annual report

2000-2001

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Department of Elementary Education and Literacy

Department of Secondary Education and Higher Education

Abbreviations

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

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

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ANNUAL REPORT

The National Policies of Education in India always underscored the Constitutional resolve to provide quality education to all. The Department of Elementary Education and Literacy alongwith the Department of Secondary and Higher Education have taken a large number of new initiatives. These include providing quality elementary education, coverage of children with special needs, vocationalisation, education for women's equality and special focus on the education of SCs/STs and Minorities. Sarva Shiksha Abhiyan, which is a holistic and convergent scheme has been launched in a mission mode to achieve the goal of Universal Elementary Education.

Overview

Administration

The erstwhile Department of Education of Ministry of Human Resource Development has been re-organised to form two different Departments, namely, Department or Elementary Education & Literacy and Department of Secondary Education & Higher Education. Apart from the Headquarter Office, there are four subordinate organisations and nearly 100 autonomous organisations attached to these Departments. Education is a concurrent subject for which the Department has been closely interacting with the States and Union Territories to fulfil the role assigned to it by the National Policy of Education. The Department has also established its Education Wings in Indian Missions abroad. At present, such wings are functioning at Paris, New York, Washington, Moscow and Berlin.

The Administration Wing of the Department caters to the needs of other bureaus, branches and sections, etc. with regard to staffing and housekeeping jobs. There are specialised units for handling these activities. Establishment, Services, Training, Publication and Vigilance Units have been in operation for several decades. As a new initiative, the Department has established new units to handle public grievances and retirement benefits. An Information Facilitation Centre and an Anti-Malpractices Cell and a Library have also been set up. The Department has also initiated action to establish a Legal Cell which at present is in its formative stage. A Committee has been set up to listen to complaints on sexual harassment of women at work place. The Division takes care or the welfare activities of the staff. In the year gone by, the Department has taken active interest in the promotion of usage of Hindi in office work. The Deputy Secretary, Incharge of Administration division is also the liaison officer for matters relating to reservation in services in favour of candidates belonging to SC/ST communities.

The work of the two Departments has been organised into a well-knit structure of Bureaus, Divisions, Branches and Sections headed by officers of the rank of Joint Secretaries and Section Officers, etc. to deal with different areas of activities. The Bureau-wise details of activities of the two Departments are given in the succeeding paragraphs. Activities relating to policy norms, planning & monitoring, and statistics for both the Departments are handled in a common Planning Bureau in the Department of Secondary Education & Higher Education.

Elementary Education

The Status of UEE

In spite of the unprecedented expansion of the school system in the last five decades, the goal of Universal Elementary Education (UEE) has not been achieved to complete satisfaction. Even though there has been an improvement in the participation of girls, children belonging to Scheduled Castes and Scheduled Tribes, religious and linguistic minorities, and other backward castes in the school system over the last fifty years, social and gender gaps continue to be a feature of our educational indicators. This has a negative impact in our quest for social justice and sustainable economic well-being.

Most recent surveys indicate that nearly 70 per cent children in the 6-14 age group are attending school. The latest National Family Health Survey 1998-99 indicates that 79 per cent children in the 6-14 age group are attending school.

A large number of interventions have been made in the elementary education sector since the introduction of the 1986 National Policy on Education. Varied schemes like Operation Blackboard, Teacher Education, Non Formal education, Mahila Samakhya, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Bihar, Rajasthan, UP

Mr. K. S. Sharma, Additional Secretary speaking on the occasion of Workshop on involvement of local self group representation in non formal education

and Andhra Pradesh, and DPEP in 248 districts of 18 states have all been undertaken at various times during this period. Some of the important interventions have been as follows:

- Operation Blackboard has enabled the creation of minimum facilities by providing classrooms, teachers and teaching-learning equipment. The provision of more than 3 lakh teachers, 2 lakh school buildings and teaching-learning equipment has been made to nearly 6.5 lakh Primary and Upper Primary Schools under this scheme. The problem of physical infrastructure was addressed under the scheme with varying degrees of success across regions. The recently approved Sarva Shiksha Abhiyan programme provides for improvement of school facilities and for sufficient number of teachers.

- The Teacher Education Scheme was expanded with the establishment of district Institutes of education and Training. The scheme has been revised recently to ensure quality in teacher training institutions by a mandatory requirement of a Memorandum of Understanding with the states. Unit costs have also been revised to allow for strengthening such institutions. The concept of Teacher Centres was initiated under the Andhra Pradesh Primary Education Project to further

academic interaction among school teachers. The process has been carried further through the Block Resource Centres and Cluster Resource Centres established under the District Primary Education Programme.

- The National Programme of Nutritional Support for Primary Education is a vital supplement to the diet of primary school children as well as an incentive for enrolment of poorer children. It covers all children in Government-aided Primary Schools of the country.

- Evaluation studies on the Mahila Samakhya approach indicate the positive impact of building capacities among groups of women and their contribution towards empowerment of women in society. Such empowerment has positive consequences for the participation of girls in elementary education. There is perhaps a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school and by designing more flexible approaches for their participation.

- The former Non Formal education Scheme has been restructured recently to allow flexibility. The Education Guarantee Scheme and the scheme of Alternative and Innovative Education enable out-of-school children to return to the mainstream elementary education by bridge courses and 'back to school' camps. The Non Formal Education Scheme also provides for the setting up of Education Guarantee Centres in habitations not having a Primary School within a distance of one kilometre.

- The DPEP districts indicate that decentralised planning contributes towards a more meaningful community involvement with an improvement in enrolment. The impact of DPEP on the mainstream education system varies from state to state. Some states have undertaken reforms in the mainstream in the process of DPEP intervention, as a consequence of which, their performance

appears better. A large number of teacher vacancies have been filled in many DPEP states. Setting up of Block and Cluster Resource Centre has facilitated academic interaction among teachers. Levels of social mobilisation also vary as the process of community involvement at the micro planning and school mapping stage is often varied. Preparation of new textbooks with the participation of teachers and experts has yielded encouraging results in most of the DPEP states.

- The Lok Jumbish Project shows the positive impact of micro planning and school mapping with community mobilisation and of the specific interventions for girls' education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. There has been a significant improvement in enrolment and retention. A diversity of gender interventions is an important feature of Lok Jumbish interventions and this has implications for other regions with low female literacy rates.

- The evaluation studies on the Total Literacy Campaigns indicate that social mobilisation undertaken in the environment building phase did contribute to a very significant increase in the enrolment of children. The number of non-literates has decreased substantially, especially in the period 1991 to 1999, accompanied by an appreciable rise in female literacy. Indeed, the rate of increase in female literacy is higher than that of males.

Efforts at Improving Quality

The National Policy of Education and its Programme of Action 1992, outlined the Minimum Level of Learning strategy for improving the quality of elementary education. The objective of the competency-based approach is excellence with equity. Preliminary assessment of learning levels, modification of MLLs to suit local situations, initial and recurrent orientation of teachers to competency based learning, preparation of teacher training handbooks, introduction of continuous and comprehensive evaluation of students, preparation of evaluation material item pools, using MLL norms for textbook revision, and provision of competency-based teaching-learning materials to make the educational process activity-based and joyful, were the main steps identified for the introductions of MLLs.

Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of elementary education (UEE) through a time-bound integrated approach, in partnership with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The SSA is an effort to recognise the need for improving the performance of the school system and to provide community-owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps.

Structure for Implementation
The Central and State Governments will together implement the SSA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the

Objectives of Sarva Shiksha Abhiyan

- All children in schools, Education Guarantee Centres, Alternate Schools, 'Back, to School' camps by 2003;

- All children complete five years of primary schooling by 2007;

- All children complete eight years of schooling by 2010;

- Focus on elementary education of satisfactory quality with emphasis on education for life;

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and

- Universal retention by 2010.

Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State Level Implementation Societies for UEE under the Chairmanship of Chief Minister/Education Minister. This has already been implemented in many states.

The Sarva Shiksha Abhiyan will not disturb existing structures in states and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralisation down to the school-level in order to improve community participation. Besides recognising PRIs/Tribal Councils in Scheduled Areas, including the Gram Sabha, states would be encouraged to enlarge the accountability framework by involving NGOs, teachers, activists, women's organisations, etc.

Coverage and Period

The SSA will cover the entire expanse of the country before March 2002 and the duration of the programme in every district will depend upon the District Elementary Education Plan (DEEP)

prepared by it as per its specific needs. However, the upper limit for the programme period has been fixed as ten years, i.e., up to 2010.

Strategies central to the SSA programme

- **Institutional reforms** As part of the SSA, institutional reforms in the states will be carried out. The states will have to make an objective assessment of their prevalent education system, including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalisation of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many states have already effected institutional reforms to improve the delivery system for elementary education.

- **Sustainable Financing** The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State Governments.

- **Community ownership** The programme calls for community ownership of school based-interventions through effective decentralisation. This will be augmented by the involvement of women's groups, VEC members and members of Panchayati Raj institutions.

- **Institutional capacity building** The SSA envisions a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resource persons.

- **Improving mainstream educational administration.** It calls for improvement of mainstream education administration by institutional development, infusion of new approaches and by adoption of cost-effective and efficient methods.

- **Community-based monitoring with full transparency** The programme will have a community-based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other relevant details.
- **Habitation as a unit of planning** The SSA works on a community-based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- **Accountability to community** Besides cooperation among teachers, parents and PRIs, the SSA envisages accountability and transparency.
- **Education of girls'** Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- **Focus on special groups** There will be greater focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and disabled children.
- **Pre Project phase** SSA will be launched throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system.
- **Thrust on quality** SSA lays special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching methods.
- **Role of teachers** SSA recognises the critical role of teachers and advocates a focus on their developmental needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development,

focus on classroom processes and exposure visits for teachers are all designed to develop the human resource among teachers.
- **District Elementary Education Plans** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach.

Adult Education

After years of experiments with alternative and successive models of adult education programmes, the nation has adopted a model which has given hope, faith and confidence to millions grappling with illiteracy in the country. The beginnings were made in 1978 with the introduction of the National Adult Education Programme. Its success and reach were, however, limited until a breakthrough was achieved with the launch of the National Literacy Mission in May 1988, which became a saga of India's crusade against illiteracy.

The Mission got new life and vigour when on November 30 1999, the government approved its extension with stress on lifelong learning and decentralisation, with devolution of authority to state and district level institutions. The parameters and norms of financial assistance of schemes under the NLM have been enhanced by the issue of a notification dated May 5,2000. The increased parameters and norms give credence to the fact that the NLM is making good progress in its avowed aim of making literacy fundamental for everyone in the country, especially women.

The figures form the National Sample Survey Organisation show that the literacy level has risen from 52 per cent in 1991 to 62 per cent in 1997. The National family Health /survey 1998-99 corroborates this figure, showing a national literacy rate of 63.1 per cent (in the 6 + age group) in 1998. The wide gap between male and female literacy is

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also narrowing, with the female literacy level exceeding 51 per cent. Out of the total 588 districts in the country, 559 districts have been covered under literacy campaigns. The continuing education programme has begun in 95 districts; post literacy programmes are ongoing in 292 districts, while total literacy campaigns are on in 172 districts. There is special focus on the promotion of literacy among women, scheduled castes/tribes and backward classes. It was a daunting challenge for literacy programmes to counter the effect of population growth in the country. The growth in literacy has now overtaken the rise in population and the total number of non-literates in finally on the decline. The goal of the National literacy Mission is to attain full literacy, i.e. a sustainable threshold level of 75 per cent by 2005.

The integrated format seeks to effectively bring the activities of literacy campaigns under one 'project' to achieve continuity, efficiency, convergence and to minimise unnecessary time lag between the two. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation form the two pivotal strategies of adult literacy within the broad rubric of programmes currently being implemented by the National Literacy Mission.

Keeping pace with its endeavours, campaigns and programmes, the National Literacy Mission decided to strengthen and revitalise the State literacy Mission. Eighteen state Literacy Missions in the country have been given greater powers. They now have the authority to plan, implement and monitor literacy programmes and sanction continuing education programmes at the state level.

Moving beyond a narrow concept of adult basic education, the National Literacy Mission has made continuing education a necessary component of its activities. The establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the

principal mode of implementing continuing education programmes. The CECs provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative education programmes, vocational skills and to promote social and occupational development. As part of this strategy, there is greater stress on establishing rural libraries, which will provide neo-literates with learning and reading materials in their language and give them an opportunity to pursue activities to further their individual interests.

The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Given the major role envisaged for NGOs, they are now allowed to receive funds from Zila Saksharta Samities and actually run continuing education centres. To enhance the participation of NGOs in the literacy movement, 32 innovative projects worth Rs. 6 crore have been launched in the last one year.

Existing State Resource Centres (SRCs) have been strengthened and their annual maintenance grants suitably enhanced. Independent district resource units have been subsumed in the SRCs, which are providing training to over 20,000 adult education trainers and functionaries annually.

The voluntary nature of the literacy movement has been its greatest driving force. Wider participation has resulted in greater satisfaction, sustainability and success. Keeping this in mind, the NLM is encouraging the participation of people's representatives at the panchayat level as also of industries and corporate houses. The Jan Shikshan Sansthans have expanded their outreach and are also catering to the rural segment by offering around 225 vocational training courses. It is to the credit of these Sansthans that during last year 1,20,739 persons have been given vocational training, of whom about three-fourths were women. As many as 91 Jan Shikshan

Sansthans are being set up in different part of the country. In the Ninth Five-Year Plan itself, 50 new JSSs were envisaged, of which 33 have already been sanctioned.

The dramatic social mobilisation generated by literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and environment awareness. A framework for effective social action has been provided by the panchayati raj institutions. Democratic participation has enriched by promoting articulation in society, especially of under-privileged groups. The literacy campaigns have served the cause of promoting equity in society, in redefining gender relations and in questioning caste-based social categories.

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system and their significance has been realised and put into effect by the NLM. The innovative monitoring system designed by the NLM authorities not only ensures reliability but also facilitates a steady flow of information. State Directorates of Adult education are wholly responsibly for monitoring the literacy campaigns in their states.

To enhance the credibility of the results and impact assessments, evaluation guidelines have been standardised and are issued by the National Literacy Mission from time to time. Special impact studies of the campaigns of the social, cultural and economic environment of the relevant areas are also being undertaken by the SRCs. Literacy programmes are evaluated by reputed academic institutions located outside the state to maintain transparency and objectivity.

To create awareness about NLM and its programmes and schemes, thereby highlighting the importance of education, several measures have been undertaken. These include the setting up and maintenance of a website, publications, awards, advertising and publicity, and media software.

In order to make lasting changes in people's lives, the National Literacy Mission is making all efforts to involve more and more people in lifelong learning for improving their educational standards and quality of life.

Secondary Education

With a view to updating the country's educational concerns and priorities, an appraisal of the national curriculum framework for school education has been completed by the National Council for Educational Research and Training. The framework responds to many new societal and pedagogical changes, within the parameters of NPE. The successful translation of the curriculum framework into practice would require a multipronged strategy. The framework has been circulated to all States/ Union Territories for implementation of the recommendations. The question of implementation, however, depends on the decision to be taken by individual boards of education of State Governments. Central Board of Secondary Education has introduced a system of comprehensive evaluation in its schools over the years. In addition to awarding qualifying certificates based on external evaluation done by the CBSE, the practice of issuing a second certificate based on school-based, by continuous and comprehensive evaluation was started.

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The Justice Verma Committee, constituted by the Government, highlighted the need for inculcating the perception of fundamental duties among students as enshrined in our Constitution as a curriculum concern. The Central Government is now in the process of consultation with various Central Ministries/State Governments in regard to the implementation of recommendations of the Committee. The Government has also decided to revive the computer literacy and study in schools (CLASS) project on a Rs. 100 crore budget for the year 2000-2001 and 2001-2002, seeking to provide computer education to Secondary and Senior Secondary classes in Government and Government aided school. Besides, IT Education will be provided in Kendriya Vidyalayas and Navodaya Vidylayas. Given the fact that less than 2 per cent of children with disabilities out of a total of over 16 million have joined the school system, programmes for attitudinal changes, capacity building among teachers and training institutions to educate these children in inclusive school settings, were taken up. Special emphasis is being laid on developing teacher training modules with the assistance of UNESCO. The central school systems, such as the Kendriya Vidyalaya Sangathan (KVS) and the Navodaya Vidyalaya Samities (NVS) have continued with educational reforms. It is hoped that this would make the NVS even more attractive for bright students. The KVS has established 'Teacher Technology Lab' in New Delhi under the aegis of M/s. Intel Corporation for training the MTs. For teachers, workshops have been organized with the help of IIPA, New Delhi, TTTI Chandigarh and Bhopal, and NCERT. KVS has also given more powers to its regional offices under the decentralisation scheme. More powers have also been delegated to the chairpersons of local Vidyalaya Committees in the process of admissions, disciplinary matters and supervisory roles. The National Open School has identified new vocational areas, e.g. Certificate in Computer Applications. Library Sciences and X- ray Technician's Course. It has also envisaged the scheme of On Demand

Examination (ODE) and a pilot project has been initiated in five accredited institutions. Under the scheme for strengthening of Boarding and Hostel facilities for girl students of Secondary and 'Higher Secondary Schools, financial assistance of Rs. 20 crore has been given during 1999-2000, thereby benefiting 3913 girl boarders. By its introduction, Yoga has been given its due place in the new curriculum framework brought out by NCERT. The Department has also finalized a fresh scheme for introduction of Yoga in Schools.

University and Higher Education

A number of initiatives were taken to improve the access and quality of higher education. In order to make higher education institutions centres of excellence, it was decided that accreditation procedures should become obligatory for all universities and colleges. Greater encouragement would be given to setting up of more autonomous colleges so as to promote innovation and flexibility in the curricula of higher education. Curriculum revision would proceed in tandem with existing vocational courses introduced at the first-degree level.

The Government significantly stepped up its financial support to the higher education sector, both by way of plan and non-plan allocations. The overall allocation for the Ninth plan has been increased to Rs. 2500 crore from Rs. 800 crore in the Eighth Plan. Non-plan allocation for 2000-2001 has been enhanced to Rs. 1000 crore as against Rs. 975 crore provided during 1999-2000 for the University Grants Commission. In order to make the higher education sector financially more viable, initiatives have been taken to revise the fee structure of universities.

With all efforts being made in the formal education sector to increase access, the open university system with the India Gandhi National Open University (IGNOU) at its apex, has dramatically

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iimproved access through its network of regional aamd study centres. Over the last three years, eemrolment in the IGNOU to register its presence iim the 148 districts which are characterized by very llcow levels of female literacy. An educational TV cchannel called Gyan Darshan has been launched com January 26, 2000. Currently 10 million people care being covered through the 24-hour telecast.

To promote the participation of the private sector iim tertiary education, suitable amendments have lbeen made in the guidelines, so as to make it possible to grant deemed university status to quality institutions on a fast track basis. This would significantly augment resources available to the higher education sector, as well as promote quality. Efforts are also being made to systematically promote Indian education abroad and to regulate the foreign educational iinstitutions operating in India.

Apex level research coordination institutions, such as the Indian Council of Social Science Research, India Council of Philosophical Research, Indian council of Historical Research have continued their activities in their respective fields. The Indian Institute of Advanced Studies continues to focus on areas of advanced studies based on an inter-disciplinary format. The National Council of Rural Institutes was reconstituted so that there could be greater vigour in the area of basic education in the Gandhian mould. The American Institute of Indian Studies, United States Educational Foundation in India and the Shastri Indo – Canadian Institute have continued to promote bilateral educational relations. In the distance education sector, linkages with the Commonwealth of Learning were maintained and strengthened.

Technical Education

The Technical Education system in the country covers Courses and Programmes in Engineering, Technology, Management, Architecture, Town Planning, Pharmacy, Applied Arts and Crafts. The Ministry of Human Resource Development caters to programmes at Diploma, Undergraduate, Postgraduate and Research levels.

The Technical Education system at the Centre level comprises of the All India Council for Technical Education (AICTE) – The Statutory Body for proper planning and coordinate development of the system; six Indian Institutes of Technology (IITs) which are *Institutions of National Importance;* six Indian Institutes of Managements (IIMs), three Deemed-to-be Universities, namely Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM), Dhanbad, and School of Planning & Architecture (SPA), New Delhi; seventeen Regional Engineering Colleges (RECs); other Technical Institutes in central sector, such as National Institute of Foundry and Forge Technology (NIFFT), Ranchi, National Institute of Industrial Engineering (NITIE), Mumbai, Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Indian Institute of Information Technology and Management (IITM), Gwalior, Indian Institute Information Technology (IIIT), Allahabad; four Technical Teachers Training Institutes (TTTIs); and four Boards of Apprenticeship Training (BOATs). Other schemes at the central level include Programme for Apprenticeship Training (Scholarships and Stipends); Assistance to Universities for Technical Education; Community Polytechnics; World Bank Project for Improvement of Polytechnic Education; Polytechnic for disabled Persons; Payment for Professional and Special

Services; Direct Central Assistance to the Central Institutions and RECs (Research & Development, Modernisation & Removal of Obsolescence of Engineering Laboratories and Work Shops, and Thrust Areas of Technical Education); Computer Software & Services; Information Technology; Asian Institute of Technology, Bangkok; Expenditure on Foreign Delegations and Foreign Experts; Technology Development Missions; Research and Information Services; Student Counselling and Development Programme; Revision of Pay Scales of Teachers of Technical Institutions – Assistance to States. There also exists one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed. CIL) under the Technical Education System.

During the year under report, a large number of engineering colleges and other technical institutes were established across the country with the approval of the All India Council for Technical Education (AICTE), mainly by mobilization of private initiatives. As in the past, the institutions of national importance/excellence like IIMs, IISc, Bangalore and other central institutes namely ISM, SPA, NIFFT, NITIE, IIITM, TTTIs. NERIST, SLIET, etc. provided instructional training to make available high quality trained manpower in the field of Technical Education. The new IIT at Guwahati and new IIMs at Calicut and Indore, Indian Institute of Information Technology and Management (IIITM), Gwalior and IIIT, Allahabad have accelerated their pace of activities so as to operrationalise fully.

The scheme of Community Polytechnics continued to contribute substantially by transferring techno-economic advances in technical education and appropriate technologies to the rural masses. Establishment of polytechnics for people with disabilities was a milestone in the year under report. Under the schemes of Modernisation and Removal of Obsolescence, Research & Development of Thrust Areas in Technical Education, a large number of central technical institutes benefited when they upgraded their infrastructure facilities including laboratories and by development of their R & D bases. The scheme of Apprenticeship Training to engineers, technicians and 10 + 2 vocational steam pass-outs helped job aspirants in securing better employment prospects. Greater emphasis was given to strengthen and consolidate infrastructure facilities available at institutes of national importance/ excellence like IITs, IIMs, IISc, RECs etc. This included upgradation of existing computing facilities at IITs.

To meet the challenges thrown up by the globalisation of economy, the entire system of Postgraduate Education needed an overhaul to keep pace with the development in the new milieu. Accordingly, a Committee under the Chairmanship of Dr. P Ramarao, Chairman of the Board of Postgraduate Studies of AICTE was set up to suggest ways and means to fine-tune and optimise the entire PG education in the country. The Committee has submitted its report, which is under active consideration of the Government.

To meet the emerging need for quality manpower in Information Technology (IT) and related Areas, necessary initiatives have been taken. In this direction, based on the recommendations of a National Task Force, a 'National Programme of HRD in IT' is being launched with an envisaged investment of Rs. 2000 crore at the central level over a period of 7 years, in addition to similar

investments from the State Government and industry. In line with the overall policy approach to upgrade technical institutes wherever possible to the level of IITs, University of Roorkee is being converted into an IIT, and its consequent take over by the Government of India.

Aiming to mitigate the trauma of students and their parents in taking up multiple entrance examinations for getting admission to a professional institute, a proposal to conduct a Combined Test for Admission to all programmes in Engineering & Technology is under active consideration of the Government of India.

For strengthening Technician Education and improving the quality of Polytechnic pass outs in the country, massive efforts were made using the assistance of the World Bank through a State Sector project in two phases, covering 17 States and 2 Union Territories. To sustain the gains made under the project and also to include the states left out, the government formulated another project titled 'Third Technician Education Project' with assistance from the World Bank to cover states of Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Jammu & Kashmir, and Andaman & Nicobar Islands.

A bilateral Technical Education Project, jointly supported by the Governments of Canada and India, titled 'Canada India Institute Industry Linkage Project' (CIIILP), was launched. The project focuses on the development and effective adaptation of sustainable and replicable industry institute linkage models at identified Polytechnics and Engineering Colleges in the four western states of Madhya Pradesh, Maharashtra, Goa and Gujarat. It is envisaged that project would assist the efforts of Government of India in making the Technical Education system more responsive to the socio-economic environment by enhancing the efficiency and effectiveness of the system.

Book Promotion

The book promotion activities of the Department were carried out mostly through the National Book Trust (NBT). The Trust organised a number of book fairs and exhibitions to encourage and inculcate reading habits among the people. It also celebrated the World Book & Copyright Day on April 23, 2000 besides the National Book Week from November 14 to 20, 2000. Two new Committees, one on Promotion of Reading Habits and Development of Book Publishing Industry and another on setting up of Educational Libraries were set up during the year by the Ministry. The National Agency for International Standard Book Numbering (ISBN) System continued to allot ISBNs to Indian publishers while simultaneously organising and participating in book fairs and exhibitions with a view to popularising ISBN.

Copyright and Related Rights

The Government continued to take active steps for strengthening the enforcement of the copyright law in the country. It also brought out an Amendment to the International Copyright Order to extend copyright protection to the works of nationals of those countries who have honed copyright treaties since the publication of the Order in 1999. The Copyright Office registered 3207 works during 1999-2000. An Indian delegation actively participated in the Diplomatic Conference on the Protection of Audiovisual Performances convened by the World Intellectual Property Organisation (WIPO) in Geneva in December, 2000.

Promotion of Languages

Language is a potent instrument of artistic expression and literary creativity. India has inherited a multiplicity of languages which are at various stages of development. During the plan

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period it had been endeavoured that the different languages would be helped to develop to their optimum levels. Emphasis was also laid on the promotion of literature in various languages.

Since Independence, various programmes have been formulated and implemented for the promotion of Hindi (as a link language), and of other Modern India Languages, as provided in the National Policy on Education (NPE) 1986, 1992. Stress had also been laid on Arabic, English and other foreign languages.

The Department of Education has continued the implementation of the scheme of appointment and training of Hindi teachers in non-Hindi speaking States/UTs. The Central Hindi Directorate continued its work of preparing bilingual, trilingual and multilingual dictionaries. Hindi-Persian, Hindi Indonesian, Hindi-Singhalese and Hindi Samyukta Bhasha Kosh are under publication. More than 335 lakhs persons have been enrolled for learning Hindi through correspondence courses of the Directorate.

The Central Institute of Indian Languages, Mysore played an effective role in the training of teachers in Modern Indian Languages other than their mother tongues. It also conducted research in the areas of language analysis, language pedagogy, and language technology. In order to bring about improvement in the standards of teaching/learning of English, the Government of India continued its programmes of financial assistance to the Regional Institutes of English and the English Language Teaching Institutes of different states.

The National Council for Promotion of Urdu Language continued to work for the promotion of Urdu though various schemes and projects.

The National Council for Promotion of Sindhi Language has been set up as an autonomous body for the promotion, development and propagation of Sindhi language.

A Centrally sponsored Scheme of financial assistance to States/UTs for the appointment of Modern Indian Language teachers (other than Hindi) in Hindi speaking areas was launched in 1993-94 during the Eighth Plan period and is being reviewed in the Ninth Five year Plan due to the poor response from states.

This year, the Indian Languages Promotion Council, an advisory body under the Chairmanship of the Prime Minister, has been set up to provide guidance for the promotion and development of Indian languages, mentioned in the schedule Eight of the Constitutions.

Sanskrit Division
- **Central Plan Scheme of Development of Sanskrit Education:** The Government of India implements a central plan scheme of Development of Sanskrit Education in collaboration with the State Governments since 1962. Under this scheme, a grant is given on 100 percent basis to State Governments / Union Territories for the activities of eminent Sanskrit Scholars, for appointment of teachers for teaching selected modern subjects in the traditional Sanskrit Pathshala, to meet the expenditure on salary of Sanskrit teachers to be appointed in secondary and senior secondary schools. Scholarships are given to students of secondary and senior secondary schools and grants are also given to State Governments for various schemes for the promotion of Sanskrit. For these activities, during the year 1999-2000, the Government of India released an amount of Rs. 547.67 lakhs out of its approved budget of Rs. 10 crore. The amount of Rs. 547.67 lakh was disbursed to 32 States/UTs, two Sanskrit deemed universities, NCERT, Rashtriya Sanskrit Sansthan and Kavikulguru Kalidas Sanskrit University, Maharashtra,
- **Modernisation of Madarsa Education:** Under the 15-point programme of Empowered

Committee on Minorities Education, the scheme of modernization of madarsa on voluntary basis is being implemented since 1993-94 with the objective of encouraging traditional institutions like madarsas and maktabs by giving financial assistance to introduce Science, Maths, social Studies, Hindi and English in their curriculum. This is being implemented by State Governments as a central scheme under which 100 per cent financial assistance is provided by the 'central Government. For these activates, during the financial year 1999-2000 the Government of India released an amount of Rs. 461.16 lakh out of its approved budget of Rs. 10 crore (Rs.490.00 lakh for States and Rs. 10 lakh for UTs). The amount of Rs. 461.16 lakh was disbursed to 32 States/UTs, two Sanskrit deemed universities, NCERT, Rashtriya Sanskrit Sansthan and Kavikulguru Kalidas Sanskrit University, Maharashtra.

- **Celebration of Sanskrit Year 1999-2000:** Under the Chairmanship of Justice Ranganath Misra, a Committee was set-up to work-out programmes for the celebration of Sanskrit Year 1999-2000. Programmes focused on (i) popularization of Sanskrit amongst the general public; and (ii) creation of awareness in students and scholars of Sanskrit regarding the heritage and development of Chetna. For these programmes, a provision of Rs. 500 lakh was made, out of which an amount of Rs. 4.99 lakh was disbursed to 251 institutions (Universities/Colleges/NGOs/State government Institutions, etc.)

Scholarships

The schemes of 'Scholarships to Students from Non-Hindi Speaking States for Post-Metric Studies in Hindi', 'National Scholarship scheme' for post-metric studies for brilliant but poor students and the 'Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas' continue to be implemented through the State Governments/Union Territory Administrations.

Scholarships/Fellowships are also being offered by foreign counties under the Cultural Exchange Programme, etc. for higher studies in various subjects. During the year 1999-2000, 73 nominations of scholars were sent to the Governments of China, Japan, Germany, Mexico, Israel, Ireland, Belgium, Czech, U.K., Canada and New Zealand.

Policy Norms, Planning & Monitoring and Statistics

The National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 continued to be implemented with emphasis on 'Education for All'. (SPOA). Several State Governments have also formulated their own State Programme of Action (SPOA).

A Task Force under the Chairmanship of Secretary (SE & HE) has been constituted to suggest measures, fiscal as well as strategic, to meet emerging challenges in the education sector. A proposal to constitute Bharat Shiksha Kosh to receive donations/endowments/contributions from individuals and corporates, Central and State Governments, NRIs, PIOs and foreigners, with a view to mobilising extra budgetary resources for education, in under consideration.

The year 1999-2000 was celebrated as Sanskrit Year. Programmes focused popularization of Sanskrit amongst the general public and creation of awareness in students and scholars of Sanskrit regarding the heritage and development of Chetna.
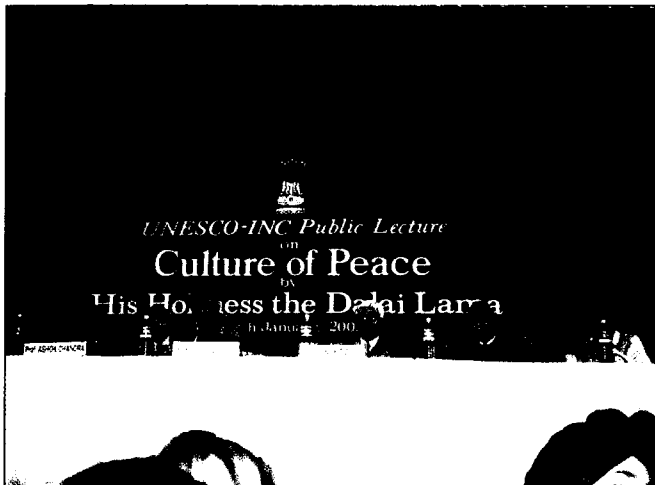
International Cooperation with UNESCO

The National Institute of Education, Planning & Administration (NIEPA), the premier national training institute for educational planners continued to organise training programmes and provide consultancy and professional support to national, state, and institutional level bodies, as well as to international organisations.

Data on educational statistics received from States/UTs was compiled, analysed and published in the Analysis of Budgeted Expenditure on Education for 1998-99. An Area officer scheme has been initiated in which an officer of the rank of DS and above is made incharge of a State/UT. The area officer is required to visit the State/UT once in two months to monitor the progress of implementation of various Centrally Sponsored Schemes in the State/UTs.

In pursuance of Government's policy the Department was able to step up expenditure in the NE Region to over 15 per cent of its plan budget during 1999-2000, which is more than the prescribed increase of 10 per cent. In addition, the Interministerial Committee of Planning Commission administering the Non lapsable Central Pool of Resources approved proposals worth Rs. 329.65 crore in 1999-2000 for the development of educational infrastructure in the region.

International Cooperation

The Indian National commission for Co-operation with UNESCO (INCCU), with its Secretariat in the Department of Secondary Education & Higher Education, Ministry of Human Resource Development, New Delhi has been contributing significantly to UNESCO's work, particularly in the formulation and implementation of its programmes, including the Participation Programme of UNESCO and review of Education for All initiatives at the international level. INCCU also continues to provide effective intellectual inputs to UNESCO's regional programmes.

With a view to strengthening bilateral international cooperation in the field of education, the Department of Secondary Education & Higher Education would now be entering into separate bilateral agreements with foreign countries, independent of the Cultural Exchange Programmes (CEPs) currently being executed by the Ministry of Tourism & Culture. These Educational Exchange programmes (EEPs) would include programmes of exchange of teachers, professors, educationists, scientists, technologists and scholars between India and these foreign countries. A separate **International Cooperation cell** has been created in the Department to facilitate the coordination and monitoring of these proposed bilateral exchange programmes.

There has been a constant emphasis and focus on use of information technology to improve the efficiency in the working of the Ministry. India's first education channel, 'Gyan Darshan' was launched on 26 January 2000 and is currently telecasting 16 hours daily. Also departmental websites are constantly being upgraded to provide latest information.

Administration

Organisational Structure

The erstwhile Department of Education has been one of the constituent units of the Ministry of Human Resource Development. In order to give thrust to the activities relating to Elementary Education and Literacy, it has been reorganised by creating a separate Department of Elementary Education and Literacy. The remaining activities of the erstwhile Department of Education are handled in the redesignated Department of Secondary Education and Higher Education. Each Department is headed by a Secretary to the Government of India. Both the Departments are organised into Bureaux Divisions, Branches, Desks/Sections and Units. Each Bureau is under the charge of a Joint Secretary assisted by Divisional heads at the level of Deputy Secretary/Director.

Subordinate Offices/Autonomous Organisations

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

The Subordinate offices are:
- The Directorate of Adult Education (DAE), New Delhi;
- The Central Hindi Directorate (CHD), New Delhi;
- The Commission for Scientific and Technical Terminology (CSTT), New Delhi; and
- The Central Institute of Indian Languages (CIIL), Mysore.

The important autonomous organisations are :
- The University Grants Commission (UGC), New Delhi, a national level organisation responsible for coordination and maintenance of standards in the area of higher education;
- The All India Council for Technical Education

(AICTE), New Delhi, responsible for coordination and maintenance of standards in the area of technical education;
- The National Council for Teacher Education (NCTE), New Delhi, responsible for maintenance of standards and for development of teacher education;
- The National Council of Educational Research and Training (NCERT), New Delhi, a national level resource institution in the school education sector; and
- The National Institute of Educational Planning and Administration (NIEPA), New Delhi, a national level resource institution, specialising in educational planning administration.

Functions of the Two Departments

Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union government and the States. The National Policy on Education (NPE), 1986, clearly defines the roles of the Union Government and the States. The Union Government has a responsibility to reinforce the national and integrative character of education, to maintain quality and standards, to study and monitor the educational requirements of the country with regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspect of education, culture and human resource development, and in general, to promote excellence at all levels of the educational system.

The two Departments have been closely interacting with the States and Union Territories to fulfil the role assigned to them by the NPE. The Departments have also been striving to achieve the objective of development of human potential in the education sector through a countrywide network of field organisations, academic institutions, etc.

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Education Wings in Indian Missions Abroad

Education Wings have been established abroad with a view to developing good relations in the field of Science, Education and Culture with friendly countries. At present, Education Wings are functional in the following Indian Missions/Embassies abroad.

* Permanent delegation of India to UNESCO, Paris
* Consulate general of India, New York
* Embassy of India, Washington
* Embassy of India, Moscow
* Embassy of India, Berlin.

The Education Wings have been doing useful work in looking after the welfare of Indian student community in the country concerned. The Wings keep in touch with the academic world and keep track of the latest developments in the field of science and education to provide feedback to the Ministry. Apart from this, the Education Wings abroad act as liaison offices between the academic institutions in India and the countries in which they are located. Besides, they advise the Government about academic discipline, especially in the field of Science and Technology, in which scholarships for Indian students could be secured from the country concerned.

Presently, a review to make the activities of these Education Wings broad based, to include interalia marketing Indian Education Abroad and to provide avenues to Indian students to avail of the latest facilities of Research and Technology in Advanced countries, is in progress. Apart from revamping existing Education Wings, it is also proposed to establish new units in other countries also.

HRM's Discretionary Grant

The HRM's discretionary grant is intended to provide financial assistance to institutions, organisations, individuals doing useful work in the field of Education, Culture, Sports, Media and the meritorious students, etc. This fund is also intended to provide relief to the families of journalists, film industry workers and artists when such families are in need of financial assistance due to reasons, such as the demise of their only bread earner. The assistance under this scheme is admissible up to Rs. 10,000 per case.

Professional Development and Training of Staff

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

Special training classes have been planned for the staff in computer training. The officers from NICSI, IIT, NIC and CMIS will impart such training. The officers and staff have been placed in homogeneous groups, based on their level of awareness of computer usage. In a six-month period the entire staff compliment will be trained in computer usage. Officers who have already undergone training in legal skills, cash and accounts, personnel matters and house-keeping at ISTLM have benefited immensely in their day to day working.

Library

For several years, officers and staff of the department have been availing of the facilities available in the Central Secretariat Library, housed in the office campus. However, a need for an independent library, reading room and resource centre has been felt and a Departmental Library has been set up in Room No. 204, C-Wing, Shastri Bhavan. Substantial progress has been made in

finalising the titles of books for procurement, in collecting copies of departmental publications and reference material and in selecting journals and periodicals for subscription. A well qualified and competent librarian has been given the assignment. Necessary space has been identified and the process or furnishing the library is in progress.

Publications

The Publication Unit is the nodal unit for coordination and compilation of the bilingual ('English and Hindi) Annual report of the Department. Besides this, the printing jobs of the Department, namely, performance budget, demands for grants. Directory of recipients of national awards to teachers, digest of schemes of the Department administered through non-governmental organisations (NGOs) and other publications of the Department are also a regular feature of the unit.

Office Council

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

Vigilance Activity

The Vigilance set-up of the Department is under the overall supervision of the Secretary who in turn is assisted by a Chief Vigilance Officer of the rank of Joint Secretary and Under Secretary and other subordinate staff. Shri Sumit Bose, Joint Secretary has been functioning as Chief Vigilance Officer in both, the Department of Secondary Education and Higher Education as well as Department of Elementary Education and Literacy.

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

Vigilance Awareness Week was observed during the period from October 31 to November 4. Banners and posters were displayed on walls of all the floors of the office and an oath taking ceremony was also held where Secy (SE&HE) & Secy (EE&L) administered an oath to officials of the Department to remain honest as public servants. The subordinate offices and autonomous bodies also observed the vigilance Awareness week.

From amongst the 58 (excluding 15 newly setup) autonomous organisations, including one Public Sector Undertaking under the administrative control of this Department, 53 are under the advisory jurisdiction of the Central Vigilance Commission. Of them, 27 organisations have appointed Chief Vigilance Officers with the prior approval of the Central Vigilance Commission. Efforts are afoot to appoint CVOs in the remaining organisations also. During the year, CVC has made several contributions like the issue of several instructions including those stipulating a model

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time limit for completion of Departmental Enquiries, measures for strengthening vigilance and anti-corruption activities, filing anonymous and pseudonymous complaints without any action thereon, observance of Vigilance Awareness Week, etc. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned, for compliance.

Redressal of Public Grievances

A specific grievance redressal machinery also functions under a Joint Secretary, nominated as the Director of Grievances in the Department. The Director of Grievances is accessible to the staff as well as the members of public to listen to their problems every Wednesday. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, Autonomous Organisations under the Departments have created their own public grievance redressal machinery and have also designated officers as Directors of grievances. Regular meetings with KVS authorities were held during the year to resolve and expedite the redressal of grievances relating to KVS. This resulted in solving the long pending grievances of teachers, students, parents and pensioners. Special emphasis was laid on resolving the grievances relating to release of retirement benefits.

Retirement Benefit Cell

A retirement Benefits Cell has also been established, common to both Departments for expeditious settlement of retirement benefits. All the Autonomous Organisations have also established such cells in their Organisations to deal with pension cases in respect of their employees.

Anti-malpractices Cell

An anti-malpractices cell has been established in the Department of Education with the objective to curb malpractices by Educational Institutions through misleading advertisements aiming at fleecing gullible students. The objective is to promote a healthy public information system in the education sector. National level apex bodies responsible for coordination and maintenance of standards in various sub-sectors of education have also been requested to set up similar cells for the purpose. The function of these cells is to monitor/check misleading/illegal advertisements appearing in various newspapers and magazines and also to keep a watch on objectionable activities of the non-governmental/private organisations/institutions, in the education sector.

Complaint Committee on Sexual Harassment of Women at Work-Place

A Complaint Committee on Sexual Harassment of Women at Work place has been established and is functioning in the Department under the chairpersonship of Ms. Shalini Prasad, Director to hear/accept complaints from employees posted in the Department and to take appropriate steps for timely redressal of their complaints.

Overall emphasis continued to be laid on the observance of discipline and punctuality in the Departments through surprise floor-wise inspection by special teams appointed for this purpose.

Progressive Use of Hindi

Hindi Advisory Committee has been set up under the Chairmanship of Minister of Human Resource Development for implementation of Official Language Policy of the Government of India. This committee gives suggestions on effective implementation of the Official Language and other related matters in the working of the Department.

An Official Language Implementation Committee has been constituted under the Chairmanship of

the Joint Secretary (Language). The Committee considers the problems faced in the increasing use of Hindi in the Department and suggests measures to solve the same. Periodic workshops are organised in the Department, in which officers/ employees are encouraged to work in Hindi. As a result of this, officers / employees are taking greater interest in using Hindi in their official work.

An Inter-sectional Shield Scheme has been initiated to promote the use of Hindi in the official work of the Ministry. First, Second and Third Prizes are awarded under this scheme. There is a similar Scheme for the subordinate offices of the Department. To promote the use of Hindi in the Department and its subordinate offices, Hindi Pukhwara was enthusiastically celebrated in the Official Language Golden Jubilee Year in September 2000 in which officers / employees took great interest. It was for the first time that a competition for dictation in Hindi for the officers was organised. In this competition, four officers were awarded and as a result of this, other officers preferred a greater use of Hindi in their official work. Since the Department is fully computerised, training programmes for Hindi typing /shorthand on the computer were conducted. A 13-point programme has been initiated to promote Hindi in the Department.

Honourable Parliamentary Committee on Official Language inspected the Department on January 9, 2001.

It must be stated that the Minister of Human Resource Development and the Secretary use Hindi in their official work. Efforts are constantly being made to increase the use of Hindi in correspondence in the Department. Hindi workshops are being held. The process of notifying the Department under O.L. Rule 10(4) has begun. The Honourable Parliamentary Committee on Official Language has inspected organisations of the Departments located at Kanpur and Hyderabad

Prize Distribution Function, 2000 of official language

in the year 2000. Due attention has been given on the subjects related to the O.L inspection of the subordinate offices of the Department, their quarterly progress reports, holding of Hindi workshops etc.

All the nameplates, notice boards, rubber stamps in the Department have been made bilingual. Performance Budget and Annual Administrative Report of the Department are prepared bilingually. On the whole, due action is being taken on all the points regarding the implementation of the Official Language in the Department and all efforts are being made to encourage its use.

Computerised Management Information System (CMIS)

Computerised Management Information System (CMIS) Unit was set up in the Department with a view to accelerating the growth of the management information system and to create an expertise within the Department. The main objectives of the Unit are to identify areas for computerisation and to conduct feasibility studies for the development of such computer-based management information systems; system analysis, design and development of software for the implementation of the management information system; maintenance of

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software packages developed as per individual needs of the users in the Department; to act as a resource unit and provide training to the officials of the Department to develop local know-how for day to day processing of information; to design and develop database methodologies and build an effective educational information system; and to liaison with the National Information Centre (NIC) and other agencies of Information Technology.

This Unit has put in a considerable amount of effort in introducing and providing software support to meet the various software requirements of the Department. Office Automation Software was installed in the offices of the various senior level officers of the Department. As the nodal agency for computerisation in the Department, this Unit has prepared an overall IT vision for the Department which has specific plans and targets. As per the strategy, most of the Sections / Units in the Department have been connected to the Local Area Network. The unit has also conducted a survey to work out the requirement of computers and action is being taken to provide PCs with the necessary software to officers up to the Section Officer level. Action has also been taken to send all circulars, notices for internal meetings through E-mail. An electronic Notice board has been developed to display all circulars and important notices, etc. All Parliament Questions answered by both the Departments were electronically transferred to the Parliament Secretariat. In addition to this, a database was created and made available on the Local Area Network to enable the Section / Units in the Department to access information relating to the questions previously answered by them.

Training sessions were organised form time to time in order to bring awareness about the use of office automation software like MS Office, file tracking system, maintenance of computer, prevention and removal of computer viruses, etc.

The Unit is also handling software development project of various Divisions of the departments. Various publications, projects, databases and reports like Selected Educational Statistics, Education in India series, International Standard Book Numbering and Library Information System, National Catalogue of ISBN Titles and National Programme on Nutritional Support to Primary Education have been computerised. Budgetary Proposals of both the Departments, database on the telephone directory, functional directory, month-wise paybills, payslips and recovery schedules are also being generated through electronic data processing for various Divisions of the Department.

The Unit Liaised with National Informatics Centre, NICSI and other agencies in matters relating to IT.

Information and Facilitation Centre

A NICNET-based Information and Facilitation Centre was set up in June 1997 for speedy and easy access of information to the visiting public and NGOs. The main aim of the centre is to provide information to scholars, general public, NGOs and students, with regard to policies, programmes and Schemes of the Ministry of Human Resource development. The visitors are also assisted by the IFC staff in the matter of expediting their cases pending for consideration in various sections/branches. Information regarding services, schemes and procedures is provided through brochures, booklets and reports. The website of the department, is updated periodically. The guidelines of various scheme/programmes of the department and various application forms have also been put on this site. The information can be downloaded to any computer capable of accessing the world wide web on the Internet. The addresses of the websites for the Departments of Elementary Education & Literacy and Secondary Education

& Higher Education, Women and Child Development and Youth Affairs and Sports are http: //www.education.nic.in, http:// www.wcd.nic.in and http://www.yas.nic.in, respectively. An Increasing number of entries in the 'Comments-Book' indicates that there has been a substantial increase in the number of visitors.

NIC Activity in the Departments

National Informatics Centre (NIC) has an operational Computer Centre in the Department and has installed a Radio Frequency (RF) based Link for quick communication, connecting all the Departments using the Internet. NIC has continued to provide software, hardware, networking, Internet services and consultancy support to the Department in developing computer based Management Information System. A team of officers of NIC is working in close coordination with the officials of the Department. Highlights of the year 2000-2001 are as follows:

LAN Set-up
NIC has established a Local Area Network (LAN) in the Department up to section level with capacity of connecting 71 nodes during the first phase and 142 nodes during the second phase. All the nodes are operational for Internet browsing and E-mail access wherever computers are installed.

Information System for Administration Support
⦿ File Monitoring / Diary System
⦿ Inventory of General Store System

NIC has developed the above systems and has implemented them within the department.

Website of the Departments (Evolving towards Portals)
NIC has launched a website for the Department of Education hosted on the NIC server (http://

www.education.nic.in). In terms of the content, the site of the Department has been designed keeping in view the requirements of the learning and teaching communities. On this website, details regarding various Schemes under both the Departments along with relevant application forms, and Scholarships along with application forms have been hosted thereby, bringing transparency in the working of the Departments. Details regarding Institutions/ Autonomous Bodies supported by the Departments have also been included and linked to the individual websites of these organisations, wherever they exist. The on-line E-mail facility is also part of this website, which would facilitate interaction of web visitors with the concerned officers of the departments.

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

Sixth All India Educational Survey (AIES)
Web-based Directory of Educational Institutions has been developed and put on the education

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Website using the data of the Sixth All India Educational survey (AIES).

Support the running system
- MIS for Non-Formal Education
- MIS for Operation Black Board
- Intranet based web services (EDUWEB)
- Expert database
- MID-Day Meals Programme

Now NIC is converting the website into a Portal and is providing the following services.

- Publication of Results

- CBSE Results recorded 1,26,73,464 hits (combined X and XII class results)

- Nine State Board Results;

- Web hosting (40 Institutions already hosted);

- Directory of Educational Institutions (Based on sixth All India Educational Survey Date);

- Degree and Diploma level seats reserved for States/UTs and other categories;

- On-line submission of forms for copyright registration, scholarship applications (advance copy);

- Multimedia-based interactive lesson;

- Maintaining the System through the web;

- Web-enabled database for Mid-Day Meals Programme;

- Web-enabled database for Courses in Universities.

Organisation of Computer Training Programmes for Users

NIC has installed a proxy server and mail exchange server for accessing the Internet and using the E-mail facility. For the proper utilisation of these resources, NIC has arranged training programmes for the staff of Department in order to bring about cultural and attitudinal changes pertaining to their way of functioning. A large number of individual level, as well as group level training programmes have been arranged, covering the use of Internet, use of network resources, sharing of files and printers, sending and receiving of E-mail, web browsing, file transfer, remote login and office productivity tools.

Web based Public Grievances Redress and Monitoring System

Web based Public Grievances Redress and Monitoring System developed by NIC for the Department of Administrative reforms and Public Grievances has been implemented in the Department. The officials of the Department in this regard are updating data on a regular basis. Data thus compiled is regularly sent to the ARPG computer centre on-line. Recently, a training programme was also conducted by the NIC centre of ARPG for internal utilisation.

Technical Consultancy Services to Various Organisations under the Department

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

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The Government of India has declared 2001 as Women's Empowerment Year (WEY). The purpose is to initiate and accelerate action to improve access to and control of resources by women so that they can take their rightful place in the mainstream of the nation's social, political and economic life.

Education for Women's Equality

Empowerment of Women in Higher Education

The National Policy on Education (NPE), 1986, as updated in 1992 envisages the use of education as an instrument of basic change in the status of women and provides for a well-conceived edge in favour of women in order to neutralise the cumulative distortions of the past. The NPE 1986 enunciates as one of its guiding principles the equalisation of educational opportunity by attending to the specific needs of those individuals, including women, who have been denied equality so far. It further elaborates that the national education system will play a positive, interventionist role in the empowerment of women. Curricula on women's studies will be promoted as integrated parts of various courses and educational institutions will also be encouraged to take up active programmes to further the cause of women's development. The policy has laid emphasis on women's participation in vocational, technical and professional education at various levels.

Literacy Rates from 1951 to 1997

Year	Males	Females	Persons
1951	24.95	7.93	16.67
1961	34.44	12.95	24.02
1971	39.45	18.69	29.45
1981	56.50	29.85	43.67
1991	64.13	39.29	52.21
1997 (NSSO)	73.00	50.00	62.00

Current Status of Women's Education

Literacy

After independence, female literacy rate has increased significantly. In 1951 the female literacy rate was only 7.3 percent. It had increased to 39.29 per cent in 1991 and according to the 53rd round of National Sample Survey Organisation (NSSO), at the end of December 1997, the literacy rate of females was 50 per cent as compared to 73 per cent among males. The female literacy rate has risen by 11 per cent as compared to 9 per cent in the case of male literacy during the period 1991-97, and this can be interpreted as 'a meaningful

Enrolment by stages

(in million)

Year	Primary			Middle/Upper Primary			High/Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1955-56	17.1	7.5	24.6	3.8	1.0	4.8	2.2	0.4	2.6
1960-61	23.6	11.4	35.0	5.1	1.6	6.7	2.7	0.7	3.4
1965-66	32.2	18.3	50.5	7.7	2.8	10.5	4.4	1.3	5.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3	5.7	1.9	7.6
1975-76	40.6	25.0	65.6	11.0	5.0	16.0	6.5	2.4	8.9
1980-81	45.3	28.5	73.8	13.9	6.8	20.7	7.6	3.4	11.0
1985-86	52.2	35.2	87.4	17.7	9.6	27.1	11.5	5.0	16.5
1990-91	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
1991-92	58.6	42.3	100.9	22.0	13.6	35.6	13.5	6.9	20.4
1992-93	57.9	41.7	99.6	21.2	12.9	34.1	13.6	6.9	20.5
1993-94	55.1	41.9	97.0	20.6	13.5	34.1	13.2	7.5	20.7
1994-95	62.3	46.8	109.1	24.5	15.8	40.3	16.0	8.4	24.4
1995-96	62.4	47.4	109.8	25.0	16.0	41.0	16.1	8.8	24.9
1996-97	62.5	47.9	110.4	24.7	16.3	41.0	17.2	9.8	27.0
1997-98	61.2	47.5	108.7	23.7	15.8	39.5	17.1	10.1	27.2

narrowing of the gender gap in education'. Rural-urban divide was the sharpest amongst females themselves. Urban females were twice as better off in literacy as compared to their rural counterparts.

Enrolment

The growth of gender-wise school enrolment at different stages of school education from 1950-51 to 1997-98 is an under.

The total enrolment at primary stage during the period 1950-51 to 1996-97 increased by 5.75 times, while the increase in the case of girls is 9 times. At the upper primary stage of education, the increase during this period is more than 13 times, while that of girls is more than 32 times, which is quite appreciable. At the secondary and senior secondary stages, the total increase is 18 times and for girls, the increase is 49 times.

At all levels of education, the percentage of girls to the total enrolment has shown a steady increase since independence. During the period from 1950-51 to 1997-98 the percentage share of girls among the children enrolled at the primary stage went up from

Percentage of Girls' Enrolment to Total Enrolment

Year	Primary I-V	Middle VI-VIII	Secondary/ Higher Secondary 10+2/Inter	Higher Education Degree & above
1950-51	28.1	16.1	13.3	10.0
1960-61	32.6	23.9	20.5	16.0
1970-71	37.4	29.3	25.0	20.0
1980-81	38.6	32.9	29.6	26.7
1990-91	41.5	36.7	32.9	33.3
1991-92	41.9	38.2	33.8	32.3
1992-93	42.6	38.8	33.9	33.2
1993-94	42.7	39.1	34.3	33.5
1994-95	42.8	38.9	34.4	34.0
1995-96	43.2	39.0	35.3	37.2
1996-97	43.4	39.8	36.2	38.2
1997-98	43.6	40.1	37.9	36.6

No. of Teachers in Types of Schools

(Figure in thousand)

	Primary				Upper Primary				High/ Higher Secondary			
	Male	Female	Total	Female Percentage	Male	Female	Total	Female Percentage	Male	Female	Total	Female Percentage
1950-51	456	82	538	15	73	13	86	15	107	20	127	16
1955-56	574	117	691	17	132	19	151	13	155	35	190	18
1960-61	615	127	742	17	262	83	345	24	234	62	296	21
1965-66	764	180	944	19	389	139	528	26	368	111	479	23
1970-71	835	225	1060	21	463	175	638	27	474	155	629	25
1975-76	955	283	1248	23	554	224	778	29	559	200	759	26
1980-81	1021	342	1363	25	598	253	851	30	669	257	926	28
1985-86	1094	402	1496	27	663	305	968	32	793	339	1132	30
1990-91	1143	473	1616	29	717	356	1073	33	917	417	1334	31
1991-92	1152	492	1644	30	714	365	1079	34	931	450	1381	33
1992-93	1137	514	1651	31	709	376	1085	35	941	454	1395	33
1993-94	1110	513	1623	32	723	406	1124	36	953	492	1445	34
1994-95	1181	533	1714	31	732	390	1122	35	956	490	1446	34
1995-96	1187	553	1740	32	756	409	1165	35	982	511	1493	34
1996-97	1205	585	1790	33	768	428	1196	36	1003	539	1542	35
1997-98	1229	643	1872	34	775	437	1212	36	985	536	1521	35

28 per cent to 43.62 per cent; from 16 per cent to 40 per cent at the middle stage; from 13.3 per cent to 37.9 per cent at the secondary / higher secondary level and from 10 per cent to 36.59 per cent in higher education.

Women Teachers
From 1950-51 in absolute terms, a substantial increase in the number of teachers has been registered in all types of schools. Total teachers increased from 7.51 lakh in 1950-51 to 45.28 lakh in 1996-97 (an increase of more than six times), while female teachers increased from 1.15 lakh in 1 950-51 to 15.52 lakh in 1996-97 (an increase of more than thirteen times) Details have been given in the table below.

Initiatives taken by Department of Secondary Education & Higher Education

In pursuance of the provisions contained in the National Policy on Education, 1986 and the Programme of Action, 1992, several strategies have been adopted to promote education of girls. All formal and non-formal education and training programmes are open to women. Education is free for girls up to the higher secondary stage in most of the states and union territories. Several states have made education free for girls right up tot he university level. Initiatives taken by the Government have resulted in significant progress in women's education.

Various Centrally Sponsored Schemes have been formulated to strengthen school education with special impetus being laid on Science Education, Vocational Education, Environmental Education, Population Education, Culture and Values in Education, Computer Literacy and Studies in Schools, Education Technology and education of children with disabilities. These schemes have benefited girl students, in general. In addition, there are schemes focused on providing better facilities

to girl students to enable them to pursue their education.

Secondary Education

Scheme of Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools
The scheme aims at strengthening boarding and hostel facilities for girl students of secondary and higher secondary schools. Under the scheme, 100 per cent central assistance is given for providing boarding facilities for girl students studying in secondary/higher secondary stages in the existing hostels/ boarding houses being maintained exclusively for girls by voluntary organisations.

In providing assistance, preference is given to the girls hostels boarding houses located in educationally backward districts, particularly those predominantly inhabited by SC/ STs and educationally backward communities.

Since 1993-94 (up to November, 2000), an amount of Rs. 713.87 lakh has been released to 388 agencies, benefiting 18,278 girl students.

Assistance under Scheme of strengthening
of Boarding and Hostel Facilities for
Girls Students of Secondary & Higher
Secondary schools

Year	No. of Agencies	No. of beneficiaries	Expenditure (in lakh)
1993-94	13	571	36.00
1994-95	24	1075	55.00
1995-96	31	1370	60.34
1996-97	30	1310	62.07
1997-98	41	2063	74.94
1998-99	60	2963	107.00
1999-2000	80	3810	199.35
2000-2001	109	5116	199.17
(Up to November 2000)			
Total	**388**	**18,278**	**713.87**

Navodaya Vidyalayas and Kendriya Vidyalayas

Jawahar Navodaya Vidyalayas (JNV) have also been set up in rural areas as pace-setting schools for talented rural children, as well as to ensure greater participation of SC, ST, women and those below poverty line. One third of students of JNVs are girls. The percentage of girls students in JNVs in 1997-98 was 32 per cent.

Thirty per cent reservation has been made for girls in Kendriya Vidyalayas.

National Open School (NOS)

The National Open School (NOS) provides opportunities for continuing education to those who have missed opportunities to complete school and developmental education through courses and programmes of general life enrichment and vocational education from primary to pre-degree level. NOS reaches out to a prioritised client group, which includes school dropouts and marginalised groups, such as rural youth, girls and women, scheduled castes and scheduled tribes, etc. In order to promote the education of girls and women, NOS provides subsidies in the form of concessions in admission fees. During the year 1998-99, a total of 31,168 women benefited from such concessions.

Area Intensive Programme for Educationally Backward Minorities

This scheme was launched in 1993 with the basic objective to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities, which do not have adequate provision of elementary and secondary education.

The scheme is presently under implementation in 331 blocks with concentration of educationally backward minorities in 93 districts spread over 13 states and 3 UTs in the country.

So far, 2001 buildings for primary / upper primary/ secondary schools, 6 residential higher secondary schools and 14 hostel buildings for girls have been constructed.

Change in Admission Procedures – Mother's Name

Keeping in view the status of women and as per the recommendations contained in the 99th Report of the Rajya Sabha Committee on Petitions on the matter regarding elimination of discrimination against women working in different walks of life and recognition of women as an independent entity, it has been decided to give the option to the child of giving the mother's or father's name in the school admission form, application form, certificates, etc. Instructions in this regard have been issued to Chairman, CBSE; Chairman, NOS; and Chief Executive & Secretary, CISCE. Education Secretaries of all the states / UT administrations have also been requested to take necessary action to implement this decision and issue directions in this regard to School Boards and other similar bodies in their states UTs.

Vocationalisation of Secondary Education

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education provides for financial assistance to the states to set up administrative structure, area vocational surveys,

preparation of curriculum text books, work books, curriculum guides, training manual teacher training programme, strengthening technical support scheme for research and development, training and evaluation, etc., It also provides financial assistance to NGOs and voluntary organisations for implementation of specific innovative projects.

The scheme has so far created infrastructure in 18,862 sections in 6519 schools. Thus providing for diversion of about 10 lakh students at the +2 level. The programme has a budget outlay of Rs. 35.00 crore and the NGO sector has been provided with a budget of Rs. 2.00 crore for the current financial year.

A major part of the benefit of the implementation of the scheme goes to the women, as most of the courses run in the schools cater to the needs of women. These courses include Home Science, Paramedical, Garment Manufacturing, Dress Designing, Electronics, Computer Applications, etc. Along with these courses, there are about 150 courses, which are offered under the six major disciplines of Agriculture, Home Science, Business and Commerce, Engineering & Technology, Paramedical courses & Health. The scheme also provides for financial assistance to NGOs for the implementation of short-term courses for the benefit of school dropouts, unemployed youth, women, etc. Most of the beneficiaries of these programmes are for women, including these belonging to weaker sections of the society.

Higher Education

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

Initiatives Taken by University Grants Commission (UGC)
Assistance is provided by UGC to universities and colleges for setting up Centres and Cells for Women's Studies.

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Enrolment of Girls in Higher Education (General) by Faculty and Level

All India

Faculty	Doctorate / Research				Post Graduation				Graduation			
	1971	1981	1991	1998	1971	1981	1991	1998	1971	1981	1991	1998
Arts	2461*	4809	@	@	30791	58763	76896	123722	255753	382291	615393	1154970
	(99.88)	(63.51)			(78.60)	(75.77)	(66.12)	(65.49)	(72.19)	(63.33)	(54.01)	(59.89)
Science	**	2613	@	@	8093	15554	24349	44012	92019	136353	281035	403691
		(34.51)			(20.66)	(20.05)	(20.94)	(23.29)	(25.98)	(22.59)	(24.67)	(20.93)
Commerce	3	150	@	@	292	3241	15043	21192	6492	84994	242936	369911
	(0.12)	(1.98)			(0.74)	(4.18)	(12.94)	(11.22)	(18.33)	(14.08)	(21.32)	(19.18)
Total	9598	7572	9129	11729	39176	77558	116288	188926	354264	603648	1139364	1928572
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)

* Includes enrolment in Science.
** Not separately available.
@ Break-up of Arts, Science and Commerce is not available
Figures in brackets are percentages in relation to total

The Commission has been encouraging institutions to take up research projects in the area of women's studies by providing necessary funds. UGC has also assisted 22 universities and 11 colleges to set up women's studies centres and cells. These centres/cells are required to undertake research, develop curricula and organise training and extension work in the areas of gender equality, economic self-reliance of women, girls' education, population issues, issues of human rights and social exploitation.

A new scheme "Technology for Women" was introduced in universities during 1998-99 for providing financial assistance for the introduction of under-graduate courses in Engineering and Technology.

Distance Education

Keeping in mind the declaration of SAARC Decade of Girl Child, greater thrust was given to the introduction of open school, distance education system and other innovative educational programmes, especially for girls in rural/ remote areas and urban slums. It has been observed that a large number of girls are beneficiaries of correspondence courses and also appear as private students.

Technical Education

During the past five decades, there has been a phenomenal expansion of technical education facilities in the country since technical education is considered one of the significant components of human resource development.

Polytechnic Education

Participation of women students in polytechnics was one of the thrust areas under the World Bank – assisted Technical Education Project, which was implemented in two phases, Tech. Ed. I and Tech Ed. II in 19 states and UTs Women's participation has grown considerably in polytechnics from 11 per cent in 1990 to 29 per cent in 1999. During the year 1998-99, 60,104 girls were enrolled in polytechnic institutes of different states and UTs as against 2,97,070 boys. All the boy's polytechnics have been converted into co-educational polytechnics. Besides, in existing and new Women Polytechnics, 9535 additional seats have been created for girls and additional hostels to accommodate 7085 girls have been provided.

Community Polytechnics

The scheme of Community Polytechnics is aimed at bringing community rural development through science and technology applications and through skill-oriented non-formal training focused on women, minorities, SC/ST/OBCs and other disadvantaged sections of the society. Since the inception of the scheme. i.e. from 1978-79, about 9 lakh persons have been trained in various job-oriented skills. As per the study conducted by Technical Teachers' Training Institutes in 1996-

Enrolment in Engineering / Technology / Architecture by Levels and Sex

All India

Level	1971 Boys	1971 Girls	1981 Boys	1981 Girls	1986 Boys	1986 Girls	1991 Boys	1991 Girls	1998 Boys	1998 Girls
Doctorate	878	45	1995	169	2207	405	NA	NA	NA	NA
Post-graduate	6704	186	10,792	567	11,229	1271	NA	NA	NA	NA
Graduate	84,025	820	1,11,064	4982	1,69,388	13,061	2,15,081	26,287	2,85,137	57,968
Total	91,607	1051	1,23,851	5678	1,82,924	14,737	NA	NA	NA	NA

Note: NA: Not Available

'97, it was estimated that 43 per cent of the total beneficiaries were women. As in April 2000, there were seven degree-level institutions and 116 diploma–level technical institutions in the country exclusively for women.

Initiatives of All India Council for Technical Education

All India Council for Technical Education (AICTE) has constituted a Board on Women Participation in Technical Education for developing strategies to induct more women in technical education. Special incentives like scholarships, stipends, etc. are to be provided to attract women in professional education.

Mahila Samakhya

Provision of educational opportunities for women has been an important part of the national endeavour in the field of education since independence. Though there have been some significant results, however, gender disparities continue to persist with uncompromising tenacity, more so in rural areas and among disadvantaged communities. The National Policy on Education, 1986 (as revised in 1992) is a landmark in the field of policy on women's education in that it recognises the need to redress traditional gender imbalances in educational access and achievement. It was decided that education would be used as an agent of basic change in the status of women. The Mahila Samakhya (MS) programme was started in 1989 with Dutch assistance to translate the goals mentioned in the NPE into action. The MS programme recognises the centrality of education in empowering women to achieve equality. Mahila Samakhya has adopted an innovative approach which emphasises the process rather than mere fulfilment of targets. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional roles.

Under this programme, education is understood as a process of learning to question, critically analysing issues and problems and seeking solutions. The Mahila Sanghas endeavour to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered. The Mahila Sanghas in all the states have taken initiatives to address issues / problems ranging from

- Meeting daily minimum needs;
- Improving civic amenities;
- Gaining control over their health;
- Actively accessing and controlling resources;
- Ensuring educational opportunities for their children, especially girls;
- Entering the political sphere through participation in Panchayats, etc;
- Articulating their concerns and tackling social issues like violence against women, child marriage; and
- Seeking and obtaining literacy and numeracy skills.

The Mahila Sangha is the nodal point where all activities are planned. The Sangha provides the space where women meet, be together and begin the process of reflection, asking questions, speaking their minds fearlessly, thinking, analysing and articulating their needs and finding solutions through corrective action. The funds earmarked for the Sangha can be deposited in a Savings Bank/ Post Office account in the name of the Mahila Sangha to be used collectively by the women for up to three years. The long-term vision is to develop strong and vibrant Sanghas with a capacity for autonomous functioning. In such areas, the

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to take decisions, assume leadership and evolve collective strategies to change their own destiny.

A National Resource Group (NRG) has been constituted by the Department to advise and guide the programme. The NRG provides a vital interface for the programme with the voluntary sector, the women's movement as well as resources and training institutions. This body debates various conceptual issues and concerns, advises on evaluation of the programme and also advises the Government of India on policy matters concerning women's education. A National Project Office at the centre is headed by a National Project Director, Consultants and support staff. In the state, the programme is implemented through an autonomous registered MS society. The State Education Secretary is the Chairperson of the Executive Committee of this society. The EC is an empowered body and takes care of administrative and financial decisions, including an in-depth examination of specific interventions. A full-time State Programme Director (SPD) is the Member Secretary of the EC and is responsible for financial management, administrative matters, programme planning and implementation. The District Implementation Unit (DIU) administers the project at the district level & consists of a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the Mahila Sanghas are strong, block-level units are also set up.

programme will no longer be directly involved and will be phased out.

The Sahayogini is the key link as well as motivator, supporter and guide for ten villages. She mobilises and organises women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme helps to provide a greater access to education, thereby generating a demand for education and completing capacities and strengthening women's abilities to effectively participate in village – level educational processes. It also helps to forge links between teachers and the Mahila Sanghas, provide specialised inputs for vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. Mahila Samakhya endeavours to develop gender – sensitive pedagogical and learning material.

Under this programme, training is viewed as an on-going activity. The traditional divides between trainer and learner are demolished, with both engaging in a learning process. The training is experimental and the starting point is an acknowledgement of the experiences, strength and potential of each individual. Experiences gained in the implementation process are fed back into subsequent training programmes. Women learn

The Ninth Plan outlay for the Mahila Samakhya scheme was Rs. 35 crore out of which a sum of Rs. 18.12 crore has been spent so far. It is expected that around Rs. 9.00 crore would be spent on the MS Programme during the current financial year, i.e. 2000-01. This would leave an estimated Rs. 11.36 crore as budgetary estimate for the last year of the Ninth Five Year Plan, i.e., 2001-02.

Under the MS programme, a three day Sanghamitra workshop was held at Delhi from 5th - 8th March 2000, in which 1400 Sangha women from eight

States came together to share their experiences of the last ten years, as well as to debate on the future course of the MS programme. The workshop was designed to facilitate participation of rural women from each of these eight States speaking five different languages. Some of the subjects which were debated at this workshop included educational initiatives for girls, social and gender issues, violence and legal literacy, health, economic empowerment including thrift, national resources and environment, access to public and private institutions, participation in the Panchayati Raj system and self-reliance and sustainability The workshop allowed for interstate sharing of experiences and was a resounding success.

Currently the Mahila Samakhya programme is operating in 53 districts covering more than 8000 villages in the states of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh and Assam. The effectiveness of the Mahila Samakhya strategy has resulted in its being adopted by other basic education projects. The MS programme is supported by the District Primary Education Programme in 11 districts of Bihar and 5 districts each in MP and Assam and 8 districts of UP. The experience of the programme since its inception has validated the Mahila Samakhya approach as an effective means to mobilise and organise women and enable them to take charge of their lives. Several evaluation studies have shown that the MS programme has:

* Helped generate a demand for literacy;
* Increased women's recognition and visibility, both within the family and the community;
* Given women the strength and ability to demand accountability from Government delivery systems;
* Increased women's participation in Panchayati Raj bodies; and
* Created an awareness of the need to struggle for a gender-just society.

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The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, other Backward castes & educationally backward minorities is one of the strategies to the framework and programme of Sarva Shiksha Abhiyan. Many of the incentive schemes will have a sharper focus on children from these communities. The participation of SC/ST parents/guardians in the affairs of the school will be especially monitored to ensure ownership of the Abhiyan by all social groups, especially the most disadvantaged.

Education of Scheduled Castes and Scheduled Tribes

ursuant to the National Policy on Education, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education & Literacy and Secondary Education & Higher Education:

* Relaxed norms for opening of primary schools;
* A primary school within one km walking distance from habitations of 200 population instead of habitations of 300 population;
* Abolition of tuition fee in Government Schools in all states, at least up to the upper primary level. Most of the States have abolished tuition fee for SC/ST students up to the senior secondary level;
* Provided incentives like free text books, uniforms, stationery, school bags, etc. to these students;
* The Major programmes of the Department of Elementary Education and Literacy viz. District Primary Education Programme (DPEP), Lok Jumbish (LJ), Shiksha Karmi (SK), Non-Formal Education (NFE) and National Programme for Nutritional Support to Primary Education accord priority to areas of concentration of scheduled castes and scheduled tribes;
* Reservation of seats for SCs and STs in Central Government Institutions of higher education, including IITs, IIMs, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas, etc. In universities, colleges and technical institutions, apart from reservation, there is also relaxation in the minimum qualifying cut-off percentages for admission. The UGC has established SC/ST Cells in 103 universities, including Central Universities to ensure proper implementation of the reservation policy. A standing committee has also been set up by the UGC to review implementation of the reservation policy;
* To improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial and special coaching is provided for SC/ST students. IITs have a scheme under which SC/ST students who fail marginally in the entrance examination are provided one year's preparatory course;

* Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 are reserved exclusively for SC/ST students, while 70 scholarships are reserved exclusively for SC/ST students under the National Talent Search Scheme;
* Scheduled caste and Scheduled Tribe candidates are provided relaxation up to 10 percent of cut-off marks for the Junior Research Fellowship (JRF) test and all the SC and ST candidates qualifying for the JRF are awarded fellowships;
* Fifty Junior Fellowships are awarded every year in Science and Humanities including Social Sciences to SC/ST candidates who appear in National Eligibility Test (NET) and qualify the eligibility test for lecturership;
* University Grants Commission provides a relaxation of, five percent from 55 percent to 50 percent at the Master's level to SC/ST candidates for appointment as lecturer. The Commission has also reduced minimum percentage of marks required for appearing in the NET examination to 50 percent at Master's level for SCs/STs;
* The Central Institute of Indian Languages, Mysore has a scheme of development of Indian

languages, through research, developing man-power, production of materials in Modern Indian Languages, including tribal languages. The Institute has worked in more than 75 tribal and border languages;

* One hundred and forty six districts have been identified as low female literacy districts to be given focussed attention by the Centre as well as States/Union Territories for implementation of programmes/schemes; and

* The allocation of Rs.889.98 crore and Rs.436.54 crore has been made under the Special Component Plan (SCP) and Tribal Sub-Plan (TSP) for Scheduled castes and Scheduled Tribes respectively. This accounts for 16.33 percent and 8.01 percent of the total outlay.

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The nation is firmly committed to provide Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, special focus on the education of SCs/STs and minorities. The task of implementing NPE and POA lies with States and Union Territories and the Centre is to monitor the implementation.

Policy, Planning & Monitoring

National Policy on Education and Programme of Action, 1992

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

The National Policy on Education (NPE), 1986, as updated in 1992, envisages improvement and expansion of education in all sectors, elimination of disparities in access and stresses on improvement in the quality and relevance of education at all levels, from primary to higher education, along with technical and professional education. It also emphasises that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing a rightful place for linguistic groups and minorities.

