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# Annual report

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Planning and Administration

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## Overview

The National Policies of Education in India have always underscored the Constitutional resolve to provide quality education to all. Therefore to focus on the urgency of universal elementary education and literacy a separate Department of Elementary Education and Literacy has been created. This Department along with the Department of Secondary and Higher Education have taken a large number of new initiatives. These include providing quality elementary education, coverage of children with special needs, vocationalisation, education for women's equality and special focus on the education of SCs/STs and Minorities.

## Administration

There has been emphasis and focus on use of information technology to improve the efficiency in the working of the Ministry. A new website <http://www.education.nic.in> was launched and intranet based web services (eduweb) have been developed for the use of the officers.

## Education for Women's Equality

Mahila Samakhyā (MS) programme has been designed to fulfil 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 Samakhyā 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.

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

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. One hundred and forty six districts have been identified as low female literacy districts, to be given focused attention by Centre as well as States/Union Territories for implementation of Programmes/Schemes.

## Policy, Planning and Monitoring

The NPE 1986 and its POA envisages a meaningful partnership and new sharing of responsibility between the Union Government and States. This is operationalised through several Centrally Sponsored Schemes funded by the Department and implemented by States.

## Educational Development in North Eastern Region

New initiatives for educational development of North Eastern States include bridging gaps in basic minimum services, enhancing Teachers Training facilities and preparing State specific holistic plans.

## International Cooperation

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.

## Department of Elementary Education and Literacy

### Elementary Education

The Directive Principles of State Policy as enunciated in our Constitution envisages free and compulsory education to all children upto 14 years of age. In pursuance of the goal of Universalisation of Elementary Education several schemes such as Operation Blackboard, Non Formal Education, Restructuring and Reorganisation of Teacher Education, Nutritional Support to Primary Education, District Primary Education Programme and Lok Jumbish and Shiksha Karmi Projects are currently in operation. In order to bring every child of 6-14 age to school/Education Guarantee Centre/back to school camp by 2003, the Government proposes to shortly launch the Sarva Shiksha Abhiyan in a mission mode.

National Literacy Mission has adopted the campaign model as the principal strategy for eradication of illiteracy throughout the country. The literacy campaigns are area-specific, time-bound and are delivered through voluntarism, cost-effective and outcome-oriented methods. The National Literacy Mission aims at imparting functional literacy to the 15-35 age group in order to achieve the threshold, sustainable level of 75 per cent literacy by the year 2005.

## **Department of Secondary Education and Higher Education**

### **Secondary Education**

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Various schemes have been formulated to strengthen school education with impetus being laid on Science Education, Environmental Education, Population Education, Culture and Values in Education, Computer Literacy, Education Technology and education of children with disabilities. In addition, the NCERT has been playing an important role in providing resource support in areas of educational research and training at school level. Vocationalisation of education at the senior secondary stage is also a major concern.

### **University and Higher Education**

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Being at the apex of the educational pyramid, higher education has a key role to play 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 and spiritual issues facing humanity.

### **Technical Education**

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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 strengthen the technical education system.

### **Book Promotion**

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Various measures have been taken to increase the reading habits among people and development of book publishing in the country. One important measure was organisation of book fairs including the 14th New Delhi World Book Fair.

### **Copyright and Neighbouring Rights**

**150**

In order to protect the authors and performers and 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, and others.

### **Promotion of Languages**

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Promotion and development of Hindi and other 17 languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu have received adequate attention. In fulfilling the Constitutional responsibility, the Department of Education is assisted by autonomous organisations and subordinate offices.

### **Scholarships**

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The Department of Education administers scholarships/fellowship programmes meant for Indian students for further studies/research in different universities/institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries.

### **Appendices**

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## Abbreviations

ACCU	Asia-Pacific Cultural Centre for UNESCO	CTE	College of Teacher Education
AE	Adult Education	CTV	Colour Television Set
AEC	Adult Education Centre	DAE	Directorate of Adult Education
AICTE	All India Council for Technical Education	DIET	District Institute of Educational Training
AIIS	American Institute of Indian Studies	DPEP	District Primary Education Programme
APEID	Asia-Pacific Programme for Educational Innovation for Development	DRC	District Rehabilitation Centre
ASC	Academic Staff College	DRDA	District Rural Development Agency
ASCI	Administrative Staff College of India	DRU	District Resource Unit
AVRC	Audio Visual Research Centre	DWCRA	Development of Women and Children in Rural Areas
BEP	Bihar Education Project	EAR	External Academic Relations
BITS	Birla Institute of Technology and Science	EB	Educationally Backward
BLRC	Block Level Resource Centres	ECCE	Early Childhood Care and Education
BOAT	Board of Apprenticeship Training	ECE	Early Childhood Education
BPU	Bureau for Promotion of Urdu	EEO	Education Extension Officer
BRAOU	B.R. Ambedkar Open University	EFA	Education For All
CABE	Central Advisory Board of Education	ELTI	English Language Teaching Institute
CBR	Community Based Rehabilitation	EMRC	Educational Media Research Centre
CBSE	Central Board of Secondary Education	EP	Equivalency Programme
CCRT	Centre for Cultural Resources and Training	FG	Final Grant
CCE	Continuous Comprehensive Evaluation	GER	Gross Enrolment Ratio
CDC	Curriculum Development Centre	GVE	Generic Vocational Course
CDPO	Community Development Project Officer	IAMR	Institute of Applied Manpower Research
CE	Continuing Education	IASE	Institute of Advanced Study in Education
CEO	Chief Education Officer	IBE	International Bureau of Educational and Cultural Cooperation
CEP	Cultural Exchange Programme	ICDS	Integrated Child Development Service
CHD	Central Hindi Directorate	ICHR	Indian Council of Historical Research
CIEFL	Central Institute of English and Foreign Languages	ICMR	Indian Council of Medical Research
CIET	Central Institute of Educational Technology	ICSSR	Indian Council of Social Sciences
CIIL	Central Institute of Indian languages	IEDC	Integrated Education for Disabled Children
CIVE	Central Institute of Vocational Education	IDS	Institute of Development Studies
CLASS	Computer Literacy and Studies in Schools	IETE	Institute of Electronics and Telecommunication Engineers
COBSE	Council of Boards of Secondary Education	IGNOU	Indira Gandhi National Open University
COSIST	Scheme of Strengthening of Infrastructural Facilities in Science and Technology	IGP	Income Generating Programme
		IIM	Indian Institute of Management
		IIT	Indian Institute of Technology
		ILO	International Labour Organisation

## APPENDIX V

### List of Outstanding Audit Paras of the Reports of the C&AG for the Period from 1991 to 1998

S. No.	Report No. Para No.	Brief Subjects / Name of the Organisations
1.	No. 11 of 1991 / 2	University Grants Commission, New Delhi
2.	No. 11 of 1992 / 8	Consultancy Work – SPA, New Delhi
3.	No. 11 of 1994 / 16	Idle equipment – RIT Jamshedpur
4.	No. 1 of 1995 / 10.1	Improvement of Science Education in Schools
5.	No. 11 of 1995/13	Control over assets acquired by various grantee institutions – UGC, New Delhi
6.	No. 2 of 1996 / 1.1	Vocationalisation of Secondary Education
7.	No. 3 of 1996 / 15	Blocking of funds in construction works – NVS New Delhi
8.	23	Infertuous expenditure – NEHU, Shillong
9.	No. 3 of 197 / 2	Restructuring & Reorganisation of Teacher Education
10.	No. 4 of 1997 / 10	Blocking of funds – KVS, New Delhi
11.	11	Irregular payment of leave encashment – MNREC, Allahabad
12.	No. 3 of 1998 / 2	Total Literacy Campaign
13.	No. 4 of 1998 / 10	Indira Gandhi National Open University, New Delhi
14.	11	Blocking of funds of incomplete works – AMU, Aligarh
15.	14	Non-revision of licence fees – Visva Bharati, Shanti Niketan.

## APPENDIX VI

### List of Autonomous Organisations/Subordinate Offices and Public Sector Undertakings (as on 22.11.1999)

#### I. University & Higher Education

1. University of Delhi, New Delhi.
2. Jawaharlal Nehru University, New Delhi.
3. Aligarh Muslim University, Aligarh.
4. Banaras Hindu University, Varanasi.
5. Pondicherry University, Pondicherry.
6. University of Hyderabad, Hyderabad.
7. North Eastern Hill University, Shillong.
8. Indira Gandhi National Open University (IGNOU), New Delhi.
9. Assam University, Silchar.
10. Tezpur University, Tezpur.
11. Visva Bharati, Shanti Niketan.
12. Nagaland University, Kohima.
13. Jamia Millia Islamia, New Dehi.
14. The Babasaheb Bhimrao Ambedkar University, Lucknow.
15. Maulana Azad National Urdu University, Hyderabad.
16. Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.
17. University Grants Commission, New Delhi.
18. Indian Institute of Advanced Study, Shimla (HP).
19. Indian Council of Social Science Research (ICSSR), New Delhi.
20. Indian Council of Philosophical Research(ICPR), New Delhi.
21. Indian Council of Historical Research (ICHR), New Delhi.
22. National Council of Rural Institutes, Hyderabad.

#### II. Technical Education

23. Indian Institute of Technology (IIT), New Delhi.
24. Indian Institute of Technology (IIT), Kanpur.
25. Indian Institute of Technology (IIT), Bombay.
26. Indian Institute of Technology (IIT),Kharagpur.
27. Indian Institute of Technology (IIT), Chennai.
28. Indian Institute of Technology (IIT), Guwahati.
29. Indian Institute of Management, Ahmedabad.
30. Indian Institute of Management, Bangalore.
31. Indian Institute of Management, Calcutta.
32. Indian Institute of Management, Calicut, Kerala.
33. Indian Institute of Management, Indore, Madhya Pradesh.
34. Indian Institute of Management, Lucknow.
35. Indian Institute of Science, Bangalore.
36. Regional Engineering College, Calicut.
37. S.V. Regional College of Engineering and Technology, Surat, Gujarat.



INC	Indian National Commission for Co-operation with UNESCO	POA	Programme of Action
ITI	Industrial Training Institute	R & D	Research and Development
JCVE	Joint Council of Vocational Education	REC	Regional Engineering College
JRF	Junior Research Fellowship	RFLP	Rural Functional Literacy Project
JRY	Jawahar Rozgar Yojana	RIE	Regional Institute of Education
JSN	Jana Shikshan Nilayam	RPF	Revised Policy Formulations
KHS	Kendriya Hindi Sansthan	RRC	Regional Resource Centre
KHISM	Kendriya Hindi Shikshan Mandal	RSKB	Rajasthan Shiksha Karmi Board
KOU	Kota Open University	SAP	Special Assistance Programme
LJP	Lok Jumbish Project	SCERT	State Council of Educational Research and Training
MHRD	Ministry of Human Resource Development	SCHE	State Council of Higher Education
MIL	Modern Indian Languages	SCVE	State Council of Vocational Education
MIS	Management Information System	SDAE	State Directorate of Adult Education
MLL	Minimum Level of Learning	SH	Speech Handicap
MOU	Memorandum of Understanding	SICI	Shastri Indo-Canadian Institute
MS	Mahila Samakhya	SIET	State Institute of Educational Technology
MSK	Mahila Shikshan Kendra	SIDA	Swedish International Development Agency
NIAB	National Accreditation Board	SKP	Shiksha Karmi Project
NBB	National Bal Bhawan	SLMA	State Literacy Mission Authority
NCAER	National Council of Applied Economic Research	SOPT	Special Orientation Programme for Primary Teacher
NCC	National Cadet Corps	SRC	State Resource Centre
NCERT	National Council of Educational Research and Training	STEI	Secondary Teacher Education Institute
NCHE	National Council of Higher Education	TC	Teachers Centre
NCPUL	National Council for Promotion of Urdu Language	TLC	Total Literacy Campaign
NCPSL	National Council for Promotion of Sindhi Language	TTTIs	Technical Teacher Training Institutes
NCRI	National Council of Rural Institutes	UEE	Universalisation of Elementary Education
NCTE	National Council for Teacher Education	UGC	University Grants Commission
NIFE	Non-Formal Education	UNDP	United Nations Development Programme
NGO	Non-Governmental Organisation	UNESCO	United National Educational, Scientific and Cultural Organisation
NIEPA	National Institute of Educational Planning and Administration	UNFPA	United Nations Population Fund
NLM	National Literacy Mission	UNICEF	United Nations Children's Fund
NLMA	National Literacy Mission Authority	USEFI	United States Educational Foundation in India
NOS	National Open School	UT	Union Territory
NPE	National Policy on Education	VEC	Village Education Committee
OB	Operation Blackboard	VH	Visual Handicap
PMOST	Programme of Mass Orientation of School Teachers	VRC	Vocational Rehabilitation Centre
		ZSS	Ziila Saksharta Samiti



## overview

The National Policies of Education in India have always underscored the Constitutional resolve to provide quality education to all. Therefore to focus on the urgency of universal elementary education and literacy, a separate Department of Elementary Education and Literacy has been created. This Department along with the Department of Secondary and Higher Education have taken a large number of new initiatives. These include providing quality elementary education, coverage of children with special needs, vocationalisation, education for women's equality and special focus on the education of SCs/STs and Minorities.

## Introduction

The National Policies of Education in India have always underscored the Constitutional resolve to provide quality education to all. Being a concurrent subject, partnerships between the Central and the State governments have been the basis for implementing a large number of centrally sponsored initiatives. In order to focus on the urgency of universal elementary education and literacy, a separate Department of Elementary Education and Literacy has been created recently. The Department of Elementary Education and Literacy and the Department of Secondary and Higher Education have been taking a large number of new initiatives in order to meet the needs of human resource development in a rapidly changing world. While doing so, promotion of excellence and equity in education has been the major concern.

## Elementary Education

Provision of universal elementary education has been a salient feature of our national policy. The Hon'ble Supreme Court, in its order in the Unnikrishnan case (1993), has declared education of children up to the age of 14 years to be a Fundamental Right. Significant strides in this direction have been made over the last five decades. Recent household-surveys confirm that nearly 70 per cent of the 6-14 age group children are attending schools. In order to take care of children who do not go to schools and improve the quality of instruction for those in school, the Department of Elementary Education and Literacy has been making concerted efforts during the period under report. Some of the major initiatives are:

- Recruitment of teachers and provision of teaching learning material under the scheme of Operation Blackboard ;
- Construction of school buildings from funds of the Rural Development Ministry



The Prime Minister, Shri A.B. Vajpayee lighting the lamp for the inauguration of the World Book Fair, 2000. Dr. M.M. Joshi, Minister of Human Resource Development, looks on

and under the District Primary Education Programme (DPEP) ;

- A holistic decentralised planning based implementation of DPEP for access, retention and quality in primary education in 219 districts of the country ;
- Provision of food grains under the National Programme for Nutritional Support for Primary Education ;
- State-specific initiatives like Lok Jumbish and Shiksha Karmi in Rajasthan and ;
- Experimental and innovative projects in the non-formal education sector.

The year under report has also seen a large number of state-specific initiatives. For instance, Andhra Pradesh has adopted an innovative elected school management committee approach for improving community ownership of schools. Madhya Pradesh and Uttar Pradesh have decentralised management of education to Panchayati Raj Institutions and urban local bodies. Vacancies of teachers have been filled up on a large scale in Karnataka, Gujarat, Uttar Pradesh, Madhya Pradesh, Andhra Pradesh. States like West Bengal have drawn up plans for universal elementary education. Bihar has launched an attendance scholarship scheme for children from families

*The District Primary Education Programme (DPEP) has emerged as a major programme to revitalise the primary education system and to achieve universal primary education.*

below the poverty line. All such efforts reflect the recent interest across educationally backward States to provide quality elementary education to all children up to 14 years of age.

The Government has reviewed the existing elementary education schemes to provide for flexibility of approach and for implementation of universal elementary education in a mission mode. Based on the recommendations of the report of the Committee of Education Ministers, all efforts to implement a holistic and convergent approach like Sarva Shiksha Abhiyan (education for all) is currently under way. Such an approach will provide for effective decentralised planning and community ownership of initiatives in the elementary education sector. It will also be an opportunity for implementing cost-effective strategies for universalisation. The revision of teacher education scheme envisages a move towards a convergent and flexible approach that allows for autonomy in decision-making based on the local context. The quest for quality and excellence is reflected in the changes that are being incorporated.



Shri Jaysingrao Gaikwad Patil, (in the centre) Minister of State, Human Resource Development, after inaugurating the National Sports Competition of Kendriya Vidyalaya Sanghathan

The District Primary Education Programme (DPEP) has emerged as a major programme to revitalise the primary education system and to achieve universal primary education. The DPEP is a holistic approach which aims to achieve the national objectives of universal access, retention and achievement of minimum levels of educational attainment, with a focus on girls and children belonging to socially deprived and economically backward sections of society. The programme was initially launched in 42 districts of seven States and has been extended over the years and now covers 219 districts in 15 States. Further extension of the programme in eight districts of Orissa, six districts of Gujarat and nine districts of Rajasthan is in the pipeline.

A concurrent evaluation system as well as monitoring of learner's activity, access and retention has been set up to assess the impact of programme implementation. The Phase-I of the programme, which was launched in November 1994 in 42 districts in 7 States, was subjected to an in-depth Review during September-October 1997. The 10th Joint Review Mission concluded on 1 December, 1999, also conducted the 2nd In-depth review of Phase-II expansion districts and DPEP-II States. The reviews and various evaluation studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/drop-outs with increased community involvement, improvements in classroom processes, etc.

The Sarva Shiksha Abhiyan is proposed to be launched to ensure that every child in the 6-14 age group is either in a school, Education Guarantee Centre, or a 'Back to School camp' by 2003. It has also been decided to ensure five years of primary schooling for every child in India by 2007 and eight years of elementary schooling

by 2010. In order to improve the quality of learning, curricular framework has been reviewed to make it more relevant to life and promote competency based learning. Work education, value education and activity-based learning is being facilitated in the process of the curricular review. Community ownership and effective monitoring by the elected Panchayati Raj and urban local body representatives is being attempted in the Sarva Shiksha Abhiyan.

Recent initiatives have also begun for deprived children in urban areas. Such an initiative is already underway in Mumbai and shortly other such urban projects are likely to start in Calcutta, Delhi, Bangalore, Ahmedabad, Hyderabad, etc. The education of girls has been a priority and efforts to facilitate learning opportunities for them are being made. The 148 districts with low female literacy among the SC/ST are being targeted as a priority under the proposed Sarva Shiksha Abhiyan.

### Adult Education

The goal of the National Literacy Mission (NLM), which was set up in 1988 is to attain a functional literacy level of 75 per cent by imparting functional literacy to non-literates in the 15-35 age group. The NLM has been reinvigorated and revamped with a mission mode approach. As per the NSSO survey, the literacy rates have jumped from 52 per cent in 1991 to 62 per cent in 1997. This has to be seen against the backdrop of an average decadal growth of only 8.5 per cent between 1951 and 1991. The NLM has won the UNESCO's prestigious NOMA literacy award for this year.

The Total Literacy Campaign (TLC) is the principle strategy of the National Literacy Mission for imparting functional literacy. In addition, children in 9-14 age group are also covered wherever the scheme of non-formal education is not in



President Shri K.R. Narayanan conferring the UNESCO-NOMA award to Shri Bhaskar Chatterjee, Director-General, National Literacy Mission. Dr. Murli Manohar Joshi, Minister of Human Resource Development, looks on

operation. Literacy Campaigns are funded by both the Centre and State and are implemented by the Zila Saksharata Samitis (ZSSs) headed by District Collectors. At present, 157 districts are under TLC. At the end of a TLC, Post Literacy Programme (PLP) to impart skills for a period of one year is implemented. At present, 220 districts are under PLP. The scheme of continuing education launched by the Government in 1995 provides a fresh opportunity to TL/PL programmes in terms of extension of literacy and primary education to promote human resource development. The main thrust of the scheme is to set up Continuing Education Centres (CECs) which serve as libraries and learning & information centres, etc.

The NLM has decided to rejuvenate the State Literacy Mission Authorities (SLMAs) by providing seed money for environment building activities and training. A scheme of assistance to voluntary agencies has been started to intensify the implementation of adult education. During the Eighth Five Year Plan they worked for eradication of illiteracy in districts where ZSS had not taken up TLCs.

*In tune with national policy, the National Council for Educational Research and Training (NCERT) has initiated a renewal of the curriculum framework and the Central Board of Secondary Education (CBSE) has introduced a system of comprehensive evaluation in its schools over the years.*

The scheme of Rural Functional Literacy Project (RFLP) emerged in 1978 as a result of the merger of functional literacy project and non-formal education programme for youth. Starting with 205 projects, there were as many as 513 RFLPs sanctioned to different States and Union Territories.

Jan Shiksha Sansthan are set up mostly by the NGOs as adult education centres to offer technical and vocational skills. It is to the credit of these Sansthans that more than 5 lakh beneficiaries, of which 65 per cent were women, were trained for various vocational trades and activities in 1997-98 alone. In the Ninth Five Year Plan period, the Jan Shikshan Sansthans will expand their outreach to rural areas also. They will also become the district resource centres for vocational training programme. Special emphasis has been laid on monitoring and evaluation of the adult literacy programme.

The following special initiatives have been taken for the effective implementation of literacy programmes: (i) rigorous system of monitoring of literacy campaigns; (ii) transparent and major effective evaluation; (iii) sensitising Panchayati Raj representatives to ensure mass participation in literacy programmes; and (iv) decentralisation of financial and administrative powers to SLMAs.

Recent surveys indicate an improvement in the pace of literacy. The NLM and its Total Literacy Campaigns have succeeded in mobilising communities for education. The programmes of the NLM have been restructured in order to provide a life long opportunity to non-literates and to create a learning society. The establishment

of rural libraries is at the centre of the revised scheme for literacy and continuing education. Such libraries are likely to emerge as a community owned initiative for a learning society.

## **Secondary Education**

In tune with national policy, the National Council for Educational Research and Training (NCERT) has initiated a renewal of the curriculum framework and the Central Board of Secondary Education (CBSE) has introduced a system of comprehensive evaluation in its schools over the years. The NCERT's new curriculum design focuses on the objectives of skill building, acquisition of competencies and understanding of the issues relevant to the needs of a child. The school-based evaluation by the CBSE has tried to capture the overall non-cognitive development of a child so far ignored by the school evaluation process by adopting a grade system for each subject at the Class X stage.

The Justice Verma Committee constituted by the Government highlighted the need for inculcating fundamental duties among students as enshrined in our Constitution as a curriculum concern. IT in schools was another curriculum area addressed by the Government with the introduction of new curriculum based on IT. The centrally sponsored scheme of CLASS is getting redesigned. Given the fact that less than two per cent of children with disabilities out of a total of over 16 million have joined the school system, programmes for attitudinal changes, capacity building among teachers and training institutions to educate these children in inclusive school settings were taken up.

The central school systems, such as the Kendriya Vidyalaya Sangathan (KVS) and the Navodaya Vidyalaya Samitis (NVS) continued with educational reforms. It is hoped that this would make the NVS further attractive for bright

students. The KVS strengthened community involvement in their schools by restructuring the management committee and by the introduction of competition based teacher recruitment procedures. The National Open School (NOS) entered into the elementary education sector in a significant way, particularly for children who are not reached by the regular school system, such as, working children, children with disabilities and children from other marginalised groups.

Due attention has been paid to vocational education to meet the learning needs of school drop-outs as well as regular students who wish to adopt the vocational system. Schemes for promotion of computer literacy in schools are also being revised to provide for computer literacy in at least 10,000 secondary schools of the country. The KVS and NVS have resolved to provide computer literacy in all their schools.

Schemes for modernisation of madrsas and area intensive schemes for minorities have been a priority and are being regularly monitored. Effort is being made to have a focussed and convergent approach for implementing all the programmes for minorities in the 331 blocks having significant minority population.

### **University and Higher Education**

A number of initiatives were taken to improve access and quality in higher education. In order that higher education institutions should become centres of excellence, it was decided that accreditation procedures should become obligatory for all universities. The National Assessment and Accreditation Council would be suitably geared for this purpose along with other organisations to achieve this objective. Greater encouragement would be given to setting up of more autonomous colleges so as to promote innovation and flexibility in the curricula of

higher education. Curriculum revision would go in tandem with existing vocational courses introduced at the first degree level.

The Government significantly stepped up its financial support to the higher education sector both by way of plan and non plan allocations. The overall allocation for the Ninth Plan has been increased to Rs. 2000 crore from Rs. 800 crore in the Eighth Plan. Non-plan allocations have been revised to Rs. 975 crore as against a budgetary allocation of Rs. 640 crore at the budget estimates stage in 1999-2000 for the University Grants Commission. In order to make the higher education sector financially more viable, initiatives have been taken to revise the fee structure of Universities.

While all efforts are being made in the formal education sector to increase access, the open university system with the Indira Gandhi National Open University (IGNOU) at its apex, has dramatically improved access through its network of regional and study centres. Over the last three years, enrolment in the IGNOU has increased by over 80 per cent. It would now be the endeavour of IGNOU to register its presence in the 148 districts which are characterised by very low levels of female literacy. The outreach of the open university system will be further enlarged and enriched by the setting up of the educational TV and radio channels called Gyan Darshan and Gyan Vani, respectively.

In order to promote the participation of the private sector in tertiary education, suitable amendments are being made in the guidelines so as to make it possible to grant deemed university status to quality institutions on a fast track basis. This would

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*The Government significantly stepped up its financial support to the higher education sector both by way of plan and non plan allocations.*

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significantly augment resources to the higher education sector as well as promote quality. Efforts are also being made to systematically promote Indian education abroad and regulate foreign educational institutions operating in India.

Apex level research coordination institutions such as the ICSSR, ICPR, ICHR continued their activities in their respective fields. The IIAS continued to focus on areas of advanced studies on an interdisciplinary format. The NCRI was reconstituted so that there could be greater vigour in the area of basic education in the Gandhian mould. The American Institute of Indian Studies, United States Educational Foundation in India and the Shastri Indo-Canadian Institute continued to promote bilateral educational relations. In the distance education sector, linkages with the Commonwealth of Learning were maintained and strengthened.

### **Technical Education**

The technical education system has played a significant role in the economic and technological development of India by producing high quality manpower. The basic thrust of the schemes and programmes has thus been on overall quality improvement. Strong linkages between technical institutions and industry were developed particularly through the technology development missions between IITs, IISc., Bangalore and industries. The institutions could generate adequate resources under the block grant funding scheme and progress successfully towards achieving self sufficiency in due course. The RECs covered under the UK-REC Project also gave an exemplary performance under the scheme of Centres of Excellence. The Review Committee Report on RECs was submitted to the Government. Centrally funded institutions were able to work towards holistic development through direct central assistance schemes like modernisation and removal of obsolescence,

thrust area development and research and development. While polytechnics in 17 States and Union Territories brought in integrated development under the World Bank aided project, 25 polytechnics in Karnataka, Tamil Nadu and Kerala made significant impact through HRD based activities under the Canada-India Institutional Cooperation Project.

### **Book Promotion**

The book promotion activities of the Department were carried out mostly through the National Book Trust, India. The Trust organised number of book fairs and exhibitions to inculcate reading habits among people, celebrated the 'World Book and Copyright Day' on 23 April, 1999 and organised a 'National Book Week' besides publishing books in English, Hindi and 11 other Indian languages.

### **Copyright**

The most important development concerning copyright during the year under report was the amendment to the Copyright Act, 1957, for extending the term of protection for performers rights from 25 years to 50 years. With this amendment the Copyright Act has become fully compatible with the Agreement on Trade Related Aspects Intellectual Property Rights (TRIPS), 1994. The International Copyright Order 1999, extending copyright to works produced in other World Trade Organisation countries was also issued. During the year, 2,786 works were registered with the copyright office. There has been a general improvement in the enforcement of the copyright law. India actively participated in the activities of the World Intellectual Property Organisation (WIPO) and hosted regional symposia and meetings for Asian and Pacific countries.

### **Languages**

Programmes have been formulated and implemented for the promotion of Hindi (as a link



language) and other modern Indian languages, besides giving equal attention to Sanskrit, Arabic, Persian, Sindhi, Urdu, English and other foreign languages, both spoken and written.

The Department of Secondary and Higher Education continued to appoint and train Hindi teachers in non-Hindi speaking States and Union Territories. The Central Hindi Directorate continued to work on bilingual, trilingual and multilingual dictionaries. More than four lakh people have been trained for teaching Hindi through correspondence courses of the Directorate. The Central Institute of Indian Languages, Mysore, played an effective role in the training of teachers in modern Indian languages, apart from conducting research in the areas of language analysis, language pedagogy, and technology. In order to improve the standards of teaching and learning of English, the Government of India continued its programmes of financial assistance to Regional Institutes of English and English Language Teaching Institutes in different States.

Two national councils for promotion of Urdu and Sindhi languages have been set up as autonomous bodies. A centrally sponsored scheme of financial assistance to States and Union Territories for appointment of modern Indian language teachers (other than Hindi) in Hindi speaking areas was launched in 1993-94 during the Eighth Plan period and is being reviewed in the Ninth Five Year Plan due to poor response.

#### Development of Sanskrit and other Classical Languages

The Government of India has formulated various schemes for the development of Sanskrit education and other classical languages in pursuance of the NPE (1986) and as per the Eighth Schedule of the Constitution. These

schemes are being implemented through the following agencies :

#### Sanskrit

- (i) Rashtriya Sanskrit Sansthan an autonomous organisation under the Ministry of HRD, is an apex body for the propagation and development of Sanskrit learning in the country through Kendriya Sanskrit Vidyapeethas upto doctorate level. The Sansthan provides financial assistance to voluntary organisations engaged in propagation, development and promotion of Sanskrit. A budget estimate of Rs. 900 lakh has been provided for 1999-2000 under plan and Rs. 551 lakh under non-plan expenditure.
- (ii) Schemes for development of Sanskrit are being operated through State Governments since 1962 and financial grants are provided by the Government of India on 100 per cent basis. An amount of Rs. 10 crore has been provided for the year 1999-2000 for all the sub-schemes under the 'Development of Sanskrit Education'.
- (iii) Two deemed Sanskrit Universities viz., Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati, provide various courses such as, D.Lit. and Ph.D. in Sanskrit.
- (iv) Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain, was set up in August 1987, for undertaking various activities including support to traditional vedic institutions and scholars, through scholarships and promotion of vedic studies and research. An amount of Rs. 400 lakh was allocated for this organisation during 1999-2000.

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*The Government of India has decided to celebrate the year 1999-2000 as the year of Sanskrit. A provision of Rs. 5 crore has been made for this purpose.*

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- (v) The Government of India has decided to celebrate the year 1999–2000 as the year of Sanskrit. A provision of Rs. 5 crore has been made for this purpose.

### Other Classical Languages

The main objective of the scheme 'modernisation of madrasa education' is introduction of science, mathematics, social studies, Hindi and English in the curriculum of traditional institutions like madrasas and makhtabs. Financial assistance is provided to the extent of 100 per cent for appointment of qualified teachers. An amount of Rs. 10 crore has been provided in the budget for 1999–2000.

### Scholarship

The schemes of 'scholarships to students from non-Hindi speaking states for post-matric studies in Hindi', national scholarship scheme for post-matric studies and the 'scheme of scholarship at the secondary stage for talented children from rural areas' are being implemented through the State and Union Territory administrations.

Scholarships and fellowships are also offered by foreign countries under cultural exchange programmes for higher studies. During the year 1998–99, nominations of scholars were sent to the Governments of China, Japan, Germany, Mexico, France, Italy, Israel, Ireland, Belgium, Czech, Netherlands, Norway, Poland, U K, Canada and New Zealand.

### Policy Norms, Planning and Monitoring

Educational planning is geared to realise the objectives contained in the National Policy on Education 1986 and its Programme of Action 1992. Several new initiatives are on the anvil at the central level; several State Governments have gone ahead with the implementation of State specific innovative initiatives. The

National Institute of Educational Planning & Administration (NIEPA) imparts quality training to educational planners, administrators and other personnel from both home and abroad in addition to its role of dissemination of information. Financial assistance is provided to eligible institutions for conducting studies, seminars, workshops, etc., on issues relevant to the implementation of education policy.

Collection and updating of educational statistics and other allied information received prime attention during the year. The educational development of the North-Eastern Region of the country received priority attention resulting in the constitution of a non-lapsable central pool of resources for its educational development. The Indian National Commission for Cooperation with UNESCO continued to play an active role in promoting its ideas and objectives. During the year, India contributed to the activities of UNESCO and participated in the biennial General Conference held in Paris in November 1999.

### Monitoring

An effective monitoring system is a necessity for the successful implementation of education programmes. With this in view, the Department has recently designed a system where Area Officers for each of the States and Union Territories will serve as conduits for their educational needs. Regular visits by high level teams from the Department to educationally backward States are also being undertaken every month. Review meetings of Education Secretaries of North-Eastern States are also a regular feature. The progress in decentralising management of education to Panchayati Raj Institutions and urban local bodies is also being regularly monitored.

A separate 'malpractices prevention cell' has been constituted in the Department and its

autonomous organisations to ensure that students are not cheated by misleading advertisements. Similarly, a pension cell has been constituted to ensure that every retired employee receives his/her benefits on time.

A permanent committee under the Additional Secretary has been constituted for recommending proposals from North-Eastern States for funding from non-lapsable pool for the North-East. Efforts are being made to devise schemes for the North-Eastern States based on state specific education development plans. Ten per cent of the Department's resources will be available under a separate budget head only for proposals from the North-Eastern States.

In order to improve the quality of NGOs participating in the programmes of education, efforts are being made to undertake performance ratings of NGOs with the assistance of external agencies. A regular system of a reviewing expenditure has also been evolved and this has considerably improved the pace of expenditure.

### **Mobilising Resources for Quality Education**

The Department will continue to press for the allocation of at least six per cent GDP of public investment for education. This could be

achieved incrementally by effecting a 0.5 per cent rise each year to reach six per cent by 2005. Efforts are also being made to mobilise resources from Indian citizens and non-resident Indians to set up a Bharat/Rajya/Zila/School Shiksha Kosh to supplement the efforts of the Government in promoting education. In recent years, alumni of Indian institutions have been making significant contributions to their alma mater. The tradition of donating for educational institutions is a very old one and it is possible to systematise it. By allowing for contributions to be received at various levels and by giving a clear picture as to what the resources will be utilised for, it is possible to attract a large number of Indians to contribute towards educational excellence. Such partnerships will also improve monitoring.

It is proposed to facilitate the participation of the non-governmental sector in education within the framework of a national system of education. For doing so, road-blocks to investments in education from the non-governmental sector should be removed and appropriate changes made in laws and statutes. It has been proposed that non-governmental institutions should admit students on means-cum-merit basis and they should be funded through cross subsidy and differential rates of fees.



# administration

There has been emphasis and focus on use of information technology to improve the efficiency in the working of the Ministry. A new website <http://www.education.nic.in> was launched and intranet based web services (eduweb) have been developed for the use of the officers.

## Organisational Structure

The Department of Education has been one of the four constituent units of the Ministry of Human Resource Development. The Ministry was reorganised in October 1999, placing the Departments of Culture and Youth Affairs & Sports under a separate Ministry. In order to give thrust to the activities relating to elementary education and literacy, the erstwhile Department of Education has also been reorganised, creating a separate Department of Elementary Education and Literacy. The remaining activities of the Department of Education are to be handled in the redesignated Department of Secondary Education and Higher Education. In the matters relating to these two Departments, the Minister for Human Resource Development is assisted by a Minister of State. Each Department is headed by a Secretary to the Government of India. Presently, Secretary, Department of Secondary and Higher Education is also in charge of the Department of Elementary Education and Literacy. He is assisted by a Special Secretary and 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 or Joint Educational Advisor, an officer of equivalent rank.

## Subordinate Offices/Autonomous Organisations

The Department has four subordinate offices and several autonomous organisations including Central Universities, Institutes of Technology and other institutions of higher learning and research.

The subordinate offices are:

- The Directorate of Adult Education (DAE), New Delhi;
- The Central Hindi Directorate (CHD), New Delhi;

- The Commission for Scientific and Technical Terminology (CSTT), New Delhi; and
- 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; and
- The National Institute of Educational Planning and Administration (NIEPA), New Delhi, a national level resource institution, specialising in educational planning and administration.

The names of organisations/institutions in various sectors of education under the Ministry are given in the Annexure.

## Functions of the Department

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

*An official language implementation committee has been set-up under the chairmanship of the Joint Secretary (language) for implementation of the official language policy of the Union Government. The committee considers the problems faced in the acceleration of the use of Hindi in the Department and suggests measures to solve the same.*

The Union Government has a 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 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 system.

The Department has been closely interacting with the States and Union Territories to fulfil the role assigned 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**

An official language implementation committee has been set-up under the chairmanship of the Joint Secretary (language) for implementation of the official language policy of the Union Government. The committee 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 the progress made in the use of Hindi in subordinate offices and autonomous bodies under this Department. All notifications, resolutions, general orders, circulars, advertisements, etc., are issued bilingually. All name-plates, notices, 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 of the staff possesses working knowledge of Hindi, the Department has been notified under rule 10(4) by the Department of Official Languages. This Department has notified 32 offices, under its control, under rule 10(4). A number of sections in the Department where more than 80 per cent of the staff possesses working knowledge of Hindi, have been specified under rule 8(4) to use Hindi in their official work. Staff members who do not have working knowledge of Hindi are being deputed for training in Hindi. Similarly, the employees who require and do not possess knowledge of Hindi typing and stenography are being imparted training.

All efforts are being made in the Department of Education to promote the use of Hindi in official work. The Department of Secondary Education & Higher Education, Department of Elementary Education and Literacy, its subordinate offices and autonomous bodies are celebrating the year, from 14 September, 1999 to 14 September, 2000, as official language golden jubilee year. In the month of September 1999 a Hindi Pakhwara was held and a number of competitions were organised during the period. The winners placed at first, second and third positions were given awards in these competitions. In addition, a number of employees were given consolation prizes. An appeal was issued from the offices of the Minister and the Secretary in the Department of Education urging all officers and staff to accelerate the use of Hindi in their official work. As in the last year, the first sub-committee in the Committee of Parliament on Official Languages conducted inspections of a number of offices in the Department to acquaint itself

with the progress made in the use of Hindi. The required follow-up action was also taken.

### Vigilance Activities

The vigilance set-up of the Department is under the over-all supervision of the secretary who is assisted by a Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri Sumit Bose, Joint Secretary has been functioning as Chief Vigilance Officer in the Department of SE & HE and also Department of Elementary Education & Literacy.

During the period under report, sustained efforts were continued to tone up the administration and to maintain the discipline amongst the staff, both at the head-quarters and in the subordinate offices. Disciplinary proceedings against officials were concluded and appropriate orders were passed in six cases. Enquiry reports in two cases are under examination for submission to disciplinary authority. Disciplinary proceedings against five officials, including one gazetted officer, are still in progress. Two officials have been placed under suspension and disciplinary proceedings have been initiated against them.

From amongst the 58 (excluding 15 newly set-up) autonomous organisations, including one public sector undertaking under the administrative control of this department, 53 have so far accepted the advisory jurisdiction of the Central Vigilance Commission. Of them, 27 organisations have appointed Chief Vigilance Officers with the prior approval of the Central Vigilance Commission. Efforts are afoot to appoint CVOs in the remaining organisations. During the year, CVC issued several instructions like stipulating model time limit for completion of departmental inquiries, measures for strengthening vigilance set up and anti-corruption activities, filing anonymous and

pseudonymous complaints without any action thereon, etc. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned, for compliance. During the year, a list of 53 retired officers was compiled so that investigations and departmental inquiries could be entrusted to them for speedy completion. The CVC also circulated a panel of retired officers whose services could be utilised, on pre-set terms and conditions, for conducting Departmental enquiries.

A specific grievance redressal machinery also functions under a Joint Secretary nominated as the Director of Grievances in the Department. He also functions as Staff Grievance Officers (SGO). The Director of Grievances is accessible to the staff as well as the members of public to listen to their problems. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances, 40 autonomous organisations under the Department of Education have created their public grievance redressal machinery and have also designated officers as Director of Grievances. Fourteen organisations have, however, been exempted from the purview of this mechanism with the approval of the Department of Administrative Reforms and Public Grievances. Kendriya Vidyalayas and Central Universities have been brought under the purview of Directorate of Public Grievances, Cabinet Secretariat. A time limit of 42 days has been prescribed for redressal of Grievances.

An anti-malpractices cell has also been set up to curb malpractices indulged in by educational institutions to fleece gullible students. An

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*In order to ensure the implementation of the policy of the Government regarding redressal of public grievances, 40 autonomous organisations under the Department of Education have created their public grievance redressal machinery and have also designated officers as Director of Grievances.*

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Assistant Educational Adviser, is the officer-in-charge of the cell. National level apex bodies responsible for coordination and maintenance of standards in various sub-sectors of education have also been requested to set-up similar cells. The function of these cells is to monitor misleading and illegal advertisements appearing in various newspapers and magazines and also to keep a watch on the activities of non-governmental and private organisations in education sector.

As always, the Department of Education has been maintaining discipline and punctuality in its offices through surprise floor-wise inspection by teams appointed for this purpose.

### **Professional Development and Training of Staff**

In-service training enhances the job effectiveness of officers and staff, updates their knowledge and sharpens their skills. The training cell of the Department assesses the training needs of the staff and liaises with Government organisations like Institute of Secretariat Training and Management, Indian Institute of Public Administration and other institutes of repute in India and abroad.

Special training classes have been planned for the staff in computer training and training in Parliament matters. The officers from NIC and Lok Sabha/Rajya Sabha/Ministry of Parliamentary Affairs will impart such training. The officers who have already undergone training in legal skills, cash & accounts, personnel matters and house-keeping at ISTM have benefited immensely in their day to day working.

### **Information and Facilitation Centre**

The Information and Facilitation Centre, set up in June 1997 to ensure effective and responsive administration has been revamped to facilitate

easy access for members of public and NGOs. A specially trained officer attends to the inquiries of visiting public to provide information and guidance. Blank forms and information pamphlets containing guidelines on schemes and projects are supplied free of cost. The visitor's 'Comments-Book' indicate that there has been a definite rise in the general level of satisfaction among the visiting scholars and public.

### **Library**

For several years officers and staff of the Department have been availing the facilities available in the Central Secretariat Library housed in the office campus. However, a need for an independent library, reading room and resource centre has been felt in the Department for quite some time. A separate Departmental Library has been setup in Room No. 204, C-Wing, Shastri Bhavan. Efforts are on to finalise the title of books for procurement, collect copies of Departmental publications and reference material and select journals and periodicals for subscription. A well qualified and competent librarian has been given the assignment. Necessary space has been identified and the process of furnishing the library has started.

### **Retirement Benefit Cell**

A retirement benefit cell has been created for settlement of disputes, grievances and complaints. Besides, the matters arising out of revision of pensionary benefits as per the Fifth Pay Commission's recommendations are also dealt with by the cell. Similar cells have also been created in different organisations under the administrative control of the Department.

### **Publications**

The Publication Unit is the nodal unit for coordination and compilation of bilingual (English and Hindi) Annual Report of the



Department. Besides this, the printing jobs of the Department, namely, performance budget, demands for grants, directory of recipients of national awards to teachers, digest of schemes of the Department administered through non-governmental organisations (NGOs) and other publications of the Department are also a regular feature of the unit.

### Office Council

With the object of promoting harmonious staff relations and securing the maximum amount of cooperation from the employees to achieve greater efficiency, the Government of India has established a Joint Consultative Machinery (JCM). An Office Council has been set up in the Department where representatives of various Staff Associations participate in meetings under the chairmanship of the Joint Secretary (Administration). Periodical meetings of the council have been held to discuss service matters, working conditions and welfare measures. The Office Council has contributed a lot to the efficiency in the organisation.

### Computerised Management Information System Unit

The CMIS Unit is making considerable effort to encourage use of computers upto the section level in the Department to bring about an awareness on IT in office administration. During the year, the Unit with the help of NIC, brought about more connectivity to the Local Area Network established in the Department and conducted a survey to establish a full-fledged LAN to bring efficiency and effectiveness in administration. The Unit has conducted a Y2K test and made it compliant in all the computers. The senior officers in the Department were trained in browsing on the internet and e-mail, the uses of other latest application software and proper maintenance of computer systems. The Unit is also engaged in handling software development projects of various divisions of the Department of Education.

Following are the publications/projects/database/reports generated through data processing.

- Selected Educational Statistics 1998-99;

### Computerised Management Information System

Computerised Management Information System (CMIS) Unit was set up in the Department with a view to accelerate the growth of computerised management information system and to create an expertise within the Department. It assumes great significance as a nodal organisation for the development of human resources, both technically and economically. The main objectives of the Unit are:

- To conduct feasibility studies for the development of computer based management information system;
- System analysis, design and development of



software for the implementation of the management information system;

- Maintenance of software packages developed 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 know-how 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).

*NIC continued to provide software, hardware, networking, internet services and consultancy support to the Department of Education in developing computer based Management Information System.*

- Education in India Series Vol. 1, Vol. II, Vol. IV;
- Selected Information on School Education in India;
- Generation of International Standard Book Numbering (ISBN) and Library Information System;
- National Catalogue of ISBN Titles;
- Database for National Programme on Nutritional Support to Primary Education;
- Database on Chief Ministers, Education Ministers, Chief Secretaries Education Secretaries, Directors of Public Instruction, etc;
- Budgetary proposals of the Department;
- Telephone Directory of the Department/ Ministry;
- Functional Directory of the Department;
- Monthly generation of paybills and payslips for the officers of the Department;
- Monthly generation of Licence Fee schedule of officers of the Department to be sent to Directorate of Estates;
- Monthly generation of recovery schedules for the officers of All India Services, officers who are on deputation from other Ministries/ Departments/ autonomous organisations;
- Database on Parliament questions;
- Installation of software and hardware; and
- Preparation of slides, charts, graphs, etc., for various reports.

### **NIC Activity in the Department of Education**

National Informatics Centre (NIC) has established a computer centre in the Department of Education and has installed an Internet based radio frequency (RF) link for quick communication connecting all the departments

and other buildings. The NIC has installed two NT-based servers (Proxy and Exchange Server) for the departments. NIC continued to provide software, hardware, networking, internet services and consultancy support to the Department of Education in developing computer based Management Information System. A team of officers of NIC is working in close coordination with the officials of the Department. Achievements in year 1999-2000 are as follows:

#### **LAN Setup**

NIC has established local area networking (LAN) with the capacity of connecting 71 nodes in the department during the first phase. Out of this, 57 nodes are operational for internet browsing and e-mail access. During the second phase, 142 new nodes have been identified for LAN connectivity and are under process.

#### **New Website of the Department of Education**

NIC has launched a new website for the Department of Education hosted on NIC server (<http://www.education.nic.in>). The contents of the site have been designed keeping in view the requirement of the learning and teaching communities who have accessed the old website of the Ministry in the last six months. The profile of the visitors of the site has revealed that more than 50 per cent of them were students, followed by parents, teachers, foreign students and NRIs. In this new website, the details regarding various schemes and scholarships under the Department of Education along with application forms have been made available to bring transparency in the working of the Department. Details regarding institutions and autonomous bodies supported by Department of Education have also been included and linked to the websites of these organisations, wherever websites exist. The online e-mail facility is also part of this website,

which would facilitate interaction of web visitors with the concerned officers of the departments.

A web enabled database has been designed for National Programme for Nutritional Support to Primary Education Project. A data entry module has been developed to feed the monthly progress report data with details of allocation of rice and wheat, FCI supply, transporting, balance, etc. The billing information with all its details will also be fed into the module. The data entry module has been tested by feeding the data for all the districts of Kerala. NIC has also developed a query/report generating module to get information for a particular state or district for a particular period through internet from the database using ASP.

#### Web Enabled Database for Courses in Universities

A web enabled database has been designed for the information of courses conducted in all the universities. The process of developing a data entry module to feed all the details of courses conducted by the universities is under way. It will be possible for a user to search for a course by giving certain parameters or keywords through the query module.

#### MIS for Operational Black Board

NIC has designed and developed the Management Information System for Operation Black Board. This MIS is designed to monitor that all the schools progressively get essential facilities envisaged in the Operation Blackboard. It is suggested that a quarterly monitoring system be followed by receiving information for each quarter from respective State Governments.

#### Set-up of Telecommuting Services at the residence of Senior Officers and Ministers

NIC has established telecommuting services for the use of computer resources and accessing the e-mail facility from the residence of senior officers and ministers. For using this facility, NIC has created user account and set up computers at the residences of officers and provided necessary training programmes on its usage.

#### Sixth All India Educational Survey (AIES)

Sixth AIES, a joint project of National Council of Educational Research & Training (NCERT) and NIC, was conducted with reference date as 30 September, 1993, with the twin objectives of providing data for educational planning and to

### Intranet based Web Services for the Department of Education

NIC has developed intranet based web services (EDUWEB) for use by officers in the department at Shastri Bhawan. The main purpose of EDUWEB is to share the department information and compute resources among various bureaus. Some of the important features of the EDUWEB are:



- Online access of e-mail address of the Chief Secretaries and Education Secretaries of the State Government and senior officers of the department and provision of sending online e-mail;
- Links to Central Universities Information System;
- Links to Expert database;
- Online access of 50 Years of Education on CD ROM;
- Links for Central Universities, IITs, IIMs, RECs, colleges etc;
- Selected speeches of Education Secretary and Ministers; and
- Bulletin Board for the Department Web Enabled Database for Mid-day Meal Programme.

create a uniform school database. Data was collected on eight schedules and about 600 statistical reports/tables were generated, both at National, State and District Levels.


Eleven publications were brought out to present the school education scenario at the national level. The entire information base has been put on two series of CD-ROMs, one series consisting of statistical reports/tables and the second series comprising of database. Series I comprises the following two CD-ROMs:

**Volume I**

- Reports of School Information Form-I (SIF-I) and College Information Form (CIF) for 20 States and Union Territories;

**Volume II**

- Reports of School Information Form I (SIF-I) and College Information Form (CIF) for 12 States and Union Territories;
- Reports of Village Information Form (VIF) / Urban Information Form (UIF) (All States and Union Territories);
- Reports of School Information Form II (SIF-II) (All States and Union Territories);
- Reports of Teacher Information Form (TIF) (All States and Union Territories).



Series-II comprises of CD-ROMs of database of all the States and Union Territories.

### **MIS for Non-Formal Education**

NIC has designed a new system using the state-of-art technology for fulfilling all the requirements non-formal education division. The new system, which replaces the old system currently in use, will soon be launched.

### **Organisation of Computer Training Programmes for the Users**

NIC has installed a proxy server and mail exchange server for accessing the internet and e-mail facility. Staff members of various departments have undergone training programmes designed to bring about a cultural and attitudinal change in their way of functioning and to ensure proper utilisation of resources provided. These programmes provide training in the use of Internet facility, use of network resources, sharing of files and printers, sending and receiving e-mails, browsing, file transfer, remote login and office automation.

### **Video-Conference Facility**

Efforts are on for establishing a Video Conferencing Unit in the department. An Integrated Service Digital Network (ISDN) line has been laid and necessary hardware and software installed. These have also been successfully tested three times by arranging conferences with senior officers of State Governments.

### **Public Grievance Monitoring System**

Public Grievance Monitoring System developed by NIC for the Department of Administrative Reforms and Public Grievance has been in operation in the department for more than two years. Data compiled and updated is regularly sent to ARPG computer centre online. A training programme was conducted by the NIC centre of ARPG in November 1999 for internal utilisation. This programme was attended by three officials from the department and one from the NIC.

### **Technical Consultancy Services to Various Organisations**

The NIC has provided regular technical consultancy and guidance to various organisations under the department like the Copyright Office, NCERT, NVS, KVS, CSTT, etc.





# education for women's equality

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

Education in Mahila Samakhya is understood as an ongoing process of learning and empowerment that transcends the mere quest to become literate. The programme, which is not constrained by the present agenda or predetermined targets, responds and designs interventions to meet the articulated needs of the poor women in rural areas. 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 that ensures a congenial environment and brings in necessary resource inputs for the programme. At the State level, an autonomous registered society has been empowered to oversee the programme. At the national level, the programme is coordinated by a Project Director. A National Resource Group, an advisory body of eminent women activists, academics, development workers and bureaucrats, support the programme bringing in new concepts and experiences to bear upon programme policies and strategies.

Mahila Samakhya has expanded its coverage to 51 districts and over 7335 villages in the States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Bihar, Madhya Pradesh, Assam and Kerala. During 1998-99, the programme reached seven districts in Andhra Pradesh, Karnataka, Gujarat and Kerala. 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



Women are the most enthusiastic participants in the literacy programme

Agency-assisted Uttar Pradesh Basic Education Project, six districts have been additionally covered in Uttar Pradesh. The programme is being implemented in 11 districts of Bihar as part of the Bihar Education Project while in five districts each of Madhya Pradesh and Assam, the programme is supported by the District Primary Education Programme.

The sangha, the nodal point of the programme, has emerged as an effective umbrella for women to come together, at the village level. The sanghas address a wide range of issues which relate to the livelihood, education and health of women, as well as accessing resources among others. At the village level, sanghas have carved a niche for themselves by taking active interest in village affairs which has increased their importance at the local level. The mobilisation of women has resulted in a clear demand for education. The sanghas have taken an active lead in enrolling children, especially girls, in the village schools. Monitoring the functioning of schools and encouraging parents to send their children to schools is high on the sangha's agenda. Using campaigns, melas, participatory rural appraisals, the sangha has tried to throw light on issues connected with girls education.

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*Kishori sanghas and kendras/ centres have been started in all States. There are about 900 kendras with over 20,000 adolescent girls studying in them, in the whole country.*

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This has resulted in the concomitant mobilisation and organisation of adolescent girls along with women. Non-formal education centres for school drop-outs or illiterate girls have increased in number bearing testimony to the growing importance of girl child education within the programme as well as with the sanghas. Kishori sanghas and kendras/ centres have been started in all States. There are about 900 kendras with over 20,000 adolescent girls studying in them, in the whole country.

The Mahila Shikshan Kendras are a unique residential learning opportunity for adolescent girls and young women. The curriculum based on a holistic approach not only believes in imparting basic literacy, but also instills in them qualities which will help young women and adolescents to play an active part in the development of their communities. The Mahila Shikshan Kendra is evolving as an effective instrument to address the learning needs of adolescents and young women. At present, 26 Mahila Shiksan Kendras are functioning. In addition to this, two Mahila Shikshan Kendras were run in Andhra Pradesh during the year in collaboration with the Department of Women and Child Development for adolescent girl child labour, to incorporate all sanghas into the mainstream.

Adult literacy has been taken up with renewed vigour. Legal and environmental literacy needs are also being integrated into the learning materials. An attempt is being made to ensure that in each sangha at least five women become fully literate.

In all the states strategic steps are being taken for a functional convergence with the DPEP. In

States like Karnataka, in new expansion districts that overlap with DPEP, MS has been an active partner in micro-planning exercises. In Gujarat, Uttar Pradesh and Assam, MS is actively involved in training of Village Education Committees (VECs)/MTAs. In Bihar, the jagjagi centres started for kishoris have been upgraded under the DPEP as Angana Vidyalayas. Efforts are on to collate and prepare gender sensitive learning materials for wider use. In Karnataka, a gender-training manual developed for NFE teachers is being widely used in teacher training in DPEP. In Andhra Pradesh, posters and manuals developed on adolescent girl child rights are being used across the State.

An important and growing indicator of sangha empowerment has been the confidence with which sangha women have been addressing issues of violence. In Bihar, Andhra Pradesh and Karnataka, sanghas have decisively stopped child marriages and in Andhra Pradesh and Karnataka they have played a prominent role in stopping the initiation of girls as devadasis. In Uttar Pradesh and Gujarat, the Nari Adalats have emerged as vocal and effective informal courts that have gained community respect and acceptability. In all, there are about 25 such Nari Adalats that have heard and dealt with 1215 cases of domestic violence, land disputes, dowry, rape and murder.

During the past year, initiatives have been taken to team up with other programmes/institutions in an effort to ensure sustainability of MS interventions. In the area of education for instance, the possibility of convergence of MS NFE/AE centres with DPEP and Continuing Education Programmes is being explored. Health continues to be a major area of focus in the programme. Linkages with the health department are being strengthened through MS participation in WHO sponsored programme for Training of

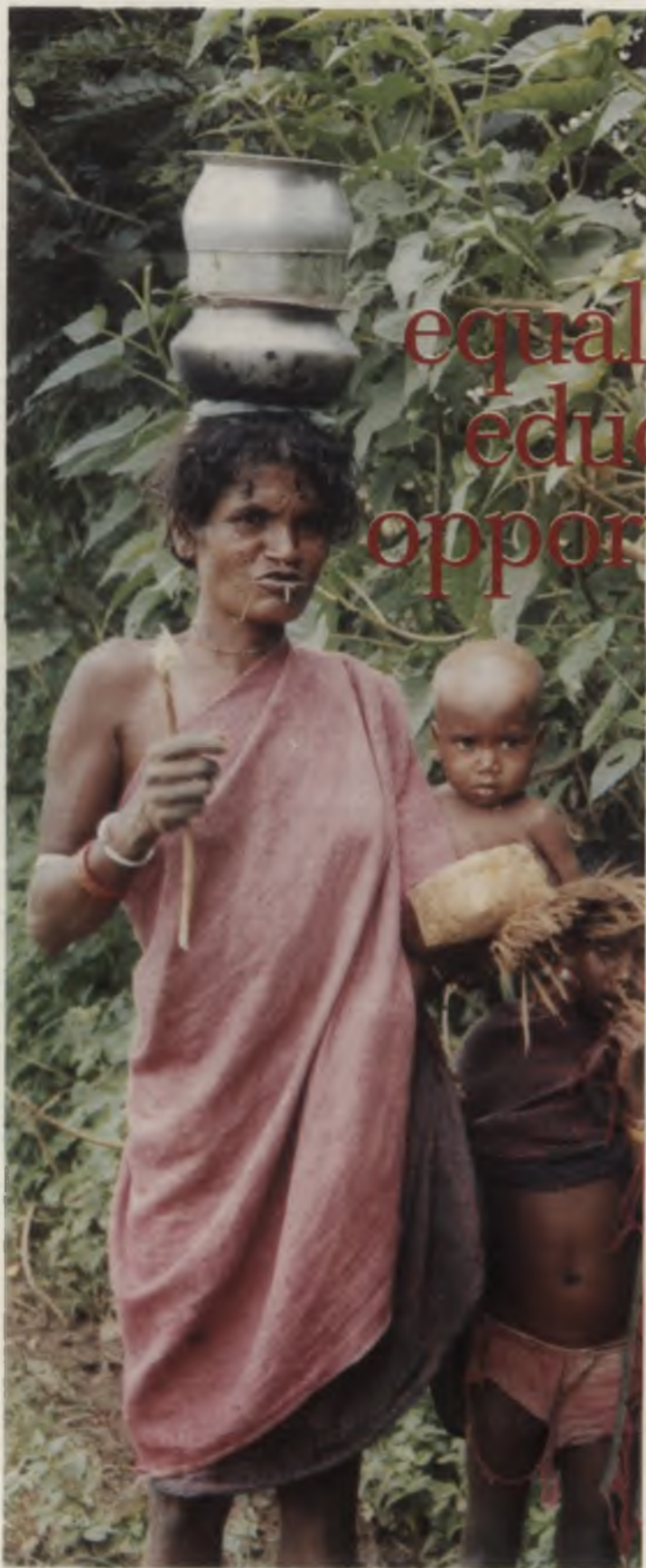


Women in Health under the Ministry of Health and Family Welfare. To meet the growing demands for economic/livelihood options, sangha linkages with commercial banks, NAIBARD, DRDA, programmes for forest management and the watershed programme have been strengthened.

One of the most significant developments during the year has been the initiation of the process of making the sanghas autonomous and independent of the programme. Clusters of strong sanghas have been identified in all the States where the process of phasing out the programme has begun. It is expected that during the next year, federations of independent sanghas are likely to be set up.



Women's equality through education: a step in the right direction



# equalisation of educational opportunities for SCs/STs & minorities

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. 146 districts have been identified as low female literacy districts, to be given focused attention by Centre as well as States/Union Territories for implementation of Programmes Schemes.

The National Policy on Education, 1986, updated in 1992, envisages paying greater attention to the education of the educationally backward minorities in the interest of equity and social justice. The department, in pursuance of these objectives launched several schemes.

**Area Intensive Programme for Educationally Backward Minorities** was launched in May 1993. It seeks to provide 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, 100 per cent financial assistance to State Governments and voluntary organisations (through State Governments) is given for establishment of new primary/upper primary schools and residential higher secondary schools for girls; strengthening of educational infrastructure in existing schools; and opening of multi-stream residential higher secondary schools for girls where Science, Commerce, Humanities and vocational courses are taught. The scheme covers 325 blocks and four districts (of Assam) spread over 13 States and three Union Territories.

### Modernisation of Madrasa Education

This scheme has been devised to provide financial support to madrasas to introduce

subjects like Science, Maths, Social Studies and Languages in their curriculum. The scheme is implemented through State Governments/Union Territories and has been expanded recently to include salary for two teachers instead of one; grant of assistance to State Madrasa Education Boards to prepare text books and organise teachers training programmes; extension of the madrasas up to secondary stage where modernisation upto elementary stage has already been implemented; increase of one time grant for purchase of Science/Maths kits from Rs. 4,000 to Rs. 7,000 and one time grant of Rs. 7,000 for book banks and strengthening of libraries. Grants amounting to Rs. 3,83,25,200 were released to State Governments during 1993-94 to 1996-97. Rs. 1,73,25,600 and Rs. 6,73,85,000 were released during 1997-98 and 1998-99 respectively. The BE for the current financial year is Rs. 10 crore.

### Incentive for Teaching/Study of Urdu

The scheme provides for appointment of Urdu teachers and incentive for teaching/learning of Urdu to augment educational facilities for girls. Financial assistance for the appointment of full-time and part-time Urdu teachers is admissible only for one plan period. The scheme is implemented in the minority concentration blocks/districts identified

### Targets achieved

Since the inception of the scheme, full/part grants have been given for the construction of buildings for 1,502 primary/upper primary/secondary schools, 13 hostels, six residential higher secondary schools for girls and 1,060 classrooms; upgradation of 38 primary schools to upper primary schools and high schools to higher secondary schools; construction of toilets in 106 schools and provision of teaching-learning material in 724 primary/upper primary



schools and provision of library books and furniture in 638 primary/upper primary/secondary schools.

From 1993-94 to 1996-97, Rs. 8.97 crore was released to State Governments; during 1997-98 and 1998-99, Rs. 10.99 crore and Rs. 13.52 crore were released respectively. The BE for the current financial year is Rs. 15 crore out of which Rs. 10 crore has been released to State Governments. (As on 31 January, 2000).

*Under this scheme, the University Grants Commission provides financial assistance to selected universities / colleges which organise appropriate coaching classes to train persons belonging to educationally backward minority communities to enable them to compete in various competitive examinations.*

by the Ministry of Social Justice & Empowerment.

### **Coaching Classes for Weaker Sections**

Under this scheme, the University Grants Commission provides financial assistance to selected universities / colleges which organise appropriate coaching

classes to train persons belonging to educationally backward minority communities to enable them to compete in various competitive examinations. Twenty two Universities and 57 Colleges have been brought under this scheme which includes ten coaching centres. The University Grants Commission has constituted a committee to effectively monitor the scheme and to review the working of these centres.

