

# MINISTRY OF HUMAN RESOURCE DEVELOPMENT

## ANNUAL REPORT 1993-94 PART I

NIEPA DC



D08014

DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA  
1994

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National Institute of Educational  
Planning and Administration.

17-B, Sri Aurobindo Marg,

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DOC. No ..... D-8014 .....

Date ..... 13-04-94 .....

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# 1 INTRODUCTORY

# 1. INTRODUCTORY

1.1.0 Ministry of Human Resource Development was set up in 1985 with the objective of integrating efforts towards the development of human potential in the areas of education, women and child development, arts, culture, youth affairs and sports. During 1993-94 the Ministry continued its endeavour in fulfilling this objective. This Report covers the activities of the four departments which constitute the Ministry and is presented in four parts:-

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

## Department of Education

1.2.1 The most historic event of the year 1993-94 was hosting of an EDUCATION FOR ALL (EFA) Summit of Nine High Population Countries in New Delhi on 16th of December, 1993. These nine countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. They account for more than half the world's population and 70% of the world's illiterates. The Heads of three UN agencies viz. UNESCO, UNICEF, and UNFPA also participated in the Summit. The Nine High Population Countries adopted the Delhi Declaration and Framework of Action.

1.2.2 The Declaration calls for ensuring a place for every child in a school or an appropriate education programme according to his or her capabilities, consolidating efforts towards basic education for children youth and adults from public and private sources, improving and extending literacy and adult education programmes within the context of an integrated strategy of basic education for all people, for eliminating disparities of access to basic education, for improving the quality and relevance of basic education and in all actions to accord to human development the highest priority at national and other levels ensuring that growing share of national and community resources is dedicated to basic education and improving the management of existing resources for education.

1.2.3 The NPE 1986 and the POA 1992 had in fact in essence anticipated the provisions of the Delhi Declaration and Framework of Action. The NPE resolved to ensure that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before the 21st Century. Action for intensification of the NPE/POA implementation programme is already on. Some of the specific steps taken in pursuance of the Delhi Declaration include developing a collaborating mechanism

for distance education among the nine countries, periodic consultations among the nine countries with a view to sharing experiences, introduction of decentralised management of structures in education with a view to giving greater authority to communities and parents and making the school more accountable to the community for its performance, development of performance norms and code of conduct for teachers and development of district specific education programmes.

1.2.4 The Prime Minister convened a Special Conference of Chief Ministers of all States and Union Territories on February 15, 1994 to consider the follow up of the Education For All Summit, the Reports of the NDC Committee on Literacy and CABE (Central Advisory Board of Education) Committee on Decentralised Management of Education. The Chief Ministers decided that coordinated and concerted action will be needed on the part of local community, State Governments and the Central Government in the mobilization of resources for education and to accord higher priority to primary and adult education.

1.2.5 The NPE, 1986, as updated in 1992, provides for several key strategies. These include (i) shifting of focus from State to the District as the unit of planning for implementation of elementary education and adult literacy; (ii) increasing reliance on social mobilisation to promote basic education and (iii) integration of adult literacy and non-formal education programmes with vital national concerns such as small family norms, health care, environment and nutrition. In the context of universalisation of elementary education the strategies adopted for 8th Plan are:

- a disaggregated approach, with the focus on preparation of district-specific, population-specific plans for UEE within the broad strategy of micro-planning through people's participation; and
- introduction of Minimum Levels of Learning (MLLs) in schools to improve learner's achievement. Micro-planning will provide the frame-work of universal access and universal participation while MLLs would be the strategy for universal achievement.

1.2.6 The focus shall be two fold: firstly, achieving universal access through opening of new schools in unserved habitations, expanding the non-formal learning centre network to cater to those who cannot attend formal schools. Secondly, universal retention and achievement by improving the school environment through better infrastructure and activity based, child centred, competency-oriented teaching learning process.

1.2.7 The existing institutional framework is to be made fully functional and work at higher level of efficiency. Given the centrality of teacher training, the focus would be on operationalizing DIETs, CTEs and IASEs as quickly as possible and ensure they are manned by professionally sound and highly

motivated personnel. The scheme of Operation Blackboard would be implemented in right earnest. Location of NFE centres, monitoring and supervision of their functioning would be given attention so that the disadvantaged groups derive maximum advantage from the scheme.

1.2.8 A two pronged approach of Universalisation of Elementary Education and Universal Adult Literacy is being adopted for achieving total literacy. District specific programme have been evolved both in Primary Education and in Adult Education. A major new initiative to achieve UEE is the District Primary Education Programme (DPEP) launched in 1993-94 which seeks to operationalise the strategy of district level plan. The programme takes a holistic view of Primary Education development and lays great emphasis on participatory planning and management. It has a marked gender focus and seeks to enhance school effectiveness through inputs in teacher's training and decentralised management. The programme emphasises capacity building at all levels, be it national, state or local, and seeks to evolve strategies which are replicable and sustainable. The programme has already been launched in 19 districts in Madhya Pradesh. The attempt would be to start the programme in atleast 110 districts during the Eighth Plan.

1.2.9 The Total Literacy Campaign has now emerged as the most favoured strategy and also as an effective and viable model for eradication of adult illiteracy. The Total Literacy campaign has made increasing strides by taking into its fold areas which are educationally very backward. The focus of these campaigns is now being increasingly concentrated in the northern states where bulk of the illiterate population resides.

1.2.10 To assess the present position of school education facilities in the country, the Sixth All India Educational Survey is being conducted through NCERT, NIC and State level agencies during this financial year with 30th September, 1993 as the reference date. The National Advisory Committee under the chairmanship of Prof. Yashpal submitted its Report on 15.7.1993 to suggest ways and means to reduce the academic burden on school students.

1.2.11 In pursuance of the 73rd and 74th Constitutional Amendments regarding Panchayati Raj and Nagar Palika institutions the Department took immediate initiatives for preparation of guidelines for states for introduction of decentralised management structures in education. It is expected that the introduction of decentralised management structures would enhance community participation in education. This will definitely result in higher participation in education by all sections of society and improved quality of education.

1.2.12 Vocationalisation of Secondary Education has been a major thrust area in school education. The scheme of Vocationalisation of Secondary Education at plus Two level was started in February, 1988 with the objective of providing diversification of

educational opportunities so as to enhance individual employability, reduce mismatch between demand and supply of skilled manpower and providing an alternative for those pursuing higher education without particular interest or purpose. It is hoped that by the end of 1995 it will be possible to achieve NPE target of 10% diversion. In addition a scheme of pre-vocational education at the lower secondary stage has been started from 1993-94 to prepare students in class IX and X for participation in work as a desired dimension of academic education. It is proposed to cover 1000 schools during the VIIIth Plan.

1.2.13 Women's education has always been a priority area and NPE envisages the entire educational system to work for women's education and empowerment. It has been emphasized that gender concerns must be built into all educational processes. Emphasis has been laid on enrollment and retention of the girl child in formal and non-formal schooling, recruitment of rural women as teachers and removal of gender bias in the curriculum. Special provisions have been incorporated in various schemes; e.g. the revamped Blackboard Scheme provides that atleast 50% of the teachers recruited should be women; under NPE programme 90% assistance is given for centres exclusively for girls. A new scheme for strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools was launched during the current year with the objective of boosting retention of girls. Under the scheme assistance is provided to existing girl's hostels or boarding houses run by voluntary agencies for food, furniture, utensils, recreational aids, etc. The Mahila Samakhya Project launched in April, 1989, which presupposes that Education can be a decisive intervention toward women's equality, has been quite successful. This strategy is being incorporated in some other basic education projects. There has been phenomenal expansion of educational opportunities for women in the field of higher education - both general and technical.

1.2.14 With a view to accentuating the educational development of minorities, an Area Intensive Programme for educationally backward minorities has been launched. To begin with, the programme would focus on the districts which have a concentration of educationally backward minorities.

### **Department of Culture**

1.3.1 The preservation, promotion and enrichment of the Cultural traditions of the country is the vital concern of the Department of Culture. The Department has sought to maintain the vibrancy of these traditions through a network of institutions and initiating new schemes encompassing a wide range of activities including excavation, conservation, protection of monuments of historic sites, developing libraries, museums, promoting literary, plastic and performing arts, facilitating and awarding talents in the cultural field. These are only a few of the various activities undertaken by the Department of culture to make people aware of the rich cultural heritage of the country.

The Department in its efforts to bring the people of India, enter into Cultural Exchange Programme with various countries and organises cultural festival of other countries. In the following paragraphs some of the important activities and achievements of Department of Culture during 1993-94 have been presented.

1.3.2 During the year 1993-94, the Archeological Survey of India (ASI) took up around 500 monuments for conservation and preservation in different parts of the country, out of which about 250 works were specially identified for comprehensive conservation works. The ASI teams continued its works on preserving and conserving the monuments of Angkorvat, Combodia, which has been commended by internationally recognised Archaeologist and conservationists. A large number of sites and remains ranging from pre-historic to the medieval times has been discovered by the ASI in different parts of India. Exploration work in a number of sites including Parbati and Utangan river valley in District Dholpur and prehistoric sites in North Eastern States were carried out. At Lalkot in Delhi the ASI has unearthed the first fortified capital of Delhi, constructed in the middle of the 11th Century A.D. by Tomar ruler Anang Pal-II. The clearance operations of Gingee Fort in South Arcot district Tamil Nadu has revealed the palace of 16th century, a subterranean passage and a throne platform. An elliptical structure with flight of steps has been found at Mamallapuram, Tamilnadu which has a one line inscription indicating that it was built by famous Pallava King Narasimha Verman III (695-722 AD) popularly called as Rajasimha.

1.3.3 The Indian Museum, Calcutta during the Year, organised an exhibition of Buddhist art objects depicting the life and message of Lord Buddha in the Fine Arts Museum of Mongolia. It organised another exhibition "On the way to Buddha" in Singapore with about sixty outstanding and representative art objects showing various aspects of Buddha's life. The National Museum, New Delhi organised a special exhibition on Raja Ravi Verma's paintings, drawings and Oleographs. A new gallery completely renovated and redesigned on Tribal life style of North East was also inaugurated. Under INDO-US Subcommission on Education and Culture the National Museum, sent 16 stone sculptures to Asia Society Gallery, New York for installing an exhibition entitled "Gods, Guardian and Lovers: Temple sculptures from North India". The National Council of Science Museums, Calcutta got the coveted "Dibner Award" for the year 1993 from the Society for the History of Technology, US for its exhibit "The Information Revolution" installed in National Science Centre at Delhi.

1.3.4 The Libraries, under the Department of Culture continued its activities of procurement of books/journals & providing Readers services besides their literary activities. The Central Secretariat Library under its Mahabharath data base project converted around 30,000 slokas into machine readable form.

1.3.5 The Anthropological Survey of India has initiated steps for publication of its Report "People of India". The entire gamut of information that has been generated under this project has resulted in the production of 43 volumes of which 11 are National and 32 are State series. During the Year, the Indira Gandhi Rashtriya Manav Sangrahalaya organised a symposium on the "People perspective in visual Anthropology". It plans to organise an international meet "Eternal Voyage" on Tribal and Analogous peoples. Academic meet on "Cultural Heritage of Tribal People" was organised at Ooty, Shillong and many other places. The Sangrahalaya also organised a programme on living Indian traditions of pottery and terra-cotta comprising of a potters meet, a workshop and symposium, in which over 40 potters from different parts of India participated and demonstrated their traditional techniques.

1.3.6 The Sahitya Akademi, the national academy of literature has published 140 titles and organised 29 Book Exhibitions during the Year. Besides, 27 literary forum meetings and "5 meet the Author" meetings have also been organised by the Akademi. The Sangeet Akademi, the National Academy for music, dance and drama organised a Kathakali Mahotsavam in Delhi, which included 10 plays by representative Kathakali playwrights providing a comprehensive picture of Kathakali tradition as performed today. The Academy besides organising 4 Zonal theaters, is planning to organise a Yuva Natya Samorah, the national theatre Festival for young Directors, featuring selected plays staged in the four Zonal festivals during the year 1993-94. The Lalit Kala Akademi, the National Academy for Art, participated in the 6th Asiam Art Biennale held at Dhaka, Bangladesh. In collaboration with the Embassy of France it organised an Exhibition of paintings, sculptures and prints in New Delhi. The Repertory company of National School of Drama performed Muavze in Lucknow. The company also organised Summer Drama Festival.

1.3.7 During the Year, it was decided to set up a Cultural complex at Guwahati, named "Srimanta Sankaradeva Kalakshetra" with central assistance of Rs. 10.00 crore over a period of time. It is hoped that this will meet the long standing demand of the people of Assam in preserving the cultural heritage "Assam Accord" signed few years back.

1.3.8 In order to meet the long standing demand of the Cultural Community, the Department proposes to set up a Multi Arts National Cultural Complex, in Delhi which will serve as nerve centre of the cultural and creative activities of the city. The complex, which has been named as PARISAR will be equipped with all the facilities, matching international standards wherein facilities for holding seminars, exhibitions, theatre, performing arts including ballet etc. will be available at one place.

## Department of Youth Affairs & Sports

### Youth Programmes

1.4.1 The Department of Youth Affairs and Sports is implementing a number of schemes of Youth Development. The Schemes are designed keeping in view the fact that youth is the most vital human resource of the Nation on whom the present and future of the country depend. Many new initiatives taken during the Year have given a new thrust to the Youth programmes for channelising the abundant energy of the Youth into constructive activities. The important ones are enumerated below.

1.4.2 The scheme for Promotion of Adventure has been redesigned to include a large number of adventure activities on land, sea and air. On the one hand, certain entitlements under the scheme have been increased. On the other, the procedure for taking assistance from the Department has been simplified.

1.4.3 For giving recognition to adventure activities, three Adventure Awards at par with the Arjuna Awards have been introduced from this Year.

1.4.4 It has been decided to establish Rajiv Gandhi National Institute of Youth Development at Sriperumbudur as an apex institution and resource agency for providing training, research, documentation and extension services on various subjects related to youth. The Prime Minister of India laid the foundation stone for the campus of the institute at Sriperumbudur on 1st September, 1993.

1.4.5 An Action Plan has been formulated for the Nehru Yuva Kendras emphasising decentralisation at the programme implementation level. Such decentralisation will help devising new programmes keeping in mind the local conditions and needs.

1.4.6 The Silver Jubilee Year of the NSS, One of the largest student Youth programme for community service and personality development of students, was launched by the Prime Minister of India on 24th September, 1993. Many programmes to be implemented during the year have been devised to involve the students in various developmental activities. The major health related programme- Universities Talk AIDS- has been expanded to cover 158 universities where the NSS units exist.

1.4.7 End of the Rashtriya Chetna Varsh on August 9, 1993 was celebrated by all field units by honouring the local freedom fighters. In order to promote inter-community, inter-faithy and mutual goodwill, Sadbhavana Diwas was celebrated throughout the country on 20th August, 1993. Functions were organised in all universities by NSS volunteers and in all districts by the Nehru Yuva Kendras. The main function in Delhi took place at the Indira Gandhi Awards to three outstanding Youth Clubs were also distributed on this occasion.



## **Sports and Physical Education**

1.5.1 India has a long tradition for sports and physical fitness. High recognition to this subject was accorded when a separate Department of Sports was created in 1982 prior to the commencement of the 9th Asian Games. Subsequently, the first ever National Sports Policy was announced in 1984. A fresh Programme of Action for implementation of this policy was laid before parliament (in the monsoon session) in 1992.

1.5.2 During the year 1993-94, the Department has geared up its total efforts for preparation of teams and sports persons for the Asian Games, 1994. Revised guidelines have been issued which provide for training of probables in coaching camps, purchase of sports equipment, international exposure by way of competitions and training abroad and introduce more incentive for encouraging higher performance in sports. A committee has been set up under the chairmanship of Minister of State to monitor the preparation of the contingent for the next Asian Games.

1.5.3 In order to broad-base sports right from the school age, the Government set up a sub-committee of Central Advisory Board of Education under the chairmanship of Shri K.P.Singh Deo, Minister of State for Information and Broadcasting, to suggest measures for making sports and physical education an integral part of the learning process at all stages of education. The committee has completed its deliberations and submitted the report to the Department.

1.5.4 A number of measures were introduced during the year to encourage investment in sports and make the import of sports goods easier and cheaper for the sports persons. Section 35 (A) (C) of the Income Tax Act 1961 has been amended. This would enable expenditure incurred by Industrial House on Sports promotion or development programme to be counted for the benefit of 100% deduction. Further, a public notice has been issued by the Ministry of Commerce which specifies sports goods/equipment that can be imported by the specified organisations without any import license.

## **Department of Women and Child Development**

1.6.1 All around development of Women and Children constitutes an important component in the country's Human Resource Development efforts. The Department of Women and Child Development, one of the constituent departments of Ministry of Human Resource Development is charged with the responsibility of functioning as the NODAL agency to guide, coordinate promote and review efforts, both governmental and non-governmental, in the area of women and child development.

1.6.2 Gender inequality throughout the world is among the most all-pervasive though deceptively subtle forms of inequality. The Government realises that real development cannot take roots if it bypasses women who not only represent nearly half of our

population but represent the very kernel around which social change must take place. The concern, therefore, is to remove all gender-biases and guarantee women equal status in the real sense as is enshrined in our Constitution. All the efforts of the Government have been, therefore, directed towards main-streaming of women into the national development process by raising their overall status-social, economic, legal and political - at par with that of men. A number of programmes in this direction entailing employment and income generation, welfare and support services, gender and sensitisation and awareness generation campaigns are being implemented. The programmes implemented by the Department in the above sectors are supplementary and complementary to the other general development programmes for women in the sectors of Health Education, Labour & Employment and in Poverty Alleviation Programmes.

11.6.3 In January 1992, the Government has set up a statutory National Commission for Women with a specific mandate to study and monitor all matters relating to the constitutional and a legal safeguards provided to women; review the existing legislations to suggest amendments wherever necessary; and to look into the complaints involving deprivation of rights of women. The Commission is playing a significant role as a watchdog body to check the atrocities against women. The Commission is also contributing in a substantial way to increase awareness and mobilisation of women through the organisation of conferences, seminars, Workshops, Meetings etc. Similar Commissions are being set up at State levels. The States of Maharashtra, West Bengal, Orissa and Kerala have set up the Commissions.

11.6.4 Recently a Rashtriya Mahila Kosh has been set up. The Kosh, as visualised, aims to reach the poorest of the poor and assetless women who are in need of credit but cannot reach the formal banking or credit system. This would help to develop a national net work of credit services for women in the informal sector and expect to boost the self-employment ventures of women.

11.6.5 Another initiative to empower women by raising their economic status undertaken is by launching the Mahila Samridhi Wojana (MSY) on 2nd October 1993. MSY aims to promote amongst the rural women the habit to save and improve their financial assets. This, infact, will provide an opportunity for women to exercise greater control over their own household resources. Under MSY, if a rural woman deposits upto Rs. 300/- for a lock in period of one year shall receive the governmental incentive of 25 percent on the deposit. This one of the most innovative experimental project for the economic betterment of rural women all over the country.

11.6.6 During 1990s, the strategy will be to ensure that the benefits of developments from different sectors do not bypass women and special programmes with greater gender sensitivity are implemented to complement the general developmental programmes. The flow of benefits to women in the three core sectors of

Education, Health and Employment are being kept under close vigil and surveillance as these contribute a great deal towards main streaming women into development.

1.6.7 The National Plan of Action for Children (1992) and a National Plan of Action for the Girl Child (1991-2000 A.D.) have been prepared. These two Action Plans are both integrated and multi-sectoral in their approach to ensure 'Survival' 'Protection' and 'Development of children' with an ultimate objective of building up better future for children. While the Girl Child, being an integral part of the total target group of children, is expected to derive full benefits from the general Plan of Action; her gender-specific needs will be taken care of by the plan of Action for the Girl Child with a focus on adolescent girls.

1.6.8 The Nations Children are a supremely Important Asset says the National Policy for Children adopted by Government of India in August 1974. Accordingly, the Department has been implementing a nation-wide programme of Integrated Child Development Services (ICDS) which ensure fulfilment of the basic needs of children of age group 0-6 Years and expectant and nursing mothers living in the backward and rural areas and the urban slums. The ICDS provides a package of services comprising health check-up, immunisation, referral services, supplementary feedings, pre-school education to children of the age group 3-6 Years and health and education to women. This integrated package of services is provided in a convergent manner for holistic child development. At present, there are 3066 ICDS projects benefiting 16.3 million children and 3.2 million mothers all over the country.

1.6.9 In addition to the regular ICDS programme the Department is implementing since 1991-92 World Bank assisted ICDS projects in 110 blocks of Andhra Pradesh and 191 blocks of Orissa, in the pre-dominantly tribal/backward areas, providing additional components such as Skill Development Training for employment for women, women's Integrated Learning for Life (WILL), Services for adolescent girls, nutritional rehabilitation of severely malnourished etc. Recently in 1993 94 similar World Bank assisted ICDS projects have been sanctioned for states of Bihar and Madhya Pradesh and their implementation has commenced.

1.6.10 The Department has undertaken a novel initiative to provide much needed services to the hitherto neglected group of adolescent girls, particularly the school drop-outs through the ICDS system. The services include health and nutrition care, functional literacy and vocational training. These interventions are being extended in 507 ICDS blocks. When fully operationalised it will cover over 4.5 lakh Adolescent Girls in the age of 11-18 Years.

1.6.11 Besides the ICDS programme, the other programmes implemented by the Department in the area of Child Development include Early Childhood Education, Balwadi Nutrition Programme,

Crèches etc. catering to the special needs of children with a special focus on children belonging to special groups like Scheduled Castes, Scheduled Tribes and other backward communities.

1.6.12 Considering the increasing demand for creches, a National Creche Fund has been set up. The Fund will extend financial assistance to voluntary organisations for opening new creche centres. This will be done largely out of the interest accrued to the funds to some extent from the Corpus Fund.

1.6.13 In fulfilment of the constitutional commitment to ensure adequate nutrition to our people, a National Nutrition Policy was framed and adopted for implementation. Nutrition, being a multi-faceted problem, the policy envisages a multi-pronged attack involving different sectors. The Policy recognised both women and children as priority groups to receive special attention.

## 2 OVERVIEW

## 2. OVERVIEW

### Allocation of funds and their use

2.1.0 A budget provision of Rs. 2159.33 crore was made for Education in the Central sector during the year 1993-94. Out of this Rs. 850.03 crores was under Non-Plan and Rs. 1309.30 crore under plan.

### Elementary Education

2.2.1 In the field of Elementary Education, providing access for all School-age children to primary education by 2000 AD, remains a major challenge. Even though the net enrolment ratio at present is above 80%, universalizing access would necessitate augmentation of school buildings, teachers and instructional materials. The other important areas are reduction in drop out rates and improvement in achievement of essential levels of learning. A programme of Action has been drawn up and financial allocation, both at the central and state levels for Elementary Education, have been enhanced considerably.

### Secondary Education

2.3.1 In order to actualise the recommendation in para 8.3.1 of POA, 1992 for formulating a special enabling plan to ensure increased enrolment of girls in secondary education and the NPE directive for encouraging NGO participation, it has been decided to launch a new Central Sector Scheme titled "Scheme for Strengthening of boarding/hostel facilities for girl students of secondary/higher secondary schools" in the VIII Plan period. The primary aim of the Scheme is to give a boost to retention of girls in High and Higher Secondary Schools, particularly in rural areas. This Scheme, launched in 1993-94, will provide recurring assistance for food and non-recurring assistance for furniture, utensils and recreational aids in the existing girls hostels or boarding houses run by the voluntary agencies. The assistance under the Scheme will be provided to girl inmates of such hostels or boarding houses who are the students of classes IX-XII of recognised schools.

2.3.2 Proper educational planning at grassroot level with a view to achieve a balanced growth of expansion of educational facilities in all areas, rural and urban, requires critical statistical data of institutions, habitation-wise access, enrollment, physical facilities, teachers and their qualification etc. This data-base is particularly necessary for implementation of various Centrally Sponsored Schemes and Programmes. It has been decided to conduct the 6th All India Educational Survey, through a collaborative mechanism comprising NCERT, NIC and the state level agencies. Extensive use of computer network will be adopted to build up a database at the State/UT level to facilitate annual update of educational data even after the Survey is over. The total estimated expenditure on this Survey is Rs. 666.60 lakhs.

'The date of reference of the 6th AIES is 30th September, 1993.  
'The concise report of the Survey is expected to be available by 30.11.94 and the main report by 30.6.95.

2.3.3 With a view to have a fresh look at the problem of academic burden on the school students, the Ministry set up a National Advisory Committee in March, 1992 under the chairmanship of Prof. Yash Pal former chairman, UGC. The report of the Committee was submitted on 15.7.93 to the Ministry. To analyse the recommendations of the Yash Pal Committee, a group was formed in the Ministry to give its views on the feasibility of implementing these recommendations. The MHRD Group finalised its report on 1.10.93. The reports of both the Yash Pal Committee and the Group were placed in the CABE meeting on 15.10.93 where it was decided to have a nation-wide debate with composite groups of parents/teachers etc. before CABE considers it and formulates its advice to the Government.

2.3.4 The Centrally -Sponsored Scheme "Environmental Orientation to School Education" has been modified. The scope of the Scheme has been enlarged to cover review and development of curricula of various disciplines at secondary and senior secondary levels as well with a view to infusing environmental concepts therein. The modified Scheme envisages assistance to State/UTs for organisation of workshops/seminars to review the strategy for imparting Environmental Education at upper primary level.

2.3.5 In addition to the scheme of vocationalisation of Secondary Education at plus two level a scheme of pre-vocational education at the lower secondary stage has been started from 1993-94 to prepare students in class IX and X for participation in work as a desired dimension of academic education. It is proposed to cover 1000 schools during the VIIIth Plan.

### **Adult Education**

2.4.0 The Total Literacy Campaigns which are area-specific, timebound, volunteer- based and result oriented are now the dominant strategy under the National Literacy Mission. The most unique feature that has emerged from these campaigns is that it is a joint effort of the Central and State Governments on the One hand and the district authorities combined with the community support on the other. As of February, 1994, 258 districts have been covered by the Total Literacy Campaigns and 80 districts by Post Literacy Campaigns. For the fourth year in row the UNESCO has awarded the Noma Prize to the Indian National Federation of UNESCO Clubs and Association (INFUCA) and also awarded the Hon'ble Mention to the Bhavnagar Zilla Saksharta Samiti.

### **Technical Education**

2.5.0 Some of the significant events in the field of Technical Education are as under:-

- i) Under the programme of modernisation and removal of

obsolescence in technical education, 225 projects were supported with financial assistance amounting to Rs. 18.00 crores.

- ii) The World bank Assisted project to support technician education is estimated to cost Rs. 1650.00 crores including World bank Credit Assistance of Special Drawing Rights 373.3 million over the period 1990-99. The project under two phases covers 17 States and 2 Union Territories involving 539 polytechnics. The State of Goa was added to phase one w.e.f July 1993. The polytechnics in the remaining States and UTs are proposed for World Bank Assistance within the overall framework and flexibility built into the project.
- iii) The number of Community Polytechnics for meeting the needs of rural sector has gone up to 232. These institutions would train on an average over 40,000 rural Youth every year. The Community Polytechnics have set up extension centres in the far-flung rural areas so that the services and facilities could be made available through the system at the door step of the villages.
- iv) The Boards of Apprenticeship Training facilitated training of over 20,367 students.
- v) A full time Chairman has been appointed for the All India Council of Technical Education. The AICTE has been reconstituted. A Task Force has been appointed on regional basis to clear the backlog to cover a large number of pending proposals in all the regions. During the Year, AICTE approved 174 new institutions and 822 new courses and programmes to be introduced in the existing as well as new technical and management institutions.

## **University and Higher Education**

2.6.1 There has been a steady growth of higher education system in the country since independence. The number of Universities has increased from 25 at the time of independence to 221 (including 34 deemed universities) and the number of colleges from 700 to about 8000 in the beginning of 1993-94. The enrolment of students has increased from 2 lakhs to 48 lakhs in 1992-93. Of the total enrolment of 48.05 lakhs in 1992-93, 42.33 lakhs (88.1%) enrolled in graduate programmes, 4.56 lakhs (9.5%) in post-graduate and research programmes. The enrolment of women students at the beginning of 1993-94 was 15.90 lakhs as against 15.12 lakhs in the previous year.

2.6.2 There has been a perceptible change in the trend in the growth of student enrolment during 1980s. While student enrolment increased by over 5% average each year upto 1985-86, the



annual compound rate of growth of enrolment during the period 1988-89 to 1992-93 was 4.2%. The average decadal growth rate of enrolment during 1983-84 to 1992-93 was close to 4.4% as compared to 3.8% recorded in the earlier decade (1973-74 to 1982-83). It is estimated that if this rate of growth continues the total enrolment at the end of the 8th Five Year Plan should be around 60 lakh students.

2.6.3 The faculty-wise break up of students shows that nearly 40.4% of students were enrolled in Arts and Humanities, 21.9% in Commerce, 19.6% in Science, 4.9% in Engineering and Technology, 5.3% in Law and 5.6% in other faculties.

2.6.4 There has been considerable enthusiasm for Distance Education system in the last 3-4 years. Student enrolment at the Indira Gandhi National Open University (IGNOU) for various programmes of study during the year 1993-94 is likely to be over 80,000. With this, the aggregate enrolment of students in the University is likely to be 2.30 lakhs. One of the thrust areas during the 8th Plan period would be to achieve additional enrolment of 1 million students in open university and distance education institutions.

### **International Cooperation**

2.7.1 India hosted an Education For All Summit of Nine High Population Countries in New Delhi on 16 December 1993. The summit was attended by the President of Indonesia, Prime Minister of India, Deputy Prime Minister of China and the Education Ministers as special representatives of the Heads of State or Government of six other countries Bangladesh, Brazil, Egypt, Mexico, Nigeria and Pakistan.

2.7.2 India hosted the second meeting of the International Consultative Forum on Education for All from 8-10 September, 1993 in New Delhi. The central theme of the meeting was quality of Education for All and was centred around four topics i.e. early childhood, improving schooling, improving non-formal education programmes and financing quality based education. The Forum was attended by 80 principal invitees comprising of policy makers, development practitioners, educators, other professionals together with representatives of developing countries, inter-governmental agencies and NGOs, etc.

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

2.7.4 Mother Teresa was conferred with 1992 UNESCO Peace Education Prize by Director General, UNESCO Mr. Federico Mayor at Calcutta.

## **Languages Development**

2.8.1 Government India continued the Scheme of Assistance to State Governments to meet the salary of Hindi Teachers Training Colleges were financially supported. These institutions have provided training to about 1,360 trainees.

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

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

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

2.8.5 A Committee on the Establishment of Urdu University which was constituted in September, 1992 to consider in detail all aspects of the proposed university and make suitable recommendations in this regard to the Government has submitted its report on 12.6.1993.

2.8.6 A Committee on the International Hindi University which was constituted in July, 1992 to advise the Government on setting up the proposed International Hindi University in the country has submitted its report on 1.5.1993.

2.8.7 A new Centrally Sponsored Scheme of Financial Assistance for Appointment of Modern Indian Language Teachers (other than Hindi) in Hindi Speaking States/Union Territories was launched.

2.8.8 Reconstituted Central Sanskrit Board had its first meeting under the Chairmanship of Justice Ranganath Mishra.

2.8.9 Another important scheme viz. Modernisation of Madarsa Education was also launched during the year. Under this Scheme, grant for teaching Science, Mathematics, etc. as well as for purchase of books of Science/Mathematics kits would be given.

## **De-centralised Management of Education**

2.9.1 The Central Advisory Board of Education resolved that in pursuance of the 73rd and 74th Constitutional Amendments, immediate action and measures need to be taken by all State Governments and UT Administrations for introducing De-centralised Management Structures in education so as to facilitate achievement of the national goals in the field of education. The CABE endorsed the recommendations of the CABE Committee on De-centralised Management of Education and commended them for appro-

priate adaptation and effective implementation by the States and UTs keeping in view their specific situations as well as the spirit of the constitutional Amendments.

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

2.10.0 Thrust continued on removal of disparities and equalisation of educational opportunities for Schedule Castes and Schedule Tribes.

### **Education of Minorities**

2.11.0 A new scheme with a area intensive approach was introduced for advancement of educational opportunities of areas with a concentration of educationally backward minorities.

### **Resources for Education**

2.12.0 The Gross Domestic Product (GDP) at current prices for the Year 1991-92 is estimated to be Rs. 541888 crores. The revised budget of the Education Departments in the Centre and the States/UTs for the same Year i.e. 1991-92 was Rs. 19009.29 crores. This investment is of the order of 3.5% of the GDP.

### **Twenty Point Programme**

2.13.0 The Department of Education is the nodal Department for monitoring the half yearly progress on point No. 10 of TPP-1986. Under this point, the progress in elementary education and adult education is monitored in physical as well as financial terms with respect to predetermined physical targets. The progress Report in respect of State/UTs are sent to Ministry of Programme Implementation half Yearly.

## **3 ADMINISTRATION**

### 3. ADMINISTRATION

#### Organisational Structure

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

#### Subordinate Offices/ Autonomous Organisations

3.2.1 There are a number of subordinate offices and autonomous organisations under the Department. The important subordinate offices are:

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

3.2.2 The important autonomous organisations are:

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

3.2.3 The following institutions are engaged in higher educational research:

- \* Indian Institute of advanced study (IIAS), Shimla.
- \* Indian Council of Social Science Research (ICSSR), New Delhi.
- \* Indian Council of Historical research (ICHR),
- \* Indian Council of Philosophical Research, (ICPR), New Delhi.

*Central Universities:*

- \* Aligarh Muslim University (AMU), Aligarh.
- \* Banaras Hindu University (BHU), Banaras,
- \* University of Delhi, Delhi.
- \* University of Hyderabad, Hyderabad.
- \* Jamia Millia Islamia, Delhi.
- \* Jawaharlal Nehru University (JNU), Delhi.
- \* North Eastern Hill University (NEHU), Shillong.
- \* Pondicherry University, Pondicherry.
- \* Viswa Bharati, Shantiniketan.
- \* Tejpur University, Tejpur.
- \* Silchar University, Silchar.
- \* Indira Gandhi National Open University, Delhi. In the field of Promotion of Languages:
- \* The Kendriya Hindi Sansthan (KHS), Agra, which propagates Hindi in India and abroad.
- \* The Rashtriya Sanskrit Sansthan, New Delhi, engaged in promotion and development of and research (from school to higher education level) in Sanskrit, it is an examining body too.

*In the field of School Education:*

- \* The Kendriya Vidyalaya Sangathan (KVS), New Delhi running schools for the benefit of the children of transferable government employees.
- \* The Navodaya Vidyalaya Samiti, New Delhi, running schools for the benefit of talented rural children.

- \* The Central Board of Secondary Education (CBSE) New Delhi, which affiliates schools and conducts examinations.

*In the field of Book Promotion:*

- \* The National Book Trust, New Delhi.

*In the area of Technical Education:*

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

*In the field of Adult Education:*

- \* The National Institute of Adult Education (NIAE).

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

**Functions**

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

*" While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the*

teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country."

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

### **Vigilance Activities**

3..4.1 During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst staff of the Department both at the Head Quarters and in the subordinate offices.

3..4.2 Shri Priyadarshi Thakur, Joint Secretary has been appointed as Chief Vigilance Officer with the approval of the Central Vigilance Commission.

3..4.3 Disciplinary proceedings against three officials and complaints against five officials were concluded and appropriate orders were passed in each case. Besides, disciplinary proceedings against four officials were initiated during the period under report and disciplinary proceedings against five officials (including four gazetted officers) initiated earlier, were in progress. Seven complaints pertaining to this Department (including four against gazetted officers) were processed for preliminary enquiry.

3..4.4 Of the fifty seven autonomous organisations/public sector undertakings, under the Department of Education, forty nine have so far accepted the advisory jurisdiction of the Central Vigilance Commission. Of them, twenty five organisations have appointed Chief Vigilance Officers with the approval of the Central Vigilance Commission.

3..4.5 In order to ensure that the policy of the Government regarding redressal of public grievances is implemented in its totality, a comprehensive set of guidelines, in line with the directions of the Department of Administrative Reforms and Public Grievances, had been formulated and sent to all organisations for implementation. Of the fifty seven organisations, thirty five organisations have so far created public grievances redressal machinery and had designated Grievance Officers for redressal of public grievances. Efforts were also made during the period under report to persuade the remaining organisations to set up machinery for redressal of public grievances.

3..4.6 Overall emphasis continued to be laid on the observance of discipline and punctuality.



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

3.5.1 The Department of Education, the largest Department in the Ministry of Human Resource Development consists of 100 sections, 10 subordinate offices, one public sector undertaking and 79 autonomous organisations spread over the country. During the year under review, the Annual Programme for the Implementation of the Official Language Policy of the Government of India for the Year 1993-94 received from the Department of Official Language (Ministry of Home Affairs) was circulated in this Department, its subordinate offices and autonomous organisations with the request that concerted efforts may be made to achieve the targets laid down therein and also to review the progress in this regard in the meetings of the Departmental Official Language Implementation Committees (OLICs) of various offices/ organisations under this department. Besides this, the position of compliance of Official Languages Act and the rules and various administrative instructions issued thereunder, was monitored through quarterly Progress Reports and remedial measures suggested, wherever necessary.

3.5.2 During the year under report, one meeting of Hindi Salahkar. Samiti was held on 28.7.93 under the Chairmanship of Km. Selja, Deputy Minister for Education & Culture to discuss the progressive use of Hindi in the Department, three meetings of the OLIC of the Department of Education were also held and more meetings thereof are proposed to be convened during the remaining period of the year. Apart from this, OLICs also exist in various subordinate offices and autonomous organisations of the Department. The Officers of the Official Language Unit of the Department attended these meetings and discussed various measures to increase the progressive use of Hindi in those offices.

3.5.3 One Hindi Workshop was conducted in the month of August, 1993 and more Hindi Workshops are also proposed to be conducted to impart practical experience of working in Hindi.

3.5.4 One hundred and two employees were nominated for training in various courses under the Hindi Teaching Scheme of the Department of Official Language, Viz., Hindi Typing, Hindi Stenography and Hindi Prabodh/Praveen and Pragya courses.

3.5.5 Committee of Parliament on Official Language visited and inspected various offices/organisation of this Department, i.e., National Institute of Industrial Engineering, Bombay, All India Council of Technical Education, New Delhi, School of Planning & Architecture, New Delhi, National Book Trust, New Delhi, Indian Institute, of Science, Bangalore and Central Institute of Indian languages, Mysore. The Officers of the Department concerned with the official language implementation work represented the Department during these Inspections. Besides this, the Committee of Parliament of Official Language had also taken Oral Evidence of this Department and its subordinate Offices and autonomous organisations on 21, 22 and

23rd June, 1993 and 12th October, 1993, i.e. U.G.C., I.I.Ts Madras, Kharagpur, I.I.M. Lucknow, Central Universities: Banaras Hindu University, Aligarh Muslim University, Jamia Milia Islamia, Pondicherry University, North-Eastern Hill University, Commission for Scientific and Technical Terminology, Central Hindi Directorate, National Council for Educational Research and Training. National Institute of Educational Planning and Administration, Central Institute of Indian Languages, etc.

3.5.6 The Officials of the Department concerned with the implementation of Official Language policy also inspected the Offices/organisations to assess the progress made in the use of Hindi in the official work in Delhi and others located at Bhopal, Ahmedabad and Surat.

3.5.7 Hindi Day/Hindi Week was celebrated in the Department from 14th to 21st September, 1993. On this occasion, a message from Hon'ble Union Minister for Human Resource Development, Shri Arjun Singh and appeal from Hon'ble Deputy Minister for Education and Culture, Km. Selja and instructions from Education Secretary, Shri S.V. Giri were issued urging greater use of Hindi in official work. Competitions in Hindi Typing, Hindi Stenography, Hindi Essay Writing were held and the employees securing First, Second and Third positions were given cash awards and certificates. In addition to this a special competition on 'Good Handwriting' for class IV employee was also held for the first time.

3.5.8 During the period under report, 59 offices, wherein more than 80 per cent of the staff had acquired working knowledge of Hindi, were notified under rule 10(4) of Official Languages Rules, 1976.

3.5.9 Thus, the Department of Education is constantly engaged in maximising the use of Hindi in the department as well as in its offices/ organisations to secure greater compliance of Official Languages Act and Rules.

### **Publications**

3.6.0 The Publication Unit brought out sixteen publications in English including bilingual (English and Hindi) upto December, 1993. The Unit continued to handle the work of authentication of original educational certificates of Indians going abroad and foreign students studying in India.

(Rs. in Crores)

### Budget Estimates

3.7.0 The Budget provisions for 1993-94 and 1994-95 in respect of Department of education are as under:

Particulars	B.E. 1993-94	R.E. 1993-94	B.E. 1994-95	Provision for
<u>Demand No. 47</u>				
Department of Education.	2159.31	2183.26	2365.61	Secretariat for the Department including the pay and Accounts offices, Hospitality and Entertainment. General Education, other revenue expenditure of the Department including provisions for grants-in-aid to States/UTs on centrally Sponsored Schemes (plan) and also provision for Central and Centrally Sponsored Schemes.

### Professional Development and Training of Staff

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

3.8.2 During 1993-94 as many as 47 officers were deputed for various training Programmes/ Courses in India, while one officer was deputed for training abroad. Besides, officers belonging to the IAS are also deputed for compulsory one-week/three week training programmes organised by the Department of Personnel and Training.

3.8.3 Keeping in view the need to develop a proper strategy for the training of the officers/ Staff of the Department of Education. Professor Vinayshil Gautam, Head, Centre for Management Studies, Indian Institute of Technology, Delhi was assigned a consultancy to develop course content for the training of officers/Staff of the Department. This report has been received on 6.1.94 and is being studied whereafter strategies for executives development of the officials of the department of Education will be evolved.

3.8.4 A training on Word Processing 5 day duration of a batch of 19 officials was conducted in the Department with the assistance of NIC. This will be followed by next batches of similar training by NIC.

**Contribution to the Prime Minister's National Relief Fund**

3.9.1 Minister for Human Resource Development Shri Arjun Singh made an appeal to the Officers and Members of Staff of the Ministry and its various Organisations and Institutions attached to it for making contribution to Government's efforts for relief and rehabilitation of earthquake victims of Maharashtra and other parts of the country.

3.9.2 The response was encouraging and a sum of Rs. 1.39 crores was collected for Prime Minister's National Relief Fund.

## **4 EDUCATION FOR WOMEN'S EQUALITY**

## 4. EDUCATION FOR WOMEN'S EQUALITY

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

4.1.2 During the year great significance was attached to actually operationalising the NPE's Programme of Action and in a series of regional meetings with the State Governments, a special review of gender issues in education was undertaken. At the same time it was emphasized to the States, that gender concerns must be built into all educational processes. The State Governments have also been advised to set up monitoring committees at the state Secretaries' level to ensure that this perspective is incorporated and implemented in the education system. Emphasis has been laid on enrolment and retention of the girl child in formal and non-formal schooling; recruitment of rural women teacher and removal of gender bias in the curriculum. The enrolment of girls as a ratio of total enrolment during 1992-93 is 43% at primary stage, 39% at middle stage, 34% at secondary and higher secondary stage, 18% at other below degree stage and 33% at higher education stage.

4.1.3 Special provisions have been incorporated for the benefit of women under the existing schemes of the Department. Under the Operation Blackboard scheme, the revised policy formulations stipulate that at least 50% of the teachers recruited in future should be women. Under the scheme of Operation Blackboard, Government of India have provided assistance since 1987-88 for creation of 1,32,834 posts of primary school teachers, mainly to be filled by women. According to the latest reports, 1,02,587 posts of teachers have been filled of which 48.52% are women teachers.

4.1.4 Under the Ministry's Scheme of NFE 90% assistance was given for NFE centres exclusively for girls. The cumulative number of NFE Centres for girls as on 31.3.1993 was 79,071. The scheme has recently been revised so as to provide more facilities for educating girls by increasing the ratio of NFE centres exclusively for girls to co-educational centres from 25:75 to 40:60.

4.1.5 A new scheme for strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools has been launched with the objective of boosting retention of girls. Under the scheme, of assistance is provided to existing girl's hostels or boarding houses run by voluntary agencies for food, furniture, utensils, recreational aids, etc.

of girl inmates of such hostels who are students of classes IX-XII of recognised schools. It is proposed to cover 3580 girls during VIIIth Plan period.

4.1.6 By conscious action efforts are made to ensure that at least one-third the students in each Navodaya Vidyalayas are girls.

4.1.7 In the total literacy campaigns the theme of empowerment of women is receiving special focus. Since the female literacy rate in the country is strikingly lower than for men it happens that the women learners under TLCs outnumber male learners. The general trend of enrolment of women in Total Literacy Campaigns (TLCs) has been over 60%. The social awakening in terms of empowerment of hitherto deprived sections has been significant as evidenced by the movements in some of the districts for payment of fair wages for construction workers, sale of kharis directly to the workers, closure of liquor shops and uniform increase in the demand for enrolment of children in all the campaign districts. This is mainly due to the literacy of women. In the adult education and post literacy education centres, special attention was given to enrolment of women.

4.1.8 There has been phenomenal expansion of educational opportunities for women in the field of higher education - both general and technical. Women Education at the university and college levels has been diversified and reoriented in tune with the changing requirements of the society, industry and trade. The number of women enrolled in institutions of higher education increased from 40,000 in 1950-51 to about 15,90,000 in 1992-93 recording an increase of more than 40 times over the forty-two year period. The number of women enrolled per hundred men enrolled during this period has gone up more than three times from 14 in 1950-51 to 50 in 1992-93. The enrolment of women as a percentage of total enrolment increased from 27.7% in 1981-82 to 33.1% in 1992-93.

4.1.9 The University Grants Commission has been providing financial assistance to universities for promoting studies programmes and setting up of centres/cells for women's studies to undertake research projects, development of curricula training and extension in the area of gender equity, economic self reliance of women, girls education, population issues, human rights, social exploitation as a crucial instrument for social and academic development. The Commission has also created 40 positions of part-time research associateships for women candidates in Science and Humanities including Social Sciences and Engineering & Technology. Twenty-one research projects relating to the theme of women's studies were approved for assistance up to November, 1993. Also, the Standing Committee on Women's Studies, after examining various proposals, recommended assistance to 22 universities and 11 college/university departments for setting up women's studies centres and cells respectively. The polyvalent adult education programme of Sharmik Vidyapeeths (SVP) has been successfully completed during 1993 in all the 10

selected SVPs. One thousand women/girls were to be made literate by each SVP. The SVPs continue to attract women/girls in large number through their tailor-made programmes.

4.1.10 The Mahila Samakhya (Education for Women's Equality) was launched in April, 1989 with Dutch Assistance. This Project was formulated in pursuance of the NPE, 1986. The constraints that have prevented women and girls from accessing educational inputs, is the main focus of the project. This project seeks to begin by addressing issues of self image and self confidence of women and societal perception about about them. Mahila Samakhya Project presupposes that education can be a decisive intervention towards women's equality. Its overall goal is to create circumstances to enable women to better understand their predicament, to move from a state of abject disempowerment towards a situation in which they can determine their own lives and influence their environment, and simultaneously create for themselves and their family an educational opportunity which serves the process of development. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya. The Mahila Samakhya component is being made part of the strategy for women's education in UP Basic Education Project and Bihar Education Project. Presently, the programme is being implemented in 14 districts, spreading over four States of UP, Karnataka, Gujarat and AP. Encouraged by the success of the Mahila Samakhya strategy, it is being incorporated in several other basic education projects in the country.



## **5 ELEMENTARY EDUCATION**

## 5. ELEMENTARY EDUCATION

### Universalisation of Elementary Education

5.1.1 Universalisation of Elementary Education is a constitutional mandate. Article 45 of the Constitution stipulates free and compulsory education for all children until they complete the age of 14 years. In spite of concerted efforts and considerable investments by the Centre and State Governments in promoting elementary education, the target of Universalisation of Elementary Education has not been achieved. The Revised National Policy on Education 1992 now stipulates that this target should be achieved before the turn of the century.

5.1.2 The table below brings out the status of expansion of elementary education since 1950-51 :

	1950-51	1992-93
	-----	-----
Number of primary schools	2.20 lakhs	5.72 lakhs
Number of Middle schools	0.14 lakhs	1.53 lakhs
Enrolment of Classes I to V	19.15 million	105.40 million
of boys	13.77 million	60.5 million
of girls	5.38 million	44.9 million
Enrolment in classes VI to VIII	3.13 million	38.7 million
of boys	2.50 million	23.7 million
of girls	0.54 million	15.00 million
Enrolment in classes I to VIII	22.28 million	144.1 million
of boys	16.36 million	84.2 million
of girls	5.92 million	59.9 million

5.1.3 Despite this level of expansion of education, vast ground is yet to be covered for fulfilling the constitutional mandate of UEE. Drop out rates are significant; retention of children in schools is low; wastage is considerable (In 1988-89, drop out rate were 46.97% in classes I to V and 62.29% in classes I to VIII). There are striking disparities in access to Elementary Education - disparities as between regions, rural and urban areas, boys and girls, the affluent and the deprived and the minorities and the others. The clientele to be serviced in the age-group of 6-14 is of the order of 153 million as on 1st March 1991 constituting about 18 per cent of the total population, Of this 51 per cent were boys and 49 per cent were girls. While the Fifth All India Educational Survey reflects that 94.06 per cent of the rural population was served with primary school/section within a walking distance of one kilometer and 85.39% of them was served with middle school/sections within a distance of three kilometres.

5.1.4 The extant policy and its Programme of Action gives unqualified priority to the programme of Universalisation of Elementary Education with focus on

girls and disadvantaged groups. The salient features of the Revised POA are :-

- The emphasis has been shifted from enrolment per-se to enrolment as well as retention and achievement. The POA puts it crisply, "Enrolment by itself is of little importance if children do not continue beyond one year many of them not seeing the school for more than a few days."
- Education policy has admitted that school would not reach all children, particularly girls and working children whose participation in school system is thwarted by socio-economic parameters. It calls for introduction of a large and systematic programme of non-formal education as an integral component of the strategy to achieve UEE with enough flexibility to enable learners to learn at their own pace and at the time convenient to them.
- Local area planning with disaggregated target setting and decentralised participative planning has been emphasised. The focus has shifted from educationally backward States to educationally backward districts. A host of measures both on the supply side and the demand side, mobilisation of community support and enlisting of NGOs to supplement higher financial outlays have been recommended.

5.1.5 The national targets for the 8th Plan have been identified as:

A. Access

- i) Universal enrolment of all children, including girls and persons belonging to SC/ST;
- ii) Provision of primary school for all children within one kilometre of walking distance and of facility of non-formal education for school drop-outs, working children and girls who cannot attend schools;
- iii) Improvement of ratio of primary school to upper primary school from the existing 4:1 to 2:1, this being a pre-condition for larger opportunity for widening girls' participation at upper primary stage;

B. Retention

- iv) Reduction of drop-out rates between Classes I-V and I-VIII from the existing 45% and 60% to 20% and 40% respectively.
- v) Improvement of school facilities by revamped Operation Blackboard, to be extended to upper primary level also;

### C. Attainment

- vi) Achievement of minimum levels of learning by approximately all children at the primary level, and introduction of this concept at the upper primary stage on a large scale;

### D. Monitoring

- vii) Local level committee, with due representation to women and teachers, to assist in the working of primary education to oversee its functioning;
- viii) Improvement of the monitoring system for Universalisation of elementary education to see to the achievement of above mentioned goals.

### Operation Blackboard

5.2.1 The scheme of Operation Blackboard, started in 1987-88 to bring about substantial improvement in facilities in Primary schools with the aim of improving retention, has three inter-dependent components, namely (i) Provision of a building comprising at least two reasonably large all-weather rooms with a varandah and separate toilets for boys and girls (ii) at least two teachers in every primary school, as far as possible one of them a women; and (iii) provision of essential teaching learning equipment including, blackboards, maps, charts, toys and equipment for work experience. Funds for construction of school buildings are provided by the State Govts. However 48% funds for construction are also provided by Ministry of Rural Development as central matching share under Jawahar Rozgar Yojana if States raise 12% JRY share and 40% Non JRY share. Funds for other two components are provided by this Department. The scheme envisaged coverage of primary schools in all the blocks/municipal areas in the country in a phased manner.

5.2.2 In the period 1987-88 to 1992-93, the scheme was implemented in 91.5% of the blocks in the country comprising 91 per cent of the primary schools. An assistance of Rs. 853.95 crores was released by this Department. Of this Rs. 154.91 crores was released in 1992-93. There is a provision of Rs. 179 crores for Operation Blackboard during 1993-94. It is proposed to cover the remaining primary schools during 1993-94 itself.

5.2.3 In order to operationalise the revised policy and Programme and Programme of Action 1992 regarding school facilities, the following three sub-schemes are proposed under Operation Blackboard during the eighth plan :-

- i) Continuation of the on-going Operation Blackboard to cover the remaining schools identified in seventh plan.

- ii) Expansion of the scheme of Operation Blackboard to provide three teachers and three class rooms to the primary schools where enrolment exceeds 100.
- iii) Extension of the scope of Operation Blackboard to Upper Primary schools.

#### Operation Blackboard - Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
1	2	3	4	5	6	7
Amount spent (Rs. in crores)	110.61	135.73	126.98	150.09	175.63	154.91
No. of Blocks covered.	1703	1795	578	343	960	477
No. of schools covered (in lakhs)	1.13	1.40	0.52	0.39	0.68	0.55
Percentage of primary schools covered	21.00	26.40	9.90	7.35	12.74	11%
Posts of primary teachers sanctioned.	36397	36327	5274	14379	26840	11439

#### Minimum Levels of Learning (MLLs)

5.3.1 The strategy to improve learning acquisition in schools focuses attention on what is happening in the classroom, and seeks to bring the principles of equity and quality to bear up on it. The strategy aims at laying down learning outcomes expected from basic education at a realistic, relevant and functional level, and prescribing the adoption of measures that will ensure that all children who complete a stage of schooling achieve these outcomes. These outcomes define the MLL common to both school and equivalent NFE programme.

5.3.2 The following are the different steps for introduction of MLL in schools : (i) an assessment of the existing level of learning achievement; (ii) a definition of the MLL for the area and the time-frame within which it will be achieved; (iii) reorientation of teaching practices to competency based teaching; (iv) an introduction of contiguous, comprehensive evaluation of students learning; (v) review of

textbooks and revision, if required; (vi) provision of inputs as necessary including provision of physical facilities, teacher training, supervision and evaluation, etc., to improve learning acquisition of MLL.

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

5.3.4 Immediately after the publication of the Report of the Committee defining MLL statement, the Ministry organised three Seminars at Delhi, Ahmedabad and Ajmer to explain the whole concept and chalk out strategies for implementation of MLLs programme. 15 agencies were identified and sanctioned projects with 100% central assistance. These projects cover 2000 primary schools, 10,000 teachers and about 3.86 lakh students. A sum of Rs. 121 lakhs has been sanctioned so far to these projects during the period 1991-94. A small team of resource persons has also been constituted to provide necessary guidance to projects and to the Ministry in implementation of this programme. In addition, it has been decided to involve District Institutes of Education and Training in the programme. Faculty members of SCERTs and DIETs of Andhra Pradesh, Delhi, Gujarat, Haryana, Jammu, Kerala, Punjab, Rajasthan and Tamilnadu have been provided necessary orientation. The MLL competencies have been translated in many regional languages in the States and distributed to teachers. Handbooks for teachers, pupils' workbooks and evaluation material in the subjects of Language, Mathematics and Environmental Studies have also been prepared to enrich the class-room teaching environment.

#### **Scheme of Operationalising Microplanning**

5.4.1 The National Policy on Education (NPE) 1986 and revised Policy Formulation (1992) envisaged an array of activities by teachers and other field level educational workers to undertake a Microplanning exercise to ensure that every child receives primary education of satisfactory quality through the school system as far as possible or through part-time non-formal education programmes wherever necessary. The Programme of Action drawn up in pursuance of NPE explained Micro-Planning as "a family-wise and child wise design of action to ensure that every child regularly attends school or NFE Centre and completes 8 years of schooling at a pace suitable to him/her and attains essential levels of learning".

5.4.2 Accordingly, guidelines for formulating the Micro Planning projects were developed and circulated to the State Governments.

5.4.3 The Ministry had supported three microplanning exercises - one in Bikaner District by URMUL Trust, one in Jaipur District by VISHAKHA and one in Tikamgarh block in Madhya Pradesh by Dr. P.N. Russia.

5.4.4 This Ministry had also received a few more proposals for operationalising microplanning. Of these 4 Microplanning projects have been sanctioned one each in the States of Karnataka, Maharashtra, Orissa and Uttar Pradesh.

5.4.5 A list of Non-Govt. Organisation receiving Grant-in-aid of more than one lakh during 1992-93 is enclosed.

Statement showing Grant-in-aid sanctioned  
to NGO for the period 1992-93

Name of Organisation	Amount Sanctioned	Purpose
VISHAKHA 0-7, Hospital Road, Jaipur	2,50,000	For implementing Microplanning Project in Phagi Tehsil, Jaipur.

### **Non-Formal Education**

#### *Background*

5.5.1 Universalisation of Elementary Education has been one of the goals of India's educational development. Provision of free and compulsory education to all children until they attain the age of 14 years is a Directive Principle of the Constitution. In this context, the role of Non-Formal Education (NFE) has been recognised since Education Commission of 1964-66 in bringing education to working children, girls and children in habitations that are not covered by formal schools. Its importance was reiterated by National Education Policy of 1968. The National Policy on Education 1986, also envisages a large and systematic programme of non-formal education. The programme of Non-Formal Education is an organised programme of education for the school drop-outs and unschooled children outside the formal system at a place and time convenient to divergent learner clientele who cannot attend full-time day school. The assumption is that this kind of arrangement may result in provision of education comparable in quality with formal schooling. NFE has been envisaged as an alternative strategy to formal education and provide complementary role in achieving the goals of Universalisation of Elementary Education.

### *Objective*

5.5.2 The objective of the programme is to make provision for education comparable with formal schooling for children of 6-14 age group who remain outside the formal system due to various socio-economic constraints.

### *Clientele*

5.5.3 The programme caters to the children in the age-group 6-14 years particularly the school dropouts, working children, children in habitations without schools and girls who cannot/do not attend formal schools on account of domestic chores.

### *Strategy*

5.5.4 The programme is being implemented through the State Governments and Voluntary Agencies. Instructions under this programme are imparted at a time and place convenient to learners in small groups. Part-time Instructors are locally recruited and trained for this purpose. NFE courses are condensed courses of 2 years duration. The curriculum used is relevant to local environment and learner's interest. Moreover, it is comparable to formal system. There is a system of testing and certification for enabling entry of NFE learners into formal stream. The most important features of the programme are community participation, flexibility and decentralisation.

### *Status*

5.5.5 A Centrally Sponsored Scheme of Non-Formal Education was started by this Department in 1979-80 to make provision for education of the target group children.

5.5.6 The programme was, initially, started, on experimental basis, in 9 educationally backward States - Andhra Pradesh, Assam, Bihar, J & K, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. In 1987, the 10th educationally backward State viz. Arunachal Pradesh, has been covered under the purview of the scheme. Moreover, the scheme also covers NFE programmes in urban slums, hilly, desert and tribal areas and projects for education of working children in other than the above mentioned educationally backward States. The programme is, at present, in operation in the States of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, H.P., J & K, Karnataka, M.P., Manipur, Mizoram, Maharashtra, Orissa, Rajasthan, Tamil Nadu, U.P. and UT of Chandigarh. During 1992-93, the Govt. of India provided central assistance of Rs. 45.17 crore to 13 States/UTs for running about 2.15 lakhs NFE Centres under State Sector and Rs. 10.19 crore to Voluntary Agency for running about 23,000 NFE



centres under Voluntary Sector. A statement indicating details of Voluntary Agencies who were sanctioned grants of Rs. 1.00 lakh or above for running NFE Centres is available at Annexure-I.

5.5.7 The programme also provides for financial assistance to voluntary agencies for Experimental & Innovative projects to promote experimentation and innovations for achievement of goals spelt out in National Policy on Education, 1986 for Universalisation of Elementary Education. During 1992-93, Central assistance was provided to 31 voluntary agencies for 1,34,15,957 such projects. In 1993-94, Central assistance of 35,12,563 to 14 voluntary agencies for 16 projects has been sanctioned upto 31.12.93. During the remaining period of the current year, further Central assistance amounting to Rs. 1.65 crore is likely to be sanctioned to 50 voluntary agencies for projects. A statement indicating details of voluntary agencies who were sanctioned grants of Rs. 1.00 lakh or above for such projects is available at Annexure-II.

