

INDIA

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT**

**ANNUAL REPORT  
1992-93  
PART-I**

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**DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA  
1993**

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# 1 Introductory

## 1 INTRODUCTORY

1.1.0 The Ministry of Human Resource Development was created in 1985 for integrating all efforts for the development of human potential in the areas of education, culture, the youth and sports, women and children. This Report covers activities of the four Departments which constitute the Ministry and is presented in four parts:-

- Part I - Department of Education
- Part II - Department of Culture
- Part III - Department of Youth Affairs and Sports
- Part IV - Department of Women and Child Development

### DEPARTMENT OF EDUCATION

1.2.1 The two most significant achievements during the year 1992-93 were the completion of the review of National Policy on Education (NPE), 1986 and its Programme of Action (POA) and the finalization of the Eighth Five Year Plan. The synchronisation of policy review and plan formulation was a happy development, as the NPE policy objectives could be reflected in the Eighth Plan. Thus the Eighth Plan outlay on Education (Centre and States) at Rs.19599.7 crore is higher than the Seventh Plan expenditure of Rs.7632.9 crore by 2.6 times. Within the plan outlay there is a marked shift in the *inter se* allocation of resources for education. The outlay on elementary education increased from 33 per cent in the Sixth Plan to 37.33 per cent in the Seventh Plan to 46.95 per cent in the Eighth Plan.

1.2.2 The NPE, 1986 provided for the review of the implementation of its various parameters every five years. Accordingly, a review of NPE, 1986 was conducted during 1990-92. The review broadly endorsed the NPE, 1986 and held that NPE, 1986 continued to provide a comprehensive framework to guide the development of education for a long time to come. However, the developments during the last few years and the experience in the implementation of the Policy have necessitated certain modifications. These modifications were effected in May 1992.

1.2.3 Universalisation of Elementary Education (UEE), adult education, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernisation of technical education, improvement of quality, content and process of education at all levels continue to be the themes of national endeavour in the field of education. The focus in elementary education has now shifted from enrolment, *per se*, to retention and achievement. The revised Policy resolves to ensure "that free and compulsory education of satisfactory quality is provided

to all children upto 14 years of age before we enter the twenty-first century." A national mission is envisaged for the achievement of this goal, as the experience of the National Literacy Mission has proved that the mission mode is an effective strategy for achieving total literacy. The revised policy formulations also extended the scope of vocational education by including generic vocational courses.

1.2.4 Consequent on revision of the Policy, the Government also prepared a revised Programme of Action (POA) in 1992. The POA 1992 emphasises that the first and the foremost task is the reform of the management of education and calls for developing an ethos of cost-effectiveness and accountability at all levels of educational planning and administration. Efficiency should be rated not by the ability to consume budget and demand more but by performance and delivery. The POA, 1992 calls for stopping the unplanned proliferation of sub-standard institutions. The programme envisages preparation by the States of their POAs in line with this situational imperative as well as the national policy. In order to expedite operationalisation of State POAs four regional workshops were held. It is expected that State POAs would be ready shortly.

1.2.5 *Inter alia*, the POA emphasises the strategy for UEE which envisages adoption of disaggregated target setting and decentralised planning in the Eighth Plan. A new scheme is being launched for the improvement of primary education in educationally backward districts and in districts where the total literacy campaigns have been successful, leading to an enhanced demand for primary education. In these districts, district-specific and population-specific plans for achieving universalisation of elementary education are being prepared. Twenty to twenty-five districts out of about 200 educationally backward districts where female literacy is below national average, will be taken up for preparation of district plans in 1993-94. It has also suggested improvement of school facilities through revamped Operation Blackboard to be extended to upper primary stage. The Programme notes that the Total Literacy Campaign (TLC) has emerged as a viable model. It has transformed the perception of universal adult literacy from one of hopeless dream to an achievable prospect. These campaigns are area-specific, time-bound, volunteer based, cost-effective and outcome oriented. TLCs have already been successfully completed in 30 districts spread over eight States and are going on in 1182 districts either partially or wholly covering over 40 million people.

1.2.6 The POA perceives the problem of universalisation of elementary education as, in essence, the problem of the girl child and stresses the need to increase participation of girls at all stages of education, particularly in streams like science, vocational, technical and commerce education where girls are grossly under-rated. The POA stresses the need for reorienting the education system to promote the women's equality and education. It advocates need for institutional mechanism to

ensure that gender sensitivity is reflected in the implementation of all national programmes.

1.2.7 The policy thrusts and strategies envisaged in the modified NPE and POA, 1992 have been built into the Eighth Five Year Plan. A triple track approach of primary schooling, non-formal education and adult literacy has been adopted for achievement of universal literacy. The measures adopted for achievement of the objective include giving as much importance to retention and levels of achievement as enrolment, focusing on the more difficult aspects of access, i.e., access to education of girls and disadvantaged groups, pre-service and in-service teachers' training, improving school effectiveness, provision of alternative channels of education through non-formal and distance education modes, pump-priming the deficient demand for education and enlisting the local communities in the planning and management of education and ensuring convergence of different services in the social sectors, more particularly child care, nutrition, early childhood education, primary education and health. The on going schemes have been reviewed in the light of the experience gained in their implementation as well as of NPE and POA revision. Wherever necessary new schemes have been prepared.

1.2.8 The NPE and POA lay considerable stress on value education and inculcating proper perspective about the country's cultural traditions. School textbooks are the most potent tools for transmitting values and attitudes necessary for developing a national, secular and humane outlook among the school students. The Ministry set up in June, 1991 a National Steering Committee to review school textbooks from standpoint of national integration in order to ensure that school textbooks are free from communal and anti-national influences. A conference of State Education Ministers and educationists was convened on 1st February, 1993 to consider the question of review of school textbooks from the point of national integration.

## **DEPARTMENT OF CULTURE**

1.3.1 The basic objectives of the Department of Culture relate to our efforts to arouse and strengthen Cultural resurgence in the country. The thrust of some of the schemes and programme has been on dissemination of Culture covering manifestations of a vast range of images of human creativity. The Department of Culture seeks to promote and to preserve the myriad features of Indian Culture in its rich diversity. The activities of the Department are attuned to a wide range of shades and meanings, shapes and identities of our culture and cover a large spectrum ranging from archives, archaeological excavations, preservation of heritage, etc. to the performing, visual and literary arts.

1.3.2 Administration and development of large number of national libraries, museum, institutions of anthropology, archaeology, archives, academies continued during the year. The

ASI explored a number of pre-historic and historical sites in Bihar, Madhya Pradesh, Orissa, Rajasthan, Assam and many other States. It also conducted excavations in a number of States and brought to light ancient structural remains, various antiquities, ancient pottery and many other interesting features. Besides, as many as 460 monuments were brought under conservation activity, out of which 150 works were specially identified for comprehensive conservation work.

1.3.3 During the year 1992-93, the Indian Library Association (ILA) hosted the 58th General Conference of the International Federation of Library Associations and Institutions (IFLA) at New Delhi, which was inaugurated by Hon'ble Minister for Human Resource Development. The theme of week long conference was "Library and Information Policy and Perspectives".

1.3.4 The Anthropological Survey of India was honoured with the "Best Industrial and Commercial Profile" trophy, awarded by EDICOIN, an international organisation based in Spain for outstanding professional contribution.

1.3.5 The Sangeet Natak Akademi, continued its activities towards furtherance of the performing arts of India. It conducted four zonal theatre Festivals in North, East, West and South Zones of the country, besides launching a support programme for Koodiyattam. The Sahitya Akademi which strives for development of Indian letters and promoting high literary standards, published 68 books, including reprints in various Indian languages during the year. The Anthology of Modern School of Drama conducted 14 theatre Workshops at various places of the country during the year.

1.3.6 Culture in the international spheres was also to the fore during the year. In the field of international cultural relations, the Department expanded the base of cooperation through Cultural Agreements and Cultural Exchange Programmes. The Festival of China in India was also inaugurated during the year by the Hon'ble Vice President of India and the Hon'ble Vice Minister, Ministry of Culture of the Peoples Republic of China, at Delhi. This one month long festival was organised in seven cities of India during December 1992/January 1993 consisting of Exhibition of Chinese Paintings, Performing Arts, Seminar on India and China facing 21st Century, Talks in Chinese Culture etc.

#### **DEPARTMENT OF YOUTH AFFAIRS AND SPORTS**

1.4.1 Youth is the most vital resource of the nation on whom both the present and the future of the country depend. A number of schemes of youth development are being implemented by the Department of Youth Affairs and Sports. While the old schemes like National Service Scheme (NSS), Training of Youth, Youth Clubs, Exhibitions for Youth, Youth Hostels, National Youth Awards, Nehru Yuva Kendra Sangathan etc. have been continued and strengthened, many new initiatives have been taken during the

year to give a new thrust to the youth programmes for channelising the abundant energy of the youth in a constructive way. Important few are enumerated below :-

1.4.2 National Institute of Youth Development is being established as an apex Institution and resource centre for providing training, research, documentation and extension services on subjects related to Youth. The project is estimated to cost Rs.4.19 crores during the VIII plan period.

1.4.3 With a view to recognising the contribution of youth clubs and motivating them into more active participation in nation building endeavours, a new scheme for giving recognition to outstanding Youth Clubs has been introduced. This scheme envisages besides the District and State level Awards, 3 national level awards also valued at Rs.25,000/-, Rs.50,000/- and Rs.1,00,000/-.

1.4.4 A new scheme for giving recognition to outstanding Nehru Yuva Kendras has been introduced. This carries a National Award of Rs.1,00,000 every year besides the Regional Awards. The Award money given to the Kendra will be utilised for further developmental activities of the Kendras.

1.4.5 In order to promote inter-community, inter-faith and mutual goodwill, Sadbhavana Diwas was celebrated throughout the country on 20th August, 1992. Thousands of youth participated in these programmes organised in different parts of the country. The main function was organised at the Indira Gandhi Stadium where the Hon'ble Prime Minister was the chief guest. A Sadbhavana Essay Competition was also organised for school and college students and Awards were presented to the winners at this function. On the basis of the experience gained, the existing National Integration Scheme is being suitably modified to make it more meaningful and participative.

1.4.6 Other schemes like Adventure Programmes, Scouts and Guides Movement, Training of Youth, United Nations Volunteers Programmes, Commonwealth Youth Programme etc. were also continued and implemented vigorously. Some of these schemes are being improved further to make them more relevant.

1.4.7 The National Service Scheme (NSS) is one of the largest student youth programmes for community service and personality development of student youth. During the year, the volunteers of NSS engaged in Mass Literacy Campaign, Ecological and Wasteland Development, Improvement of Environment, tree plantation, Campaigns against social evils, Peace Marches for Communal Harmony, National Integration Camps, Health Education, etc. Their major health related programmes have been directed towards sensitising the student youth and the academic community about HIV/AIDS under the programme called Universities Talks AIDS. In order to recognise the outstanding contributions of the NSS, it has been proposed to institute a National NSS Awards at various levels.

1.4.8 Sports and Games : India has a long tradition for sports and physical fitness. High recognition to this subject was accorded when a separate Department of Sports was created in 1982 prior to the commencement of the 9th Asian Games. Subsequently, the first ever National Sports Policy was announced in 1984. Recently, a fresh Programme of Action for implementation of this policy was laid before the Parliament in its Monsoon Session. The highlights of this programme include :-

- i) Introduction of Sports and Physical Education as a compulsory subject in the Schools and Colleges.
- ii) Arranging systematic media exposure to sports and games so that sports consciousness could be increased and greater participation in Games and Sports secured.. This will also give a new impetus to the competitive spirit of our sportsmen.
- iii) New programmes are being devised to utilise the resources and vitality of the private sector for promotion of sports and games and to enlist their cooperation *inter-alia* for creation of sports infrastructure as well.

As a further attempt to give a new thrust to the sports activities, a Committee was constituted for reviewing all the existing Sports Schemes and to suggest measures for making them more effective. This Committee was chaired by Shri M.M.. Rajendran, the then Secretary of the Department and its report was presented to the then Minister of State Km. Mamta Banerjee on 29th May, 1992. The Committee has made a number of recommendations and action thereon is in progress. One of the major recommendations is related to giving preference to sports persons in matters of admission to Educational Institutions and recruitment to public services.

1.4.9 Fifteen priority sports disciplines in which the country has good prospects at the 1994 Asian Games or which are considered to be mother disciplines have been identified. These are the following :-

- 1) Rowing
- 2) Yachting
- 3) Weightlifting
- 4) Wrestling
- 5) Kabaddi
- 6) Badminton
- 7) Shooting
- 8) Hockey (Men)
- 9) Volleyball
- 10) Table Tennis
- 11) Equestrian
- 12) Boxing
- 13) Archery



- 14) Athletics
- 15) Swimming

1.4.10 Long term Development Programme for the 1994 Asian Games are being finalised. A high level meeting under the Chairmanship of Prime Minister was held on 30th October, 1992 to consider plans for improvement of sports in India. This was attended by the Deputy Chairman (Planning Commission) also. Accordingly, necessary Action Plans for medium and long term development of Sports in the country are being prepared.

#### **DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT**

1.5.1 The Development of women and children constitutes an essential component in the country's total human resource development effort. The government is, therefore, committed to the development, welfare and protection of these two vulnerable sections of the population. The Department of Women and Child Development which is the nodal Department in the Government of India for women and children, continued its efforts during the year through a combination of programmes, advocacy and inter-sectoral monitoring.

1.5.2 The strategy in the sphere of women's development comprised awareness generation in order to bring about changes in societal attitudes towards women; empowerment of women through education, training and employment support; programmes to provide support services to women through creches, working women's hostels etc; and legal safeguards for women. The National Commission for Women was set up to investigate and examine all matters relating to constitutional and legal protections available for women, to review the existing legislation and suggest amendments wherever necessary. The decade 1990-2000 A.D. is being observed as the SAARC Decade of the Girl Child. A comprehensive National Plan of Action for the Girl Child has been drawn up for the observance of this Decade. Gender sensitization campaigns for administrators, policy makers, planners and police personnel, the drawing up of a Legal Literacy manual entitled "Our Laws", various employment generation programmes in traditional and non-traditional sectors, articulating gender considerations in various beneficiary oriented schemes relating to women are some of the highlights of the Women's Bureau of this Department during the year.

1.5.3 The cornerstone of the Department's efforts in the sphere of child development is the Integrated Child Development Services Programmes (ICDS) which is today the world's largest integrated nutrition programme for children. The programme seeks to provide an integrated package of services comprising supplementary nutrition, health check-up, referral services, immunisation, growth monitoring to the children of the age group of 0-6 years and lactating and expectant mothers and pre-school education for the children of the age group 3-6 years and nutrition and health education to women. Presently, there are

2765 sanctioned ICDS projects in the country covering 153.00 lakh children and 30.08 lakh mothers. For the first time an intervention for school drop out adolescent girls in the age group of 11-18 years has been institutionalised through the ICDS Scheme. This intervention provides nutrition and health cover, awareness generation, functional literacy, nutrition and health education, instructions on safe motherhood and facts of life, improvement of home based skills and recreational services for adolescent girls. These are provided either at the anganwadis through a six month period of training and hands-on-experience or through a set of Balika Mandals established in the better functioning anganwadis and run during late afternoon hours. Presently the Adolescent Girls Scheme has been extended to 507 blocks and is likely to benefit 4.5 lakh children when fully operationalised.

1.5.4 The ICDS has also mobilised considerable international assistance. The most noteworthy in this respect is the World Bank assisted ICDS programme which includes certain innovative components such as Adolescent Girls Scheme Women's Integrated Learning for Life (WILLS), nutrition rehabilitation centres and employment generation for women in the States of Orissa and Andhra Pradesh. It is to the extent of Rs.303 crores spread over 6 years from 1990-91 in 301 blocks. Similarly, a World Bank assisted Tamil Nadu Integrated Nutrition Project-II is under execution in Tamil Nadu at a cost of Rs.321.36 crores in 316 blocks.

1.5.5 India reaffirmed its commitment to the cause of children in keeping with the pledges of the World Summit for Children, to which India is a signatory, by drawing up for implementation a decadal National Plan of Action for Children. This Plan identifies quantifiable targets to be achieved by 2000 A.D. in the sphere of children's health nutrition education and related areas.

## **2 Overview**

## 2 OVERVIEW

### **Allocation of Funds and their use**

2.1.0 A budget provision of Rs.1725.17 crore was made for Education in the Central Sector during the year 1992-93. Out of this Rs.773.87 crores was under Non-plan and Rs.951.30 crore under Plan.

### **Review of NPE**

2.2.1 A review of NPE, 1986 was conducted during 1990-92. The Central Advisory Board of Education (CABE) in its 47th meeting held on 5-6 May, 1992 considered the report of the CABE Committee on Policy set up to make an in-depth study of the Report of the Committee for Review of NPE, 1986. While broadly endorsing the Policy, it recommended certain modifications in the light of developments during the last few years and the experience gained in the implementation of the Policy. The revised Policy Formulations containing these modifications recommended by the CABE were tabled in the Parliament on 7th May, 1992.

### **Revision of POA**

2.2.2 Following the adoption of the Revised Policy Formulations in May 1992, a revised Programme of Action (POA) was prepared. The POA 1992 was tabled in the Parliament on 19th August, 1992.

2.2.3 The POA, 1992 envisages preparation of State Programme of Action. In order to facilitate State POAs, the Ministry organised four regional workshops for the Northern, Western, Southern and Eastern Regions at New Delhi, Bangalore and Calcutta on 29-30 October, 1992, 20-21 January, 28-29 January and 17-18 February, 1993.

### **Elementary Education**

2.3.1 In the field of Elementary Education, which is the core sector in educational development, the emphasis was no longer on enrolment alone; participation and achievement have begun to be emphasised. The revised policy identifies achievement of essential levels of learning as one of the thrust areas. Taking a realistic view of the enormous task of achieving UEE in its entirety, the revised policy formulations envisage that the goal of UEE would be achieved before we enter the 21st century. As laid down in the Programme of Action, 1992, discussions and consultations were initiated during the year to work out the modalities of launching of a National Mission for achievement of this goal.

2.3.2 The minimum levels of learning laid down at the primary stage were introduced in about 2,300 schools, under 18 Experimental Projects. Action was initiated to set up a

Committee for laying down minimum levels of learning at the upper primary stage. The principal achievements so far under the major programmes of Operation Blackboard, Non-Formal Education and Teacher Education were:

Coverage of Blocks under the scheme of Operation Blackboard	:	5848
Number of Schools covered	:	4,71,000
Number of additional posts sanctioned	:	1,35,000
Number of non-formal education Centres	:	2,72,000
Number of Teacher Education institutions sanctioned (District Institutes of Education and Training, Colleges of Teacher Education and Institutes of Advanced Study in Education)	:	350

## **Secondary Education**

2.4.1 Under the scheme of vocationalisation of secondary education, the emphasis is on consolidation and strengthening of the programme. Action was initiated for the revision of the scheme and setting up of a Central Institute of Vocational Education as an apex R & D organisation to provide academic and technical support. Considerable stress was laid on practical training and it had been possible to include 40 more vocational subjects under the apprentice scheme. A computerised management information system was developed for regular flow of information.

2.4.2 Under the National Population Education Project - activities during the VIII Plan period will be substantially and systematically directed towards the non-formal sector. For this purpose a different strategy for curriculum-development and orientation for the functionaries of non-formal education system will be adopted. The project-activities in the non-formal sector will be coordinated effectively with the voluntary agencies and Panchayati Raj Institutions.

2.4.3 The Central sector "Scheme of Assistance to Agencies for Strengthening Culture/Art/Values in Education for Assistance to Educational Institutions Implementing Innovative Programmes" has been reformulated to make it more purposeful. The reformulated scheme with a new title 'Assistance for Strengthening Culture and Values in Education' has been approved for launching during the VIII Plan period. It has a new additional component of strengthening the in-service training of art, craft, music and dance teachers.

2.4.4 The centrally sponsored scheme of integrated education for disabled children, which is in operation since 1974, seeks to integrate in common schools the children with physical and intellectual disabilities within the purview of equal educational opportunities by provision of specific needs, such as, aids, equipment and special teacher support under pragmatic placement principle. The scheme, which had a modest coverage of 2,500 disabled children in 1982-83, has picked up the tempo over the years to 30,000 by 1990-91. The scheme has been revised for implementation during the VIII Plan and is expected to accelerate the coverage in the near future.

### **Adult Literacy**

2.5.0 The Total Literacy Campaigns (TLCs) have extended their outreach to 179 districts. In the process, they have created a large number of neo-literates who are steadily reaching to higher competencies. They have also resulted in setting up of Village Education Committees and have thereby created a delivery mechanism which can be used to deliver messages relating to national concerns and development programmes. The creative forces thrown up as a result of large number of neo-literates emerging from TLC is sought to be consolidated, harnessed and transformed into enhanced learning competencies and skill development through Post Literacy Campaigns (PLCs). Twenty-seven PLCs covering more than 12 million neo-literates have already been launched. The year saw a consolidation of Total Literacy Campaigns and a steady focus on the Post Literacy Campaigns. The TLCs for the third year in succession attracted international recognition by the award of the prestigious King Sejong Prize of UNESCO to the Puduvai Arivoli Iyakkam of Pondicherry for literacy and post-literacy campaigns. The Bharat Jan Gyan Vigyan Jatha-II was launched in some of the northern States for regenerating an environment conducive for literacy.

### **Technical Education**

2.6.0 Some of the significant initiatives in the field of Technical Education are as under :-

- i) Under the programme of modernisation and removal of obsolescence in technical education, 337 projects were supported with financial assistance amounting to Rs. 30.00 crore.
- ii) The second phase of the Technician Education Project with World Bank assistance was approved to cover eight more States and the Union Territory of Delhi. With this, the Project covers sixteen States and one Union Territory with an outlay of approximately Rs. 1650 crore including World Bank Credit assistance of US \$ 517 million approximately. Both the phases of the Project are now under implementation.

- iii) The number of Community Polytechnics for meeting the needs of rural sector rose to 171. These institutions would train on an average over 25,000 rural youth every year.
- iv) The Boards of Apprenticeship Training facilitated training of over 21,320 students.
- v) During the year, All India Council for Technical Education approved 48 new institutions and 217 new programmes to be introduced in the technical and management institutions.

## **University and Higher Education**

2.7.1 There has been a steady growth of higher education system in the country since independence. The number of universities has increased from 25 at the time of independence to 201 (including 31 deemed universities), and the number of colleges from 700 to nearly 7,000 at the beginning of the Eighth Plan. Enrolment in the Faculty of Arts constituted 40.4% of the total enrolment. In the faculties of Science and Commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree level was 40.6 lakh (88.1%) at the postgraduate level 4.38 lakh (9.5%); at the research level 0.51 lakh (1.1%); and at the diploma and certificate level 0.60 lakh (1.3%). About 10 per cent of the total enrolment was SCs and STs.

2.7.2 There has been a perceptible change in the trend in the growth of student enrolment during 1980s. While student enrolment increased by over 5% average each year upto 1985-86,, the annual growth of student enrolment from 1986-87 has been between 4.1% and 4.2% each year. It is estimated that if this rate of growth continues, the total enrolment at the end of the Eighth Five Year Plan should be around 60 lakhs students.

2.7.3 The faculty-wise break-up of students shows that nearly 40% of students were enrolled in Arts and Humanities, 22% in Commerce, 20% in Science, 5% in Engineering and Technology, 5% in Law, 3.4% in Medicine and 1% in Agriculture. While there is a steady increase in the number of students enrolled in each faculty, the percentage of enrolment for each faculty in the total enrolment has remained steady during the Seventh Plan.

2.7.4 The enrolment in correspondence courses and open universities at the end of the Seventh Plan was approximately 50 lakhs students. There has been considerable enthusiasm for distance education system in the last 2-3 years. Indira Gandhi National Open University (IGNOU) has enrolled more than one lakh students. One of the thrust areas during the Eighth Plan period would be to achieve additional enrolment of one million students in open universities and distance education institutions.

## **International Cooperation**

2.8.1 An important legacy of the World Conference on Education for All, held in March, 1990, at Jomtien, Thailand, has been the keen interest among donor agencies to support basic education. To harness this interest the Department of Education has been developing basic projects in educationally backward States and eliciting funding from bi-lateral and multi-lateral agencies. Two such Projects have been already begun -- the Bihar Education Project with UNICEF assistance (1991) and the Lok Jumbish Project in Rajasthan (1992) with SIDA assistance. The UP Education Project is in the process of appraisal and is expected to be cleared by the World Bank in its fiscal year early June, 1993. UNDP and Germany are assisting the development of a project in South Orissa. The European Community evinced interest in funding a project in MP as early as December, 1990. A project document has been prepared and revised a couple of times, in the light of suggestions from the EC delegations from Brussels which visited India. Even prior to the Conference, the Overseas Development Agency of United Kingdom (ODA) had begun supporting a Primary Education Project covering the whole of Andhra Pradesh.

2.8.2 Indian National Commission for Co-operation with (INC) UNESCO with its Secretariat in the Department of Education has been contributing significantly to UNESCO's work particularly in the formulation and execution of its programmes. INC continued to provide effective intellectual inputs in UNESCO's regional programmes.

2.8.3 A six member Indian Delegation led by the Minister of Human Resource Development participated in the 43rd Session of the International Conference on Education held in Geneva from 14 to 19 September, 1992. A Delegation led by the Minister of Human Resource Development visited China in November, 1992. During the visit the Delegation had inter-action with the counterpart agencies in the field of education.

2.8.4 Measures were taken to strengthen external academic relations by close monitoring of the implementation of the education component of more than 60 bilateral Cultural Exchange Programmes and other collaborative arrangements.

2.8.5 Unesco awarded the King Sejong Literacy Prize to the Pudevai Arivoli Iyakkam (Movement for Light of Knowledge) of Pondicherry for having meticulously planned and conducted literacy and post literacy campaigns in Pondicherry.

## **Language Development**

2.9.1 Government of India has rendered to State Governments the financial assistance to meet the salary part of 1090 posts (upto January, 1993) of Hindi teachers in Non-Hindi speaking States. Thirty-five Hindi Teachers Training Colleges were supported. These institutions have provided training to about 1360 trainees.



2.9.2 The Central Hindi Directorate has offered correspondence courses for teaching Hindi in regional languages to about 14,674 persons.

2.9.3 The Central Institute of Indian Languages, Mysore continued its programme of training of teachers from Hindi speaking areas in Modern Indian Languages.

2.9.4 The Central Institute of English and Foreign Languages (CIEFL), Hyderabad played an effective role in coordinating the activities of the English Language Teaching Institutions. CIEFL also monitored the schemes of Saturation Training of English Language Teachers through district centres.

2.9.5 A Committee on the Establishment of Urdu University was constituted in September, 1992 to consider in detail all aspects of the proposed university and make suitable recommendations in this regard to the Government.

2.9.6 A committee on the International Hindi University was constituted in July 1992 to advise the Government on setting up the proposed International Hindi University in the country.

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

2.10.0 Thrust continued on removal of disparities and equalisation of educational opportunities to Scheduled Castes and Scheduled Tribes.

#### **Education for Women's Equality**

2.11.0 All out efforts made for improving girls'/women' participation in education, especially in higher education and science and technical streams. The programme of Mahila Samakhya is under implementation in the States of Gujarat, Karnataka, Uttar Pradesh and Andhra Pradesh.

#### **Resources for Education**

2.12.0 The Gross Domestic Product (GDP) at current prices for the year 1990-91 is estimated to be Rs.472660 crore. The budget of the Education Departments in the Centre and the States/UTs for the same year i.e. 1990-91 was Rs.16,362.22 crores. This investment is of the order of 3.5% of the GDP.

### **3 Administration**

### Organisational Structure

3.1.0 The Department of Education, one of the constituents of the Ministry of Human Resource Development, is under the overall charge of Minister of Human Resource Development. He is assisted by the Deputy Minister for Education and Culture. The secretariat of the Department is headed by the Secretary who is assisted by an Additional Secretary and an Educational Adviser (Technical). The Department is organised into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser assisted by Divisional Heads. The set-up of the Department is shown in the organisation chart appended to this report.

### Subordinate Offices/Autonomous Organisations

3.2.1 Over the years, a number of subordinate offices and autonomous organisations have come up under the Department. The important subordinate offices are:-

- The Directorate of Adult Education (DAE)
- The Central Hindi Directorate (CHD)
- The Commission for Scientific and Technical Terminology (CSTT)
- The Bureau for Promotion of Urdu (BPU)
- The Central Institute of Indian Languages (CIIL)

3.2.2. The important autonomous organisations are :

- The National Council of Educational Research and Training (NCERT), New Delhi, a national level resource institution operating in the school sector.
- The National Institute of Educational Planning and Administration (NIEPA), New Delhi, another national level resource institution, specialising in problems of educational management.
- The University Grants Commission (UGC) New Delhi, which coordinates and sets standards in the area of higher education.
- The All India Council for Technical Education (AICTE), New Delhi, which coordinates and sets standards in the area of technical education.

- The following institutions are engaged in higher educational research.
  - \* Indian Institute of Advanced Study (IIAS), Shimla.
  - \* Indian Council of Social Science Research (ICSSR), New Delhi.
  - \* Indian Council of Historical Research (ICHR), New Delhi.
  - \* Indian Council of Philosophical Research, (ICPR), New Delhi.

*Central Universities:*

- \* Aligarh Muslim University (AMU), Aligarh.
  - \* Banaras Hindu University (BHU), Banaras.
  - \* University of Delhi, Delhi.
  - \* University of Hyderabad, Hyderabad.
  - \* Jamia Millia Islamia, Delhi.
  - \* Jawaharlal Nehru University (JNU), Delhi.
  - \* North Eastern Hill University (NEHU), Shillong.
  - \* Pondicherry University, Pondicherry.
  - \* Viswa Bharati University.
- The Kendriya Hindi Sansthan (KHS), Agra, which propagates Hindi in India and abroad.
  - The Rashtriya Sanskrit Sansthan, New Delhi, engaged in promotion and development of and research (from school to higher education level) in Sanskrit; it is an examining body too.
  - The Kendriya Vidyalaya Sangathan (KVS), New Delhi, running schools for the benefit of the children of transferable Government employees.
  - The Navodaya Vidyalaya Samiti, New Delhi, running schools for the benefit of talented rural children.
  - The Central Board of Secondary Education (CBSE) New Delhi, which affiliates Schools and conducts examinations.
  - The National Book Trust, New Delhi.

- In the area of Technical Education:-
  - \* Indian Institute of Science, Bangalore.
  - \* Indian School of Mines, Dhanbad.
  - \* National Institute of Training in Industrial Engineering, Bombay.
  - \* National Institute of Foundry and Forge Technology, Ranchi.
  - \* School of Planning and Architecture, New Delhi.
  - \* Administrative Staff College of India, Hyderabad.
  - \* Indian Institutes of Management (IIMs) at Ahmedabad, Bangalore, Calcutta and Lucknow.
  - \* Technical Teacher Training Institutes at Bhopal, Calcutta, Chandigarh and Madras.
  - \* Indian Institutes of Technology (IITs) at Bombay, Delhi, Kanpur, Kharagpur and Madras.
  - \* Regional Engineering Colleges (Seventeen in number).
- The National Institute of Adult Education (NIAE).

3.2.3 While UGC, Central Universities and institutes like IITs were set up by Acts of Parliament, the other autonomous organisations were registered under the Societies Registration Act.

### **Functions**

3.3.0 Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union Government and the States. The NPE states:

*"While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country."*

The Department has been striving to fulfil the role perceived by the NPE and has been closely interacting with States and Union Territories.

### **Vigilance Activities**

3.4.1 Sustained efforts were made to tone-up the administration and to maintain discipline amongst staff of the Department both at the headquarters and in the subordinate offices. Disciplinary proceedings against five officials were concluded and appropriate orders were passed in each case. Besides, disciplinary proceedings against four officials were initiated and disciplinary proceedings against six officials (including four gazetted officers) initiated earlier were in progress. Seven complaints pertaining to this Department (including four against gazetted officers) were processed for preliminary enquiry. Under preventive vigilance, an action plan was drawn up and surprise vigilance inspections of certain sections and subordinate offices were conducted.

3.4.2 Of the fifty-seven autonomous organisations/public sector undertakings, linked with the Department of Education, forty-eight have so far accepted the Central Vigilance Commission's advisory jurisdiction. Of them, twenty-four organisations have appointed Chief Vigilance Officers with the approval of the Central Vigilance Commission. Twenty organisations have also created public grievance redressal machinery and designated Grievance Officers for redress of public grievances.

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

### **Progressive Use of Hindi in Official Work**

3.5.1 The Department of Education, the largest Department in the Ministry of Human Resource Development consists of 100 sections, 10 subordinate offices, one public sector undertaking and 75 autonomous organisations spread over throughout the country. During the year under review, the Annual Programme for the Implementation of the Official Language Policy of the Government of India for the year 1992-93 received from the Department of Official Language (Ministry of Home Affairs) was circulated in this Department, its subordinate offices and autonomous organisations with the request that concerted efforts may be made to achieve the targets laid down therein and also to review the progress in this regard in the meetings of the Departmental Official Language Implementation Committees (OLICs) of various offices/organisations under this department. Besides this, the position of compliance of Official Languages Act and the rules and various administrative instructions issued thereunder, was monitored through Quarterly Progress Reports and remedial measures suggested, wherever necessary.

3.5.2 During the year under report, one meeting of the OLIC of the Department of Education was held and more meetings thereof are proposed to be convened during the remaining period of the year. Apart from this, OLICs also exist in various subordinate offices and autonomous organisations of the Department. The officers of the Official Language Unit of the Department attended these meetings and discussed various measures to increase the progressive use of Hindi in those offices.

3.5.3 Hindi Workshops are also proposed to be conducted to impart practical experience of working in Hindi.

3.5.4 Seventy-three employees were nominated for training in various courses under the Hindi Teaching Scheme of the Department of Official Language, viz., Hindi Typing, Hindi Stenography and Hindi Prabodh/Praveen and Pragya courses.

3.5.5 The Committee of Parliament on Official Language visited and inspected various offices/organisations of this Department itself, i.e. Indian Institute of Management, Bangalore, Vishwa Bharati, Shantiniketan, Jawaharlal Nehru University, New Delhi, University of Hyderabad, Hyderabad, Central Board of Secondary Education, New Delhi and Indian Institute of Technology, New Delhi, etc. The officers of the department concerned with the Official Language Implementation Work represented the Department during these inspections. The Committee, during inspection of this Department on 23rd September 1992, while appreciating the magnitude of work being done by this Department in view of large number of offices/organisations, also pointed that the monitoring of implementation work of these offices/organisations, needs to be strengthened.

3.5.6 Hindi Day/Hindi Week was celebrated in the Department from 14th to 18th September, 1992. On this occasion, a message from Hon'ble Union Minister for Human Resource Development, Shri Arjun Singh and appeal from Hon'ble Deputy Minister for Education and Culture, Kum. Shelja and instructions from Education Secretary S.V. Giri were issued urging greater use of Hindi in official work. Competitions in Hindi Typing, Hindi Stenography and Hindi Essay Writing were also held and the employees securing First, Second and Third positions were given cash awards of Rs.500/-, Rs.300/- and Rs.200/- respectively.

3.5.7 Hindi Salahkar Samiti of the Department is being reconstituted and nominations of Members of Parliament from the Ministry of Parliamentary Affairs are being obtained.

3.5.8 During the period under report, 24 offices, wherein more than 80 per cent of the staff had acquired working knowledge of Hindi, were notified under rule 10(4) of Official Languages Rules, 1976.

3.5.9 Thus, the Department of Education is constantly engaged in maximising the use of Hindi in the Department as well as in its offices/organisations to secure greater compliance of

Official Languages Act and Rules.

### Publications

3.6.0 The Publication Unit brought out fourteen publications in English including bilingual (English and Hindi) upto December 1992. The Unit continued to handle the work of authentication of original educational certificates of Indians going abroad and foreign students studying in India.

### Deputations/Delegations Abroad

3.7.0 The number of deputations/delegations of Government officials and non-officials sent abroad during the year 1992-93 and the foreign exchange incurred thereon is presented in the Table below:

No. of Delegations/ Deputations	No. of persons included in the delegations/ deputations	Foreign Exchange Component (Estimated in Rs.)
24	35	Rs.10,62,281

### Budget Estimates

3.8.0 The budget provisions for 1992-93 and 1993-94 in respect of Department of Education are as under:-

Particulars	[Rs. in Crore]		
	BE 1992-93	RE 1992-93	BE 1993-94
<u>Demand No.47</u>			
Department of Education	1725.17	1824.17	2149.31

Provision for:

Secretariat for the Department including the Pay and Accounts Offices, Hospitality and Entertainment. General Education, other revenue expenditure of the Department including provisions for grants-in-aid to States/UTs on Central/Centrally Sponsored Schemes (Plan) and also provision for loans for Central and Centrally Sponsored Schemes.



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

3.9.1 The Training Cell in the Department has been functioning with the objective of improving knowledge, attitudes and behavioural skills of officers and staff working in the Department.

3.9.2 During 1992-93, as many as 21 officers were deputed for various training programmes/courses in India while two officers were deputed for training abroad. Besides, officers belonging to the IAS are also deputed for compulsory one-week/three week training programmes organised by the Department of Personnel and Training.

3.9.3 Keeping in view the need to develop a proper strategy for the training of the officers/staff of the Department of Education, during 1992-93 Professor Vinayshil Gantam, Head, Centre for Management Studies, Indian Institute of Technology, Delhi had been assigned a consultancy to develop course content for the training of officers/staff of the Department.

## **4 Education for Women's Equality**

## 4 EDUCATION FOR WOMEN'S EQUALITY

4.1.1 The NPE and POA commit the entire educational system to work for women's equality and empowerment. The modified National Policy on Education (NPE), 1986 and its Programme of Action (POA) give high priority to the education of women, being a factor of the equity package. Besides, this issue is also of economic importance. Education is a major factor in developing and thereby optimising the contribution of this large segment of society towards socio-economic development. The POA, 1992 has identified a number of specific programmes in this area keeping in view the experience in implementing the previous POA.

4.1.2 Significance has been greatly attached to actually operationalising the NPE's Programme of Action and in a series of regional meetings with the State Governments, a special review of gender issues in education was undertaken. At the same time it was emphasized to the States, that gender concerns must be built into all educational processes. A monitoring committee for women's/girls' education at the Ministry of Human Resource Development level monitors the indicators of gender concerns in all policy and projects. The state governments have been advised to set up similar monitoring committees at the State Secretaries' level to ensure that this perspective is incorporated and implemented in the education system. Emphasis has been laid on enrolment and retention of the girl child in formal and non-formal schooling; recruitment of rural women teachers and removal of gender bias in the curriculum.

4.1.3 A heartening feature of the decadal census figures of 1991 is the improvement in the literacy rate of women compared to that of men. As per these figures 39.4% of women are literate compared to 29.8% in 1981. The literacy rate in case of females during 1981-91 increased by 9.6% points as compared to 7.5% in case of males. While these figures are still way behind the figures of men, the decadal growth rate of women literacy is higher than that of men.

4.1.4 The enrolment of girls as a ratio of total enrolment during 1991-92 is 39% at primary stage, 33% at middle stage, 28% at secondary and higher secondary stage and 23% at higher education stage.

4.1.5 Special provisions have been incorporated for the benefit of women under the existing schemes of the Department. Under the Operation Blackboard scheme, the revised policy formulations stipulate that at least 50% of teachers recruited in future should be women. Under the scheme of Operation Blackboard, Government of India have provided assistance since 1987-88 for creation of 1,22,890 posts of primary school teachers, mainly to be filled by women. According to the latest reports, 69,926 posts of teachers have been filled of which 57.39% are women teachers. A scheme of hostels for enabling girls to benefit from secondary education is being

operationalised.

4.1.6 Under the Ministry's scheme of NFE 90% assistance was given for NFE centres exclusively for girls. The cumulative number of NFE centres for girls is 82,000.

4.1.7 By conscious action, admission of girls to the extent of 28.44% in Navodaya Vidyalayas has been ensured. The total number of girls in these Vidyalayas is 22,222 as against total of 78,149 as on March 1992.

4.1.8 In the total literacy campaigns the theme of empowerment of women is receiving special focus. Since the female literacy rate in the country is strikingly lower than for men it happens that the women learners under TLCs outnumber male learners. The social awakening in terms of empowerment of hitherto deprived sections has been significant as evidenced by the movements in some of the districts for payment of fair wages for construction workers, sale of kharis directly to the workers, closure of liquor shops, and uniform increase in the demand for enrolment of children in all the campaign districts. This is mainly due to the literacy of women. In the adult education and post literacy education centres, special attention was given to enrolment of women.

4.1.9 There has been phenomenal expansion of educational opportunities for women in the field of higher education - both general and technical. Women education at the university and college levels has been diversified and reoriented in tune with the changing requirements of the society, industry and trade. The number of women enrolled in institutions of higher education increased from 40,000 in 1950-51 to about 14,37,000 in 1990-91 recording an increase of more than 36 times over the forty-year period. The number of women enrolled per hundred men enrolled during this period has gone up more than three times from 14 in 1950-51 to 48 in 1990-91. The enrolment of women as a percentage of total enrolment increased from 27.7 per cent in 1981-82 to 32.5 per cent in 1990-91.

4.1.10 The University Grants Commission has been providing financial assistance to universities for undertaking well-defined projects for research in women's studies and also for the development of curriculum at the undergraduate and postgraduate levels and relevant extension activities. The Commission has also created 40 positions of part-time research associateships for women candidates in Science and Humanities including Social Sciences and Engineering and Technology. Twenty-one research projects relating to the theme of women's studies were approved for assistance upto September, 1992. Also, the Standing Committee on Women's Studies, after examining various proposals, recommended assistance to 21 universities and 11 colleges/university departments for setting up women's studies centres and cells respectively.

4.1.11 Under the polyvalent adult education programme of

Shramik Vidyapeeths (SVP) during the calender year 1992 UNICEF has provided special assistance to 10 selected Shramik Vidyapeeths for conducting skill based literacy programme. One thousand women/girls are to be made literate by each SVP. By the middle of 1993, 10,000 women will not only be made literate but will also be empowered with skill in a popular trade.

4.1.12 A number of specific programmes were launched by the Department for women's education and empowerment. The Mahila Samakhya (Education for Women's Equality) was launched in April, 1989 with Dutch Assistance. This project was formulated in pursuance of the National Policy on Education, 1986. The constraints that have prevented women and girls from accessing educational inputs, is the main focus of the project. This project seeks to begin by addressing issues of self image and self confidence of women and societal perception about them. Mahila Samakhya Project presupposes that education can be a decisive intervention towards women's equality. Its overall goal is to create circumstances to enable women to better understand their predicament, to move from a state of abject disempowerment towards a situation in which they can determine their own lives and influence their environment, and simultaneously create for themselves and their family and educational opportunity which serves the process of development. The Mahila Samakhya component is being made part of the strategy for women's education in UP Basic Education Project and Bihar Education Project.

4.1.13 The programme covers 10 districts in Uttar Pradesh, Karnataka and Gujarat. During the Eighth Plan period it is being expanded to another 10 districts as well as three districts in Andhra Pradesh. Encouraged by the success of the Mahila Samakhya strategy, it is being incorporated in several other basic education projects in the country.

4.1.14 The POA, 1992 provides for the establishment of a women cell for monitoring the programmes for education in the Department. A Cell has already been set up in the Planning bureau of the Department for this purpose.

4.1.15 POA, 1992 also provides for a high level Inter-Ministerial Committee for Women's Education in the Department of Education, Ministry of Human Resource Development to, review the implementation of POA; advise the government on policies and programmes related to girls' education and to acclerate planning mechanism to ensure provision of essential support services that will enhance girls' and women's participation in education. Such a Committee has been duly constituted and the States have been requested to set up similar committees.

4.1.16 The NCERT has conducted special programmes on women's education. A study on 'Factors for Continuance and Discontinuance of Girls in Elementary Schooling' has been completed in the NCERT. The Council has initiated a major integrated multi-level research-cum-training project in Haryana where 300 educational personnel will be oriented on

universalisation of primary education among girls and disadvantaged groups in rural and remote areas. Guidelines for removal of sex bias from textbooks, handbooks for teachers for promoting equality between sexes and a training manual on women's education, are being developed. A programme was also organised by the Council in collaboration with Howrah Teachers Forum to prepare a set of guidelines for universalisation of Primary Education for rural girls. Three gender sensitization workshops for teacher educators and educational administrators were conducted, two for Delhi and one for West Bengal on request.

4.1.17 Concretely, an attempt would be made to operationalize the POA, 1992 on the following lines :-

- i) A nation wide gender sensitization programme will be undertaken to cover a large number of educational personnel to include educational administrators, teachers and teacher educators. Complementary to this strategy, would be media campaigns and parental awareness programmes for generating a positive climate for girls' education. Mobilisation of women's groups would be intensified around basic issues of women's empowerment and girls' education.
- ii) All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, DAE, SRCs, DIETs, SCERTs and the university system. Innovative training programmes will be designed with the assistance of concerned organisations and women's groups.
- iii) The NCERT would undertake a study of problems of recruitment and posting of women teachers in rural areas to identify the bottlenecks and workable solutions.
- iv) Steps would be taken to enhance access of girls to vocational, technical and professional education at all levels, breaking gender stereotypes.
- v) Stress would be laid on convergence of schemes and programmes of various departments for creating supportive services that will release girls for education. Active cooperation of the Department of Women and Child Development and of State Governments be sought.
- vi) Legal literacy materials developed by Department of Women and Child Development will be disseminated far and wide so that these become part of the school curriculum, literacy campaigns and women's mobilisation. Media support would be sought especially from the Ministry of Information and Broadcasting.

- vii) Distance education will be enhanced to increase girl's access to middle and secondary education. The National Open School has been able to draw girls into distance education and this linkage will be increased to support more middle school girls into education.
- viii) Accent will be on promoting and documenting innovative programmes on women's education.

## **5 Elementary Education**



### Universalisation of Elementary Education (UEE)

5.1.1 Provision of free and compulsory education to all children until they complete the age of 14 years is a Directive Principle of the Constitution of India. Since 1950 determined efforts have been made towards the achievement of this goal. Over the years there has been a very impressive increase in the number and spread of institutions as well as enrolment.

5.1.2 The National Policy on Education (NPE), 1986, and its Programme of Action (POA) gave unqualified priority to UEE and introduced many innovations. First, the emphasis was shifted from enrolment *per se* to enrolment as well as retention. Secondly, the NPE, 1986 sought to adopt an array of meticulously formulated strategies based on micro-planning, to ensure children's retention at school. Thirdly, the NPE, 1986 recognised that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents. The Policy, therefore, called for a drive for a substantial improvement of primary schools and provision of support services. To this end, the scheme of Operation Blackboard was conceived. Fourthly, the NPE, 1986 commended the adoption, at the primary stage, of a child-centred and activity-based process of learning. Fifthly, the NPE, 1986 and its POA postulated a large programme of restructuring of teacher education. The NPE, 1986 also sought to address the most difficult aspect of access, viz., access to education of millions of girls and working children. A large and systematic programme of Non-Formal Education (NFE) was introduced as an integral component of the strategy to achieve UEE.

5.1.3 A positive externality of the Total Literacy Campaigns, has been that in many districts covered by the campaign there has been an upsurge in the demand for primary education. This has confirmed the need to pay more attention to the "demand side" in strategies for achieving UEE and highlighted the need for a disaggregated approach to the problem of UEE.

5.1.4 Significant developments have taken place in the area of learner achievement. The NPE, 1986 provided for laying down Minimum Levels of Learning (MLL). MLL have been laid down for the primary stage with the intention of reducing the curriculum load and making it more relevant and functional for those children who have no support for learning at home or outside the school. It is now acknowledged that UEE cannot be accepted as having been achieved unless children passing out of school acquire MLL; achievement has come to be assigned equal importance alongwith access and retention.

5.1.5 Another important development was the World Conference on Education for All (EFA) held in March 1990, in Jomtien,

Thailand. In order to harness increased donor interest in the basic education, as a result of the Conference, it was decided to formulate comprehensive basic education projects in educationally backward States. EFA Projects have been taken up in Bihar and Rajasthan with external assistance.

5.1.6 The NPE, 1986 was reviewed during 1990-92 and certain modifications necessitated by the developments since its adoption were effected. The Revised Policy Formulations (RPF) brought about following modifications :

- i) Achieving essential levels of learning has been specifically incorporated as one of the thrust areas.
- ii) Scope of Operation Blackboard (OB) was enlarged to provide three reasonably large rooms and three teachers in every primary school; it was also decided to extend OB to the upper primary stage.
- iii) It was specifically laid down that at least 50 per cent of the teachers recruited in future should be women.
- iv) Taking a realistic view of the enormous task of achieving UEE in its entirety (access, retention as well as achievement), the RPF envisage that free and compulsory education of satisfactory quality should be provided to all children upto 14 years of age before the commencement of the twenty-first century.
- v) Taking note of the effectiveness of the Mission mode in social sectors, particularly literacy, the RPF envisage launching of a national mission to ensure the achievement of UEE by the year 2000.

5.1.7 In the Eighth Plan the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. The attempt would be to prepare district-specific, population-specific plans for UEE within the broad strategy frame of Microplanning through people's participation and introduction of Minimum Levels of Learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement. The Department of Education is formulating an IDA assisted project for funding district primary education projects on these lines with preference being given to educationally backward districts and districts where Total Literacy Campaigns have generated a demand.

5.1.8 Over the years, the Centre and the States have made considerable investments in promoting elementary education. The Fifth All India Educational Survey reflects that 94.06 per cent of the rural population was served with primary schools/sections within a walking distance of one kilometre and 85.39 per cent of them was served with middle school/section within a distance of

three kilometres. Furnished below is a Table which brings out the status of expansion of elementary education since 1950-51.

### Expansion of Elementary Education since 1950-51

	(Rs. in lakhs)	
	1950-51	1991-92
Number of primary schools	2.20	5.66
Number of middle schools	0.14	1.52
Enrolment in classes I to V	191.5	1015.8
of boys	137.7	592.2
of girls	53.8	423.6
Enrolment in Classes VI to VIII	31.3	344.5
of boys	25.9	214.5
of girls	5.4	130.0
Enrolment in Classes I to VIII	222.8	1360.3
of boys	163.6	806.7
of girls	59.2	553.6

5.1.9 Despite this level of expansion of education, vast ground is yet to be covered for fulfilling the constitutional mandate of UEE. Drop-out rates are significant: retention of children in schools is low : wastage is considerable (in 1987-88 drop-out rates were 46.97 in classes I to V and 62.29 in classes I to VIII). There are striking disparities in access to elementary education - disparities as between regions, rural and urban areas, boys and girls, the affluent and the deprived and the minorities and the others. The clientele to be serviced in the age-group of 5-14 is of the order of eighteen crores, constituting about twenty-seven per cent of the population, according to 1981 Census.

### Operation Blackboard

5.2.1 The scheme of Operation Blackboard was started in 1987-88 to bring about substantial improvement in facilities in primary schools with the aim of improving retention. It has three interdependent components, namely, provision of (i) a building comprising atleast two reasonably large all-weather rooms with a deep verandah and separate toilet facilities for boys and girls (ii) atleast two teachers in every school, as far as possible one of them a woman, and (iii) essential teaching-learning material including blackboards, maps, charts, toys and equipment for work experience. Funds for construction of school buildings are provided mainly from rural development schemes. Funds for the other two components are provided by the Department of Education. The scheme envisaged coverage of

primary schools in all the blocks/municipal areas in the country in a phased manner.

5.2.2 In order to operationalise the revised policy of the government regarding school facilities the following three sub-schemes are proposed under Operation Blackboard during the Eighth Plan :

- i) Continuation of the ongoing Operation Blackboard to cover the remaining schools identities in the Seventh Plan.
- ii) Expansion of the scheme of Operation Blackboard to provide three teachers and three class rooms to Primary schools where enrolment exceeds 80.
- iii) Extension of the scope of Operation Blackboard to upper primary schools.

5.2.3 Data on achievements under Operation Blackboard till 1992-93 is presented in the following table :-

Operation Blackboard : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Amount spent (Rs. in crores)	110.61	135.73	126.93	150.09	175.63	99.14
No. of Blocks covered	1703	1795	578	843	960	500
No. of schools covered (in lakhs)	1.13	1.40	0.52	0.39	0.68	0.60
Percentage of Primary schools covered	21.00%	26.40%	9.90%	7.35%	12.74%	11.00%
Posts of primary teachers sanctioned	36891	36327	5274	14379	26840	16000

**Minimum Levels of Learning (MLL)**

5.3.1 The strategy to improve learning acquisition in schools focuses attention on what is happening in the classroom, and seeks to bring the principles of equity and quality to bear upon it. The strategy aims at laying down learning outcomes expected from basic education at a realistic, relevant and functional

level, and prescribing the adoption of measures that will ensure that all children who complete a stage of schooling achieve these outcomes. These outcomes define the MLL.

5.3.2 The following are the different steps for introduction of MLL in schools: (i) an assesment of the existing level of learning achievement; (ii) a definition of the MLL for the area and the time-frame within which it will be achieved; (iii) reorientation of teaching practices to competency based teaching; (iv) an introduction of contiguous, comprehensive evaluation of students learning; (v) review of textbooks and revision, if required; (vi) provision of inputs as necessary including provision of physical facilities, teacher training, supervision and evaluation, etc., to improve learning acquisition of MLL.

5.3.3 The aim of the MLL strategy is also to provide to the system a measure for performance and efficiency analysis. The endeavour will be to monitor learning achievement to direct greater resources where levels of learning are lower and to consicously accelerate the pace of development in the needy areas, thereby reducing the disparities and equalising standards. Ultimately this will lead to improvement of the quality and the performance of the system.

5.3.4 During 1991-92, the Ministry provided financial assistance to 18 projects under the scheme 'experimental and innovative projects' for implementation of MLL programme. These projects covered 2000 schools, 3,00,000 students and 8,000 Teachers. A sum of Rs.69 lakh was given to them for conducting their activities. These projects have also continued their activities during 1992-93. A small team of resource persons has been constituted to provide necessary guidance to the project directors. This team will also assist in providing intensive orientation to teachers and state personnel. In addition, action has been initiated to prepare and distribute test items to complete the Item Bank for all the three subjects.

### **Scheme of Operationalising Micro-Planning**

5.4.1 Micro- Planning, a process of designing a family-wise and child-wise plan of action for education has been conceived as a major strategy for achieving the Universalisation of Elementary education (UEE). The main objective of the scheme of Micro-Planning is to ensure that every child regularly attends school or NFE centre and completes at least five years of schooling or its equivalent at the non-formal education centre and also achieves essential minimum levels of learning.

5.4.2 The three essential aspects of UEE namely access, participation and achievement are the main tasks of micro-planning. The important components of the scheme include : participatory planning with community involvement, decentralization of administrative functions, improvement of school facilities, adoption of MLL strategy and convergence of services in the area.

5.4.3 The activities proposed to be undertaken are environment building, survey to ascertain educational needs, formation of Village Education Committee (VEC) for involvement of community, enrolment drive training/workshop for VEC members, teachers/volunteers, opening of new schools/NFE centres and appointment of additional teachers/shikshakarmis based on assessed educational needs, and monitoring and evaluation.

5.4.4 The scheme will be implemented through District Shaksharta Samitis (District Literacy Societies), DIETs, SCERTs and Non-Government Organisations (NGOs).

### **Non-Formal Education**

5.5.1 The role of non-formal part-time education in providing education to working children, and children in habitations without schools has been recognised since the Education Commission of 1964-66. During 1979-80, the scheme of Non-formal Education (NFE) was introduced as an alternative strategy to impart education to children, who for various reasons cannot attend formal schools. The NFE envisaged a large and systematic programme of NFE to achieve UEE. The scheme was revised in its content and emphasis in 1987-88. Although its focus is on the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, it has been extended to cover urban slums, hilly, tribal and desert areas and areas with concentration of working children in the other States as well. Under the scheme, central financial assistance is given to the States/ Union Territories in the ratio of 50:50 and 90:10 Centre-State sharing basis for running general (co-educational) and exclusively for girls centres respectively. Assistance to the extent of 100 per cent is provided to voluntary agencies for running NFE centres for experimental and innovative projects and District Resource Units.

5.5.2 The revised NFE scheme has been visualised as a child-centred and environment oriented system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of society. Other features of the scheme are its organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learner's needs and de-centralised management. The programme is being implemented on a project basis, generally co-extensive with the community development block, each project having about 100 NFE Centres.

5.5.3 Particulars of achievements under the programme during the year 1992-93 (anticipated by 31.3.1993) are given in the following Table :-

## Non-Formal Education : Achievements

	1992-93
1. Amount spent (Rs. in crores)	57.00
2. NFE Centres brought to function (in lakhs) cumulative	2.45
3. Number of NFE centres exclusively for girls (in lakhs) cumulative	0.82
4. Number of voluntary organisations approved for NFE programme (cumulative)	425
5. NFE centres brought to function by voluntary agencies (cumulative)	28000
6. Number of experimental innovative projects approved (cumulative)	60
7. Estimated enrolment (in lakhs)	68.25
8. Number of District Resource Units	25
9. Number of States/UTs covered	18

5.5.4 NCERT has been involved in the development of teaching-learning material of a standard quality in conformity with MLL designed to suit learners needs. NCERT has been sanctioned a project for the development of training modules. Under this project, NCERT has trained key persons in each State nominated by the State Government, who in turn are responsible for training the NFE supervisors and instructors. In this way multi-level training personnel has been made available to provide technical and administrative support to NFE field functionaries.

5.5.5 Six research institutes have been engaged to conduct the external evaluation of the scheme in 8 States, viz., Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The institutes are likely to submit their reports during the current financial year 1992-93.

5.5.6 A project "Computerised Planning for Education" (COPE) is being implemented to develop a Management Information System (MIS) for Non-formal Education. The project covers the entire State of Madhya Pradesh.

### **Teacher Education**

5.6.1 A Centrally Sponsored Scheme of Restructuring and

Reorganisation of Teacher Education is being implemented since 1987-88. It aims at strengthening the teacher education system in the country to enable it to provide effective training and academic support to schools and adult and non-formal education systems. The Scheme has the following five components:-

- Mass Orientation of about five lakh School Teachers (MOST) annually till 1989-90 to familiarise them with the major thrusts envisaged in the National Policy on Education - 1986, and to improve their professional competence. The scheme has discontinued now.
- Setting up of about 400 District Institutions of Educational and Training (DIETs) either by upgrading suitable existing Elementary Teacher Education Institutions or, where necessary, by establishing new ones so as to provide total academic and training support to the elementary and adult education systems at the districts level.
- Strengthening of about 250 Secondary Teacher Education Institutions (SIETs) development of about 50 of them as Institutions of Advanced Study in Education (IASEs) and the rest as Colleges of Teacher Education (CTEs);
- Strengthening of State Councils of Educational Research and Training (SCERTs); and
- Establishment and Strengthening of Departments of Education in Universities by the University Grants Commission.

5.6.2 During the year 1992-93, 49 DIETs and 6 CTEs were sanctioned. Four States/UTs, namely, Bihar, Meghalaya, Karnataka and Pondicherry, joined the States/UTs already implementing this Scheme.

5.6.3 Achievements under the scheme during the period since 1987-88 have been given in the Table below.

#### Teacher Education: Achievements

Sl.No.	Cumulative Achievements 1987-88 to 1992-93	
1.	2.	3.
1.	Amount Spent (Rs. in crores)	Rs. 199.76
2.	No. of persons oriented under programme for Mass Orientation of teacher (MOST) ( in lakhs)	12.96 (in addition, 4.66 lakh teachers had been covered in 1986)



1.	2.	3.
3.	No. of District Institute of Teacher Education (DIETs) sanctioned.	307
4.	No. of Colleges of Teacher Education (CTEs) sanctioned	31
5.	No. of Institutions of Advanced Study in Education (IASEs) sanctioned.	12
6.	No. of State/UTs covered	26

5.6.4 Eighteen training programmes have been organised during 1991-92 by NIEPA, NCERT and its Regional Colleges and NIC for the faculty of DIETs/DRUs which were attended by participants. It is proposed to continue the programmes during 1992-93.

5.6.5 Setting up DIETs, CTEs and IASEs is a long-gestation activity in view of the time it takes to put up necessary buildings, and create and fill up posts. Yet, 162 DIETs have become operational and have started conducting training programmes. Appraisal of a few selected DIETs has been undertaken. The reports that have so far been received have pointed out certain deficiencies and have made certain suggestions. Necessary action is being taken accordingly.

5.6.6 Guidelines for strengthening of SCERTs are being finalised. Implementation of this component will begin shortly.

5.6.7 As regards strengthening of University Departments of Education, UGC's panel on Education is seized of the matter.

### **National Council of Teacher Education (NCTE)**

5.7.0 The National Council of Teacher Education (NCTE) was set up to maintain the standards of teacher education. The National Policy on Education (NPE) 1986 provides that the NCTE will be provided with necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. The Programme of Action, 1992 envisaged conferring the Council with statutory status. Accordingly a Bill on NCTE has been introduced in the Parliament with the objective of making the NCTE responsible for the determination, maintenance and coordination of standards in teacher education, laying down norms and guidelines for various courses, promotion of innovation in this field and establishment of a suitable system of continuing education of teachers. The Bill seeks to empower the Council to make qualitative improvement in the system of teacher

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education by phasing out sub-standard institutions and courses for teacher education. The NCTE would also be empowered to grant recognition to institutions for teacher education and permission to recognised institutions for new courses or training in teacher education. The Bill further provides for delegation of various powers to Regional Committees functions of the Council.

### **Bal Bhavan Society India**

5.8.1 Bal Bhavan Society India (BBSI), New Delhi was founded at the initiative of Pt. Jawaharlal Nehru and established by the Government of India in the year 1955. It is an autonomous organisation fully funded by the Department of Education. The Society has been contributing towards promotion of creative activities among children in the age group 5-16 years. The children, specially from the economically weaker sections of society and others, find a place in Bal Bhavan to pursue activities of his/her choices ranging from creative/ performing arts, environment, astronomy, photography, integrated activities, physical activities to science related activities. The Society has 62 Bal Bhavan Kendras spread all over Delhi and is also funding two Jawahar Bal Bhavans - one in Srinagar and one in Mandi. The National Training Resource Centre at Bal Bhavan imparts training in methodology to interested persons including teachers and teacher-trainers. The State and District Bal Bhavans in the country are affiliated to BBSI which provides them general guidance, training, facilities and transfer of information. Bal Bhavan aims at the all round growth of a child in a free and happy atmosphere.

5.8.2 Science related programmes were undertaken to create a scientific temper in the children:

- a) April 22, 1992 was observed as Earth Day with much emphasis on environment.
- b) From 26th May, 1992 a programme for integrated approach to performing arts was held to introduce children to the different aspects of performing arts and its use for personal development. Folk dance and music was also presented on the occasion.
- c) Photography exhibition and workshop on explaining miracles were conducted.

5.8.3 Environment Week was organised between 2nd and 5th June, 1992 to create environment awareness among children. It was a unique attempt to provide the children with a platform to put forth their ideas and opinions on the state of environment. A scheme to plant a sapling by an eight year student was introduced with percentage of marks for the upkeep of such saplings planted so that there would be greenery all around.

5.8.4 A three week Traditional Art and Craft Workshop with the participation of National Awardees was conducted between June 2-

27, 1992 to make the children aware about our rich cultural heritage. Creative Writing Camp and Mass Painting Activity on Road Safety were also conducted.

5.8.5 Bal Bhavan organised sports week from 1-7 July, 1992 with the interaction of eminent sports personalities to imbibe in children the spirit to challenge and the ambition to be healthy and fit.

5.8.6 As a finale to the summer activities, a summer camp was organised to inculcate in children the sense of togetherness and feeling of brotherhood.

## **6 Secondary Education**

**Vocationalisation of Secondary Education**

6.1.1        The National Policy on Education 1992 stresses the need for introduction of well planned programmes of vocational education with a view to developing a healthy attitude amongst students towards work and life, enhancing individual employability, reducing the mismatch between demand and supply of skilled manpower and providing an alternative for those intending to pursue higher education without particular interest or purpose. The policy states that vocational education will be a distinct stream intended to prepare students for identified occupations and will ordinarily be provided after the secondary stage; and also emphasises the need for making available non-formal, flexible and need-based vocational programmes to school drop-outs, neo-literates, etc. The targets laid down in the revised policy are to divert 10% of higher secondary students to vocational stream by 1995.

6.1.2        The vocational courses are selected on the basis of vocational surveys, registration in the Employment Exchanges, and a general assessment of manpower needs made under District Developmental Plans. This ensures, to some extent, that students are trained in those occupational areas wherein self or wage-employment opportunities are available. In order to ensure that the curricula for the vocational courses are need-based and socially relevant, the responsibility for development of curricula and instructional material has been left to the States/UTs in collaboration with the local experts/organisations. It has been recommended that the vocational theory and practice should be given nearly 70% of the total instructional time. The remaining time is allocated to the study of languages and general foundation course. On-the-job training is an integral part of the curricula.

6.1.3        A Joint Council of Vocational Education (JCVE) has been set up at the national level, with counterpart bodies at the State level, viz., the State Councils fo Vocational Education (SCVEs), for laying down policy guidelines, planning and coordination of vocational programmes conducted by different agencies/organisations. The JCVE memberships consists of Members of Parliament, representatives of various Ministries/Departments, State Governments, Voluntary Organisations, experts in vocational and All-India professional bodies with the Union Education Minister as its Chairman. A Standing Committee of the JCVE has also been set up under the Chairmanship of the Union Education Secretary to ensure that the tasks laid down by JCVE are effectively performed.

6.1.4        The Scheme is presently being implemented in 29 States/UTs. Upto the end of the Seventh Plan, 7888 vocational sections had been approved with an enrolment capacity of 3.94 lakh students in Classes XI and XII together. An additional

2428 sections were approved during 1990-91 and 2227 sections in 1991-92 after taking care of the committed liability. Thus, by the end of 1991-92 facilities have been created for 6.27 lakh students in the vocational stream. This would mean, diversion of about 9.49% students at plus two level to the vocational stream. The actual enrolment is, however, likely to be less as optimum utilisation of facilities created may not be achieved.

6.1.5 The Scheme for vocationalisation of Secondary Education provides for funding of innovative programmes in the field of vocational education undertaken by voluntary organisations.

6.1.6 The Scheme of Vocationalisation of Secondary Education lays considerable emphasis on practical training of students, both during the course of study as well as after completion of the course. The Apprentices Act 1961 was amended in 1986 to include Apprenticeship Training for the pass-outs of the vocational courses at the +2 level. Subsequently, Apprenticeship Rules were modified in September, 1987 and later in April, 1988 by which 20 subject fields were notified for coverage of vocational students under the Apprenticeship Scheme. Forty more vocational subjects are being covered under the Act.

6.1.7 Action is in progress to start vocational courses specific to the needs of the users to ensure ready employment to the vocational students provided they fulfil the minimum standard laid down. Such vocational courses have already been introduced by CBSE in General Insurance and Life Insurance in collaboration with the General Insurance Corporation and Life Insurance Corporation respectively. A vocational course for Railway Commercial staff has been worked out in collaboration with the Railway Board and was started in 5 schools during 1991-92. More schools are expected to take up the course in 1992-93. Similarly, health related courses have been started in collaboration with the Ministry of Health. Three different courses, viz., Medical Laboratory Technician, X-Ray Technician and Ophthalmic Technician were started in 3 schools of Delhi from 1991-92. More schools are expected to be covered during 1992-93. The Auxiliary Nurse/Midwife course being run in two training institutions under the Ministry of Health has been upgraded to a 2-year vocational course and affiliated to CBSE for purposes of examination. Several States have also started similar health related courses. In eight schools of UP, vocational courses in the handicrafts sector have been started in collaboration with the Development Commissioner for Handicrafts. Efforts are being made to involve the Public Sector Undertakings and private industrial houses in the vocational education programmes.

6.1.8 The success of the vocational education programme would depend upon the placement of vocational passouts in wage and self-employment. For purposes of wage employment in the organised sector, it is necessary that the recruitment rules are modified to make the vocational students eligible for employment and to give them preference because of the skills acquired by them. The State Governments/UT Administrations have been advised

to take urgent action in this regard.

6.1.9 The Committee of Secretaries, had, on 17th March, 1992, considered the need for adequate employment avenues for the vocational students. The recommendations of the Committee have been circulated to the State Governments for immediate implementation. A Committee has been constituted under the Chairmanship of the Joint Secretary concerned with the vocational education in the Department of Education with a representative each from the Ministry of Labour and Department of Personnel and Training to review the Department-wise posts in respect of which preference may be given to people with relevant vocational training.

6.1.10 It has been agreed that the Ministry of Labour, DGET would issue instructions to the concerned authorities in States/UTs to consider giving preference to vocational passouts for engagement as fresher trade apprentices in appropriate trades under the Act, provided they fulfil the minimum qualifications as laid down under the Act.

6.1.11 In pursuance of the emphasis laid down in the Programme of Action 1992 it has been decided to establish a Central Institute of Vocational Education (CIVE) as an apex R&D institution under the NCERT. The foundation stone for the building has been laid by Hon'ble Shri Arjun Singh, Minister for Human Resource Development at Bhopal on 12th August, 1992. The existing Department of Vocationalisation of Education in NCERT will be a part of CIVE which will have autonomy in planning and implementation of its programmes. With the setting up of the CIVE, it will be possible to provide to the States/UTs, necessary academic and technical resource support for taking up a variety of vocational education programmes. It is proposed to make the Institute fully operational by the end of the Eighth Plan period.

6.1.12 A Comprehensive programme for Computerised Management Information System for vocational education has been developed. Training of State level functionaries has been completed by the NCERT and State Governments have been requested to complete the training of district level officers and principals.

6.1.13 NIC has organised training programmes for State level functionaries for operationalising computerised MIS software. Five such training programmes have been organised from Septmeber/October 1992 at New Delhi, Hyderabad, Bombay, Bhubaneshwar and Guwahati.

### **Educational Technology Programme**

6.2.1 An Educational Technology Programme was started in 1972. Its objectives were widening access to and bringing about qualitative improvement in education. A centre for Educational Technology was set up in the NCERT and 100% assistance was provided to twenty one States for setting up of Educational Technology(ET) Cells to prepare for implementation of Scheme at

the level of the States.

6.2.2 With the advent of INSAT and consequent need for educational TV programmes, it was decided that the responsibility for their production be taken by organisations under this Department. A scheme was accordingly prepared by the then Ministry of Education for creating Educational Television (ETV) programme production facilities within the educational sector on a decentralised basis. This was achieved by setting up Central Institute of Educational Technology (CIET) in the NCERT and State Institute of Educational Technology (SIETs) in six States, viz., Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. Besides, assistance was provided to ET Cells in States to upgrade the facilities there to be able to respond to the demands of Electronic Media.

6.2.3 Keeping in view the policy formulations in the National Policy on Education, 1986, the programme underwent certain changes in 1987. It was decided to provide five lakhs Radio-cum-Cassette Players (RCCPs) to Primary Schools by the Central Government. Similarly, 1 lakh Colour TVs were to be provided to similar schools during the same period with State Governments meeting 25% cost and the Centre bearing 75%. Despite fund constraints 256,566 RCCPs and 37129 Colour TVs have been provided.

6.2.4 The programme for distribution of colour TVs and RCCPs is currently under evaluation by National Institute of Educational Planning and Administration. Programme production has commenced in CIET and all the six SIETs. From the academic year 1988-89, responsibility for programme production which was hitherto being shared between CIET and Doordarshan on 50:50 basis has been taken over by the CIET and SIETs. The satellite based ETV service presently provided telecast of educational programmes for the children and their teachers at the primary level in each of the 5 regional languages namely Gujarati, Hindi, Marathi, Oriya and Telugu. There are separate programmes for the children in the age groups of 5-8 and 9-11 years on each day.

6.2.5 The ETV programmes are relayed by all High and Low power transmitters in the 6 INSAT States. The programmes in Hindi are relayed to the other Hindi speaking States also namely Haryana, Himachal Pradesh, Madhya Pradesh, Punjab and Rajasthan and UT of Chandigarh.

6.2.6 With the availability of uplinking facilities from Bombay, Hyderabad and Cuttack the telecast timings have been made more flexible to suit each region.

6.2.7 The CIET has produced 715 ETV programmes upto Sept., 92 in 914 language versions. It has also produced 450 capsules for the programme for mass orientation of teachers 1989. The number of programmes produced by SIETs is given in the table below :



### Number of Programmes Produced By SIETs

SIET	NO. OF PROGRAMMES
1. Andhra Pradesh	607
2. Bihar	115
3. Gujarat	834
4. Maharashtra	1149
5. Orissa	213
6. Uttar Pradesh	754

6.2.8 The SIETs have been a bit slow in achieving adequate production capability of the required standard because of management and technical manpower problem faced by them. In accordance with the recommendations of a Working Group in this behalf four SIETs - Andhra Pradesh, Maharashtra, Orissa and Uttar Pradesh have already been converted into autonomous organisations, while similar Institutes for Bihar and Gujarat are likely to achieve autonomous status in the near future.

6.2.9 Efforts are also on to involve private producers in production of ETV programmes. The NCERT has set up a Committee to evolve modalities for involving outside producers to produce video/films for CIET. As many as 12 ETV video programmes commissioned to outside producers have been completed and another 10 programmes are nearing completion. In the Eighth Plan period there is likelihood of involving a larger number of producers in production of Audio, Video and TV programmes.

6.2.10 CIET has also produced more than 1100 audio programmes on various educational themes as availability of audio cassettes continues to be a wear area. It is now proposed to provide suitable funding to State Governments and SIETs to produce audio programmes to utilise the Cassette Players component of RCCPs.

6.2.11 CIET has also produced 42 video and audio programmes for providing inputs to Teachers Training Programmes in 35 DIETs.

Educational Technology : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	Total
Amount Spent (Rs. in crores)	14.14	16.20	16.50	14.57	14.00	3.75	79.16
No. of States Covered (cumulative)	13	29	31	32	32	32	32
No. of TV sets distributed	10049	12049	2799	6232	6000	-	37129
No. of Radio cum Cassette Players distributed	37562	67735	49963	72883	28453	-	256560
<u>Continuing Schemes</u>							
1. Amount rel- eased to CIET (Rs. in crores)	5.28	3.10	3.146	2.37	2.00	0.22	16.11
2. Amount rel- eased to SIETs (Rs. in crores) 6 INSAT States A.P., Bihar, Gujarat, Mahar- ashtra, Orissa and U.P.)	1.40	1.53	2.20	0.44 plan  0.45 Non-plan	2.34	1.52	9.88
3. Amount rel- eased ET Cells (Rs. in crores)	0.22	0.26	0.54	-	-	-	1.02
4. Amount rel- eased to States/ UTs for TVs/RCCPs (Rs. in crores)	7.15	11.19	10.60	11.66	9.46	*2.01	52.07
5. Development of software for RCCPs (Rs. in crores)	-	-	-	0.10	0.19	-	0.29

\* Difference of rates.

## Science Education

6.3.1 In order to improve the quality of science education and promote scientific temper, as envisaged in the National Policy on Education, 1986, a Centrally-sponsored Scheme "Improvement of Science Education in Schools" was initiated during the last quarter of 1987-88. The Scheme aims at using the resources and agency of the State Governments as also the non-Governmental organisations to achieve these objectives mainly by strengthening laboratory and library facilities in schools, improving teacher motivation and competencies and mobilising a vigorous campaign for science education through voluntary organisations and in-service training of science and mathematics teachers. Accordingly, under the scheme, financial assistance is provided to the State Government/UT Administrations for provision of science kits to upper primary schools; upgradation and strengthening of science laboratories in secondary and senior secondary schools upto a desired standard; supply of library books to secondary and senior secondary schools; setting up of District Resource Centres for science education, development of instructional materials; and training of science and mathematics teachers.

6.3.2 While all the State Governments/UT Administrations have availed of assistance under the scheme during the period, 1987-88 to 1991-92; only about 38% upper primary and 30% secondary/senior secondary schools could be covered. An Evaluation Committee headed by Prof. K.V. Rao, Head, Department of Education in Science and Mathematics, NCERT has since been constituted to undertake a quantitative-cum-qualitative evaluation of implementation of the Scheme during 1987-88 to 1991-92.

6.3.3 The achievements during 1987-88 to 1992-93 are tabulated below :-

### Science Education : Achievements

	7th Plan	1990-91	1991-92	1992-93*	Total
Amount spent (Rs. in crores)	80.03	20.59	18.98	24.98	144.58
No. of States/UTs covered	30	24	12	15	32
No. of schools covered					
i) Upper Primary (Science kits)	43,219	5,791	7,880	6,000	62,890
ii) Sec./Higher Sec. (library assistance)	16,382	3,843	3,671	3,500	27,396

	7th Plan	1990-91	1991-92	1992-93*	Total
iii) Sec./Higher Sec. (laboratory assistance)	15,073	3,981	3,783	4,200	27,037
No. of institutions assisted for setting up of District Resource Centres	115	60	34	-	209
No. of vol.orgns. covered (for inno- vative programmes) cumulative	13	7	14	12	21

\* Anticipated

6.3.4 A sum of Rs. 120.00 crore has been allocated for continuance of the Scheme during the Eighth Plan. The scheme is proposed to be continued during the Eighth Plan without any change in the pattern of assistance to the State Government or any major departure in the methodology of its implementation from the pattern that obtained during the Seventh Plan and the following two Annual Plans.

#### International Mathematical Olympiads

6.4.1 With a view to identifying and nurturing talent in Mathematics at school level, the International Mathematical Olympiad (IMO) is held every year. India has been participating in this Olympiad since 1989. Each participating country is required to send a team comprising not more than 6 secondary school student contestants, a team leader and a deputy team leader.

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

6.4.3 An 8-member delegation comprising 6 student contestants, a team leader and a deputy team leader participated in IMO-1992 held in Moscow during July 1992. India

ranked 22nd out of 64 participating countries. The Indian team won 1 Silver and 4 bronze medals. The proposal regarding India's participation in IMO-1993 scheduled to be held in Turkey during July, 1993 is under consideration of the screening committee of Secretaries. IMO-1996 will be held in India. Necessary confirmation has been conveyed to the IMO Site Committee.

### **Environmental Orientation To School Education**

6.5.1 It is a widely and commonly recognised fact now that, ultimately, the very survival of mankind is dependent on the conservation and protection of Environment. The National Policy on Education (NPE), 1986, *inter alia*, admitted this fact stating that protection of Environment is a value which along with certain other values must form an integral part of curricula at all stages of Education. The intention obviously was to expose at an impressionable and formative stage, the mind and intellect of the next generation to the hazards inherent in insulting and over-exploiting the bounties of Nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of Environment.

6.5.2 To this end, the Central Sector Project of Environmental Orientation to School Education was initiated during 1988-89. The Scheme is being implemented through the Education Departments by 100% assistance to States/UTs and NGOs having expertise and interest in imparting environmental education through innovative schemes. States/UTs are provided assistance under the existing Schemes for undertaking various environment related programmes on project basis. Each project covers an ecologically homogeneous area and project activities include review of school curriculum to make it locale specific, preparation of revised instructional materials, training of teachers and teacher educators to update their knowledge and general environmental consciousness, setting up of school nurseries, preparation of general informative books, posters, audio-visual materials, etc.

6.5.3 A sum of Rs. 10.00 crore has been allocated for implementation of the Scheme during the Eighth Plan. Keeping in view the past experience as well as the financial constraints, following major modifications are being carried out in the existing Scheme :-

- "Agro-climatic Zone" will be the unit of implementation of the Scheme by the State Governments/UT Administrations.
- The State Governments/UT Administrations will be given liberty to decide either to have a distinct subject on environment education at upper primary level or to continue with the present strategy of infusion of environmental concepts in the existing subjects.

- Provision of assistance to State Governments/UT Administrations for development of curriculum with suitable environmental orientation at secondary/senior secondary levels.
- Funding for setting up of State level Cells/Project Cells and Nurseries will be discontinued.
- Assistance will be provided to Uttara Khand Seva Nidhi, Almora for setting up of a Resource Centre for environmental education.

The Expenditure Finance Committee has since accorded necessary approval to these modifications.

6.5.4 A summary of achievements during 1987-88 to 1991-92 is presented in the table below :-

Environmental Orientation To School Education : Achievements

	7th Plan	1990-91	1991-92	Total
Amount spent (Rs. in crores)	3.57	2.0	1.81	7.38
No. of States/UTs covered	20	8	9	21
No. of projects sanctioned	32	6	9	47
No. of schools covered	11,810	4,876	2,662	19,348
No. of voluntary bodies assisted	10	7		13

Since it has been decided to discontinue assistance for a large number of activities of the exiting schemes, the budgetary provision for the current financial year has been reduced from Rs.2.90 crores to Rs. 1.90 crores.

**CLASS Project**

6.6.1 Realising that children, who are the work force of tomorrow need to be exposed to utility and applications of computers, Department of Electronics, in collaboration with the Ministry of Human Resource Development initiated a pilot project, Computer Literacy and Studies in Schools with the acronym, Class from the year 1984-85. The broad objectives of this Pilot Project included, demystification of computers, familiarization

of students with the range of computer applications, and to provide 'Hands on' experience.

6.6.2 The Project was funded from the Budget of Department of Electronics (DOE) from 1984-85 to 1986-87; thereafter bulk of expenditure continues to be borne by the Ministry of Human Resource Development through its own budget. The exercise being in the nature of a Pilot Project has continued as an ad hoc increase extendable on an year to year basis.

6.6.3 The Programme was initially introduced in 250 selected secondary and senior secondary schools, with number gradually increasing to 2598. The programme essentially aimed at providing two BBC micros, as this hardware was used for computer familiarization in British schools and adequate software packages were available to suitably familiarize school children with computers. From 1987-88, the number of pieces of hardware was increased to five.

6.6.4 Under the existing arrangements CMC Limited is responsible for procurement, installation and maintenance of Hardware in schools while NCERT is responsible for academic planning, curriculum and software development, teachers training and monitoring of the project. NCERT carries out its responsibilities through 61 'Resource Centres' across the country. These Resource Centres are located in Universities and Colleges. Actual training of the teachers is carried out in these resource centres where minor defects in the hardware are also rectified.

6.6.5 In each school covered under the scheme 3 teachers have been trained, and these teachers carry out orientation of the students outside school hours. Participation in the programme is voluntary and there is no assessment of the level of learning or skills of the students.

6.6.6 Since 1989-90 no new schools have been added under the programme. Only the number of hardware pieces is being increased from 2 to 5 in the existing schools.

6.6.7 Till date an expenditure of Rs. 44.30 crores has been incurred on the project. In view of the target of covering 10,000 secondary schools laid down in the Programme of Action under the National Policy on Education a proposal was brought before the Cabinet for allocation of adequate funds to fulfil this commitment. The Ministry of Finance expressed their inability to support the proposal and had advised that this scheme be implemented on an ad hoc basis with an year to year extension. Accordingly, from 1988-89 the scheme has been receiving an annual ad hoc allocation averaging Rs.6 crore from Ministry of Human Resource Development and Rs.25 lakh from Department of Electronics. The existing arrangements are being reviewed to make the implementation more effective and meaningful.

## **National Population Education Project**

6.7.1 Since its inception in 1980, National Population Education Project (NPEP) has covered much ground towards achieving its main objective of institutionalising population education in the school education system. During the second cycle (1986-90), the main focus has been on consolidation of project's multidimensional activities and Further expansion of its network. The project is currently running in 29 States/UTs. During the Eighth Plan, it is proposed to direct substantially and systematically the NPEP activities towards the non-formal sector. A different strategy for curriculum material development and facilitators orientation for the non-formal sector with emphasis on local specificity and participation, will be adopted. The efforts will be coordinated effectively with the voluntary agencies and Panchayati Raj Institutions. Population Education contents have been integrated in the syllabi from classes I to XII. A compendium of Lessons on Population Education Vol.II was prepared. The training activities both at the national and at the State levels have been conducted under the project adopting two modalities; a) Independent and b) Integrated. Key-persons, resource persons and secondary college teacher educators were oriented by RCEs. Teacher Education Curriculum in Population Education for elementary and secondary levels was prepared and printed and circulated to different Universities/Institutions for adoption/adaption. So far during the VI & VII plan period, about 1.2 million teachers and educational functionaries were oriented in population education using a variety of strategies. Modules on population education for National Open School were prepared and are under print. Video programmes were prepared and the same were used in training programmes organised for different target groups both at the National as well as at the State level. The Population Education components were dovetailed into the existing training/orientation programmes conducted by the SIEs/SCERTs in order to cover the maximum number of teachers with minimum cost.