### **Education of Scheduled Castes and Scheduled Tribes**

Pursuant to the National Policy on Education, the following special provisions for SCs and STs have been incorporated in the existing scheme of the Department of Education:

- i) Relaxed norms for opening of primary schools.
- ii) A primary school within one kilometre walking distance from habitations of 200 people instead of habitations of 300 people.
- iii) Abolition of tuition fee in government schools, in all the States, at least up to upper primary level. Most of the States have abolished tuition fee for SC/ST students up to senior secondary level.
- iv) Provision of incentives like free text books, uniforms, school bags, etc., to these students.
- v) The major programmes of the Department

of Education, namely, 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 basic education projects, have a specific focus on remote and backward areas.

- vi) 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. In Universities, colleges and technical institutions, apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST candidates. The UGC has established SC/ST cells in 98 Universities including Central Universities to ensure proper implementation of the reservation policy. A Standing Committee has also been set up by the UGC to review implementation of the reservation policy.
- vii) To improve academic skills and linguistic proficiency of students in various subjects and raise their level of comprehension, remedial and special coaching is provided for SC/ST students. IITs have a scheme under which SC/ST students who marginally fail in the entrance examination are provided one year training and then admitted to the first year of the B.Tech. course.
- viii) Junior Research Fellowships (50 annually), Scholarships (25), Research Associateship (20), Fellowships (50) are awarded by UGC exclusively to SC/ST students.
- ix) The Central Institute of Indian Languages (CIIL), Mysore prepares text books, primers, grammar books, dictionaries and bilingual text books, facilitating translation from

- regional languages into tribal languages. CIIL has worked in 75 tribal and border languages.
- x) The NCERT published ten textbooks in tribal dialects and teaching/learning material in 15 tribal dialects.
- xi) SC candidates are provided relaxation up to 10 per cent of cut off marks for the Junior Research Fellowship (JRF) test and all the SC and ST candidates qualifying for the JRF are awarded fellowship.
- xii) Fifty Junior Fellowships are awarded every year in Science and Humanities including Social Sciences to SC/ST candidates who appear in National Eligibility Test (NET) of UGC and qualify the eligibility test for lecturership.
- xiii) The University Grants Commission provides relaxation of 5 per cent from 55 per cent to 50 per cent, at the master's level for appointment as lecturer to SC/ST candidates. The Commission has also reduced minimum percentage of marks required for appearing in the NET examination to 50 per cent at master's level for SCs/STs.
- xiv) An inter-ministerial working group has been constituted to draw up a ten year perspective plan aimed at the educational development of SCs and STs and to bring them at par with the other communities.
- xv) One hundred and forty-six districts have been identified as low female literacy districts to be given focussed attention by Centre as well as States/Union Territories for implementation of Programmes/Schemes. Allocation of Rs. 767.51 crore and Rs. 376.47 crore has been made under the Special Component Plan and Tribal Sub-Plan for SCs and STs, respectively. This accounts for 16.33 per cent and 8.01 per cent of the total outlay.

## LIBRARY &amp; DOCUMENTATION CENTRE

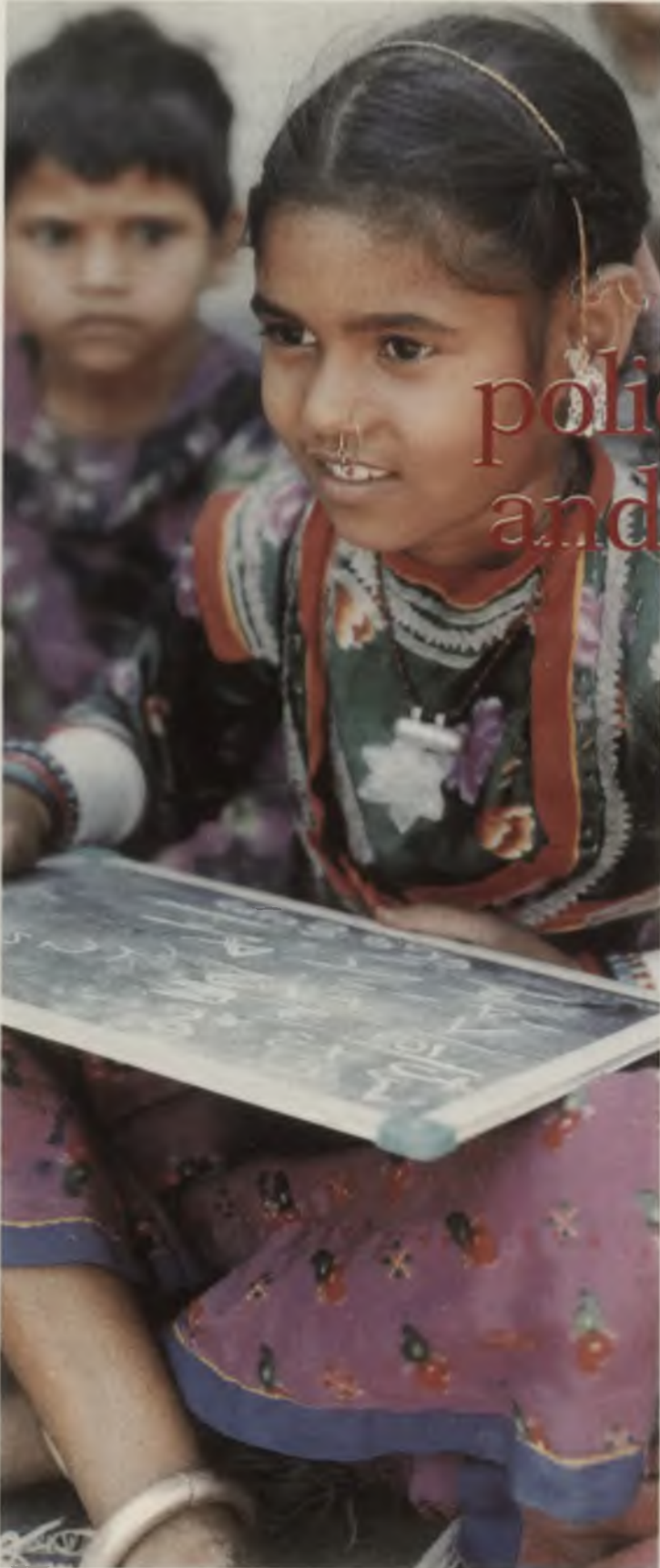
National Institute of Educational  
Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

JOC, No. D-10926

Date 5/12/2000



# policy, planning and monitoring

The NPE 1986 and its POA envisages a meaningful partnership and new sharing of responsibility between the Union Government and States. This is operationalised through several Centrally Sponsored Schemes funded by the Department and implemented by States.

### National Policy on Education and Programme of Action, 1992

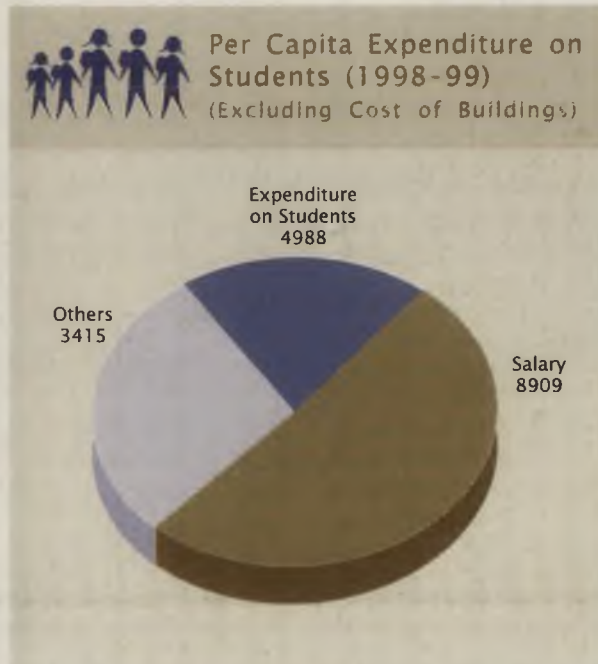
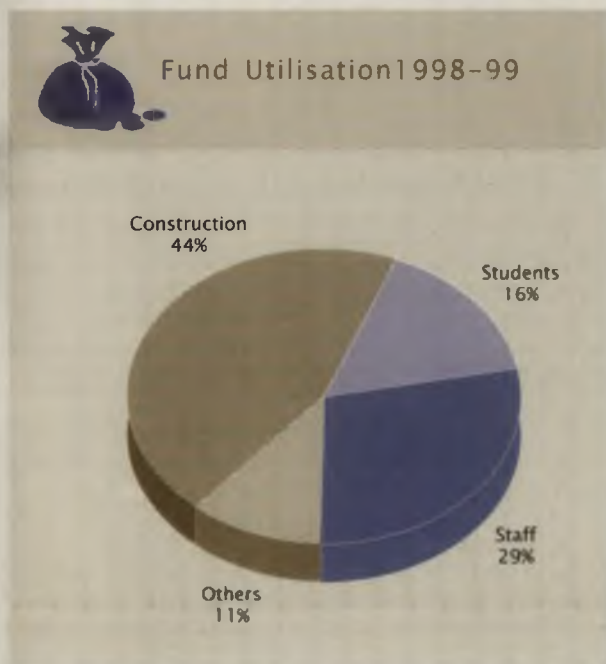
The National Policy on Education (NPE), 1986 and its Programme of Action (POA) which was the result of deliberations, consultations and consensus was reviewed and updated in 1992. The introductory part of the POA envisages that given the rich diversity of our nation it would be in the fitness of things if each State and Union Territory formulates a State POA in accordance with their situational imperatives as well as with the POA, 1992.

The task of implementing the NPE and POA lies with States and Union Territory and the Centre is to monitor the implementation. Accordingly, the POA 1992 was circulated in 1993 to all the States and Union Territories to draw their own State Programme of Action (SPOA) by 31 December, 1993 as per the decision taken in the 49th Meeting of the Central Advisory Board of Education (CABE) held on 15 October, 1993. Besides implementation by the States and Union Territories, Central Ministries and Departments,

Planning Commission, Autonomous Organisations and Bureaus in the Department of Education are to take action on NPE and POA. However, the implementation and formulation of State Programmes of Action (SPOAs) by the State Governments has been inadequate. There are States where only partial SPOAs have been drawn and in some others, the implementation part is still pending. Information is awaited from some States as well as Central Ministries, Departments and organisations.

### Conference of State Education Secretaries

A meeting of Education Secretaries of all States and Union Territories was held on November 26-27, 1999, in New Delhi, under the chairmanship of Union Education Secretary. Besides an overview of the proposed initiatives in the field of education by the Union Education Secretary, 11 presentations on important aspects of elementary, adult and secondary education were made by senior officials of the Ministry, Director, NCERT, State Education Secretaries and a representative



*The objectives of the institute are to promote research in educational planning and administration, provide training and consultancy services in this field, train and orient key level functionaries and senior administrators from the Centre and State, and collaborate with other agencies.*

of a Mumbai-based NGO-PRATHAM.

After detailed discussions on the various issues raised in the meeting, broad consensus emerged on the following initiatives:

- (i) Constitutional amendment to make Elementary Education a Fundamental Right of all children upto the age of 14 years and a Fundamental Duty of parents and guardians of children in this age group.
- (ii) Enactment of a Central legislation for providing free and compulsory elementary education to all children in the age group of 6-14 years.
- (iii) A move to facilitate greater participation of the non-governmental sector in education.
- (iv) Launching of 'Sarva Shiksha Abhiyan' at district level for convergence of diverse programmes in elementary education to facilitate decentralised planning, improvement of delivery system, enhancement of people's participation and improvement of capacities of Panchayati Raj Institutions to manage and supervise local schools.
- (v) The initiative taken by National Council of Educational Research and Training (NCERT) to review and revise the curricular framework in schools with focus on value education and work experience.
- (vi) The steps taken by the Department to revive the existing Centrally Sponsored Scheme on Vocational Education and the need for a modified Scheme to meet fresh demands.
- (vii) Making a concerted effort to fulfil the mandate of the Disabilities Act, 1995, to provide free education to all children with

special needs up to 18 years through an inclusive approach and a strong partnership with reputed and committed Non Governmental organisations (NGOs).

## **National Institute of Education Planning and Administration**

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up and fully financed by the Department of Education. The objectives of the Institute are to promote research in educational planning and administration, provide training and consultancy services in this field, train and orient key level functionaries and senior administrators from the Centre and States, and collaborate with other agencies. It also provides facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration and prepares, and publishes papers, periodicals and books for the furtherance of its objectives. The objective of the Institute is also to share experience and expertise in the area of educational planning and administration with other countries and conduct comparative studies.

During 1999-2000, 21 training programmes had been organised till August 1999 and 33 more programmes were to be conducted before the end of the financial year. The faculty provided consultancy and professional support to national and state institutions such as, Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMTs and international agencies such as UNESCO, UNICEF, World Bank and SIDA.

The Institute maintains one of the most well stocked libraries/documentation centres in



educational planning and administration and inter disciplinary subjects in the Asian region. The library has a collection of over 50,244 titles, subscribes to as many as 350 periodicals and has a computerised catalogue of books and articles. All these facilities are made available to research scholars and other organisations through inter-library loan system.

### Scheme of Studies, Seminars Evaluation etc for Implementation of Education Policy

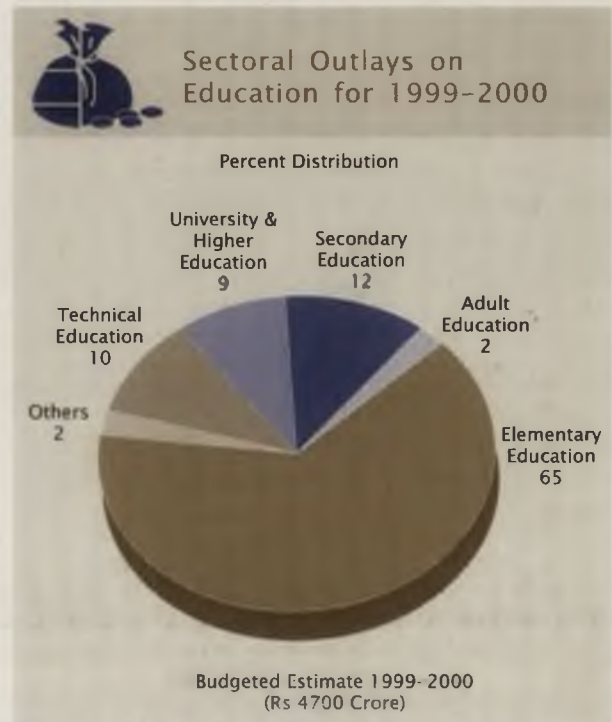
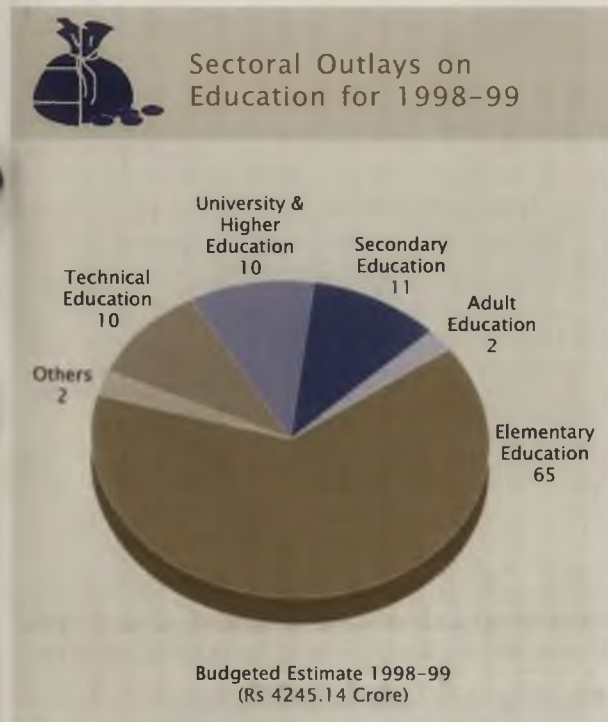
The Scheme is intended to provide financial assistance to deserving institutions to undertake activities that have a direct bearing on the management and implementation aspects of National Policy on Education. These would include sponsoring of seminars and workshops, conduct of impact and evaluation studies and consultancy assignments to advise the Government on the best possible alternatives and models.

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised

guidelines, the financial assistance under this scheme would cover remuneration, payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation and venue and other contingencies. Normally, the ceiling of assistance is Rs. 5 lakh per project for international conferences and Rs. 3 lakh on national conferences. During the year 1999-2000, financial assistance to the tune to Rs. 29,64,409 was sanctioned for the organisation of ten seminars, two studies and three conventions till mid February, 2000.

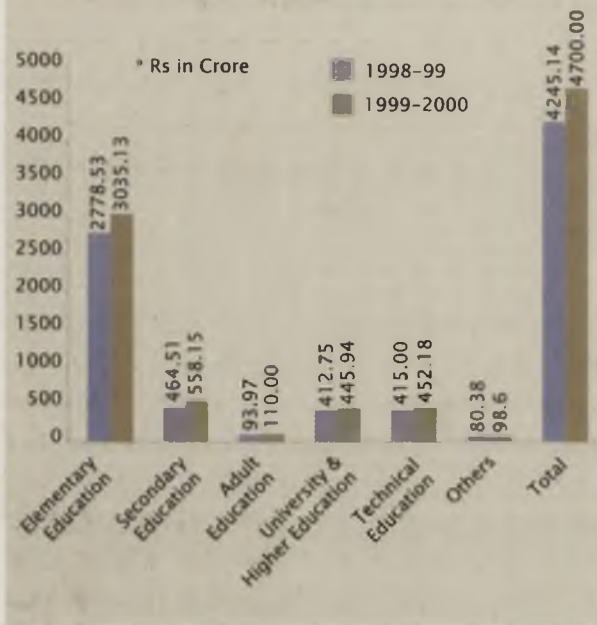
### Planning and Monitoring Unit

Educational planning and timely monitoring of Plan outlays and actual expenditure as per the monthly targets fixed is an important activity of this Unit. Additional requirements of funds were projected in the Mid-Term Appraisal (MTA) of the Ninth Five Year Plan to achieve (i) Universalisation of Elementary Education, (ii) Education for All, (iii) Quality Upgradation to meet the challenges of the new millennium and (iv) Six percent of GDP norm for Education. The Annual Plan outlay for 1999-

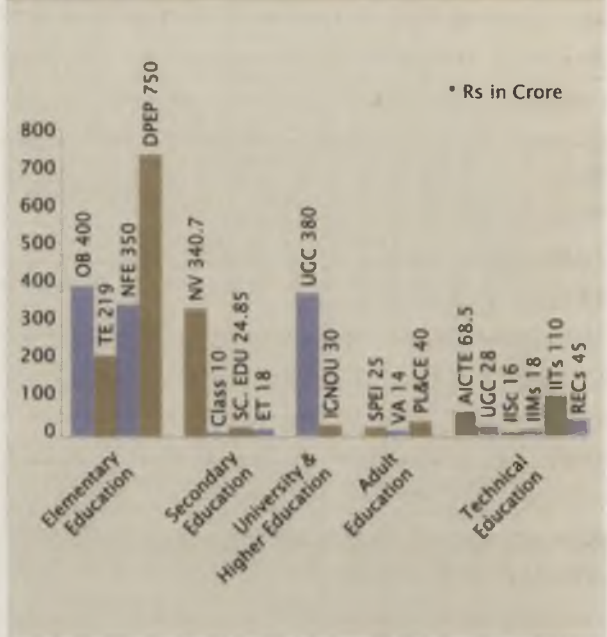




### Central Plan Allocation for Education in 1998-99 and 1999-2000



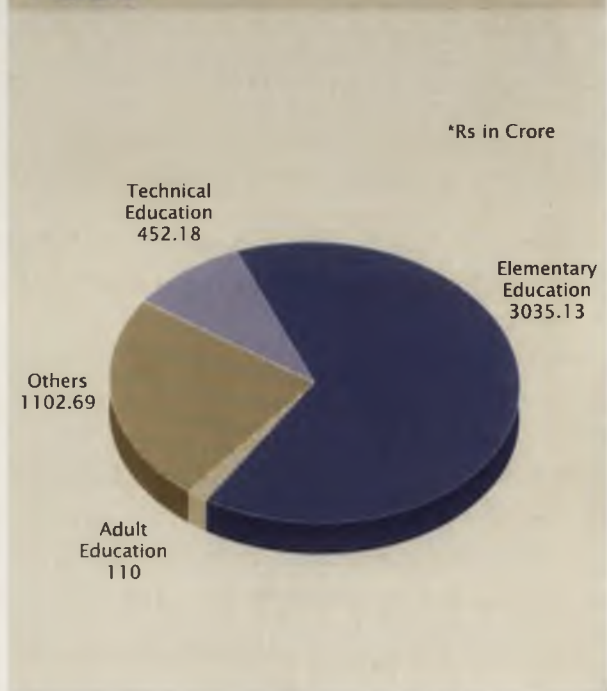
### Plan Outlay of Major Schemes 1992-2000 (Centre)



2000 is Rs. 4700 crore as against Rs. 4245.14 crore in 1998-99 out of which elementary education's share is 64.6 per cent. Budget documents of State/Union Territories were collected and the data compiled and published in "Analysis of Budgeted Expenditure on Education for 1997-98". State Plan discussions were held by the Planning Commission for funds allocation for 1999-2000. State profiles on education were published in one volume.



### Sector-wise Plan Outlay for 1999-2000 (Centre)



The Unit monitored the targets relating to the Universalisation of Elementary Education and adult literacy which are contained in the twenty point programme. Annual action plans for the Department of Education were prepared and submitted to the Parliamentary Standing Committee. The Unit also liaised with various divisions of the HRD Ministry, Planning Commission, Ministry of Finance and PMO on all matters relating to plan schemes.

An area officers scheme has been initiated in which an officer of the rank of Deputy Secretary and above is made the nodal officer of a State or Union Territory. The officer visits his/her area at least once in a month and monitors the progress of various centrally sponsored schemes in that particular State and Union Territory.

### **Statistical Unit**

The Statistics Unit of the Department of Education is entrusted with the responsibility of production and dissemination of national statistics on education with the support of State Governments, Union Territory, administration, Universities and other educational institutions. During the year, efforts have been made to improve quality of educational statistics and reduce time lag in production of statistics. The inherent bottlenecks in the system, however, remains a handicap. In order to review the system of educational statistics and for suggesting ways and means for improvement of educational statistics, an advisory committee on educational statistics has been constituted. A sub-committee has also been constituted to provide necessary support to the advisory committee. A scheme of strengthening of statistical machinery at various levels is under consideration of the Government. During the year, six publications were brought out by the unit. The Department of Education, with the support of institutions like NCERT, UGC, AICTE AND IAMR has decided to publish an Encyclopaedia of Educational Statistics.

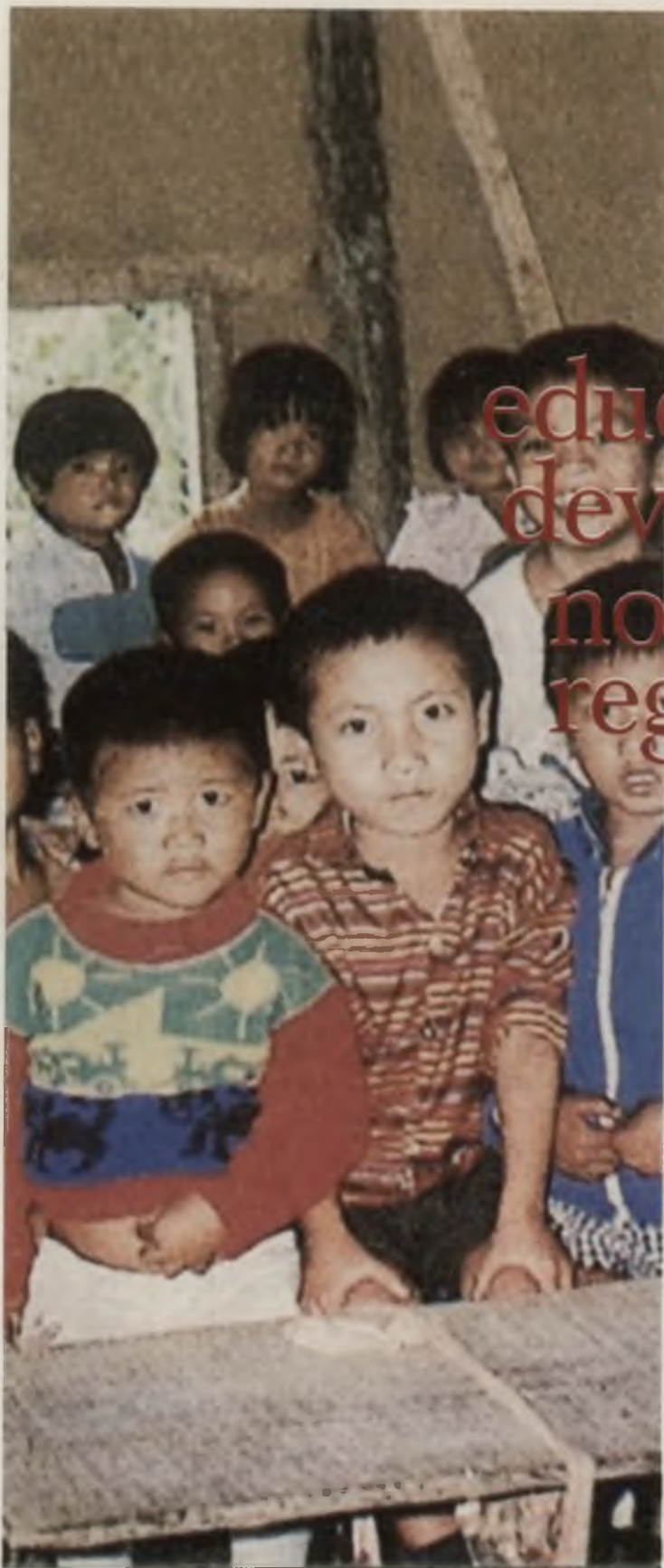
India continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by OECD/UNESCO. Necessary support in the form of supply of national statistics has been provided to international institutions like UNESCO.

### **Human Rights Education**

In pursuance of the United Nations General Assembly Resolution of 23 December, 1994 declaring the period 1995-2004 as the UN Decade for Human Rights Education, the National Human Rights Commission held meetings with ministries concerned to draw up a sectoral plan of action. A National Coordination Committee and working groups have been set up under the aegis of the Ministry of Home Affairs.

The National Coordination Committee, in its first meeting held on 12 January, 1998, decided that each ministry/department would prepare its own plan of action and submit it to the Ministry of Home Affairs (MHA) for consideration of the Committee. The Ministry of Home Affairs has set up a Drafting Committee under the chairmanship of Special Secretary (J&K) with the prime objective of formulating a sustainable and achievable action plan for awareness of human rights through training, dissemination and information effort, with time frames clearly spelt out. The Joint Secretary (Planning), Department of Education is a member of the Drafting Committee.

The Department of Education has created a cell to deal with matters relating to human rights education and a plan of action to be observed by various organisations under the department has been drawn up. Various activities in the field of human rights have also been undertaken by organisations such as NCERT, UGC, IGNOU, NBT, NLMA, IIAS-Shimla etc. These are being reviewed and monitored from time to time. The Department of Education is, thus, committed to strengthening human rights education programmes in both formal and informal sectors of education.



# educational development : north-eastern region

New initiatives for educational development of North-Eastern States include bridging gaps in basic minimum services, enhancing Teachers Training facilities and preparing State specific holistic plans.

## General Overview

The North-Eastern Region (NER) is a latecomer to development. Many of the North-Eastern States joined the planning process later than others. Nevertheless, literacy in the NER is high. The average literacy rate in 1997 was 77.4 per cent which is well above the national average of 62 per cent. The teacher-pupil ratio is also very encouraging—the average being 27 in primary schools against the national average of 42. However, drop-out rates are relatively high in this region. For Classes I-V the average drop-out rate is 48.06 as against the national average of 39.58. The percentage of rural habitations served by primary schools is below the national average of 93.76, in Arunachal Pradesh (77.87), Assam (88.64), Meghalaya (87.97), Tripura (85.00) and Sikkim (83.44). The percentage of single teacher primary schools is higher than the national average of 20.12, in Arunachal Pradesh (45.46), Assam (20.90) and Meghalaya (37.13). The percentage of total schools having drinking water facilities in rural areas is lower than the national average of 47.98, in all the seven States. The percentage of total schools having toilets in rural areas is lower than the national average of 12.76, in Assam (4.02), Meghalaya (5.47), Nagaland (10.84) and Tripura (8.57). The percentage of total schools having separate toilets for girls is lower than the national average of 6.43, in Arunachal Pradesh (5.57), Assam (1.35), Meghalaya (2.38) and Tripura (2.30).

The Table in Annexure-I gives the State-wise overview of the NER in respect of educational statistics. Critical areas indicated by these statistics are: number of habitations covered by primary schools to be increased, reduction in drop-out rates, provision for drinking water in schools, and provision of toilet facilities in boys and girls schools.

## Major Schemes in Operation in the NER—An Update

Most of the schemes operated by the Department of Education are Centrally Sponsored Schemes (CSS). The following schemes are in operation in the NER.

### Elementary Education

#### Operation Blackboard (CSS)

This scheme aims at improving classroom environment by providing infrastructural facilities, additional teachers and teaching learning material to primary schools. It also provides a third teacher to such schools where the enrolment figure has exceeded 100. From 1993-94 to 1998-99, funds have been sanctioned for teaching learning equipment to 9,754 upper primary schools. Additional 8,059 teachers in upper primary schools have been appointed and third teachers have been appointed in 2,529 primary schools. Rs. 178.66 crore were released to the North-Eastern Region, beginning 1987-88 till date out of which only Rs. 142.13 crore have been utilised.

#### Teacher Education (CSS)

The scheme of restructuring and re-organisation of teacher education envisages strengthening of the institutional base of teacher training and taking up special programmes for training of teachers in specified areas and other non-institutional programmes for teacher training. Out of 55 District Institute of Education and Training (DIETs) sanctioned to provide pre-service and in-service training to elementary school teachers and for adult education and non-formal education (NFE) personnel, 32 are operational in the NER. Funds have also been released for strengthening of SCERTs in five States.

In order to address the issue of untrained teachers in the NER, a special diploma

*In the North-Eastern Region, DPEP is being implemented only in the State of Assam, covering all nine low female literacy districts namely Dhubri, Morigaon, Darang, Karbianglong, Barpetta, Bongaigaon, Goalpara, Kokrajhar and Sonitpur.*

programme called 'Diploma in Primary Education' (DPE) for untrained school teachers of NER has been launched jointly by IGNOU and NCERT.

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

The programme of NFE is an integral component of the strategy to achieve universalisation of elementary education with enough flexibility to 'enable the learners to learn at their own pace and achieve quality comparable with formal education'. Essentially, it is a programme of education for out-of-school children.

### **National Programme of Nutritional Support to Primary Education (CSS)**

This programme popularly known as the Mid-day Meals Scheme, launched on 15 August, 1995, is intended to give a boost to universalisation of primary education while simultaneously catering to the nutritional needs of the students in primary classes. Full coverage has been achieved in all the blocks and urban areas in the NER. The total number of children benefited in this region during 1998-99 was 38,26,296. A quantity of 1,14,789 metric tonnes of rice was allocated for 1998-99 out of which only 26,327 m.ts (23 per cent) has been lifted.

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

The DPEP which is assisted by the World Bank and the European Union aims at operationalising the strategies for achieving universal primary education and universal elementary education through district specific planning and disaggregated target setting in low female literacy districts. In the North-Eastern Region, DPEP is being implemented only in the State of

Assam, covering all nine low female literacy districts namely Dhubri, Morigaon, Darang, Karbianglong, Barpetta, Bongaigaon, Goalpara, Kokrajhar and Sonitpur. As on 31 March, 1999, the Government released an amount of Rs. 90.25 crore while the expenditure by DPEP, Assam is Rs. 82.67 crore. There is a demand for expansion of DPEP from many other States in the NER. Though clearance from the Ministry of Home Affairs has been received, external funding agencies have not shown willingness to provide funds for the programme in these States.

### **Secondary Education**

Central interventions in the secondary education sector in the North-Eastern Region have been made for improvement of science education, environmental-orientation to school education, vocationalisation of education, assistance to NGOs for strengthening boarding hostel facilities for girl students and for the integrated education of disabled children. There are also 82 Kendriya Vidyalayas and 53 Navodaya Vidyalayas in the North-Eastern Region.

### **Higher Education**

The UGC determines disbursement of funds for-maintenance and development of Central and State Universities and some colleges which qualify for such assistance. The Central Universities in the NER are: Nagaland University, Lumami; Assam University, Silchar; NEHU, Shillong; and Tezpur University (non-affiliating Central University).

The Government took the approval of the Cabinet for establishing a new Central University in Mizoram on 15 December, 1999. Thereafter, the Bill for establishing this University was introduced in the Rajya Sabha on 21 December, 1999. After consideration and discussion, the Bill was passed by the Rajya Sabha on 23 December, 1999.

Out of an allocation of Rs. 254 crore for the Central Universities during Ninth Plan period, Rs. 67 crore has been allocated to NEHU, Nagaland, Assam and Tezpur Universities in the North-East, representing a share of 26.37 per cent. In the State University sector, UGC has allocated Rs. 10.76 crore to the Guwahati, Dibrugarh, Manipur and Tripura Universities which is 4.49 per cent of the total allocation for State Universities.

### **Technical Education**

The Central Government has set up an IIT at Guwahati, one Regional Engineering College at Silchar and the North-Eastern Regional Institute of Science and Technology (NERIST) at Itanagar as joint ventures. Besides this, 612 seats at the degree level and 307 seats at the diploma level have been reserved in various engineering colleges and polytechnics in India for the students of the North-Eastern States. All India Council for Technical Education (AICTE) has approved setting up of six engineering colleges, 19 polytechnics, six MBA and two MCA level colleges in the region in the Ninth Plan.

Under the scheme of appointment of Hindi teachers (CSS) an amount of Rs. 5.49 crore has been released to the North-East during 1998-99, out of a budget provision of Rs. 6 crore.

The Department has taken up the question of funding construction of school buildings under rural employment programmes and the sharing pattern thereunder.

### **Expenditure in NER in the Ninth Plan**

A statement of scheme-wise plan expenditure in the NER during 1996-97, 1997-98 and 1998-99 is given in Annexure II. Complete utilisation of the 10 per cent target has not taken place mainly because of lack of viable proposals from the NER, non-receipt of UCs

and lack of absorption capacity of the North-Eastern States.

With a view to ensure that funds earmarked for a social sector like education are not diverted to the advantage of core infrastructural sectors, the Education Secretary held a meeting of the Education Secretaries of North-Eastern States at Guwahati on 29 June, 1999 and exhorted them to submit proposals for infrastructural development of the education sector in their States by accessing the non-lapsable pool. In response to this meeting, proposals worth over Rs. 2500 crore were received. Proposals worth over Rs. 1000 crore have been shortlisted by the Departmental Screening Committee, headed by Additional Secretary, and referred to the Planning Commission for consideration of the Committee administering the non-lapsable pool.

The proposals approved by the Planning Commission relate mainly to infrastructural development of IIT Guwahati, Tezpur University, Assam University, Diphu campus of Assam University, Cotton College, NEHU, Nagaland University and Tripura University and include staff quarters, academic buildings, hostel buildings, laboratory equipment, library buildings and books, administrative buildings, electrical installations, roads and drainage, etc.

Proposals approved by the Planning Commission also include setting up a hostel in JNU for the students of NER, a centre of Indira Gandhi National Open University, addition of classrooms in primary and upper primary schools, toilets in schools, completion of incomplete school buildings, hostels

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*The Central Government has set up an IIT at Guwahati, one Regional Engineering College at Silchar and the North-Eastern Regional Institute of Science and Technology (NERIST) at Itanagar as joint ventures.*

for boys and girls, polytechnics, computer laboratories, etc.

It has been felt that a different strategy has to be worked out for the North-Eastern Region by way of State specific education development plans with an holistic approach in consultation with the concerned States. This holistic plan should have two components, viz.

i) A central plan component which enables the funding of the Departments ongoing schemes/programmes and institutions in North-Eastern Region; and

ii) A State Plan component for funding the State's specific requirements for bridging the gap in already existing facilities/physical infrastructure, etc., or for new instruments/activities/programmes specifically geared to the overall, holistic educational development.

A budget head for Educational Development for North-Eastern States and Sikkim has been opened and a token provision of Rs. 1 crore has been provided under this head in the budget of 2000-2001.







# international cooperation

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.

## Introduction

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. The fortification of 'defences of peace in the minds of men', which is the primary goal of UNESCO, can be fulfilled chiefly through education. The UNESCO Division is the coordinating agency for all UNESCO activities in the country, and as such, its work cuts across various Departments such as Culture, Science and Technology, Information and Broadcasting, Environment and Forests, Youth Affairs and Sports and Education. The UNESCO Division is housed in the Department of Secondary Education and Higher Education, Ministry of Human Resource Development.

The Indian National Commission for Cooperation with UNESCO (INCCU), set up in 1949, is the apex advisory, executive, liaison, information and coordination 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 programmes in collaboration with the UNESCO Secretariat as well as National Commissions of the Asia and Pacific Region. In addition, the UNESCO Division also coordinates work relating to external academic relations, international cooperation and the Auroville Foundation.

### **Indian National Commission for Cooperation with UNESCO (INCCU)**

The Commission consists of five Sub-Commissions namely, Education, Natural Sciences, Social Sciences, Culture, and Communication. The Commission advises the Government of India on all matters relating to UNESCO. According to the Constitution of Indian National Commission, the Minister of Human Resource Development is the President of the Commission and the Education Secretary is the ex-officio Secretary-General. The Director

(UNESCO Unit) functions as the Secretary of the Commission.

The membership of the Commission is of two categories, individual and institutional. There are at present about 50 individual and 50 institutional members distributed among its five Sub-Commissions. The membership is for a term of four years. The meetings of the Sub-Commission and the Commission normally take place once in two years before the General Conference of UNESCO to advise the Indian delegation on policy, programme and budgetary issues. The meetings of the Sub-Commission and the Commission were held in the third and fourth week of July 1999. In these meetings, the draft programme and budget of UNESCO for the biennium 2000-2001 was discussed for presentation at the General Conference of UNESCO held from 25 October to 17 November, 1999 in Paris, France.

The Commission acts as an advisory, coordinating and liaising agency at the national level in respect of all matters within the competence of UNESCO. It also collaborates with the National Commissions of the region and with UNESCO's regional offices. It performs executive functions like operation of UNESCO coupons programme and public information activities, coordination of UNESCO clubs movement and UNESCO Associated School project in the country; publication of Hindi and Tamil editions of UNESCO's monthly magazine *Courier*; nomination of experts to participate in national and international meetings convened under the auspices of UNESCO; identification and recommendation of candidates for various vacancies notified by UNESCO; handling of contracts offered by UNESCO to experts in India for writing articles or undertaking special studies; administration of funds allocated under the

*During its 157th session, the Executive Board elected and recommended to the General*

*Conference of UNESCO, Mr Koichiro Matsuura from Japan for appointment as Director-General to succeed Mr Federico Mayor who completed his term on 14 November, 1999.*

participation programme of UNESCO; and maintaining a library.

During the year under report, India contributed to the activities of UNESCO by organising national, regional and inter-regional events in the areas of competence of UNESCO's

activities, by 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*.

### **UNESCO's Executive Board**

India has the unique privilege of having been continuously an elected member of the Executive Board of UNESCO since its establishment in 1946. The Executive Board, which comprises 58 members elected by the UNESCO's General Conference, normally meets twice a year for a period of two weeks each time. The meetings are held in Paris.

The Human Resource Development Minister nominates India's representative to the Executive Board. At present, Shri Muchkund Dubey, former Secretary MEA represents India in these meetings. The 156th session of the Executive Board of UNESCO was held from 25 May to 11 June, 1999 and the 157th session from 5-22 October, 1999. Shri Muchkund Dubey attended both the sessions. The Board discussed, inter-alia, the implementation of the decisions adopted by the 29th session of the General Conference, took note of the reports by UNESCO and deliberated upon various other important matters falling within the purview of UNESCO. During its 157th session, the Executive Board elected and recommended to the

General Conference of UNESCO, Mr. Koichiro Matsuura from Japan for appointment as Director-General to succeed Mr. Federico Mayor who completed his term on 14 November, 1999. The Board also recommended the agenda and budget for the 30th session of the General Conference held in October-November 1999.

### **General Conference of UNESCO**

The General Conference of UNESCO is held every alternate year to approve, inter-alia, the UNESCO programme and budget for the next biennium. India sends a high powered delegation to the General Conference. The 30th session of the General Conference was held from 25 October to 17 November, 1999, in Paris, France. This session of the conference deliberated through five programme commissions and one administrative commission and round table on youth and culture.

An Indian delegation consisting of senior officers and eminent experts led by Dr. Murli Manohar Joshi, Minister of Human Resource Development, participated in the Conference. India moved eight resolutions—six in the field of Science and Technology and one each in the field of Education and Culture to amend the draft programme budget 2000-2001. During the General Conference, India was elected to the following subsidiary organs of UNESCO:

- i) Inter-governmental Council for the International Hydrological Programme (IHP-IG Council).
- ii) Inter-governmental Coordinating Council for the Programme of Man and Biosphere (ICC-MAB); and
- iii) International Bio-ethics Committee (IBC).

### **Permanent Representative of India to UNESCO**

India has a permanent delegation at Paris

accredited to UNESCO. Presently, Mrs. Neelam Sabharwal is the permanent representative of India & UNBSC who has taken over from Shri Chiranjeev Singh in February 2000.

### **Contribution to UNESCO**

The General Conference of UNESCO approves the financial contribution of member states for each year based on the scales of assessment adopted by the United Nations' General Assembly. For the year 1998, India's share was fixed at 0.401 per cent and for the year 1999 at 0.4 per cent of the total budget of the Organisation by the 20th session of the General Conference. Accordingly, India paid Rs. 4.65 crore as its contribution for the year 1999. India's share of contribution for the year 2000 has been proposed as 0.405 per cent of the total budget of UNESCO. The Government of India also makes voluntary contribution to UNESCO in response to the appeals made by the Director-General to member states for contribution for specific purposes. During 1999, India made a voluntary contribution of Rs. 4.30 lakh to the International Institute of Educational Planning (IIEP), UNESCO, Paris. India also contributes towards rental for the UNESCO Regional Office in New Delhi at the rate of Rs. 75,000 per month. For the year 1999, India has paid Rs. 9 lakh.

### **Construction of UNESCO House**

A plot of land at Chanakya Puri, New Delhi has been allotted to the Ministry for the construction of UNESCO House for housing the UNESCO Office at New Delhi and the Office of the Indian National Commission for Cooperation with UNESCO. It has been decided, in principle, to award the work of designing the building to Shri Satish Gujral, an eminent architect.

### **Director-General's Visit to India**

Professor Federico Mayor, the then Director



Dr. Murli Manohar Joshi, Minister of Human Resource Development in conversation with Prof. Mayor, Director General UNESCO. Also seen is Shri Chiranjeev Singh (first from right), the then Ambassador PRI, UNESCO

General, UNESCO came on a goodwill visit to India in February 1999 on the invitation of the Human Resource Development Minister. During the visit, the DG laid the foundation stone of UNESCO House at New Delhi on 4 February, 1999.

### **Education for all Summit on Nine High-Population Countries**

In 1990, a World Conference of 115 countries was held in Jomtien, which declared that education for all would be the goal of 2000 Ad. As a follow-up, the UNESCO Division organised the Education for All summit of nine high-population countries in New Delhi in December 1993. Consequently, ministerial level meetings have been held in Copenhagen, Denmark (March 1995), Bali (September 1995), Amman (1995) and Islamabad (September 1997). The UN General Assembly has now called upon member States to report on the overall progress achieved and the shortfalls encountered in attaining the goal of EFA.

The International Consultative Forum on EFA, consisting of UNDP, UNICEF, UNFPA, UNESCO and the World Bank, is coordinating the EFA-2000 Assessment at the global level. The Forum will examine the findings reported by countries

*An international symposium on 'Science in Society: A New Social Contract', preparatory to the aforesaid UNESCO World Conference on Science was organised jointly by the Department of Education, the Department of Science & Technology and the National Institute of Advanced Studies (NIAS), Bangalore at NIAS, Bangalore during 27 to 29 January, 1999 under auspices of UNESCO.*

at its next meeting in the year 2000. The Forum has prepared general guidelines to assist member States in the assessment of EFA for the period 1990–2000.

Each member State has been invited to establish a team headed by a national coordinator with a mandate to design, supervise and carry out national assessment. The review

will involve quantitative as well as qualitative analyses. A National Assessment Group under the chairmanship of Joint Secretary (Planning) and consisting of representatives of the Department of Education and specialised national institutions in the field of education, has been constituted.

The draft of India's EFA-2000 Assessment Report has been prepared and discussed at a national workshop held in May 1999 to which State Education Secretaries were invited. These documents were also discussed in the sub-regional meetings of South Asian countries in Delhi in June 1999 and at Kathmandu in September 1999. The final draft was circulated at the Asia-Pacific conference on EFA-2000 Assessment held in Bangkok from 17–20 January, 2000. A presentation on India's Report was made at the Ministerial Review Meeting of E-9 countries on EFA held in Recife, Brazil from 2–4 February, 2000. The World Education Forum is scheduled to be held in Senegal in April, 2000.

### **Second International Congress on Technical and Vocational Education**

The Second International Congress on technical and vocational education was held in

Seoul (Republic of Korea) from 26 – 30 April, 1999.

### **The World Conference on Science**

The World Conference on Science was organised by UNESCO in Budapest (Hungary) from 26 June–1 July, 1999 to strengthen the commitment of member States including India towards science education, research and development. The Indian delegation, led by Dr. Murli Manohar Joshi, Minister of Human Resource Development and Science & Technology, consisted of seven members. The Conference adopted a declaration on science and the use of scientific knowledge, and agreed to the Science Agenda-Framework for Action as guidelines to achieve the goals proclaimed in the Declaration.

An international symposium on 'Science in Society: A New Social Contract', preparatory to the aforesaid UNESCO World Conference on Science was organised jointly by the Department of Education, the Department of Science & Technology and the National Institute of Advanced Studies (NIAS), Bangalore at NIAS, Bangalore during 27 to 29 January, 1999 under auspices of UNESCO.

### **Establishment of UNESCO Chairs in India**

UNESCO launched the UNITWIN/UNESCO Chairs Programme as an international action plan and movement for academic solidarity to strengthen inter-university cooperation with particular emphasis on support to higher education in the developing countries. The programme aims at establishing and reinforcing strong and durable links amongst higher education and scientific institutions worldwide.

In India, UNESCO established nine UNESCO Chairs in different fields till January 1999. The Director General of UNESCO, during his visit to India in January 1998, had also announced four

more rotating chairs in the fields of Biotechnology, Social Anthropology, Medicinal Plants, and Cultural Identities. During the period under report, a Chair on the promotion of the culture of peace and non-violence has been established at the Manipal Academy of Higher Education (MAHE).

### **Participation Programme of UNESCO**

Under the Participation Programme, UNESCO provides limited financial assistance to various institutions of member States 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 1999-2000, UNESCO has registered 15 proposals from India

and has approved/released financial assistance of US \$ 188,000 for nine proposals.

### **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. In the 1999 ACCU Photo Contest in Asia and the Pacific, 372 photographers from India participated and 11 of them won prizes.

### **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.

#### **Education for International Understanding**



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 and contests to promote international understanding, cooperation and peace. UNESCO clubs are constituted mainly in educational institutions. 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. The Associated Schools that are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP) are undertaking activities related to education for international understanding, cooperation and peace. On the recommendations of the Indian National Commission for cooperation with UNESCO (INCCU), 42 Schools and Teachers Training Institutes from India are enlisted with UNESCO under this project.

### **Scheme of Financial Assistance to Voluntary Organisations, UNESCO Clubs and Associated Schools**

UNESCO associates itself with various local and international non-governmental organisations (NGOs) to promote its objectives. It has entered into association with four NGOs in India. The Indian National Commission for Cooperation with UNESCO called an appraisal meeting with representatives of these organisations to discuss various aspects regarding promotion of UNESCO activities in India.

The Indian National Commission operates a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities in consonance

with UNESCO objectives. During the current year, the Commission has provided assistance to two NGOs.

#### Manas Wildlife Sanctuary: Assam

Manas Wildlife Sanctuary, now the Manas National Park, in Assam is one of the sites under Project Tiger. It is spread over an area of 530 sq. kilometres and was inscribed on the UNESCO World Heritage Convention, 1972.

Due to encroachment by militants belonging to the Bodo tribes of Assam and other 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

The officers of the Department of Education, Ministry of Human Resource Development participated in various workshops, training courses, seminars and working group meetings sponsored by UNESCO and its regional offices, during the year under report. The Indian National Commission also nominated experts from other organisations, State Governments and NGOs to participate in the national, regional and international meetings and workshops of UNESCO.

#### International Year for Culture of Peace

On 20 November, 1997, the United Nations General Assembly proclaimed the year 2000 as the International Year for the Culture of Peace (IYCP). It is incumbent on the whole of the United

Nations system and the member States to develop activities and programmes in accordance with the main objectives of the International Year, which are to strengthen respect for cultural diversity and to promote tolerance, solidarity, cooperation, dialogue and reconciliation through activities at national and international levels.

The IYCP was launched on 14 September, 1999. The Indian National Commission for Cooperation with UNESCO and the office of the representative of UNESCO in Delhi jointly organised a programme on 14 September, 1999 to mark the launching of the year in India. The Department has received from UNESCO, a manual designed to assist the organisers of IYCP and a request to the member States to set up a National Committee to organise events for the International Year of the Culture of Peace.

#### External Academic Relations

India has bilateral Cultural Exchange Programme (CEPs) with 97 countries, which have an important education component. The UNESCO Division coordinates the work of the agencies like the University Grants Commission (UGC), NCERT, Scholarships Division, (NIEPA, etc., and monitors the implementation of the CEPs in the Department of Secondary Education & Higher Education. The nodal department for CEPs is the Department of Culture. The UNESCO Division also coordinates the visits of foreign delegations to India.

#### Auroville Foundation

In pursuit of the ideals of Sri Aurobindo, the Mother founded an international township, 'Auroville', on 28 February, 1968 near Pondicherry. The Government recognised Auroville as symbolising the highest values for which India has striven, and mobilised international support for this township through UNESCO. Due to serious differences between the residents and the management of Auroville, the



Government of India took over the management of Auroville in 1980 for a limited period under the Auroville (Emergency Provisions) Act, 1980. Later, in 1988, the Parliament passed an Act creating the 'Auroville Foundation' whereby the management of Auroville was transferred to the Foundation in order to give it autonomy and self-management. The Foundation came into existence in January 1991 with a nine-member board of governors headed by Dr. Karan Singh. The Governing Board of Auroville foundation was reconstituted on 5 April, 1999, under the chairmanship of Dr. Kireet Joshi.

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of a governing board, a residents' assembly and Auroville international advisory council. According to the provisions of the act, the Government of India gives grants to the Foundation for meeting the expenditure on the establishment, maintenance and development of Auroville. During the current financial year (till November 1999), a sum of Rs. 35 lakh has been sanctioned to the Foundation under non-plan and Rs. 25 lakh under plan expenditure.

During the year, the following activities were undertaken:

- i) A day-long seminar namely 'Perspective 2000: Directions for Rural and Urban Development for the New Millennium' was organised;
- ii) A workshop on 'Sustainable Strategies for a Changing Earth' was organised from 13-17 September, 1999, by the Centre for Scientific Research (CSR) of Auroville Foundation; and
- iii) A Sanskrit camp was held in Auroville in October 1999 with a large number of participants joining the course.

During the period under report, three meetings of the governing board were held on 9 July, 1999 at Delhi and on 14 August and 17-18 December,

1999 at Auroville. The international advisory council of Auroville also met in Auroville on 17 July, 1999.

### **Integrated/Inclusive Education**

The Department of Education is in the process of setting up an International Centre for Special Education in the NCERT with UNESCO assistance. This Centre will function as a resource centre for the countries of the SAARC region. Action is being taken to develop a network for training and orienting both general and resource teachers with the help of the NCERT and the RCI. The Department is also engaged in making two video spots on the education of children with disabilities which are proposed to be telecast on DD/other channels for community awareness regarding the need to send children with disabilities to school. A decision has been taken to have an external evaluation of the scheme of IEDC. Three organisations have been contacted in this regard. The Department has set up a Committee under the chairmanship of Joint Secretary (SE) to revise the scheme of IEDC so as to make it more comprehensive, flexible and effective.

### **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. However, funds from this scheme are not spent in cases where such exchange visits are undertaken by the NCERT or in the cases of reciprocal visits of foreign experts arising out of visit of NCERT experts. An expenditure of Rs. 79,050 has been incurred under the scheme out of the budget provision of Rs. 1 lakh for the year 1999-2000.





Department of  
Elementary  
Education  
& Literacy





# elementary education

The Directive Principles of State Policy as enunciated in our Constitution envisages free and compulsory education to all children upto 14 years of age. In pursuance of the goal of Universalisation of Elementary Education, several schemes such as Operation Blackboard, Non Formal Education, Restructuring and Reorganisation of Teacher Education, Nutritional Support to Primary Education, District Primary Education Programme and Lok Jumbish and Shiksha Karmi Projects are currently in operation. In order to bring every child of 6-14 age to school/Education Guarantee Centre/back to school camp by 2003, the Government proposes to shortly launch the Sarva Shiksha Abhiyan in a mission mode.

## Universalisation of Elementary Education

Universalisation of Elementary Education (UEE) has been accepted as a national goal. The Directive Principles of the Constitution of India envisage provision of free and compulsory education to all children before they complete the age of 14 years. In pursuance of the Constitutional Directive, and the need for provision of elementary education as a crucial input for nation building, the National Policy on Education 1986, as revised in 1992, states 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 21st Century.

The Ninth Five Year Plan envisaged UEE to mean universalisation of access, retention and achievement. Though considerable progress has been made towards achieving the targets, more rigorous and sustained efforts are required to achieve UEE by the end of Ninth Five Year Plan.

Concerted efforts towards UEE have resulted in manifold increase in institutions, teachers and students as shown in Graph 1, 2, 3 & 4.

Access to schools is no longer a major problem. At the primary stage 94 per cent of the country's rural population now has schools within a distance of one kilometre. At the upper primary stage, 84 per cent of the rural population have schools within a distance of three kilometres. While the Gross Enrolment Ratio (GER) at the primary stage, in the country as a whole, and in most States, exceed 100 per cent, there are quite a few States where the ratio is considerably lower. These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu & Kashmir and Meghalaya. At the upper primary stage, in addition to these states, Andhra Pradesh, Orissa and Sikkim have



Taking education to all

GER lower than the national average. In most of these States the literacy rates are also lower than the national average.

### 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. Gender disparities are conspicuous in regard to enrolment and retention. Girls' enrolment has increased at primary stages from 5.4 million in 1950-51 to 48.2 million in 1998-99 and that at upper primary stage from 0.5 million to 16.30 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 43.5 per cent of enrolment at primary stage and 40.5 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.

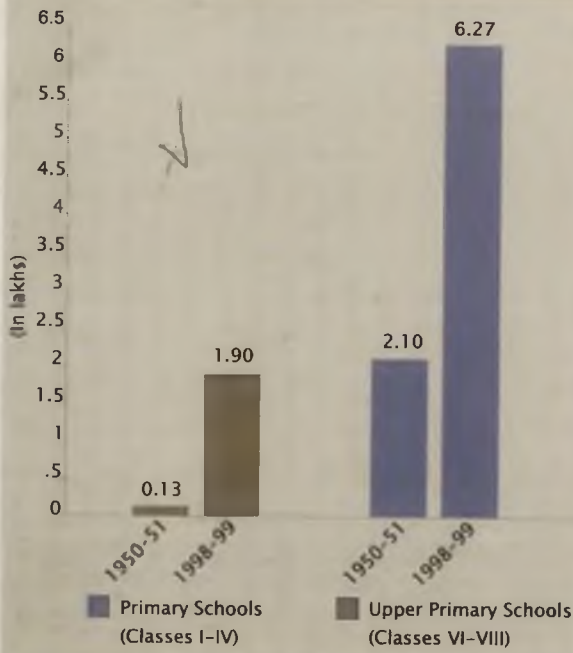
### Scheduled Castes and Scheduled Tribes

According to the 1991 census, the population of Scheduled Castes (SCs) was 138.12 million (16.33 per cent) and that of Scheduled Tribes (STs) was 67.9 million (9.01 per cent) of the country's population. The enrolment of children belonging to SCs and STs has increased considerably at the primary stage because of the



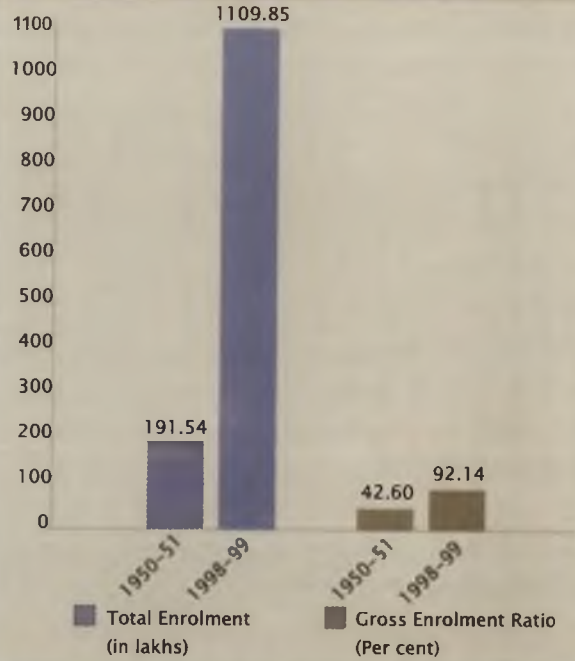
Graph 1

Comparative Statement of Number of Institutions in 1950-51 and 1998-99



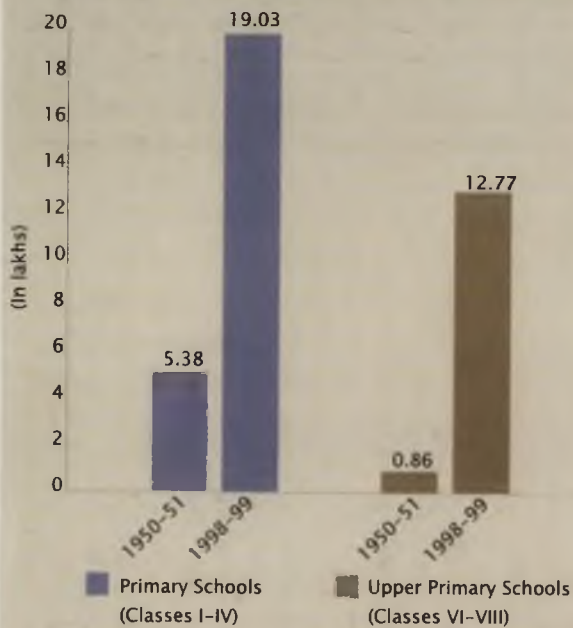
Graph 2

Comparative Statement of Number of Students (Primary Stage) in 1950-51 and 1998-99



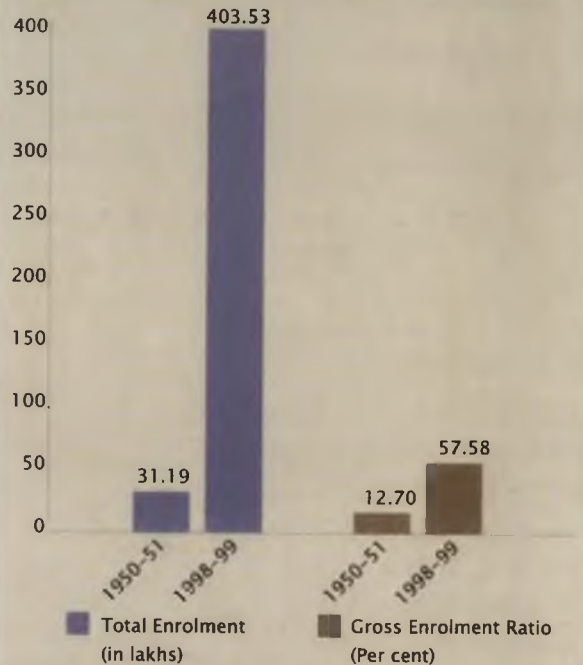
Graph 3

Comparative Statement of Number of Teachers in 1950-51 and 1998-99



Graph 4

Comparative Statement of Number of Students (Upper Primary Stage) in 1950-51 and 1998-99



## Strategy Frame for Sarva Shiksha Abhiyan

In order to achieve Universalisation of Elementary Education, in a holistic and convergent approach, the following key strategies have been worked out in consultation with States and Union Territories:



- ✦ i) Emphasis to be laid on retention and achievement rather than on mere enrolment;
- ii) Adopt incremental approach for creating school facilities. Education guarantee Centres in unserved habitations and "Back to school camps" for out of school children in the 10-14 age group.
- ✦ iii) Focus to be shifted from educationally backward states to educationally backward districts;
- ✦ iv) Adoption of desegregated approach with a focus on preparation of district specific and population specific plans;
- v) Universal access to schooling facilities particularly to girls, desegregated groups and out of school children;
- vi) Make education relevant by curricular reforms to promote life skills.
- ✦ vii) Improvement in school effectiveness, teacher competence, training and motivation;
- ✦ viii) Decentralisation of planning and management through Panchayati Raj Institutions (PRIs)/ Village Education Committees (VECS) and stress on participative processes;
- ✦ ix) Convergence of different schemes of elementary education and related services such as early childhood care and education, school health and nutrition programmes, etc.

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.

### Minimum Levels of Learning

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

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 competence for various subjects taught at the upper primary stage is under consideration. The National Council of Educational Research and Training has undertaken an intensive curriculum review to meet the needs of excellence with equity.

It has now been decided to upgrade 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 Council 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 the major activities being undertaken.

### Some Initiatives

#### Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) has a central objective of mobilising all the resources—human, financial and institutional— necessary for achieving the goal of Universalisation of Elementary Education. On the recommendations of the Conference of Education Ministers, a National Committee of State Education Ministers was constituted under the chairmanship of the Minister of Human Resource Development to develop the structure and outline of implementing Universal Elementary Education in a Mission Mode.


Based on the suggestion of the above Committee, this Ministry is launching a new Scheme of 'Sarva Shiksha Abhiyan' to incorporate all the existing schemes and programmes in elementary education sector. Sarva Shiksha Abhiyan is a holistic and convergent approach to implement UEE in a mission mode with a clear district focus. The objective of the SSA is to provide quality elementary education to all children in the age group of 6–14 years by 2010 AD. There will be special focus on girls, children belonging to SC/ST communities, urban slum dwellers, low female literacy blocks. EFC Memo for this scheme has been prepared and approval of the EFC/Cabinet will be obtained for the implementation of this scheme during the next financial year.

#### National Programme of Media Publicity and Advocacy of Universalisation of Elementary Education (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 has been included in the Ninth Five Year Plan.

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



**The programme will focus on four groups:**

- Teachers and all those involved in education of children;
- Students and parents of students, particularly non-literate parents;
- Community opinion leaders; and
- Policy makers and public representatives.

It has been decided that this Programme would be implemented as a part of the new scheme 'Sarva Shiksha Abhiyan'.

### Scheme of Special Assistance to States to Make Elementary Education a Fundamental Right

Based on the recommendation of the Saikia Committee, a proposal to amend the Constitution of India to make education for children from 6–14 years of age a Fundamental Right was considered and approved by the Cabinet in 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 referred to the Department related Parliamentary Standing Committee, which tabled its report on 24 November, 1997. Based on the recommendations of the Parliamentary Standing Committee, it is proposed to re-introduce the Constitutional Amendment Bill which is under consideration. Special assistance will be provided to the States for implementing the proposal to



make Elementary Education a Fundamental Right. The scheme will be implemented as a part of the 'Sarva Shiksha Abhiyan'.