The nation is firmly committed to provide Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, special focus on the education of SCs/STs and minorities. The task of implementing NPE and POA lies with States and Union Territories and the Centre is to monitor the implementation. Accordingly, the POA 1992 was circulated in 1993 to all the States and Union Territories to enable them to draw their own State Programme of Action (SPOA) by December 31, 1993, as per the decision taken in the 49th Meeting of the Central Advisory Board of Education (CABE) held on October 15, 1993. As per information available, only nine states/UTs have developed their own SPOAs, while two have developed their draft SPOAs and four have developed partial SPOAs.

Bharat Shiksha Kosh

Since state funding of the education sector, despite best efforts, has been inadequate, and it has, so far, not been possible to set apart six percent of the national income for education, it is proposed to enlist the support of all concerned, to mobilise extra budgetary resources to fill the gap between actual requirement and the available budgetary support. It is, therefore, proposed to constitute **"Bharat Shiksha Kosh"** to receive donations/contributions/endowments from individuals and corporates, Central and State Governments, NRIs and PIOs for various educational purposes. Contributions to the Kosh can be both in cash and kind. The Kosh would also permit sponsorships under which any organisation or individual could become a sponsor of a particular village, town, city, school, college or even a child, on payment of a specific amount. A school or college or a building or block thereof may be named after the sponsor upon certain prescribed contribution. Similarly, prizes, scholarships and chairs in the educational institutions may be instituted after the sponsors. A sum of Rs. 1.00 crore has been earmarked in the budget for the year 2000-01 as initial contribution from the Central Government.

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To enlist the support of all concerned, to mobilise extra budgetary resources, it is proposed to constitute "Bharat Shiksha Kosh" to receive donations/contributions/ endowments from individuals and corporates, Central and State Governments, NRIs, PIOs and others for various educational purposes.

Indian Education Service

The NPE as well as its POA envisages the establishment of an Indian Education Service (IES) as an All India Service in consultation with the State Governments to bring about greater professionalism in educational management. The Department is constantly in touch with the State Governments/UT Administrations to elicit their views for general consensus in this regard. So far, information has been received from 24 States/UTs, which six have not responded favourably, while two have sought some clarifications.

Statistics Unit

The Statistics Unit of the Department of Education is the nodal agency for collection, transcription, processing and dissemination of educational statistics in the country. The national annual educational statistics brought out by MHRD are collected from institutions ranging from pre-primary to higher levels numbering over 10 lakh through mailed questionnaires in collaboration with the State Education Departments. These institutions are controlled by State Education Departments and other Departments of Central and State Governments, local bodies and private agencies. These statistics are first collected by State Governments and UT Administrations in respect of the institutions falling within their respective territorial jurisdictions directly or through their offices at district and block levels for subsequent aggregation by State Department of Education in ES (Educational Statistics) **series of forms**. On the basis of data collected from states, the Statistics Unit brings out nine annual publications, along with three-four occasional publications. During the year, eight publications were brought out by the unit and efforts have been made to improve quality of educational statistics and reduce the time lag in production of statistics. The inherent bottlenecks in the system, however, remain a handicap.

In order to review the system of educational statistics and for suggesting ways and means for its improvement, an advisory committee on educational statistics has been constituted. A sub-committee has also been constituted to provide the necessary support to the advisory committee. The Final Report of the Sub-committee is expected shortly. The Department has conveyed to the National Statistical Commission its views, on the need to have a national policy framework for collection, analysis and sharing educational statistics at the National, State and other lower levels of education. The Commission was also apprised of other problems faced by the present system, i.e., data gaps, poor reliability of data, weak infrastructure,

Graph 1
Sectoral Outlays on Education for 1999-2000

SE (12%)	
AE (2%)	
U&HE (9%)	
Tech (10%)	
Others (2%)	
EE (65%)	

Budgeted Estimate 1999-2000
(Rs 4700 Crore)
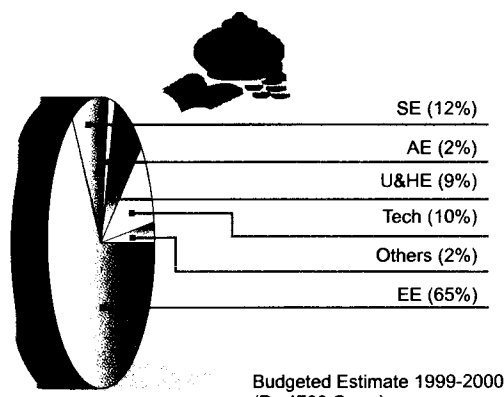
Graph 2
Sectoral Outlays on Education for 2000-2001

SE (11%)	
AE (2%)	
U&HE (9%)	
Tech. (9%)	
Others (2%)	
EE (67%)	

Budgeted Estimate 2000-2001
(Rs 5450 Crore)
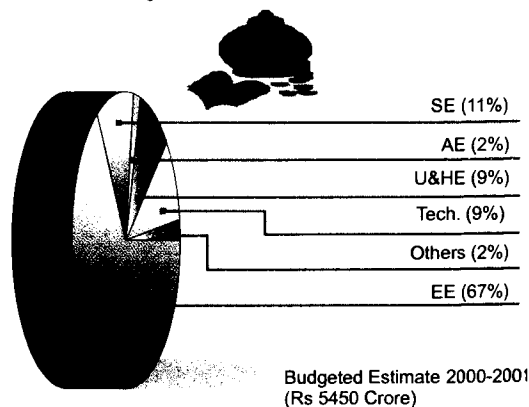
i im.adequate staff in States and at the Centre, low
r pjriority given to educational statistics, etc.

I Irndia has continued to participate in the World
E Education Indicators Programme through the Joint
F P'ilot Project organised by OECD/UNESCO.
I Necessary support in the form of supply of national
s sitatistics has been provided to international
i imstitutions like UNESCO.

1 P'lanning and Monitoring Unit

E Education planning, timely monitoring of plan
ε e>xpenditure vis-à-vis outlays in budget estimates,
r rrevised estimates and analysis of actual
ε e>xpenditure as per the monthly targets fixed are
i imrportant activities of this unit. Formulation of
/ A\nnual Plan 2000-02 is in progress.

E Bjudget documents from various States/UTs were
r rreceived and the data compiled, analysed and
ᵩ pjublished in the Analysis of Budgeted Expenditure
ᴄ ojn Education for 1998-99. The unit closely liaised
\with Planning Commission during State Plan
ᴄ dliscussions for 2000-01.

I P'hysical targets for point no.10 of the 20 Point
I P'rogramme relating to the universalisation of
I E:lementary Education and Adult Education were
ιmonitored. Annual Action Plans for the
I Departments of Elementary and Literacy and
ᵹ Siecondary Education and Higher Education were
ᵩprepared and submitted to the Parliamentary
ᵹ Sitanding Committee.

‾The unit also liaised with various divisions of this
ι ministry, Planning Commission, Ministry of Finance,
I P'rime Minister's Office and Parliamentary Standing
ᴄ Committee on all matters relating to Plan Schemes
ᵢ aind arranged several co-ordination meetings.

, A\n Area Officers' Scheme has been initiated in
'which an officer of the rank of DS and above is
ιmade in-charge of a State/UT. The Area Officer is

Graph 3
**Central Plan Allocation for Education
in 1999-2000 and 2000-2001
(Rs. in crore)**
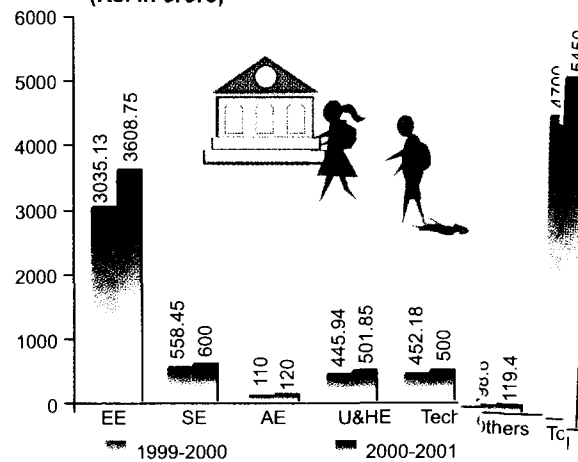
required to visit the State/UT at least cιc₂ in tvc
months to monitor the progress of implₘₑntatiₙ
of various Centrally Sponsored Scheₙε; in tₕe
State/UT.

Educational Development in J.n mu & Kashmir

Department of J & K Affairs, Ministrιo Honₐ
Affairs has constituted a Standing Comₙᵢₑₑ oιJ
& K under the chairmanship of CabineSₜcretaᵥ
and a Working Group to effectively cooᵗirₐte arᵢ
accelerate the implementation ᴄ ᵥₐrioᵤ;
development packages / schemes / prgₗₘₘₑ;
for J & K by various Union Miisₛᵣᵢₑₛ '

Department of J & K Affairs, Miiₛₑᵧ
of Home Affairs has constitut{
Standing Committee on J & k̦ᵢ
effectively coordinate and accᵢ̦ᵢₑ
the implementation of variᴄ̦
development packages / schenₛ
programmes for J & K bᵧ variⱼ,
Union Ministries / Departmeᴄ̦

Departments. Department of Elementary Education & Literacy and Departments of Secondary Education & Higher Education are member Departments of the Committee.

The second meeting of the Standing Committee was held on December 8, 2000. Follow-up action on the items relating to the education sector was discussed.

Human Rights Education

In pursuance of the United Nations General Assembly Resolution on December 23, 1994, declaring the period 1995-2004 as the UN Decade for Human Rights Education and Programme of Action finalised in October, 1995, the NHRC had meetings with ministries concerned to draw up a sectoral Plan of Action. A National Co-ordination Committee and Working Groups have been set up under the aegis of the Ministry of Home Affairs (MHA). Further, MHA constituted a Drafting Committee under the Chairmanship of Special Secretary (Jammu & Kashmir Affairs) to draw up a draft National Action Plan for placing before the Co-ordination Committee for its finalisation. Department of Education is one of the core

members of this Committee. The Drafting Committee took three meetings on October 13, 1999, November 25, 1999 and May 29, 2000 respectively to finalise the action plan.

The Action Plan includes the following items in respect of the erstwhile Department of Education.

● Re-orientation of school syllabus to bring in elements of Human Rights;
● Preparation of Media Animation Programme;
● Elements of Human Rights in Foundation Courses at under-graduate levels in universities and colleges;
● Specialised courses and programmes on Human Rights in universities;
● Developing a resource material kit for Human Rights Education in collaboration with British Council;
● Inclusion of specific inputs on Human Rights Education in programmes for Teacher Education;
● Production of course material and audio-visual programmes on Human Rights for distance learning;
● Bringing out simple awareness material in collaboration with NGOs on topics like

Graph 4
Plan Outlay of Major Schemes 2001-2001 (Centre)
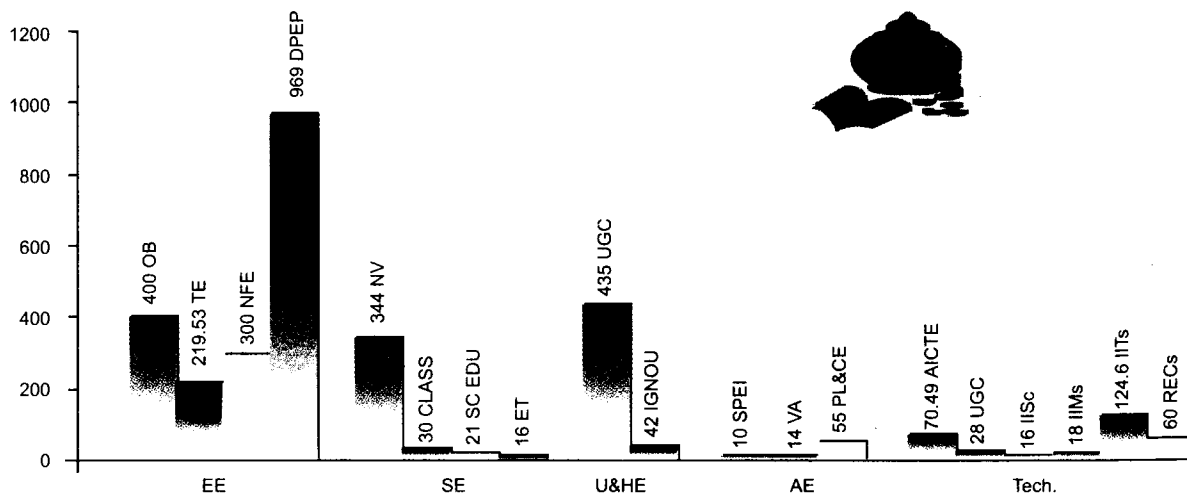
Women's Rights, Children's Rights, etc;

- Preparation of handbooks for teachers, and translation of these handbooks in all other major Indian languages;
- Bringing out booklets containing the basic instuments of Human Rights for public distribution; and
- Periodic meetings are held with implementing agencies to evolve a time frame and monitoring mechanism for implementation of the Action Plan.

National Institute of Education Planning and Administration

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up and fully financed by the Department of Secondary Education and Higher Education, Ministry of Human Resource Development. The objectives of the Institute are to undertake, promote and coordinate research in educational planning and administration; to provide training and consultancy services in this field; to train and orient key-level functionaries as well as senior-level administrators from the Centre and States; to collaborate with other agencies, institutions and organisations; and to provide facilities for training and research to other countries, particularly those of the Asian region in the field of educational planning and administration and to prepare and publish papers, periodicals and books for the furtherance of these objectives. It is also the objective of the Institute to share experience and expertise in the area of educational planning and administration with other countries and to conduct comparative studies.

During the year 2000-01, 33 training programmes have been organised till end January, 2001 and 23 more programmes are likely to be conducted before the end of the financial year.

The faculty provided consultancy and professional support to National, State and Institutional-level bodies e.g., Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMTs as well as international organisations like UNESCO, UNICEF, World Bank and SIDA.

The Institute maintains a well-stocked library/ documentation centre in Educational Planning and Administration and Inter-disciplinary subjects. It claims to have one of the richest libraries in the field of Educational Planning and Management in the Asian Region. It serves the faculty, research scholars and participants of the various programmes, as also other organisations through the Inter-library Loan system. The library reading room facilities are open to all. The library has a collection of over 52,620 volumes, subscribes to as many as 380 periodicals and has a computerised catalogue of books and articles.

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

The Scheme is intended to provide financial assistance to deserving institutions and organisations, on the merits of each proposal, so as to finance a variety of activities having direct bearing on the management and implementation aspects of the National Policy on Education. These would include sponsoring of seminars,

During the year 2000-01, 33 training programmes were organised by NIEPA, till end January, 2001 and 23 more programmes are likely to be conducted before the end of the financial year.

Graph 5
Sectoral-wise Plan Outlay for 2000-2001
(Centre)

SE 600
AE 120
U&HE 501.85
Tech 500
Others 119.4
EE 3608.75
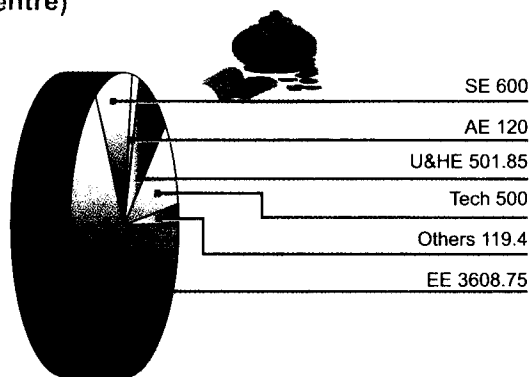
workshops, etc. conducing of impact and evaluation studies and consultancy assignments in order to advise the Government on the best alternatives and models for making the system work.

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/ payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling of assistance for studies/evaluation would be Rs. five lakh per project. The ceiling on expenditure on National Conference/Seminar would be Rs. three lakh and International Conferences (or, with substantial International participation), it would be Rs. 5.00 lakh.

During 2000-01, financial assistance has been given for organising 20 seminars/conferences/ studies/evaluations etc. till mid February 2001 and 10 more seminars/ conferences/ studies/ evaluations are likely to be sanctioned before the end of the financial year.

New initiatives for
educational development of
North-Eastern States include
stepping up of the
expenditure in this region and
constitution of a Committee
of Education Secretaries of
the North-East to ensure
better off take of resources
allotted for the region and to
obtain a clear view of the
problems facing the education
sector in the region.

Educational Development in the North-Eastern Region

n pursuance of the Government's policy, the Department of Secondary Education & Higher Education was able to step up expenditure in the North Eastern Region (NER) to 17.09 per cent of its Plan budget during 1999-2000. This is far more than the prescribed level of hike of 10 per cent. Efforts are on to meet the 10 percent target in the financial year 2000-01 also.

A Committee of Education Secretaries of the North East (CES) has been constituted to ensure better off take of resources allotted for the region and to obtain a clear view of the problems facing the education sector in the region. This Committee met at Shillong on June 12, 2000 and identified some of the important issues as follows:

- An attempt will be made to effect a convergence between the schemes for Vocational Education, run by different organisations under the MHRD, for optimising end results;
- A similar effort will be made with regard to the schemes for providing computers to schools in NE States, being operated by the NE Council (NEC), Ministry of Information Technology under PM's package and the MHRD under its revised CLASS scheme; and
- Steps should be taken to involve the State Governments in the decision-making process of Central Universities.

The Inter-ministerial Committee of the Planning Commission administering the Non-lapsable Central Pool of Resources approved proposals worth Rs.329.65 crore in 1999-2000 for development of educational infrastructure in the NER. These proposals mainly relate to infrastructural development of IIT, Guwahati; NERIST; four Central Universities in the North East & IGNOU and include construction of staff quarters, academic buildings, hostel buildings, library buildings, administrative buildings and purchase of laboratory equipment, books, etc. IGNOU's proposal involves establishment of six new Regional Centres at Aizwal, Imphal, Agartala, Itanagar, Kohima and Gangtok. This will give IGNOU a base in all the eight states of the NER. IGNOU also proposes to establish computer labs in these Regional Centres. In the State Sector, proposals approved include addition of classrooms in primary and upper primary schools, toilets in schools, completion of incomplete school buildings, hostels for boys and girls, polytechnics, computer labs, etc.

One of the initiatives included in the PM's Agenda for Socio-Economic Development of the NER was the establishment of a Central University in Mizoram and allocation of Rs. 25 crore for its development. The bill for establishing the new university was passed by Parliament and assented to by the President on April 25, 2000. Steps have been initiated for the selection and appointment of key functionaries of the university.

It has been felt that there is a lack of awareness in the NER about the special efforts being made by the Central Government for development of education in the region. The Department of Secondary Education & Higher Education brought out the inaugural issue of a small monthly newsletter on Republic Day, especially for the NE. This newsletter aims at highlighting the activities/ programmes being undertaken in the education sector in the region. The newsletter is proposed

DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY & DEPARTMENT OF SECONDARY EDUCATION AND HIGHER EDUCATION
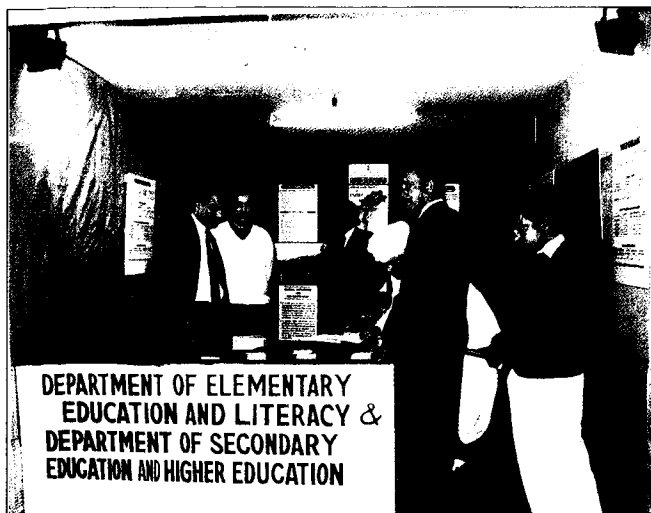
MHRD's stall in the North-East Festival at Siliguri

District and region-based special development seminars have been organised by Ministry of Home Affairs in Bodoland, Mon & Tuensang districts of Nagaland and Tamenglong district of Manipur, in which Department of Secondary Education & Higher Education made significant contributions. More frequent and live contact is being maintained with the region through frequent visits of Senior Officers and Area Officers of the Department.

MHRD participated in the North-East festival at Siliguri from December 9 and 12, 2000 by putting up a pavilion depicting the educational profile of the NE States and Sikkim as well as initiatives taken by the Government of India for the educational development of the NE Region. It attracted large number of visitors who were generally appreciative of its window being opened for public on the educational scene in the North-East.

to be widely disseminated among opinion makers, viz., Chief Ministers, Ministers, MPs, MLAs, Secretaries, Departmental Heads, VCs of Universities, etc.

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UNESCO-INC Public Lecture
on
Culture of Peace
by
His Holiness the Dalai Lama
h January, 200
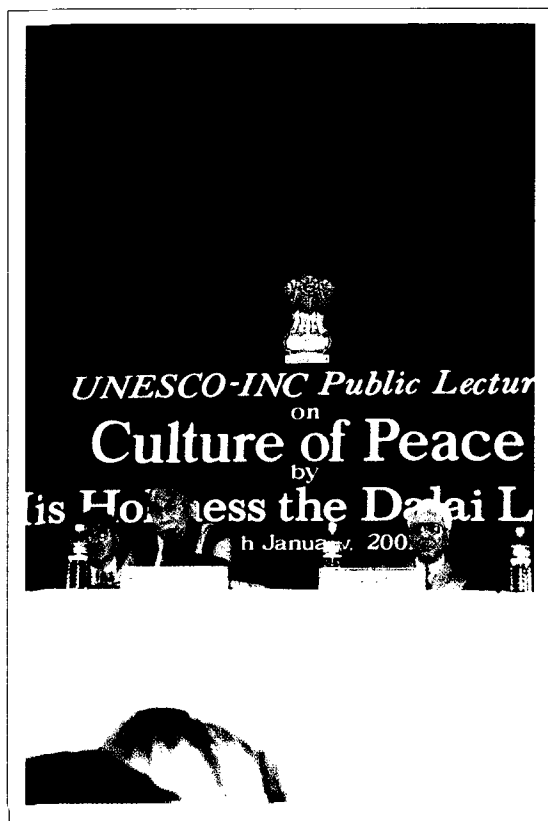
India has been playing an active role in promoting UNESCO's ideals and objectives. The Secretariat of the Indian National Commission for Cooperation with UNESCO (INCCU) coordinated the EFA 2000 Assessment exercise in India. The INCCU has also been playing an active role spreading the message of culture of peace through various activities.

International Cooperation

Introduction

In India, UNESCO Division coordinates the country's interface with UNESCO. It also coordinates the work relating to external academic relations and Auroville Foundation, an autonomous organisation set up under the Auroville Foundation Act, 1988.

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. Building "Defences of Peace in the Minds of Men" is the primary goal of UNESCO, for which education is its main tool. India has been playing an active role in promoting UNESCO's ideals and objectives and has a permanent delegation at Paris accredited to UNESCO. At present, Ms. Neelam D. Sabharwal is the Permanent Representative of India to UNESCO.

Participation in UNESCO's Executive Board Meetings

The Executive Board of UNESCO comprises 58 members elected by UNESCO's General Conference. India has the unique privilege of having continuously been a member of the Executive Board since its establishment in 1946.

The Board meets twice a year for a period of two weeks each time. The meetings are held in Paris. Since 1998, Shri Muchkund Dubey has been representing India in these meetings. All expenditure in connection with these meetings is borne by UNESCO. During the current year, both the meetings of the Board i.e. 159th and 160th have already been held (May 9-25, 2000 and October 2-25, 2000).

Participation in General Conference of UNESCO

The General Conference of UNESCO is held every alternate year to approve inter alia, UNESCO's programme and budget for the next biennium. India sends a high-powered delegation to the General Conference. The 30th session of the General Conference of UNESCO was held from October 26 to November 17, 1999 and the 31st Session will now be held during October-November, 2001 in Paris.

Contribution to UNESCO's Budget

The General Conference of UNESCO approves financial contributions of each member state for each year based on the scales of assessment adopted by the United Nations' General Assembly. For the year 2000, India's share was fixed at 0.405 per cent of the total budget of the organisation at the 30th session of the General Conference. Accordingly, India has paid Rs.4.31 crore as its contribution for the year 2000, out of which Rs.1.25 crore was paid from the last year's budget. India's share of contribution for the year 2001 has been fixed at 0.452 per cent of the total budget of UNESCO. Twenty-five per cent of the contribution for the next year is also required to be paid from the current year's budget against which a sum of Rs. 99.31 lakh has been paid. The Government of India also makes voluntary contribution to UNESCO in response to the appeals made by the Director General of UNESCO to its member states for contribution for specific purposes. During 2000 India made a voluntary contribution of Rs.4.56 lakh to the

International Institute of Educational Planning (IIEP), UNESCO, Paris.

India also contributes towards rental for the UNESCO Regional Office in New Delhi at the rate of Rs.75,000 per month. For the year 2000, India has paid Rs.9.00 lakhs towards rent.

Construction of "UNESCO HOUSE"

A plot of land at Chanakya Puri, New Delhi has been allotted to the Ministry for construction of "UNESCO HOUSE" for housing the UNESCO New Delhi Office and the office of the Indian National Commission for Cooperation with UNESCO. The work for designing the building has been awarded to Shri Satish Gujral.

Establishment of UNESCO Chairs in India

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

The following chairs are in existence in India at present.
- UNESCO Chair in Cultural Development, Janpada Sampada Division, Indira Gandhi National Centre for Arts, Janpath, New Delhi 110 001;
- UNESCO Chair/Network, M.S. Swaminathan Research Foundation, Chennai 600 113;
- UNESCO Chair in Teacher Education through Distance Mode , School of Education, Indira Gandhi National Open University, Maidan Garhi, New Delhi 110 068;
- UNESCO Chair in Peace, Human Rights and

Democracy, The World Peace Centre, Maharashtra Academy of Engineering & Educational Research, Maharashtra Institute of Technology, Pune 411 038;
- UNESCO Chair in Biotechnology, Indian Institute of Science, Bangalore; and
- UNESCO Chair for the Promotion of Culture of Peace & Non-Violence, Manipal Academy of Higher Education, Manipal;

The Director General of UNESCO, during his visit to India in January 1998, had announced four rotating chairs in the fields of (i) Biotechnology; (ii) Social Anthropology; (iii) Medicinal Plants; and (iv) Cultural Identities. The Chair in the field of Biotechnology has already been set up. Correspondence for setting up the remaining three is going on.

Indian National Commission for Co-operation with UNESCO

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission for Cooperation with UNESCO (INCCU) in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Science. The Minister of Human Resource Development is the President of the Commission and the Secretary (SE&HE) its ex-officio Secretary General. Joint Secretary in charge of UNESCO Division is the ex-officio Deputy Secretary General of the Commission. Director, UNESCO Division functions as Secretary of the Commission. Total membership of the Commission is 100, i.e., 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of four years. The main function of the Commission is to advise the Government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work, particularly in

the formulation and execution of its programmes in collaboration with the UNESCO Secretariat, as well as the National Commissions of the Asia and Pacific Region.

The meetings of the sub-commissions in the fields of Education, Culture, Social Sciences, Communication and Natural Science have been held during December 2000 - January 2001 It is also proposed to convene a meeting of the full body of the Commission in the near future to consider the recommendations of sub-commission and to finalise specific projects/ proposals in the areas of our national concern for inclusion in the Medium Term Strategy 2001-07 and the next biennium's programme and budget of UNESCO for 2002-03.

Activities of the Commission

Education for All — the 2000 Assessment

A "Framework of Action to Meet Basic Learning Needs" was adopted in the first-ever world Conference on Education for All held in 1990 in Jomtien, Thailand where the member states of UNESCO committed themselves to provide basic education to all. As a follow-up to the Jomtien Summit, UNESCO called upon member states to report on the overall progress achieved and the shortfalls encountered in attaining the goal of Education for All (EFA). The EFA 2000 Assessment was, accordingly, taken up by the International Consultative Forum on EFA consisting of UNDP, UNICEF, UNFPA, UNESCO and the World Bank. The Forum prepared general guidelines to assist member states in the assessment of EFA for the period 1999-2000.

The Secretariat of the Indian National Commission coordinated the EFA 2000 Assessment exercise in India. A view was taken to widen the scope of the assessment to cover all dimensions of basic education. Besides India's country report on EFA 2000 Assessment, the Secretariat of the Commission and NIEPA took the initiative to

commission 25 sub-sectoral studies on various aspects of EFA in India, which seek to capture the varied experiences that have emerged from the projects, programmes and schemes undertaken during the last decade. These studies have been printed as part of the EFA series.

The EFA 2000 Assessment culminated in the World Education Forum held in April, 2000 at Dakar, Senegal which was attended by Shri. Maharaj Krishen Kaw, Secretary (SE&HE), Shri Abhimanyu Singh, the then JS (UNESCO) and Dr. R. Govinda, Sr. Fellow, NIEPA. Since the Jomtien Summit target of achieving EFA by 2000 could not be achieved, the Dakar Forum has set a goal of EFA by 2015. A global "Framework of Action" for EFA was adopted at Dakar.

Participation Programme of UNESCO

Under its Participation Programme, UNESCO provides limited financial assistance to various institutions of Member States for undertaking such innovative projects which would contribute to the implementation of the objectives of UNESCO at the national, sub-regional and inter-regional levels. For the biennium 2000-2001, the INCCU has recommended 14 proposals from India, out of which, approval of UNESCO for 5 proposals involving an assistance of US $90,000 has been received till January 31, 2001.

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The Secretariat of INCCU coordinated the EFA 2000 Assessment exercise in India. Besides India's country report, the Secretariat and NIEPA commissioned 25 sub-sectoral studies on various aspects of EFA in India, capturing the varied experiences emerging from the projects, programmes and schemes undertaken during the last decade.

UNESCO Coupons Programme

The INCCU continues to operate the UNESCO International Coupons Programme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication, to import their bonafide requirement of educational publications, scientific equipment, educational films, etc. from abroad without undergoing the foreign exchange and import control formalities. The total sale of UNESCO Coupons by INCCU during the period from January to December, 2000 amounts to US $3,000.70.

ACCU Photo Contest in the Asia and Pacific Region

The INCCU continues to coordinate the participation of Indian photographers in the photo contests organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, Japan. In the 2000 ACCU Photo Contest on the theme *"Living in Harmony"*, 11 Indian photographers have won prizes.

Publication of "UNESCO Courier"

The "UNESCO Courier" is an educational and cultural periodical brought out by the UNESCO. The INCCU continues to support publication of its Hindi and Tamil editions with partial UNESCO subvention of US $18,420. The number of subscribers of the Tamil edition is 3502 and that of the Hindi edition is 1035. Efforts are being made to increase the circulation of the Hindi edition. There was a budget provision of Rs.40.00 lakh in the current year, which has been revised to Rs.50.00 lakh at RE stage for publication of the Hindi and Tamil editions of the "UNESCO Courier".

Education for International Understanding

UNESCO is running a project named Associated Schools Project (ASPnet). Associated Schools are educational institutions, which are directly linked with the UNESCO Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 43 Schools and Teacher Training Institutions from India have been enlisted with UNESCO under this project. There are about 253 UNESCO Clubs and 268 Associated Schools registered with INCCU, for which INCCU is the national coordinating agency.

During the year, UNESCO Division will be organising eight workshops on the prevention of AIDS/HIV awareness in collaboration with UNESCO New Delhi Office in different parts of India, involving UNESCO Clubs, Associated Schools, other Schools and NGOs.

The World Peace Centre of MAEER's MIT, Pune has become a partner and messenger for the Culture of Peace Manifesto 2000. They have launched a massive signature campaign for collecting 10,00,000 signatures by the end of September, 2000.

The Brahma Kumaris' contribution to IYCP was initiated in India on April 11, 2000. Brahma Kumaris' are spreading the message of Culture of Peace (CoP) by using colourful banners, charts and illustrative pictures about the six values contained in the Manifesto 2000. By employing

Culture of Peace Manifesto 2000 signed by Chief Minister of Meghalaya and leader of opposition on Gandhi Jayanti

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The U.N. General Assembly proclaimed the year 2000 as the International Year for the Culture of Peace and the decade 2001-2010 as the International Decade for the Promotion of Culture of Peace & Non-violence for the Children of the World. Consequently, UNESCO asked all NATCOMs to undertake a series of activities, which could contribute to spreading the message of Culture of Peace.

The IYCP was launched worldwide on September 14, 1999 (designated as *International Day of Peace*) which was the opening day of the last session of the U.N. General Assembly in the twentieth century. INCCU and the UNESCO New Delhi Office jointly organised a programme on this day to mark the launching of IYCP in India. Since then, various UNESCO Clubs, Associated Schools and other organisations have been organising events to create a movement in favour of Culture of Peace.

a Task Force of 4,000 volunteers over a period of seven months, they have set a world record by collecting over 35 million signatures in India alone for the Manifesto 2000.

On the advice of the Commission, Guru Gobind Singh Study Circle, Ludhiana organised a seminar on Culture of Peace on June 17, 2000. In addition Kendriya Vidyalaya, BHEL, Hardwar also celebrated IYCP by organising various activities in the Vidyalaya.

All the State Government also celebrated International Year for the Culture of Peace (IYCP) on 2nd October, 2000 (Gandhi Jayanti) and high dignitaries of the States including Governors and Chief Ministers signed the Culture of Peace manifesto.

Signing of Culture of Peace manifesto by Governor of Rajasthan

INC Lecture Series

To commemorate the International Year for the Culture of Peace, the Indian National Commission (INC) has decided to organise some lectures in India under the INC Lecture Series. The first lecture was delivered by his Holiness the Dalai Lama on Culture of Peace on 30th January, 2001 at India Habitat Centre, Lodi Road, New Delhi.

Meeting of the National Commissions of the South Asian Region

Under the Participation Programme of UNESCO for the biennium 1998-1999, the Indian National Commission for Cooperation with UNESCO INCCU invited NATCOMs of the South Asian Region on goodwill-cum-study tours to discuss areas of sub-regional cooperation in the fields of competence of UNESCO, to share experiences on EFA. The objective of the study tours was to strengthen ties with these NATCOMs and to exchange views on enhancing the visibility of UNESCO in member states.

Participation in Seminars, Working Group Meetings sponsored by UNESCO and its Regional Offices

INCCU has nominated, up to January 31, 2001, 13 Officers of the Department of Secondary Education & Higher Education, Ministry of Human Resource Development and 19 experts from other Organisations/State Governments/ NGOs, etc. to

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participate in various national, regional and international workshops/training courses/seminars/working group meetings sponsored by UNESCO and its regional offices.

External Academic Relations

India has bilateral Cultural Exchange Programmes (CEPs) with several countries, which have an important education component. UNESCO Division co-ordinates and monitors the implementation of the provisions of CEPs in so far as the Department of Secondary Education & Higher Education is concerned.

Visits of Foreign Delegations

UNESCO Division coordinates the visits of foreign delegations to India at the ministerial level with the objective of strengthening bilateral relations between India and the visiting countries in the field of Education. During the year, dignitaries from Mongolia, People's Republic of China, Uganda, Seychelles, Deputy Prime Minister of the Russian Federation and the Myanmar Deputy Minister for Foreign Minister visited India. Besides, Prof. Jacques Hallak, Assistant Director General (Education), UNESCO and Prof. Gudmund Hernes, Director, IIEP, Paris also visited India.

UNESCO Division also coordinates the visits of ministerial delegations from the Department of Secondary Education & Higher Education. During the year, Hon'ble HRM attended the XIV Conference of Commonwealth Education Ministers at Halifax, Canada from November 27-30, 2000 and led a delegation on a goodwill visit to the People's Republic of China from November 3-8, 2000.

Auroville Foundation

Auroville, founded by 'Mother', a disciple of Sri Aurobindo, in 1968, is an international cultural township on the outskirts of Pondicherry in Villupuram District of Tamil Nadu where 1580 people from 30 different countries including India live together in one community and engage themselves in cultural, educational, scientific and other pursuits aimed at human unity.

UNESCO by a resolution passed in 1968 had invited its Member States and international non-governmental organisations to participate in the development of Auroville as an international cultural township designed to bring together the values of different cultures with integrated living standards which would correspond to man's physical and spiritual needs.

The township has been developed with the aid of funds received from different organisations in and outside India, including UNESCO, as also from grants from the Central and State Government. Until 1980, funds for the development of the township were channelised through Sri Aurobindo Society, a non-governmental organisation, based in Pondicherry.

In view of the serious irregularities in the management of the Sri Aurobindo Society, it was considered necessary to take over, for a limited period, the management of the Society by the Central Government. This was done by enactment of the Auroville (Emergency Provisions) Act, 1980 (No.59 of 1980).

For the better management and further development of Auroville, it was considered necessary, in the public interest, to acquire the undertakings of Auroville and to vest such undertakings in the Auroville Foundation, a body corporate established for the purpose. This was done through the Auroville Foundation Act, 1988. Since then the management of Auroville vests in the Auroville Foundation, which has handled the administration of Auroville satisfactorily for more than a decade.

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of (a) Governing Board; (b) Residents' Assembly; and (c) Auroville International Advisory Council. The Governing Board of the Auroville Foundation, comprising of nine members, has been reconstituted on April 5, 1999 under the chairmanship of Dr. Kireet Joshi.

According to the provisions of the Act, the Government of India provides grants to the Foundation for meeting the expenditure on the establishment maintenance and development of Auroville. During the current financial year (till February, 2001), a sum of Rs.47.50 lakh has been sanctioned to the Foundation under Non-Plan. Under Plan, Rs.40.00 lakh have already been released and the remaining amount will be released during the current financial year.
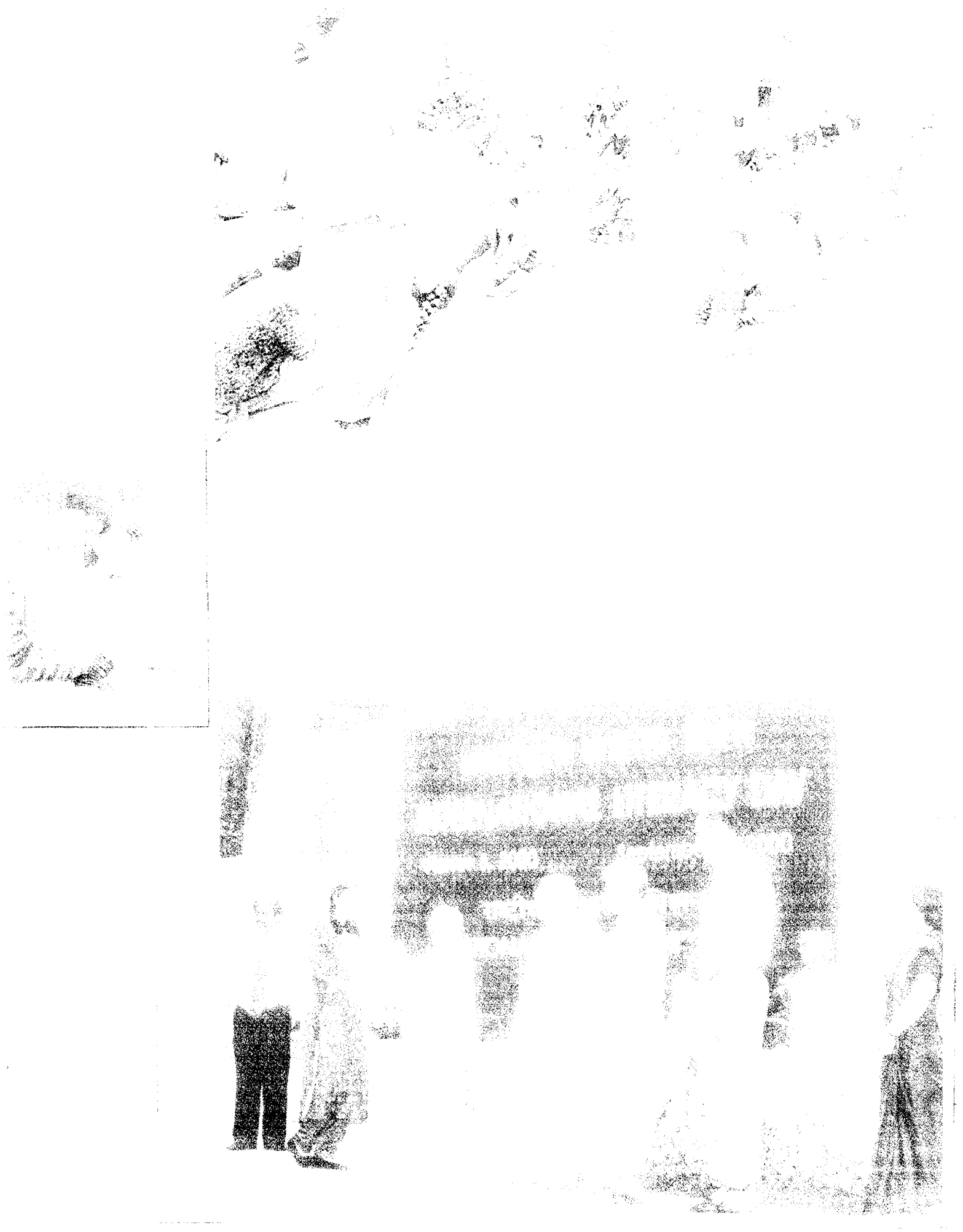
Consequent to several efforts, India has made enormous progress in terms of increase in the number of institutions, teachers and students in elementary education. But the country is yet to achieve the elusive goal of Universalisation of Elementary Education, which would mean 100 per cent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the government has launched the Sarva Shiksha Abhiyan.

Elementary Education

n important element of post-independence educational policy has been to provide free and compulsory education to all children, at least up to the elementary stage. The Directive Principles of State Policy as enunciated in our Constitution envisage that the State shall endeavour to provide free and compulsory education for children up to 14 years of age within a period of 10 years. The constitutional directive has been spelt out unequivocally and emphatically, in the National Policy on Education (NPE), 1986 and its Programme of Action (POA), 1992. The policy envisages that free and compulsory education of satisfactory quality shall be provided to all children up to the age of 14 year before the commencement of the 21st century.

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

The Present Scenario

Consequent to several efforts, India has made enormous progress in terms of increase in the number of institutions, teachers and students in elementary education. The number of schools in the country increased four fold from 2,31,000 in 1950-51 to 9,30,000 in 1998-99, while enrolment in the primary cycle jumped by about six times from 1.92 crore to 11.0 crore. At the upper primary stage, the increase in enrolment during the period was 13 times, while enrolment of girls recorded a huge rise of 32 times. The Gross Enrolment Ratio (GER) at the primary stage has exceeded 100 per cent. Access to schools is no longer a major problem. At the primary stage, 94 per cent of the country's rural population has

schooling facilities within one kilometre and at the upper primary stage, facilities are available to 84 per cent of the rural population within three kilometres.

The country has made impressive achievements in the elementary education sector. However, the flip side is that out of the 20 crore children in the age group of 6-14 years, 4.2 crore children do not attend school. There are problems relating to a high dropout rate, low levels of learning achievement and low participation of girls, tribal and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within one kilometre. Coupled with it are various systemic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds.

In short, the country is yet to achieve the elusive goal of Universalisation of Elementary Education, which would mean 100 per cent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the government has launched the Sarva Shiksha Abhiyan.

Progress over the Years

Improved performance of the UEE programmes over the years would be evident from the following table.

	1951	1999
Total Enrolment (Million)	22.3	151.2
Enrolment of Girls (Million)	5.9	64.5
Girls Enrolment in Primary	28%	44%
Primary and Upper Primary Schools	2,23,000	8,17,000
Number of Teachers	6,24,000	31,82,000
GER (Primary)	60%	100%
GER (Upper Primary)	20%	66%

Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of UEE through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

SSA is an effort to recognise the need for improving the performance of the school system and to provide community-owned quality elementary education in the mission mode. It also envisages to bridge the gender and social gaps.

Objectives of Sarva Shiksha Abhiyan
- All children to be in schools, Education Guarantee Centres, 'Alternate Schools, or 'Back to School' camps by 2003;
- All children to complete five years of primary schooling by 2007;
- All children to complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- To Bridge all gender and social category gaps

at primary stage by 2007 and at elementary education level by 2010; and
- Universal retention by 2010.

The approach is community-owned and village education plans prepared in consultation with Panchayati Raj Institutions will form the basis of District Elementary Education Plans. Funds released to States would be channelised to registered societies at State level. There will be focus on districts having low female literacy among Scheduled castes and Scheduled Tribes. Sarva Shiksha Abhiyan will cover the entire country by the end of the Ninth Plan with a special focus on educational needs of girls, Scheduled castes and Scheduled Tribes and other children in difficult circumstances.

Sarva Shiksha Abhiyan shall accord the highest priority to community monitoring, transparency in programme planning and implementation of capacity building at all levels as also to the adoption of a mission approach by the mainstream Education Department functionaries, in order to achieve UEE in a given time frame. A National Mission for Sarva Shiksha Abhiyan with Prime Minister as the Chairman and the Minister for HRD as Vice Chairman has been approved.

Sarva Shiksha Abhiyan will totally subsume all existing programmes including externally-aided programmes within its overall framework with a district as the unit of programme implementation. In order to make the approach totally holistic and convergent, efforts would be made to dovetail programme implementation at the district level with all other departments. This would include, programmes for children in the 0-6 age group under the Department of Women & Child Development, sports-related interventions of the Department of Sports and Youth Affairs, establishment of Public Libraries under the Department of Culture and programmes of the Ministry of Health with regard to nutrition and school health.

Operation Blackboard

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

Three main components of Operation Blackboard
- Provision of at least two classrooms in each primary school with facilities of toilets for boys and girls;
- Provision of additional teacher to single-teacher primary schools; and
- Provision of essential teaching learning equipment; including furniture for teachers.
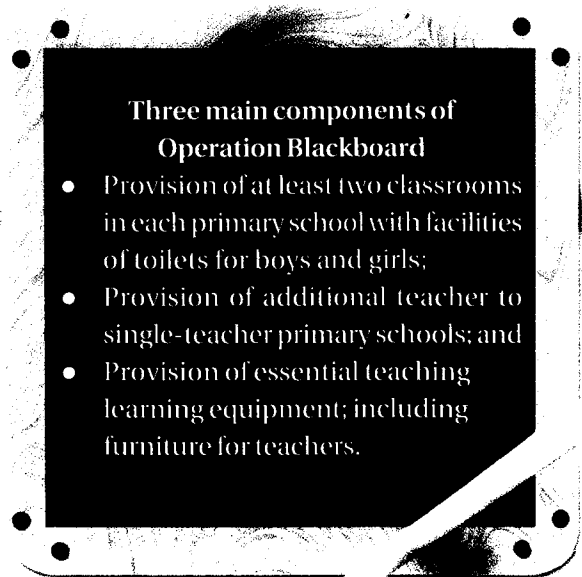
During the Eighth Five Year Plan, the scheme was revised in 1993-94 and was extended to provide a third classroom and third teacher to primary schools where enrolment exceed 100 students. It was also extended to cover teaching learning equipment and additional teachers in upper primary schools. The scheme is being implemented through the State Governments, with 100 per cent assistance from the Centre towards salary of additional teachers and provision of teaching learning equipment. The achievements of the scheme are given in a Tabular form on the next page.

Under the scheme of Operation Blackboard, construction of school buildings is the responsibility of the State Governments/Union Territories. However, provision for construction of school building has been made under the programmes of rural employment like Jawahar Rozgar Yojna (JRY) and Employment Assurance Scheme (EAS). The JRY has been restructured by the Ministry of Rural Development, renaming the scheme as Jawahar Gram Samridhi Yojana (JGSY). Under the revised guidelines effective from April 1, 1999, central assistance is available on 75:25 basis between the Centre and the State, as far as rural development funds are concerned for construction of school buildings under Operation Blackboard.

On the basis of past experience and observations of Audit and Evaluation reports, it has been observed that some of the States have been rather slow in utilising the funds sanctioned for teaching learning equipment under the Operation Blackboard Scheme. It was felt that to a large extent, the above-mentioned situation could be attributed to lack of sufficient flexibility and the decentralised procurement and supply of teaching learning equipment. While indicating broad categories of teaching learning equipment to be procured, the specific items under each category were left entirely to the discretion of the State Government which could decide the items to be procured as per local conditions. State Governments have been advised that as far as possible, procurement of equipment should be decentralised and strict quality control should be maintained. The involvement of representatives of Panchayati Raj institutions, village educational committees and teachers/headmasters in this process was further suggested, in order to ensure timely supply of quality materials.

Achievements during 2000-01
The pace of implementation of this scheme has significantly picked up this year with the filling of posts of teachers, construction of new classrooms and utilisation of funds for Teaching Learning Equipment (TLE). This year 2106 posts of additional teachers in upper primary schools have been sanctioned and 10752 schools have been covered for the grant of teaching learning equipment. A sum

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On Going OB

Physical	Provision of Teaching Learning Equipment to Primary Schools	Sanction of Additional Teachers for Primary Schools	Construction of Class rooms
			(in Lakh)
Target	5.23	1.53	2.63
Achievements	5.23	1.49	1.85

Expanded Operation Blackboard	........Achievements.............				
	8th Plan	1997-98	1998-99	1999-2000	2000-01
Sanction of third teachers to primary schools with enrolment exceeding 100.	34,892	21,059	1,086	26,008	
Coverage of upper primary schools, supply of teaching learning material	47,589	43,517	34,242	1,909	10,752
Sanction of additional Teachers in upper primary schools	36,884*	8,205	21,552	8,867	2,106

Financial Achievements	From 1987 to March, 2000	During 2000-2001 (upto 31.01.2001)
	Rs. 2617.26 crore	Rs. 374.70 crore

* 9892 posts were revalidated during 1997-98

for Rs. 374.70 crore has already been utilised under the scheme of Operation Blackboard against the budget allocation of Rs. 400 crore and the total expenditure under the scheme is likely to surpass the allocation of B.E. stage during the current financial year.

The scheme is expected to improve school environment, enhance retention and learning achievement of children by providing minimum essential facilities in all primary schools. Thus the scheme seeks to bring about both quantitative and qualitative improvement in elementary education.

Teacher Education

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

The Scheme envisages setting up of District Institute of Education and Training (DIETs) in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also envisages the establishment of College of Teacher Education/ Institute of Advanced Study in Education (CTEs/ IASEs) to organise pre-service and in-service training for secondary teachers and provide extension and resource support services to secondary schools. IASEs are expected to conduct

programmes for the preparation of elementary teacher educators; conduct in-service training for elementary and secondary teacher educators and Principals of secondary schools; engage in advanced level fundamental and applied research, especially of interdisciplinary nature; and provide academic guidance to DIETs and support services to College of Teacher Education (CTE).

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

Central Government provides financial assistance to States for setting up of DIETs/CTEs/IASEs. DIETs are established by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new institutions. The land for the purpose is provided by State Governments free of cost. CTEs are set up by upgrading existing Secondary Teacher Education Institutions (STEIs) offering B.Ed. courses and IASEs by upgrading Colleges and University Departments of Education offering M.Ed. courses. A total of 454 DIETs, 83 CTEs and 37 IASEs have been sanctioned so far under the Scheme.

State Governments have realised the importance of the critical role of DIETs in the development of teacher education at the grass-root level. DIETs have been playing an important role in the new educational initiatives like DPEP. These institutions have been identified as the principal technical and professional resource institutions in DPEP districts. The progress of implementation of the scheme is being monitored through quarterly progress reports furnished by States. Information received from States is analysed and they are suitably advised to take necessary action, wherever warranted, for expediting construction of civil works, filling up of posts and organisation of pre-service and in-

service training programmes for elementary school teachers. States have been requested to take appropriate action to make all the DIETs fully operational as early as possible. It is also proposed to sign MoUs with States/UTs for improving various aspects of operationalisation of the scheme and the process has already been initiated.

National Programme for Nutritional Support to Primary Education

The National Programme of Nutritional support to Primary Education (NP-NSPE), popularly known as Mid-day Meal scheme (MDM), was launched on August 15, 1995. The programme is designed to give a boost to Universalisation of Primary Education by impacting upon enrolment, attendance, retention and the nutritional needs of children studying in classes I-V.

The programme aims to cover all Government and Government-aided and local body schools. The central support under this programme is to provide free of cost foodgrains to children at the rate of (i) 100 grams per school day per student in States/ UTs where cooked meal is provided, and (ii) three kilograms per month per child where foodgrains are being distributed subject to minimum 80 per cent of attendance. States such as Gujarat, Kerala,

Teaching learning material prepared by teachers

Year	No. of Children Covered (in crore)	Expenditure (Rs. in crore)	Quantity of Foodgrains (in metric tonnes)	
			Allocated	Lifted
1995-96	3.34	441.21	713223	536016
1996-97	5.57	800.00	1585388	1112489
1997-98	9.10	1070.38	2567372	1810164
1998-99	9.79	1600.15	2706274	1147917
1999-2000	9.90	1500.00	2767251	1401765
2000-01	10.50	1081.81 up to March 7, 2000	2480692	1060068 up to December, 2000

Orissa, Tamil Nadu, Madhya Pradesh (174 tribal blocks and Pondicherry are providing cooked meals. In Delhi, ready-to-eat food is being distributed in primary schools.

The programme has achieved all-India coverage during 1997-98. The year-wise details of children covered, quantity of foodgrains allocated and lifted, and expenditure involved is given above.

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

Shiksha Karmi Project

Shiksha Karmi Project (SKP) aims at the universalisation and qualitative improvement of primary education in remote, arid and socio-economically backward villages of Rajasthan with primary attention given to girls. The project identifies teacher absenteeism as a major obstacle in achieving the goal of UEE. It was realised that a primary school in a remote village, with a non-resident teacher often tended to become dysfunctional, and both parents and children failed to relate to such an institution, leading to high dropout rates. Under SKP, regular teachers are replaced by local teachers who are less qualified but especially trained. A Shiksha Karmi (SK) is a local person with a minimum educational qualification of class VIII for men and class V for women. To overcome the basic lack of qualifications, Shiksha Karmis are given intensive training through an induction programme as well a periodic refresher courses. The project is being implemented by the Government of Rajasthan through the Rajasthan Shiksha Karmi Board (RSKB) with assistance from voluntary agencies. The RSKB has a governing council and an Executive Council. These bodies are represented through two representatives of this Department.

During the first phase of SKP (1987-1994), an amount of Rs. 21.12 crore was spent which was shared between Swedish International Development Agency (SIDA) and Government of Rajasthan on 90:10 basis. In the second phase of SKP (July 1994- June 1998), a total expenditure of Rs. 72.21 crore was incurred on the project which was shared between SIDA and the Government of Rajasthan on 50:50 basis. After an indepth evaluation of the project, Department For International Development (DFID) of the United Kingdom has agreed to share the cost of Phase-III of the project on 50:50 basis with the Government of Rajasthan, with effect form July 1999. Phase-III of SKP will continue till June 2003, and as per the terms and conditions of the proposed agreement, an expenditure of Rs. 240 crore would be incurred during this Phase.

Non Government Organisations (NGOs) and the community play a pivotal role in the implementation of the SKP. The Village Education Committees (VECs) have contributed to the

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improvement of school environment, augmentation of infrastructure and facilities, larger enrolment of children through school mapping and micro-planning in the Shiksha Karmi Schools. Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP aims at addressing these through decentralised initiatives involving the community. At the grassroot level, Panchayat Samities, Shiksha Karmi Sahyogis, subject specialists of NGOs, Shiksha Karmis and the village community constantly interact with each other to achieve the aims of the project.

The SKP has emerged as a unique instrument of human resource development. It has enabled rural youth, with inherent talent and potential, to blossom into confident para professionals with self-respect and dignity. There has been a seven-fold increase in the enrolment of children in the schools taken over by the project. A significant number of children covered by the SK schools are from among SCs/STs. The experience of SKP demonstrates that the motivation of shiksha Karmis working in difficult conditions can be sustained over a longer period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review, and problem solving. The success of SKP has brought to it national and international recognition.

Prehar Pathshalas (PPs) (school of convenient timings), under the SKP, provide educational programmes for out-of-school children who cannot attend regular day schools due to their pre-occupation at home. In PPs, condensed formal school curriculum and learning material are followed. Under the innovative and experimental activities, Angan Pathshalas (APs) have proved effective in attracting girls to primary schools. Mahila Sahyogis have confirmed their utility in motivating girls to attend schools/PPs in

remote areas. Integration of children with partial disabilities into day schools and PPs has been attempted on a pilot basis.

There is an in-built monitoring process at village, block, headquarter and State levels. There is a provision of Joint biannual reviews by the international agency concerned, the Government of India and the Government of Rajasthan, and independent evaluation by teams consisting of national and international experts. It has been the practice to conduct mid-term review/evaluation through interactions with all functionaries and beneficiaries. Expert studies have revealed that academic attainments of primary school children in SKP area are generally better than neighbouring schools managed by Panchayati Raj Institutions (PRIs).

Major Achievements

* A 720 per cent increase in enrolment of children in the age group of 6-14 years in SK schools and PPPs, i.e. from 30,000 at the time of taking over under SKP to 2.28 lakh at present.
* Enrolment of children in the age group 6-14 years in primary education in SKP villages has improved significantly from 37 per cent to 90 per cent at present.
* Enrolment of boys has gone up from 50 per

cent to 94 per cent, enrolment of girls has increased from 21 per cent to 78 per cent.

- Monthly attendance of children in SK schools has improved form 58 percent to 85 percent.
- Retention of children in schools which have been with the project continuously for five years has improved considerably.
- Disabled children have been integrated in SK schools with priority.
- Fourty-eight per cent of the children in SK schools and PPs belong to the Scheduled Castes and Scheduled Tribes and 27 per cent to Other Backward Classes (OBCs).
- One of the outstanding achievements of SKP is 100 per cent enrolment of children in the age group of 6-14 years in 700 villages, i.e. more than one fourth of project villages.
- The SKP has constituted 2708 Village Education Committees (VECs) in villages to promote community involvement in primary education and to encourage village level planning, supervision and management in improving effectiveness of schools.
- On experimental basis, 21 primary schools were upgraded to Upper Primary schools. At present, this number has increased to 32. The board examination result of these schools has shown a remarkable improvement as compared to other Government schools.
- A number of innovative strategies have been tried out and implemented in the SKP for the promotion of girls' education. For example, in some schools "Mother Committees" are set up. Moreover in some experimental schools, an innovation in the form of forenoon/afternoon schools has been introduced.

- Prehar Pathshalas (PPs) have enabled 'out of school children', especially girls in the remote areas to avail of opportunities for primary schooling at their own pace and with sufficient flexibility. At present, 20,112 girls out of a total enrolment of PPs, i.e. 29,016 that constitute 69.31 per cent of learners in PPs are being benefited by this facility.
- APs for small children, particularly girls who cannot travel long distances to attend schools, have been started. At present, 86 APs are in operation to facilitate elementary education of girls.
- In order to facilitate and increase the enrolment of girls in villages where literate women are not available to work as SKs, 14 Mahila Prashikshan Kendras have been set up, in which 270 women are being trained. Out of which, 167 women have successfully completed their training.
- Utilisation of funds in Phase-I, as well as Phase-II, has been very satisfactory.

As on 31.10.2000 SKP is functioning in 31 districts, 146 blocks, 2708 villages in Rajasthan. There are 2708 day centres and 4729 Prehar Pathshalas with an enrolment of 2.28 lakh children.

Lok Jumbish

Lok Jumbish, an innovative project was launched in Rajasthan to achieve education for all by the year 2000 AD through people's mobilisation and their participation. Phase-I of the project commenced in July, 1992 and was completed in June, 1994 at a cost of Rs. 14.03 crore. Phase-II originally was approved for the duration from July, 1995 to June, 1997. However, it was extended further up to December, 1999. These phases were executed with the assistance of Swedish International Development Agency (SIDA), Government of India

(GOI) and Government of Rajasthan (GOR) in the proportion of 3:2:1, respectively. Phase-III of the project has been approved for Rs. 400.00 crore for the period from July, 1999 to June, 2004 with the assistance of Department for International Development (DFID). The contributions of DFID, GOI and GOR are in the proportion of 3:2:1, respectively. Lok Jumbish Project covers Ajmer, Banswara, Barmer, Bikaner, Chittorgarh, Dungarpur, Jaisalmer, Jalore, Jodhpur, Pali, Udaipur, Baran and Rajasamand districts in Rajasthan.

Important activities of the project are

* **School Mapping :** A door to door survey of educational status of children in 5-14 age group for further planning. A total of 8921 village have been surveyed so far.
* **Sahaj Shiksha :** The informal education activity is termed as Sahaj Shiksha Programme in LJP. Presently, 2560 Sahaj Shiksha Centres are operative in which 14,593 boys and 32,408

Aims and Objectives of Lok Jumbish

* Access to primary education for all children up to 14 years of age;
* Assurance that all enrolled children attend school/NFE centre regularly and complete primary education;
* Creation of necessary structures, and setting in motion processes which would empower women and make education an instrument of women's equality;
* Pursue the goal of equality in education;
* Necessary modifications in the content and process of education so as to learn to live in harmony with the environment; and
* Effective involvement of people in the planning and management of education.

girls have been enrolled. Further 24 Balika Shikshan Shivirs were also organised in which 2400 girls benefited, while 442 Sahaj Shiksha Centres were transferred to DPEP in July, 1999.

* **Qualitative Improvement in education :** Under the activity, re-orientation training of 15,243 teachers was completed. The coverage of MLL was spread over 212 clusters of 58 blocks (6601 schools). As per a recent decision, a common curriculum was started in all primary and upper primary schools from the academic session 2000-2001.
* **Building Development Programme :** New buildings for 51 primary schools, 10 Extension Centres, three DIET's and one MSV were constructed. Repair works were undertaken in 1475 primary, upper primary schools and 471 additional classrooms were constructed.
* **Primary education :** A total of 529 new primary schools and 268 upper primary schools were opened under the project.
* **ECCE :** Strengthening of 239 Aanganwadi centres was undertaken.
* **Gender Equity :** While 7613 'Mahila groups' were formed, two Mahila Shikshan Vihars are operational.
* **Innovations :** Programmes on Minority Education, Muktangan, Open Middle Schools, Education Calendar, etc. are being implemented.

Lok Jumbish Project (LJP) has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority, as well as building partnerships with local communities and the voluntary sector. Community mobilisation and school mapping exercises have shown good results and provide the basis for opening of new schools, Sahaj shiksha Centres and building a community centred development programme. The LJP has also made positive contribution to quality

inprovement through the development of inproved MLL based textbooks from Classes I-I/, which have been introduced in all schools of tie Government of Rajasthan.

Iational Council For Teacher Education

¯he National Council for Teacher Education (NCTE) was established as a national level satutory body by the Government of India on August 17, 1995. The main objectives of the Council are to achieve planned and co-ordinated development of the teacher education system, regulation and proper maintenance of norms and standards of teacher education. Some of the other functions of the Council are laying down of norms for various teacher education courses, recognition of teacher education institutions, laying down of guidelines in respect of minimum qualification for appointment of teachers, surveys and studies, esearch and innovations, prevention of commercialisation of teacher education, etc. As per the provisions of the act, four Regional Committees for the northern, southern, eastern, western regions have been set up at Jaipur, Bangalore, Bhubaneswar and Bhopal, respectively. ¯hese Regional Committees consider the applications of the institutions of teacher education

Enrcment drive in Tamil Nadu.

for recognition/permission in accordance with the provisions of the Act.

Recognition of Teacher Education Institution

Due to sustained efforts by NCTE to create awareness about the statutory requirement of recognition for teacher training institutions by means of interaction with States, universities and other apex organisations, out of the existing 2747 teacher training institutions, 2496 have sought recognition from NCTE by March, 2000

Norms and Standards

The Council has so far laid down norms and standards for nine teacher education courses, viz., pre-primary, elementary teacher, secondary teacher (face to face), B.Ed. (Distance Education, including Correspondence), C.P.Ed., P.G. diploma/B.P.Ed., M.P.Ed. and Bachelor of Elementary Education. On the basis of experience and the feedback received from various quarters of NCTE, the Executive Committee and the General Body of NCTE during their meetings in May, 2000 felt the need for review of the norms and standards for various teacher education courses, taking into account the ground realities that existed in the country. Accordingly, a Review Committee has been set up for review of norms. The recommendations of the Review Committee are likely to be available shortly.

Minimum Qualification for Recruitment of Teachers

One of the functions of the council is to lay guidelines in respect of minimum qualification for a person who may be employed as a teacher in a school or recognised institution. Pursuant to the said objective, a Committee for drafting eligibility criteria for recruitment of Teachers/Head Masters/Principals at school level was constituted. On the basis of the recommendations of the report and the ground realities that exist in the country, draft guidelines prescribing minimum qualifications for recruitment of teachers in schools of all levels in a

formal system have been circulated to the State Education Secretaries for their comments and suggestions. The draft Regulations will be finalised in consultation with the State Governments.

NCTE believes in dissemination of information and knowledge through electronic media. Accordingly, NCTE launched its website in March, 2000 containing profiles of more than 2000 teacher education institutions. The website disseminates information of NCTE Act, Rules, Regulations, Norms & Standards, Gazette Notifications, procedure for filling of applications for recognition, on-line access to application form, procedure for appeal etc. NCTE has also put on its website the following publications having a bearing on Value Education :

* Gandhi on Education
* Sri Aurobindo on Education

Education in Human Values

In meeting with the need for spread of education in human values, recently NCTE conducted a workshop on Education in Human Values, in collaboration with Chinmaya Mission from October 17 to 21, 2000 at Sidhbari, Himachal Pradesh, which was attended by about 200 elementary teacher educators including those from District Institutes of Education and Training (DIETs) and other teacher training colleges from Hindi speaking states of Bihar, Delhi, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan and U.P This was the first workshop of the series to be followed by others to cover as many teacher educators as possible in the shortest duration. This will be a major thrust of the NCTE towards sensitising teacher educators. NCTE will continue to lay emphasis on value education in pre-service and in-service teacher training programme.

* Curriculum Framework on quality Teacher Education
* Responsibility of Teachers in Building Modern India.
* Human Rights and National Values
* Education for Tomorrow.
* Education for Character Development

While there has been overwhelming endorsement of NCTE's efforts in putting the information of the world-wide-web requests were received from institutions located in places where internet access is not yet available for evolving a mechanism so that they could also have access to the information available on the NCTE website. Accordingly, a mirror image of the NCTE website has been created in multimedia format on a CD Rom and has been circulated amongst the teacher education institutions.

Non-Formal Education Programme |81

In pursuance of the directive under Article 45 of the Constitution, the National Policy on Education, 1986 envisages a large and systematic programme of Non formal Education as an integral component of the strategy to achieve UEE. The formal system of education does not cover a large number of children who remain outside it due to various socio-economic constraints.

The scheme has been in operation since 1979-80 and focuses on children of the age group 6-14 who have remained out of the formal school system. The scheme lays emphasis on organisation, flexibility, the relevance of curriculum, and the diversity of learning activity to suit the needs of learners. It primarily covers the 10 educationally backward States of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It also coves urban slums, hilly, desert and tribal areas and areas with a concentration of working children in other States

as well. Special emphasis is also laid on girls, working children, and those belonging to the Scheduled castes and Scheduled Tribes. The programme at present is being implemented through States/UTs and NGOs with the following funding patterns:

* States/UTs with a ratio of 60:40 for co-education centres and 90:10 for girls' centres; and
* 100 percent funds to NGOs to run NFE centres.

At present, there are 2.92 lakh NFE centres covering about 73.00 lakh children in 25 states/UTs. While 2.33 lakh centres have been sanctioned to States/UTs (of which 1.15 lakh centres are exclusively for girls), 58.618 centres are run by 812 voluntary agencies.

Salient features of EGS & AIE

* All habitations that do not have a formal school within a radius of one kilometer will have one EGS centre at the earliest;
* The quality of non-formal education will be upgraded to a level matching the formal education system;
* The local community will be more active in the implementation of the scheme;
* It will provide instructors with enhanced honorariums;
* As part of the scheme, an elaborate school mapping exercise will be undertaken;
* It will be a part of the large, more holistic programme for the universalisation of elementary education, namely, the Sarva Shiksha Abhiyan; and
* It has enhanced cost parameter and Central-State ratio of assistance has been made uniform as 75:25. The Voluntary Sector, however shall continue to receive 100 per cent (within the over all cost ceilings).

In order to make the scheme viable, performance of the scheme has been reviewed, inter-alia, by two Parliamentary Standing Committees, one on Human resource Development, and second on the problem of dropouts. It has also been evaluated by the programme evaluation organisation of Planning Commission. Based on their recommendations, the scheme has been revised as "Education Guarantee Scheme & Alternative and Innovative Education" (EGS & AIE). The revised scheme will be more flexible and operationally more proactive.

The revised scheme of EGS&AIE has been approved by the Government. However, in order to allow States/UTs to undertake preparatory activities, such as surveys, school mapping, setting up of State Societies, etc., before implementation of the scheme, it has been decided to operationalise the

(Rs. in crore)

BE 2000-2001	RE 2000-2001	
300.00	171.00 (Proposed)	(Reduction in RE is due to the delay in the revision of the NFE Scheme, in which honorariums, etc. have been proposed to be substantially increased)

revised scheme with effect from April 1, 2001. However, the EGS component may be operationalised in the current year.

The proposed outlays for NFE are as under:

During the year 1999-2000, and amount of Rs. 113.38 crore to States/UTs and Rs. 40.00 crore to Voluntary Agencies was released for the implementation of the programme.

During 2000-01, till the end of October 2000, amounts of Rs. 42.64 crore to States/UTs and Rs. 23.03 crore to Voluntary Agencies have been

released for the implementation of the programme.

Voluntary Agencies are released grants for subsequent periods only after they have submitted Audited Accounts for the previous grant and these are settled and UCs issued. UCs in respect of reimbursement cases (on actual expenditure basis) are not required to be issued.

A list of Voluntary Agencies who have received grants exceeding on lakh during the year 1999-2000 is enclosed.

National Bal Bhavan

The National Bal Bhavan (formerly Bal Bhavan Society India), New Delhi was established by the Government of India in 1956 at the initiative of Pandit Jawarhar Lal Nehru. An autonomous institution fully funded by the Department of Elementary Education & Literacy, National Bal Bhavan (NBB) has been contributing towards enhancing the creativity amongst children in the age-group 5-16 years, especially from the weaker sections of the society. The children can pursue activities of their choice such as creative arts, performing arts, environment, astronomy, photography, integrated activities, physical activities, science-related activities etc. in a joyful manner. The programmes are so designed as to explore the inner potential of children and give him opportunities for expression of ideas through various media. Bal Bhavan thus aims at the all-round growth of children in a free and happy atmosphere and helps them develop a scientific temper.

During the current year, summer programmes for children were organised by the National Bal Bhavan. Throughout the year, Bal Bhavan organised several programmes at the local, national and international level to provide further learning-by-doing experience to the children. These programmes have become an annual feature of Bal Bhavan. Such programmes
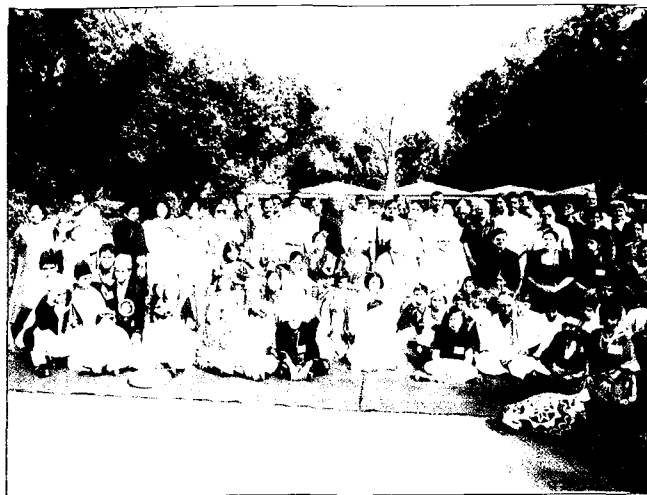
The children's delegation with the Prime Minister Mr. A B Vajpayee, at his residence, also seen in picture are Mr. M M Joshi, Minister of Human Resource Development, Mrs. Sumitra Mahajan, Minister of Women and Child Development, Chairman, National Bal Bhavan, Vice Chairperson, Director and Board Members of National Bal Bhavan

enrich the experience of children and make then aware of our cultural heritage, inculcate in them a scientific temper and enhance their creative potential. The summer brings in thousands of children, to pursue activities of their choice. Notable among this year's summer programmes were the Sculpture Workshop at Mandi, Workshop on Extraction of Colour, Computer Awareness Programme, Aero Modelling Workshop, Workshop on Traditional Miniature Painting, Weekend Creative Art and Integrated Art Workshop, Paper Sculpture workshop, Low-Cost Model and Toy Making Workshop, Machine Modelling Workshop, Creative Writing and Book Illustration Workshop, Literary Camp, Food Preservation Workshop, Videography Workshop, workshop on Mathematics and Science through Origamy, Innovative Board Games Workshop, Mehandi workshop, Aquarium Making workshop, Mime Workshop, First Aid Workshop, Stitching Workshop, Book Binding Workshop, Macrame Workshop, Photography Workshop, Culture Craft Conservation Convertion, (where eminent artists, National Award-winning folk artists and craftsmen taught their craft to the children). Special sectional weekend camps were also organised during the summer.

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Trainees engrossed in making paper craft items during the integrated training programme

Even after summers, the programmes of Bal Bhavan go on in full swing. Some of these programmes are Tie and Dye Workshop, Photography day Programme, Cartooning and Book Illustration Workshop, Poster Making Workshop, Traditional Toy Making Workshop, Innovative Environment Floor Game Workshop, Habitat Day Programme, Judo Tournament, Let's Know Our Civilization Workshop, Collage Workshop, Mandi Divas (celebration of foundation day of rural Bal Bhavan Mandi), Bal Bhavan Kendra Divas (children of all the Bal Kendras in and around Delhi get together for a special day in National Bal Bhavan) and Abhiprerna (a programme for children with special needs). As Environment is a subject of great concern for Bal Bhavan, several environment-related programmes were also organised throughout the year. The programmes were those organised to mark Environment Day, the Environment Week Programme, The Eight-month-long Project on Bio-diversity in collaboration with CEE, observation of Earth Day and the National Environment Conference. In the month of September, World Habitat Day was observed with the theme of Cities for All. A mass painting and slogan writing activity, as well as an elocution contest was organised on the occasion. The programme was a collaborative programme of National Bal Bhavan, Ministry of Urban Development and SCERT. The work on the Primary Education Enhancement Project, a collaborative project of National Bal Bhavan and UNICEF is in progress. This project is for MCD teachers. The Integrated Training Programme (ITP) is a unique programme for teacher trainees. There are 69 Bal Bhavans affiliated with National Bal Bhavan to have a close linkage between the apex body and the State/UT Bal Bhavans. National Children assembly is organised from 14th to 19th November, when children from all affiliated Bal Bhavans all over the country participate in the six-day-long programme.

District Primary Education Programme (DPEP)

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

The programme is structured to provide additional inputs over and above the provisions made by the State Governments for elementary education. The programme fills in the existing gaps in the

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development of primary education and seeks to revitalise the existing system. DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of Teaching/Learning Material, research-based interventions, special interventions for education of girls, SC/ST, etc. The components of integrated education for children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

Learning through group activities

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

District Selection Criteria
The district which is the Unit of programme implementation is selected on the basis of the following criteria, viz., (i) Educationally backward districts with female literacy below the national average, and (ii) Districts where Total Literacy Campaigns (TLCs) have been successful, leading to enhanced demand for elementary education.

Funding
DPEP is an externally-aided project. Eighty five per cent of the project cost is met by the Government of India and the remaining 15 per cent is borne by the concerned State Government. The Government of India share is sourced through external assistance. At present, external assistance of about Rs.5885 crore, comprising of Rs.4545 crore as credit

from International Development Association (World Bank) and Rs. 1340 crore as grant from European Commission/Department for International Development, UK/UNICEF/Netherland has been tied up for DPEP. Proposals of further external assistance of about Rs. 1500 crore for expansion of the programme, including its extension to upper primary classes are in pipeline.