#### State Sector

#### Non-formal Education Achievements during the year 1993-94 including anticipated by 31.3.1994.

1.	Grants released (upto 15 February 94)	57.97 crore
2.	Grants likely to be released for 15.2.94 to 31.3.94	38.14 crore
3.	NFE Centres brought to function (in lakhs) cumulative	2.15
4.	No. of NFE Centres exclusively for girls (in lakhs) cumulative	0.79
5.	Estimated Enrolment (in lakhs)	52.50
6.	No. of States/UTs covered	14
6.A.	Grants released during 1992-93	45.17 crore
7.	No. of Research Institutes engaged to conduct external evaluation for NFE Programme	7
8.	No. of States covered under external evaluation.	8

#### Voluntary Sector

1.	Grants released (upto 15th February 1994)	8.72 crore
2.	Grants likely to be released by March 1994	14.00 crore

3.	NFE Centres brought to function (in lakhs) cumulative	0.28
3 A.	Estimated enrolment of children	7.00 lakhs
4.	No. of States/UTs covered	18
5.	Grants released during 1992-93	10.19 crore
6.	Number of District Resource Units	22 centres.

### *Monitoring and Evaluation*

5.5.8 The programme is being monitored through quarterly Progress Reports, Joint Evaluation Teams and field visits of central Govt./State Govt./NCERT officials. Moreover, seven external agencies have been engaged for evaluation of the scheme in eight States viz. Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Final Reports have, so far, been received in respect of Andhra Pradesh, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The reports are being examined. On the basis of the feed back received, necessary action has been initiated to remove the deficiencies and ensure more effective implementation of the Programme.

### *Revision of Scheme*

5.5.9 The proposal for revision of the Scheme and its continuation in the 8th Plan has been approved in June, 1993, with an outlay of Rs. 704.00 crore. The budget for 1993-94 is Rs. 110.16 Crore. Essential features of the NFE scheme, as determined during the revision in 1987, have been retained. Certain aspects of the scheme have been further improved and strengthened. The revised scheme envisages intensified project approach and provides for greater financial and administrative decentralisation of management. Moreover, the revised scheme also envisages more intensive training, development of quality teaching-learning material, semesterization of NFE courses etc. The cost parameters have also been revised and a new scheme of cash incentive to Instructors is proposed to be introduced with view to provide better infrastructural facilities and enhance motivation of Instructors. As per revised cost parameters the total cost of one NFE project comprising of 90 primary and 10 upper primary centres has gone up from Rs. 5.50 lakhs to Rs. 12.10 lakhs in the first year and from Rs. 4.80 lakhs to Rs. 11.85 lakhs in subsequent years. As a special incentive for education of girls, the ratio of number of NFE girls centres to co-educational centres has been enhanced from 25:75 to 40:60.

5.5.10 The Central assistance for co-educational centres

and administrative resource support to States/UTs has also been increased from 50% to 60% to off-set the enhanced administrative cost. The revised percentage of Central assistance for the programme of Non-Formal Education is as under :

- |    |   |      |
|----|---|------|
| a) | Co-educational centres of NFE and administrative resource support to States/UTs | 60%  |
| b) | NFE Centres exclusively for girls run by States/UTs                             | 90%  |
| c) | Projects of Voluntary Agencies  | 100% |
| d) | Experimental and innovative projects  | 100% |

5.5.11 The revised scheme of NFE lays more emphasis on consolidation of existing programme rather than its expansion during the 8th Plan. However, marginal expansion of the programme will be inevitable. The revised scheme has been implemented from 1.10.1993. However, the component of cash incentive to instructors will be effective from 1994-95.

5.5.12 Main Features of the Revised Scheme

- \* Area Survey and Area Saturation.
- \* Flexibility in centre-strength and project size.
- \* Decentralisation of management functions to the project level
- \* Improved quality of teaching/learning material and semesterization of NFE Course.
- \* Concurrent evaluation and regular monitoring.
- \* Involvement of the community in the setting up and supervision of NFE Centres, in the identification of the NFE instructors within the community, with preference being given to women instructors.
- \* Facilitating lateral entry for students of the NFE stream into the formal stream.
- \* Linkages between non-formal courses with open schools.
- \* Strengthening training component and creation of a training infrastructure.
- \* Improved financial norms of assistance, raising assistance to co-education Centres to 60%

- \* Special attention to girl children.
- \* Increased attention to the role of voluntary agencies in the NFE Programme.
- \* Implementation through a decentralised system upto the village level through Panchayati Raj Institutions.

5.5.13 A statement containing salient features of NFE Programme is available at Annexure-III.

#### *VIII Plan Proposals*

5.5.14 It is proposed to increase the no.of NFE Centres to 3.5 lakhs during the VIII Plan (1992-97) subject to availability of adequate funds.

5.5.15 The NFE programmes are thus expected to cover all children who fall outside the pale of formal education either because of non-enrolment or dropping out for one reason or the other. Taking into account the special socio-economic factors of the families of the target group children, the NFE programmes in India give emphasis on linking the programme with other micro-planning exercises for development, giving considerable flexibility in implementation of the NFE projects and the active participation of voluntary agencies and the village level opinion leaders.

#### **Teacher Education**

5.6.1 The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education being implemented since 1987-88 was revised during 1993-94 for implementation during the VIII Plan. Its main objectives are to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the areas of elementary, secondary and adult education and to institutionalise in-service teacher training. The revised scheme has following components :-

- Setting up of about 450 Districts Institutes of Education and Training (DIETs) by the end of VIII Plan either by upgrading suitable existing Elementary Teacher Education Institutions or establishing new one so as to provide good quality pre-service and in service training to elementary school teachers and AE/NFE personnel besides providing resource support to elementary education and adult education systems.
- Upgradation of about 250 Secondary Teacher Education Institutions (STEIs) into Colleges of Teacher Education (CTEs) and converting about 50 of them into Institute of Advanced Study in Education (IASE) in order to provide training and resource support to secondary

school system and to complement the work of SCERT.

- Strengthening of State Councils of Educational Research and Training (SCERTs).
- Special Orientation Programme for School Teachers (SOPT) covering 4.5 lakh Teachers per year during 1993-97 with a view to provide training to teachers in the use of OB materials and orienting the teachers towards Minimum Levels of Learning strategy with focus on Teaching of Language, Mathematics and Environmental studies.  
Creation of Teachers Centres/Block Level Resource Centres in 4 districts in the country on pilot basis. Achievements under the Scheme during the period since 1987-88 has been given in the table below :-

Sl. No.	Nomenclature	Cumulative Achievements upto 15-2-1994.
1.	Amount spent (Rs. in crore)	325.87
2.	Number of Teachers oriented during 1986-90 under the programme for Mass Orientation of Teacher (MOST) in lakhs.	17.62
3.	Number of District Institutes of Teacher Education (DIET) sanctioned.	363
4.	Number of Colleges of Teacher Education (CTEs) sanctioned.	53
5.	Number of Institution of Advanced Study in Education (IASEs) sanctioned.	22
6.	Number of State/UTs covered.	28

5.6.2 The scheme is now being implemented in all the States and in the UTs of Delhi, Andaman & Nicobar Islands and Pondicherry. During the year 1992-93, 40 DIETs, 22 CTEs and 10 IASEs were sanctioned. During 1993-94, 15 DIETs have been sanctioned so far.

5.6.3 18 Programmes were conducted by NCERT/NIEPA during 1992-93 for the faculty members of DIETs/CTEs for their professional growth. These programmes were attended by 435 participants.

5.6.4 Setting up DIETs/CTEs/IASEs is a long-gestation activity. In view of the time it takes to put up necessary buildings and create and fill up posts. Yet 260 DIETs and 31

CTEs & ASEs have become operational and have started conducting training programmes.

5.6.5 Pattern of assistance for strengthening of SCERTs have been finalised and States/UTs have been asked to formulate their proposals. Implementation of this component is likely to begin shortly.

5.6.6 Special Orientation Programme of Primary Teachers (SOPT) has already started.

5.6.7 Regional Colleges of Education of the NCERT are working out details for establishment of Teacher's Centres/Block Level Resource Centres in their respective districts.

5.6.8 The National Policy on Education (NPE) stated that the National Council for Teacher Education (NCTE) would be provided with necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. The Programme of Action prepared for implementation of the NPE in 1986, realising the inherent difficulties in the constitution of the NCTE to be able to guide the system of teacher education, envisaged conferring it with statutory status.

5.6.9 The main functions of the statutory NCTE include:-

- a) to create mechanism for determination and maintenance of standards of teacher education;
- b) to regulate institutions of teacher education/with a view to phasing out sub-standard malpractising institutions;
- c) to lay emphasis on continuing education of teachers and
- d) to reduce the gap between supply and demand of trained personnel.

5.6.10 The NCTE Bill, 1993 has been passed by the Lok Sabha on 14.5.93 and the Rajya Sabha on 9.12.93. Further action is being taken to operationalise the statutory NCTE.

### **Bal Bhavan Society India**

5.7.1 Bal Bhavan Society India (BBSI), New Delhi was founded at the initiative of Pandit Jawaharlal Nehru, first Prime Minister of India and established by the Govt. of India in the year 1955. It is an autonomous organisation fully funded by the Deptt. of Education. The society has been contributing, towards promotion of creative activities among children in the age group 5-16 years. The children, specially from the economically weaker sections of society and others find a

place in Bal Bhavan to pursue activities of their choice ranging from creative/performing arts, environment, astronomy, photography, integrated activities, physical activities to science related activities. The society has 52 Bal Bhavan Kendras spread all over Delhi and is also funding two Jawahar Bal Bhavans one in Srinagar and the other in Mandi. The national training resource centres at Bal Bhavans impart training in methodology to interested persons including teachers and teacher trainers. The State Distt. Bal Bhavans in the country are affiliated to Bal Bhavan Society India which provides them general guidelines, training, facilities and transfer of information. Bal Bhavan aims at the all round growth of a child in a free and happy atmosphere.

5.7.2 From 23 March to 25 April 93, an exhibition "Chitrawali", a scroll painting of more than 1500 metres long was organised in collaboration with Indira Gandhi National Centre for Arts, New Delhi. In May, 93, a creative drama workshop was conducted. A team of children with the help of adult professionals played Daon Pench. In June, a five week long traditional art & craft Workshop was held with master craftsmen coming to Bal Bhavan Society and teaching the children. A puppetry workshop with IGNSA was also held in the month of June, 93 and a show was put up.

5.7.3 Environment week was celebrated from 1st to 5th June, 93. Various environment related activities were conducted throughout the week long programme. For the first time, a two-day national meeting of children's writer was held in Bal Bhavan on 10-11th Sept. 93. A children's magazine called "Akkar Bakkar", a magazine by the children, of the children and for the children was released.

5.7.4 4th Young-Environmentalists Conference was held in Daman from 22nd to 25th Sept. 93. Children from all over the country met and discussed issues on environment. On 1st Oct. 93, World Habitat Day was celebrated at Bal Bhavan Society India with an on the spot painting activity and with the theme "Women & Shelter Development". More than 2000 children took part in the activity and a booklet with the same theme was released.

5.7.5 BBSI is the Distt. Coordinator for the national science congress. Distt. level meets are in progress and the national meet was scheduled in Dec. 93. Children's day was celebrated on 14th Nov.' 93 where Lt. Governor, of Delhi Sh P.K. Dave was the chief guest. National children's assembly and integration camp was held in Bal Bhavan from 19th to 24th Nov., 93 where children from all the State Bal Bhavans and children from deprived sections participated. The whole programme was celebrated as Surya Parva and each day was named after a season. The inauguration was done by Shri Karan Singh and Smt. Sonia Gandhi came for the Valedictory programme. Children performed activities according to the season and crafts of the particular time was conducted. On 19th Nov., a mass painting activity with the theme 'Conservation of

soil and Water' was held where more than 2500 children took part.

### **District Primary Education Programme**

5.8.1 In keeping with the National Policy on Education and its Programme of Action, a new initiative to achieve Universalisation of Elementary Education has been evolved, titled 'District Primary Education Programme'. The programme takes a holistic view of primary education development and seeks to operationalise the strategy for UEE through district specific planning and disaggregate target setting. The programme lays great emphasis on participatory processes for planning and management, has a marked gender focus and seeks to enhance school effectiveness through inputs in teachers' training and decentralised management. The programme emphasises on capacity building at all levels, be it national, state or local, and seeks to evolve strategies which are replicable and sustainable.

5.8.2 Selection of districts under DPEP are based on the criteria where female literacy rates are less than the national average (1991 census) and where Total Literacy Campaigns (TLCs) have been successful leading to an enhanced demand for elementary education. Investments of Rs. 30 to 40 crore per district, over a 5 to 7 year period are envisaged under the DPEP. The sharing pattern between Government of India and the State Government would be to the tune of 85% Central Assistance and 15% State share. The GOI share would be met by mobilising external resources. The idea is to extend the DPEP to cover all the 230 districts below the national female literacy rate and those where TLC's have been successful, in a phased manner.

5.8.3 The total estimated outlay during the Eighth Five Year Plan for the DPEP is Rs. 1950 crore, out of which Rs. 1720 crore is from external resources. The remaining Rs. 230 crore will come from domestic resources, of which Rs. 5 crore per year would be utilized for project preparation and remaining for DPEP projects in North-Eastern states.



## **6 SECONDARY EDUCATION**

## 6. SECONDARY EDUCATION

### Vocationalisation of Secondary Education

6.1.1 The National Policy on Education 1992, envisages well-planned programmes of Vocational Education for developing a healthy attitude amongst students towards the world of work, enhancing individual employability, reducing the mismatch between the demand and supply of skilled manpower and providing an alternative for those intending to pursue higher education without particular interest or purpose. The target laid down in the revised policy is to divert 10% of higher secondary students to the Vocational stream by 1995 and 25% by 2000 AD.

6.1.2 A joint Council for Vocational Education has been set up at the national level with counterpart organisations at the State levels for laying down policy guidelines, planning and co-ordination of vocational programmes conducting by different agencies. To perform the functions of JCVE, a Standing Committee of JCVE has been constituted to ensure that the tasks laid down by JCVE are effectively performed. Normally JCVE is to meet at least once a year and the Standing Committee more frequently. So far three meetings of JCVE and four meetings of the Standing Committee have been organised.

6.1.3 The programme for setting up of administrative structure at the Centre, State, District and School levels have also been taken up. In the major States/UTs separate structure at State level has been created. The district level structures, have not been created. Appointment of teachers have however been made in majority of schools/institutions.

6.1.4 NCERT has developed 82 competency based curricula in six major areas which can be adopted by States/UTs with modifications based on the need and relevance of these courses in that particular area. While 70% of the total instructional time is allotted to the Vocational theory and practice the remaining time to the study of general foundation and language courses. On-the-job training is an integral part of the curricula.

6.1.5 The Scheme which has completed over five years is presently being implemented in all the States/UTs except Lakshadweep. Till the end of the 7th plan, 7888 Vocational sections were approved in 2742 schools with an enrolment of 3.91 lakh students in Classes XI and XII. In addition, 6378 Vocational sections were approved till the end of the year 1992-93 after taking care of committed liability. Thus, till the end of the year 1992-93, facilities have been created for 7.13 lakh students in the Vocational Stream. The actual enrolment is, however, likely to be less as optimum utilisation of facilities created may not be achieved. During the current year i.e. 1993-94, the main emphasis is on the qualitative improvement rather than expansion of the programme.

6.1.6 The Policy emphasises the need for making available non-formal, flexible and need-based Vocational programme to school drop-outs, neo-literates, etc. The Scheme, therefore provides for funding of innovative programmes in the field of Vocational education undertaken by voluntary organisations. So far 14 voluntary organisations have been assisted under the scheme.

6.1.7 Considerable emphasis of practical training of students both during the course of study as well as after completion of the course has been laid under the Scheme. The Apprenticeship Act, 1961 was amended in 1986 to include pass-outs of Vocational Courses at plus two level. Subsequently, the Apprenticeship Rules were modified in September, 1987 and later in April, 1988. Sixty Vocational subject fields have so far been covered under the Apprentices Act to enable the Vocational pass-outs to avail of the benefit of the Apprentices scheme.

6.1.8 Department of Personnel and Training has impressed upon the Ministries the need to amend Recruitment Rules to enable Vocational pass-outs to be eligible for Government jobs. State and UT Governments have been suitably advised in this regard. The Department of Education has also set up an Inter-ministerial Committee to review department-wise position about the posts available in various departments and organisations under them, in respect of which preference can be given to persons with relevant vocational training.

6.1.9 Vocational courses at plus two level are, by and large, expected to be terminal in nature. However, keeping in view the fact that further opportunities for professional growth and Career advancement to vocational pass-outs should not be denied, UGC has constituted a Core Committee to identify subject areas for which vocational oriented degree/diploma courses can be developed in the universities and colleges. The Committee has approved 35 vocational courses at the undergraduate level and submitted its report to the Chairman, UGC.

6.1.10 The department of Education has taken up the question of introducing special vocational courses specific to the needs of the employers to ensure ready employment for the vocational students. Efforts in this direction have been quite successful with General Insurance Corporation, Life Insurance Corporation, Ministry of Railways, Ministry of Health, Handicrafts Board, Development Commissioner, etc. The CBSE, in collaboration with General Insurance Corporation and Life Insurance Corporation has started two-year job oriented vocational courses in Insurance in 18 schools and 20 schools respectively throughout the country. Ministry of Railways has introduced special vocational courses for Railway Commercial Staff in 9 schools located at the headquarters of the nine Railway Zones. Ministry of Health and Family Welfare has started 4 health related courses, viz. Medical Laboratory Technician, X-Ray Technician, Ophthalmic Technician and Auxiliary Nursing Midwifery in 5 schools in Delhi. Delhi Administration has proposed to start these courses in other

schools also during the current year. NCERT has prepared curriculum for 8 health related courses and developed textbooks for medical laboratory technician and multi-purpose basic health worker (male) which can be made use of by the States/UTs.

6.1.11 In consultation with private Industrial enterprise the following areas of linkages with Industry have been identified.

- provision of training facilities to vocational students.
- Training of teachers for vocational courses.
- provision of Apprenticeship Training after completion of the course.
- Help in developing curricula and learning material.

6.1.12 The Department of Vocational Education of NCERT (now renamed PSSCIVE) has undertaken quick appraisal studies in seven major states. The action points to be implemented by State Governments have been communicated to them.

6.1.13 A Computerised Management Information System has been developed in collaboration with the National Informatics Centre (NIC) and NCERT for vocational education to obtain relevant information of different aspects of the programme implementation.

6.1.14 A Central Institute of Vocational Education named as "Pt. Sunderlal Sharma Central Institute of Vocational Education" was set up at Bhopal on July 1, 1993, under the overall umbrella of NCERT. The Institute will act as an apex level research and development organisation in the field of vocational education.

6.1.15 As envisaged in the National Policy on Education, the scheme of pre-vocational education at lower secondary stage has been introduced from the current year i.e., 1993-94. The objective of this scheme is to impart training in simple marketable skills to students in Classes IX and X; to develop vocational interests; to allow for self-exploration of vocational preferences to prepare students for participation in work and to inculcate the desired values related to work culture. During the 8th Five Year Plan, it is proposed to introduce pre-vocational courses in about 1,000 schools in the country. An amount of Rs.19.62 crore has been allocated for this scheme. Annual outlay for the year 1993-94 is Rs.2.32 crore. An amount of Rs.0.89 crores has been sanctioned for seven states namely Assam, Karnataka, Manipur, Punjab, Rajasthan, U.P. and Delhi.

### **Educational Technology**

6.2.1 This is Centrally Sponsored Scheme with certain elements of a Central Plan Scheme built in it. In the Centrally Sponsored format the Scheme seeks to provide the entire cost of Radio-cum-Cassette Player in Primary schools and 75% cost of

Colour TV in Upper Primary Schools. This distribution is undertaken to enable school children and teachers to have access to quality education. To enable production of suitable programmes for these schools, six autonomous State Institute of Educational Technology in U.P. Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh have also been funded under the Scheme.

6.2.2 In the Central Plan Sector, the Scheme extends financial support to the Central Institute of Educational Technology (CIET) - a constituent unit of National of Educational Research is funded for producing programmes for the school sector for broadcast through Doordarshan and Akashvani.

6.2.3 At present all the Programmes for the school sector for broadcast through Doordarshan are produced by CIET and SIET system, and are funded under the Scheme. For the Akashvani also the Programmes are produced by the schools sector.

6.2.4 By way of reporting progress under the scheme, it may be stated that so far 281616 Radio-cum-Cassette Players and 40729 colour TVs have been distributed. CIETs and SIETs have together produced 3921 T.V. and 1100 Audio Programmes for the school sector. Central Institute of Educational Technology has also produced cassettes for teaching Indian Language to the school children.

6.2.5 Under the aegis of the Indo-US Sub-Commission on Education and Culture, an innovative and experimental project in Distance Education coupled with inter-active learning, "Classroom 2000AD" was launched in May 1993. This involved 'life' teaching through a central facility to schools located in different places in the country. The students in the schools covered able to interact 'life' with the teacher and were also able to solve multiple choice objective type questions through computer key pads. The evaluation of this project has shown its success. Its multiplication in a larger number of schools will depend on availability of resources.

6.2.6 An outlay of Rs. 108.00 crore has been approved for the VIII Plan period. It is proposed to implement the Scheme as per present pattern. It is also proposed to undertake a study to assess the impact made by the Scheme in areas where it has been implemented on the qualitative improvement of education.

EDUCATIONAL TECHNOLOGY : ACHIEVEMENTS

	1987-88	1990-91	1991-92	1992-93	1993-94	Total
	to					
	1989-90					
Amount spent (Rs. in crore)	46.84	14.57	14.00	14.00	-	89.41

No. of States covered (cumulative)	31	32	32	32	-	32
No. of TV sets distributed	24897	6232	6000	3600	-	40729
No. of Radio cum Cassettes players distributed	155222	72883	28453	25058	-	281616
<i>Continuing Scheme</i>						
1. Amount released to CIET(Rs.in crore)	11.52	2.37	2.00	1.18	-	17.07
2. Amount released to SIETs(Rs. in crore) 6 INSAT States: (A.P, Bihar, Gujarat, Maha- rashtra, Orissa, and Uttar Pradesh)	5.13	0.44 (plan) 0.45 (non-plan)	2.34	3.73	1.23	12.87 (plan) 0.45 (non-plan)
3. Amount released to ET Cells(Rs.in crore)	1.02	-	-	-	-	1.02
4. Amount released to States/UTs for TVs/RCCPs (Rs. in crore)	28.94	11.66	9.46	* 9.07	-	59.13
5. Development of software - for RCCPs(Rs.in crore)	-	0.10	0.19	0.02	-	0.31

\* Difference of rates.

## Science Education

6.3.1 To improve the quality of science education and promote scientific temper, as envisaged in the National Policy on Education, 1986, a Centrally sponsored Scheme, "Improvement of Science Education in Schools", was initiated during the last quarter of 1987-88. The scheme aims at using the resources and agencies of the State Governments and the non-Governmental organisations to achieve these objectives mainly by strengthening laboratory and library facilities in schools, improving teacher motivation and competencies and mobilising vigorous campaigns for science education through voluntary organisations and in-service training of science and mathematics teachers. Accordingly, under the scheme, financial assistance is provided to the States/Union Territories and Voluntary Agencies.

6.3.2 While voluntary agencies are assisted for conduct of experimental and innovative programmes, States/UTs are provided assistance for provision of science kits to upper primary schools; upgradation and strengthening of science laboratories in

secondary and senior secondary schools; supply of science books to secondary and senior secondary schools; and training of science and mathematics teachers.

6.3.3 All the State Government/UT Administrations have received assistance under the scheme during the period, 1987-88 to 1992-93. 21 voluntary agencies have also availed of assistance for conduct of various innovative programmes. An Evaluation Committee constituted under the convenorship of Head, Department of Education in Science and Mathematics, NCERT is currently undertaking an evaluation of implementation of the Scheme.

6.3.4 The achievement during 1987-88 to 1993-94 are tabulated below:

SCIENCE EDUCATION: ACHIEVEMENTS

	7th Plan	1990-91	1991-92	1992-93	1993-94*	Total
Amount spent (Rs. in crore)	80.03	20.59	18.98	24.94	22.11	166.65
No. of States/UTs covered	30	24	12	14	15	32
No. of Schools covered						
i) Upper Primary (Science kits)	42,398	5,791	7,880	11,678	5,000	72,747
ii) Sec./Higher sec.(library assistance)	16,382	3,843	3,671	5,179	2,350	31,425
iii)Sec./Higher sec.(Laboratory assistance)	15,073	3,981	3,783	5,849	2,950	31,636
No. of institutions assisted for setting up of District resources Centres*	115	57	26	-	-	198
No. of Vol. Orgns. covered(for innovative programmes) cumulative	13	7	14	7	8	25

\* Anticipated

\*\* This component does not qualify for assistance during the 8th Plan.

6.3.6 A sum of Rs. 120.00 crore has been allocated for the Scheme during the 8th Plan. Necessary approval of the component authority for continuance of the Scheme has since been obtained.

### **International Mathematical Olympiads**

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

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

6.4.3 An 8 member delegation comprising 6 student contestants, a team leader and a deputy team leader participated in IMO-1993 held in Istanbul during July 1993. India ranked 15th out of 73 participating countries. The Indian team won 4 Silver and 1 bronze medals. The proposal regarding India's participation in IMO -1994 scheduled to be held in July, 94 in Hong Kong is under consideration of the Ministry of Finance. IMO-1996 will be held in India. Necessary confirmation has been conveyed to the IMO Site Committee.

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

6.5.1 The National Policy on Education (NPE), 1986, inter alia, states 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. Operationalization of this noble objective requires that the mind and intellect of the students must be sensitised about the hazards inherent in insulting and over exploiting the bounties of Nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of Environment.

6.5.2 To this end, the Centrally Sponsored Scheme, "Environmental Orientation to School Education" was initiated in 1988-89. The Scheme is being implemented through the Education Departments of States and by way of assistance to States/UTs and NGOs having expertise and interest in imparting environmental



education through innovative schemes.

6.5.3 States/UTs are provided assistance under the Scheme for undertaking various activities on project basis. An "Agro-climatic Zone" in States/UTs constitutes a project area. The project activities include review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein, review and development of text-books of "Environmental Studies" at primary and upper primary levels; review of strategy for imparting environmental education at upper primary level; development of teaching-learning materials; organisation of suitable innovative work experience activities etc.

6.5.4 Voluntary agencies are provided assistance for conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions. The Scheme also envisages assistance to NCERT during the 8th Plan for organisation of regional workshops for development of instructional material for training of primary and upper primary teachers and translation thereof in regional languages.

6.5.5 An outlay of Rs. 10,00 crore has been approved for continuance of the scheme during the 8th plan.

6.5.6 A summary of achievements during 1987-88 to 1993-94 is presented in the table below:-

#### Environmental Orientation to School Education Achievements

	7th plan	1990-91	1991-92	1992-93	1993-94*	Total
Amount spent (Rs.in crore)	3.57	2.00	1.81	1.80	1.24	10.42
No. of States/UTs covered	20	8	9	17	10	25
No. of projects 53sanctioned	32	6	9	1	5	
No. of voluntary bodies assisted	10	7	5	4	8	20

\* Estimated

#### Class Project

6.6.1 Department of Electronics, in collaboration with the Ministry of Human Resource Development initiated a pilot project, Computer Literacy and Studies in Schools with the acronym, Class

from the year 1984-85. The broad objectives of the pilot project included, demystification of computers, familiarization of students with the range of computers, applications, and to provide "Hands on" experience.

6.6.2 2598 schools have so far been covered under the project upto 1986-87, the schools were provided two BBC micros which were increased to five from 1987-88. An expenditure of Rs. 44.30 crore has so far been incurred on the project.

6.6.3 Under the existing arrangements, CMC Ltd. is responsible for procurement, installation and maintenance of the hardware in schools, while NCERT is responsible for academic inputs including teacher training and monitoring through 61 Resource Centres Engineering College and Universities - throughout the country. The schools are selected by the government in consultation with the concerned State Government.

6.6.4 In a review undertaken by the Ministry of Human Resource Development, a number of shortcomings, in its implementation were noticed. Chief of these shortcomings were:

- multiplicity of agencies involved;
- instructions outside school hours;
- inadequate training of teachers and inadequacy of instructional material;
- no set curriculum

6.6.5 A modified scheme has, therefore, been prepared and is proposed for adoption during the 8th Plan with a view to rectifying the deficiencies mentioned above.

6.6.6 The salient features of the modified strategy are as under:-

- Implementation through and integrated input delivery system through a single agency (private or public sector being responsible for provision of hardware, software, fulltime instructor and teaching material. The agencies are to be chosen on the basis of their relevant experience, proven track record and adequate infrastructure and resource by a Committee of Experts. Provision of 5 PCs instead of BBC Micros in new schools to be covered.
- Training of students within school hours with a set curriculum which could include familiarity with additional languages and basic programming skills Evaluation Test.
- The instructor provided under the scheme to train 4 teachers and one staff members so as to enable them to take over the responsibility of training after the

initial four year contractual period with the agency is over.

- Over-all coordination by the Project Implementation Unit (PIU) with the State Governments running a Project Cell.
- The modified strategy is still pending for approval of the EFC and Cabinet. At present the project is implemented in 2598 schools included till 1989-90.

6.6.7 The 8th Plan outlay for the scheme is Rs. 146 crore.

#### **National Population Education Programme (School and Non-Formal Education)**

6.7.1 This project in the school sector was conceived with the main objective of institutionalising population education in all the education processes from educational policies and objectives to evaluation., covering in between all the vitally related areas such as curriculum framing, development of materials- both print and non-print, and teacher training. A specific institutional arrangement has emerged both at the national and the state levels for effective implementation of the project. Now 29 States/UTs are under the fold of this project.

6.7.2 After joining the project, the states took some time to initiate their activities. Subsequently, the consolidation process started taking shape only in the VII Plan. However, even in this cycle further expansion of the project's network continued in order to cover the senior secondary stage and also the non-formal education sector. Efforts are made to increase the coverage of students, teachers and other educational functionaries of primary, upper primary and secondary stages of the project's multi-dimensional activities. The states have developed various kinds of instructional materials. Since 1980 over 400 titles have been brought out in 17 languages of India. These materials include handbooks and guidebooks, lesson plans and teaching units, training manuals, exemplar textual materials, supplementary readers, etc. The states have developed seven types of print visual materials, i.e. charts, posters, calenders, picture books, paintings, albums, wall newspapers and flash cards. They have also developed audio-visual materials for electronic media.

6.7.3 With a view to ensuring effective integration of population education, the NCERT developed a curricular document entitled Minimum Essential Contents of Population Education and based on it, a compendium of lessons on Population Education.

6.7.4 With the initiation of the process of revamping of teacher education courses and the newly emerging infrastructure like DIETs and CTEs since 1986, the project activities both at the national and state level have been directed towards the integration of population education into their courses and

activities. The specific efforts made by States have helped the integration of population education in the courses particularly at the elementary teacher education level. The training activities both at the National and the State level have been conducted under the project by adopting two broad types of modalities; (a) independent and (b) integrated Independent training and orientation programmes exclusively for population education have been organised at the national and state level. The integrated training modality has been adopted more regularly during the second cycle i.e. 1986-90 of the project. 11,73,426 Key Resource Persons, teacher educators and teachers (Elementary, Secondary) have been trained.

6.7.5 Under the co-curricular activities, innovative, programme such as Village Adoption Programmes and Population Education Laboratory Programmes were organised to sustain general interest and to maintain a high level of motivation specially among students and teachers. Our experience indicates that co-curricular activities in population education have great potential to ensure larger involvement of students and teachers and promote community participation.

6.7.6 The Project activities conducted in States in the area of Non-formal Education have remained confined to curriculum and materials development and training. In the majority of the States, Population Education Cells collaborate with the administering departments of NFE in the development of teaching learning materials. The baseline Survey revealed that existing NFE materials incorporate some elements of population education. Moreover, 14 States have developed a separate curriculum in Poped (Non-formal education) and a number of teaching learning materials.

6.7.7 During the third cycle, special attention has been paid to girls and SCs/STs through various curricular activities with and emphasis on community participation. The process of interweaving population education elements into the syllabi, textbooks and other instructional and training materials will continue. Teachers training, development of audio-visual materials and co-curricular programmes for awareness generation will be organised more intensively.

6.7.8 During the last year a sum of Rs. 67.96 lakh was released for this project. During the current year i.e. 1993-94, there is a budget provision of Rs. 98.00 lakh and a sum of Rs. 40.00 lakh has already been released.

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

6.8.1 It has been established that children with mild handicaps make better progress academically and psychologically if they study in common schools alongside "normal" children. The scheme of Integrated Education for the Disabled Children provides 100% financial assistance to State Governments/UT Administration/Voluntary Organisations for creating necessary facilities in

schools. Admissible items of expenditure are books and stationery allowance, transport allowance, uniform allowance, readers allowance (for blind children), escort allowance (for orthopaedically handicapped children with lower extremity disabilities), equipment allowance and wherever necessary, hostel charges. Besides, the scheme also provides for meeting the cost of salary and incentives for teachers, setting up of resource rooms, carrying out assessment of disabled children, training of teachers, removal of architectural barriers in schools, development and production of special instructional materials for disabled children, etc. Assistance is also given, through UGC, to selected Universities/Institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by NCERT in the four Regional Colleges of Education.<sup>2</sup>". A UNICEF assisted project Integrated Education for Disabled (PIED) is also being implemented which envisages development of context - specific strategies for education of children with disabilities in general schools one block each in the States of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, and Tamil Nadu and the Municipal Corporation of Delhi and Baroda are covered under this project.

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

6.8.3 The POA, 1992 relating to "Education of the Handicapped" emphasises the need to integrate the handicapped with normal children and for this purpose all educational and vocational programmes for normal children must provide for the special needs of the handicapped. It has recommended the strengthening of the inter Ministerial Coordination Committee so that it becomes an effective mechanism for review and monitoring of the programmes being implemented for the welfare of the handicapped by various Ministries/Departments. The need for sensitizing educational administrators, teachers, children and the public at large has been emphasised and towards this end the POA recommends training of educational administrators on a regular basis, inservice and pre-service training of teachers and use of mass media for the purpose.

6.8.4 About 35,000 children spread over 9,000 schools are presently receiving benefits under the scheme. A much larger number are receiving indirect benefit through special teachers and other learning material. During 1993-94 against a budget provision of Rs. 450 lakh. The actual release to the various States, Union Territories and Voluntary Organisation is of the order of Rs. 402.86 lakh (as on 15.02.1993).

## **Education Concessions to the Children of Armed Forces Personnel Killed/Disabled During Hostilities**

6.9.1 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.

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

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

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

6.10.2 The Kaivalyadhama Shriman Madhava Yoga Mandira Samiti, Lonavla (Pune), continues to be assisted under the scheme, both for its maintenance and developmental expenditure for research and teacher training programmes. During 1993-94 the KSMYM Samiti has been given a grant of Rs.19.08 lakh under Non-Plan (as on 15.02.1993).

6.10.3 In the light of the NPE, 1986 it was proposed to introduce Yoga in schools on a fairly large scale. Accordingly, a new Centrally Sponsored Scheme was started in 1989-90 under which States/UTs/Yoga Institutions are assisted for training Yoga teachers and for building infrastructural facilities for the purpose. The scheme is being continued during the 8th plan.

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

- : modalities of implementation of the Scheme
- : training of teachers
- : syllabus on Yoga

These were taken into account while reformulating the scheme. The syllabus on Yoga developed by NCERT was considered by an expert group and the suggestions made have been incorporated therein. The printed version of the finalised syllabus has recently been circulated to all State Governments/UT Administrations for suitable adoption and adaptation.

6.10.5 The scheme has been revised to enhance assistance for the training cost of yoga teachers. It is also proposed to meet the travel cost of teachers, as the States were finding it difficult to bear this expenditure and were therefore not able to depute the teachers for training. It is expected that the scheme will now pick up and gain momentum during the 8th plan.

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

6.11.1 Education about India's common cultural heritage has been identified in National Policy on Education as one of the core areas under the National System of Education. While spelling out the cultural perspective in education, the policy has stressed on the need to bridge the schism between the formal system of education and India's rich and varied cultural traditions. The policy has called for enriching the curricula and processes of education in as many manifestations as possible and laid considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values.

6.11.2 Within these overall objectives, a Central Sector-Scheme of Assistance to Agencies for strengthening Culture/Art/Values in Education and for Assistance to Educational Institutions Implementing Innovative Programmes - was formulated in 1987-88 and its implementation started from 1988-89 providing for financial assistance on 100% basis to the project-proposals screened by a duly constituted Grant-in-Aid Committee of the Ministry.

6.11.3 In 1990, a decision was taken to review the earlier scheme to make it more purposeful. Accordingly, a Working Group was constituted in the Ministry and a reformulated scheme of Assistance for Strengthening Culture and Values in Education has been designed.

- 6.11.4 The revised scheme has two broad components which are:
- i) Strengthening cultural and value education inputs in the school and non-formal education system.
  - ii) Strengthening the in-service training of art, craft, music and dance teachers.

6.11.5 The new scheme was approved in the meeting of Standing Finance Committee of the Ministry held on 1.10.92 when an outlay of Rs. 4.75 crore for the VIII Plan period was also approved as per year-wise break up given below:

(Rs. in Crore)					
Item	1992-93	93-94	94-95	95-96	96-97
1. Strengthening Cultural and Value Education inputs in the school and NFE System.	0.50	0.75	0.75	0.90	0.90
2. Strengthening the in-service training of art, craft, music and dance teachers.	-	0.20	0.20	0.25	0.30
Total	0.50	0.95	0.95	1.15	1.20

During 1992-93, a total grant of Rs. 0.38 crore against the grant of Rs. 0.50 crore was given to 15 voluntary organisations.

6.11.6 The printed revised scheme was circulated among all education departments of the State/UT Governments during May, 1993. The scheme was also advertised through the DAVP in English, Hindi and regional language newspapers in the month of August, 1993. Out of 8 project-proposals received so far, 5 have been approved by the Grant-in -Aid Committee in its meeting held on 26.10.93. Another meeting of the GIAC will be held shortly. Project proposals from fully-funded autonomous bodies have also been received. It is expected that the budget provision of Rs. 75.00 lakh under the first component of this Scheme would be utilised fully by 31.3.94. The guidelines for the second component are being formulated.

#### **National Awards to Teachers**

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

6.12.2 The number of awards allotted to a State depends upon the number of teachers, with each State/Union Territory being



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

6.12.3 Two hundred and seventy five teachers were selected for the National Award for 1992. For the National Award 1993 names of 51 teachers have so far been finalised. Selection of teachers from some States/UTs, Arabic/Persian teachers and Sanskrit teachers is yet to be finalised.

### **Cultural Exchange Programme in the Field of School Education**

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

6.13.2 The scheme of Cultural Exchange Programme will continue in 1994-95.

### **National Open School**

6.14.1 An Open School, New Delhi, the first of its kind in the country, was started by the Central Board of Secondary Education (CBSE), New Delhi in 1979 as a project. Keeping in view the emerging need for substantial expansion of the activities of Open School to provide school education opportunities to disadvantaged sections of the society through open learning system and distance education, the Government of India decided to establish the National Open School (NOS), as an autonomous Registered Society of the Department of Education, Ministry of Human Resource Development, in November, 1989 and amalgamated the Open School with it. In October, 1990, through a Resolution of Government of India, the NOS have been vested with authority to examine and certify students registered with it, upto pre-degree level course. The NOS are offering an alternative and complementary system of education to the rural people, the urban poor, women, SCs/STs, working adults and school dropouts. It takes education to the doorsteps of the motivated learners and allows them to study at their own pace at a place and time convenient to them. The Association of Indian Universities vide their notification dated 25.7.91 circulated to all the Universities have accepted the Senior Secondary Examination of

the NOS as equivalent to higher secondary/pre-university examinations for the purpose of admissions to institutions for higher learning.

#### *Accredited Institutions*

6.14.2 In the NOS endeavour to provide " education for all", the established institutions are the partners known as Accredited Institutions (AIs). The current number of such institutions is 341 i.e. 302 for general education and 39 for Vocational Education.

#### *Vocational Education*

6.14.3 Vocational Education received great impetus during the year and as many as seventeen Vocational courses were introduced during the year. 39 Institutions were identified as Accredited Vocational Institutions and as many as 7 of them received financial assistance to provide necessary equipment to the students. There is a proposal to introduce a number of Agricultural & Technical courses during the Year 1994-95.

#### *Student Strength*

6.14.4 In a short span of time, the NOS have been able to bring education to the door steps of the learners and it has created a cumulative strength of 2.5 lakh at present. During the year 1993-94 a target of 60,000 students (Secondary and Sr. Secondary) was kept. The total number of students admitted till Sept'93 has been 63,000. There is a proposal for second spell of admission in January, 1994 for which 20,000 enrolment has been kept as the target. For the first time, the system of depositing the fees by the students through the State Bank of India branches spread all over the country was introduced which was found to be quite satisfactory. Looking into the overwhelming response from the public the target for 1994-95 has been kept as 1,00,000 students.

#### *Examinations*

6.14.5 During the year 1993-94 about 56,000 students were examined in May '93 and about 32,000 students have registered for appearing in the Dec. '93 examination. Besides the two external examinations the NOS conducted Computer Marked Assessment test in June '93 in which 34513 students were examined and the expected number of 70,000 students is likely to be examined in Dec 93.

### *Introduction of Regional Languages*

6.14.6 At present, the candidates are supplied the study material in English and Hindi medium. During the year 1993-94 the task for translation of the study material of secondary course into three languages viz. Telugu, Bangla and Marathi was assigned to various experts. There is a proposal to introduce these languages in the year 1993-94 and the students so admitted will be provided study material in these languages and they will also be examined in the respective languages. More Regional Languages will be added in 1994-95.

### *Media Support*

6.14.7 NOS will procure Video Camera and Recorder with other accessories during the year and it plans to produce Video Films on variety of academic subjects and supply them to AIs for the benefit of the students. In 1993-94 5 Video films were prepared by the Media Unit of NOS and 15 were purchased from other institutions. These films are being distributed to the AIs. There is a plan to produce or procure 25 such Video films in different subjects in 1994-95. NOS have undertaken a programme for development of Audio Cassettes for distribution to the AIs for the benefit of students from 1994-95 onwards.

### *Publications*

6.14.8 The NOS have revamped its publication programme. The study material has been given a new dimension both in shape and content. Books were printed during the year and were distributed to the students throughout the country. 25 lakh Books of 500 Titles are being published in 1993-94.

### *Open Learning Magazine*

6.14.9 The NOS would be launching a new magazine entitled "Open Learning" which would be made available to all the students of NOS and to the public on demand. It will be a bi-monthly magazine and will cover wide spectrum of subjects on Open Learning and Life Enrichment. Initially it will be published in English and Hindi and gradually in Telugu, Bangla and Marathi.

### *Other Projects*

6.14.10 A new project on "Learning Skills" is expected to be launched during the year 1993-94. Another project on "Development of Question Bank" has been initiated.

### *Land and Building*

6.14.11 The NOS took possession of two acres of land from Noida during 1992-93 and awarded the contract for construction of boundary wall, development of land and construction of guard room to NBCC which is almost on the verge of completion. The first phase of construction of NOS building is expected to be completed

in 1994-95.

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

6.15.1 The National Council of Educational Research and Training (NCERT), an autonomous Organisation, was established in September, 1961 to bring about qualitative improvement in school education and teacher education. It functions as an academic adviser to the Government for implementing policies and major programmes in the field of school education and teacher education. For realising its objectives, the NCERT undertakes programmes related to research, development, training extension and dissemination of educational innovations etc., through various constituents including the Department of the National Institute of Education (NIE) and the Central Institute of Educational Technology (CIET) at the headquarter in New Delhi, Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) at Bhopal, the Regional College of Education (RCEs) at Ajmer, Bhopal, Bhubneswar and Mysore and 17 Field Offices all over the country, mostly in State capitals.

6.15.2 During 1993-94, sustained and concerted efforts were made to implement programmes related to Universalisation of Elementary Education; enriching Secondary and Higher Secondary Education; improving quality of teacher education; promoting educational research/innovations and their dissemination, utilisation of education at technology; production of science equipments, and implementation of centrally sponsored schemes for improvement of school education in the States.

6.15.3 A resume of the main activities of the NCERT during 1993-94 is given in following paragraphs:

### *Universalising Elementary Education*

#### **Early Childhood Care and Education (ECCE)**

6.15.4 The NCERT continued its activities related to improvement and strengthening of the Early Childhood Care and Education (ECCE) programme. A "Book of Activities" in Language, Mathematics and Environmental Studies in the context of play-way approach in early Primary Classes and a Teachers Handbook on 'Early Childhood Education' were developed. A training Programme for ICDS Programme Officers and Child Development Project Officers was organised to train and orient them for Children's Entertainment Experiment through Radio (CHEER) Programme. A Publication titled "Teaching Science through Folk-Toys" was finalised two publications titled "Phool Bagia Part-III" and "Kilkari Part VII" for Aganwadi workers were brought out under the CHEER project.

### *Elementary Education*

6.15.5 The manuscripts of the textbook on Health and Physical Education for Elementary teachers was developed. Guidelines for

analysis of English and Hindi textbooks at the Primary stage from the standpoint of core components were developed and sent to the concerned agencies. A meeting of the Consultative Group was organised for development of intervention programme to improve adjustment in elementary school pupils. Under the Community Singing programme for National Integration, three audio programmes based on community Songs were produced. A symposium-cum-prize Distribution function was organised under the XXVII National Prize Competition for Childrens' literature.

6.15.6 Under the Minimum Levels of Learning (MLL) Programme, Teacher Guides for classes IV and V and a report of the National study on Meeting Basic Learning Needs were brought out. The achievement test for learners attainment in classes I-V in the areas of Language, Mathematics and Environmental Studies was administered and data were analysed under the UNESCO (APEID) Joint Innovative Project for improvement of Teaching in Multi-level and Multi Grade Primary Schools". A Study of Children, Teachers and Teaching Situations of selected Two Teacher's Schools with a view of developing Teachers Competence was organised. Based on the Study, a scheme of Training of Teachers in Multi-grade Teaching Situation was prepared.

6.15.7 A Programme for orientation of Key Persons engaged in the Education of Scheduled Castes was organised to acquaint them about Barriers and problems of Education of the SCs.

6.15.8 Under the programme of preparation of supplementary reading materials for tribal students, a supplementary reader on "Life and Culture of the Bhil Tribe" was developed.

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

6.15.9 The NCERT provided academic advice and assistance to the State selected for the DPEP project. The senior faculty served on the National Core Team constituted by the MHRD to provide academic guidance to the states in preparation of District Plans to achieve the objective Education For All in the selected District. The NCERT faculty also participated in activities related to the preparatory mission of the World Bank to assess the State of preparedness in the planning process for project formulation in six states. A Pre-appraisal District Plans prepared by 19 Districts of the MP was conducted. Representatives of the World Bank, European Community, UNICEF UNESCO and ODA were also associated with this preappraisal mission. Studies were also undertaken on (i) Textbook designing, Production and Distribution, (ii) Baseline Beneficiary Assessment, (iii) Teacher Incentives and Teacher Training, (iv) Gender Issues, and (v) Tribal Education as a part of District Plan formulation, findings of these studies would be incorporated in the District Plans under the DPEP. The studies are to be completed by December, 1993.

### *Non-Formal Education*

6.15.10 A Workshop for finalisation of booklets on local specific materials was organised under the programme "Development of Enrichment Materials for NFE Programme". Tools for collection of data about tribal population were developed. A Workshop was organised for development of NFE teaching materials in Language and Mathematics. A process based training of NFE Coordinators was organised.

6.15.11 A workshop was conducted to finalise tools for collection of data under the project "Development of Profile of NFE Programmes in various states". A Programme of try-out of two books in NFE in Language and Mathematics was undertaken. Under the study "Design, Materials and Methodologies of Railway Platform Schools and Pavement Schools for Education of Street and Working Children". a planning meeting was organised to develop design of the study, procedure and tools. A planning meeting was also organised to design the plan for the tribal study under the District Primary Education Programme (DPEP).

### *Integrated Education of the Disabled*

6.15.12 Data collection for the "Case study on primary Education for All including children with special needs" has been completed. A "Directory on Study and Documentation of different Training Programmes in Special Education" was developed. A report on the "Status of Teaching of science in Integrated Special setting Schools" was brought out.

### *Education for Womens' Equality*

6.15.13 Work on development of (i) Handbooks for teachers at elementary and secondary levels and (ii) Training manual of Methodology of Womens' Education and Development continued. Under the innovative pilot project "Promotion of Primary Education of Girls and Disadvantaged Groups", and orientation programme of Key educational personnel was organised. Report of the study on Drop-Outs and Non-Enrolment of Girls in Rural Haryana was brought out.

### *Reorientation of Content and Process of Education*

6.15.14 Under "A Status Study of Curriculum in social sciences at all Stages of School Education", a workshop was organised to review findings related to existing position of Social Sciences curriculum. Workshops were organised for development/finalisation of instructional materials accompanying Bal Bharati series for primary stage; Hindi Kosh; Student's Sanskrit Dictionary; Book of readings in sociology for Higher Secondary Stage; Syllabus in Physical Education and Computer Science; and Instructional materials in Environmental Biology and Mathematics. Under the programme of "Evaluation of Textbooks from the Standpoint of National Integration" the Steering Committee considered the Evaluation Reports in respect of the textbooks of Tamil Nadu, Assam and Rajasthan. A meeting of the National Advisory Committee

on contemporary History of India" was organised.

6.15.15 A study was undertaken on " Identification of Needs and Problems of Teachers Teaching large Classes". Programmes were also organised for identification of training needs of teachers teaching Chemistry and Mathematics. Status studies of Secondary Teacher Education Curriculum and Work Experience at Elementary Teacher Education stage were initiated. A panel meet of evaluators was organised to evaluate the papers written by school teachers under the project on "Innovative Experiments and Practices in School Education". 58 papers were selected for national awards.

6.15.16 The work on designing and development of Primary Science Kits (PSKs), Integrated Science Kits (ISKs) and Mini Tools Kits (MTKs) and certain other kits continued. For strengthening of teaching of Science and Mathematics, emphasis was given on training of resource persons from DIETs and SCERTs in use of kits at the primary and Upper Primary stages.

#### *Talent Search*

6.15.17 After conducting second level National Talent Search (NTS) examination, interviews were held for selection of students. Results of selection tests for admission to the Jawahar Novodaya Vidhyalayas were also declared.

#### *Improving Quality of Teacher Education*

6.15.18 The result of the 32nd Diploma Course in Educational and Vocational Guidance was declared and the 33rd Diploma course commenced in August 1993. NCERT continued work on development of (i) Behavioral Intervention Programmes to modify Elementary Students' Problem Behaviour, (ii) Resource Book titled " Guidance: Principles and Practices, (iii) Package for councillors and Teachers for development of personal-social skills of students, (iv) Resource Book on Information Service in Guidance (v) India Mental Measurement Handbook, (vi) Multi media Package on Development land career Guidance, (vii) Package for Teachers to foster creativity and (viii) Manual of learning and Development for Elementary Teacher Educators. The survey of learning problems of Primary School Children in Urban Slums continued.

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

#### *Special Orientation Programmes for Primary School Teachers (SOPT)*

6.15.20 Action was initiated to implement the SOPT programme in the country to train 4.5. lakh Primary School teachers during 1993-94 to improve their teaching competency in the language,

Mathematics and Environmental Studies. Training Modules in print mode, audio and video programmes and other support materials have been prepared. A two day orientation was organised for the nodal officers of all the States/UTs to be involved in the implementation of the SOPT.

#### *Vocationalisation of Education*

6.15.21 Realising the importance of vocationalisation of Education, the MHRD has set up the Central Institute of Vocational Education (CIVE) at Bhopal by upgrading the erstwhile Department of Vocationalisation of Education of the National Institute of Education (NIE), NCERT. The work on revision and reorganisation of the commerce based vocational curricula continued. A workshop was organised for development of teachers guide in Accounting. An orientation programme for state officials, Principals, Education Officers and other personnel was organised which inter alia provided a forum for discussion on problems and issues pertaining to vocationalisation of Education. Orientation programme for key persons of North Eastern States was also organised to acquaint them with concept, philosophy and other aspects of vocationalisation of education.

#### *Educational Technology*

6.15.22 The project under Indo-US sub-commission on Education on the "Demonstration of Interactive Technology for Distance Learning at Higher Secondary Level under the Classroom 2000+" was conducted and an interim project report was brought out. Monitoring the telecast of the ETV service continued. 70 ETV programmes in Hindi were Scheduled and sent to Doordarshan for telecast via INSAT. 26 programme capsules in Hindi and Gujarati were Prepared. 70 ETV programmes in Gujarati were sent to Doordarshan for telecast. Since 15.8.93, the ETV Programmes are being telecast daily on the new Enrichment Channel of the Doordarshan. A meeting was organised for identification of topics in Mathematics for production of audio and video programmes at the primary school stage. 18 new ETV Programmes were produced. ETV Programmes on Health and Hygiene were taken up for content analysis and the Report was prepared. Four audio scripts were developed under the series on tribal stories and folk songs on environment. A workshop was organised for development of video films on demonstration lessons in Chemistry for senior secondary classes.

#### *Promoting Educational Research and Innovations*

6.15.23 The Educational Research and Innovations Committee (ERIC) continued sponsoring research projects on different aspects of school education and teacher education. Under the project "Fifth All India Survey of Educational Research and Innovations" covering the period of 5 years from January 1987 to December 1992, abstracts of researches/innovations were content edited. The ERIC is also collecting and analysing information on innovations tried out in the field of school education with a



view to study the effects of such innovations for promoting those features that have promise and merit attention for wider diffusion to achieve goals of national development.

#### *Field Service and Extension Coordination*

6.15.24 The 17 field officers set up by the NCERT raised with the states and Union Territories and took steps for identification of their educational needs requiring assistance from the constituents of the NCERT.

#### *Monitoring of Implementation of the Programmes*

6.15.25 The implementation of the programmes of the constituents of the NCERT is being monitored in periodic review meetings undertaken by a committee under the chairmanship of the Director, NCERT. The monitoring work is coordinated by the Planning Programming Monitoring and Evaluation Division (PPMED) NCERT. The PPMED has also started conducting certain studies related to utilization of NCERT's inputs into the school education system in the States and the UTs. The Division is finalising a framework for Formulation of Educational Programmes, their implementation, Monitoring and Evaluation at the NCERT and in the States.'

#### *Publication and Dissemination*

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

#### *Sixth All India Educational Survey*

6.15.27 It has been decided to conduct the 6th AIES during this financial year with 30th Sept, 1993 as the reference date. This Survey shall be a joint responsibility of the NCERT and NIC. Extensive utilisation of computer network will be adopted to build up a database at the district and state levels to facilitate annual updating by the State/UTs. Another distinctive feature of the new methodology adopted in the 6th AIES is the mix of census technique and sampling technique. The total estimated expenditure on the 6th AIES would be Rs. 666.60 lakh. The MHRD will provide financial and administrative support in creating necessary infrastructure at different levels and meet the expenditure on the survey on 100% basis. At the National Level, the NCERT will be responsible for all academic matters of the survey like development of tools, training of survey officers for collection, scrutiny and reconciliation of data, development of guidelines and analysis plans and writing of the report. The concise report is likely to be brought out by NCERT by 30.11.94

and the main report by 30.6.95.

*During 1994-95 also similar programmes and activities will continue*

6.15.28 During 1992, a sum of Rs. 362.22 lakh released from plan and Rs. 1370.00 lakh from Non-Plan. During the current financial year i.e. 1993-94, there is a budget provision of Rs.587 lakh under the plan and Rs. 2200.00 lakh under Non-Plan.

*Scheme for Strengthening of Boarding/Hostel Facilities for Girl Students of Secondary/Higher Secondary Schools Financial Assistance to Voluntary Agencies*

6.15.29 One of the main factors responsible for slow pace of growth of enrolment of adolescent girls of rural, tribal and other remote areas is the traditional societal inhibitions against their movement outside the family precincts. Since the High/Hr. Secondary Schools in such places are sparsely located, the girls remain particularly disadvantaged by not being able to cover considerable distance between their home and High/Hr. Secondary Schools.

6.15.30 In order to actualise the recommendation in para 8.4.1 of POA 1992 for formulating a special enabling plan to ensure increased enrolment of girls in secondary education and NPE directive for encouraging NGO participation, it has been decided to launch the above mentioned scheme during the VIII Plan period with the objective of providing the following types of assistance to the existing hostels run by the NGOs :-

- i) Non recurring assistance as one-time grant for provision of essential furniture, utensils and meeting basic recreational needs @ Rs. 1500 per boarder.
- ii) Recurring assistance for food, emoluments of Cook and Bearer @ Rs. 5000/-p.a. per boarder.

6.15.31 The grant will be given on the basis of number of girl students of classes IX-XII who are the boarders of the assisted hostels. An outlay of Rs. 2 crore has been earmarked for the scheme to cover 3580 girls during VIII Plan period.

6.15.32 Release of funds under the Scheme is expected to start from the last quarter of 1993-94.

#### **National Foundation for Teachers' Welfare**

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

6.16.2 The affairs of the organisation are managed through a General Committee under the Chairmanship of Minister of Human Resource Development with Ministers in-charge of school education in the States as its member. State Level Committees of the Foundation exist under the chairmanship of the Education Ministers of States and Lt. Governor's of Union Territories respectively.

6.16.3 Annual contributions from Member States and ten percent of the collections of Donations on Teachers' Day constitute the corpus of the Foundation. The States retain Ninety percent of the proceeds of Donations. Funds of the Foundation at the Central level are invested in five year time deposits through the Treasurer of Charitable Endowments for India (TCE). The total amount thus invested through the TCE is Rs.18.50 crores.

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

- a) construction of Shikshak Sadans;
- b) subsidy for academic activities of teachers;
- c) paid holiday to the awardee teachers;
- d) support for professional education of children of school teachers;
- e) gratuitous relief in cases of serious accidents; and
- f) grant of financial assistance to teachers for serious ailments.

6.16.5 During the year i.e. from 1.4.93 to 31.12.93, financial assistance amounting to Rs. 27,54,737/- has been released as per details given below:-

<u>Sl. No.</u>	<u>Name of the Scheme</u>	<u>Amount of Financial Assistance</u>
1.	Construction of Shikshak Sadan	Rs. 14,00,000/-
2.	Medical Treatment for Teachers/dependents suffering from serious ailments.	25,500/-
	For Cancer Hospital (Madhya Pradesh) Bhopal (Jawaharlal Nehru Cancer Hospital and Research Centre. Bhopal).	5,00,000/-
3.	Financial assistance to teachers for academic activity.	5,000/-

4.	Prof. D.C. Sharma Memorial Award 1991. (For 3 teachers @ 2,500/- each).	7,500/-
5.	Grant of financial assistance for Professional education of children of school Teachers.	7,92,503/-
6.	Paid holiday to eminent Teachers.	24,234/-
	Grand Total :	Rs. 27,54,737/-

### Central Board of Secondary Education

6.17.1 The Central Board of Secondary Education deals in multiple activities like Affiliation, Academics that fall in its ambit besides examination.

#### *Affiliation*

6.17.2 During the period under report, the Board added 342 new schools to its already existing family. The affiliations, however, subjected to rigorous detailed inspection which the Board undertakes at regular intervals in order to keep a strict vigil on the standard of education and other infrastructural facilities provided to the students and the teachers.

#### *Academics*

6.17.3 The major thrust is towards improving the quality of education in schools affiliated to it.

#### *Curriculum Renewal*

6.17.4 The main strength of the curriculum devised by the Board is its flexibility to meet the diverse demand of student's population located in different parts of the country and abroad. As a result of this the syllabus is updated on a regular basis with the involvement of practicing teachers, the Committees of Courses in different subjects; for secondary and senior secondary levels. These committees critically scrutinise the respective syllabus from the point of view of:

- i) Deletions - without disturbing the logic and essentiality of the discipline.
- ii) Spelling out in greater detail the depth of the existing contents in a manner that the syllabus is interpreted in the same manner by all concerned.
- iii) Additions if essential in order to maintain coherence and logic of the subject matter.

- iv) Re-arrangement of contents if required so as to make the syllabus more logical in presentation during the learning process.

6.17.5 As per practice, the curriculum are brought out two years in advance so that the teachers and students get sufficient time to gear themselves for these changes. The following publications were brought out by the Board during this period:

- i) Secondary School Curriculum 1995  
Volume I- for Main Subjects
- ii) Secondary School Curriculum 1995  
Volume II - for Languages
- iii) Senior School Curriculum 1995  
Volume I - for Main Subjects
- iv) Senior School Curriculum 1995  
Volume II - for Languages

6.17.6 One of the important aspects of the Senior school Curriculum 1995 is the inclusion of guidelines for practical papers in Science subjects viz. Physics, Chemistry and Biology. Necessary guidance for designing practical question paper, developing marking scheme and suggested marks distribution for each part of different categories of experiments has been appropriately discussed under this.