### Lok Jumbish

An innovative project called Lok Jumbish (People's Movement for Education for All), with the 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 the participation.

### Aims and Objectives

- i) Access to primary education for all children upto 14 years of age.
- ii) Assurance that all enrolled children attend school/NFE centre regularly and complete primary education.
- iii) Creation of necessary structures, and setting in motion processes which would empower women and make education an instrument of women's equality.
- iv) Pursue the goal of equality in education
- v) Necessary modifications in the content and process of education so as to learn to live in harmony with the environment.
- vi) Effective involvement of the 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. The Project cost was shared in the ratio of 3:2:1 among SIDA, the Government of India and the Government of Rajasthan. The expenditure incurred was Rs. 14.03 crore.

The second Phase of the project was implemented between July 1994 and June 1998 with sharing of an expenditure in the ratio of 3.2:1. The total

expenditure incurred during the above period was Rs. 96.92 crore.

There was an uncertainty about the continuation of assistance from SIDA for Phase-III of this project, after the Pokhran development. However, SIDA later agreed to contribute 40 million SEK during the extended period of Phase-II of this project till 31 December, 1999.

Meanwhile, since SIDA funding to the project was not certain this Ministry approached the Department for International Development, UK, to support Phase-III of the project. Department for International Development has approved the assistance of Pounds 31.43 million as local cost grant and Pounds 3 million as technical cooperation for Phase-III during 1999-2004.

### Achievements

The project has covered 75 blocks. It has undertaken environment building activities in 8675 villages and has completed the school mapping exercise in 6954 villages. Five hundred and twenty-nine new schools have been opened while 268 primary schools have been upgraded.

An innovative and successful NFE programme, called Sahaj Shiksha Programme, launched by LJP has spread to more than 3000 centres. This programme caters to drop-outs and out of school children, especially girls. This programme works with the community. It has resulted in an increase in the learning ability of the student.

LJP has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as building partnerships with local communities and the voluntary sector. Community mobilisation and school

*The LJP has covered 75 blocks. It has undertaken environment building activities in 8675 villages and has completed the school mapping exercise in 6954 villages.*

mapping exercises have shown good results and provide the basis for opening of new schools, Sahaj Shiksha centres and building a community centered development programme.

The LJP has made a positive contribution to quality improvement through the development of improved MLL, based textbooks from Classes I-IV, which have been streamlined 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.

### **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.

During the Eighth Five Year Plan, the scheme was revised in 1993-94 and extended to provide a

third classroom and a third teacher to primary schools where enrolment exceeds 100 students. It was also extended to cover teaching learning equipment and additional teachers in upper primary schools (Table 1). The scheme is being implemented through the State Governments, with 100 per cent assistance from the Centre towards salary of additional teachers and provision of teaching learning equipment.

Under the scheme of Operation Blackboard, construction of school buildings is the responsibility of the State Governments/Union Territories. However, in consultation with the Department of Education, the Ministry of Rural Areas and Employment had worked out a formula to set aside funds for the construction of school buildings. According to this formula 48 per cent of funds for construction were provided by the Ministry of Rural Areas and Employment under Jawahar Rozgar Yojana (JRY) provided that the States raised 40 per cent Non-JRY and 12 per cent JRY State share. The Jawahar Rozgar Yojana has been restructured by the Ministry of Rural Development, renaming the scheme as Jawahar Gram Samridhi Yojana (JGSY). Under the revised guidelines effective from 1 April, 1999, Central assistance is available on 75:25 basis for construction of school buildings under Operation Blackboard.

On the basis of past experience and observations of Audit and Evaluation reports it has been observed that the funds sanctioned for teaching learning equipment under the Operation Blackboard Scheme are lying unutilised in many States. 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

#### **Three main components of operation blackboard**

- Provision of at least two class rooms in each primary school with facilities of toilets for boys and girls;
- Provision of an additional teacher to single teacher primary schools; and
- Provision of essential teaching learning equipment; including furniture for teachers.



Table 1  
Achievements under the Operation Blackboard Scheme

Physical (in lakh)	Provision of Teaching Learning Equipment to Primary Schools	Sanction of additional teachers for primary schools	Construction of class rooms	
Target	5.23	1.53	2.63	
Achievements	5.23	1.49	1.85	
Financial Achievements		From 1987 to March, 1999	During 1999-2000 (upto 6.3.2000) Rs. In crores)	
		2308.68	282.74	
Expanded Operation Blackboard		8th Plan	9th Plan	
		Targets	Achievements	
			1997-98	1998-99
•	Sanction of third teachers to primary schools with enrolment exceeding 100	42,000	34,892	21,059
•	Coverage of upper primary schools, supply of teaching learning materials	47,000	47,589	48,860
•	Sanction of additional teachers in upper primary schools	-	-	8,205
				21,522

under each category were left entirely to the discretion of the State Government which could decide the items to be procured as per local conditions. The State Governments have 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 educational committees and teachers/headmasters in this process to ensure timely supply of quality materials.

The scheme is expected to improve school environment, enhance retention and learning 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.

### Teacher Education 1999-2000

As envisaged in the National Policy on Education [NPE] and Programme of Action [PoA]-1986, the Centrally Sponsored Scheme of Restructuring and Re-organisation of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientations, training and continuous upgradation of knowledge, competence and pedagogical skills of school teachers in the country.

The Scheme envisages setting up of a DIET in each district to provide academic and resource support to elementary school 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 also expected to engage in advanced, level fundamental and applied research especially of interdisciplinary nature, and provide academic guidance to DIETs and support services to CTEs.

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 [ETEI] or by setting up new institutions. The land required for this purpose is provided by State Governments. CTEs are set up by upgrading existing Secondary Teacher Education Institutions [STElS] offering B.Ed. courses, and IASEs by upgrading Colleges and University Departments of Education offering M.Ed courses. Four hundred and fifty-one DIETS, 76 CTEs and 34 IASEs have been established under the scheme till the end of 1998-99.

State Governments have realised the critical role of DIETs in the development of teacher education at the grass-root level and in implementation of new educational initiative. These institutions have been identified as the principal technical and professional resource institutions in DPEP districts. 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 completion 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 23 October, 1998, at New Delhi.

The Scheme also envisages strengthening of SCERTs; orientation of school teachers in the use of OB materials and implementation of MLL strategy with focus on teaching of languages, maths and environmental studies; and strengthening of Departments of Education in the Universities through the UGC.

Over the years, we have developed a multi-tier infrastructure teacher education. At the national level, National Council of Educational Research & Training [NCERT] leads the country in designing exemplar instructional material on teacher education and providing training through innovative programmes. Indira Gandhi National Open University [IGNOU] through its School of Education, offers teacher education programmes in the distance mode. State Councils of Educational Research & Training [SCERTs] and State Institutes of Education are the state counterparts of the NCERT to provide direction and leadership for reforms in school education including teacher education. Twenty SCERTs have received central assistance under Teacher Education Scheme.

Special emphasis is being laid during the Ninth Plan on strengthening teacher education in North-Eastern States. A Diploma Programme in Primary Education [DPPE] by IGNOU in collaboration with NCERT is on the anvil to remove the backlog of untrained teachers in the North-East. North-Eastern States have also been



Training of teachers

asked to conduct short term induction programmes for untrained teachers in DIETs and other teacher training institutions before the untrained teachers are actually assigned teaching work in schools. A proposal for setting up of the Regional Committee of the NCTE in the North-East is also under consideration.

A pilot project for testing the potentiality of interactive mode of distance education for imparting in-service training to school teachers was successfully tried out by NCERT in Karnataka and Madhya Pradesh in 1996. In the light of experience gained and feedback furnished by implementing agencies and the State Governments, prompted another project to test the efficacy of interactive television in distance education to be launched in Gujarat and Madhya Pradesh. Based on the experience of this project, it is proposed to expand the distance mode for mass orientation of school teachers in other States as well during the Ninth Plan.

### **National Council for Teacher Education**

The National Council for Teacher Education (NCTE) was established as a national level statutory body by the Government of India on 17 August, 1995. The main objectives of the Council are to achieve planned and coordinated 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, western regions have been set up at Jaipur, Bangalore, Bhubaneswar and

Bhopal, respectively. These Regional Committees consider the applications of the institutions of teacher education for recognition/permission in accordance with the provisions of the Act.

The Council has laid down norms and standards for pre-primary, elementary and secondary level teacher education institutions and B.Ed. through distance mode. The task of preparation of a new curriculum framework for teacher education at various stages was completed during the year 1998-99 after detailed exercise of consultations with eminent educationists and teacher educators and organisation of a series of seminars.

A project on Networking for Institutional Capacity Enhancement (NICE) was taken up during 1997-98. Five nodal institutions namely Indian Institute of Education, Pune, Vidya Bhawan, Institute of Advanced Study in Education, Udaipur, Assam University, Silchar, Department of Kakatiya University, Warrangal and Gujarat Vidyapeeth, Ahmedabad, provided resource support and interacted closely with DIETs and ETEIs in their respective areas covering about 10 institutions each. Each of the nodal institutions focused on specific themes, which included development of teacher training programmes for promoting multicultural understanding, school-community linkages and development of methodology and content competencies of teacher educators. Under the project Reports from nine states on status of teacher education, issues and future projections, have already been completed and published by the NCTE by the end of March 1999.

The Regional Committees of NCTE received 2426 applications by the end of

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*The main objectives of the Council are to achieve planned and coordinated development of the teacher education system, regulation and proper maintenance of norms and standards of teacher education.*

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*One of the major achievements of NCTE has been the publication of monographs, reports and self-learning modules for teacher educators and teachers*

1998-99, from existing teacher training institutions for recognition and conducting of teacher training courses. Recognition was subsequently granted to 408 institutions. In addition, 1294 institutions were accorded provisional recognition. Similarly, 1349 applications were received for starting new institutions/courses. Out of these, recognition has been granted to 77 new institutions/courses, provisional recognition to 1035 institutions and recognition refused in 131 cases.

One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self-learning modules for teacher educators and teachers during the year 1998-99. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education.

### **Non-formal Education Programme**

In pursuance of the directive under Article 45 of the Constitution, the National Policy on Education, 1986, envisages a large and systematic programme of non-formal education as an integral component of the strategy to achieve universalisation of elementary education. It caters to children who remain outside the formal system of education due to various socio-economic constraints.

The scheme has been in operation since 1979-80 and focuses on children in the 6-14 age group who have remained out of the formal schooling system. It lays emphasis on organisation, flexibility, relevance of curriculum and diversity of learning activity to suit the needs of learners. The scheme primarily covers the educationally

backward States of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It also covers urban slums, hilly, desert and tribal areas and also areas with a concentration of working children in other States. Special emphasis is laid on girls, working children, and those belonging to the Scheduled Castes and Scheduled Tribes.

Central assistance is provided to States, Union Territories and voluntary agencies on the following pattern:

- i) Co-educational centres and administrative support—60 per cent
- ii) Exclusively girl centres—90 per cent
- iii) Centres run by voluntary agencies—100 per cent

At present, there are 2.97 lakh NFE centres covering about 74.20 lakh children in 24 States and Union Territories. While 2.38 lakh centres have been sanctioned to States and Union Territories (of which 1.18 lakh centres are exclusively for girls), 58788 centres are run by 816 voluntary agencies. The performance of the scheme has been reviewed inter-alia, by two Parliamentary Standing Committees, one on human resource development, and a second on the problem of drop-outs. It has also been evaluated by the Planning Commission. Based on their recommendations, action has been initiated to revise the scheme.

The revised scheme, to be called the Scheme of Alternative and Innovative Education, will be more flexible and operationally more pro-active. Its salient features are:

- i) All habitations that do not have an elementary education centre within a radius of one kilometre will have one at the earliest.
- ii) The quality of non-formal education will

be upgraded to a level matching the formal education system.

- iii) The local community will be more active in the implementation of the scheme.
- iv) It will provide instructors with enhanced honorariums.
- v) As part of the scheme, an elaborate school mapping exercise will be undertaken.
- vi) It is part of the large more holistic, programme for the universalisation of elementary education, namely, the Sarva Shiksha Abhiyan.

During 1998-99, an amount of Rs. 119.50 crore to States and Union Territories and Rs. 39.97 crores to voluntary agencies was released for the implementation of the programme. During 1999-2000, till September 1999, Rs. 36.05 crore to States and Union Territories and Rs. 11.91 crore to voluntary agencies, have been released.

### **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 working towards enhancing creativity amongst children in the age-group of 5-16 years, especially from the weaker sections of the society. The programmes for children are so designed as to explore the inner potential through participation in creative and performing arts, environment, astronomy, photography and science-related activities. National Bal Bhavan, thus, aims at the all-round growth of a child in a free and happy atmosphere to develop a scientific temper.

National Bal Bhavan organises summer programmes for children, wherein workshops on miniature painting, machine modelling,

development of low cost scientific models, toys and games, creative arts, screen printing, etc., are arranged. Environment related activities form an integral part of the innovative, creative and meaningful programme organised by National Bal Bhavan throughout the year. A Cultural Craft Conservation Convention was organised in June 1999 with well known folk artists. A number of camps such as publication camp, literacy camp, computer awareness camp were also organised this year. At the local level Bal Shree Camps were organised in July 1999 for the children of age group 9-16 years to honour creative children. The National Children's Museum with galleries on Gaurav Gatha, Hamara Bharat Mahan and Surya displaying children's creative work attracted 5536 visitors. An inter-state camp was held at Jawahar Bal Bhavan at Pondicherry. An Indian delegation participated in the International Children's Camp at Nairamadal (Mongolia) in August 1999, under the Cultural Exchange Programme.

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

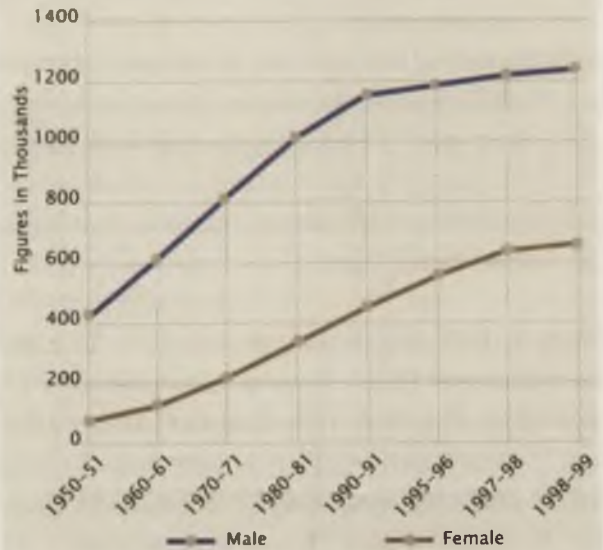
The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as Mid-day Scheme (MDM), was launched on 15 August, 1995 (Table 2). The programme is designed to give a boost to the universalisation of primary education by impacting upon enrolment, attendance, retention and the nutritional needs of children in primary classes. The programme aims to cover all Government, Local Body and Government-aided schools. Central support under this programme is to provide food grains, free of cost, to children at the rate of 100 grams per school day per student in States where cooked meal is provided, and 3 kg per month per child where food-grains are being distributed, subject to minimum 80 per cent of attendance. All States except Gujarat, Kerala, Orissa, Tamil Nadu, Madhya Pradesh (174



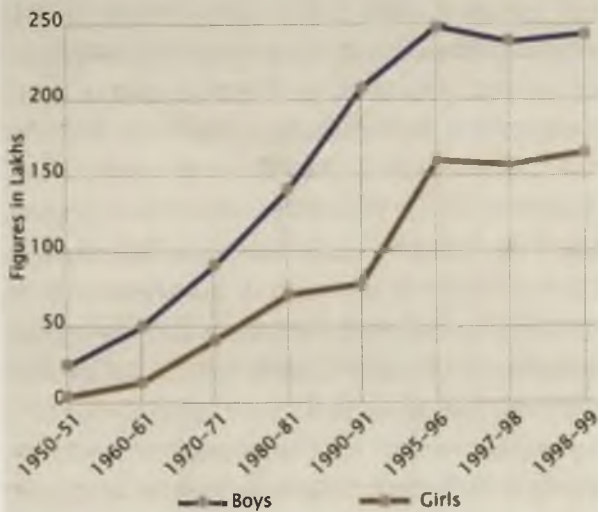
Graph 5  
Enrolment in Primary  
Classes (I-V)



Graph 7  
Distribution of Teachers in  
Primary Schools



Graph 6  
Enrolment in Middle  
Classes (VI-VII)



Graph 8  
Distribution of Teachers in  
Upper Primary Schools

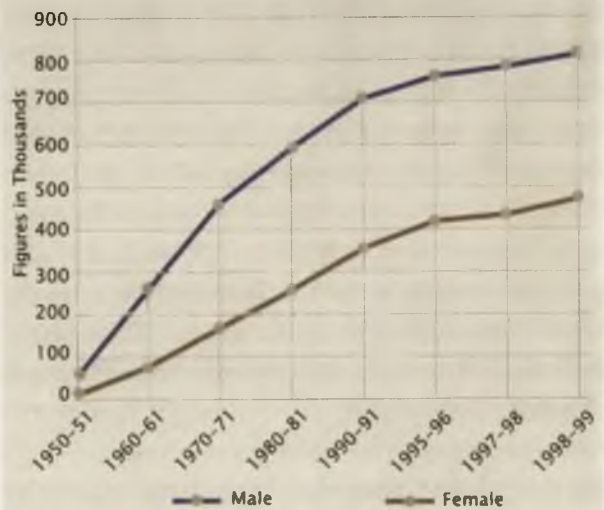




Table 2  
Year-wise details of the number of children covered, quantity of foodgrain allocated and lifted, and expenditure involved in the Mid-day Scheme.

Year	No. of children covered (in crores)	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	1600.15	2707307	1147047
1999-2000	9.90	1071.14	2710899	1134718
		(upto Feb. 2000)		(upto Jan. 2000)

tribal blocks) and Pondicherry distribute foodgrains. The programme has been evaluated recently in 10 states by an independent agency, Operations Research Group, New Delhi. The findings state that while the programme has given a boost to enrolment in Assam, Madhya Pradesh, Uttar Pradesh and West Bengal, it has had a positive impact on attendance and retention in Gujarat, Haryana, Jammu & Kashmir, Karnataka, Orissa and Rajasthan.

### Shiksha Karmi Project

Shiksha Karmi Project (SKP) aims at universalisation and qualitative improvement of primary education in remote, arid and socio-economically backward villages of 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 a remote village, with a non-resident teacher often tended to become dysfunctional, and both parents and children failed to relate to such an institution, leading to high drop-out 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 a minimum educational qualification of Class VIII for men, and Class V for women. To overcome

the basic lack of qualifications, 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 the Rajasthan Shiksha Karmi Board (RSKB) with assistance from voluntary agencies. The RSKB has a Governing Council and an Executive Council. These bodies are represented through two representatives of this Department.

Non Government Organisations (NGOs) and the community play a pivotal role in the implementation of the SKP. 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 Karmis schools. Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP aims at addressing these through decentralised initiatives involving the community. (At the grassroot level, Panchayat Samlties, 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 pre-occupation at home. 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 benefitting 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 remote areas. Integration of children with partial disabilities into 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 the international agency concerned, 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 interactions with all functionaries and beneficiaries. Expert studies have revealed that academic attainments of primary school children in SKP area are generally better than neighbouring schools managed by Panchayati Raj Institutions [PRIs].

The SKP 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 2715 villages in 146 blocks in Rajasthan and 6,285 shiksha karmis provide

primary education to 2.16 lakh children in day schools and PPs (Table 3). 'The experience of SKP demonstrates that the motivation of shiksha karmis working in difficult conditions can be sustained over a longer period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review, and problem solving. The success of SKP has brought to it national and international recognition. The second Phase of SKP came to an end on 30 June, 1998.

During the first Phase of SKP (1987-1994), an amount of Rs. 21.12 crore was spent which was shared between Swedish International Development Agency SIDA and Government of Rajasthan on 90:10 basis. In the second Phase of SKP (July 1994 - June 1998) a total expenditure of Rs. 72.21 crore was incurred on the project which was shared between SIDA and the Government of Rajasthan on 50:50 basis. After an in-depth evaluation of the Project, Department for International Development of the United Kingdom has agreed to share the cost of Phase-III of the project on 50:50 basis with the Government of Rajasthan with effect from July 1999. Phase-III of SKP will continue till March 2003, and as per the terms and conditions of the proposed agreement, an expenditure of 240 crore would be incurred during the Phase-III. By the end of Phase-III of SKP, it has been proposed to cover 4,100 villages/day schools, 7,335 prehar pathshalas, 121 upper primary schools covering all districts of Rajasthan with an expected enrolment of 3,24,345 students.

### **District Primary Education Programme**

The District Primary Education Programme (DPEP) is a centrally sponsored scheme 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

Table 3

S.No.	Name of the Activity	Achievements upto October, 1999
1.	District covered	32
2.	Blocks	146
3.	Villages / Day Schools	2715
4.	Prehar Pathshalas	4829
5.	Enrolment	2.16 lakh
Shiksha Karmi Project at a glance.		

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 provisions made by the State Governments for elementary education. It fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. DPEP is a contextual programme 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 drop-out 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 five per cent.

### District Selection Criteria

The district which is the unit of programme implementation is selected on the basis of the following criteria, (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

DPEP being a centrally sponsored scheme, 85 per cent of the project cost is shared by the Government of India and 15 per cent by the concerned project state. Both the central share and state shares are passed on to state implementation societies directly as grant. The Government of India share is resourced by external fundings. Several bilateral ~~and~~ multilateral agencies are providing financial assistance for the DPEP. The World Bank has provided a credit amounting to US \$ 260.3 million. (approx Rs. 806 crore) 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 crore) as programme support for DPEP in Madhya Pradesh (1994-2001). An agreement has been signed with IDA for a second credit amounting to US \$

425.2 million for DPEP-II (1996-2002). The Government of Netherlands has provided a grant of US \$ 25.8 million for DPEP in Gujarat. A grant of Pounds Sterling 42.5 million (Rs. 220 crore) for DPEP in Andhra Pradesh and Pounds Sterling 31.7 million (Rs. 207 crore) for DPEP in West Bengal is available from DFID (UK). IDA credit of US \$ 152.4 million (Rs. 530 crore) and a grant of US \$ 10 million (Rs. 36 crore) from UNICEF has been tied up for Phase-III of DPEP in 27 educational districts of Bihar. Another IDA credit of US \$ 137.40 million (Rs. 571.50 crore) is available for expansion of DPEP in 14 districts of Andhra Pradesh. DPEP IV in 10 districts of Rajasthan is funded by IDA credit of US\$ 85.7 million (1999-2003). IDA credit of US\$ 182.4 million has been tied up for expansion at DPEP in 38 additional districts of U.P. DFID (UK) Grant of Pounds Sterling 30.0 million has also been tied up for expansion of DPEP in five additional districts at West Bengal.

### Coverage

The programme which was initially launched in 1994 in 42 districts of seven States has now been extended to cover 219 districts of 15 states namely Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh, Bihar and Rajasthan. Further expansion of the programme to Expansion of DPEP to eight districts of Orissa, six districts of Gujarat and 9 districts of Rajasthan is being envisaged.

### In-depth Review of the Programme

The programme is supervised through periodic Supervision Missions. So far, five Internal Supervision Missions and 10 Joint Supervision/ Review Missions (comprising of representatives of Government of India and External Funding Agencies) have been carried out. The first Phase of the programme which was launched in

November, 1994 in 42 districts in 7 States was subjected to an in-depth review during September-October 1997. The second Indepth Review was conducted in November 1999. The consequent reviews and evaluatory studies have revealed that the programme has resulted in a significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/drop-outs with increased community involvement and improvements in classroom processes.

### Major Achievements of DPEP

- Progress Towards Universalising Access to about 3,00,000 formal schools existing in DPEP areas, DPEP has added 8000 new formal schools and another 15,000 are in the pipeline. Thirty-eight thousand alternative schooling centres of various kinds have been set up and about 75,000 more are planned. In addition, about 16,000 summer schools are functioning annually.
- In Phase-I districts, where the programme is under implementation for five years, a compound annual growth rate of 6.2 per cent in enrolment has been reported during 1995-1998 as against zero overall enrolment growth in the country during the period.
- The average GER in these districts stands at 99.7. Assuming the contribution of unrecognised schools at 8-10 per cent, the GER would be around 107. The enrolment thus is near universal, as compared to about 84 per cent in 1995 (accounting only for formal recognised schools).
- In Phase-II/III districts, where the programme is under implementation for about two years, we have the data for the first year. An overall increase of 2.55 per cent (excluding the enrolment in unrecognised schools) has been reported in the study during 1997-98. However,

house-hold survey data, sample studies as well as field visits indicate a higher growth.

- The average GER in Phase-II/III areas as reported in the study is 85. This data however, does not include unrecognised schools' contribution and has its limitations as explained earlier. Moreover, this data is one year old. The situation in the field is changing very fast. Sample studies in two backward districts of Uttar Pradesh, conducted by Development and Research Services, New Delhi, early this year indicated that the GER is 102-103 and NER 73-80, the contribution of private unrecognised schools being 6-8 per cent in the two districts.

### Gender Gap

- Gender gap in enrolment is closing rapidly. Enrolment of girls has been faster than boys'. As per the study, Index of Gender Equity (IGE) in 23 districts, as against 15 in 1995, out of the 42 Phase-I districts is above 95 per cent, which is the goal to be achieved by the end of the project period. One district has IGE below 85 as against six in 1995.
- Out of 75 districts in Phase-II/III covered in the study, 35 have IGE greater than 95 as against 31 in 1997 and eight have IGE less than 85 compared to 14 in 1997.

### Social Gap

- Index for social equity (ISE) for Scheduled Caste children is more than 100 in all Phase-I districts. This was more than 90 in 1996.
- Out of 67 districts studied in Phase-II/III where SC population was more than five per cent of the total, ISE for Scheduled Caste children is over 105 in 55 districts and less than 85 in one district. In 1997, 54 districts had ISE over 105 and three districts less than 85.

- Out of 22 districts studied where ST population is more than 5 per cent of the total population in Phase-I, ISE for Schedule Tribe Children is over 95 in 14 districts, as against six in 1995 and less than 85 in three districts compared to 12 in 1995.
- In Phase-II districts, out of 31 districts having ST population more than five per cent of the total, 22 have ISE more than 95 and two districts have less than 85. In 1997, 23 districts had ISE more than 95 and one district less than 85.

### Repetition Rates, Drop-Out and Internal Efficiency

- Overall Repetition rate of children has shown a perceptible decline in Phase-I areas. The average repetition rate which was 7.5 per cent in 1995 has been reduced to 5.2 per cent in 1997 representing a drop of 30 per cent. For Phase-II /III areas, the data is not amenable to calculation of change in the rate. The rate stood at 8.8 per cent in 1997. The relatively higher repetition rate in these areas is explained by the fact that most of the districts in Phase-II/III are in educationally very backward and challenging areas in Orissa, Uttar Pradesh, Bihar and Madhya Pradesh.
- The study on drop out rates and internal efficiency could focus only on Phase-I districts, in the absence of the data for consecutive years for subsequent Phases. The decrease in drop out rates has been in the range of 4-20 percentage points and now stands at 17-31 per cent in most of the district.
- The trend in internal efficiency which is a measure of the actual duration for primary school graduation as compared to the ideal duration, is also encouraging. The number of districts with 80 per cent or more internal efficiency increased from 19 in 1996 to 27

in 1997. The number of districts with 70 per cent efficiency and below decreased from nine in 1996 to six in 1997. In 15 districts, it remained more or less the same.

### **Learning Achievement**

- In most of the districts, there has been an appreciable increase in the learning achievements in Language and in Mathematics in Class-I. In the penultimate Class, i.e., Class-III/IV, the increase is less than in Class-I. These results are similar to what Phase-I areas witnessed in 1997 when the learning achievement tests were repeated after a gap of three years. In absolute terms, the average achievement is in the range 65-88 per cent in Class-I for Language, and in the range 46-85 per cent in Class-I for Maths thereby meeting the project goals.
- Achievements in the penultimate class are, however, not so encouraging. The average performance is as low as 38 per cent in language and 19 per cent in Maths. Clearly, the pedagogic reforms would take time to reach the penultimate class.
- The DPEP goals of reducing the differences in achievement between boys and girls to less than five per cent has been achieved in 11 out of 13 districts, in both the subjects in Class-I, in all the 13 districts in language and in all but one district in Maths in Class-III/IV. There has been considerable progress in reducing learning gaps between children of socially disadvantaged groups and others.

### **Improving Class-Room Situation**

- Improving class-room processes is the corner-stone of DPEP strategy. Adequate availability of teachers, their competence and motivation, availability of quality teaching-learning materials and other

infrastructural facilities are key elements of this strategy.

- Study on teacher attendance in two districts each in Madhya Pradesh and Uttar Pradesh, by the Development and Research Services (DRS), New Delhi has reported the attendance rate between 78 to 86 per cent.
- All the 8.5 lakh teachers in the DPEP system have received in-service training, majority of them more than once. Generally, the teachers receive 5-10 days training every year.
- The textbooks also have been developed in all the States through local resource groups and in decentralised mode as the study on textbooks will show. The small sum of Rs. 500 per teacher per annum, known as teacher grant, which enables them to make locally relevant teaching learning materials has also been of considerable help.
- The distance education component is also playing its due role by providing materials in video and audio forms at resource centres and by telecasting supportive lessons for teacher educators, teachers and children.
- The package of strategies for teacher empowerment and improving class-rooms has immensely contributed to promotion of child centered, joyful learning approach. The study on Pedagogical Strategy corroborates this.

### **Community Involvement**

- The strategy of constituting VECs with participation of weaker sections, giving them adequate training, involving them in construction and entrusting them with utilisation of the school grant of Rs. 2000/- per school per annum, and decentralising some of the school management responsibility to them has helped a great deal.

## **Building Capacity**

- DPEP has provided training to over three million community members and over 850,000 teachers, many of them more than once. About 2000 district and State level functionaries have been trained in the area of planning, supervision, appraisal and data management at NSDART, Mussoorie and

NIEPA

## **Support Institutions**

- CRCS, BRCs and DIETs have a key role to play in providing support to the teachers and to the classrooms. Throughout the project areas, these institutions are providing training and on-site support to teachers, community and the schools. Although DIETs are yet to be fully and satisfactorily functional in all the areas, there has been a marked improvement in the situation as compared to pre-DPEP times.

## **School Building Reforms**

- School building have traditionally been

looked at only in terms of brick and mortar. The experiences in all DPEP areas have shown that during these five years, buildings based on new designs have emerged which have promoted aesthetics, functionality and use of local materials. The exercises in renewal and reform have brought down cost substantially and have involved community thereby improving the sense of ownership of the schools and generating contributions from the community.

## **New Models**

- Several innovations have come about as a result of 'thinking through' and flexibility allowed to States and districts. Some of these are ;
- EGS (Education Guarantee Scheme) in Madhya Pradesh;
- Apna/Angna Vidyalaya in Bihar;
- "Prerna" Vidyalaya in Maharashtra and so on;
- Double-shifts in schools; and
- Cost saving and improved school building designs.



## adult education

National Literacy Mission has adopted the campaign model as the principal strategy for eradication of illiteracy throughout the country. The literacy campaigns are area-specific, time-bound and are delivered through voluntarism, cost-effective and outcome-oriented methods. The National Literacy Mission aims at imparting functional literacy to the 15-35 age group in order to achieve the threshold, sustainable level of 75 per cent literacy by the year 2005.



Adult learning, perhaps more than any other activity, plays a crucial role in releasing the energy and creativity of people and enabling them to meet the complex challenges of the modern world. The eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in the 80s and the National Literacy Mission came into being to impart a new sense of urgency and seriousness to adult education.

The latest figures from the National Sample Survey Organisation reveal the great strides that have been taken—the literacy level has risen from 52 per cent in 1991 to 62 per cent in 1997. This is all the more creditable because of the countering factor of population growth. One of the worrying aspects had been the wide gap between male and female literacy. This, at last, seems to be narrowing as also the urban-rural differences in literacy rates. Much of the credit goes to the total literacy campaign, which has been implemented successfully at the district level in several States.

The map of illiteracy in India closely coincides with maps of poverty, malnutrition, ill health and infant mortality. The task of adult education has assumed greater significance in the wake of the 73rd and 74th amendment to the Constitution. If power for local self-governance is to devolve to the panchayats and nagar palikas, literacy is an essential prerequisite. In this context, the National Literacy Mission has made continuing education a necessary component of its activities. The National Literacy Mission believes that strong political will must be complemented by the strength of a people's movement and the expertise of NGOs and the private sector. The success story of the Mission in the last decade can be attributed to the enthused participation of people from all walks of life to achieve the goal of universal literacy.

### India wins Noma Literacy Prize for 1999



The National Literacy Mission (NLM) has been awarded the prestigious Noma Literacy Prize for 1999. An international jury, which met in Paris to decide the winners of UNESCO's four literacy awards, singled out the NLM's efforts to 'galvanise activities towards national integration, conservation of the environment, promotion of women's equality and the preservation of family customs and traditions', apart from training, producing teaching-learning materials, setting up autonomous education bodies, creating awareness for education and raising the demand for quality and quantity of primary education. A statement from UNESCO says the \$15,000 Noma Prize, which also carries a silver medal, 'recognises the NLM's initiation of the Total Literacy Campaigns which are now accepted as the dominant strategy for the eradication of illiteracy.'

### The Programme

The National Literacy Mission aims at imparting functional literacy to threshold, sustainable level of 75 per cent by the year 2005.

The campaign model is now accepted as the dominant strategy for eradication of adult illiteracy in India. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed forms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participative and non-threatening.

### Preparing the Ground

The initiation of a literacy campaign begins with a process of consultation and consensus,

involving political parties, teachers, students and cultural groups. A core team is identified and the project is formulated.

#### Creation of the Organisational Structure

The campaigns are implemented through district-level literacy committees which are registered under the Societies Registration Act as independent and autonomous bodies to provide a unified umbrella under which a number of individuals and organisations work together. Leadership is provided by the district collector/ chief secretary and the Zilla Parishad (district council). All sections of society are given due representation in planning and implementation of the programme. The structure rests on three pillars—participatory people's committees, full-time functionaries and area coordinators, and a support system provided by government officials. It forms an interactive and a communicative process of management and implementation. The campaign is delivered through volunteers without any expectation of reward or incentive.

#### Survey and District Profile

A detailed survey is conducted in the district, to enumerate and identify the non-literate people. The process of the survey also provides opportunities for personal contact and interaction. During the survey, volunteer teachers and master trainers are also identified.

#### Environment Building

This is an extremely important part of the literacy campaign, where mass mobilisation takes place through a multifaceted communication strategy, which creates the right environment and enthusiasm for teaching-learning activities. The success of a total literacy campaign depends to a large extent, on the effectiveness with which all sections of society are mobilised.

#### Development of Teaching-Learning Materials

The objective is to make the materials relevant, while keeping the larger national canvas and its concerns in view. The materials are based on an innovative pedagogy called Improved Pace and Content of Learning (IPCL) that incorporates motivation-oriented teaching-learning material, books especially suited for neo-literates and adults. A grade primer is used with each grade corresponding to a different level of literacy. The primer contains exercises, tests and space for practice to achieve the objective of imparting literacy in 200 hours.

#### Training of the Task Force

Training is conducted through key resource persons and master trainers—one master trainer for every 25 to 30 volunteer teachers, and one key resource person for every 25–30 master trainers. First the key resource persons are trained, who in turn train the master trainers. Volunteer teachers are trained by the master trainers.

#### Actual Learning Process

There are three progressive sets of primers. Each primer is an integrated one, in the sense that it combines workbook, exercise book, tools of evaluation of learning outcome, certification, etc. The entire process is based on the principle of self-evaluation. The tests are simple and participative. Every learner is free to attain the desired level according to his/her convenience. It is, however, expected that a learner should be able to complete all the three primers within the overall duration of 200 hours spread over six to eight months.

Though the Total Literacy Campaign is meant to impart functional literacy, it also disseminates other socially relevant messages, such as enrolment and retention of children in schools,

immunisation, propagation of small family norms, promotion of maternity and childcare, women's equality and empowerment, peace and communal harmony.

### Post Literacy Phase

The term 'post literacy' has come to have different meanings in various educational systems. In some countries, the term is used loosely to include all forms of education that follow after the achievement of basic literacy. In some other countries, post literacy is defined more narrowly to simply consolidate basic literacy skills to a level equivalent to the completion of formal primary school. In this definition, post literacy is considered as a 'bridge' between primary schooling or its equivalent and further study.

The definition accepted by the National Literacy Mission lies somewhere in between these two extremes. As a part of continuing education, post literacy programmes attempt to give interested learners an opportunity to harness and develop their learning potential after completion of a course in basic literacy.

Learning skills acquired by neo-literates during the short span of the literacy campaign are at best fragile. There is a genuine danger of neo-literates

regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels.

The NLM has designed a one-year post literacy campaign, to be implemented in a mission mode. In fact, it has laid a great deal of emphasis on the planning and launching of post literacy campaigns simultaneously with the conclusion of the first Phase. In keeping with its aims, the Mission has formulated and circulated broad guidelines for implementation of post literacy campaigns. The three basic elements of this campaign are: identification of learning needs of neo-literates, provision of learning opportunities to meet the needs, and creation of a socioeconomic, political and cultural ambience to sustain the learning environment.

The post literacy campaign thus serves as an umbrella under which a host of development activities are taken up. Skill development forms a major component of post literacy and enterprising district collectors have been able to dovetail skill development within innovative development schemes. It is during the post literacy Phase that linkages with other departments—especially with health, rural development and environment are forged.

#### Post Literacy Objectives



Consolidation	to prevent regression to illiteracy
Remediation	to enrol drop outs and enable non-achievers to upgrade their literacy skills
Continuation	to improve literacy skills to a self-reliant level of learning
Application	to enable learners to use post literacy skills in their day-to-day life
Skill Development	to enable learners to acquire skills for economic self-reliance
Institutionalisation	to promote collective action and facilitate 'takeoff to continuing education

*The village library movement is yet another initiative to promote self-reliance in learning. At the block level, preferably in the library of the secondary or higher secondary schools, separate sections for neo-literates are created. This support library at the block level nurtures the library at the village level.*

One of the most important tasks of the post literacy is the 'mopping up' operation or remediation. Those learners who dropped out of the first Phase or could not achieve the prescribed norms of literacy, are enabled to achieve the required levels. The first Phase of the post

literacy campaign envisages 40 hours of guided learning, focusing not only on remediation, retention and consolidation of literacy skills of neo-literates but seeking to ingrain the reading habit in them, so that they are able to put their literacy skills to good use in their daily life.

The next Phase of post literacy provides opportunities for unstructured learning through self-directed processes. The Jan Chetna clusters are used as an 'open window' for dissemination of information regarding ongoing development schemes. Many districts have brought out simplified booklets on development schemes for neo-literates that have helped them to make informed choices. Districts are encouraged to create a pool of literature by holding writers' workshops and the tapping the talent of local story-tellers.

The village library movement is yet another initiative to promote self-reliance in learning. In each village where the number of neo-literates is substantial, small pathagars with a reading room or a library in the existing shiksan kendra/ youth club are established. Similarly at the block level, preferably in the library of the secondary or higher secondary schools, separate sections for neo-literates are created. This support library at the block level nurtures the library at the village level. It also lends books and rotates them to different villages on a weekly, fortnightly

and monthly basis. The creation of a library for each village unit of 100 learners is central to the organisation of all post literacy activities.

Post literacy campaigns have done well in ensuring a successful transition of neo-literates from guided learning to self-learning and finally to life-long learning. The campaigns implemented so far have covered considerable ground and the cumulative experience has yielded valuable insights for the shaping of continuing education strategies.

### Continuing Education



The impact of literacy and adult education programmes clearly shows that in the future, skill development and increased economic opportunity must form one of the major components of initiatives in this area. The challenge before the National Literacy Mission is to create a continuing education system where the effervescence of the mass upsurge of the literacy campaigns can be channelised into structuring a continuous and life-long learning process.

The continuing education scheme is postulated on the principles of:

- Treating basic literacy, post literacy and continuing education as one sustained, coherent learning process.
- Establishing a responsive and alternative structure for life-long learning.
- Responding to the needs of all sections of society.
- Learning not to be seen as a function of alphabets, but as all modes of human capacity building.
- Addressing the socioeconomic situations

of the community to provide infrastructure for larger development initiatives.

Thus, the scheme of continuing education, taken up in a district after it has completed the total literacy and post literacy Phases, makes the learners aware of the power and significance of education. They realise that education is the agency for improving their lives and they tend to find ways to use their literacy skills in their everyday life to make it more meaningful and rewarding. The continuing education scheme is, therefore, multi-faceted and enjoys supreme flexibility to allow grassroots community participation and managerial initiative.

Establishment of Continuing Education Centres (CECS) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing continuing education programmes. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 2000–2500. One Nodal Centre is established for 10–15 CECs.

The centres are run by full-time facilitators or preraks, who are drawn from the community itself. The continuing education centres also serve as: library and reading room, teaching-learning centre for continuing education programmes, vocational training centre, extension centre for facilities of other development departments, discussion forum for sharing ideas and solving problems, composite information window for the community, cultural centre, and sports and recreation centre.

The CECS, including the nodal one, are set up in active consultation with the user community and its programmes are designed to meet their demands. Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, Panchayati

Raj Institutions in the planning and implementation of scheme of continuing education. Various development departments, technical institutions and professional groups provide inputs needed by the programme. State Resource Centres and Jan Shikshan Sansthan join hands by giving the necessary resource and training support.

Apart from establishing CECS, the scheme also undertakes the following programmes:

- Equivalency programme designed as an alternative education programme equivalent to existing formal, general or vocational education.
- Income-generating programme where the participants acquire or upgrade their vocational skills and take up income-generating activities.
- Quality of life improvement programme which aims to equip learners and the community with essential knowledge, attitude, values and skills to raise their standard of living.
- Individual interest promotion programme to provide opportunities for learners to participate and learn about their individually chosen social, cultural, spiritual, health, physical and artistic interests.

### **Jan Shikshan Sansthan**

The Jan Shikshan Sansthan, previously known as the Shramik Vidyapeeths, act as district level resource support agencies specially in regard to organisation of vocational training and skill development programmes for neoliterates and other target groups of the Continuing Education Scheme. The Sansthan offer innovative, non-formal education for adults, an important component of which is to impart technical and vocational skills. From candle and agarbatti making, sewing and embroidery to computer

courses, the Jan Shikshan Sansthan offer around 225 vocational training courses. It is to the credit of these Sansthan that more than 5 lakh beneficiaries, of which 65 per cent were women, were benefitted under the various vocational trades and activities in 1997-98 alone.

The Jan Shikshan Sansthan are mostly set up under the aegis of non-governmental organisations. These institutes are required to be registered under the Societies Registration Act 1860, and hence, they enjoyed a considerable degree of autonomy. The Government of India provides financial assistance to these Sansthan in a set pattern and prescribes the ceiling of funds to be spent under different heads. The Government does not interfere in the affairs of Sansthan but monitors their performance and ensures that the funds are utilised according to its guidelines before releasing further grants.

### Monitoring & Evaluation

Monitoring and evaluation of any scheme, specially in the social sector, has great significance as it helps one to know whether the scheme is on the right track. The National Literacy Mission has been undertaking vigorous monitoring and systematic evaluation of adult

education campaigns launched under its aegis in the country. It has developed and circulated guidelines for concurrent and final evaluation of total literacy campaigns and post literacy programmes, and is in the process of bringing out a comprehensive set of guidelines on continuing education.

Starting with a few districts in 1991-92, the literacy campaigns now cover more than 507 districts of the country. The management information system has been made more reliable by decentralising it. The State Directorates of adult education now hold the responsibility of monitoring literacy campaigns in their respective States. The director of Adult Education in each State/ Union Territory is required to hold a monthly meeting on fixed date. The objectives of these meetings are to review the progress of literacy campaigns and post literacy projects in various districts. These meeting are attended by secretaries of the Zila Saksharta Samitis, Directors of State Resource Centres, State/area coordinators of the Bharat Gyan-Vigyan Samiti or representatives of the nodal Voluntary agency and of Jan Shikshan Sansthan. A representative from the National Literacy Mission or the Directorate of Adult Education is also present.

Apart from obtaining correct, factual and up-to-date statistical information, the focus of discussion is also on the assessment of qualitative aspects such as problems encountered in accelerating the pace of literacy campaign, efficacy of corrective measures initiated in the past, activities planned for the coming month, etc.

The State Directorates scrutinise, analyse and compile the data from all the districts carefully and send the consolidated state reports to the



International Literacy Day (8 September, 1999) was celebrated at Vigyan Bhawan, with Shri K.R. Narayanan the President of India as the Chief Guest

Central Directorate of Adult Education in the prescribed format. National-level status reports on literacy and post literacy are also compiled and published periodically. The visit reports of the members of the executive committee of the National Literacy Mission, journalists, literacy consultants, departmental officers also form an important part of the monitoring system. Another important step taken towards revitalising the State-level monitoring system was the computerisation of State Directorates. Under the new decentralised monitoring system, the State Directorates have been assigned a vital role in monitoring district.

### Evaluation

The National Literacy Mission recommends a three step evaluation: Self-evaluation of learning outcomes is a built-in feature of the three literacy primers. Each primer contains a set of three tests. It is only when a learners qualify in these tests, that they reach the levels of literacy and numeracy laid down in National Literacy Mission norms. This self-evaluation enables a learner to perceive his own pace and progress of learning and heightens his motivation.

Concurrent or process evaluation is a kind of mid-term appraisal of an ongoing project to assess its strengths and weaknesses and suggest corrective measures accordingly.

Final or summative evaluation of a literacy campaign is undertaken when at least 60 per cent of the enrolled learners have completed or are nearing completion of the third primer. This evaluation is carried out by reputed evaluating agencies from outside the state and empanelled with the National Literacy Mission.

### Partnership with NGOs

There has been a remarkable involvement of

NGOs in the adult literacy programmes. The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Therefore, ever since its inception, the NLM has taken measures to strengthen its partnership with NGOs.

Under the scheme of support to NGOs, voluntary agencies are encouraged and financial assistance is provided for activities such as:



- Running post-literacy and continuing education programmes with the objective of total eradication of illiteracy in well-defined areas;
- Undertaking resource development activities through establishment of State Resource Centres (SRCS) and District Resource Units (DRUs);
- Organising vocational and technical education programmes for neo-literates;
- Promoting innovation, experimentation and action research;
- Conducting evaluation; and
- Organising symposia and conferences, publication of relevant books and periodicals and production of mass-media support aids.

With numerous districts having completed the post-literacy programmes, the NGOs now have to diversify the scope of their activities. They are expected to take up area specific continuing education programmes for life-long learning. This will include skill development programmes for personal, social and occupational development.

### Building Resources

The State Resource Centres (SRCs) have carved out a niche for themselves among the professional adult education organisations in India. There were 14 SRCs in 1980 and their number

increased to 24 by 1999. Managed by NGOs or Universities, all SRCs are expected to provide academic and technical resource support. This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation.

The SRCs at the moment are divided into two categories of A & B which receive an annual grant of Rs. 60 and 40 lakh, respectively. The grading is done on the basis of the volume of work. Upgradation is based on performance or increased workload.

In order to simplify the procedures and reach out to the masses, financial and administrative powers have been decentralised to the State Literacy Mission authorities. Each State has been asked to set up a literacy mission as registered bodies under the Societies Registration Act. These missions will be empowered to sanction literacy, post literacy and continuing education projects.

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

The National Resource Centre for Literacy at the Lal Bahadur Shastri National Academy of Administration in Mussoorie is a training cell set up on behalf of the National Literacy Mission for five years. The cell plays a key role in implementing the massive ongoing literacy training programmes and training district leaders, personnel of the campaigns and Panchayati Raj functionaries. The centre also documents successes and failures and creates the appropriate software for literacy as well as other social mobilisation campaigns.

### **New Initiatives**

Sensitisation of Panchayati Raj representatives and functionaries: With the 73rd and 74th

Constitutional amendments, the responsibility of ensuring adult education has been decentralised. It now rests with the Zilla Parishads, municipal bodies and panchayats, all of whom have a key role to play in grassroots operations. Panchayati Raj representatives are oriented and sensitised through workshops held by the State Resource Centres and the National Literacy Resource Centre at Mussoorie. The main elements of literacy are explained to them and they are motivated to bring about community involvement and local participation so as to integrate the Panchayati Raj structure more meaningfully with Zilla Saksharta Samiti.

### **Advocacy for Adult Literacy**

Established in 1939, the Indian Adult Education Association (IAEA) has long been involved in the advocacy of adult literacy. Every year, it organises a short-term course on Research Methodology and offers research fellowships for selected areas of research. The Association gives away the Nehru Literacy Award and the Tagore Literacy Award for women for outstanding contribution in the field of adult literacy, and education by individuals and institutions.

### **Establishing Equivalency**

In order to clearly specify the expected levels of learning outcome at the end of the total literacy campaign, it is necessary to establish an equivalency level. The State Governments are being advised to establish such equivalency and provide for conduct of examinations to enable neo-literates to enter the formal education system. The level of equivalency may be different for learners in the 15+ age group and for those in the 9-14 age group. Also, a large number of children in the 9-14 age group who are participating in the post literacy campaign using non-formal material may like to enter formal school or NFE schools via National Open School to obtain a certificate at Class V, VIII or X level.



## Emphasis on second levels

The District Collector as the chairman of the Zila Saksharta Samiti, is seen as the moving force behind the success of literacy campaigns. Experience has also shown that the transfer of a committed Collector often leads to the collapse of the movement. A conscious effort is being made to move away from the collector-centric model and to strengthen the secondary levels of leadership. Attempts are on to delegate greater financial powers to the secretary of the Zila Saksharta Samiti and to ensure the security of his tenure. This will facilitate the smooth running of the campaign if the collector is transferred abruptly or even when he is preoccupied with other tasks.

## Transparency in the evaluation system

The National Literacy Mission has introduced two kinds of evaluation, concurrent and external—in order to ensure greater authenticity and transparency in the system of evaluation. Concurrent evaluation, is a mid-term appraisal, which offers oncourse corrections while the external evaluation contains both the quantitative and the qualitative aspects of the campaign. The agency for concurrent evaluations is chosen by the district from a panel of agencies provided by the State Directorate of Adult Education. For external evaluation, the panel of names is provided by the National Literacy Mission and includes only agencies located outside the State to maintain transparency and objectivity.

## Literacy Achievements

The literacy movement in India has taken quantum strides in both quantitative and qualitative terms. The achievements are indeed quite and remarkable. Over 85 per cent (448 districts) of the country had been covered by 1998, over 150 million non-literates accessed, over 72 million people made literate. Ten million



Innovative methods of teaching help in spreading literacy

volunteers continue to work selflessly, some even in the remotest of villages.

The 53rd round of the National Sample Survey Organisation reveals the remarkable progress in the field of literacy. This is the first time that the NSSO has processed literacy information and presented it in a coherent and usable format, although it has been collecting data through its 6,000 field officers since its inception in 1950. The NSSO takes samples of 40,000 households each year, and a sample of 1,20,000 households every five years.

An analysis of the 7+ age group, the same group that the census addresses indicates a jump of 10 percentage points in just six years (1991–1997) and 12 percentage points in seven years. It compares extraordinarily with the decadal trends of previous years against the average decadal growth of 8.5 per cent since Independence.

The rapid increase in literacy registered between July 1995 and December 1997 is particularly noteworthy. It was the time when the National Literacy Mission faced enormous

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*The special emphasis laid by the National Literacy Mission on women's literacy has ensured a faster rate of literacy growth among females. The rise in female literacy between 1991 and 1997 has been 11 per cent as compared to the 9 per cent rise in male literacy.*

administrative challenges and deeply ingrained adverse socio-cultural milieus due to the movement of literacy campaigns into the Hindi heartland. Also, the total number of non-literates will actually show a significant decline, of 60.5

million between 1991 and 2001. This is despite the annual rate of population growth of a little over 1.8 per cent. Significantly, greater progress has been achieved in the 15–35 years age group, which is the primary target group of the National Literacy Mission.

The urban–rural differential in literacy rates has shown a marked decline of four per cent in the short span of six years. This period 1991–1997 also shows a marked rise in rural literacy. The rate of growth in rural areas has been 11.3 per cent as compared to 6.9 per cent in the urban areas.

The special emphasis laid by the National Literacy Mission on women's literacy has ensured a faster rate of literacy growth among females. The rise

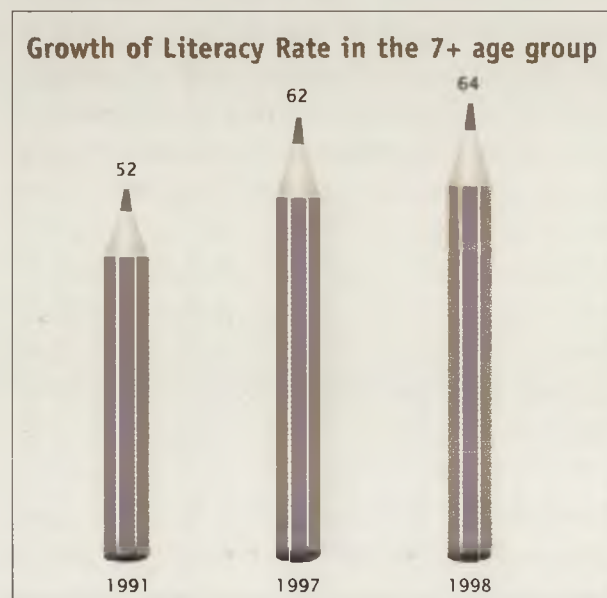
in female literacy between 1991 and 1997 has been 11 per cent as compared to the 9 per cent rise in male literacy. The literacy rate for females is not only higher than the previous decadal level of 9.6 per cent as against 7.8 per cent of males, but the difference in male–female rates has slightly reduced as well.

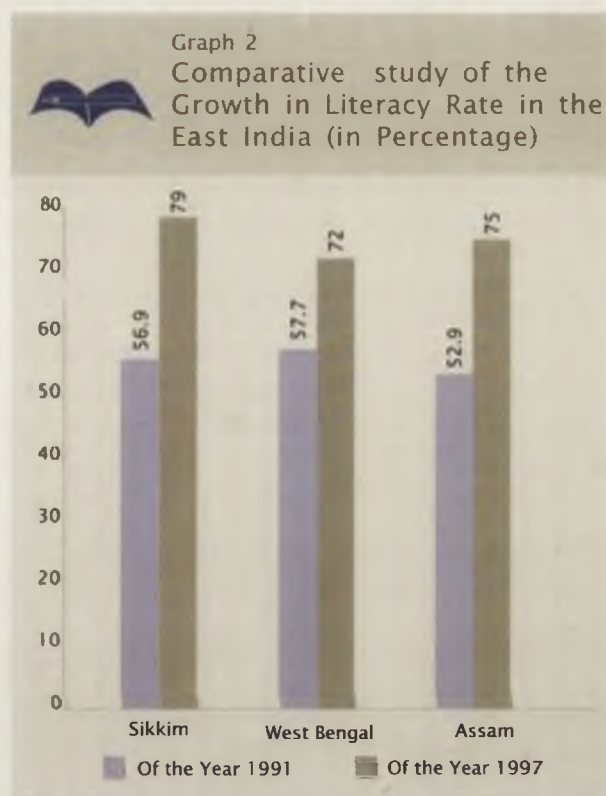
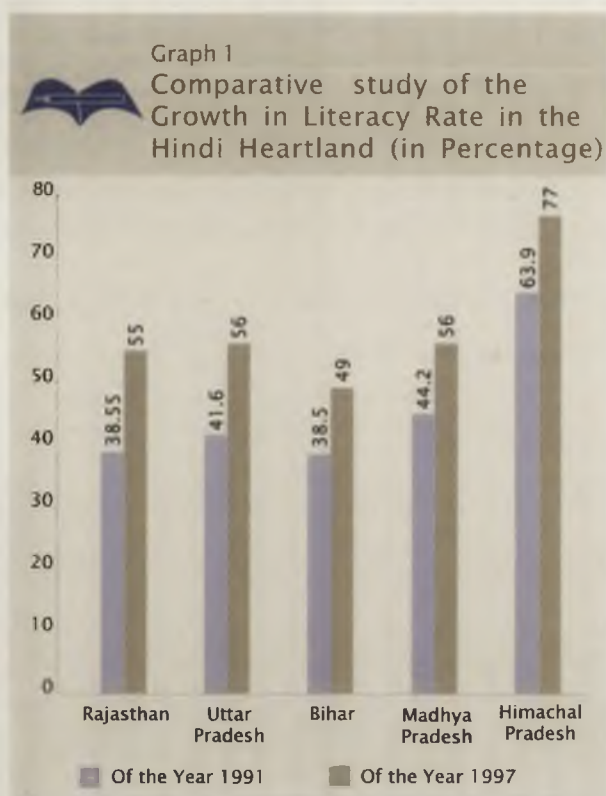
A State–wise analysis shows that several States have fared remarkably well in terms of their individual performance. Mizoram has overtaken Kerala and now holds the top spot with 95 per cent literacy. Kerala, though at second position, has improved from 89.81 per cent in 1991 to 93 per cent in 1997. Tamil Nadu continued its inexorable march and jumped from 62.66 per cent in 1991 to 70 per cent in 1997.

The real surprises have sprung from the Hindi heartland. Rajasthan has shown dramatic improvement, pushing forward from 38.55 per cent in 1991 to 55 per cent in 1997, a rise of 16.5 per cent. Uttar Pradesh registered a rise of 14.4 per cent, moving from 41.6 per cent to 56 per cent. Bihar showed a gain of 10.5 per cent, rising from 38.5 per cent to 49 per cent. Madhya Pradesh saw a growth of 11.8 per cent, up from 44.2 per cent to 56 per cent. Himachal Pradesh has surged forward to take third position in the country, moving from 63.9 per cent to 77 per cent – up 13.1 per cent (Graph 1).

The trend was similar in Western India, albeit at a little slower pace. Maharashtra moved from 69.4 per cent to 74 per cent, showing a gain of 9.1 per cent while Gujarat gained 6.7 per cent, rising from 61.3 per cent to 68 per cent.

In the east, Sikkim, West Bengal and Assam have done particularly well. Sikkim has moved 22.1 percentage points forward from 56.9 to 79 per cent. Assam too recorded a similar rate of growth and moved from 52.9 to 75 per cent.





West Bengal surged ahead by 14.3 per cent, from 57.7 to 72 per cent (Graph 2). However, Orissa's performance has been dismal: the State recorded a growth of only 1.9 per cent from 1991 to 1997.

Among the Union Territories, the literacy rate in the Andaman and Nicobar Islands is now at 97 per cent, Lakshadweep at 96 per cent and Pondicherry at 90 per cent. At the international level, India has now outstripped countries such as Nigeria, Iraq, Egypt, Ghana, Saudi Arabia and Uganda and is of course, far ahead of its neighbours Pakistan, Bangladesh and Nepal.

According to NSSO figures, literacy levels are growing at an annual rate of approximately two per cent. If this rate is maintained, India would reach a level between 66 and 86 per cent by the time of the decennial census of 2001. Assuming, as literacy experts hold, that full literacy for India means the sustainable threshold level of 75 per cent, India could be expected to touch this level

between 2004 and 2005. This would be far ahead of the previous expected target of 2011.

### Literacy as Means of Empowering Women

Besides achieving the required levels of literacy, women experience a tremendous rise in their self-worth and progress ahead to form groups, cooperatives and small businesses. Self help groups have translated into viable alternate banking structures to cater to the needs of neo-literates, especially women who are fast emerging as entrepreneurs. A study in the district of Dumka has revealed that the economic impact has been quite significant. This is particularly so in the case of women who have also always been victims of gender bias. The Dumka campaign in Bihar demonstrated how adult education has helped women to take charge of their lives. They have formed a group, Jago Behna (Awake Sisters) that tries to sensitise women to the need of collective action against social evils and for greater participation in

economic activity. These women have also set up the Didi bank (Sister bank), which promotes thrift and savings. The women here have also learnt to maintain and repair handpumps, thus breaking their dependence on mechanics from outside the village.


### **Assistance to Voluntary Agencies**

During the year, voluntary agencies continued to implement total and post literacy projects. Newly introduced literacy projects were funded in North-East (Manipur) and Jammu & Kashmir. With the sanctioning of Continuing Education (CE) projects to more than 79 districts in 13 States in the country, focus has been on changing techno-pedagogic needs for these programmes.

In pursuance of decisions taken in the Annual Conference of Directors held in Chandigarh from 2-4 February, 1999, the staff of State Resource Centres (SRCs) have been trained in computers in

Hyderabad and Delhi. The following workshops have also been organised during the year:

1. Training Programme for the Directors of SRCs, by Management Development Institute, Gurgaon from 2-7 August, 1999.
2. Regional Workshop for SRC Personnel for Developing Curriculum Framework for graded neo-literate material and on techniques of creating a culture of reading held from 9-10 August, 1999, in Madurai.
3. Skill Training Programme for Trainers of SRCs of Adult Education organised by National Institute of Public Cooperation and Child Development (NIPCCD) in their Regional Centre at Lucknow (UP) from 9-14 August, 1999.
4. Regional Workshop for SRC personnel for developing curriculum organised in Aurangabad (Maharashtra) from 25-26 November, 1999.



Department of  
Secondary  
Education &  
Higher  
Education

विश्व पुस्तक मेला

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20



## secondary education

Various schemes have been formulated to strengthen school education with impetus being laid on Science Education, Environmental Education, Population Education, Culture and Values in Education, Computer Literacy, Education Technology and education of children with disabilities. In addition, the NCERT has been playing an important role in providing resource support in areas of educational research and training at school level. Vocationalisation of education at the senior secondary stage is also a major concern.

## School Education Bureau

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14–18 for entry into higher education. Secondary Education starts with Classes IX–X leading to the higher secondary Classes of XI–XII. Children's population at the secondary and senior level, as projected in 1996–97 by NSSO has been estimated at 9.66 crore. Against this, the enrolment figures of 1997–98 show that only 2.70 crore were attending schools. Thus, two-thirds of the eligible population remains out of the school system. At present (1998–99), there are 1.10 lakh secondary level institutions to accommodate these children. With the emphasis on universalisation of elementary education and programmes like District Primary Education Programme, the enrolment is bound to increase and we may require more than two lakh additional institutions at the secondary level.

School education is assisted by the following autonomous institutions which function under the management and guidance of the Department of Education.

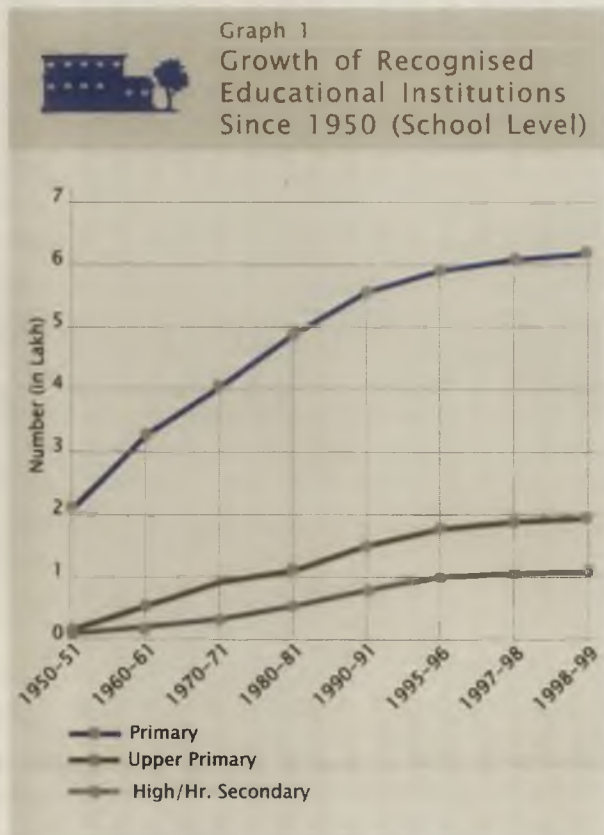
### National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training has been functioning as an apex resource organisation since 1961 to provide academic and technical support for qualitative improvement of school education. It assists and gives advice to the Central and State Governments on academic matters related to school education. It has the following constituents: the National Institute of Education in New Delhi, Central Institute of Educational Technology, New Delhi, Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal and five Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

### Programmes and Activities

Being an apex national body for research in school education, the NCERT performs the important functions of conducting and supporting research and offering training in educational research methodology. Its constituent units undertake programmes of research related to different aspects of school education including teachers education. Besides conducting in-house research, the NCERT also supports research programmes of other institutions by providing financial assistance and academic guidance. It also organises courses for educational research workers.

