	Yes	N.A.	–
318.	Old Rourkela Education Society At Balijodi P.O. Rourkela District Sundargarh	1932.29	–	Yes	N.A.	–
319.	Pragati At/P.O. District Sundargarh	118.90	–	Yes	N.A.	–
320.	Rourkela Shaksharata Samiti Old R. TO.'s Office Udit Nagar, Rourkela District Sundargarh	149.40	–	Yes	N.A.	–
321.	Kishore Club At/P.O. Panchapara Via Chandbali District Bhadrak	275.52	–	Yes	N.A.	–
322.	Volunteers Association for Reconstruction and Social Action At Rampur, P.O. Ramakrishnapur Via Barapada District Bhadrak	534.65	–	Yes	N.A.	–
323.	Tip Top Jubak Sangha At Pothapada, P.O. Pally Via Jagatsinghpur District Jagatsinghpur	266.15	–	Yes	N.A.	–
324.	Pally Vikas Kendra At/P.O. Soristapada Via Gondia Patana District Dhenkanal	221.09	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
325.	Birbhadra Yuvak Sangha At Jagannathpur P.O. Rahasoi District Jajpur	137.76	–	Yes	N.A.	–
326.	Jan Seva Parishad Abhaya Bhawan Kendrapara	275.52	–	Yes	N.A.	–
327.	Gajapati Samaj Kalyan Samiti At/P.O. Parlakhenundi District Gajapati	267.33	–	Yes	N.A.	–
328.	Jana Kalyan Pratisthan Kobichandra Street Paralakhemundi District Gajapati	534.65	–	Yes	N.A.	–
329.	Society for the Welfare of Weaker Sections At Gotai, P.O. Lalu Sahi Via Narayanapur District Gajapati	267.33	–	Yes	N.A.	–
330.	Adhikar Plot No. 2123, Sabar Shahi Lane P.O. Budheswari Colony Bhubaneswar, District Puri	534.65	–	Yes	N.A.	–
	State Total	**67064.39**				

RAJASTHAN

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted	The amount for which UC not submitted	Reasons for releasing
331.	Ajmer Adult Education Association Shastri Nagar Extn. Vidyut Marg Ajmer	881.87	–	Yes	N.A.	–
332.	Zila Mahila Jagriti Parishad Station Road Badmer	102.51	–	Yes	N.A.	–
333.	Kala Vidya Mandir Prabandh Samiti Beech Ka Pada, Nadbai District Bharatpur	101.38	–	Yes	N.A.	–
334.	Brij Mewat Mandal Sansthan Khedli Road, Nagar District Bharatpur	148.91	–	Yes	N.A.	–
335.	Bhilwara Distt. Adult Education Association 6/199 Sindhu Nagar Bhilwara	1695.73	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
336.	Gandhi Vidya Mandir Sardarshahr District Churu	1086.58	–	Yes	N.A.	–
337.	Bhorika Charitable Trust Bhorugram District Churu	504.32	–	Yes	N.A.	–
338.	Jiramdas Education Trust Bhorogram (Nangal Kala) P.S. Rajgarh District Churu	267.33	–	Yes	N.A.	–
339.	Lok Shikshan Sansthan P-87 Gangori Bazar Jaipur	607.93	–	Yes	N.A.	–
340.	Gram Vikas Nav Yuvak Mandal Village Lapodia P.O. Gagrdu, Via Dudu District Jaipur	490.65	–	Yes	N.A.	–
341.	Research Institute of Plenary Rural Development Narsama Jalore	511.81	–	Yes	N.A.	–
342.	MR Moraka-GDC Rural Research Foundation Nawalgarh District Jhunjhunu	314.94	–	Yes	N.A.	–
343.	Jodhpur Adult Education Association, Gandhi Bhawan Residency Road Jodhpur	933.95	–	Yes	N.A.	–
344.	Gramin Vikas Vigyan Samiti P.O. Jelu Gagadi Via Tinwari District Jodhpur	1519.95	–	Yes	N.A.	–
345.	Gaurav Shikshan Sansthan Truck Union Rajeev Colony Gangapur City District Sawai Madhopur	434.78	–	Yes	N.A.	–
346.	Rajasthan Vidyapeeth Lok Shikshan Pratisthan Pratap Nagar Udaipur,	418.47	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
347.	Rajasthan Mahila Vidyalaya Gyan Marg, Near Gulab Bagh Udaipur	794.03	–	Yes	N.A.	–
348.	Rajasthan Bal Kalyan Samiti Village and Post Jhadol District Udaipur	267.33	–	Yes	N.A.	–
	State Total	**11082.31**				