6.7.2 Population Education week was observed by State Population Education Cells by organising painting, quiz and debating competitions.

6.7.3 Four research proposals are being funded by the project. An evaluation study of the project was conducted by the International Institute of Population Studies (IIPS), Bombay to assess the impact of population education programmes and activities on the awareness and attitudes of the students and teachers. The NCERT textbooks were content analysed with a view to find out the extent of interaction of population related components in different lessons.

## **Integrated Education For The Disabled Children**

6.8.1 It has been established scientifically that children with mild handicaps make better progress academically and psychologically if they study in common schools alongside normal children. The Scheme of Integrated Education for Disabled



Children provides 100% financial assistance to State Govts/UT Administrations/Voluntary Organisations for creating necessary facilities in the schools. Admissible items of expenditure are books and stationery allowance, transport allowance, uniform allowance, readers allowance (for blind children), escort allowance (for orthopaedically handicapped children with lower extremity disabilities), equipment allowance and wherever necessary, hostel charges. Besides, the scheme also provides for meeting the cost of salary and incentives for teachers, setting up of resource rooms, carrying out assessment of disabled children, training of teachers, removal of architectural barriers in schools, development and production of special instructional materials for disabled children, etc. Assistance is also given, through UGC, to selected Universities/Institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by NCERT in the four Regional Colleges of Education.

6.8.2 The Scheme is at present being implemented in Andhra Pradesh, Bihar, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Daman & Diu, Delhi and Andaman & Nicobar Islands.

6.8.3 A UNICEF assisted project Integrated Education for Disabled (PIED) is also being implemented which envisages development of context - specific strategies for education of children with disabilities in general schools. One block each in the States of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, and Tamil Nadu and the Municipal Corporations of Delhi and Baroda are covered under this project.

6.8.4 The Scheme has been reviewed and the financial ceilings in respect of training of teachers and educational administrators, construction of resource rooms, and strengthening of the administrative machinery at block level, etc., have been increased.

6.8.5 The POA, 1992 emphasises the need to integrate the handicapped with normal children and for this purpose all educational and vocational programmes for normal children must provide for the special needs of the handicapped. It has recommended the strengthening of the inter Ministerial Coordination Committee so that it becomes an effective mechanism for review and monitoring of the programmes being implemented for the welfare of the handicapped by various Ministries/Departments. The need for sensitizing educational administrators, teachers, children and the public at large has been emphasised and towards this end the POA recommends training of educational administrators on a regular basis, inservice and pre-service training of teachers and use of mass media for the purpose. Guidelines for child centered education, including special needs in the classroom, being developed at the NCERT will be made available to all concerned by the middle of 1993. Guidelines for adjustment of curriculum and instructional material for primary

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6.8.5 The POA, 1992 emphasises the need to integrate the handicapped with normal children and for this purpose all educational and vocational programmes for normal children must provide for the special needs of the handicapped. It has recommended the strengthening of the inter Ministerial Coordination Committee so that it becomes an effective mechanism for review and monitoring of the programmes being implemented for the welfare of the handicapped by various Ministries/Departments. The need for sensitizing educational administrators, teachers, children and the public at large has been emphasised and towards this end the POA recommends training of educational administrators on a regular basis, inservice and pre-service training of teachers and use of mass media for the purpose. Guidelines for child centered education, including special needs in the classroom, being developed at the NCERT will be made available to all concerned by the middle of 1993. Guidelines for adjustment of curriculum and instructional material for primary

level already developed by NCERT will be widely circulated. Thereafter upper primary and secondary level will be completed by the end of 1994.

6.8.6 About 30,000 children spread over 6,000 schools are presently receiving benefits under this scheme. A much larger number are receiving indirect benefit through special teachers and other learning material.

### **Educational Concessions To The Children of Officers of Armed Forces**

6.9.1 The Central Government and the most of the State Governments and Union Territories continued to offer educational concessions to the children of defence personnel and para-military forces killed/or permanently disabled during Indo-China hostility in 1962 and Indo-Pakistan hostilities in 1965 and 1971.

6.9.2 During 1988 these concessions were extended to the children of IPKF/CRPF personnel who were killed/disabled during action in Sri Lanka and to the children of armed forces personnel killed/disabled in action in operation Meghdoot in Siachen Area.

6.9.3 The relevant Non-Plan scheme of the Ministry, provides for financial assistance to only those children of such employees of the Defence Services and para-military forces who are studying in any of the two Lawrence Schools at Senawar and Lovedale.

### **Scheme for Introduction of Yoga in Schools**

6.10.1 The place of yoga in physical education has been established. The Ministry has been implementing a scheme for promotion of yoga as a part of its overall programme for development of physical education in the country taking into consideration the potential usefulness of yoga in promoting physical fitness. Under the scheme financial assistance is given to yoga institutions of an all India character towards maintenance and developmental expenditure on basic research, teacher training and programmes in other aspects of yoga except therapeutic. Financial assistance to yoga institutions for promotion of therapeutical aspects is being extended by the Ministry of Health and Family Welfare.

6.10.2 The Kaivalyadhama Shriman Madhava Yoga Mandir Samiti, Lonavla (Pune), continues to be assisted under the scheme, both for its maintenance and developmental expenditure for research and teacher training programmes. During 1992-93 (upto 30 September, 1992) the KSMYM Samiti has been given a grant of Rs.20.00 lakh under Non-Plan.

6.10.3 In the light of the NPE, 1986 it was proposed to introduce yoga in schools on a fairly large scale. Accordingly, a new centrally sponsored scheme was started in 1989-90 under which States/UTs/Yoga Institutions are assisted for training yoga teachers and for building infrastructural facilities for the

purpose. The scheme is being continued during the Eighth Plan.

6.10.4 A national level conference of yoga experts was organised in February 1992 to consider steps for the promotion of yoga in schools and effective implementation of the scheme. The recommendations related to the :

- modalities of implementation of the scheme
- training of teachers
- syllabus on yoga

These were taken into account while reformulating the scheme. The syllabus on yoga developed by NCERT was considered by an expert group and the suggestions made have been corporated therein. The finalised syllabus on yoga is under print and will be circulated among all concerned for suitable adoption/adaptation.

6.10.5 The scheme has been revised to enhance assistance for the training cost of yoga teachers. It is also proposed to meet the travel cost of teachers, as the States were finding it difficult to bear this expenditure and were therefore not able to depute the teachers for training. It is expected that the scheme will now pick up and gain momentum during the Eighth Plan.

#### **Assistance to Agencies for Strengthening Culture/Art/Values in Education and for Assistance to Educational Institutions Implementing Innovative Programmes**

6.11.1 The NPE, 1986 calls for bridging the schism between the formal system of education and country's rich and varied cultural traditions. The policy also resolves to enrich the processes of education by cultural content, enable the children to develop sensitivity to beauty, harmony and refinement and to promote a Value Education to help eliminate obscurantism, religious fanaticism, and violence. In order to supplement the curricular interventions already made to actualise these goals, a Central Plan Scheme for Assistance to Agencies for Strengthening Culture/Art/Values in Education and for assistance to Educational Institutions Implementing Innovative Programmes was formulated in 1987 for providing assistance to Government agencies, Educational Institutions, Panchayati Raj institutions, registered societies, public trusts and non-profit making companies. Under the Scheme, assistance is provided for the following purposes :-

- (a) strengthening cultural/art input in the educational content and process;
- (b) strengthening of value education in the school system; and
- (c) implementation of pioneering and innovative programmes at the school stage.

6.11.2 The Ministry has decided to reformulate the scheme in order to make it more purposeful with a new title "Scheme for Assistance for Strengthening Culture and Values in Education." having the following two main components :-

- i) Strengthening Culture and Values in Education.
- ii) Strengthening the in-service training of art, craft, music and dance teachers.

6.11.3 The reformulated scheme with an Eighth Plan outlay of Rs.4.75 crore is expected to be implemented from the last quarter of 1992-93 onwards.

6.11.4 During the first three quarters of 1992-93, it has been decided to give financial assistance to the tune of Rs.26.79 lakh to the voluntary agencies for Art Education by lecture performances on classical performing arts in rural Schools; for organising Creative Writing Workshop for Young poets; theatre Activity for motivation and Liberation of student community; using theatre to enrich the 'cultural inputs in the minds of school children of Karnataka; for conducting the two month Teachers' Training Courses in Moral & Spiritual Education; revival of Folk Art Forms in Schools; lecture-oriented programme on value Education for the Principals/Headmasters of the schools; to organise Value Education programme in large number of Primary/Middle Schools of M.P.; and to involve authors, Playwrights and educationists in generating awareness in particular districts of Punjab for inculcating good reading habit in school children and improving their retention rate in schools.

### **National Awards to Teachers**

6.12.1 The scheme of National Awards to Teachers was introduced in 1958 with the object of raising the prestige of teachers and giving public recognition to teachers of outstanding merit. Initially, the scheme covered teachers of schools catering to General Education. From 1967, its scope was enlarged to cover teachers of Sanskrit Pathashalas; and from 1976, it was further extended to cover Persian/Arabic teachers of Madrasas run on traditional lines. Two awards each are also earmarked for teachers of Kendriya Vidyalayas.

6.12.2 The number of awards allotted to a State depends upon the number of teachers, with each State/Union Territory being entitled at least to one award each for the categories of primary and secondary school teachers. The number of awards was increased from 186 to 300 in 1988. The total number of awards at present are 296; of these, 272 are for school teachers of States/Union Territories, four are for teachers of Kendriya Vidyalaya Sangathan, 15 are for teachers of Sanskrit Pathashalas and 5 are for Arabic/Persian teachers of Madrasas run on traditional lines. Each award consists of certificate of merit, a silver medal and a cash prize of Rs.5,000/-.





The Hon'ble President Dr. Shankar Dayal Sharma presenting National Awards to Teachers

1992

6.12.3 Two hundred and seventy teachers were selected for the National Awards for 1991. For the National Awards 1992 names of 132 teachers have been finalised.

### **Cultural Exchange Programme In The Field of School Education**

6.13.0 The programme is being implemented by the Ministry in consultation with the NCERT and the State Governments as a part of the Cultural Exchange Programmes with various countries.

### **National Open School**

6.14.1 The National Open School (NOS) Society was registered on 23rd November, 1989 in order to expand the efforts of the Government to provide secondary education of quality to the disadvantaged sections of the society through distance education mode. In 1990, the NOS was vested with the authority for conducting secondary and senior secondary examinations for its learners and for certification thereof. Under this authority, the NOS has so far conducted four secondary and senior secondary examinations which have been recognised by the Association of Indian Universities.

6.14.2 The NOS imparts education through distance teaching methods with the help of accredited institutions (AIs) which are functioning all over India. In 1991, there were 143 AIs and the figure has now risen to 303 and 37 exclusively for Vocational Education. The target for 1992-93 is to have 350 AIs and 75 exclusively for vocational education.

6.14.3 The targetted enrolment of students in 1991-92 was 60,000 (36,000 for secondary and 24,000 for senior secondary) but the actual enrolment was restricted to 36,000 in order to provide better services to the students. In 1992, the enrolment has risen to 54,312 (Bridge 1296, 31891 for secondary and 21,125 for senior secondary). The target for 1992-93 has been kept at 55000. In 1992, 34781 students were examined and 11,388 candidates were declared passed and certificates issued. All activities in this regard were undertaken by NOS itself which were earlier being done by CBSE.

6.14.4 The system of internal assessment which was introduced in 1991-92 is being continued and answer scripts were evaluated through computers in the NOS itself and results communicated to the students.

6.14.5 The vocational unit was set up and seven vocational courses were identified for certification by NOS. The target for 1992-93 is to have an enrolment of 2000 in the vocational stream for 1992-93.

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

6.15.1 The National Council of Educational Research and Training (NCERT) is an autonomous organisation, fully financed by the Government of India, to bring about qualitative improvement in school education and teacher education. It functions as an academic adviser to the Ministry of Human Resource Development for implementing policies and major programmes in the field of school education and teacher education. For realising its objectives, the NCERT undertakes programmes related to research, development, training, extension and dissemination of educational innovations etc., through various constituents including the departments of the National Institute of Education (NIE) and the Central Institute of Educational Technology (CIET) at the headquarter in New Delhi, the Regional Colleges of Education (RCEs) at Ajmer, Bhopal, Bhubaneswar, and Mysore, and 17 Field Offices all over the country, mostly in State capitals.

6.15.2 During 1992-93, sustained and concerted efforts are being made to implement programmes related to universalisation of elementary education; enriching secondary and higher secondary education; improving quality of teacher education; promoting educational research/innovations and their dissemination; utilisation of educational technology; production of science equipments; and implementation of centrally sponsored schemes related for improvement of school education in the States.

6.15.3 The NCERT continues to co-ordinate and monitor activities related to the UNICEF - assisted projects in education sector and the National Population Education Project. Close liaison was maintained with the States/UTs through the network of the Field Offices/RCEs and by actively collaborating in different programmes organised by the Department/Directorates of Education, SIEs/SCERTs. A resume of significant activities of the NCERT during 1992-93 is given in following paragraphs.

6.15.4 The NCERT continues its activities/programmes related to improvement and strengthening the Early Childhood Care and Education Programme. Under the project on "Mental Health Programme for Primary School Children", analysis of post testing results was done. Data on the project "Process Based Programme for Development of Number Concept" were analysed. The manuscript of the book on Child Development for Instructors of Training Institutions was prepared. A report on the "Try-Out of Audio Programmes with Visually Handicapped Children" has been prepared. A Brochure on Early Childhood Education Materials and Project was also developed.

6.15.5 A training programme of first level key personnel for ICDS (Anganwadi Programmes) was held at the NCERT, New Delhi from 2 to 4 June 1992. Certain other programmes carried out during 1992-93 in this field include (i) Preparation of Teachers' Guide on Health and Physical Education, (ii) a meeting of the co-ordinators of the ECE projects in the States, (iii) training of teachers educators and Primary school teachers of Maharashtra and

(iv) preparation of an "Information Brochure" on training programmes in Early Childhood Education for Afro-Asian countries.

6.15.6 The study on "Attainment of Primary School Children in various States" continued and the States' Reports were finalised for inclusion in the main Report.

6.15.7 Under the project "Initial Training of Primary School Teachers", the NCERT, in collaboration with the IGNOU has designed an inservice programme of two years (64 credits) for untrained Primary School teachers. The Council has taken up the responsibility to prepare audio and video materials. A blue print and design for the test paper to be included in the guidelines under the project "Development of Guidelines on Pupils Evaluation in Mathematics for Primary Stage" was finalised. Tools for evaluation of textbooks in Environmental Studies I, Environmental Studies II and Mathematics for Primary Stage were prepared. The drafts of the textbooks in Environmental Studies I for classes III to V were reviewed.

6.15.8 Under the centrally sponsored programme on "Minimum Levels of Learning (MLLS)" a review meeting on implementation of the programme was held. Planning meetings under the MLL Project were also convened in UP, MP and Bihar. The manuscript of the "Teachers' Handbook for Class V" in the context of the MLL project was also finalised.

6.15.9 Certain other activities carried out during the period under report include finalisation of the report of the UNICEF assisted project on Comprehensive Access to Primary Education (CAPE)", development of Audio Visual Package in Environmental Education under a UNESCO project, and preparation of texts for the Satellite Transmission Network.

6.15.10 For development of enrichment materials for the out-of-school children, 3 regional planning meetings were organised. In these meetings, operational strategies in terms of nature of local specific components sources of data, mode of data collection, and time frame and persons and agencies to be contacted for development of materials were worked out. As a part of developmental activities in the form of teaching-learning materials for NFE, based on MLL approach, two books, language (Book II), and Mathematics (Book II), were developed, and one book in Environmental Studies (EVE Book I) was revised.

6.15.11 An orientation programme for senior level NFE functionaries was organised at Ahmedabad in which 35 NFE functionaries were trained for analysis of materials. A training programme for the faculty of SCERTs of the Southern States, Orissa and UP was also organised.

6.15.12 A workshop was organised to identify objectionable material in the instructional materials from the stand point of caste bias as also to give suggestions for evaluation of such materials with a view to make them free of derogatory or

prejudicial content.

6.15.13 A workshop was organised at Itanagar for development of primers in tribal languages. Drafts of four primers in Monpa, Adi, Nising and Khamti were prepared. The report of the National Seminar on Baba Sahib Ambedkar titled, "Strategies for Removal of Social Inequality" was brought out by the NCERT.

6.15.14 Four workshops were organised to develop tools for curriculum based assessment and for monitoring the progress. A workshop on 'Adaptation of Physical Education and Sports Activities for Disabled' was also organised. A training programme of Resource Persons from DIETs' faculty in Special Education was conducted. Another training programme was held for elementary teacher educators on identification, assessment and placement of disabled children of West Bengal belonging to SCs/STs.

6.15.15 A study on 'Factors for Continuance and Discontinuance of Girls in Elementary Schooling' is in progress. Under this study, a meeting of Regional Coordinators was organised for reviewing the progress of the project.

6.15.16 A 7-week Training Programme on Women's Education and Development was conducted. A programme was organised in collaboration with Howrah Teachers Forum to prepare a set of guidelines for universalisation of Primary Education for rural girls.

6.15.17 The efforts made by the NCERT towards enriching science mathematics education include the following :-

- Development of Supplementary materials in Chemistry for the Secondary stage.
- Identification and evaluation of the skills for a study of fractional work in Physics.
- Development of CAI Software for Learning Sound (in Physics) at Secondary Stage.
- Development of non-print materials in Mathematics at the Senior Secondary Level (through video mode).
- Development of self learning materials on specific topics in Mathematics at +2 level.

6.15.18 The Council conducted following training/orientation programmes in this area:-

- Content enrichment course in modern Mathematics at the +2 level.
- Training programme in Mathematics Education for Resource Persons of the CTSA.

- Training of 18 PGTs of Higher Secondary schools of Indian Railways in the new techniques as well as content of Chemistry at +2 level.
- Orientation of Key Persons in Chemistry, Physics, Mathematics and Biology of Jawahar Navodaya Vidyalayas.
- Training Camp for students selected for International Mathematics Olympiad.

6.15.19 Designing and Development of hands-on-experiments in Electronics for the Senior Secondary level and a Chemistry Kit for the National Open School was taken up. Revision of teachers Handbook in Environmental Studies (Science) for Class V is in progress.

6.15.20 Meetings of the National Advisory Committee on Reducing the Curriculum Load were organised. A meeting of the National Advisory Committee on Contemporary History of Post Independent India was also organised. At the instance of UNESCO, a manuscript of 'Come Visit My Country India' was finalised. For developing curriculum in Philosophy at +2 stage and syllabus in Physical Education, workshops were organised.

6.15.21 The NCERT developed Unit Tests in Science and Social Sciences for evaluating learning outcomes. Diagnostic tests have been prepared in Arithmetics and Hindi for Classes I to III. A workshop was held to develop diagnostic tests and procedures at Primary Stage. A blueprint and design for the test paper to be included in the guidelines under the project, "Development of Guidelines on Pupils Evaluation in Mathematics for Primary Stage" was finalised.

6.15.22 The developmental activities in the area of vocationalisation of education include (i) Preparation of a textbook on vocational course in Kathak Dance for Class XII, and (ii) preparation of a textbook for Environmental Education and Rural Development for General Foundation course.

6.15.23 A national workshop on Entrepreneurship Education in Vocational Schools and Technical Institutes was held for sharing of experiences on how the courses had been implemented and how they were received by teachers and students. Certain other programmes under vocationalization of education were: (i) development of instructional materials on Electronics for class XII, (ii) finalisation of a textbook in Office Practice, (iii) development of a reference book of Hindustani Music under Indian Classical Music for Class XI, and (iv) development of a script for teaching/learning video film on transmission system in automobiles.

6.15.24 Two orientation programmes related to Work Experience were organised for teachers, supervisors, head masters and administrators.

6.15.25 A two-week UNESCO sponsored course was organised on Planning, administration and management of vocational training programmes. A five-day workshop was organised for identification of general competencies of vocational teachers. Academic and technical support was also provided by the NCERT to various agencies like the UGC, the National Open School, the Indira Gandhi National Open University, and the Assam Higher Secondary Education Council.

6.15.26 Under National Talent Search Scheme, the NCERT awards 750 scholarships including 70 scholarships for SC/ST candidates each year for identifying brilliant students and giving the financial assistance for getting good education to further develop their talent. The second level NTS examination was held on 10th May, 1992 and the result was declared on 30th September, 1992.

6.15.27 The NCERT provides technical support to the NVS for selection of students for admission to Class VI of the Jawahar Navodaya Vidyalayas in the country. The battery of tests include mental ability test, language test and arithmetic test. As per provisions of the scheme, at least 75% of the seats in each district are filled by rural candidates and 25% of seats are filled by Urban candidates. The scheme also stipulates reservation of 15% seats for SCs and 7.5% seats for STs. The results of the 1992-93 selection tests have been sent to the concerned Jawahar Navodaya Vidyalayas.

6.15.28 The NCERT organises a Diploma Course in Educational and Vocational Guidance which has been designed to train counsellors to operate guidance services in Secondary Schools and personnel from various organisations. The result of this diploma course (31st) in Educational and Vocational Guidance conducted during 1991-92 was finalised and communicated to the trainees, etc. Selection tests and interviews were conducted at Allahabad, Bangalore, Bhubaneswar and Delhi for admission to the 32nd diploma course in Educational and Vocational Guidance, which commenced on 3rd August 1992 with 32 trainees.

6.15.29 The national library of Educational and Psychological Tests serves as a reference library and a centre for information about tests and reviews. Latest Indian tests in the area of personality were *inter alia* added in the test library during 1992-93.

6.15.30 Under the project "Development of Multi-Media Packages in Guidance", topics were identified and briefs for 10 Audio and 2 Video programmes were prepared and sent to the Central Institute of Educational Technology (CIET) for production.

6.15.31 The manuscripts of (i) Understanding Psychology of Human Behaviour; Hindi version of the textbook for class XI, and (ii) Psychology for Better Living: Hindi version of the textbook for class XII were processed for printing.

6.15.32 An orientation programme for the DIETs faculty on methods of Teaching Mathematics at Primary level was conducted at RCE Bhubaneswar from 15 to 20 June 1992. An orientation programme on Core Teaching Skills for Secondary teacher educators was held in which participants were oriented in the concept, meaning and implementation of core teaching skills.

6.15.33 Other activities in this area include (i) development of textual material in work experience for elementary pupil teachers, (ii) development of teaching learning strategies for primary school teachers teaching in single/two teacher Primary Schools, and (iii) development of instruction material in teaching of Hindi at Elementary level.

6.15.34 Besides conducting the pre-service and inservice teacher education programmes, the Regional Colleges of Education (RCEs) remained involved in research studies related to different aspects of school education and teacher education, development of instructional materials for use of teacher educators, teachers and teacher trainees and extension activities for qualitative improvement of school education and teacher education.

6.15.35 During 1992-93, the RCE, Ajmer offered a Four year integrated course in Science Education leading to the (i) B.Sc. (Hons.) B.Ed. Degree, (ii) B.Sc. (pass) B.Ed. Degree with specialisation in Science/Agriculture/Commerce/language (English/Hindi/Urdu), and (iii) one year M.Ed., course with specialisation in Science/Commerce/Language. A conference of Headmasters and Principals of Cooperating schools was also organised for orienting them with regard to internship under the B.Ed. Programme.

6.15.36 The RCE Bhopal continued to run the following courses:-

- (i) M.Ed with specialisation in Science-education, Elementary Education, Guidance and Educational Technology, Population Education.
- (ii) B.Sc. and B.Ed. - Four Year Integrated Course.
- (iii) B.A. and B.Ed. - Four Year Integrated Course.
- (iv) One year B.Ed. Course in Science, Commerce and Elementary Education.

6.15.37 A training programme for SC/ST candidates was conducted in collaboration with the Reserve Bank of India.

6.15.38 A meeting of the Nodal officers of the region within the purview of the RCE, Bhopal with regard to Science improvement project of the Ministry was organised to review, the progress of work and prepare plan of action.



6.15.39 The RCE, Bhubaneswar offered the following course during 1992-93: (i) B.A. and B.Ed. (Four-Year Integrated Course) Pass & Honours, (ii) B.Sc. and B.Ed. (Four-Year Integrated Course) Pass and Honours, (iii) M.Ed. (Secondary) Arts & Science (One-Year Course), (iv) B.Ed. Commerce (One-Year Course), M.Ed. (One-Year Course), M.Sc. (Life Science) Ed. (Two-Year Course) and B.Ed. (Elementary) Arts and Science (One-Year Course). The RCE conducted a "Training Programme for Resource Persons/Key Persons at the +2 Level in Various States of Eastern Region".

6.15.40 For the Academic Session 1992-93 the RCE, Mysore offered the (i) eighth-semester integrated teacher education programme in Science (B.Sc.Ed.), (ii) English and Social Science (B.A. Ed.), (iii) the four-semester integrated Post-Graduate M.Sc. Ed. teacher education programme in Physics, Chemistry and Mathematics (iv) the two-semester B.Ed. course in Science; and (v) the two-semester Post Graduate M.Ed. course with specialisation in the areas of Education Technology and Special Education.

6.15.41 The 17 Field Offices set up by the NCERT in the States provided information on the programmes and activities of different constituents of the NCERT to the Education Department etc., in the States and UTs. They also collect and communicate to the constituent units of the NCERT information regarding specific educational needs and requirements of the States and UTs.

6.15.42 The Field Offices of the NCERT also assisted in the arrangements of National Talent Search interviews, collection of data for CLASS Project, selection of school teachers for national awards, matters related to the Jawahar Navodaya Vidyalaya Selection tests for 1992-93 and XXVII National Prize Competition for Children's Literature.

6.15.43 An Annual Meeting of the Field Advisers was held at the NCERT Headquarter, New Delhi from 27 to 28 August 1992 for discussion on various problems, issues and interaction with different departments of the NCERT. Earlier a meeting of the Field Advisers was held in April 1992 at the instance of the MHRD, Particularly in the context of implementation of the Centrally sponsored Schemes on Education in the States and UTs.

6.15.44 The Educational Research and Innovations Committee (ERIC) continued sponsoring research projects on different aspects of schools education and teacher education. During 1992-93, seven fresh research projects were approved by ERIC for financial assistance. The report on the "National Seminar of Baba Saheb Ambedkar and Strategies for Removal of Social Inequality in Indian Society, Particularly Education" was brought out. The reports of the following 6 projects conducted with financial assistance from ERIC were received.

- i) A Critical Appraisal of the Navodaya Vidyalaya Scheme as implemented in Kerala.

- ii) The Public Understanding of Science.
- iii) A study into the extent of Stagnation and Drop-out in schools of Manipur.
- iv) Pattern of Students participation in University Administration.
- v) Analysis of the Difference between Private and Public Schools on their Effectiveness on School Achievement.
- vi) A study of Learning Outcomes in terms of Objectives in Mathematics.

6.15.45 Under the project "Fifth All India Survey of Educational Research and Innovations", covering the period of five years from January 1987 to December 1992, abstracts of researches/innovations were content edited. The first-level Research Methodology Course was organised for Principal Investigators of ERIC-founded projects and faculty members of DIETs and Teacher Training Colleges at the Secondary stage from all over the country.

6.15.46 Besides "In-House Production of ETV Programmes for INSAT Transmission", the Central Institute of Educational Technology (CIET) assigned 10 programmes to outside producers on turn key basis. Under the Educational Television (ETV) programme, the telecast of programmes was regularly monitored. Under the film on "Land and People Series", scripts related to (i) "Garhwal Region", "Aravali Ranges", and "Early Childhood Education" were processed. Under the Programme "Preparation of Tape Slides on Medieval Monuments of India as Curricula Support at the Upper Primary Level", manuscripts were selected in consultation with subject Departments for study. An Advisory Working Group was also constituted.

6.15.47 A working group meeting was held for preparation of background papers related to the project on "Development of Syllabus in Educational Technology for Elementary Teacher Education". Another workshop was held for development and finalisation of self-instructional materials in guidance for the project on "Development of Certificate Course in Guiding Children to be launched through Distance Education Mode".

6.15.48 A 3-day workshop was held for development of 8 audio programmes on "Understanding Children and Helping them to learn". A 5 day workshop-cum-training course on Low Cost Teaching Aids was organised for Tibetan School Teachers.

6.15.49 The CIET participated in the Fourth Children's Educational Video Festival held at SIET, Hyderabad. Under the research study on "Comprehension of Educational Television and Radio Programme of CIET", field testing and analysis of data on two tests was done. The CIET developed "Integrated Transmission

Schedules" and Programme Capsules and sent them to the Doordarshan Kendra for telecast. Under the "Study on Evaluation of Audio Programme for Children with Special Need", two programmes titled "Haath" and "Rangon Ki Pahachan" were field tested and preliminary work was done for formulation of evaluation strategies. Scripts were processed for production under the "Rural School Teachers-ETV Programmes".

6.15.50 To mark the thirty-first anniversary of the NCERT, an 'Open House' programme was organised from 31 August to 4 September 1992. Besides organization of an exhibition and screening of films and video programmes on several aspects of school education, panel discussions on certain topics of public interest like "How to make Nursery (Pre-School) Education Enjoyable"; "Can we do away with Examinations"; "Why Vocationalization"; "How to Educate Children with Disabilities", and "Are the Electronic Media being effectively used in School Education" were held.

6.15.51 The Hindi week was organised from 14 to 21 September, 1992 for promotion of Hindi in official work.

6.15.52 Besides publication of textbooks, workbooks, teachers' guides, supplementary readers, research monographs etc., in the field of school education and teacher education, the NCERT continued publication of six Journals viz., Indian Education Review (quarterly), Primary Teacher (Quarterly), Journal of Indian Education (Bi-monthly), School Science (Quarterly), Primary Shikshak (Quarterly in Hindi) and Bhartiya Adhunik Shiksha (Quarterly in Hindi)

### **National Foundation for Teacher's Welfare**

6.16.1 The National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. Its functions, broadly are:

- to grant financial assistance to teachers/dependents under approved schemes, and to take other measures for the welfare of teachers;
- to celebrate Teachers' Day;
- to select three teachers each year for Prof. D.C. Sharma Memorial Award.

6.16.2 The approved schemes under which financial assistance is granted are:

- i) paid holiday to eminent teachers who have rendered meritorious services.
- ii) support for professional education of children of school teachers.

- iii) Medical reimbursement to teachers suffering from serious ailments.
- iv) Gratuitous relief to teachers in cases of serious accidents.
- v) Subsidy for academic activity of teachers and
- vi) Construction of Shikshak Sadans.

5.16.3 During the year, upto 31st October, 1992, financial assistance amounting to Rs.5,97,801/- has been released as per details given below:-

S.No.	Name of Scheme	No. of beneficiaries/ State Units	Amount of Finan- cial Assistance
1.	Construction of Shikshak Sadans	Uttar Pradesh	Rs. 20,00,000/-
		Tamil Nadu	5,00,000/-
		Rajasthan	7,00,000/-
		Madhya Pradesh	5,00,000/-
		Total	37,00,000/-
2.	Medical Treat- ment for tea- chers/dependents suffering from serious ailments	3 teachers from Andhra Pradesh	Rs. 27,250/-
		2 teachers from	20,000/-
		Total	47,250/-
3.	Paid holiday to eminent teachers	-	Nil

4.	Support for Professional education to children of	2 teachers from Delhi (UT)	915/-
		1 teacher from Chandigarh (UT)	2,000/-
		90 teachers from Maharashtra	1,65,919/-
		86 teachers from Goa	50,303/-
		17 teachers from Uttar Pradesh	9,432/-
		99 teachers from Andhra Pradesh	1,97,850/-
		2 teachers from Tamil Nadu	2,420/-
		70 teachers from Karnataka	1,30,624/-
		73 teachers from Kerala	38,338/-
		Total	5,97,801/-

6.16.4 Fifth September of each year is celebrated as Teachers' Day. On this occasion a poster is brought out as a publicity material to highlight the importance of teachers. Shri Ghazanfar Zaidi of Jamia Millia Islamia was paid a sum of Rs.5,000/- for designing the poster. On Teachers' Day a Citation Book containing biographical sketches of the National Award winning teachers for 1991 was released by Hon'ble Shri Arjun Singh, Minister of Human Resource Development.

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

6.17.1 It has been the constant endeavour of Central Board of Secondary Education to improve the existing education system and innovate further to make education socially relevant. Among many activities that have been undertaken by the CBSE as a part of its efforts to improve its services to the schools affiliated to it and also to play an effective role in Secondary Education at national level, the following are significant :

6.17.2 The existing curricula are being reviewed by various committees of the Board concerned with the subjects for the year 1995. the review is based on the feedback received from the schools, teachers and parents.

6.17.3 The Board has been emphasising on the need for introducing vocational courses at the school stage. New courses in GIC, LIC and Railway Commercial have already been launched

during the last two years. The Board has further developed a number of new courses like Dental Hygiene, Repair and Maintenance of Bio-Medical Equipment, Medical Laboratory Technicians Course, Rural Development, Bakery and confectionery with the help of Ministry of Health & Family Welfare and other experts in each field.

6.17.4 The Board has introduced 'Futurology' as an elective activity under work-experience. Since the subject purports to instil an indepth understanding of the environment and the socio-economic, political systems and their interaction in a society; it is a powerful instrument of foresight to the knowledge of planning and management of our normative goals. The new syllabus has been introduced in the schools from the current academic session 1992-93.

**(iv) Special Adult Literacy Drive**

6.17.5 The special Adult Literacy Drive in consonance with the objectives of National Literacy Mission has been introduced by the Board at the Secondary & Sr. Secondary stages from the academic session 1991-92. For propagation of scheme on a wider scale and to help teachers understand the significance of the drive in socio-cultural context and plan their activities in a more creative way; a special folder titled, 'Special Adult Literacy Drive' was brought out.

6.17.6 The board has granted autonomy on an experimental basis to two schools, viz.,

(a) Birla Vidya Niketan, Pilani

(b) National English School, Bangalore

The autonomy relates to designing curriculum and evaluation procedures suiting their peculiar needs in the subjects of Science and mathematics at the Secondary stage within the curricula prescribed by the Board, and the guidelines provided by it. The Board plans to review the scheme in the next two years based on the feedback received.

6.17.7 The CBSE introduced the use of multiple sets of question papers in the Union Territory of Delhi for its 1992 Examinations as a means towards curbing mass copying in Delhi which has reached alarming proportions during 1991. After the declaration of results, the Board constituted a Committee of educationists including serving Principals; to review the use of multiple sets from the stand point of mass copying and also from the point of equity to the students. The Committee found the scheme effective and educationally sound and unanimously recommended its implementation in the entire geographical jurisdiction of the Board. This recommendation was approved by the General Body of the Board in its meeting held on 24th June, 1992.

6.17.8 The Board conducted an Orientation course for paper setters for classes X and XII examinations in September, 1992.

6.17.9 In order to revamp its communicative abilities, the CBSE has brought out 'Information Brochures' on various topics. The utility of such a document is perceived to be considerable as the information provided is comprehensive, simple and is relevant over a long period of time. The Board plans to take up more of such activities in future.

### **Navodaya Vidyalayas (NVs)**

6.18.1 In order to provide good quality modern education to the talented children predominantly from the rural areas. Government of India have launched in 1985-86 a scheme to establish Navodaya Vidyalayas one in each district on an average. Two hundred and eighty Navodaya Vidyalayas covering 23 States and 7 Union Territories have so far been established in the country.

6.18.2 Admission to Navodaya Vidyalayas is at the level of class VI. In view of the fact most of the students so admitted would have been taught earlier through the medium of the mother tongue/regional language, instruction is provided through the same medium upto class VI or VIII, during which time intensive teaching of Hindi/English both as a language subject and co-media is undertaken. Thereafter, the common medium would be Hindi/English. At this stage, there is a migration of 30% students from each Navodaya Vidyalaya to another Navodaya Vidyalaya, in a different linguistic region. The migration is mainly between Hindi and non-Hindi speaking districts. During the current academic session, the migration took place in 261 Navodaya Vidyalayas having class IX and above. The parents and students have willingly accepted the scheme of migration. The Navodaya Vidyalayas follow the normal three-language formula.

6.18.3 The basis of admission to Navodaya Vidyalaya is a test conducted by NCERT. The medium of the test is the mother-tongue or regional language. Test is largely of non-verbal nature, class-neutral and so designed as to ensure that talented children from rural schools are able to compete without suffering a disadvantage.

6.18.4 Navodaya Vidyalayas are co-educational. Admission of children from urban areas is restricted to a maximum of one-fourth. Efforts are made to ensure that at least one-third of the students in each Navodaya Vidyalayas are girls.

6.18.5 Reservation of seats in favour of children belonging to the Scheduled Castes and Scheduled Tribes is provided in proportion to their population in the concerned district, provided that in no district such reservation is less than the national level.

6.18.6 For the 280 Vidyalayas sanctioned, the construction programme is planned in three phases (1) Construction of tubular

structures-Zero phase, (2) Construction of school buildings, part of dormitories and part of quarters for Vidyalayas upto Class X - Phase-I and (3) Complete construction of Vidyalayas upto Class XII Phase II. Designs are prepared by CBRI for different Vidyalayas according to geo-climatic conditions. Construction of buildings upto Phase I has been completed in 153 Vidyalayas and 169 Vidyalayas are functioning in their own permanent buildings. Construction of Phase II is in progress in 187 Vidyalayas. For the construction of the Vidyalaya Buildings, an amount of Rs.52.85 crore was spent during 1991-92.

6.18.7 Since all Navodaya Vidyalayas are residential and located in remote areas, the following incentives have been provided to attract good teachers/principals:

- (i) Rent free, partly furnished, accommodation as available at site.
- (ii) Children Education allowance as per rules.
- (iii) Free boarding facilities to House Masters and teachers staying with the students.
- (iv) Free lunch to all teachers.
- (v) Facility for the appointment of spouse as per Samiti's rule.
- (vi) Admission without test in the Navodaya Vidyalayas for children of teachers.
- (vii) Teaching allowance as per rules.

6.18.8 Earlier, all teachers and Principals were recruited on deputation basis. With the promulgation of recruitment rules w.e.f. 7th June, 1991, the teachers and principals are now recruited on direct recruitment basis. In order to facilitate the teachers and principals coming from varying backgrounds to work in the residential school system, sufficient orientation training is provided to them. In-service courses are also organised regularly in order to enable each teacher and principal to undergo the training atleast once in three years.

6.18.9 Besides the above orientation courses, in-service courses for teachers of Music, Yoga, SUPW and Art have been organised too.

6.18.10 A series of workshops on "What Research Says to the Classroom Teachers" have been organised. The material developed during these workshops has been printed and distributed to all Vidyalayas.

6.18.11 A system of continuous comprehensive evaluation has been introduced by the Samiti de-emphasise the external examination. The Scheme is based on the principle that the



purpose of evaluation is to provide feedback and guidance to the teachers in general and students in particular.

6.18.12 Thirty Navodaya Vidyalayas have been selected by the Department of Bio-Technology, and computers are being provided in these Vidyalayas to facilitate the learning of Biology and other subjects. Computer Literacy Programme has been introduced by the Samiti in 103 Vidyalayas.

6.18.13 The progress of NVs since 1989-90 is as follows:-

Navodaya Vidyalayas : Achievements

	1990-91	1991-92	1992-93
Amount spent (Rs.crores) Non-plan	45.38	45.50	46.75 (44.50)*
Plan	55.00	76.60	107.50 (75.00)*
Number of States/ UTs covered	29	29	30
Number of Schools opened cumulative	260	280	330
Total students strength	78149 as on 31.3.92		
	Number	Percentage of total children	
SCs	15900	20.35	
STs	8404	10.76	
Girls	22222	28.44	

\* The figures in brackets are BE 1992-93.

**Central Tibetan Schools Administration**

6.19.1 The Central Tibetan Schools Administration was set up as an autonomous organization in 1961 with the object to run, manage and assist institutions for the education of the children of Tibetan refugees.

6.19.2 The Administration is running 30 schools out of which 5 are residential schools and 49 Pre-primary schools and 13 grant-in-aid schools. The schools are scattered all over India. The enrolment in the schools is 14881. These schools are affiliated to the CBSE and prepare students for all India Secondary School and Senior Secondary School Examinations. The medium of instruction in the schools is English. Apart from English other subjects like Science, Mathematics, Social Studies, Tibetan and Hindi are taught right from class I.

6.19.3 However, Tibetan culture and religion are also maintained in the schools through Tibetan language, Music and Dance; and over all interaction with the local Tibetan population.

6.19.4 Central Schools for Tibetans, are located at places which have a sizable concentration of Tibetans. In order to maintain appropriate liaison with the local Tibetan Community as well as the authorities of the State Govt. wherein a particular school is functioning a local Advisory Committee has been constituted for each school. The Committee also monitors the progress of the school besides sorting out day-to-day problems of the school.

6.19.5 Day schools are also expected to constitute a parent Teacher Association (PTA) with a view to bringing the school and the Home closer for purpose of improving the quality of education.

6.19.6 The Administration also provides facilities to Tibetan Children for post-school education. Fifteen Scholarships are awarded by the Administration to meritorious Tibetan students who pass out of various schools run by CTSA. The students who secure 60% marks and above and are in the age group of 17 to 22 years, are eligible for scholarships for pursuing studies in Arts, Science, Engineering, Medicine and Teachers Training (in a recognised institution) leading to a degree or diploma. One more scheme for award of 5 scholarships have also been sanctioned for diploma courses to students securing 55% and above marks.

6.19.7 The Governing Body in its 45th Meeting held on 18th March, 1988 had approved the introduction of Vocational Courses. Three Vocational courses, viz., Typing and Stenography (English), Audit and Accountancy and Store-keeping have been introduced.

6.19.8 The CTSA has started the following Vocational Courses :

- (i) Office Management and Secretarial Practice
- (ii) Accountancy and Auditing
- (iii) Typing (English)
- (iv) Purchase and Store-Keeping
- (v) Stenography

19.9 The National Policy on Education 1986 attaches a great portance to teacher education for purpose of improving the ality of education. Under this the CTSA conducts various tivities for upgradation of skills of teachers by acquainting ems with the latest developments, modern trends and innovations schools education;and through in-service orientation courses.

6.19.10 Six Senior Secondary and one Secondary School under the Administration have been covered under the CLASS Project.

6.19.11 Under the scheme of incentive awards to teachers, an award of Rs.1000/- is earmarked for each category of teachers. The awardees will be eligible for further extension for two years beyond the date of superannuation.

### **Pre-Primary Schools**

6.19.12 With a view to providing a sound foundation to the education of Tibetan children and also for qualitative improvement of education at the school level, the Administration was running 40 pre-primary schools during 1990-91 and with the addition of another 9 schools the number of Pre-Primary Schools rose to 49 during 1991-92. It is proposed to raise this figure to 60 during 1992-93. These schools have earned popularity in the Tibetan community.

6.19.13 The Central Tibetan Schools Administration has been making efforts to progressively increase the use of Hindi in the official work. All the employees are encouraged to learn and make use of Hindi as official language.

### **Kendriya Vidyalaya Sangathan (KVS)**

6.20.1 The KVS, which is an autonomous body under this Ministry was set-up for opening and managing Kendriya Vidyalayas. Starting with 20 vidyalayas in 1963-64, the number of Kendriya Vidyalayas has steadily increased to 771 as on 30th November, 1992. The sanctioned strength of teachers and staff is 39,708. More than 6 lakh students are on rolls in Kendriya Vidyalayas as on 30th April, 1992, making the teacher-pupil ratio at 1 : 20.

6.20.2 Kendriya Vidyalayas are established in defence and Civil Sector areas having large concentration of transferable Central Govt. employees including defence personnel. These are also established in the campuses of Institutions of Higher learning and Public Sector Undertakings, if the project agrees to bear all recurring and non-recurring expenditure.

6.20.3 Kendriya Vidyalayas provide common syllabus and medium of instruction.

6.20.4 Education up to Class-VIII is free in all Kendriya Vidyalayas. In class IX to XII tuition fee at varying rates is charged from boys depending upon the income of their parents.

6.20.5 However, girls are exempted from paying fee up to class XII. No tuition fee is charged from (a) Wards of KVS employees, (b) SC/ST students and (c) the children of the officers and men of the Armed Forces killed or disabled during the 1962, 1965 and 1971 wars.

6.20.6 To achieve the objective of excellence in academics in Kendriya Vidyalayas, the dedicated teachers are honoured every year, by giving them 50 incentive awards.

6.20.7 Ministry of HRD also selects 4 Kendriya Vidyalaya teachers for National Award every year for their outstanding contribution in the field of education.

6.20.8 To keep pace with the latest developments in the field of education, the Sangathan makes continuous efforts to equip its teachers and principals for their professional growth. For this the Sangathan organises in-service courses, Orientation courses, Induction courses and Conferences for various categories of its employees. One hundred fifty-two in-service Courses have been planned for various categories of teachers for 1992-93.

6.20.9 The following programmes and activities are a regular feature of Kendriya Vidyalayas:

6.20.10 A Common Minimum Programme has been introduced in all Kendriya Vidyalayas with a view to shifting emphasis from teaching to learning and to motivate children to learning on their own. Methods recommended for this are enquiry, observation exploration, discovery, discussion and reading books besides textbooks. Every student is expected to take up one project, a survey and educational excursion and also present a book review. The books in the school libraries are updated every year. A list of selected desirable books is prepared every year and disseminated to all Kendriya Vidyalayas. The students are also required to participate in atleast one activity out of drama, debate, recitation, dance and community singing, etc. They are also expected to take up either a game of their choice, an athletic item, scouting and guiding, NCC and adventure activities, etc.

6.20.11 With a view to providing help, guidance and adequate opportunities to fast learners, a programme of accelerated learning for bright children has been introduced. The activities undertaken in this programme are observation of the environment, reading books, preparation of magazine, preparation of question papers of various subjects, quiz programmes, dramatisation of stories, poems, etc.

6.20.12 The purpose of the Programme for the Academically backward children is to identify academically backward children, diagnose their weaknesses and enable them to make good their deficiency through individual guidance and remedial teaching. Besides teachers, students also help these children in learning various subjects.

6.20.13 Programmes concerning value education have been taken-up in all Kendriya Vidyalayas, to promote national values such as respect for others view points, courtesy in speaking, appreciation for reflective thinking, critical analysis, fearlessness, initiative, resourcefulness, devotion to duty, team

spirit, dignity of work, love and concern for all etc.

6.20.14 The morning assembly is a regular activity in all Kendriya Vidyalayas wherein programmes are geared to develop values as detailed above.

6.20.15 A pilot project on Computer Literacy and Studies in Schools was started in 1984-85 in some selected Kendriya Vidyalayas with a view to creating computer awareness in students. The total number of Kendriya Vidyalayas covered under the scheme in 1992-93 is 325.

6.20.16 The Kendriya Vidyalaya Sangathan has been making determined efforts to impart quality education in Kendriya Vidyalayas. The indicators of the academic standards are the following results obtained by the students in examinations conducted by the CBSE :

Year	Pass % in KVS		Pass % in Non KVS		Overall CBSE pass %	
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	X	XII	X	XII	X	XII
1992	87.8	85.1	85.2	82.8	86.1	83.5

6.20.17 National Integration and International Understanding have been taken up as projects on all India level by the KVS. Under these, the KVS organises every year a Social Sciences Exhibition to promote students interest in Social Sciences, to develop appreciation in them for various States of the country and understanding about other countries thus help in promoting National Integration and International Understanding.

6.20.18 In order to promote excellence in science and to develop among the students a love for science, scientific temper, social and environmental awareness, the KVS organises Science Exhibition at local, regional and national levels. This year, the KVS National Science Exhibition was organised at KV Maleshwaram, Bangalore from 15th to 18th December, 1992.

6.20.19 The objectives of the Youth Parliament scheme are to strengthen the roots of democracy, to inculcate in the young minds healthy habits of discipline, tolerance of views of others and to equip them with the knowledge of parliamentary procedures and practices.

6.20.20 Every year, 8 Kendriya Vidyalayas are identified in each region for holding the Youth Parliament Competition. The national level competitions are organised for the best performing Kendriya Vidyalayas in each region and zone. Youth Parliament Competitions which started in the month of September this year will continue till January, 1993.

6.20.21 Games and sports activities are organised in Kendriya Vidyalayas with the following objectives in view :

- i) to ensure mass participation
- ii) to spot out talent and nurture it; and
- iii) to develop spirit of sportsmanship and qualities of leadership.

6.20.22 To achieve these objectives, the following steps were undertaken during 1992-93 :

6.20.23 Coaching camps were organised in May/June, 1992 in Football and Cricket for boys, Basketball, Hockey, Volleyball, Athletics, T.T. and Badminton for both boys and girls. More than 900 students were sponsored to participate in these camps and undergo intensive and specialised training.

6.20.24 A year long plan was drawn up and implemented for organising games and sports meets at Vidyalaya, sub-regional, regional and national levels. In all these meets, about 30,000 students participated. The KVS National Sports Meet was organised in Calcutta region for boys and in Bombay region for girls from 4th to 8th November, 1992. Swimming and Diving competitions were included in this meet for the first time this year in which about 65 students (both boys and girls) participated.

6.20.25 The Kendriya Vidyalaya Sangathan is an affiliate State of the School Games Federation of India and participates in all meets organised by it. The KVS teams were sponsored to participate in the National Sports Meet organised by the SGFI in Football under-19 at Guwahati and Hockey, Badminton and Volleyball under-19 at Chandigarh in November, 1992. KVS teams have also been sponsored for participation in the SGFI Hockey under-17 meet to be held at Ranchi from 25 to 30 December, 1992. Similarly, KVS also plans to participate in other SGFI Meets such as Table Tennis, Basketball, Athletics and Cricket the dates of which have not yet been announced.

6.20.26 This year, talented boys and girls are being awarded Sports Scholarships worth Rs.93,000/-.

6.20.27 Four sports hostels are run by the KVS at KV, IIT, Madras (for Volleyball and Basketball boys), KV No.I Gwalior (for Athletics and Football for boys), KV Kirkee, Pune (for Hockey boys) and No.I Delhi Cantt. (for Cricket boys) in which students are provided free board and lodging, sports equipment and special nutritious diets @Rs.385/- per student per month.

6.20.28 The KVS organised trekking programmes for students by sponsoring 2 teams of boys and girls to Roopkund ( a frozen lake in the Himalayas) in May, 1992 and 2 teams of boys and girls to Pindari and Kafni Glaciers in September, 1992.

6.20.29 The KVS has been recognised as a State by the Bharat Scouts and Guides (National Headquarters). Besides participating in all the programmes organised by the National Headquarters, the KVS organises its own programmes regularly.

6.20.30 Five Kendriya Vidyalaya teachers were selected by the Government of India in the friendship programme for the youth for 21st Century. They visited Japan from 15 October to 10 November, 1992. The entire expenditure was borne by the Government of Japan. In 1991, ten Kendriya Vidyalaya teachers had been selected for this programme.

## **7 Higher Education and Research**



### **Growth of the Higher Education System**

7.1.1 At the beginning of the year 1992-93, the total student enrolment in Universities and Colleges was 46.11 lakh. This was 1.86 lakh more than the enrolment in the previous year. The enrolment in the University Departments was 7.63 lakh and that in the affiliated colleges was 38.46 lakh. Enrolment in the Faculty of Arts constituted 40.4% of the total enrolment. In the faculties of Science and Commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree level was 40.6 lakh (88.1%) at the postgraduate level 4.38 lakh (9.5%); at the research level 0.51 lakh (1.1%); and at the diploma and certificate level 0.60 lakh (1.3%).

7.1.2 The number of teachers in the university system in 1992-93 was 2.70 lakh. Of these, 0.61 lakh were in the University Departments/University colleges and the rest in the affiliated colleges. Of 60,655 teachers in the Universities, 7,764 were Professors, 15,892 were Readers, 34,573 were Lecturers and 2,426 were Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 29,160, the number of Lecturers was 1,71,390 and that of Tutors/Demonstrators was 9,230.

7.1.3 During the year under report, one State University viz., Dr. Babasaheb Ambedkar Technological University, Lonere was established thus raising the total number of State universities in the country to 149 upto September, 1992.

### **Higher Education among Women**

7.1.4 The enrolment of women students at the beginning of 1992-93 was 15.10 lakh as against 14.37 lakh in the previous year. At the postgraduate level, the enrolment of women was 34.6 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.0%) followed by Punjab (48.2%) Delhi (46.3%), Haryana (42.2%) Meghalaya/Nagaland/Mizoram (39.0%), Tamil Nadu (38.5%) and West Bengal/Tripura/Sikkim (38.4%). The enrolment of women was the lowest in Bihar (16.4%).

### **University Grants Commission (U.G.C.)**

#### *Autonomous Colleges*

7.1.5 The Commission continued its efforts to promote and encourage the concept of autonomy through its scheme of autonomous colleges. A review committee was constituted during the year for reviewing the scheme. The Commission accepted the report of the review committee and agreed to continue its assistance for the scheme in the Eighth Plan period. At present, the total number of colleges which have been granted autonomous status is 111.

## *Re-designing of Courses*

7.1.6 The scheme of restructuring under-graduate courses in general education was introduced by the UGC with a view to making the first degree courses more relevant to environment and developmental needs of the community and linking education with work/field/practical experience and productivity. Several universities and colleges have introduced these courses. Further, in order to provide an impetus to the programme of redesigning of courses, the UGC has got prepared curriculum development reports in various science, humanities, languages and social sciences subjects. These reports include the review of the existing curricula with a view to modernise them and to develop and prepare new teaching and reading materials. The Commission has also constituted a core committee to develop vocational education in different subject at the degree level. The basic objectives is to develop vocational courses in such subjects/topics which have strong job potential (self or wage). Sub-groups in different disciplines have been constituted to work out the various technical details. Meanwhile, the Commission has continued its assistance to 314 colleges which have been implementing College Science Improvement Programme (COSIP). Similarly, 734 colleges have been receiving assistance in respect of College Humanities and Social Sciences Improvement Programme (COHSSIP) during 1992. A review of the scheme was carried out during the year and it was decided to continue the scheme.

## *Eighth Plan Development Schemes of Universities*

7.1.7 As per guidelines circulated to Universities last year, the Eighth Plan development proposals of universities were discussed by Expert Committees appointed by the UGC wherein the state government representatives also participated. The recommendations of the Committees were accepted by the Commission and grants are being provided to the universities accordingly.

## *Development of Colleges*

7.1.8 As per guidelines circulated to Universities last year, the Commission sent expert committees to state capitals with a view to having discussions with college principals on their Eighth five year plan development proposals. The Commission accepted the recommendations of the committees and started giving grants to colleges accordingly.

## *Improvement in Efficiency*

7.1.9 The Commission has sanctioned computer facilities to 110 universities. In addition, the Commission provided assistance to 1,255 colleges for installing computer facilities. Besides using these facilities for training and research, they can be used for maintenance of student records, accounts and other data required for administration and management.

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

7.1.10 During the year, the Commission conducted the qualifying test for determining the eligibility for lectureship and for award of Junior Research Fellowship in humanities and social sciences. Similar test in science subjects was conducted jointly by the UGC and CSIR. Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the Academic Staff Colleges identified by the Commission organised 139 orientation programmes covering 3,562 teachers. Similarly, 306 refresher courses were organised for in-service teachers covering 7,969 teachers.

## *Special Assistance Programmes*

7.1.11 The Commission continued to provide assistance to 41 Centres of Advanced Study and 111 Departments of Special Assistance in Science, Engineering and Technology. In addition, 46 Departmental Research Support Projects in science and 20 in Humanities and Social Sciences are under implementation. The Commission also derecognised a number of departments as their performance was not found to be of the requisite standard as assessed by expert committees and upgraded/continued assistance to others.

## *COSIST Programme*

7.1.12 One hundred and fifteen departments have been assisted under the Scheme of Strengthening Infrastructure in Science and Technology Education and Research.

## *Super-Conductivity Programme*

7.1.13 The UGC programme on superconductivity was launched in 1987 with the objective to develop education and research and develop activities in universities in the fast growing area of superconductivity. The Commission organised a Group Monitoring Meeting of Coordinators and Experts at Tirupati during May 12-13, 1992. As a result of this meeting, the Commission has decided to concentrate on 19 universities/groups in specific areas. These institutions have come up as Centres of excellence in their particular areas. The programme has generated a positive impact on the university system for collaborative approaches to R & D and educational activities.

## *Common Facilities and Services*

7.1.14 Modern computer-based information/documentation centres have already been set up at Bangalore, Bombay and Baroda. These centres have improved the information accessibility of the teachers and students and have provided necessary bibliographic support to them alongwith making available the latest documentation in the respective disciplines. In addition, the Commission has set up inter-university centres in different areas

with the object of providing national research facilities within the university system. During the year, an Inter-university Consortium for Educational Communication was set up to coordinate, streamline and strengthen the activities of various departments of Communication in the universities, the Education Media Research Centres (EMRCs) and the Audio Visual Research Centres (AVRCs). Also a Memorandum of Understanding (MOU) between the UGC and the Indian Institute of Advanced Studies, Shimla was signed which enabled the Institute to function as an inter-university centre for humanities and social sciences on behalf of the UGC. The Centres are in addition to the Nuclear Science Centre, New Delhi, Inter-University Centre in Astronomy and Astrophysics, Pune, Inter-University Consortium, Indore and Crystal Growth Centre, Anna University.

### *Media and Educational Technology*

7.1.15 The UGC has taken the initiative to utilise the time slot given for higher education and televising the programmes in higher education entitled "Countrywide Classroom". The Commission had earlier provided colour television sets to colleges in phases during the Seventh Plan period. A perspective plan for the UGC INSAT Project has been formulated in which projections will be made for future INSAT time requirement in higher education. The Commission is at present supporting Seven EMRCs at the University of Poona, Gujarat University (Ahmedabad), Central Institute of English and Foreign Languages (Hyderabad), Jamia Millia Islamia (New Delhi), Jodhpur University, Madurai Kamaraj University and the St. Xavier's College (Calcutta). Seven AVRCs at University of Roorkee; Osmania University; Anna University, Madras; Kashmir University, Srinagar; Manipur University, Imphal; Punjabi University, Patiala and Devi Ahilya University (Indore) are being supported for training of personnel and production of software. Six more media centres in different States are envisaged to be set up during the Eighth Plan period. 2,700 programmes were produced by different media centres. Sourcewise, nearly 85 per cent of the programmes telecast were Indian while the remaining were from foreign sources. The Commission also undertook a project to produce non-broadcasting video lectures for under-graduate students. For this, fifteen subjects were selected and the video course material is ready in eight subjects. A TV series comprising thirteen episodes for the pre-schoolers has also been completed. These programmes are meant to sensitise pre-schoolers with alphabets, numbers, concepts on health care, sanitation, food, various geometric shapes and the like through the medium of songs, animation, puppetry, etc. The Ministry of Information and Broadcasting has agreed to telecast the series as soon the time slot is available on Doordarshan.

### *Adult, Continuing and Extension Education Programmes*

7.1.16 The Commission is providing assistance to universities for promoting programmes of adult education and extension, eradication of illiteracy, continuing education, population

education and planning forums. Assistance for these programmes is being provided by the Commission on a package basis. The position of the programmes approved during 1991-92 is given below.

a)	No. of adult Education Centres through Universities & Colleges	-	17940
b)	Population Education through		
	i) Population Education Clubs in Universities & Colleges	-	1286
	ii) Population Education activities at the Adult Education Centres	-	16780
c)	Jan Shikshan Nilayams	-	1096
d)	Continuing Education Programmes	-	794

7.1.17 The Commission with the help of a Review Committee started to review the programmes in March, 1991. The Review Committee held discussions with the functionaries of the universities as to the working of their programme, problems and new proposals. These discussions covered 98 universities. The on-going activities on Adult Education and Continuing Education of each university were reviewed in detail with particular focus on Adult Literacy and Population Education.

7.1.18 The Commission considered the report of the Review Committee in guidelines on Total Literacy and Continuing Education in universities and colleges, on the strategy involved in the universities in May, 1992 inviting their proposals in the light of the revised guidelines. As mentioned in the revised guidelines, the universities were asked to phase out the earlier Adult Education Centre and other programmes, wherever they existed, by June 30, 1992.

7.1.19 Apart from continuing assistance for the activities of the Population Education Clubs set up by the universities, it was also stressed upon the universities to utilise the Adult Education Centres and Jan Shikshan Nilayams for the spread of population education at the grass roots level. In addition, Population Education Resource Centres (PERCs) and working groups have been set up under the UNFPA-UGC project to provide support services to population education programmes run by universities/colleges in specified areas in terms of development of curricula, training of PERC staff and teachers and extension activities in the community. Some universities have included population education as a foundation course at the undergraduate level under the scheme of Restructuring of Courses. The Commission has assigned the task of evaluation of this programme

to the Educational Consultants India Ltd. (Ed.CIL). The Ed.CIL will review the reports, books, documents and other audio visual aids prepared by the PERCs to implement the programme effectively.

### *Scholarships and Fellowships*

7.1.20 For development of research in universities and colleges, the Commission provides assistance for award of junior research fellowships in various subjects. These fellowships are awarded only to those research scholars who have qualified in national level tests conducted by the UGC, CSIR, GATE, etc. Tests conducted at all-India level in some selected subjects by JNU and the Indian Institute of Science, Bangalore, have been accredited as equivalent to national tests for this purpose.

7.1.21 Teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing, 200 positions have been created in the grades of Lecturers, Readers and Professors in order to provide opportunities to those who wish to pursue research as a career under the scheme of Research Scientists. Selections under this scheme are made directly by the Commission. During the year, the Commission reviewed the scheme of Research Scientists and decided to continue the scheme in a modified form.

7.1.22 Under the Scheme of Visiting Professors/Fellows, assistance is provided to universities for the appointment of Visiting Professors/Fellows. During the year, the Commission created positions of "Visiting Faculty" in the universities so as to provide teaching/research assignments outside Kashmir to the teachers from Kashmir University and its affiliated colleges due to disturbed conditions there.

### *Coaching Classes for Competitive Examinations for Weaker Sections amongst Minority Communities*

7.1.23 The UGC continued to provide assistance to identified centres (universities and colleges) for organising coaching classes for competitive examinations for weaker sections among the minority communities. During the year assistance was provided to five universities and eighth colleges from which progress report and grant utilisation certificates were received regarding programme organised during the preceding years. In addition, eighteen more colleges were identified during 1991-92 in the minority concentration areas of Greater Bombay, Gulbarga, Bidar, Kurnool, Katihar, Darbhanga, etc., and two centres were identified in non-minority concentration area out of which one centre is for women only, for assistance to organise coaching classes. The scheme is being revamped and expanded to cover more minority concentration areas. Wherever necessary, new coaching centres are to be opened not only in minority concentration areas but also in non-minority concentration districts for remedial and enrichment coaching where suitable target groups and facilities are available. The Commission is also exploring the possibility

for adopting this scheme for coaching through reputed private institution for recruitment to the Civil Services.

#### *Facilities for Scheduled Castes and Scheduled Tribes*

7.1.24 In addition to the Junior Research Fellowships reserved for Scheduled Castes/Scheduled Tribes out of the total number of such fellowships instituted in various universities, the UGC is directly awarding every year 50 fellowships for Scheduled Castes and Scheduled Tribes. Similarly, the commission has reserved 40 Research Associateships for Scheduled Castes and Scheduled Tribes. In order to provide opportunities to teachers in affiliated colleges belonging to Scheduled Castes/Scheduled Tribes for improving their qualifications by doing M.Phil/Ph.D., the Commission has instituted 50 teacher fellowships every year.

#### *Women's Studies*

7.1.25 The Commission has been providing financial assistance to universities for undertaking well-defined projects for research in women's studies and also for the development of curriculum at the undergraduate and postgraduate levels and relevant extension activities.

7.1.26 The UGC has created 40 positions of part-time research associateships for women candidates in Science and Humanities, including Social Sciences and Engineering & Technology. Nineteen research projects relating to the themes of women's studies were approved for assistance. Also, the Standing Committee on Women's Studies, after examining various proposals, recommended assistance to 21 universities and 11 colleges/university departments for setting up women's studies centres and cells respectively.

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

7.1.27 The Commission took the initiative to prepare a project for the modernisation of Libraries and Information Centres in the country, with the application of Computer and Communication technologies during the Eighth Five Year Plan. The project, titled INFLIBNET (Information and Library Network) is to be a computer-communication network for linking libraries and information centres in universities, deemed to be universities, institutions of national importance, UGC Information Centres, R&D institutions and colleges so that they could optimally utilise their resources. The main objective of the project is to identify and modernise 45 University Libraries, provide assistance to 10 Document Resource Centres and 5 R&D/Sectoral Information Centres. These nodes and the three already operational UGC National Information Centres will be linked via satellite. Emphasis will be given to libraries from remote areas which are poor in terms of collection and resources. This will enable some of the deprived libraries to have access to the richer ones in the country which will bring about equity.

## Indira Gandhi National Open University

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

7.2.2 The IGNOU provides an innovative system of university level education, flexible and open in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, methods of evaluation, etc.

7.2.3 The University has adopted an integrated multi-media instructional strategy consisting of printed materials and audio-video aids, supported by counselling sessions at a network of study centres throughout the country. The evaluation system followed by the University consists of both continuous evaluation as well as term-end examinations.

### *Academic Programmes*

7.2.4 The IGNOU introduced its academic programmes in 1987 and has so far launched 21 programmes. These include a certificate course in Guidance (for Primary School Teachers), Food and Nutrition (in 7 languages) and Rural Development, the preparatory programme for the Bachelor's Degree, Diploma Programmes in Management, Rural Development, Higher Education, Distance Education, Creative Writing in English and Hindi, Computers in Office Management and Operations Management; the Bachelor's Degree Programmes in Arts/Science/Commerce and Library and Information Sciences as well as the Master's Degree in Business Administration and Distance Education. The University has published 1,127 volumes of course materials and has produced over 425 audio programmes and 325 video programmes.

7.2.5 The total number of students registered for various programmes of study in the IGNOU during 1992-93 is likely to be over 60,000. With this, aggregate enrolment of students in the University is likely to be 1.80 lakh. 4,900 students have so far successfully completed their programmes of study.

### *Staff*

7.2.6 The IGNOU has so far recruited nearly 170 teachers and other academic staff and about 900 technical, professional, administrative and supporting staff. In addition, the University is utilising the services of nearly 250 Co-ordinators and





The Hon'ble Minister of Human Resource Development Shri Arjun Singh addressing at  
Indira Gandhi National Open University Convocation

1992

Assistance Co-ordinators and over 8400 Academic Councillors on part-time basis.

#### *Student Support Services*

7.2.7 The University has established an extensive student support services network consisting of 16 regional centres and 201 study centres situated in different parts of the country. A Study Centre of IGNOU provides the following services:

- Advice, counselling and information;
- Library facilities;
- Audio-video facilities;
- Receives all student assignments and makes arrangements for their evaluation.

#### *Promotion and Coordination of the Open University and Distance Education System*

7.2.8 In addition to performing the functions of a National Open University, the IGNOU is the apex body for coordination and determination of standards in distance education throughout the country. For the performance of this function, a Distance Education Council (DEC) was established by the University as a statutory authority under the IGNOU Act in April, 1992.

7.2.9 The DEC is presided over by the Vice-Chancellor of IGNOU, representatives of the University's Board of Management, the Department of Education, UGC, the State Open Universities as well as the Institutes of Correspondence Studies in the conventional universities, and a few eminent educationists.

7.2.10 The Distance Education Council have formulated guidelines for providing support to State Open Universities during the Eighth Plan. The guidelines also suggest that all new programmes should focus attention on education and training in areas related to employment and self-employment and in meeting the continuing education and needs of serving personnel. Training of Distance Education personnel will be a priority area for support from the DEC during the Eighth Plan.

#### *Institute of Distance Education*

7.2.11 The University has formulated a project for establishment of an Institute of Distance Education as Human Resource Development Centre for the distance education system. The Institute will address the training needs in such areas as curriculum planning and development, instructional design and course development, use of multimedia and modern communication technologies, organisation of student support services, etc.

### *International Cooperation*

7.2.12 The Government of Mauritius have acquired the course materials for the Bachelor's degree programmes offered by IGNOU for launching distance education programme in that country. The Commonwealth of Learning (COL) has suggested that the IGNOU offered its diploma programme in Distance Education to the Chief Educational Officers in the Caribbean Islands. COL has also offered an assistance of \$ 50,000 annually for three years to develop training programmes for distance education staff in the country. An international workshop has recommended adoption of the IGNOU model for structuring programmes.

### *Telecast*

7.2.13 The 30 minute telecast at IGNOU's programmes by Doordarshan which commenced in May, 1991 continued during the year 1992-93. The Bombay and Hyderabad stations of the All India Radio started broadcasting selected audio programmes of the IGNOU from early 1992.

### *Journal*

7.2.14 The first issue of the Indian Journal of Open Learning, a professional journal was brought out during the year 1992-93.

### *Convocation*

7.2.15 The University held its second Convocation in April, 1992 when diplomas and degrees were awarded to students. Shri Arjun Singh, Hon'ble Minister for Human Resource Development was the Chief Guest.

## **Central Universities**

### **Aligarh Muslim University (AMU)**

7.3.1 The Aligarh Muslim University (AMU), established in 1921, is one of the premier Central Universities. The University is known for its residential character. The University has on its roll a total of 17,200 students including those in its schools. The number of foreign students enrolled is 298 representing 10 countries.

7.3.2 The AMU has 10 Faculties with 75 Departments. The University has four important colleges including Jawahar Lal Nehru Medical College and Zakir Hussain College of Engineering.

7.3.3 The University has a faculty strength of 1210. The strength of non-teaching staff is 5152.

7.3.4 The University has started Electrical Mail (E-Mail) Service. This is a computer based communication to different computer installations, having the same facility, throughout the world.

7.3.5 The work relating to examinations, admissions and accounts at AMU has been computerised. Installation of another computer for computerisation of the work at Registrar's Office is in progress.

7.3.6 The AMU has established the following three separate departments :-

- a) Department of Tuberculosis and Chest Diseases;
- b) Department of Dermatology; and
- c) Department of Psychiatry.

7.3.7 A proposal of the University for the establishment of a Centre for the study of Foreign Trade was approved by the Ministry of Commerce. The proposed inter-disciplinary Centre would offer :-

- i) A Master's level course in International Trade (MIT); and
- ii) A Post-Graduate Diploma in International Trade.

7.3.8 On the recommendations of an Expert Committee of AICTE, the UGC has approved the proposal of the University to establish a Department of Computer Engineering to introduce B.Sc. Engineering Course in Computer Engineering.

7.3.9 The University has a proposal to establish an Institute of Information Technology to carry out the activities under the major areas of Informatics, Education Technology and the Mass Communication.

7.3.10 Following new courses were added at AMU :

- 1. Master of Finance and Control (MFC)
- 2. Master of Tourism Administration (MTA)
- 3. P.G. Diploma in Strategic Studies
- 4. B.Sc. Engineering (Computer)
- 5. Diploma in Computational Mathematics
- 6. M.A. in West Asian Studies
- 7. Diploma in Horticulture
- 8. Diploma in Pharmacy
- 9. One year part time Diploma in Computer Applications

## 10. P.G. Diploma in Translation (Functional Hindi)

7.3.11 Prof. M.N. Faruqui, Vice-Chancellor, AMU was presented the scroll of Honour by the Institution of Engineers for his dedication to the progress and advancement of the engineering fraternity. Prof. Ziaul Hasan, Principal, University Polytechnic was selected for U.P. Government National Award for outstanding work done in a specified area of engineering and technology for the year 1991 (Polytechnics). Prof. Mahdi Hasan of the Department of Anatomy was awarded Dr. B.C. Roy National Award under the category of Eminent Medical Teacher.

7.3.12 Maulana Azad Library of AMU has a collection of about 8,00,000 volumes and about 50,000 rare and precious manuscripts in different languages.

7.3.13 The University has initiated steps to undertake the construction of a Girls Hostel, a Research Scholars Hostel and a Junior Doctors and Nurses Hostel at an estimated cost of Rs. 140.00 lakh, 50.00 lakh and 100 lakh respectively.

### **Banaras Hindu University (BHU)**

7.4.1 Banaras Hindu University (BHU) was established in 1916 as a teaching and residential university. It consists of 3 institutes namely the Institute of Medical Science having under its umbrella, the Faculty of Modern Medicine and Ayurveda with 750 bedded hospital for modern medicine and 125 Ayurveda's beds apart from the Special Ward; the Institute of Technology and Institute of Agricultural Sciences. There are in all 14 Faculties and 114 academic departments. The University also maintains a Constituent Mahila Mahavidyalaya and 3 school level institutions. Four colleges in the city are admitted to its privileges. The University has approximately 13,000 students on its rolls. The strength of its teaching and non-teaching staff is approximately 1,330 and 6,350 respectively.

7.4.2 Prof. V.L. Chopra, Director-General, ICAR was conferred upon the degree of Doctor of Science (Honoris Causa) on the Fourth Convocation on the Institute of Agricultural Sciences held on 4th April, 1992. Nine retired teachers of the University were felicitated by the University on the occasion of the Teachers' Day i.e. on 5th September, 1992. The year long celebrations of "Quit India Movement 1942" was inaugurated by the University on 9th August, 1992.

7.4.3 The Faculty of the University received various prestigious awards and distinctions during the year including B.C. Roy National Award, Dr. J.L. Rohtagi Fellowship, INSA's Golden Jubilee Commemorations medal for Biological Sciences, B.N. Chopra Orientation Award, Ram Narain Vaidya Puraskar in Ayurveda and Indian Medical Association's Scientific Paper Award.



The Hon'ble Prime Minister Shri P.V. Narasimha Rao with students on Republic day celebrations

7.4.4 The President in his capacity as the Visitor of the University assented to the amendment of Statute 9(1) relating to Dean of Faculties so as to change the term of the office of Dean from two years to three years.

7.4.5 The University won the U.P. Inter-University Basket Ball (Women) Tournament and East Zone Inter-University Kabaddi (Men) Championship. The University also bagged 3 Gold, 3 Silver and 1 Bronze Medals in U.P. Inter-University Wrestling Meet. The University Cultural team annexed the East Zone Youth Festival Overall Championship sponsored by the Association of Indian Universities by winning 6 Gold and 3 Silver Medals.

#### University of Delhi

7.5.1 The University of Delhi was established by an Act of Parliament in 1922 as a teaching-cum-affiliating University. At present, 72 colleges/institutions are affiliated to the University, including Sherubtse College in Bhutan. The University has 13 faculties and 65 academic departments situated in the North and South Campuses. The Non-Collegiate Women's Education Board and the School of Correspondence Courses and Continuing Education provide opportunities for part-time and correspondence education. The University also enrolls external (private) students.

7.5.2 During the year 1992-93, the total strength of students in the University was approximately 1,88,800. Out of this, 1,10,400 were regular students in various colleges, faculties and departments of the University, 11,800 were enrolled with the Non-collegiate Women's Education Board, 55,000 with the School of Correspondence Courses and Continuing Education and 11,600 with the External Candidate Cell (private students).

7.5.3 The University granted affiliation to Nehru College of Homeopathy, during the year 1992-93. Besides, about 20 new courses at different levels were introduced in various faculties during the year.

7.5.4 The Faculty of the University has a strength of 745, which comprises 275 Professors, 296 Readers, 159 Lecturers and 15 Research Associates. The following prestigious honours/awards have been conferred on the Faculty Members of the University during the year :

- i) Padma Bhushan to Prof. Devabrata Chaudhuri in recognition of his contribution in the field of instrumental music.
- ii) Padma Bhushan to Prof. T.N. Krishnan in recognition of his contribution in the field of classical music.
- iii) Padma Shri to Prof. S.A.M. Abidi in recognition of his services to the cause of Persian Studies in India.

- iv) Sanskrit Seva Samman of Delhi Sanskrit Academy to Prof. Satya Vrat in recognition of his outstanding scientific and scholarly work.

7.5.5 The University conferred honorary degree of Doctor of Law to Mr. Arpad Bogsh, Director General, World Intellectual Property Organisation in a special convocation held on 5th November, 1992.

7.5.6 Students of the University excelled in the field of sports. Maulana Abdul Kalam Azad Trophy was won by the University for the 4th year in succession for its achievements in the field of sports.

### **University of Hyderabad**

7.6.1 The University of Hyderabad was established by an Act of Parliament in 1974. It has specialised in post-graduate and research studies. During the year 1992-93, 931 students were admitted to the University on the basis of their performance in the entrance test conducted at 11 different locations in the country. The students' enrolment in 1992-93 was 1934 which included 254 SCs, 45 STs and 24 physically handicapped candidates. The number of women students on roll was 783 which was about 40% of the total.

7.6.2 The University has a Faculty strength of 69 Professors, 66 Readers and 73 Lecturers as on 1st December, 1992. The number of non-teaching staff is 1072.

7.6.3 Financial assistance to students of University was provided through 52 merit-scholarships and 162 merit-cum-means scholarships. The number of Junior Research Fellowships awarded to research scholars by the CSIR and the UGC was 80 and 187 respectively. The total number of research projects funded by UGC, CSIR, ICMR, DST, DAE, ICAR, etc. during the year was 92.

7.6.4 During the year, Executive Council met five times and Academic Council twice. The Annual meeting of the Court was held in December, 1992.

7.6.5 The Faculty of the university received various prestigious awards and distinction during the year including Birla award for Scientific Research, INSA Ramanujam award, S.S. Bhatnagar award, and INSA Young Scientist award.

### **Jamia Millia Islamia**

7.7.1 Jamia Millia Islamia, which had been functioning as a deemed University since 1962, was given the status of a Central University with effect from 26th December, 1988 by an Act of Parliament. The University imparts integrated education right from the nursery stage to the post-graduate and Doctorate level.

7.7.2 The enrolment in the University for 1991-92 was 9,168,



out of which undergraduate and post-graduate students were 7,690 and 1,478 respectively. Students belonging to SC/ST and Backward classes numbered 449/64 and 115 respectively. There are 153 foreign students, representing 19 countries. The strength of teaching staff is 473 and that of non-teaching staff is 976.

7.7.3 The University has six faculties with 27 departments. It has 14 hostels which accommodate 822 students. The Jamia also has a Working Women's Hostel with a capacity of 68 inmates.

7.7.4 The Mass Communication Research Centre (MCRC) offers programmes and post-graduate courses in Mass Communication, Radio, Audio-Visual, TV and Film Production. It undertakes research in Programme Formats and feedback studies and Mass Communication.

7.7.5 Jamia has very active non-formal units such as Department for Adult and Continuing Education and Extension, State Resource Centre, Child Guidance Centre, Centre for Coaching and Career Planning and Balak Mata Centres. The Department of Adult and Continuing Education and Extension Education has started a Master's Degree in Extension Education, besides running programmes on Population Education.

7.7.6 The State Resource Centre produces reading material for literates and neo-literates. The Child Guidance Centre undertakes development at work for children, parents, adolescent girls, teachers and professionals. The Centre for Coaching and Career Planning provides systematic coaching to the students of weaker sections of minority communities for appearing at various competitive examinations conducted by the UPSC, State Governments, Public and Private Undertakings. The Balak Mata Centres of Jamia provide education to the Women and children of the deprived classes living in the walled city of Delhi.

7.7.7 Jamia Millia Islamia has established an Academic Staff College for orientation programmes for University/College teachers. Dr. Zakir Hussain Institute of Islamic Studies of the University promotes national understanding of Islam with special focus on solution of problems of the modern age. The Academy of Third World Studies provides research facilities on socio-economic studies of Third World countries.

7.7.8 The University provides teaching facilities in foreign languages, viz., French, Russian, Arabic and Bulgarian. It implements the National Service Scheme which arouses social consciousness among the students. The University also offers NCC activities to stimulate interest and create a sense of participation in national defence matters. "Military Science" is one of the subjects offered to undergraduate students at Jamia.

7.7.9 Jamia has a Central Library with a collection of more than two lakh books. A course on teaching in Library and Information Science for a Bachelor's Degree is also run by the University.

## **Jawaharlal Nehru University**

7.8.1 The Jawaharlal Nehru University (JNU) was established in 1966 by an Act of Parliament. The University has 7 Schools consisting of 24 Centres of Studies. In addition, it has a separate Centre for Bio-technology. The University has 3904 students on its rolls. The strength of its teaching and non-teaching staff is approximately 375 and 1350 respectively.

7.8.2 Dr. Yogindra Alagh has been appointed as Vice-Chancellor of the University with effect from 14 December, 1992 vice Prof. M.S. Agwani who relinquished office on 6 October, 1992 on expiry of his term.

7.8.3 In response to an All-India Entrance Test conducted by the University in May 1991, 1,327 joined the University. Among those who joined 192 candidates belong to SC/ST and 15 to Physically Handicapped. 1895 students were declared eligible for the award of various degrees/diplomas during the academic year 1991-92.

7.8.4 Six national and international seminars/conferences workshops were organised by various schools/centres of the University.

7.8.5 Twenty-four research projects were completed by the faculty members of various schools while work on 60 projects was in progress.

7.8.6 The membership of the JNU Library stood at 4,550. About 35,000 clippings and 11,232 volumes were added to the Library which stands at over 4 lakh and 8 lakh respectively.

7.8.7 Five Refresher Courses in economics, sociology and political science and 4 orientation courses were organised by the Academic Staff College of the University which were attended by 245 teachers from various universities/colleges.

7.8.8 Zakir Hussain Centre for Educational Studies of the University was approved under Special Assistance Programme of the University Grants Commission. The School of Environmental Sciences developed the use of a He-Ne laser particle size and reflectance relations. The School of Computer and System Sciences further strengthened its laboratories by installing 14 personal computers and initiated new experiments in digital electronics. The Centre of Bio-technology organised a number of lectures and film shows on various aspects of modern biology for creating scientific temper and awareness about Bio-technology among school children as a part of its social commitment.

7.8.9 The Adult and Continuing Education and Extension Unit of the University adopted one JJ Colony, New Delhi for creating total literacy among its residents.

7.8.10 The construction programme maintained steady progress. The buildings for School of Environmental Sciences, Administrative block and Inter-Hall Administration were completed and occupied. Construction work on additional housing units, community centre and club for karmacharis was in progress.

### **North Eastern Hill University**

7.9.1 The North Eastern Hill University was established by an Act of Parliament in 1973. Its jurisdiction extends to the three States of Meghalaya, Mizoram and Nagaland. The headquarters of the University is at Shillong. Dr.C.N. Rao is the Chancellor and Prof. Barrister Paken is the Vice-Chancellor of the university. The court of the university was reconstituted on May, 1991.

7.9.2 The University has an enrolment of 35,790 students in various courses and programmes, with approximately 350 faculty members and 2,000 non-teaching staff.

7.9.3 The University organised IV Annual Conference of Indian Institute of Geomorphologist from 30th April to 2nd May, 1992.

#### *Shillong Campus*

7.9.4 The Campus development department of the University have concentrated their efforts to build and develop the permanent campus. Construction of 200 capacity hostel and 50 staff quarters with an estimated cost of Rs.2.81 crore is likely to be completed by the end of March, 1993. Construction of another 800 capacity hostel, 150 staff quarters, USIC workshop, Lecture Hall, Buildings for School of Life Science & School of Physical Science, Seminar Hall, Guest House, RSIC building, Sports Complex, VC's residence and external electrification of Shillong Permanent Campus is in progress.

#### *Mizoram Campus*

7.9.5 A plan for construction of 50 capacity students hostel, with an estimated cost of Rs.27 lakh of Pachhunga University College with an estimated cost of Rs.2.20 crore and of the building complex at Mizoram Campus with an estimated cost of Rs.1.71 crore is under consideration of U.G.C.

#### *Nagaland Campus*

7.9.6 An amount of Rs.1.25 crore has been approved for construction of various buildings and roads in Nagaland Campus.

7.9.7 The anticipated maintenance expenditure of the university for the year 1992-93 is Rs. 15.63 crore as against the actual expenditure of Rs.11.55 crore during 1991-92.