#### *Vocational Courses*

6.17.7 In the current session; single paper subject of Commerce based and agriculture-based vocational groups have been converted into self-contained packages to make these more skill oriented. To meet the demands for self-employment in all vocational courses the general foundation course has been revised and updated. The new course includes the elements of the environmental Education and Commercial Mathematics to provide adequate base besides the required entrepreneurial skill. This has been undertaken to explore new possibilities of self-employment.

#### *Futurology*

6.17.8 Futurology or Future Studies has been introduced as an Elective activity under Work Experience during 1992-93, a comprehensive brochure titled 'Futurology - an Elective Activity under work Experience' has been developed by the Board in order to facilitate further understanding into the future studies.

#### *In-service Orientation Programme for Teachers*

6.17.9 The Board initiated various orientation programmes for the teachers during this year. An intensive programme on 'Science Education and Creativity' was held in June. Similarly,

other programmes for social Science and futurology were also organised by the Board for the teachers.

#### *In-depth Analysis of Question Papers?*

6.17.10 The Board had developed 'design' for setting question paper in each subject. These designs are based within the broad parameters of evaluation i.e uniformity and objectivity in assessment comprehensive testing and objective based assessment.

#### *CBSE ELT Project*

6.17.11 The experimental and student's edition of new text book for Class IX and X under the series 'Interact in English' were published by the Board. Audio Cassettes for Class IX have also been developed under the same series. The Board has also organised 42 courses all over the country where around 1200 teachers of English were trained by the members of ELT Project team in India, Dubai and Bahrain. During the course, the teachers were familiarized with new textual and test materials, communication oriented learning and teaching, class room strategies, the new test design and objectives. The monitoring of all these different courses was undertaken by the CBSE, British Council and Experts from the College of St. Mark and St. John Foundation, Plymouth. Further in collaboration with CIEFL, Hyderabad, the Board has initiated the monitoring and evaluation of the implementation of the New Curriculum in schools. This is a two-year project which will involve the teacher monitors and evaluators.

#### *Examination*

##### *Administration of Multiple Sets*

6.17.12 The multiple sets of question papers were used for the second time in 1993. This year they were administered in all the regions and foreign countries uniformly. Only three sets of question papers were used this year in order to streamline the equivalence between the sets and about 70% of the questions were common though in a jumbled order in all the sets. The multiple sets scheme has proved beneficial in many respects besides acting as a bulwark against the meanance of mass copying alone. The multiple sets have proved their merit in eradicating the evil of mass copying, in improving the teaching-learning processes where the emphasis has now shifted from selective teaching and learning to the whole course and concomitantly an increase in the over all pass percentage.

##### *Smooth and Fair Examination*

6.17.13 Due to continued improvisation, the Board examination held in march were conducted smoothly and no incidence of mass copying was reported. It is also to the credit of the Board that there has not been any leakage of question papers during the last one decade.

### *Timely Declaration of Results*

6.17.14 The results were declared in time and the Board had taken additional steps to ensure error free result to the extent humanly possible. Co-ordination, tabulation, formulation of Marks Statement etc. were given extra check to eliminate any undetected or lurking errors. Improvement, however, is on going process and continues to be the guiding philosophy of the Board. With the objective of mitigating the hardships of the students the Board had decided to permit change of subject to the failures of Class XII from this year onward. However, this facility is restricted to change from Science subject to Humanities or Commerce only.

### *Focus on Public Relations and Public Redressel*

6.17.15 With a view to improve its public redressel system Board has taken stringent step to mitigate public grievances. Even the Regional Officers have been instructed to attend all the public complaints with urgency and promptness.

### **Navodaya Vidyalaya Samiti (NVS)**

6.18.1 It is universally accepted that children with special talent should be provided opportunity to proceed at a faster pace, by making good quality education available to them irrespective of their capacity to pay for it. The National Policy on Education - 1986 envisaged establishment of pace setting schools intended to serve this purpose in the country on a given pattern, with full scope for innovation and experimentation. In pursuance of this objective to provide good quality modern education to the talented children pre-dominantly from the rural areas, the Govt. of India have launched in 1985-86 a scheme to establish a Navodaya Vidyalayas in each Distt. throughout the country which are being managed by an autonomous organisation called Navodaya Vidyalaya samiti. The broad aims of the Samiti are to serve the objectives of excellence coupled with equity and social justice, to promote national integration by providing opportunity to children from different parts of the country to live and learn together, to develop their full potential and most importantly, to become catalysts to the national development.

6.18.2 The admission to Navodaya Vidyalayas is at the level of class VIth based on an admission test conducted by NCERT. The medium of test is the mother tongue or regional language of the children. The test is largely in the non-verbal nature, class neutral and so designed as to ensure that the talented children from the rural areas are able to compete without suffering a disadvantage. The students so admitted get their education through the medium of their mother tongue or regional language upto class VIII, during the time of which intensive teaching of Hindi/English as language subject and co-media is undertaken. Thereafter the common medium maintained from class IX onwards is

Hindi/English.

6.18.3 At this stage there is a migration of 30% of students from each vidyalaya to another located in different linguistic regions. The migration is mainly between Hindi and non-Hindi speaking Distts. The parents of the students have willingly accepted the scheme of migration. The NVs. follow 3-language formula.

6.18.4 The Vidyalayas are co-educational in which admission to the children from urban areas is generally restricted to 25% of the seats. Efforts are made to ensure that atleast 1/3rd of the students in the each vidyalaya are girls. Reservation of seats in the favour of children belonging to SCs and STs is provided in proportion of their population in the concerned Distt. provided that in no Distt. Such reservation is less than the national level.

6.18.5 The vidyalayas provide education in the streams of humanities, commerce, science and vocational upto +2 level and are affiliated to CBSE. There are at present 339 sanctioned vidyalayas in the country operating in 30 States/UTs. The state of Tamil Nadu and West Bengal have not yet opted for implementation of the Navodaya Vidyalayas Scheme. Govt. have decided to open 50 vidyalayas each year during the current plan period. The strength of students in the current year is about 1,20,000. Since the schools are residential and located in remote areas special the following incentives have been provided to attract good teachers/principals they are:

- i) Rent free partly furnished accommodation as available at site
- ii) Children education allowance as per rules.
- iii) Free boarding facilities to House Masters and teachers staying with the students.
- iv) Free lunch to all teachers.
- v) Facility for 5 the appointment of spouse as per Samiti's rule.
- vi) Admission without test in the vidyalayas for the children of the teachers.

6.18.6 In order to facilitate the teachers and Principals coming from varying backgrounds to work in the residential school system, sufficient orientation training is provided to them. In-service courses are also organised regularly in order to enable each teacher and Principal to undergo training atleast one in 3 years. Besides, in-service courses for teachers of Music, Yoga, SUPW and Art are also being organised.



6.18.7 The Samiti with its headquarters in Delhi has 7 Regional Offices at Pune, Bhopal, Chandigarh, Hyderabad, Jaipur, Shillong and Lucknow. During the current year the Samiti has taken a decision to establish one more Regional Office at Patna. Each of these Regional Offices monitor the academic, financial and administrative functioning of the Vidyalayas under its jurisdiction. The construction activities in the vidyalayas are also monitored by the Regional Offices with the help of an Executive engineer.

6.18.8 In so far as the construction work of the vidyalayas is concerned, administrative approval for construction of 236 vidyalaya buildings have already been given. The construction work has been started in about 229 vidyalayas. About 187 vidyalayas are functioning in their own buildings though some of them are partially in-complete. Fifteen more vidyalayas are likely to be shifted to their own buildings during 1993-94. Upto 1992-93 the Samiti has spent a sum of Rs.314 crores for construction of vidyalaya buildings. During the current year a sum of Rs.75 crores are likely to be spent for this purpose.

#### **Central Tibetans Schools Administration(CTSA)**

6.19.1 Central Tibetans Schools Administration(CTSA) was established in 1961 as an autonomous body with the objective to set up, monitor and assist the educational institution in India for the children of Tibetan refugees. Since then the schools have been established to keep the Tibetan community abreast themselves of all aspects of modern education while retaining the essentials of their traditional system and culture. Upto the current year, the Administration is running 94 schools including 13 grant in aid and 51 pre-primary schools spread all over India, having an enrolment of about 12,800. The schools are affiliated to CBSE. They are mostly located at places which have sizeable concentration of Tibetans and are mostly in the hilly areas. The Administration is also running 5 residential schools. Free education is provided to Tibetan students right upto class XII. The medium of instruction in these schools is English. However, Hindi and Tibetans are taught as compulsory subjects from class I onwards. On experimental basis Tibetan has also been introduced as a medium of instruction in 2 schools during 1993-94. All India annual examinations are conducted for class 5,8,9 and 11 to ensure uniformity of educational standards. Tibetan music and dance are compulsory co-curricular activities for all the students from class I to X. Mid day meals are provided to children of the schools.

6.19.2 Under the vocational stream, typing and stenography, audit and accountancy and store keeping have been introduced for the Tibetan schools under Centrally Sponsored Schemes.

6.19.3 The pass percentage of the students in the Board examinations conducted in 1993 for Class X and XII has been 72.13% and 80.62% respectively.

6.19.4 A pilot Project on Computer Literacy was started in 1985-86 in 7 schools of CTSA with the objective to provide the students with a broad understanding of computer and their applications. Government lay emphasis on manipulated skills rather on teaching Principals of computer science. In keeping with the tradition every year CTSA held zonal meetings on the Foundation Day. The venue of the zones is rotated among the various CTSA Schools. The students of the schools of each zone display their feats in games athletics, cultural activities including Tibetan dance, play etc. The activities are first held at zonal level and the winner students are selected to compete in the central meet.

6.19.5 The Administration also provide some facilities of post school education. Fifteen scholarships are awarded to meritorious Tibetan students who pass out from various CTSA schools. The students who secure a minimum of 60% marks at +2 level and are in the age group of 17-22 years are eligible for scholarship for pursuing studies in Arts, Science, Engineering, etc. About 1.6 lakh rupees were spent during 1992-93. In another scheme 5 scholarships have also been provided for students securing a minimum of 55% marks in the board examination for pursuing various diploma courses. During the year 1992-93 Government of India have allowed 7 seats to meritorious Tibetan students to study in various Technical Institutions in the field of Medicine, Engineering, Pharmacy, etc. NCERT also allotted 8 seats to students to study in their regional colleges of education.

6.19.6 In order to maintain proper liaison between local Tibetan community and the authorities of the State Governments a Local Advisory Committee has been constituted for each school. The Committee also monitors the progress of the schools besides sorting out day to day problems.

6.19.7 To keep pace with the latest developments and techniques in pedagogy the Administration has been making continuous efforts to equip the teachers and Principals through various professional training. In-service training courses, which play strong role in the development and competence have been designed by the administration and a calendar has been prepared fixing a suitable period for various courses. It has established an independent training centre at Mussoorie to facilitate in the conduct of various training courses. The Administration has introduced several incentive schemes for its various staff. The Governing Body of the Administration has approved a scheme of incentive awards to the meritorious teachers in the various categories such as Principal/Headmaster/PGT/TGT/PST/ others. Awardees are also eligible for extension of 2 years of service beyond their date of superannuation. The selection of awardees is done by the Chairman of the Administration on the recommendation of the Selection Committee constituted for the purpose.

6.19.8 With a view to providing sound foundation to the education of Tibetan children and also for qualitative improvement of education at the school level the Administration was running 51 schools during 1992-93. It has decided to raise this number to 60 during 1993-94, as these schools have earned popularity among the Tibetan community. These schools have proved to be very affective in developing interest of Tibetan children towards the formal education. In order to improve the quality of pre-primary education CTSA has programmed with regard to learning experience of the children, teaching aids, play equipments and materials and training programmes in pre-primary education have been arranged through NCERT experts.

6.19.9 CTSA has been making all efforts to progressively increase the use of Hindi in the official work. All the employees are encouraged to learn and make use of Hindi as official language. During the current year the Raj Bhasha Implementation Committee was constituted to promote the use of Raj Bhasha at the Headquarters.

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

6.20.1 Kendriya Vidyalaya Sangathan (KVS), an autonomous body was started in 1963-64 with a nucleus of 20 schools by taking over the then Regimental schools functioning at various Defence establishments. The number of Vidyalayas has since risen to 795. The total number of enrolment of these vidyalayas is about 7,00,000. The sanctioned strength of the staff including the Principals is about 42,000 in 1993-94.

6.20.2 KVS came into existence as pace setter in school education. Their origin endowed them with some inescapable obligations. The well chosen teaching staff and their periodical orientation in content and methodological areas has been the foremost factor for bringing high quality education. A carefully conceived curriculum, a uniformly split-up syllabus, text books and the teachers' guides prepared by the NCERT and the CBSE, updated teaching methods, well-planned co-curricular activities, games and sports coupled with expanding scout and guide movement, adventure activities, a consistent home work supplementing the class work, library service, projects ranging from collection to investigatory types exposure of students to competitions like USO, general knowledge test, mathematics olympiad, science quiz competitions, Commonwealth essay competitions, etc., use of audio-visual side including computers are some of the integral factors that has helped to pursue for academic excellence and all around development of the students.

6.20.3 KVS has been making determined efforts to better the quality of teaching and learning, the indication of which can be seen in the students performance at the CBSE examinations. The performance of the students at class X exam of 1993 was 87.74% and that of the class XII exam of 1993 the result was 82.11 percent.

6.20.4 The education upto class VIII is free in all vidyalayas and tuition fee for class IX to XII is charged on varying rates from boys students only depending upon their parental incomes. Girl students, wards of the KVS employees, SC/ST students and children of the officers and men of the armed forces killed or disabled during 1962, 1965 and 1971 wars are exempted from paying fee upto class XII.

6.20.5 With a view to providing help, guidance and adequate opportunities to first learners a programme of accelerated learning for bright children has been introduced. The activities undertaken in this programme are observation of the environment, preparation of magazine, preparation of question papers of various subjects, quiz programmes, dramatisation of stories, poems, etc. The programme has also undertaken to identify economically backward children, diagnose their weaknesses and enable them to make up their deficiencies through individual guidance and remedial teaching. Besides teachers, students also assist these children in learning various subjects. Programme concerning value education have also been undertaken in the vidyalayas with the object to promote national values such as respect for each others view points, courtesy in speaking, appreciation for reflective thinking, devotion to duty, dignity of work, team spirit, concern for all etc. All these values are generally reflected in the morning assembly of the vidyalayas. A Pilot project on computer literacy which was started in 1984-85 has been operating in number of vidyalays with a view to create computer awareness amongst the students.

6.20.6 National Integration and International understanding have been taken up as projects on all India level by the KVS. Under these every year a Social Sciences Exhibition is organised with a view to promote students interest in social sciences, develop appreciation and understanding of the rich culture of various States. Along with this an exhibition under the Associated Schools Project is organised every year in order to develop international understanding. During 1993-94 this exhibition was scheduled to be held in Bombay from 10th to 13th January, 1994. In order to pursue excellence in science education, all vidyalayas arrange a science exhibition locally. The best of these exhibits are sent for the participation by the regional science exhibition and likewise the best of the exhibits at regional exhibition are sent to the All India KVS Science Exhibition. During this year the KVS Science Exhibition is proposed to be held at Madras in July, 1994.

6.20.7 The scheme of youth Parliament has been popularised among the vidyalayas with the objective to understand and strengthen the democratic fabric of the country and to inculcate a healthy habits of discipline, in the minds of the students. Tolerance of the view of the knowledge of parliamentary procedures and working are some of the activities of this scheme. The competition is organised at various levels throughout the country.

6.20.8 KVS makes vigorous and sustained efforts in the field of games and sports with a view to identify nurture skills and talents amongst the students. To achieve these objectives KVS has under-taken a number of programmes. Coaching camps are organised every year in Football, Athletics, Table Tennis, Badminton, Hockey, Swimming & Diving etc. In these games about 700 students participated. A year long plan is drawn up and implemented for organising games and sports from vidyalaya to national level. During 1993 all the 18 regions of the KVS organised these meets. KVS national sports meeting was held in Hyderabad region for boys and in Madras region for girls in which about 8000 students participated in the various competitions. KVS has an affiliated status of the School Game Federation of India (SGFI) and participates in all meets organised by it. The SGFI meets are at present going on in various parts of the country. The students of KVS have so far participated in the Volley Ball, Swimming, Athlete, Table Tennis, Football, Kabadi, Kho-Kho, Basket Ball, Badminton, Cricket meets and has won 6 Gold and 2 Silver medals.

6.20.9 KVS organises trekking and other programmes on a mass scale every year. The various programmes such as mountain trek at Riwalsar lake, trek to Jim Carbett trek along with Indira Gandhi Canal, Cycle Safari from Dwarika to Somnath temple are undertaken by about 40 students.

6.20.10 Scout-Guide movement has got momentum in the KVS activities over the years. There are about 60,000 Scouts and guides and 5000 trained scout maters and guide captains to plan and organise activities. Scout and guide activities are held at the vidyalayas and then at regional level culminating at the KVS State Rally which is held alternative year. During the year, the State Rally is proposed at Palghat (Kerala).

6.20.11 To keep pace with the latest developments, techniques and pedagogy KVS makes continuous efforts to equip its teachers and Principals for their professional growth. This also allows them to keep abreast of the latest innovations in the field of teaching. To achive this goal KVS has been organising a number of in-service courses, orientation courses and induction courses, conference for various types of its employees. The following in-service courses are being conducted during 1993-94.

	<u>No. of courses</u>	<u>No. of teachers</u>
1. Primary Teachers	29	1750
2. Misc. Categories. (Music, Drawing, SUPW & Physical Edu. Teachers)	07	450

3.	Trained Graduate Teachers (Eng.Hindi, Science, Social Science & Sanskrit)	17	1200
4.	Post Graduate Teachers (Eng.Hindi, Phy., Chem., Bio., History, Geog., Eco. & Commerce)	13	800
5.	Headmaster/Headmistress	02	120
6.	Programme for Directors and Resource Persons for PRTs	03	180
7.	Programme for Directors and Resource Persons for TGTs	05	70

## **7 HIGHER EDUCATION AND RESEARCH**

## 7. HIGHER EDUCATION AND RESEARCH

### Growth of the Higher Education System

7.1.1 At the beginning of the year 1993-94, the total student enrolment in universities and colleges was 48.05 lakh. This was 1.94 lakh more than the enrolment in the previous year. The enrolment in the university departments was 7.95 lakh and that in the affiliated colleges was 40.09 lakh.

7.1.2 Enrolment in the faculty of arts constituted 40.4 per cent of the total enrolment. In the faculties of science and commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree level was 42.33 lakh (88.1%); at the post-graduate level 4.56 lakh (9.5%); at the research level 0.53 lakh (1.1%) and at the diploma and certificate level 0.62 lakh (1.3%). The number of teachers increased to 2.78 lakh during the year. Of these, 0.63 lakh were in the university departments/university colleges and the rest in the affiliated colleges. Of the 62716 teachers in the universities, 8029 were Professors, 16431 were Readers, 35748 were Lecturers and 2508 were Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 29917, the number of Lecturers was 175846 and that of Tutors/Demonstrators was 9471.

7.1.3 Upto November 1993 the total number of universities in the country was 155 and the total number of institutions deemed to be universities was 34.

### Higher Education among Women

7.1.4 The enrolment of women students at the beginning of the year 1993-94 was 15.90 lakh as against 15.12 lakh in the previous year. At the post-graduate level, the enrolment of women was 34.9 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.3%) followed by Punjab (48.5%), Delhi (46.6%), Haryana (42.5%), Meghalaya/Nagaland/Mizoram (39.3%), Tamil Nadu (38.8%) and West Bengal/Tripura/Sikkim (38.7%). The enrolment of women was the lowest in Bihar (16.1%).

### Programmes and Activities of the Commission

7.1.5 Some of the major thrust areas pursued during the year were : Autonomous Colleges, redesigning of courses, academic staff colleges for orientation of teachers, eligibility test for recruitment of lecturers, inter-university centres and consortiums, distance education, fellowships/scholarships, special assistance programme, COSIST, adult education and National Literacy Mission, education for the minorities, scheduled castes/ scheduled tribes, handicapped and women, spread of mass communication and educational technology network. Adventure sports in universities, training of college teachers in the use of computers, computer application at PG level,



environment education, energy education etc. A review of UGC schemes and computerisation of UGC office was also taken up. A brief account of the efforts made by the Commission in respect of various schemes is given in the following paragraphs.

## **University Grants Commission**

### *Autonomous Colleges*

7.2.1 The Commission continued its efforts to promote and encourage the concept of autonomy through its scheme of autonomous colleges. On the basis of the report of the review committee the Commission agreed to continue its assistance for the scheme in the Eighth Plan period. At present the total number of colleges which have been granted autonomous status is 107.

### *Re-designing of Courses*

7.2.2 The scheme of restructuring under-graduate courses in general education was introduced by the UGC with a view to making the first degree courses more relevant to environment and to the developmental needs of the community and to link education with work/field/practical experience and productivity. Several universities and colleges have introduced these courses. Further, in order to provide an impetus to the programme of redesigning of courses, the UGC has got prepared curriculum development reports in various subjects in Sciences, Humanities, Languages and Social Sciences as well as in Library Science. These reports have been disseminated to the universities and academics. These reports include the review of the existing curricula with a view to modernise them and to develop and prepare new teaching and reading materials. The Commission has also constituted a core committee to develop vocational education in different subjects at the degree level. The basic objective is to develop vocational courses in such subjects/topics which have strong job potential (self or wage). Sub-groups in different disciplines worked out the details of the courses as well as infrastructural requirements and the programme is expected to be launched from the academic session 1994-95. Meanwhile, the Commission has continued its assistance to 314 colleges which have been implementing College Science Improvement Programme (COSIP). Similarly, 784 colleges have been receiving assistance in respect of College Humanities and Social Sciences Improvement Programme (COHSSIP) upto November, 1993. The schemes were reviewed during the year and revised guidelines have been framed.

### *Plan Grants to Universities*

7.2.3 At present, 101 universities (excluding agricultural universities) are eligible to receive grants from the UGC. While the quantum of outlay for general development for each university is decided at the beginning of the plan period and is determined on the basis of the stage of development of that particular

university. Grants for schemes are provided on the basis of recommendations of experts after scrutiny of such schemes. At the beginning of the year 1993-94, eligible universities were provided plan grants amounting to Rs.11,349 lakh.

#### *Development of Colleges*

7.2.4 VIIIth Plan grants to colleges are being given on the recommendations of expert committee and in consultation with college Principals and state representatives. At the beginning of the year 1993-94, grants amounting to Rs. 4839.72 lakh were paid to eligible colleges.

#### *Improvement in Efficiency*

7.2.5 The Commission has sanctioned computer facilities to 116 universities upto November, 1993. In addition, the Commission provided assistance to 1522 colleges upto this period for installing computer facilities. It is proposed to add about 100 colleges by 31.3.1994. Besides using these facilities for training and research, they can be used for maintenance of student records, accounts and other data required for administration and management. A scheme for training of teachers in the use of computer has also been launched in those colleges which have been assisted by the UGC for purchase of computers. 27 universities to which these colleges are affiliated were included under the scheme and entrusted the task of imparting training to college teachers. Universities were also assisted to offer computer application as an additional paper in postgraduate courses.

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

7.2.6 During the year, the Commission conducted the qualifying test for determining the eligibility for Lectureship and for award of Junior Research Fellowship in Humanities and Social Sciences. Similar test in science subjects was conducted jointly by the UGC and CSIR. Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, the Academic Staff Colleges identified by the Commission have so far organised 867 orientation programmes covering 24684 teachers. Similarly, 1225 refresher courses have so far been organised for in-service teachers covering 33748 teachers.

#### *Special Assistance Programmes*

7.2.7 The Commission continues to provide assistance to 41 Centres of Advanced Study and 112 Departments of Special Assistance in Science, Engineering and Technology and 16 Centres of Advanced Study and 101 Departments of Special Assistance in Humanities and Social Sciences upto November, 1993. In addition, 44 Departmental Research Support Projects in Science and 15 in Humanities and Social Sciences were under implementation upto November, 1993. The Commission also derecognised a number of

departments as their performance was not found to be of the requisite standard as assessed by expert committees and upgraded/continued assistance to others.

#### *COSIST Programme*

7.2.8 One hundred and fifteen departments have been assisted under the Scheme of Strengthening Infrastructure in Science and Technology Education and Research till November, 1993. Departments supported under COSIST have been given functional autonomy. The infrastructural facilities extended through COSIST support have improved teaching instructions at post graduate and research level and have enhanced the quality of teaching, particularly experimental part of the courses. Revised guidelines for the schemes have also been circulated to universities to cover more departments. Grants to the tune of Rs. 338.00 lakh were released under the scheme during 1992-93.

#### *Super Conductivity Programme*

7.2.9 The UGC programme on Superconductivity was launched in 1987 with the objective to develop education and research and develop activities in universities in the fast growing area of superconductivity.

7.2.10 The Commission was supporting 19 universities upto November, 1993 in both basic and applied areas.

7.2.11 These institutions have come up as Centres of excellence in their particular areas. The programme has generated a positive impact on the university system for collaborative approaches to R&D and educational activities.

#### *Common facilities and Services*

7.2.12 Modern computer-based information/documentation centres have already been set up at Bangalore, Bombay and Baroda. These centres have improved the information accessibility to teachers and students and have provided necessary bibliographic support to them along with making available the latest documentation in the respective disciplines. In addition, the Commission has set up inter-university centres in different areas with the object of providing national research facilities within the university system. During the year, an Inter-university Consortium for Educational Communication was set up as a registered society to coordinate, streamline and strengthen the activities of various departments of Communication in the universities, the EMRCs and the AVRCs. The Indian Institute of Advanced Studies, Shimla has also been functioning as an Inter University Centre for humanities and social sciences on behalf of the UGC. These Centres are in addition to the Nuclear Science Centre, New Delhi, Inter University Centre in Astronomy and Astrophysics, Poona, Inter-University Consortium, Indore and Crystal Growth Centre, Anna University.

## *Media and Educational Technology*

7.2.13 The UGC has taken the initiative to utilise the time slot given for higher education and televising the TV programmes in higher education entitled "Countrywide Classroom". A perspective plan for the UGC INSAT Project has been formulated in which projections will be made for future INSAT time requirement in higher education. The Commission is at present supporting 7 Educational Media Research Centres (EMRCs) at the University of Poona, Gujarat University (Ahmedabad), Central Institute of English and Foreign Languages (Hyderabad), Jamia Millia Islamia (New Delhi), Jodhpur University, Madurai Kamraj University and the St. Xavier College (Calcutta). Eight Audio-Visual Research Centres (AVRCs) at university of Roorkee, Osmania University, Anna University, Madras, Kashmir University, Srinagar, Manipur University, Imphal; Panjabi University, Devi Ahilya University and HS Gaur University are being supported for training of personnel and production of software. Six more media centres in different states are envisaged to be set up during the eighth plan period. Upto October, 1993, 3355 programmes were produced by different media centres. Sourcewise, nearly 85 per cent of the programmes telecast were Indian while the remaining were from foreign sources. In order to make distance learning more effective and bring best teachers in the country within the reach of all section of students including semi-urban and rural students, the Commission undertook a project to produce non-broadcasting video lectures for under graduate students. For this, 15 subjects were selected and the video course material is ready in six subjects. A T.V. series comprising 13 episodes for the pre-schoolers has also been completed and shown on Doordarshan. These programmes are meant to sensitise pre-schoolers with alphabets, numbers, concepts on health care, sanitation, food, various geometric shapes and the like through the medium of songs, animation, puppetry etc.

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

7.2.14 The Commission is providing assistance to universities for promoting programmes of adult education and extension, eradication of illiteracy, continuing education, population education and planning forums. The position of the programmes approved upto November, 1993 is given below:

1) No. of Adult Education Centres through Universities & Colleges	18978
2) Jan Sikshan Nilayams	1836
3) Continuing Education Programmes	1830

7.2.15 The Commission reviewed the programme and formulated revised guidelines according to which universities are to take up literacy work as a time-bound "Total literacy Campaign" to eradicate illiteracy in a specific and accessible area.

7.2.16 Apart from continuing assistance for the activities of the Population Education Clubs set up by the universities, it was also stressed upon the universities to utilise the Adult Education Centres and Jan Shikshan Nilayams for the spread of population education at the grass root level. In addition, Population Education Resource Centres (PERCs) and working groups have been set up under the UNFPA-UGC project to provide support services to population education programmes run by universities/colleges in specified areas in terms of development of curricula, training of PERC staff and teachers and extension activities in the community. Some universities have included population education as a foundation course at the undergraduate level under the scheme of Restructuring of Courses. The Commission assigned the task of evaluation of this programme to the Educational Consultants India Ltd. (Ed.CIL). The evaluation team observed that although the project had created some impact on the higher education system much was still left to be achieved. It recommended continuation of the project for another term.

#### *Scholarships and Fellowships*

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

7.2.18 Teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing. Similarly, under the scheme of Research Scientists, 200 positions have been created in the grades of Lecturers, Readers and Professors in order to provide opportunities to those who wish to pursue research as a career. Selections under this scheme are made directly by the Commission. The Commission has reviewed the work of the Research Scientists of all the categories A, B and C. On the recommendations of the Review Committee, the Commission decided to continue the scheme in a modified form.

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

7.2.20 Coaching classes for competitive examinations for weaker sections amongst minority communities. The Commission continued to provide assistance to identified centres (universities and colleges) for organising coaching classes for

competitive examinations for weaker sections among the minority communities. As stated in the Programme of Action (New Education Policy, 1986) Muslims and Neo-Buddhists are educationally backward minorities. Under the scheme, selected universities/colleges organise appropriate coaching classes to prepare persons belonging to educationally backward minority communities to enable them to compete in various competitive examinations for :

- a) recruitment to services under the Central and State Government's Public and Private Undertakings, Banks etc.
- b) admission to Engineering, Medical, Agriculture, Management courses etc., and
- c) acquire proficiency in typing, short-hand and secretarial courses etc.

Upto November, 1993 the scheme was in operation in 20 universities and 33 colleges.

7.2.21 The Commission, while reviewing the scheme during the year, observed that the results obtained were not commensurate with inputs. Therefore, the scheme has been revamped during the year. The revamped scheme lays down, *inter alia*, that coaching for posts other than civil services posts will continue to be conducted by the existing universities and colleges, but civil services candidates will be coached through reputed private coaching institution.

7.2.22 The projections upto 31st March, 1994 are to sanction one centre in a university and 40 centres in colleges.

#### *Facilities for scheduled castes/scheduled tribes*

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

#### *Women Studies*

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

7.2.25 The Commission has also created 40 positions of part-time research associateships for women candidates in science and humanities including social sciences and engineering and technology. 21 research projects relating to the themes of women's studies were approved for assistance upto November, 1993. Also, the Standing Committee on Women's studies, after examining various proposals, recommended assistance to 22 universities and 11 colleges/university departments for setting up women's studies centres and cells respectively.

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

7.2.26 The Commission took the initiative to prepare a project for the modernisation of Libraries and Information centres in the country, with the application of computer and communication technologies during the Eighth Five Year Plan. The project, titled INFLIBNET (Information and Library Network) is to be computer-communication network for linking libraries and information centres in universities, deemed to be universities, institutions of national importance, UGC Information Centres, R&D institutions and colleges so that they could optimally utilise their resources.

7.2.27 The basic philosophy of INFLIBNET is to evolve an effective information transfer mechanism. The thrust of the plan is to improve the information flow from the information-rich to the information-poor institutions-poorer because of geographic location and/or resources. INFLIBNET has been functioning in project made through Inter-University Centre for Astronomy and Astro Physics, Pune and its office has been set up at Gujarat University, Ahmedabad.

#### *Environment Education*

7.2.28 The Commission constituted three groups to develop textual material for general environmental education, engineering and technical component of environment and enrichment and public awareness programme. It is envisaged that a book of 100-150 pages on environment related issues will be prepared at the earliest and circulated to universities. It is proposed to make environment education a compulsory course as part of the foundation course at the undergraduate level. The EMRCs/AVRCs have produced programmes on Environment and more than 100 episodes have been telecast on national network. It is also planned to broadcast capsules of 2-3 minutes on environment issues everyday before the telecast of UGC programmes. The Commission has approved seminars/workshops on environmental issues in seven universities, out of which one university organised the workshop in 1993, to generate public awareness of preservation of environment and also agreed to support research projects on environment. The Commission has also approved the proposal of Indian Council for Enviro-Legal Action for organising 10 to 15 workshops at national level through IUCEC, New Delhi.

## *Energy Education*

7.2.29 Curriculum for a one-year course after graduation and two years for post-graduation in energy education has been prepared by an expert group constituted by the Commission. A few universities having potential in this area were also selected to operate the programme. M.Tech. programme in Energy Management is already in operation at Devi Ahilya University, Indore and more universities like Poona, Srivenkateswara, Madurai Kamaraj, Jadavpur and Banaras Hindu have been recommended for support by the expert group.

## **Indira Gandhi National Open University**

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

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

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

## *Academic Programmes*

7.3.4 During the year 1993-94, the following programmes were on offers :

### **Certificate Programmes**

1. Certificate in Rural Development (English)
2. Certificate in Food & Nutrition (in English, Hindi, Assamese, Gujarati, Kannada, Malayalam, Marathi, Punjabi and Tamil)
3. Guidance for Primary School Teacher (English)



## Diploma Programmes

1. Creative Writing in English (English)
2. Creative Writing in Hindi (Hindi)
3. Computers in Office Management (English)
4. Distance Education (English)
5. Higher Education (English)
6. Rural Development (English & Hindi)
7. Management (English)
8. Advanced Diploma in Management (English)
9. Human Resources Management (English)
10. Marketing Management (English)
11. Financial Management (English)
12. Operations Management (English)

## Bachelor's Degree Programmes

1. B.A in Economics, Political Science, Public Administration, History, Sociology (in English and Hindi)
2. B.A. (English) and B.A. (Hindi)
3. B.Com. (in English and Hindi)
4. B.Sc. (in English and Hindi)
5. Bachelor's Degree in Library Science (English)

## Master's Degree

1. Master's degree in Business Administration (English)
2. Master's degree in Distance Education (English)

7.3.5 The university has so far published 1566 volumes of course material and has produced over 564 audio programmes and 415 video programmes.

7.3.6 The total number of students registered for various programmes of study in the IGNOU during 1993-94 is likely to be over 80,000. With this, aggregate enrolment of students in the University is likely to be 2.30 lakh. 5,370 students have so far successfully completed their programmes of study.

## *Staff*

7.3.7 The IGNOU has so far recruited nearly 200 teachers and other academic staff and about 900 technical, professional, administrative and supporting staff. In addition, the university is utilising the services of nearly 608 co-ordinators, and assistant co-ordinators and over 10140 Academic Councillors on part-time basis.

## *Student Support Services*

7.3.8 The university has established an extensive student support services network consisting of 16 regional centres and 220 study centres situated in different parts of the country. A study centre of IGNOU provides the following services :-

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

## *Distance Education Council*

7.3.9 In addition to performing the functions of a national open university, IGNOU is also an apex body charged with the responsibility for the coordination and determination of standards in distance education in the country. In fulfilment of this responsibility, on the recommendations of the distance education council, development grants were sanctioned to three state open universities during 1992-93; Dr. B.R. Ambedkar Open University, Hyderabad (Rs.23.20 lakh); Yashwantrao Chawan Maharashtra Open University, Nashik (Rs.21.60 lakh); and Kota Open University, Kota (Rs.3.00 lakh). All these open universities were requested to submit their eighth plan proposals for consideration by the DEC. The proposals received from the BRADU and the YCMOU have been assessed, the DEC has recommended an interim grant of Rs.25-30 lakh to each of them during 1993-94. The detailed proposals from the Kota Open University is under consideration :-

7.3.10 The other major activities of the council are as under:-

- i. The development of a common data base for all open universities with a view to establish a net work.
- ii. The establishment of a common student evaluation system and grading pattern with a view to encourage student mobility and transfer of credits between open universities.

- iii. The launching of a project with the assistance of the Commonwealth of Learning to assure the quality of programmes and courses offered by the open universities and their validation.

#### *Staff Training and Research Institute in Distance Education (STRIDE)*

7.3.11 The IGNOU has established in August 1993 a training Institute known as Staff Training and Research Institute in Distance Education (STRIDE). The Institute will cater to the training needs in the areas of curriculum planning and development, instructional design and course preparation, use of multi-media learning packages, modern communication technologies, organisation of student support services, etc. The Commonwealth of Learning has committed financial support for its development for a three year period beginning from 1993-94 with an annual grant of Canadian dollars 50,000/-.

#### *Teleconferencing*

7.3.12 In October 1993, the University conducted a 10-day teleconferencing experiment in collaboration with the ISRD. The main objective of the experiment was to study the feasibility of satellite-based communication for the delivery of the University's programmes to a large number of students dispersed all over the country. In the experiment, besides the IGNOU headquarters, 10 of its Regional Centres participated. The experiment involved one-way video and two-way audio conferencing in which students registered in one programme offered by the University, the academic counsellors engaged in another set of programmes and the functionaries at the Regional Centres who are responsible for the delivery of the programmes participated. The experiment was successful. However, a detailed evaluation of its technical, managerial and economic implications is still in progress.

7.3.13 With the assistance provided by the Commonwealth of learning, the University has installed an audio conferencing facility linking the headquarters of the University with all its Regional Centres and also the State Open Universities. The facility has become functional.

#### *Centre of Excellence*

7.3.14 The Commonwealth of Learning, based on the report of an Evaluation Committee appointed by it, conferred the distinction of Centre of Excellence in Distance Education on IGNOU in May, 1993.

## *International Cooperation*

7.3.15 The major developments during the year in international cooperation were:-

- i) The Govt. of Japan has agreed to assist the University in the development of modern educational media facilities. Under its grant-aid scheme, the Govt. of Japan will set up in the IGNOU campus two video studios and two audio studios fully equipped with all modern facilities. The building to house the studios will also be constructed by them. The construction work will start in early 1994.
- ii) The Commonwealth of Learning has instituted a scheme of 100 Fellowships known as the Rajiv Gandhi Fellowships for students from Bangladesh, Maldives, Mauritius, Tanzania, Zimbabwe, Guyana and Zambia enrolling in the post-graduate programmes offered by the University. The scheme will be implemented in collaboration with the Rajiv Gandhi Foundation.
- iii) The Commonwealth of Learning has launched a major project for developing a programme in Management and Leadership in which the IGNOU alongwith the Universities of Nairobi, Massey, Victoria and Papua New Guinea are involved.

## *Telecast*

7.3.16 The 30 minutes telecast at IGNOU's programmes by Doordarshan which commenced in May, 1991 continued during the year 1993-94. The Doordarshan has been telecasting the programmes every day on its enrichment channel from 7.30 p.m. to 8.30 p.m. since August, 1993.

## *Convocation*

7.3.17 The University held its 4th Convocation in May, 1993 when Diplomas and Degrees were awarded to 4444 students. Lord Briggs of Lewes, a noted historian and Chairman of the Board of Governors of the Commonwealth of Learning was the Chief Guest who delivered the Convocation address. On this occasion, the University also conferred the degree of D.Litt., Honoris Causa, on Prof. G. Ram Reddy, Chairman University Grants Commission..pa

## **Central Universities**

### *Aligarh Muslim University*

7.4.1 The Aligarh Muslim University (AMU), established in 1921 is one of the premier Central Universities. The University is known for its residential character. The University has on its roll a total of 17,200 students including those in its schools.

7.4.2 The AMU has 10 Faculties with 76 Departments. The University has four important Colleges including Jawahar Lal Nehru Medical College and Zakir Hussain College of Engineering.

7.4.3 The University has a faculty strength of 1,209. The strength of non-teaching staff is 5,159.

7.4.4 The All India Council for Technical Education on the recommendation of the Expert Committee, has approved the introduction of following new Courses:

- a) P.G. Course in Environmental Engineering;
- b) P.G. Course in Electronics Circuits and System Design in the Department of Electrical Engineering;

7.4.5 The Council also approved the establishment of following Deptts in AMU:

- a) Department of Architecture; and
- b) Department of Computer Engineering.

7.4.6 As required under the guidelines of Medical Council of India, the Department of Radiology was bifurcated into two separate Departments, namely, Department of Radio Diagnosis and Department of Radio-Therapy.

7.4.7 Under the Scheme of Development and Strengthening of Agriculture Education in Central Universities during the VIII Plan, the Indian Council of Agricultural Research (ICAR), approved an allocation of Rs.2.60 crores. The University has initiated steps to implement the programme by starting the following two master level courses:

- 1) Plant Protection; and
- 2) Agriculture Economics and Business Management.

7.4.8 The Ministry of Commerce approved the support for the establishment of Centre for the Study of Foreign Trade. The Centre would offer:

- a) A Master's level Course in International Trade; and
- b) A P.G. Diploma in International Trade.

7.4.9 During the year many major construction activities were initiated/completed by AMU. The UGC has approved Rs.25.00 lakh towards the construction of an extension of Library of J.N. Medical College, AMU.

7.4.10 The Maulana Azad Library has got holdings of about 8,00,000 volumes and about 14,600 manuscripts in different languages.

7.4.11 A number of national conferences/seminars/symposium were organised by AMU in which scholars/delegates from different parts of the country participated.

7.4.12 The University's non-plan expenditure during the current year has been estimated at Rs.6049.00 lakh as against the actual expenditure of Rs. 4664.08 lakh during the previous year.

### ***Banaras Hindu University***

7.4.13 Banaras Hindu University (BHU) was established in 1916 as a teaching and residential University. It consists of 3 institutes, namely, the Institute of Medical Sciences having under its umbrella, the Faculty of Modern Medicine and Ayurveda with 750-bedded hospital for modern medicine and 125 Ayurveda beds apart from the Special Ward; the Institute of Technology and Institute of Agricultural Sciences. There are in all 14 Faculties and 114 academic departments. The University also maintains a Constituent Mahila Mahavidyalaya and 3 school level institutions. 4 colleges in the city are admitted to its privileges. The University has approximately 13,500 students on its rolls. The strength of its teaching and non-teaching staff is 1290 and 6902 respectively.

7.4.14 A team of research workers belonging to the Institute of Medical Sciences discovered a new herbal alkaloid as Anti Cancer Drug. The team headed by the Head, Department of Shalya Shalakya found the alkaloid "Prioreanin" extracted from the bark of "Ammora Rohit Ika" tree which is very effective for the treatment of breast Cancer. This drug has been successfully tested in C.N.R.S C.S.N. Institute, France.

7.4.15 Shri K.C. Pant, Chairman, Finance Commission, Govt. of India delivered a lecture on "Quit India Movement; Eastern Region" on 4.4.1993. Dr. K. Satchidanand Murty, Hony. Professor of the University delivered two lectures on "Philosophy, Religion and Spiritual Sadhana" on 5.4.1993 and 6.4.1993 and Shri Kireet Joshi a renowned Philosopher and Psychologist delivered two lectures on "Veda and Indian Science of Yoga" on 14.4.1993 and 15.4.1993" in the Mahamahopadhyay Gopinath Kaviraj Memorial Lecture Series.

7.4.16 A number of faculty members and students of the University gained distinctions by their selection as Fellows of Academics/International bodies and also won numerous awards and prizes. Seven retired teachers of the University were felicitated by the University on the occasion of the Teacher's Day i.e. 5th September, 1993.

7.4.17 The University Employment Information and Guidance Bureau organised a Career Guidance fortnight from 16.10.93 to 30.10.93 in order to give wide publicity to the Vocational Guidance and Career Counseling Service of the bureau to students, educated job seekers, teachers and the public.

7.4.18 University Grants Commission approved Manpower Training Programme in Computer Science & Technology for starting 3 years' Master of Computer Application Programme (MCA) with additional Faculty of one Professor, one Reader and one Lecturer and a grant of Rs.1.00 lakh for Guest Faculty. University Grants Commission also approved financial assistance for a period of five years for a B.Ed. course in Special Education to teachers for teaching handicapped children.

7.4.19 The University won the U.P. Inter University Swimming (Men) and U.P. Inter University Kho-Kho (Women) Championships. The University was also runner-up in U.P. Inter University Basket Ball (Men) Tournament, U.P. Inter University Basket Ball (Women) Tournament, U.P. Inter University Badminton (Men) Tournament and East Zone Foot Ball (Men) Tournament.

7.4.20 The anticipated maintenance expenditure of the University for the year 1993-94 is Rs. 64.84 crores as against an expenditure of Rs. 56.98 crores during 1992-93.

### *University of Delhi*

7.4.21 The University of Delhi was established by an Act of Parliament in 1922 as a teaching and affiliating University. At present, 73 colleges/institutions are affiliated to the University, including Sherubtse College in Bhutan. The University has 14 faculties and 81 academic departments situated in the North and South Campuses.

7.4.22 The Non-Collegiate Women's Education Board and the School of Correspondence Courses and Continuing Education provide opportunities for part-time and correspondence education. The University also enrolls external (private) students.

7.4.23 During the year 1993-94, the total strength of students in the University was approximately 1,94,500. Out of this, 1,15,470 were regular students in various colleges, faculties and departments of the University, 13,200 were enrolled with the Non-Collegiate Women's Education Board, 55,450 with the School of Correspondence Courses and Continuing Education and 10,380 with the External Candidates Cell (private students).

7.4.24 During the year 1993-94, the University has accepted the proposal to open a new women's college at Village Kair near Najafgarh for affiliation to the University. Besides, 5 new courses at different levels were introduced in various faculties during the year.

7.4.25 The faculty of the University has a strength of 748, which comprises of 271 Professors, 292 Readers, 169 Lecturers and 16 Research Associates.

7.4.26 The faculty of the University received various prestigious awards and distinctions during the year including Parishad Samman of Sahitya Kala Parishad, Bharati Mishra Award of Rajasthan Sanskrit Academy, Folk Art Award of Indian Cultural Association, Scroll of Honor of Delhi Medical Association, Membership of Sahitya Academy's Advisory Board and Membership of the New York Academy of Science.

7.4.27 The maintenance expenditure of the University for the year 1993-94 is estimated at Rs.3877.97 lakh against the expenditure of Rs. 3205.56 lakh during the year 1992-93.

#### *University of Hyderabad*

7.4.28 The University of Hyderabad was established by an Act of Parliament in 1974. It has specialised in post-graduate and research studies. During the year 1993-94, 837 students were admitted to the University on the basis of their performance in the entrance test conducted at 11 different locations in the country. The students enrolment in 1993-94 was 1985 which included 280 SCs, 42 STs and 33 Physically Handicapped candidates. The number of women students on roll was 830 which was about 42% of the total.

7.4.29 The University had a faculty strength of 79 professors, 72 readers and 82 lecturers during the year under report. The number of non-teaching staff was 1064.

7.4.30 The faculty of the University received various prestigious awards and distinctions during the year including G.D. Birla Award for Scientific Research, INSA Fellowship and P.B. Rama Rao Memorial Award of the Society of Biological Chemists (India).

7.4.31 Financial assistance to students of the University was provided through 53 merit-scholarships, 179 merit-cum-means scholarships, 29 scholarships to MCA students and 19 scholarships for M.Tech students. The number of Junior Research Fellowships awarded to research scholars by the CSIR and the UGC was 78 and 195 respectively. The total number of research projects funded by UGC, CSIR, ICMR, DST, ICAR, etc. during the year was 70.

7.4.32 Fifth Convocation of the University was held on 22nd April, 1993 at which the President of India delivered the convocation address. At the five convocations held by the University so far, 4869 students have been awarded degrees of the University including 257 Ph.Ds, 1201 M.Phil and 237 M.Tech degrees.



7.4.33 During the year the Executive Council met five times and the Academic Council twice. The Annual meeting of the court was held in November, 1993.

7.4.34 Several developmental activities were undertaken during the year to strengthen infrastructural facilities on the university campus. A hostel-building for 300 research scholars at a total cost of Rs.130.00 lakh has been completed and inaugurated. Besides, several school buildings are being expanded to create more space for growing activities of teaching and research.

7.4.35 The non-plan expenditure of the University during 1993-94 has been estimated at Rs.1059.00 lakh against an expenditure of Rs.908.00 lakh during 1992-93.

#### *North Eastern Hill University*

7.4.36 The North Eastern Hill University was established by an Act of Parliament in 1973. Its jurisdiction extends to the three States of Meghalaya, Mizoram and Nagaland. The headquarters of the University is at Shillong.

7.4.37 The University has an enrolment of 44,700 students in various courses and programmes, with approximately 350 faculty members and 2000 non-teaching staff.

7.4.38 The university has organised several conferences/seminars and workshops including the IV Annual Conference of Indian Institute of Geomorphologist from 30th April to 2nd May, 1992.

#### *Shillong Campus*

7.4.39 The Campus Development Department of the University has concentrated its efforts on building and developing the permanent campus. Construction of 49 staff quarters and 170 seated student hostel have been completed in Phase-I. Under Phase II construction of 400 seated hostel and 29 staff quarters have also been completed. Construction of 6 staff quarters and VC's residence, external electrification of entire Shillong permanent campus with an approved estimated cost of Rs. 1,62,72,000/- is nearing completion. Construction of Seminar Hall, Guest House, Lecture Hall Complex, School of Life Sciences, Physical Sciences, USIC and RSIC Buildings, except ancillary work such as for seating, heating, electrification etc. have also been completed. The Campus Development Department has undertaken the construction of Sport Complex at an estimated cost of Rs. 64,58,000/-.

#### *Mizoram Campus*

7.4.40 A project of the construction of a Building Complex at Tonhril, with an estimated cost of Rs.1,39,27,536/- has been technically cleared by North Eastern Council and is under consideration of UGC.

## *Nagaland Campus*

7.4.41 A plan for construction of buildings and roads has been cleared by NEC and an amount of Rs.1,25,00,000/- for this has been approved.

## *Pondicherry University*

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

7.4.43 At present, the University has two Directorates, six schools, 15 departments and 7 centres. The university has 19 affiliated institutions of which twelve are located in Pondicherry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The university offers two certificate, three PG Diploma and eighteen post-graduate courses, sixteen M.Phil and nineteen doctoral programmes.

7.4.44 The student enrolment in the university is 826. The University has a faculty of 26 professors, 44 readers and 59 lecturers. It has a non-teaching strength of 546 employees.

7.4.45 An innovative credit based P.G. programme has been introduced since 1992-93, which attracted students from all over the country.

7.4.46 The construction of hostels and botanical garden will be completed shortly. The work regarding animal house has been completed. The construction work for science and humanities blocks and staff quarters will be taken up by CPWD in January, 1994.

7.4.47 The Pondicherry University entered into a Memorandum of Understanding with University of Ottawa, Canada and University of Paris X Nanterre, France in addition to three Memoranda of Understanding already entered with Indira Gandhi National Open University, Pierre Et. Maria Curia University (Paris) and the University of La Re-Union (France).

7.4.48 The 67th Annual Meeting of the AIU and UGC's All India Conference of Vice Chancellors was held on 21-23 February, 1993. The Governor of Tamil Nadu, his Excellency Shri Bhishma Narain Singh inaugurated the conference. Prof. G. Ram Reddy, Chairman, UGC; Dr. M.S. Valiathan, President of AIU; Prof. K.B. Powar, General Secretary, AIU, other distinguished guests and 120 Vice-Chancellors participated in the conference. The central theme of which was "Financing of Higher Education of the University".

7.4.49 The fourth convocation was held on 12.6.1993. The Vice-President of India delivered the Convocation Address and conferred degrees on 1825 candidates. The Convocation of the

University for the year 1993-94 will be held in January/February, 1994.

7.4.50 The maintenance expenditure for the year 1993-94 is Rs.583.85 lakh as against the expenditure of Rs.358.19 lakh during the year 1992-93. The UGC has approved Rs.10.16 crores for VIII Plan period and so far a sum of Rs.451.60 lakh has been released.

7.4.51 In connection with the implementation of the policy statement in Abatement of Pollution the university has established an Advanced Centre for Pollution Control and the Biowaste Energy. The Centre has taken up several studies of critically polluted areas. The ongoing studies to experimentally evaluate the appropriateness of existing water quality standards and to evolve criteria for setting up new standards, were continued. The centre has become a leading institution in the frontier R&D Area of Computers Aided Environmental Management (CAEM).

### **Visva-Bharati**

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

7.4.53 The students strength of the university was 5,226 as on 31.3.1993. The number of teaching and non-teaching staff was 464 and 1607 respectively.

7.4.54 The Visva-Bharati Samavartan Utsava (Convocation) was held on May 5, 1993 which was attended by Shri P.V. Narasimha Rao, Prime Minister of India who is also the Acharya of Visva-Bharati. The Acharya conferred the Degree of Desikottama the highest award of the University on Sri Alex Aronson, Pandit Bhimsen Joshi, Shri Kaifi Azmi, Dr. Raja Ramanna and Sri Subsas Mukhopadhyay. Prof. Chintamani Kar was awarded Gagan Abani Puraskar for the year 1990 and the Rathindra Puraskar was awarded to Prof. Satish Dhawan.

7.4.55 Visva-Bharati made a serious endeavour to improve the financial position of the University in the financial year. The French Government extended support to a teaching position in French language. Under CEP, a Visiting Professor in Chinese Language joined Cheena Bhawana and Japanese ex-students from Japan came up with a substantial foreign exchange to establish the Nippon Bhawana a centre for Japanese studies.

7.4.56 The new areas of teaching introduced by Visva-Bharati included Post-Graduate diploma in Computer Application; and M.Fine/Post Diploma in Design (Textile Ceramics) Courses.

7.4.57 The Institute of Science contributed to research in Atomic Energy, Environmental Pollution including immunization of plants and herbicides against certain epidemics.

7.4.58 The Institute of Rural reconstruction carried out a successful mass literacy campaign.

7.4.59 The university undertook a number of comprehensive projects for the abatement of pollution.

7.4.60 The University organised a number of exhibitions and seminars including a national seminar on "Fuzzy Mathematics and Information Science" Jointly with financial support from National Board of higher Mathematics.

7.4.61 The library of the University, has a collection of 3,30,113 Books and 4,082 Journals. In addition, the University has a total of 2,62,354 books housed at 12 sectional libraries.

7.4.62 The anticipated maintenance expenditure of the University for the year 1993-94 is Rs. 1405.00 lakh as against Rs. 1320.00 lakh during 1992-93.

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

#### ***Assam University***

7.5.1 Legislation for establishment of a teaching and affiliating University in Assam at Silchar was enacted in May,1989. Now the site for the University has been finalized in consultation with the State Government and the State Government have been requested for infrastructural development of the site. The OSD/Registrar and Vice-Chancellor of the University have been appointed.

#### ***Tezpur University***

7.5.2 Tezpur University Bill,1993 was passed by Rajya Sabha on 29.4.1993 and by Lok Sabha on 11.5.1993. The Bill was assented to by the President on 01-07 1993. The site for the University has been approved and the OSD/Registrar and Vice-Chancellor of the University have been appointed. UGC has advised the Ed.CIL to undertake a study to suggest a short-term and long-term profile for each of the two proposed Universities in Assam.

#### ***Nagaland University***

7.5.3 Legislation for establishment of a teaching and affiliating University in Nagaland was enacted in October,1989. The recommendations of the Site Selection Committee have been approved by the Government. The appointment of the OSD for the University has been notified. The appointment of the Vice-Chancellor of the University would be made soon.

## **Specialised Research Organisations**

### ***Indian Council Of Social Science Research***

7.6.1 The Indian Council of Social Science Research was established in 1969 as an autonomous organization to promote and coordinate social science research in the country.

7.6.2 During the year 1993-94, the Council continued to assist research institutes of all India character engaged in research in the field of social sciences. Two new research institutes viz. Baba Saheb Ambedkar National Institute of Social Sciences, Mhow and Madhya Pradesh Institute of Social science, Ujjain, were brought under the purview of the scheme of grant-in aid for research institutes.

7.6.3 The Council sanctioned research grants to 25 new research projects till December 1993. Final reports in respect of 36 research projects sanctioned earlier were received. A number of sponsored programmes on topics like; Tribal Studies, Health for All and Women's Studies are in progress.

7.6.4 Survey of research in various disciplines is in progress. The Council awarded one Senior Fellowship, partial financial assistance to 18 Ph.D. scholars and contingency grant to 2 Ph.D. scholars.

7.6.5 Under the scheme of publication grants. 16 doctoral theses and 2 research reports were approved for financial assistance. Twenty three books were published under the publication grant scheme. Ten issues of Journals in different disciplines, four issues of Research Abstracts (Quarterly), and four issue of Indian Journal of Social Science were published.

7.6.6 During the year, the Data Archives acquired 4 data sets for Repository. Twenty scholars were provided research guidance under the scheme of Guidance and Consultancy Services in Data processing. A two week Training Course on Computer Applications in Social Science Data Analysis was conducted at the A.N. Sinha Institute of Social Studies, Patna. The up-dation of the National Register of Social Scientists in India is in progress. The register now contains information about 4500 scholars in the form of computerised data base.

7.6.7 Under the Cultural Exchange Programme, 11 Indian scholars visited France, China, Kazakhstan and Turkey and one scholar from France and 2 scholars from China visited India.

7.6.8 10 scholars were granted partial financial assistance to participate in the seminars/conferences abroad. Under the Indo-Dutch Alternatives Development Programme, two Indian scholars visited Holland and one Dutch scholar visited India.

7.6.9 The Council Provided financial assistance for holding 10 seminars/conferences.

7.6.10 The National Social Science Documentation Centre (NASSDOC) acquired 2500 publications including books theses and research reports. About 2500 journals and 25 daily newspapers are being currently received in the library against subscription and exchange and on gratis basis.

7.6.11 Under NASSDOC major documentation project "Retrospective Indexing of Indian Social Science Journals", editing of the indexed data related to Indian Political Science and Economics Journals was in progress. The other two documentation programmes in progress were Union Catalogue of Social Science Periodicals and Indexing of Indian Periodicals: Geography, History and Allied Disciplines.

### *Rural Universities/Institutes*

7.6.12 The National Policy on Education 1986 stated: "The new pattern of Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro-planning at grass roots level for the transformation of rural areas. Institutions and programmes of Gandhian basis education will be supported".

7.6.13 This Policy has been reiterated in 1992, which implies that educational institutions and voluntary agencies which take up educational programmes based on the concept of correlation between socially useful productive work, social service and academic study will be encouraged.

7.6.14 The Scheme on Rural Universities/Institutes could not be implemented during VII Plan period, as it was deferred to VIII Plan on the advice of the Ministry of Finance. However, the Programme of Action presented to the Parliament has unequivocally stated that the Central Council of Rural Institutes is to be set up shortly.

7.6.15 Total expenditure visualised during the VIII plan is Rs.6.35 crores. It is proposed to take up the establishment of Central Council of Rural Institutes and related activities now.

### *Indian Council of Philosophical Research*

7.6.16 The Indian Council of Philosophical Research was set up with the following main objectives:

- to promote teaching and research in philosophy;
- to review the progress of research in Philosophy from time to time and to coordinate research activities in philosophy; and

- to provide financial assistance to institutions/organisations and individuals engaged in research in philosophy and allied disciplines.

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

7.6.18 During 1993-94, the Council awarded one National fellowship, two Senior Fellowship, five General Fellowship, one Fellowship for Preparing Learning Material, nine Junior Fellowship and one Residential Fellowship. In addition, the fellows, who were awarded fellowship by the Council during 1991-92, and 1992-93 are continuing in their fellowship either part of the year or throughout the year.

7.6.19 During the year under report, the Council organised 3 regional seminars by extending full financial support at various universities as follows:

- i) Regional Seminar on "Spirituality and Science" during May 10-12, 1993 at Jain Visva Bharati Institute, Ladnun,
- ii) Regional Seminar on "Meaning and Communication in Art" during August 3-5, 1993 at Manipur University.
- iii) Regional Seminar on "Vedanta of Swami Vivekananda" organised at Guwahati University during December, 1993.

7.6.20 The Council organised an Essay-Competition-cum-young Scholars seminar on the theme "Philosophical Foundations of Indian Culture" at University of Kerala, during April, 1993. Thirty-one scholars all over the country participated in the Seminar.

7.6.21 Under grant-in-aid scheme for organising seminars/conferences, the Council extended financial support to H.N. Bahuguna University, Garhwal, Darshan O' Samaj Calcutta, Ramakrishna Mission Vidyapeeth, Madras, Sampooranand Sanskrit University, Varanasi; and Calicut University, Kerela. In collaboration with Indian Institute of Advanced Study, Shimla, the Council organised a workshop on the "Translations of Philosophical Classics into Sanskrit" during August, 1993.

7.6.22 Under programme "New Schemes", the Council organised a book review meet on the book "INDUCTION, PROBABILITY AND CEPTICISM" edited by Prof. D.P. Chattopadhyaya in May, 1993. The

Council published 3 books apart from 2 issues of JICPR. One more issue of JICPR and 5 more publications are expected to be brought out during the current financial year.