TAMIL NADU

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs submitted	Amount UC not submitted	Reasons
349.	Punjab Association Lajpat Rai Bhavan P.O.No.416, No.170-172 Peters Road, Rayapettah Chennai	936.50	–	Yes	N.A.	–
350.	Council for Health Education and Rural Upliftment Vellabommanpatty Vadamadurai District Dindigul Anna	137.76	–	Yes	N.A.	–
351.	Centre for Rural Education Research and Development Association 200-1/5 Ammapati Road Kodai Road, Nilakkottai Taluk District Dindigul Anna	137.76	–	Yes	N.A.	–
352.	Association of National Service 316 NGO Colony, Chengalpattu	256.40	–	Yes	N.A.	–
353.	Centre for Social Reconstruction Chennavannan Vilai Eathamazhi Road, Nagercoil	137.76	–	Yes	N.A.	–
354.	The GRD Trust Kalatkathir Buildings Avanashi Road Coimbatore	978.35	–	Yes	N.A.	–
355.	Meenakshi Illam Pothunala Kalvi Sangam Nandikovilpatti, Melur P.O. District Madurai	646.61	–	Yes	N.A.	–
356.	All India Annai Indira Madurai Puranagar Mathargal Munnetra Sangam 1, Customs Colony New Natham Road, Madurai	640.14	–	Yes	N.A.	–

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
357.	Integrated Rural People Development Society Plot No. 23, J.J. Street Post Tiruppalai District Madurai	242.94	–	Yes	N.A.	–
358.	Othakkadai Rural Health Social Welfare Society Y, Othakkadai District Madurai	1068.36	–	Yes	N.A.	–
359.	Centre for Social Education and Development 45, East Vaithyanathapuram District Madurai	267.33	–	Yes	N.A.	–
360.	Service Land 19, Park Road, Melur District Madurai	478.16	–	Yes	N.A.	–
361.	Chetana Vikas Kadachanendal P.O. Kathakinaru District Madurai	985.33	–	Yes	N.A.	–
362.	Madurai Institute of Peace Science Gandhi Memorial Museum District Madurai	984.66	–	Yes	N.A.	–
363.	Kalvi Ulagam Trust Kalvi Ulgagam Sivanandam Higher Secondary School Kilithanpattarai, Katpadi Vellore	515.90	–	Yes	N.A.	–
364.	Chetana Vikas 3/452, B-10 S. R. Pattanam Paramakudi District Ramanathapuram	986.50	–	Yes	N.A.	–
365.	Kandaswamy Kandar's Trust Board Velur, Paramathi Velur Taluk District Salem	1554.75	–	Yes	N.A.	–
366.	Madhar Nala Thondu Niruvanam Thiruvendipuram Main Road Padhirikuppam Cuddalore District South Arcot	653.95	–	Yes	N.A.	–

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		Rs				
367.	Congregation of the Sisters of the Cross of Chavanod Post Box No. 395 Old Goods Shed Road Teppakulam Tiruchirapalli	515.90	–	Yes	N.A.	–
368.	League for Education and Development 7 First Street Rayar Thoppu Sri Ramapuram Srirangam, Tiruchirapalli	267.33	–	Yes	N.A.	–
369.	Arnad Velalar Sangam 1-2 Sannathi Street Thiruvanaikoil District Trichy Tiruchirapalli	1491.96	–	Yes	N.A.	–
370.	Khajamalai Ladies Association All India Women's Conference New Dwlhi, Khajamalai Tiruchirapalli	128.39	–	Yes	N.A.	–
371.	Society for Education Village Action and Improvement 133 Karur Main Road Allur Village Tiruchirapalli	267.33	–	Yes	N.A.	–
372.	Women's Indian Association 43 Greenways Road Chennai	509.32	–	Yes	N.A.	–
373.	Women's Voluntary Service of Tamil Nadu 19, Mayor V. R. Ramanathan Road Chetpet, Chennai	856.75	–	Yes	N.A.	–
374.	The Tamil Nadu Board of Continuing Education "Adisheshiah Bhawan" No.1 First Street Venkatratnam Nagar Extension Adyar Chennai	267.33	–	Yes	N.A.	–
375.	Christ Full Gospel Assembly 21, Annai Therasa Nagar Villivakkam Chennai	432.57	–	Yes	N.A.	–