## **Pondicherry University**

7.10.1 Pondicherry University was established by an Act of Parliament in October, 1985 as a teaching-cum-affiliating university. The jurisdiction of the University extends to the Union Territory of Pondicherry and Andaman and Nicobar Islands.

7.10.2 At present, the University has two Directorates, six Schools, fourteen Departments and five Centres. The University has seventeen affiliated institutions of which ten are located in Pondicherry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The University offers two certificate, three P.G. Diploma and eighteen post-graduate courses, fourteen M.Phil and seventeen Doctoral programmes. Forty-five Research Projects of topical relevance are in progress.

7.10.3 The student enrolment in the University is 744. The University has a faculty of 24 Professors, 42 Readers and 55 Lecturers. It has a non-teaching strength of 411 employees.

7.10.4 Shri Arjun Singh, Hon'ble Union Minister of Human Resource Development visited this University and laid the foundation for the Students Hostel on 17th April, 1992. The construction of Hostels, Animal House, Botanical Garden and laying of Internal Roads have been entrusted to the CPWD under VIII Plan scheme.

7.10.5 Dr.G.Ram Reddy, Chairman, UGC visited this University and launched the choice based credit system on 15th May, 1992.

7.10.6 The Pondicherry University entered into a Memorandum of Understanding with Indira Gandhi National Open University, Pierre Et. Marie Curie University (Paris) and the University of La Re Union (France).

7.10.7 The Association of university Administrators conducted the "Third National Convention of Resource Crunch in Higher Education, Emerging Issues and Trends" on 15th and 16th May, 1992 in Pondicherry University.

7.10.8 The 67th Annual Meeting of the AIU and the Vice-Chancellors conference will be held on 20th, 21st and 22nd February, 1992.

7.10.9 The fourth convocation of the University will be held before January, 1993.

7.10.10 In connection with the implementation of the policy statement on abatement of pollution, the University has established an Advanced Centre for Pollution Control and Bio-waste Energy. The Centre has taken up several studies of critically polluted areas. A very comprehensive body of information has been generated through extensive experimentation on the impact of low concentrations of pesticides and trace

metals on receiving organisms. This information can be used for better environmental protection.

### **Visva-Bharati**

7.11.1 Visva-Bharati, an educational institution, established by Gurudev Rabindranath Tagore was incorporated as a Central University by the Visva-Bharati Act, 1951.

7.11.2 The student enrolment of the University was 4,954 as on 31st March, 1992. The number of teaching and non-teaching staff was 485 and 1,649 respectively.

7.11.3 The Visva-Bharati Samavartan Utsava was held on March 21, 1992 which was attended by Shri P.V. Narasimha Rao, the Prime Minister of India and the Acharya of the University. The Acharya conferred the highest honour of "Visva Bharati Desikottama" on Aresh Chandra Bandyopadhyaya (since deceased), Professor Edward Dimock of Chicago University; Shri Sambhu Mitra, eminent dramatist; Ms. Marjorie Sykes, a Tagore Scholar; and posthumously on the late Mushirul Haque, former Vice-Chancellor of Kashmir University.

7.11.4 As a mark of respect to the departed soul of Satyajit Ray, a special chair has been proposed in the Institute of Fine Arts (Kala Bhavana) of Visva Bharati.

7.11.5 The new areas of teaching introduced by Visva Bharati included Computer-related courses in Life Science, Mathematics and Physics at B.Sc. level; Computer Science; Advanced Computer Science and Operation Research for M.Sc.; Mathematics Courses, Immunology, Animal behaviour and Neurobiology in M.Sc. Botany Course; and two P.G. Courses-one in Anthropology and another in Rural Development.

7.11.6 The University has been associated with an ambitious programme of mass literacy aiming to cover the entire district of Birbhum.

7.11.7 A National Convention on Environmental Engineering was organised from 21st to 23rd February, 1992 by the Botany Department in collaboration with the institute of Public Health Engineers. The Department of Zoology organised a National Symposium on General and Comparative Endocrinology in January, 1991. The teachers of Vinaya-Bhavana (Department of Education) participated in National Level Seminars, Workshops and attended different Congress organised by SCERT, NCERT, AIAET, ICSE. An exchange programme with the physics department and the International Centre for Theoretical Physics, Italy was also supported by University.

7.10.8 The University undertook a number of comprehensive projects for the abatement of pollution.

7.10.9 The Library of the University has a collection of 3,32,362 books and 5,813 journals. In addition, the University has a total of 2,59,905 books housed at twelve sectional libraries.

### **Establishment of New Central Universities**

#### **Assam University**

7.12.1 Legislation for establishment of a teaching and affiliating University in Assam at Silchar was enacted in May, 1989. However, it has not been possible to enforce the Act due to the divergent opinions regarding the location of the University. It has now been agreed in principle to establish two Central Universities in Assam, one of them to be set up at Silchar and the other to be set up at Tezpur. Further action to operationalise the Assam University at Silchar is being taken.

#### *Tezpur University - Tezpur*

7.12.2 Tezpur University Bill, 1992 has been introduced in Rajya Sabha on December 3, 1992. It is likely to be considered and passed by the Parliament soon.

#### **Nagaland University**

7.13.1 Legislation for establishment of a teaching and affiliating University in Nagaland was enacted in October, 1989. A site selection committee has visited Nagaland and submitted its recommendations regarding the operationalisation of short-term and long-term perspective and opening the new University. The recommendations are under consideration of the Government.

### **Specialised Research Organisations**

#### **Indian Council of Social Science Research**

7.14.1 The Indian Council of Social Science Research (ICSSR) was established in 1969 as an autonomous organisation to promote and coordinate social science research in the country.

7.14.2 During the year the Council continued to assist research institutions of all-India character engaged in research in the field of social sciences.

7.14.3 The Council sanctioned research grants for 70 new research projects till December, 1991. A number of sponsored research programmes on topics like 'Tribal Studies' 'Theoretical and Methodological Issues in Social Science Research' are in progress. Research programme on 'Critical Examination of the Works of Eminent Indian Social Scientists' and 'Environmental Studies' are to be initiated shortly.

7.14.4 The Council awarded six National Fellowships, twelve Senior Fellowships, seven General Fellowships and fourteen Regular Doctoral Fellowships. The Council also provided partial assistance to forty-eight Ph.D. scholars and contingency grants to twelve scholars.

7.14.5 Under the Indo-French Cultural Exchange Programme (CEP), the Council sent seven Indian Scholars to France and invited nine French Scholars to India. Under the Indo-Russian Programme, eleven Indian Scholars participated in meetings held in Moscow on 'Planning and Market' and 'Social Mobility'. Under the CEPs of India with China and North-Korea, delegations from ICSSR visited China and North-Korea to discuss bilateral issues with these countries. Besides this, a delegation from ICSSR also visited Japan and signed an agreement for collaboration with Japan Society for the Promotion of Science. The Council also supported four scholars for data collection and fourteen scholars to attend seminars abroad. It has also supported twenty-nine seminars in India.

7.14.6 Under the scheme of publication grant, eleven doctoral theses and four research reports were approved for financial assistance. Ten issues of Journals in different disciplines were brought out during the year. Twenty three books were brought out under the publication grant scheme.

7.14.7 The National Social Science Documentation Centre (NASSDOC) acquired 2500 publications including books, theses and research reports. About 3,000 journals and 50 daily newspapers were received in the library against subscription and exchange and on gratis basis. Besides these, NASSDOC acquired bibliographical databases namely POPLINE, Current Contents (ISI) and AUSTROM on CD-ROM for providing quick bibliographical services.

7.14.8 The data archives acquired two data sets for the repository. Sixty-seven scholars received research guidance under the scheme of guidance and consultancy services in data processing. In addition, the data archives provided consultancy services in data processing and analysis including development of questionnaires and code books of a major project on 'The Girl Child and the Family', sponsored by the Department of Women and Child Development.

7.14.9 The Indian Council of Social Science Research continued to be the Secretary General of Association of the Asian Science Research Councils.

### **Indian Council of Philosophical Research**

7.15.1 The Indian Council of Philosophical Research (ICPR) was set up:

- to promote teaching and research in philosophy;

- to review the progress and to coordinate research activities in philosophy; and
- to provide financial assistance to institutions/organisations and individuals engaged in research in philosophy and allied disciplines.

7.15.2 In order to achieve its aims and objects, the Council awards fellowships; organises seminars, conferences, workshops and refresher courses, provides financial support to organise seminars/workshops; provides travel grants to scholars to present their papers at conferences/seminars held abroad; and brings out publications and a tri-annual journal. The journal provides a forum for dialogue between diverse philosophical traditions, both Indian and Western, and also provides a place for new styles of philosophical thinking emerging amongst younger philosophers anywhere in the world.

7.15.3 During 1992-93, the Council awarded three short-term fellowships, two residential fellowships, twenty-three junior research fellowships, seven general fellowships, two senior fellowships and two national fellowships.

7.15.4 Fourth Afro-Asian Philosophy Conference was organised at New Delhi on October 16-18, 1992, in collaboration with the Afro-Asian Philosophy Association and the Federation Internationale Des Societes De Philosophie. The theme of the conference was religion and philosophy on which plenary sessions, symposium, presentation of individual papers and round table discussions were organised. Twenty-nine scholars from Afro-Asian countries and 136 Indian scholars attended the conference.

7.15.5 National seminar on the philosophy of Professor K. Satchidanand Murty was organised at New Delhi on October 14-15, 1992. The seminar was attended by three foreign scholars and seventy-two scholars from different parts of the country. The seminar focussed attention on the diverse aspects of the philosophical views of Professor Murty.

7.15.6 A seminar on Value Education was held in New Delhi in June, 1992, which was attended by philosophers, educationists, education planners and administrators. The seminar focussed on the need for evolving practical measures and strategies for giving value orientation to the entire process of education at its various stages. An important recommendation of the seminar was for setting up a non-governmental organisation which may then work out detailed schemes in this matter. Aligarh Muslim University was provided financial support for organising seminar on "Philosophy, Science and Ideology" at Aligarh. A large number of experts from diverse fields such as natural sciences, engineering and technology, literature and philosophy participated in the seminar. An international seminar on "Neo-Platonism and Indian Thought" was organised in Delhi from December 29 to January 3, 1993. Nearly 20 overseas scholars and 25 scholars from within the country participated in the seminar.



7.15.7 Under ICPR's National Lecture Programme, Professor Tu Wei-Ming, a well known Chinese scholar and Professor Agnes Heller, an eminent US philosopher have been invited to visit India to deliver lectures at various Indian Universities. Professor Rajendra Prasad an eminent Indian philosopher would deliver lectures at selected centres in the country.

7.15.8 It is proposed to organise two refresher courses one on ethics at the ICPR Academic Centre, Lucknow, and another course on social philosophy at S.V. University, Tirupati during the year 1992-93.

7.15.9 Under the new scheme "Meet the Philosopher", the Council has decided to organise programmes on two eminent philosophers, viz., Professors Sibajiban Bhattacharya and S.S. Barlingay.

7.15.10 Under the programme, 'Review Meet' some latest publication of an important philosopher would be set to a group of 10-12 selected philosophers in the area who would be requested to present papers/views on some aspects facilitating discussions on the major themes contained in the book in the presence of the author.

7.15.11 A two-member delegation comprising Professor R.Balasubramanian, Chairman, ICPR and Head, Sri Aurobindo School of Eastern and Western Thought, Pondicherry University, Professor S.S.Barlingay, Professor Emeritus, Pune University, was sponsored for participation in the Fourth Biennial International Conference on Vedanta, organised by the Department of Philosophy, Miami University (USA) in April, 1992. Another scholar was provided travel grant for attending international conference held abroad.

7.15.12 Under its Publication Programme, two issues of its tri-annual journal and 2 publications were brought out. Third issue of the journal and four more publications are expected to be brought out during the year 1992-93.

7.15.13 The project of History of Indian Science, Philosophy and Culture (PHISPC) has been taken up with the objective of undertaking systematic and comprehensive inter-disciplinary study and research of scientific philosophical and cultural heritage of Indian philosophy as it developed in the past and as it interacts in our own times with the modernity which is crystalising in our midst. Apart from the ICPR, UGC, DST and other institutions are expected to provide contribution in the funding of the project. The Preparatory Committee (redesignated as Advisory Committee) consisting of eminent scholars under the Chairmanship of Professor D.P. Chattopadhyaya has been constituted to consider academic, administrative, financial planning and execution aspects of the project. Professor D.P. Chattopadhyaya has been designated as Project Director in an honorary capacity. Completion of the project would result in the publication of 10 volumes reflecting a network approach to the

developments in various periods of India's history. Important initiatives have been taken such as workshops and consultation meetings with experts and scholars to give concrete shape to the project. The presentations made in these meetings have been published in the series of occasional papers. A total number of 11 papers have been published so far. The overview volume is proposed to be published by the end of 1993. The work on the preparation of 2-3 other volumes would also be taken up simultaneously. A few senior scholars have been identified for this purpose.

7.15.14 Similar on-going activities would be continued during the year 1993-94.

### **Indian Council of Historical Research**

7.16.1 The Indian Council of Historical Research (ICHR), set-up in 1972 as an autonomous organisation to promote the objective of research in and writing of history, to sponsor research projects and to inculcate an informal appreciation of the country's national and cultural heritage.

7.16.2 The Council has been pursuing the objectives by funding research in different areas of history including history of socio-economic formation, art, literature, numismatics science and technology, epigraphy and archaeology. During the period under report, the Council sanctioned 28 research projects, 149 fellowships, 68 study-cum-travel grants to scholars. Publication subsidies were awarded to 54 research theses, monographs and journals. 68 professional organisations of historians such as Indian History Congress, South Indian History Congress, Punjab History Congress, Orissa History Congress, Numismatic Society of India, etc., have been sanctioned grants to enable them to hold the conferences and to organise seminars and symposia. Two eminent historians were granted national fellowships.

7.16.3 Under its publication programme, the Council brought out Volume XV of the Indian Historical Review devoted to the world-wide History of Slavery. A Journal in Hindi, 'Itihas' has also been brought out. The important publications include 'A Topographical List of Inscriptions in Tamil Nadu and Kerala, Vol.VII, Some Aspects of Pre-historic Technology in India'. Besides more than 35 monographs and theses were published under publication subsidy programme of the Council.

7.16.4 The Council's major project on the 'Dictionary of Social and Economic and Administrative Terms in Indian/South Asian Inscriptions' has made substantial progress. Funding for the earlier project 'Towards Freedom' has now come to an end, and the documents pertaining to almost all the volumes have been scrutinised and selected by the individual editors. The volumes are being made ready for the press.

7.16.5 The Council organised a seminar on 'Archaeology, Education and Training'. Another Seminar on 'Akbar and His Age'

to celebrate 450th Birth Anniversary of Akbar was organised by the Council during 1992-93. The seminar was attended by historians from India and abroad. The ICHR has also funded a seminar at Aligarh and a workshop at Allahabad, as part of the Akbar celebrations.

7.16.6 More than 1,600 titles covering various branches of history and allied subjects have been added to the Library-cum-Documentation Centre. Xerox and micro-printer facilities continue to be provided to scholars.

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

7.17.1 The Indian Institute of Advanced Study (IIAS), Shimla which started functioning from October 20, 1965, aims at free and creative enquiry into the fundamental themes and problems of life and thought. It is a residential Centre for research and encourages promotion of creative thoughts in areas which have deep human significance. It provides an environment suitable for academic research, particularly in selected subjects like Humanities, Indian Culture, Comparative Religion, Social and Natural Sciences.

7.17.2 The Institute awards fellowships for periods varying from 3 months to 3 years. During 1992-93, 28 fellows of outstanding merit worked at the Institute. The Institute organised 3 seminars in which scholars from all parts of the country as well as the Fellows of the Institute participated. Weekly seminars are a salient feature of the academic activity of the Institute. During the year, 15 weekly seminars were given by the Fellows.

7.17.3 Five eminent scholars came to the Institute as Visiting Professors to deliver lectures and 25 scholars visited the Institute to give lectures to the academic community of the Institute or to participate in seminars. The Institute also serves as an "Inter-University Centre for Humanities and Social Sciences" and 39 lectures/readers/professors came to the Institute as Associates. A research seminar on "Recent Trends in the Social and Cultural History of India" and a study week on "World Economic Order" was also organised, in which eminent scholars participated.

7.17.4 The Institute has brought 18 publications which include monographs, proceedings of seminars, occasional papers of weekly seminars etc. The Library of the Institute has subscribed to 564 journals/periodicals and has a programme to acquire 2000 volumes of books. It has over one lakh volumes of books on the shelves. The Institute has evolved a multidisciplinary team project on "Socio-Religious Movements and Cultural Networks in Indian Civilization" which will be pursued throughout VIII Plan. A score of Fellows and three full time fellows have been selected for this project.

## **Other Schemes**

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

7.18.0 Dr. Zakir Hussain Memorial College Trust was established in 1973 to take over the responsibility of the management and maintenance of Dr. Zakir Husain College (formerly Delhi College). The maintenance expenditure of the college is shared by the University Grants Commission and the Trust in the ratio 95:5. In addition, the UGC sanctions development scheme from time to time. The expenditure on these schemes is shared in accordance with the pattern of assistance laid down by the UGC for such programmes. Since the Trust has no resources of its own, grants are provided by the Department of Education, Government of India, for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

## **Establishment of the National Evaluation Organisation**

7.19.1 The National Policy on Education - 1986 and its Programme of Action envisage the establishment of a national institution to facilitate the process of delinking University degree from recruitment to services for which a University degree need not be a necessary qualification. The National Evaluation Organisation has been set up as an autonomous Registered Society for this purpose.

7.19.2 The National Evaluation Organisation will :

- a) conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a diploma or degree qualification;
- b) make the test available for candidates taking the same on their free will and those who are certified as qualified for specified jobs/services would be eligible for appointment to such posts/services without insisting on any other qualifications;
- c) design a series of tests on the basis of detailed job description, job analysis, etc., to identify requirements of knowledge, competency, skills and aptitudes necessary for the performance of the identified jobs; and
- d) function as a well equipped resource centre at the national level in test development, test administration, test scoring, application of computer systems and optional marks reader, etc.

## **Scheme of assistance to All India Institutes of Higher Learning**

7.19.3 The objective of the scheme is to provide assistance to some voluntary organisations which offer programmes of education distinct from the conventional university system of education. Under the scheme, assistance is extended to institutions offering programmes of particular interest to rural community and are of innovative character. During the year (i) Shri Aurobindo International Centre for Education, Pondicherry; (ii) Shri Aurobindo Institute of Educational Research, Auroville; (iii) Lok Bharati, Sanosra; and (iv) Mitra Niketan, Vellanad, Kerala have been extended financial assistance under the scheme.

## **Association of Indian Universities**

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

7.20.2 AIU is substantially financed from the annual subscription paid by the member universities and proceeds from the sales and publication of literature pertaining to higher education. The Association receives plan and non-plan grants from the government for the research programmes conducted by the Research Cell. The following have already been published in the year 1991-92 : Directory of Distance Education Institutions Part I India, Part II Pakistan and Sri Lanka; Decentralisation of Higher Education System; Financial Deficit in Universities; Report on National Colloquium on Right to Education as a Fundamental Right; Handbooks of Universities and Distance Education (Revised Edition).

7.20.3 A number of research studies are in progress, some of the important ones are : Cost of Higher Education and Resource Mobilization by Universities. A number of Question Bank Books are also under preparation in the disciplines of Soil Science, Banking and Accountancy, Geography, Political Science, Plant Pathology, Educational Psychology, Computer Science, Chemistry and Pharmacology.

7.20.4 In the area of sports, Inter University Tournaments were conducted in 14 games for men and 12 for women, and 12 for men and women at 102 centres in the country. These were organised at the all India level in different zones in the country. Similarly, AIU also organised cultural activities for University students in different zones with a view to promoting human values, culture and national integration among university youth.

## **Scheme of National Research Professorship**

7.21.0 The Scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and scholars. At present there are three National Professors. They are : Dr. C.R. Rao, Mathematics, Dr.(Smt.) M.S. Subbulakshmi, Music and Dr. K.N. Raj, Economics. National Professors are entitled for monthly emoluments of Rs.8,000/- and contingency grant of Rs.20,000/- per annum.

## **Punjab University, Chandigarh**

7.22.0 With the reorganisation of the State of Punjab, the Punjab University was declared an Inter-State body corporate under the provision of the Punjab Re-organisation Act, 1966. The maintenance expenditure of the university is being shared at present by the Government of Punjab and the UT Administration of Chandigarh in the ratio of 40:60. The development expenditure of the university is met mainly from the grants sanctioned by the UGC for specific programmes in accordance with the guidelines of the Commission. The university, however, has to provide the matching share for the development grants sanctioned by the UGC and also to finance several projects and programmes which are not covered by the schemes of the UGC. In order to meet these requirements the Central Government has been sanctioning annually appropriate amount as loan to the University.

## **Special Cell for SCs and STs**

7.23.1 A special cell for SCs and STs was constituted and is placed under the charge of an Assistant Educational Adviser, who coordinates with the Central Universities. This Cell is responsible for the review of reservation policy for SCs and STs in their admission and appointments to the various positions in Central Universities and the colleges affiliated to them. The Cell also functions as a Liaison Unit for furnishing information to the Commission for SCs and STs and to the Parliament. The representation received from large number of SC/ST teachers/employees/students of various colleges and universities were examined by the Cell and taken up with the concerned authorities, wherever necessary.

7.23.2 Based on the decision at the Conference on August 28, 1992, UGC has issued guidelines to the universities in the country to ensure the implementation of the reservation policy of Government of India for admission of candidates belonging to SC/ST communities as well as to recruitment to teaching and non-teaching posts in central universities.

## **International Cooperation**

7.24.0 Over the years, interest of academics from foreign countries in India has been increasing. This is reflected in increasing number of research projects sponsored by American

Institute of Indian Studies, United States Educational Foundation in India, Shastri Indo-Canadian Institute and Berkely Professional Studies Programme in India. During 1992-93, the number of research proposals approved by the Government was 303 as against 281 during 1991-92. Government has approved a number of bilateral agreement between Indian Universities and their counterparts abroad. There has been significant increase in the number of bilateral International Conference Symposium/Seminar/Workshop in collaboration with foreign universities. Requests for appointment of foreign scholars as Visiting Lecturer/Professor in Indian Universities in the country have also been increasing.

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

7.25.1 Established in 1968, the Shastri Indo-Canadian Institute promotes growth of mutual understanding between India and Canada through exchange of scholars, promotion of research activity, bilateral conferences and special projects. In accordance with the Memorandum of Understanding signed in November 1968, as renewed for 5 years with effect from 1st April, 1989, the Government provided Rs. 65 lakh grants-in-aid to the Institute during 1992-93. During 1992-93, the Institute awarded 31 fellowships to Indian scholars to carry out their academic research and interactions with their counterparts in Canada. Similarly, 15 Canadian scholars carried out their research concerning various aspects of India's heritage and the developmental process.

7.25.2 The Shastri Indo-Canadian Institute is preparing to launch a new project which targets on developmental issues. The project will be funded by Canadian International Development Agency (CIDA) and will address the common problems of environment; women in development; economic growth and business development; society science and technology; and demography. The researches will be carried out jointly by the Indian and Canadian academics/institutions in both the countries.

7.25.3 The Institute also organised Lal Bahadur Shastri Memorial Lecture during December, 1992 which was inaugurated by the Vice President of India.

### **United States Educational Foundation in India**

7.26.1 The United States Educational Foundation in India (USEFI) was established in February, 1950, under bilateral agreement, as replaced by a new agreement in 1963, for promoting understanding between the people of India and the United States of America by a wider exchange of knowledge.

7.26.2 The binational USEFI Board of Directors each year approves the fields of study for which fellowships are offered. The Foundation awards research grants in social sciences and humanities for senior and junior university faculty for a duration of three to seven months.

7.26.3 Thirty-six lecturers, researchers and students were awarded grants ranging from 3 to 9 months during the academic year 1991-92.

### **American Institute of Indian Studies**

7.27.1 The American Institute of Indian Studies (AIIS) which is a consortium of fifty-seven major American Universities such as Universities of California, Chicago, Columbia, Harvard, Pennsylvania, Washington, etc., has been functioning in India since 1961 with the aim of promoting Indian studies, culture and civilisation in the United States through (a) fellowships; (b) teaching of Indian languages; (c) publication of the results of research work; (d) organising seminars, conferences and workshops; and (e) research centres in the fields of history of art and archaeology in Varanasi and music and ethnomusicology in New Delhi.

7.27.2 During 1992-93, the Institute awarded nearly 100 fellowships to faculty members and Ph.D students from universities and research organisations in the United States irrespective of their nationality and in the fields ranging from anthropology to zoology.

7.27.3 The AIIS organises language instruction for American students in Bengali, Hindi, Tamil and Telugu.

7.27.4 During 1992-93 the following publications were brought out by Institute :-

1. Encyclopaedia of Indian Temple Architecture Volume II, Part 2.
2. Cultural Heritage of Mathura : A Bibliography
3. Harappan and Rojdi Plants
4. Ramachandran Temple
5. Vijayanagar Courtly Style
6. Gift of Tamil
7. Dimension of Socio-Linguistics in South Asia
8. Borthwick : Music of Bharatanatyam
9. Text, Tone and Tune
10. Pots and Palaces.



7.27.5 The Centre for Art and Archaeology of the Institute has an archival facility of about 125,000 mounted and documented photographs and 18,000 slides of various ancient monuments. So far, six parts of the Encyclopaedia of Indian Temple Architecture for South and North India have been published and work on the remaining area continues.

7.27.6 The principal aim of the Archives and Research Centre for Ethnomusicology (ARCE) is to develop an archive of Indian performing and oral arts, and more generally to advance the knowledge and understanding of the performing arts of India and stimulate the study of ethnomusicology in India. The Centre now has about 8,000 hours of audio recordings and about 6,000 hours of video recordings in the field. It has a library of about 8,000 books and 75 journals in the fields.

## **8 Technical Education**

8.1.1 Technical education is one of the most significant components of human resource development spectrum with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of the life of the people. In recognition of the importance of this sector, the successive Five Year Plans laid great emphasis on the development of technical education.

8.1.2 During the past four decades, there has been phenomenal expansion of technical facilities in the country. But, a lot still needs to be done in the field of technical education in respect of increasing its coverage and enhancing its accessibility to the needs of organised as well as unorganised and rural sector and in improving its relevance and productivity. Moreover, the changing scenario by the turn of the century in socio-economic, industrial and technological areas needs to be considered to enable the system to play its role with greater relevance and objectivity. Based on these considerations, several initiatives were taken to further revamp the technical education system. They include : modernisation and removal of obsolescence, promoting institution-industry interaction, providing continuing education for upgrading the skill and knowledge of technical personnel working in industry and service sector and transfer of technology to the rural sector.

8.1.3 The year under report witnessed some significant developments in the field of technical education. Considerable progress was made in implementing the various programmes and scheme. Major project has been undertaken with the assistance of World Bank, to upgrade the technician education system in the country for enabling the polytechnics to improve their capacity, quality and efficiency, Vested with statutory authority, the All India Council for Technical Education (AICTE) continued to fulfil the tasks assigned to it.

8.2.0 The various programmes/schemes under technical education and their achievements during the year are presented below :

### **Indian Institutes of Technology**

8.2.1 The five Indian Institutes of Technology (IITs) at Kharagpur, Bombay, Madras, Kanpur and Delhi were set up in the country as Institutes of National Importance and premier centres of education and training in engineering and applied sciences at the under-graduate level and to provide adequate facilities for post-graduate studies and research.

8.2.2 The IITs conduct four-year undergraduate programmes in various fields of engineering and technology. They also offer integrated Master's Degree courses of five year duration in physics, chemistry, and mathematics, one year and a half M.Tech

degree courses in various specialisation, and one year post graduate Diploma courses in selected areas. In addition, the Institutes offer Ph.D. programmes in different branches of engineering, sciences, humanities and social sciences. There are also advanced centres of training and research in each Institute in identified areas of specialisation.

8.2.3 Over the years the IITs have succeeded in developing patents and their exploitation by the industry. The IITs have earned a sizeable revenue through sponsored research projects and consultancy undertaken by their faculty members.

8.2.4 These institutes are the leaders for education, training and research for the development of technical manpower at level comparable to the very best in the world. Selection of the brightest students through JEE for entrance to undergraduate courses and the very high quality of training speaks for itself on the importance of IITs system, which is committed to the pursuit of excellence.

8.2.5 During the year under report, the institutes continued to modernise their laboratories with funds provided by the Government of India for the purpose.

8.2.6 A special preparatory course of 10 months duration was continued to improve the intake of SC/ST students in the IITs. Those SC/ST students who fail to qualify the Joint Entrance Examination (JEE) for admission to the IITs, but score a certain minimum percentage of marks are offered admission to this preparatory course. At the end of the preparatory course, these students are subjected to a qualifying test on the basis of which they are offered admission to the B.Tech. programme without having to appear in the JEE again. This has improved the position of intake of SC/ST students in the IITs. The SC/ST students also continue to get financial support from the Institutes by way of pocket allowance, loans and discretionary grants, apart from free messing.

8.2.7 The student strength of the five IITs during 1992 was as under :-

I.I.T. -----	S T U D E N T		S T R E N G T H
	U.G ----	P.G ----	RESEARCH -----
Kharagpur	1706	630	227
Madras	1218	708	564
Kanpur	1202	486	365
Delhi	1336	996	738
Bombay	1246	966	795

8.2.8 As per the Assam accord, the Govt. of India have, inter alia, agreed to establish an IIT in Assam, the sixth in the chain of IITs. The Institute would be fully financed by the Central Government by way of grant-in-aid. A new site measuring 700 acres in North Guwahati has since been identified and acquired for establishing the Institute. The Hon'ble Prime Minister has laid the foundation stone of the Institute on 4.7.1992. The first continuing education programme mainly for Industries and Engineering college teachers was conducted from 28th-30th October, 1992 at the Institute of Engineering building, which was made available by the State Government of Assam.

### **Indian Institutes of Management**

8.3.1 The four Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Calcutta and Lucknow were set up by the Government of India with the objective of providing education, training, research and consultancy in the field of management. These Institutions are the premier centres in these areas.

8.3.2 The three Institutes in Ahmedabad, Bangalore and Calcutta continued their usual academic programmes, viz., Post-Graduate Programme in Management (equivalent to M.B.A.), Fellowship Programme (equivalent to Ph.D.), Management Development Programme, Organisation Based Programme and Research & Consultancy for Industries as in the past.

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

8.3.4 As a follow-up of NPE, these Institutions have established Research Centres to meet the needs of other non-corporate and under-managed sectors like Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc. These Institutes have also set up computer-aided Management Centres with the objective of promoting the development of application of software in the area of Industry-Oriented Management Techniques.

8.3.5 The Review Committee set up by the Government of India to assess the present status of these Institutes and for initiating necessary steps to make them more self-supporting in the process of broadening their horizon, has submitted its Report and an Empowered Committee has been constituted to examine the Report.

### **National Institute for Training In Industrial Engineering (NITIE)**

8.4.1 The National Institute For Training In Industrial Engineering (NITIE), Bombay, was established as an autonomous

body in the year 1963 by the Government of India with the assistance of United Nations Development Programmes through the International Labour Organisation, with the objectives of providing education, training, research and consultancy in the field of industrial engineering.

8.4.2 The Institute offers Post-Graduate Programme in Industrial Engineering (equivalent to M.Tech), Post-Graduate Programme by Research, Fellowship Programme (Equivalent to Ph.D.) in Industrial Engineering and Diploma Programme in Computers Applications. It has been conducting several short-term Executive Development Programmes ranging from one to two weeks duration in various areas of Industrial Engineering and Management Techniques. The Institute is also engaged in Applied Research and offers consultancy in the various facets of Industrial Engineering, Operations Research, Information Systems and Computers, Marketing, Personnel and other productivity related and management fields.

8.4.3 The Institute also offers industry-based programmes known as Unit-Based Programmes. During the year 1991-92, 153 Executive Development Programmes and Unit-Based Programmes have been conducted in which over 3197 executives from industry, Government Departments, etc. have participated.

8.4.4 The Institute has set up three Extension Centres, viz., Delhi, Hyderabad and Madras and a Field Research Centre at Muzaffarpur to cater to the needs of industries and organisation in and around these areas. Considering the large number of industries in and around Bangalore and Calcutta, many Executive Development Programmes have been conducted at these Centres.

8.4.5 During the 8th Plan period, the Institute proposes to undertake research in Entrepreneurial skills, development of users-friendly software in various applications for service sectors, sectoral research programmes for industrial sectors, viz, coal, steel, fertilizer, petroleum, sugar etc. Apart from this, NITIE is establishing a Case Development Cell for developing Case Studies for the corporate, small scale and non-corporate sectors, Expansion and diversification of Post-Graduate Programmes in Industrial Engineering, development of management films, video and other Mass Media Packages, Computer Literacy Programme and Research Project on Women's Contribution to Science and Technology are on the anvil.

### **National Institute of Foundry and Forge Technology, Ranchi**

8.5.1 The National Institute of Foundry and Forge Technology, Ranchi was established in 1966 by the Government of India in collaboration with UNDP-UNESCO as an apex training and educational institution in the country in Foundry and Forge Technology and to provide trained manpower and upto date knowhow to the concerned industries. It is an autonomous Institution fully funded by the Ministry of Human Resource Development, Department of Education.

8.5.2 The Institute provides training through Advanced Diploma Courses, M.Tech. Course, Refresher Courses and Unit-Based Programme required by the industries in the fields of Foundry and Forge Technology and provides industrial consultancy and testing services to several organisations.

8.5.3 The Institute has drawn up a Programme of Action for 8th Five Year Plan period for its development under the National Policy on Education 1986. The Institute conducted two unit based programmes. The Institute continued to offer Industrial Consultancy services. Sand testing, Chemical analysis, Mechanical, MDT, Metallography and other testing facilities available in the Institute were provided to various Industries and other Organisations on payment basis. The documentation and information retrieval services are also being strengthened by the Institute. The Institute is endeavouring to extend its research activities bearing direct relevance to current industrial problems as well as in other academic spheres. A four-year Course of Associateship in Manufacturing Engineering has been introduced in the Institute from the session 1991-92 as approved by the AICTE.

#### **School of Planning and Architecture, New Delhi**

8.6.1 The School of Planning and Architecture was established in July 1955 by the Government of India as a pioneer Institution to provide training facilities in academic programmes relating to human settlements and environment. It is an Autonomous Institution fully financed by the Ministry of Human Resource Development, Department of Education, Government of India conferred on the School the status of a Deemed University in December 1979, to broaden its horizons of academic programmes and to Under-graduate, Post-Graduate and Doctoral Degree. The School conducts (a) Bachelor's Degree Course in Architecture, (b) Master's Degree Courses in Planning with specialisation in (i) Urban and Regional Planning (ii) Transport Planning and (iii) Housing. It also conducts Master's Degree Courses in (i) Urban Design (ii) Architectural Conservation, (iii) Building Engineering and Management, (iv) Landscape Architecture and (v) Prelandscape Architecture; and also Ph.D Programme.

8.6.2 In 1992-93, the total enrolment of 720 students in the School comprises 384 in the Bachelor's Degree Course in Architecture, 79 in the Bachelor's Degree Course in Planning, 243 in the Master's Degree Courses and 14 in the Ph.D Programme.

8.6.3 The School has drawn up a Programme of Action for 8th Plan period for its development in accordance with the National Policy on Education, 1986. During 1990-91, the Construction work of a students hostel with 290 seats, a Guest House and 72 staff quarters at the Maharani Bagh Campus was completed. The Research and Extension activities have been intensified through specific Programme of Research and Extension Work. A project on "Industrial Design" has been approved for implementation during

1993-94 to 1995-96 under Indo-Italian collaboration.

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

8.7.1 The four Technical Teachers' Training Institutes at Bhopal, Calcutta, Chandigarh and Madras were established in the mid-sixties to provide in-service training to polytechnic teachers and also to undertake various services for the overall improvement of polytechnic education in the country. They offer low-term training programmes of 12 months/18 months duration to degree and diploma holding teachers of polytechnics in addition to providing short-term training of teachers and introducing them to curriculum development and related activities. The institutes at Bhopal, Chandigarh and Madras have come up to the level of offering post-graduate courses in technical teaching. They were earlier involved in educational film production, national testing service, preparation of instructional packages and educational research under a UNDP assisted project. During the year under report these institutes continued their activities in various fields falling within their purview and contributed significantly to further development of polytechnic education and to promote interaction between polytechnics, industry, institutions of higher learning, research organisations and other resource systems.

8.7.2 The TTTIs have been included in a major project launched by Government for upgrading the capacity, quality and efficiency of polytechnics in the States, with the assistance of World Bank. The first phase of the project became operational from 1990-91 and the second phase from 1991-92. The TTTIs are assisting the participating States in the training of polytechnic teachers, formulation of curriculum in new emerging areas, providing professional support in education, research & development, human resource development, consultancy etc. besides project detailing and project implementation.

8.7.3 The functioning of the TTTIs and their activities have been reviewed by an Evaluation Committee with a view to intensify their involvement in polytechnic teachers' training and strengthening their links with the State Directorates of Technical Education and the Industry. The Committee in its report has commended the pioneering work done by the TTTIs in the area of technical teachers' training, curriculum development, instructional material development, research & development, consultancy and extension services and have made several recommendations for their future growth and strengthening. The recommendations of the Review Committee have been considered by an Empowered Committee and follow-up action is in progress to process their recommendations.

### **International Collaboration in the Field of Technical Education**

8.8.1 Major Technical Institutions in the country like Indian Institutes of Technology, Indian Institutes of Management, Indian Institute of Science, Bangalore, University of Roorkee,



Anna University, Madras, Indian School of Mines, Dhanbad, School of Planning and Architecture, New Delhi and National Institute for Training in Industrial Engineering, Bombay are having international collaboration projects on research and development under the umbrella agreement signed by the Department of Economic Affairs and Deptt. of Science and Technology. Assistance from international organisations like UNDP, UNESCO and bilateral funds from advanced countries like Canada, Germany, France, Italy, Switzerland, Sweden, Japan, U.K., Norway etc. are received for this purpose in the form of equipment, expert services and training. Technical Institutions are also collaborating with their counterparts in U.S.A. for joint research in the fields of science and technology availing of assistance from US-India Rupee fund. The objectives of such collaboration are joint research and manpower development in emerging areas of science and technology. Besides, Major Indian Institutions and European Institutions for management studies are having collaboration under an agreement between India and the EEC. Necessary counterpart budget provisions for these purposes are made by the respective participating Institutions.

8.8.2 During the year 1992-93 it has been decided in principle to have collaboration between Regional Engineering Colleges and other counterpart Institutions in U.K. in the areas of Design, Energy, Information Technology and materials with ODA assistance.

#### **Regional Engineering Colleges**

8.9.1 Under the scheme of establishment of Regional Engineering Colleges, a Central Plan Scheme, seventeen colleges have been established, one in each major State to meet the Country's growing requirements for trained technical manpower for various development projects. Each college is a joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer 1st Degree Courses in various branches of Engineering and Technology, fourteen of these have facilities for Post-Graduate and Doctoral Programmes. The present admission capacity in all the Regional Engineering Colleges is of the order of 4940 for Under-Graduate Courses and 1420 for Post-Graduate Courses.

8.9.2 In the context of implementation of the National Policy on Education, 1986, Programme of Action documents have been prepared by all the Colleges for their development upto the end of Eighth Five-Year Plan. The documents contain the overall goals, objectives and detailed action points to achieve such objectives in the respective Colleges. The Annual Plan 1992-93 in respect of each colleges has been finalised as per their Programme of Action documents.

8.9.3 During the year 1992-93, the emphasis for development as per the Programme of Action has been on the expansion and diversification of academic programmes, modernisation of laboratories, improvement of amenities for students and staff,

construction of students' hostels (both for boys and girls), expansion of facilities for Computer Centres at selected colleges and development of laboratories in the Colleges under the Scheme of Institutional Network with the IITs. This Programme will continue during 1993-94.

8.9.4 A proposal to develop the collaboration between the 8 RECs and the British Universities/Institutions in the emerging areas under four different themes is being finalised for implementation during the Eighth Plan period.

### **Development of Post-Graduate Courses and Research Work**

8.10.1 Post-Graduate training in engineering and technology is considered essential for effective teaching and R&D work. The Central Government is directly assisting 16 State Governments and 24 Non-Government Post-Graduate institutions under the Central Scheme for development of Post-Graduate Education and Research in Engineering and Technology. The scheme has made considerable contribution in promoting the cause of development of technical education in particular and economic development of the country in general. Having regard to its importance in the national development, the scheme has to be continued. Special emphasis will be laid on promoting courses in emerging technologies where there is shortage of manpower.

8.10.2 In collaboration with the Department of Electronics, Master's degree course in Computer Applications has been introduced at a few selected centres. During the 8th Plan, there will be a wider coverage of this programme.

### **Quality Improvement Programme**

8.11.1 The main objective of the Programme is to improve the quality and standards of Technical Education System in the Country. The objective is being achieved through long term programme like M.Tech. and Ph.D Programmes, short-term courses and short-term in-service training programmes in Industry and Curriculum Development Programmes for faculty members of Technical Institutes. The long-term Programmes are implemented through the Quality Improvement Centres established at five Indian Institutes of Technology, Indian Institute of Science, Bangalore, University of Roorkee and other Centres for Degree Courses and short-term Courses and arranged at five IITs; IISc, Bangalore and Roorkee University as well as at Technical Teachers' Training Institutes and Indian Society for Technical Education for Diploma Courses. Short-term in-service training programmes in Industry are being implemented through the Regional Offices of the Ministry.

8.11.2 In 1993-94, the aim is to train 125 teachers for M.Tech. and 80 teachers for Ph.D Courses in addition to those continuing from previous years. Curriculum Development Programmes are conducted at 7 Centres. Under Summer/Winter School Programmes, the target is to train about 2400 Degree and

Diploma teachers through Indian Society for Technical Education (ISTE), New Delhi. As regards the short-term courses, the Quality Improvement Programme Centres are free to organise as many courses as possible within the Budget. Under the Training Programme in Industry, Degree/Diploma teachers are to be trained through the Regional Offices according to the available budget.

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

8.12.1 Recognising the need for revamping technician education system, the Government have launched a major project, being implemented in two overlapping phases with the assistance of the World Bank to enable the State governments to upgrade their polytechnics in capacity, quality and efficiency. The project, estimated at a cost of over Rs.1650 crore including World Bank credit assistance of Special Drawing Rights (SDR) 373.3 million (equivalent to approximately US \$ 517 million on current rate of conversion) over the period 1990-1999, covers more than 500 polytechnics approved/recognised by the All India Council for Technical Education in 16 States and one Union Territory. It is primarily a State sector project and the entire cost is provided by the participating State Governments from their respective State Plan allocations/budgets. The project is being implemented by the State Governments under the overall guidance, support and monitoring by Department of Education for which a small Central component covering strengthening of the four Technical Teachers' Training Institutes in the country and establishment of a National Project Implementation Unit (NPIU) in the Educational Consultants India Ltd. (ED.CIL) has been provided in the project.

8.12.2 The first phase of the project covering polytechnics in the States of Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh became operational on 5th December, 1990. The second phase with similar objectives and approximately of the same size covers polytechnics in the States of Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Maharashtra, Punjab, Tamil Nadu and West Bengal and the Union Territory of Delhi. It became operational on 29th January, 1992. The polytechnics in the remaining States/UTs are proposed for World Bank assistance within the framework of the flexibility built into the two phases of the project.

### **Thrust Areas of Technical Education**

(a) *Strengthening of facilities in crucial areas of technology where weakness exists*

8.13.1 The scheme was instituted during the Sixth Plan and modified in scope and dimensions during the Seventh Plan with the objective of strengthening facilities in technological institutions offering courses at under-graduate level in certain identified areas of technology where critical gaps exist, through (i) augmentation of physical facilities such as laboratory equipment, space, faculty and supporting staff, (ii)

diversification of courses, and (iii) preparation of base for post-graduate programmes. The identified areas of technology where weakness exists are: Computer science/technology, electronics, instrumentation, material science/technology, maintenance engineering, product development/design, bio-conversion, ergonomics, printing technology, management science and entrepreneurship. An amount of Rs. 731.00 lakh was released during 1991-92 supporting 82 projects. The amount proposed to be released during 1992-93 is Rs.750.00 lakh.

*(b) Creation of infrastructure in areas of emerging technologies*

8.13.2 The scheme was instituted on an experimental basis during the Sixth plan period with the objective of creating infrastructural facilities for education, research and training in 14 identified areas of emerging technology in selected engineering/technological institutions. During the Seventh Plan period, the scope and dimensions of the scheme were enlarged. The objectives of the scheme are :

- To develop infrastructure in terms of modern laboratories in identified areas of emerging technologies.
- To develop a strong base for advanced level work.
- To provide facilities and support for R&D activities in frontier areas of technology on a national basis so that technology gaps with reference to advanced countries are eventually bridged.
- Development of manpower.
- Facilities for training the faculty.
- Development of linkages with other institutions including R&D establishments and user agencies.
- Dissemination of information in the areas of experience development by the supported institutions.

The areas identified for support under this scheme are : energy science, transportation engineering, micro-electronics, remote sensing, atmospheric science, reliability engineering, environmental engineering, water resource management, optical communication & fibre-optics, laser technology, informatics, telematics, education technology, CAD/CAM, micro-processors, robotics, and artificial intelligence. During 1991-92, an amount of Rs. 891.46 lakh was released to support 104 projects. The amount proposed to be released during 1992-93 is Rs.900.00 lakh.

(c) *Programmes of new and/or improved technologies and offering new courses in specialised fields*

8.13.3 This is a new scheme instituted during 1987-88 as part of the implementation of the new National Policy on Education. The scheme has been formulated keeping in view the changing industrial scene and the pace of technology development the world over. Many new areas of technology have evolved in recent years in the conventional as well as emerging fields of technology which have relevance to the national needs, where manpower with appropriate expertise has to be developed. Forty-six new/improved areas of technology have been identified where programmes/courses will be supported under the scheme. During 1992-93, an amount of Rs.750.00 lakh was released to support 70 projects.

8.13.4 During 1992-93 and onwards in the eighth five year plan, the above schemes at (a), (b) & (c) have been amalgamated into one scheme, viz., Thrust Areas of Technical Education. Under this scheme approximately 215 projects are likely to be supported with the budgeted amount of Rs. 2400 lakh available in the year 1992-93.

#### **Modernisation and Removal of Obsoloscence**

8.14.1 The scheme was initiated during the Sixth Plan period with the objective of providing modern instruments and machinery in selected engineering colleges to meet the requirements of technological advances and curricular changes on the basis of 100 per cent direct central assistance.

8.14.2 During the Seventh Plan and more particularly after the new National Policy on Education was adopted the scope and dimensions of the scheme were expanded to cover IITs, RECs and other engineering colleges including technical universities and technological faculties of universities, polytechnics and removal of obsolescence of human resources. The objectives of the scheme were redefined as follows :

- Removal of Obsolescence in machinery and equipment of laboratories and workshops in engineering and technological institutions.
- Modernisation by addition of new equipment relevant to the curricular needs as a sequel to the fast developments in technologies.
- To provide students with hand-on experience in laboratory practice in modern technologies.
- Creation of new laboratories.
- Provision of computers.
- Training and re-training of faculty and supporting

staff.

During 1991-92 an amount of Rs. 3000 lakh was released to support 337 projects. It is proposed to support 300 projects involving grants aggregating to Rs. 2600 lakh during the year 1992-93.

### **National Technical Manpower Information System**

8.15.1 The National Technical Manpower Information System (NTMIS) has been set up by the Government of India with a view to generate strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and the individual state levels so as to ensure a planned development of technical education. The system comprises a Lead Centre at the Institute of Applied Manpower Research, New Delhi and twenty-one Nodal Centres, including the four Boards of Apprenticeship/Practical Training, which are located in different States.

8.15.2 Under the NTMIS programme of work, primary data are being gathered regularly, and on an annual basis, from graduates of different academic programmes, academic institutions and the organisations in the socio-economic sectors which employ engineering and technical manpower. Of the twenty-one Nodal Centres, seventeen Centres located mostly at selected engineering colleges in the country are responsible for surveying academic Institutes and Boards of Apprenticeship Training have the responsibility of gathering data from the employing organisation.

#### *Data Bank Relating to Graduates*

8.15.3 During the year, collection of data from the graduates of 1984 was concluded by all existing nodal centres while two nodal centres concluded the collection of data from the 1988 batch of graduates. The work relating to collection of data from 1988 batch of graduates continued in other nodal centres. Fourteen nodal centres also started collection of data from the graduates of 1985 batch.

#### *Data Bank Relating to Technical Educational Institutions*

8.15.4 Collection of data from the educational institutions with reference to the years of 1985-86, 1986-87 and 1989-90 was in progress in all the Nodal Centres. In Nine Nodal Centres collection of data with respect to the year 1985-86 was completed during the year.

#### *Data Bank Relating to the Establishments*

8.15.5 Collection of data from the establishments with reference to the years of 1985-86, 1986-87 and 1989-90 was in progress in all the four Boards. Collection of data with reference to the year 1985-86 was also concluded by two Boards.

8.15.6 In November, 1989, the National Expert Committee recommended the continuation of the scheme and strengthening it suitably. The Government has since accepted the report and recommendations are being implemented.

#### **Development of Management Education at Non-University Centres**

8.16.0 In order to meet the need for trained managerial manpower at different levels, the Govt. of India initiated a programme to provide assistance to certain non-university centres which are functioning at All India level and offering two years full-time and three years part-time Post-Graduate Diploma course in Management Studies. The assistance is given to the Institutions on the recommendations of the All India Board of Management Studies/AICTE. So far, the Govt. of India has been giving assistance to a few institutions for consolidation and development of their management programmes. In the present situation, it is very essential to promote programmes in the fields of non-cooperate, un-organised and service sectors. These activities are proposed to be strengthened during the Eighth Plan.

#### **All India Council for Technical Education**

8.17.1 To ensure the coordinated development of technical education in accordance with the approved standards the All India Council for Technical Education was set up in 1945 as a national expert body to advise the Central Government and the State Governments on the development of technical education. Even before the inclusion of education in Concurrent List, the coordination and determination of standards in technical institutions has been the constitutional responsibility of the Central Government.

8.17.2 In order to deal with the situation which arose by the mushroom growth of large number of private engineering colleges and polytechnics the AICTE was given the status of a statutory body by an Act of Parliament. Under the AICTE Act, 1987 the AICTE is required to undertake the proper planning and coordinated development and regulation of technical education system throughout the country covering all technical institutions and University Technical Departments conducting diploma, degree and PG courses in the fields of studies like engineering and technology, management, town planning, architecture, applied art and pharmacy.

8.17.3 The Council became operational through its Executive Committee, Regional Committees and Boards of Studies. The meetings held so far by the Committees and Boards are listed below :-

Committee/BoardNumber of meetings

Executive Committee	Four
Northern Regional Committee	Three
Southern Regional Committee	Five
Western Regional Committee	Five
Eastern Regional Committee	Five

All India Board of :

Technician Education	Two
Management Studies	One
P.G. Education & Research	Two
Undergraduate Studies	(Yet to commence work)
Architecture & Town Planning	Three

8.17.4 The All India Board of Pharmaceutical Education & the National Accreditation Board have yet to be composed as per Constitution approved by the AICTE.

8.17.5 The Executive Committee has appointed an accommodation committee to make recommendations on the housing of the Secretariat of the AICTE. The EC has also appointed a Standing Committee to look into the administrative and financial aspects. These Committees have held three and one meetings respectively.

8.17.6 The AICTE is mandated to oversee the technical education system with annual admissions of about 80000 at Diploma level, 40000 at Degree level and 10000 at Post-Graduate level in about 500 Polytechnics and over 200 Colleges approved by the AICTE. In addition there are a large number of unapproved institutions to be brought under the AICTE fold.

8.17.7 In order to streamline the system of approval of new courses and programmes the Council has laid down guidelines to be fulfilled by all concerned. The State Govts. have started following these guidelines for submission of new proposals.

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

8.17.9 The Council has laid down norms and standards for diploma, degree and Post-Graduate courses in the various fields covered by the Act. The Council has laid down guidelines for admission to technical institutions on merit to be followed by all concerned.

8.17.10 The Council will undertake the operationalisation of all the functions provided under the Act after the sanction of additional staff, equipment and building space etc.



8.17.11 During the year under report the Council approved 48 new institutions and 214 programmes to be introduced in the existing technical institutions.

### **Community Polytechnics**

8.18.1 The Scheme of Community Polytechnics was instituted under the Direct Central Assistance Scheme in 1978-79 in 36 Polytechnics, on an experimental basis, with a view to ensure for the rural society a fair share of benefits from the investments in technical education system. The scheme envisaged the Community Polytechnics to act as focal points for science and technology applications in rural areas and generate self and wage employment opportunities through non-formal training towards competency and need based courses in various trades of multi-skill. It aims at poverty alleviation, employment generation, socio-economic upliftment and qualitative improvement in the life style of the people particularly the rural masses. While people's participation is an in-built feature in the scheme, the thrust is on the under-privileged, disadvantaged and the economically weaker sections of the society. About 100 technical/vocational trades relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation. No minimum academic qualifications have been prescribed for admission to the various courses conducted. However, women, minorities and the drop-outs are encouraged. 171 Community Polytechnics are at present functioning all over the country. All the identified minority concentrated districts (41 in number) have already been covered under the Scheme. The Community Polytechnics carry out the following activities :

- socio-economic survey;
- manpower development and training;
- technology transfer;
- technical and support services towards entrepreneurship development; and
- information dissemination.

8.18.2 The scheme of Community Polytechnic includes establishment of Centres for Development of Rural Technology (CDRTs) for R&D support. Twenty-one diploma level institutions have so far been selected as CDRTs for development, modification and adaptation of technology, appropriate and relevant to the rural needs, as R&D system for the Community Polytechnics. Separate grants under the scheme are being released to these CDRTs.

8.18.3 The Community Polytechnics set up extension centres in the far-flung rural areas so that the services and facilities that could be made available through the system are provided

right at the door step of the villages. Community Polytechnics have made significant contribution towards promoting transfer of a large number of tested and approved items of technology to the rural areas including Bio-Gas Plants, Wind-mills, Smokeless Chulhas, Rural Latrines, Solar Appliances, Agricultural Implements, etc. These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of Government and non-Government agencies.

#### *Employment Generation in Rural Areas*

8.18.4 The employment generation through the scheme is mainly from the non-formal short-term training, through competency and need-based courses in various trades, or in multi-skills depending upon the requirement. These institutions, on an average, train 25 thousand rural youth every year, of these about 35-40% are absorbed in self-employment.

8.18.5 The employment generated through the Scheme can be broadly categorised in three main categories;

- i) Direct wage employment in the scheme;
- ii) Self employment of trained youth;
- iii) Wage employment on rural project, industries and services.

8.18.6 About 30, 000 rural youth and women including school drop-outs have been trained in various technical vocational trades during the year and a number of them have been engaged in self-employment.

8.18.7 Workshop/Seminars were organised during the year at Pune and Goa to review the implementation of the scheme of Community Polytechnics and Centre for Development of Rural Technology. It was felt that effective implementation of the Scheme has a bearing on the active support and cooperation received in this regard from the State Governments. State level review is being done to assess the progress of implementation and to identify specific problems faced in implementing the scheme.

8.18.8 On the basis of the recommendation of the National Expert Committee (NEC) (Kalbag Committee) and the four Regional Workshops held during 1991, the scheme of Community Polytechnics has been revised with wider scope and coverage for effective implementation during the 8th Plan period in which the major thrust will be on :-

- i) Poverty Alleviation
- ii) Employment generation
- iii) Community support service for technical maintenance and to sustain the new technologies

- iv) Techno-economic managerial consultancy and services towards rural entrepreneurship.
- v) Upgradation of skills of craftsmen
- vi) Group entrepreneurship
- vii) Product development and training-cum-production
- viii) Revival and promotion of rural industries - tiny, cottage and small scale industries
- ix) Promotion of total integrated development of selected village
- x) Setting up of Regional Information Centre for dissemination, maintenance and development of Scientific temper through S&T awareness
- xi) Popularisation of the scheme through proper media publicity.

8.18.9 It is also envisaged to conduct the following Special Programmes during the Eighth Plan Period.

- Special Programmes for women
- Special Programmes for minorities
- Special Programmes for training and rehabilitation of scavengers
- Post-literacy continuing education for neo-literates through income generating Techno-economic activities
- Area-specific and culture-specific tribal area component programmes
- Special programmes for SC/ST
- Transfer of technology in the priority areas of low-cost housing, safe drinking water for rural mass, rural sanitation, non-conventional and alternative energy devices, agro-farming and agri-irrigation, Rural Transportation, etc.
- Special linkages with the Krishi Vigyan Kendras and farm sector activities for better agricultural production.

## Programme of Apprenticeship Training

8.19.1 For the purposes of providing industrial training to the Engineering Graduates and Diploma Holders coming out of Engineering Colleges and the Polytechnics, four Boards of Apprenticeship Training at Kanpur, Calcutta, Bombay and Madras were set up by the Government of India, in the year 1969 as autonomous organisations fully funded by the Central Government, to implement the practical training stipendiary scheme. In the year 1973 the Apprentices Act, 1961, was amended to bring within its purview the training of Graduates and Diploma Holders in Engineering/Technology. Under the provision of the Act, the industrial establishments are statutory obliged to engage apprentices every year. The Central Government re-imburses to the Training Establishment who engage these apprentices, 50% of the minimum amount of stipend paid.

8.19.2 In the year 1986, the Apprentices Act was further amended to bring the training of the products of 10+2 Vocational stream under the purview of the Act. During the year forty more subject-fields have been notified in addition to Twenty subject-fields notified earlier for the training of Technician (Vocational) Apprentices.

8.19.3 The number of apprentices engaged during the past three years is shown in the Table below :-

	Number of Apprentices.		
	31.10.90	31.10.91	30.09.92
Total Trainees	21053	22075	21320
Graduate Trainees	6042	6879	6767
Diploma Holders	15011	15196	14553
Scheduled Castes	714	908	1219
Scheduled Tribes	148	167	242
Minorities	1057	1335	1084
Handicapped	10	33	58
Women	1836	2089	2160

8.19.4 A number of supervisory development programmes for improving quality of apprenticeship training and career guidance programmes for the final year students were organised by the Boards. The Boards are publishing journals containing informative articles. Some of them have prepared training manuals also.

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

8.20.1 The Asian Institute of Technology, Bangkok is an Autonomous international graduate institute providing advanced education in Engineering, Science and allied fields. It enrolls about 600 students from more than 20 countries and has International Faculty Members. The Institute is governed by an International Board of Trustees, whose members come from different countries including India.

8.20.2 The Government of India have agreed to provide the following assistance to the Asian Institute of Technology :-

- i) Deputation of Teachers/Experts in specialised areas of Engineering/Technology meeting the entire cost of their deputation;
- ii) an annual grant upto Rs. 3 lakhs for utilisation for one or more of the following purposes :
  - a) purchase of equipment from India;
  - b) purchase of books and payment of subscription of academic and technical journals published in India; and
  - c) expenditure on academic related activities in India.

8.20.3 During the year 1992-93, 3 Indian experts have already been deputed to AIT, Bangkok for Sept., 1992 term and 3 more experts for January, 1993 term are likely to be deputed. A sum of Rs. 3 lakhs is being released to the Institute as grant for purchase of equipment and for academic related activities in India during 1992-93.

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

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

8.21.2 The 20th meeting of the Board of Assessment for Education Qualifications was held on 26th May, 1992 under the Chairmanship of the Chairman UPSC. The Board recommended the recognition of about 10 new qualifications for the purpose of employment to posts and services under the Central Government.

## **Partial Financial Assistance for Attending International conferences**

8.22.0 The Bureau of Technical Education administered a Scheme to provide partial financial assistance to teachers in the fields of Science, Technology and Medicine to defray the cost of travel for attending prestigious international conferences. Outstanding young teachers are given special consideration.

## **Strengthening of Existing Institutions and Establishment of New Institutions for Non-Corporate and Unorganised Sectors - Entrepreneurship and Management Development**

8.23.1 The orientation of our technical and management education system has so far been predominantly towards the organised corporate sector. However, any major impact of our developmental effort will not be possible unless the non-corporate and unorganised sectors, which are employing about 90% of the work force, are specifically targetted for by the system.

8.23.2 Accordingly, a scheme was drawn up to strengthen the existing institutions for the purpose during the Seventh Five Year Plan. It provides for establishment of Centres for Entrepreneurship and Management Development (CEMDEV) and Centres for Entrepreneurship Development (CED) at a few selected diploma level institutions all over the country to cater to the specific needs of these non-corporate and unorganised sectors.

8.23.3 The scheme is being implemented as a Pilot Project in four polytechnics by providing direct Central assistance. To assess the impact of the implementation of the scheme and to assess the need for continuation of the scheme during the 8th Plan Period, a workshop was organised at Mysore in May 1992 and a detailed revised scheme has been formulated. The revised scheme envisages that, to meet the specific needs of the non-corporate and unorganised sectors in the rural and urban environments, more Nodal Centres for Entrepreneurship and Management Development (CEMDEV) will be established, one in each State, in selected Polytechnics. One coordinating Nodal Centre will be identified. Entrepreneurship Development for small scale, tiny and unorganised sectors will be promoted by these Nodal Centres through (i) Curricula input, (ii) Formal and non-formal Continuing Education, (iii) Skill development, (iv) Quality assurance, (v) Faculty development - Training of Trainers, and (vi) Consultancy and support services. Post Diploma Courses in management of non-corporate and unorganised sectors will be conducted for Science graduates and diploma holders in engineering on a larger scale through these Nodal Centres. Group Entrepreneurship Development Programmes for retraining and upgradation of skills for the rural craftsmen will be undertaken to cope with the rate of obsolescence in technology and skill in the areas of new technology. Special programmes towards creating more employment opportunities for women entrepreneurs will be conducted. Programmes for Vendor Development, Quality Assurance and Total Quality Management (TQM) will be undertaken for

entrepreneurs so as to provide ancilliary and auxilliary support to the organised sectors.

### **Industry-Institute-Interaction**

8.24.1 To foster a spirit of partnership between industry and technical institutes for the solution of engineering problems and carrying out jointly projects of mutual interest and of relevance to the Nation, the scheme of Industry-Institute-Interaction was launched in the middle of 1988-89. the Scheme has the following three components :-

1. Interaction between engineering colleges and polytechnics with industry.
2. Setting up of an 'Industrial Foundation' at IIT-Delhi.
3. Setting up of centres for Entrepreneurship & management development for non-corporate and un-organised sectors.

8.24.2 At the college level, it is envisaged that the joint research projects will be undertaken between the engineering colleges and industry. Each college will handle one joint research project per year. The joint research project aims to have either an import substitution or new discovery leading to commercialisation or improvement of an existing product to the international standard. In addition, each engineering college will exchange two faculty members per year with the industries. At the polytechnic level, there will be only faculty exchange programme with the industry involving two faculty members per year. For this purpose, 23 engineering colleges and 15 polytechnics were selected during the 7th Five Year Plan.

8.24.3 The Industrial Foundation at IIT-Delhi will be responsible for marketing the research and consultancy capabilities of the institute for tackling scientific and technological problems faced by industries and other organisations, commercialisation of research results through the stages of proto-type development and industrial pilot plants, etc. This Foundation has been registered as a Society under the Societies Registration Act, 1960, with the name and style 'FOUNDATION FOR INNOVATION AND TECHNOLOGY TRANSFER' (FITT). The FITT will establish an Endowment with corpus fund of Rs.3.00 crores. The grant of Rs. 1.22 crores released during 7th Five-Year Plan for the establishment of Industrial Foundation will be credited in the corpus fund. The entire expenditure of FITT will be met out of interest on the corpus fund, contributions from industry, sponsored projects and royalty on technology transfer.

8.24.4 To improve the performance of non-corporate and un-organised sectors which are employing about 90% of the work force, the Scheme of Entrepreneurship & Management Development for non-corporate and un-organised sectors was launched during 7th Five-Year Plan. The Scheme was implemented as a pilot project in 4 polytechnics. It is envisaged to continue and

expand the scope and activities of the scheme during the Eighth Plan by merging it with the scheme of Industry-Institute-Interaction.

### **Scheme of Continuing Education**

8.25.1 The Scheme of Continuing Education for working professionals in the field of Engineering & Technology is aimed at enhancing the competence of these professionals, thereby contributing to upgrading Engineering manpower capability in our industries. The scheme is linked to two aspects. First is to survey the needs of the areas in which the Continuing Education modules need to be prepared and second, prepare them through our experts located in the five Indian Institutes of Technology and four TTIs. The ISTE is also associated for undertaking the programme of preparation of modules, testing the same etc. and academic coordination and monitoring of the programme. This scheme was implemented towards the fag end of the financial year 1987-88.

8.25.2 The progress of the scheme has been very encouraging. As on August, 1992, 204 course materials have been prepared, 28,872 participants have been benefitted by this programme, as on 31st March, 1991. Based on the recommendations of the Programme Specialists, 8 additional centres (4 Engg. Colleges/University and 4 Polytechnics) were added in 1990-91 for the implementation of this scheme. Therefore, now there are 18 centres where the scheme is being implemented.

8.25.3 It is expected that at the end of the Eighth Plan the outcome of the Scheme will be as follows :-

1. Professionals going through Continuing Education Programme.	40,000
2. Course materials production	1,340
3. Distance Education mode course material	200
4. Video Package	100
5. CAI Packages	125

8.25.4 During the year 1992-93, about 6000 professionals are expected to be provided Continuing Education.

### **Research & Development (R&D) in Selected Higher Technical Institutions**

8.26.1 In the NPE great stress has been laid on research as an essential component of higher education. In fact, it has been recognised that Research & Development has to be an integral part of education. At present, most of the research efforts and research, manpower are concentrated in a few institutions. It is



necessary to grow R&D culture in all institutions of higher education. Poor library, inadequate information system, absence of computational reprographic and other facilities are endemic with the majority of educational institutions. Research facilities are largely out-dated. In addition to teaching, to teach for creation and updating of infrastructure is felt urgent. There is likely to be significant enhancement in R&D activities in National Laboratories, Defence Establishments, Public Sector Undertakings, etc. Lack of R&D activities in education sector is adversely affecting production of R&D personnel of the right quality.

8.26.2 This scheme was initiated during 1987-88 with the objectives of :

- Strengthening and restructuring the existing centres of advanced study/research.
- Creation and updating infrastructure.
- Supporting and sponsoring research projects in engineering, technology and management.

8.26.3 The scheme covers educational institutions in the technical and management education system, which offer undergraduate and post-graduate programmes, 44 proposals at a cost of Rs.341.00 lakhs were supported during 1991-92. During 1992-93, 40 projects are proposed to be supported at a cost of Rs. 250.00 lakhs.

#### **Educational Consultants India Ltd.**

8.27.1 Educational Consultants India Ltd. (Ed.CIL), the only Public Sector Undertaking under the administrative control of this Ministry, was established in 1981 to offer educational consultancy services to the Government and Educational Institutions both at international and national level and to prepare detailed project reports and to establish educational institutions/programmes on turn-key basis.

8.27.2 During the year 1991-92, the Corporation executed the prestigious project of Bangladesh Open University funded by Asian Development Bank. The work on the expansion of University of Mauritius on a turn-key basis is being executed to the total satisfaction of the Government of Mauritius. It has also been awarded the work relating to the appraisal report for Aarba Minch Water Technology Institute, Ethiopia.

8.27.3 Within the country, the construction of Centre for Design and Technology (CDT), Calicut has been successfully completed. The construction work of CEDT Gorakhpur is in full swing.

8.27.4 The Ed.CIL has successfully completed the preparation of detailed project report for the establishment of University in

Mizoram and appraisal report for the establishment of the Institute of Communication and Education Technology (ICET). It has also been awarded the appraisal of NUFPA funded population education programme in higher education being implemented by the University Grants Commission and work of revision of the IIT Assam Project Report.

8.27.5 Ed.CIL is a profit making and dividend paying Company. The Company has been paying dividend of 10% for the last five years.

8.27.6 During the financial year 1991-92, Company achieved a turn-over of Rs.4.91 crores as against a turn-over of Rs. 3.10 crores in the financial year 1990-91 and earned a profit of Rs.162.53 lakhs before tax and Rs. 121.53 lakhs after tax on a paid-up capital of Rs.125.00 lakhs and has declared a dividend of 10%.

#### **Pass Book Scheme/Customs Duty Exemption Certificate for Import of Equipment and Consumables**

8.28.0 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme has been introduced from 1988. It authorises import of scientific and technical equipment, accessories and consumable goods free of import duty. For import under this scheme, the Head of the Institution is authorised to certify the essentiality and "not manufactured in India" conditions. The maximum upper limits of aggregate c.i.f. value allowed annually for equipment and consumables are Rs. 3.0 crores & Rs. 1.5 crores respectively. It excludes any single equipment/consumable item whose aggregate c.i.f. value exceeds Rs. 10 lakhs. Any single equipment of accessory whose c.i.f. value exceeds Rs. 10 lakhs, a CDE Certificate is issued. The Scheme covers Public Funded Research Institutions, Universities and Colleges. the Bureau of Technical Education in the Department of Education is responsible for issuing Pass Books to Universities and Colleges. During the year under report upto September, 1992 about 275 Pass Books and 230 CDE Certificate have been issued.

#### **Sant Longowal Institute of Engineering and Technology (SLIET) at Village Longowal, District Sangrur, Punjab**

8.29.0 Sant Longowal Institute of Engineering and Technology (SLIET) is being set up at village Longowal, District Sangrur, Punjab to perpetuate the memory of Late Sant Harchand Singh Longowal and to meet the technical manpower needs of the State of Punjab in an integrated manner through introduction of a variety of courses at various levels. To make a beginning, during 1991-92, necessary infrastructure was created and the academic session started with the introduction of five certificate and three diploma courses in Engineering and Technology. During the current academic session 1992-93, additional infrastructure has been developed and all the certificate and diploma courses in engineering and technology as envisaged in the First Phase of

development of the Institute have been started. More than 600 students, including about 80 girl student, from all over the country are currently studying in the Institute. The details of courses conducted by the Institute are given below :-

#### *Certificate Courses*

1. Servicing & Maintenance of Electronics Instruments.
2. Servicing & Maintenance of Medical Instruments.
3. T.V. Mechanic.
4. Data Entry Operators and Word Processing.
5. Tool and Die Technology.
6. Food Processing and Preservations.
7. Welding.
8. Foundry and Forging.
9. Air Conditioning Mechanic.
10. Electrician.
11. Building Maintenance.

#### *Diploma Courses*

1. Electronics and Communication Engg.
2. Instrumentation and Process Control.
3. Computer Programming and Applications.
4. Welding Technology.
5. Maintenance & Plant Engg.
6. Foundry Technology.
7. Computer Servicing and Maintenance.
8. Food Processing.
9. Chemical Technology.
10. Industrial & Production Engg.

## **Assistance to Technical Institutions Through the University Grants Commission**

8.30.1 The University Grants Commission (UGC) provide financial assistance to University maintained institutions in engineering and technology for the development of higher education and research. At present thirtyfive such University maintained institutions are covered under the scheme. Beside offering facilities for undergraduate education, these institutions conduct a large number of post-graduate courses in various branches of Engineering and Technology. Some of the institutions are also involved in fundamental and applied research at high level for the advancement of technology and have earned national and international status for their attainment. For the continuance of various R&D (Research and Development) programmes and consolidation of the existing facilities such as teaching building, laboratories, hostels and staff quarters, adequate provision is made for these University-maintained institutions.

8.30.2 There are about 1600 M.E/M.Tech. students at present in the different post-graduate courses in the University maintained institutions.

### **Advanced Technician Course**

8.31.1 The All India Council for Technical Education (AICTE) at its meeting held in February 1978 recommended that selected polytechnics should be given Central assistance to conduct Advanced Technician programmes to enable the technicians acquire desired competence to meet the diverse requirements of the industry and the rural sector. In pursuance of this, a scheme of Advanced Technician Course(ATC) was instituted in the 6th Plan in the year 1981-82. Under the programme, ten institutions have been selected to conduct ATCs in identified areas, viz. Tool Engineering Foundry Technology, Advanced Electronics, Air-conditioning and Refrigeration, Renewable Sources of Energy and Rural Technology Development and Management.

8.31.2 A workshop for reviewing the scheme of ATCs was organised at SBM Polytechnic, Bombay from 11-13 September, 1991 to (i) review the present status of the various courses under ATC scheme being offered at different polytechnics, (ii) to receive feed-back from industry/employers/institutions on the utility of the programme for employers/students and working technicians/society, and (iii) to analyse the problems faced in implementation of the scheme and to make necessary recommendations for continuance and effective implementation of the scheme. It was recommended that the ATCs being conducted currently at different institutions should be continued and the scope and activities of the scheme may be expanded in future with modified and updated norms. It was further recommended inter-alia that the Advanced Diploma Courses being conducted under the scheme should be recognised as equivalent to first degree in Engineering/Technology in the respective field.

8.31.3 It is proposed to expand the scope and activities of the scheme and implement the same with revised updated norms under the World Bank assisted State Sector project for Technician Education during the 8th Five Year Plan.

### **Cultural Exchange Programme**

8.32.0 Most of the Cultural Exchange Programmes include provision for exchange of materials in the field of Science, Education and Technology etc. as well as exchange of visit of delegations for establishing academic linkages between institutions of Higher Education in the two countries for finalising equivalence of degrees and diplomas awarded in India and other countries for the purposes of employment.

### **Colombo Plan Staff College for Technician Education, Manila**

8.33.1 The main objectives of the Colombo Plan Staff College for Technician Education, Manila is to improve the quality of technician education and training in the Colombo Plan region by meeting the needs of technician teachers, educators and trainers as well as those staff in technician education system who play an active part in service training and staff development programmes in the member countries. The main functions of the College are to :-

- i) provide courses for further professional technician education and training ;
- ii) conduct study conferences on various aspects of technician education ;
- iii) assist in conduct of special courses ;
- iv) promote, coordinate and undertake research ;
- v) assist in the development of training facilities ; and
- vi) collect and disseminate information on technical education.

8.33.2 CPSC, Manila has been holding various programmes regarding college-based courses. Sub-regional workshops and in-country courses to achieve the above aims. The Government of India have been participating actively in these programmes.

### **North Eastern Regional Institute of Science and Technology at Nirjuli (Itanagar) Arunachal Pradesh**

8.34.1 The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1985 to generate skilled manpower in the field of Engineering and Technology as well as Applied Science streams for the development of North Eastern Region. While the Department of Education is giving necessary technical guidance to the NERIST,

it is being funded by Ministry of Home Affairs through the North Eastern Council. The NERIST was conceived as a unique institution offering a sequence of modular programmes each of 2-year duration leading to Certificate, Diploma and Degree in Technology and Applied Sciences. The Institute started its academic programmes in August 1986 when it admitted students to certificate courses. Admissions to diploma courses and degree courses were made in 1988 and 1990, respectively. The following courses are offered at the Institute:

*Certificate courses*

1. Construction Technology.
2. Maintenance Engineering (Electrical & Electronics).
3. Maintenance Engineering (Mechanical).
4. Forestry.
5. Soil Conservation.

*Diploma courses*

1. Agricultural Engineering.
2. Civil Engineering.
3. Computer Science.
4. Electronics & Electrical Communication Engineering.
5. Electrical Engineering.
6. Mechanical Engineering.

*Degree Courses*

1. Agricultural Engineering.
2. Civil Engineering.
3. Computer Science.
4. Electronics Engineering.
5. Electrical Engineering.
6. Mechanical Engineering.
7. Forestry.

8.34.2 NERIST is presently affiliated to the North Eastern Hill University (NEHU) for its degree programmes while it awards its own Certificates & Diplomas.

## **9 Adult Education**

### National Literacy Mission

9.1.1 Literacy is now accepted as an indispensable component of Human Resource Development. It is an essential tool of communication and learning, for acquiring and sharing of knowledge and information, a pre-condition for an individual's growth and for national development. The National Literacy Mission(NLM) which aims at imparting functional literacy to 80 million adult illiterates in the 15-35 age group by 1995 is one of the most concerted efforts attempted so far in the promotion of literacy in the country. The Mission established important milestones during this year and also achieved international recognition for the efforts which had been put in through Total Literacy Campaigns. These campaigns for total literacy are, slowly but steadily, creating a social churning, with the people getting more empowered and becoming aware of the causes of their deprivation and moving towards amelioration of the condition through organisation, and through participation in the process of development.

9.1.2 The important milestones include the UNESCO award of the prestigious King Sejong Prize to the Puduvai Arivoli Iyakkam of Pondicherry for its literacy promotion efforts. Perhaps the most significant achievement of the campaign over the last few years is that there are now an estimated 119.96 lakhs of neo-literates reaching for higher competencies which would bring about a radical transformation in their day-to-day lives. Closely related to these efforts is the report submitted by the expert group on Post Literacy and Continuing Education headed by Shri Satyen Maitra. The report has been formally accepted by EC of NLMA and circulated to all State Governments/UT administrations for their consideration. Another important report was on the modalities of total literacy declaration, and evaluation of learning outcomes. This year also saw the commencement of the 8th Five Year Plan, which accords a high priority to adult education together universalisation of elementary education. It is expected that at least 75 per cent of the districts in the country would have been covered by the campaigns during this Plan period.

### International Literacy Prize

9.2.1 For the third year in succession the country has been awarded the International Literacy Prize by UNESCO. This prize is awarded to those institutions/organisations which display outstanding merit and achieve effective results through the fight for literacy. The International Literacy Prize Jury had awarded the King Sejong Prize to the Puduvai Arivoli Iyakkam of Pondicherry for its meticulously planned Literacy and Post-Literacy Campaigns to create awareness and an appropriate environment to enlist people's voluntarism from all sections of the society at every stage of the campaign and setting up



of 530 Continuing Education Centres for retention and upgradation of basic literacy skills.

9.2.2 Pudukkottai Arivoli Iyakkam, a registered non-governmental organisation (NGO), was specifically devoted to carrying out literacy/post literacy activities in the Union Territory of Pondicherry. This NGO launched on the International Literacy Day 1989 the total literacy campaign called Arivoli Iyakkam (the movement for light of knowledge) in the Union Territory of Pondicherry. It has succeeded in imparting functional literacy to 66907 out of 99958 adult illiterates in the age-group of 15-40 according to prescribed levels in a period of two years. They also launched a post-literacy campaign with the twin objectives of (a) preventing the 66907 neo-literates from relapsing into illiteracy by enabling them to achieve the self-reliance in learning, and (b) imparting functional literacy to such of the illiterates as could not be covered in the first phase. The prize was received by Shri A. Gandhiraj, the Education Minister of Pondicherry at a special ceremony held in Seville, (Spain) on 9th September, 1992 on the occasion of the Joint UNITED NATIONS/UNESCO HONOUR DAY. The prize carried a cash award of U.S.\$ 35,000.

### **Total Literacy Campaign**

9.3.1 The successful conclusion of the Total Literacy Campaign (TLC) in district Ernakulam (Kerala) in January 1990 has led to the acceptance of the TLC as the most important strategy of the National Literacy Mission (NLM) for eradication of illiteracy in the target age-group of 15-35. The TLC is marked by certain positive characteristics in that it is area-specific, time-bound, delivered through voluntarism, cost-effective and outcome-oriented. The TLC is implemented by Zilla Saksharata Samitis (ZSS) specially constituted under the District Collector. The ZSS, with its membership drawn from all sections of the society, ensures its participative nature. Besides, the task-specific sub-committees of the ZSS, popular committees are also constituted at all levels from the district down to the village panchayats, which are animated by the culture of equality.

9.3.2 The TLC presupposes the generation of a positive demand of the people for literacy through appropriate environment-building programmes. The initial effort at environment-building is closely followed by a door-to-door literacy survey during which potential learners and volunteers are identified. Suitable primers (in 3 parts) are developed through the State Resource Centres in accordance with the pedagogic technique of Improved Pace and Content of Learning (IPCL). Primer-specific training is provided to the Resource Persons, Master Trainers and Volunteer Instructors.

9.3.3 Two activities, namely, environment-building as well as monitoring and internal evaluation, are continued through the teaching/learning activity which accounts for a total of 200 hours spread over a period of 6 months. An external impact/summative evaluation is made at the conclusion of the teaching (PLC) to mop up the left-over illiterates and to consolidate the gains of literacy acquired during TLC, and to enable the neo-literates to develop abilities for self-learning.

9.3.4 The TLCs/PLCs are implementing through direct funding to ZSS by the Central and State Governments in the ratio 2:1. Besides the funding arrangement, the active involvement of State Governments is ensured also through the identification of the District Collector with the ZSS. The Collectors have traditionally been responsible for law and order and over the last few years have been made responsible for welfare programmes like IRDP, NREP, JRY etc. The enlarged role of the collectors has ensured their active leadership for the TLC as well.

9.3.5 The TLCs, by and large, have enlisted the enthusiastic participation of all sections of the society, especially the women, the weaker sections, etc.

9.3.6 Following is the number of TLC/PLC projects approved so far:-

Projects	No. of Projects		No. of Districts covered	
	Total	1992-93	Total	1992-93
TLC	140	56	182	56
PLC	32	24	56	32

#### **Dave Committee Report**

9.4.1 An Expert Group headed by Dr.R.H.Dave, former Director, UNESCO Institute of Education, Hamburg was set up in January, 1992, to work out the modalities for total literacy declaration and examine issues connected with learner evaluation which could form the basis of determining the learning outcomes in the areas taken up for total literacy. The Report (accepted in July 1992) recommended that a declaration was necessary for reasons of social accountability, feedback to organisers, political support and general awareness towards education. The planners, administrators and financiers would be interested in the net outcome of such a campaign. Secondly the people who participated in the TLC have to know as to how much they could contribute to different areas of human resource development and to what extent they could meet

the expectations raised. Thirdly, the political leadership has also to be appropriately informed of the gains of TLC so that they could help in dissemination of the programme which may otherwise not receive adequate public attention. The declaration may also serve the cause of universal basic education for all.

9.4.2 The Report contains specific recommendation on what to declare and how to declare. Declaration should be more in the nature of sharing of what has been achieved against the original goals. Only a scientific evaluation and systematic investigation would give credibility to it. The attainments could therefore be presented in terms of percentages reflecting the overall performance by ranges so that a clear idea could emerge of the total number of persons who have actually reached the NLM norms, and of the learners who require further help. The Report noted that the learning environment in different TLC situations may vary. It was absolutely essential that evaluation of learning outcomes has to be uniform for all the categories and groups of persons. The term 'Total Literacy' would in this context refer to a particular age-group and level of achievement at 80% or 90% of the target. The incidental fallouts of TLCs, such as the UEE, retention of children in school participation of learners in health-care programme could also be highlighted. The TLC has accelerated the growth of literacy which otherwise might have taken several years.

9.4.3 The Report elaborated on the methodology of evaluating the learning outcomes which is most crucial in assessing the performance of TLC campaign in general, and the learner in particular, in a manner which is credible, uniform, simple, non-threatening, systematic and technically sound.

### **Environment Building - Bharat Gyan Vigyan Jatha-II**

9.5.1 An appropriate environment is most crucial for the success of any total literacy campaign. This input is an essential component of the overall strategy of the National Literacy Mission. The positive experience of Bharat Gyan Vigyan Jatha (BGVJ) of 1990 helped. Firstly, while the BGVJ had to content with major caste and communal media events, it nevertheless placed literacy as an issue before the people. The involvement of thousands of politicians, administrators, educators and media persons taken together with the demand for literacy programmes generated in the villages, brought literacy on to the political agenda of the nation. The Bharat Gyan Vigyan Jatha brought together a number of diverse voluntary organisations, peoples' science movements, individuals and groups, trade unions and service associations, youth and students and women's movements and adult educators. Their networking through the jatha made literacy work a personal and common organisational priority for thousands all over the country.