The NCERT conducts developmental activities which include renewal of curricula and instructional materials for various level of school education, pre-school education, formal and non-formal education, vocational education and teacher education, and makes



## Achievements – NCERT

The following activities were successfully undertaken during the year under report:

The major focus this year has been on curricular review at the primary and secondary stage. The document entitled 'Primary Years-Towards Curriculum Framework' has been developed and widely shared with different agencies. Keeping in view the requirements of the National Education Policy, steps to renew the 10 year old National curriculum Framework were initiated and a "Discussion Document" was released for consultation at various levels. The Fifth International Seminar on the theme 'Researches in School Effectiveness at Primary Stage' was organised. 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 situations. The focus of non-formal education programme 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. In the area of early childhood care and education, the focus remained on training of ECE faculty from different agencies in the State and Union Territories. Resource development and capacity building received attention in the context of education of girl child.

Educational needs of the minority managed institutions have been identified and a monograph is being prepared. A sample survey of the extent of educational benefits derived from the centrally sponsored schemes for minorities have been initiated. In the area of special education, two handbooks on low vision children and on teaching Hindi to hearing impaired children in integrated schools and a guide book regarding resource facilities in common schools for children with special



needs have been developed for primary school teachers. In the area of computer education, the activities undertaken included, establishment of the Computer Resource Centres at the NCERT headquarters and development of courseware on selected textbooks in school curriculum. The major thrust of activities in the area of vocational education remained on development and revision of curricula and instructional materials for vocational and pre-vocational courses, training and orientation programmes for vocational teachers and key functionaries of the States.

In the area of educational technology, video and audio programmes supplemented curriculum development and curriculum transaction in school and teacher education. The activities undertaken in this area included production of ETV programmes for the 1 hour 15 minutes transmission slot on DD1 for school teachers, secondary and primary school children. A two-year B.Ed. Course at secondary level has been started in order to improve the needs of in-service training of teachers and other educational personnel. Training was also provided in qualitative research methods for University Departments of Education in the Northern Region. School teachers were trained through teleconferencing in MP and Gujarat. The NCERT continued to organise National Talent Search Examination and interviews and disburse scholarships to existing awardees. The national level NTS-Examination, 1999 was conducted during May 1999 at 31 centres all over India. The Field Advisors of NCERT continued liaison activities undertaken by various constituents of NCERT, MHRD and the State Education Departments. The National Population Education Project (NPEP) activities have been directed to attain the objective of institutionalising population education in school and non-formal education system.



them relevant to the changing needs of children and society. The pre-service and in-service training of teachers at pre-primary, elementary, secondary and higher secondary levels, vocational education, educational technology, guidance and counselling and special education are the other important dimensions of NCERT activities.

The NCERT has comprehensive extension programmes in which its constituent units and the offices of the Field Advisers in the States are engaged in various ways. Conferences, seminars, workshops and competitions are regularly organised as part of the extension activities.

The NCERT publishes textbooks for different schools subjects from Classes I–XII. It also publishes workbooks, teacher's guides, supplementary readers, research reports and instructional materials for teacher educators and teacher trainees. The list of publications includes journals which help in the dissemination of educational information.

The NCERT interacts with international organisations such as UNESCO, UNICEF, UNDP, UNFPA and the World Bank to study specific educational problems and arrange training programmes for developing countries.

### **Organisational Structure**

The Union Minister of Human Resource Development is the President of the General Body of the NCERT. The members of the General Body include the education ministers of all States and Union Territories.

The main governing body of the NCERT is the Executive Committee. The Union Minister of Human Resource Development is its President and the Union Minister of State of the Ministry of HRD is the ex-officio Vice-President. The

Executive Committee is assisted in its work by Standing Committees, related to different activities.

### **Funds**

In the Ninth Five Year Plan, NCERT was allocated an amount of Rs. 56 crore under the plan sector. During the two years of implementation, only Rs. 8 crore could be utilised. For the current year, Rs. 14 crore have been budgeted. The NCERT needs to augment its activities and programmes so that the funds budgeted for the Ninth Plan can be utilised during the remaining period of the Plan.

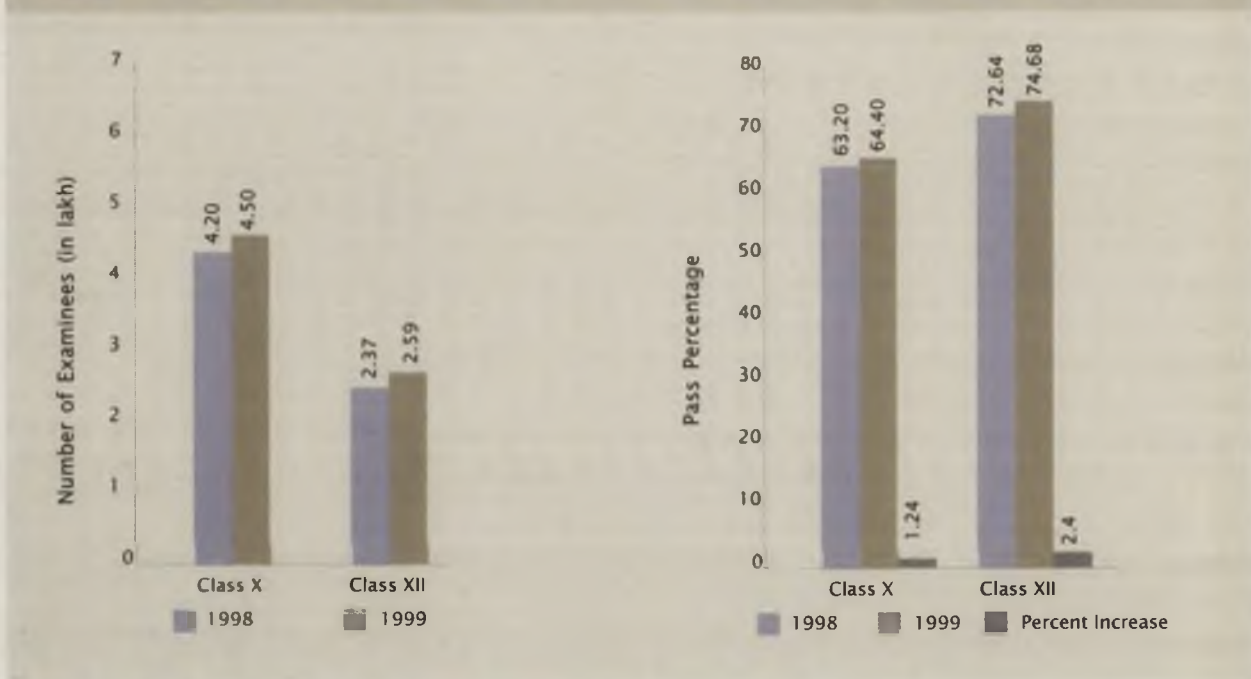
### **Central Board of Secondary Education (CBSE)**

The CBSE has been set up to prescribe conditions of examinations and conduct public examinations at the end of Classes X and XII, prescribe and update courses of instruction and grant certificates to successful candidates of affiliated schools. Ever since the inception, the Board has witnessed rapid growth in all the areas of activities. From a group of 309 schools in 1962, the Board has today 5,391 schools affiliated with it. These include 805 Kendriya Vidyalayas, 1,400 Government Schools, 2,817 independent schools, and 369 Jawahar Navodaya Vidyalayas. At present, CBSE has affiliated schools in 19 different countries of the world including India. There has been continuous growth in both, the number of examinees and overall pass percentage (Graph 2 & 3, next page).

While for Class-X, the pass percentage of boys has been slightly better (64.61 per cent boys, 64 per cent girls), it was reverse for Class-XII. The percentage of girls was 79.56 per cent as compared to 71.01 per cent for boys. The pass percentage of regular students was 79.75 per cent as compared to 36.30 per cent in case of

Graph 2

Comparative Pass Percentage for Classes X and XII for CBSE Affiliated Schools for 1998 and 1999



private and correspondence courses candidates in Class-XII. It was 68.9 per cent and 35.3 per cent respectively for Class-X. Results were made available through e-mail for the first time to 1,130 senior secondary and 1,153 secondary schools having the necessary infrastructure.

Apart from conducting examinations at secondary and senior secondary level, CBSE has conducted All India Pre-Medical/Pre-Dental examination for admission to 15 per cent seats available in Medical / Dental Colleges run by the government all over the country except Jammu & Kashmir and Andhra Pradesh. CBSE also conducts entrance tests for Manipal Academy of Higher Education and Jawahar Navodaya Vidyalayas. In addition, the CBSE has organised in-service training programmes for teachers, curriculum upgradation, mathematics Olympiad, telecounselling of students, competitive sports

programmes, workshops/seminars/conferences, etc., this year.

### National Open School

The Open School, New Delhi is the first of its kind in the country to provide education through an open learning system at the school stage. It has 1075 accredited institutions all over the country with about 4.5 lakh students on its rolls. The NOS has set up eight regional centres out of ten such centres approved for Ninth Five Year Plan. For the first time, NOS study centres were established outside India in Dubai, Abu Dhabi and Muscat in the Middle East. The NOS was conferred the Commonwealth Learning Award of Excellence for its remarkable contribution in the area of distance education at school level.

The mission of the NOS is to provide education through an open learning system at the school

stage as an alternative to the formal system. The target groups for which NOS conducts its activities include school dropouts, girls and women, unemployed or working adults, scheduled castes and scheduled tribes, ex-servicemen, mentally/physically disabled, etc. The major areas of operation of the National Open School include offering secondary and senior secondary courses, vocational courses, open elementary education programmes and ABC level need-based courses.

The regional centres of the NOS have been established at Delhi, Calcutta, Pune, Hyderabad, Agra, Guwahati, Cochin, Chandigarh to effectively implement and monitor its functioning. Two state centres for open schools have also been established in the State of Himachal Pradesh and Meghalaya, seven State Open Schools have been started in the State of Madhya Pradesh, Haryana, Punjab, West Bengal, Arunachal Pradesh, Rajasthan and Karnataka. NOS has been able to acquire 5.5 acres of land during the year 1998-99 for construction of its own building at NOIDA.

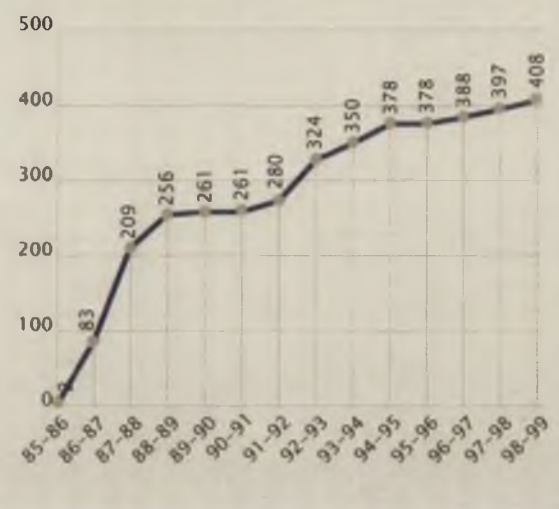
During the current financial year, the following activities of NOS were initiated and completed.

- Setting up of a modest production facility in its present building.
- Teleconferencing for training and teaching purposes.
- NOS programmes being telecast from August 1998 on DD-I for 30 minutes a week.
- One hour daily allotted to NOS on the new Doordarshan Channel to be telecast soon.

The National Open School has been provided an outlay of Rs. 56 crore in the Ninth Five Year Plan. During the first two years of implementation, the NOS could spend about Rs. 8.5 crore only. For the current year, an amount of Rs. 14 crore



Graph 3  
Growth of Vidyalayas



has been provided. With the expansion of its activities, the National Open School may be able to enhance its expenditure during the remaining period of the Ninth Five Year Plan.

### Kendriya Vidyalaya Sangathan

The Second Central Pay Commission in 1962 had recommended setting up of Kendriya Vidyalayas with the idea of encouraging the growth of secondary schools with a common syllabus and medium of instruction. In 1965, KVS was set up as an autonomous body to administer and run these schools. The Minister for Human Resource Development is the ex-officio Chairman of the Sangathan. The main objective of KVS is to provide uninterrupted educational facilities to the wards of Central Government employees who are transferred from

*The main objective of KVS 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 criteria for admission in KVS is the number of transfers during the preceding seven years.*

one region to another and from one linguistic area to another. The main criteria for admission in KVS is the number of transfers during the preceding seven years. The parents who have had more number of transfers are given preference. 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. The KVS is funded from the non-plan fund of the government though some funds under the plan expenditure are also allotted.

The main features of the KVS are as under:

- Co-educational composite style of functioning.
- Common textbooks with common curriculum and bilingual medium of instruction.
- Affiliation to Central Board of Secondary Education.
- Teaching of Sanskrit from Classes V to IX

is compulsory. However, students can opt for Sanskrit as an additional optional subject at Class-X also.

- The quality of teaching is kept high by maintaining an appropriate teacher-pupil ratio.
- No tuition fees from students up to Class-VIII.
- The wards of the staff of KVS, SC & ST students, children of officers and men of the Armed Forces killed or disabled during hostilities in 1965 and 1971 China and Pakistan wars and girl students are exempted from paying tuition fees up to Class-XII.

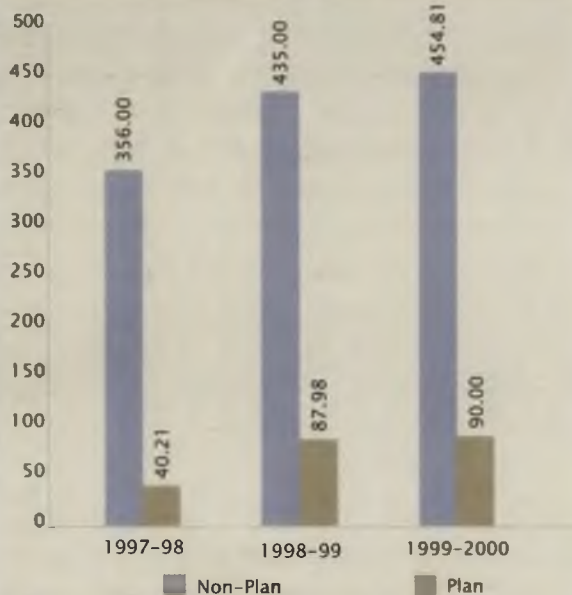
KVS have steadily increased from merely 20 regimental schools in 1962 to 871 currently. Of these, 358 Vidyalayas are in the defence sector, 350 in civil sector, 144 in project sector and 19 among institutes of higher learning. Proposals are under consideration to open more KVS in North-Eastern States and in Kargil area during the remaining period of the Ninth Five Year Plan. At present, there are about 7.5 lakh students studying in KVS.

Political awareness, adventure activities, NCC, NSS and sports are a part of the curriculum of KVS. The project on value education has been implemented through visual and performing arts, student exchange programmes and strengthening of primary education. Two hundred and twenty KVS have been identified as model schools, which will be equipped with better infrastructural facilities and act as resource centres for neighbouring KVS.

During the current year, 42 teachers were honoured with KVS Incentive Awards. Four teachers were awarded National Awards by the President of India in recognition of their meritorious services as teachers.

Graph 4

Grants Sanctioned to KVS Under Plan and Non-Plan Heads in the 9th Five Year Plan



### Navodaya Vidyalaya Samiti

The Government of India has launched a scheme to establish on an average, one Navodaya Vidyalaya (NV) in each district in the country. The JNVs have the following threefold objectives:

- a) To provide good quality modern education including a strong component of culture, values, environmental awareness and physical education to all talented children in rural areas without regard to their family's socio-economic condition.
- b) To ensure attainment of three language formula by all students.
- c) To serve in each district, as focal points for improvement in the quality of school education through sharing of experiences and facilities.

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the Ministry of Human Resource Development, Department of Education. The Minister of HRD is the Chairman of the Samiti and the Minister of State (Education) is the Vice-Chairman. Navodaya Vidyalayas are fully residential, co-educational institutions providing education up to senior secondary stage. Education in NVS including boarding and lodging, textbooks, uniform, etc., is free for all students.

The scheme started with two experimental schools in 1985-86 and has now grown to 410 schools covering as many districts in 30 States and Union Territories with about 1.21 lakh students on rolls. About 25,000 new students are admitted every year. Admission to NVS is made at the level of Class-VI through a test conducted in the concerned district in which all children who have passed Class-V from any of the recognised schools in that district are eligible to appear. The tests are designed and conducted by the Central Board of Secondary Education (CBSE).

The major achievements of NVS include the following:

- Four hundred schools in equal number of districts have been started in the country in 30 States and Union Territories. Tamil Nadu and West Bengal are yet to implement the scheme. Additional 13 NVs are expected to receive sanction during 1999-2000. Navodaya Vidyalayas which were destroyed in the Kargil war were, however, shifted to other areas and made functional by the Samiti.
- A total of 265 NVs were upgraded to senior secondary stage during 1999-2000. Science, Commerce, Humanities and Vocational streams have been introduced in these Vidyalayas.
- NVS team took part in School Games Federation of India Competition.
- NVS organised a number of staff development programmes for the professional growth of teachers and principals.
- Efforts have been made to ensure that at least one third of the students selected are girls. The percentage of SC/ST and girls students in JNVs during 1998-99 was 23, 14 and 32 per cent, respectively.
- Important days like Sadbhavana Diwas, Anti Leprosy Day, Scout and Guide Foundation Day, etc., were celebrated in the Vidyalayas.
- The Samiti has a total cadet strength of 8000.
- CBSE results in respect of JNVs were 84.7 per cent and 87.5 per cent, respectively, for Classes X and XII in 1999. Out of 15,907 students in Class-X and 8767 students in Class-XII who appeared in 1999 examination, 13,469 and 7,671 students, respectively, have passed.

A provision of Rs. 1,110 crore has been earmarked for Jawahar Navodaya Vidyalayas to be set up during the Ninth Plan period. As per

the analysis made by MUs, 44 per cent of expenditure goes towards construction, followed by 29 per cent on staff and 11 per cent on other activities. Only 16 per cent of the funds are spent on students and their studies. During the first two years of implementation, an amount of Rs. 454 crore has been utilised. For the current year, the budget estimate was Rs. 340.70 crore.

### The Central Tibetan School Administration (CTSA)

With the main objectives to run, manage and assist institutions for the education of Tibetan children in India, the Central Tibetan School Administration was set up as an autonomous organisation in 1961 as a registered society under the Societies Registration Act, 1860. The CTSA has opened schools in areas where Tibetans are concentrated to provide modern education while retaining the essentials of their traditional system and culture.

At present, the administration runs 81 schools which includes eight senior secondary schools, five secondary schools, six residential, nine middle schools, seven primary schools, 44 pre-primary schools and nine grant-in-aid schools. 10147 students are receiving education in these schools.

The CTSA introduced some innovative schemes during 1999-2000 Activity based teaching in pre-primary and primary classes has been introduced. Subjects such as Science and Computers have been introduced to ensure development of scientific temper among students. Mobile classes and library services have been introduced from Classes I to VIII to encourage reading habits. Besides this, 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.

Some other incentives provided to both students and teaching staff include the following:

- Fifteen Tibetan students are given scholarship for pursuing degree level courses and five students for diploma level courses.
- Government of India has reserved some seats for Tibetan students in professional courses like medical, engineering, teacher education, pharmacy, etc.
- In-service training courses are organised in collaboration with NCERT, KVS, ISTM, Department of Education, etc.
- A scheme of incentive to Indian teachers for acquiring proficiency in Tibetan language has been introduced to promote closer interaction with the students.

### Education in Union Territories

The Central Government has a special responsibility to oversee the implementation of education in Union Territories. Keeping with the provisions of the National Policy on Education, the Department of Education maintains close liaison with Union Territory administrations in the sectors of education. The Union Territory administrations continue to provide support to universalisation of elementary education and other national priority schemes and programmes such as Operation Blackboard, non-formal education, nutritional support to primary education, education for weaker sections of the society. Due emphasis is laid on the education of girls and steps have been taken to improve the quality of secondary education through science education, environmental education, computer literacy, physical education, sports, etc. Vocationalisation of education and distance education have also been given special thrust.

All the Union Territories have been providing incentives to students under various schemes to promote educational development at different

stages. Scholarships are provided to meritorious students and SCs/STs. Students belonging to SCs/STs are also provided free uniform, free textbooks, stationery, etc. Provisions for hostels and free transport have been especially made for girl students in rural areas. Adequate reservations are made in higher and technical education for students belonging to Union Territories where such facilities do not exist.

At present, the Union Territories jointly have 2,820 primary schools, 799 upper primary schools, 541 high schools, 1,049 senior secondary schools and 31 TTI colleges. For higher learning, the Union Territories have nine universities and institutions of national importance (mainly concentrated in Delhi, Chandigarh, Pondicherry), 86 colleges, 12 engineering colleges, 10 medical colleges and 33 polytechnics.

### Schemes for School Sector

To promote various activities and programmes in school sector, the Department has been



Dress designing class is in session

monitoring a number of schemes. A brief description on each one of them is given below.

### Vocationalisation of Secondary Education

A centrally sponsored scheme of vocationalisation of secondary education was introduced in February 1988. The main objectives of the scheme are to enhance individual employability, reduce the mismatch between demand and supply of

#### Under the scheme following major steps have been taken to strengthen the Vocationalisation of Secondary Education

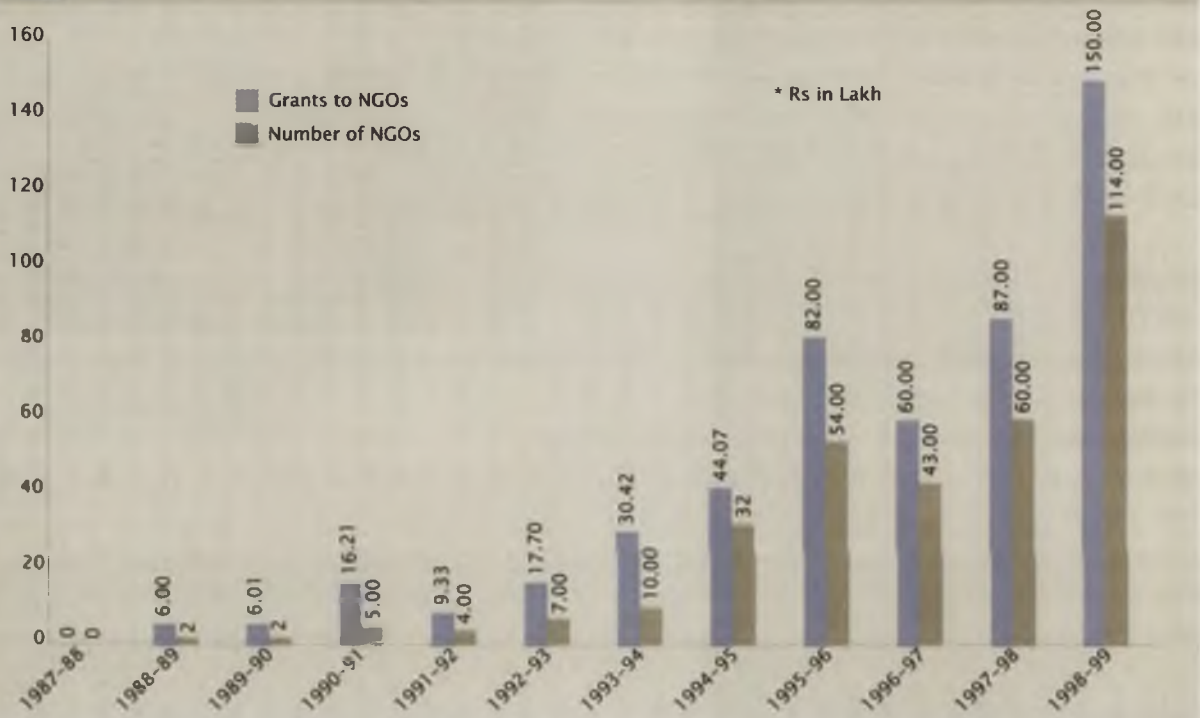
- Joint Council for vocational education (JCVE) was set up in April 1990 to provide guidance on policy formation and coordination at national level.
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) was set up at Bhopal in 1993 to provide impetus to research and development and technical support in the field of vocational education in the country. Besides, development of curricula and formulation of standards in vocational education is also looked after by this institution.



- Out of 150 courses introduced so far, 94 vocational courses have been notified under the Apprentice Act and additional 34 courses have also been recommended to be covered under the Act.
- Collaborative arrangements have been established with some Government Departments like Ministry of Railways, Ministry of Health and Family Welfare, Ministry of Textiles, etc. In the industrial sector too, collaborative arrangements have been made with the National Institute of Fashion Technology (NIFT), Maruti Udyog Limited, FICCI / CII, etc.



Graph 5  
Vocationalisation of Secondary Education



skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose. A centrally sponsored scheme of pre-vocational education at lower secondary stage has also been introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of Classes IX and X, to develop vocational interests and to facilitate students in making a choice of vocational courses at the higher secondary level.

The target laid down in the revised policy was to divert 10 per cent of higher secondary students to the vocational stream by 1995 and 25 per cent by 2000 A.D. 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.

The programme of vocational education was evaluated by four research institutions under the coordination of the Operation Research Group (ORG). An evaluation study was conducted by taking 25 per cent sample of vocational centres throughout the country and the report was submitted by ORG in 1996-97. The Department had set up a working group under the Chairmanship of the then Director, NCERT to assess current implementation of the scheme and suggest modifications in future implementation. The working group report is under scrutiny in the Department at present.

An amount of Rs. 100 crore was provided for the scheme under the Ninth Five Year Plan. So far, an amount of about Rs. 11 crore has been spent on the implementation of the programme. For the current financial year, an amount of Rs. 10.50 crore has been budgeted.



The expenditure went down in the first two years of the plan as the scheme had been earmarked to be transferred to the States. Since no final decision has been taken on this, the scheme is being implemented as CSS and expenditure is likely to pick up.

### **Integrated Education for Disabled Children**

The scheme of Integrated Education for Disabled Children (IEDC) was started with the objective of providing educational opportunities to children with disabilities under the general school system so as to facilitate their inclusion. Under the scheme, hundred per cent financial assistance is provided to states or NGOs. Assistance is also provided for setting up resource centres, surveys and assessment of disabled children with disabilities, purchase and production of instruction materials and training and orientation of teachers.

The Parliamentary Standing Committee of HRD had recommended that the scheme should be retained by the Centre till the end of the 10th Plan period so as to ensure its effective implementation. The IEDC scheme has till now remained a fringe scheme. However, in the wake of the promulgation of the Persons with Disabilities (equal opportunities, protection of right and full participation) Act 1995, education of children with disabilities has occupied centre stage.

The IEDC scheme is presently being implemented in 27 States and Union Territories through over 15,000 schools benefiting more than 65,000 disabled children. Two polytechnics for disabled students have been set up at Mysore and Kanpur. The Government proposes to make further efforts to generate awareness in the community, about the need to send children with disabilities to regular schools.



Children with disabilities being given an opportunity to be included in the general school system

The financial outlay for the IEDC scheme in the Ninth plan period is Rs. 100 crore. During the first two years of implementation, about Rs. 19 crore has been spent on the implementation of the scheme. The BE for the current financial year 1999-2000 has been kept at Rs. 13 crore which is expected to be utilised fully.

### **Educational Technology**

The Educational Technology Programme has been implemented by the Department of Education under the central sector to bring about qualitative improvement and widen the access to education. 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. Six autonomous State Institutes of Educational Technology (SIETs) in Uttar Pradesh, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh, are also being funded under the scheme. The scheme extends financial support to the Central Institute of Educational Technology (CIET) for producing programmes for the school sector for telecast through Doordarshan and Akashvani.

So far approximately 3,92,438 radio-cum-cassette players and 75,001 colour TVs have been sanctioned to States and Union Territories for installation in primary/upper primary schools. During 1998-99 upto December 1998, the CIET and SIETs together produced 683 (633 video and 50 audio) programmes.

### **Computer Literacy and Studies in Schools**

Keeping in view the need to expose children 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 for senior secondary schools. The CLASS Project was modified into a centrally sponsored scheme implemented from the year 1993-94. In 1995-96, the Ministry of Finance advised the Department of Education to revise the CLASS scheme. During the Eighth Five Year Plan, 2,371 school have been covered the scheme, besides the 2,598 schools 2,371 schools have been covered under the scheme. During the Eighth Five Year Plan, besides the 2,598 schools that had already been covered under the pre-revised CLASS scheme. The scheme is now being revised in view of changed situations and requirements of information technology in schools.

### **Improvement of Science Education in Schools**

The main objective of the scheme is to improve the quality of science education and promote scientific temper. The scheme uses the resources 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.

During 1999-2000, three States and Union Territories have been provided financial assistance for purchase of science kits for 261 upper primary school children, science books for 129 secondary and higher secondary schools, upgradation of science laboratories in 129 schools and training of 678 science/maths teachers. Five voluntary organisations and societies have also been provided financial assistance to the extent of Rs. 28,15,590 for undertaking innovative and experimental projects.

### **Environmental Orientation to School Education**

The National Policy on Education (NPE), 1986, provides that protection of environment is a value which must form an integral part of curricula at all stages of education. The intellect of students must be sensitised to the hazards inherent in upsetting the ecological balance in nature.

A centrally, sponsored scheme 'Environmental Orientation to School Education' was initiated in 1988-89 to inculcate awareness among students regarding conservation of environment. The scheme envisages assistance to voluntary agencies for experimental and innovative programmes aimed at promoting integration of education programmes in schools with local environmental conditions. States and Union Territories are assisted for various activities including review and development of curricula at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein;

development of strategies and textbooks for environmental studies at primary and upper primary and development of teaching learning material.

Three resource centres, namely, Uttrakhand Seva Nidhi, Almora; CPR Environmental Education Centre, Chennai; and Centre for Environment Education, Ahmedabad have been designated as nodal agencies for mobilisation and provision of financial support to NGOs and voluntary organisations for conducting innovative and experimental programmes to provide environmental orientation to school education.

### Strengthening Culture and Values in Education

The schemes of assistance to voluntary agencies to strengthen culture and values in education have been operational since 1988-89. In 1992-93, a revised scheme was introduced which has two broad components: strengthening cultural and value education inputs in the school systems and strengthening the in-service training of art, craft, music and dance teachers.

In view of greater awareness among voluntary organisations and also the greater significance of value education, an estimated outlay of Rs. 10 crore has been provided to cover a larger number of agencies during the Ninth Plan. During 1998-99 a total sum of Rs. 54 lakh against the grant of Rs. 50 lakh was granted to 22 organisations. For the current financial year, an outlay of Rs. 2.95 crore has been made.

### Boarding and Hostel Facilities for Girl Students

Under the scheme financial assistance is 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 hostels located in educationally backward districts, particularly those predominantly inhabited by SCs/STs and educationally backward minorities. The grants are given as per the following norms:

- Rs. 5,000 per annum per girl boarder for food and salary of cook and warden in the hostel/boarding house accommodating at least 25 girls boarders who are students of Classes IX-XII of a recognised school.
- One time grant of Rs. 1,500 per girl boarder for purchase of furniture (including beds) and utensils and provision of basic recreational aids, particularly material for sports and games, reading room equipment and books.

The year-wise break-up of grant released during the Ninth plan period along with the number of agencies and number of girls students benefited under the scheme is given below:

Table V

Year	No. of Agencies	No. Beneficiaries	Amount Exp. (in Rs. lakh)
1997-98	41	2063	74.94
1998-99	60	2963	102.00

### Promotion of Yoga in Schools

The Department implements a centrally sponsored scheme for the promotion of Yoga in schools. This scheme is aimed at giving financial assistance to institutes conducting training courses in Yoga. Budget for the year 1999-2000 has been revised to Rs. 20 lakh.

### National Population Education Project

The National Population Education Project (School Education) was launched in April 1980 with the assistance of UNFPA. The project is being implemented by the NCERT on behalf of

MHRD. The Ministry of Health and Family Welfare is the nodal agency. At present, the project is being implemented in 30 States and Union Territories by SCERTs. Five national organisations working in the school education sector, i.e. Central Board of Secondary Education (CBSE), National Council for Teacher Education (NCTE), National Open School (NOS), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS) are also implementing sub-projects of NPEP during the current phase of the programme.

Budget for the year 1999–2000 has been revised to Rs. 3.00 crore.

**The following activities have been initiated/ completed till the current year:**



- Population Education elements have been integrated into the syllabi at all stages of school education.
- More than 575 titles on population education in 16 Indian languages and English have been published and audio-visual materials have been produced, disseminated and used in different kinds of project activities.
- Nearly 2.8 million teachers and other educational functionaries have been trained/ oriented in population education.
- Co-curricular activities such as painting, elocution debates, essay and quiz competitions have been organised.
- Concerted efforts were made during the last three cycles to incorporate population education textbooks and in the pre-service teacher education courses.
- International poster contest sponsored by UNFPA has been organised regularly since 1992. Nine students from India have received global awards so far and eleven research studies have been completed.

## International Science Olympiads

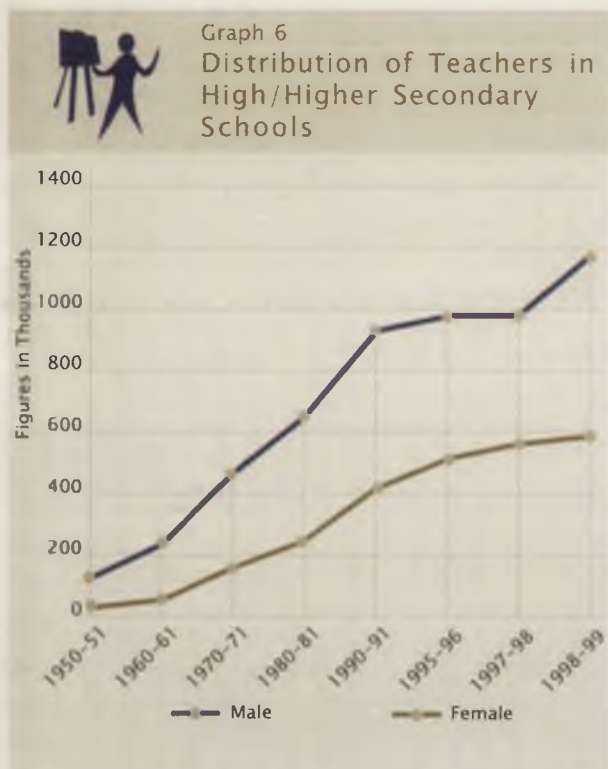
With a view to identify and nurture talent in Mathematics, Physics and Chemistry at school level the International Mathematical Olympiad (IMO), International Physics Olympiad (IPHO) and International Chemistry Olympiad (ICHO) are held every year. India has participated in these Olympiads in the year 1989, 1998 and 1999.

IMO-99 was held at Bucharest (Romania) in July 1999. The Indian delegation won three silver and three bronze medals. At IPHO-99 held at Padua (Italy) during July 1999, the Indian team won four silver and one bronze medals, while one contestant received a special prize for best solution to theoretical problems. At the International Chemistry Olympiad held at Bangkok during July 1999, the Indian team won two silver and two bronze medals.

## National Awards to Teachers

Instituted in 1958, the National Awards to teachers are awarded on 5th September every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. These awards are presented by the President of India. In total, there are 302 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State and Union Territory has an earmarked quota based on the number of teachers. From the year 1993, the scheme has been extended to cover teachers of Sainik Schools, NVS and schools run by the Atomic Energy Education Society. From the year 1998, 10 teachers of public schools affiliated to CBSE have been accommodated against the shortfall, if any, arising out of the unutilised quota of awards.

The selection is made by a State level selection committee presided over by Director (Education)



with the State coordinator of NCERT as a member. The Committee's recommendations are forwarded by the State Government in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, certificate and Rs. 10,000 as award money.

### National Foundation for Teachers' Welfare

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

The affairs of the organisation are managed through a general committee under the chairmanship of Minister of Human Resource

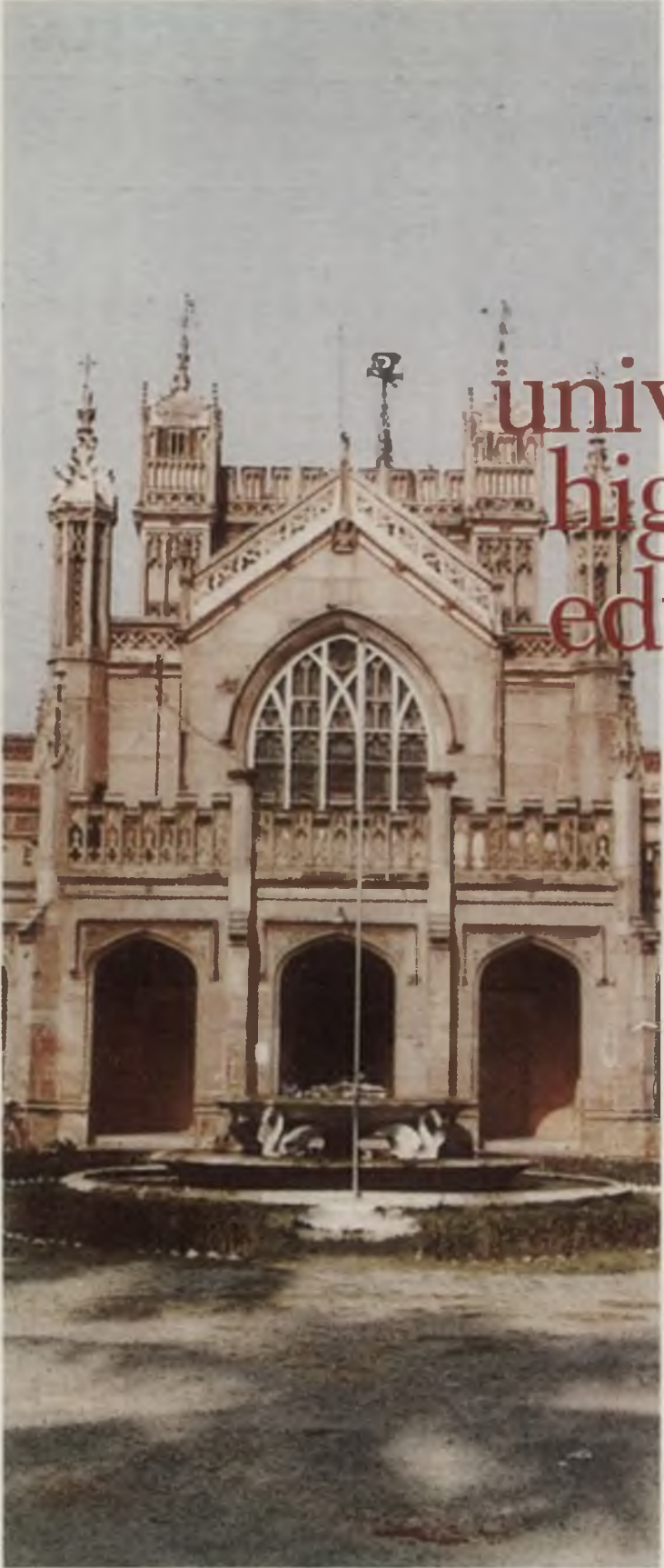
Development with ministers-in-charge of school education in the states and union territories as its members. State level committees of the Foundation exist under the chairmanship of the Education Minister.

Annual Contributions from member States and Union Territories and ten per cent of the collections of donations on Teachers Day constitute the corpus of the Foundation. The States and Union Territories retain 90 per cent of the proceeds of donations. Funds of the Foundation at the central level are invested in five year time deposits mainly through the treasurer of Charitable Endowments for India (TCE).

Financial assistance is extended for the following activities: construction of shikshak sadans; subsidy for academic activities of teachers; paid holiday to the awardee teachers; support for professional education of children of school teachers; gratuitous relief in cases of serious accidents and grant of financial assistance to teachers suffering from serious ailments. During the year 1999-2000, an amount of Rs. 9,54,948 has been granted as financial assistance to 448 teachers under various schemes.

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

The Government of India and most States and Union Territories offer educational concessions by way of reimbursement of tuition fees, boarding lodging expenses, expenditure incurred on uniforms, textbooks, transport charges, etc., to school students who are the wards of armed forces personnel killed or permanently disabled during hostilities. At present, the Department provides these concessions to students at two Lawrence Schools (at Sanawar and Lovedale). A budget provision of Rs. 1 lakh has been made for the scheme for the year 1999-2000.



# university and higher education

Being at the apex of the educational pyramid, higher education has a key role to play 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 and spiritual issues facing humanity.

The University Grants Commission (UGC) is a statutory organisation established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. The UGC serves as a vital link between the Union and State Governments and the institutions of higher learning. In addition to its role of giving grants to universities and colleges, the UGC also advises Central and State Governments on the measures necessary for the improvement of university education.

### **The Growth of Higher Education System Universities/Colleges**

The higher education system has seen a twelve-fold increase in the number of universities and twenty-two fold increase in the number of colleges since independence. There are now 185 universities, 42 deemed to be universities and five institutions established through State and Central legislation, and nearly 11,100 colleges in the country in addition to the unrecognised institutions in the higher education sector.

At the beginning of the year 1999–2000, the total number of students enrolled in the universities and colleges was 74.18 lakh—12.25 lakh in university departments and 61.93 lakh in the affiliated colleges. Eighty per cent of the total enrolment was concentrated in the three faculties of Arts (40 per cent), Science (20 per cent) and Commerce (20 per cent) while the remaining 20 per cent was absorbed by the professional faculties. Enrolment at the degree level was 65.20 lakh (87.9 per cent), at the PG level 7.25 lakh (9.8 per cent) and the remaining at research and diploma/certificate levels.

The strength of the faculty went upto to 3.42 lakh this year. Out of the 76,587 teachers in the university departments, 17,385 are professors, 27,188 are readers/associate professors, 30,558 are lecturers and the rest are tutors/

demonstrators. In the affiliated colleges the number of senior teachers is 71,588, the number of lecturers 1,89,309 and the rest are tutors/demonstrators.

The enrolment of women students in the year 1999–2000 was 25.74 lakh at the graduate and post-graduate levels. This accounts for 34 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.8 per cent) and lowest in Bihar (19 per cent). Eighty-seven per cent of the total women enrolled were in the non-professional faculties of Arts, Commerce and Science and 13 per cent in professional faculties.

### **Programmes for the Development of Universities and Colleges**

The Commission provides financial assistance to Central and State universities, deemed to be universities and colleges. Assistance to Central and some deemed universities and colleges affiliated to Delhi and Banaras Hindu Universities is provided both under non-plan and plan schemes while assistance to State Universities and its affiliated colleges is provided only under plan schemes/programmes.

Under the Ninth Plan for the period 1997–2002, General Development Assistance to individual universities was to be based on the outlays determined and communicated to the universities. Two-thirds of the outlay is released on the basis of the procedure and Ninth Plan guidelines circulated to the universities. However, one-third of the outlays being made available on the basis of the performance of the individual university, which is evaluated on the basis of performance appraisal proforma filled by the universities.

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*The UGC provides financial assistance to Central and State universities, deemed to be universities and colleges.*

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Workshop of the Vice-Chancellors of Central Universities at Visva Bharati, Shantiniketan

Development assistance provided may be utilised for the consolidation of existing infrastructure and for the modernisation of teaching, research and administration, as also for extension and field out-reach activities to meet the changing needs of the universities.

### Central Universities

Out of the 16 Central Universities, 15 are allocated development grants. Ten are allocated maintenance grants in addition to development grants. During 1998-99, the UGC provided an amount of Rs. 637.43 crore to meet the maintenance expenditure of 13 universities and Rs. 71.68 crore as development assistance to 15 Central Universities.

### State Universities


According to Section 12 (B) of the UGC Act, State Universities established after 17 June, 1972, shall not be eligible to receive any grant from the Central Government, UGC or any other organisation receiving funds from the Central Government unless the Commission satisfies itself, as per the prescribed norms and procedures, that such a University is fit to receive grants.

At present, 116 State Universities excluding agricultural/medical/technical universities, are

eligible to receive grants from the UGC. Development grants that include grants for specific schemes, are provided to these eligible universities in order to facilitate the procurement of infrastructural facilities that are not normally available to them from the State Government or other bodies supporting them. During the year 1998-99, grants amounting to Rs. 110.17 crore were provided to 116 eligible State Universities for development.

### Deemed to be Universities

Section 3 of the UGC Act provides that an institution of higher education, other than a university, which is doing work of very high standard in a specific area can be declared as an institution deemed to be a university. Such institutions will enjoy the academic status and privileges of a university and be able to strengthen activities in the field of their specialisation, rather than becoming a multi-



#### Assistance to Colleges

The UGC provides assistance to eligible colleges for the development of undergraduate and post-graduate education as per revised guidelines for the Ninth Plan Period, with the following aims and 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.

Grants were released to nearly 5031 eligible colleges as part of the Ninth Plan Programme through various regional offices of the UGC.



faculty university of the general type. Out of 42 deemed to be universities, 26 universities were provided non-plan assistance amounting to Rs. 59.18 crore and 30 universities were provided plan assistance amounting to Rs. 24 crore.

### Autonomous Colleges

The objective of granting autonomy to certain colleges is to provide academic freedom, especially in designing their curricula; evolving new methods of teaching, research and learning; framing rules for admission; prescribing courses of study; setting examination papers and conducting examinations.

The Commission provides assistance to autonomous colleges to meet their additional and special needs as per the revised guidelines through regional offices. In case of colleges which have completed 10 years of existence, the pattern of financial assistance is slightly different. As on 31 March, 1999, there were a total number of 123 autonomous colleges affiliated to 28 universities spread over eight States.

### Promotion of Socially Relevant Programmes

The UGC introduced the scheme of career orientation of education at the first degree level in universities and colleges in 1994-95 in conformity with the National Policy of Education, 1986 (revised in 1992). Under the scheme, 35 vocational subjects identified by a core committee are introduced, on selective basis, in colleges and university departments which have facilities for conducting under-graduate classes. Since the inception of the scheme, 1,317 colleges and 26 universities have introduced different vocational subjects.

A monitoring cell in the UGC, monitors the implementation of the scheme. Out of 35

identified subjects, the syllabi of 11 subjects were revised and 11 training workshops were organised through nodal institutions for orientation of teachers teaching these subjects. Grants amounting to Rs. 1,917 crore were released to the universities and colleges.

### Emerging Areas and Innovative Programmes

While revising the Ninth Plan guidelines, the Commission decided to integrate two ongoing programmes, namely, courses in emerging areas and innovative programmes into one called innovative programme. The main objectives of the programme are:

- To identify emerging areas in various disciplines.
- To support new ideas and innovations and to implement them.
- To identify courses in emerging areas at the under-graduate and post-graduate levels.
- To encourage the promotion of scientific and technological application for the benefit of society.

The Commission has constituted standing committees for innovative programmes in the disciplines of Humanities and Social Sciences, Science, Engineering and Technology, Bio-Sciences and Life Sciences, and Environmental Studies.

The UGC has been providing financial assistance to selected universities for the introduction of post-graduate courses and special papers at the PG level in newly emerging areas. An amount of Rs. 2.19 crore was sanctioned to 185 departments in universities. The Commission has also invited fresh proposals from universities on the basis of the revised guidelines for the Ninth Plan Period.

### **Academic Staff Colleges**

Academic Staff Colleges (ASC) were set up to enhance professional development of teachers, thereby maintaining high standards of teaching in universities and colleges. Forty-five such colleges, which are already in operation will continue to conduct orientation and refresher courses and seminars in the Ninth Plan period. Since these ASCs cannot cater to the needs of all the teachers, the UGC has also selected 93 universities and special institutions to conduct refresher courses in different disciplines. During the reporting year, 163 orientation programmes and 591 refresher courses were conducted by the ASCs in addition to 500 courses by other selected universities and special institutions. A grant of Rs. 14.86 crore was released under the scheme. A standing committee advises and monitors the working of ASCs and decides on various policy matters.

### **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 and to indicate thrust areas. The panels are generally reconstituted after every three years.

There are at present 28 subject panels in various disciplines of Science, Humanities and Social Sciences. The existing subject panels have been requested to give priority to revision of the NET syllabus, preparation of database of experts and updating of the UG and PG syllabi by convening regional workshops and associating members of the Boards of Studies in various universities. About 17 subject panels have revised the NET syllabus and most have also prepared the database of experts in different disciplines. A grant of Rs. 33.16 lakh was released during the year 1998-99 for the work of the subject panels.

### **Value Oriented Education**

The objective of the scheme is to promote value education in universities and PG colleges. The component of value education is ingrained in various regular courses and programmes and also incorporated as a foundation course at undergraduate level. Assistance under the scheme is available for specifically designed programmes for a fixed period of time, i.e. for two or three years. Assistance to a project is limited to Rs. 4 lakh only.

### **Human Rights Education**

The Commission is providing financial assistance to universities and colleges for the introduction of two Human Rights Courses—two year LL.M./M.A. Course and one year diploma/certificate course on the basis of the approach papers and guidelines on human rights education. The Commission also provides assistance for organisation of seminars, symposia and workshops on human rights education.

During the year under report, the University Grants Commission in collaboration with the British Council, organised two workshops at Bangalore and Delhi for the promotion of human rights education in universities and colleges.

During the year 1998-99, an amount of Rs. 24.59 lakh was paid to 26 universities and 50 colleges for holding symposia, workshops, and seminars on human rights education.

### **Special Studies**

The Commission has been providing 100 per cent assistance through plan funds for the promotion of Gandhian/Buddhist/Nehru/Ambedkar Studies. The Commission invited proposals from different universities for setting up new centres conducting these studies on the basis of revised guidelines framed for the Ninth Plan period. As on 31 March,

1999, assistance was provided to 17 centres of Gandhian Studies. Five universities were shortlisted for visits on Buddhist Studies and four universities for setting up centres of Nehru Studies. As regards Ambedkar Studies, the Committee examined proposals received from 15 universities, out of which four were shortlisted for setting up centres for these studies. The visiting committee visited Buddhist Studies, Nehru Studies and Ambedkar Studies once.

### **Programmes for Promotion of Excellence and Quality**

#### **Special Assistance Programme (SAP)**

The objective of the scheme has been to develop selected university departments, which had potential for advanced academic work, to centres of excellence in identified thrust areas, comparable to international standards. Till 31 March, 1999, the Commission assisted 154 departments in Humanities and Social Sciences and 233 departments in Science and Engineering and Technology by releasing Rs. 483 lakh and Rs. 1650 lakh, respectively.

#### **Travel Grants**

The University Grants Commission has been providing financial assistance to college teachers, UGC awarded Research Associates, Vice-Chancellors and Commission Members for presenting research papers in International Conferences abroad. For college teachers and Research Associates, assistance is limited to 50 per cent of the admissible expenditure while 100 per cent assistance is provided to Vice-Chancellors and Commission Members. During the year 1998-99, proposals of 144 college teachers, one Research Associate and 36 Vice-Chancellors were approved under the scheme. Out of Rs. 75 lakh allocated, an amount of Rs. 70 lakh was sanctioned during the year under report.

#### **Unassigned Grants**

The Commission provides assistance for participating in conferences, holding seminars and symposia, publication of research work and minor research projects in the universities. It has rationalised the scheme in terms of the size of the unassigned grants, ceilings of expenses, rates and procedure for the Ninth Plan period. An amount of Rs. 2.15 crore was provided under the scheme to various universities till 31 March, 1999.

#### **National Education Testing (NET)**

The UGC conducts a national level test for lectureship eligibility and Junior Research Fellowship to ensure minimum standards for entrants in the teaching profession and research in Humanities (including languages), Social Sciences, Computer Application and Electronic Sciences. The test for other science subjects is conducted by the CSIR jointly with the UGC. The tests are conducted twice in a year generally in the month of June and December. For candidates who desire to pursue research, the Junior Research Fellowship (JRF) is available for five years. The UGC has allocated a number of fellowships to the universities for the candidates who qualify the tests for JRF.

The UGC has been providing accreditation to various state agencies to conduct State Level Eligibility Test (SLET) for eligibility to lectureship. Candidates who clear SLET are also eligible for lectureship all over India. This test has been introduced to facilitate candidates to appear, in the subject concerned, in their regional languages. So far, 10 State agencies have been accredited for the purpose.

#### **Research Awards**

The UGC has been providing financial assistance for various programmes which enable teachers and researchers to upgrade their professional

*UGC is the implementing agency for the scheme of SAARC Chairs/ Fellowships/ Scholarships. Under this programme, 26 fellowships and 40 scholarships are made available in various SAARC countries.*

competence and keep abreast of the latest developments in their disciplines. Under the JRF scheme, students/ research scholars who qualify national level tests conducted by the UGC, CSIR, GATE, etc., are awarded fellowships to pursue research for a limited period of time. Teachers are given an opportunity to pursue research without having to undertake full teaching responsibilities. Two hundred such positions for Research Scientists have also been created. These positions are meant for candidates with a doctoral degree and an outstanding academic/research career. The awardees are placed in two slabs, Rs. 2300–3500 and Rs. 4000–6500. Selections under the scheme are made directly by the UGC.

The UGC also awards Emeritus fellowships to highly qualified and experienced superannuated teachers, upto the age of 65 years, who have been actively engaged in research and teaching improvement programmes. Support to teachers is also provided by way of teacher fellowships for doing M.Phil. and Ph.D. Assistance is provided to universities for the appointment of visiting professors/fellows. The Commission continued to provide teaching/research assignments to teachers from Kashmir University and its affiliated colleges due to disturbed conditions there.

#### Cultural Exchange Programmes

The UGC provides assistance to centres identified as Area Study Centres for undertaking studies relating to problems and culture of a given area and for developing inter-disciplinary research and teaching. The focus is on such countries and regions with which India has had close and direct contact. In addition to these, centres for Indian languages and culture are also in

operation. During 98–99, an amount of Rs. 96.53 lakh was released to 19 centres in 17 universities.

The UGC operates bilateral exchange programmes with 60 countries. Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the Masters level. During 1998–99, 36 foreign language teachers were invited to visit universities. Under the German Academic Exchange Service, 30 scholars were nominated for advanced research work relating to German culture, History, Economics, Philosophy, Education and Natural Sciences. In addition, there is a programme for exchange of scholars under the French Government Fellowship Scheme.

Under the programme of Social Scientists Exchange, 11 social scientists were nominated by the UGC to visit France and seven French scientists visited India. A Higher Education Link programme is implemented in collaboration with the British Council for the development of linkages between universities in India and United Kingdom, in specified areas such as joint research, joint publication, curriculum development, etc.

UGC is the implementing agency for the scheme of SAARC Chairs/Fellowships/Scholarships. Under this programme, 26 fellowships and 40 scholarships are made available in various SAARC countries.

Under the programme Commonwealth Academic Staff Fellowship, the UGC coordinates with the Association of Commonwealth Universities (ACU) in UK and makes nominations for the award of commonwealth fellowships to enable promising faculty members in universities and colleges in India to do research work at

universities/institutions in the United Kingdom. Forty scholars were selected under the programme during 1998-99. The UGC recommended two scholars to participate and present papers in the Salzburg Seminar.

#### Networking of Universities

The UGC has decided to establish a VSAT network to connect all the universities. The VSAT will act as a Wide Area Network (WAN) node for the university. Even remote areas can be covered as easily as the urban locations. Teachers and students can use this network to link all the departments in a university through a LAN to the VSAT. The applications of VSAT network include data transfer, internet access, video conferencing, distance learning and multimedia.

Teachers' evaluation for the purpose has been completed and the vendor identified to maintain the network for five years. The final agreement between the vendor and the UGC is yet to be signed.

#### Inter-University Resources for the Promotion of Quality

In accordance with the amendment of the UGC Act 1984, the UGC has initiated the setting up of autonomous centres within the university system. These centres will provide common facilities, services and programmes to universities since heavy investment in infrastructure and inputs have made it beyond the reach of individual universities to obtain these facilities. At present seven such autonomous centres are functioning.

In addition to the inter-university centres, the UGC has also been instrumental in setting up National Information Centres in selected universities for providing convenient, economical and timely access to information. At present, three such centres are functioning

in India. The UGC has also set up Centres of National Facilities to serve as resource centres for availing the facilities provided by these centres. Seven such centres are functioning in various fields of study. The UGC has been regularly providing financial assistance to these autonomous centres.

#### Programmes for Enhancing Access and Equity

##### Programmes for Women

The Commission introduced a special scheme for the construction of women's hostels with a view to provide a safe environment to women students pursuing higher studies in universities of their choice. Twelve universities were provided assistance upto 60 per cent of the total cost of their projects, either through the UGC or its regional offices.

The UGC provides assistance for setting up centres and cells for women's studies, which undertake research, develop curricula and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls education, etc. These centres are also expected to take up activities like teaching, research, extension, advocacy and dissemination. As on 31 March, 1999, 22 centres and 6 cells were in operation and financial assistance was provided to these centres to the extent of 34 lakh during 1998-99.

Programmes such as day care centres, infrastructure for women students/teachers, scholarships for women in professional courses, data base for women and gender sensitivity programmes, etc., are proposed to be implemented during the Ninth Plan period.

*To ensure effective implementation of the reservation policy for SC/ST, the UGC provides financial assistance to universities/ deemed universities for the establishment of SC/ST cells.*

### Programmes for SC/ST

To ensure effective implementation of the reservation policy for SC/ST, the Commission provides financial assistance to universities/ deemed universities for the establishment of SC/ST cells. At present, 103 SC/ST cells in universities are in operation. A special monitoring committee was constituted by the Commission to monitor the implementation of reservation policy in central and deemed to be universities which receive maintenance grants.

A scheme of remedial coaching has been introduced to enhance the skills and linguistic proficiency of SC/ST students in various subjects. As per the revised guidelines of the Ninth Plan, three universities and 90 colleges have been selected for providing remedial coaching during the year 1998-99. As on 31 March, 1999, 26 universities and 372 colleges were running the scheme. In this regard, an amount of Rs. 3.5 crore was released to these institutions. The standing committee for SCs/STs monitors and reviews the work undertaken by these universities and colleges.

A similar scheme for coaching classes was introduced for students belonging to educationally backward minority communities to help them compete in various competitive examinations and acquire proficiency in typing, shorthand and secretarial courses etc. At the end of March 1999, 22 universities and 57 colleges including 10 women's coaching centres were functioning under the scheme. The standing committee on minorities monitors the implementation of the programme. During the year 1998-99 the Commission released Rs. 75 lakh to these institutions for conducting the programme as per the revised guidelines.

To remedy the non-fulfillment of the prescribed quota for SC/ST in teaching positions, the

Commission created a central pool database of eligible SC/ST candidates to recommend their candidature for teaching positions in universities and colleges. Such data was made available to four universities and six colleges during the year under report. The Commission is trying to make this data available on the internet.

The Commission awards, annually, 50 teacher fellowships—20 for Ph.D. and 30 for M.Phil. with a view to providing research opportunity to teachers of affiliated colleges. These fellowships are only for permanent teachers belonging to SC/ST.

In order to provide an adequate number of qualified SC/ST candidates for recruitment as lecturers in universities and colleges, the Commission has formulated a scheme of conducting coaching classes to prepare them for the National Eligibility Test (NET). The scheme will be implemented in selected universities in the first phase depending upon the academic standards and infrastructure available with the institution. Provisions have been made to provide non-recurring financial assistance for basic items like typewriter, preferably computer, photocopier, teaching/learning material and recurring assistance for payment of honorarium to the faculty members to be engaged.

### Training of Teachers under Integrated Education for Disabled Children

The UGC has been implementing the Integrated Education for Disabled Children (IEDC) scheme with financial support and sponsorship by the Ministry of Human Resource Development, Department of Education. Twelve university departments have been receiving support under the scheme.

The teachers and students trained under this programme find jobs as teachers and

rehabilitation workers in special schools, government services, NGOs and research organisations that help the disabled community. The degree provided to these trainees are the B.Ed., M.Ed. and Ph.D. in addition to a diploma in learning disability.

### Adult, Continuing and Extension Education and Field Outreach

As per the revised guidelines framed for the Ninth Plan, assistance is being given to centres that have been set up in 85 universities. These centres have been involved in programmes such as literacy, post-literacy, continuing education, environment education, legal literacy, technology transfer, etc. Proposals received from 13 universities for setting up new centres were examined by an expert committee which also visited eight of these universities. Under the scheme, the salary of the substitute teachers appointed in place of permanent teachers would be reimbursed by the UGC.

### United Nations Population Fund

#### UGC Project on Population Education

The main objective of the Project on Population Education is to enable the youth in universities and colleges—through them the community—to comprehend clearly issues relating to family size, quality of life, gender equity, reproductive health, AIDS, impact of population growth on society and the nation, etc. The UGC has set up 17 Population Education Resource Centres (PERCs) in selected universities as a joint project undertaken with the United Nations Population Fund (UNFPA). These centres provide technical support to the university system and resource support for various activities relating to curriculum development, teaching and learning material. The PERCs also carry out monitoring and evaluation of the programme.

As per the revised guidelines for the Ninth Plan, the Commission has been providing financial

assistance for setting up of population education clubs, for organising students debates, essay writing and painting competitions, group discussions and lectures by experts, and development of audio-visual material, etc. So far the Commission has been able to set up 1400 population education clubs in colleges to integrate population education in the higher education system.

### Resource Mobilisation for the Management of Education

The scheme of resource mobilisation by universities was introduced in 1995. The Commission has revised the guidelines for the Ninth Plan to support universities for their resource mobilisation efforts. The main objective of the scheme is to encourage and enhance the flow of resources coming from the society for university development. Twenty-five per cent of the resource generated by a university is given as the UGC share, limited to a maximum of Rs. 25 lakh in a financial year. During the year 1998-99, nine universities were supported by providing Rs. 80.67 lakh as the UGC share.

### Programmes to Strengthen Scientific Research

#### COSIST Programme

The Commission provides assistance to selected departments of Science in universities for acquiring highly sophisticated and expensive equipment to enable them to become internationally competitive in key areas of post-graduate teaching and research.

Assistance under the programme is being made

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*In order to train personnel in the field of computers, the UGC has also been providing assistance to universities for conducting courses such as MCA, M.Sc./ B.E./B.Tech. in computer science.*

available as a one time input on 100 per cent basis. Regular monitoring and evaluation are integral parts of the programme. The departments so supported have been given functional autonomy. During 1998-99, 14 new departments

were identified for support under the COSIST programme, thus raising the total number of such departments to 179 as on 31 March 1999. The Commission has sanctioned a total grant of Rs. 5.84 crore for new and ongoing activities under the programme. The financial limit for a selected department during the Ninth Plan is Rs. 85 lakh for a duration of five years (one term only).

#### University Science Instrumentation Centres

For optimum utilisation of sophisticated instruments in teaching and research, the UGC has introduced the concept of common pool by establishing University Science Instrumentation Centres (USICS). These centres are meant to take care of all aspects of instrumentation for a university, including the maintenance and repair of instruments and the training of human resource at different levels. As on 31 March, 1999, 69 such centres were functioning.

