

# ANNUAL REPORT 1998-99

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MINISTRY OF HUMAN  
RESOURCE DEVELOPMENT  
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GOVERNMENT OF INDIA  
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## Abbreviations

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



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



<b>SCHE</b>	State Council of Higher Education	<b>TTTIs</b>	Technical Teacher Training Institutes
<b>SCVE</b>	State Council of Vocational Education	<b>UEE</b>	Universalisation of Elementary Education
<b>SDAE</b>	State Directorate of Adult Education	<b>UGC</b>	University Grants Commission
<b>SH</b>	Speech Handicap	<b>UNDP</b>	United Nations Development Programme
<b>SICI</b>	Shastri Indo-Canadian Institute	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>SIET</b>	State Institute of Educational Technology	<b>UNFPA</b>	United Nations Population Fund
<b>SIDA</b>	Swedish International Development Agency	<b>UNICEF</b>	United Nations Children's Fund
<b>SKP</b>	Shiksha Karmi Project	<b>USEFI</b>	United States Educational Foundation in India
<b>SLMA</b>	State Literacy Mission Authority	<b>UT</b>	Union Territory
<b>SOPT</b>	Special Orientation Programme for Primary Teacher	<b>VEC</b>	Village Education Committee
<b>SRC</b>	State Resource Centre	<b>VH</b>	Visual Handicap
<b>STEI</b>	Secondary Teacher Education Institute	<b>VRC</b>	Vocational Rehabilitation Centre
<b>TC</b>	Teachers Centre	<b>ZSS</b>	Zilla Saksharta Samiti
<b>TLC</b>	Total Literacy Campaign		

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The nation is now firmly committed to provide Education For All. Overriding priority to provide compulsory primary education, coverage of children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, special focus on the education of SCs/STs and Minorities are the major strategies to achieve the national goal of Universalisation of Elementary Education.

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## Overview

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### Introduction

**E**ducation is the key to all processes of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all-round development of human potential—material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit — thus furthering the goal of socialism, secularism and democracy enshrined in our Constitution. Education develops manpower for different levels of economy and empowers the poor masses to become self-reliant enough to participate in the process of national

### CHAPTER

# 1

development. Education is thus an instrument for developing an economically prosperous society and for ensuring equity and social justice.

The education scenario at the time of independence was structurally flawed with inequities characterised by gender, social and regional imbalances. Even though the post-independence period saw significant achievements in the field of education, the structural flaws continued and, to a certain extent, got accentuated. An attempt to take a holistic view was made in 1986 through the National Policy on Education.

The National Policy on Education (NPE), 1986 is a landmark in the history of Indian education. The NPE visualised education as a dynamic, cumulative, life-long process, providing diversity of learning opportunities to all segments of society. It envisaged improvement and expansion of education in all sectors; elimination of disparities in access and stresses on improvement in the quality and relevance of education at all levels—from primary to higher education along with technical and professional education. The National Policy on Education (NPE) also emphasised 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 minorities.

The nation is now firmly committed to provide Education For All. Overriding priority to provide compulsory primary education, coverage of children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, special focus on the education of SCs/STs and Minorities are the major strategies to achieve the national goal of Universalisation of Elementary Education (UEE). The educationally backward areas are given special attention to remove regional disparities. Emphasis has been laid on the improvement of infrastructural facilities in the primary schools to make the school environment more attractive. Flexible and innovative programmes in the form of Non-Formal Education (NFE) have been launched to cater to school dropouts, girls, working children, etc. The National Literacy Mission (NLM) was set up to represent a national and political commitment on the need to harness all social forces to achieve the objective of

eradicating illiteracy and effecting a qualitative change in the lives of the people. It has made it possible for the country to set a target of making 100 million non-literates in the age group of 15-35 years functionally literate.

Vocationalisation has been given emphasis to develop healthy attitude among students towards work and life, to enhance individual employability to reduce the mismatch of demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose.

Secondary Education has its importance in the national development as it provides large skilled manpower for the economy and prepares for higher, technical and professional education. It is the stage where a proper understanding of work ethos and values of a humane and composite culture is provided to future citizens of the country.

There is great demand for expansion of higher education on account of increasing expansion of primary and secondary education and rising social expectations. Consequently, emphasis has been on the removal of disparities and to equalise educational opportunities attending to the specific needs to those who have been denied equality so far. The country is passing through major economic developments with liberalisation and globalisation of the economy. The universities are also expanding their territorial boundaries through distance education. In all these areas, quality assurance has become a major focus.

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.

Having regard to the size of the population, diversity and economic frailties the challenges are enormous. This realisation 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 resume of the current state of education in some of the areas of fundamental concern.

## Elementary Education

The Elementary Education system in India is one of the largest in the world. There has been massive expansion of Elementary Education (EE) during the post-independence period, however, the goal of Universalisation of Elementary Education (UEE) is yet to be achieved.

Universal access, universal retention and universal achievements are broad parameters to achieve UEE. Considering the magnitude and the complexity of the problem, meticulously formulated strategies have been adopted in the form of Operation Blackboard (OB), Non-Formal Education (NFE), Teacher Education (TE), District Primary Education Programme (DPEP) to address the specific problem areas, gender and regional disparities.

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

Unattractive school environment, unsatisfactory conditions of buildings and insufficiency of instructional material acting as major demotivating factors for enrolment and retention of children in primary schools called for a drive called Operation Blackboard for substantial improvement in the infrastructural facilities at the primary stage. The physical targets for the Eighth Plan were achieved with remarkable success. The scheme has been expanded to cover upper primary schools as well. A national evaluation of the scheme has been entrusted to NIEPA recently.

A large and systematic programme of Non-Formal Education (NFE), which is an integral component of the strategies to achieve UEE has been taken up to cover children who cannot attend formal school due to socio-economic compulsions. Girls, working children, dropouts and those belonging to SC/ST and deprived

sections of the society stand to benefit from this approach. NFE has enough flexibility to provide education at their doorsteps to enable them to learn at their own pace and convenience. The major challenge is for NFE to maintain quality comparable with the formal system.

The National Programme of Nutritional Support to Primary Education is intended to boost enrolment, attendance and retention in primary schools and also to supplement nutritional requirements of children. The scheme covers the children studying in primary classes in the Government, local body and Government-aided schools throughout the country. Total beneficiaries are estimated to be 9.75 crores in nearly 6.88 lakh primary schools in the country during the period under report.

The District Primary Education Programme provides special thrust to achieve Universalisation of Primary Education (UPE) through decentralised planning and management, disaggregated target setting, community mobilisation, district and population specific planning. The programme mainly aims at providing access to primary education for all children, reducing dropout rates to less than 10 per cent, increasing level of achievements of primary students by at least

25 per cent and reducing the gap among gender social groups to less than 5 per cent catering to the needs of special target groups like tribals, SCs, women and other marginalised sections.

The Teacher Education scheme envisages setting up of DIETs in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also envisages establishment of CTEs/IASEs to organise pre-service and in-service training for secondary teachers and provide extension and resource support service to secondary schools. IASEs are expected to conduct programmes for preparation of elementary teacher educators; conduct in-service training for elementary and secondary teacher educators and Principals of secondary schools; engage in advanced level fundamental and applied research especially of inter-disciplinary nature; and provide academic guidance to DIETs and support services to CTEs. 448 DIETs, 76 CTEs and 34 IASEs have been established under the scheme till the end of January 1999.

Some area-specific externally aided projects in the field of primary education are also being implemented. Shiksha Karmi Project (SKP) aims at universalisation and qualitative improve-



ment to primary education in remote and socio-economic backward villages of Rajasthan with focus on girls. It identifies teacher absenteeism as a major problem in primary schools and in inaccessible areas. Mobilisation and participation of the community to improve primary schools is an important feature of the project. Lok jumbish is an innovative people's movement for education. Bihar Education Project (BEP) is meant to provide education for all through people's mobilisation and participation. It 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.

## Adult Education

Literacy is an important tool for communication, learning and information. It is a virtual precondition for individual and national development. The National Literacy Mission represents a national and political commitment on the need to harness all social forces to achieve the objective of eradicating illiteracy and 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 in the foreseeable future.

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 in a district, Post Literacy Programme (PLP) 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 and skill upgradation. A total of 450 districts have been covered by TLCs. Of

these, 250 districts have moved into the Post Literacy phase.

The ultimate objective is to carry forward the literacy programmes in the district to the third phase of life-long learning which is conceived under the scheme of Continuing Education. In this final phase the Centre-based approach in a revitalised and restrengthened form is brought back to the centrestage of adult education activities. The Continuing Education Centres would aim to create a learning environment in the villages and habitation which they serve. There would be opportunities here for addressing the residual non-literates and for providing neo-literates with Equivalency Programmes, Income Generation Programmes, Quality of Life Improvement Programmes, and Individual Interest Promotion Programmes.

The NLM takes special care to emphasise linkages between literacy and life and in so doing provides enhanced opportunities for skill development and improved income generation. This attempt is operationalised through the scheme of Shramik Vidyapeeths. 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 which mainly constitute the socially and economically deprived sections of worker communities with specifically tailored programmes. This provides knowledge and imparts vocational and technical skills in an integrated manner. The programme helps in enhancing employment opportunities and supplementing their income.

The NLM also lays emphasis on involving voluntary agencies. Several of them have been provided with assistance to take up innovative programmes on adult education in various parts of the country.

The NLM also has set up 25 State Resource Centres which provide academic input, improved training practices and opportunities for creation of imaginative literature for neo-literates.

Under Adult Education Programmes 72.56 million persons have been made literate so far, 60 per cent of them are women; 22.40 per cent are SCs and 13.20 per cent belong to STs.

The NLM has a system of concurrent and external evaluation of literacy campaigns and post-literacy programmes by reputed research agencies in the field of social sciences.

According to the National Sample Survey Organisation (NSSO) the percentage of literacy has increased from 52 in 1991 to 62 in 1997 and projected at 64 for 1998.

The quantum jump of 10 per cent between 1991 and 1997 and 12 per cent between 1991 and 1998 thus compares extraordinarily favourable with the decadal trends of previous years which are at an average of 8.5 per cent since Independence. The urban-rural differential in literacy rates has also shown a marked decline of 4 per cent, this is faster than in any previous decade. The rise in female literacy between 1991 and 1997 has been 11 per cent whereas the male literacy rate has risen by 9 per cent. This is a tribute to the special emphasis laid by NLM on women's participation. With annual rate of literary growth of 2 per cent revealed by NSSO survey, India could be expected to touch sustainable threshold level of 75 per cent by 2005.

Although the literacy campaigns are being implemented with varying degrees of success, it is certain that remarkable progress has been achieved. The focus is now on the four low literacy Hindi-speaking States which together account for nearly 50 per cent of the total number of illiterates in the country. Now that the process has begun in these States as well, the goal of universal literacy appears closer.

Some of the spin-offs of TLCs have been improved enrolment at primary level; social empowerment of women; improvement in immunisation and acceptance of the small family norms and organised correction of superstitions and social evils. This has generated a great demand for adult education projects throughout the country.

The National Literacy Mission has undertaken a number of new initiatives in adult education. These include rigorous system of monitoring of literacy campaigns; transparent and more effective evaluations; sensitising Panchayati Raj representatives to ensure mass participation in literacy programmes and decentralising of financial and administrative powers to State Literacy Mission Authorities.

## Secondary Education

Secondary Education which serves as a bridge between primary and higher education serves

a step towards preparation for higher and professional education. Socio-economic imperatives and initiatives taken during the Eighth Plan to provide learning facilities to school going children up to elementary stage, has necessitated that the perspective for Secondary Education Sector in the Ninth Plan would be, besides vocationalisation, substantial expansion of infrastructure, innovation in harnessing technology for improved teaching/learning and quality upgradation. This visualises the maximum expansion requirements of the secondary education infrastructure during the Ninth Plan without diluting the quality.

The schemes initiated during the Eighth Plan such as Vocationalisation, Improvement of Science Education, Computer Literacy, Educational Technology, special interventions for girls, Integrated Education of Disabled Children, etc. have been made fully functional during the Ninth Plan. Besides, applications of available communication technology to promote school education at all levels and in all areas figure prominently in the deficient and remote areas. For this, open learning system (Distance Education) has been emphasised.

The key issues in Secondary Education apart from access are quality, relevance, modernisation and diversification. The norms developed by the NCERT for standards of minimum facilities for schools are being provided. The concept of Minimum Levels of Learning is being extended to the secondary stage as well. Emphasis has been laid on programme in Value Education, Population Education and various newly emerging concerns such as Human Rights, Adolescence Education. Greater diversification and flexibility, proper education materials, capacity building in the schools to gradually eliminate the domination exercised by the public examinations are some of the aspects of modernisation of curriculum. The NCERT continues to play a nodal role in evaluation of textbooks from the standpoint of national integration and incorporation of core elements outlined in the National Policy on Education (NPE). More transparency and authenticity is being visualised as a part of examination reforms.

Teacher Education is being strengthened to provide quality pre-service and in-service



training to secondary school teachers to update their competency and professional skills.

The thrust on Vocational Education is continuing to meet the increasing demand of skilled manpower in the context of changing economic environment with globalisation and consequent induction of new and emerging technologies. Given the complexity and magnitude of the task a multi-pronged strategy has been adopted with multiple entry and exit options to vocational students. Almost 35 per cent of children drop out before reaching Class V and over 50 per cent reach Class VIII. Finally, only about 6 per cent reach the degree level and hence, intervention at each stage in the form of vocational education is necessary to enable the potential dropouts with some skills. The programme is being strengthened and expanded.

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 the society. These schools are intended to become pace-setters of a nationwide programme of school improvement with innovation and experimentation.

The National Open School has been providing flexible life-related education through distance education mode to deprived and socio-economically backward sections of the 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 major beneficiaries are women, SCs/STs and other deprived sections of the society. The technological advancement has increased its potential substantially.

The National Council of Educational Research and Training (NCERT) continues to provide major resource support to school education in the form of various experimental innovative programmes; to diversify and make qualitative improvements in secondary education and also reducing the burden of school bag. The NCERT textbooks have the unique distinction of being attractive and inexpensive. These books are widely adopted by schools throughout the country. 'Persons with Disability Act, 1995' has placed

responsibility on the Government to ensure that every child with disability has access to free education until the age of 18 years. The integration of disabled children in the ongoing and evolving schemes is in progress to achieve additional coverage.

## Higher Education

Higher Education has a crucial role to play in the process of progress and modernisation. There has been considerable expansion of higher education with its role for economic and social development. The expansion of the system has been affecting the quality to a great extent. The Government, during the year, has tried to focus upon the initiatives to address the quality issues in higher education.

There has been consistent efforts to improve upon the salaries and service conditions of University and College teachers so as to attract talents in the teaching profession. Accordingly, the recommendations of the Fifth Central Pay Commission were extended to the University and College teachers with further improvement and modifications in the scales suggested by the committee earlier set up by the UGC for this purpose. As a result, the expenditure on account of the salaries to Central University teachers increased over Rs 300 crores during the year 1998-99. The Government also agreed to meet 80 per cent of the expenditure incurred by the State Government towards implementation of the improved pay scales, for a period of five years.

The country made significant contribution to setting up the world agenda for higher education in the twenty-first century. A high power delegation led by the Minister for Human Resource Development attended the UNESCO World Conference on Higher Education held at Paris between 5-9 October 1999. India's amendments to the World Declaration on Higher Education were highly appreciated by the Conference. One such accepted amendment said :

Ultimately, higher education should aim at the creation of a new society—non-violent and non-exploitative—consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

The Government took concrete measures to reform Higher Education and initiated steps for restructuring the UGC to achieve the purpose, during the year. A Task Force, headed by Prof. Amrik Singh submitted its report and has recommended amendments in the UGC Act so as to provide for wholtime members in the Commission, increase the penalty for running fake universities and awarding unrecognised degrees and make the laws more stringent, regulate the operation of foreign universities, encourage the setting up of self-financing institutions that could award degrees also and allow colleges and universities to determine the tuition fees within a broad policy framework and guidelines.

By the end of Ninth Plan it is expected that at the rate of 5.5 per cent compound rate of present growth there will be 8.5 per cent million students, and 10,000 colleges. Innovative initiatives have been taken up in the form of distance education to cater to the unprecedented expansion. It is expected that reforms initiated in Higher Education during the year would go a long way to meet the needs and challenges of the system in terms of quantity as well as quality.

## Technical Education

Technical Education which includes Management Education as well, is the main vehicle of social and economic transformation in the country. It is one of the most vital and significant components of the 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 common man. It has also been instrumental in making significant contribution to India's economic development by way of manpower production and relevant activities suiting to the needs of the industry and society and adapting to the vast changes in the global economy.

### Background and Growth

The rapid industrialisation during the post-independence period witnessed phenomenal growth of technical education facilities in the country. The first three Five Year Plans were

devoted to expansion of technical education to meet the growing demands for technical personnel at Diploma, Degree and P.G. levels. From the Fourth Five Year Plan onwards, emphasis was on the improvement of quality and standards of technical education. Apart from the Government Sector, involvement of private and voluntary organisations in setting up of Technical and Management Institutes helped in the expansion of the system. From 43 Polytechnics with an intake of 3,400 students at the time of Independence, the number has grown to 1,128 Polytechnics with the intake of 1.90 lakh students in 1997. Similarly, the number of Degree level institutions and the corresponding intake figure rose from 38 and 2940 in 1947 to 552 and 1.36 lakh in 1997. 185 institutions today conduct P.G. courses in Engineering and Technology with an annual intake capacity of 16,800. Facilities for Doctoral Studies in Engineering, Technology and Applied Sciences have also been created in a number of Technical Institutions.

This quantitative increase had its repercussion on the quality of technical education. A mushroom growth of self-financing private Engineering Colleges/Technical Institutions in the country, particularly in the southern region was causing concern to the policy makers, throwing to the winds all norms and standards for ensuring quality technical education. Accordingly, AICTE which was an advisory body since 1945, was given statutory status with the introduction of AICTE ACT, 1987 with a view to the proper planning and co-ordinated development of technical education system throughout the country. The AICTE issued Regulations in October 1994 relating to grant of approval for starting new technical institutions, introduction of courses or programmes and approval of intake capacity of seats for the courses for programmes. These were subsequently amended in May 1997.

The technical education system was to enhance its coverage and accessibility suiting to the needs of organised as well as unorganised and rural sectors with its relevance to productivity. Several initiatives were taken to revamp the technical education system by modernising the laboratories, etc. in technical institutions, promoting industry-institution interaction, providing continuing education for upgrading the skill and knowledge of technical

personnel working in industry and services sector, transfer of technology to the rural sector and setting up of Technology Development Missions to meet the emerging challenges in the field of engineering and technology with active participation of industries. A major project was undertaken with the assistance of the World Bank to upgrade the technician education system for enabling the Polytechnics to improve their capacity, quality and efficiency. The scheme of Community Polytechnics was launched that aims at sustainable community development without environmental degradation by way of science and technology applications for socio-economic uplift and improvement in the quality of life of the common man through micro-level planning and people's participation at the grassroot level. The scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture specific non-formal need-based short term training in skill oriented technical/vocational trades.

To upgrade the Technician Education System in the Polytechnics, in the terms of capacity, quality and efficiency, a massive World Bank aided State Sector Project was launched in two phases starting 1990. The fall-out of the project created increase in women's participation in Technician Education from 12 per cent to 27 per cent through establishment of new Women's Polytechnics and Women's Wings in the existing Polytechnics. To render the benefits of techno-economic advances in Technical Education towards rural/community development, the scheme of Community Polytechnics with Extension Centres are functioning all over the country today including hilly, desert, coastal, remote, difficult and minority concentrated areas. Meaningful and relevant Apprenticeship Training is being provided under the apprentice Act, 1961 (amended) to a large number of Engineering Degree, Diploma and 10+2 (Vocational) Pass-outs to bridge the gap between the world of Academics and the Industry and to help them achieve better employment prospects.

Development of appropriate technical manpower with assured quality in technology and management areas, was sought to be achieved through establishment of six Indian Institutes of Technology and six Indian Institutes of Management at different places in

the country. Two specialised institutes with flexible academic design and non-conventional modular courses at Certificate, Diploma and Degree levels in Engineering/Technology/Applied Sciences, viz. (i) North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh and (ii) Sant Longowal Institute of Engineering and Technology at Village Longowal, Sangrur, Punjab were also set up for appropriate manpower development in technical areas. An Institute for Information Technology and Management for development of specified technical manpower in the emerging area of Information technology has also been set up at Gwalior.

It may thus be seen that India has a large infrastructure of technical institutions spread all over the country which qualitatively and quantitatively can compete with the best available facilities 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. The technical education system is vibrant even in the remote areas of North East (including Sikkim), Andaman & Nicobar Islands, Jammu & Kashmir and the Union Territories of, inter alia, Daman and Dadra & Nagar Haveli. Towards promotion of overall societal development in such areas through technological inputs, expansion of technical education facilities is always encouraged through establishment of newer technical institutions and strengthening of the existing ones through all sorts of academic, technical and managerial support, co-operation and guidance.

As such, while we have higher level technical institutions like (i) I.I.T, Guwahati, (ii) NERIST, Itanagar, (iii) R.E.C., Silchar and scores of Diploma level Polytechnics in the North East, the Union Territories of Delhi, Chandigarh and Pondicherry offer high quality technical education through Degree and higher level technical institutions as well as Diploma level Polytechnics which are there even in the other UTs of A&N Islands, Daman and Dadra & Nagar Haveli. The State of J&K does not lag too far behind with one Regional Engineering College at Srinagar, one Government College of Engineering and Technology at Jammu and a large number of Polytechnics in the State.

In spite of this massive and cumulative build-up of a diverse infrastructural base, technological capability and institutional growth stand threatened from the sudden and complex change in the industrial base of the country and the advent of global competition in the wake of economic liberalisation.

To face new challenges the thrust during the Ninth Plan is envisaged on the following four dimensions:

1. Sustaining and consolidating the infrastructures and initiative with visible gains developed during the Eighth Plan and expanding the scope of such infrastructures for additional gains.
2. Strengthening system of management and governance at all levels, networking between institutions and developing effective new linkages.
3. Introducing new and innovative schemes

which shall enhance the vibrancy of the system and help it conform to the emerging demands of industrial growth and societal development in terms of new technologies as well as quality enhancement.

4. Expanding the research base amongst technical institutions to effectively tackle the industrial problems related to product, process and technology developments and also the manpower need.

## Monitoring and Evaluation

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

The first in-depth review of District Primary Education Programme generally commended the progress of programme implementation and has observed that the impact of DPEP on the entire Primary Education system is visible. There has been increase in enrolment in the DPEP districts, gender and social inequities have been substantially reduced and preliminary signs of increased learning achievements are in evidence.

In the scheme of Vocational Education, a network of external agencies have been used for the evaluation of the scheme on a state-wise basis.

The National Literacy Mission (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. 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.



One of the four Constituent Departments of the MHRD, the Department of Education has been closely interacting with States and Union Territories to fulfil the role perceived by the National Policy on Education. The DOE has also been striving to achieve the objective of development of human potential in the education sector through a countrywide network of field organisations, academic institutions, etc.

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## Administration

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### Organisational Structure

**T**he 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 who is assisted by a Minister of State. The Secretariat of the Department is headed by a Secretary, who is also 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.

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## 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 (CSSTT), New Delhi
- The Central Institute of Indian Languages (CIIL), Mysore.

The important Autonomous Organisations are:

- 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, responsible for coordination and maintenance of standards in the area of Technical Education.
- The National Council for Teacher Education (NCTE), New Delhi, responsible for maintenance of standards and for development of Teacher Education.
- 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 National Council for Promotion of Urdu Language, New Delhi.
- The National Council for Promotion of Sindhi Language, Vadodara.
- Rashtriya Sanskrit Sansthan.

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. The National Bal Bhavan also provides general guidance, training facility and transfer of information to state and district Bal Bhavans in the country.

### 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 Institutes (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 Bhimmarao 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 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

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

### Languages

- The Kendriya Hindi Shikshan Mandal, Agra
- Central Institute of Indian Languages, Mysore
- Central Institute of English and Foreign Languages, Hyderabad
- The Rashtriya Sanskrit Sansthan
- Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain

### Book Promotion

The National Book Trust, New Delhi, an apex body caters to the needs of all segments of the society by publishing works of fiction and non-fiction on a variety of subjects in Indian languages including books for children and post-literacy reading material for neo-literates at moderate prices.

## Functions of the Department

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 the Union Government and the States.

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 countrywide network of field organisations, academic institutions, etc.

## Progressive Use of Hindi

The Department of Education is equipped with sufficient staff for implementation of Official Language Policy of the Union Government and Official Language Act framed thereunder. The Official Language Act, 1963 is being implemented in the Department, an Official Language Implementation Committee has been set up under the chairmanship of the Joint Secretary (Languages). The Committee in its meetings held from time to time considers the problems faced in the acceleration of the use of Hindi in the Department and suggests measures to solve the same. The Committee also reviews in its meetings the progress made in the use of Hindi in the offices and autonomous bodies under this Department. The difficulties faced by each Department are also looked into in these meetings. As a result thereof, all notifications, resolutions, general orders, circulars, memoranda, advertisements, etc. are issued bilingually. All name plates, notice boards, rubber stamps, seals, letter heads, etc.

are prepared both in Hindi and English languages. The communications received in Hindi are replied to in Hindi. The Performance Budget and Annual Administrative Report of the Department are prepared both in Hindi and English. As more than 80 per cent staff members in the Department possess working knowledge of Hindi, the Department has, therefore, been notified under Rule 10(4) by the Department of Official Language. The staff members who do not have working knowledge of Hindi are being deputed for training in Hindi in batches. Similarly, the employees who do not possess knowledge of Hindi typing and stenography are also imparted training.

All possible efforts are being made in the Department for accelerated use of Hindi in official business. In the month of September, a Hindi Fortnight is held and a number of competitions are conducted during that period. A Hindi Advisory Committee has also been set up under the chairmanship of Minister for Human Resource Development and the meetings thereof are held from time to time.

## 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.

During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst the staff members 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 transferred to other Sections/Divisions periodically on rotational basis. Disciplinary proceedings against five officials were concluded and appropriate orders were passed in two cases. Inquiry reports in three cases are under examination and submission to disciplinary authorities. Disciplinary proceedings against six officials including one gazetted officer are still in progress. Preliminary inquiry against two complaint cases pertaining to the Department of Education has been completed and the cases

have been closed on the advice of the Central Vigilance Commission. Of the 89 Autonomous Organisations and one Public Sector Undertaking under the administrative control of the Department, 53 Organisations have so far accepted the advisory jurisdiction of the Central Vigilance Commission. Of them, 27 Organisations have appointed the Chief Vigilance Officer 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 out of a total number of 89 have created their Public Grievance Redressal Machinery and have in turn designated officers as Director of Grievances. Efforts were also made to persuade the remaining four organisations to set up Machinery for Redressal of Public Grievances.

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

## Professional Development and Training of Staff

Training updates knowledge, sharpens skill and techniques and improves performance. The main objective of the Training Cell of the Department is to coordinate/monitor various training programmes for professional development of staff working in the Department of Education. The Training Cell assists in deputing the officials for training in India as well as abroad. During 1998, the Cell scrutinized and forwarded 98 nominations for various training programmes — 83 in India and 15 abroad. Out of these nominations, 65 were accepted by various institutions including five for training abroad.

## Information and Facilitation Centre

A NICNET-based Information and Facilitation



Centre which was set up in June 1997, caters to the queries of the visitors visiting the Ministry of Human Resource Development. The main objective of the Centre is to provide information to NGOs, Indian students and foreign students visiting India for higher studies.

## 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 been extending cooperation to the Administration. The meetings of the Council are arranged periodically under the chairmanship of Joint Secretary (Admn.).

## Publications

The Publication Unit is the nodal unit for coordination, compilation of bilingual (English and Hindi) Annual Report of the Department and brings out the Report every year. Besides this, the printing jobs of the Department, viz. Performance Budget, Demands for Grants, Directory of Recipients of National Award to Teachers, and other publications of the Department are a regular feature.

## Computerised Management Information System


Computerised Management Information System (CMIS) Unit was established by the Department for taking care of computerisation needs of the Department. The Unit is continuously providing

their support since its establishment. The Unit is also assisting in finalisation of hardware requirements, building up of skilled manpower and handling various requirements of the Department through computers.

Identification of areas for computerisation and to conduct feasibility studies for the development of computer-based management information system; analysis, design and development of software for the implementation of the management information system; maintenance of software packages as per varying needs of the users in the Department; act as a resource unit and provide training to the officials of the Department to develop local knowhow for day-to-day processing of information, design and develop database methodologies and build an effective educational information system and liaison with the National Informatics Centre (NIC).

To enhance the technical skill of officials in the Department, 40 members of the staff of the Department of Education were trained in usage of computer application software like DOS, Windows 95, MS-Office, Library Information System, etc. To provide E-mail facility, Internet accessibility and sharing of information among the officers of the Department, a Local Area Network (LAN) is established with the help of NIC.

The Unit is also handling software development projects of various divisions of the Department of Education. The important publications/projects/database/reports, *inter alia*, generated through data processing during the year under report are:

- Selected Educational Statistics
- Education in India Series Volumes I, II and IV
- Computerisation of International Standard Book Numbering System (ISBN)
- Database for National Programme on Nutritional Support to Primary Education
- Computerisation of work relating to Cash Section like pay billing, arrears, etc.
- Budgetary proposals of the Department
- Database on Parliament Questions
- Installation of software and hardware. 



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.

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## Education for Women's Equality

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**E**ducation is understood as an ongoing process of learning and empowerment which transcends mere literacy. The programme, which is not constrained by present agenda or predetermined targets, responds and designs interventions to meet the articulated needs of rural poor women. The *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 facilitative environment and brings in necessary resource inputs for the

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*Empowering Women through Education*

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, supports the programme bringing

in new concepts, experiences and advises on programme policies and strategies.

Mahila Samakhyā has expanded its coverage to 40 districts and over 6,876 villages in the States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Bihar, Madhya Pradesh and Assam. During 1998 the programme was expanded into a new State, i.e.,

Kerala where it would cover two districts. The effectiveness of the MS strategy in mobilising women for education has resulted in it being adopted by other basic education projects. Through the International Development Agency-assisted UP Basic Education Project, six districts have been additionally covered in Uttar Pradesh. 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.

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.

Adult and children's education continue to be of central concern to the *sanghas*. *Sanghas* have taken an active lead in enrolling 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 *sangha* agenda. Campaigns, Melas, Participatory Rural Appraisals have been some of the strategies through which issues of girls' education have been brought centre-stage. In all the States, strategies for a functional convergence with the DPEP programme are being undertaken.

Non-formal education centres for drop-outs of school girls continue to grow in numbers bearing testimony to the growing importance of girl child education within the programme as well as with the *sanghas*. The Mahila Shikshana Kendras (16 in number) are a unique residential learning opportunity for adolescent girls and young women. The curriculum based on a holistic approach includes imparting basic literacy, life skills, and a preparation to play a leadership role in the development of their communities. The Mahila

Shikshan Kendra 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 Andhra Pradesh, Mahila Samakhya has actively converged with the 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.

Under the Mahila Samakhya programme, health education has received considerable attention primarily because it is of great concern and interest for the *sanghas*. Baroda Unit of MS in Gujarat has opened two Jasod Health Centres in which use of herbal medicines, home-made remedies are propagated. Baroda Unit has also initiated necessary plantation of medicinal plants as part of dealing with health problems as well as economic development programme in collaboration with State Forest Department.

As the *sanghas* have become stronger, demands for economic programmes have been on the rise. Thrift and credit has picked up as a vibrant 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 *sanghas*. In Baroda district, District Rural Development Agency (DRDA) training on file making and flour mills are organised and in Rajkot, Training Rural Youth for Self Employment (TRYSEM) training was organised in 19 villages. In Mahabubnagar district in Andhra Pradesh, 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), TRYSEM, DRDA, etc. has increased substantially.



Universalisation of Elementary Education (UEE) has been accepted as a national goal. In order to achieve this 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. 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 within a period of 10 years.

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## Elementary Education

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### CHAPTER

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**A**n 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 within a period of 10 years. 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.

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

1. 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.
2. Provision of Non-formal Education (NFE) for school drop-outs, working children and girls who cannot attend formal schools.
3. Provision of early childhood care and education to children of 3-6 years of age.

### Universal Retention

Reduction of drop-out rate between Classes I-V and I-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

1. Expansion of Minimum Levels of Learning (MLLs) to all primary schools and extension of this concept to the upper primary stage.
2. Substantial improvement in school infrastructure, teacher education and in quantity and quality of teaching-learning material.
3. 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:

Number of Institutions (in lakhs)		
	1950-51	1997-98
Primary Schools (Classes I-V)	2.10	6.10
Upper Primary Schools (Classes VI-VIII)	0.13	1.85
	<u>2.23</u>	<u>7.95</u>

Number of Teachers (in lakhs)		
	1950-51	1997-98
Primary Schools (Classes I-V)	5.38	18.72
Upper Primary Schools (Classes VI-VIII)	0.86	12.02
	<u>6.24</u>	<u>30.84</u>
Enrolment		
	1950-51	1997-98
<b>Primary Stage</b>		
Total Enrolment (in Lakhs)	191.54	1087.82
Gross Enrolment Ratio (per cent)	42.60	<u>80.70</u>
<b>Upper Primary Stage</b>		
Total Enrolment (in lakhs)	31.19	394.87
Gross Enrolment Ratio (per cent)	12.70	<u>58.50</u>

Accessibility of schooling facilities is no longer a major problem. At the primary stage 94 per cent of the country's rural population now have schooling facilities within one km distance. At upper primary stage also 83.98 per cent of rural population have a school within 3 km distance. 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 exceed 100 per cent, there are quite a few States where the ratio is considerably lower. These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu and Kashmir and Meghalaya. At the upper primary stage, these States and in addition, Andhra Pradesh, Orissa and Sikkim have GER 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 of UEE.

### Gender Disparities

While Universalisation of Elementary Education is the ultimate goal, no strategy or programme of action can succeed without addressing itself to gender and regional dimensions specifically. Gender disparities are conspicuous in regard to enrolment and retention. Girls' enrolment has grown at primary stages from 5.4 million in 1950-51 to 47.4 million in 1997-98 and that at upper primary stages from 0.5 million to 15.87 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 primary stage and 39.0 per cent at upper primary stage. The drop-out rate of girls is much higher than that of boys at primary and upper primary stages.

### Scheduled Castes and Scheduled Tribes

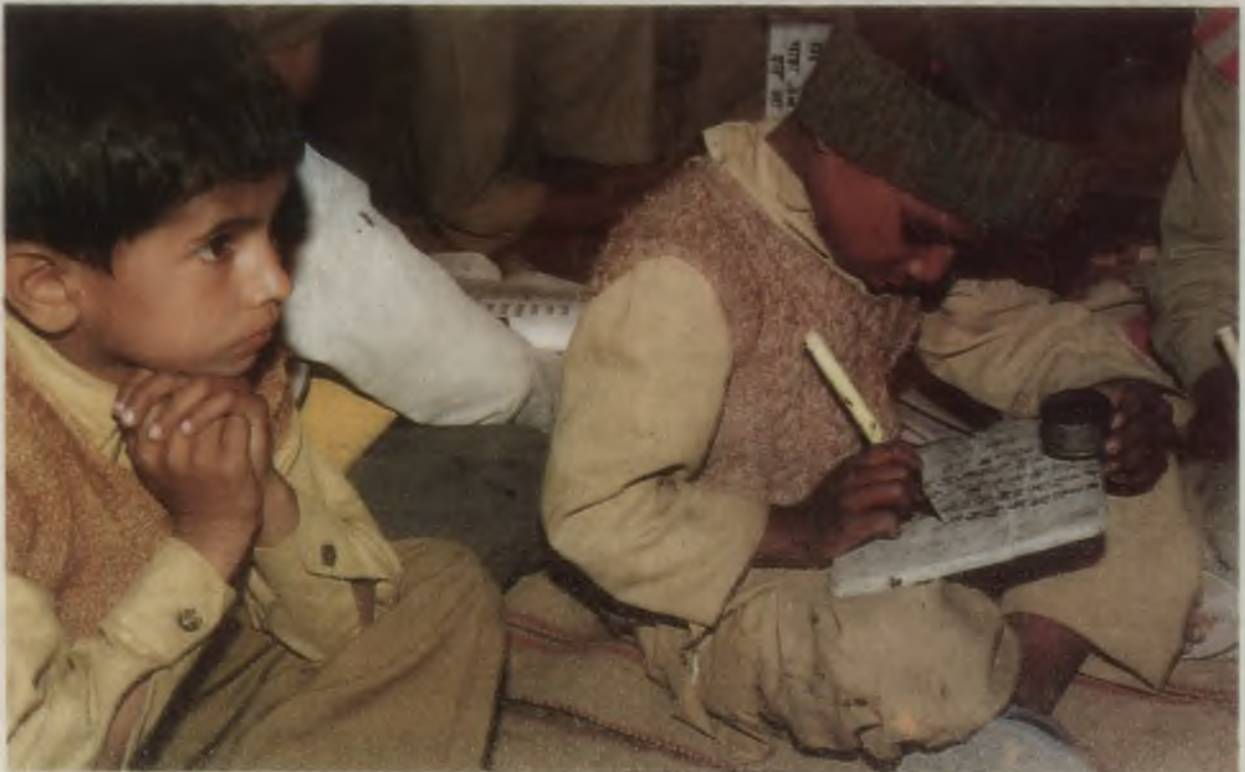
According to the 1991 census, the population of Scheduled Castes (SCs) was 138.12 million (16.33%) and that of Scheduled Tribes (STs) was 67.8 million (8.01%) of the country's population.

The enrolment of SCs and STs has increased considerably at the primary stage because of the affirmative policies of the Government. The participation of SCs and STs is now more or less in proportion to their share in population at the primary level. Drop-outs, though declining over the years, are significantly large. Gender disparities are very conspicuous among SCs and STs also.

### Strategy Frame

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

1. Overcome the problem of school drop-outs and lay emphasis on retention and achievement rather than on merely enrolment.
2. 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.
3. Shift focus from educationally backward States to educationally backward districts.
4. Adopt disaggregated approach with a focus on preparation of district-specific and population-specific plans.
5. Provide universal access to schooling facilities particularly to girls, disaggregated groups and out-of-school children.
6. 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.
7. Improve school effectiveness, teacher competence, training and motivation.
8. Decentralisation of planning and management through Panchayati Raj Institutions (PRIs)/ Village Education



**Making Elementary Education a Fundamental Right**

Committees (VECs) and stress on participative processes.

9. Convergence of different schemes of elementary education and related services such as early childhood care and education and school health and nutrition programmes, etc.

## Minimum Levels of Learning

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

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 and District Institutes of Education and Training are being networked for this purpose. Curriculum revision, re-writing of textbooks to make them competency-based, enhancing their pedagogical value, training of teachers in the classroom processes are major activities undertaken.

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 improvement of quality of primary education. Non-formal education programme is also adopting MLLs wherever appropriate. Learning competencies for various subjects taught at the upper primary stage are under consideration.

### 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 mobilisation 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 centres regularly and complete primary education.
- 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 crore shared in the ratio 3:2:1 among SIDA, the Government of India and the Government of Rajasthan.

The second phase of the project was implemented between 1994 and 1998 with a revised outlay of Rs 95.65 crore shared in the ratio 3:2:1. In this phase, the project covered 75 blocks.

The LJP has undertaken environment building activities in 5,683 villages and has completed school mapping exercises in 4,006 villages. Three hundred eighty-three new schools have been opened while 227 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 more than 3,000 centres, called Sahaj Shiksha Centres. 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.

The LJP 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 bases for opening of new schools, Sahaj Shiksha Centres and community-centred building development programme.

## New Initiatives

### Proposal to Make Right to Free and Compulsory Elementary Education a Fundamental Right

Based on the Report of the Committee of State Education Ministers, a proposal to amend the Constitution of India to make Right to Free and Compulsory Education for children from 6 to 14 years of age a Fundamental Right and also to make it a Fundamental Duty of parents to provide opportunities for education to children in 6 to 14 years age group was considered and approved by the Cabinet at its meeting held on 16 May 1997.

In pursuance of the decision of the Cabinet, the Constitution (Eighty-third Amendment) Bill, 1997 was introduced in the Rajya Sabha on 28 July 1997. The Bill was examined by the Department related Parliament Standing Committee on Human Resource Development. The matter is being further examined in the light of the report of the Parliamentary Standing Committee. It is felt that a wider public debate on the implications of the proposed legislation should be initiated.

### National Programme of Media Publicity and Advocacy of UEE

In order to build up public opinion and mobilise social support, a national programme of media publicity and advocacy for universalisation of

elementary education is proposed to be launched in the Ninth Five Year Plan.

The programme will focus on four groups, namely

1. Teachers and all those involved in education of children
2. Students and parents of students, particularly non-literate parents
3. Community opinion builders
4. Policy makers and public representatives

It is envisaged that the programme would facilitate social mobilisation and environment building for operationalising the proposal to make elementary education a Fundamental Right.

### 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 institutional—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.

### Operation Blackboard

In pursuance of the NPE 1986, the scheme of Operation Blackboard (OB) was launched in 1987-88 with the aim of improving the human and physical resources available in the primary schools of the country existing as on 30 September 1986. The scheme consisted of mainly three components:

1. Provision of an additional teacher to single teacher primary schools.
2. Providing at least two classrooms in each primary school.
3. Providing teaching-learning equipment to all primary schools brought under the scheme. During the Eighth Plan, the scheme was revised in 1993-94 and expanded to provide third classroom and third teacher to primary schools where enrolment exceeds 100 and extended to cover upper primary schools.

The scheme was intended to improve school environment, enhance retention and learning

<b>OPERATION BLACKBOARD ACHIEVEMENTS</b>			
<b>Physical</b>	<b>Provision of Teaching-learning Equipment to Primary Schools (Figures in lakhs)</b>	<b>Sanction of Additional Teachers for Primary Schools</b>	<b>Construction of Classrooms</b>
Target	5.23	1.53	2.63
Achievement	5.23	1.49	1.82
<b>Financial Achievements</b>	<b>From 1987 to March 1998</b>	<b>During 1998-99 (up to 31.12.98) (Rupees in crores)</b>	
	2081.16	60.44	
<b>Expanded Operation Blackboard</b>	<b>Targets</b>	<b>Achievements</b>	
	8th Plan	8th Plan	1997-98
Sanction of third teachers to primary schools with enrolment exceeding 100	42,000 (30%)	34,892	21,059
Coverage of upper primary schools, supply of teaching-learning material	47,000 (30%)	47,589	48,860
*In addition 4,000 teachers have been appointed by State Governments.			

achievement of children by providing minimum essential facilities in all primary schools. Thus the scheme seeks to bring about both quantitative and qualitative improvement in primary education.

Hundred per cent central assistance is provided for appointment of an additional teacher in single teacher schools. Central assistance has been fully provided. The scheme is implemented through State Governments.

Construction of school building is the responsibility of the State Governments. However, in consultation with the Department of Education, the Ministry of Rural Areas and Employment has worked out a formula to make available the funds for construction of school buildings under Operation Blackboard scheme. According to this formula 48 per cent of the funds for construction are provided by the Ministry of Rural Areas and Employment under Jawahar Rozgar Yojana (JRY) if the States raise 40 per cent non-JRY and 12 per cent JRYs State share.

On the basis of past experience, observations of audit and evaluation reports it was observed that several States have unutilised funds sanctioned for teaching-learning equipment under OB scheme. As such it was felt that to a large extent the above-mentioned situation can be attributed to lack of sufficient flexibility and decentralised procurement and supply of teaching-learning equipment.

While indicating broad categories of teaching-learning equipment to be procured, the specific items under each category were left entirely to the discretion of the State Government who could decide the items to be procured as per local conditions.

The State Governments have also been advised that as far as possible, procurement of equipment should be decentralised and quality control scrupulously insisted upon. It was further suggested that involvement of representatives of Panchayati Raj Institutions, Village Education Committees and teachers/headmasters in this process be ensured.

Flexibility in the selection of teaching-learning equipments and their decentralized procurement has facilitated timely supply of quality materials in several States.

## Teacher Education

As envisaged in the National Policy on Education (NPE) and Programme of Action (POA) 1986, the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgradation of knowledge, competence and pedagogical skills of elementary school teachers in the country.

The scheme envisages setting up of DIETs in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also envisages establishment of CTEs/IASEs to organise pre-service and in-service training for secondary teachers and provide extension and resource support services to secondary schools, IASEs are expected to conduct programmes for preparation of elementary teacher educators, conduct in-service training for elementary and secondary teacher educators and principals of secondary schools, engage in advanced level fundamental and applied research especially of inter-disciplinary nature, and provide academic guidance to DIETs and support services to CTEs.

The scheme also envisages strengthening of SCERTs; orientation of primary teachers in the use of OB materials and implementation of MLL strategy with focus on teaching of languages, mathematics and environmental studies; and strengthening of Departments of Education in the universities through the UGC.

The Central Government provides financial assistance to States for setting up of DIETs/CTEs/IASEs. DIETs are established by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new institutions. The land for the purpose is provided by State Governments free of cost. CTEs are set up by upgrading existing Secondary Teacher Education Institutions (STEIs) offering B.Ed. courses, and IASEs by

upgrading colleges and University Departments of Education offering M.Ed. courses.

DIETs have been playing an important role in the new educational initiatives like DPEP. These institutions have been identified as the principal technical and professional resource institutions in DPEP districts. The Department has recently advised State Governments to evolve appropriate mechanisms for effective coordination among SCERTs, DIETs and DPEP project authorities for convergence and synergy of governmental efforts and strategies focused on the achievement of universalisation of elementary education.

The Department has prepared a National Action Plan (NAP) in collaboration with UNESCO and International Telecommunication Union (ITU) to utilise the latest communication technologies for training of teachers, teacher educators, educational supervisors and Panchayati Raj functionaries. The NAP would focus on integration of ongoing efforts under NCERT, DIETs and DPEP; capacity building; and mass training of above personnel at regular intervals without compromising on quality. It would also remove some of the weaknesses of the cascade model of face-to-face training of teachers. Interactive teleconferencing has been pilot tested for in-service training of 850 primary teachers in Karnataka and 1,450 teachers in Madhya Pradesh in 1996. In the light of the experience gained and the feedback furnished by implementing agencies and State Governments, it is proposed to launch a pilot project during the year to test the application of interactive television in distance education with a coverage of 8,000 teachers in Gujarat and Madhya Pradesh.

The progress of implementation of the scheme is being monitored through quarterly progress reports furnished by the States. Information received from States is analysed and they are suitably advised to take necessary action wherever warranted, for expediting construction of civil works, filling up of posts and organisation of pre-service and in-service training programmes for elementary school teachers. The pace and progress of implementation of the scheme was reviewed in the meeting of State Education Ministers and Secretaries held on 22-23 October 1998 at New Delhi. States were requested to take appropriate action to make all the DIETs fully operational as early as possible.

The task of assessing quantitative and qualitative progress made in implementation of the scheme has been assigned to NIEPA in 1997-98. The evaluation, which has been initiated, will also make a critical assessment of the performance of DIETs and recommend immediate and long-term measures needed for strengthening the capacity of these institutions.

The National Council for Teacher Education (NCTE) is responsible for achieving planned and co-ordinated development of the teacher education system throughout the country. It 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, the NCTE has organised regional meetings of Principals of CTEs/IASEs and Directors of SCERTs. The NCTE has laid down norms and standards for pre-primary, elementary and secondary level teacher education institutions and for B.Ed. course through correspondence/distance education mode. Besides, a number of useful publications

on teacher education have also been brought out by the NCTE.

## 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. The main objectives of the Council are to achieve planned and co-ordinated development of the teacher education system, regulation and proper maintenance of norms and standards of teacher education. Some of the other major functions of the Council 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, Bhubaneswar and Bhopal, respectively. These Regional



*Elementary Education being made Free and Compulsory*

Committees consider the applications of the institutions of teacher education for recognition/permission in accordance with the provisions of the Act.

During the last three years, the Council has been in existence, it has laid down norms and standards for pre-primary, elementary and secondary 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, the NCTE has issued regulations laying down guidelines for the universities/institutions running B.Ed through correspondence/distance education.

The NCTE has published monographs, reports, self-learning modules for teacher educators and teachers, etc. Two documents on competency-based and commitment-oriented teacher education and nine units of self-learning modules on Human Rights and National Values have been brought out. The NCTE has organised two orientation programmes for elementary teacher educators in Science Education in Homi Bhabha Centre for Science Education, Mumbai.

## Non-Formal Education

### Objective

Despite considerable expansion of formal system of education, the achievement of UEE goals remain a distant dream as a large group of children remain outside the formal system due to various socio-economic constraints. In order to reach this large segment of marginalised children, the Department of

Education has been running, since 1979-80, a programme of Non-Formal Education for children of 6-14 age group who remain outside the formal system due to various reasons. These include dropouts of the formal schools, children from habitations without schools, working children, children who assist in performing domestic chores like fetching fuel, fodder, water, attending to siblings, grazing cattle, etc. and girls who are unable to attend formal schools.

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

### Coverage

Although the focus of the programme is on the educationally backward States, viz. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, it also covers urban slums, hilly, tribal and desert areas and projects for education of working children in other States/UTs as well. The programme at present, is in operation in 25 States/UTs.

### Strategy

The strategy of NFE is as follows:

1. Condensed course of about two years' duration.
2. Part-time instructions at a time/place convenient to learners in small groups.
3. Part-time honorary instructor/supervisor locally recruited and trained.
4. Emphasis on flexibility and decentralisation of management.
5. Use of curriculum and teaching-learning material comparable to the formal system and relevant to local environment and learner's needs.

6. Testing and certification of NFE students to enable their entry into formal system. The programme is implemented through State/UT Governments as well as NGOs. The Central assistance to States/UTs is being provided on sharing basis between the Central Government and the State Governments in the ratio of 60:40 for co-educational centres and administrative resource support and 90:10 for exclusively girls' centres. Hundred per cent Central assistance is being provided to NGOs for running NFE Centres and Experimental and Innovative Projects.

### Monitoring and Evaluation

The programme of NFE is being monitored through Quarterly Progress Reports (QPRs), periodic evaluations conducted by Joint Evaluation Teams (JETs) and field visits of Central and State Government officials. Moreover, seven external agencies evaluated the programme in eight States, viz. Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. On the basis of the feedback received, remedial action is being taken for effective implementation of the programme. Operations Research Group (ORG), New Delhi has also been asked to develop tools for evaluation of the programme along with the schemes of Teacher Education and Operation Blackboard.

### Ninth Plan Provisions

The emphasis during the Ninth Plan period would be on consolidation of the existing programme. Effort will be made to improve the quality, allow greater flexibility, re-location of NFE centres on the basis of micro-planning, area survey and promote more experimentation and innovation in the field of elementary education. Development and scaling up of NFE models that can help the learners to learn at their own pace will be a major thrust area. The cost parameters are being revised to make the scheme more acceptable and in keeping with socio-economic realities of the day.

Currently, 740 voluntary agencies are implementing NFE programme in 25 States/UTs. Another 85 agencies have been sanctioned 9,485 NFE centres in the current year.

### Revision of the NFE Scheme

The scheme is under revision during the Ninth

Plan. Effort to make the programme more meaningful is being taken up and experiences of successful NFE programme of organisations such as Lok Jumbish, Shiksha Karmi, etc. are being taken into consideration while revising the scheme.

### Experimental/Innovative Programmes of Education under NFE

The overall aim of the scheme is to promote experimentation and innovation for the achievement of goals spelt out in the National Policy on Education. The scheme has been in operation from the year 1987-88. Under the scheme voluntary organisations are given 100 per cent grants for trying out innovative strategies that could be replicated/disseminated in the formal stream. Main areas of experimentation and innovations have been: Action Research, Community Mobilisation, curriculum designing and preparation of need-based teaching-learning materials and aids, training of personnel and development of teaching techniques, new evaluation methods, linkage of school education with vocational education and alternative method of education for special target groups such as, disabled children, girls, working children, tribal children, etc.

Currently, 45 voluntary agencies are implementing the programme. Some of the leading agencies are MV Foundation, Secunderabad working on education of child labour, Deccan Development Society working on vocational skills with scholastic studies, Agramamee, Orissa, working on education of tribal children and Eklavya, Bhopal, working on preparation of need-based teaching materials.

### National Bal Bhavan

The National Bal Bhavan (formerly Bal Bhavan Society India), New Delhi was established by the Government of India in 1956 at the initiative of Pandit Jawahar Lal Nehru. An autonomous institution fully funded by the Department of Education, the National Bal Bhavan (NBB) has been contributing towards enhancing the creativity amongst children in the age-group 5-16 years especially from the weaker sections



**Colourful Activity at Bal Bhavan, New Delhi**

of the society. The children can pursue activities of their choice such as creative arts, performing arts, environment, astronomy, photography, integrated activities, physical activities, science-related activities, etc. in a joyful manner. The programmes are so designed as to explore the inner potential of a child and give him opportunities for expression of ideas through various media. Bal Bhavan thus aims at the all-round growth of a child in a free and happy atmosphere and helps them develop a scientific temper.

This year also summer programmes were organised by the National Bal Bhavan for the children wherein workshops on craft conservation, creative art, development of low-cost science games, models/toys, screen printing, videography, food preservation, mathematics and science through origami, photography and aero modelling, etc. were arranged. A joint action programme of National Bal Bhavan and Centre for Environment Education on 'Building up Energies' for the teachers was organised in the month of April 1998. The Ambassador of Egypt in India distributed prizes to the winners of painting competition on 'Egypt in the Eyes of the Children of the World' in May 1998. Computer awareness

programme, launching of a newspaper entitled *Akkar-Bakkar Times* by the children, organising literary camp, integrated environment projects and a workshop on how to make their own aquarium and how to maintain it are some of the other important activities undertaken during the year. The World Habitat Day was observed during September 1998.

National Bal Bhavan organised National Children's Assembly and Integration Camp 'Panchtatva' from 14 to 20 November 1998, which was inaugurated by the Hon'ble Prime Minister of India Shri Atal Bihari Vajpayee and the inaugural function was presided over by the Hon'ble Minister of Human Resource Development, Shri Murli Manohar Joshi.

### **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 nationwide scale. This programme intends to give a boost to the universalisation of primary education by increasing enrolment, retention and attendance and to improve the nutritional

status of students in the primary classes (I-V).

From 1997-98 onwards, the programme has covered all the children studying in primary classes in the Government, local body and government-aided schools. This is one of the largest school nutrition programmes in the world today. The total number of beneficiaries at present being covered is estimated to be 9.75 crore in nearly 6.88 lakh schools in all the blocks and urban areas in the country. The programme is much successful wherein cooked meals/processed food is being served.

The Central support under this programme is on :

1. Provision of foodgrains free of cost to the implementing agencies for which economic cost is reimbursed to the Food Corporation of India.
2. Reimbursement of transportation cost to district authorities for moving foodgrains from Food Corporation of India godowns to schools/villages.

The year-wise details of children covered, expenditure, quantity of foodgrains allocated and lifted is given below:

Year	No. of children Covered (in crore)	Expenditure (Rs in crore)	Quantity of Foodgrains (in metric tonnes)	
			Allocated	Lifted
1995-96	3.34	441.21	713347	536016
1996-97	5.57	800.00	1585651	1112489
1997-98	9.10	1070.38	2567634	1808827
1998-99	9.75	1030.00 (up to November 1998)	2707307	182564 (up to June 1998)

## Shiksha Karmi Project

Shiksha Karmi Project (SKP) was launched in 1987 on the basis of agreement signed between Swedish International Development Cooperation Agency (SIDA) and the Government of India. Phase I of the project was up to 30 June 1994. According to the specific agreement between the Government of India and the Government of Sweden, Phase II of the SKP was up to June 1997 which was subsequently extended to June 1998. During Phase I, SIDA and the Government of Rajasthan shared expenditure in the ratio of 9:1, respectively.

During Phase II the cost-sharing between SIDA and the Government of Rajasthan was revised in the proportion of 50:50. Provision for the SIDA's share has been made in the Central Plan Budget which was subsequently reimbursable by SIDA on the basis of actual expenditure incurred by the Rajasthan Shiksha Karmi Board (RSKB) through which the Shiksha Karmi Project is being implemented.