9.5.2 The impact of the Bharat Gyan Vigyan Jatha were not uniform all over the country. It was weak especially in Bihar, Uttar Pradesh and Rajasthan. In Orissa and Madhya Pradesh the impact was limited. The limited impact was due to the disturbances caused by the agitations and political turmoils when the Jathas were underway in October/November, 1990. Further there were few starting points or contact persons of the right quality available in these areas where the BGVS was traditionally weak. In addition, the content of the programmes, though locally devised, needed to address the same problems in a much more relevant manner. Finally the conditions in these areas are vastly different from Ernakulam and it takes time for the message to sink in, especially amongst the intelligentsia. Some of the factors are also true of areas of Gujarat, Maharashtra, parts of Assam, Himachal, Punjab, Tamil Nadu etc. and more effort was required here to sustain the environment.

9.5.3 However, despite these limitations there is tremendous enthusiasm at the village level for this programme which even the slightest environment building effort is able to tap. Illiterates do come forward to learn in large numbers in the areas where the project has been initiated as a people's movement. This paradox, on one side a strong demand for literacy and on the other side non-existent or grossly inadequate delivery mechanisms for literacy, and indifference to illiteracy as a social issue, was particularly noticed in the Northern States. It was, therefore, imperative to make another major attempt particularly in these states to build up an environment favourable to the campaign. A Bharat Gyan Vigyan-II was launched between 2nd October and 14th November, 1992 in 250 districts of which 165 districts have been covered by December, 1992 as under:

Bihar	38
Uttar Pradesh	44
Rajasthan	12
Madhya Pradesh	45
Orissa	15
Other States	11

9.5.4 The major operational objectives of the Jatha were:

- a) To conduct a Kalajatha in 250 districts of the country of which about 185 districts will be in the 5 states of Bihar, Uttar Pradesh, Madhya Pradesh, Rajasthan and Orissa.

- b) To form broad-based district committees for the jatha in all the 250 districts.
- c) In each district about 100 jatha reception committees were to be formed and the jatha would touch these 100 centres. Each of these centres to be chosen in such a way that it caters to at least 10 surrounding villages.
- d) To orient at least 150 persons to the concept of total literacy campaigns and to train at least 30 persons to act as key resource persons in all aspects including pedagogy in each of the 250 districts.
- e) To build up block level committees and hold block level conventions and to identify contact persons in villages and form wherever possible panchayat level committees.
- f) To conduct a number of rallies, padayatras, wall-writings, posters and other forms of publicity for literacy in the 250 districts.
- g) The Chief Minister of Bihar inaugurated the jathas at Patna.

#### **Post Literacy & Continuing Education(PL & CE)**

9.6.1 The total literacy campaigns which are efforts at mass mobilisation have led to the emergence of a large number of neo-literates. These neo-literates are a complex group with varying levels of achievement in literacy and numeracy. Adequate provision is to be made for their post literacy and continuing education to save their relapse into illiteracy.

9.6.2 The National Literacy Mission when it was launched in May 1988 had made arrangements for institutionalising post literacy and continuing education by setting up Jana Shikshan Nilayams(JSNs). Over 32,000 JSNs have been sanctioned since then, and they were attuned to the needs of the centre-based programme. With the shift from the centre-based approach to the mass campaigns approach, need was felt for a more dynamic mechanism. An Expert Group on Post Literacy & Continuing Education under the Chairmanship of Shri Satyen Maitra which was set up last year to look into this aspect. The Report of the Group was formally accepted this year and circulated to the States/UTs. The Group had recommended a programme providing for remediation, continuation and application of skills. These recommendations form the core of the strategy of post literacy campaigns. During the year, 32 PLCs have been approved covering 56 districts with a total neo-literate coverage of 132.43 lakh persons. The list of the PLC projects is given below:

List of Post-literacy Campaigns

S.No.	Project Area	Coverage (in lakhs)
<u>Andhra Pradesh</u>		
1.	Chittoor	5.50
2.	Nellore	4.00
3.	West Godavari	4.00
4.	Nizamabad	4.00
5.	Karimnagar	6.10
6.	Nalgonda	1.50
7.	BGVS AP (9 Mandals)	0.50
8.	Visakhapatnam	3.50
<u>Gujarat</u>		
9.	Bhavnagar	1.63
10.	Gandhinagar	0.70
<u>Haryana</u>		
11.	Panipat	1.10
<u>Kerala</u>		
12.	Kerala State	17.33
<u>Karnataka</u>		
13.	Dakshin Kannada	3.00
14.	Bijapur	1.63
15.	Mandya	2.50
16.	Shimoga	3.75
17.	Raichur	1.80
<u>Maharashtra</u>		
18.	Wardha	0.32
<u>Orissa</u>		
19.	Ganjam	7.00
20.	Rourkela	1.00
21.	Sundargarh	3.40
<u>Pondicherry</u>		
22.	Pondicherry U.T.	0.67

### Tamil Nadu

23.	PMT Sivaganga	2.00
24.	Pudukkottai	2.90
25.	Kamrajar	1.75
26.	Kanyakumari	0.90

### West Bengal

27.	Burdwan	10.00
28.	Midnapore	19.50
29.	Hooghly	6.30
30.	Birbhum	4.90
31.	Bankura	6.30
32.	Cooch Behar	2.95

## **Voluntary Agencies**

9.6.3 The Central Scheme of Assistance to Voluntary Agencies (VAs) which was put into operation during 1987-88 under the National Literacy Mission has been revised in the light of recommendations of a sub-group set up by the Executive Committee of National Literacy Mission Authority. Revised guidelines have been issued to State Governments/UT Administrations and State Resource Centres.

9.6.4 The programme would now be a volunteer-based Total Literacy Campaign in a specific area. No automatic extension would hence be given to the traditional centre-based programme. Instead, overriding preference would be given to those voluntary agencies which have a good track record of social service in general and of adult education in particular, and which are willing to take up area-specific, time-bound, volunteer based programmes. VAs would accordingly prepare proposals for achieving total literacy by adopting volunteer-based approach in a few villages/panchayats or block or a part of block depending on their capabilities. No payment to the instructors/volunteers is envisaged and the spirit is of total voluntarism. However, modest payment can be made to those workers who would be engaged whole time on the projects.

9.6.5 Identification and involvement of VAs in total literacy campaigns being run by Zilla Saksharata Samitis was discussed by Executive Committee of NLMA in its 32nd, 34th and 35th meetings held on 29-30th January, 1992, 7-8th May, 1992 and 26th May, 1992 and certain decisions were taken to ensure identification and selection of only good VAs. The Executive Committee has emphasised that screening of proposals should invariably be done by the District and State level screening committees involving representatives of NLMA, State Governments and a few VAs. As regards involvement of VAs in TLCs it was decided that every effort should be made to assign specific responsibility to VAs within the District. These decisions were communicated to all concerned in July 1992.

9.6.6 Fifty TLC projects including 6 projects sanctioned during 1992-93 have so far been sanctioned to 46 VAs for making 12.57 lakh learners literate in the States of Andhra Pradesh (1), Assam (5), Bihar (3), Madhya Pradesh (3), Orissa (3), Punjab (1), Rajasthan (9), Tamil Nadu (11), Uttar Pradesh (11), W. Bengal (1) and Delhi (2).

9.6.7 Fifteen projects are for one year, 28 projects are for two years and 5 projects are for three years. During the current financial year 6 projects have been sanctioned. Recurring grant for continuation of JSNs have been sanctioned to 24 VAs. One VA has been sanctioned a project of bringing out abridged versions of 8 authors of repute, namely, Rabindra Nath Tagore, Munshi Prem Chand, Amrita Pritam etc. One VA is continuously bringing out for the last two years a publication "Sabala" on issues of women and girls for distribution among Jana Shikshan Nilayams in Hindi speaking States. A Nuclues Cell already sanctioned to one VA for involving School students of Delhi in the literacy work, remained in operation. The Department is also associated with Rajiv Gandhi Foundation, New Delhi, in involvement of VAs by attending its workshops and also by circulation of four publications for neo-literates to States/VAs/Zilla Saksharata Samitis. Seven DRUs remained in operation during the current year for providing techno-pedagogic support to the Programme.

#### **Academic and Technical Resource Support**

9.7.1 Twenty-one State Resource Centres continued to function to provide academic and technical resource support to the Adult Education programme throughout the country. Fourteen of them are functioning in the voluntary sector, three in Universities and four in State Departments of Adult Education.

9.7.2 The SRCs have made a valuable contribution to the National Literacy Mission by designing basic teaching/learning materials based on the technique of IPCL for both TLC and PLC. They conducted training for a large number of AE functionaries, formulated guidelines for evaluation and for taking up of innovative projects.

9.7.3 Most of the SRCs are actively associated with the total literacy campaigns right from the planning stage to their conclusion, and also with training as well as the development and supply of material for post literacy and continuing education. The SRCs likewise provide such support to the programmes organised by voluntary agencies, Nehru Yuva Kendras, educational institutions etc. in such areas as have not been covered by the Total Literacy Campaigns.



## **External Evaluation of Adult Education Programme**

9.8.0 External evaluation is a crucial component of programme implementation. After the launching of National Literacy Mission in May 1988, a total of 31 studies were assigned to 26 Institutes of Social Science Research and University Departments. Based on the findings and recommendations of 23 reports received, follow-up action has been taken to improve implementation.

### **Rural Functional Literacy Projects**

9.9.0 Rural Functional Literacy Project (RFLP) is one of the oldest schemes initiated right with the launching of the National Adult Education Programme of 2nd October, 1978. It has been a centre based programme. On the basis of findings and recommendations of evaluation studies as also internal assessment, the scheme was re-organised and several structural changes made. Following the success of the Total Literacy Campaign, the centre based programme of RFLP has been closed down in almost all States/UTs. It is proposed to continue these projects only in the State of Jammu & Kashmir and other difficult terrains, hilly areas and isolated pockets.

### **Nehru Yuva Kendra**

9.10.1 Nehru Yuva Kendra Sangathan undertook area specific and time bound programme in Uttar Pradesh and Rajasthan. The Uttar Pradesh project had target of 3.78 lakhs adult learners in 2 - 3 cycles. 4700 centres were sanctioned to cover 1065 villages spanning 216 Panchayat Samitis. Teaching-learning process was launched on 8th September, 1991 and in one cycle 1.09 lakhs learners were enrolled. According to the latest report 0.62 lakh learners reached the 3rd and the final level of literacy.

9.10.2 Rajasthan project started in November, 1991, with a target of 2.84 lakh learners, spread over 1056 villages in 294 Panchayat Samitis. This was also an area-specific and time-bound programme of 3-4 cycles of six months each. As per the latest report, 0.9 lakh learners were enrolled during the 1st cycle and out of them, 0.25 lakh reached the 3rd and the final level of basic literacy.

### **Shramik Vidyapeeths (SVPs)**

9.11.1 Thirty-seven SVPs continued to function in 1992-93 in different industrial and urban centres of the country. They represent an institutional framework for offering non-formal, adult and continuing education and polyvalent training programmes to industrial workers, to their family members, self-employed members and prospective workers etc. Of them, 1 SPV at Delhi is run by the Central Government, 3 SVPs by universities, 25 by autonomous bodies and remaining 8 by State Governments.

9.11.2 Each SVP has a nucleus of professional staff under the control of a Director assisted by two or three full-time Programme Officers. Additionally, each SVP also engages local resource persons on part-time basis to impart various skills or organise courses relevant to specific areas. Prior to conducting a programme or starting a course, a socio-economic profile and work plan for operationalisation of activities are designed by the SVPs. Such profiles help in having a proper understanding of the manpower needs of the clientele and the resources which can be mobilised. The programmes of the SVPs have helped diverse sections of society living in urban, semi-urban and industrial areas such as illiterate semi-literate, skilled, semi-skilled and unskilled, covering inter-alia, the weaker sections such as Scheduled Castes/Tribes, physically and orthopadeically handicapped and women in distress.

9.11.3 Eight Shramik Vidyapeeths have been selected for implementing UNICEF assisted literacy linked vocational programmes for women and girls. Adult Literacy Programmes have now been taken up by all SVPs on a larger scale. Accreditation to National Open School has been secured for 24 SVPs, the certificates of which have thus become acceptable for the job market.

9.11.4 The 'Slum Basti Education and Training Project' (SET) started by the SVP Delhi in collaboration with DDA (Slum Wing) is continued. The Tata Institute of Social Sciences is to conduct a "quick appraisal" of the SVPs with the assistance of UNICEF.

### **Strengthening of Administrative Structure**

9.12.1 State Governments/UT Administrations are given 100% central grant (on staff liability) for creating necessary administrative structures for the implementation of the Adult Education Programme. The Central grant covers the entire expenditure on the emoluments of the sanctioned staff, while expenditure on items like POL, reimbursement of medical/travel expenses are to be met by the State Governments. Under this scheme the State & UTs have been divided into 4 categories namely, A,B,C & D, and the size of the State level administrative structure fixed accordingly. The District level structure is decided depending on the size and complexity of Adult Education activities undertaken in the District. Districts have been categorised as 'A' & 'B' depending upon the size of the programme being implemented in the district.

9.12.2 It has been decided that the scheme will continue as a centrally sponsored scheme. However, in the context of the total literacy campaigns, it has been decided to evolve criteria for reducing staff in the State Directortes and no central assistance would be given for the staff available at the District level after two years of the district achieving total

literacy.

## **Directorate of Adult Education**

9.13.1 The Directorate of Adult Education (DAE) , a subordinate office of the Department of Education continued to function as the National Resource Centre in the areas of adult education and total literacy campaigns. The Directorate has 6 units with identified professional and administrative functions. The main activities included in the Action Plan of the Directorate during the year were as under:

### *(i) Preparation of Materials and Surveillance*

9.13.2 The Directorate organised 8 meetings of IPCL (Improved Pace and Content of Learning) Review Committee to scrutinise the materials developed by the State Resource Centres and TLC Districts. Training was organised for the functionaries of State Resource Centres and TLC Districts to develop post-literacy Book-1 for neo-literates. Training on printing techniques (quality printing, cost effectiveness etc.) was also organised. Three regional workshops were conducted for integration of population education message in total literacy campaigns and other adult education programmes. Resource support was provided to various select writers/illustrators on the methodology of developing materials for adult learners, particularly in Delhi, Chandigarh, Bihar and Orissa. The activities of SRCs were compiled and annual report prepared.

### *(ii) Training*

9.13.3 The emphasis being on Total Literacy Campaign, one programme was organised at Tirupati (November, 1992) in Planning and Management of TLC for personnel of Adult Education covering Tamil Nadu, Andhra Pradesh and Karnataka in collaboration with Sri Venkateshwara University. The objectives were to provide suitable knowledge base and skills on environment, training strategy, procuring of materials, evaluation and monitoring etc. Discussions were also held at different places to assess participatory research as well as the strengths and weaknesses in training programmes organised in TLC districts, discussing with selected functionaries the content areas and designs etc. The other programmes by PRIA during June, 1992 at Pune, by NIEPA during July, 1992 at New Delhi, and by BGVs during July, 1992 at Bilaspur (Madhya Pradesh) were coordinated by the Directorate.

### *(ii) Management Information System*

9.13.4 Software package was developed in collaboration with NIC on monitoring of TLC Districts. As the response from the field was not very satisfactory a simple proforma was designed, after holding discussion at different levels, to collect information every month from various TLC Districts. The Directorate is actively in touch with the TLC districts to

ensure timely rendering of the reports. Special visits were also undertaken by the officers of the DAE to study the performance in the TLC districts.

9.13.5 To develop district level Management Information System (DMIS) a private agency, MASTEK, was entrusted with this responsibility. Two workshops were organised to develop DMIS at Nagapattinam and Coimbatore in Tamil Nadu. This has now been finalised and will be tried out in Coimbatore District, whereafter it could be uniformly tried out from January 1993 in the new TLC Districts.

(iv) *Media and Communication Support*

9.13.6 Production of software is one of the major tasks taken up by the DAE in collaboration with select agencies. Seventeen video films were produced, mostly as video documentation of TLC in the districts. U-Matic master cassettes of some of the films on TLC like "You Can in Nizamabad" and "Zaria Bani Taleem", were supplied to Doordarshan for telecast. Closed Circuit TV System in selected Railway Stations like Allahabad, Lucknow, Bangalore, Hubli, Jabalpur, Guwahati, etc. are being utilised for media campaigns. Prime time Spots, both for TV and AIR, were produced. Outdoor publicity was organised during ILD celebrations (September, 1992) through DAVP hoardings bearing National Literacy Mission messages, wall-paintings etc. NLM advertisement was issued on computerised railway tickets and also on the time-table of Northern Railway, besides the postal stationery of Department of Posts.

(v) *National Level Competitions*

9.13.7 Under National level Prize Competitions, open contests are being encouraged to develop posters, books, etc. A National Photo Competition is also being planned. On the International Literacy Day, certificates were awarded to the winners of National Essay Competition and National Poster Competitions.

(vi) *Publication*

9.13.8 The Directorate undertakes production and dissemination of different types of materials including the bi-lingual monthly journal "Literacy Mission". Composing of DTP, preparation of art work, maps, charts, etc. binding and lamination are some of the services rendered by the Directorate.

9.13.9 Ten special books were released on the International Literacy Day. Five posters that received awards were printed in 40,000 copies each for wide distribution among the States and UTs. Two literacy maps indicating State-wise literacy position were produced and distributed.

## Population Education

9.14.1 The UNFPA funded Population Education Project in Adult Education came into operation during 1987 as an integral part of adult education programme with technical support provided by the DAE in collaboration with 15 SRCs. The coordination is being done by Ministry of Health and Family Welfare. The objectives were to clarify the concepts and scope of population education, preparation of curriculum, development of teaching-learning materials, training of the functionaries, to institutionalise the component of population education in the ongoing programmes of adult education. Fifteen States/UTs were covered so far.

9.14.2 Tripartite Meeting and Project Progress Review Meetings were held during April 1992 at Shimla by inviting the SRC representatives specialising in population education. Efforts were made to form State Population Education Projects and to create Population Education Cells in SRCs as necessary. The population education messages carried in the teaching-learning materials were small family norm, responsible parenthood, right age of marriage, population growth and environment, population education and development, beliefs and traditions etc. Software such as slides, teaching charts, flash cards, audio/visual cassettes are designed and developed for the purpose. In July 1992 an orientation programme was conducted to strengthen the Population Education efforts by inviting senior functionaries of SRCs and the Directorates of Adult Education in various States. Experimental Projects and Exploratory Studies are on in the TLC districts of Bhavnagar (Gujarat) and Ganjam (Orissa). Formulation of Project Document Phase-II is in progress. Workshop on Research Methodology was held in November, 1992 at Trivandrum in collaboration with Indian Adult Education Association (IAEA) and University of Kerala.

## National Institute of Adult Education

9.15.1 The National Institute of Adult Education (NIAE) was set up in January, 1991 as an autonomous body to act as the national level Resource Centre for adult education and to provide academic, technical and resource support for adult education programme in the country. Initially the Institute had taken up certain short duration projects. In May, 1992 an Approach Paper and an Annual Plan for 1992-93 were approved. The programme areas identified in the Annual Plan were:

1. Gender Equity in Literacy
2. Communication in Adult Education
3. Evaluation issues in Adult Education
4. Social Sciences in Adult Education

5. Population issues in Adult Education
6. Post Literacy and Continuing Education.

Action was initiated on these programme areas in 1991-92. During 1992-93 the following activities have already been undertaken.

### **Gender Equity in Literacy**

9.16.1 As an outcome of the seminar in January 1992 on 'Gender Equity in Literacy', the following research projects have been initiated:

- (i) Annotated bibliography on "Women and Literacy"
- (ii) Textual Analysis on basic literacy primers.

9.16.2 A two day consultation on methodology of Textual Analysis was held on December 1-2, 1992, to share the preliminary findings to finalise the methodology and the tools of analysing basic literacy primers.

### **Post Literacy and Continuing Education - Weekly Broadsheet for the neo-literates**

9.17.0 In order to prevent relapse into illiteracy of people made literate through TLC's and other literacy programmes, the NIAE initiated a project to design appropriate material in the form of weekly broadsheet for neo-literates and to ensure its regular distribution. Prototypes have been developed in Bengali, Hindi and Tamil. Various feed-back studies were conducted to improve the production of the material. A system for ensuring the regular production and distribution of a proper reading material for the neo-literates is being worked out. A five-district study of the newspaper has been completed. A three-day workshop on weekly broadsheet was organised in September 16-18, 1992, to share with the workers in the field the experience gained in designing and testing prototype of the weekly broadsheet in different Indian languages. A number of recommendations were made for follow-up.

### **Programme Evaluation issues in Adult Education**

9.18.0 The Institute has undertaken a project for Programme Evaluation in Adult Education in India with a view to evolving a scientific methodology. A comprehensive review of the available reports of programme evaluation has also been initiated.

## **Social Sciences in Adult Education**

9.19.0 This is a programme area in which it is proposed to develop adult education as a discipline through rigorous academic research grounded in the field realities and in juxtaposition with the knowledge base of social sciences. To begin with, a policy study on the National Literacy Mission has been taken up.

## **Popular Culture and Adult Education**

9.20.0 One of the significant features of recent literacy campaigns has been the use of traditional as well as popular culture theatre and other folk media. The Bharat Gyan Vigyan Samiti (BGVS) has been using cultural jathas and performances to create a positive climate for literacy in the country. The Institute has started, as its immediate task, to document and study the impact of BGVS in terms of the use of the local traditional media to create awareness among the people.

## **Statistical Data Base on Literacy**

9.21.1 As part of its resource base development, NIAE has set up a Statistical Data Base for Literacy. A seminar on Data Base for Literacy was organised on September 1-2, 1992 with participation of UNESCO and other concerned Govt. and non-government organisations. The seminar reviewed the work of various agencies in the collection and compilation of data on literacy, and identified the gaps and weaknesses vis-a-vis the needs of policy planning and research. A number of recommendations have been made. A library and Documentation Centre has been set up, and has acquired 1,600 volumes on the subject. It has also acquired the micro-fiche of the Indian census report from 1872 to 1951. To help build up a complete data base on census statistics for research in adult education, relevant collections are being regularly augmented and updated with reports from the Census Commission. A draft bibliography of research theses offered in the field of adult education and allied areas in Indian Universities covering the period from 1851 to 1988, has been compiled. Actions have been initiated for building up liaison with research institutes and libraries in India and abroad.

- (1) A news feature service for print material production for neo-literates - a follow-up of the Weekly Broadsheet project.
- (2) Development and Continuing Education : the post literacy phase.
- (3) Total Literacy Campaigns in different settings - Comparative study of Planning and Management concerns.
- (4) Literacy and Post-Literacy work among tribal population

in the perspectives of cultural and ecological issues.

- (5) Research projects in the area of foundation of Adult Education.

9.21.2 Since September 1992, NIAE has become a Sub-Node to the Educational Research Network (ERNET), putting NIAE on the global-e-mail map for access to research based information, technical reports etc.

9.21.3 A computer centre has been developed. A NIAE Newsletter Service has also been started and as of December 1992 two issues have been published.

9.21.4 NIAE serves as a nodal point for networking, collaboration and international cooperation in the area of literacy and continuing education. In this connection, the Institute has been designated as a principal point within the framework of educational projects between China and India for forging projects and links with the Central Institute of National Resource Centre to network with counterpart agencies in member countries of SAARC; and collaborates with UNESCO and agencies of the UN system as pursued action in support of literacy and continuing education.

### **International Literacy Day**

9.22.0 The International Literacy Day was observed on the 8th September, 1992 at a national function in New Delhi. The function was graced by the President and was also attended by the Deputy Minister for Education and Culture. It was attended by a large gathering comprising mostly of students, neo-literates, voluntary agencies and other important dignitaries, educationists etc.

### **Eighth Five Year Plan**

9.23.0 Adult Education has been accorded a very high priority during the 8th plan. An allocation of Rs.1400 crores has been made for this programme during the Plan period. It is proposed to cover an estimated 104.00 million illiterate persons in the 15-35 age group. The Total Literacy Campaigns would remain the dominant strategy and would replace most other schemes of adult education. It is proposed to cover an estimated 80.00 million persons through such campaigns and the remaining 24.00 million persons through the schemes of RFLP, Voluntary agencies, NYKs, etc. It is expected that by the end of the Plan period 345 districts or roughly 75% of the districts in the country would be covered by the Total Literacy Campaigns and it is hoped that with the combined efforts of other programmes of adult education and universalisation of elementary education, the overall literacy rate should reach 70 per cent, a level considered crucial for achieving total literacy in the subsequent 2-3 years.



## **Abatement of Pollution**

9.24.1 The Total Literacy Campaigns are also campaigns for conservation of environment amongst its other objectives. Issues like cleanliness of surroundings, need for clean potable water, tree plantation etc. are built in the primers. Environment related issues are given prominence in the awareness programmes. Even in Training Programmes, the volunteer's awareness on these issues are focussed and sharpened. In the materials for neo-literates used in the post-literacy and continuing education, the message about pollution and its evil effects is highlighted.

9.24.2 In Tumkur district of Karnataka, the 'Operation Restoration' has been aptly renamed as "Akashara Kalpavruksha" with the trees the symbol of the Total Literacy Campaign. In the Action Plan drawn up each person would adopt one plant in a massive tree plantation programme of volunteers and learners. Committees have been formed in villages to protect tree and thereby abate pollution and conserve the environment.

## **10 Education in Union Territories**

10 EDUCATION IN UNION TERRITORIES

**Andaman & Nicobar Islands**

10.1.1 Various educational institutions functioning in the Union Territories at different levels are as follows :-

Sl. No.	Institution 1992-93	Number	Govt.	Aided	Private
1.	Pre-Primary	23	4	..	19
2.	Primary	190	183	..	7
3.	Middle	44	43	01	..
4.	Secondary	26	24	..	2
5.	Senior Secondary	41	40	01	..
6.	Politechnics	02	02		
7.	Colleges	03	03	(of which one is a B.Ed college)	

10.1.2 School facilities have been provided in each and every corner of this territory by not only opening new schools but also upgrading the existing ones.

*Incentives Schemes*

- i) Mid-day meals are provided to all children upto class VIII.
- ii) 31787 children were provided with free text books whose parents income is less than Rs.6000/- per annum.
- iii) 4609 children were provided with free uniforms.
- iv) 211 children were provided hostel stipend at the rate of Rs.115/- per mensem.
- v) Scholarship/mess expenses were given to the students for higher education.

*Adult Education*

10.1.3 Adult education has been given a strong priority by the Administration on which major thrust has been in motivating, identifying and inducting the learners into MPFL programmes. The programmes is backed by nearly 2000 volunteers drawn from the

schools and colleges of the islands.

10.1.4 In addition 50 Jana Shiksha Nilayams for post literacy and continuing education are also functioning in the islands.

#### *Non-Formal Education*

10.1.5 There are 34 non formal education centres catering for non-school going and drop-out children of 6-11 years.

#### *Vocational Education*

10.1.6 Under the vocational education courses in fisheries, office management and secretarial practices, horticulture and agriculture are available in 4 Sr. Sec. Schools.

#### *Science Education*

10.1.7 Under Science education seminars, exhibitions and workshops were regularly conducted in various schools. Intensive training programmes were conducted in Science and Mathematics in collaboration with NCERT.

#### *Technical Education*

10.1.8 There are 2 Politechnics which are providing technical education to the students in the field of Electrical, Mechanical, Civil, Electronics, Hotel Management. One Industrial Training Institute is also catering technical education along with the politechnics.

#### *Higher Education*

10.1.9 Higher Education in the islands are being provided by the two colleges instituted in each of districts of the Union Territory.

10.1.10 Apart from regular courses provided in the streams science, humanities and commerce at degree levels, facilities of Post Graduate degree and research is also available in some subjects at the college at Port Blair.

### **Chandigarh**

10.2.1 Chandigarh achieved the target of 100 per cent enrolment of children and is marching towards the universalisation of elementary education. Towards this objective a school has been provided within a walking distance of 1 k.m. of every habitation.

10.2.2 There were a total number of 95 Govt. schools in 1991-92. In 1992-93 the following schools have been opened/upgraded.

- i) 22 Nursery schools have been added in the new/already

existing school.

- ii) 2 Primary Schools and 3 Model Middle schools have been opened.
- iii) 2 Primary Schools have been upgraded at Middle level.

All these schools have been provided with necessary infrastructure for the purpose.

10.2.3 Under Vocationalization of Secondary education, Vocational courses have been introduced in 11 schools with all the facilities for the purpose. The scheme was introduced during 1987-88. Twenty vocational courses are being run in the area of Home Science, Commerce, Engineering and para-medical subjects.

10.2.4 The scheme of Adult Education was started in 1978. At present 37 centres are functioning under Jan Shikshan Nilayams in the Union Territory of Chandigarh. The beneficiaries are mostly from weaker section of society and SC/ST classes.

#### *Incentive scheme*

10.2.5 To increase the catching power of the schools and improve attendance the following incentives are given to the children.

	Amount in lakhs of Rupees	Approximate no. of beneficiaries
1. Attendance Scholarship	3.65	2,700
2. Scholarship to SC/ST students	6.25	5,200
3. Talent scholarship for SCs	0.09	9
4. Extra-coaching to SC students	3.55	4,000
5. Free text-books to SCs	7.11	16,300
6. Free Stationery and uniforms to SC/STs.	24.40	16,300

10.2.6 Apart from the above incentives the mid-day meals are provided to children in schools @ Rs.2/- per child per day.

#### **Dadra and Nagar Haveli**

10.3.1 The details of the educational institutions functioning at present in Dadra & Nagar Haveli are as below:

	(a) Govt.	(b) Aided	(c) Private
i) Pre-Primary	-	-	-
ii) Primary	113	11	1
iii) Middle	38	2	2
iv) Secondary	4	-	3
v) Hr. Secondary	5	-	-

(Including Navodaya Vidyalaya)

#### *Vocational Education*

10.3.2 Vocational subjects like Tailoring, technical, agriculture, and drawing are introduced in all secondary and higher secondary schools with general courses.

#### *Incentive schemes*

10.3.3 Free mid-day meals are provided to all students upto VII, besides free exercise note books, text-books and other teaching material are being supplied to all SC/ST students. Two pair of clothes and one pair shoes and socks are supplied to SC/ST students every year Cash awards to SC/ST students are also given for the better performance in examinations.

#### *Adult Education*

10.3.4 In Dadra & Nagar Haveli, there are fifty AEP centres covering 1,500 adults and 100 RFLP centres covering 3,000 adult beneficiaries in UT.

#### *Science and Technical Education*

10.3.4 For the improvement of science education seminars and science exhibitions are conducted every year. There is one ITI functioning in the UT to impart technical education.

#### **Daman and Diu**

10.4.1 The number of schools functioning from primary to senior secondary level in Daman & Diu is 85. One government higher secondary school has been started in 1992. All schools have pucca buildings and there is no 'One-teacher school.

### *Incentive Schemes*

10.4.2 The plan scheme of universalisation of elementary education of children in the age-group 6-11 has been started in 1992-93. Under this scheme the benefits like free text-books, uniforms, stationary are being provided to SC/ST students. Scholarships/stipends provided to deserving students. Cash incentives to tribal parents of girl students and remedial coaching classes are also included in the incentives schemes.

### *Adult Education*

10.4.3 There are 60 adult education centres catering to the local needs. The Jana Shikshan Nilayams provide educational books, magazine, and news papers to neo-literates.

10.4.4 There is one Government College having the faculty of Arts, Science and Commerce is functioning in the Union Territory.

### **Delhi**

10.5.1 During the Academic year 1992-93, the Directorate of Education has opened four Middle Schools, upgraded twelve Middle Schools to Secondary level and Ten Secondary Schools to Sr. Secondary School level. The Directorate has converted 119 existing Secondary/Sr. Secondary into Composite (Model) Schools. There are in all 1667 schools running under the Delhi Administration.

### *Incentive Schemes*

#### *(i) Free Transport facility to girl students in Rural Areas*

10.5.2 The main objective of this scheme is to encourage girl students from Rural areas to pursue their studies by way of providing them free transport facilities. About 4,600 girl students are availing this facility. During 1992-93 a sum of Rs. 10 lakhs is likely to be incurred for this scheme.

#### *(ii) Free supply of Uniform*

10.5.3 Under this Scheme a pair of uniform is given to the students studying in the Government and Government Aided schools whose parental income is less than Rs. 500 per month and who have secured 75% of attendance during the preceding Academic year, with satisfactory performance. During the year 1992-93 a sum of Rs.55 lakhs is likely to be spent benefitting nearly 32,000 students.

#### *(iii) Book Banks*

10.5.4 Under this continuing scheme, Books are provided to the needy students of class VI to XII whose parental income is less than Rs. 500 per month. During 1992-93 Rs.24 lakhs are likely to be spent benefitting about 41,000 students.

(iv) *Coaching facilities*

10.5.6 Students belonging to slums and economically backward areas have been covered under special coaching programme. The main objective of this scheme is to establish remedial coaching centres for SC/ST students in the school having their enrolment more than 51% of the students, with a view to ensure better results at the Board exams. An outlay of Rs. 1,00,000 has been earmarked for 1992-93 to benefit nearly 400 students belonging to SC/ST.

(v) *Scholarship*

(a) *Meritorious scholarship for SC/ST students*

10.5.7 The scheme is for SC/ST students studying in class VI to VIII on the basis of their performance in the preceding Academic year. During 1992-93 a budget provision of Rs.10 lakhs is estimated to benefit 9,500 students.

(b) *Open merit scholarship for SC/ST students*

10.5.8 Under this scheme, a competitive exam is held for the students with an eligibility of securing 60% marks in class. The top 100 students are selected for getting Rs.500 per annum as scholarship. The awardees are renewed every year subject to their performance. During 1992-93, 250 students are likely to be benefitted under the scheme with an allocated budget of Rs. 0.50 lakh.

(vi) *Adult Education*

10.5.9 The literacy rate of the UT Administration has steadily increased from 38.3% in 1951 to 76.09% in 1991. In the year 1992-93 an estimate of 1,20,000 illiterates are likely to be covered under Adult Literacy Programmes for which an outlay of Rs.15,00,000 is earmarked. The Administration has established 4 Sr. Secondary schools and 6 Secondary schools, for imparting teaching in the evenings to about 6000 Adults.

(vii) *Non-formal Education*

10.5.10 To fulfill the constitutional commitment of providing elementary education to all the children in the age group of 6-11 years and 11-14 years, the Directorate of Education is running 74 Non-formal Education centres covering about 2000 children. A budget of Rs. 5,00,000 has been allocated for this.

(viii) *Patrachar Vidyalayas*

10.5.11 It is the first institution of its kind to impart Education at Secondary and Sr. Secondary level through correspondence courses. The main objective of the scheme is to cater to the educational needs of the school-drop outs,



housewives, personnel of Armed/para-military forces and others. There is a provision of Rs.25 lakhs for the year 1992-93 aimed to benefit about 23,000 students.

(ix) *Vocational Education*

10.5.12 Under the scheme a target to diversify 25% of the student population towards Vocationalisation of Education has been set up by the end of Eighth Five year plan. About 75,000 students are expected to benefit from the scheme and a sum of Rs. 20,00,000 is earmarked for the year 1992-93.

(x) *The State Council of Educational Research & Training (SCERT)*

10.5.13 It was established as an Autonomous body by the Delhi Administration in 1988, under which four district Institute of Education & Training are functioning. The programmes are envisaged to give the practical shape to Educational activities in accordance with the NPE (1986) with modification undertaken in 1992 and POA 1992. A provision of Rs. 60 lakhs, is also allocated to SCERT for 1992-93 upto Sept. 1992. 6139 teachers are being benefited through approximately 1472 programmes.

(xi) *Higher Education*

10.5.14 There are 22 Colleges sponsored & Financed by Delhi Administration. The Administration has decided to open a Degree College at Karampura & Gita Colony. During 1991-92, one college namely Acharya Narendra Dev College has been established at Rajokari. There is a provision of Rs. 350 lakhs for 1992-93 under the scheme "Opening of New Degree Colleges".

*Municipal Corporation of Delhi*

10.5.15 The Education Department of Municipal Corporation of Delhi is responsible for imparting primary education. At present there are 1679 Primary Schools giving education to the children of the age group of 5-11 years. In addition to the primary education, pre-primary classes are also arranged for the children of the age group of 3-5 years. To cater to the needs there are 785 Nursery Schools at present administered by the MCD.

10.5.16 MCD provided various welfare schemes to their school students. Free text books, free uniforms to the children belonging to SC communities, mid-day meals and medical facilities are also provided to the children. For the qualitative improvement and to inculcate healthy competitive spirit among the children, merit scholarships are provided through a common examination. About 5000 meritorious students are benefited from the scheme from an allocated budget of Rs.13.52 lakh.

*New Delhi Municipal Committee*

10.5.17 NDMC is running the following schools within its jurisdiction for providing educational facilities to its residents :-

(i)	Nursery schools	21
(ii)	Primary schools	49
(iii)	Middle schools	10
(iv)	Secondary schools	10
(v)	Sr. Secondary schools	5

10.5.18 NDMC Navyug Schools Educational Society is also running 2 Senior Secondary and 3 schools of Middle level. In addition there are 8 private schools recognised by the NDMC of which 4 are aided and 4 are unaided schools. One Primary School was opened and 2 existing Primary Schools were upgraded to middle level and one existing middle school was upgraded to Secondary level for Girls during the current year 1992-93.

*Incentive Schemes*

NDMC has provided :

- i) Free text books to all students from Class Ist to VIIIth.
- ii) Stationary is provided to all students free of cost from Class Ist to Vth.
- iii) Free uniform cloth is provided to all students from Nursery to Class VIIIth.
- iv) Free wool is given to all students from Class Ist to Vth on every alternative year.
- v) Free shoes and socks are given to all students from Classes Ist to Vth
- vi) The students who rank in the first three positions and secure at least 60% of marks in the annual examination are awarded with merit-cum-means scholarships.
- vii) The SC/ST parents residing in NDMC area whose children are studying in the schools in the age group of 6-11 and whose income is less than Rs.1500/- p.m. are given stipend of Rs.1200/- p.a.
- viii) Number of incentives are also given under the Girl Child Care to the girl students.

- ix) Nutritious food is provided under Mid-day Meal Scheme to the students of Nursery to VIIIth classes.
- (x) NDMC is running 114 Adult Education Centres and 2 Non-Formal Education Centres.
- (xi) Under the Educational Vocational Guidance trades like Typing, Stenography, Health Care & Beauty have been introduced in three Senior Secondary schools besides computer education is provided under Computer Literacy Programmes in four Senior Secondary schools. One Technical Institution for women is being run by the NDMC.

**Lakshadweep**

10.6.1 During the year 1991-92, the number of various educational institutions functioning in Union Territory are as follows:

1. Nursery Schools	-	9
2. Junior Basic School	-	19
3. Senior Basic School	-	4
4. Higher Schools (Secondary schools)	-	9
5. Junior Colleges	-	2
		-----
	Total	43
		-----

10.6.2 Besides these institutions there is one Navodaya Vidyalaya and 10 Balwadies are also functioning.

*Incentives Scheme*

- 10.6.3 1. Text-books and writing materials are supplied free of cost.
- 2. Mid-day meals are provided to ST Students from class I to VIII.
- 3. Merit Scholarship is given to ST Students of class V to VIII.
- 4. Free Hostels facilities are provided to all ST Students in Junior Colleges.

### *Vocational Education*

10.6.4 The Scheme of vocational education was started in 1988-89. Coir craft for girls and fisheries education for Boys have been imparted in the Secondary level schools.

### *Adult Education*

10.6.5 Under Adult Education, intensive efforts are being made to achieve 100% literacy among 15-60 age group.

10.6.6 The Union Territory has 2 Junior Colleges affiliated to Calicut University. Besides there is one ITI imparting courses in Tailoring, Carpentry and Commercial Practice to the students.

### Pondicherry

10.7.1 During the year Pondicherry Administration have implemented the various educational activities. An account of these activities is as below :

### Educational Institutions

10.7.2 The details of the educational institutions at the schools and higher/university/professional/education functioning in the UT during the year 1992-93 are as below :-

#### A. *School Education*

	<u>Government</u>		<u>Private</u>	
	State	Central	Total	
Pre-primary	41	--	41	131
Primary	265	--	265	76
Middle	81	--	81	37
High	57	2	59	22
Higher Secondary (include S.T.P.P. Junior Col. Yanam)	29	4	33	6

10.7.3 During the year 4 new schools have been opened, 2 primary existing schools have been upgraded into Middle level, 4 Middle schools into high school level and 3 High schools into Higher secondary level.

B. *Higher/University/Professional Education*

College (Academic)	7	-	7	2
Medical College	-	1	1	-
Dental College	1	-	1	-
Engg. College (Autonomous)	1	-	1	-
Law College	1	-	1	-
Agri. College	1	-	1	-
Polytechnics	3	-	3	-
Teacher Training College	-	-	-	1
School for Nursing	1	-	1	-
Institute for Orthopaedically Handicapped	2	-	2	-
School for Deaf/Dumb	1	-	1	-
School for Blind	1	-	1	-
Home for Observation & Sol. Children	1	-	1	-
Service Home	1	-	1	-
School for Embroidery and Needle Work	-	-	-	1

**Incentive for Promotion of Education**

- 10.7.4 i) The UT has provided free supply of textbooks and uniforms to poor children in class Ist to VIIIth in Government Schools whose parental income is below Rs.6,000/- and Rs.12,000/- respectively. During 1992-93 about 57,600 poor children will be benefited from the scheme.
- ii) Poor children studying in class Ist to VIIIth in Government Schools are provided Mid-day Meals under the Mid-Day-Meals scheme. Under the scheme 100% poor children have been benefited.
- iii) For the benefit of students, Education Department is implementing the following scholarships:
- National Scholarships

- National Loan Scholarships
- Post Matric Scholarships
- Scholarships to Children of School Teachers
- Scholarships to Talented Children for Rural Areas
- Merit Prizes
- Other Economically Backward Class Scholarship
- Attendance Scholarships
- Science Talent Scholarships
- Award of Merit Prizes Scholarships to Girl Students
- Incentive Awards

10.7.5 An amount of Rs.43.80 lakh has been allotted for the year 1992-93 and 26,357 students will be benefited from the scheme.

10.7.6 Scholarship schemes are also extended to the student, of Graduates, Post-Graduate, Medical, Engineering, Agricultural and other Technical courses. An amount of Rs.25.11 lakh have been allotted under non-plan and plan heads for the current year.

#### **Adult Education/Non-formal Education**

10.7.7 The UT Administration of Pondicheery has been declared as the fully literate State. The Post-literacy campaign has started functioning to educate the neo-literates.

#### **Vocational Education**

10.7.8 Plus two courses offered in Tamilnadu and Pondicherry consists of two streams, viz., academic and vocational. The Board of Higher Secondary Education, Government of Tamilnadu have identified the following major occupational areas and allied vocational subjects, viz., Agriculture, Home Science Commerce & Business, Engineering & Technology, Health and Miscellaneous.

10.7.9 The following vocational courses have been started in various Higher Secondary schools:-

1. Banking Assistant
2. Office Secretaryship with Accountancy/Shorthand
3. Fisheries

4. Repairs and maintenance of two wheelers
5. Building Maintenance
6. Marketing and Salesmanship
7. Business Machines in Computer Programming
8. Radio and T.V Maintenance and Repairs
9. Refrigeration and Airconditioning equipment
10. Baking and Confectionary
11. Maintenance and Servicing of Electrical Machine
12. Dress Designing
13. Composing and Printing and
14. Sericulture and Agriculture.

### **Science Education**

10.7.10 The scheme "Improvement of Science Education in School" was implemented for the improvement of quality of science teaching in 89 middle schools, 60 high schools and 18 higher secondary schools during the year 1988 to 1992. It is proposed to cover 4 High School additionally under the scheme for the year 1992-93 and an amount of Rs.1.60 lakhs has been sanctioned by the Government of India.

## **11 Book Promotion and Copyright**



11.1.0 Books play an important role in the field of education. Along with the expansion of education facilities all over the country, the demand for books in terms of quantity as well as variety of subjects has been increasing. The Book Promotion Division of the Department of Education has a number of schemes and activities which aim, inter alia, at promoting the production of good quality books at reasonable prices, encouraging indigenous authorship, promoting the reading habit and providing assistance to the Indian book industry. Some of the important programmes being implemented in this regard are briefly described in the following paragraphs.

### **National Book Trust**

11.2.1 The National Book Trust, India, (NBT), an autonomous organisation, was set up in 1957 with the objectives of producing and encouraging production of good reading material at moderate prices and fostering book mindedness among the people. The activities of the NBT broadly are to publish books; provide assistance to authors, illustrators and publishers; and to promote books. The NBT publishes books for general readers, on a variety of subjects, in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu, at affordable prices. It has now been decided by the Trust to bring out select titles in Kashmiri, Konkani, Manipuri, Nepali and Sindhi also. Over 6000 titles in different languages have been published by the NBT, India so far. The Trust provides financial assistance to authors, illustrators and publishers for bringing out reasonably priced textbooks and reference books for the diploma, under-graduate and post-graduate levels; and for publication of books for children and neo-literates. It promotes books and the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and workshops; (c) providing financial assistance for organising book fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) promoting setting up of Readers' Club in schools. It also promotes Indian books abroad by organising India's participation in international book fairs in different countries. Details of activities undertaken during the year are as follows:

#### *(a) Publishing*

11.2.2 While drawing up its publishing programme in the various languages, an attempt is made to ensure that under the different series of NBT, India, a common but wider range of titles is available in every language.

11.2.3 During the year an attempt is being made by National Book Trust, India to set up publication of new titles and translations. As against 140 new titles, including translations, brought out in 1991-92, 300 new titles/translations are expected

to be published during 1992-93, which is more than 100 percent increase over the number of new titles/translations published last year. The total number of titles, including reprints, likely to be brought out during 1992-93 is 750, as against 474 titles published last year.

11.2.4 Greater attention is being paid to books of those genres of publishing which despite their importance have remained neglected in our country. These include books on popular science subjects, and for neo-literates and the 18+ age group.

(b) *Assistance in Publishing*

11.2.5 To promote publication of books of acceptable quality at reasonable prices, the NBT provides financial assistance to authors, illustrators and publishers under the schemes described below :

*Scheme for the Subsidised Publication of Books*

11.2.6 Under this scheme the NBT has already provided financial assistance for the publication of approximately 794 titles for higher education. A large number of these titles are in English. The Trust has, therefore, been trying to attract authors/publishers of other languages. Special efforts to promote the scheme among Oriya publishers and authors were made during the Bhubaneswar Book Festival. A much greater effort, is, however, being made this year to ensure that the benefits of the scheme go to students, authors and publishers all over the country.

11.2.7 Twelve titles are expected to be subsidised during 1992-93; of these, five have already been published. Similarly, the UGC has a scheme under which assistance is provided to authors for preparing university level books. The UGC as well as the NBT have, however, been seriously concerned about the availability of carefully documented and well-written text and reference books, prepared specifically for the Indian students, by distinguished authors and experts. On careful consideration, both the organisations have come to the conclusion that their schemes would be more effective if these can be carried on within a framework of greater coordination. After detailed discussions these national organisations have now evolved a policy framework for coordinated functioning of their respective schemes and have signed a Memorandum of Understanding.

*Exploratory Schemes to Provide Assistance for the production of Books for Children and for Neo-Literates*

11.2.8 NBT has initiated schemes to provide financial assistance to private publishers and voluntary agencies for producing quality books for children and for neo-literates and school dropouts, whereby the NBT makes direct payments to both the author and the illustrator and, in addition, bears the

expenses of preparing the positives of selected manuscripts.

11.2.9 Till now, the Trust has not been able to approve many proposals under these schemes because the manuscripts received for consideration were not of the required standard. A workshop was therefore reorganised recently at Guwahati to develop suitable reading material for children in Assamese. Similar workshops for preparing children's books in Oriya and Marathi were organised at Bhubaneswar and Wardha respectively. A workshop for producing Kannada books will be held in February, 1993 during the National Book Fair.

(c) *Book Promotion*

11.2.10 The book promotion activities of the National Book Trust include organisation of book fairs, book festivals, workshops, seminars and symposia on topics related to books; celebration of National Book Week; etc. During the year the Trust organised a Children's Book Fair at Guwahati from October 10-18, 1992 and will be organising Book Festival at Visakhapatnam (28 November to 6 December, 1992); the Children's Book Fair in Delhi (2-10 January, 1993); National Book Fair at Bangalore (30th January to 7th February, 1993); Hindi Pustak Mela at Varanasi (27 February to 7th March, 1993). In addition the Trust has recently introduced a scheme to promote books in Indian languages by organising a series of exhibitions of selected and moderately priced books for general readers. Under this scheme, the Trust will be organising 27 exhibitions in Tamil Nadu and Pondicherry between September 92 to March 93 and 24 exhibitions in Uttar Pradesh and Bihar during October 92 to March 93. Two seminars - one in Calcutta on Urdu Publishing Problems and Prospectus and the other at Bangalore from 30 January to 7 February 93 will also be organised. As usual the Eighth National Book week was celebrated from 14-20 November, 1992 all over the country.

11.2.11 For organising book promotional activities abroad the Trust participated in Frankfurt International Book Fair held from 30 September to 5 October, 1992 and is planning to exhibit Indian books to the United Nations in March 1993. It will also be participating in the Paris Book Fair to be held in March, 1993.

**Book Promotional Activities & Financial Assistance to Voluntary Organisations**

11.3.0 Under the scheme of Book Promotional Activities and Financial Assistance to Voluntary Organisations, grants are given on ad-hoc basis to the voluntary organisations for organising training courses, seminars, workshops, conventions, etc. This scheme also provides for the expenditure on the exchange of delegation of authors under the Cultural Exchange Programmes. During the year, a grant of Rs.2.25 lakhs has been released to the Authors' Guild of India, New Delhi for organising a symposium on "National Integration Problems being faced by the Nation - Role of a creative writer" as special case. Due to ban imposed

by Ministry of Finance on incurring expenditure on seminar/training courses, workshops, etc. assistance could not be provided to many organisations under this scheme.

#### National Book Development Council

11.4.0 National Book Development Council has been reconstituted w.e.f. 6 November, 1990 to review the progress of book publications in the country and to advise the Government regarding measures to be taken for the development of the publishing industry and trade, to promote the availability of special purpose books of good quality, etc.

#### **Export and Import Policy for Books**

11.5.0 Ministry of Commerce has announced new Export and Import Policy for a period of 5 years effective from 1st April, 1992. Under the new policy any organisation/individual is free to import books on educational, scientific and technical subjects without any restriction. Import of other books is allowed only against a licence.

#### **Raja Rammohun Roy National Agency for ISBN**

11.6.0 The International Standard Book Numbering (ISBN) System aims at boosting the export of indigenous publications at the international business arena and to minimise to the maximum the day-to-day book trade practices in day-to-day business. It is an international system by which a distinct identifying number is assigned to each book. In addition to the book trade, the system is very helpful to the libraries and information systems and to research scholars. From 1st January, 1985 to 31st December 1992 about 1712 big and small publishers and authors have become the members of the system and thousands of their publications today bear the ISBN numbers.

#### **Copyright**

11.7.1 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Copyright Act has been amended by the Copyright (Amendment) Acts of 1983, 1984 and 1992. By the latest amendment, the term of copyright has been extended from 50 to 60 years. A comprehensive review of the copyright has been made and another Bill - The Copyright (Second Amendment) Bill, 1992 was introduced in the Lok Sabha on 16th July, 1992. The Bill is now under consideration of the Joint Committee of both the Houses of Parliament.

11.7.2 The Copyright Office, under the provisions of the Copyright Act, 1957 as amended from time to time, undertakes to register the following classes of works. The category-wise numbers of works registered during the period from 1 April to 31 December, 1992 are as under :-

(a) Literary Dramatic	154
(b) Musical and Records	15
(c) Cinematograph films	3
(d) Artistic	280

In addition to this, the Copyright Office also registers the changes in the Register of Copyright in respect of different classes of work in accordance with Section 49 of the Copyright Act, 1957. During the year 1992-93, 452 cases have been registered and changes have been effected in the particulars of 35 works entered in the register of Copyright.

11.7.3 The Copyright Rules, 1958 framed under the Copyright Act, 1957 have been amended and a notification to this effect published in Part II, Section-3, Sub-Section (i) of extraordinary Gazette of India on 27th April, 1992.

11.7.4 The Copyright Board, a quasi-judicial body, was constituted initially in September, 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of Copyright registration, and disputes in respect of assignment of Copyright and granting of licences :-

- in works withheld from public
- in unpublished Indian works
- to produce and publish translations and
- to produce and publish works for certain purposes.

11.7.5 It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different zones of the country to provide facility of justice to the authors, creators and owners of intellectual property near their place of residence or occupation. The Copyright Board was reconstituted on 8th May, 1990 for a period of about 4 years upto 31 March, 1994. During the year, 37 cases were decided by the Board.

### **Enforcement of Copyright**

11.8.1 The second meeting of the Copyright Enforcement Advisory Council which was set up on 6th November, 1991 for strengthening and streamlining the enforcement of copyright in the country and to educate the public and enforcement authorities was held on 20th March, 1992 in New Delhi. In this meeting it was unanimously agreed that -

- i) there was an urgent need to have more training and refresher courses conducted by the State Governments/ U.Ts for Police personnels at the level of Police Academies and Police Training Schools and to launch a publicity/advertising campaign through newspapers, TV

and other channels to create greater awareness about the statutory obligations of Copyright among the general public;

- ii) there was a need to improve the provisions of Sections 19 and 19A of the Copyright Act in the interest of authors and other assignors/licensors; and
- iii) that the Department of Education should write to the Department of Tourism and Hotel Federation of India that screening of in-house movies by hotel industry should not be treated as private viewing but as commercial screening.

11.8.2 Necessary action to implement all these decisions has been taken.

### **Training Facilities in Copyright**

11.9.1 The World Intellectual Property Organisation (WIPO), under its Cooperation Development Programme, organised training courses in copyright for officials dealing with copyright in developing countries. Shri Ramashraya Tewari, Deputy Commissioner of Police (Crime and Railways), Delhi Police attended the Orientation Seminar on Copyright and Neighbouring Rights, Geneva (Switzerland) from 7th to 9th September, 1992 followed by practical Training Course with the Office of the Special Adviser on Copyright Affairs, Ministry of Education, Finland, Helsinki, from 10th to 16th September, 1992.

11.9.2 A seminar on "Collective Administration in the field of Copyright " was organised at India International Centre, New Delhi on 18th September, 1992. Representatives of various organisations of publishers and authors and of other organisations working in the field of Copyright and World Intellectual Property Organisation participated in the seminar. The seminar was inaugurated by the Hon'ble Deputy Minister for Education and Culture and presided over by Shri Syed Sibtey Razi, M.P. (Rajya Sabha) who is also the Chairman of Joint Committee of both Houses of Parliament on the Copyright (Second Amendment) Bill, 1992.

### **International Copyright**

11.10.1 India is a member of two International Conventions on copyright, namely, the Berne Convention for the protection of Literary and Artistic Works and the Universal Copyright Convention. Both these conventions were revised in 1971 to incorporate special provisions to enable the Developing Countries to issue compulsory licences for reproduction and translation of books of foreign origin for specific purposes in case these rights could not be obtained by freely negotiated terms from the owners of copyright. India has acceded to the 1971 texts of these conventions.

11.10.2 India plays an important role in the deliberations of the Governing Bodies of the World Intellectual Property Organisation (WIPO), Geneva which is the International Secretariat for the Berne Convention for the protection for Literary and Artistic Works. This year Joint Secretary (BP) attended 23rd series meetings of the Governing Bodies of WIPO at Geneva held from 21st September to 29th September, 1992.

### **International Copyright Order**

11.11.0 Under Section 40 of the Indian Copyright Act, 1957 (14 of 1957), the Central Government is empowered to extend Copyright to foreign works. An Order - International Copyright Order, 1958 issued in this regard, vide SRO - 271 dated 21st January, 1958 was revised and published in the Official Gazette on 30th September, 1991. The revised order has been amended vide Notification No.SO 768(E) dated 9.10.92 published in the Gazette of India on 13th October, 1992.

## **12 Promotion of Languages**



## 12 PROMOTION OF LANGUAGES

12.1.0 Languages being the most important medium of Education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and other languages listed in the VIII Schedule of the Constitution including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand, received due attention. In fulfilling this responsibility, the Department is assisted by a number of autonomous organisations and subordinate offices, namely, Kendriya Hindi Shikshan Mandal, Agra, which runs Kendriya Hindi Sansthan (KHS), Agra with its five centres; Rashtriya Sanskrit Sansthan (RSS), New Delhi with its seven Vidyapeethas; Central Institute of Indian Languages (CIIL), Mysore, with its four regional centres, one Extension Centre and two Urdu Training and Research Centres; Central Hindi Directorate (CHD), New Delhi, Commission for Scientific & Technical Terminology (CSTT), New Delhi, and Bureau for Promotion of Urdu (BPU). Non-governmental agencies are involved in a big way in language promotion activities. Financial assistance is provided to these NGOs for implementing various schemes/programmes. During the year under report, the Department continued its ongoing schemes and programmes. Following activities pertaining to promotion and development of languages were undertaken during 1992-93.

### Promotion and Development of Hindi

12.2.1 To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since the First Five Year Plan. Over the years, the number of organisations seeking financial assistance under this scheme is progressively increasing. With the Government assistance, some of these organisations have grown into major institutions operating simultaneously in more than one State. Financial assistance is also being extended to voluntary organisations as well as individuals for bringing out publications with a view to promoting and propagating Hindi. The scheme has been approved for continuance during Eighth Five Year Plan.

### *Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs.*

12.2.2 With a view to assisting the non-Hindi speaking States/UTs for promotion and propagation of Hindi in pursuance of the provisions contained in Article 351 of the Constitution of India, the Central Govt. had started, during the Second Plan, the schemes of (i) Appointment of Hindi teachers; and (ii) opening/strengthening of Hindi Teachers Training Colleges. Under these schemes Central assistance was provided to the non-Hindi speaking States/UTs on 100% basis. These schemes were implemented upto the Seventh Plan as two different schemes. Since the objectives of these schemes are similar, these have been merged together into a single scheme entitled "Appointment and Training

of Hindi Teachers in non-Hindi speaking States/UTs" in the Eighth Plan and central assistance on the same pattern has been continued in 1992-93. During 1992-93, central assistance amounting to Rs.137.45 lakh has been provided to various non-Hindi speaking States/UTs under this scheme on the approved pattern for appointment/maintenance/training of about 1090 Hindi teachers.

#### *Propagation of Hindi Abroad*

12.2.3 This scheme was started in the Fourth Five Year Plan with the objective of promoting and propagating Hindi Abroad. The specific programmes/activities under the scheme are (i) Award of scholarship to about 50 foreign students for study of Hindi in India for a period of one year (ii) supply of Hindi books and other equipment for propagation of Hindi to Indian Missions abroad (iii) deputation of Hindi teachers to Surinam, Guyana and Trinidad and Tobago; (iv) Appointment of Hindi Librarian and part-time Hindi lecturers in the Embassy of India, Kathmandu, and High Commission of India, Srilanka. The scheme has been continued in the Eighth Plan and rates of scholarship and the book grant have been revised from Rs.750/- p.m. to Rs.1200/- p.m. and Rs.250/- to Rs.400/- per annum respectively. The programme of teaching Hindi to foreign students is being conducted at the headquarters of the Kendriya Hindi Sansthan at Agra.

#### *Establishment of International Hindi University*

12.2.4 A Committee on Establishment of International Hindi University under the Chairmanship of Dr. Shiva Mangal Singh 'Suman' has been set up.

12.2.5 The terms of reference of the Committee are to (i) finalise the blue print for the proposal to set up International Hindi University (ii) recommend about the estimates of likely financial expenditure on the proposal along with its phasing during Eighth Five Year Plan (iii) recommend suitable location for the proposed University and (iv) make recommendations on any other matter pertaining to setting up of Hindi University which the Committee may deem fit.

#### **Central Hindi Directorate (CHD)**

12.3.1 The Directorate is compiling thirteen each in Hindi and regional languages based bilingual dictionaries. So far thirteen dictionaries, viz., Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, Hindi-Urdu, Urdu-Hindi, Malayalam-Hindi and Oriya-Hindi dictionaries have been published. The Directorate has brought out twelve trilingual dictionaries, while twelve Hindi based and twelve regional languages based trilingual dictionaries are being compiled. The Directorate has also published one multilingual dictionary and the 'Tatsam Word Dictionary' beside compiling "Bharatiya Bhasha Parichay Kosh". Under cultural exchange programme, Czech-Hindi and German-Hindi

(Vol.I & II) dictionaries have been published. Under the U.N. Language Dictionaries programme, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries have been published. Besides these, Hindi-Kashmiri and Hindi-Assamese Conversational Guides have been published. Work on one trilingual and two bilingual dictionaries is in an advanced stage. A project for preparation of bilingual dictionaries of Hindi and languages of neighbouring countries has been undertaken. Out of ten such dictionaries, work on Hindi-Persian, Hindi-Sinhalese and Hindi-Indonesian is in progress. Marathi-Hindi-English (Trilingual) Dictionary in two volumes has been published during 1992 and Hindi-Telugu conversational guide is in process of printing.

12.3.2 The Directorate also brings out Hindi journals like "Unesco Doot" (Hindi version of the English Magazine entitled "Unesco Courier"), "Bhasha" (bi-monthly), "Varshiki" (annually) and "Sahityamala" (Books on Indian Languages and Literature). 'Who is Who of Hindi Writers' and 'Bhartiya Natak' has also been published.

12.3.3 The Directorate is implementing a scheme of teaching Hindi through correspondence courses in the media of English, Tamil, Malayalam and Bengali. The enrolment in these courses during the current session is 14,674. Some records and cassettes have also been prepared as devices for students. Personal Contact Programmes are organised for removing the difficulties of the students.

12.3.4 The Directorate has organised study tours of Hindi speaking students of non-Hindi speaking states and also released travel grants to research scholars of non-Hindi speaking areas. Neo-Hindi writers' workshops are held in non-Hindi areas to encourage original writing in Hindi, besides symposia for discussing various aspects of Indian literature in non-Hindi speaking areas. Sixteen non-Hindi speaking Hindi writers are given awards every year.

12.3.5 A number of books have been sent free of cost to the non-Hindi states for the propagation of Hindi. Exhibition of Hindi books is another activity of the Directorate. The Directorate is also conducting a survey of spoken form of Hindi as official language.

#### **Commission for Scientific and Technical Terminology (CSTT)**

12.4.1 The Commission for Scientific and Technical Terminology (CSST) was set up in October, 1961 for evolution of Scientific and Technical Terminology in Hindi and other Indian languages, production of university level books and reference literature in all disciplines to facilitate smooth changeover of media of instruction in universities.

## *Terminology*

12.4.2 Second edition of 'Agricultural Glossary' has been published. Glossaries in Medicine, Defence, Commerce, Social Science, as well as 'Administrative Glossary' (Hindi-English) are under print. During the year about 40,000 technical terms relating to various Department were finalised. Terminological work in the subjects of Leather Technology, Chemical Engineering, Mining & Geological Survey, Public Admn. & Veterinary Science as also updation of terminology in the subjects of Economics and Psychology are at various stages of production.

## *Definitional Dictionaries*

12.4.3 The CSTT has brought out forty two definitional dictionaries so far. Three such dictionaries are under print and seven under preparation.

## *Pan-Indian Terminology*

12.4.4 So far, fifteen Pan-Indian glossaries have been published for free distribution amongst scholars, writers, translators and journalists. Three Pan-Indian Glossaries are under print.

## *University Level Book Production and Quarterly Journal*

12.4.5 The CSTT has brought out, in collaboration with the Hindi Granth Academies, State Text-Book Boards and University Cells, 10,999 University level books in Hindi and regional languages. The Commission has also produced 365 books in the field of engineering, medicine and agriculture. The CSTT also brings out a quarterly journal "Vigyan Garima Sindhu".

## *Terminology Orientation Workshop*

12.4.6 With a view to promoting and popularising appropriate use of the terminology, evolved by the Commission, the CSTT organises workshops for university/college teachers in diverse disciplines of basic sciences. Annually 12-15 such workshops are organised. So far, more than 2580 University/College teachers have received terminology orientation.

## *Computerisation of Terminology*

12.4.7 With a view to facilitating effective coordination updating and printing of comprehensive subject group-wise and subject-wise glossaries and creating a data-base for setting up a computer based National Terminology Bank, the CSTT launched this project in 1989 and under this project, all the five lakh technical terms evolved by the CSTT are being fed into the database.

## **Kendriya Hindi Sansthan (KHS)**

12.5.1 In pursuance of the objective of training Hindi Teachers in non-Hindi speaking States, the Kendriya Hindi Sansthan (KHS) with its Headquarters at Agra and five Centres located at Delhi, Guwahati, Hyderabad, Mysore and Shillong has been conducting many important programmes such as training courses like Nishnat and Parangat Certificate courses, etc. They are conducting extension programmes for Hindi teachers in tribal areas. The Sansthan has also developed text books and instructional materials for teaching Hindi in non Hindi speaking areas.

12.5.2 A full-fledged academic course for teaching Hindi to foreigners is being conducted by the Sansthan under the scheme, "Propagation of Hindi Abroad". During the current year, the Government of India has awarded scholarships to forty three students from various foreign countries.

12.5.3 Under the scheme entitled "Hindi Sevi Samman Yojna" awards were given to ten eminent Hindi Scholars for their distinguished contribution in the field of development and propagation of Hindi, Hindi journalism, creative literature, scientific and technical Hindi literature, etc., every year.

## **Promotion and Development of Modern Indian Languages (MIL)**

### *Central Institute of Indian Languages (CIIL), Mysore*

12.6.1 With a view to training teachers in Modern Indian Languages for implementing the Three Language Formula, the Central Institute of Indian Languages (CIIL), is running full academic year course for school teachers from different States and Union Territories at their Regional Language Centres and two Urdu Teaching Research Centres. Around 258 teachers are undergoing language training through regular classes and about 486 adult learners from different walks of life have been enrolled in the certificate course through correspondence in Tamil, Telugu and Bengali in the current year.

12.6.2 Language teaching material for teaching major Modern Indian Languages in the voluntary sectors of U.P. Government, teaching aids, language games, skillwise work books in Bengali and Urdu, nursery rhymes in Tamil and Telugu, manual to use mass media in teaching Kannada were prepared. College teachers of Mizo language were given training in Linguistic and socio-linguistic aspects of language teaching. After studying primitive tribe called "ONGE" in Andaman and Nicobar Islands, primary and video programmes were prepared to teach this language to tribal children.

12.6.3 The Institute has also prepared 100 audio cassettes in four South Indian languages to teach them as first and second languages in the schools to supplement the textbooks. In the area of computer application, an IBM version of utility software with BHASHA to use Indian languages for programming to produce

softwares was completed.

12.6.4 Financial assistance is being provided to voluntary organisations as well as individuals for bringing out publications as well as purchase of books with a view to promoting and propagating modern Indian languages. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian Languages and in English also receive Central assistance.

#### *Taraqqi-e-Urdu Board*

12.6.5 Taraqqi-e-Urdu Board which was constituted in 1969, is an apex advisory body to advise the Government on promotion and development of Urdu language. Chairman of the Board is the Minister of Human Resource Development and its advisory board consists of Members of Parliament, Urdu scholars, and academicians.

12.6.6 The Bureau for Promotion of Urdu executes and implements recommendations of the Board, and also functions as its secretariat. The main activities of the Bureau during the year were as under :-

- \* About 30 books are likely to be published.
- \* Glossaries of technical terms in two subjects are likely to be published.
- \* Two volumes of Urdu Encyclopaedia are to be published and one volume of English-Urdu dictionary is expected to be published.
- \* Half-yearly research journal called "Fikr-e-Tahqeeq" will continue to be published.
- \* Financial assistance is being given to forty Calligraphy Training Centres all over India. Out of these, seven are exclusively meant for ladies.
- \* Urdu translation of NCERT textbooks will be continued.
- \* Financial assistance to organisations and individuals for publication of books in Urdu including by way of bulk purchase of books was provided. Also provided financial assistance to recognised institutions for language promotional activities.
- \* Correspondence course in Urdu will be launched.



Hon'ble Deputy Minister Kum. Selja presiding Tarraqui-e-Urdu Board Meeting with  
Shri P. Thakur, Joint Secretary  
1992

*Committee to examine implementation of recommendations of Gujral Committee for Promotion of Urdu*

12.6.7 The Government had set up in February 1990 a Committee of Experts under the chairmanship of Shri Ali Sardar Jafri to examine implementation of recommendations of Gujral Committee for Promotion of Urdu. The Committee submitted its Report to the Government on September 18, 1990. The recommendations of the Committee are under consideration.

*Establishment of Urdu University*

12.6.8 A Committee on Establishment of Urdu University under the chairmanship of Shri Aziz Qureshi, Ex. M.P. has been set up. The terms of reference of the Committee are as follows :-

Nature, Scope and Administrative and Academic structure of the University; the finances required for the university and other issues relevant to the long term requirement of resources; location and time frame for establishment of the university; and any other matter relevant or germane to the establishment of the university.

*Promotion of Sindhi*

12.6.9 The Government has decided to establish a Sindhi Vikas Board for promotion and development of Sindhi. The scheme of Financing of Programmes for Development of Sindhi was continued during the year. Under this scheme, it is proposed to purchase 90 books for free distribution to libraries and organisations; 5 authors are to be given awards for their books; voluntary organisations/agencies will be given grant-in-aid for language promotion activities.

Improvement of English Language Teaching

12.7.0 In order to bring about substantial improvement in the standards of teaching/learning of English in the country, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each State. So far, twenty-six District Centres have been set up. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes.

Promotion of Sanskrit and Other Classical Languages

12.8.1 A variety of programmes have been formulated and implemented for the development and promotion of Sanskrit and other classical language like Arabic and Persian. During the period under report, following developmental programmes were implemented:-



*Rashtriya Sanskrit Sansthan, New Delhi*

12.8.2 The Rashtriya Sanskrit Sansthan, an autonomous organisation established in 1970, is the apex body for the propagation and development of Sanskrit learning in the country. In furtherance of these objectives, the Sansthan imparts Sanskrit education through the Sanskrit Vidyapeethas located in different parts of the country and also takes steps to preserve and publish rare manuscripts testifying to the ancient tradition of learning and intellectual pursuits.

12.8.3 Since its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas. Those located in Delhi and Tirupati have since been accorded the status of deemed universities and are thus functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Guruvayoor and Sringeri are being administered directly by the Sansthan. The Vidyapith, located at Sringeri and named after late Shri Rajiv Gandhi was inaugurated by the President of India on 5th March, 1992.

12.8.4 In accordance with the norms prescribed in this behalf by the UGC, a four week refresher course for lecturers and readers of the Sansthans was conducted at Puri in June/July, 1992.

12.8.5 Campuses of Vidyapeethas at Guruvayoor, Jammu, Lucknow and Jaipur are under construction, while the work for the building of Sansthan would be taken up shortly.

*Financial Assistance to Voluntary Sanskrit Institutions engaged in the Propagation and Development of Sanskrit*

12.8.6 Under this scheme, registered voluntary Sanskrit organisations/institutions are given recurring and non-recurring grants for meeting expenditure on salary of teachers, scholarships to students, construction and repair of building, furniture, library etc. Seventy-five per cent of the approved expenditure on each of the above mentioned items is given as grant from the Ministry and in the case of vedic institutions where oral Vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About seven hundred Sanskrit organisations in the country were given financial aid during the year under report.

*Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas/ Shodh Samsthans*

12.8.7 Some of the voluntary Sanskrit Organisations, having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance @95 per cent recurring and 75 per cent non-recurring expenditure. So far fourteen graduate Sanskrit teaching institutions and two post-graduate

research institutions have been brought under the purview of this scheme. Four of them are in Bihar, three each in Uttar Pradesh and Tamil Nadu, two each in Haryana and Maharashtra and one each in Himachal Pradesh and Kerala.

#### *Rashtriya Veda Vidya Pratishthan*

12.8.8 Rashtriya Veda Vidya Pratishthan (RVVP) continued its activities during the year 1992-93 which have been envisaged for the fulfilment of its objectives. A major activity is related to the preservation of the oral tradition, which is being pursued by organising several Vedic Sammelans, regional and national, promotion of Veda Pathshalas, assistance to Vedic Pandits, honouring of the Vedic Pandits, tape-recording of Vedic recitations of various Shakhas, and by means of encouraging Vedic Pandits through contact, correspondence and through workshops. Another major activity of the Pratishthan is to promote research into the contents of Vedic knowledge, particularly with reference to the advancement of Scientific knowledge. The following activities were undertaken by RVVP during the year under report:-

- A four day workshop on Vedic Mathematics was organised at Palakkad, Kerala from 14th to 17th May, 1992.
- The Committee of Vedic Dictionary, under the Chairmanship of Dr. Vidya Niwas Mishra, held a meeting on 26th Sept., 1992 and decided to select 500 basic terms of the Veda.
- The Pratishthan extended collaboration with the Indian Council of Philosophical Research in organising and Publishing special lectures connected with the project of Indian science, philosophy and culture and a national seminar on value education.
- During 1992-93, efforts were made to bring out at least three books and these will be published in November, 1992.
- An All India Vedic Sammelan was organised at Indore from 10th to 12th Nov. 1992. Regional Sammelans were held at Vijaywada, Jammu and Guwahati and one is proposed to be organised at Somnath towards the end of this financial year.
- Tape recording of the entire Atharvaveda recited by eminent Vedapathi of Baroda has been completed. It was also proposed to tape-record the entire Shukl Yajurveda at Indore between 10th to 12th November, 1992.
- A consultation meeting on "Vedic system of education and our contemporary needs" is likely to be organised in February, 1993 under the auspices of the Pratishthan at Delhi University.

*Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, N.Delhi  
(Deemed to be University)*

12.8.9 Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi was registered in January, 1987 as Deemed to be University. Preservation of Shastric tradition, interpretation of Shastras, providing means for intensive training in modern as well as Shastric lore for teachers, are the main objectives of the Vidyapeetha.

12.8.10 In the Vidyapeetha, during the year 1990-91, 732 students were on roll for the different courses of Shastri, Acharya, Shiksha Shastri and Shiksha Acharya and staff strength was 100. Following activities were taken during the year under report :-

- i) Inauguration of the Vidyapeetha as Deemed University on 23.2.1991.
- ii) An All India Conference of Vedic scholars held on 23rd to 25th February, 1991 in collaboration with Rashtriya Veda Vidya Pratishthan, New Delhi.
- iii) A Seminar on Dharmkosh by Indian Council of Philosophical Research, Rashtriya Veda Vidya Pratishthan and Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Jaipur and a purse of Rs.1.00 lakh was presented to Acharya Laxam Shastri of Wai (Maharashtra) in which Vidyappetha contributed Rs.25,000/-.

*Rashtriya Sanskrit Vidyapeetha, Tirupati  
(Deemed to be University)*

12.8.11 Rashtriya Sanskrit Vidyapeetha, Tirupati was declared "Deemed to be University" in 1987 to preserve Shastric tradition, undertake interpretation of the Shastras, establish their relevance to the problems in the modern as well as shastric lore for teachers and achieve excellence in these disciplines so that the Vidyapeetha have a distinctive character of its own. The Vidyapeetha has started functioning from the academic year, 1991.

12.8.12 Sanskrit is taught at under-graduate, graduate, post-graduate and doctorate level in this university i.e. Prak-Shastri, Shastri, Acharya, Shiksha Shastri, Shiksha-Acharya and Vidyavaridhi. Teachers training to graduate and post-graduate level is imparted in this Vidyapeetha to train competent teachers in Sanskrit for High Schools and colleges. Publication of Sanskrit works edited with critical commentaries and translations is also undertaken in phased manner. Opportunities are also provided to promote inter-action between modern and traditional scholars for mutual enrichment of knowledge.

12.8.13 There are 31 full time and 4 part-time teachers on the rolls undertaking the teaching and research work.

*Central Sanskrit Advisory Board/Committees*

12.8.14 The Central Sanskrit Board is an advisory body to advise the Government of India on matters of policy pertaining to the propagation, promotion and development of Sanskrit in the country.

*Scheme for Development of Sanskrit*

12.8.15 This is Central Plan scheme operated through the State Governments. Financial grants are provided by Government of India on 100 per cent basis for the following five major programmes:-

- (a) Financial assistance to eminent Sanskrit scholars in indigent circumstances

Under this scheme about 1450 eminent scholars whose income is less than Rs.4,000/- p.a. are receiving financial assistance upto the maximum limit of Rs.4,000/- p.a. About fifty more scholars are expected to be added to this list by 1993-94.

- (b) Modernisation of Sanskrit Pathshalas

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

- (c) Providing facilities for teaching Sanskrit in High and Secondary Schools

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

- (d) Scholarships to students studying Sanskrit in High and Higher Secondary schools

In order to attract students for studying Sanskrit in the secondary and senior secondary schools, merit scholarships are given to Sanskrit students. For classes IX to XII General scholarship @ Rs.25/- p.m. for students of classes IX & X and @ Rs.35/- p.m. for students of classes XI and XII are also provided. About 3,000 students are benefited under this scheme annually.

*Rashtriya Sanskrit Sansthan, New Delhi*

12.8.2 The Rashtriya Sanskrit Sansthan, an autonomous organisation established in 1970, is the apex body for the propagation and development of Sanskrit learning in the country. In furtherance of these objectives, the Sansthan imparts Sanskrit education through the Sanskrit Vidyapeethas located in different parts of the country and also takes steps to preserve and publish rare manuscripts testifying to the ancient tradition of learning and intellectual pursuits.

12.8.3 Since its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas. Those located in Delhi and Tirupati have since been accorded the status of deemed universities and are thus functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Guruvayoor and Sringeri are being administered directly by the Sansthan. The Vidyapith, located at Sringeri and named after late Shri Rajiv Gandhi was inaugurated by the President of India on 5th March, 1992.

12.8.4 In accordance with the norms prescribed in this behalf by the UGC, a four week refresher course for lecturers and readers of the Sansthans was conducted at Puri in June/July, 1992.

12.8.5 Campuses of Vidyapeethas at Guruvayoor, Jammu, Lucknow and Jaipur are under construction, while the work for the building of Sansthan would be taken up shortly.

*Financial Assistance to Voluntary Sanskrit Institutions engaged in the Propagation and Development of Sanskrit*

12.8.6 Under this scheme, registered voluntary Sanskrit organisations/institutions are given recurring and non-recurring grants for meeting expenditure on salary of teachers, scholarships to students, construction and repair of building, furniture, library etc. Seventy-five per cent of the approved expenditure on each of the above mentioned items is given as grant from the Ministry and in the case of vedic institutions where oral Vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About seven hundred Sanskrit organisations in the country were given financial aid during the year under report.

*Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas/ Shodh Samsthans*

12.8.7 Some of the voluntary Sanskrit Organisations, having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance @95 per cent recurring and 75 per cent non-recurring expenditure. So far fourteen graduate Sanskrit teaching institutions and two post-graduate

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(e) Grants to State Governments for their own schemes for promotion of Sanskrit

State Governments are free to chalk out for implementation their own programmes for 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 Samaroh etc. Assistance under this scheme is under consideration to three States/UTs during 1992-93. In 1993-94 more State Governments are likely to take up these programmes for grants.

*Preservation of Oral Tradition of Vedic Studies/All India Elocution Contest*

12.8.16 As a special incentive to preserve the Oral Tradition of Vedic studies, a scheme was introduced in 1978 under which each swadhyayain is required to train two students each below the age of twelve in a particular shakha of any Veda. During 1991-92 fourteen such units received assistance. Seven more Units have been selected during 1991-92. Under this scheme the scholar gets honorarium of Rs.1250/- p.m. and two students receive a stipend of Rs.175/- p.m.

12.8.17 All India Elocution contests are organised to encourage oratorical talents in the students of traditional Sanskrit Pathshalas in various branches of Sanskrit learning. A team of eight students alongwith a teacher from all State Governments are invited to participate in the this. Last year's contest was held at Gurukula Mahavidyalaya, Jwalapur, Haridwar from 21st to 23rd February, 1992 in which students from thirteen States participated. This year's contest was held at Calcutta from 19th to 21st January, 1993.

Financial Assistance to Voluntary Organisations engaged in the propagation and development of Arabic and Persian

12.9.0 Under this scheme, registered voluntary organisations working for the promotion of Arabic and Persian, are given financial assistance towards salary of teachers, scholarship, furniture, library books, etc., and other activities which are conducive for development of Arabic and Persian. Financial assistance is available to the extent of seventy-five percent of the approved expenditure. About two hundred voluntary Arabic and Persian Institutions were given financial assistance during the year under report.

## **13 Scholarships**

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13.1.0 National and External Scholarship Divisions of Department of Education administers a number of Scholarship/Fellowship programmes meant for Indian students/scholars for further studies/research in different universities/institutions in India and abroad. These scholarships include both Government of India Scholarships and Fellowships offered by the foreign countries. Some of the major programmes under which scholarships/fellowships were awarded during 1992-93 are the following.

### **National Scholarship Scheme**

13.2.0 Under this scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs.100 to Rs.300/- p.m. for hostellers, depending on the courses of study. The income ceiling for eligibility of scholarships is Rs. 25,000/- per annum.

### **National Loan Scholarship Scheme**

13.3.0 The Scheme provides interest free loan for post matric studies on merit-cum-means basis. The amount of loan varies from Rs. 720/- to Rs. 1750/- per annum depending upon the course of study. Income ceiling for eligibility of scholarships is Rs.25,000/- per annum after allowing some admissible rebates. The scheme is being implemented through the State Governments/ Union Territory Administrations.

### **Scheme for Upgradation of Merit of SC/ST Students**

13.4.1 The Scheme was started in 1987-88. The objective of the scheme is to upgrade the merit of SC/ST student by providing them extra coaching, both remedial and special, with a view to removing their educational deficiencies in school subjects and facilitating their admission in professional courses where entry is based on competitive examinations. There is no income ceiling under the scheme. The scheme is being operated through the State Governments/Union Territory Administrations.

13.4.2 The Scheme was started by providing for 1,000 students (670 SCs & 330 STs) in 50 schools. Allocation of schools to different States is made on the basis of the illiterate population of SC/ST communities. Remedial coaching starts at class IX level and continues till a student has completed Class XII. Besides, special coaching is provided in Classes XI and XII also.

### **Government of India Scheme of Scholarships in Approved Residential Secondary Schools**

13.5.0 The objective of the scheme is to provide educational facilities to talented but poor students (age group 11-12 years)

(e) Grants to State Governments for their own schemes for promotion of Sanskrit

State Governments are free to chalk out for implementation their own programmes for 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 Samaroh etc. Assistance under this scheme is under consideration to three States/UTs during 1992-93. In 1993-94 more State Governments are likely to take up these programmes for grants.

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### **Government of India Scheme of Scholarships in Approved Residential Secondary Schools**

13.5.0 The objective of the scheme is to provide educational facilities to talented but poor students (age group 11-12 years)

for study in good residential schools up to +2 level of education. Although the scheme has been discontinued, yet students who were selected before the winding up of the programme, are still studying under the scheme in prestigious institutions like Lawrence School, Sanawar, Lovedale, Pilani, Delhi Public School etc.

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

13.6.0 The objective of the scheme, which was started in 1955-56 is to encourage study of Hindi in Non Hindi Speaking States/ Union Territories and to make available to the Governments of these states/Union Territories suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Two thousand five hundred scholarships were allocated to various Non-Hindi Speaking States/Union Territories during 1992-93. The rates of scholarships vary from Rs. 50/- to Rs. 125/- per month, depending upon the course of study.

### **Research Scholarships to Products of Traditional Institutions engaged in the Study of Classical Languages other than Sanskrit i.e Arabic and Persian etc.**

13.7.0 In 1992-93 twenty scholars were selected for this scholarship. The scholars are pursuing their research work in some of the most relevant areas in Arabic and Persian languages and literature at some of the well known traditional Institutions like Darul-Uloom, Deoband (U.P), Aligarh Muslim University, Aligarh (U.P), Osmania University, Hyderabad (A.P), Arabic and Persian Research Institute, Patna (Bihar) etc.

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

13.8.0 The scheme is in operation since 1971-72. The aim of the scheme is to achieve greater equalisation of educational opportunities and to provide a fillip to the development of the potential talents from rural areas by educating them in good schools. The scheme is being implemented through State Government/U.T. Administration. The distribution of scholarships is made on the basis of Community Development Blocks in each State/U.T. The scholarships are awarded at the end of the middle school stage (class VI/VIII) and continue up to the secondary stage including +2 stage. The selection of the students is made by the state Governments/U.T. Administrations with the help of NCERT/SCERTs. The rate of scholarships varies from Rs. 30/- to Rs.100/- per month depending upon the course of study. The scheme was reviewed in May, 1990 and evaluation work has been entrusted to NIEPA for obtaining better results.