Coverage
Since its initiation in November, 1994, when DPEP covered 42 districts in seven states, its reach has spread to 248 districts in 18 states (includeing the bifurcated districts in creation of three new states) namely, *Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh / Chattisgarh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh / Uttaranchal, Bihar / Jharkhand and Rajasthan.* Expansion in nine districts of Rajasthan, eight districts of Orissa and six districts of Gujarat is in the pipeline.

In-depth Review of the Programme
The programme is supervised through periodic Supervision Missions. So far, seven Internal Supervision Missions and 12 Joint Supervision/Review Missions (comprising of representatives of

Government of India and External Funding Agencies) have been carried out. The first phase of the programme which was launched in November, 1994 in 42 districts in seven States was subjected to an in-depth review during September, 1997 and in November, 1999. The reviews and various evaluatory studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/dropouts with increased community involvement, improvements in classroom processes, etc.

Major Achievements of DPEP
* DPEP has added 10,000 new formal schools and another 15,000 are in the pipeline. Likewise, 53,000 Alternative Schooling Centres of various kinds have been set up, covering about 18 lakh children and about 60,000 more are planned. In addition, about 16,000 summer schools are functioning.
* In phase-I districts, which have completed 6 years, enrolment in primary classes increased by about 20 lakh — 13 lakh in formal school and 6.3 lakh in alternative modes — between 1995-96 and 1999-2000. The overall increase during the period is 24 per cent with annual compound growth rate of 5.5 per cent.
* The overall GER in phase-I districts increased from 83.9 per cent in 1995-96 to 95.1 per cent

in 1999-2000. When the enrolment in alternative schools is included, the GER increases to 101.7 per cent. If the enrolment in unrecognised schools is also included, the GER is likely to increase by 8-10 per cent.
* In phase-II and III districts (87 districts in 13 states), overall enrolment including enrolment in EGS/AS, increased from 186.9 lakh in 1998-99 to 198.2 lakh in 1999-2000.
* In phase II and III districts, the GER has been stagnating for the last three years at around 85 per cent, with some States even showing a decline. While part of this trend could be attributed to lack of proper population estimates, slow down at the intake level and diversion of students to private unrecognised schools, the situation needs to be addressed.

Gender Gap
* Gender gap in enrolment is closing rapidly. Enrolment of girls has been faster than boys'. As per the study, in 1995-96 there were 15 districts of phase-I DPEP with Index of Gender Equity (IGE) greater than 95; in 1999-00, this number has gone up to 29, with the remaining districts having IGE between 85-95.
* IGE for phase-II districts has also shown considerable improvement. The number of districts with IGE-95 has increased from 31 in 1997-98 to 35 in 1998-99 and to 56 in 1999-2000. There are only seven districts with IGE less than 85.

Social Gap
* ISE for SC is more than 100 in all phase-I districts. (Perhaps due to underage and overage children, as well as because of alteration in lists of caste groups). Of the 72 districts in phase-II with SC population of more than five percent, seven districts of Karnataka had ISE less than 75. However, there were no districts in this category last year.
* Out of 22 districts studied where ST population is more than five per cent of the total population

in phase–I, ISE for Schedule Tribe Children is over 95 in 11 districts, as against six in 1995 and less than 85 in two districts compared to 12 in 1995.

* In phase–II districts, out of 37 districts having ST population more than five per cent of the total, 16 have ISE more than 105 and 7 districts have less than 75. In 1997, 23 districts had ISE more than 95 and one district less than 75.

Repetition Rates, Dropout and Internal Efficiency

* Pedagogical interventions under DPEP with their focus on child-centred activities has led to considerable improvement in the repetition rate which has declined from 8.7 per cent in 1995-96 to 5.8 per cent in 1998-99 in Phase-I districts. Grade-I repetition rates continue to be higher, partly because of enrolment of underage children. In phase-II/III the overall repetition rate has come down from 9.1 per cent to 8.4 per cent between 97-98 and 98-99. However, there are seven districts with repetition rates above 20 per cent in phase-II, of which five are in Assam.

* The study on dropout rates and internal efficiency on phase - I districts shows that the dropout rates now stands at 17-31 per cent in most of the districts.

* The trend in internal efficiency which is a measure of the actual duration for primary school graduation as compared to the ideal duration, is also encouraging. The number of districts with 80 per cent or more internal efficiency increased from 19 in 1996 to 27 in 1997. The number of districts with 70 per cent efficiency and below, decreased from nine in 1996 to six in 1997. In 15 districts, it remained more or less the same.

Learning Achievement

* The Mid-term Assessment Survey of 59 districts in nine States comprising the expansion districts of phase I States, 15 districts of UP

and three expansion districts of Orissa covered under the phase II is now available. The overall findings show an encouraging trend. The overall performance level has crossed the 60 per cent mark in 44 districts in language and 51 districts in mathematics in class I. Of these, a number of districts have crossed the 80 per cent mark. The performance at the penultimate stage is, however, less encouraging with eight districts in language and four districts in mathematics having crossed the 60 per cent mark.

* A comparative profile of students' performance on BAS 1997 with that of the same test re-administered in 2000 has shown substantial improvement, both in language and mathematics, more pronounced at the initial stage. In class I, 30 districts in language and 42 in mathematics have registered an increase of more that 10 per cent, many of them having already crossed the desired hike of 25 per cent. The increase at the penultimate stage, though not as much as in class I, is also quite encouraging. As many as 15 districts in language and 20 in mathematics have shown an increase of more than 10 per cent, some of them even crossed the desired hike of 25 per cent.

* The DPEP goal of reducing the differences in achievement between boys and girls in class I has been realised in 49 out of 56 districts in language and in 42 out of 56 districts in mathematics across eight states. In class III, gender-wise differences in achievement have been overcome in 11 out of 13 districts in language and in 13 out of 13 in mathematics. Differences in achievement between boys and girls in class IV are now squeezed to less than five percent in 41 out of 43 districts in language and in 42 out of 43 districts in mathematics.

Improving Class-room Situation

* Improving classroom processes is the cornerstone of the DPEP strategy. Adequate availability of teachers, their competence and

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motivation, availability of quality teaching/ learning materials and other infrastructural facilities are key elements of this strategy.

- All the 10 lakh teachers in the DPEP system have received in-service training, majority of them more than once. Generally, the teachers receive 5-10 days' training every year.
- The textbooks also have been developed in all the States through local resource groups and in decentralised mode as the study on textbooks will show. The small sum of Rs. 500 per teacher per annum, known as teacher grant, which enables them to make locally relevant teaching/learning materials has also been of considerable help.

Physical Infrastructure

- Civil work has been one of the success stories in DPEP – not just in terms of number of buildings constructed but also in terms of various innovations and processes. Involving the community in construction, the first time on such a large scale, has led to increased ownership, and a marked improvement in the quality of construction. All States have adopted improved child-sensitive designs for the new buildings.
- About 16,500 new schools and 24,000 additional classrooms have been constructed under DPEP, creating accommodation for about 22 lakh more children. Work on 9,000 schools and 8,000 classrooms is in progress, which would create space for 12 lakh more children.

New Models

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

Janshala (GOI-UN) Programme

Janshala (GoI-UN) programme is a collaborative effort of the Government of India and five UN agencies — UNDP, UNICEF, UNESCO, ILO, and UNFPA — to provide programme support to the on-going efforts towards achieving UEE. Janshala, a community-based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalised groups, SC/ST/ minorities, working children and children with special needs. A unique feature of the Janshala is that it is a block-based programme with emphasis on community participation and decentralisation.

UNDP, UNICEF and UNFPA have committed a contribution of $20 million for the programme, while UNESCO and ILO have offered technical know-how. This is the first ever programme in the world where five UN agencies have collaborated and pooled resources to support an initiative in education.

Coverage Project Cost and Period

The programme covers 105 blocks in nine states — Andhra Pradesh, Jharkhand (formerly Bihar) Karnataka, Madhya Pradesh, Chattisgarh, Maharashtra, Orissa Rajasthan and Uttar Pradesh — with total project outlay of Rs. 98.29 crore. Janshala programme is to run for five years, from

1998 to 2002. The technical support to the programme is provided by the National Programme Management Unit (NPMU). At the state level, the programme is implemented through existing structures of educational administration.

Approach and strategies
Six key elements of the approach and strategies of the five-year programme support are:
* Strengthening community-based mechanisms for school management and support;
* Develop government and local body schools as 'empowered community schools';
* Improving teaching methodology for multigrade classrooms through pre and inservice teacher development programmes to make them more interactive, child centred and gender sensitive;
* Developing a teacher empowerment package for teachers of empowered community schools;
* Facilitating information exchange on best classroom practices, policy and community participation; and
* Applying an integrated social development approach which converges educational and developmental activities and resource inputs by all agencies and ministries.

Achievements
All States have carried out community mobilisation activities and intensive micro-planning exercises with community participation. Village Education

Activity based joyful teaching learning

Committees, PTAs and other grassroot level structures have been set-up in Janshala blocks and they are actively working on school improvement, enrolment and retention of children in primary schools and alternative schools. Janshala has started a large number of alternative schools in small and remote habitations in the programme areas, besides evolving strategies and setting up schools in urban slums of Jaipur, Hyderabad, Ajmer, Bharatpur, Bubhaneshwar, Puri and Lucknow with community participation

Other major areas of achievement are in teacher training, multigrade teaching, intervention for education of the disabled, setting up of block and cluster resource centres and strengthening capacities at State, district and block level.

The goal of the National
Literacy Mission is to attain
full literacy, i.e., a sustainable
threshold level of 75 per cent
by 2005. The Mission seeks to
achieve this goal by imparting
functional literacy to non-
literates in the 15-35 age
group. Focus is on eradication
of residual illiteracy and
providing meaningful
opportunity for lifelong
learning to adults.

Adult
Education

The Current Scenario

Globalisation has the potential to bring diverse human beings together in new and creative ways. A knowledge-rich society contains the tools with which people can address issues ranging from health and economic well being to personal fulfilment. Political democracy can give members of the oppressed segment a greater voice in shaping their individual and collective destinies.

The key to realising such aims, as is evident the world over lies in fighting illiteracy. This was realised by the policy makers in India too, and in the 1980s, the National Literacy Mission (NLM) was established. The aim of the Mission was to impart a much-needed sense of urgency and seriousness to adult education. This was specially needed to counter the adverse impact of population growth and an ever-increasing number of illiterates despite all governmental efforts.

It was not an easy task, but the first breakthrough was achieved in Kerala, in Kottayam city, followed by Ernakulam district, where the literacy campaign was initiated in 1989 and completed within a year. For the first time, an area-specific, time-bound campaign approach had been implemented and the community had become responsible for running its own development programmes and consequently for determining its future. (see Box A)

Ten years after its inception, new life and vigour has been introduced into the NLM, to meet the new challenges. On November 30,1999, the Government approved the extension of the Mission, stressing on life-long learning and

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Box A   **The Campaign Method**
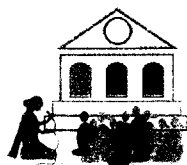
Communities in states throughout India gathered to sing folk songs and watch plays. Students, teachers and community leaders rallied at mass meetings to focus public attention on literacy. In the 18 development blocks and 12 towns of West Bengal's Hooghly District, teachers mounted door to door canvasses to convince people to join the literacy centres.

These diverse actions were part of the nation-wide Total Literacy Campaigns, which use a holistic approach. Adult literacy programmes generally offer instruction in basic reading and writing for adult learners. Each district-led compaign involves adult learners, and it mobilises the entire community — including artists, street dramatists, folk dancers and community committees — to create a climate hospitable to literacy.

Literacy campaigns have taken root in 559 out of the 588 districts throughout India and more than 84 million persons have become literate. Kerala was the first State to achieve total literacy. In Kerala's Ernakulam district for example, over 1,85,000 persons aged from six to sixty had learnt to read and write, thanks to the commitment of 20,000 literacy volunteers.

Apart from imparting basic literacy skills to adults in the 15-35 age group, the literacy campaigns enrolled children wherever non-formal education programmes were not available. They also raised awareness about issues covered in the literacy materials and infused teachers and learners with a long-term interest in literacy. Once people feel that they have a stake in the process and know how to organize a campaign, efforts to promote and sustain literacy can continue even without government sponsorship.

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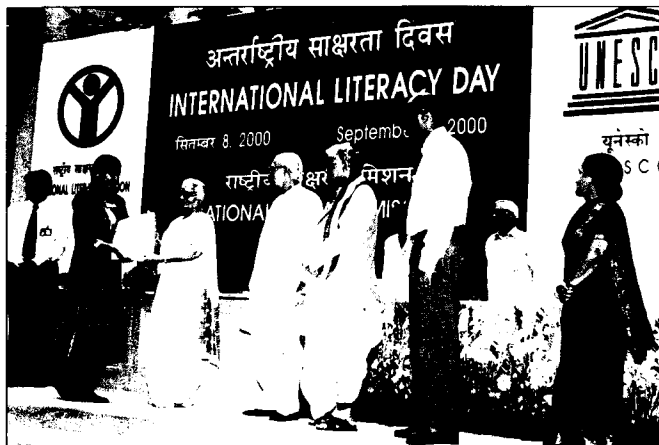
International Literacy Day, 2000, function at Vigyan Bhavan, New Delhi

decentralisation, with devolution of authority to State and district-level institutions.

It is hoped that this will consolidate the gains of previous years and catalyse the growth of the literacy movement. The parameters and norms of financial assistance of schemes under the NLM have been subsequently enhanced by the issue of a notification dated May 5, 2000.

Figures at a Glance

- 84.87 million persons made literate;

- 63.1 percent literacy (in the 6+age group) in 1998 — NFHS 1998-99;

- 11 percent jump between 1991 to 1998 (8.5 percent growth in earlier decades);

- Rate of growth more in rural areas than in urban areas;

- Female literacy on the rise;

- Out of the total 588 districts in the country, 559 districts have been covered by NLM;

- Significant decline in absolute number of non-literates-328.88 million in 1991 to 294.46 million in 1997;

The Achievements

The increased parameters and norms also lend credence to the fact that the NLM has been making good progress in its avowed aim of making literacy a fundamental element for everyone, especially the women of our country. The latest figures from the National Family Health Survey (NFHS) 1998-99 corroborate the encouraging trend reported by the National Sample Survey Organisation. The literacy level had risen from 52 per cent in 1991 to 62 per cent in 1997 (NSSO 53rd Round). The NFHS 1998-99 upholds a literacy rate of 63.1 per cent in the six + age group. The wide gap between male and female literacy has narrowed even further and the female literacy level now stands at 51.4 per cent. The urban – rural difference in literacy rates has also shown a marked decline – with urban literacy at 80.1 per cent and rural literacy at 56.7 per cent. The credit for this goes to the total literacy campaign, which has been implemented successfully in district after district.

Out of the total 588 districts in the country, 559 districts have been covered by NLM. The continuing education programme has been initiated in 95 districts; post-literacy programmes are continuing in 292 districts; while total literacy campaigns are on in 172 districts. More than one crore twenty lakh volunteers from all walks of life have been associated with the literacy programmes, making it the largest voluntary movement since the freedom struggle.

A special focus is on the promotion of literacy among women, Scheduled castes/Tribes and Backward Classes. This is reflected in the fact that a high 61 per cent of learners are female, while 23 per cent belong to SCs and 13 per cent to STs.

The States of Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar had been lagging behind in the literacy race. The abysmal literacy rates in these States before the launch of the campaigns were

responsible for a slow start. The conditions demanded innovative approaches. Recent surveys have, however, shown an extremely encouraging trend and it is heartening to note that the rate of increase is more in these States than in most others. Thus, despite the low initial, the essence and the spirit of the campaign have been captured in these States also.

Another major outcome of the Mission's literacy programmes has been the decline in the number of non literates. It was a daunting challenge to counter the effect of population growth in the country. For the first time since independence, the growth in literacy has overtaken the rise in population.

Goals & Objectives

The goal of the National Literacy Mission is to attain full literacy, i.e., a sustainable threshold level of 75 per cent by 2005. The Mission seeks to achieve this goal by imparting functional literacy to non-literates in the 15-35 age group. This age group has been the focus of attention because they are in the productive and reproductive period of life. The total literacy campaign offers them a second chance, in case they have missed the opportunity or were denied access to mainstream formal education.

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The Mission also takes into its fold children in the 9-14 age group, in areas not covered by non-formal education programmes to reach the benefits of

District-coverage under different campaigns

Districts left (29)

Districts under CE (95)

Districts under TLC and PLP (464)
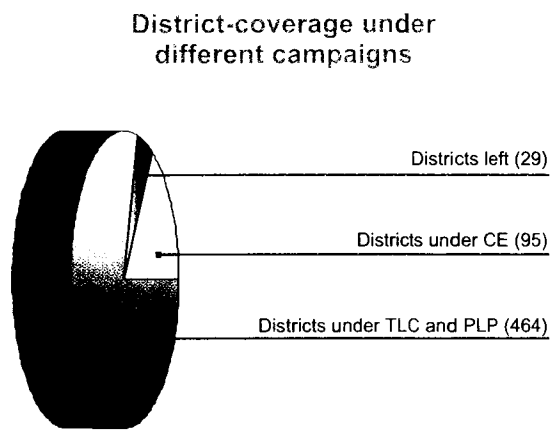
For the first time since independence the total number of non-literates has actually gone down.

328.88

305.51

294.46

283.03

268.42

249.40

1961   1971   1981   1991   1997   2001
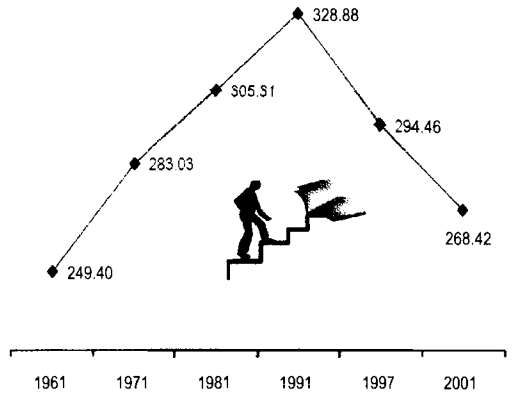
literacy to out-of-school children as well. The major thrust of these programmes is on the promotion of literacy among women, Scheduled castes, Scheduled Tribes and Backward Classes.

Learning skills acquired by neo-literates during the short span of the literacy campaign are at best fragile. There is a genuine danger of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The National Literacy Mission eventually aims at ensuring that the total literacy campaigns and their sequels, the post-literacy programmes, successfully move on to continuing education which provides life-long learning and is responsible for the creation of a learning society.

The National Literacy Mission has designed a one-year post-literacy programme, to be implemented in a mission mode. In fact, it has laid a great deal of emphasis on the planning and launching of post-literacy programmes simultaneous to the conclusion of the total literacy campaign phase.

Each district is unique. The learners are not uniformly endowed and have different capabilities and abilities. Therefore, the National Literacy Mission has permitted and encouraged great flexibility and innovation in designing and implementation of post-literacy programmes. The concerned Zilla Saksharta Samiti is free to create a model that suits the needs of the district and its learners.

Integrated Strategy

Eradication of illiteracy and continuing education has been identified as a priority area by the government. To achieve this objective, the Ninth Five-Year Plan period sees the continuation of the National Literacy Mission. The initial phases of the literacy campaigns continue to run along with the advanced phase of life-long education. By treating functional literacy as a continuum rather than a one-off benefit for the illiterate person, the progress of literacy efforts is goal directed.

The first phase of basic literacy instruction and the second phase of consolidation, re-mediation and skill upgradation form the two pivotal strategies of adult literacy within the broad rubric of programmes currently being implemented by the National Literacy Mission. Although envisaged as two distinct phases, they actually, constitute two closely related aspects of one overarching policy of imparting literacy skills to an adult non-literate person. The total literacy campaigns and post-literacy programmes constitute two operational stages on the learning graph and are now being treated as one integrated project. This will enable smooth progression from one stage to another, drawing financial sustenance from one single and same budgetary provision.

The funding ratio between the Centre and State Government is 2:1 with the exception of districts under the tribal sub-plan where the ratio is 4:1 Implementing agencies are now allowed to incur expenditure on basic literacy activities during the post-literacy phase.

Although the total literacy campaigns took the form of a mass movement and spread very quickly throughout the country, in many cases a number of campaigns stagnated due to natural calamites, lack of political will, frequent transfer of collectors, etc. Restoration of stagnating projects is a priority area during the Ninth Plan for the

National Literacy Mission. Operation Restoration seeks to:

- Assess field realities;
- Draw up effective strategies; and
- Get the programme back on track.

Continuing Education

Concerted efforts are required on the part of all stakeholders to see that the achievements of the last decade do not go waste. Educators around the world are increasingly recognising the importance of moving beyond a narrow concept of adult basic education. In this context, the National Literacy Mission has made continuing education a necessary component of its activities.

Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing continuing education programmes. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 2000 – 2500 people. Eight to 10 such centres form a cluster, with one of them acting as the nodal CEC.

The centres are run by full-time facilitators or preraks, who are drawn from the community itself. A continuing education centre serves as:

- Library and reading room;
- Teaching – learning centre for remaining non-literates and neo-literates;
- Vocational training centre;
- Extension centre for facilities of other development departments;
- Discussion forum for sharing ideas and solving problems;
- A composite information window for the community;
- Cultural centre; and
- Sports and recreation centre.

Minority/OBC neoliterates at the SRC's innovative project centre at Topsia Stitching Garments

The CECs provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative education programmes, vocational skills and also promote social and occupational development.

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Currently, continuing education programmes are running in 95 districts. Over 67,800 CECs and 8,500 NCECs have been sanctioned. The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet their demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, other items of work connected with basic illiteracy eradication continues unabated. An assistant prerak is appointed for undertaking basic literacy programme in the CECs. Apart from establishing CECs, the scheme also undertakes the following programmes.

Equivalency programme is designed as an alternative education programme equivalent to the existing formal, general or vocational education.

Income generating programme where the participants acquire or upgrade their vocational skills and take up income-generating activities.

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post-literacy programmes and move towards the continuing education phase. The strengthened State Resource Centres will develop and disseminate books and other literacy materials for rural and urban neo-literates. The increased number of magazines and periodicals available for neo-literates seeks to ensure that they do not relapse into illiteracy.

Basic reading material has been prepared in 17 state languages and 54 regional dialects. Thirteen projects of publication of magazines and periodicals have been approved and sanctions issued. Instead of allotting the publication to individual NGOs, a single comprehensive advertisement was released inviting responses and broad guidelines were set. To ensure the quality and content of these magazines and periodicals, a Monitoring Committee has been constituted, comprising members of the Grants-in-aid Committee of the NLM.

Quality of life improvement programme aims to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living.

Individual interest promotion programme provides opportunities for learners to participate and learn about their individually chosen social, cultural, spiritual, health, physical and artistic interests.

As part of this strategy, there is stress on establishing rural libraries, which will provide reading and

A computer learning centre in a Jan Shikshan Sansthan

learning material to neo-literates in their own language (see Box B)

Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, and panchayati raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, technical institutions and professional groups provide inputs needed by the programme. State Resource Centres and Jan Shikshan Sansthans join hands by giving the necessary resource and training support.

Empowering SLMAs

Keeping pace with the endeavours, campaigns and programmes which are being initiated by the National Literacy Mission, it was decided to strengthen and revitalise the State Literacy Mission Authorities (SLMA) – the state-level societies registered under the Societies Registration Act, 1860. This is a step towards decentralisation, as t shows that the SLMAs have reached a stage where they can be made responsible for the programmes which are being initiated for their States. The

devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions on them can be taken without any delay, leading to more efficient developmental programmes. Each state has to set up a State Litteracy Mission Authority. The new SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs:

- now serve as Nodal Agencies at the state level for monitoring and implementing the Scheme of Continuing Education
- have been empowered to approve continuing education projects and funds have been placed at their disposal; and
- are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level and State level.

Eighteen State Literacy Mission Authorities in the country have been given greater powers to plan, implement and monitor literacy programmes at the state level.

The historic decision of the Government of India, liberalising the provision of financial assistance and strengthening of SLMAs augurs well for the scheme of continuing education. This provides the State Governments with the opportunity to help all sections of the community to achieve upgradation of their skills and enhance their standard of living in the long run.

Support to NGOs

The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Therefore, ever since its inception, the National Literacy Mission has taken measures to strengthen its partnership with NGOs. Given the major role envisaged for NGOs, they are now allowed to receive funds from Zilla Saksharata Samitis and actually run continuing

education centres. NGOs can also receive grants for activities relating to the organisation of the functional literacy component in various developmental programmes and for imparting functional and technical education to neo-literates.

Under the Ninth Plan, the release of grants of NGOs other than the State Resource Centres has been decentralised through the State Literacy Mission Authorities. Up to 50 per cent of the total grant released during the financial year will be disbursed through the SLMAs and the remaining by the National Literacy Mission. Innovative projects in respect of all-India level NGOs are considered by the grants-in-aid committee at the national level. They are provided assistance for taking up continuing education programmes in addition to innovative programmes in all parts of the country.

Existing State Resource Centres (SRCs) are being strengthened and their annual maintenance grants suitably enhanced. Independent district resource units are now subsumed in the SRCs. Currently, there are 25 SRCs, providing training to over 20,000 adult education trainers and functionaries annually.

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

workload. New resource centres are initially graded in the lower category.

Managed by NGOs or universities, all SRCs are expected to provide academic and technical resource support to literacy programme in the State. This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation. Under the scheme of support to NGOs, voluntary agencies are encouraged and financial assistance is provided for activities such as:

* Running post literacy and continuing education programmes with the objective of total eradication of illiteracy in well-defined areas;
* Undertaking resource development activities through establishment of State Resource Centres (SRCs);
* Organising vocational and technical education programmes for neo-literates;
* Promoting innovation, experimentation and action research;
* Conducting evaluation and impact studies; and

* Organising symposia and conferences, publication of relevant books and periodicals and production of mass-media support aids.

To enhance the participation of NGOs in the literacy movement, 32 innovative projects worth Rs. 6 crore have been launched in the last one year.

Jan Shikshan Sansthans

The Shramik Vidyapeeths have been revamped and revitalised and are now renamed as Jan Shikshan Sansthans or Institutes of People's Education. From candle and agarbatti making, sewing and embroidery to computer courses, the Jan Shikshan Sansthans offer around 225 vocational training courses. They cater to the rural population by offering them relevant courses like handpump repair and maintenance, tractor repair, etc. It is to the credit of these Sansthans that last year, 1,20,739 persons have been given vocational training. Of these 92,306 were women (72.34 per cent).

The Jan Shikshan Sansthans continue to cater to the beneficiaries belonging to economically weaker sections of the society. Of the beneficiaries

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Box C   **Participatory Approach**

The voluntary nature of the literacy movement has been its greatest driving force. Wider participation has resulted in greater satisfaction, sustainability and success. Keeping this in mind, the NLM is encouraging the participation of people' s representatives at the panchayat level and from industries and corporate houses.

Sensitisation of panchayati raj representatives for participation in the literacy programmes has been undertaken by SRCs all over the country. Workshops are held regularly to explain the main elements of literacy to panchayati raj representatives. They are motivated to bring about community involvement and local participation so as to integrate the panchayati raj structure more meaningfully with the Zilla Saksharata Samiti.

Industries are being encouraged to adopt a village and make it fully literate.

Zilla Saksharata Samitis would continue to oversee and run literacy programmes and they would have full freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, panchayati raj institutions, small-scale industries, cooperative societies, etc.

of the vocational courses this year, 78.89 per cent were from the monthly income group of up to Rs. 2,500 only.

By the end of the Eighth Five-Year Plan, there were 58 Jan Shikshan Sansthans in the country. In the Ninth Five Year Plan, 50 more JSSs were planned to be set up. Of these, 33 centres have already been sanctioned (October 2000). During the remaining period of the plan, 17 more JSSs are proposed to be set up. More and more districts are proposed to be covered under the scheme – ultimately, to have at least one such institute in each district.

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

Under the Ninth Plan, the activities of the JSS are being enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills in both urban and rural areas. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS will be appraised by reputed institutions and acordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report.

Number of Jan Shikshan Sansthans
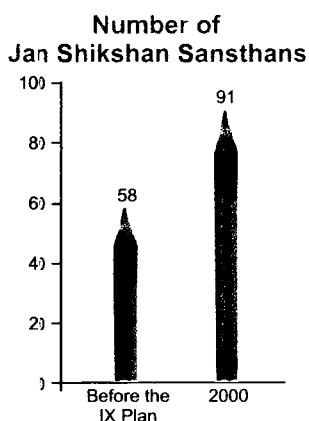
Social Impacts

The dramatic social mobilisation generated by the literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and environmental awareness (see Box D). A framework for effective social action has been provided by the Panchayati Raj Institutions. Democratic participation has been enriched by promoting articulation in society, especially of the under-privileged groups.

The campaigns have served the cause of promoting equity in society, in redefining gender relations and in questioning caste-based social categories.

Widespread basic education is a prerequisite for economic growth. Researchers have documented the correlation between investment in basic education and economic productivity. Studies have estimated that one-quarter to one-half of the agricultural labour productivity differences between countries can be explained by differences in education levels.

Some of these social consequences are immediately evident. In the evaluation of a literacy programme in Ernakulam, a district in Kerala, it was reported that, in addition to achieving total literacy, the programme produced significant side-effects, including a considerable reduction in the incidence of petty crimes, a reduction in the number of invalid votes during the general elections, and a decline in the number of dropouts from schools. "When learners began to enjoy the fruits of literacy," the study revealed, "they became responsible citizens, and they took care to give their children all the facilities of education of which they had been deprived."

Literacy can also lead to social action. In Nellore district of Andhra Pradesh, the literacy campaign used a text that included a story based on the experiences of women harassed by drunken

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husbands. This lesson inspired newly literate women to organise committees to protest against the sale of alcohol, which led to the closing down of the liquor shop in their village and the spread of their movement into neighbouring districts.

Evaluation studies have also shown that the greatest social benefits accrued from the extension of basic education to girls and women. As they became more literate, women tended to marry later, bore fewer children, and the mortality rate of young children declined. Women with even a few years of schooling have become better agricultural workers, generate more income, and take better care of their families. Educated women have been reported to take better care of their families – serve nutritious meals and seek medical care; consequently, their children enjoy better health and do well in school.

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Box D   Promoting Female Literacy

Providing educational opportunities to women has been an important part of the national endeavour in the field of education. The NLM has adopted a strategy that emphasises the need to:

- Create an environment where women demand knowledge and information, empowering themselves to change their lives;

- Inculcate in women the confidence that change is possible;

- Spread the message that education of women is a pre-condition for their fighting against oppression; and

- Highlight the plight of the girl child and focus on the need for Universalisation of Elementary Education.

Monitoring & Evaluation

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system. Their significance has been realised and put into effect by the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic.

The innovative monitoring system, designed by the NLM authorities not only ensures reliability but also facilitates the steady flow of information. In order to get better results from this new management information system, it was decided to decentralise the monitoring process.

Accordingly, State Directorates of Adult Education have been made wholly responsible for monitoring the literacy campaigns in their States. The focus is not merely on obtaining timely statistical information but also on assessing the qualitative aspects, such as efficacy, problems and activities. This will provide crucial feedback at the policy formulation level.

To enhance the credibility of the results and impact assessments, evaluation guidelines have been standardised and are issued by the National Literacy Mission from time to time. Special impact studies of the campaigns on the social, cultural and economic environment of the areas are also being undertaken by the State Resource Centres and other such organisations under the aegis of the Mission. It is hoped that the new approach of evaluating literacy campaigns and post-literacy programmes will ensure greater efficacy and complete transparency. Literacy programmes are evaluated by reputed academic institutions located outside the State to maintain transparency and objectivity.

As an initiative to ensure proper monitoring and coordination of literacy programmes, the Mission

has decided to hold annual regional conferences in which all the concerned agencies will participate simultaneously. Till last year, national annual conferences of Directors of Adult/Mass Education, State Resource Centres and Jan Shikshan Sansthans were being held separately to review the implementation and progress of different literacy activities conducted by SRCs and JSSs . Four regional conferences have been held this year. The first conference held in Bangalore on November 8-9, 2000 was inaugurated by Mrs. Achala Moulik, Secretary, Elementary Education and Literacy, Government of India. The Directors of all the three agencies in the southern States – SLMAs, SRCs and JSSs – came together for the first time and shared a common platform to overcome the problems and formulate better strategies for faster implementation of their programmes. The conference was held to:

- Review the functioning of the adult education programmes in respective States;
- Assess the effectiveness of the resource support being provided by the State Resource Centres and Jan Shikshan Sansthans;
- Identify the problems regarding coordination among the State, Zilla Saksharta Samitis, State Resource Centres and Jan Shikshan Sansthans; and
- Prepare an action plan for the next year.

Three more regional conferences for North, East and West were also held during January and February in Chandigarh, Kolkata and Pune, respectively

Creating Awareness

To create awareness about NLM and its programmes and schemes ard thereby highlighting the importance of education, several measures have been undertaken. In a bid to propagate its message and aims, NLM launched its website on the internet. The webs te highlights the achievements of NLM, its goals and the target

population for its schemes and campaigns, apart from its structure and management. The guidelines of various NLM schemes are also available online through the site.

Several publications concerning literacy activities in the country were brought out during the year and the success stories of different literacy campaigns have been publicised.

Prestigious national and international awards were presented for significant contributions in the field of adult literacy. (see Box E)

One of the important activities of the Central Directorate of Adult Education is to organise advertising and publicity for literacy programmes. The Directorate undertakes production of media software (both video and audio) covering areas like

> **Box E** — **Awards 2000**
>
> On the occasion of the International Literacy Day on September 8,2000, awards were presented for significant contributions in the field of adult literacy:
>
> - NLM-UNESCO Awards 2000 went to the SLMAs in Kerala, Karnataka, Rajasthan and Uttar Pradesh;
>
> - Satyen Maitra Memorial Literacy Awards 1999-2000 for outstanding achievement were presented to the districts of Nawanshehar (Punjab) and Aligarh (Uttar Pradesh) under TLC; and to Shimla and Hamirpur districts (Himachal Pradesh) for post-literacy.
>
> - NLM-Rotary Award for excellence in literacy activities was presented to Mawana Sugar Factory; and
>
> - National Essay Competition awards were given to students / teachers / professionals/ journalists / educationists.

motivation/ mobilisation, training and instructional material.

The production of media software is done through empanelled producers. Fresh empanelment was done in January 2000 through open advertisement. Ninty three well established producers have been empanelled for a period of five years. The proposals received from the empanelled producers are scrutinised and approved by the Communication Planning and Costing Committee (CPCC), which is chaired by the Secretary, Elementary Education & Literacy.

At present, the video programmes produced by the Directorate of Adult Education are being telecast on Gyan Darshan (ETV) on a regular basis. The literacy spots are being telecast on DD-1 and DD- II in the prime time slots. Audio programmes are being broadcast through FM stations. Literacy spots are broadcast through All India Radio. The Close Circuit Television (CCTV) facilities available in selected railway stations in different parts of the country are also being utilised to spread the message of literacy.

A well-organised and coordinated infrastructure for continuing education can systematically advance literacy and the desire to learn among people. In order to make lasting changes in people's lives, the National Literacy Mission is making all efforts to involve more and more people in lifelong learning for improvement in their educational standards and quality of life. It is committed to ensuring that the promises of the 21st century are realised by all Indians.

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

Secondary Education

National Council of Educational Research and Training (NCERT)

Objective

The National Council of Educational Research and Training (NCERT) is an apex resource organisation to assist and advise the Central and the State Governments on academic matters relating to school education. It provides academic and technical support for qualitative improvement of school education through its various constituents, viz., the Departments of National Institute of Education, New Delhi; Central Institute of Educational Technology, New Delhi; Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal; Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong; and field offices in the states.

Overview

In order to provide appropriate responses to educational challenges in school education and national concerns, certain aspects, such as Elementary Education, inclusive education, alternative schooling, use of information technology, value education, and teacher training received special attention during 2000-2001. Programmes and activities relating to improvement of courses of studies, textual material support and ancillary materials for enrichment of instruction were undertaken to improve the content and process of secondary education as also the vocationalisation of education. The scope of academic support and consultancy services was extended to state and district level agencies. The new initiatives undertaken include developing a new National Curriculum Framework for School Education, establishing National Resource Centre for Value Education, National Centre for Computer-extended Education and starting of a Postgraduate Diploma course in Counselling and Guidance at the Regional Institutes of Education.

Early Childhood Education (ECE)

In the area of Early Childhood Care and Education, the focus remained on developing relevant resource material, conducting training/orientation programmes, undertaking research studies and coordinating the UNICEF-assisted ECE projects at the national level. A study of curriculum load in pre-primary and primary classes was conducted in 25 schools to obtain a quick appraisal of the situation. Besides, indicators for monitoring the progress of children in ECE Centres, posters for parents' awareness, book titles, 'Activities in Early Primary Classes' and What, Why and How of Pre-school Education' were also developed.

Elementary Education

Under Sarva Shiksha Abhiyan, a module titled 'Learning Environment' for providing training to district/state-level functionaries on the quality aspect of elementary education was developed. To promote experiential value education among children, cassettes on 20 community songs were prepared and distributed to schools. On Children's Day, a programme Let Us Sing Together' was organised at Jawahar Lal Nehru Stadium, New Delhi, in which about 10,000 students from schools in and around Delhi sang together some community songs. On the research front, the following research studies are being carried out (I) Study of Classroom Process: Focus on Teachers' Attitudes/Expectations as Related to Children's Scholastic Performance at Primary Level; and (ii)

The Union Minister for Human Resource Development Dr. M. M. Joshi, releasing the National Curriculum Framework for School Education on the occasion of Children's Day in New Delhi on November 14, 2000

Study of Classroom Processes and Institutional Structure of Primary Schools Providing Schooling Based on Educational Philosophy of Indian Social Reformers/Great Educators/Indian Socio-cultural Traditions. The following research studies have been completed: (i) Case Study of Experiences of M.V. Foundation in Bringing Working Children in Mainstream Schools; (ii) A Study of Curriculum Load in Pre-primary and Primary Classes; and (iii) A national-level study under DPEP titled 'Classroom Processes: Comparative Case Studies', The Study at (iii) covered seven states which initiated DPEP in selected districts in 1996. A school theatre movement has been initiated to fuse theatre/drama techniques in classroom teaching to transact cognitive components of the school curriculum. Under DPEP, a data bank of test items to diagnose learning difficulties in Mathematics have been developed and a study to develop bench marks of classroom processes of primary education in different states has been carried out.

Non-Formal Education

The focus of Non-Formal Education (NFE) programmes remained on resource development in states and within voluntary organisations. Content-based orientation programmes were organised for various levels of Non-Formal Education functionaries of voluntary organisations

and SCERTs' SIEs. Studies on (I) Status of NFE Programme at Upper Primary Stage in India; (ii) Status of SCERTs in the Field of NFE&AS; (iii) Difficulties Faced in Teaching-Learning of Hindi at Primary-level NFE Centres; and (iv) Effectiveness of Non-Eormal Education for Lower Primary Stage in Bihar, Haryana, and Rajasthan were carried out and completed. The Annual Conference of Directors of State Institutions in Non-Formal and Alternative Schooling, and a National Workshop of Voluntary Organisations on Innovative and Experimental Projects were organised for sharing experiences.

Education of SC/ST

In order to promote education of SC/ST children, attitudinal issues among teachers towards SC children are being identified. Attitude towards education of girls with special focus on the SC girls has been studied on the specific request of UNICEF. A training package on the usage of tribal language by non-tribal teachers teaching in tribal area schools in Orissa has been developed. Tasks like work related to the identification of factors hampering retention of scheduled tribe students in the schools, assessment of training needs of teachers teaching socially disadvantaged children, and development of a source book titled 'Tribal Education in India' are in progress Under DPEP, studies on Mathematics Learning by Tribal Children; Education of Tribals of Rajasthan; Innovations and problems of the Education of Nomadic People in DPEP Districts; and Monitoring of Tribal Education in DPEP States are being carried out.

Education of Minorities

Studies on 'Analysis of Existing Curriculum in Government-aided Maktabs/Madarsas' and a sample survey of the extent of educational benefits derived out of the centrally sponsored schemes for minorities (Muslims) have been carried out. The educational needs of the minority managed institutions have been identified for Uttar Pradesh and Bihar under DPEP. A workshop on Modernisation of Madarsas was also organised.

Education of the Disabled

In the area of special education, handbooks have been developed for primary school teachers for teaching Hindi to hearing-impaired children in Integrated schools and for the transaction of mathematics curriculum to visually-impaired children. Adaptations and adjustments were made in the Hindi language curriculum to meet the special educational needs of hearing-impaired children in the integrated education set-up at the primary level and a handbook is also being developed. Development of audio-visual material to facilitate education and training of children with special needs is in progress. The evaluation of IEDC is being carried out. An International Centre for Special Needs Education for the Asia-pacific region has been setup with the support of UNESCO.

Education of Girls

Resource development and capacity building received attention in the context of education of girl child. The tenth six-week training programme on Methodology of Women's Education and Development is being organised. The project 'Evaluation of the Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools has been completed and the report submitted to MHRD. The studies on the Role of Begums of Bhopal in Promoting Education of Muslim Girls in the early 19th and 20th Century and Fifth Years of Women's Education in India are in progress. Under the Data Bank of Women's Education and Development, the data of Garhwal study is being revised with specific emphasis on SIDH block regarding innovative experiments of contextual education and draft reports on Lakshadweep and Andaman were prepared. Workshops on gender-sensitive life skill approach to curriculum transaction at the secondary stage; training/orientation programmes for workers on Gender Equality and Quality in Primary Education; education camps for out of school youth from Leh, Ladakh region; and orientation programmes for women primary school teachers and army schools of Ladakh region are being organised. A paper on 'Girls Education in India—Policy Initiative and Future Prospects' has also been submitted to the Planning Commission.

Education in Science and Mathematics

In the fields of Science and Mathematics, tasks undertaken include development of syllabus and textual material in these subjects up to secondary stage and upto senior secondary stage in Physics, Chemistry, Biology and Mathematics Books were also developed in new and applied areas of Science under the project 'Reading to Learn' Organisation of national level and state level Science exhibitions and bringing out issues of the quarterly journal 'Science Education' continued.

Education in Social Sciences and Humanities

The work on the review and revision of syllabuses, textbooks and other instructional material is being initiated in the light of National Curriculum Framework of School Education for different school subjects. In the areas of Social Sciences and Languages, a survey of achievement of map reading skills, preparation of material such as glossary terms and concepts in History, illustrated Constitution of India for young readers, modules on consumer education for different stages of school education, supplementary readers in Sanskrit, Sanskrit Science series, students' Sanskrit dictionary, Graded School Atlas, History of Urdu Literature, Handbook for History Teachers, Handbook in Economics are in progress. A Book on Readings in Sociology has been developed. National Prize Competition for Children is being initiated.

Population Education

Materials have been or are being developed on 'Adolescence Education in Schools: Package of Basic Materials; and 'A National Source Book on Reconceptualized Population Education in States/UTs have also developed or are developing

Students of Government Girls' High School, Patna staging a skit on the population education theme

been provided to several states. A monograph of semesterisation of the school system at secondary stage and Management of Examination and Evaluation Procedures are being developed.

Talent Search

In the context of talent search, the NCERT continued organising the National Talent Search Examination and interviews, disbursement of scholarships to existing awardees, and analysing the NTSE test. A scheme for nurturing the talent of NTS awardees, confidential item bank in MAT and SAT for the NTS Examinations and profiles of NTS awardees of 1999 are being developed.

curricular, advocacy, training and activity-oriented material. A training programme in Population Education was organised for project personnel where by the personnel of implementing agencies were trained in financial reporting. Several Co-curricular activities like special lectures, International Poster Contest, National Debate Competition and Long Distance Run have been organised and Population Day and Population week have been celebrated. A Mid-term Review of the NPEP has been completed. Evaluation studies, Annual Project Progress Meetings and Meetings of the Inter-sectoral Coordination Committees/ State Advisory Committees / National Steering Committee will be held.

Guidance and Counselling

Post-graduate Diploma in Guidance and Counselling is being conducted in RIEs on regional basis. The course content of an international programme in Guidance and Counselling has been developed. A framework on Spirituality in Counselling and Resource Material for the training of school counsellors on Value Education is being developed. The enrichment of National Library of Educational and Psychological Test (NLEPT) is continuing.

Examination Reform

Studies on Award of Grades using Direct and Indirect methods of Stanine Scale Grade, Examiners' Variability in the Public Examination, Validation of a scheme of Evaluation for Chemistry Practicals at Senior Secondary Stage, and activities related to Achievement Survey at the end of first five years of schooling and Project Development and Implementation of a Scheme of School Based Assessment System are in progress. Technical research support and capacity building of SCERT in educational evaluation, and Training in Awarding Grades in Public Examinations have

Teacher Education

The NCERT extended all support to Centrally Sponsored Scheme of Teacher Education, District Primary Education Programme (DPEP) and SCERTs/SIEs. The Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar and Mysore continued to conduct pre-service teacher education programmes, viz., (I) Four-year Integrated B.Sc., B.Ed. Course, (ii) Two-year B.Ed. Course (Secondary), (iii) One-year M.Ed. Course with specialisation in Elementary Education and (iv) Post-graduate Diploma in Guidance and Counselling. In order to meet the needs of In-service Training of Teachers and other educational personnel, several programmes were undertaken by the RIEs as well as by other constituents of the NCERT. Training material, packages in different

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Value Education

A National Resource Centre on Value Education has been established to serve as the national treasure house of material on values. A journal of Value Education was released. Material has been/ is being developed for teachers to help nurture the values of excellence among children and for inculcating these value among them through parables and stories of Jainism and Sikhism, and for the training of school counsellors. Frameworks on spirituality in counselling and on value education for schools and Monographs on Inculcation ofValues among School Children by Teachers and Towards Education for Effective Development are being developed. An Annotated Bibliography on value Education has been prepared. Studies on 'Sri Sathya Sai Education in Human Values Programmes for Psycho-spiritual Development', Education in HumanValues: An Analysis of Science Textbooks, and 'Conceptualizing the Value of Compassion and Developing Educational Material for the School, are in progress. Under networking of the institutions working in the area of value education, about 500 organisations have been identified and a directory of about 250 organisations has been prepared.

subjects and modules have been developed for teachers / teachers educators. The centrally sponsored scheme of 'Special Orientation for Primary Teachers' (SOPT) is being implemented. Studies on (I) Operationalisation of the Scheme of DIET's, (ii) Teaching Effectiveness of Primary Teachers in relation to their Educational Professional Qualifications and (iii) Use of the constructivists Approach to the Teaching of Science have been completed. The work on the project 'In-service Primary Teachers' Training

through Interactive Television (IPTT: ITV) in the state of M.P. and Gujarat—an evaluative study, Encyclopaedia of Indian Education, and Evolving Suitable Mechanisms for the Observance of Professional code of Ethics for Teachers is in progress. Orientation programmes have been organised for the professional development of NCERT faculty, DIETs faculty, Sri Lanka Teacher Educators, and Principals of DIETs/SCERTs and faculty of IASEs. To encourage innovations by school teachers and teacher educators, two all India competitions have been organised. Writers of selected papers will be invited to present their papers in national seminars.

Computer Education and Technological Aids.

Under the area of Computer Education, the activities undertaken included establishment of the National Centre for Computer-based Education, development of syllabus and guidelines for Information Technology, strengthening of NCERT's website on the Internet, and training programmes for school teachers/academic and administrative staff of the NCERT and also for members of the Sri Lankan delegation in the development of computer-based learning material, use of computers and use of Information Technology in Education. Training modules on basic operations, word processing, database management, spread sheet, computer-enabled presentation and Internet Explorer have been modified and an Indian Language Text Editor using Leap Office and Akshar have been developed. The fabrication and dispatch of primary Science Kits and integrated Science Kits is in progress. A prototype of a low-cost laser based optics kit and a Bimolecule Kit have been designed and developed. A constructive learning model is being tried out in nine schools of Delhi region. 9 apprentices were trained in different trades in the departmental workshop.

Vocational Education

Major thrust in the area of Vocational Education remained on the development and revision of curricula and instructional material for vocational

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and pre-vocational courses, training and orientation programmes for vocational teachers and key functionaries of the states, production of non-print material and holding of seminars and extension activities. New curricula were developed in the areas of Health-related skills, ECG and Audiometry Technician Course, Information Technology and Pre-vocational Modules on Repair and Maintenance of Reaper, Purchasing and Store Keeping and also B.Ed. Vocational Course. Bakery & Confectionery and Catering & Restaurant Management courses were reformulated in modular form. A question bank in the area of Food Preservation & Processing and Crop Production and instructional material for the training of out of school child in the Paper Mache and Paultry Production were also developed. Eight training programmes for 190 vocational education teachers, three orientation programmes for 66 key functionaries of vocational education and a National Seminar on Value Inculcation through Vocational Education were organised. Bringing out of Quarterly Bulletin of Vocational Education and the bi-annual Indian Journal of Vocational Education', organisation of award ceremony and evaluation of VE programmes continued.

Educational Technology

In the area of Educational Technology, video and audio programmes supplemented curriculum

Know your country — Art and Craft Exhibition of NVs

transaction in school education and teacher education. The activities undertaken in this area included: production of ETV programmes to feed the 1 hour 15 minutes transmission slot on DD-1 for school teachers and students and 4 hours of transmission on the educational channel Gyan Darshan', production of media programmes/ series on medicinal plants, sports, language learning, freedom fighters, etc. production and broadcast of radio programmes over 40 stations including 24 hours of Gyan Vani starting from January 26, 2001. The analysis of the data on the Impact of ET Scheme is in progress. Transmission service on the national channel and Gyan Darshan are continuously being monitored and discussed. Field testing of the series on 'Population Education' has been undertaken. Scripts of the ETC programmes on Environmental Pollution, Land and People, Health and Diseases, Educational Thinkers of Modern India, and for children with special needs and early school leaves have been prepared. Orientation programmes were organised for the SIETs personnel in the multimedia courseware at Hyderabad and Lucknow. Uplinking from CIET studios of ETV programmes on DD and Gyan Darshan has already started.

Educational Survey

Planning of the first phase of the Seventh All Indian School Education Survey (AISES) covering a wide spectrum of school education on census basis is in progress. Data is being collected and collated from various secondary sources for the Encyclopaedia of Educational statistics school education. Activities like the development of software, collection and transcription of data from various constituents of NCERT for School Education Information System and Personal Management Information System have been undertaken. The training in 'Quantitative Research methods using Statistical Package for Social Science (SPSS)' was provided to the NCERT faculty and in retrieving of the information from the

database of the Sixth All India Education Survey for the personnel of states.

Educational Research and Innovations

Forty seven research studies undertaken by researchers of various institutions/ organisations, as well as NCERT faculty, funded by Educational Research and Innovations Committee (ERIC) of NCERT are in progress. A Screening-cum-Progress Monitoring Committee has been set up to screen fresh research proposals and for monitoring the progress of on-going research projects. A handbook/user's guide on Action Research is being developed through the workshop mode by DERPP. A training package on research methodology level 1 is being developed for training of DIET/SCERT faculty during February 2001. A national seminar on 'Researches on Human Values' has been planned in order to prepare a conceptual framework and to sponsor research projects in the area.

Under DPEP the Sixth International Research Seminar on Indicators of Quality Education at Elementary Stage and as a prelude to the three regional seminars at RIEs have been organised. Besides these, several research projects and Baseline, Mid-term and Terminal Assessment Surveys were also carried out.

Field Services

The Field Advisers of NCERT continued liaison functions pertaining to implementation of programmes and activities undertaken by various constituents of the NCERT, MHRD and the State Education Departments, etc. They provided assistance to the Regional Institutes of Education in the context of identification of educational needs of the states requiring NCERT" inputs; to the state Education Departments in the context of selection of teachers for national awards, development of curricula and instructional material, training of personnel and policy formulation, etc; to the MHRD in the context of

(I) monitoring of implementation of the centrally sponsored schemes in the states, and (ii) assessment of functioning of the Voluntary NFE Agencies running NFE centres through the Joint Evaluation Teams.

Library and Documentation

The library and documentation services are under modernisation to accomplish the establishment of modern and accessible Information Resource Centre for NCERT in Delhi and its region, available to educational planners/researchers/teacher educators, etc. anywhere in India and abroad. In addition to routine manual services, this National Resource Centre for Education will provide electronic and web-based services, such as searching from CD-ROM DVD, Internet, microforms and electronic data bases.

Publications

The NCERT continued publishing (I) school level textbooks, workbooks, prescribed supplementary readers; (ii) teachers' guides and other instructional material; (iii) supplementary readers; (iv) research reports and monographs, (v) educational journals and (vi) vocational courses. About 350 titles under different categories are likely to be brought out during the current year. The distribution of the NCERT publications was undertaken though a network of wholesale agents all over India.

Promotion of Hindi

In order to promote the progressive use of Hindi in day-to-day work, the NCERT organised Hindi Pakhwara. Various competitions were organised during this period. Meetings of the NCERT's Official Language Implementation Committee were organised to take stock of the extent progress in the usage of the official language in the work of the constituents of the NCERT. Organisation of Hindi workshops—two at H.Q. and two at RIEs, along with two inspection programmes regarding the status of use of official language are in process.

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Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) has been set up to prescribe conditions of examinations and to conduct public examinations at the end of class X and XII; to prescribe and update the courses of instructions for examinations; and to grant certificates to successful candidates of the affiliated schools.

Ever since its inception, the Board has witnessed rapid growth in all areas of activities. From a group of 309 schools in 1962, the Board today has 5706 schools affiliated with it, including Kendriya Vidyalayas, Government Schools, Independent Schools, Jawahar Navodaya Vidyalayas, etc. At present, CBSE has presence in 19 different countries of the world, including India.

The Board has been devising effective and meaningful methods that help in maintaining time schedules of the pre and post declaration of results. There has been a continuous growth in both, the number of examinees and the overall pass percentage.

S. No.	Particulars	Classes					
		10th Class			12th Class		
		1999	2000	%increase	1999	2000	%increase
1.	No. of examinees (In lakh)	4.50	4.80	6.5	2.59	2.77	6.9
2.	Pass Percentage	64.4	65.4	1.00	74.68	76.35	1.67

While in class X results, the pass percentage of boys has been slightly better than that of girls (65.6% boys, 65.1% girls), the trend was reverse in class XII. The percentage of girls passing was 81.9% as compared to 72.1% for boys. The pass percentage of regular students was 81.0% as compared to 36.8% in case of private and correspondence course candidates in class XII. It was 70.9% and 29.6%, respectively in class X. For the first time, results were made available on the internet for the individual candidates also.

For the first time this year, candidates failing in two subjects were allowed to appear in the compartmental examinations. This move was adopted keeping the interest of class X examinees in mind.

In addition to awarding qualifying certificates based on external evaluation done by the Board, the practice of issuing a second certificate based on school-based continuous and comprehensive evaluation was started.

Apart from conducting examinations at the secondary and senior secondary levels, CBSE has conducted the All-India Pre-Medical/Pre-Dental Examination for admission to 15 per cent of seats available in the Medical / Dental in Colleges run by the Government all over the country, except in Jammu & Kashmir and Andhra Pradesh. CBSE also conducts the entrance tests for Manipal Academy of Higher Education and Jawahar navodava Vidyalayas. In addition, the CBSE has organised in service training programmes for teachers, curriculum upgradation, Mathematics Olympiad, Tele-counselling of students, competitive sport programmes, workshops/ seminars/conferences, etc.

National Open School

The National Open School was established as an Autonomous Registered Society in the Department of Education, Ministry of Human Resource Development in November, 1989. In October, 1990, NOS was vested with the authority to

examine and certify students registered with it upto pre-degree level courses.

The mission of the NOS is to provide education through an open learning system at the school stage as an alternative to the formal system.

The target groups in which NOS conducts its activities include, school dropouts, girls and women, unemployed or working adults, scheduled castes and scheduled tribes, ex-servicemen, mentally/physically disabled, etc.

The major areas of operation of the NOS included offering secondary and senior secondary courses, vocational courses, open elementary education programme and ABC level need-based courses.

Ten Regional Centres of the NOS have been established and work has been decentralised. These are in operation at Allahabad, Kolkata, Cochin, Chandigarh, Delhi, Guwahati, Hyderabad, Jaipur, Patna and Pune.

The annual student enrolment of NOS has increased from 40,884 in 1990-91 to over 1,90,000 in 2000-2001. It has more than five lakh students on its rolls at present. The number of NOS Study Centres or Accredited Institutions has increased from 161 in 1990-91 to 1459 in 2000-2001 (including Academic, Vocational and SAIEDs study centres). The number of Accredited Vocational Institutions has increased from 39 in 1993-94 to 365 in 2000-2001. More than four lakh students have completed NOS courses and have received secondary and senior secondary certificates upto 2000-2001.

During the year 2000-2001, the following activities of NOS were initiated/completed.
- New Vocational areas, e.g., Certificate in Computer Applications, Certificate in Library Science, X-ray Technicians' Course were identified.

- Media programmes were arranged to be telecast nationwide on all Fridays on Doordarshan.
- NOS has envisaged an innovative scheme of On-Demand Examination (ODE) and a pilot project on ODE under Open Basic Education (OBE) programme has been initiated in five accredited institutions.
- In order to enable the NOS students to seek admission to various Universities, the examinations of NOS were preponed and rescheduled.

Kendriya Vidyalaya Sangathan

Introduction
The Government of India approved the scheme of Kendriya Vidyalayas in 1962 with the idea of encouraging the growth of Secondary Schools with a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. Initially, 20 regimental schools in different states were taken over as Central Schools. In 1965, an autonomous body, called the Kendriya Vidyalaya Sangathan was set up to run these Vidyalayas. The number of Kendriya Vidyalayas as on October 31, 2000 is 854.

Salient Features
The salient features of Kendriya Vidyalayas are as follows:
- Fulfilling the commitment to cater to the educational needs of the wards of transferable Central Government employees to a large extent;
- All Kendriya Vidyalayas are co-educational and composite;
- Common textbooks, common curriculum and bi-lingual medium of instruction, i.e. English and Hindi are followed;
- Affiliated to the Central Board of Secondary Education;
- Teaching of Sanskrit from class V to IX is compulsory. However, the students can offer

Sanskrit as an additional optional subject at class X also;

- The quality of teaching is kept high by maintaining a suitable teacher-pupil ratio; and
- Up to class VIII, no tuition fee is charged from students who are the wards of staff of KVS, SC/ST students, children of officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965 and 1971 against China and Pakistan, and girl students up to class XII.

KVS Administration

The Minister for Human Resource Development is ex-officio Chairman of the Sangathan. The policies and guidelines issued by the Sangathan and its Board of Governors are executed by the Commissioner who is the executive head of the Sangathan. In order to execute all administrative and academic tasks and decisions, the Commissioner is assisted by two Joint Commissioners, other officers and supporting staff at the KVS(HQ) and its 18 Regional Offices. The Regional Offices are headed by Assistant Commissioners. The main functions of the Regional Offices are to monitor and supervise the working of the Vidyalayas in the region, to carry out administrative work relating to service matters of both academic and general staff and to allot funds to Vidyalayas, etc. At the Vidyalaya level, each Kendriya Vidyalaya is headed by a Principal/ Principal Gd. II assisted by a small group of administrative and other supporting staff, besides teaching personnel. There exists a management Committee comprising of 13 members and an Executive Committee to supervise the Vidyalaya at the local level.

Opening of Kendriya Vidyalayas

In the civil sector, Kendriya Vidyalayas are opened on the recommendations of various Ministries/ Departments of Central Government/State Government or the Central Government Employees Welfare Association, etc. Similarly,

Vidyalayas are opened on the recommendations of the Ministry of Defence in the Defence Sector. Kendriya Vidyalayas are also opened in the Project Sector in the campuses of PSUs and Institutions of Higher Learning if the recurring and non-recurring expenditure is fully met by the sponsoring authorities.

The distribution of 854 Vidyalayas in the different sectors is given below:

	Sector	No. of KVs
i)	Defence	351
ii)	Civil	354*
iii)	Institutes of Higher Learning	19
iv)	Projects	130
	Total	**854**

* This include 2 KVs abroad viz. KV in Kukathanandu (Nepal) and a KV in Moscow (Russia)

Admissions

The basic criterion for admission to Class I in Kendriya Vidyalayas is the transferability of the parent, during the last seven years, immediately preceding the year of admission. Thereafter, the children of non-transferable Central Government employees, followed by the wards of transferable employees of Public Sector Undertakings fully financed by the Government, followed by wards of transferable employees of State Governments are admitted. After meeting demands of the above categories, if vacancies are still available, admissions are also given to the floating population.

- The Board of Governors has also approved certain exceptions for admission in Kendriya Vidyalayas over and above the class strength:
- The children and dependent grandchildren of Hon'ble Members of Parliament and of KVS employees;
- Fifty seats for employees of Ministry of External Affairs and RAW;
- One hundred seats for the employees of the Ministry of HRD; and

The following programmes and activities have been undertaken by KVS:

- Presently, 402 Kendriya Vidyalayas are in the process of acquiring hardware and software for computer education out of the funds available with the school and/or with the grants released by KVS (HQ). All students from class VI onwards are being covered and if facilities are existing, the children from class III onwards can be exposed to computers. Already, 319 KVs have been equipped. The computer instructors can be engaged locally to ensure implementation;

- KVS has established "Teacher Technology Lab" in New Delhi under the aegis of M/s Intel. The master trainers are being trained in this lab and they would be training other teachers at the Vidyalaya level. For training of teachers, workshops have been organised with the help of IIPA, New Delhi, TTTI Chandigarh & Bhopal and NCERT, etc;

- A website of KVS has been launched;

- Other activities like Youth Parliament, Associated Schools Project on National Integration and International Understanding, KVS Science Exhibition, Scouting & Guiding, Adventure Activities, NCC, NSS and Games & Sports, etc. are a part of the curriculum of every Kendriya Vidyalaya;

- Projects on value education as a pilot project; strengthening of values through visual and performing arts; students' exchange programme; and strengthening of primary education have been implemented;

- Four hundred and nine Kendriya Vidyalayas have been identified as model Kendriya Vidyalayas which will be equipped with better infrastructure facilities for games and sports, library, senior and junior science laboratories and computers. These will act as resource centres for neighbouring Kendriya Vidyalayas; and

- Pre-primary classes have been started in 50 Kendriya Vidyalayas under civil sector on self-financing basis.

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- Children of Central Government employees who die in harness.

There were about 7.5 lakh students studying in Kendriya Vidyalayas as on March 31, 2000.

Reservations
Of all the fresh admissions, 15 per cent and 7-1/2 per cent seats are reserved for SC/ST candidates. After meeting the needs of the registered SC/ST candidates, the unfilled seats of one category can be transferred to the other category to a maximum of 22.5 per cent of fresh admissions. Up to 3 per cent seats are reserved for physically handicapped children, horizontally.

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

Students belonging to SC/St and those who have participated in Games and Sports Meets, Scouting

and Guiding Camps/NCC/Adventure activities are given some concession in admission at the +2 stage in Science and Commerce streams.

Incentive Awards for teachers
During the current year, 46 teachers were honoured with KVS Incentive Awards.

Four KV teachers were awarded National Awards by the President of India in recognition of their meritorious services as teachers.

Construction Activities
The Sangathan constructs the school buildings and staff quarters, etc. for its Vidyalayas established under Civil and Defence Sectors. Out of 854 Vidyalayas, 560 are functioning in their permanent buildings and the construction work is in progress for 79 Kendriya Vidyalayas. Construction work is in the planning stage in 73 Vidyalayas. In 125 Kendriya Vidyalayas, land is yet to be transferred to KVS. The provision of infrastructure and basic amenities is a continuous process which is being carried out in a phased manner.

Finance
The Sangathan is basically funded from the non-plan funds of the Government. However, some funds are allotted under the plan head also. The budget sanctioned to the Sangathan by the Government of India, Ministry of HRD (Deptt. Of Education) under non-plan and plan heads are as under:

	(Figures in Crore of Rupees)	
. Year	Non-plan	Plan
1996-97	278.50	21.90
1997-98	356.00	39.20
1998-99	435.00	87.98
1999-2000	454.81	90.00
2000-2001	495.59	95.00

NavodayaVidyalaya Samiti

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

To provide good quality modern education, including a strong component of culture, values, environment awareness and physical education to all talented children in rural areas without regard to their family's socio-economic condition;

To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three languages, as envisaged in the three language formula; and

To serve in each district, as focal points for improvement in the quality of school education through sharing of experience and facilities.

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

The scheme started with two experimental schools in 1985-86 has now grown to 430 schools covering as many districts in 30 states and union territories with about 1.27 lakh students on rolls. About 25,000 new students are admitted every year, Admission to JNVs is made at the level of class VI through a test conducted in the concerned district in which all children who have passed class V from any of the recognised schools in that district are eligible to

appear. The test is designed and conducted by the Central Board of Secondary Education (CBSE).

The major achievements of NVS include the following.

* Four hundred and thirty schools in an equal number of districts have been sanctioned in the country in 30 states and union territories. Though Tamil Nadu and West Bengal are yet to implement the scheme an additional 23 NVs are expected to receive sanction during 2000-2001;

* A total of 280 NVs were upgraded to the senior secondary stage during 2000-2001. Science, Commerce, Humanities and Vocational streams have been introduced in these Vidyalayas;

* As a part of Art in education activities, the Navodaya Vidyalaya Samiti organised a National Integration Meet called NAVODAYAM 2000 from November 24 to 26, 1999 at Bharatiyam Gram, New Delhi. About 700 children and over 100 teachers from all the states and regions of the country attended this meet which sought to provide a platform for sharing experiences and ideas for national development;

* An exclusive theatre festival on the theme of 'FREEDOM MOVEMENT' drawn from the school textbooks was also conducted at Delhi on August 16 and 17, 2000 in which about 300 students participated from all the regions of the Samiti;

* An NVS team took part in School Games Federation of India Competition;

* NVS organised a number of staff development programmes for the professional growth of teachers and principals;

* Efforts have been made to ensure that at least one third of the students selected are girls. The percentage of SC/ST and girl students in JNVs during 1998-99 was 23, 14 and 32 per cent respectively;

* Important days like Sadbhavana Diwas, Anti

Dr M. M. Joshi, HRM with NVS students who presented traditional performing Art

Leprosy Day, Scout and Guide Foundation Day, etc. were celebrated in the Vidyalayas;

* The Samiti has a total cadet strength of 8000;

* For the year 2000, the CBSE results in respect of class X and XII of JNVs were 87.0 per cent and 83.3 per cent, respectively which is far ahead of the CBSE average results. Out of the 17,510 students of class X and 10,522 students of class XII who appeared in the March 2000 Board Examination's, 15,237 and 8,760 students, respectively have passed;

* One of the important features of the Navodaya Vidyalaya Scheme is a scheme of exchange of students from one Navodaya Vidyalaya in a particular linguistic region to another in a different linguistic region to promote understanding of the diversity and plurality of India's culture and people. According to the scheme, 30 per cent of children from one Navodaya Vidyalaya are sent to another Vidyalaya at class IX level for a period of one academic year. The migration takes place between Hindi and Non-Hindi speaking states; and

* A total of 1,20,700 students were on the rolls of Navodaya Vidyalayas as on March 31, 2000. It is proposed to increase the capacity of the existing 100 schools during the Ninth Plan Period.

During the first three year of the IX Plan, an amount of Rs.753.60 crore has been utilised. For the year 2000-2001 the Samiti has been provided budgetary support amounting to Rs.344 crore under plan at BE stage, against the Samiti's projected requirement of Rs.400.78 crore at RE stage. Keeping the need and demand for JNVs in view, more funds may be required during the remaining period of the Plan. An amount of Rs.416.50 crore has been projected to be required by the Samiti for the year 2001-02, at BE stage.

Central Tibetan Schools Administration

Central Tibetan Schools Administration was set up as an autonomous organization by a Resolution of the Government of India, Ministry of Education and Youth Services (Now Ministry of Human Resource Development) in the year 1961 and was registered under the Societies Registration Act XXI of 1860. The main objectives of the Administration are to run, manage and assist institutions for the education of Tibetan children in India.

The administration runs eighty two schools - eight Senior Secondary Schools (Six Residential and two day schools), five Secondary Schools, nine Middle Schools, seven Primary Schools, 45 Pre-primary Schools and eleven Grand-in-aid Schools. 10240 students are receiving education in these schools.

The Central Schools for Tibetans are affiliated to CBSE, Delhi and follow 10 + 2 system of education. They prepare students for the All India Secondary School and All India Senior Secondary School Certificate Examinations conducted by the Central Board of Secondary Education, Delhi.

The medium of instructions in the primary section is Tibetan whereas the medium of instructions from Class VI onwards is English.

Upto Class VIII, the syllabi prepared by NCERT are followed except in the case of Tibetan language which is designed by Central Tibetan Administration of His Holiness The Dalai Lama, Dharamshala.

In class IX and X, the syllabi prescribed by the Central Board of Secondary Education are followed.

At the plus 2 stage i.e. classes XI and XII, the Senior Secondary Schools of the Administration impart education in Humanities, Science, Commerce and Vocational streams. Under commerce based vocational streams, three courses have been in operation viz. Stenography (English), Accountancy and Auditing and Purchasing and Store Keeping.

For achieving the academic excellence, CTSA has introduced some innovative schemes during the year 2000-2001.

Activities based teaching in pre-primary and primary classes have been introduced. Minimum Levels of Learning have been insisted to ensure 100% result in all classes. Junior Science & Computer Labs have been established to ensure development of scientific temper and to catch pace with the modern development. Mobile class Library services have been in progress from Class I to VIII to develop proper reading habits.

Various other infrastructural facilities such as Career Counselling Cell, Geography Lab, Social Science Lab, Mathematics Lab, Teaching Aid, Minimum Level Learning, Development of Library services have been developed in CTSA schools under plan Budget 2000-2001 provided by MHRD, Government of India, New Delhi.

To ensure academic excellence, bridge courses for class VI and XI have been introduced and Remedial teaching is being performed for classes X to XII students. Computers are being used by the students of Senior Secondary Schools. While Secondary

and Middle schools will get computers in the session 2000-2001.

Besides these, Physical and Health Education and SUPW form and integral part of syllabus. Music and Dance training is compulsory for all the students upto class X. Due stress is laid on National Core Curriculum, Value education and environmental studies.

Children are encouraged to participate in the CBSE level sports meet as well as in District and Taluk inter-school competitions. Central and Zonal Cultural Meet will be organised on alternative year basis for growth of culture and performance of the students.

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

For professional development of both teaching and non-teaching staff a number of inservice training courses are organized in collaboration with NCERT, KVS, National Science Centre, National Bal Bhawan, DIET, New Delhi as well as with Department of Education, CTA, Dharamshala.

Annual Heads Conference at Central & Zonal level have also been held during the year to deliberate, discuss and decide important issues related to administration and academics.

CTSA has introduced a scheme of Incentive to Indian Teachers for acquiring proficiency in Tibetan Language to promote closer interaction with the students. Incentive Awards are also presented to different categories of teachers for their outstanding contribution. A scheme of awards to meritorious students of class X and XII

has been introduced to motivate the children to acquire quality education.

Regular annual as well as Informal inspections are carried out by the Secretary, Education Officers, Deputy Education Officers and other educationists to ensure proper implementation of target set up by the Administration.

The Ministry of Human Resource Development, Department of Secondary Education and Higher Education, Government of India, New Delhi has allocated Rs. 967 lakh for development of Academic Activities and construction during Ninth Plan.

Education in Union Territories

Education in the Union Territories continues to be a special responsibility of the Central Government. The Department of Education has to maintain close liaison with Union Territory Administrations to ensure developments in all the sectors of education in keeping with the provisions of the National Policy on Education and other Central and Centrally sponsored schemes. Emphasis has been given on Universalisation of Elementary Education along with a number of National priority schemes and

A student participating in an Elocution Competition organised in Government Higher Secondary School, Pondicherry

social mobilisation programmes such as Operation Blackboard, Non-Formal Education, Nutritional Support to Primary Education, Adult Education, Education for Weaker and other Deprived Sections of the society. Special emphasis has been laid on the education of girls and steps have been taken to improve the quality of secondary Education through a number of schemes such as the scheme of science education, environmental education, computer literacy, educational technology, physical education and sports. Vocationalisation has also been given special thrust. Distance Education has also made an impact through technological advancement in these remote and inaccessible areas. Adequate facilities are available for teacher training programmes. Facilities for higher and technical education are also available in some of the Union Territories — Delhi, Andaman and Nicobar Islands, Chandigarh, Daman and Diu, Pondicherry. The Union Territories where technical education facilities are not available, reservation is made to protect the interests of the students of these territories.

Incentive Schemes

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

Vocationalisation of Secondary Education

A centrally sponsored scheme of vocationalisation of secondary education was introduced in February 1988. The main objectives of the scheme are to enhance individual employability; reduce the mismatch between demand and supply of skilled manpower; and provide an alternative for those pursuing higher education without particular interest or purpose. A centrally sponsored scheme of pre-vocational education at lower secondary stage has also been introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of classes IX and X, to develop vocational interests and to facilitate students in making a choice of vocational courses at the higher secondary level.

The target laid down in the revised policy was to divert 10 per cent of higher secondary students to the vocational stream by 1995 and 25 per cent by 2000 A.D. As against this, 19,455 vocational sections have been sanctioned in 6728 schools all over the country, thereby creating capacity of over 10 lakh to the vocational stream. The

Institutions at School State

S.No.	U.T.	Primary schools	Upper Primary schools	High schools	Sr. Sec. schools	TTIs colleges
1.	A & N Islands	197	56	42	45	2
2.	Chandigarh	24	13	37	29	2
3.	D & N Haveli	12	52	9	6	—
4.	Daman & Diu	53	20	20	3	1
5.	Delhi	2184	549	322	1009	25
6.	Lakshadweep	19	4	9	2	—
7.	Pondicherry	302	234	234	160	2

Institutions of Higher Learning in UTs

S.No.	U.T.	Universities and Institutions of National Importance*	Colleges	Engineering College	Medical Colleges	Polytechnics
1.	A & N Islands	—	2	—	—	2
2.	Chandigarh	2	12	2	—	2
3.	D & N Haveli	—	—	—	—	1
4.	Daman & Diu	—	1	—	—	1
5.	Delhi	6	64	9	9	23
6.	Lakshadweep	—	—	—	—	—
7.	Pondicherry	1	7	1	2	4

* IIT is covered under Institution of National Importance
Source : Selected Educational Statistics 1997-98 (As on 30 September 1998)

Enrolment by stages in UTs

S.No.	U.T.	Classes			
		I-V	VI-VIII	IX-X	XI-XII
1.	A & N Islands	45.43	22.38	11.45	4.42
		(21.71)	(10.52)	(5.52)	(2.12)
2.	Chandigarh	10.00	8.12	35.76	39.33
		(4.65)	(3.80)	(16.77)	(19.93)
3.	D & N Haveli	10.49	19.92	1.26	3.82
		(4.52)	(8.32)	(0.39)	(1.66)
4.	Daman & Diu	14.53	6.83	3.22	1.20
		(6.97)	(3.71)	(1.45)	(0.45)
5.	Delhi	1261.35	593.46	743.83	506.36
		(600.53)	(314.68)	(391.09)	(275.63)
6.	Lakshadweep	8.04	5.07	3.48	0.08
		(3.70)	(2.38)	(1.60)	(0.04)
7.	Pondicherry	103.08	39.96	32.86	13.78
		(49.55)	(20.14)	(15.88)	(6.76)

Figures given in brackets are in respect of enrolment of girls
Source: Selected Educational Statistics 1997-98 (as on 30 September 1998)

Literacy Rates in UTs

(In percent)

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

Source : Selected Educational Statistics 1997-98 (As on 30 September 1998)
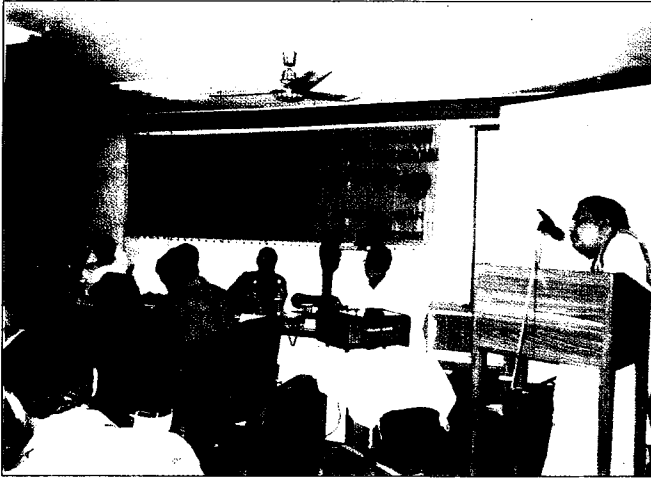
Speaker Shri Chintamani Dyan Samantara, inaugurating the Advocacy Programme on Adolescent Education in SCERT, Bhubaneswar (Orissa)

scheme during the Ninth Five Year Plan. So far, an amount of Rs.656 crore (as on March 31, 2000) has been spent. The budget for the current financial year has been enhanced from Rs.10.5 crore in 1999-2000 to Rs.35 crore in 2000-2001, out of which an amount Rs.30.6 crore has already been spent during the current fiscal.