7.6.23 Under the programme Academic Linkages, the Council deputed a 5 member delegation to represent India at the XIX World Congress of Philosophy during August, 1993. The delegation also attended World Congress of universalism held in Warsaw, Poland. The Council also extended financial support by providing travel grant and registration fee as per norms to 5 scholars for presenting their papers in the above congress.

7.6.24 Under the Project entitled, "ICPR Series in Classical Indian Philosophy" and "ICPR" Series on Indian Philosophical Classics in Translation". Prof. R. Balasubramanian and Prof. Bhattacharyya continued to work on preparation of the first (Visistadvaita) volume of Encyclopedia of Indian Philosophy and Gangesa's Theory of Indeterminate Perception and there is considerable progress in their work.

7.6.25 Apart from the other on-going projects, the Council continued to provide financial and academic support to the major project on the History of Indian Science, Philosophy and Culture (PHISPC). Five occasional papers have been brought out during the year 1993-94, and nine more are proposed to be published shortly. The "Over-view" Volume containing detailed outlines on selected topics and broad methodology followed for preparation of individual volumes is likely to be brought out by March, 1994. A Inter-Ministerial meeting was held on August 1993 to consider the question of providing financial support to the Project.

#### *Indian Council of Historical Research*

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

7.6.27 The Council has been pursuing the objective by funding research in different areas of history including history of socio-economic formation, art, literature, numismatics science and technology, epigraphy and archaeology. During the period under report, the Council sanctioned 14 research projects, 78 fellowships, 39 study-cum-travel grants to scholars. Publication subsidies were awarded to 49 research theses, monographs and journals. 63 professional organisations of historians such as Indian History Congress, South Indian History Congress, Punjab History Congress, Orissa History Congress, Numismatic Society of India, etc. have been sanctioned grants to enable them to hold the conferences and to organise seminars and symposia. Three eminent historians were granted national fellowship.

7.6.28 Under its publication programme, the Council brought out Volumes XVI and XVII of the Indian Historical Review. 7



other books including Waqiat-e-Mushtaqui, Dhakiratul Khawainin, Indian Numismatics and Catalogue of Persian Manuscripts and Records in Shri Raghubir Library, Sitamau. More than 25 titles were published under the publication subsidy programme of the Council.

7.6.29 The Council's major project on the 'Dictionary of Social and Economic and Administrative Terms in Indian/South Asian Inscriptions has made good progress during the period. Another project on 'Economic History of India during the British Rule' has been undertaken by the Council. 4 Volumes of documents pertaining to Towards Freedom Project have been submitted to the General Editor.

7.6.30 The Council organised two workshops at Ajmer and Kurukshetra on "Indian National Movement" and two workshops on "Akbar and His Age" at Jaipur and Varanasi as part of the celebrations of 450th Birth Anniversary of Akbar.

7.6.31 More than 794 titles covering various branches of history and allied subjects have been added to the Library-cum-Documentation Centre. Xerox and micro-printer facilities continue to be provided to scholars. In order to have a broader and more meaningful participation of Indian archaeologists and historians in the World Archaeological Congress-3 to be held in New Delhi in 1994, a subsidy of registration fee of upto 100 Indian scholars has been approved by the Council.

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

7.6.32 The Indian Institute of Advanced Study, Shimla, (IIAS) was established in October 1965 as an autonomous institution to provide facilities for senior scholars to pursue advanced research in Humanities, Social Sciences and allied fields. The main objectives of the Institute are to explore new frontiers of knowledge, generate significant new ideas and endeavour to make major conceptual development and offer inter-disciplinary perspectives on questions of contemporary relevance.

7.6.33 The Institute awards fellowships for periods varying from three months to three years. During 1993-94, 42 fellows worked at the Institute in different disciplines against a target of 30-35 fellows. The Institute organised 3 seminars in which scholars from all parts of the country as well as fellows of the Institute participated.

7.6.34 Weekly Seminars are a salient feature of the academic activity of the Institute. During the year, 22 weekly seminars were given by the fellows. Two eminent scholars came to the Institute as visiting Professors to deliver a series of lectures on the theme of their choice. Eleven scholars visited the Institute to give lectures.

7.6.35 The Institute also serves as an "Inter-University Centre for Humanities & Social Sciences" of the University Grants

Commission. During the period, 43 teachers came to the Institute as Associates from different colleges and universities from all over the country. A Research Seminar on "Metaphor in Philosophy and Truth in Literature" and study weeks on "Collapse of the Existing Socialist State System" and "Federalism in India" were also organised in which eminent scholars participated. 8 Associates presented their papers in the Seminars of the Institute.

7.6.36 Fourteen publications have been brought out during the year 1993-94 and seven publications are in the final stages and are likely to be released shortly.

7.6.37 The library of the Institute has subscribed to 550 current journals/periodicals and has a programme to acquire about 2500 volumes of books. Efforts are on to link the library with Delhi Library Network.

7.6.38 The Institute has evolved a multi-disciplinary team project on "Socio-Religious Movements and Cultural Networks in Indian Civilization" which has organised a Seminar on "Social Dimensions of Religious Movements" and held a review meeting from November 1-3, 1993. Twenty-four scholars participated in the "review meeting" in which studies proposed by eight scholars were presented and discussed in addition to thirteen papers. Some of the papers discussed at the meeting would be considered for publication as Occasional Papers.

#### **Other Schemes**

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

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

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

7.7.2 National Policy on Education-1986, as modified in 1992, envisages that beginning will be made in delinking degrees from jobs in selected area, particularly in services for which a University degree need not be a necessary qualification. NPE also visualises that, concomitant with delinking, an appropriate machinery, such as National Evaluation Organisation (NEO), will be established to conduct tests on voluntary basis to determine

the suitability of candidates for specific jobs, to pave the way for the emergence of norms of comparable competencies across the nation and to bring about an overall improvement in testing and measurement. The National Evaluation Organisation has been set up as an autonomous Registered Society for this purpose. The National Evaluation Organisation will :

- a) conduct scientifically and rationally designed tests for certifying the suitability of candidates irrespective of their formal qualifications for specified jobs;
- b) develop methodologies and techniques for testing knowledge, proficiency, abilities, skills, competence and aptitudes necessary for the performance of specified jobs or cluster of jobs;
- c) assist on such terms and conditions that the National Evaluation Organisation may decide, (if such assistance is sought), existing Institutions and agencies which are conducting different tests by holding preliminary screening or similar other tests on their behalf, for the purposes of admissions to courses of higher studies, faculty recruitment, recruitment of scientists, specialists etc.
- d) function as a well equipped resource centre at the National level in test development, test administration, test scoring and interpretation, application of computer systems and optical mark readers etc.

#### ***Schemes of Financial Assistance to Institutions of Higher Learning of All India Importance***

7.7.3 The Scheme of financial assistance to Institutes of Higher Learning has been continuing from Plan to Plan. Under the Scheme, this Ministry has been providing financial assistance to some voluntary organisations/educational institutions. Assistance under the scheme is provided to institutions which are outside the University system and which are engaged in programme of innovative character.

7.7.4 Assistance is also extended to Institutions offering programmes of particular interest to rural community and are of innovative character. During the year (i) Shri Aurobindo International Centre for Education, Pondicherry; (ii) Shri Aurobindo Institute of Educational Research, Auroville; (iii) Lok Bharati, Sanosra; and (iv) Mitra Niketan, Vellanad, Kerala, have been/are being extended financial assistance under the scheme.

7.7.5 Since assistance to these institutions is being provided under the Plan Scheme, continuance of assistance from Plan to Plan has to be decided at the end of every Plan. In order to examine and to recommend the nature and quantum of

assistance to be provided to these institutions during the Eighth Plan period, Visiting Committees were constituted by the Ministry in September 1990 to visit the institutions to make an on-the-spot assessment of their performance and to recommend nature and scope of future assistance during the Eighth Plan period. The report of the Visiting Committees have been made available to the Ministry.

7.7.6 Financial assistance is released to the above four institutions on the basis of the recommendations of the Visiting Committees.

### ***Scheme of Training Facilities for Universities and Colleges Administrators***

7.7.7 The Programme of Action 1992 on National Policy on Education provides that in order to improve the internal efficiency of the institutions of Higher Education, it is necessary to provide opportunities for professional development of university and college administrators.

7.7.8 The Department of Education constituted a nine Member Committee under the Chairmanship of Prof. Amrik Singh to review status of existing training facilities for university and college administrators, and to identify the training needs and to suggest measures to augment facilities for professional development of university/college administrators. The Committee submitted its report.

7.7.9 The main recommendation of the Committee is to establish a nodal training institution at the national level to be called "National Institute for Training and Research in Higher Education (NITRHE)". It is to be a Registered Society under UGC as an Inter-University Centre to promote common training facilities to the universities. Its major objectives and functions would be to formulate training policy, provide facilities, promote research and management of higher education, identify training needs, design training programmes and provide a forum for sharing of information and expertise in the field of educational administration.

7.7.10 UGC has constituted a Sub-Committee which is examining the report.

### **Association of Indian Universities**

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

training programme for University Administrators.

7.8.2 AIU is substantially financed from the annual subscription paid by the member universities and proceeds from the sales and publication of literature pertaining to higher education. The Association receives plan and non-plan grants from the Government for the research programmes conducted by the Research Cell. Universities Handbook, Handbook on Medical, Engineering, Agriculture, Management, Distance Education, Bibliography of Doctoral Dissertation are printed on regular interval. University News, a weekly journal of higher education and research, covers major events in University education including articles of topical interest and features. In addition AIU has about 110 publications in the field of higher education.

7.8.3 A research project titled "Unit Costs of Higher Education - An Efficiency Study of Universities" has been completed. A number of research studies are in progress, some of the important ones are :-

- Mobilisation of resources by the universities
- Development and use of performance indicators in higher education
- Impact of question bank and utilisation of curriculum developed by Curriculum Development Centres (CDCs) and various committees constituted by UGC.

7.8.4 About 30 question banks have been published including banks on "Agronomy" and "Soil Science", which was published during 1992-93. A question bank on "Geography" was revised and published during this period. During the current year a new question bank on "Banking and Accountancy" has been finalised and the question bank on "Chemistry" has been revised.

7.8.5 In the area of sports, inter university tournaments were conducted in 27 games for men and 22 for women, at different centres in the country. These were organised at the All India level in different zones in the country. Similarly, AIU also organised cultural activities for University students in different zones with a view to promoting human values, culture and national integration among university youth.

#### ***Scheme of National Research Professorship***

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

## ***Punjab University, Chandigarh***

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

## ***International Cooperation***

7.8.8 Over the years, interest of academics from foreign countries in India has been increasing. This is reflected in increasing number of research projects sponsored by American Institute of Indian Studies, United States Educational Foundation in India, Shastri Indo-Canadian Institute and Berkeley Professional Studies Programme in India. During 1993-94, the number of research proposals approved by the government was 318 as against 303 during 1992-93. Government has approved a number of bilateral agreement between Indian universities and their counterpart abroad. There has been significant increase in the number of bilateral International Conference Symposium/Seminar/Workshop in collaboration with foreign universities. Requests for appointment of foreign scholars as Visiting Lecturer/Professor in Indian Universities in the country have also been increasing.

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

7.8.9 Established in 1968, the Shastri Indo-Canadian Institute promotes growth of mutual understanding between India and Canada through exchange of scholars, promotion of research activity, bilateral conferences and special projects. In accordance with the Memorandum of Understanding signed in November 1968, as renewed for 5 years with effect from 1st April, 1989, the government provided Rs.72,00,000/- grants-in-aid to the Institute during 1993-94. During 1993-94, the Institute awarded 40 fellowships to Indian scholars to carry out their academic research and interactions with their counterparts in Canada. Similarly, 16 Canadian scholars carried out their research concerning various aspects of India's heritage and the developmental process.

7.8.10 The Institute supported the visit of three Canadian scholars for delivering lectures at various Indian Institutions under its Visiting Lecturer Programme for the development of Canadian Studies in India.

7.8.11 The Institute's proposal for joint collaborative research between Indian and Canadian institutions in the five designates areas was approved by the Canadian International Development Agency for funding. The CIDA-SICI partnership programme netted 265 research proposals in environmental studies, women in development, economic, demography and science and society. Eleven proposals have been approved finally for funding.

7.8.12 The Shastri Indo-Canadian Institute has celebrated its twenty-fifth anniversary of its founding with events in Canada and India. A series of seminars including an Indian musical event was held in Ottawa in June, 1993. The Institute in collaboration with the Rajiv Gandhi Institute for Contemporary Studies arranged a Seminar on Economic Change and Sustainable Development. The seminar was inaugurated by Shri Arjun Singh, Minister for Human Resource Development.

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

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

7.8.14 The binational USEFI Board of Directors each year approves the fields of study for which fellowships are offered. The Foundation awarded (a) research grants in social sciences and humanities; (b) pre-doctoral grants; (c) internships in library science; (d) internships in communication technology; and (e) internships in Art History. Twenty five lecturers, thirty five researchers and thirty six students were awarded grants ranging from six to nine months during the year under review.

7.8.15 Five Fellowships for a year long study and training were awarded under the Hubert H. Humphrey Fellowship programme, for accomplished professionals such as policy makers, planners, administrators and managers who have a public service orientation and are committed to their own country's development. Grants were also given under Scholar-in-Residence Programme and American Research Fellowships programmes for three to six months, for Indian scholars for teaching/research work at an American University/Institutions.

7.8.16 USEFI also administers the East-West Center grants. During the course of the year, workshops/seminars are conducted on various themes involving Indian scholars at many of Centre's institutes.

7.8.17 Besides the regular exchange programme, the Foundation also conducts a number of workshops/seminars, involving visiting American professors and eminent Indian faculty for Indian college/university teachers in various areas.

7.8.18 The Foundation also administers number of short-term summer group projects for American school/college teachers. Academic programme for these group is arranged at an Indian institution of higher academic learning. The Government of India in the Ministry of Human Resource Development approves all such affiliations and also reimburses the cost of academic programme.

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

7.8.19 American Institute of Indian Studies (AIIS) is a thirty-two year young consortium of about 50 major American Universities like Universities of Chicago, Wisconsin, Minnesota, Pennsylvania, Syracuse, Colgate, California, Columbia etc. The Institute was established with prior approval of the Government of India in 1960 to promote Indian studies, civilization and culture in the United States through a) award of fellowships in the fields from Anthropology to Zoology b) teach Indian languages to American students by offering language training course in places where these languages are spoken so that the students are exposed to the Indian speakers c) by establishing centers; Centre for Art and Archaeology in Varanasi and Center for Archives and Research for Ethnomusicology in New Delhi d) publishing results of the research work in India e) organising seminars, workshops and conferences in all fields of Indian studies.

7.8.20 During 1993-94 the Institute awarded nearly 150 fellowships to faculty members and Ph.D students from universities and research organisations in the United States irrespective of their nationality and in the fields ranging from anthropology to zoology.

7.8.21 During the period under review the Institute also awarded 20 language fellowships for Hindi, Tamil, Bengali and Telugu.

7.8.22 During 1993-94 the following publications were brought out by Institute :

- 1) Text, Tone and Tune
- 2) Music of Bharatnatyam : Commemorative Volume honoring  
Jon B. Higgins
- 3) Krishnattam by Martha Ashton
- 4) Harappan Civilization by Gregory Possehl
- 5) Bharatnatyam in Cultural Perspective by George Kliger



- 6) Arts Patronage in India : Methods, Motives and Markets  
by Joan Erdman
- 7) Umbelliferae of India by P.K. Mukherjee
- 8) Perceptions of India's visual Past by Catherine Asher
- 9) Idea of Rajasthan Karine Schomer

7.8.23 More than 3000 books have been published as a result of work done by AIIS fellows during the last three decades. Four complete sets of these books have been placed at a) Nehru Memorial Museum and Library, New Delhi; b) National Library, Calcutta; c) Adyar Library, Madras; d) Deccan College, Pune for use by Indian scholars.

7.8.24 Archival facility in the field of Art and Archaeology has been developed at AIIS Center for Art and Archaeology with about 125,000 fully archived and catalogued pictures of Indian monuments supported by a library of about 30,000 books in the field. Eight volumes of Encyclopaedia of Indian Temple Architecture have been published as a result of the work done by this Center. The Center for Archives and Research of Ethnomusicology has developed an archive of 6000 hours of recorded ethnomusic of India supported by a library of about 5000 books. These archives and library facilities are unique.

## **8 TECHNICAL EDUCATION**

## 8. TECHNICAL EDUCATION

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

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

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

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

### **Indian Institutes of Technology**

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

8.2.2 The IITs conduct four-year undergraduate programme (Bachelors-Degree) in various fields of engineering and technology. They also offer integrated Master's Degree courses

of five year duration in physics, Chemistry, Mathematics, Biochemical Engg. & Biotech. one year and a half M.Tech, degree courses in various specialisation and one year post graduate Diploma courses in selected areas. In addition, the Institutes offer Ph.D Programmes in different branches of engineering, Sciences, humanities and social sciences. There are also advanced areas of training and research in each institute in identified areas of specialization.

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

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

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

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

8.2.7 The student strength of the five IITs during 1993 was as under:-

IIT	STUDENT STRENGTH		RESEARCH
	U G	P G	
Kharagpur	1702	685	205
Madras	1304	835	787
Kanpur	1252	575	360
Delhi	1172	1042	722
Bombay	1545	690	704

8.2.8 As per the Assam Accord, it is proposed to establish an IIT in Assam, the sixth in the chain of IITs. The Institute would be fully financed by the Central Government by way of grant-in-aid. A new site measuring 708 acres in north Guwahati has since been acquired for establishing the Institute. The Hon'ble, Prime Minister has laid the foundation stone of the Institute on 4.7.1992. Three day courses on Seismic Design of Reinforced Concrete Building, Engineering Design Method, Computer based Instrumentation Methods and Computer Appreciation for Managers were organised/ conducted during the months of October-November 1992 and January, 1993.

### **Indian Institutes of Management**

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

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

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

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

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

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

8.4.1 The National Institute for Training in Industrial Engineering (NITIE), Bombay, was established as an autonomous body in the year 1963 by the Government of India with the assistance of United Nations Development Programmes through. The

International Labour Organisation, with the objectives of providing education, training, research and consultancy in the field of industrial engineering.

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

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

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

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

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

8.5.3 The Institute has offered Advanced Diploma course in Foundry and Forge Technology of 1/2 years' duration to 642 candidates up to February, 1993. The Institute has so far conducted 195 Refresher Courses of short term duration in which about 2000 engineers and supervisors sponsored by the various engineering industries in the country have been trained in different areas of specialisation. Under the Unit Based Programmes, for specific industries. The Institute has trained

so far 359 engineers and technologists in different fields.

8.5.4 In the past 2-3 years, the Institute has equipped its library by providing excellent facilities including reprography, micro-ficher film readers and printers.

8.5.5 Establishment of the first Regional Centre of NIFFT, Ranchi at Rajkot(Gujarat) is in the final stage. The Institute has started post graduate programme in Manufacturing Engineering which has been approved by AICTE. The Institute has drawn up a Programme of Action for the 8th Five Year Plan Period for its development as per National Policy on Education, 1986. The main points from the Programme of Action are as under:-

- Seek consolidation of academic activities.
- Seek review of academic activities by Govt. nominated agencies/AICTE etc.
- Seek Deemed University status for the Institute.
- Augmentation of computer facilities.
- Augmentation of existing laboratory facilities.
- Establishment of Regional Centre at Coimbatore.

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

8.6.1 The school of planning and Architecture was established in July,1955 by the Government of India as a pioneer Institution to provide training facilities in academic programmes relating to human settlements and environment. It is an autonomous Institution fully financed by the Ministry of Human Resource Development, Department of Education. Government of India, Conferred on the school the status of a Deemed University in December, 1979, to broaden its horizons of academic programmes and to award under-graduate, Post graduate and doctoral degree. The school conducts (a) Bachelor's degree course in Architecture (b) Master's degree courses in (i) Planning with specialisation in Urban and Regional Planning (ii) Transport planning & Housing (iii) Architectural Conservation (iv) Building Engineering and Management (v) Landscape Architecture (vi) Prelandscape Architecture and (c) Ph.D. Programme.

8.6.2 In 1993-94, out of total enrolment of 741 student in the school, 388 is in the Bachelor's degree course in Architecture 82 in the Bachelor's degree course in planning, 252 in the Master's degree courses and 19 in the Ph.D Programme.

8.6.3 The school has drawn up a Programme of Action for 8th Plan period for its development in accordance with the National Policy on Education,1986. The research and extension activities have been intensified through specific programme of research & extension work. A project on 'Industrial Design' has been

approved for implementation during 1993-94 to 1995-96 under Indo-Italian collaboration. The school has started a new programme in Master's degree in Industrial Design (M.Tech.) from the year 1993-94. The course is approved by AICTE.

### **Technical Teachers Training Institutes**

8.7.1 The four Technical Teachers Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Madras were established in the mid-sixties to provide in-service training to polytechnic teachers and also to undertake various services for the overall improvement of polytechnic education in the country. They offer long-term training programmes of 12 month/18 months duration to degree and diploma holding teachers of polytechnics in addition to providing short-term training of teachers and introducing them to curriculum development and related activities. The institutes at Bhopal, Chandigarh and Madras have come up to the level of offering post-graduate courses in technical teaching. These are autonomous institutions under the Ministry of Human Resource Development, Department of Education and function through the Boards of Governors of the respective societies. The TTTIs have developed themselves as resource institutions for technician education development. During the past two decades, they have done pioneering and innovative work in the areas of technical manpower profiles, curriculum development, instructional resources, student assessment, education research, management interaction with Industry, Technology transfer for rural development through the Community polytechnic system, extension services and, most importantly, teacher development. They have developed as unique institutions, providing a variety of services to technician education under a single umbrella. The major roles of TTTIs relate to technician education development supported by the world Bank-assisted project envisaging substantial contribution from TTTIs in quality and efficiency improvement subcomponents. The areas of relevance are: Development of manpower profiles, curriculum and instructional resource development, distance education, student assessment, teacher development, integrated institutional development, human resource development in the context of industrial restructuring, Programme for disadvantaged groups, community development, research, development and innovations and development of linkages and networking.

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



process their recommendations for implementation.

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

8.8.1 Major Technical Institutions in the country like Indian Institutes of Technology, Indian Institutes of Management, Indian Institute of Science, Bangalore, University of Roorkee, Anna University, Madras, Indian School of Mines, Dhanbad, School of Planning and Architecture, New Delhi, National Institute for training in Industrial Engineering, Bombay and Technical Teachers' Training Institutes are having international collaboration projects on research and development under the umbrella agreements signed by the Department of Economic Affairs and Department of Science and Technology. Assistance from international organisations like UNDP, UNESCO and bilateral funds from advanced countries like Canada, Germany, France, Italy, Switzerland, Sweden, Japan, U.K., Norway etc. are received for this purpose in the form of equipment, expert services and training. Technical Institutions are also collaborating with their counterparts in USA for Joint research in the fields of science and technology availing of assistance from US-India Rupee Fund. The Objectives of such collaboration are joint research and manpower development in emerging areas of science and technology. Besides, major Indian Institutions and European Institutions for management studies are having collaboration under an agreement between India and the European Commission. Necessary counterpart budget provision for these purposes are made by the respective participating Institutions. During the year 1993-94, it has been decided in principle to have collaboration between Regional Engineering colleges and their counterpart Institutions in U.K. in the areas of Design, Energy, Information Technology and Materials with British assistance.

### **Regional Engineering Colleges**

8.9.1 Under the scheme of establishment of Regional Engineering Colleges, a Central Plan Scheme, seventeen Colleges have been established one each in the major states to meet the country's growing requirement for trained technical manpower for various development projects. Each college is joint and cooperative enterprise of the Central Government and the State Government concerned. While all the seventeen colleges offer Ist Degree Courses in various branches of Engineering and Technology, fourteen of these have facilities for Post-Graduate and Doctoral Programmes. The present admission capacity in all the Regional Engineering colleges is of the order of 4970 for Under-Graduate and 1440 for Post-Graduate Courses.

8.9.2 In the context of the implementation, of the National Policy on Education, 1986, Programme of Action documents have been prepared by all the Colleges for their development upto the end of 8th Five-Year Plan. The documents contain the overall goals, objectives and detailed action points to achieve such objectives in the respective Colleges. The Annual Plan 1993-94 in respect of each College has been finalised as per their

## Programme of Action Documents.

8.9.3 During the year 1993-94, the emphasis for development, as per the Programme of Action, has been on the expansion and diversification of academic programmes, modernisation of laboratories, improvement of students and staff amenities, construction of students' hostels (both for boys and girls), expansion of facilities for Computer Centres at selected Colleges.

8.9.4 A proposal to develop the collaboration between the RECs and the British University/Institutions in the emerging areas is under finalisation for implementation during the 8th Plan period.

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

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

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

### **Quality Improvement Programme**

8.11.1 The main objective of the Programme is to improve the quality and standards of Technical Education system in the country. This objective is being achieved through long-term programme like M. Tech and Ph.D Programmes, short-term courses and short-term in-service Training Programmes in Industry and curriculum Development Programmes for faculty members of Technical institutes. The long-term Programmes are implemented through the quality Improvement centres established at five Indian Institutes of Technology, Indian Institute of Science, Bangalore, University of Roorkee and other Centres for Degree courses and short-term courses are arranged at five IITs/ ,IISC, (Bangalore) and Roorkee University as well as at the Technical Teachers Training Institute and Indian Society for Technical Education for diploma courses. Short-term in-service training programmes in industry are being implemented through the Regional Offices of the Ministry.

8.11.2 In 1994-95 the aim is to train about 140 teachers for M.Tech. and 85 teachers for Ph.D courses in addition to those continuing from previous years. Curriculum Development Programmes, are conducted at 7 centres. Under summer/ winter school programmes, the target is to train about 2700 degree and diploma teachers through Indian Society for Technical Education (ISTE), New Delhi. As regards the short-term courses, the Quality Improvement Programme Centres are free to Ordinary as many courses as possible within the budget. Under the training Programme in industry, degree/diploma teachers are to be trained through the Regional offices according to the available budget.

Achievements:

- 1120 M. Techs and 1175 Ph.D. Produced.
- 85000 teachers trained through 4260 short-term courses.
- 6400 teachers trained in industry.
- 270 text books, 160 monographs, 122 teachers' manuals produced by CDCS, and 200 workshops and seminars held.

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

8.12.1 Recognising the need for revamping technician education as projected in the National Education Policy the Government have launched a major project being implemented in two overlapping phases with the assistance of World Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The project is estimated to cost Rs. 1650 crores including World Bank credit assistance of Special Drawing Rights 373.3 Million over the period 1990-1999. The two projects cover 17 States and 2 Union Territories involving 539 polytechnics. It is primarily a State sector project and the entire cost is provided by the participating State Governments from their respective State Plan Allocations. The project is being implemented by the State Governments under the overall guidance, support and monitoring by Department of Education for which a small Central component covering strengthening of the four Technical Teachers; Training Institutes in the country, establishment of National Project Implementation Unit in the Educational Consultant India Limited and a National Project Directorate in the Ministry have been provided in the project. The first phase of the project covering 278 approved polytechnics in the States of Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh became operational on 5th December 1990. The State of Goa was added to phase I w.e.f. July 1993. The Second phase of the project covers 261 polytechnics in the States of Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Maharashtra, Punjab, Tamil Nadu, West Bengal and the UTs of NCT of Delhi and Pondicherry. The second phase became operational from January, 1992. The polytechnics in the remaining States/UTs are proposed for World Bank assistance within the overall framework and the flexibility built in the project.

## **Thrust Areas of Technical Education**

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

8.13.1 The scheme was instituted during the sixth plan and modified in scope and dimensions during the seventh plan with the objective of strengthening facilities in technological institutions offering courses at under-graduate level in certain identified areas of technology where crucial gaps exist, through (i) augmentation of Physical facilities such as laboratory equipment, space, faculty and supporting staff, (ii) diversification of courses, and (iii) preparation of base for post-graduate programme. The identified areas of technology where weakness exists are: Computer science technology, electronics, instrumentation, material science, technology, maintenance engineering, product development design, bio-conversion, ergonomics, printing technology, management science and entrepreneurship. An amount of Rs. 735.00 lakh was released during 1992-93 supporting 72 projects.

### *(b) Creation of infrastructure in areas of emerging technology*

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

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

8.13.3 The areas identified for support under this schemes are energy science, transportation engineering, micro-electronics,

remote sensing, atmospheric science, reliability engineering, environmental engineering, water resource management, optical communication & fibre-optics, laser technology, informatics, telematics, education technology, CAD CAM, micro-processors, robotics, and artificial intelligence. During 1992-93, an amount of Rs. 1013.50 lakh was released to support 111 projects.

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

8.13.4 This is a new scheme instituted during 1987-88 as part of the implementation of the new National Policy on Education. The scheme has been formulated keeping in view the changing industrial scene and the pace of technology development the world over. Many new areas of technology have evolved in recent years in the conventional as well as emerging fields of technology which have relevance to the national needs, where manpower with appropriate expertise has to be developed. Forty six new/improved areas of technology have been identified where programmes/courses will be supported under the scheme. During the year 1992-93, an amount of Rs. 750.00 lakh was released to support 69 projects.

8.13.5 During 1993-94 and onwards in the Eight Plan the schemes at (a), (b), & (c) above are-proposed to be amalgamated into one scheme, viz., Thrust Areas of Technical Education. The budget provision in 1993-94 for this scheme is Rs. 1500.00 lakh (Plan). Non-Plan allocation for creation of infrastructure of Emerging Technology has been discontinued w.e.f. 1993-94. It is proposed to support approximately 200 projects during the year 1993-94.

### **Modernisation and Removal of Obsolescence**

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

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

- 7. Removal of obsolescence in machinery and equipment of laboratories and workshops in engineering and technological institutions.
- Modernisation by addition of new equipment relevant to the curricular needs as a sequel to the fast developments in technologies.

- To provide students with hand-on experience in laboratory practice in modern technologies.
- Creation of new laboratories.
- Provision of computers.
- Training and re-training of faculty and supporting staff, During 1992-93, an amount of Rs. 2653.50 lakh was released to support 295 projects. It is proposed to support 225 projects for the year 1993-94 with the budget provision of Rs. 1800.00 lakh.

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

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

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

#### *Data Bank Relating to Graduates*

8.15.3 During the year, collection of data from the graduates of 1985 was concluded by all existing nodal centres while two nodal centres concluded the collection of data from the 1989 batch of graduates. The work relating to collection of data from 1989 batch of graduates continued in other nodal centres. Fourteen nodal centres also started collection of data from the graduates of 1986 batch.

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

8.15.4 Collection of data from the educational Institutions with reference to the years of 1986-87, 1987-88 and 1990-91 was in progress in all the Nodal Centres, In Nine Nodal Centres collection of data with respect to the year 1986-87 was completed during the year.

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

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

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

8.17.1 The AICTE set up in 1945 as an advisory body was given a statutory status through the AICTE Act No. 52 of 1987. The Act came into effect on March 28, 1988. The main functions of the statutory AICTE includes proper planning and coordinated development of technical education in the country, qualitative improvement at all levels in relation to planned quantitative growth and regulation of the system and maintenance of norms and standards.

8.17.2 After the appointment of a full-time Chairman of the AICTE, the Council has been constituted and now its Executive Committee, and new Boards of Studies as well as the four Regional Committees at Madras, Bombay, Kanpur, Calcutta, and three new Regional Committees at Chandigarh, Bhopal and Bangalore will be constituted by the AICTE. Task Forces have been appointed on Regional Basis to clear the back-log to cover large number of pending proposals in all the regions. Action has also been initiated to re-organise the AICTE secretariat into six Bureaux- and to strengthen the Secretariat by additional officers, staff, and provision of computers and other equipment to modernise the office to induct professionalism.

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

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

8.17.5 The Council has laid down norms and standards for diploma, degree and Post- Graduate courses in the various fields

covered by the Act.

8.17.6 The Council has initiated the operationalisation of all the functions provided under the Act.

### **Community Polytechnics**

8.18.1 The scheme of Community Polytechnics was instituted under the Direct Central Assistance Scheme in 1978-79 in 36 Polytechnics, on an experimental basis, with a view to ensure for the rural society a fair share of benefits from the investments in technical education system. The Scheme of Community Polytechnics aims at sustainable community development without environmental degradation by way of S&T applications for socio-economic uplift and improvement in the quality of life of the common man through micro level planning and people's participation at the grass root level. The Scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture, specific non-formal need based short-term training in skill oriented technical/ vocational trades with no age, sex or qualification bar. The training is specially geared to the needs of the unemployed/underemployed youth/ school/ college dropouts the under-privileged and disadvantaged including women minorities and the weaker sections of the society. The Community Polytechnics (CPS) also undertake activities like Technology Transfer Technical support and S&T awareness for the Community.

8.18.2 With their institutionalised structure and network the CPS establish grass-root level involvement in the Community through linkages with village Panchayats Zila Parishad, accredited voluntary organisations etc. and set up Extension Centres at far-flung villages. The Centres for Development of Rural Technology (CDRT) act as R&D support system for CPS toward development, modification, adoption, adaptation and assimilation of simple, cost effective technology appropriate and relevant to the rural needs. The Regional Technical Teachers Training Institution (TTTI) act as resource institute for the CPS/CDRTs for academic, technical and managerial support and guidance.

8.18.3 About 100 technical/Vocational trade relevant to respective local socio-economic conditions have been identified for imparting skill development training oriented towards employment generation. No minimum academic qualifications have been prescribed for admission to the various courses conducted. However, women, minorities and the dropouts are encouraged. Two Hundred Thirty Two community polytechnics(till December 1993) are at present functioning all over the country. All the identified minority concentrated districts (41 in number) in the country have already been covered under the scheme. The Community Polytechnics carry out the following activities:

- Socio-economic survey:
- Manpower Development and Training:



- Technology Transfer
- Technical and Support services towards entrepreneurship Development: and
- Information dissemination;

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

8.18.5 The Community Polytechnics set up extension centres in the far-flung rural areas so that the services and facilities that could be made available through the system are provided right at the door step of the villages. Community Polytechnics have made significant contribution towards promoting transfer of a large number of tested and approved items of technology to the rural areas including Bio-gas Plants, wind-mills Smokeless Chulhas, Rural Latrines Solar Appliances, Agricultural implements etc. These institutions have been able to establish proper linkages and effective collaboration and coordination with a number of Government and non-Government agencies. A number of them are actively engaged in Planning and implementations of community support services, for example community Bio-gas system, community waste disposal system and rural health services on Water, Health and Sanitation awareness programmes.

8.18.6 The employment generation through the scheme is mainly from the non-formal short-term training, through competency and need-based courses in various trades , or in multi-skills depending upon the requirement. By March 1993 about two lakh youths were trained under the scheme and out of this, about 60% got self/wage-employment.

8.18.7 The employment generated through the scheme can be broadly categorised in three main categories,

- i) Direct wage employment in the scheme;
- ii) Self employment of trained youth;
- iii) wage employment in rural projects/industries and services.

8.18.8 More than 35,000 rural youth and women, including school drop-outs have been trained in various technical/vocational trades during the year 1992-93 and a number of them have been engaged in self-employment. The implementation

of this scheme vis-a vis its objectives was reviewed and revised scheme has been prepared with revised norms. The revised norms are under consideration for approval and it is expected that the revised scheme will be implemented from 1993-94. The thrust during the 8th plan will be on (i) special programmes for women, (2) Post-literacy, continuing education for neo-literates through income-generating techno-economic activities, (3) area-specific and culture-specific tribal Area component programmes, (4) Transfer of technology in the priority areas of (1) low-cost housing, (ii) safe drinking water for rural masses, (iii) rural sanitation, (iv) non-conventional and alternative energy devices. (v) agro-farming learning and agri-irrigation and (vi) rural transportation.

8.18.9 In order to evolve an appropriate strategy towards the promotion of Rural Sanitation Programme through the CPs, it has been decided by the Ministry to organise four Regional Workshops followed by a national one-all fully sponsored by the UNICEF. The workshops are to discuss and evolve the appropriate training needs cost-effective R&D, Technology Transfer and social mobilisation pertaining to Rural Sanitation.

8.18.10 The objectives of the Regional workshops are:-

- i) Review of the State of Art of Rural Sanitation Technologies being developed and practised in India;
- ii) Assessment of various technology options and design option for Rural Sanitation vis-a-vis the diverse socio-economic and Socio-cultural environments as well as agro-climatic and geo-hydrological conditions prevalent in the country;
- iii) Documentation of the contributions made by CPs/ CDRTs in the field of Appropriate Low Cost Rural Sanitation.
- iv) R&D for development of technically sound feasible economically viable socially, culturally acceptable low-cost rural sanitation technology
- v) Recommendations for evolving, suitable Models of Technology for implementation.
- vi) Implementation strategy and the role of the CDRTs/ CPs pertaining to development and transfer of Appropriate Low-Cost Rural Sanitation Technology;
- vii) Human Resource Development in Rural Sanitation.
- viii) Development of Clean Healths personal, Domestic and Community Hygiene.
- ix) Awareness generation and motivation programmes for ensuring Community participation in Rural Sanitation.

x) Promotion of the Role of women in Rural Sanitation;

8.18.11 The first two workshops have been held during April 1993 at Calcutta and Thrissur (Kerala) for the Eastern and Southern Region respectively. The Western Region Workshop was organised at Pune (Maharashtra) on 01-02 December 1993. The northern regional workshop was held on 27-29 in January, 1994 at Udaipur (Rajasthan) and it is proposed to hold the National Workshop in March, 1994.

**Programme of Apprenticeship Training**

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

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

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

	Number of Apprentices		
	31.10.91	30.09.92	30.9.93
Total Trainees	22075	21320	20367
Graduate Trainees	6879	6767	5882
Diploma Holders	15196	14553	13136
Technician Apprentices			
Scheduled Castes	908	1219	13136
Scheduled Tribes	167	242	231

Minorities	1335	1084	1034
Handicapped	33	58	42
Women	2089	2160	2027
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8.19.4 A number of supervisory development programmes for improving quality of apprenticeship training and career guidance programmes for the final year students were organised by the Boards. The Boards are publishing Journals containing informative articles. Some of them have prepared training manuals also.

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

8.20.1 The Asian Institute of Technology (AIT), Bangkok is an autonomous international Graduate Institute providing advanced education in Engineering, Science and allied fields. It enrolls about 600 students from more than twenty countries and has international faculty members. The Institute is governed by an international Board of Trustees, whose members come from different countries including India.

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

- i) Deputation of Teachers/Experts in specialised areas of Engineering/Technology, meeting the entire cost of their deputation;
- ii) An annual grant of upto Rs,3 lakhs for utilisation in one or more of the following purposes:-
  - a) Purchase of equipment from India;
  - b) Purchase of books and payments for subscription of academic and technical journals published in India; and
  - c) Expenditure on academic related activities in India. During the year 1993-94, three Indian experts have already been deputed to AIT, Bangkok for Sept., 1993 term and two more are being deputed for January, 1994 term. A sum of Rs.3 lakh is being released to the Institute as grant for purchase of equipment and for academic related activities in India during 1993-94..ls 1

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

8.21.1 The orientation of our technical and management

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

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

8.21.3 The scheme is being implemented as a pilot Project in four polytechnics by providing direct Central assistance. To assess the impact of the implementation of the scheme and to assess the need for continuation of the scheme during the 8th Plan period, a workshop was organised at Mysore in May 1992 and a detailed revised scheme has been formulated. The revised scheme envisages that, to meet the specific needs of the non-corporate and unorganised sector in the rural and urban environments, more Nodal Centres for Entrepreneurship and Management Development (CEMDEV) will be established, one in each State, in selected Polytechnics. One coordinating Nodal Centre will be identified. Entrepreneurship Development for small-scale, tiny and unorganised sector will be promoted by these Nodal Centres through (i) Curricula input, (ii) Formal and Non-formal continuing education, (iii) Skill development. (iv) Quality assurance, (v) Faculty development -Training of Trainers, and (vi) Consultancy and support services. Post-Diploma Courses in management of non-corporate and unorganised sector will be conducted for Science graduates and diploma holders in engineering on a larger scale through these Nodal Centres. Group Entrepreneurship Development Programmes for retraining & upgradation of skills for the rural craftsmen will be undertaken to cope with the rate of obsolescence in technology and skill in the areas of new technology. Special Programmes towards creating more employment opportunities for women entrepreneurs will be conducted. Programmes for Vendor Development, Quality Assurance and Total Quality Management (TQM) will be undertaken for entrepreneur so as to provide ancillary and auxiliary support to the organised sectors. It is Proposed to select more institutions under the scheme during 1993-94.

### **Industry-Institute Interaction**

8.22.1 The Scheme of Industry-Institute Interaction, which was launched in the middle of 1988-89, has three main components as follow:-

- a) Interaction between engineering colleges and industry.
- b) Interaction between polytechnics and Industry.

c) Setting up of an Industrial foundation at IIT, Delhi.

8.22.2 In the case of selected engineering colleges, the programmes envisaged to take a joint project between the industry and the institution. It contained provision to exchange, faculty with industry at the rate of two faculty per- institution for both degree level institutes and polytechnics.

8.22.3 For this purpose, 25 engineering colleges and 15 polytechnics were selected.

8.22.4 The Industrial Foundation at IIT. Delhi will be responsible for marketing the research and consultancy capabilities of the institute in tackling scientific and technological problems sponsored by industries and other organisations. commercialization of research result through the stages of proto-type development and industrial pilot plants etc. This Foundation has been registered as a Society under the Registration of Societies Act 1861 with the name and style 'Foundation for innovation and Technology Transfer (FITT)', The FITT has planned to establish an endowment with Corpus Fund of Rs. 3 crores. The budget of Rs. 1.22 crores released during 7th Five year Plan for the establishment of Industrial foundation will be credited to the corpus fund. The entire expenditure of FITT will be met out from actuals/interest earned on the Corpus Fund, contributions from industry, sponsored projects and royalty on technology transfer etc.

8.22.5 The E.D.P. scheme is proposed to be merged with the Scheme as an additional component.

### **Scheme of Continuing Education**

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

8.23.2 The progress of the scheme has been very encouraging. As on 30.1.93 254 course materials have been proposed. 50,000 participants have benefited by this programme. Based on the recommendations of this programme Specialists, B additional centres (4 Engg. Colleges/Universities and 4 Polytechnics) were added in 1990-91 for the implementation of this scheme. Seven new institutions were added subsequently. Therefore, there are 25 centres where the scheme is being implemented.

8.23.3 It is expected that at the end of the Eight Plan the outcome of the Scheme will be as follow:-

1.	Professionals going through Continuing Education Programme.	40,000
2.	Course materials Production	1,340
3.	Distance Education mode course material	200
4.	Video Packages	100
5.	CAI Packages	125

**Research & Development (R&D) in Selected Higher Technical Institutions**

8.24.1 In the NPE a great stress has been laid on research as an essential component of higher education. In fact, it has been recognised that research and development has to be and integral part of education. At present, most of the research efforts and research manpower are concentrated in a few institutions. It is necessary to grow R&D culture in all institutions of higher education. Poor library, inadequate information systems. absence of computational reprographic and other facilities are common problems of the majority of educational institutions. Research facilities are largely out-dated. In addition to teaching, the need for creation and updating of infrastructure is felt urgent. There is likely to be significant enhancement in R&D activities in National Laboratories, Defense Establishments, Public Sector Undertakings, etc. Lack of R&D activities in education sector is adversely effecting production of R&D personnel of the right quality.

8.24.2 This scheme was initiated during 1987-88 with the objectives of.

- Strengthening and restructuring the existing centres of advanced study/research.
- Creation and updating infrastructure.
- Supporting and sponsoring research projects in Engineering Technology and Management.

8.24.3 The scheme covers educational institutions in the technical and management education system which offer undergraduate and post-graduate programmes, 41 proposals at a cost of Rs. 241.00 lakh were supported during 1992-93. It is proposed to support 35 projects with the budget provision of Rs. 225.00 lakh during 1993-94.

## **Educational Consultants India Limited (Ed.CIL) New Delhi**

8.25.1 Educational Consultants India Ltd. New Delhi the only public sector enterprise under this Ministry was incorporated under the Companies Act, 1956 on June 17, 1981. It functions under the guidance of Board of Directors Representing various Ministries and Organisations of the Central Government. It has a part-time non-official Chairman and a full-time Managing Director.

8.25.2 During the year, the Corporation executed the project space Planning for the Campus of Tertiary Education in Mauritius. The Company also completed the Project Appraisal Report for Arba Minch water Technology Institute in Ethiopia. Which was awarded in the previous year. In addition, the Company was awarded project on investigation of Eight Target Colleges in Technical Education in India by UNICO, Japan and the same was also completed during the year.

8.25.3 The company also completed provision of IIT, Assam project awarded by Ministry of HRD and the evaluation of Population Education Programme for Higher Education awarded by University Grants Commission, in the previous years. The company also executed some other projects like Evaluation of population Education, Orissa and the Pre-feasibility Report for establishment of Rural Institute by Godfrey Phillip India.

8.25.4 The company was also awarded some secondment Projects like Selection of Principal, Indian School Jeddah. Selection of Ten Teachers, Embassy of Indian School Riyadh. Five Agricultural Specialist. Alemaya University, Ethiopia. Also certain supplies of Books and Educational Aids were executed like School Equipment to Namibia. Books in copperbelt University, Zambia, both being awarded by the Ministry of External Affairs.

8.25.5 Projects, which were ongoing during the year abroad, where Implementation of Master Plan, University of Mauritius. In India, the Establishment of Kendriya Vidyalaya at Nahar and Rewari (Haryana) and Establishment of Centre for Electronic Design and Technology, Gorakhpur are in progress. Also consultancy projects like Master Plan for educational complex Kalingn Vihar, Orissa. Development of vocational curriculum at Karnataka are in progress.

8.25.6 During the year 1992-93, Edcil completed three consultancy projects abroad and four consultancy projects in India. Also, four secondment projects abroad and three supplies projects abroad were completed.

8.25.7 The corporation achieved a turnover of Rs. 3.05 crores during the year and profit before tax of Rs. 0.59 crores. The company has proposed a dividend a 10% on the equity for the year 1992-93. The approved outlay for the scheme for the Eighth Plan period is Rs. 0.10 crores. The provision proposed for the year 1993-94 is Rs. 0.02 crores.



## **Pass Book Scheme/Customs Duty Exemption Certificate for Import of Equipment and Consumables**

8.26.1 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme has been introduced from 1988. It authorises import of Scientific and technical equipment accessories and consumables goods free of import duty. For import under this scheme, the Head of the Institution is authorised to certify the essentiality and "not manufactured in India conditions". The maximum upper limits of aggregate C.I.F. value allowed annually for equipment and consumables are Rs. 3.5 crores and Rs.1.5 crores respectively. It excludes any single equipment /consumable item whose aggregate c.i.f. value exceeds Rs. 10 lakh. Any single equipment of accessory, whose C.I.F. value exceeds Rs. 10 lakh, a CDE certificate is issued. The scheme covers Public Funded Research Institutions, Universities and colleges. The Bureau of Technical Education in the Department of Education is responsible for issuing pass Books to Universities and Colleges. During the year under report upto October, 1993 about 290 pass books and 250 CDE certificates have been issued.

### **Sant Longowal Institute of Engineering and Technology**

8.27.1 The Sant Longowal Institute of Engineering and Technology (SLIET) is being set up in order to meet the special technical manpower needs of the State of Punjab. The Institute will provide a variety of courses at various levels, So that the specific needs of the State are met in an integrated manner. To make a beginning, during 1991-92, necessary infrastructure have been created and the academic session has started with the introduction of 5 certificate and 3 diploma courses. ALL the 12 certificate and 10 diploma courses recommended by the National Expert Committee, (NEC) have been started by the commencement of the academic year 1992-93. The reconstituted National Expert Committee has submitted its report for expansion of the scheme. The recommendations of the NEC are under examination.

### **Assistance to Technical Institution through the University Grants Commission**

8.28.1 The University Grants Commission (UGC) provide financial assistance to University-maintained institutions in engineering and technology for the development of higher education and research. At present thirtyfive such University-maintained Institutions are covered under the scheme. Beside offering facilities for undergraduate education, these institutions conduct a large number of post graduate courses in various branches of Engineering and Technology. Some of the Institutions are also involved in fundamental and applied research at high level for the advancement of technology and have earned national and international status for their attainment. For the continuance of various R&D (Research and Development) programmes and consolidation of the existing facilities, such as

teaching building, laboratories, hostels and staff quarters, adequate provision is made for these University-maintained institutions.

8.28.2 There are about 1600 M.E /M Tech students at present in the different post-graduate courses in the University maintained institutions.

#### **Cultural Exchange Programme**

8.29.1 Most of the Cultural Exchange Programme include provision for exchange of materials in the fields of science and Technology as well as for exchange of visits of delegations for establishing academic linkages between institutions of Higher Education in the Two countries and for finalising equivalence of degrees and diploma awarded in India and other countries for the purposes of employment. A provision of upto Rs. 1.00 lakh is being provided in the budget for this purpose.

#### **Colombo Plan Staff College, Manila**

8.30.1 The main objective of the Colombo Plan Staff College for Technician Education, Manila is to improve the quality of technician education and training in the Colombo Plan region by meeting the needs of technician teachers, educators and trainers as well as those staff in technician education system who play an active part in-service training and staff development programme in the member countries. The main functions of the college are to:-

1. Provide courses for further professional technician education and training;
2. Conduct study conferences on various aspects of technician education;
3. Assist in conduct of special courses;
4. Promote. coordinate and undertake research;
5. Assist in the development of training facilities; and
6. Collect and disseminate information on technical education.

8.30.2 The CPSC has been holding various programme viz, college village based courses, sub regional workshops and in country courses to achieve the above aims. Ministry has been participating actively in these programmes.

## North Eastern Regional Institute of Science and Technology

8.31.1 The North Eastern Regional Institute of Science & Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1986 to generate skilled manpower in the field of Engineering and Technology as well as applied science streams for the development of North Eastern Region. While the Department of Education is giving necessary technical guidance to the NERIST it is being funded through North Eastern Council. The NERTST was conceived as a unique institution offering a sequence of modular programmes, each of 2 year duration leading to certificate, diploma and degree in Technology and Applied Sciences. The institutes started its academic programmes in August 1986 when it admitted students to certificate courses. Admissions to diploma courses and degree courses were made in 1988 and 1990 respectively. Provisional, affiliation to NERIST has been accorded by North Eastern Hill University. Granting of University status to this institute is under consideration. An Expert Committee has been constituted to look into the academic and other developmental issues of the institute. At Present necessary grants to the institute are being released by the Ministry of Home Affairs..pa

8.31.2 At present (1993-94), the Institute is offering the following courses at Certificate, Diploma and Degree levels:

<u>Base (Certificate)</u>	<u>Trades</u>
1. Agricultural Engineering	(a) Tractor Mechanic (b) Food Processing Trade
2. Construction Technology	(a) Draughtsman (b) Surveyor
3. Maintenance Engineering (Electrical & Electronics)	(a) Electrician (b) Electronic Technician
4. Maintenance Engineering (Mechanical)	(a) Production (b) Refrigeration & Airconditioning

### *Diploma*

1. Agricultural Engg
2. Civil Engineering
3. Computer Science
4. Electronics & Electrical Communication
5. Electrical Engineering
6. Mechanical Engineering

## Degree

1. Agricultural Engineering
2. Civil Engineering
3. Computer Science and Engineering
4. Electronics & Communication Engineering
5. Electrical Engineering
6. Mechanical Engineering
7. Forestry (4 year Programme)

## Administrative Staff College of India-Hyderabad

8.32.1 The College was set up in 1957 as a joint venture of the Government of India and Industry. A distinct feature of the College is its expertise in post-experience management, development programme not only in general management, but also in functional areas like production marketing finance, material management and investment planning.

8.32.2 The College is conducting workshop for Secretaries and top executives of the Government of India to develop a new administrative cultures. The College has also completed general research projects and consultancy assignments. Another major event is the launching of the Advanced Management Programme (AMP) for public Enterprises sponsored by the Bureau of Public Enterprises (BPE).

8.32.3 The Ministry at present is not giving any grant- in-aid to the College as it has become self-sufficient to finance its training Programmes.

## Revision of Pay-scale of the Teachers of Technical Institutions- Assistance to the State Governments

8.33.1 The Pay-scale of the teachers, librarians and physical education instructors in engineering colleges and other degree-level technical institutions have been revised with effect from 01.01.1986. The Central Government provides 80% of the additional expenditure involved in the implementation of the scheme from 01.01.1986 to 31.03.90 to the State Governments which adopt the AICTE- revised Pay-scale. A total amount of RS.31.54 crores has been released to the various State Governments by the end of March 1993 for meeting 80% of the additional expenditure involved in the revision.

## Regional Offices

8.34.1 There are four subordinate offices of the Ministry established on regional basis, one each at Bombay, Calcutta, Kanpur and Madras.

8.34.2 The four Regional Offices act as the field agencies to promote implementation and coordinated operation of various schemes including those of the AICTE in the region. These

Regional Offices also act as Secretariat of the respective Regional Committees of the ALL India Council for Technical Education (AICTE) and assist the Council in carrying out survey of facilities in the field of technical education in formulating new schemes for development.

### **Setting up of A New Engineering College at Jammu**

8.35.1 At the time of the visit of Hon'ble Minister for Human Resource Development in November, 1992 to Jammu, it was decided during the meeting with the State Government Officials that a definite proposal would be submitted to the Government of India for setting up of an Engineering College at Jammu. A budget provision of Rs. 2.00 crores has been made in the year 1993-94 for providing a lump sum grant.

8.35.2 The AICTE has approved the proposal received from the Government of Jammu & Kashmir for establishment of the college with an intake capacity of 160 students. The amount will be released during the year 1993-94.

### **Indian Institute of Science, Bangalore**

8.36.1 The Indian Institute of Science (IISc.). Bangalore is one amongst the premier Institutes in the country carrying out research work in Engineering Sciences and allied fields. The Institute was established in the year 1909. The continuous research efforts put in by scientist of the Institute has earned it a recognition of international status. The Institute has the record to encourage creativity, nurturing excellences in innovative research and development. The advance academic research and pursuits of subjects currently in hand are at par to the global work. The technical know-how is shared through reputed journals. The faculty contributes to continuing education programme, technology-transfer and assistance to industries. In addition to advance departments like Aero-space, Biomass, Bio-medical, Chemical, Metallurgical and other Engineering the Institute is also establishing a Supercomputer. The Supercomputer project is being commissioned with international and national hook-up.

8.36.2 The Institute is adding facilities for National Science Seminar Complex as well as facilities for supporting staff. The institute acquired the status of a deemed- university in the year 1958.

### **Advanced Technician Course**

8.37.1 The All India Council for Technical Education (AICTE) at its meeting held in February 1978, recommended that selected polytechnics should be given Central assistance to conduct Advanced Technician programmes to enable the technician acquires desire competence to meet the diverse requirement of the industry and the rural sector. In pursuance of this, a scheme of advance technician course was instituted in the 6th place in the year

1981-82. Under the programme, ten institutions have been selected to conduct AICs in identified areas, viz. Tool Engineering, Foundry Technology, Advanced Electronics, Air-conditioning and Refrigeration, Renewable Sources of Energy and Rural Technology Development and Management.

8.37.2 A workshop for reviewing the scheme of ATCs was organised at SBM Polytechnic, Bombay from 11-13 September, 1991 to (i) review the status of the various courses under ATC scheme being offered at different polytechnics, (ii) to receive feedback from industry/employers/institutions on the utility of the programme for employees/students and working technicians/society, and (iii) to analyse the problems faced in implementation of the scheme and to make necessary recommendations for continuance and effective implementation of the scheme. It was recommended that the ATCs being conducted currently at different institutions should be continued and the scope and activities of the scheme may be expanded in future with modified and updated norms. It was further recommended inter-alia that the Advanced Diploma Courses being conducted under the scheme should be recognised as equivalent to first degree in Engineering /Technology in the respective fields.

8.37.3 It is proposed to expand the scope and activities of the scheme and implement the same with revised updated norms under the World Bank assisted State Sector Project for Technician Education during the 8th Five Year Plan.

### **Technology Development Missions**

8.38.1 Technology Development Missions are proposed to be set up in the five Indian Institutes of Technology at Bombay, Delhi, Kanpur, Kharagpur and Madras and the Indian Institute of Science, Bangalore with a view to meet the emerging challenges in Science and Technology. The eight generic areas which have been approved for development are Food Processing Engineering, Integrated Design and Competitive Manufacturing, Photonic Devices and Technology, Energy Efficient Technologies and Devices, Natural Hazards Mitigation, Communication Networking and Intelligent Automation, New Materials and Genetic Engineering and Biotechnology. A comprehensive review of each of the eight areas has been carried out by the respective steering Committees and a Review Report covering specific goals and deliverables, detailed work plan and the budget estimates for the year 1994-95 has been received from the Directors of IITs and is under examination.

## 9 ADULT EDUCATION

## 9. ADULT EDUCATION

### National Literacy Mission

9.1.1 Literacy is now accepted as an indispensable component of Human Resource Development. It is an essential tool of communication and learning, for acquiring and sharing of knowledge and information, a pre-condition for an individual's growth and for national development. National Literacy Mission (NLM) which aims at imparting functional literacy to 80 million adult illiterates in the 15-35 age group by 1995 is one of the most concerted efforts attempted so far for the promotion of literacy in the country. The Mission established important milestones during this year and also achieved international recognition for the efforts which had been put in through Total Literacy Campaigns. These campaigns for total literacy are slowly but steadily, creating a social churning, with the increasing awareness and empowerment of the people regarding the causes of their derivation and moves towards amelioration of the condition through organisation, and through participation in the process of development.

9.1.2 In the year 1993 the International Jury awarded the Noma Prize to the INDIA NATIONAL FEDERATION OF UNESCO CLUBS AND ASSOCIATIONS (INFUCA) submitted by the Asian Pacific Federation of UNESCO Clubs and Association for (1) having centred literacy education activities on raising awareness among underprivileged group, in particular the Koragas, one of the poorest groups living in remote areas in southern India, conducting classes at six learning centres and providing lessons to koraga women in their homes; (2) having expanded activities from one to more than twenty villages involving regular contacts with villagers to raise awareness of the need for education and school attendance, encouraging adults to attend literacy classes and send their children to school, conducting surveys, distributing educational materials for new literates and making access to schools easier; (3) having emphasized the preservation of the koraga culture and customs, publishing and distributing to every koraga colony a monthly newspaper in the indigenous language, establishing a koraga museums, organising folklore events for non-formal education purposes, inculcating values of human dignity and equality and helping the Koragas to become more aware of their rights, improving their living conditions, assisting them to register for employment and undertake income-generating activities.

9.1.3 The Jury also awarded Honourable Mention to the BHAVNAGAR JILLA SAKSHARTA SAMITI, INDIA for (1) having planned, monitored and executed the Total Literacy Campaign in Bhavnagar District, mobilised spiritual organisations and voluntary agencies, provided volunteer instructions, carried out door-to-door surveys to identify both male and female illiterates; (2) having increased the enrolment of children in the formal system through women's literacy, initiated a vocational training programme, published and distributed to libraries reading material for new literates on population education, health,



women's legal rights and environmental issues, established more than one thousand mini-libraries and information centres for new literates.

### **Total literacy Campaign**

9.2.1 The successful conclusion of the Total Literacy Campaign(TLC) in district Ernakulam (Kerala) in January 1990 has led to the acceptance of the TLC as the most important strategy of the National Literacy Mission (NLM) for eradication of illiteracy in the target age-group of 15-35. The TLC is marked by certain positive characteristics that it is area specific, time-bound, delivered through voluntarism, cost-effective and outcome-oriented. The TLC is implemented by Zilla Saksharata Samitis (ZSS) specially constituted under the District Collector. The ZSS, with its membership drawn from all sections of the society, ensures its participative nature. Besides, the task-specific sub-committees of the ZSS, popular committees are also constituted at all levels from the district down to the village panchayats, which are animated by the culture of equality.

9.2.2 The TLC presupposes the generation of a positive demand of the people for literacy through appropriate environment-building programmes. The initial effort at environment-building is closely followed by a door-to-door literacy survey during which potential learners and volunteers are identified. Suitable primers (in 3 parts) are developed through the State Resource Centres in accordance with the pedagogic technique of Improved Pace and Content of Learning (IPCL). Primer-specific training is provided to the Resource Persons, Master Trainers and Volunteer Instructors.

9.2.3 Two activities, namely environment-building as well as monitoring and internal evaluation, are continued through the teaching/learning activity which accounts for a total of 200 hours spread over a period of 6 months. An external impact/summative evaluation is made at the conclusion of the teaching (PLC) to mop up the left-over illiterates and to consolidate the gains of literacy acquired during TLC, and to enable the neo-literates to develop abilities for self-learning.