### **Scheme of Jawaharlal Nehru Fellowships for Post-graduate Studies in different disciplines in India and abroad**

13.9.1 As part of the programmes for commemoration of forty

years of India's independence and Pt. Jawaharlal Nehru's Birth Centenary, a Scheme of Jawaharlal Nehru Fellowships for Post-Graduate Studies in different disciplines in India and abroad has been instituted. The objective of this programme is to grant prestigious fellowships in the memory of the first Prime Minister of India.

13.9.2 The scheme is intended to provide financial assistance to meritorious students for post-graduate studies. Foreign students who would like to do post-graduate studies in subjects like Indian History, Civilisation and Culture, Humanities recent development in Indian social and economic field, are given preference. Twenty scholarships were proposed to be given i.e. 10 for Indian Students for study in India, 5 for Indian students to study abroad and 5 for students from foreign countries to study in India.

**Scholarships/Fellowships offered by foreign governments under Cultural Exchange Programmes**

13.10.0 Under these programmes, scholarships are given to Indian students by the donor countries for higher studies in the respective country. These awards of scholarships for Post-Graduate studies leading to Ph.D and Post Doctoral Research in the fields of Professional Shipping, Pulp and Paper Technology, Molecular Biology, Archaeology, Literature, History, Philosophy, Nuclear Physics, Nuclear Chemistry, Environmental Sciences, Silicate Technology, Wood Technology, Financial Management, Economics, Ceramic and Glass Technology, Naval Architecture, Fisheries Technology, Hydrology, Agriculture, Horticulture and Forestry, Veterinary Sciences, Sociology, Geological Engineering, Restoration and Conservation of Historical Monuments, Political Science, Education, Fine Arts, Music, Dance, Population Studies, Medicine and other fields of Science and Technology etc. are made available every year by various foreign governments and agencies. Actual utilisation of these scholarships upto October 1992 by Scholarship Division is :-

1.	Indonesia	1
2.	Czechoslovakia	5
3.	A.R.E.	1
4.	Hungary	2
5.	Ireland	2
6.	Germany	5
7.	Japan	13
8.	France	1
9.	China	13
10.	Turkey	2
11.	Italy	8
12.	Norway	8
13.	Portugal	1
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	62	
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## **Commonwealth Scholarship/Fellowship Schemes offered By Governments of U.K., Canada, etc.**

13.11.0 Under these scholarship programmes, scholarships/fellowships are awarded to Indian nationals for higher studies/research/training in U.K., Canada, Hong-Kong, Nigeria, Trinidad and Tobago and other Commonwealth countries. These scholarships are prestigious ones and are very beneficial to the Country as well as educational and professional developments of the beneficiaries. These scholarships are made available for studies in Cancer Research, Cardiology, Gynaecology, Neurosurgery, Computer Studies, Electronics, Environmental Science and Engineering, Ocean Engineering, Paper Technology, Remote Sensing Technology, Communication Engineering, Bio-technology, Bio-chemical Engineering, Instrumentalism, Reliability Engineering, Natural Sciences, Agricultural and Allied Fields and Humanities and Social Sciences, Archaeology, History, Museology, Fine Arts, Education Pedagogy, Mass Communication, Economics, Business Administration etc. About 100 awards are made available every year to Indian nationals. The number of scholarships depends upon the offer from the Association of Commonwealth Universities. Upto 31st December, 1992, 47 scholars have been sent abroad under these programmes.

### **Nehru Centenary (British) Fellowships/Awards**

13.12.0 Under this scheme Indian students are sent to U.K. for higher studies/research in the fields of Development Economics, English Language and Literature, International Relations, Energy Conservation and Small Business Development in rural areas. About 15 awards of fellowships are offered by the British Government. 14 scholars have been sent abroad upto 31st December, 1992.

### **British Technical Co-operation Training Programme**

13.13.0 Under this programme, some of the training slots ranging between 3-9 months period are being offered to personnel engaged in educational development and activities like Education Project Management, School Examination Development etc. 18 candidates have been sent abroad upto 31st December, 1992.

### **Jawaharlal Nehru Memorial Trust (U.K.) Scholarships**

13.14.0 Under this scheme, 2 scholarships are offered to the Indian nationals by the Governors of the Jawaharlal Nehru Memorial Trust in the United Kingdom for advance research study in the fields of Micro Electronics, Computer Science, Biotechnology, Economics, Mass Communication and Management. Two candidates have been sent abroad upto 31st December, 1992.

### **British Council Visitorship Programme**

13.15.0 Under this programme 150 Scientists, Academicians and Medical Specialists were benefitted upto December, 1992 for

mutual appreciation of important developments in their areas of specialisation.

#### **Confederation of British Industry Overseas Scholarship Scheme**

13.16.0 Under this scheme, the Confederation of British Industry, London offers scholarships to Indian nationals for advance professional training in the subject fields of Civil Engineering and Electronics/Mechanical Engineering. The Indian nationals who are working in Civil Engineering, Electrical and Mechanical Engineering Industries, particularly from those who have collaborative agreement with UK firms are eligible for these scholarships.

#### **John Crawford Scholarship Scheme**

13.17.0 From this year, the Government of Australia has started offering nine scholarships to Indian nationals on merit basis for higher studies/research leading to a Doctoral Degree in the subject fields of Engineering and Technology, Humanities and Social Sciences. Out of 10 scholars selected for award. Eight have already left for Australia this year.

#### **National Scholarships Scheme for study abroad**

13.18.0 The scheme of scholarship for study abroad administered by the Department of Education was started in the year 1971. The scheme was reviewed at the highest level and it was decided to discontinue the scheme from 1990-91. Although the scheme has been discontinued, the scholars who are still pursuing their studies are paid maintenance and other allowances by Government of India.

## **14 Twenty Point Programme and Access to Education for the Disabled**

## 14 TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION FOR THE DISABLED

### Education of Scheduled Castes and Scheduled Tribes

14.1.1 The year 1990-91 was the centenary year of Dr. B.R. Ambedkar. The National Committee which was set up under the chairmanship of the then Prime Minister for the centenary celebrations decided that the programmes for the development of SCs and STs would continue upto the year 1992-93. Department of Education has issued instructions to organisations under its control to take up programme and activities for celebrating the birth centenary in a befitting manner and extend these activities to the current year also. The programme includes panel discussions, seminars, essay competitions, publications of Dr. Ambedkar's biography and anthology of his works, creation of chairs of Baba Saheb Dr. B.R. Ambedkar in universities, inclusion of Baba Saheb's thoughts in the text books etc.

14.1.2 The thrust on removal of disparities and equalisation of educational opportunities by catering to specific needs of SCs and STs was continued. Under the schemes of Operation Blackboard, Non-formal Education, Adult Education, etc. States were advised to give high priority to the selection of blocks which have large concentration of SCs and STs.

14.1.3 A Task Force on the education of Scheduled Castes and Scheduled Tribes and the Backward Sections was set up to prepare Programme of Action - 1992 (POA-1992) in pursuance of revised National Policy on Education - 1992 (NPE-1992). The task force recommended to continue the educational programmes undertaken during Seventh Five Year Plan for improving literacy, increasing enrolment and reducing dropout rates among SCs/STs; and to provide other incentives such as freeships, scholarships, supply of uniforms, book banks, mid-day meals etc. The Committee of CABE endorsed the recommendations of Task Force for implementation.

14.1.4 The scheme of upgradation of merit of SC/ST students started in 1987-88 continued to be under implementation through States/UTs. Under this scheme, remedial coaching is given in classes IX-XII, and special coaching in classes XI and XII for preparing them for competitive examinations.

14.1.5 Other facilities like reservation of seats in educational institutions (15% for SCs and 7 1/2% for STs), relaxation in qualifying marks in entrance examinations, reservation in pre-matric scholarships, freeships in Kendriya Vidyalayas, reservation in University level research fellowships, research associateships, teacher fellowships, etc. were continued.

14.1.6 The Indian Institutes of Technology operate a scheme under which candidates belonging to SCs and STs, who fail in the

Joint Entrance Examinations by very slender margin of marks are given further training and admitted to relevant courses.

### **Education of Minorities**

14.2.1 The Task Force on minorities education was set up to revise the Programme of Action (POA-1986). A sub-committee of the task force visited various parts of the country to look into the educational problems of minorities and submitted its report to the Ministry. In the revised POA, 1992, short term, medium term, and long term measures have been suggested for the upliftment of Education of Minorities. Action has already been initiated to implement the programmes. The new initiatives include the scheme of modernisation of Madrasa Education, Area Intensive Programme for Minorities and the provision of a Urdu University.

14.2.2 Under a 15 Point Programme the University Grants Commission continued to implement the scheme of providing assistance to universities and colleges for coaching students for educationally backward minorities. A 5 Point Package Programme (5 PPP) has been suggested for implementation in colleges/universities where regular coaching for competitions cannot be undertaken due to lack of facilities. Sponsoring of candidates for learning, typing, shorthand, etc. to better institutions is being encouraged under this programme.

14.2.3 The programme of review of textbooks from the point of view of communal harmony, secularism and national integrity is being implemented by the NCERT and State Governments. A Steering Group has been set up by the NCERT at national level to make this programme a regular feature.

14.2.4 All the 41 minority concentration districts identified by the Programme of Action have been covered by Community Polytechnics under 15 - Point Programme.

#### *Scheme of Financial Assistance to Voluntary Organisations for Modern Madrasa Education*

14.2.5 The scheme of financial assistance to voluntary organisations for modernisation of Madrasa Education has been formulated to encourage traditional institutions like Madrasas and Maktabas to introduce Science, Maths, Social Studies, Modern Indian Languages, Hindi and English.

#### *Scheme of Area Intensive Programme for Educationally Backward Minorities*

14.2.6 The scheme of Area Intensive Programme for Educationally Backward Minorities has been prepared to provide assistance to State Governments and voluntary organisations for taking up programmes for educationally backward minorities, not covered by the on-going programmes.

## **15 Planning, Management and Monitoring**

### **Review of NPE**

15.1.0 NPE 1986 contemplated a review of its implementation every five years. A review of NPE 1986 was carried out in December, 1990. A CAGE Committee on Policy was set up to make an in-depth study of the report of the Committee for Review of NPE, 1986 taking into account all developments since NPE was formulated which have a bearing on Policy. The CAGE Committee submitted its report on 22nd January, 1992. The report was considered by the CAGE in its meeting held on 5-6 May, 1992. While broadly endorsing the Policy, the CAGE recommended certain modifications. The Revised Policy Formulations containing the modifications as recommended by the CAGE were tabled in the Parliament on 7th May, 1992.

### **Revision of POA**

15.2.1 Consequent on the revision of the Policy, revision of the POA became necessary. For this purpose, 22 Task Forces and a Steering Committee under the chairmanship of Dr.(Smt) Chitra Naik, Member, Planning Commission was appointed in June 1992. Based on the reports of the Task Forces, the Steering Committee prepared a draft POA which was considered by the CAGE in its 48th meeting held on 8th August, 1992. The POA 1992, as endorsed by the CAGE, was tabled in the Parliament on 19th August, 1992.

15.2.2 The POA, 1992 envisages preparation of State Programmes of Action. In order to facilitate expeditious preparation of State POAs, the Ministry in the true spirit of concurrency, i.e., meaningful partnership between the centre and the states, organised four regional workshops for the northern, western, southern and eastern regions at New Delhi, Bangalore and Calcutta on 29-30 October, 1992, 20-21 January, 28-29 January, 17-18 February, 1993. In these workshops there were fruitful exchange of views on measures to be undertaken for implementation of the NPE and the POA. Another workshop for the north-eastern region will also be organised. It is expected that as a result of the discussions in the workshops it would be possible for the state governments to formulate their own POAs and briskly go ahead with the implementation of the NPE and POA.

### **Central Advisory Board of Education (CAGE)**

15.3.1 The CAGE consisting of Education Ministers of States, administrators, educationists and academicians continued to be the national level body providing vital inputs for the management of education policy - by reviewing trends in the education sector, analysing implementation of programmes and advising on Policy prescriptions.

15.3.2 The CABE held two meetings during 1992. In the meeting held in May, 1992 it recommended the Revised Policy Formulations and in the meeting held in August, 1992 it endorsed the draft revised POA, 1992.

15.3.3 The CABE also set up various committees on specific topics. The Committee on Policy considered the review of NPE, 1986 and submitted its report on 22nd January, 1992. The Committee on Gnanam Committee submitted its report on 24th April, 1992. The Committee on Teachers' Representation in Legislative Councils submitted its report on 22nd July, 1992.

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

15.4.1 The National Institute of Educational Planning and Administration (NIEPA), set up by Government of India as an autonomous organisation continued to undertake activities in respect of training of educational planners and administrators, research, diffusion of innovations and consultancy services. The Institute is fully funded by Government of India. The highlights of the activities of the NIEPA during the year 1992-93 are the following:

#### *Training Programmes Organised*

- A UNICEF sponsored training course on Educational Planning and Management for senior educational officers of People's Republic of China. (December 7, 1992 - January 6, 1993).
- A UNESCO sponsored Regional Workshop on Planning and Management of Literacy and Continuing Education (August 3-14, 1992).
- Eight field based programmes in the States and Union Territories of Andhra Pradesh, Karnataka, Maharashtra, Orissa, Rajasthan and Andaman and Nicobar Islands.
- Workshops for Principals of Autonomous Colleges (June 3-6, 1992).
- Review meeting of Academic Staff College Principals (July 23-24, 1992).
- Three Programmes for College Principals (July 13-18, 1992, August 17-28, 1992 and September 1-7, 1992).
- Planning and Management of Distance Education Institutions (September 9-11, 1992).
- Training Programme for DIET Librarians (September 14-15, 1992), DIET personnel (October 7-23, 1992), Assistant Directors of Non-formal Education of Rajasthan (August 17-21, 1992) and State Level Officers in-charge of Disabled Education (September 21-23, 1992).



- A Meeting of New Education Policy and Financing Education (September 28-30, 1992).

#### *Research Studies*

##### 15.4.2 Studies completed:

- Development of Efficient Functioning of Colleges: An Action Research Study (Phase II).
- Inter-District variation in Quality of Basic Education Services.
- A Critical Evaluation of the Systems Adopted for the management of Teaching and Learning in the Existing Correspondence Institutes in India (Under NIEPA's Scheme of Assistance).
- A Pilot Study of Factors Contributing to the Literacy Status of Meghalaya and Mizoram (Under NIEPA Scheme of Assistance).
- Management of Educational Technology (under NIEPA's Scheme of Association)

#### *Studies in Progress*

15.4.3 Twenty-three research studies/projects are in progress. Of these, 9 are sponsored studies and 4 are under NIEPA's Scheme of Assistance.

##### 15.4.4 Publications Brought out:

- Journal of Educational Planning and Administration Vol.V No.3, July 1991; No.4, October 1991 and Vol.VI, No.1 January, 1992.
- Report of the Regional Workshop on Environmental Education for Educational Planners and Administrators.
- Development of Education in India 1990-92.

#### *Review Committee on NIEPA*

15.4.5 The recommendations of the Review Committee on NIEPA appointed by the Government of India, Ministry of Human Resource Development (Department of Education) were examined by the Empowered Committee constitute for the purpose. The decisions of the Empowered Committee approved by the Government of India, have been implemented during the year under report.

15.4.6 As recommended by the Review Committee, Article 3 of the Memorandum of Association of NIEPA has been amended by incorporating the following in the main Mission and Objectives for which the National Institute has been established:

*To be a National Centre for excellence in educational planning and administration in education by means of study, generation of new ideas, techniques and disseminating them through interaction with, and training of strategic group and to achieve the same.*

15.4.7 Towards networking and developing linkages with other institutions - the Institute has entered into Memorandum of Agreement with (i) UNESCO's International Institute of Educational Planning, Paris and (ii) Sanghai Institute of Human Resource Development, China, which are also engaged in the conduct of training and research programmes in educational planning and administration.

#### **Scheme of Assistance for Studies, Seminars, Evaluation, etc. for implementation of Education Policy**

15.5.1 The Scheme of Studies, Seminars, Evaluation, etc., for the implementation of Education Policy is intended to provide financial assistance to deserving institutions and individuals, on the merits of each proposal, for conduct of seminars, workshops, conduct of impact and evaluation studies, etc. Such programmes are to have relevance to Education Policy, its implementation and connected problems.

15.5.2 During 1992-93, financial assistance has been given for organisation of two workshops, two meetings and one conference, two projects and for publication of two journals, besides for the meetings of the Central Advisory Board of Education and its Committee.

#### **Annual Plan**

15.6.0 Annual Plan (1993-94) proposals of the Department of Education are formulated keeping in view the priorities and thrusts stated in the Directional paper of the Planning Commission. The proposals of the Department of Education were discussed in a meeting taken by Secretary, Planning Commission on 19th November, 1992 between HRM and Deputy Chairman, Planning Commission.

#### **Educational Statistics**

15.7.1 Strengthening of management information system is a thrust area of the Programme of Action, 1992. In keeping with this, vigorous efforts were undertaken during 1992-93 to reduce the time lag in the publication of validated educational statistics. In order to tone up the educational statistics, the scheme of Computerisation of Educational Statistics initiated in 1989-90 was toned up. A national seminar was organised by the

National Institute of Educational Planning and Administration in New Delhi on 1-2 February, 1993. The seminar identified the data gaps and the reasons for time lag in collection of data and publication of reports. It also outlined modalities of inter-agency cooperation for the collection of data through census and surveys. It also considered the steps necessary to evolve Management Information System at state level which is necessary for district planning for basic education.

15.7.2 The following series of publications were brought out or are ready for publication :

1. Selected Educational Statistics - 1991-92.
2. Education in India - Volume-I(S) - 1987-88.
3. Education in India - Volume-I(C) - 1987-88.
4. Education in India - Volume-II(C) - 1986-87.
5. Education in India - Volume-II(S) - 1985-86.
5. Education in India - Volume-III 1981-82 to 1985-86.
7. Boards of Secondary and Higher Secondary Education in India - results of High Schools and Higher Secondary Examinations - 1985-86.

#### **Computerised Management Information System (CMIS)**

15.8.1 The main objective of the Computerised Management Information System (CMIS) Unit is to develop and maintain softwares for the implementation of management information system for the Department of Education. At present this Unit have 3 PCs (2 PC/AT and 1 PC/XT) with printers and 4 terminals of the Super PC COSMOS 486 system. In the Seventh Five Year Plan, most of the projects of the Planning, Monitoring and Statistics, Administration, Book Promotion Bureaux, etc. (approximately 27 projects) were identified for computerisation and completed successfully. Most of these projects are of continuing nature and are processed monthly, quarterly, half-yearly and annually. Some new areas have also been identified for computerisation for covering in the Eighth Five Year Plan. Efforts are being made to upgrade the existing posts and to install more hardwares, etc.

15.8.2 Work relating to various reports like the Annual Report of the Department, Annual Plan proposals, Report of the NPE Review Committee, Revised NPE, Programme of Action, etc. have also been taken up by this Unit during this year.

15.8.3 The following are the list of the projects taken up for computerisation by this Unit :-

### *Administration*

- Database relating to Group B and Group C officers of Department of Education on selected parameters such as name, designation, division, section, date of joining etc. for internal adjustments.
- Database and software maintained for Monitoring Staff position in the Department of Education.
- Details of Autonomous Organisations/Subordinate offices under the Department of Education where the posts of the Heads of the Organisation are vacant and action taken for filing up thereof.
- Statement indicating the details of vacancies and the officers selected in the Grade of Deputy Secretaries/Directors.
- State-wise/Cadre-wise list of officers (DS and above) of the Department of Education.
- Pay-billing system of the Department of Education.
- Recovery schedule of Officers of the Department.
- Database created for admission in KVS for the employees of the Department of Education.
- Monitoring of Consolidated Expenditure of S&S.
- Telephone Directory

### *Statistics*

- Education in India Vol.I (S)
- Education in India Vol.II (S)
- Education in India Vol. I (C)
- Education in India Vol. II (C)
- Education in India Vol. III
- Selected Educational Statistics
- Selected School Information
- Educational Statistics at a Glance
- Indian Student Going Abroad

- Indian Trainees Going Abroad
- Developed database and generated tables for the publication entitled "A HandBook of Educational and Allied Statistics - 1991".
- Database on Education Ministers/Chief Secretaries/ Education Secretaries/DPIs etc.

#### *Planning*

- Budgeted Expenditure
- Annual Plan Proposal for 1993-94

#### *Book Promotion*

- Generation of International Standard Book Numbering (ISBN) System for Raja Ram Mohun Roy National Unit.

#### *SC/ST Unit*

- Education in India Vol. IV (S)
- Education in India Vol. IV (C)

#### *Miscellaneous Work*

- Computerisation of KVS Admission on all India level on the basis of special dispensation (HRM, Ministers, Members of Consultative Committee, MPs, etc.)

15.8.4 To create computer awareness and generating basic expertise in computer operations and software applications, this Unit imparted training to LDCs/UDCs and Stenographers.

#### **Computer based Management Information System developed by National Informatics Centre (NIC) for Department of Education**

15.9.1 National Informatics Centre has established a computer centre in the Department of Education which is working in close coordination with the officials of the Department. A team of nine officers is working for the Department for developing computer based management information systems. A DCM COSMOS 80486 system has been installed and a local area network (LAN) of 16 terminals has been established. Some of the highlights of the year 1992-93 are as follows:

1. Proformae have been designed for collection of information from schools having vocational courses and software on MIS for vocationalisation of school education has been developed. Two manuals, namely, "User Reference Manual" and "User Operations Guide" have been brought out.

2. Workshops have been organised at Delhi, Hyderabad, Bombay, Guwahati and Bhubaneswar for implementing the software on vocationalisation of school education.
3. A public database has been developed on NEC S-1000 system at Delhi based on selected educational statistics for the years 1986-87 to 1990-91 which can be accessed from any node linked to NICNET.
4. Proformae have been designed for collection of information from Shramik Vidyapeeths and software has been developed for processing information and generating reports monitoring the performance of Shramik Vidyapeeths.
5. Five workshops have been organised at Hyderabad, Madras, Bangalore, Bhubaneswar and Bhopal for implementation of MIS for Total Literacy Campaign.
6. Initial and monthly progress reports received through NICNET from districts where TLC is operational have been processed and achievement reports and reports on adherence to scheduled dates of activities have been generated as and when data has been received from districts and monthly status reports have been prepared.
7. Software has been developed for processing information collected in the revised proforma from districts where TLC is operational and for generating reports.
8. Software for creation of database on scheme profile has been developed.
9. Necessary modifications in the software for processing data in connection with plan scheme of computerisation of educational statistics have been made and reports for the State of Andhra Pradesh for the year 1989-90 have been generated.
10. As per the requirements of the user, software for report generation has been modified and reports have been generated based on the data of Education in India Vol.I(C) for the year 1987-88.
11. Software for grants-in-aid to voluntary agencies for non-formal education has been developed using 'ORACLE'.
12. Software regarding appointments information system has been totally revised to suit the requirements of the user and implemented in Minister's Office.
13. In connection with computerisation of demands for grants, bureauwise, schemewise and budget headwise

grants and expenditure, software has been developed and is being tested presently.

14. Status report on computerisation for Department of Education has been broughtout.
15. Consultancy and support services have been provided to Commission for Scientific and Technical Terminology to develop database on technical terms for bringing out English - Hindi glossary of technical terms.
16. On the job training programmes and training programmes on DOS and related software and xenix and related software have been conducted and a number of officers have been trained in the usage of computers and in the operation of packages.

## **16 International Cooperation**



## 16 INTERNATIONAL COOPERATION

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

16.1.2 During the year, India contributed to the activities of UNESCO and its Regional Offices through participation in numerous workshops, symposia and conferences, by assisting in the organisation of national, regional and inter regional activities in India in areas of competence of UNESCO, arranging placement of UNESCO fellows in Indian Institutions, formulating projects under the participation programme of UNESCO and administration of UNESCO Coupons Scheme. Public information activities relating to UNESCO continued to be operated in the form of publication of Hindi and Tamil editions of UNESCO Courier.

### *Asia-Pacific Programme for Educational Innovations for Development (APEID)*

16.1.3 As one of the promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has actively participated in APEID programmes and activities. The National Council of Educational Research and Training, one of the Principal Associate Centres of APEID, acts as the Secretariat of National Development Group (NDG), facilitates dissemination of information about APEID activities, and promotes innovative experiences at the regional level. The second meeting of the Executive Committee of the National Development Group (NDG) for Educational Innovations was held on 9th October, 1992.

### *Asia-Pacific Programme of Education for All (APPEAL)*

16.1.4 Another important regional programme of UNESCO in which India has contributed significantly is the Asia-Pacific Programme of Education for All (APPEAL) which was launched from New Delhi by UNESCO in 1987. A World Conference on Education for All (WCEFA) was also held in Jomtien, Thailand in March, 1990.

16.1.5 The high level National Coordination Committee, set up by India to coordinate activities under APPEAL and EFA, had its 7th meeting on March 12, 1992 under the Chairmanship of Education Secretary. The meeting took note of the programmes launched in the field of Adult Education and literacy in India, strategies and achievements in the area of primary education, and universalisation of primary education. The Committee also noted that international efforts in recent years had led to an

increased awareness of the problem of illiteracy.

*Meeting of the Inter-governmental Committee/Council etc. held under the auspices of UNESCO*

16.1.6 Shri Y.N. Chaturvedi, Secretary, University Grants Commission and Shri Ifqidar Alam Khan from Aligarh Muslim University participated in the First International Congress on Cultural and Scientific Cooperation in Central Asia held in Tehran from 14-18 November, 1992.

*UNESCO's Ad-hoc Forum of Reflection*

16.1.7 Dr. (Mrs.) Kapila Vatsyayan, Member Secretary, Indira Gandhi National Centre for Arts has been elected by the Executive Board of UNESCO at its 140th Session as one of the 21 members of the UNESCO's Ad-hoc Forum of Reflection.

*Forty-Third Session of International Conference on Education*

16.1.8 The 43rd Session of the International Conference on Education was held in Geneva from 14-19 September, 1992. A six member Indian Delegation led by Shri Arjun Singh, Hon'ble Minister for Human Resource Development participated in the meeting.

16.1.9 The main theme of the Conference was "Education, Culture and Development : Coordinated Policies and Strategies". India was the Chairman of the 42nd Session of the ICE held in 1990. As the outgoing Chairman of the Conference Shri Arjun Singh, Minister for Human Resource Development, made the Inaugural Statement at the 43rd Session of the ICE on 14th September, 1992.

*Executive Board of UNESCO*

16.1.10 Shri N. Krishnan, Member, Executive Board of UNESCO attended the 139th and 140th Session of the Executive Board of UNESCO held at Paris from 18th to 27th May, 1992 and 12th to 31st October, 1992 respectively.

*Contribution to UNESCO's Budget*

16.1.11 Each Member State of UNESCO contributes to the UNESCO's Regular Budget for each biennium. India's share of contribution as per approved scale of contribution for 1990-1991 and 1992-1993 was fixed at 0.36% of the total budget of UNESCO. Accordingly, India made a contribution of Rs. 176 lakh for the year 1990 and Rs.198.34 lakh for the year 1991. Another sum of Rs.21.17 lakhs was also paid during December, 1991 to cover the exchange losses pertaining to the unspent balances upto July, 1991 of the contribution accepted by UNESCO in Indian currency accruing due to currency fluctuations and two official devaluations of the rupee in July, 1991.

*Regional Symposium on UNESCO's Principal Regional Office for Asia and the Pacific (PROAP) - Action Plan for 1992-93*

16.1.12 Shri Anil Bordia, the then Education Secretary participated in the Regional Symposium on Principal Regional Office for Asia and the Pacific (PROAP) Action Plan for 1992-93 held in Bangkok (Thailand) from 20 to 25 February, 1992 to prioritise areas of immediate concern in Education in Asia and the Pacific and to review the major developments and the Role of PROAP. The Symposium recommended that PROAP should concentrate on the following priority Areas :

- 1) Basic Education for All
- 2) Secondary, Technical and Vocational Higher Education and the World of Work
- 3) Planning and Management
- 4) Education for the Quality of Life.

*Regional Consultation Meeting on the Asia and the Pacific Programme of Educational Innovations for Development (APEID)*

16.1.13 Shri R.K. Sinha, Additional Secretary, Department of Education attended the thirteenth Regional Consultation Meeting (RCM) on the Asia and Pacific Programme of Educational Innovation for Development (APEID) held in Jomtien (Thailand) from 22 to 25 June, 1992. The main objective of the Regional Consultation Meeting, among other things, was to make a comprehensive review of APEID including the effects/impact of APEID activities till now.

16.1.14 The most important issue which was discussed in the meeting was the Report of the Programme Preparation Mission on Regional Programme on Basic Education for the Fifth Cycle mounted by the Regional Bureau for Asia and the Pacific of UNDP. A number of observations on specific aspects of the Mission Report were made by the meeting.

*Meeting of Preparatory Committee of the Tenth Regional Conference of National Commission for UNESCO in Asia and the Pacific*

16.1.15 Shri S.R. Tayal, Director (UNESCO Division) in the Department of Education, attended the first meeting of the Preparatory Committee of the 10th Regional Conference of NATCOMS in Asia-Pacific Region, organised by the Australian National Commission for UNESCO from 29th June to 1st July, 1992 in Canberra, Australia. The PREPCOM prepared the draft agenda for the 10th Regional Conference, designated the National Commissions for preparing the working documents of the Conference, finalised the list of participants and the observers at the Conference and adopted its Rule of Procedure.

*Meeting of the Regional Coordination of Asia-Pacific Programme of Education for All (APPEAL)*

16.1.16 Shri R.K. Sinha, Additional Secretary, Department of Education participated in the Third Meeting for Regional Coordination of Asia Pacific Programmes of Education for All (APPEAL) which was held in Bangkok from July 23-27, 1992 to review the programme on Education for All at the Regional and National Level.

*Asia and the Pacific Seminar on Educational Technology - 1992 (Tokyo Seminar 92) : New Information Technologies in Formal and Non-Formal Education - Current Trends and Future Prospects*

16.1.17 Shri Priyadarshi Thakur, Joint Secretary Department of Education participated in Asia and the Pacific Seminar on Educational Technology - 1992, New Information Technologies in Formal and Non Formal Education - Current Trends and Future Prospects, which was held in Tokyo from September 29 - October 7, 1992. Shri Priyadarshi Thakur was elected Chairperson for the entire duration of the 1992 Seminar.

*Tenth Regional Conference of National Commissions for UNESCO in Asia and the Pacific*

16.1.18 Shri S.V. Giri, Secretary, Department of Education, Ministry of Human Resource Development participated in the 10th Regional Conference of National Commissions for UNESCO in Asia and the Pacific held in Canberra (Australia) from 30 November to 4 December, 1992, and in the Preparatory Committee Meeting on 27 and 28 November, 1992 in Canberra. The main tasks of the meeting were (i) to discuss the action taken report on the implementation of the recommendations of the Ninth Regional Conference of National Commissions for UNESCO in Asia and the Pacific held in Beijing (China) and sub-Regional meetings of National Commissions for UNESCO held in Tehran (Iran), Auckland (Newzealand) and Kuala Lumpur (Malaysia); (ii) to review the Preliminary Proposals by the Director General concerning the Draft Programme and Budget for 1994-1995; (iii) the role of the National Commissions for UNESCO in Asia and the Pacific in the process of Decentralisation and the Development of Regional Cooperation within the framework of UNESCO's activities in the Region; (iv) Contribution of National Commissions to follow-up action to the World Conference on Education for All and to the preparations for MINEDAP VI; and (v) the role of UNESCO and national commissions in the follow-up to UNCED, Rio de Janiero, held in June, 1992 concerning development of Environmental Education and promotion and development of Science-Education, etc.

*Meeting of the Bureau of the International Scientific Committee for the Preparation of the History of Civilisation of Central Asia*

16.1.19 On the invitation of the Government of India, UNESCO, in collaboration with Indian Council of Historical Research

organised a meeting of the Bureau of International Scientific Committee for the preparation of the History of Civilisation of Central Asia in New Delhi from 13-17 April, 1992. This meeting had a special significance for the project since India has contributed greatly in the past to the enrichment of the culture of this region. The meeting formulated recommendations for further implementation of UNESCO's programme on the preparation and publication of the History of civilisation of Central Asia.

*Third Regional Advisory Group (RAG) Meeting of Asia and the Pacific Information Network in Social Sciences (APINESS)*

16.1.20 UNESCO's Principal Regional Office for Asia and the Pacific Bangkok, in collaboration of Indian council of Social Sciences (APINESS) in New Delhi from 25 to 27 August, 1992. The objectives were to review the activities of APINESS both at the national and regional levels and discuss the ways and means to strengthen and promote the social science information network regionally as well as nationally. The meeting also considered the future programmes of APINESS and gave suggestions on UNESCO's future programmes and activities in the field of information and documentation services and networking.

*Regional Seminar on Changing Vocational World : A Challenge to Education*

16.1.21 UNESCO Principal Regional Office for Asia and the Pacific (PROAP), organised a Regional Seminar on Changing Vocational World: A Challenge to Education from 9 to 14 December, 1992 at New Delhi in co-operation with Indian National Commission for Co-operation with UNESCO and the National Council of Educational Research and Training.

*Participation by India in other Conferences/Meetings/Workshops/Working Groups sponsored by UNESCO*

16.1.22 Indian Experts represented the Department of Education, Ministry of Human Resource Development in the following workshops, training courses, seminars, working group meeting etc. sponsored by UNESCO or its Regional Offices :

- 1992 Planning meeting on Asian Pacific Joint Production Programme for material for Neo-Literates in Rural Areas held in Tokyo from 19-21 May 1992.
- Expert Group Meeting for the Development of EFA monitoring and follow-up system held in Bangkok from 8-15 September, 1992.
- Technical Working Group Meeting on Income-Generating Continuing Education Programme held in Jomtien, Bangkok from 14-23 September, 1992.

16.1.23 In addition to the above mentioned meeting the Indian National Commission nominated experts to participate in about 28 national, regional, international meetings, workshops, seminars, conferences, etc., convened by or under the auspices of UNESCO. During the year under review, the Commission also assisted placements of UNESCO's fellows for study visits to various institutions in India. The Commission also recommended the candidatures of eight Indian Nationals for various posts notified to the Commission by UNESCO, Paris.

#### *Participation Programme of UNESCO*

16.1.24 Under the participation programme, UNESCO provides financial assistance to various institutions and organisations of member States which are engaged in promotion of programmes and activities of UNESCO, for undertaking innovative projects which would contribute at the national, subregional and international levels to the implementation of the objectives of UNESCO. During the biennium 1992-1993, 27 projects were forwarded to UNESCO under participation programme, out of which 12 projects have been approved by UNESCO with a financial assistance of US \$ 1,98,500.

#### *Education for International Understanding, UNESCO Clubs and Associated Schools*

16.1.25 The UNESCO Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of aims and objectives of the organisation. The associated schools are educational institutions which are directly linked with UNESCO secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of the Indian National Commission for Cooperation with UNESCO, 37 schools and teacher training institutions from India are enlisted with UNESCO under this project.

16.1.26 The Indian National Commission for Cooperation with UNESCO is the national coordination agency for UNESCO Clubs and Associated Schools. There are about 250 UNESCO Clubs which are registered with INC. UNESCO Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and objects of UNESCO such as celebration of international days and years, organisation of meetings, debates, contests to promote international understanding, cooperation and peace.

#### *17th Photo Contest in Asia and the Pacific*

16.1.27 The Indian National Commission for UNESCO has been extending its cooperation to the Asian Cultural Centre for UNESCO, (ACCU) Japan, in annual participation, in the photo contests organised by the latter. For the 17th Photo Contest in Asia and the Pacific nine persons from India have been selected for the award of prizes.

### *International Literacy Prizes*

16.1.28 UNESCO awarded the King Sejong Literacy Prize for the year 1992 to the Puduvai Arivoli Iyakkam (Movement for Light of Knowledge) of Pondicherry for having meticulously planned and conducted literacy and post-literacy campaigns in Pondicherry. The award ceremony took place at EXPO 92 in Seville (Spain) on 8th September, 1992. The representative of Puduvai Arivoli Iyakkam received the award at the ceremony.

### *UNESCO Coupons Programme*

16.1.29 The Commission continued to operate the UNESCO International Coupons Scheme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication to import their bonafide requirements of educational publications, scientific equipment, educational films, etc., from abroad without undergoing the foreign exchange and import control formalities. The total sale of UNESCO coupons amounted to US \$ 13,500.

### *Publication of Indian Language Editions of UNESCO Courier*

16.1.30 Courier is an educational and cultural periodical brought out by UNESCO. The Indian National Commission continued to support publication of its Hindi and Tamil editions with the assistance of UNESCO subvention. The language versions enjoy a wide circulation amongst educational institutions, libraries, UNESCO Clubs, Associated Schools and the Public at large.

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

16.1.31 The Commission is operating a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO. During the year under review, grant-in-aid worth Rs.22,000/- has been sanctioned so far to the different bodies.

### *UNESCO-UNICEF Initiative to promote Education for All in the largest developing countries*

16.1.32 The Director-General of UNESCO and the Executive Director of UNICEF have taken an inter-agency initiative for EFA focussing on the nine most populous developing countries which together account for 75% of the total illiterates in the world. The nine countries are India, China, Egypt, Mexico, Brazil, Indonesia, Nigeria, Bangladesh and Pakistan. The objectives of the initiative are :

- i) Getting highest level of political attention and motivating the heads of government to be personally involved and interested in Universalisation of Primary

Education, in their own countries as well as collectively in the global effort.

- ii) Raising key strategy and policy questions, helping develop appropriate strategies and priorities by sharing experience among the largest countries and bringing in the international perspective.
- iii) Drawing the multilateral and bilateral donor agencies at the highest level into the largest country initiative and creating a favourable atmosphere for greater external assistance.

16.1.33 Preliminary policy analysis and dialogues in each participating country will be followed by an international meeting, planned in September 1993, bringing together the Heads of Government/State and Ministers concerned. Development agencies would be invited to participate in this initiative at global and country levels.

16.1.34 Director-General, UNESCO had been assured of India's support to and participation in the activities to be taken up under this initiative. India has also offered Delhi as the venue for the proposed international conference. To discuss India's participation in the initiative a team consisting of Mr. Aililu Habte (UNICEF) - personal representative of Executive Director of UNICEF - and Mr. Victor Ordonez (UNESCO) - personal representative of DG, UNESCO, visited India from 11-13 November, 1992 and had meetings to discuss the major strategy and policy issues for the said Conference.

### **Cooperation with UNICEF**

16.2.1 UNICEF's cooperation to Government of India in the field of education is to support the National goals of :-

- i) improving opportunities for basic education for all children and women;
- ii) improving social and economic opportunities for women; and
- iii) reducing disparities in education among different groups and between genders.

The Basic Agreement concluded between the Government and UNICEF as amended on 5th April, 1978 provides the basis of the relationship between the Government and UNICEF. In accordance with the agreement, Government of India and the UNICEF have prepared a Master Plan of Operation (MPO) for the period 1991-95.

16.2.2 Working closely with both the Department of Education at union level and national institutions such as NCERT and NIEPA as well as Departments in focus States, UNICEF has provided



financial as well as technical support to the implementation of experimental projects for introduction of Minimum Levels of Learning (MLL), projects for evaluation and documentation of Total Literacy Campaigns, the development of literacy and post-literacy materials, innovative media activities such as PREAL and production of weekly broadsheets for Neo-literates, etc.

16.2.3 During 1992, UNICEF provided support for developing and implementing district specific projects in a number of States. The most significant of these was in Madhya Pradesh where teacher education project in five districts is being experimented. The project is establishing teacher resource centres at cluster level and aims at institutionalising continuous in-service teacher support and training. In Andhra Pradesh, UNICEF has focussed on the issue of education for girls and is supporting demonstration activities in Mehboobnagar and Anantpur districts. In Bombay, a project implemented by the Bombay Municipal Corporation seeks to improve the quality of primary education in deprived urban areas and reduce the high dropout and repetition rates.

16.2.4 Support has also continued for two innovative projects - Project on Integrated Education for the Disabled (PIED), and the Area Intensive Education Project (AIEP). PIED seeks to develop appropriate strategies for integrating disabled children into mainstream primary education and strengthen the Central Government's Integrated Education for Disabled Children Programme at primary levels. It is being implemented in selected blocks of 10 States/UTs., namely Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, Tamil Nadu, Gujarat and Union Territory of Delhi. This is being coordinated by NCERT. AIEP is an attempt to operationalise the concept of microplanning and is being undertaken in 6 States/UT namely Maharashtra, Mizoram, Orissa, Tamil Nadu, Uttar Pradesh and UT of Dadra and Nagar Haveli. This is being coordinated by the respective SCERTs/SIES.

16.2.5 In June, 1992, a study tour to China and Thailand was organised by UNICEF. The team for this study tour consisted of 12 officials of the Central and the State Governments and UNICEF. The aim of the study tour was to study the educational initiatives in the primary education and in the non-formal education sectors and the progress made in this respect in these countries.

16.2.6 In November, 1992, UNICEF sponsored a visit to India of a team of seven officials of State Education Commission, People's Republic of China. The team had one month's training on Educational Planning and Management organised by National Institute of Educational Planning and Administration.

16.2.7 UNICEF has provided support and collaboration in the areas of promotion and planning of "Education for All" at national/state levels and demonstration projects in support of key elements of the national programme of action, focussing on activities at district level. In addition UNICEF is also

supporting a comprehensive basic education project in Bihar viz. Bihar Education Project.

### *Bihar Education Project*

16.2.8 The Bihar Education Project is a basic education project aimed at bringing about qualitative improvement in the educational system and, through it, in overall socio-cultural situation in the State of Bihar.

16.2.9 The Bihar Education Project comprises all components of basic education and is envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a 5 year period 1991-92 to 1995-96. The estimated outlay of the project over a 5 year period is Rs.360 crore of which the donor agency, viz., UNICEF will contribute Rs. 180 crore, the Government of India Rs. 120 crores and Government of Bihar Rs.60 crore in accordance with the agreed funding pattern of 3:2:1 between UNICEF, Government of India and Government of Bihar respectively. Special emphasis has been laid on the education of disadvantaged sections of the society such as SCs/STs and the women. BEP is an evolving project with Block as the unit for most of the programme activities. Participatory planning and implementation are the important characteristics of the project. Generation of demand for educational services, capacity building and development of participatory management structure are the other crucial elements of project implementation.

16.2.10 A State level body Bihar Shiksha Pariyojana Parishad has been registered to Plan & implement the BEP. The Parishad has two organs - the General Council with Chief Minister as Chairman and the Executive Committee with Education Secretary, Government of Bihar as the Chairman. The Government of India, Government of Bihar, UNICEF, teachers and NGOs are represented on these bodies. It has its branches at the district level wherein a district executive committee with partnership of the Government of India and Government of Bihar, UNICEF, Teachers and NGOs, looks after project planning. For implementation of various components of the project activities, task forces are set up. At the village level, the village Education Committee is envisaged as the crucial unit which would assist the basic education system in securing the cooperation and participation of the community, and oversee educational inputs. Project is being implemented in Mission mode.

16.2.11 Three districts of Ranchi, West Champaran and Rohtas were taken up in 1991-92. In the year 1992-93 the project was expanded to four more districts of Muzzaffarpur, Sitamarhi, E.Singhbhoom and Chhapra. Meetings of the Executive Committee were held regularly during the year 1992-93. District level offices, i.e. District Task Force and Executive Committee of the BEP, were set up in newly selected districts of Sitamarhi, Muzzaffarpur and Jamshedpur. These District Executive Committees are also meeting regularly. The District Action Plans of Ranchi, Muzzaffarpur, W.Champaran, Jamshedpur and Sitamarhi were finalised. The activities during 1992-93 include organisation of

state level workshop on Minimum Levels of Learning, training of key persons at the State level, 10 day training course for primary school teachers; two day state level workshop on role of secondary teachers; BEP; constitution of core groups at District level for women's development, organisation of inter-state experience sharing tours, state level training/orientation workshop; enrolment drive, introduction of computerised monitoring system for Primary Education sectors; Poster Workshop; expansion of the concept of rural libraries, etc. A delegation of BEP functionaries also visited Thailand and China in June, 1992.

### **Cooperation with UNDP**

16.3.1 The UNDP, which is a co-sponsor of the World Conference on Education for All, has envisaged interest to assist the preparation of a basic education project in eight districts of South Orissa and along with German Government finance some activities.

16.3.2 Two workshops have been organised so far for evolving the basic parameters of the project.

16.3.3 Exercise is on to formulate plans for improving primary education in sixteen blocks.

### **External Academic Relations**

16.4.1 On the invitation of HRM, His Excellency, Mr. Li Tieying, Minister of the State Education Commission of the People's Republic of China (PRC) led a High Power Delegation to India from 26th February to 2nd March, 1992. A protocol on cooperation in the field of Education for 1992-93 was signed during the visit. The protocol provides for institutional linkages between the two countries, exchange of educational delegations for studying conditions in the other country in fields such as educational policy, basic education, literacy programmes, adult education, vocationalisation, higher education etc. It also provides for establishment and development of collaboration between universities and technological institutions in India and PRC in the field of science and technology education. Both sides also agreed for increase in the number of scholarships from 17 to 25 for post-graduate studies.

16.4.2 On the invitation of the Government of India Mr. Colin N. Power, Assistant Director General (Education) of UNESCO visited India from March 9 to 14, 1992 to undertake a review of the progress of literacy campaigns. EFA (Education for All) Projects and the achievement orientation which India is trying to give to the basic education programme.

16.4.3 Mr. Hedayat Ahmed, Director, UNESCO's Principal Regional Office for Asia and the Pacific, Bangkok, visited New Delhi for participation in the meeting of the National Coordination Committee on APPEAL and EFA which was held on 12th March, 1992.

16.4.4 Mr. Federico Mayor, DG of UNESCO visited India from 21-26 March, 1992 on the invitation of the Minister of Human Resource Development. During his stay, the DG called on Prime Minister, Minister of Human Resource Development and Minister for Information and Broadcasting. He also visited Wardha and Bombay. At Wardha he declared Wardha as fully literate district on 24.4.1992.

16.4.5 His Excellency Mr. A. Parasuraman, Minister of Education and Science of the Republic of Mauritius visited India on the invitation of HRM from 19-27 August, 1992. During his stay in India, Hon'ble Minister had fruitful discussions with University Grants Commission, Indira Gandhi National Open University, Indian Institute of Technology, National Council of Educational Research and Training, National Institute of Educational Planning and Administration, Educational Consultants India Ltd., National Science Centre etc. The discussions centred around India's participation in the educational development of Mauritius.

16.4.6 Shri Arjun Singh, Minister, Human Resource Development led a seven member delegation to China from 6-13 November, 1992. During the visit, the delegation had interaction with the counterpart agencies in the field of Education which *inter-alia* included collaboration in the following areas :-

- i) Open University System
- ii) Joint studies on Economic Policies
- iii) Literacy and Continuing Education
- iv) Vocational Education and Special Education
- v) Education Policy and
- vi) History of Technical Education.

16.4.17 The EAR Unit in the UNESCO Division continued to monitor the educational component of more than 60 bilateral Cultural Exchange Programmes and other collaborative arrangements. The Unit also assisted various implementing agencies in prioritising the items under the programmes in the light of the prevailing economy measures.

#### *SAARC Technical Committee on Education*

16.4.7 The 4th meeting of the SAARC Technical Committee on Education was held in Islamabad from 10-12 November, 1992. Shri L. Mishra, Joint Secretary, Department of Education represented India in the meeting.

## Multi-lateral/Bilateral Projects

### Uttar Pradesh Basic Education Project

16.5.1 The Department of Education has approached the World Bank for assistance for a Basic Education Project in ten districts of Uttar Pradesh. The Project objective is the reconstruction of basic education in the target districts and it would be a test case project for future Bank assistance in this area. Universalisation of Elementary Education as a composite programme of access to primary education for all children upto 14 years of age, of universal participation till the children complete the primary stage through formal or Non-formal education programmes, and of universal achievement atleast of minimum levels of learning are, *inter alia*, among the specific goals on the project. The project would focus on the needs of the girl child and of the weaker sections of the society. The project envisages the establishment of a National Monitoring Unit. The duration of the project is likely to be for five years to be started from 1993-94. The total outlay envisaged is approximately Rs.550 crore. The target districts under U.P. Basic Education Project are Varanasi, Allahabad, Banda, Etawah, Sitapur, Aligarh, Saharanpur, Gorakhpur, Pauri and Nainital.

### *Mahila Samakhya*

16.5.2 Mahila Samakhya (Education for Women's Equality) was launched by the Department in April, 1989. This project was formulated in pursuance of the National Policy on Education, 1986. The main focus of the project is on the constraints that have prevented women and girls from accessing educational inputs. This project seeks to begin by addressing issues of self image and self confidence of women and societal perception about them. Mahila Samakhya Project presupposes that education can be a decisive intervention towards women's equality. Its overall goal is to create circumstances to enable women to understand better their predicament, to move from a state of abject disempowerment towards a situation in which they can determine their own lives and influence their environment, and simultaneously create for themselves and their family an educational opportunity which serves the process of development.

16.5.3 This is a Dutch assisted programme being implemented in ten districts of Gujarat, Karnataka and Uttar Pradesh since 1989. The project has been extended into Andhra Pradesh during 1992-93 and also into two more additional districts of Karnataka. This is a central sector scheme where cent per cent financial assistance is provided to Mahila Samakhya/Samiti Registered Societies which are set up in these States under the Chairmanship of Education Secretary of the State Governments.

### *Shiksha Karmi Project*

16.5.4 Shiksha Karmi Project is being implemented since 1987 in Rajasthan with assistance from the Swedish International

Development Authority (SIDA). Its aim is Universalisation of Primary Education (UPE) in selected remote and socio economically backward villages of the state.

16.5.5 The Project identifies teacher absenteeism as a major obstacle in achieving the objective of universalisation. It accordingly, envisages substitution of the primary school teacher in single teacher schools by a team of two locally residents educational workers called "Shiksha Karmis". To ensure appointment of local persons, educational qualification prescribed for teachers are not insisted upon in the selection of Shiksha Karmis. But they are provided training and academic support on a sustained and intensive basis to enable them to function efficiently as teachers. The existing primary school when run by Shiksha Karmi is called a 'Day Centre'. Besides, each Shiksha Karmi also runs a 'Prehar Pathshala' (Night Centres) for children who cannot attend the day centre. The project also lays emphasis on recruitment of female Shiksha Karmi and establishment of Mahila Shiksha Karmi training centres in order to prepare local women to function as Shiksha Karmis.

16.5.6 As on 31 October, 1992 the project was being implemented in 47 Block units in 21 districts of the State. The number of Shiksha Karmis was 1,409, they were looking after 665 day centres and 968 Prehar Pathshalas with a total enrolment of 90,562. Another 12 block units are proposed to be covered upto 31 March, 1993, wherein 1,555 Shiksha Karmis are expected to look after 702 Day Centres and 1,263 Prehar Pathshalas.

#### *Lok Jumbish*

16.5.7 An innovative project called " Lok Jumbish: people's movement for Education For All: Rajasthan" with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basic objective of the project is to achieve education for all by the year 2000 through people's mobilisation and their participation. The main goals of the Programme are to achieve universalisation of elementary education of satisfactory level through formal as well as non-formal system, functional literacy, emphasis on women's education and development and post literacy and continuing education. The immediate goals include establishment of a management system, initiation of activities for people's mobilisation, creation of a system of training and technical resources, support structure and try out of activities to bring about qualitative improvement in the learning process and system.

16.5.8 An independent and autonomous organisation 'Lok Jumbish Parishad' has been registered under the Societies Registration Act for the management of this programme. The General Council and Executive Committee of the Parishad, among others, has representatives from the Ministry of HRD, Government of India, Government of Rajasthan, districts and other NGOs.

16.5.9 The Govt. of India's approval has been given for the first phase of the project for a period of two years, viz., 1992-93 and 1993-94 to cover 25 blocks spread over several districts. The cost of this phase is expected to be Rs. 18.00 crore which will be shared amongst SIDA, Government of India and Government of Rajasthan in the ratio of 3:2:1. SIDA has agreed to provide an amount not exceeding 21 million Swedish Croner during the period 1992-93 and 1993-94.

### *Auroville*

16.6.1 Under the Auroville Foundation Act (1988) the establishment of the Auroville Foundation was notified by the Central Government on 29 January 1991. It consists of a Governing Board, Resident Assembly and Auroville International Advisory Council. The nine member Governing Board of the Foundation has been constituted with Dr. Karan Singh as its Chairman. During the year two meetings of the Board have been held at Auroville on 28 February 1992 and 14 August 1992.

16.6.2 All the properties except Aurelec Trust, Auroville (Aurelec Data Process Systems and Prisma Advertising Agency) which had vested in the central government have been transferred and vested in Auroville Foundation with effect from 1st April, 1992.

16.6.3 A scheme for development of Auroville had been included in the Seventh Five Year Plan with an outlay of Rs.35.35 lakh and will also continue in the Eighth Five Year Plan with an outlay of Rs.65 lakh. The scheme reflected three important concerns : viz: (i) need for continuing education commencing from earliest stages of childhood (ii) need for synthesis of knowledge and culture, and (iii) need to provide a stable base for all round development of Auroville and surrounding villages.

## **Literacy Rates 1991 Census At a Glance**



Literacy rates 1991 census

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Sl. No.	State Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	ANDHRA PRADESH	55.13	32.72	44.09	6	7	6
2	ARUNACHAL PRADESH	51.45	29.69	41.59	1	6	4
3	ASSAM	61.87	43.03	52.89	9	10	10
4	BIHAR	52.49	22.89	38.48	2	2	1
5	GOA	83.64	67.09	75.51	27	27	27
6	GUJARAT	73.13	48.64	61.29	19	16	18
7	HARYANA	69.10	40.47	55.85	16	9	11
8	HIMACHAL PRADESH	75.36	52.13	63.86	21	20	21
9	KARNATAKA	67.26	44.34	56.04	13	11	12
10	KERALA	93.62	86.17	89.81	31	31	31
11	MADHYA PRADESH	58.42	28.85	44.20	8	5	7
12	MAHARASHTRA	76.56	52.32	64.87	22	21	22
13	MANIPUR	71.63	47.60	59.89	18	15	16
14	MEGHALAYA	53.12	44.85	49.10	3	12	9
15	MIZORAM	85.61	78.60	82.27	29	30	30
16	NAGALAND	67.62	54.75	61.65	14	22	19
17	ORISSA	63.09	34.68	49.09	10	8	8
18	PUNJAB	65.66	50.41	58.51	11	18	15
19	RAJASTHAN	54.99	20.44	38.55	5	1	2
20	SIKKIM	65.74	46.69	56.94	12	14	13
21	TAMIL NADU	73.75	51.33	62.66	20	19	20
22	TRIPURA	70.58	49.65	60.44	17	17	17
23	UTTAR PRADESH	55.73	25.31	41.60	7	3	5
24	WEST BENGAL	67.81	46.56	57.70	15	13	14
25	A. & N. ISLANDS	78.99	65.46	73.02	23	24	24
26	CHANDIGARH	82.04	72.34	77.81	25	28	28
27	DADRA & NAGAR HAVELI	53.56	26.98	40.71	4	4	3
28	DELHI	82.01	66.99	75.29	24	26	26
29	DAMAN & DIU	82.66	59.40	71.20	26	23	23
30	LAKSHADWEEP	90.18	72.89	81.78	30	29	29
31	PONDICHERRY	83.68	65.63	74.74	28	25	25
	ALL INDIA	64.13	39.29	52.21			

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE :ANDHRA PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	ADILABAD	45.05	20.60	32.96	40	75	48
2	ANANTAPUR	55.92	27.61	42.18	138	145	129
3	CHITTOOR	62.61	36.44	49.75	216	216	221
4	CUDDAPAH	63.14	32.35	48.12	224	185	204
5	EAST GODAVARI	55.32	42.26	48.79	131	277	214
6	GUNTUR	56.54	35.85	46.35	145	211	184
7	HYDERABAD	78.90	63.56	71.52	383	395	386
8	KARIMNAGAR	50.79	23.37	37.17	85	106	79
9	KHAMMAM	50.04	30.53	40.50	79	172	112
10	KRISHNA	60.55	45.54	53.16	194	296	248
11	KURNOOL	53.24	26.04	39.97	105	123	106
12	MAHBUBNAGAR	40.80	18.03	29.58	24	55	25
13	MEDAK	45.15	19.25	32.41	41	62	44
14	NALGONDA	50.53	24.92	38.00	82	118	85
15	NELLORE	58.40	36.99	47.76	166	222	198
16	NNIZAMABAD	47.33	21.35	34.18	56	85	54
17	PRAKASAM	53.14	27.06	40.30	104	136	108
18	RANGAREDDI	60.43	36.91	49.07	192	221	216
19	SRIKAKULAM	49.14	23.52	36.22	71	108	74
20	VISAKHAPATANAM	56.13	34.60	45.51	141	202	169
21	VIZIANAGARAM	45.93	22.47	34.19	47	95	55
22	WARANGAL	51.98	26.08	39.30	96	124	99
23	WEST GODAVARI	59.75	46.98	53.38	182	305	252
ANDHRA PRADESH		55.13	32.72	44.09	6	7	6

NICNE

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE : ARUNACHAL PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	CHANGLANG	54.44	29.64	43.20	116	166	138
2	DIBANG VALLEY	56.94	33.27	46.88	154	191	187
3	EAST KAMENG	37.69	14.02	26.20	12	17	12
4	EAST SIANG	52.49	34.43	44.30	99	199	151
5	LOHIT	59.02	36.21	49.21	171	214	217
6	LOWER SUBANSIRI	51.10	30.70	41.57	87	173	122
7	TAWANG	40.41	16.83	29.80	22	40	27
8	TIRAP	43.44	18.52	32.06	36	57	39
9	UPPER SUBANSIRI	47.58	27.24	38.31	61	139	87
10	WEST KAMENG	55.03	35.22	46.31	126	207	182
11	WEST SIANG	53.86	35.85	45.64	110	211	172
ARUNACHAL PRADESH		51.45	29.69	41.59	1	6	4

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : ASSAM

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BARPETA	52.61	33.20	43.24	101	190	139
2	BONGAIGAON	58.67	38.72	49.06	168	241	215
3	CACHAR	68.79	48.76	59.19	288	314	307
4	DARRANG	50.80	32.53	42.00	86	187	127
5	DHEMAJI	65.43	41.12	53.84	247	262	257
6	DHUBRI	47.32	28.75	38.31	55	158	87
7	DIBRUGARH	66.72	48.89	58.32	264	317	294
8	GOALPARA	55.47	37.58	46.81	134	225	186
9	GOLAGHAT	66.50	49.75	58.54	260	324	296
10	HAILAKANDI	64.08	41.04	53.07	230	261	247
11	JORHAT	73.29	56.88	65.51	332	372	355
12	KAMRUP	73.67	55.01	65.04	335	358	351
13	KARBI ANGLONG	55.55	34.35	45.57	136	198	170
14	KARIMGANJ	64.05	44.76	54.71	229	290	262
15	KOKRAJHAR	49.57	30.92	40.57	77	175	115
16	LAKHIMPUR	68.28	48.85	58.96	278	316	302
17	MARIGAON	56.17	39.19	47.99	142	246	201
18	NAGAON	62.49	46.30	54.74	214	301	263
19	NALBARI	66.95	44.19	55.99	268	286	275
20	NORTH CACHAR HILLS	66.39	47.34	57.76	258	306	287
21	SIBSAGAR	71.91	56.14	64.46	318	366	347
22	SONITPUR	56.70	38.60	48.14	149	239	205
23	TINSUKIA	59.27	39.99	50.28	176	254	226
	ASSAM	61.87	43.03	52.89	9	10	10

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE :BIHAR

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	ARARIA	36.99	14.01	26.19	11	16	11
2	AURANGABAD	61.80	26.67	45.14	207	131	164
3	BEGUSARAI	48.66	23.52	36.88	69	108	78
4	BHAGALPUR	51.32	24.38	38.89	89	116	92
5	BHOJPUR	65.05	27.12	47.18	242	137	191
6	DARBHANGA	48.31	20.09	34.94	65	72	62
7	DEOGHAR	54.12	19.74	37.92	114	65	84
8	DHANBAD	69.47	37.88	55.47	293	230	271
9	DUMKA	49.29	17.91	34.02	73	52	53
10	GAYA	55.22	24.20	40.47	128	114	111
11	GIRIDIH	52.89	17.65	35.96	102	49	71
12	GODDA	48.56	18.00	34.02	68	54	53
13	GOPALGANJ	51.62	17.75	34.96	91	50	63
14	GUMLA	51.70	27.48	39.67	94	144	102
15	HAZARIBAG	53.37	21.24	38.00	107	82	85
16	JEHANABAD	63.11	26.81	45.83	222	132	174
17	KATI HAR	39.24	16.88	28.70	16	41	21
18	KHAGARIA	42.97	19.79	32.33	31	68	43
19	KISHANGANJ	33.12	10.38	22.22	3	4	2
20	LOHARDAGA	54.99	26.11	40.79	125	125	119
21	MADHEPURA	39.31	14.41	27.72	18	18	17
22	MADHUBANI	48.49	16.75	33.22	67	38	50
23	MUNGER	55.62	25.34	41.58	137	119	123
24	MUZAFFARPUR	48.44	22.33	36.11	66	92	73
25	NALANDA	61.94	29.95	46.94	208	168	188
26	NAWADA	54.85	21.82	38.96	122	86	94
27	PALAMU	44.80	16.15	31.10	38	31	33
28	PASHCHIM CHAMPARAN	39.62	14.41	27.99	19	18	18
29	PASHCHIMI SINGHBHUM	54.75	22.44	38.92	121	94	93
30	PATNA	69.07	41.35	56.33	290	265	277
31	PURBA CHAMPARAN	39.65	13.69	27.59	20	15	16
32	PURBI SINGHBHUM	71.18	45.50	59.05	311	295	305
33	PURNIA	38.92	16.80	28.52	14	39	20
34	RANCHI	65.12	36.57	51.52	245	218	234
35	ROHTAS	61.50	27.03	45.41	205	135	167
36	SAHARSA	41.61	14.70	28.97	26	21	23
37	SAHIBGANJ	36.97	16.32	27.03	10	33	13
38	SAMASTIPUR	50.39	21.17	36.37	80	81	77
39	SARAN	60.18	22.71	41.79	189	100	125
40	SITAMARHI	39.30	15.31	28.12	17	25	19
41	SIWAN	57.51	21.33	39.13	162	84	95
42	VAISHALI	55.62	24.08	40.56	137	113	114
	BIHAR	52.49	22.89	38.48	2	2	1

NICNET

Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :GOA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	NORTH GOA	86.15	68.86	77.67	416	409	404
2	SOUTH GOA	80.30	64.76	72.64	388	400	388
	GOA	83.64	67.09	75.51	27	27	27

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : GUJARAT

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AHMADABAD	82.73	62.39	73.10	407	394	390
2	AMRELI	71.26	48.77	60.06	313	315	311
3	BANAS KANTHA	54.89	22.56	39.29	123	97	98
4	BHARUCH	73.21	49.71	61.92	331	322	325
5	BHAVNAGAR	70.83	44.33	57.89	308	287	289
5	GANDHINAGAR	93.21	80.51	87.11	428	422	416
7	JAMNAGAR	69.96	47.45	58.96	299	307	302
3	JUNAGADH	72.41	47.83	60.33	323	308	312
9	KACHCHH	64.26	40.89	52.75	233	260	243
0	KHEDA	80.49	49.93	65.83	391	326	357
1	MAHASANA	78.15	51.60	65.14	379	343	353
2	PANCH MAHALS	59.35	27.31	43.79	177	143	144
3	RAJKOT	76.76	56.66	66.96	364	370	368
4	SABAR KANTHA	74.53	43.08	59.03	340	279	304
5	SURAT	72.61	55.13	64.36	326	359	346
5	SURENDRANAGAR	67.83	40.65	54.77	273	258	264
7	THE DANGS	59.55	35.31	47.56	181	209	194
3	VADODARA	74.14	52.02	63.61	338	347	338
9	VALSAD	73.48	54.79	64.35	334	357	345
GUJARAT		73.13	48.64	61.29	19	16	18

NICNET

Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : HARYANA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AMBALA	75.08	56.62	66.41	346	368	362
2	BHIWANI	70.93	35.10	54.18	309	206	259
3	FARIDABAD	74.15	42.12	59.77	339	276	309
4	GURGAON	67.87	34.94	52.61	274	205	242
5	HISAR	61.41	32.12	47.87	203	183	199
6	JIND	61.07	30.12	47.00	200	170	189
7	KAITHAL	54.71	28.37	42.59	120	155	132
8	KARNAL	67.02	43.54	56.15	269	282	276
9	KURUKSHETRA	69.23	46.94	58.78	292	304	301
10	MAHENDRAGARH	77.17	36.75	57.87	368	220	288
11	PANIPAT	67.04	41.17	55.17	270	264	269
12	REWARI	82.16	46.18	64.77	403	300	350
13	ROHTAK	76.19	45.74	62.24	357	297	326
14	SIRSA	57.21	34.02	46.32	156	196	183
15	SONIPAT	77.20	48.27	64.06	369	311	342
16	YAMUNANAGAR	69.76	50.07	60.53	298	328	314
HARYANA		69.10	40.47	55.85	16	9	11

NICNET

\* Ranks in the ascending order of relevant literacy rates.



Literacy rates 1991 census  
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STATE :HIMACHAL PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BILASPUR	77.97	56.55	67.17	376	367	369
2	CHAMBA	59.96	28.57	44.70	186	156	157
3	HAMIRPUR	85.11	65.90	74.88	413	401	395
4	KANGRA	80.12	61.39	70.57	387	390	382
5	KINNAUR	72.04	42.04	58.36	319	275	295
6	KULLU	69.64	38.53	54.82	295	238	265
7	LAHUL AND SPITI	71.78	38.05	56.82	316	232	281
8	MANDI	76.65	49.12	62.74	362	319	332
9	SHIMLA	75.96	51.75	64.61	355	345	348
10	SIRMAUR	63.20	38.45	51.62	226	237	236
11	SOLAN	74.67	50.69	63.30	341	336	336
12	UNA	81.15	61.01	70.91	395	384	384
HIMACHAL PRADESH		75.36	52.13	63.86	21	20	21

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE : KARNATAKA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BANGALORE	82.94	68.81	76.27	410	408	401
2	BANGALORE RURAL	61.51	38.15	50.17	206	234	224
3	BELGAUM	66.65	38.69	53.00	262	240	246
4	BELLARY	58.71	31.97	45.57	169	182	170
5	BIDAR	58.97	30.53	45.11	170	172	163
6	BIJAPUR	69.69	40.06	55.13	296	255	268
7	CHIKMAGALUR	70.56	51.31	61.05	304	338	317
8	CHITRADURGA	66.88	43.36	55.48	267	281	272
9	DAKSHIN KANNAD	84.40	67.96	75.86	411	407	400
10	DHARWAD	71.37	45.20	58.68	315	294	299
11	GULBARGA	52.08	24.49	38.54	97	117	88
12	HASSAN	68.87	44.90	56.85	289	292	282
13	KODAGU	75.35	61.22	68.35	348	387	373
14	KOLAR	62.69	37.75	50.45	217	227	227
15	MANDYA	59.18	36.70	48.15	174	219	206
16	MYSORE	56.23	37.95	47.32	143	231	193
17	RAICHUR	49.53	22.15	35.96	76	89	71
18	SHIMOGA	71.24	51.42	61.53	312	340	320
19	TUMKUR	66.49	41.93	54.48	259	273	261
20	UTTAR KANNAD	76.39	56.77	66.73	358	371	364
KARNATAKA		67.26	44.34	56.04	13	11	12

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE :KERALA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	ALAPPUZHA	96.79	91.12	93.87	435	432	425
2	ERNAKULAM	95.46	89.27	92.35	431	431	424
3	IDUKKI	90.82	82.96	86.94	425	423	415
4	KANNUR	95.54	87.65	91.48	432	430	423
5	KASARAGOD	88.97	76.29	82.51	422	419	413
6	KOLLAM	94.09	87.00	90.47	430	429	421
7	KOTTAYAM	97.46	94.00	95.72	437	435	428
8	KOZHIKODE	95.58	86.79	91.10	433	427	422
9	MALAPPURAM	92.08	84.09	87.94	426	424	417
10	PALAKKAD	87.24	75.72	81.27	418	417	408
11	PATHANAMTHITTA	96.55	93.29	94.86	434	434	427
12	THIRUVANANTHAPURAM	92.84	85.76	89.22	427	426	419
13	THRISSUR	93.77	86.94	90.18	429	428	420
14	WAYANAD	87.59	77.69	82.73	419	420	414
KERALA		93.62	86.17	89.81	31	31	31

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE :MADHYA PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BALAGHAT	67.63	38.95	53.23	272	244	250
2	BASTAR	34.51	15.30	24.89	7	24	8
3	BETUL	57.42	33.90	45.89	160	195	175
4	BHIND	66.20	28.20	49.23	253	153	218
5	BHOPAL	73.14	54.17	64.27	330	353	343
6	BILASPUR	62.87	27.26	45.26	219	141	166
7	CHHATARPUR	46.87	21.32	35.20	53	83	65
8	CHHINDWARA	56.65	32.52	44.90	148	186	160
9	DAMOH	60.49	30.46	46.27	193	171	180
10	DATIA	60.18	23.69	43.57	189	112	143
11	DEWAS	61.15	25.57	44.08	201	122	148
12	DHAR	47.62	20.71	34.54	62	76	59
13	DURG	74.06	42.78	58.70	337	278	300
14	EAST NIMAR	58.53	31.53	45.49	167	180	168
15	GUNA	48.86	17.99	34.58	70	53	60
16	GWALIOR	70.81	41.72	57.70	307	271	286
17	HOSHANGABAD	65.83	37.63	52.54	250	226	241
18	INDORE	77.99	53.35	66.32	377	352	359
19	JABALPUR	71.88	45.02	59.11	317	293	306
20	JHABUA	26.29	11.52	19.01	1	7	1
21	MANDLA	52.20	22.24	37.29	98	90	80
22	MANDSAUR	67.89	28.32	48.67	276	154	213
23	MORENA	57.99	20.81	41.33	163	77	121
24	NARSIMHAPUR	68.44	41.59	55.65	282	269	274
25	PANNA	46.29	19.41	33.68	50	63	52
26	RAIGARH	56.03	26.46	41.22	140	129	120
27	RAIPUR	65.06	31.04	48.08	243	177	203
28	RAISEN	54.02	25.47	40.76	112	120	118
29	RAJGARH	46.73	15.62	31.81	52	28	37
30	RAJNANDGAON	61.26	27.83	44.39	202	148	153
31	RATLAM	58.36	29.13	44.15	165	162	149
32	REWA	60.67	26.88	44.38	196	133	152
33	SAGAR	67.02	37.78	53.44	269	228	253
34	SARGUJA	42.13	17.40	30.09	29	48	29
35	SATNA	60.03	27.80	44.65	187	146	155
36	SEHORE	56.90	21.99	40.43	152	88	110
37	SEONI	57.50	31.14	44.49	161	178	154
38	SHAHDOL	48.44	20.09	34.78	66	72	61
39	SHAJAPUR	56.99	19.77	39.20	155	67	96
40	SHIVPURI	47.50	15.64	33.03	58	29	49
41	SIDHI	43.23	13.61	29.15	34	14	24
42	TIKAMGARH	47.52	19.96	34.78	59	71	61
43	UJJAIN	64.25	32.64	49.06	232	188	215
44	VIDISHA	58.04	27.81	44.08	164	147	148
45	WEST NIMAR	47.99	23.23	35.95	63	104	70
MADHYA PRADESH		58.42	28.85	44.20	8	5	7

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE : MAHARASHTRA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AHMEDNAGAR	75.30	45.99	61.03	347	298	316
2	AKOLA	77.63	53.28	65.83	373	350	357
3	AMRAVATI	78.40	61.13	70.06	381	386	381
4	AURANGABAD	72.93	39.64	56.98	327	249	283
5	BHANDARA	78.82	50.44	64.69	382	335	349
6	BID	66.34	32.34	49.82	256	184	222
7	BULDANA	76.53	46.13	61.69	360	299	322
8	CHANDRAPUR	71.30	46.81	59.41	314	302	308
9	DHULE	63.13	38.78	51.22	223	242	231
10	GADCHIROLI	56.56	28.87	42.89	146	159	134
11	GREATER BOMBAY	87.87	75.80	82.50	421	418	412
12	JALGAON	77.46	50.34	64.30	371	333	344
13	JALNA	64.43	27.30	46.25	236	142	179
14	KOLHAPUR	80.33	53.08	66.94	390	349	367
15	LATUR	70.47	39.74	55.57	303	252	273
16	NAGPUR	81.79	64.74	73.64	398	399	392
17	NANDED	64.38	30.96	48.17	235	176	207
18	NASHIK	73.98	49.89	62.33	336	325	327
19	OSMANABAD	68.39	39.16	54.27	281	245	260
20	PARBHANI	64.90	29.41	47.58	241	163	195
21	PUNE	81.56	59.77	71.05	397	382	385
22	RAIGARH	75.94	52.20	63.95	354	348	341
23	RATNAGIRI	76.64	51.61	62.70	361	344	331
24	SANGLI	74.83	49.94	62.61	344	327	330
25	SATARA	80.61	53.35	66.67	393	352	363
26	SINDHUDURG	86.23	66.87	75.81	417	404	399
27	SOLAPUR	70.08	41.73	56.39	301	272	278
28	THANE	77.56	60.28	69.54	372	383	379
29	WARDHA	78.33	61.02	69.95	380	385	380
30	YAVATMAL.	70.45	44.81	57.96	302	291	291
MAHARASHTRA		76.56	52.32	64.87	22	21	22

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE :MANIPUR

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BISHNUPUR	68.59	41.13	54.94	284	263	266
2	CHANDEL	57.39	34.80	46.68	159	203	185
3	CHURACHANDPUR	66.38	49.30	58.17	257	320	293
4	IMPHAL	82.80	58.32	70.74	409	378	383
5	SENAPATI	55.26	36.13	46.04	129	213	177
6	TAMENGLONG	59.92	39.68	50.16	185	250	223
7	THOUBAL	68.33	36.31	52.47	280	215	239
8	UKHRUL	72.11	51.57	62.54	321	342	328
	MANIPUR	71.63	47.60	59.89	18	15	16

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : MEGHALAYA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	EAST GARO HILLS	54.70	41.70	48.38	119	270	209
2	EAST KHASI HILLS	62.86	57.04	60.04	218	374	310
3	JAINTIA HILLS	34.37	36.31	35.32	6	215	66
4	WEST GARO HILLS	46.93	31.32	39.32	54	179	100
5	WEST KHASI HILLS	52.98	47.94	50.52	103	310	228
MEGHALAYA		53.12	44.85	49.10	3	12	9

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE : MIZORAM

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AIZAWL	90.40	85.51	88.06	424	425	418
2	CHHIMTUIPUI	66.14	51.24	59.11	252	337	306
3	LUNGLEI	82.37	72.58	77.73	404	413	405
	MIZORAM	85.61	78.60	82.27	29	30	30

NICNET

\* Ranks in the ascending order of relevant literacy rates.



Literacy rates 1991 census

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STATE :NAGALAND

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	KOHIMA	75.58	61.41	69.16	349	391	376
2	MOKOKCHUNG	80.52	74.88	77.85	392	416	407
3	MON	41.90	29.10	36.02	28	160	72
4	PHEK	72.28	51.34	62.59	322	339	329
5	TUENSANG	53.98	41.98	48.39	111	274	210
6	WOKHA	81.06	65.99	73.92	394	402	393
7	ZUNHEBOTO	70.76	57.63	64.36	306	375	346
NAGALAND		67.62	54.75	61.65	14	22	19

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE :ORISSA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BALANGIR	57.26	21.88	39.74	157	87	104
2	BALESHWAR	72.55	44.57	58.78	325	289	301
3	CUTTACK	75.74	50.38	63.28	351	334	335
4	DHENKANAL	68.23	37.34	53.22	277	224	249
5	GANJAM	60.77	28.09	44.26	198	151	150
6	KALAHANDI	45.54	14.56	30.05	43	19	28
7	KENDUJHAR	59.04	30.01	44.73	172	169	159
8	KORAPUT	32.15	13.09	22.66	2	11	3
9	MAYURBHANJ	51.84	23.68	37.88	95	111	83
10	PHULBANI	56.92	20.26	38.64	153	73	89
11	PURI	76.82	49.94	63.82	365	327	340
12	SAMBALPUR	64.64	33.55	49.38	239	193	219
13	SUNDARGARH	65.41	39.60	52.97	246	248	245
ORISSA		63.09	34.68	49.09	10	8	8

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE : PUNJAB

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AMRITSAR	65.07	50.10	58.09	244	329	292
2	BATHINDA	50.55	34.51	43.03	83	201	136
3	FARIDKOT	56.43	41.50	49.42	144	267	220
4	FIROZPUR	56.88	38.11	48.01	151	233	202
5	GURDASPUR	69.56	53.33	61.84	294	351	323
6	HOSHIARPUR	79.31	61.48	70.74	384	393	383
7	JALANDHAR	74.87	61.33	68.45	345	389	374
8	KAPURTHALA	70.03	55.83	63.31	300	365	337
9	LUDHIANA	72.47	61.23	67.35	324	388	370
10	PATIALA	65.93	50.33	58.62	251	332	297
11	RUPNAGAR	76.45	58.54	68.14	359	379	372
12	SANGRUR	53.37	37.86	46.16	107	229	178
PUNJAB		65.66	50.41	58.51	11	18	15

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : RAJASTHAN

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AJMER	68.75	34.50	52.34	287	200	238
2	ALWAR	60.98	22.54	43.09	199	96	137
3	BANSWARA	38.16	13.42	26.00	13	13	10
4	BARMER	36.56	7.68	22.98	9	1	4
5	BHARATPUR	62.11	19.60	42.96	210	64	135
6	BHILWARA	45.95	16.50	31.65	48	36	35
7	BIKANER	54.63	27.03	41.73	118	135	124
8	BUNDI	47.40	16.13	32.75	57	30	45
9	CHITTORGARH	50.55	17.15	34.28	83	45	56
10	CHURU	51.30	17.32	34.78	88	47	61
11	DHOLPUR	50.45	15.25	35.09	81	23	64
12	DUNGARPUR	45.71	15.40	30.55	46	26	31
13	GANGANAGAR	55.29	26.39	41.82	130	127	126
14	JAIPUR	64.83	28.69	47.88	240	157	200
15	JAISALMER	44.99	11.28	30.05	39	6	28
16	JALAU	38.97	7.75	23.76	15	2	5
17	JHALAWAR	48.22	16.18	32.94	64	32	47
18	JHUNJHUNU	68.32	25.54	47.60	279	121	196
19	JODHPUR	56.74	22.58	40.69	150	98	116
20	KOTA	64.03	29.50	47.88	228	164	200
21	NAGAU	49.35	13.29	31.80	74	12	36
22	PALI	54.42	16.97	35.96	115	43	71
23	SAWAI MADHOPUR	54.60	14.64	36.27	117	20	75
24	SIKAR	64.13	19.88	42.49	231	70	131
25	SIROHI	46.24	16.99	31.94	49	44	38
26	TONK	50.64	15.24	33.67	84	22	51
27	UDAIPUR	49.27	19.00	34.38	72	61	57
RAJASTHAN		54.99	20.44	38.55	5	1	2

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :SIKKIM

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	EAST DISTRICT	73.10	55.66	65.13	329	363	352
2	NORTH DISTRICT	63.64	40.69	53.47	227	259	254
3	SOUTH DISTRICT	63.18	43.70	54.08	225	284	258
4	WEST DISTRICT	54.92	35.26	45.62	124	208	171
	SIKKIM	65.74	46.69	56.94	12	14	13

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE :TAMIL NADU

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	CHENGALPATTU-MGR	77.07	55.22	66.38	367	361	361
2	CHIDAMBARANAR	82.02	64.57	73.02	401	398	389
3	COIMBATORE	76.45	55.73	66.35	359	364	360
4	DHARMAPURI	57.21	34.23	46.02	156	197	176
5	DINDIGUL ANNA	69.19	43.94	56.68	291	285	280
6	KAMARAJAR	75.67	50.17	62.91	350	330	333
7	KANNIYAKUMARI	85.70	78.39	82.06	415	421	411
8	MADRAS	87.86	74.87	81.60	420	415	409
9	MADURAI	77.74	54.74	66.41	374	355	362
10	NILGIRI	81.79	61.47	71.70	398	392	387
11	NORTH ARCOT-AMBEDKAR	72.94	48.58	60.87	328	312	315
12	PASUMPON M. THEVAR	76.92	49.74	63.04	366	323	334
13	PERIYAR	65.54	41.58	53.80	248	268	256
14	PUDDUKKOTTAI	71.78	43.62	57.63	316	283	285
15	RAMANATHAPURAM	74.76	48.70	61.59	343	313	321
16	SALEM	64.58	41.45	53.31	238	266	251
17	SOUTH ARCOT	65.59	39.70	52.86	249	251	244
18	THANJAVUR	77.24	54.77	66.02	370	356	358
19	TIRUCHIRAPALLI	73.36	48.94	61.22	333	318	319
20	TIRUNELVELI-KATTABOMMAN	77.46	54.23	65.58	371	354	356
21	TIRUVANNAMALAI-SAMBUVARA.	66.71	39.25	53.07	263	247	247
TAMIL NADU		73.75	51.33	62.66	20	19	20

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :TRIPURA

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	NORTH TRIPURA	69.74	50.31	60.37	297	331	313
2	SOUTH TRIPURA	62.34	39.75	51.35	213	253	233
3	WEST TRIPURA	75.87	55.15	65.83	353	360	357
	TRIPURA	70.58	49.65	60.44	17	17	17

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :UTTAR PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	AGRA	63.09	30.83	48.58	221	174	212
2	ALIGARH	60.19	27.17	45.21	190	138	165
3	ALLAHABAD	59.14	23.45	42.66	173	107	133
4	ALMORA	79.96	39.60	58.66	386	248	298
5	AZAMGARH	56.13	22.67	39.22	141	99	97
6	BAHRAICH	35.57	10.73	24.39	8	5	6
7	BALLIA	60.76	26.13	43.89	197	126	146
8	BANDA	51.50	16.44	35.70	90	35	69
9	BARABANKI	43.00	15.41	30.42	32	27	30
10	BAREILLY	43.33	19.85	32.78	35	69	46
11	BASTI	51.68	17.82	35.54	93	51	67
12	BIJNOR	52.56	26.47	40.53	100	130	113
13	BUDAUN	33.96	12.82	24.64	5	10	7
14	BULANDSHAHR	61.96	24.30	44.71	209	115	158
15	CHAMOLI	82.01	40.37	61.08	400	256	318
16	DEHRADUN	77.95	59.26	69.50	375	381	378
17	DEORIA	55.34	18.75	37.30	132	60	81
18	ETAH	54.09	22.91	40.15	113	101	107
19	ETAWAH	66.24	38.34	53.69	255	235	255
20	FAIZABAD	55.49	22.97	39.90	135	102	105
21	FARRUKHABAD	59.48	31.97	47.13	179	182	190
22	FATEHPUR	59.88	27.25	44.69	184	140	156
23	FIROZABAD	59.76	29.85	46.30	183	167	181
24	GARHWAL	82.46	49.44	65.35	406	321	354
25	GHAZIABAD	68.64	38.81	55.22	285	243	270
26	GHAZIPUR	61.48	24.38	43.27	204	116	140
27	GONDA	40.00	12.58	27.34	21	9	15
28	GORAKHPUR	60.61	24.49	43.30	195	117	142
29	HAMIRPUR	55.13	20.88	39.64	127	79	101
30	HARDOI	49.45	19.75	36.30	75	66	76
31	HARDWAR	59.51	34.93	48.35	180	204	208
32	JALAUN	66.21	31.60	50.72	254	181	230
33	JAUNPUR	62.24	22.39	42.22	212	93	130
34	JHANSI	66.76	33.76	51.60	266	194	235
35	KANPUR DEHAT	62.88	35.92	50.71	220	212	229
36	KANPUR NAGAR	76.73	58.82	68.75	363	380	375
37	KHERI	40.58	16.35	29.71	23	34	26
38	LALITPUR	45.22	16.62	32.12	42	37	42
39	LUCKNOW	66.51	46.88	57.49	261	303	284
40	MAHARAJGANJ	45.67	10.28	28.90	45	3	22
41	MAINPURI	64.26	33.05	50.21	233	189	225
42	MATHURA	62.55	23.04	45.03	215	103	161
43	MAU	59.44	27.86	43.80	178	149	145
44	MEERUT	64.47	35.62	51.30	237	210	232
45	MIRZAPUR	54.75	22.32	39.68	121	91	103



Literacy rates 1991 census  
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STATE :UTTAR PRADESH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
46	MORADABAD	41.65	18.34	31.03	27	56	32
47	MUZAFFARNAGAR	56.63	29.12	44.00	147	161	147
48	NAINITAL	67.88	43.19	56.52	275	280	279
49	PILIBHIT	44.37	17.22	32.10	37	46	41
50	PITHORAGARH	79.44	38.37	59.01	385	236	303
51	PRATAPGARH	60.29	20.48	40.40	191	74	109
52	RAE BARELI	53.30	21.01	37.78	106	80	82
53	RAMPUR	33.79	15.31	25.37	4	25	9
54	SAHARANPUR	53.85	28.10	42.11	109	152	128
55	SHAHJEHANPUR	42.68	18.59	32.07	30	58	40
56	SIDDHARTH NAGAR	40.91	11.84	27.09	25	8	14
57	SITAPUR	43.10	16.90	31.41	33	42	34
58	SONBHADRA	47.56	18.65	34.40	60	59	58
59	SULTANPUR	55.36	20.84	38.69	133	78	90
60	TEHRI GARHWAL	72.10	26.41	48.38	320	128	209
61	UNNAO	51.63	23.62	38.70	92	110	91
62	UTTARKASHI	68.74	23.57	47.23	286	109	192
63	VARANASI	64.37	28.87	47.70	234	159	197
WEST BENGAL		67.81	46.56	57.70	15	13	14

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :WEST BENGAL

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	BANKURA	66.75	36.55	52.04	265	217	237
2	BARDDHAMAN	71.12	51.46	61.88	310	341	324
3	BIRBHUM	59.26	37.17	48.56	175	223	211
4	CALCUTTA	81.94	72.09	77.61	399	411	403
5	DARJILING	67.07	47.84	57.95	271	309	290
6	HOWRAH	76.11	57.83	67.62	356	376	371
7	HUGLI	75.77	56.90	66.78	352	373	365
8	JALPAIGURI	56.00	33.20	45.09	139	190	162
9	KOCH BIHAR	57.35	33.31	45.78	158	192	173
10	MALDAH	45.61	24.92	35.62	44	118	68
11	MEDINIPUR	81.27	56.63	69.32	396	369	377
12	MURSHIDABAD	46.42	29.57	38.28	51	165	86
13	NADIA	60.05	44.42	52.53	188	288	240
14	NORTH 24 PARAGANAS	74.72	57.99	66.81	342	377	366
15	PURULIYA	62.17	23.24	43.29	211	105	141
16	SOUTH 24 PARAGANAS	68.45	40.57	55.10	283	257	267
17	WEST DINAJPUR	49.79	27.87	39.29	78	150	98
	WEST BENGAL	67.81	46.56	57.70	15	13	14

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE :A. & N. ISLANDS

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	ANDAMANS	80.31	67.15	74.52	389	406	394
2	NICOBARS	70.68	55.26	63.72	305	362	339
	<b>A. &amp; N. ISLANDS</b>	<b>78.99</b>	<b>65.46</b>	<b>73.02</b>	<b>23</b>	<b>24</b>	<b>24</b>

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE :CHANDIGARH

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	CHANDIGARH	82.04	72.34	77.81	402	412	406
	CHANDIGARH	82.04	72.34	77.81	25	28	28

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :DADRA & NAGAR HAVELI

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	DADRA AND NAGAR HAVELI	53.56	26.98	40.71	108	134	117
	DADRA & NAGAR HAVELI	53.56	26.98	40.71	4	4	3

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

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STATE :DELHI

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	DELHI DISTRICT	82.01	66.99	75.29	400	405	396
	DELHI	82.01	66.99	75.29	24	26	26

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census

STATE : DAMAN & DIU

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	DAMAN	85.24	64.39	75.34	414	397	397
2	DIU	78.06	51.99	64.46	378	346	347
	DAMAN & DIU	82.66	59.40	71.20	26	23	23

NICNET

\* Ranks in the ascending order of relevant literacy rates.