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		Rs				
376.	Young Women's Christian Association of Madras 1086, Poonamallee High Road Chennai	267.33	–	Yes	N.A.	–
377.	Socially, Educationally and Economically Awareness of India Movement Society E.B. Office Street, Elapakkam District Chengai M.G.R	137.76	–	Yes	N.A.	–
378.	Voluntary Educational and Economical Development Organisation, 93, Bharathidharan Nagar, Near Miilitery Road, Orikkai Kancheepuram District Chengai M.G.R	137.76	–	Yes	N.A.	–
379.	Rural Depresed Welfare Association Melkachirappattu Village Meyyur P.O. Tiruvannamalai TK District Sambuvarayar	137.76	–	Yes	N.A.	–
	State Total	**17026.62**				

UTTAR PRADESH

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs submitted	Amount UC not submitted	Reasons
380.	Mahila Udyog Prashikshan Kendra 350-A/1 Salikganj Road Mutthi Ganj Allahabad	128.39	–	Yes	N.A.	–
381.	Jan Chetna Shikshan Sansthan B-1346, Kareli Scheme Allahabad	256.77	–	Yes	N.A.	–
382.	Adarsh Janta Shiksha Samiti Pidi Karchhana Allahabad	936.43	–	Yes	N.A.	–
383.	Samaj Uthan Evam Anusandhan Sansthan, 186-8 Rani Mandi Allahabad	128.39	–	Yes	N.A.	–
384.	Harijan Evam Adivasi Vikas Seva Samiti Room No.7, Shanti Market Koraon Allahabad	256.77	–	Yes	N.A.	–

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		Rs				
385.	Shri Lal Bahadur Shastri Smarak Gramodyog Pratisthan Lokmanpur G.T. Road, Allahabad	256.77	–	Yes	N.A.	–
386.	Lok Shikshan Grameen Uthan Evam Anusandhan Samiti 358-A, Dariyabad Allahabad	256.18	–	Yes	N.A.	–
387.	Dalit Avam Shosit Samaj Kalyan Samiti 129/40-G, New Chakia Kasari Masari Allahabad	252.80	–	Yes	N.A.	–
388.	Shramik Vikas Seva Ashram 40/5 Labour Colony Naini, Allahabad	209.72	–	Yes	N.A.	–
389.	Anjuman Talimat Islamiya Karimiya 62-A Kareli Scheme Allahabad	1403.09	–	Yes	N.A.	–
390.	Indira Gandhi Shiksha Samiti Village and Post Pidi Karchhana Allahabad	104.17	–	Yes	N.A.	–
391.	Harijan Evam Nirbal Shiksha Vikas Samiti 161, Old Katra Allahabad	394.54	–	Yes	N.A.	–
392.	Society for Expansion of Multipurpose Education 541, Mumfordganj Allahabad	137.76	–	Yes	N.A.	–
393.	Arya Kanya Vidyalaya Samiti Sirathu Allahabad	264.40	–	Yes	N.A.	–
394.	Daraganj Gramodyog Vikas Sansthan 109, Tagore Town Allahabad	877.64	–	Yes	N.A.	–
395.	Society for Expansion of Multipurpose Education 541 Mumfordganj Allahabad	137.76	–	Yes	N.A.	–