Pandit Sunderlal Sharma Central Institute of Vocational Education was established in 1993 at Bhopal to provide intensified technical, academic and research support to the formal and non-formal vocational education in the country. It is also working as one of the centres of UNESCO's International Project on Technical and Vocational Education (UNEVOC).

programme of vocational education was evaluated by four research institutions under the coordination of the Operation Research Group (ORG) and the report was submitted by ORG in 1996-97 The department had set up a working group under the Chairmanship of the then Director, NCERT to assess current implementation of the scheme and suggest modifications in future implementation. The Working Group submitted its report in 1998.

The programme of vocational education was also evaluated by Centre for Research, Planning and Action (CERPA), New Delhi during 1999-2000. Based on this study and also the reports of the earlier studies, including the NCERT working Group Report, a theme paper had been developed. Judging by the results of the implementation of the Scheme so far, it has been felt that certain changes could be incorporated in the Scheme, taking into account the recommendations of the evaluation studies/ reports. The department has constituted a Committee under the Chairmanship of JS (SE) to finalise the changes required to be made in the implementation of the scheme. The scheme in the changed format is expected to be more effective and generate more proposals during the Tenth Plan.

An amount of Rs.100 crore was provided for the

The Institute has made significant contributions to the development, dissemination of information, etc. in the field of Vocational Education by organising diversified activities and programmes. It has brought out 92 competency-based curricula, 100 textbooks and practical manuals for various vocational courses, 27 pre-vocational modules, 11 video films and 12 guideline documents during the year. In this year, it has also conducted 37 teacher training programmes and 70 orientation programmes for key functionaries and teachers concerned with vocational education. It also brings out quarterly bulletin on vocational Education and Indian Journal of Vocational Education. It has instituted and distributed 5 awards, viz., Best Achiever Award (2) for students, Best Vocational Teacher Award, Best Vocational Institution Award and Best School/Industry Linkage Award for bringing about increased awareness of the vocational education programme in the country.

Integrated Education for Disabled Children (IEDC)

The scheme of Integrated Education for Disabled Children (IEDC) was started with the objective of

providing educational opportunities to children with disabilities under the general school system so as to facilitate their inclusion.

The IEDC was started in 1974. Under the scheme, 100% financial assistance is provided to State Government & NGOs as per prescribed norms towards facilities for disabled children like books and stationary, uniforms, transport allowance, escort allowance, readers allowance for blind children and equipment. Assistance is also provided for setting up of resource room, survey and assessment of disabled children, purchase and production of instructional material, training and orientation of resource persons. General scope of the scheme includes pre-school training for disabled children and counselling for their parents. Under the scheme, salary of special teachers, helpers/attendants and salary of officials manning the IEC Cell at the State level to implement and monitor the scheme are also made available.

The IEDC scheme is presently being implemented in 28 States and UTs through over 22,000 schools benefiting more than 1.00 lakh disabled children.

Due to various factors, including societal attitudes, the IEDC scheme remained a fringe scheme all through upto the middle of the 8th Five Year Plan. The promulgation of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, has changed all that and education of children with disabilities has come centre-stage.

The financial outlay for the IEDC scheme for the Ninth Plan period is Rs. 100.00 crore. The budgetary allocation for 1997-98, 1998-99 and 1999-2000 was Rs. 13.00 crore each year, against which Rs. 9.99 crore, Rs. 8.81 crore and Rs. 12.90 crore were spent in these three years respectively. The BE for the current financial year 2000-2001 has also been kept at Rs. 15.00 crore. This is expected to be spent fully during the current financial year.

The Parliamentary Standing Committee on HRD had recommended that the scheme of IEDC should be retained at the Centre till the end of the 10th Plan so as to generate greater sensitisation and ensure its effective implementation.

Education Technology

The Educational Technology Programme has been implemented by the Department of Education under the central sector to bring about qualitative improvement and to widen the access to education. This scheme seeks to provide the entire cost of radio-cum-cassette players in primary schools and 75 per cent cost of colour TVs in upper primary schools to provide access to quality education. Six autonomous State Institutes of Educational Technology (SIETs) in Uttar Pradesh, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh are also being funded under the scheme. The scheme extends financial support to the Central Institute of Educational Technology (CIET) for producing programmes for the school sector for telecast through Doordarshan and Akashvani.

So far, approximately 4,02,613 radio-cum-cassette players and 85,989 colour TVs have been sanctioned to states and union territories for installation in primary/upper primary schools. During 1999-2000, the CIET and SIETs together produced 1370 (1163 video and 207 audio) programmes.

Computer Literacy And Studies in Schools (CLASS)

Keeping in view the need to expose children to utility and applications of computers, the Department of Electronics, in collaboration with the MHRD, initiated a pilot project called Computer

Literacy and Studies in Schools (CLASS) from the year 1984-85 for senior secondary schools. The CLASS Project was modified into a centrally sponsored scheme implemented from the year 1993-94. During the Eighth Five year Plan, 2371 schools have been covered by the scheme, apart from 2598 schools that had already been covered under the pre-revised CLASS Project. On the advice of Ministry of Finance, the scheme has been discontinued with effect from April, 1999. The scheme is now being revised in consultation with Ministry of Finance in view of changed situation and requirement of Information Technology (IT) in schools.

Improvement of Science Education in Schools

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

Performance During the Year
During 2000-2001 (upto 08.02.2001), five States/UTs have been provided financial assistance for purchase of Science kits for 2785 upper primary school children, for purchase of Science books for 3592 Secondary/Higher

Achievements

	Up to 1991-92	8th Plan	1997-1998	1998-1999	1999-2000	2000-2001 up to 8.2.2001
Amount						
Spent in crore (States/UTs Voluntary Organisation)	119.60	108.94	2.94	5.11	24.84	18.44
No. of States/UTs covered Schools for whom assistance provides to States / UTs	56	55	3	4	8	5
i) Upper Primary (Science kits)	56,069	34,2000	3,164	-	663	2,785
ii) Secondary/ Higher Secondary (Library grant)	23,896	16,250	338	24	583	3,592
iii) Secondary/ Higher Secondary (Setting up/ upgradation of science laboratories)	22,837	16,865	438	864	2,603	2,130
No. of Institutions assisted for Setting up of District Resource Centres*	197	-	-	-	-	-
No. of Voluntary Organisation assisted for Innovative Programmes (Cumulative)	29	57	14	16	14	10

*This component is not covered beyond 1991-92

Secondary Schools, for setting up of new laboratories/upgradation of Science laboratories in 2130 schools and for training of 7669 Science/Maths teachers.

10 Voluntary Organisations/Registered Societies have also been provided financial assistance to the extent of Rs. 80,93,980 for undertaking innovative and experimental projects.

International Science Olympiad

With a view to identifying and nurturing talent in Mathematics, Physics and Chemistry at school level, the International Mathematics Olympiad (IMO), International Physics Olympiad (IPHO) and International Chemistry Olympiad (ICHO) is held every year. India has been participating in these Olympiads since 1989, 1998 and 1999, respectively. Each participating country is required to send a team comprising not more than six secondary student contestants to IMO, five secondary student contestants to IPHO and four students contestants to ICHO apart from a leader and a deputy team leader.

As per the existing financial pattern, the host country pays for the food and accommodation and transportation of teams during their stay in the host country: while the international travel cost is borne by the participating countries. The Indian teams in the last Olympiads were jointly sponsored by the Department of Education (Ministry of HRD) and the National Board for Higher Mathematics (NBHM)/Homi Bhabha Centre for Science Education (HBCSE), respectively. The cost of international travel is paid by the Department of Education while all other expenses on selection of students, internal travel, incidental expenses, etc. are borne by NBHM/HBCSE.

Achievements

IMO-2000 was held at Taejon (Korea) in July 2000. The Indian delegation participated in the event and won five silver and one bronze medals. At IPHO held at Leicester (UK) during July 2000, the Indian team won two gold and two bronze medals, while one contestant received Honourable Mention. At International Chemistry Olympiad held at Copenhagen, Denmark, during July 2000, the Indian team won two silver and two bronze medals. The Indian team, consisting of a Team Leader, a Deputy Team Leader and four contesting students participated in International Biology Olympiad held at Antalya, Turkey during July 2000 for the first time and won one silver medal and three bronze medals.

During 2001-02, Indian delegations will continue to participate in all the four International Olympiads.

International Chemistry Olympiad 2001 will be hosted by India during July 6-15, 2001 at Mumbai. Homi Bhabha Centre for Science Education, Mumbai will make necessary organisational arrangements for the Olympiad.

Centrally Sponsored Scheme

Environmental Orientation to School Education

The National Policy on Education (NPE), 1986 provides that the protection of environment is a value which, along with certain other values, must form an integral part of curricula at all stages of education. Operationalisation of this noble objective requires that the mind and intellect of the students must be sensitised about the hazards inherent in over-exploiting the bounties of nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of environment.

To this end, a Centrally Sponsored Scheme, "Environmental Orientation to School Education" was initiated in 1988-89. The scheme envisages assistance to State Governments/UT Administrations and voluntary agencies. The voluntary agencies are assisted in the conduction

A summary of achievements since the inception of the scheme 'Environmental Orientation to School Education' in 1988-89 is presented in the table below for the Seventh Plan to Ninth Plan period

(Rs. in crore)

| Particulars | 7th Plan | 1990-91 & 1991-92 | 8th Plan | 9th Plan | | | |
				1997-98	1998-99	1999-2000	2000-2001 (As on 09.02.2001)
1	2	3	4	5	6	7	8
Amount Spent States/ UTs+ Voluntary Organisations	3.57	3.81	5.83	1.25	1.79	1.98	1.58
No. of States/ UTs Assisted	20	13	55	-	-	-	-
No. of Projects Sanctioned to the States & UTs NGOs & Voluntary Organisations	32	15	41	-	19	16	14
No. of Voluntary Bodies Directly Assisted by the Ministry	11	9	42	13	11	7	7

Budget allocation for the Financial Year 2000-2001 is Rs.3.00 Crore. The scheme has been restricted to the voluntary organisations only from 1996-97.

of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions. The scheme envisages grants to States/ UTs for various activities, including review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view of infusing environmental concepts therein; for review and development of textbooks on "Environmental Studies" at primary and upper primary levels; for education at upper primary levels; for development of teaching-learning material; and for organisation of suitable innovative work experience activities.

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

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

The following types of grant are given under the scheme:

● Rupees 5,000 per annum per girl boarder for food and salary of cook and warden if the hostel/ boarding house accommodates at least 25 girl boarders who are students of classes IX-XII of recognised schools. The hostel/boarding house would get assistance under this scheme subject to an overall number of 50 boarders; and.

● One time grant at the rate of Rs.1,500 per girl boarder for purchase of furniture (including bed) and utensils and for the provision of basic recreational aids, particularly material for sports and games, reading room equipment and books.

The year-wise break-up of the grant released, along

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Year	No. of agencies	No of beneficiaries	Amount (Rs. in lakh)
1997-98	41	2063	74.94
1998-99	60	2963	107.00
1999-2000	82	3913	199.35

with the number of agencies and number of girl students benefited under the scheme is as follows:

Introduction of Yoga in Schools

A Centrally sponsored scheme for introduction of Yoga in schools was launched in 1989-90. This scheme aimed at giving financial assistance to States/UTs/NGOs. The scheme provides Central assistance for expenditure on training of teachers, building of infrastructure i.e. hostel building for yoga trainees and its furnishing grant and upgrading of library facilities. This scheme was being implemented through the Education/concerned departments of the States/UTs/NGOs. The implementation of the scheme was not satisfactory, since the State Governments appeared to the disinterested in it. On the other hand, it was observed that the NGOs were more interested in financial assistance for the infrastructure components. The result was that not much head way could be made in introducing yoga in schools.

As a result, the Ministry of Finance recommended that the scheme be phased out on the ground that it had outlived its utility. The Ministry of Finance further advise that the Department should make efforts to introduce yoga as a subject in the school curriculum. Yoga has been given its due place in the new Curriculum Framework brought out by NCERT. The Department has also finalised a fresh scheme for introduction of yoga in Schools.

During the current financial year 2000-2001, an amount of Rs. 19.98 lakh has been released to the States/NGOs under plan and Rs. 25.50 lakh has been released to Kaivalyadhama Sreeman Madhava Yoga Mandir Samiti, Lonavala, Pune

under non-plan up to January 30, 2001. The grants to Kaivalyadhama Sreeman Madhava yoga Mandir Samiti is being released for its maintenance which is shared by the Government of India and the State Government of Maharashtra

Financial Requirements

(Rs. in lakh)

	BE 2000-2001	RE 2000-2001	BE 2001-2002
Plan	30.00	30.00	S.P.A.
Non-Plan	35.00	35.00	40.00 (proposed)

in the ratio of 80:20. Kaivalyadhama is carrying on its activities through four wings, including the Teachers' Training through College of Yoga and Cultural Synthesis.

National Population Education Programme

Overview
The National Population Education Programme was launched by the Government of India in 1980 as a supplementing and complementing strategy to attain the demographic goals. It has been implemented in phases, each phase coinciding with the concerned Five Year Plan period. The first phase of the project was completed in 1985, the second in 1992, and the third in 1997. The current phase of the project, known as Population and Development Education in Schools, started in June 1998 and will continue till 2002.

Objectives
Since its inception, the project activities have been directed to attain the overarching objective of the institutionalisation of population education in the school education system. As a follow up of the Programme of Action adopted at the International Conference on Population and Development (ICPD) held in Cairo in September 1994, the framework of population education was

reconceptualised and made the basis of the project activities in the current phase. The objectives of the project are as follows:

* To institutionalise population education reconceptualised in the context of the ICPD Programme of Action, in the formal school education system at all levels;

* To develop awareness and a positive attitude towards population and development issues leading to responsible behaviour among students and teachers and the community at large;

* To create awareness about adolescent reproductive health among students, teachers and parents, and to develop a healthy attitude towards sex and members of the opposite sex; and

* To contribute to the realisation of India's demographic, developmental and health goals which affect the overall national development.

Agencies involved in the Implementation of the Project

The NPEP is funded by the United Nations Population Fund (UNFPA) which also provides technical support. It is being implemented by the National Council of Educational Research and Training (NCERT) on behalf of the Ministry of Human Resource Development, which is the Executing Agency of the project. The Ministry of Health and Family Welfare is the nodal agency.

The project is being implemented in 30 States and Union Territories by the concerned State Councils of Educational Research and Training on behalf of their respective Departments of Education. In four States, the State Boards of School Education also are implementing this project. Agencies such as Akashvani and Doordarshan, Council of State Boards of School Education in India (COBSE), National AIDS Control Organisation (NACO), and voluntary organisations are involved in relevant project activities at national and state levels. Five national organisations working in the school education sector, Central Board of Secondary Education (CBSE), National Council for Teacher Education (NCTE), National Open School (NOS), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS) are also implementing sub-projects of NPEP.

Achievements of the Project during 2000

During the year 2000, the project activities have been focused on the following:

* Integrating of the elements of reconceptualised population education in the National Curriculum Framework for School Education, being revised by NCERT;

* Reinforcing efforts to promote the introduction of adolescence education in schools;

* Accelerating the pace of organisation of co-curricular activities focused on population education and adolescence education in schools;

* Conducting Mid-term Reviews of the project activities; and

* Strengthening the monitoring process and inter-sectoral coordination.

With a view to attaining these immediate objectives, the following activities have been conducted so far.

National Level

* NCERT incorporated the crucial issues of population education and adolescence education in its document entitled National Curriculum Framework for School Education: A Discussion Document, that formed the basis for the nationwide discussion on curriculum revision.

* NCERT also contributed to the process of formulation of National Population Policy 2000 by the Government of India.

* NCERT published Adolescence Education in Schools: Package of Basic Materials which has been used by all States and Union Territories as prototype material for promoting the introduction of adolescence education in schools.

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- NCERT developed an album entitled Young Peoples' Perceptions of Population and Development that incorporates the posters received in the International Poster Contests organised annually between 1997 and 1999.
- NCERT brought out two issues of the bi-annual Population Education Bulletin.
- Two Training Programmes were organised. One, Training Workshop on Financial Management and Reporting was attended by 27 administrative Project Personnel drawn from States/UTs and the national level sub-contracting agencies. The second, Training Programme in Population Education for Project Personnel was attended by 22 academic project personnel drawn from States/UTs and the national level sub-drawn from States/UTs and the national level sub-contracting agencies.
- The International Poster Contest 2000 was organised during April-September 2000. Nearly 6000 entries were received from all over the country.
- A National Debate Competition, on the topic "Strict Family Planning Measures Alone is Key to Population Stabilization", was organised in 24 States / UTs.
- A Mid-term Review of the project was conducted during April-July 2000 by the consultants of UNFPA.
- An Inter-sectoral Coordination Committee consisting of the representatives from national level implementing agencies, NCERT, UGC and Directorate of Adult Education, Officials from Ministry of Labour, MHRD and MHFW and UNFPA has met five times so far to promote the effectiveness for inter-sectoral coordination.

State Level

- Over and above nearly 600 titles on Population Education, 20 States and UTs developed 50 more titles during the year.

- A total of 13 States/UTs have developed "Packages of Adolescence Education" in their respective State languages.
- Different co-curricular activities have been organised by States and UTs: (a) long distance run on the occasion of World Population Day in 107 districts; (b) Population Week in 192 districts; (c) Students' Activities in Adolescence Education in 4300 schools; and (d) Special lectures in 2000 schools

Project Activities Likely to be Completed by December 2000 at National Level

- Two audio-visual programmes on Population Education and Adolescence Education to be produced through Central Institute of Educational Technology (CIFT), NCERT.
- Regional level and national level Debate Competition to be organized by NCERT.
- Two Annual Project Progress Review Meetings to be organised.
- One Advocacy Programme to be organised.

State Level

- About 20 more titles on Population Education and Adolescence Education to be developed.
- About 10,000 teachers and other functionaries to be trained in population education and adolescence education.
- Students' activities in adolescence education and observance of world AIDS Day to be conducted in all the 30 States / UTs.
- Nearly 16 Evaluation Studies on project activities to be completed.

Publications

The following publications were brought out at the national level:

Financial Status

Year	Budget (Money Released)	Expenditure (Rs.)
1998-99	1,67,13,616	1,45,46,176
1999-2000	3,00,00,000	1,32,43,683

- Adolescence Education in Schools Package of Basic Materials consisting of the following six booklets:
  - Introduction
  - Adolescence Education General Framework
  - Adolescence Education: Knowledge Base
  - Adolescence Education Questions and Answers
  - Students' Activities
  - Adolescence Education Role of Adults
- Population Education Bulletin

Educational concessions to the Children of Armed Forces Personnel Killed/ Disabled During Hostilities

The Government of India and most of the States/ UTs offer educational concessions by way of reimbursement of tuition fees, boarding, lodging expenses, expenditure incurred on uniforms, textbooks, transport charges, etc. to the school students who are the wards of Armed Forces Personnel Killed or permanently disabled during Indo-China hostilities of 1962 and Indo-Pak hostilities of 1965 and 1971. During 1988, these concessions were extended to the children of IPKF/ CRPF personnel who were killed/disabled during action in Sri Lanka and to the children of Armed Forces personnel killed/disabled in action in operation Meghdoot in Siachen Area.

Under the Scheme of Educational Concession, this department covers eligible students, studying in the two Lawrence Schools at Sanawar and Loredale.

There is a budgetary provision of Rs.1.00 lakh for the year 2000-2001.

Cultural Exchange Programme in the Field of School Education

This is a small scheme under which financial assistance is provided to bear the expenses for foreign travel / stay of non official members of the Indian delegation going abroad and for expenses for travel stay in India in respect of the members of foreign delegations coming to India, in pursuance of India's Cultural Exchange Programme with foreign countries. However, funds from this scheme are not spent in cases where such exchange visits are undertaken by the NCERT or in the cases of reciprocal visits of foreign experts arising out of visits of NCERT experts in pursuance of the Cultural Exchange Programme.

There is a budgetary provision of Rs.1.00 lakh for the year 2000-2001.

National Awards to Teachers

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

The selection is made by the State-level selection committee presided over by Director (Education) with the State coordinator of NCERT as a member. The Committee's recommendation are forwarded by the State Government in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, certificate and Rs. 25,000 as award, money. The award money has been enhanced from Rs.10,000 to Rs.25,000 from the award year 1999 onwards.

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

University and Higher Education

University Grants Commission

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

Priorities, Initiatives and Decisions of the UGC

The priorities, initiatives and decisions of the UGC for promoting excellence and quality, for making education relevant, and for enhancing access and equity in the university education, have been as under:

- The Commission has initiated pro-active action with greater emphasis and encouragement for the conferment of autonomous status to colleges so as to promote innovation and academic flexibility in curricula. There are 131 autonomous colleges in the country;

- To make the sector of higher education financially more viable, initiatives have been taken to revise the fee structure of universities and to mobilise resources;

- To promote the participation of the private sector, suitable amendments in the UGC Guidelines have been carried out so as to make it possible to grant deemed university status to quality institutions on fast track basis;

- Towards the opening up of Indian Higher Education to foreign nationals, the UGC has already taken up initiatives to allocate 15 per cent supernumerary seats in university admissions to various courses of higher studies;

- The UGC proposes to identify some universities, which may be considered for granting them the status of universities of excellence;

- In continuation to the 104 degrees specified earlier by notification by the UGC, the Commission approved the specification of 34 additional degrees;

- To promote quality of teaching / research in Sanskrit and to identify and recognise outstanding teachers, the UGC is sponsoring a new programme namely UGC Sanskrit Award;

- To celebrate the Sanskrit Year 1999-2000 as declared by the Government of India, fifty seven universities / institutions are recommended by the Expert Committee for financial support;

- As per the Supreme Court direction, the UGC constituted a Committee to frame guidelines for the combat of the menace of Ragging in Universities. The report of the Committee was sent to all the universities for strict compliance;

- The Commission has decided to introduce a new scheme of Day Care Centres in Universities and Colleges with a one-time lump sum financial grant of Rs. 2.00 lakh to each centre;

- The UGC has decided to go in for a VSAT and terrestrial network to connect all the universities;
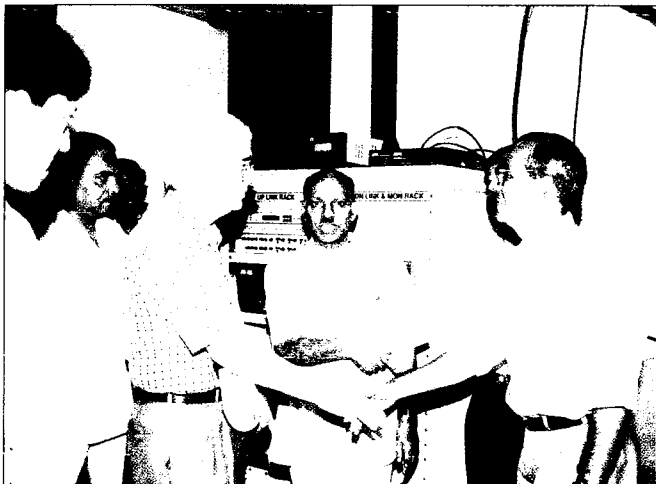
Shri M K Kaw, Secretary Department of Education, MHRD, at the inauguration of Satellite Earth Station at Electronic Media Production Centre, IGNOU

* The Annual Conference of Vice Chancellors held on December 9, 1999 at Mangalore University, Mangalore, unanimously approved the following:

* Introduction of academic and administrative audit in universities;

* NET should continue as an essential qualification for appointment as lecturer in universities and colleges even for candidates having PhD. degrees;

* Granting autonomy to colleges and raising of the tuition fees;

* To stress on quality, the concept of performance-linked funding for one third of the plan grant has been introduced;

* It was decided that the accreditation and assessment by the NAAC be made mandatory and compulsory, to start with, for all the universities in India;

* Reservations of not less than three per cent were also decided to be made for the physically handicapped candidates in the recruitment / appointment to the post of lecturer in universities / colleges receiving aid from the Government; and

* An allocation of Rs. 458 lakh to three Universities and eighteen Colleges in the State of Orissa as cyclone relief was approved.

Higher Education System: Statistical Growth of Institutions, Enrolment, Faculty and Research

The Higher Education system has witnessed a twelve-fold increase in the number of universities, twenty three-fold increase in the number of colleges and twenty nine-fold increase in the enrolment of students since independence There are now 189 Universities, 42 Deemed to be Universities and five institutions established through State and Central Legislation, and nearly 11,381 colleges including 1,520 women colleges in the country in addition to the unrecognised institutions in the Higher Education Sector

At the beginning of the academic session 2000-2001, the total number of students enrolled in all courses and levels in the universities and colleges was 77.34 lakh – 12.77 lakh in university departments and 64.57 lakh in affiliated colleges, Eighty one per cent of the total enrolment was concentrated in the three faculties of Arts 40%), Science (19%) and Commerce (22%), while the remaining was absorbed by the professional faculties. Enrolment at the degree level was 68.10 lakh (88%), 7.56 lakh (9.8%) at the Post-graduate level and the remaining at Research and Diploma Certificate levels. About 88 per cent of all the under-graduate students and 55 per cent of all the post-graduate students were in the affiliated colleges, while the remaining were in university departments. About 91 per cent of the total research students were in the universities.

The enrolment of women students at the beginning of the academic year 2000-2001 was 27.42 lakh at all levels. This accounts for 35.5 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.9%) and lowest in Bihar (20%). Eighty seven per cent of the total women students enrolled were in the non-professional faculties of Arts, Commerce and Science and the remaining 13 per cent in professional faculties.

The number of research degrees awarded by the universities (position as on 1.1.99) was 10,951. Out of the total number of research degrees awarded, the faculty of Arts had the highest number with 4189 degrees, followed by the faculty of Science with 3836 degrees. These two faculties together accounted for 73 per cent of the total number of doctoral degrees awarded.

This year, the strength of the teaching faculty in universities and colleges went up to 0.79 lakh and 2.72 lakh, respectively totalling 3.51 lakh. Out of the 78,885 teachers in the university departments, 23 per cent are Professors, 27.9 per cent are Readers/ Associate Professors, 30.4 per cent are Senior Lecturers, 16.7 per cent are Lecturers and the rest are Tutors / Demonstrators. In the affiliated colleges, 34.97 per cent are Senior Lecturers, 63.80 per cent are Lecturers and the rest are Tutors/ Demonstrators.

Grants for the Development of Universities and Colleges

To achieve the goals and objectives of the Ninth Plan, the Commission has been providing financial assistance to Central, State Universities and Deemed to be Universities and colleges. Assistance to Central and some Deemed universities and colleges affiliated to Delhi and Banaras Hindu University is provided under non-plan as well as plan programmes, while assistance to State Universities and its affiliated colleges is provided only under plan programmes.

Under the Ninth Plan (1997-2002), general development assistance to individual universities is based on the outlays determined and communicated to the universities. Two-thirds of the outlay is released on the basis of the procedure indicated in the Ninth Plan guidelines circulated to the universities. However, one-third of the outlay is based on the performance of the individual university.

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

Central Universities

Out of 16 Central Universities, 15 are allocated development grants, 12 of which are allocated maintenance grants in addition to development grants. During 1999-2000, the UGC provided an amount of Rs. 605.91 crore to meet the maintenance expenditure of twelve universities and Rs. 106.64 crore as development assistance to 15 Central Universities.

State Universities

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

At present, 116 State Universities, excluding Agricultural / Medical Universities are eligible to receive grants from the UGC. Development grants that include grants for specific schemes, are provided to these eligible universities in order to facilitate the procurement and augmentation of infrastructural facilities that are not normally available to them from the State Governments or other bodies supporting them. During the year 1999-2000, grants amounting to Rs. 143.51 crore were provided to 116 eligible State Universities for development.

Deemed to be Universities

Section 3 of the UGC Act provides that an institution of higher education, other than a university, which is engaged in work of very high standard in a specific

area can be declared as an institution deemed to be a university. Such institutions will enjoy the academic status and privileges of a university to be able to strengthen activities in the field of their specialisation, rather than becoming multi-faculty universities of the general type. Out of 42 Deemed to be Universities, 32 universities / some research institutions were provided non-plan assistance amounting to Rs. 52.43 crore and 29 deemed universities were provided plan assistance amounting to Rs. 17.75 crore.

Affiliated Colleges

The UGC provides assistance to eligible colleges for the development of under-graduate and post-graduate education as per the revised guidelines for the Ninth Plan period, with the following aims and objectives:

- Improvement of standards and quality of education;
- Removal of social disparities and regional imbalances in higher educational facilities; and
- Restructuring of courses, including developing career thrust in the courses.

To achieve these aims and objectives, the UGC Regional Offices released an amount of Rs. 121.48 crore to state colleges and also to Delhi colleges under various plan schemes / programmes. Also, UGC released maintenance grants amounting to Rs. 237.77 crore to colleges of Delhi University and Banaras Hindu University.

Autonomous Colleges

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

The Commission provides assistance to autonomous colleges to meet their additional and special needs as per the revised guidelines through Regional Offices. During 1999-2000, autonomous status was conferred on eight institutions. As on 31.03.2000, there were a total of 131 autonomous colleges in the country affiliated to 29 universities spread over eight states and UGC released grants amounting to Rs. 324.97 lakh to these colleges.

Programmes for the Promotion of Relevance

Career Orientation to Education (Vocationalisation of Education)

The UGC introduced the scheme of Career Orientation of Education at the first-degree level in universities and colleges in 1994-95 in conformity with the National Policy of Education, 1986 (revised in 1992). Under the scheme, 38 vocational subjects identified by a Core Committee were introduced, on selective basis, in colleges and university departments which have facilities for conducting undergraduate courses. Since the inception of the scheme, 1,533 colleges and 31 universities have introduced the various vocational subjects identified. The monitoring cell in the UGC monitors the implementation of the scheme. Grants amounting to Rs. 18.55 crore were released to 216 colleges during the year under report.

Innovative Programmes

The main objectives of the programme are:

- To identify emerging areas in various disciplines;

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

The Commission has constituted Standing Committees for Innovative Programmes in the disciplines of Humanities and Social Sciences, Science, Engineering and Technology, Bio-sciences and Life Sciences, and Environmental Studies.

The UGC has been providing financial assistance to selected universities for the introduction of post-graduate courses and special papers at post-graduate level in newly emerging areas. The budget allocation of Rs. 354.07 lakh was made available to 185 departments of universities.

Academic Staff Colleges

The UGC has set up 50 Academic Staff Colleges (ASCs) in various universities to enhance professional development of teachers, thereby maintaining high standards of teaching in universities and colleges. These colleges will continue to conduct orientation and refresher courses and seminars in the Ninth Plan period. Since these ASCs cannot cater to the needs of all the teachers, the UGC has also selected 50 universities and specialised institutions to conduct refresher courses and seminars in different disciplines. During the reporting year, 124 orientation programmes and 349 refresher courses were conducted by the ASCs / universities and specialised institutions and 3963 teachers were benefited by the orientation programmes and 10,286 by the refresher courses. A grant of Rs. 17.03 crore was released under the scheme. A Standing Committee constituted by the UGC advises and monitors the working of ASCs and decides on various policy matters.

Subject Panels

The UGC has panels of experts to advise it on measures to enhance the quality of teaching and research in various subjects, to prepare status reports regarding research and teaching facilities available in the universities and to indicate thrust areas. The panels are generally reconstituted after every three years.

There are at present 28 subject panels in various disciplines of Science, Humanities and Social Sciences. All the existing subject panels have completed the task of updating the UGC – NET examination syllabus and database of experts. The matter of curriculum development and updation of the syllabi was discussed with the convenors of the panels. It was resolved that the convenor should now prepare and update the syllabi in various disciplines at the earliest. The matter is under consideration of the Commission. A grant of Rs. 4.67 lakh was released for the work of the subject panels.

Human Rights and Duties Education

The Commission is providing financial assistance to universities and colleges for the introduction of courses on Human Rights – a two-year LLM/MA course and a one-year Diploma / Certificate course. It also provides assistance for organising seminars, symposia and workshops on Human Rights and Duties Education.

So far, the UGC has identified ten universities for the introduction of courses relating to Human Rights and Duties Education and has also identified 16 universities and 19 colleges for organising seminars, symposia and workshops.

The Commission has constituted a Curriculum Development Committee under the Chairmanship of Hon'ble Justice V.S. Malimath to develop the model curricula for post-graduate courses, diploma / certificate courses and foundation course at the under-graduate level.

Union Minister for HRD Shri M M Joshi being welcomed by Prof. A W Khan, VC, IGNOU at the inauguration of Gyan Darshan, The Executive Educational TV Channel of India

An amount of Rs. 21.67 lakh was paid to the universities and colleges under the scheme.

Special Studies on Social Thinkers / Leaders

The Commission has been providing cent per cent assistance through plan funds for the promotion of special studies on Gandhi, Buddha, Nehru and Ambedkar in order to acquaint teachers and students with their thoughts and actions. The assistance is provided for setting up and running the centres of studies on Thinkers and Leaders. As on 31.03.2000, assistance was provided to 14 centres of Gandhian Studies, 2 centres of Buddhist Studies and 4 centres of Ambedkar Studies. The Committee examined all the eight proposals regarding setting up of centres of Nehru Studies and decided to visit these universities for final approval. All the old centres which were set up prior to the Ninth Plan period were closed down by the universities. An amount of Rs. 66.77 lakh was released for setting up and running these centres of studies.

Programmes for the Promotion of Excellence and Quality

Special Assistance Programme (SAP)

The objective of the programme is to develop selected university departments, which have potential for advanced academic work, into centres of excellence in identified thrust areas, comparable to international standards. Till March 31, 2000, the Commission assisted 152 departments in Humanities and Social Sciences and 220 departments in Science, Engineering and Technology. The reason for the decrease / increase in the number of departments for financial support is the induction/ discontinuation of the departments, based on the recommendations of the Expert Committees. An amount of Rs. 19.78 crore was released to the departments of Science, Engineering and Technology and Rs. 6.73 crore for the departments of Humanities and Social Sciences. Different Subject Expert Committees are considering the new proposals received from various departments of the universities/ institutions for induction in the programme for financial support for the year 2000 —2001.

Research Projects

To promote research, UGC has been providing financial assistance to working or retired teachers in universities and colleges to undertake intensive and in-depth studies in specific subject areas. At the beginning of the year 2000, the UGC has approved 138 Major Research Projects in Humanities and Social Sciences, including languages and 1659 Minor Research Projects in Humanities, Social Sciences and Sciences. An amount of Rs. 8.36 crore was released to the ongoing and old Major Research Projects by the UGC (HQ) and Rs. 3.99 crore to the ongoing and old Minor Research Projects by the UGC Regional Offices.

National Education Testing (NET)

The UGC conducts a National Level Test for lecturership eligibility and Junior Research Fellowship to ensure minimum standards for entrants in the teaching profession and research in Humanities including languages, Social Sciences, Computer Applications and Electronic Sciences. The test for other science subjects is conducted by the CSIR jointly with the UGC. The

tests are conducted twice in a year, generally in the month of June and December. For candidates who desire to pursue research, the Junior Research Fellowship (JRF) is available for five years. The UGC has allocated a number of fellowships to universities for the candidates who qualify the tests for JRF.

The UGC has been providing accreditation to various state agencies to conduct State Level Eligibility Test (SLET) for eligibility for lecturership. Candidates who clear SLET are also eligible for lecturership all over India. This test has been introduced to facilitate candidates to appear, in the subject concerned, in their regional languages. So far, 10 state agencies have been accredited for the purpose. Only one per cent of the total number of the candidates who appeared qualified for Junior Research Fellowships and 12 per cent of the total number of candidates who appeared for lecturership eligibility qualified in the tests conducted in December, 1999.

Travel Grants

The Commission has been providing financial assistance to college teachers, Research Associates, Vice Chancellors and Commission Members for presenting research papers in international conferences abroad. For college teachers and Research Associates, assistance is limited to 50 per cent of the admissible expenditure, while cent per cent assistance is provided to Vice Chancellors and Commission Members. With effect from 1999, the teachers of the institutions of national importance have been brought under the scheme. During 1999-2000, proposals of 129 college teachers, one Research Associate and four Vice Chancellors were approved under the scheme. Out of the allocation of Rs. 75 lakh, an amount of Rs. 56.27 lakh was released.

Unassigned Grants

The Commission has been providing assistance to teachers for participating in conferences,

holding seminars and symposia, publication of research work and Minor Research Projects in the universities. It has rationalised the scheme in terms of the size of the unassigned grants, ceilings of expenses, rates and procedures for the Ninth Plan period. An amount of Rs. 6.52 crore was provided under the scheme to various universities till March 31, 2000.

Seminars and Conferences

The Commission has been providing financial assistance to universities and post-graduate colleges for organising seminars and conferences at both National and International levels. Till March 31, 2000 the UGC (HQ) has paid Rs. 11.55 lakh to five universities, Rs. 3.40 lakh to nine post-graduate colleges and Rs. 6.03 lakh to NIEPA for organising various seminars and conferences. The UGC Regional Offices also paid an amount of Rs. 189.06 lakh for 513 approved programmes.

Research Awards

The Commission has been providing financial assistance for various programmes which enable teachers and research students to upgrade their professional competence and keep abreast of the latest developments in their disciplines.

Under the JRF scheme, students / research scholars who qualified the national-level tests conducted by the UGC, CSIR, etc. are awarded fellowships to pursue research for a limited period of time.

The UGC provided 20 JRFs and 5 RAs for foreign students and paid Rs. 26.63 lakh to these researchers. Also, an amount of Rs. 22 crore was released to the national fellows who are working in various universities and colleges.

Teachers are given an opportunity to pursue research without having to undertake full teaching responsibilities. As many as 102 teachers were selected under the Research Awards scheme for the period 1999-2000 and were paid an amount of Rs. 398.02 lakh.

The UGC also awards Emeritus Fellowships to highly qualified and experienced superannuated teachers, up to the age of 65 years, who have been actively engaged in research and teaching. There are 100 slots available for them at any given time.

As on 31.03.2000, there were 100 Emeritus Fellows working in various universities and colleges. An amount of Rs. 140.12 lakh was paid to these awardees.

Under the scheme of Visiting Associateships, 100 slots are available for outstanding teachers in universities and colleges to visit institutions of Advanced Study and Research Centres for a short duration, to keep themselves abreast of the latest developments in their areas of interest. At present, 49 awardees are working in various universities and colleges. The constitution of the selection committee for awarding Visiting Associateships as per the revised guidelines for the Ninth Plan is under consideration of the Commission.

Assistance is also provided to universities for the appointment of visiting professors / fellows and also the Commission continued to provide teaching / research assignments to migrant teachers from Kashmir University and its affiliated colleges due to disturbed conditions there. Till 31.03.2000, an amount of Rs. 250.24 lakh was provided to various universities and also an amount of Rs. 6.27 lakh was paid to migrant teachers working in seven universities and two colleges. Support to teachers is also provided by way of Teacher Fellowships for doing M. Phil, and PhD. So far, 1376 teachers were assisted by awarding Teacher Fellowships and provided grants amounting to Rs. 241.95 lakh.

Cultural Exchange Programmes

University Grants Commission provides assistance to centres identified as Area Study Centres for undertaking studies relating to problems and culture of a given area and for developing inter-disciplinary research and teaching. The focus is on such countries and regions with which India has had close and direct contact. In addition to these, centres for Indian languages and culture are also in operation. As on 31.03.2000, there were 19 Area Study Centres in 17 universities. An amount of Rs. 69.74 lakh was released to these centres.

The UGC operates Bilateral Exchange Programmes with 60 countries. During 1999-2000, the UGC hosted the visits of 62 foreign scholars and deputed 103 Indian scholars abroad. Under the collaborative exchange programme, there is a provision for the exchange of foreign language teachers at the Master's Level. As on 31.03.2000, there were 39 foreign language teachers teaching in Indian Universities.

Under the German Academic Exchange Services (DAAD), eighteen scholars were nominated for advanced research work relating to German Culture, History, Economics, Philosophy, Education and Natural Sciences. In addition, there is a programme for exchange of scholars under the French Government Fellowship scheme. Two Indian scholars were awarded these fellowships to carry out research in French Language, Literature, Culture and Civilisation.

Under the programme of Exchange of Social Scientists, ten social scientists were nominated by

the UGC to visit France and eight French scientists visited India. One Indian scholar visited U.K. under the Higher Education Link programme implemented in collaboration with the British Council for the development of linkages between universities in India and United Kingdom, in specified areas, such as joint research, joint publication, curriculum development, etc.

The UGC is the implementing agency for the programme of SAARC Chairs / Fellowships / Scholarships. Under the Programme, 26 fellowships and 40 scholarships are made available in various SAARC countries. Till March 31, 2000, five fellowships and six scholarships were made available to three SAARC countries.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in U.K. and makes nominations for the award of Commonwealth fellowships to enable promising faculty members in universities and colleges in India to do research work at universities/ institutions in the U.K. During 1999-2000, 36 scholars were selected out of the 78 scholars nominated by the UGC. One Canadian teacher visited India, while two Indian teachers visited Canada under Shastri Indo-Canadian two-person months programme.

Inter-University Resources for the Promotion of Quality

In accordance with the amendment of the UGC Act, 1984, UGC has initiated the setting up of autonomous centres within the university system. These centres provide common facilities, services and programmes to universities since heavy investment in infrastructure and inputs have made it beyond the reach of individual universities to obtain these facilities. At present, 7 such autonomous centres are functioning.

Besides, the UGC has also been instrumental in setting up National Information Centres in selected universities for providing convenient, economical and timely access to information. At present, three such centres are functioning in India. The UGC has also set up Centres of National Facilities to serve as resource centres for availing the facilities provided by these centres. Seven such centres are functioning in various fields of study.

The UGC has been regularly providing financial assistance to these autonomous centres. Till March 31, 2000, UGC has paid Rs. 258.75 lakh to Inter University Centres, Rs. 125.00 lakh to National Information Centres and Rs. 144.00 lakh to the Centres of National Facilities.

Promotion of Hindi Language (Rajbhasha)

Towards the promotion of Hindi language, the Rajbhasha Cell of the UGC imparted training to 41 employees of the UGC in Hindi Typing and 16 employees in Hindi Stenography. The Cell has been bringing out regularly quarterly journals of SETU and UCHCH SHIKSHA PATRIKA. An amount of Rs. 5.00 lakh was also released to the Banaras Hindu University for the certificate and diploma courses introduced in the university relating to promotion of Hindi.

Programmes for Enhancing Access and Equity

Programmes for Women

The Commission introduced a special scheme for the construction of hostels for women with a view to provide a safe environment and to encourage the mobility of the women students pursuing higher studies in universities of their choice. Twenty three universities and 438 colleges, including four Delhi colleges were provided assistance up to 60 per cent of the total cost of their projects. The UGC (HQ) has released an amount of Rs. 157.87 lakh to 23

Shri M M Joshi, Union Minister for HRD addressing the gathering at the inauguration of Gyan Darshan at IGNOU

During 1999-2000, it approved the proposal of S.N.D.T. University, Mumbai and paid an amount of Rs. 208.52 lakh. The proposals of two women universities are under consideration by the Commission.

The Commission has decided to introduce a new scheme of Day Care Centres in universities and colleges with a one-time lump sum financial grant of Rs. 2.00 lakh to each centre, with a view to provide day care facilities for the children of university / college employees.

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

universities, Rs. 26.22 lakh to four Delhi colleges and the seven Regional Offices of the UGC have released Rs. 664.19 lakh to 434 state colleges.

The UGC provides assistance for setting up study centres / cells for women's studies, which undertake research, develop curricula and organise training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, etc. These centres are also expected to take up activities like teaching, research, extension, advocacy and dissemination. As on 31.03.2000, 33 such centres and 6 cells were in operation. Financial assistance was provided to these centres to the extent of Rs. 108.31 lakh during 1999-2000.

In order to provide an opportunity for women in areas perceived to be prestigious and also to enhance gender equity in the area of Engineering and Technology, UGC has introduced a new scheme, namely Technology for Women, in women universities. It provides financial assistance for introduction of under-graduate courses in Engineering and Technology for a period of five years. The Commission identified five women universities for the introduction of these courses, during the Ninth Plan period.

Programmes for Scheduled Castes / Scheduled Tribes (SC / STs)

To ensure effective implementation of the reservation policy for SC / STs, the Commission has been providing financial assistance to universities for the establishment of SC / ST cells. At present, 104 cells in universities are in operation. A grant of Rs. 65.71 lakh was released to the universities. The Commission has constituted a special Monitoring Committee to monitor the implementation of the reservation policy in Central and Deemed to be Universities, which are receiving maintenance grants.

A scheme of remedial coaching has been in operation to enhance skills and linguistic proficiency in various subjects. As per the revised guidelines of the Ninth Plan, 77 new institutions were selected for providing remedial coaching during 1999-2000. As on 31.03.2000, the scheme is in operation in 26 universities and 449 colleges. An amount of Rs. 268.04 lakh was released to these institutions. The Standing Committee for SC/ STs monitors and reviews the work undertaken by these universities and colleges.

A similar scheme of coaching classes has been in operation for students belonging to educationally backward minority communities to compete in various competitive examinations, securing admissions in professional courses and becoming self-reliant, etc. As on 31.03.2000, 77 coaching centres, including 10 coaching centres for women were functioning in 22 universities and 55 colleges. The Standing Committee on Minorities monitors the implementation of the programme. During 1999-2000, the Commission released Rs. 43.65 lakh to these centres as per the revised guidelines.

To remedy the non-fulfilment of the prescribed reservation quota for SC / STs in teaching positions, the Commission has created a Central Pool Database of eligible SC / ST candidates to recommend their candidature for teaching positions in universities and colleges. On request, such data was made available to ten universities and twenty colleges during the year under report. So far, 1274 applications of SC / STs were enlisted in the database. Efforts are also being made to make this data available on the UGC website.

In order to provide an adequate number of qualified SC / ST candidates for recruitment as lecturers in universities and colleges, the Commission has formulated a scheme of conducting coaching classes to prepare them for the National Eligibility Test (NET).

Programmes for Differently-abled Persons
The University Grants Commission has introduced two special schemes, namely Teachers Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Disabled persons) (HEPSN), with an aim of not ignoring persons with disabilities in the higher education system and with an objective to develop courses for special teachers and also to provide facilities in various forms for the differently-abled persons. During 1999-2000, it has approved the proposals of five universities /

institutions under TEPSE and eight universities / institutions under HEPSN and paid an amount of Rs. 47.69 lakh in this regard.

Adult, Continuing and Extension Education and Field Outreach
As per the revised guidelines framed for the Ninth Plan, assistance is being provided to centres that have been set up in 85 universities. These centres have been involved in programmes such as literacy, post-literacy, continuing education, environment education, legal literacy, technology transfer, etc. The budget allocation of Rs. 2.06 crore made available under the programme was fully expended. The Commission has also been deputing teachers to work with Bharat Gyan Vigyan Samiti (BGVS) and Bharat Jan Vigyan Jatha (BJVJ). During the year under report, UGC has awarded one teacher fellowship to BGVS and eight teacher fellowships to BJVJ and paid the salary of the substitute teachers appointed in place of deputed teachers.

United Nations Population Fund – UGC Project on Population Education
The main objective of the Project of Population Education is to enable the youth in universities and colleges, and through them the community at large, to comprehend clearly issues relating to family size, quality of life, gender equity, reproductive health, AIDS, impact of population growth on society and the nation, etc. The UGC has set up 17 Population Education Resource

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Two special schemes have been introduced, namely TEPSE and HEPSN with an aim of not ignoring persons with disabilities in the higher education system and with an objective to develop courses for special teachers and also to provide facilities in various forms for the differently-abled persons.

Centres (PERCs) in selected universities as a joint project undertaken with the UNFPA. These centres provide technical support to the university system and resource support for various activities relating to curriculum development, teaching and learning material. The PERCs also carry out monitoring and evaluation of the programme.

The third phase of the UGC – UNFPA project commenced in January 1999. In this phase, there is a shift of focus from population control and other demographic concerns to reproductive health, gender equity, adolescence education and quality of life. To strengthen the research base, an Inter-sectoral Research Consultative Meet was jointly organised by the UGC with UNFPA in November, 1999. Inter-country Study Visits to Indonesia and Sri Lanka were conducted in September, 1999 for PERC personnel to understand population issues and approaches. As part of inter-sectoral coordination, links and networking have been established with governmental organisations, NGOs, Panchayati Raj Institutions, Opinion Leaders, etc. Two project progress review meetings were held jointly with the Advisory Committee in the month of March, 1999 and January, 2000 for the purpose of monitoring and evaluation of the project. Bibliographies for courses on thrust areas are being prepared by the selected PERCs. An amount of Rs. 60.98 lakh was expended towards the activities of the project.

Assistance to Teachers who are Visually Handicapped (Blind)

The Commission has decided to enhance reader allowance to Rs. 6,000 per annum to the regularly appointed blind teachers working in universities and colleges. During the year, an amount of Rs. 12,000 was paid to two universities for the benefit of two blind teachers. The UGC Regional Offices are providing assistance to blind teachers working in colleges.

Programmes to Strengthen Scientific Research

Strengthening of Infrastructure in Science and Technology ((SIST)

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

Assistance under the programme is being made available as a one-time input on cent per cent basis. Regular monitoring and evaluation are integral parts of the programme. The departments so supported have been given functional autonomy. During 1999-2000, 16 new departments were identified for support under the programme, thus raising the total number of such departments to 195 as on 31.03.2000. The financial limit for a selected department during the Ninth Plan is Rs. 85 lakh for a duration of five years (one-term only). The Commission has paid a total grant of Rs. 851.90 lakh for the new and ongoing departments.

University Science Instrumentation Centres (USICs)

For optimum utilisation of sophisticated instruments in teaching and research, the UGC has introduced the concept of common pool by establishing University Science Instrumentation Centres (USICs). These centres are meant to take care of all aspects of instrumentation, including the maintenance and repair of instruments and the training of human resource at different levels. As on 31.03.2000, 69 such centres were functioning in various universities. A grant of Rs. 38.11 lakh was released to these centres.

Assistance in other schemes

Besides, assistance is also made available through other schemes, namely Special Assistance Programme in Science, Major / Minor Research

Projects in Science, training programmes for science teachers, Emerging Areas in science, etc.

Programmes for the Development of Engineering/Technical and Management Education

Introduction of PG Courses in Engineering / Technology in Universities

The UGC provides financial assistance to technical universities and other universities having Engineering departments to enable them to carry out various programmes of higher education and research. At present, the Commission is providing development assistance to 11 technical universities and 25 other universities having Engineering departments and maintenance assistance to four State / Deemed universities for conducting approved PG courses in Engineering and Technology. The Commission released grants amounting to Rs. 12.45 crore as development assistance and Rs. 2.91 crore as maintenance grants.

Computer Education and Facilities in Universities and Colleges

University Grants Commission has been providing financial assistance to universities for the establishment and augmentation of computer facilities. Up to 31.03.2000, the Commission provided grants for setting up computer centres in 130 universities / deemed to be universities. During 1999-2000, a grant of Rs. 30 lakh each was provided for upgradation of computer facilities in the computer centres of 20 universities.

In order to train personnel in the field of computers, the UGC has also been providing assistance to universities for conducting courses such as MCA, M.Sc. / B.E./ B. Tech. M.E./ M. Tech in computer science. Up to 31.3.2000, 84 universities have been assisted for conducting these computer courses.

Assistance was also provided to universities for the introduction of computer application paper at the PG level in subjects in which computers applications have been prominent. Up to 31.3.2000, 24 universities were given approval. During 1999-2000, Rs. 3.00 lakh each was paid to two universities and one college.

The UGC also provides grants for strengthening computer laboratories in universities. So far, UGC has assisted 38 universities. During 1999-2000, 13 universities were provided a grant of Rs. 10 lakh each.

The Commission also assisted all the 50 Academic Staff Colleges (ASCs) by paying a non-recurring grant of Rs. 1.25 lakh to each of these colleges for creating computer facilities.

The UGC has also approved 135 training programmes during the reporting year to train college teachers in the use computers. Universities located in the proximity of colleges, have been entrusted with the job of imparting the training.

The Commission provided a total grant of Rs. 9.01 crore to universities under all the above programmes.

In order to create awareness among students and teachers / staff of colleges about the use of computers in administration, finance, examination and research, the UGC has been

providing financial assistance to colleges for the purchase of personal computers and relevant system and application software. During 1999-2000, the Commission paid a grant of Rs. 1.25 lakh to each of the 170 colleges approved. Up to 31.3.2000, assistance for the procurement of computers was provided to 3404 colleges.

Development of Management Studies

The UGC provides financial assistance to universities for the introduction of MBA programme after the proposals are approved by the UGC Expert Committee on Management Studies and by the AICTE. It also provides development assistance to those departments, which have completed five years. During 1999-2000, the Commission approved four new MBA departments in four universities and a grant amounting to Rs. 2.64 crore was released to these universities for running the MBA programme.

PG Scholarships to M.E./ M. Tech. Students

The Commission provides post-graduate scholarships to M.E. / M. Tech students who have qualified GATE to enable them to pursue higher technical education. The scholarship is for a period of eighteen months. The Commission provides assistance to 900 students every year. During 1999-2000, grants amounting to Rs. 4.32 crore were released towards these scholarships.

Assistance in Other Schemes

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

Programmes for the Improvement of Management of Higher Education

Resource Mobilisation by Universities

The scheme of resource mobilisation by universities was introduced in 1995. The Commission has revised the guidelines for the Ninth Plan to support universities for their resource mobilisation efforts. The main objective of the scheme is to encourage and enhance the flow of resources coming from the society for university development. Twenty five per cent of the resource generated by a university is given as the UGC share, limited to a maximum of Rs. 25 lakh in a financial year. During the year 1999-2000, 22 universities were supported by providing Rs. 4.67 crore as the UGC share.

University of Hyderabad

The University of Hyderabad, established by an Act of Parliament in 1974, is a premier institution of post-graduate teaching and research in the country. The academic activities of the university are undertaken through its eight schools of study. They are, School of Mathematics and Computer / Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N. School of Arts, Fine Arts & Communications and School of Management Studies. The Centre for Distance Education of the University offers about 11 post-graduate diplomas in Computer Science, Planning and Project Management, Environmental Education and Management, Translation Studies (Hindi), Translation Studies (English), Human Rights, Library Automation and Networking, Television

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Production, Telecommunications, Chemical Analysis and Quality Management and Professional and organisational Ethics and Values.

During the year under report, the University has had a faculty strength of 199, consisting of 71 professors, 86 readers and 42 lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during 1999-2000. Many distinguished scholars visited the university and delivered lectures and interacted with faculty and students. Several faculty members were selected for numerous national and International Honours. Eminent scholars from India and abroad occupied the two prestigious chairs named after Shri Jawaharlal Nehru and Dr. Sarvepalli Radhakrishnan.

University of Delhi

The University of Delhi is a premier institute of higher learning and offers both under-graduate and post-graduate programmes in a wide range of disciplines encompassing Social Sciences, Humanities, Commerce, Management, Basic and Applied Sciences, Medicine and Technology. The university also conducts short and long-term Certificate / Diploma courses in Computer, Modern Indian and European Languages and other application – oriented disciplines. During the year under report, the number of students enrolled in the University is 2.5 lakh, of which 20,000 are in post-graduate courses. About 600 foreign students have taken admission in both undergraduate and postgraduate courses. The University has a modern library system with Reference Library and internet facilities. Research work leading to the award of M.Phil. and Ph.D. degrees is conducted in 85 departments belonging to 15 faculties. The university departments also undertake research and development programmes of local, national, regional and global importance. The outstanding research work, particularly in the faculties of Modern Biology

and Physical Sciences has secured patents on a few processes of Biomedical importance. The University has a number of collaborative R & D Projects not only with National Institutes and other Indian Universities but also with foreign universities. As many as 40 MOUs have been signed with universities of developed and developing countries for exchange of students and teachers during the year under report.

To serve as an inter-disciplinary institution for promoting research and training in environment and ecology, leading to the award of M.A. M.Sc., M.Phil. and Ph.D. degrees of the University and to evolve specific environmental management and regulation packages through inter-disciplinary teams for specific economic activities, the University of Delhi has established the School of Environmental Studies. The University has also formulated a compulsory environmental education course for all under-graduate students. The objective of this course is to bring attitudinal changes in the youth towards environmental protection to impart the concept of sustainability and to develop skills that can be put to use as and when required.

Many prestigious National and International awards and Fellowships of National and International Academics have been awarded to faculty members in different disciplines.

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act 1996, seeking to establish a University at Wardha was passed by the Parliament in December 1996. The University came into existence with effect from December 29, 1997. The first Executive Council of the University has already been constituted by the President. The Government of Maharashtra has already allotted and provided possession of the land for the establishment of the University at Wardha. Steps

are being taken to develop the necessary infrastructure facilities. The University has undertaken various academic activities which inter-alia include collection of rare manuscripts of Hindi Books and Journals, particularly on mythology. The University has also taken steps for curriculum development in Hindi, particularly for its centres abroad. Hindi quarterly Journal 'Bahubachan' English quarterly Journal 'Hindi' are being published and circulated by the University.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi came into existence in 1969. The University has 9 Schools consisting of 24 Centres of Studies. IN addition, it has another 4 independent Centres of Studies. The strength of its teaching and non-teaching staff is 382 and 1350, respectively. The total enrolment in the University was 4260 students with adequate representation of SCs, STs and Other Backward Classes.

The faculty members of the University produced a number of books, contributed several chapters to books and published various research articles in eminent academic and research journals. The faculty has at present 174 ongoing research

The President of the Russian Federation Mr. VladimirV.Putin being conferred the Degree of Doctor of Laws by Jawaharlal Nehru University at a Special Convocation in New Delhi on October 3, 2000

projects sponsored by various funding agencies. A number of distinguished faculty members received honours and awards from various national and international organisations. The University Library acquired around 3546 volumes during the year under report. The total collection of books and periodicals now stands at 4,34,702 volumes.

The School of Social Sciences has been declared as School of Excellence. A new hostel for SC & ST students with a capacity of 200 double occupancy rooms for boys and girls is under construction. The University has entered into an agreement with the Delhi Government for setting up a Super Speciality Hospital. His Excellency Mr. Vladimir V. Putin, the President of the Russian Federation was conferred an honorary Doctoral Degree (Honoris Causa) on October 3, 2000.

New courses and programmes, such as M.Phil/ Ph.D in Science Policy and Advanced Diploma in Bio-informatics as an inter-disciplinary programme of Biology and Computer Sciences were also introduced during the year.

Banaras Hindu University

The Banaras Hindu University BHU, Varanasi came into existence in 1916 as a teaching and residential University. The University maintains 14 Faculties, 121 Academic Departments, 4 Inter-disciplinary Schools, 4 Colleges and 3 Schools, besides 3 institutions, viz., Institute of Medical Sciences, Institute of Technology and Institute of Agriculture Sciences. The University also maintains a Constituent Mahila Mahavidyalaya. There are 6 Centres for Advanced Studies (CAS), 12 COSIST Programmes and 8 Special Assistance Programmes (SAP) in the various departments of the University. During the year, the University has introduced various new courses, such as M.A. in Criminology and in Public Administration. At present, the University is running 29 UG, 146 PG, 31 Diploma and 31 Certificate courses.

The University has a 1000-bedded modern Ayurvedic Medicine Hospital. The strength of its teaching and non-teaching staff is 1125 and 6545, respectively. During the academic session 1999-2000, 45 projects have been sanctioned by the UGC / Government of India and other agencies. The present student enrolment in the University is 14620.

Seven Endowment Funds have been instituted by the University for various Scholarships / Medals / Cash Prizes.

Maulana Azad National Urdu University

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

The Government of Andhra Pradesh has allotted 200 acres of land for the University free of cost. The Administrative Office of the University has already been set up at Hyderabad. However, other infrastructure is under development. The Regional Offices at Delhi, Patna and Bangalore have also been set up. It is proposed to establish more Regional Centres in the near future. The University has been sanctioned three Schools of Studies, five Departments of Studies, two Directorates and 31 Study Centres in different parts of the country.

The University has 17 faculty positions and 60 administrative, ministerial and others. It has 2551 candidates on its rolls and proposes to admit about 3716 more students in B.A. , B.Com (3YDC) and Certificate Course in Food and Nutrition by distance education mode in Urdu medium. The University is also offering B.Sc. (Degree Course), Certificate Course in Proficiency in Urdu through Hindi and in Urdu through English during the current academic year. Beginning of the vocational courses in the conventional mode is also proposed by the University.

Aligarh Muslim University

Aligarh Muslim University (AMU), established in 1920 as a Central University, is one of the premier fully residential academic institutions of the country. The University has 102 departments/ institutions / centres grouped under 12 faculties. It also maintains 4 hospitals, 6 colleges (including Medical, Dental and Engineering Colleges), 2 polytechnics and 8 schools.

The University also offers six diploma courses exclusively for women in the fields of Electronics Engineering, Electronics (TV Technology), Computer Engineering, Costume Design and Garment Technology, Office Assistantship and Secretarial Practice, and General Nursing and Midwifery. Two new courses, namely, Certificate and Diploma in Punjabi and Kashmiri have been introduced during the period under report.

The University has on its rolls a total of 25,088 students. The total strength of the teaching staff of AMU is 1445 and that of non-teaching staff is 5688. During the period under report, 12,408 books were added tot he Central Library of the University, thereby raising the total collection of books to 9,45,803. In addition, each Department of the University has a Seminar Library for PG and research students. Colleges like J.N. Medical College, A.K. Tibbiya College, Z.H. College of Engineering and Technology and Women's College have separate libraries.

With a view to familiarising themselves with the courses in different faculties and collecting information about admission of foreign students to the University, a delegation of Indonesian Universities visited AMU on August 27, 2000. A total of 72 foreign students were admitted to various

courses in different departments of the University during the period under report.

In order to promote sports and allied activities, the University maintains ten clubs, namely, Riding Club, Hockey Club, Tennis Club, Hiking and Mountaineering Club, Swimming Club, Athletic Club, Cricket Club, Football Club, Gymkhana Club and Gymnasium Club. Gymkhana and Gymnasium Clubs also maintain their sub-clubs, namely, Volleyball, Badminton, Table Tennis, Basketball Clubs and Skating, Body-building, Weightlifting and Power lifting Clubs, respectively.

The UGC has approved a total grant of Rs. 24.29 crore for developmental activities to be taken up in various faculties of the University during the Ninth Plan. Ten projects, including construction of Dental College (Phase-II), Women's Hostel, Staff Quarters, Chemistry Laboratory, extension of Departments Of Mathematics have been taken up during the period under report.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from the nursery stage to post-graduate and doctorate levels.

The University has 29 departments grouped under 6 faculties. It also maintains seven Centres, one Institution, one Academy, one Staff College and three Schools. The University has on its rolls a total of 8055 students. The total strength of the teaching staff of JMI is 414 and that of the non-teaching staff is 831.

There has been a constant increase in the number of books and research journals in Dr. Zakir Hussain Library of the University. As on March 31, 2000, the Library had a total collection of 2,45,771 books. During the period under report, the Archival Cell of the library added to its collection a number of albums on various occasions.

The A.J. Kidwai Mass Communication Research Centre of JMI provides training at post-graduate level in Mass Communication and also produces educational material for the UGC's INSAT programme. Two films produced by the students of the said Centre were given best film awards in Social Sciences and Literature categories at the Educational Video Festival in 1999; while one of the lecturers of the Centre was awarded Certificate of Merit at the Mumbai Film Festival held in January, 2000.

The State Resource Centre of the University has been implementing programmes of the National Literacy Mission and also the recommendations of National Commission for Women since its inception. During the period under report, the Centre organised 36 training programmes and 10 workshops. In addition, important documents of the National Literacy Mission have been translated into Urdu.

Dr. Zakir Hussain Institute of Islamic Studies continues to publish two journals, namely, `Islam and the Modern Age' (English) and `Islam Aur Asr-e-Jadeed' (Urdu) devoted to the creative re-interpretation of Islamic tradition in the context of contemporary India and the world, and promotion of inter-faith understanding.

The Academy of Third World Studies published many books like `media and Communications in the Third World', `Media Development and Communication in East Asia,' `Media Development Communications: Socio Political Implications in Africa', `Arab Attempts at Journalism', `Nature of State', `Media and Communication' and `Media and Environment – a Critical Study', etc. Besides these publications, the Academy organised a national seminar on `Towards Understanding the Kashmir Crisis', a symposium on 'The Future of Kashmir', and seminars on `The West Asian Peace Process: Problems and Perspectives', `Israel-Palestine Negotiations', and `Human Rights and the Functioning of National Human Rights Commission'.

A website, `http://jmi.nic.in' containing more than 900 pages, developed by JMI, was formally launched on 2.11.2000. Admissions-related information for the academic session 2001-02 in respect of all faculties and centres of JMI, along with admission results are planned to be put on the website.

Visva Bharati
Visva Bharati, an educational institution founded by the late Gurudev Rabindranath Tagore, was incorporated as a Central University by the Visva Bharati Act, 1951. The University imparts education from the primary school level to post-graduate and doctorate levels. It has twelve Institutes – eight at Santiniketan, three at Sriniketan and one at Calcutta.

As on 31.3.2000, there were 6299 students on the rolls of the University, including its school sections. The total strength of teaching and non-teaching staff was 518 and 1560, respectively. A few new courses, namely, Bachelor of Physical Education, Master of Computer Application, one-year post-graduate diploma each in (i) Journalism and Mass Communication, and (ii) Tourism and Travel Management have been introduced from the 2000-2001 academic session.

The Central Library of the University had a total collection of 3,72,589 books and 2334 periodicals as on 31.3.2000. In addition, 3,20,115 books were housed at 12 sectional libraries of the University.

A Special Convocation was held for conferring the honorary degree of DESIKOTTAMA' on His Excellency Mr. Bulent Ecevit, Prime Minister of Turkey at Santiniketan on 2.4.2000.

Pondicherry University
Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating University with its jurisdiction over the Union Territory of Pondicherry, and Andaman and Nicobar Islands. During the year under report, the University was accredited with a four-star status by the NAAC Team for its academic excellence.

The University has 6 Schools, 19 Departments and 10 Centres and offers one certificate, twenty nine post-graduate courses, one M.Tech, seventeen M.Phil., twenty four Doctoral Programmes and Five-Year Integrated Master's Degree programmes in two disciplines. It has 28 affiliated institutions, both inside and outside Pondicherry. It has 163 teaching staff and 60 Guest Lecturers, 565 non teaching staff and 1505 students on its rolls. During the year, two new Departments and two Centres of Study have been started. The University has entered into an MOU with 17 Universities so far.

During the year, a sum of Rs. 14.20 crore was received under non–plan. All the building works under the Ninth Plan are in progress.

A total of 53 candidates have been registered for the Ph.D. programme. As many as 83 sponsored Research Projects were received from different agencies from India and abroad and 45 books and

Shri K C Pant, Dy. Chairman Planning Commission delivering the 11th convocational address of IGNOU

232 papers were published in national and international journals of repute.

Indira Gandhi National Open University

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 for the introduction and promotion of Open University and Distance Education System in the educational pattern of the country and for the coordination and determination of standards in such a system. The major objectives of the University include widening of access to higher education by providing opportunities to larger segments of the population, particularly to 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 and hilly areas, etc. IGNOU provides an innovative system of university-level education, flexible and open in regard to methods and pace of learning, combination of courses and eligibility for enrolment, age of entry and methods of evaluation, etc. The university has adopted an integrated multimedia instructions strategy consisting of print materials, audio-video programmes, supported by counselling sessions at study centres throughout the country and tele-conferencing. The evaluation system followed by the university consists of both continuous evaluation, as well as term-end examinations.

During 2000, 56 programmes, consisting of 604 courses were on offer in different areas. The total number of students registered during 1999 was 1,72,548 which had risen to 2,31,179 in January, 2000. The cumulative enrolment of students at IGNOU is around 6,00,000. By the end of Ninth Plan, it is expected that 20 per cent of the total enrolment in Higher Education System in the country will be in the Open University System, including IGNOU and State Open Universities.

Presently, the Student Support System Network of IGNOU consists of 34 Regional Centres (including 5 Army and 7 Air Force Centres) and 557 Study Centres.

On January 26, 2000, IGNOU launched transmission of Gyandarshan –an Educational TV Channel of India which is a joint collaborative venture of MHRD, I & B Ministry, IGNOU, UGC, NCERT, NOS and other organisations. The telecast of IGNOU programme on Doordarshan network is continuing and has now been increased to 24 hours of transmission each day. The tele-conferencing of IGNOU programmes (one-way video, two-way audio) through INSAT-2A on the extended C-Band is also continuing.

IGNOU has been running its academic programmes in Guild countries – Dubai, Abu Dhabi, Sharjah, Doha, Muscat and Kuwait since 1997 through its partner institutions. IGNOU's presence has been extended to Mauritius, Maldives and Seychelles. Under a scheme of SAARC Scholarships, Ministry of External Affairs is offering 100 scholarships through IGNOU to students from Nepal, Sri Lanka and Maldives. IGNOU has also signed an MOU with Hanoi Open University to offer its programmes in Vietnam.

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The Distance Education Council, which is an authority under IGNOU Act, has assumed the responsibility for development of Open and Distance Education system. It also provides financial support to Open Universities and Correspondence programmes offered by traditional universities. At present, there are nine State Open Universities and 52 Correspondence Course Institutes / Directorates of Distance Education in the conventional universities in the country.

Babasaheb Bhimrao Ambedkar University, Lucknow

Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow was established in 1994 by an Act of Parliament. It aims to provide instructional and research facilities in new and frontier areas of learning and to launch academic programmes in these areas. The University has set up five schools which include School of Information Science & Technology, School of Environmental Sciences, School of Bio-sciences and Bio-technology, School of Ambedkar Studies and School for legal Studies. Eight Departments are presently functioning under these schools. There are 152 enrolled students, out of which 71 students belong to scheduled castes and scheduled tribes. The main campus, namely Vidya Vihar Campus, is under development on 250 acres of land near Lucknow.

North Eastern Hill University

The North Eastern Hill University was established on July 19, 1973 as a teaching and affiliating University with its headquarters at Shillong. Besides its main campus at Shillong, it also has campuses at Aizawal and Tura. The main objectives of the University are to provide instructional and research facilities in various branches of learning and to improve the social and economic conditions of the people of the North Eastern Hill Region.

The University has twenty eight Departments, four Centres and one Institute. The Departments offer Masters and Ph.D Programmes and the Centres offer

Diploma and Certificate courses. At present, there are 1716 Masters, 79 M. Phil. and 272 Ph.D. students on the rolls of the University. The University also has one constituent and 72 affiliated colleges. They offer under-graduate courses with more than 27,000 students on their rolls. Some of the colleges have also been offering Diploma / Certificate courses in UGC-supported vocational courses.

The faculty of the University consists of 61 Professors, 65 Readers and 70 Lecturers working on full-time basis.

Presently, the main campus of the University is located at three different places at Shillong. With the allotment of nearly 1225 acres of land to develop a permanent campus, the University has been striving to locate most of its Departments and related institutions at the permanent campus. A special grant of Rs. 6.00 crore has been released to the University from the Non-Lapsable Pool for the North East for infrastructural development at the main campus of the University.

Tezpur University

Tezpur University, a teaching and residential University located at Napaam, Tezpur in Sonitpur district of Assam, was set up in January, 1994. The objectives of the University are to disseminate and advance knowledge by providing instructional and research facilities in various disciplines, to educate and train manpower for the development of the State of Assam and to pay special attention to the improvement of the social and economic conditions and welfare of the people of that state,

During the year under report, the University has made steady progress in academic as well as infrastructural development. Presently, the University is offering Masters Degree programmes and job-oriented short-term courses through its eleven teaching departments and the Computer Centre. An M. Tech Programme in Energy

Technology under the School of Energy, Environment and Natural Resources has been introduced during the year.

The teaching departments of the University have attracted students from different regions of the country and the total number of students on rolls in 386 in Masters Degree Programmes and 77 in Ph.D The second convocation was held on September 25, 2000 and a total of 329 students were awarded Degrees and Diplomas, including 5 Ph.D.s

The University has a faculty strength of 71 and the faculty members have earned distinction by publishing research papers and obtaining Doctoral and Post-Doctoral Fellowships for study abroad.

The University has been encouraging `research work in various fields under the sponsorship of DST, ISRO, ONGC, AICTE, UGC and other Government and Non-Governmental agencies, Presently, research work on 33 projects is in progress.

Funds amounting to Rs. 18.00 crore have been allocated to the University under the Ninth Plan. The UGC has also released Rs. 80.00 lakh as one-time assistance for library books, office automation and laboratory equipment. Besides, a special grant of Rs. 10.00 crore has been released from the Non-Lapsable Pool for the North Eastern Region for infrastructural development of the University.

Assam University
Assam University was established on January 21, 1994. It's a teaching-cum-affiliating University with jurisdiction over Cachar, Karimganj, Hailkandi, Karbi Anglong and North Cachar Hills districts of Assam.

The University has 24 teaching Departments under eight Schools of Studies. Besides, there are three Centres of Studies in the University. Presently, there are 1084 students on rolls of the University in various courses. The total number of faculty members is 118. Besides, there are 52 colleges affiliated to the University.

An amount of Rs. 16.00 crore has been allocated to the University under the Ninth Plan. Besides, an amount of Rs. 10.00 crore has been released from the Non-Lapsable Pool for North East for infrastructural development of the University. A separate grant of Rs. 3.00 crore has also been sanctioned to the University from the Non-Lapsable Pool for the establishment of Diphu Campus. The process for acquiring land for the Diphu campus has been started.

Nagaland University
Nagaland University was established on September 6, 1994. Besides its headquarters at Lumami, it has two other campuses at Kohima and Medziphema. The headquarter of the University is, however, yet to be shifted to its appointed place and the administrative office of the University is presently operating from the Old Secretariat Building allotted by the Government of Nagaland.

The University has 25 teaching Departments under four Schools of Studies in different campuses. Besides PG Programmes, the University is conducting under-graduate courses in 40 affiliated colleges. The number of PG students on rolls of the University is 517 and the number of students in affiliated colleges is 21,094. The University has a faculty strength of 122 and the number of non-teaching staff is 243.

During the period under report, plan grant of Rs. 10.06 crore has been provided to the University by the UGC.

Mizoram University

The Mizoram University Act, 2000 has been enacted during the year to establish and incorporate a teaching and affiliating University in the State of Mizoram. With the establishment of this University, all Colleges, Institutions, Schools and Departments of North Eastern hill University located in the State of Mizoram shall stand transferred to the Mizoram University.

The process for appointment of the first Vice Chancellor of the University has been set in motion and the University shall come into existence immediately on appointment of the first Vice Chancellor.

A special grant of Rs. 1.74 crore has been released to the North Eastern Hill University from the Non-

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UGC guidelines have been revised to provide:

- opening of centres by deemed universities anywhere in India and any foreign country;

- provisional status of deemed universities to de-novo institutions in the emerging areas, subject to confirmation after five years.

Lapsable Pool for the North East for infrastructural development of the Aizawal campus of the University.

Deemed Universities

Section 3 of the UGC Act provides for declaring an institution of higher education as Deemed to be University. At present, there are 47 deemed universities which cover a variety of sectors of education, namely, Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Energy Research, Agricultural Research, Armament Technology and Yoga, etc. During the year, four institutions have been granted deemed to be university status: Bihar Yoga Bharati, Munger; Dharmsinh Desai Institute of Technology, Nadiad; Indian Institute of Information Technology, Allahabad; and Bhatkhande Music Institute, Lucknow.