9.2.4 The TLC/PLCs are implemented through direct funding to ZSS by the Central and State Governments in the ratio 2:1 Besides the funding arrangement, the active involvement of State Governments is ensured also through the identification of the District Collector with the ZSS. The Collectors have traditionally been responsible for law and order and over the last few years have been made responsible for Welfare Programmes like IRDP, NREP, JRY etc. The enlarged role of the collectors has ensured their active leadership for the TLC as well. The TLCs, by and large, have enlisted the enthusiastic participation of all sections of the Society, especially the women, the weaker sections, etc.

Following is the number of TLC/PLC projects approved so far:

Projects	No. of Projects	No. of Districts covered
TLC	238	258
PLC	57	80

9.2.5 The focus of the Total Literacy Campaigns has now shifted to the Hindi belt where bulk of the illiterate population is residing which hampers the real development of this area. It is realised/expected that in the remaining Plan period, a continued input of Total Literacy Campaign can cause a major dent in the problem of adult illiteracy. So far 80 districts in Hindi speaking States have already been approved for Total Literacy Campaigns. The details of the projects approved are enclosed in Annexure-I.

#### **Environment Building - Bharat Gyan Vigyan Jatha -II**

9.3.1 An appropriate environment is most crucial for the success of any total literacy campaign. This input is an essential component of the overall strategy of the National Literacy Mission. The positive experience of Bharat Gyan Vigyan Jatha (BGVJ) of 1990 helped. Firstly, while the BGVJ had to content with major caste and communal events, it nevertheless placed literacy as an issue before the people. The involvement of thousands of politicians, administrators, educationalists and media persons taken together with the demand for literacy programmes generated in the villages, brought literacy on to the political agenda of the nation. The Bharat Gyan Vigyan Jatha brought together a number of diverse voluntary organisations, peoples, science movements, individuals and groups, trade unions and service associations, youth and students and women's movements and adult educators. Their networking through the Jatha made literacy work a personal and common organisational priority for thousands all over the country.

9.3.2 The impact of the Bharat Gyan Vigyan Jatha was not uniform all over the country. It was weak especially in Bihar, Uttar Pradesh and Rajasthan. In Orissa and Madhya Pradesh the impact was limited. The limited impact was due to the disturbances caused by the agitations and Political turmoils when Jathas were underway in October/November, 1990.

9.3.3 In order to make another effort to build up environment favourable to the campaign, particularly in these States a BGV-II was launched between 2nd October and 14th November, 1992.

9.3.4 The BGVs also organised a SAMATA Kalajatha between March 8 April 9, 1993 It addressed to the themes of education and

equality of women. The explicit aim was to draw women and women's organisations into the literacy campaign and to highlight the need of education the girl child. The event was marked by nearly 120 young women and men taking out eight women's kala-jathas from different parts of the country and converging at Jhansi (U.P) on April 8, 1993.

#### **Arun Ghosh Committee**

9.4.1 An Expert group was constituted in April, 1993 under the chairmanship of Prof. Arun Ghosh, former Member, Planning Commission to conduct a Status-cum-Impact evaluation of the Total Literacy Campaigns, Launched in different parts of the country since 1990-91. The objectives which have been tentatively decided for the study are as follows :-

- (a) (i) to measure the outcome of literacy campaigns among learners/participants with respect to prescribed levels of literacy as per NLM norms
- (ii) To analyse the estimated number of persons made literate by gender, age groups and social groups (SC/ST and others).
- (b) The processes and effectiveness of environment building/mass mobilisation through mass literacy campaigns.
- (c) Involvement and partnership between government bodies and voluntary groups in literacy campaigns.
- (d) Duration of implementation of the campaign with special emphasis on the duration of teaching/learning.
- (e) Resources available and mobilised for mass literacy campaigns including the cost effectiveness of the campaign.
- (d) To study and assess the fall out an impact of the literacy campaign on related socio-economic development programmes such as primary education, health, nutrition, family welfare gender sensitivity, women and child development programmes, national integration etc.

9.4.2 The group is expected to submit its report within a period of one year.

#### **Post literacy & Continuing Education(PL & CE)**

9.5.1 The total literacy campaigns which are efforts at mass mobilisation have led to the emergence of a large number of neo-literates. These neo-literates are a complex group with varying levels of achievement in literacy and numeracy. Adequate provision is to be made for their post literacy and continuing

education to prevent their relapse into illiteracy.

9.5.2 The National Literacy Mission when it was launched in May 1988 had made arrangements for institutionalising post literacy and continuing education by setting up Jana Shikshan Nilayams (JSNs). Over 22,000 JSNs have been sanctioned since then, and they were attuned to the needs of the centre-based programme. With the shift from the centre-based approach to the mass campaigns approach, need was felt for a more dynamic mechanism. An Expert Group on **Post Literacy & Continuing Education** under the Chairmanship of Shri Satyen Maitra was set up last year to look into this aspect. The Group had recommended a programme providing for remediation, continuation and application of skills. These recommendations form the core of the strategy of post literacy campaigns.

### **Voluntary Agencies**

9.6.1 The Central Scheme of Assistance to Voluntary Agencies (VAs) in Adult Education came into operation under the National Literacy Mission (NLM) in 1987-88. Initially the assistance was provided to VAs for implementation of projects on the Centre Based pattern. Subsequently the Scheme was revised in the light of the recommendations made by a Sub-Group set up by the Executive Committee of the National Literacy Mission Authority (NLMA). Revised guidelines were circulated to all State Governments/Union Territory Administrations and to all the State Resource Centres (SRCs).

9.6.2 Under the revised guidelines, financial assistance will now be provided for the implementation of Volunteer based Total Literacy Campaigns (TLC). The projects will be cost effective, area specific and result oriented. The targeted learners are the adult illiterates in the age group 15-35. No more projects would be sanctioned on the Centre based pattern. The approach would be one of total voluntarism and no payment would be made to the instructors and volunteers. Preference would be given to VAs having a good track record in social service in general and Adult Education in particular.

9.6.3 The entire scheme which has so far been implemented centrally at the national level, has been decentralised. The responsibility for identification and selection of VAs, sanctioning the projects, disbursing grants-in-aid, monitoring, evaluation etc. has been entrusted to the SRCs. However, the Central Govt. would continue to sanction projects to VAs, especially VAs of All-India nature, wherever necessary. The proposals of the VAs would be considered by the Grants-in-aid Committee.

9.6.4 Seventy-one TLC projects, including 19 sanctioned during 1993-94, have so far been sanctioned to 69 VAs for making a total of 14.47 lakh persons literate. 5 projects are being implemented in Assam, 1 in Andhra Pradesh, 5 in Bihar, 3 in Madhya Pradesh, 3 in Orissa, 1 in Punjab, 9 in Rajasthan, 12 in

Tamil Nadu, 29 in Uttar Pradesh, 1 in West Bengal and 2 in New Delhi. The project periods of these projects range between one to three years.

9.6.5 During the current financial year recurring grant for continuation of 30 Jana Shikhan Nilayam (JSN) projects has been sanctioned to 23 VAs. Post Literacy Campaign (PLC) projects, for providing post literacy services to the neo-literates of the T projects, have been sanctioned to 13 VAs. One VA has been bringing out a publication called "Sabla" for the last three years, focussing on women's issues. This publication is circulated among the JSNs in Hindi speaking States. A Nuktal cell already sanctioned to a VA, for involving school student literacy work, remained in operation. The SRCs all over the country conducted macro-level environment writers and Media.

9.6.6 All the SRCs have also requested to come up with innovative project proposals such as organisation of symposium, workshops etc. for mobilising various sections of the society for participation in NLM activities. Seven District Resource Units remained in operation for providing techno-pedagogic resource support to the Adult Education programme.

9.6.7 A list of VAs which had received grants amounting to Rs.1 lakh and above during 1992-93 is enclosed.

### **Academic and Technical Resource Support**

9.7.1 Twenty-one State Resource Centres continued to function to provide academic and technical resource support to the adult Education Programme throughout the country. Fourteen of them are functioning in the voluntary sector, three in Universities and four in State Departments of Adult Education.

9.7.2 The SRCs have made a valuable contribution to the National Literacy Mission by designing basic teaching/learning materials based on the technique of IPCL for both TLC and PLC. They conducted training for a large number of AE functionaries, formulated guidelines for evaluation and for taking up of innovative projects. The SRCs were also requested to take up macro-level environment building by organising writer's and Media persons workshops.

9.7.3 Most of the SRCs are actively associated with the total literacy campaigns right from the planning stage to their conclusion, and also with training as well as the development and supply of material for post literacy and continuing education. The SRCs likewise provide such support to the programmes organised by voluntary agencies, Nehru Yuva Kendras, educational institutions etc.

### **Rural Functional Literacy Projects**

9.8.1 Rural Functional Literacy Project (RFLP) is one of the oldest schemes initiated right with the launching of the National

Adult Education Programme of 2nd October, 1978. It has been a centre based programme. On the basis of findings and recommendations of evaluation studies as also internal assessment, the scheme was re-oriented and several structural changes were made. Following the success of the Total Literacy Campaign, the centre based programme of RFLP has been closed down in almost all States/UTs. It is now proposed to continue these projects only in the State of Jammu & Kashmir, North Eastern States border districts of Rajasthan and other difficult terrains, hilly areas and isolated pockets.

### **Shramik Vidyapeeths (SVPs)**

9.9.1 Thirty-seven SVPs continued to function in 1992-93 in different industrial and urban centres of the country. They represent an institutional framework for offering non-formal, adult and continuing education and polyvalent training programmes to industrial workers, to their family members, self-employed members and prospective workers etc. Of them, 1 SVP at Delhi is run by the Central Government, 3 SVPs by universities, 25 by autonomous bodies and remaining 8 by State Governments.

9.9.2 Each SVP has a nucleus of professional staff under the control of a Director assisted by two or three full time Programme Officers, Additionally, each SVP also engages local resource persons on part-time basis to impart various skills or organise courses relevant to specific areas. Prior to conducting a programme or starting a course, a socio-economic profile and work plan for operationalisation of activities are designed by the SVPs. Such profiles help in having a proper understanding of the manpower needs of the clientele and the resources which can be mobilised. The programmes of the SVPs have helped diverse sections of society living in urban, semi-urban and industrial areas such as illiterate, semi-literate, skilled, semi-skilled and unskilled, covering inter-alia, the weaker sections such as Scheduled Castes/Tribes, physically and orthopaedically handicapped and women in distress.

9.9.3 Eight Shramik Vidyapeeths selected for implementing UNICEF assisted literacy linked vocational programmes for women and girls have successfully completed the programme. Adult Literacy Programmes have now been taken up by all SVPs on a larger scale. Accreditation to National Open School has been secured for 24 SVPs, the certificates of which have thus become more acceptable for the job market.

9.9.4 The 'Slum Basti Education and Training Project'(SET) started by the SVP Delhi in collaboration with DDA (Slum wing) is continued. The Tata Institute of Social Sciences conducted a "quick appraisal" of the SVPs with the assistance of UNICEF.

### **Strengthening of Administrative Structure**

9.10.1 State Government/UT Administrations are given 100% central grant (on staff liability) for creating necessary

administrative structures for the implementation of the Adult Education Programme. The Central grant covers the entire expenditure on the emoluments of the sanctioned staff, while expenditure on items like POL, reimbursement of medical/travel expenses are to be met by the State Government. Under this scheme the State have divided into 4 categories namely A,B,C & D and the size of the State level administrative structure fixed accordingly on the basis of the A.E. Programmes. The District level structure is decided depending on the size and complexity of Adult Education activities undertaken in the District. Districts have been categorised as 'A' & 'B' depending upon the size of the programme being implemented in the district.

9.10.2 It has been decided that the scheme will continue as a centrally sponsored scheme. However, in the context of the total literacy campaigns, it has been decided to evolve criteria for reducing staff in the State Directorates and no central assistance would be given for the staff available at the District level after two years of the district achieving total literacy.

#### **Directorate of Adult Education**

9.11.1 The Directorate of Adult Education (DAE), a subordinate office of the Department of Education continued to function as the National Resource Centre in the areas of adult education and total literacy campaigns. The Directorate has 6 units with identified professional and administrative functions. The main activities included in the Action Plan of the Directorate during the year were as under :-

##### *Preparation of Materials & Surveillance*

9.11.2 The Directorate organised right meetings of IPCL (Improved Pace and Content of Learning) Review Committee to scrutinise the materials developed by the SRCs and TLC districts. It laid down guidelines for preparation of materials for basic and post-literacy programmes and organised training programmes.

9.11.3 Three National Workshops were conducted at Chandigarh, Indore and Lucknow to cover:

- (a) Review of guidelines for Post-literacy.
- (b) Preparation of materials on Communal Harmony for neo-literates,
- (c) Preparation of materials for neo-literates belonging to other backward classes (OBCs) respectively.

9.11.4 A workshop was planned and organised at Shillong during November 3-5, 1993 covering all North-Eastern States and UTs and difficult terrains of Rajasthan, J & K, Dadra and Nagar Haveli. The objective was also to impart training as per revised pattern of RFLP and preparation of IPCL materials. The training was imparted for preparation of project proposals as per revised

RFLP. A plan was developed to prepare IPCL materials in different languages of the North Eastern States.

9.11.5 A meeting was also conducted at National level to develop proto-type materials for neo-literates. The activities for SRCs were compiled.

9.11.6 A National level meeting of Directors of all State Resource Centres was held NIEPA to discuss various issues relating to their performance TLC/PLC and also their respective financial and administrative problems. Emphasis was laid to strengthen the quality of training imparted by them and also that of teaching-learning materials as well as media support. All SRCs will organise writers-and media workshops for, the purpose. Evaluation of SRCs also will be taken up with participatory approach. Monitoring to that effect took place at National level with various State Resource Centres.

### *Training*

9.11.7 The Training Programmes are periodically conducted for key level functionaries on Total Literacy Campaigns in the country. Training design was also developed in a workshop for the use of SRCs and TLC districts so that it helps in providing the guidelines relating to training content, duration, type of resource persons to be invited, strategy for organising training etc. It is under-print for distribution.

9.11.8 Development of training modules is in progress. Planning meeting was held in Delhi for the purpose. They will be finalised after testing in workshops.

9.11.9 Training Programmes/workshops were organised at Budh Gaya, Lucknow, Madurai, Bhubaneswar, Ahmedabad and Hyderabad covering about 400 participants covering 5 States. The components covered in training are use of IPCL materials, MIS, evaluation, environment building, training of functionaries, etc.

9.11.10 Two programmes were conducted for District Resource Unit (DRU) functionaries in the Northern and Southern regions. Two Training programmes for Voluntary Organisations were held.

### *Management Information System*

9.11.11 The Directorate of Adult Education was entrusted with the responsibility of monitoring of Total Literacy Campaign and Post-Literacy Programmes in the country. The number of districts participating fully/partly is around 246 districts. TLC Status reports were being received from the districts every month, compiled/computerised, produced and distributed every month to the State Governments/UTs and also to districts to the follow-up action. The districts performing at average level were periodically addressed indicating the draw-backs as well as suggestions to improve the performance. The districts which are



slow in progress were activated by writing to the various State Governments at very senior level so as to influence the district level TLC/PLC machinery.

9.11.12 The Directorate regularly organises visits of officers to poorly performing TLC/PLC districts which have less than 20 per cent literacy achievement level and reviews in the Directorate to provide points relating to corrective measures to the districts concerned. Thus performance appraisal relating to TLC/PLC takes place regularly.

9.11.13 Conducting of External Evaluation in TLC districts is periodically monitored so that the teams will go and assess the literacy achievement levels by conducting External Evaluation regularly. Comparison with the results of internal evaluation takes place in the districts so that the NLM standards are maintained in achieving the literacy norms..pa

#### *Media and Communication Supports*

- \* As part of media campaign for National Literacy Mission 70 secs. and 50 secs. spots were booked on prime slots in national channel of Doordarshan. Spots will be mounted in Metro Channel for 2 months i.e. February and March, 1994 in the higher viewership programme like Dekh Bhai Dekh, Sri Krishna, Junoon, feature films)
- \* Post literacy films in 8 different topics viz. (i) Organising a group discussion, (2) How to guide reading? (3) How to discuss social issues ? (4) How to discuss health issues? (5) How to acquaint neo-literates about development schemes and district planning process ? (6) How to know about our environment, history and culture? (8) How to form a Village Education Committee have been produced in 7 languages (Hindi, Marathi, Gujarati, Tamil Telugu, Kannada and Bengali).
- \* Video documentation of the TLC, Latur entitled Akshar Dhara and TLC, Bhavnagar entitled EK Aur Nagma are produced.
- \* Training film on Improved Pace and Content of Learning (IPCL) in Telugu titled Kanti Kannada (3 episodes) produced.
- \* YATRA, a 7-episode Video film in Marathi has been telecast from Doordarshan, Bombay apart from Akshar Dhara, a video documentation on TLC, Latur.
- \* Ama Katha Ama Kahani, a 10-episode motivational film in Oriya has been telecast from Doordarshan Kendra, Cuttack. This film has been retelecast again in view of large number of requests from the field.

- \* EK Aur Nagma, the video documentation of TLC. Bhavnagar was telecast on National Network as part of ILD celebrations, 1993.
- \* Gyan Ka Mandir, a dance drama on the importance of literacy enacted by Shri M.K. Raina group and "Land of Thumbs" a puppet show organised by Dadi D. Pudumjee have been specially arranged as part of ILD celebrations on 8th September, 1993. Both these programmes have been witnessed by VVIPs including the President of India and more than 2500 invited audience.
- \* Exhibitions were organised as part of ILD celebrations. Jawaharlal Nehru Birthday celebrations and "Education For All Summit" to depict the success of literacy mission and involvement of women in the programme.
- \* A compilation of Nukkad Nataks from different parts of the country have been collected, compiled, printed and circulated widely.
- \* Efforts were made to involve more number of writer in the field of folk arts as part of support to National Literacy Mission and orientation programmes were undertaken for groups of people from different States performing arts.
- \* The prestigious Summit of EFA hosted in New Delhi has documented in video format.
- \* The motivational video film has been produced on the life story of Chuni Kotal, a tribal girl who was the first woman graduate in her community.
- \* Copies of about 100 video programmes have been made and distributed to the TLC Collectors. State Resource Centres, Shramik Vidyapeeths and State Directorates of Adult Education.
- \* Facilitated telecast of films and radio programmes as part of EFA Summit.

#### *National Level Competitions*

9.11.14 To make the performance in literacy more effective the Directorate continued holding national level prize competitions. Open contests are being encouraged to develop photographs, essays etc. To that effect National Poster Competition was organised for professionals amateur artists on the theme "Literacy for Communal Harmony" and for students of Secondary and Senior Secondary levels on theme " Literacy for Conservation of Environment." Around 700 entries were received as response from the field. Similarly National Photo Competition has been organised with the theme "Literacy and development". Regarding student community the theme was literacy for better community

life. Around 600 photo entries were received. Regarding National Essay Competition, similar themes were suggested and response was there from 15,000 students and 800 teachers for different levels of competitions. On the International Literacy Day, certificates were awarded to the winners of these competitions.

#### *Publication*

9.11.15 The Directorate undertakes production and dissemination of different types of materials including the bilingual monthly journal 'Literacy Mission'. Composing on DTP, preparation of art work, maps, charts etc., binding and lamination work are some of the services rendered by the Directorate.

9.11.16 Five publications were released on 8th September, 1993 on the occasion of International Literacy Day celebration by the Hon'ble President of India, Dr. Shankar Dayal Sharma. The titles of publications released are given below :-

- Kamarajar District, Arivoliyakkam - A People's Movement for Literacy.
- Sundargarh, Total Literacy Campaign in the Sundargarh District of Orissa.
- Statistical Database for Literacy Vol. II.
- TLC Review Reports Vol. III.
- Nukkad Par.

9.11.17 Printing of documentation on TLC districts done for the first time in order to promote National Literacy Mission. The process will be continued covering more TLC districts.

9.11.18 DAE participated in "Education for All Summit" conducted for Nine Highly Populated Countries of the World in New Delhi. Publications printed and distributed are :

- EFA Booklet
- EFA Pictorial Folder
- Chikar Ki Kahani
- Rastriya Saksharata Mission Sub Ka Mission

9.11.19 Promotion of literacy through print media was taken up through ad campaign with the help of DAVP. NLM the Mission for All - a small booklet containing information about the National Literacy Mission was brought out. Empowerment of Women through education/literacy is under process for being printed

9.11.20 To facilitate the functionaries/learners in Hindi speaking states. Hindi versions of the following publications are being printed :

- IPCL Handbook
- Statistical Database for Literacy 1991 Vol. II
- TLC Guidelines
- Kamarajar Documentation
- Sundargarh Documentation
- Terminology of AE
- The Long March to Literacy
- Literacy for All

9.11.21 Printing of a series of booklets for training purposes and printing of prize winning photos, posters and essays are being taken up.

### **Population Education**

9.12.1 The UNFPA funded Population Education Project in Adult Education came into operation during 1987 as an integral part of Adult Education Programme with technical support provided by the DAE in collaboration with 15 SRCs. The first phase of the project came to a close by December 1993 and is likely to be continued from January 1994. The coordination is being done by the Ministry of Health and Family Welfare. The objectives were to clarify the concept and scope of Population Education, preparation of curriculum, development of teaching/learning materials, training of the functionaries, institutionalisation of the component of population education in the ongoing programmes of adult education. 15 States/UTs were covered so far.

9.12.2 A project Progress Review meeting was organised for five days duration at Shillong, in which the performance of population education cells was reviewed. The action plan for the remaining period after December '93 was also developed. The project proposal of NEHU, Shillong is under preparation. A Catalogue on the media materials is under preparation. Resource book on Population Education is in the press.

9.12.3 The emphasis is being laid on the Population education messages carried out in the teaching/learning materials. They are small family norm, responsible parent-hood, right age of marriage, population growth and environment, population education and development, beliefs and traditions, drug addiction, AIDS, STD, women empowerment etc. The SRCs have developed software such as slides, teaching charts, flash cards, audio/visual cassettes etc. to suit the needs of the adult learners.

9.12.4 Two TLC districts, namely, Bhavnagar (Gujarat) and Ganjam (Orissa) have taken up experimental projects to conduct exploratory studies relating to integration of population education with TLC.

## National Institute of Adult Education

9.12.5 The National Institute of Adult Education "NIAE" was set up in January, 1991 by the Department of Education, Ministry of Human Resource Development as an autonomous body to act as the National Level Resource Centre for adult education and to provide academic, technical and resource support for adult education programmes in the country. The NIAE through its activities mainly attempts to establish a two-way relationship between research and practice so as to improve the knowledge-base in adult education. One meeting of the Programme Advisory Committee was convened in September, 1993 to review the research activities proposed by the NIAE. During the year, it also continued and initiated various research projects on gender equity, programme evaluation, Post-Literacy and Continuing Education and Communication and Adult Education. The NIAE also proposes to conduct a SAARC Seminar of Communication and Adult Education with the following objectives:-

- (a) To share in country experiences with regard to use of folk, print and electronic media in adult education, particularly for motivation, training and instruction;
- (b) To deepen understanding about communication and cultural processes, particularly with regard to stereotyping and portrayal of disadvantaged groups; and
- (c) To suggest mechanism for networking and support for training and distribution of materials.

### List of districts covered under TLC in HINDI-speaking areas

State/District	Coverage (in lakh)	Age-group
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#### BIHAR (11 Districts)

1. Madhepura (Ph.I)	2.85	9-35
2. Saharsa	4.22	9-35
3. Madhubani (Ph.I)	2.70	9-40
4. Siwan	-	Ad hoc -
5. Bhojpur	4.42	9-35
6. Dumka (Ph.I)	-	Ad hoc -
7. Jamui	-	Ad hoc -
8. Khagadia	2.60	9-35
9. Mungher	3.50	9-35
10. Aurangabad	3.30	9-35
11. Dhanbad	5.00	15-35

#### DELHI (1 district)

12. Ambedkar Nagar	0.61	9-45
6-slum areas in Delhi	1.05	15-35

State/District	Coverage (in lakhs)	Age-group
<u>CHANDIGARH UT ( 1 district)</u>		
13. Chandigarh	0.52	6-35
<u>HARYANA (7 districts).</u>		
14. Panipat	2.00	15-45
15. Yamunanagar	1.50	9-45
16. Bhiwani	2.00	15-45
17. Jind	2.65	15-45
18. Rohtak	3.60	9-44
19. Ambala	1.52	15-45
20. Sirsa	2.00	15-45
<u>MADHYA PRADESH (25 districts).</u>		
21. Durg	6.00	15-45
22. Narsinghpur	1.07	15-35
23. Indore	3.55	15-35
24. Raipur	5.85	15-45
25. Bilaspur (Ph.I)	7.33	15-45
26. Ratlam	3.00	15-45
27. Betul (Ph.I)	0.50	15-45
28. Raigarh (Ph.I)	5.30	15-45
29. Ujjain (Ph.I)	0.50	15-45
30. Chhattarpur	3.35	15-45
31. Datia	1.25	15-35
32. Rajnandgaon (Ph.I)	0.50	15-35
33. Patna	-	Ad hoc -
34. Bhind (Ph.I)	0.90	15-45
35. Gwalior (Ph.I)	2.00	15-35
36. Dewas	1.78	15-35
37. Chindwara	-	Ad hoc -
38. Rewa	-	Ad hoc -
39. Raisen	1.95	15-35
40. Jhabua	0.46	9-45
41. Panna	1.32	15-45
42. Shajapur	1.85	15-35
43. Sidhi	-	Ad hoc -
44. Khandwa	2.36	15-35
45. Vidisha	1.25	15-35

State/District	Coverage (in lakhs)	Age-group
<b>RAJASTHAN (7 districts)</b>		
46. Dungarpur	4.00	9-40
47. Bharatpur	4.00	9-35
48. Sikar	3.75	9-40
49. Ajmer	Implemented by State Government.	
50. Pali.	3.43	9-35
51. Tonk	3.00	15-40
52. Baran	3.00	15-35
<b>UTTAR PRADESH (28 districts)</b>		
53. Fatehpur	5.00	6-45
54. Meerut	-	-
55. Chamoli	1.50	9-45
56. Dehra Dun	1.45	15-35
57. Almora	2.20	15-35
58. Agra	5.55	9-40
59. Ghaziabad (Ph.1)	1.01	15-40
60. Moradabad	4.57	9-45
61. Bijnor	4.22	15-35
62. Bareilly	2.00	15-35
63. Kanpur Dehat	1.43	10-45
64. Faizabad	-	Ad hoc -
65. Mau.	-	Ad hoc -
66. Azamgarh	-	Ad hoc -
67. Jaunpur (Ph.I)	-	Ad hoc -
68. Farrukhabad	4.90	10-40
69. Jalaun	-	Ad hoc -
70. Bahraich	5.15	15-35
71. Lalitpur	1.73	10-35
72. Lakhimpur Kheri	7.42	9-35
73. Pratapgarh	3.84	15-35
74. Deoria	7.50	15-35
75. Mirzapur	1.40	15-35
76. Sultanpur	4.20	15-35
77. Ghazipur	4.74	15-35
78. Pithoragarh	1.10	9-45
79. Tehri Garhwal	1.13	9-35
80. Uttar Kashi	0.48	9-35

## **10 EDUCATION IN UNION TERRITORIES**



## 10. EDUCATION IN UNION TERRITORIES

### Andaman and Nicobar Islands

10.1.1 Various educational institutions functioning in the Union Territories at different levels are as follows:

Sl. No.	Institution 1992-93	Number	Govt.	Aided	Private
1.	Pre-Primary	23	4	..	19
2.	Primary	190	183	..	7
3.	Middle	44	43	01	..
4.	Secondary	26	24	..	2
5.	Senior Secondary	41	40	01	..
6.	Polytechnics	02	02		
7.	Colleges	03	03		(of which one is a B.Ed College)

### Incentive Schemes

1. Mid-day meals are provided to all children upto class VIII.
2. Children are provided with free text books.
3. Children are provided with free uniforms.
4. Students are provided hostel stipend at the bearable rates.
5. Scholarship/mess expenses are given to the students for higher education.

### Adult Education

10.1.2 Adult education has been given a strong priority by the Administration on which major thrust has been in motivating, identifying and inducting the learners into MPFL programmes. The programmes is backed by nearly 2000 volunteers drawn from the schools and colleges of the islands.

10.1.3 In addition Jana Shikshan Nilayams for Post Literacy and continuing education are also functioning in the UT.

### Non Formal Education

10.1.4 There are non-formal education centres catering for non-school going and drop-out children of 6-11 years.

### *Vocational Education*

10.1.5 Under the vocational education courses in fisheries, office management and secretarial practices, horticulture and agriculture are available in the Senior Secondary Schools of the UT.

### *Science Education*

10.1.6 Under Science education Seminars, exhibitions and workshops were conducted in various schools. Intensive training programmes were conducted in Science and Mathematics in collaboration with NCERT.

### *Technical Education*

10.1.7 There are 2 Polytechnics which are providing technical education to the students in the field of Electrical, Mechanical, Civil, Electronics, Hotel Management. One Industrial Training Institute is also catering technical education along with the polytechnics.

### *Higher Education*

10.1.8 Higher Education in the islands are being provided by the two colleges instituted in the each districts of the Union Territory.

10.1.9 Apart from regular courses provided in the streams Science, Humanities and commerce at degree, and, research facility is also available in some subjects in the college at Port Blair.

### **Chandigarh**

10.2.1 In the UT Administration of Chandigarh the enrolment of the children has been given top priority with an objective to maintain 100% enrolment. Thus the enrolment in the Govt. schools have increased by 6706 students during the current year. Towards this objective a school has been provided with -in the walking distance of one Km. of every habitation. To increase the enrolment and improve attendance the following incentives have been given:

	(in lakhs)	(No. of Beneficiaries)
1. Attendance scholarship for Girls	Rs. 3.65	2700
2. Scholarship to SC/ST Students	Rs. 6.25	5200
3. Talent Scholarship for to SC Students	Rs. 0.09	9

4.	Special Coaching to SC students	Rs. 3.55	4000
5.	Free Text Books to SC Students	Rs. 7.11	16300
6.	Free Stationery & Uniform to SC/ST students.	Rs.24.40	16300

10.2.2 A provision of Rs. 45 lakh has been made during the year 1993-94 for providing mid-day meals to the students of Govt. Schools from I to V classes.

#### *School Education*

10.2.3 During the year 1993-94 two high school two middle schools and two primary schools have been upgraded besides two primary schools are being opened and , six Nursery section are being added.

10.2.4 The enrolment in UT Govt. schools have increased by 6706 during this year.

#### *Vocational Education*

10.2.5 Under Vocational Education, 22 Vocational Courses are being run in the subject of Commerce, Home Science, Para- medical science etc.

#### *Non-Formal Education*

10.2.6 The project of Non-formal education was started in April, 1978 with 100 Centres which has now been increased to 105 Centre in the Chandigarh, and about 4600 students are at present covered under the scheme and most of them belong to SC Community.

#### *Mid-Day Meals Scheme*

10.2.7 A provision of Rs. 45/- lakhs has been made during the year 1993-94 for providing mid-day meal to the students of Govt. ordinary schools from I to V class.

#### *University And Higher Education*

10.2.8 Programme of action under national policy of Education 1986, provides for broadening infrastructural facilities in the already existing institutions. In order to meet with the requirement of inreamented increase in the enrolment of 1150 students, a Faculty of Commerce has been introduced in Govt. College and additional seats in the subject of Commerce have also been provided in Govt. College, Chandigarh.

## *Sports & Games*

10.2.9 So far as sports activities are concerned about 470 students are participating in various sports & games which are being arranged by National School and Games Federation of India. The NSS units in the UT have arranged 12 special Camps in connection with adult literacy in rural area and colonies.

## **Dadra & Nagar Haveli**

10.3.1 The Educational Institution functioning in the UT of Dadra Nagar Haveli are as given below:-

	Govt. -----	Aided -----	Private -----
i) Pre- Primary	-	-	-
ii) Primary	116	11	1
iii) Middle	38	2	2
iv) Secondary	5	3	-
v) Hr. Secondary	7	-	-

10.3.2 During the current year there are about 23,500 students studying in various schools who are being engaged by about 790 teachers of various category. The technical education is also imparted in the UT by introducing technical subject from class VIII on-ward. One ITI is also functioning in the Union Territory for this purpose.

## *Incentive Schemes*

10.3.3 The following incentives are being given by UT Administration for promotion of Education;

- a) Free education is provided to all students up to Higher Secondary level.
- b) Free mid-day meal is provided to all students upto stds. VII
- c) Free exercise note-books, test books and other educational teaching aid equipments etc. are being provided to all SC/ST students and low income group students.
- d) Two pairs of uniforms are being supplied to each student belonging to SC/ST community every year.
- e) One pair of canvas shoes and socks are supplied to each students belonging to SC/ST community every year.

10.3.4 Awards and Scholarships are given to meritorious students in the merit-cum-mean scholarship scheme and to SC/ST students who secured 50% (in case of Girl) and 55% (in case of Boy) at the annual examination @5000 rupees, per annum. During the current year 301 (254 ST & 47 SC) students are being benefitted under the scheme on a target of expenditure of Rupees 1,50,500. Post matric scholarship is being given to SC/ST students and lower income group for higher education whose parents income do not exceed Rs.18000/- per annum and during the current year 18 SC, 226 ST and 413 lower income group students are benefitted. The total expenditure to be incurred for this purpose is about Rs. 6,63,000.

10.3.5 Since there is no institution in the UT for studying professional courses like Medicine, Engg. etc. students of the UT have been allotted few seats in the various technical institution in India selection to which is made on merit basis.

#### *Science Education*

10.3.6 To promote the science education in the UT, Science exhibitions and seminars are being arranged. Students representative also participated at the National level science seminar. A scheme for improvement of science education has been drawn and being implemented in near future.

#### **Daman And Diu**

10.4.1 The number of schools functioning from primary to senior secondary level in Daman and Diu is 85. One Government higher secondary school has been started in 1992. All schools have pucca buildings and there is no 'one-teacher school. The UT administration has added 2 divisions in class 11th and 2 divisions in class 12th as a part of the expansion programme during the current year.

#### *Incentive Schemes*

10.4.2 The scheme pertaining to tribals under T.S.P. Cell, are being implemented such as Development of Ashrama Shala, Free Text Books and stationery, Free Uniforms, Maintenance of Mobile Library, village library, Cash Incentive to parents of Tribal Girl students of Standard Ist to Xth and also the scheme of Remedial Coaching classes to SC/ST students.

10.4.3 Scholarships/stipends to deserving students are provided under various schemes as per the pattern of assistance approved by the Government.

#### *Adult Education*

10.4.4 There are about 60 adult education Centres catering to the local needs. The Jana Shikshan Nilayams provides educational books, magazine, and news papers to neo-literates.

## *Higher Education*

10.4.5 There is one Government College having the faculty of Arts, Science and Commerce is functioning in the Union Territory.

### **Delhi**

#### *Directorate Of Education*

10.5.1 During the academic year 1993-94, the Directorate of Education of the Govt. of NCT, Delhi has opened 11 Middle Schools, upgraded 13 Middle Schools to Secondary level and 15 Secondary Schools to Senior Secondary level. In addition 7 Co-education schools have been functioning as a separate schools for boys and girls. The Directorate has converted 58 existing Secondary/Senior Secondary schools into Composite (Model) Schools. There are in all 1770 schools running under the Govt. of NCT of Delhi.

#### **Incentive Schemes**

##### *i) Free Transport facility to Girl students in Rural Areas*

10.5.2 The main objective of this scheme is to encourage girl students from rural areas to pursue their studies by way of providing them free transport facilities. About 4600 girl students are availing this facility. A sum of Rs 10 lakhs is likely to be incurred for the purpose during the current year.

##### *ii) Free Supply of Uniforms*

10.5.3 Under this scheme a pair of uniform is given to the students whose parental income is less than Rs. 500 per month and who have secured 75% of attendance during the preceding academic year with satisfactory performance. (Under the scheme Rs.0.86 lakh has been spent by the end of October, 1993).

##### *iii) Book Banks*

10.5.4 Under this continuing scheme, books are provided to the needy students of class VI to XII whose parental income is less than Rs.500 per month. Rs. 0.85 lakh has been spent by the end of October,1993.

##### *iv) (a) Coaching Facilities*

10.5.5 Students belonging to slum and economically backward areas have been covered under special coaching programmes. They are being trained to appear in the entrance test of the various vocational studies. Rs. 10.00 lakhs has been earmarked for the purpose.

(b) *Special Coaching to SC/ST Students*

10.5.6 The main objective of this scheme is to establish remedial coaching Centres for SC/ST students in the school having their enrolment more than 51% of the students, with a view to ensure better results at the board exams. An outlay of Rs. 1 lakh has been earmarked for the current year.

v) *Scholarship*

- a) Meritorious scholarship for SC/ST students.
- b) Open merit scholarship for SC/ST students.
- c) Meritorious scholarship for all students.

vi) *Adult Education*

10.5.7 In August, 1993, 14638 adults were registered in 482 centres for getting functional literacy under Adult Literacy Programmes. During the current year, a target has been fixed to literate 115,000 adult illiterate. Ministry of Human Resource Development, Department of Education has granted a sum of Rs. 55 lakhs to Directorate of Education.

vii) *Non-Formal Education*

10.5.8 Under this scheme elementary education is being provided to the children in the age group of 6-14, who could not joined the school due to some reasons. At present 57 centres are covering about 1702 children and a sum of Rs. 0.27 lakhs has been spent by the end of October, 1993.

viii) *Patrachar Vidyalayas*

10.5.9 23,000 students are being imparted through correspondence courses at Secondary and Senior Secondary level in the stream of Arts, Commerce and Science.

ix) *Vocational Education*

10.5.10 The scheme was set up with a target to diversify 25% of the student population towards Vocationalisation of Education. About 25 Vocational subjects are being imparted to make students expert in the field. During the current year Rs. 11.05 lakhs has already been spent for the purpose.

x) *State Council of Educational Research & Training (SCERT)*

10.5.11 It was established as an Autonomous body by the Delhi Administration in 1988, under which four district Institutes of Education & Training are functioning. A provision of Rs. 60 lakhs has been allocated during the current financial year.

*xi) Higher Education*

10.5.12 During the year 1993-94 a women college has been opened near Najafgarh. There at present 23 colleges sponsored and financed by Govt. of NCT of Delhi and University Grants Commission. (A sum of Rs 41.75 lakhs has been spent by the end of October, 1993).

*xii) Construction of School Building*

10.5.13 During the year a provision of Rs.1900 lakhs has been kept for construction and repair of present school buildings. Six buildings has been constructed and three others are under construction. In addition some schools are provided with semi-pucca structures.

*xiii) Sports and Youth Affairs*

10.5.14 During the current year a sum of Rs 210 lakhs has been allotted for the various scheme of sports.

*Municipal Corporation of Delhi*

10.5.15 The aim of MCD/Education Department is to bring every child in the age group of 5-11 years within the ambit of the school system. During the financial year 1993-94, 17 new schools have been opened by the MCD on account of the increased enrolment. At present 1738 primary schools are being run. 7,66,417 children are receiving education in these schools. Efforts have been made to increase the enrolment of children in the age 3-5 years in the MCD Nursery schools. The number of such children has increased to 47,750 as against 47,000 in the previous year.

*Welfare schemes as incentives for enrolment*

- (a) Free text books are supplied to all the children coming to MCD Schools. A sum of Rs.235 lakhs has been spent for the purpose.
- (b) Free school uniforms are provides to the students of economically backward sections. In the current year 3,70,000 children are benefitted. An outlay of Rs. 200 lakhs have been earmarked for this purpose.
- (c) Mid-day-meal is being provided to improve the health and nutrition of children studying in MCD Schools especially those located in J.J. Colonies, resettlement colonies, slum areas. In the current year 3.25 lakh children have been covered under this scheme. A total amount of Rs. 619 lakhs have been allocated for this scheme during the current year.



- (d) There are 12 Health Centres being run for the MCD School children. Doctors and Nurses visit the schools for prevention of diseases. During 1993-94, 1,15,643 students were treated. Free spectacles have also been provided to needy children after eye test.
- (e) Merit scholarships are awarded to outstanding students on the basis of the open examination conducted by MCD. An outlay of Rs. 12 lakhs has been made for the current year and 5,000 children are expected to be covered.

#### *New Delhi Municipal Committee*

10.5.16 NDMC is running the following schools within its jurisdiction for providing educational facilities to its residents:-

i)	Nursery schools	-	21
ii)	Primary schools	-	50
iii)	Middle schools	-	16
iv)	Secondary schools	-	10
v)	Senior Secondary Schools	-	5

10.5.17 NDMC Navyug Schools Educational Society is also running 2 Senior Secondary and 3 Middle schools.

#### *Incentives Schemes*

10.5.18 NDMC provides:-

- i) Free text books to 35,771 students from classes Ist to VIIIth.
- ii) Free uniform cloth to 41,738 students from classes Nursery to VIIIth.
- iii) Free woolen sweaters to 16,805 students.
- iv) Free exercise books to 15,852 students.
- v) Free shoes and socks to 28,241 students
- vi) Free mid-day-meal to about 34,500 students and Rs.17 lakhs is earmarked for the purpose.

#### *Scholarships*

- i) 25 students of classes IVth to VIIth who have been placed in the first three position having at

least 60% marks in aggregate in the Annual Examination are granted scholarships under the merit-cum means scholarship scheme.

- ii) On the basis of a test, scholarships to 70 students @ Rs. 400/-per boy students and Rs.600/- per girl students will be awarded during the current year.

#### *Science and Inservice Teachers Training Programme*

10.5.19 Under this scheme 290 teachers have been given orientation through seminars at various level. Science and Work Experience Exhibitions will also be organised for all schools from nursery to Senior Secondary level through which about 5000 students and teachers will be benifitied. Rs. 1.25 lakhs will be spent under this scheme.

#### *Educational Vocational Guidance*

10.5.20 Under this scheme trades like typing, stenography, health and beauty care have been introduced in 3 Senior Secondary schools. Four Sr. Secondary schools provide Computer Education under 'Computer Literacy Programme'. Every year about 900 students are being benefitted by this programme. An amount of Rs. 6 lakh will be spent on this programme.

#### **Lakshadweep**

10.6.1 The number of institutions functioning in the Education Department of the Union Territory are as given below:-

1. Nursery Schools	-	9
2. Junior Basic School	-	19
3. Senior Basic School	-	4
4. Higher School (Secondary School)	-	9
5. Junior Colleges	-	2

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Total 43  
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10.6.2 During the year the Govt. of India has approved the upgradation of the Higher Secondary Schools to Senior Secondary level. Besides these a Navodaya Vidyalaya is also functioning in the UT.

### *Incentive Schemes*

1. Text-books and writing materials are supplied free of cost.
2. Mid-day meals are provided to ST students from class I to VIII.
3. Merit Scholarship is given to ST students of class V to VIII.
4. Free Hostel facilities are provided to all ST students in junior colleges.

### *Vocational Education*

10.6.3 The scheme of vocational education was started in 1988-89. Courses like coir craft for girls and fisheries education for Boys have been imparted in the Secondary level school. One ITI has been functioning which impart courses in tailoring, carpentry and commercial practices.

### *Adult Education*

10.6.4 Under Adult Education, intensive efforts are being made to achieve 100% literacy among 15-60 age group.

### **Pondicherry**

10.7.1 Details of the educational institutions functioning in the UT of Pondicherry are given below:-

#### (A) School Education

	Government			Private
	State	Central	Total	
Pre Primary	41	-	41	131
Primary	265	-	265	77
Middle	81	-	81	38
High School	55	2	57	26
Higher Secondary (include S.T.P.P.Junior Col,Yanam)	32	4	36	6

10.7.2 During the year 1993-94 one Middle school has been upgraded into high school level and three High schools have been upgraded to Higher Secondary level.

(B) Higher/University/Professional Education

	Government			Private
	State	Central	Total	
College(Academic)	7	-	7	2
Medical College	-	1	1	-
Dental College	1	-	1	-
Engg.College(Autonomous)	1	-	1	-
Law College	1	-	1	-
Agricul. College	1	-	1	-
Polytechnic	3	-	3	-
Teachers Training College	-	-	-	1
School for Nursing	1	-	1	-
Institution for orthopaedically Handicapped	2	-	2	-
School for deaf/dumb	1	-	1	-
School for Blind	1	-	1	-
Home For Observation & Spl Children	1	-	1	-
Service Home	1	-	1	-
School for Embroidery & Needle work	-	-	-	1

*Incentives for Promotion of Education*

- i) The students studying in classes from I-VIII have been supplied free text books, uniforms and subject to the annual parental income of Rs. 6000/- and Rs. 12000/- respectively. During 1993-94 about 1,03,007 poor students are benefitted under the scheme. The pupils of the same standards were also benefitted mid-day meals under the Mid-Day meals scheme. Under this scheme 100% of the poor children have been benefited. For supplying of one set of footwear freely to the poor students from class I to VIII action has been taken already.

ii) For the betterment of student the education department is implementing below noted scholarship scheme.

- National Scholarships.
- National Loan scholarships.
- Post-Matric scholarships
- Scholarships to children of school teachers
- Scholarships to talented children from rural areas.
- Other Economically Backward class scholarships (O&BC)
- Attendance scholarships
- Science Talent Scholarships
- Political Sufferers scholarships
- Award of Merit Prizes scholarships to Girl students in Secondary Stages of Education
- Incentive Award to + 2 students.

10.7.3 For scholarships an amount of Rs.48.46 lakhs has been allocated for the year 1993-94. 33,533 poor students at secondary stage will be benefitted and beneficiaries under the remaining scholarships scheme will be about 2190. Main feature of the scholarships are that these are granted on the basis of the merit and talents.

10.7.4 The scheme of scholarships are extended to the Graduate, Post-Graduate, Medical, Engg.. Agricultural and technical courses. An amount of Rs. 30.15 lakh and Rs.23.15 lakh have been allocated under the Non-Plan and plan heads for the year 1993-94 for all the scholarship schemes.

#### *Adult Education/Non-Formal Education*

10.7.5 As the UT of Pondicherry has been declared a fully literate state, now incentives for post literacy campaign has been started to educate the neo-literates.

#### *Science Education*

10.7.6 The scheme for improvement of science education in schools was implemented for the improvement of the quality of science teaching in 89 middle schools/64 high schools/18 Hr. Secondary schools during the year 1988 to 1993.

## *State Institute of Education*

10.7.7 Necessary steps have already been taken to set up 'District Institutes of Education and Training' (DIET) and it will start function in the next academic year.

### *Vocational Education*

10.7.8 The +2 course offered by Tamil Nadu and Pondicherry are in two streams namely Academic and vocational, The Board of Higher Secondary Education, Govt. of Tamil Nadu, have identified the following major occupational area and allied vocational subjects, such as Agriculture, Home Science, Commerce and Business, Engg. & Technology, Health and miscellaneous.

10.7.9 The following vocational courses in various Higher Secondary schools have been started for the year 1993-94 in addition to the vocational courses offered in various Hr Sec. Schools.

1. Auto Mechanic
2. Dress Designing and making

### *Technical Education*

10.7.10 Under Technical Education, Post Graduate Diploma course in Computer applications has been started in Motilal Nehru Govt. Polytechnic, Pondicherry. MSc (material science) and a Post Graduate Diploma course in Computer application has been stated in Engg. college, Pondicherry.

## **11 BOOK PROMOTION AND COPYRIGHT**

## 11. BOOK PROMOTION AND COPYRIGHT

11.1.1 Books play an important role in the field of education, along with the expansion of education facilities all over the country, the demand for books in terms of quantity as well as variety of subjects has been increasing. The Book Promotion Division of the Department of Education has a number of schemes and activities with aim, inter-alia, at promoting the production of good quality books at reasonable prices, encouraging indigenous authorship, promoting the reading habit and providing assistance to the Indian Book industry. Some of the important programmes being implemented in this regard are briefly described in the following paragraphs.

### **National Book Trust**

11.2.1 The National Book Trust, India, (NBT), an autonomous organisation, was set up in 1957 with the objectives of producing and encouraging production of good reading material at moderate prices and fostering book mindedness among the people. The activities of the NBT broadly are to publish books; provide assistance to authors, illustrators and publishers, and to promote books. The NBT publishes books for general readers, on a variety of subjects, in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu, and Urdu, at affordable prices. It has been decided by the Trust to bring out select titles in Kashmiri, Konkani, Manipuari Nepali and Sindhi also. Over 6,500 titles in different languages have been published by the NBT, India so far. The Trust provides financial assistance to authors, illustrators and publishers for bringing out reasonably priced textbooks and reference books for the diploma, under graduate and post graduate levels; and for publication of books for children and neo-literates. It promotes books and the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and workshops; (c) providing financial assistance for organising book fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) promoting setting up of Readers' Club in schools. It also promotes Indian books abroad by organising India's participation in international book fairs in different countries. Details of activities undertaken during the Year are as follows:

#### *(a) Publishing*

11.2.2 While drawing up its publishing programme in the various languages, and attempt is made to ensure that under the different series of NBT, India, a common but wider range of titles are available in every language.

11.2.3 During the year an attempt is being made by National Book Trust, India to set up publication of new titles and translation. 500 new titles/translations are expected to be



published during 1993-94, which is a considerable increase over the number of new titles/ translations published last year. The total number of titles including reprints, likely to be brought out during 1993-94 is 750.

11.2.4 Greater attention is being paid to books of those genre of publishing which despite their importance have remained neglected in our country. These include books on popular science, subjects, and for neo-literates and the 18+age group.

(b) *Assistance in publishing*

11.2.5 To promote publication of books of acceptable quality at reasonable prices, the NBT provides financial assistance to authors, illustrators and publishers under the schemes described below:

*Scheme for the Subsidised Publication of Books*

11.2.6 Under this scheme the NBT has already provided financial assistance for the publication of more than 800 titles for higher education. A large number of these titles are in English. The Trust has, therefore, been trying to attract authors/ publishers of other languages. A much greater effort, is, however, being made this year to ensure that the benefits of the scheme go to students, authors and publishers all over the country.

11.2.7 Similarly, the UGC has a scheme under which assistance is provided to authors for preparing university level books. The UGC as well as the NBT have, however, been seriously concerned about the availability of carefully documented and well-written text and reference books, prepared specifically for the Indian students, by distinguished authors and experts. On careful consideration, both the organisations have come to the conclusion that their schemes would be more effective if these can be carried on within a framework of greater co-ordination. After detailed discussions these national organisations have evolved a policy framework for co-ordinated functioning of their respective schemes and have signed a Memorandum of Understanding.

*Exploratory Schemes to Provide Assistance for the Production of Books for Children and for Neo-Literates.*

11.2.8 NBT has initiated schemes to provide financial assistance to private publishers and Voluntary agencies for producing quality books for children and for neo-literates and school drop-outs, whereby the NBT makes direct payments to both the author and the illustrator and, in addition, bears the expenses of preparing the positives as selected manuscripts.

(c) *Book Promotion*

11.2.9 The Book Promotional Activities of the National Book Trust includes organising of Book Fairs, Book Festivals.

Workshops Seminars and Symposia on topics related to Book celebration of National Book week etc. During the Year, the Trust organised one National Book week from 14th November to 20 November, 1993 one Language Book Fair at Varanasi from 11th September to 19 September., 1993 and One Book Festival at Ranchi. Besides two Children's Book Fairs, 10 Seminars/Workshops and one Book Festival in Nagpur is likely to be organised this year. Under this Scheme, the Trust will be also be participating in 15 Book Fairs/Festivals and organising 64 exhibitions of select in Tamil, Hindi and Assami publications during this year.

11.2.10 For organising Book Promotional Activities abroad, the Trust participated in the Bologna Children's Book Fair From 15 April to 18 April, 1993 Frankfurt Book Fair from 6 October to 11 October 1993 and exhibited Indian publications at Budapest Ottawa and Madison.

11.2.11 *World Book Fair* : The 11th New Delhi World Book Fair is being organised by the National Book Trust, India, from February 5 to 13, 1994. About 900 participants from India and other countries are likely to participate in the fair. The main theme and focus on the continent through a display of select African publications and Seminar on Africa and Indian publishing for a new age will also be held.

#### **Book Promotional Activities & Financial Assistance to Voluntary Organisations.**

11.3.0 Under the scheme of Book Promotional Activities and Financial Assistance to Voluntary Organisations, grants are given on ad-hoc basis to the Voluntary organisations for organising training courses, seminars, workshops, conventions etc. This scheme also provides for the expenditure on the exchange of delegations of authors under the Cultural Exchange Programmes. During the Year, a grant of Rs. 0.75 lakh has been released to Federation of Indian Publishers (FIP) for meeting travel expenses of the participants in the National Convention of the Indian Publishers organised by the FIP.

#### **National Book Development Council**

11.4.0 National Book Development Council was reconstituted w.e.f. 6 November, 1990 to review the progress of book publications in the country and to advise the Government regarding measures to be taken for the development of the publishing industry and trade, to promote the availability of special purpose books good quality etc. After the expiry of the term of the Council on 5 November, 1993, process for its reconstruction has been initiated.

#### **Export and Import Policy for Books**

11.5.0 Ministry of Commerce has announced new Export and Import Policy for a period of 5 Years effective from 1st April, 1992. Under the new policy any organisation/individual is free to

import books on educational, scientific and technical subjects without any restriction. Import of other books is allowed only against a license.

### **Raja Rammohan Roy National Agency for ISBN**

11.6.0 The International Standard Book Numbering (ISBN) System aims at boosting the export of indigenous publications at the international business arena. It is an international system by which a distinct identifying number is assigned to each book. In addition to the book trade, the system is very helpful to the libraries and information systems and to research scholars. From 1st January, 1985 to 31st December 1993 about 2325 big and small publishers and authors have become the members of the system and thousands of their publications today bear the ISBN numbers.

### **Copy Right**

11.7.1 Copyright Act, 1957. The Copyright Act has been amended by the Copyright (Amendment) Acts of 1993, 1984 and 1992. A comprehensive review of the Copyright has been made and another bill - The Copyright (Second Amendment) Bill, 1992 was introduced in the Lok Sabha on 16th July, 1992. The bill was referred to a Joint Select Committee of Parliament in August, 1992. The Report of the Committee was submitted to Parliament in August, 1993. Currently, the Report is being processed by the Government for further necessary action.

11.7.2 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957.

11.7.3 The Copyright Office, under the provisions of the Copyright Act, 1957 as amended from time to time under takes to register the following classes of works. From 1st April to 31st December, 1993, 729 works have been registered. The category-wise break up is as under:-

(a)	Literary/Dramatic	338
(b)	Musical and Records	42
(c)	Cinematograph films	3
(d)	Artistic	346

11.7.4 In addition to this, the Copyright Office also registers the changes in work in accordance with Section 19 of the Copyright Act, 1957. The changes have been affected in the particulars of 18 works entered in the register of Copyright.

11.7.5 The Copyright Board, a quasi-judicial body, was constituted initially in September, 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of Copyright registration, and disputes in respect of assignment of Copyright and granting of licenses:-

- in works withheld from public
- in unpublished Indian works
- to produce and publish translation
- to produce and publish works for Certain purposes.

11.7.6 It is also hear cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different Zones of the country to provide facility of justice to authors, creators and owners of intellectual property near their place of residence or occupation.

### **Enforcement of Copyright**

11.8.1 The fourth meeting of Copyright Enforcement Advisory Council which was set up on 6.11.91 for strengthening and streamlining the enforcement of copyright in the country and to educate the public and enforcement authorities was held on 27th March, 1993 in New Delhi. During the discussions all the participants agreed that there was an urgent need to have more training/refresher courses conducted by the State Governments/UTs for the Police Personnel at the level of Police Academies and Police Training Schools. It was decided that the Ministry of Home Affairs be requested to take up this matter with the State Govts./UTs.

11.8.2 It was also unanimously accepted that a suitable course module should be prepared and incorporated in the training programmes; the training programme syllabus should be based on specific problems encountered in the enforcement of copyright.

11.8.3 It was further suggested that a Seminar for Commissioners of Police and Officers in-charge of Crime Branches could be held in Delhi.

11.8.4 The question of creating copyright awareness among people also figured at the meeting. The chairman informed that the publicity through electronic media was taken up with the Ministry of Information and Broadcasting at the top level by Doordarshan did not agree to give free publicity. He, therefore, suggested that instead of replying in electronics media we should also think of using print media.

### **International Copyright**

11.9.1 India is a member of Two International Conventions on Copyrights, namely, the Berne Convention for the Protection of Literary and Artistic Works and the Universal Copyright Convention. Both these conventions were revised in 1971 to incorporate special provisions to enable the developing countries

to issue compulsory licences for reproduction and translation of books of foreign origin for specific purposes in case these rights could not be obtained by freely negotiated terms from the owners of copyright. India has acceded to the 1971 texts of these conventions.

11.9.2 India plays an important role in the deliberations of the Governing Bodies of the World Intellectual Property Organisation (WIPO), Geneva, which is the International Secretariat for the Berne Convention for the Protection of Literary and Artistic Works. This year Education Secretary attended 24th series meetings of Governing Bodies of WIPO at Geneva held in September, 1993.

#### **International Copyright Order**

11.10.0 Under Section 40 of the Indian Copyright Act, 1957 (14 of 1952), the Central Government is empowered to extend copyright to foreign works, Pursuant thereto, the Central Government vide SRO-271 dated 21st January, 1958 made the Order known as the "International Copyright Order, 1958". Since then, the order has undergone changes and also certain amendments have been made in the Indian Copyright Act, 1957. Accordingly, the International Copyright Order, 1958 had to be revised, and hence, the International Copyright Order, 1991 was formed and was published in the Official Gazette on 30th September, 1991. This order was further revised/updated vide official Gazette Notification dated October 13, 1992.

#### **Training Facilities in Copyright**

11.11.0 The WIPO, under its Co-operation Development Programme, organised training courses in Copyright for officials dealing with copyright in developing countries. Mr. B.S.Dhillon, Under Secretary, Department of Education participated in the First Session of WIPO Academy in Geneva from October 4-15, 1993. Also, Shri V.K.Sexana, Licensing Officer, Department of Education attended the Orientation Seminar on Copyright in Geneva from October 6-8, 1993 followed by a Practical Training in London from October 11-22, 1993.

## 12 PROMOTION OF LANGUAGES

## 12. PROMOTION OF LANGUAGES

12.1.0 Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Promotion and development of Hindi and other languages listed in the VIII Schedule of the Constitution including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand, have received due attention. In fulfilling the constitutional responsibility, the Department of Education through its Languages Institutes, autonomous organisations and subordinate offices, namely, Kendriya Hindi Shikshan Mandal, Agra, with its five centres, Rashtriya Sanskrit Sansthan (RSKS), New Delhi with its seven Vidyapeethas; Central Institute of Indian Languages (CIIL), Mysore, with its four regional centres, one Extension Centre and two Urdu Training and Research Centres, Central Hindi Directorate (CHD), New Delhi, Commission for Scientific and Technical Terminology (CSTT), New Delhi and Bureau for Promotion of Urdu (BPU). Non-governmental agencies have evolved a variety of schemes and programmes and other developmental activities. Financial assistance is provided to NGOs for implementing various schemes/programmes. During the year under report, the Department continued its ongoing schemes and programmes. Some of the following major activities pertaining to promotion and development of languages were undertaken during 1993-94.

### **Promotion and Development of Hindi**

12.2.1 For the development of Hindi as a link language, a scheme of financial assistance to voluntary Hindi organisations for promotion of Hindi was continued. To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since the First Five Year Plan. Over the years, the number of organisations seeking financial assistance under this scheme have progressively been increasing and in 1993-94 about 200 voluntary Hindi Organisations were financially assisted. Financial assistance is also being extended to voluntary organisations as well as individuals for translation, publications and purchase of books with a view to promoting and propagating Hindi. This is an ongoing scheme.

### *Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs*

12.2.2 With a view to assisting the non-Hindi speaking States/UTs for promotion and propagation of Hindi in pursuance of the provisions contained in Article 351 of the Constitution of India, the Central Government had started, during the Second Plan, the schemes of (i) Appointment of Hindi teachers; and (ii) Opening/strengthening of Hindi Teachers Training Colleges. Under these schemes central assistance was provided to the non-Hindi speaking States/UTs on 100% basis. These scheme were implemented

upto the Seventh Plan as two separate schemes. Since the objectives of these schemes are similar, these have been merged together into a single scheme entitled "Appointment and Training of Hindi Teachers in non-Hindi speaking States/UTs" in the Eighth Plan and central assistance on the same pattern has been continued in 1993-94. During 1993-94 central assistance to the order of Rs.2.5 crore is being provided to various non-Hindi speaking States/UTs under this scheme on the approved pattern for appointment/maintenance/training of about should be 1000 Hindi teachers.