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		Rs				
396.	Society for Rehabilitation and Development of Rural Workers Flat No. 135, Plot No.56 Amrapali Group Housing Society IP Extension Patparganj, Delhi	267.33	–	Yes	N.A.	–
397.	All India Children Care and Educational Development Society Azamgarh	468.12	–	Yes	N.A.	–
398.	Shri Ram Saran Smarak Sewa Sansthan Mohamadpur Mai Via - Bisoli Badaun	249.51	–	Yes	N.A.	–
399.	Purshottam Das Tandon Shishu Niketan Village Esampur P.O. Bahjoi Moradabad	251.15	–	Yes	N.A.	–
400.	Srajan Uttar Pradesh Nekpur Civil Lines Near Jailigam Office Badaun	267.33	–	Yes	N.A.	–
401.	India Literacy Board Literacy House P.O. Alambagh Lucknow	1986.13	–	Yes	N.A.	–
402.	Myana Gramodyog Sewa Sanstha Murari Nagar G.T. Road Khurja	927.44	–	Yes	N.A.	–
403.	Bal Kalyan Kendra Pindra Post Deoria District Deoria	1401.86	–	Yes	N.A.	–
404.	Jan Kalyan Shiksha Samiti Vill. and P.O. Bhathahin Khurd (Lala) Via, Fazil Nagar District Deoria	3280.32	–	Yes	N.A.	–
405.	Samaj Kalyan Shiksha Sansthan Village Baliawa (Karawanahin) P.O. Nakatohan Mishra	448.92	–	Yes	N.A.	–

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372.	Women's Indian Association 43 Greenways Road Chennai	509.32	–	Yes	N.A.	–
373.	Women's Voluntary Service of Tamil Nadu 19, Mayor V. R. Ramanathan Road Chetpet, Chennai	856.75	–	Yes	N.A.	–
374.	The Tamil Nadu Board of Continuing Education "Adisheshiah Bhawan" No.1 First Street Venkatratnam Nagar Extension Adyar Chennai	267.33	–	Yes	N.A.	–
375.	Christ Full Gospel Assembly 21, Annai Therasa Nagar Villivakkam Chennai	432.57	–	Yes	N.A.	–

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387.	Dalit Avam Shosit Samaj Kalyan Samiti 129/40-G, New Chakia Kasari Masari Allahabad	252.80	–	Yes	N.A.	–
388.	Shramik Vikas Seva Ashram 40/5 Labour Colony Naini, Allahabad	209.72	–	Yes	N.A.	–
389.	Anjuman Talimat Islamiya Karimiya 62-A Kareli Scheme Allahabad	1403.09	–	Yes	N.A.	–
390.	Indira Gandhi Shiksha Samiti Village and Post Pidi Karchhana Allahabad	104.17	–	Yes	N.A.	–
391.	Harijan Evam Nirbal Shiksha Vikas Samiti 161, Old Katra Allahabad	394.54	–	Yes	N.A.	–
392.	Society for Expansion of Multipurpose Education 541, Mumfordganj Allahabad	137.76	–	Yes	N.A.	–
393.	Arya Kanya Vidyalaya Samiti Sirathu Allahabad	264.40	–	Yes	N.A.	–
394.	Daraganj Gramodyog Vikas Sansthan 109, Tagore Town Allahabad	877.64	–	Yes	N.A.	–
395.	Society for Expansion of Multipurpose Education 541 Mumfordganj Allahabad	137.76	–	Yes	N.A.	–

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		Rs				
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398.	Shri Ram Saran Smarak Sewa Sansthan Mohamadpur Mai Via - Bisoli Badaun	249.51	–	Yes	N.A.	–
399.	Purshottam Das Tandon Shishu Niketan Village Esampur P.O. Bahjoi Moradabad	251.15	–	Yes	N.A.	–
400.	Srajan Uttar Pradesh Nekpur Civil Lines Near Jailigam Office Badaun	267.33	–	Yes	N.A.	–
401.	India Literacy Board Literacy House P.O. Alambagh Lucknow	1986.13	–	Yes	N.A.	–
402.	Myana Gramodyog Sewa Sanstha Murari Nagar G.T. Road Khurja	927.44	–	Yes	N.A.	–
403.	Bal Kalyan Kendra Pindra Post Deoria District Deoria	1401.86	–	Yes	N.A.	–
404.	Jan Kalyan Shiksha Samiti Vill. and P.O. Bhathahin Khurd (Lala) Via, Fazil Nagar District Deoria	3280.32	–	Yes	N.A.	–
405.	Samaj Kalyan Shiksha Sansthan Village Baliawa (Karawanahin) P.O. Nakatohan Mishra	448.92	–	Yes	N.A.	–