Indian Council of Historical Research

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

The most important function of the ICHR is to provide assistance to scholars/ institutions for research and publications. National fellowships are awarded to eminent historians who wish to work on projects of special historical importance.

Indian Institute of Advanced Study

The Indian Institute of Advanced Study (IIAS), set up in 1965, aims at free and creative enquiry into the fundamental areas of life and thought. It is a

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residential centre for research and encourages promotion of creative thought in subjects like Humanities, Indian Culture, Comparative Religion, Social Sciences and Natural Sciences, and in other areas as the Institute may decide from time to time. The Institute provides facilities for advanced consultation and collaboration besides an exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. The Institute holds three seminars each year on themes of national significance when outstanding scholars and experts are invited to join the members of the academic community of the Institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver a series of lectures at the Institute. By now, the Institute has over 290 publications to its credit.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research (ICPR) was set up by the Government to promote research in philosophy and allied disciplines. In order to achieve its aims and objectives, the Council awards fellowships, financially supports and organises seminars, conferences, workshops and refresher courses, provides travel grants to scholars to present their papers at conferences held abroad, sponsors research projects and brings out publications and a triannual Journal

of Indian Council of Philosophical Research. During the year, ICPR awarded 39 fellowships under various categories. The Council also extended financial assistance to various organisations / individual scholars for organising 21 seminars / conferences on different topics related to philosophy and allied disciplines.

Project of History of Indian Science, Philosophy and Culture

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

The basic aim of the project is to undertake a comprehensive and interdisciplinary study of the scientific, philosophical and cultural development of the Indian civilization in the past and as it interacts in our own times with modernity. The project seeks to document and critique the reflective and material past of the Indian civilization from its genesis in remote antiquity to the twentieth century. Studies being undertaken are expected to throw valuable insights into the challenges which the Indian Society faces today. Interdisciplinary inquiry into the past of India for creatively shaping its future is the underlying agenda of the 50-volume project. Four main volumes and 12 spin-off volumes have been published so far.

Association of Indian Universities

The Association of Indian Universities (AIU) is a voluntary organisation of Indian Universities and

is registered under the Societies Registration Act. It is also a forum for university administrators and academics to come together to exchange views and discuss matters of common concern. It acts as a bureau of information in higher education and brings out a number of useful publications, research papers and a weekly journal titled University News. Membership of the Association rose to 250 during the year.

The Association is substantially financed from the annual subscription by the member universities. The Government of India sanctions grants for meeting a part of the maintenance and developmental expenditure, including a research cell. This cell undertakes various activities including research studies, workshops, training programmes, question banks, tournaments, database and sports events, etc.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to foreign degrees and the recognition of the institutions in India. A total of 370 equivalence certificates were issued during the year to foreign/ NRI students. The Students Information Services Division continued to serve students, academics and parents by providing them information on the status of Indian higher education institutions and on the courses offered through regular/ correspondence study by Indian universities and other institutions recognised by AICTE/ Government agencies.

National Council of Rural Institutes

The National Council of Rural Institutes was registered as an autonomous society fully funded by the Central Government on October 19, 1995 at Hyderabad. Its aims and objectives are as follows:

* To promote rural higher education on the lines of Mahatma Gandhi's ideas on education, so as to take up challenges of micro-planning for transformation of rural areas;

* To consolidate network and develop institutions engaged in programs of Gandhian Basic Education and Nai Talim;and

* To encourage other educational institutions and voluntary agencies to develop in accordance with the Gandhian philosophy of education.

During the year 2000-2001 financial support has been provided by the NCRI for projects in (i) Gandhi Peace Foundation, (ii) National Institute of Mental Health and Neuro-Sciences, (iii) Deendayal Research Institute, (iv) Hind Swaraj Mandal, (v) M.V. Foundation, (vi) Society for Integrated Development of Himalayas, (vii) Gandhigram Rural Institute, (viii) Paramparik Karigar, and (ix) Indian Institute of Education. Financial support has also been provided for organizing three workshops.

Indian Council of Social Science Research, New Delhi

The Indian Council of Social Science Research (ICSSR) was established in 1969 with the objective to support and sponsor purposive and meaningful research in Social Sciences in India. The Council provides maintenance and development grants to 27 research institutes spread over the entire country. The Council has also established six Regional Centres for identification and development of talent through various programmes. During 2000-2001, 100 new research projects are proposed to be sanctioned and reports for 90 projects sanctioned earlier are to be received. Major activities of the council are given in the following paras :-

Data Archives is engaged in developing a repository of research relevant qualitative data available in machine readable form, ibid. providing guidance and consultancy services in data processing to scholars funding training courses in research methodology and computer application in social sciences, compiling and maintaining Register of

Social Scientists in India and providing grants for organising seminars / conferences / workshops. Data Archives proposes to acquire five data sets during 2000-2001. It is expected that about 60 scholars will be availing the facility at 12 guidance centres spread over the country in addition to data archives in Delhi during 2000-2001 and this number increase to 75 during 2001-2002.

National Social Science Documentation Centre (NASSDOC) is currently involved in the development of a National Information Network in Social Sciences. It is progressively computerising its services. The NASSDOC has established linkages with major international information networks. It is one of the contact point for APINESS in India and is currently its Chairperson as well. It is also an active member of IFLA, FID and ICSSD. The NASSDOC is also the current President of ICSSD, Paris. During 2001-2002 the NASSDOC proposes to acquire 1200 publications, provide financial support to 10 documentation and bibliographical projects, strengthen the inter-library Resource Centre computerised all major operations and organise a national seminar on social science information in February 2001.

Shyama Prasad Mookerjee Information Gateway Of Social Sciences was inaugurated by Prof. Murli Manohar Joshi, Minister of Human Resource Development, Science and Technology and Ocean Development, Govt. of India on 12th May 2000.

It is to provide fast and easy access to high quality, relevant information sources, data, web pages, multimedia files and other relevant internet sites in social sciences.

During the year 2000-2001, ICSSR would be sponsoring seventy five seminars/conferences. Due to increasing demands, it is expected that ICSSR would be providing funds for organizing about eighty seminars/conferences in the year 2001-2002.

Since 1970, the Council has been carrying out surveys of research in different social science disciplines covering a specific period of time say 5 to 10 years. These surveys not only provide research information in condensed form, undertaken during the previous years, but also identify gaps in research and also suggest themes for future research. The Council has been up-dating these surveys regularly. Keeping in view the usefulness of the programme, the Council has now decided to bring out biennial surveys, beginning 2001, initially in the disciplines of Economics, Geography, Political Science (including Publication Administration and International Relations) Psychology and Sociology and Social Anthropology beginning 2001. The Council regularly publishes its half-yearly journal entitled 'Journal of Social Science Review' and five half-yearly journals of abstracts and reviews in the disciplines of Economics, Geography, Political Science, Psychology and Sociology and Social Anthropology. In addition, two periodicals are brought out on collaborative basis.

International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The on-going activities under this programme for the last several decades are cultural exchange programmes (CEP), establishment of professional contacts with countries not covered by the (CEPs), financial assistance for participation in International conferences and data collection abroad and

participation in the activities of international organizations like UNESCO, ISSC, AASSREC etc. The major countries with which ICSSR has cultural exchange programmes are Russia, France, China Egypt, Turkey, Mexico covering almost all the continents. The ICSSR has initiated bilateral program with University of Pennsylvania, Israel Academy of Sciences and Humanities, Jerusalem, Korean Development Institute, Seoul, World Institute for Development Economic Research, Helsinki and National Council of Social Sciences and Humanities, Hanoi.

International Cooperation

Foreign students have increasingly shown keen interest in research possibilities in India. Besides research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India and the Shastri Indo-Canadian Institute, a large number of scholars come to India on the basis of applications made individually. During 2000-2001 about 550 projects have been received out of which 384 research project have already been approved by the Government of India. The Government of India has also approved a number of bilateral agreements between Indian Universities and their counterparts abroad. Thirty one proposals for international seminars, symposia, conferences and seventeen proposals of foreign scholars as visiting lecturers in Indian Universities have been approved.

United States Educational Foundation in India
The United States Educational Foundation in India (USEFI) was established in February 1950 under a bilateral agreement, renewed in 1963, between the Governments of India and the United States of America to promote mutual understanding between the people of the two countries. The Fulbright Educational Exchange Programme provides for exchange of knowledge and professional talent through educational contact.

During 2000-2001, 22 visiting lecturers, 12 research scholars and 36 students/professionals were given Fulbright grants ranging from 3 to 12 months.

USEFI also disburses the East West Centre Grants through workshops and seminars at the EWC Institutes. The Foundation also offers grants for research scholars, short-term group programmes for school and college teachers, workshops and seminars involving visiting American professors and eminent Indian faculty. It provides educational advisory services to a large number of Indian students who wish to pursue higher education in the United States.

American Institute of Indian Studies
The American Institute of Indian Studies (AIIS), a consortium of about 67 major universities was established in 1961 with the approval of the Government of India to promote the study of Indian civilization and culture in the United States. The Institute awards research and language fellowships to scholars and students in American Universities for undertaking research and training in Languages in India. The Institute also maintains two research centres, viz., Centre for Art and Archaeology and the Archives and Research Centre for Ethnomusicology at Gurgaon. A Memorandum of Understanding has been signed with the Institute to disburse a one-time grant of Rs. 1.50 crore (Rs. 0.50 crore for building and Rs. 1.00 crore for recurring expenditure on fellowship programme) during the year 2000-2001. The grant is intended to enable the Institute to tide over its financial crisis due to the drying up of support under the US-India Rupee Fund Agreement, which expired in January, 1997.

During 2000-2001, the Institute awarded 61 research fellowships and 49 language fellowships for Hindi, Tamil, Bengali, Marathi and Telugu. The Institute also facilitated the visits of 141

undergraduate students under various American University Programmes.

Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute is a binational educational Institute that promotes understanding between India and Canada, mainly through facilitation of academic activities. It was founded in 1968 through a three-year Memorandum of Understanding between the Government of India and the Institute, which has been renewed from time to time. The term of the VII th Addenda has expired on 31-3-99. Action for renewal of agreement beyond 31-3-99 has been initiated.

The Indian Studies Programme, a core programme of the Institute, is funded by the Ministry of Human Resource Development and has enabled numerous scholars to undertake research in India and supply Indian imprints to Canadian Universities. The Government of India is to approve the visit of nineteen scholars for the year 2000-2001.

The Canadian Studies Programme funded by the Department of Foreign Affairs and International Trade, Canada offers fellowships to Indian scholars and institutions engaged in research and teaching in Canadian Studies. Eighteen Indian scholars have been selected for the award of fellowship for the year 2000-2001.

The CIDA-SICI project (CSP) funded by the Canadian International Development Agency aims at fostering sustainable development by funding research projects on development-related issues. The project began in 1992 and was renewed for its second phase, 1996-2000. Eleven projects were undertaken during the second phase under the four focus themes of gender and development, development and environment, private sector development, and social and economic reform. The visit of fifteen undergraduate and postgraduate students from India to Canada and vice-versa was also arranged during the current year.

Dr. Zakir Hussain Memorial College Trust

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

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

Under this scheme, assistance is provided to institutions which are outside the university system and which are engaged in programmes of innovative character. The scheme is intended to help, to the extent possible, selected institutions of higher education in the country in endeavouring to provide education different from the normal and established pattern of education. Financial assistance under the Scheme is given to selected institutions of higher education which are of nationwide importance as recommended by Visiting Committee constituted by Government of India.

Some voluntary organisations and educational institutions which have been receiving assistance from the Central Government are
* Sri Aurobindo International Institute of Educational Research, Auroville, Tamil Nadu;
* Sri Aurobindo International Centre of Education, Pondicherry;
* Lok Bharati, Sanosra, Gujarat;
* Mitraniketan, Kerala;

- The Mother's Institute of Research, New Delhi.

SC/ST CELL

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

India today faces the challenge of bridging the gap between the demand and supply of IT manpower to harness the opportunity that the recent advances in Information Technology have provided to the country. An IT task force under the chairmanship of Minister of Human Resource Development was constituted to consider accelerated out turn of IT professionals. Many other initiatives are being taken to further strengthen the Technical Education System.

Technical Education

All India Council for Technical Education

The All India Council Technical Education (AICTE) was set up in 1945 as an advisory body. It was given a statutory status through an Act of Parliament in 1987. The main functions of the statutory AICTE include proper planning and coordinated development of technical education in the country, promotion of qualitative improvement, and regulation and maintenance of norms and standards.

The AICTE has launched an Early Faculty Induction Programme (EFIP) to attract bright engineering students towards teaching profession by providing them with best training at the PG level at premier institutes like IITs, IISc, some Central Universities and also RECs. The AICTE continues to operate schemes of Modernisation & Removal of Obsolescence (MODROB), Research & Development (R&D), Thrust Areas of Technical Education (TAPTEC), Quality Improvement Programme (QIP), Entrepreneurship Management Development (EMD), Postgraduate Courses & Research Work, Continuing Education Programme (CEP), Travel Grants, Seminar Grants, Emeritus Fellowships, etc.

The National Board of Accreditation (NBA) functioning under the aegis of the AICTE critically assesses and evaluates the programmes run in AICTE approved institutions to ensure quality education.

Centrally funded Institutions

Indian Institute of Technologies (IITs)

Indian Institutes of Technology (IIT) at Kharagpur, Bombay, Madras, Kanpur, Delhi and Guwahati were established as 'Institution of National Importance' under the Institutes of Technology Act, 1961. Their main objective was to impart world-class training in Engineering and Technology; to conduct research in the relevant field; and for advancement of learning and dissemination of knowledge.

IITs offer Undergraduate Programmes in various branches of Engineering and Technology; Postgraduate Programmes with specialisation and Ph.D. Programmes in various Engineering and Science disciplines, interdisciplinary areas; and conducting basic applied and sponsored research. At present, IITs offer B.Tech., M.Sc., M.Des., M.Phil., M.Tech. and Ph.D. degrees. IITs maintain high quality in teaching and are engaged in research of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in industry.

In the higher technical education system in the country, the IITs play a critical role. These Institutes are responsible for:

- Producing high quality technical manpower relevant to the needs of our country;
- Meeting the increasing demand for quality manpower in IT and related areas. IITs are enhancing their student intake in the emerging areas;
- Providing an ambience for promotion of research, development and innovation;
- Ensuring strong industry-institute and develop interactions;
- Meeting the growing needs of Indian Industry for which five-year dual degree programmes have been introduced;

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Release of First issue of Industry Institute Partnership Cell, Newsletter

* Enhancing the level of activities pursued in the areas of sponsored research projects and consultancy works, especially through the Technology development Missions, resulting in successful transfer of technologies, filing of patents and execution of Memorandum of Understanding (MoUs) with a large number of industries;

* Contributing to updating the knowledge of faculty of other Engineering Colleges through quality Improvement Programme and as host institutions under the Early Faculty Development Programme (EFIP), IITs act as a Nucleus to cater to the technical requirements of the respective regions; and

* Updating continuously the knowledge base and skills of working professionals in industry through the continuing Education Programme and enhancing the interaction between the institute and industry.

In recent years, there is a substantial increase in students' intake to meet the growing demand for quality technical manpower, especially in the field of Information Technology. The strength of students in the IITs has increased over 40 per cent in the last 6-7 years. Computing and networking facilities have been upgraded. Electronic classrooms and video-conferencing are being

increasingly used. These facilities are now state-of-art. There is greater use of technology in teaching - learning processes in the IITs. This is resulting in the transformation of pedagogy.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. These institutes have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy, and continuing education programmes are also areas in which the IITs have made significant contributions.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology at Kharagpur was set up after independence for the purpose of nation building through human resource development in science and technology. IIT Kharagpur being the oldest of the IITs, has provided the necessary leadership to usher in a revolutionary change in the outlook of technical Education in the country. The Institute is going to celebrate its golden Jubilee next year.

A new five-year integrated programme has commenced in this academic session in all B.Tech. and Integrated M.Sc. programmes. Along with it, academic programmes are being thoroughly reviewed to introduce a more flexible academic system and an updated advanced programme in consonance with the needs of the approaching millennium.

A new Postgraduate Diploma Programme in Information Technology (PGDIT) has started in this academic session, in hybrid mode which is being conducted in the IIT Kharagpur Extension Centres at Calcutta and Bhubaneshwar and at STEP, IIT Kharagpur. This is a maiden venture of the Institute of moving out of its main campus for a regular academic programme. This hybrid programme is the first of its kind in India

Impressive new facilities have been acquired during the last academic session, such as a bio-reactor for plant cell culture in liquid media, computerised triaxial test operator MPEG-II broadcasting quality encoding and decoding system with CD writer, JEOL scanning electron microscope and some other equipment.

The Sponsored Research and Industrial Consultancy Centre (SRIC) has received generous financial assistance from various agencies. More than 200 sponsored research projects and consultancy programmes have been received from various National/International, Government/other funding agencies to the tune of more than 23 crore.

A total of 85 patents have been filed so far, out of which 25 have been granted. The Institute has set up an IPR and industrial relations cell under SRIC to look after the interest of faculty members and funding agencies.

Some of the Halls of Residence are being expanded to accommodate more students. The ongoing construction of an academic lecture hall complex is expected to be completed by 2001. The construction of a hostel for 288 girls has been completed. A 280-capacity MBM hostel is being constructed. One more postgraduate hostel of 430-capacity is under construction.

The Electronically Networked life-long-living (EINet 31) Distance Education Project is being implemented in 38 study centres around the country, which has benefited more than 3000 students so far. Five courses in Information Technology and Computer Science are being offered through this programme.

In this academic session 393 B. Tech. (Hons.), 17 B.Arch. (Hons.), 62 B.Sc. (Hons), 50 M.Sc., 83 PGDIT, 488 M.Tech./MBM./MCP, 2 M.S. and 108 Ph.D. degrees were conferred.

Indian Institute of Technology. Madras

During its 41st year of existence, IIT Madras at Chennai has vigorously pursued several academic activities, which are based on the core strengths of the Institute and are in consonance with its stated goals. In the area of manpower development, at the last Convocation, a total of 950 degrees were awarded. Of these, 82 were Ph.D., 320 M.Sc. and 356 B.Tech. These Degrees cover a wide range of disciplines and specialisations offered by the 9 Engineering Departments, 3 Science Departments, and the Humanities and Social Science Department. Four user-oriented M.Tech. Programmes are currently running in the Institute. Each of these is designed and implemented through collaborations with the user Industries. Apart from the Ph.D. and M.S. thesis, the Faculty and Research Scholars have published 401 research papers in 'referred' international and national journals. A total of 496 papers have been presented at international and national conferences. Many of the research papers have secured high citation ratings and many Faculty Members and Research Scholars have been the recipients of Best Paper Awards.

The number of active sponsored projects is during the year is 220. The number of faculty members involved in these projects as Principal Investigators, Co-Principal Investigators is 220. The value of sponsored projects sanctioned during the year is Rs. 6.53 crore. The number of active consultancy projects during the year is 1018 with a total value of Rs. 7.61 crore; the number of faculty members involved in these consultancy projects is 148. IIT Madras was the lead Institute for two Technology Development Mission (TDM) Projects, viz., 'Advanced Materials' and 'Energy Efficient Technologies'. The Industrial Associateship Scheme now has more then 250 members. The Institute has signed 13 Memoranda of Understanding with the Industry during the year. The ISRO-IITM Cell and the IGCAR-IITM Cell have been functioning effectively through periodic monitoring and review.

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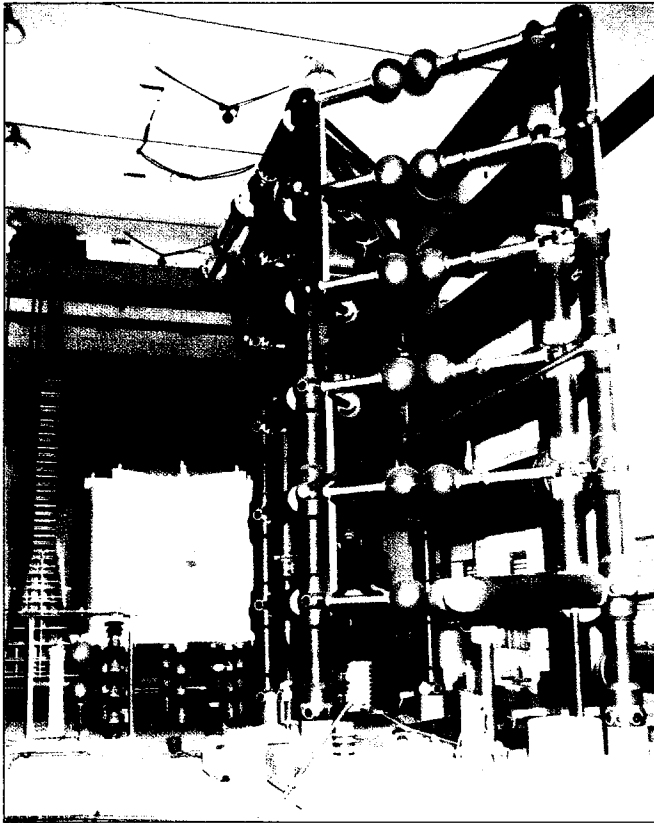
H. V. Impulse Generator in the Electrical Engineering Department of IIT-Madras

Centre for Continuing Education (CEC) of the Institute has shown an increase in its professional development activities. Six short-term courses under QIP and 26 short-term courses under CEP were organised. The Institute's Educational technology Cell has produced a number of video films, which include modules for seven-semester courses and one short course. Faculty members have published five books during the year.

Three new Centres were established during the year for promoting R & D, consultancy and continuing education activities. These are Centre for Computational fluid dynamics; Centre for Non-Destructive Evaluation; and The Usha Martin Academy of Communication Technology — as a finishing school for telecom and IT Professionals.

The Institute has played a leading role in providing guidance and assistance to other Engineering Institutions in the country. Currently, 58 QIP Scholars are registered for Ph.D. and M.Tech. degrees.

The Institute has been interacting with several International Organisations for collaborative research, exchange of faculty and students. During the year, MoUs were signed with seven International Universities. The total number of MoUs signed by IIT Madras with international universities now stands at 36. Over the past few years, the Institute has created several opportunities for International Student Exchange; 20 M.Tech. and 5 M.S. Scholars were deputed to reputed German Universities for undertaking project/thesis work last year. In turn, the Institute received a few Ph.D. and Dipl-Engg. scholars from Germany for project work. The Institute also deputed students to Hochschule Bremen, Germany and EPFL, Switzerland.

Eight national conferences and four international conferences were held during the year. In addition, the Institute hosted a number of workshops, professional society meetings, technical seminars and training programmes.

The Institute conducted 25 training programmes (55 programme-days) for technical and administrative staff to update their knowledge and skills to enable them to function more effectvely. IIT Madras is the first Higher Technical Institution in the country to have been conferred ISO-9001 Certification for six of its units. Efforts are on to secure ISO certification for more units in the Institute. Continuous improvement being the hallmark of a learning organisation, several 5-S Programmes have been conducted. Quality Circles have also been initiated in several Administrative Units.

The campus-wide high-speed fibre optic ATM/Ethernet backbone network, which was put into operation last year, is presently being expanded to cover the entire institute. Considerable infrastructure

has been added in all Departments, particularly in the Electrical Engineering Department and the Computer Science and Engineering Department. A New Library Building with excellent facilities has been opened recently. The capacity in the Hostel Sector has been increased significantly in order to accommodate the enhanced intake. A new Classroom Complex was inaugurated last year to provide more classroom space.

Indian Institute of Technology, Delhi
Established as a College of Engineering in 1961, this Institute was declared an Institute of National Importance under the Institutes of Technology (Amendment) Act 1963 and renamed Indian Institute of Technology, Delhi in 1963.

The Institute offers a wide range of academic programmes in science and engineering disciplines, both at the undergraduate and postgraduate levels. This includes a 4-year B.Tech. Programme in 7 disciplines of Engineering and Technology, 5-year Integrated Programme in two areas, 2-year M.Sc Programme in 3 disciplines, a 2-year PG Diploma and 35 M.Tech. Programmes in Engineering, Technology, Management, Humanities and Social Sciences, besides a 2-year M.Des. Programme in Industrial Design. The Institute also offers opportunities for doctoral research in the 13 Departments and 9 Research Centres.

A 4-year Programme in Electrical Engineering (Power), two dual degree programmes, viz. B.Tech. in Electrical Engineering with M.Tech. in Information Technology and B.Tech. in Chemical Engineering with M.Tech. in Computer Applications in Chemical Engineering have been started. Many of the existing courses have also been restructured to keep abreast with new technological advancements.

Total enrolment of students this year has been 4147, including 10 foreign students from various countries. The Institute plans to increase its intake further in the

Computer Service Centre, IIT-Delhi

coming years. To accommodate the increasing number of students, additional wings, Both in the Boys' and Girls' Hostels have been added to cater to an additional 700 students. Additional academic area of 50,000 sq. feet has also been created.

A new School of Telecom Technology and Management is being planned with support from the private sector.

Increasing emphasis on research in the Institute is seen by the large number of sponsored Research Projects and consultancy assignments. During the year, 111 Research Projects for Rs. 14.75 crore have been taken up. Further, consultancy assignments worth Rs. 6.51 crore have also been undertaken. New state-of-art equipment has also been procured to upgrade teaching and research facilities. These are Perkin-Elmer UV/VIS Spectrometer, Perkin-Elmer Gas Chromatograph, Prefabricated Cold Room, Power X-ray diffractometer and a state-of-art Eco-Testing Laboratory.

The Institute has taken a number of new initiatives in the fast developing area of IT. The Institute has not only initiated new academic programmes in IT-related areas but has also upgraded its IT infrastructure to meet the anticipated needs of faculty and students. Consequently, access to the

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Internet has now been provided to lecture theatres to enable the faculty to demonstrate the concepts using multimedia and other display techniques. An Optic Fibre Wideband Network covering the entire academic area has now been extended to hostels to provide high computing power to the faculty and students. With over 1500 access points spread all over the Institute, IIT Delhi has one of the best IT infrastructures in the country. The Institute also maintains its comprehensive Website with several folders and active files, providing a window to information about IIT Delhi.

Initiatives have also been launched to make the Central Library a Digital Library with access to more than 1250 electric journals, network based CD-ROM search service and a library database of 1,30,000 bibliographic records. The library website also provides more than 2500 links to electronic resources.

To fulfil its objective, the Institute has 1514 non-academic Staff, and 461 faculty and academic staff having national and international recognition and laurels. During the year, several faculty members have been bestowed with honours/awards and have been elected fellows of several professional national/international bodies.

During the year under report, the faculty members published over 760 technical papers in leading national and international journals and conference proceedings and authored over 35 books.

The Institute is actively involved in collaborative programmes internationally and nationally in order to remain at the forefront of scientific and technological developments. At present, a large number of collaborative research projects are in operation with institutions in UK, France, USA, Norway, Japan, Germany, Sweden and Austria, which include students and faculty exchange, joint research, and fellowship for training at the doctoral and post-doctoral level.

In order to maintain close cooperation in the field of teaching and research, the institute has signed Memoranda of Understanding with several foreign Universities and Research Institutes/Industrial Organisations.

The Institute's income from internal resources has also made a remarkable growth from just Rs. 5.00 crore in 1993-94 to Rs. 18.50 crore in 2000-2001.

Indian Institute of Technology, Bombay

The Indian Institute of Technology, Bombay at Mumbai, in its 42nd year has 23,000 alumni who have received their undergraduate, postgraduate and research degrees. They are the ambassadors of the Institute, both in India and abroad. Most of the graduates of the Institute are doing well in their careers and a number or them have made a name for themselves in their professional areas, e.g. Academics, Research, Innovation, Management and Financial Sectors.

In order to extend the benefit of IIT education to a larger number of students', the Institute made a beginning towards enrolling a greater number of students in 1995. The target of enrolling 1500 additional students to its B.Tech. and other programmes was gradually achieved. Starting from 2617 students in 1994-95, the Institute in 2000-2001 has 4137 students on its rolls. Simultaneously, the Institute has started a process of downsizing the staff strength. Over the last five years, staff strength has been reduced by 20 per cent. For the weaker sections, the Institute is conducting Preparatory Courses to help them qualify through JEE.

The Institute conducts courses in B. Tech., M.Sc., M. Tech., M. Des., M. Phil., M. Mgmt. DIIT and Ph.D. In research and development activities, the Institute has been constantly making progress. Revenue from consultancy activities from Rs 1.96 crore in 1993-94, rose to Rs. 5.20 crore in 1999-2000. This year it is expected to increase to Rs.

5.70 crore. The Institute's faculty has also been in the forefront of research activities funded by different government agencies. During the year 1999-2000, the value of research activities of on-going projects was Rs.14.56 crore against Rs. 5.31 crore in 1993-94. this is expected to reach Rs. 16.50 crore during 2000-2001.

Indian Institute of Technology, Kanpur

Indian Institute of Technology, Kanpur presently has 2518 students in various programmes. Through placement programmes and campus interviews, most of the students secured fobs in different industries and R&D units even before they obtained their degrees. The R&D activities of the Institute continued to grow rapidly in the past academic year. The total number of Sponsored Research Projects sanctioned during the past year were 65, with a funding commitment of Rs. 13.91 crore.

The Institute intends to start an MBA programme from academic session 2001-02 with the vision of eventually establishing an IITK School of Management. Compared to a total donation income of Rs 2.82 crore in the previous year, the Institute received total donations of Rs. 9.00 crore this year. The total Corpus of the Endowment Fond as on March 31,2000 was Rs. 54.42 crore.

Indian Institute of Technology, Guwahati

Indian Institute of Technology, Guwahati was established in 1994. Its academic programmes started with the admission of the first batch of students in august, 1995 in three Engineering disciplines of Computer Science and Engineering, Electronics and Communication Engineering and Mechanical Engineering. In the subsequent years' programmes, Departments of Design, Civil Engineering, Physics, Chemistry, Mathematics and Humanities and Social Sciences were started. Presently 619 students, including 34 girls are enrolled in various

programmes at the undergraduate and postgraduate levels in the Institute. So far, 158 students in two batches have passed out from the Institute. Intake is being gradually increased over the years. During the year 2000, 134 undergraduate students and 89 postgraduate students were admitted. This was an increase of 22 and 50, respectively over the previous year. In spite of the Institute being new, students passing out have got excellent placement.

The Institute, which had begun its operations in rented premises in 1995, has now shifted to its new campus on the north bank of the river Brahmaputra. The institute has established a high-speed microwave link from the campus to the main telephone exchange in the city to meet the communication requirements, including Internet connectivity. A PARAM supercomputer was installed in the Institute in September 2000. Equipment for all the laboratories of the department are being procured on an ongoing basis as per a comprehensive plan.

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The R&D activities of the Institute have been growing. A project for the Development of Computer Technology for Indian Languages (with emphasis on languages of the North East) has started this year with funding from the Ministry of Information technology. This project is in collaboration with Guwahati University. Another project on the development of Bamboo Technologies, to be funded by UNDP, is close to finalisation.

Indian Institutes of Management (IIMs)

Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Calicut are institutions of excellence, established with the objective of imparting high quality management education and training, conducting research, and providing consultancy services in the field of management to various sectors of the Indian economy.

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

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

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

Indian Institute of Management, Ahmedabad

Indian Institute of Management, Ahmedabad was established in 1961, with the objective of developing manpower needed by the private and public sector enterprises, for assisting in the solution of management problems of the industry and for contributing indigenous literature on management.

The Institute offers Postgraduate Programme in Management (PGP), Postgraduate Programme in Agri-business Management, Fellowship Programme in Management and Faculty Development Programme (FDP).

The Institute has a collection of 1,45,996 volumes of library books and 615 journals. The institute has various Interdisciplinary Groups and its various centres are: Centre for Management in Agriculture,

Computer and Information systems Group, Public Systems Group and Ravi J. Mathai Centre for Educational Innovation. The Institute also has various Disciplinary Groups on Business Policy, Communication, Economics, Finance and Accounting, Marketing, Organisational Behaviour and Production and Quantitative Methods.

Indian Institute of Management, Calcutta

Indian Institute of Management, Calcutta at Kolkata awas set up in 1961 to fulfil the growing needs of private and public sector enterprises for managerial manpower through the provision of well-designed programmes of professional management through research, consultancy and publications.

The Institute offers Postgraduate Programme in Management, Postgraduate Programme in Computer Aided Management and Postgraduate diploma in Business Management. The Institute also conducts Management Development Programmes, Extension Programmes, In-company Training Programmes, and Training Programmes Sponsored by Government, etc. The Institute also undertakes Research and Consultancy Projects.

Besides its collection of 1,25,000 volumes of books and bound serials and a fairly large population of reports, microforms and AV material, the Library holds over 583 current journals and some massive optical/electronic databases. The Institute has various activity centres, such as Centre for Rural Development Management, Centre for Development and environment Policy, Centre for Project Management, Centre for Studies and Research in Environment Management and Management Centre for Human Values.

The Institute is equipped with state-of-art hardware and software resources, capable of providing support for diverse computing requirements. The campus wide local area network encompasses 1000 nodes of work stations.

The Institute has 70 faculty members, including adjunct faculty. In addition to the core faculty, a guest faculty, a guest faculty drawn from various prestigious educational institutions and from industry contributes to the academic programmes of the Institute. A competent group of non-faculty employees supports the faculty.

Indian Institute of Management, Bangalore

Indian Institute of Management, Bangalore was established in 1973 with the objective to augment the management resources of the nation through programmes of teaching, training, consultancy and other professional services.

The Institute offers Fellowship Programme in Management (FPM), Postgraduate Programme in Management, Postgraduate Programme in Software Enterprise Management, Programmes for Executives. The Institute also takes up research and consultancy services.

The library has developed a document and resource collection of over 1,70,000 books, bound volumes, journals, non-book material and micro documents. The computing facility is available round the clock. The Institute has 350 personal computers networked by a high speed fibre optics backbone.

The institute has 75 faculty, out of which 69 are cadre-based and the rest are visiting faculty.

Indian Institute of Management, Lucknow

The Indian Institute of Management, lucknow, an autonomous Institute fully funded by the government of India and managed by a Board of Governors, was set up in 1984 to develop managerial manpower through professional education and to assist in the solution of management problems, through research, consultancy and publications.

The Institute offers Postgraduate Programme (PGP) in Management, Post graduate Diploma in Management and Management Development Programme (MDP). The Institute also undertakes research and consultancy projects. The computing facilities, provided round the clock include campus-wide network, specialised Manufacturing Decision Lab. and a full-fledged Multimedia Internet Lab.

Several volumes of book/reports and audio-visual material, in the field of management were acquired and added to the library. A large number of periodicals were also subscribed to Collection of other forms of literature like microforms, CD databases, Corporation Reports, etc. also continued.

Indian Institute of Management, Calicut

The Indian Institute of Management, Calicut came into existence in September, 1997. It offers Postgraduate Programme in Management. The Institute is presently operating from temporary accommodation provided by Calicut Regional College and Centre for Electronic Design and Technology of India, Calicut unit. The Institute has 15 faculty members, including adjunct faculty. In addition to the core faculty, guest faculty drawn from various prestigious education institutions and from industry contribute to the academic programmes of the Institute. The faculty is supported by a competent group of non-faculty employees.

The Institute campus is being developed in an area of about 96 acres the Kullamangalam locality.

The Institute has a Library and Information Centre, which is a major source of learning support, besides providing vital research facilities for the faculty and students. The library and information centre has acquired 8500 books. The Centre is fully digital and subscribes to over 1200 journal and a large number of databases.

The Institute is equipped with state-of-art hardware and software resources, capable of providing support for diverse computing requirements. A large

number of microcomputers are equipped with multimedia capabilities. A separate computer lab with high-end multimedia Pentium III computers has been set up for resource-intensive applications.

The Process for setting up a virtual classroom using a two-way Video Conferencing facility has been initiated.

Indian Institute of Management, Indore
The Indian Institute of Management, Indore came into existence in September 1997. It primarily offers Postgraduate Programme in Management, while orientation programmes have also been organised by the Institute. The Institute has also started summer placement services.

The Institute is equipped with a campus-wide Local Area Network (LAN). Each student has been provided with a PC (Pentium-II) in his / her room. Faculty and administration staff is also connected to LAN. Also, about 4000 books are available to the students. Preference resources include encyclopaedias, directories, handbooks and manuals.

Presently, the Institute has 11 faculty, 6 academic associates and 18 administrative staff of its rolls.

Indian Institute of Science, Bangalore
The Indian Institute of Science (IISc), Bangalore, was set up in 1909 with the objective of imparting postgraduate education and carrying out research in various areas of Basic Sciences and Engineering and Technology. Over the years, the IISc has earned a global reputation as a centre of excellence in research in all its areas of specialisation. It was given a status of deemed university in 1958. It has succeeded in encouraging creativity, nurturing excellence, boosting innovative research and development, technology transfer and rendering support to industries in the areas of Advanced Materials, Biotechnology, Information Processing and Food Processing Technology.

The Society for Innovation and Development, established at the Institute, was able to channelise the technological and developmental activities carried out at the Institute. The implementation of SUTRA (Sustainable transformation of Rural Areas) is an important example of the application of modern developments in technology to rural upliftment.

The Supercomputer Centre has a microwave link with international terminals. The IISc has close links with the Department of Space and Defence Research and Development Organisation (DRDO). The Institute handles around 200 consultancy projects entrusted by industry every year.

The Institute admits around 450 candidates for research and course programmes in different disciplines every year. The Institute has innovative programmes, viz., **Young Fellowship Programme** to motivate talented undergraduates at the + 2 level to adopt research as a career and **Young Engineering Fellowship Programme** for III year B.E./B.Tech. students. Around 1700 student are pursuing different programmes, leading to the award of Ph.D./M.Sc.(Engg) By Research and M.E./M.Tech./M.Des. degrees. In one year, the Institute awards around 150 Ph.D. degrees, 70 M.Sc. (Engg.) and 350 Masters Degrees, viz., M.E./M.Tech./M.Des. The human resource trained at the Institute is in great demand in academic institutions, industrial establishments and government agencies in this country and abroad. The activities of the Institute are carried out through various divisions, viz., Biological Science, Chemical Sciences, and Physical & Mathematical Sciences.

Regional Engineering Colleges (RECs)
Seventeen Regional Engineering Colleges (RECs) have been established in each of the major states, to meet the country's growing requirement for trained technical manpower for various development projects. Each College is a joint and

cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen Colleges offer Degree Courses in various branches of Engineering and Technology, fourteen of these have facilities for Postgraduate and Doctoral programmes. The entire non-recurring expenditure and expenditure for PG courses in the RECs are borne by the Central Government. As regards recurring expenditure on Undergraduate courses, the same is shared by Central Government and the State Government on 50:50 basis. The Ministry has taken a number of initiatives for developing curricula in tune with the changing needs of the industry to enable RECs to achieve excellence in education, research and training. Through the scheme of Centres of Excellence, the RECs' capability in computer, library, resources and equipment for R&D has been enhanced.

Activities undertaken by the individual RECs during the year under report are as under.

Motilal Nehru Regional Engineering College, Allahabad

Motilal Nehru Regional Engineering College, Allahabad, established in 1961, is a joint venture of the Central Government and the Government of Uttar Pradesh. MNREC, Allahabad is affiliated to Allahabad University. The College has eight Departments. The College offers 4-year Undergraduate courses in the disciplines of Civil, Electrical, Mechanical, Computer Science, Electronics, Production and Industrial Engineering and Information Technology. The college offers 13 M.E. programmes and also offers MCA and Master of Management Studies (MMS). The total intake in the Undergraduate stream is around 469, 170 in PG courses, 60 in MCA and 30 in MMS. There also exists a facility for Ph.D Programme. The College was selected as a lead institution in the design theme under Indo-UK REC Project. Under this scheme, a Design Centre has been established at a cost of about One Crore Rupees. This Centre,

offers training and consultancy in various areas. Several faculty members have received training in leading universities of UK.

Maulana Azad College of Technology, Bhopal

Moulana Azad College of Technology, Bhopal, established in 1960, is a joint venture of the Central Government and the Government of Madhya Pradesh. MACT, Bhopal is affiliated to Rajiv Gandhi Prodyogiki Vishwavidyalaya. The College has been given autonomous status from the year 1997-98 by Barkatullah University. The College has eight Departments. The college offers 4-year B.E. Courses in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronic and Communication Engineering, Computer Science and Engineering, Information Technology and a 5-year B.Arch. course. The total intake in UG courses is 451. The college also offers M.Tech. Course in 13 different specialisations under regular and part-time mode with an intake of 115. The College offers MCA with an intake of 30 seats. The College has five men's hostels and one women's hostel. The College has established two Problem-Oriented Research Laboratories, the first of their kind in India, one in Fluid Mechanics and Hydraulic Mechanics, and the other in Heavy Electrical Mechanics to work on live problems in the industry and in the field, and to transmit the useful experience gained to the students.

Regional Engineering College, Calicut

Regional Engineering College, Calicut established in 1961, is a joint venture of the Central Government and the Government of Kerala. REC Calicut is affiliated to Calicut University. The College has eight Departments. The College offers 4-year Undergraduate courses in the disciplines of Civil Engineering, Arch. Engineering, Electrical & Electronics Engineering, Electronics and Communication Engineering, Mechanical Engineering, Production Engineering and Management, Computer Science & Engineering and a five-year B.Arch. course. The College also

offers M.Tech. Degree in 11 different specialisations of one and half year duration. In addition, a 3-year (six semester) MCA programme is also offered. The College offers Ph.D. Programme in all the disciplines. The college has seven men's hostels, three women's hostels and an International Students' hostel. Project NALANDA, the digital library has been aptly named 'NALANDA' not only to remind ourselves of our cultural roots, but as an acronym for Network of Automated Library and Archives. A separate website (http://nalanda.reccal.ernet.in) has been created and continues to be the most popular facility which finds users almost round the clock.

Regional Engineering College, Durgapur

Regional Engineering College, Durgapur, established in 1960, is a joint venture of the Central government and the Government of West Bengal. REC Durgapur is affiliated to Burdwan University. The College has 15 departments. The College offers 4-year Undergraduate courses in the disciplines of Civil, Electrical, Mechanical, Chemical, Metallurgical, Electronics and Communication, Computer Science and Engineering and Information Technology. The College also offers M.Tech. courses. The college has five halls of residence for the male students, each with a capacity of 250 students and one more boys' hostel with 120 capacity is under construction. The College is keeping up close contacts with the industries in the form of exchange of ideas on various mutual problems, lectures, joint projects and research, training for student and their periodic visits.

Regional Engineering College, Hamirpur

Regional Engineering College Hamirpur, established in 1985, is a joint venture of the Central Government and the Government of Himachal Pradesh. REC Hamirpur is affiliated to Himachal Pradesh University. The College has five Departments. The College offers 4-year Undergraduate courses in the disciplines of Civil, Electrical, Electronics &

Communication, Computer Science and Mechanical Engineering. The college has started a B.Arch. course during 2000-2001 and has also applied for starting of PG courses. There are four boys' and one girls' hostel. The College has a well-equipped library. The total intake is 220. The College was granted autonomous status by the Himachal Pradesh University in the year 1995 and has since been functioning as an autonomous institution with its own Academic Council and other statutory as well as non-statutory bodies.

Malaviya Regional Engineering College, Jaipur

Malaviya Regional Engineering College, Jaipur, established in 1963, is a joint venture of the Central Government and the government of Rajasthan. MREC Jaipur is affiliated to Rajasthan University. The College has eight Departments. The College offers 4-year Undergraduate courses in the disciplines of Chemical, Civil, Computer, Electrical, Electronics & Communication, Mechanical, and Metallurgical Engineering and a five year B.Arch. course. The College offers three-semester full time and five semester part-time (self-financing) PG Degree Programmes and PG in MMS Studies. MMS has been started by CMSIC. An ME course in Environmental Engineering (under Department of Civil Engineering) has also been sanctioned by the Government of India for the sponsored employed engineers, to be nominated by the Ministry of Urban Development. The total intake in the Undergraduate stream is around 372 and 174 in PG courses. There are six boys' and two girls' hostels. The College has a well-equipped library. Under the Indo-UK-REC Project the college has established a world class High-tech Design Centre for research and industry.

Dr. B.R. Ambedkar Regional Engineering College Jalandhar, Punjab

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar, established in 1986, is a joint venture of the Central Government and the Government of Punjab. Dr. B.R. Ambedkar REC Jalandhar is

affiliated to Punjab Technical University. The College has 13 Departments and offers 4-year Undergraduate courses in the disciplines of Chemical and Bio-Engineering, Civil Engineering (Structural Engineering and Construction Management), Computer Science and Engineering, Electronics & Communication Engineering, Industrial Engineering. Instrumentation and Control Engineering, Leather Technology, Mechanical Engineering (Mechanical Machine Design and Automation) and Textile Technology. The total intake in the Undergraduate stream is around 304. There are five boys' and one girls' hostel. The College has a well-equipped library. With funds from Department of Science & Technology and National Science and Technology Entrepreneurship Development Cell (NSTEDB), an Entrepreneurship Development Cell was established in the College for promoting Entrepreneurial Culture among students/graduates/postgraduates by arranging various programmes

Regional Institute of Technology, Jamshedpur

Regional Institute of Technology, Jamshedpur, established in 1960, is a joint venture of the Central Government and the Government of Bihar. RIT Jamshedpur is affiliated to Ranchi University. The College has 13 Departments. The College offers 4-year Undergraduate courses, in the disciplines of Civil, Mechanical, Electrical, Metallurgical, Electronics, Production Engineering and Management, and Computer Science and Engineering with an intake of 285 students. The College also offers PG courses with an intake of 55 and MCA with 30 seats. There are nine boys' and one girls' hostel. The College has a well-equipped library.

Regional Engineering College, Kurukshetra

Regional Engineering College, Kurukshetra, established in 1963, is a joint venture of the Central Government and the Government of Haryana. REC Kurukshetra is affiliated to Kurukshetra University. The College has nine Departments. The College

offers 4-year B.Tech. courses in the disciplines of Civil, Electrical, Mechanical, Electronics and Communications, and Computer Engineering with a total intake of 327. The College also offers M.Tech. in eight specialisations under regular and part time mode. Facilities for Ph.D. are also available. The college has established an energy park with grants from Ministry of Non-Conventional Energy Sources, Government of India.

Visvesvaraya Regional College of Engineering. Nagpur

Visvesvaraya Regional College of Engineering, Nagpur, established in 1960, is a joint venture of the Central Government and the Government of Maharashtra. VRCE, Nagpur is affiliated to Nagpur University. The College has 13 Departments. The College offers 4-year **B.E.** courses in the disciplines of Civil, Mechanical, Electrical, Metallurgical, Mining, Electronics, Computer Science, Structural Engineering and a 5-year B.Arch. course. The College offers 11 M.Tech. Courses under part-time and regular mode. The College also offers one-year diploma in Industrial Management. The total intake in the UG courses is 375 and 173 in PG. There are seven boys' and one girls' hostel. The Industry-Institute Interaction Cell of the College strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth. ODYSSEY 2000, an industrial fair involving industries in and around Nagpur was organised by the College.

Regional Engineering College, Rourkela

Regional Engineering College, Rourkela, established in 1961, is a joint venture of the Central Government and the Government of Orissa. REC Rourkela is affiliated to Sambalpur University. The College has been conferred academic autonomy in 1990. The college has 15 Departments and offers 4-year Undergraduate courses in the disciplines of Chemical, Civil, Electrical, Mechanical, Metallurgical, Mining, Applied Electronics and Instrumentation Engineering, Computer Science and

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Engineering, and Ceramic Engineering. The total intake in the Undergraduate stream is around 348 at the four-year Bachelors of Engineering levels. The College also offers six PG courses and a 3-year MCA. There are six boys' and one girls' hostel. REC Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa.

Regional Engineering College. Silchar
Regional Engineering College, Silchar, established in 1967, is a joint venture of the Central Government and the Government of Assam. REC Silchar is affiliated to Assam University. The College has 10 Departments and offers 4-year Undergraduate courses in the disciplines of Civil, Mechanical, Electrical, Electronics and Telecommunication Engineering, and Computer Science Engineering. The total intake is 219. The college has five mens' hostels one women's hostel. The College has a well- equipped library.

Regional Engineering College, Srinagar
Regional Engineering College, Srinagar, established in 1960, is a joint venture of the Central Government and the Government of Jammu & Kashmir. REC Srinagar is affiliated to University of Kashmir. The College has 11 Departments and offers 4-year Undergraduate courses in the disciplines of Civil Engineering, Electrical, Electronic and Communication Engineering, Mechanical Engineering, Chemical and Metallurgical Engineering and M.E. course in Water Resource engineering. The college offers M.Phil. and Ph.D. programmes in all Science Departments and some Engineering Departments. The total intake for UG courses is 242. Various Departments, including Library and Administration have been networked together after individual LANs were set up in each block under NOVELL NETWARE.

Sardar Vallabhbhai Regional College of Engineering and Technology, Surat
Sardar Vallabhbhai Regional College of Engineering and Technology, Surat, established in 1961, is a joint venture of the Central Government and the Government of Gujarat. SVRCET, Surat is affiliated to South Gujarat University. The College has seven Departments and offers 4-year B.E. Courses in the disciplines of Civil, Electrical, Mechanical, Electronics Engineering, Production Engineering, Computer engineering & Chemical Engineering. The total intake in UG courses in 426. The college also offers M.E. courses in seven different specialisations with an intake of 10 each. All departments have facilities for Ph.D. programmes. The College has six men's hostels and one women's hostel. During the year 1997-98, the College was chosen as the Host Institution for the establishment of Entrepreneurship Development Cell by the National Science & Technology Entrepreneurship Development Board, Department of Science & Technology, Government of India, New Delhi.

Karnataka Regional Engineering College, Surathkal
Karnataka Regional Engineering College, Surathkal, established in 1960, is a joint venture of the Central Government and the Government of Karnataka. KREC Surathkal is affiliated to Mangalore University. The College has eight Departments and offers 4-year Undergraduate courses in the disciplines of Civil, Mechanical, Electrical & Electronics, Electronics & Communications Chemical, Metallurgical, Mining, Computer Engineering and Information Technology. The total intake in the Undergraduate stream is around 467 and 247 in PG courses, including MCA. There are six boys' and two girls' hostels. The College also has a Science & Technology Entrepreneurs' Park, namely KREC, STEP, sponsored by Department of Science & Technology, Government of India and Government of Karnataka, Centre for National Technical Manpower Information System (NTMIS) a Centre for continuing Education and Educational Technology, a Centre for Transfer of Science & Technology to Rural Areas, Nirmithi Kendra and R & D Centre for Clay Roofing Tiles, Bricks and other Ceramic Projects.

Regional Engineering College, Thiruchirapalli, established in 1964, is a joint venture of the Central Government and the Government of Tamil Nadu. REC Tiruchirappalli is affiliated to Bharathidasan University. The College has 13 Departments and offers 4-year Undergraduate courses in the disciplines of Civil, Computer Science and Engineering, Electrical and Electronics, Mechanical, Electronics and Communication, Metallurgical Production, Chemical Instrumentation and Control Engineering and a 5-year B.Arch. course. The total intake in the Undergraduate stream around 444 and 354 in PG courses. There are ten boys' and one girls' hostel. The Octagon Computer Centre with its State-of-Art Computer Facility is the centre of attraction for the students and the faculty. The campus-wide Local Area Network is the largest LANs in India comprising of over 300 Pentium and 486 systems. The College has a digital library.

Regional Engineering College, Warangal

Regional Engineering college, Warangal, established in 1959, is a joint venture of the Central Government and the Government of Andhra Pradesh. REC Warangal is an autonomous college under Kakatiya University. The College has 12 Department and offers 4-year Undergraduate courses in the disciplines of Civil, Electrical and Electronics, Mechanical, Electronics and Communication, Metallurgical, Chemical, Computer Science and Engineering. The total intake in the Undergraduate stream is around 373 and 332 in 22 PG courses, including MCA. There are 12 boys' and one girls' hostel. Under the Indo-UK Project, a number of staff members were trained in the theme of Information Technology.

National Institute of Industrial Engineering (NIIE)

The Government of India established the National Institute of Industrial Engineering (NIIE) with the assistance of United Nations Development Programme (UNDP) through the International Labour Organisation (ILO) in 1963. NIIE is an Autonomous Body under the Ministry of Human Resource Development, Government of India, and is governed by a Board of Governors comprising of eminent personalities from the Government, Industry and Academics. Since its inception in 1963, NIIE has been providing solutions to the complex problems of Industry and Business.

NIIE conducts Postgraduate Programmes in Industrial Engineering and Industrial Management and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefit of senior and Middle level Executives drawn from Government, public and Private Sector Organisations. It also conducts the Fellowship Programme (equivalent to Ph.D.) in the area of Industrial Engineering and Management. The Institute is also engaged in applied research in various facets of Industrial Engineering, Energy, Safety, Environment, Marketing, Computers, Behavioural Science, etc.

The Institute conducts Unit Based Programmes (UBPs) tailor-make to suit the specific requirement of the Industry either at their premises or it the Institute.

National Institute of Foundry and Forge Technology (NIFFT)

National Institute of Foundry and Forge Technology (NIFFT) was established in 1966 in collaboration with UNESCO-UNDP, taking into cognizance the pivotal role of foundry and forge industries in the development of the core sector in the country. The Institute's mission is to provide highly specialised training to personnel for operation and management of these industries. The Institute offers courses at different levels to achieve this goal. These are: Advanced Diploma Courses in Foundry Technology and Forge Technology, B.Tech. Degree Courses in Manufacturing Engineering and Metallurgical and Materials Engineering, and

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M.Tech. Degree Courses in Manufacturing Engineering and Foundry and Forge Technology.

Additionally, the Institute carries out research and development activities in foundry, forge and allied areas. To update and enrich the knowledge-base of serving technical personnel in industries, the Institute further offers programmes in continuing education such as in-site refresher and on-site unit based courses.

School of Planning and Architecture
The School of Town and Country Planning, New Delhi was established by the Government of India in 1995 to provide facilities in education and training in the field of rural, urban and regional planning. This School was renamed School of Planning and Architecture (SPA) after the Department of Architecture was included in 1959 to provide facilities for education in the discipline of Architecture also.

The School of Planning and Architecture, New Delhi which was conferred the status of a Deemed University in 1979, provides Undergraduate and Postgraduate education and training in the fields of Architecture, Planning, Design and Management of different aspects of Human Habitat and Environment. School of Planning and Architecture offers two Undergraduate courses— (i) Bachelor of Architecture, (ii) Bachelor of Physical Planning and ten Postgraduate courses—(i) Master of Architecture in Architectural Conservation, (ii) Master of Architecture in Urban Design, (iii) Master of Architecture in Industrial Design, (iv) Master of Landscape Architecture, (v) Master of Planning in Environmental Planning, (vi) Master of Planning in Housing, (vii) Master of Planning in Regional Planning, (viii) Master of Planning in Transport Planning, (ix) Master of Planning in Urban Planning, and (x) Master of Building Engineering and Management. The faculty of SPA actively contributes to policy and plan formulations in the areas of regional and urban development,

and are appointed as members of various expert committees/commissions set up by Central and State Governments, Planning Commission and other authorities.

Indian School of Mines
Indian School of Mines (ISM), Dhanbad, established by the Government of India in 1926 caters to the human resource needs of the nation in the areas of Mining, Petroleum, Mining Machinery, Mineral Engineering and Earth Sciences, besides training manpower in the related disciplines of Management, Electronics & Instrumentation, Environmental Sciences and Engineering, Computer Science and Engineering, Applied Sciences, and Humanities and Social Sciences.

ISM offers 4-year Integrated B. Tech. Programmes in Mining Engineering, Engineering & Mining Machinery, Petroleum Engineering, Mineral Engineering, Computer Science & Engineering, Electronics Engineering; and 3-year programmes for science graduates leading to M Sc. (Tech.) degree in Applied Geology and Applied Geophysics. ISM has been running a number of Industry-oriented Postgraduate programmes in engineering, Management and Earth Science disciplines. M. Tech. Programmes of 3-semester duration are offered in the subjects of Mine Planning & Design, Opencast Mining, Mineral Engineering, Industrial Engineering and Management, Drilling Engineering, Fuel Engineering, Maintenance Engineering and Tribology, Petroleum Engineering, Environmental Sciences and Engineering, Computer Applications, Rock Excavation Engineering and Longowal Mine Mechanisation. Two-semester programmes of M. Phil. in Science and MBA are also offered.

Indian Institute of Information Technology, Allahabad
The Indian Institute of Information Technology, Allahabad (IIIT-A), a National Institute Excellence

in Information Technology was setup in the year 1999 by the Ministry of Human Resource Development, Government of India with an objective to promote development in Information Technology. Through extensively networked educational, research and developmental programs, the IIIT-A will endeavour to develop a link between industry and the Institution to send forth the best professionals in the IT sector.

IIIT-A is a premier institute of Information Technology and the courses offered by the Institute are designed to match the best courses offered anywhere in the world with matching facilities. The character and design of the academic program therefore comprise of a set of courses typically of the university degree level and projects carried out within the Institution as well as outside leading to appropriate qualifications.

A permanent campus for the Institute is under construction on 100 acres of land at Devghat Jhalwa, Allahabad, The Institute has been conferred Deemed University status recently. Four-year B.Tech. Programme in the field of IT with an intake of 60 students has already started. PG programmes will start from 2001-2002 onwards. The Institute and the hostels for boys and girls are functioning in the premises arranged from the University of Allahabad and the Institute of Engineering and Rural Technology, Allahabad, respectively.

State-of-art Laboratories are available for practical training in the areas of analogue/digital signal processing, image processing, video/audio data processing, digital/data communication, data structure, etc. Extensive use of multimedia is being made in the teaching-learning processes.

Apart from IT academics relating to the use and development of the software of the computer and allied systems, the Institute has planned to impart the know-how of hardware to the students to make them excel in this regard as well. The Institute has taken up innovative programmes for assembling computers and allied appliances through its innovative centre.

Indian Institute of Information Technology & Management, Gwalior

The Indian Institute of Information Technology & Management, Gwalior was set up by the Department in 1996 and started its academic programmes from the year 1998-99. The State Government of Madhya Pradesh contributed 60 hectares of Land for the purpose. The Institute is presently run from its temporary campus in Gwalior. Work on its permanent campus has begun in earnest recently.

The Institute is expected to enjoy academic and administrative governance autonomy and flexibility hitherto provided only to the IITs and IIMs. The Institute is proposed to be declared as Deemed University.

In addition, the Institute Offers Management Development Programmes (MDPs) and Continuing Education Programmes for the Industry and provides R & D support to it. As a part of its *Adjunct Faculty Scheme*, two experts, one each from the Industry and Academic fields advise and assist the Institute in developing its programmes and courses.

State-of-art computer facilities are provided to the faculty and students for an extended period of time so that students get extensive hands on experience. ISDN-based Internet connectivity through a proxy server has been provided.

The Institute is giving a greater thrust to the development of its library resources. It has electronic access to Journals through library databases and industry databases. Its services are fully computerised.

- A 2-year Postgraduate Programme leading to diploma in Management and Information Technology (PGDMIT) with entry-level qualification as a Bachelor's Degree in Engineering and / or MCA with an intake of 60 students.

- A 1-1/2 year Postgraduate Programme leading to Diploma in Information Technology (PGDIT) with entry-level qualification as a Bachelor's Degree in Computer Science / Electronics or equivalent with and intake of 30 students.

- A 5-1/2 year Integrated PG Programme with an entry-level qualification as a Senior School Certificate or equivalent leading to a Postgraduate Diploma in Information Technology and Management with an intake of 50 students.

- Fellowship Programme (Ph.D. level) in Management and Information Technology with an intake of 30 scholars.

The Institute has established an international link with Stevens Institute of Technology (SIT) in the US for facilitating joint research, students' credit transfer and student and faculty exchange.

The Institute is very actively collaborating with the industry. Industry has come forward to set up a UNIX laboratory and has offered scholarships. Experts from industry are invited for periodic interactions with the students. Students also visit industries as a part of their curriculum for getting exposure to the actual industrial environment and for application of theoretical learning to real life problems.

By maintaining close liaison with industry, the Institute could find summer placements and even final placements for all its students with very attractive stipends and compensations.

North Eastern Regional Institute of Science and Technology (NERIST), Itanagar

The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar was established in 1986 to generate skilled manpower in the field of Engineering and Technology as well as Applied Science streams for the development of the North Eastern region. While the Department of Secondary Education & Higher Education is giving the necessary technical guidance to NERIST, it was earlier being funded through the North Eastern Council. With effect from 1994-95, the Institute is being funded by the Department of Secondary Education & Higher Education (MHRD).

NERIST is a unique Institute offering a sequence of modular programmes, each of two years' duration leading to six Certificate, seven Diploma and seven Degree courses in Technology and Applies Sciences. The modular programmes provide linkage with occupational levels, i.e. Technicians, Supervisors and Engineers. The Base and Diploma modules provide entry to the next higher module, subject to the required performance of the student in the lower module and with the provision to undergo certain bridge courses. Thus a certain percentage of students gets siphoned out, either voluntarily of compulsorily at the end of each module. The thrust of this modular and innovative academic programme is to encourage a policy for vocationalisation and to allow only motivated students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills.

The Institute has been accorded provisional affiliation by the North Eastern Hill University (NEHU), Shillong. During the last 15 years, the Institute has trained more than 16,000 students in various disciplines.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal

Sant Longowal Institute of Engineering and

Technology (SLIET) in Village Longowal, District Sangrur of Punjab State was established in the year 1989 to work as a model institution to generate skilled manpower in the fields of Engineering and Technology as well as in Applied Sciences. The courses provided are modular and terminal in nature, with two years' duration each and having bridge courses at appropriate levels. The Institute is 100 per cent funded by the Department of Secondary Education & Higher Education (MHRD).

The Institute offers 12 Certificate, 10 diploma and 8 Degree courses. Provision for vertical mobility and lateral entry is available at different levels, namely Certificate, Diploma and Degree in a integrated manner. The educational programmes are non-conventional, cost-effective, flexible, modular and credit based, having built-in entrepreneurship with stress on self-employment and continuity of education at various levels with the provision for multi-point entry.

Since its inception, the institute has trained approximately 25,000 students in various disciplines of Technical Education.

The four technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta Chandigarh & Chennai were established during the mid-sixties as key catalyst institutions for ensuring quality in technicians' education in their respective regions. The mandate of the Institutes during the initial stages was to take initiatives to offer need-based HRD programmes through appropriate modes and to develop curricula and institutional resources for technicians' education system. The emphasis, however, had gradually changed to assisting the State Governments and Polytechnics in their region towards improving their educational processes and products. The Institutes are actively involved in planning, designing, organising quality education and training programmes, research studies and

learning packages for polytechnics, industries and community. The Institutes have been extending support and also sharing their experiences and expertise with the State Governments in implementing the world Bank Assisted Technicians' Education Project. TTTIs have developed strong linkages with the business and industry, and also professional relationship with educational institutions to work in areas of common interest.

The Polytechnic, as institution, is well-equipped with physical facilities (lecture rooms, workshop, hostels, equipment) which could be used for linking centres of knowledge and skills to rural communities. It has qualified and trained faculty which could scientifically formulate, implement and monitor rural-oriented programmes and projects, especially where transfer of technology is involved. It has a large body of student population which can be of tremendous help in making meaningful contributions to rural development, given the proper direction according to well-conceived plans.

Keeping the above in view, the Scheme of Community Polytechnics was started in year 1978-79 as a Direct Central Scheme. The Central Government (through Ministry of HRD) provides Non-recurring (one time) grant of Rs. 7.25 lakh, and recurring (annual) grant up to a maximum of Rs. 7 lakh directly to Selected AICTE-approved Polytechnics whose proposals are recommended by the State Directorate of Technical Education. As on date, there are 516 Community Polytechnics

Northern Region	:	163
Southern Region	:	170
Eastern Region	:	080
Western Region	:	103
Total	:	**516**

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Scheme of Community
Polytechnics in India

Training programmes for Women

in the country. Their region-wise distribution is as under:

Approval for 101 more community Polytechnics has also been accorded in the current financial year. A Community Polytechnic is not a separate institution different from a normal polytechnic. It is a wing of an existing polytechnic mandated to undertake rural/community development activities through application of science and technology in its proximity using the infrastructure existing within the polytechnic.

The main objectives of Community Polytechnics are:
* To ascertain the felt needs of the community through techno-economic surveys; etc.;
* To provide a platform for technology transfer to rural masses;
* To provide technical / support services to the local community;
* To train youth, women and other disadvantaged groups of the community in employable skills; and
* To disseminate information and create awareness regarding development programmes for creating a problem-solving environment.

Each Community Polytechnic serves through its Extension Centres, generally five in numbers, with each extension centre serving 10-12 villages surrounding it. Each Community Polytechnic provides training to about 500 rural youth every year. Thus, about 2 lakh persons receive training every year. There is no age, qualification or sex bar for the trainees. The training course are competency-based. The duration ranges from 3 to 9 months.

The Scheme of Community Polytechnics has been reviewed twice at the National Level. The first review was undertaken by Kalbag Committee in 1987 and the second by Luther Committee in 1994. Both the reviews recommended the expansion of the scheme to cover all AICTE-approved polytechnics besides suggesting a multi-skill competency-based training, a special programme for women, handicapped, street children and functional linkages with other rural development skills of the Central/State Government.

Since the inception of the scheme of Community Polytechnics, about 9,00,000 persons have been trained in various job-oriented skills. As per a tracer study conducted by TTTIs, the beneficiaries include 18 per cent SCs, 4 per cent STs, 13 per cent minorities and 43 per cent women. The self/wage employment category is in the range of 30 to 50 per cent. Out of the 41 educationally backward minority concentrated districts, 36 districts have already been covered under this scheme.

During the current financial year, i.e. 2000-2001, the scheme is proposed to be extended to additional 101 Government/Government-aided Polytechnics.

Technology Development Missions

A need was felt that institutions of excellence like IITs and IISc Bangalore need to concentrate on technology assessment and forecast so that futuristic approaches could be reoriented to take up the development of emerging science and technology trends in the country. Sequel to this, the following seven generic areas of strategic significance were approved :

* Food Processing Engineering
* Integrated Design and Competitive Manufacturing
* Photonic Devices and Technologies
* Energy Efficient Technologies
* Communication Networking and Intelligent Automation
* New Materials
* Genetic engineering and Biotechnology.

One India Institute of technology/Indian Institute of Science, Bangalore was the lead institute for each one of the seven generic areas. There will be up to three participating Institutes, apart from the participation of industry.

The first phase of technology Development Mission
·   ·   ·   ' and reviewed by the National
                    . A large number of projects
                    vement of industry were
                    r the different mission
                    ious technologies developed
                    ons have been transferred to
                    on the experience gained in
                    ready been initiated to launch
                    ving nine areas have been
                    nentation in Phase II.
                    sign and Manufacturing
                    echnologies
                    Automation Technologies
                    Technologies and Networks

Radio and TV servicing Centre at Dholera Extension

* Electronic Technologies and VLSI D Design
* Advanced Agricultural and Food Technologies
* Health Care and Biotechnology
* Materials Technology
* Energy, resources Management and Environment Technology
* Technology of Managing Education Systems.

Modernisation and Removal of Obsolescence

High priority has been accorded to the Modernisation and Removal of Obsolescence in laboratory/library/workshop/computing facilities in engineering & Technological, Management, Pharmacy and Architectural Institutions in the country. Modernisation is undertaken to enhance functional efficiency of these Institutes for teaching, training and research purposes.

During 1999-2000 an amount of Rs. 8.00 crore was released to IITs, IIMs, IISc, Regional Engineering Colleges, and other Central Institutions.

Thrust Areas of Technical Education

The scheme provides project-based financial support for the creation of infrastructural facilities in terms of labs and quality manpower in the emerging areas with the following objectives:

* To develop the infrastructure in terms of modern laboratories in the thrust areas;
* To develop a strong base for advance level

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Objectives

- Removal of Obsolescence in workshop machinery and equipment of laboratories for Engineering and Technological, Management, Pharmacy, Architecture courses in the Central Institutions, including Regional Engineering Colleges;

- Modernisation of laboratories and workshops by addition of new equipment;

- Augmentation of the library facilities;

- Support projects involving new innovations in classroom technology, laboratory instructions, instructional material and charts, development of appropriate technology;

- Training and retraining for the teaching and supporting technical staff; and

- Upgradation of computing and networking facilities.

work by identifying programmes and courses by institutions, taking into account the vastness of the country and regional needs with special attention to the rural society and disadvantaged sections; and

- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes, including consultancy.

During the year 1999-2000 grant-in-aid of Rs. 6.00 crore was released to IITs, IISc, IIMs, RECs and other Central Institutions.

Research and Development

R&D activities have been considered an essential component of higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process. The Ministry of Human resource Development had instituted the scheme with the following objectives:

* Creating and updating the infrastructure for R&D effort;

* Supporting sponsored/joint research projects in Engineering & Technology, Pharmacy, Architecture and Management. The joint research projects with other technological institutions, research laboratories and industries of repute would be valuable

In the year 1999-2000 an amount of Rs. 4.00 crore was released for projects to IITs, IISc, IIMs, RECs, etc.

Scheme of Apprenticeship Training

The National Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10 + 2 vocational pass-outs in about 10,000 industrial establishment/organisations, under Apprentices Act 1961 as amended from time to time and as per policies and guidelines laid down by the Central apprenticeship Council (CAC).

The four Regional Boards of Apprenticeship/ Practical Training located at Mumbai, Kanpur, Kolkata and Chennai, which are fully funded autonomous organisations of Ministry of Human Resource Development (Department of Secondary Education & Higher Education) have been authorised in their respective regions to implement the Apprentices Act. The period of apprenticeship training under the Act is one year. The apprentices are paid monthly stipend, the cost of which is shared between the Central Government and the employer on a 50 : 50 basis. The stipend payable to engineering graduates technicians and 10 + 2 vocational apprentices is Rs. 1630, Rs. 1160 and Rs. 900 per month, respectively.

All the four Boards have been advised to select women, SCs/STs as well as minority candidates according to the Rules for imparting practical training under the Apprentices Act.

During the Eighth Five Year Plan about 1,51,000 apprentices were trained against the target of 1,50,000. The target fixed for the Ninth Plan is to train about 1,80,000 apprentices. During the first three years of the Ninth Plan Period about 1,00,000 apprentices have been trained under the scheme. The target fixed for the year 2000-2001 is about 45,000 apprentices in different categories (graduate engineers, technicians and 10 + 2 vocational apprentices).

Board of Assessment or Educational Qualifications

A High Level Committee has been constituted in place of Board of Assessment for Educational Qualifications for the purpose of recognition of academic and professional qualifications (except those concerning health and medical subjects) for employment in posts and services under the Central Government.

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

Postgraduate level technical courses

Self-financing foreign students intending to pursue studies in postgraduate programmes in technical subjects (except in health and medical subjects) in institutions is India are issued No Objection Certificate (NOC) by this Ministry on receipt of clearance from the Ministry of External Affairs.

Undergraduate level technical courses

Self-financing foreign/non-resident Indian students can take direct admission up to five per cent of the sanctioned strength in undergraduate courses of private unaided and AICTE-approved institutions in India. The MHRD issues NOC in such cases to the Heads of the Institutions where the students are admitted.

International Collaboration

World Bank Assisted Technician Education Project

As a follow-up of the National Policy on Education, the Government of India initiated a massive effort for strengthening technician education and improving the quality of polytechnic pass-out in the country. The project was launched with the assistance of the world Bank as state Sector Project in two phases. The first phase commenced from December, 1990 and ended in September, 1998. The second phase commenced in January, 1992 and ended on 31.10.1999. The projects aimed at the integrated development of polytechnics and the state system of polytechnic education in 17 States and two Union territories.

For sustaining the gains made under the above two projects and also to cover the states left out in these projects, the government formulated another project proposal called Third Technician Education Project (Tech.Ed.III) with assistance from the world Bank. This project has been approved by the Ministry of Human Resource Development and the world Bank has completed identification, pre-appraisal and appraisal mission for the same. The project negotiations between the States and government of India on the one hand and the world Bank on the other took place successfully from July 16 to 20, 2000. The Development Credit Agreement and Project Agreements for the Third Technician Education project has also been signed on October 18, 2000. The project is likely to start from January, 2001.

The Third Technician Education Project (Tech.Ed.III) will cover the States of Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Jammu & Kashmir, and Union Territory (UT) of Andaman & Nicobar Islands. The project aims at increasing access of some disadvantaged sections of the society (women, scheduled tribes, minorities, rural youth) to technical education and to promote active interaction of the polytechnic with the local industry and the community through their involvement in continuing education of industry personnel, non-formal training of rural youth, educated unemployed and school dropouts and through participation in local developmental activities.

The project will over 12 existing and 6 new polytechnics and will have three components: (i) Developing/expanding capacity to provide increase access to technician education; (ii) Enhancing quality of education to produce better trained technicians; and (iii) Improving efficiency through better planning administration and utilisation of the system and increasing its responsiveness to the emerging labour market needs.

Canada-India Institute Industry Linkage Project (CIIILP)

The Canada India Institute Industry Linkage Project is a bilateral technical education project supported by the Government of Canada and India, with funding from the Canadian International Development Agency (CIDA). The CIIILP is the continuation of Canada-India Institutional Cooperation Project (CIICP). CIIILP focuses on development and effective adaptation of sustainable and replicable Industry-Institute Linkage Models at the identified polytechnics and engineering colleges in the four states of Western region, i.e. Madhya Pradesh, Maharashtra, Goa and Gujarat. The goal of the project is to assist the Government of India in its efforts to make Technical education System more responsive to the changing socio-economic environment by enhancing its efficiency and effectiveness.

The Canadian Executing Agency for the project is Association of Canadian community Colleges (ACCC). The Ministry of Human Resource Development provides overall leadership and guidance at the national level. Special Secretary of Department of Secondary Education & Higher Education is the Chairperson of the Joint Project Steering Committee, which last met on 29.04.2000. The Head of Technical Education Bureau is the National Project Director and the Chairperson of the In-India Working group (IIWG) which had its meeting on 11.07.2000. Project implementation office in India is located at Pune.

Colombo Plan Staff College for Technician Education (CPSC)

The Colombo Plan staff College for Technician Education (CPSC) is a specialised agency of the Colombo Plan. It was established on December 5, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the Member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as

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Reservation of Seats in Degree/Diploma Level Technical Courses

The Ministry of Human Resources Development extends facilities for technical education to all States/UTs by reserving seats in degree/diploma level technical courses in Engineering/Pharmacy/Architecture in AICTE-approved institutions for States/UTs which either do not have proper facilities for technical education or lack facilities for training or education in some specific fields of technical education. Nomination of candidates against these reserved seats in made by the State Governments in accordance with their rules and guidelines laid down by AICTE.

In addition, reservation is also made in government-aided institutions in favour of the Ministry of External Affairs for self-financing foreign students, for recipients of Indian Council for Cultural Relations Scholarships for wards of Government employees posted in Indian Missions abroad, for recipients of Children's Bravery Awards on Republic Day (through the Indian Council for Child Welfare) and for the Central Tibetan Schools Administration. However, there is no reservation in IITs under the scheme.

the first host government for twelve years. In 1986, CPSC moved to Manila, Philippines.

The Staff College is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia and Pacific region. The objective of the Staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Asian Institute of Technology (AIT), Bangkok

AIT was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. India is represented in the Board of Trustees of AIT by eminent educationists in their individual capacities.

The Government of India contributes to AIT Bangkok by way of faculty secondment and cash grant of Rs. 3.00 lakh per year for academic-related activities in India and purchase of India equipment and library books.

New Initiatives

Strengthening of Postgraduate Education in Engineering and Technology

Postgraduate education and research in engineering and technology caters to the need of better-qualified manpower for industry, R & D organisations and the educational institutions. It is, therefore, critical for economic development of the nation. Unlike the very high demand for a graduate degree in engineering, over 60 per cent

of some 19,000 seats approved in 191 institutions for postgraduate education in engineering remain vacant and less than 7000 students per year complete the courses. Annually, less than 400 research scholars complete their Ph.D in engineering and technology. Low enrolment in postgraduate and research programs in engineering is due to lack of interest on the part of the students and inadequate rewards on completion. The consequent low output of postgraduates, the main source of supply of teachers, is a major cause of concern for the technical education system.