#### *Propagation of Hindi Abroad*

12.2.3 This scheme was started in the Fourth Five Year Plan with the objective to promote and propagate Hindi abroad. The specific programme/activities under the scheme are (i) Award of scholarship to about 50 foreign students for study of Hindi in India for a period of one year (ii) supply of Hindi books and other equipment for propagation of Hindi to Indian missions abroad (iii) Deputation of Hindi teachers to Surinam, Guyana and Trinidad and Tobago; (iv) Appointment of Hindi Librarian and part-time Hindi Lecturers in the Embassy of India, Kathmandu and High Commission of India, Srilanka. The scheme has been continuing in the Eighth Plan also. The foreign students are provided with the scholarships @ Rs.1200/- p.m. and book grant of Rs.400/- per annum respectively. The programme of teaching Hindi to foreign students is being conducted at the headquarters of the Kendriya Hindi Sansthan at Agra.

#### *Establishment of International Hindi University*

12.2.4 A Committee was set up under the Chairmanship of Dr. Shiv Mangal Singh 'Suman' to advise the government about the nature, structure, location, financial requirements and other related matters in respect of the establishment of an International Hindi University. The Committee has submitted its report on 1.5.1993 which is being examined in consultation with other concerned Ministries/Organisations.

#### **Commission for Scientific and Technical Terminology**

12.3.1 The Commission for Scientific and Technical Terminology (CSTT) was set up in October, 1961 for evolution of Scientific and Technical Terminology in Hindi and other Indian languages, production of university level books and reference literature in all disciplines to facilitate smooth change over of media of instruction in universities.

#### *Terminology*

12.3.2 The Commission has so far evolved and published five and half lakhs terms belonging to all major disciplines namely Sciences, Social Sciences, Humanities, Engineering, Medicine Agriculture and Departmental Terminology like Defence, Revenue, Railways, Post and Telegraphs, Space Science, Computer Science



etc. During the period under review a revised and enlarged edition of the Comprehensive Glossary of Technical terms of "Humanities and Social Sciences" was published from the computerised database and the national terminology bank set up in the CSTT. A Glossary of Linguistics (English-Hindi, Hindi-English) and Commerce Glossary (English-Hindi) were also brought out. The second enlarged edition of the Comprehensive Glossary of Medical Sciences was also published. Besides, a re-print version of the third revised and enlarged edition of the Comprehensive Glossary of Administrative terms (English-Hindi) and its counter part (Hindi-English) version was also published from the Computer Data Base. Two glossaries namely Consolidated Defence Glossary and Comprehensive Glossary of Technical Terms (Sciences) are under print. Glossaries of terms pertaining to Veterinary Science, Computer Science, Chemical Engineering, Leather Technology, Mining, Geological Survey, Aeronautical Engineering are under various stages of Production. Besides, about 17,000 terms pertaining to Departmental terminology received from various Government Departments were also finalised .

#### *Definitional Dictionaries*

12.3.3 The CSTT has brought out 46 definitional dictionaries which contain the definitions in Hindi of the Scientific and Technical terms evolved in Hindi. These Definitional Dictionaries cover almost all basic sciences, Social Sciences, Humanities and many specialised subjects like Fluids, Mechanics, Surgery, Electrical Engineering, Political Science, Palaeo-Botany, Mechanical Engineering, Civil Engineering, Management Sciences etc. Two dictionaries namely definitional Dictionary of Petrology and Definitional Dictionary of Archaeology are under print. Other definitional dictionaries which are under various stages of preparation include dictionary of International Law, Public Administration, Plan Pathology, Genetics, Cytology, Mechanical Engineering (Volume II), Electrical Engineering, etc.

#### *Pan-Indian Terminology*

12.3.4 So far eighteen Pan-Indian Glossaries have been Published for free distribution among scholars. Writers, translators and journalists. One Pan-Indian Glossary is under print.

#### *University Level Book Production*

12.3.5 The CSTT has brought out, in collaboration with the Hindi Granth Academies, State Text-Book Boards and University Cells, 10,999 university level books in Hindi and regional languages. The Commission has also produced 375 books in the field of engineering, medicine and agriculture. The CSTT also brings out a quarterly journal "Vigyan Garima Sindhu".

#### *Terminology Orientation Workshop*

12.3.6 With a view to promoting and popularising appropriate use of the terminology evolved by the Commission, the CSTT organ-

ises workshops for university/college teachers in diverse, disciplines of basic sciences. Annually 12-15 of such workshops are organised. So far, more than 2930 university/colleges/teachers/official Language Officers have received terminology orientation.

### *Computerisation of Terminology*

12.3.7 With a view to facilitating affective coordination, updating and printing of comprehensive subject group-wise and subject-wise glossaries and creating data-base for setting up a computer based national terminology bank, The CSTT launched this project in 1989 and under this project, all the five and a half lakh technical terms evolved by the CSTT are being fed into the database out of which about 4 lakh terms have already been keyed in.

12.3.8 From this computerised data base, the following glossaries were laser-printed during this period: Linguistics, Humanities and Social Sciences, Administration, Science, Veterinary Science, Computer Science and Space Science.

### **Central Hindi Directorate**

12.4.1 The Directorate is compiling Thirteen Hindi and thirteen regional languages based bilingual dictionaries. So far thirteen dictionaries viz. Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, Hindi-Urdu, Oriya-Hindi, Malyalam-Hindi and Urdu-Hindi dictionaries have been published. The Directorate has brought out thirteen trilingual dictionaries, while twelve Hindi based and twelve regional languages based trilingual dictionaries are being compiled. The Directorate has also published one multilingual dictionary and the 'Tatsam Word Dictionary' besides compiling "Bharatiya Bhasha Parichay Kosh". Under Cultural Exchange Programme, Czech-Hindi and German-Hindi (Vol. I & II) dictionaries have been published. Under the UN Languages Dictionaries Programme, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries have been published. Besides these, Hindi-Kashmiri and Hindi-Assamese Conversational Guides have been published during the current year. Work on one trilingual and two bilingual dictionaries is in an advanced stage. A project for preparation of bilingual dictionaries of Hindi and languages of neighbouring countries has been undertaken. Out of ten such dictionaries, work on Hindi-Persian, Hindi-Sinhalese and Hindi-Indonesian is in progress.

12.4.2 The Directorate also brings out Hindi journals like "Unesco Doot" (Hindi version of the English Magazine entitled "Unesco Courier"). "Bhasha" (quarterly which is being published bimonthly w.e.f. Jan. '93), "Sahityamala". 'Who is who of Hindi Writers' and "Bharatiya Natak Evom Rangamanch' have also been published during the year.

12.4.3 The Directorate is implementing a scheme of teaching Hindi through Correspondence Courses in the media of English,

Tamil, Malayalam and Bangala. So far approx. 2.98 lakh persons have availed of this facility. The enrolment in these courses during the current year is around 14,674. Some self-teaching records and cassettes have also been prepared for the purpose. 17 Personal Contact Programmes have also been organised for removing the difficulties of the students.

12.4.4 The Directorate has organised two Study Tours of Non-Hindi-Speaking areas' Postgraduate students of Hindi language and literature to Hindi speaking areas' Universities, and selected twenty research students of non-Hindi-speaking areas for travel grants to visit Hindi-speaking universities for research purpose. Eight Neo-Writers Workshops have been organised to encourage non-Hindi writers to write in Hindi during the year under report. Sixteen writers of Hindi from non-Hindi speaking areas were give awards this year. Two national symposiums were also organised in Cochin and Bombay to discuss various aspects of oneness of Indian literature. Eight scholars, (four from Hindi areas to give lectures on students' interest subjects in non-Hindi speaking areas' universities and four from non-Hindi speaking zones to give lectures on students' interest subjects in Hindi-speaking areas' Universities) were nominated by Central Hindi Directorate.

12.4.5 A number of books have been sent free of cost to the non-Hindi States for the propagation of Hindi. Exhibition of Hindi books is another activity of the Directorate. The Directorate is also conducting a survey of spoken language as Official language in various units of Central Government spread over the country. It is also engaged in propagation of Sindhi language. The Directorate is working as Secretariat of 'Hindi Shiksha Samiti' and 'Shiksha Award'.

#### **Kendriya Hindi Sansthan (KHS)**

12.5.1 In pursuance of the objective of training Hindi Teachers in non-Hindi speaking States, the Kendriya Hindi Sansthan (KHS) with its Headquarters at Agra and five Centres located at Delhi, Guwahati, Hyderabad, Mysore and Shillong has been conducting many important programmes such as training courses for Hindi Teachers in their respective States and adjoining areas etc. They are also conducting extension programmes for Hindi teachers in tribal areas. The Sansthan has also developed text books and instructional materials for teaching Hindi in non-Hindi speaking areas.

12.5.2 A full-fledged academic course for teaching Hindi to foreigners is being conducted by the Sansthan under the scheme. "Propagation of Hindi Abroad". During the current year, the Government of India has awarded scholarships to forty four fresh students from various foreign countries along with four extensions, thus making a total of forty eight students for academic year 1993-94.

12.5.3 Under the scheme entitled "Hindi Sevi Samman Yojna", awards were given to twelve eminent Hindi Scholars for their

distinguished contributions in the field of development and propagation for Hindi, Hindi journalism, creative literature, scientific and technical Hindi literature etc.

### **Promotion And Development of Modern Indian Languages (MIL)**

12.6.1 Central Institute of Indian Languages (CIIL), Mysore With a view to training teachers in Modern Indian Languages for implementing the Three Language Formula, is running full academic year course for school teachers from different State and Union Territories at their Regional Language Centres and two Urdu Teaching Research Centres. Around 258 teachers are undergoing language training through regular classes and about 486 adult learners from different walks of life have been enrolled in the certificate course through correspondence in Tamil, Telugu and Bengali in the current year.

12.6.2 Language teaching material for teaching major Modern Indian Languages in the voluntary sectors of U.P. Government, teaching aids, language games, skillwise work books in Bengali and Urdu, nursery rhymes in Tamil and Telugu, manual to use mass media in teaching Kannada were prepared. College teachers of Mizo language were given training in Linguistic and socio-linguistic aspects of language teaching. After studying the tribe 'ONGE' in Andaman and Nicobar Islands, primary and video programmes were prepared to teach this language to tribal children.

12.6.3 The Institute has also prepared 100 audio cassettes in four South Indian Languages to teach them as first and second languages in the schools to supplement the textbooks. In the areas of computer application, an IBM version of utility software with BHASHA to use Indian languages for programming to produce softwares was completed.

12.6.4 Financial assistance is being provided to voluntary organisations as well as individuals for bringing out publications as well as purchase of books with a view to promoting and propagating modern Indian Languages. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian Languages and in English also receive Central assistance.

12.6.5 A new scheme for Appointment of Modern Indian Language teachers in the Hindi speaking States and UTs has been approved and circulated in the States/UTs for implementation from the year 1993-94.

### **Taraqqi-e-Urdu Board**

12.7.1 Tarraqqi-e-Urdu Board which was constituted in 1969. is an apex advisory body to advise the Government on promotion and development of Urdu language. The Minister of Human Resource Development is Chairman of the Board and it consists of Urdu scholars, representatives of language institutions/organisations, State Governments and other concerned Government organisations.

12.7.2 The Bureau for Promotion of Urdu executes and implements recommendations of the Board, and also functions as its secretariat. The main activities of the Bureau during the year are expected to be as under:-

- \* About 22 books are expected to be published.
- \* Four volumes of Urdu Encyclopaedia are planned to be sent to press.
- \* One volume of English Urdu Dictionary has been sent to the press.
- \* 4th and 5th issue of Half-yearly research journal called 'Fikr-o-Tahqeeq' will be brought out.
- \* Financial assistance is being given to forty three Calligraphy Training Centres all over India. Out of these, six are exclusively meant for ladies.
- \* Financial assistance to organisations and individuals for publication of books in Urdu including by way of bulk purchase of books was provided. Financial assistance to recognised institutions for language promotional activities was also provided.

12.7.3 Committee to examine implementation of recommendations of Gujral Committee for Promotion of Urdu.

12.7.4 The Government had set up in February, 1990, a Committee of Experts under the Chairmanship of Shri Ali Sardar Jafri to examine implementation of recommendations of Gujral Committee for promotion of Urdu. The Committee submitted its Report to the Government on September 18, 1990. The report of the Committee is under consideration.

#### *Establishment Of Urdu University*

12.7.5 The Committee on Establishment of Urdu University under the Chairmanship of Shri Aziz Qureshi, Ex. M.P. submitted its report on 12th June, 1993. The Report is under consideration.

#### *Promotion Of Sindhi*

12.7.6 The Government has decided to establish office of Sindhi Vikas Board at Vadodra for promotion and development of Sindhi language. Steps for recruitment of staff and acquisition of office accommodation have been initiated.

12.7.7 The scheme of Financing of programmes for Development of Sindhi was continued during the year.

## **Improvement of English Language Teaching**

12.8.1 In order to bring about substantial improvement in the standards of teaching/learning of English in the country, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each State. So far, twenty-eight District Centres have been set up. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes.

## **Production of University Level Books**

12.8.2 The Scheme of production of University Level Books in Indian Languages was launched in 1968-69. Central assistance upto the ceiling of Rs. 1.00 crore is to be provided by the Central Government to the participating States as well as to some Universities for publishing of books. The participating agencies are expected to create a revolving fund to make the scheme self-sufficient. The scheme has been approved for continuance during the eighth Five Year Plan.

## **Promotion of Sanskrit and Other Classical Languages**

12.9.1 A variety of programmes have been formulated and implemented for the development and promotion of Sanskrit and other classical languages like Arabic and Persian. During the period under report, following developmental programmes were implemented:

### *Rashtriya Sanskrit Sansthan*

12.9.2 The Rashtriya Sanskrit Sansthan established in 1970 is an autonomous organisation under the Ministry of Human Resource Development. It is an apex body for the propagation and development of Sanskrit learning in the country. In furtherance of these objectives, the Sansthan imparts Sanskrit studies upto doctorate level through Kendriya Sanskrit Vidyapeethas located in different parts of the country and also takes steps to preserve and publish rare manuscripts testifying to the ancient tradition of learning and intellectual pursuits.

12.9.3 Since, its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas but two of these located in Delhi and Tirupati have since been accorded the status of deemed Universities and are thus functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Trichur and Sringeri are being administered by the Sansthan. The Vidyapeetha located at Sringeri and named after late Shri Rajiv Gandhi was inaugurated by the President of India on 5th March, 1992. A new Vidyapeetha at Bhopal (MP) is likely to be opened in the near future for which land has been allotted by Govt. of M.P.

12.9.4 Building work of Vidyapeethas at Guruvayoor, Jammu, Lucknow and Jaipur is under active progress, while the work for the building of Sansthan (H.Qrs.) is going to be taken up shortly.

*Financial Assistance to Voluntary Sanskrit Institutions engaged in the Propagation and Development of Sanskrit*

12.9.5 Under this scheme, registered voluntary Sanskrit Organisations/Institutions are given recurring and non-recurring grants for meeting expenditure on salary of teachers, scholarships to students, construction and repair of building, furniture, library etc. Seventy Five percent of the approved expenditure on each of the above mentioned items is given as grant from the Ministry and in the case of Vedic institutions where oral Vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About seven hundred Sanskrit organisations in the country were given financial aid during the year under report.

*Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas/Shodh Sansthans*

12.9.6 Some institutions of higher learning and research, run by voluntary Sanskrit Organisations having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance @ 95%, recurring and 75% non-recurring expenditure. So far fourteen post graduate Sanskrit Mahavidyalayas and two research institutions have been brought under the purview of this scheme. Four of them are in Bihar, three each in Uttar Pradesh and Tamil Nadu, two each in Haryana and Maharashtra and one each in Himachal Pradesh and Kerala. Adarsh Sanskrit Mahavidyalaya, Kancheepuram (TN) has since been declared as "Deemed to be University".

*The Rashtriya Veda Vidya Pratishthan*

12.9.7 Rashtriya Veda Vidya Pratishthan continued its activities during the year 1993-94 which have been envisaged for the fulfilment of its objectives. A major activity is related to the preservation of the oral tradition, which is being pursued by organising several Vedic Sammelans, regional and national, promotion of Veda Pathshalas, assistance to Vedic Pandits, Honouring of the Vedic Pandits, tape-recording of Vedic recitations of various Shakhas, and by means of encouraging Vedic Pandits through Contact, Correspondence and through Workshops. Another major activity of the Pratishthan is to promote research into the contents of Vedic Knowledge, particularly with reference to the advancement of Scientific Knowledge. The following activities were undertaken by Rashtirya Veda Vidya Pratishthan during the year under report:-

- Two representatives including the Secretary were deputed to

attend the International Conference on Atharva Veda Held at New York in U.S.A. from 11.7.1993 to 19.7.1993. Travel grant to these representatives was provided to attend the IXth World Sanskrit Conference held at Melbourne (Australia) in January 1994.

- An All India Vedic Sammelan was held at Kanchipuram.
- Regional vedic conferences were held at Jaipur, Calcutta and Ujjain and three more are proposed to be held at Gwalior, Bombay and in Andhra Pradesh by 31st March, 1994.
- Head Quarters Building of Pratishthan was inaugurated by HRM on 12.5.1993 at Ujjain. The General Body and Governing Council at their Joint meeting held on 12.5.1993 have decided to rename the pratishthan as Maharshi Sandipani Rashtriya Veda Vidya Pratishthan.
- Three seminars are to be held, one each at Jaipur, Varanasi and Puri by March, 1994 on topics related to the knowledge contained in the Vedas. In addition, one workshop is also to be conducted at Jaipur.
- One workshop on Vedic Mathematics is to be conducted at Palakkad (Kerala) in March, 1994.
- Financial assistance was given to four Veda Pathashalas, 470 Veda students, 25 handicapped and aged pandits in Northern India and to aged veda Pandits through Veda Patha Nidhi Trust, Madras.
- The Pratishthan has one national fellow, seven senior fellows and one Junior Fellow on its rolls, to whom fellowships are being paid.
- Under its publication programme, the Pratishthan proposes to bring out five books/papers.

12.9.8 For giving a push to research in Vedas with modern scientific and analytical interface, RVVP has decided to set up four Committees in the following areas namely, (i) Music in vedas, (ii) Aurveda and vedas, (iii) Metallurgy, mathematics and other modern sciences and vedas and (iv) Philosophy and vedas.

*Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha (Deemed University) New Delhi*

12.9.9 This Vidyapeetha was a constituent of the Rashtriya Sanskrit Sansthan during the 7th Five Year Plan period. It has effectively started functioning as a Deemed to be University since 1.11.91. As a constituent Vidyapeetha, it not only imparted teaching at graduate and post graduate levels but also conducted teachers' training courses at graduate & post-graduate levels; guided research scholars for the award of Ph.D degrees brought out publications and organised seminars, lectures etc.



12.9.10 Five hundred and thirty nine students from Prak Shastri to Vidya Varidhi have been enrolled in the Academic Year 1993-94. The Vidyapeetha has four faculties having fifteen Departments. Vidyapeeth has a hostel where 97 students are resident. Vidyapeeth has a library having 40,276 books.

*Rashtriya Sanskrit Vidyapeetha, Tirupati (Deemed to be University)*

12.9.11 Rashtriya Sanskrit Vidyapeetha, Tirupati was declared 'Deemed to be University' in 1987 to preserve Shastraic tradition, undertake interpretation of the Shastras, establish their relevance to the problems in the modern as well as Shastraic lores for teachers and achieve excellence in these disciplines so that the Vidyapeeth has a distinctive character of its own. The Vidyapeetha has started functioning from the academic year, 1991 as a deemed to be University.

12.9.12 With these objectives in view, Sanskrit is taught at under graduate, graduate, post-graduate and doctorate level in this University i.e., in Prak-Shastri, Shastri, Acharya, Shiksha Shastri, Shiksha-Acharya and Vidya-varidhi. Teachers training at Graduate and Post-graduate teachers is imparted in the Vidyapeetha to Train Competent teachers in Sanskrit for High Schools and Colleges. Publication of Sanskrit works edited with critical commentaries and translations is also undertaken in a phased manner. Opportunities are also provided to promote interaction between modern and traditional scholars for mutual enrichment of knowledge.

12.9.13 There are 31 full time and 4 part-time teachers on the rolls undertaking the teaching and Research work.

*Central Sanskrit Advisory Board/Committee*

12.9.14 The Central Sanskrit Board is an advisory body to advise the Government of India on matters of policy pertaining to the Propagation, Promotion and Development of Sanskrit in the country.

12.9.15 First meeting of re-constituted Central Sanskrit Board was held on 22.11.1993 under the Chairmanship of Justice Ranganath Mishra. Action-taken report on the minutes of the last meeting was discussed and some suggestions were made in respect of each of the recommendations. It was also decided that the Board should meet twice a year at least.

*Scheme For Development Of Sanskrit Through State Governments/Union Territories*

12.9.16 This is Central Plan scheme operated through the State Governments. Financial grants are provided by Government of India on 100% basis for the following Five major programmes:-

- a) *Financial assistance to eminent Sanskrit scholars in indigent circumstances*

12.9.17 Under this scheme about 1450 eminent scholars whose income is less than Rs. 4,000/- p.a. are receiving financial assistance upto the maximum limit of Rs. 4,000/- p.a. 28 new scholars have been added to list during 1993-94.

- b) *Modernisation of Sanskrit Pathshalas*

12.9.18 To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate appointment of teachers for teaching selected modern subjects in the traditional Sanskrit Pathshalas.

- c) *Providing facilities for teaching Sanskrit in High and Secondary Schools*

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

- d) *Scholarships to students studying Sanskrit in High and Higher Secondary Schools*

12.9.20 In order to attract students for studying Sanskrit in the Secondary and senior secondary schools, merit scholarships are given to Sanskrit students. For IX to XII classes general scholarships @ Rs. 25/- p.m. for students of IX & X classes and @Rs.35/- p.m. for students of XI and XII classes are also provided. About 3000 students are benefited under this scheme annually.

- e) *Grants to State Governments for their own scheme for promotion of sanskrit*

12.9.21 State Governments are free to chalk out for implementation their own programmes for development and propagation of sanskrit like upgrading the salary of teachers, honouring vedic scholars conducting Vidwat Sabhas, holding of evening classes for Sanskrit teaching, celebrating the Kalidasa Samaroh, etc. Under this programmes grant has been given to three State Governments during 1993-94.

#### *Preservation Of Oral Tradition Of Vedic Recitation/All India Elocution Contest*

- i) As a special incentive to preserve the Oral Tradition of Vedic studies, a scheme was introduced during 1978 under which each Swadhyayin is required to train two students each below the age of twelve in a particular Shakha of any Veda. During 1993-94 eighteen such units have been receiving assistance. Under this scheme, a scholar gets an honorarium of Rs.1,250/- p.m. and two students receive a stipend of

Rs.175/- p.m. each.

- ii) All India Elocution contests are organised to encourage oratorical talents in the students of traditional Sanskrit Pathashalas in various branches of Sanskrit learning. Teams of eight students alongwith a teacher from All State Governments are invited to participate in this. Last year a contest was held at M.M. Shrikrishnanand Sanskrit College, 24 Darp Narayan Takur Street (Central Calcutta), from 19th January to 21st January, 1993 in which students from 13 States participated. This year's contest is scheduled to be held on 12,13 & 14th March, 1994 in Sampurnanand Sanskrit Vishwavidyalaya, Varanasi.

**Financial assistance to Voluntary Organisations engaged in the propagation and development of Arabic and Persian**

12.10.0 Under this scheme, registered voluntary organisations working for the promotion of Arabic and Persian are given financial assistance towards salary of teachers, scholarships, furniture, library, books, etc. and other activities which are conducive to development of Arabic and Persian. Financial assistance is available to the extent of seventy five percent of the approved expenditure. About two hundred Voluntary Arabic and Persian institutions are have been sanctioned financial assistance during the year under report.

## **13 SCHOLARSHIPS**

## 13. SCHOLARSHIPS

13.1.0 National and External Scholarship Divisions of Department of Education administers a number of scholarship/Fellowship programmes meant for Indian students/scholars for further studies/research in different universities/institutions in India and abroad. These scholarships include both Government of India scholarships and fellowships offered by the foreign countries. Major programmes under which scholarships/fellowships were awarded during 1993-94 are the following.

### **National Scholarship Scheme**

13.2.0 Under this Scheme, scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs. 100/- to Rs. 300/- p.m. for hostellers, depending on the courses of study. The income ceiling for eligibility of scholarship is Rs. 25,000/- per annum.

### **National Loan Scholarship Scheme**

13.3.0 Under this scheme the eligible students were hitherto provided interest free loan for post matric higher studies on merit-cum-means basis with the amount of loan varying from Rs. 720/- to Rs. 1,750/- per annum depending upon the course of study. However, as a result of review of the implementation of the schemes through the States/UTs, the Scheme is now being reformulated with a view to quicken the disbursement of loans and also to facilitate systematic recovery. The possibility of channalising loans through nationalised banks is being explored.

### **Scheme for Upgration of Merit of SC/ST Students**

13.4.1 The Scheme was started in 1987-88. The objective of Scheme is to upgrade the merit of SC/ST students by providing them extra coaching, both remedial and special, with a view to removing their educational deficiencies in school subjects and facilitating their admission in professional courses where entry is based on competitive examinations. There is no income ceiling under the Scheme. The Scheme is being operated through the State Government/Union Territory Administrations.

13.4.2 The scheme was started by providing for 1,000 students (670 SCs & 330 STs) in 50 schools. Remedial coaching starts at class IX level and continues till a student has completed class XII. Besides, special coaching is provided in classes XI & XII also.

## **Scholarships to Students from non-Hindi Speaking States for Post-matric Studies in Hindi**

13.5.0 The objectives of the scheme which was started in 1955-56, is to encourage study of Hindi in Non-Hindi Speaking States/Union Territories and to make available to the Governments of these States/Union Territories suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Two thousand five Hundred scholarships were allocated to various Non-Hindi Speaking States/Union Territories during 1993-94. The rates of Scholarships vary from Rs. 50/- to Rs. 125/- per month, depending upon the course of study..pa

## **Research Scholarships to Produce of Traditional Institutions Engaged in the Study of Classical Languages Other than Sanskrit, i.e. Arabic and Persian, etc.**

13.6.0 In 1992-93 twenty scholars were selected for this scholarship. The scholars are pursuing their research work in some of the most relevant areas in Arabic and Persian languages and literature at some of well known traditional Institutions like Darul-Uloom, Deoband (U.P.), Aligarh Muslim University, Aligarh (U.P.), Osmania University, Hyderabad (A.P.), Arabic and Persian Research Institute, Patna (Bihar), etc. The Scheme has been advertised for inviting applications for grant of scholarships during 1993-94.

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

13.7.1 This Scheme is in operation 1971-72 . The aim of the Scheme is to achieve greater equalisation of educational opportunities and to provide a fillip to the development of the potential talents from rural areas by educating them in good schools. The scheme is being implemented through State Governments/U.T. Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each States/U.T. The scholarship are awarded at the end of the middle school stage (class VI/VIII) and continue upto the secondary stage including +2 Stage. The selection of the students is made by the State Governments/Union Territory Administrations with the help of NCERT/SCERTS. The rate of scholarships varies from Rs. 30/- to Rs. 100/- per month depending upon the course of study. The Scheme was reviewed in May, 1990 and evaluation work has been entrusted to NIEPA for obtaining better results.

13.7.2 Scholarships/Fellowships offered by foreign Governments Under Cultural Exchange Programmes.

13.7.3 Under these programmes, the scholarships are given to Indian students by the donor countries for higher studies in the respective country. The awards of scholarships for post graduated studies leading to Ph.D. and Post Doctoral Research in the fields of Professional Shipping, Pulp and Paper Technology, Molecular Biology, Archaeology, Literature, History, Philosophy, Nuclear

Chemistry, Environmental Sciences, Silicate Technology, Wood Technology, Financial management, Economics, Ceramic and Glass Technology, Naval Architecture, Fisheries Technology, Hydrology, Agriculture, Horticulture and Forestry, Veterinary Sciences, Sociology, Geological Engineering, Restoration and conservation of Historical Monuments, Political Science, Education, Fine Arts, Music, Dance, Population Studies, Medicine & other fields of Science & Technology etc. are made available by various foreign Governments and agencies. Actual Utilisation of these scholarships upto October 1993 by Scholarship Division is Under:

1.	China	15
2.	Japan	14
3.	Austria	1
4.	Norway	6
5.	Germany	11
6.	Ireland	3
7.	France	1
		-----
		51
		-----
8.	KOREA (SOUTH)	1
9.	ROMANIA	1
10.	POLAND	1
		-----
		54
		-----

**Commonwealth Scholarship/Fellowship Schemes offered by Government of U.K., Canada etc.**

13.8.0 Under these scholarship programmes scholarships/Fellowships are awarded to Indian nationals for higher studies/Research/training in UK, Canada, Hongkong, Nigeria, Trinidad and Tobago and other Commonwealth countries. These scholarships are prestigious ones and are very beneficial to the country as well as Educational and professional Development of the beneficiaries. The Scholarships are made available for studies in Cancer Research, Cardiology, Gynecology, Neurosurgery, Computer Studies, Electronics Environmental Science and Engineering, Ocean Engineering Paper Technology, Remote sensing Technology, Communications Engineering, Bio technology, Bio-Chemical Engineering, instrumentation, Reliability Engineering, Natural Science, Agricultural and Allied fields and Humanities and Social Science, Archaeology, History, Musicology, Fine Arts Education pedagogy, mass communication, Economics, Business Administration etc. About 100 awards are made available every year to Indian nationals. The number of Scholarships depends upon the offer from the Association of Commonwealth Universities. Upto October, 1993 45 scholars have been sent abroad under these programmes.

### **Nehru Centenary (British) Fellowship/Award**

13.9.0 Under this scheme, Indian students are sent to UK for higher studies/research in the fields of Development Economics, English Language and Literature, International Relations, Energy Conservation and small Business Development in Rural Areas. About 15 awards of fellowships are offered by the British Government. 13 scholars have been sent abroad upto 31st Oct., 1993

### **British Technical Co-operation Training Programme**

13.10.0 Under this programme, some of the training slots ranging between 3-9 months period are being offered to personnel engaged in educational development and activities like Education Project Management, School Examination Development etc. 2 (Two) candidates have been sent abroad upto October, '93.

### **British Council Visitorship Programme**

13.11.0 Under this programme, 148 scientists, Academicians and Medical Specialists have been benefited upto October, '93 for mutual appreciation of important developments in their areas of specialisation.

### **Confederation of British Industry Overseas Scholarship Scheme**

13.12.0 Under this scheme, the Confederation of British Industry, London offers scholarships to Indian nationals for advance professional training in the subject fields of Civil Engineering and Electrical/Mechanical Engineering. The Indian nationals who are working in Civil Engineering Electrical and Mechanical Engineering Industries, particularly from those who have collaborative agreement with UK firms, are eligible for these scholarships. Under this scheme, 2 (Two) candidates have been sent abroad upto October, 1993.

### **John Crawford Scholarship Scheme**

13.13.0 The Government of Australia has offered 24 scholarships to Indian nationals on merit basis for post graduate studies/higher studies/research leading to a Doctoral Degree in the subject fields of Engineering and Technology, Humanities and Social Sciences. Acceptance of 26 candidates has been received and they are expected to leave for Australia in the month of February, 1994.



## **14 TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION FOR THE DISABLED**

## **14. TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION FOR THE DISABLED**

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

14.1.1 Department of Education continued to lay special emphasis on the education of scheduled Castes (SCs) and Scheduled Tribes (STs) in all its Programmes which include the removal of disparities and equalisation of educational opportunities by catering to special needs of SCs and STs.

14.1.2 Under the schemes of Operation Blackboard, Non-Formal Education, Adult Education, etc., states were advised to give high priority to selection of blocks which have large concentration of SCs and STs.

14.1.3 The scheme of upgradation of merit of SC/ST students started in 1987-88 continued to be implemented through States/UTs. Under this scheme, remedial coaching is given to SCs and STs in Classes IX-XII, and special coaching in Classes XI and XII for preparing them for competitive examinations.

14.1.4 Other facilities like reservation of seats (15% for SCs and 7.5% for STs) in admissions and in appointments of teachers upto the level of Lecturer, in educational institutions funded by Government of India, relaxation in qualifying marks in entrance examination, provision of Junior Research Fellowships, Senior Research Fellowships, Research Associateships and Teacher Fellowships exclusively for the students belonging to SC/ST were continued.

14.1.5 The Indian Institute of Technology operate a Scheme under which candidates belonging to SCs and STs, who fail in the joint Entrance Examination by very slender margin of marks are given further training and admitted to relevant courses,

### **Minorities' Education**

14.2.1 In pursuance to the revised POA-1992, two new Central Scheme, i.e., (i) Scheme of Area Intensive programme for Educationally Backward Minorities and (ii) Scheme of Financial Assistance for Modernisation of Madrasa Education, were formulated.

#### *Scheme of Area Intensive Programme for Educationally Backward Minorities*

14.2.2 The basic objective of the scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate Provision for elementary and Secondary schools. The emphasis is on the block/Tehsil for the administration of this programme. For each of the block area a distinct

identifiable project is to be prepared.

14.2.3 Under the scheme 100 percent assistance is given for (i) establishment of new primary and upper Primary schools, non-formal education centres where such a need is felt and viability established on the basis of a school mapping exercise; (ii) Strengthening of educational infrastructure and physical facilities in the primary and upper primary schools; and (iii) opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught to the educationally backward minorities.

14.2.4 The scheme has been launched in the first week of June, 1993 for implementation in eleven States, Viz., Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Utter Pradesh and west Bengal, Covering 41 minority concentration district identified in the POA, 1986 pending identification of the block with concentration of educationally backward minorities.

14.2.5 An amount of Rs.16.27 crores is proposed for the scheme under the Eight Five Year Plan. The budget provision for the scheme during the year 1993-94 is Rs. 2.20 crore.

#### *Scheme of Financial Assistance for Modernisation of Madrasa Education*

14.2.6 The scheme of Financial Assistance for Modernisation of Madrasa Education has formulated with a view to providing financial assistance for introducing science, mathematics, social studies, Hindi and English in the curriculum of madarasas and Muktabs. This scheme will help to initiate the process of Modernisation of these traditional institutions. Cent per cent assistance will be given by the Ministry to such institutions for appointment of qualified teachers for teaching the new subjects to be introduced. The scheme is being implemented through the State Governments.

#### *Monitoring Committee for Minorities' Education*

14.2.7 A Central Monitoring Committee for Minorities Education is also being set up which will monitor implementation of programmes proposed in chapter 3 of POA, 1992.

#### *Scheme of Coaching Classes for Competitive Examinations*

14.2.8 The University Grants Commission introduced a coaching scheme in 1984 to prepare students belonging to educationally backward minorities to enable them to compete in various competitive examinations:

- i) for recruitment to services under the Central and State Governments and Public Sector Undertakings, and

- ii) for admission to Engineering, Medical, Agriculture and Management courses as also for acquiring proficiency in typing, shorthand, computer and secretarial courses.

14.2.9 The UGC is currently implementing the scheme in 21 universities and 32 college besides these, two Regional Resource Centres, one each at Calicut and Aligarh Muslim University, have been set up with the objective of preparing teaching and learning materials and also for conducting orientation programmes for the functionaries of the Coaching Centres. So far 41002 candidate have availed of the facility of Coaching Classes upto March, 1993. The number of successful candidates is approximately 2650 during 1992-93.

14.2.10 The Scheme was revamped in March,1993. Under the revamped scheme, five universities have been identified with the territorial jurisdiction in coordinating and organizing the coaching classes as under:

- i) Jamia Millia Islamia University: New Delhi, UP, Bihar, Delhi, Himachal Pradesh, Haryana, Punjab and MP.
- ii) Bombay University: Maharashtra and Gujarat
- iii) Madras University: Tamil Nadu, Kerala and Orissa
- iv) Osmania University: Andhra Pradesh and Karnataka
- v) Calcutta University: West Bengal and the North Eastern States.

#### *Community Polytechnics in Minority Concentration Areas*

14.2.11 As a part of implementation of the 15-point programme, ten polytechnics were selected during 1984-85 in minority concentration areas for upgrading them as community polytechnics. By the end of financial year 1990-91, all the 41 minority concentration districts have been covered by the community polytechnics or their extension centres.

#### *Training Programmes for Principal/Managers/ teachers in minority managed schools*

14.2.12 NCERT has been organising seminars and training programmes for principals/teachers of minority managed schools. The programme include seminar cum-workshop for principals and managers, and training programmes for teachers from minority managed institutions in subject areas of English, Science Mathematics, Vocationalisation of education and Educational Evaluation. Such training programmes are also being organised by the Regional Resource Centres of NCERT. About 450 Principals and 950 teachers have been trained so far.

*Guidelines for recognition of Minority Managed Institutions*

14.2.13 Department of education have prepared policy norms and principal for recognition of educational institutions as minority managed institutions and these have been circulated to State Governments for enabling them to prepare detailed guidelines in the matter.

# **15 PLANNING, MANAGEMENT AND MONITORING**

## 15. PLANNING MANAGEMENT AND MONITORING

### Decentralised Management of Education

15.1.0 Consequent on the 73rd and 74th Constitutional Amendments regarding Panchayati Raj and Urban Bodies a CABE Committee on Decentralised Management of Education was set up to work out detailed parameters for a decentralised management of education. The Committee submitted its report on 18th September, 1993. The Committee's recommendations indicate how educational structure should be set up at the district, taluk/mandal and village levels in pursuance of the Constitutional amendments. The CABE in its meeting held on 15th October, 1993 endorsed and commended the report for appropriate adaption and effective implementation by the States and UTs keeping in view their specific situation as well as spirit of the Constitutional amendments.

### Central Advisory Board of Education (CABE)

15.2.1 The 49th meeting of the Central Advisory Board of Education (CABE) was held in New Delhi on 15th October, 1993. The CABE noted the progress in the preparation of Programmes of Action of different States and resolved that all State Government and UT Administrations should prepare, latest by 31st December, 1993. comprehensive Programme of Action comprising all stages and aspects of education, on the lines of the Programme of Action, 1992 and keeping in view their situational imperatives. The process of preparation of State situational imperatives. The process of preparation of State POAs should be fully participative. The POAs should have adequate pedagogical, academic and managerial input.

15.2.2 The CABE also considered the reports of CABE Committees Decentralised Management of Education, Teachers, Representation in Legislative Councils and Gnanam Committee Report. It endorsed the reports of Decentralised Management of Education and Teacher's Representation in legislative Councils and felt that more debate was required on the report of Gnanam Committee report. The CABE also considered the report of Yashpal Committee and decided that a wide ranging debate should be organised among educational experts, teachers and parents on the relevant issues. The meeting also endorse a proposal to raise the status of National Steering Committee on School Text Book Evaluation to a statutory National Commission.

### *Conference of Chief Ministers*

15.2.3 A conference of Chief Ministers was specially convened by the Prime Minister on 15 February, 1994 to consider the follow-up of the Education for All Summit of the Nine High Population Countries and the Reports of the National Development Council (NDC) Committee on Literacy and the Central Advisory Board of Education (CABE) Committee on Decentralized Management of Education. The Chief Ministers decided to supplement the efforts

of the Central Government in the mobilization of resources and to accord higher priority to primary and Adult Education in the state plans.

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

15.3.1 The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body set up by the Government of India as the national apex institution in the field of educational Planning and administration. The Institute's main areas of activities include training of educational Planners and Administrators, research, diffusion of innovations and consultancy services. During the year under report the institute continued to undertake activities in respect of training of educational planners and administrators, research, diffusion of innovations and consultancy services.

#### *Training Activities*

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

15.3.3 During 1993-94, the institute organised 30 programmes (upto December 1993), another 16 programmes will be held in the quarter January-March 1994. Some of the important training and orientation programmes organised during the year are:

- Fourteenth Diploma in Educational Planning and Administration (DEPA) (Nov. 1, 1993 to Jan. 31, 1994) for district level educational administrators and faculty members of SCERT's and SIEs, etc.
- Realising the importance of training to improve effectiveness of field level educational officers, the institute has been conducting a specially designed training programme leading to Diploma in Educational Planning and Administration. This course is particularly useful to the officers to be associated with the planning and management of education and to the officers associated with the District Primary Education Programmes now being formulated by various states under the Social Safety Net (SSN) assistance.
- National Seminar on Management of Education under Panchayati Raj Institutions (Sponsored by UNICEF) (May 3-4, 1993)
- Workshop on Quality Assurance and Coverage in Academic colleges (July 6-7, 1993)
- Planning and Administration of Academic Staff Colleges



meeting of Directors of ASCs (August 23-24,1993)

- Planning and Management of Educational Improvement Programmes for Basic Education (Sept. 20-22, 1993) planning for UEE at State and District Levels (October 26-November 5, 1993)
- Computer Applications for Educational Planning and Management (November 22-December 3, 1993)
- The Tenth International Diploma Programme in Educational Planning and Administration for Officials working in Education Departments of the Developing Countries will be held from 1st February, 1994.

### *Research Activities*

15.3.4 One of the main activities of the institute is to undertake, and promote and coordinate research in various fields of educational planning and administration. During the year, Five research studies/projects have been completed whereas, eighteen research studies/projects are in progress. of these, five are sponsored studies and four are under NIEPA's scheme of Assistance.

### **Studies Completed**

1. Management of Autonomy of Educational Institutions: study of Autonomous Colleges.
2. An Evaluative study of Educational Technology in schools(sponsored by Department of Education, Ministry of Human Resource Development)
3. A study on National sample Survey for Monitoring in U.E.E. (Sponsored by Department of Education, Ministry of Human Resource Development)
4. Use of sample Survey Techniques in Educational Statistics (Sponsored by UNESCO)
5. Identification of Training Needs of School Principals (Under NIEPA's Scheme of Assistance)

### *Publications*

15.3.5 The following publications have been brought out in the current year and disseminated widely:

- Regional Disparities in Educational Development (Priced)- Edited by S.C. Nuna.
- Education for All- A Graphic Presentation (Revised Edition)

- External and Internal Resource mobilization for Education for All- Theme Paper.
- Journal of Educational Planning and Administration Vol.VI No.2, April 1992; Vol. No. 3, July 1992 and Vol. No.4., October 1992.

#### *Consultancy And Professional Support*

15.3.6 The faculty members of the Institute provided consultancy and professional; support to national, State and institutional level bodies as well as international organisations. Among the agencies which were given consultancy and professional support included the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs and other institutions within the country. Consultancy services were also provided to international agencies such as UNESCO, UNICEF, World Bank and SIDA.

#### *District Primary Education Programme*

15.3.7 The District Primary Education Programme (DPEP) launched in 1993 seeks to operationalise the strategy of district level planning. The Institute faculty is deeply involved in the DPEP projects by way of providing professional support in the formulation of district plans and appraisal of the projects to be submitted for external assistance in the selected states, districts covered it DPEP amongst the eight states.

#### *CABE Committee*

15.3.8 The Institute has been continuously providing professions support to various Committees of CABE. During this year a core group was set up by the Institute to assist the Committee or decentralized management of education. The faculty of the Institute also participated in the regional meetings convened by the Department of Education for formulation of state-level programme of action for implementation of the revised National Policy on Education. 1992.

#### *Education for All*

15.3.9 Besides, the Institute provided academic support in organization of the nine high-population countries EFA Summit. Besides contributing a paper mobilization of resource for education for panel discussion the Institute brought out a publication "Education for All-Graphic Presentation" on this occasion.

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

15.4.1 The Scheme of Studies, Seminars, Evaluation etc. for the implementation of Education Policy is intended to provide

financial assistance to deserving institutions and organisations, for conduct of seminars, workshops, impact and evaluation studies, etc., on such issues that have relevance to the Education Policy, its management implementation and related issues.

15.4.2 During 1993-94 financial assistance has been provided for organisation of one workshop, eight meetings, two conferences, five studies, seventeen seminars and for publication of two journals.

#### **Annual Plan**

15.5.0 Annual Plan (1994-95) proposals of the Department of Education are formulated keeping in view the priorities and thrusts stated in the Directional paper of the Planning Commission. The proposals of the Department of Education were discussed in a meeting taken by Member Secretary, Planning Commission on 10th December, 1993 between HRM and Deputy Chairman, Planning Commission on 14th January, 1994.

#### **Educational Statistics**

15.6.1 With a view to reduce the time-lag in the compilation and printing of educational statistics, emphasis was laid for timely collection of educational data in the Regional Workshops held during the year to operationalise the Programme of Action, 1992. State/UT Governments had been urged to include this item under their respective POAs.

15.6.2 Another important activity during the year under report was the organisation of workshop to review the International Standard Classification of Education (ISCED). The Workshop was organised by NIEPA under the aegis of UNESCO at new Delhi on 13-15 October, 1993 and the suggestions/recommendations for revising the exiting classification/emanating from the workshop have since been sent to UNESCO for further action.

15.6.3 Vigorous efforts were made in the Department to clear the pendency of the publication programme during the year. A special drive was launched and as many as 17 publications have since been brought out for the years 1987-88 to 1989-90, under the aforesaid drive.

15.6.4 In order to tone up the educational statistics, the scheme of Computerisation of Educational Statistics was further strengthened and a sum of Rs. 8 lakh was placed at the disposal of NIC for processing of the computerised data at the State/UT Head Quarters. State/UTs Government have also been asked to get the computerised S1, S2, S3, forms printed in adequate quantity. The cost of Printing of forms would be reimbursed, if required. It is also proposed to set up a group of Experts for identifying "Core Information Framework for Educational Statistics"

15.6.5 Under the Education in India Series, the following

publications were brought out or are ready for publication during the year under report:-

1. Selected Educational Statistics 1991-92
2. Education in India Vol.I(S) 1987-88
3. Education in India Vol. I(S) 1988-89
4. Education in India Vol.I(C) 1987-88
5. Education in India Vol.I(C) 1988-89
6. Education in India Vol. I(C) 1989-90
7. Education in India Vol.II(C) 1985-86
8. Education in India Vol.II(C) 1987-88
9. Education in India Vol.II(S) 1987-88
10. Education in India Vol. II(S) 1988-89
11. Education in India Vol. II(S) 1984-85
12. Education in India Vol.I (S) 1989-90
13. Indian Students/Trainees Going Abroad 1987-88
14. Indian Students/Trainees Going Abroad 1990-91
15. Selected Information on School Education 1990-91
16. Selected Information on School Education 1992-93
17. Selected Educational Statistics 1992-93.

#### **Computerised Management Information System (CMIS)**

15.7.1 The main objective of the Computerised Management Information System (CMIS) Unit is to develop and maintain software for the implementation of management information system for the Department of Education. At present this Unit have three PC/AT 386 and three PC/AT/286 with line, dot-matrix and laser printers. Two terminals of the Super PC COSMOS 486 system of NIC have also been installed in this Unit. Approximately, thirty projects were identified for computerisation and completed successfully. These are from Planning, Monitoring and Statistical, Administration, Book Promotion, Scholarship, Divisions etc. Most of these projects are of continuing nature and are processed monthly, quarterly, half-yearly and annually. Some new areas have also been identified for computerisation for covering in the Eight Five Year Plan. Efforts are being made to upgrade the existing Posts.

15.7.2 Work relating to various reports like the Annual Report of the Department, Annual Plan proposals, Report of the CABE committee, documentation work for Education for All Summit have also been taken up by this Unit during this year.

15.7.3 The following are the list of the projects taken up for computerisation by this Unit:-

#### *Administration*

- Database relating to Group B and Group C officers of Department of Education on selected parameters such as name, designation, division, section, date of joining etc. for internal adjustments.
- Database and software maintained for Monitoring staff position in the Department of Education.
- Details of Autonomous organisations/ Subordinate offices under the Department of Education where the post of the Heads of the organisation are vacant and action taken for filling up thereof.
- Statement indicating the details of vacancies and the officers selected in the Grade of Deputy Secretaries/Directors.
- State-wise/ cadre-wise list of officers (DS and above) of the Department of Education.
- Pay-billing system of the Department of Education.
- Recovery Schedule of officers of the Department.
- Database created for admission in KVS for the employees of the Department of Education.
- Monitoring of consolidated Expenditure of S&S. Telephone Directory.

#### *Statistics*

- Education in India Vol.I (S)
- Education in India Vol. II(S)
- Education in India Vol. I(C)
- Education in India Vol. II(C)
- Education in India Vol. III

- Selected Educational Statistics
- Educational Statistics at a Glance
- Indian Student Going Abroad
- Indian Trainees Going Abroad
- Database on Education Ministers/Chief Secretaries/  
Education Secretaries/DPIs etc.

#### *Planning*

- Annual Plan proposal for 1993-94

#### *Book Promotion*

- Generation of International Standard Book Numbering (ISBN) System for Raja Ram Mohun Roy National Unit.

#### *SC/ST Unit*

- Education in India Vol. IV.(S)
- Education in India Vol. IV.(C)

#### *Miscellaneous Work*

- Computerisation of KVS Admission on all India level on the basis of special dispensation (HRM, Ministers, Members of Consultative Committee, MPs, etc.)

15.7.4 This Unit provides hardware and software maintenance support to other Divisions. To create computer awareness and generating basic expertise in computer operations and software applications, this Unit imparted training to LDCs/ UDCs and stenographers of various Divisions of the Department.

#### **Computer based Management Information Systems developed by NIC for Department of Education**

15.8.1 National Informatics centre has established a computer Centre in the Department of Education and has installed a DCM COSMOS 80486 system and has established a local area network (LAN) of 25 terminals. A team of officers of NIC is working in close coordination with the officials of the Department for developing computer based management information systems. Highlights of the year 1993-94 are as follows:

- Development of software for Plan Scheme of computerisation of Educational Statistics based on S1, S2 and S3 proforma has been completed and software has been distributed to all state centres of NIC.

- Feasibility study report identifying various area for computerisation and providing estimate of cost involved for computerizing information systems and establishing computer centre in respect of Kendriya Vidyalaya Sangathan has been prepared.
- A report has been brought out giving state-wise and district-wise male, female, and person literacy rates and rank of district at national level separately on the basis of male female and person literacy rates for easy identification of educationally backward districts.
- Backlog of data entry has been cleared by engaging a data entry agency and educational statistics data for four years, budget expenditure data for two years and vocational education data for one year has been got entered by the agency.
- Validated and processed budget expenditure data on education and brought out publications for the periods 1989-92 and 1990-93.
- Educational statistics data in respect of higher education has been validated and processed and publications have been brought out for the years 1988-89 and 1989-90.
- Publications have been brought out for the years 1987-88 and 1988-89 by validating and processing educational statistics data based on school education in respect of SC and ST.
- A query system has been developed based on selected educational statistics data for five years, namely, 1988-89 to 1992-93 which gives information in respect of a selected combination of year(s), states(s) and parameter(s).
- Based on comprehensive educational statistics data for three years, namely, 1987-88 to 1989-90, a query system has been developed by which variety of information on educational statistics for each state on a number of parameters for three years can be retrieved at the press of a button.
- A regression model has been developed based budget expenditure data on education for ten years and statewise and sectorwise budget expenditure on education for the years 1996 and 2000 have been estimated.
- Centrally sponsored scheme of teacher education has been studied and designed proforma for collection of data on quarterly and annual basis.

- Computerisation of sixth All India Educational Survey data has been taken up. Proformae have been designed for collection of data. Data structures and data entry screens have been developed. Software has been developed for selecting a systematic sample of various proformae and for taking a complete printout of selected proformae judiciously for the purpose of sample checking of data entry.
- Software developed for Total Literacy Campaign has been suitably modified as per the requirements of user organisation and a number of reports have been generated based on statistical data received from TLC districts in the form of monthly progress reports.
- Software has been developed for validating and processing data based on Vocationalisation of school education. Data has been got entered, validated and reports generated.
- Grants-in-aid to Voluntary agencies in respect of Non-formal education has been computerised and discrepancy letters, agenda, minutes of meeting, sanction letters etc. have been generated. Software has been developed for creating database and for generating a number of reports.
- Experts information system and appointments information system have been developed and implemented in Minister's office and a number of reports have been generated.
- A comprehensive database on budget expenditure on education based on data of 42 years from 1951-52 to 1992-93 giving statewise and sectorwise plan and non-plan expenditure on education (Revenue Account) and statewise capital account, total state budget and state domestic product has been created.
- Development of computer based management information systems in respect of Kendriya Vidyalaya Sangathan has been taken up.
- Training programmes on DOS and related software and UNIX and related software have been organised and a number of officers have been trained on the usage of Computers, Word Processing, operation of custom designed packages and usage of NICMAIL.
- Presentation charts and graphs have been produced from time to time in connection with various studies.



- Software maintenance support has been provided in respect of Grant-in-aid to voluntary agencies of Adult Education Bureau.
- Parliament assurances for generating weekly reports.
- Copyright office for generating discrepancy letters, register of copyright and index cards.

## 16 INTERNATIONAL COOPERATION

## 16. INTERNATIONAL COOPERATION

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

16.1.2 During the year, India contributed to the activities of UNESCO and its Regional Offices through participation in numerous workshops, symposia and conferences, by assisting in the organisation of national, regional and inter-regional activities in India in areas of competence of UNESCO, arranging placement of UNESCO fellows in India Institutions, formulating projects under the Participation Programme of UNESCO and administration of UNESCO Coupons scheme. Public information activities relating to UNESCO continued to be operated in the form of publication of Hindi and Tamil editions of UNESCO Courier.

*UNESCO-UNICEF initiative to Promote Education For All in the largest developing countries*

16.1.3 The Department of Education was privileged to host the Education For All SUMMIT of Nine High Population Countries in New Delhi on 16 December, 1993. The Summit was attended by the President of Indonesia, Prime Minister of India, Deputy Prime Minister of China and the Education Ministers as special representatives of the Heads of State or Government of six other countries - Bangladesh, Brazil, Egypt, Mexico, Nigeria and Pakistan. These countries account for more than half the world's population and 70 percent of the world's illiterates. The Head of three U.N. Agencies UNESCO, UNICEF & UNFPA also participated in the Summit as Co-sponsors.

16.1.4 The Summit was preceded by Minister level Pre-Summit discussions on 13-15 December, 1993. In a series of panel discussions held over three days, distinguished educationists and Ministers reflected upon key issues and challenges facing education for all in each of the countries and in the world community at large. The deliberation focussed on specific themes like "Mobilization, People's Participation and Decentralization for EFA", "External and Internal Financial Resources for EFA", "Girls and Women's Education, Women's Empowerment and Population Issues" and "Education and Society". A major and tangible outcome of Pre-Summit meetings has been the decision to have a nine country collaborative effort on distance education to reach out to population not served by the formal school system.

16.1.5 The discussions at the Pre-Summit and the Summit were extremely useful and would help in focussing world's attention on

the goal of Education for All and the policy issues involved in achievement of this goal. The sharing of experiences and the common endeavour will provide a fresh impetus to the attainment of EFA goal.

16.1.6 The Nine High Population Countries adopted the Delhi Declaration and a Frame Work of Action to implement the pledge and identify possible priority areas of co-operation.

16.1.7 Shri Arjun Singh, Minister of Human Resource Development participated in a working session and consultations in Paris on 2-4th June, 1993 for preparation of the EFA-9 Summit meeting of the Nine High Population Countries. Shri Y.N. Chaturvedi, Additional Secretary, Department of Education was the other member of the delegation.

16.1.8 A preparatory Meeting for the Education For All Summit of the Nine High Population Countries was held in New Delhi under the Chairmanship of Shri S.V. Giri, Education Secretary, Department of Education, Ministry of Human Resource Development on September 11-12, 1993. The representatives of Nine countries viz., Bangladesh, Brazil, China, Egypt, Indonesia, Mexico, Nigeria, Pakistan and the host country India, besides the representatives of the Sponsors viz., UNESCO, UNICEF & UNFPA attended the Meeting.

*Asia-Pacific Programme for Educational Innovation for Development (APEID)*

16.1.9 As one of the promoters of UNESCO's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has actively participated in APEID programmes and activities. The National Council of Educational Research and Training, one of the principal Associate Centres of APEID, acts as the Secretariat of NDG, facilitates dissemination of information about APEID activities, and promotes innovative experiences at the regional level. A meeting of the General Body of the National Development Group (NDG) for Educational Innovations was held at NCERT, New Delhi on 26th May, 1993.

*27th Session of the General Conference of Unesco, Paris held from 25th October to 16th November 1993*

16.1.10 A 11-member Indian Delegation led by Kumari Selja, Deputy Minister for Education and Culture, Ministry of Human Resource Development participated in the 27th General Conference of Unesco at Paris. In addition to the other items of agenda, the Draft Programme and Budget of UNESCO for the Biennium 1994-1995 was considered and approved.

16.1.11 During the Conference, India was elected as one of the Vice-Presidents of the Conference. India has also been elected to be a member of the Executive Board of UNESCO and other Intergovernmental bodies of UNESCO viz., (1) IGC for International Informatics Programme (IIP) (2) IGC for Development

of Communication (IPDC) (3) IGC for the Management of Social Transformation (MOST).

16.1.12 Draft Resolutions were introduced by the Indian delegation which were adopted or noted by the Conference. India took major initiatives in securing allocation of funds for development of vocational education in the region. At the initiative of India, the Conference approved giving special priority to large countries with high rates of illiteracy. The Indian delegation played an active role in all the Commissions and Drafting Groups.

*Asia-Pacific Programme of Education for All (APPEAL)*

16.1.13 Another important regional programme of UNESCO in which India has contributed significantly is the Asia-Pacific Programme of Education for All (APPEAL) which was launched from New Delhi by UNESCO in 1987. A high level National Coordination Committee, set up by India to coordinate activities under APPEAL and EFA, had its 8th meeting on November 19, 1993 under the Chairmanship of Education Secretary. Shri S.V.Giri, Education Secretary apprised the Committee of the preparation for the Summit meeting of the Head of Governments of 9 high Population Countries which was held from December, 12-16th, 1993 in New Delhi. The meeting also took note of the programmes launched in the field of Adult Education and the strategies and the achievements in the area of primary education. The Committee noted international efforts in recent years that led to an increased awareness of the problem of illiteracy.

*Sub Regional Meeting of National Commissions for Unesco of South and Central Asia held in New Delhi from 8-12 Feb., 1993*

16.1.14 The Indian National Commission for Cooperation with Unesco organised a Sub-Regional Meeting of National Commissions of South and Central Asia in New Delhi from 8-12 February, 1993. The Meeting was attended by National Commissions of Afghanistan, Bangladesh, Bhutan, China, Iran, Kyrgyzstan, Maldives, Mongolia, Nepal, Sri Lanka and Thailand. The representatives of the Director General, Unesco and Director of Unesco Regional Office in New Delhi also participated in the Meeting alongwith the experts of Unesco Regional Office in New Delhi. Eight representatives of active Unesco Clubs functioning in India also attended the Meeting. The meeting deliberated upon a number of projects in the areas of competence of UNESCO which could be initiated by the countries of the Sub-region.

*VIth Regional Conference of Ministers of Education & Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP-VI) 21-24th June, 1993, Kaulalumpur, Malaysia*

16.1.15 A delegation led by Kumari Selja, Deputy Minister of Education & Culture attended the Sixth Regional Conference of Ministers of Education & Those Responsible for Economic Planning in Asia & the Pacific (MINEDAP-VI) held in Kuala Lumpur, Malaysia

from 21-24th June, 1993. The items discussed were overview of Educational Development in Asia and Pacific since the last meeting in 1985, Education For All, Changing Demands on Education on the threshold of the 21st Century and Promotion of Regional and International Co-operation in education. The Indian delegation made a major contribution to the drafting of the Kualalumpur Declaration particularly with regard to emphasis on Vocational Education. The Deputy Minister was elected as Chairperson of Commission I and a member of the Bureau, the most important body of Conference which finalised the draft report and recommendations. The Conference also decided that UNESCO should pay special attention to nine most populous countries with high rates of illiteracy.

*Dr. Karan Singh's appointment as member of Unesco's body*

16.1.16 Dr. Karan Singh, former Union Minister and presently Chairman of the Governing Board of the Auroville Foundation has been appointed as a Member of the 15-Member UNESCO's International Commission on Education for the 21st Century. Dr. Karan Singh attended the first meeting of the Commission held in Paris from 2-4 March, 1993.

*Executive Board of UNESCO*

16.1.17 Shri N. Krishnan, Member, Executive Board of UNESCO attended the 141st and 142nd Sessions of the Executive Board of UNESCO held in Paris from 10-28 May, 1993 and 11-22 October, 1993 respectively.

*Nomination of Shri R.N. Mirdha, M.P. as India's Representative on the Executive Board of UNESCO*

16.1.18 Consequent upon the election of India as one of the members of the Executive Board of UNESCO, Shri R.N. Mirdha, Member of Parliament has been nominated to represent India on the Executive Board of UNESCO.

*143rd Session of Executive Board of UNESCO*

16.1.19 The 143rd Session of the Executive Board was held in Paris on 17-18 November, 1993. During this session, India has been elected one of the Vice-Chairpersons of the Executive Board.