District Deoria

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		Rs				
406.	Nehru Yuva Kendra Sangathan East Plaza Indira Gandhi Indoor Stadium New Delhi	244.73	–	Yes	N.A.	–
407.	Jatmalpur Shiksha Prasar Samiti Village Jatmalpur P.O. Piperpatee District Deoria	497.15	–	Yes	N.A.	–
408.	Sri Jagadamba Bal Vidya Mandir Sultangarh, Fatehpur	620.75	–	Yes	N.A.	–
409.	Bal Evam Mahila Kalyan Samiti 80, Ismail Ganj Fatehpur	492.93	–	Yes	N.A.	–
410.	Swami Atmdav Gopalanand Shiksha Sansthan Ugarpur, P.O. Pipergaon District Farrukhabad	513.42	–	Yes	N.A.	–
411.	Ganga Rani Balika Vidyalaya Rampur Baiju Chhibramau, Farrukhabad	248.56	–	Yes	N.A.	–
412.	Vasudev Vidyapeeth Siksha Sansthan Garhia P.O. Kankapur District Farrukhabad	255.11	–	Yes	N.A.	–
413.	Shri Babu Singh Vidyalaya Mahmudpur Khas Post Kunwarpur Banwari District Farrukhabad	256.65	–	Yes	N.A.	–
414.	Shri Sant Raghavdas Tyagi Jr. High School Samiti Mohmadpur Devaria P.O. Jahanganj District Farrukhabad	127.69	–	Yes	N.A.	–
415.	Brasoo Balika Vidyalaya Nagla Sisam Chhibramau District Farrukhabad	224.40	–	Yes	N.A.	–
416.	J.P. Seva Samiti Villge Firojpur P.O. Amolar	266.15	–	Yes	N.A.	–

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		Rs				
4417.	People's Institute for Development and Training A-12, Paryavaran Complex Maidangarhi Road New Delhi	518.25	–	Yes	N.A.	–
4418.	Madhyam Satyakam Shiksha Kendra Vijayanagar Colony Gorakhnath Road Gorakhpur	911.68	–	Yes	N.A.	–
4419.	Gramin Vikas Sansthan Padri Bazar District Gorakhpur	265.21	–	Yes	N.A.	–
4420.	Indian Institute of Rural Development 6th Lane, Saket Colony Muzaffarnagar	252.03	–	Yes	N.A.	–
4421.	Champa Devi Nari Vikas Sansthan Thawai Ka Pul District Gorakhpur	514.89	–	Yes	N.A.	–
4422.	Urmila Gramodyog Seva Samiti House No. WS 692 Bharatpuri Colony P.O. Babhni Kanoongo District Gonda	248.58	–	Yes	N.A.	–
4423.	Sarvajanik Shikshonnayan Sansthan Village and P.O. Allipur District Hardoi	256.77	–	Yes	N.A.	–
4424.	Urmila Samaj Kalyan Samiti 163 E, Purana Boarding House Hardoi	254.85	–	Yes	N.A.	–
4425.	Amar Saheed Narpati Singh Smarak Samiti Madhoganj, Hardoi	256.75	–	Yes	N.A.	–
4426.	Sarvodaya Ashram 8 Khageshwar Purva Canal Road District Hardoi	269.73	–	Yes	N.A.	–
4427.	Late Dr Sher Singh Verma Seva Sadan Village and P.O. Sadarpur	256.67	–	Yes	N.A.	–

District Hardoi

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		Rs				
428.	Trimurti Seva Sansthan 162 Chauhan Thok Hardoi	383.41	–	Yes	N.A.	–
429.	Bhimrao Ambedkar Dalit Seva Gramothan Jan Kalyan Samiti 175-E, Jitendera Niwas Sandi Road Kotwali City Hardoi	265.51	–	Yes	N.A.	–
430.	Adarsh Jan Kalyan Parishad Bilgram District Hardoi	986.50	–	Yes	N.A.	–
431.	Ekta Career Institute 373/3 Gwalior Road Civil Lines Jhansi	496.15	–	Yes	N.A.	–
432.	Ashutosh Sewa Sansthan Jhinjhak Kanpur - Dehat	267.33	–	Yes	N.A.	–
433.	Gayatri Samaj Kalyan Samiti Sarsol, District Kanpur	267.33	–	Yes	N.A.	–
434.	Shaheed Memorial Society E-1698, Rajaji Puram Lucknow	935.39	–	Yes	N.A.	–
435.	Irshad Academy 606, Zaidi Nagar Meerut	788.28	–	Yes	N.A.	–
436.	Samajothan Avam Shiksha Pracharni Sansthan Durveshpur Mawana, Meerut	786.42	–	Yes	N.A.	–
437.	Bimla Gramodyog Seva Sansthan 178 Rajender Nagar Meerut	372.74	–	Yes	N.A.	–
438.	Sarv Daliya Manav Vikas Kendra Bahjoi, Moradabad	2124.46	–	Yes	N.A.	–
439.	Adarsh Seva Samiti 326/1 Saket Colony Muzaffarnagar	496.28	–	Yes	N.A.	–
440.	Nishat Shiksha Samiti 427, Astana, Nai Basti	501.96	–	Yes	N.A.	–