#### Assistance in Other Schemes

In addition to the above schemes/programmes, assistance is also made available through other schemes namely, Special Assistance Programme in Science, Major/Minor Research Projects in Science, Training Programmes for Science Teachers, Emerging Areas in Science, etc.

#### Programmes for Development of Engineering and Technical Education

The UGC provides financial assistance to technical universities and other universities

having engineering departments to enable them to carry out various programmes of higher education and research. At present, the Commission provides development assistance to 11 technological universities and 25 State/Central and deemed universities having engineering departments and maintenance grants to four State/deemed universities for conducting the approved post-graduate courses in engineering and technology.

#### Computer Education

The UGC has been providing financial assistance to universities for the establishment and augmentation of computer facilities. During the year under report, the Commission approved the setting up of computer centres in three universities. The Commission has provided grants for setting up computer centres in 127 universities and deemed universities so far. It also approved grants ranging between Rs. 10 lakh and Rs. 25 lakh for upgradation of computer facilities in the computer centres of 11 universities.

In order to train personnel in the field of computers, the UGC has also been providing assistance to universities for conducting courses such as MCA, M.Sc./B.E./B.Tech. in computer science. During the year under report, the Commission approved the introduction of MCA course in four universities. So far, 84 universities have been assisted for conducting these computer courses.

Assistance was also provided to computer science departments of 25 universities for running courses in computer science. Grants ranging from Rs. 5 to 10 lakh have been provided to each of these universities under the scheme.

#### Development of Management Studies

The UGC provides financial assistance to universities for the introduction of the MBA



programme after the proposals are approved by the UGC expert committee on management studies and by the AICTE. It also provides development assistance to those departments which have completed five years. Till 31 March, 1999, the Commission provided financial assistance to 94 MBA departments in 26 universities.

#### Introduction of PG courses in Engineering and Technology

The Commission provides financial assistance for the introduction of PG courses after the approval of the UGC standing committee, in engineering and technology. The assistance is provided to the extent of Rs. 50 lakh for each PG course for a period of five years from the date of the implementation of the course. So far, 11 new PG courses in seven universities have been approved for implementation.

#### PG Scholarship to M.E./M.Tech. Students

The Commission provides post-graduate scholarships to M.E./M.Tech. students who have qualified GATE to enable them to pursue higher technical education. The scholarship is for a period of 18 months. The Commission provides assistance to 900 students every year.

#### Technical Courses for Women in Women's Universities

The UGC introduced a new scheme called technology for women in women's universities during 1998-99. Financial assistance has been provided for the introduction of undergraduate courses in engineering and technology. The assistance is for a period of five years from the date of implementation of the course. To begin with, five women's universities were identified under this programme. However, the Commission has provided financial assistance to only SNT Women's University so far.

#### Assistance in Other Schemes

Besides the above schemes and programmes, assistance has been made available to universities and teachers through other schemes namely, Special Assistance Programme for Engineering and Technology, Major/Minor Research Projects, etc.

#### 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 areas of life and thought. It is a residential centre for research and encourages promotion of creative thought in 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 an exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. The Institute holds three seminars each year on themes of national significance when outstanding scholars and experts are invited to join the members of the academic community of the Institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver a series of lectures at the Institute. The Institute has by now over 270 publications to its credit.

#### Indian Council of Philosophical Research

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

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allied disciplines. In order to achieve its aims and objects, the Council awards fellowships, organises and financially supports seminars, conferences, workshops and refresher courses, provides travel grants to scholars to present their papers at conferences held abroad, sponsors research projects and brings out publications and a triannual *Journal of Indian Council of Philosophical Research*. During the year, the ICPR awarded 47 fellowships under various categories.

#### Indian Council of Historical Research

The Indian Council of Historical Research (ICHR) was established in 1972 with a view to provide funds for historical research and to foster an objective and scientific study of history. It has been promoting historical research in the history of arts, literature and philosophy and allied subjects such as archaeology, numismatics, epigraphy, and study of manuscripts. The Council awards fellowships, study-cum-travel grants and publications subsidies. It also endeavours to make available source material as well as results 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.

#### 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), affiliated to 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 grants 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 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 titled *University News*.

The Association is substantially financed from the annual subscription by the member universities. The Government of India sanctions grants for meeting a part of the maintenance and development expenditure, including a research cell. This cell undertakes various activities including research studies, workshops, training programmes, question banks, tournaments 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 continues to serve the students, academics and parents 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.

### 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 1999–2000, 100 new research projects are proposed to be sanctioned and reports for 90 projects sanctioned earlier are to be received.

### Scheme of Financial Assistance to Institutions of Higher Learning of All India Importance

Under this scheme assistance is provided to institutions which are outside the university system and which are engaged in programmes of innovative character. Some voluntary organisations and educational institutions which have been receiving assistance from the Central Government are: Sri Aurobindo International Institute of Educational Research, Auroville, Tamil Nadu; Sri Aurobindo International Centre of Education, Pondicherry; Lok Bharati, Sanosra, Gujarat; and Mitraniketana, Vellanad, Kerala.

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 to make an on-the-spot assessment of their performance and to recommend the nature and scope of future assistance.

### Project of History of Indian Science Philosophy and Culture

The project of History of Indian Science, Philosophy and Culture had been initiated under the aegis of Indian Council of Philosophical Research during 1990–91 with the approval of the Planning Commission. Upto 1996–97, the PHISPC was associated with the ICPR and grants were released to the project through ICPR. During 1996–97, the Planning Commission decided to delink the project from ICPR w.e.f. 1 April, 1997, to provide greater autonomy for its implementation. After being considered by the Standing Finance Committee (SFC) in a meeting on 16 December, 1997, it was decided to continue the financial assistance to the project.

The basic aim of the project is to undertake a comprehensive and interdisciplinary study of the scientific, philosophical and cultural development of the Indian civilisation in the past and as it interacts in our own times with modernity. The project seeks to document and critique the reflective and material past of the Indian civilisation from its genesis of remote antiquity to the 20th Century. Studies being undertaken are expected to throw valuable insights upon the challenges which the Indian Society faces today. Interdisciplinary inquiry into the past of India for creatively shaping its future is the underlying agenda of the 50-volume project.

### 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 15 faculties, 82 teaching departments and 78 colleges spread all over Delhi.

Three are about 2,74,250 students presently enrolled in the University. About 1,44,000 of the students are enrolled in non-formal education programmes offered by the School of Correspondence and Continuing Education, Non-collegiate Women's Education Board and the External Candidates Cell. There are about 332 Professors, 197 Readers, 140 Lecturers and 17 Research Associates making a total faculty strength of 686.

The University has accepted in principle, the institution of nine new courses in various fields. It has also approved the institution of various scholarships such as, Professor Gurbax Singh Award, Professor G.B.V. Subramanian scholarships, etc. The University has also signed a number of Memorandum of Understanding (MoU) with various international universities namely, University of Texas, Austin; Soka University, Japan; Saseda University, Japan; Ritsumeikan University, Japan; University of Asmara, etc. Many academicians of the University have been given various national and international awards.

#### 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 study. The Centre for Distance Education of the

University offers about eight post-graduate diplomas in Computer Science, Planning and Project Management, Environmental Education and Management, Translation Studies (Hindi), Human Rights, Library Automation and Networking and Television Production.

During the year under report, the University had a faculty strength of 192 consisting of 63 Professors, 70 Readers and 59 Lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during 1998-99. Many distinguished scholars visited the University to deliver lectures and interact with faculty and students. A number of official delegations from abroad visited the University to explore possibilities of collaborative teaching and research programmes, including exchange of teachers and students. Several faculty members of the University have won national and international awards. Eminent scholars from India and abroad occupied the two prestigious chairs named after Shri Jawaharlal Nehru and Dr. Sarvapalli Radhakrishnan.

#### Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act 1996, seeking to establish the institution at Wardha was passed by the Parliament in December 1996. The University came into existence with effect from 29 December, 1997. Dr. Ashok Vajpeyi was appointed as the first Vice-Chancellor by the President of India in his capacity as the Visitor of the University.

The first Executive Council of the University has already been constituted by the President. The process of operationalisation of the University has already been initiated with the Government of Maharashtra agreeing to allocate land for the University at Wardha.

### Maulana Azad National Urdu University

The Maulana Azad National Urdu University (MANUU), was established at Hyderabad to promote and develop the 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 it came into existence on 9 January, 1998, with the enforcement of the Act.

Professor Mohd. Shamim Jairajpuri and Dr M.S. Siddiqi have been appointed as the first Vice-Chancellor and Registrar of the University respectively, by the President of India in his capacity as the Visitor of the University. The first Executive Council and the first Finance Committee have 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. However, other infrastructure is under development. The regional offices at Delhi, Patna and Bangalore have also been set up. It is proposed to establish more regional centres in the near future. The University has been sanctioned three schools of studies, five departments, two directorates and 19 study centres in different parts of the country.

The President of India has also appointed Shri Inder Kumar Gujral, as the first Chancellor of the University. The University has 17 faculty positions and 60 administrative, ministerial and other staff. It has 2,551 candidates on its rolls and proposes to admit about 3,316 more students in BA, B.Com. (3 YDC) and Certificate courses in Food and Nutrition. The courses will be offered in Urdu medium through the distance education mode.

### Banaras Hindu University

The Banaras Hindu University (BHU) Varanasi came into existence in 1916 as a teaching and residential University. The University consists of three institutes, namely, Institute of Medical Sciences, Institute of Technology and Institute of Agriculture Sciences. It maintains 14 faculties, 132 academic departments, four inter-disciplinary Schools, besides four colleges and three schools. The University also maintains a constituent Mahila Mahavidyalaya. There are six Centres for Advanced Studies (CAS), 12 COSIST programmes and eight Special Assistance Programmes (SAT) in the various departments of the University. During the year, the University introduced various new courses. It is at present running 375 projects financed by the UGC, DST, CSIR, DBT, ICSSR, ICMR, etc., 28 under-graduate, 136 post-graduate, 28 diploma and 12 certificate courses are being offered currently.

The University has a 1,000 bedded Ayurvedic Medicine Hospital which has 14,002 students on its rolls. The strength of its teaching and non-teaching staff is 1,115 and 7,873, respectively. For the academic session 1999-2000, 12 projects have been sanctioned by the UGC, Government of India and other agencies. Seven endowment funds have been instituted by the University for various scholarships and prizes.

### 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, institutes and centres grouped under 11 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools.

The University also offers six diploma courses exclusively for women in the fields of Electronics

*IGNOU programmes are telecast daily on the National Channel of Doordarshan. Interactive radio phone-in-counselling is also a popular programme which is aired from 21 All India Radio Stations. The University has started working for D.D. Gyandarshan, an educational TV channel.*

Engineering, Electronics (TV Technology), Computer Engineering, Costume Design and Garment Technology, Office Assistantship and Secretarial Practice, and General Nursing and Midwifery. A few new courses, namely, M.Sc (Home Science), M.Sc

(Industrial Chemistry) and two diploma courses in the Faculty of Technology have been introduced during the current session.

The University has on its rolls around 20,000 students. The total strength of the teaching staff of AMU is 1,457 and that of non-teaching staff 5899. In addition to the Central Library of the University with a total collection of 9,18,201 volumes in 11 languages as on 31 March, 1998, 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.

The Academic Staff College of AMU has organised 61 orientation programmes since its establishment in 1986. During the period under report, orientation programmes in Agriculture, Biochemistry, Botany, Geology, Home Science, Wild Life, Business Administration, Commerce, Economics, Education, Islamic Studies, Law, Theology and West Asian Studies were organised from July 1999 to October 1999. Refresher courses were organised in Geography, History, Library and Information Science, Mathematics and Physics.

A number of conferences and seminars were also organised. The Degree of Literature (Honoris Causa) was conferred upon His Excellency Pehin

Haji (Dr.) Abdul Aziz Umar, Minister of Education, Brunei Darussalam at a special convocation.

**Indira Gandhi National Open University**  
The 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 determination of standards in such systems. The major objectives of IGNOU include widening of access to higher education by providing opportunities to larger segments of the population, particularly the disadvantaged groups, organising programmes of continuing education and initiating special programmes for higher education for special target groups like women, people living in backward regions and hilly areas, etc.

The University offers 51 programmes. During 1999, the total number of students registered was 1,72,548 and the total number of students (cumulative) on rolls was 5,16,580. The network of student support services currently consists of 21 regional centres and 440 study centres. The University is likely to open two more regional centres at Jalandhar and Ranchi.

IGNOU programmes are telecast daily on the National Channel of Doordarshan. Interactive radio phone-in-counselling is also a popular programme which is aired from 21 All India Radio Stations. The University has started working for D.D. Gyandarshan, an educational TV channel. Socially relevant programmes on environment, forest management, human rights, HIV-AIDS awareness and food and nutrition are also being introduced.

As part of its mandate for training of distance education personnel, Staff Training and Research Institute in Distance Education continued to

organise international and national workshops. The Distance Education Council (DEC) has assumed the responsibility for development of correspondence programmes offered by traditional universities. As part of its remit to coordinate the distance education system nationally, developmental assistance was released to eight state open universities and 23 correspondence course institutions. The Council has taken steps to create a network of open universities for joint programme development, sharing of material and delivery of programmes/courses.

### Babasaheb Bhimrao Ambedkar University

Babasaheb Bhimrao Ambedkar University, Lucknow was established in 1994 by an Act of Parliament. It aims to provide instructional and research facilities and launch academic programmes in new and frontier areas of learning. The University has set up three schools and three centres namely, School of Ambedkar Studies, School for Information Science and Technology, and School of Environmental Studies, Centre for Rural Technology, Centre for Vocational Studies and Centre for Human Rights. There are 164 enrolled students, out of which 74 students belong to scheduled castes and scheduled tribes. The faculty strength of the University is 13. The main campus namely, Vidya Vihar Campus is being developed on 250 acres of land near Lucknow.

### 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.

The University has six schools, 16 departments and 11 centres. The University offers M.Phil

programmes in 16 disciplines, M.Tech. in one, PG programmes in 26 subjects, certificate programme in one discipline and five years integrated masters programme in two disciplines. The University has affiliated 25 institutions of which 14 are located in Pondicherry, four in Karaikal, two in Mahe, one in Yanam and four in Andaman and Nicobar Islands. The total student strength in these institutions is 14,125. The student strength in the main university is 1,311 and the University has a faculty strength of 175. During the period under report, 200 papers were published by the faculty of the University. The University organised 16 short term courses, seminars, symposia and conferences for the benefit of the students and faculty.

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 as per the Government of India orders.

### Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi 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 350 and 1,369, respectively. The total enrolment in the University was 4,240 students with adequate representation of SCs, STs and other backward classes.

The faculty members of the University published 45 books and 132 research articles in eminent academic and research

*JNU 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.*

journals and contributed chapters to 299 books. The faculty has at present 174 on-going research projects sponsored by various funding agencies. A number of distinguished faculty members received honours and awards from various national and international organisations. Professor Asis Datta, the Vice-Chancellor of the University was honoured with the Padmashri Award during the year. The University Library acquired around 9,000 volumes during the year under report. The total collection of books and periodicals now stands at 6,76,993 volumes.

An All-India combined entrance examination was conducted by the University for M.Sc., Bio-Technology programmes for its own admissions as well as those of 18 other participating universities in the country.

#### Assam University

Assam University, Silchar was established on 21 January, 1994. It is a teaching-cum-affiliating University with its jurisdiction over the districts of Cachar, Karimganj, Karbi Anglong and Hailakandi in the state of Assam. The University has granted affiliation to 52 colleges.

The University has 27 departments under eight schools of studies and in addition, it has three centres of studies. There are 18,542 students on its rolls in various courses. The total number of faculty members is 101. The total collection of the library books stands at 32,357. The library has acquired 1,086 volumes and subscribes to 105 periodicals, 17 daily news papers and 14 news magazines.

The University which was started with makeshift arrangements at the Regional Engineering College shifted (in November 1998) all its departments and offices to the permanent campus at Dorgakona where the Government of Assam allotted 600 acres of land.

An amount of Rs. 16 crore has been allocated under the Ninth Plan, out of which, Rs. 8 crore have been released by the UGC to the University. Under the non-plan expenditure, an allocation of Rs. 419.16 lakh has been released by the UGC.

#### Nagaland University

The Nagaland University was established on 6 September, 1994, by an Act of Parliament with head quarters at Lumami. It has two other campuses—one at Kohima and the other at Medziphema. The headquarter is yet to be shifted to the appointed place, Lumami. The administrative office is presently operated from the old Nagaland Secretariat building allotted by the Government of Nagaland.

The developmental work at the Lumami headquarter has already begun with hostels for both boys and girls having been completed. A large number of buildings at the SASRD, Medziphema have been inherited from NEHU. The University has four schools of studies in different campuses, namely, School of Sciences, School of Humanities and Education, School of Social Sciences and School of Agricultural Sciences and Rural Development. Nine national and state level seminars/workshops were organised by the University in 1998-99.

Nagaland University at present has 25 departments located in three campuses with four schools of study. The total number of faculty members is 109. The University library, Kohima has 25,532 volumes and SASRD, Medziphema has 28,630 volumes and 157 journals. The Lumami campus has 3,500 volumes and subscribes to four journals.

An amount of Rs. 16 crore has been allocated under the Ninth Plan. Out of that Rs. 8 crore has been released by the UGC to the University. Under the non-plan expenditure an allocation of



Rs. 637.34 lakh has been made and released by the UGC.

#### North-Eastern Hill University

North-Eastern Hill University was established on 19 July 1973 by an Act of Parliament with head quarters at Shillong. It has campuses at Aizawl and Tura. During the Ninth Plan, the University proposes to take up various construction projects and development work at the permanent campus at Shillong. The prestigious Regional Sophisticated Instrumentation Centre (RSIC) funded by the Department of Science and Technology, Government of India is being run at the University.

The University has 28 departments and four centres of study under six schools, one institute and an under-graduate college. The University has an enrolment of 1,067 post-graduate and 211 research scholars. It has a collection of 1,62,870 books, 36,895 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 average number of users per day is 445. The University conducted four symposia/seminars/conferences in the year 1998-99.

An amount of Rs. 17 crore has been allocated under the Ninth Plan. Out of that Rs. 8.50 crore has been released by the UGC to the University. Under the non-plan expenditure, an allocation of Rs. 1,948.90 lakh has been released by the UGC.

#### Tezpur University

Tezpur University is a non-affiliating unitary Central University set up in January 1994. The aim of the University is to offer employment-oriented and inter-disciplinary courses, mostly at post-graduate level, to meet local and regional aspirations and developmental needs of the region. The University has been offering courses

and promoting research in emerging areas in Science and Technology.

The University has 11 departments under four schools of study and has six centres of study. The total number of students enrolled during the year is 292 and the faculty strength is 67. The University has its central library operating from its permanent premises with a collection of 8,700 books and a subscription to 94 journals, 17 magazines and 21 news papers. Two men's hostels are in operation and another two, one each for boys and girls, are under construction.

An amount of Rs. 18 crore has been allocated under the Ninth Plan. Out of that Rs. 9 crore has been released by the UGC. Under the non-plan expenditure an allocation of Rs. 226.39 lakh has been released by the UGC to the University.

#### Data Archives

The major activities undertaken by the Data Archives are developing a repository of research relevant quantitative data available in machine readable form, providing guidance and consultancy services in data processing to scholars, compilation of National Registrar of Social Scientists in India, sponsoring training courses in research methodology and computer applications in social sciences and providing grants for organising seminars, workshops and conferences. Data Archives proposes to achieve its target of acquiring six data sets during 1999-2000 and another six during 2000-2001.

#### National Social Science Documentation Centre (NASSDOC)

The National Social Science 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.

## National Council of Rural Institutes

The National Council of Rural Institutes was registered as an autonomous society fully funded by the Central Government on 19 October 1995 at Hyderabad. Its aims and objectives are as follows:

- (a) promote rural higher education on the lines of Mahatma Gandhi's ideas on education so as to take up challenges of micro planning for transformation of rural areas;
- (b) consolidate network and develop institutions engaged in programmes of Gandhian basic



education and Nai Talim; and

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

The National Council of Rural Institutes has extended financial assistance to Swami Ramananda Tirtha Rural Institutes, Visva Bharati, Shantiniketan, and Gandhi Gramin Rural Institute.

### Seminars and Conference

During the current year, ICSSR would be able to achieve its target of sponsoring 60 seminars and conferences. It is hoped that in the next year, ICSSR would be sponsoring about 70 seminars and conferences.

### Research Surveys and Publications

Since 1970 the Council has been carrying out surveys of research in different Social Science disciplines at a given period of time. The Council has recently reviewed its research survey programme and has decided to bring out biennial surveys in the disciplines of Economics, Geography, Political Science, Psychology, Sociology and Social Anthropology. The Council publishes seven journals of research abstracts in various disciplines.

### International Collaboration and Cultural Exchange Programmes

The international collaboration programme of the ICSSR aims at promoting academic links between social scientists in India and abroad through cultural exchange programmes (CEPs). The Council will continue to arrange such exchange programmes with Russia, France, Egypt, Turkey, South Korea, China and a number of other

countries. Besides exchange of scholars, joint seminars and publications are also organised.

### 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 a number of centres. As on 31 March, 1998, there were 8,401 students on the rolls of the University. The total strength of teaching and non-teaching staff was 535 and 1,021, respectively.

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 2,64,292 (1997-98) to 2,68,836 (1998-99). During the said period, the archival cell added to its collection a number of albums made on occasions such as special convocations held for the award of honoris causa to Professor Edward Said of Columbia University and Dr Ihsan Dogramaci of Turkey. Seventy-five national and international research scholars made use of the archival

material preserved in the archival cells of Dr. Zakir Hussain Library. The grant of Rs. 1 lakh received from National Archives of India was effectively utilised for the lamination of 5,520 sheets of various manuscripts.

The A.J. Kidwai Mass Communication Research Centre at JMI provides post-graduate training in mass communication and also produces educational material for the UGC's INSAT programme.

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 officers on equivalent posts, enabling them to be eligible for placement in the next grade. The Centre has successfully imparted training to a large number of university administrative officers drawn from the universities from all over the country.

The State Resource Centre of the University has been implementing programmes of the National Literacy Mission and National Commission for Women. The Academic Staff College of the University organised refresher courses for college and university teachers for updating their knowledge and acquainting them with the latest trends in various disciplines. The Centre for Coaching and Career Planning provided necessary instructions and material to the students belonging to the weaker sections of society.

Though Jamia is a co-educational institution committed to the principle of equality between sexes, it extends extra facilities to female candidates by allowing them to appear as private candidates in all the courses other than those which are laboratory based. Two-thirds of the candidates appearing in school level

examinations are private women candidates. The Balak Mata Centres located in the walled city are dedicated to cater to the needs of women and children who belong to poorer sections of the society.

Dr. Zakir Hussain Institute of Islamic Studies continues to publish two journals, namely, *Islam and the Modern Age* (English) and *Islam Aur Asre-Jadid* (Urdu).

#### Visva-Bharati

Visva-Bharati, an educational institution founded by 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 12 Institutes-eight at Santiniketan, three at Sriniketan and one at Calcutta. As on 31 March 1999, there were 6,350 students on the rolls of the University including its school sections. The total strength of teaching and non-teaching staff was 518 and 1,519, respectively. A few new courses, namely, BA (vocational), functional course in Hindi, two-year post graduate course in Bio-technology, two year M.Sc. (Agriculture) course in horticulture were introduced during 1998-99.

As on 31 March, 1999, the Central Library of the University had a total collection of 3,65,812 books and 98 periodicals. In addition, 2,89,188 books were housed at 12 sectional libraries of the university. Information and library network programme for the library was inaugurated by the Chancellor, Shri i.K. Gujral, on 11 January, 1998.

in order to felicitate Professor Amartya Sen, an alumnus of Visva-Bharati, a special convocation was held at Amrakunja Santiniketan on 21 December, 1998.

## SC/ST 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 admission, appointments and allotment of hostel accommodation in Central Universities and colleges affiliated to them. The Cell monitors the implementation of reservation policy through a monitoring committee constituted by the UGC. The Cell coordinates with the UGC and Central Universities and also acts as a liaison unit for furnishing information to the Commission and 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 matters were taken up with the concerned authorities.

The Commission has decided to relax the minimum eligibility requirement of 55 per cent for the NET/SET examination to 50 per cent for the SC/ST category.

## International Cooperation

Foreign students have increasingly shown a keen interest in research possibilities in India. Besides research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India and the Shastri Indo-Canadian Institute, a large number of scholars come to India on the basis of applications made individually. During 1999-2000 about 600 research projects have been received so far, out of which 400 have already been approved. The Government has approved a number of bilateral agreements between Indian Universities and their counterparts abroad. Nineteen proposals for seminars, symposia and international conferences and 13 proposals of foreign scholars as visiting lecturers in Indian universities have also been approved.

## United States Educational Foundation in India

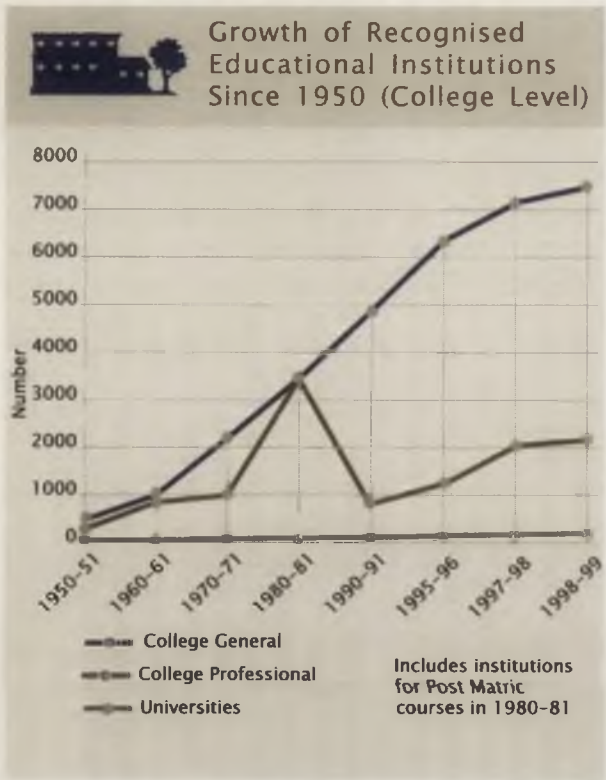
The United States Educational Foundation in India (USEFI) was established in February 1950 under a bilateral agreement, renewed in 1963, between the Governments of India and the United States of America to promote mutual understanding between the people of the two countries. The Fulbright Educational Exchange Programme provides for exchange of knowledge and professional talents through educational contacts.

During 1999-2000, 16 visiting lecturers, 16 research scholars and 30 professionals were approved for Fulbright grants ranging from 3 to 12 months. USEFI also disburses the East West Centre Grants through workshops and seminars at the EWC Institutes. The Foundation also offers grants for research scholars, short term group programmes for school and college teachers, workshops and seminars involving visiting American professors and eminent Indian Faculty. It provides educational advisory services to a large number of Indian students who wish to pursue higher education in the United States.

## Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute is a binational educational institute that promotes understanding between India and Canada mainly through facilitating academic activities. It was founded in 1968 through a three-year Memorandum of Understanding between the Government of India and the Institute, which has been renewed from time to time.

The India Studies programme, a core programme of the Institute, is funded by the Ministry of Human Resource Development and has enabled numerous scholars to undertake research in India and supply Indian imprints to Canadian universities. The



The CIDA-SICI project (CSP) funded by the Canadian International Development Agency aims at fostering sustainable development by funding research projects on development related issues. The project began in 1992 and was renewed for its second phase, 1996-2000. Eleven projects were undertaken during the second phase under the four focus themes of gender and development, development and environment, private sector development and social and economic reform.

**American Institute of Indian Studies**  
 The American Institute of Indian Studies (AIIS), a consortium of about 60 major universities was established in 1961 with the approval of the Government of India to promote the study of Indian civilisation and culture in the United States.

So far more than 6,000 research scholars have received AIIS support and more than 3,000 books have been published as a result of their work. During the year, the Institute awarded about 52 research and 40 language fellowships. Three group projects were undertaken and five publications brought out by the Institute during this year. The AIIS is now in the process of putting its entire collection of photographs, sites, monuments, temples and field music recordings on a website with a grant from the Council on American Overseas Research Centres (CAORC), Washington.

Government of India has approved 25 scholars for visits for the year 1999-2000.

The Canadian students programme funded by the Department of Foreign Affairs and International Trade, Canada offers fellowships to Indian scholars and institutions engaged in Canadian research and teaching. Nineteen Indian scholars have been selected for award of fellowship for the year 1999-2000.



# technical education

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 strengthen the technical education system.

Technical Education System has played a very significant role in the process of economic and technological development of India by producing high quality manpower needed for various sectors and by providing essential services through research and innovations. The basic thrust of the schemes and programmes has been on overall quality improvement. Strong linkages between technical institutions and industry were developed, particularly through technology development missions between IITs and IISc, Bangalore, and several industries. The institutions could generate adequate resources under the block grant funding scheme and progress successfully towards achieving self sufficiency in due course. The Regional Engineering Colleges and other institutions under the UK-REC Project gave exemplary performances. The centrally funded institutions were able to work towards holistic development through direct central assistance schemes like 'Modernisation and Removal of Obsolescence' (MODROBS), 'Thrust Area Programme in Technical Education' (TAPTEC) and 'Research and Development' (R&D). While polytechnics in 17 States and Union Territories attained new heights in ushering integrated development under the World Bank aided project, 25 polytechnics in Karnataka, Tamil Nadu and Kerala made significant impact through HRD based activities under the Canada-India Institutional Cooperation Project. The Review Committee Report on the RECs was submitted by the Committee to the Government.

### **All India Council for Technical Education**

The All India Council for Technical Education (AICTE) was set up in 1945 as an advisory body. It was given a statutory status through an Act of Parliament in 1987. The main functions of the statutory AICTE include proper planning and co-ordinated development of technical education



Release of AICTE compendium on technical education

in the country, promotion of qualitative improvement regulation and maintenance of norms and standards.

In order to ensure planned growth of technical education, the Council operates the scheme of National Technical Manpower Information System (NTMIS). The objective of this scheme is to generate a database to monitor supply and demand of engineering and technical manpower and to ensure planned development of technical education.

Increasing globalisation of economy has thrown up new challenges for Indian industry. In this context, the entire post-graduate programme will need an overhaul to survive in the new economic milieu. A committee under the chairmanship of Dr. P. Rama Rao, appointed by AICTE, has since gone into various aspects and submitted its report to AICTE. In order to ensure quality education, AICTE set up a National Board of Accreditation (NBA) to critically assess and evaluate the programmes run in AICTE approved institutions.

The Council has also launched an Early Faculty Induction Programme (EFIP) to attract bright engineering students towards the teaching profession by providing them with best training

*Over the years, the IISc has earned global reputation as a centre of excellence in research in all its areas of specialisation. It was given a status of deemed university in 1958.*

at PG level at premier institutes like IITs, IISc, some Central Universities and also RECs. AICTE expects to create trained faculty, numbering 1100, by the end of the Ninth Five Year Plan. The AICTE is also extending the Quality Improvement Programme (QIP) for full time teachers of approved degree level engineering institutions including those offering courses as MBA, MCA, Hotel Management and Catering Technology, Pharmacy, Architecture, Town Planning, Applied Arts and Crafts, so that the existing teachers in various streams of technical education may enhance their professional qualification and competence. The Council has also provided assistance to engineering colleges not covered under central funding through schemes like MODROBS, TAPTEC and R&D.

### **Centrally Funded Institutions**

#### **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 high quality education in various areas of pure and applied sciences and in engineering and technology at the under-graduate and post-graduate levels 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 by training the necessary manpower and promoting 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 academic activities and research

programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

#### **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 sciences and engineering and technology. Over the years, the IISc has earned global reputation as a 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, boosting innovative research and development, technology transfer and rendering support to industrial problems. 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 Society for Innovation and Development, established at the Institute, was able to channelise the technological and developmental activities carried out at the Institute. The implementation of SUTRA (Sustainable Transformation of Rural Areas) under the aegis of ASTRA (Application of Science and Technologies to Rural Areas) is an important example of the application of modern developments in technology to rural upliftment.

The Super Computer Centre has a 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.



## Indian Institutes of Management

Six Indian Institutes of Management (IIMs) located at Ahmedabad, Calcutta, Bangalore, Lucknow, Indore and Calicut are institutions of excellence established with the objective 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.

The IIMs conduct post-graduate diploma programmes in Management (equivalent to MBA), fellowship programmes in Management (equivalent to Ph.D.) at Ahmedabad, Bangalore and Calcutta, short-term Management Development and Organisation based programmes and carry out research and consultancy for the industry. These Institutes have been conducting research to cater to the needs of non-corporate and under-managed sectors, namely, agriculture, rural development, public systems management, energy, health education, habitat, etc. These Institutes are recognised as premier management institutions comparable to the best in the world for teaching, research and interaction with industries.

## National Institute of Industrial Engineering

The Government of India established the National Institute of Industrial Engineering (NIIE) with the assistance of United Nations Development Programme (UNDP) through the International Labour Organisation (ILO) in 1963. NIIE is an autonomous body under the Ministry of Human Resource Development, and is governed by a board of Governors comprising of eminent personalities from the Government, industry and academics. Since its inception in 1963, NIIE has been providing solutions to the complex problems of industries and business.

NIIE conducts post-graduate programmes in Industrial Engineering and Industrial

Management and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefit of senior and middle level executives drawn from the Government, public and private sector organisations. It also conducts a fellowship programme (equivalent to Ph.D.) in the area of Industrial Engineering and Management. The Institute is also engaged in applied research in various facets of Industrial Engineering, Energy, Safety, Environment, Marketing, Computers, Behavioural Science, etc. The Institute conducts Unit Based Programmes (UBPs) tailor-made to suit the specific requirements of the industry either at their premises or in the Institute.

## National Institute of Foundry and Forge Technology

National Institute of Foundry and Forge Technology (NIFFT) was established in 1966 in collaboration with UNESCO-UNDP, taking into cognisance the pivotal role of foundry and forge industries in the development of core sector in the country. The Institute's mission is to provide highly specialised training to personnel for operation and management of these industries. The Institute offers courses at different levels to achieve this goal. These are: advanced diploma courses in Foundry Technology and Forge Technology, B.Tech. degree courses in Manufacturing Engineering and Metallurgical and Materials Engineering and M.Tech. degree courses in Manufacturing Engineering and Foundry and Forge Technology.

Additionally, the Institute carries out the research and development activities in foundry, forge and allied areas. To update and enrich the knowledge-base of serving technical personnel in industries, the Institute further offers programmes in continuing education such as in-site refresher

and on-site unit based courses. Setting up of regional centres in different zones are also being planned by the Institute.

### 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 for 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 introduction of the discipline of Architecture in 1959.

The School of Planning and Architecture, New Delhi, which was conferred the status of a deemed university in 1979, provides undergraduate and post-graduate education and training in the fields of architecture, planning, design and management of different aspects of human habitat and environment. The School of Planning and Architecture offers two undergraduate courses, Bachelor of Architecture and Bachelor of Physical Planning and 10 post-graduate courses, namely, Master of Architecture in Architectural Conservation, Master of Architecture in Urban Design, Master of Architecture in Architectural Conservation, Master of Architecture in Urban Design, Master of Architecture in Industrial Design, Master of Landscape Architecture, Master of Planning in Environmental Planning, Master of Planning in Housing, Master of Planning in Regional Planning, Master of Planning in Transport Planning, Master of Planning in Urban Planning and Master of Building Engineering and Management. The faculty of the SPA actively contribute to policy and plan formulations in the areas of regional and urban development, and have been appointed as members of various expert committees/commissions set up by Central and State Governments, Planning Commission and other authorities.

### Indian School of Mines

The Indian School of Mines (ISM), Dhanbad, established by the Government of India in 1926, caters to the human resource needs of the nation in the areas of Mining, Petroleum, Mining Machinery, Mineral Engineering and Earth Sciences besides training manpower in the related disciplines of Management, Electronics and Instrumentation, Environmental Sciences and Engineering, Computer Science and Engineering, Applied Sciences and Humanities and Social Sciences.

ISM offers four-year integrated B.Tech. Programmes in Mining Engineering, Engineering and Mining Machinery, Petroleum Engineering, Mineral Engineering, Computer Science and Engineering, Electronics Engineering; and three-year programmes for science graduates leading to M.Sc. (Tech.) degree in Applied Geology and Applied Geophysics. ISM has been running a number of industry-oriented post-graduate programmes in Engineering, Management and Earth Science disciplines. M.Tech. programmes of three-semester duration are offered in the subjects of Mine Planning and Design, Opencast Mining, Mineral Engineering, Industrial Engineering and Management, Drilling Engineering, Fuel Engineering, Maintenance Engineering and Tribology, Petroleum Engineering, Environmental Sciences and Engineering, Computer Applications, Rock Excavation Engineering and Longwall Mine Mechanisation. Two semester programmes of M.Phil. in Science and MBA are also offered.

### Indian Institute of Information Technology and Management

The Government has established the IIITM at Gwalior with a financial outlay of Rs. 61.69 crore for the first five years. The Institute aims at producing leadership manpower, augmenting and harnessing the potential of information

technology with management skills and training in an integrated manner. The objectives of the Institute include creation of facilities for education and training in the areas of Information Technology and Management, to carry out research, and providing consultancy, to conduct continuing education programmes for working professionals and other related activities. The core educational programme of the Institute includes a five-year integrated programme leading to a diploma in Information Technology and Management as also a post-graduate diploma in IT and Management, with an entry level qualification of a Bachelors Degree, in selected areas.

In the first academic session of the Institute, beginning 1998-99, 30 students were admitted to the two-years post graduate diploma in Management and Information Technology. The intake for this course was increased to 50 during 1999-2000. A batch of 15 students was also admitted to the one-and-half year post-graduate diploma in Information Technology course.

#### Indian Institute of Information Technology

Recognising the need to improve the shortage of manpower, including critical inadequacies in some areas of software and information technology and to develop specific world class education and research programmes in Information Technology and other allied sciences, the Indian Institute of Information Technology, was established at Allahabad. This Institute has started functioning from the academic session 1999-2000, with an intake of 60 students at the under-graduate level course in Information Technology. The Institute will promote the development of all areas of IT and its application through an extensive network of educational research and development programmes. It will establish links with the

industry so as to involve the best professionals in IT and its application areas in finding solutions to problems relevant to the country from a scientific, strategic, commercial or societal points of view.

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

The North-Eastern Regional Institute of Science and Technology (NERIST) was established in 1986 to generate skilled manpower in the field of Engineering and Technology and Applied Science for the development of the North-Eastern Region. NERIST was earlier being funded through the North-Eastern Council. With effect from 1994-95, the Institute is being funded by the Ministry of Human Resource Development.

NERIST was conceived as a unique Institute offering a sequence of modular programmes, each of two years duration leading to six certificate, seven diploma and seven degree courses 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 the next higher module, subject to required performance of the students in lower module(s) and with the provision to undergo certain bridge courses. Thus, certain percentage of students get siphoned off either voluntarily or compulsorily at the end of each module. The thrust of this modular and innovative academic programme is to encourage a policy of vocationalisation and to allow only motivated students to go for higher studies while permitting others to take up jobs or to develop their entrepreneurial skills.

Provisional affiliation has been accorded to NERIST by North-Eastern Hill University and the granting of deemed university status is under consideration.

## Sant Longowal Institute of Engineering and Technology

The Sant Longowal Institute of Engineering and Technology (SLIET) was established in the year 1989. The Government of Punjab provided 500 acres of land for the establishment of the Institute. The Institute is entirely funded by the MHRD. The courses, of two years duration each, are modular and terminal in nature and have bridge courses at appropriate levels. The Institute offers 12 certificate, 10 diploma and eight degree courses.

The academic pattern of the Institute is on the lines of NERIST with vertical mobility and lateral entry introduced at different levels of courses in Engineering and Technology. The educational programmes are non-conventional, cost effective, flexible, modular and credit-based, having built-in entrepreneurship skills with stress on self-employment and continuity of education.

## Regional Engineering Colleges

Seventeen Regional Engineering Colleges (RECs) have been established in each of the major States to meet the country's growing requirement for trained technical manpower for development projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the 17 colleges offer degree courses in various branches of Engineering and Technology, 14 of these have facilities for post-graduate (PG) and doctoral programmes. The entire non-recurring expenditure and expenditure for PG courses in the RECs are borne by the Central Government. In respect of recurring expenditure on under-graduate courses, the expenditure is shared by the Central and State Governments on 50:50 basis. The MHRD has taken a number of initiatives for developing a curriculum in tune with the changing needs of the industry to enable

RECs to achieve excellence in education, research and training. Through the scheme of 'Centres of Excellence', the RECs' capability in computer, library, resources and equipment for R&D has been enhanced.

Apart from under-graduate programmes, RECs offer a number of PG programmes leading to the award of ME, MCA and MBA degrees. These include regular programmes as well as part-time PG programmes for working professionals. Full-time PG programmes pursued after qualifying GATE examinations are provided with scholarships. A high power committee set up under the chairmanship of Dr. R. A. Mashelkar, Director General and Secretary, CSIR, to review the 17 RECs has since submitted its report.

## Technical Teachers Training Institute

Four Technical Teachers Training Institute (TTTIs) were established at Bhopal, Calcutta, Chandigarh and Chennai during the mid-60s as key catalyst institutions for ensuring quality in technician education in their respective regions. The objective of the Institutes, during the initial stages was to take up initiatives to offer need based HRD programmes through appropriate modes and to develop curricula and institutional resources for the technician education system. The emphasis, however, gradually changed to assisting the State Governments and polytechnics towards improving their educational processes and products. The Institutes are actively involved in planning, designing, organising and evaluating quality education and training programmes, research studies and learning packages for polytechnics, industries and community. The Institutes have been extending support and also sharing their experiences and expertise with the State Governments in implementing the World Bank Assisted Technician Education Projects. TTTIs have developed strong linkages with business

and industry, and also a professional relationship with educational institutions to work in areas of common interest.

## New Initiatives

### Technology Development Missions

The IITs and IISc, Bangalore, implemented the Technology Development Missions in the following areas:

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)

This has earned a wide acceptance of the mission by the industry which is evident from the number of Memoranda of Understanding (MOU) signed by them for development of various technologies/products. The mission mode approach has proved to be a lead example for establishment of Industry-Institute partnership which can be replicated in future.

### Modernisation and Removal of Obsolescence

High priority has been given to the Modernisation and Removal of Obsolescence in laboratory/library/workshop/computing facilities in 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.

### Objectives of the Scheme

- a. Removal of obsolescence in workshop machinery and equipment of laboratories;

- b. Modernisation of laboratories and workshops by addition of new equipments;
- c. Augmentation of the library facilities;
- d. Support projects involving new innovations in classroom technology, laboratory instruction, instructional materials and charts, development of appropriate technology;
- e. Training and retraining for the teaching and supporting technical staff; and
- f. Upgradation of computing and networking facilities.

The Ministry has been implementing this scheme for the centrally funded institutions and Regional Engineering Colleges from the year 1997-98.

### Thrust Areas of Technical Education



The scheme provides project based financial support for creation of infrastructural facilities in terms of laboratories and quality manpower in the emerging areas with the following objectives:

- To develop infrastructure in terms of modern laboratories in the thrust areas;
- To develop a strong base for advanced 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; and
- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy.

The Ministry has been implementing this scheme for the centrally funded institutions and Regional Engineering Colleges from the year 1997-98. During the last two years, 133 projects have been cleared for execution by the centrally funded institutes.

During the last two years, a total of 166 projects have been cleared for execution by the centrally funded institutes.

### Research and Development

R&D activities have been considered as an essential component of higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process. The Ministry of Human Resource Development had instituted the scheme with the following objectives:

- a. Creating and up-dating the infrastructure for R&D effort;
- b. Supporting sponsored/joint research projects in Engineering and Technology, Pharmacy, Architecture and Management. Joint research projects with other technological institutions, research laboratories and industries of repute would be valuable.

The Ministry has been implementing this scheme for the centrally funded institutions and Regional Engineering Colleges from the year 1997-98. During the last two years, 54 projects have been cleared for execution by the institutes.

### Other Schemes

#### Scheme of Apprenticeship Training

The national scheme of apprenticeship training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 vocational pass-outs in about 10,000 industrial establishments/organisations under 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 and practical training located at Mumbai, Kanpur,

Calcutta and Chennai, which are fully funded autonomous organisations of the Ministry of Human Resource Development, have been authorised to implement the Apprentices Act in their respective regions. The period of apprenticeship training under the Act is one year. The apprentices are paid a monthly stipend which is shared between the Central Government and the employer on 50:50 basis. The stipend payable to engineering graduate technicians and 10+2 vocational apprentices is Rs. 1,630 and Rs. 900 per month, respectively.

All the four boards have been advised to select women, SCs/STs as well as minority candidates according to the rules for imparting practical training under the Apprentices Act.

During the Eighth Five Year Plan about 1,51,000 apprentices were trained against the target of 1,50,000 apprentices. The target fixed for the Ninth Plan is to train about 1,80,000 apprentices.

### 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 those concerning health and medical subjects) for employment in posts and services under the Central Government. The revamping and reconstitution of the Board is under consideration after the tenure of the last Board expired on 18 June, 1999.

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

Post-Graduate level Technical Courses  
Self financing foreign students intending to pursue studies in post-graduate programmes in technical subjects (except in 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 courses**  
Self-financing foreign and non-resident Indian students can take direct admission in under-graduate courses offered by private unaided and AICTE approved institutions in India upto five per cent of the sanctioned strength. The MHRD issues NOC in such cases to the heads of the institutions where the students are admitted.

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

The Ministry of Human Resource Development extends facilities for technical education to all States and Union Territories by reserving seats in degree/diploma level technical courses in Engineering/Pharmacy/Architecture in AICTE approved institutions for States and Union Territories which either do not have proper facilities for technical education or lack facility in some specific fields of technical education. Nomination of candidates against these reserved seats is made by the State Governments in accordance with their own rules and guidelines laid down by AICTE.

In addition, reservation is also made in government aided institutions in favour of the Ministry of External Affairs for self-financing foreign students, for recipients of Indian Council for Cultural Relations Scholarship for wards of government employees posted in Indian Missions abroad, for recipients of children's bravery awards on Republic Day (through the Indian Council for Child Welfare) and for the Central Tibetan Schools Administration. However, there is no reservation in IITs, RECs, etc., under the scheme.

## Technical Education and Rural Development

### Scheme of Community Polytechnics

This is a direct central assistance scheme under which financial grants (one time non-recurring grant of Rs. 10 lakh and recurring grant of Rs. 7 lakh per year) is provided directly to selected AICTE approved polytechnics whose proposals are recommended by the State Directorate of Technical Education. As on date, there are 442 Community Polytechnics spread all over the country.

A Community Polytechnic works through its main centre located in the polytechnic itself and about five extension centres, each covering 10-12 villages. The extension centres function as training centres and also attempt to offer solutions to technological problems of the local community.

#### The main objectives of the scheme are as follows:

- To ascertain the felt-need of the community through techno-economic surveys, job potential surveys, etc.
- To become a focal point for technology transfer;
- To provide technical/support services to the local community;
- To train young women and other disadvantaged groups in employable skills; and
- To disseminate information and create awareness regarding development programmes for generating problem solving environment.



The scheme of Community Polytechnics has been reviewed twice at the national level. The first review was undertaken by the Kalbag Committee

*In pursuance 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.*

in 1987, and the second by Luthor Committee in 1994. Both the reviews recommended the expansion of the scheme to cover all AICTE approved polytechnics, besides suggesting a multi-skill competency based training, a special

programme for women, handicapped, street children and functional linkages with other rural development schemes of the Central/State Governments.

Since the inception of the scheme of Community Polytechnics in 1978-79 about 7.44 lakh people have been trained in various job-oriented skills. This includes approximately 18 per cent SCs, four per cent STs and 13 per cent from minority communities. It is estimated that about 50 per cent of the total persons trained have been able to secure self/wage employment.

During the financial year 1999-2000, 100 additional AICTE approved polytechnics are proposed to be included under the scheme of Community Polytechnics with preference to hilly and North-Eastern Regions.

### **International Collaboration**

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

In pursuance 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. The second phase commenced in January 1992 and ended in October 1999. The

projects aimed at an integrated development of polytechnics and the state systems of polytechnic education in 17 States and two Union Territories. The major target sectors were capacity expansion, quality improvement and efficiency enhancement of the technician education system in the country.

Enhancing participation of women students in polytechnics was one of the thrust areas under the World Bank Assisted Technician Education Project. The overall percentage of women students has gone up from pre-project figure of 11 per cent to 29 per cent. Sixty-eight new co-educational polytechnics, women's polytechnics and women's wings have been established exceeding the total target of 66. 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.

For sustaining the gains made under the Technician Education Project, a project proposal has been formulated for initiating the third phase of the project with World Bank assistance. The project proposal aims at the integrated development of Technical Education System by creating strong linkages within the system, as also systems and processes through which development of other institutions would continue.

#### **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 (Bhopal and Tiruchirapalli), information technology (Surathkal and Warangal) and material engineering (Nagpur and Rourkela) commenced in April 1994 after a formal MOU was signed



between the Government of India and the UK in January 1994.

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

- a. Exposure to advanced technological aspects;
- b. Exposure to improved teaching methodologies and updated curriculum at UG/PG level;
- c. Stress on improved industry-institution interaction;
- d. Procurement of equipment which will help in improving curriculum, consultancy, R&D, etc.;
- e. Effective interaction/coordination among RECs; and
- f. Improvement of library facilities which will help not only students and staff in their R&D work but also industries around the region.

Canada India Institutional Cooperation Project (CIICP) and Canada India Institute Industry Linkage Project (CIILP)

The Canada-India Institutional Linkage Project is the continuation of the Canada-India Institutional Cooperation Project (CIICP) mandated by a Memorandum of Understanding (MOU) 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 Ministry of Human Resource Development provides the overall project direction.

The project, in its first phase, supported institutional development activities involving 25 diploma-granting polytechnics in the States of

Karnataka, Kerala and Tamil Nadu; three State Directorates of Technical Education, TTTI Chennai and ISTE. The project has successfully contributed to human resource development in the Indian Polytechnic system, especially towards continuing education, strategic planning, staff development and women's involvement in technical education. Encouraged by the success and the feasibility of the project in the southern region, the Government of Canada expressed its desire to set up another project in India based on industry. MOU for Canada-India Institute Industry Linkage Project was signed on 30 September, 1999. The main purpose of the project, now in its second phase, is to assist the Government of India in its efforts to make the Technical Education System more responsive to the changing socio-economic environment through enhancing its efficiency and effectiveness in the four western States of Madhya Pradesh, Maharashtra, Goa and Gujarat.

A total grant assistance of C\$ 8 million (approximately Rs. 23 crore) in the form of technical assistance and training would be extended by Canadian International Development Agency. The counterpart Indian contribution for this technical cooperation project would be extended in kind, estimated at Rs. 4 crore. The Indian Society for Technical Education and Technical Teachers' Training Institute, Bhopal, would also be associated in the project. The project will focus on development and effective adaptation of sustainable and replicable industry-institute linkage models at the identified polytechnics and engineering colleges with the active involvement of Directorates of Technical Education.

Colombo Plan Staff College for Technician Education (CPSC)

The Colombo Plan Staff College for Technician Education (CPSC) is a specialised agency of the

Colombo Plan. It was established on 5 December, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member countries in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for 12 years. In 1986, CPSC moved to Manila, Philippines.

The Staff College is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in Asia and Pacific region. The objective of the Staff College is to improve the quality of technician education and training in the Colombo Plan region by meeting the needs of technician teacher-educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.





# book promotion

Various measures have been taken to increase the reading habits among people and development of book publishing in the country. One important measure was organisation of book fairs including the 14th New Delhi World Book Fair.

The National Policy on Education (NPE), 1986 envisaged easy accessibility to books for all segments of the population. It called for measures aimed at improving the quality of books for children, including text books and workbooks. During the year in question, the Department of Education and National Book Trust undertook a number of measures in pursuance of the NPE directives.

### National Book Promotion Council

The Government reconstituted the erstwhile National Book Development Council as National Book Promotion Council (NBPC) in December 1997 under the chairmanship of the Minister of Human Resource Development. The Council offers a forum to facilitate exchange of views on issues such as writing, production, publication and sale of books, pricing and copyrights, reading habits of people, availability of books for different segments of population and the quality and content of books in general.

### Export and Import Policy for Books

As per the import policy for books and publications for the period April 1997 to 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 or organisation.

### National Book Trust, India

The National Book Trust (NBT), India is an 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.

The languages in which books are published include Assamese, Bengali, Gujarati, Kannada, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu. Books are also being taken up in other languages

## 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 export 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 ten digits is assigned to each book published by Indian publishers.



Further, the National Agency also compiled the 'National Catalogue of ISBN Titles' volumes VII to XI.

The ISBN Agency has been making registrations of Indian publishers and writers and allotting suitable blocks as per their requirements. Since its inception, 4,700 small and big publishers have been registered by the agency. During the year, upto December 1999, 343 publishers were registered under the ISBN system.

The National Agency participated in the Pune Book Fair from 30 April to 5 May 1999 and Shillong Book Fair from 30 October to 3 November, 1999, to popularise the ISBN system. During the year, the Agency also organised two exhibitions of 500 ISBN numbered books at Nagpur University from 17 June to 19 June, 1999 and Madhya Pradesh (Bhoj) University, Bhopal from 15 to 17 July, 1999. The students and teachers of the Universities took keen interest in knowing about the ISBN system. After the exhibitions, these books were donated to the Universities for their library use.

*The 18th National Book Week was observed from 14 to 20 November, 1999, all over the country under the aegis of the National Book Trust. In this connection, a string of book-related activities and programmes were organised by the NBT with the cooperation of various associations, booksellers, schools, colleges and universities.*

included in the 8th Schedule of the Constitution such as Kashmiri, Konkani, Manipuri, Nepali and Sindhi. In addition, select titles for children have been brought out in some tribal languages, such as Ao, Garo, Khasi, Mizo, Bhilli, Gondi and Santhali on an experimental basis. Two hundred and thirty titles in various languages have been published from April to September 1999.

During the year 1998-99, the Trust achieved a net sale of Rs. 361.04 lakh, and upto 30 November, 1999, the net sale achieved was to the tune of Rs. 110 lakh. The revenue from the sale of books amounted to Rs. 143 lakh. During the current financial year, the NBT hopes to increase the net sale and the sales revenue beyond the 450 lakh mark.

## **Promotion of Books and Reading Habit**

### **Book Fairs and Exhibitions**

NBT also plays an important role in promoting books and reading habit by organising book fairs



The Prime Minister, Mr. A.B. Vajpayee lighting the lamp for the inauguration of the World Book Fair, 2000

and exhibitions at the regional and national level, including the biennial New Delhi World Book Fair.

During the current financial year, the NBT organised a book fair at Pune (1-9 May, 1999) and another fair at Shillong (30 October-3 November, 1999). A National Book Fair was also organised at Bhopal (14-23 November, 1999).

NBT, India, organised the 14th New Delhi World Book Fair from 5 to 13 February, 2000. The fair covered 27,000 sq. meters and there were 1224 participants of which 41 were from overseas representing all continents. There was an increase of twenty per cent in the number of participants. The theme of the fair was children's literature. Two exhibitions, one featuring best children's literature from all major languages of India and another displaying best of children's literature from all major languages of India and another displaying best of children's literature from abroad were organised as part of the fair. A number of seminars focussing on various aspects of book industry, including on copyright and piracy, were also held during the fair.

NBT also organised 23 sale promotion exhibitions through its mobile van in Delhi and 72 exhibitions during September and October 1999 in Gujarat. The Trust plans to hold 70 more such exhibitions through its mobile van till March 2000, and 60 exhibitions through schools, registered booksellers and voluntary agencies during the National Book Week, 1999.

### **Celebration of World Book Day**

The National Book Trust and the Federation of Indian Publishers in cooperation with UNESCO successfully celebrated the fourth World Book and Copyright Day on 23 April, 1999, at Delhi.

### **National Book Week**

The 18th National Book Week was observed from

## Promotion of Indian Books Abroad

The NBT also promoted Indian books by participating in the following international book fairs abroad:

1. Bologna Children's Book Fair, Bologna	8-11 April 1999
2. Nepal Book Fair, Kathmandu	24 May-June 1999
3. Sixth International Book Festival, Budapest	23-25 April 1999
4. Australian Book Fair, Sydney	2-4 June 1999
5. Zimbabwe International Book Fair, Harare	3-7 August 1999
6. 51st Frankfurt Book Fair	13-18 October 1999
7. 44th Belgrade International Book Fair	19-25 October 1999

14 to 20 November, 1999, all over the country under the aegis of the National Book Trust. In this connection, a string of book-related activities and programmes were organised by the NBT with the cooperation of various associations, booksellers, schools, colleges and Universities. An extensive awareness campaign was the hallmark of the Book Week. Besides mailing posters and folders, the Trust appealed to more than 50,000 institutions and organisations to take up various book-related activities during the week.

### Assistance to Authors and Publishers

To promote the publication of reasonably priced books for higher education, the Trust gives financial assistance to authors and publishers

of textbooks and reference material. Under this scheme for subsidised publication of books, only such books are subsidised for which a definite need is felt and which relate to subject areas where books of an acceptable standard are either not available or so expensive as to be beyond the means of students. The scope of the scheme has been widened to provide assistance for the publication, in Indian languages, of thought provoking works of non-fiction too.

### Promotion of Children's Literature

The National Centre for Children's Literature (NCCL) was established in the Trust to bridge the gap between the creators and readers of literature for the young.

# copyright and neighbouring rights

WIPO  
Regional Symposium  
Enforcement of Copyright  
Neighbouring Rights  
Asia and Pacific Countries  
8 - 10 December 1999, New

In order to protect the authors and performers and 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, and others.





## Copyright Industry

India is a large producer and exporter of copyright materials like computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. The exports of books and other printed materials have grown from Rs. 26 crore in 1986–87 to Rs. 215 crore (estimated) in 1998–99. The turnover of the computer software industry has grown from Rs. 175 crore in 1987–88 to about Rs. 15,890 crore in 1998–99; the projection for the year 1999–2000 is Rs. 24,500 crore. The export of computer software has grown from Rs. 2,520 crore in 1995–96 to Rs. 10,940 crore in 1998–99; the projection for 1999–2000 is Rs. 17,200 crore. India is the largest producer of cinematograph films, producing over 800 films annually with an estimated turnover of Rs. 1500 crore. The export earnings of the film industry in the year 1998–99 were Rs. 400 crore. The annual sale of domestically produced recorded music (including CDs) was of the order of Rs. 1,232 crore in 1998. In terms of sales volume, India occupies the second position in the world, next only to the USA.

## Copyright Law

Copyright and neighbouring rights are governed by the Copyright Act, 1957 as amended in 1999, the Copyright Rules, 1958 as amended in 1995 and the International Copyright Order, 1999. During the year, the Act was amended and a new International Copyright Order issued. The Act gives the creators of literary, dramatic, musical and artistic works, cinematograph films and sound recordings exclusive rights to reproduce, perform, translate and communicate their works to the public. It also gives broadcasting organisations 'broadcast reproduction right' and bestows on performers 'performer's right'. The term of 'protection of performer's right' has been extended to 50

years through the Copyright (Amended) Act, 1999. 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 Copyright Act provides for a Copyright Board to settle copyright disputes, for a Copyright Office for registration of copyright works, and for setting up of copyright societies to do copyright business.

## Copyright Board

The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration, assignment of copyright, grant of licences in respect of works withheld from public, unpublished Indian works, production and publication of translations and works for certain specified purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different zones of the country. This facilitates administration of justice to authors, creators and owners of intellectual property near their place of residence or occupation.

The Copyright Board was reconstituted under the chairmanship of Shri S. Ramaiah for a period of five years with effect from 4 January, 1996. Since its reconstitution, it has met 13 times and decided a considerable number of cases.

## 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 1999, 2786 works have been registered. The category-wise break-up of the registered works is as under:



(a)	Literary and Dramatic	569
(b)	Musical	14
(c)	Computer Software	120
(d)	Artistic	1824
(e)	Sound Recordings	259

In addition to this, the Copyright Office also registers the changes in the Register of Copyright in accordance with Section 49 of the Copyright Act, 1957 and Rule 17 of the Copyright Rules, 1958. During the above mentioned period, changes have been effected in the particulars of 87 works in the artistic category and 18 works in the literary categories. Moreover, the Copyright Office also issues certified copies of extracts from the Register of Copyright as also of the public documents in the custody of the Registrar of Copyright/Copyright Board. Inspection of the Register of Copyright is open to the general public.

### **Enforcement of Copyright**

In order to strengthen the 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 the general public, setting up of collective administration societies and creation of separate cells in state police headquarters.

### **Special Cells for Copyright Enforcement**

The States and Union Territories of Assam, Goa, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Sikkim, Tamil Nadu, West Bengal, Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli and Daman & 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 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 & Diu, Lakshadweep and Pondicherry have designated nodal officers.

### **Copyright Enforcement Advisory Council**

The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the CEAC, which earlier expired on 5 November, 1994, was extended for another three years w.e.f. 6 November, 1997. So far, five meetings of the re-constituted Council have been held on 28 November, 1997, 20 March, 1998, 24 September, 1998, and 16 July, 1999, and 7 January, 2000, respectively, in New Delhi. 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).

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 as compared to previous years. As per the data relating to copyright offences available with the National Crime Records Bureau, the number of copyright cases registered has gone up from 479 in 1997 to 802 in 1998. The number of persons arrested has increased from 794 in 1997 to 980 in 1998. The value of seizures has gone up from Rs. 2.88 crore in 1997 to Rs. 7.48 crore in 1998. These figures reflect the general improvement in the enforcement of the copyright law.

### New Schemes

During 1998-99, two new schemes were launched to strengthen the enforcement of copyright laws, to generate awareness about copyright matters among academics and general public and to encourage the study of intellectual property rights in the Universities and other recognised institutions of higher education. These two schemes are: organisation of seminars and workshops on copyright matters and financial assistance for intellectual property rights studies.

During 1999-2000, a scheme for extending financial assistance to new copyright societies was launched.

### 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.

- i. Berne Convention for the protection of Literary and Artistic Works since 1 April, 1928 (The convention concluded in 1886

- was revised in 1896, 1908, 1928, 1948, 1967, 1971 and was amended in 1979).
- ii. Universal Copyright Convention (UCC), under the auspices of UNESCO, since 20 October, 1957 (The UCC was adopted at Geneva in 1952, came into force from 16 September, 1955 and was revised at Paris in July 1971).
- iii. Convention for the Protection of Producers of Phonograms Against Unauthorised Duplication of their Phonograms, since 12 February, 1975 (The convention was adopted at Geneva in October 1971 and came into force from 18 April, 1973).
- iv. 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 came 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 World Intellectual Property Organisation (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. During 1999, delegations from India participated in the following WIPO meetings.

- i. Second Session of Standing Committee on Information

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*India has for long accepted the international obligations in regard to copyright protection. It is a member-state of many international conventions on copyright and Neighbouring Rights.*

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- Technologies, Geneva, 8–12 February, 1999.
- ii. Second Session of Standing Committee on Copyright and Related Rights, Geneva, 4–11 May, 1999.
- iii. The 34th Series of Meetings of the Member-States of the Assemblies of WIPO, Geneva, 20–29 September, 1999.
- iv. Third session of Standing Committee on Copyright and Related Rights, Geneva 16–20 November, 1999.
- Assets, Daeduk (Republic of Korea), 3 November, 1999.
- viii. Regional consultation on Protection of Audio-Visual Performances, Databases and the Rights of Broadcasting Organisation, Geneva, 15 November, 1999.
- ix. Asian Regional Symposium on the Role of the Intellectual Property System in Augmenting Enterprise Competitiveness, Dhaka, Bangladesh, 22–24 November, 1999.