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 goal of Universalisation of Elementary Education (UEE). It was realised that a primary school in remote villages, with the teacher not residing there, often tended to become dysfunctional, and parents as well as children failed to relate to such an institution, leading to high dropout rates. Under SKP, regular teachers are replaced by local teachers who are less qualified but specially trained. A Shiksha Karmi (SK) is a local person with minimum educational qualification of Class

VIII for men and Class V for women. To overcome the basic lack of qualification, Shiksha Karmis are given intensive training through induction programme as well as periodic refresher courses. The project is being implemented by the Government of Rajasthan through Rajasthan Shiksha Karmi Board (RSKB) with the assistance of voluntary agencies. The RSKB has a Governing Council and an Executive Council. These bodies are represented through two representatives of this Department.

Non-Governmental Organisations (NGOs) and the community play a pivotal role in the



### **Students Achievement under DPEP: An Appraisal**

In order to assess the level of success in realising the DPEP objectives after lapse of three years, a Mid-term Learning Assessment Survey (MAS) was conducted by the NCERT in 1997. The study has shown that in all the 42 districts of the Phase I States, the average performance of students in Class I in 25 districts in language and in 24 districts in mathematics has crossed 60 per cent level. Except two districts in language and four in mathematics in the State of Madhya Pradesh, all other districts have crossed 50 per cent level of achievement in both the subjects in Class I. While student performance in Classes III-IV has touched 60 per cent marks in some of the districts, in some others it has stood below 40 per cent mark.

A comparative profile of Class I students' achievement on Baseline Assessment Survey (BAS) tests conducted in 1994 with that of the same set of tests readministered in 1997 under mid-term Assessment Survey (MAS) has shown positive trends in 28 out of 42 districts in language with 19 districts showing statistically significant improvement. In mathematics 33 out of 42 districts have shown significant improvement. The hike in achievement in language and mathematics varies from 1 to 44 per cent for Class I.

A comparative profile of Classes III-IV students' achievement on BAS tests in 1994 vs 1997 shows positive trends in 31 out of 42 districts in language with 27 showing significant improvement and in 29 out of 42 in mathematics with 23 showing significant improvement. The hike in achievement in these classes varies from 1-25 per cent.

The goal of reducing the differences between gender groups to less than 5 per cent has been realised in almost all the districts across the classes in both the subjects. The results, however, are not so encouraging in regard to social groups.

implementation of the Shiksha Karmi Project. The Village Education Committees (VECs) have contributed to the improvement of school environment, augmentation of infrastructure and facilities, larger enrolment of children through school mapping and micro-planning in the Shiksha Karmi schools. Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving Universalisation of Elementary Education in Rajasthan. The SKP aims at addressing these through decentralised initiatives involving the community. At the grassroot level, Panchayat Samities, 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.

Prehar Pathshalas (PPs) (school of convenient timings) under the SKP provide educational programmes for out-of-school children who cannot attend regular day schools due to their preoccupation at home and in other work. In PPs condensed formal school curriculum and learning materials are followed. At present 22,359 girls who constitute 71 per cent of learners in PPs are benefiting from this facility.

Under the 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/PPs in difficult areas. Integration of children with partial disabilities in day schools and PPs have been attempted on a pilot basis.

There is an in-built monitoring process at village, block, headquarter and state levels. There is a provision of Joint Biannual Reviews by SIDA, the Government of India and the Government of Rajasthan and independent evaluation by teams consisting of national and international experts. It has been the practice to conduct mid-term review/evaluation through extensive field trips, meetings, discussions and interactions with all functionaries and beneficiaries. Expert studies have revealed that academic attainments of primary school children in SKP areas are generally better than neighbouring schools managed by Panchayati Raj Institutions.

The Shiksha Karmi Project has emerged as a unique instrument of human resource development. It has enabled rural youth, with inherent talent and potential to blossom into confident para-professionals with self-respect

and dignity. There has been six-fold increase in the enrolment of children in the schools taken over by the project. A significant number of children covered by the SK schools are from among SCs/STs.

The project now covers 2,697 villages in 146 blocks in Rajasthan. 6,285 Shiksha Karmis provide primary education to 2.01 lakh children in day schools and PPs. The experience of SKP demonstrates that the motivation of Shiksha Karmis working in difficult conditions can be sustained over a long period of time by recurrent and effective training; sensitive nurturing; community support; regular participatory review; and problem solving. The success of SKP has attracted national and international recognition. The second phase of Shiksha Karmi Project has come to an end on 30 June 1998. The project document for the third phase is already with prospective donors, viz SIDA and DFID.

#### SHIKSHA KARMI PROJECT AT A GLANCE

Sl. No.	Name of the Activity	Achievements up to October 1998
1.	Districts covered	32
2.	Blocks	146
3.	Day Schools	2697
4.	Prehar Pathshalas	4335
5.	Shiksha Karmis	6285
	Male	5563
	Female	722
6.	Enrolment	201905
	Boys	118495
	Girls	83410
7.	Mahila Prashikshan Kendras	14

## District Primary Education Programme

[The District Primary Education Programme (DPEP) is a Centrally Sponsored Programme providing special thrust to achieve 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. The DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of Non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of teaching-learning material, research-based interventions, special interventions for education of girls, SC/ST, etc. The components of integrated education to 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 dropout rates to less than 10 per cent, increasing learning achievement of primary school students by atleast 25 per cent, and reducing the gap among gender and social groups to less than 5 per cent.

### District Selection Criteria

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

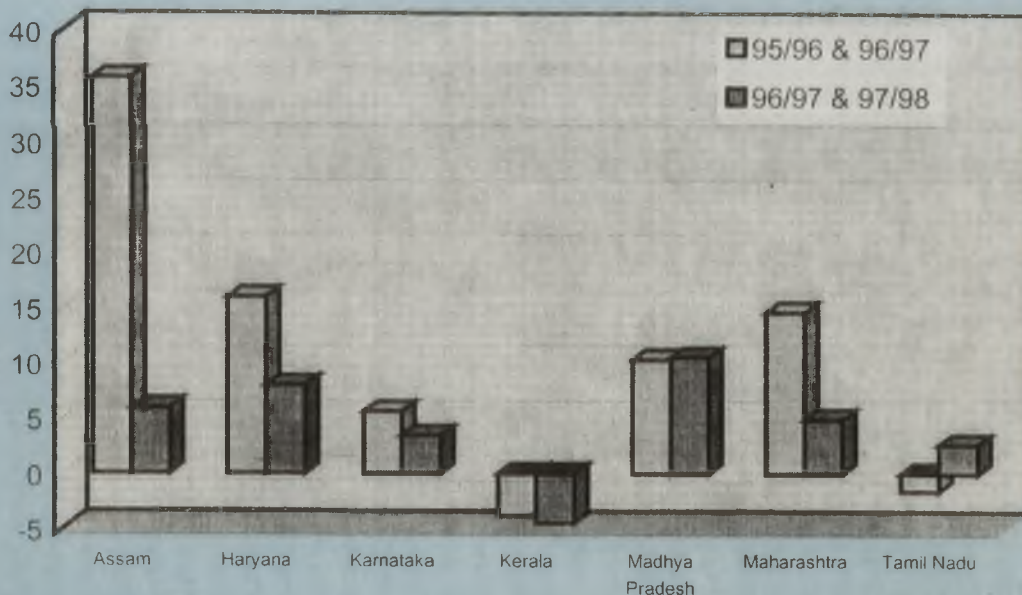
### Funding

The DPEP is a Centrally Sponsored Scheme. Eighty-five per cent of the project cost is shared by the Government of India and 15 per cent by State Government. Both the Central share and State share are passed on to State Implementation Societies directly as grant. The Government of India share is resourced by external funding. Several bilateral and multilateral agencies are providing financial assistance for the DPEP. The World Bank has provided a credit amounting to US\$ 260 million

### Access and Retention under DPEP : A Trend Analysis

One of the major objectives of the DPEP is to improve access to primary education through formal and non-formal modes of education. The DPEP strategy involves opening of new primary schools in unserved areas, opening of NFE Centres to enrol out-of-school children, establishment of alternative schools and other types of facilities in smaller and unserved habitations.

Aggregate analysis for all 42 districts of Phase I States indicates that between 1995-96 and 1997-98, the enrolment increase was 1.35 million of which 0.578 million additional children were enrolled during 1997-98 alone. Expressed in terms of per cent change the increase was 9.43 per cent between 1995-96 and 1996-97 and 6.48 per cent between 1996-97 and 1997-98. Nearly two-third increase between 1996-97 and 1997-98 is attributed to the success of Alternative Schools (AS) and an innovative Education Guarantee Scheme (EGS) launched in Madhya Pradesh. The increased coverage through AS/EGS also shows the potential of extending access through innovative strategies, especially in the case of under-developed regions. The following graph shows the comparative change in enrolment for the DPEP States.



The average Gross Enrolment Ratio (GER) in the 42 districts has gone up to 94, the range being 73 to 117, marking an increase of about 10 percentage points in the two years between 1995-96 and 1997-98.

The trend analysis also indicates that the girls' participation has improved considerably and the Index of Gender Equity (IGE) is more than 95 for 21 of the 42 districts which is the project goal and in 16 more districts it is between 85 and 95. This is an improvement over the previous year's position when the IGE was more than 95 in 18 districts and between 85 and 95 in 19 districts. Similarly, the Index of Social Equity (ISE) in respect of SC children has gone up to more than 95 in all the districts, which is the project goal and the index in respect of ST children is more than 85 in 25 districts and more than 95 in 20 districts out of a total of 31 for which data amenable to analysis is available. In 1997 the number of districts having ISE (Scheduled Tribe) less than 85, is 6 as against 9 in 1996. The project goals to reduce differences among gender and social groups to less than 5 per cent by the end of the project period is clearly in sight.

The repetition rates of children has also shown a decline although at a slower speed. Between 1995 and 1996, for all grades in the primary stage, it has come down by 0.1 percentage points and stands at 8.29 per cent. Repetition rate for Classes II to V stands at 6.7 per cent.


(approx. 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 (approx. Rs 585 crores) as programme support for DPEP in Madhya Pradesh (1994-99). An agreement has been signed with International Development Agency (IDA) for a second credit amounting to US\$425 million DPEP II (1996-2002). The Government of Netherlands has provided a grant of US\$ 25.8 million for DPEP in Gujarat. 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 (ODA) (UK). IDA credit of US\$ 152.4 million (Rs 530 crores) and a grant of US\$ 10 million (Rs 36 crores) from UNICEF has been tied up for Phase III for DPEP in 27 Educational Districts of Bihar.

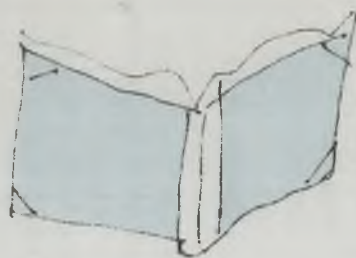
### Coverage

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. Further expansion of the programme in 10 districts of Rajasthan, 20-25 districts of Uttar Pradesh, five districts of West Bengal and eight districts of Orissa, is in the pipeline.

### In-depth Review of the Programme

The first in-depth review conducted during September-October 1997 and the subsequent reviews have brought out that improvements are proceeding in the right direction and there are significant gains in access and retention. There has been a spurt in enrolment and increase in learning achievements. Increasing community involvement, improvement in classroom processes and concerted equity focus have emerged as key successes of the programme. 





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.

## Secondary Education

### National Council of Educational Research and Training

**T**he National Council of Educational Research and Training (NCERT) is an apex resource organisation to assist and advise the Central and the State Governments on academic matters related to school education. The Scheme is directly implemented by the Ministry of Human Resource Development. It provides academic and technical support for qualitative improvement of school education through its constituents, viz. (i) The National Institute of Education, New Delhi, (ii) Central Institute of Educational Technology, New Delhi, (iii) Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal and (iv) Five Regional

CHAPTER

5

LIBRARY & DOCUMENTATION CENTRE  
National Council of Educational  
Research and Training  
11-15, Jawahar Road, New Delhi

D-10167  
30-06-99

Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

The NCERT has been presented with Asia and the Pacific Centre for Educational Innovation for Development (ACEID) Excellence in Education Award for 1998 in recognition of its outstanding contribution to the work of UNESCO, ACEID and the APEID programme it administers. Highlights of the programmes conducted during 1998-99 are given below.

### Early Childhood Education

In the area of Early Childhood Care and Education (ECE) the focus remained on training of ECE faculty of District Institutes of Education and Training (DIETs), strengthening of pre-school education component of Integrated Child Development Scheme (ICDS), coordination of ECE project in 12 participating States, development of video and audio programmes for training package in ECE, documentation and dissemination of information through the newsletter *Glimpses* and *Aabhas*.

### Elementary Education

For promotion of elementary education instructional materials in language (Hindi), mathematics, art and environment education were developed for Classes I and II. After getting feedback at the regional levels, the document *The Primary Years* was published. The Fourth International Seminar on the theme 'Researches in Learning Organisation, Community Participation and School Effectiveness at Primary Stage' was organised and follow-up action has been taken on action points drawn from the researches presented in earlier three International Research Seminars. Academic support to the DPEP States was provided to devise and implement instructional materials and training strategies for enhancing the competence of teachers to handle classroom situation. Resource support in the areas of Multigrade Teaching, Development of Diagnostic Tests in Language and Mathematics for primary classes, Evaluation of Primary Level Textbooks, Development of Training Modules for Key Persons and a study of classroom processes in relation to the Antecedent Factors and their Impact on the School Outcomes were some of the activities carried out under DPEP.

In addition, evaluation of Balika Shivir

programme under Lok Jumbish in Rajasthan, continued. On the request from Uttar Pradesh Basic Education Project Board, Lucknow, Evaluation of Children was undertaken in the three districts of Varanasi, Sitapur and Nainital.

### Non-Formal Education

The focus of Non-Formal Education (NFE) programmes remained on resource development in states and voluntary organisations. Training programmes were organised for Non-Formal Education faculty members of SCERTs/SRCs and State Level Key Persons in Non-Formal Education and Alternative Schooling (NFEAS) and for senior functionaries of voluntary agencies getting grant from the MHRD. Towards development of training package for District Resource Units (DRUs) of DIETs and voluntary agencies, the job analysis was done, required competencies have been culled out and a process-based manual has been developed. Studies on (i) status of NFE Programme at Upper Primary Stage in India, (ii) status of SCERTs in the field of NFEAS, (iii) difficulties faced in teaching-learning of Hindi at primary level NFE centres and (iv) effectiveness of NFE for lower primary stage in Bihar, Haryana, Rajasthan and Uttar Pradesh are in progress.

### Education of Girls

Resource development and capacity-building received attention in the context of Education of Girl Child. A data bank of Women's Education and Development is being developed. A study of the impact of incentive schemes on the progress of education of girls from disadvantaged groups (SC/ST/OBC/Minorities) of Madhya Pradesh continued. A national workshop was organised to develop a Curricular Framework for a Gender Sensitive Life Skills Programme. A handbook on *Balika Shiksha Mein Gram Shiksha Samiti Ka Sahyog—Ek Disha* for training of Village Education Committee (VEC) members was prepared and reviewed.

### Education of SC/ST

In order to promote education of SC/ST children attitudinal issues among teachers towards SC children are being identified to develop a training package for changing the attitude of these teachers. The first draft of the conceptual

paper on 'Changing Attitude of Tribal Area Teachers', has been completed. A textbook for Class I for Saora tribal children in Orissa, has been finalised. A training package is being developed on the content and methodology of tribal language training for non-tribal teachers in Tribal Area Schools in Orissa. A study to determine the efficacy of the Ashram schools is in progress. Under DPEP a conceptual workshop on Planning of Tribal Education was organised and technical inputs in the production of textbooks for tribal children have been provided during the National Debate on Bridge Language Issues organised by the Educational Consultants of India Ltd. (Ed.CIL.).

### Education of Minorities

For promotion of education of minorities a sample survey of the extent of educational benefits derived out of the Centrally Sponsored Schemes for minorities (Muslims) has been taken up. Under the study 'Analysis of Existing Curriculum in Government-aided Maktabas/Madrasas' data has been collected. Analysis of data is in progress. A study of the educational needs of the minority-run institutions have also been initiated.

### Special Education

In the area of Special Education handbooks for primary school teachers—(i) of Low Vision Children and (ii) for teaching Hindi language to Hearing Impaired Children in Integrated Schools — and a guidebook regarding resource facilities in common schools for children with special needs have been developed and are under print. Handbooks for transaction of Mathematics Curriculum to Visually Impaired (Blind) Children and a source book for teachers in the area of Mental Retardation are also being developed. The NCERT has also undertaken the evaluation study for Integrated Education of the Disabled (IEDC). Teacher training has been undertaken for India-Australia Training and Capacity Building (IATCB) Project initiated by the Government of India and for primary school teachers from various Kendriya Vidyalayas.

### Computer Education and Technological Aids

Under the area of Computer Education the activities undertaken included establishment

of the Computer Resource Centre at the NCERT headquarters, development of courseware on select topics in school curriculum, NCERT's Website on the Internet and training programmes for members of academic and administrative staff of the NCERT in the use of computers. A book on the Internet as an educational resource and computer courseware using multimedia technology is being developed.

Fabrication of Primary Science Kits, Integrated Science Kits and Mini Tool Kits for despatch to states and finalisation of teacher's handbooks of activities for Classes VI to VIII for integrated science kits are in progress. Thirty-two trainees from ITIs were trained in plastic moulding technology and seven apprentices in various trades are under training.

### Vocational Education

Major thrust of activities in the area of Vocational Education remained on training of personnel and development of materials. Orientation programmes for the key functionaries of the implementing States were conducted. Teacher training programmes in the area of Sericulture, Commercial Garment Designing and Making, Accounting and Auditing, Marketing and Salesmanship and Entrepreneurship Development and short-term training programmes for the key functionaries were organised. Working group meetings were held to develop a handbook on vocational guidance and counselling, development of national vocational qualifications in building maintenance area and to examine various provisions in Apprenticeship Act. Working Group Meetings are being organised to review existing curricula and for development of instructional material in Vocational Education. The NCERT also organised a UNESCO-sponsored In-country Training Workshop on the Development of the National System of Vocational Qualifications, three Golden Jubilee Regional Seminars on Vocational Education for Rural Development and four National Seminars in the area of Horticultural Vocational Courses, Food Preservation and Processing, Transport Sector and Work Experience/SUPW. Six video snippets of short duration were produced and Hindi translation of Curriculum and Instructional Materials was carried out. Evaluation of vocational education programme in Tamil Nadu, Punjab, Haryana and Chandigarh is being

undertaken. The work on development of Handbook of Vocational Guidance for the students of Secondary and Senior Secondary Schools, career conferences, one for each Lab. School of Bhopal, publication of Quarterly Bulletin, organisation of National Vocational Education Competition and exhibition and production of video programmes for popularisation of Vocational Education are in progress.

### **Talent Search**

In the context of Talent Search, the NCERT continued organising the National Talent Search Examination (NTSE) and interviews and disbursement of scholarships to existing awardees. An analysis of performance level of students at state and national level examinations in the NTSE and a follow-up study of NTS awardees of years 1987-90 is in progress.

### **Examination Reform**

Under technical/resource support to School Education Boards two workshops were organised for Haryana and Mizoram Boards of School Education. One issue of the *Examination Reform Bulletin* has been circulated and the other will be ready soon. Studies on (i) finding reasons for non-implementation of Continuous Comprehensive Evaluation (CCE) in schools at elementary level, (ii) Analysis of evaluation practices in Chemistry practicals at +2 stage in various Education Boards in the country, (iii) critical analysis of question papers of various subjects at +2 stage in some Boards of School Education are in progress. Language exercises in English for Classes IV and V of KVs are being developed.

### **Educational Psychology, Guidance and Counselling**

The Post-Graduate Diploma in Guidance and Counselling 1998-99 is being conducted with 31 trainees. An enrichment course in Psychology of Teaching and Learning for DIETs personnel is scheduled to be organised in January 1999. Studies on (i) Analysis of the science textbooks of Secondary School stage with reference to the nature of science, attitudes, value towards science and its relevance for daily life, (ii) Predictive potential

of selection procedure for performance in counsellor training programme and on-the-job performance, (iii) Critical analysis of educational psychology curriculum of elementary teacher training in India, (iv) Schooling in Mirambika, (v) Adolescent perception of social norms have been completed. The work on studies 'Guidance Research in India' and 'Counsellor in the Making: Status and Development', is in progress. The developmental activities like (i) Development of a curriculum in educational psychology for elementary teacher education, (ii) Counselling case management : Development of a practical guide, (iii) Teacher questioning in classroom: Development of resource material, (iv) Development of psychology curriculum at +2 stage, and (v) Development of popular psychology series are at various stages of completion. The enrichment of Guidance Laboratory, National Library of Educational and Psychological Tests and Career Information Centre is continuing.

### **Educational Survey**

The Sixth All India Educational Survey (AIES) with 30 September 1993 as the date of reference has been conducted jointly by the NCERT and NIC in collaboration with the State Governments. Studies on (i) Evolving Statewise Sampling Design for Sample Surveys in Education, (ii) Estimation of Single Age-wise Enrolment at Elementary stage, (iii) Enrolment of Non-formal education centres, Unrecognised Schools and Recognised Schools — A Sample Survey in Delhi, and (iv) Stagnation and Dropout at Primary Stage are in progress. The second Foundation Course in Qualitative Research Methods using Statistical Package for Social Science (SPSS) was conducted. The strategy for dissemination of data of the Sixth AIES is also being developed.

### **Educational Research and Innovations**

Apart from the constituents of the NCERT undertaking research, the Educational Research and Innovations Committee (ERIC) of the NCERT provides financial assistance to outside institutions/organisations for research in priority areas. A Researcher's Seminar to monitor the progress of ERIC-funded projects was organised. Two meetings regarding framing out priority areas for ERIC-sponsored research



projects were held. Many projects were completed and reports received. Manuscripts of two issues of the *Journal of Indian Education*, three issues of *Bhartiya Adhunik Shiksha* and one issue of *Indian Educational Review* were prepared and printed. The fifth issue of *Indian Educational Abstracts* was brought out. All the chapters of abstracts of the second volume of Fifth Survey of Educational Research are under print.

### Textual and Supplementary Materials

The work has been initiated for the reconsideration of the approaches to and framework of curriculum in social sciences, languages and art education. The linguistic competencies attained by students of Arunachal Pradesh in Hindi were evaluated. Textbooks in Sociology, an Atlas for the groups with special needs, a book on Human Rights Education, workbooks on practical aspects in Accountancy and a handbook in Economics were developed. Draft material of Sanskrit Grammar for Classes VI to VIII was reviewed. Second supplementary book for Class VIII was finalised. Songs of Freedom and Unity were selected. A training package for key persons for teaching of Hindi was tried out and 32 post-graduate teachers were trained on selected topics. Work relating to PSLE Project of Singapore was also completed. The promotion and publication of good quality children's literature continued by rewarding the authors and illustrators of children's literature in 19 languages. Comparative studies of school curriculum of some selected countries in Social Sciences, History, Geography, Economics, and Commerce are in progress.

In the field of Science and Mathematics, the task undertaken included (i) Curriculum revision, (ii) Nurturance of talent, (iii) Development of instructional materials for talented students and teachers, (iv) Popularisation of Science and Mathematics through state level and national level Science exhibitions, (v) Development of laboratory-oriented activities, low-cost experiments, laboratory skills and new courses in practicals, (vi) Activities for Mathematics laboratory, (vii) Bringing out *School Science* journal, and (viii) Training of Navodaya Vidyalaya PGTs in Physics, Chemistry and Mathematics. In view of major changes in the curriculum of Mathematics, 'supplements' for Classes XI and XII were developed. Popular Science books under the project 'Reading to

Learn' are also being developed in new and applied areas of Science.

### Teacher Education

The NCERT extended all support to the Centrally Sponsored Scheme of Teacher Education, District Primary Education Programme (DPEP) and SCERTs/SIEs. The Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar and Mysore 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. In order to meet the needs of in-service training of teachers and other educational personnel several programmes were undertaken by the RIEs as well as by other constituents of the NCERT. Training materials, packages in different subjects, and modules were developed by the RIEs for teachers/teacher educators. The Centrally Sponsored Scheme of Special Orientation for Primary Teachers (SOPT) is being organised. Studies on (i) Operationalisation of the Scheme of DIETs, (ii) Teaching Effectiveness of Primary Teachers in relation to their Educational and Professional Background, (iii) Evaluation of Implementation of SOPT Programme in Different States, (iv) Status of SCERTs/SIEs, (v) Fifty Years of Teacher Education in India: Appraisal, Future Perspectives, (vi) Innovation of Teacher Education and (vii) Case Studies of Autonomous SCERTs of Delhi and Kerala are in progress. A framework for participative and database system of Teacher Appraisal is being developed. Induction training programmes were organised for SCERT faculty, DIETs faculty and principals of DIETs. Competitions for school teachers and teacher educators were organised for Innovations in School Education.

### Educational Technology

In the area of Educational Technology, video and audio programmes supplemented curriculum development and curriculum transaction in school education and teacher education. Twenty-seven audio programmes comprising 8 for 'Umang' service, 9 for teaching of Sanskrit and 10 for teaching Indian languages were produced. Seventy ETV programmes were developed mainly on Low-Cost Teaching Aids and Measurements with an Interface with the computers. Studies on

(i) Innovative Practices in Educational Technology, (ii) Audio Conferencing in Teacher Education, (iii) Need Assessment of Educational Media Programmes, (iv) Effect of Computer-Assisted Learning (CAL) on Hearing Impaired Children, (v) Research Implications for Media Production, (vi) Impact of TVs, and RCCPs, and (vii) Effectiveness of Radio Broadcast on Pre-School, are in progress. Development of multi-media packages and Media Support to SOPT is continuing. Training/orientation programmes in Educational Technology through teleconferencing, video editing, evaluation of educational technology, materials and programmes, etc. are being organised. The NCERT has been using DD-I and AIR (ten stations) network for primary, secondary and teacher education programmes.

### Field Services

The Field Advisers, NCERT continued liaison functions pertaining to implementation of programmes and activities undertaken by various constituents of the NCERT, MHRD and the State Education Departments, etc. They provided assistance to the Regional Institutes of Education in the context of identification of educational needs of the States requiring NCERT's inputs. The Field Advisers provided assistance to the State Education Departments in the context of selection of teachers for national awards, development of curricula and instructional materials, training of personnel and policy formulation, etc. Assistance was also provided to the MHRD in the context of (i) monitoring of implementation of the Centrally Sponsored Schemes in the states, (ii) Pre-sanction appraisal of NFE programmes, and (iii) assessment of functioning of the voluntary NFE agencies running NFE centres through the Joint Evaluation Teams.

### Promotion of Hindi

A programme *Hindi Pakhwara* for promoting use of Hindi in official work of the NCERT was organised from 1 to 15 September 1998. Various competitions were organised during the period. A meeting of the NCERT's Official Language Implementation Committee was convened.

### Publications

The NCERT continued publishing (i) school level

textbooks, workbooks, prescribed supplementary readers, (ii) teachers' guides and other instructional materials, (iii) supplementary readers, (iv) research reports and monographs, and (v) educational journals. During April to October 1998, 272 titles under different categories were brought out.

### National Population Education Project

The National Population Education Project (NPEP) was launched in April 1980. Since its inception the project activities have been directed to attain the objective of institutionalising population education in school and non-formal education system. As an educational response to population issues, Population Education aims at making learners aware of the inter-relationship between population and developmental issues, developing in them rational attitude and responsible behaviour and promoting a positive value orientation so that they may take informed decisions on various population issues. In view of the paradigm shift in population and development reflected in the Programme of Action adopted at the International Conference on Population and Development (ICPD), 1994, the Framework of Population Education was revised. In the light of the above framework of Population Education, a one-day workshop was organised at the Regional Institute of Education, Mysore to orient the facilitators for the Need Assessment Study on Adolescence Education under National Population Education Project (NPEP). An eleven-day training programme was held at the NIE Campus (NCERT), New Delhi from 26 October to 5 November 1998 to orient 29 project personnel of States and UTs.

### Vocationalisation of Secondary Education

In accordance with the priority accorded to Vocationalisation of Education in the National Policy on Education, a Centrally Sponsored Scheme of Vocationalisation of Higher Secondary Education was introduced in February 1988. The main objectives of the scheme are to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or

purpose. A Centrally Sponsored Scheme of Pre-vocational Education at Lower Secondary Stage has also been introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of Classes IX and X, to develop vocational interests and to facilitate students in making a choice of Vocational courses at the higher secondary level.

The scheme is implemented through the State Governments/UT Administrations. So far, all States/UTs except Lakshadweep have joined the programme at the +2 level. Under the Pre-vocational Education Scheme, assistance has been provided to 11 States/UTs for introduction of Pre-vocational courses in 652 schools. Assistance is also provided to non-governmental organisations for conducting innovative and non-formal programmes of Vocational Education. So far, 56 voluntary organisations have been assisted under the scheme.

The target laid down in the revised policy was to divert 10 per cent of higher secondary students to the vocational stream by 1995 and 25 per cent by 2000 AD. As against this, 18,719 Vocational sections have been sanctioned in 6,486 schools all over the country thereby creating capacity for diversion of about 9.35 lakh students to the vocational stream which is 11 per cent of the enrolment at the +2 stage. Following are the major steps taken to strengthen the programme:

1. A Joint Council for Vocational Education (JCVE) was set up in April 1990 for policy formulation and co-ordination at the national level. Three meetings of JCVE and its Standing Committees are held at regular intervals.
2. The Central Institute of Vocational Education (CIVE), set up at Bhopal in July 1993, provides technical and academic support to the programme in the country. This has been recognised by the UNESCO and is part of the UNEVOC chain.
3. Of the 150 courses introduced under the scheme, 60 Vocational courses have been notified under the Apprenticeship Act and additional 34 courses have also been approved for covering under the Act.
4. Collaborative arrangements have been made with some Government departments like Ministry of Railways, Ministry of Health, etc. Efforts are also being made to evolve need-based courses in the area of Textiles, Food Processing and Leather. A collaborative pilot

project with the National Institute of Fashion Technology (NIFT) for introducing Fashion Designing courses in three schools in Vishakapatnam, Ludhiana and Indore has been started.

5. The States have been advised to strengthen the management structure at various levels, induct experts to infuse professionalism in the programme, introduce need-based courses and to strengthen linkages with the industry for on-the-job and apprenticeship training.

Consequent upon the meeting of the National Development Council (NDC), the matter of retention/transfer of the scheme to the States was discussed in the internal meeting of the Planning Commission and it was proposed to categorise the scheme into distinct groups as follows:

- (a) those to be retained as per the Approach Paper;
- (b) those to be transferred with resources to be pooled and distributed among the States as per the Gadgil formula;
- (c) those to be transferred with earmarking of funds; and
- (d) those to be transferred in a phased manner.

The scheme falls under the category of the schemes to be transferred without earmarking of funds. Recently, the Planning Commission has given the go-ahead for continuation of the scheme till a final decision is taken by the NDC. Meanwhile, the pilot project with NIFT is being continued. Another pilot project is being finalised to set up industry-driven vocational courses in schools affiliated to CBSE in collaboration with FICCI/Confederation of Indian Industry.

The Department has also set up a Working Group to suggest modifications in the implementation of the programme in future. The Working Group has prepared a document entitled 'Vocational Education and Programmes — Issues and Implication for Future Planning'. It has been proposed to organise widespread consultation of the people concerned before the recommendations of the Working Group are operationalised.

## Integrated Education for Disabled Children

With the coming into force of the Persons with Disabilities Act, 1995 there is now a statutory

responsibility on the Central, State and Local Governments 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 moderately 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 and escort allowance for severely handicapped children, reader allowance for blind children and equipment which includes educational aids and assistive devices.

The IEDC scheme is presently being implemented in 26 States/UTs through nearly 15,000 schools and over 55,000 children are being benefited under this scheme. Efforts are being made to fund interventions for disabled children through various other schemes/programmes being run by the Department of Education, viz. Adult Education, NFE and DPEP. Two polytechnics for disabled students have been set up at Mysore and Kanpur. The scheme also provides assistance to NGOs engaged in the field of integrated education.

The National Council for Teacher Education (NCTE) is engaged in developing curriculum for teacher training and orientation so that both general teachers as well as resource teachers are trained to handle disabled children. Multisite action and research programmes were launched in 23 DIETs and four Regional Institutes of Education. The NCERT has started the programme of training selected teachers (both general as well as resource) to make them Master Trainers who will in turn organise training programmes in their State under the guidance of experts provided by the NCERT or the Regional Institutes of Education. Considering that training of teachers is the most important aspect for the success of the scheme of IEDC, the Department of Education has tied up with Aus-Aid under the India-Australia Training and Capacity Building Project (IATCBP) under which about Rs 1.50 crore will be made available by the Australian Government for :

- (i) intensive training of 10 teacher educators in Australia to turn them into Master Trainers,
- (ii) further training by the Master Trainers along with three Australian experts in various places in the country,
- (iii) a Study Tour of 6-10 officers of the Government of India and State Governments as well as educational institutions to learn first-hand about the educational policy and its implementation by the Australian Government, and
- (iv) planning arrangements between institutions in India and those in Australia with a personnel and technology exchange programme to keep the system abreast of the latest advances in this field.

### Promotion of Yoga in Schools

The NPE lays down that Yoga will receive special attention as a system which promotes the integrated development of the body and mind. The NPE also envisages the introduction of Yoga in all schools.

Based on an evaluation of an experimental programme of introduction of Yoga in KVs as also consultation with Yoga experts, a Centrally Sponsored Scheme for promotion of Yoga in schools was launched in 1989-90. This scheme was being implemented through the Education/concerned Departments in the States/UTs as well as through Yoga Institutions of repute. Under this scheme, financial assistance was provided for training of teachers in Yoga and for building up of infrastructure necessary for the purpose. In addition institutions of all India character were given assistance for maintenance as well as developmental expenditure for promotion of basic research and teacher training programmes in various aspects of Yoga other than therapeutical aspects.

The Ministry of Finance recommended that efforts should be made to include Yoga as a subject in the school curriculum. Accordingly efforts are being made to include Yoga as a subject in school curriculum. The Department of Education is also engaged in formulating a fresh scheme for introduction of Yoga in schools which will have a widest scope, enhanced grants for teacher training and reduced assistance for infrastructure/library facilities.

## Central Board of Secondary Education

The Central Board of Secondary Education (CBSE), Delhi has been making constant endeavours to provide quality education and development of holistic individual. During the period under report, the following activities were undertaken by the Board.

### Examinations

In all 2,36,795 candidates were registered for Senior School Certificate Examinations and 4,09,695 candidates were registered for Secondary School Examinations held in March-April 1998. The CBSE regularly reviews its system and operational areas to bring out improvement, fairness and objectivity through the following procedure:

- Timely declaration of results
- Orientation of Head Examiners
- Marking Schemes
- Updating the outdated system
- E-mail service provided for the first time
- Marksheets sent along with results
- Sample Papers

### All India Pre-Medical/Pre-Dental Examination

1,41,597 candidates registered themselves for the All India Pre-Medical/Pre-Dental Examination this year.

### Jawahar Navodaya Vidyalaya Entrance Test

The first examination for Jawahar Navodaya Vidyalaya selection test for admission to Class VI was conducted by the CBSE in two phases in the month of February and April. More than 5 lakh candidates registered and appeared at the examination which was held for summer and winter-bound schools.

### Affiliation

The CBSE appoints the territorial study teams to conduct regular academic visits to the schools. This year 276 new schools have been added and the total number of affiliated schools stands at 5,119 located in different parts of India and in other countries like Bangladesh, Bahrain, Saudi Arabia, Kuwait, Russia, etc.

## Academic

### Curriculum Design

The thrust of the curriculum design is upon providing knowledge, promoting psychomotor skills, developing logical thinking and scientific aptitude and 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. The courses are defined in two categories:

- Job-oriented Courses
- Job-linked Vocational Courses

### 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.

### Consumer Awareness

The publication printed by CBSE on Consumer Awareness educates teachers/students about the theoretical aspects of consumer education and protection. The aim of the booklet is to create awareness in the minds of the students.

### Environmental Education

To familiarise 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.

### International Programmes

A delegation from Japan comprising primary, middle and secondary school teachers visited the CBSE to discuss and present their views on the education system in both the countries.

A team of senior level officers from South Africa led by the Superintendent General, Education Department, South Africa visited the

CBSE. Detailed discussions were held about the pre- and post-examination procedures and actual conduct of examinations.

## Kendriya Vidyalayas

The Government of India approved the scheme of Kendriya Vidyalayas (KVs) 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. Over the years, the number of Kendriya Vidyalayas increased to 875 as on 31 December 1998. As on 31 March 1998 the number of teaching staff is 36,030 while the number of non-teaching staff is 46,069.

### Salient Features

The salient features of Kendriya Vidyalayas are as follows:

- Kendriya Vidyalayas are fulfilling their commitment to cater to the educational needs of the wards of transferable Central Government employees to a large extent.
- Preference in admission is given to children whose parents have the largest number of transfers during the preceding seven years.
- All KVs are co-educational and composite.
- Common Textbooks with common curriculum and bilingual medium of instruction, i.e. English and Hindi are followed.
- All KVs are affiliated to the CBSE.
- Teaching of Sanskrit from Class V to IX is compulsory. However, the student can offer Sanskrit as an additional optional subject at Class X also.
- The quality of teaching is kept high by maintaining a proper teacher-pupil ratio.
- No tuition fee is charged from students up to Class VIII. The wards of staff of KVS, SC/ST students, children of officers and men of the Armed Forces killed or disabled during hostilities in the wars of 1962, 1965 and

1971 against China and Pakistan and girl students are exempted from paying tuition fee up to Class XII.

### KVS Administration

The Minister for Human Resource Development is *ex-officio* Chairman of the Sangathan. The policies and guidelines issued by the Sangathan and its Board of Governors are executed by the Commissioner who is the executive head of the Sangathan. In order to execute all tasks and decisions about administrative and academic matters, the Commissioner is assisted by two Joint Commissioners and other officers and supporting staff at the KVS (Hq) and its 19 Regional Offices. The Regional Offices are headed by Assistant Commissioners. The main functions of the Regional Offices are to monitor and supervise the working of the Vidyalayas in the region, to carry out administrative work relating to service matters of both academic and general staff and to allot funds to Vidyalayas. At the Vidyalaya level, each Kendriya Vidyalaya is headed by a Principal/Vice-Principal assisted by a small group of administrative and other supporting staff, besides teaching personnel.

### Opening of Kendriya Vidyalayas

Kendriya Vidyalayas are opened in the Civil Sector on the recommendations of various Ministries/Departments of Central/State Government, or the Central Government Employees Welfare Association. Similarly, Vidyalayas are opened on the recommendations of the Ministry of Defence in the Defence Sector. The Kendriya Vidyalayas are also opened in Project Sector in the campuses of Public Sector Undertakings (PSUs) and institutions of higher learning if the recurring and non-recurring expenditure is fully met by the sponsoring authorities.

In order to meet the increasing demands from the target groups (Civil and Defence Sectors), the Government approved in May 1993 opening of up to 20 Vidyalayas 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.

### 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 seven years, immediately preceding the year of admission. Thereafter, the children of transferable employees of PSUs 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 grand-children of Members of Parliament, children of KVS/NSG/SPG employees.
- Fifty 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 a maximum of 22.5 per cent of fresh admissions.

There were about 7.52 lakh students studying in Kendriya Vidyalayas as on 1 April 1998.

### Courses of Study at +2 Stage

Kendriya Vidyalayas provide Science, Commerce and Humanities streams mainly. Physical Education, Political Science, Fine Arts and Music have also been introduced in addition to 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 for 1998 is 76.80 per cent and 79.90 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. These regular training programmes, after a periodicity of six years, will improve with the establishment of five Zonal Institutes of Education and Training. The Government has already sanctioned Rs 3 crore for setting up of these institutes at the following places: Bolangir (Orissa), Gwalior (Madhya Pradesh), Karad (Maharashtra), Mysore (Karnataka), and Sirsa (Haryana).

These institutes are yet to be functional for want of sanction of posts.

### Academic Programmes

The following programmes and activities have been undertaken by 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 Kendriya Vidyalayas 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.
- (i) The project on Value Education as a pilot project, (ii) Strengthening of values through visual and performing arts, (iii) Students exchange programmes, (iv) Strengthening of primary education and (v) Celebration of 50th anniversary of Independence have been implemented.
- 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. These will act as resource centres for neighbouring Kendriya Vidyalayas.

### **Incentive Awards for Teachers**

During the current year, 50 teachers were honoured with KVS Incentive Awards. Four KV teachers were awarded National Awards by the President of India in recognition of their meritorious services as teachers.

### **Navodaya Vidyalayas**

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 Navodaya Vidyalayas**

As on 31 December 1998, 397 schools have been sanctioned. It is expected to sanction 15 more new Navodaya Vidyalayas during 1998-99. The States of Tamil Nadu and West Bengal have not adopted the scheme as yet.

### **Admission**

Admission to Navodaya Vidyalayas 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. From the year 1998, JNVST is being conducted by CBSE.

### **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 336 Vidyalayas has taken place during 1997-98. 4,683 students were proposed for migration against which 4,314 students have actually been migrated.

### **Allocation of Streams**

A total of 235 Navodaya Vidyalayas were upgraded to Senior Secondary stage during the period under report. Science, Commerce, Humanities and Vocational streams were introduced in these Vidyalayas. Various Vocational streams allocated to Vidyalayas, viz. Electrical Technology, Vocational Commerce and Hotel Management are functional in certain JNVs.

### **Sports and Games**

The NVS is actively taking part in sports/games. Judo and athletics teams have won third place and cash rewards in School Games Federation of India Competitions. It organised School Games Federation of India Competitions inviting teams from various States at Amravati, Maharashtra for the first time. The NVS National Games Group A and Group B national athletics were held during October-November 1998 at Delhi, Una and Vishakapatnam, respectively.

### **Training Programmes**

The Samiti organised a number of staff development programmes for the professional growth of teachers and Principals of JNVs. In this context 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 1998-99, the Samiti has organised 156 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 1997-98 was 23 per cent, 14 per cent and 32 per cent, respectively.

### Scout and Guide and NCC

The Navodaya Vidyalaya Samiti is recognised as a State for Scouting and Guiding activities by Bharat Scouts and Guides. Various activities are being conducted in the Vidyalayas to make children imbibe the philosophy of Scouting and Guiding movement.

- Children of NVs participated in 13th national Jamboree of Bharat Scouts and Guides held at Khurda (Orissa) from 4 to 9 January 1998.
- NVS organised its first National Jamboree in Scouts and Guides as well as Rajya Puruskar Award function at Bangalore during April 1998; 209 Scouts and Guides, 27 Scouters and Guiders of JNVs from all over India took part in the Jamboree.
- NVs children of Regional Office, Jaipur, Pune, Lucknow and Hyderabad attended President Scout and Guide testing camps. Important days like Sadbhawana Diwas, Anti Leprosy Day, Scout and Guide Foundation Day, etc. were celebrated by the Scout and Guide Unit in the Vidyalayas.

NCC is being introduced in JNVs in a phased manner. The Samiti has a total of 7,950 cadet strength (6350 boys and 1600 girls). JNV cadets attended several NCC camps and excelled themselves. NCC cadets took part in Republic Day parade in several districts.

### Exhibitions

Four science exhibits from Navodaya Vidyalayas

Aurangabad, Muzaffarnagar, Sitapur and Kurnool were selected for Jawaharlal Nehru National Science Exhibition 1998, held at Amritsar.

### National Award Presentation

National awards presentation function for the Navodaya toppers in the CBSE Public Examinations of March 1998 as well as to the outstanding teachers of the Navodaya Vidyalayas for their meritorious services was held on 3 December 1998 at New Delhi. Dr Murli Manohar Joshi, Minister for Human Resource Development and Chairman, NVS gave away the awards to the children and the teachers. While five children who are toppers in the Classes X and XII examinations of 1998 from NVs were given Director's Gold Medal and cash awards, 33 teachers from different JNVs were also honoured by presenting shawl, citation and cash awards.

### National Open School

Established as an autonomous institution under the Ministry of Human Resource Development, Government of India in 1989, the National Open School (NOS) mainly caters to the educational needs of the school dropouts and socially and economically backward learners. The focus of the NOS covers right from the elementary education to course at the pre-degree level, both academic and vocational. The NOS has shown a steady growth in student enrolment, number of courses and study centres.

### Study Centres

The number of study centres is increasing year after year and this year the number has touched 871. Special Accredited Institutes for Education of the Disadvantaged (SAIED) are being established by the NOS as special centres all over the country.

As a first step towards globalisation of its educational services, the NOS launched its study centres in the Middle East, i.e. Dubai and Abu Dhabi. The aim is to extend educational facilities through the open learning system to non-resident Indians and other nationals settled there. During the year under report, 116

Boards and Universities recognised the examination conducted by the NOS.

### Audio-Video Production

Audio and Video programmes are one of the most important components of the multi-channel package offered by the NOS. These programmes developed by the Media Unit supplements and complements the other channels of learning such as self-learning print materials and personal contact programmes. The NOS has so far produced 35 audio programmes in Hindi and English languages and 56 video programmes each in Hindi and English language on different subjects of the secondary course.

### Regional Centres

Two more regional centres at Chandigarh and Cochin have been established during 1998-99. So far eight Regional Centres have been established to effectively implement and monitor the functioning of NOS programmes.

### State Open Schooling and State Centre for Open Schooling

Keeping in view its aims and objectives, the NOS is providing professional guidance for the establishment of State Open Schools. Open Schools have already been established in Andhra Pradesh, Rajasthan, Haryana, Madhya Pradesh, Karnataka, West Bengal and Punjab. Similarly, the NOS has helped Himachal Pradesh and Assam in setting up State-Centre for Open Schooling.

### Central Tibetan Schools Administration

The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation by the Government of India. The main objectives of the CTSA are to run, manage and assist institutions for the education of Tibetan children in India. To keep the Tibetan community abreast with all aspects of modern education and development while retaining essentials of their traditional system and culture, schools have been opened all over the country, where there is concentration of Tibetans, mostly in hilly areas.

The Central Schools for Tibetans are affiliated to CBSE, Delhi and follow 10+2 system of education. They prepare students for the All India Secondary School and All India Senior School Certificate Examinations. The medium of instruction in the primary department is Tibetan whereas the medium of instruction from Class VI onwards is English. Up to Class VIII, the syllabi prepared by the NCERT are followed except in the case of Tibetan language which is designed by Central Tibetan Administration, Dharamsala. In Classes IX and X, the syllabi prescribed by the CBSE are followed.

At the +2 stage the Administration imparts education in Humanities, Science, Commerce and Vocational streams. Under Commerce-based Vocational streams, three courses have been in operation: Stenography (English), Accountancy and Auditing and Purchasing and Store Keeping.

The Administration runs 87 schools—eight senior secondary schools (six Residential and two Day Schools); five Secondary Schools; nine Middle Schools; eight Primary Schools and 45 Pre-Primary Schools and 12 Grant-in-Aid Schools. 11,017 students are receiving education in these schools.

To ensure uniformity of academic standard, Common Annual Examination at the end of Class V, VIII, IX and XI are conducted by the Administration. Besides, these Physical and Health Education and SUPW form an integral part of the syllabus. Music and dance training is compulsory for all students up to Class X. Due stress is laid on National Core Curriculum, Value Education and Environmental Studies.

To encourage students to pursue further education, 15 Tibetan students are given scholarships for pursuing degree level courses 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 for achieving academic excellence. Remedial teaching for students of Classes X and XII is one such scheme to improve performance of students in the CBSE examination.

For professional development of teachers a number of in-service training courses are organised in collaboration with the NCERT and CIIL, Mysore as well as with the Department of Education, MHRD and CTA, Dharamsala.



Moreover, the CTSA has introduced a scheme of incentives to Indian teachers for acquiring proficiency in Tibetan language to promote closer interaction with the students.

### National Awards for Teachers

The scheme of National Awards for Teachers was started in the year 1958-59 with the object to give public recognition to the meritorious teachers working in Primary, Middle and Higher Secondary schools. In 1967-68 the scope of the scheme was enlarged to cover the teachers of Sanskrit Pathshalas, Tolls, etc. run on traditional lines. In 1976 the scheme was further enlarged to cover Arabic/Persian teachers of Madrasas run on traditional lines. From 1993, the scheme has further been enlarged to cover teachers of Sainik Schools, Navodaya Vidyalayas and schools run by the Atomic Energy Education Society.

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

Two hundred and sixty-one teachers were

selected for the National Award for 1997. These awards were presented by the President of India on 5 September 1998 at a function organised at Vigyan Bhawan, New Delhi.

### National Foundation for Teachers' Welfare

The 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 the 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 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 through the following schemes:

1. Construction of Shikshak Sadans
2. Subsidy for academic activities of teachers
3. Paid holiday to the awardee teachers
4. Support for professional education of children of school teachers
5. Gratuitous relief in cases of serious accidents
6. Grant of financial assistance to teachers for serious ailments.

The Foundation annually selects three teachers for the Prof. D.C. Sharma Memorial Award, instituted in 1970 in memory of the eminent educationist. Selections for 1994 and 1995 were made during the year under report.

## Improvement of Science Education in Schools

To improve the quality of science education and promote scientific temper, as envisaged in the National Policy on Education 1986, a Centrally Sponsored Scheme 'Improvement of Science Education in Schools' has been operational since 1987-88. The scheme uses the resource and agency of the State Government and non-governmental organisations for achievement of these objectives. Accordingly, 100 per cent assistance is provided to the States/Union Territories for provision of science kits to upper primary schools, upgradation of science laboratories and library facilities in Secondary/Senior Secondary schools and training of science and mathematics teachers. The scheme also provides for assistance to voluntary organisations for undertaking innovative projects in the field of science education.

## Environmental Orientation to School Education

The National Policy on Education (NPE), 1986 provides that the protection of environment is

a value which, along with certain other values, must form an integral part of curricula at all stages of education. Operationalisation of this novel objective requires that the mind and intellect of the students must be sensitised about the hazards inherent in over-exploiting the bounties of Nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of environment.

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. The scheme envisages grants to States/UTs 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; organisation of suitable innovative work experience activities. The scheme has been restricted to voluntary organisations only from 1996-97.

## International Science Olympiads

With a view to identifying and nurturing talent in Mathematics and Physics at school level, the International Mathematical Olympiad (IMO) and International Physics Olympiad (IPO) are held every year. India has been participating in these Olympiads since 1989 and 1998, respectively. Each participating country is required to send a team comprising not more than six secondary student contestants to IMO and five secondary student contestants to IPO apart from a leader and a deputy team leader.

As per the existing financial 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. Indian teams in the last Olympiads were jointly sponsored by the Department of Education, MHRD and the National Board for Higher Mathematics (NBHM)/Homi Bhabha Centre for Science Education (HBCSE), respectively. The cost of international travel was paid by the Department of Education while all other expenses on selection of students, internal travel, incidental expenses, etc. were borne by the NBHM/HBCSE.

IMO-98 was held at Taipai, Taiwan in July 1998. Indian delegation participated in the event and won three gold and three silver medals. At IPO-98 held at Reyjavik (Iceland) during July 1998, Indian team won one silver and one bronze medals, while three contestants received honourable mentions.

## 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 players 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 State Institutes of Educational Technology (SIETs) in Uttar Pradesh, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh, have also been funded under the scheme.

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

At present all the programmes for the schools sector for broadcasting through Akashvani and telecast through Doordarshan are produced by the CIET and SIETs.

So far 3,87,438 radio-cum-cassette players and 74,001 colour TVs have been sanctioned to States and UTs for installation in Primary/Upper Primary Schools. During 1997-98, the CIET and SIETs have together produced 708 (169 audio and 539 video) programmes.

The Central Institute of Indian Languages (CIIL), Mysore has been funded for production of cassettes for learning certain Indian languages at the school level.

## 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-lodging expenses, expenditure incurred on uniforms, textbooks, transport charges, etc. to the school students who are the wards of Armed Forces personnel killed or permanently disabled during Indo-China hostilities of 1962 and Indo-Pak hostilities of 1965 and 1971. During 1988 these concessions were extended to the children of IPKF/CRPF personnel who were killed/disabled during action in Sri Lanka and to the children of Armed Forces personnel killed/disabled in action in Operation Meghdoot in Siachen area.

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

## Computer Literacy and Studies in Schools

Realising that children, who are the work-force of tomorrow, need to be exposed to utility and applications of computers, the Department of Electronics, in collaboration with the MHRD, initiated a pilot project Computer Literacy and Studies in Schools (CLASS) from the year 1984-85. The broad objectives of this pilot project included domestication of computers, and to provide hands-on experience.

The CLASS Project was modified and converted into a Centrally Sponsored Scheme from the year 1993-94. Under the revised scheme to be eligible for assistance the following conditions are to be satisfied by the States/UTs:

1. The coverage of the scheme for new schools will be restricted to senior secondary schools.
2. In selected schools, instructions in Computer Literacy will be compulsory for all students of Classes XI and XII.

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

2,371 schools have been covered under the revised CLASS scheme during the Eighth Five Year Plan.

### **Scheme for 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 growth of enrolment of adolescent girls of rural, tribal and other remote areas is the traditional, societal inhibitions against their movement outside the family precincts. Since the Secondary/Higher Secondary Schools in such places are sparsely located, the girls remain particularly disadvantaged.

In order to implement the recommendations in POA-1992 for formulating a special enabling plan to ensure increase in enrolment of girls in secondary education and the NPE directive for encouraging NGO participation in education, it was decided to launch the above-mentioned scheme during the Eighth Plan.

Under the Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools, financial assistance is being given to the eligible voluntary organisations to improve the enrolment of adolescent girls belonging to rural areas and weaker sections. Preference in providing assistance is given to educationally backward districts, particularly those predominantly inhabited by SCs/STs and educationally backward minorities in the secondary and higher secondary schools.

The following types of grant are given under the scheme:

1. Rs 5000 per annum per girl boarder for food and salary of cook and warden if the hostel/boarding house accommodate atleast 25 girl boarders who are students of Classes IX-XII of recognised schools would get assistance under this scheme subject to an overall number of 50 boarders.
2. One time grant of Rs 1500 per girl boarders for purchase of furniture (including beds)

and utensils and provision of basic recreational aids, particularly material for sports and games, reading room equipments and books.

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

Education about India's common cultural heritage has been identified in the National Policy on Education as one of the core areas under the National System of Education. While spelling out the cultural perspective in education, the policy has stressed on the need to bridge the schism between the formal system of education and India's rich and varied cultural traditions.

In 1990, a decision was taken to review the earlier scheme of strengthening Culture/Art/Values in Education to make it more purposeful. A reformulated scheme of Assistance for Strengthening Culture and Values in Education was introduced in the last quarter of 1992-93. The revised scheme has the following two broad components:

1. Strengthening Cultural and Value Education inputs in the school and non-formal education system.
2. Strengthening the in-service training of art, craft, music and dance teachers.

The scheme has provided greater awareness among voluntary organisations and also the greater significance of value education.

### **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.



Being at the apex of the educational pyramid, higher education has a key role in the education system. The National Policy on Education visualises higher education to be more dynamic and of high quality because higher education provides people, an opportunity to reflect on the critical social, economic, cultural, spiritual issues facing humanity.

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## University and Higher Education

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**T**here has been a phenomenal proliferation of University and Higher Education in the country since Independence. At the dawn of Independence there were only 20 universities and 591 colleges, while up to November 1998, the number of universities has increased to 182 and the number of institutions deemed to be universities was 40 besides four institutions established under State Legislature Act.

### Revision of Pay Scales of University and College Teachers

The Pay Review Committee set up by the UGC under the chairmanship of Prof. R.P. Rastogi, former Vice-Chancellor, Banaras Hindu

CHAPTER

6

### GROWTH OF HIGHER EDUCATION SYSTEM

At the beginning of the year 1998-99, the total student enrolment in universities and colleges was 70.78 lakhs. The enrolment in the University Departments was 11.69 lakhs and that in the affiliated colleges was 59.09 lakhs. Eighty per cent of the total enrolment was concentrated in the three faculties of Arts, Science and Commerce while the remaining 20 per cent was absorbed by the professional faculties like Law, Engineering/Technology, Medicine, Education, Agriculture and Veterinary Science, etc.

### WOMEN IN HIGHER EDUCATION

The enrolment of women students at the beginning of the year 1998-99 was 24.46 lakhs. At the Post-graduate level, the enrolment of women was 34 per cent of the total enrolment. The enrolment of women students is the highest in Kerala (53.6%), followed by Punjab (51.5%), Goa (51.4%), Delhi and Pondicherry (45.3% each), Manipur (43.4%), Jammu & Kashmir (40.6%), Gujarat and Tamil Nadu (40.1% each). Other States like Haryana, Himachal Pradesh, Maharashtra and West Bengal also had women enrolment higher than the national average of women enrolment of 34.6 per cent at the all-India level.