To address the problem and realising the importance of Postgraduate (PG) Education in Engineering and Technology in providing competitive technological advantage to the country, a Committee to review PG Education in Engineering and Technology was set up. Its report has how been received. The Committee has made wide-ranging recommendations. The thrust to the recommendations is towards improving the quality of postgraduate education and research by taking up new programmes, by making it more attractive through enhancement of scholarship/fellowships and providing linkages with the industry, other ministries and organisations. Government has initiated steps towards implementation of the recommendations of this Committee.

Scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education

The scheme envisages the integration of the physically disabled in the mainstream of technical and vocational education in the country.

The scheme aims to select an upgrade 50 existing polytechnics in different locations in the country to introduce technical/vocational and continuing educational programmes for persons with disabilities. It is targeted that these 50 selected
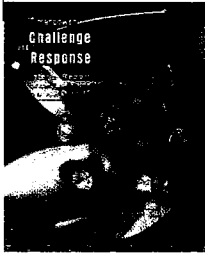
India today faces the challenge of bridging the gap between the demand and supply of IT manpower to harness the opportunity that the recent advances in Information Technology have provided to the country. A Task Force was constituted to deliberate on the issue. It concluded that as per current trends, adequate number of IT professionals would be available in the country, but their quality would be a matter of concern. While the Non-governmental sector, including the self-financing institutions in the formal education sector, are contributing significantly towards the supply of IT manpower, it is the public institutions, with high academic standards that provide competitive edge to the country in this sector. In order to sustain and further improve these standards in the face of pressure for increase in numbers, there is a need for direct government action.

The Task Force made forty seven specific recommendation - targeting mainly at IT education at the degree level and beyond. An investment of Rs. 2000 crore is proposed over seven years. In addition, similar investment are expected from the State governments and Industry. The proposed initiatives would benefit both the government and the Non-governmental institutions. The Government investment would be mainly on the Government and Government-aided institutions. This would trigger similar investments by self-financing institutions.

This approach would also help to resolve a dilemma which a regulatory body often faces while monitoring quality in self-financing institutions and poor facilities in the Government institutions. By enabling the regulatory body to monitor more effectively the quality of IT education and to ensure better compliance, both from the Government-funded and the self-funded institutions, there

would be real improvement of quality of IT education in the country. Proposed direct Government action would therefore enable the country to respond effectively to the Quality Challenge in the IT manpower sector in the country giving us a sustainable competitive advantage in this field.

In pursuance of these recommendations, a 'National Programme for HRD in IT' is being launched. On the basis of broad projections made in the Report, an investment of Rs. 2000 crore till the end of the Tenth Five Year Plan period is envisaged. Major part of this investment shall be during the first 2-3 years. A token provision has already been made during the current year. Actual implementation of major initiatives shall be undertaken during the year 2001-2002.

Different components of this programme include upgradation of computing facilities and connectivity; promoting technology-enhanced IT education; faculty development initiatives; curriculum and courseware initiatives; modernisation of library and computerisation of support services and promoting interface with industry. These initiatives shall be launched along with efforts for overall institutional development and networking of institutions. There shall be primary thrust on postgraduate education and research in Information Technology.

It is expected that with these initiatives, the country would be able to meet the number and quality challenge as far as IT manpower is concerned. Productivity in the software and services sector in the country shall be enhanced by moving up the value chain. the country is expected to capture a larger share of global IT markets and maintain its global leadership position. And finally this programme is expected to build adaptability in the country's technical education system so that they can keep pace with the changes taking place around the world.

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polytechnics will benefit every year 1250 students with disabilities in diploma level courses and 5000 students with disabilities in short-duration technical/vocational courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilisation, employability etc. of students with disabilities and will develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the mainstream.

So far, this Department has selected 35 such polytechnics under this scheme. The process of admitting students with disabilities has already commenced in 12 polytechnics from the academic year 1999-2000.

inauguration Session of the National Workshop for creating awareness about the scheme for Integrating Persons with Disabilities in the Mainstream of Technical and Vocational Education is in progress

Restructuring of the Regional Engineering Colleges

On the basis of the recommendations of a High Powered Review Committee, it is proposed to strengthen and restructure the Regional Engineering Colleges (RECs) for ensuring high standards of education and research in these colleges on the pattern of IITs. These shall be pace-setting institutions providing leadership to other technical institutions in their respective regions. This transformation shall be brought about by:

● Declaring them as deemed universities with full academic autonomy to facilitate academic innovation, promote greater interaction with other institutions, industry and the society at large;

● Professionalising their governance by induction people from industry and profession, and academics on the Boards of Governors. Each Board shall be headed by an academician or a professional of eminence. It shall provide direction and leadership to the functioning of the institutions;

● Increasing financial support to these institutions and bringing them under the Block Grant System on the pattern of IITs and IIMs for achieving greater effectiveness and efficiency; and

● Increasing focus on postgraduate education and IT education.

Consistent with these changes, the RECs shall be renamed. Principals shall be redesignated as Directors and shall have terms of five years (in place of three years presently). Their selection procedure shall also be amended to attract academicians and professionals of eminence to head these institutions.

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Various measures have been launched with a view to promoting books and inculcating reading habits among children. These are— improving the quality of books, including children's books; and conducting workshops.

Book Promotion

he National Policy on Education (NPE), 1986 envisaged easy accessibility to books for all segments of the population. It called for measures aimed at improving the quality of books for children, including textbooks and workbooks. During the year in question, the Department of Secondary Education & Higher Education and National Book Trust undertook a number of measures in pursuance of the NPE directives.

National Book Promotion Council

The Government reconstituted the erstwhile National Book Development Council as National Book Promotion Council (NBPC) in December 1997 under the Chairmanship of the Minister of Human Resource Development. The Council offers a forum to facilitate exchange of views on issues such as writing, production, publication and sale of books, pricing and copyrights, reading habits of people, availability of books for different segments of population, and the quality and content of books in general.

Committee on Promotion of Reading Habits and Development of Book Publishing Industry

The Ministry of Human Resource Development set up, during the year, a Committee on Promotion of Reading Habits and Development of Book Publishing Industry, to facilitate policy formulation on promotion of reading habits and strengthening of the book publishing industry in the country. The Committee consists of representatives of publishing industry, authors, resource organisations, experts and representatives of other concerned ministries. The Committee has already met twice and deliberated upon various issues concerning book promotion policy.

Coordination Committee on Setting up of Educational Libraries

A Coordination Committee on Educational Libraries has also been set up during the year. The task of the committee will be to make recommendations on (I) improving the effectiveness of the School (Secondary & Senior Secondary), College and University Libraries; (ii) Equipping School (Secondary & Senior Secondary), College and University Libraries to face the challenges of the digital age; and (iii) role of libraries in the creation of a knowledge society.

Scheme of Assistance to Voluntary/ Private Organisations for Organising Seminars/Training Courses/ Workshops/Annual Conventions, etc. Connected with Book Promotional Activities

In order to encourage book promotional activities by non-governmental organisations, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities. During the year assistance has been extended for seminars in Delhi, Mumbai, Chennai, Varanasi and Kottayam. One of the important activities supported by the scheme during the year was the Delhi Book Fair held in August 2000.

A committee has been setup by the Ministry of Human Resource Development to promote reading habits and Development of Book Publishing Industry. This will facilitate policy formulation on promotion of reading habits and strengthening of the book publishing industry in the country.

लोकार्पण समारोह
"सृजनशील जीवन और शिक्षा"
लेखक: त्सुनेसाबुरो माकीगुची
आयोजक: नेशनल बुक ट्रस्ट, इंडिया एवं भारत सोका गाक्काई

National Book Trust, India (NBT)

The National Book Trust (NBT), India is a premier organisation that caters to all segments of society by publishing works of fiction and non-fiction on a variety of subjects in English, Hindi and other Indian languages, including books for children and post-literacy reading material for neoliterates, at moderate prices. The languages in which books are published include Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu. Publishing of books is also being carried out in other languages included in the VIII Schedule of the Constitution such as Kashmiri, Konkani, Manipur, Nepali and Sindhi. The NBT published 425 titles in various languages from April to October 2000. Another 230 titles are projected to be published by the end of March 2001. Between April 2000 to October 2000, the Trust earned a revenue of Rs. 1.13 crore. During the remaining period of the financial year, the Trust targets to earn another Rs. 1.87 crore.

Book Fairs and Exhibitions

With a view to promoting books and inculcating reading habits, the NBT organises book fairs, exhibitions and pustak parikramas at regional and national levels, including the biennial New Delhi World Book Fair. During the current financial year, the NBT organised 18 Seminars and Workshops, including Book Release Functions, participated in 19 domestic book fairs and exhibitions, participated in 7 foreign book fairs and exhibitions, organised 278 Pustak Parikramas, organised 2 book fairs and enrolled 3056 Book Club Members.

26th Calcutta Book Fair

The NBT participated in the 26th Calcutta Book Fair, held from January 31 to February 11, 2001, in a big way. India was the focal theme of the Fair and NBT set up a comprehensive India pavilion or *Bharat Mandap* which bagged a special award and was well received by the public. The display materials in the pavilion were selected with a view to presenting the pan-Indian literacy and cultural heritage. These included a photo gallery or eminent Indians; panels of Jnanpith awardees and other leading Indian writers; sketches of Rabindranath Tagore drawn by eminent artists, postal stamps on authors; handwritings and signatures of eminent authors; panel on evolution of script in India; and a section on the history of printing in India, besides books in 21 Indian languages. NBT also constructed a replica of India Gate at an important entry point of the Fair.

Celebration of World Book and Copyright Day

The National Book Trust and the Federation of Indian Publishers in cooperation with UNESCO successfully celebrated the Fourth World Book and Copyright Day on April 23, 2000, at Delhi.

National Book Week

The NBT organises National Book Week every year from November 14 to 20, all over the country. During this week, a string of book-related activities and programmes and organised by the NBT with the cooperation of various associations, booksellers, schools, colleges and universities. An extensive awareness campaign is the hallmark of the Book Week. Thousands of institutions and organisations are encouraged to take up various book-related activities during the Book Week.

Assistance to Authors and Publishers

To promote the publication of reasonably priced books for higher education, the Trust provides financial assistance to authors and publishers of textbooks and reference material. Under the scheme for subsidised publication of books, only such books are subsidised for which a definite need is felt and which relate to subject areas where books of an acceptable standard are either not available or are so expensive as to be beyond the means of students. The scope of the scheme has been widened to provide assistance for the publication, in Indian languages, of thought provoking works of non-fiction too.

Promotion of Children's Literature

The National Centre for Children's Literature (NCCL) was established in the Trust to bridge the gap between the creators and readers of literature for the young.

International Standard Book Numbering System

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

The ISBN Agency has been making registrations of Indian publishers and writers, and allotting suitable blocks as per their requirements. Since its inception in January, 1985, the Agency has registered 5150 small and big publishers. This represents more than

Madan Lal, a well known Indian Cricketer releasing a book on Cricket.

30 per cent of publishers in the country. So far, 14,915 ISBNs have been assigned to different titles. Further, the National Agency also compiled the 'National Catalogue of ISBN Titles' volume XII comprising about 4000 books.

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The National Agency has been taking many measures to popularise the ISBN system in India through mass media, personal contact and publishers' programmes and by participating in national and regional book fairs and book exhibitions. During the year, the Agency participated in Jabalpur. National Book Fair from January 1 to 9, 2000 and the New Delhi World Book Fair from February 5 to 13, 2000. It also held an exhibition of ISBN-used titles at Mahatma Gandhi Kashi Vidyapeeth, Varanasi from March 14 to 16, 2000 and at Bundelkhand University, Jhansi from November 21 to 23, 2000. The students and teachers of the Universities took keen interest in learning about the ISBN system. After the exhibitions, these books were donated to the Universities for their libraries.
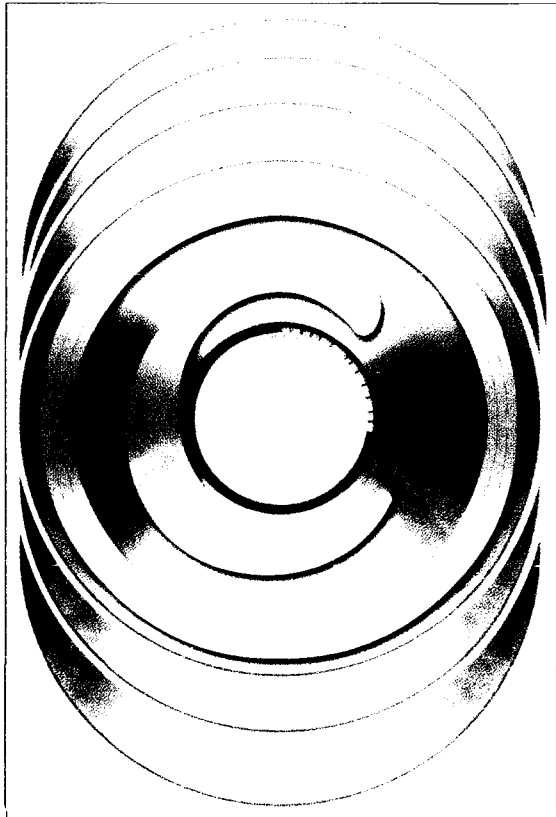
The thrust areas in copyright
and related rights are
strengthening of enforcement
machinery, encouragement of
research and academic
studies in the higher
education stream and
popularising collective
administration system.

Copyright and
Related Rights

Copyright Industry

India is a major producer and exporter of copyright material, like books, computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. The exports of books and other printed material have grown from Rs. 26 crore in 1986-87 to Rs. 215 crore (estimated) in 1998-99. The target for 1999-2000 is Rs. 230 crore. The turnover of the computer software industry has grown from Rs. 175 crore in 1987-88 to about Rs. 24,500 crore (estimated) in 1999-2000. The exports of computer software have grown from Rs. 2520 crore in 1995-96 to Rs. 10,940 crore in 1998-99; it is expected to be Rs. 17,200 crore in 1999-2000. India is the largest producer of cinematographic films with an estimated turnover of Rs. 450 crore. The annual sale of domestically produced recorded music (including CDs) is of the order of Rs. 1254.38 crore in 1999. In terms of sales volume, India ranks number two in the world, next only to USA.

Copyright Law

Copyright and related rights are governed by the Copyright Act, 1957 as amended in 1999; the Copyright Rules, 1958 as amended in 1995; and the International Copyright Order, 1999. The International Copyright Order was amended in 2000 to extend copyright protection to the works of nationals of those countries which have joined the copyright treaties since the publication of the Order. The Act gives the creators of literary, dramatic, musical and artistic works, cinematographic films and sound recordings exclusive rights to reproduce, perform, translate, communicate to the public, etc. their works. It also gives broadcast reproduction rights to broadcasting organisations and performers' right to performers. The Act also provides authors certain moral rights like the right to claim authorship and to restrain or claim damages in respect of any distortion, mutilation, etc. of their work.

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

Copyright Board

The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of errors in copyright registration, disputes in respect of assignment of copyright and granting of licences of published works withheld from public and unpublished Indian works, to produce and publish translations, and to produce and publish works for certain other specific purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act. The meetings of the Board are held in different zones of the country to provide the facility of justice to authors, creators and owners of intellectual property near their places of residence or occupation.

The Copyright Board was reconstituted under the chairmanship of Shri B. K. Sharma for a period of five years with effect from January 4, 1996. Since its reconstitution, it has met seventeen times until December 2000. A considerable number of cases have been decided in these meetings. The Board has again been reconstituted and under the chairmanship of Shri B. K. Sharma for a period of five years from February 22, 2001.

Copyright Office

The Copyright Office was established in January 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Office, under the provisions of the Copyright Act, 1957, undertakes to register different classes of works. During the last financial year, 3207 works have been registered. The category-wise break-up of the registered works is as under:

- Literary and Dramatic 903
- Computer Software 195
- Artistic 1813
- Sound Recordings 296

In addition to this, the Copyright Office also registers the changes in the Register of Copyrights in accordance with Section 49 of the Copyright Act, 1957 and Rule 17 of the Copyright Rules, 1958. Moreover, Copyright Office also issues certified copies of extracts from the Register of Copyrights as also of the public documents in the custody of the Registrar of Copyright/ Copyright Board. Inspection of the Register of Copyrights is also open to interested persons at all reasonable times.

Enforcement of Copyright

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

Copyright Enforcement Advisory Council
The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the CEAC, which earlier expired on November 5, 1994, was extended for another three years with effect from November 6,1997. So far, six meetings of the reconstituted Council were held on November 28, 1997; March 20,1998; September 24, 1998; July 16, 1999; January 7, 2000; and August 24,2000; respectively in New Delhi. Valuable suggestions were made in these meetings for effective enforcement of

copyright. The CEAC has been reconstituted with affect from November 6, 2000 for three years.

Special Cells for Copyright Enforcement
The States / UTs of Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Sikkim, Tamil Nadu, West Bengal, Andaman & Nikobar Islands, Chandigarh, Dadra & Nagar Havelli and Daman & Diu have set up either separate copyright enforcement cells or special cells in the Crime Branch to look after cases of copyright offence.

Nodal Officers
In order to facilitate proper coordination between the industry and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry has requested the State Governments to designate nodal officers. Presently the states of Andhra Pradesh, Goa, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Rajasthan, Tripura, Uttar Pradesh and West Bengal and the Union Territories of Chandigarh, Daman & Diu, Lakshadweep and Pondicherry have such designated nodal officers.

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

Consequent to the number of measures initiated by the Ministry, there has been more activity in the enforcement of copyright laws n the country during the last year compared to previous years. As per the data relating to copyright ofences available with the National Crime Records Bureau, the number of

copyright cases registered has gone up from 479 in 1997 to 802 in 1998 and 927 in 1999. The number of persons arrested has increased from 794 in 1997 to 980 in 1998 and 1191 in 1999. The value of seizures has gone up from Rs. 2.88 crore in 1977 to Rs. 7.48 crore in 1998 and Rs. 8.14 crore in 1999. These figures reflect the general improvement in the enforcement of the copyright law.

New Schemes

During 1998-99, two new schemes were launched to strengthen enforcement of copyright laws, to generate awareness about copyright matters among academics and general public and to encourage the study of Intellectual Property Rights in universities and other recognised institutions of higher education. Under these schemes, financial assistance has been given for organising seminars and workshops for setting up documentation centres on intellectual property rights and also for studies and researches in intellectual property rights to the following institutions:

Scheme of Organising Seminars & Workshops on Copyright Matters
- National Academy of Customs, Excise & Narcotics (NACEN), Chennai
- NACEN, Faridabad
- National Law School of India University, Bangalore.
- NACEN, Kolkata
- Sardar Vallabhbhai Patel National Police Academy, Hyderabad,
- Mahatma Gandhi University, Kottayam
- Ed. Cil, Noida
- Centre for Contemporary Studies, Indore.
- M. G. Kashi Vidyapith, Varanasi
- Madhya Pradesh Council of Science and Technology, Bhopal
- Indian Law Institute, New Delhi
- Mangalore University, Mangalore
- Delhi University, Delhi
- Indian Institute of Technology, Bhavnagar

- Vikram University, Ujjain
- Aligarh Muslim University, Aligarh

Scheme of Intellectual Property Right Studies
- Sardar Vallabhbhai Patel National Police Academy, Hyderabad
- Dr. Babasaheb Ambedkar Technological University, Lonere, Maharashtra
- Mahatma Gandhi University, Kottayam, Kerala
- The Indian Law Institute, New Delhi
- Institute of Asian Studies, Chennai
- Cochin University of Science & Technology, Kochi.
- Panjab University, Chandigarh
- National Productivity Council, New Delhi

During 1999-2000 a new scheme for extending financial assistance to new copyright societies has been launched.

International Protection of Copyright and Related Rights

India has for long accepted international obligations in regard to copyright protection. It is a member-state of the following international conventions on copyright and related rights:
- Berne Convention for the Protection of Literary and Artistic Works since April, 1928
- Universal Copyright Convention (UCC), under the auspices of UNESCO, since October 20, 1957.
- Convention for the Protection of Producers of Phonograms Against Unauthorised Duplication of their Phonograms, since February 12, 1975.
- Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol, since October 31, 1983, with some reservations.

Copyright and related rights now form part of the TRIPS (Trade Related aspects of Intellectual

Property Rights) Agreement, 1994 which came into force on January 1, 1995. The membership of these Conventions and Agreements ensures that Indian copyright holders get rights in those countries which are members of these treaties.

Participation in Wipo Meetings

India is a member of the World Intellectual Property Organization (WIPO), a specialised agency of the United Nations which deals with copyright and other intellectual property rights, and plays an important role in all its deliberations. This year, delegations from India participated in the following WIPO meetings:

- Regional Consultation on the Protection of Audiovisual Performances, Geneva, April 10, 2000
- Special Session of the Standing Committee on Copyright and Related Rights, Geneva, April 11-14, 2000
- Preparatory committee of the proposed WIPO Diplomatic Conference on the Protection of Audiovisual Performance, Geneva, April 12 and 14, 2000.
- Extraordinary Session of the WIPO General Assembly, Geneva April 13 and 14, 2000.
- 35th series of Meetings of Assemblies of World Intellectual Property Organisation (WIPO), Geneva' September 25 to October 3, 2000.
- Regional consultation for the countries of Asia and the Pacific on the Basic Proposals for the WIPO Diplomatic Conference on Protection of Audiovisual Performances, Seoul, South Korea, October 23-24, 2000.
- Diplomatic Conference on the protection of audio-visual performances, Geneva, December 7 to 20, 2000.

International Seminars on Copyright

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

- IP Australia Regional Symposium on Strategic Management of Intellectual Property in the 21st Century, Sydney March 6-8, 2000.
- WIPO / USPTO Conference on Intellectual Property System in a Knowledge Based Economy for Asia and Pacific Region, Thailand, September 18-19, 2000.

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

Training in Copyright

Officials of the Department of Education dealing with copyright and related rights at different levels were deputed to participate in the following training course in copyright:

- WIPO Training Course on Copyright and Neighbouring Rights, Stockholm / Geneva, August 23-September 3,1999
- WIPO Training Course on Copyright and Related Rights, Geneva / Zurich, October 31 – November 14,2000
- WIPO/Japan Training Programme on Copyright and Related Rights, Tokyo, November 6-17, 2000
- WIPO joint Training Course in Asia and Pacific Region on Demystifying Intellectual Property through Education, Communication and Public Outreach, Singapore from November 27 to December 06, 2000

Thrust Areas in the Ninth Five Year Plan

Strengthening of copyright enforcement, boosting research and academic studies on intellectual property rights in the higher education system, and setting up of collective administration societies are the thrust areas in the Ninth Five Year Plan so far as copyright is concerned.
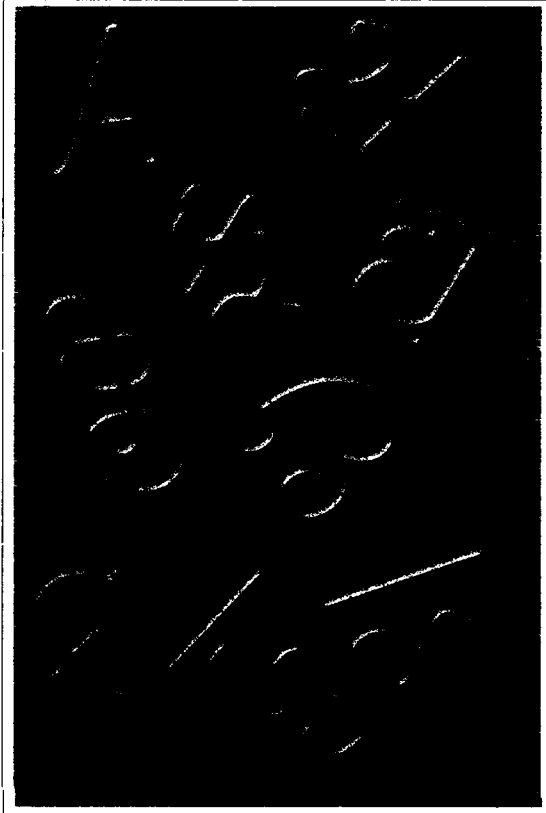
Language being the most
important medium of
communication and education,
its development occupies an
important place in the National
Policy on Education and
Programme of Action.
Therefore, the promotion and
development of Hindi and the
other 17 languages listed in
Schedule VIII of the
Constitution, as well as English
and some other foreign
languages, have received due
attention.

Promotion of
Languages

n fulfilling its constitutional responsibility, the Department of Education is assisted by different autonomous organisations and subordinate offices.

Central Hindi Directorate

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

The Department of Correspondence Courses of the Central Hindi Directorate implements the scheme of teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners. So far, about 4.00 lakh persons have benefited from this scheme. In the year 2000-2001 approximately 8000 students have been enrolled in different courses, i.e. Certificate, Diploma, Prabodh, Praveen, Pragya and Civil Services Hindi Courses.

During the year, personal contact programmes were organised at Rajpalyam, Kumbhkonam, Madurai, Chennai, Kolkata, Midnapur and Pondicherry. Hindi has also begun to be taught through cassettes prepared by the Correspondence Courses Department of the Directorate. The topics for the video cassettes to be prepared during 2000-2001 are 'Manak Vartani and Anviti'.

Under its Scheme of Publication, the sub-schemes, viz., Foreign Language Dictionary, Regional Language Dictionary, Cultural Exchange Programmes, Bilingual/ Trilingual/ New Dictionaries, Bhasha, Varshiki and Sahitya Mala, Exhibition and Free Distribution of Hindi books have been implemented. Other publications include Hindi-Indonesian dictionary and conversational guides on Hindi-Tamil, Malayalam-Hindi, Bangla-Hindi and Hindi-Czech. Under Foreign language dictionaries, the official languages are being covered.

The scheme of award and prizes to Hindi authors helps to popularise Hindi in non-Hindi speaking states.

The Central Hindi Directorate implements two schemes relating to grants to voluntary Hindi organisations for the promotion and development of Hindi.

Under the first scheme, financial assistance is provided for running classes for the teaching of Hindi, for courses of Hindi shorthand and for the typewriting and running of libraries. The Dakshin Bharat Hindi Prachar Sabha (an institution of national importance) is also the recipient of grants under this scheme. This organisation has been implementing various Hindi programmes in non-Hindi speaking areas, such as Tamil Nadu, Karnataka, Kerala, Andhra Pradesh, Pondicherry and Goa. During the year 1999-2000, is 196 V.H.Os were provided grants under this scheme.

Under the second scheme of financial assistance grants are provided to V.H.Os as well as individuals for publications in Hindi and for the purchase of Hindi books. During the year 1999-2000, twelve manuscripts were approved for financial assistance and twenty two books purchased.

A list showing the names of NGOs which received grants of one lakh and above is given in Appendix III.

The details of the V.H.Os which have not submitted their Utilisation Certificates for the grants released to them during the last three years i.e. 1996-97, 1997-98 and 1999-2000, may be seen at Appendix IV.

Commission for Scientific and Technical Terminology

The Commission for Scientific & Technical Terminology was established by the

Government of India with the aim of enriching and developing all Indian languages as mediums of instruction. The Commission has been engaged in the task of evolving of technical terms in Hindi, producing of university level textbooks, definitional dictionaries and various reference literature. So far, 53 definitional dictionaries have been published.

The Commission is engaged in the preparation and publication of monographs, digests and readings, monitors the activities of the Hindi Granth Academies/University Cells in Hindi speaking states, compiles and publishes Pan-Indian technical terms, a Journal of Sciences in Hindi, namely Vigyan Garima Sindhu with a view to encourage standard writing in sciences.

A total of 5.5 lakh technical terms have evolved in different disciplines, such as Basic Sciences, Social Science, Humanities, Technology, Medicine, Agriculture, etc.

Under the scheme of production of University level books in Hindi and other Indian languages, 12,000 books have been published since the commission's inception.

Over one lakh terms have been keyed-in and entered into computers. The Commission has published 15 glossaries and 5 definitional dictionaries during the year under report.

Kendriya Hindi Shikshan Mandal, Agra

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

The Sansthan conducts Hindi Shikshan Nishnat (M.Ed. level), Hindi Shikshan Parangat (B.Ed. level), Hindi Shikshan Praveen, a four-year Hindi Shikshan Diploma and intensive Hindi teaching orientation courses. The Sansthan also runs courses for the teaching of Hindi to foreigners at Agra under the Scheme of 'Propagation of Hindi Abroad'. So far 1821 students from 67 countries have been trained in Hindi.

The Tribal Language Research Unit works on the development of language teaching materials for Nagaland, viz., a textbook of Social Studies part II & III and a textbook of the Hindi language for the IV year. The Language Technology and Audiovisual Unit is involved in the preparation of Remedial Audio material for various linguistic areas, especially for the North Eastern region.

The Institute also publishes research-oriented material related to Hindi language and literature. The Institute has published 11 books, 2 journals and 109 lessons of correspondence course in the disciplines of applied linguistics, language teaching and literature. The University Grants Commission has entrusted a project to the Sansthan for the preparation of Functional Hindi textbooks for the undergraduate course (for II & III year students).

Under the scheme 'Hindi Sevi Samman Yojana', thirteen eminent Hindi scholars have been selected during the year 2000 for their distinguished contribution in the fields of development and propagation of Hindi, research and creative literature, scientific and technical literature in Hindi and Hindi journalism.

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

In pursuance of Article 351 of the Constitution of India, the Government of India started a Centrally

Sponsored Scheme of Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs during the Second Five Year Plan.

Under the scheme, 100 per cent Central assistance is provided to States/UTs for the appointment of Hindi teachers and to establish Training Colleges to train Hindi teachers. Central Assistance on the same pattern was continued during the year, i.e. 1999-2000. A sum of Rs. 9.75 crore has been provided to finance 2887 posts of Hindi teachers during the year. So far, a sum of Rs. 7.04 crore has been released to different states under the scheme.

Central Institute of Indian Languages, Mysore

The Central Institute of Indian Languages, Mysore, a subordinate office, has been helping in evolving and implementing the Language Policy of the Government of India and coordinating the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society.

The Central Institute has the following three schemes:

Scheme I
The first scheme is for the development of Indian languages through research, developing manpower, the production of materials in Modern Indian Languages, including Tribal Languages. The areas covered include:
- Tribal and Border Languages
- Sociolinguistics
- Phonetics
- Psycholinguistics
- Materials Production and Training
- Evaluation and Testing
- Distance Education.
- Educational Technology
- Lexicography and Translation.

Scheme II
The second scheme is for the implementation of the Three Language Formula. This is done through the training of teachers of secondary schools deputed by various States and UTs. The RLCs conduct various teacher training programmes and prepare instructional material. The 10-month Intensive Course in Indian Languages began in July in different centres. During this academic year, the CIIL introduced training in Nepali and Manipuri at its North Eastern Regional Language Centre, Guwahati. Twenty three trainees, including three ladies are undergoing training there.

Scheme III
The scheme provides financial assistance to individuals and voluntary organisations for publications in Indian languages (other than Hindi, Urdu, Sindhi, Sanskrit and English) including tribal languages. The first grants-in-aid meeting was held in Mysore. It recommended the purchase of 99 books and publication assistance for 8 manuscripts. In the second meeting, proposals worth over Rs. 13 lakh were approved.

Modern Indian Language Teachers

The scheme provides 100 per cent assistance for the appointment of Modern Indian Language Teachers, preferably South Indian Languages in Hindi speaking states. The Institute has also been assigned the responsibility of training teachers appointed by various states under the above scheme. This scheme was initiated during the

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Eighth Plan period and has been approved for continuation during the Ninth Plan.

Central Institute of English and Foreign Languages

In order to bring about substantial improvement in the standards of teaching/learning of English, the Government gives assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one District Centre for English in each state. Twenty six District Centres were initially sanctioned. There were eleven District Centres in operation as on March 31, 1998 in different parts of the country. The Government also provides assistance to the Regional Institutes of English and the English Language Teaching Institutes of different States through the CIEFL. At present, there are two Regional Institutes of English and nine English Language Teaching Institutes. Grants are also given to Voluntary Organisations/individuals for the publication & purchase of books in English.

National Council for Promotion of Urdu Language (NCPUL)

The Government constituted the National Council for Promotion of Urdu Language (NCPUL) as an autonomous body to replace the Taraqi-e-Urdu Board with a view to further broadbase Urdu promotional activities. The NCPUL became functional with effect from April 1, 1996.

The NCPUL is engaged in the preparation of academic literature in Urdu for the benefit of the Urdu speaking people of the country. Financial assistance is provided to 48 Calligraphy Training Centres in different parts of the country. Out of the 12 volumes of the Urdu Encyclopaedia planned, 6 volumes have been published so far. The others are under preparation. Five volumes of the English-Urdu Dictionary have also been published.

The recent introduction of Computerised Calligraphy Training Centres is expected to go a long way in preparing students to meet present day competition and join the technological workforce of the country. Another major achievement has been to coordinate the activities of various State Urdu Academies. The interaction with the academies has been so strong that they have gradually become the local partners of the Council.

The sale proceeds of periodicals/books of the Council was Rs. 20.00 lakh. It published 33 new titles and 98 reprints during the year.

National Council for Promotion of Sindhi Language (NCPSL)

The Government constituted the National Council for Promotion of Sindhi Language as an autonomous body with its Headquarters at Vadodara for the promotion and development of Sindhi Language. The Minister for Human Resource Development is the Chairman of the Council. The Council undertakes the production of literature in Sindhi, collects & evolves technical terms to enrich the language, and provides for the publication of journals and periodicals. There is a provision of Rs. 40.00 lakh for the current financial year.

Scheme of Appointment of Urdu Teachers and Grant of Honorarium for Teaching of Urdu in States/UTs

The Scheme of Appointment of Urdu Teachers and the grant of honorarium for the teaching of Urdu in the States was launched in April, 1999. Under the scheme, 100 per cent financial assistance is provided for the salaries of Urdu teachers appointed against new posts for a period of five years. Honorariums are also admissible to existing teachers. The Scheme is being implemented in those blocks/districts that have been identified as having a sizeable population of educationally backward minorities.

There is a budgeting provision of Rs. 1.75 crore for the current financial year. The Department has given approval for creation of 248 posts of Urdu teachers to the Government of Uttar Pradesh during 2000-2001.

Sanskrit Division

Continuation of the Celebration of the Year of Sanskrit till March 2001

For the celebration of Sanskrit Year (1999-2000), a sum of Rs. 4.99 lakh was given to 251 organisations for different programmes, conferences and seminars. Since all the events could not take place within the original time frame, the date for organising the celebrations has been extended till March 2001.

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, an autonomous organisation under the Department of Secondary Education and Higher Education, is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts education of Sanskrit up to the doctorate level through eight Kendriya Sanskrit Vidyapeethas.

The Sansthan provided financial assistance to voluntary organisations engaged in the propagation, development and promotion of Sanskrit to the tune of 75 per cent of their expenditure on the salaries of teachers, scholarships to students, the construction and repair of buildings, furniture, library, etc. So far, 708 voluntary Sanskrit organisations have been assisted. Twenty one Adarsh Sanskrit Mahavidyalayas, including Shodh Sansthans have also been provided with financial assistance.

The Sansthan also pays honorariums to 125 retired eminent Sanskrit scholars at the rate of Rs. 2500 per month to teach in Adarsh Sanskrit Pathshalas and other State Government-run Sanskrit Colleges under the Shastrachundamani Scheme. Financial assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune; for the organisation of vocational training; for the purchase and publication of Sanskrit books and rare manuscripts; and for the organisation of the All Indian Elocution Contest. Under the scheme of the President's Award of Certificate of Honour every year 15 scholars of Sanskrit, one of Pali/Prakrit and three each of Arabic and Persian are selected and are paid honorariums of Rs. 50000 per annum for their lifetimes. The number of present awardees who are getting grants from the Rashtriya Sanskrit Sansthan is 274.

Scheme for Development of Sanskrit through State Governments/Union Territories

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

Financial assistance to eminent Sanskrit Scholars in indigent circumstances

Under this scheme, assistance is being given to eminent, traditional Sanskrit Scholars who are not below the age of 55, are in indigent circumstances and are engaged in study/research in Sanskrit at the maximum rate of Rs. 10,000/- per annum (minus the annual income of the scholar from other sources). About 1200 scholars are likely to be benefited during 2000-2001.

Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit Education, grants are provided to facilitate the appointment of teachers for teaching selected modern subjects in traditional Sanskrit Pathshalas, i.e., Modern Indian Languages, Science, including Mathematics and Humanities. During 2000-2001 six states are likely to be assisted.

Providing facilities for teaching Sanskrit in High/Higher Secondary Schools

Grants are given to meet the expenditure of the salaries of Sanskrit teachers to be appointed in those Secondary and Senior Secondary Schools where the State Governments are not in a position to provide facilities to teach Sanskrit. During 2000-2001m, about five states are likely to be assisted.

Scholarships to students studying Sanskrit in High and Higher Secondary Schools

in order to attract students towards Sanskrit in the Secondary and Senior Secondary Schools, merit scholarships are given to Sanskrit Students of classes IX to XII, at the rate of Rs. 100 per month for students of classes IX and X and at the rate of Rs. 125 per month for students of XI and XII. About 1300 students are likely to be benefited under this scheme during 2000-2001.

Grants to State Governments for various schemes for the promotion of Sanskrit

- Under this scheme, State Governments are paid 100 per cent assistance for various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic Scholars, conducting Vidwat Sabhas, holding evening classes, celebrating the Kalidasa Samaroha, etc. During 2000-2001, ten states are likely to be assisted.
- Proposals for research/research projects in Sanskrit received from Deemed Sanskrit Universities and NGOs (Registered Bodies) are covered under the scheme. During 2000-2001, several proposals from some prominent and Deemed Universities are likely to be funded.

Central Grant to Rashtriya Sanskrit Sansthan/ Deemed Universities/ CBSE/ NCERT, etc

Hundred per cent assistance is given for improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for the appropriate orientation of teachers towards this

end. Proposals from CBSE/NCERT, Rashtriya Sanskrit Sansthan, Saraswati Vidyapeetha, Hyderabad and Deemed Sanskrit Universities are likely to be assisted during 2000-01.

An amount of Rs. 14.00 crore has been provided for the year 2000-01 for all the sub-schemes under 'Development of Sanskrit'.

Two Deemed Universities

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

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi provides courses of study from Shastri to Vidya Vachaspati (D. Litt.). Since 1997-98, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha has offered diplomas in vedic and refresher courses, and also two degrees, namely Vidya Varidhi (Ph.D) and Manad Uppadhi (Honorary D. Litt.).

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides courses of study from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D), RSV, Tirupati has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer centre has been established and publication activities have been speeded up.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

Rashtriya Veda Vidya Pratishthan was set up in August 1987 for the promotion of Vedic Studies and Research; including support to traditional Vedic Institutions and Scholars and for providing Scholarships/Fellowships. The programmes and activities during 2000-01 include the organisation of one All-India and six Regional Veda Sammelans, eight Seminars and Workshops on different topics.

Financial assistance to 35 Vedic Institutions/ Vidyalayas, to 32 aged Vedic Pandits and 81 Nityagnihotries, and stipends to 578 Vedic students, Awards of Junior Fellowships, conducting part-time Vedic classes for students, Honorariums to 37 Swadhyayains teachers and stipends to 74 students under the scheme of 'Preservation of Oral Tradition of Vedic Recitation'. The Pratishthan also runs a publications programme.

An amount of Rs. 4.00 crore has been allocated to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan during 2000-2001 for additional expenditure on ongoing schemes and new programmes and for its construction programme at Ujjain.

Modernisation of Madarsa Education

The objective of the scheme for the modernisation of Madarsa Education is to encourage traditional institutions like Madarsas and Maktabs to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculums. Hundred per cent financial assistance is provided for the appointment of qualified teachers.

Madarsas having Science teachers are also given a one-time grant (limited to Rs. 7000) for the purchase of science/maths kits, for establishment of book banks and for strengthening of libraries. Grants are likely to be given to 1000 Madarsas during 2000-2001.

An amount of Rs. 12.00 crore has been provided in the budget for 2000-2001.

Minority Education

The National Policy on Education, 1986, updated in 1992, envisages paying greater attention to the education of educationally backward minorities in the interest of equity and social justice. The Department in pursuance thereof launched the Scheme of Area Intensive Programme for Educationally Backward Minorities in May, 1993.

It seeks to provide basic infrastructure and facilities in the areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education. Under the scheme, cent per cent financial assistance to State Governments and Voluntary Organisations (through State Governments) is given for the establishment of new Primary/Upper Primary Schools and Residential Higher Secondary Schools for girls; the strengthening and opening of Multi-stream Residential Higher Secondary Schools for girls where Science, Commerce, Humanities and Vocational Courses are taught.

The scheme covers 325 block (in 13 States and 3 UTs) and 4 districts in Assam.

Targets Achieved

Physical
Since its inception, full/part grants have been given for the construction of building for 2251 Primary/ Upper Primary/Secondary Schools, six Residential Higher Secondary Schools for girls; the construction of 1318 classrooms; the upgradation of 54 Primary Schools to Upper Primary Schools and High Schools to Higher Secondary Schools; the construction of 13 hostel buildings for Girl's

Higher Secondary Schools; the construction of toilets/urinals in 170 schools; for the provision of teaching-learning material in 740 Primary/Upper Primary Schools; and for library books, almirahs and furniture, etc. in 654 Primary/Upper Primary/ Secondary Schools.

Financial

From 1993-94 to 1996-97 a sum of Rs. 8.97 crore as released to various State Governments. During 1997-98, 1998-99 and 1999-2000, sum of Rs. 10.99 crore, Rs. 13.52 crore and Rs. 11.43 crore respectively, were released. BE for the current financial year 2000-2001 is Rs. 18.00 crore.
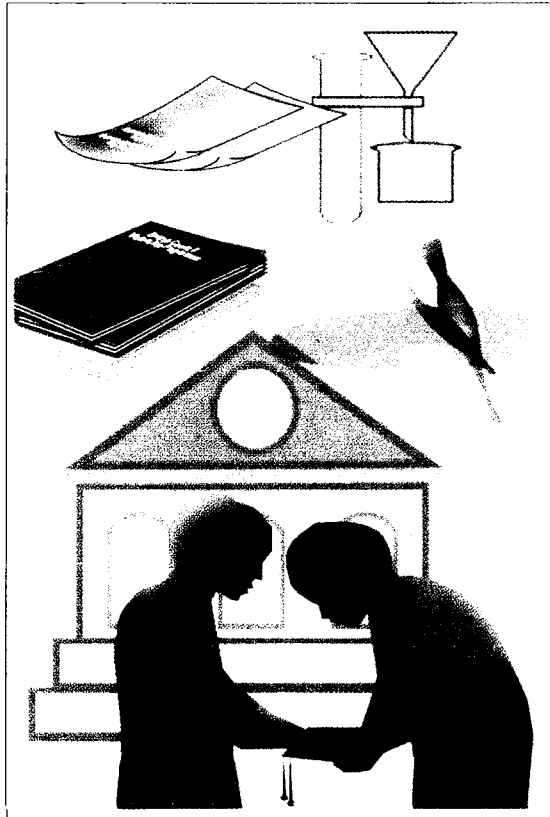
The Department of Education administers scholarships/ fellowships programmes meant for Indian students for further studies/research in different universities/ institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries.

Scholarships

he National and External Scholarship Division of the Department of Secondary Education and Higher Education administers Scholarship/Fellowship Programmes meant for Indian students for further studies/research in different Universities/Institutions in India and abroad. These include programmes sponsored by the Government of India and those offered by foreign countries. Major programmes under which Scholarships/Fellowships are being awarded during 2000-2001 are detailed below.

National Scholarship Scheme

This scheme has been in operation since 1961-62. Under this scheme, scholarships are awarded for post matric studies on merit cum means basis. The rates of scholarship vary from Rs. 60 per month to Rs. 120 per month for day scholars and Rs. 100 per month to Rs. 300 per month for hostellers, depending upon the course of study. The income ceiling of the parents for eligibility of scholarship is Rs. 25,000 per annum.

Scholarship to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

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

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

This scheme has been in operation since 1971-72. The aim of the scheme is to ensure equality of

educational opportunities and to provide a fillip to the development of potential talent in students in rural areas by educating them in good schools. The scheme is being implemented through State Governments/Union Territory Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each State/Union Territory. The scholarships are awarded at the end of the middle school stage (class VI/VIII) and continue up to the secondary and higher secondary stages. The selection of the students is made by the State Governments/Union Territory Administrations with the help of the NCERT/SCERTs. The rate, of scholarship varies from Rs. 30 to Rs. 100 per month, depending upon the course of study.

Commonwealth Scholarship / Fellowship Plan Offered by the Governments of United Kingdom, Canada and New Zealand

Under this programme, Scholarships/Fellowships are awarded to Indian nationals for higher studies/ research/training in United Kingdom, Canada and New Zealand. These are prestigious scholarships and are beneficial to the country as well as to the recipients for their educational and professional development. Scholarships are made available for study in about 27 disciplines, including Medicine, in United Kingdom, in 11 disciplines and in Canada and in two disciplines in New Zealand. Twenty eight scholarships have been utilised during 1999-2000 and another 21 scholarships have been utilised during 2000-2001 up to October 2000.

Ms. Agatha Harrison Memorial Fellowship

This scheme for one fellowship under Ms. Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching scholarship and is meant for scholars

who have specialised in modern Indian studies in the fields of History, Economics and Political Science. A consolidated stipend of £16,927 per annum is paid by the Government of India to St. Antony's college through the High Commission of India in U.K. Under the scheme, the scholar is paid economy class air passage from New Delhi to London and back. Besides, the spouse of the scholar / fellow is also provided economy class air passage, provided he/she stays in the United Kingdom with the fellow for a minimum period of one year. The fellowship is tenable for one year in the first instance and is likely to be extended for one more year, based on the performance of the candidate. Nominations in respect of three candidates have been sent to St. Antony's College, UK for final selection for one fellowship under Ms. Agatha Harrison Memorial Fellowship 2000-2001.

212| Scholarships / Fellowships offered by Foreign Governments under Cultural Exchange Programmes

Under Cultural Exchange Programmes between Government of India and foreign countries, scholarships are offered to Indian students by foreign countries for higher studies at postgraduate, Ph.D. and postdoctoral level and also for language studies in respective countries. These scholarships are being utilised by Indian scholars for studies in the fields of Basic Sciences (Pure and Applied), Engineering and Technology, Humanities and Social Sciences etc. Forty five scholars have been sent to China, Japan, Mexico, Israel, Germany, Ireland, Czech and Belgium during 1999-2000 and another 67 scholarships have been utilised during the year 2000-2001 (up to October, 2000).

British Council Visitorship Programme

In order to project better appreciation of Britain, British Council Division / British Deputy High Commission in India sponsor candidates for short term courses in U.K. under the British Council Visitorship Programme. Under this programme, financial assistance is rendered by the sponsoring Council in the fields of Education, Science, Medicine, Technology and Arts to Indian students/ academicians / researchers, so as to enable them to visit institutions/ counterparts in U.K. for mutual discussions, updating their professional knowledge with current British practices, pursuing collaborative studies and attending professional conferences, seminars and courses.

Under the programme, the sponsoring council, normally, meets the expenses towards travelling locally and subsistence costs in United Kingdom. For this purpose, the concerned British Council Division has to seek clearance from the Government of India, Ministry of Human Resource Development, Department Of Secondary Education and Higher Education before finalising the programme. This Department, in consultation with Ministry of External Affairs and Ministry of Home Affairs, issued clearance to 22 researchers/ academicians from April, 2000 to October 31, 2000.

Appendices

APPENDIX I

Assistance to States / UTs (including NGOs) for Integrated Education for Disabled Children (IEDC) (Provisional)

S. No.	Name of the State / Union Territory	Amount Released (Rs. Lakh) (PLAN)					
		1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01 (31.1.2001)
1.	Andhra Pradesh	—	—	44.21	122.5	29.57	4.15
2.	Arunachal Pradesh	—	—	1.00	—	—	3.99
3.	Assam	—	—	13.00	—	—	—
4.	Bihar	—	—	—	—	—	—
5.	Gujarat	—	28.01	106.23	41.60	323.44	82.95
6.	Haryana	—	5.72	25.17	10.65	86.38	17.19
7.	Himachal Pradesh	3.90	—	51.04	—	96.63	—
8.	Jammu & Kashmir	—	—	—	—	—	—
9.	Karnataka	47.79	3.12	145.42	57.48	116.74	226.31
10.	Kerala	495.00	232.00	120.14	218.10	236.27	260.96
11.	Madhya Pradesh	2.36	3.44	120.78	127.34	55.19	11.72
12.	Manipur	8.40	32.85	25.85	26.56	45.17	—
13.	Maharashtra	—	31.16	14.53	50.17	—	43.47
14.	Mizoram	11.51	4.71	6.94	11.46	15.50	22.41
15.	Nagaland	5.41	7.15	7.15	5.75	5.75	—
16.	Orissa	4.84	126.54	74.45	45.80	109.73	70.50
17.	Punjab	—	—	—	—	—	—
18.	Rajasthan	20.20	59.75	30.09	71.68	—	154.44
19.	Tamil Nadu	13.22	6.56	16.45	34.91	62.18	123.82
20.	Tripura	0.87	1.53	3.42	—	23.31	—
21.	Uttar Pradesh	0.70	2.33	8.44	5.97	24.82	9.86
22.	West Bengal	15.77	—	10.95	6.68	12.00	2.72
23.	A&N Islands	12.78	13.25	14.82	14.25	16.62	7.72
24.	Chandigarh	—	—	—	—	—	—
25.	Delhi	26.61	25.95	38.24	28.67	29.42	50.45
26.	Daman & Diu	0.45	0.36	0.31	0.31	0.26	0.17
27.	Dadra & Nagar Haveli	—	—	—	0.38	—	—
28.	Pondicherry	—	—	—	—	1.04	2.36
	Total	**669.81**	**584.43**	**998.63**	**880.18**	**1290.02**	**1095.19**

Scheme*: Educational Technology (Provisional)

S. No.	Name of the State/UT	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01 (31.1.2001)
1.	Andhra Pradesh	770.86	309.72	73.01	87.10	93.58	132.99	149.17
2.	Arunachal Pradesh	7.83	—	—	—	—	—	—
3.	Assam	4.13	—	—	—	—	—	—
4.	Bihar	61.29	26.64	55.00	55.00	30.00	107.25	72.00
5.	Goa	—	—	—	4.78	—	—	—
6.	Gujarat	86.29	185.29	30.00	79.75	30.00	97.98	74.00
7.	Haryana	19.50	—	—	—	—	—	—
8.	Himachal Pradesh	98.18		—	—	—	114.50	—
9.	Jammu & Kashmir	52.50	—	—	—	—	—	—
10.	Karnataka	148.01	—	—	18.14	—	—	—
11.	Kerala	—	—	—	—	—	242.80	—
12.	Madhya Pradesh	—	—	—	—	—	167.50	—
13.	Maharashtra	68.46	75.88	50.00	92.70	30.00	141.01	154.50
14.	Manipur	—	11.49	—	—	—	—	—
15.	Meghalaya	—	5.99	—	5.99	—	—	—
16.	Mizoram	—	1.01	—	2.38	—	0.56	—
17.	Nagaland	—	1.55	—	1.37	—	16.20	—
18.	Orissa	313.97	67..58	50.00	81.49	30.00	85.00	134.00
19.	Punjab	195.00	—	—	—	—	—	—
20.	Rajasthan	—	—	—	—	—	—	—
21.	Sikkim	1.01	—	—	0.53	—	—	—
22.	Tamil Nadu	—	—	—	—	—	310.40	—
23.	Tripura	—	—	—	—	—	—	—
24.	Uttar Pradesh	50.00	60.77	60.00	100.40	137.02	145.09	94.00
25.	West Bengal	—	—	—	—	—	—	—
26.	A&N Islands	—	—	—	—	—	—	—
27.	Chandigarh	—	—	—	—	—	—	—
28.	Delhi	132.50	—	—	3.14	0.99	—	—
29.	D&N Haveli	—	—	—	—	0.49	—	—
30.	Daman & Diu	—	—	—	—	—	—	—
31.	Lakshadweep	—	—	—	—	—	—	—
32.	Pondicherry	—	—	—	—	—	—	—
33.	NCERT	302.48	598.87	73.02	—	3.94	—	—
	Total	**2318.00**	**1359.90**	**401.03**	**532.77**	**356.02**	**1561.28**	**677.67**

* This includes amount sanctioned to SIETs, CIET, CIIL and NCERT.

APPENDIX II
Statistical Statements

STATEMENT 1
Total Number of Recognised Educational Institutions in India (1999-2000) (Provisional)

S. No.	States/UTs	Primary/Junior Basic Schools	Middle/ Senior Basic Schools	High Sch./ Hr. Sec. Intermediate/ pre-degree/ Jr. College	Colleges for General Education	Professional Education	Universities/ Deemed Univ. and Instt. of National Importance
1.	Andhra Pradesh	55398	9530	11908	976	183	20
2.	Arunachal Pradesh	1289	328	176	7	1	1
3.	Assam	33236	8019	4651	280	32	6
4.	Bihar*	53697	13761	4910	742	47	17
5.	Goa	1046	91	436	20	10	1
6.	Gujarat*	14789	20044	6177	339	100	11
7.	Haryana	10560	1786	3952	169	58	5
8.	Himachal Pradesh	10472	1484	1563	65	8	3
9.	Jammu & Kashmir@	10483	3104	1351	38	15	3
10.	Karnataka*	23690	24142	10073	869	308	16
11.	Kerala	6748	2966	3120	186	65	8
12.	Madhya Pradesh	91733	23340	9277	413	78	19
13.	Maharashtra	42108	23686	14585	866	506	27
14.	Manipur	2572	730	605	50	4	2
15.	Meghalaya	4685	1041	572	33	1	1
16.	Mizoram	1226	748	372	27	2	0
17.	Nagaland	1469	473	328	32	1	1
18.	Orissa	42104	12096	7125	567	48	5
19.	Punjab	12996	2534	3357	196	61	6
20.	Rajasthan	34948	16336	6047	267	74	10
21.	Sikkim	501	129	110	2	2	1
22.	Tamil Nadu	31052	5640	7843	384	215	22
23.	Tripura	2068	421	607	14	3	1
24.	Uttar Pradesh	96964	21678	8549	763	189	29
25.	West Bengal	52385	3019	7233	389	66	14
26.	A&N Islands	198	55	87	2	1	0
27.	Chandigarh	46	34	105	12	8	2
28.	D&N Haveli	138	57	20	0	0	0
29.	Daman & Diu	53	22	25	1	1	0
30.	Delhi*	2676	601	1459	64	27	12
31.	Lakshadweep	19	4	13	0	0	0
32.	Pondicherry	346	105	184	9	10	1
	INDIA	**641695**	**198004**	**116820**	**7782**	**2124**	**244**

Note: Professional Education includes Engineering, Technology and Architecture, Medical (Allopathy/Ayurvedic/Homeopathy/ Unani/Nursing/Pharmacy etc.) and Teacher Training Colleges

* Pertains to 1998-99 except Gujarat High/Hr. Sec. Schools.

@ Pertains to 1997-98

STATEMENT 2

Enrolment By Stages (1999-2000) (Provisional)

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	4702696	4409365	9112061	1506715	1174991	2681706	1196802	804679	2001481	371133	209168	580301
2.	Arunachal Pradesh	87038	71644	158682	28244	23338	51582	18576	12117	30693	3129	1245	4374
3.	Assam	2198019	1807760	4005779	840134	643030	1483164	523461	358980	882441	132504	67842	200346
4.	Bihar*	6516777	3956475	10473252	1739641	808939	2548580	1109500	383287	1492787	562057	126038	688095
5.	Goa	62863	59482	122345	38516	33680	72196	30549	29357	59906	6539	9687	16226
6.	Gujarat*	3489728	2656553	6146281	1246685	907165	2153850	865211	621198	1486409	216523	182148	398671
7.	Haryana	1098903	982477	2081380	506271	398976	905247	448071	299372	747443	95760	70990	166750
8.	Himachal Pradesh	343045	322493	665538	191858	168331	360189	158405	125045	283450	44427	30841	75268
9.	Jammu & Kashmir@	519196	373809	893005	253732	151966	405698	144356	83349	227705	30122	18104	48226
10.	Karnataka*	3394910	3106290	6501200	1318690	1098520	2417210	1084726	835361	1920087	441886	487731	929617
11.	Kerala	1312763	1248237	2561000	928928	859844	1788772	634000	693123	1327123	99529	164039	263568
12.	Madhya Pradesh	6459172	4996763	11455935	2259128	1341093	3600221	1373732	677322	2051054	186076	116198	302274
13.	Maharashtra	6275416	5801085	12076501	3083303	2403777	5487080	2081217	1506601	3587818	588047	356067	944114
14.	Manipur	141593	128499	270092	62902	56361	119263	40480	35401	75881	14590	13051	27641
15.	Meghalaya	160077	159651	319728	44210	47330	91540	27173	24409	51582	7832	7030	14862
16.	Mizoram	65795	59138	124933	23632	22850	46482	16993	16621	33614	4704	3428	8132
17.	Nagaland	89441	82511	171952	32270	30572	62842	20568	17654	38222	4292	3210	7502
18.	Orissa	2705000	1910000	4615000	873000	556000	1429000	724700	388800	1113500	120545	40162	160707
19.	Punjab	1125148	1012335	2137483	527226	468970	996196	454290	374527	828817	86664	99008	185672
20.	Rajasthan	5086107	2831257	7917364	2318980	936582	3255562	835844	320013	1155857	147605	78268	225873
21.	Sikkim	44581	42930	87511	12772	13021	25793	6694	5886	12580	1350	862	2212
22.	Tamil Nadu	3168908	2914202	6083110	1740179	1603289	3343468	1175987	1075200	2251187	210486	203690	414176
23.	Tripura	248380	221891	470271	83257	71108	154365	55654	42295	97949	11683	7590	19273
24.	Uttar Pradesh	8913849	5192662	14106511	3373061	1539963	4913024	2448927	885712	3334639	772128	398582	1170710
25.	West Bengal	5061091	4408229	9469320	1680355	1225891	2906246	1100041	598550	1698591	335865	233801	569666
26.	A&N Islands	20823	19154	39977	11858	10526	22384	8235	7645	15880	897	972	1869
27.	Chandigarh	35803	30737	66540	20417	17969	38386	18981	18295	37276	10543	13811	24354
28.	D&N Haveli	15343	11725	27068	4637	2898	7535	2158	1487	3645	0	0	0
29.	Daman & Diu	8341	7519	15860	3704	3248	6952	3056	2261	5317	360	310	670
30.	Delhi*	693870	630556	1324426	292712	330423	623135	612642	700068	1312710	135983	131815	267798
31.	Lakshadweep	4528	3795	8323	2368	2076	4444	1662	1352	3014	0	0	0
32.	Pondicherry	54085	50028	104113	32966	30120	63086	23605	22194	45799	5550	6303	11853
	INDIA	64103289	49509252	113612541	25082351	16982847	42065198	17246296	10968161	28214457	4648809	3081991	7730800

* Pertains to 1998-99 except Gujarat High/Hr. Sec.Schools

@ Pertains to 1997-98

STATEMENT 3
Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education

S.	States/UTs	(All Students) 1999-2000 (Provisional)					
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)		
No.		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	105.21	101.39	103.32	52.30	42.77	47.65
2.	Arunachal Pradesh	126.14	108.55	117.54	72.42	66.68	69.71
3.	Assam	124.25	105.35	114.94	81.02	64.63	72.99
4.	Bihar	94.51	61.46	78.56	41.38	22.04	32.36
5.	Goa	71.44	63.96	67.59	77.03	67.36	72.20
6.	Gujarat	124.54	101.43	113.38	71.81	57.31	64.89
7.	Haryana	81.22	82.98	82.04	64.58	59.02	62.00
8.	Himachal Pradesh	92.97	80.83	86.66	91.80	78.66	85.15
9.	Jammu & Kashmir	92.55	64.78	78.47	79.54	49.18	64.60
10.	Karnataka	112.83	105.87	109.39	70.71	60.49	65.67
11.	Kerala	85.80	84.74	85.28	97.78	93.36	95.61
12.	Madhya Pradesh	126.53	102.94	115.03	75.28	48.70	62.56
13.	Maharashtra	115.80	112.32	114.10	96.72	80.37	88.80
14.	Manipur	101.87	87.41	94.44	79.62	71.34	75.48
15.	Meghalaya	119.46	111.64	115.43	57.42	62.28	59.83
16.	Mizoram	121.84	107.52	114.62	78.77	76.17	77.47
17.	Nagaland	92.21	87.78	90.03	58.67	61.14	59.85
18.	Orissa	125.70	91.48	108.84	66.59	43.75	55.34
19.	Punjab	79.91	81.71	80.75	64.53	64.95	64.73
20.	Rajasthan	137.61	83.81	111.92	105.89	48.35	78.88
21.	Sikkim	139.32	138.48	138.91	70.96	75.59	73.69
22.	Tamil Nadu	102.75	98.62	100.73	88.56	85.16	86.89
23.	Tripura	118.28	101.86	109.37	69.96	60.26	65.13
24.	Uttar Pradesh	78.43	50.18	64.96	48.69	25.80	38.09
25.	West Bengal	105.35	94.86	100.19	57.00	43.91	50.63
26.	A&N Islands	86.76	91.21	88.84	91.22	95.69	93.27
27.	Chandigarh	66.30	65.40	65.88	68.06	71.88	69.79
28.	D&N Haveli	153.43	106.59	128.90	77.28	48.30	62.79
29.	Daman & Diu	119.16	93.99	105.73	92.60	81.20	86.90
30.	Delhi	85.24	83.08	84.20	63.08	81.59	71.71
31.	Lakshadweep	113.20	94.88	104.04	78.93	69.20	74.07
32.	Pondicherry	88.66	79.41	83.96	96.96	86.06	91.43
	INDIA	**104.08**	**85.18**	**94.90**	**67.15**	**49.66**	**58.79**

STATEMENT 4

Enrolment By Stages (Scheduled Castes) 1999-2000 *As on 30th September 2000* (**Provisional**)

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	977601	905790	1883391	116880	74462	191342	307967	206609	514576	54088	24394	78482
2.	Arunachal Pradesh	101	90	191	34	33	67	62	45	107	198	98	296
3.	Assam	NA	NA	NA	NA	NA	NA	69837	50547	120384	11995	6135	18130
4.	Bihar *	946888	576854	1523742	252770	117943	370713	161211	55883	217094	18321	2219	20540
5.	Goa	1476	1370	2846	581	492	1073	314	245	559	70	59	129
6.	Gujarat *	251289	184334	435623	128336	94065	222401	87838	60061	147899	17014	11679	28693
7.	Haryana	290571	263363	553934	98400	70593	168993	59979	33764	93743	10200	3444	13644
8.	Himachal Pradesh	100172	89601	189773	46976	40784	87760	30400	23320	53720	5546	2699	8245
9.	Jammu & Kashmir @	45111	40724	85835	19034	14998	34032	10183	6184	16367	1042	454	1496
10.	Karnataka *	639330	582853	1222183	234268	187025	421293	114769	73563	188332	55009	23185	78194
11.	Kerala	139508	130104	269612	98518	89977	188495	62040	70633	132673	9519	16541	26060
12.	Madhya Pradesh	1057614	799436	1857050	361989	191413	553402	178561	72357	250918	20817	9972	30789
13.	Maharashtra	939176	869930	1809106	436469	364027	800496	299591	195878	495469	72280	35392	107672
14.	Manipur	2839	2892	5731	1191	949	2140	1024	662	1686	412	304	716
15.	Meghalaya	1033	864	1897	495	466	961	806	585	1391	289	155	444
16.	Mizoram	107	20	127	54	10	64	33	20	53	0	0	0
17.	Nagaland	0	0	0	0	0	0	54	66	120	65	53	118
18.	Orissa	524000	333000	857000	121000	75000	196000	106300	45300	151600	9256	2208	11464
19.	Punjab	487385	445244	932629	170243	148319	318562	98293	75276	173569	10206	8847	19053
20.	Rajasthan	817891	336579	1154470	410763	128901	539664	106799	27090	133889	22523	3787	26310
21.	Sikkim	2756	2366	5122	807	692	1499	443	362	805	45	32	77
22.	Tamil Nadu	570403	526556	1096959	288592	270139	558731	211677	193536	405213	38521	28206	66727
23.	Tripura	48950	45376	94326	16707	14017	30724	10143	7242	17385	2001	1030	3031
24.	Uttar Pradesh	2383120	1288153	3671273	663472	225907	889379	380379	81375	461754	91597	14033	105630
25.	West Bengal	1417504	1059897	2477401	353518	242139	595657	176659	95714	272373	54802	27894	82696
26.	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27.	Chandigarh	7343	6445	13788	3535	3161	6696	1264	695	1959	719	671	1390
28.	D&N Haveli	255	245	500	125	96	221	105	86	191	0	0	0
29.	Daman & Diu	333	306	639	165	175	340	154	152	306	16	17	33
30.	Delhi *	146647	122808	269455	49466	57475	106941	78955	97662	176617	4007	1933	5940
31.	Lakshadweep	1	4	5	3	2	5	5	3	8	0	0	0
32.	Pondicherry	10484	9921	20405	6649	6409	13058	4200	3834	8034	756	717	1473
	INDIA	11809888	8625125	20435013	3881040	2419669	6300709	2560045	1478749	4038794	511314	226158	737472

* Pertains to 1998-99 except Gujarat High/Hr. Sec. Schools

@ Pertains to 1997-98

STATEMENT 5
Gross Enrolment Ratio (SC Students) in age group (6-11) and (11-14) 1999-2000 (Provisional)

S. No.	States/UTs	Enrl. Ratio SC (I-V)			Enrl. Ratio SC (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	121.04	114.73	117.92	29.81	20.64	25.41
2.	Arunachal Pradesh	22.95	28.66	25.33	18.58	25.58	21.47
3.	Assam	NA	NA	NA	NA	NA	NA
4.	Bihar	81.45	54.17	68.41	54.90	29.87	43.35
5.	Goa	93.83	85.68	89.72	57.58	50.41	54.06
6.	Gujarat	111.62	86.36	99.33	107.81	87.87	98.37
7.	Haryana	84.76	87.43	86.01	68.41	57.73	63.51
8.	Himachal Pradesh	84.79	75.91	80.35	79.97	70.58	75.31
9.	Jammu & Kashmir	0.00	0.00	0.00	0.00	0.00	0.00
10.	Karnataka	97.55	89.40	93.49	84.97	69.48	77.32
11.	Kerala	87.76	84.18	86.00	100.29	94.92	97.65
12.	Madhya Pradesh	130.98	104.44	118.06	95.45	56.59	77.13
13.	Maharashtra	147.83	141.27	144.60	134.68	119.63	127.39
14.	Manipur	92.24	91.58	91.90	78.10	60.48	69.17
15.	Meghalaya	111.56	105.88	108.90	121.03	129.09	124.81
16.	Mizoram	112.63	117.65	113.39	100.00	100.00	100.00
17.	Nagaland	0.00	0.00	0.00	0.00	0.00	0.00
18.	Orissa	139.82	90.00	115.07	68.15	42.78	55.55
19.	Punjab	115.63	119.22	117.31	77.85	76.25	77.10
20.	Rajasthan	113.08	51.30	83.69	126.45	45.64	88.86
21.	Sikkim	136.44	103.27	118.81	69.27	57.10	63.06
22.	Tamil Nadu	87.16	82.30	84.76	78.42	76.77	77.61
23.	Tripura	114.30	104.96	109.61	86.73	73.64	80.22
24.	Uttar Pradesh	88.57	53.62	72.08	56.57	22.35	40.73
25.	West Bengal	112.88	85.84	99.48	60.32	42.02	51.25
26.	A&N Islands	0.00	0.00	0.00	0.00	0.00	0.00
27.	Chandigarh	93.76	85.61	89.77	85.20	84.70	84.96
28.	D&N Haveli	108.97	106.99	107.99	114.68	100.00	107.80
29.	Daman & Diu	116.03	88.18	100.86	94.29	92.59	93.41
30.	Delhi	93.43	81.55	87.63	63.06	79.80	71.12
31.	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00
32.	Pondicherry	111.60	100.60	105.97	122.11	113.03	117.48
	INDIA	**103.57**	**80.53**	**92.41**	**73.57**	**50.33**	**62.49**

STATEMENT 6
Enrolment By Stages (Scheduled Tribes) 1999-2000 As on 30th September 2000 (Provisional)

S. No.	States/UTs	Primary / Jr. Basic (Classes I-V)			Middle / Upper Pry. (Classes VI-VIII)			Sec. / Hr. Sec. / Pre- Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	462143	373333	835476	32188	14540	46728	91193	44284	135477	13326	5821	19147
2.	Arunachal Pradesh	62454	53621	116075	19161	16650	35811	11901	7310	19211	2329	905	3234
3.	Assam	365094	295692	660786	131071	106028	237099	93839	63170	157009	17047	9060	26107
4.	Bihar *	489197	313353	802550	129255	64068	193323	81182	29672	110854	8650	3732	12382
5.	Goa	35	30	65	15	10	25	33	20	53	0	1	1
6.	Gujarat *	500583	407552	908135	158546	114167	272713	91974	64883	156857	15100	11310	26410
7.	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
8.	Himachal Pradesh	15783	14285	30068	5824	4983	10807	5816	4157	9973	1710	1014	2724
9.	Jammu & Kashmir @	61692	40246	101938	17410	8973	26383	9615	4086	13701	11	0	11
10.	Karnataka *	150700	124529	275229	79251	59866	139117	51248	28454	79702	15826	5346	21172
11.	Kerala	18237	16781	35018	9228	8004	17232	4678	3059	7737	652	890	1542
12.	Madhya Pradesh	1371052	1041206	2412258	343520	191541	535061	163439	74462	237901	17958	7091	25049
13.	Maharashtra	699715	604330	1304045	218673	165986	384659	118105	72497	190602	17137	6185	23322
14.	Manipur	50529	46136	96665	16386	13733	30119	10710	8253	18963	3160	2300	5460
15.	Meghalaya	127348	128224	255572	34059	42119	76178	20711	18907	39618	5963	5521	11484
16.	Mizoram	65197	58620	123817	23393	22644	46037	16835	16501	33336	4704	3428	8132
17.	Nagaland	4316	3983	8299	1307	1220	2527	7398	5470	12868	4227	3157	7384
18.	Orissa	659000	359000	1018000	119000	80000	199000	63000	37900	100900	6259	1808	8067
19.	Punjab	0	0	0	0	0	0	0	0	0	0	0	0
20.	Rajasthan	584145	236221	820366	296056	89556	385612	74503	14008	88511	16462	1842	18304
21.	Sikkim	9608	9119	18727	2805	2675	5480	2258	1712	3970	197	154	351
22.	Tamil Nadu	37142	34863	72005	15347	10583	25930	8420	5623	14043	853	571	1424
23.	Tripura	90345	75454	165799	22695	17488	40183	12577	8412	20989	981	389	1370
24.	Uttar Pradesh	31393	20463	51856	12787	5962	18749	9030	3416	12446	2652	537	3189
25.	West Bengal	272945	238841	511786	108274	54974	163248	45692	20374	66066	6340	3490	9830
26.	A&N Islands	1720	1517	3237	973	817	1790	474	498	972	28	30	58
27.	Chandigarh	4	7	11	6	9	15	9	11	20	119	162	281
28.	D&N Haveli	2578	9265	11843	3590	1953	5543	1336	748	2084	0	0	0
29.	Daman & Diu	1151	1040	2191	499	342	841	198	148	346	54	21	75
30.	Delhi *	0	0	0	308	409	717	345	368	713	912	390	1302
31.	Lakshadweep	4471	3748	8219	2321	2046	4367	1594	1304	2898	0	0	0
32.	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
	INDIA	6138577	4511459	10650036	1803948	1101346	2905294	998113	539707	1537820	162657	75155	237812

* Pertains to 1998-99 except Gujarat High/Hr. Sec.Schools

@ Pertains to 1997-98

STATEMENT 7
Gross Enrolment Ratio (ST Students) in age group (6-11) and (11-14) 1999-2000 (Provisional)

S. No.	States/UTs	Enrl. Ratio ST (I-V)			Enrl. Ratio ST (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	143.65	119.85	131.94	20.61	10.21	15.65
2.	Arunachal Pradesh	128.51	96.98	111.73	94.53	73.43	83.39
3.	Assam	151.09	119.22	134.95	120.99	96.57	108.70
4.	Bihar	82.33	54.19	68.45	54.93	29.88	42.99
5.	Goa	140.00	125.00	132.65	93.75	71.43	83.33
6.	Gujarat	112.86	92.68	102.81	67.60	51.77	59.93
7.	Haryana	0.00	0.00	0.00	0.00	0.00	0.00
8.	Himachal Pradesh	80.72	72.12	76.39	59.90	51.39	55.65
9.	Jammu & Kashmir	0.00	0.00	0.00	0.00	0.00	0.00
10.	Karnataka	88.42	73.51	80.99	110.53	85.58	98.21
11.	Kerala	101.49	99.25	100.40	83.11	77.18	80.25
12.	Madhya Pradesh	110.04	81.87	95.81	58.70	34.08	46.64
13.	Maharashtra	133.47	115.91	124.71	81.77	64.43	73.26
14.	Manipur	95.65	86.40	91.00	62.63	51.74	57.15
15.	Meghalaya	90.15	84.87	87.42	54.57	63.00	58.93
16.	Mizoram	124.42	100.95	112.08	78.47	67.92	72.90
17.	Nagaland	4.46	4.00	4.23	2.89	2.68	2.79
18.	Orissa	129.97	69.83	99.69	49.54	32.84	41.13
19.	Punjab	0.00	0.00	0.00	0.00	0.00	0.00
20.	Rajasthan	114.07	49.14	82.63	128.73	43.28	88.26
21.	Sikkim	124.38	106.94	115.23	62.98	59.33	61.14
22.	Tamil Nadu	104.88	102.67	103.79	77.06	56.66	67.19
23.	Tripura	112.48	91.45	101.82	62.81	48.14	55.46
24.	Uttar Pradesh	120.99	84.74	103.52	113.07	58.67	87.32
25.	West Bengal	93.34	80.22	86.72	79.34	39.56	59.27
26.	A&N Islands	82.22	59.63	69.82	84.76	64.79	74.30
27.	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00
28.	D&N Haveli	28.92	95.90	63.75	86.07	48.40	67.55
29.	Daman & Diu	124.30	106.45	115.13	88.32	64.17	76.59
30.	Delhi	0.00	0.00	0.00	0.00	0.00	0.00
31.	Lakshadweep	114.88	93.89	104.25	108.41	97.10	102.80
32.	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00
	INDIA	**112.68**	**82.73**	**97.70**	**70.75**	**44.79**	**58.01**

STATEMENT 8
Gross Drop-out rates in Classes I-V For the year 1999-2000 (Provisional)

S. No.	States/UTs	Boys	Girls	Total
	1	2	3	4
1.	Andhra Pradesh	39.42	41.23	40.28
2.	Arunachal Pradesh	49.77	50.81	50.23
3.	Assam	25.85	42.20	33.69
4.	Bihar	56.50	58.64	57.27
5.	Goa	5.83	11.51	8.58
6.	Gujarat	30.51	28.10	29.49
7.	Haryana	16.09	12.78	14.57
8.	Himachal Pradesh	36.63	33.90	35.35
9.	Jammu & Kashmir	55.12	47.39	51.84
10.	Karnataka	30.32	27.19	28.87
11.	Kerala	-9.03	-5.00	-7.05
12.	Madhya Pradesh	16.02	22.97	19.03
13.	Maharashtra	18.99	21.72	20.29
14.	Manipur	43.66	42.90	43.30
15.	Meghalaya	57.63	57.22	57.43
16.	Mizoram	51.96	51.27	51.64
17.	Nagaland	46.78	46.68	46.73
18.	Orissa	27.87	44.38	36.12
19.	Punjab	24.57	20.15	22.49
20.	Rajasthan	46.00	62.68	52.53
21.	Sikkim	61.27	56.35	58.94
22.	Tamil Nadu	42.70	39.19	41.10
23.	Tripura	49.66	49.25	49.47
24.	Uttar Pradesh	53.11	62.16	56.64
25.	West Bengal	49.85	58.48	54.07
26.	A&N Islands	5.52	5.77	5.64
27.	Chandigarh	-67.15	-66.17	-66.70
28.	D&N Haveli	23.69	41.29	31.53
29.	Daman & Diu	0.76	6.60	3.59
30.	Delhi	5.36	6.03	5.67
31.	Lakshadweep	1.58	4.08	2.70
32.	Pondicherry	-6.44	-6.19	-6.32
	INDIA	**38.67**	**42.28**	**40.25**