Literacy rates 1991 census  
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STATE :LAKSHADWEEP

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	LAKSHADWEEP DISTRICT	90.18	72.89	81.78	423	414	410
	LAKSHADWEEP	90.18	72.89	81.78	30	29	29

NICNET

\* Ranks in the ascending order of relevant literacy rates.



Literacy rates 1991 census

STATE : PONDICHERRY

Sl. No.	District Name	Literacy Rate			All India Rank *		
		Male	Female	Total	Male	Female	Total
1	KARAIKAL	85.05	66.65	75.78	412	403	398
2	MANE	96.90	91.73	94.10	436	433	426
3	PONDICHERRY	82.75	63.60	73.35	408	396	391
4	YANAM	82.38	71.19	76.86	405	410	402
	<b>PONDICHERRY</b>	<b>83.68</b>	<b>65.63</b>	<b>74.74</b>	<b>28</b>	<b>25</b>	<b>25</b>

NICNET

\* Ranks in the ascending order of relevant literacy rates.

# FINANCIAL ALLOCATION

**FINANCIAL ALLOCATIONS  
FOR IMPORTANT PROGRAMMES**

(IN LAKHS OF RUPEES)

SL. NO.	ITEMS	PLAN/ NON- PLAN	BUDGET ESTIMATES 1992-93		BUDGET ESTIMATES 1993-94
			ORIGINAL	REVISED	
1	2	3	4	5	6
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	9914.00	17517.00	17900.00
2.	(i) Non-formal Education(VA)	Plan	2200.00	1200.00	1955.00
	(ii) Non-formal Education (State Sector)	Plan	6810.00	6810.00	8912.00
	(iii) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A	Plan	470.00	470.00	500.00
	(v) Bihar Education Project	Plan	1200.00	600.00	2000.00
	(vi) NCTE	Plan	50.00	10.00	100.00
	(vii) Operationalising Microplanning	Plan	300.00	-	-
	(viii) Improvement of Learners' Plan Achievement		200.00	-	-
	(ix) Lok Jumbish	Plan	200.00	400.00	933.00
	(x) World Bank Assisted U.P. Project	Plan	10.00	1.00	10.00
	(xi) Bal Bhavan	Plan Non Plan	100.00 66.00	41.00 66.00	100.00 66.00
	(xii) Mahila Samakhya	Plan	400.00	400.00	890.00
	(xiii) South Orissa Project	Plan	10.00	1.00	10.00
3.	Teacher Education	Plan	6450.00	6450.00	6910.00

1	2	3	4	5	6
<u>Secondary Education</u>					
1.	Vocationalisation of Education	Plan	7900.00	7900.00	8500.00
2.	Integrated Education of Disabled Children	Plan	350.00	350.00	430.00
3.	Yoga	Plan Non-Plan	60.00 30.00	60.00 30.00	60.00 30.00
4.	National Open School	Plan Non-Plan	150.00 46.00	101.20 53.30	290.00 34.00
5.	Grants to NCERT	Plan Non-Plan	300.00 2220.00	300.00 1370.00	587.00 2200.00
6.	Population Education	Plan	100.00	100.00	98.00
7.	Science Education	Plan	2198.00	2498.00	2168.00
8.	Environmental Education	Plan	290.00	190.00	180.00
9.	Educational Technology	Plan	1400.00	1400.00	2343.00
10.	CLASS	Plan	600.00	400.00	2607.00
11.	Kendriya Vidyalaya Sangathan	Non-Plan	16301.00	16555.00	18546.00
12.	Assistance to Agencies for strengthening of Culture (Art) values in Education and for Assistance to Educational Institutions implementing innovative Programmes.	Plan	50.00	50.00	95.00
13.	Educational Concession to due children officers and men of armed forces killed or disabled during hostilities.	Non-Plan	1.30	1.00	1.00
14.	Central Tibetan Schools Administration	Non-Plan	421.00	463.00	514.00
15.	Navodaya Vidyalaya Samiti	Plan Non-Plan	7500.00 4450.00	9209.00 4629.00	13171.00 4927.00
16.	Cultural Exchange Prog. in other filed of School Edu.	Non-Plan	1.00	1.00	1.00

1	2	3	4	5	6
17.	National Awards to Teachers	Non-Plan	25.50	25.50	27.00

Higher Education and Research

1.	University Grants Commission	Plan	13350.00	13440.00	14050.00
		Non-Plan	24709.00	30654.00	28882.00
2.	Indian Institutes of Advanced Study, Shimla	Plan	35.00	40.00	35.00
		Non-Plan	110.50	120.00	125.39
3.	Indian Council of Philosophical Research	Plan	40.00	40.00	40.00
		Non-Plan	65.00	63.00	68.00
4.	Indian Council of Historical Research	Plan	35.00	31.00	35.00
		Non-Plan	130.00	135.00	139.00
5.	All India Institute of Higher Learning	Plan	38.00	38.00	38.00
		Non-Plan	19.00	19.00	21.00
6.	Indian Council of Social Science Research	Plan	250.00	250.00	250.00
		Non-Plan	424.25	424.25	437.00
7.	Shastri Indo-Canadian Institute	Plan	-	-	-
		Non-Plan	65.00	65.00	70.00
8.	Revision of salary scales of teachers in University and Colleges	Plan	-	-	-
		Non-Plan	6000.00	3700.00	3400.00
9.	National Research Professors	Plan	-	-	-
		Non-Plan	6.00	5.00	5.00
10.	Loan to Punjab University	Plan	50.00	50.00	50.00
		Non-Plan	-	-	-
11.	Dr. Zakir Hussain Memorial College Trust	Plan	25.00	25.00	25.00
		Non-Plan	6.30	11.75	10.00
12.	Association of Indian Universities	Plan	12.00	12.00	12.00
		Non-Plan	12.15	12.15	12.50
13.	Indira Gandhi National Open University	Plan	1000.00	1000.00	1400.00
		Non-Plan	753.00	753.00	790.00
14.	National Council of Higher Education	Plan	5.00	1.00	5.00
		Non-Plan	-	-	-
15.	Commonwealth of Learning	Plan	25.00	25.00	25.00
16.	Rural Institutes	Plan	100.00	10.00	100.00

1	2	3	4	5	6
<u>International Cooperation</u>					
1.	Aroville Management	Plan	10.00	35.00	20.00
2.	Strengthening of Ex- ternal Academic Relations	Plan	3.00	3.00	3.00
3.	Expenditure on Publication of Hindi and Tamil Editions of Unesco Courier	Non-Plan	18.00	18.00	20.00
4.	Other Items - Grant to Non-governmental organisations for programme of INC	Non-Plan	0.25	0.25	0.25
5.	Other Items - Indian National Commission of Cooperation with Unesco	Non-Plan	0.60	0.60	0.60
6.	Other Items - Hospitality & Entertainment	Non-Plan	0.05	0.05	0.05
7.	Contribution to Unesco	Non-Plan	297.00	379.10	489.10
8.	Visit of Foreign Delegation to India	Non-Plan	5.00	5.00	5.00
9.	Deputation and Delegation abroad	Non-Plan	5.00	5.00	8.00
10.	Auroville Management	Non-Plan	16.00	16.00	16.00
11.	Strengthening activities of Indian National Commission	Plan	7.00	7.00	59.00
<u>Book Promotion and Copy Right</u>					
1.	Setting up National Authors Society	Plan	2.00	2.00	2.00
2.	Book-Promotional <b>Acti- vities and Financial</b> Assistance to Voluntary Organisations	Plan	5.00	4.85	5.00
3.	India's contribution to WIPO	Non-Plan	25.00	33.50	37.50

1	2	3	4	5	6
4.	International Copyright Union (CEP)	Non-Plan	2.00	2.50	2.50
5.	Management with NBT		-	-	2.50
6.	National Book Development Council	Plan	2.00	2.00	2.00
7.	National Book Trust	Plan	189.00	192.00	189.00
		Non-Plan	215.00	215.00	270.00
<u>Scholarships</u>					
1.	National Scholarships Scheme	Plan	100.00	100.00	100.00
2.	National Loan Scholarships Scheme	Non-Plan	285.00	285.00	285.00
3.	Scholarships offered by Foreign Government/ Organisations for Higher Studies to Indian National Abroad	Non-Plan	18.00	20.00	25.00
4.	50% share of the State Govts. in respect of recoveries under National Loan Scholarships Scheme	Non-Plan	22.00	22.00	22.00
5.	Scheme for upgradation of Merit of SC/ST	Plan	55.00	55.00	55.00
6.	Scholarships at Secondary stage for Talented children from Rural Areas	Plan	60.00	60.00	60.00
7.	Scholarships in approved residential secondary schools	Non-Plan	205.00	205.00	205.00
8.	Grant-in-aid scheme of scholarships to students from non-Hindi speaking States for Post-Matric Studies in Hindi.	Non-Plan	34.10	34.10	34.10
9.	Schemes of Scholarships for study Abroad	Non-Plan	300.00	175.00	175.00

1	2	3	4	5	6
10.	Jawaharlal Nehru Fellowship Post-Graduate Plan Studies in Different Disciplines		35.00	35.00	50.00
<u>Promotion of Languages</u>					
<u>Hindi</u>					
1.	Central Hindi Directorate	Plan	63.00	57.00	66.00
		Non-Plan	127.03	128.30	137.50
2.	Commission for Scientific & Technical Terminology.	Plan	18.00	18.00	20.00
		Non-Plan	52.20	52.20	57.00
3.	Kendriya Hindi Sansthan Agra.	Plan	52.00	39.40	52.00
		Non-Plan	177.00	177.00	183.00
4.	Appointment of Hindi teachers & their training.	Plan	185.00	185.00	250.00
5.	Assistance to Non-Govt. organisations-Dakshin Bharat Hindi Prachar Sabha & other NGCS including publication in Hindi.	Plan	180.00	201.60	180.00
		Non-Plan	102.50	102.50	102.50
6.	Propagation of Hindi abroad.	Plan	20.00	20.00	25.00
		Non-Plan	11.00	11.00	11.00
7.	Hindi University	Plan	1.00	1.00	30.00
<u>Urdu</u>					
8.	Urdu University	Plan	-	-	1.00
<u>Modern Indian Languages</u>					
9.	Central Institute of Indian Languages & its Regionall Language Centres including Tribal Languages Development.	Plan	88.00	86.00	88.00
		Non-Plan	224.90	224.63	231.00
10.	Tarraqi-e-Urdu Board including Gujral Committee	Plan	70.00	59.00	75.00
		Non-Plan	43.37	43.37	45.00
11.	Financial Assistance to NGOs (other than Sindhi Urdu and Hindi) plus ULB	Plan	26.00	26.00	26.00
		Non-Plan	10.00	10.00	10.00



1	2	3	4	5	6
12.	Financial Assistance to NGOs for Sindhi including Sindhi Vikas Board, Financing of book production in Sindhi.	Plan	10.00	10.00	24.00
13.	Modern Indian Language Teachers.	Plan	41.00	10.00	60.00
<u>English</u>					
14.	Financial Assistance for English Language Teaching	Plan	72.00	72.00	75.00
<i>Sanskrit</i>					
1.	Grants to Vol. Skt. Organisation, Adarsh Sanskrit Mahavidyalayas/ Shodh Sansthan.	Plan	80.00	80.00	80.00
2.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.	Plan	10.00	10.00	10.00
3.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Plan	10.00	10.00	10.00
4.	Grants to Rashtriya Sanskrit Sansthan, New Delhi.	Plan	151.00	75.00	151.00
5.	Development of Sanskrit Education in States/UTs	Plan	56.00	55.00	56.00
6.	Grants to Rashtriya Vada Vidya Pratishthan	Plan	45.00	45.00	45.00
7.	Grants/Scholarships for Classical Language (Arabic & Persian)	Plan	15.00	15.00	15.00
8.	Grants to Vol. Skt. Organisation Adarsh Sanskrit Mahavidyalayas/ Shodh Sansthan.	Non-plan	95.00	95.00	95.00
9.	Grants to Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha.	Non-plan	93.00	88.00	98.00
10.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Non-plan	70.00	57.00	72.00

1	2	3	4	5	6
11.	Grants to Rashtriya Sanskrit Sansthan	Non-plan	315.00	282.00	315.00

#### Adult Education

1.	Rural Functional Literacy	Plan	1500.00	512.00	600.00
		Non-plan	270.00	230.00	-
2.	Nehru Yuva Kendra Sangathan	Plan	150.00	50.00	50.00
3.	Post Literacy & Continuing Education	Plan	1000.00	915.00	1350.00
4.	Strengthening of Administrative Structure	Plan	700.00	790.00	1000.00
5.	Mass Programme of Functional Literacy	Plan	375.00	227.00	250.00
6.	Technology Demonstration	Plan	50.00	40.00	47.00
7.	Voluntary Agencies	Plan	1800.00	800.00	1500.00
8.	Shramik Vidyapeeths	Plan	130.00	143.00	175.00
		Non-plan	105.00	105.00	105.00
9.	Directorate of Adult Education	Plan	147.00	138.00	463.00
		Non-plan	131.00	120.00	127.00
10.	National Literacy Mission	Plan	25.00	25.00	50.00
11.	Cultural Exchange Programme	Plan	5.00	3.00	5.00
12.	Total Literacy Campaigns	Plan	5865.00	7150.00	12000.00
13.	National Institute of Adult Education	Plan	150.00	50.00	200.00

#### Technical Education

##### *I Direction & Administration*

1.	National Technical Man-Power Information System (NTMIS)D.7(2)	Plan	100.00	100.00	100.00
		N.Plan	50.00	50.00	52.00
2.	Re-Organisation restructuring & Strengthening of AICTE, its Committees/Boards D.1(3)	Plan	180.00	125.00	260.00
		Non Plan	-	-	-

1	2	3	4	5	6
<i>II. Training</i>					
3.	Regional Engineering Colleges (RECs D.6(2))	Plan Non Plan	2400.00 2186.00	2400.00 2186.00	4400.00 2252.00
4.	Apprenticeship Training D.2(5) & D.2 (6)	Plan Non Plan	250.00 508.00	235.00 508.00	700.00 858.00
5.	Central Institutions:				
	-Technical Teachers' Training Institutes (TTTIs)D.2(1)	Plan Non Plan	600.00 501.90	415.00 432.00	500.00 512.00
	-National Institute for Training in Industrial Engg. (NITTIE) D.2(2)	Plan Non Plan	150.00 266.20	150.00 317.50	130.00 331.00
	-National Institute of Foundry and Forge Technology (NIFFT) D.2(3)	Plan Non Plan	100.00 117.60	97.00 142.00	100.00 152.00
	-School of Planning & Architecture (SPA)D.2(4)	Plan Non Plan	250.00 180.00	250.00 180.00	230.00 197.00
<i>III. Research</i>					
6.	Indian Institutes of Technology (IITs) D.6(1) to D.6(1) (5)	Plan Non Plan	2400.00 9481.10	2856.00 10924.00	2388.00 11306.00
7.	Indian Institutes of Management (IIMs) D.6(4)(1) to D.6(4)(4)	Plan Non Plan	800.00 959.20	952.00 958.00	600.00 958.00
8.	Development of P.G.Courses	Plan Non Plan	100.00 400.00	100.00 400.00	100.00 413.00
9.	Development of Management Education Courses at Non University Centres D.6(3)	Plan Non Plan	40.00 10.35	40.00 10.35	15.00 10.00
10.	International Centre for Science and Technology Education (ICSTE) D.3(2)	Plan Non Plan	10.00 -	- -	10.00 -
11.	Research and Development (R&D) in Selected higher technical institutions D.3(4)	Plan Non Plan	250.00 -	250.00 -	225.00 -

1	2	3	4	5	6
12.	Community Polytechnics D.5 (1)	Plan Non Plan	300.00 184.96	300.00 185.00	600.00 190.00
13.	Modernisation and removal of Obsolescence D.6 (5) (3)	Plan Non Plan	3000.00 -	2602.00 -	1800.00 -
14.	Thrust areas of Technical Edn. i) Strengthening of facilities in crucial areas of technology where weakness exists D.6 (5) (1)	Plan Non Plan	750.00 -	750.00 -	- -
	ii) Creation of infra- structure in areas of emerging technology D.6 (5) (2)	Plan Non Plan	900.00 220.00	900.00 220.00	1500.00 -
	iii) Programmes of new and improved technologies offering courses in Specialised fields D.2 (8)	Plan Non Plan	750.00 -	750.00 -	- -
15.	Institution-Industry interaction D.6 (6)	Plan Non Plan	80.00 -	80.00 -	80.00 -
16.	Continuing education D.6(7)	Plan Non Plan	100.00 -	100.00 -	100.00 -
IV Other Schemes					
17.	Indian Institute of Technology, Assam D.6(1) (6)& F.3(15)(1)	Plan Non Plan	800.00 -	700.00 -	888.00 -
18.	Sant Longowal Institute of Engineering and Technology D.7(6)	Plan Non Plan	500.00 -	700.00 -	675.00 -
19.	Assistance to Technical Institutions through University Grants Commission Schemes D.4(1)	Plan Non Plan	2200.00 -	2200.00 -	1800.00 -
20.	Educational Consultants India Ltd. & A A1(1)	Plan	2.00	2.00	2.00
21.	IISc. Bangalore D.4(2)	Plan Non-plan	600.00 -	600.00 -	2350.00 2145.00

1	2	3	4	5	6
22.	World Bank Project Support Plan to Technician Education D5 (3) (1)	Non Plan	80.00 -	45.00 -	75.00 -
23.	Regional Offices D.1(1)-D1 (3)	Non Plan	50.00	50.00	55.00
24	Quality Improvement Programmes D.2 (7)	Non Plan	290.00	290.00	290.00
25.	Partial Financial Assistance (PFA) to Indian Scientists going Abroad D.3 (3)	Non Plan	2.00	0.50	2.00
26.	Indian Society for Technical Education (ISTE) D.7 (3)	Non Plan	0.60	1.00	1.00
27.	A.I.T., Bangkok D.7(4)	Non Plan	12.15	12.15	12.00
28.	Delegation under Cultural Exchange Programmes D.7(5)	Non Plan	1.00	0.50	1.00
29.	Revision of Salary Scales of teachers of technical institutions/assistance to State/Institutions Colleges. F.1(8)(1)	Non Plan	800.00	300.00	500.00
30.	Institutions of Communi- cations & Educational Technology D.7(9).	Plan Non-plan	10.00 -	1.00 -	10.00 -

**APPENDICES ON ASSISTANCE TO STATES/UTS  
FOR IMPLEMENTING CENTRALLY SPONSORED  
NPE SCHEMES**

ASSISTANCE TO STATES/UTs FOR  
OPERATION BLACKBOARD SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					1992-93 (ANTICIPATED)
		1987-88	1988-89	1989-90	1990-91	1991-92	
1	ANDHRA PRADESH	621.62	1590.77	1209.29	2095.00	3637.75	604.00
2	ARUNACHAL PRADESH	63.17	71.81	46.76	82.16	0.00	40.00
3	ASSAM	826.69	0.00	692.41		420.48	1628.46
4	BIHAR	1868.41	2151.64	1407.66	1684.02	0.00	3706.26
5	GOA	12.03	23.62	37.32	47.47	0.00	39.67
6	GUJARAT	466.43	0.00	727.44	503.10	619.70	512.41
7	HARYANA	62.93	117.33	111.39		292.17	-
8	HIMACHAL PRADESH	148.75	280.94	458.09	297.03	456.10	264.73
9	JAMMU&KASHMIR	156.90	347.04	0.00		1103.06	19.00
10	KARNATAKA	168.67	853.09	537.08	717.54	1876.67	450.00
11	KERALA	151.11	223.44	0.00	156.12	82.90	11.00
12	MADHYA PRADESH	1194.10	1981.26	0.00	1344.78	846.91	1819.00
13	MAHARASHTRA	545.03	0.00	788.33	612.22	2795.46	1376.65
14	MANIPUR	38.03	98.78	0.00	47.88	57.30	32.00
15	MEGHALAYA	78.37	0.00	0.00	100.49	90.04	107.00
16	MIZORAM	11.80	22.88	8.74	8.87	66.80	70.00
17	NAGALAND	25.66	24.67	42.98	5.85	0.00	14.84
18	ORISSA	753.00	1105.45	864.25	1818.32	1147.90	2217.85
19	PUNJAB	334.11	384.25	115.69	219.29	541.67	20.00
20	RAJASTHAN	1175.55	1123.68	1568.63	3456.83	2202.14	511.00
21	SIKKIM	41.57	9.06	0.00	15.36	9.57	-
22	TAMILNADU	480.80	856.92	1213.02	510.24	449.96	-
23	TRIPURA	42.12	0.00	49.59	7.70	64.41	56.00
24	UTTAR PRADESH	1759.43	1893.44	2757.26	860.94	650.00	1446.50
25	WEST BENGAL	0.00	384.34	0.00	349.46	140.02	1195.00
26	A & N ISLANDS	0.00	0.00	8.27		3.82	-
27	CHANDIGARH	0.00	0.00	1.17		0.00	-
28	DADRA & NAGAR HAVELI	1.99	0.00	0.00	4.14	8.17	9.66
29	DAMAN & DIU	0.00	1.19	0.00		0.00	-
30	DELHI	32.49	0.00	32.39	53.59	0.00	-
31	LAKSHADWEEP	0.48	0.00	0.00		0.00	-
32	PONDICHERRY	0.00	27.20	20.32	10.72	0.00	3.90
TOTAL		11061.24	13572.80	12698.08	15009.12	17563.00	16154.93

ASSISTANCE TO STATES/UTs FOR  
NON-FORMAL EDUCATION SCHEME\*

(Rupees in lakh)

SL. NO.	NAME OF STATE UNION TERRITORY	AMOUNT RELEASED					
		1987-88	1988-89	1989-90	1990-91	1991-92	1992-93 (ANTICIPATED)
1	ANDHRA PRADESH	318.14	498.00	650.55	581.78	573.97	631.97
2	ASSAM	182.01	203.23	264.96	159.40	192.09	200.00
3	BIHAR	1030.76	466.25	88.02	667.72	191.99	540.29
4	HARYANA	11.46				-	-
5	JAMMU & KASHMIR		64.68			55.39	53.34
6	KARNATAKA	23.80	57.03			-	-
7	MADHYA PRADESH	340.60	605.24	628.32	781.95	695.86	683.33
8	MIZORAM	2.19	2.07	2.22	2.06	3.16	3.50
9	ORISSA	100.11	341.33	259.86	109.84	241.56	334.41
10	RAJASTHAN	183.36	164.69	165.89	236.61	361.36	366.47
11	TAMILNADU	7.02	6.39			5.86	7.00
12	UTTAR PRADESH	1082.33	544.31	485.30	925.47	1616.36	1624.60
13	WEST BENGAL	267.18	100.00	41.49		-	200.00
14	A & N ISLANDS	0.18				-	-
15	CHANDIGARH	1.29	1.42	0.86	2.82	2.26	1.29
16	DADRA & NAGAR HAVELI	2.06				-	-
17	MANIPUR		10.27		24.59	62.40	43.78
18	GUJARAT			40.74		-	7.00
TOTAL		3552.49	3064.91	2628.21	3492.24	4002.26	4696.98



ASSISTANCE TO STATES/UTs FOR  
TEACHER TRAINING PROGRAMME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1987-88	1988-89	1989-90	1990-91	1991-92 (ANTICIPATED)	1992-93 (ANTICIPATED)
1	ANDHRA PRADESH	267.76	276.85	416.39	106.00	585.25	394.32
2	ARUNACHAL PRADESH	35.70	3.00	-	-	-	-
3	ASSAM	182.75	264.90	182.45	35.00	98.95	49.50
4	BIHAR	-	-	-	-	298.36	674.90
5	GOA	0.00	0.00	28.30	2.00	5.50	12.86
6	GUJARAT	281.29	183.23	0.00	-	94.73	303.23
7	HARYANA	66.50	178.40	10.00	52.82	78.23	397.70
8	HIMACHAL PRADESH	0.00	129.30	0.00	-	-	118.80
9	JAMMU&KASHMIR	150.35	156.15	174.70	-	261.07	73.00
10	KARNATAKA	-	-	-	-	300.00	353.00
11	KERALA	60.74	100.40	280.00	94.81	53.40	-
12	MADHYA PRADESH	448.42	490.60	439.20	386.28	226.55	964.73
13	MAHARASHTRA	0.00	380.80	0.00	-	-	-
14	MANIPUR	0.00	33.70	0.00	1.00	110.30	12.11
15	MEGHALAYA	-	-	-	-	77.60	-
16	MIZORAM	31.50	3.00	0.00	31.85	23.50	1.32
17	NAGALAND	0.00	32.00	0.00	28.00	-	10.30
18	ORISSA	274.05	211.95	198.77	33.00	140.67	482.67
19	PUNJAB	179.00	86.00	152.30	108.40	-	272.60
20	RAJASTHAN	335.40	349.85	547.04	438.15	427.96	1052.96
21	SIKKIM	0.00	35.50	0.00	-	36.88	-
22	TAMILNADU	208.70	342.50	798.52	105.00	519.00	487.24
23	TRIPURA	0.00	0.00	26.60	-	-	20.00
24	UTTAR PRADESH	536.46	363.87	250.63	363.59	830.00	1328.00
25	WEST BENGAL	132.69	15.00	0.00	147.69 @	-	-
26	DELHI	56.20	14.90	63.97	40.05	91.81	72.07
27	PONDICHERRY	-	-	-	-	30.00	-
28	A&N ISLANDS	-	-	-	-	-	39.00
TOTAL		3247.51	3651.90	3568.87	1973.64	4289.76	7120.31

@ DUE TO NON-IMPLEMENTATION OF THE PROJECTS, SANCTIONS ISSUED  
IN 1987-88 AND 1988-89 WERE REVOKED IN MARCH, 1991

ASSISTANCE TO STATES/UTs FOR  
VOCATIONALISATION SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1987-88	1988-89	1989-90	1990-91	1991-92 (ANTICIPATED)	1992-93 (ANTICIPATED)
1	ANDHRA PRADESH	562.63	730.32	177.06	886.85	1010.24	1584.92
2	ARUNACHAL PRADESH					6.36	
3	ASSAM	30.10	82.61		42.62	140.28	
4	BIHAR	136.09		7.41	558.61	0.75	
5	GOA	68.53	28.47	64.59	80.63	49.65	92.56
6	GUJARAT		236.64	1173.31	778.031	879.38	1070.74
7	HARYANA	276.12	353.03	129.87	184.83	155.00	131.44
8	HIMACHAL PRADESH	30.90	1.86	98.06	177.475	56.86	59.42
9	JAMMU&KASHMIR				16.50	15.80	
10	KARNATAKA	93.00	244.70	49.21	156.80	325.00	727.47
11	KERALA		226.42	223.44	353.23	346.90	410.78
12	MADHYA PRADESH	57.16	745.00	1121.48	1221.42	3.00	
13	MAHARASHTRA	495.90	469.66	509.38	267.21	1230.25	2195.33
14	MANIPUR		11.68			44.00	7.18
15	MEGHALAYA				20.75		
16	MIZORAM	21.42	7.12		16.68		24.88
17	NAGALAND	8.00			14.84		
18	ORISSA	156.19	600.00	83.72	510.40		1.22
19	PUNJAB	211.59		50.25	371.71	222.25	320.62
20	RAJASTHAN	58.34	159.22	72.35	561.543	323.56	340.40
21	SIKKIM				5.325	0.044	
22	TAMILNADU	112.56	225.00	358.11	279.558	727.900	5.32
23	TRIPURA						
24	UTTAR PRADESH	829.88	800.00	203.69	707.25	99.15	581.39
25	WEST BENGAL	40.69					
26	A & N ISLANDS			3.24	3.238		
27	CHANDIGARH		42.70	42.70	12.34	20.77	8.65
28	DADRA&NAGAR HAVELI						5.25
29	DAMAN & DIU						
30	DELHI	36.52		4.18	42.86	0.30	46.38
31	LAKSHADWEEP						
32	PONDICHERRY				16.63		
TOTAL		3225.62	4964.43	4372.05	7287.33	5657.42	7613.94

\* RS. 42.70 LAKHS SHOWN AGAINST CHANDIGARH IN 1988-89 COULD NOT BE CLAIMED BY CHANDIGARH ADMN. DURING 1988-89.

ASSISTANCE TO STATES/UTs FOR  
SCIENCE EDUCATION SCHEME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1987-88	1988-89	1989-90	1990-91	1991-92	1992-93 (ANTICIPATED)
1	ANDHRA PRADESH	99.25	107.15	400.37	132.25	93.96	
2	ARUNACHAL PRADESH		3.72			-	
3	ASSAM		295.32	90.25	141.66	146.27	
4	BIHAR		365.44	11.24		194.51	
5	GOA	35.99		36.03	56.76	-	
6	GUJARAT			142.31		-	
7	HARYANA		279.66			-	121.71
8	HIMACHAL PRADESH	99.55	216.13		139.84	58.28	179.32
9	JAMMU&KASHMIR	30.67		97.95	167.10	-	234.32
10	KARNATAKA	417.70	95.69	45.75	167.88	-	556.56
11	KERALA	200.92		199.43	152.72	-	
12	MADHYA PRADESH	113.55	300.00	244.56	7.28	-	
13	MAHARASHTRA	626.10			5.42	61.94	682.99
14	MANIPUR		108.00		87.05	-	
15	MEGHALAYA				35.20	-	0.80
16	MIZORAM	13.78		87.76	84.42	31.76	
17	NAGALAND	11.55		8.40		-	
18	ORISSA	200.00		268.82		-	174.63
19	PUNJAB	130.06		1.37	349.97	179.18	430.23
20	RAJASTHAN	349.52			139.84	511.21	
21	SIKKIM			12.41	20.14	-	
22	TAMILNADU	217.69	194.41	251.13	93.37	539.02	
23	TRIPURA		27.45		0.74	-	
24	UTTAR PRADESH	313.47	300.00	98.10	13.45	-	
25	WEST BENGAL		514.37		147.18	-	
26	A & N ISLANDS	7.34		21.52	5.84	-	2.59
27	CHANDIGARH	5.82			20.18	0.11	0.64
28	DADRA&NAGAR HAVELI				5.22	-	
29	DELHI	53.47	73.42	102.59	55.60	-	61.95
30	DAMAN & DIU			4.56		5.04	5.04
31	LAKSHADWEEP	0.23		1.28		-	4.06
32	PONDICHERRY		20.82	7.03	4.32	1.70	1.00
TOTAL		2926.66	2901.58	2132.86	2033.43	1822.98	2455.84

ASSISTANCE TO STATES/UTS FOR  
EDUCATION TECHNOLOGY SCHEME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					1992-93 (ANTICIPATED)
		1987-88	1988-89	1989-90	1990-91	1991-92	
1	ANDHRA PRADESH	247.00	278.11	113.00	227.90	37.74	97.07
2	ARUNACHAL PRADESH	-	1.72	1.14			4.18
3	ASSAM	-	20.92	42.20	73.53		127.24
4	BIHAR	-	23.54	8.33		6.49	105.18
5	GOA	3.24	3.31	1.76	5.29		
6	GUJARAT	273.75	-	173.65	96.19		232.48
7	HARYANA	-	7.04	39.90	50.00		
8	HIMACHAL PRADESH	9.62	10.72	45.80			
9	JAMMU & KASHMIR	-	9.00	17.82	102.99		13.09
10	KARNATAKA	22.52	60.38	66.37	15.81		43.61
11	KERALA	7.16	13.46	27.87		12.17	
12	MADHYA PRADESH	-	193.80	30.46	29.16		16.27
13	MAHARASHTRA	-	72.00	93.00	126.20		52.55
14	MANIPUR	-	1.82	1.21	10.08	16.19	
15	MEGHALAYA	-	0.90	4.23	5.00	5.08	14.50
16	MIZORAM	2.18	6.03	9.13		0.11	
17	NAGALAND	2.82	-	7.72			
18	ORISSA	45.84	78.03	128.80	258.25		380.88
19	PUNJAB	-	19.84	48.23	60.00		128.00
20	RAJASTHAN	-	113.62	91.92			12.02
21	SIKKIM	-	2.82	1.88	3.50		
22	TAMILNADU	-	30.00	70.00	100.00		
23	TRIPURA	-	0.26	0.17	0.06		0.41
24	UTTAR PRADESH	72.00	112.26	20.84			54.30
25	WEST BENGAL	-	19.46	12.97			
26	A & N ISLANDS	-	0.48	0.32	0.50		0.76
27	CHANDIGARH	-	1.37	0.48	1.11		
28	DELHI	28.64	36.11				
29	DAMAN & DIU	-	0.18	0.12			
30	DADRA&NAGAR HAVELI	0.33	-	0.22		0.36	0.31
31	LAKSHADWEEP	0.16	0.03	0.13			
32	PONDICHERRY	-	1.84	1.23			
	NCERT						117.69
	TOTAL	715.26	1119.05	1060.90	1165.57	78.14	1400.54

ASSISTANCE TO STATES/UTs FOR  
ENVIRONMENT EDUCATION SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	1991-92
1	ANDHRA PRADESH		22.37		20.16	26.64
2	ARUNACHAL PRADESH		4.81			
3	ASSAM		4.20			12.85
4	BIHAR		20.17			
5	GOA				8.45	
6	GUJARAT			4.82		
7	HARYANA			0.66		
8	HIMACHAL PRADESH		9.15			
9	KARNATAKA		8.04	24.11	58.90	8.91
10	KERALA			2.07		
11	MADHYA PRADESH		9.60	28.80		
12	MAHARASHTRA			9.73		6.10
13	MIZORAM		1.82	1.97		2.80
14	ORISSA		18.47			25.31
15	RAJASTHAN		37.52		16.56	
16	TAMILNADU		17.73	16.55	33.86	26.29
17	TRIPURA		3.04		9.12	
18	UTTAR PRADESH			13.85		
19	A & N ISLANDS		2.48			3.63
20	DELHI			7.73	9.71	12.44
21	PONDICHERRY		0.94		2.16	
TOTAL			160.34	110.29	158.92	124.97

ASSISTANCE TO STATES/UTs FOR  
INTEGRATED EDUCATION FOR DISABLED CHILDREN

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					1992-93 (ANTICIPATED)
		1987-88	1988-89	1989-90	1990-91	1991-92	
1	ANDHRA PRADESH		14.71		12.80		-
2	BIHAR	10.10	1.70	2.62	7.67		36.95
3	GUJARAT	4.24		8.57	5.87	34.50	67.21
4	HARYANA			20.55	19.77		16.80
5	HIMACHAL PRADESH		8.24	5.63	7.40	7.21	9.56
6	JAMMU & KASHMIR				19.98	16.69	-
7	KARNATAKA	16.29	28.78	10.86		45.28	39.08
8	KERALA	61.08	55.00	60.00	100.47	77.54	-
9	MADHYA PRADESH		0.63	1.16	17.40	2.17	30.90
10	MANIPUR				3.97	3.98	5.00
11	MAHARASHTRA	16.40	19.42	14.27			-
12	MIZORAM	10.00	10.00	16.79	24.79	31.72	45.36
13	NAGALAND	5.55	10.76	10.74	9.36	10.79	12.61
14	ORISSA	18.47	13.99	15.03	23.87	22.46	35.20
15	PUNJAB	4.17	4.58			12.00	-
16	RAJASTHAN	48.26		33.23	33.44	71.14	28.33
17	TAMILNADU				5.76	9.90	29.03
18	UTTAR PRADESH	9.55		11.95	16.97		-
19	A & N ISLANDS	11.41	14.28	15.65	13.90	16.08	20.65
20	DELHI	10.58	11.77	12.17	18.92	16.14	-
21	GOA			0.09	0.45		-
22	DAMAN & DIU				0.49	0.53	0.29
TOTAL		226.10	193.86	239.31	343.28	378.13	376.97

## CHARTS

# LITERACY RATES 1991

KERALA	90.59
MIZORAM	81.23
LAKSHADWEEER	79.23
CHANDIGARH	78.73
GOA	76.96
DELHI	76.09
PONDICHERRY	74.91
A & N ISLANDS	73.74
DAHAR & DIU	73.58
TAMIL NADU	63.72
HIMACHAL PRADESH	63.54
MAHARASHTRA	63.05
WAGALAND	61.30
MANIPUR	60.96
GUJARAT	60.91
TRIPURA	60.39
WEST BENGAL	57.77
PUNJAB	57.14
SIKKIM	56.53
KARNATAKA	55.98
HARYANA	55.33
ASSAM	53.42
INDIA	52.11
ORISSA	48.55
MEGHALATA	48.26
ANDHRA PRADESH	45.11
MADHYA PRADESH	43.45
UTTAR PRADESH	41.71
ARUNACHAL PRADESH	41.22
DADRA & NAGAR HAVELI	39.45
RAJASTHAN	38.81
BHAR	38.54

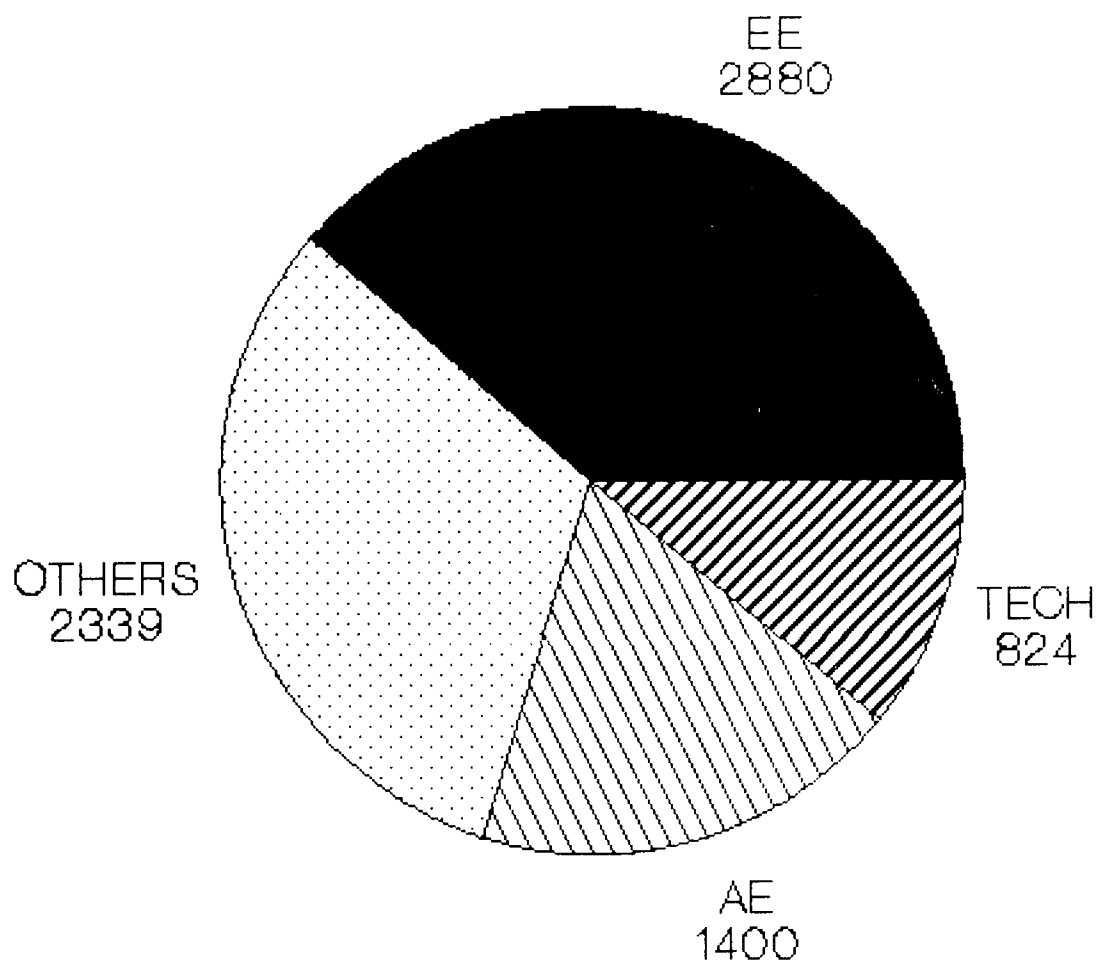


# FEMALE LITERACY RATES 1991

KERALA	86.93
MIZORAM	78.09
CHANDIGARH	73.61
LAKSHADWEEP	70.88
GOA	68.20
DELHI	68.01
A & M ISLANDS	66.22
PONDICHERRY	65.79
DAMAN & DIU	61.38
NAGALAND	55.72
HIMACHAL PRADESH	52.46
TAMIL NADU	52.29
MAHARASHTRA	50.51
TRIPURA	50.01
PUNJAB	49.72
MANIPUR	48.64
GUJARAT	48.50
SIKKIM	47.33
WEST BENGAL	47.15
MEGHALAYA	44.78
KARNATAKA	44.34
ASSAM	43.70
HARYANA	40.94
INDIA	39.42
ORISSA	34.60
ANDHRA PRADESH	33.71
ARUNACHAL PRADESH	29.37
MADHYA PRADESH	28.39
DADRA & NAGAR HAVELI	26.10
UTTAR PRADESH	26.02
BIHAR	23.10
RAJASTHAN	20.84

SECTORWISE PLAN OUTLAY ON EDUCATION  
DURING 8TH F.Y. PLAN (CENTRE)

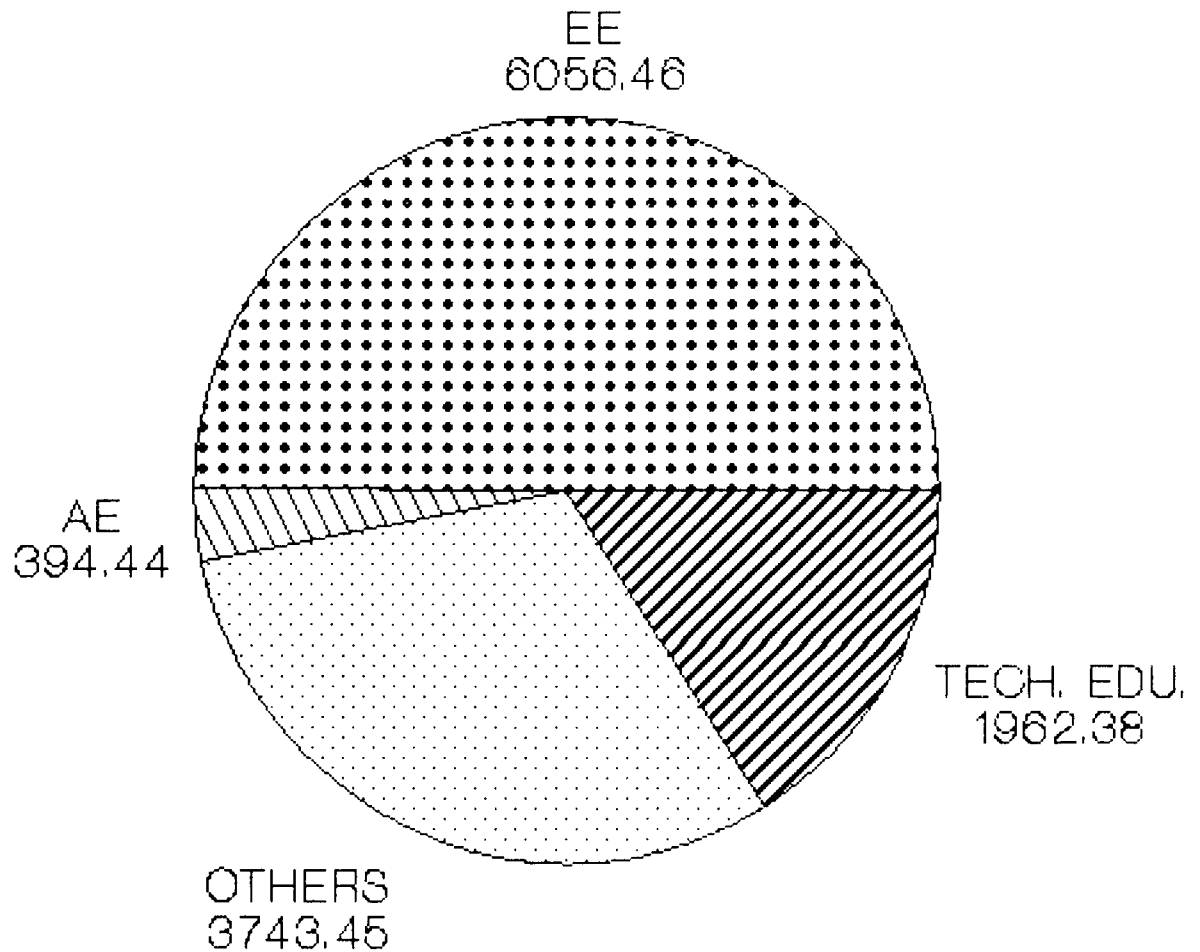
(RS. IN CRORES)



TOTAL PLAN OUTLAY - 7443.00

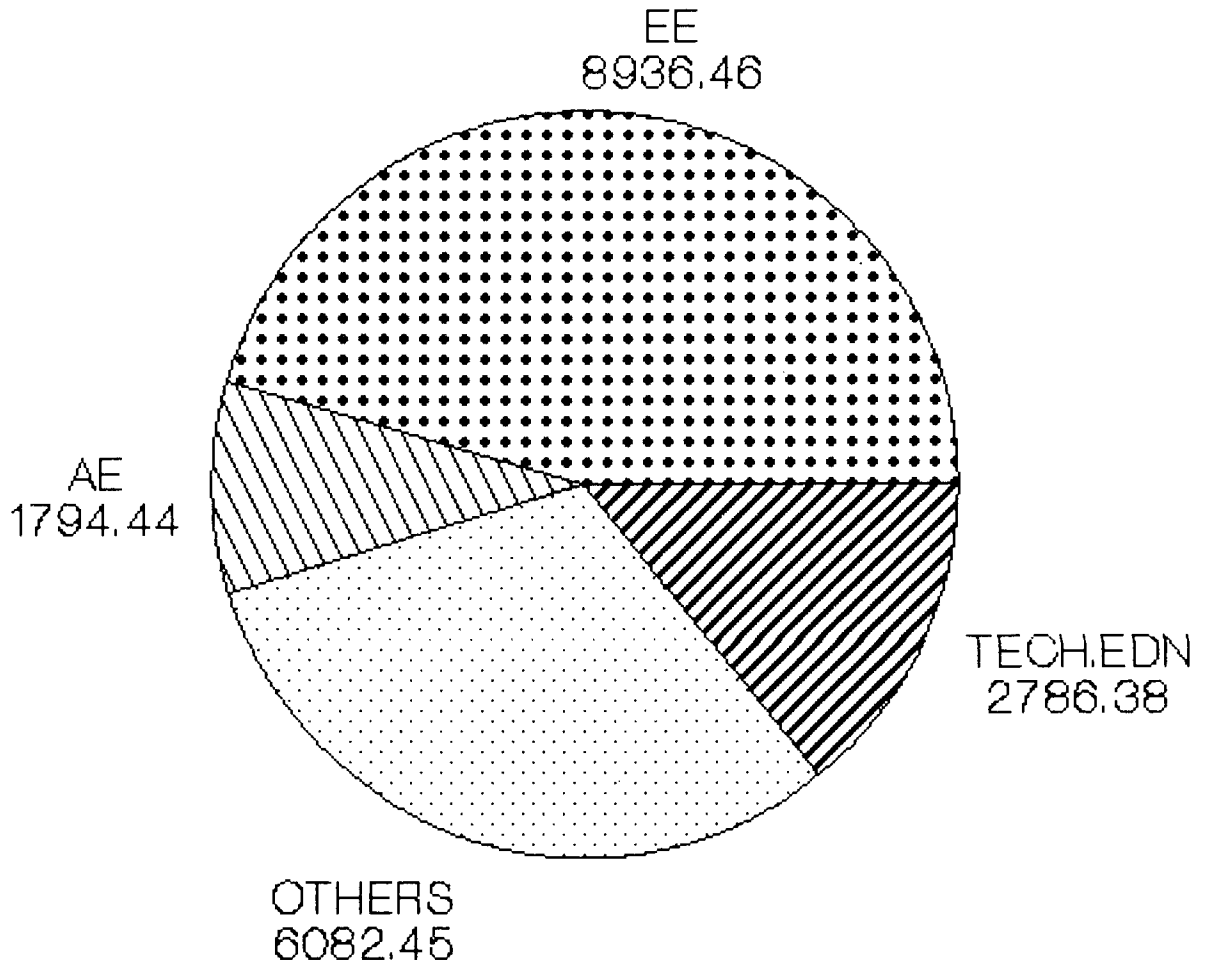
CMIS

SECTORWISE PLAN OUTLAY ON EDUCATION  
8TH F.Y. PLAN (STATE./UTs.)  
(RS. IN CRORES)



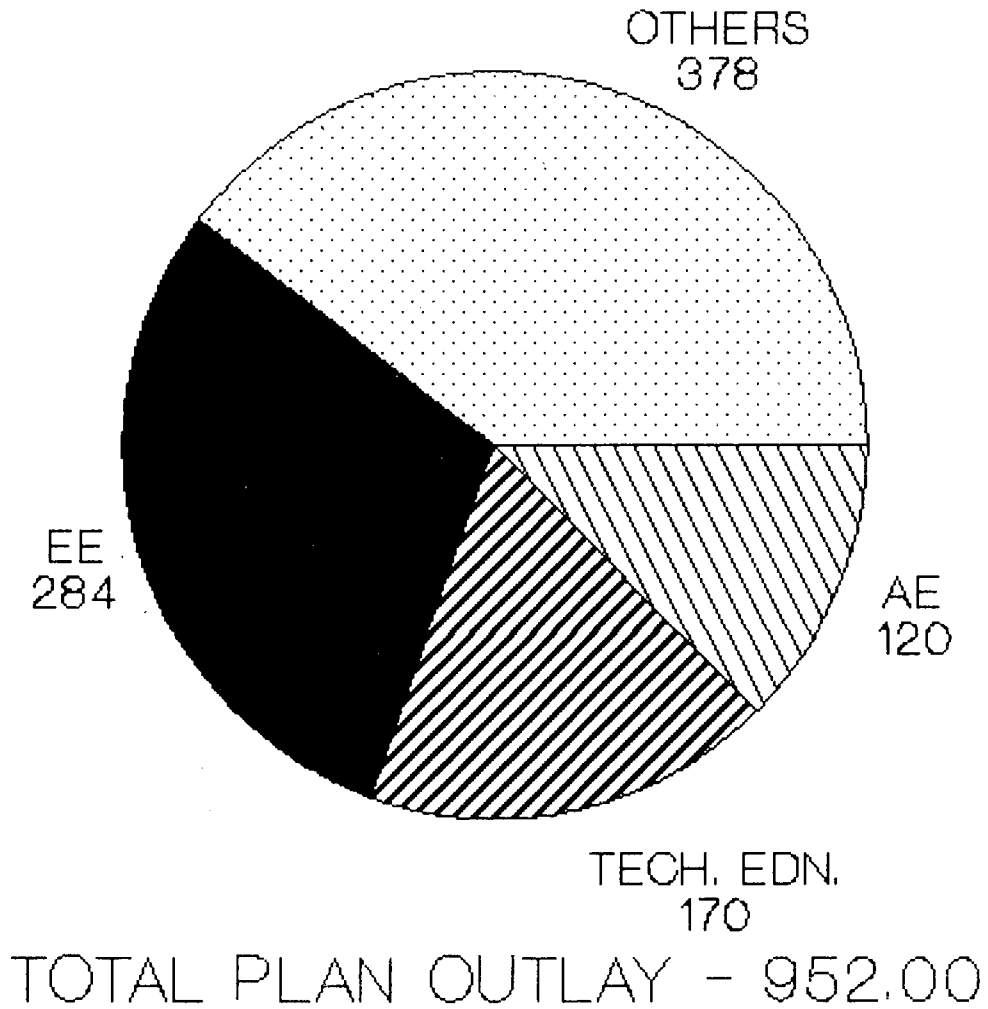
TOTAL PLAN OUTLAY - 12156.73

**SECTORWISE 8 F.Y.PLAN OUTLAY ON EDN  
(CENTRE+STATE+UTS)  
(RS. IN CRORES)**



TOTAL PLAN OUTLAY - 19599.73

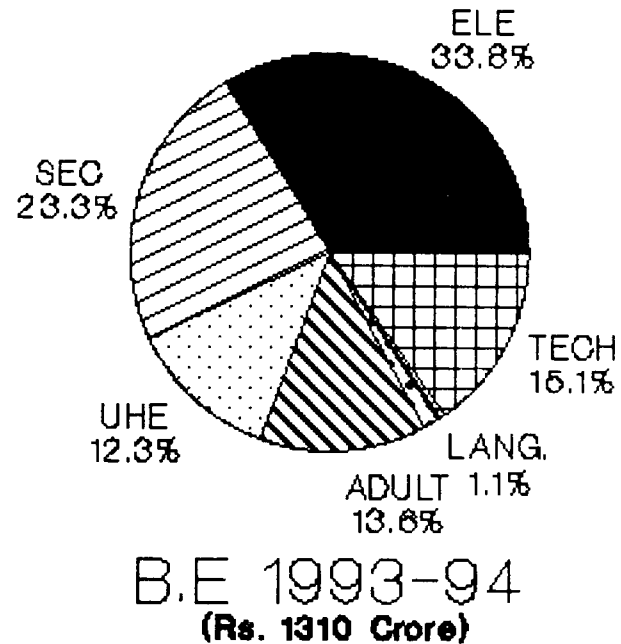
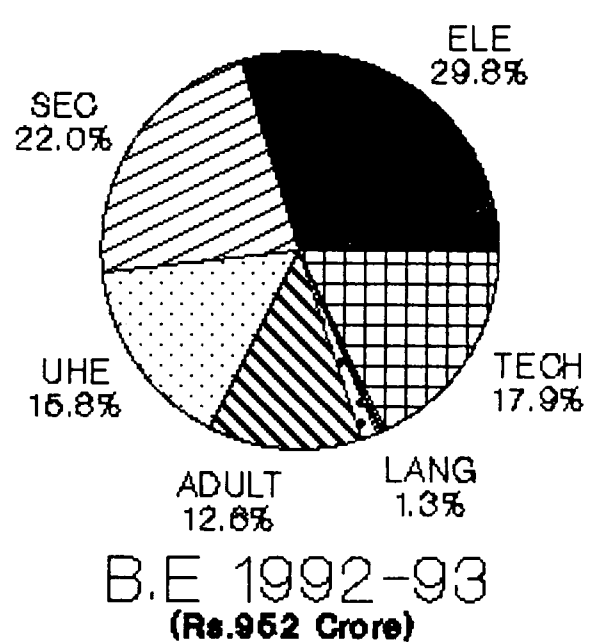
**SECTORWISE PLAN OUTLAY ON EDN. 1992-93  
(CENTRE)  
(RS. IN CRORES)**



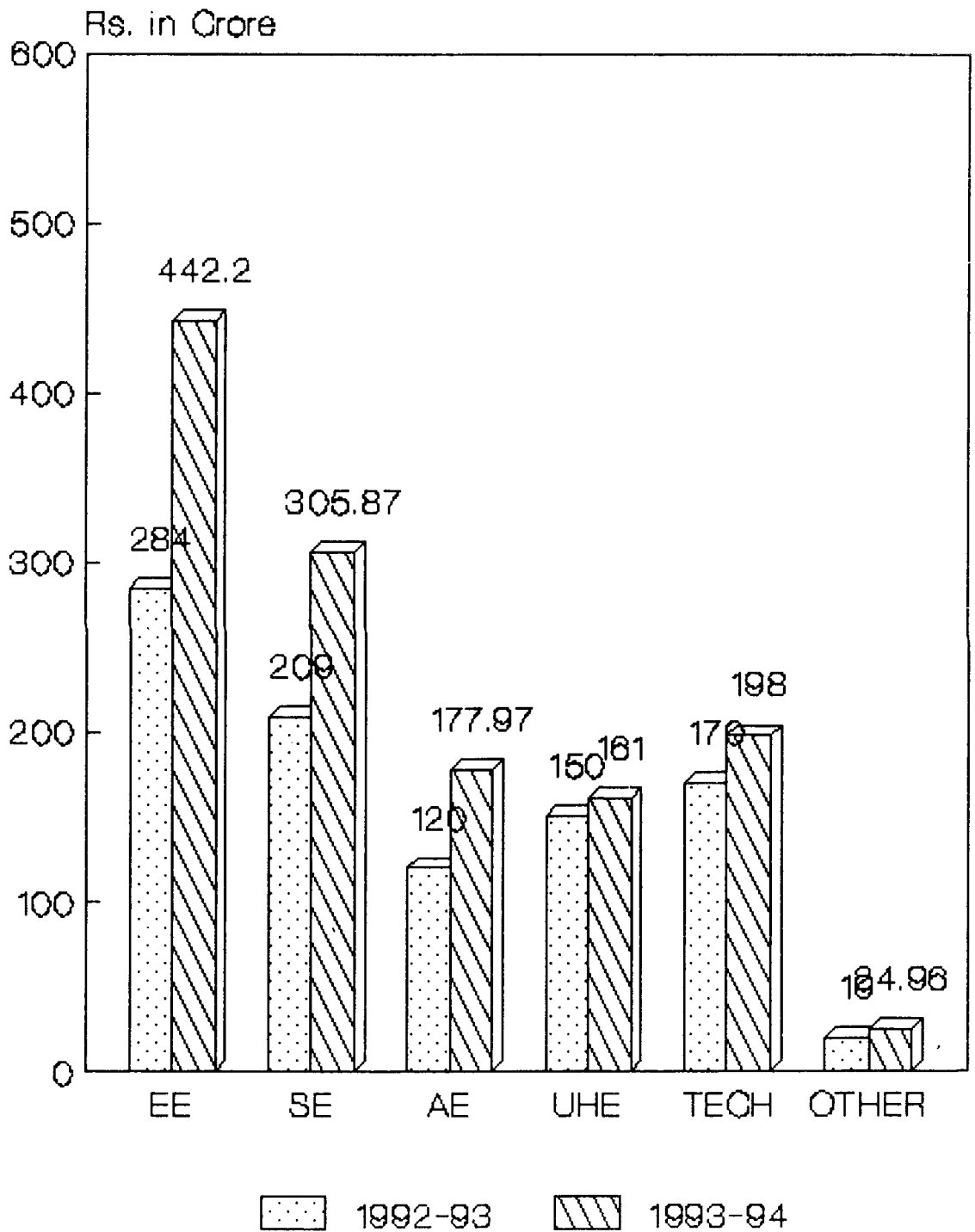
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# SECTORAL OUTLAYS FOR 1992-93 & 1993-94 (PLAN)

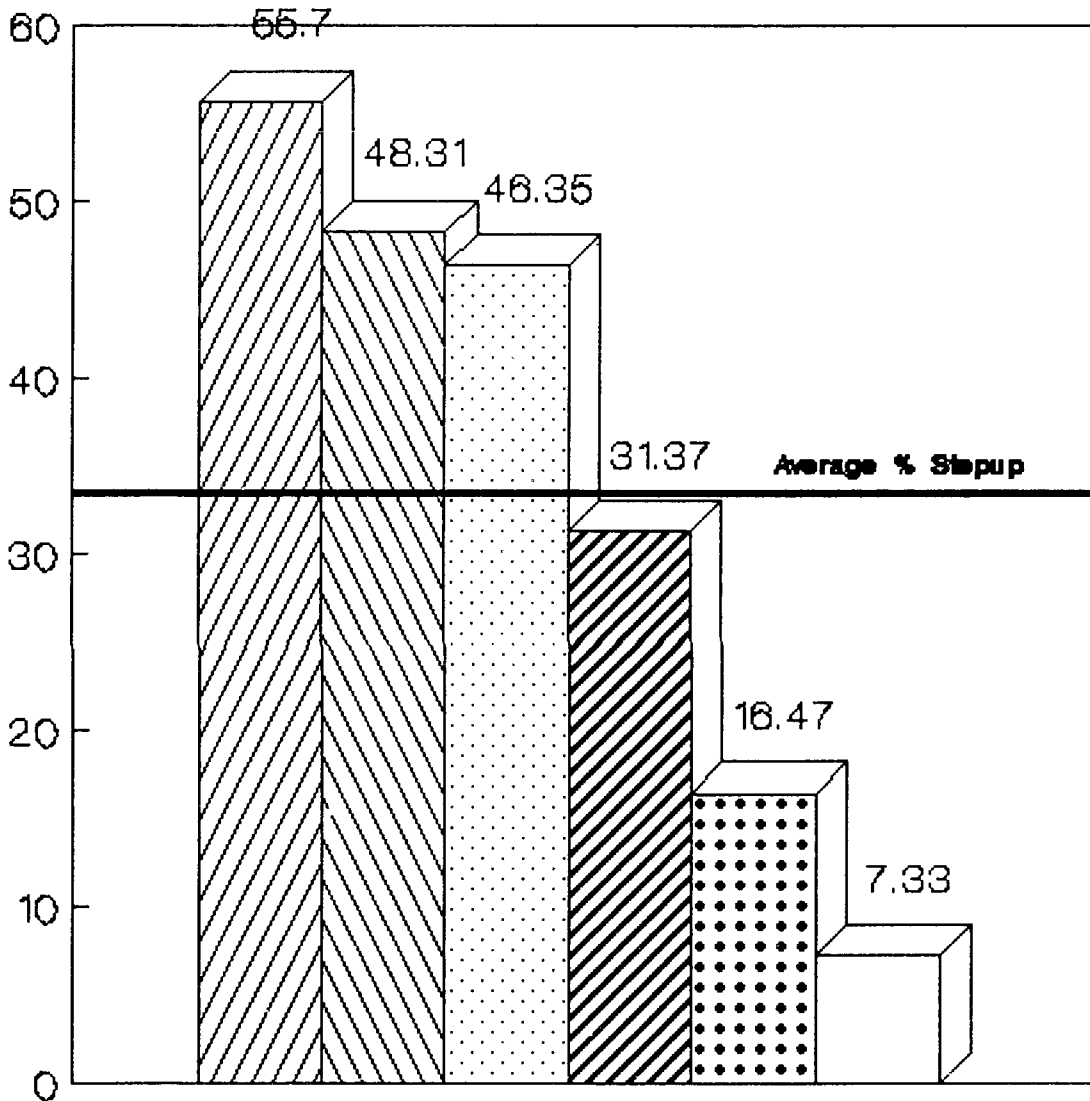
273 (a)



## Central Plan Allocation 92-93 & 93-94



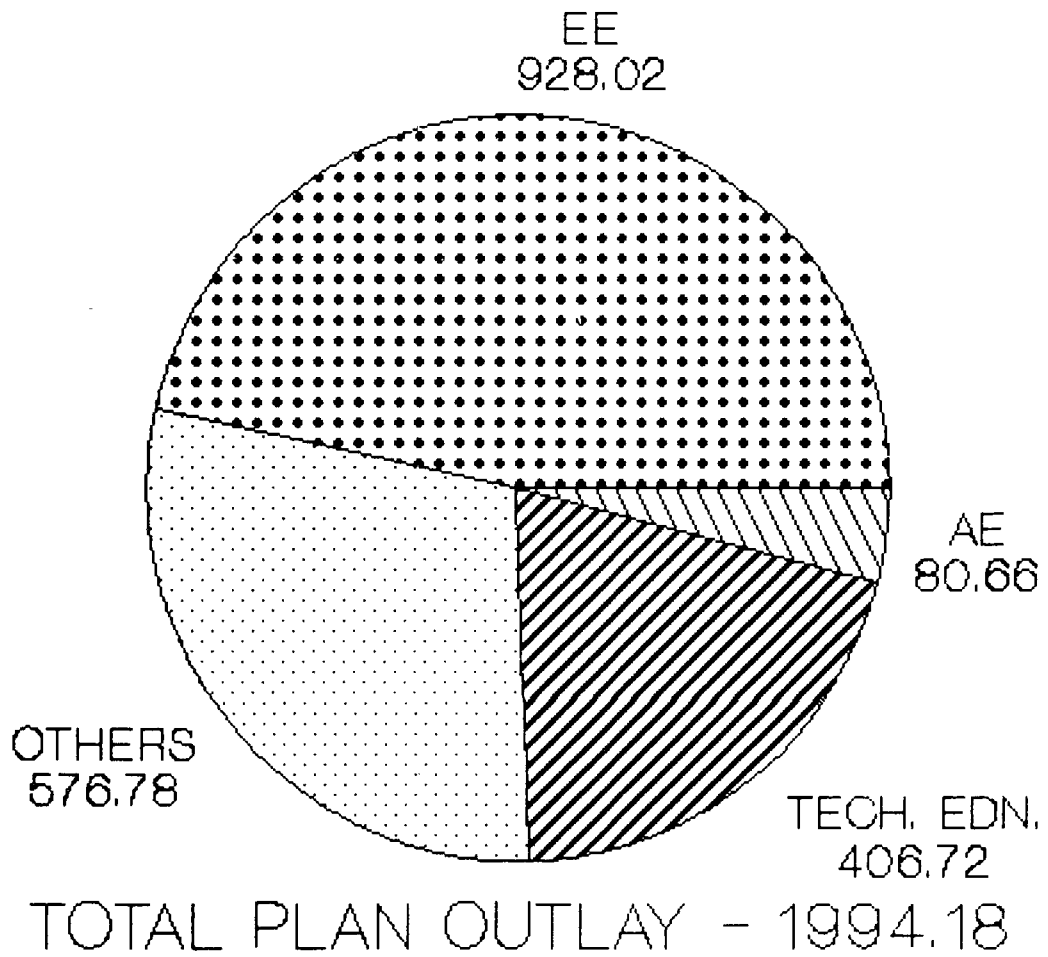
# Percentage Step-up of Central Plan Allocation 1992-93 and 1993-94



EE	AE	SE	OTHR
TECH	UHE		

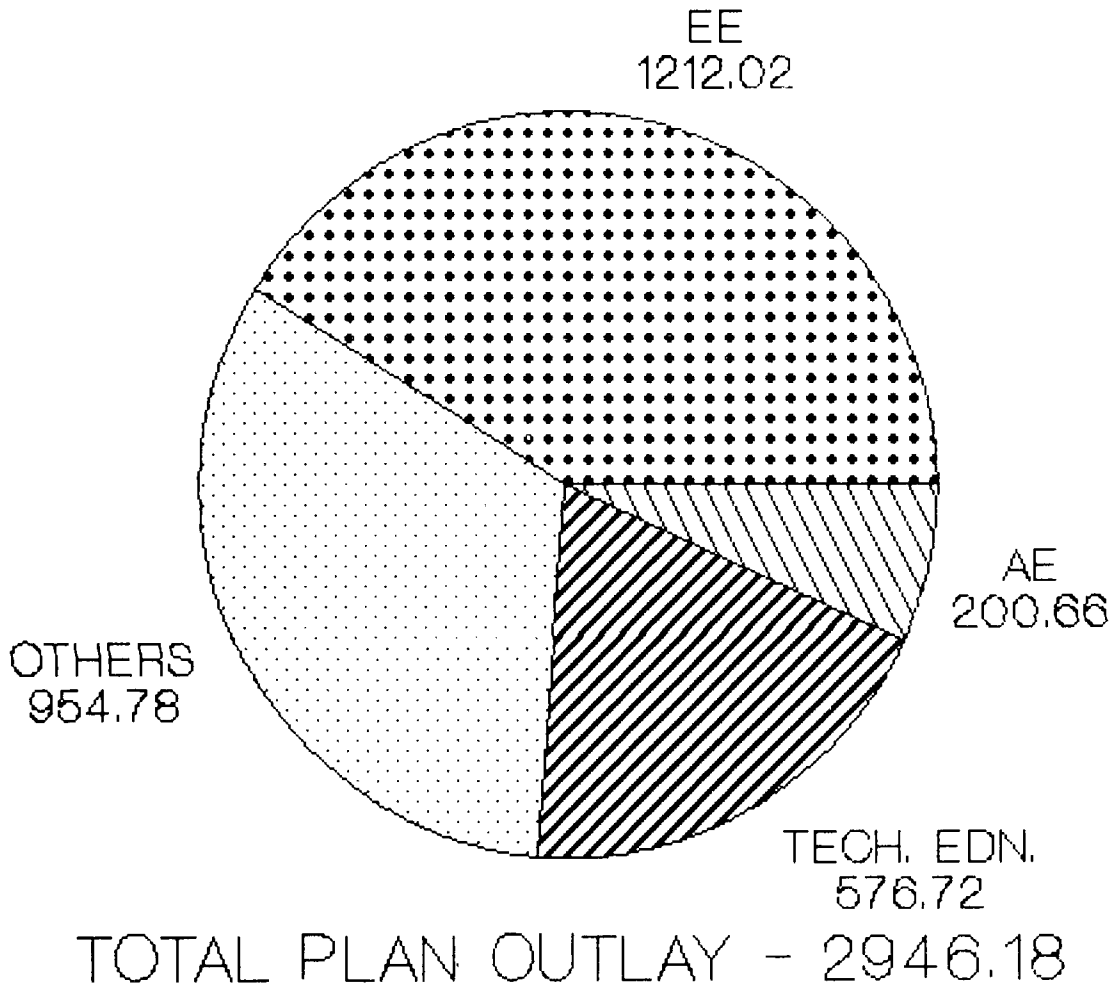


**SECTORWISE PLAN OUTLAY ON EDN. 1992-93  
(STATES+UTs.)  
(RS. IN CRORES)**



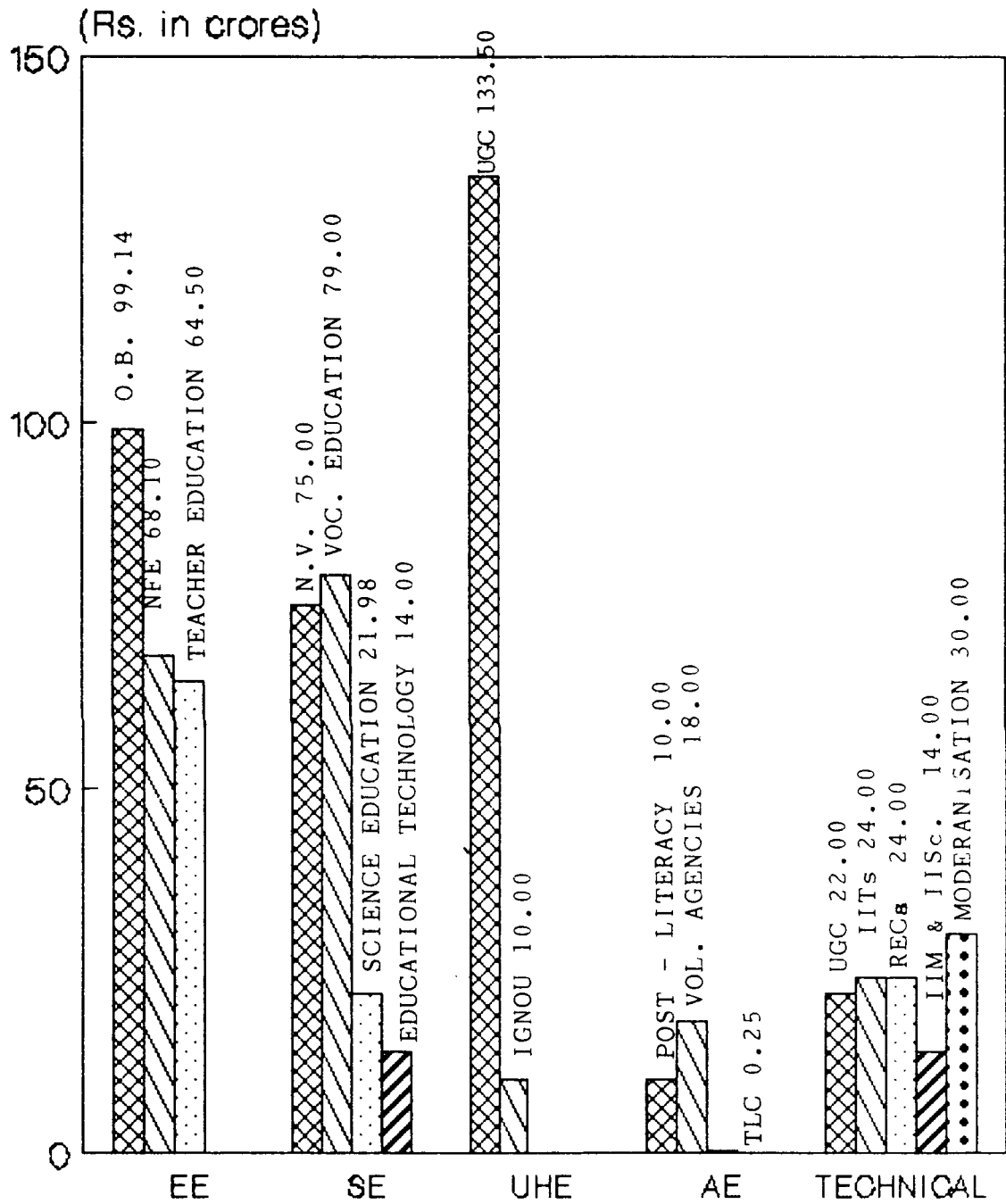
OMIS

**SECTORWISE PLAN OUTLAY ON EDN. 1992-93  
(CENTRE+STATES+UTs.)  
(RS. IN CRORES)**



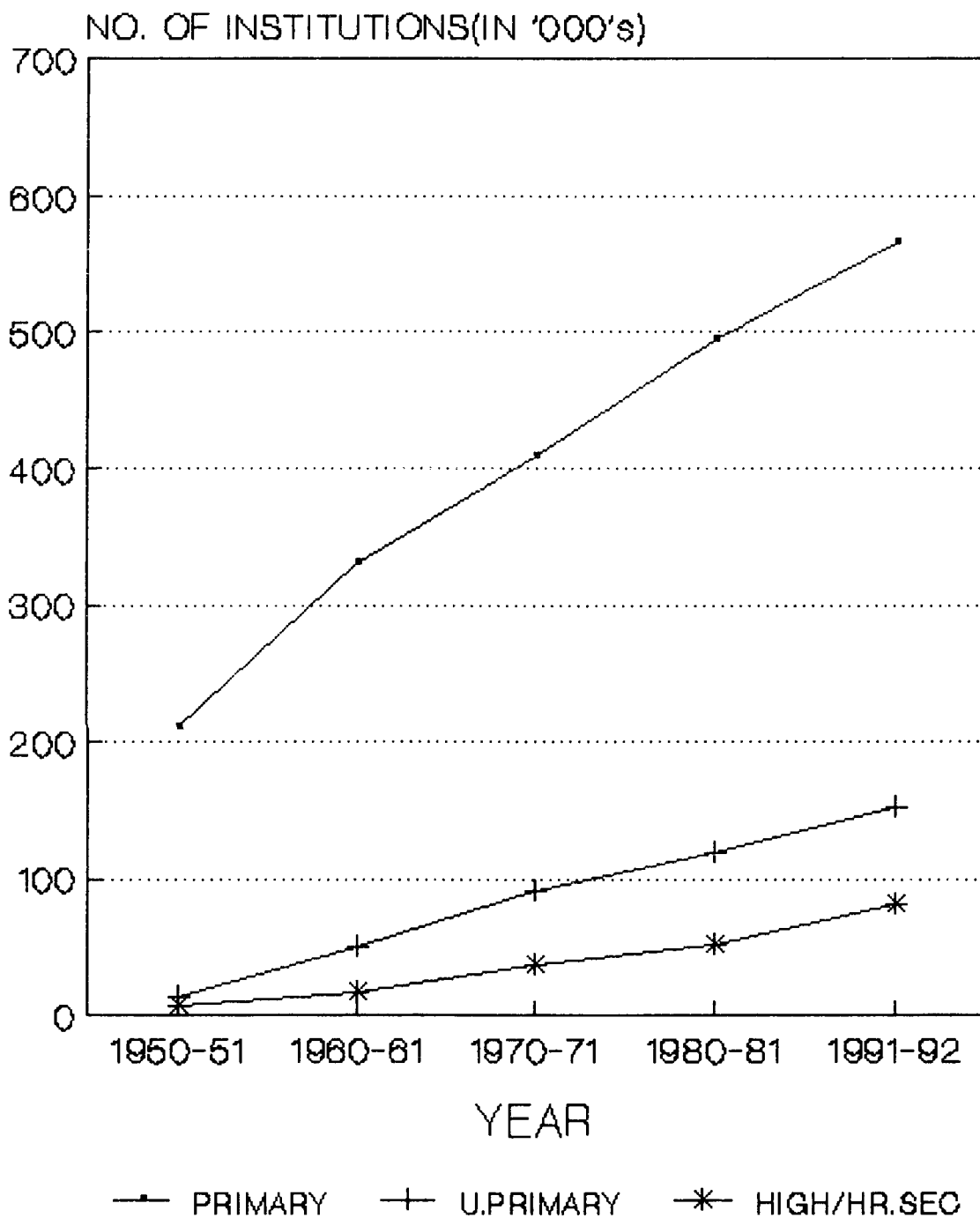
CMIS

## PLAN OUTLAY OF MAJOR SCHEMES-1992-93-B.E (CENTRE)



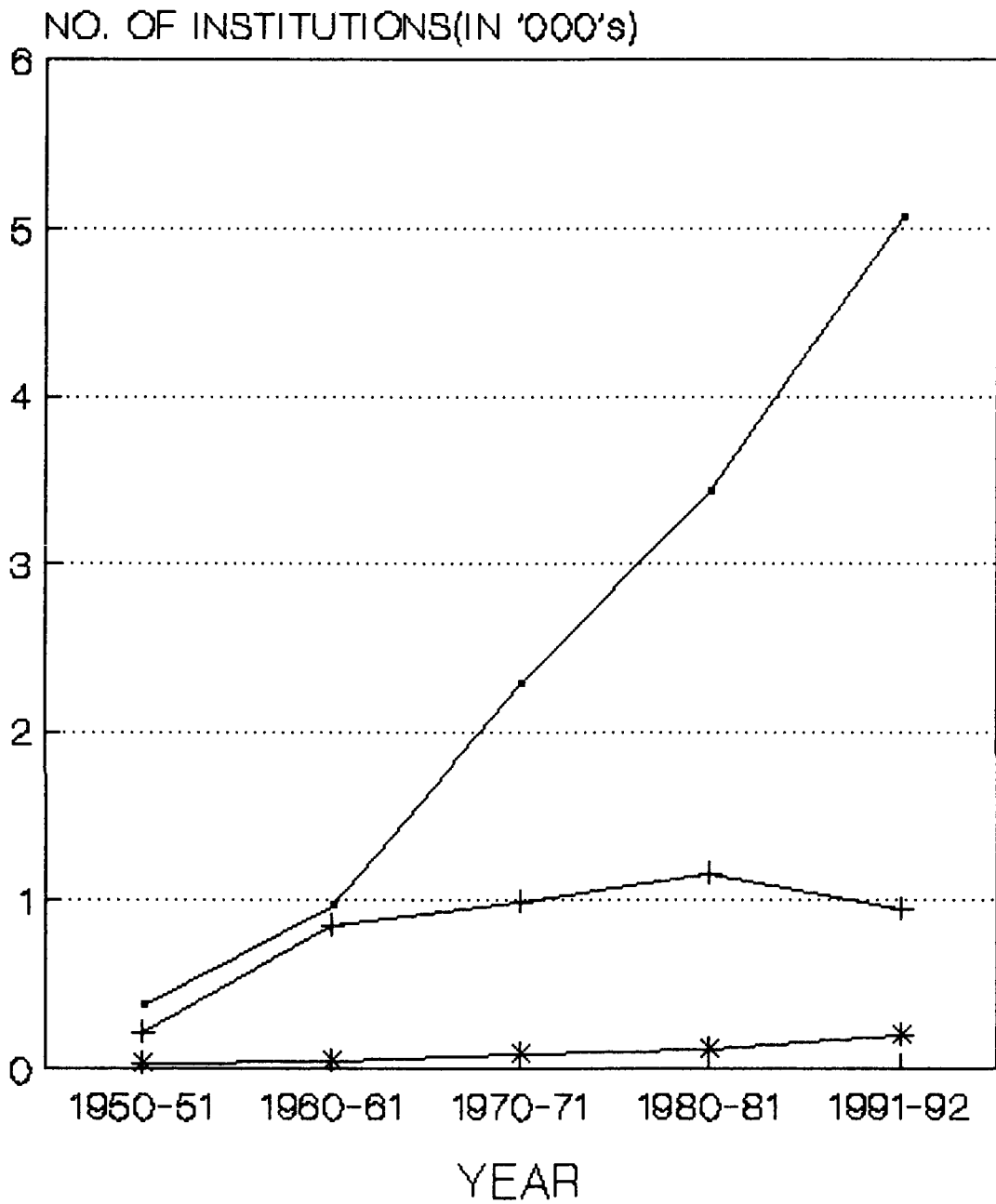
CMIS

## GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 SCHOOL LEVEL



CM18

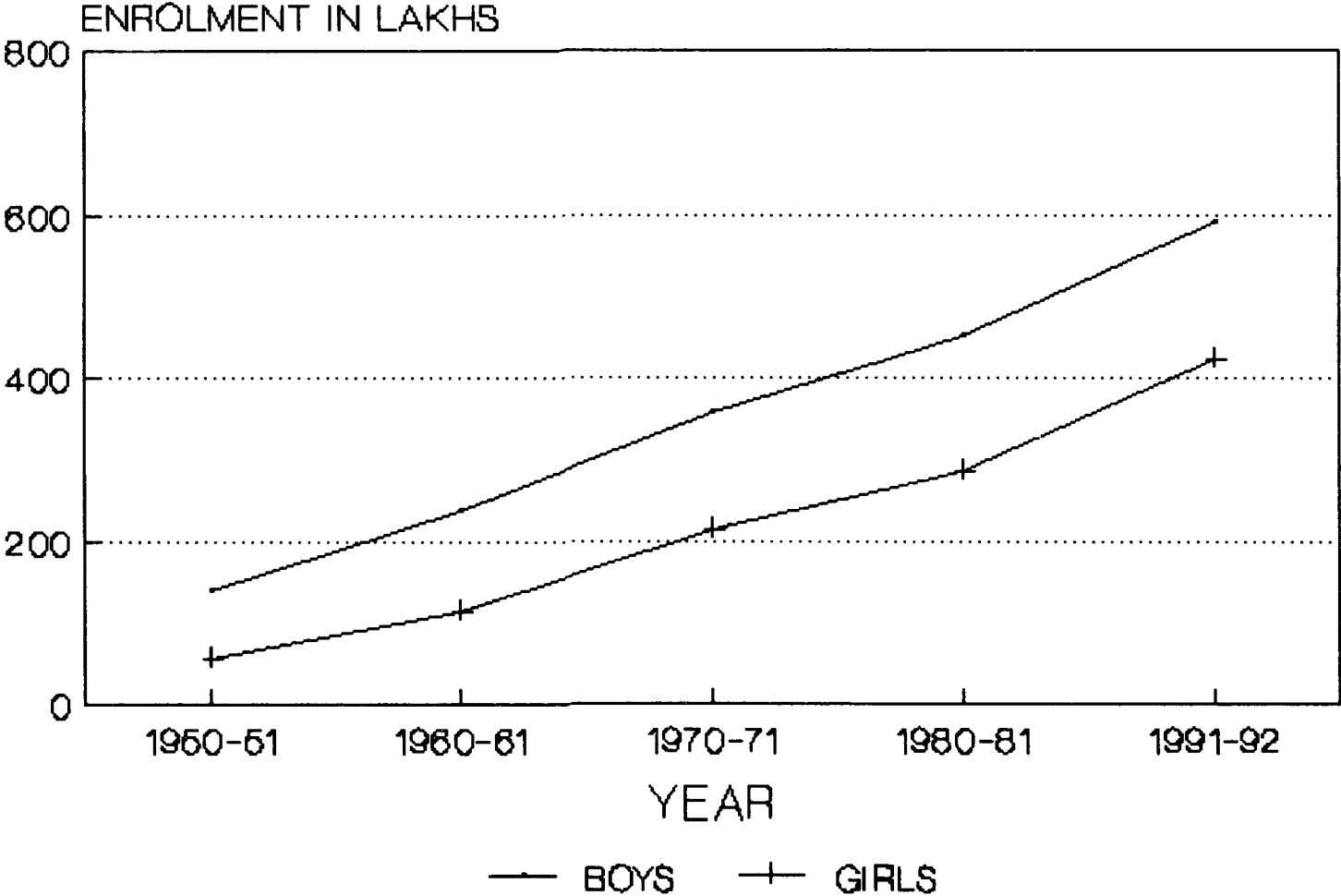
**GROWTH OF RECOGNISED EDUCATIONAL  
INSTITUTIONS SINCE 1951  
COLLEGE LEVEL**



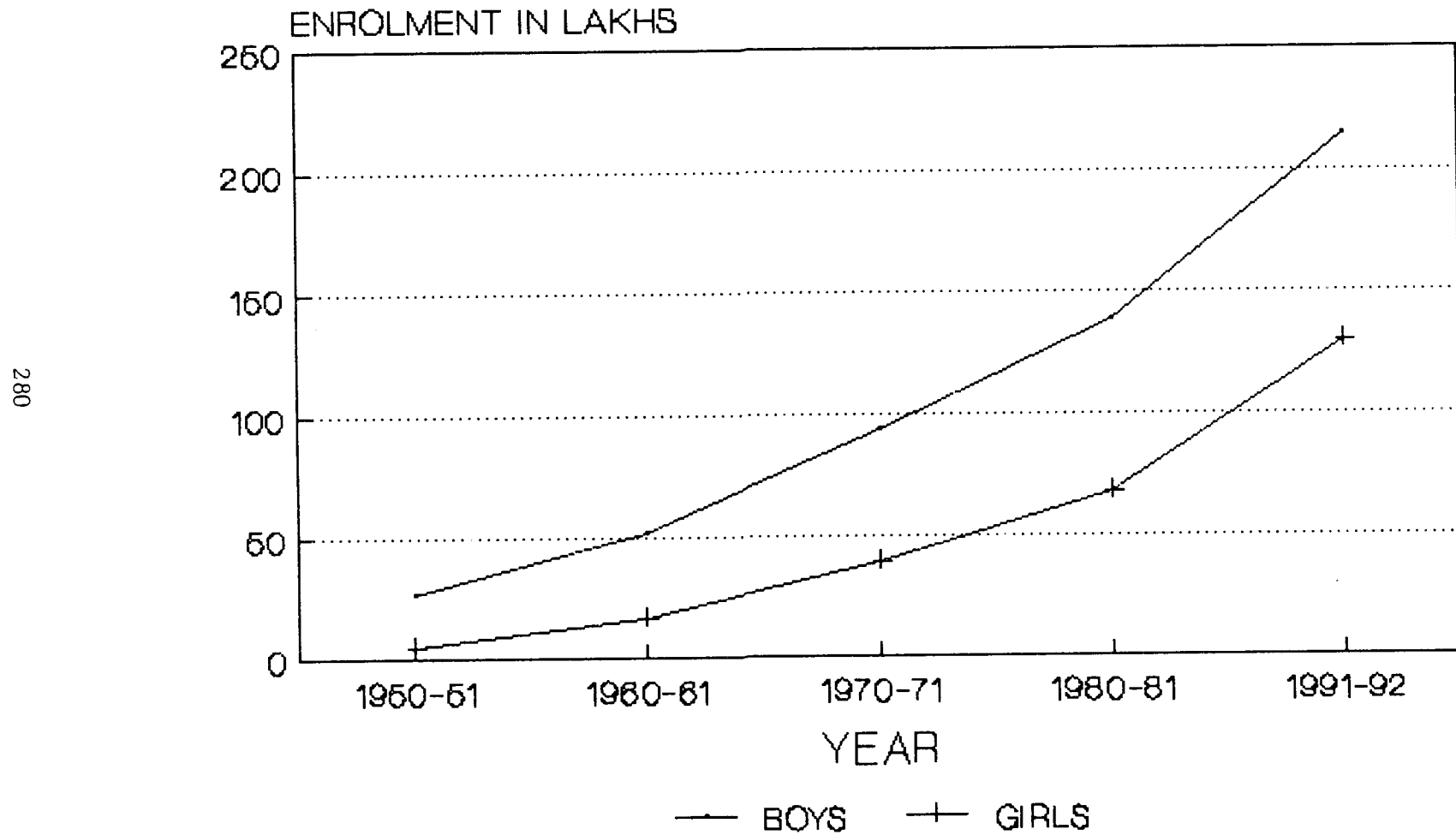
—•— COLLEGE GEN.    —+— COLLEGE PROF.    —\*— UNIVERSITY