University submitted its report on 28 May 1997. After taking into consideration the recommendations made by the Committee, comments of the UGC, representations received from various quarters and the outcome of the wide-ranging discussions, the government announced revised pay scales and other conditions of service of university and college teachers on 27.7.98 and with further modifications on 6.11.98. Consequently the UGC finalised and notified the scheme of revised scales and service conditions on 24 December 1998. The changed pay structure and conditions of services of teachers are aimed at attracting talents to teaching in University and Colleges, awarding merits and promoting excellence in the profession. The State Governments have also been requested to adopt these scales for their university and college teachers. For this purpose the Centre has agreed to provide assistance to the extent of 80 per cent of the additional expenditure involved, for a period of five years.

### Submission of Report by the Task Force on Amendments to the UGC Act

The Government of India constituted a Task Force under the Chairmanship of Prof. Amrik Singh, former Vice-Chancellor of Punjabi University, Patiala to examine the relevant provisions of the UGC Act with a view to suggest amendments in order to provide

suitable safeguards against the incidence of fake universities and to empower the Commission to cope with the emerging challenges with confidence and to strengthen and restructure the Commission. The Task Force deliberated for over four months and submitted its report on 15 February 1999. The important recommendations of the Task Force are (i) provision of five whole-time members in addition to the Chairperson; (ii) increase in the number of members to 15 and of the nominated category, at least one-third should be women; (iii) suitable punishment including a term of imprisonment fine ranging between one lakh and ten lakh rupees for contravening Sections 22 and 23 of the Act; (iv) opportunity for establishment of private or self-financing universities in the country, subject to observance of rules made by the Government for the establishment of such universities; and (v) the recognition of universities or institutions which may confer degrees including the operation of foreign universities/institutions in the country for running their courses and programme of studies.

### World Conference on Higher Education

India participated in the World Conference on Higher Education convened by UNESCO, in Paris, between 5-9 October 1998 with a high level delegation led by the Minister for Human Resource Development. The conference deliberated upon the needs and challenges of





**The Minister for Human Resource Development, Dr Murli Manohar Joshi Delivering a Lecture in the Conference**

the higher education in the twenty-first century, "Vision and Action". The Indian delegation made significant contributions to the World Declaration by suggesting modifications and amendments, most of which were accepted; one such which received big applause was the world leaders of higher education reads as under :

Ultimately, higher education should aim at the creation of a new society—non-violent and non-exploitative—consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

The rappateur of the conference observed that India's amendment was 'too beautiful to be rejected'.

## University Grants Commission

The University Grants Commission (UGC), an apex body in the field of higher education is responsible for coordination, determination and

maintenance of standards in higher education. It advises the Central and State Governments on the measures necessary for the improvement of university education besides framing regulations on various aspects of higher education. It also determines disbursement of funds for maintenance and development of Central/State Universities, and some colleges which qualify for such assistance. Some of the major thrust areas pursued by the UGC during the year under report are discussed below.

### Ninth Plan Development Schemes

The Commission's Policy for development of undergraduate and post-graduate education in the colleges during the Ninth Plan period will have the following main aims/objectives:

- Improvement of standards and quality of education.
- Removal of social disparities and regional imbalances in higher educational facilities.
- Restructuring of courses including developing career thrust in the courses.
- Grant of autonomous status to qualifying colleges.

To achieve these objectives, the Commission will provide assistance to the colleges which fulfil the minimum eligibility conditions and have the necessary viability and potential and are striving for better standards.

During the Ninth Plan, the UGC has launched many new schemes under the broad headings of (a) Relevance and Quality, (b) Access and Equity, (c) Extra Moral/Adult, Continuing Education and Outreach and (d) Management of Education and Resource Mobilisation.

The Pay Review Committee submitted its report to the Commission on 28 May 1997. The report was sent to the Universities, Teachers' Associations and State Education Secretaries for higher education. The Commission had wide ranging discussions on the recommendations of the Pay Review Committee.

The UGC is finalising its notification on qualification and service conditions based on the Pay Committee Report in consultation with the MHRD.

### Human Resource Development

The Commission has been striving to develop human resources and towards this end it

provides assistance for various programmes which enable teachers and researchers to upgrade professional competence and keep abreast of the latest developments in their disciplines. Assistance for various types of Scholarships and Fellowships is provided to achieve this objective. Junior Research Fellowship is awarded to those research scholars who have qualified in the national level tests conducted by the UGC, CSIR, GATE, etc. Teachers in universities and colleges are given an opportunity to pursue research for a brief period of time without having to undertake full teaching responsibilities.

During the year under report, the Commission continued the scheme of Visiting Faculty in the universities so as to provide teaching/research assignments outside Kashmir to the teachers from Kashmir University and its affiliated colleges due to disturbed conditions there.

### **Research and Studies in Emerging and Inter-disciplinary Areas**

Courses like Super-conductivity, Atmospheric Science, Environmental Education, Computer Application, etc. are included under this scheme.

The total number of universities supported under the Super-conductivity programme up to November 1998, was 35. It is supporting seven universities under the Atmospheric science programme. Courses in the emerging areas like computer application, functional Hindi, biotechnology, environment education, energy education, electronics, futurology, business administration, communication and remote sensing were being reviewed during the year under report.

### **Innovative Programmes**

The scheme aims at providing a framework for assistance to a limited number of innovative projects, not covered by other UGC schemes, within the available resources of the UGC. Some of the innovative programmes include Cognitive Science, Mathematical Modelling and Designing through Computer graphics, Development of Microscale Experiments in Chemistry, setting up of Human Rights department in a university, development of Terracotta mural, etc.

The two programmes, viz. Courses in

Emerging Areas and Innovative Programmes were integrated during the year and named Innovative Programmes for implementation during the Ninth Plan period. The Super-conductivity R and D programme and the Atmospheric Science Programme are also now part of the Innovative Programmes.

### **Area Studies Programme**

The Commission is providing assistance to centres identified as Area Study Centres for undertaking studies relating to problems and culture of a given area and developing inter-disciplinary research and teaching within a comparative framework. The focus is on such countries and regions with which India has had close and direct contact. There were 20 such centres being funded in 17 universities.

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

The UGC launched the scheme of Career Orientation of Education at the first degree level in the universities and colleges in 1994-95, in conformity with the National Policy on Education. Under the scheme, universities/colleges would introduce one to three vocational courses in 35 subjects identified by the Core Committee.

There are inbuilt training programmes for equipping teachers of the respective institutions for teaching the vocational subjects which are arranged for them through identified nodal institutions.

The UGC has identified areas to cater to the needs of under-developed and rural sectors specially women, tribal and hilly regions.

### **Subject Panels**

The UGC has panels of experts to advise it on measures to enhance the quality of teaching and research in various subjects, to prepare status reports regarding research and teaching facilities available in the universities, to indicate thrust areas, and to advise the Commission on other relevant matters. The recommendations of these panels contribute to updating and modernising courses and introducing new dimensions in teaching and research. There are 28 subject panels in

various disciplines of Science, Humanities and Social Sciences. A major task taken up by these panels during the year was to revise the syllabus for the NET examination.

### Autonomous Colleges

The concept of autonomous colleges is aimed at providing academic freedom for potential colleges by way of designing their curricula, evolving new methods of teaching, research and learning, framing own rules for admission, prescribing own courses of study and conduct of examinations. Under the scheme of autonomous colleges, a college declared autonomous by its affiliating university is fully accountable for the content and quality of education it imparts. Such a college is also responsible for setting up 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. Up to November 1998, 123 colleges were functioning as autonomous colleges spread over eight States. viz. Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Orissa, Uttar Pradesh, Gujarat, Maharashtra and Himachal Pradesh.

### Teacher Recruitment

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

### Teacher Training

Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the 45 Academic Staff Colleges identified by the Commission organised orientation programmes for new teachers and refresher courses for in-service teachers.

### Improvement in Efficiency

The Commission provided grants for setting up computer centres in 125 universities up to November 1998. Also, assistance was provided for upgradation of computer facilities in the

computer centres of various universities. In addition, the Commission provided assistance to 3,137 colleges up to November 1998 for installing computer facilities. Universities were also assisted by the UGC for introducing Computer Application paper at PG level in all subjects wherever there was relevant need for it. As many as 13 universities were assisted under the scheme up to November 1998.

### Development of Engineering/Technology and Management Education

The UGC provides financial assistance to the universities/institutions for their Engineering and Technology Departments to enable them to carry out various programmes of higher education and research. Assistance was provided to 11 Technological Universities and 25 State/Central/Deemed to be Universities.

A new scheme 'Technology for Women' in women universities was introduced during 1998-99 for providing financial assistance for introduction of under-graduate courses in Engineering and Technology. Under the scheme, assistance would be provided for recurring and non-recurring items for a period of five years from the date of implementation of the course. To begin with, five women universities have been identified under the scheme during the Ninth Plan.

### COSIST Scheme

One hundred sixty-five departments have been assisted under the scheme of strengthening Infrastructure in Science and Technology Education (COSIST) and research till November 1998. Assistance under this programme is a one-time input. Departments supported under COSIST have been given functional autonomy. The infrastructural facilities extended through COSIST support have attracted additional funds not only from funding agencies in India but also from abroad and have improved teaching instructions both at the post-graduate and research level by enhancing the quality of teaching, particularly the experimental part of the courses.

### Common Facilities and Services

The UGC assists a large number of centres as national facilities. There are six Inter-University

## **Scheduled Caste/Scheduled Tribe Cell**

The University and Higher Education Bureau in the Department of Education has an SC/ST Cell to review and oversee implementation of reservation policy in favour of SCs and STs in admission, appointments and allotment of hostel/accommodation in Central Universities and Colleges affiliated to them. The Cell coordinates with the UGC and Central Universities and also acts as a liaison unit for furnishing information to the Commission for SCs and STs and to the Parliament. During the period under report, a number of representations received from teaching/non-teaching staff and students of various colleges and universities were examined by the Cell and the matter was taken with the concerned authorities, wherever necessary. This Cell also monitors the implementation of reservation policy through a Monitoring Committee constituted by the UGC for this purpose.

Centres and 11 other Centres as national facilities/Information Centres assisted by the UGC. The Inter-University Centres are namely Nuclear Science Centre, Delhi, Inter-University Centre for Astronomy and Astro-physics, Pune, Inter-University Consortium for DAE Facilities, Indore, National Assessment and Accreditation Council, Bangalore, Information and Library Network (INFLIBNET), Ahmedabad and Consortium of Educational Communication, New Delhi.

### **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.

### **Educational Outreach Activities**

The guidelines for the scheme of Adult and Continuing Education, Extension and Field Outreach activities were revised for the Ninth Plan period.

The Ninth Plan guidelines involve the following programmes:

- Vocational/career-oriented programmes
- Equivalency programme
- Quality of life improvement programme
- Leadership and human resource development programme
- Social and citizenship role awareness programme
- Individual interest programme.

The Commission deputed university/college teachers to work with Bharat Gyan Vigyan

Samithi on wholetime basis for nationwide literacy movement. Fifteen Teacher Fellowships have also been provided for this purpose. 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).

### **Facilities for SCs/STs, Handicapped and the Weaker Sections**

In order to ensure effective implementation of reservation Policy for SCs and STs, the UGC provides assistance to universities/deemed to be universities for the establishment of SC/ST Cells. The Commission under this scheme provides some positions of staff for running these Cells. There is also a scheme of 'Remedial Coaching for Scheduled Castes and Scheduled Tribes' being implemented in universities and colleges which aims at improving the skills and linguistic proficiency of the students in various subjects and raising their level of comprehension in such subjects where quantitative techniques and laboratory work are involved. A significant policy decision taken during the year was to create a Central Pool Database in the UGC for SC/ST candidates to consider their candidature for teaching positions in universities and colleges.

The Commission also continued to provide assistance to identified centres and cells (in universities and colleges, respectively) for conducting coaching classes for the educationally backward among minority communities for preparing them for competitive examinations other than the higher Civil Services as also classes for preparing students and providing training in shorthand/typing, computer literacy, strengthening knowledge of

English and regional languages, etc. Under the scheme of Junior Research Fellowship, the Commission has reserved some positions for SC/ST candidates out of the total number of such fellowships instituted for various universities. This is in addition to 50 fellowships which the Commission is directly awarding to SC/ST candidates.

Also, the Commission has reserved 40 Research Associateships for SCs and STs. In order to provide opportunity to SC/ST teachers in affiliated colleges, 50 teacher fellowships have been earmarked for them to improve their qualifications by doing M.Phil/Ph.D. Relaxation has also been made in the criteria for financial assistance to colleges having SC/ST enrolment and to those located in the backward regions.

In order to oversee the implementation of the reservation policy in Central Universities, the Commission has appointed a Monitoring Committee under the Chairmanship of the Secretary, UGC. A Standing Committee has also been constituted to consider various issues relating to the Reservation Policy for SC/ST candidates.

The UGC has also been implementing the scheme of Integrated Education for Disabled Children with the initial financial support and sponsorship by the Department of Education, MHRD. The teachers and students trained under this programme are mainly placed in teaching general education to handicapped children in Integrated and Special Schools, Government Services, NGOs, research organisations, etc. as rehabilitation workers/field workers to help the disabled community.

### **Women's Studies**

Assistance is provided by the UGC to universities and colleges for setting up Centres and Cells for Women's Studies. The Centres/Cells are required to undertake research, develop curricula, and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights and social exploitation. These Centres/Cells are not expected to be like other conventional departments of the universities, as they are not required to run courses that lead to under-graduate or a post-graduate degree.

### **Project on Information and Library Network**

This project was started by the UGC in the Seventh Plan with the aim of establishing a nationwide network of university libraries and information centres to organise library and information services based on sharing of library resources in the country and to promote academic interaction among academicians. The Centre is now an Inter-University Centre of the UGC. Main activities of the Centre include computerisation of libraries, upgrading the skill of existing library staff to work in the computerised library environment, establishment of networking facilities, creation of academic databases and organisation of information services. Various software packages required for library management services have been developed at this Centre. It has also developed an Integrated Library Management Software (ILMS) for management of libraries in collaboration with DESIDOC, for use in university libraries.

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

The Commission continued to provide assistance on cent per cent basis under Plan funds for the promotion of Gandhian, Buddhist and Nehru studies. The assistance is provided for setting up centres for these studies, conducting programmes to acquaint teachers and students with their philosophy and ideas and for the purchase of books and journals relating to these studies. It was also decided during the year to introduce the scheme of promotion of Ambedkar Studies. Proposals in this regard have been invited from universities. The Commission has also been providing assistance for value-oriented education in order to foster among students and teachers alike such values which are necessary for retaining national identity and sustaining a peaceful and harmonious society. As part of value-oriented education, the Commission is also promoting the programmes of National Integration in collaboration with the Association of Indian Universities.

### **Human Rights Scheme**

The Commission has initiated the Human Rights Scheme and guidelines for the same

were framed for introduction of Human Rights courses at the P.G./Certificate levels and for organising seminars, symposia and workshops. These guidelines form part of the UGC Ninth Plan Approach to Promotion of Human Rights Education in Universities and Colleges, 1998.

### **Promotion of Physical Education and Sports**

The Commission continued to provide assistance to universities and colleges for running the three-year degree course in physical education, health education and sports.

### **Resource Mobilisation by Universities**

The Commission approved the revised Ninth Plan guidelines to support universities for their resource mobilisation efforts. The main objectives of the scheme are to encourage universities to mobilise resources by participation/contribution of society in their development and to encourage and enhance the flow of resources coming from the society for university development.

### **University-Elementary Education Linkages**

The UGC has been pursuing the universities to take up extension activities in social and economic areas in their areas. Realising that the Universalisation of Elementary Education remains a national goal and challenge and the universities are in a pivotal situation to join the movement, the UGC initiated dialogues, during the year, with academicians, educationists, NGO representatives and Vice-Chancellor to bring out a policy strategy paper on university-elementary education linkages. The UGC paper encourages university academic community to take up research, evaluation, training, development, etc. to support and strengthen the elementary school system in the areas of their operation. One such pilot initiative was arrived by the Mumbai University in a meeting taken by the Chairperson in Mumbai. The Department of Education has committed to support the universities' initiative by funds also under its various schemes meant for the NGO's programme for elementary education indicating for the training and research.

## **Jamia Millia Islamia**

Jamia Millia Islamia (JMI) which had been functioning as a Deemed to be University since 1962 acquired the status of a Central University in December 1988. The University imparts education from the Nursery stage to Post-graduate and Doctorate levels. It has six Faculties and eight Centres (excluding Balak Mata Centres). There has been a constant increase in the number of books and research journals in Dr Zakir Hussain Library of the University. The number of books in the Library rose from 2,61,247 (1996-97) to 2,64,292 (1997-98).

The A.J. Kidwai Mass Communication Research Centre of JMI is not only providing training at Post-graduate level in Mass Communication but it is also producing educational material on different educational aspects/subjects for the UGC, INSAT programme. One live Video Conference was recorded between studios at the Centre and studios in Paris, France.

A residential Management Development Programme for University Administrators instituted with the approval and financial support of the UGC provides necessary training to Deputy and Assistant Registrars and equivalent posts enabling them to be eligible for placement in the next grade. The Centre has organised four programmes in 1997-98 and successfully provided training to 84 administrators from all India universities and institutions of higher learning.

## **Visva-Bharati**

Visva-Bharati, an educational institution founded by Guru Rabindranath Tagore, was incorporated as a Central University by the Visva-Bharati Act, 1951. The University imparts education from the Primary School level to Post-Graduate and Doctorate levels. It has 11 Institutes—eight at Santiniketan and three at Sriniketan. As on 31 March 1998, there were 6,336 students on the rolls of the University including its School Sections. The total strength of teaching and non-teaching staff was 506 and 1586, respectively. A few new courses, namely, B.A. (Vocational), functional course in Hindi, two-year post-

graduate course in Biotechnology and two-year M.Sc. (Agriculture) course in Horticulture have been introduced.

The library of the University has a total collection of 3,59,601 books and 2,592 journals. In addition, 2,89,128 books are housed at 12 Sectional Libraries of the University. Implementation of the Information and Library Network programme started in January 1998 is in progress.

While the major focus of development was rightly pointed out towards modernisation of both academic institutions and administrative management, rural segment of Visva-Bharati, i.e. Sriniketan has been taken up with some priority with creation of CAREER (Centre for Advanced Rural Education, Extension and Research) and CSV (Centre for Science in Villages). The avenue for exploring the potential strength of the adjoining villages has been extended enormously. With the establishment of Nirman Bhavan (Building Centre), a project under the sponsorship of HUDCO for creating facilities in the housing technology in the rural area, with a possibility of replication, tremendous breakthrough is in the offing.

## Aligarh Muslim University

Aligarh Muslim University (AMU), established in 1920 as a Central University, is one of the premier fully residential academic institutions of the country. The University has 92 Departments/Institutions/Centres grouped under 11 Faculties. The University also maintains four Hospitals, six Colleges (including Medical, Dental and Engineering Colleges), two Polytechnics and eight Schools. Admissions to BDS course in Dental College established in 1997-98 have been made during the current academic session, viz. 1998-99.

The University also offers six diploma courses exclusively for women, in the fields of Electronics Engineering, Electronics (TV Technology), Computer Engineering, Costume Design and Garment Technology, Office Assistantship and Secretariat Practice, and General Nursing and Midwifery. Seven new courses namely, B.A./LL.B (five-year integrated course), M.A. (Human Rights), P.G. Diploma (Human Rights), Bachelor of Fine Arts, Master

of Fine Arts, B.A. (Hons.) in Communicative English and Master of Journalism and Mass Communication were introduced in the current session.

During the year under report, the University has on its roll a total of 18,562 students (including school strength). The total strength of teaching staff of AMU is 1,457 and that of non-teaching staff 5,899.

Each Department of the University 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.

Academic Staff College of AMU has organised three Orientation Programmes, nine subject Refresher Courses and three Induction Training Programmes (sponsored by the All India Council for Technical Education). In addition, eight Programmes/Courses are planned to be organised during the remaining part of the current academic session.

With a view to promoting sports and allied activities the University maintains ten clubs, namely, Riding Club, Hockey Club, Tennis Club, Hiking and Mountaineering Club, Swimming Club, Athletic Club, Cricket Club, Football Club, Gymkhana Club and Gymnasium Club. AMU is the only University in India which maintains (a) a Riding Club and (b) a covered swimming pool.

## Assam University

Assam University, Silchar was established on 21.1.1994. It is a teaching-cum-affiliating University with its jurisdiction over the districts of Cachar, Karimganj, Karhi, Anglong and Hailakandi in the State of Assam. The University has granted affiliation to 53 colleges. The University has all its departments and offices at Dorgakona where the Government of Assam had allotted 600 acres of land.

The University has 24 Departments under 8 schools of studies and in addition, it has 3 centres of studies. The total number of faculty members is 101. The University library has 32,400 volumes and has a subscription of 300 National and International journals. The University library is fully computerised.

## Babasaheb Bhimrao Ambedkar University

Babasaheb Bhimrao Ambedkar University, Lucknow was established in 1994. 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 in these areas. The University has set up three schools and three centres: School of Ambedkar Studies, School for Information Science and Technology and School for Environmental Studies and Centre for Rural Technology, Centre for Vocational Studies and Centre for Human Rights. The academic programmes in these Schools and Centres have started with a faculty strength of 13 members and 118 students including 54 SC/ST candidates.

## Banaras Hindu University

Banaras Hindu University (BHU) came into existence in 1916 as a teaching and residential University. The University consists of three Institutions — Institute of Medical Sciences, Institute of Technology and Institute of Agricultural Sciences—and 14 Faculties with 121 academic departments and four Inter-disciplinary Schools. 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 14,812 students on its rolls. The strength of its teaching and non-teaching staff is 1,162 and 7,088, respectively. During the current academic session, the University established a Centre for Advanced Studies in Sciences. The University also created the Malaya Centre for Peace Research as an Inter-disciplinary Centre under the Faculty of Social Sciences.

Seven endowment funds have been instituted by the University for various scholarships/medals/cash prizes.

## Delhi University

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 2,49,400 students presently enrolled in the University. About 1,31,400 of the students are enrolled in non-formal education programmes offered by the School of Correspondence and Continuing Education, Non-Collegiate Women Education Board and the External Candidates Cell. There are about 337 Professors, 213 Readers, 143 Lecturers and 26 Research Associates making the total strength of 719 of the Faculty of the University.

In a special convocation on 13 December 1998, the University conferred Honorary degrees to various eminent persons: Dr Abdul Kalam, Dr R.A. Mashalkar, Dr M.S. Valiathan, Dr John Rawis, Dr Ikeda, Dr Edward Said, Dr Sarup Singh, Dr M.N. Srinivas, Dr Amartya Sen, Sardar Raunaq Singh, Smt. Gangubai Hangal, Ustad Amjad Ali Khan and Prof. K.N. Raj. The University has also accepted in principle, institution of about 13 new courses in various fields. The University has approved the proposal for the institution of scholarships, viz. Dr Virendra B. Mahesh Fellowship and Nupur Mathur Memorial Scholarship in Business Economics.

## 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 diplomae in five disciplines.

The University has a faculty strength of 215 consisting of 69 Professors, 86 Readers and 60 Lecturers during the year under report.



The faculty of the University has obtained research support from several funding agencies. Over 105 such research projects are currently under investigation by the faculty. Some projects for investigation by the faculty have been sponsored by foreign agencies such as Naval Research of USA, Volkswagen Foundation of Germany and Rockefeller Foundation of USA. Several faculty members have won National and International awards. The University has also entered into a few Memoranda of Understanding with local industrialists. Several eminent scholars from India and abroad occupied the two prestigious chairs named after Shri Jawaharlal Nehru and Dr Sarvapalli Radhakrishnan.

## Jawaharlal Nehru University

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 370 and 1,350, respectively. The total enrolment in the University was 3,892 students with adequate representation of SCs, STs and other backward classes.

The Faculty members of the JNU produced 400 publications which include 55 books, contributed 10 chapters to books and 235 research articles in various national and international journals of repute. The Faculty has at present 174 on-going research projects sponsored by various funding agencies. A number of distinguished faculty members received honours/awards from various national and international organisations.

The University library acquired 5,321 volumes of various bound periodicals and newspapers in the year under report. The total collection of books and periodicals now stands at 6,67,993 volumes.

The JNU Academic Staff College set up by the UGC to impart refresher courses and orientation training to college and university teachers for their academic development and growth and organised 13 refresher courses during this period.

## Indira Gandhi National Open University

Indira Gandhi National Open University (IGNOU) was established in 1985 for introduction and promotion of Open University and distance education system in the educational pattern of the country and for the coordination and the determination of standards in such systems. The major objectives of the IGNOU include widening of access to higher education by providing opportunities to large 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 University is offering 43 programmes. During 1998, the total number of students registered for various programmes was 1,63,000. The network of Students Support Services in 1998 consist of 19 Regional Centres and 346 Study Centres. Three more Regional Centres are likely to be established during 1998-99 at Srinagar Valley, Dehradun and Chandigarh or Jalandhar.

The telecast of IGNOU programmes on the Doordarshan Network continued on every Monday, Wednesday and Friday up to September 1998. From October 1998 onwards IGNOU started telecast of its programmes for half an hour a day for six days from Monday to Saturday.

As part of its mandate for training of distance educational personnel, Staff Training and Research Institute in Distance Education (STRIDE) continued to organise workshops.

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

The Distance Education Council (DEC) will assume the responsibility for development of correspondence education programmes offered by the traditional universities during the Ninth Plan. In the initial phase, the effort will be to transform the programmes into mainstream of distance education programmes. The DEC has finalised guidelines for providing development support to State Open Universities as well as the Directorates of Correspondence Education in the traditional universities.

## Nagaland University

Nagaland University was established on 6 September 1994 by an Act of Parliament with headquarters at Lumami. It is an affiliating University with its jurisdiction over the whole of the State of Nagaland. Presently, the University is functioning from its campuses in Kohima, Lumami and Medziphema (School of Agricultural Sciences and Rural Development (SASRD)). The University presently has 25 departments located in three campuses with 4 schools of studies. The total number of faculty members is 109. The University has 39 colleges affiliated to it. The University library, Kohima has 27,000 volumes and 139 periodicals/journals. The SASRD Library Campus has 18,000 volumes.

## North-Eastern Hill University

The North-Eastern Hill university was established in 1973 at Shillong. It has a campus in Aizwal and a Centre in Tura. The University has 31 Post-graduate Departments and four Centres of Studies under its six Schools of Studies and an Under-graduate College. There are 58 Under-graduate Colleges and eight professional course colleges and North-Eastern Regional Institute of Science and Technology (NERIST) affiliated to it. The University also has Regional Sophisticated Instrumentation Centre (RSIC).

The University has an enrolment of 693 Post-graduate students and 65 research scholars, 19,716 Under-graduate students, and 2,274 professional course students during the year 1998-99.

The University Central Library has a collection of 1,61,737 books, 3,60,028 bound periodicals and a subscription of 316 foreign and 366 Indian journals. The Mizoram campus library has a total of 2,621 books and a subscription of 66 journals. The University has conducted various seminars/conferences on such subjects as 'Role of Microbes in Environmental Protection', 'DNA Damage Repair and Radiation Calcinogenesis', and 'Anthropology and Allied Discipline in the North-East Region'.

## Pondicherry University

Pondicherry University, established in 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.

The University has six Schools, 10 Departments and 12 Centres and offers one Certificate, two P.G. Diploma and 27 Post-graduate courses, 17 M.Phil, 22 doctorate programmes and five-year integrated Master's Degree programme in two disciplines. The University has 22 affiliated institutions of which 13 are located in Pondicherry, three in Karaikal, two in Mahe, one in Yanam and three in Andaman and Nicobar Islands. The total students strength in these institutions is 16,374. The students enrolment in the University is 1257. The University has a faculty strength of 138 experienced teachers, 3 Professors, 42 Readers and 59 Lecturers. There are 566 non-teaching staff. There are five hostels, out of 650 hostel students, 208 are women and 120 are SC/ST students.

An innovative credit-based PG programme has been introduced since 1992-93 and this 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. It also helps to develop academic networking with other universities institutions.

Pondicherry University had established the Centre for Pollution Control and Biowaste Energy in 1991 to give a renewed thrust to the University's efforts in providing advanced training, research, and consultancy facilities for regional as well as national benefit. During 1997-98 the Centre was further strengthened in terms of laboratory infrastructure and computational facilities which were procured mainly with the funds generated by the Centre through its industrial consultancy and R&D projects. As a consequence the Centre has taken rapid strides forward and is already beginning to be recognised as one of the foremost institutions of its type in India.

The University entered into a Memorandum of Understanding with the University of Rennes-2 (France); Poitiers University, France

University of Technology, Australia; and Marne la Vallee University, France in addition to five MOUs already entered with the IGNOU.

The Special Cell started in 1987 took all measures for the welfare of the SC/ST and physically handicapped students. Due reservations for SC/ST and physically handicapped candidates were given in admission as per Government of India orders. Out of the students admitted in the first year nearly 32 per cent teachers were women students. Of the 606 students on roll 84 were SC/ST. The number of women students on roll is 195.

## Maulana Azad National Urdu University

Maulana Azad National Urdu University was established at Hyderabad mainly to promote and develop Urdu language and to impart vocational and technical education in Urdu medium through conventional and distance education system. The University Act was passed by the Parliament in 1997 and the University came into existence on 9 January 1998 with the enforcement of the Act.

Prof. Mohd. Shamim Jairajpuri and Dr M.S. Siddiqi has been appointed as the first Vice-Chancellor and the first Registrar of the University, respectively, by the President of India in his capacity as the Visitor of the University. The first Executive Council of the University has also been constituted by the Visitor. As a gesture the Government of Andhra Pradesh has allotted 200 acres of land for the University free of cost.

The administrative office of the University has been set up at Hyderabad. Regional offices at Delhi, Patna and Bangalore have also been set up. The University organised two symposia to formulate its developmental proposal/layout. During the current academic session, the University has started B.A. course in Urdu medium through distance education mode.

## Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

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. Dr Ashok Vajpeyi has been appointed as the first Vice-Chancellor by the President of India as the Visitor of the University.

Though the University will be located at Wardha, given the international character of the institution and initial preparatory responsibilities, the Vice-Chancellor shall have to function from Delhi for some time during the preparatory phase. The first Executive Council of the University has also been constituted by the President in his capacity as Visitor of the University. The Government of Maharashtra has agreed to allocate land for the University at Wardha.

## Tezpur University

Tezpur University is a non-affiliated unitary Central University set up in 1994. Its aim is to offer employment-oriented and inter-disciplinary 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 total number of students enrolled during the year is 544. The total number of teachers is 67.

The University has 11 Departments under four Schools of Studies and six Centres of Studies. The first convocation of the University was held on 10 November 1998 wherein students of six Departments were awarded Post-graduate Degrees and Diplomas. Hon'ble President of India, the Visitor of the University, was the chief guest to the convocation. An International Conference on Disaster Management was held in April 1998.

## Indian Institute of Advanced Study

The Indian Institute of Advanced Study (IIAS), set up in 1965, 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 IAS 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 ICPR offered four senior fellowships, 11 general fellowships, 17 junior research fellowships, four residual fellowships and one short-term fellowship during the year under report (up to November 1998).

### 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.

### 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. The Council has also established six Regional Centres for identification and development of talent through various programmes. During 1998-99, 130 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 the ICSSR in India and the 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 1999-2000.

The National Social Service Documentation

Centre (NASSDOC) provides research information services to social scientists and researchers. It is currently involved in the development of a National Information Network in Social Sciences.

The data archives of the Council has been developed as a repository of primary data generated through research studies supported by the Council. It is also proposed to provide guidance and consultancy services in data processing to 60 scholars through 11 institutions. A major new initiative proposed in the Ninth Plan is to set up a network of socio-economic data bankers.

The ICSSR has been carrying out surveys of research in different social science disciplines. The first series of surveys in all the disciplines have been published. The Council is updating these surveys every five years.

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

Dr Zakir Hussain Memorial College Trust, Delhi was established in 1973 to take over the responsibility of the management and maintenance of Zakir Hussain 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 the 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 of All India Importance**

The scheme of financial assistance to all India Institute of Higher Education has been continuing from one plan period to the next plan period. Under the scheme, the MHRD has been providing financial assistance to some voluntary organisations/educational institutions. Assistance under the scheme is provided to institutions which are outside the university system and which are engaged in programme of innovative character. The institutions which have been receiving assistance from the Central Government are:

1. Sri Aurobindo International Institute of Educational Research, Auroville, Tamil Nadu
2. Sri Aurobindo International Centre of Education, Pondicherry
3. Lok Bharati, Sanosra, Gujarat
4. Mitraniketan, Vellanad, Kerala

Since assistance to the above institutions is being provided under the plan scheme, continuance of assistance from one plan period to the next plan period has to be decided at

the end of every plan. In order to examine and to recommend the nature and quantum of assistance to be provided to these institutions during the Ninth Plan period, Visiting Committees were constituted by the MHRD to visit the institutions to make an on-the-spot assessment of their performance and to recommend nature and scope of future assistance during the Ninth Plan period.

## International Cooperation

The interest of foreigners in Higher Education is reflected in the large number of foreign scholars coming to India for doing research. Besides the research projects sponsored by the American Institute of Indian Studies, the United States Educational Foundation in India and the Shastri Indo-Canadian Institute, large number of scholars come for doing research either on self-funding basis or scholarships from their countries/other sources. During 1998-99, the number of research projects approved by the Ministry of Human Resource Development is 373. 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 19 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 also approved 14 proposals of foreign scholars as visiting lecturers/professors in Indian universities in the country.

## 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 of America to administer the Fullbright Educational Exchange Programme

to promote mutual understanding between the people of the two countries by a wider exchange of knowledge and professional talents through educational contacts.

During 1998-99, 21 visiting lecturers, 15 research scholars and 40 student professionals were given Fullbright grants ranging from 3 to 12 months. 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 by conducting workshops/seminars on various themes involving Indian scholars at many of the EWC Institutes.

The Foundation also administers research scholar grants, short-term group programmes for school/college teachers, workshops/seminars involving visiting American professors/eminent Indian faculty for Indian college/university teachers in various fields besides the regular exchange programme.

## American Institute of Indian Studies

The American Institute of Indian Studies (AIIS), a consortium of about 50 major universities was established in 1960 with the approval of the Government of India to promote Indian studies, civilization and culture in the United States.

The Institute awards Research and Language Fellowships. Five Group Projects were undertaken during the year under report. Five publications have also been brought out by the Institute. The Archives and Research Centre for Ethnomusicology continued its activities in computerising its library, field recordings and organising workshops.

The AIIS Centre for Art and Archaeology published a comprehensive Bibliography on Imperial Gupta. The Institute has already published nine volumes of the Encyclopaedia of Indian Temple Architecture and work on more volumes is in progress. Considering the AIIS contribution to the academic world, the Board of Directors of Encyclopaedia, Britannica has established an Editorial Board to proceed further on the Encyclopaedia project.

To celebrate the 50th year of India's Independence, the Institute brought out a volume entitled *Commemorating the 50th Anniversary of India's Independence: India's World's and US Scholars, 1947-97*.



## Commonwealth of Learning

The Commonwealth of Learning (COL) was established in 1988 by the Commonwealth Nations with its Headquarters at Vancouver (Canada) to create and widen access to opportunities for learning, by promoting co-operation between universities, colleges and other educational institutions through the Commonwealth, making use of the potential offered by distance education and by the application of communication technologies to education. Distance education allows more students to learn at the location, time and place of their choice—for far less money and with the greater results—that is the mandate of the COL. The requirement of India's education somewhat matches with the mandate of the COL. The Commonwealth of Learning has been assisting Indian educational institutions in the area of distance education and open learning. The COL has recently established its regional centre. An agreement has been signed on 31 August 1998 between the Government of India and the Commonwealth of Learning for establishment of its Centre in India to service the commonwealth nations of the Asian region. The Centre is located in the IGNOU Campus and is named as the Commonwealth Educational Media Centre for Asia (CEMCA).

## Shastri Indo-Canadian Institute

A binational non-profit making organisation was established in 1968 by joint announcements of the Governments of India and Canada and signing a Memorandum of Understanding between the Government of India and the Shastri Indo-Canadian Institute for the operation of the Institute in India initially for a period of three years, which has been renewed from time to time. Action for renewal of agreement for a further period of five years, i.e. 1 April 1999 to 31 March 2004 is being initiated.

The India Studies Programme of the Institute funded by the MHRD provides fellowship to Canadian scholars and supplies Indian imprints to Canadian Universities. The Government of India has approved visit of 22 scholars during 1998-99 under this programme.

The Canadian Studies Programme funded by the Foreign Affairs and International Trade, Canada offers fellowship to Indian scholars for research in Canada and also for visiting lecturerships for Canadian academics. It also supplies Canadian imprints to Indian universities. During 1998-99, 19 Indian scholars have been selected for the fellowship.

The CIDI-SICI Project (CSP) funded by the Canadian International Development Agency runs the partnership programme, the journalism programme, the distinguished speaker programme and the summer programme in India. The partnership programme which proved to be a very popular component of the CSP has entered its second phase. The Institute is ready to start eleven partnership projects in the area of Development related to Environment, Gender, Social and Economic Reform and private sector development.

The Institute in its role as a mediator and catalyst in academic and non-academic collaborative initiatives between India and Canada was honoured by the Governor General of Canada on 31 March 1998 during his official visit to India.

## 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 micro-planning 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 the 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, North-East India and two other states.

During the course of its existence, it published three newsletters and publications such as *Rural Universities*.



During the past five decades, there has been a phenomenal expansion of technical education facilities in the country since it is one of the significant components of human resource development spectrum. Initiatives are being taken to further revamp the technical education system.

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## Technical Education

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**T**echnical education has 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.

Technical education is being improvised by 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.

CHAPTER

7

### Indian Institutes of Technology

The six Indian Institutes of Technology (IITs),



located at Mumbai, Delhi, Kanpur, Kharagpur, Chennai and Guwahati were set up by the Government of India as 'Institutions of National Importance'. The objective of these Institutes is to impart quality education, second to none in the world in various areas of pure and applied sciences and in engineering and technology at the under-graduate and post-graduate levels to further the advancement of knowledge through the conduct of basic and applied research in pure and applied sciences and in engineering and technology and to disseminate and transfer the knowledge so generated for the benefit of Indian industry and the other user sectors. The IITs have been acting as leaders in technology innovation, training the necessary manpower and promoting generally advanced technology in the country. They have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves by the excellence of their under-graduates, post-graduates and research programmes in Engineering/Technology and Science. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes also are areas in which the IITs have made significant contributions over the years.

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.

## Indian Institute of Science, Bangalore

The Indian Institute of Science (IISc), Bangalore, was set up in 1909 with the objective of imparting post-graduate education and carrying out research in various areas of basic science and engineering and technology. Over the years, the IISc has earned global reputation as an inspiring centre of excellence in research in all its areas of specialisation. It was given a status of Deemed University in 1958. It has succeeded in encouraging creativity, nurturing excellence and boosting innovative Research and Development, Technology Transfer and

support to industrial problems.

Several departments of the Institute have the dimensions of the best national laboratories in terms of productivity and linkages.

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 offers an External Registration programme where active engineers and researchers working in industries and R&D organisations can register for a Ph.D degree at the Institute. There is a programme on Continuing Education involving 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 Institute has established a Super Computer Centre of national importance. It has microwave link with international terminals. The IISc has close links with the Department of Space and Defence Research and Development Organisation (DRDO). The Institute handles around 200 consultancy projects entrusted by industry every year. A recent assessment by UNESCO has placed Indian Institute of Science at the eighteenth rank among universities in the world and first in the Asia-Pacific region.

## Technology Development Missions

A need was felt that institutions of excellence such as IITs and IISc should concentrate on

technology assessment and forecast so that futuristic approaches could be reoriented to cope up with the emerging trends in science and technology. As a result of this innovative initiatives, projects in the following seven generic areas of strategic significance are being implemented in mission mode by five IITs and IISc, Bangalore:

1. Food Processing Engineering (FPE)
2. Integrated Design and Competitive Manufacturing (IDCM)
3. Photonic Devices and Technologies (PDT)
4. Energy Efficient Technologies (EET)
5. Communication Networking and Intelligent Automation (CNIA)
6. New Materials (NM)
7. Genetic Engineering and Biotechnology (GEB)

One Indian Institute of Technology/Institute of Science is the lead Institute for each of the seven generic areas. There are up to three participating Institutes, apart from the participation of industries.

For implementation and coordination of the scheme, a National Steering Committee and Mission Management Boards have been constituted. Necessary directions have also been given to boost the activities of these projects.

In Mission Management Boards, the involvement of various participating agencies has been ensured. The scheme has earned wide acceptance of the industry as is evident from the number of Memorandum of Understanding (MoU) signed by them for development of various technologies/products. The Mission approach adopted in the scheme has proved to be a lead example for establishment of Industry-Institute partnerships.

## Indian Institutes of Management

Indian Institutes of Management (IIMs) located at Ahmedabad, Calcutta, Bangalore and Lucknow are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy. Two more IIMs, one at Indore and the other at Calicut have also been recently

established. While the IIM, Calicut has commenced its academic session from 1997-98, the IIM, Indore has started academic programme from 1998-99.

The IIMs conduct Post-graduate Diploma Programmes in Management (equivalent to MBA), Fellowship Programmes in Management (equivalent to Ph.D), Short-term Management Development and Organisation-based Programmes as well as carry out Research and Consultancy for the industry.

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

IIMs play a leadership role in the nation's managerial manpower development and carry out research in new emerging areas. These Institutes are recognised as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries. IIMs being Role Models have shared knowledge and skills with other institutions to improve their quality and standards in management education. IIMs have earned an international reputation for the quality of their alumni.

## Regional Engineering Colleges

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 developmental projects. Each of the total 17 RECs, as existing today, is a joint and cooperative enterprise of the Central Government and the State Government of the concerned State in which the REC is situated. All the Colleges conduct under-graduate courses in various branches of Engineering and Technology. Barring three RECs, all other colleges have facilities for post-graduate and doctoral programmes in Engineering, Technology and Applied Sciences. The RECs are normally affiliated to the universities in the respective region where they are located. Some of the universities have however granted academic autonomy to the respective REC, affiliated to them.

The entire non-recurring expenditure and 50 per cent of the recurring expenditure on under-graduate courses run by the RECs are borne by the Government of India, the balance 50 per cent of the recurring expenditure is met by the respective State Governments. However, the entire expenditure for running PG courses in the RECs is borne by the Central Government.

The MHRD has taken a number of initiatives for developing curriculum in tune with the changing needs of the society and those of the industry to enable RECs to achieve excellence in education, research and development. A programme of 'Centres of Excellence' in RECs was initiated during 1993-94 to elevate the standards of teaching, research and other activities of RECs. Through this programme, the RECs capabilities in computer, library resources and R&D equipment have been enhanced. Such capability enhancements through improvement of infrastructural facilities would definitely pave the way for raising the academic standards of RECs as has been observed by the Monitoring Committee for RECs.

### UK-India RECs Project

An Indo-UK Technical Cooperation project to strengthen technical education in India through assistance to eight RECs in four technical themes—*Design* (RECs at Allahabad and Jaipur), *Energy* (RECs at Bhopal and Tiruchirapalli), *Information Technology* (RECs at Surathkal and Warangal) and *Materials Engineering* (RECs at Nagpur and Rourkela) commenced in April 1994 after a formal Memorandum of Understanding was signed between the Government of India and the UK on 12 January 1994.

The Indo-UK RECs Project has been useful to the RECs and the benefits accrued from the project are:

1. Exposure to advanced technological aspects
2. Exposure to improved teaching methodologies and updated curriculum at UG/PG level
3. Stress on improved Industry-Institute interaction
4. Procurement of equipment which will help in improving curriculum, consultancy, R&D, etc.

5. Effective interaction/coordination among RECs
6. Improvement of library facilities which will help not only students and staff in their R&D work but also to industries around the region.

### Important Committees

A high power committee constituted on 17 June 1996 under the Chairmanship of Dr R.A. Mashelkar, Director General and Secretary, DSIR, to review the 17 RECs has since completed its exercise and a final report is to be submitted shortly.

A committee under the Chairmanship of Prof. P.V. Indersen, Former Director, IIT, Chennai, was constituted to examine the issue of increase in student intake in Engineering disciplines 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. On the basis of the committee's recommendations, student intake has been increased in various disciplines in 15 RECs.

### All India Council for Technical Education

The All India Council for Technical Education (AICTE) was set up in 1945 as an advisory body in the Ministry. It was given a statutory status through an Act of Parliament in 1987. The main functions of the statutory AICTE include proper planning and coordinated development of technical education (including Architecture, Town Planning, Management and Pharmacy Education) in the country, qualitative improvement at all levels in relation to planned quantitative growth and regulations of the system and maintenance of norms and standards. The Council has laid down norms and standards for diplomas, degrees and post-graduate courses in various fields.

The AICTE has also issued Regulations for granting approval to technical institutions, courses and programmes in the field of technical education. Under these Regulations, approvals are given to private unaided

technical institutions also.

A number of statutory All India Boards have been set up by the AICTE for coordination and maintenance of standards in technical education. The AICTE has also set up a National Board of Accreditation to conduct evaluation of technical institutions and its programme.

The Regional Committees at Kanpur, Chennai, Bangalore, Mumbai and Calcutta have been activated as a support system to the AICTE. Two new Regional Committees at Bhopal and Chandigarh have also been established. In order to ensure planned growth of technical education, the Council has a scheme to generate database to monitor supply and demand of engineering and technical manpower to ensure planned development of technical education.

## North Eastern Regional Institute of Science and Technology

The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1986 to generate skilled manpower in the field of Engineering and Technology as well as Applied Science streams for the development of the North Eastern Region. With effect from 1994-95, the Institute is being funded by the Department of Education. It was earlier funded through North Eastern Council (NEC).

The NERIST was conceived as a unique institute offering a sequence of modular programmes, each of two-year duration leading to six certificates, seven diplomas and seven degrees in technology and applied sciences. The modules provide linkages with occupational levels, i.e. technicians, supervisors and engineers. The base and diploma modules provide entry to next higher module, subject to required performance of the students in lower module(s) and with the 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.

The Institute also offers two PG courses— Information Technology, and Environmental Science and Technology. Provisional affiliation to the NERIST has been accorded by North Eastern Hill University.

## Sant Longowal Institute of Engineering and Technology

The Sant Longowal Institute of Engineering and Technology (SLIET), village Longowal, District 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 courses are modular and terminal in nature of two-year duration each and are having bridge courses at appropriate levels. The Institute is offering 12 Certificate courses, 10 Diploma courses and eight Degree courses.

The academic pattern of the Institute is designed unconventionally on the pattern of the 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 multipoint entry.

## National Institute for Training in Industrial Engineering

The National Institute for Training in Industrial Engineering (NITIE), Mumbai is a national institute with the assistance of the UNDP. It is an autonomous organisation under the MHRD. 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 materials, norms and standards and provides help to other



institutions engaged in teaching Industrial Engineering and allied subjects. The Institute also 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**

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

## **School of Planning and Architecture**

The School of Town and Country Planning, New Delhi 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 in architecture and planning disciplines. The School also organises short-term courses, seminars, workshops, special programmes,

exhibitions. These are attended by senior/middle level officers sponsored by State/Central Government departments, town planning organisations, development authorities, housing boards, public and private undertakings as well as institutions.

An Overseas Research and Development Centre has been established by the School to extend education and research facilities to other developing centres in Africa, SAARC and South Asia and to support and participate in the external cultural programmes between India and other friendly countries in which the school is cited as an agency to participate in the specialised items of the cultural exchange programmes.

## **Technical Teachers' Training Institutes**

The Technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai were established during the mid sixties. The objective of the Institutes is to

### **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 crores. 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 apart from running educational programmes. IIT&M, Gwalior will undertake research, design and development, consultancy, fellowship programmes and continuing educational programmes. Academic session for 1998-99 with an intake of 30 students for two years Post-Graduate Diploma in Management and Information Technology has commenced at the Institute.

impart training in polytechnic education. The duration of the training programme is 12 to 18 months and is offered to degree and diploma holding teachers of Polytechnics in addition to providing short-term training to teachers and introducing them to curriculum development and related activities. The Institutes at Bhopal and Chennai and more recently at Chandigarh also offer PG courses in technical teaching. Besides teachers' training, these Institutes also undertake activities such as resources development, extension work, consultancy and project formulation.

The TTIs have been involved in a big way with the planning and implementation of massive State sector project on technician education with World Bank assistance. The project also provides for strengthening of TTIs to enable them to take on the added responsibility under the project for improvement of technician professionals on a continuing basis to enable the concerned educational authorities to plan area of growth in the fields of engineering-based requirements in the country.

## Thrust Areas in Technical Education

### Modernisation and Removal of Obsolescence

High priority has been given to the modernisation and removal of obsolescence of Engineering and Technological Management, Pharmacy and Architecture Institutions in the country. Modernisation is undertaken to enhance functional efficiency of these Institutes for teaching, training and research purposes.

The MHRD has been implementing this scheme for the Central Institutions including Regional Engineering Colleges since 1997-98.

#### Objectives

- Removal of obsolescence in workshop machinery and equipment of laboratories for Engineering and Technological Management, Pharmacy and Architecture courses in the Central Institutions including Regional Colleges.
- Modernisation of laboratories and workshops by addition of new equipments.
- Augmentation of the library facilities.

- Support for projects involving new innovations in classroom technology, laboratory instructions, instructional materials and charts, development of appropriate technology.
- Training and retraining for the teaching and supporting technical staff.
- Upgradation of computing and networking facilities.

### Research and Development

The Research and Development (R&D) activities have been considered as an essential component of higher education because of its role in creating new knowledge and insight and imparting excitement and dynamism to the educational process. The MHRD had initiated a scheme in 1987-88 for promoting and augmentation of R&D activities with the following objectives:

- Creating and updating the infrastructure for R&D effort.
- Supporting sponsored/joint research projects in Engineering and Technology, Pharmacy, Architecture and Management. The joint research projects with other Technological Institutions, research laboratories and industries of repute will be preferred.

### Thrust Areas

The scheme provides project-based financial support for creation of infrastructural facilities in terms of laboratories and quality manpower in the emerging areas. The Ministry has been implementing the scheme in respect of the Central Institutions including Regional Engineering Colleges with the following objectives:

- To develop the infrastructure in terms of modern laboratories in the thrust areas.
- To develop a strong base for advance level work by identifying programmes and courses by institutions taking into account the vastness of the country and regional needs with special attention to the rural society and disadvantaged sections.
- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy.

## Reservation of Seats in Degree/Diploma Level Technical Courses

The MHRD extends the facilities of technical education to all States/UTs in view of national integration and for their socio-economic developments, by reserving seats in degree/diploma level technical courses in Engineering Technology/Pharmacy/Architecture in the Institutions approved by the AICTE for those States/UTs which either do not have proper facilities for technical education or which lack in facility for training in some specific fields of technical education depending upon the availability of seats offered by contributing States/UTs and keeping in view the demand of seats of lacking States/UTs. Nomination of candidates against these seats are made directly by the State/UT Government. The reservation is also extended to the Ministry of External Affairs in view of the international commitment, for self-financing and foreign recipients at the Indian Council for Cultural Relation Scholarship (in Government-funded institutions), and for the wards of the Government employees posted in Indian Mission abroad as well as 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. However, no seat is reserved in IITs, RECs, etc. under the scheme. Further, there is no discretionary quota of seats in this Ministry for nominating/granting admission to an individual in any institution.

## Facilities to Self-Financing Foreign Students for Admission in Institutions in India

### Post-graduate Level Technical Course

Self-financing foreign students who intend to pursue studies in post-graduate programme in technical subjects (except concerning health and medical subjects) in institutions in India are issued *No Objection Certificate* (NOC) by this Ministry on receipt of clearance from the Ministry of External Affairs.

### Under-graduate Level Technical Course

Self-financing foreign students/Non-Resident





*Government Polytechnic, Veennikulam, Kerala, Newly Elected Hydraulics Lab under UBATEP*

Indians can take direct admission in Undergraduate course offered by unaided private and All India Council for Technical Education approved institutions in India upto five per cent of its sanctioned intake (allowed as per Supreme Court judgement). The Department of Education, MHRD is issuing NOC to the Heads of the Institutions for such admissions on their applications

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

The Board of Assessment for Educational Qualifications was set up by the Government of India for the purpose of recognition of academic and professional qualifications (except concerning Health and Medical subjects) for employment to posts and services under the Central Government. The Chairman/Member, UPSC is the Chairman of this Board and the Secretariat of the Board is functioning from the Technical Education Bureau, Department of Education. The Board

held its 23rd meeting on 24 November 1997. The term of the last Board expired on 18 June 1996. The present Board is to function for the period from 19 June 1996 to 18 June 1999.

### **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, as amended from time to time and as per policies and guidelines laid down by the Central Apprenticeship Council (CAC).

The four Regional Boards of Apprenticeship/ Practical Training located at Mumbai, Calcutta, Kanpur and Chennai are fully funded autonomous organisations of the MHRD which have been authorised in their respective regions to implement the Apprenticeship Act. The period of Apprenticeship training under the Act is one year in three categories of apprentices. During this training period the apprentices are paid



monthly stipend which is shared between the Central Government and the employer on 50:50 basis.

## 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 grassroots level. The scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture-specific non-formal, need-based, short-term training in skill-oriented technical/vocational trades with no precondition of age, sex or qualification. The training is specially geared to the needs of the unemployed/under-employed youth/school/college dropouts, the under-privileged 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.



*Community Polytechnics as Vehicles for Socio-economic Transformation in Remote Villages Imparting Technical Training*



## World Bank-assisted Technician Education Project

As a follow-up of the National Policy on Education, the Government of India initiated a massive effort for strengthening technician education and improving the quality of polytechnic pass-outs in the country. The project was launched with the assistance of the World Bank as State Sector Project in two phases. The first phase commenced from December 1990 and ended in September 1998, for integrated development of polytechnics and the state systems of polytechnic education in 17 States and two Union Territories. The objectives of this project are classified into three major target sectors, viz. Capacity Expansion, Quality Improvement and Efficiency Enhancement of Technician Education System in the country.

Enhancing participation of women students in polytechnics is one of the thrust areas under the World Bank-assisted Technician Education Project. The overall percentage of women students has improved from 11 per cent in 1990 to 28 per cent in 1998. Twenty-six new co-educational polytechnics and 30 new women's polytechnics, besides 10 Wings for women have been established. To facilitate participation of women in Technician Education in co-educational polytechnics, hostels for women have also been constructed. Moreover, two special polytechnics have been set up for imparting Technician Education to the handicapped.

## Educational Consultants India Limited

Educational Consultants India Limited (Ed. CIL), was conceived and incorporated as a Public Sector Undertaking by the Government of India in 1981 under the Department of Education to offer educational consultancy and technical services in different aspects of education and human resource development not only in India but also on global basis.

## Asian Institute of Technology, Bangkok

The Asian Institute of Technology (AIT),

Bangkok is an autonomous international Graduate Institute providing advanced education in Engineering, Science and allied fields. It enrolls about 600 students from more than twenty countries and has international faculty members. The Institute is governed by an International Board of Trustees, whose members come from different countries along with those from India. The faculty members from India are selected by the MHRD.

## Canada-India Institutional Co-operation Project

The Canada-India Institutional Cooperation Project (CIICP) is a technical education project mandated by a Memorandum of Understanding between the Governments of Canada and India, and funded by the Canadian International Development Agency (CIDA). The Canadian Executing Agency is the Association of Canadian Community Colleges (ACCC). This is the first major project supported by the Government of Canada in the technical education sector in India. The overall project direction is provided by the MHRD. The focus is on human resource development with special emphasis on skill development in the following areas:

- Strategic Planning
- Staff Development
- Industry-Institute Interaction
- Continuing Education
- Management Development
- Management Information Systems
- Women in Development
- Environment Development
- Student Services
- Equipment Repair Facility

The project is designed to foster links among the Indian and Canadian partner institutions comprising (i) the Indian Society for Technical Education (ISTE), New Delhi, (ii) Technical Teachers' Training Institute (TTTI), Chennai, (iii) Directorates of Technical Education (DTEs) of Karnataka, Kerala and Tamil Nadu, (iv) 13 polytechnics in these states, (v) Association of Canadian Community Colleges (ACCC) and (vi) selected Canadian Colleges and Institutes.

Phase I of the Project (1991-96) was

completed by March 1996. The project has been extended for three years (1996-99) to achieve sustainability and transfer of responsibility to Indian partners and, accordingly, considerable inputs are being provided to strengthen the DTEs in the respective States. Twelve new polytechnics from the Project States have been added in the extended period of the Project for replication of the Project outcomes.