Haldwani
Nainital

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
441.	Janpriya Sewa Sansthan 198, Palton Bazar Pratapgarh	935.34	–	Yes	N.A.	–
442.	Pratapgarh Mahila Kalyan Evam Shiksha Samiti Devkali, Opposite Planning Office Pratapgarh	255.89	–	Yes	N.A.	–
443.	Triveni Manav Udhmita Vikas Sansthan Poore Pitai Allahabad-Faizabad Road Pratapgarh	534.65	–	Yes	N.A.	–
444.	Pratapgrah Gramothan Samiti Poore Bedua, Afim Ki Kothi District Pratapgarh	137.76	–	Yes	N.A.	–
445.	Adarsh Shiksha Samiti A-53, Indu Vihar Avas Colony Pratapgarh	137.76	–	Yes	N.A.	–
446.	Manav Uttkarsh Samiti 67, Civil Lines, Katra Road District Pratapgarh	267.33	–	Yes	N.A.	–
447.	Mahila Kalyan Samiti 73 Sher Mohd, Pilibhit	409.19	–	Yes	N.A.	–
448.	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Rai Bareli	2333.28	–	Yes	N.A.	–
449.	Samudayik Vikas Avam Samaj Kalyan Sansthan Quila Bazar, Rae Bareli	505.84	–	Yes	N.A.	–
450.	Avadh Lok Seva Ashram Jawahar Marg Chauraha Main Road, Lal Ganj Rae Bareli	248.58	–	Yes	N.A.	–
451.	Sarvodaya Seva Sansthan Bara Ghoshiana Malik Mau Road Rae Bareli	267.33	–	Yes	N.A.	–
452.	District Council for Child Welfare	267.33	–	Yes	N.A.	–

Gulab Road
District Rae Bareli

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
453.	Jai Bhartiya Gramodyog Sansthan Swatantra Nagri, Saharanpur	254.80	–	Yes	N.A.	–
454.	Amethi Mahila Swachhik Sewa Samiti Amethi Sultanpur	256.77	–	Yes	N.A.	–
455.	Gram Vikas Sewa Sansthan Near Ram Lila Ground Jagdishpur (N.R. Nihalgarh) District Sultanpur	128.39	–	Yes	N.A.	–
456.	Madhyamik Vidyalaya Purab Goan Saresar Sansthan Post Saresar, Block Jagdishpur District Sultanpur	137.76	–	Yes	N.A.	–
457.	Jan Jati Vikas Samiti Railway Station Road Robertsganj, Sonebhadra	247.75	–	Yes	N.A.	–
458.	Banwasi Seva Ashram Govindpur Murra Sonebhadra	519.55	–	Yes	N.A.	–
459.	Sarvodaya Shiksha Sadan Samiti Railway Station Road Shikohabad District Ferozabad	934.08	–	Yes	N.A.	–
	State Total	**40754.73**				
WEST BENGAL						
460.	Sree Ramkrishna Satyananda Ashram Village Jirakpur, P.O. Basirhat Railway Station Distt. 24 Pargana	2982.52	–	Yes	N.A.	–
461.	Tagore Society for Rural Development Rangabelia Village and P.O. Rangabelia via Gosala 24 Parganas (South)	518.25	–	Yes	N.A.	–
462.	Tagore Society for Rural Development	508.74	–	Yes	N.A.	–