STATEMENT 9
Gross Drop-out Rates in Classes I-VIII For the Year 1999-2000 (Provisional)

S. No.	States/UTs	Boys	Girls	Total
1	1	2	3	4
1.	Andhra Pradesh	64.32	69.06	66.52
2.	Arunachal Pradesh	66.07	63.38	64.92
3.	Assam	68.05	71.99	69.81
4.	Bihar	75.75	80.96	77.62
5.	Goa	7.14	13.27	10.12
6.	Gujarat	57.46	65.37	60.99
7.	Haryana	26.35	36.38	31.04
8.	Himachal Pradesh	25.48	27.29	26.35
9.	Jammu & Kashmir	32.48	44.99	37.61
10.	Karnataka	59.82	65.35	62.47
11.	Kerala	-7.33	-4.06	-5.73
12.	Madhya Pradesh	41.01	55.23	47.15
13.	Maharashtra	17.51	42.95	29.59
14.	Manipur	42.92	43.25	43.08
15.	Meghalaya	77.82	77.66	77.74
16.	Mizoram	68.01	63.36	65.81
17.	Nagaland	43.55	36.47	40.27
18.	Orissa	63.32	62.05	62.81
19.	Punjab	29.82	29.90	29.86
20.	Rajasthan	38.76	56.09	44.89
21.	Sikkim	73.11	67.12	70.33
22.	Tamil Nadu	44.63	41.61	43.22
23.	Tripura	67.94	68.58	68.24
24.	Uttar Pradesh	50.37	57.94	53.01
25.	West Bengal	70.04	71.99	70.88
26.	A&N Islands	32.54	34.25	33.37
27.	Chandigarh	-3.06	-4.76	-3.88
28.	D&N Haveli	53.85	61.53	57.04
29.	Daman & Diu	2.06	4.13	3.06
30.	Delhi	21.37	9.03	15.23
31.	Lakshadweep	24.79	25.06	24.92
32.	Pondicherry	0.85	-0.33	0.29
	INDIA	**51.96**	**58.00**	**54.53**

STATEMENT 10
Gross Drop-out Rates in Classes I-X For the Year 1999-2000 (Provisional)

S. No.	States/UTs	Boys	Girls	Total
	1	2	3	4
1.	Andhra Pradesh	76.53	77.67	77.02
2.	Arunachal Pradesh	74.93	77.64	76.08
3.	Assam	75.89	77.92	76.80
4.	Bihar	81.32	87.42	83.46
5.	Goa	43.22	42.42	42.83
6.	Gujarat	70.60	74.87	72.52
7.	Haryana	42.75	52.54	47.16
8.	Himachal Pradesh	38.36	42.57	40.37
9.	Jammu & Kashmir	61.89	71.22	65.80
10.	Karnataka	68.53	69.36	68.92
11.	Kerala	29.10	18.17	23.74
12.	Madhya Pradesh	62.21	76.41	68.38
13.	Maharashtra	53.72	60.92	57.10
14.	Manipur	76.56	75.48	76.06
15.	Meghalaya	61.26	63.09	62.13
16.	Mizoram	76.10	73.19	74.72
17.	Nagaland	71.62	69.87	70.83
18.	Orissa	72.93	71.90	72.52
19.	Punjab	35.37	35.73	35.54
20.	Rajasthan	79.27	83.73	80.74
21.	Sikkim	88.57	87.47	88.06
22.	Tamil Nadu	59.75	57.63	58.77
23.	Tripura	78.06	79.30	78.63
24.	Uttar Pradesh	55.48	72.92	61.56
25.	West Bengal	79.01	85.45	82.06
26.	A&N Islands	45.53	44.21	44.90
27.	Chandigarh	18.24	5.96	12.60
28.	D&N Haveli	75.22	79.21	76.97
29.	Daman & Diu	42.29	46.66	44.30
30.	Delhi	- 35.19	-56.03	-45.46
31.	Lakshadweep	45.42	43.77	44.65
32.	Pondicherry	43.27	38.99	41.23
	INDIA	**66.58**	**70.60**	**68.28**

STATEMENT 11

Number of Teachers (1999-2000) (Provisional)

S. No.	States/UTs	Primary			Middle/Upper Primary			Sec./Hr. Sec.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	88789	48090	136879	39247	29870	69117	91608	59666	151274
2.	Arunachal Pradesh	2238	991	3229	1913	717	2630	2712	746	3458
3.	Assam	61033	25976	87009	45438	11621	57059	48422	17390	65812
4.	Bihar *	93328	22158	115486	76556	22625	99181	38458	7033	45491
5.	Goa	844	1920	2764	249	429	678	3179	4408	7587
6.	Gujarat *	17590	17450	35040	72582	69618	142200	49165	15966	65131
7.	Haryana	24284	23915	48199	5396	2723	8119	31899	23755	55654
8.	Himachal Pradesh	17872	9660	27532	5006	1660	6666	13198	5964	19162
9.	J & K @	13888	8225	22113	14538	8824	23362	16501	7521	24022
10.	Karnataka *	34132	26408	60540	76757	65823	142580	60666	23839	84505
11.	Kerala	12930	32669	45599	16072	32428	48500	32799	64653	97452
12.	Madhya Pradesh	170640	68774	239414	77532	33311	110843	68428	29018	97446
13.	Maharashtra	83519	82355	165874	108177	73163	181340	174822	76341	251163
14.	Manipur	6033	3379	9412	4157	2573	6730	6602	4131	10733
15.	Meghalaya	5820	5158	10978	2849	1894	4743	2817	2785	5602
16.	Mizoram	2522	2360	4882	3752	1210	4962	2372	712	3084
17.	Nagaland	4053	2794	6847	2902	2017	4919	3476	2868	6344
18.	Orissa	83532	27508	111040	33190	5724	38914	47956	13173	61129
19.	Punjab	16905	29002	45907	7561	8023	15584	29796	34221	64017
20.	Rajasthan	68274	26538	94812	88412	30238	118650	67978	25648	93626
21.	Sikkam	1899	1583	3482	1080	621	1701	1677	911	2588
22.	Tamil Nadu	50919	69565	120484	33733	24662	58395	97678	46142	143820
23.	Tripura	8403	5428	13831	6849	1962	8811	12454	5553	18007
24.	Uttar Pradesh	236731	82261	318992	82798	23890	106688	114495	26838	141333
25.	West Bengal	115399	35147	150546	17595	5751	23346	93100	33242	126342
26.	A&N Islands	426	428	854	367	357	724	1355	1316	2671
27.	Chandigarh	13	507	520	61	497	558	1005	3905	4910
28.	D&N Haveli	144	66	210	188	252	440	122	85	207
29.	Daman & Diu	138	209	347	113	68	181	185	107	292
30.	Delhi *	12399	21657	34056	3035	5675	8710	24785	37659	62444
31.	Lakshadweep	133	112	245	51	43	94	228	72	300
32.	Pondicherry	897	1320	2217	636	744	1380	2300	2524	4824
	INDIA	**1235727**	**683613**	**1919340**	**828792**	**469013**	**1297805**	**1142238**	**578192**	**1720430**

* Pertains to 1998-99 except Gujarat High/Hr. Sec. Schools

APPENDIX III

Statement Showing Grant-in-Aid Exceeding One Lakh Sanctioned to NGOs During 1999-2000

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 1999-2000

ADULT EDUCATION

ANDHRA PRADESH

1.	SRC, Andhra Mahila Sabha, College Campus, Hyderabad.	35,70,262
2.	A.P. Open School Society, Saifabad, Hyderabad.	1,19,09,129

ASSAM

3.	SRC, Gran Vigyan, Samitim Uzan Bazzar, Guwahati.	20,91,620
4.	Gyan Vigyan Samiti-Assam, Guwahati.	69,92,000
5.	Jaluguti Agragami Mahila Samiti, Morigaon, Assam.	2,00,000

BIHAR

6.	SRC, (ADRI) , BSIDC Colony, Patna, Bihar.	38,00,000
7.	SRC, Deepayatan, Budha Colony, Patna.	35,62,531

DELHI

8.	SRC, Jamia Millia Islamia, New Delhi.	30,00,000
9.	Indian Adult Education Asson, New Delhi.	11,81,642
10.	Guru Teg Bahadur, 3rd Cent. Public School New Delhi	6,60,000
11.	Tagore Education Society New Delhi	6,30,000

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 1999-2000
12.	Patel Education Society Dhaula Kuan, New Delhi	1,52,300
13.	Laxman Public School, New Delhi.	5,44,000
	GUJARAT	
14.	SRC, for Adult Education Gujarat Vidyapeeth, Ahmedabad	18,57,856
15.	Indian Institute of Management, Ahmedabad	10,25,000
	HARYANA	
16.	SRC, SEARCH, Chanakya Puri. Rohtak	9,96,600
	HIMACHAL PRADESH	
17.	SRC, Rajva Gyan Vigyan Kendra, Shimla	10,00,000
	J&K	
18.	SRC, University of Kashmir, Srinagar	25,00,000
19.	J&K DHWA, Tehsil Ramnagar Udhampur	19,00,000
20.	Hilal Institute Anantnag, Kashmir	6,25,000
	KARNATAKA	
21.	SRC, Karnataka State Adult Education Council, Mysore	24,99,893
	KERALA	
22.	SRC, Minchin Rd. Thiruvananthpuram	24,58,581
	MADHYA PRADESH	
23	SRC Abhivayakati Jana Shiksha Evam Sanskriti Samiti, Bhopal	20,50,000

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 1999-2000
24.	SRC, Bhartya Grameen Mahila Sangh, Indore	35,92,641
	MAHARASHTRA	
25.	RRC, Maharashtra State Institute of Adult Education, Aurangabad	22,69,091
26.	SRC, Pune J P Naik Path 128K Kothrud Pune	18,00,000
	MEGHALAYA	
27.	SRC, North Eastern Hill University Shillong	12,50,000
	MANIPUR	
28.	Manipur T2C	6,70,000
29.	Wangjing Women & Girls Society, Manipur	7,00,000
30.	Rural Development Society Wangjing Bazar	1,70,320
31.	RDS Manipur, T2 C	2,25,810
	ORISSA	
32.	SRC for Adult Education, Bhubaneswar	19,00,000
	PUNJAB	
33.	RRC for Adult & Continuing Education Punjab University, Chandigarh	12,50,000
	RAJASTHAN	
34.	SRC, Rajasthan Adult Education Association Jaipur	35,90,122
	TAMIL NADU	
35.	SRC, Tamil Nadu Board of Continue Education, Chennai	35,73,108

S. No.	Name & Address of NGO	Amount of Grant/Financial Assistance (Rs.) During the year 1999-2000
	TRIPURA	
36.	SRC, Bharat Gyan Vigyan Samiti Office Tripura Lane	12,63,400
	UTTAR PRADESH	
37.	SRC, Literacy House, Lucknow	36,00,000
38.	Brechtian Mirror Noida UP	1,47,200
39.	RRC, Shiksha Prasar Vibhag, Govt. of Uttar Pradesh , Allahabad	5,00,000
40.	PSU Foundation, 4 Rafi Ahmad Kidwai Marg New Delhi	2,64,400
41.	Ashok Sansthan, Gazipur District	10,81500
42.	Suman Technical Institute Distt. Etah UP	1,81,000
43.	Rural Litigations & Entitlement Kendra Dehradun	6,93,205
44.	Gramin Vikas Samiti Tivran Khaparihan Saidabad, Allahabad	1,74,440
45.	Mahila Udyog Prashikshan Kendra Muthigunj, Allahabad	2,93,497
46.	Himmat Gramin Yuva Club UP	5,50,000
47.	SRC Dehradun	5,00,000
48.	Kanakpur Gram Vikas Seva Sansthan Allahabad	1,93,060
	WEST BENGAL	
49.	SRC for AE, Kolkata.	36,00,000
50.	IIM Kolkata JoKa DM Road P.B. No. 16757, Kolkata - 700027	1,25,000
51.	Bengal Social Service League Kolkata	3,77,000

S. No.	Name of NGO	Amount Released	Purpose of Grant

MAHILA SAMAKHYA

1.	Society for Advancement of Village Economy, Himachal Pradesh	Rs. 2,92,860/-	Organization of Women for Empowerment through education and awareness

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)

VOCATIONAL EDUCATION

ASSAM

1.	Dr. Ambedkar Mission, Via- Dhopatari P.O. Changsari, Distt. Kamprup, Assam	166.00
2.	Suit Kristi Bahini, Sajei Dogaon Chowk, Vill. Sajei, Dogaon Chowk, Post Dogaon, Distt. Kamprup, Assam	83.00

BIHAR

3.	Society for Rural Industrilisation Bariatu, Ranchi - 834009, Bihar	500.00
4.	Swablamban Shiksha Kendra, M-2/30, Shri Krishna Puri, Bihar	35.70
5.	Kamlaby, P. O. Chainpur Distt. Siwan, Bihar	154.00
6.	Gram Swaraj Abhiyan Sansthan Karihien, P.O. Bishanpur, Bejha, Distt. Vaishali, Jharkhand.	25.20
7.	Karpuri Thakur Gramin Vikas Sansthan 151, MIG, Hanuman Nagar Kankarbagh, Patna - 800020, Patna,Bihar	60.00
8.	Alp Sankhyak Avam Harijan Samaj Kalyan Kendra, Data Kambai, Shas Road Muzaffarpur, Bihar	132.00
9.	Ramawati Prakashikshan Kendra Khera, Distt. Jamui, Bihar	15.00

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
10.	Gramin Samagra Seva Sansthan, Ward No. 7, Kotwali Chowk, Madhubani, Bihar	27.00
11.	Surangama Kala Kendra, Chakbasu Ramna, P. O., Distt. Muzaffarpur, Bihar	66.00
12.	Bhaskar, Post Office Road Punaichak, Patna, Bihar	33.00
13.	Mani Silai Kendra Langoor Gali, Patna City Patna, Bihar	12.00
14.	Orhul Samriti Sansthan At Sharpur, PO Jayanti Gram, Via Barauni, Distt. Begusarai, Bihar	162.00
15.	Bihar Education Society 56, Gautam Road, Gaya, Bihar	122.50
16.	Shahpur Vikas Samiti, Sonepur Shahpur, PO Sonepur Distt. Soran, Bihar	166.00
17.	Shourya Kanwar Singh Nagar, Janta Road GPO Patna, Bihar	160.00
18.	Balmiki Development Society of India 159/F, SK Puri, Patna	59.00
19.	Samaj Seva Prangan PO Lama, Distt. Vaishali, Bihar	160.00
20.	Kamlalay Post Office Chainpur, Distt. Siwan, Bihar	154.00
21.	Jan Chetna foundation Village Karihan, PO Bishanpur Distt. Vaishali, Bihar	154.00
22.	Shishu & Mahila Kendra Village Ismailpur, Vaishali, Bihar	157.60

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
23.	Central English Academy Jakanpur, Patna	146.00
24.	Sharmila Gramin Shilp Kala Kendra, Dr. Toli, PO Mokamo Patna	154.00
25.	Shishu Avam Mahila Kendra Vill. Ismailpur, PO Sandho, Distt. Vaishali, Bihar	158.00

DELHI

S. No.	Name & Address of NGO	Amount
26.	Amar Jyoti Rehabilitation and Research Centre, Karkar Dooma, Vikas Marg Delhi - 110092	79.44
27.	All India Confederation for Blind, Sector V, Rohini, Delhi	63.17
28.	Sulabh International Centre for Action Sociology, Sulabh Bhawan, Mahavir Enclave, Palam Dabri Marg, New Delhi	193.50
29.	Indian Society of Korean Language and Culture, A-33/29, Haneela Complex Vikas Marg, New Delhi	83.00

MADHYA PRADESH

S. No.	Name & Address of NGO	Amount
30.	Gramin Vikas Mahila Mandal Virender Vatika Bhawan, Lahar Bhind Madhya Pradesh	160.00
31.	Mahatma Shiksha Prasar Samiti Santa No. 5, Sabalgarh, Distt. Morena Madhya Pradesh	160.00
32.	Ruchi Samaj Sewa Samiti Orcha Road, Prithvipur Distt. Tikamgarh, Madhya Pradesh	160.00
33.	Gram Bharati Sansthan Thatipur, Gwalior, MP	160.00

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
34.	Society for Technical Education and Training, 6 Malviya Nagar, Bhopal, MP	158.80
35.	Vivekanand Samaj Kalyan Sansthan Birend Vatika, Lahal Road, Bhind, MP	166.00
36.	Aradhana Gramin Seva Samiti BM 54, Nehru Nagar, Bhopal, MP	163.00
37.	Prasad Ekta Samiti S-1309, New Darpan Colony Gwalior, Madhya Pradesh	157.00
38.	Bundelkhand Mahila Shiksha Samiti Shiksha Math, Distt. Sagar, MP	166.00
39.	Society for Social Development 37, Panehvali Colony, Gwalior	166.00
40.	Ranji Jan Sewa Samaj Samiti House of Arun Dixit Housing Board Colony, Near Virender Vatika, Distt. Bhind, MP	166.00
41.	Pragati Mahila Mandal C-7, Gandhi Nagar, Gwalior, MP	166.00
42.	Shri Gopal Shiksha Avam Samaj Kalyan Samiti, Pancham Singh Road, Distt. Morena, MP	166.00
43.	Ahilya Shiksha Avam Samaj Sewa Samiti MIG, 78, Bharati Niketan, Bhopal, MP	83.00
44.	Prem Mahila Vikas Avam Samaj Kalyan Mandal, 1/69, Ram Nagar Colony, Civil Lines, Datia, MP	249.00
45.	Saraswati Shiksha Prasad Samiti Javrol, Sector No. 5, Sabalgarh Distt. Morena - 476229, MP	166.00

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
46.	Babu Aridas Shiksha Samiti LIG, 141/A, Indra Nagar Colony Shivpur, MP	166.00
47.	Raj Lakshmi Shiksha Avam Kalyan Samaj H-326, Housing Board Colony, Harda, MP	249.00
48.	AFORDA, Keishampat Thokchom Liekai, PO No. 62, Imphal - 795001 Manipur	41.00
49.	Central Council of Vocational Education New Checkon, Imphal, Manipur	71.00
50.	Integrated Rural Development Society Imphal, Manipur	77.00
51.	Rural Reconstruction & Economic Development Organisation, Tentha PO Wangjung, Manipur - 795148	—

MAHARASHTRA

52.	Indian Institute of Education JP Naik Path, Kothrud, Pune - 411029	132.00

NAGALAND

53.	Watsu Women Welfare Society Burma Camp, Dimapur, Nagaland	160.00
54.	Menchu Club, PO Wokha Town Nagaland	83.00
55.	Lia Society, Tilxkhu Bosti Dimapur, Nagaland	110.00
56.	Chumlan Multipurpose Welfare Society Wokha, Nagaland	160.00
57.	Sendenla Women Society Marengrimsen Khel Chuchuyimland Distt. Mokokchung, Nagaland	166.00

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
58.	Tameja Women Welfare Society Aoyimkum Village Dimapur, Nagaland	166.00
59.	Brotherhood Society, Duncan Colony Dimapur, Nagaland	166.00
60.	Women Home Production Society Wokha Town, Nagaland	166.00
61.	Wokha Village Eloe Hono Wokha, Nagaland	166.00
62.	Ducam Women and Child Welfare Society Duncan Bosti, Nagaland	166.00
63.	Tarhuneka Society, Lower PWD Colony Kohima, Nagaland	166.00
64.	Ever Green Women Welfare Society Dimapur, Nagaland	166.00
65.	Women Indigeneous Welfare Society, Wokha, Nagaland	166.00
66.	Chankhan Welfare Society Dimapur, Nagaland	166.00
67.	Yanchano Women Society Dimapur, Nagaland	166.00
68.	Sohe Women Society, Krimtomi Zunheboto, Nagaland	160.00
69.	Etsutehukha Colony Multipurpose Welfare Society Ltd., Wokha, Nagaland	166.00
70.	Yam Multipurpose Women Welfare Society, Dimapur, Nagaland	160.00
71.	Yikhum Doyang, Wokha, Nagaland	166.00
72.	Yikhum 'O' Point, Wokha, Nagaland	166.00

S. No.	Name & Address of NGO	Amount released during the year 1999-2000 (upto 23.3.2000) (in thousand)
	RAJASTHAN	
73.	Sunit Shiksha Samiti, Surajpole Kota, Rajasthan	166.00
	UTTAR PRADESH	
74.	Sri Ram Sharan Samarak Seva Sansthan Mohd. Mai Via Bisauli, Budaun, UP	84.00
75.	Maharishi Instt. of Vocational Education Maharishi Nagar, Noida-Dadri Road Distt. Ghaziabad, UP	507.00
76.	Bhartiya Gramin Mahila Sangh Harbans Building, Maligate, Badtala Yadgar, Saharanpur, UP	66.00
77.	Swami Atma Dev Gopalanand Shiksha Sansthan, Uggarpur, PO Pipar Gaon, Distt. Farrukhabad, UP	160.00
78.	Swadeshi Jan Kalyan Sewa Samiti Swedeshi House, Plot No. 656 Jawahar Vihar, Malikmau, Rai Bareli, UP	130.00
79.	Sri Ram Saran Smarak Sewa Sansthan Mohammadpur Mai Via Basuli, Budaun UP	84.00
80.	Manish Sarvodaya Gramodhyog Sewa Sansthan, PO Ghiror, Distt. Mainpuri, UP	83.20
	TAMIL NADU	
81.	Madras Centre for Research and Development of Community Education, Gokul Villa, RK Mutt Road, R A Puram, Madras - 600028	320.00
	WEST BENGAL	
82.	Salesian Province of Calcutta Northern India, 52-A, Radhanath Chowdhary Road, Calcutta	726.00

S.No.	Name of the Voluntary Organisations	Amount Released 1999-2000 (in lakh)

ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

1.	Uttarakhand Seva Nidhi. Almora	89.46
2.	Centre for Environment Education (CEE), Ahmedabad	46.25
3.	CPR Environmental Education Centre Chennai	53.13
4.	Kalpavriksh, New Delhi	1.50
5.	East & West Educational Society, Patna	5.10
6.	Sankalp, Puri (Orissa)	1.99

IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS

ASSAM

1.	Assam Science Society, Guwahati	6.02
2.	Regional Research Laboratory, Jorhat	2.36

GUJARAT

3.	Centre for Popularisation of Science and Technology for Rural Development Ahmedabad	1.78
4.	Lok Bharati Community Science Centre, Bhavnagar	—
5.	Rural Science Extension Centre Gujarat Vidyapeeth, Ahmedabad	1.83
6.	Sahaj, Vadodara	35.42
7.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	—

S.No.	Name of the Voluntary Organisations	Amount Released 1999-2000 (in lakhs)
	KARNATAKA	
8.	Belgaum Association for Science Education, Belgaum	—
9.	Indian Academy of Sciences, Bangalore	12.00
10.	Jayanthi Gram Women and Children Welfare Association, Bangalore	1.03
11.	Karnataka Rajya Vijnana Parishat, Bangalore	—
12.	Mysore Science Society, Mysore	—
13.	Tumkur Science Centre, Tumkur	1.67
14.	Bangalore Association for Science Education, Bangalore	—
	MADHYA PRADESH	
15.	Eklavya, Bhopal	2.22
	MAHARASHTRA	
16.	Indian Association of Physics Teachers Mumbai	—
	NAGALAND	
17.	Association of Tribals Welfare Development Nagaland	4.50
	ORISSA	
18.	Centre for Awakening of Rural Environment Manikyapur, Orissa	1.14
	TAMIL NADU	
19.	Jawaharlal Nehru Educational Scientific and Cultural Organisation, Madras	—
20.	Tamil Nadu Science Forum, Madras	—
21.	Tamil Nadu State Council for Science and Technology, Chennai	22.50

S. No.	Name & Address of NGO	Amount released (in lakh)	Purpose for which grant was released
	WEST BENGAL		
22.	Jagdis Bose National Science Talent Search, Calcutta	11.67	
	NCT OF DELHI		
23.	Central Tibetan Schools Administrations, New Delhi	---	
24.	Delhi Public School, New Delhi	—	
25.	NCSTC – Network, New Delhi	—	
26.	Sankalp, New Delhi	1.86	

STRENGTHENING CULTURE AND VALUES IN EDUCATION

1.	Sh Kranti Shah, Director Yuvak Biradari (Bharat) Haranimal Samani Marg Near Capital Cinema, Mumbai - 400001	4.25	"Ek Sur Ek Tal" work shop on value education
2.	Swami Suvirananda, Secretary Rama Krishna Mission Vidyapith, Rama Krishna Nagar, PO Vidyapith, District Deoghar Bihar - 814112	2.19	Free study coaching youth retreate programme
3.	Sh H K. Kaul, Secretary General Poetry Society (India), L-67 A, Malviya Nagar New Delhi - 110017	2.06	Creative writing
4.	Sh Rudra Prasad Sengupta, Director Nandikar, 47/1, Shyam Bazar Street Calcutta-700004	5.00	Theater workshop
5.	BK Nirmala Devi, Secretary, Rajayoga Education & Research Foundation Brahama Kumaris Tapovan Yellapur - 581359, Karnataka	5.00	Teacher Training programme
6.	Ms Subarna Ghosh, President, SNEH (Society for Nature, Education and Health) G-B, Mangalam Apts, 2, Row Land Road Calcutta - 7009020	5.00	Students Counselling

S. No.	Name & Address of NGO	Amount released (in lakh)	Purpose for which grant was released
7.	Ms Subarana Ghosh, President, SNEH Plot No. 357/3472 Ekamra Kanan Road Jaydev Vihar, Bhubneshwar - 751013	2.50	Students Counselling
8.	Sh G S Chani, Hon. Director Centre for Education & Voluntary Action (CEVA) 225, Sector 16-a, Chandigarh - 160015	1.92	Sensetising students of Art, Culture and Environment
9.	Dr. Nandita C Krishna, Hon. Director C.P. Rama Swami Aiyar Foundation, The Groue 1 Eldams Road Alwar Pet, Chennai - 600018	2.50	Revival of Folk Arts in Schools
10.	Sh Niranjan Goswami, Secretary, Indian Mime Theater, 20/6 Seal Lane, Calcutta - 700015	2.50	Culture & Values through performing Arts
11.	Sh Mutua Bahadur, Director Mutua Museum Kiesampat Junction, Imphal - 795001	1.12	Conducting Seminars, Conference
12.	Sh Ajaya Kumar Mishra, Chairman Sankalp B-5/95, Safdar Jung Enclave, New Delhi - 112 001	5.00	Lecture Performance cum Workshop
13.	A K Mishra, Chairman Sankalp Khuntia Sahi, Puri - 752001	10.00	Lecture Programme Workshop
14.	Swami Sureshananda, President, Ramakrishna Institute of Moral and Spiritual Education (RIMSE) Yadav Giri Mysore - 570020	10.80	Inservice Training of teachers KVs/NVs Teacher Training
15.	Dr. Kiran Seth, Vice Chairman, SPIC PO-MACAY, 41/42, Lucknow Road Delhi - 110054	15.00	Lec cum Dems
16.	Dr. Chetna Jalan, Director Padatik Dance Centre, 6/7, Acharya Jagadish Bose Road Calcutta - 700017	0.50	Workshop in India Classical Dance
17.	The Secretary, Orissa Media Centre 47, Ekamra Vihar, Naya Palli Bhubaneshwar - 751015	1.55	Programmes on Yoga and Ayurveda

S. No.	Name & Address of NGO	Amount released (in lakhs)	Purpose for which grants was relased
18.	Sh Chandan Sengupta Secretary, SUDRAK P-229, Block-A, Bengur Aveneu Calcutta - 700005	2.50	Cultural Meets
19.	Sh Amitava Dasgupta Director, Brechtian Missor, L-5, Sector-25, Noioa - 201301	4.50	Project 'Sangaum'
20.	Sh Dharam Bir Singh, President, Jan Jagariti Educational Society, M-186, Mangal Puri Delhi - 110083	1.50	Programmes for Strengthening Culture/Values
21.	The Secretary, Doreas Welfare Multipurpose Co-op Society Ltd., Diss Thar-II, Aizul, Mizoram - 796001	2.50	Refresher Course for Craft Teachers
22.	Sh J N Sharma, Member-Secretary Citizenship Development Society 1, West Kidwai Nagar, New Delhi - 110023	2.50	Seminars/Orientation course for resource person
23.	Dr A K Das, Secretary, Bengal Fine Arts College, PO Chandpura Bazar, Uttar Chabbish Parganas, WB - 743245	2.60	Creative workshop
24.	Prof Shusheela Bhav, Director, Institute of Peace Research and Action, 81, Gagan Vihar, Delhi - 110051	2.50	Cultural renewal of Kashmiri Youth
25.	The Managing Trustee, Utpal Dutt Foundation for International Theatre Studies, 140/24, Netaji Subhas chandra Bose Road, Calcutta - 700040	2.00	Swadhinta Uttaradhikar
26.	The Secretary, Young Enoys International 139, Kakatiya Nagar, Hyderabad, A.P. - 500008	2.50	Education to rural children on value based living
27.	The Member Secretary, India International Rural Cultural Centre, 1689-A, Sector-B-I Vasant Kunj, New Delhi	3.62	Classical Dance Education Programme
28.	K.J. Somaya Sanstriti Peetham, Mumbai	1.87	Value Education Programme
29.	The Secretary, Harijan Sevak Sangh Madhepura, Bihar	2.50	Programmes on Cultural & Values in Education

S.No.	Name of the Agency	Amount Released 1999-2000

STRENGTHENING OF BOARDING AND HOSTEL FACILITIES FOR GIRL STUDENTS

ASSAM

1. Sadau Assam Gramya   125000 (R)
   Puthibharal Santha, Assam   125000

ANDHRA PRADESH

2. Sundeepa Education & Social   134900 (R)
   Welfare Society, Kuddapah, AP   125000

3. Krushi Vidya Niketan Elementary School   144000
   Committee, Kendva Street, Allagadda
   Dist. Kunool

BIHAR

4. Sidhartha Gyan Kendra Kusaiya   125000 (R)
   Kashipur Samastipur,   125000
   Bihar   125000

5. Karpuri Thakur Gramin Vikas Sansthan   162500
   Raghubhavan Harnichak, Anisabad,   162500
   Patna, Bihar

6. Help Vihar at-Hanuman Tehari   162500
   PO/Dist. Deoghar, Bihar   162500

7. Shaswat Seva Sansthan, At/PO   162500
   Urbarak Nagar, Distt. Begusarai, Bihar   162500

8. Rahul Vihar, At/PO - Balha   162500
   via - Gorari, Dist. Khagariya,   162500

9. Yuva Seva Sadan   200000
   Village/PO Daraudha, Dist. Siwan

10. Bhartiya Gramin Seva Sansthan   200000
    Vill. Thakhaniya, P.O. Sanghwara,   125000
    Dist. Darbhanga

HARYANA

11. Vidhya Mahasabha Kanya Gurukul Mahavidyalaya   65000 (R)
    Kharkhonda, Sonepat   65000

S.No.	Name of the Agency	Amount Released 1999-2000
	GUJARAT	
12.	Swami Sunyananda Seva Trust	28500 (R)
	Palanpur, Gujarat	97500
13.	Gayatri Vikash Mandal,	118500 (R)
	Mandava Akleshwar	125000
	Bharuch	
14.	Zarpan Nasarpur	75000 (R)
	Kelvani Mandal Vadi,	75000
	Surat	75000
15.	Smt. Naliniben Ukabhai	143450 (R)
	Solanki Ahir Kanya Chatralya,	125000
	Vanthali Junagadh	
16.	Lok Vidhyalaya Valukhad Palitana,	141519 (R)
	Bhavnagar	
17.	Shri Samstha Khathi Samaj Education	112000
	and Cheritable Trust, Vanthali Road,	
	Dist. Junagadh	
	KARNATAKA	
18.	Moola Charities Gandhi Nagar,	250000 (R)
	Bangalore	125000
19.	Sri Channaveereshwar Prasad Nilya	125000 (R)
	Publik Trust	125000
20.	Shri Channabasavashwar	162500
	Grameen Vidya Samaste,	162500
	Shiggaon, Dist. Haveri	
21.	Machideva Seva Saunsthe Shivpet	125000 (R)
	Ron, Bangalore	125000
22.	Adhayayana Vidya Samsthe,	125000 (R)
	Bangalore	125000
23.	Vimochana Devdasi Athani	47950 (R)
	Belgaon	62500

S.No.	Name of the Agency	Amount Released 1999-2000
24.	K.R. Education Society,	113750
	Vivekanagar Post, Srinkivagulu,	113750
	Bangalore - 560047	
25.	Seva Sangama, Dr. Rajkumar Road	200000
	Prakash Nagar, Bangalore	125000
	MAHARASHTRA	
26.	West Khandesh	125000 (R)
	Bhagini Seva Mandal,	125000
	Deopur (Sir Sasoon David)	
27.	Bharati Vidyapith	125000 (R)
	Kadegaon, Sangli	125000
28.	West Khandesh Bhagini Seva	125000 (R)
	Mandal, Deopur (Indira Gandhi	125000
	Vasutigruha)	
29.	Indira Mahila Seva	86425 (R)
	Society Lokmanya Colony,	125000
	Nandurbar, Dhuliya	125000
30.	Jagdamba Vidya Prasarak Mandal	500000 (R)
	Purna, Parbhani	250000
31.	Samskruti Samvardhan, Sangroli	125000
	Nanded	
32.	Sakri Taluka Education,	75000 (R)
	Sakri,	140329 (R)
	Dhule	75000
33.	Azad Education & Welfare	162500 (R)
	Society,	125000
	Parbhani	125000
34.	Shivaji Shikshan Prasarak Mandal	162500
	Tofkhana, hingoli	162500
35.	Swami Vivekanand Shikshan Prasarak	162500
	Mandal Hingoli, Parbhani	162500

S.No.	Name of the Agency	Amount Released 1999-2000
36.	Pragati Vidhya Prasarak Sanstha, Lokmanya Colony, Dist. Nandurbar, Dhuliya	162500
37.	Lokmanya Public Charitable Trust Chikhalgaon	172000
38.	Sri Jagdamba Vidya Prasarak Mandal, Darati, Dist. Yavatmal	162500

MADHYA PRADESH

39.	Veena Vadini Samaj Kalyan	62500 (R)
	Vikas Samiti	162500
	Gwalior	125000

MANIPUR

40.	D'Regina Standard English School-cum	62500 (R)
	Children Home, Cheingmerong, Imphal	62500
41.	All India Women Conference, Sega Road	250000 (R)
	P.B. No. 43, Keishampet	125000
42.	The Oriental Women	162500 (R)
	Orphang, Montbang	125000

NAGALAND

42.	Rural Women Literacy Centre Signal Seema Bosti Thadaui, Dimapur	158620 (R)
43.	Gymkhana Khadi and Village Ind. Association, ADC Court Charli, Duncan Bosti, Dimapur-797112	136500

ORISSA

44.	Institute for Self Employment	250000 (R)
	and Rural Development	125000
	Pandapokhari Panaspada, Puri	
45.	Laxminarayan Harijan	241200 (R)
	and Adibashi Backward	250000
	Dev. Society, Jaipur	

S.No.	Name of the Agency	Amount Released 1999-2000
46.	Gopinath Juba Sangha, Alisisasan Darda, Khurda	155000 75000 (R)
47.	Palli Sanskruti Kala Parishad At / PO Tipuri Kanas, Puri	127620 (R)
48.	Juba Jyoti Club Kumandol, Nairi, Khurda	147458 (R)
49.	Nilachal Seva Paratisthan, Dayavihar, Kanas Puri	155548 (R) 125000 125000
50.	Sarbodaya Shisu Mangal Samiti, Chandia, Lethaka Dist. Dhenkanal	125000
51.	Jhansi Mahila Samiti AT. Paramanandapur, P.O. Ragadi, Dist. Jajpur, Orissa	184000
52.	Institute of Social Welfare Action & Research, AT. Dhadhibaman Dadi P.O. Ahiyas, Jajpur	162500 162500
53.	Adarsh Youth Club AT. Gariapur, Dist. Jajpur	162500 162500
54.	Neelanchal Seva Pratisthan, Dayavihar, Kanas, Dist. Puri	162500 162500
	TAMIL NADU	
55.	Society for Rural Development Tribal Bhavan, T.V. Malai Distt.	136931 (R)
56.	Depressed Peoples Association, 25 Annainagar Bikashandar Koil Trichi Dist.	88475 (R) 125000
57.	St. John Sangam Trust Paramblur Thiruvalluvar Dist.	125000 125000

S.No.	Name of the Agency	Amount Released 1999-2000
	UTTAR PRADESH	
58.	All India Children Care & Educational Dev. Society, Azamgarh	119260 (R) 125000
59.	Swami Atmadev Gopalanand Siksha Sansthan, Pipergaon Farukhabad	125000 (R) 125000 125000
60.	Sri Lal Bahadur Shastri Smarka Gramothan, Pratistha, Lokmanpur, Allahabad	125000 (R) 125000
61	Prasidh Narayan Mahila Kalyan Samiti, Barhalganj, Gorakhpur	100000 (R) 100000
62.	New Public School Samiti, Tagore Marg, Daliganj, Lucknow	125000 (R) 250000
63.	Swami Ram Prakash Adarsh Uchatar Madhyamik Vidyalaya Tirha – Murha, Farrukhabad	250000
64.	Madarsh Anwrool Uloon Taleemi Society, 15 Patel Nagar, Star Colony, Indira Nagar Extn, Lucknow	162500 (R)
65.	Gramin Mahila Yuva Avam Bal Vikas Mandal, At/ Havelia, Jhunshi, Allahabad	100000
66.	Khadi Gram Vlkas Mandal, Jagdishpur, Allahabad	100000
67.	Adarsh Samaj Kalyan Avam Khadi Gramodhyog, Ganeshipur, Khaptiha, Allahabad	100000
68.	Ganesh Shiksha Sansthan, Lokmanpur, Allahabad	100000 62500

S.No.	Name of the Agency	Amount Released 1999-2000
69.	Gramyachal Adhogik Seva Sansthan, Muima, Allahabad	100000 62500
70.	Nandan Khadi Gramodhyog Seva Sansthan, Lokmanpur, Baraut, Allahabad	100000
71.	Bhartiya Adim Jati Sevak Sangh, Lal Bahadur Shastri Complex, Meja, Allahabad	200000

WEST BENGAL

72.	Prabhudha Bharati Shishutirtha Khirinda Krishnapriya, Midnapur	250000 (R) 242500 242500
73.	Ichapur Janakalayan Parishad, Nawabganj Ichapur, North 24 Parganas	125000 (R) 125000

S.No.	Name of the Agency	Amount Released 1999-2000

YOGA SCHEME

1.	Yoga Institute, Mumbai, Maharashtra	1,42,500
2.	Yoga Shiksha Sansthan, Orai, UP	2,49,000
3.	Indian Institute of Yoga, Patna, Bihar	1,55,000
4.	Shree Hanuman Vyayam Prasarak Mandal, Amravati (Maharashtra)	2,50,000
5.	Kaivalyadhama SMYM Samiti Lonavala, Pune (Maharashtra)	2,03,500

S.No.	Name of the Agency	Amount Released 1999-2000

PROMOTION OF LANGUAGES

KERALA

1.	Keral Hindi Prachar Sabha, Trivendrum	11,39,355
2.	Hindi Vidyapeeth (Kerala), Trivendrum	11,36,725
3.	Dakshin Bharat Hindi Prachar Sabha (Kerala) Cochin	7,30,840

TAMIL NADU

4.	Dakshin Bharat Hindi Prachar Sabha (City Scheme) Madras	4,86,750
5.	Dakshin Bharat Hindi Prachar Sabha (P.G., B.Ed.), Madras	31,64,360
6.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu), Trichi	21,16,903

ANDHRA PRADESH

7.	Dakshin Bharat Hindi Prachar Sabha Hyderabad	13,95,588
8.	Andhra Pradesh Hindi Prachar Sabha Hyderabad	5,01,763
9.	Hindi Prachar Sabha, Hyderabad	1,13,850
10.	Nagar Hindi Varg Sanchala Va Adyapak Sangh, Hyderabad	1,38,474

KARNATAKA

11.	Mysore Hindi Prachar Parishad, Bangalore	14,46,994
12.	Karnataka Hindi Prachar Samiti, Jainagar Bangalore	7,60,743

S.No.	Name of the Agency	Amount Released 1999-2000
13.	Karnataka Mahila Hindi Sewa Samiti Bangalore	12,54,225
14.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwar	24,65,662
15.	Hindi Prachar Sangh, Moodhol	1,27,200
16.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Goa Branch	1,66,650

MAHARASHTRA

S.No.	Name of the Agency	Amount Released 1999-2000
17.	Bombay Hindi Vidyapeeth, Bombay	12,34,275
18.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Bombay	1,04,775
19.	Bombay Hindi Sabha, Bombay	1,82,625
20.	Rashtrabhasha Prachar Samiti, Vardha	2,54,816
21.	Maharashtra Rashtrabhasha Sabha, Pune	2,09,475
22.	Maharashtra Hindi Prachar Sabha, Aurangabad	1,09,147

GOA

S.No.	Name of the Agency	Amount Released 1999-2000
23.	Bombay Hindi Vidyapeeth, Goa	1,04,625
24.	Gomantak Rashtrabhasha Prachar Sabha Mathgaon, Goa	1,21,350

GUJARAT

S.No.	Name of the Agency	Amount Released 1999-2000
25.	Gujarat Vidyapeeth, Ahmedabad	1,66,500

DELHI

S.No.	Name of the Agency	Amount Released 1999-2000
26.	Bhartiya Anuvad Parishad, New Delhi	1,28,775
27.	Nagri Lipi Parishad, Delhi	2,25,225
28.	Akhil Bhartiya Hindi Sansthan Sangh New Delhi	9,16,349

S.No.	Name of the Agency	Amount Released 1999-2000
	UTTAR PRADESH	
29.	Hindi Sahitya Sammelan, Allahabad	3,45,000
	ASSAM	
30.	Suban Shree Seva Samiti	4,82,713
31.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	8,52,075
32.	Assam Rashtrabhasha Prachar Samiti Guwahati	15,78,000
	MANIPUR	
33.	Manipur Rashtrabhasha Prachar Samiti Imphal	1,41,750
34.	Manipur Hindi Prachar Sabha, Akampat Imphal	1,51,800
35.	Manipur Hindi Parishad Imphal	1,52,250
	MIZORAM	
36.	Mizoram Hindi Prachar Sabha, Izole	1,38,750
	ORISSA	
37.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	1,93,815
	BIHAR	
38.	Hindi Vidyapeeth, Deodhar, Bihar	3,66,338

PN-II

1.	National Institute of Advanced Studies, Bangalore	3,50,453
2.	Institute of Economic Growth, Delhi	1,25,000
3.	Shramik Vidyapeeth, Gaya	2,00,000

S.No.	Name of the Agency	Amount Released 1999-2000
4.	SMYM Samiti, Lonalvale, Pune	2,50,000
5.	Science Centre, Gwalior Madhya Pradesh	62,000
6.	World Peace Centre (ALANDI), MIT, Pune	50,000
7.	Indian History Congress, Aligarh	1,37,000
8.	Indian Science Congress, University of Pune, Pune	2,50,000
9.	Bhavnagar University, Bhavnagar, Gujrat	2,50,000
10.	The Institution of Engineers (India), Calcutta	1,00,000
11.	Sant Longowal Institute of Engineering & Technology, Longowal, Punjab	57,500
12.	Dr. D. Swaminadhan Research Foundation Hyderabad	50,000
13.	Indian Institute of Management, Ahmedabad	1,05,000
14.	Indian Institute for Rural Development Jaipur	50,000
15.	FEDCUTA, New Delhi	1,00,000
16.	Council of Board of Secondary Education New Delhi	57,500
17.	Indian Academy of Social Sciences Allahabad	50,000
18.	Association of India Universities, New Delhi	1,00,000
19.	Assam University, Silches, Assam	50,000
20.	Bhartiya Shiksha Shodh & Nirdeson Sansthan, Jaipur	50,000