The DTEs are developing appropriate systems and procedures to provide continued support and encouragement to the project polytechnics in all CIICP activities. In the replication polytechnics, the entire staff is showing a high level of commitment and interest in the replication process with the result that, in many instances, targets are being achieved much faster than planned or expected. Moreover, a sense of belonging, ownership and team spirit is prevailing in all project polytechnics with respect to all Project initiatives. An abundance of good resource material and well-trained and committed resource persons on HRD-related areas are already available. The ISTE and TITI, Chennai have been suitably strengthened. The linkages and coordination between the Indian partner institutes and organisations like MHRD, Directorates, ISTE, TITI and the Project polytechnics are now stronger than ever before.

## Technical Education in Union Territories


The Department of Education, MHRD renders full help, support, assistance, co-operation and guidance to the UT Governments/Administrations as well as to the individual Degree/Diploma level Technical Institutions in the respective Union Territories for governance and for proper planning, monitoring and

implementation of Academic/Technical activities in each of these institutions.

At present, facilities for Degree/Diploma level technical education are available in 28 technical institutions functioning under the administrative control of the respective Union Territory administrations of (i) A&N Islands, (ii) Chandigarh, (iii) Dadra and Nagar Haveli, (iv) Daman & Diu, (v) Delhi and (vi) Pondicherry. The Department of Education apart from providing necessary academic, administrative and technical help, support and guidance to the UT Administrations also extends its fullest co-operation to help and decide on all issues concerning academic, administrative, financial and personnel aspects associated with the individual technical institutions in the respective Union Territories.

## Meetings

To finalise the recruitment qualifications for Group 'A' teaching posts of the Chandigarh College of Architecture, Chandigarh, a meeting of the concerned agencies involved, viz. (i) Chandigarh College of Architecture, (ii) Chandigarh Administration, (iii) Union Public Service Commission, (iv) Council of Architecture, (v) All India Council for Technical Education and (vi) Department of Education, MHRD was organised by the Department of Education in Shastri Bhawan, New Delhi on 1 July 1998.

Another meeting of the Planning and Monitoring Board for Polytechnics under the A&N Islands Administration, constituted by the Lt. Governor of A&N Islands with a representative from the Department of Education as Member has been scheduled at Port Blair, A&N Islands in January 1999. 





Total Literacy Campaign is the principal strategy adopted by the National Literacy Mission for eradication of illiteracy in the country. The literacy campaigns are area-specific, time-bound and are delivered through voluntarism, cost-effective and outcome-oriented methods. The specific target before the NLM is to make hundred million persons in the age-group of 15-35 years functionally literate in a time-bound manner.

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## Adult Education

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### Special Projects for Eradication of Illiteracy

**T**he uniqueness of the literacy campaign lies in the fact that it is delivered through voluntarism. Literacy campaigns are implemented by the Zilla Saksharata Samitis (ZSSs) which create a fusion between the district administration headed by the Collector on the one hand, and volunteer groups, panchayats, and social activists on the other. The literacy campaigns are implemented by funding ZSSs through the Central and State Governments in the ratio of 2:1 (4:1 for districts in the Tribal Sub-Plan areas).

The initiation of the TLC begins with the process of consultation and consensus involving political parties, teachers and cultural groups.

CHAPTER

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This gives rise to the organisational structure of the Zila Saksharta Samiti. The Zila Saksharta Samiti conducts a survey to identify the non-literate population as well as the potential volunteer teachers. Mass mobilisation takes place during the literacy campaigns through a multi-faceted communication strategy which includes Kala Jathas, Nukkad Nataks, wall writings, Padyatras, literacy songs, posters, banners, etc. Locally relevant teaching-learning materials are developed using an innovative pedagogy called Improved Pace and Content of Learning (IPCL). Primer-specific training is imparted to trainers in the literacy campaigns. The environment building activities as well as monitoring and supervision continues throughout the actual teaching-learning process which takes 200 hours and is spread over a period of 6 to 9 months. Monitoring and supervision of Total Literacy Campaigns (TLCs) is done through a periodic system of reporting as well as through concurrent and external evaluations which are conducted by evaluation agencies identified by State Directorates of Adult Education and the NLM.

The Total Literacy Campaign is followed by the Post Literacy Campaign which aims to

consolidate the gains accrued during the basic literacy stage. It also takes care of the dropouts and left-outs of the Total Literacy Campaigns through a process of mopping up. It is during the post-literacy stage that convergence with other development programmes, and skill upgradation of neo-literates is sought.

So far 450 districts have been covered under TLC in the States of Andhra Pradesh, Assam, Bihar, Delhi, Goa, Gujarat, Harvana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Maharashtra, Madhya Pradesh and West Bengal and Union Territories of Chandigarh, Daman & Diu, Dadra and Nagar Haveli and Pondicherry. Of these, 250 campaigns have moved into Post-Literacy and 65 to the Continuing Education stage.

The campaigns cover an estimated 148 million persons, among whom 121 million learners were identified through survey. Of the 94 million persons enrolled, 72.55 million persons have been made literate (learners having completed level III) so far.

Keeping in view the way the Mission has moved, the following new strategies have evolved:

- Preparation of time-bound action plans for



*Adult Learners of Tamil Nadu Making Dolls, etc. from Paper*

TLC coverage of uncovered districts in the States of Bihar, Punjab, Jammu & Kashmir and north-eastern States.

- Non-cash incentives for motivating volunteers so as not to defeat 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 delegation 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 of monitoring and evaluation.
- Augmenting State Resource Centres (SRCs) for providing improved techno-pedagogic and training support to literacy programmes.

## Shramik Vidyapeeths

The scheme of Shramik Vidyapeeths (SVPs) is a programme of Polyvalent (multi-faceted) Adult Education for workers and their family members in urban and industrial areas. The programme was evolved to respond to educational and vocational training needs of numerous groups of adults and young people living in urban and industrial areas and for persons who have been migrating from rural to urban settings.

The first Shramik Vidyapeeth was established in Mumbai (Worli) in the year 1967 and gradually the number of Vidyapeeths has increased to 58 in 16 States and 1 Union Territory in 1997.

Hitherto, the scheme of SVP has been restricted to urban/semi-urban areas. During the Ninth Five Year Plan period the scheme will expand its area of operation. In the changed scenario, the main task of SVP will be to act as district level resource support agency, especially, in regard to organisation of vocational training and skill development programmes for the neo-literates and other

target groups under the scheme of Continuing Education for neo-literates.

The Shramik Vidyapeeths are registered under the Societies Registration Act 1860 with its own Memorandum of Association and Rules and Regulations.

Annual assistance to the extent of Rs 12.30 lakh to Shramik Vidyapeeths that have completed five years and Rs 8.00 lakh along with one time grant of Rs 3.00 lakh to those that are yet to complete five years is given by the Ministry of Human Resource Development, Department of Education. The grant is likely to be increased substantially during the Ninth Five Year Plan to help strengthen their infrastructure.

Shramik Vidyapeeths offer around 225 different vocational training programmes right from candle and agarbatti making to computer courses.

## National Literacy Resource Centre

The National Literacy Resource Centre (NLRC) was set up by the 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, apart from preparing various case studies and video documentations. After the initial period of two years, the Centre at Mussoorie has been approved for a period of five years from 1998-99 to 2000-2003.

In the years 1997-98, NLRC organised training workshops for various functionaries of Uttar Pradesh, Rajasthan, Haryana and Madhya Pradesh. In addition, regional workshops for preparing training materials have also been organised at Chennai (Tamil Nadu) and Dumka (Bihar). The NLRC continues to build human resources for literacy promotion.

## Continuing Education Programme

Continuing Education is perceived as an indispensable aspect of the strategy of human resource development and of the goal of



Adult Learner (PLC), Karnataka

creation of learning society. Continuing Education provides a second chance to those deprived section of the society who missed formal education.

The scheme of Continuing Education is being implemented since 1996-97. Around 62 Districts spreading in 12 States and 1 Union Territory have been covered till December 1998 under the scheme. Around 38,000 Continuing Education Centres and 4,800 nodal Continuing Education Centres are being set up in these Districts. The Continuing Education Centre serves as the focal point for providing learning opportunities such as literacy classes, library, reading room, learning centre, training centre, cultural centre, sport centre and other individual interest promotion programme centres.

The scheme of Continuing Education also provides the opportunity to undertake diverse activities involving alternative and innovative approaches to cater to the need of the learners.

Taking into account the local conditions and the resource availability, various target-specific activities such as Equivalency Programmes (EPs), Quality of Life Improvement Programmes (QLIPs), Income Generating Programmes (IGPs) and Individual Interest Promotion Programmes (IIPs) are also organised for specific groups of beneficiaries.

The programme of continuing education is being implemented under the aegis of Zilla Saksharata Samiti. Zilla Saksharata Samitis along with Districts, Blocks and Gram Panchayat Level Committees are responsible for overseeing the programme in the entire district. Component of flexibility in implementational strategy, sustainable of the programme in the long run, community participation, non-duplication efforts and integration of development activities are broader approaches on which the Continuing Education Programme is being implemented.

## Strengthening of Administrative Structures

The scheme of Strengthening of Administrative Structure (SAS) was introduced in 1978-79 to create necessary supportive administrative structures at the State, Union Territory and District levels for implementing adult education programmes. In the scheme of SAS the Central Government bore the financial burden of the sanctioned posts in the States and UTs. Seed money was also provided to six State Literacy Mission Authorities (SLMAs) for strengthening of their infrastructure.

During the current year financial allocation of Rs 4.67 crores were released against committed liabilities of previous years to nine States/UTs (Himachal Pradesh, Karnataka, MP, Maharashtra, Manipur, UP, Andaman & Nicobar Islands). The Central assistance under the scheme of SAS has been discontinued after 31 March 1998. The State Governments and Union Territories are expected to bear the financial burden from their own sources.

## 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. A revised RFLP was initiated to be implemented during the Eighth Five Year Plan in Jammu & Kashmir, Sikkim, the North Eastern States, border districts of Rajasthan, and Dadra & Nagar Haveli. Today the scheme is operational in Jammu & Kashmir, States of the North-East and Sikkim.

During the current financial year an amount of Rs 60.00 lakhs has been released to J&K Government till December 1998. The scheme of RFLP is proposed to be subsumed with TLC/PLC scheme in the Ninth Five Year Plan.

## Assistance to Voluntary Agencies

During the year under report voluntary agencies continued to implement total and post literacy projects. Fresh total literacy projects were funded in North East (Manipur) and J&K.

With the sanctioning of Continuing Education projects to more than 60 districts in thirteen States in the country, focus has been on changing techno-pedagogic needs for these programmes.

A Regional Workshop on Role of Resource Centres in Continuing Education was organised in Hyderabad from 15 to 17 June 1998. The workshop deliberated on:

- Strategy and Policy formulation of Project Proposal of CE
- Redesigning training for new requirements
- Development of materials
- Methodology and format of Monitoring and Evaluation
- Training of staff of Resource Centres.

The Resource Centres during this year have taken up projects in their annual action plan to establish at least one nodal Continuing Education Centre in the area of jurisdiction. These centres will become the models for implementation of the CE scheme at a larger scale.



## India's Literacy Rates on the Rise

**I**t was in 1991 that the Census for the first time gave us reason for optimism regarding India's literacy rates. For it was in that year that India's literacy rates crossed the half-way mark. India's literacy rate was 52.21 per cent with male literacy at 64.13 per cent and female literacy at 39.29 per cent.

The 53rd Round of the National Sample Survey Organisation (NSSO) has indicated that literacy in this decade has shown dramatic improvement. As per available data, literacy rate in 1997 was 62 per cent and it is projected to be 64 per cent by the end of 1998. Mizoram has overtaken Kerala and now holds the top spot with 95 per cent literacy. Kerala, which is now in second place, has gone from 89.81 per cent in 1991 to 93 per cent in 1997. Among the Southern States, Tamil Nadu continued its inexorable march jumping from 62.66 per cent in 1991 to 70 per cent in 1997.

Among the Hindi-speaking States, Himachal Pradesh leads with 77 per cent literacy. The achievements in the major Hindi-speaking States are equally dramatic. Rajasthan has moved forward from 38.55 per cent in 1991 to 55 per cent in 1997 (a 16 per cent differential); Uttar Pradesh has moved from 41.6 per cent to 56 per cent (14.4 per cent differential); Bihar from 38.5 per cent to 49 per cent (10.5 per cent differential); Madhya Pradesh from 44.2 per cent to 56 per cent (11.8 per cent differential) during the same period.

Other States have also shown remarkable improvement in their literacy performance. Sikkim has moved 22.1 percentage points forward from 56.9 per cent to 79, Assam has moved from 52.9 per cent to 75 per cent, a differential of 22.1 per cent. West Bengal has moved from 57.7 per cent to 72 per cent, a differential of 14.3 per cent.

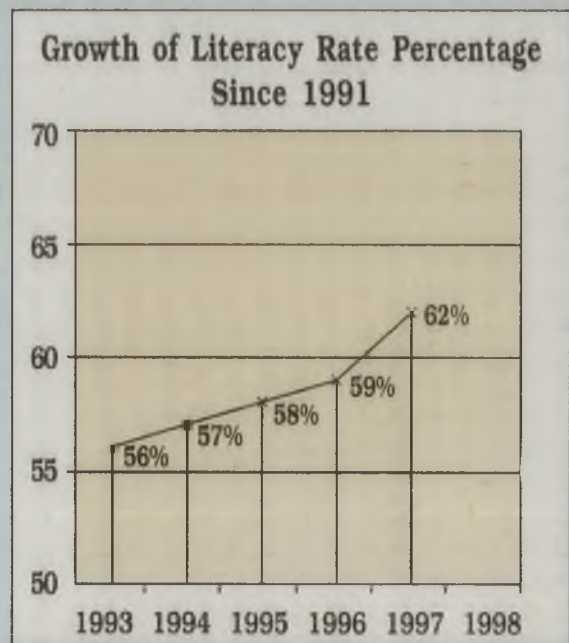
In the North-East apart from Mizoram, Meghalaya and Nagaland have done well. Meghalaya has moved 27.9 percentage points forward from 49.1 to 77; Nagaland has gone forward by 22.4 points, from 61.1 to 84.

Among the Union Territories, Andaman and Nicobar Islands is now at 97 per cent, Lakshadweep is at 96 per cent and Pondicherry is at 90 per cent.

States which have not shown much improvement are Orissa which has moved from 49.1 per cent in 1991 to 51 per cent in 1997 (a differential of 11.9 per cent) and Karnataka which has moved from 56.0 in 1991 to 58 per cent in 1997 (a differential of 2 per cent).

The 53rd round of NSSO has highlighted the fact that gap between the urban-rural literacy rates has narrowed considerably. While as per the 1991 Census, the urban and rural literacy rates were 73.1 per cent and 44.7 per cent, respectively (a differential of 28.4 per cent), the 53rd round of NSSO reveals that urban literacy rates are 80 per cent and rural literacy rates are 56 per cent (differential of 24 per cent). It is clear that rural literacy has grown at a much faster pace than urban literacy during the intervening years.

According to the NSSO survey, female



literacy has risen by 11 per cent during 1991 and 1997 whereas the male literacy rate for the same period has risen by 9 per cent.

According to the NSSO projections, by the year 2001, the literacy rate in the country will be 68 per cent.

Four Voluntary agencies have been involved in the project 'Training and Cooperation Literacy in India—Plan of Operation' executed jointly by the National Literacy Mission and the UNESCO. The studies undertaken were :

- Planning and management of literacy campaigns.
- The implementation of literacy and continuing education activities for out-of-school girls and women.
- Improving the training of literacy personnel and their social status in the context of literacy work.
- The role of social mobilisation for literacy through decentralisation and community involvement.

## Directorate of Adult Education

The Directorate of Adult Education (DAE), a subordinate office of the Department of Education has been functioning as the national resource centre for adult education and literacy programmes in the country. It is the functional arm of the National Literacy Mission which is responsible for monitoring and evaluation of various schemes launched under the aegis of NLM. The highlights of various units of the DAE during the year 1997-98 are as under.

**The Monitoring Unit** maintained a close look at the literacy campaigns launched in about 450 districts spread over 26 States and UTs through its Management Information System. The receipt of monthly reports in the prescribed formats developed by DAE from various States were ensured and based on these reports periodical and annual reports for the use of planners, administrators and policy makers in various levels were generated. The Unit has been developed as a data bank relating to all relevant information about basic literacy, post-literacy and continuing education in the country.

**The Evaluation Unit** received 19 concurrent evaluation and 49 final evaluation reports of the TLCs during the year which were critically examined and follow-up action taken to streamline the campaigns. The Unit also prepared the guidelines for mid-term and final evaluation of post-literacy programmes through a series of regional and national workshops and circulated these guidelines amongst all



*Literacy Teaching-Learning Process in Progress in a Rural Setting. The Literacy Campaign across the Country has Generated a Lot of Enthusiasm among the Women*

concerned. The Unit organised two orientation workshops for the empanelled evaluating agencies in which representatives of NLM, State DAE and SRCs and RRCs participated. It also organised two workshops on identifying the priority areas in research in the field of adult education.

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**Based on the evaluation reports of TLCs, four districts of the country were chosen for the Satyen Maitra Literacy Awards, 1998 and these awards were presented by the Prime Minister of India on the International Literacy Day on 8 September 1998 in the presence of the Vice-President of India and the Minister for Human Resource Development.**

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**The Materials Unit** brought out the policy guidelines on production, selection and purchase of neo-literate materials for continuing education centres. It also finalised a set of Improved Pace and Content of Learning (IPCL) primers for industrial workers under the scheme 'Literacy in Workplace'. Two regional workshops for orientation of writers in designing IPCL primers and preparation of sample materials in languages and tribal dialects of North East States including Nepali, Limba, Lipcha, Bhutia and 16 tribal dialects of Manipur were organised during the year. Four

regional workshops, including two for Urdu language, were also organised to orient the writers in the art of designing neo-literate materials.

**The Media Unit** undertook 19 new productions with 137 episodes in different languages through different producers. Intensive media campaign on literacy was also launched through telecast of literacy spots over Doordarshan, twice a week telecast of literacy programmes of Doordarshan and through Closed Circuit TV (CCTV) at selected railway stations throughout the country. **One of the video productions of DAE titled Manoj Ki Kahani won a prize at the Eighth Audio Visual festival held at Hyderabad.**

**The Publications Unit** brought out more than 20 publications related to literacy. These included the prestigious publication *A Decade of Literacy* published on the occasion of the International Literacy Day on 8 September 1998 by the SRC, Delhi on behalf of the National Literacy Mission and the UNESCO. It also produced another prestigious publication entitled *Outreach* in collaboration with the Indian Navy, Ministry of Social Justice and Empowerment and Confederation of Indian Industries which was released by the Hon'ble Prime Minister of India on the occasion of Navy Day on 4 December 1998. Besides this, the



**International Literacy Day  
(8 September 1998)**

**The Prime Minister Presenting  
Satyen Maitra Memorial National Literacy  
Awards to the Best Performing Districts in  
Literacy Campaign**

Unit also assisted in producing hundreds of reports generated through various workshops and seminars organised by the NLM and the DAE during the year. It was instrumental in putting up an impressive display exhibition on literacy on the social development fair at Pragati Maidan, New Delhi.

**The Urban Unit** of the Directorate finalised the new guidelines for the Shramik Vidyapeeths renamed as Jana Sikshan Sansthan (Institute of People's Education) keeping in view their enhanced role in the Ninth Five Year Plan. While providing guidance to the 58 Shramik Vidyapeeths now under operation in various parts of the country, it also conducted feasibility study with six voluntary agencies which have applied for establishing Shramik Vidyapeeths. The Unit prepared a report titled 'Facts at a Glance' containing the details of the achievements of SVPs during the Eighth Five Year Plan and also the annual report for SVPs for the year 1997-98.

The Directorate is implementing the UNFPA-funded 'Population Education Project in Adult Literacy' through the technical resource support of 21 States and Regional Resource Centres across the country. During the year 1997-98, the third phase of the project has begun which aims at infusing population and development education in post-literacy and continuing education. The Unit commissioned four evaluation/impact studies on population and development education and received final reports which have been circulated amongst SRCs, RRCs, Ministry of Health and Family Welfare and UNFPA, etc. It also conducted two inter-state comparative studies. A three-day orientation programme on population education was organised for the Director and Programme Officers of SRCs and RRCs at Bhubaneswar while two national level workshops were held at Hyderabad and Jaipur.

The Directorate prepared a directory of publications developed and produced by SRC. Regional workshops on continuing education were organised at Chennai, Hyderabad and Udaipur while a five-day orientation programme of training of trainers of SRCs was held at Pune.

**The Training Unit** is evolving a module for Preraks under the Continuing Education scheme. ■



The Department of Education has to maintain close liaison with UT Administration to ensure developments in all the sectors of education in keeping with the provisions of the NPE 1986 and other Central and centrally sponsored schemes. Steps have been taken to improve the quality of Secondary Education through a number of schemes.

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## Education in Union Territories

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### CHAPTER

# 9

**E**ducation in the Union Territories continues to be a special responsibility of the Central Government. Emphasis has been given on the 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 & Nicobar Islands, Chandigarh, Daman & 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	24	13	37	29	2
3.	D & N Haveli	12	52	9	6	-
4.	Daman & Diu	53	20	20	3	1
5.	Delhi	2184	549	322	1009	25
6.	Lakshadweep	19	4	9	2	-
7.	Pondicherry	340	116	106	58	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	23
6.	Lakshadweep	-	-	-	-	-
7.	Pondicherry	1	7	1	2	4

\* IIT is covered under Institutions of National Importance

Source : Selected Educational Statistics

**III. Enrolment by Stages in UTs**

S.No.	U.T.	Classes			
		I-V	VI-VIII	IX-X	XI-XII
		(In thousands)			
1.	A&N Islands	41.97 (20.08)*	22.90 (10.79)*	11.15 (5.25)*	3.85 (1.75)*
2.	Chandigarh	10.00 (4.65)	8.12 (3.80)	35.76 (16.77)	39.33 (19.93)
3.	D & N Haveli	10.49 (4.52)	19.92 (8.32)	1.26 (0.39)	3.82 (1.66)
4.	Daman & Diu	14.53 (6.97)	6.83 (3.11)	3.22 (1.45)	1.20 (.45)
5.	Delhi	1261.35 (600.53)	593.46 (314.68)	743.83 (391.09)	506.36 (275.63)
6.	Lakshadweep	8.04 (3.70)	5.07 (2.38)	3.48 (1.60)	0.08 (0.04)
7.	Pondicherry	59.29 (28.26)	39.96 (20.14)	58.58 (28.27)	67.91 30.74

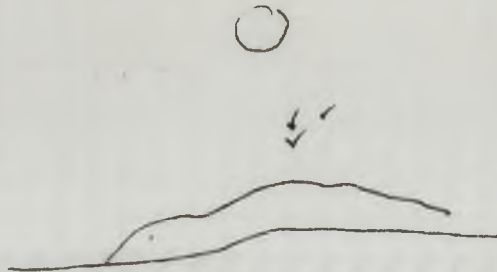
\*Figures given in brackets are in respect of enrolment of girls.

Source : Selected Educational Statistics

**IV. Literacy Rates in UTs**

S.No.	U.T.	Persons	Males	(in per cent)	
				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





Book Promotion and Copyright Division takes all policy decisions relating to the development of the book publishing industry in the country, fostering book-mindedness in the country, implementation of Indian Copyright Act, laying of import and export policy for books and development of indigenous book publishing industry, etc.

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## Book Promotion

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**F**or achieving the objectives of promotion of books and the book reading habit as a means of human resource development, the Government of India has set up a separate Book Promotion and Copyright Division in the Department of Education.

### National Book Promotion Council

The erstwhile National Book Development Council (NBDC), an advisory forum representing authors, publishing industry and book trade, librarians, etc. has been functioning under this Department for many years. The Council has been reconstituted and renamed as National Book Promotion Council (NBPC) w.e.f. 18 December 1997 for a period of three years under

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the Chairmanship of Minister for Human Resource Development.

## Financial Assistance to the Voluntary Organisations under the Scheme of Book Promotional Activities

Under this scheme, grants are being given to voluntary organisations working in the field of book promotion for their Annual Conventions and organising training programmes connected with Book Promotional Activities, etc. Grants are released up to a maximum of 75 per cent of the total expenditure incurred and approved budget by the Grant-in-Aid Committee. During the year under report, a sum of Rs 5.64 lakh is being released to various organisations engaged in the field of Book Promotional activities.

## Export and Import Policy for Books

As per the 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

International Standard Book Numbering (ISBN) system was introduced in India by the Government of India in order to help its national book industry to boost its exports and to minimise and simplify the time and procedure prevalent in the book trade. The ISBN is an international numbering system by which a unique number carrying 10 digits is assigned to each book published by the Indian publishers.

The ISBN Agency has been making registration under ISBN system of Indian publishers/writers and allotting suitable blocks as per their requirements. Since its inception, 4,400 small and big publishers have been registered by the Agency.

The Agency participated in the 13th New

Delhi World Book Fair, 1998 held in New Delhi. Patna Book Fair held in December 1998, National Book Fair at Jaipur in January 1999 and Calcutta Book Fair held in Jan-Feb, 1999 to popularise the ISBN system among publishers, writers and general public of the country. The Agency organised an exhibition of ISBN indexed books at the Indian Institute of Advanced Studies, Shimla from 25 May to 28 May 1998. In this exhibition, teachers and students have taken great interest for the wider knowledge of the ISBN system.

Currently, the Agency is compiling the National Catalogue of ISBN titles.

## National Book Trust, India

The National Book Trust (NBT), India is the apex organisation which caters to all segments of society by publishing works of fiction and non-fiction on a variety of subjects in English, Hindi and 11 other Indian languages, including books for children and post-literacy reading material for neo-literates at moderate price.

In addition, on an experimental basis, the Trust also published selected titles for children brought out in tribal languages, such as Ao, Naga, Garo, Khasi, Miso, Bhili, Gondi and Santhali. The NBT pays special attention to those genres of publishing which, despite their importance, have generally been neglected in Indian languages such as information material for non-technical readers. On this line, the Trust brought out 'India— The Land and the People', 'Popular Science and Young India' Library series which have growing readership. So far, 264 titles have been published in different languages under the above series. The publishing target for 1998-99 is 600 titles, including originals, translations and reprints.

During the year 1997-98, the Trust achieved a net sale of Rs 249.64 lakhs and up to 31 October 1998, the net sale achieved was to the tune of Rs 163.00 lakhs. The revenue from the sale of books amounted to Rs 190.00 lakhs. During the current financial year, the NBT hopes to increase the net sale as well as the sales revenue crossing the 470 lakhs mark.

## Workshops, Seminars, Meetings, etc.

A Writers' Workshop was organised at Bhopal



in collaboration with the National Literacy Mission from 27 to 29 October 1998 to develop manuscripts for neo-literates in Hindi. Seven writers who had written stories on the issues of Human Rights, participated in the workshop.

### Book Release

During the year under report a book entitled *Sankaleen Konkani Laghukatha* was released by the Goa Minister for Transport and Panchayati Raj, Shri Subhash Shirodkar, on 14 July 1998 at Panaji. An eminent writer and scholar Shri Ravindra Kelekar presided. At Thiruvananthapuram on 26 September 1998, the following three books were released by the respective dignitaries:

- **Medieval Malayalam Poetry**, compiled by Dr K. Ayyappa Panikker and Dr Chandrika, released by Dr Sukumar Azhikode
- **Contemporary Malayalam Poetry**, compiled by Shri D. Vinayachandran, released by Sugati Kumari
- **Contemporary Malayalam Short Stories**, compiled by Dr V.C. Harris, released by Dr P. Govinda Pillai

A book release function was organised for *Not Just Milk and Honey: An Anthology of Harbre Short Stories* by the Trust in collaboration with the Embassy of Israel on September 1998 at the India International Centre, New Delhi.

Another title *Bharat Ki Nadiyan*, published in Hindi under 'India—The Land and The People' series was released by the then Union Minister of Information and Broadcasting and Telecommunication, Smt. Shushma Swaraj on 9 September 1998 at a function organised in the premises of the Trust.

### Promotion of Books and Reading

The National Book Trust plays an important role in promoting books and the habit of reading by organising book fairs and exhibitions throughout the country. The NBT organised a National Book Fair at Jaipur (2-10 January 1999), a Book Festival each at Rourkela (12-20 December 1998) and Kanpur (6-14 March 1999) and a Punjabi Pustak Mela at Chandigarh (23-31 January 1999). During the year under report the NBT organised 114 exhibitions in Delhi, Haryana, Himachal Pradesh through mobile sales-cum-exhibition van.

During the year under report, 35 booksellers and voluntary agencies were added to the list of agents and distributors and membership of NBT Book Club was increased to 7,460 up to 31 December 1998. This year, more than 70 book exhibitions are likely to be held at various places. The NBT also provides financial assistance for book exhibitions to be held all over the country.

The 14th National Book Week was observed from 14 to 20 November 1998 all over the country. In this connection, a string of book-related activities and programmes were organised by the NBT with the cooperation of various associations, publishers and booksellers and also schools, colleges and universities.

### Assistance to Authors and Publishers

To promote the publication of reasonably priced books for higher education, the NBT gives financial assistance to authors and publishers of textbooks and reference material.

### Participation in Foreign Book Fairs/Exhibitions

With a view to promote Indian books and publications abroad, the NBT arranged India's participation in the following book fairs/exhibitions abroad:

- Indian Book Exhibition, London (9-19 June 1998)
- APA Australian Book Fair, Melbourne (25-28 June 1998)
- Zimbabwe International Book Fair, Harare (4-8 August 1998)
- 9th Philippine Book Fair, Manila (12-20 September 1998)
- 50th Frankfurt Book Fair, Frankfurt (7-12 October 1998)
- 43rd Belgrade International Book Fair, Belgrade (20-26 October 1998)

### Promotion of Children's Literature

The National Centre for Children's Literature (NCCL) seeks to bridge the gap between those who create literature for the young and its actual users. A variety of activities have been initiated by the NCCL.

The NCCL organised two orientational

camps for readers clubs at Shahdara, Delhi (26 June 1998) and at Rai Bareilly, Uttar Pradesh (27-28 October 1998).

The International Board on Books for Young People (IBBY) held its 6th Congress in New Delhi from 20-24 September 1998, organised by the Association of Writers and Illustrators for Children, the Indian Chapter of IBBY. Fifty countries participated in the five-day Congress. Being the biggest international organisation for the development and promotion of children's literature, it brings together professionals in the field from all over the world.

The NBT played an active role in the Congress by organising two seminars and two exhibitions. The exhibitions, the Noma Concours and Bookcase organised by the NCCL, were held at the India Habitat Centre from 21-24 September 1998 in New Delhi.

This is the first time that the Concours Exhibition, for which 469 entries from 60 countries were received, was brought to the country. Actual size, full colour prints of 69 award winning works from about 30 countries ranging from Mongolia to Zimbabwe were on display.

The second exhibition 'Bookcase : The Best Indian Children's Literature' had on display about 800 titles in English, Hindi and eleven major Indian languages selected by a jury of experts in order to bring together the very best that the creators of children's literature in the country have produced.

During the IBBY Congress, a two-part seminar on 'Book for the Underprivileged Child' and 'Literacy through Story-telling' was organised and another seminar on 'How to Make Co-publishing and Joint Ventures Work Better' was also organised by the NBT on the occasion. ■





In order to strengthen enforcement of copyright, several measures were taken. These include setting up of Copyright Enforcement Advisory Council, organisation of seminars/workshops to create greater awareness about copyright law among the enforcement personnel and general public, encouraging setting up of collective administration societies, creation of separate cells in state police headquarters, etc.

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## Copyright and Neighbouring Rights

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### CHAPTER

# 11

**I**ndia is a major producer and exporter of copyright materials like computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. Copyright and neighbouring rights are governed by the Copyright Act, 1957 as amended in 1994 and the Copyright Rules, 1958, as amended in 1995. The Act gives the creators of literary, dramatic, musical and artistic works, cinematograph films and sound recordings exclusive rights to reproduce, perform, translate, communicate to the public, etc. their works. It also gives broadcasting organisations 'broadcast reproduction right' and bestows on performers 'performer's right'. The Act also provides the authors certain moral rights like the right to claim authorship and to restrain or claim damages in respect of any distortion, mutilation, etc., of their works.



The export of books has grown from Rs 26 crore in 1986-87 to Rs 160.5 crore (estimated) in 1997-98. The turnover of the computer software industry has grown from Rs 175 crore in 1987-88 to about Rs 10,040 crore (estimated) in 1997-98. The export of computer software has grown from Rs 2,520 crore in 1995-96 to Rs 6,530 crore in 1997-98. India is the largest producer of cinematograph films, producing over 800 films annually with an estimated turnover of Rs 1,500 crore. The export earnings of film industry in 1997-98 were to the tune of Rs 160 crore. The annual sale of domestically produced recorded music (including CDs) is of the order of Rs 294 crore.

The Copyright Act provides for a Copyright Board to settle copyright disputes, Copyright Office for registration of copyright works, and for setting up of copyright societies to do copyright business.

### Copyright Board

The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole India. It hears cases regarding rectification of copyright registration, disputes in respect of assignment of copyright and granting of licences in works withheld from public in unpublished Indian works, to produce and publish translations, and to produce and publish works for certain specified purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957.

The Copyright Board was reconstituted under the chairmanship of Shri S. Ramaiah for a period of five years with effect from 4 January 1996 and has since held ten meetings.

### Copyright Office

The Copyright Office was established in January 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Office undertakes to register different classes of works. During 1998, 1815 works in the following categories have been registered:

1. Literary, dramatical and musical 692

2. Artistic	1025
3. Records	88
4. Cinematograph films	10

During the period (January to November 1998), Copyright Office has also registered changes in the particulars of 122 works in artistic and 19 works in literary categories. Moreover, Copyright Office also issues certified copies of extracts from the Register of Copyright as also of the public documents in the custody of the Registrar of Copyright/Copyright Board.

### Enforcement of Copyright

In order to strengthen enforcement of copyright, several measures were taken. These include setting up of Copyright Enforcement Advisory Council, organisation of seminars/workshops to create greater awareness about copyright law among the enforcement personnel and general public, encouraging setting up of collective administration societies, creation of separate cells in state police headquarters, etc.

### Special Cells for Copyright Enforcement

The States/UTs of Assam, Goa, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Sikkim, Tamil Nadu, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli and Daman and Diu have either set up copyright enforcement cells or special cells in the Crime branch to look after copyright offence cases.

### Nodal Officers

In order to facilitate proper coordination between the industry organisations and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry requested the State governments to designate nodal officers. The States of Andhra Pradesh, Goa, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tripura, Uttar Pradesh and West Bengal and the Union Territories of Chandigarh, Daman and Diu, Lakshadweep and Pondicherry have designated nodal officers.

## Copyright Enforcement Advisory Council

The Copyright Enforcement Advisory Council (CEAC) was set up on 6 November 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The CEAC has been reconstituted for a period of three years w.e.f. 6 November 1997. So far, three meetings of the reconstituted Council were held. Valuable suggestions were made in these meetings for effective enforcement of copyright.

## Collective Administration Societies

The Copyright (Amendment) Act, 1994 provides for setting up separate copyright societies for different categories of works. So far three copyright societies have been registered: one each for cinematograph films (Society for Copyright Regulation of Indian Producers of Films and Television (SCRIPT), musical works [Indian Performing Right Society Limited (IPRS)] and sound recordings [Phonographic Performance Limited (PPL)].

## National Seminars

In collaboration with the National Law School of India University, Bangalore, a ten-day workshop on Teaching of Intellectual Property Rights studies was organised in Bangalore from 18 to 27 June 1998. The main objective of the workshop was capacity building in intellectual property rights law for middle level faculty members representing engineering, management and law faculties. The participants included representatives of academic institutions like Indian Institutes of Technology, Indian Institutes of Management and copyright industry people.

Consequent to the number of measures initiated by the Ministry, there has been more activity in the enforcement of copyright laws in the country during the last year compared to previous years. As per the data relating the copyright offences available with the National Crime Records Bureau, the number of copyright cases registered has gone up from 326 in 1996 to 479 in 1997. The number of persons arrested has increased from 482 in 1996 to 794 in 1997. The value of seizures has gone up from Rs 1.94 crore in 1996 to Rs 2.88 crore in 1997. These figures reflect the general improvement in the enforcement of the copyright law.

## New Schemes

During the year, the following two new schemes have been launched to strengthen enforcement of copyright laws, to generate awareness about copyright matters among academics and general public and to encourage study of Intellectual Property Rights in the universities and other recognised institutions of higher education:

1. Scheme of Organising Seminars and Workshop on Copyright Matters
2. Scheme for Financial Assistance for Intellectual Property Rights Studies.

## International Protection of Copyright and Neighbouring Rights

India has for long accepted the international obligations in regard to copyright protection. It is a member-state of the following international conventions on copyright and neighbouring rights.

- Berne Convention for the Protection of Literary and Artistic Works since 1 April 1928.
- Universal Copyright Convention (UCC), under the auspices of UNESCO, since 20 October 1957.
- Convention for the Protection of Producers of Phonograms against unauthorised Duplication of their Phonograms, since 12 February 1975.
- Multilateral convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol, since 31 October 1983, with some reservations.

Copyright and neighbouring rights now form part of the TRIPS (Trade Related Aspects of Intellectual Property Rights) Agreement, 1994 which has come into force on 1 January 1995. The membership of these Conventions and Agreements ensures that Indian copyright holders get rights in those other countries who are members of these treaties.

## Participation in WIPO Meetings

India is a member of the World Intellectual Property Organisation (WIPO), a specialised agency of the United Nations which deals with



copyright and other intellectual property rights, and plays an important role in all its deliberations. This year, delegations from India participated in the following WIPO meetings.

- WIPO Budget and Premises Committee, Geneva, 23-24 March 1998.
- Extraordinary Session of Assemblies of the Member States of WIPO, Geneva, 25-27 March 1998.
- Second Session of the Committee of Experts on a Protocol Concerning Audiovisual Performances, Geneva, 8-12 June 1998.
- First Session of WIPO standing Committee on Information Technologies, Geneva, 22-26 June 1998.
- WIPO Co-ordination Committee, Geneva, 6-7 July 1998.
- The 33rd Series of Meetings of Assemblies of Member-States of WIPO, Geneva, 7-15 September 1998.
- First Session of the Standing Committee on Copyright and Related Rights, Geneva, 2-10 November 1998.

The participation in these meetings helped India to argue for the protection of its national interests in copyright and related rights.

## International Seminars on Copyright

Indian delegates participated in the following international seminars, workshops and round tables on copyright and related rights organised by the WIPO in other countries:

- Seminar on the Internet and the Protection of Intellectual Property Rights for the Asia and the Pacific Region, Singapore, 28-30 April 1998.
- Asian Regional Symposium on the Enforcement of Intellectual Property Rights under the TRIPS Agreement, Hong Kong 1-3 June 1998.
- Round Table on Indigenous Intellectual Property, Geneva, 23-24 July 1998.
- Regional Round Table on the Protection and Collective Management of Copyright and Related Rights, Kuala Lumpur, 26-27 August 1998.
- Regional Seminar on WIPO Internet Treaties, Kuala Lumpur, 26-28 August 1998.
- Sub-Regional Forum on Intellectual Property for BIMST-EC Countries, Phuket (Thailand), 2-3 November 1998.

- Asian Regional Seminar on the Promotion of the use of the Intellectual Property by the Private Sector, Daeduk, Republic of Korea, 17-19 November 1998.
- Sub-Regional Forum for Intellectual Property Co-operation among the Countries in SAARC, Colombo, 1-2 December 1998.

These seminars and workshops enabled Indian participants to learn about the latest international developments in copyright and related right.

A Regional Consultation Meeting for the Countries of Asia and the Pacific on a Protocol to the WIPO Performances and Phonograms Treaty (WPPT) concerning Audio-visual Performances was organised by India in co-operation with the WIPO in New Delhi from 20-22 May 1998. The Union Education Secretary inaugurated the meeting. India was elected Chairman of the meeting. Representatives from 12 Asian countries, apart from India, as well as officials from the World Intellectual Property Organisation (WIPO), Geneva participated in the meeting. A three-member US delegation made a presentation on the subject in the opening session of the second day of the meeting.

## Training in Copyright

Officials of the Department of Education dealing with copyright and neighbouring rights at different levels and office-bearers of collective administration societies were deputed to participate in the following training courses in copyright:

- WIPO Training Course on Copyright and Neighbouring Rights, Stockholm/Geneva, 16-27 August 1998.
- Special Training Course on Copyright and Neighbouring Rights, Tokyo, 16-27 November 1998.

## Thrust Areas in the Ninth Five Year Plan

Strengthening of copyright enforcement, boosting research and academic studies on intellectual property rights in the higher education system, and setting up of collective administration societies are the thrust areas in the Ninth Five Year Plan so far as copyright is concerned.



Promotion and development of Hindi and other 17 languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as the foreign languages on the other hand have received due attention. In fulfilling the constitutional responsibility, the Department of Education is assisted by autonomous organisations and subordinate offices.

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## Promotion of Languages

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**L**anguages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, promotion and development of Hindi and other 17 languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as the foreign languages on the other hand have received due attention. In fulfilling the constitutional responsibility, the Department of Education is assisted by autonomous organisations and subordinate offices.

CHAPTER

12

### Central Hindi Directorate

The Central Hindi Directorate was set up in

March 1960 as a subordinate office of the Ministry of Education. The Directorate has since been implementing a number of schemes for the promotion and development of Hindi.

The Department of Correspondence Courses of the Central Hindi Directorate is implementing the Scheme of teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners. So far 3.35 lakh (approx.) persons have benefited under this scheme. Teaching of Hindi has also been established through audio cassettes which are prepared by the Correspondence Courses Department of the Central Hindi Directorate.

Under the scheme of publication, the sub-schemes, viz. foreign language dictionary, bilingual/trilingual/new dictionaries, *Bhasha*, *Varshiki* and *Sahitya Mala*, exhibition and free distribution of Hindi books are operated. Other publications include Hindi-Indonesian dictionary and conversational guides on Hindi-Tamil, Malayalam-Hindi and those on Hindi-Malayalam and Bangla-Hindi, Hindi-Czech.

The scheme of awards and prizes to Hindi authors helps to popularise Hindi in non-Hindi speaking states. Under the scheme of 'Services and Programmes' different schemes relating to promotion and development of Hindi are carried out.

The Central Hindi Directorate has been implementing schemes relating to grants to voluntary Hindi organisations for the promotion and development of Hindi.

## Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology (CSTT) was established by the Government of India with the aim of developing all Indian languages as media of instruction by enriching and developing them. The Commission has been engaged in the task of evolution of technical terms in Hindi, production of university-level textbooks, definitional dictionaries and various reference literature. So far, 53 definitional dictionaries have been published.

The Commission is engaged in preparation and publication of monographs, digests and readings, monitoring activities in Hindi Granth Academies/University Cells in Hindi-speaking States, compilation and publication of Pan-Indian technical terms to propagate their usage

and placement in the corpus of technical terms bringing out a science journal in Hindi, namely *Vigyan Garima Sindhu* with a view to encourage standard writing in sciences, production and publication of university-level textbooks, reference works and supplementary readings in engineering, agricultural, medicare and sciences.

A total number of 5.5 lakh technical terms have been evolved of different disciplines, viz. basic science, social science, humanities, technology, medicine, agriculture, etc.

The Central Government has started the scheme of production of university-level books in Hindi and other Indian regional languages. Under this programme, 11,780 books have been published since the inception of the scheme.

Over 4.22 lakh terms have been keyed-in in the computers. The CSIT has published 15 glossaries and five definitional dictionaries during the year under report.

## Kendriya Hindi Shikshan Mandal, Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous Institution established by the Government of India, under overall control of the Ministry of Human Resource Development (Department of Education). The Mandal runs Kendriya Hindi Sansthan under its aegis, with its Headquarters at Agra and centres at Delhi, Hyderabad, Mysore, Guwahati and Shillong.

The Sansthan conducts Hindi Shikshan Nishnat (M.Ed. level), Hindi Shikshan Parangat (B.Ed. level), Hindi Shikshan Praveen, four-year Hindi Shikshan Diploma and intensive Hindi teaching orientation courses. The Sansthan also runs courses for the teaching of Hindi to foreigners at Agra under the scheme of Propagation of Hindi Abroad. During the present session, 45 scholars hailing from different countries are studying in different courses. The Sansthan also offers in-service training to the teachers.

The Tribal Language Research Unit is working on the development of the language teaching materials for Nagaland, viz. (i) textbook of social study part II and III and textbook of Hindi language for the fourth year. The Language Technology and Audio-Visual Unit is involved in the preparation of remedial audio material for various linguistic areas especially for the North-Eastern region.



The Institute also publishes research-oriented material related with Hindi language and literature. The Institute has published eight books, two journals and 66 lessons of correspondence course in the disciplines of applied linguistics, language teaching and literature. The University Grants Commission has entrusted a project to the Sansthan for the preparation of functional Hindi textbooks for under-graduate course.

Under the scheme 'Hindi Sevi Samman Yojana', 13 eminent Hindi scholars have been selected for Hindi Sevi Samman during the year 1998-99 for their distinguished contribution in the fields of development and propagation of Hindi, research and creative literature, scientific and technical literature in Hindi and also Hindi Journalism.

### **Scheme of Financial Assistance for Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs**

With a view to assist the non-Hindi speaking States/UTs for promotion and propagation of Hindi in pursuance of the provision contained in Article 351 of the Constitution of India, the Central Government has started during the Second Plan, the Scheme of Appointment and Training of Hindi Teachers in non-Hindi speaking States. Under this scheme, Central assistance is provided to the non-Hindi speaking States/UTs on 100 per cent basis. Central assistance on the same pattern has been continued in 1998-99.

### **Central Institute of Indian Languages**

The Central Institute of Indian Languages, (CIIL), Mysore, a subordinate office has been helping in evolving and implementing the language policy of the Government of India and coordinating the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society, a bias towards problem-solving and national integration.

The CIIL has the following three schemes:  
*Scheme I:* The First scheme is for the

development of Indian languages through research, developing manpower, production of materials in Modern Indian Languages including tribal languages.

1. Tribal and Border Languages
2. Sociolinguistics
3. Phonetics
4. Psycholinguistics
5. Materials Production and Training
6. Evaluation and Testing
7. Distance Education
8. Educational Technology
9. Lexicography and Translation

*Scheme II:* The second scheme is for the implementation of three-language formula. This is done through training of teachers of the secondary schools deputed by various States and UTs. The RLCs conduct various teacher training programmes and prepare instructional materials. The 10-month Intensive Course in Indian languages begin in July in different Centres. The target of admission for this course is BRLC : 120, ERLC : 80, WRLC : 60, NRLC : 60, UTRC : each 40, Total : 400.

*Scheme III:* The scheme provides financial assistance to individuals and voluntary organisations for publication in Indian languages (other than Hindi, Urdu, Sindhi, Sanskrit and English) inclusive of tribal languages.

### **Modern Indian Languages Teachers**

The scheme provides 100 per cent assistance for appointment of Modern Indian Languages teachers preferably South Indian Languages in Hindi-speaking states. The Institute has also been assigned the responsibility of training of teachers appointed by various States under the Scheme of financial assistance for appointment of Modern Indian Languages teachers in Hindi-speaking States. This scheme was initiated during the Eighth Plan period and has been approved for continuation during the Ninth Plan period.

### **Central Institute of English and Foreign Languages**

In order to bring about substantial improvement in the standards of teaching/learning of

English, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each state. Twenty-six District Centres were initially sanctioned. There were eleven District Centres in operation as on 31 March 1998 in different parts of the country. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different states through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes. Apart from this, grants are also given to voluntary organisations/individuals for publication and purchase of books in English language.

## National Council for Promotion of Urdu Language

The Government has constituted the National Council for Promotion of Urdu Language (NCPUL) as an autonomous body to replace the Taraqi-e-Urdu Board with a view to further broad-basing Urdu promotional activities. The NCPUL has become functional w.e.f. 1 April 1996.

The NCPUL is engaged in preparation of academic literatures in Urdu for the benefit of Urdu-speaking people of the country. Financial assistance is provided to 48 Calligraphy Training Centres spread in different parts of the country. Out of the 12 volumes of Urdu Encyclopaedia planned to be published, six volumes have been published and others are under preparation. Five volumes of English-Urdu Dictionary have been published.

The perspective plans contemplate the diversifications required in the years to come. Another important decision has been taken to introduce Computerised Calligraphy Training Centres which is expected to go a long way in preparing the students to meet the present-day competition and join the technological workforce of the country. Another major achievement has been to coordinate the activities of various State Urdu Academies. The interaction with the academies has been so strong that they are gradually becoming the local partners of the Council.

The Council has made forays into the minority education field. Several meetings have been held with the State Madrasa Boards to take stock of the existing scenario and to evolve appropriate educational support. Thus, the Council has put in place a well-knit all India network for proper coordination of Urdu promotional activities.

Another significant milestone is pushing up the sale proceeds of periodicals/books to the tune of Rs 20.00 lakhs which had been consistently far below the desired level in the previous years. The Council has published 33 new titles besides 98 reprints during the year under report.

## National Council for Promotion of Sindhi Language

The Government has constituted the National Council for Promotion of Sindhi Language (NCPSL) as an autonomous body with its headquarters at Vadodara for promotion and development of Sindhi language. The Minister for Human Resource Development is the Chairman of the Council. The Council promotes the language by undertaking production of literature in Sindhi, to collect and evolve technical terms to enrich the language, to undertake and provide for publication of journals and periodicals, etc.

## Development of Sanskrit and Other Classical Languages

The Government of India has formulated various schemes for the development of Sanskrit education in pursuance of the National Policy on Education (1986) and as per the 8th Schedule of the Constitution of India. These schemes are being implemented through the following agencies:

- Rashtriya Sanskrit Sansthan
- Maharishi Sandipani Rashtriya Veda Vidya Pratishthan
- Scheme for Development of Sanskrit Education through State Governments
- Two Deemed Universities

## Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, an autonomous organisation under the Ministry, is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit studies up to doctorate level through Kendriya Sanskrit Vidyapeethas.

The Sansthan provides financial assistance to voluntary organisations engaged in propagation, development and promotion of Sanskrit to meet 75 per cent of the expenditure on the salary of teachers, scholarships to students, construction and repair of building, furniture, library, etc. So far 704 voluntary Sanskrit organisations have been assisted. Eighteen Adarsh Sansthans have also been provided financial assistance.

The Sansthan also pays honorarium to 125 retired eminent Sanskrit scholars to teach in Adarsh Sanskrit Pathshalas and other State government run Sanskrit Colleges under Shastrachudamani Scheme. Financial Assistance is also provided by the Sansthan for the project of preparing Sanskrit Dictionary undertaken by Deccan College, Pune, organising vocational training workshops by institutions, purchase of Sanskrit books, production of Sanskrit literature, purchase and publication of rare manuscripts, All India Elocution Contest. Under the scheme of President's Award of Certificate of Honour every year 15 scholars of Sanskrit, one of Pali/Prakrit and three each of Arabic and Persian are selected and paid honorarium of Rs 20,000 per annum for life. The total number of such awardees so far are 250.

## Maharishi Sandipani Rashtriya Veda Vidya Pratishthan

Rashtriya Veda Vidya Pratishthan, Ujjain was set up in August 1997 for undertaking various activities including support to traditional Vedic Institutions and scholars, providing scholarships/fellowships and for promotion of Vedic studies and research. The programmes and activities during 1998-99 include organisation of all India and six regional Veda Sammelans, six seminars and workshops on different topics, financial assistance to 35 Vedic Institutions/

Vidyalayas, to 32 aged Vedic pandits and 81 Nityagnihotries, stipend to 578 vedic students, award of one Junior Fellowship, running of part-time Vedic classes for students of Classes VI to XII at six Veda Pathshalas, Vedic classes for general public at Chennai and New Delhi, honorarium to 37 Swadhyayain teachers and stipend to 74 students under the scheme of 'Preservation of oral tradition of Vedic recitation' and celebration of Veda Gyan Saptah. Under the publication programme, two books are under print and three manuscripts are under evaluation to determine whether these are worthy of publication.

## Scheme for Development of Sanskrit through State Governments/ Union Territories

This is a Central Plan Scheme operated through the State Governments since 1962. Financial grants are provided by the Government of India on 100 per cent basis for the following major programmes.

### (i) Financial Assistance to Eminent Sanskrit Scholars in Indigent Circumstances

Under this scheme, assistance is being given to eminent (traditional type) Sanskrit scholars who are not below the age of 55 years, are in indigent circumstances and are engaged in study/research in Sanskrit at the maximum rate of Rs 10,000 per annum minus the annual income of the scholar from other sources.

### (ii) Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit education grants are provided to facilitate appointment of teachers for teaching selected modern subjects, i.e. MIL, science including mathematics and humanities in the traditional Sanskrit Pathshalas.

### (iii) Providing Facilities for Teaching Sanskrit in High and Higher Secondary Schools

Grants are given to meet the expenditure on salary of Sanskrit teachers to be appointed in Secondary and Senior Secondary Schools where the State Governments are not in a position to provide facilities to teach Sanskrit.

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

In order to attract students for studying Sanskrit in the Secondary and Senior Secondary Schools merit scholarships are given to Sanskrit students at the rate of Rs 100 per month for students of Classes IX and X and at the rate of Rs 125 per month for the students of Classes XI and XII.

**(v) Grants to State Governments for Various Schemes for Promotion of Sanskrit**

- (a) Under this scheme State Governments are paid 100 per cent assistance for the various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic Scholars, conducting Vidwat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samaroha, etc.
- (b) Proposals for development of Sanskrit for research/research projects in Sanskrit received from Deemed Sanskrit Universities, NGOs (Registered Bodies) who have at least ten years of continuous work in the field of Sanskrit duly recommended by the State Government will also be covered under the scheme during 1998-99. Proposals from some NGOs of Karnataka, e.g. Academy of Sanskrit Research, Melkote, Kalpatharu Research Academy and Dwaita Vedanta Studies and Research Foundation, Bangalore will be funded.

**(vi) Central Grant to Rashtriya Sanskrit Sansthan/Deemed Universities/CBSE**

On the advice of the Planning Commission, it is decided that 100 per cent assistance will be given for improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for appropriate orientation of teachers towards this end. Proposal from CBSE has since been received under this scheme and

will be assisted after examination.

## Two Deemed Universities

The two deemed universities are Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi provides courses of study from Shastri to Vidya Vachaspati (D.Lit.). From 1997-98, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha started diploma in Vedic and refresher courses, two degrees namely Vidya Varidhi (Ph.D.) and Manad Upaadhi (Honorary D.Lit.) are also given by the Vidyapeetha.

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides courses of study from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D.). The Vidyapeetha 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 Madarsa Education

The objective of the scheme for modernisation of Madarsa Education is to encourage traditional institutions like Madarsa and Maktabs to introduce science, mathematics, social studies, Hindi and English in their curriculum. Financial assistance is provided to the extent of 100 per cent for appointment of qualified teachers at a salary of Rs 3,000 per month for primary section, of Rs 4,000 per month for secondary section, and a one-time grant of Rs 7,000 per Madarsa for science/maths kits and Rs 7000 per Madarsa for establishment of book banks and strengthening of libraries.





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.

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## Scholarships

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**T**he 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.

### National Scholarships Scheme

This scheme has been in operation since 1961-62. Under this scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarship vary from Rs 60 to Rs 120 per month for day scholars and Rs 100 to Rs 300 per month for hostellers,

depending on the course of study. The income ceiling of the parents for eligibility of scholarship is Rs 25,000 per annum.

### **Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi**

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

### **Scheme of National Scholarships at the 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 +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 scholarship 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 respective countries. The award 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. 57 scholars have been sent to China, Japan, Israel, Germany, Ireland, Belgium, Italy, Netherlands, France, Czech, Norway and Poland during 1998-99.

### **Commonwealth Scholarships/Fellowships Schemes Offered by Governments of U.K., Canada, etc.**

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 beneficial to the country as well as for educational and professional development of the recipients. The scholarships are made available for studies in about 25 disciplines, including medicine. Nine scholarships have been utilised during 1998-99.

### **British Council Visitorship Programmes**

Forty-three scientists, academicians and medical specialists have been benefited under this programme during 1998-99 for mutual appreciation of important development in their areas of specialisation. ■



The National Policy on Education lays special emphasis on removal of disparities and equalisation of educational opportunities of educationally backward social groups, particularly Scheduled Castes, Scheduled Tribes and Educationally Backward Minorities. An inter-ministerial Working Group in the DOE has been constituted to draw up a ten-year perspective plan aimed at the educational development of SCs and STs.