CM13

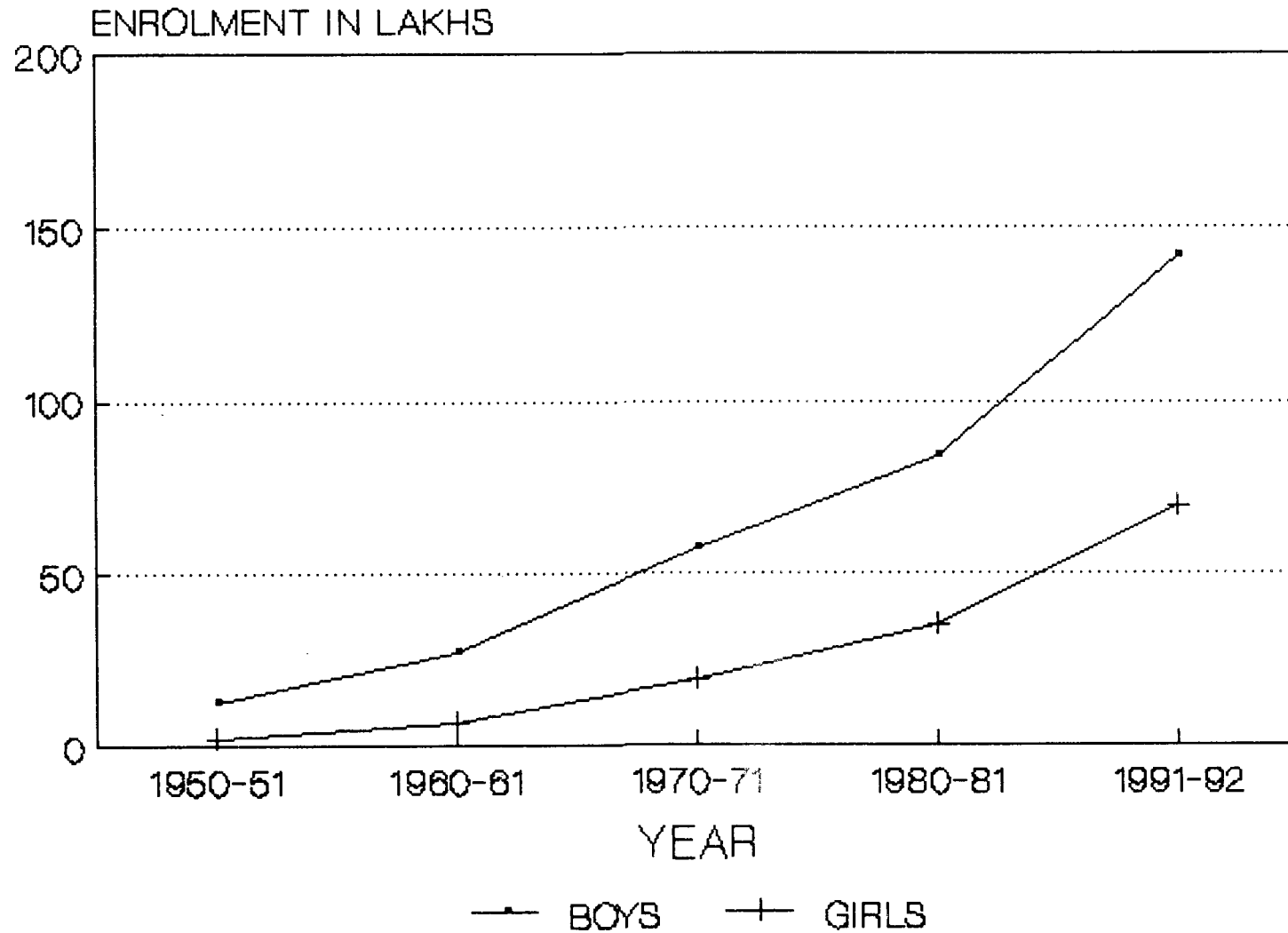
# ENROLMENT IN PRIMARY CLASSES (I-V)



# ENROLMENT IN MIDDLE CLASSES (VI-VIII)

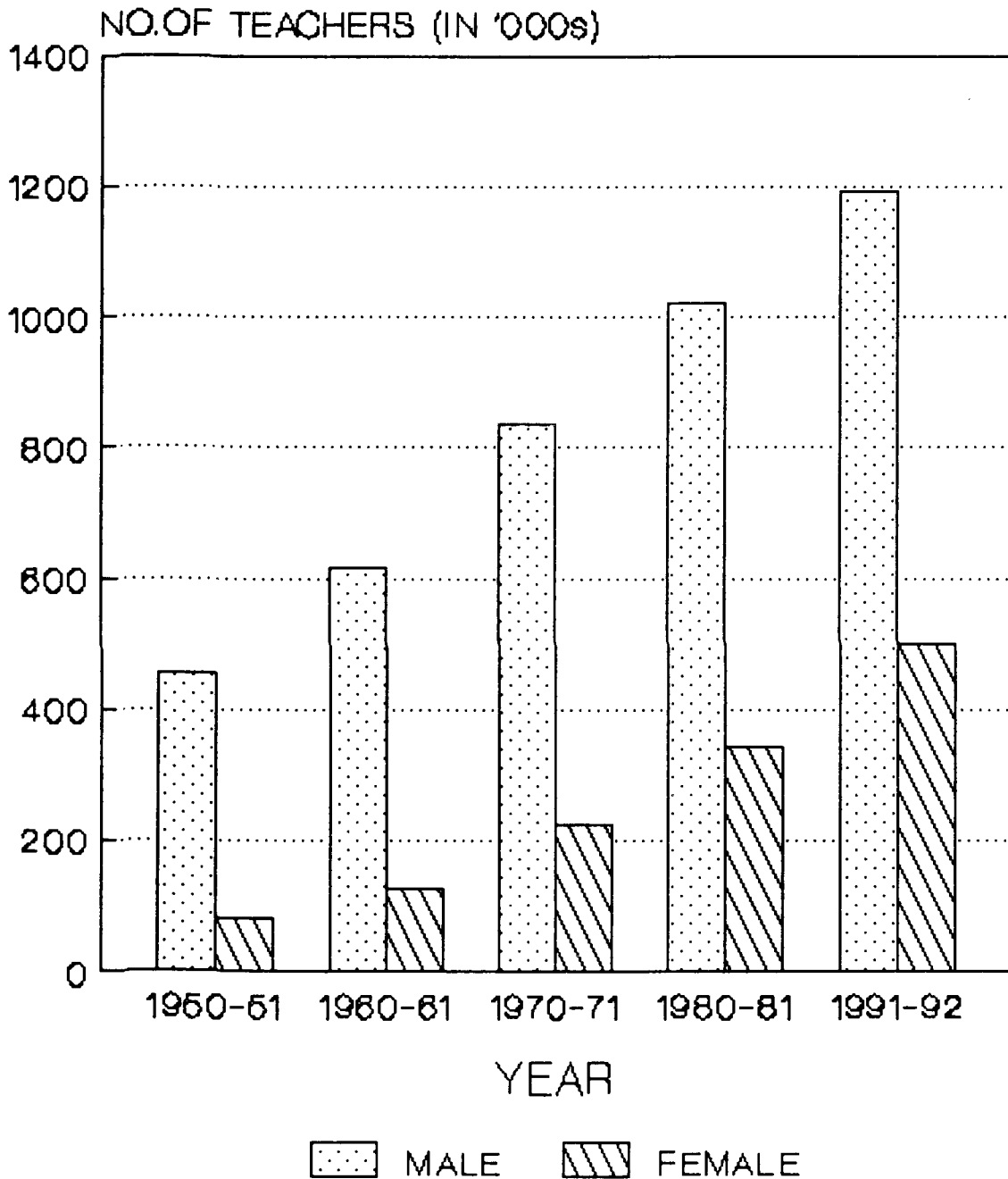


# ENROLMENT IN IX-XII CLASSES



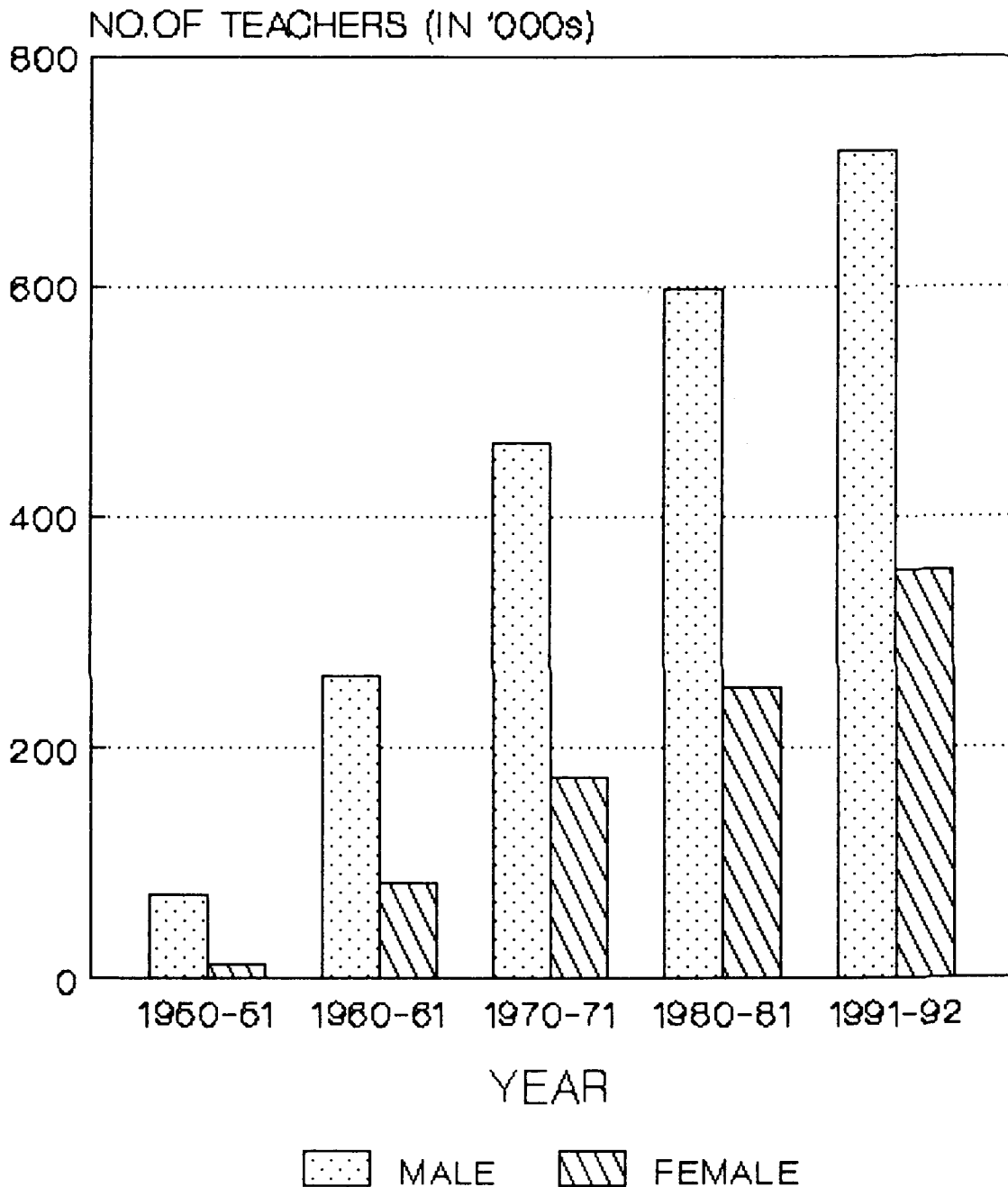


# DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS



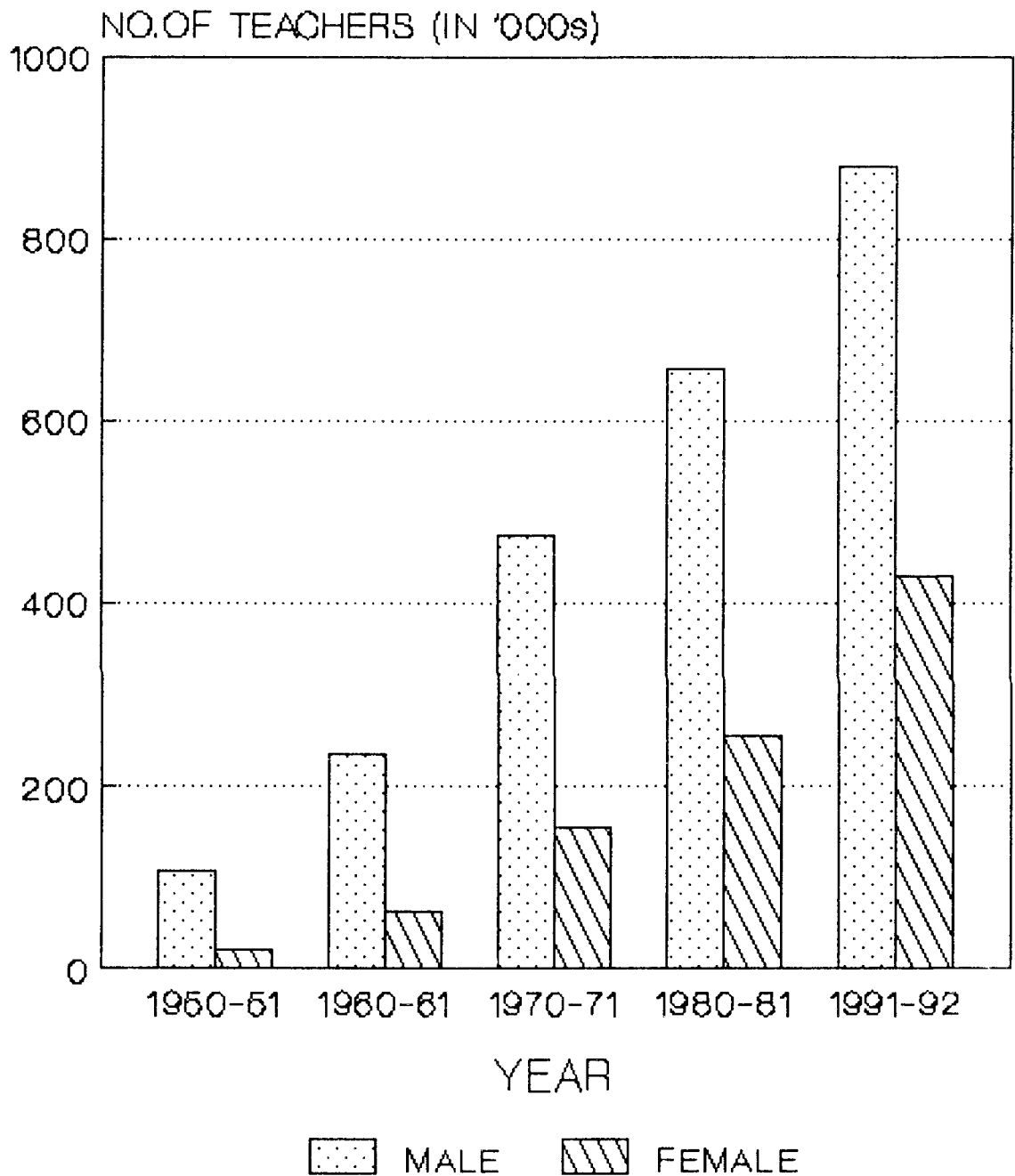
CM18

# DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS



CMIS

# DISTRIBUTION OF TEACHERS HIGH/HR.SEC. SCHOOLS



CMIS

# STATEMENTS OF EDUCATIONAL STATISTICS

STATEMENT NO.1  
AREA, NO. OF DISTRICTS & NO. OF BLOCKS

S.NO.	STATE/U.T	AREA (SQ.KMS)	NO. OF DISTRICTS	NO. OF BLOCKS/ TEHSILS/TALUKAS
1	ANDHRA PRADESH	275068	23	1104 *
2	ARUNACHAL PRADESH	83743	11	48
3	ASSAM	78438	23	135
4	BIHAR	173877	39	589
5	GOA	3810	2	10
6	GUJARAT	196024	19	184
7	HARYANA	44212	12	99
8	HIMACHAL PRADESH	55673	12	69
9	JAMMU & KASHMIR @	222236	14	119
10	KARNATAKA	191791	21	181
11	KERALA	38863	14	151
12	MADHYA PRADESH	443446	45	459
13	MAHARASHTRA	307690	30	300
14	MANIPUR	22327	8	26
15	MEGHALAYA	22429	5	30
16	MIZORAM	21081	3	20
17	NAGALAND	16579	7	25
18	ORISSA	155707	13	314
19	PUNJAB	50362	12	118
20	RAJASTHAN	342239	27	236
21	SIKKIM	7096	4	447
22	TAMIL NADU	130058	21	385
23	TRIPURA	10486	3	17
24	UTTAR PRADESH	294411	63	895
25	WEST BENGAL	88752	17	341
26	A & N ISLANDS	8249	2	5
27	CHANDIGARH	114	1	1
28	DADRA & NAGAR HAVELI	491	1	1
29	DAMAN & DIU**		2	2
30	DELHI	1483	1	5
31	LAKSHADWEEP	32	1	0
32	PONDICHERRY	492	4	12
	INDIA	3287259	460	6328

Source : (i) Selected Educational Statistics (1989-90)  
(ii) Fifth All India Educational Survey : NCERT  
\* Number of Mandals  
@ Includes area under illegal occupation of Pakistan and China  
\*\* Included in Goa

## STATEMENT NO. 2

## LITERACY RATE - INDIA: 1951-1991

Year	Persons	Males	Females
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56 (41.42)	56.37 (53.45)	29.75 (28.46)
1991	52.11	63.86	39.42

- NOTE :
1. Literacy rate for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above. The literacy rates for the population aged five years and above in 1981 have been shown in brackets.
  2. The 1981 rates exclude Assam where the 1981 Census could not be conducted. The 1991 Census rates exclude Jammu and Kashmir where the 1991 Census is yet to be conducted.

## STATEMENT NO. 3

NUMBER OF LITERATES AND ILLITERATES AMONG POPULATION  
POPULATION AGED SEVEN YEARS AND ABOVE - INDIA  
1981-1991

Year	Persons	Males	Females
(1)	(2)	(3)	(4)
<b>Literates</b>			
1981	233,947	156,953	76,994
1991	352,082	224,288	127,794
Increase in 1991 over 1981	118,315	67,335	50,800
<b>Illiterates</b>			
1981	301,933	120,902	181,031
1991	324,030	126,694	197,336
Increase in 1991 over 1981	22,097	5,792	16,305

- NOTE :
1. The figure excludes Assam and Jammu and Kashmir. For Assam, the 1981 figures are not available as the 1981 Census could not be held there, while for Jammu & Kashmir, the 1991 figures are not yet available as the 1991 Census is yet to be conducted there.
  2. Figures of literate population for 1991 are as per the provisional results of the 1991 Census. The figures of illiterate population aged seven years and above are estimated figures based on certain assumptions on population age structure and are likely to undergo change.

## STATEMENT NO. 4

## PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE

	1981			1991		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
INDIA	43.56	56.37	29.75	52.11	63.86	39.42
1 ANDHRA PRADESH	35.66	46.83	24.16	45.11	56.24	33.71
2 ARUNACHAL PRADESH	25.54	35.11	14.01	41.22	51.10	29.37
3 ASSAM	NA	NA	NA	53.42	62.34	43.70
4 BIHAR	32.03	46.58	16.51	38.54	52.63	23.10
5 GOA	65.71	76.01	55.17	76.96	85.48	68.20
6 GUJARAT	52.21	65.14	38.46	60.91	72.54	48.50
7 HARYANA	43.85	58.49	26.89	55.33	67.85	40.94
8 HIMACHAL PRADESH	51.17	64.27	37.72	63.54	74.57	52.46
9 JAMMU & KASHMIR	32.68	44.18	19.55	NA	NA	NA
10 KARNATAKA	46.20	58.72	33.16	55.98	67.25	44.34
11 KERALA	81.56	87.74	75.65	90.59	94.45	86.93
12 MADHYA PRADESH	34.22	48.41	18.99	43.45	57.43	28.39
13 MAHARASHTRA	55.83	69.66	41.01	63.05	74.84	50.51
14 MANIPUR	49.61	64.12	34.61	60.96	72.98	48.64
15 MEGHALAYA	42.02	46.62	37.15	48.26	51.57	44.78
16 MIZORAM	74.26	79.37	68.60	81.23	84.06	78.09
17 NAGALAND	50.20	58.52	40.28	61.30	66.09	55.72
18 ORISSA	40.96	56.45	25.14	48.55	62.37	34.40
19 PUNJAB	48.12	55.52	39.64	57.14	63.68	49.72
20 RAJASTHAN	30.09	44.76	13.99	38.81	55.07	20.84
21 SIKKIM	41.57	52.98	27.35	56.53	64.34	47.23
22 TAMIL NADU	54.38	68.05	40.43	63.72	74.88	52.29
23 TRIPURA	50.10	61.49	38.01	60.39	70.08	50.01
24 UTTAR PRADESH	33.33	47.43	17.18	41.71	55.35	26.02
25 WEST BENGAL	48.64	59.93	36.07	57.72	67.24	47.15
26 A & N ISLANDS	63.16	70.28	53.15	73.74	79.68	66.22
27 CHANDIGARH	74.81	78.89	69.31	78.73	82.67	73.61
28 DADRA & NAGAR HAVELI	32.70	44.69	20.38	39.45	52.07	26.10
29 DAMAN & DIU	59.91	74.45	46.51	73.58	85.67	61.38
30 DELHI	71.93	79.28	62.57	76.09	82.63	68.01
31 LAKSHADWEEP	68.42	81.24	55.32	79.23	87.06	70.88
32 PONDICHERRY	65.14	77.09	53.03	74.91	83.91	65.79

NA stands for not available

Literacy rates for 1981 excludes Assam where the 1991 census could not be held and the literacy rates for 1991 exclude Jammu and Kashmir where the 1991 census is yet to be conducted. The literacy rates for India for 1981 and 1991 excluding Assam and Jammu & Kashmir works out as under:

	Persons	Males	Females
1981	43.66	56.49	29.84
1991	52.07	63.90	39.31



## STATEMENT NO. 5

STATES AND UNION TERRITORIES ARRANGED IN DESCENDING ORDER OF LITERACY RATE  
AMONG PERSONS, MALES AND FEMALES: 1991

PERSONS		MALES		FEMALES		
RANK	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE
1	KERALA	90.59	KERALA	94.45	KERALA	86.93
2	MIZORAM	81.23	LAKSHADWEEP	87.06	MIZORAM	78.09
3	LAKSHADWEEP	79.23	DAMAN & DIU	85.67	CHANDIGARH	73.61
4	CHANDIGARH	78.73	GOA	85.48	LAKSHADWEEP	70.88
5	GOA	76.96	MIZORAM	84.06	GOA	68.20
6	DELHI	76.09	PONDICHERRY	83.91	DELHI	68.01
7	PONDICHERRY	74.91	CHANDIGARH	82.67	A & N ISLANDS	66.22
8	A & N ISLANDS	73.74	DELHI	82.63	PONDICHERRY	65.79
9	DAMAN & DIU	73.58	A & N ISLANDS	79.68	DAMAN & DIU	61.38
10	TAMIL NADU	63.72	TAMIL NADU	74.88	NAGALAND	55.72
11	HIMACHAL PRADESH	63.54	MAHARASHTRA	74.84	HIMACHAL PRADESH	52.46
12	MAHARASHTRA	63.05	HIMACHAL PRADESH	74.57	TAMIL NADU	52.29
13	NAGALAND	61.30	MANIPUR	72.98	MAHARASHTRA	50.51
14	MANIPUR	60.96	GUJARAT	72.54	TRIPURA	50.01
15	GUJARAT	60.91	TRIPURA	70.08	PUNJAB	49.72
16	TRIPURA	60.39	HARYANA	67.85	MANIPUR	48.64
17	WEST BENGAL	57.72	KARNATAKA	67.25	GUJARAT	48.50
18	PUNJAB	57.14	WEST BENGAL	67.24	SIKKIM	47.23
19	SIKKIM	56.53	NAGALAND	66.09	WEST BENGAL	47.15
20	KARNATAKA	55.98	SIKKIM	64.34	MEGHALAYA	44.78
21	HARYANA	55.33	INDIA	63.86	KARNATAKA	44.34
22	ASSAM	53.42	PUNJAB	63.68	ASSAM	43.70
	INDIA	52.11	ORISSA	62.37	HARYANA	40.94
23	ORISSA	48.55	ASSAM	62.34	INDIA	39.42
24	MEGHALAYA	48.26	MADHYA PRADESH	57.43	ORISSA	34.40
25	ANDHRA PRADESH	45.11	ANDHRA PRADESH	56.24	ANDHRA PRADESH	33.71
26	MADHYA PRADESH	43.45	UTTAR PRADESH	55.35	ARUNACHAL PRADESH	29.37
27	UTTAR PRADESH	41.71	RAJASTHAN	55.07	MADHYA PRADESH	28.39
28	ARUNACHAL PRADESH	41.22	BIHAR	52.63	DADRA & NAGAR HAVELI	26.10
29	DADRA & NAGAR HAVELI	39.45	DADRA & NAGAR HAVELI	52.07	UTTAR PRADESH	26.02
30	RAJASTHAN	38.81	MEGHALAYA	51.57	BIHAR	23.10
31	BIHAR	38.54	ARUNACHAL PRADESH	51.10	RAJASTHAN	20.84

Excludes Jammu & Kashmir where the 1991 Census is yet to be held

## STATEMENT NO. 6

LITERACY RATES - 1981<sup>a</sup>

As on 1-3-1981

STATE/U.T	GENERAL			S.C			S.T		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1 ANDHRA PRADESH	39.26	20.39	29.94	24.82	10.26	17.65	12.02	3.46	7.82
2 ASSAM *	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
3 BIHAR	38.11	13.62	26.20	18.02	2.51	10.40	26.17	7.75	16.99
4 GUJARAT	54.44	32.30	43.70	53.14	25.61	39.79	30.41	11.64	21.14
5 HARYANA	48.20	22.27	36.14	31.45	7.06	20.15	-	-	-
6 HIMACHAL PRADESH	53.19	31.46	42.48	41.94	20.63	31.50	38.75	12.82	25.93
7 JAMMU&KASHMIR	36.29	15.88	26.67	32.34	11.70	22.44	-	-	-
8 KARNATAKA	48.81	27.71	38.46	29.35	11.55	20.59	29.96	10.03	20.14
9 KERALA	75.26	65.73	70.42	62.33	49.73	55.96	37.52	26.02	31.79
10 MADHYA PRADESH	39.49	15.53	27.87	30.26	6.87	18.97	17.74	3.60	10.68
11 MAHARASHTRA	58.79	34.79	47.18	48.85	21.53	35.55	32.38	11.94	22.29
12 MANIPUR	53.29	29.06	41.35	41.94	24.95	33.63	48.88	30.35	39.74
13 MEGHALAYA	37.89	30.08	34.08	33.28	16.30	25.78	34.19	28.91	31.35
14 NAGALAND	50.06	33.89	42.57				47.32	32.99	40.32
15 ORISSA	47.10	21.12	34.23	35.26	9.40	22.41	23.27	4.76	13.96
16 PUNJAB	47.16	33.69	40.86	30.96	15.67	23.86	-	-	-
17 RAJASTHAN	36.30	11.42	24.38	24.40	2.69	14.04	18.85	1.20	10.27
18 SIKKIM	43.95	22.20	34.05	35.74	19.65	28.06	43.10	22.37	33.13
19 TAMILNADU	58.26	34.99	46.76	40.65	18.47	29.67	26.71	14.00	20.46
20 TRIPURA	51.70	32.00	42.12	43.92	23.24	33.89	33.46	12.27	23.07
21 UTTAR PRADESH	38.76	14.04	27.16	24.83	3.90	14.96	31.12	8.69	20.45
22 WEST BENGAL	50.67	30.25	40.94	34.26	13.70	24.37	21.16	5.01	13.21
23 A & N ISLANDS	58.72	42.14	51.56				38.43	23.24	31.11
24 ARUNACHAL PRADESH	28.94	11.32	20.79	45.88	22.38	37.14	20.79	7.31	14.04
25 CHANDIGARH	69.00	59.31	64.79	46.04	25.31	37.07	-	-	-
26 DADRA&NAGAR HAVELI	36.32	16.78	26.67	58.52	44.74	51.20	25.46	8.42	16.86
27 DELHI	68.40	53.07	61.54	50.21	25.89	39.30	-	-	-
28 GOA DIU DAMAN	65.59	47.56	56.66	48.79	27.84	38.38	33.65	18.89	26.48
29 LAKSHADWEEP	65.24	44.65	55.07				63.34	42.92	53.13
30 MIZORAM	64.46	54.91	59.88	88.33	53.33	84.44	64.12	55.12	59.63
31 PONDICHERRY	65.84	45.71	55.85	43.11	21.21	32.36	-	-	-
TOTAL	46.89	24.82	36.23	31.12	10.93	21.38	24.52	8.04	16.35

\* Census was not conducted in Assam

Source: Census of India 1981 Publications

Remarks: No castes were scheduled by the President of India for Nagaland, A&N Islands and Lakshadweep and no tribes were scheduled in Haryana Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry

<sup>a</sup> Literacy rate inclusive of 0-4 age group

## STATEMENT No. 7

STATES AND U.Ts RANKED IN ORDER OF  
S.C LITERACY RATES @  
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.C LITERACY RATE
1	MIZORAM	84.44
2	KERALA	55.96
3	DADRA&NAGAR HAVELI	51.20
4	GUJARAT	39.79
5	DELHI	39.30
6	GOA DIU DAMAN	38.38
7	ARUNACHAL PRADESH	37.14
8	CHANDIGARH	37.07
9	MAHARASHTRA	35.55
10	TRIPURA	33.89
11	MANIPUR	33.63
12	PONDICHERRY	32.36
13	HIMACHAL PRADESH	31.50
14	TAMILNADU	29.67
15	SIKKIM	28.06
16	MEGHALAYA	25.78
17	WEST BENGAL	24.37
18	PUNJAB	23.86
19	JAMMU&KASHMIR	22.44
20	ORISSA	22.41
21	KARNATAKA	20.59
22	HARYANA	20.15
23	MADHYA PRADESH	18.97
24	ANDHRA PRADESH	17.65
25	UTTAR PRADESH	14.96
26	RAJASTHAN	14.04
27	BIHAR	10.40
28	NAGALAND	--
29	LAKSHADWEEP	--
30	A & N ISLANDS	--
31	ASSAM*	--
TOTAL		21.38

\* Census was not conducted in Assam

Source: 1981 Census Publications

Remarks : No Scheduled Castes in Nagaland,  
A & N Islands and Lakshadweep.

@ Literacy rate inclusive of 0-4 age group

## STATEMENT NO. 8

STATES AND U.Ts RANKED IN ORDER OF  
S.T LITERACY RATES @  
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.T LITERACY RATE
1	MIZORAM	59.63
2	LAKSHADWEEP	53.13
3	NAGALAND	40.32
4	MANIPUR	39.74
5	SIKKIM	33.13
6	KERALA	31.79
7	MEGHALAYA	31.35
8	A & N ISLANDS	31.11
9	GOA DIU DAMAN	26.48
10	HIMACHAL PRADESH	25.93
11	TRIPURA	23.07
12	MAHARASHTRA	22.29
13	GUJARAT	21.14
14	TAMILNADU	20.46
15	UTTAR PRADESH	20.45
16	KARNATAKA	20.14
17	BIHAR	16.99
18	DADRA&NAGAR HAVELI	16.86
19	ARUNACHAL PRADESH	14.04
20	ORISSA	13.96
21	WEST BENGAL	13.21
22	MADHYA PRADESH	10.68
23	RAJASTHAN	10.27
24	ANDHRA PRADESH	7.82
25	PUNJAB	--
26	HARYANA	--
27	CHANDIGARH	--
28	JAMMU&KASHMIR	--
29	DELHI	--
30	ASSAM*	--
31	PONDICHERRY	--
TOTAL		16.35

\* Census was not conducted in Assam

Source: 1981 Census Publications

Remark : No Scheduled Tribes in Haryana,  
Jammu & Kashmir, Punjab, Chandigarh,  
Delhi and Pondicherry.

@ Literacy rate inclusive of 0-4 age group

## STATEMENT NO. 9

## GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951

YEAR	PRIMARY	UPPER PRIMARY	HIGH/Hr. SEC.SCHOOL INTER/ PRE-DEGREE JR.COLLEGES	COLLEGE FOR GEN.EDN.	COLLEGE FOR PROF. EDN.	UNIVERSITIES
1950-51	209671	13596	7416	370	208	27
1960-61	330399	49663	17329	967	852	45
1970-71	408378	90621	37051	2285	992	82
1980-81	494503	118335	51624	3421	1156	110
1990-91	558392	146636	78619	4862	886*	146
1991-92	565786	152077	81201	5058	950*	196

\* Includes Statistics of medicine, Engineering and Teacher Training institutions

## STATEMENT NO. 10

## SEX-WISE ENROLMENT BY SATGES/CLASSES SINCE 1951

## SCHOOL LEVEL

( IN LAKHS )

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	1950-51	138	54	192	26	5	31	13	2
1960-61	236	114	350	51	16	67	27	7	34
1970-71	357	213	570	94	39	133	57	19	76
1980-81	453	285	738	139	68	207	84	35	119
1990-91	581	410	991	209	124	333	140	69	209
1991-92	592	424	1016	214	130	344	142	70	212

## STATEMENT NO. 11

## DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL SINCE 1951

(IN THOUSANDS)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1950-51	456	82	538	73	13	86	107	20	127
1960-61	615	127	742	262	83	345	234	62	296
1970-71	835	225	1060	463	175	638	474	155	629
1980-81	1020	343	1363	598	253	851	658	254	912
1990-91	1167	470	1637	706	353	1059	857	416	1273
1991-92	1194	499	1693	718	354	1072	880	430	1310

STATEMENT NO. 12  
 EDUCATIONAL INSTITUTIONS (1991-92)  
 (As on 30th Sept., 1991)

S NO.	STATE/U.Ts.	PRIMARY	MIDDLE	HIGHSCHOOL/ Hr.SEC./ INTERMEDIAYE PRE-DEGREE/ JR. COLLEGES	COLLEGES FOR GENERAL EDUCATION	PROF. @ EDUCATION	UNIVERSITIES*
1	ANDHRA PRADESH	49057	6223	7037	403	86	19
2	ARUNACHAL PRADESH	1144	270	127	4	0	1
3	ASSAM	28876	5703	3467	217	15	3
4	BIHAR	52924	13195	4126	557	31	13
5	GOA	1031	111	379	17	4	1
6	GUJARAT	13400	17500	5378	260	58	10
7	HARYANA	5141	1362	2457	120	21	4
8	HIMACHAL PRADESH	7688	1058	1140	39	3	3
9	JAMMU & KASHMIR	9242	2438	1220	32	7	3
10	KARNATAKA	23695	16512	4791	403	132	10
11	KERALA	6783	2935	2550	115	22	6
12	MADHYA PRADESH	68949	15145	4558	448	37	14
13	MAHARASHTRA	39243	18980	11029	661	267	18
14	MANIPUR	3226	693	440	31	4	1
15	MEGHALAYA	4166	700	311	23	1	1
16	MIZORAM	1118	545	227	12	1	0
17	NAGALAND	1299	357	180	15	1	0
18	ORISSA	41204	11360	4882	316	20	5
19	PUNJAB	12379	1430	2769	171	27	4
20	RAJASTHAN	31023	9175	4032	159	41	10
21	SIKKIM	510	122	75	1	0	0
22	TAMIL NADU	30004	5581	5247	222	71	16
23	TRIPURA	2063	427	455	14	2	1
24	UTTAR PRADESH	78085	15328	6060	431	24	28
25	WEST BENGAL	50827	4179	6804	302	62	11
26	A. & N. ISLANDS	189	43	67	2	1	0
27	CHANDIGARH	54	29	78	12	2	2
28	DADRA & NAGAR HAVELI	121	42	12	0	0	0
29	DAMAN & DIU	51	15	19	1	0	0
30	DELHI	1943	497	1165	63	6	11
31	LAKSHADWEEP	19	4	11	0	0	0
32	PONDICHERRY	332	118	108	7	4	1
	INDIA	565786	152077	81201	5058	950	196

\* Includes Deemed to be Universities and Institutions of National Importance.

@ Includes only Colleges of Engineering/Technology, Medical & Teacher Training.

SOURCE: Selected Educational Statistics, 1991-92.



STATEMENT NO. 13  
ENROLMENT BY STAGES (1991-92)

(As on 30th Sept., 1991)

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION*		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	4429494	3325341	7754835	1435480	861490	2296970	966005	495042	1461047	187881	77721	265602
2 ARUNACHAL PRADESH	69546	49837	119383	16879	10944	27823	11439	5792	17231	1414	350	1764
3 ASSAM	1926407	1697356	3623763	664236	491000	1155236	382988	260923	643911	80326	34301	114627
4 BIHAR	5687983	2924335	8612318	1582669	607552	2190221	1053775	180769	1234544	401154	94041	495195
5 GOA	70399	64175	134574	43620	37416	81036	32820	27567	60387	6553	6532	13085
6 GUJARAT	3337000	2504000	5841000	1164000	777000	1941000	722000	447000	1169000	195850	138650	334500
7 HARYANA	978214	791138	1761352	455128	283479	738607	366461	187736	554197	63468	34184	97652
8 HIMACHAL PRADESH	370000	320000	690000	216000	164000	380000	111440	64310	175750	7269	3357	10626
9 JAMMU & KASHMIR	458106	305150	763256	194323	112644	306967	110461	54431	164892	17187	10727	27914
10 KARNATAKA	3122907	2750965	5873872	1011848	705476	1717324	768924	405047	1173971	178502	76885	255387
11 KERALA	1570750	1488592	3059342	964836	921927	1886763	545346	557049	1102395	51854	56036	107890
12 MADHYA PRADESH	4810030	3336092	8146122	1665677	754192	2419869	700175	261530	961705	170272	72053	242325
13 MAHARASHTRA	5450520	4715937	10166457	2286234	1585172	3871406	1728632	969730	2698362	527346	259835	787181
14 MANIPUR	143515	121074	264589	42340	36360	78700	39543	29037	68580	12642	8319	20961
15 MIZORAM	76577	71987	148564	40524	35210	75734	18205	15864	34069	4402	2924	7326
16 NAGALAND	59107	53180	112287	19487	17988	37475	8419	8633	17052	1014	463	1477
17 NAGALAND	82483	72644	155127	29954	28051	58005	13633	10853	24486	2072	1007	3079
18 ORISSA	2180000	1500000	3680000	680000	385000	1065000	622436	316773	939209	61653	21443	83096
19 PUNJAB	1117919	953792	2071621	529881	394576	924457	398625	280977	679602	47785	54267	102052
20 RAJASTHAN	3252880	1443010	4695890	1078890	347890	1426780	717370	208060	925430	74256	24958	99214
21 SIKKIM	39296	34028	73324	8329	7669	15998	5431	3961	9392	0	0	0
22 TAMIL NADU	4225530	3624565	7850095	1871321	1412296	3283617	1031234	685565	1716799	152948	99601	252549
23 TRIPURA	216481	178450	394931	75508	56487	131995	42216	28172	70388	7216	4212	11428
24 UTTAR PRADESH	9617568	5530432	15148000	3447382	1517618	4965000	2455972	782855	3238827	366289	117315	483604
25 WEST BENGAL	5313432	3960689	9274121	1578095	1164672	2742767	1058516	540100	1598616	196157	134837	330994
26 A. & N. ISLANDS	21784	19596	41380	10089	8353	18442	6919	5517	12436	1097	942	2039
27 CHANDIGARH	27740	24237	51977	15135	12890	28025	21871	19087	40958	7099	6865	13964
28 DADRA & NAGAR HAVELI	10163	6963	17126	2864	1631	4495	1826	1041	2867	0	0	0
29 DAMAN & DIU	7010	6280	13290	3785	3109	6894	2675	1735	4410	285	160	445
30 DELHI	492960	430980	923940	281346	227304	508650	219420	173495	392915	77396	56004	133400
31 LAKSHADWEEP	4718	4035	8753	1890	1453	3343	1129	795	1924	0	0	0
32 PONDICHERRY	55474	50326	105800	30867	26297	57164	18013	14436	32449	3090	2223	5313
INDIA	59217993	42359096	101577089	21448617	12997146	34445763	14183919	7043982	21227901	2904477	1400212	4304689

\* Excludes Enrolment in Ph.D./M.Phil and all Professional Courses except Engineering(B.E./B.Tech/B.Arch), Medicine(M.D.B.S) and Teacher Training(B.ed/B.T.)

SOURCE: Selected Educational Statistics 1991-92.

STATEMENT NO. 14  
Enrolment Ratio in Primary and Middle classes

STATE/UNION TERRITORY	PRIMARY			MIDDLE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
ANDHRA PRADESH	123.16	94.81	109.16	70.80	43.28	57.17
ARUNACHAL PRADESH	127.84	91.11	109.43	56.45	37.35	47.00
ASSAM	116.79	108.59	112.80	69.44	54.64	62.27
BIHAR	104.60	55.55	80.47	53.17	20.67	37.02
GOA	106.18	96.65	101.41	112.13	96.19	104.16
GUJARAT	141.79	110.64	126.52	84.58	58.64	71.86
HARYANA	93.59	78.72	86.27	74.78	51.26	63.59
HIMACHAL PRADESH	125.30	108.66	116.99	124.71	96.02	110.47
JAMMU & KASHMIR	101.82	71.20	86.88	75.82	46.70	61.70
KARNATAKA	115.45	106.54	111.10	65.62	47.11	56.50
KERALA	100.02	98.09	99.07	106.17	104.42	105.31
MADHYA PRADESH	119.20	88.79	104.54	74.22	35.68	55.53
MAHARASHTRA	132.35	119.31	125.96	91.53	66.83	79.50
MANIPUR	116.58	104.28	110.61	66.78	58.93	62.91
MEGHALAYA	66.59	62.38	64.48	63.52	53.67	58.53
MIZORAM	139.73	132.95	136.44	75.82	72.83	74.36
NAGALAND	114.40	104.22	109.40	69.50	67.76	68.64
ORISSA	119.47	86.53	103.42	65.07	37.74	51.57
PUNJAB	101.97	94.51	98.40	79.34	65.62	72.84
RAJASTHAN	106.67	50.05	79.16	65.93	22.61	44.93
SIKKIM	127.17	112.68	120.01	48.71	47.63	48.19
TAMIL NADU	142.28	127.86	135.24	109.43	86.00	97.95
TRIPURA	143.46	121.48	132.62	90.32	70.61	80.68
UTTAR PRADESH	104.88	66.88	86.86	67.94	33.42	51.64
WEST BENGAL	139.78	107.93	124.13	74.27	55.49	64.94
A. & N. ISLANDS	100.39	84.83	92.37	87.73	75.94	81.96
CHANDIGARH	61.24	59.40	60.37	57.33	57.04	57.19
DADRA & NAGAR HAVELI	115.49	87.04	101.94	56.16	34.70	45.87
DAMAN & DIU	0.00	0.00	0.00	0.00	0.00	0.00
DELHI	86.61	88.15	87.32	82.92	80.26	81.71
LAKSHADWEEP	157.27	134.50	145.88	118.12	96.87	107.84
PONDICHERRY	147.54	136.38	142.01	135.38	117.40	126.47
INDIA	116.61	88.09	102.74	74.19	47.40	61.15

Source : Selected Education Statistics 1991-92

STATEMENT NO. 15  
ENROLMENT BY STAGES (SCHEDULED CASTES) 1991-92

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION*		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	873999	645095	1519094	242894	135268	378162	146307	66452	212759	23245	7435	30680
2 ARUNACHAL PRADESH	67	32	99	2	1	3	6	2	8	0	0	0
3 ASSAM	215249	196373	411622	65160	45340	110500	40479	25988	66467	6242	2471	8713
4 BIHAR	792435	305521	1097956	160252	43034	203286	67405	11239	78644	0	0	0
5 GOA	1092	992	2084	616	430	1046	329	188	517	54	32	86
6 GUJARAT	341100	239200	580300	116401	67355	183756	68663	30441	99104	17105	7805	24910
7 HARYANA	221458	175375	396833	77208	41403	118611	49998	14866	64864	5809	745	6554
8 HIMACHAL PRADESH	97000	80000	177000	47000	33000	80000	25508	11669	37177	681	137	818
9 JAMMU & KASHMIR	39631	28455	68086	16850	12075	28925	7928	3436	11364	663	201	864
10 KARNATAKA	533847	432747	966594	153580	95627	249207	113299	47713	161012	19111	4871	23982
11 KERALA	182169	171888	354057	107435	101760	209195	59039	63454	122493	4603	4492	9095
12 MADHYA PRADESH	700661	475886	1176547	298860	83692	382552	103905	26512	130417	15681	2918	18599
13 MADHARASHTRA	814972	670851	1485823	323205	208942	532147	245806	114936	360742	64923	19031	83954
14 MANIPUR	1968	1995	3963	540	502	1042	627	568	1195	270	214	484
15 MIZORAM	969	798	1767	717	489	1206	583	272	855	165	131	296
16 MIZORAM †	-	-	-	-	-	-	-	-	-	-	-	-
17 NAGALAND †	-	-	-	-	-	-	-	-	-	-	-	-
18 ORISSA	421000	269000	690000	108000	60000	168000	56930	17289	74219	4524	919	5443
19 PUNJAB	404180	318118	722298	121208	77857	199065	73385	39308	112693	6985	4161	11146
20 RAJASTHAN	551200	205920	757120	182460	35590	218050	125020	9900	134920	6453	333	6786
21 SIKKIM	2280	2052	4332	367	339	706	220	169	389	-	-	-
22 TAMIL NADU	847023	699349	1546372	334507	237996	572503	166867	84015	250882	23011	10079	33090
23 TRIPURA	39222	32853	72075	12331	8677	21008	6360	3664	10024	856	275	1131
24 UTTAR PRADESH	1612853	683973	2296826	546760	144642	691402	363202	63192	426394	53333	4044	57377
25 WEST BENGAL	875964	583280	1459244	165098	84470	249568	120254	50844	171098	17364	7753	25117
26 A. & N. ISLANDS †	-	-	-	-	-	-	-	-	-	-	-	-
27 CHANDIGARH	7598	6417	14015	2808	2410	5218	2049	1846	3895	470	164	634
28 DADRA & NAGAR HAVELI	183	162	345	105	79	184	114	58	172	0	0	0
29 DAMAN & DIU	265	255	520	149	167	316	189	90	279	9	6	15
30 DELHI	119850	91040	210890	47531	30231	77762	32175	13839	46014	5086	2821	7907
31 LAKSHADWEEP	2	0	2	1	1	2	10	9	19	0	0	0
32 PONDICHERRY	10524	10719	21243	4894	4445	9339	1614	1119	2733	376	147	523
INDIA	9708761	6328346	16037107	3136939	1555822	4692761	1878271	703078	2581349	277019	81185	358204

\* Excludes enrolment in Ph.D/M.Phil and all professional courses except Engineering(B.E./D.Tech/D.Arch), Medicine(M.D.D.S), & Teacher Training(B.ed/D.T)

† No Castes were Scheduled by the president of India for Mizoram, Nagaland and A.& N. Island.

SOURCE : Selected Educational Statistics 1991-92.

STATEMENT 16

Enrolment Ratio of Students Belonging to Scheduled Caste - Primary and Middle Class

STATE/UNION TERRITORY	PRIMARY			MIDDLE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
ANDHRA PRADESH	163.42	123.70	143.81	80.56	45.71	63.29
ARUNACHAL PRADESH	30.04	14.27	22.13	1.63	0.83	1.24
ASSAM	213.92	205.95	210.04	111.67	82.72	97.64
BIHAR	100.43	40.00	70.70	37.10	10.09	23.68
GOA	75.21	68.22	71.71	72.31	50.47	61.39
GUJARAT	202.42	147.61	175.55	118.13	71.00	95.01
HARYANA	112.02	91.51	101.92	66.52	39.26	53.54
HIMACHAL PRADESH	133.42	110.34	121.89	110.22	78.48	94.46
JAMMU & KASHMIR	106.00	79.89	93.26	79.11	60.24	69.96
KARNATAKA	130.96	111.21	121.31	66.09	42.37	54.41
KERALA	115.76	113.04	114.42	117.98	115.03	116.52
MADHYA PRADESH	123.14	89.83	107.08	94.45	28.08	62.26
MAHARASHTRA	277.16	237.70	257.83	181.22	123.38	153.05
MANIPUR	126.88	136.38	131.49	67.60	64.57	66.11
MEGHALAYA	221.74	181.98	201.82	295.74	196.16	245.26
MIZORAM	0.00	0.00	0.00	0.00	0.00	0.00
NAGALAND	0.00	0.00	0.00	0.00	0.00	0.00
ORISSA	157.38	105.84	132.27	70.49	40.12	55.49
PUNJAB	137.26	117.37	127.72	67.56	48.21	58.39
RAJASTHAN	103.88	41.05	73.35	64.08	13.29	39.47
SIKKIM	127.22	117.15	122.24	37.00	36.30	36.66
TAMIL NADU	155.43	134.44	145.18	106.60	78.97	93.07
TRIPURA	171.68	147.72	159.86	97.42	71.64	84.82
UTTAR PRADESH	83.12	39.09	62.24	50.92	15.05	33.98
WEST BENGAL	104.79	72.28	88.82	35.34	18.30	26.87
A. & N. ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
CHANDIGARH	119.72	112.26	116.19	75.92	76.12	76.01
DADRA & NAGAR HAVEL	84.19	81.98	83.14	83.35	68.05	76.01
DAMAN & DIU	0.00	0.00	0.00	0.00	0.00	0.00
DELHI	116.85	103.34	110.60	77.74	59.24	69.32
LAKSHADWEEP	0.00	0.00	0.00	0.00	0.00	0.00
PONDICHERRY	174.93	181.55	178.21	134.16	124.02	129.13
INDIA	121.38	83.56	102.99	68.89	36.03	52.89

Source : Selected Education Statistics 1991-92

STATEMENT NO. 17  
ENROLMENT BY STAGES (SCHEDULED TRIBES) 1991-92

(As on 30th Sept. 1991)

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HIGHER SEC.			HIGHER EDUCATION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	342363	213387	555750	62953	29112	92065	33042	12002	45044	3280	834	4114
2 ARUNACHAL PRADESH	50544	36181	86725	11435	6927	18362	8037	3464	11501	1091	232	1323
3 ASSAM	370401	309469	679870	87111	59782	146893	58600	39770	98370	6900	2624	9524
4 BIHAR	409647	227935	637582	84235	39277	123512	32150	13694	45844	0	0	0
5 GOA	121	73	194	44	23	67	5	2	7	0	0	0
6 GUJARAT	539000	363200	902200	131128	73696	204824	66486	35439	101925	16175	9370	25545
7 HARYANA @	-	-	-	-	-	-	-	-	-	-	-	-
8 HIMACHAL PRADESH	17000	13000	30000	8000	5000	13000	3520	2300	5820	255	56	311
9 JAMMU & KASHMIR @	-	-	-	-	-	-	-	-	-	-	-	-
10 KARNATAKA	160700	124529	285229	42034	26048	68082	23894	12156	36050	4321	834	5155
11 KERALA	21538	19768	41306	8756	8198	16954	3880	3638	7518	178	77	255
12 MADHYA PRADESH	875031	518729	1393760	234112	74845	308957	89957	19422	109379	10313	2079	12392
13 MAHARASHTRA	519528	404814	924342	154431	85541	239972	72721	35093	107814	11520	3041	14561
14 MANIPUR	50666	42074	92740	9188	7282	16470	7036	5179	12215	1574	892	2466
15 MIZORAM	67696	63780	131476	30795	27787	58582	14129	12598	26727	2653	1950	4603
16 NAGALAND	58992	53041	112033	19360	17894	37254	8329	8533	16862	1014	463	1477
17 NAGALAND	64999	57218	122217	22871	21419	44290	10643	8425	19068	1696	871	2567
18 ORISSA	525000	248000	773000	94000	41000	135000	34378	13335	47713	3484	751	4235
19 PUNJAB	0	0	0	0	0	0	0	0	0	2	1	3
20 RAJASTHAN	403690	137330	541020	127160	15500	142660	80910	5110	86020	5070	143	5213
21 SIKKIM	8329	7307	15636	1680	1764	3444	1085	1011	2096	0	0	0
22 TAMIL NADU	39405	29908	69313	12194	7546	19740	5836	3708	9544	491	217	708
23 TRIPURA	75275	54841	130116	17948	11251	29199	8404	4090	12494	380	78	458
24 UTTAR PRADESH	18188	10144	28332	5905	2109	8014	3382	1315	4697	1239	504	1743
25 WEST BENGAL	316631	134878	451509	43094	14830	57924	20092	10560	30652	775	284	1059
26 A. & N. ISLANDS	1815	1671	3486	906	749	1655	462	409	871	33	15	48
27 CHANDIGARH	0	0	0	0	0	0	103	35	138	95	27	122
28 DADRA & NAGAR HAVELI	8580	5605	14185	2063	1010	3073	1073	488	1561	0	0	0
29 DAMAN & DIU	967	830	1797	451	363	814	163	101	264	86	12	98
30 DELHI	302	279	581	252	149	401	235	165	400	414	252	666
31 LAKSHADWEEP	4587	3932	8519	1832	1384	3216	1034	695	1729	0	0	0
32 PONDICHERY @	-	-	-	-	-	-	-	-	-	-	-	-
INDIA	4950995	3081923	8032918	1213938	580486	1794424	589586	252737	842323	73039	25607	98646

\* Excludes enrolment in Ph.D/M.Phil and all professional courses except Engineering(B.E./B.Tech/B.Arch), Medicine(M.D.B.S), & Teacher Training(B.ed/B.T)

@ No Tribes were Scheduled by the president of India for Haryana, Jammu & Kashmir and Pondicherry.

SOURCE : Selected Educational Statistics 1991-92.

STATEMENT 18

Enrolment Ratio of Students Belonging to Scheduled Tribes - Primary and Middle classes

STATE/UNION TERRITORY	PRIMARY			MIDDLE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
ANDHRA PRADESH	160.52	102.60	131.93	52.36	24.67	38.64
ARUNACHAL PRADESH	133.04	94.71	113.82	54.76	33.85	44.41
ASSAM	175.43	154.68	165.33	71.14	51.97	61.86
BIHAR	90.65	52.10	71.69	34.05	16.08	25.12
GOA	19.42	11.70	15.55	12.03	6.29	9.16
GUJARAT	160.83	112.70	137.23	66.91	39.06	53.25
HARYANA	0.00	0.00	0.00	0.00	0.00	0.00
HIMACHAL PRADESH	125.15	95.96	110.58	100.41	63.64	82.15
JAMMU & KASHMIR	0.00	0.00	0.00	0.00	0.00	0.00
KARNATAKA	121.00	98.22	109.87	55.52	35.42	45.62
KERALA	133.15	126.46	129.86	93.54	90.15	91.87
MADHYA PRADESH	94.40	60.11	77.87	45.42	15.42	30.87
MAHARASHTRA	137.27	111.44	124.62	67.27	39.24	53.62
MANIPUR	151.26	133.18	142.49	53.26	43.37	48.38
MEGHALAYA	73.04	68.58	70.81	59.89	52.56	56.18
MIZORAM	149.11	141.78	145.54	80.54	77.46	79.03
NAGALAND	107.32	97.73	102.61	63.17	61.59	62.40
ORISSA	128.27	63.78	96.85	40.10	17.92	29.14
PUNJAB	0.00	0.00	0.00	0.00	0.00	0.00
RAJASTHAN	108.42	39.01	74.69	63.64	8.25	36.80
SIKKIM	116.18	104.29	110.31	42.35	47.23	44.71
TAMIL NADU	124.01	98.60	111.60	66.64	42.94	55.03
TRIPURA	175.59	131.41	153.79	75.57	49.50	62.82
UTTAR PRADESH	94.45	58.42	77.36	55.41	22.12	39.69
WEST BENGAL	147.95	65.28	107.34	36.03	12.55	24.36
A. & N. ISLANDS	68.90	59.59	64.10	64.90	56.09	60.59
CHANDIGARH	0.00	0.00	0.00	0.00	0.00	0.00
DADRA & NAGAR HAVELI	124.38	89.38	107.71	51.60	27.41	40.00
DAMAN & DIU	0.00	0.00	0.00	0.00	0.00	0.00
DELHI	0.00	0.00	0.00	0.00	0.00	0.00
LAKSHADWEEP	170.84	146.44	158.64	127.93	103.09	115.91
PONDICHERRY	0.00	0.00	0.00	0.00	0.00	0.00
INDIA	125.63	82.59	104.70	54.11	27.28	41.05

Source : Selected Education Statistics 1991-92

STATEMENT NO.19  
DROP OUT RATES 1988-89

S.NO	STATE/U.T.	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	ANDHRA PRADESH	51.45	57.54	54.08	68.58	77.90	72.54	75.33	83.94	79.02
2	ARUNACHAL PRADESH	62.32	61.49	62.00	74.98	76.68	75.57	82.76	84.29	83.25
3	ASSAM	52.20	59.64	55.12	71.94	75.74	73.59	78.29	82.01	79.91
4	BIHAR	64.39	70.26	66.34	77.39	84.90	79.76	82.66	90.87	85.17
5	GOA	-	-	-	-	-	-	-	-	-
6	GUJARAT	40.27	48.30	43.84	55.66	66.93	60.46	71.35	77.04	73.74
7	HARYANA	26.11	30.99	28.13	39.27	51.11	43.77	50.79	62.30	54.89
8	HIMACHAL PRADESH	26.38	27.99	27.12	18.76	33.49	25.33	45.15	59.43	51.30
9	JAMMU & KASHMIR	50.03	38.16	45.30	47.00	70.36	56.11	64.44	76.19	68.91
10	KARNATAKA	44.40	55.61	49.70	61.10	74.98	67.83	60.29	72.17	65.80
11	KERALA	3.00	-1.00	- 2.00	18.37	16.99	17.70	43.79	38.14	41.04
12	MADHYA PRADESH	39.32	42.64	40.62	49.88	66.65	55.78	72.35	84.41	76.47
13	MAHARASHTRA	34.24	44.25	38.91	51.27	66.07	58.67	68.16	80.23	73.68
14	MANIPUR	70.00	70.82	70.37	76.72	79.50	78.01	75.57	79.38	77.34
15	MEGHALAYA	28.60	29.53	29.03	66.94	61.84	64.59	89.48	89.93	89.70
16	MIZORAM	37.28	38.72	37.98	46.91	43.59	45.34	80.06	82.84	81.42
17	NAGALAND	34.81	33.01	33.96	56.19	54.02	55.28	81.87	83.61	82.64
18	ORISSA	40.05	37.32	38.97	59.92	73.28	65.46	68.39	78.83	72.74
19	PUNJAB	29.20	29.62	29.39	58.42	63.83	60.91	73.23	77.75	75.33
20	RAJASTHAN	53.12	60.75	56.35	63.06	73.20	65.69	77.31	84.19	79.02
21	SIKKIM	64.12	58.29	61.61	63.83	60.11	62.51	86.52	89.79	87.91
22	TAMIL NADU	19.16	24.01	21.41	41.33	51.34	45.91	65.92	73.93	69.62
23	TRIPURA	55.11	56.14	55.58	74.84	77.58	76.06	82.23	83.17	82.62
24	UTTAR PRADESH	50.30	48.96	40.89	51.82	65.00	56.06	59.53	80.02	66.19
25	WEST BENGAL	62.57	66.89	64.45	75.35	77.34	76.18	85.60	85.87	85.71
26	A. & N. ISLANDS	13.72	18.69	16.13	35.27	40.03	37.53	49.72	57.43	53.43
27	CHANDIGARH	-6.00	7.80	-5.40	11.88	3.74	8.78	25.15	30.85	27.82
28	DADRA & NAGAR HAVELI	14.13	47.75	40.68	62.54	69.93	65.70	79.54	83.50	81.24
29	DAMAN & DIU	-13.13	-.40	-3.63	15.34	23.14	19.02	54.73	59.64	57.06
30	DELHI	-6.34	22.73	18.30	8.54	22.62	15.26	2.25	38.77	29.13
31	LAKSHADWEEP	11.55	7.88	-26.71	26.57	47.86	36.79	69.18	73.98	71.41
32	PONDICHERRY	71.35	-1.05	-3.81	4.79	21.07	12.55	45.91	52.36	48.96
TOTAL		46.74	49.69	47.93	59.38	68.31	65.40	72.68	79.46	75.36

Drop-out rate is calculated as follow :

$$\begin{aligned} & \frac{\text{Drop-out rate from class I to V for the year 1987-88}}{\text{Drop-out rate from Class I to VIII for the year 1988-89}} \\ & = \frac{\frac{\text{(No. of students enrolled in Class I in 1984-85)}}{\text{(No. of students enrolled in Class V in 1988-89)}}}{\frac{\text{(No. of students enrolled in Class I in 1981-82)}}{\text{(No. of students enrolled in Class VIII in 1988-89)}}}} \times 100 \\ & \text{Drop-out rate from Class I to X for the year 1988-89} \\ & = \frac{\frac{\text{(No. of students enrolled in Class I in 1979-80)}}{\text{(No. of students enrolled in Class I in 1981-82)}}}{\frac{\text{(No. of students enrolled in Class VIII in 1988-89)}}{\text{(No. of students enrolled in Class I in 1979-80)}}}} \times 100 \end{aligned}$$

This ratio does not take into account: (i) Repeaters; and (ii) Children who enter the system after Class I.

STATEMENT No. 20  
DROP-OUT RATES SCHEDULED CASTES 1988-89

S.NO	STATE/U.T.	I-V			I-VIII			I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	ANDHRA PRADESH	58.48	63.72	60.72	77.33	85.69	80.95	83.85	88.57	85.90
2	ARUNACHAL PRADESH	-	-	-	-	-	-	-	-	-
3	ASSAM	64.00	66.43	65.07	57.73	54.72	56.49	62.44	66.43	64.13
4	BIHAR	67.82	76.27	70.20	83.05	89.61	84.71	88.03	94.31	89.48
5	GOA	44.01	53.63	48.69	61.51	76.12	68.36	88.37	87.78	88.12
6	GUJARAT	23.16	43.61	32.33	47.76	69.01	56.97	67.32	80.82	72.92
7	HARYANA	34.87	38.09	36.14	54.62	72.97	61.43	65.62	82.12	70.32
8	HIMACHAL PRADESH	32.40	35.00	33.55	40.74	52.88	45.97	61.00	73.68	66.08
9	JAMMU & KASHMIR	41.15	31.84	37.55	61.42	60.82	61.21	76.47	78.16	77.04
10	KARNATAKA	58.45	64.66	61.14	64.48	76.22	69.51	73.38	85.38	78.69
11	KERALA	0.0	1.81	0.0	27.56	25.36	26.49	54.72	47.60	51.26
12	MADHYA PRADESH	33.87	51.04	40.11	53.36	72.96	59.06	77.09	90.52	88.99
13	MAHARASHTRA	39.70	53.38	446.02	54.00	71.23	61.78	70.51	83.96	76.50
14	MANIPUR	79.48	82.31	80.88	83.47	84.69	84.26	81.50	82.83	82.29
15	MEGHALAYA	75.67	77.11	76.34	31.11	55.38	43.02	77.16	87.71	81.93
16	MIZORAM	-	-	-	-	-	-	-	-	-
17	NAGALAND	-	-	-	-	-	-	-	-	-
18	ORISSA	50.53	54.54	52.10	72.30	80.25	75.35	78.16	86.34	81.33
19	PUNJAB	32.69	39.94	35.92	79.99	79.80	75.49	83.89	89.62	86.52
20	RAJASTHAN	59.27	72.71	2.472	67.27	83.91	70.22	82.81	96.04	85.93
21	SIKKIM	75.44	70.86	73.42	83.05	79.96	81.65	92.38	94.83	93.48
22	TAMIL NADU	22.46	29.83	25.94	51.77	60.61	55.66	74.06	83.71	78.47
23	TRIPURA	58.17	63.26	60.52	77.86	84.34	80.80	86.94	89.71	88.15
24	UTTAR PRADESH	46.97	46.84	46.94	57.83	67.82	60.26	62.97	85.79	72.91
25	WEST BENGAL	153.94	66.5	59.45	76.68	82.46	78.94	89.28	91.30	90.01
26	A. & N. ISLANDS	-	-	-	-	-	-	-	-	-
27	CHANDIGARH	0.0	7.33	0.0	0.0	0.0	0.0	48.26	48.39	-
28	DADRA & NAGAR HAVELI	-	-	-	-	-	-	-	-	-
29	DAMAN & DIU	-	-	-	-	-	-	-	-	-
30	DELHI	18.50	10.25	15.18	52.13	54.16	54.80	75.19	65.86	-
31	LAKSHADWEEP	-	-	-	-	-	-	-	-	-
32	PONDICHERRY	0.0	0.0	0.0	12.49	26.92	19.	69.67	64.00	-
	INDIA	47.24	53.39	49.62	64.37	73.60	63.96	85.62	79.88	-



STATEMENT No. 21  
DROP-OUT RATES SCHEDULED TRIBES 1988-89

S.NO STATE/U.T.	I-V			I-VIII			I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1 ANDHRA PRADESH	63.70	68.97	65.66	84.21	90.14	86.42	88.83	92.77	90.34
2 ARUNACHAL PRADESH	64.77	59.92	63.01	75.60	79.35	76.95	80.49	89.30	83.37
3 ASSAM	71.90	70.71	71.40	66.06	68.17	66.95	56.15	77.21	68.18
4 BIHAR	69.51	77.14	72.19	84.53	88.65	85.94	90.30	93.64	91.42
5 GOA *	83.79	95.36	89.91	96.63	97.21	96.89	-	-	-
6 GUJARAT	55.61	68.50	61.21	77.70	84.03	80.34	85.68	90.10	87.50
7 HARYANA	-	-	-	-	-	-	-	-	-
8 HIMACHAL PRADESH	24.39	28.16	25.89	33.97	46.97	38.65	55.88	65.33	59.27
9 JAMMU & KASHMIR	-	-	-	-	-	-	-	-	-
10 KARNATAKA	35.80	45.77	40.18	59.61	70.07	64.03	69.06	80.52	73.97
11 KERALA	21.19	16.37	18.94	45.30	37.94	41.82	72.94	67.39	70.43
12 MADHYA PRADESH	47.12	59.69	51.80	70.75	80.85	73.79	83.26	93.18	86.20
13 MAHARASHTRA	57.89	68.83	62.60	73.00	83.04	77.10	83.34	90.49	86.18
14 MANIPUR	77.20	78.09	77.61	84.87	85.92	85.30	85.12	86.79	85.88
15 MEGHALAYA	73.21	81.76	77.40	72.85	73.09	72.96	91.63	93.37	92.47
16 MIZORAM	61.88	62.70	62.28	31.17	24.66	28.08	75.91	78.49	77.17
17 NAGALAND	34.94	35.70	35.29	64.41	58.67	61.99	79.64	83.86	81.53
18 ORISSA	75.41	77.74	76.19	83.99	85.72	84.59	87.34	92.69	89.23
19 PUNJAB	-	-	-	-	-	-	-	-	84.72
20 RAJASTHAN	66.77	79.07	69.63	72.34	86.07	74.44	83.09	94.33	87.64
21 SIKKIM	66.99	57.19	62.87	70.89	62.25	67.19	86.78	88.83	76.15
22 TAMIL NADU	42.61	54.31	47.95	51.45	59.72	54.90	75.47	77.13	91.81
23 TRIPURA	73.96	78.41	75.86	84.75	88.17	86.17	90.83	93.44	80.68
24 UTTAR PRADESH	41.73	51.60	45.14	55.83	63.69	58.10	79.30	83.88	92.47
25 WEST BENGAL	63.76	67.55	65.03	83.27	87.03	84.39	92.35	92.74	52.47
26 A. & N. ISLANDS	8.95	13.33	11.00	35.20	38.13	63.50	42.76	64.31	52.97
27 CHANDIGARH	-	-	-	-	-	-	-	-	-
28 DADRA & NAGAR HAVELI	41.26	57.58	47.60	69.67	79.94	74.04	87.62	93.01	89.94
29 DAMAN & DIU	-	-	-	-	-	-	-	-	-
30 DELHI	-	-	-	-	-	-	-	-	-
31 LAKSHADWEEP	-	10.94	-	29.72	50.41	39.61	71.11	73.78	72.34
32 PONDICHERRY	-	-	-	-	-	-	-	-	-
INDIA	61.94	68.73	64.53	76.21	81.45	78.08	84.87	89.91	86.72

\* Includes Daman & Diu.

STATEMENT NO. 22  
NUMBER OF TEACHERS 1991-92

SN. STATE/U.Ts.	PRIMARY SCHOOL			MIDDLE SCHOOL			SEC./HR.SECONDARY SCHOOLS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 ANDHRA PRADESH	80286	32838	113124	28847	14094	42941	60628	29354	89982
2 ARUNACHAL PRADESH	1913	584	2497	1406	369	1775	1859	470	2329
3 ASSAM	58232	17055	75287	31992	6554	38546	33990	9326	43316
4 BIHAR	93665	22493	116158	79763	20251	100014	40822	6739	47561
5 GOA	1100	1819	2919	349	462	811	3206	4081	7287
6 GUJARAT	22070	14715	36785	81460	54305	135765	45579	14621	60200
7 HARYANA	23736	19170	42906	7183	4694	11877	28780	19380	48160
8 HIMACHAL PRADESH	12890	7325	20215	4200	1205	5405	9699	4030	13729
9 JAMMU & KASHMIR	9841	6605	16446	11515	6484	17999	14928	6622	21550
10 KARNATAKA	30101	11676	41777	56779	36043	92822	41025	12416	53441
11 KERALA	16742	31240	47982	18788	32272	51060	34500	57849	92349
12 MADHYA PRADESH	140537	43416	183953	61466	21593	83059	43918	14771	58689
13 MAHARASHTRA	72860	50031	122891	94649	57327	151976	140054	60859	200913
14 MANIPUR	8187	2397	10584	4187	1168	5355	5130	2184	7314
15 MEGHALAYA	4245	2488	6733	1901	1120	3021	1541	1494	3035
16 MIZORAM	1978	1773	3751	2508	648	3156	1361	275	1636
17 NAGALAND	4659	1766	6425	2861	790	3651	2527	443	2970
18 ORISSA	78675	26265	104940	32040	6475	38515	33886	8951	42837
19 PUNJAB	21933	26041	47974	5549	4855	10404	27390	22429	49819
20 RAJASTHAN	59039	21343	80382	53005	18139	71144	50593	14291	64884
21 SIKKIM	1731	642	2373	1063	498	1561	1162	922	2084
22 TAMIL NADU	71225	49496	120721	33960	31707	65667	68382	48173	116555
23 TRIPURA	7888	2003	9891	3656	935	4591	7491	2994	10485
24 UTTAR PRADESH	216051	48662	264713	76556	18968	95524	81201	16469	97670
25 WEST BENGAL	144112	40636	184748	18092	7139	25231	78326	41691	120017
26 A. & N. ISLANDS	467	265	732	362	357	719	1215	994	2209
27 CHANDIGARH	84	713	797	84	534	618	700	2403	3103
28 DADRA & NAGAR HAVELI	110	51	161	161	214	375	116	46	162
29 DAMAN & DIU	301	181	482	139	91	230	166	57	223
30 DELHI	8340	14280	22620	2367	3492	5859	17750	24066	41816
31 LAKSHADWEEP	159	70	229	71	56	127	287	68	355
32 PONDICHERRY	923	895	1818	919	892	1811	1801	1318	3119
INDIA	1194080	498934	1693014	717878	353731	1071609	880013	429786	1309799

SOURCE : Selected Educational Statistics 1991-92.

STATEMENT NO.23  
 BUDGET OF EDUCATION DEPARTMENTS OF CENTRE, STATES/UTS FOR THE YEAR 1991-92  
 RANKED IN ORDER OF PERCENTAGE OF EDUCATION BUDGET TO TOTAL  
 STATE BUDGET

(Rs. in lakhs)

S.NO	STATE/U.T.	BUDGET OF EDUCATION DEPARTMENT % OF EDU. BUDGET			
		PLAN	NON-PLAN	TOTAL	TO TOTAL STATE BUDGET
1	2	3	4	5	6
1	DELHI	5739	25751	31490	28.65
2	WEST BENGAL	14369	156836	171205	28.08
3	KERALA	4009	74194	78203	25.25
4	CHANDIGARH	487	4116	4603	24.12
5	BIHAR	10952	116321	127273	23.18
6	RAJASTHAN	13877	73823	87700	21.82
7	MANIPUR	875	5821	6696	21.52
8	ASSAM	7920	39611	47531	20.98
9	HIMACHAL PRADESH	4052	18380	22432	20.78
10	GOA	1248	5537	6785	20.62
11	DAMAN & DIU	91	403	494	20.43
12	TAMIL NADU	4575	121019	125594	20.10
13	KARNATAKA	11826	84740	96566	20.05
14	TRIPURA	2432	8686	11118	19.79
15	GUJARAT	3106	88327	91433	19.71
16	ANDHRA PRADESH	10273	111898	122171	19.23
17	ORISSA	10695	43385	54080	19.08
18	UTTAR PRADESH	18036	107956	125992	18.05
19	SIKKIM	945	1750	2695	17.95
20	MEGHALAYA	1842	4974	6816	17.82
21	MADHYA PRADESH	15398	80278	95676	17.64
22	PONDICHERRY	848	2929	3777	16.63
23	J & K	5624	15982	21606	15.62
24	MAHARASHTRA	5419	160991	166410	15.08
25	HARYANA	3609	30988	34597	15.01
26	NAGALAND	1847	3982	5829	13.78
27	MIZORAM	829	3345	4174	13.44
28	PUNJAB	6314	52113	58427	13.41
29	D & N HAVELI	105	318	423	13.36
30	ARUNACHAL PRADESH	1487	2351	3838	13.01
31	A & N ISLAND	260	1597	1857	11.00
32	LAKSHDWEEP	94	345	439	10.97
ALL STATES/UTs		169183	1448747	1617930	19.44
CENTRAL SECTOR		103130	77400	180530	2.21
TOTAL (CENTRE+STATE)		272313	1526147	1798460	10.70

STATEMENT No. 24  
APPROVED OUTLAYS FOR EIGHTH FIVE YEAR PLAN PERIOD (1992-97)

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL (COL.5+COL.6)
1	2	3	4	5	6	7
1	ANDHRA PRADESH	17613	1712	22295	5650	27945
2	ARUNACHAL PRADESH	11392	279	15190	-	15190
3	ASSAM	56835	1836	87438	4533	91971
4	BIHAR	58883	6034	72695	18522	91217
5	GOA	2730	111	6500	1300	7800
6	GUJARAT	14982	2247	22700	9000	31700
7	HARYANA	20244	640	40704	10630	51334
8	HIMACHAL PRADESH	9890	177	23000	4200	27200
9	JAMMU&KASHMIR	15765	716	31530	1900	33430
10	KARNATAKA	40950	1870	90555	5000	95555
11	KERALA	2221	77	8225	9400	17625
12	MADHYA PRADESH	43268	1984	61812	8538	70350
13	MAHARASHTRA	35000	2200	73007	22518	95525
14	MANIPUR	4080	205	6800	550	7350
15	MEGHALAYA	6433	337	9060	137	9197
16	MIZORAM	2302	125	4185	350	4535
17	NAGALAND	1847	72	4295	450	4745
18	ORISSA	24266	4491	52752	8286	61038
19	PUNJAB	4715	1080	21678	19600	41278
20	RAJASTHAN	56775	3050	86023	10018	96041
21	SIKKIM	3640	68	5500	280	5780
22	TAMILNADU	25247	4000	44000	3714	47714
23	TRIPURA	6960	234	12000	150	12150
24	UTTAR PRADESH	66353	2426	108775	25740	134515
25	WEST BENGAL	35000	2672	50000	10000	60000
26	A & N ISLANDS	2074	34	4222	1320	5542
27	CHANDIGARH	1062	53	3500	92445	95945
28	DADRA&NAGAR HAVELI	700	6	1078	200	1278
29	DAMAN & DIU	267	15	504	350	854
30	DELHI	32180	637	45000	11000	56000
31	LAKSHADWEEP	168	16	70211	0	70211
32	PONDICHERRY	1804	40	3710	1978	5688
ALL STATES/UTS		605646	39444	1088944	287759	1376703
CENTRE		288000	140000	661900	82400	744300
TOTAL (CENTRE + STATE)		893646	179444	1750844	370159	2121003

As worked out by Planning Commission on the basis of recommendations made by Working Group discussion on Education.