*Contribution to UNESCO's Budget*

16.1.20 Each Member State of UNESCO contributes to the UNESCO's Regular Budget for each biennium. India's share of contribution as per approved scale of contribution for 1992-1993 was fixed at 0.36% of the total budget of UNESCO. Accordingly, India made a contribution for Rs.3,49,22,000/- (An amount of Rs.54,22,000/- was released during 1991-1992 and Rs.2.95 crore released during 1992-93) for the year 1992 and Rs.3,55,21,000/- (An amount of Rs.75,000/- released during 1992-93 and Rs. 2,80,21,000/- released during 1993-1994) for the year 1993.

*Contribution by India on account of rent of accommodation of ROSTSCA (UNESCO's Regional Office in New Delhi)*

16.1.21 Regional Office of Science and Technology for South and Central Asia (ROSTSCA), UNESCO is presently housed in private building in Vasant Vihar. India is paying rent for this accommodation in accordance with an understanding with UNESCO when the Regional Office was set up in the 1950's.

*International Institute for Educational Planning, Paris*

16.1.22 India has voluntarily contributed an amount of Rs.6,00,000/- (Equivalent to US \$20,000) to the International Institute for Educational Planning, Paris for the years 1992 and 1993 during 1993-1994.

*1992 UNESCO Peace Education Prize*

16.1.23 Mother Teresa was conferred with the 1992 UNESCO Peace Education Prize by Director General, UNESCO Mr. Federico Mayor at Calcutta in the month of December, 1993.

*Kalinga Prize*

16.1.24 Kalinga Prize for 1992 was awarded to Dr. Jorge Flores Valdez (Mexico) and to Dr. Peter Okebukola (Nigeria) for the popularization of Science. The award ceremony was held in "India International Centre" on February 8, 1993 attended by the Minister of Human Resource Development (Govt. of India) and also by the Education Secretary (Dept. of Education).

*Jan Amos Comenius Medal*

16.1.25 JAN AMOS COMENIUS Medal 1993 was given to Dr. Chitra Naik, Member (Education), Planning Commission in the month of December, 1993 in New Delhi during the course of the Education For All Summit of the Nine High Population Countries.

*Doctor Honoris Causa to DG UNESCO*

16.1.26 Director General, UNESCO Mr. Federico Mayor was conferred with Doctor Honoris Causa at Vishwabharti University at Calcutta in the month of December 1993 in the presence of Shri Arjun Singh, Minister for Human Resource Development (Govt. of India).

*International Literacy Prizes 1993*

16.1.27 The highly prestigious NOMA Prize, of the three International Literacy Prizes awarded by UNESCO annually has been awarded for 1993 to the Indian National Federation of UNESCO clubs and Associations (INFUCA), Bangalore for raising literacy awareness among under privileged groups in particular Koragas of Southern India.

16.1.28 Each Literacy Prize also carry two Honourable mentions. The Honourable mention attached to the NOMA Prize has been awarded to "Bhav-Nagar Jilla Saksharata Samiti for having planned, monitored and executed the total literacy campaigns in Bhav Nagar district in Gujarat. These prestigious awards were given on 8th September, 1993 at New Delhi on the International Literacy Day by Dr. Federico Mayor, Director General, UNESCO.

#### *Chinese National Conference on Education for All*

16.1.29 Ms. Selja, Deputy Minister of Education and Culture, Ministry of Human Resource Development participated in the China National Conference on Education For All held in Beijing, People's Republic of China from 1-4 March, 1993, organised by the State Education Commission of the People's Republic of China. the China National Conference on Educational for All provided a good opportunity to sum up and exchange the experiences in developing basic education and literacy.

#### *Second Meeting of the International Consultative Forum on Education For All*

16.1.30 The World Conference on Education For All in Jomtien, in March 1990 had adopted a historic Declaration and Plan of Action to achieve Education For All in the World by 2000 AD. The Sponsors of the Jomtien Conference - UNDP, UNESCO, UNICEF and World bank established an International Consultative Forum on Education For All to periodically review the progress towards the global objectives of EFA by 2000. The second meeting of the International Consultative Forum on Education For All was hosted by the Government of India in New Delhi from 8-10 September, 1993.

16.1.31 The Central theme of the Meeting, quality of education for All, which concerns developed and developing countries alike, was elaborated around four broad topics as under :-

1. Early childhood development
2. Improving schooling
3. Improving non formal education programmes.
4. Financing quality basic education.

16.1.32 The Forum was attended by some 80 principal invitees comprising a mix of policy makers, development practitioners, educators, and other professionals together representing various partners in EFA - i.e. developing countries, inter-governmental agencies, non-governmental organisations, the business community, the media. Besides, several Senior Officers of the Government of India, State Governments and Autonomous organisations attended the Forum as Observers.



*VII Session of the Advisory Committee on Regional Cooperation in Education in Asia and the Pacific*

16.1.33 Dr. R.V. Vaidyanatha Ayyar, Joint Secretary, Department of Education, Ministry of Human Resource Development participated in the VII Session of the Advisory Committee on Regional Cooperation in Education in Asia & the Pacific held in Kuala Lumpur, Malaysia from 14-17th June, 1993.

*Regional Consultation Meeting of National Commissions of Unesco*

16.1.34 Shri S.R. Tayal, Director, Department of Education attended the Regional Consultation Meeting of the National Commissions for Unesco in Asia and the Pacific held in Beijing, People's Republic of China from 28th June to 2nd July, 1993.

*Information Seminar for the New Officials of the National Commissions for Unesco in Asia and the Pacific*

16.1.35 Ms. Sujaya Krishnan, Under Secretary, Department of Education attended the Information Seminar for the New Officials of the National Commissions for Unesco in Asia and the Pacific held in Bangkok, Thailand from 15-19 February, 1993.

*Participation by India in other Conference/Meetings/Workshops/Working Groups sponsored by UNESCO*

16.1.36 Indian Experts represented the Deptt. of Education, Ministry of Human Resource Development in the following Workshops, Training courses, Seminars, Working Group Meetings etc. sponsored by UNESCO or its Regional Offices :

- Sub-Regional Workshop on Research Design on Functional Literacy Level held in Seoul, Korea from 26th April to 1st May, 1993.
- Sub-Regional Workshop on Education, Employment and Human Resource Development held in Taskhent, Republic of Uzbekistan from 3-14 August, 1993.
- Regional Workshop for Training of Continuing Education Personnel held in Chiangmai, Thailand from 13-23 August, 1993.
- International Symposium on Technical & Vocational Education held in Beijing, People's Republic of China from 13-18 September, 1993.
- Asia and the Pacific Seminar on Educational Technology-1993: Diffusion of New Information Technology for Teachers and Students use at lower & Upper Secondary Level held in Tokyo, Japan from 28th September-6th October, 1993.

16.1.37 In addition to the above mentioned meetings, the Indian National Commission nominated experts to participate in about 15 national, regional and international meetings, workshops, seminars, conferences etc. convened by or under the auspices of UNESCO. During the year under review, the Commission also assisted placements of UNESCO'S fellows for study visits to various institutions in India. The Commission also recommended the candidatures of eight Indian Nationals for various posts notified to the Commission by UNESCO, Paris.

#### *Participation Programme of UNESCO*

16.1.38 Under the Participation Programme, UNESCO provides financial assistance to various institutions and organisations of Member States which are engaged in promotion of programmes and activities of UNESCO, for undertaking innovative projects which would contribute at the national, subregional and international levels to the implementation of the objectives of UNESCO. For the biennium 1994-95 24 projects have been forwarded to UNESCO Secretariat for approval with a projected demand of US \$ 5,39,000 from UNESCO.

#### *Education for International Understanding, UNESCO Clubs and Associated Schools*

16.1.39 The UNESCO Clubs, constituted mainly in educational institutions, are voluntary bodies engaged in the promotion of aims and objectives of the organisation. The associated schools are educational institutions which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of the Indian National Commission for Cooperation with UNESCO, 37 Schools and Teacher Training Institutes from India are enlisted with UNESCO under this project.

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

#### *Photo Contest in Asia and the Pacific*

16.1.41 The Indian National Commission for UNESCO has been extending its cooperation to the Asian Cultural Centre for UNESCO, (ACCU) Japan, in the annual participation, in the photo contest organised by ACCU.

### *UNESCO Coupons Programme*

16.1.42 The Commission continued to operate the UNESCO International Coupons Scheme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication to import their bonafide requirements of educational publications, Scientific equipment, educational films etc. from abroad without undergoing the foreign exchange and import control formalities. The total sale of UNESCO Coupons during the year amounted to US \$ 10,500/-.

### *Publication of Indian Language editions of UNESCO Courier*

16.1.43 Courier is an educational and cultural periodical brought out by UNESCO. The Indian National Commission continued to support publication of its Hindi and Tamil Editions with the assistance of UNESCO subvention. The language versions enjoy a wide circulation amongst educational institutions, Libraries, UNESCO Clubs, Associated Schools and the public at large.

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

16.1.44 The Commission is operating a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of UNESCO. During the year, grant-in-aid amounting to Rs.28,000/- has been sanctioned so far to the different bodies.

### **External Academic Relations (EAR)**

16.2.1 The EAR Unit deals with policy matters to promote India's External Academic Relations with more than 60 countries with whom India has bilateral Cultural Exchange Programmes and other collaborative arrangements. It continued to monitor the educational component of the bilateral and collaborative programme with other countries.

16.2.2 On the invitation of Minister of Education and Science, Government of Mauritius, Shri Arjun Singh, Minister for Human Resource Development visited Mauritius from 7-10 June, 1993.

16.2.3 During his stay in Mauritius, HRM had detailed discussions on further enhancement of India's contribution for the Human Resource Development of Mauritius. HRM had fruitful meetings with President, Vice-President, Prime Minister, Minister of External Affairs and Minister of Education and Science besides other eminent personalities. HRM assured Government of India's support to the Mahatma Gandhi Institute in Mauritius which has been set up in 1973 with Indian assistance. Indian assistance would focus on study of Indian Studies, Development of Indian Languages, Indian Music and Dance and Establishment of Jawahar Lal Nehru Chair for Indian Studies at Mahatma Gandhi Institute. Indian assistance was also assured for setting up of the Rajiv

Gandhi Science Centre in Mauritius.

16.2.4 In July 1993, His Excellency, Mr. A. Parsuraman, Minister of Education and Science of the Republic of Mauritius visited India. During his discussions with the Minister of Human Resource Development, collaboration in the field of education were reviewed.

16.2.5 A delegation from Yemen led by Deputy Education Minister of Yemen visited India from 21-24 October, 1993 on a private visit. Fruitful meetings for the delegation were held with NCERT, NIEPA and other experts in the field of education.

#### *Iranian Delegation*

16.2.6 In pursuance of the agreed minutes of the 6th Session of the Indo-Iranian Joint Commission in November, 1992 a five member delegation from Iran visited India from 1st October, 1993 for a period of seven days in order to workout the modalities regarding placement of 110 Iranian nationals in Technical, Scientific & Vocational courses in suitable Indian Institutions. The Indian delegation was led by Additional Secretary, Department of Education.

#### *SAARC Technical Committee on Education*

16.2.7 The 16th Session of the Standing Committee of Foreign Secretaries of SAARC member countries recommended the merging of the Technical Committee on Education with that of Sports, Arts and Culture. The 11th Session of the Council of Ministers approved this recommendation. This change came into effect from 1st January, 1993. In pursuance of the above decision, the first meeting of the SAARC Technical Committee on Education and Culture was held in Colombo from 14-16 October, 1993. Shri S. Banerjee, Joint Secretary, Department of Education was a member of the Indian Delegation at the meeting.

16.2.8 Under the aegis of SAARC, a Workshop on "Girl and Women's Education" was held in Sri Lanka from 1-3 July, 1993. Dr. Usha Nayar, Professor & Head, Department of Women's studies, NCERT, New Delhi and Ms. Uma Kulkarni, State Programme Director, Mahila Samakya Society, Bangalore, represented India in the Workshop.

16.2.9 As a part of SAARC Calender of Activities, Government of Bangladesh organised a Workshop on Teacher Training from 1-3 November, 1993. Shri U.K. Sinha, Director(TE), Department of Education and Dr. Ajit Singh, NCERT represented India in the workshop.

16.2.10 Government of Nepal organised a Workshop on "Higher Education" at Kathmandu from 9-10 November, 1993. Shri, K.J.S. Chatrath, Joint Secretary, Department of Education represented India in the said Workshop.

## Co-operation with UNICEF

16.3.1 Government of India in co-operation with UNICEF is expanding the basic education for all children and women, improving social and economic opportunities for women and, reducing disparities in education among different groups and between genders.

16.3.2 The Department of Education has collaborated with UNICEF in the areas of promotion and planning of "Education for All" at national and state levels and, in developing demonstration projects in support of key elements of the national programme of action focussing on activities at district level including support to conduct of various studies under the GOI's District Primary Education Programme. With UNICEF's financial as well as technical support, projects for introduction of Minimum Levels of Learning (MLLs), introduction of MIS in selected districts, evaluation and documentation of Elementary Education and Total Literacy Campaigns, the development of literacy and post-literacy materials, innovative media activities, etc. have been undertaken.

16.3.3 During 1993-94, if UNICEF continued its support for developing and implementing district specific projects in a number of states. The most significant of these was in Madhya Pradesh where the Teacher Empowerment Project is underway in five districts. Under this project, which aims at institutionalising continuous in-service, teacher support and resource centres are being established at cluster level.

16.3.4 UNICEF is also supporting a comprehensive basic education project in Bihar, viz. Bihar Education Project which is a basic education project aimed at bringing about qualitative improvement in the education system. Three districts of Ranchi, West Champaran and Rohtas were taken up in 1991-92. In the year 1992-93, the project was expanded to four more districts of Muzaffarpur, Sitamarhi, E. Singhbhoom and Chhapra.

16.3.5 In Andhra Pradesh, UNICEF's support is focussed on education for girls and demonstration activities in Mehboobnagar and Anantpur districts have been undertaken. In Bombay, a project implemented by the Bombay Municipal Corporation seeks to improve the quality of primary education in deprived urban areas, reduce the high drop-out and repetition rates and improve learning achievements. Similar Urban Education Projects are being supported in Pune and Nasik districts of Maharashtra.

16.3.6 Support is also being provided for two innovative projects - Project on Integrated Education for the Disabled (PIED) Children, and the Area Intensive Education Project (AIEP). PIED, which is being coordinated by NCERT, seeks to develop appropriate strategies for integrating disabled children into mainstream primary education and strengthening the Central Government's Integrated Education for Disabled Children Programme at primary levels. AIEP is an attempt to operationalise the

concept of microplanning and is being undertaken in selected districts in five States and one Union Territory. This is being coordinated by the respective SCERTs/SIEs.

16.3.7 UNICEF supported an important study tour of central and state government official to China and Phillipines in end September - early October 1993 to promote technical cooperation amongst developing countries.

16.3.8 In 1993, two major global events related to basic education, namely the consultation on "Education for All Forum" in September 1993 and the "Education Summit" of the nine most populous countries in December 1993 were organised by Government of India. UNICEF, among with other partners, provided substantial financial, logistics and technical support for the organisation of these events. These two events constitute major landmarks in the global march towards the attainment of the goals and EFA by the turn of the century. Major media related activities and development/production of relevant documentation were supported by UNICEF in support of these two events.

#### *Bihar Education Project*

16.3.9 The Bihar Education Project is a basic education project aimed at bringing about qualitative improvement in the educational system and, through it, in overall socio-cultural situation in the State of Bihar.

16.3.10 The Bihar Education Project comprises all components of basic education and is envisaged to cover, in a phased manner, 150 blocks spread over 20 districts over a 5 year period 1991-92 to 1995-96. The estimated outlay of the project over 5 year period (1991-92 to 1995-96) is Rs. 360/- crore. The donor agency, viz. UNICEF, will contribute Rs. 180 crore, the Govt. of India Rs. 120 crore and the Govt. of Bihar Rs. 60 crore in accordance with the agreed funding pattern of 3:2:1 between UNICEF, GOI and GOB respectively. Special emphasis has been laid on the education of hitherto deprived sections of the society such as SCs/STs and the women. BEP is an evolving project with Block as the unit for most of the programme activities. Participatory planning and implementation are the important characteristics of the project. Generation of demand for educational services, capacity building and development of participatory management structures are the other crucial elements of the project implementation.

16.3.11 A State level body Bihar Shiksha Pariyojana Parishad (BSPP) has been registered to plan & implement the BEP. The Parishad has two organs - the General Council with Chief Minister as Chairman and the Executive Committee with Education Secretary, Govt of Bihar, as the Chairman. The Government of India, Government of Bihar, UNICEF, teachers and NGOs are represented on these bodies. It has its branches at the district level wherein a District Executive Committee, with

partnership of the GOI/GOB/UNICEF/ Teachers & NGOs, looks after project planning. For implementation of various components of the project activities, task forces have been set up. At the village level, the Village Education Committee is envisaged as the crucial unit which would assist the basic education system in securing the cooperation and participation of the community, and oversee educational inputs. The Project is being implemented in a Mission mode.

16.3.12 Three districts of Ranchi, W.Champaran and Rohtas were taken up in 1991-92. In the year 1992-93, the project was expanded to four more districts of Muzaffarpur, Sitamarhi, E. Singhoboom and Chatra. It was decided to consolidate the programme in the existing seven districts rather than going in for more districts during the year 1993-94.

16.3.13 The Meetings of the Bihar Shiksha Pariyojana Parishad and its Executive Committee were held regularly during the year 1993-94. The district level management structures in all the seven districts functioned smoothly; the meetings of the District Executive Committees and District Task Force were also held regularly.

16.3.14 The Pace of implementation of the project which was slow hitherto picked up substantially during the Year 1993-94.

16.3.15 The activities during 1993-94 include setting up and operationalisation of Village Education Committees (VECs) and training of the VECs functionaries; distribution of free text books to SC/ST students; introducing School Health Programme in Rohtas and West Champaran districts; organising 10 day training course for primary school teachers; organising Gurugostha Meetings; establishing more NFE centres; expansion of Mahila Samakhya Programmes to more areas; convergence of ICDS, PHED, health and welfare schemes with the educational inputs; bringing out a news magazine 'Pratyush'; organising puppet show and broadcasting of regular programmes; participation of the community in the enrolment drive resulting in enhancement of enrolment, particularly of girls children; organising District Resource Units meetings every quarter; arranging orientation workshop for selected voluntary agencies; paintings posters and panels exhibitions; Nukad Nataks; Tree Plantation by students and teachers; review meetings by the Union Education Secretary to review the progress of implementation of the programme and suggest corrective measures, etc.

16.3.16 A budget provision of Rs.20 crore exists for the year 1993-94 for this project.

### **Multilateral/Bilateral Projects**

#### *U.P. Basic Education Project*

16.4.1 An Education for All Project prepared by the State Government of U.P. was posed to the World Bank for appraisal

during August 1992. The project would be a State Sector Project with an outlay of Rs.728.79 crore spread over seven years. IDA will provide a credit of US\$ 163.10 million and the State Government's share would be approximately 13% of the total project outlay. The final negotiations with the Bank were held on 10-14th May, 1993. Subsequently, the Board of the Bank approved the project and development credit agreement was signed on 7.7.1993. An important component of the project is capacity building and community mobilization to achieve the goals and objectives of UEE. Non-governmental Organisations would have a key role in operationalisations of the Project and would be represented at all levels of the project management and implementation structure. The project envisages an active role to be played by the Village Education Committees in terms of implementing and supervising the project activities at the village level. The project also proposes an integrated techno-academic support system to meet the planning, management, research and training needs.

### *Mahila Samakhya*

16.4.2 Provision of educational opportunities for women has been an important part of the national endeavour in the field of education since India's independence. Though these endeavours did yield significant results, gender disparities persist with uncompromising tenacity, more so in rural areas and among disadvantaged communities. The National Policy on Education, 1986 saw education as an agent that could bring about basic change in the status of women. To quote "In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women....the removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority through provision of special support services, setting of time targets, and effective monitoring." Formulated in pursuance to the National Policy on Education, 1986, a programme called Mahila Samakhya or Women's Equality through Education, was designed.

16.4.3 A Dutch-assisted project, Mahila Samakhya, which literally means women's equality through education, is a women's empowerment project which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's 'traditional roles'. It endeavours to create an environment for women to seek knowledge and information in order to make informed choices and create circumstances in which women can learn at their own pace and rhythm. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya.



16.4.4 The nodal point around which the programme devolves is the village level "Mahila Sangha" or women's collective, which constitutes an easily accessible forum for women to discuss problems relating to their daily routine such as child care, health, fuel, fodder, drinking water, education; problems related to their status, role within the society and in the family; and problems related to their self-image as women. These village women's groups set out their own agenda for education and collective action. They try to seek solutions to their problems by initiating action and pressurising the block and district structures to respond.

16.4.5 At least two women from each village work as activators with the women's collective, and help to catalyse discussion and action. The process is helped along by a 'sahayogini' or facilitator who is a local woman trained by the programme to facilitate and coordinate the activities of about 10 'Sanghas'. Their primary functions are tuned to the needs of these collectives by way of providing information, support and guidance when required, and to act as a link between village level activities and the district implementation unit of the programme. The district unit shoulders the overall responsibilities for the programme at the district level and comprises women with experience in the field of women's development. It also provides resource support for specific inputs like education, child care, health etc.

16.4.6 At the state level an autonomous registered society has been set up. An empowered body, it takes all decisions on the management and financial aspects of the programme. A State Project Director oversees the programme at the state level. The state office provides a facilitative atmosphere for the conduct of the programme, the necessary resource support for the functional areas of the project and arranges for the inter-district linkages of the programme so as to create a wider network for the women's movement. At the national level the programme is co-ordinated by the project Director. Guidance from a national resource group of eminent women constituted at this level, is provided to the programme.

16.4.7 Presently, the programme is being implemented in 14 districts, spread over four states of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. Mahila Samakhya has played noteworthy roles in the total literacy campaigns in the districts of Gujarat and Karnataka and is engaged in providing alternative avenues of education like Non-formal Education in Uttar Pradesh. The programme has developed innovative and relevant learning and teaching materials at local levels. Above all it has spurred women to demand better educational, health and child care facilities by enhancing their confidence, self-image and abilities for collective action.

## *Shiksha Karmi Project (SKP)*

16.4.8 The Shiksha Karmi Project is being implemented since 1987 in Rajasthan with assistance from Swedish International Development Agency (SIDA). The aim of the Project is to revitalise and expand primary education in selected remote and economically backward villages in Rajasthan. The Project identifies teacher absenteeism as a major obstacle in achieving the objective of UEE. It accordingly envisages substitution of primary school teacher in single teacher schools by a team of local resident educated workers, called Shiksha Karmis.

16.4.9 Phase-I of the Project covers the years 1987-94. Project Document for Ph.II covering the period July, 1994 to June, 1999 is under consideration. The Project is being implemented as Centrally Sponsored Scheme. 90% of the Project outlay is being funded out of plan budget of Central Govt. which is subsequently reimbursed by SIDA. Govt. of Rajasthan bears 10% of the project expenditure.

16.4.10 The Project's in service Training at all levels is considered extremely important since it places heavy demands on the responsiveness, understanding and attitude of the personnel charged with training and supporting the SKs. Shiksha Karmis undergo 37 days education training followed by a 10 days training in autumn/winter break, 30 days training in summer vacation followed by monthly two days review and planning meeting each month.

16.4.11 Implementation, structure and mechanism of the Project have been so designed that the State Govt. and non-governmental organisations work in partnerships. NGOs work hand in hand with Project Director to design, organise and conduct training for SK trainers and oversee the training of Shiksha Karmis. NGOs are also responsible for the Project supervision and support of Shiksha Karmis. The project design is based on the assumption that education services must have community support if they are to meet the needs of deprived sections of the rural areas. At the gross route level, there are Panchayat Samiti, Shiksha Karmi Sahayogi, Subject Specialist of Non-govt. organisations, Shiksha Karmis and village community constantly interacting with each other to achieve the aims of the project.

16.4.12 SKP is innovative, educational intervention which aims to overcome major problem of poor enrolment and high drop-out of children, particularly girls. The SKP runs Prehar Pathshalas, Angan Pathshala, Mahila Shiksha Karmi training centres as innovative activity. There is a system in the project to develop locally relevant curriculum relevant to the environment of the child and its practice in the classrooms for increased enrolment, selection and participation, especially of girls.

16.4.13 By Sept., 1993 the SKP has established approx. 740 schools in 64 block units all over Rajasthan. There are 1650 Shiksha Karmis in service out of which 124 are women. The total

enrolment of children between 6-11 years is over 90,000 out of which approx. 20,000 are attending non-formal classes (Prehar Pathshalas). Another 36 block units are proposed to be covered upto 31.3.94. 2842 Shiksha Karmis are expected to look after 1100 schools by the end of March, 1994.

16.4.14 Budget provision of Rs.500.00 lakh exists in BE-1993-94.

#### *Lok Jumbish*

16.4.15 An innovative project called "Lok Jumbish : people's movement for Education For All : Rajasthan" with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basic objective of the project is to achieve education for all by the year 2000 through people's mobilisation and their participation. The main goals of the programme are to achieve universalisation of elementary education of satisfactory level through formal as well as non-formal system, functional literacy, emphasis on women's education and development and post-literacy and continuing education. The immediate goals include establishment of a management system, initiation of activities for people's mobilisation, creation of a system of training and technical resources, support structure and try out of activities to bring about qualitative improvement in the learning process and system.

16.4.16 As independent and autonomous organisation "Lok Jumbish Parishad" has been registered under the Societies Registration Act for the management of this programme. The General Council and the Executive Committee of the Parishad, among others, has representative from the Ministry of HRD, Government of Rajasthan, districts and NGOs. Lok Jumbish has set up block level management committees for decentralised decision-making, comprising all principal actors in the educational process.

16.4.17 Review and Planning meetings have been institutionalised (it takes place once in every two months). Similarly, regular meetings take place of the Executive Committee. Competent and committed staff have been put in position and satisfactory work processes created. Administrative, personnel and financial rules for the project have been laid down. Likewise, a beginning has been made with 1-2 staff in each block, this getting augmented to 4-5 by June 1993, along with appointment of full staff contingent in each block. Taking recourse to an innovative design, each block was divided into compact and contiguous village clusters and each cluster entrusted to an NGO or other suitable agency for implementation of mobilisation activities. Necessary training and orientation was given to all personnel.

16.4.18 One of the achievements of Lok Jumbish has been establishment of satisfactory relations with teachers' associations. Teachers, by and large, perceive Lok Jumbish as a programme which will reinstate their status and will bring about

desirable change in the education system. This system requires 10-days' initial training, along with bi-monthly workshops followed by three weeks' specialised training every year. A comprehensive system has been developed for selection and training of master trainers and resource persons and for induction of good resource institutions.

16.4.19 Due priority has been given to Non-formal Education in Lok Jumbish. Feasible financial pattern has been approved by the Executive Committee and ground work done for creation of a management and training system.

16.4.20 The building development component has made headway. Existing school buildings were surveyed and institution-wise designs prepared in large numbers. Construction norms have been evolved and manuals prepared. Innovative work has been done for training of women masons and involvement of the village community through a building construction committee. A seminar with international participation was organised.

16.4.21 The Government of India's approval has been given for the first phase of the project for a period of two years, viz., 1992-93 and 1993-94 to cover 25 blocks spread over several districts. The cost of this phase is expected to be Rs.18.00 crore which will be shared amongst SIDA, Government of India and Government of Rajasthan in the ratio of 3:2:1, SIDA has agreed to provide an amount not exceeding 21 million Swedish Kroner during the period 1992-93 and 1993-94. During 1992-93 a sum of Rs.4 crore has been released to Lok Jumbish Parishad as SIDA and Government of India share. A Joint Evaluation of Government of India, Government of Rajasthan and SIDA visited the project in October, 1993 and has commended the initiatives taken in the project and has recommended its continuance and further expansion.

### **Auroville**

16.5.1 Under the Auroville Foundation Act (1988) the establishment of the Auroville Foundation was notified by the Central Government on 29th January, 1991. It consists of a Governing Board, Residents' Assembly and Auroville International Advisory Council. The nine member Governing Board of the Foundation has been constituted with Dr. Karan Singh as its Chairman. During the year two meetings of the Board have been held at Auroville on 26th February, 1993 and 13 August, 1993. The first meeting of Auroville International Advisory Council was also held on 27th February, 1993 alongwith celebrations of 25th Anniversary of the establishment of Auroville.

16.5.2 All the properties which had vested in the Central Government have been transferred and vested in Auroville Foundation in two lots with effect from 1st April, 1992 and 1st September, 1993.

16.5.3 A scheme for development of Auroville had been included in the Seventh Five Year Plan with an outlay of Rs.35.55 lakh and will also continue in the Eighth Five Year Plan with an outlay of Rs.65 lakh. The scheme reflected three important concerns viz: (i) need for continuing education commencing from earliest stages of childhood (ii) need for synthesis of knowledge and culture, and (iii) need to provide a stable base for all round development of Auroville and surrounding villages.

# **FINANCIAL ALLOCATIONS**

**FINANCIAL ALLOCATIONS  
FOR IMPORTANT PROGRAMMES**

(IN LAKHS OF RUPEES)

SL. NO.	ITEMS	PLAN/ NON- PLAN	BUDGET ESTIMATES 1993-94		BUDGET ESTIMATES 1994-95
			ORIGINAL	REVISED	
1	2	3	4	5	6
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	17900.00	17900.00	21500.00
2.	(i) Non-formal Education(VA)	Plan	1950.00	1400.00	2500.00
	(ii) Non-formal Education (State Sector)	Plan	8917.00	9621.00	10632.00
	(iii) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A	Plan	500.00	500.00	500.00
	(iv) Bihar Education Project	Plan	2000.00	2000.00	2000.00
	(v) NCTE	Plan	100.00	10.00	200.00
	(vi) Lok Jumbish	Plan	933.00	933.00	933.00
	(vii) World Bank Assisted U.P. Project	Plan	10.00	10.00	10.00
	(viii) Bal Bhavan	Plan Non Plan	100.00 66.00	100.00 86.00	125.00 86.00
	(ix) Mahila Samakhya	Plan	890.00	890.00	890.00
	(x) South Orissa Project	Plan	10.00	10.00	10.00
3.	Teacher Education	Plan	6910.00	6910.00	9000.00
4.	DPEP District Primary Education Programme	Plan	4000.00	4000.00	4000.00

1	2	3	4	5	6
<u>Secondary Education</u>					
1.	National Open School	Plan	290.00	290.00	306.00
		Non-Plan	34.00	34.00	34.00
2.	Grants to NCERT	Plan	587.00	545.00	812.00
		Non-Plan	2200.00	1544.00	1407.00
3.	National Population Education Project	Plan	98.00	98.00	102.00
4.	Scheme for Strengthening of boarding/hostel facilities for girl students of Secondary/ Higher Secondary Schools- Grants to Voluntary Agencies.	Plan	36.00	36.00	55.00
5.	CLASS	Plan	2607.00	2607.00	2700.00
6.	Educational Tech.	Plan	2343.00	2343.00	2318.00
7.	Scheme of Assistance for strengthening culture and values in Education	Plan	95.00	95.00	100.00
8.	Educational Concession to officers and men of Armed forces killed or disabled during hostilities.	Non-Plan	1.00	1.00	1.00
9.	Culture Exchange Programme in the field of School Education	Non-Plan	1.00	1.00	1.00
10.	National Awards to Teachers.	Non-Plan	27.00	27.00	42.00
11.	Science Education	Plan	2168.00	2146.00	2270.00
12.	Environmental Education	Plan	180.00	180.00	195.00
13.	Vocational Education at +2 level	Plan	8500.00	8500.00	8846.00
14.	Integrated Education of Disabled children	Plan	450.00	450.00	470.00
15.	Yoga	Plan	60.00	60.00	60.00
		Non-Plan	30.00	30.00	30.00



1	2	3	4	5	6
16.	Kendriya Vidyalaya Sangathan	Non-Plan	18546.00	18546.00	18546.00
17.	Central Tibetan School Administration	Non-Plan	514.00	565.00	565.00
18.	Navodaya Vidyalayas	Plan	13171.00	13200.00	15263.00
		Non-Plan	4927.00	4927.00	4927.00

#### Higher Education and Research

1.	University Grants Commission	Plan	14050.00	14150.00	18650.00
		Non-Plan	28882.00	33695.00	32300.00
2.	Indian Institutes of Advanced Study, Shimla	Plan	35.00	35.00	35.00
		Non-Plan	125.39	135.00	138.00
3.	Indian Council of Philo- sophical Research	Plan	40.00	40.00	40.00
		Non-Plan	68.00	68.00	68.00
4.	Indian Council of Histo- rical Research	Plan	35.00	35.00	35.00
		Non-Plan	139.00	139.00	139.00
5.	All India Institute of Higher Learning	Plan	38.00	38.00	38.00
		Non-Plan	21.00	21.00	21.00
6.	Indian Council of Social Science Research	Plan	250.00	350.00	250.00
		Non-Plan	437.00	488.00	488.00
7.	Shastri Indo-Canadian Institute	Plan	-	-	-
		Non-Plan	70.00	72.00	75.00
8.	Revision of salary scales of teachers in University and Colleges	Plan	-	-	-
		Non-Plan	3400.00	2950.00	2700.00
9.	National Research Professors	Plan	-	-	-
		Non-Plan	5.00	4.00	5.00
10.	Loan to Punjab University	Plan	50.00	50.00	50.00
		Non-Plan	-	-	-
11.	Dr. Zakir Hussain Memorial College Trust	Plan	25.00	24.00	25.00
		Non-Plan	10.00	10.00	12.00
12.	Association of Indian Universities	Plan	12.00	12.00	12.00
		Non-Plan	12.50	13.00	13.00
13.	Indira Gandhi National Open University	Plan	1400.00	1400.00	2700.00
		Non-Plan	790.00	790.00	790.00

1	2	3	4	5	6
14.	National Council of Higher Education	Plan Non-Plan	5.00 -	1.00 -	5.00 -
15.	Commonwealth of Learning	Plan Non-Plan	25.00 -	75.00 -	25.00 -
16.	Rural Institutes	Plan Non-Plan	100.00 -	5.00 -	100.00 -
<u>International Cooperation</u>					
1.	Auroville Management	Plan Non-Plan	20.00 16.00	20.00 18.00	20.00 20.00
2.	Strengthening of Ex- ternal Academic Relations	Plan	3.00	3.00	5.00
3.	Expenditure on Publication of Hindi and Tamil Editions of Unesco Courier	Non-Plan	20.00	20.00	20.00
4.	Other Items- Grant to Non-governmental organisations for programme of INC	Non-Plan	0.25	0.35	0.35
5.	Other Items - Indian National Commission of Cooperation with Unesco	Non-Plan	0.60	0.60	0.60
6.	Other Items - Hospitality & Entertainment	Non-Plan	0.05	0.05	0.05
7.	Contribution to Unesco	Non-Plan	489.10	390.00	400.00
8.	Visit of Foreign Delegation to India	Non-Plan	5.00	5.00	5.00
9.	Deputation and Delegation abroad	Non-Plan	8.00	10.00	8.00
10.	Strengthening activities of Indian National Commission	Plan	59.00	279.00	11.00

1	2	3	4	5	6
<b><u>Book Promotion and Copy Right</u></b>					
1.	National Book Trust	Plan	189.00	189.00	189.00
		Non-Plan	270.00	213.00	270.00
2.	National Book Development Council	Plan	2.00	1.00	2.00
3.	Book Promotional Activities and Voluntary Organisations	Plan	5.00	5.00	5.00
4.	Setting up of National Society of Authors	Plan	2.00	-	2.00
5.	International Copyright Union-India's contribution to WIPO	Non-Plan	37.50	37.50	37.00
6.	International Copyright Union (Culture Exchange Programme)	Non-Plan	2.50	2.50	3.00
<b><u>Scholarships</u></b>					
1.	National Scholarships Scheme	Plan	100.00	100.00	90.00
2.	National Loan Scholarships Scheme	Non-Plan	285.00	285.00	285.00
3.	National Loan Scholarships Scheme written off etc.	Non-Plan	14.00	10.00	10.00
4.	50% share of the State Govts. in respect of recoveries under National Loan Scholarships Scheme	Non-Plan	22.00	10.00	10.00
5.	Scheme for upgradation of Merit of SC/ST	Plan	55.00	55.00	55.00
6.	Research Scholarships of Products of Traditional Institutions in the study of classical languages other than Sanskrit like Arabic, Persian etc.	Plan	1.25	1.25	1.25
7.	Scholarships at Secondary stage for Talented children from Rural Areas	Plan	60.00	60.00	60.00

1	2	3	4	5	6
8.	Scholarships in approved residential secondary schools	Non-Plan	205.00	205.00	175.00
9.	Grant-in-aid scheme of scholarships to students from non-Hindi speaking States for Post-Matric Studies in Hindi.	Non-Plan	34.10	34.10	34.10
10.	Jawaharlal Nehru Fellowship Post-Graduate Studies in Different Disciplines in India and abroad.	Plan	50.00	50.00	10.00
11.	Indian Students going abroad against scholarships offered by foreign Govt.	Non-Plan	25.00	25.00	25.00
12.	National Scholarship for study abroad	Non-Plan	175.00	175.00	175.00

### Promotion of Languages

#### *Hindi*

1.	Central Hindi Directorate	Plan	66.00	63.00	72.00
		Non-Plan	137.50	147.00	156.00
2.	Commission for Scientific & Technical Terminology.	Plan	20.00	23.00	60.00
		Non-Plan	57.00	57.00	57.00
3.	Kendriya Hindi Sansthan Agra.	Plan	52.00	52.00	67.00
		Non-Plan	183.00	200.00	188.00
4.	Appointment of Hindi teachers & their training.	Plan	250.00	570.00	250.00
		Non-Plan	-	-	-
5.	Assistance to Non-Govt. organisations-Dakshin Bharat Hindi Prachar Sabha & other NGCS including publication in Hindi.	Plan	180.00	180.00	180.00
		Non-Plan	102.50	102.00	102.00
6.	Propagation of Hindi abroad.	Plan	25.00	25.00	50.00
		Non-Plan	11.00	11.00	11.00

1	2	3	4	5	6
7.	Hindi University	Plan Non-Plan	30.00 -	30.00 -	1.00 -
8.	Urdu University	Plan Non-Plan	1.00 -	1.00 -	1.00 -

Modern Indian Languages

9.	Central Institute of Indian Languages & its Regional Language Centres including Tribal Languages Development.	Plan Non-Plan	88.00 231.00	88.00 240.00	90.00 249.00
10	Tarraqui-e-Urdu Board including Gujral Committee	Plan Non-Plan	75.00 45.00	59.00 45.00	85.00 45.00
11.	Financial Assistance to NGOs (other than Sindhi Urdu and Hindi) plus ULB	Plan Non-Plan	27.00 10.00	27.00 10.00	27.00 10.00
12.	Financial Assistance to NGOs for Sindhi including Sindhi Vikas Board, Financing of book production in Sindhi.	Plan Non-Plan	24.00 -	8.00 -	60.00 -
13.	Modern Indian Language Teachers.	Plan Non-Plan	60.00 -	20.00 -	60.00 -
14.	Apptt. of Urdu Teachers		80.00	5.00	80.00

English

14.	Financial Assistance for English Language Teaching	Plan Non-Plan	75.00 -	75.00 -	75.00 -
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*Sanskrit*

1.	Grants to Vol. Skt. Organisation, Adarsh Sanskrit Mahavidyalayas/ Shodh Sansthan.	Plan Non-Plan	80.00 95.00	118.00 125.00	NIL NIL
2.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.	Plan Non-Plan	10.00 98.00	15.00 98.00	20.00 110.00
3.	Grants to Rashtriya Sanskrit Vidyapeetha, Tirupati.	Plan Non-Plan	10.00 72.00	7.00 72.00	15.00 72.00

1	2	3	4	5	6
4.	Grants to Rashtriya Sanskrit Sansthan, New Delhi.	Plan Non-Plan	151.00 315.00	151.00 315.00	290.00 450.00
5.	Development of Sanskrit Education in States/UTs	Plan	56.00	56.00	56.00
6.	Grants to Rashtriya Vada Vidya Pratishthan	Plan	45.00	45.00	65.00
7.	Grants/Scholarships for Classical Language (Arabic & Persian)	Plan	15.00	15.00	15.00
8.	Preservation of oral Tradition of Vedic Resitation	Plan	7.00	7.00	NIL
<b><u>Adult Education</u></b>					
1.	Rural Functional Literacy Projects	Plan	600.00	600.00	600.00
2.	Nehru Yuva Kendra Sangathan	Plan	50.00	-	-
3.	Post Literacy & Continuing Education	Plan	1350.00	810.00	1800.00
4.	Strengthening of Administrative Structure	Plan	1000.00	1000.00	1400.00
5.	Mass Programme of Functional Literacy	Plan	250.00	145.00	75.00
6.	Technology Demonstration	Plan	47.00	35.00	30.00

1	2	3	4	5	6
7.	Voluntary Agencies	Plan Non-Plan	1500.00 17.00	1300.00 17.00	1000.00 20.00
8.	Shramik Vidyapeeths	Plan Non-Plan	175.00 105.00	175.00 105.00	200.00 110.00
9.	Directorate of Adult Education	Plan Non-Plan	570.00 127.00	545.00 112.00	600.00 114.00
10.	National Literacy Mission Authority	Plan	50.00	37.00	75.00
11.	Cultural Exchange Programme	Plan	5.00	6.00	25.00
12.	Total Literacy Campaigns	Plan	12000.00	12000.00	15475.00
13.	National Institute of Adult Education	Plan	200.00	100.00	120.00

### Technical Education

#### I *Direction & Administration*

1.	National Technical Man-Power Information System (NTMIS) D.7(2)	Plan Non-Plan	100.00 52.00	100.00 52.00	NIL NIL
2.	Re-Organisation restructuring & Strengthening of AICTE, its Committees/Boards D.1(3)	Plan Non Plan	260.00 -	260.00 -	5865.00 1816.00

#### II. *Training*

3.	Regional Engineering Colleges (RECs D.6(2))	Plan Non Plan	4400.00 2252.00	4400.00 2852.00	4100.00 2350.00
4.	Apprenticeship Training D.2(5) & D.2 (6)	Plan Non Plan	700.00 858.00	608.00 840.00	700.00 858.00
5.	Central Institutions:				
	-Technical Teachers' Training Institutes (TTTIs) D.2(1)	Plan Non Plan	500.00 512.00	500.00 512.00	NIL NIL
	-National Institute for Training in Industrial Engg. (NITTIE) D.2(2)	Plan Non Plan	130.00 331.00	130.00 331.00	NIL NIL

1	2	3	4	5	6
	-National Institute of Foundry and Forge Technology (NIFFT) D.2(3)	Plan Non Plan	100.00 152.00	50.00 131.00	NIL NIL
	-School of Planning & Architecture (SPA)D.2(4)	Plan Non Plan	230.00 197.00	153.00 197.00	NIL NIL
III. Research					
6.	Indian Institutes of Technology (IITs) D.6(1) to D.6(1) (5)	Plan Non Plan	1500.00 11306.00	1710.00 11306.00	1800.00 11800.00
7.	Indian Institutes of Management (IIMs) D.6(4)(1) to D.6(4)(4)	Plan Non Plan	600.00 958.00	896.00 958.00	645.00 958.00
8.	Development of P.G.Courses	Plan Non Plan	100.00 413.00	100.00 413.00	NIL NIL
9.	Development of Management Education Courses at Non University Centres D.6(3)	Plan Non Plan	15.00 10.00	15.00 5.00	NIL NIL
10.	International Centre for Science and Technology Education (ICSTE) D.3(2)	Plan Non Plan	10.00 -	- -	15.00 -
11.	Research and Development (R&D) in Selected higher technical institutions D.3(4)	Plan Non Plan	225.00 -	225.00 -	NIL -
12.	Community Polytechnics D.5 (1)	Plan Non Plan	600.00 190.00	600.00 190.00	1065.00 190.00
13.	Modernisation and removal of Obsolescence D.6 (5) (3)	Plan Non Plan	1800.00 -	1800.00 -	NIL -



1	2	3	4	5	6
14.	Thrust areas of Technical Edn.	Plan	1500.00	1660.00	NIL
15.	Institution-Industry interaction D.6 (6)	Plan Non Plan	80.00 -	80.00 -	NIL -
16.	Continuing education D.6(7)	Plan Non Plan	100.00 -	80.00 -	NIL -
IV Other Schemes					
17.	Indian Institute of Technology, Assam D.6(1) (6) & F.3(15)(1)	Plan Non Plan	888.00 -	200.00 -	1388.00 -
18.	Sant Longowal Institute of Engineering and Technology D.7(6)	Plan Non Plan	675.00 -	675.00 -	NIL -
19.	Assistance to Technical Institutions through University Grants Commission Schemes D.4(1)	Plan Non Plan	1800.00 -	1800.00 -	2270.00 -
20.	Educational Consultants India Ltd. & A A1(1)	Plan	2.00	2.00	2.00
21.	IISc. Bangalore D.4(2)	Plan Non-plan	2350.00 2145.00	2380.00 2378.00	850.00 2544.00
22.	World Bank Project Support to Technician Education D5 (3) (1)	Plan Non Plan	75.00 -	105.00 -	200.00 -
23.	Regional Offices D.1(1)-D1 (3)	Non Plan	55.00	54.50	60.00

1	2	3	4	5	6
24.	Quality Improvement Programmes D.2 (7)	Non Plan	290.00	290.00	NIL
25.	Partial Financial Assistance (PFA) to Indian Scientists going Abroad D.3 (3)	Non Plan	2.00	-	-
26.	Indian Society for Technical Education (ISTE) D.7 (3)	Non Plan	1.00	1.00	NIL
27.	A.I.T., Bangkok D.7(4)	Non Plan	12.00	14.00	14.00
28.	Delegation under Cultural Exchange Programmes D.7(5)	Non Plan	1.00	0.50	1.00
29.	Revision of Salary Scales of teachers of technical institutions/assistance to State/Institutions Colleges. F.1(8)(1)	Non Plan	500.00	200.00	100.00
30.	Institutions of Communications & Educational Technology D.7(9).	Plan Non-plan	10.00 -	- -	- -
31.	Enterpreneurships and Management Deveopment D 7(10)	Plan	50.00	50.00	NIL
32.	Technology Development Mission F3(14)(1)	Plan Non-Plan	800.00 -	600.00 -	3300.00 -
33.	I.I.M. Kerala (New Scheme)	Plan Non-Plan	- -	- -	100.00 -
34.	Setting up of an Engineering College at Jammu D.6(8)	Plan Non-Plan	200.00 -	200.00 -	- -
		Plan	19800.00	19379.00	23100.00
Total :		Non-Plan	20237.00	20725.00	20691.00

\* All schemes under these Sub-heads are to transferred to All India Council for Technical Education.

**APPENDICES ON ASSISTANCE TO  
STATES/UTs FOR IMPLEMENTING  
CENTRALLY SPONSORED NPE  
SCHEMES**

ASSISTANCE TO STATES/UTs FOR  
OPERATION BLACKBOARD SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	1590.77	1209.29	2095.00	3637.75	463.14	1604.87
2	ARUNACHAL PRADESH	71.81	46.76	82.16	0.00	106.57	3.55
3	ASSAM	0.00	692.41	0.00	420.48	1628.46	387.00
4	BIHAR	2151.64	1407.66	1684.02	0.00	4167.11	2158.00
5	GOA	23.62	37.32	47.47	0.00	39.67	4.00
6	GUJARAT	0.00	727.44	503.10	619.70	512.41	250.00
7	HARYANA	117.33	111.39		292.17	0.00	16.00
8	HIMACHAL PRADESH	280.94	458.09	297.03	456.10	264.73	248.38
9	JAMMU&KASHMIR	347.04	0.00		1103.06	0.00	-
10	KARNATAKA	853.09	537.08	717.54	1876.67	360.00	1444.56
11	KERALA	223.44	0.00	156.12	82.90	0.00	400.00
12	MADHYA PRADESH	1981.26	0.00	1344.78	846.91	1688.61	524.00
13	MAHARASHTRA	0.00	788.33	612.22	2795.46	1721.70	3308.25
14	MANIPUR	98.78	0.00	47.88	57.30	0.00	34.30
15	MEGHALAYA	0.00	0.00	100.49	90.04	0.00	399.53
16	MIZORAM	22.88	8.74	8.87	66.80	13.42	17.00
17	NAGALAND	24.67	42.98	5.85	0.00	7.84	-
18	ORISSA	1105.45	864.25	1818.32	1147.90	2496.68	1320.12
19	PUNJAB	384.25	115.69	219.29	541.67	0.00	72.00
20	RAJASTHAN	1123.68	1568.63	3456.83	2202.14	510.81	1400.85
21	SIKKIM	9.06	0.00	15.36	9.57	0.00	20.00
22	TAMILNADU	856.92	1213.02	510.24	449.96	0.00	910.72
23	TRIPURA	0.00	49.59	7.70	64.41	4.23	56.57
24	UTTAR PRADESH	1893.44	2757.26	860.94	650.00	1244.50	320.00
25	WEST BENGAL	384.34	0.00	349.46	140.02	254.00	2987.30
26	A & N ISLANDS	0.00	8.27		3.82	0.00	-
27	CHANDIGARH	0.00	1.17		0.00	0.00	-
28	DADRA & NAGAR HAVELI	0.00	0.00	4.14	8.17	3.66	13.00
29	DAMAN & DIU	1.19	0.00		0.00	0.00	-
30	DELHI	0.00	32.39	53.59	0.00	0.00	-
31	LAKSHADWEEP	0.00	0.00		0.00	0.00	-
32	PONDICHERRY	27.20	20.32	10.72	0.00	3.90	-
<b>TOTAL</b>		<b>13572.80</b>	<b>12698.08</b>	<b>15009.12</b>	<b>17563.00</b>	<b>15491.44</b>	<b>17900.00</b>

ASSISTANCE TO STATES/UTs FOR  
NON-FORMAL EDUCATION SCHEME\*

(Rupees in Lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	498.00	650.55	581.78	573.97	631.97	1533.40
2	ASSAM	203.23	264.96	159.40	192.09	350.10	488.48
3	BIHAR	466.25	88.02	667.72	191.99	540.29	2250.71
4	HARYANA				-	-	-
5	JAMMU & KASHMIR	64.68			55.39	53.34	27.64
6	KARNATAKA	57.03			-	-	-
7	MADHYA PRADESH	605.24	628.32	781.95	695.86	613.33	1714.88
8	MIZORAM	2.07	2.22	2.06	3.16	2.96	8.58
9	ORISSA	341.33	259.86	109.84	241.56	334.41	384.90
10	RAJASTHAN	164.69	165.89	236.61	361.36	366.47	409.05
11	TAMILNADU	6.39			5.86	1.17	-
12	UTTAR PRADESH	544.31	485.30	925.47	1616.36	1535.30	2540.62
13	WEST BENGAL	100.00	41.49		-	-	-
14	A & N ISLANDS				-	-	-
15	CHANDIGARH	1.42	0.86	2.82	2.26	1.29	4.78
16	DADRA & NAGAR HAVELI				-	-	-
17	MANIPUR	10.27		24.59	62.40	43.78	65.59
18	GUJARAT		40.74		-	42.89	8.57
TOTAL		3064.91	2628.21	3492.24	4002.26	4517.30	9437.20

ASSISTANCE TO STATES/UTs FOR  
TEACHER PROGRAMME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	276.85	416.39	106.00	585.25	591.92	260.00
2	ARUNACHAL PRADESH	3.00	-	-	-	0.00	0.00
3	ASSAM	264.90	182.45	35.00	98.95	319.41	316.55
4	BIHAR	-	-	-	298.36	675.02	508.27
5	GOA	0.00	28.30	2.00	5.50	12.86	0.00
6	GUJARAT	183.23	0.00	-	94.73	554.83	36.00
7	HARYANA	178.40	10.00	52.82	78.23	398.00	26.00
8	HIMACHAL PRADESH	129.30	0.00	-	-	118.80	0.00
9	JAMMU&KASHMIR	156.15	174.70	-	261.07	72.58	0.00
10	KARNATAKA	-	-	-	300.00	353.10	0.00
11	KERALA	100.40	280.00	94.81	53.40	434.84	63.45
12	MADHYA PRADESH	490.60	439.20	386.28	226.55	964.73	300.00
13	MAHARASHTRA	380.80	0.00	-	-	0.00	0.00
14	MANIPUR	33.70	0.00	1.00	110.30	12.11	7.64
15	MEGHALAYA	-	-	-	77.60	0.00	208.10
16	MIZORAM	3.00	0.00	31.85	23.50	17.72	0.00
17	NAGALAND	32.00	0.00	28.00	-	10.30	27.94
18	ORISSA	211.95	198.77	33.00	140.67	482.68	0.00
19	PUNJAB	86.00	152.30	108.40	-	272.60	141.00
20	RAJASTHAN	349.85	547.04	438.15	427.96	1052.92	454.59
21	SIKKIM	35.50	0.00	-	36.88	0.00	0.00
22	TAMILNADU	342.50	798.52	105.00	519.00	487.24	355.00
23	TRIPURA	0.00	26.60	-	-	20.00	0.00
24	UTTAR PRADESH	363.87	250.63	363.59	830.00	1328.32	1058.54
25	WEST BENGAL	15.00	0.00	147.69	-	0.00	195.00
26	DELHI	14.90	63.97	40.05	91.81	38.90	0.00
27	PONDICHERRY	-	-	-	30.00	74.25	105.31
28	A&N ISLANDS	-	-	-	-	0.00	0.00
TOTAL		3651.90	3568.87	1973.64	4289.76	8293.13	4063.39

Note :- This does not include releases given to various agencies for appraisal of DIETs & for strengthening of SCERTs.

ASSISTANCE TO STATES/UTs FOR  
VOCATIONALISATION SCHEME

(Rupees in lakhs)

SL. NO. NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1 ANDHRA PRADESH	730.32	177.06	886.85	1010.24	1584.915	640.58
2 ARUNACHAL PRADESH				6.36	-	-
3 ASSAM	82.61		42.62	140.28	100.246	291.54
4 BIHAR		7.41	558.61	0.75	-	-
5 GOA	28.47	64.59	80.63	49.65	92.562	56.93
6 GUJARAT	236.64	1173.31	778.031	879.75	1070.737	781.73
7 HARYANA	353.03	129.87	184.83	155.00	131.44	288.185
8 HIMACHAL PRADESH	1.86	98.06	177.475	56.86	59.417	-
9 JAMMU&KASHMIR			16.50	15.80	-	-
10 KARNATAKA	244.70	49.21	156.80	325.00	727.470	959.38
11 KERALA	226.42	223.44	353.23	346.90	410.778	352.40
12 MADHYA PRADESH	745.00	1121.48	1221.42	3.00	-	-
13 MAHARASHTRA	469.66	509.38	267.21	1230.25	2195.333	1740.14
14 MANIPUR	11.68			44.00	7.180	7.40
15 MEGHALAYA			20.75		-	-
16 MIZORAM	7.12		16.68		24.883	21.92
17 NAGALAND			14.84		-	-
18 ORISSA	600.00	83.72	510.40		1.22	650.00
19 PUNJAB		50.25	371.71	222.25	320.62	185.37
20 RAJASTHAN	159.22	72.35	561.543	323.56	340.395	354.21
21 SIKKIM			5.325	0.044	5.32	-
22 TAMILNADU	225.00	358.11	279.558	727.900	-	300.00
23 TRIPURA					-	4.125
24 UTTAR PRADESH	800.00	203.69	707.25	99.15	581.39	91.32
25 WEST BENGAL					-	-
26 A & N ISLANDS		3.24	3.238		-	-
27 CHANDIGARH	42.70	42.70	12.34	20.77	8.65	22.768
28 DADRA&NAGAR HAVELI					5.25	2.79
29 DAMAN & DIU					-	3.09
30 DELHI		4.18	42.86	0.30	46.38	67.25
31 LAKSHADWEEP					-	-
32 PONDICHERRY			16.63		-	17.44
<b>TOTAL</b>	<b>4964.43</b>	<b>4372.05</b>	<b>7287.33</b>	<b>5657.42</b>	<b>7714.189</b>	<b>6778.568</b>

ASSISTANCE TO STATES/UTs FOR  
SCIENCE EDUCATION SCHEME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	107.15	400.37	132.25	93.96	-	-
2	ARUNACHAL PRADESH	3.72			-	-	-
3	ASSAM	295.32	90.25	141.66	146.27	-	-
4	BIHAR	365.44	11.24		194.51	-	-
5	GOA		36.03	56.76	-	-	-
6	GUJARAT		142.31		-	-	-
7	HARYANA	279.66			-	121.71	-
8	HIMACHAL PRADESH	216.13		139.84	58.28	179.32	-
9	JAMMU&KASHMIR		97.95	167.10	-	233.55	-
10	KARNATAKA	95.69	45.75	167.88	-	556.56	-
11	KERALA		199.43	152.72	-	-	-
12	MADHYA PRADESH	300.00	244.56	7.28	-	-	-
13	MAHARASHTRA			5.42	61.94	682.99	-
14	MANIPUR	108.00		87.05	-	-	-
15	MEGHALAYA			35.20	-	0.80	-
16	MIZORAM		87.76	84.42	31.76	-	-
17	NAGALAND		8.40		-	-	-
18	ORISSA		268.82		-	174.63	-
19	PUNJAB		1.37	349.97	179.18	430.23	-
20	RAJASTHAN			139.84	511.21	-	213.03
21	SIKKIM		12.41	20.14	-	-	-
22	TAMILNADU	194.41	251.13	93.37	539.02	-	-
23	TRIPURA	27.45		0.74	-	-	-
24	UTTAR PRADESH	300.00	98.10	13.45	-	-	-
25	WEST BENGAL	514.37		147.18	-	-	-
26	A & N ISLANDS		21.52	5.84	-	2.59	-
27	CHANDIGARH			20.18	0.11	0.64	0.27
28	DADRA&NAGAR HAVELI			5.22	-	-	-
29	DELHI	73.42	102.59	55.60	-	61.95	74.43
30	DAMAN & DIU		4.56		5.04	5.04	-
31	LAKSHADWEEP		1.28		-	4.06	-
32	PONDICHERRY	20.82	7.03	4.32	1.70	1.00	-
TOTAL		2901.58	2132.86	2033.43	1822.98	2455.07	287.73

Note :- The figure indicated against UTs without legislatures represent the authorised expenditure and not the actual.



ASSISTANCE TO STATES/UTs FOR  
EDUCATION TECHNOLOGY SCHEME\*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	278.11	113.00	227.90	37.74	97.07	-
2	ARUNACHAL PRADESH	1.72	1.14			4.18	-
3	ASSAM	20.92	42.20	73.53		127.24	-
4	BIHAR	23.54	8.33		6.49	65.18	1.99
5	GOA	3.31	1.76	5.29			-
6	GUJARAT	-	173.65	96.19		232.48	-
7	HARYANA	7.04	39.90	50.00			-
8	HIMACHAL PRADESH	10.72	45.80				-
9	JAMMU & KASHMIR	9.00	17.82	102.99		13.09	-
10	KARNATAKA	60.38	66.37	15.81		43.61	-
11	KERALA	13.46	27.87		12.17		-
12	MADHYA PRADESH	193.80	30.46	29.16		16.27	-
13	MAHARASHTRA	72.00	93.00	126.20		50.55	-
14	MANIPUR	1.82	1.21	10.08	16.19		-
15	MEGHALAYA	0.90	4.23	5.00	5.08	14.50	-
16	MIZORAM	6.03	9.13		0.11		-
17	NAGALAND	-	7.72				-
18	ORISSA	78.03	128.80	258.25		380.88	-
19	PUNJAB	19.84	48.23	60.00		167.48	-
20	RAJASTHAN	113.62	91.92			12.02	-
21	SIKKIM	2.82	1.88	3.50			.98
22	TAMILNADU	30.00	70.00	100.00			-
23	TRIPURA	0.26	0.17	0.06		0.41	-
24	UTTAR PRADESH	112.26	20.84			54.30	-
25	WEST BENGAL	19.46	12.97				-
26	A & N ISLANDS	0.48	0.32	0.50		0.76	-
27	CHANDIGARH	1.37	0.48	1.11			-
28	DELHI	36.11					-
29	DAMAN & DIU	0.18	0.12				-
30	DADRA&NAGAR HAVELI	-	0.22		0.36	0.31	0.28
31	LAKSHADWEEP	0.03	0.13				-
32	PONDICHERRY	1.84	1.23				-
	NCERT					118.68	5.71
	TOTAL	1119.05	1060.90	1165.57	78.14	1400.01	8.96

\*\* This includes amount sanctioned for SIETs of concerned States.