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## Equalisation of Educational Opportunities for SCs/STs and Minorities

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CHAPTER

14

**E**qualisation of Educational Opportunities for SCs/STs and Minorities has been reiterated in the National Agenda for Governance. Some of the important programmes of the Department of Education aimed at equalisation are :

- Norms of opening of Primary Schools have been relaxed to have a Primary School within one kilometre walking distance from habitations of 200 population instead of habitations of 300 population.
- Abolition of tuition fee in all States in Government Schools at least up to Upper Primary level. Most of the States have abolished tuition fee for SC/ST students up to Senior Secondary level and also provide incentives like textbooks, uniforms, school bags, etc. to these students.
- The major programmes of the Department of Education like Universalisation of

Elementary Education, Operation Blackboard, Non-Formal Education, District Primary Education Programme, etc. accord priority to areas of concentration of SCs and STs. Lok Jumbish and Shiksha Karmi Projects which are community-based non-formal education projects have a specific focus on SC/ST inhabited areas.

- There is reservation of seats for SCs and STs in Central Government Institutions of higher education including IITs, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas, etc. Apart from reservation there is also relaxation in the minimum qualifying cut-off stages for admission. The UGC has established SC/ST Cells in 98 universities including Central Universities with a view to ensuring proper implementation of the reservation policy. A Standing Committee has also been set up by the UGC to review the implementation of the reservation policy.
- In order to improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial coaching scheme is provided for SC and ST students. IITs have a scheme under which SC/ST students who marginally fail in the entrance examinations are provided one-year training and then admitted to the first year of the B.Tech course.
- Out of 43,000 scholarships, 13,000 scholarships are provided to SC/ST students under the scheme of National Scholarship at the secondary stage for talented children from rural areas. Seventy scholarships are exclusively reserved for SCs/STs under the scheme of National Talent Search Scheme.
- Junior Research Fellowships (50 annually), scholarships (25), Research Associateships (20), Fellowships (50) are awarded by the UGC exclusively to SC/ST students.
- The Central Institute of Indian Languages (CIIL), Mysore, prepare textbooks, primers, grammar books, dictionaries, bilingual textbooks facilitating translation from regional languages, etc. into tribal languages. The CIIL has worked in 75 tribal and border languages.
- The NCERT has prepared/developed/published 10 textbooks in tribal dialects and

has further prepared teaching-learning material in 15 tribal dialects.

An inter-ministerial Working Group in the Department of Education has been constituted to draw up a ten-year perspective plan aimed at the educational development of Scheduled Castes and Scheduled Tribes.

## Minorities Education

A gist of the implementation of the schemes having a direct bearing on the educational development of minorities is given below.

### Area Intensive Programme for Educationally Backward Minorities

This scheme was launched in May 1993 with the objectives of providing basic infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education. Under the scheme cent per cent financial assistance is provided to State Governments and voluntary organisations (through State Governments) for the following programmes:

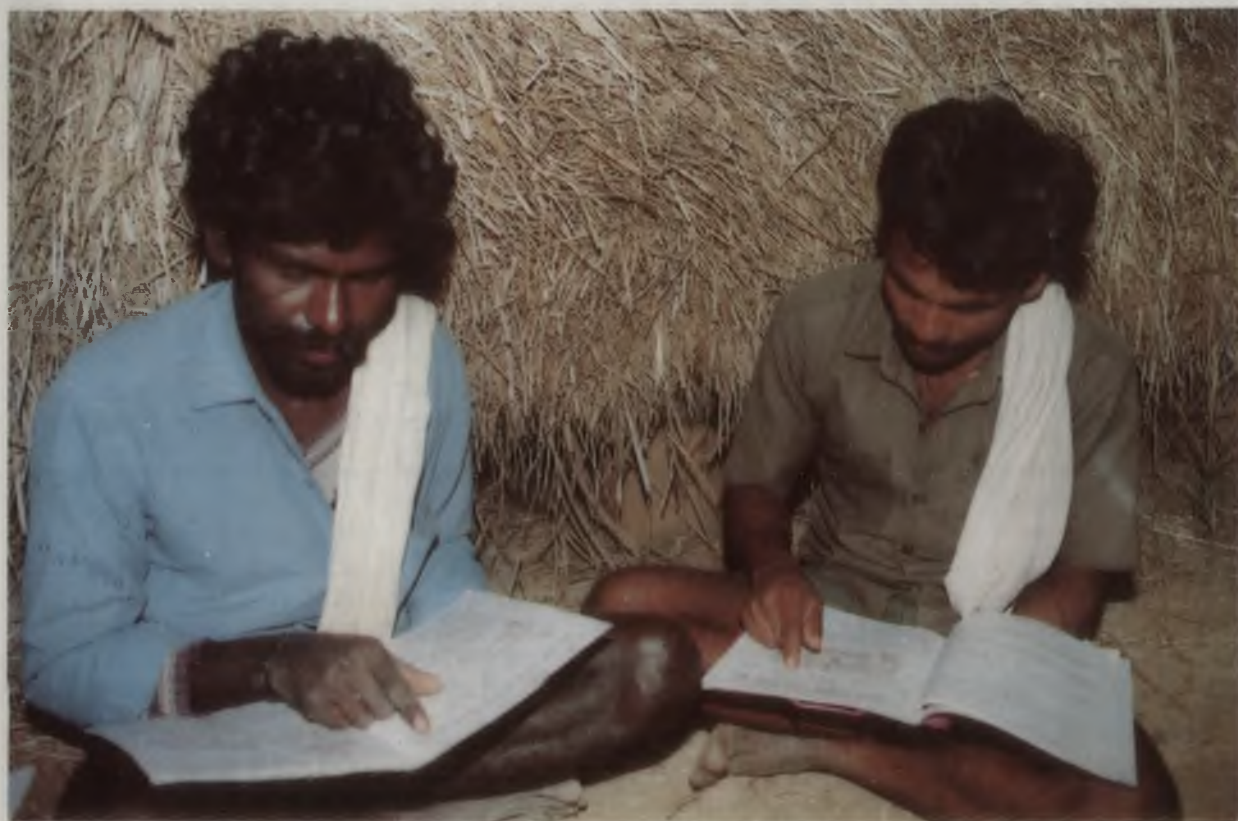
- Establishment of new primary/upper primary schools and residential higher secondary schools for girls.
- Strengthening of educational infrastructure and physical facilities in existing schools.
- Opening of multistream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught.

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

### Achievement

Since the inception of the scheme, i.e. from 1993-94 full/part grants have been given for opening/construction of buildings for 1414 primary/upper primary/secondary schools, six residential higher secondary schools for girls, construction of 607 classrooms, upgradation of 26 primary schools to upper primary schools and high schools to higher secondary schools, construction of 14 hostel buildings for girls'





higher secondary schools, construction of toilets/urinals in 69 schools and provision of teaching-learning material in 681 primary/upper primary schools.

The National Institute of Educational Planning and Administration (NIEPA) undertook a study to evaluate the implementation as well as the impact of the scheme of Area Intensive Programme for Educationally Backward Minorities in the States of Karnataka, Kerala and Rajasthan. This is also being monitored by deputing officials for field visits in the States.

### **Modernisation of Madarsas (Maktabs)**

Under the 15-point programme of Empowered Committee on Minorities Education, the scheme of modernisation of Madarsas on voluntary basis was launched in 1993-94. The scheme has been approved by the Planning Commission. The objective of the scheme is to encourage traditional institutions like Madarsas and Maktabs by giving financial assistance to introduce science, mathematics, social studies, Hindi and English in their curriculum. The scheme will help to provide opportunities to students of these institutions to acquire

education comparable to that in the national education system. It is implemented through State Governments/Union Territories.

During the Eighth Plan the Centre received an encouraging response from States and Union Territories. In the Ninth Plan the scheme envisages the coverage of Madarsas at the secondary level.

### **Coaching Classes for Competitive Examinations**

The University Grants Commission implements the scheme of coaching classes for the weaker sections of Educationally Backward Minorities. The scheme was introduced in 1984 to provide assistance for organising coaching classes to prepare minority students for competitive examinations. Currently the scheme is being implemented in 22 universities and 59 colleges (including 9 women coaching centres).

Five universities identified for coordinating/organising coaching classes are;

1. **Jamia Millia Islamia University:** New Delhi, Uttar Pradesh, Bihar, Delhi, Himachal Pradesh, Haryana, Punjab and Madhya Pradesh.
2. **Bombay University:** Maharashtra and Gujarat

3. **Madras University:** Tamil Nadu, Kerala and Orissa
4. **Osmania University:** Andhra Pradesh and Karnataka
5. **Calcutta University:** West Bengal and North-Eastern States.

Jamia Millia Islamia and Calicut University have been identified as Coaching Centres for civil services examination and for processing of applications.

Recently, the University Grants Commission has constituted a Standing Committee to review and redevise the existing guidelines of the scheme of coaching classes for Minorities. The Committee will also review the working of Coaching Centres for effective implementation of the programme in the Ninth Plan.

### Community Polytechnics

As part of the implementation of the 15-point programme, ten polytechnics were selected during 1984-85 in minority concentration areas for upgrading them as community polytechnics. By the end of financial year 1990-91, all the minority concentration districts except Bidar district in Karnataka have been covered by community polytechnics or their extension centres.

Besides the above schemes, the following schemes also give special attention to the coverage of minority concentration identified blocks/tehsils by the Ministry of Welfare:

- Non-Formal Education

- Operation Blackboard
- Mid-Day Meal
- District Primary Education Programme
- Total Literacy Campaign

### National Council for Promotion of Urdu

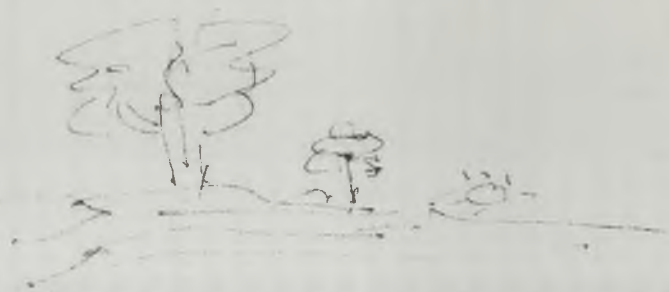
Constituted on 4 October 1994 as a body fully funded by the Government of India replacing the Tarqui-e-Urdu Board it is a subordinate office of the Department of Education.

### Training Programmes for Principals/ Managers/ Teachers in Minority Managed Schools

- The teachers of Minorities Educational Institutions have been included in the Special Orientation Programme for Teachers (SOPT) being conducted by the NCERT.
- The NIEPA conducts orientation programmes for heads of educational institutions for minorities on a regular basis. There are national level as well as field-based programme in response to States' request.

### Urdu University

- The Maulana Azad National Urdu University has been established mainly to promote and develop Urdu language and to impart vocational and technical education in Urdu medium through conventional teaching and distance education model.





In the National Agenda for Governance, issued in March 1998, education was given priority. Emphasis was laid on the eradication of illiteracy, universal primary education, free education for girls and betterment of SCs, STs and minorities. Involvement of the youth in the tasks of national reconstruction, among which literacy is also one of the priorities.

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## Planning and Monitoring

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CHAPTER

15

**T**he National Agenda for Governance issued in March 1998 has education high among its list of priorities. Inter alia, eradication of illiteracy, universal primary education, free education for girls up to the graduation level and the educational upliftment of Scheduled Castes, Scheduled Tribes and minorities have been highlighted. Involvement of youth in the tasks of national reconstruction, among which literacy also figures as one of the priorities. With a view to involving the State Governments in implementing educational items set out in the National Agenda for Governance, a Conference of State Education Ministers and Education Secretaries was held in New Delhi on 22 and 23 October 1998. Inaugurating the Conference, the Prime Minister stressed on the critical importance of Universalisation of Primary Education and

achievement of total literacy which are important factors for nation building. For the development of education, he stressed on the need for community involvement, women's empowerment, collective responsibility of Centre and the States combined with other programmes like maternal and child health, nutrition, etc. He also stated that our universities should become centres of excellence and importance should be given to the improvement of the quality and management in education.

The following consensus emerged on the issues mentioned below as a result of the discussions made by the Education Ministers:

1. There was a general consensus that universal elementary education would have to be taken up on a mission mode. Universal access, universal retention together with qualitative inputs would be the key components here. Implementation would be done with full collaboration between the Central and State Governments with community involvement. A National Committee to be chaired by the Minister for Human Resource Development and consisting of Education Ministers of the States of Assam, Haryana, Maharashtra, Orissa, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal would develop the structure and outlines of this mission.
2. It was resolved that the financing of education was not commensurate with the needs of this sector and that more funds would need to be provided both from public and private sources. The funding of education would have to be done both by the Central and State Governments as a collaborative national effort. This would need to cover all sectors of education—elementary, secondary and higher.
3. It was agreed that, in keeping with the requirements of science and technology and the information era, Information Technology (IT) would have to come in a comprehensive way in the educational system, both in terms of training manpower and supply of appropriate hardware and software. This would be part of the IT Task Force Agenda for Education.
4. It was unanimously resolved that the educational system should be more responsive to social needs. Quality improvement in higher education is another area, which would need urgent attention of both the Central Government and the State Governments. Simultaneously, there was need for a greater thrust on vocational education and vocationalisation.
5. Given the greater outreach of the Open Schooling System and Distance Education System and its long-term cost effectiveness, it was resolved that these would be further strengthened in tandem with the formal schooling set-up. The role of Open Schooling and Distance Education in reaching those socially disadvantaged was stressed upon.
6. The importance of providing free education for girls up to the graduation level as already included in the NAG was welcomed. It was stated in this connection that some funds for this activity had already been provided for in the Central Budget. The scope and extent of what constituted 'free education' would need to be, however, further discussed and deliberated upon. This would be further deliberated by the State Education Secretaries with the Union Education Secretary, in concurrence with the respective State Governments.
7. It was resolved that the thrust of the educational policy should be directed towards those who are marginalised in general and in particular to those belonging to SC/ST and minorities.
8. It was recognised that there was a need to build up environment-awareness through curricular and co-curricular activities at all levels of education.
9. It was also noted that literacy level in the country would need to be stepped up significantly in order to create the base for all educational efforts. The National Literacy Mission and the State Literacy Missions would need to work with vigour and zeal to achieve this objective.

## National Institute of Educational Planning and Administration

The National Institute of Educational Planning and Administration (NIEPA) is an apex institute in the domain of planning and administration

of education. Over three and a half decades of its existence, the NIEPA has emerged as an institute for providing quality training in its area for educational personnel both at home and abroad. It organises orientation and training of strategic groups and promotes and coordinates research in various areas of educational planning and administration. It prints and publishes papers, books and periodicals and also brings out journals in English and Hindi. NIEPA also provides academic and professional support to bodies such as University Grants Commission, Planning Commission, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Directorate of Adult Education and others. It also organises an annual international diploma programme with the help of UNICEF, Cambridge of Consultant (UK), Ministry of External Affairs, etc. Training programmes for other countries such as Sri Lanka are also organised on a bilateral basis.

The institute also facilitate networking of similar institutes in the Asian region and for this purpose acts as a sister institute to the International Institute for Educational Planning (IIEP) at Paris.

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

The scheme of studies, seminars, evaluation, etc. for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and 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. During the year under report, financial assistance was provided for organising 10 seminars, one conference, two workshops and one Study.

### **Educational Statistics**

The Statistical Unit being responsible for collection, scrutiny, compilation, analysis and dissemination of educational statistics, has taken steps for qualitative and timely collection of compilation and publication of educational statistics.



**Monitoring Work at Bihar District**

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, Examination Results of Boards of Secondary and Higher Secondary 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 complete and the publications pertaining to 1996-97 has since been issued.

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

Scheme for strengthening of statistical machinery at various level is under consideration of the Government. During 1998-99, five publications were brought out by the Unit.

## Computer-based Management Information System

### Computer and Communicational Infrastructure

The National Informatics Centre (NIC) has recently set up an Internet based on Radio Frequency (RF) link for quick terrestrial communication connecting all the Departments in North Block, Shastri Bhavan, Udyog Bhavan and Nirman Bhavan. The NIC has installed two latest NT-based servers for the Department, apart from four Pentium Clients installed for the Department for the purpose of software development, user training and E-mail services and Internet browsing. This RF link provides quicker and reliable Internet access and relatively faster and multi-access E-mail services.

The NIC has established local area networking in the Department connecting 67 nodes in the Department during the first phase. Out of this 40 nodes are operational for Internet browsing and E-mail access. Other nodes are required to be connected as they do not have either LAN cards or computers. The Department is planning to have additional

computers. The officers on these nodes will now be able to access 24 hours service for all the above facilities.

### Perspective Plan for Information Technology for Education Sector

A perspective plan for Information Technology (IT) development in education sector has been developed and has been submitted to the Department for implementation. The objective of this report was to provide basic inputs to the Department on IT infrastructural requirements covering administrative units at Central, state, district and block levels and national and state level organisations, apart from academic requirements of universities, colleges and secondary and senior secondary schools. An estimate of budget for these activities has been given which is required to be implemented by the Department after making necessary budget provision in a span of five years.

### Sixth All India Educational Survey

The Sixth All India Educational Survey is a joint project of the National Informatics Centre (NIC) and the National Council of Educational Research and Training (NCERT) with reference date as 30 September 1993. The survey canvassed data in eight schedules, viz. Village Information Form (VIF), Urban Information Form (UIF), School Information Form-1 (SIF-1), School Information Form-2 (SIF-2), Teacher Information Form (TIF), College Information Form (CIF), Educational Finance Form (EFF) and Educational Statistics—A Flash (ESF) and took about five years for completion. It created a database on educational facilities in 6.3 lakh villages/towns, core information on universe basis from 8.22 lakh schools and nearly three thousand colleges with higher secondary classes, issue-specific information on sample basis from 1.74 lakh schools and 13.26 lakh teachers of selected schools. In all 11 publications have been brought out :

1. Educational Facilities (Volume I)
2. Schools and Physical Facilities (Volume II)
3. Teachers in Schools (Volume III)
4. Enrolment in Schools (Volume IV)
5. Educational Inputs and Facilities in Secondary and Higher Secondary Schools (Volume V)

6. Age-wise Enrolment, Repeaters in Certain Schemes, etc. in Schools
7. Teachers' Qualifications and their Service Conditions
8. Provisional Statistics
9. Selected Statistics
10. School Education Profile
11. The Main Report

## **EDUWEB**

EDUWEB is an Intranet-based Web service that has been developed exclusively for the Department. It provides the following facilities:

- One can link to the Home Pages of different departments under the Ministry of Human Resource Development, e.g. Department of Education Home Page (<http://www.nic.in/education>).
- One can view E-mail addresses and also send on-line messages to officers of the Department of Education, Chief Secretaries and Education Secretaries of State Governments and NIC Officers.
- Cool Sites : Using cool sites, one can directly link to other sites of Education, News and important Internet sites without knowing the exact address.
- Bulletin/Circular/Letter : Using these facilities departmental circulars can be put on view for all users within the Department.
- Monthly Newsletter type facility can also be made available so that all users can easily view it on their Desktop.
- Various Web sites can be launched for various organisations of Education Sector. A website for the Central Institute of Educational Technology (CIET) has already been launched.

## **Public Grievances Monitoring System**

Public Grievances Monitoring System developed by the NIC Computer Centre of the Department of Administrative Reforms and Public Grievances has been implemented in the Department for more than one year. Data in this regard is being updated on a regular basis by the officials of the Department. Data thus compiled is regularly sent to ARPG Computer Centre on-line. Recently a training programme was conducted by the NIC Computer Centre of

ARPG Centre in November 1998 on the potentialities of the package for internal utilisation. This training programme was attended by two officials from the Department and one from the NIC.

## **Educational Statistics**

The NIC has developed an MIS system on Educational Statistics for regular updation of information received based on ES-IC from various States and UTs concerning data on non-affiliated institutions of higher education. Based on this information, the Department is bringing out annual publications, the recent one has been generated for 1992-93.

## **Analysis of Budgeted Expenditure on Education**

The NIC has developed an MIS on Budgeted Expenditure based on which analysis of Plan and Non-Plan expenditure budgeted by States and Central Ministries for various sub-sectors of education, apart from expenditure on Research and Training (formal and non-formal) by various Departments of States and Centre. Based on this analysis the Department has generated the publication on Analysis of Budgeted Expenditure for 1995-96 to 1997-98.

## **Non-Formal Education**

Necessary support for generation of various reports has been provided to this division in connection with Grant-in-Aid Committee Meetings and various other requirements.

## **Organisation of Computer Training Programmes for the Users**

With the launching of Client/Server Architecture by the NIC and also introduction of E-mail, Internet Services and emerging IT services, the need has been felt for the conduct of exposure sessions to various officers and officials of the Department. Accordingly, one training session was conducted for officers of the rank of Deputy Secretary and above. Regular training programmes have been initiated on the request from the Department from 2 to 3 p.m. on all working days to cover the latest technological developments and to solve day-to-day problems felt by these officials.

### **Video-conferencing Facility**

The NIC has installed a video-conferencing facility for the Department by installing a pair of ISDN dedicated lines apart from the necessary computer hardware, accessories and software. Efforts are on for the establishment of a full-fledged Studio-based Video-conferencing facility for the Department for which the required space is to be provided by the Department.

### **Directorate of Adult Education**

The NIC is helping the Directorate of Adult Education in automation of Total Literacy Campaign (TLC) for generating monthly reports on various parameters for regular monitoring of its implementation. An year-wise publication is being brought out as an outcome of this. The NIC has provided technical consultancy in procurement of computers and in provision of computer training on the packages developed for the Directorate.

### **Kendriya Vidyalaya Sangathan**

The NIC has provided consultancy services to the Sangathan on various technical issues concerning computerisation. It has conducted two computer training programmes for its officials on Windows, Unix environments covering packages like MS Office suite, Uniplex and on application packages developed for the KVS.

Procurement of Computer Systems and Software have been carried out for all its Regional Offices, e.g. pay roll package, pension information system, personnel information system, GPF/CPF information system, status on building construction activities.

### **Technical Consultancy Services to Various Organisations under the Department**

The NIC has provided regular technical consultancy and guidance to various organisations under the Department like, Copyright Office, NCERT, NIEPA, NCTE, NVS, RSKS, NOS, CSTT, National Council for Promotion of Urdu, etc.

## **Educational Development in North Eastern Region**

In pursuance of the then Prime Minister's

announcement of new initiatives for the North-Eastern States made at Guwahati in October 1996, a high level Commission was appointed under the Chairmanship of Shri S.P. Shukla, Member, Planning Commission, to critically examine the backlog in respect of Basic Minimum Services (BMS) in the seven North Eastern States and also to critically examine the gaps in main sectors of infrastructure development including education in the North Eastern Region.

The Conference of Chief Ministers held in July 1996 had identified Universalisation of Primary Education and extension of the Mid-day Meal Programme in Primary Schools to all rural blocks, urban slums and other disadvantaged sections amongst the seven Basic Minimum Services (BMS). The Shukla Commission felt that nutritional support to poor children at pre-school and elementary education levels is provided through the Integrated Child Development Scheme (ICDS) in anganwadis and through the mid-day meal programme in primary schools, respectively. Hence the Commission did not consider it necessary to determine the gap and assess the requirement of funds in this area. It instead concentrated on the remaining six Basic Minimum Services.

A special Cell for the North East has been established in the Department of Education to effectively coordinate and monitor the implementation of recommendations of the Shukla Committee as well as the measures announced under the New Initiatives for the North East.

The rich cultural and linguistic heritage of the region as well as its educational needs call for specially designed curricula, classroom transaction and teacher training. To this end, a Regional Institute of Education has been set up by the NCERT at Shillong. It is also proposed to establish a Central University at Aizawal in Mizoram.

The MHRD extends facilities of Technical Education to all States/UTs with a view to achieve national integration and socio-economic development by reserving seats in Engineering, Technical, Pharmacy, Architecture courses at Degree and Diploma level in approved institutions. Out of 1462 total reserved seats during 1998-99, 636 seats at Degree level and 337 seats at Diploma level have been reserved for the students from the North-Eastern States.



## Human Rights Education

The General Assembly of the United Nations adopted and proclaimed on 10 December 1948 the Universal Declaration of Human Rights (UDHR). The United Nations General Assembly through its Resolution of 23 December 1994 resolved to declare the period 1995-2004 as the UN Decade for Human Rights Education. This, in a manner of speaking, is the culmination of the recognition in the Universal Declaration of Human Rights (1948), of teaching and education as the principal instrumentalities of promoting such rights and the underlying postulate in a number of UN conventions that education has a distinct human rights component. United Nations High Commissioner for Human Rights (UNHCHR) who has the responsibility of coordinating efforts for implementing the decade has drawn up a programme of action for its observance.

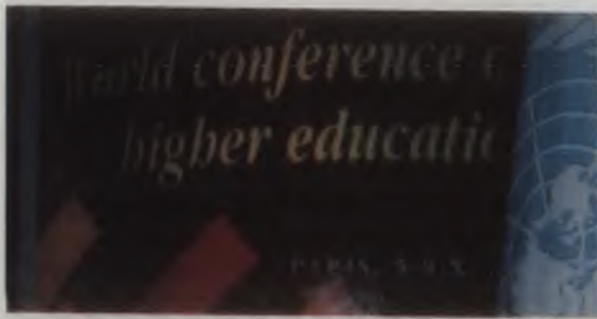
The programme of action, finalised in October 1995, seeks to infuse knowledge of Human Rights not only in the academic curricula but also for the general public and special target groups like law enforcers, members of the Judiciary and the Bar, and Civil Servants on one hand and the minorities, HIV positive persons and other marginalised sections of society on the other. The endeavour seeks to involve Governments, NGOs and professional associations in its implementation. A special role of monitoring and coordination has been assigned to agencies charged with the responsibility of watching Human Rights situation in the country—in case of India the National Human Rights Commission. The programme envisages drawing up national level plans for implementing the decade and development of a national level resource and training facility for Human Rights Education.

The National Human Rights Commission took meetings with the Ministries of Home Affairs, Human Resource Development and others to draw sectoral plan of action in pursuance to the UN Resolution. Accordingly, National Co-ordination Committee and Working Groups have been set up under theegis of the Ministry of Home Affairs which in consultation with various Ministries/ departments have drawn up a national calendar for its observance.

The Department of Education has created

a cell to deal with matters relating to the Human Rights Education, and a detailed plan of action and month-wise calendar of events to be observed by various organisations under the Department has been drawn. The following activities have so far been undertaken.

- The NCERT has brought out a source book on Human Rights in English and Hindi for teachers and the National Book Trust has agreed to translate this handbook into all other Indian languages. Besides, workshops, all India essay competition for students on Human Rights, folder-cum-poster on UDHR, etc. are also undertaken by the NCERT.
- The UGC has initiated action for instituting full-time programme on law dealing with Human Rights, including diploma courses on part-time basis.
- The National Council for Teacher Education (NCTE) has prepared modules on Human Rights for Teacher Education.
- The Indira Gandhi National Open University (IGNOU) has held workshops on Human Rights Education.
- The National Book Trust has tied with the National Literacy Mission for generating books on Human Rights for neo-literates besides publication of books on human rights and organising book exhibitions on Human Rights Education.
- The National Literacy Mission Authority has chalked out a plan of action for Human Rights Education. Twelve papers were presented on issues related to Human Rights Education during the second Asia Regional Literacy Forum held in February 1998. The NLM also advised the State Resource Centres to include adequate inputs in textbooks being prepared for the neo-literates for implementation of NLM programmes. A few State Resource Centres have responded. SRC, Delhi, at Jamia Millia Islamia has prepared quite a large number of booklets on Human Rights.
- The Indian Institute of Advanced Studies, Shimla, organised a workshop on Human Rights Education in August 1998.
- Instructions were issued to the UGC and all universities to have a separate section for human rights books in their libraries. Many universities and colleges have set up a separate section on human rights related books in their libraries.



India has been playing an active role in promoting its ideals and objectives. The Indian National Commission for Cooperation with UNESCO (INCCU), set up in 1949, is the apex advisory, executive, liaison, information and coordinating body at the national level. The INCCU has been playing an active role in UNESCO's work particularly in the formulation and execution of its programme.

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## International Cooperation

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CHAPTER

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

During the year under report, India contributed to the activities of UNESCO and its Regional Offices through participation in numerous workshops, symposia and conferences, by assisting in the organisation of national, regional

and inter-regional activities in India in the areas of competence of UNESCO, arranging participation of Indian experts in UNESCO's activities, formulating projects under the Participation Programme of UNESCO and the administration of UNESCO Coupons Scheme. Public information activities relating to UNESCO continued to be operated in the form of publications of Hindi and Tamil editions of *UNESCO Courier*.

### Follow-up of the Education For All Summit of Nine High Population Countries

The Department of Education hosted the Education For All (EFA) Summit of Nine High Population Countries in New Delhi in December 1993 in which the heads of three U.N. agencies, viz. UNESCO, UNICEF and UNFPA, also participated as co-sponsors. As a follow-up of the EFA Summit, a Seminar on 'Literacy and Continuing Education for Out-of-School Girls and Women' from 23-25 June 1998 and the Second E-9 workshop on 'Planning and Management of Literacy Programme' from 28-30 September 1998 were held in Shanghai, People's Republic of China and Islamabad, Pakistan, respectively.

Delegates from India participated in (i) UNESCO-UNEVOC International Conference on Vocational Education in the Asia-Pacific Region from 25-27 March 1998 at Adelaide, Australia; and (ii) UNESCO International Conference on Education for the 21st Century in the Asia-Pacific Region from 30 March to 3 April 1998 at Melbourne, Australia.

Dr Murli Manohar Joshi, Minister for Human Resource Development, led a four-member delegation including Shri Champak Chatterji, Joint Secretary, Shri Ravi Capoor, Private Secretary to the Minister for Human Resource Development and Prof. V. C. Thomas, Professor, Pondicherry University to participate in the World Philosophers' Meet 1998: Second Parliament of Science, Religion and Philosophy held in Geneva, Switzerland from 18-21 August 1998.

### INC Lecture Series

To commemorate the 50th year of India's

Independence coinciding with the 50th year of UNESCO's establishment, the Indian National Commission initiated a project to organise a UNESCO-INCCU Lecture Series in India. With great success, the following five lectures have been completed in collaboration with UNESCO, New Delhi, National Institute of Educational Planning and Administration (NIEPA), Department of Ocean Development, etc.:

1. Lecture by Prof. Manoj Das, Pondicherry on 'Education and the Future of Man' on 8 December 1997.
2. Lecture by Prof. Cheng Kai-Ming, Hongkong University on 'Planning of Basic Education for All: Culture's Implications' on 16 April 1998.
3. Lecture by Prof. Jacques Hallack, Director, IIEP, Paris on 'Globalization and Education' on 13 May 1998.
4. Lecture by Prof Amartya Sen, Master, Trinity College, Cambridge and now Nobel laureate on 'An Assessment of the Millennium' on 20 August 1998.
5. Lecture by Dr Gunnar Kullenberg, Executive Director, International Institute of Ocean Development, Malta on 'Ocean Science and Technology: Emerging Opportunities' on 9 November 1998.

### Asia-Pacific Programme of Educational Innovation for Development

As one of the promoters of UNESCO's Regional Programme of Educational Innovations, 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 the National Development Group (NDG), facilitates 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 of 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 inter-regional levels to the implementation of the objectives of UNESCO. For the biennium 1998-1999, UNESCO have registered 15 proposals from India. So far, UNESCO have approved only six proposals for an amount of US \$ 130,000.

## Education for International Understanding

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

The INCCU is the national coordination agency for UNESCO Clubs and Associated Schools. There are about 285 UNESCO Clubs which are registered with the INCCU, 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.

The following initiatives were launched during the year for strengthening and expansion of the Associated Schools Project in India:

1. A two-member team of INCCU officers visited Arunachal Pradesh (Itanagar) to inspect ASP Schools and to enrol new Schools under this project; and
2. Funds were got sanctioned from UNESCO for conducting meetings of UNESCO Clubs and Associated Schools and for strengthening of these projects.

## ACCU Photo Contest in Asia and the Pacific

The Indian National Commission for Cooperation

with UNESCO (INCCU) has been coordinating the participation of Indian photographers in the photo contests organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, Japan.

## UNESCO Coupons Programme

The INC continues to operate the UNESCO International Coupons 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

The *UNESCO Courier* is an educational and cultural periodical brought out by the UNESCO. The Indian National Commission for Cooperation with UNESCO (INCCU) 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'.

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

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

UNESCO in its functioning associates itself with various NGOs and International NGOs and enters into formal relationship with them. From India, UNESCO has established relation with some Non-Governmental Organisations. The Indian National Commission for Cooperation with UNESCO called an appraisal meeting with representatives of these organisations to discuss the various aspects regarding promotion of UNESCO activities in India.

## 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.

Dr Saroj Ghose, Chairman, Science City, Calcutta and the former Director-General, National Council of Science Museums, Calcutta has been recommended for the Kalinga Award.

## Executive Board of UNESCO

The 154th Session of the Executive Board of UNESCO was held from 27 April to 7 May 1998 and the 155th Session from 19 October to 6 November 1998. Shri Muchkund Dubey, former Foreign Secretary and India's Member on the Executive Board, attended both the Sessions. The Board discussed, *inter alia*, the implementation of the decisions adopted by the General conference of UNESCO and took note of the reports by UNESCO and deliberated upon various other important matters falling within the competence of UNESCO.

## Contribution to UNESCO

The financial contribution of each Member State of UNESCO is approved by the General Conference of UNESCO for each year based on the scales of assessment adopted by the U.N. General Assembly. For the year 1998, India's share was fixed at 0.401 per cent and for the year 1999 at 0.400 per cent of the total budget of the Organisation by the 29th Session of the General Conference. The Government of India also makes voluntary contribution to UNESCO in response to the appeals by UNESCO to its Member States for contribution for specific purposes. India also made a voluntary contribution of Rs. 4.00 lakh to the International Institute of Educational Planning (IIEP), UNESCO, Paris during 1998-99.

India also contributes towards rental for UNESCO Regional Office in New Delhi at the rate of Rs 75,000 per month. An enhancement in

the rent subvention at the rate of Rs 1.50 lakh is under consideration.

## Construction of UNESCO House

A plot of land has been allotted to the Ministry of HRD for construction of UNESCO House at New Delhi for housing the two UNESCO Offices and the Office of the Indian National Commission for UNESCO. Director General, UNESCO visited India in February 1999 to lay the foundation stone of the building.

## Second Meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific

Shri M.C. Satyawadi, Additional Secretary, Department of Education attended the Second Meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific (EDCOM) at UNESCO, Bangkok from 8-10 November 1998. The subject-matter on which discussions were held was Educational Development and Policies and Regional Co-operation in Education in Asia and the Pacific.

## World Conference on Higher Education

The World Conference on Higher Education was held at Paris, France from 5-9 October 1998. The theme of the Conference is 'Higher Education in the 21st Century: Vision and Action'. Dr Murli Manohar Joshi, Minister for Human Resource Development, led the Indian delegation to the said Conference.

## Second Joint Meeting of UNESCO Six Intergovernmental Committees

Shri Madan Mohan Jha, Joint Secretary in this Department, attended the Second Joint Meeting of the UNESCO Six Intergovernmental Committees in charge of the application of the Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education held

at UNESCO Headquarters, Paris, France from 29 September to 2 October 1998.

### Other Important Programmes: Manas Wildlife Sanctuary, Assam

Manas Wildlife Sanctuary, now Manas National Park, in Assam is one of the sites of Project Tiger. It is spread over an area of 530 sq. kilometers and was inscribed on the UNESCO World Heritage list in 1985 under the World Heritage Convention, 1972.

Due to encroachment by militants belonging to the Bodo tribes of Assam and other illegal factors, the Sanctuary was shifted from this list to the list of World Heritage in Danger in 1992. The last five years have witnessed a major turn-around in the fortunes of the Park through the combined efforts of the forest authorities, NGOs and the Indian National Commission for Cooperation with UNESCO. The UNESCO has sanctioned US \$235,000 spread over a period of five years for the conservation of the Sanctuary under the emergency assistance from the World Heritage Fund.

### Seminars, Working Group Meetings Sponsored by UNESCO or its Regional Offices

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

The Indian National Commission also nominated experts from other organisations/ State Governments/NGOs. etc. to participate in the national, regional and international meetings and workshops of UNESCO.

### External Academic Relations

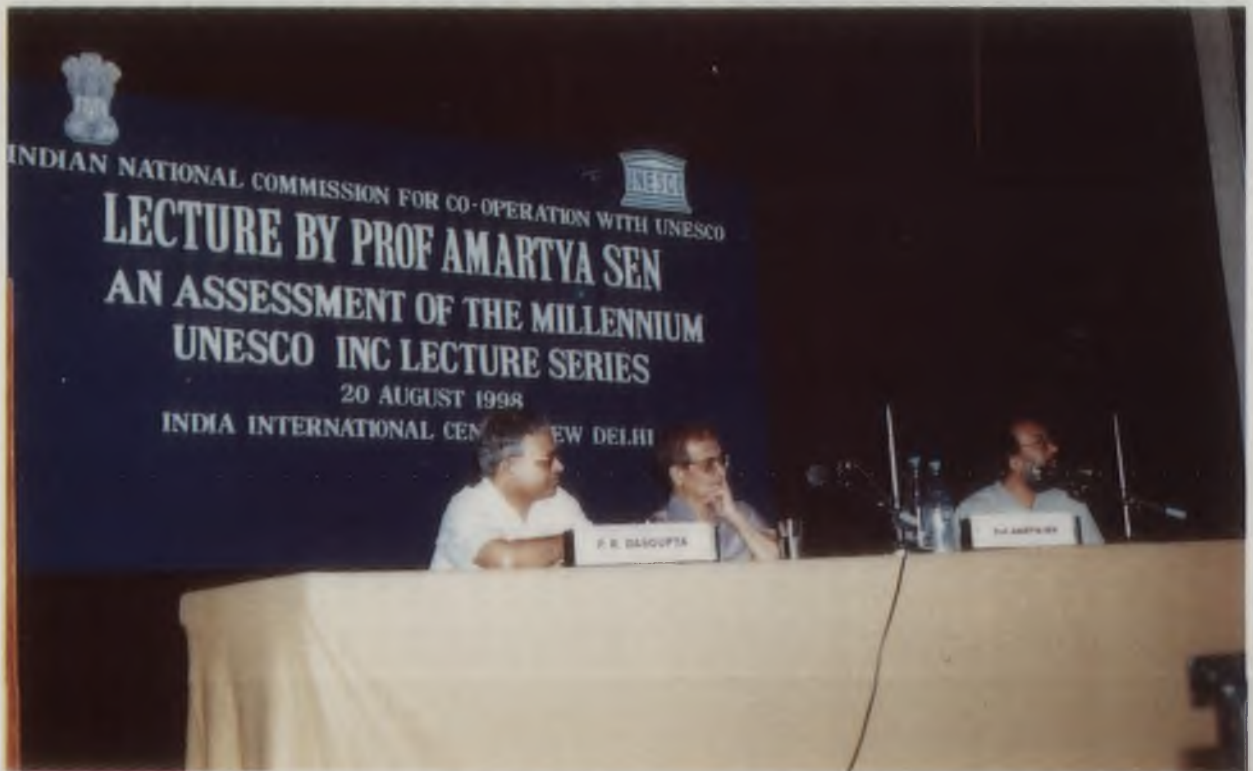
The External Academic Relations (EAR) Unit deals with the policy matters to promote India's external academic relations with various countries with whom India has bilateral Cultural Exchange Programmes (CEPs) and other collaborative arrangements and also monitoring of education components of the

bilateral and collaborative programmes with other countries.

1. Shri R.C. Meena, Director (P), represented Department of Education in the Fifth Meeting of the SAARC Technical Committee on Education, Culture and Sports held at Thimpu, Bhutan during 26-27 May 1998.
2. H.E. Col. Dr Keremera Joseph, Education Minister of Rwanda visited India from 18-21 May 1998. The objective of the visit was to meet the Minister of Education of India and to discuss bilateral issues regarding education and to visit Centres of Academic Excellence to have discussions with the authorities and explore the possibility of inter-university cooperation and to visit Polytechnic Institutes in India. The delegation called on HRM and visited University of Roorkee, DG (ICCR), JNU, UGC, AIU, Ed. CIL, NIEPA, NCERT and IIT, Delhi.
3. A two-member Maldives delegation led by Dr Mohamed Latheef, Minister of Education visited India from 6-10 August 1998 with an objective of collaboration between IGNOU and other educational institutions in India with the Ministry of Education, Maldives to provide relevant and affordable post-Secondary and Higher Education courses in Maldives largely through means of distance learning. The delegation called on HRM and visited UNESCO, New Delhi Office, IGNOU, NCERT and NCTE.
4. A four-member high-level delegation led by Hon'ble Dr Abel John Julian Rwdndeire, Minister of State for Higher Education, Uganda visited India from 1-7 November 1998. The stated objectives of the Ugandan Minister's visit were (a) to explore the possibility in the field of technical education with a view to examine the curriculum equipment for training purposes; (b) possibility of training some of Uganda's lecturers/tutors; and (c) the possibility of exchange programme for technical staff between Ugandan and Indian colleges. The delegation called on the Minister for HRD and visited AICTE, NCERT, IGNOU, Jamia Millia University, Ed.CIL, UGC, University of Roorkee and IIT, Delhi.

### Workshop on Prevention of AIDS and Drug Abuse

UNESCO Division organised a two-day Training



Workshop in Bangalore on 19-20 December 1998 in collaboration with UNESCO, New Delhi on AIDS Prevention, International Year of Ocean etc. Delegates from UNESCO clubs of four Southern States of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala participated in the workshop. Interactive discussions, debates and presentations were held. The JANOTHSAVA, Bangalore presented short theatrical plays and prepared a sculpture on the theme of the workshop with the involvement of the participants. The workshop was inaugurated by the Health Secretary, Government of Karnataka.

A two-day Workshop on AIDS Prevention and Drug Abuse was held during 14-15 January 1999 at Aizwal, Mizoram in collaboration with UNESCO, New Delhi involving the Young Mizo Association (YMA). About 200 delegates from the various YMAs participated in the workshop. The workshop was attended by the Minister for Health and Social Welfare, Government of Mizoram, and the Home Minister, Government of Mizoram.

### **Auroville Foundation**

The Government of India took over the management of Auroville in 1980 under the

Auroville (Emergency Provisions) Act, 1980 for encouraging, continuing development and better management and consolidating the activities of Auroville. The Auroville Foundation Act, 1988 was passed by Parliament and the Act came into force with effect from 28 September 1998. As per Section 10(3) of the Act, the Foundation consists of (a) Governing Board; (b) Resident Assembly; and (c) Auroville International Advisory Council. According to the provisions of the Act, grants are to be given by the Government of India to the Foundation for meeting the expenditure on the establishment, maintenance and development of Auroville, i.e. for development and construction activities.

The International Advisory Council of the Auroville Foundation has been reconstituted on 17 December 1997. Its members are as follows:

1. Prof. Amartya Sen  
Harvard University  
United States of America
2. Ms. Mary Kind  
President  
Global Action Inc.  
NW Washington DC 2008
3. Dr A.T. Ariyaratne  
President  
Sarvodaya Shramadana Movement  
Moratuwa  
Sri Lanka

APPENDIX I

Assistance to States/UTs

**Scheme : Integrated Education for Disabled Children (IEDC)**

Sl. No.	Name of the State/ Union Territory	Amount Released (Rs in lakhs)					Plan
		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 (21.12.98)
1.	Andhra Pradesh	14.01	32.46	—	—	44.21	8.67
2.	Arunachal Pradesh	—	—	—	—	1.00	—
3.	Assam	—	—	—	—	13.00	—
4.	Bihar	—	26.58	—	—	—	—
5.	Gujarat	—	39.50	—	28.01	106.23	—
6.	Haryana	—	—	—	5.72	25.17	—
7.	Himachal Pradesh	6.34	—	3.90	—	51.04	—
8.	Jammu & Kashmir	—	—	—	—	—	—
9.	Karnataka	4.19	70.73	47.78	3.12	145.42	57.48
10.	Kerala	125.28	66.59	495.21	231.17	240.15	—
11.	Madhya Pradesh	30.90	—	52.72	—	117.74	—
		2.95	3.29	2.36	3.44	—	2.32
12.	Manipur	22.40	—	8.40	32.85	25.86	26.56
13.	Maharashtra	75.53	36.43	—	31.16	14.52	—
14.	Mizoram	1.92	14.00	11.51	4.71	6.94	—
15.	Nagaland	5.74	11.71	5.41	7.15	7.15	—
16.	Orissa	68.92	43.64	4.84	136.63	74.45	—
17.	Punjab	—	—	—	—	—	—
18.	Rajasthan	85.35	26.25	20.20	59.75	30.09	—
19.	Tamil Nadu	5.32	4.14	13.22	6.56	16.45	2.41
20.	Tripura	2.01	—	0.87	1.52	3.41	—
21.	Uttar Pradesh	—	—	—	1.74	6.22	—
		1.04	0.70	0.58	1.02	2.22	—
22.	West Bengal	—	34.00	4.34	—	10.95	—
23.	A & N Islands	9.84	13.37	12.78	13.25	14.82	7.13
24.	Chandigarh	0.99	0.99	—	—	—	—
25.	Delhi	18.74	38.75	6.73	25.95	14.50	—
26.	Daman & Diu	0.42	0.45	0.45	0.36	0.31	—
	<b>Total</b>	<b>449.95</b>	<b>516.94</b>	<b>670.00</b>	<b>584.68</b>	<b>971.85</b>	<b>112.15</b>



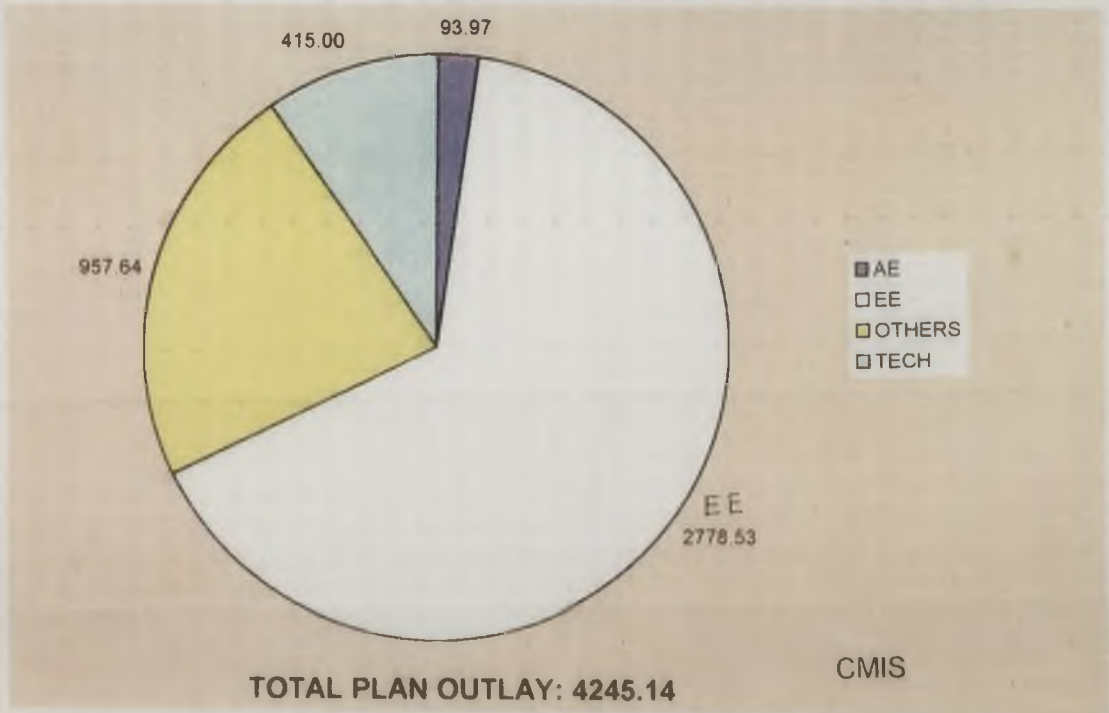
### Scheme\* : Educational Technology

S.No.	Name of the State/UT	Amount Released (Rs in lakhs)					
		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
1.	Andhra Pradesh	59.47	770.86	309.72	73.01	87.10	93.58
2.	Arunachal Pradesh	—	7.83	—	—	—	—
3.	Assam	—	4.13	—	—	—	—
4.	Bihar	39.99	61.29	26.64	55.00	55.00	30.00
5.	Goa	—	—	—	—	4.78	—
6.	Gujarat	285.53	86.29	185.29	30.00	79.75	30.00
7.	Haryana	36.85	19.50	—	—	—	—
8.	Himachal Pradesh	—	98.18	—	—	—	—
9.	Jammu & Kashmir	—	52.50	—	—	—	—
10.	Karnataka	—	148.01	—	—	18.14	—
11.	Kerala	—	—	—	—	—	—
12.	Madhya Pradesh	—	—	—	—	—	—
13.	Maharashtra	654.23	68.46	75.88	50.00	92.70	30.00
14.	Manipur	—	—	11.49	—	—	—
15.	Meghalaya	16.00	—	5.99	—	5.99	—
16.	Mizoram	—	—	1.01	—	2.38	—
17.	Nagaland	8.6	—	1.55	—	1.37	—
18.	Orissa	369.07	313.97	67.58	50.00	81.49	30.00
19.	Punjab	—	195.00	—	—	—	—
20.	Rajasthan	250.01	—	—	—	—	—
21.	Sikkim	0.97	1.01	—	—	0.53	—
22.	Tamil Nadu	—	—	—	—	—	—
23.	Tripura	—	—	—	—	—	—
24.	Uttar Pradesh	42.73	50.00	60.77	60.00	100.40	137.02
25.	West Bengal	—	—	—	—	—	—
26.	A & N Islands	—	—	—	—	—	—
27.	Chandigarh	—	—	—	—	—	—
28.	Delhi	—	132.50	—	—	3.14	0.99
29.	D & N Haveli	—	—	—	—	—	0.49
30.	Daman & Diu	—	—	—	—	—	—
31.	Lakshadweep	—	—	—	—	—	—
32.	Pondicherry	—	—	—	—	—	—
33.	NCERT	5.74	302.48	598.87	73.02	—	3.94
<b>Total</b>		<b>1769.19</b>	<b>2318.00</b>	<b>1359.90</b>	<b>401.03</b>	<b>532.77</b>	<b>356.02</b>

\*This includes amount sanctioned to SIETs, CIET, CIIL and NCERT.