NON-FORMAL EDUCATION

S. No	Name of Institution/ Organisation/ Individual	Address	Recurring in Lakhs	Non-Recur-ring	Whether UCs have been sub-mitted by the NGO for grants received for last three years	The amount for which UC not sub-mitted and reasons therof	Resons for releasing further grants with-out Insist-ing on UCs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	ANDHRA PRADESH						
1	Praja Seva Samaj	P.B. No.10, Kadiri-515591 Andhra Pradesh	9.02	-	Yes	- NIL -	No
2	Seva Mandir	Hindupur Dist. Anantapur-515212 Andhra Pradesh	27.34	-	Yes	- NIL -	No
3	Society for Integrated Rural Improvement (SIRI)	D No.5/164 a 4th Road Anantapur 515 001 Andhra Pradesh	4.28	-	Yes	- NIL -	No
4	Praja Pragathi Trust	13-42, L.B.Nagar, Tirupati Dist. Chittoor Andhra Pradesh -517502	3.58	-	Yes	- NIL -	No
5	Sri Venkateswara Mahila Mandali	H.No. 6-11-145, Chenna Reddy Colony, Near S.V. Medical College, Thirupathi, PIN-517507 Chittoor Dist. (A.P.)	3.73	-	Yes	- NIL -	No
6	Bharatha Seva Samithi	Sugar Factory Employee Factory 75 Dodipalli Chittoor Dist. (A.P.)	19.23	-	Yes	- NIL -	No
7	Collective Order for Rural Reconstruction Education	14-65/5, Palace road Kuppam - 517425 Chittoor Dist. (A.P.)	2.06	-	Yes	- NIL -	No
8	Rashtriya Seva Samithi	9 old Huzur Office Building Tirupati- 517501 Dist. Chittoor (A.P.)	212.75	-	Yes	- NIL -	No
9	Rural Reconstruction Society	Balla (Village & Post) Via Kuppam-517425, Dist. Chittoor (A.P.)	3.70	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	Mass Education Movement	14-65/2, Palace Road, Kuppam- 517425, Dist. Chittoor(A.P.)	7.16	-	Yes	- NIL -	No
11	Sri Venkateshwara Yuvajana Seva Sangam	13-2-5 Banala Street Dist. Chittoor (A.P.)	5.30	-	Yes	- NIL -	No
12	Subramanya Swamy Seva Samithi	Pantram Palli - 517004 Dist. Chittoor Andhra Pradesh	5.30	-	Yes	- NIL -	No
13	Jyothi Youth Association	1-570 Reddi Street, Kattamanchi, Chittoor-517001	4.79	-	Yes	- NIL -	No
14	Peda Prajala Seva Samithi For Rural Human Resource Development	Gangadhara Nellore, Dist. Chittoor-517125 Development (A.P.)	7.73	-	Yes	- NIL -	No
15	Action for Community Service Society	2-48, School Street, V. Kota-517424 Dist. Chittoor(A.P.)	8.84	-	Yes	- NIL -	No
16	Vijayapuram Praja Seva Samithi	Pannur (Village & P.O.) Vijayapuram (Mandal) Dist. Chittoor-517586 Andhra Pradesh	4.61	-	Yes	- NIL -	No
17	Gandhian Organisation For Rural Development	Mulakalacheruvu, R.S. Dist. Chittoor Andhra Pradesh-517390	8.37	-	Yes	- NIL -	No
18	People's Action for Social Service	Door no.10-12, Maruthi Nagar (Opp. Silver Bells School) Tirupati-517502 Andhra Pradesh	9.36	-	Yes	- NIL -	No
19	Women's Association for Development Action (Wada)	R.K.V. Bahaduruvaripet and P.O. Karvetnagar Mandal, Dist. Chittoor Andhra Pradesh-517582	7.39	-	Yes	- NIL -	No
20	Peoples Organisation for Welfare and Education Ratification	D.No.19-191, Jail Khana Street Mittoor, Dist. Chittoor Andhra Pradesh	4.97	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
21	Gyanodaya Integration Rural Development Society	Aroor Village & post (via) Nindra Mandal-517591 Dist. Chittoor Andhra Pradesh	1.28	-	Yes	- NIL -	No
22	Rural Institute for People's Enlightment	Palli Street, Puthalapattu-517124 Dist. Chittoor, Andhra Pradesh	2.56	-	Yes	- NIL -	No
23	Seva Bharathi	Behind Z.P. High School Tiruchanoor-517503 Dist. Chittoor Andhra Pradesh	3.85	-	Yes	- NIL -	No
24	Sree Durga Education Society	D. No. 17-105, Sundaraiyer St. Dist. Chittoor Andhra Pradesh	1.28	-	Yes	- NIL -	No
25	Rashtriya Seva Samithi	9, Old Huzur Office Building, Tirupathi, Andhra Pradesh	1.84	-	Yes	- NIL -	No
26	Rural Development Organisation	6/42 G. Rama Rao Street Cuddapah - 516001(A.P.)	5.04	-	Yes	- NIL -	No
27	Society of Emmanuel Evangelism for Rural Development	"Carmel" 4-227 Mothpur - 508277 Nalgonda Distt (A.P.)	5.11	-	Yes	- NIL -	No
28	Kandrika Mahila Mandali	Kandrika Post Phirangipuram Mandalam District Guntur-522529 (A.P.)	2.56	-	Yes	-Nil-	No
29	Sri Durga Mahila Mandali	Indira Priyadarsini Colony House No. 35 , Sangadigunta, Guntur- 522004(A.P.)	3.94	-	Yes	-Nil-	No
30	Adarsha Rural Development Society	Daggumallivari St., H.No.17-1-120/A Bapatla-522101. District Guntur (A.P.)	2.57	-	Yes	-Nil-	No
31	Maharshi Sambamurty Institute Of Social & Development Studies	D.No.8-22-11, Datlavari Street, Gandhinagar, Kakinada - 533004.	2.49	-	Yes	-Nil-	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
32	Weaker Sections Development Society	Saradapuram, Arundelpet Post Guntur-522002(A.P.)	4.99	-	Yes	-Nil-	No
33	Kothapeta Mahila Mandali	Pothurajuvari Chowk Kothapet, Guntur-522001(A.P.).	9.36	-	Yes	-Nil-	No
34	Noblemen's Voluntary Organisation For Helping Rural and Urban Poor	4th Class Employee's Building Behind Super Bazar, Kothapet, Tenali-522201, District Guntur(A.P.)	3.83	-	Yes	-Nil-	No
35	Prachya Bhasha Vidyapeeth	Rajandranagar, 6th Line, Gudivada-521301 District Krishna ((A.P.)	2.10	-	Yes	- NIL -	No
36	Sri Triveni Educational Academy	H.No.5-1-158/1, K.K.Rao Complex, Yellandu X Road, Khammam - 507002	10.57	-	Yes	- NIL -	No
37	Vasavya Mahila Mandali	Nasthik Kendram, Benz Circle, Vijayawada, 520010 (A.P)	1.94	-	Yes	- NIL -	No
38	Sri Padmavathi Educational Society	Vangala Siva Rami Reddy G Building, K.G.Road, Atmakur-518422 District Kurnool(A.P.)	3.82	-	Yes	- NIL -	No
39	Sri Parameswari Educational Society	K.G. Road, Atmakur Kurnool District(A.P.)	9.90	-	Yes	- NIL -	No
40	Nehru Yuvajana Seva Sangham	6-6-11, Velagathopu, Jenda Street, Naidupet Nellore District Andhra Pradesh-524126	5.00	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
41	Srinivasa Mahila Mandali	Darsi, Agraharam, Martur Mandal, Prakasam District(A.P.)	4.95	-	Yes	- NIL -	No
42	Viveka Educational Foundation	Pamur-523018 District Prakasam.(A.P.)	7.43	-	Yes	- NIL -	No
43	Sree Madhava/Vidya Peetham	Lawyerpeta Ongole- 523002 District Prakasam(A.P.)	7.44	-	Yes	- NIL -	No
44	Mahila Mandali	Station Road Chirala-523155, District Prakasam (A.P.)	7.10	-	Yes	- NIL -	No
45	Gowthami Education Society	Tangutur-523274 District Prakasam Andhra Pradesh	9.36	-	Yes	- NIL -	No
46	Dasari Adivaiah Memorial Ele-School Committee	Harijan Colony Ulavapadu-523292 District Prakasam Andhra Pradesh	7.46	-	Yes	- NIL -	No
47	Nalanda Education Society	C/O Little Star Public School, Tangutur, District Prakasam (A.P.)-523274	9.36	-	Yes	- NIL -	No
48	Girijana Mahila Mandali	Annambotlavaripalem Parchur Mandal Prakasam Distt A.P.	1.37	-	Yes	- NIL -	No
49	Praveen Educational Society	Padmavathi (Girls) High School Giddalur 523 357 Prakasam Dist., A.P.	5.30	-	Yes	- NIL -	No
50	Sarada Educational Society	Trunk Road, Ongole 523 002 Prakasam District Andhra Pradesh	9.36	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
51	Yuva Vijnana Parishad	9-4-11 Bridge Road Srikakulam-532001 Andhra Pradesh	9.94	-	Yes	- NIL -	No
52	Jana Chetana	Goyidi Village, Seethampeta Mandal, District Srikakulam, Andhra Pradesh-532443	2.64	-	Yes	- NIL -	No
53	Bhagavatula Charitable Trust	Yellamanchili- 531055 District Visakhapatnam (A.P.)	10.45	-	Yes	- NIL -	No
54	Sarada Mata Mahila Mandali	Lalithanagar, 49-15-6, Opposite Ganesh Temple Visakhapatnam-16.(A.P.)	2.56	-	Yes	- NIL -	No
55	Navajeevan Education Society.	H. No.MIG 1-72, VUDA Colony Pedagontyada , Visakhapatnam- 530044 (A.P.)	14.33	-	Yes	- NIL -	No
56	Visakha Jilla Navanirmana Samithi	"Sivarama Nilayam" Sarada Nagar Behind RTC Bus Complex Narasipatnam-531116, District Visakhapatnam (A.P.)	8.53	-	Yes	- NIL -	No
57	Bharathi Social Educational Society	Pedaboddepalli Narasipatnam- 531116 District Visakhapatnam Andhra Pradesh	7.43	-	Yes	- NIL -	No
58	B.R.N's Sice	H.No.4-51-4,Lawsons Bay Colony, District Visakhapatnam-530017 Andhra Pradesh	4.68	-	Yes	- NIL -	No
59	Visakha Vanitha Samaj	32-26-65,Allipuram Jn. District Visakhapatnam-530004 Andhra Pradesh	4.48	-	Yes	- NIL -	No
60	Training and Research For Action(TARA)	S.B.I. Colony,Narsipatnam, District Visakhapatnam-531116 Andhra Pradesh	4.65	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
61	Sri Venkateswara Yuvajana Sangham	Kovvuru(Post) Rolugunta Mandalam, Narasipatnam Division, District Visakhapatnam (A.P.)	2.50	-	Yes	- NIL -	No
62	Alluri Sita Rama Raju Nagar Nivasula Mahila Neighbour-hood Committee	Alluri Sitarama Raju Nagar D.No.30-3-11 Assam Gardens Visakhapatnam 530 020	4.68	-	Yes	- NIL -	No
63	Navachaitanya Academy For Youth Advancement	Sri Rama Nivas Ram Nagar Yellamanchili-531055 Visakhapatnam Distt Andhra Pradesh	2.65	-	Yes	- NIL -	No
64	Sri Vidya Trust	Devipuram, Vai.Ammulapalem BPO, Anakapalli-531002 District Visakhapatnam (A.P.)	1.97	-	Yes	- NIL -	No
65	Mandala Yuva Sakthi Unit	Somalingapalem, Yellamanchili Mandal, District Visakhapatnam (A.P.)	4.85	-	Yes	- NIL -	No
66	Rural Energy For Environment Development Society	27-99, Gandhi Nagar Yellamanchili-531055 District Visakhapatnam Andhra Pradesh	2.22	-	Yes	- NIL -	No
67	Sramika Rural Development Organisation	Chettupalli P.O. Narsipatnam-531116, District Visakhapatnam Andhra Pradesh	4.45	-	Yes	- NIL -	No
68	Grama Swarajya Samithi	Kodavatipudi-531085 Kotaurtla Mandal District Visakhapatnam Andhra Pradesh	1.16	-	Yes	- NIL -	No
69	Sarada Valley Development Samithi	Thummapala Village, Anakapalle Mandal Dist. Visakhapatnam-531032 Andhra Pradesh	6.89	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
70	Visishta Gramodaya Swayam "Sadhana" Parishad	G. Anakapalle-531001 (Village) Thotada(Post), Via. Anakapalle District Visakhapatnam Andhra Pradesh	5.68	-	Yes	- NIL -	No
71	Integrated Rural Development Society	Cheedikada-531028, District Visakhapatnam Andhra Pradesh	4.95	-	Yes	- NIL -	No
72	Nature Environment And Education Development Society (Needs)	Adda Road Timmapuram-531083 District Visakhapatnam Andhra Pradesh	1.86	-	Yes	- NIL -	No
73	Institute Of Development and Planning Studies	Main Road, Payakaraopeta District Visakhapatnam Andhra Pradesh-531126	6.91	-	Yes	- NIL -	No
74	Vikasa, Service Society for Rural Development	Co-Op. Colony, Chodavaram, District Visakhapatnam Andhra Pradesh-531036	4.68	-	Yes	- NIL -	No
75	Organisation For Rural Reconstruction	Yellamanchili (Vill.&Mandal), District Visakhapatnam Andhra Pradesh-531055	6.95	-	Yes	- NIL -	No
76	Nehru Yuvajana Sangham	Thimmarajupeta - 531033 Atchutapuram Mandalam (Via) Anakapalle District Visakhapatnam (A.P.)	1.99	-	Yes	- NIL -	No
77	Kolleru Rural Development Service Organisation	H. No. 5-18 Thana Street , Akividu 534 235 West Godavari Distrct	7.14	-	Yes	- NIL -	No
78	Sarada Seva Samithi	8-2.293/82/F, MLA Colony, Road No. 12, Banjara Hills, Hyderabad - 500039	4.67	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
79	Village Development Society	No.386,Christian Colony, Vanasthalipuram Hyderabad-500 070 Andhra Pradesh	4.68	-	Yes	- NIL -	No
80	Annapurna Manava Samkshema Samithi	Plot No. 1 & 2, Kavuri Hills, Jubilee Hills Post, Hyderabad - 500 033	7.42	-	Yes	- NIL -	No
81	Subhodaya Educational Society	Plot No.21, NSC Employees Society, Yellareddyguda, Hyderabad-500 073	4.61	-	Yes	- NIL -	No
		GRAND TOTAL :	**675.50**				
	ASSAM						
1	Desh-Bhakta Rural Development Association	Bhaktardaba Bazar, P.O. Nali Gaon, Dist. Barpeta Assam-781352	12.85	-	Yes	- NIL -	No
2	Deshabandhu Club	AT/P.O. Behara Bazar, Dist. Cachar, Assam-788817	10.13	-	Yes	- NIL -	No
3	Gauripur Vivekananda Club	Baruapatty Road, P.O. Gauripur, Dist. Dhubri, Assam-783331	2.34	-	Yes	- NIL -	No
4	Morigaon Mahila Mehfil	Civil Hospital Road, P.O. Morigaon, Dist. Morigaon, Assam-782105	10.12	-	Yes	- NIL -	No
5	Popular Progressive Unit	P.O. Mahamayahat (halakura) Dist. Dhubri, Assam-783335	12.85	-	Yes	- NIL -	No
6	Assam Chah Mazdoor Multipurpose Social Education Association	Rangajan T.E. P.O. Rangajan, Titabar Dist. Jorhat, Assam - 785630	4.97	-	Yes	- NIL -	No
7	Sadau Asom Gramya Puthibharal Santha	I.N.B. Road, Haibargaon P.O. Haibargaon Dist. Nagaon (Assam)	7.54	-	Yes	- NIL -	No
8	Social Development Organisation	Village Morikollong, P.O. Nagaon, Dist. Nagaon, Assam	5.18	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9	Barnibari Yubak Sangha	P.O. Barnibari, Dist. Nalbari Assam-781304	7.46	-	Yes	- NIL -	No
10	Adhyatmik Sarvoday Sevashram	P.O. Kakaya - 781304 Dist. Nalbari, Assam-781028	1.38	-	Yes	- NIL -	No
11	Jaluguti Agragami Mahila Samity	Village & P.O. Jaluguti Block Kapili, Dist. Morigaon Assam-782104	2.57	-	Yes	- NIL -	No
12	West Mohanpur Samaj Unnayan Club	P.O.mohanpur, Dist. Hailakandi Assam-788150	4.97	-	Yes	- NIL -	No
		GRAND TOTAL :	**82.35**				
	BIHAR						
1	Bihar Gramin Mahila Kalyan Parishad.	Viilage Fatehpur, PO Sahridanagar Dist. Begusarai, Bihar.	2.17	-	Yes	- NIL -	No
2	Sarvodaya Ashram Madachak	At. Madachak, Post Kathel Via Amarpur, Dist. Bhagalpur, Bihar	1.38	-	Yes	- NIL -	No
3	Abha Christian Social Welfare Society	C/o Catholic Church PO Chanpatia - 845449 Dist. West Champaran Bihar	1.38	-	Yes	- NIL -	No
4	Mithilanchal Samagra Vikas Sanstha	Moh. Mogalpura, P.O. Lalbagh, Dist. Darbhanga, Bihar	2.67	-	Yes	- NIL -	No
5	Santhal Pargana Gramodyog Samiti	Baidyanath - Deoghar Bihar - 814112	2.98	-	Yes	- NIL -	No
6	Santal Pargana Antyodaya Ashram	Purandaha B. Deoghar-814112 (Bihar)	3.05	-	Yes	- NIL -	No
7	People's Institute for Development and Training	A-12 Paryavaran Complex Maidangarhi Road New Delhi-110030	7.28				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8	Lokdeep	College Road, Post Madhupur Dist. Deoghar, Bihar	1.38	-	Yes	- NIL -	No
9	Banwasi Vikas Ashram	AT/P.O. Atka Via Bagodar Giridih Bihar - 825406	2.37	-	Yes	- NIL -	No
10	Nav Bharat Jagriti Kendra	Bahera, Brindavan Chouparan Dist.Hazaribagh, Bihar-825406	18.95	-	Yes	- NIL -	No
11	Bihar Pradesh Bharat Sevak Samaj	Nehru Bhawan, Daroga Prasad Rai Path, Patna-800001 Bihar	2.49	-	Yes	- NIL -	No
12	Ghoghardiha Prakhand Swarajya Vikas Sangh	Village and P.O. Jagatpur Via Ghoghardiha Dist. Madhubani - 847402 Bihar	15.06	-	Yes	- NIL -	No
13	Prakhand Lok Vikas Samiti	Madhepur, Village and P.O. Pachahi Dist. Madhubani - 847408, Bihar.	2.95	-	Yes	- NIL -	No
14	Kamleshwari Antyodaya Ashram	Madhepura. Village Pokharsam P.O. Salimpur, Via. Pandaul Dist. Madhubani (Bihar)	2.54	-	Yes	- NIL -	No
15	Samajik Vikas Sansthan	AT/P.O. Tamuria, Dist. Madhubani Bihar-847410	2.57	-	Yes	- NIL -	No
16	Mahavir Singh Memorial Trust	P.O. Baika-Bishanpur Dist. Madhubani, Bihar - 847402	3.79	-	Yes	- NIL -	No
17	Sat Lok Seva Kendra	Banerjhula, P.O. Amhi Madhubani, Bihar	2.30	-	Yes	- NIL -	No
18	Jan Shikchan Kendra	Village and P.O. Chakai Dist. Jamui - 811303, Bihar.	4.55	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
19	Gram Bharti (Sarvodaya Ashram)	Simultala-811316 Dist. (Munger) Jamui (Bihar)	2.49	-	Yes	- NIL -	No
20	Surangama Kala Kendra	Chakbasu, Rambagh Dist. Muzaffarpur, Bihar	1.28	-	Yes	- NIL -	No
21	Gram Swarajya Ashram	Lokyatra Dham, Dhamauli P.O. Bena Nalanda - 803110 Bihar	2.99	-	Yes	- NIL -	No
22	Binoba Arogya & lok Sikshan Kendra	Vill & P.O. Jai Krishna Nagar, (Baday) P.O. Baday Via Islampur - 801303 Dist. Nalanda, Bihar	1.83	-	Yes	- NIL -	No
23	Shama Vikas Samiti	Malabbigha, Islampur, Dist. Nalanda, Bihar	1.28	-	Yes	- NIL -	No
24	Lok Prabhat	Postmartom Road Dist. Nawada-805110, Bihar	1.02	-	Yes	- NIL -	No
25	Gram Swarajya Samiti	Bakhtyarpur, Vill. & P.O. Salimpur Via Khusrupur, Patna, Bihar	7.46	-	Yes	- NIL -	No
26	Adithi	2/30 State Bank Colony-II Bailey Road, Patna-800014 (Bihar)	13.77	-	Yes	- NIL -	No
27	Samta Gram Seva Sansthan	43, Harding Road, Patna-800013 (Bihar)	4.86	-	Yes	- NIL -	No
28	Abhiyan	Ramakrishna Colony, Sandalpur, Dist. Patna-800 006, Bihar	1.38	-	Yes	- NIL -	No
29	Bureau of Rural Economical and Agricultural Development	AT Pirmohani, Lane No. 3 P.O. Kadamkuan, Patna-800003, Bihar	2.57	-	Yes	- NIL -	No
30	Magadh Vikas Lok	At & PO Kosut, Via Masaurhi Dist. Patna, Bihar	1.28	-	Yes	- NIL -	No
31	Manthan	Medical Colony, PO Khagaul Patna-801 105, Bihar	7.60	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
32	Sharmila Gramin Shilp Kala Kendra	Village and PO Prahaladpur Dist. Patna-803306, Bihar	2.49	-	Yes	- NIL -	No
33	Manav Kalyan Kendra	Station Road, Khushropur Dist. Patna, Bihar-803202	2.67	-	Yes	- NIL -	No
34	Vanvasi Seva Kendra	P.O. Adhaura, Dist. Kaimur, Bihar	4.93	-	Yes	- NIL -	No
35	Tagore Society for Rural Development	14, Khudiram bose road Calcutta - 700006, West Bengal	4.27	-	Yes	- NIL -	No
36	Sarvodaya Jan Kalyan Sansthan	Village and Post Shahpur Undi, Via. Patori, Dist. Samastipur Bihar-848504	2.57	-	Yes	- NIL -	No
37	Shishu Nari Kala Prashikshan Sansthan	Village and P.O. Jalalpur Dist. Samastipur, Bihar	2.57	-	Yes	- NIL -	No
38	Saran Zila Samagra Vikas Seva Sansthan	Dahiyawan, P.O. Chapra, District Saran, Bihar	4.44	-	Yes	- NIL -	No
39	Xaviers Chaibasa	C/o st. Xavier's High School P.O.10, Chaibasa Dist. West Singhbhum, Bihar-833201	4.68	-	Yes	- NIL -	No
40	Loka Sevayatan	P.O. Nimdih, Dist. Singhbhum West, Bihar-832401	14.02	-	Yes	- NIL -	No
41	Mahua Mahila Vikas Sansthan	Pratap Chowk, Gorigama Manpura, P.O. Mahua Dist. Vaishali, Bihar	1.28	-	Yes	- NIL -	No
42	Bhartiya Jan Manch	Village Chak, Bhathandi P.O. Dharhara, Dist. Vaishali Bihar	1.28	-	Yes	- NIL -	No
43	Smt. Manorama Mahila Mandal	Samta Colony, P.O. Hajipur Dist. Vaishali, Bihar	1.28	-	Yes	- NIL -	No
44	Pragati Foundation	Govardhanpur (Khabra) Muzaffarpur (Bihar)	1.38	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
45	Chandrika Samajik Uthan Evam Gramin Vikas Sansthan	Jamhor, Dist. Aurangabad Bihar-824121,	2.07	-	Yes	- NIL -	No
46	Gramin Sansadhan Vikas Parishad	P.O. Koransarya Dist. Buxar, Bihar	2.67	-	Yes	- NIL -	No
47	Triguna Seva Sansthan	Village & P.O. Kesath Dist. Chhapra (Saran), Bihar	2.67	-	Yes	- NIL -	No
		GRAND TOTAL :	184.95				
	GUJARAT						
1	Gujarat State Crime Prevention Trust	'Ashirwad' 9/B Keshav Nagar Society Near Subhash Bridge Ahmedabad - 380027, Gujarat.	3.89	-	Yes	- NIL -	No
2	Ahmedabad City Social Education Committee	Labour Welfare Centre Building outside Raipur Gate Ahmedabad - 380022, Gujarat	4.09	-	Yes	- NIL -	No
3	Amar Bharati	Moti Pavathi, Tal. Dehegam Dist. Ahmedabad - 382308 , Gujarat	4.68	-	Yes	- NIL -	No
4	Lalbhai Group Rural Development Fund	Anandji Kalyanji Blocks Near Asarwa Railway Station Opp. Arvind Mills, Naroda Road Ahmedabad-380025, Gujarat	7.60	-	Yes	- NIL -	No
5	Akhand Jyot Foundation	Fatehpura Gam, B/h. Police Chowky, Paldi Ahmedabad-7, Gujarat	9.06	-	Yes	- NIL -	No
6	Anjuman-E-Talimi Idara Chariitable Trust	Court Road, Opp. Government Treasury Bharuch - 392001, Gujarat	4.94	-	Yes	- NIL -	No
7	Bharuch Jila Gram Vikas Mandal	Rajpipla, Dist. Bharuch, Gujarat	1.64	-	Yes	- NIL -	No
8	Bhavnagar Mahila Sangh	Near Vadva Washing Ghat Bhavnagar - 364001, Gujarat	9.11	-	Yes	- NIL*-	No
9	Parivartan	Bunglow No. 127, Sector 8 Gandhinagar - 382043, Gujarat	1.64	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	Shri Ketan Shixan Samaj	Aerodrom Road, Rajkot - 360001, Gujarat	3.70	-	Yes	- NIL -	No
11	Manav Seva Mandal Trust	'Shandilya', 5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot - 360001	8.86	-	Yes	- NIL -	No
12	Abhikram	Gujarat Lok Samiti Premises Lal Darwaja, Ahmedabad, Gujarat - 380001	1.64	-	Yes	- NIL -	No
13	Shree Arbuda Khadi Gramodyog Vidal Mandal	At/P.O. Malasa, Taluka Bhiloda. Sabarkantha, Gujarat	1.64	-	Yes	- NIL -	No
	GRAND TOTAL :		62.47				
	HARYANA						
1	Hans Khadi Gram Udyog Samiti	Kothi No. 280, Sector 8 Karnal - 132001, (Haryana)	5.18	-	Yes	- NIL -	No
2	Lucky Education Society	Meham, Rohtak. Haryana	8.56	-	Yes	- NIL -	No
3	Haryana Nav Yuvak Kala Sangam	94/22 Luxmi Nagar Sonepat Road, Rohtak-124001	1.28	-	Yes	- NIL -	No
4	Bharat Vikas Sangh	1/13, JB, Medical Enclave Rohtak, Haryana	1.38	-	Yes	- NIL -	No
5	Vidya Mahasabha Kanya Gurukul Mahavidyalaya	Kharkhoda, Sonepat Haryana-124402	38.47	-	Yes	- NIL -	No
6	Nari Chetna Sangathan	1322, Sector 14, Sonepat, Haryana	8.27	-	Yes	- NIL -	No
7	Janta Kalyan Samiti	Opp. Bus Stand, Rewari, Haryana	4.68	-	Yes	- NIL -	No
8	Angels Education Society	Delhi Road, Dist. Jhajjar, Haryana	5.16	-	Yes	- NIL -	No
	GRAND TOTAL :		72.98				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	HIMACHAL PRADESH						
1	State Social Welfare Organisation	P.O. Chopal, Tehsil Chopal Dist. Simla	2.49	-	Yes	- NIL -	No
2	Society for Social Action For Rural Development of Hilly Areas	Kaffota, Dist. Sirmour Himachal Pradesh -173029	3.44	-	Yes	- NIL -	No
		GRAND TOTAL :	**5.93**				
	JAMMU & KASHMIR						
1	Shiva Gramodyog Mandal	Kalibari, Dist. Kathua, Jammu & Kashmir-184101	8.88	-	Yes	- NIL -	No
2	Social Welfare of India	Shahdara Sharif, Rajouri Jammu & Kashmir	4.97	-	Yes	- NIL -	No
		GRAND TOTAL :	**13.84**				
	KARNATAKA						
1	Sree Lalithambika Educational Association	O.M.B.R. Layout Near New Water Tank III Main Banasawadi Bangalore-560 043	7.45	-	Yes	- NIL -	No
2	Seva Sangama	No.1163,80 Feet Road, Prakash Nagar, Bangalore-560021	7.61	-	Yes	- NIL -	No
3	The Rural Development Society Mudhol	Gaddankeri Cross-587 102 Taluka, Bagalkot, Dist. Bijapur Karnataka	4.66	-	Yes	- NIL -	No
4	Kasturiba Sadan	Tilak Park Road, Vijayapura Extension Chikmagalur, Karnataka-577101	9.62	-	Yes	- NIL -	No
5	Society for Planning Urban and Rural Development (SPURD)	No.8/29,III, Cross, Lalji Nagar, Urban Bangalore, Karnataka	18.73	-	Yes	- NIL -	No
6	Belgaum Vibhaageeya Dalita Janajagrutha Sanghatane	No.D-2. K.C.D. Staff Quarters Near Udaya Hostel Dharwad-580 007, Karnataka	4.63	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7	New Bharath Gandhi Seva Sangha	No.72/A-3, Old Tellgate, Shamanna Building, Magadi Road Bangalore	4.91	-	Yes	- NIL -	No
		GRAND TOTAL :	**57.61**				
	MADHYA PRADESH						
1	Gramin Vikas Mahila Mandal	Office House No.128 Housing Colony, Dist. Bhind (M.P.)	6.35	-	Yes	- NIL -	No
2	Gram Bharati Sansthan	M-48 Darpan Dolony, Thatipur, Gwalior, Madhya Pradesh	19.57	-	Yes	- NIL -	No
3	Gajendra Shiksha Prasar Samiti	Gorami Dist. Bhind (M.P.)	2.57	-	Yes	- NIL -	No
4	Jinendra Shiksha Prasar Samiti	Gorami Tehsil Mehgaon, Dist. Bhind, Madhya Pradesh	2.57	-	Yes	- NIL -	No
5	Shivam Social Development Society	Omprakash Shivhare Ka Makan Ganeshpura, Dist. Morena, Madhya Pradesh	9.37	-	Yes	- NIL -	No
6	Vivekanand Samaj Kalyan Sansthan	Birend Vatika, Lahar Road Near Housing Board Colony Dist. Bhind (M.P.)	9.37	-	Yes	- NIL -	No
7	M.P. Council for Child Welfare	Hotel No.5 Bhel Township Piplani, Bhopal-462021 Madhya Pradesh	10.63	-	Yes	- NIL -	No
8	Ma Sharda Jan Kalyan Shiksha Samiti	60 Gujarpura Bhopal	3.85	-	Yes	- NIL -	No
9	Satlaj Adivasi Mahila Mandal	Renu Dawakhana, Tila Jamalpura Bhopal (M.P.)	4.97	-	Yes	- NIL -	No
10	Rafi Ahmed Kidwai Shiksha Samiti	Chowki Imambara Noor Mahal Road, Bhopal, Madhya Pradesh	9.93	-	Yes	- NIL -	No
11	Varun Manav Vikas Samiti	LIG-171, Aishbagh Stadium Bhopal-462010, Madhya Pradesh	4.97	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
12	Oriental Kala Avam Seva Kendra	Green Park Road,No.10 Bairasia Road, Dist. Bhopal Madhya Pradesh	2.40	-	Yes	- NIL -	No
13	Geeta Grameen Samaj Sewa Samiti	H. No.12 Gali No.2, Ibrahimganj, Bhopal, Madhya Pradesh	8.57	-	Yes	- NIL -	No
14	Shrinath Samaj Seva Sansthan	H. No.2/4, Vaisali Complex Maharana Pratap Nagar Bhopal, Madhya Pradesh	8.57	-	Yes	- NIL -	No
15	Vividh Karyakram Sampadan Samiti	Near Pitambrapeeth Dist. Datia, Madhya Pradesh	2.57	-	Yes	- NIL -	No
16	Vikas Khand Seondha Gramotthan Samiti	Gram/Post Pipraua, Dist. Datia, Madhya Pradesh-475675	3.85	-	Yes	- NIL -	No
17	Lok Kalyan Samiti	C-8 Kushal Nagar Gwalior, Madhya pradesh	7.46	-	Yes	- NIL -	No
18	Shriram Shiksha Samiti	Danaoii, Lashkar Dist. Gwalior, Madhya Pradesh	4.96	-	Yes	- NIL -	No
19	Saket Samaj Sewa Samiti	Rathoud Palace, Behind Gorkhi Gwalior - 474 001	8.35	-	Yes	- NIL -	No
20	Azad Nirdhan Bal Kalyan Samiti	Parashar Marg, Ashok Nagar Dist. Guna (M.P)	27.94	-	Yes	- NIL -	No
21	Gayatri Shakti Shiksha Kalyan Samiti	1314 Mishra Market Ranjhi Basti Jabalpur	3.85	-	Yes	- NIL -	No
22	Bharti Mahila Shiksha Samiti	117/4 Tuteline, G.C.F. State, Jabalpur Madhya Pradesh	1.38	-	Yes	- NIL -	No
23	Janta Shiksha Parishad	Deorikala Ramnagar, Dist. Satna, Madhya Pradesh	4.78	-	Yes	- NIL -	No
24	Sharda Shiksha Samiti	10, Nagarpalika Colony Shujalpur City District Shajapur Madhya Pradesh	2.55	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
25	Ruchi Samaj Sewa Samiti	H. No.294, Shakti Nagar Sector-II, Bhopal (M.P.)	17.93	-	Yes	- NIL -	No
26	Aradhana Gramin Sewa Samiti	B.M.54, Nehru Nagar, Bhopal, (M.P.)	9.37	-	Yes	- NIL -	No
27	Montessory Education Society	Khachrod, Ujjain, Madhya Pradesh	1.64	-	Yes	- NIL -	No
		GRAND TOTAL :	200.29				
	MAHARASHTRA						
1	Rajarshi Shri Chhatrapati Shahu Shikshan prasarak	Burdgaon Road Ahmed Nagar Maharashtra-414001	3.76	-	Yes	- NIL -	No
2	Parth Vidya Prasarak Mandal	Pathardi, Ahmed Nagar Maharaashtra	2.43	-	Yes	- NIL -	No
3	Payoshni Education Society	Ghungshi Tq. Murtizapur Dist. Akola.	4.90	-	Yes	- NIL -	No
4	Suvide Foundation	1st floor, Rishiwat Urban Co-Op. Credit Society, P.O. Risod, Dist. Akola Maharashtra-444506	40.26	-	Yes	- NIL -	No
5	Institute of Management Training & Research	49 Samarth Nagar, P.O. Box No. 87 Aurangabad - 431 301	1.93	-	Yes	- NIL -	No
6	Dnyandip Shikshan & Prashikshan Sansthan	Vikram Building, Shivaji Nagar, Mahekar, Dist. Buldhana Maharashtra - 443 301	1.38	-	Yes	- NIL -	No
7	Bharatiya Gramin Adiwasi Vikas Sanstha	Pardi Ta Nagbhir, Dist. Chandrapur Maharashtra - 441205	1.28	-	Yes	- NIL -	No
8	Bahujan Hitaya Gramin Shaikshanik & Sanskritik Shikshan Sanstha	Q. No. E/90 Collector Colony Complex, Gadchiroli 442 605	2.55	-	Yes	- NIL -	No
9	Shri Ganesh Shikshan Prasarak Mandal	Ahmedpur 413 515, Dist. Latur Maharashtra	2.57	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	Bhagirath Shikshan Sanstha	Shirol (Janapur), Tq. Udgir Dist. Latur 413 517, Maharashtra	8.91	-	Yes	- NIL -	No
11	Samaj Kalyan Mandal	Lalganj Naik Talao, Nagpur-2	2.48	-	Yes	- NIL -	No
12	Sati Mata Shikshan Sansthan	Nagpur Head Office 11 Vyankatesh Nagar Khamala Road Nagpur -25	2.49	-	Yes	- NIL -	No
13	Bhartiya Adim Jati Sevak Sangh	Thakkar Bapa Samark Sadan, Dr. Ambedkar Marg, New Delhi.	6.01	-	Yes	- NIL -	No
14	Bhartiya Adim Jati Sevak Sangh	VidarbhaVidarbha, Malviya Nagar Khamla, Nagpur - 440025	2.48	-	Yes	- NIL -	No
15	Mahatma Phule Gramin Shikshan Prasarak Mandal	Shekapur Dist. Nanded	2.57	-	Yes	- NIL -	No
16	Jawaharlal Nehru Institute of Education Science & T echnological Research	H.I.G. Colony Near I.T.I., Nanded Maharashtra	1.28	-	Yes	- NIL -	No
17	Jyotiba Phule Seva Trust	Vasarni, Post Cidco, Dist. Nanded Maharashtra	2.48	-	Yes	- NIL -	No
18	Shri Jagdamba Vidya Prasarak Mandal.	Darati, Circle Purna, Tq. Purna Dist. Parbhani-431511, Maharashtra	9.35	-	Yes	- NIL -	No
		GRAND TOTAL :	**99.10**				
	NAGALAND						
1	Trongdiba Teka Society	Thunyehro Isaru Village Tuensang Dist., Nagaland	5.18	-	Yes	- NIL -	No
2	Anars Women Welfare Society	Duncan Basti Dist. Dimapur, Nagaland	5.18	-	Yes	- NIL -	No
		Grand TOTAL :	**10.37**				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	ORISSA						
1	Mandal Pokhari Jubak Sangha	AT/P.O. Mandari Dist. Bhadrak, Orissa-756125	7.46	-	Yes	- NIL -	No
2	Netaji Jubak Sangha	Balipokhari, AT/P.O. Parmanandapur Via Akhuapada, Dist. Balasore Orissa-756122	4.72	-	Yes	- NIL -	No
3	Samagra Bikash Parishad	AT/P.O. Baliapal, Dist. Balasore, Orissa-756026	6.49	-	Yes	- NIL -	No
4	Gandhi Sevashram	AT/P.O. Jaleswar, Dist. Balasore, Orissa - 756032	4.98	-	Yes	- NIL -	No
5	Radhanath Pathagar	AT/P.O. Soro, Dist. Balasore, Orissa-756045	7.44	-	Yes	- NIL -	No
6	Pallimangal Yubaka Sangh	At Nayapally, P.O. Deuli Dist. Puri, Orisa-752064	7.84	-	Yes	- NIL -	No
7	Pragati Pathagar	AT/P.O. Rayan Ram Chandra Pur, Via Jaleswar, Dist. Balasore Orissa-756032	1.25	-	Yes	- NIL -	No
8	People's Rural Reconstruction Institute For Youth Action (Prriya)	AT Sankumari, P.O. Bartana Via. B.T. Pur, Dist. Balasore Orissa-756115	8.57	-	Yes	- NIL -	No
9	Radhakrushna Jiew Library	Raigan, Kahalia, Dist. Balasore, Orissa	1.05	-	Yes	- NIL -	No
10	Harijan Surakhya Committee	AT/P.O. Balasore Dist. Balasore, Orissa	2.34	-	Yes	- NIL -	No
11	Balasore Dist. Nari Sangha	P.O. and Dist. Balasore, Orissa	2.39	-	Yes	- NIL -	No
12	Society for Weaker Community	Shankarpur, P.O. Bhadrak Dist. Balasore, Orissa	2.46	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
13	Chandrabhaga	Motiganj, Dist. Balasore, Orissa	3.84	-	Yes	- NIL -	No
14	Bhagabat Pathagar	AT/P.O. Salepali, Via Jarasingha Dist. Bolangir, Orissa-767067	7.60	-	Yes	- NIL -	No
15	Ramjee Yubak Sangha	AT/P.O. Sadaipali, Via Chandanvati Dist. Bolangir, Orissa-767065	12.29	-	Yes	- NIL -	No
16	Bapujee Pathagar	AT/P.O. Sukha Dist. Bolangir, Orissa-767064	10.40	-	Yes	- NIL -	No
17	Jagannath Jubak Sangha	AT Jaliadarha, P.O. Kandhakelgaon Via. Deogaon, Dist. Bolangir Orissa-767029	1.28	-	Yes	- NIL -	No
18	Netaji Yubak Sangha	AT/P.O. Goilbhadi, Via Titilagarh Dist. Bolangir, Orissa-767033	2.42	-	Yes	- NIL -	No
19	Netaji Club for Rural Development	AT/PO Salebhata - 767 021 Dist. Bolangir, Orissa	1.25	-	Yes	- NIL -	No
20	Adivasi Harijan Welfare Agency Network	AT/PO Harisankar Road (Lathor), Dist. Balangir Orissa	23.01	-	Yes	- NIL -	No
21	Nehru Yuvak Sangha	AT/P.O. Karamtala, Via. Saintala, Dist. Bolangir-767032, Orissa	1.28	-	Yes	- NIL -	No
22	Centre for Women & Rural Development	AT/P.O. Salpali Via Jarasingha-767067 Dist. Bolangir, Orissa	4.90	-	Yes	- NIL -	No
23	Pallishree	AT/P.O. Ghasiput, Via Banki, Dist. Cuttack, Orissa-754008	7.21	-	Yes	- NIL -	No
24	Lokanayak Club	AT/P.O. Patapur, Via Banki, Dist. Cuttack, Orissa-754008	4.93	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
25	Cuttack Zilla Harijan Seva Sanskar Yojana	AT Chhata (Hafimelak) P.O. Fakirabad, Via Thakurpatna Dist. Cuttack, Orissa-754250	2.49	-	Yes	- NIL -	No
26	Jyotirmayee Mahila Samiti	AT/P.O. Tinimuhani, Dist. Cuttack, Orissa-754211	13.71	-	Yes	- NIL -	No
27	Rural Development Society	AT kaltunga, P.O. Suniti, Via. Mahakalpada, Dist. Cuttack, Orissa-754224	9.85	-	Yes	- NIL -	No
28	Navjyoti	AT/P.O. Garudgan, Via Kotsahi, Dist. Cuttack, Orissa-754022	1.19	-	Yes	- NIL -	No
29	Lutheran Mahila Samiti	AT/P.O. Patalipank, Via Kujang, Dist. Cuttack, Orissa-754141	2.61	-	Yes	- NIL -	No
30	Centre for Upliftment of Lower Incomers	Rath Danda (Near Post Office), Chowdkulat, Dist. Cuttack, Orissa-754222	7.76	-	Yes	- NIL -	No
31	Jayanti Pathagar	AT Sahapada, P.O. Brahmabarada, Dist. Cuttack, Orissa-755005	4.08	-	Yes	- NIL -	No
32	International Indecency Prevention Movement	Bidanasi, (Sovaniya Nagar), P.O. & Dist. Cuttack, Orissa-753008	10.11	-	Yes	- NIL -	No
33	Voluntary Association for Rural Reconstruction & Appropriate Technology	Village Boulakani, Post Baradanga, Dist. Cuttack Orissa - 754224	7.46	-	Yes	- NIL -	No
34	Jajpur Harijan Seva Samiti	AT/P.O. Ahiyas, Dist. Jajpur, Orissa-755036	7.65	-	Yes	- NIL -	No
35	Council of Cultural Growth and Cultural Relations	The Universe, Maitree Sarani, Cuttack, Orissa-753001	7.12	-	Yes	- NIL -	No
36	Gurukula Kendra	AT/P.O. Mahanapur (Japakud) Dist. Cuttack, Orissa-754201	2.57	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
37	Rural Institute for Education and Social Welfare Affairs	AT/P.O. Akhua Dakhini, Via. Patkura, Dist. Kendrapara, Orissa	2.49	-	Yes	- NIL -	No
38	PA MA SA Parbati Mahila Samiti	AT/P.O.Chhagaon, Via Charbatia Cuttack, Orissa-754 028	1.25	-	Yes	- NIL -	No
39	Laxminarayan Harijan & Adivasi Backward, Development Society	AT/PO Ahiyas Dist. Jajpur-755 036, Orissa	2.46	-	Yes	- NIL -	No
40	Utkal Sevak Samaj	AT/PO Bhagat Pur Vial Kotsahi (Tangi) Dist. Cuttack, Orissa-754 022	2.30	-	Yes	- NIL -	No
41	Pragati Yuba Chakra	AT Purbakachha, P.O. Madhya Kachha, Via. Bahugram, Dist. Cuttack, Orissa-754200	4.96	-	Yes	- NIL -	No
42	Orissa Institute of Medical Research and Health Services	Friends Colony, Bajrakabati Road, Dist. Cuttack, Orissa	3.58	-	Yes	- NIL -	No
43	Basudeb Pathagar	AT/P.O. Nuagan, Via. Niali, Dist. Cuttack-754004, Orissa	2.54	-	Yes	- NIL -	No
44	Netajee Smaraki Pathagar	AT Babaja (Chhindakul), P.O. Uttaran, Via. Kasarada, Dist. Cuttack-754105, Orissa	9.29	-	Yes	- NIL -	No
45	Utkal Navajeevan Mandal	AT/P.O. Angul, Dist. Dhenkanal, Orissa-759122	13.68	-	Yes	- NIL -	No
46	Youth Association for Rural Reconstruction	AT/P.O. Boinda Dist. Angul Orissa - 759127	5.20	-	Yes	- NIL -	No
47	Nysasdri	AT/P.O. Santhapur, Via Gondia, Dist. Dhenkanal, Orissa-759016.	4.62	-	Yes	- NIL -	No
48	People's Institute for Participatory Action Research (pipar)	AT/P.O. Mahimagadi, Dist. Dhenkanal, Orissa-759014	14.03	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
49	Samajik Seva Sadan	AT Banjhikusum P.O. Mahisapat Dist. Dhenkanal Orissa - 759014	25.19	-	Yes	- NIL -	No
50	Arun Institute of Rural Affairs	AT Aswakhola, P.O. Karamul, Via. Mahimagadi, Dist. Dhenkanal, Orissa-759014	9.12	-	Yes	- NIL -	No
51	National Institute of Social Research for Utkal Rural Tribals (NISRURT)	AT/P.O. Kabara Madhapur Via. Mahimagadi, Dist. Dhenkanal, Orissa	4.67	-	Yes	- NIL -	No
52	Jeevan Jyoti Club for Social Welfare & Rural Development	AT Mahadia, P.O Belapada, Via Gadasila, Dist. Dhenkanal Orissa	2.48	-	Yes	- NIL -	No
53	Utkal Silpodyoga Seva Samiti	Plot No.265, Sastri Nagar, Bhubaneswar, Orissa	1.27	-	Yes	- NIL -	No
54	Balajiu Kishor Yubak Sangha	Village/ P.O. Matha Tentulia P.S. Gondia, Dist. Dhenkanal Orissa	1.20	-	Yes	- NIL -	No
55	Jayanti Pathagar	AT/P.O. Nuvapada, Dist. Ganjam, Orissa-761011	3.78	-	Yes	- NIL -	No
56	Seva Sahitya Sansad	AT/P.O. Kabisurya Nagar, Dist. Ganjam, Orissa-761104	1.28	-	Yes	- NIL -	No
57	Pollishree Voluntary Organisation	Sunamba Street, AT/P.O. Aska, Ganjam, Orissa-761110	1.21	-	Yes	- NIL -	No
58	Centre for Awakening of Rural Environment	P.O. Manikyapur, Via Bamakoyi-761 042 Dist. Ganjam, Orissa	2.49	-	Yes	- NIL -	No
59	Nanne Munne Yub Chhatra Sansad	AT/PO Borida (a), Via-Kabisuryanagar, Dist. Ganjam-761 104, Orissa	4.97	-	Yes	- NIL -	No
60	Sanskruti Vikas Parishad	AT Sakti Nagar, PO Baku, Via Nirankarpur, Dist. Puri-752 019, Orissa	5.13	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
61	Anchalika Prasad Sanskrutika Sansad	AT, Nada, Post Jaganatha Prasad, Dist. Ganjam, Orissa	1.38	-	Yes	- NIL -	No
62	Sri Bankeswari Pathagar	AT/P.O. Badadumula, Via. Bamokai, Dist. Ganjam-760142, Orissa	7.45	-	Yes	- NIL -	No
63	Govinda Pradhan Smruti Sansad	AT/PO Bhismagiri Dist. Ganjam 761 055, Orissa	1.28	-	Yes	- NIL -	No
64	Indian Socity for Rural Development	Pallurubungalow Berhampur 760 001	7.57	-	Yes	- NIL -	No
65	Antyodaya Chetana Kendra	AT Sankatapalia, Post Hadgarh, Dist. Keonjhar Orissa - 758023	9.88	-	Yes	- NIL -	No
66	Prakalpa	AT/P.O. Jyotipur, Dist. Keonjhar, Orissa-758046.	3.85	-	Yes	- NIL -	No
67	Keonjhar Integrated Rural Development & Training Institute (Kirdti)	At/Po Harichandanpur Dist. Keonjhar-758 028 Orissa	2.49	-	Yes	- NIL -	No
68	Voluntary Organisation for Rural Improvement	At/Po Telkoi Dist. Keonjhar Orissa 758 019	6.58	-	Yes	- NIL -	No
69	Hoina Leprosy Research Trust	Post Bag-I, Muniguda, Dist. Rayagada Orissa-765020	11.68	- -	Yes	- NIL -	No
70	Society for Health, Education and Development	Polytechnic Road, Rayagada, Dist. Koraput, Orissa-765001	18.88	-	Yes	- NIL -	No
71	Sarvodaya Samiti	AT/P.O.Gandhi Nagar, Dist. Koraput, Orissa-764020	14.05	-	Yes	- NIL -	No
72	Agragamee	At/P.O. Kashipur, Dist. Koraput, Orissa-765015	1.02	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
73	Rural Development Agency for Backward People	AT/P.O.Borigumma District Koraput, Orissa-764056	2.16	-	Yes	- NIL -	No
74	Boipariguda Kshetra Samiti	AT/P.O. Boipariguda, District Koraput, Orissa-764043	2.46	-	Yes	- NIL -	No
75	Peoples Organisation for Welfare Employment & Rural Development (Powerd)	AT Kadalipal P.O.Aluajharan Dist.Dhenkanal Orissa	2.31	-	Yes	- NIL -	No
76	Swami Vivekananda Institute of Social Work & Allied Services	Khariar Road, Dist. Nuapada, Orissa-766104	3.86	-	Yes	NIL -	No
77	Jeevandhara Womens Community Trust	Narla Road, Dist. Kalahandi-766 110 Orissa	3.03	-	Yes	- NIL -	No
78	Indo National Socio Economic Research and Upliftment of Rural Poor (INSERURP)	Bhawanipatna, Post Box-06, District Kalahandi, Orissa-766001	2.67	-	Yes	- NIL -	No
79	Bisol Youth Club	AT Bisol, P.O. Sanbisol, Via Kaptipada, Dist. Mayurbhanj, Orissa-757040	1.98	-	Yes	- NIL -	No
80	Bhartiya Jana Kalyan Kendra	AT Jamunadeipur, P.O. Baripada, Dist. Mayurbhanj, Orissa-757002.	1.03	-	Yes	- NIL -	No
81	Palli Vikas	AT/P.O. Anla District Mayurbhanj, Orissa	2.44	-	Yes	- NIL -	No
82	Liberal Association for Movement of People	AT/P.O. Bangriposi Distt Mayurbhanj Orissa 757 032	2.55	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
83	Tagore Society for Rural Development	A-47, Rameswarpatna, Mausima Square, Bhubaneswar Orissa - 751002	52.53	-	Yes	- NIL -	No
84	Community Welfare & Enrichment Society	Village Uttara Post Kausalyagang, Bhubaneswar - 751002, Orissa	11.32	-	Yes	- NIL -	No
85	Gopinath Juba Sangha	AT Alisisasan, P.O. Darada, Via Balipatna, Dist.Khurda. Orissa-752102	9.86	-	Yes	- NIL -	No
86	Utkalmani Seva Sangha	AT/P.O. Badasiraipur, Dist. Khurda, Orissa-752031	10.11	-	Yes	- NIL -	No
87	Vabani Sankar Club	AT Ganpur, P.O. Simore, Via Baghamari, Dist. Khurda Orissa-752061	4.11	-	Yes	- NIL -	No
88	Jana Kalyana Samaj	AT Godibari, P.O. Kantabada,Via Janla, Dist. Khurda, Orissa-752054	7.84	-	Yes	- NIL -	No
89	Ruchika Social Service Organisation	G-6 Ganga Nagar,Unit-VI Bhubaneswar-751001, Orissa	3.82	-	Yes	- NIL -	No
90	Juva Jyoti Club	Village Kumandol, P.O. Nairi, Dist. Puri, Orissa-752029	2.55	-	Yes	- NIL -	No
91	Centre For Youth & Social Development	A-70, Saheed Nagar, Bhubaneswar, Orissa-751007	3.74	-	Yes	- NIL -	No
92	Gania Unnayan Committee	AT/P.O. Belapadapatna District Nayagarh Orissa-752085	12.75	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
93	Vikash	D-2/7 Industrial Estate, Rasulgarh, Bhubaneswar, Orissa -751010	6.76	-	Yes	- NIL -	No
94	Bidyut Club	AT Samantarapur P.O./Dist Khurda, Orissa - 752055	9.82	-	Yes	- NIL -	No
95	Bhairabi Club	AT Kurumpada, P.O. Hadapada, Via Narangarh, Dist.Khurda, Orissa-752018	7.31	-	Yes	- NIL -	No
96	Nari Shakti Samaj	AT Kujimahal, P.O. Chandaka, Dist. Khurda, Orissa-754005	1.18	-	Yes	- NIL -	No
97	Dahikhai Jubak Sangha	AT/P.O. Lodhachua, Dist. Puri, Orissa-752026	2.47	-	Yes	- NIL -	No
98	Acharya Harihar Shishu Bhavan	Satyabadi, AT/P.O. Sakhigopal, Dist. Puri, Orissa-752014	6.22	-	Yes	- NIL -	No
99	Anchalika Kunjeswari Sanskrutika Sansad	AT Sevanchala, P.O. Kanas, Dist.Puri, Orissa-752017	4.75	-	Yes	- NIL -	No
100	Dhakotha Jubak Sangha	AT/P.O. Dhakotha, Dist. Keonjhar, Orissa-758049	4.53	-	Yes	- NIL -	No
101	National Institute of Social Work & Social Sciences	3-Chandrasekharpur Bhubaneswar, Orissa-751016	18.29	-	Yes	- NIL -	No
102	Dasarathi Janakalyan Sangha	AT/P.O.Kendudhipi, Via Manadhatapur, District Puri, Orissa-752079	1.28	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
103	Rural Welfare Institute	AT Hansapara P.O. Chanarapada Via. Nimapara District Puri Orissa-752106	7.38	-	Yes	- NIL -	No
104	National Institute of Tribal Welfare and Social Action	AT Barasahi,P.O. Pubusahi, District Puri(Now Khurda) Orissa-752055	4.65	-	Yes	- NIL -	No
105	Bharat Sewa Parishad	Kalyan Nagar,Sadangoi, District Puri, Orissa	4.68	-	Yes	- NIL -	No
106	Coastal Peoples Development Association	AT/P.O. Konark, District Puri-752111. Orissa	7.35	-	Yes	- NIL -	No
107	Jaya Kishan Youth Club	AT. Jankia Garh, P.O. Gadasahi Via. Kanas, District Puri-752017 Orissa	2.56	-	Yes	- NIL -	No
108	Juba Jyoti Jubak Sangha	Village Jankia Gadasahi, P.O.Gadasahi, Via Kanas, District Puri, Orissa	1.40	-	Yes	- NIL -	No
109	Gram Unnayan Samiti	P.O. Manapada, AT Bhubanapati, Via. Brahmagiri, District Puri, Orissa-752011	4.97	-	Yes	- NIL -	No
110	Banabasi Seva Samiti	AT/P.O. Balliguda, Dist. Phulbani, Orissa-762103	4.66	-	Yes	- NIL -	No
111	Subhadra Mahtab Seva Sadan	AT/Post G. Udayagiri, Dist. Phulbani, Orissa-762100	9.86	-	Yes	- NIL -	No
112	Samanwita Gramya Unnayan Samiti	AT/Post G.Udayagiri, Dist. Phulbani, Orissa-762100	5.17	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
113	People's Awarness & Hilly Area Development (Pahad)	AT/P.O. Sudrukumpa, District Phulbani, Orissa-762001.	9.03	-	Yes	- NIL -	No
114	Bharatiya Agency for Rural Development	AT Raikhol,P.O. Dutipada, District Phulbani, Orissa-762012	1.26	-	Yes	- NIL -	No
115	Social Weakers Awareness Development and Economic Service Institute (Swadesi)	AT/P.O. Contractorpada District Kandhamal (Phulbani), Orissa-762001	1.25	-	Yes	- NIL -	No
116	Vivekananda Palli Agragami Seva Pratisthan	AT Kalheipali, P.O. Gocchara, Via Kuchinda, Dist. Sambalpur, Orissa-768222	19.22	-	Yes	- NIL -	No
117	Sambalpur Integrated Development Institute (SIDI)	Jamankira, District Sambalpur Orissa-768107	2.53	-	Yes	- NIL -	No
118	Old Rourkela Education Society	AT Balijodi, P.O.Rourkela, Dist. Sundargarh, Orissa-769016	2.49	-	Yes	- NIL -	No
119	Rourkela Saksharata Samiti	Old R.T.O.'S Office,Udit Nagar,Rourkela, District Sundargarh Orissa-769012	5.72	-	Yes	- NIL -	No
120	Kishore Club	AT/Po Panchapara Via Chandbali District Bhadrak-756 133 Orissa	1.26	-	Yes	- NIL -	No
121	Volunteers Association for Rural Reconstruction and Social Action	AT Rampur, P.O. Ramakrushnapur Via Barapada Dist. Bhadrak-756 113 Orissa	4.49	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
122	Animal Welfare Society of Orissa	QNo.4R-2 Unit 8, Gopabandhu Square, Bhubaneswar Orissa-751012.	2.42	-	Yes	- NIL -	No
123	Society For Promotion of Rural Technology and Education (Soporte)	Bonth Chhak, Bhadrak-756100, District Balasore, Orissa	2.13	-	Yes	- NIL -	No
124	Tip Top Jubaka Sangha	AT. Pothapada, P.O. Pally, Via. Jagatsinghpur, District Jagatsinghpur, Orissa	2.55	-	Yes	- NIL -	No
125	Nabajagarana Pathagar	AT. Biswali, P.O. Bhutanmundai District Jagatsinghpur-754141 Orissa	4.88	-	Yes	- NIL -	No
126	Pally Vikash Kendra	AT/P.O. Sorisiapada Via. Gondia Patana District Dhenkanal Orissa-759016	4.97	-	Yes	- NIL -	No
127	Birabhadra Yuvak Sangh (Lenkasahi)	House No.C/6.AT.Baransh P.O.Rasalpur,Via Kabirpur, Dt.Jaipur, Orissa- 755009	2.53	-	Yes	- NIL -	No
128	National Institute for Integrated Rural Development (NIIRD)	AT./P.O. Saffa, Via Kotsahi, District Cuttack, Orissa	1.27	-	Yes	- NIL -	No
129	Weakers and Other Backward Development Society	AT/Po. Debidwar, District Jajpur, Orissa	11.74	-	Yes	- NIL -	No
130	Chalantika Young Association	AT. Srirampur, P.O. Nahapada Via. Rambag, District Jajpur-755014, Orissa	1.08	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
131	Maa Tarini Rural Development Agency	AT/P.O. Purbakote, Via. Korai, District Jajpur-755022, Orissa	7.01	-	Yes	- NIL -	No
132	Panchajanya Welfare Society	AT/P.O. Kendupada, Via. Mahimagadi, District Dhenkanal-759014, Orissa	10.22	-	Yes	- NIL -	No
133	Banadurga Sanskrutik Parisad	AT/P.O. Nikirai, District Kendrapara, Orissa-754211	1.25	-	Yes	- NIL -	No
134	Gajapati Samaj Kalyan Samiti	AT/P.O. Parlakhemundi, District Gajapati-761200, Orissa	2.46	-	Yes	- NIL -	No
135	Janakalyan Pratisthan	Kobichandra Street, Paralakhemundi-761 200 Dist. Gajapati Orissa	4.81	-	Yes	- NIL -	No
136	Society For The Welfare of Weaker Sections	AT Gotai, P.O. Lalu Sahi Via Narayanapur Dist. Gajapati Orissa-761 212	7.35	-	Yes	- NIL -	No
137	Literacy Improvement & Fine Environment (LIFE)	Head Post Office Street Parlakhemundi-761200, District Gajapati, Orissa	3.79	-	Yes	- NIL -	No
138	Mahila Vikash	AT/PO.Tarbod Via Komna District Nuapada Orissa- 766106	2.11	-	Yes	- NIL -	No
139	Adhikar	Plot No. 2123, Sabar Sahi Lane, P.O. Budheswari Colony, Baneswarr, Dist. Puri, Orissa	2.41	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
140	National Institute of Tribal Welfare and Social Action (NITWSA)	AT.Barasahi, P.O. Pubusahi, District Khurda Orissa	13.49	-	Yes	- NIL -	No
141	Human Resource Development Forum	441, Sahid Nagar, Bhubaneswar-751007	2.41	-	Yes	- NIL -	No
142	Banadurga Club	AT/Po Kantabad Via Baghamani Distt Khurda 752 061	2.16	-	Yes	- NIL -	No
143	Naba Bikash Youth Club	AT Kalamati P.O.Baku Dist. Puri	4.92	-	Yes	- NIL -	No
144	Umasankar Club	AT. Nimapatna, P.O.Banamalipur Via. Khandapara, District Nayagarh, Orissa	1.07	-	Yes	- NIL -	No
145	Agranee Jana Kalyan Anusthan	AT/PO Paikmal, District Bargarh-768039 Orissa	2.28	-	Yes	- NIL -	No
146	Friends Assurance of Rural Reconstruction and Eradication of Leprosy (FARREL)	AT. Dahalpadi, P.O./P.S.Tahsil Balliguda -Sub Division Balliguda,District Phulbani, Orissa	1.27	-	Yes	- NIL -	No
		GRAND TOTAL :	837.63				
	PUNJAB						
1	Punjab Backward Classes Development Board	Kothi No. 1070, Sector 15-B Chandigarh - 160015	5.31	-	Yes	- NIL -	No
		Grand Total:	5.31				
	RAJASTHAN						
1	Ajmer Adult Education Association	Shastri Nagar Extn., Vidyut Marg, Ajmer, Rajasthan-305006.	10.99	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2	Akikrat Grameen Vikas Sansthan	Laxipura, Rai Coloy Road, Barmer, Rajasthan	5.18	-	Yes	- NIL -	No
3	Kala Vidya Mandir Prabandh Samiti	Beech Ka Pada, Nadbai Dist. Bharatpur, Rajasthan	2.97	-	Yes	- NIL -	No
4	Brij Mewat Mandal Sansthan	Khedli Road, Nagar Dist. Bharatpur, Rajasthan	1.52	-	Yes	- NIL -	No
5	Bhilwara Dist. Adult Education Association	6/199 Sindhu Nagar Bhilwara 311001	2.76	-	Yes	- NIL -	No
6	Adivasi Sanskritik Seva Sansthan	E-32-A, Sarswati Nagar, Opp. 6-Sector Malviya Nagar, Jaipur-302017	2.67	-	Yes	- NIL -	No
7	Adarsh Bikaner Bal Shikshan Parishad	Subhash Pura Bikaner-334001, Rajasthan	1.52	-	Yes	- NIL -	No
8	Gandhi Vidya Mandir	Sardarshahr, Dist. Churu	4.07	-	Yes	- NIL -	No
9	Bhoruka Charitable Trust	Bhorugram, Dist. Churu	8.40	-	Yes	- NIL -	No
10	Jiramdas Education Trust	Bhorogram (Nangal Kala) PS. Rajgarh, Dist. Churu	3.89	-	Yes	- NIL -	No
11	Lok Shikshan Sansthan	P-87 Gangori Bazar, Jaipur	11.35	-	Yes	- NIL -	No
12	Gram Vikas Nav Yuvak Mandal	Village Laporia, P.O. Gagrdu Via. Dudu, Dist. Jaipur	4.03	-	Yes	- NIL -	No
13	Centre for Community Economic and Development Consultants Society (Cecoedecon)	Agro Action, Development Centre, Shilki Dungari, Chaksu, Dist. Jaipur 303 901	1.62	-	Yes	- NIL -	No
14	Social Welfare Charitable Trust	638-A, Barkat Nagar, Dist. Jaipur, Rajasthan	2.67	-	Yes	- NIL -	No
15	Swami Vivekanand Public Welfare Society	Pratbha Marg, Vivakuhar, New Sangaher Road, Jaipur, Rajasthan	2.67	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
16	Mr Moraka -GDC Rural Research Foundation	Nawalgarh, Dist. Jhunjhunu, Rajasthan.	2.92	-	Yes	- NIL -	No
17	Shiksit Rojgar Kendra Prabhandak Samiti	1/129, Housing Board, Jhunjhunu Dist., Rajasthan	3.55	-	Yes	- NIL -	No
18	Jodhpur Adult Education Association	Gandhi Bhawan Residency Road, Jodhpur	3.39	-	Yes	- NIL -	No
19	Radha Bal Mandir Vidyalaya Academy	Bus Stand, Pipar City Dist. Jodhpur, Rajasthan - 342 601	5.18	-	Yes	- NIL -	No
20	Dist. Adult Education Association Kota	Praudh Shiksha Bhavan, 13, Jhalawar Road, Kota, Rajasthan-324005.	2.05	-	Yes	- NIL -	No
21	Gaurav Shikshan Sansthan	Truck Union Rajeev Colony, Gangapur City, Dist. Swai Madhopur, Rajasthan-322201	1.52	-	Yes	- NIL -	No
22	Swa Sahayog Sanstha	Village & P.O. Shilki Dungri Tehsil- Chaksu, Dist. Jaipur, Rajasthan	5.18	-	Yes	- NIL -	No
23	Rajasthan Vidyapeeth Lok Shikshan Pratisthan	Pratap Nagar, Udaipur-313001	4.79	-	Yes	- NIL -	No
24	Rajasthan Mahila Vidyalaya	Gyan Marg, Near Gulab Baigh, Udaipur-313001	4.09	-	Yes	- NIL -	No
25	Rajasthan Bal Kalyan Samiti	Village and Post Jhadol, Dist. Udaipur, Rajasthan	2.46	-	Yes	- NIL -	No
26	Prabandh Samiti Swami Vivekananda Vidyalaya	Geeta Bhavan Vivekananda Colony Dausa, Rajasthan	9.33	-	Yes	- NIL -	No
	STATE TOTAL :		110.79				
	TAMIL NADU						
1	Rural Education For Action and Development	V. Mettuppatti, Siluvathur (SO) Anna Dist. - 624306(T.N.)	1.38	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2	Association Of National Service	316 NGO Colony Chengalpattu 603001	1.26	-	Yes	- NIL -	No
3	Society For Education, Action and Development (SEAD)	No.1, II-Floor, VSR Compound, Vilathikulam, V.O.Chidambaranar District, Tamil Nadu - 628907	1.38	-	Yes	- NIL -	No
4	The GRD Trust	Kalaikathir Buildings Avanashi Road Coimbatore 641037	4.84	-	Yes	- NIL -	No
5	Indian Fellowship Trust	1, Customs Colony, New Natham Road, Madurai - 14 Tamil Nadu	1.64	-	Yes	- NIL -	No
6	Meenakshi Illam Pothunala Kalvi Sangam	Nondikovilpatti Melur P.O. 625106, Dist. Madurai	13.31	-	Yes	- NIL -	No
7	All India Annai Indira Madurai Puranagar Mathar Gal Munnetra Sangam	1,Customs Colony, New Natham Road, Madurai-625014	22.30	-	Yes	- NIL -	No
8	Othakkadai Rural Health Social Welfare Society	Y,Othakkadai, District Madurai-625107	3.57	-	Yes	- NIL -	No
9	Centre For Social Education and Development	45,East Vaithyanathapuram, District Madurai-625018 Tamil Nadu	7.64	-	Yes	- NIL -	No
10	Chetana Vikas	Kadachanendal, P.O.Kathakinaru District Madurai-625107, Tamil Nadu	4.68	-	Yes	- NIL -	No
11	Madurai Institute of Peace Science	Gandhi Memorial Museum, District Madurai-625020, Tamil Nadu	4.68	-	Yes	- NIL -	No
12	Pache Trust	5/2 Zumburapuram, 4th Street(Upstairs), Goripalayam, District Madurai-625002	4.97	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
13	Childrens Association for Development	141,A,Elaikathammankoil Road, P.O. Uranganpatty, Melur T.K., District Madurai-625109	4.68	-	Yes	- NIL -	No
14	Genius Social Service Organisation	5/1, Vinayaga Nagar, Opp.Court, District Madurai-625020, Tamil Nadu	4.97	-	Yes	- NIL -	No
15	Development of Human Reinstatment Guidance & Assistance	6,Matha Main Road, K.Pudur, District Madurai-625007, Tamil Nadu	9.31	-	Yes	- NIL -	No
16	Tamil Nadu Rural Environment Eco Development Organization (TREE)	Plot No. 4, Arumalar Convent Street, K.K.Nagar, Madurai, T.N.	2.67	-	Yes	- NIL -	No
17	Chetana Vikas	3/452,B-10,S.R.Pattanam Paramakudi-623707, District Ramanathapuram, Tamil Nadu	4.68	-	Yes	- NIL -	No
18	Kandaswamy Kandar's Trust Board	Velur, Paramathi -Velur Taluk District Salem-638182 Tamil Nadu	27.79	-	Yes	- NIL -	No
19	Congregation of the Sisters of the Cross of Chavanod	Post Box No 393 Old Goods Shed Road Teppakulam Tiruchirapalli 620002	7.46	-	Yes	- NIL -	No
20	League For Education and Development	40,First Street,Rayar Thoppu Sri Rama Puram Srirangam Tiruchirapalli 620006	6.63	-	Yes	- NIL -	No
21	Arnad Velalar Sangam	1-2 Sannathi Street Thiruvanaikoil, Trichy District Tiruchirapalli-620005	18.73	-	Yes	- NIL -	No
22	Village Community Welfare Society	22-A, Mettu Street, Annavasal, Pudukottai - 622101	1.38	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
23	Young Women's Christian Association of Madras	1086,Poonamallee High Road, Madras-600084 Tamil Nadu	2.24	-	Yes	- NIL -	No
24	Bureau For Integrated Rural Development	Polambakkam and P.O. Chyyur Taluk, Tamil Nadu - 603309	1.38	-	Yes	- NIL -	No
25	Rural Depresed Welfare Association (RDWA)	Melkachirappattu Village Meyyur P.O.-606753 Tiruvannamalai Tk. District Sambuvarayar(T.N.)	2.54	-	Yes	- NIL -	No
26	Worker's Association for Social Activities (WASA)	7 B, Shastri Street, Sivaganga, Tamil Nadu	1.38	-	Yes	- NIL -	No
27	Centre For Social Service and Research	Hanumantha Rayankottai District Dindigul Tamil Nadu - 624054	1.38	-	Yes	- NIL -	No
28	Shanthi Seva Social and Economical Development Association	8/231 A, Anumantha Nagar, Dindigul, Mannar Thirumalai District, Tamil Nadu	1.38	-	Yes	- NIL -	No
29	Rural Improvement Society	4, Rajendra Road, Palani - 624601 Dindigul District, Tamil Nadu	1.38	-	Yes	- NIL -	No
30	Saraswati Women Educational Service Training Improvement Centre (SWESTIC)	864,3 Anna Nagar, 3rd Street Salai Pudur(PO), Oddanchatram-624619, District Dindigul, Tamil Nadu	1.38	-	Yes	- NIL -	No
31	Integrated People's Service Society	No.1, Subramaniapuram, West Govindapuram Dindigul, Tamil Nadu	1.38	-	Yes	- NIL -	No
32	Annai Indira Madhar Sangam	Ambavaram, Velvarai Post Polur Taluk, T.Malai District Tamil Nadu - 606906	1.38	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
33	Village Progress Welfare Centre	Kuppam Village & Post Kannamangalam (Via) Polur Taluk, T.Dist. Tamil Nadu	1.38	-	Yes	- NIL -	No
34	National Institute Of Women,Child and Rural Health Trust	1, North Street, Madhichiyam, Madurai, Tamil Nadu - 625020	1.38	-	Yes	- NIL -	No
35	Sadayanodai Ilainagar Narpani Mandram	Village Sadayanodai, Post Kalasthambadi, Thiruvannamalai Sambuvarayar District t(T.N.)-606805	1.38	-	Yes	- NIL -	No
		GRAND TOTAL :	179.89				
	TRIPURA						
1	Tripura Adibashi Mahila Samity	Salkama. 9/4 Krishnanagar Road, Agartala, Tripura West-799001	1.38	-	Yes	- NIL -	No
2	Bharat Gyan Vigyan Samiti	Mahim Sadan (opp. Melarmath Kalibari), 76, Harganga Basak Road, Agartala, Tripura (West)-799001.	2.17	-	Yes	- NIL -	No
3	Samaj Kalyan Samity	Arundhuti Nagar,Road No.5, Agartala, Tripura West-799003	1.38	-	Yes	- NIL -	No
4	Ark'Science and Social Organisation	Jogendranagar, Agartala-799010, Tripura West	2.66	-	Yes	- NIL -	No
5	Kalyan Ashram	Old Kalibari Lane, Krishnanagar, Agartala-799001 Tripura(West)	12.65	-	Yes	- NIL -	No
6	Voluntary Health Association of Tripura	Circuit House Area Opposite To Bangladesh Visa Office, P.O.Kunjaban, Agartala-799006(Tripura) West	2.15	-	Yes	- NIL -	No
		GRAND TOTAL :	22.39				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	UTTAR PRADESH						
1	Jan Chetna Shikshan Sansthan	B-1346, Kareli Scheme Allahabad(U.P.)	5.14	-	Yes	- NIL -	No
2	Adarsh Janta Shiksha Samiti	Pidi Karchhana, Allahabad. (U.P.)	14.05	-	Yes	- NIL -	No
3	Shri Lal Bahadur Shastri Smarak Gramodyog	Lokmanpur. G.T. Road, Pratisthan, Allahabad-221502. (U.P.)	5.10	-	Yes	- NIL -	No
4	Lok Shikshan Grameen Utthan Evam Anusandhan Samiti	358-a. Dariyabad, Allahabad. (U.P.)	1.28	-	Yes	- NIL -	No
5	Harijan Evam Nirbal Shiksha Vikas Samiti	161,Old Katra, Allahabad Uttar Pradesh	2.51	-	Yes	- NIL -	No
6	Society for Expansion of Multi-Purpose Education	541,Mumfordganj, Allahabad-211002, Uttar Pradesh	4.95	-	Yes	- NIL -	No
7	Gramyanchal Audhyogik Seva Sansthan	Sultanpur Khas, P.O. Mauaima, Allahabad	1.37	-	Yes	- NIL -	No
8	Daraganj Gramodyog Vikas Sansthan	109, Tagore Town, Allahabad-211002, Uttar Pradesh	3.10	-	Yes	- NIL -	No
9	Shri Ram Saran Samark Sewa Sansthan	Mohamadpur Mai, via - Bisoai, Badaun-202520. U.P.	1.28	-	Yes	- NIL -	No
10	Purshottam Dass Tandon Shishu Niketan	Village Esampur. P.O. Bahjoi, Moradabad-202410. (U.P.)	1.26	-	Yes	- NIL -	No
11	Srajan Uttar Pradesh	Nekpur Civil Lines Near Jalnigam Office Badaun-243601 Uttar Pradesh	4.97	-	Yes	- NIL -	No
12	Myana Gramodhyog Sewa Sansthan	Murari Nagar, G.T. Road, Khurja, U.P.	24.04	-	Yes	- NIL -	No
13	Rural Litigation & Entitlement Kendra	PO Box No 10,21, East Canal Road Dehradun-248001, U.P.	18.52	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
14	Bal Kalyan Kendra	Pindra, Post Deoria, Dist. Deoria-274001, U.P.	18.71	-	Yes	- NIL -	No
15	Jan Kalyan Shiksha Samiti	Vill & P.O. Bhathahin Khurd (Lala), Via Fazil Nagar, Dist. Deoria (U.P.)	4.97	-	Yes	- NIL -	No
16	Shri Jagdamba Bal Vidya Mandir	Sultangarh, Fatehpur. (U.P.)	12.34	-	Yes	- NIL -	No
17	Bal Evam Mahila Kalyan Samiti	80, Ismail Ganj, Fatehpur-212601. (U.P.)	8.39	-	Yes	- NIL -	No
18	Swami Atmdev Gopalanand Shiksha Sansthan	Ugarpur, P.O. Pipergaon, Dist. Farrukhabad. (U.P.)	10.26	-	Yes	- NIL -	No
19	Ganga Rani Balika Vidyalaya	Rampur Baiju, Chhibramau, Farrukhabad. (U.P.)	7.17	-	Yes	- NIL -	No
20	Shri Babu Singh Vidyalaya	Mahmudpur Khas, Post Kunwarpur Banwari, Dist. Farrukhabad. (U.P.)	4.80	-	Yes	- NIL -	No
21	Shri Sant Raghavdas Tyagi Jr. High School Samiti	Mahmadpur, devaria, P.O. Jahanganj Dist. Farrukhabad. (U.P.)	1.28	-	Yes	- NIL -	No
22	Brasoo Balika Vidhyalaya	Nagla Sisam, Chhibramau, Dist. Farrukhabad. U.P.)	1.08	-	Yes	- NIL -	No
23	Madhyam	Satyakam Shiksha Kendra, Vijaynagar Colony, Gorakhnath Road, Gorakhpur-273015 (U.P.)	16.73	-	Yes	- NIL -	No
24	Gramin Vikas Sansthan	Padri Bazar, Dist. Gorakhpur-273014. (U.P.)	29.89	-	Yes	- NIL -	No
25	Indian Institute of Rural Development	6th Lane, Saket Colony, Muzaffarnagar-251001. (U.P.)	2.50	-	Yes	- NIL -	No
26	Champa Devi Nari Vikas Sansthan	Thawai Ka Pul, Dist. Gorakhpur-273001, (U.P.)	19.50	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
27	Urmila Samaj Kalyan Samiti	163-E, Purana Boarding House, Hardoi. (U.P.)	7.78	-	Yes	- NIL -	No
28	Amar Saheed Narpati Singh Smarak Samiti	Madhoganj, Hardoi. (U.P.)	5.13	-	Yes	- NIL -	No
29	Late Dr. Sher Singh Verma Sadan	Village & P.O. Sadarpur, Dist. Hardoi. (U.P.)	13.15	-	Yes	- NIL -	No
30	Trimurti Seva Sansthan	162 Chauhan Thok Hardoi-241001 (U.P.)	5.12	-	Yes	- NIL -	No
31	Bhimrao Ambedkar Dalit Seva Gramothan Jan Kalyan Samiti	175-E, Jitendra Niwas Sandi Road, Kotwali City, Hardoi, (U.P.)	6.50	-	Yes	- NIL -	No
32	Adarsh Jan Kalyan Parishad	Dist. Bilgram, Hardoi (U.P.)	9.37	-	Yes	- NIL -	No
33	Ekta Career Institute	373/3 Gwalior Road, Civil Lines, Jhansi (U.P.)	4.62	-	Yes	- NIL -	No
34	Ashutosh Sewa Sansthan	Jhinjhak, Kanpur -Dehat	4.97	-	Yes	- NIL -	No
35	Gayatri Samaj Kalyan Samiti	Sarsol, Dist. Kanpur, (U.P.)	4.93	-	Yes	- NIL -	No
36	Charm Shramik Udhyog Sansthan	89/281,Ghurbat Villah Park, Deputy Kaparao, Kanpur 208 003	3.85	-	Yes	- NIL -	No
37	Lok Kalyan Sansthan	92/04 Pechbag, Kanpur	2.56	-	Yes	- NIL -	No
38	Shaheed Memorial Society	E-1698, Rajaji Puram, Lucknow-226017. (U.P.)	28.33	-	Yes	- NIL -	No
39	Institute Of Literacy Development	E-1824 Rajaji Puram, Lucknow. (U.P.)	3.85	-	Yes	- NIL -	No
40	Irshad Academy	606, Zaidi Nagar, Meerut-250002. (U.P.)	8.97	-	Yes	- NIL -	No
41	Samajothan Evam Shiksha Pracharni Sansthan	Durveshpur, Mawana, Meerut (U.P.)	7.48	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
42	Bimla Gramodhyog Seva Sansthan	178 Rajender Nagar Meerut (U.P.)	2.57	-	Yes	- NIL -	No
43	Sarv Daliya Manav VikasKendra	Bahjoi, Moradabad-202410. (U.P.)	14.27	-	Yes	- NIL -	No
44	Adarsh Seva Samiti	326/1, Saket Colony Muzaffarnagar-251002. (U.P.)	4.44	-	Yes	- NIL -	No
45	Nishat Shiksha Samiti	427, Astana, Nai Basti, Haldwani, Nainital. (U.P.)	3.84	-	Yes	- NIL -	No
46	Mahila Kalyan Sangthan	715, Indira Nagar, Haldwani, Dist. Nainital, Uttar Pradesh	3.78	-	Yes	- NIL -	No
47	Janpriya Sewa Sansthan	198. Paltan Bazar, Pratapgarh. (U.P.)	28.34	-	Yes	- NIL -	No
48	Pratapgarh Mahila Kalyan Evam Shiksha Samiti	Devkali, Opposite Planning Office, Pratapgarh. (U.P.)	3.85	-	Yes	- NIL -	No
49	Cosmic Society for Human Resource Development and Research	67 Bahpui, Near Karanpur Chungi, Katra Road, Pratapgarh (U.P.)	5.03	-	Yes	- NIL -	No
50	Triveni Manav Udhmita Vikas Sansthan	Poore Pitai Allahabad-Faizabad Road Pratapgarh, Uttar Pradesh	2.49	-	Yes	- NIL -	No
51	Pratapgarh Gramothan Samiti	Poore Bedua, Afim Ki Kothi, District Pratapgarh, Uttar Pradesh	2.57	-	Yes	- NIL -	No
52	Adarsh Shiksha Samiti	A-53, Indu Vihar Avas Colony, Pratapgarh-230001 -U.P.	5.13	-	Yes	- NIL -	No
53	Manav Utkarsh Samiti	67,Civil Lines, Katra Road, District Pratapgarh, Uttar Pradesh	4.87	-	Yes	- NIL -	No
54	Mahila Kalyan Samiti	73 Sher Mohd. Pilibhit-262001(U.P.)	7.52	-	Yes	- NIL -	No
55	Sarvodaya Seva Sansthan	Bara Ghosiana, Malik Mau Road, Rae Bareli(U.P.)	2.48	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
56	District Council For Child Welfare	Gulab Road, District Rae Bareli, Uttar Pradesh	2.48	-	Yes	- NIL -	No
57	Jai Bhartiya Gramodyog Sansthan	Swatantra Nagri, Saharanpur-247001. (U.P.)	3.85	-	Yes	- NIL -	No
58	Jan Kalyan Ashram	Village & Post Chandapur District Shahjahanpur Uttar Pradesh-242001	3.36	-	Yes	- NIL -	No
59	Madhyamik Vidyalay Purab Gaon Saresar Sansthan	Post. Saresar, Block Jagdishpur District Sultanpur-227809 Uttar Pradesh	3.77	-	Yes	- NIL -	No
60	India Literacy Board	Literacy House P.O. Alambagh, Lucknow-226005 (U.P.)	7.46	-	Yes	- NIL -	No
61	Sarvodaya Shiksha Sadan Samiti	Railway Station Road, Shikohabad, Dist. Ferozabad (U.P.)	9.36	-	Yes	- NIL -	No
62	Kapil Bal Evam Mahila Sewa Sansthan	674, Civil Lines, Basti, Up	2.67	-	Yes	- NIL -	No
		GRAND TOTAL :	470.64	-	Yes	- NIL -	No
	WEST BENGAL						
1	Dulal Smriti Sansad	P.O.Khajurdaha, Hooghly, West Bengal	2.67	-	Yes	- NIL -	No
2	Universal Progressive Study & Cultural Forum (Uniproscuf)	Alipurduar Chowpathi, P.O.Alipurduar, Dist. Jalpaiguri, West Bengal	2.67	-	Yes	- NIL -	No
3	Kalyachak Netaji Subhas Sangha	Vill. Kalyachak, P.O.Haria, Dist. Midnapur West Bengal - 721430	2.67	-	Yes	- NIL -	No
4	Sree Ramkrishna Satyananda Ashram	Vill,Jirakpur P.O. Basirhat Railway Station Dist. 24 Pargana	14.82	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5	Tagore Society For Rural Development (Rangabelia Project)	Calcutta_700006. 14,Khudiram Bose Road,	3.18 -	Yes	- NIL -	No	
6	Tagore Society for Rural Development	14, Khudiram Bose Road, Calcutta.	6.48	-	Yes	- NIL -	No
7	Calcutta Urban Service Consortium	16 Sudder Street Calcutta	9.87	-	Yes	- NIL -	No
8	Samatat Sanstha	172 Rash Behari Avenue Flat No 302 Calcutta-700029	4.94	-	Yes	- NIL -	No
9	Basirhat Women Development Society	P.O. Basirhat, Dist. 24 Parganas West Bengal - 743411	2.67	-	Yes	- NIL -	No
10	Mahila Sebayatan	Vill. Mojlishpur, P.O.Pairachati, Dist. South 24 Parganas West Bengal	1.38	-	Yes	- NIL -	No
		GRAND TOTAL :	51.35	-	Yes	- NIL -	No
	CHANDIGARH						
		GRAND TOTAL :	0				
	DELHI						
1	Dr. A.v. Baliga Memorial Trust	Link House, Bahadur Shah Zafar Marg, Delhi-110002	4.60	-	Yes	- NIL -	No
2	Nehru Bal Samiti	E-63 South Extension Part-I New Delhi-110049	4.93	-	Yes	- NIL -	No
3	Jan Jagariti Educational Society	M-186,Mangolpuri Delhi-110083	1.25	-	Yes	- NIL -	No
4	All India Konark Educational and Welfare Society	Q-21, Vikas Vihar,Manas Kunj Uttam Nagar, Delhi-110059	2.57	-	Yes	- NIL -	No
5	Indcare Charitable Trust	1030 Vikas Kunj, Vikas Puri, New Delhi - 110 018	1.32	-	Yes	- NIL -	No

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
6	People's Institute For Development and Training (PIDT)	C-1414. Vasant Kunj, New Delhi - 70	1.84	-	Yes	- NIL -	No
		GRAND TOTAL :	**16.59**				

APPENDIX IV

Statement Showing the Status of Non Submission of Utilisation Certificates (UCs) in Respect of Grant-in-Aid Sanctioned to NGOs for the Last 3 years

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs /Voluntary Organisations (as in column. 1) without insisting for UC.
EDUCATION FOR WOMEN'S EQUALITY				
(MAHILA SAMAKHYA SCHEME)				
1996-97	National Institute of Adult Education (NIAE), New Delhi	Rs. 1,00,000	The VA has been asked to submit the extracts of DGACR account for GIA released under Mahila Samakhya.	
1997-98	Alarippu, New Delhi	Rs. 95,000/-	The project ended in December 1999. The audited accounts are awaited.	
1998-99	Alarippu, New Delhi	Rs 50,000	The project ended in December 1999. The audited accounts are awaited.	
HOSTEL SCHEME				
1996-97	Jajpur Harijan Seva Samiti Jajpur, Orissa	Rs. 2,50,000 agency was under	A complaint against the has been given till investigation.	No further grant date
	Balika Vidyapith Lakhisarai, Bihar	Rs. 2,50,000	-do-	-do-
1997-98	NIL	NIL	NIL	NIL
1998-99				
	Youth Care and Counselling Society, Dimapur, Nagaland	Rs. 1,62,000/-	Reminders are sent to the agencies for submitting UC and audited records for the year 1998-99 and 1999-2000	No further grant has been given till date.
	Mahadevi Piramal Datavyanyas Bagarh, Jhun-Jhun, Rajasthan	Rs. 1,62,000/-	-do-	-do-

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs /Voluntary Organisations (as in column. 1) without insisting for UC.
	Sarvodaya Shishu Mangal Samiti, Dhenkanal Orissa	Rs. 1,62,000/-	-do-	-do-
	Nyuyong Moah Women Society, Mon, Nagaland	Rs. 1,25,000/-	-do-	-do-
	Association for Development of Rural Agriculture, Imphal Manipur	Rs. 1,44,000/-	-do-	-do-

DESK (SCE)

1996-97 New Delhi	NCSTC – Network,	Rs. 7,75,000/- the organisation.	No proper response from	
	Tamil Nadu Science Forum, Madras (Chennai)	Rs. 1,87,000/-	Audited Accounts awaited.	
1997-98	Assam Science Society, Guwahati	Rs. 4,00,000/-	Project period extended upto 31.12.2000	
1998-99	Sahaj, Vadodara	Rs. 1,83,000/-	Audited Accounts awaited.	
	Regional Research Laboratory, Jorhat	Rs. 2,35,500/-	-do-	
	Centre for Popularisation of Science & Technology Gujarat	Rs. 1,77,950/-	-do-	
	Tumkur Science Centre Karnataka	Rs. 2,42,275/-	-do-	

VOCATIONAL EDUCATION

1996-97	All India Federation of the Deaf, Sri Ramakrishna Ashram Marg, New Delhi.	Rs. 1,59,000/-	Not Received	withheld

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary Organisations (as in column. 1) without insisting for UC.
	Prem Kumar Goyal & Sons, Pehowa, Dist. Kurukshetra (Haryana)	Rs. 3,27,000/-	-do-	-do-
1997-98	Shri Gurushantappa Jawali Memorial Trust, Gulbarga, Karnataka	Rs. 68,000/-	-do-	-do-
	Swami Keshwanand Smiti Charitable Trust, Sri Ganganagar, Rajasthan	Rs.26,000/-	-do-	-do-
	Munsi Ram Shiksha Samiti, Kandla Distt. Muzaffarnagar.	Rs. 33,000/-	-do-	-do-
1998-99	Oriental Weaving Unit Dimapur, Nagaland	Rs. 1,36,000/-	-do-	-do-
	Trongliba Teka Society, Distt. Tuenseng, Nagaland	Rs. 97,000/-	-do-	-do-
	Bharat Singh Memorial Edn. Society, Jind Haryana	Rs. 64,000/-	-do-	-do-
	Vimochana Devagiri Sangha Distt. Belgaum Karnataka	Rs. 1,58,000/-	-do-	-do-
	Rural Development Social Service Society, Distt. Tuenseng, Nagaland	Rs. 1,43,000/-	-do-	-do-
	Multi Media Wane Women's Society Kohima, Nagaland	Rs. 49,000/-	-do-	-do-
	Suvidha Educational Trust, Jammui, Bihar	Rs. 1,66,000/-	-do-	-do-

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Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/Voluntary Organisations (as in column. 1) without insisting for UC.
	Ramakrishna Mission Vidya Peeth, Distt. Deogarh, Bihar	Rs. 2,65,000/-	-do-	-do-
	Nom Mahila Vikas Samiti, Katihar, Bihar	Rs. 1,66,000/-	-do-	-do-

STRENGTHENING CULTURE AND VALUES IN EDUCATION

	Krishak Vikas Samiti, Gazipur, UP	Rs. 1.55	UC not received	No further grant has been released
	Bal Vikas Mahila Kalyan Parishad, Gonda	Rs. 0.88	UC not received	-do-
	Ranga Prabhat, Kollam, Kerala	Rs. 1.35	UC not received	-do-
	Samanvay Ashram, Bodhgaya, Bihar	Rs. 0.72	UC not received	-do-
	Srajan, U.P.	Rs. 0.32	UC not received	-do-
	Akhil Bharatiya Mega Svargiya Samiti, Maharashtra	Rs. 1.50	UC not received	-do-
	Sahid Arakhita Club, Orissa	Rs. 3.05	UC not received	-do-
	KJ Somaiya Comprehensive College of Education Training and Research, Mumbai	Rs. 5.00	UC not received	-do-
	Sirsa Education Society Sirsa, Haryana	Rs. 1.16	UC not received	-do-

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGOs/Voluntary Organisation.	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs /Voluntary Organisations (as in column. 1) without insisting for UC.

PN II (PLANNING)

1996-97	School of Business Studies, JNU	Rs. 50,000/-	UC not received despite reminders.	No further grant was released.
	Youth of Voluntary Action, Bombay	Rs. 50,000/-	-do-	-do-
1997-98	National Institute of Public Finance and Policy, New Delhi	Rs. 1,75,000/-	-do-	No further grant was released after the UC was due.
1998-99	National Institute of Public Finance and Policy	Rs. 3,50,000/-	-do-	-do-

PROMOTION OF LANGUAGES

1996-97	Nil	Nil	Nil	Nil
1997-98	Kendriya Sachivalaya Hindi Parishad	Rs. 5,25,000/-	Due to some legal problems	Grants Withheld since 1998-99
	Varnmala, Bhubaneswar	Rs. 36,250/-	Audited account not received	No further grants released
1998-99	DBH Prachar Sabha Kerala (Laksh Dweep Branch)	Rs. 42,000/-	-do-	Grants withheld since 1998-99

APPENDIX V

List of Outstanding Audit Paras of the Reports of the C&AG for the Period from 1994 onwards

Department of Secondary Education and Higher Education

S. No.	Report No. Para No.	Brief Subjects / Name of the Organisations
1.	No. 1 of 1995 / 10.1	Improvement of Science Education in Schools
2.	No. 11 of 1995/13	Control over assets acquired by various grantee institutions – UGC, New Delhi
3.	No. 4 of 1998 / 11	Blocking of funds on incomplete works – Aligarh Muslim University
4.	14	Non-revision of licence fees – Visva Bharati, Shantiniketan.
5.	No. 4 of 1999/6.2	Irregular appointment – Aligarh Muslim University
6.	6.3	Imprudent purchase of Office Space – AICTE, New Delhi
7.	6.6	Avoidable expenditure on electricity charges – University of Delhi
8.	No. 2 of 2000 / 13.2	Unauthorised expenditure on the operation of local posts – Embassy of India, Bonn
9.	No. 4 of 2000 / 7.1	Extra payment of tariff charges – Aligarh Muslim University
10.	7.2	Idle equipment – Banaras Hindu University
11.	7.4	Irregular expenditure – IIT, Delhi
12.	7.5	Loss of interest – IIT, Kanpur
13.	7.6	Avoidable expenditure – Visva Bharati

Department of Elementary Education and Literacy

S. No.	Report No. /Para No.	Brief Subjects / Name of the Organisations
1.	No. 3 of 1997 / 2	Restructuring and reorgnisation of teacher education
2.	No. 3 of 1998 / 2	Total literacy campaign

APPENDIX VI

List of Autonomous Organisations/Subordinate Offices and Public Sector Undertakings (as on 29.8.2000)

I. University & Higher Education

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

II. Technical Education

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

37. S.V. Regional College of Engineering and Technology, Surat, Gujarat.
38. Regional Engineering College, Srinagar.
39. Motilal Nehru Regional Engineering College, Allahabad.
40. Regional Engineering College, West Bengal.
41. Regional Institute of Technology, Jamshedpur, Bihar.
42. Visvesvaraya Regional College of Engineering, Nagpur.
43. Karnataka Regional Engineering College, Surthakal.
44. Regional Engineering College, Warangal.
45. Malaviya Regional Engineering College, Jaipur.
46. Regional Engineering College, Rourkela, Orissa.
47. Maulana Azad College of Technology, Bhopal.
48. Regional Engineering College, Tiruchirapalli, Tamilnadu.
49. Regional Engineering College, Kurukshetra, Haryana.
50. Regional Engineering College, Silchar, Assam.
51. Regional Engineering College, Hamirpur, Himachal Pradesh.
52. Regional Engineering College, Jallandhar, Punjab.
53. Indian School of Mines, Bihar.
54. National Institute of Foundry and Forge Technology, Ranchi, Bihar.
55. National Institute of Training in Industrial Engineering, Mumbai.
56. Indian Institute of Information Technology and Management (IIIT&M), Gwalior.
57. Indian Institute of Information Technology, Allahabad.
58. Council of Architecture, New Delhi.
59. School of Planning & Architecture, New Delhi.
60. Technical Teachers' Training Institute, Calcutta.
61. Technical Teachers' Training Institute, Chennai.
62. Technical Teachers' Training Institute, Bhopal.
63. Technical Teachers' Training Institute, Chandigarh.
64. Board of Apprenticeship Training, Chennai, Tamil Nadu.
65. Board of Apprenticeship Training, Mumbai.
66. Board of Practical Training, Calcutta.
67. Board of Apprenticeship Training (BOAT), Kanpur.
68. All India Council for Technical Education (AICTE), New Delhi.
69. North Eastern Regional Institute of Science & Technology, (Itanagar) Arunachal Pradesh.
70. Sant Longowal Institute of Engineering & Technology, Chandigarh.

III. Secondary Education

71. Central Board of Secondary Education, New Delhi.
72. National Council for Educational Research and Training (NCERT), New Delhi.
73. National Open School, Delhi.
74. Central Tibetan Schools Administration (CTSA), New Delhi.
75. Kendriya Vidyalaya Sangathan, New Delhi.
76. Navodaya Vidyalaya Samiti, New Delhi.

IV. Languages

77. Central Institute of English and Foreign Languages, Hyderabad.
78. Kendriya Hindi Shikshan Mandal, Hindi Sansthan Marg, Agra.
79. National Council for Promotion of Urdu Language, New Delhi.
80. National Council for Promotion of Sindhi Language, New Delhi.
81. Rashtriya Sanskrit Sansthan, New Delhi.
82. Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.
83. Maharishi Sandeepani Rashtriya, Veda Vidya Pratishthan, Ujjain.
84. Rashtriya Sanskrit Vidyapeetha, Tirupathi.

V. Adult Education

85. National Institute of Adult Education (NIAE), New Delhi.

VI. Elementary Education

86. National Council for Teacher Education (NCTE), New Delhi.
87. National Bal Bhavan, New Dehli.

VII. Bureau of Planning

88. National Institute of Educational Planning and Administration (NIEPA), New Delhi.

VIII. UNESCO Division

89. Auroville Foundation, Auroville Villupuram, Tamil Nadu.

IX. Book Promotion & Copyright Division

90. National Book Trust of India, New Delhi.

X. Subordinate Offices Under Department of Education

91. Central Institute of Indian Languages, Manasa Gangotri, University Campus, Mysore - 570 006.
92. Central Hindi Directorate, West Block No. VII, 1st Floor, Wing No. 1, Rama Krishna Puram, New Delhi - 110 066.
93. Directorate of Adult Education, Block No. 10, Jamnagar House Hutments, New Delhi - 110 001
94. Commission for Scientific and Technical Terminology, West Block No. VII, R.K. Puram, New Delhi - 110 066.
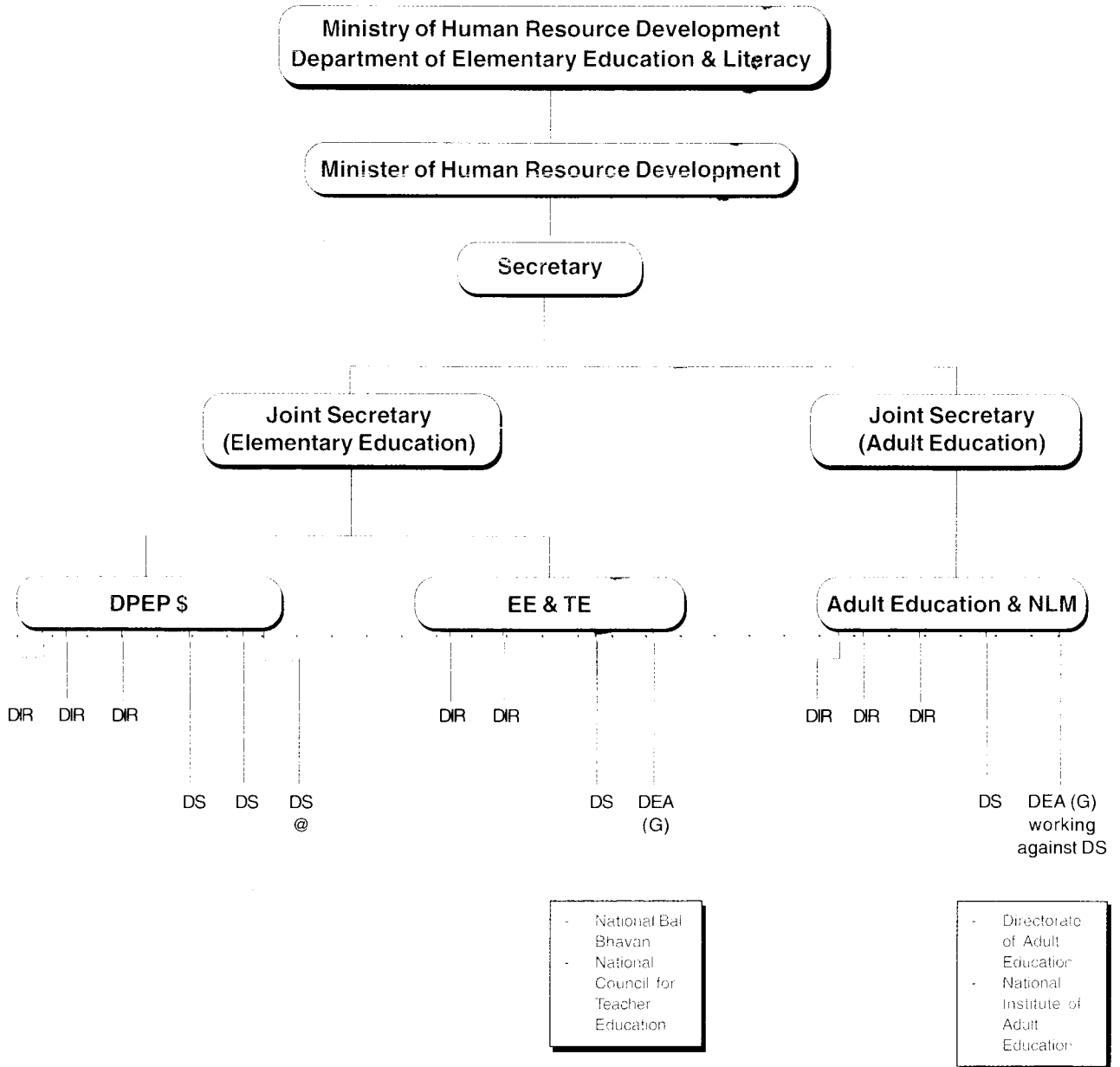
XI. Public Sector Undertaking

95. Educational Consultants India Limited, New Delhi.

Organisation Chart

Ministry of Human Resource Development
Department of Elementary Education & Literacy

Minister of Human Resource Development

Secretary

Joint Secretary
(Elementary Education)

Joint Secretary
(Adult Education)

DPEP $

EE & TE

Adult Education & NLM

DIR DIR DIR

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DS DEA
(G)

DS DEA (G)
working
against DS

- National Bal
  Bhavan
- National
  Council for
  Teacher
  Education

- Directorate
  of Adult
  Education
- National
  Institute of
  Adult
  Education

L E G E N D

AE	-	Adult Education	JS	- Joint Secretary
DEA	-	Dy. Educational Adviser	TE	- Teachers Education
DS	-	Dy. Secretary	S	- In DPEP the work relating to Lok
DIR	-	Director		Jumbish/ Co-ordination with SIDA
DPEP	-	District Primary Education Programme		is to be routed through JS (EE-II)
EE	-	Elementary Education	@	- Diverted to Bureau of
G	-	General		Elementary Education

Note:
Service Sections like Finance,
Administration etc. are common and
is administratively under control of
Department of Secondary
Education and Higher Education

Organisation Chart

Department of Secondary Education & Higher Education

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Minister of Human Resource Development
              |
       Education Secretary
              |
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Special Secretary					Additional Secretary

Technical Education	U & HE & Admn.	UNESCO Planning	Languages. BP, Scholarship & O.L.	Finance	Accounts	Secondary Education. VE, UT, IEDC & Yoga
JS (A&T)	JS (HE)	JS (P)	JS (L)	FA (HRD)	CCA	JS (SE)

Technical Education — JS (A&T):
DS (A), DS (T), DEA (T), DEA (T), DIR A A A DIR (T), DIR

U & HE & Admn. — JS (HE):
DIR, DS, DS, DS

UNESCO Planning — JS (P):
DIR (UNESCO), JD (P), DIR

Languages. BP, Scholarship & O.L. — JS (L):
DIR (BP&CO), DS (SCH), DIR (OL), DEA (SKT), DIR (L)

Finance — FA (HRD): DIR

Accounts — CCA: DCA

Secondary Education — JS (SE):
DIR, DEA (G), DIR, DS (UT), DIR (VE)

Technical Education list

- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg. Colleges
- Indian Instt. of Management
- School of Plg. & Architecture
- Educational Consultants of India Ltd.
- Indian Instt. of Science
- Indian Instt. of Information Tech.
- T.T.T.Is.
- National Instt. of Indl. Engineering
- National Instt. of Foundary & Forged Tech.
- Sant. Longowal Instt. of Engg. & Technology.
- North Eastern Regional Instt. of Science & Tech.
- B.O.A.Ts.

U & HE & Admn. list

- University Grants Commission
- Central Universities
- Indian Institute of Advanced Studies. Shimla
- Indian Council of Soc. Science Research
- Indian Council of Historical Research,
- Indian Council of Phil. Research
- Association of Indian Universities

UNESCO Planning list

- National Institute of Educational Planning and Admn.

Languages. BP, Scholarship & O.L. list

- Central Hindi Directorate
- Kendriya Hindi Sansthan
- National Council for Promotion or Urdu Languages
- Central
- Institute of Indian Languages
- Commission for Scientific & Tech. Terminology
- Central Instt. of English & Foreign Languages
- National Book Trust

Secondary Education list

- National Council of Educational Research & Training
- Central Board of Secondary Education
- National Open School
- Kendriya Vidyalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

L E G E N D

Abbr.		Meaning	Abbr.		Meaning
AAA	-	Additional Apprenticeship Adviser	JEA	-	Joint Educational Adviser
BP	-	Book Promotion	JS	-	Joint Secretary
CCA	-	Chief Controller of Accounts	L	-	Languages
CO	-	Copyright	OL	-	Official Language
DCA	-	Dy. Controller of Accounts	P	-	Planning
DEA	-	Dy. Educational Adviser	SE	-	Secondary Education
DS	-	Dy. Secretary	SCH	-	Scholarships
DIR	-	Director	SKT	-	Sanskrit
FA	-	Financial Adviser	T	-	Technical
G	-	General	U&HE	-	University & Higher Education
IEDC	-	Integrated Education for Disabled Children	UT	-	Union Territories
JD	-	Joint Director	VE	-	Vocational Education

Note: Administration. Finance etc. are common to the Department of Secondary Education & Higher Education and Department of Elementary Education & Literacy.