Participating in these meetings has 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:

- i. Asian Regional Symposium on Intellectual Property and Information Technology, Beijing, 23–25 March, 1999.
- ii. Regional Consultation Meeting on the Protection of Expressions of Folklore for Countries of Asia and the Pacific, Hanoi, 21–23 April, 1999.
- iii. Regional Consultation on Protection of Audio-Visual Performances, Geneva, May 3, 1999.
- iv. Regional Round Table on the Protection of Databases and the Protection of the Rights of Broadcasting Organisations, Manila, June 29–July 1, 1999.
- v. Sub-Regional Forum for Intellectual Property Co-operation among member-states of SAARC, Kathmandu, 7–8 September, 1999.
- vi. International Symposium on Intellectual Property and Knowledge-based Economy, Beijing, 13–15 October, 1999.
- vii. Regional Seminar on the Valuation and Commercialisation of Intellectual Property

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

A Sub-Regional Forum on Intellectual Property for BIMST – EC countries was organised by India in New Delhi on 18–19 November, 1999, with the objective of strengthening regional cooperation.

A Regional Symposium on Enforcement of Copyright and Neighbouring Rights for Asian and Pacific Countries was organised in New Delhi on 8–10 December, 1999. Eighteen countries participated in the symposium.

### **Training in Copyright**

Officials of the Department of Secondary Education and Higher Education dealing with copyright and neighbouring rights at different levels, customs and police officials and faculty of National Law of School of India University, Bangalore were deputed to participate in various training programmes organised/sponsored by WIPO.

### **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 regarding copyright in the Ninth Five Year Plan.





The development of languages occupies an important place in the National Policy on Education and Programme of Action, since they are an important medium of communication and education. The promotion and development of Indian languages, listed in the Schedule VIII of the Constitution, as also foreign languages, have been the constant endeavour of the Department of Education. The Department is assisted by autonomous organisations and subordinate offices in fulfilling this Constitutional responsibility.

### 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 designed and implemented a number of schemes for the promotion and development of Hindi.

The Department of Correspondence Courses of Central Hindi Directorate is currently implementing a scheme of teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners. So far, 4 lakh (approx.) people have been benefited under this scheme. New methodologies of teaching, such as the use of audio cassettes have also been initiated by the Department. Bilingual, trilingual and foreign language dictionaries have been published to provide non-Hindi speakers an access to the language.

Other publications this year include Hindi-Indonesian dictionary and conversational guides on Hindi-Tamil, Malayalam-Hindi, Hindi-Malayalam, Bangla-Hindi and Hindi-Czech. The Russian-Hindi dictionary is under print. These publications are made available through Bhasha Varshiki and Sahitya Mala, exhibitions and free distribution of books.

The Central Hindi Directorate has been implementing two schemes regarding grants to voluntary Hindi organisations for the promotion and development of Hindi. Under the first scheme, financial assistance is provided for running Hindi classes, courses in Hindi-shorthand and typewriting and running of libraries, etc. The Dakshin Bharat Hindi Prachar Sabha which has been declared as an institution of national importance by an Act of Parliament, is also a recipient of grants under this scheme. This organisation has been implementing various Hindi programmes in non-Hindi speaking areas of Tamil Nadu, Karnataka, Kerala, Andhra Pradesh, Pondicherry and Goa. The number of Voluntary Hindi Organisations (VHOs) who benefited from this scheme during the year 1998-99 was 192.

Under the second scheme, financial assistance is provided to VHOs as well as individuals for publications in Hindi and purchase of Hindi books. During the year 1998-99, 10 manuscripts were approved for financial assistance and 21 titles of books published in Hindi were purchased under this scheme.

### Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology was established by the Government of India with the aim of developing all Indian Languages as media of instruction. The Commission has been engaged in the task of evolution of technical terms in Hindi, production of University level text books, definitional dictionaries

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*The Department of Correspondence Courses of Central Hindi Directorate is currently implementing a scheme of teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners. So far four lakh (approx.) people have been benefited under this scheme.*

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and 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 of pan-Indian technical terms to propagate their usage and placement in the corpus of technical term; a publication of Journal of Sciences in Hindi, Vigyan Garima Sindhu with a view to encourage standard writing in Sciences; production and publication of University level text books, reference work and supplementary readings in Engineering, Agricultural, Medicare and Sciences. Twenty-six issues of the journal have already been published. A total number of 5.5 lakh technical terms have been evolved in different disciplines such as Basic Science, Social Science, Humanities, Technology, Medicine, Agriculture, etc. Over 4.22 lakh terms have been keyed-in the computers. The Commission has published 15 glossaries and five definitional dictionaries during the year under report. Twelve thousand University level books in Hindi and Indian languages (3,000 in Hindi and 9,000 in English) have also been published since the launch of this scheme.

### **Central Institute of Indian Languages, Mysore**

The Central Institute of Indian languages (CIIL) at Mysore, a subordinate office helps in evolving and implementing the language policy of the Government of India. It also coordinates the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society. The Central Institute promotes Indian languages through three comprehensive schemes.

Under the first scheme, it seeks to develop Indian languages through research, manpower development and production of materials in modern Indian languages, including tribal languages. The scheme also addresses other important areas of concern such as, tribal and border languages, Socio-linguistics, Phonetics, Psycho-linguistics, materials production and training, evaluation and testing, distance education, educational technology and lexicography and translation.

Under the second scheme, the three-language formula is implemented, through training secondary school teachers deputed by States and Union Territories. The Regional Language Centres conduct various teacher training programmes and prepare instructional materials. The 10 months intensive course in Indian languages begin in July at various centres with the total intake capacity of 400 trainees.

Under the third scheme, financial assistance is provided to individuals and voluntary organisations for publication in Indian languages, including tribal languages (other than Hindi, Urdu, Sindhi, Sanskrit and English).

### **Appointment of Modern Indian Language Teachers**

The Scheme provides 100 per cent assistance for appointment of modern Indian language 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 to teach modern Indian languages in Hindi speaking States. This scheme was initiated during the Eighth Plan period and has been approved for continuation during the Ninth Plan period. The scheme is being reviewed in view of inadequate response from the States.



## Central Institute of English and Foreign Languages

In order to bring about substantial improvement in the standards of teaching/learning of English, the Government provides assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad to setup at least one district centre for English Language in each state. Eleven out of the 26 sanctioned district centres are in operation in different parts of the country. The Government also assists two Regional Institutes of English and nine English language Teaching Institutes in the country through the CIEFL. Apart from this, grants are also given to voluntary organisations and 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-base Urdu promotional activities. The NCPUL became functional w.e.f. 1 April, 1996. The NCPUL is engaged in preparation of academic literature in Urdu for the Urdu speaking people of the country. Financial assistance is provided to 54 calligraphy training centres spread in different parts of the country. Out of the intended 12 volume of Urdu Encyclopaedia, six volumes have been published and others are under compilation. Five volumes of English-Urdu Dictionary have also been published.

Another major achievement of the Council has been to coordinate the activities of various State Urdu Academies. So much so that they have become the local partners of the Council. The Council has also made forays into the minority education field. Several meetings have been held with the State Madrasa Boards to take stock of



Popularisation of Urdu

the existing scenario and to evolve appropriate educational support. Another significant achievement has been to push up the sale proceeds of periodicals and books to the tune of Rs. 20 lakh, 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. Besides the publications which were discontinued in the past have been revived and are being published regularly.

Long-term perspective plans have been devised for further diversification of promotional activities undertaken by the Council. A decision has been taken to introduce computerised calligraphy training centres, which will help students to equip themselves with latest methodologies and join the technological workforce of the country. Thus, the Council has endeavoured to design a well-knit all-India

network for coordination of Urdu promotional activities.

### **Kendriya Hindi Shikshan Mandal, Agra**

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous institution established by the Government of India, under the supervision of the Ministry of Human Resource Development (Department of Secondary and Higher 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 Nisht (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'. In the present session, 115 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 at present working on the development of language teaching materials for Nagaland, namely text

book of Social Study part II and III and text book of Hindi language for the IVth 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 to Hindi language and literature. The Institute has published 10 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 text books for under-graduate courses. (for II<sup>nd</sup> & III<sup>rd</sup> year students).

Under the scheme 'Hindi Sevi Samman Yojana', 13 eminent Hindi scholars have been selected for their distinguished contribution in the fields of development and propagation of Hindi, research and creative literature, scientific and technical literature in Hindi and Hindi journalism during the year 1999-2000.

### **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 and Union Territories in the promotion and propagation of Hindi as per 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, 100 per cent central assistance is provided to the non-Hindi speaking States and Union Territories. Central assistance on the same pattern has been continued in 1999-2000.



Hindi: The National Language

## National Council for Promotion of Sindhi Language (NCP SL)

The Government constituted the National Council for Promotion of Sindhi Language as an autonomous body with its headquarters at Vadodara for the promotion and development of Sindhi Language. The Minister for Human Resource Development is the Chairman of the Council. The Council promotes the language by publishing, compiling and evolving of literature

in Sindhi, technical terms to enrich the language, providing for publication of journals and periodicals, etc.

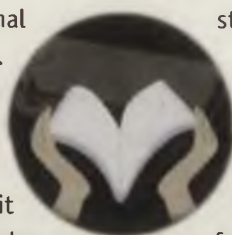
## Scheme of Appointment of Urdu Teachers and Grant of Honorarium for Teaching of Urdu in States/UTs

Under this scheme, 100 per cent financial assistance would be provided for salaries of Urdu teachers appointed against new posts for a period

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

This Central Plan scheme has been operational through the State Governments since 1962.

Financial grants are provided by Government of India on 100 percent basis for the following major programmes.



- a. Financial Assistance to eminent Sanskrit Scholars in indigent circumstances: Under this scheme, assistance is given to eminent Sanskrit scholars who are not below the age of 55 years, who are engaged in study or research in Sanskrit and are in indigent circumstances. The maximum rate of this assistance is Rs. 10,000 per annum.
- b. Modernisation of Sanskrit Pathshalas: To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate appointment of teachers for teaching selected modern subjects such as MIL Science including Mathematics and Humanities in traditional Sanskrit Pathshalas.
- c. Providing facilities for teaching Sanskrit in High/Higher Secondary Schools: Grants are given to meet the expenditure on salary of Sanskrit teachers to be appointed in secondary and senior secondary schools where the State Governments are not in a position to provide facilities to teach Sanskrit.
- d. Scholarships to students studying Sanskrit in high and higher secondary schools: In order to attract students towards Sanskrit at the secondary school level merit scholarships are offered for Classes IX to XII at the rate of Rs. 100/- per month for

students of Classes IX & X and Rs. 125/- per month for the students of Classes XI & XII.

- e. Grants to State Governments for various schemes for promotion of Sanskrit:
  - i. Under this scheme State Governments are paid 100 percent assistance for various programmes concerning 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.
  - ii. Proposals and research projects for development of Sanskrit received from deemed Sanskrit Universities, NGOs (registered bodies) who have at least 10 years of continuous work in the field of Sanskrit, duly recommended by the State Government will also be covered under the scheme from 1999-2000. Proposals from some NGOs such as, Academy of Sanskrit Research, Melkote, Kalpatharu Research Academy and Dwaita Vedanta Studies and Research Foundation, Bangalore will also be funded.
- f. Central Grant to Rashtriya Sanskrit Sansthan/Deemed Universities/CBSE:
 

On the advice of the Planning Commission it was 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.

of five years, irrespective of the Plan period. Honorarium is also to be paid to the existing teachers for teaching of Urdu to the students at the rate of Rs. 500/- per month or 10 per cent of the basic pay of regular teachers per month, whichever is less to the States/UTs. The scheme will be implemented in the blocks/districts where the educationally backward minorities are concentrated. These will be identified by the Ministry of Social Justice and Empowerment.

### **Development of Sanskrit and Other Classical Languages**

The Government of India has formulated various schemes aimed at the development of Sanskrit in pursuance of the National Policy on Education (1986) as per Schedule VIII of the Constitution of India. These aims are being realised through the various agencies and programmes.

### **Celebration of the Year of Sanskrit**

On the recommendation of the Central Sanskrit Board, an advisory body set up by this Department, it has been decided to celebrate the year 1999-2000 (Yugabada 5101) as the year of Sanskrit. A Committee under the Chairmanship of Justice Ranganath Misra, was set up to work out the modalities and chalk out programmes for Celebration of Sanskrit Year which would focus on (i) Popularisation of Sanskrit amongst the general public, (ii) Creation of awareness amongst students and scholars of Sanskrit regarding its heritage and development of 'Chetna' and (iii) Development of Programmes which would have long term and permanent impact on the development of Sanskrit. The department has addressed Education Secretaries of the States/UTs to take up different activities suggested by the Committee for Celebration of the year. A provision of Rs. 5 crore has been made for this purpose during 1999-2000. Proposals from

different institutions/NGOs etc. have been approved by the committee. The programmes are being organised through out the country.

### **Rashtriya Sanskrit Sansthan**

The Rashtriya Sanskrit Sansthan, an autonomous organisation under the Department of Secondary Education & Higher Education, is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit upto the doctorate level through eight 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, 954 voluntary Sanskrit organisations have been assisted. Eighteen Adarsh Sanskrit Mahavidyalayas and two Shodh Sansthans have also been provided with 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 the Shastrachudamani Scheme. Financial Assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune, for the organisation of vocational training, for the purchase and publication of Sanskrit books, and rare manuscripts and organisation of 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 are paid honorarium of Rs. 50,000/- p.a. for the life-time. This scheme is effective from 1999-2000. The total number of such awardees is 320.

## 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, provides courses of study from Shastri to Vidya Vachaspat (D.Litt.). From the year 1997-98 the Institute also started a diploma in Vedic Studies. Two degrees namely, Vidya Vridhi (Ph.D.) and Manad Uppadhi (Honorary D.Litt.) are also awarded by the Vidyapeetha.

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides courses, to study from Park Shastri (Intermediate) to Vidya Varidhi (Ph.D.), R.S.V. Tirupati has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer has been installed and publication activities have been speeded up.

## Maharishi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

Rashtriya Ved Vidya Pratishthan was set up in August 1987 for supporting traditional Vedic institutions and scholars and promoting of Vedic studies and research. The programmes and activities during 1999-2000 include

organisation of one all-India and six regional Veda Sammelans; eight seminars and workshops on different topics; financial assistance to 28 Vedic institutions/vidyalayas, to 28 Vedic pandits and 81 Nityagnihotries, stipend to 561 Vedic students, award of one junior fellowships; of part-time Vedic Classes for students of VIth to XIIth standard students under the scheme of 'Preservation of oral tradition of Vedic Recitation'.

## Modernisation of Madrasa Education

The objective of the scheme for modernisation of Madrasa education is to encourage traditional institutions like Madrasas and maktabas to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum. Total financial assistance is provided for appointment of qualified teachers at a salary of Rs. 3000/- per month to primary section and Rs. 4,000/- per month to teachers in secondary school.

It was also decided that Madrasas offering Science may be given a one time grant limited to Rs. 7,000/- for purchase of Science/Maths kits, one time grant limited to Rs. 7,000/- for establishment of book banks and strengthening of libraries for modern subjects.



## scholarship division

The Department of Education administers scholarships/fellowship programmes meant for Indian students for further studies/research in different universities/institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries.

The National and External Scholarships Division of the Department of Secondary Education and Higher Education administers Scholarships and Fellowships programmes meant for Indian students for further studies and research in different Universities and Institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries.

### **National Scholarship Scheme**

The National Scholarship Scheme (NSS) 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/- per month 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 currently Rs. 25,000/- per annum.

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

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

### **Scheme of Scholarships at the Secondary Stage for Talented Children from Rural Areas**

This scheme has been in operation since 1971-72. The aim of this scheme is to achieve greater equalisation of educational opportunities and to provide a boost 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/Tribal Community Development Blocks in each State/Union Territory. Scholarships are awarded by the end of the middle school stage (Class VI/VIII) and continues upto the secondary stage including intermediate stage. The selection of the students is made by the State Governments/Union Territory Administrations with the help of the NCERT/SCERTs. The rate of scholarship varies from Rs. 30/- to Rs. 100/- per month depending upon the course of study.

### **Commonwealth Scholarship/Fellowship Plan-Offered by the Governments of United Kingdom, Canada and New Zealand**

Under this programme, Scholarship/Fellowships are awarded to Indian nationals for higher studies/research/training in United Kingdom, Canada and New Zealand. These are prestigious scholarships and are beneficial to the country as well as to the recipients for their educational and professional development. Scholarships are made available for study in about 27 disciplines, including Medicine in United Kingdom, 11 disciplines in Canada and two disciplines in New Zealand. Twenty scholarships have been utilised during 1998-99 and another 23 scholarships have been utilised during 1999-2000 upto 19 January 2000.

### **Scholarships/Fellowships Offered by Foreign Governments Under Cultural Exchange Programmes**

Under the Cultural Exchange Programmes between Government of India and foreign countries, scholarships are offered to Indian students by foreign countries for higher studies at post-graduate, Ph.D. and post-doctoral level and also for language studies in respective

countries. These scholarships are being utilised by Indian scholars for studies in the fields of Basic Sciences (Pure and Applied), Engineering and Technology, Humanities and Social Sciences etc. 76 scholars have been sent to China, Japan, Germany, Mexico, France Italy, Israel, Ireland, Belgium, Czechoslovakia, Netherlands, Norway and Poland during 1998–99 and another 38 scholarships have been selected during the year 1999–2000 (upto 19 January, 2000).

### **British Council Visitorship Programme**

Under the British Council Visitorship Programme, the British Council Division/British Deputy High Commission in India sponsors candidates for short term courses in U.K. to project better appreciation of Britain. The scholarships are offered in the fields of Education, Science, Medicine, Technology and Arts to Indian students

so as to enable academics/researchers to visit institutions/counterparts in U.K. for mutual discussions, updating their professional knowledge with current British practices, pursuing collaborative studies and attending professional conferences, seminars and courses.

Under the programme, the Council meets the expenses incurred while travelling locally and subsistence costs in United Kingdom for short durations. The British Council seeks clearance from the Government of India before finalising the programme. The Department of Education, in consultation with the Ministry of External Affairs and Ministry of Home Affairs issued clearance to 62 scientists and academicians from April 1998 to March 1999 and to 27 scientist and academicians from April 1999 to 19 January, 2000.



# Appendices

## APPENDIX I

### Assistance to States / UTs for Integrated Education for Disabled Children (IEDC)

S. No.	Name of the State / Union Territory	Amount Released (Rs. Lakhs) (PLAN)		
		1997-98	1998-99	1999-2000 (10.2.2000)
1.	Andhra Pradesh (VOs)	44.21	122.52	8.67 16.75*
2.	Arunachal Pradesh	1.00	—	—
3.	Assam	13.00	—	—
4.	Bihar	—	—	—
5.	Gujarat	106.23	41.60	323.44
6.	Haryana (VOs)	25.17 —	10.65 —	74.59 6.97*
7.	Himachal Pradesh	51.04	—	96.63
8.	Jammu & Kashmir	—	—	—
9.	Karnataka	145.42	57.48	116.74
10.	Kerala (VOs)	240.14 —	218.10 —	231.97 4.30*
11.	Madhya Pradesh (VOs)	117.74 3.04*	120.77 6.57*	6.54 2.64*
12.	Manipur	25.85	26.56	45.17
13.	Maharashtra	14.53	50.07	—
14.	Mizoram	6.94	11.46	15.50
15.	Nagaland	7.15	5.75	5.75
16.	Orissa (VOs)	74.45 —	45.80 —	68.28 23.47
17.	Punjab	—	—	—
18.	Rajasthan	30.09	71.68	—
19.	Tamil Nadu (VOs)	16.45 —	34.91 —	1.10 8.02*
20.	Tripura	3.42	—	23.31
21.	Uttar Pradesh (VOs)	6.22 2.22*	5.97 —	12.28 2.57*
22.	West Bengal (VOs)	10.95 —	6.68 —	— 2.00*
23.	A&N Islands	14.82	14.25	8.31
24.	Chandigarh	—	—	—
25.	Delhi (VOs)	14.50 23.74*	5.42 23.25*	— 21.09*
26.	Daman & Diu	0.31	0.31	0.26
27.	Dadra & Nagar Haveli	—	0.38	—
	<b>Total</b>	<b>998.63</b>	<b>880.18</b>	<b>1126.35</b>

\* Voluntary Organisations (which are receiving grants directly).

**Scheme\*: Educational Technology**

S. No.	Name of the State/UT	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1.	Andhra Pradesh	770.86	309.72	73.01	87.10	93.58	97.00
2.	Arunachal Pradesh	7.83	—	—	—	—	—
3.	Assam	4.13	—	—	—	—	—
4.	Bihar	61.29	26.64	55.00	55.00	30.00	72.75
5.	Goa	—	—	—	4.78	—	—
6.	Gujarat	86.29	185.29	30.00	79.75	30.00	55.00
7.	Haryana	19.50	—	—	—	—	—
8.	Himachal Pradesh	98.18	—	—	—	—	—
9.	Jammu & Kashmir	52.50	—	—	—	—	—
10.	Karnataka	148.01	—	—	18.14	—	—
11.	Kerala	—	—	—	—	—	217.00
12.	Madhya Pradesh	—	—	—	—	—	167.00
13.	Maharashtra	68.46	75.88	50.00	92.70	30.00	103.00
14.	Manipur	—	11.49	—	—	—	—
15.	Meghalaya	—	5.99	—	5.99	—	—
16.	Mizoram	—	1.01	—	2.38	—	—
17.	Nagaland	—	1.55	—	1.37	—	—
18.	Orissa	313.97	67.58	50.00	81.49	30.00	85.00
19.	Punjab	195.00	—	—	—	—	—
20.	Rajasthan	—	—	—	—	—	—
21.	Sikkim	1.01	—	—	0.53	—	—
22.	Tamil Nadu	—	—	—	—	—	—
23.	Tripura	—	—	—	—	—	—
24.	Uttar Pradesh	50.00	60.77	60.00	100.40	137.02	107.00
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	302.48	598.87	73.02	—	3.94	—
<b>Total</b>		<b>2318.00</b>	<b>1359.90</b>	<b>401.03</b>	<b>532.77</b>	<b>356.02</b>	<b>903.75</b>

\* This includes amount sanctioned to SIETs, CIET, CIIL and NCERT.

## APPENDIX II

### Statistical Statements

#### STATEMENT 1

##### Total Number of Recognised Educational Institutions in India (1998-99)

S. No.	States/UTs	Primary/Junior Basic Schools	Middle/Senior Basic Schools	High Sch./Hr. Sec. Intermediate/pre-degree/Jr. College	Colleges for General Education	Professional Education	Universities/Deemed Univ. and Instt. of National Importance
1.	Andhra Pradesh	51836	8713	11225	923	189	20
2.	Arunachal Pradesh	1277	326	171	7	1	1
3.	Assam	33236	8019	4590	265	33	6
4.	Bihar	53697	13761	4910	742	74	17
5.	Goa	1042	98	436	21	10	1
6.	Gujarat	14789	20044	6011	339	109	11
7.	Haryana	10269	1788	3785	169	45	5
8.	Himachal Pradesh	7732	1189	1525	57	6	3
9.	Jammu & Kashmir	10483	3104	1351	38	12	3
10.	Karnataka	23690	24142	10073	838	346	15
11.	Kerala	6755	2966	3109	186	42	9
12.	Madhya Pradesh	86858	21108	8341	413	70	17
13.	Maharashtra	41804	22196	14471	838	538	26
14.	Manipur	2570	630	582	50	3	2
15.	Meghalaya	4679	946	493	33	1	1
16.	Mizoram	1244	741	378	27	2	0
17.	Nagaland	1469	470	295	29	1	1
18.	Orissa	42104	12096	6813	524	48	5
19.	Punjab	12633	2527	3325	193	64	5
20.	Rajasthan	35077	14807	5633	267	76	10
21.	Sikkim	501	131	108	2	1	1
22.	Tamil Nadu	30844	5538	7357	365	174	21
23.	Tripura	2065	414	589	16	4	1
24.	Uttar Pradesh	94476	20675	8339	676	174	28
25.	West Bengal	52123	2864	6652	389	66	14
26.	A&N Islands	188	51	82	2	1	0
27.	Chandigarh	48	34	107	12	7	2
28.	D&N Haveli	144	54	15	0	0	0
29.	Daman & Diu	53	22	25	1	1	0
30.	Delhi	2676	601	1459	64	24	11
31.	Lakshadweep	19	4	13	0	0	0
32.	Pondicherry	356	107	175	8	7	1
	<b>INDIA</b>	<b>626737</b>	<b>190166</b>	<b>112438</b>	<b>7494</b>	<b>2129</b>	<b>237</b>

## STATEMENT 2

### Enrolment By Stages ( 1998-99)

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	4575227	4222435	8797662	1434791	1090674	2525465	1131571	718493	1850064	364101	199786	563887
2.	Arunachal Pradesh	82918	69103	152021	26597	22067	48664	16625	10711	27336	2913	1011	3924
3.	Assam	2107200	1719815	3827015	701034	504809	1205843	496586	357014	853600	126329	64427	190756
4.	Bihar	6516777	3956475	10473252	1739641	808939	2548580	1109500	383287	1492787	562057	126038	688095
5.	Goa	65386	60775	126161	40625	35561	76186	32094	30346	62440	6014	8783	14797
6.	Gujarat	3489728	2656553	6146281	1246685	907165	2153850	804844	571993	1376837	216523	182148	398671
7.	Haryana	1106249	985913	2092162	520604	405031	925635	399143	259940	659083	89243	66767	156010
8.	Himachal Pradesh	351856	342556	694412	184065	167408	351473	153886	124231	278117	40923	27898	68821
9.	Jammu & Kashmir	519196	373809	893005	253732	151966	405698	144356	83349	227705	30122	18104	48226
10.	Karnataka	3394910	3106290	6501200	1318690	1098520	2417210	1084726	835361	1920087	441886	487731	929617
11.	Kerala	1367536	1292849	2660385	937480	874623	1812103	621253	660242	1281495	73466	99729	173195
12.	Madhya Pradesh	6114205	4658794	10772999	2202205	1274271	3476476	1430739	681274	2112013	194526	80174	274700
13.	Maharashtra	6184794	5711305	11896099	2823831	2440362	5264193	1972350	1383486	3355836	564028	343862	907890
14.	Manipur	137230	119440	256670	60300	52720	113020	38750	32780	71530	14737	12955	27692
15.	Meghalaya	157302	156676	313978	43302	45905	89207	26384	23664	50048	7541	6783	14324
16.	Mizoram	70869	63901	134770	23529	22585	46114	14847	14263	29110	4771	3739	8510
17.	Nagaland	106150	99136	205286	34137	32866	67003	22239	18498	40737	3969	2811	6780
18.	Orissa	2391000	1689000	4080000	830000	466000	1296000	936000	551500	1487500	118949	39782	158731
19.	Punjab	1133698	1034374	2168072	552425	470084	1022509	434195	342721	776916	84535	96270	180805
20.	Rajasthan	4658000	2546000	7204000	1683000	631000	2314000	891867	320301	1212168	139674	70666	210340
21.	Sikkim	44025	39050	83075	12991	13124	26115	5739	4865	10604	1001	627	1628
22.	Tamil Nadu	3442765	3226939	6669704	1930042	1663823	3593865	1257217	1005038	2262255	188949	182902	371851
23.	Tripura	245780	206641	452421	78673	64305	142978	51545	35727	87272	11490	6915	18405
24.	Uttar Pradesh	8746714	5108954	13855668	3309821	1515139	4824960	2403017	871432	3274449	662402	306000	968402
25.	West Bengal	4872054	4076623	8948677	1653172	1189844	2843016	1119570	429973	1549543	241386	170409	411795
26.	A&N Islands	20905	19245	40150	12154	10737	22891	8342	7580	15922	957	1028	1985
27.	Chandigarh	33059	30654	63713	17775	16584	34359	15977	16912	32889	8605	12886	21491
28.	D&N Haveli	14475	10967	25442	4275	2648	6923	1880	1313	3193	0	0	0
29.	Daman & Diu	7928	7135	15243	3644	3166	6810	2661	1952	4613	355	236	591
30.	Delhi	693870	630556	1324426	292712	330423	623135	612642	700068	1312710	135983	131815	267798
31.	Lakshadweep	4545	3822	8367	2544	2116	4660	1529	1257	2786	0	0	0
32.	Pondicherry	53708	49853	103561	33856	30561	64417	234888	22316	45804	5149	5576	10725
	<b>INDIA</b>	<b>62710059</b>	<b>48275818</b>	<b>110985877</b>	<b>24008332</b>	<b>16345026</b>	<b>40353358</b>	<b>17265562</b>	<b>10501887</b>	<b>27767449</b>	<b>4342584</b>	<b>2757858</b>	<b>7100442</b>

**STATEMENT 3****Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education**

S. No.	States/UTs	(All Students) 1998-99					
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	99.20	94.50	96.89	50.86	40.93	46.03
2.	Arunachal Pradesh	121.94	107.97	115.17	68.20	64.90	66.66
3.	Assam	118.78	100.16	109.63	69.41	52.42	61.12
4.	Bihar	93.20	61.51	78.02	42.43	23.13	33.55
5.	Goa	75.16	67.53	71.28	82.91	72.57	77.74
6.	Gujarat	122.92	100.70	112.22	72.06	58.00	65.39
7.	Haryana	82.25	84.05	83.09	67.17	61.09	64.37
8.	Himachal Pradesh	96.14	88.29	92.10	88.49	79.72	84.08
9.	Jammu & Kashmir	93.38	66.63	79.95	79.79	49.99	65.22
10.	Karnataka	111.35	104.38	107.90	70.94	61.06	66.08
11.	Kerala	88.69	87.00	87.86	97.15	93.24	95.22
12.	Madhya Pradesh	119.58	96.46	108.35	75.03	48.09	62.25
13.	Maharashtra	114.38	111.01	112.74	89.28	83.29	86.40
14.	Manipur	100.17	84.11	92.00	77.31	68.47	72.92
15.	Meghalaya	119.17	113.53	116.29	56.98	62.03	59.47
16.	Mizoram	133.72	120.57	127.14	78.43	77.88	78.16
17.	Nagaland	111.74	108.94	110.37	63.22	67.07	65.05
18.	Orissa	109.53	79.82	94.91	64.79	37.43	51.31
19.	Punjab	81.33	84.16	82.66	67.29	65.02	66.22
20.	Rajasthan	125.52	75.68	101.82	78.57	33.60	57.56
21.	Sikkim	137.58	130.17	133.99	72.17	87.44	74.61
22.	Tamil Nadu	109.47	107.10	108.31	97.67	79.39	92.91
23.	Tripura	118.73	97.47	107.98	66.67	55.92	61.36
24.	Uttar Pradesh	75.97	49.31	63.35	48.88	26.41	38.57
25.	West Bengal	100.06	87.01	93.66	56.99	43.60	50.50
26.	A&N Islands	87.10	96.23	91.25	93.49	97.61	95.38
27.	Chandigarh	62.38	68.12	65.01	59.25	66.34	62.47
28.	D&N Haveli	144.75	99.70	121.15	71.25	44.13	57.69
29.	Daman & Diu	113.26	104.50	108.88	91.10	79.15	85.13
30.	Delhi	87.17	86.97	87.08	64.47	84.51	73.74
31.	Lakshadweep	113.63	95.55	104.59	84.80	70.53	77.67
32.	Pondicherry	89.51	84.50	87.03	99.58	89.89	94.73
	<b>INDIA</b>	<b>100.86</b>	<b>82.85</b>	<b>92.14</b>	<b>65.27</b>	<b>49.08</b>	<b>57.58</b>

# STATEMENT 4

Enrolment By Stages (Scheduled Castes) 1998-99 As on 30th September 1999

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	967823	876205	1844028	259356	174187	433543	143350	79889	223239	50986	19148	70134
2.	Arunachal Pradesh	142	90	232	54	43	97	67	48	115	2	15	17
3.	Assam	NA	NA	NA	NA	NA	NA	53939	43849	97788	10525	5542	16067
4.	Bihar	946888	576854	1523742	252770	117943	370713	161211	55883	217094	18321	2219	20540
5.	Goa	1740	1575	3315	786	569	1355	469	265	734	91	51	142
6.	Gujarat	251289	184334	435623	128336	94065	222401	73145	46712	119857	17014	11679	28693
7.	Haryana	289556	261271	550827	99690	70432	170122	50897	27373	78270	8499	2698	11197
8.	Himachal Pradesh	101330	85540	186870	46846	41113	87959	30119	23039	53158	4903	2133	7036
9.	Jammu & Kashmir	45111	40724	85835	19034	14998	34032	10183	6184	16367	1042	454	1496
10.	Karnataka	639330	582853	1222183	234268	187025	421293	114769	73563	188332	55009	23185	78194
11.	Kerala	144298	134380	278678	99987	92120	192107	61507	68826	130333	6353	8746	15099
12.	Madhya Pradesh	991340	747457	1738797	347486	177882	525368	182221	66834	249055	23665	6497	30162
13.	Maharashtra	686815	619973	1306788	340783	307563	648346	217461	176140	393601	69013	33957	102970
14.	Manipur	2790	2610	5400	1020	885	1905	957	565	1522	410	304	714
15.	Meghalaya	1008	848	1856	416	385	801	649	579	1228	281	150	431
16.	Mizoram	46	14	60	30	5	35	17	4	21	0	0	0
17.	Nagaland	0	0	0	0	0	0	50	59	109	26	42	68
18.	Orissa	400000	358000	758000	125000	76000	201000	105000	44000	149000	9278	2193	11471
19.	Punjab	388095	354363	742458	168066	140346	308412	97874	74327	172201	9752	8331	18083
20.	Rajasthan	820000	462000	1282000	252000	95000	347000	114553	27181	141734	21087	3281	24368
21.	Sikkim	2395	2377	4772	821	697	1518	375	300	675	39	28	67
22.	Tamil Nadu	714065	597538	1311603	311832	256281	568113	201661	118034	319695	34016	26874	60890
23.	Tripura	45348	36289	81637	11790	10612	22402	8091	5312	13403	1761	979	2740
24.	Uttar Pradesh	2350211	1270402	3620613	654303	222815	877118	375131	81289	456420	86805	11284	98089
25.	West Bengal	1167045	1040651	2207696	333985	240740	574725	173967	89532	263499	18104	7340	25444
26.	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27.	Chandigarh	8333	7200	15533	3483	3074	6557	1299	1116	2415	568	671	1239
28.	D&N Haveli	250	238	488	102	96	198	74	76	150	0	0	0
29.	Daman & Diu	342	300	642	173	194	367	169	110	279	9	14	23
30.	Delhi	146647	122808	269455	49466	57475	106941	78955	97662	176617	4007	1933	5940
31.	Lakshadweep	0	0	0	10	7	17	11	7	18	0	0	0
32.	Pondicherry	10406	10038	20444	5654	5121	10775	4125	3814	7942	759	616	1375
	<b>INDIA</b>	<b>11122643</b>	<b>8376932</b>	<b>19499575</b>	<b>3747547</b>	<b>2387673</b>	<b>6135220</b>	<b>2262299</b>	<b>1212572</b>	<b>3474871</b>	<b>452325</b>	<b>180364</b>	<b>632689</b>

**STATEMENT 5**

**Gross Enrolment Ratio Belonging to SCs in age group (6-11) and (11-14) 1998-99**

S. No.	States/UTs	Enrl. Ratio SC (I-V)			Enrl. Ratio SC (VI-VIII)		
		Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	116.14	108.03	112.14	67.56	49.76	59.07
2.	Arunachal Pradesh	32.78	29.57	31.45	29.45	34.38	31.45
3.	Assam	NA	NA	NA	NA	NA	NA
4.	Bihar	80.32	54.22	67.94	56.30	31.36	44.9
5.	Goa	111.89	101.80	106.86	79.45	59.46	69.62
6.	Gujarat	110.17	85.74	98.31	108.18	88.94	99.11
7.	Haryana	84.96	87.55	86.17	70.11	58.73	64.91
8.	Himachal Pradesh	86.48	74.52	80.56	80.13	72.51	76.38
9.	Jammu & Kashmir	NA	NA	NA	NA	NA	NA
10.	Karnataka	96.27	88.14	92.21	85.24	70.13	77.80
11.	Kerala	90.07	86.19	88.16	100.20	95.42	97.85
12.	Madhya Pradesh	122.58	98.13	110.72	93.68	54.65	75.44
13.	Maharashtra	108.34	101.07	104.77	105.99	103.18	104.63
14.	Manipur	91.95	85.57	88.75	67.76	57.86	62.77
15.	Meghalaya	110.56	107.72	109.24	103.08	109.53	106.08
16.	Mizoram	49.41	86.17	54.88	55.60	53.44	55.28
17.	Nagaland	0.00	0.00	0.00	0.00	0.00	0.00
18.	Orissa	105.22	95.48	100.38	72.06	44.26	58.23
19.	Punjab	93.00	95.65	94.24	76.48	72.05	74.40
20.	Rajasthan	112.91	70.70	92.92	79.31	34.69	58.66
21.	Sikkim	118.54	107.21	112.61	70.48	57.53	63.88
22.	Tamil Nadu	107.00	91.60	99.38	84.26	72.48	78.51
23.	Tripura	107.42	87.11	97.34	61.72	57.20	59.50
24.	Uttar Pradesh	86.22	52.83	70.57	57.07	22.94	41.41
25.	West Bengal	91.69	83.59	87.69	57.91	42.74	50.42
26.	A&N Islands	0.00	0.00	0.00	0.00	0.00	0.00
27.	Chandigarh	108.40	99.90	104.28	83.94	82.37	83.20
28.	D&N Haveli	107.00	103.80	105.41	93.31	100.24	96.55
29.	Daman & Diu	119.16	98.72	108.65	98.87	102.48	100.74
30.	Delhi	95.58	85.38	90.64	64.45	82.76	73.15
31.	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00
32.	Pondicherry	112.62	108.69	110.66	103.85	92.97	98.38
<b>INDIA</b>		<b>96.55</b>	<b>77.95</b>	<b>87.57</b>	<b>72.12</b>	<b>50.96</b>	<b>62.09</b>



# STATEMENT 6

## Enrolment By Stages (Scheduled Tribes) 1998-99 As on 30th September 1999

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre-Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	307240	278623	585863	78310	35329	113639	37739	14071	51810	141542	5355	19507
2.	Arunachal Pradesh	57498	50410	107908	17769	15345	33114	10505	6294	16799	2109	637	2746
3.	Assam	0	0	0	0	0	0	76544	52806	129350	15214	8168	23382
4.	Bihar	489197	313353	802550	129255	64068	193323	81182	29672	110854	8650	3732	12382
5.	Goa	0	0	0	0	0	0	18	19	37	7	2	9
6.	Gujarat	500583	407552	908135	158546	114167	272713	80962	57219	138181	15100	11310	26410
7.	Haryana	0	0	0	0	0	0	0	0	0	22	1	23
8.	Himachal Pradesh	17280	13250	30530	5666	4884	10550	9454	5902	15356	1682	872	2554
9.	Jammu & Kashmir	61692	40246	101938	17410	8973	26383	9615	4086	13701	11	0	11
10.	Karnataka	150700	124529	275229	79251	59866	139117	51248	28454	79702	15826	5346	21172
11.	Kerala	18304	16950	35254	9055	8204	17259	4377	4930	9307	468	478	946
12.	Madhya Pradesh	1236502	871686	2108188	321078	178189	499267	161542	64385	225927	18118	5377	23495
13.	Maharashtra	568808	531251	1100059	204274	140037	344311	107374	61655	169029	16424	6016	22440
14.	Manipur	50050	41660	91710	16230	13320	29550	9420	7590	17010	3154	2296	5450
15.	Meghalaya	124242	124757	248999	33361	37509	70870	19497	17499	36996	5760	5206	10966
16.	Mizoram	63445	63056	126501	23253	22397	45650	14552	14045	28597	4771	3739	8510
17.	Nagaland	105858	98917	204775	33981	32752	66733	22045	18331	40376	3943	2769	6712
18.	Orissa	581000	316000	897000	123000	80000	203000	62000	38000	100000	6241	1802	8043
19.	Punjab	0	0	0	0	0	0	0	0	0	6	1	7
20.	Rajasthan	522000	281000	803000	173000	60000	233000	79497	14060	93557	15058	1475	16533
21.	Sikkim	9486	8720	18206	2853	2696	5549	1891	1424	3315	173	134	307
22.	Tamil Nadu	41446	34835	76281	15756	10689	26445	8157	5532	13689	620	469	1089
23.	Tripura	85870	64091	149961	20410	13250	33660	11323	5640	16963	827	352	1179
24.	Uttar Pradesh	30919	20249	51168	12625	5915	18540	8927	3345	12272	2375	493	2868
25.	West Bengal	272945	273339	546284	106294	54514	160808	44552	20436	64988	1285	581	1866
26.	A&N Islands	1836	1538	3374	876	815	1691	515	570	1085	29	29	58
27.	Chandigarh	11	6	17	10	4	14	19	18	37	226	134	360
28.	D&N Haveli	9885	8696	18581	3238	1705	4943	1122	657	1779	0	0	0
29.	Daman & Diu	1064	893	1957	483	351	834	171	102	273	45	19	64
30.	Delhi	0	0	0	308	409	717	345	368	713	912	390	1302
31.	Lakshadweep	4492	3777	8269	2491	2090	4581	1422	1195	2617	0	0	0
32.	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
<b>INDIA</b>		<b>5312353</b>	<b>3989384</b>	<b>9301737</b>	<b>1588783</b>	<b>967478</b>	<b>2556261</b>	<b>916015</b>	<b>478305</b>	<b>1394320</b>	<b>153208</b>	<b>67183</b>	<b>220391</b>

## STATEMENT 7

## Gross Enrolment Ratio Belonging to STs in age group (6-11) and (11-14) 1998-99

S. No.	States/UTs	Enrl. Ratio ST (I-V)			Enrl. Ratio ST (VI-VIII)		
		Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	92.56	87.06	89.86	51.21	25.58	39.05
2.	Arunachal Pradesh	120.05	94.02	106.30	87.67	69.66	78.29
3.	Assam	NA	NA	NA	NA	NA	NA
4.	Bihar	81.19	54.24	68.00	56.33	31.37	44.57
5.	Goa	0.00	0.00	0.00	0.00	0.00	0.00
6.	Gujarat	111.39	92.01	101.77	67.84	52.40	60.39
7.	Haryana	0.00	0.00	0.00	0.00	0.00	0.00
8.	Himachal Pradesh	89.10	68.79	78.98	58.56	51.33	54.97
9.	Jammu & Kashmir	NA	NA	NA	NA	NA	NA
10.	Karnataka	87.26	72.47	79.88	110.89	86.39	98.83
11.	Kerala	101.07	99.37	100.25	80.28	77.68	79.02
12.	Madhya Pradesh	99.09	68.88	83.88	56.10	32.95	44.85
13.	Maharashtra	108.74	102.29	105.52	76.99	55.49	66.51
14.	Manipur	96.13	80.77	88.48	62.82	51.49	57.16
15.	Meghalaya	89.28	85.57	87.38	54.16	57.62	55.94
16.	Mizoram	123.37	112.68	117.80	78.00	69.50	73.58
17.	Nagaland	111.81	102.59	107.16	76.48	73.55	75.01
18.	Orissa	112.96	60.65	86.64	52.41	33.53	42.89
19.	Punjab	0.00	0.00	0.00	0.00	0.00	0.00
20.	Rajasthan	101.52	58.70	80.88	76.91	29.91	54.75
21.	Sikkim	122.79	105.67	113.95	64.06	59.79	61.91
22.	Tamil Nadu	114.76	100.61	107.83	78.68	56.96	68.17
23.	Tripura	108.45	80.61	94.50	56.97	37.42	47.25
24.	Uttar Pradesh	117.63	83.77	101.41	114.19	60.58	89.05
25.	West Bengal	92.10	91.06	91.57	79.16	40.13	59.53
26.	A&N Islands	87.75	63.47	74.72	76.30	64.61	70.18
27.	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00
28.	D&N Haveli	110.88	91.01	100.03	77.64	42.26	60.24
29.	Daman & Diu	114.89	104.47	109.88	85.54	65.91	76.02
30.	Delhi	0.00	0.00	0.00	0.00	0.00	0.00
31.	Lakshadweep	115.42	94.62	104.89	116.33	99.22	107.84
32.	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00
<b>INDIA</b>		<b>96.89</b>	<b>73.22</b>	<b>85.09</b>	<b>63.37</b>	<b>40.48</b>	<b>52.20</b>

**STATEMENT 8****Gross Drop-out rates in Classes I-V For the year 1998-99 (Provisional)**

S. No.	States/UTs 1	Boys 2	Girls 3	Total 4
1.	Andhra Pradesh	42.69	44.70	43.64
2.	Arunachal Pradesh	51.74	46.69	49.59
3.	Assam*	40.87	42.43	41.56
4.	Bihar	59.39	59.26	59.35
5.	Goa	-0.15	8.72	4.20
6.	Gujarat*	40.79	33.98	27.75
7.	Haryana*	14.30	15.59	14.90
8.	Himachal Pradesh	35.91	31.22	33.72
9.	Jammu & Kashmir	55.12	47.39	51.84
10.	Karnataka	26.34	27.77	27.03
11.	Kerala	-9.30	-5.20	-7.29
12.	Madhya Pradesh*	19.79	27.89	23.27
13.	Maharashtra	20.45	24.78	22.53
14.	Manipur	43.71	46.38	44.97
15.	Meghalaya	58.43	57.53	57.98
16.	Mizoram	51.56	52.07	51.80
17.	Nagaland	32.11	29.83	31.03
18.	Orissa*	44.64	47.90	46.01
19.	Punjab	22.86	20.61	21.79
20.	Rajasthan	49.07	61.59	53.74
21.	Sikkim	46.23	62.79	53.98
22.	Tamil Nadu	39.02	33.55	36.53
23.	Tripura	49.44	53.69	51.42
24.	Uttar Pradesh*	45.98	55.98	49.85
25.	West Bengal*	46.17	54.15	49.92
26.	A&N Islands	12.47	12.25	12.37
27.	Chandigarh	-33.52	-40.75	-36.88
28.	D&N Haveli	28.34	48.07	37.37
29.	Daman & Diu	-4.18	3.44	-0.59
30.	Delhi	5.21	5.06	5.14
31.	Lakshadweep	9.33	8.98	9.17
32.	Pondicherry	-6.65	-4.22	-5.46
	<b>INDIA</b>	<b>38.62</b>	<b>41.22</b>	<b>39.74</b>

\* Drop-out rates relates to the year 1997-98

## STATEMENT 9

## Gross Drop-out Rates in Classes I-VIII For the Year 1998-99 (Provisional)

S. No.	States/UTs 1	Boys 2	Girls 3	Total 4
1.	Andhra Pradesh	72.68	74.10	73.30
2.	Arunachal Pradesh	67.47	65.86	66.78
3.	Assam	68.26	72.31	70.08
4.	Bihar	75.39	80.12	77.06
5.	Goa	4.70	11.25	7.88
6.	Gujarat	56.70	64.75	60.30
7.	Haryana	19.92	29.08	24.10
8.	Himachal Pradesh	28.45	28.05	28.26
9.	Jammu & Kashmir	31.73	44.25	36.86
10.	Karnataka	59.46	63.51	61.36
11.	Kerala	-5.48	-3.46	-4.49
12.	Madhya Pradesh	42.41	57.07	48.64
13.	Maharashtra	34.78	44.09	39.14
14.	Manipur	45.36	47.02	46.15
15.	Meghalaya	77.71	78.11	77.91
16.	Mizoram	68.50	65.75	67.20
17.	Nagaland	46.46	38.95	42.98
18.	Orissa	65.32	72.10	68.02
19.	Punjab	26.61	29.39	27.91
20.	Rajasthan	55.52	68.10	59.72
21.	Sikkim	70.85	63.31	67.37
22.	Tamil Nadu	26.05	34.81	30.13
23.	Tripura	69.58	71.06	70.26
24.	Uttar Pradesh	50.55	57.90	53.11
25.	West Bengal	70.26	78.25	74.20
26.	A&N Islands	23.24	28.10	25.61
27.	Chandigarh	5.51	-3.26	1.40
28.	D&N Haveli	57.34	63.09	59.79
29.	Daman & Diu	-6.50	6.82	-0.17
30.	Delhi	19.90	9.13	14.49
31.	Lakshadweep	19.46	24.69	21.86
32.	Pondicherry	-2.11	-2.05	-2.08
	<b>INDIA</b>	<b>54.40</b>	<b>60.09</b>	<b>56.82</b>

**STATEMENT 10****Gross Drop-out Rates in Classes I-X For the Year 1998-99 (Provisional)**

S. No.	States/UTs 1	Boys 2	Girls 3	Total 4
1.	Andhra Pradesh	76.52	78.65	77.44
2.	Arunachal Pradesh	76.09	78.67	77.20
3.	Assam	76.55	75.32	76.00
4.	Bihar	81.44	87.26	83.47
5.	Goa	41.69	42.45	42.06
6.	Gujarat	70.12	74.96	72.29
7.	Haryana	45.24	55.98	50.04
8.	Himachal Pradesh	42.21	43.20	42.67
9.	Jammu & Kashmir	61.47	70.24	65.10
10.	Karnataka	67.21	68.91	68.02
11.	Kerala	30.02	19.16	24.70
12.	Madhya Pradesh	60.37	75.22	66.73
13.	Maharashtra	55.02	64.22	59.33
14.	Manipur	76.35	76.74	76.54
15.	Meghalaya	62.12	63.74	62.89
16.	Mizoram	73.85	71.10	72.56
17.	Nagaland	63.84	60.98	62.59
18.	Orissa	52.42	52.05	52.27
19.	Punjab	39.99	44.35	42.02
20.	Rajasthan	77.63	82.74	79.29
21.	Sikkim	89.38	89.00	89.21
22.	Tamil Nadu	57.72	58.35	58.01
23.	Tripura	79.94	83.95	81.78
24.	Uttar Pradesh	55.13	72.68	61.25
25.	West Bengal	78.50	88.03	82.73
26.	A&N Islands	47.85	44.63	46.32
27.	Chandigarh	13.17	7.83	10.61
28.	D&N Haveli	76.58	79.00	77.65
29.	Daman & Diu	47.34	46.33	46.88
30.	Delhi	- 40.92	-68.20	-54.13
31.	Lakshadweep	56.43	54.89	55.69
32.	Pondicherry	37.71	35.73	36.78
	<b>INDIA</b>	<b>65.44</b>	<b>70.22</b>	<b>67.44</b>

# STATEMENT 11

Number of Teachers (1998-99)

S. No.	States/UTs	Primary			Middle/Upper Primary			Sec./Hr. Sec.		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	89428	46262	135690	36119	26726	62845	79642	52917	132559
2.	Arunachal Pradesh	2190	759	2949	1725	613	233	2426	753	3179
3.	Assam	62695	24239	86934	49224	9930	59154	66880	16690	83570
4.	Bihar	93328	22158	115486	76556	22625	99181	38458	7033	45491
5.	Goa	869	1951	2820	233	515	748	3318	4584	7902
6.	Gujarat	17590	17450	35040	72582	69618	142200	49338	15893	65231
7.	Haryana	22917	23039	45956	5252	2711	7963	30295	21840	52135
8.	Himachal Pradesh	13920	9253	23173	4301	1319	5620	12488	5702	18190
9.	J & K	13888	8225	22113	14538	8824	23362	16501	7521	24022
10.	Karnataka	34132	26408	60540	76757	65823	142580	60666	23839	84505
11.	Kerala	13239	31987	45226	16318	32333	48651	82746	66966	149712
12.	Madhya Pradesh	164573	66991	231564	76017	32262	108279	64559	25911	90470
13.	Maharashtra	87614	88513	176127	107455	71636	179091	172201	76153	248354
14.	Manipur	6321	3339	9660	4345	2377	6722	6494	3864	10358
15.	Meghalaya	5814	5152	10966	2754	1804	4558	2802	2772	5574
16.	Mizoram	2470	2348	4818	3663	1255	4918	2197	670	2867
17.	Nagaland	4053	2794	6847	2870	2011	4881	3197	2111	5308
18.	Orissa	83535	27505	111040	33190	5724	38914	46517	12746	59263
19.	Punjab	17031	28493	45524	7475	7874	15349	30124	33281	63405
20.	Rajasthan	70079	30985	101064	80992	28144	109136	68132	27182	95314
21.	Sikkim	1899	1583	3482	1080	621	1701	1677	911	2588
22.	Tamil Nadu	67768	47971	115739	31937	29782	61719	78780	60733	139513
23.	Tripura	8159	2423	10582	6854	1973	8827	12457	5560	18017
24.	Uttar Pradesh	233647	79022	312669	80616	23327	103943	113888	26485	140373
25.	West Bengal	114489	34582	149071	16894	6135	23029	92571	31915	124486
26.	A&N Islands	445	399	844	334	381	715	1362	1255	2617
27.	Chandigarh	32	384	416	61	497	558	1005	3905	4910
28.	D&N Haveli	147	70	217	192	255	447	109	69	178
29.	Daman & Diu	138	209	3174	113	68	181	185	107	292
30.	Delhi	12399	21657	34056	3035	5675	8710	24785	37659	62444
31.	Lakshadweep	169	121	290	55	55	110	355	100	455
	Pondicherry	895	1394	2289	701	773	1474	2305	2291	4596

## APPENDIX III

### Statement Showing Grant-in-Aid Exceeding Rupees One Lakh Sanctioned to Voluntary Organisations During 1998-99

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
<b>ADULT EDUCATION</b>			
<b>ANDHRA PRADESH</b>			
1.	SRC-Literacy House, Andhra Mahila Sabha, Hyderabad	34,19,806	Implementation of Adult Education Programme
2.	SRC Aurangabad	20,00,000	-do-
<b>ASSAM</b>			
3.	SRC Assam Siksha Bigyan Kendra	23,65,264	-do-
<b>BIHAR</b>			
4.	SRC ADRI	41,33,801	-do-
5.	Deepayatan, Bihar	39,60,677	-do-
<b>DELHI</b>			
6.	Jagori,	2,07,955	-do-
7.	SRC Delhi, Jamia Millia Islamia	23,18,509	-do-
8.	Patel Education Society	2,50,000	-do-
9.	IAEA	1,10,541	-do-
<b>GUJARAT</b>			
10.	Indian Institute of Management Ahmedabad	1,25,000	-do-
11.	SRC Gujarat	19,71,001	-do-
<b>HARYANA</b>			
12.	SRC Rohtak (Search)	9,58,327	-do-
<b>HIMACHAL PRADESH</b>			
13.	SRC Rajya Gyan Vigyan Kendra	9,57,188	-do-
<b>JAMMU &amp; KASHMIR</b>			
14.	J&K State Resource Centre, University of Kashmir, Srinagar	18,14,434	-do-
<b>KARNATAKA</b>			
15.	SRC Mysore	24,00,000	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
<b>KERALA</b>			
16.	SRC Kerala	34,33,691	Implementation of Adult Education Programme
<b>MADHYA PRADESH</b>			
17.	SRC Indore	36,40,000	-do-
18.	SRC Abhivayakti Bhopal	23,31,077	-do-
<b>MAHARASHTRA</b>			
19.	State Resource Centre for Adult & Continuing Education, Pune	36,23,750	-do-
20.	RRC Maharashtra State Institute of Adult Education, Aurangabad, Maharashtra	28,13,358	-do-
<b>MEGHALAYA</b>			
21.	SRC NEHU	16,00,000	-do-
22.	Rural Development Society Bhavan, Wanjing Bazar, Manipur	2,12,900	-do-
23.	Wangjing Women & Girls' Society	7,52,500	-do-
<b>ORISSA</b>			
24.	SRC for AE, Orissa	24,00,000	-do-
<b>PUNJAB</b>			
25.	Punjab Backward Classes Development Board, Chandigarh	1,33,000	-do-
26.	RRC Punjab Univ, Chandigarh	19,74,646	-do-
<b>RAJASTHAN</b>			
27.	SRC Jaipur	31,68,872	-do-
<b>TAMIL NADU</b>			
28.	SRC, Tamil Nadu Board of Continuing Education, Chennai	38,63,397	-do-
<b>TRIPURA</b>			
29.	SRC Tripura	6,32,000	-do-
<b>UTTAR PRADESH</b>			
30.	SRC UP Literacy House, Lucknow	40,29,761	-do-
31.	RRC, Allahabad	3,82,500	-do-
32.	Mahila Vidya Prashikshan Kendra, Allahabad	1,69,120	-do-



S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
33.	Sanjay Anusandhan Sansthan, Allahabad	1,24,587	Implementation of Adult Education Programme
34.	Gantavya Himadri Brechtan Mirror	1,47,200	-do-
35.	Giri Institute of Development Studies, Lucknow	1,25,000	-do-
36.	Bhartiya Seva Sikshan Sansthan Baraut, Allahabad	2,23,984	-do-
<b>WEST BENGAL</b>			
37.	SRC for Adult Education, West Bengal	32,10,792	-do-

**MAHILA SAMAKHYA PROGARAMME**

1.	Society for Advancement of Village Economy (SAVE) Village & Post Sainj, Dist. Kullu, HP - 175134	2,93,308	Organization of Women for empowerment through education and awareness
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**VOCATIONAL EDUCATION**

1	Sulabh International, Centre for Action Sociology, Sulabh Bhavan, RZ-83, Mahavir Enclave, Dabri, New Delhi	2,74,500 57,000	Implementation of Vocational Education Programme
2	Faith India Namala, PO Thiruanankulam, Ernakulam, Kerala	2,14,250 2,17,250 1,44,500	-do- -do- -do-
3	The Secretary, Social Welfare Council, Durgapur, Katihar, Bihar	1,60,000	-do-
4	The President, Gramin Samagra Sewa Sanstha, Kotwali Chowk, Madhubani, Bihar	1,37,500	-do-
5	The Secretary, Noor Mohamed Memorial Chairitable Society 612, Bahadurganj Allahabad. UP	1,72,000	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
6	The Secretary, New Junior St. Michael Academy, Veer Kunvar Singh Colony, R.N. College Road, Hajipur Dist. Vaishali, Bihar.	1,46,200	Implementation of Vocational Education Programme
7	The Secretary, Chandrakalyan Kendra Vill & PO Gonawan Dist, Nalanda, Bihar.	67,000 67,000	-do- -do-
8	The Secretary, Janpriya Seva Sansthan 19B, Paltan Bazar Pratapgarh, UP.	99,000 99,000	-do- -do-
9	The Chairman, Oriental Weaving Unit Oriental Colony PO Box No. 7, Dimapur Nagaland.	1,36,000	-do-
10	Joint Secretary, Srajan, Uttar Pradesh Nikpur, Civil Lines Near Jal Nigam Office Badayun, UP.	2,40,000 2,40,000	-do- -do-
11	The Secretary, Karpuri Thakur Gramin Vikas Sansthan, 151, MIG, Hanuman Nagar, Kankad Bagh, Patna.	1,44,700 1,14,700	-do- -do-
12	The Secretary, Maharishi Vidya Mandir Maharishi Nagar, Noida Dadri Road, Dist. Ghaziabad.	3,80,250	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
13	The President, Nine Brothers Society Treminyu Dist. Kohima, Nagaland.	1,54,000	Implementation of Vocational Education Programme
14	The Secretary, Shri Ram Sharan Samarak Sewa Sansthan Badayun, UP.	84,000 84,000	-do- -do-
15	The Chairman, Ch. Bharat Singh Memorial Education Society, Vil. Nidani Dist. Jind, Haryana.	1,64,800	-do-
16	The President, Bhartiya Gramin Mahila Sangh, Harbans Building Maligate, Badtala Yadgar Saharanpur, UP.	1,24,750	-do-
17	The Director , Pragati Foundation Gobardhanpur, Khabra Muzaffarpur, Bihar.	1,54,000 1,54,000	-do- -do-
18	The Secretary, Sarvodaya Jan Kalyan Pratishthan, Rajgiri Nalanda, Bihar.	1,30,000	-do-
19	The Secretary, Jan Jati Vikas Forum Vill Sadapur, Mahua Dist. Vaishali, Bihar.	1,54,000	-do-
20	The Secretary, Bhaskar, Post Office Punai Chak, Patna, Bihar.	1,59,400	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
21	The President, Bihar Education Development Society Gautam Budha Road Gava, Bihar.	1,22,500	Implementation of Vocational Education Programme
22	The President, Silasian Province of Calcutta, Northern India, 52-A Radhanath Chowdhary Road Calcutta.	3,88,000	-do-
23	The Secretary, Bihar Kalyan Sansthan Mohalla, Sarimpur PO Sdar Buxar, Dist. Buxar Bihar.	1,60,000	-do-
24	The Secretary, Shahpur Vikas Samiti Sonepur, Shahpur Dist.	1,66,000	-do-
25	General Secretary, Divyajyoti Vidya Kendra, Vishnu Building Chikkanna, Sandekuppa Road, Nelamangala, Bangalore Distt	1,54,000	-do-
26	The Secretary , Shourya, Kanwar Singh Nagar Janta Road PO G.P.O. Patna Bihar.	1,60,000	-do-
27	The Secretary, Watsu Women Welfare Society, Burma Camp Dimapur, Nagaland	1,60,000	-do-
28	The Secretary, Jamia Education Society San Galyum Phan Cherapur, Wangying Manipur	1,00,000	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
29	Joint Secretary, Vinochana Devadasi Punarvasachi Sangha Alhani, Dist. Bengaum Karnataka	1,58,000	Implementation of Vocational Education Programme
30	The Secretary, Swadeshi Jan Kalyan Sewa Samiti, Swadeshi House Plot No. 656, Jawahar Nagar Malik Rae Builing UP	1,30,000	-do-
31	The Chairman, Rural Development Social Service Society Chungtar Village Tuenseng Dist. Nagaland.	1,43,500	-do-
32	The Chairman, Yam Multipurpose Women Welfare Society Dimapur, Nagaland.	1,60,000	-do-
33	The Secretary, Samaj Seva Prangan PO Loma Dist. Vaishali, Bihar.	1,60,000	-do-
34	The Secretary, Knitting and Weaving Society, Yikhum O Point Wokha, Kohima Nagaland.	1,66,000	-do-
35	The Secretary, Surangama Kalakendra Chakbani PO Rama Dist. Muzaffarpur Bihar.	1,48,000	-do-
36	The Secretary, H.M.S. Education Society, Shettihalli Tumkar, Karnataka.	1,66,000	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
37	The President, Rotary Club, Gulbarga Karnataka.	1,60,000	Implementation of Vocational Education Programme
38	The Secretary, Lal Chunni Mahila Sharak, Vikas Sansthan Pakari, Rajiv Nagar, Road No. 8, Patna, Bihar.	1,42,000	-do-
39	The Chairperson, Savidha Educational Trust 35/2, Nanak Nagar Jammu.	1,66,000	-do-
40	The President, Suhit Shiksha Samitee Surajpole, Kota Rajasthan.	1,66,000	-do-
41	The Chairman, Lia Society, Tilxkhul Bosti, Dimapur Nagaland.	1,10,000	-do-
42	The Chairman, Chumlan Multipurpose Welfare Society Wokha, Nagaland.	1,60,000	-do-
43	The Chairman, Sandenla Women Society Meragismen Khel Chuchuyimlang Dist. Mokakchung, Nagaland.	1,66,000	-do-
44	The Secretary, Gramin Vikas Mahila Mandal Virender Vatkia Bhavan Bhind, MP.	1,60,000	-do-
45	The Chairman, Tameja Women Welfare Society, Aoyim Kum Village Dimapur, Nagaland.	1,66,000	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
46	The Chairman, Oriental Women Welfare Society, Dimapur Nagaland.	1,66,000	Implementation of Vocational Education Programme
47	The Chairman, Brotherhood Society Duncun Colony, Dimapur Nagaland.	1,66,000	-do-
48	The Secretary, Women Home Production Society, Wokha Town Wokha Nagaland.	1,66,000	-do-
49	The Chairman, Doyang Orchard Farm Society Yikhum Doyang Wokha Nagaland.	1,66,000	-do-
50	The Chairman, Wokha Village Eloe Hoho Wokha, Nagaland.	1,66,000	-do-
51	The Chairman, Duncun Women and Child Welfare Society Duncun Bush Nagaland.	1,66,000	-do-
52	The Secretary, Rama Krishna Mission Vidyapeeth, PO Vidyapeeth, Dist. Deoghar, Bihar.	2,65,000	-do-
53	The Secretary, Mahatma Shiksha Prasar Samiti Santa No. 5 Sabalgarh Dist. Muraina, Madhya Pradesh.	1,60,000	-do-
54	The Secretary Ruchi Sanaj Sewa Samiti Orcha Road, Prithivipur Dist. Tikamgarh MP.	1,60,000	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
55	The President, Gram Bharathi Sansthan, Thatipur Gwalior, MP.	1,60,000	Implementation of Vocational Education Programme
56	The President Society, For Technical Education and Training 6 Malviya Nagar, Bhopal.	1,58,800	-do-
57	The Secretary, Mom Mahila Vikas Kalyan, Kathihar Road, Sonali, Bihar-855114	1,660,000	-do-
58	The Chairman, Terhumka Society Lower P.W.D. Colony Kohima, Nagaland.	1,66,000	-do-
59	The Chairman, Ever Green Women Welfare Society Dimapur, Nagaland.	1,66,000	-do-
60	The President, Prasad Ekta Samiti S-1309, New Darpan Colony Gwalior, MP.	1,57,000	-do-
61	The Chairman, Women Indigeneous Welfare Society Nagaland.	1,66,000	-do-
62	The Chairman, Chankhan Welfare Society Dimapur, Nagaland.	1,66,000	-do-
63	The Chairman, Indian Institute of Yoga Ram Suchit Mishra Lane East Boring Canal Road Patna, Bihar.	1,50,580	-do-
64	The Chairman, Yanchano Women Society Dimapur, Nagaland.	1,66,000	-do-