APPENDIX II

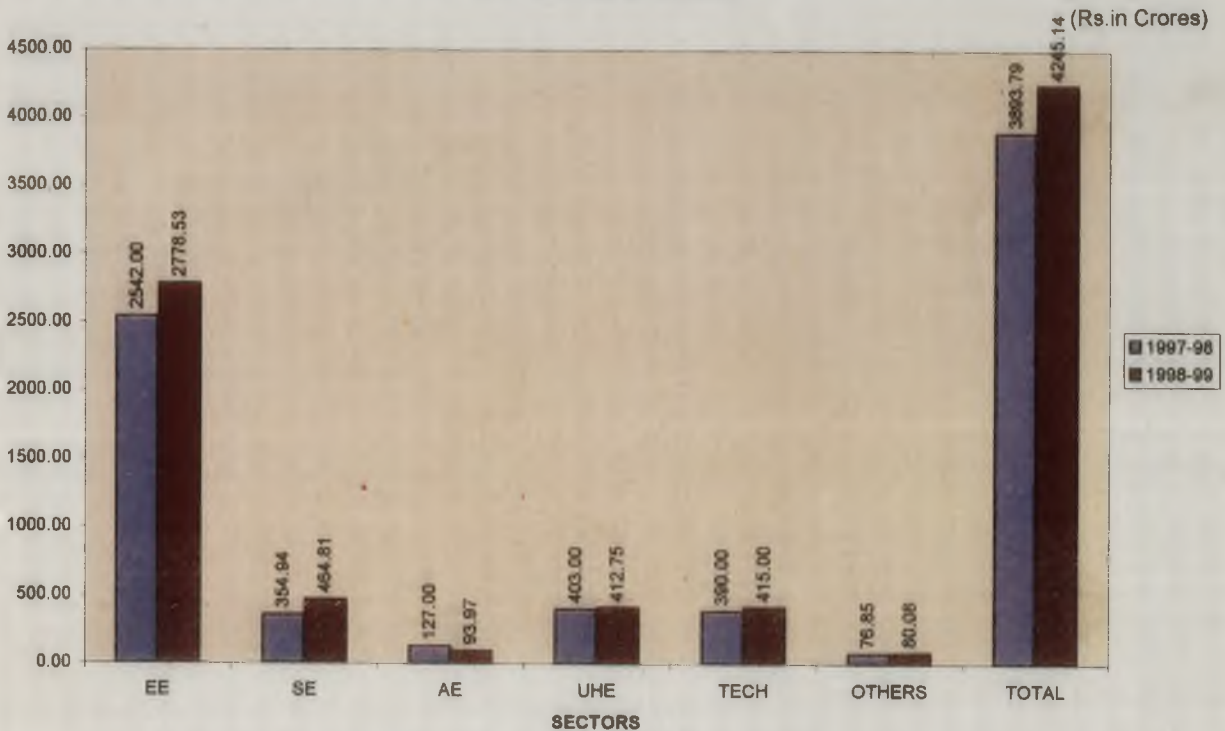
(Rs. In Crores)



TOTAL PLAN OUTLAY: 4245.14

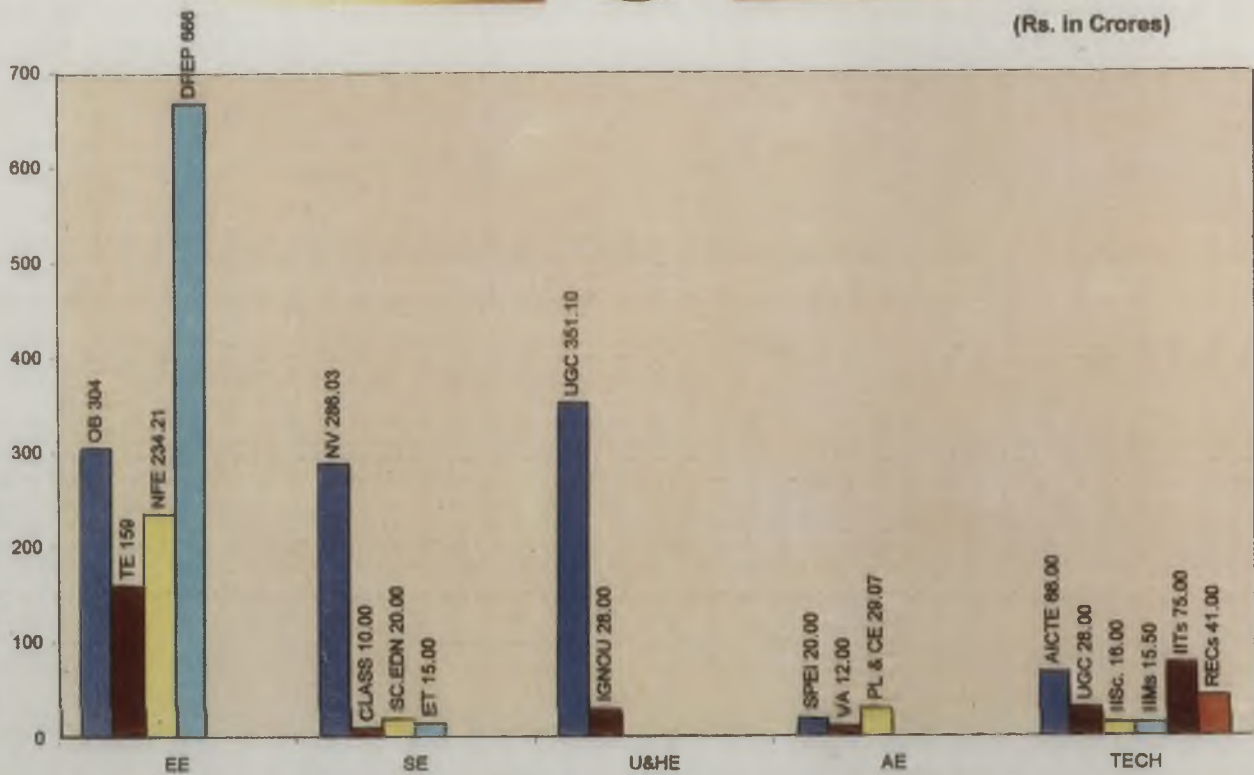
CMIS

SECTOR-WISE PLAN OUTLAY FOR 1998-99  
(CENTRE)  
IN 1997-98 & 1998-99



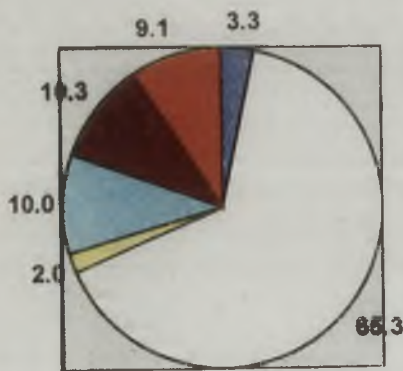
CENTRAL PLAN ALLOCATION FOR EDUCATION  
IN 1997-98 AND 1998-99

(Rs. in Crores)

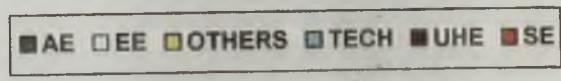
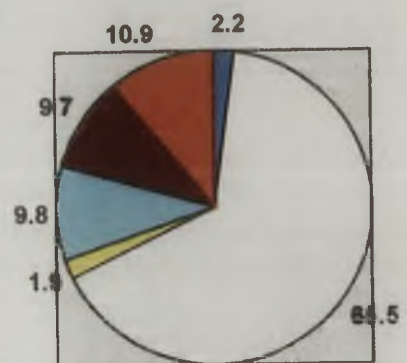


PLAN OUTLAY OF MAJOR SCHEMES — 1998-99  
(CENTRE)

% Distribution

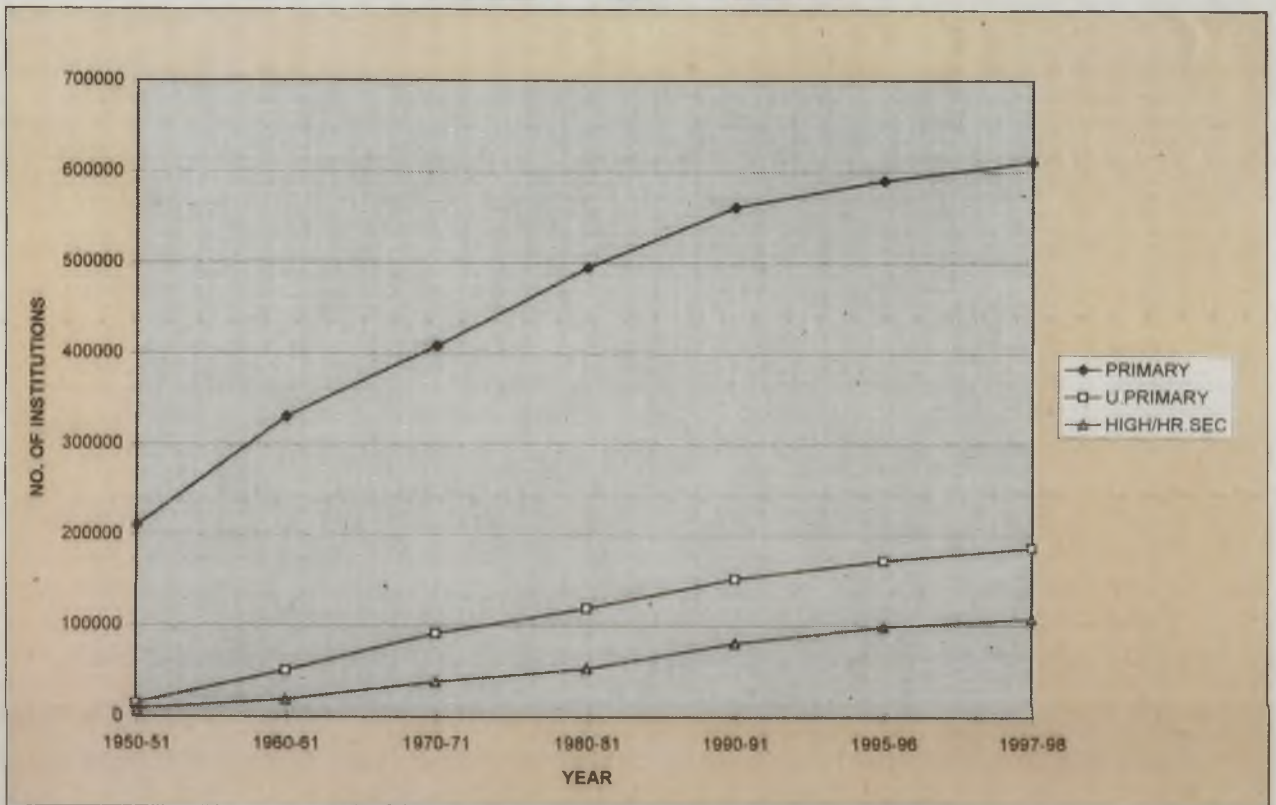


BE 1997-98  
(Rs.3893.79 Crores)

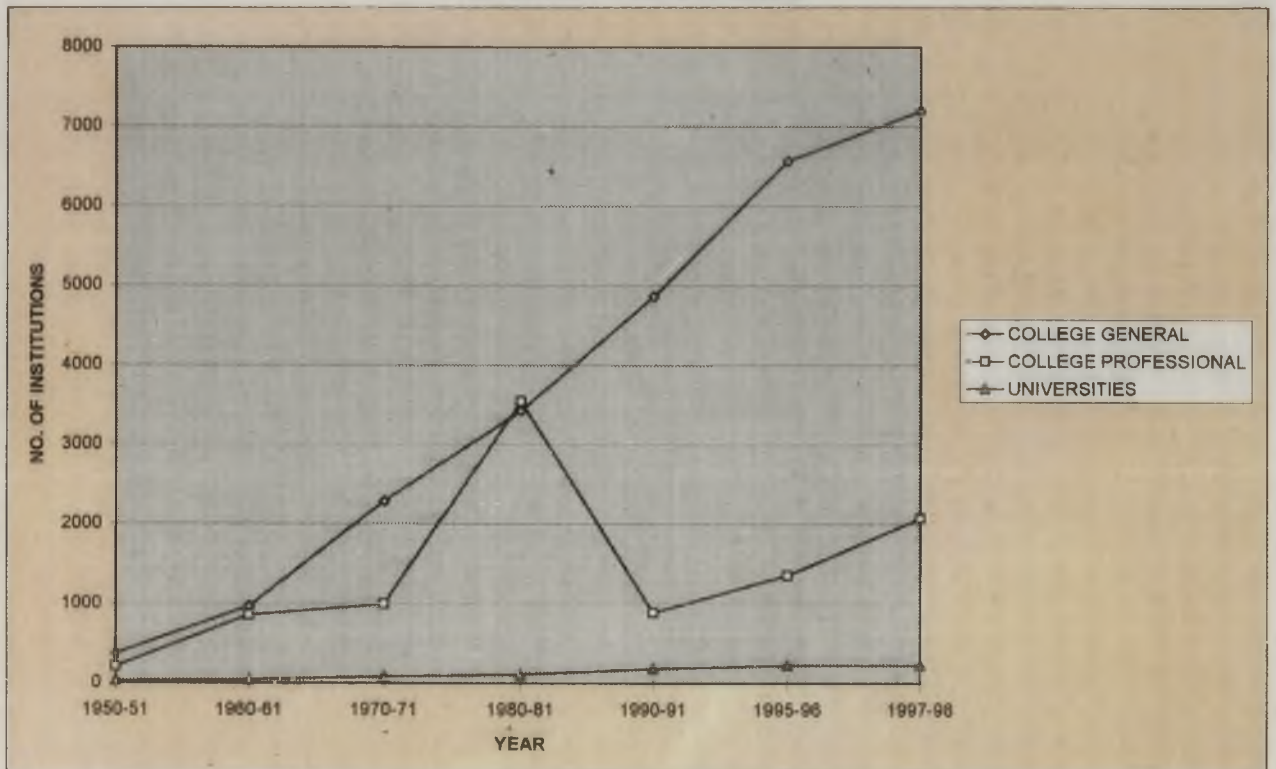


BE 1998-99  
(Rs.4245.14 Crores)

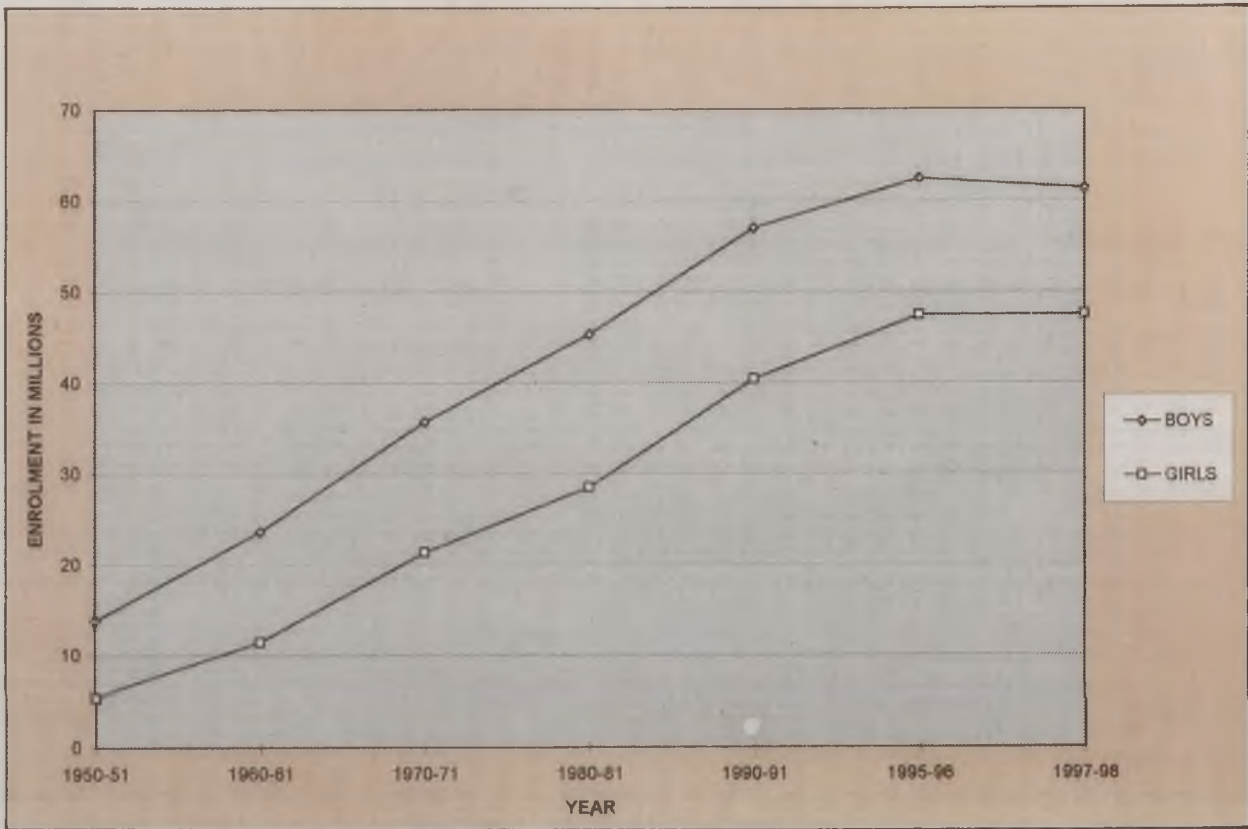
SECTORAL OUTLAYS ON EDUCATION FOR 1997-98 AND 1998-99  
(CENTRE)



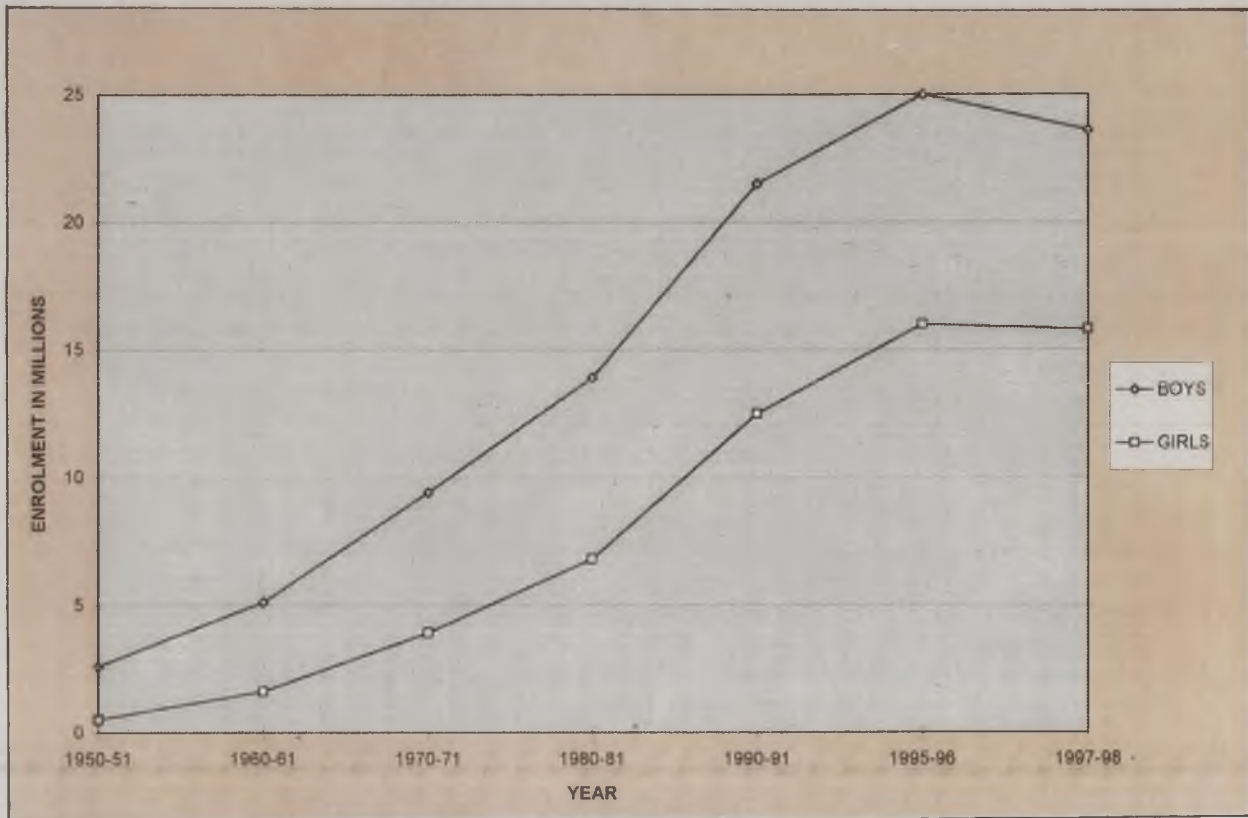
**GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS  
SINCE 1951 – SCHOOL LEVEL**



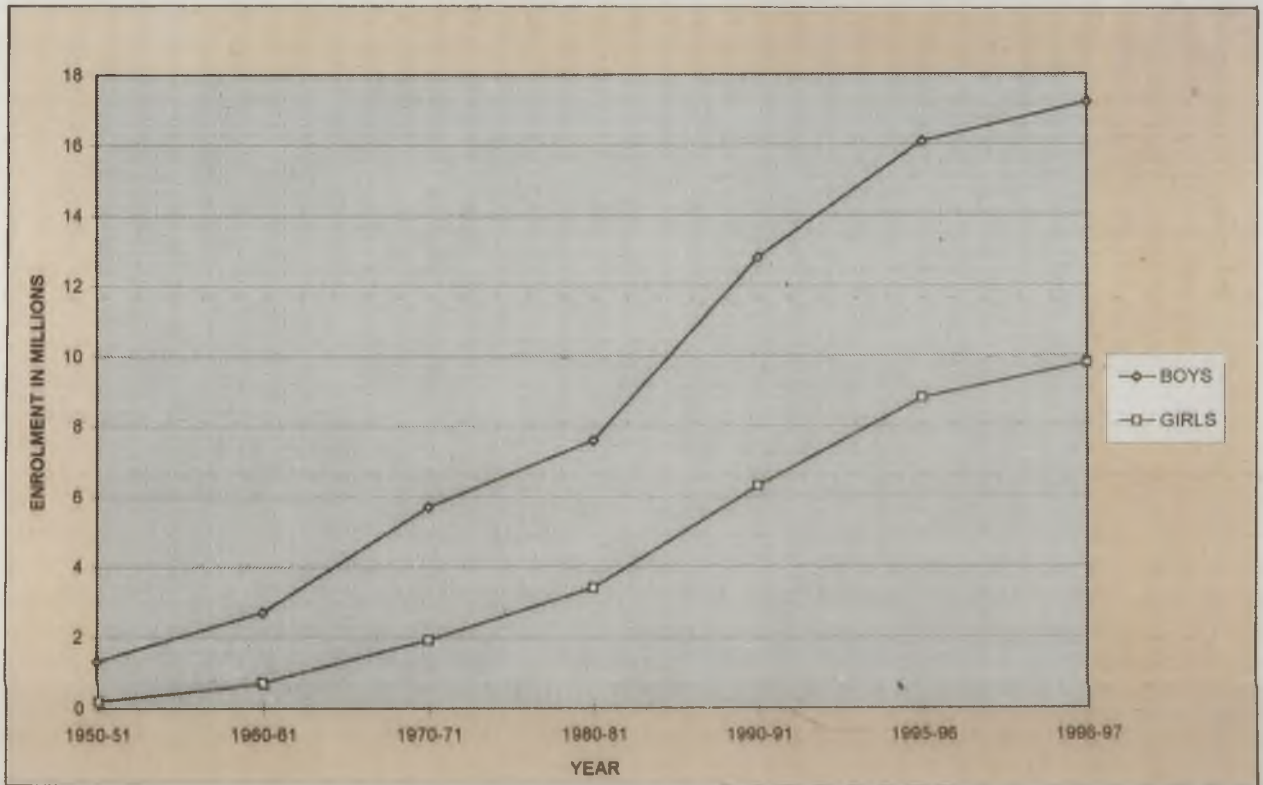
**GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS  
SINCE 1951 – COLLEGE LEVEL**



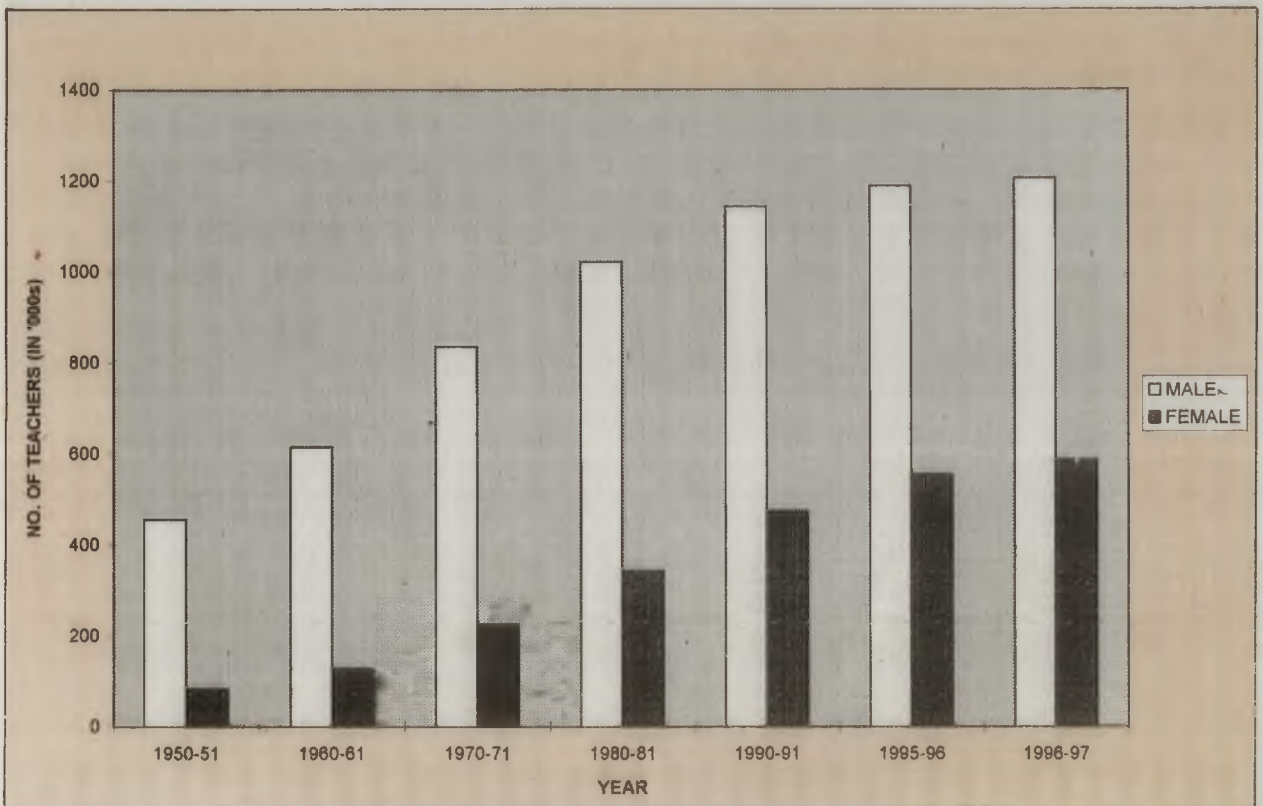
ENROLMENT IN PRIMARY CLASSES (I-V)



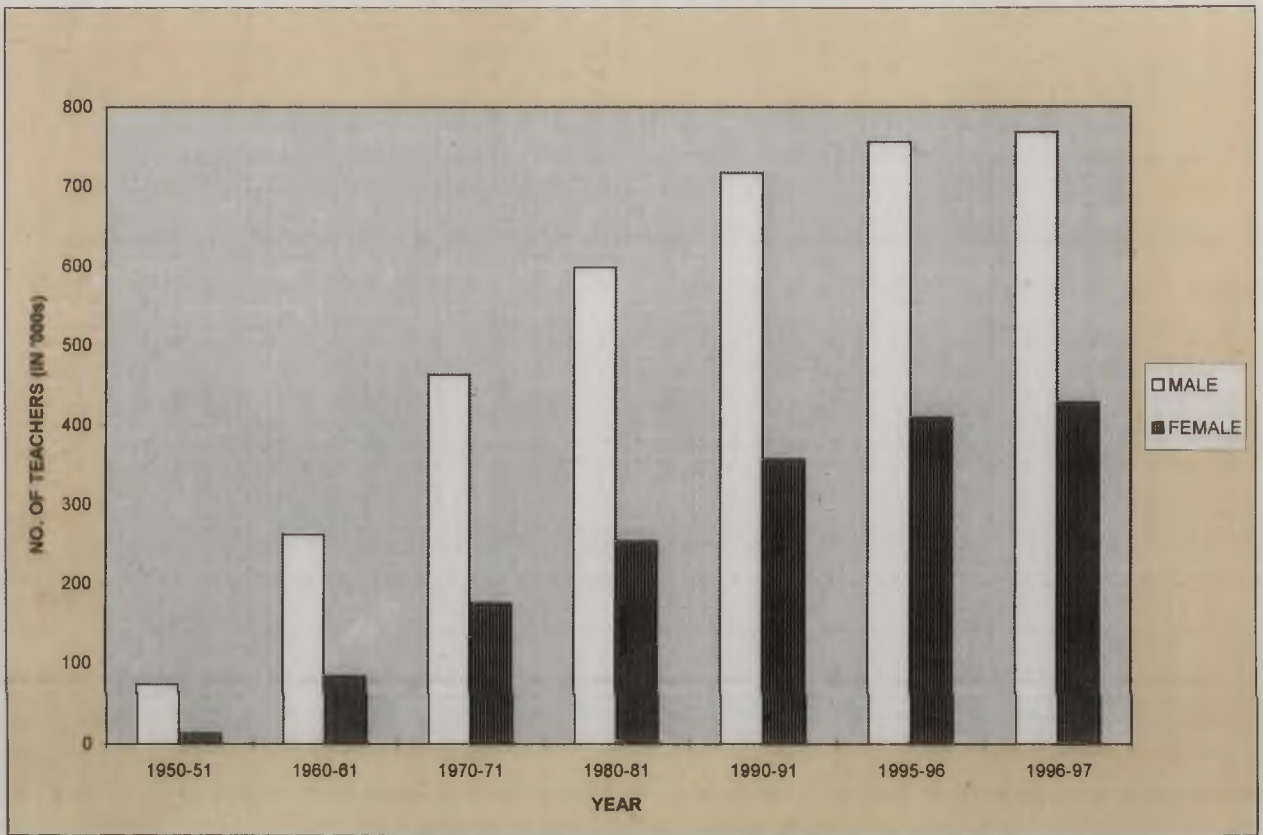
ENROLMENT IN MIDDLE CLASSES (VI-VIII)



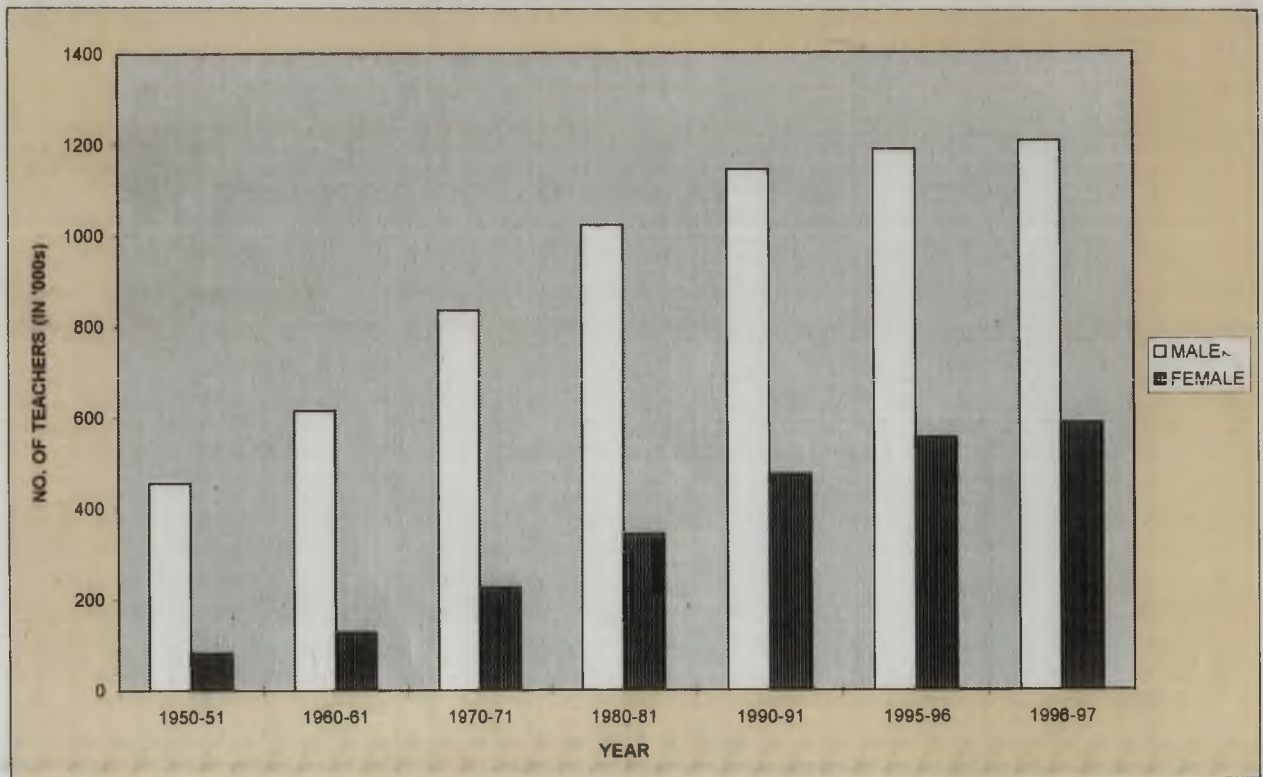
**ENROLMENT IN HIGH/HIGHER SECONDARY  
(CLASSES IX-XII)**



**DISTRIBUTION OF TEACHERS IN PRIMARY SCHOOLS**



**DISTRIBUTION OF TEACHERS IN MIDDLE SCHOOLS**



**DISTRIBUTION OF TEACHERS IN  
HIGH/HIGHER SECONDARY SCHOOLS**



**APPENDIX III**

**Statistical Statements**

**STATEMENT I**  
**Total Number of Recognised Educational Institutions in India (1997-98)**

S.No.	States/UTs	Primary	Middle	High School/ Higher Secondary/ Intermediate/ Pre-Degree/ Jr. Colleges	Colleges for General Education	Professional Education@	Universities*
1.	Andhra Pradesh	49919	8142	10613	855	147	18
2.	Arunachal Pradesh	1264	311	162	6	1	1
3.	Assam	30140	6730	4233	268	34	6
4.	Bihar	53692	13753	4712	742	57	17
5.	Goa	1036	96	444	33	12	1
6.	Gujarat	14593	19739	5909	317	108	11
7.	Haryana	10134	1735	3473	169	45	5
8.	Himachal Pradesh	7732	1056	1339	66	8	3
9.	Jammu & Kashmir	10483	3104	1351	38	12	3
10.	Karnataka	23321	23579	10025	653	325	15
11.	Kerala	6717	2964	3305	251	76	8
12.	Madhya Pradesh	81198	20076	7434	413	70	17
13.	Maharashtra	41722	21790	14048	826	534	24
14.	Manipur	2547	611	576	56	7	2
15.	Meghalaya	4336	913	446	30	1	1
16.	Mizoram	1318	733	363	27	2	0
17.	Nagaland	1469	470	295	33	1	1
18.	Orissa	42104	12096	6638	497	52	5
19.	Punjab	12590	2538	3305	190	48	5
20.	Rajasthan	34527	14893	5545	267	76	10
21.	Sikkim	504	122	99	2	1	1
22.	Tamil Nadu	30796	5473	6740	340	174	19
23.	Tripura	2065	414	581	16	3	1
24.	Uttar Pradesh	92554	20436	7135	623	174	28
25.	West Bengal	51021	2906	6594	389	66	13
26.	A & N Islands	176	51	80	2	1	0
27.	Chandigarh	53	28	104	12	7	2
28.	D & N Haveli	140	52	15	0	0	0
29.	Daman & Diu	53	21	25	1	1	0
30.	Delhi	2201	549	1334	64	24	11
31.	Lakshadweep	19	4	14	0	0	0
32.	Pondicherry	339	121	163	13	8	1
<b>India</b>		<b>610763</b>	<b>185506</b>	<b>107100</b>	<b>7199</b>	<b>2075</b>	<b>229</b>

⊗ Handbook of Engineering and Handbook of Medical Education (MBBS Colleges include Nursing/Pharmacy/Dental Colleges)

\* Including Deemed to be Universities and Institutions of National Importance



STATEMENT 2  
Enrolment by Stages (1997-98)

S. No.	States/UTs	Primary			Middle			Sec./Hr. Secondary			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	4389148	3980334	8369482	1372883	1017502	2390385	1123162	700230	1823392	231259	124581	355840
2.	Arumachal Pradesh	82406	67313	149719	24467	19626	44093	16032	10105	26137	3058	935	3993
3.	Assam	2024781	1791822	3816603	774281	530223	1304504	491743	352936	844679	119298	60836	180134
4.	Bihar	6445313	3821676	10266989	1714046	778991	2493037	1113164	373521	1486685	519953	119468	639421
5.	Goa	65075	60642	125717	40785	35766	76551	31555	29276	60831	6234	8904	15138
6.	Gujarat	3377545	2533228	5910773	1302301	903070	2205371	764160	548205	1312365	209613	176259	385872
7.	Haryana	1109713	986393	2096106	527190	393545	920735	359940	227557	587497	74782	51564	126346
8.	Himachal Pradesh	351856	342556	694412	202814	174304	377118	158665	118391	277056	37030	24609	61639
9.	Jammu & Kashmir	519196	373809	893005	253732	151966	405698	144356	83349	227705	30122	18104	48226
10.	Karnataka	3312514	3076892	6389406	1316444	1098768	2415212	1099418	869007	1968425	295738	145482	441220
11.	Kerala	1418935	1330600	2749535	947863	889124	1836987	628051	673138	1301189	72858	106644	179502
12.	Madhya Pradesh	5864390	4296879	10161269	2208302	1261268	3469570	1409879	629138	2039017	195495	79550	275045
13.	Maharashtra	6243780	5636119	11879899	2839866	2276859	5116725	2062788	1379343	3442131	559149	340637	899786
14.	Manipur	126735	110185	236920	57567	49680	107247	37163	31652	68815	22882	21116	43998
15.	Meghalaya	151777	150741	302518	41975	37684	79659	24251	21040	45291	6999	5957	12956
16.	Mizoram	71359	62732	134091	23775	22869	46644	14598	13765	28363	4858	3621	8479
17.	Nagaland	103575	100114	203689	34552	33078	67630	21185	17375	38560	3582	2399	5981
18.	Orissa	2313000	1632000	3945000	830000	466000	1296000	867000	431000	1298000	115792	38798	154590
19.	Punjab	1108845	1012465	2121310	545916	453989	999905	403468	317300	720768	82750	92107	174857
20.	Rajasthan	4148099	2712526	6860625	1431807	595626	2027433	872827	308656	1181483	124360	61635	185995
21.	Sikkim	43193	41793	84986	12735	11214	23949	5341	4767	10108	1024	633	1657
22.	Tamil Nadu	3518971	3295068	6814039	1930042	1663823	3593865	1308719	907358	2216077	182505	173045	355550
23.	Tripura	239958	200928	440886	71221	56961	128182	49649	33901	83550	9360	6000	15360
24.	Uttar Pradesh	8638747	5068995	13707742	3270178	1503290	4773468	2374895	864618	3239513	651797	298015	949812
25.	West Bengal	4862688	4045048	8907736	1517144	1034034	2551178	1116209	441360	1557569	241386	170409	411795
26.	A & N Islands	20920	19047	39967	12456	11026	23482	8272	7582	15854	984	926	1910
27.	Chandigarh	35223	30755	65978	20092	17904	37996	19277	17298	36575	10281	12372	22653
28.	D & N Haveli	14430	10573	25003	4035	2467	6502	1957	1359	3316	0	0	0
29.	Daman & Diu	7762	7106	14868	3685	3268	6953	2596	1865	4461	334	279	613
30.	Delhi	660830	600529	1261359	278773	314689	593462	583468	666731	1250199	135983	131815	267798
31.	Lakshadweep	4511	3851	8362	2116	2030	4146	1317	1095	2412	0	0	0
32.	Pondicherry	53969	49829	103798	33259	30125	63384	22045	20675	42720	5014	5003	10017
<b>India</b>		<b>61329244</b>	<b>47452548</b>	<b>108781792</b>	<b>23646302</b>	<b>15840769</b>	<b>39487071</b>	<b>17137150</b>	<b>10103593</b>	<b>27240743</b>	<b>3954480</b>	<b>2281703</b>	<b>6236183</b>





STATEMENT 3

**Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education  
(All Students) 1997-98**

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	92.3	86.7	89.5	50.9	40.2	45.7
2.	Arunachal Pradesh	114.4	82.0	97.2	69.9	61.3	65.8
3.	Assam	113.8	104.3	109.1	80.2	57.8	69.3
4.	Bihar	98.9	59.4	75.9	44.0	23.8	34.8
5.	Goa	97.1	76.7	86.1	83.2	76.1	79.7
6.	Gujarat	117.4	113.5	115.7	76.7	59.1	68.4
7.	Haryana	83.0	84.0	83.9	69.7	61.4	65.9
8.	Himachal Pradesh	98.5	82.7	90.0	82.7	73.5	78.2
9.	Jammu & Kashmir	82.6	53.4	67.2	76.8	50.6	64.4
10.	Karnataka	107.2	101.9	104.6	72.2	62.8	67.6
11.	Kerala	91.3	88.7	90.0	97.5	93.3	95.4
12.	Madhya Pradesh	114.5	89.4	102.3	78.1	50.1	64.9
13.	Maharashtra	115.7	109.9	112.9	91.6	80.4	86.3
14.	Manipur	93.8	69.7	80.8	75.7	65.3	70.5
15.	Meghalaya	101.8	86.1	93.3	55.9	49.5	52.7
16.	Mizoram	123.8	104.5	113.6	72.0	69.3	70.6
17.	Nagaland	103.5	86.3	94.3	65.1	66.1	65.6
18.	Orissa	104.4	76.1	98.5	67.6	38.8	53.4
19.	Punjab	80.3	83.0	81.6	66.7	63.1	65.0
20.	Rajasthan	111.3	80.9	96.9	69.7	33.2	52.7
21.	Sikkim	116.7	109.9	113.3	63.6	56.0	59.8
22.	Tamil Nadu	109.7	107.3	108.5	98.6	88.5	93.6
23.	Tripura	103.4	75.2	88.3	59.8	49.5	54.7
24.	Uttar Pradesh	74.1	48.9	62.3	50.3	27.7	40.0
25.	West Bengal	98.5	85.6	92.2	54.2	39.5	47.1
26.	A & N Islands	99.6	76.1	86.8	95.8	91.8	93.9
27.	Chandigarh	75.0	73.2	79.5	80.3	81.3	80.8
28.	D & N Haveli	111.0	81.3	96.1	67.2	49.3	59.1
29.	Daman & Diu	110.8	88.8	99.1	73.7	65.3	69.5
30.	Delhi	97.1	81.5	89.0	71.6	91.7	81.0
31.	Lakshadweep	112.7	96.2	104.5	70.5	67.6	69.1
32.	Pondicherry	105.8	83.8	93.5	97.8	88.6	93.2
	<b>India</b>	<b>97.5</b>	<b>81.2</b>	<b>89.7</b>	<b>66.5</b>	<b>49.5</b>	<b>58.5</b>

STATEMENT 4  
**Enrolment by Stages (Scheduled Castes) 1997-98**

(As on 30 September 1998)

S.No.	States/UTs	Primary			Middle			Sec./Hr. Secondary			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	790046	716460	1506506	181810	120183	301993	203891	115023	318914	26018	12228	38246
2.	Arunachal Pradesh	139	90	229	49	39	88	79	40	119	17	5	22
3.	Assam	0	0	0	0	0	0	64901	48584	113485	10930	5495	16425
4.	Bihar	1025416	519292	1544708	193084	77103	270187	73339	20145	93484	17330	2110	19440
5.	Goa	1449	1388	2837	747	569	1316	416	308	724	48	59	107
6.	Gujarat	251289	184334	435623	120895	93479	214374	66787	42163	108950	17681	11595	29276
7.	Haryana	284574	256891	541465	96363	65616	161979	44260	21727	65987	7738	1924	9662
8.	Himachal Pradesh	101330	85540	186870	48549	41036	89585	25389	18013	43402	4386	1900	6286
9.	Jammu & Kashmir	45111	40724	85835	19034	14998	34032	10183	6184	16367	1042	454	1496
10.	Karnataka	544577	505841	1050418	229966	178028	407994	122611	75561	198172	31710	11300	43010
11.	Kerala	149775	138880	288655	94786	95830	190616	66963	75973	142936	6822	9053	15875
12.	Madhya Pradesh	860306	618158	1478464	342134	165204	507338	176299	61591	237890	23665	6497	30162
13.	Maharashtra	686815	619973	1306788	340783	307563	648346	255739	193103	448842	68359	33626	101985
14.	Manipur	2720	2560	5280	965	865	1830	870	525	1395	847	762	1609
15.	Meghalaya	834	798	1632	0	0	0	712	502	1214	294	144	438
16.	Mizoram	11	9	20	0	0	0	9	6	15	9	0	9
17.	Nagaland	0	0	0	0	0	0	311	266	577	0	0	0
18.	Orissa	374000	291000	665000	123000	75000	198000	84000	33000	117000	9075	2124	11199
19.	Punjab	388095	354363	742458	167274	131624	298898	89741	64344	154085	9912	7917	17829
20.	Rajasthan	717206	475764	1192970	229667	75475	305142	112690	24098	136788	17565	2125	19690
21.	Sikkim	2395	2377	4772	753	639	1392	349	284	633	52	49	101
22.	Tamil Nadu	674938	617352	1292290	322170	264775	586945	208337	121940	330277	28562	16732	45294
23.	Tripura	43270	35212	78482	10192	10069	20261	7659	4625	12284	1524	627	2151
24.	Uttar Pradesh	2328503	1266653	3595156	637265	220375	857640	370163	79285	449448	82522	9984	92506
25.	West Bengal	1167045	1040651	2207696	325427	214913	540340	167722	95007	262729	18104	10340	28444
26.	A & N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27.	Chandigarh	7444	7346	14790	3519	3206	6725	1374	1243	2617	671	408	1079
28.	D & N Haveli	235	229	464	110	96	206	94	76	170	0	0	0
29.	Daman & Diu	275	300	575	170	168	338	134	107	241	15	14	29
30.	Delhi	132513	62349	194862	51435	56681	108116	31439	41537	72976	4007	1933	5940
31.	Lakshadweep	0	0	0	0	0	0	2	3	5	0	0	0
32.	Pondicherry	9174	10170	19344	5654	5121	10775	3618	3326	6944	913	709	1622
<b>India</b>		<b>10589485</b>	<b>7854704</b>	<b>18444189</b>	<b>3545801</b>	<b>2218655</b>	<b>5764456</b>	<b>2190081</b>	<b>1148589</b>	<b>3338670</b>	<b>389818</b>	<b>150114</b>	<b>539932</b>





STATEMENT 5

**Enrolment Ratio Belonging to SCs (in Age Groups 6-11 and 11-14) 1997-98**

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	104.1	98.23	101.23	42.29	29.89	36.29
2.	Arunachal Pradesh	35.73	28.13	32.3	25.93	31.2	28.03
3.	Assam	0	0	0	0	0	0
4.	Bihar	99.54	55.42	70.52	34.13	16.28	25.94
5.	Goa	103.95	84.4	93.41	73.31	50.01	65.9
6.	Gujarat	117.44	112.11	115.12	95.81	83.06	89.88
7.	Haryana	107.58	112.14	109.7	64.3	62.01	50.72
8.	Himachal Pradesh	111.53	1.09	95.4	77.06	40.67	73.34
9.	Jammu & Kashmir	87.82	60.05	77.44	78.61	59.16	65.02
10.	Karnataka	107.76	102.2	105.01	77.19	42.1	69.79
11.	Kerala	96.77	93.77	95.38	97.9	64.71	426.15
12.	Madhya Pradesh	114.52	89.26	102.4	82.53	23.85	45.83
13.	Maharashtra	115.29	108.42	111.92	99.6	53.78	70.7
14.	Manipur	100.74	79.43	89.14	63.49	55.81	59.61
15.	Meghalaya	101.71	97.08	99.39	0	0	0
16.	Mizoram	11.11	50	17.09	0	0	0
17.	Nagaland	0.8	0	0	0	0	0
18.	Orissa	184.53	83.5	94.2	62.83	38.52	50.38
19.	Punjab	90	103.19	188.9	71.9	64.99	68.68
20.	Rajasthan	110.69	82.67	97.51	64.36	24.56	45.94
21.	Sikkim	112.76	101.89	107.07	65.59	52.04	58.59
22.	Tamil Nadu	110.85	104.59	107.37	86.06	73.28	79.78
23.	Tripura	114.21	80.41	96.09	52.45	53.39	52.91
24.	Uttar Pradesh	94.05	50.24	77.66	46.57	19.32	34.18
25.	West Bengal	100.87	92.52	96.75	49.5	34.49	42.23
26.	A & N Islands	0	0	0	0	0	0
27.	Chandigarh	111.19	97.58	103.99	86.19	42.59	57.92
28.	D & N Haveli	90.38	90.87	90.63	91.67	98.97	94.93
29.	Daman & Diu	107.42	93.46	99.65	92.9	52.34	67.06
30.	Delhi	102.67	44.26	72.09	69.66	86.34	77.51
31.	Lakshadweep	0	0	0	0	0	0
32.	Pondicherry	110.98	104.12	107.23	102.52	92.52	97.51
	<b>India</b>	<b>102.25</b>	<b>81.60</b>	<b>92.36</b>	<b>75.84</b>	<b>37.59</b>	<b>56.17</b>

STATEMENT 6  
Enrolment by Stages (Scheduled Tribes) 1997-98

(As on 30 September 1998)

S.No.	States/UTs	Primary			Middle			Sec./Hr. Secondary			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	307240	278623	585863	54113	23470	77583	54716	20333	75049	5564	1518	7082
2.	Arūnachal Pradesh	48609	49639	98248	16106	13468	29574	10350	6183	16533	2426	648	3074
3.	Assam	0	0	0	0	0	0	89891	60574	150465	15442	8063	23505
4.	Bihar	513927	332630	846557	110128	56289	166417	47926	21258	69184	8006	3778	11784
5.	Goa	0	0	0	12	12	24	24	3	27	4	1	5
6.	Gujarat	497267	393804	891071	148651	109237	257888	72730	49969	122699	15994	11515	27509
7.	Haryana	0	0	0	0	0	0	0	0	0	39	3	42
8.	Himachal Pradesh	17280	13250	30530	8617	6159	14776	5104	3891	8995	1460	737	2197
9.	Jammu & Kashmir	61692	40246	101938	17410	8973	26383	9615	4086	13701	11	0	11
10.	Karnataka	150700	124529	275229	73454	56864	130318	54875	30204	85079	9233	2862	12095
11.	Kerala	18852	17410	36262	9295	8677	17972	4418	5324	9742	434	510	944
12.	Madhya Pradesh	1132010	771784	1903794	308335	164666	473001	157954	58620	216574	18121	5377	23498
13.	Maharashtra	568808	531251	1100059	202449	138783	341232	95218	53628	148846	16264	5957	22221
14.	Manipur	50524	41836	92360	16398	12644	29042	8848	7240	16088	4621	3239	7860
15.	Meghalaya	119873	120076	239949	32343	30795	63138	18619	16008	34627	5189	4460	9649
16.	Mizoram	65557	61962	127519	23412	22633	46045	14468	13662	28130	4792	3494	8286
17.	Nagaland	88090	96828	184918	33861	32416	66277	20462	16832	37294	3582	2399	5981
18.	Orissa	553000	302000	855000	121000	51000	172000	56000	34000	90000	5905	1390	7295
19.	Punjab	0	0	0	0	0	0	0	0	0	15	1	16
20.	Rajasthan	517736	277535	795271	151528	50342	201870	78918	13440	92358	13014	951	13965
21.	Sikkim	9397	8631	18028	2618	2475	5093	1810	1373	3183	219	156	375
22.	Tamil Nadu	37893	24708	62601	16518	11205	27723	8352	5684	14036	1271	532	1803
23.	Tripura	76786	62342	139128	17072	13139	30211	10694	5046	15740	756	252	1008
24.	Uttar Pradesh	23517	20141	43658	11324	5672	16996	7390	2911	10301	1542	452	1994
25.	West Bengal	272945	273339	546284	100406	49806	150212	43205	1998	63123	1285	581	1866
26.	A & N Islands	1828	1534	3362	775	787	1562	483	522	1005	30	24	54
27.	Chandigarh	0	0	0	0	0	0	9	10	19	217	90	307
28.	D & N Haveli	11678	8204	19882	2975	1521	4496	1124	667	1791	0	0	0
29.	Daman & Diu	923	974	1897	472	356	828	167	124	291	44	28	72
30.	Delhi	1983	1826	3809	279	377	656	316	343	659	912	390	1302
31.	Lakshadweep	4036	3802	7838	1810	1910	3720	1305	1091	2396	0	0	0
32.	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
<b>India</b>		<b>5152151</b>	<b>3858904</b>	<b>9011055</b>	<b>1481361</b>	<b>873676</b>	<b>2355037</b>	<b>874991</b>	<b>452944</b>	<b>1327935</b>	<b>136392</b>	<b>59408</b>	<b>195800</b>



STATEMENT 7

**Enrolment Ratio Belonging to STs (in Age Groups 6-11 and 11-14) 1997-98**

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	101.75	96	99.37	31.63	14	23.54
2.	Arunachal Pradesh	114	87.96	99.17	77.71	61.16	69.1
3.	Assam	0	0	0	0	0	0
4.	Bihar	97.56	65.35	81.73	38.07	21.77	30.3
5.	Goa	0	0	0	80.88	85.71	82.76
6.	Gujarat	117.86	116.2	117.16	59.75	47.13	53.66
7.	Haryana	0	0	0	0	0	0
8.	Himachal Pradesh	114.97	75.66	93.82	83.54	61.44	72.65
9.	Jammu & Kashmir	0	0	0	0	0	0
10.	Karnataka	114.52	96.86	105.79	94.69	76.36	85.71
11.	Kerala	107.36	107.54	107.45	841.62	84.31	84.47
12.	Madhya Pradesh	97.64	67.08	82.42	48.19	27.32	38.06
13.	Maharashtra	115.71	109.71	112.73	71.73	51.89	62.08
14.	Manipur	100.02	76.91	91.6	62.74	40.32	55.53
15.	Meghalaya	96.85	78.52	86.4	51.49	46.37	48.86
16.	Mizoram	123.02	105.52	113.84	77.22	70.00	77.53
17.	Nagaland	103.59	91.99	97.17	75.13	71.45	73.28
18.	Orissa	114.21	62.41	88.32	45.09	18.85	31.91
19.	Punjab	0	0	0	0	0	0
20.	Rajasthan	112.88	65.86	90.36	59.99	22.37	42.26
21.	Sikkim	115.7	99.45	107.3	59.64	54.18	56.85
22.	Tamil Nadu	113.65	78.88	96.81	81.16	58.43	70.13
23.	Tripura	108.89	74.62	90	46.85	36.51	41.72
24.	Uttar Pradesh	100.84	86.43	93.64	87.1	49.78	67.6
25.	West Bengal	101.32	100.8	101.86	65.7	33.16	49.57
26.	A & N Islands	97.7	59.5	75.57	66.93	63.62	65.22
27.	Chandigarh	0	3	0	0	0	0
28.	D & N Haveli	117.8	77.09	96.73	65.03	37.16	51.87
29.	Daman & Diu	112.01	107.74	109.78	80.14	63.01	71.75
30.	Delhi	0.1	0	0	0	0	0
31.	Lakshadweep	111.15	99.35	105.1	66.47	66.55	66.51
32.	Pondicherry	0	0	0	0	0	0
	<b>India</b>	<b>102.93</b>	<b>78.34</b>	<b>90.73</b>	<b>53.03</b>	<b>32.93</b>	<b>43.24</b>



STATEMENT 8  
**Dropout Rates in Classes I to V for the Year 1997-98 (Provisional)**

S.No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	44.61	47.03	45.74
2.	Arunachal Pradesh	48.28	45.10	46.89
3.	Assam	40.87	42.43	41.56
4.	Bihar	58.28	62.00	59.65
5.	Goa	5.41	12.75	8.95
6.	Gujarat*	22.52	33.98	27.75
7.	Haryana*	14.30	15.59	14.90
8.	Himachal Pradesh	31.20	31.03	31.12
9.	Jammu & Kashmir <sup>@</sup>	34.40	33.63	34.08
10.	Karnataka*	33.50	33.46	33.48
11.	Kerala*	-11.06	-6.83	-9.00
12.	Madhya Pradesh	19.79	27.89	23.27
13.	Maharashtra	19.82	25.73	22.64
14.	Manipur*	51.42	53.90	52.59
15.	Meghalaya	61.07	63.77	62.44
16.	Mizoram*	51.60	52.08	51.82
17.	Nagaland	36.71	35.09	35.94
18.	Orissa <sup>@</sup>	50.74	47.90	49.61
19.	Punjab	25.21	21.82	23.62
20.	Rajasthan	53.78	57.99	55.30
21.	Sikkim*	45.39	36.45	41.30
22.	Tamil Nadu*	13.99	16.18	15.05
23.	Tripura*	50.28	53.91	51.95
24.	Uttar Pradesh*	45.98	55.98	49.85
25.	West Bengal	46.17	54.15	49.92
26.	A & N Islands	21.30	21.05	21.19
27.	Chandigarh	-4.93	-4.14	-4.56
28.	D & N Haveli	30.66	44.39	36.46
29.	Daman & Diu	2.05	-0.32	0.96
30.	Delhi	18.89	27.56	23.13
31.	Lakshadweep	-0.57	6.64	2.89
32.	Pondicherry	-3.37	-2.15	-2.78
<b>India</b>		<b>38.23</b>	<b>41.34</b>	<b>39.58</b>

<sup>@</sup> Drop-out rates for J&K and Orissa have been repeated for the year 1996-97

\* Figures have been taken from *Sixth All India Educational Survey*

STATEMENT 9

**Dropout Rates in Classes I to VIII for the Year 1997-98 (Provisional)**

S.No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	72.27	74.92	73.43
2.	Arunachal Pradesh	68.47	67.25	67.95
3.	Assam	64.53	68.70	66.39
4.	Bihar	75.32	80.48	77.13
5.	Goa	6.20	12.23	9.12
6.	Gujarat	56.77	64.70	60.32
7.	Haryana	27.09	35.56	30.91
8.	Himachal Pradesh	19.95	26.42	23.04
9.	Jammu & Kashmir*	29.39	43.38	35.18
10.	Karnataka	53.76	60.95	57.13
11.	Kerala	-0.84	0.67	-0.40
12.	Madhya Pradesh	43.13	59.76	50.36
13.	Maharashtra	36.93	46.35	41.35
14.	Manipur	71.74	72.04	71.88
15.	Meghalaya	48.25	46.81	47.57
16.	Mizoram	71.82	70.57	71.23
17.	Nagaland	45.61	35.80	41.7
18.	Orissa*	51.49	62.85	56.17
19.	Punjab	26.56	30.50	28.39
20.	Rajasthan*	59.74	69.73	62.99
21.	Sikkim	70.68	68.21	69.55
22.	Tamil Nadu	25.94	34.64	29.99
23.	Tripura	72.56	74.21	73.32
24.	Uttar Pradesh	49.87	57.28	52.45
25.	West Bengal*	67.47	71.11	69.08
26.	A & N Islands	18.32	21.41	19.80
27.	Chandigarh	-7.94	-17.92	-12.52
28.	D & N Haveli	55.81	62.15	58.60
29.	Daman & Diu	6.35	18.11	11.77
30.	Delhi	21.31	7.20	14.35
31.	Lakshadweep	29.54	23.92	26.93
32.	Pondicherry	9.64	9.74	9.69
	<b>India</b>	<b>50.72</b>	<b>58.61</b>	<b>54.14</b>

\* Figures have been repeated for the year 1996-97



STATEMENT 10  
**Dropout Rates in Classes I to X for the Year 1997-98 (Provisional)**

S.No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	76.50	79.09	74.07
2.	Arunachal Pradesh	76.68	80.42	78.26
3.	Assam	76.84	75.66	76.31
4.	Bihar	81.74	87.68	83.78
5.	Goa	49.49	46.71	46.60
6.	Gujarat	68.12	72.24	69.96
7.	Haryana	40.74	53.02	46.26
8.	Himachal Pradesh	47.73	53.90	50.65
9.	Jammu & Kashmir*	60.83	69.28	64.29
10.	Karnataka	64.84	68.1	66.42
11.	Kerala	31.58	19.78	25.81
12.	Madhya Pradesh	60.78	76.88	67.68
13.	Maharashtra	55.36	64.75	59.78
14.	Manipur	76.39	76.62	76.49
15.	Meghalaya	63.19	64.39	63.75
16.	Mizoram	71.65	70.10	70.92
17.	Nagaland	62.83	68.60	65.69
18.	Orissa*	71.58	77.40	74.00
19.	Punjab	46.89	50.1	48.37
20.	Rajasthan	86.44	89.25	87.34
21.	Sikkim	85.33	81.95	83.80
22.	Tamil Nadu	57.04	65.74	61.06
23.	Tripura	79.11	83.54	81.13
24.	Uttar Pradesh	52.85	71.69	59.50
25.	West Bengal	79.39	88.70	83.52
26.	A & N Islands	45.13	40.64	42.98
27.	Chandigarh	6.65	-1.88	2.65
28.	D & N Haveli	73.77	76.31	74.81
29.	Daman & Diu	40.48	42.46	41.38
30.	Delhi	-37.89	-64.17	-50.64
31.	Lakshadweep	60.79	59.32	60.09
32.	Pondicherry	39.83	35.97	38.64
	<b>India</b>	<b>67.65</b>	<b>72.67</b>	<b>69.33</b>