SOURCE: BUDGET DOCUMENTS 1990-91 OF STATES/UTS.

STATEMENT NO. 25  
PERCENTAGE OF SECTORWISE APPROVED OUTLAY TO TOTAL OUTLAY ON EDUCATION  
DURING EIGHTH PLAN PERIOD

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION
1	ANDHRA PRADESH	63.03	6.13	79.78	20.22
2	ARUNACHAL PRADESH	75.00	1.84	100.00	0.00
3	ASSAM	61.80	2.00	95.07	4.93
4	BIHAR	64.55	6.61	79.69	20.31
5	GOA	35.00	1.42	83.33	16.67
6	GUJARAT	47.26	7.09	71.61	28.39
7	HARYANA	39.44	1.25	79.29	20.71
8	HIMACHAL PRADESH	36.36	0.65	84.56	15.44
9	JAMMU&KASHMIR	47.16	2.14	94.32	5.68
10	KARNATAKA	42.85	1.96	94.77	5.23
11	KERALA	12.60	0.44	46.67	53.33
12	MADHYA PRADESH	61.50	2.82	87.86	12.14
13	MAHARASHTRA	36.64	2.30	76.43	23.57
14	MANIPUR	55.51	2.79	92.52	7.48
15	MEGHALAYA	69.95	3.66	98.51	1.49
16	MIZORAM	50.76	2.76	92.28	7.72
17	NAGALAND	38.93	1.52	90.52	9.48
18	ORISSA	39.76	7.36	86.42	13.58
19	PUNJAB	11.42	2.62	52.52	47.48
20	RAJASTHAN	59.12	3.18	89.57	10.43
21	SIKKIM	62.98	1.18	95.16	4.84
22	TAMILNADU	52.91	8.38	92.22	7.78
23	TRIPURA	57.28	1.93	98.77	1.23
24	UTTAR PRADESH	49.33	1.80	80.86	19.14
25	WEST BENGAL	58.33	4.45	83.33	16.67
26	A & N ISLANDS	37.42	0.61	76.18	23.82
27	CHANDIGARH	1.11	0.06	3.65	96.35
28	DADRA&NAGAR HAVELI	54.77	0.47	84.35	15.65
29	DAMAN & DIU	31.26	1.76	59.02	40.98
30	DELHI	57.46	1.14	80.36	19.64
31	LAKSHADWEEP	0.24	0.02	100.00	0.00
32	PONDICHERRY	31.72	0.70	65.23	34.77
ALL STATES/UTS		43.99	2.87	79.10	20.90
CENTRE		38.69	18.81	88.93	11.07
CENTRE + STATES		45.84	9.16	85.78	14.22

SOURCE: BASED ON FIGURES OF STATEMENT NO.24.

STATEMENT No. 26  
SECTORWISE APPROVED PLAN OUTLAY FOR 1992-93

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL (COL.5+COL.6)
1	2	3	4	5	6	7
1	ANDHRA PRADESH	2377	665	3500	900	4400.00
2	ARUNACHAL PRADESH	2280	72	3225	-	3225.00
3	ASSAM	7689	311	13150	800	13950.00
4	BIHAR	9040	1017	11322	3128	14450.00
5	GOA	540	45	1295	223	1518.00
6	GUJARAT	1538	355	3000	9500	12500.00
7	HARYANA	3440	159	5000	3665	8665.00
8	HIMACHAL PRADESH	1826	100	4349	761	5110.00
9	JAMMU&KASHMIR	3000	168	6034	374	6408.00
10	KARNATAKA	7194	350	12154	850	13004.00
11	KERALA	436	20	1710	2000	3710.00
12	MADHYA PRADESH	11708	780	17936	3092	21028.00
13	MAHARASHTRA	3946	297	8045	3054	11099.00
14	MANIPUR	582	47	1450	100	1550.00
15	MEGHALAYA	1680	86	2122	32	2154.00
16	MIZORAM	457	34	907	60	967.00
17	NAGALAND	306	13	860	110	970.00
18	ORISSA	3000	600	6001	1187	7188.00
19	PUNJAB	853	200	3090	5598	8688.00
20	RAJASTHAN	4995	160	10087	1913	12000.00
21	SIKKIM	644	10	1000	50	1050.00
22	TAMILNADU	3050	1300	5855	804	6659.00
23	TRIPURA	1500	75	2575	27	2602.00
24	UTTAR PRADESH	9922	550	16596	5116	21712.00
25	WEST BENGAL	4540	500	7564	1489	9053.00
26	A & N ISLANDS	438	460	907	274	1180.80
27	CHANDIGARH	132	10	577	200	777.00
28	DADRA&NAGAR HAVELI	90	60	152	20	172.00
29	DAMAN & DIU	8687	23	116	80	195.85
30	DELHI	5263	122	7200	1300	8500.00
31	LAKSHADWEEP	34	3	132	NIL	132.21
32	PONDICHERRY	215	10	835	445	1280.00
ALL STATES/UTS		72874	5575	129393	33338	162731.00
CENTRE		28400	12000	78200	17000	95200
GROSS TOTAL (CENTRE+STATE)		121201.78	20066.21	236945.86	57672	294617.8

SOURCE: ANALYSIS OF ANNUAL PLAN 1991-92 BY PLANNING COMMISSION.

STATEMENT No. 27  
PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAY - (1992-93)

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION
1	2	3	4	5	6
1	ANDHRA PRADESH	54.0	15.1	79.5	20.5
2	ARUNACHAL PRADESH	70.7	2.2	100.0	NIL
3	ASSAM	55.1	2.2	94.3	5.7
4	BIHAR	62.6	7.0	78.4	21.6
5	GOA	35.6	3.0	85.3	14.7
6	GUJARAT	12.3	2.8	24.0	76.0
7	HARYANA	39.7	1.8	57.7	42.3
8	HIMACHAL PRADESH	35.7	2.0	85.1	14.9
9	JAMMU&KASHMIR	46.8	2.6	94.2	5.8
10	KARNATAKA	55.3	2.7	93.5	6.5
11	KERALA	11.8	0.5	46.1	53.9
12	MADHYA PRADESH	55.7	3.7	85.3	14.7
13	MAHARASHTRA	35.6	2.7	72.5	27.5
14	MANIPUR	37.5	3.0	93.5	6.5
15	MEGHALAYA	78.0	4.0	98.5	1.5
16	MIZORAM	47.3	3.5	93.8	6.2
17	NAGALAND	31.5	1.3	88.7	11.3
18	ORISSA	41.7	8.3	83.5	16.5
19	PUNJAB	9.8	2.3	35.6	64.4
20	RAJASTHAN	41.6	1.3	84.1	15.9
21	SIKKIM	61.3	1.0	95.2	4.8
22	TAMILNADU	45.8	19.5	87.9	12.1
23	TRIPURA	57.6	2.9	99.0	1.0
24	UTTAR PRADESH	45.7	2.5	76.4	23.6
25	WEST BENGAL	50.1	5.5	83.6	16.4
26	A & N ISLANDS	37.1	39.0	76.8	23.2
27	CHANDIGARH	17.0	1.3	74.3	25.7
28	DADRA&NAGAR HAVELI	52.3	34.9	88.4	11.6
29	DAMAN & DIU	4435.5	11.5	59.2	40.8
30	DELHI	61.9	1.4	84.7	15.3
31	LAKSHADWEEP	25.9	2.1	100.0	NIL
32	PONDICHERRY	16.8	0.8	65.2	34.8
ALL STATES/UTS		44.8	3.4	79.5	20.5
CENTRE		29.83	12.6	82.14	17.86
CENTRE + STATE		41.04	6.81	80.42	19.52

NOTE: THE ABOVE FIGURES ARE BASED ON STATEMENT NO.23

STATEMENT No. 28.  
BUDGET PROVISION OF EDUCATION DEPARTMENTS OF STATES/UTS  
AS PERCENTAGE OF STATE NET DOMESTIC PRODUCT 1989-90.

S.NO.	STATE/U.T	NET SDD AT CURRENT PRICES	EXPDT. ON EDU.	% OF BUDGET OF EDU. DEPTT. TO STATE NDP
1	ANDHRA PRADESH	-	1020.03	-
2	ARUNACHAL PRADESH	342	35.35	10.3
3	ASSAM	7699	382.21	5.0
4	BIHAR	17824	1042.25	6.0
5	GOA	851	55.52	6.52
6	GUJARAT	21668	753.44	3.5
7	HARYANA	10032	307.38	3.1
8	HIMACHAL PRADESH	1999	161.89	8.1
9	JAMMU&KASHMIR	-	138.1	-
10	KARNATAKA	18012	725.96	4.0
11	KERALA	9991	691.57	6.9
12	MADHYA PRADESH	18000	717.64	4.0
13	MAHARASHTRA	45613	1535.35	3.4
14	MANIPUR	618	56.07	9.1
15	MEGHALAYA	551	55.84	10.1
16	MIZORAM	-	35.76	-
17	NAGALAND	-	41.13	-
18	ORISSA	9416	473.99	5.0
19	PUNJAB	14311	509.25	3.6
20	RAJASTHAN	-	675.71	-
21	SIKKIM	189	21.82	11.5
22	TAMILNADU	21562	923.39	4.3
23	TRIPURA	716	93.16	13.0
24	UTTAR PRADESH	40719	1950.83	4.8
25	WEST BENGAL	25944	972.92	3.8
26	A & N ISLANDS			
27	CHANDIGARH			
28	DADRA&NAGAR HAVELI			
29	GOA DAMAN & DIU			
30	DELHI			
31	LAKSHADWEEP			
32	PONDICHERRY			

SOURCE: FOR COL.2 - ECO. SURVEY 1991-92  
FOR COL.3 - BUDGET ANALYSIS DEPTT. OF EDUCATION



## **GRANTS OF VOLUNTARY ORGANISATIONS**

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS / ORGANISATIONS / INDIVIDUALS FOR THE PERIOD 1991-92

SL. NO.	NAME OF THE INSTITUTION/ORGANISATION	RECURRING	NON-RECURRING	PURPOSE OF THE GRANT
1	2	3	4	5
<b>ADULT EDUCATION</b>				
1.	Downtrodden and Community Development Society, 2/337 S.K. Puram Cuddapah - 516002, A.P.	-	105000	JSN
2.	Maharshi Sambamurty Institute of Social and Development Studies No.3, Srinagar Apartments, Srinagar Colony, Kakinada- 533003 East Godavari, A.P.	-	324200	TLC
3.	Gram Swaraj Parishad Vill. & P.O. Rangia, Distt. Kamrup, Assam.	-	269400	TLC
4.	Shanti Sadhana Ashram P.O. Beltola 'Shantivan' Basistha, Guwahati - 28, Assam - 781028.	-	593800	TLC
5.	Sri Sarada Sangha H/O Smti Sadhana Biswas Rehabari, Guwahati - 781008	-	120000	TLC
6.	Morigaon Mahila Mehfil P.O. Morigaon, Distt. Morigaon, Assam - 782105.	-	400000	TLC
7.	The Charitable Association for Rural Education and Development, at PO. Bettiah, West Champaran Distt., Bihar - 845438.	-	188865	AEC
8.	Nav Bharat Jagriti Kendra Vill. Bahera, P.O. Brindavan,	-	42000	JSN
		-	500000	TLC

District Hazaribagh, Bihar - 825406.		Total	-	542000	
9.	Shram Bharati Khadigram P.O. Khadigram, Distt. Moughyr, Bihar - 811313		-	120600	AEC
			-	780000	TLC
		Total	-	900600	
10.	Prakritik Arogyashram, Prakriti Kunj, Rajgir P.O., District :- Nalanda, Bihar - 802116.		-	220661	AEC
			-	34950	JSN
		Total	-	255611	
11.	J.P. Saraisa Sevashram Kaua Chowk P.O. Jorpura, Distt. Samastipur Bihar - 848504.		-	986800	TLC
12.	Alternative for India Development Plot No.1, V.G.N. Nagar, Iyyapanthangal, Kuttupakkam Post, Madras - 600056, Tamilnadu		-	412165	AEC
13.	Xaviers Chaibasa St. Xaviers High School, P.B. No. 10, Chaibasa - 833201, Distt. Singhbhum Bihar.		-	120565	AEC
14.	Gujarat Vidhyapith Ashram Road Ahmedabad - 380001		-	8675572	AEC
15.	Lok Sevak Mandal (Servant of People Society) C/o C.H. Bhagat Working Women Hostel, Near Dalal Apt., New Vikas Gruh Road, Paldi Ahmedabad - 380007.		-	412165	AEC
			-	45500	JSN
		Total	-	457665	
16.	Gujarat State Crime Prevention Trust Ashirwad, 9/B, Keshav Nagar Society, Near Subhash Bridge Ahmedabad - 380027.		-	682165	AEC
			-	141000	DRU
		Total	-	875665	
17.	Anand Taluka Yuvak Mandal Association		-	50626	AEC
			-	69686	JSN

Lakshmi Niwas  
25, Ajanta Society,  
Anand - 388001  
Distt. Kheda

	Total	-	120312	
18.	Thasra Taluk Yuvak Mandal Association Dakor, Thasra Taluk Distt. Kheda Pin - 388230.	-	135646	AEC
19.	Bhil Seva Mandal Dohadi, Dt. Panchamahar Gujarat - 389001.	-	412165	AEC
20.	Manav Seva Mandal Trust Sandilya - 5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot - 360001	-	140000	JSN
21.	Janta Kalyan Samiti Opp. Bus Stand, Rewari, Distt. Mahendergarh, Haryana.	-	330565	AEC
22.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Kharkhoda, Distt. Sonapat, Haryana.	- 209921 -	7712 - 355110	AEC JSN TLC
	Total 209921		362822	
23.	Kasturba Gandhi National Memorial Trust P.O. Box No. 12 Kasturbagram Arsikere - 573103, Distt. Hasan, Karnataka.	- -	290250 9160	DRU MSC
	Total 52500		305984	
24.	Sri Adichunchanagiri Shikshana Trust Nagemangela TQ. Distt. Mandya - 571811.	-	120565	AEC
25.	Harijan Sevak Sangh Shantiniketan, Kattakkada P.O. Distt. Trivandrum Kerala - 695572.	157500	-	JSN
26.	Bharatiya Grameen Mahila Sangh,	-	578500	AEC

146 Precono Colony, Indore  
Madhyapradesh.

27.	State Resource Centre For Adult Education Madhya Pradesh Bharatiya Grameen Mahila Sangh, Indore, M.P.	-	260200	MSC
		-	25000	WS
	Total	-	285200	
28.	Mandsaur Jilla Samagra Seva Sangh, Sarvodaya Sadhana Kendra, Gram Phoolkeda, P.O. Pavri, Garot, Distt. Mandsaur.	-	400000	TLC
29.	Disha Trust, Biladi Bada, Handi Para Ward, Distt. Raipur, M.P. - 492001.	-	307265	AR
30.	National Centre for Rural Development Dr. Korke's Bungalow, 253, Shivaji Nagar Nagpur - 440010.	-	352165	AEC
31.	Indian Institute of Education 128/2, J.P. Naik Road, Kothrud, Pune - 411029.	-	712000	DRU
		-	150000	TRG
		-	150000	TRG
	Total	-	862000	
32.	Rashtrabhasha Prachar Samiti, Hindinagar, Wardha Maharashtra - 442003.	756000	-	JSN
33.	Association for Sarva Seva Forum, Manohardham, Dattapur, Wardha, Maharashtra - 442001	110250	-	JSN
34.	Committee of Resource Organisations for Mass	-	141000	DRU

Programme of Funcional  
Literacy,  
C/o Dr. Madhav Chavan,  
Deptt. of Chemical Technology  
University of Bombay, Matunga,  
Bombay - 400019.

35. NYSCAP (National Yuva Sansad for Community Action Programme) AT/P.O. Motta, Block Kamakhyannagar Distt. Dhenkanal Orissa - 759018.	-	230743	AEC
36. Youth Association for Rural Reconstruction AT/PO Boinda, Athmallik Distt. Dhenkanal Orissa Pin - 759127.	-	335000	TLC
37. Ajmer Proudh Shikshan Samiti Shastri Nagar Extension Vidyoot Marg, Ajmer - 305006. Rajasthan	- 259380	1817 -	AEC JSN
Total	259380	1817	
38. Sri Hari Krishan Shiksha Avam Seva Samiti, Burja House, Mahal Chowk Alwar - 301001 (Rajasthan)	- - -	66800 14000 476565	AEC JSN TLC
Total	-	557365	
39. Bhilwara District Adult Education Association 8/199, Sindhu Nagar, Bhilwara - 311001, Rajasthan.	157500	105000	JSN
40. Bikaner Adult Education Assocation Saraswati Park, P.B. 28, Purani Ginnani Bikaner - 334001. Rajasthan.	- 157500 -	824330 - 3712500	AEC JSN TLC
Total	157500	4536830	
41. Prayas Vill - Deogarh (Deolia)	- -	228000 105000	AEC JSN

Via - Pratapgarh Dt. Chittorgarh Rajasthan - 312621	-	265000	TLC
Total	-	598000	
42. Gandhi Vidya Mandir Sardarshahar, Rajasthan - 331401.	-	66800 703450	AEC TLC
Total	-	770250	
43. Grameen Bal Vikas Sanstha Pipad Shahar, Jodhpur, Rajasthan, Pin - 346601.	- 15750 -	36350 10500 133900	AEC JSN TLC
Total	15750	180750	
44. Jain Vishva Bharati AT/P.O. Ladnun Tehsil Ladnun Nagore Distt., Rajasthan - 341306	-	1121925	AEC
45. Seva Mandir Udaipur - 313001 Rajasthan	- 183750	852189 -	AEC JSN
Total	183750	852189	
46. Education & Uplift Society For Rural Downtrodden 6, R.C. School Street Gandhinagar Distt. Chengalpattu - 603306	-	402000	TLC
47. Duraiswamy Generous Social Education Association Vilvarayanallur, Pakkam Post, Distt. Chenglepattu, (T.N) 603301	- 98000 -	25940 - -	AEC JSN TLC
Total	98000	455240	
48. Madhar Nala Thondu Niruvanam Thiruvendipuram Main Road, Padhirikuppam, P.O. Cuddalore, Distt. South Arcot T.N - 607401	- - -	182895 168000	AEC JSN
Total	-	350895	
49. Christian Educational Development Society	- 70000	232230 -	AEC JSN

12, Napalaya Street,  
Villupuram, S.A. Distt.,  
Tamil Nadu - 605602.

	Total	70000	232230	
50. Congregation of the Sisters of the Cross of Chavanod P.B. No. 395, Old Goods Shed Road, Teppakulam, Tiruchirapalli Tamil Nadu - 620002		105000	174910	JSN
		-	2023000	TLC
	Total	105000	2197910	
51. Khajamalai Ladies Association, AT/P.O Khajamalai, Tiruchirapalli Distt., Tamil Nadu - 620023.		108750	-	JSN
		-	984750	TLC
	Total	108750	984750	
52. Society For Education Village Action and Improvement No.6, III Street, Anna Nagar, Pettaathalai, Tiruchirapalli Distt Tamil Nadu - 639112		-	389500	TLC
53. Punjab Association Lajpat Rai Dhawan, Post Box No. 416, 170, 171, 172-Peters Road, Royapettah, Madras - 600014		-	348395	AEC
		287500	-	JSN
		-	487500	TLC
	Total	287500	835895	
54. State Resource Centre for Non-Formal Education (Tamil Nadu Board of Continuing Education) Plot No.10, Door No.4, II Street, Venkateswara Nagar Adyar, Madras - 600020.		-	198750	AEC
55. Young Women Christian Association Poonamallee High Road, Madras - 600084, Tamil Nadu.		21000	-	JSN
		-	204400	TLC
	Total	21000	204400	
56. Women's Voluntary Service of Tamil Nadu,		-	116065	AEC
		162750	54250	JSN



19, East Spur Tank Road,  
Chetpet,  
Madras - 600031  
Tamil Nadu.

	Total	162750	286380	
57. Women's Indian Association, 43, Greenways Road, Madras - 600028 Tamil Nadu.	- 115500 -	- 117639 14000 855550	- 117639 14000 855550	AEC JSN TLC
	Total	115500	987189	
58. Tamil Nadu Board of Continuing Education C/o State Resource Centre, No.4, II Street, Venkateswaral Nagar, Addyar, Madras - 600020	- - -	- 34711 210000 2210500	- 34711 210000 2210500	AEC JSN TLC
	Total	-	2455211	
59. Jayaprakash Youth Research Centre 1ST Cross Street, 4 Customs Colony, Besant Nagar, Madras - 600090.	-	-	116065	AEC
60. Nari Vikas Sansthan Matrachaya, Najibabad, Bijnor Distt. U.P.	-	-	173124	AEC
61. Myana Gramodyog Seva Sanstha, Murari Nagar, G.T. Road, Khurja Buland Shahar Dt., U.P.	- 84000	- 102508 -	- 102508 -	AEC JSN
	Total	84000	102508	
62. Manav Seva Sansthan Atharha, P.O. Gaunaria, Captainganj, Dist. Deoria, U.P. - 274301.	-	-	1100000	TLC
63. Institute of Social Health Welfare Rural	- -	- 180000 94500	- 180000 94500	AEC JSN

Development and Educational Society, Rasoolpur (Diyara), Dostpur, Faizabad, Uttar Pradesh,	Total	-	274500	
64. Ratan Gramodyog Sewa Sansthan, Vill. & P.O. Bikapur, Dist. Faizabad, U.P. - 224205.		-	450000	TLC
65. Indian Women's Industrial Training Institute And Rehabililitation, 460, Deopur, P.O. Rajajipuram, Lucknow, (U.P.). Pin - 226017		-	163715	AEC
		26250	-	JSN
	Total	26250	163715	
66. New Public School Samiti 504/63, Tagore Marg, Near Bandi Mata Mandir, Daliganj Lucknow		-	157829	AEC
		5250	63000	JSN
		-	777550	TLC
	Total	5250	998379	
67. India Literacy Board Literacy House, P.O. Alam Bagh Lucknow U.P. - 226005		841750	64733	JSN
68. Shri Mahila Udyog Samaj Utthan Samiti Kishorepura, Vrindaban Distt. Mathura U.P - 281121		-	66800	AEC
		31500	-	JSN
		-	596250	TLC
	Total	31500	663050	
69. Banvasi Seva Ashram Govindpur (Via Turra) Distt. Mirzapur (Sonbhadra) U.P - 231221		-	1011000	AEC
	Total	-	1011000	
70. Banvasi Seva Ashram Govindpur		-	3782000	MSC

Via - Turra,  
District - Mirzapur  
U.P - 231221.

71. Adarash Seva Samiti	52500	-	JSN
326/1, Saket Colony	-	736612	TLC
Lane No.6, Muzzafarnagar			
Pin - 251001			
Total	52500	736612	
72. Nishat Shiksha Samiti,	-	142114	AEC
Astana Nai Basti,	52500	-	JSN
Haldwani, Distt. Nainital,			
Pin - 263139			
Total	52500	142114	
73. U.P. Rana Beni Madhav	-	849635	AEC
Jan Kalyan Samiti	210000	129000	JSN
Gulab Road, Rae Bareli,	-	1058600	TLC
U.P.			
Total	210000	2037235	
74. Ramakrishna Vevekananda	-	116065	AEC
Misson			
7-Riverside Road,			
Barrackpore,			
DT. 24 - Parganas			
West Bengal - 743101			
75. Ramkrishna Mission	-	600000	TLC
Loksiksha Parishad			
Ramakrishna Mission Ashram			
P.O. Narendrapur			
24, Parganas (South)			
76. All India Council for	-	178500	JSN
Mass Education and			
Development			
60, Patuatola Lane			
Calcutta - 700009			
77. Punjab Backward Classes	157500	-	JSN
Development Board	-	1139250	TLC
1143, 36-C, Chandigarh			
Punjab			
Total	157500	1139250	
78. Sarv Bharat Sri Ravidas	70000	-	JSN
Parchar Foundation	-	371250	TLC
393, Sector - 38			
Chandigarh - 160036			
Total	70000	371250	
79. Mahila Chetna Kendra	-	109953	AEC
F-26, B.K. Dutt Colony,	-	131600	TLC

Lodhi Road, New Delhi - 110003.	Total	-	241553	
80. Sevagram Vikas Sansthan, 1, Daryaganj, New Delhi - 110002.		-	325150	BP
81. Dr. A.V.Baliga Memorial Trust Link House, Bahadur Shah Zafar Marg, New Delhi-110002.		-	955500	TLC
82. Participation and Development Centre, C-8/8480, Vasant Kunj, New Delhi-110037.		-	250000	MSC
83. Katha C-II/27 Tilak Lane New Delhi-110001		-	173650	BP

Note :            JSN - Jana Shikshana Nilayam  
                      AEC - Adult Education Centres  
                      TLC - Total Literacy Campaign  
                      BP - Book Promotion  
                      MSC - Miscellaneous

**Statement Showing Grants Released to  
State Resource Centres During 1991-92.**

S.No.	Name & address	Amount (in lakhs)	Purpose
(1)	(2)	(3)	(4)
1.	State Resource Centre Deepayatan, Budha Colony Patna - 800001	33.00	Maintenance grant for the SRC and for printing of Literacy kits under Mass Progr- amme of functional Literacy (MPFL)
2.	State Resource Centre for Adult Education, Gujarat Vidyapeeth, Ashram Road, Ahmedabad-380014	9.00	"
3.	State Resource Centre for Adult Education, 1/17, Naseem Bagh Campus, Kashmir University, Hazratbal, Srinagar-190006.	3.00	"
4.	State Resource Centre Karnatak State Adult Education Council, 501, Chitrabhanu Road, A&B Block, Kuvempunagar, Mlysore-570023.	7.00	"
5.	State Resource Centre for Adult Education Literacy House, PO: Alambagh, Lucknow-226005.	116.62	"
6.	State Resource Centre Kerala Association for Non-formal Education, (KNFED) Saksharata Bhavan, Trivandrum-695010.	5.00	"
7.	State Resource Centre for Adult Education Plot No.159, (Near Vishnu Mandir), Sahidnagar, Bhubaneshwar-751007	133.50	"

(1)	(2)	(3)	(4)
8.	State Resource Centre for Non-formal Education C/o Indian Institute of Education, 128/2, J.P. Naik Road, Kothrud, Pune -411029.	22.90	Maintenance grant for the SRC and for printing of literacy kits under Mass Programme of Functional Literacy (MPFL)
9.	Regional Resource Centre of Adult and Continuing Education Punjab University, chandigarh-160014	13.00	"
10.	State Resource Centre for Adult Education, Rajasthan Adult Education Association, 7-A, Jhalana Dungri Institutional Area, Jaipur-302004	83.40	"
11.	State Resource Centre for Non-formal Education, Tamil Nadu Board of Continuing Education, No.4, 2nd Street, Venkateswara Nagar, Adyar, Madras-600020	42.58	"
	State Resource Centre for Adult Education C/o Bengal Social Service League, 1/6, Raja Dinendra Street, Calcutta-700009	15.00	"
13.	State Resource Centre for Adult Education, Jamia Millia Islamia Jamia Nagar, New Delhi-110025	16.00	"
14.	State Resource Centre for Adult Education, Bhartiya Grameen Mahila Sangh, 680, Vijaya Nagar, Annapurna Road, Indore-452009	28.48	"

(1)	(2)	(3)	(4)
15.	State Resource Centre for Adult Education Assam, Singh Bhavan, Udayepath, A.G. Baruah Rd. Guwahati-781006		Maintenance grant for the SRC and for printing of literacy kits under Mass Programme of Functional Literacy (MPFL)
16.	State Resource Centre for Adult Education, Literacy House, Andhra Mahila Sabha (AMS), AMS College Campus, University Road, Hyderabad-500007	24.00	"
17.	State Resource Centre for Adult and Continu- ing Education, N.E. Hill University, Mayurbhanj Complex, Nongthymmai (Meghalaya), Shillong-793014	3.00	"
18.	State Resource Centre Maharashtra State Institute of Adult Education, Aurangabad.	3.00	"
19.	University of Bombay Bombay	4.68	Setting up of a MPFL Unit and for other literacy projects.
20.	Bhartiar University	1.71	Setting up of a Nucleus cell.

(Rupees in Lakhs)

Sl. No.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)

School Education

Improvement of Science Education in Schools

1.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	Pioneering Institutions playing a catalytic role in the field of Science and Mathematics Education. Developing innovative ideas and techniques in the form of exhibits and aids in learning and teaching of science and mathematics.	21.10	Promoting activities in the field of science and mathematics education.	
2.	Jagdis Bose National Science Talent Search, Calcutta	Involved in identifying and nurturing the talented students of science and mathematics through scholarship, awards, intensive followup, guidance and career counselling etc.	9.86	Implementation of the project entitled "Search and Promotion of Creative Excellence in Science" in northern districts of West Bengal and 7 North Eastern States.	
3.	Indian Association of Physics teachers, Kanpur.	Preparation of high quality teaching materials on physics and related areas; evaluation and development of lab and demonstration equipment; organization of conferences; seminars, workshops, reorientation programmes, radio/TV talks, public lectures, exhibitions, museums etc.; publication of periodicals, giving awards to teachers etc.	5.20	Setting up of 4 Centres for promotion of Scientific Culture.	



(1)	(2)	(3)	(4)	(5)	(6)
4.	PPST Foundation, Madras	To evolve the basis of Science and Technology having its roots in the Indian Scientific & Technological Traditions.	2.63		Preparation of series of text books on the Indian Heritage of Science and Technology
5.	Indian Association of Mathematics Teachers, Madras.	Conducting innovative and useful programmes for teachers and students.	2.51		Organisation of regional workshops for bringing out innovative practices in teaching of mathematics in schools and production of teaching-learning material in collaboration with interested regional institutions.
6.	Homi Bhabha Centre for Science Education, Bombay.	An apex body under TIFR conducting action research projects both at primary and secondary level.	1.90		Organization of 'Indo-US Workshop on mathematics for All' in February, 1992.
7.	Karnataka Rajya Vijnana Parishat, Bangalore.	Involved in organisation of telescope workshops, science festivals, science writers workshops, Statelevel Science Conferences, workshops on popularisation of science, environment camps and production of slides, science films, science kits etc. Publication of science magazines etc.	1.38		Organisation of Teacher Training Workshops and children Science Festivals.
8.	Tamil Nadu Science Forum, Madras	Engaged in organisation of various non-formal science activities State level kala Jathas, quiz Olympiad, various workshops on science popularisation, district level teacher training camps and children, science festivals. Designed and produced visual aids for science awareness focussing 'Cosmas' peaceful uses of Nuclear energy and 'History of Science .	1.15		Organization of nodal State level apex camp for training of resource persons and a few teacher training workshop and State level children & Science Festivals.

(1)	(2)	(3)	(4)	(5)	(6)
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Environmental Orientation to School Education

1.	Uttara Khand Seva Nidhi, Almora (U.P.)	Acting as a nodal agency for implementation of the Centrally Sponsored Scheme of Environmental Orientation to School Education in kumaon and Garhwal regions of Uttar Pradesh.	39.78	Assisted 113 smaller N.G.O.s located in hill districts of U.P. for the various activities including balwadis, workbook, plantation, nurseries, sanitary latrines, drinking water schemes publication and training camps. Brought out 7 new publications including a new edition of workbook for classes IX and X.
2.	Centre for Environment Education, Ahmedabad.	Acting as a nodal agency for involving NGOs working in the area of environment education to take up local specific activities in a cluster of Schools around them.	8.84	Assisted smaller NGOs in taking up various innovative projects in the field of environment education.
3.	M.Venkatara-ngaiya Foundation, Secunderabad. (Andhra Pradesh)	Mainly involved in rehabilitation, education and motivation of bonded labour children; establishment of Non-formal Education Centres; and follow up programme in Ranga Reddy District.	1.07	"Environmental Orientation to children of 5 Non-formal Education Centres and 4 Social Welfare Hostels in Ranga Reddy district".
4.	Hind Swaraj Mandal, Rajkot.	Involved in organisation of the various innovation environmental awareness/eco-develop programmes in Saurashtra region of Gujarati.	2.50	Profile-study programme and production of Gujarati version at 'The State of India's Environment'.
5.	World wide Fund for Nature- India, Maharashtra and Goa States Office, Bombay.	Working in the field of nature conservation for over 21 years. Actively involved in wide range of conservation related activities like development of wild life, habitats wasteland development and spread of public awareness through seminars, workshops, camps, publications and films etc.	3.62	Publication of Marathi editions of the English publications brought out by the organisation in the field of environment education and distribution thereof in the primary, secondary and higher secondary schools of Maharashtra



(1)	(2)	(3)	(4)	(5)	(6)
8.	Antar Bharati, Madurai.	For organising camps for Teachers Orientation in creativity, community singing, storey telling, etc.	2.28		For conducting educational therapy programme.
9.	Spic-Macay, Delhi.	Conducting Lecture- demonstrations in schools and colleges for promotion of Indian Classical Traditions in Educational Institutions.	12.00		For conducting Lecture demonstra- tion of Classical Music and Dance and Yoga Workshops in Educational Institutions.
10.	Safdar Hazmi Memorial Trust, New Delhi.	Organising Street Corner Plays to educate the masses.	1.91		For organising an exhibition 'Artists against Communalism, Images and Words' in educational institutions.
11.	Banasthali Vidyapeeth, Rajasthan.	Residential educational complexes imparting educa- tion to girls. It is a deemed university.	8.64		To meet a part of its maintenance expenditure.
12.	Natyashala Charity Trust, Bombay.	Has been engaged in Children's Theatre.	5.09		For conducting the programme 'Theatre Training Centre' for School Teachers.

(1)	(2)	(3)	(4)	(5)	(6)
<u>Promotion of Languages</u>					
1.	Andhra Pradesh	Running of Hindi teaching centres Hindi Mahavidyalayas and Hindi prachar centres etc.	4,26,450	Teaching Centres Mahavidyalayas Pracharak Sammelan and publication of Hindi Diary.	
2.	Hindi Pracher Sabha Hyderabad, Andhra Pradesh	Running of Hindi teaching Centres Hindi library/reading room, Hindi typing classes and shorthand classes Hindi Pracharak training lahavidyalaya and other popagation programmes.	1,03,875	Hindi typing and shorthand centres	
3.	Nagar Hindi Varg Sanchalak Adhyapak Sangh, Hyderabad	Running of Hindi Teaching classes Hindi library/Reading room, Hindi typing and Shorthand classes and other propagation programme.	1,33,230	Hindi teaching, Hindi typewriting and shorthand classes, Hindi Library/Reading room, salaries to staff, Rent purchase of books/magazine etc.	
4.	Sobonsiri Seva Samiti, Lakhimpur, Assam.	Promotion of Hindi	2,51,250	Typewriting/shorthand Classes.	
5.	Assam Rajya Rashtrabhasa Samiti, Jorhat.	Promotion of Hindi	2,57,550	Hindi Typing Centres.	
6.	Hindi Vidya-Pith Deoghar, Bihar.	Teaching Classes, typeriting and shorthand classes.	1,94,320	Residential institute of teaching Hindi, Hindi typewriting and shorthand classes and publication of quarterly magazines.	
7.	Gujarat Vidyapeeth, Ahmedabad.	Promotion of Hindi	1,43,400	Hindi teaching classes, Hindi library, Hindi typing centres.	
8.	Gomantak Rashtrabhasa Vidyapith, Wadgaon, Goa.	Promotion of Hindi	1,41,975	Hindi teaching centre, Hindi library etc.	

(1)	(2)	(3)	(4)	(5)	(6)
9.	Karnataka Hindi Prachar Sabha, Jaya Nagar, Bangalore.	Running of teaching centres, library etc.	6,81,150	Hindi teaching centre, Hindi library etc.	
10.	Karnataka Mahila Hindi Seva Samiti Bangalore.	Hindi teaching classes, libraries debates etc.	9,79,425	Hindi teaching classes, library and reading rooms Hindi typing classes teacher training colleges, Hindi Mahavidyalayas etc.	
11.	Mysore Hindi Prachar Parishad Shankarpuram, Bangalore.	Hindi teaching centres, typewriting and shorthand classes etc.	11,69,475	Hindi teaching classes, Hindi library, Hindi typing/shorthand classes etc.	
12.	Hindi Prachar Sangh, Mudhol Karnataka.	Running of Hindi teaching classes.	1,10,280	Hindi teaching centres, Hindi library, Hindi Mahavidyalayas etc.	
13.	Kerala Hindi Prachar Sabha, Trivandrum.	Kendriya Mahavidyalaya typewriting and short- hand classes. prizes etc.	12,47,025	Hindi libraries, Kendriya Mahavidya- layas, Hindi Pracharak refresher courses, prizes etc.	
14.	Bombay Hindi Sabha, Bombay	Promotion of Hindi	1,98,600	Hindi teaching library magazines etc.	
15.	Rashtrabhasha Prachar Sabha, Wardha.	Text books, cultural programmes, organisation of seminars for Hindi Pracharaks etc.	2,37,900	Hindi Mahavidyalayas Hindi teaching centres, Hindi typing and shorthand classes.	
16.	Bombay Hindi Vidyapith, Bombay.	Teaching centres library, reading rooms, pracharaks centres, seminars, drama etc.	14,06,091	Hindi training centres, library etc.	
17.	Maharashtra Rashtrabhasha Sabha, 388, Narayan Path, Poona.	Promotion of Hindi	1,73,025	Kendriya Granthalaya etc.	

(1)	(2)	(3)	(4)	(5)	(6)
18.	Manipur Hindi Parishad, Imphal.	Promotion of Hindi	2,81,250		Hindi classes.
19.	Manipur Rashtrabasha Prachar Samiti, Imphal	Promotion of Hindi	1,61,475		Hindi classes.
20.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack.	Running of Hindi teaching centres, Hindi Typewriting Hindi Typerwriting and Shorthand centres.	1,98,300		Hindi teaching classes, Hindi library training programmes etc.
21.	Orissa Rashtra bhasha parishad Jagannath, Puri.	- do -	2,39,925		Hindi classes and propagation of Hindi.
22.	Sh. Purshottam Hindi Bhavan Nyas Samiti, New Delhi.	- do -	10,00,000		Grant for Building.
23.	Bhasha Sansad (Anuvad Patrika) Calcutta.	- do -	2,34,750		For publication of Anuvad Patrika.
24.	Dakshin Bharat Hindi Prachar Sabha (for its branches at Madras, Hyderabad, Bangalore, Dharwad, Tiruchirapalli and Ernakulam.	Free Hindi classes Maha Vidyalayas, Typewriting and Shorthand classes prizes etc.	1,20,36,892		Hindi Libraries, Kendriya Vidyalayas, Hindi pracharak refresher courses etc.
25.	Maharashtra Hindi Prachar Bhavan, Shahganj, Aurangabad.		1,08,450		For conducting Hindi classes & Hindi Typing.
26.	Mahila Bhartiya Evam Sakshrta Sansthan, New Delhi.		3,50,000		Adhoc Grant.

(1)	(2)	(3)	(4)	(5)	(6)
27.	Varnmala Bhasha Vikas Kendra, Bhubaneswar.		2,00,000		Adhoc grant for Hindi Programmes.
28.	Kendriya Sachi- valaya Hindi Parishad, New Delhi.	Organisation of various Hindi Competitions, publications of magazines and books in Hindi organisation of Seminar, Sangoshties etc. for development of Hindi.	3,77,039		For meeting expendi- ture of Organisation of various competi- tions relating to Hindi, publication of Hindi Magazines and books etc.
29.	Akhil Bhartiya Hindi Hindi Sansthan Sangh, New Delhi.	Propagation Programme	5,50,281		Establishment exp- enditure and continuing Hindi propagation programmes.
30.	Bhartiya Anuvad.	Promotion of Hindi	1,20,893		Promotion of Hindi.
31.	Assam Rashtra- bhasha prachar samiti, Gauhati.		15,07,050		For conducting of Prabodh Sansthan and typing parveen.
32.	J&K Rashtra Bhasha Prachar Samiti, Jammu.		1,15,000		For Conducting Hindi Programmes.
33.	Uttar Poor- vanchal Rastra Samiti(Assam & Arunachal Pradesh).		3,14,550		For conducting Hindi classes.



Sl No.	Name of the Private and Voluntary Organisations with address.	Brief activities of the organisations.	Amount of grant-in-aid released during 1991-92.	Purpose for which the grant was utilised.	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
<u>Sanskrit</u>					
1.	The Principal, Shri Rangalaxmi Adarsh Skt. Mahavidyalaya, Vrindaban, Mathura.	Teaching	6,52,014/-	Salary/scholarships/ contingencies/books, furniture Annual function, Printing of books and repairs.	
2.	The Principal, Jagdish Narayan Brahmachari Ashram Sanskrit Mahavidya- laya, Lagma, Via-Lohan Rd., Rambhandharpur, Dt.Darbhanga, Bihar.	-do-	7,10,011/-	Salary/scholarships/ contingencies/furni- tures/Library books/ repair of building.	
3.	The Principal, Bhagwan Dass Sanskrit M.V., PO: Gurukul Kangri, Haridwar (UP).	-do-	7,23,832/-	Salary/scholarships/ Contingencies/furni- tures/TA.DA/Books/ repair of building and printing of books.	
4.	The Principal, Dewan Krishan Kishore S.D. Adarsh Skt. College, Ambala Cantt. (Haryana).	-do-	6,82,044/-	Salary/scholarships/ P.F./Contingencies/ furnitures books and purchase of typewriter.	
5.	Shri Ekarasanand Skt.M.V. Mainpuri (UP)	-do-	6,88,182/-	Scholarships/Contin- gencies/Furnitures/ Books & repair of building.	
6.	The Madras Skt. College & SSV Pathshala, 84, Royapeeth High Road, Mylapore, Madras.	-do-	8,83,118/-	Salary/Scholarships/ Furnitures/Contin- gencies & repair of building.	
7.	Mumbadevi Sanskrit M.V. C/O Bharatiya Vidya Bhavan, K.M. Munshi Marg, Bombay.	-do-	6,54,750/-	Salary/Scholarships/ Contingencies/TA/DA/ Library books.	

(1)	(2)	(3)	(4)	(5)	(6)
8.	Haryana Sanskrit Vidyapeetha, PO: Bhagola, Dist. Faridabad, Haryana.	-do-	7,10,862/-	Salary/Scholarships/ Contingencies/TA/DA Library books.	
9.	Kuppuswami Shastri Research Institute, 84-Royapeeth Road, Mylapore, Madras.	Research	5,04,288/-	Contingencies/Scho- larships/Salary/ Furnitures/Publicat- ion/Repair of buil- ding/advertisement.	
10.	Calicut Adarsh Sanskrit Vidyapeeth, Balussery, Dt. Calicut (Kerala)	Teaching	14,02,232/-	Salary/Contingencies/ TA&DA/Scholarships/ Books and Furnitures.	
11.	Vaidika Samsodhana Mandala, Tilak Vidyapeeth Nagar, Poona - 9.	Research	5,20,887/-	Salary/Contingencies and Lib. Books.	
12.	Sri Chandrasekharendra Saraswati Nyaya Sanstra, Skt. M.V. NO 3, East ada Street, Little Kancheepuram.	Teaching	5,70,122/-	-do-	
13.	Lakshmi Devi Shroff Adarsh Sanskrit M.V. Kali Rakha, Vill/PO: Deogar (Bihar).	-do-	7,57,909/-	-do-	
14.	Rajkumari Ganesh Sharma, Adarsh Skt. Pathshala, Kolhanta Patori (Bihar).	-do-	6,88,977/-	-do-	
15.	Himachal Adarsh. Skt. M.V. Jangla (Rohru), H.P.	-do-	6,46,500/-	-do-	
16.	Swami Prankushacharya Sanskrit Mahavidyalayas, Hulasganj, Gaya.	-do-	6,45,869/-	-do-	
17.	Prajna Pathshala Mandal Wai, Dt. Satara, Maharashtra.	-do-	4,26,450/-	Maintenance Grant.	
18.	Raja Veda Kavya Path- shala, D-76/III, Cross Street, Srinagar Colony, Kumbakonam.	Teaching	2,16,600/-	Salary/Scholarships	

(1)	(2)	(3)	(4)	(5)	(6)
19.	Bharatiya Chaturdhan Ved Bhawan Nyas, Swadeshi House, Civil Lines, Kanpur.	-do-	1,59,600/-	Salary/Scholarhsips	
20.	The Mukhyadhishtatai, Kanya Gurukul M.V. Hatras, Dt. Aligarh (UP).	-do-	1,10,700/-		-do-
21.	Kalpataru Research Academy P.B. BO. 1857, Bangalore.	For the project expenses on Agma, Alaya, Aradhana.	2,41,800/-		-do-
22.	The Mantri, Kanya Gurukul, Narela, Delhi.	-do-	1,01,700/-		-do-

Higher Education

1.	Association of Indian Universities, New Delhi		12,15,000/-		
2.	Dr. Zakir Hussain Memorial College Trust, Delhi		6,30,000/-		
3.	Sri Aurobindo International Institute of Educational Research, Auroville		16,28,000/-		
4.	Sri Aurobindo International Centre of Education, Pondicherry		17,32,000/-		
5.	Mitra Niketan, Vellanad, Kerala.		5,00,000/-		
6.	Lok* Bharati, Sanosra		11,31,945/-		

(1)	(2)	(3)	(4)	(5)	(6)
<u>Implementation of New Education Policy</u>					
1.	All India Primary Teachers Federation, Patna	Promotion of Educational Activities	2,00,000	17th Biennial Conference	
2.	Indian History Congress, Deptt. of History, Delhi University, Delhi.	Coordination and interaction on historical aspects	3,00,000	52nd session of the Congress	

(Rupees)

Sl. No.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
NON-FORMAL EDUCATION					
ANDHRA PRADESH					
1	M. Venkatarangaiya Foundation West Secunderabad	Educational/Social/ Rural /Community/ Integrated Develop- ment	138000	DRU	
2	Village Reconstruction organisation, Guntur-522409	-do-	472077	100 NFE centres	
3	Bhagvatula Charitable Trust, -531055 District Vishakapatnam	-do-	23889033	100 NFE Centres E&I	
4	Prachaya Bhasha Vidya Peeth, District Krishna Andhra Pradesh	-do-	323911	25 NFE Centres	
5	Rayalaseema Sewa Samithi Tirupati - 517501	-do-	4441332	1100 NFE Centres	
6	Mahalakshmi Welfare Society- Vizinagaram-3	-do-	180450	25 NFE Centres	
7	Gram Seva Samiti, District - Chittoor	-do-	445554	100 NFE Centres	
8	A.P.ural Reconstruct- tion, District - Chittoor	-do-	432538	100 NFE Centres	
9	Rural Education Society Punganur-517247 District Chittoor	-do-	309125	100 NFE Centres	
10	Jagriti, Narukuru Village, Nellore District	-do-	275100	100 NFE Centres	
11	Hyderabad Zilla Mahila Mandalula Samakhya, Hyderabad-500873	-do-	265580	50 NFE	

(1)	(2)	(3)	(4)	(5)	(6)
12	Sree Nivasa Mahila Mandali, District Prakasham	-do-	132790	50 NFE	
13	Arnad Vellar Sangam Sannathi, Street, Tiruvanaikail, Trichi-620095	-do-	444767	100 NFE	
14	Sevamandir, Hindupur Sevamandir-515212	-do-	212000	DRU	
15	Social Action for Integrated Develop- ment of India, Tirupati-517002	-do-	661815	100 NFE	
16	People's organisation for Development Action, District Chittoor-517425	-do-	354681	50 NFE	
17	Collective Order For Rural Reconstruction Education, Kuppum, District Chittoor-517425	-do-	214577	50 NFE	
18	Bharata Sewa Samiti, Chittoor	-do-	445800	100 NFE	
19	Navachaitana Educational Acadentm Adoni-518301	-do-	222900	100 NFE	
20	Cheyutha, Hyderabad	-do-	577607	100 NFE	
	ASSAM				
21	Assam Chah Mazdoor Education Multipur- pose Social Education Jorhat	-do-	132790	50 NFE	
22	Barkheri Unnayan Samiti, Dasai Nulbari	-do-	120040	50 NFE	
23	Jamunamukh Amtola Ahmedia Madrasa Committee, Naugaon.	-do-	257011	50 NFE	

(1)	(2)	(3)	(4)	(5)	(6)
24	Morigoan Mahila Mahfil, Morimushi-nogaon, District Naugaon	-do-	293409	50	NFE
25	Sadau Asom Gramya Puthibharal Santha District-Naugaon	-do-	119757	25	NFE
26	Deshbandhu club District Cachar 788817	-do-	132790	50	NFE
27	Udali Remaria Madrassa District Naugaon	-do-	254726	50	NFE
BIHAR					
28	Shram Bharati Khadi-gram, Munger	-do-	212000		DRU
29	Jharia Mahila Vikas Kendra, Dhanbad	-do-	176509	25	NFE
30	Samnavay Ashram, Bodh Gaya, Bihar	-do-	331000		E&I
31	Prakartik Arogya Ashram, Bihar	-do-	238502	50	NFE
32	Indira Gandhi Samaj Seva Ashram Kankarbagh, Patna	-do-	138500	30	NFE
33	Bihar Dalit Vikas Samiti, Patna	-do-	480600	100	NFE
34	Antyodaya Lok Karykram (ALOK) West CHamparan	-do-	601216		E&I
35	Santhal Pragana Gram Udyog Samiti Deogar Santhal Pargana.	-do-	128562	30	NFE
36	Atma Rajgari Mahila Samiti, (seva) Munger	-do-	235089	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
37	Sarvodaya Ashram, P.O. Ranipatra District Purnia	-do-	584736	100	NFE
38	St. Xavier's Higher School, Distt. Singhbhum	-do-	260278	50	NFE
39	J.P. Saraisa Seva Ashram, Samastipur.	-do-	213580	30	NFE
40	Santhal Pargana Antyodaya Ashram,	-do-	138354	30	NFE
41	Ghoghardiha Prakhand Swarajya Vikas Sangh Madhubani.	-do-	419144	100	NFE
42	Banvasi Seva Kendra Aghora, District Rohtas.	-do-	245586	100	NFE
43	Samagra Gram Swarajya Sangh, Nalanda	-do-	138500	30	NFE
44	Gram Swarajya Samiti Patna	-do-	301137	50	NFE
45	Binoba Arogya and Lok Shiksha Kendra Nalanda.	-do-	137925	60	NFE
46	Santa Gram Vikas Samiti, Vaishali	-do-	138500	30	NFE
47	Nav Bharat Jagriti Kendra, Champaram, Hazaribagh	-do-	237122	60	NFE
48	ADITHI, Madhubani.	-do-	882369	200	NFE
49	Darbhangha Jilla Khadi Gramodyog Sangh, Darbhangha.	-do-	153540	60	NFE
50	Prakhand Lok Vikas Samiti, District- Madhubani.	-do-	138500	30	NFE

GUJARAT



(1)	(2)	(3)	(4)	(5)	(6)
51	Anand Niketan Ashram Trust, Baroda.	-do-	313517	90	NFE
52	Bhavnagar Mahila Sangh, Bavnagar-344001	-do-	439017	100	NFE
53	Gram Nirman Kelwani Mandal, District Bhaunch	-do-	321984	100	NFE
54	Lal Bhai Group Rural Development Fund, Ahmedabad.	-do-	147181	100	NFE
55	Lok Bharati Gram Vidyapeeth, Sanosra, Distt. Bhavnagar	-do-	365133	100	NFE
56	Manav Seva Mandal Trust Rajkot.	-do-	432637	100	NFE
57	Servants of the People Society Ahmedabad.	-do-	843600	200	NFE
58	Sh. Panch Mahal Kelvani Kalol, Distt. Panchmahal.	-do-	103541	50	NFE
59	Shree Saraswatham, Kuchch Distt.	-do-	445099	100	NFE
60	Swaraj Ashram, Distt. Surat	-do-	445691	100	NFE
61	Anjuman-I-Talimi Idara,	-do-	461894	100	NFE
62	Narottam Lalbhai Rural Development Fund, Ahmedabad.	-do-	168577	50	NFE
63	Gujarat State Crime Prevention Trust, Ahmedabad.	-do-	357879	100	NFE
64	Labour Welfare Trust, Ahmedabad.	-do-	201463	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
65	Ahmedabad City Social Education Committee, Ahmedabad.	-do-	611070	100	NFE
66	Amar Bharati, Moti Pavathi, Ahmedabad.	-do-	390156	100	NFE
HARYANA					
67	Lucky Education Society, Haryana.	-do-	479781	100	NFE
68	Shiksha Samiti, Training College, Sonapat.	-do-	616986	130	NFE
69	Vidya Mahasabha Kanya Gurukul Mahavidyalaya, Sonapat.	-do-	961076	200	NFE
70	Janta Kalyan Samiti, Mahendragarh,	-do-	443210	100	NFE
71	Haryana Public School Shiksha Samiti, Kharkhoda.	-do-	138500	30	NFE
HIMACHAL PRADESH					
72	Society For Social Action For Rural Development of Hilly Areas, District Sirmour	-do-	132790	50	NFE
73	Society for Social Upliftment Through Rural Education, Solan.	-do-	579178	100	NFE
74	People's Action for People in Need, Andheri, Sirmour.	-do-	645580	100	NFE
75	Rural Centre for Human Interest (Ruchi), District - Sirmour.	-do-	372647	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
	KERALA				
76	Kerala Association Non-Formal Education and Development (KANFED), Trivandrum.	-do-	210405	150	NFE
	KARNATAKA				
77	Rashtrotthhan Parishad, Bangalore.	-do-	203725	50	NFE
78	Karnataka Welfare Society (KWALITY) Chikballapur.	-do-	456600	100	NFE
	MADHYA PRADESH				
79	Janta Shiksha Parishad District Satna	-do-	170811	25	NFE
80	Bal Aavaam Mahila Samiti, Morena.	-do-	120300	25	NFE
81	Gayatri Shakti Shiksha Kalyan Samiti, Jabalpur.	-do-	119423	25	NFE
82	Montessory Education Society, Ujjain, M.P.	-do-	197884	50	NFE
83	Shiksha Prasar Samiti, District Morena.	-do-	240600	25	NFE
84	Kasturba Gandhi National Memorial Trust Indore.	-do-	244905	100	NFE
85	Tarun Sanskar, Jabalpur.	-do-	119036	25	NFE
86	M.P. Council for Child Welfare, Bhopal.	-do-	327224	100	NFE
87	Eklavya, Bhopal,	-do-	1392981		E&I
88	Chintan Literacy Centre, Tikamgarh.	-do-	128300		E&I

(1)	(2)	(3)	(4)	(5)	(6)
MANIPUR					
89	Manipur Vocational Institute, Imphal.	-do-	132790	50	NFE
90	Wangjing Tentha Farmer's Development Association, Imphal.	-do-	234952	50	NFE
MAHARASHTRA					
91	Jeevan Kala Mandal, Beed.	-do-	102418	50	NFE
92	Samaj Unnati Shikshan Kalamber (Khurd), District-Nanded.	-do-	119160	25	NFE
93	Samaj Kalyan Mandal, Nagpur.	-do-	239104	50	NFE
94	Young Indians, Office Andheri (West).	-do-	174648	25	NFE
95	Muslim Chapparband Seva Sangh, Solapur.	-do-	119775	25	NFE
96	Sevadharm Trust, Sadashive Peth, Pune.	-do-	137311	50	NFE
97	Ahilya Devi Holkar Smarak District - Yavatmal	-do-	240080	50	NFE
98	Dr. Babasaheb Ambedkar Shikshan Prasarak Mandal, District-Yavatmal.	-do-	100839	25	NFE
99	Aurangabad Gramin Yuvak Kalyan Mandal, Aurangabad.	-do-	180233	25	NFE
100	Institute of Management Training and Research, Aurangabad.	-do-	348880	50	NFE

(1)	(2)	(3)	(4)	(5)	(6)
101	Yoganand Shikshan Prasarak Mandal, Jalna	-do-	119636	25	NFE
102	Balasaheb Mane Shik- shan Prasarak Mandal, Kolhapur.	-do-	115024	50	NFE
103	Vidarbha Pradeshik Basawa Samiti, Nagpur.	-do-	120300	25	NFE
104	Sant Kabir Shikshan Prasarak Mandal, Aurangabad.	-do-	445800	100	NFE
105	Shree Mouni Vidyapeeth Kolhapur.	-do-	132790	50	NFE
106	Mahatma Phule Shiksha Prasarak Mandal, Nanded.	-do-	246795	25	NFE
107	Arpan Education Society, Aurangabad.	-do-	119746	25	NFE
108	Jawahar Nehru Shikshan Prasarak Mandal, Nanded.	-do-	359195	75	NFE
109	Shri Sanjay Gandhi Shikshan Prasarak Mandal Pimpalgaon.	-do-	120300	25	NFE
110	Indian Institute of Education, Pune.	-do-	763400		E&I& NFE Centres
111	Bombay City Social Education Committee	-do-	120040	50	NFE
112	Ishwar Singh Jeevan Jagruti Mandal	-do-	180450	25	NFE
113	Shikshan Prasarak Mandal, Madha.	-do-	120300	25	NFE
114	Adivasi Sahaj Shikshan Parivar.	-do-	122746	25	NFE
115	Kai Sanjay Gandhi Krida Sangh, Nanded.	-do-	120300	25	NFE

(1)	(2)	(3)	(4)	(5)	(6)
116	Gramin Apang Punarwasan Sanstha, Madyal, Kolhapur.	-do-	120040	50	NFE
117	Parth Vidya Prasarak Mandal, Pathardi.	-do-	120040	50	NFE
118	Sati Mata Shikshan Sanstha, Nagpur.	-do-	120040	50	NFE
119	Avehi, Bombay	-do-	186316		E&I
120	Foundation Research in Community Health, Bombay.	-do-	201605		E&I
121	Society for Educational Improvement and Innovation, Pune.	-do-	235094		E&I
122	National Chemical Labortory, Pune.	-do-	239875		E&I
ORISSA					
123	Acharya Harihar Shishu Bhavan Satyabadi, Puri.	-do-	389710	100	NFE
124	Antodaya Chetana Mandal,	-do-	198900	100	NFE
125	Antodaya Chetna Kendra, Keonjhar,	-do-	217655	50	NFE
126	Antyodaya Seva Kendra, Cuttack,	-do-	229380	50	NFE
127	Bagdevi Club, Phulbani.	-do-	266002	50	NFE
128	Banabasi Sewa Samiti, Phulbani.	-do-	240080	50	NFE
129	Banadevi Sewa Sadan, District-Ganjam.	-do-	120040	50	NFE
130	Bapuji Pathagar, District-Bolangir,	-do-	257425	50	NFE
131	Bhagbat Pathagar, District-Bolangir, Orissa.	-do-	254480	50	NFE

(1)	(2)	(3)	(4)	(5)	(6)
132	Bhairabi Club, Puri.	-do-	216485	50	NFE
133	Bidyut Club, Puri.	-do-	480600	100	NFE
134	Binapani Jubak Sangh, Mayurbhanj.	-do-	240080	50	NFE
135	Centre for Upliftment and Lower Incomers (CULI), Cuttack.	-do-	255539	50	NFE
136	Centre for Youth & Social Development, Bhubaneshwar.	-do-	1033013	200	NFE & DRU
137	Cuttack Zila Adivasi Harijan Sewa Sanskar Yojna, Cuttack.	-do-	239791	50	NFE
138	Dahikhai Jubak Sangha, Puri, Orissa.	-do-	331190	50	NFE
139	Dhakotha Yubak Sangh, Keonjhar.	-do-	381680	100	NFE
140	Cuttack Zilla Mahila Vikas Samiti, Cuttack,	-do-	162379	25	NFE
141	Gandhi Sewa Shram, Balasore.	-do-	480600	100	NFE
142	Gania Unnayan Committee, Puri.	-do-	247774	50	NFE
143	Ghumusara Mahila Sangathan, Phulbani.	-do-	719118	100	NFE
144	Gopinath Juba Sangh, Puri,	-do-	224389	50	NFE
145	Gram Mangal Pathagar Bolangir.	-do-	480466	100	NFE
146	Honia Leprosy Research Trust, Koraput, Orissa	-do-	222890	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
147	Ind. Rural Reconst. & Disaster Resp. Serv. Koraput, Orissa.	-do-	391505	100	NFE
148	International Indecency Prevention Movement, Cuttack.	-do-	512935	100	NFE
149	Jatiya Yuvak Sangha, Dhenkanal.	-do-	133050	25	NFE
150	Jana Kalyan Samaj, Puri.	-do-	384426	100	NFE
151	Jayanti Pathagar, Ganjam.	-do-	456151	100	NFE
152	Jyanti Pathagar,	-do-	400811	100	NFE
153	Jyotirmayee Mahila Samiti, Cuttack, Orissa.	-do-	550340	100	NFE
154	NVSASDRI, Dhenkanal, Orissa.	-do-	115101	25	NFE
155	Lokshakti, Balasore,	-do-	425467	100	NFE
156	M.O. Club, Puri,	-do-	231977	50	NFE
157	Mandal Pokhari Jubak Sangh, Balasore.	-do-	209154	50	NFE
158	Jagarana, Koraput,	-do-	111999	100	NFE
159	Netajee Jubak Sangh, Balasane.	-do-	247722	50	NFE
160	Nilachal Sewa Pratishthan, Puri.	-do-	396585	100	NFE
161	Old Rourkela Education Sundergarh.	-do-	454470	100	NFE



(1)	(2)	(3)	(4)	(5)	(6)
162	Palli Mangal Jubak Sangh, Puri.	-do-	246409	50	NFE
163	Pallishree, Cuttack.	-do-	240050	50	NFE
164	People Institute for Participatory Action Research, Dhenkanal.	-do-	428229	100	NFE
165	Pragati Pathagar,	-do-	385498	50	NFE
166	Pragati Pathagar, Ganjam.	-do-	362220	50	NFE
167	Radhanath Pathagar, Balasore.	-do-	228980	50	NFE
168	Ramjee Yubak Sangh, Bolangir.	-do-	478848	100	NFE
169	Rural Development Society, Cuttack.	-do-	480327	100	NFE
170	Rural Education & Action For Change, Bhubaneswar,	-do-	312432	100	NFE
171	Rural Women Development Service Centre, Dhenkanal,	-do-	250424	50	NFE
172	Samagra Bikash Parishad, Balasore.	-do-	157080	50	NFE
173	Samajik Sewa Sadan, Dhenkanal.	-do-	448505	100	NFE
174	Sarvodaya Samiti, Koraput.	-do-	238840	50	NFE
175	Society For Development Action, Mayurbhanj, Orissa.	-do-	600670	100	NFE
176	Society for Health Education & Development, Dist. Koraput	-do-	431917	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
177	Sri Satya Sai Sewa Samiti, District-Sundergarh	-do-	180058	50 NFE	
178	Sri Sharadeswari Pathagar, Dist Bolangir	-do-	386196	50 NFE	
179	Subhadra Mahtab Sewa Sadan, Dist Phulbani	-do-	240076	100 NFE	
180	Swami Vivekanand Instititute of Social Work & Allied Sercvices, Distt Kalahandi	-do-	535974	100 NFE + DRU	
181	Tagore Society for Rural Development, Bhubaneshwar	-do-	512954	300 NFE	
182	Utakal Navajeevan Mandal, Dist Dhenkanal	-do-	432663	100 NFE	
183	Utkalmani Sewa Sangh Distt Puri	-do-	341241	50 NFE	
184	Vikash Bhubaneshwar	-do-	364021	50 NFE	
185	Vivekanand Palli Agragamee Sewa Pratis- Than, Bhubaneswar	-do-	450860	100 NFE	
186	Commuyntity Welfare & Enrichement Society, Bhubaneswar	-do-	323583	50 NFE	
187	Nari Shakti Samaj, Dist Puri	-do-	199138	50 NFE	
188	Aragamee Kashipur	-do-	1030725	100 NFE + DRU	
189	Society for Human Resource & Ecological Development, Dist Phulbani	-do-	438330	100 NFE	

(1)	(2)	(3)	(4)	(5)	(6)
190	Vabani Shankar Club At Ganpur, PO Simore Dist Puri	-do-	411950	100	NFE
191	National Institute of Social Work & Social Science, Bhubaneswar	-do-	460265	100	NFE
192	Jhubajyuoti Club Dist Puri	-do-	119382	25	NFE
193	Anchalika Baldev Jew Voluntary Agency, Cuttack	-do-	113865	25	NFE
194	Luthern Mahila samity Dist Cuttack	-do-	245274	50	NFE
195	Youth Association for Rural Reconstruction Dist Dhenkanal	-do-	308578	50	NFE
196	Dharmanandan Yubak Sangha, Distt Sundergarh	-do-	239826	50	NFE
197	Ruchika School Bhubaneswar	-do-	117244	25	NFE
198	Voluntary Association for Rural Reconstruction & Appp.Tech Distt Cuttack	-do-	412976	50	NFE
199	Samanvita Gramya Unnayan Samiti, Dist Phulbani	-do-	255433	50	NFE
200	Loka Nayak club Cuttack	-do-	458020	100	NFE
201	Balmikeshwar Jubak Sangh, Distt Puri	-do-	287782	50	NFE
RAJASTHAN					
202	Ajmer Adult Education Association, Ajmer	-do-	588679	100	NFE + DRU

(1)	(2)	(3)	(4)	(5)	(6)
203	Gramin Vikas Vigyan Samiti, Dist Jodhpur	-do-	602851	100 NFE	
204	Bhoruka Charitable Trust, Dist Churu	-do-	414545	100 NFE	
205	Bikaner Adult Education Association Bikaner	-do-	199339	50 NFE	
206	Jawahar Seva Sadan Pahuna, Chittorgarh	-do-	138500	30 NFE	
207	Gandhi Vidya Mandir Dist Churu	-do-	403788	100 NFE	
208	Bhilwara Distt Adult Education Association Bhilwara	-do-	663910	100 NFE	
209	Zila Mahila Jagriti Parishad, Badmer	-do-	126759	30 NFE	
210	Jodhpur Adult Education Association Jodhpur	-do-	227398	100 NFE	
211	Lok Shikshan Sans-than, Jaipur	-do-	239117	50 NFE	
212	Rajasthan Vidyapeeth Lok shikshan Parishad Udaipur	-do-	174613	50 NFE	
213	Bodh Shiksha Samiti Jaipur	-do-	657880	E & I	
214	Rajasthan Mahila Vidyalaya, Udaipur	-do-	438515	100 NFE	
215	District Adult Education Association Kota	-do-	455110	100 NFE	
216	Women's Voluntary Service of Tamil Nadu, Chetpur	-do-	407051	100 NFE	

(1)	(2)	(3)	(4)	(5)	(6)
TAMIL NADU					
217	Tagore Educational Society, South Arcot	-do-	222900	100	NFE
218	Sisters of the Cross congregation Chavanod Trichurapalli	-do-	240080	50	NFE
219	GRD Trust Coimbatore	-do-	480600	100	NFE
220	Association of National Service Chengalpattu	-do-	118655	25	NFE
221	Krishanamurti Foundation India Madras	-do-	457893	E & I	
222	Womens' Indian Association, Madras	-do-	239837	50	NFE
223	Madhar Nala Mandaram, South Arcot	-do-	170741	100	NFE
224	League for Education and Development, Trichurapalli	-do-	216115	50	NFE
UTTAR PRADESH					
225	Bal Kalyan Kendra Dist Deoria	-do-	478212	100	NFE
226	Adarsh Janta Shikshan Samiti, Dist Allahabad	-do-	445800	100	NFE
227	Banwasi Sewa Ashram Sonbhadra	-do-	1612439	400	NFE
228	Jan Kalyan Shiksha samiti, Dist Deoria	-do-	445716	100	NFE
229	Lok Vikas Sansthan Allahabad	-do-	441151	100	NFE
230	Myana gramodyog Seva Sansthan, Khurja	-do-	664484	100	NFE

(1)	(2)	(3)	(4)	(5)	(6)
231	Sarva Daliya Manav Vikas Kendra Moradabad	-do-	396275	100	NFE
232	Sarvodaya Shiksha Sadan Samiti, Shikohabad	-do-	237860	50	NFE
233	Yuvak Mangal Dal Distt Unnao	-do-	359930	50	NFE
234	New Public School Samiti, Lucknow	-do-	120300	25	NFE
235	Shri Jagdamba Bal Vidya Mandir, Fatehpur	-do-	119828	25	NFE
236	Madhyam Satyakam Shiksha Kendra, Gorakhpur	-do-	132790	50	NFE
237	Nirbal Varg Utthan Samiti, Unnao	-do-	123359	25	NFE
238	Swami Atamdev Gopalanand Shiksha Sansthan, Farrukhabad	-do-	120300	25	NFE
239	Samaj Utthan Evam Anusandhan Sansthan Allahabad	-do-	114015	25	NFE
240	Jan Chetna Shiksha Sansthan, Allahabad	-do-	120300	25	NFE
241	U P Rana Beni Madhav Jan Kalyan Samiti, Raibarelli	-do-	395910	100	NFE
242	Jan Jati Vikas Samiti, Mirzapur	-do-	239865	50	NFE
243	Literacy House, Lucknow	-do-	211152	400	NFE
244	Samajothan Evam Shiksha Pracharika Sansthan, Meerut	-do-	116633	25	NFE

(1)	(2)	(3)	(4)	(5)	(6)
245	Mahila Udyog Prashikshan Kendra Allahabad	-do-	120166	25 NFE	
246	All India Children Care and Development Society, Azamgarh	-do-	444765	100 NFE	
247	Irshad Academy, Meerut	-do-	119989	25 NFE	
248	Budhistava Baba Sahib Dr. Ambedkar Smarak Samiti, Lucknow	-do-	240080	50 NFE	
249	Adarsh Sewa Samiti Muzaffar Nagar	-do-	238298	50 NFE	
250	Asha Singh Purva Madhyamik Vidyalaya Dist Hardoi	-do-	118660	25 NFE	
251	Ganga Rani Balika Vidyalaya Farrukhabad	-do-	239785	50 NFE	
252	Shaheed Memorial Society, Lucknow	-do-	443029	100 NFE	
253	Tilak Shakshik Samiti, Allahabad	-do-	119925	25 NFE	
MISCELLANEOUS					
254	Digantar Shiksha Evam Khelkood Samiti Jaipur	-do-	147015	E & I	
255	Paschim Banga Kheria Sabar Kalyan Samiti, West Bengal	-do-	136740	60 NFE	
256	Bengal Social Ser- vice League, Calcutta	-do-	598300	100 NFE DRU	
257	Calcutta Urban Ser- vice Consortium Calcutta	-do-	890835	200 NFE	

(1)	(2)	(3)	(4)	(5)	(6)
258	Tagore Society For rural Development, Calcutta	-do-	719501	200 NFE	
259	Shree ram Krishan Satyananda Ashram, West Bengal	-do-	1193918	300 NFE	
260	Institute of Psychological & Edn. Research, Calcutta	-do-	746989	E & I	
261	Village Welfare Society, Howrah	-do-	358036	50 NFE	
262	Visva Bharati West Bengal	-do-	361000	DRU	
263	Samatat Sanstha Calcutta	-do-	318266	50 NFE	
264	Majehardanga Krishnarnadnaga Adibasi Degimegi Trilla Gaunta West Bengal	-do-	142390	50 NFE	
265	Siddhu Kanu Gram Unnayan Samiti, West Bengal	-do-	206944	E & I	
266	Majhira National Basic Educational Institute, Purulia	-do-	327240	E & I	
267	PHD Rural Development, New Delhi	-do-	336121	100 NFE	
268	People's Institute for Development & Training, New Delhi	-do-	953357	200 NFE	
269	Nehru Bal Samiti, New Delhi	-do-	210529	50 NFE	
270	Lady Irwin College New Delhi	-do-	289288	E & I	
271	Bal Bhavan Society of India, New Delhi	-do-	161000	E & I	

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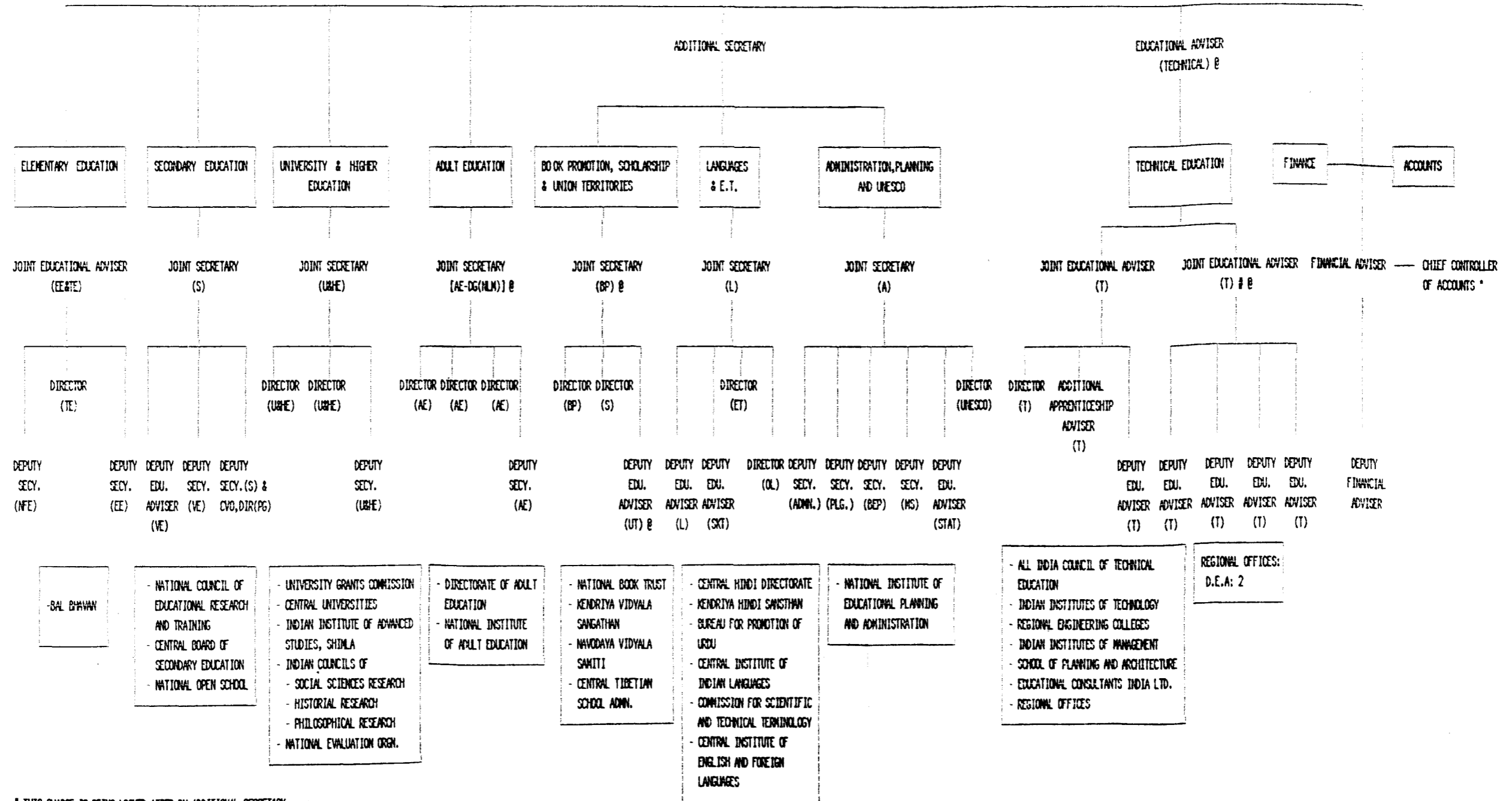
MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF EDUCATION

MINISTER OF H.R.D.

DEPUTY MINISTER

EDUCATION SECRETARY



# THIS CHARGE IS BEING LOOKED AFTER BY ADDITIONAL SECRETARY

\* UNDER OVERALL CHARGE OF F.A.

# VACANT

CORRIGENDUM

In Statement No.1 at page 285, Read

Row 10	"KARNATAKA	191791	19	181"
Row 13	"MAHARASHTRA	307690	31	300"
Row 20	"RAJASTHAN	342239	30	236"
	"INDIA	3287259	462	6328"

"Source: (i) Selected Educational Statistics (1991-1992)"

In Statement No.9 at page 293, Read

Row 6	"1991-92	565786	152077	81747	5058	950	196"
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In Statement No.12 at page 296, Read

Row 10	"KARNATAKA	23695	16512	5337	403	132	10"
	"INDIA	565786	152077	81747	5058	950	196"

In Statement No.20 at page 304 Read

Row 3	"ASSAM	64.00	64.43	65.07	57.73	54.78	56.49	62.44	66.43	64.13"
Row 13	"MAHARASHTRA	39.70	53.38	46.02	54.00	71.23	61.78	70.51	83.96	76.50"
Row 20	"RAJASTHAN	59.27	72.71	62.47	67.27	83.91	70.22	82.81	96.04	85.93"
Row 25	"WEST BENGAL	53.94	66.52	59.45	76.68	82.46	78.94	89.28	91.30	90.01"
Row 27	"CHANDIGARH	0.0	7.33	0.0	0.0	0.0	0.0	48.49	48.26	48.39"
Row 30	"DELHI	18.50	10.25	15.18	52.13	58.16	54.80	58.45	75.19	65.86"
Row 32	"PONDICHERRY	0.0	0.0	0.0	12.49	26.92	19.48	58.25	69.67	64.00"
Row 33	"INDIA	47.24	53.39	49.62	64.37	73.60	67.78	76.52	85.62	79.88"

In Statement No.21 at page 305 Read

Row 14	"MANIPUR	77.20	78.09	77.61	84.87	85.82	85.30	85.12	86.79	85.88"
Row 19	"PUNJAB									"
Row 20	"RAJASTHAN	66.77	79.07	69.63	72.34	86.07	74.44	83.09	94.33	84.72"
Row 21	"SIKKIM	66.99	57.19	62.87	70.89	62.25	67.19	86.78	88.83	87.64"
Row 22	"TAMIL NADU	42.61	54.31	47.95	51.45	59.72	54.90	75.47	77.13	76.15"
Row 23	"TRIPURA	73.96	78.41	75.86	84.75	88.17	86.17	90.83	93.44	91.81"
Row 24	"U.P.	41.73	51.60	45.14	55.83	63.69	58.10	79.30	83.88	80.68"
Row 25	"WEST BENGAL	63.76	67.55	65.03	83.27	87.63	84.39	92.35	92.74	92.47"
Row 26	"A.&N. ISLANDS	8.95	13.33	11.00	35.20	38.13	36.50	42.76	64.31	52.97"

In Statement No.23 at page 307 Read

Row 1	"DELHI		5749	25751	31500	28.65"
Row 4	"CHANDIGARH		487	4115	4602	24.12"
Row 7	"MANIPUR		875	8811	6686	21.52"
Row 8	"ASSAM		7930	30611	47541	20.98"
Row 12	"TAMIL NADU		4576	121019	125595	20.10"
Row 15	"GUJARAT		3110	88009	91119	19.71"
Row 17	"ORISSA		11063	43386	54449	19.08"
Row 18	"UTTAR PRADESH		18039	167994	186033	18.05"
Row 20	"MEGHALAYA		1835	4955	6790	17.82"
Row 27	"MIZORAM		837	3355	4192	13.44"
Row 28	"PUNJAB		6314	52114	58428	13.41"
Row 31	"A & N ISLAND		260	1586	1846	11.00"
	"ALL STATES/UTs		169580	1508438	1678018	19.44"
	"CENTRAL SECTOR		103070	77117	180187	2.21"
	"TOTAL (CENTRE+STATE)		272650	1585555	1858205	10.70"

"Source: Budget documents of States/UTs."

In Statement No.24 at page 308 Figures are Rupees in Lakhs and Read

Row 27 "CHANDIGARH	1062	53	3500	924.45	4424.45"
Row 31 "LAKSHADWEEP	168	16	702.11	0	702.11"
"ALL STATES/UTS	605646	39444	1019435.11	196238.45	1215673.56"
"TOTAL (CENTRE + STATE)	893646	179444	1661335.11	278638.45	1959973.56"

"Source: Planning Commission"

The figures of Elementary Education and Adult Education are as worked out by Planning Commission on the basis of recommendations made by Working Group Discussion on Education.

In Statement No.25 at page 309 Read

Row 20 "RAJASTHAN	59.11	3.18	89.57	10.43"
Row 23 "TRIPURA	57.28	1.92	98.77	1.23"
Row 27 "CHANDIGARH	24.00	1.20	79.11	20.89"
Row 28 "DADRA&NAGAR HAVELI	20.89	0.47	84.35	15.65"
Row 31 "LAKSHADWEEP	23.93	2.28	100.00	0.00"
"ALL STATES/UTS	49.81	3.24	83.86	16.14"

In Statement No.26 at page 310 the figures are Rs. in Lakhs and Read

Row 6 "GUJARAT	1538	355	3000	2500	5500.00"
Row 9 "JAMMU&KASHMIR	3000	168	6034	394	6428.00"
Row 17 "NAGALAND	306	12.60	860	110	970.00"
Row 26 "A & 4 ISLANDS	438	4.60	906.80	274	1180.80"
Row 28 "DADRA&NAGAR HAVELI	90	0.60	152	20	172.00"
Row 29 "DAMAN & DIU	86.87	2.25	115.85	80	195.85"
Row 30 "DELHI	5262.70	122.40	7200	1800	9000.00"
Row 31 "LAKSHADWEEP	34.21	2.76	132.21	NIL	132.21"
"ALL STATES/UTS	92801.78	8066.21	158745.86	40672	199417.86"
"GROSS TOTAL (CENTRE+STATE)	121201.78	20066.21	236945.86	57672	294617.86"
"SOURCE: PLANNING COMMISSION."					

In Statement No.27 at page 311 Read

Row 6 "GUJARAT	28.0	6.4	54.5	45.5"
Row 9 "JAMMU&KASHMIR	46.7	2.6	93.9	6.1"
Row 16 "MIZORAM	47.2	3.5	93.8	6.2"
Row 26 "A & N ISLANDS	37.1	0.4	76.8	23.2"
Row 28 "DADRA&NAGAR HAVELI	52.3	0.3	88.4	11.6"
Row 29 "DAMAN & DIU	44.4	1.1	59.2	40.8"
Row 30 "DELHI	58.5	1.4	80.0	20.0"
"ALL STATES/UTS	46.5	4.0	79.6	20.4"
"CENTRE + STATE	41.14	6.81	80.42	19.38"
"NOTE: THE ABOVE FIGURES ARE BASED ON STATEMENT NO.26"				

In Statement No.28 at page 312 Read

Row 4 "BIHAR	17824	1072.35	6.0"
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"SOURCE: ECONOMIC SURVEY 1991-92 AND STATE BUDGET DOCUMENTS"

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