14, Khudiram Bose Road
Calcutta

Sl. No.	Name of Organisation and Address	Recurring in 000's	Non-Recurring	Whether UCs have been submitted by the NGO for grants received for last 3 years	The amount for which UC not submitted and reasons thereof	Reasons for releasing further grants without insisting on UCs
		Rs				
463.	Calcutta Urban Service Consortium 16, Sudder Street Calcutta	2069.94	–	Yes	N.A.	–
464.	Samatat Sanstha 172 Rash Behari Avenue Flat No. 302 Calcutta	495.01	–	Yes	N.A.	–
	State Total	**6574.46**				
DELHI						
465.	Dr A.V. Baliga Memorial Trust Link House Bahadur Shah Zafar Marg.	504.53	–	Yes	N.A.	–
466.	Nehru Bal Samiti E-63 South Extension Part-1	492.42	–	Yes	N.A.	–
467.	Jan Jagariti Educational Society M-186, Mangolpuri	381.03	–	Yes	N.A.	–
468.	All India Konark Educational and Welfare Society, Q-21, Vikas Vihar Manas Kunj Uttam Nagar	256.27	–	Yes	N.A.	–
	State Total	**1634.26**				
	Grand Total	**261532.14**				

APPENDIX V

Outstanding Audit Paras of the Reports of the C&AG for the Period 1990 to 1997

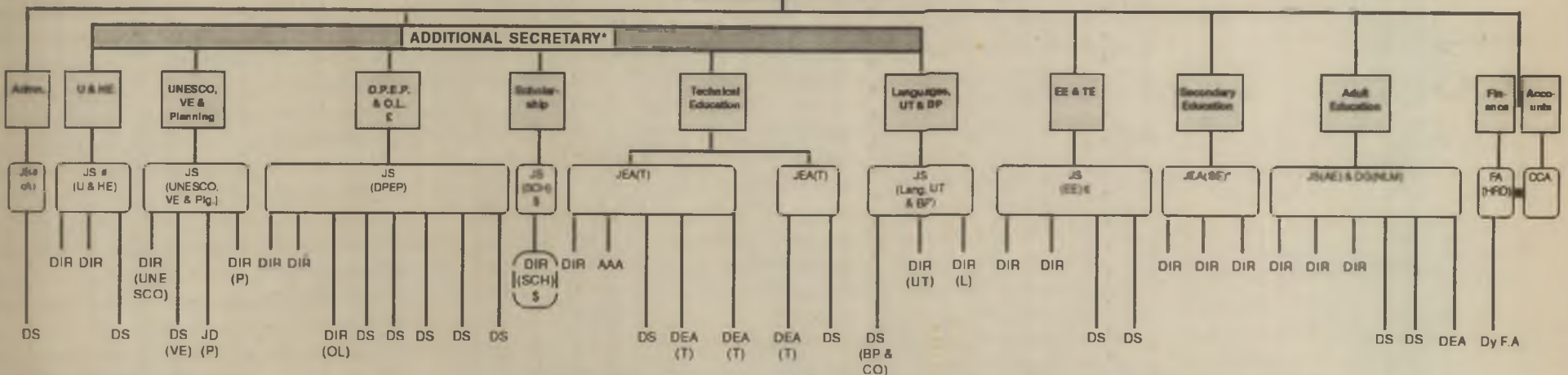| Sl. No.	Report No. and Para No.	Brief Subjects/Name of the Organisations
	No. 8 of 1990	
1.	7	Indian Institute of Management, Bangalore
	No. 11 of 1991	
2.	2	University Grants Commission, New Delhi
	No. 11 of 1992	
3.	8	Consultancy work — SPA, New Dehi
	No. 2 of 1994	
4.	3.4	Operation Blackboard
	No. 11 of 1994	
5.	16	Idle equipment — RIT, Jamshedpur
6.	20	Short recovery of electricity and water charges — JMI, New Delhi
7	21	Idle Outlay — NERIST, Itanagar
	No. 1 of 1995	
8.	10.1	Improvement of Science Education in Schools
	No. 11 of 1995	
9.	11	Indian Institute of Management, Calcutta
10.	12	Navodaya Vidyalaya Samiti, New Delhi
11.	13	Control over assets acquired by various grantee institutions — UGC, New Delhi
	No. 3 of 1996	
12.	13	Viswa Bharati
13.	14	Avoidable increase in cost of works — KVS, New Delhi
14.	15	Blocking of funds in construction works — NVS, New Delhi
15.	19	Loss of Rs 61.56 lakhs — CTSA, New Delhi
16.	21	Injudicious purchase of equipment — NEHU, Shillong
17.	22	Blocking of funds — NEHU, Shillong
18.	23	Infructuous expenditure — NEHU, Shillong
19.	24	Commencement of works without adequate provision — NIEE. Munmbnbai
	No. 3 of 1997	
20.	2	Restructuring and Reorganisation of Teacher Education
	No. 4 of 1997	
21.	7	Idle equipment — Aligarh Muslim University
22.	9	Loss due to inadequate investment of GPF — CTSA, New Delhi
23.	10	Blocking of funds — KVS, New Delhi
24.	11	Irregular payment of leave encashment — MNREC, Allahabad
25.	13	Inadmissible revision of pay scales — UGC, New Delhi