\* Figures have been repeated for J&K and Orissa for the year 1996-97

STATEMENT 11  
Number of Teachers 1997-98

S.No.	States/UTs	Primary			Middle			Sec./Hr. Secondary		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	81110	40365	121475	34896	23613	58509	79476	50806	130282
2.	Arunachal Pradesh	2240	897	3137	1810	571	2381	2368	561	2929
3.	Assam	60800	20235	81035	39110	9195	48305	46843	16808	63651
4.	Bihar	93856	22022	115878	76707	22616	99323	38551	7036	45587
5.	Goa	976	2011	2987	273	530	803	3317	4661	7978
6.	Gujarat	19789	17528	37317	75555	67122	142677	49091	15662	64753
7.	Haryana	21013	22162	43175	6091	3765	9856	30983	25931	56914
8.	Himachal Pradesh	13920	9253	23173	4332	1348	5680	11275	5626	16901
9.	Jammu & Kashmir	13888	8225	22113	14538	8824	23362	16501	7521	24022
10.	Karnataka	37884	33930	71814	70355	54398	124753	66921	22924	89845
11.	Kerala	13868	32031	45899	16825	33195	50020	35026	69872	104898
12.	Madhya Pradesh	153794	57924	211718	72587	30318	102905	54514	22222	76736
13.	Maharashtra	80391	81398	161789	101714	69157	170871	164757	74354	239111
14.	Manipur	5630	2953	8583	4235	2300	6535	6542	3750	10292
15.	Meghalaya	5431	4522	9953	2665	1776	4441	2560	2497	5057
16.	Mizoram	2521	2275	4796	3573	1160	4733	2147	671	2818
17.	Nagaland	4123	2786	6909	2851	1963	4814	3079	2972	6051
18.	Orissa	84100	28346	112446	33190	5724	38914	45274	12404	57678
19.	Punjab	18174	28382	46556	6887	6593	13480	29735	31685	61420
20.	Rajasthan	71173	28781	99954	80573	28463	109036	67601	26992	94593
21.	Sikkim	1899	1583	3482	1052	610	1662	1671	909	2580
22.	Tamil Nadu	68937	54339	123276	33037	31358	64395	73671	56152	129823
23.	Tripura	9362	2494	11856	6679	2023	8702	11912	5422	17334
24.	Uttar Pradesh	233029	77555	310584	80474	23018	103492	112809	25937	138746
25.	West Bengal	117443	38814	156257	0	0	0	0	0	0
26.	A & N Islands	426	389	815	351	378	729	1340	1205	2545
27.	Chandigarh	13	349	362	43	463	506	694	3618	4312
28.	D & N Haveli	174	98	272	231	265	496	130	72	202
29.	Daman & Diu	146	212	358	113	68	181	185	107	292
30.	Delhi	11702	19433	31135	2890	5405	8295	23604	35866	59470
31.	Lakshadweep	162	110	272	101	56	157	241	64	305
32.	Pondicherry	897	1269	2166	788	1002	1790	2158	1903	4061
<b>India</b>		<b>1228871</b>	<b>642671</b>	<b>1871542</b>	<b>774526</b>	<b>437277</b>	<b>1211803</b>	<b>984976</b>	<b>536210</b>	<b>1521186</b>



APPENDIX IV

**Grants to Voluntary Organisations**

**Statement Showing Grant-in-Aid Exceeding Rupees One Lakh Sanctioned to Voluntary Organisations during 1997-98**

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
<b>ADULT EDUCATION</b>			
<b>ANDHRA PRADESH</b>			
1.	Andhra Pradesh Open School Society, Hyderabad	5.00	Implementation of Adult Education Programme
2.	SRC for AE, Literacy House Hyderabad	35.01	- do -
<b>ASSAM</b>			
3.	SRC, NLM Assam, Guwahati	19.12	- do -
4.	Sadau Asom Granya Puthibharal Santha, Assam	2.98	- do -
5.	Barkhetri Unnayan Samity Mukalmua, Assam	6.87	- do -
6.	SRC Assam Gyan Vigyan Samiti Assam	2.00	- do -
7.	Jaluguti Agragami Mahila Samity, Morigaan, Assam	1.50	- do -
<b>BIHAR</b>			
8.	Deepayatan, Bihar SRC, Patna	32.95	- do -
9.	Asian Development Research Institute (ADRI), Patna	61.61	- do -
10.	Bal Evam Mahila Gramin Vikash Sansthan Vaishali	1.78	- do -
<b>DELHI</b>			
11.	SRC, Delhi	25.89	- do -
12.	South Asian Network for Alternative Media (SANAM) Munirka, New Delhi	7.50	- do -
13.	National Institute of Science, Technology and Development Studies, New Delhi	26.75	- do -
14.	Dr A.V. Baliga Memorial Trust, New Delhi	2.20	- do -
15.	Vision India Charitable Trust, New Delhi	20.00	- do -
16.	Indian Adult Education Association, New Delhi	8.48	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
17.	Sadbhavana Trust, Delhi	7.00	Implementation of Adult Education Programme
18.	Jagori, South Extn-II New Delhi	2.00	- do -
<b>GUJARAT</b>			
19.	Smt. B.K. Bal Joshi Education Trust, Mehsana	1.65	- do -
20.	Gujarat State Crime Prevention Trust	3.78	- do -
21.	SRC for AE, Gujarat Vidyapeeth, Ahmedabad	4.00	- do -
22.	Indian Institute of Management Ahmedabad	1.25	- do -
<b>HARYANA</b>			
23.	SRC, Rohtak	9.00	- do -
<b>HIMACHAL PRADESH</b>			
24.	Rajya Gyana Vigyan Kendra SRC, Shimla	10.41	- do -
<b>JAMMU &amp; KASHMIR</b>			
25.	J&K, SRC University of Kashmir, Srinagar	12.91	- do -
<b>KARNATAKA</b>			
26.	SRC, Mysore, Karnataka	35.56	- do -
<b>KERALA</b>			
27.	SRC, Kerala	4.00	- do -
<b>MADHYA PRADESH</b>			
28.	SRC, Abhivyakti, Bhopal	21.85	- do -
29.	SRC for AE, Indore	41.00	- do -
30.	Madhya Pradesh State Open School Samiti, Bhopal	5.00	- do -
31.	Innovative Integrated Project of TLC/PLC&CE by ZSS, Bilaspur	2.25	- do -
<b>MAHARASHTRA</b>			
32.	Indian Institute of Education (SRC), Pune	43.89	- do -
33.	RRC Aurangabad, Maharashtra State Institute of AE	12.50	- do -
34.	Committee of Resource Organisation for Mass Programme of Functional Literacy, University of Bombay, Mumbai	1.04	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
35.	District Resource Unit, Pune	2.32	Implementation of Adult Education Programme
36.	District Resource Unit, North Bombay	2.32	- do -
<b>MEGHALAYA</b>			
37.	SRC, Shillong, North Eastern Hill University	16.50	- do -
<b>ORISSA</b>			
38.	SRC for AE, Orissa, Bhubaneswar	26.11	- do -
39.	BGVs, Orissa, Bhubaneswar	1.40	- do -
<b>PUNJAB</b>			
40.	RRC for Adult and Continuing Education Punjab University, Chandigarh	21.75	- do -
<b>RAJASTHAN</b>			
41.	SRC, Jaipur	25.00	- do -
<b>TAMIL NADU</b>			
42.	SRC for Non-Formal, Adult and Continuing Education, Chennai	22.20	- do -
<b>UTTAR PRADESH</b>			
43.	Gramin Vikas Samithi, Allahabad	3.36	- do -
44.	Giri Institute of Dev. Studies, Lucknow	1.52	- do -
45.	Nav Chetna Vikas Samiti, Sitapur	2.12	- do -
46.	Gramin Samaj Kalyan Samiti Saharanpur	2.25	- do -
47.	SRC, Lucknow, Literacy House	36.86	- do -
48.	RRC, Lucknow	2.00	- do -
49.	Shri Ram Sharan Smarak Seva Sansthan, Badaun	1.67	- do -
50.	Ashok Sansthan, Ghazipur District	5.78	- do -
51.	Azad Sewa Samiti, Shamli	1.48	- do -
52.	Mahila Udyog Prashikshan Kendra, Allahabad	2.79	- do -
53.	Grameen Sewa Mandal Saraimansur, Allahabad	1.58	- do -
54.	Rural Litigations and Entitlement Kendra, Dehradun	2.94	- do -
55.	Samaj Uthan Evam Anusandhan Sansthan, Allahabad	3.15	- do -
56.	Ratan Gramodyog Sewa Sansthan, Bikapur, Faizabad	1.36	- do -
57.	Kanakpur Gram Vikash Seva Sansthan District Allahabad	2.61	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
58.	Dr Ambedkar Samaj Sewa Mandal Vill. Veski District Allahabad	2.60	Implementaton of Adult Education Programme
<b>TRIPURA</b>			
59.	SRC, BGVS Melarmath Agartala, West Tripura	4.00	- do -
<b>WEST BENGAL</b>			
60.	SRC for AE, Bengal Social Service League Calcutta	34.50	- do -
61.	Indian Institute of Management Calcutta	2.71	- do -

**MAHILA SAMAKHYA PROGRAMME**

1.	Society for Advancement of Village Economy (SAVE) District Kullu, Himachal Pradesh	1.00	Implementation of Mahila Samakhya Programme
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**VOCATIONAL EDUCATION**

1.	Association for Development of Rural Agriculture and Industrial Advance (AFORDA) Keishampat Thokcham Leikai, Post Box 62 Imphal	1.50	Implementation of VE Programme
2.	Sister Nivedhita Memorial Trust, Feroz Gandhi College Bhavan, Patna, Bihar	1.15	- do -
3.	Karpuri Thakur Gramin Vikas Sansthan, Baldov, Bh. Chitkohra Bayar Anisalod, Patna, Bihar	1.83	- do -
4.	Gramin Sansadhan Vikas Parishad, District Beocur, Bihar	1.04	- do -
5.	Society for Rural Industrialisation Bariautu, Ranchi	10.00	- do -
6.	Alp Sankhyak Avam Harijan Samaj Kalyan Kendra, Data Kaambal Shas Road, Mujaffarpur Bihar	2.87	- do -
7.	Harijan Savak Sangh, Rostampur P.O. Lokahi, District Purnia Bihar	1.54	- do -
8.	Suvidha International, Vill. and P.O. Bagaha-2, District West Champaran Bihar	1.54	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
9.	Vishal Jan Utthan Kendra R Block, Road No. 8, Patna Bihar	1.31	Implementation of VE Programme
10.	Jan Jati Vikas Forum, Vill. Sadapur Mahua, P.O. Mahua District Vaishali, Bihar	1.54	- do -
11.	Gramin Samagra Seva Sansthan, Kotwali Chowk Ward No. 17, Madhubane, Bihar	1.37	- do -
12.	Suran Gramakala Kendra Chakbasu Rama, P.O. Muzaffarpur, Bihar	1.48	- do -
13.	Social Welfare Council Durgastan, Kathihar, Bihar	1.60	- do -
14.	Bhaskar, P.O. Road, Punaichak Patna	1.59	- do -
15.	Magadh Vikas Lok, At & P.O. Kosut, Via Masaurhi, District Patna	1.62	- do -
16.	Orhul Smriti Sansthan, Bihar	1.62	- do -
17.	Ch. Bharat Singh Memorial Education Society, Nidani District Jind, Haryana	1.65	- do -
18.	Suvidha Educational Trust 35/2, Nanak Nagar, Jammu	1.66	- do -
19.	Bharat Sewak Samaj Thiruvananthapuram, Kerala	2.79	- do -
20.	Faith India Mamlam P.O. Thiruarankulum, Kerala	2.17	- do -
21.	NAB Workshop for the Blind Dr Annie Besant Road Mumbai, Maharashtra	2.40	- do -
22.	Indian Institute of Education J.P Naik Path, Kothrud, Pune	2.29	- do -
23.	Sanjeevan Vidyalaya Trust Panchgani, Maharashtra	7.37	- do -
24.	National Association for the Blind Mumbai, Maharashtra	1.46	- do -
25.	Sulabh International Centre for Action Sociology, Sulabh Bhavan Mahavir Enclave Palam Dabri Road, New Delhi	3.88	- do -
26.	Amuse Society P.B. No. 7 Dimapur, Nagaland	3.08	- do -
27.	Oriental Weaving Unit Oriental Colony, P.O. Box No. 7 Dimapur, Nagaland	1.36	- do -

No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
8.	Swamy Atmdev Gopalanand Shiksha Sansthan, Uggarpur Post Pipergaon District Farukabad, U.P.	1.60	Implementation of VE Programme
9.	Bharatiya Gramin Mahila Sangh, Harbans Bldg. Mali Gate Baddala Yadgar Saharanpur, U.P.	1.25	- do -
10.	Youth and Rural Development Centre 32, Veerakalliamman, Koasil Road Madurai District	1.44	- do -
11.	Salesian, Proarince of Calcutta, Northern India 52-A, Radhanath Chowdhury Road Don Bosco, Calcutta West Bengal	3.10	- do -
12.	Tirupati Mahila Gramodhyog Kendra, C-2782, Bajaji Puram Lucknow, U.P.	2.08	- do -

#### ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

	Uttarakhand Seva Nidhi Almora	59.73	Implementation of the Scheme for Innovative and Experimental Projects
2.	Centre for Environment Education, Ahmedabad	22.57	- do -
3.	CPR Environmental Education Centre, Chennai	17.37	- do -
4.	Indian Environmental Society New Delhi	2.75	- do -
5.	Vikram A. Sarabhai Community Science Centre Ahmedabad	1.11	- do -
6.	Bharati Vidyapeeth, Pune	1.24	- do -
7.	Rural Litigation and Entitlement Kendra, Dehradun, U.P.	2.06	- do -
8.	Myana Gramodhyog Seva Sansthan, Khurja	2.64	- do -
9.	Centre for Science and Environment New Delhi	14.0	- do -

#### IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS

1.	Assam Science Society Guwahati, Assam	5.64	- do -
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S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
2.	Vikram A.Sarabhai Community Science Centre, Ahmedabad Gujarat	29.28	Implementation of the Scheme for Innovative and Experimental Projects
4.	Centre for Popularisation of Science and Technology for Rural Development Gujarat Vidyapeeth Ahmedabad	1.04	- do -
5.	Lok Bharti Community Science Centre Bhavnagar Gujarat	2.46	- do -
6.	Balgaum Association for Science Education, Belgaum	3.28	- do -
7.	Karnataka Rajya Vijnana Parishat Bangalore	1.13	- do -
8.	Indian Academy of Science Bangalore	10.90	- do -
9.	Indian Association of Physics Teachers Mumbai	9.21	- do -
10.	Eklavya, Bhopal Madhya Pradesh	5.00	- do -
11.	Jagdis Bose National Science Talent Search, Calcutta	14.50	- do -
12.	Delhi Public School Society New Delhi	6.00	- do -

#### STRENGTHENING CULTURE AND VALUES IN EDUCATION

1.	Thakur Hari Prasad Institute of Research, Hyderabad	1.30	Seminars on Development of Values
2.	Yuvak Biradari, Mumbai	1.28	Workshops on Value Education
3.	Citizenship Development Society, New Delhi	2.50	Seminar-cum-Workshops
4.	Shree Ramakrishna Ashram Kalahandi	1.25	Theatre Movement Workshops Demonstration of Crafts
5.	RIMSE, Mysore	5.00	Teacher Training
6.	SNEH, Bhubaneswar, Orissa	4.98	Value Oriented Councils of Students
7.	SNEH, Calcutta	5.00	Counselling of Students
8.	CEVA, Chandigarh	2.23	Theatre Workshops
9.	Bharatiya Vidya Bhawan, New Delhi	1.78	Theatre Activities
10.	Ramakrishna Mission, Deogarh Bihar	3.65	Retreat Programme
11.	Nandikar, Calcutta	3.85	Theatre Activities

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
12.	SPICMACAY, Calcutta	2.50	Lecture Demonstration
13.	Vivekananda Nidhi, Calcutta	1.56	Teacher Training
14.	RIMSE, Mysore	1.08	- do -
15.	K.J. Somaya Bharatiya Sanskriti Peetham, Mumbai	3.75	- do -
16.	SIRSA Education Society, Sirsa	2.31	Teacher Training
17.	SANKALP, Orissa	2.50	- do -
18.	C.P. Rama Swamy Aiyer Foundation Chennai	2.50	- do -
19.	Bengal Fine Arts College West Bengal	1.25	- do -
20.	IIRC, Delhi	2.25	Lecture Demonstration
21.	AIAET, Delhi	1.73	Reduction of Dropouts by Coordination in Music and Arts
22.	Young Envoys, Hyderabad	2.50	Training of Students in Arts and Culture

**STRENGTHENING OF BOARDING/HOSTEL FACILITIES FOR GIRL STUDENTS OF SECONDARY AND HIGHER SECONDARY SCHOOLS**

1.	Evaluation of the Scheme by NCERT	2.55	Evaluation of Scheme
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**ASSAM**

2.	Sadau Assom Gramya Puthbharal Sansthe, Nawgaon	2.00	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sport and Game and Salary of Warden and Cook
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**BIHAR**

3.	Rajendra Shiksha Evam Samaj Kalyan Sansthan, Halimpur Dumri, Sitamarhi	2.50	- do -
4.	Rajendra Shiksha Evam Samaj Kalyan Sansthan, Halimpur Sitamarhi	1.62	- do -
5.	Sidhartha Gyan Kendra, At/Kashipur Ward No. 3, Samastipur	1.62	- do -

**GUJARAT**

6.	Swami Sunyanand Seva Trust, 13 Swastik Society Palanpur Banaskantha	1.06	- do -
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S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
7.	Gavatri Vikash Puthbharal Sansthe Nawgaon Mandal, Mandava Ankleshwar Bharuch	1.25	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sport and Game and Salary of Warden and Cook
<b>HARYANA</b>			
8.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Sonepat	1.30	- do -
9.	Sirsa Education Society, Sirsa	1.20	- do -
10.	Maharanapratap College for Women Mandi Dabwali	1.36	- do -
<b>KARNATAKA</b>			
11.	Moola Charities No. 307, Cross, 5th Main Gandhi Nagar Bangalore	3.60	- do -
12.	Machideva Seva Sansthe Shivpet Ron Bangalore	1.25	- do -
13.	Adhyayana Vidhya Sansthe Sl. No. 51/48 4th Block 10th Main 6th Cross Bangalore	2.00	- do -
<b>MAHARASHTRA</b>			
14.	West Khandesh Bhagini Seva Mandal Deopur (Sir Susan Devid Hostel) Dhule	1.34	- do -
15.	Swargiya Sudam Pingle Memorial Trust Dhule	2.50	- do -
16.	Bharti Vidyapeeth Kadegaon, Sangli Maharashtra	1.25	- do -
17.	Indira Mahila Seva Society Lokmanya Colony Nandurbar District Dhuliya	1.62	- do -
18.	Jagadamba Vidya Prasarak Mandal Vinkarwada Purna, Parbhani	4.00	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
19.	Samskruti Sambardhan At/Shardanagar Sangroli District Nanded	2.00	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sport and Game and Salary of Warden and Cook
20.	Sakri Taluka Education Tal. Sakri District Dhule	1.20	- do -
<b>MADHYA PRADESH</b>			
21.	Veena Vadini Samaj Kalyan Samiti Gwalior	1.63	- do -
<b>MANIPUR</b>			
22.	All India Women Conference Sega Road Keisampat P.O. Imphal Manipur, Post Box. 43	2.00	- do -
<b>NAGALAND</b>			
23.	Nyuyong Moah Women Mon	2.32	- do -
24.	High Mountain Society Industrial Estate Dimapur, Post Box 84 Signal Angami	1.62	- do -
<b>ORISSA</b>			
25.	Bharat Seva Parishad, Kalyan Nagar Puri	1.11	- do -
26.	Institute for Self Employment and Rural Development Pandapokhari, Panaspada Puri	3.25	- do -
27.	Laxminarayan Harijan and Adibashi Backward Dev. Society At/Ahiyas, Jajpur	3.25	- do -
28.	Gopinath Juba Sangha (GJS) At/Alisisasan P.O. Darda District Khurda	1.20	- do -
<b>UTTAR PRADESH</b>			
29.	All India Children Care and Educational Development Society Azamgarh	1.18	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
30.	Swami Atmadev Gopalanand Siksha Sansathan, Pipergaon Farukhabad	2.50	Purchase of Food Items, Furniture, Bedding, Study Items Items of Sport and Game and Salary of Warden and Cook
31.	Sri Lal Bahadur Shastri Smarak Gramothan Pratisthan Lokmanpur Allahabad	1.25	- do -
32.	Laxmi Seva Niketan Dandia 1005/28 B/76-A Allahabad	1.25	- do -
33.	Prasidh Naravana Mahila Kalyan Samiti Bahariganj District Gorakhppur	1.00	- do -
34.	New Public School Samiti Tagore Marg Daliganj Lucknow	1.44	- do -
35.	Swami Ram Prakash Madhyamik Vidyalaya Tiraha-Muraha Jaitpur Farukhabad	2.50	- do -
36.	Krishak Vikash Samiti Vivekanand Colony District Gazipur	1.62	- do -

**WEST BENGAL**

37.	Prabudha Bharti Shishu Tirtha Khirinda, Krishnapriya Midnapur (Inda+Tulin)	3.40	- do -
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**INTEGRATED EDUCATION FOR DISABLED CHILDREN**

1.	Amar Jyoti Charitable Trust Gwalior	3.04	Implementation of IEDC Programme
2.	Balwant Rai Mehta Vidya Bhavan New Delhi	23.74	- do -

**PROMOTION OF YOGA**

1.	KSMYM Samiti Lonavala	5.00	Implementation of Yoga in Schools
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S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
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**LANGUAGE (HINDI)**

**ANDHRA PRADESH**

1.	Dakshin Bharat Hindi Prachar Sabha Hyderabad	13.00	Promotion and Development of Hindi Language
2.	Andhra Pradesh Hindi Prachar Sabha Hyderabad	4.30	- do -
3.	Hindi Prachar Sabha Hyderabad	1.14	- do -
4.	Nagar Hindi Varg Sanchala Va Adyapak Sangh Hyderabad	1.39	- do -

**ASSAM**

5.	Sinam Sjro Sewa Samiti Uttar Lakhimpur	2.70	- do -
6.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	7.74	- do -
7.	Assam Rashtrabhasha Prachar Samiti, Guwahati	9.22	- do -
8.	Uttar-Purvanchal Rashtrabhasha Prachar Samiti, Etanagar Camp North Lakhimpur	2.38	- do -

**BIHAR**

9.	Hindi Vidyapeeth, Deodhar	3.67	- do -
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**GOA**

10.	Bombay Hindi Vidyapeeth	1.02	- do -
11.	Gomantak Rashtrabhasha Prachar Sabha, Mathgaon	1.25	- do -

**GUJARAT**

12.	Gujarat Vidyapeeth, Ahmedabad	1.66	- do -
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**KARNATAKA**

13.	Mysore Hindi Prachar Parishad Bangalore	13.57	- do -
14.	Karnataka Hindi Prachar Samiti Jainagar, Bangalore	7.16	- do -
15.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	9.88	- do -
16.	Dakshin Bharat Hindi Prachar Sabha (Karnataka) Dharwar	2.47	- do -
17.	Hindi Prachar Sangh, Moodhol	1.27	- do -
18.	Dakshin Bharat Hindi Prachar Sabha (Karnataka) Goa Branch	1.67	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
<b>KERALA</b>			
19.	Keral Hindi Prachar Sabha Thiruvananthapuram	9.58	Promotion and Development of Hindi Language
20.	Hindi Vidyapeeth (Kerala) Thiruvananthapuram	1.39	
21.	Dakshin Bharat Hindi Prachar Sabha (Kerala) Cochin	7.04	- do -
<b>MAHARASHTRA</b>			
22.	Bombay Hindi Vidyapeeth, Mumbai	10.95	- do -
23.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Mumbai	1.05	- do -
24.	Bombay Hindi Sabha, Mumbai	1.83	- do -
25.	Rashtrabhasha Prachar Samiti Vardha	2.62	- do -
26.	Maharashtra Rashtrabhasha Sabha Pune	2.09	- do -
27.	Vidarbha Rashtrabhasha Prachar Sabha Nagpur	1.33	- do -
28.	Maharashtra Hindi Prachar Sabha Aurangabad	1.09	- do -
<b>MANIPUR</b>			
29.	Manipur Rashtrabhasha Prachar Samiti, Imphal	1.42	- do -
30.	Manipur Hindi Prachar Sabha Akampat, Imphal	1.57	- do -
31.	Manipur Hindi Parishad, Imphal	1.52	- do -
<b>MIZORAM</b>			
32.	Mizoram Hindi Prachar Sabha Izole	1.39	- do -
<b>ORISSA</b>			
33.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	1.94	- do -
<b>TAMIL NADU</b>			
34.	Dakshin Bharat Hindi Prachar Sabha (City Scheme) Chennai	3.94	- do -
35.	Dakshin Bharat Hindi Prachar Sabha (P.G., B.Ed.) Chennai	31.97	- do -
36.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu) Trichi	23.03	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
<b>UTTAR PRADESH</b>			
37.	Hindi Sahitya Sammelan Allahabad	1.87	Promotion and Development of Hindi Language
<b>DELHI</b>			
38.	Kendriya Sachivalaya Hindi Parishad New Delhi	5.25	- do -
39.	Bhartiya Anuvad Parishad New Delhi	1.18	- do -
40.	Nagari Lipi Parishad, Delhi	2.10	- do -
41.	Akhil Bhartiya Hindi Sanstha Sangh New Delhi	5.50	- do -
<b>NON-FORMAL EDUCATION</b>			
<b>ANDHRA PRADESH</b>			
1.	Praja Seva Samaj P.B. No. 10, Kandiri	9.36	Implementation of NFE Programme
2.	Seva Mandir Hindupur, District Anantapur	8.08	- do -
3.	Society for Integrated Rural Improvement (SIRI) D. No. 5/164 A 4th Road Anantapur	4.75	- do -
4.	Praja Pragathi Trust 13-42, L.B. Nagar, Tirupati District Chittoor	1.46	- do -
5.	Sri Venkateswara Mahila Mandali 20-3-131, Siva Jyothi Nagar Back of SBI Staff Trg. Centre K.T. Bye Pass Road, Tirupathi North (P.O.) District Chittoor	1.28	- do -
6.	Bharatha Seva Samithi Sugar Factory Employees 75 Dodipalli, Chittoor District	4.68	- do -
7.	Collective Order for Rural Reconstruction Education 14-65/5 Palace Road Kuppam Chittoor District	2.49	- do -
8.	Andhra Pradesh Rural Reconstruction Mission 1-69 Cross Roads Piler Chittoor District	4.68	- do -
9.	Rashtriya Seva Samithi 9 Old Huzur Office Building Tirupati District Chittoor	81.35	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
10.	Sanjay Memorial Technical Educational Society, 10-3-32 Bazaar Street, Chittoor	1.28	Implementation of NFE Programme
11.	Rural Reconstruction Society Balla (Village & Post) Via Kuppam District Chittoor	1.26	- do -
12.	Mass Education Movement 14-65/2, Palace Road Kuppam, District Chittoor	4.57	- do -
13.	Jyothi Youth Association 1-570 Reddi Street Kattamanchi, Chittoor	4.96	- do -
14.	Praja Abyudaya Seva Samithi 3-475, Greampet Chittoor	7.46	- do -
15.	Peda Prajala Seva Samithi for Rural Human Resource Development Gangadhara Nellore District Chittoor	7.77	- do -
16.	Action for Community Service Society 2-48, School Street, V, Kota District Chittoor	2.09	- do -
17.	Vijayapuram Praja Seva Samithi Pannur (Village & Post) Vijayapuram (Mandal) District Chittoor	4.65	- do -
18.	Gandhian Organisation for Rural Development Mulakalacheruvu, R.S. District Chittoor	5.66	- do -
19.	People's Action for Social Service Door No. 10-12, Maruthi Nagar (Opp. Silver Bells School) Tirupati	9.36	- do -
20.	Women's Association for Development Action (WADA) R.K.V. Bahaduruvaripet and P.O. Karvetnagar Mandal District Chittoor	2.48	- do -
21.	People's Organisation for Welfare and Education Ratification D. No. 19-191, Jail Khana Street Mittoor, District Chittoor	4.96	- do -
22.	Gnanodaya Integration Rural Development Society Aroor Village & Post Via Nindra Mandal District Chittoor	1.28	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
23.	Rural Institute for People's Enlightenment Palli Street, Puthalapattu District Chittoor	2.57	Implementation of NFE Programme
24.	Seva Bharathi Behind Z.P. High School Tiruchanoor District Chittoor	1.28	- do -
25.	Sree Durga Educational Society D. No. 17-105, Sundaraiyer St. District Chittoor	1.28	- do -
26.	Rural Development Organisation 6/42 G. Rama Rao Street Cuddapah	2.53	- do -
27.	Society for Emmanuel Evangelism for Rural Development "Carmel" 4-227, Mothkur Nalgonda District	1.28	- do -
28.	Churches of Christ Rampachodavaram Rampachodavaram East Godavari District	4.68	- do -
29.	National Educational Minorities Society 14-1-12, Kothapet Guntur	12.26	- do -
30.	Kandrika Mahila Mandali Kandrika Post Phirangipuram Mandalam District Guntur	1.28	- do -
31.	Sri Durga Mahila Mandali Indira Priyadarsini Colony House No. 35, Sangadigunta Guntur-522004	1.28	- do -
32.	Adarsha Rural Development Society Daggumallivari St. H. No. 17-1-120/A Bapatla District Guntur	1.28	- do -
33.	Maharishi Sambamurty Institute of Social and Development Studies No. 8, Srinagar Apartments Srinagar Colony Kakinada	2.49	- do -
34.	Kothapeta Mahila Mandali Pothurajuvari Chowk Kothapet, Guntur	4.67	- do -
35.	Noblemen's Voluntary Organisation for Helping Rural and Urban Poor 4th Class Employee's Building Behind Super Bazar, Kothapet Tenali, District Guntur	2.75	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
36.	Prachya Bhasha Vidyapeeth Rajandra Nagar, 6th Line Gudivada District Krishna	2.49	Implementation of NFE Programme
37.	Sri Triveni Educational Academy Nadigama	12.93	- do -
38.	Vasavya Mahila Mandali Nasthik Kendram, Benz Circle Vijayawada	2.49	- do -
39.	Sri Padmavathi Educational Society Vangala Siva Rami Reddy G Building K.G. Road, Atmakur District Kurnool	2.56	- do -
40.	Sri Parameshwari Educational Society Karivena Road, Atmakur Kurnool District	4.93	- do -
41.	Sri Hanumantharaya Educational and Charitable Society Pendekanti Public School Illuru Kothapet (Post) Banaganapalli Manda District Kurnool	9.19	- do -
42.	Jagriti Village Narukuru District Nellore	4.68	- do -
43.	Srinivasa Mahila Mandali Darsi, Agraharam, Martur Mandal Prakasam District	4.73	- do -
44.	Viveka Educational Foundation Pamur District Prakasam	2.24	- do -
45.	Sree Madhave Vidya Peetham Lawyerpeta, Ongole District Prakasam	4.95	- do -
46.	Mahila Mandali Station Road, Chirala District Prakasam	2.49	- do -
47.	Gowthami Educational Society Tangatur District Prakasam	4.68	- do -
48.	Dasari Adivaiah Memorial Ele-School Committee Harijan Colony, Ulavapadu District Prakasam	7.41	- do -
49.	Nalanda Educational Society Jammulapalem Tangatur (Mandal) District Prakasam	10.36	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
50.	Girijana Mahila Mandali Annambotlavaripalem Parchur Mandal Prakasam District	1.38	Implementation of NFE Programme
51.	Praveen Educational Society Padmavathi (Girls) High School Giddalur Prakasam District	2.67	- do -
52.	Sarada Educational Society Trunk Road, Ongole Prakasam District	5.18	- do -
53.	Swamy Babu and Vajramma Charitable Trust Indira Gandhi Smarak Bhawanam Goruvari Tank Road Narasannapeta District Srikakulam	4.68	- do -
54.	Youth Club - Bejjipuram Murupaka (S.O.) District Srikakulam	4.93	- do -
55.	Jana Chetana Goyidi Village Seethampeta Mandal District Srikakulam	2.67	- do -
56.	Bhagavatula Charitable Trust Yellamamchili-531055 District Visakhapatnam	14.05	- do -
57.	Sarada Mata Mahila Mandali Lalithanagar, 49-15-6 Opposite Ganesh Temple Visakhapatnam	3.84	- do -
58.	Priyadarsini Service Organisation D. No. 45-56-9, Saligramapuram District Visakhapatnam	4.68	- do -
59.	Sravani Charitable Organisation Sarada Nagar, Narsipatnam District Visakhapatnam	30.09	- do -
60.	Navajeevan Education Society H. No. MIG 1-72, VUDA Colony Pedagontyada, Visakhapatnam	9.31	- do -
61.	S7 Styles Society Door No. 8-2-684/193/10 Road No. 12, Banjara Hills W.B.T. Nagar, Hyderabad	9.11	- do -
62.	Visakha Jilla Navanirmanam Samithi "Sivarama Nilayam", Sarada Nagar Behind RTC Bus Complex Narsipatnam District Visakhapatnam	4.23	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
63.	Bharathi Social Educational Society Pedaboddepalli Narsipatnam District Visakhapatnam	2.48	Implementation of NFE Programme
64.	B.R.N's Sice H. No. 4-51-4, Lawsons Bay Colony District Visakhapatnam	4.68	- do -
65.	Visakha Vanitha Samaj 32-26-65, Allipuram Jr. District Visakhapatnam	9.33	- do -
66.	Training and Research for Action (Tara) S.B.I. Colony, Narripatnam District Visakhapatnam	4.68	- do -
67.	Teetla Ramaiah United Social Service Trust (TRUST) 45-35-27, Jagannadhapuram Akkayypalem District Visakhapatnam	2.54	- do -
68.	Alluri Sita Rama Raju Nagar Nivasula Mahila Neighbourhood Committee Alluri Sitarama Raju Nagar D. No. 30-3-11 Assam Gardens Visakhapatnam	5.18	- do -
69.	Navachaitanya Academy for Youth Advancement Srirama Nivas Ram Nagar Yellamanchilli District Visakhapatnam	2.67	- do -
70.	Nava Chaitanya (Rural Development Society) Ravikamatham District Visakhapatnam	2.67	- do -
71.	Sri Vidya Trust Devipuram, Via Ammulapalem BPO Anakapalli District Visakhapatnam	2.67	- do -
72.	Sri Thriveni Yuvajana Sangham (Rural Development Society) Rolugunta P.O. (Mandalam) Narasipatnam (Division) District Visakhapatnam	2.67	- do -
73.	Nandala Yuva Sakthi Unit Somalingapalem Yellamanchilli Mandal District Visakhapatnam	1.38	- do -
74.	Rural Energy for Environment Development Society 27-99, Gandhi Nagar Yellamanchilli District Visakhapatnam	1.38	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
75.	Sramika Rural Development Organisation Chettupalli P.O. Narsipatnam District Visakhapatnam	1.38	Implementation of NFE Programme
76.	Grama Swarajya Samithi Kodavatipudi Kotaurtla Mandal District Visakhapatnam	1.38	- do -
77.	Sarada Valley Development Samithi Thummapala Village Anakapalle Mandal District Visakhapatnam	2.67	- do -
78.	Visistha Gramodaya Swayam "Sadhana" Parishad G. Anakapalle (Village) Thotada (Post) Via Anakapalle District Visakhapatnam	1.38	- do -
79.	Integrated Rural Development Society Cheedikada-531028 District Visakhapatnam	1.38	- do -
80.	Nature Environment and Education Development Society (NEEDS) Adda Road, Timmapuram District Visakhapatnam	2.67	- do -
81.	Institute of Development and Planning Studies Main Road, Payakaraopeta District Visakhapatnam	2.67	- do -
82.	Vikasavani Swachanda Seva Samithi D. Yaravara Nathavaran. Mandal District Visakhapatnam	1.38	- do -
83.	Vikasa Service Society for Rural Development Co-op. Colony, Chodavaram District Visakhapatnam	2.67	- do -
84.	Organisation for Rural Reconstruction Yellamanchili (Vill. Amandal) District Visakhapatnam	2.67	- do -
85.	Kolleru Rural Development Service Organisation H. No. 5-18, Thana Street, Akividu West Godavari District	2.67	- do -
86.	Sarada Seva Samithi 3-6-152, Himayathnagar Hyderabad	13.53	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
87.	Village Development Society No. 386, Christian Colony Vanasthalipuram Hyderabad	4.68	Implementation of NFE Programme
88.	Annapurna Manava Sankshena Samithi Plot No. 1 & 2, Kavuri Hills Jubilee Hills Post Hyderabad	2.38	- do -
89.	Sabhodaya Educational Society Plot No. 21, NSC Employees Society Yellareddyguda Hyderabad	2.48	- do -
<b>ASSAM</b>			
90.	Desh Bhakta Rural Development Association Bhaktardava Bazar, P.O. Nali Gram District Barpeta	5.93	- do -
91.	Deshabandhu Club At/P.O. Behara Bazar District Cachar	4.97	- do -
92.	Gauripur Vivekananda Club Baruapatty Road, P.O. Gauripur District Dhubri	2.35	- do -
93.	Morigaon Mahila Mehfil Civil Hospital Road, P.O. Morigaon District Morigaon	2.48	- do -
94.	Assam Chah Mazdoor Multipurpose Social Educational Association Rangajan T.E. P.O. Rangajan, Titabar District Jorhat	2.31	- do -
95.	Pragatisil Khadi Samity P.O. Kalitakuchi District Kamrup	5.18	- do -
96.	Simaluguri Mahamati Seva Ashram Village and Post Simaluguri Via Dhalpur District Lakhimpur	4.23	- do -
97.	Prakritic Chikitsa Kendra Bhagawat Ashram P.O. Padmapur, T.O. Dikrong District Lakhimpur	2.24	- do -
98.	Sadan Asom Gramya Puthibharal Santha L.N.B. Road, Haibargaon P.O. Haibargaon District Nagaon (Assam)	1.22	- do -
99.	Shanti Sadhana Ashram P.O. Beltola "Shantivan", Basistha Guwahati	1.28	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
100.	Jaluguti Agrsgami Mahila Samity Village & P.O. Jaluguti Block Kapili District Morigaon	1.28	Implementation of NFE Programme
101.	West Mohanpur Samaj Unnayan Club P.O. Mohanpur District Hailakandi	4.97	- do -
<b>BIHAR</b>			
102.	Bihar Gramin Mahila Kalyan Parishad Village Fatehpur P.O. Sahridanagar District Begusarai	1.16	- do -
103.	Sarvodaya Ashram Madachak At Madachak, Post Kathel Via Amarpur District Bhagalpur	1.38	- do -
104.	Abha Christian Social Welfare Society C/o Catholic Church P.O. Chanpatia District West Champaran	1.38	- do -
105.	Santhal Pargana Gramodyog Samity Baidyanath - Deoghar	1.52	- do -
106.	Santal Pargana Antyodaya Ashram Purandaha B.Deoghar	3.04	- do -
107.	People's Institute for Development and Training A-12 Paryavaran Complex Maidangarhi Road New Delhi	1.99	- do -
108.	Jharia Mahila Vikas Kendra Anganwadi Bhavan Nai Dunia P.O. Jharia District Dhanbad	2.56	- do -
109.	Banwasi Vikas Ashram At/P.O. Ataka Via Bagodar Girdih	2.67	- do -
110.	Ghoghardiha Prakhand Swarajya Vikas Sangh Village & P.O. Jagatpur Via Ghoghardiha District Madhubani	28.06	- do -
111.	Prakhand Lok Vikas Samiti Madhepur, Village & P.O. Pachahi District Madhubani	4.56	- do -
112.	Samajik Vikas Sansthan At/P.O. Tamuria District Madhubani	2.56	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
113.	Mahavir Singh Memorial Trust P.O.Baika-Bishanpur District Madhubani	1.38	Implementation of NFE Programme
114.	Sat Lok Seva Ashram Banerjhula P.O. Amhi Madhubani	1.16	- do -
115.	Shramabharati Khadigram P.O. Khadigram District Munger	1.01	- do -
116.	Jan Shikshan Kendra Village and P.O. Chakae District Munger	1.52	- do -
117.	Atma Rojgari Mahila Samiti Munger P.O. Khadigram District Jamui	3.91	- do -
118.	Gram Bhaarti (Sarvodaya Ashram) Simultala District Munger, Jamui	4.69	- do -
119.	Surangma Kala Kendra Chakbasu, Rambagh District Muzaffarpur	1.37	- do -
120.	Gram Swarajya Ashram Lokyatra Dham Dhamauli P.O. Bena Nalanda	1.51	- do -
121.	Binoba Arogya and Lok Sikshan Kendra Village and P.O. Jai Krishana Nagar (Baday) P.O. Baday Via Islampur District Nalanda	7.69	- do -
122.	Shama Vikas Samiti Malabbigha, Islampur District Nalanda	2.65	- do -
123.	Lok Prabhat Postmartom Road District Nawada	1.28	- do -
124.	Janhit Vikas Samiti Harischandra Stadium Road Nawada	2.67	- do -
125.	Bihar Dalit Vikas Samiti West Malahi (Barh) P.O. Barh, District Patna	4.93	- do -
126.	Gram Swarajya Samiti Bakhtyarpur, Vill. & P.O. Salimpur Via Khusrupur, Patna	7.45	- do -
127.	Adithi 2/30 State Bank Colony-II Bailey Road Patna	13.75	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
128.	Samta Gram Seva Sansthan 43, Harding Road Patna	4.85	Implementation of NFE Programme
129.	Antyodaya International Khajekalan, Patna City	2.75	- do -
130.	Bureau of Rural Economical and Agricultural Development At Pirmohani, Lane No. 3 P.O. Kadakaun, Patna	1.38	- do -
131.	Magadh Vikas Lok At & P.O. Kosut, Via Masaurhi District Patna	1.28	- do -
132.	Manthan Medical Colony, P.O. Khagaul Patna	2.86	- do -
133.	Sharmila Gramin Shilp Kala Kendra Village and P.O. Prahaladpur District Patna	5.12	- do -
134.	Ranchi Zila Vanvasi Khadi Gramodyog Vikas Sansthan Aryapuri, Ratu Road Post, Ranchi	1.38	- do -
135.	Vanvasi Seva Kendra P.O. Adhaura, District Rohtas	14.28	- do -
136.	Tagore Society for Rural Development 14, Khudiram Bose Road Calcutta West Bengal	1.35	- do -
137.	J.P. Sharaisa Seva Ashram Kauwachowk, P.O. Jarpura District Samastipur	4.50	- do -
138.	Shishu Nari Kala Prashikshan Sansthan Village and P.O. Jallalpur District Samastipur	1.38	- do -
139.	Xavier's Chaibasa C/o St. Xavier's High School P.O. 10, Chaibasa District West Singhbhum	7.90	- do -
140.	Lok Sevayatan P.O. Nimdih District Singhbhum West	8.96	- do -
141.	Mahua Mahila Vikas Sansthan Pratap Chowk, Gorigama Manpura, P.O. Mahua District Vaishali	2.65	- do -
142.	Bhartiya Jan Manch Village Chak, Bhathandi P.O. Dharhara District Vaishali	2.56	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
143.	Nirman Bharati Village Chak Vizgani P.O. Balwa Kuwari District Vaishali	1.16	Implementation of NFE Programme
144.	Smt. Manorama Mahila Mandal Samta Colony, P.O. Hajipur District Vaishali	1.28	- do -
145.	Gram Swaraj Abhiyan Sansthan Vill. Karihon P.O. Bishanpur Bejha District Vaishali	1.38	- do -
146.	Mahila Silai Katai Bunai Prashikshan Evam Laghu Udyog Kendra Village Kiratpur P.O. Bhagwanpur District Vaishali	1.38	- do -
147.	Alpasankhyak Kalyan Sanstha Vill. Katra, P.O. Hazipur District Vaishali	2.67	- do -
<b>GUJARAT</b>			
148.	Lok Sevak Mandal (Servants of the People Society) C/o C.H. Bhagat Working Women Hostel Near Dalal Apartments New Vikas Gruh Road, Paldi Ahmedabad	9.36	- do -
149.	Gujarat State Crime Prevention Trust 'Ashirwad' 9/B Keshav Nagar Society Near Subhash Bridge Ahmedabad	7.86	- do -
150.	Ahmedabad City Social Education Committee Labour Welfare Centre Building Outside Raipur Gate Ahmedabad	7.71	- do -
151.	Amar Bharati Moti Pavathi, Tal. Dehgam District Ahmedabad	4.68	- do -
152.	Akhand Jyot Foundation C/o Nirmal Nursing Home Kochrab Paldi District Ahmedabad	5.02	- do -
153.	Bhavnagar Mahila Sangh Near Vadva Washing Ghat Bhavnagar	4.29	- do -
154.	Shri Ketan Shixan Samaj Aerodrom Road Rajkot	1.06	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
155.	Manav Seva Mandal Trust 'Shandilya', 5-A, Anupama Society Amin Marg, Near Nutannagar Rajkot	8.81	Implementation of NFE Programme
<b>HARYANA</b>			
156.	Lucky Education Society Meham, Rohtak	8.56	- do -
157.	Haryana Nav Yuvak Kala Sangam 94/22 Luxmi Nagar Sonepat Road Rohtak	2.55	- do -
158.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Kharkhoda, Sonepat	38.44	- do -
159.	Janta Kalyan Samiti Opp. Bus Stand Rewari	9.35	- do -
<b>HIMACHAL PRADESH</b>			
160.	State Social Welfare Organisation P.O. Chopal, Teshil Chopal District Simla	2.47	- do -
161.	Society for Social Action for Rural Development of Hilly Areas Kaffota, District Sirmour	4.97	- do -
162.	People Action for People in Need Andheri, District Sirmour	8.52	- do -
163.	Society for Social Uplift through Rural Action Jagjit Nagar, Via Jubbar, District Solan	2.25	- do -
<b>JAMMU &amp; KASHMIR</b>			
164.	Shiva Gramodyog Mandal Kalibari, District Kathua	5.18	- do -
165.	Social Welfare of India Shahdra Sharif Rajouri	5.34	- do -
<b>KARNATAKA</b>			
166.	Sewa Sangama No. 1163, 80 Feet Road Prakash Nagar Bangalore	7.72	- do -
167.	The Rural Development Society Mudhol Gaddankeri Cross Taluka Bagalkot District Bijapur	5.18	- do -
168.	Sri Sudarshan Ajay Vidya Sanstha M. II. 47, Adarsh Nagar Bijapur	5.18	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
169.	Society for Planning Urban and Rural Development (SPURD) No.8/29, III, Cross, Lalji Nagar Bangalore	5.18	Implementation of NFE Programme
170.	Belgaum Vibhaageeya Dalita Janajagrutha Sanghatane No.D-2, K.C.D. Staff Quarters Near Udaya Hostel Dharwad	5.05	- do -
171.	Cauvery Rural SC/ST Development Society 10th Block, Bagepalli Bagepalli Taluk District Kolar	7.72	- do -
172.	New Bharath Gandhi Seva Sangha No.72/A-3, Old Tellgate Shamanna Building Magadi Road	2.67	- do -
<b>MADHYA PRADESH</b>			
173.	Khawaja Gareeb Nawaj Education Society Balaghat	6.56	- do -
174.	Gramin Vikas Mahila Mandal Office House No. 128 Housing Colony District Bhind	4.97	- do -
175.	Gram Bharti Sansthan M-48, Darpan Colony Ghatipur, Gwalior	9.88	- do -
176.	Gajendra Shiksha Prasār Samiti Gorami, District Bhind	2.75	- do -
177.	Jinendra Shiksha Prasār Samiti Gorami Tehsil Mehgaon District Bhind	2.51	- do -
178.	Sahyog F/62 Pather Wali Koti Kamala Nagar, Agra	2.67	- do -
179.	Shivam Social Development Society Omprakash Shivpura Ka Makan Ganeshpura, District Morena	9.36	- do -
180.	Vivekanand Samaj Kalyan Sansthan Birend Vatika, Lahar Road Near Housing Board Colony District Bhind	9.36	- do -
181.	M.P. Council for Child Welfare Hotel No.5, Bhel Township, Piplani Bhopal	13.09	- do -
182.	Ma Sharda Jan Kalyan Shiksha Samiti 60, Gujarpura Bhopal	5.00	- do -



<i>Name and Address of Organisation</i>	<i>Amount Released (Rs in Lakhs)</i>	<i>Purpose for which the Grant was Released</i>
Satlaj Adivasi Mahila Mandal Renu Dawakhana, Tila Jamalpura Bhopal	2.47	Implementation of NFE Programme
Rafi Ahmed Kidwai Shiksha Samiti Chowki Imambara Noor Mahal Road Bhopal	1.99	- do -
Varun Manav Vikas Samiti LIG-171, Aishbagh Stadium Bhopal	4.83	- do -
Oriental Kala Avam Seva Kendra Green Park Road No.10, Bairasia Road District Bhopal	1.27	- do -
Sharda Shiksha Samiti 37, Barakhedi, Jogipur District Bhopal	1.04	- do -
Geeta Grameen Samaj Sewa Samiti H.No. 12, Gali No. 2, Ibrahimganj Bhopal	4.74	- do -
Shrinath Samaj Seva Sansthan H.No.2/4, Vaishali Complex Maharana Pratap Nagar Bhopal	4.74	- do -
Shri Hari Vidhya Mandir Shiksha Samiti Bazaria, Ward No.6 Damoh	5.18	- do -
Vividh Karyakram Sampadan Samiti Near Pitambrapeeth District Datia	1.37	- do -
Vikas Khand Seondha Gramotthan Samiti Gram/ Post Pipraua District Datia	1.37	- do -
Lok Kalyan Samiti C-8 Kaushal Nagar Gwalior	2.48	- do -
Shriram Shiksha Samiti Danaoli, Lashkar District Gwalior	5.35	- do -
Saket Samaj Sewa Samiti Rathoud Palace, Behind Gorkhi Gwalior	4.68	- do -
Azad Nirdhan Bal Kalyan Samiti Parashar Marg, Ashok Nagar District Guna	15.54	- do -
Shri Parshwanath Bal Mandir 88 Pargali, Near Raja Bade Indore	5.34	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
198.	Gayatri Shakti Shiksha Kalyan Samiti 1314, Mishra Market Ranjhi Basti Jabalpur	3.84	Implemetation of NFE Programme
199.	Bharti Mahila Shiksha Samiti 117/4 Tuteline, G.C.F. State Jabalpur	1.37	- do -
200.	Shiksha Prasar Samiti Dharamgarh Porsa District Morena	4.68	- do -
201.	Gramin Chetna Evam Sewa Samiti Overbridge Colony Behind Railway Station Morena	11.29	- do -
202.	Pl. Ramprasad Bismil Manav Vikas Seva Samiti Radheshyam Tomar Ka Makan Subhash Nagar, Morena	3.71	- do -
203.	Saraswati Shiksha Prasar Samiti Javrol, Mandi No.5 Sabalgarh District Morena	1.37	- do -
204.	Shiksha Prasar Samiti Sovaran Singh Marvai, Vidhayak Ganeshpura District Morena	4.66	- do -
205.	Shri Vallabh Shiksha Prasar Samiti Tiwari Bhavan, Tulsi Colony Ganeshpura District Morena	1.37	- do -
206.	Shri Ramkishori Mahila Vikas Avam Samaj Kalyan Mandal Near Chambal Textiles Ramnagar District Morena	2.75	- do -
207.	Mahatma Shiksha Prasar Samiti Pachokhara, H.No. 5 Sabalgarh District Morena	2.67	- do -
208.	Pratima Shiksha Prasar Samiti 179-C Harashwardhan Nagar Bhopal	9.66	- do -
209.	Janta Shiksha Parishad Deorikala Ramnagar District Satna	1.04	- do -
210.	Sharda Shiksha Samiti 10, Nagarpalika Colony Shajalpur City District Shajapur	1.37	- do -