S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
65	The Director, Indian Institute of Education JP Naik Patha, Kothrud Maharashtra.	1,32,000	Implementation of Vocational Education Programme
66	The Secretary, Aradhana Gramin Seva Samiti B.M. 54, Nehru Nagar, Bhopal, MP.	1,63,000	-do-
67	The Secretary, Vivekanand Samaj Kalyan Sansthan, Birendra Vatika Lahar Road, Bhind, MP.	1,66,000	-do-
68	The Secretary, Paryavaran Vikas Samiti VPO Sondho, Dist. Vaishali, Bihar.	1,62,000	-do-
69	The Chairman Sohe Women Society Kimtomi Zunhebot, Nagaland.	1,60,000	-do-
70	The Chairman Etsutehukhu Colony Multipurpose Welfare Society Ltd., Wokha Town Nagaland.	1,66,000	-do-

### ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

1	Uttarakhand Seva Nidhi, Almora	87,65,000	Implementation of the Scheme for Innovative and Experimental Projects
2	Centre for Environment Education, Ahmedabad	19,52,000	-do-
3.	CPR Environmental Education Centre, Chennai	27,37,000	-do-
4.	Indian Environmental Society, Delhi	2,75,000	-do-
5.	Kalpavriksh, New Delhi	1,50,000	-do-

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S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
6.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	1,11,000	Implementation of the Scheme for Innovative and Experimental Projects
7.	Bharati Vidyapeeth, Pune	5,10,000	-do-
8.	Rural Litigation and Entitlement Kendra, Dehradun (UP)	4,09,000	-do-
9.	Myana Gramodhyog Seva Sansthan, Khurja (UP)	2,64,000	-do-
10.	Centre for Science and Environment, New Delhi	9,32,000	-do-
11.	East and West Educational Society, Patna (Bihar)	17,20,000	-do-
<b>Total</b>		<b>1,78,25,000</b>	

**IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS**

<b>ASSAM</b>			
1.	Assam Science Society, Guwahati	4,78,000	-do-
2.	Regional Research Laboratory, Jorhat	2,36,000	-do-
<b>GUJARAT</b>			
3.	Centre for Popularisation of Science & Technology for Rural Development, Ahmedabad	2,39,000	-do-
4.	Sahaj, Vadodara	1,83,000	-do-
5.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	32,20,000	-do-
<b>KARNATAKA</b>			
6.	Indian Academy of Sciences, Bangalore	11,46,000	-do-
7.	Tumkur Science Centre, Tumkur	2,42,000	-do-
<b>MADHYA PRADESH</b>			
8.	Eklavya, Bhopal	4,63,000	-do-
<b>NAGALAND</b>			
9.	Association of Tribals Welfare Development, Nagaland	4,50,000	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
<b>ORISSA</b>			
10.	Centre for Awakening of Rural Environment, Manikypur, Orissa	1,14,000	Implementation of the Scheme for Innovative and Experimental Projects
<b>TAMIL NADU</b>			
11.	Tamil Nadu State Council for Science & Technology, Chennai	7,50,000	-do-
<b>WEST BENGAL</b>			
12.	Jagdish Bose National Science Talent Search, Calcutta	15,34,000	-do-
<b>NCT OF DELHI</b>			
13.	Central Tibetan Schools Administrations, New Delhi	2,00,000	-do-

**STRENGTHENING CULTURE & VALUES IN EDUCATION**

S. No.	Name of the Agency / Orgn. With Address	Amount of GIA in 1998-99 (Amount in Rupees)	Project for which grant was given
1	SANKALP, Safdarjung, New Delhi	2,50,000	Lecturer Performance cum Workshop
2.	SANKALP, Puri, Orissa	2,50,000	Lecturer Performance workshop
3.	RIMSE, Mysore	1,40,000 88,000 2,50,000	Inservice Training of teachers KVs / NVs
4.	SPIC-MACAY	2,50,000 2,50,000	Lec. Dems
5.	Thakur Hariprasad Instt., Hyderabad	1,30,000	Seminar on creating awareness
6.	AIAET, New Delhi	1,73,000	Music & Sports to reduce dropout
7.	Young Envoys International, Hyderabad	2,50,000	Value based living through art & culture
8.	Citizenship Dev. Society, New Delhi	2,50,000	Seminars / Orientation courses for resource persons

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S. No.	Name of the Agency / Orgn. With Address	Amount of GIA in 1998-99 (Amount in Rupees)	Project for which grant was given
9.	Utpal Dutt Foundation or International Theatre Studies, Calcutta	1,00,000	Education in theatre making
10.	CEVA, Chandigarh	1,11,000	Development of Art & Culture through theatre
11.	Raja Yoga Education & Research Foundation, Yellapur	5,00,000	Training for teachers / students
12.	Vivekanand Nidhi, 149/IE Rash Behari Avenue, Calcutta	1,57,000	Yoga
13.	Mutua Museum, Imphal, Manipur	1,57,000 1,13,000	Conducting Seminars, Conference
14.	Nandikar, Shyambazar Street, Calcutta	2,50,000	Intensive Workshops
15.	Gurukripa Education Society, Bangalore	1,25,000	Various activities for culture values
16.	Yuvak Biradari, Mumbai	1,75,000	Ek Sur Ek Tal Programme
17.	Ramakrishna Mission Vidyapith, Deoghar	2,18,000	Free Study Coaching / Youth Street
18.	Islamic Education Development Organisation, Manipur	1,25,000	Training Course for Primary Students
19.	C.P. Ramaswamy Iyer Foundation, Chennai	2,50,000	Revival of Folk Arts in Schools
20.	IIRC, Delhi	2,50,000	Classical Dance Education Programme
21.	Brechtion Mirror	2,25,000	Project 'Sangayam'

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

S. No.	Name & Address of agency	1998-99	Purpose of Grant
<b>ASSAM</b>			
1.	Sadau Assom Gramya Puthibharal Santha	109000(R) 125000	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sports and Games and Salary of Warden and Cook
<b>ANDHRA PRADESH</b>			
2.	Sundeepta Education & Social Welfare Society, Cuddapah, AP	162500	-do-
<b>BIHAR</b>			
3.	Rajendra Siksha Evan Samaj Kalyan Sansthan, Halimpur Sitamarhi, Bihar	125000	-do-
4.	Rajendra Siksha Evam Samaj Kalyan Sansthan, Halimpur Sitamarhi, Bihar	162500 125000	-do- -do-
5.	Sidhartha Gyan Kendra Kusaiya Kashipur Samastipur, Bihar	162500 125000	-do- -do-
<b>GUJARAT</b>			
6.	Gayatri Vikash Mandal, Mandava Akleshwar Bharuch	107438 (R) 1185000	-do- -do-
7.	Zarpan Nasarpur Kelvani Mandal Vadi, Surat	55500 (R) 75000	-do- -do-
8.	Smt. Naliniben Ukabhai Solanki Adir Kanya Chatralya, Vanthali Junagadh	162500	-do-
9.	Lok Vidhyalaya Valukhad Palitana, Bhavnagar	162500	-do-
<b>KARNATAKA</b>			
10.	Moola Charities Gandhi Nagar, Bangalore	110000 (R)	-do-
11.	Sri Channaveereshwar Prasad Nilya Publik Trust	95000 (R) 125000	-do- -do-

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S. No.	Name & Address of agency	1998-99	Purpose of Grant
12.	Machideva Seva Saunthe Shivpet Ron, Bangalore	125000 (R) 125000	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sports and Games and Salary of Warden and Cook
13.	Adhayayana Vidya Samsthe, Bangalore	122000 (R) 125000	-do- -do-
14.	West Khandesh Bhagini Seva Mandal, Deopur (Sir Sasoon David)	223937 125000	-do- -do-
15.	Swargiya Sudam Pingle Memorial Trust, Dhuliya	125000	-do-
16.	Bharati Vidyapith Kadegaon, Sangli	125000 (R) 125000	-do- -do-
17.	West Khandesh Bhagini Seva Mandal, Deopur (Indira Gandhi Vasutigruha)	116000 125000	-do- -do-
18.	Indira Mahila Seva Society Lokmanya Colony, Nandurbar, Dhuliya	143054 (R) 125000	-do- -do-
19.	Sakri Taluka Education, Sakri, Dhule		-do-
20.	Azad Education & Welfare Society, Parbhani	162500	-do-
21.	Manipur Association for Dev. For Rural Agr. And Industrial Advance Technology (AFORDA) Keishampet, Thokchom	81250 (R) 143750	-do- -do-
22.	The Orientatal Women Orphang, Montang	162500	-do-
23.	Nagaland Nyuyong Moah Women Society, Mon	120018 125000	-do- -do-

S. No.	Name & Address of agency	1998-99	Purpose of Grant
24.	High Mountain Society, Inds. Estate, Dimapur, Signal Angami	157500 (R) 125000	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sports and Games and Salary of Warden and Cook
25.	Youth Care and Counselling Society Fellowship Colony, Dimapur	162500	-do-
26.	Rural Women Literacy Centre Signal Seema Bosti Thadaui, Dimapur	162500	-do-
<b>ORISSA</b>			
27.	Institute for Self Employment and Rural Development Pandapokhari Panaspada, Puri	125000 125000	-do- -do-
28.	Laxminarayan Harijan and Adibasi Backward Dev. Society, Jaipur	275297 (R) 25000	-do- -do-
29.	Gopinath Juba Sangha, Alisisasan Darda, Khurda	63000 (R) 75000	-do- -do-
30.	Palli Sanskruti Kala Parishad At / PO Tipuri Kanas, Puri	162500	-do-
31.	Gram Unnayan Samiti, Bhubanpati, Manapada, Brahamagiri, Puri	162500	-do-
32.	Juba Jyoti Club Kumandol, Nairi, Khurda	162500	-do-
33.	Nilachal Seva Paratisthan, Dayavihar, Kanas Puri	162500	-do-
34.	Sarbodaya Shisu Chandia, Lethaka Dhenkanal	162500	-do-

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S. No.	Name & Address of agency	1998-99	Purpose of Grant
35.	Nari Shakti Mahila Samiti Pandapokhari, Pandapokhari, Panasapada Brahamagiri, Puri	162500	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sports and Games and Salary of Warden and Cook
<b>RAJASTHAN</b>			
36.	Smt. Mahadevi Piramal, Datavya Nyas, Bagarh, Jhun-Jhunu	162500	-do-
<b>TAMIL NADU</b>			
37.	Tamilnadu Society for Rural Development, Tribal Bhavan, TV Malai Dist.	162500	-do-
38.	Depressed Peoples Association, 25 Annainagar Bikashandar Koil Trichi Dist.	162500	-do-
39.	St. John Sangam Trust Paramblur Thiruvalluvar Dist.	162500	-do-
<b>UTTAR PRADESH</b>			
40.	All India Children Care & Educational Dev. Society, Azamgarh	109525 (R) 125000	-do-
41.	Swami Atmadev Gopalanand Siksha Sansthan, Piper gaon Farukhabad	125000	-do-
42.	Sri Lal Bahadur Shastri Smarn Gramothan, Pratistha, Lokmanpur, Allahabad	67632 (R) 125000	-do- -do-
43.	Laxmi Seva Niketan 1005/28-B/76-A, Dandia, Allapur, Allahabad	125000 (R) 125000	-do- -do-
44.	Prasidh Narayan Mahila Kalyan Samiti, Barhalganj, Gorakhpur	100000 (R) 100000	-do- -do-
45.	New Public School Samiti, Tagore Marg, Daliganj, Lucknow	143750 (R) 125000	-do- -do-



S. No.	Name & Address	1998-99	Purpose of Grant
46.	Swami Ram Prakash Adarsh Ucharat Madhyamik Vidyalaya Tirha – Murha, Farrukhabad	125000 125000	Purchase of Food Items, Furniture, Bedding, Study Items, Items of Sports and Games and Salary of Warden and Cook
47.	Krishak Vikash Samiti, Vivekanand Colony, Gazipur	162500 125000	-do- -do-
48.	Madarsh Anwrool Uloon Taleemi Society, 15 Patel Nagar, Star Colony, Indira Nagar Extn, Lucknow	162500	-do-
<b>WEST BENGAL</b>			
49.	Prabhudha Bharati Shishutirtha Khirinda Krishnapriya Midnapur	250000	-do-
50	Ichapur Janakalayan Parishad, Nawabganj Ichapur, North 24 Parganas	83684 (R) 125000	-do- -do-

**YOGA SCHEME**

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
1.	Kaivalyadhama SMYM Samiti Lonavala, Pune	10,00,000/-	Implementation of Yoga in Schools
2.	Kaivalyadhama SMYM Samiti Lonavala, Pune	10,00,000/-	-do-
3.	Kaivalyadhama SMYM Samiti Lonavala, Pune	10,00,000/-	-do-
4.	Education Dept. Govt. of Tripura, Agartala	1,01,200/-	-do-
5.	Indian Institute of Yoga, Patna	1,55,000/-	-do-
6.	Kaivalyadhama SMYM Samiti, Lonavala, Pune	2,00,000/-	-do-
7.	Patna Yoga Vidyalaya, Patna	1,07,000/-	-do-
8.	Yoga Institute, Mumbai	1,10,500/-	-do-
9.	Yoga Physique & Studies, Imphal	1,51,000/-	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
<b>PROMOTION OF LANGUAGES</b>			
<b>KERALA</b>			
1.	Keral Hindi Prachar Sabha, Trivandrum	9,58,425	Implementation of Promotion of Languages Schemes
2.	Hindi Vidyapeeth (Kerala), Trivandrum	1,38,975	
3.	Dakshin Bharat Hindi Prachar Sabha (Kerala), Cochin	7,04,249	
<b>TAMIL NADU</b>			
4.	Dakshin Bharat Hindi Prachar Sabha (City Scheme), Madras	3,93,750	-do-
5.	Dakshin Bharat Hindi Prachar Sabha (PG, B.Ed.), Madras	31,97,200	-do-
6.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu), Trichi	23,02,943	-do-
<b>ANDHRA PRADESH</b>			
7.	Dakshin Bharat Hindi Prachar Sabha, Hyderabad	13,00,545	-do-
8.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	4,29,924	-do-
9.	Hindi Prachar Sabha, Hyderabad	1,13,850	-do-
10.	Nagar Hindi Varg Sanchala Va Adyapak Sangh, Hyderabad	1,38,474	-do-
<b>KARNATAKA</b>			
11.	Mysore Hindi Prachar Parishad, Bangalore	13,56,994	-do-
12.	Karnataka Hindi Prachar Samiti, Jainagar, Bangalore	7,15,743	-do-
13.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	9,87,975	-do-
14.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwar	21,46,762	-do-
15.	Hindi Prachar Sangh, Moodhol	1,27,200	-do-
16.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Goa Branch	1,67,200	-do-
<b>MAHARASHTRA</b>			
17.	Bombay Hindi Vidyapeeth, Bombay	10,95,525	-do-
18.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Bombay	1,04,775	-do-
19.	Bombay Hindi Sabha, Bombay	1,82,625	-do-
20.	Rashtrabhasha Prachar Samiti, Wardha	2,62,316	-do-
21.	Maharashtra Rashtrabhasha Sabha, Pune	2,09,475	-do-
22.	Vidarbh Rashtrabhasha Prachar Samiti, Nagpur	1,33,500	-do-
23.	Maharashtra Hindi Prachar Sabha, Aurangabad	1,09,147	-do-

S. No.	Name of the VA	Amount Released (Amount in Rupees)	Purpose of Grant
<b>GOA</b>			
24.	Bombay Hindi Vidyapeeth, Goa	1,02,217	Implementation of
25.	Bhartiya Anuvad Parishad, New Delhi	1,17,525	Promotion of Languages Schemes
<b>GUJARAT</b>			
26.	Gujarat Vidyapeeth, Ahmedabad	1,66,500	-do-
<b>DELHI</b>			
27.	Kendriya Sachivalaya Hindi Parishad, New Delhi	5,25,000	-do-
28.	Bhartiya Anuvad Parishad, New Delhi	1,17,525	-do-
29.	Nagari Lipi Parishad, Delhi	2,10,225	-do-
30.	Akhil Bhartiya Hindi Sanstha Sangh, New Delhi	5,50,000	-do-
<b>UTTAR PRADESH</b>			
31.	Hindi Sahitya Sammelan, Allahabad	1,87,500	-do-
<b>ASSAM</b>			
32.	Sinam Sjro Sewa Samiti, Uttar Lakhimpur	2,69,250	-do-
33.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	7,74,375	-do-
34.	Assam Rashtrabhasha Prachar Samiti, Guwahati	9,22,500	-do-
35.	Uttar Purvanchal Rashtrabhasha Prachar Samiti, Etanagar Camp, North Lakhimpur	2,38,500	-do-
<b>MANIPUR</b>			
36.	Manipur Rashtrabhasha Prachar Samiti, Imphal	1,41,750	-do-
37.	Manipur Hindi Prachar Sabha, Akampat, Imphal	1,56,750	-do-
38.	Manipur Hindi Parishad, Imphal	1,52,250	-do-
<b>MIZORAM</b>			
39.	Mizoram Hindi Prachar Sabha, Aizawl	1,38,750	-do-
<b>ORISSA</b>			
40.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	1,93,815	-do-
<b>BIHAR</b>			
41.	Hindi Vidyapeeth, Deodhar, Bihar	3,67,238	-do-
42.	Karnataka Janapada Parishath, Bangalore	1,38,987	-do-
43.	Sree Suryamitra Charitable Trust, Secunderabad	1,71,400	-do-

NON-FORMAL EDUCATION

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
<b>ANDHRA PRADESH</b>					
1	Praja Seva Samaj	P.B. No.10, Kadiri-515591 Andhra Pradesh	9,36,000	-	Implementation of NFE scheme
2	Seva Mandir	Hindupur Dist. Anantapur-515212 Andhra Pradesh	9,03,000	-	-do-
3	Society for Integrated Rural Improvement (Siri)	D No.5/164 a 4th Road Anantapur 515 001 Andhra Pradesh	4,28,000	-	-do-
4	Praja Pragathi Trust	13-42, l.b.Nagar,Tirupati Dist. Chittoor Andhra Pradesh -517502	3,55,000	-	-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 (po) Dist. Chittoor-517507	2,57,000	-	-do-
6	Bharatha Seva Samithi	Sugar Factory Employee Factory 75 Dodipalli Chittoor Dist. (A.P.)	14,55,000	-	-do-
7	Andhra Pradesh Rural Reconstruction Mission	1-69 Cross Roads, Piler-517214 Chittoor Dist. (A.P.)	8,07,000	-	-do-
8	The Pantrampalle Women Welfare Coop Society Ltd	Pantrampalle P.O. Tq. Chittoor (A.P.)	7,01,000	-	-do-
9	Rashtriya Seva Samithi	9 old Huzur Office Building Tirupati- 517501 Dist. Chittoor(A.P.)	73,83,000	-	-do-
10	Rural Reconstruction Society	Balla (Village & Post) Via Kuppam-517425, Dist. Chittoor (A.P.)	2,57,000	-	-do-
11	Mass Education Movement	14-65/2, Palace Road, Kuppam- 517425, Dist. Chittoor(A.P.)	1,88,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
12	Jyothi Youth Association	1-570 Reddi Street, Kattamanchi, Chittoor-517001	2,48,000	-	Implementation of NFE scheme
13	Praja Abyudaya Seva Samithi	3-475, Greampet, Chittoor-517002 (A.P.)	2,48,000	-	-do-
14	Peda Prajala Seva Samithi For Rural Human Resource	Gangadhara Nellore, Dist. Chittoor-517125 Development (A.P.)	7,76,000	-	-do-
15	Action for Community Service Society	2-48, School Street, V. Kota-517424 Dist. Chittoor(A.P.)	4,26,000	-	-do-
16	Vijayapuram Praja Seva Samithi	Pannur (Village & P.O.) Vijayapuram (Mandal) Dist. Chittoor-517586 Andhra Pradesh	4,66,000	-	-do-
17	Gandhian Organisation For Rural Development	Mulakalacheruvu, R.S. Dist. Chittoor Andhra Pradesh-517390	2,84,000	-	-do-
18	People's Action for Social Service	Door no.10-12, Maruthi Nagar (Opp. Silver Bells School) Tirupati-517502 Andhra Pradesh	9,36,000	-	-do-
19	Women's Association for Development Action ( Wada)	R.K.V. Bahaduruvaripet and P.O. Karvetnagar Mandal Dist. Chittoor Andhra Pradesh-517582	2,47,000	-	-do-
20	Peoples Organisation for Welfare and Education Ratification	D.No.19-191, Jail Khana Street Mittoor, Dist. Chittoor Andhra Pradesh	4,97,000	-	-do-
21	Gyanodaya Integration Rural Development Society	Aroor Village & post (via) Nindra Mandal-517591 Dist. Chittoor Andhra Pradesh	2,56,000	-	-do-
22	Rural Institute for People's Enlightenment	Palli Street, Puthalapattu-517124 Dist. Chittoor Andhra Pradesh	1,28,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
23	Seva Bharathi	Behind Z.P. High School Tiruchanoor-517503 Dist. Chittoor Andhra Pradesh	1,28,000	-	Implementation of NFE scheme
24	Rashtriya Seva Samithi	9. Old Huzur Office Building, Tirupathi, Andhra Pradesh	1,84,000	-	-do-
25	Rural Development Organisation	6/42 G. Rama Rao Street Cuddapah - 516001(A.P.)	1,24,000	-	-do-
26	Churches of Christ Rampachodavaram	Rampachodavaram-533288 East Godavari Dist., A.P.	4,68,000	-	-do-
27	National Educational Minorities Society	14-1-12, Kothapet Guntur-522001(A.P.)	7,46,000	-	-do-
28	Kandrika Mahila Mandali	Kandrika Post Phirangipuram Mandalam Dist. Guntur-522529 (A.P.)	2,57,000	-	-do-
29	Sri Durga Mahila Mandali	Indira Priyadarsini Colony House No. 35, Sangadigunta, Guntur- 522004 (A.P.)	5,23,000	-	-do-
30	Adarsha Rural Development Society	Daggumallivari St., H. No.17-1-120/A Bapatla-522101. Dist. Guntur (A.P.)	1,28,000	-	-do-
31	Maharshi Sambamurty Institute of Social & Development Studies	D. No.8-22-11, Datlavari Street, Gandhinagar, Kakinada - 533004.	3,86,000	-	-do-
32	Weaker Sections Development Society	Saradapuram, Arundelpet Post Guntur-522002(A.P.)	1,28,000	-	-do-
33	Kothapeta Mahila Mandali	Pothurajuvari Chowk Kothapet, Guntur-522001(A.P.)	9,35,000	-	-do-
34	Noblemen's Voluntary Organisation for Helping Rural and Urban Poor	4th Class Employee's Building Behind Super Bazar, Kothapet, Tenali-522201, Dist. Guntur (A.P.)	1,09,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
35	Prachya Bhasha Vidyapeeth	Rajandra Nagar, 6th line, Gudivada-521301 Dist. Krishna (A.P)	2,44,000	-	Implementation of NFE scheme
36	Sri Triveni Educational Academy	H.No.5-1-158/1, K.K. Rao Complex, Yellandu x Road, Khammam - 507002	10,62,000	-	-do-
37	Sri Padmavathi Educational Society	Vangala Siva Rami Reddy G Building, K.G. Road, Atmakur-518422 Dist. Kurnool (A.P.)	3,61,000	-	-do-
38	Sri Parameswari Educational Society	K.G. Road, Atmakur Kurnool Dist. (A.P.)	11,87,000	-	-do-
39	Sri Hanumantharaya Educational and Charitable Society	Pendekanti Public School Illuru Kothapeta (Post) Banaganapalli Manda Dist. Kurnool-518186 (A.P.)	4,58,000	-	-do-
40	Jagriti	Village Narukuru, District Nellore (A.P.)	8,84,000	-	-do-
41	Srinivasa Mahila Mandali	Darsi, Agraharam, Martur Mandal, Prakasam Dist. (A.P.)	7,37,000	-	-do-
42	Viveka Educational Foundation	Pamur-523018 Dist. Prakasam.(A.P.)	2,49,000	-	-do-
43	Sree Madhava Vidya Peetham	Lawyerpeta, ongole- 523002 Dist. Prakasam (A.P.)	2,48,000	-	-do-
44	Mahila Mandali	Station Road Chirala-523155, Dist. Prakasam (A.P.)	2,47,000	-	-do-
45	Gowthami Education Society	Tangutur-523274 Dist. Prakasam Andhra Pradesh	9,34,000	-	-do-
46	Dasari Adivaiah Memorial Ele-School Committee	Harijan Colony Ulavapadu-523292 Dist. Prakasam Andhra Pradesh	2,49,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
47	Nalanda Education Society	C/o little Star Public School, Tangutur, Dist. Prakasam (A.P.) - 523274	9,37,000	-	Implementation of NFE scheme
48	Praveen Educational Society	Padmavathi (Girls) High School Giddalur 523 357 Prakasam Dist., A.P.	4,78,000	-	-do-
49	Sarada Educational Society	Trunk Road, Ongole 523 002 Prakasam Dist., Andhra Pradesh	9,61,000	-	-do-
50	Rural Entitlement & Legal Support Centre(reals)	Regd. Office Dharmalaxmipuram Via korasawada-532214 Dist. Srikakulam (A.P)	2,47,000	-	-do-
51	Yuva Vijnana Parishad	9-4-11 Bridge Road Srikakulam-532001 Andhra Pradesh	4,95,000	-	-do-
52	Swamy Babu and Vajramma Charitable Trust.	Indira Gandhi Smarak Bhawanam, Goruvari Tank Road, Narasannapeta-532 421 Dist. Srikakulam (A.P.)	4,42,000	-	-do-
53	Bhagavatula Charitable Trust	Yellamanchili- 531055 Dist. Visakhapatnam (A.P.)	4,68,000	-	-do-
54	Sarada Mata Mahila Mandali	Lalithanagar, 49-15-6, Opposite Ganesh Temple Visakhapatnam-16. (A.P.)	1,27,000	-	-do-
55	Priyadarsini Service Organisation.	D.No.45-56-9 Saligramapuram Dist. Visakhapatnam-24 (A.P.)	9,36,000	-	-do-
56	Sravani Charitable Organisation	Sarada Nagar, Narsipatnam-531116 Dist. Visakhapatnam. (A.P.)	28,08,000	-	-do-
57	Navajeevan Education Society.	H. No.MIG 1-72,Vuda Colony Pedagontyada , Visakhapatnam-530044 (A.P)	9,23,000	-	-do-
58	Visakha Jilla Navanirman Samithi	"Sivarama Nilayam" Sarada Nagar Behind Rtc Bus Complex Narasipatnam-531116, Dist. Visakhapatnam (A.P.)	16,94,000	-	-do-



S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
59	Bharathi Social Educational Society	Pedaboddepalli Narasipatnam- 531116 Dist. Visakhapatnam, (A. P.)	2,49,000	-	Implementation of NFE scheme
60	B.R.N's Sice	H.No. 4-51-4, Lawsons Bay Colony, Dist. Visakhapatnam-530017 Andhra Pradesh	18,71,000	-	-do-
61	Visakha Vanitha Samaj	32-26-65, Allipuram JN. Dist. Visakhapatnam-530004 Andhra Pradesh	9,34,000	-	-do-
62	Training and Research For Action (tara)	SBI Colony, Narsipatnam, Dist. Visakhapatnam-531116 Andhra Pradesh	4,68,000	-	-do-
63	Teetla Ramaiah United Social Service Trust (Trust)	45-35-27, Jagannadhapuram Akkayyapalem, Dist. Visakhapatnam-530016 Andhra Pradesh	2,54,000	-	-do-
64	Sri Venkateswara Yuvajana Sangham	Kovvuru (Post) Rolugunta Mandalam, Narasipatnam Division, Dist. Visakhapatnam (A.P.)	1,82,000	-	-do-
65	Alluri Sita Rama Raju Nagar Nivasula Mahila Neighbourhood Committee	Alluri Sitarama Raju Nagar D.No.30-3-11 Assam Gardens Visakhapatnam 530 020	9,61,000	-	-do-
66	Mandala Yuva Sakthi Unit	Somalingapalem, Yellamanchili Mandal, Dist. Visakhapatnam (A.P.)	1,38,000	-	-do-
67	Sramika Rural Development Organisation	Chettupalli P.O. Narsipatnam-531116, Dist. Visakhapatnam Andhra Pradesh	1,37,000	-	-do-
68	Grama Swarajya Samithi	Kodavatipudi-531085 Kotaurtla Mandal Dist. Visakhapatnam Andhra Pradesh	2,62,000	-	-do-
69	Sarada Valley Development Samithi	Thummapala Village, Anakapalle Mandal Dist. Visakhapatnam-531032 Andhra Pradesh	2,08,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
70	Integrated Rural Development Society	Cheedikada-531028, Dist. Visakhapatnam Andhra Pradesh	1,35,000	-	Implementation of NFE scheme
71	Nature Environment and Education Development Society (NEEDS)	Adda Road Timmapuram-531083 Dist. Visakhapatnam Andhra Pradesh	4,94,000	-	-do-
72	Institute of Development And Planning Studies	Main Road, Payakaraopeta Dist. Visakhapatnam Andhra Pradesh-531126	4,32,000	-	-do-
73	Vikasavani Swachanda Seva Samstha	D.Yarravaram, Nathavaram Mandal Dist. Visakhapatnam Andhra Pradesh-531115	2,46,000	-	-do-
74	Vikasa, Service Society For Rural Development	Co-Op. Colony, Chodavaram, Dist. Visakhapatnam Andhra Pradesh-531036	2,35,000	-	-do-
75	Organisation for Rural Reconstruction	Yellamanchili (Vill. & Mandal), Dist. Visakhapatnam Andhra Pradesh-531055	2,57,000	-	-do-
76	Nehru Yuvajana Sangham	Thimmar ajupeta - 531033 Atchutapuram Mandalam (via) Anakapalle Dist. Visakhapatnam (A.P)	9,95,000	-	-do-
77	Sarada Seva Samithi	8-2.293/82/f, Mla Colony, Road no. 12, Banjara Hills, Hyderabad - 500039	3,39,000	-	-do-
78	Village Development Society	No.386, Christian Colony, Vanasthalipuram Hyderabad-500 070	12,97,000	-	-do-
79	Annapurna Manava Samkshema Samithi	Plot No. 1 & 2, Kavuri Hills, Jubilee Hills Post, Hyderabad - 500 033	2,49,000	-	-do-
80	Subhodaya Educational Society	Plot No.21, nsc Employees Society, Yellareddyguda, Hyderabad-500 890	2,48,000	-	-do-
State Total			5,02,65,000		

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
	<b>ASSAM</b>				
81	Desh-Bhakta Rural Development Association	Bhaktardaba Bazar, P.O. Nali Gaon, Dist. Barpeta Assam-781352	4,27,000	-	Implementation of NFE scheme
82	Deshabandhu Club	AT/P.O. Behara Bazar, Dist. Cachar, Assam-788817	5,14,000	-	-do-
83	Gauripur Vivekananda Club	Baruapatty Road, P.O. Gauripur, Dist. Dhubri, Assam-783331	2,36,000	-	-do-
84	Morigaon Mahila Mehfil	Civil Hospital Road, P.O. Morigaon, Dist. Morigaon, Assam-782105	2,67,000	-	-do-
85	Popular Progressive Unit	P.O. Mahamayahat (halakura) Dist. Dhubri, Assam-783335	8,57,000	-	-do-
86	Pragatisil Khadi Samity	P.O. Kalitakuchi, Dist. Kamrup, Assam	5,18,000	-	-do-
87	Sadai Asom Gramya Puthibharal Santha	I.N.B. Road, Haibargaon P.O. Haibargaon Dist. Nagaon (Assam)	11,48,000	-	-do-
88	Social Development Organisation	Village Morikolong, P.O. Nagaon, Dist. Nagaon, Assam	5,18,000	-	-do-
89	Barnibari Yubak Sangha	P.O. Barnibari, Dist. Nalbari Assam-781304	7,46,000	-	-do-
90	Shanti Sadhana Ashram	P.O. Beltola "Shantivan" Basistha, Guwahati, Assam-781028	1,38,000	-	-do-
91	Jaluguti Atragami Mahila Samity	Village & P.O. Jaluguti Block Kapili, Dist. Morigaon Assam-782104	2,44,000	-	-do-
92	West Mohanpur Samaj Unnayan Club	P.O. mobanpur, Dist. Hailakandi Assam-788150	4,97,000	-	-do-
93	Karuna Gaon Mahila	Village rajyeswarpur, Part VII Samity P.O. Kata Gaon, Dist. Hailakandi, Assam.	5,18,000	-	-do-
<b>State total :</b>			<b>66,28,000</b>	-	

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
<b>BIHAR</b>					
94	Bihar Gramin Mahila Kalyan Parishad.	Village Fatehpur, PO Sahridanagar Dist. Begusarai, Bihar.	1,16,000	-	Implementation of NFE scheme
95	Bhagwan Pustakalaya	Naya Bazar, Bhagalpur City Bihar-812002	2,55,000	-	-do-
96	Mithilanchal Samagra Vikas Sanstha	Moh. Mogalpur, P.O. Lalbagh, Dist. Darbhanga, Bihar	2,67,000	-	-do-
97	Santhal Pargana Gramodyog Samiti	Baidyanath - Deoghar Bihar - 814112	1,45,000	-	-do-
98	Santal Pargana Antyodaya Ashram	Purandaha B. Deoghar-814112 (Bihar)	1,52,000	-	-do-
99	People's Institute for Development and Training	A-12 Paryavaran Complex Maidangarhi Road New Delhi-110030	5,50,000	-	-do-
100	Lok Jagriti Kendra	Madhupur-815353 Dist. Deoghar, Bihar	2,67,000	-	-do-
101	Lokdeep	College Road, Post Madhupur Dist. Deoghar, Bihar	1,38,000	-	-do-
102	People's Institute for Development and Training (PIDT)	C-1414, Vasant Kunj New Delhi - 70	1,84,000	-	-do-
103	Jharia Mahila Vikas Kendra	Anganwadi Bhavan, Nai Dunia P.O. Jharia - 828111 Dist. Dhanbad (Bihar)	2,57,000	-	-do-
104	Samagra Seva Kendra	Barachatti, P.O. Barachatti Dist. Gaya, Bihar-824201	1,38,000	-	-do-
105	Avidya Vimukti Sansthan	Village Mastipur, P.O. Bodhgaya Dist. gaya, Bihar-824231	2,67,000	-	-do-
106	Nav Bharat Jagriti Kendra	Bahera, Brindavan Chouparan Dist. Hazaribagh, Bihar-825406	15,72,000	-	-do-
107	Bihar Pradesh Bharat Sevak Samaj	Nehru Bhawan, Daroga Prasad Rai Path, Patna-800001 Bihar	1,44,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non-Recurring	Purpose of Grant
108	Ghoghardiha Prakhand Swarajya Vikas Sangh	Village and P.O. Jagatpur Via Ghoghardiha Dist. Madhubani - 847402 Bihar	14,55,000	-	Implementation of NFE scheme
109	Prakhand Lok Vikas Samiti	Madhepur, Village and P.O. Pachahi Dist. Madhubani - 847408, Bihar.	6,10,000	-	-do-
110	Kamleshwari Antyodaya Ashram	Madhepura. Village Pokharsam P.O. Salimpur, Via. Pandaul Dist. Madhubani (Bihar)	1,26,000	-	-do-
111	Samajik Vikas Sansthan	AT/P.O. Tamuria, Dist. Madhubani Bihar-847410	1,28,000	-	-do-
112	Mahavir Singh Memorial Trust	P.O. Baika-Bishanpur Dist. Madhubani, Bihar - 847402	1,28,000	-	-do-
113	Samadhan	Kamleshwari Niwas Vinodanand Jha Colony Madhubani - 847211, Bihar	1,38,000	-	-do-
114	Shramabharati Khadigram	P.O. Khadigram, Dist. Jamui Bihar-811313	2,49,000	-	-do-
115	Jan Shikchan Kendra	Village and P.O. Chakai Dist. Jamui - 811303, Bihar.	3,05,000	-	-do-
116	Atma Rojgari Mahila Samiti Munger	I.V. Road, haveli Kharagpur Post, Dist. Munger, Bihar - 811213	5,95,000	-	-do-
117	Gram Bharti (Sarvodaya Ashram)	Simultala-811316 Dist. (Munger) Jamui (Bihar)	4,49,000	-	-do-
118	Surangama Kala Kendra	Chakbasu, Rambagh Dist. Muzaffarpur, Bihar	2,47,000	-	-do-
119	Centre for Documentation Information, Research Communication & Training (Centre Direct)	2nd floor, sudana bhawan Boring Road Patna-800001 Bihar	5,18,000	-	-do-
120	Gram Swarajya Ashram	Lokyatra Dham Dhamauli P.O. Bena Nalanda - 803110 Bihar	3,04,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
121	Binoba Arogya & lok Sikshan Kendra	Vill & P.O. Jai Krishna Nagar, (Baday) P.O. Baday Via islampur - 801303 Dist. Nalanda, Bihar	9,47,000	-	Implementation of NFE scheme
122	Shama Vikas Samiti	Malabbigha, Islampur, Dist. Nalanda, Bihar	1,28,000	-	-do-
123	Lok Seva Samiti	Village Dhamauli, P.O. Bena, Dist. Nalanda, Bihar	1,38,000	-	-do-
124	Lok Prabhat	Postmartom Road Dist. Nawada-805110, Bihar	2,56,000	-	-do-
125	Gram Swarajya Samiti	Bakhtyarpur, Vill. & P.O. Salimpur Via Khusrupur, Patna, Bihar	9,94,000	-	-do-
126	Adithi	2/30 State Bank Colony-II Bailey Road, Patna-800014 (Bihar)	35,40,000	-	-do-
127	Swabalamban Siksha Kendra	M-2/30, Shri Krishna Puri Patna-800001 (Bihar)	5,23,000	-	-do-
128	Antyodaya International	Khajekalan, Patna City Bihar-800008	1,28,000	-	-do-
129	Abhiyan	Ramakrishna Colony, Sandalpur, Dist. Patna-800 006, Bihar	1,38,000	-	-do-
130	Bureau of Rural Economical and Agricultural Development	AT Pirmohani, Lane no.3 P.O. Kadamkuan, Patna-800003, Bihar	2,56,000	-	-do-
131	Nazareth Hospital	Mokama P.O. Dist. Patna-803 302, Bihar	2,48,000	-	-do-
132	Magadh Vikas Lok	At & PO Kosut, Via Masaurhi Dist. Patna, Bihar	2,56,000	-	-do-
133	Manthan	Medical Colony, PO Khagaul Patna-801 105, Bihar	4,68,000	-	-do-
134	Sharmila Gramin Shilp Kala Kendra	Village and po Prahaladpur Dist. Patna-803306, Bihar	4,85,000	-	-do-
135	Gramodhyog Khadi Vikas Sansthan	AT Ghoswari, P.O. Dhanakov Dist. Patna, Bihar-803302	5,18,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
136	Manav Kalyan Kendra	Station Road, Khushropur Dist. Patna, Bihar-803202	2,67,000	-	Implementation of NFE scheme
137	Koshi Anchal Samagra Vikas Avam Kalyan Parishad	Mistri Tola, Madhubani Dist. Purnia-854301, Bihar	1,38,000	-	-do-
138	Vanvasi Seva Kendra	P.O. Adhaura, Dist. Kaimur, Bihar	9,72,000	-	-do-
139	Jaiprabha Gram Vikas Mandal	P.C. Road, Gourakshani P.O. Sasaram, Dist. Rohtas Bihar-821115	5,18,000	-	-do-
140	Tagore Society for Rural Development	14, khudiram bose road Calcutta - 700006, West Bengal	4,00,000	-	-do-
141	J.P.Saraisa Seva Ashram	Kauwachowk, P.O. Jarpura Dist. Samastipur - 848504, Bihar.	2,98,000	-	-do-
142	Sarvodaya Jan Kalyan Sansthan	Village and Post Shahpur Undi Via. Patori, Dist. Samastipur Bihar-848504	5,13,000	-	-do-
143	Shishu Nari Kala Prashikshan Sansthan	Village and P.O. Jalalpur Dist. Samastipur, Bihar	2,57,000	-	-do-
144	Xaviers Chaibasa	C/o st. Xavier's High School P.O.10, Chaibasa Dist. West Singhbhum, Bihar-833201	8,48,000	-	-do-
145	Loka Sevayatan	P.O. Nimdih, Dist. Singhbhum West, Bihar-832401	4,67,000	-	-do-
146	Mahua Mahila Vikas Sansthan	Pratap Chowk, Gorigama Manpura, P.O. Mahua Dist. Vaishali, Bihar	2,56,000	-	-do-
147	Bhartiya Jan Manch	Village Chak, Bhathandi P.O. Dharhara, Dist. Vaishali Bihar	2,57,000	-	-do-
148	Smt. Manorama Mahila Mandal	Samta Colony, P.O. Hajipur Dist. Vaishali, Bihar	2,57,000	-	-do-
149	Pragati Foundation	Govardhanpur (Khabra) Muzaffarpur (Bihar)	1,38,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
150	Chandrika Samajik Uthan Evam Gramin Vikas Sansthan	Jamhor, Dist. Aurangabad Bihar-824121,	2,07,000	-	Implementation of NFE scheme
151	Gramin Sansadhan Vikas Parishad	Ramnathdera, P.O. Koransarya Dist. Buxar, Bihar	2,67,000	-	-do-
152	Triguna Seva Sansthan	Village & P.O. Kakarhat Dist. Chhapra (Saran), Bihar	2,67,000	-	-do-
153	Lok Bharti Seva Ashram	Kunauli, Dist. Supaul Bihar-847451	1,38,000	-	-do-
154	Nirmali Prakhand Swaraj Sabha	Office - Bhaptiahi P.O. Bhaptiahi, Supaul, Bihar - 852105	2,67,000	-	-do-
155	Manav Chetna Vikas Kendra	Village & P.O. Itakhori Dist. Chatra, Bihar	2,67,000	-	-do-
<b>State total :</b>			<b>257,27,000</b>		
<b>GUJARAT</b>					
156	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- 380007, Gujarat	28,08,000	-	-do-
157	Gujarat State Crime Prevention Trust	'Ashirwad' 9/B Keshav Nagar Society Near Subhash Bridge Ahmedabad - 380027, Gujarat.	9,33,000	-	-do-
158	Labour Welfare Trust	Gandhi Mazoor Sevalaya Bhadra, p.b. No.110 Ahmedabad - 380017, Gujarat	3,93,000	-	-do-
159	Ahmedabad City Social Education Committee	Labour Welfare Centre Building outside Raipur Gate Ahmedabad - 380022, Gujarat	8,23,000	-	-do-
160	Amar Bharati	Moti Pavathi, Tal. Dehegam Dist. Ahmedabad - 382308 , Gujarat	7,19,000	-	-do-
161	Lalbhai Group Rural Development Fund	Anandji Kalyanji Blocks Near Asarwa Railway Station Opp. Arvind Mills, Naroda Road Ahmedabad-380025, Gujarat	10,56,000	-	-do-



S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
162	Akhand Jyot Foundation	Fatehpura Gam, B/h. Police Chowky, Paldi Ahmedabad-7, Gujarat	13,96,000	-	Implementation of NFE scheme
163	Patani Sheri Seva Sangh	Kabir Mandir, Opp. Ramdev Pir Mandir, Navtad, Dist. Ahmedabad, Gujarat-380001	1,64,000	-	-do-
164	Samagra Vikas Trust	Dev Ashish Ramnagar Society Amreli 365 601, Gujarat	2,67,000	-	-do-
165	Anjuman-E-Talimi Idara Chariitable Trust	Court Road, Opp. Government Treasury Bharuch - 392001, Gujarat	9,88,000	-	-do-
166	Bhavnagar Mahila Sangh	Near Vadva Washing Ghat Bhavnagar - 364001, Gujarat	8,61,000	-	-do-
167	Parivartan	Bungalow No. 127, Sector 8 Gandhinagar - 382043, Gujarat	1,64,000	-	-do-
168	Bhil Seva Mandal	AT/P.O. Dahod, Chakaliya Road Dist. Panchmahals, Gujarat-389151	5,18,000	-	-do-
169	Shri Ketan Shixan Samaj	Aerodrom Road, Rajkot - 360001 Gujarat	1,11,000	-	-do-
170	Manav Seva Mandal Trust	'Shandilya', 5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot - 360001	9,13,000	-	-do-
171	Shramik Vidyapeeth	20, Gurukrupa Society Jalaram Temple Marg Karelibaug, Vadodara-390018	5,18,000	-	-do-
<b>State total :</b>			<b>126,33,000</b>	-	
<b>HARYANA</b>					
172	Hans Khadi Gram Udyog Samiti	Kothi No. 280, Sector 8 Karnal - 132001, (Haryana)	5,18,000	-	-do-
173	Lucky Education Society	Meham, Rohtak, Haryana	8,56,000	-	-do-
174	Haryana Nav Yuvak Kala Sangam	94/22 Luxmi Nagar Sonepat Road, Rohtak-124001	3,62,000	-	-do-
175	Vidya Mahasabha Kanya Gurukul Mahavidyalaya	Kharkhoda, Sonepat Haryana-124402	38,46,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
176	Nari Chetna Sangathan	1322, Sector 14, Sonepat, Haryana	5,18,000	-	Implementation of NFE scheme
177	Janta Kalyan Samiti	Opp. Bus Stand, Rewari, Haryana	9,36,000	-	-do-
178	Arya Hindu Shiksha Samiti	Gali No. 3, Word No. 4, Nai Basti Bahadurgarh, Dist. Jhajjar, Haryana	2,67,000	-	-do-
179	Angels Education Society	Delhi Road, Dist. Jhajjar, Haryana	2,67,000	-	-do-
<b>State total :</b>			<b>75,71,000</b>	-	
<b>HIMACHAL PRADESH</b>					
180	State Social Welfare Organisation	P.O. Chopal, Tehsil Chopal Dist. Simla	9,94,000	-	-do-
181	Society for Social Action For Rural Development of Hilly Areas	Kaffota, Dist. Sirmour Himachal Pradesh -173029	2,49,000	-	-do-
182	Society for Social Uplift Through Rural Action	Jagjit Nagar, Via Jubbar Dist. Solan, Himachal Pradesh-173225	2,10,000	-	-do-
<b>State total :</b>			<b>14,53,000</b>	-	
<b>JAMMU &amp; KASHMIR</b>					
183	All India Centre for Urban & Rural Development	5, Bhai Veer Singh Marg Gole Market, New delhi-110001	3,69,000	-	-do-
184	Shiva Gramodyog Mandal	Kalibari, Dist. Kathua, Jammu & Kashmir-184101	4,30,000	-	-do-
185	Social Welfare of India	Shahdara Sharif, Rajouri Jammu & Kashmir	5,15,000	-	-do-
<b>State total :</b>			<b>13,13,000</b>	-	
<b>KARNATAKA</b>					
186	Sree Lalithambika Educational Association	O.M.B.R. Layout Near New Water Tank, III Main Banasawadi Bangalore-560 043	6,41,000	-	-do-
187	Seva Sangama	No.1163,80 Feet Road, Prakash Nagar, Bangalore-560021	7,71,000	-	-do-
188	The Rural Development Society Mudhol	Gaddankeri Cross-587 102 Taluka, Bagalkot, Dist. Bijapur Karnataka	8,76,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
189	Shri Siddalingeshwara Rural Development Society	Guledgudda, Taluk Badami Dist. Bijapur, Karnataka	7,46,000	-	Implementation of NFE scheme
190	Kasturiba Sadan	Tilak Park Road, Vijayapura Extension Chikmagalur, Karnataka-577101	5,18,000	-	-do-
191	Society for Planning Urban and Rural Development (SPURD)	No.8/29,III, Cross, Lalji Nagar, Bangalore, Karnataka	5,09,000	-	-do-
192	Belgaum Vibhaageeya Dalita Janajagrutha Sanghatane	No.D-2. K.C.D. Staff Quarters Near Udaya Hostel Dharwad-580 007, Karnataka	4,63,000	-	-do-
193	Cauvery Rural SC/ST Development Society	10th Block, Bagepalli-561207 Bagepalli Taluk, Dist. Kolar Karnataka	7,77,000	-	-do-
194	New Bharath Gandhi Seva Sangha	No.72/A-3, Old Tellgate, Shamanna Building, Magadi Road Bangalore	2,48,000	-	-do-
<b>State total :</b>			<b>55,50,000</b>	-	
<b>MADHYA PRADESH</b>					
195	Gramin Vikas Mahila Mandal	Office House No.128 Housing Colony, Dist. Bhind (M.P.)	4,97,000	-	-do-
196	Gram Bharati Sansthan	M-48 Darpan Dolony, Thatipur Gwalior, Madhya Pradesh	29,45,000	-	-do-
197	Gajendra Shiksha Prasar Samiti	Gorami Dist. Bhind (M.P.)	2,38,000	-	-do-
198	Jinendra Shiksha Prasar Samiti	Gorami Tehsil Mehgaon, Dist. Bhind, Madhya Pradesh	3,85,000	-	-do-
199	Shivam Social Development Society	Omprakash Shivhare Ka Makan Ganeshpura, Dist. Morena Madhya Pradesh	9,37,000	-	-do-
200	Vivekanand Samaj Kalyan Sansthan	Birend Vatika, Lahar Road Near Housing Board Colony Dist. Bhind (M.P.)	9,37,000	-	-do-
201	M.P. Council for Child Welfare	Hotel No.5 Bhel Township Piplani, Bhopal-462021 Madhya Pradesh	2,74,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
202	Ma Sharda Jan Kalyan Shiksha Samiti	60 Gujarpura Bhopal	2,57,000	-	Implementation of NFE scheme
203	Satlaj Adivasi Mahila Mandal	Renu Dawakhana, Tila Jamalpura Bhopal (M.P.)	4,96,000	-	-do-
204	Rafi Ahmed Kidwai Shiksha Samiti	Chowki Imambara Noor Mahal Road, Bhopal, Madhya Pradesh	2,49,000	-	-do-
205	Varun Manav Vikas Samiti	Lig-171, Aishbagh Stadium Bhopal-462010, Madhya Pradesh	2,49,000	-	-do-
206	Oriental Kala Avam Seva Kendra	Green Park Road, No.10 Bairasia Road, Dist. Bhopal Madhya Pradesh	2,56,000	-	-do-
207	Geeta Grameen Samaj Sewa Samiti	H. No.12 Gali No.2, Ibrahimganj, Bhopal, Madhya Pradesh	9,03,000	-	-do-
208	Shrinath Samaj Seva Sansthan	H. No.2/4, Vaisali Complex Maharana Pratap Nagar Bhopal, Madhya Pradesh	9,03,000	-	-do-
209	Vividh Karyakram Sampadan Samiti	Near Pitambrapeeth Dist. Datia, Madhya Pradesh	2,57,000	-	-do-
210	Vikas Khand Seondha Gramotthan Samiti	Gram/Post Pipraua, Dist. Datia, Madhya Pradesh-475675	2,58,000	-	-do-
211	Lok Kalyan Samiti	C-8 kushal Nagar Gwalior, Madhya Pradesh	4,97,000	-	-do-
212	Shriram Shiksha Samiti	Danaoli, Lashkar Dist. Gwalior, Madhya Pradesh	4,96,000	-	-do-
213	Saket Samaj Sewa Samiti	Rathoud Palace, Behind Gorkhi Gwalior - 474 001	3,57,000	-	-do-
214	Azad Nirdhan Bal Kalyan Samiti	Parashar Marg, Ashok Nagar Dist. Guna (M.P)	28,84,000	-	-do-
215	Gayatri Shakti Shiksha Kalyan Samiti	1314 Mishra Market Ranjhi Basti Jabalpur	2,57,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
216	Sharda Shiksha Samiti	10, Nagarpalika Colony Shujalpur City, Dist. Shajapur (M.P.)	2,66,000	-	Implementation of NFE scheme
217	Savya Sanchi Centre for Urban and Rural Development	Karondiya North Sidhi Madhya Pradesh 486 661	2,67,000	-	-do-
218	People's Institute for Development and Training	A-12, Paryavaran Complex Maidangarhi Road New Delhi-110 030	3,35,000	-	-do-
219	Ruchi Samaj Sewa Samiti	H. No.294, Shakti Nagar Sector-II, Bhopal (M.P.)	4,75,000	-	-do-
220	Aradhana Gramin Sewa Samiti	B.M.54, Nehru Nagar, Bhopal, (M.P.)	9,37,000	-	-do-
221	Montessory Education Society	Khachrod, Ujjain, Madhya Pradesh	1,89,000	-	-do-
<b>State total :</b>			<b>169,98,000</b>		
<b>MAHARASHTRA</b>					
222	Rajarshi Shri Chhatrapati Shahu shikshan prasarak	Burdgaon Road Ahmed Nagar Maharashtra-414001, Mandal	3,87,000	-	-do-
223	Parth Vidya Prasarak Mandal	Pathardi, Ahmed Nagar Maharaashtra	2,45,000	-	-do-
224	Payoshni Education Society	Ghungshi Tq. Murtizapur Dist. Akola.	4,26,000	-	-do-
225	Suvide Foundation	1st floor, Rishiwat Urban Co-Op. Credit Society, P.O. Risod, Dist. Akola Maharashtra-444506	37,18,000	-	-do-
226	Sant Kabir Shikshan Prasarak Mandal	Kailash Niwash Ghati Aurangabad-431001	18,48,000	-	-do-
227	Adhunik Kisan Shikshan Sanstha	At Post & Taluq Bramhapur Dist. Chandrapur	1,28,000	-	-do-
228	Bharatiya Gramin Adiwasi Vikas Sanstha	Pardi Ta Nagbhir, Dist. Chandrapur Maharashtra - 441205	2,56,000	-	-do-
229	Bahujan Hitaya Gramin Shaikshanik & Sanskritik Shikshan Sanstha	Q. No. E/90 Collector Colony Complex, Gadchiroli 442 605	1,38,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
230	Shri Ganesh Shikshan Prasarak Mandal	Ahmedpur 413 515, Dist. Latur Maharashtra	2,66,000	-	Implementation of NFE scheme
231	Bhagirath Shikshan Sanstha	Shirol (Janapur), Tq. Udgir Dist. Latur 413 517, Maharashtra	9,87,000	-	-do-
232	Samaj Kalyan Mandal	Lalganj Naik Talao, Nagpur-2	9,82,000	-	-do-
233	Sati Mata Shikshan Sanstha	Nagpur Head Office 11 Vyankatesh Nagar Khamala Road Nagpur -25	7,39,000	-	-do-
234	Bhartiya Adim Jati Sevak Sangh	Vidarbha, Malviya Nagar Khamla, Nagpur - 440025	9,10,000	-	-do-
235	Jawaharlal Nehru Shikshan Prasarak Mandal	Umardri Taluk, Mukhed Dist. Nanded	3,67,000	-	-do-
236	Mahatma Phule Gramin Shikshan Prasarak Mandal	Shekapur Dist. Nanded	1,28,000	-	-do-
237	Jyotiba Phule Seva Trust	Vasarni, Post Cidco, Dist. Nanded Maharashtra	2,36,000	-	-do-
238	Shri Adarsh Shiksha Prasarak Mandal	Loni, Tq. Paranda Dist. Osmanabad	4,63,000	-	-do-
239	Shri Jagdamba Vidya Prasarak Mandal.	Darati, Circle Purna, Tq. Purna Dist. Parbhani-431511, Maharashtra	9,37,000	-	-do-
<b>State total :</b>			<b>131,60,000</b>		
<b>MANIPUR</b>					
240	Nungphura Village Development Society	P.O. Sugnu, Dist. Chandel Manipur	7,46,000	-	-do-
241	Wangjing Tentha Farmers Deveelopment Association	Post Bag No-6 Imphal	11,85,000	-	-do-
242	Manipur Vocational Institute	Meekala Bazar, BPO Laiphprakom Via-Tulihal SO, Imphal	4,97,000	-	-do-
243	Integrated Rural Development Society	Lilong, Dist. Imphal Manipur	1,82,000	-	-do-
244	The Friendship Centre	Khurai Kongpal (Thoubandong) Manipur	1,28,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
245	Sadu Koireng Youth Club	Sadar Hills, Dist. Senapati, Manipur	7,46,000		Implementation of NFE scheme
246	United Hill People's Development Society Ltd.	Naga River Colony House No. 2 2nd BN M.R. Gate, Imphal, Manipur	7,21,000	-	-do-
247	Cherapur Mamang Khadi And Village Industries Association	Cherapur Village BPO Wangjing Dist. Thoubal, Manipur	2,56,000	-	-do-
248	Rural Industries Development Association	Wangkhem, P.O. Thoubal-795138 Manipur	4,97,000	-	-do-
249	The Manipur Tribals Pioneer Association	Minuthong Namdunlong Imphal-795 001, Manipur	2,36,000	-	-do-
<b>State total :</b>			<b>51,94,000</b>		
<b>NAGALAND</b>					
250	Trongdiba Tekka Society	Thunyhro Isaru Village Tuensang Dist., Nagaland	5,18,000	-	-do-
251	Anars Women Welfare Society	Duncan Basti Dist. Dimapur, Nagaland	5,18,000	-	-do-
<b>State total :</b>			<b>10,36,000</b>		
<b>ORISSA</b>					
252	Mandal Pokhari Jubak Sangha	AT/P.O. Mandari Dist. Bhadrak, Orissa-756125	4,97,000	-	-do-
253	Netaji Jubak Sangha	Balipokhari, AT/P.O. Parmanandapur Via Akhuapada, Dist. Balasore Orissa-756122	2,38,000	-	-do-
254	Samagra Bikash Parishad	AT/P.O. Baliapal, Dist. Balasore, Orissa-756026	1,47,000	-	-do-
255	Radhanath Pathagar	AT/P.O. Soro, Dist. Balasore, Orissa-756045	2,48,000	-	-do-
256	Pallimangal Yubaka Sangh	At Nayapally, P.O. Deuli Dist. Puri, Orisa-752064	7,83,000	-	-do-
257	Pragati Pathagar	AT/P.O. Rayan Ram Chandra Pur Via Jaleswar, Dist. Balasore Orissa-756032	2,54,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
258	People's Rural Reconstruction Institute For Youth Action (Prriya)	AT Sankumari, P.O. Bartana Via. B.T. Pur, Dist. Balasore Orissa-756115	4,28,000	-	Implementation of NFE scheme
259	samaj bikash parishad	AT Tengramari, P.O. Jayarampur Via. Bhogarai Dist. Balasore, Orissa	1,79,000	-	-do-
260	Radhakrushna Jiew Library	Raigan, Kahalia, Dist. Balasore, Orissa	1,28,000	-	-do-
261	Harijan Surakhya Committee	AT/P.O. Balasore Dist. Balasore, Orissa	2,57,000	-	-do-
262	Balasore Dist. Nari Sangha	P.O. And Dist. Balasore, Orissa	1,11,000	-	-do-
263	Society for Weaker Community	Shankarpur, P.O. Bhadrak Dist. Balasore, Orissa	2,10,000	-	-do-
264	Centre for Awareness Research and Training (Cart)	AT/P.O. Sovarampur PO/Dist. Balasore-756001, Orissa	2,42,000	-	-do-
265	Bhagabat Pathagar	AT/P.O. Salepali, Via Jarasingha Dist. Bolangir, Orissa-767067	2,30,000	-	-do-
266	Gram Mangal Pathagar	AT/P.O. Saleipali, Via Jarasingha Dist. Bolangir, Orissa-767067	4,94,000	-	-do-
267	ramjee yubak sangha	AT/P.O. Sadaipali, Via Chandanvati Dist. Bolangir, Orissa-767065	14,69,000	-	-do-
268	Shri Shri Sharadeswari Pathagar	AT Kharda, P.O. Tusra Dist. Bolangir, Orissa-767030	5,10,000	-	-do-
269	Bapujee Pathagar	AT/P.O. Sukha Dist. Bolangir, Orissa-767064	5,21,000	-	-do-
270	Jagannath Jubak Sangha	AT Jaliadarha, P.O. Kandhakegaon Via. Deogaon, Dist. Bolangir Orissa-767029	2,56,000	-	-do-
271	Janakalyan Yubak Sangha	AT Sinakhman P.O. Kandhakegaon Dist. Bolangir, Orissa-767029	4,91,000	-	-do-
272	Netaji Yubak Sangha	AT/P.O. Goilbhadi, Via Titilagarh Dist. Bolangir, Orissa-767033	4,97,000	-	-do-



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273	Youth Service Centre	AT/P.O. Rugudiapada Dist. Bolangir, Orissa	1,22,000	-	Implementation of NFE scheme
274	Nehru Yuvak Sangha	AT/P.O. Karamtala, Via. Saintala, Dist. Bolangir-767032, Orissa	2,66,000	-	-do-
275	Centre for Women & Rural Development	AT/P.O. Salpali Via Jarasingha-767067 Dist. Bolangir, Orissa	2,08,000	-	-do-
276	Brahmani Devi Yuvak Sangh	Village Kumbharunibati P.O. Barada, Viagondiapatna Dist. Dhankanal	1,38,000	-	-do-
277	Pallishree	AT/P.O. Ghasiput, Via Banki, Dist. Cuttack, Orissa-754008	4,92,000	-	-do-
278	Lokanayak Club	AT/P.O. Patapur, Via Banki Dist. Cuttack, Orissa-754008	9,88,000	-	-do-
279	Cuttack Zilla Harijan Seva Sanskar Yojana	AT Chhata (Hafimelak) P.O. Fakirabad, Via Thakurpatna Dist. Cuttack, Orissa-754250	4,97,000	-	-do-
280	Jyotirmayee Mahila Samiti	AT/P.O. Tinimuhani, Dist. Cuttack, Orissa-754211	9,88,000	-	-do-
281	Rural Development Society	AT kaltunga, P.O. Suniti, Via. Mahakalpada, Dist. Cuttack, Orissa-754224	4,90,000	-	-do-
282	Navjyoti	AT/P.O. Garudgan, Via Kotsahi, Dist. Cuttack, Orissa-754022	2,23,000	-	-do-
283	lutheran Mahila Samity	AT/P.O. Patalipank, Via kujang, Dist. Cuttack, Orissa-754141	7,58,000	-	-do-
284	Centre for Upliftment of Lower Incomers	Rath Danda (Near Post Office), Chowdkulat, Dist. Cuttack, Orissa-754222	20,07,000	-	-do-
285	Jayanti Pathagar	AT Sahapada, P.O. Brahmabarada, Dist. Cuttack, Orissa-755005	12,25,000	-	-do-
286	International Indecency Prevention Movement	Bidanasi, (Sovaniya Nagar), P.O. & Dist Cuttack, Orissa-753008	2,61,000	-	-do-