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF EDUCATION

MINISTER OF HUMAN RESOURCE DEVELOPMENT

EDUCATION SECRETARY

ADDITIONAL SECRETARY*

Top-level boxes:
- Admn.
- U & HE
- UNESCO, VE & Planning
- O.P.E.P. & O.L. £
- Scholarship
- Technical Education
- Languages, UT & BP
- EE & TE
- Secondary Education
- Adult Education
- Finance
- Accounts

Second level:
- Jite o/s
- JS # (U & HE)
- JS (UNESCO, VE & Plg.)
- JS (DPEP)
- JS (SCH) $
- JEA(T)
- JEA(T)
- JS (Lang, UT & BP)
- JS (EE) €
- JEA(SE)
- JS(AE) & DG(NLM)
- FA (HRD)
- CCA

DIR level:
- DIR DIR
- DIR (UNESCO)
- DIR (P) DIR DIR DIR
- DIR (SCH) $ DIR AAA
- DIR (UT) DIR (L) DIR DIR
- DIR DIR DIR DIR DIR DIR

DS level:
- DS
- DS
- DS (VE) JD (P)
- DIR (OL) DS DS DS DS DS
- DS DEA (T) DEA (T) DEA (T) DS DS (BP & CO)
- DS DS
- DS DS DEA Dy F.A

Bottom boxes (left to right):

Box 1:
- University Grants Commission
- Central Universities
- Indian Institute of Advanced Studies, Shimla
- Indian Council of Soc. Science Research, Historical Research, Phil. Research
- National Eval Orgn

Box 2:
- National Institute of Educational Planning and Admn.

Box 3:
- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg Colleges
- Indian Instt. of Management
- School of Plg. & Architecture
- Educational Consultants of India Ltd.
- Regional Offices

Box 4:
- Central Hindi Directorate
- Kendriya Hindi Sansthan
- Bureau for Promotion of Urdu
- Central Institute of Indian Languages
- Comm. for Scientific & Tech. Terminology
- Central Instt. of English & Foreign Languages
- National Book Trust
- Kendriya Vidalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

Box 5:
- National Bal Bhavan
- National Council for Teacher Education

Box 6:
- National Council of Educational Research & Trg
- Central Board of Secondary Education
- National Open School

Box 7:
- Directorate of Adult Education
- National Institute of Adult Education

Abbreviations

AAA	Additional Apprenticeship Adviser	Dy.FA	Deputy Financial Adviser	SCH	Scholarships	
AE	Adult Education	EE	Elementary Education	SE	Secondary Education	
BP	Book Promotion	FA	Financial Adviser	SKT	Sanskrit	
CCA	Chief Controller of Accounts	HTU	Hindi Translation Unit	T	Technical	
CO	Copyright	JD	Joint Director	TE	Teacher Education	
DPEP	District Primary Education Programme	L	Languages	U & HE	University & Higher Education	
		NLM	National Literacy Mission	UT	Union Territories	
		OL	Official Language	VE	Vocational Education	
		P	Planning			

Notes

* In the Bureau of SE, work relating to ET Division is routed through AS
$ Post has been upgraded to the level of JS upto 31.3.1998
# JS(U & HE) is also looking after the charge of JS(Admn.)
£ In DPEP the work relating to Lok Jumbish/Co-ordination with SIDA is to be routed through JS(EE)