<i>Name and Address of Organisation</i>	<i>Amount Released (Rs in Lakhs)</i>	<i>Purpose for which the Grant was Released</i>
People's Institute for Development and Training A-12, Paryavaran Complex Maidangarhi Road New Delhi	3.72	Implementation of NFE Programme
Ruchi Samaj Sewa Samiti H. No. 294, Shakti Nagar Sector-II, Bhopal	5.18	- do -
Paradhana Gramin Sewa Samiti B.M. 54, Nehru Nagar Bhopal	10.36	- do -
<b>RASHTRA</b>		
Rajarshi Shri Chhatrapati Mahahu Shikshan Prasarak Mandal Burdgaon Road Ahmednagar	1.38	- do -
Parth Vidya Prasarak Mandal Pathardi Ahmed Nagar	4.97	- do -
Pragruiti Shikshan Prasarak Sanstha Umri Umerkhed Ranpise Nagar District Akola	9.94	- do -
Prayoshni Education Society Changshi Tq. Murtizapur District Akola	2.39	- do -
Pravide Foundation 1st Floor, Rishiwat Urban Co-op. Credit Society, P.O. Risod District Akola	19.90	- do -
Prastasant Tukadoji Maharaj Shikshan Sansthan Surukunj Ashram District Amravati	3.62	- do -
Prasant Kabir Shikshan Prasarak Mandal Mailash Niwash Ghati Surangabad	4.68	- do -
Prashant Shikshan Prasarak Mandal /o Nitin Kirana Stores Mille-dharur District Beed	1.28	- do -
Prayandip Shikshan and Prashikshan Sanstha Vikram Building Chivaji Nagar Nehekar District Buldhana	1.38	- do -
Pradhunik Kisan Shikshan Sanstha Post & Taluq Bramhapur District Chandrapur	2.50	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
224.	Bharatiya Gramin Adiwasi Vikas Sanstha Pardi Ta Nagbhir District Chandrapur	1.27	Implementation of NFE Programme
225.	Bahujan Hitaya Gramin Shaikshanik and Sanskritik Shikshan Sanstha Q. No. E/90 Collector Colony Complex Gadchiroli	1.38	- do -
226.	Shri Ganesh Shikshan Prasarak Mandal Ahmedpur District Latur	1.38	- do -
227.	Bhagirath Shikshan Sanstha Shirol (Janapur) Tq. Udgir District Latur	5.18	- do -
228.	Samaj Kalyan Mandal Lalganj Naik Talao Nagpur	2.49	- do -
229.	Sati Mata Shikshan Sanstha Nagpur Head Office 11 Vyankatesh Nagar, Khamala Road Nagpur	4.97	- do -
230.	National Centre for Rural Development Dr. Korke's Bungalow 253 Shivaji Nagar, Nagpur	1.23	- do -
231.	Jawaharlal Nehru Shikshan Prasarak Mandal Umardri Taluk, Mukhed District Nanded	3.67	- do -
232.	Mahatma Phule Gramin Shikshan Prasarak Mandal Shekapur District Nanded	2.57	- do -
233.	Jyotiba Phule Seva Trust Vasarni, Post CIDCO District Nanded	2.67	- do -
234.	Terna Public Charitable Trust Ternanagar District Osmanabad	5.18	- do -
235.	Shri Jagdamba Vidya Prasarak Mandal Darati, Circle Purna Tq. Purna District Parbhani	18.72	- do -
236.	Akhil Bharatiya Magasvargiya Samaj Prabodhan Sanstha 22 Prakash Apartment Katemanivali Kalyan (East) District Thane	1.14	- do -
237.	The Jawahar Smruti Shikshan Samiti Marki (BK) Tal. Maregaon District Yavatnal	2.53	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
<b>MANIPUR</b>			
238.	Nungphura Village Development Society P.O. Sugnu District Chandel	2.48	Implementation of NFE Programme
239.	Wangjing Tentha Farmers Development Association Post Bag No. 6 Imphal	14.33	- do -
240.	Manipur Vocational Institute Meekala Bazar BPO Laiphrakom Via-Tulihal So Imphal	9.94	- do -
241.	Rural Development Organisation Lamsang Bazar District Imphal	5.18	- do -
242.	Integrated Rural Development Society Lilong District Imphal	4.96	- do -
243.	The Friendship Centre Khurai Kongpal (Thoubandong)	1.23	- do -
244.	United Hill People's Development Society Ltd. Naya Rever Colony House No. 2 2nd Ban MR Gate Imphal	2.44	- do -
245.	Cherapur Mamang Khadi and Village Industries Association Cherapur Village BPO Wangjing District Thoubal	1.38	- do -
246.	Rural Industries Development Association Wangkhem P.O. Thobal	2.48	- do -
247.	The Manipur Tribals Poiner Association Minuthong Namdunlong Imphal	2.48	- do -
248.	The Kwakta Educational Volunteers Union Kwakta District Santhong	2.66	- do -
<b>ORISSA</b>			
249.	Mandal Pokhari Juhak Sangha At/P.O. Mandari District Balasore	7.46	- do -
250.	Netaji Jubak Sangha Balipokhari At/P.O. Parmanandapur Via Akhuapada District Balasore	4.95	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
251.	Samagra Bikash Parishad At/P.O. Baliapal District Balasore	3.85	Implementation of NFE Programme
252.	Gandhi Sevashrama At/P.O. Jaleshwar District Balasore	3.95	- do -
253.	Radhanath Pathagar At/P.O. Soro District Balasore	7.42	- do -
254.	Palli Mangal Yubaka Sangh At Nayapally P.O. Deuli District Puri	5.21	- do -
255.	Pragati Pathagar At/P.O. Rayan Ram Chandra Pur Via Jaleshwar District Balasore	2.56	- do -
256.	People's Rural Reconstruction Institute for Youth Action (PRIYA) At Sankumari, P.O. Bartana Via B.T. Pur District Balasore	8.56	- do -
257.	Radhakrushna Jiew Library Raigan, Kahalia District Balasore	2.42	- do -
258.	Balasore District Nari Sangha P.O. and District Balasore	1.28	- do -
259.	Society for Weaker Community Shankarpur, P.O. Bhadrak District Balasore	2.67	- do -
260.	Chandrabhaga Motiganj District Balasore	1.38	- do -
261.	Centre for Awareness Research and Training (CART) At/P.O. Sovarampur P.O./District Balasore	1.38	- do -
262.	Bhagabat Pathagar At/P.O. Salepali Via Jarashingha District Bolangir	2.39	- do -
263.	Gram Mangal Pathagar At/P.O. Saleipali Via Jarashingha District Bolangir	4.93	- do -
264.	Ramjee Yubak Sangha At/P.O. Sadaipali Via Chandanghati District Bolangir	14.74	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
265.	Sri Saradeswari Pathagar At Kharda, P.O. Tusra District Bolangir	2.61	Implementation of NFE Programme
266.	Bapuji Pathagar At/P.O. Sukha District Bolangir	5.15	- do -
267.	Jagannath Jubak Sangha At Jaliadarha P.O. Kandhakegaon Via Deogaon District Bolangir	2.57	- do -
268.	Janakalyan Yubak Sangha At Sinakhaman P.O. Kandhakegaon District Bolangir	4.97	- do -
269.	Netaji Yubak Sangha At/P.O. Goilbhadi Via Titilagarh District Bolangir	2.47	- do -
270.	Youth Service Centre At/P.O. Rugudiapada District Bolangir	2.39	- do -
271.	Netaji Club for Rural Development At/O.P. Salebhata District Bolangir	1.28	- do -
272.	Adivasi Harijan Welfare Agency Network At/P.O. Harishankar Road (Lathor) District Bolangir	5.18	- do -
273.	Nehru Yuvak Sangha At/P.O. Karamtaia Via Sainatala District Bolangir	1.38	- do -
274.	Centre for Women and Rural Development At/P.O. Salepali Via Jarasingh District Bolangir	2.67	- do -
275.	Brahmani Devi Yuvak Sangh Village Kumbharunibati P.O. Barada Via Gondiapatna District Dhankanal	1.37	- do -
276.	Pallishree At/P.O. Ghasiput Via Banki District Cuttack	2.46	- do -
277.	Lokanayak Club At/P.O. Patapur Via Banki District Cuttack	3.88	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
278.	Cuttack Zilla Harijan Adivasi Seva Sanskar Yojana At Chhata (Hafimelak) P.O. Fakirabad Via Thakurpatna District Cuttack	14.91	Implementation of NFE Programme
279.	Jyotirmayee Mahila Samiti At/P.O. Tinimuhani District Cuttack	13.58	- do -
280.	Rural Development Society At Kaltunga, P.O. Suniti Via Mahakalpada District Cuttack	4.89	- do -
281.	Navjyoti At/P.O. Garudgan Via Kotsahi District Cuttack	3.99	- do -
282.	Lutheran Mahila Samity At/P.O. Patalipank Via Kujang District Cuttack	7.81	- do -
283.	Jayanti Pathagar At Sahapada P.O Brahmabarada District Cuttack	8.16	- do -
284.	Mahila Vikas Samiti At Andarpur P.O. Kalyaninagar District Cuttack	13.51	- do -
285.	International Indecency Prevention Movement Bidanasi, (Sovaniya Nagar) P.O. & District Cuttack	18.25	- do -
286.	Jajpur Harijan Seva Samiti At/P.O. Ahiyas District Cuttack	7.70	- do -
287.	Council of Cultural Growth and Cultural Relations The Universe Maitree Sarani Cuttack	9.76	- do -
288.	Gurukula Kendra At/P.O. Mahanapur (Japakud) District Cuttack	3.78	- do -
289.	Rural Institute for Education and Social Welfare Affairs At/P.O. Akhua Dakhini Via Patkura District Kendrapara	4.97	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
290.	PA MA SA Parbati Mahila Samiti At/P.O. Chhagaon Via Charbatia Cuttack	1.24	Implementation of NFE Programme
291.	Laxmi Narayan Harijan and Adibasi Backward Development Society At/P.O. Ahiyas District Cuttack	4.97	- do -
292.	Utkal Sevak Samaj At/P.O. Bhagat Pur Via Kotsahi (Tangi) District Cuttack	4.72	- do -
293.	Pragati Yuba Chakra At Purbakachha P.O. Madhya-Kachha Via Bahugram District Cuttack	5.35	- do -
294.	Orissa Institute of Medical Research and Health Services Friends Colony Bajrakabati Road District Cuttack	1.38	- do -
295.	Basudeb Pathagar At/P.O. Nuagaon Via Naili District Cuttack	2.75	- do -
296.	Netajee Smaraki Pathagar At Babaja (Chhindakul) P.O. Uttaran Via Kasarada District Cuttack	10.37	- do -
297.	Utkal Navajeevan Mandal At/P.O. Angul District Dhenkanal	4.38	- do
298.	Youth Association for Rural Reconstruction At/P.O. Boinda District Dhenkanal	5.20	- do
299.	Nysasdri At/P.O. Santhapur Via Gondia District Dhenkanal	1.27	- do -
300.	People's Institute for Participatory Action Research (PIPAR) At/P.O. Mahimagadi District Dhenkanal	4.66	- do -
301.	Samajik Seva Sadan At Banjhikusum P.O. Mahisapat District Dhenkanal	10.47	- do

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
302.	Arun Institute of Rural Affairs At Aswakhola P.O. Karamu Via Mahimagadi District Dhenkanal	9.33	Implementation of NFE Programme
303.	National Institute of Social Research for Utkal Rural Tribals (NISRURT) At/P.O. Kabara Madhapur Via Mahimagadi District Dhenkanal	9.34	- do -
304.	Jeevan Jyoti Club for Social Welfare and Rural Development At Mahadia P.O. Belapada Via Godasila District Dhenkanal	2.40	- do -
305.	Institute of Social Work and Action Research (ISWAR) Chiruleti Via Mahimagadi District Dhenkanal	4.37	- do -
306.	Utkal Silpondyoga Seva Samiti Plot No. 265 Sastri Nagar Bhubaneswar	2.75	- do -
307.	Mukti Gandhi Mandir Road Dhenkanal	1.28	- do -
308.	Kasturi Bai Mahila Samiti At Surat P.O. Gunadei Via Gadasila District Dhenkanal	1.38	- do -
309.	Balajiu Kishor Yuvak Sangha Village/P.O. Matha Tentulia P.S Gandia District Dhenkanal	1.38	- do -
310.	Jayanti Pathagar At/P.O. Nuvapada District Ganjam	3.74	- do -
311.	Institute of Social Action and Research Activities (ISARA) At Baikunthanagar, P.O. Berhampur Ganjam	4.64	- do -
312.	Seva Sahitya Sansad At/P.O. Kabisurya Nagar District Ganjam	5.13	- do -
313.	Pollishree Voluntary Organisation Sunamba Street At/P.O. Aska Ganjam	1.38	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
314.	Centre for Awakening of Rural Environment P.O. Manikyapur Via Bamakoyi District Ganjam	2.47	Implementation of NFE Programme
315.	Nanne Mune Yuba Chhatra Sansad At/P.O. Borida (A) Via Kabisuryanagar District Ganjam	4.96	- do -
316.	Sanskriti Vikas Parishad At Sakti Nagar P.O. Baku Via Nirakapur District Puri	2.66	- do -
317.	Anchalike Prasad Sanskrutika Sansad At Nada, Post Jaganatha Prasad District Ganjam	1.38	- do -
318.	Sri Bankeshwari Pathagar At/P.O. Badadumula Via Bamokai District Ganjam	2.67	- do -
319.	Govinda Pradhan Smruti Sansad At/P.O. Bhismagiri District Ganjam	1.38	- do -
320.	Indian Society for Rural Development Pallurubungalow Berhampur	2.67	- do -
321.	Antyodaya Chetana Kendra At Sankatapalia Post Hadgarh District Keonjhar	9.83	- do -
322.	Prakalpa At/P.O. Jyotipur District Keonjhar	1.27	- do -
323.	Keonjhar Integrated Rural Development and Training Institute (KIRDTI) At/P.O Harichandanpur District Keonjhar	1.38	- do -
324.	Voluntary Organisation for Rural Improvement At/P.O Telkai District Keonjhar	2.67	- do -
325.	Hoina Leprosy Research Trust Post Bag I, Muniguda District Koraput	4.67	- do -
326.	Society for Health, Education and Development Polytechnic Road Rayagada District Koraput	11.71	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
354.	Bidyut Club At Haladiapara-Lokapal P.O. Haladiapara Via Bajpur District Puri	14.75	Implementation of NFE Programme
355.	Bhairabi Club At Kurumpada, P.O. Hadapada Via Narangarh District Puri	4.97	- do -
356.	Nari Shakti Samaj At Kujimahar, P.O. Chandaka District Puri	1.11	- do -
357.	Dahikhai Jubak Sangha At/P.O. Lodhachua District Puri	2.04	- do -
358.	Acharyha Harihar Shishu Bhavan Satyabadi, At/P.O. Sakhigopal District Puri	4.42	- do -
359.	Dhakothea Jubak Sangha At/P.O. Dhakothea District Keonjhar	3.97	- do -
360.	Dasarathi Janakalyan Sangha At/P.O. Kendudhipi Via Manadhatapur District Puri	1.28	- do -
361.	Rural Welfare Institute At Hansapada P.O. Chanarapada Viz. Nimapara District Puri	4.97	- do -
362.	National Institute of Tribal Welfare and Social Action At Barasahi, P.O. Pubusahi District Puri (Now Khurda)	7.98	- do -
363.	Bharat Sewa Parishad Kalyan Nagar, Sadangoi District Puri	14.37	- do -
364.	Coastal People's Development Association At/P.O. Konark District Puri	8.18	- do -
365.	Jaya Kishan Youth Club At Jankia Garh, P.O. Gadasahi Via Kanas District Puri	1.38	- do -
366.	Juba Jyoti Jubak Sangha Village Jankia Gadasahi P.O. Gadasahi Via Kanas District Puri	2.75	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
367.	Gram Unnayan Samity P.O. Manapada At Bhubanpati Via Brahmagiri District Puri	2.67	Implementation of NFE Programme
368.	Banabasi Seva Samiti At/P.O. Balliguda District Phulbani	4.68	- do -
369.	Subhadara Mahatab Seva Sadan At/Post G. Udayagiri District Phulbani	9.87	- do -
370.	Bagdevi Club At Makundapaur P.O. Janhapanka Via Boudh District Phulbani	4.42	- do -
371.	Samanwita Gramya Unnayan Samiti At/Post G. Udayagiri District Phulbani	2.61	- do -
372.	People's Awareness and Hilly Area Development (PAHAD) At/P.O. Sudrukumpa District Phulbani	3.82	- do -
373.	Bharatiya Agency for Rural Development At Raikhol, P.O. Dutipada District Phulbani	1.38	- do -
374.	Social Weakners Awareness Development and Economic Service Institute (SWADESI) At/P.O. Contractorpada District Kandhamal (Phulbani)	1.38	- do -
375.	Sambalpur Integrated Development Institute (SIDI) Jamankira District Sambalpur	2.35	- do -
276.	Sri Satya Sai Seva Samiti At/P.O. Deobhubanpur Via Balisankara District Sundargarh	2.45	- do -
277.	Old Rourkela Education Society At Balijodi P.O. Rourkela District Sundargarh	9.09	- do -
378.	Pragati At/P.O. District Sundargarh	3.32	- do -
379.	Rourkela Shaksharata Samiti Old R.T.O.'s Office Udit Nagar Rourkela District Sundargarh	3.98	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
380.	Kishore Club At/P.O Panchapara Via Chandbali District Bhadrak	1.25	Implementation of NFE Programme
381.	Animal Welfare Society of Orissa C-94, Baramunda HIG Colony Bhubaneswar	5.35	- do -
382.	Society for Promotion of Rural Technology and Education (SPORTS) Bonth Chhak, Bhadrak District Balasore	1.38	- do -
383.	Magadheswar Club At/P.O. Ulunda District Sonapur	5.35	- do -
384.	Tip Top Jubaka Sangha At Pothapada, P.O. Pally Via Jagatsinghpur District Jagatsinghpur	1.28	- do -
385.	Nabajagarana Pathagar At Biswali, P.O. Bhutanmundai District Jagatsinghpur	2.67	- do -
386.	Netajee Youth Club At/P.O. Babujanga, Via Tyenda Via Tyendakura District Cuttack	2.67	- do -
387.	Pally Vikas Kendra At/P.O. Sorislapada Viz. Gondia Patana District Dhenkanal	4.95	- do -
388.	Birbhadra Yuvak Sangha At Jagannathpur, P.O. Rahasoi District Jajpur	1.27	- do -
389.	National Institute for Integrated Rural Development (NIIRD) At Chhdiapada, P.O. Kalakala Via Byree District Jajpur	1.38	- do -
390.	Weakens and Other Backward Sections Development Society At/P.O. Debidwar District Jajpur	2.67	- do -
391.	Chalantika Young Association At Srirampur, P.O. Nahapada Via Rambag District Jajpur	1.38	- do -
392.	Satyanarayan Yubak Sangha At Sidhapal, P.O. Kabatbandh District Jajpur	1.38	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
393.	Maa Tarini Rural Development Agency At/P.O. Purbakote, Via Korai District Jajpur	2.67	Implementation of NFE Programmes
394.	Panchjanya Welfare Society At/P.O. Kendupada, Via Mahimagadi District Dhenkanal	4.09	- do -
395.	Banadurga Sanskrutik Parishad At/P.O. Nikirai District Kendrapara	1.38	- do -
396.	Anchalika Gramya Unnayan Parishad At/P.O. Koro District Kendrapara	1.38	- do -
397.	Banadurga Yuba Parisada At Pradhan Patikira P.O. Kusunpur, Via Asureswar District Kendrapara	1.38	- do -
398.	Gram Utthan At/P.O. Pimpuri Via Rajkanika District Kendrapara	2.67	- do -
399.	Society for the Welfare of Weaker Sections At Gotai, P.O. Lalu Sahi, Via Narayanapur District Gajapati	5.09	- do -
400.	Literacy Improvement and Fine Environment (LIFE) Head Post Office Street Parlakhemundi District Gajapati	1.38	- do -
401.	Programme for Rural Awareness and Just Action (PRAJA) At Deo Street, Parlakhemundi District Gajapati	1.38	- do -
402.	Mahila Vikash At/P.O. Tarbod Via Komna District Nuapada	2.67	- do -
403.	Adhikar Plot No. 2123, Sabar Shahi Lane P.O. Budheswari Colony Bhubaneswar, District Puri	2.35	- do -
404.	National Institute of Social Work and Rural Development (NISWARD) 23/2 MIG 1, Housing Board Colony, At Chandrasekharapur Patia, Via Bhubaneswar	1.38	- do -
405.	National Institute of Tribal Welfare and Social Action (NITWSA) At Barasahi, P.O. Pulusahi District Khurda	21.93	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
406.	Human Resource Development Forum 441, Sahid Nagar Bhubaneswar	2.67	Implementation of NFE Programme
407.	Banadurga Club At/P.O. Kantabad Via Baghamani District Khurda	2.67	- do -
408.	Naba Vikash Youth Club At Kalamati P.O. Baku District Puri	1.38	- do -
409.	Centre for Action and Rural Reconstruction At/P.O. Fategarh, Via Bhapur District Nayagarh	5.35	- do -
410.	Umasankar Club At Nimapatna, P.O. Banamalipur Via Khandapara District Nayagarh	2.75	- do -
411.	Agranee Jana Kalyana Anusthan At/P.O. Paikmal District Bargarh	2.67	- do -
412.	Social Education for Women's Awareness (SEWA) At/P.O. Kolabira District Jharsuguda	1.38	- do -
413.	Friends Assurance of Rural Reconstruction and Eradication of Leprosy (FARREL) At Dahalpadi P.O./P.S. Tahsil Balliguda - Sub Division Balliguda, District Phulbani	1.38	- do -
<b>RAJASTHAN</b>			
414.	Ajmer Adult Education Association Shastri Nagar Extension Vidyut Marg Ajmer	2.95	- do -
415.	Kala Vidya Mandir Prabandh Samiti Beech Ka Pada, Nadbai District Bharatpur	3.41	- do -
416.	Brij Mewat Mandal Sansthan Khedli Road, Nagar District Bharatpur	2.76	- do -
417.	Bhilwara District Adult Education Association 6/199 Sindhu Nagar Bhillwara	7.05	- do -
418.	Seva Sangh Bigod District Bhilwara	1.25	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
419.	Adarsh Bikaner Bal Shikshan Parishad Shikshan Parishad Subhash Pura Bikaner	5.16	Implementation of NFE Programme
420.	Bikaner Adult Education Association Praudh Shikasha Bhawan Saraswathi Park PB No 28, Bikaner	5.18	- do -
421.	Bhoruka Charitable Trust Bhorugram District Churu	7.91	- do -
422.	Jiramdas Education Trust Bhorogram (Nangal Kala) P.S. Rajgarh District Churu	3.92	- do -
423.	Lok Shikshan Sansthan P-87 Gangori Bazar, Jaipur	4.59	- do -
424.	Gram Vikas Nav Yuvak Mandal Village Lapodia P.O. Gagrdu Via Dudu District Jaipur	4.73	- do -
425.	Centre for Community Economic and Development Consultants Society Agro Action Development Centre Shilki Dungari Chaksu District Jaipur	5.18	- do -
426.	Research Institute of Plenary Rural Development Narsana Jalore	1.52	- do -
427.	Jodhpur Adult Education Association Gandhi Bhawan Residency Road Jodhpur	4.62	- do -
428.	Gramin Vikas Vigyan Samiti P.O. Jelu Gagadi Via Tinwari District Jodhpur	3.03	- do -
429.	District Adult Education Association Kota Praudh Shiksha Bhawan 13, Jhalawar Road Kota	5.18	- do -
430.	Gaurav Shikshan Sansthan Truck Union Rajeev Colony Gangapur City District Swai Madhopur	1.52	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
455.	Chetana Vikas 3/452, B-10 S.R. Pattanam Paramakudi District Ramanathapuram	4.68	Implementation of NFE Programme
456.	Kandaswamy Kandar's Trust Board Velur, Paramathi-Velur Taluk District Salem	28.09	- do -
457.	Madhar Nala Thondu Niruvanam Thiruvendipuram Main Road Padhirikuppam Cuddalore South Arcot District	6.48	- do -
458.	Congregation of the Sisters of the Cross of Chavanod Post Box No 395 Old Goods Shed Road Teppakulam Tiruchirapalli	4.96	- do -
459.	League for Education and Development 7 First Street Rayar Thoppu Sri Rama Puram Srirangam Tiruchirapalli	2.67	- do -
460.	Arnad Velalar Sangam 1-2 Sannathi Street Thiruvanaikoil Trichy District Tiruchirapalli	9.25	- do -
461.	Women's Indian Association 43 Greenways Road Chennai	3.79	- do -
462.	Women's Voluntary Service of Tamil Nadu 19 Mayor V.R. Ramanathan Road Chetpet, Chennai	3.84	- do -
463.	The Tamil Nadu Board of Continuing Education Adishesiah Bhawan No. 1 First Street, Venkatratnam Nagar Extension Adyar Chennai	2.11	- do -
464.	Christ Full Gospel Assembly 21, Annai Therasa Nagar Villivakkam Chennai	2.49	- do -
465.	Young Women's Christian Association of Madras 1086, Poonamallee High Road Chennai	2.41	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
466.	Rural Education and Development Society 52, Arkadu Village P.O. Palaiyour Cheyyur Taluk District Chengai M.G.R	2.67	Implementation of NFE Programme
<b>TRIPURA</b>			
467.	All India Council for Mass Education and Development 60, Patuatola Lane Calcutta (Project in Tripura)	1.85	- do -
468.	Bharat Gyan Vigyan Samiti Mahim Sadan (Opp. Melarmath Kalibari) 76, Harganga Basak Road Agartala	2.32	- do -
469.	Ark' Science and Social Organisation Jogendranagar Agartala	1.38	- do -
470.	Open National Service Scheme Piyari Master Bagan Chaudhuri Village, Joynagar Agartala	1.38	- do -
471.	Kalyan Ashram Old Kalibari Lane Krishnanagar Agartala	5.18	- do -
472.	Voluntary Health Association Circuit House Area Opposite to Bangladesh Visa Office P.O. Kunjaban Agartala	1.38	- do -
<b>UTTAR PRADESH</b>			
473.	Mahila Udyog Prashikshan Kendra 350-A/1, Salikganj Road Mutthi Ganj Allahabad	2.57	- do -
474.	Shri Lal Bahadur Shastri Smarak Gramodyog Pratisthan Lokmanpur G.T. Road Allahabad	1.28	- do -
475.	Lok Shikshan Grameen Utthan Evam Anusandhan Samiti 358-A, Dariyabad Allahabad	2.57	- do -
476.	Dalit Avam Shosit Samaj Kalyan Samiti 129/40-G, New Chakia Kasari Masari Allahabad	1.28	- do -





S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
477.	Shramik Vikas Seva Ashram 40/5, Labour Colony Naini Allahabad	2.55	Implementation of NFE Programme
478.	Anjuman Talimat Islamiya Karimiya 62-A, Kareli Scheme Allahabad	4.68	- do -
479.	Indira Gandhi Shiksha Samiti Village and Post Pidi Karchhana Allahabad	1.28	- do -
480.	Harijan Evam Nirbai Shiksha Vikas Samiti 161, Old Katra Allahabad	1.28	- do -
481.	Arya Kanya Vidyalaya Samiti Sirathu Allahabad	1.28	- do -
482.	Daraganj Gramodyog Vikas Sansthan 109, Tagore Town Allahabad	8.12	- do -
483.	Society for Rehabilitation and Development of Rural Workers (Shruti) Flat No.135 Plot No. 56 Amrapali Group Housing Society IP Extension, Patparganj Delhi	2.39	- do -
484.	Gramanchal Andhyogik Seva Sansthan Sultanpur Khas P.O. Mauaina Allahabad	1.38	- do -
485.	Shri Ram Saran Samark Sewa Sansthan Mohamadpur Mai Via Bisoli Badaun	2.57	- do -
486.	Purshottam Das Tandon Shishu Niketan Village Esampur P.O. Bahjoi Moradabad	2.57	- do -
487.	Srajan Uttar Pradesh Nekpur Civil Lines Near Jalnigam Office Badaun	4.97	- do -
488.	India Literacy Board Literacy House P.O. Alambagh Lucknow	15.05	- do -

S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
489.	Myana Gramodhyog Sewa Sansthan Murari Nagar, G.T. Road Khurja	10.08	Implementation of NFE Programme
490.	Rural Litigation and Entitlement Kendra P.O. Box No. 10,21 East Canal Road Dehradun	10.88	- do -
491.	Bal Kalyan Kendra Pindra, Post Deoria District Deoria	14.54	- do -
492.	Jan Kalyan Shiksha Samiti Vill & P.O. Bhathahin Khurd (Lala), Via Fazil Nagar District Deoria	20.56	- do -
493.	Samaj Kalyan Shiksha Sansthan Vill. Baliawa (Karawanahin) P.O. Nakatohan Mishra District Deoria	2.52	- do -
494.	Jatmalpur Shiksha Prasar Samiti Village Jatmalpur P.O. Piperpatee District Deoria	4.97	- do -
495.	Sri Jagdamba Bal Vidya Mandir Sultangarh Fatehpur	6.34	- do -
496.	Bal Evam Mahila Kalyan Samiti 80, Ismail Ganj Fatehpur	4.73	- do -
497.	Swami Atmdev Gopalanand Shiksha Sansthan Ugarpur, P.O. Pipergaon District Farrukhabad	3.94	- do -
498.	Ganga Rani Balika Vidyalaya Rampur Baiju Chhibramau Farrukhabad	5.15	- do -
499.	Vasudev Vidyapeeth Siksha Sansthan Garhia P.O. Kankapur District Farrukhabad	2.57	- do -
500.	Shri Babu Singh Vidyalaya Mahmudpur Khas Post Kunwarpur Banwari District Farrukhabad	1.28	- do -
501.	Shri Sant Raghavdas Tyagi Jr. High School Samiti Mahmadpur, Devaria P.O. Jahanganj District Farrukhabad	2.56	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
502.	J.P. Seva Samiti Village Firojpur, P.O. Amolar District Farrukhabad	1.28	Implementation of NFE Programme
503.	Gramin Vikas Sansthan Padri Bazar District Gorakhpur	6.52	- do -
504.	Indian Institute of Rural Development 6th Lane, Saket Colony Muzaffarnagar	1.28	- do -
505.	Champa Devi Nari Vikas Sansthan Thawai Ka Pul District Gorakhpur	5.16	- do -
506.	Sarvajanik Shikshonnayan Sansthan Vill. & P.O. Allipur District Hardoi	1.28	- do -
507.	Urmila Samaj Kalyan Samiti 163-E, Purana Boarding House Hardoi	1.28	- do -
508.	Amar Saheed Narpati Singh Smarak Samiti Madhoganj Hardoi	1.28	- do -
509.	Late Dr. Sher Singh Verma Seva Sadan Village & P.O. Sardarpur District Hardoi	6.45	- do -
510.	Trimurti Seva Sansthan 162, Chauhan Thok Hardoi	1.28	- do -
511.	Bhimrao Ambedkar Dalit Seva Gramothan Jan Kalyan Samiti 175-E, Jitendra Niwas Sandi Road Kotwali City Hardoi	1.28	- do -
512.	Adarsh Jan Kalyan Parishad Bilgram District Hardoi	4.61	- do -
513.	Ekta Career Institute 373/3 Gwalior Road Civil Lines Jhansi	1.88	- do -
514.	Jagriti Gulab Road Rae Bareli	2.76	- do -
515.	Ashutosh Sewa Sansthan Jhinhak Kanpur-Dehat	4.65	- do -
516.	Gayatri Samaj Kalyan Samiti Sarsol District Kanpur	2.49	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
517.	Sh. Charm Shramik Udhyog Sansthan 89/281, Ghurbat Villah Park, Deputy Kaparao Kanpur	1.38	Implementation of NFE Programme
518.	Lok Kalyan Sansthan 92/04, Pechbag Kanpur	1.38	- do -
519.	Shaheed Memorial Society E-1698, Rajaji Puram Lucknow	9.86	- do -
520.	Institute of Literacy Development E-1824, Rajaji Puram Lucknow	3.69	- do -
521.	Uttar Pradesh Council for Child Welfare Motimahal Lucknow	5.18	- do -
522.	Irshad Academy 606, Zaidi Nagar Meerut	6.41	- do -
523.	Samajothan Avam Shikasha Pracharni Sansthan Durveshpur, Mawana Meerut	3.76	- do -
524.	Sarv Daliya Manav Vikas Kendra Bahjoi Moradabad	6.99	- do -
525.	Adarsh Seva Samiti 326/1, Saket Colony Muzaffarnagar	4.96	- do -
526.	Nishat Shiksha Samiti 427, Astana, Nai Basti Haldwani Nainital	3.84	- do -
527.	Mahila Kalyan Sangthan 715, Indira Nagar Haldwani District Nainital	2.64	- do -
528.	Janpriya Sewa Sansthan 198, Palton Bazar Pratapgarh	14.54	- do -
529.	Karanpur Gramya Vikas Sansthan 67 Balipur, Near Karanpur Chungi Katra Road Pratapgarh	3.85	- do -
530.	Triveni Manav Udhmita Vikas Sansthan Poore Pitai Allahabad-Faizabad Road Pratapgarh	2.48	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
531.	Adarsh Shiksha Samiti A-53, Indu Vihar Avas Colony Pratapgarh	1.28	Implementation of NFE Programme
532.	Manav Uttkarsh Samiti 67, Civil Lines Katra Road District Pratapgarh	2.48	- do -
533.	Mahila Kalyan Samiti 73 Sher Mohd. Pilibhit	3.79	- do -
534.	Pithora Sanskritik Parishad "Dewan Niwas" Tildhugri Pithoragarh	1.27	- do -
535.	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road Rae Bareli	18.71	- do -
536.	Avadh Lok Sewa Ashram Jawahar Marg Chauraha Main Road, Lal Ganj Rae Bareli	4.97	- do -
537.	Sarvodaya Seva Sansthan Bara Ghoshiana Malik Mau Road Rae Bareli	7.47	- do -
538.	District Council for Child Welfare Gulab Road District Rae Bareli	4.96	- do -
539.	Jai Bhartiya Gramodyog Sansthan Swatantra Nagri Saharanpur	1.28	- do -
540.	Amethi Mahila Swachhik Seva Samiti Amethi Sultanpur	1.28	- do -
541.	Gram Vikas Sewa Sansthan Near Ram Lila Ground Jagdishpur (N.R. Nihalgarh) District Sultanpur	1.28	- do -
542.	Madhyamik Vidyalaya Purab Gaon Sareshar Sansthan Post Saesar Block Jagdishpur District Sultanpur	3.85	- do -
543.	Sarvodaya Shiksha Sadan Samiti Railway Station Road Shikohabad District Ferozabad	4.67	- do -



S.No.	Name and Address of Organisation	Amount Released (Rs in Lakhs)	Purpose for which the Grant was Released
544.	Janpad Vikas Evam Samaj Kalyan Samiti Maltibhavan Rakauli, Bahadurganj Mau	1.38	Implementation of NFE Programme
<b>WEST BENGAL</b>			
545.	Sree Ramkrishna Satyananda Ashram Vill. Jirakpur P.O. Basirhat Raiyway Station District 24 Parganas	14.74	- do -
546.	Tagore Society for Rural Development Village & P.O. Rangabelia Via Gosala 24 Parganas (South)	5.18	- do -
547.	Tagore Society for Rural Development 14, Khudiram Bose Road Calcutta	2.57	- do -
548.	Calcutta Urban Service Consortium 16 Sudder Street Calcutta	9.80	- do -
549.	Samatat Sanstha 172 Rash Behari Avenue Flat No 302 Calcutta	4.93	- do -
<b>DELHI</b>			
550.	Dr. A.V. Baliga Memorial Trust Link House, Bahadur Shah Zafar Marg New Delhi	9.36	- do -
551.	Nehru Bal Samiti E-63 South Extension Part-I New Delhi	4.91	- do -
552.	Jan Jagariti Educational Society M-186, Mangolpuri Delhi	2.45	- do -
553.	All India Konark Education and Welfare Society Q-21, Vikas Vihar, Manas Kunj Uttam Nagar New Delhi	2.49	- do -
554.	Indcare Charitable Trust 1030, Vikas Kunj Vikas Puri New Delhi	1.38	- do -



**APPENDIX V**

**Outstanding Audit Paras of the Reports of the C&AG for the Period from 1991 to 1998**

<i>Sl. No.</i>	<i>Report No. Para No.</i>	<i>Brief Subjects/Name of the Organisations</i>
1.	<u>No.11 of 1991</u> 2	University Grants Commission, New Delhi
2.	<u>No.11 of 1992</u> 8	Consultancy Work—S.P.A., New Delhi
3.	<u>No.2 of 1994</u> 3.4	Operation Blackboard
4.	<u>No.11 of 1994</u> 16	Idle Equipment—RIT, Jamshedpur
5.	<u>No.1 of 1995</u> 10.1	Improvement of Science Education in Schools
6.	<u>No.11 of 1995</u> 12	Navodaya Vidyalaya Samiti, New Delhi
7.	13	Control over assets acquired by various grantee institutions—UGC, New Delhi
8.	<u>No.2 of 1996</u> 1.1	Vocationalisation of Secondary Education
9.	<u>No. 3 of 1996</u> 14	Avoidable increase in cost of works—KVS, New Delhi
10.	15	Blocking of funds in construction works—NVS, New Delhi
11.	19	Loss of Rs 61.56 lakhs—CTSA, New Delhi
12.	21	Injudicious purchase of equipment—NEHU, Shillong
13.	23	Infructuous expenditure—NEHU, Shillong
14.	<u>No. 3 of 1997</u> 2	Restructuring and Reorganisation of Teacher Education
15.	<u>No. 4 of 1997</u> 10	Blocking of funds—KVS, New Delhi
16.	11	Irregular Payment of Leave Encashment—MNREC, Allahabad
17.	<u>No.2 of 1998</u> 9.1	Extra Expenditure on Publication of Advertisements
18.	<u>No.3 of 1998</u> 2	Total Literacy Campaign
19.	<u>No.4 of 1998</u> 10	Indira Gandhi National Open University
20.	11	Blocking of Funds on Incomplete Works—Aligarh Muslim University
21.	12	Avoidable Expenditure due to Sanction of Special Increment—IIT, Chennai
22.	13	Working of Kendriya Vidyalaya, Moscow—KVS, New Delhi
23.	14	Non-revision of Licence Fees—Visva Bharati, Shantiniketan

**Statement Showing the Status of Non-Submission of Utilisation Certificates (UCs) in Respect of Grant-in-aid Sanctioned to the NGOs/Voluntary Organisations for the Year 1994-95**

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
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**ADULT EDUCATION**

1.	Nav Bharat Mahila Trust Seva Kendra Surat	16,429	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
2.	Madhar Nala Thondu Niruvaman Tamil Nadu	21,000		
3.	Sriram Yubak Sangh Bolangir	9,429		
4.	I.I.R.W. Bombay	2,768		
5.	Tata Institute of Social Science Mumbai	1,00,000		
6.	Shri Sanskrit Parsar Samiti Jalaun	1,00,000		
7.	Kishan Adrash Shiksha Samiti Deoria	1,19,620		
8.	Alternate for India Development Chennai	52,500		
9.	Rashtra Basha Prachar Samiti Wardha	4,27,121		
10.	Punjab Backward Class Development Board Chandigarh	3,28,193		
11.	Madhurnala Thandu Niruvaman Cuddalore	35,000		
12.	Uprana Beni Madhav Jan Kalyan Samiti Raibareilly	1,57,500		
13.	Amethi Mahilla Sewa Samiti Sultanpur	15,750		
14.	B.K. Baljoshi Educational Trust Mehsana	1,98,000		
15.	Rajiv Gandhi Foundation New Delhi	8,47,500		
16.	Gautam Shikshan Sansthan Amravati	21,125		
17.	Maharashtra State Institute of Adult Education, Aurangabad	3,11,064		



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations ( as in Col. I ) without insisting for UC
18.	Jyoti Punj Society Yamunanagar	16,00,000	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
19.	Orissa State Bharat Scouts and Guide Bhubaneswar	5,00,000		
20.	Bharat Gyan Vigyan Samiti New Delhi	2,50,00,000		
21.	A.N. Sinha Institute of Social Studies Patna	1,50,000		
22.	Shri Prem Dhiman Surat	2,00,000		
23.	Education and Upliftment of Poor Madhuratnam	1,72,250		
24.	Rajiv Gandhi Foundation New Delhi	1,50,00,000		
25.	Gramswaraj Parishad Kamrup	3,78,740		
26.	Shri Ram Sharanam Samarak Badauin	2,27,000		
27.	Rama Krishna Mission 24 Parganas	37,00,000		
28.	Adarsh Sewa Samiti Muzzaffarnagar	93,651		
29.	Andhra Mahila Sabha Hyderabad	11,250		
30.	Banvasi Sewa Kendra Rohtas	2,47,000		
31.	Priyadarshani Khadi Gramodyog Allahabad	4,85,062		
32.	Samasthipur Vikas Mandal Samasthipur	1,50,000		
33.	Shishu Nari Prakasham Samiti Samasthipur	80,000		
34.	Jigyasa New Delhi	67,500		
35.	Mahila Udoyg Parshikshan Parisad Allahabad	3,48,000		
36.	Punjab Association Chennai	1,12,500		
37.	Jayanti Pathagar Jaipur	1,23,415		



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
38.	Punjab University Chandigarh	1,00,000	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
39.	Sewa Mandir Udaipur	6,29,670		
40.	B.K. Baljoshi Educational Trust Mehsana	66,000		
<b>Total</b>		<b>5,22,05,037</b>		

#### VOCATIONAL EDUCATION

1.	23/02/95 Secy. Vikas D.2/7 INDU Bhubaneswar	62,400	UC is pending for want of clarification from organisation.	No further grant released
2.	30/03/95 Chief Executive Nutan, Ranchi	91,000	-do-	

#### STRENGTHENING OF CULTURE AND VALUE IN EDUCATION

1.	Gujarat Vidyapith Ahmedabad	4,56,000	The Agency has not responded so far, despite reminders	No Further grant has been sanctioned
2.	Regional College of Education Bhubaneswar	3,50,000	The Agency was allowed to spend the grant by 1996-97	
3.	KVS, New Delhi	10,50,000 5,00,000	The Agency has not responded so far despite reminders	
4.	Bal Preet Milni 1515/2, Sector 43-B Chandigarh	2,06,000	- do -	
5.	Jain Vishwa Bharati Institute Ladnun, Rajasthan	3,10,000	Extension given for utilization of grant	

#### INTEGRATED EDUCATION FOR THE DISABLED CHILDREN (IEDC)

1.	National Association for Blind Mumbai	23,00,000		No further grant was released to the organisation
2.	Blind Relief Association Delhi	1,25,000		- do -



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
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**PROMOTION OF YOGA IN SCHOOLS**

1.	Arogaya Seva Mandal, Nanded	98,000		No further grants were released to any of the organisations
2.	Ramesh Prasad Yadav Yoga Sansthan Hazaribagh	1,60,000		
3.	Yoga Training Institute, Mungher	1,08,000		
4.	Baudh Samaj, Gopalganj	90,000		
5.	Swami Sahajanand Sansthan, Patna	1,08,000		
6.	Yoga Vidhyadham, Dhule	2,50,000		



**Statement Showing the Status of Non-Submission of Utilisation Certificates (UCs) in Respect of Grant-in-aid Sanctioned to the NGOs/Voluntary Organisations for the Year 1995-96**

<i>S.No.</i>	<i>Name of NGO/Voluntary Organisation</i>	<i>Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation</i>	<i>Reasons for not submitting the UCs</i>	<i>Reasons for allowing further grants to these NGOs/Voluntary organisations ( as in Col. I ) without insisting for UC</i>
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**ADULT EDUCATION**

1.	Alp Sankiyak Kalyan Sansthan Hajipur	80,300	Final Accounts not yet received. Being reminded	No organisation for which UCs are pending are given further grants
2.	Nishat Siksha Samiti Nainital	51,715		
3.	Mysore District Freedom Fighter Welfare Association, Mysore	1,08,512		
4.	Ashok Sansthan Gajipur	1,06,560		
5.	Ashok Sansthan Gajipur	1,61,492		
6.	Indian Federation of Working Journalist New Delhi	15,00,000		
7.	University of Kashmir Srinagar	5,00,000		
8.	Lal Bahadur Shastri National Academy of Administration, Mussorie	3,40,00,00		
9.	Jatia Chetana Bikash Mayurbhanj	8,99,340		
10.	Shivaji University Kolapur	4,00,000		
11.	Shramik Vidyapeeth Tumkur	4,00,000		
12.	Congregation of the Sisters of the Cross Tiruchirapally	17,500		
13.	Jigyasa New Delhi	22,500		
14.	Association of National Service Chenjalpattu	4,56,361		
15.	Congregation of the Sisters of the Cross Thiruchirapally	16,902		
16.	Banvasi Seva Kendra Rohtas	2,562		
17.	Nav Chetna Vikas Samiti Sitapur	38,125		

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
18.	Devi Gramodyog Sevi Sansthan Nainital	1,00,800	Final Accounts not yet received. Being reminded	No organisation for which UCs are pending are given further grants
19.	Shri Sanskrit Shiksha Prasar Samiti Jalaun	1,25,800		
20.	Srajan Uttar Pradesh Badaun	86,670		
21.	U.P. Rana Beni Madhav Jan Kalyan Samiti Rai Bareli	37,578		
22.	Lokhi Trust Varanasi	1,99,777		
23.	NIIRD Jajpur	85,775		
24.	Pt. Sri Ram Sharma Seva Sansthan Gojalganj	1,12,000		
25.	Women's Indian Association Chennai	4,23,675		
26.	Azad Deva Samiti Shamili	36,750		
27.	Institute of Social Health, Welfare and Rural Development, Faizabad	38,000		
28.	National Harijan School Ghazipur	4,865		
29.	Parvatiya Adim Jati Kamjor Warg Samiti Dehradun	23,000		
30.	Daragang Gram Vikas Allahabad	41,370		
31.	Yuva Anwah Bal Vikas Samiti Deoria	83,816		
32.	Janjagran Sansthan Bihar	9,960		
33.	Kandaswami Kendar's Trust Board Salem	5,747		
34.	U.P. Rana Beni Madha Jan Kalayansamiti U.P.	4,88,295		
35.	Punjab Association Chennai	33,750		
36.	LBS National Academy of Administration Mussorie	59,500		

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations ( as in Col. I ) without insisting for UC
37.	A.N. Sinha Institute of Social Studies Patna	20,000	Final Accounts not yet received. Being reminded	No organisation for which UCs are pending are given further grants
38.	Adarsh Seva Samiti Muzzafarnagar	77,900		
39.	I.I. Education Pune	3,84,000		
40.	Suman Technical Institute Etah	31,351		
41.	Amrit Educaitional Cultural Society Kolar	7,110		
42.	Zhilla Saks Abiyan Samity Solan	1,75,000		
43.	Azaf Sewa Samiti Shamili	69,832		
44.	Banwasi Vikas Ashram Allahabad	9,474		
45.	Sardar Social Sr. League Banda	91,840		
46.	Bengal Social Sr. League Calcutta	65,855		
47.	Jayaprakash Seva Sansthan Patna	70,290		
48.	Vivek Vihar Seva Sansthan Patna	1,00,685		
49.	G.B. Panth Social Science Institute Allahabad	1,51,525		
50.	Jamil Milia Islamia New Delhi	4,25,655		
51.	Nishat Shikasha Samiti Nainital	16,918		
52.	North Eastern Hill University Shillong	1,41,137		
53.	Adarsh Seva Samity Muzzafarnagar	42,597		
54.	Rural Litigation Dehradun	1,26,198		
55.	Seva Mandir Anantapur	2,59,000		
56.	Shivali University Kolhapur	1,75,424		



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
57.	A.N. Sinha Institute of Social Studies Patna	30,820	Final Accounts not yet received. Being reminded	No organisation for which UCs are pending are given further grants
58.	Gyan Vigyan Samiti Guwahati	58,500		
59.	Harishakti Datawya S. Seva Sansthan Patna	1,13,100		
60.	WM. Voluntary Service of Tamil Nadu Chennai	8,560		
61.	Devi Gramodyog Sevi Sansthan Nainital	50,645		
62.	Jan Kalyan Vikash Parishad Patna	88,920		
63.	Director, SRC for Adult Education Calcutta	8,03,065		
64.	U.P. Rana Beni Madhav Jan Kalyan Samiti, Rai Bareilly	1,62,765		
65.	Bal Kalyan Kendra Deoria	1,86,892		

#### LANGUAGE

1.	Maulana Abdul Kalam Azad Academy of Oriental Language and Culture Chennai	31,575	Account are not available.	No further grants has been released to this Academy
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#### VOCATIONAL EDUCATION

22/11/95	Muyal Lian Trust Sikkim	80,496	UC is pending for want of clarification	No further grant was released
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#### STRENGTHENING OF CULTURE AND VALUES IN EDUCATION

1.	Bharatiya Vidya Bhavan Chandigarh	1,04,000	The Agency has not responded so far, despite reminders	No further grant has been sanctioned.
2.	Akhil Bharatiya Megasvigia Samiti Maharashtra	1,50,000	"	"
3.	Sahid Ara-Khita Club Orissa	3,05,000	"	"



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations ( as in Col. I ) without insisting for UC
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**STRENGTHENING OF BOARDING/HOSTEL FACILITIES FOR GIRL STUDENTS  
OF SECONDARY/HIGHER SECONDARY SCHOOLS**

1.	Lal Bagh Christian Educational Samiti Lal Bagh, Lucknow Uttar Pradesh	(unspent balance as on 1.4.95) Rs. 1,90,200 Rs. 27,400 (Grant released after adjusting unspent balance).	The accounts submitted by the organisation are not in proper format. They have been asked to submit the accounts in proper format.	-do-
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**Statement Showing the Status of Non-Submission of Utilisation Certificates (UCs) in Respect of Grant-in-aid Sanctioned to the NGOs/Voluntary Organisations for the Year 1996-97**

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
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**ADULT EDUCATION**

1.	New Public School Samity Lucknow	31,030	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
2.	Daraganj Gr. Vik. Sansthan Allahabad	1,86,200		
3.	New Public School Samity Lucknow	2,33,690		
4.	Suman Technical Institute Chandl, Etah	8,712		
5.	Adarash Seva Samity Muzzafarnagar	45,275		
6.	Nishat Shiksha Samity Nainital	37,319		
7.	Nishat Shiksha Samity Haldwani	27,955		
8.	Bal Evam Mahila Gramin Vikash Sansthan Vaishali	2,78,300		
9.	Vivekanand Sansthan Faizabad	23,583		
10.	Vivekanand Sansthan Faizabad	1,06,970		
11.	Vivekanand Sansthan Faizabad	3,47,500		
12.	Shilp Udyogik Shikshan Sansthan Chapra	54,000		
13.	Azad Seva Samity Shamli	23,492		
14.	Adarash Seva Samity Muzzafarnagar	29,671		
15.	Gram Swarajya-Abhiyan Sansthan Vaishali	42,680		
16.	Society for Eud Village Action and Impririchy	1,49,549		
17.	Andhra Pradesh Open School Society Hyderabad	16,35,000		
18.	Punjab Association Lajpat Rai Dhawan Chennai	17,795		

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations ( as in Col. I ) without insisting for UC
19.	South Asian Network for Alternative Media New Delhi	21,45,420	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
20.	Women's Indian Association Chennai	2,50,636		
21.	Punjab Association Lajpat Rai Bhavan Chennai	17,651		
22.	Women's Indian Association Chennai	1,99,097		
23.	Daroga Prasad Rai Mahila Prashikshan Evam Udchakra	1,20,120		
24.	Khadi Gramodyog Niketan Jaspur	77,715		
25.	Rashtriya Grameen Krishi Vidyapeeth Chakra	66,000		
26.	Arnad Velalar Sangam Trichy	51,614		
27.	Congregation of the Sisters of the Cross Trichy	1,57,592		
28.	Congregation of the Sisters of the Cross Trichy	28,333		
29.	Alp Sankhyak Kalyan Sansthan Vaishali	25,251		
30.	New Public School Samiti Lucknow	82,480		
31.	Smt. B.K. Baljoti Education Trust Kalol	1,30,000		
32.	Gramin Samaj Kalyan Samiti Saharanpur	12,823		
33.	Vaishali Shanti Samaj Kalyan Sansthan Hajipur	13,306		
34.	Banwasi Seva Ashram Mirzapur	1,73,125		
35.	Gramin Samaj Kalyan Sanstha Muzzaffarnagar	35,406		
36.	Nirman Bharati Hajipur	46,776		
37.	Saghan Kshetra Vikas Samati Varanasi	9,641		
38.	Vaishali Samaj Kalyan Sansthan Vaishali	27,405		

S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
39.	Gram Mangal Pathagar Bolangir	1,70,722	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
40.	Sanjay Prasad Singh Gramin Ingrani Samiti Parsa	25,800		
41.	Tamil Nadu Board of Continuing Education Chennai	2,13,806		
42.	Tamil Nadu Board of Continuing Education Chennai	1,12,088		
43.	Asian Development Research Institute Patna	3,61,431		
44.	Pustakalaya Seva Sansthan Chapra	25,510		
45.	Abhiyan Banda	52,200		
46.	Asian Development Research Institute Patna	3,75,000		
47.	Centre for Media Studies New Delhi	3,96,750		
48.	Operation Research Group New Delhi	4,80,000		
49.	Youth Association for Reconstruction Dhenkanal	5,08,918		
50.	Gyan Vigyan Samiti Guwahati	26,55,000		
51.	North Eastern Hill University Centre Shillong	1,00,910		
52.	Institute of Social Health, Welfare and Rural Development, Faizabad	28,745		
53.	J&K Destitute Handicapped Welfare Association, Udhampur	8,00,000		
54.	Nishat Shiksha Samiti Haldwani	54,900		
55.	Dalit Manav Utthan Sansthan Allahabad	58,263		
56.	New Public School Samiti Lucknow	1,92,430		
57.	Azad Sewa Samiti Shamli	24,395		
58.	Devi Gramodyog Seva Santhan Nainital	40,500		



S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
59.	Rural Litigation and Entitlement Kendra Dehradun	48,500	Final Accounts not yet received. Being reminded	No organization for which UCs are pending are given further grants.
60.	Rural Litigation and Entitlement Kendra Dehradun	2,45,000		
61.	Rural Litigation and Entitlement Kendra Dehradun	1,22,500		
62.	Rural Litigation and Entitlement Kendra Dehradun	1,22,500		
63.	National Educational Minorities Society Guntur	4,00,000		
64.	New Public School Samiti Lucknow	4,00,000		
65.	South Asian Network New Delhi	21,45,420		
66.	Madhya Pradesh State Open School Samiti Bhopal	5,00,000		

#### MAHILA SAMAKHYA

1.	National Institute of Adult Education (NIAE) 10-B, I.P. Estate, New Delhi	1,00,000	The audit of accounts of the Institute for the year 1996-97 has not yet been conducted. The VA has already furnished expenditure statement and provisional U.C.	
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#### VOCATIONAL EDUCATION

26/08/96	Ramakrishna Mission Ashram, Shillong	56,000	UC is Pending for want of clarification	No further grant was released
20/11/96	All India Confederation for Blind	84,600	- do -	- do -
	Rayalseema Seema Tirupati	1,40,600	- do -	- do -
	Prem Kumar & Sons Kurukshetra	3,27,000	- do -	- do -

#### STRENGTHENING OF CULTURE AND VALUES IN EDUCATION

1.	The Forward Artistes Centre En-Camped (FACE) Imphal	1.30,000	The agency has not responded so far, despite reminders	No further grant has been sanctioned.
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S.No.	Name of NGO/Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary organisations (as in Col. I) without insisting for UC
2.	Panthoibi Natya Mandis Imphal	2,77,000	The agency has not responded so far, despite reminders	No further grant has been sanctioned.
3.	Kishore Club, Orissa	3,45,000		
4.	Animal Welfare Board of India Chennai	5,00,000		
5.	Dakshin Chand Chak Samaj Kalyan Samiti, Calcutta	1,36,000		
6.	Gayatri Vikas Mandal Gujarat	2,72,000		

**STRENGTHENING OF BOARDING/HOSTEL FACILITIES FOR GIRL STUDENTS OF SECONDARY/HIGHER SECONDARY SCHOOLS**

Jaipur Harijan Seva Samiti Jaipur	2,50,000	We have received complaint against the agency. This complaint has been referred to State Government of Orissa for investigations and the investigation report from the State Government is awaited despite reminders	-do-
Balika Vidyapith Munger, Bihar	2,50,000	We received complaint against the organisation and that complaint has been referred to the State Government for their comments	-do-

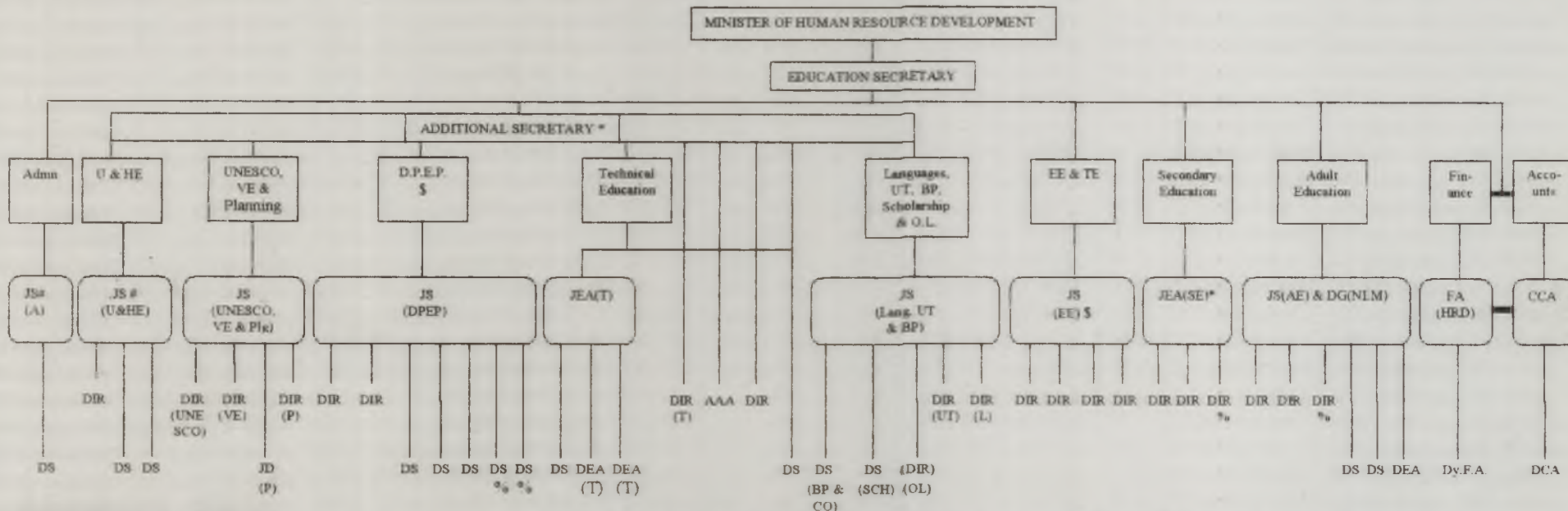
**PROMOTION OF YOGA IN SCHOOLS**

1.	Yoga Siksha Sansthan, Orai	60,000	No further grant was released
2.	Orissa Yoga Society, Puri	1,90,000	to any organisation

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational Planning and Administration  
UPEO, Sector 10, Gurgaon, Haryana  
New Delhi-122002  
DOC. No. D-10167  
30-06-99.

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

As on 20-1-1999



- University Grants Commission
- Central Universities
- Indian Institute of Advanced Studies, Shimla
- Indian Council of Soc. Science Research, Indian Council of Historical Research, Indian Council of Phil. Research
- Association of Indian Universities

- National Institute of Educational planning and Admn.

**LEGEND**

AAA - Additional Apprenticeship Adviser	L - Languages
AE - Adult Education	NLM - National Literacy Mission
BP - Book Promotion	OL - Official Language
CCA - Chief Controller of Accounts	P - Planning
CO - Copyright	SE - Secondary Education
DPEP - District Primary Education Programme	SCH - Scholarships
Dy. FA- Deputy Financial Adviser	SKT - Sanskrit
EE - Elementary Education	TE - Teacher Education
FA - Financial Adviser	T - Technical
HTU - Hindi Translation Unit	U&HE- University & Higher Education
JD - Joint Director	UT - Union Territories
	VE - Vocational Education

- 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.

- Central Hindi Directorate
- Kendriya Hindi Samsthan
- National Council for Promotion of Urdu Language
- Central Instit. of Indian Languages
- Commission for Scientific & Tech. Terminology
- Central Instn. of English & Foreign Languages
- National Book Trust
- Kendriya Vidyalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

- National Bal Bhavan
- National Council for Teacher Education

- National Council of Educational Research & Training
- Central Board of Secondary Education
- National Open School

- Directorate of Adult Education
- National Institute of Adult Education

**Notes :**

- \* : In the Bureau of SE, work relating to ET Division is routed through AS
- # : JS(U & HE) is also looking after the charge of JS (Admn.)
- % : Vacant
- \$ : In DPEP the work relating to Lok Jumbish Co-ordination with SIDA is to be routed through JS (EE)