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287	Jajpur Harijan Seva Samiti	AT/P.O. Ahiyas, Dist. Jajpur, Orissa-755036	2,67,000	-	Implementation of NFE scheme
288	Council of Cultural Growth and Cultural Relations	The Universe, Maitree Sarani, Cuttack, Orissa-753001	14,91,000	-	-do-
289	Gurukula Kendra	AT/P.O. Mahanapur (Japakud) Dist. Cuttack, Orissa-754201	3,85,000	-	-do-
290	Rural Institute for Education and Social Welfare Affairs	AT/P.O. Akhua Dakhini, Via. Patkura, Dist. Kendrapara, Orissa	2,49,000	-	-do-
291	PA MA SA Parbati Mahila Samiti	AT/P.O. chhagaon, Via Charbatia Cuttack, Orissa-754 028	1,28,000	-	-do-
292	Laxminarayan Harijan & Adivasi Backward, Development Society	AT/PO Ahiyas Dist. Jajpur-755 036 Orissa	4,97,000	-	-do-
293	Utkal Sevak Samaj	AT/PO Bhagat Pur Vial Kotsahi (Tangi) Dist. Cuttack-754 022, Orissa	2,29,000	-	-do-
294	Pragati Yuba Chakra	AT Purbakachha, P.O. Madhya- Kachha, Via. Bahugram, Dist. Cuttack, Orissa-754200	4,97,000	-	-do-
295	Orissa Institute of Medical Research and Health Services	Friends Colony, Bajrakabati Road, Dist. Cuttack, Orissa	1,24,000	-	-do-
296	Basudeb Pathagar	AT/P.O. Nuagan, Via. Niali, Dist. Cuttack-754004, Orissa	1,10,000	-	-do-
297	Netajee Smaraki Pathagar	AT Babaja (Chhindakul), P.O. Uttaran, Via. Kasarada, Dist. Cuttack-754105, Orissa	9,03,000	-	-do-
298	Utkal Navajeevan Mandal	AT/P.O. Angul, Dist. Dhenkanal, Orissa-759122	13,81,000	-	-do-
299	Jatiya Yuvak Sangha	AT Olanda, P.O. Kuluma, Dist. Dhenkanal, Orissa-759117.	2,49,000	-	-do-
300	People's Institute for Participatory Action	AT/P.O. Mahimagadi, Dist. Dhenkanal, Research (pipar) Orissa-759014	9,34,000	-	-do-

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301	Arun Institute of Rural Affairs	AT Aswakhola, P.O. Karamul, Via. Mahimagadi, Dist. Dhenkanal, Orissa-759014	4,68,000	-	Implementation of NFE scheme
302	National Institute of Social Research for Utkal Rural Tribals (NISRURT)	AT/P.O. Kabara Madhapur Via. Mahimagadi, Dist. Dhenkanal, Orissa	4,68,000	-	-do-
303	Jeevan Jyoti Club for Social Welfare & Rural Development	AT Mahadia, P.O Belapada, Via Gadasila, Dist. Dhenkanal Orissa	2,49,000	-	-do-
304	Utkal Silpodyoga Seva Samiti	Plot No.265, Sastri Nagar, Bhubaneswar, Orissa	1,26,000	-	-do-
305	Kasturi Bai Mahila Samiti	AT Surat, P.O. Gunadei, Via. Gadasila, Dist. dhenkanal, Orissa-759025	1,38,000	-	-do-
306	Balajiu Kishor Yubak Sangha	Village/ P.O. Matha Tentulia P.S. Gondia, Dist. Dhenkanal Orissa	2,26,000	-	-do-
307	Jayanti Pathagar	AT/P.O. Nuvapada, Dist. Ganjam, Orissa-761011	11,24,000	-	-do-
308	Gram Vikas	AT/P.O. Mohuda, Via Berhampur, Dist. Ganjam, Orissa-760002	4,28,000	-	-do-
309	Institute of Social Action and Research Activities (ISARA)	AT Baikunthanagar, P.O. Berhampur, Dist. Ganjam, Orissa-760001	13,87,000	-	-do-
310	Seva Sahitya Sansad	AT/P.O. Kabisurya Nagar, Dist. Ganjam, Orissa-761104	2,56,000	-	-do-
311	Pollishree Voluntary Organisation	Sunamba Street, AT/P.O. Aska, Ganjam, Orissa-761110	1,38,000	-	-do-
312	Centre for Awakening of Rural Environment	P.O. Manikyapur, Via Bamakoyi-761 042 Dist. Ganjam, Orissa	4,97,000	-	-do-
313	Nanne Munne Yub Chhatra Sansad	AT/PO Borida (a), Via-Kabisuryanagar, Dist. Ganjam-761 104, Orissa	2,47,000	-	-do-

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314	Sanskriti Vikas Parishad	AT Sakti Nagar, PO Baku, Via Nirakarpur, Dist. Puri-752 019, Orissa	2,39,000	-	Implementation of NFE schem
315	Sri Bankeswari Pathagar	AT/P.O. Badadumula, Via. Bamokai, Dist. Ganjam-760142, Orissa	2,67,000	-	-do-
316	Govinda Pradhan Smruti Sansad	AT/PO Bhisimagiri Dist. Ganjam 761 055, Orissa	2,64,000	-	-do-
317	Antyodaya Chetana Kendra	AT Sankatapalia, Post hadgarh, Dist. Keonjhar, Orissa-758023	9,88,000	-	-do-
318	Prakalpa	AT/P.O. Jyotipur, Dist. Keonjhar, Orissa-758046.	2,57,000	-	-do-
319	Nilachakra Samaj Mangal Pratisthan	Village Bayakumutia, P.O. Bayakumutia, P.S. Raisuan, Dist. Keonjhar-758018, Orissa	2,76,000	-	-do-
320	Voluntary Organisation For Rural Improvement	AT/PO Telkoi Dist. Keonjhar, Orissa 758 019	2,67,000	-	-do-
321	Society for Health, Education and development	Polytechnic Road, Rayagada, Dist. Koraput, Orissa-765001	14,25,000	-	-do-
322	Sarvodaya Samiti	AT/P.O. Gandhi Nagar, Dist. Koraput, Orissa-764020	4,66,000	-	-do-
323	Aragamee	AT/P.O. Kashipur, Dist. Koraput, Orissa-765015	8,47,000	-	-do-
324	Ankuran	AT/P.O. Narayanpatna, Dist. Koraput, Orissa-765014	1,22,000	-	-do-
325	Rural Development Agency For Backward People.	AT/P.O. Borigumma Dist. Boraput, Orissa-764056	6,57,000	-	-do-
326	Gandhian Institute of Technical Advancement (Gita)	AT Jagannathpur, P.O. Naindi- Pur, Block Garadapur, Dist. Kendrapara-754153, Orissa	4,77,000	-	-do-
327	Boipariguda Kshetra Samiti	AT/P.O. Boipariguda, Dist. Koraput, Orissa-764043	5,16,000	-	-do-

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328	Swami Vivekananda Institute of Social Work & Allied Services	Khariar Road, Dist. Kalahandi, Orissa-766104	11,86,000	-	Implementation of NFE scheme
329	Jeevandhara Womens Community Trust	Narla Road, Dist. Kalahandi-766 110, Orissa	2,20,000	-	-do-
330	Indo National Socio Economic Research and Upliftment of Rural Poor (Inserup)	Bhawanipatna, Post Box-06, Dist. Kalahandi, Orissa-766001	2,67,000	-	-do-
331	Bisol Youth Club	AT Bisol, P.O. Sanbisol, Via Kaptipada, Dist. Mayurbhanj, Orissa-757040	4,63,000	-	-do-
332	Bhartiya Jana Kalyan Kendra	AT Jamunadeipur, P.O. Baripada, Dist. Mayurbhanj, Orissa-757002.	4,09,000	-	-do-
333	Palli Vikas	AT/P.O. Anla, Dist. Mayurbhanj Orissa	4,96,000	-	-do-
334	Students Welfare Institute	N-4/17, IRC Village, Dist. Khurda Bhubaneswar-751015, Orissa	4,97,000	-	-do-
335	Liberal Association for Movement of People	AT/P.O. Bangriposi, Dist. Mayurbhanj, Orissa 757 032	2,67,000	-	-do-
336	Sustainable Environment & Economic Management Association(Seema).	S-2/1, Industrial Area, Asanbani, Rairangpur, Dist. Mayurbhanj, Orissa - 757043	1,38,000	-	-do-
337	Tagore Society For Rural Development	A-47, Rameswarpatna, Mausima Square, Bhubaneswar Orissa - 751002	11,85,000	-	-do-
338	Rural Education and Action For Change	AT Jagamara, P.O. Khandigiri, Bhubaneswar, Orissa-751030	5,24,000	-	-do-
339	Community Welfare & Enrichment Society	Village Uttara, Post Kausalyagang, Bhubaneswar - 751002, Orissa	6,99,000	-	-do-
340	Gopinath Juba Sangha	AT Alisisasan, P.O. Darada, Via Balipatna, Dist. khurda. Orissa-752102	4,89,000	-	-do-

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341	Vabani Sankar Club	AT Ganpur, P.O. Simore, Via Baghamari, Dist. Puri, Orissa-752061	5,67,000	-	Implementation of NFE scheme
342	Jana Kalyana Samaj	AT Godibari, P.O. Kantabada, Via Janla, Dist. Khurda, Orissa-752054	2,76,000	-	-do-
343	Ruchika School	14, Forest Park, Bhubaneswar, Orissa-751009	8,35,000	-	-do-
344	Juva Jyoti Club	Village Kumandol, P.O. Nairi, Dist. Puri, Orissa-752029	1,28,000	-	-do-
345	Centre For Youth & Social Development	A-70, Saheed Nagar, Bhubaneswar, Orissa-751007	3,73,000	-	-do-
346	Gania Unnayan Committee	AT/P.O. Belapadapatna Dist. Nayagarh, Orissa-752085	12,69,000	-	-do-
347	Vikash	D-2/7 Industrial Estate, Rasulgarh, Bhubaneswar, Orissa -751010	4,44,000	-	-do-
348	Bidyut Club	AT Haladiapara-Lokapal, P.O.Haladiapara, Via Bajpur, Dist. Puri, Orissa-752060	14,85,000	-	-do-
349	Nari Shakti Samaj	AT Kujimahal, P.O. Chandaka, Dist. Khurda, Orissa-754005	1,52,000	-	-do-
350	Dahikhai Jubak Sangha	AT/P.O. Lodhachua, Dist. Puri, Orissa-752026	7,32,000	-	-do-
351	Acharya Harihar Shishu Bhavan	Satyabadi, AT/P.O. Sakhigopal, Dist. Puri, Orissa-752014	3,31,000	-	-do-
352	Anchalika Kunjeswari Sanskritika Sansad	AT Sevanchala, Orissa-752017	9,89,000	-	-do-
353	Dhakotha Jubak Sangha	AT/P.O. Dhakotha, Dist. Keonjhar, Orissa-758049	9,22,000	-	-do-
354	National Institute of Social Work & Social Sciences	3-Chandrasekharapur, Bhubaneswar, Orissa-751016	8,49,000	-	-do-

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355	Dasarathi Janakalyan Sangha	AT/P.O. Kendudhipi, Via Manadhatapur, Dist. puri, Orissa-752079	3,72,000	-	Implementation of NFE scheme
356	Rural Welfare Institute	AT Hansapada P.O. Chanarapada Via. Nimapara, Dist. Puri Orissa-752106	4,97,000	-	-do-
357	National Institute of Tribal Welfare and Social Action	AT Barasahi, P.O. Pubusahi, Dist. Puri (Now Khurda) Orissa-752055	14,03,000	-	-do-
358	Bharat Sewa Parishad	Kalyan Nagar, Sadangoi, Dist. Puri, Orissa	6,91,000	-	-do-
359	Coastal Peoples Development Association	AT/P.O. Konark, Dist. Puri-752111. Orissa	7,34,000	-	-do-
360	Jaya Kishan Youth Club	AT Jankia Garh, P.O. Gadasahi Via. Kanas, Dist. Puri-752017 Orissa	2,66,000	-	-do-
361	Juba Jyoti Jubak Sangha	Village Jankia Gadasahi, P.o. Gadasahi, Via Kanas, Dist. Puri, Orissa	1,09,000	-	-do-
362	Gram Unnayan Samity	P.O. Manapada, AT Bhubanapati, Via. Brahmagiri, Dist. Puri, Orissa-752011	5,10,000	-	-do-
363	Banabasi Seva Samiti	AT/P.O. Balliguda, Dist. Phulbani, Orissa-762103	13,97,000	-	-do-
364	Subhadra Mahtab Seva Sadan	AT/Post G. Udayagiri, Dist. Phulbani, Orissa-762100	9,88,000	-	-do-
365	Bagdevi Club	AT Makundapaur, P.O. Janhapanka, Via Boudh, Orissa-762014	4,23,000	-	-do-
366	Samanwita Gramya Unnayan Samiti	AT/Post G. Udayagiri, Dist. Phulbani, Orissa-762100	5,19,000	-	-do-
367	Bharatiya Agency for Rural Development	AT Raikhol, P.O. Dutipada, Dist. Phulbani, Orissa-762012	2,60,000	-	-do-

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368	Vivekananda Palli Agragami Seva Pratisthan	AT Kalheipali, P.O. Gocchara, Via Kuchinda, Dist. Sambalpur, Orissa-768222	28,63,000	-	Implementation of NFE scheme
369	Sambalpur Integrated Development Institute (SIDI)	Jamankira, Dist. Sambalpur Orissa-768107	2,57,000	+	-do-
370	Old Rourkela Education Society	AT Balijodi, P.O. Rourkela, Dist. Sundargarh, Orissa-769016	12,72,000	+	-do-
371	Pragati	AT/P.O. Dist. Sundargarh, Orissa-770001.	2,29,000	+	-do-
372	Kishore Club	AT/PO Panchapara Via Chandbali Dist. Bhadrak-756 133, Orissa	1,28,000	+	-do-
373	Animal Welfare Society Of Orissa	C-94, Baramunda, Hig colony, Bhubaneswar-3, orissa	4,95,000	+	-do-
374	Society for Promotion Of Rural Technology and Education (Sporte)	Bonth Chhak, Bhadrak-756100, Dist. Balasore, Orissa	1,38,000	-	-do-
375	Magadheswar Club	AT/PO Ulunda, Dist. Sonepur, Orissa	2,49,000	+	-do-
376	Nabajagarana Pathagar	AT Biswali, P.O. Bhutanmundai Dist. Jagatsinghpur-754141 Orissa	2,46,000	-	-do-
377	Netajee Youth Club	AT/P.O. Babujanga, via. tyenda- Via Tyendakura, Dist. Cuttack-754134, Orissa	2,67,000	+	-do-
378	Pally Vikash Kendra	AT/P.O. Sorisiapada Via. Gondia Patana Dist. Dhenkanal Orissa-759016	4,95,000	+	-do-
379	Birabhadra Yubak Sangha	AT Jagannathpur, P.O. Rahasoi, Dist. Jajpur Orissa	1,26,000	+	-do-
380	National Institute For Integrated Rural Development (NIIRD)	AT/P.O. Saffa, Via Kotsahi, Dist. Cuttack, Orissa	1,38,000	+	-do-



S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
381	Chalantika Young Association	AT Srirampur, P.O. Nahapada Via. Rambag, Dist. Jajpur-755014, Orissa	1,38,000	-	Implementation of NFE scheme
382	Satyanarayan Yubak Sangha	AT Sidhapal, P.O. Kabatbandh, Dist. Jajpur, Orissa	1,38,000	-	-do-
383	Maa Tarini Rural Development Agency	AT/P.O. Purbakote, Via. Korai Dist. Jajpur-755022, Orissa	2,67,000	-	-do-
384	Panchajanya Welfare Society	AT/P.O. Kendupada, Via. Mahimagadi, Dist. Dhenkanal-759014, Orissa	4,09,000	-	-do-
385	Jana Seva Parisad	Abhaya Bhawan, Kendrapara-754 211 Orissa	2,50,000	-	-do-
386	Anchalika Gramya Unnayan Parisad	AT/P.O. Koro, Dist. Kendrapara-754211, Orissa	1,38,000	-	-do-
387	Banadurga Yuba Parisada	AT Pradhan Patikira, P.O. Kusunpur, Via. Asureswar, Dist. Kendrapara, Orissa	2,47,000	-	-do-
388	Gram Utthan	AT/P.O. Pimpuri Via Rajkanika Dist. Kendrapara 754 220 Orissa	2,67,000	-	-do-
389	Gajapati Samaj Kalyan Samiti	AT/P.O. Parlakhemundi, Dist. Gajapati-761200, Orissa	5,81,000	-	-do-
390	Society for the Welfare Of Weaker Sections	At Gotai, P.O. Lalu sahi Via Narayanapur Dist. Gajapati Orissa-761 212	2,37,000	-	-do-
391	Literacy Improvement & Fine Environment (Life)	Head Post Office Street Parlakhemundi-761200, Dist. Gajapati, Orissa	1,38,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
392	Mahila Vikash	AT/P.O. Tarbod Via komna, Dist. Nuapada Orissa- 766106	2,67,000	-	Implementation of NFE scheme
393	Adhikar	Plot No. 2123,Sabar Sahi lane, P.o. Budheswari Colony, Bhubaneswarr, Dist. Puri, Orissa	2,48,000	-	-do-
394	National Institute of Tribal Welfare and Social Action (Nitwsa)	AT Barasahi, P.O. Pubusahi, Dist. Khurda, Orissa	6,95,000	-	-do-
395	Human Resource Development Forum	441, Sahid Nagar, Bhubaneswar-751007	2,67,000	-	-do-
396	Banadurga Club	AT/PO Kantabad, Via Baghamani Dist. Khurda - 752 061	2,67,000	-	-do-
397	Naba Bikash Youth Club	AT Kalamati, P.O. Baku, Dist. Puri	1,38,000	-	-do-
398	Centre for Action and Rural Reconstruction	AT/P.O. Fategarh, Via. Bhapur, Dist. Nayagarh-752063, Orissa	2,48,000	-	-do-
399	Umasankar Club	AT Nimapatna, P.O.Banamalipur Via. Khandapara, Dist. Nayagarh, Orissa	1,28,000	-	-do-
400	Sampark	AT Krushna Chandrapur,Patna, P.O. Satapatna, Dist. Nayagarh-752091, Orissa	1,38,000	-	-do-
401	Social Education For Women's Awareness (Sewa)	AT/P.O. Kolabira, Dist. Jharsuguda-768213, Orissa	1,38,000	-	-do-
402	Indian Institute of Social Work	G. Udayagiri, Phulbani-762100, Orissa	1,38,000	-	-do-
403	Friends Assurance of Rural Reconstruction and Eradication of Leprosy (FARREL)	AT Dahalpadi, P.O./P.S. Tahsil Balliguda -Sub Division Balliguda, Dist. Phulbani, Orissa	1,38,000	-	-do-
<b>State total :</b>			<b>739,96,000</b>		

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
<b>RAJASTHAN</b>					
404	Ajmer Adult Education Association	Shastri Nagar Extn., Vidyut Marg, Ajmer, Rajasthan-305006.	7,70,000	-	Implementation of NFE scheme
405	Shri Hari Krishan Shiksha Avam Sewa Samiti	Burga House, Mahal, Chowck Alwar, Rajasthan	3,33,000	-	-do-
406	Akikrat Grameen Vikas Sansthan	Laxipura, Rai Coloy Road, Barmer, Rajasthan	5,18,000	-	-do-
407	Kala Vidya Mandir Prabandh Samiti	Beech Ka Pada, Nadbai Dist. Bharatpur, Rajasthan	4,55,000	-	-do-
408	Brij Mewat Mandal Sansthan	Khedli Road, Nagar Dist. Bharatpur, Rajasthan	2,76,000	-	-do-
409	Bhilwara Dist. Adult Education Association	6/199 Sindhu Nagar Bhilwara 311001	28,55,000	-	-do-
410	Seva Sangh	Bigod, Dist. Bhilwara (Rajasthan)	1,96,000	-	-do-
411	Adivasi Sanskritik Seva Sansthan	E-32-a, Sarswati Nagar, Opp. 6-Sector Malviya Nagar, Jaipur-302017	2,67,000	-	-do-
412	Adarsh Bikaner Bal Shikshan Parishad	Subhash Pura Bikaner-334001, Rajasthan	1,50,000	-	-do-
413	Gandhi Vidya Mandir	Sardarshahr, Dist. Churu	16,13,000	-	-do-
414	Bhoruka Charitable Trust	Bhorugram, Dist. Churu.	8,34,000	-	-do-
415	Jiramdas Education Trust	Bhorogram (Nangal Kala) Ps. Rajgarh, Dist. Churu	6,62,000	-	-do-
416	Lok Shikshan Sansthan	P-87 Gangori bazar, Jaipur	4,36,000	-	-do-
417	Gram Vikas Nav Yuvak Mandal	Village Laporla, P.O. Gagrdu Via. Dudu, Dist. Jaipur	2,27,000	-	-do-
418	Social Welfare Charitable Trust	638-a, barkat nagar, Dist. Jaipur, Rajasthan	2,67,000	-	-do-
419	Jai Durga Maa Shikshan And Prashikshan Sansthan	Hasanpura-A, Jaipur, Rajasthan	1,64,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
420	Swami Vivekanand Public Welfare Society	Pratbha Marg, Vivakuhar, New Sangaher Road, Jaipur, Rajasthan	2,67,000	-	Implementation of NFE scheme
421	Research Institute of Plenary Rural Development	Narsana, Jalore	2,37,000	-	-do-
422	Mr Moraka -GDC Rural Research Foundation	Nawalgarh, Dist. Jhunjhunu, Rajasthan.	11,35,000	-	-do-
423	Shiksit Rojgar Kendra Prabhandak Samiti	1/129, Housing Board, Jhunjhunu Dist., Rajasthan	3,55,000	-	-do-
424	Jodhpur Adult Education Association	Gandhi Bhawan Residency Road, Jodhpur	9,15,000	-	-do-
425	Gramin Vikas Vigyan Samiti	P.O. Jelu Gagadi, via Tinwari Dist. Jodhpur	7,92,000	-	-do-
426	Radha Bai Mandir Vidyalaya Academy	Bus Stand, Pipar City Dist. Jodhpur, Rajasthan - 342 601	5,18,000	-	-do-
427	Lok Jumbish Parishad	B-10, Jhalana Institutional Area, Jaipur, Rajasthan	318,41,000	-	-do-
428	Dist. Adult Education Association Kota	Praudh Shiksha Bhavan, 13, Jhalawar Road, Kota, Rajasthan-324005.	8,22,000	-	-do-
429	Gaurav Shikshan Sansthan	Truck Union Rajeev Colony, Gangapur City, Dist. Swai Madhopur, Rajasthan-322201	3,04,000	-	-do-
430	Swa Sahayog Sanstha	Village & P.O. Shilki Dungri Tehsil- Chaksu, Dist. Jaipur, Rajasthan	5,18,000	-	-do-
431	Rajasthan Vidyapeeth Lok Shikshan Pratisthan	Pratap Nagar, Udaipur-313001	6,77,000	-	-do-
432	Rajasthan Mahila Vidyalaya	Gyan Marg, Near Gulab Bagh, Udaipur-313001	4,68,000	-	-do-
433	Rajasthan Bal Kalyan Samiti	Village and Post Jhadol, Dist. Udaipur, Rajasthan	4,97,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
434	Prabandh Samiti Swami Vivekananda Vidyalaya	Geeta Bhavan Vivekananda Colony Dausa, Rajasthan	4,93,000	-	Implementation of NFE scheme
<b>State total :</b>			<b>498,63,000</b>		
<b>TAMIL NADU</b>					
435	Punjab Association	Lajpat Rai Bhavan, P.O. No.416, No.170-172, Peters Road, Rayapettah, Madras-600014	2,67,000	-	-do-
436	Rural Education For Action And Development	V. Mettuppatti, Siluvathur (SO) Anna Dist. - 624306(T.N.)	1,38,000	-	-do-
437	Council for Health Education And Rural Upliftment	Vellabommanpatty, Vadamadurai-624802, Dist. Dindigul Anna, Tamil Nadu	2,57,000	-	-do-
438	Centre for Rural Education Research and Development Association	200-1/5 Ammapatti Road, Kodai Road-624206, Nilakkottai Taluk, Dist. Dindigul Anna (T.N.)	2,57,000	-	-do-
439	Humanitarian Organisation For Rural Development (HORD)	No. 6, G.S.T. Road, 1st Floor, Madurantakaam - 603306 Chengai Anna Dist. , Tamil Nadu	1,38,000	-	-do-
440	Association of National Service	316 NGO Colony Chengalpattu - 603001	1,28,000	-	-do-
441	Centre for Social Reconstruction	Chennavannan Vilai Eathamazhi Road, Nagercoil-629002 , Tamil Nadu	1,11,000	-	-do-
442	The GRD Trust	Kalaikathir Buildings Avanashi Road, Coimbatore 641037	4,94,000	-	-do-
443	Indian Fellowship Trust	1, Customs Colony, New Natham Road, Madurai - 14 Tamil Nadu	1,64,000	-	-do-
444	Meenakshi Illam Pothunala Kalvi Sangam	Nondikovilpatti Melur P.O. 625106, Dist. Madurai	19,28,000	-	-do-
445	All India Annai Indira Madurai Puranagar Mathargal Munnetra Sangam	1, Customs Colony, New Natham Road, Madurai-625014	22,30,000	-	-do-

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S. No.	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
446	Integrated Rural People Development Society.	Plot No.23, J.J. Street, Post Tiruppalai, Dist. Madurai-625014, Tamil Nadu	6,32,000	-	Implementation of NFE scheme
447	Othakkadai Rural Health Social Welfare Society	Y, Othakkadai, Dist. Madurai-625107	9,78,000	-	-do-
448	Centre for Social Education and Development	45, East Vaithyanathapuram, Dist. Madurai-625018, Tamil Nadu	2,67,000	-	-do-
449	Service Land	19 Park Road, Melur-625106 Dist. Madurai, Tamil Nadu	4,67,000	-	-do-
450	Chetana Vikas	Kadachanendal, P.O. Kathakinaru Dist. Madurai-625107, Tamil Nadu	9,37,000	-	-do-
451	Madurai Institute of Peace Science	Gandhi Memorial Museum, Dist. Madurai-625020, Tamil nadu	4,68,000	-	-do-
452	Pache Trust	5/2 Zumburapuram, 4th Street (Upstairs), Goripalayam, Dist. Madurai-625002	7,64,000	-	-do-
453	Malligai Social Society	7, Thangamani Street Anna Nagar, Dist. Madurai-625020 Tamil Nadu	4,94,000	-	-do-
454	Childrens Association For Development	141, A, Elaikathamkcoil Road, P.O. Uranganpatty, Melur T.K., Dist. Madurai-625109	9,59,000	-	-do-
455	Genius Social Service Organisation	5/1, Vinayaga Nagar, Opp. Court Dist. Madurai-625020, Tamil Nadu	3,53,000	-	-do-
456	Development of Human Reinstatement Guidance & Assistance	6, Matha Main Road, K.Pudur, Dist. Madurai-625007, Tamil Nadu	4,68,000	-	-do-
457	Kalvi Ulagam Trust	Kalvi Ulagam Sivanandam Higher Secondary School, Kilithanpattarai, Katpadi, Vellore-632007	4,55,000	-	-do-
458	Chetana Vikas	3/452,b-10,s.r.pattanam Paramakudi-623707, Dist. Ramanathapuram, Tamil Nadu	4,68,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
459	Kandaswamy Kandar's Trust Board	Velur, Paramathi -Velur Taluk Dist. Salem-638182, Tamil Nadu	27,90,000	-	Implementation of NFE scheme
460	Madhar Nala Thondu Niruvanam	Thiruvendipuram Main Road Padhirikuppam, Cuddalore 607401 South Arcot Dist.	19,46,000	-	-do-
461	Congregation of the Sisters of the Cross of Chavanod	Post Box no 395 Old Goods Shed Road Teppakulam, Tiruchirapalli 620002	2,49,000	-	-do-
462	League for Education and Development	40, first street, rayar thoppu Sri Rama Puram Srirangam Tiruchirapalli 620006	3,54,000	-	-do-
463	Arnad Velalar Sangam	1-2 Sannathi Street, Thiruvanaikoil Trichy Dist. Tiruchirapalli-620005	13,81,000	-	-do-
464	Khajamalai Ladies Association	All India Women's Conference New Dwlhi, Khajamalai Tirucharapalli - 620023	2,55,000	-	-do-
465	Women s Indian Association	43 Greenways Road, Madras-600028	9,93,000	-	-do-
466	Women s Voluntary Service Of Tamil Nadu	19 Mayor V.R.Ramanathan Road, Chetpet, Madras - 600031	8,13,000	-	-do-
467	The Tamil Nadu Board of Continuing Education	"Adiseshiah Bhawan" No.1, First Street, Venkatratnam Nagar Extention Adyar, Madras-600 020. E	2,18,000	-	-do-
468	Christ Full Gospel Assembly	21, Annai Therasa Nagar, Villivakkam, Madras-600 049	4,74,000	-	-do-
469	Young Women's Christian Association of Madras	1086, Poonamallee High Road, Madras-600084, Tamil Nadu	2,24,000	-	-do-
470	Rural Education and Development society	52, Arkadu Village, P.O. Palaiyour, Cheyyur Taluk, Dist. Chengai M.G.R Tamil Nadu-603302	1,93,000	-	-do-
471	Centre for Social Development and Management Research	15, Thiruvenkataswamy Street Pulianthope, Chennai-600039	1,38,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
472	Institute of Community Development Services	1/167, Pillaiyar, Koil Street, Kelambakkam, Dist. Chengai Mgr, Tamil Nadu-603103	1,38,000	-	Implementation of NFE scheme
473	Annai Therasa Welfare Association (ATWA)	Kottakudi, Post Sivagangai, Dist. Sivagangai, Tamil Nadu	2,76,000	-	-do-
474	Centre For Social Service And Research	Hanumantha Rayankottai Dist. Dindigul, Tamil Nadu - 624054	1,38,000	*	-do-
475	Rural Improvement Society	4, Rajendra Road, Palani - 624601, Dindigul Dist., Tamil Nadu	1,38,000	*	-do-
476	Movement For People's Multi-Purpose Development	114/a-9, Anbu Nagar, Karthikeyan Road, Arni-632301, Dist. Thiruvannamalai, Tamil Nadu	1,38,000	*	-do-
477	Village Progress Welfare Centre	Kuppam Village & post Kannamangalam (Via) Polur Taluk, T. Dist., Tamil Nadu	1,38,000	*	-do-
478	Singampatty Grama Munnetra Sangam	Selvam Farm P.O. Solapuram, P.M.T., Sivaganga Dist., Tamil Nadu	1,38,000	-	-do-
479	Sadayanodai Ilainagar Narpani Mandram	Village Sadayanodai, Post Kalasthambadi, Thiruvannamalai Sambuvarayar Dist. (T.N.)-606805	1,38,000	-	-do-
<b>State total :</b>			<b>250,90,000</b>		
<b>TRIPURA</b>					
480	Tripura Adibashi Mahila Samity	Salkama,9/4 Krishnanagar Road, Agartala, Tripura West-799001	1,38,000	-	-do-
481	Bharat Gyan Vigyan Samiti	Mahim Sadan (opp. Melarmath Kalibari), 76, Harganga basak Road, agartala, Tripura (West)-799001.	2,32,000	-	-do-
482	Voluntary Health Association	Circuit House Area Opposite To Bangladesh Visa Office, P.O.kunjaban, Agartala-799006 (Tripura) West	1,38,000	-	-do-
<b>State total :</b>			<b>5,08,000</b>		



S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
<b>UTTAR PRADESH</b>					
483	Adarsh Janta Shiksha Samiti	Pidi Karchhana, Allahabad. (U.P.)	9,36,000	-	Implementation of NFE scheme
484	Shri Lal Bahadur Shastri Smarak Gramodyog	Lokmanpur. G.T. Road, Pratisthan, Allahabad-221502. (U.P.)	1,28,000	-	-do-
485	Lok Shikshan Grameen Utthan Evam Anusandhan Samiti	358-a. Dariyabad, Allahabad. (U.P.)	4,87,000	-	-do-
486	Harijan Evam Nirbal Shiksha Vikas Samiti	161, Old Katra, Allahabad Uttar Pradesh	2,51,000	-	-do-
487	Society for Expansion of Multi-Purpose Education	541, Mumfordganj, Allahabad-211002, Uttar Pradesh	1,38,000	-	-do-
488	Daraganj Gramodyog Vikas Sansthan	109, Tagore Town, Allahabad-211002, Uttar Pradesh	8,25,000	-	-do-
489	Society for Expansion of Multi-Purpose Education	541 Mumfordganj, Allahabad-211002, Uttar Pradesh.	1,38,000	-	-do-
490	Society for Rehabilitation AMD Development of Rural Worker (Shruti)	Flat no.135, Plat No.56 Amrapali Group Housing Society IP Extension, PatparGanj, Delhi-110092	7,41,000	-	-do-
491	Daraganj Gramodyog Vikas Sansthan	109, Tagore Garden, Allahabad	1,84,000	-	-do-
492	Shri Ram Saran Samark Sewa Sansthan	Mohamadpur Mai, via - Bisoli, Badaun-202520. U.P.	2,57,000	-	-do-
493	Srajan Uttar Pradesh	Nekpur Civil Lines Near Jalnigam Office, Badaun-243601 Uttar Pradesh	7,46,000	-	-do-
494	Myana Gramodhyog Sewa Sansthan	Murari Nagar, G.T. Road, Khurja, U.P.	24,76,000	-	-do-
495	Rural Litigation & Entitlement Kendra	PO Box No 10,21, East Canal Road Dehradun-248001, U.P.	20,09,000	-	-do-
496	Bal Kalyan Kendra	Pindra, Post Deoria, Dist. Deoria-274001, U.P.	19,22,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
497	Jan Kalyan Shiksha Samiti	Vill & P.O. Bhatnahin Khurd (Lala), Via Fazil Nagar, Dist. Deoria (U.P.)	47,91,000	-	Implementation of NFE scheme
498	Samaj Kalyan Shiksha Sansthan	Vill. Baliawa (Karawanahin) P.O. Nakatohan Mishra, Dist. Deoria (U.P.)	16,44,000	-	-do-
499	Bhartiya Gramin Audyogik Seva Sansthan	Kushi Nagar, Deoria-274403. (U.P.)	2,57,000	-	-do-
500	Jatmalpur Shiksha Prasar Samiti	Village Jatmalpur, P.O. Piperpatee, Dist. Deoria-274001(U.P.)	4,97,000	-	-do-
501	Shri Jagdamba Bal Vidya Mandir	Sultangarh, Fatehpur. (U.P.)	18,29,000	-	-do-
502	Bal Evam Mahila Kalyan Samiti	80, Ismail Ganj, Fatehpur-212601, (U.P.)	6,06,000	-	-do-
503	Swami Atmdev Gopalanand Shiksha Sansthan	Ugarpur, P.O. Pipergaon, Dist. Farrukhabad. (U.P.)	5,21,000	-	-do-
504	Ganga Rani Balika Vidyalaya	Rampur Baiju, Chhibramau, Farrukhabad. (U.P.)	10,13,000	-	-do-
505	Shri Babu Singh Vidyalaya	Mahmudpur Khas, Post Kunwarpur Banwari, Dist. Farrukhabad. (U.P.)	2,32,000	-	-do-
506	Brasoo Balika Vidhyalaya	Nagla Sisam, Chhibramau, Dist. Farrukhabad. U.P.)	3,01,000	-	-do-
507	People's Institute for Development & Training	A-12, Paryavaran Complex, Maidangarhi Road, New Delhi	29,99,000	-	-do-
508	Madhyam	Satyakam Shiksha Kendra, Vijaynagar Colony, Gorakhnath Road, Gorakhpur-273015 (U.P.)	18,47,000	-	-do-
509	Gramin Vikas Sansthan	Padri Bazar, Dist. Gorakhpur-273014. (U.P.)	20,58,000	-	-do-
510	Indian Institute of Rural Development	6th Lane, Saket Colony, Muzaffarnagar-251001. (U.P.)	3,78,000	-	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
511	Champa Devi Nari Vikas Sansthan	Thawai Ka Pul, Dist. Gorakhpur-273001, (U.P.)	15,30,000	-	Implementation of NFE scheme
512	Urmila Samaj Kalyan Samiti	163-E, Purana Boarding House, Hardoi. (U.P.)	1,38,000	-	-do-
513	Amar Saheed Narpati Singh Smarak Samiti	Madhoganj, Hardoi. (U.P.)	1,28,000	-	-do-
514	Late Dr. Sher Singh Verma Seva Sadan	Village & P.O. Sadarpur, Dist. Hardoi. (U.P.)	10,65,000	-	-do-
515	Trimurti Seva Sansthan	162 Chauhan Thok Hardoi-241001 (U.P.)	1,28,000	-	-do-
516	Bhimrao Ambedkar Dalit Seva Gramothan Jan Kalyan Samiti	175-E, Jitendra Niwas Sandi Road Kotwali City, Hardoi, (U.P.)	1,38,000	-	-do-
517	Adarsh Jan Kalyan Parishad Dist.	Bilgram, Hardoi (U.P.)	9,37,000	-	-do-
518	Ekta Career Institute	373/3 Gwalior Road, Civil Lines, Jhansi (U.P.)	2,49,000	-	-do-
519	Jagriti	Gulab Road, Rae Bareli, (U.P.)	2,54,000	-	-do-
520	Ashutosh Sewa Sansthan	Jhinjhak, Kanpur -Dehat	4,82,000	-	-do-
521	Gayatri Samaj Kalyan Samiti	Sarsol, Dist. Kanpur, (U.P.)	4,92,000	-	-do-
522	Charm Shramik Udhog Sansthan	89/281, Ghurhat Villah Park, Deputy Kaparao, Kanpur 208 003	2,66,000	-	-do-
523	Lok Kalyan Sansthan	92/04 Pechbag, Kanpur	3,95,000	-	-do-
524	Institute of Literacy Development	E-1824 Rajaji Puram, Lucknow. (U.P.)	1,28,000	-	-do-
525	Uttar Pradesh Council for Child Welfare	Motimahal, Lucknow, Uttar Pradesh	9,87,000	-	-do-
526	Irshad Academy	606, Zaidi Nagar, Meerut-250002. (U.P.)	6,42,000	-	-do-
527	Samajothan Evam Shiksha Pracharni Sansthan	Durveshpur, Mawana, Meerut (U.P.)	12,54,000	-	-do-

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
528	Bimla Gramodhyog Seva Sansthan	178 Rajender Nagar Meerut (U.P.)	3,85,000	-	Implementation of NFE scheme
529	Sarv Daliya Manav Vikas Kendra	Bahjoi, Moradabad-202410. (U.P.)	21,01,000	-	-do-
530	Adarsh Seva Samiti	326/1, Saket Colony Muzaffarnagar-251002. (U.P.)	2,49,000	-	-do-
531	Nishat Shiksha Samiti	427, Astana, Nai Basti, Haldwani, Nainital. (U.P.)	4,95,000	-	-do-
532	Mahila Kalyan Sangthan	715, Indira Nagar, Haldwani, Dist. Nainital, Uttar Pradesh	2,57,000	-	-do-
533	Janpriya Sewa Sansthan	198. Paltan Bazar, Pratapgarh. (U.P.)	19,73,000	-	-do-
534	Pratapgarh Mahila Kalyan Evam Shiksha Samiti	Devkali, Opposite Planning Office, Pratapgarh. (U.P.)	2,56,000	*	-do-
535	Triveni Manav Udhmita Vikas Sansthan	Poore Pitai Allahabad-Faizabad Road Pratapgarh, Uttar Pradesh	7,46,000	-	-do-
536	Pratapgarh Gramothan Samiti	Poore Bedua, Afim Ki Kothi, Dist. Pratapgarh, Uttar Pradesh	3,95,000	-	-do-
537	Adarsh Shiksha Samiti	A-53, Indu Vihar Avas Colony, Pratapgarh-230001 - U.P.	1,23,000	-	-do-
538	Manav Utkarsh Samiti	67,Civil lines, katra road, Dist. Pratapgarh, Uttar Pradesh	14,71,000	-	-do-
539	Mahila Kalyan Samiti	73 Sher Mohd. Pilibhit-262001(U.P.)	10,33,000	-	-do-
540	U.P. Rana Beni Madhav Jan Kalyan Samiti	Gulab Road, Rai Bareli-229001. (U.P.)	9,37,000	-	-do-
541	Avadh Lok Sewa Ashram	Jawahar Marg Chauraha, Main Road, Lal Ganj, Rae Bareli-229206. (U.P.)	7,46,000	*	-do-
542	Sarvodaya Seva Sansthan	Bara Ghosiana, Malik Mau Road, Rae Bareli (U.P.)	7,13,000	*	-do-

S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
543	Dist. Council For Child Welfare	Gulab Road, Dist. Rae Bareli, Uttar Pradesh	4,96,000	-	Implementation of NFE scheme
544	Jai Bhartiya Gramodyog Sansthan	Swatantra nagri, Saharanpur-247001. (U.P.)	1,28,000	-	-do-
545	Jan Kalyan Ashram	Village & post chandapur Dist. Shahjahanpur Uttar pradesh-242001	1,92,000	-	-do-
546	Madhyamik Vidyalay Purab Gaon Saresar Sansthan	Post. Saresar, Block Jagdishpur Dist. Sultanpur-227809. (U.P.)	1,28,000	-	-do-
547	India Literacy Board	Literacy House P.O. Alambagh, Lucknow-226005 (U.P.)	14,05,000	-	-do-
548	Sarvodaya Shiksha Sadan Samiti	Railway Station Road, Shikohabad, Dist. Ferozabad (U.P.)	9,35,000	-	-do-
<b>State total :</b>			<b>545,85,000</b>		
<b>WEST BENGAL</b>					
549	Sree Ramkrishna Satyananda Ashram	Vill, Jirakpur P.O. Basirhat Railway Station, Dist. 24 Pargana	29,60,000	-	-do-
550	Tagore Society For Rural Development Rangabelia	Village & P.O. Rangabelia, via. Gosala, 24 Parganas (South) West Bengal	7,46,000	-	-do-
551	Paschim Banga Kheria Sabar Kalyan Samiti	Vill. & P.O. Rajnowagarh, Dist. Purulia, West Bengal - 723128	5,18,000	-	-do-
552	Tagore Society for Rural Development	14, Khudiram Bose Road, Calcutta.	13,16,000	-	-do-
553	Calcutta Urban Service Consortium	16 Sudder Street, Calcutta	19,75,000	-	-do-
554	Samatat Sanstha	172 Rash Behari Avenue, Flat No 302 Calcutta-700029	2,46,000	-	-do-
555	Ichapur Janakalyan Parishad	Anandamath 'A' Block P.O. Ichapur-Nawabganj Dist. North 24 Parganas West Bengal-743144	5,18,000	-	-do-
<b>State total :</b>			<b>82 80,000</b>		

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S. No	Name of Institution/ Organisation/Individual	Address	Recurring Amount in Rupees	Non- Recurring	Purpose of Grant
<b>DELHI</b>					
556	Dr. A.v. Baliga Memorial Trust	Link House, Bahadur Shah Zafar Marg, Delhi-110002	9,36,000	-	Implementation of NFE scheme
557	Nehru Bal Samiti	E-63 South Extension Part-I New Delhi-110049	4,92,000	-	-do-
558	Jan Jagariti Educational Society	M-186, Mangolpuri Delhi-110083	2,55,000	-	-do-
559	All India Konark Educational and Welfare Society	Q-21, Vikas Vihar, Manas Kunj Uttam Nagar, Delhi-110059	2,56,000	-	-do-
560	People's Institute For Development and Training (PIDT)	c-1414, Vasant Kunj, New Delhi - 70	1,84,000	-	-do-
<b>State total :</b>			<b>21,24,000</b>		
<b>Grand total :</b>			<b>36,19,74,000</b>		

## APPENDIX IV

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 Last 3 years i.e. 1995-96, 1996-97, 1997-98

Year	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 column. 1) without insisting for UC.
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### EDUCATION FOR WOMEN'S EQUALITY (MAHILA SAMAKHYA SCHEME)

1995-96	Nil	Nil	Nil	Nil
1996-97	National Institute of Adult Education (NIAE), 10-B, IP Estate, New Delhi	Rs. 1,00,000	NIAE is a statutory organisation under MHRD. The audit for the year 1996-97 was conducted by DGACR in 1999. We have received a copy of UC from NIAE. The organisation has fully utilised the GIA. The VA has been requested to submit the extracts of DGACR account for GIA released under Mahila Samakhya.	
1997-98	Alarippu, New Delhi	Rs. 95,000/-	The project period has been extended – upto December 1999. UC will be issued only after receipt of audited accounts.	
1998-99	Alarippu, New Delhi	Rs 50,000	-do-	

### PROMOTION OF LANGUAGES

1995-96	Maulana Abdul Kalam Azad Academy of Oriental Languages and Culture, Madras	Rs. 31,575/-	Letters have been issued for submission of Utilisation Certificate but with no results.	Grants withheld since 1996-97.
1996-97	NIL	-	-Nil-	-Nil-
1997-98	Kendriya Sachivalaya Hindi Parishad, New Delhi	Rs. 5,25,000/-	Due to some court cases.	Grants withheld since 1998-99

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Year	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 column. 1) without insisting for UC.
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VOCATIONAL EDUCATION

1995-96	NCERT, New Delhi	Rs. 7,92,000/-	This amount was utilised by CIVE Bhopal without taking permission for carry forward. The case has been taken up with IFD for regularization.	No Grant as reminded released with respect of UC.
-	Indian Institute for Special Education Campus, Kanchana Behari Marg, Near Kukrail -Picnic Spot, Lucknow-226021	Rs. 2,49,000/-	The organisations has been asked to furnish UC with a letter to State Government.	-do-
-	Muyal Liang Trust, DPC Academy, Yongda Mills, Ganashing, West Sikkim-757113	Rs. 80,496/-	-do-	-do-
1996-97	All India Federation of the Deaf, 18 Northend Complex, Sri Ramakrishna Ashram Marg, New Delhi.	Rs. 1,59,000/-	The organisations has been asked to furnish UC with a letter to State Government.	No Grant as reminded released with respect of UC
	Prem Kumar Goyal & Sons Public Charitable Trust (Regd), Kaithal Road, Pehowa, Dist. Kurukhetra (Haryana)	Rs. 3,27,000/-	-do-	-do-
1997-98	Shri Guru Shantappa Jawali Memorial Trust, Gulbarga	Rs. 68,000/-	-do-	-do-
	Indian Mine Theatre, Calcutta	Rs. 42,250/-	-do-	-do-
	Munsi Ram Shiksha Samiti Kendra, Muzaffar Nagar, U.P.	Rs. 33,000/-	-do-	-do-



Year	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 column. 1) without insisting for UC.
	Shri Swami Keshwanand Smiti Charitable Trust, Sangaria, Rajasthan	Rs.25,979/-	The organisations has been asked to furnish UC with a letter to State Government.	No Grant as reminded released with respect of UC.
<b>CULTURE AND VALUES IN EDUCATION</b>				
1995-96	Krishak Vikas Samiti, Gazipur, UP	Rs. 2,33,000	Audited accounts / UC not received from the concerned agencies in spite of reminders.	No further grant has been sanctioned.
	Bal Vikas Mahila Kalyan Parishad, Gonda	Rs. 80,000	-do-	-do-
	Gandhi Peace Foundation, Delhi	Rs. 3,50,000	-do-	-do-
	Ranga Prabhat, Kollam, Kerala	Rs. 1,35,000	-do-	-do-
	Samannay Ashram, Bodhgaya, Bihar	Rs. 72,000	-do-	-do-
	Sarvedhikari Education Society, Punjab	Rs. 48,000	-do-	-di-
	Bharatiya Vidya Bhawan, Chandigarh	Rs. 1,04,000	-do-	-do-
	Srajan, U.P.	Rs. 32,000	-do-	-do-
	Akhil Bharatiya Mega Svargiya Samiti, Maharashtra	Rs. 4,97,000	-do-	-do-
	Sahid Arakhita Club, Orissa	Rs. 3,05,000	-do-	-do-
1996-97	Nil	Nil	Nil	Nil
1997-98	Thakur Hariprasad Institute of Research, Hyderabad	Rs. 1,30,000	Audited accounts / UC not received from the concerned agencies in spite of reminders	No further grant has been sanctioned

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Year	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 column. 1) without insisting for UC.
	Vivekananda Nidhi, Calcutta	Rs. 1,56,000	Audited accounts / UC not received from the concerned agencies in spite of reminders	No further grant has been sanctioned
	KJ Somaiya Bharatiya Sanskriti Peetham, Bombay	Rs. 1,87,000	-do-	-do-
	Sirsa Education Society, Sirsa, Haryana	Rs. 1,16,000	-do-	-do-
	AIAET, Delhi	Rs. 1,73,000	-do-	-do-
	DISHA, Delhi	Rs. 90,000	-do-	-do-

### HOSTEL SCHEME

1995-96	Nil	Nil	Nil	Nil
1996-97	Jajpur Harijan Seva Samiti Jajpur, Orissa	Rs. 2,50,000	A complaint against the was agency under investigation.	No further grant has been given till date
	Balika Vidyapith Lakhisarai, Bihar	Rs. 2,50,000	-do-	-do-
1997-98	Sirsa Education Society, Sirsa, Haryana	Rs. 1,21,000	The society has not submitted the-do-correct Expenditure Statement.	

### DESK (SCE)

1995-96	Kendriya Vidyalaya Sangathan, New Delhi	Rs. 19,38,300/-	KVS has been advised to submit – a consolidated UC instead of school-wise allocation.	
1996-97	NCSTC – Network, New Delhi	Rs. 7,75,000/-	No proper response from the organisation.	

Year	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 column. 1) without insisting for UC.
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	Tamil Nadu Science Forum, Madras	Rs. 1,87,000/-	Audited Accounts awaited.	
1997-98	Karnataka Rajya Vijnana Parishat, Bangalore	Rs. 1,13,000/-	The Project has been completed. Audited accounts awaited.	-
	Assam Science Society, Guwahati	Rs. 4,00,000/-	Audited Accounts awaited.	-
	Eklavya, Bhopal	Rs. 5,00,000/-	Audited Accounts awaited.	-

**PN II (PLANNING)**

1995-96	Maharashtra State Council of Educational Research, Pune	Rs. 3,00,000/-	UC not received despite reminders.	No further grant was released.
1996-97	Sanskrit Jyoti, Jaipur	Rs. 1,00,000/-	-do-	-do-
	School of Business Studies, JNU	Rs. 50,000/-	-do-	-do-
	Youth of Voluntary Action, Bombay	Rs. 50,000/-	-do-	-do-
1997-98	National Institute of Public Finance and Policy	Rs. 1,75,000/-	UC not received despite reminders.	No further grant was released.
	Indian Institute of Education, Pune	Rs. 50,000/-	-do-	-do-
	Council of Boards of School Education in India, Delhi	Rs. 26,680/-	-do-	-do-

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Year	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 column. 1) without insisting for UC.
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PROMOTION OF YOGA

1995-96	Nil	Nil	Nil	Nil
1996-97	Kaivalyadhama	Rs. 10,00,000/-	Being issued.	The Institute is funded 80% by Govt. of India and 20% by State Governments of Maharashtra as categorised as it is Institute of Higher Learning.
1997-98	Kaivalyadhama	Rs. 2,00,000/-	-do-	-do-
	Kaivalyadhama	Rs. 3,00,000/-	-do-	-do-

38. Regional Engineering College, Srinagar.
39. Motilal Nehru Regional Engineering College, Allahabad.
40. Regional Engineering College, West Bengal.
41. Regional Institute of Technology, Jamshedpur, Bihar.
42. Visvesvaraya Regional College of Engineering, Nagpur.
43. Karnataka Regional Engineering College, Surthakal.
44. Regional Engineering College, Warangal.
45. Malaviya Regional Engineering College, Jaipur.
46. Regional Engineering College, Rourkela, Orissa.
47. Maulana Azad College of Technology, Bhopal.
48. Regional Engineering College, Tiruchirapalli, Tamilnadu.
49. Regional Engineering College, Kurukshetra, Haryana.
50. Regional Engineering College, Silchar, Assam.
51. Regional Engineering College, Hamirpur, Himachal Pradesh.
52. Regional Engineering College, Jalandhar, Punjab.
53. National Institute of Foundry and Forge Technology, Ranchi, Bihar.
54. National Institute of Training in Industrial Engineering, Mumbai.
55. Indian Institute of Information Technology and Management (IIIT&M), Gwalior.
56. Indian Institute of Information Technology, Allahabad.
57. Council of Architecture, New Delhi.
58. School of Planning & Architecture, New Delhi.
59. Technical Teachers' Training Institute, Calcutta.
60. Technical Teachers' Training Institute, Chennai.
61. Technical Teachers' Training Institute, Bhopal.
62. Technical Teachers' Training Institute, Chandigarh.
63. Board of Apprenticeship Training, Chennai, Tamil Nadu.
64. Board of Apprenticeship Training, Mumbai.
65. Board of Practical Training, Calcutta.
66. Board of Apprenticeship Training (BOAT), Kanpur.
67. All India Council for Technical Education (AICTE), New Delhi.
68. North Eastern Regional Institute of Science & Technology, (Itanagar) Arunachal Pradesh.
69. Sant Longowal Institute of Engineering & Technology, Chandigarh.

### III. Secondary Education

70. Central Board of Secondary Education, New Delhi.
71. National Council for Educational Research and Training (NCERT), New Delhi.
72. National Open School, Delhi.
73. Central Tibetan Schools Administration (CTSA), New Delhi.
74. Kendriya Vidyalaya Sangathan, New Delhi.

### IV. Languages

75. Central Institute of English and Foreign Languages, Hyderabad.
76. Kendriya Hindi Shikshan Mandal, Hindi Sansthan Marg, Agra.
77. National Council for Promotion of Urdu Language, New Delhi.
78. National Council for Promotion of Sindhi Language, New Delhi.
79. Rashtriya Sanskrit Sansthan, New Delhi.

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80. Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.
81. Maharishi Sandeepani Rashtriya, Ujjain.
82. Rashtriya Sanskrit Vidyapeetha, Tirupathi.

### V. Adult Education

83. National Institute of Adult Education (NIAE), New Delhi.

### VI. Elementary Education

84. National Council for Teacher Education (NCTE), New Delhi.
85. National Bal Bhavan, New Dehli.

### VII. Bureau of Planning

86. National Institute of Educational Planning and Administration (NIEPA), New Delhi.

### VIII. UNESCO Division

87. Auroville Foundation, Auroville Villupuram, Tamil Nadu.

### IX. Book Promotion & Copyright Division

88. National Book Trust of India, New Delhi.

### X. Subordinate Offices Under Department of Education

89. Central Institute of Indian Languages, Manasa Gangotri, University Campus, Mysore - 570 006.
90. Central Hindi Directorate, West Block No. VII, 1st Floor, Wing No. 1, Rama Krishna Puram, New Delhi - 110 066.
91. Directorate of Adult Education, Block No. 10, Jamnagar House Hutments, New Delhi - 110 001
92. Commission for Scientific and Technical Terminology, West Block No. VII, R.K. Puram, New Delhi - 110 066.

### XI. Public Sector Undertaking

93. Educational Consultants India Limited, New Delhi.

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration  
17-B, Sri Aurobindo Marg.  
New Delhi-110016  
DOC. No. D-10926  
Date 5/12/2000

Minister of Human Resource Development

M.O.S. (HRD)

M.O.S. (HRD)

Education Secretary

Special Secretary

Technical Education

JEA (T)

DS  
DEA (T)  
DEA (T)  
DIR (T)  
AAA  
DIR

U & HE & Admn.

JS (HE)

DIR  
DS  
DS  
DS

UNESCO Planning

JS (P)

DIR (UNESCO)  
JD (P)  
DS (P)

Languages, BP, Scholarship & O.L.

JEA (L)

DIR (BP&CO)  
DS (SCH)  
DIR (OL)  
DEA (SKT)  
DIR (L)

Finance

FA (HRD)

DIR

Accounts

CCA

DCA

Additional Secretary

Secondary Education, VE, UT, IEDC & Yoga

JS (SE)

DIR  
DEA (G)  
DIR  
DS (UT)  
DIR (VE)

- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg. Colleges
- Indian Instt. of Management
- School of Plg. & Architecture
- Educational Consultants India Ltd.
- Indian Instt. of Science
- Indian Instt. of Information Tech. T.T.T.Is.
- National Instt. of Indl. Engineering
- National Instt. of Foundry & Forge Tech.
- Sant. Longowal Insttl. of Engg. & Technology.
- North Eastern Regional Instt. of Science & Tech. B.O.A.Ts.

- University Grants Commission
- Centra 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.

- Central Hindi Directorate
- Kendriya Hindi Sansthan
- National Council for Promotion of Urdu Languages
- Central Institute of Indian Languages
- Commission for Scientific & Tech. Terminology
- Central Instt. of English & Foreign Languages
- National Book Trust

- National Council of Educational Research & Training
- Central Board of Secondary Education
- National Open School
- Kendriya Vidyalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

LEGEND

AAA	- Additional Apprenticeship Adviser
BP	- Book Promotion
CCA	- Chief Controller of Accounts
CO	- Copyright
DCA	- Dy. Controller of Accounts
DEA	- Dy. Educational Adviser
DS	- Dy. Secretary
DIR	- Director
FA	- Financial Adviser
G	- General
IEDC	- Integrated Education for Disabled Children
JD	- Joint Director
JEA	- Joint Educational Adviser

JS	- Joint Secretary
L	- Languages
MOS (HRD)	- Minister of State (Human Resource Development)
OL	- Official Language
P	- Planning
SE	- Secondary Education
SCH	- Scholarships
SKT	- Sanskrit
T	- Technical
U&HE	- University & Higher Education
UT	- Union Territories
VE	- Vocational Education

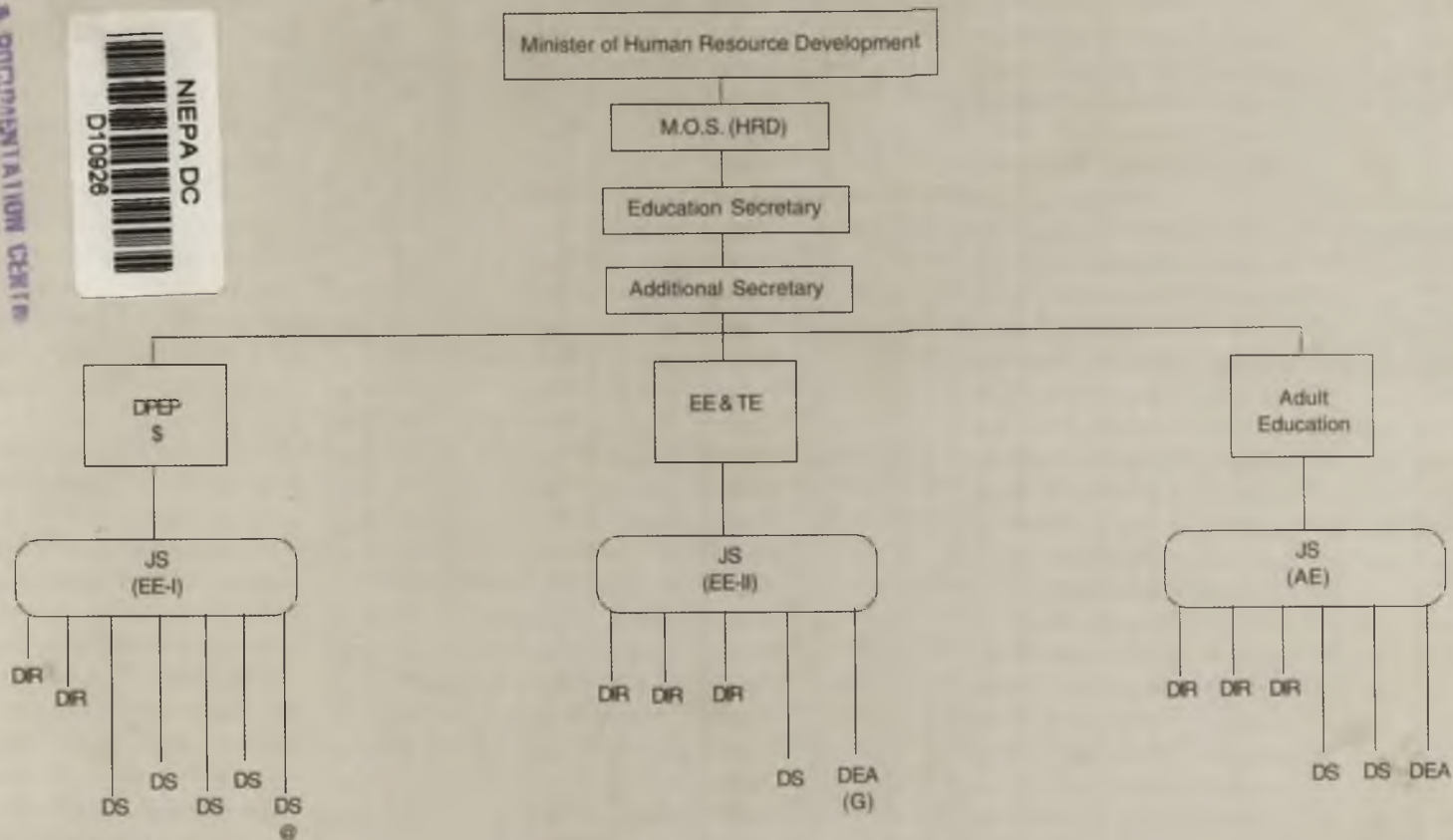
**Note:**  
Administration, Finance etc. are common to the Department of Secondary Education & Higher Education and Department of Elementary Education & Literacy.

# Organisation Chart

As on 23-11-1999

## Department of Elementary Education & Literacy Ministry of Human Resource Development

LIBRARY & DOCUMENTATION CENTRE  
 National Institute of Educational  
 Planning and Administration,  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC. No. 51121266  
 Date 0-10-926



### LEGEND

AE	Adult Education
DEA	Dy. Educational Adviser
DS	Dy. Secretary
DIR	Director
DPEP	District Primary Education Programme
EE	Elementary Education
G	General
JS	Joint Secretary
MOS	Minister of State
(HRD)	(Human Resource Development)
TE	Teacher Education
S	In DPEP the work relating to Lok Jumbish/Co-ordination with SIDA is to be routed through JS (EE-I)

- National Bal Bhavan
- National Council for Teacher Education

- Directorate of Adult Education
- National Institute of Adult Education

**Note:** Service Sections like Finance, Administration etc. are common and is administratively under control of Department of Elementary Education.