ASSISTANCE TO STATES/UTs FOR  
ENVIRONMENT EDUCATION SCHEME

(Rupees in Lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					
		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1	ANDHRA PRADESH	22.37		20.16	26.64	5.00	-
2	ARUNACHAL PRADESH	4.81				1.00	-
3	ASSAM	4.20			12.85	10.89	-
4	BIHAR	20.17				1.00	-
5	GOA			8.45		1.35	3.00
6	GUJARAT		4.82			1.00	-
7	HARYANA		0.66			3.00	24.00
8	HIMACHAL PRADESH	9.15				-	5.00
9	KARNATAKA	8.04	24.11	58.90	8.91	-	0.50
10	KERALA		2.07			2.00	2.00
11	MADHYA PRADESH	9.60	28.80			7.50	-
12	MAHARASHTRA		9.73		6.10	4.00	5.00
13	MIZORAM	1.82	1.97		2.80	2.50	-
14	ORISSA	18.47			25.31	7.00	5.00
15	RAJASTHAN	37.52		16.56		37.56	-
16	TAMILNADU	17.73	16.55	33.86	26.29	4.00	-
17	TRIPURA	3.04		9.12		2.00	1.88
18	UTTAR PRADESH		13.85			-	5.00
19	A & N ISLANDS	2.48			3.63	9.00	8.00
20	DELHI		7.73	9.71	12.44	-	-
21	PONDICHERRY	0.94		2.16		1.00	-
TOTAL		160.34	110.29	158.92	124.97	99.80	59.38

Note :- As per the accounting procedure, UTs without legislatures are authorised to incur expenditure within the limites specified by this Department and book the same directly against the relevant Head of Account of this Department. As such, the figures indicated against such UTs represent the authorised expenditure and not actual expenditure incurred and booked by them.

## APPENDIX-8

ASSISTANCE TO STATES/UTs FOR  
INTEGRATED EDUCATION FOR DISABLED CHILDREN

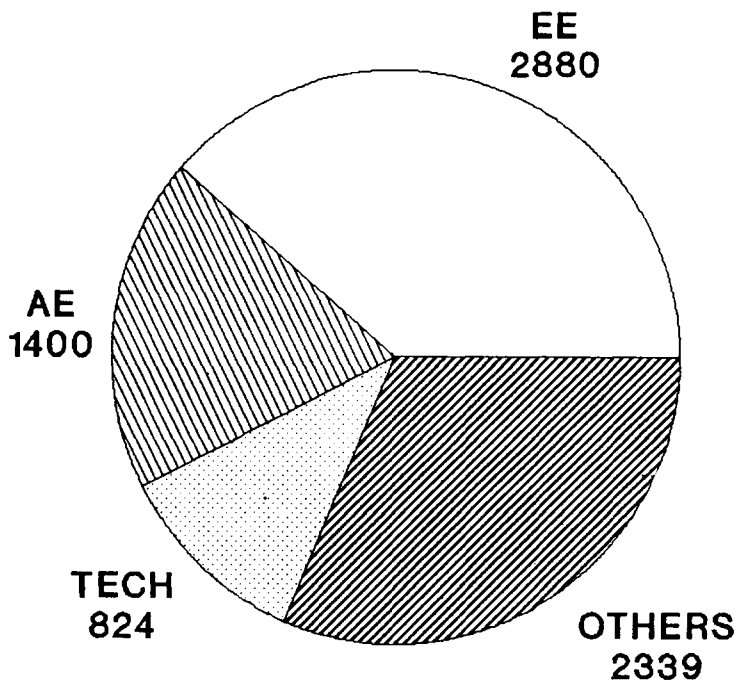
(Rupees in lakhs)

SL. NAME OF STATE/ NO. UNION TERRITORY	AMOUNT RELEASED					
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94 (ANTICIPATED)
1 ANDHRA PRADESH	14.71		12.80		-	7.01
2 BIHAR	1.70	2.62	7.67		36.95	
3 GUJARAT		8.57	5.87	34.50	67.21	
4 HARYANA		20.55	19.77		16.80	
5 HIMACHAL PRADESH	8.24	5.63	7.40	7.21	9.56	
6 JAMMU & KASHMIR			19.98	16.69	-	
7 KARNATAKA	28.78	10.86		45.28	39.08	4.19
8 KERALA	55.00	60.00	100.47	77.54	-	111.58
9 MADHYA PRADESH	0.63	1.16	17.40	2.17	30.90	2.95(v.o)
					2.49(v.o)	
10 MANIPUR			3.97	3.98	5.00	22.40
11 MAHARASHTRA	19.42	14.27			-	75.53
12 MIZORAM	10.00	16.79	24.79	31.72	45.36	1.92
13 NAGALAND	10.76	10.74	9.36	10.79	12.61	5.74
14 ORISSA	13.99	15.03	23.87	22.46	35.20	68.92
15 PUNJAB	4.58			12.00	-	
16 RAJASTHAN		33.23	33.44	71.14	28.33	85.92
17 TAMILNADU			5.76	9.90	28.41	-
					0.62(v.o)	
18 TRIPURA					-	2.01
19 UTTAR PRADESH		11.95	16.97		-	-
20 A & N ISLANDS	14.28	15.65	13.90	16.08	20.65	9.84
21 DELHI	11.77	12.17	18.92	16.14	0.03	-
22 GOA		0.09	0.45		-	-
23 DAMAN & DIU			0.49	0.53	0.29	0.42
<b>TOTAL</b>	<b>193.86</b>	<b>239.31</b>	<b>343.28</b>	<b>378.13</b>	<b>376.97</b>	<b>397.86</b>

# CHARTS

# SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (CENTRE)

(Rs. in Crores)

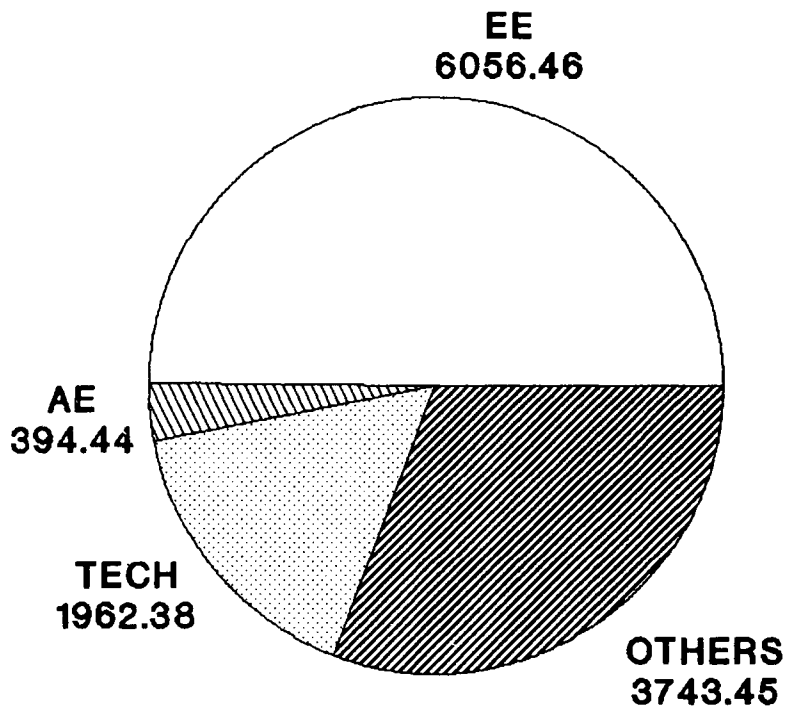


**TOTAL PLAN OUTLAY - 7443**

CMIS

# SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR PLAN (STATES/UTs)

(Rs. in Crores)

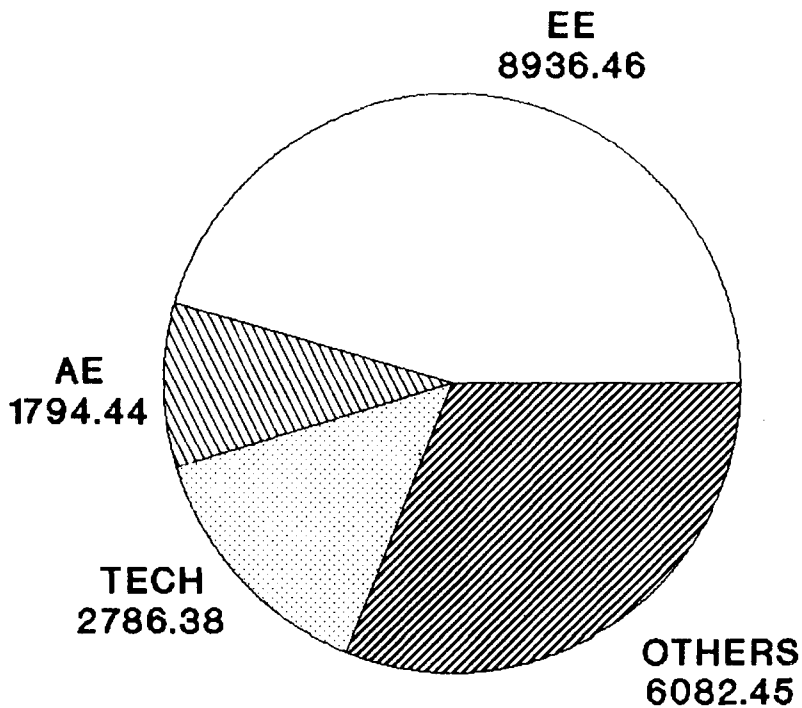


**TOTAL PLAN OUTLAY - 12156.73**

CMIS

# SECTOR-WISE PLAN OUTLAY ON EDUCATION DURING 8TH FIVE YEAR (CENTRE+STATES/UTs)

(Rs. in Crores)

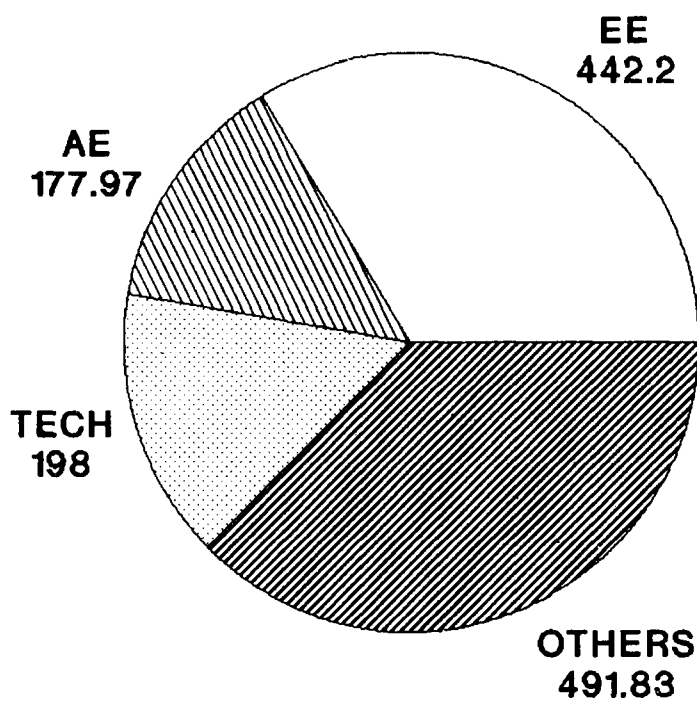


**TOTAL PLAN OUTLAY - 19599.73**

CMIS

# SECTOR-WISE PLAN OUTLAY - 1993-94 (CENTRE)

(Rs. in Crores)



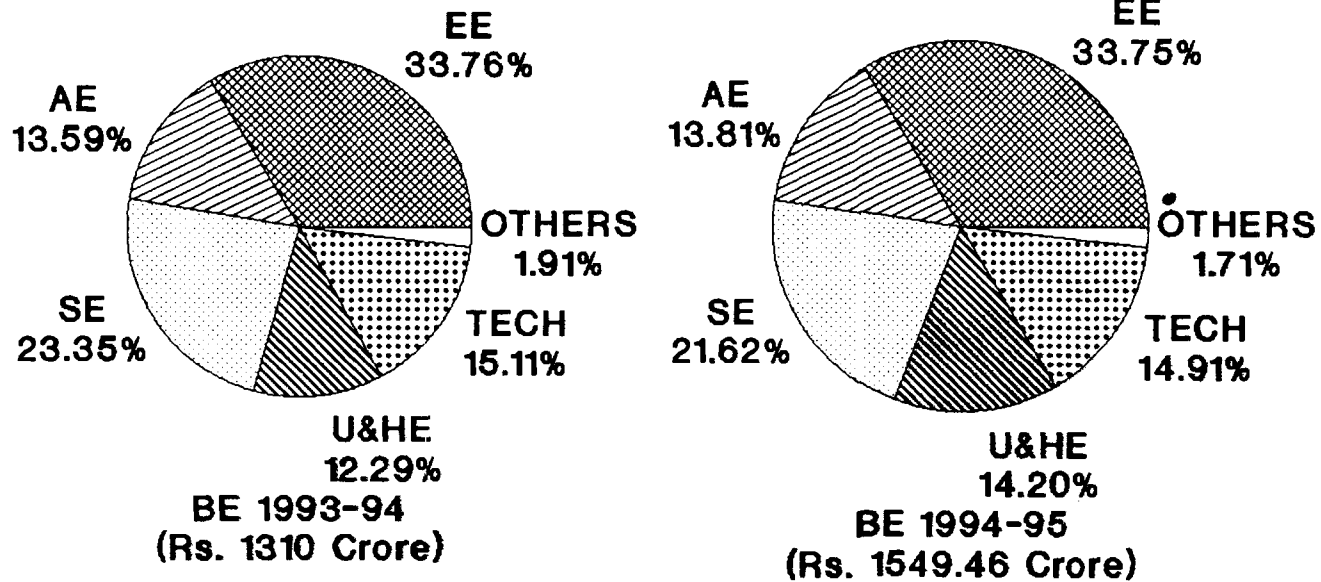
**TOTAL PLAN OUTLAY - 1310.00**

CMIS



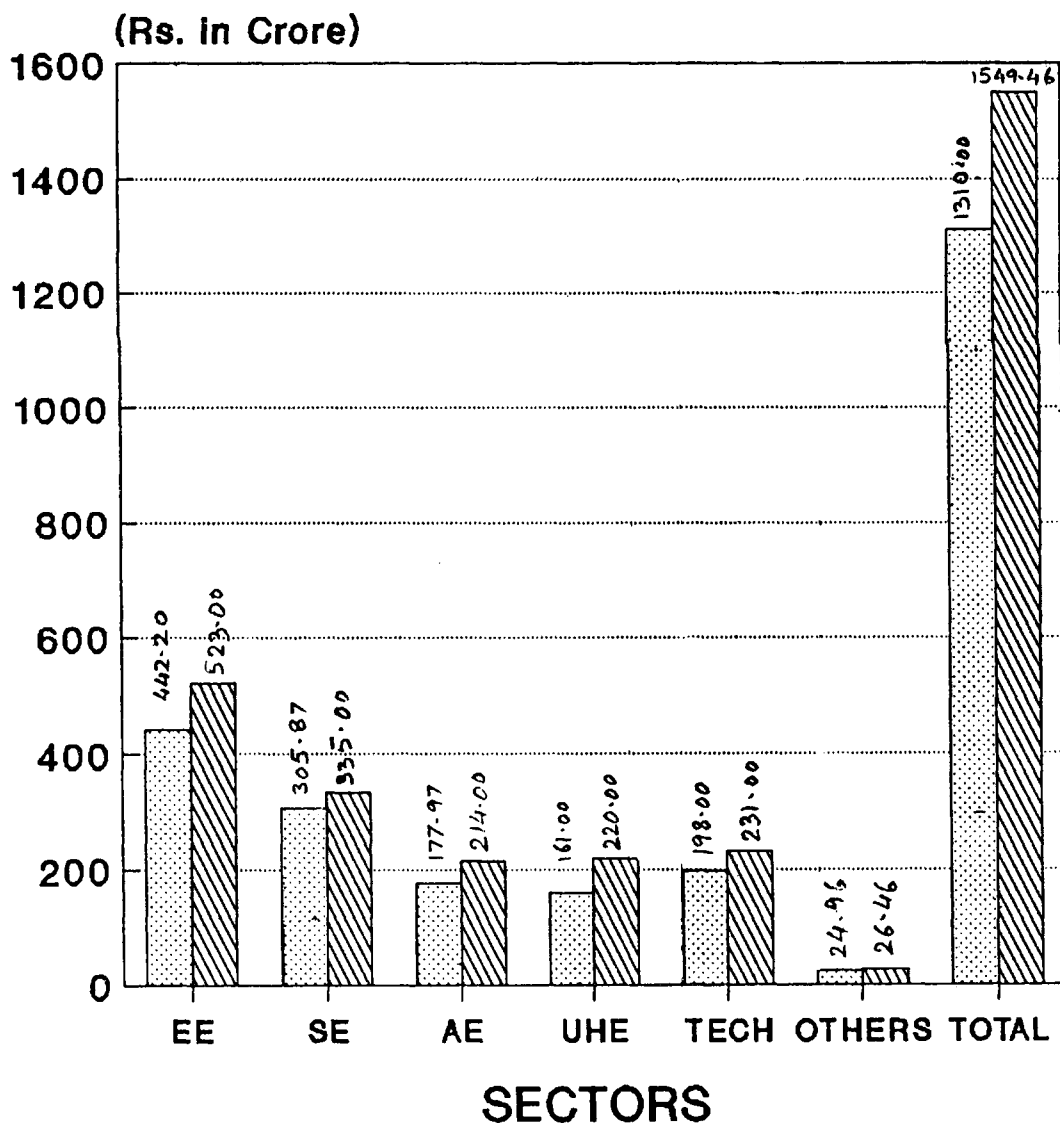
# SECTORAL OUTLAYS ON EDUCATION FOR 1993-94 AND 1994-95 (CENTRE)

% DISTRIBUTION



254

# ← CENTRAL PLAN ALLOCATION FOR EDUCATION IN 1993-94 & 1994-95

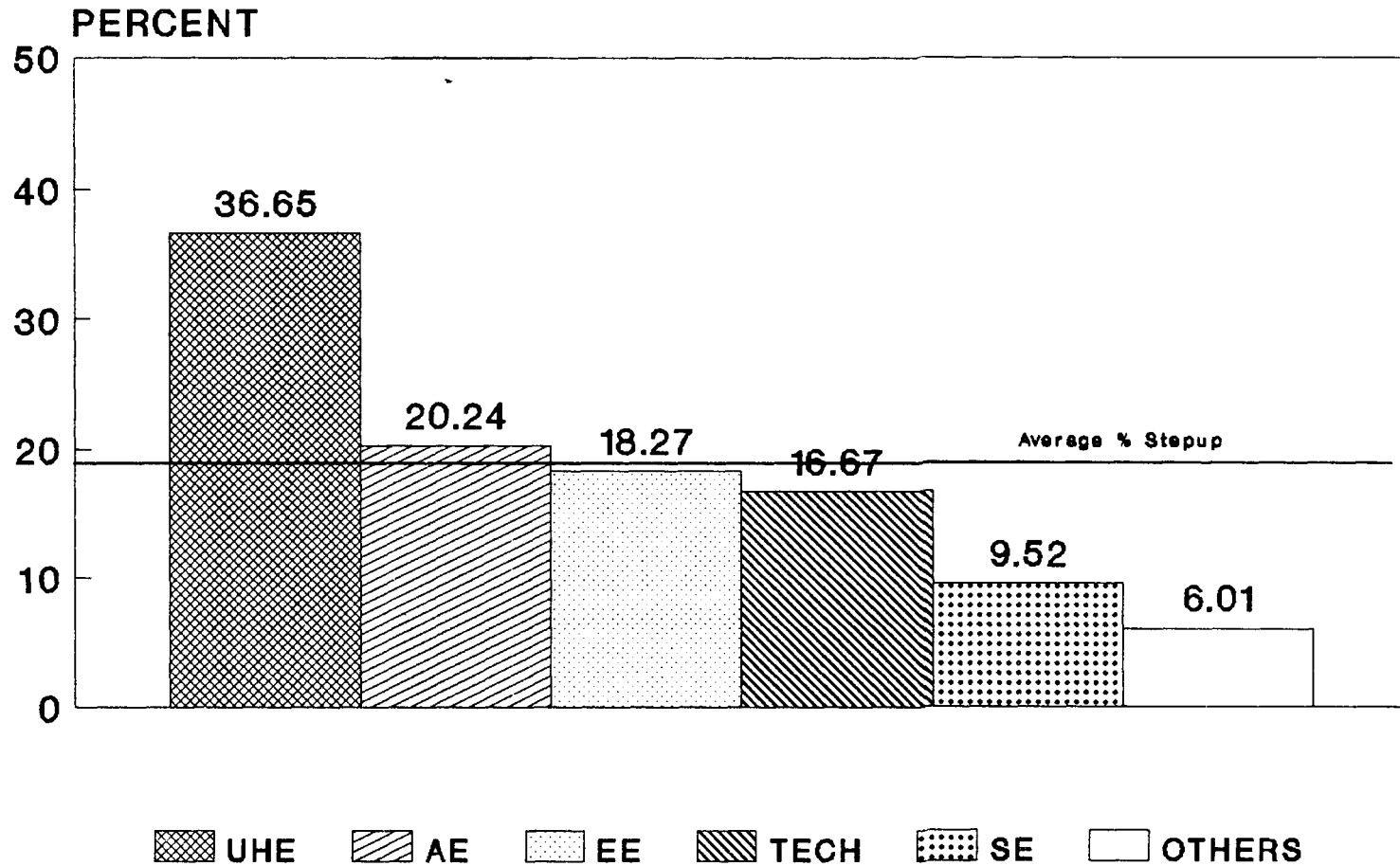


1993-94
  1994-95

CMIS

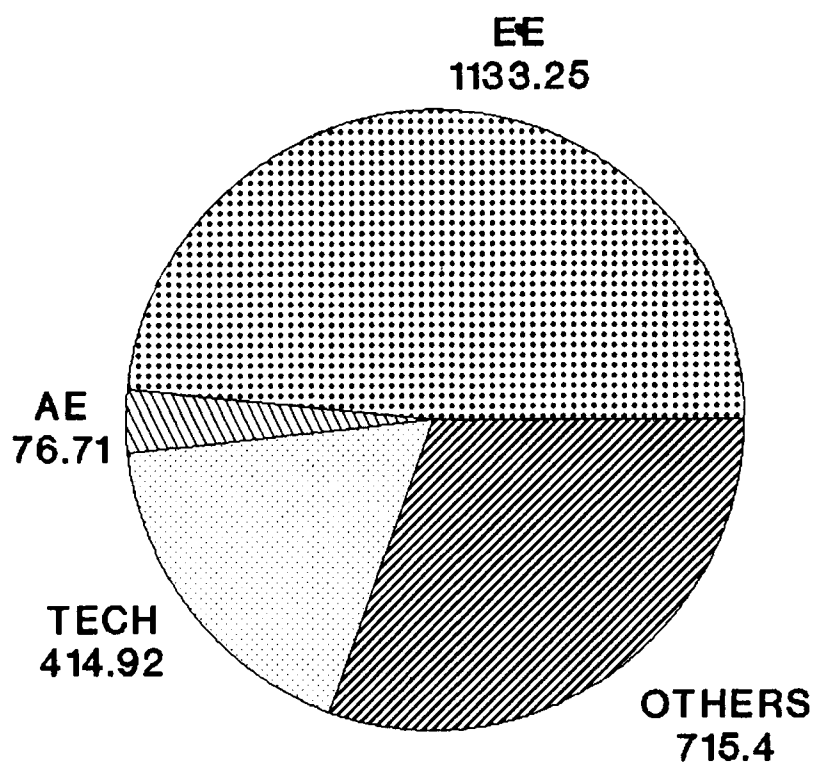
# PERCENTAGE STEP-UP OF CENTRAL PLAN ALLOCATION IN 1994-95 OVER 1993-94

256



# SECTOR-WISE PLAN OUTLAY FOR 1993-94 (STATES & UTs)

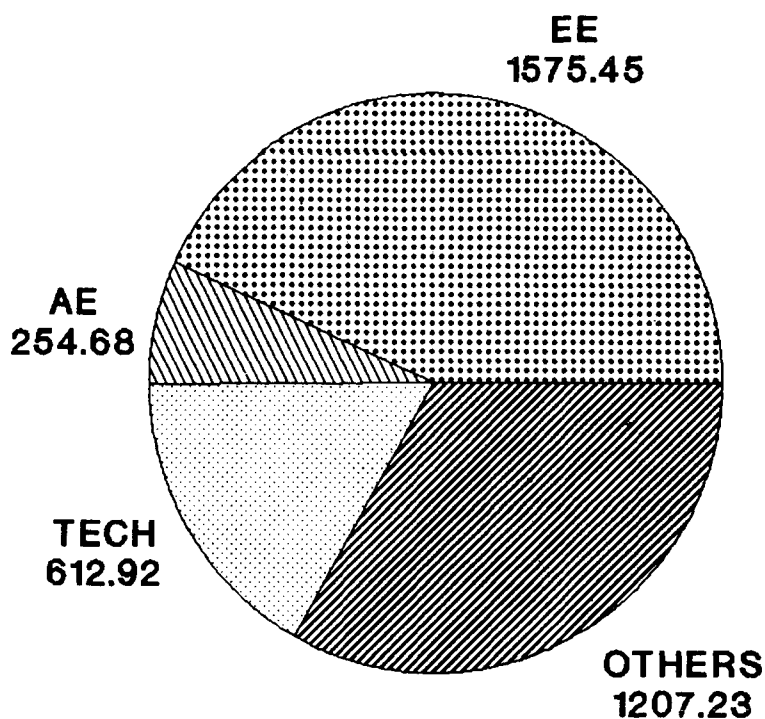
(Rs. in Crores)



**TOTAL PLAN OUTLAY - 2340.28**

# SECTOR-WISE PLAN OUTLAY FOR 1993-94 (CENTRE+STATES/UTs)

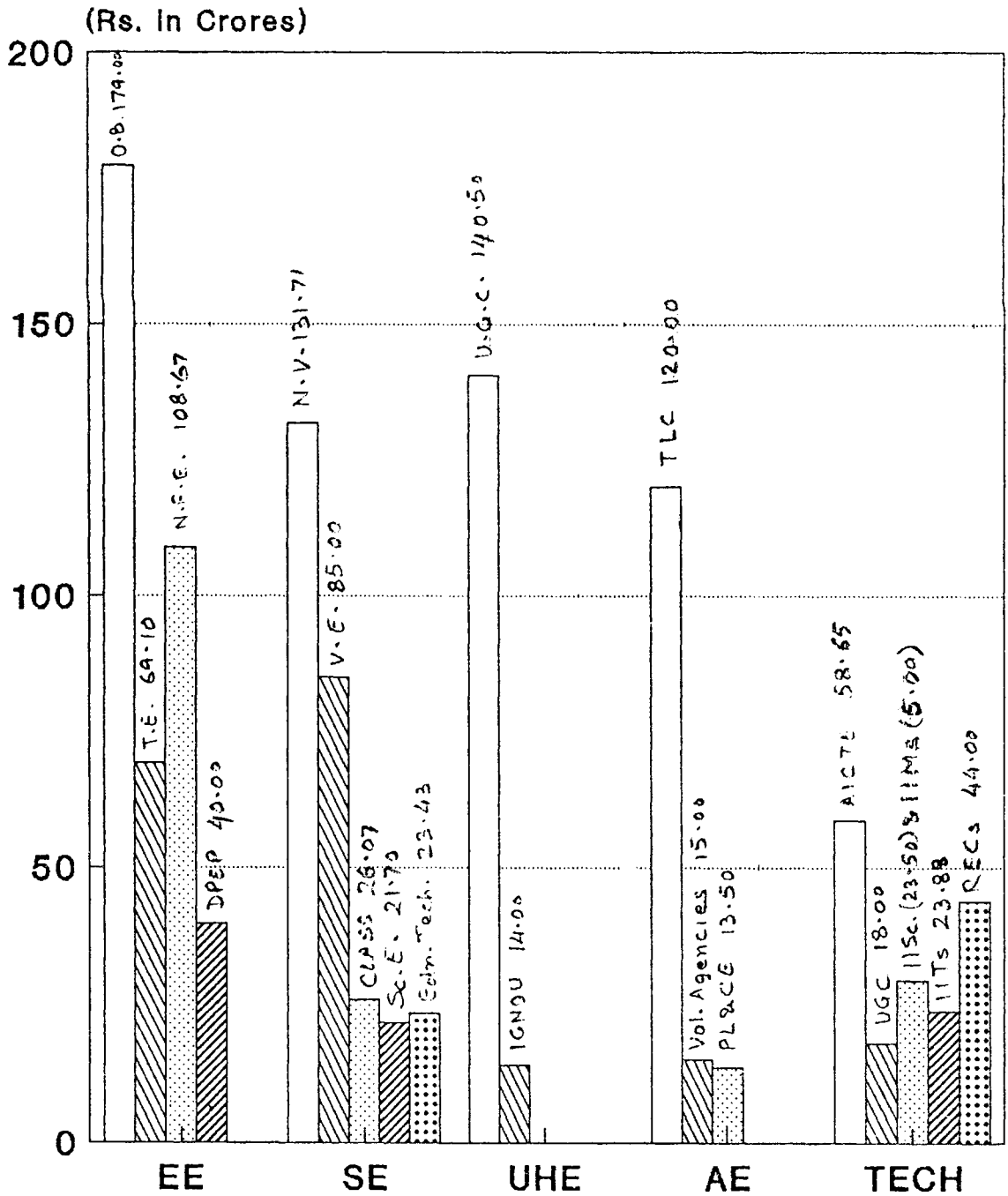
(Rs. In Crores)



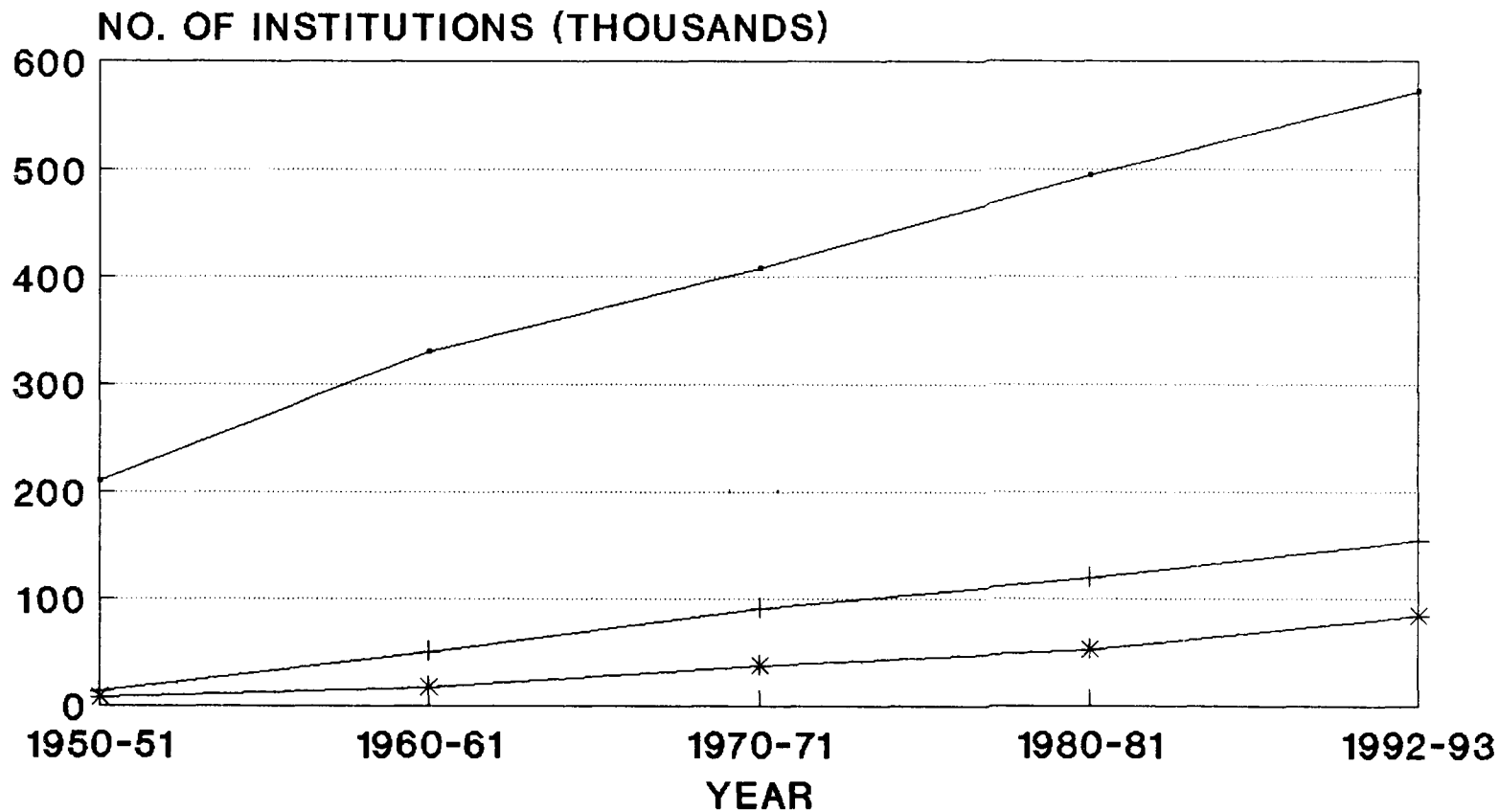
**TOTAL PLAN OUTLAY - 3650.28**

CMIS

# PLAN OUTLAY OF MAJOR SCHEMES - 1993-94 (CENTRE)



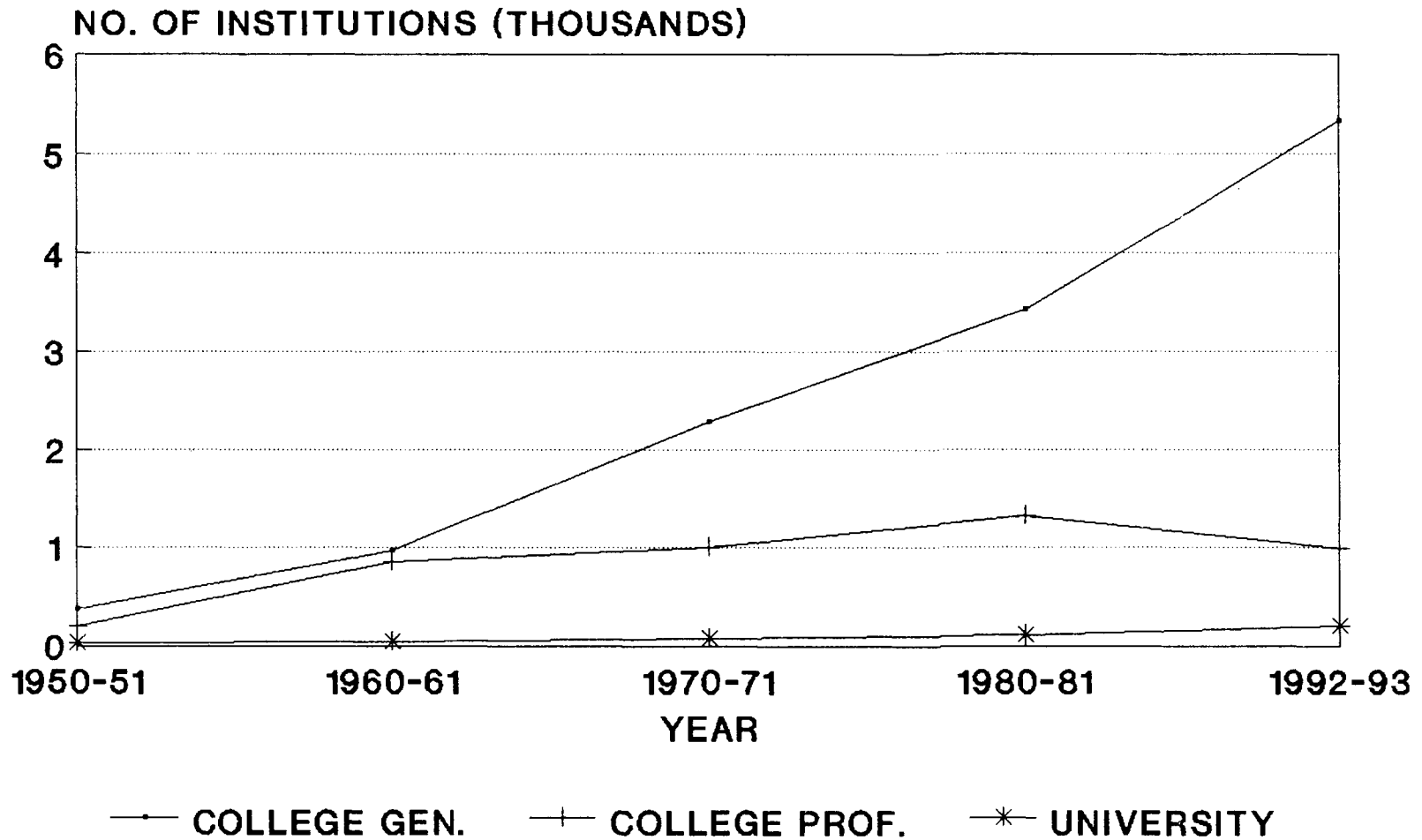
# GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 SCHOOL LEVEL



—•— PRIMARY    —+— U.PRIMARY    —\*— HIGH/HR.SEC

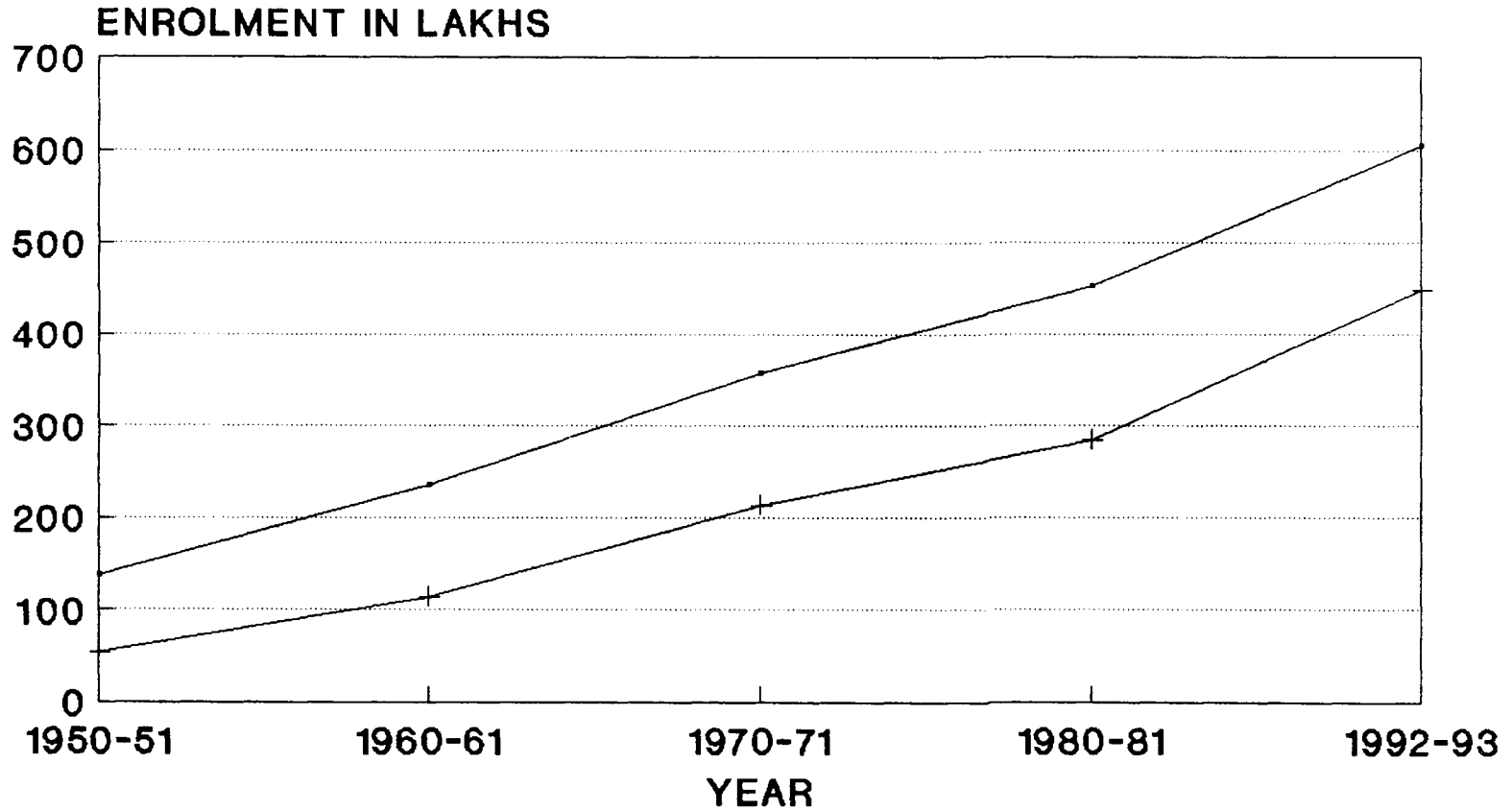
CMIS

# GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951 COLLEGE LEVEL





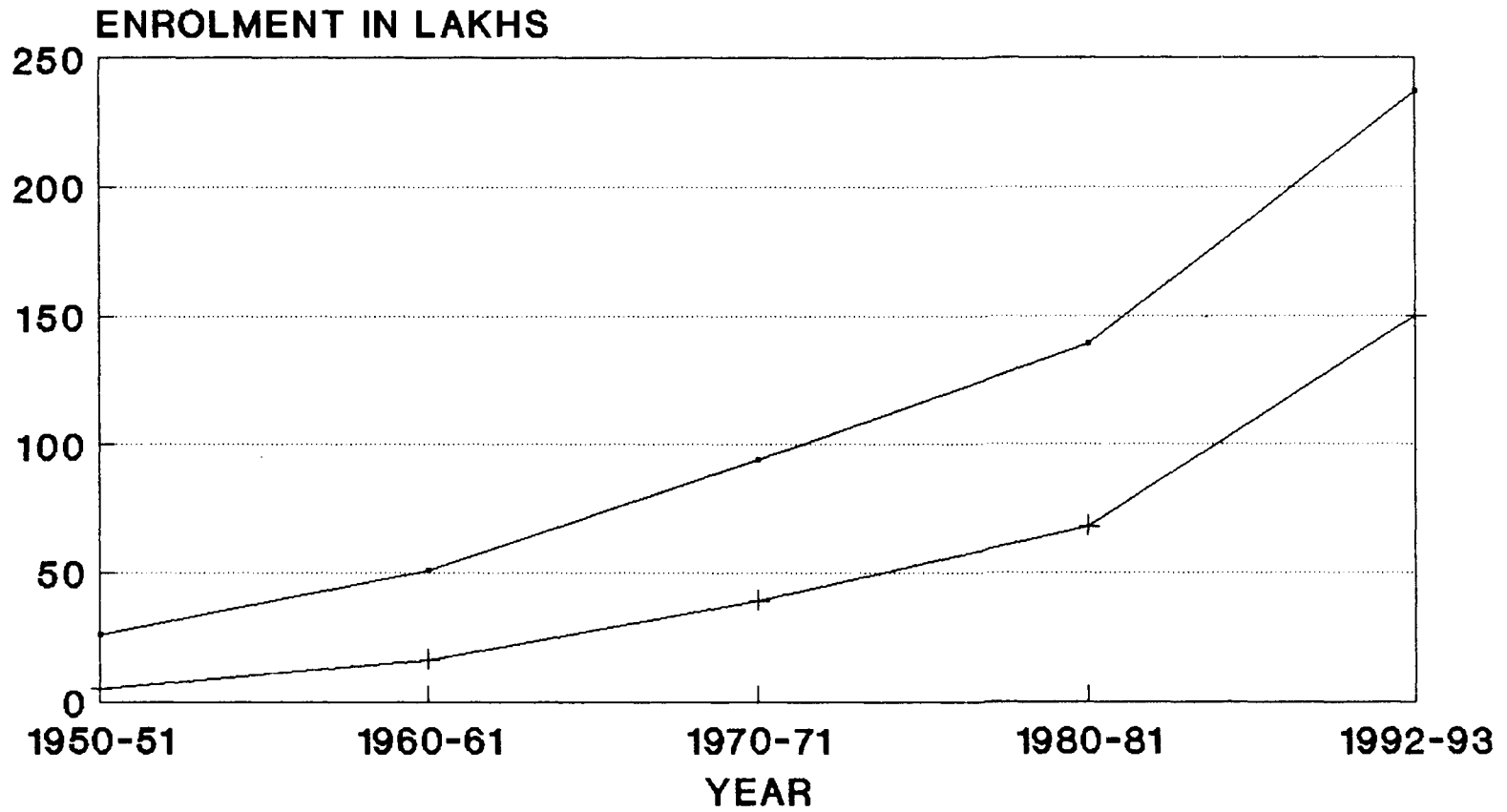
# ENROLMENT IN PRIMARY CLASSES (I-V)



—●— BOYS —+— GIRLS

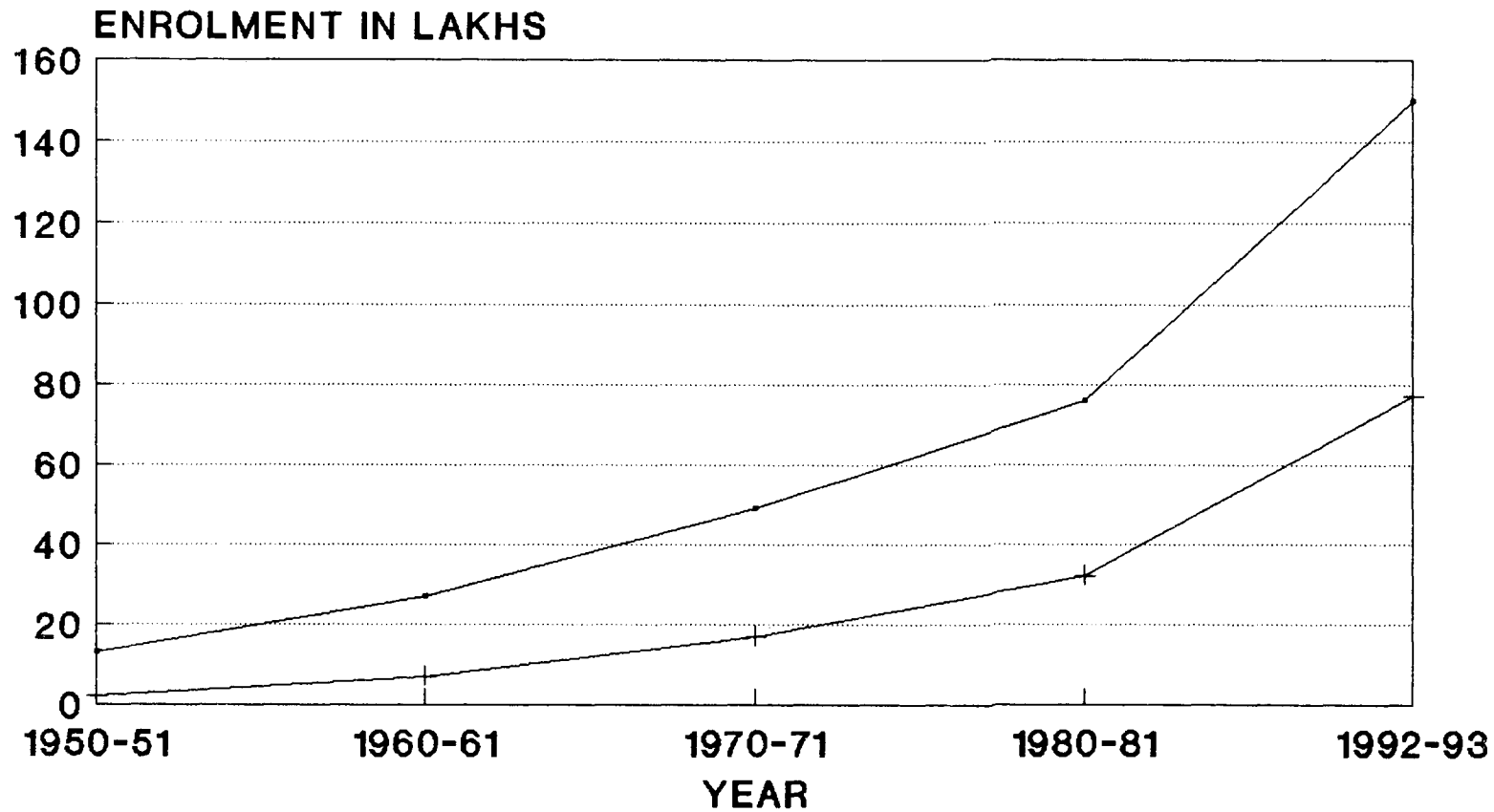
CMIS

# ENROLMENT IN MIDDLE CLASSES (VI-VIII)



— BOYS — GIRLS

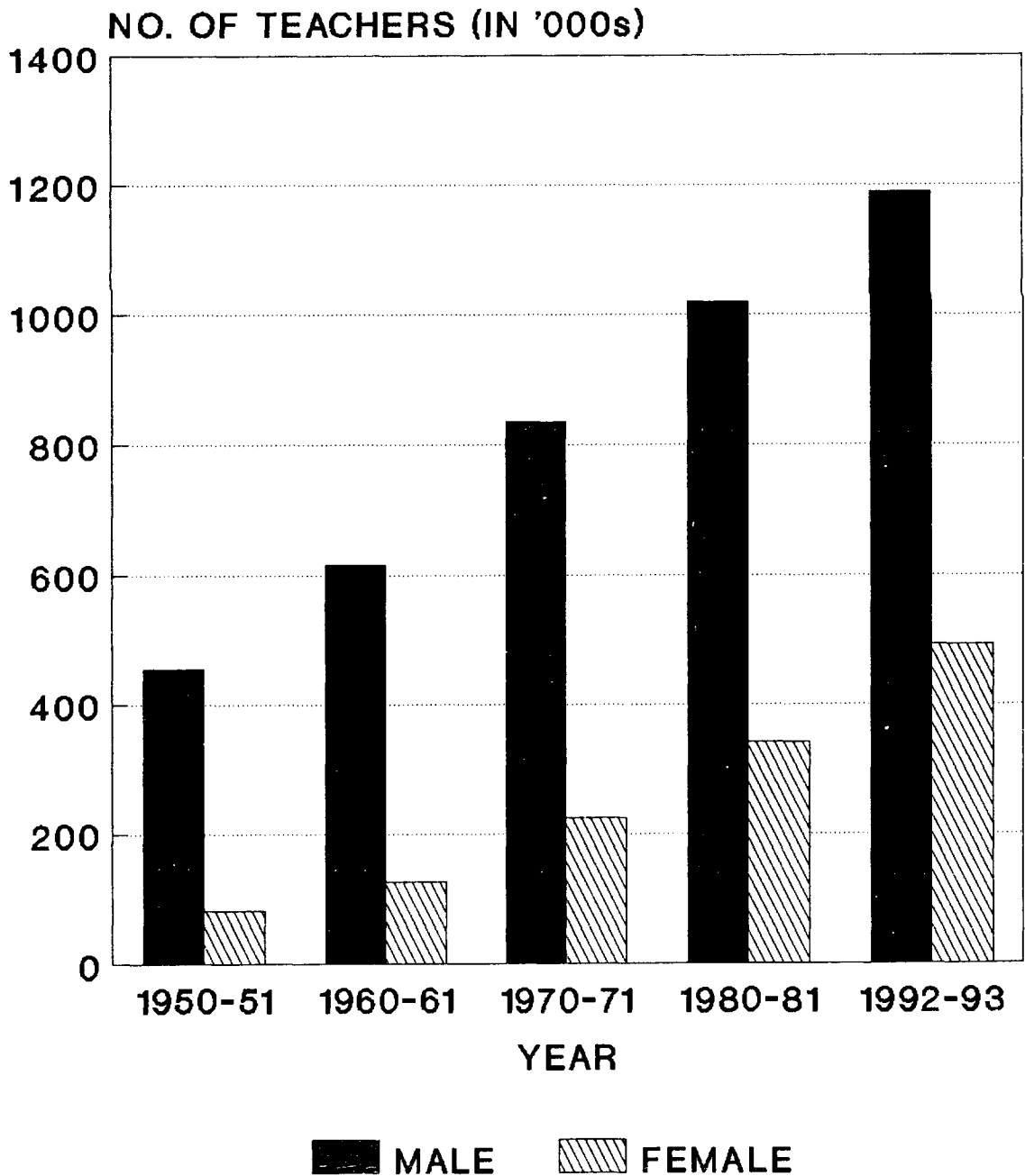
# ENROLMENT IN HIGH/Hr. SEC. CLASSES (IX-XII)



—•— BOYS    —+— GIRLS

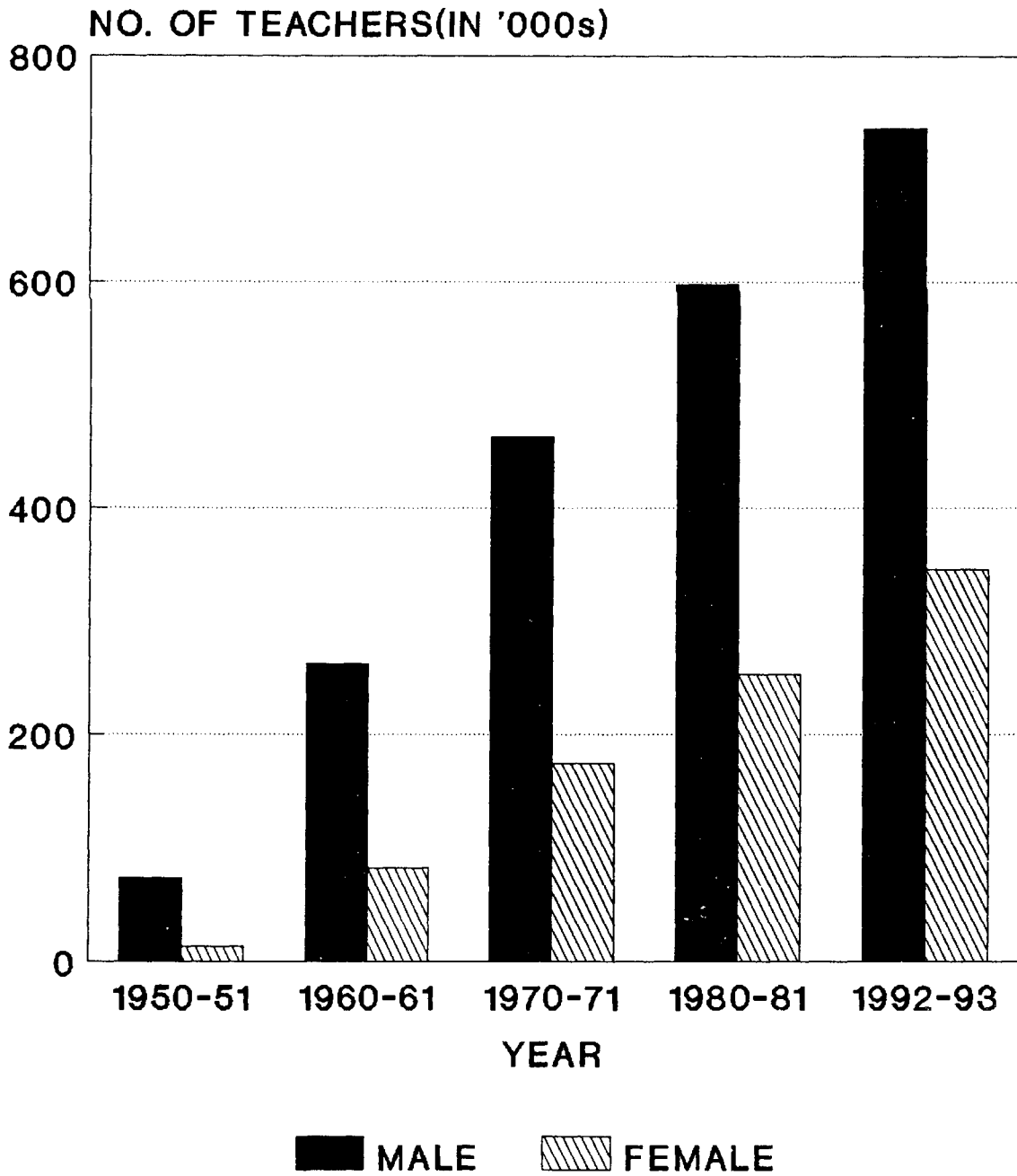
CMIS

## DISTRIBUTION OF TEACHERS PRIMARY SCHOOLS

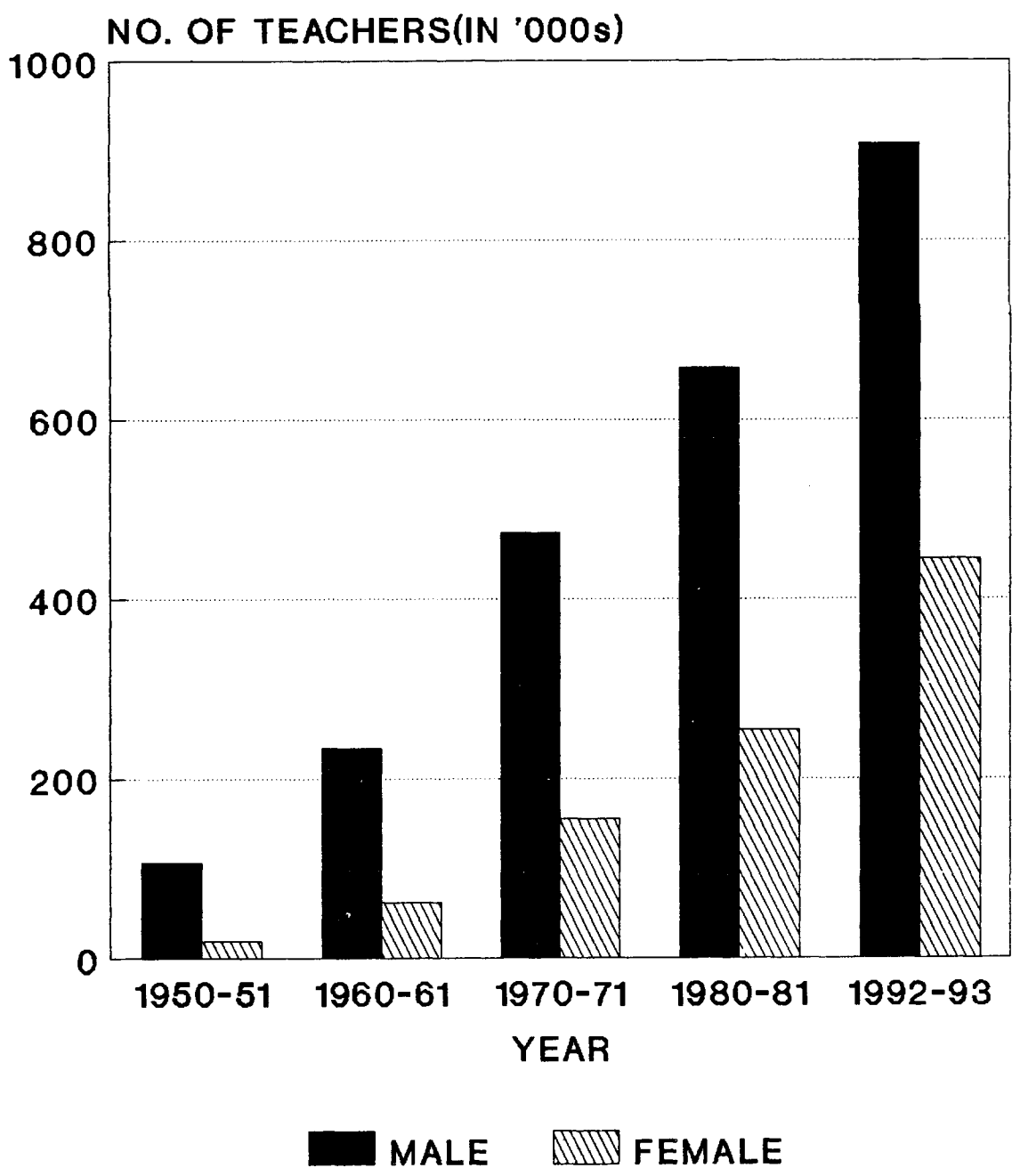


CMIS

# DISTRIBUTION OF TEACHERS MIDDLE SCHOOLS



# DISTRIBUTION OF TEACHERS HIGH/Hr. SCHOOLS



CMIS

**STATEMENTS OF EDUCATIONAL  
STATISTICS**

## STATEMENT NO. 1

AREA, NUMBER OF DISTRICTS, NUMBER OF INHABITED VILLAGES AND DENSITY OF POPULATION-1991

STATE/UNION TERRITORY	AREA (IN SQ KM)	NUMBER OF DISTRICTS	NUMBER OF INHABITED VILLAGES	DENSITY (POPULATION/ Sq. KM.)	
				1981	1991
1	2	3	4	5	6
Andhra Pradesh	275045	23	26613	195	242
Arunachal Pradesh	83743	11	3257	8	10
Assam	78438	23	21995	230	286
Bihar	173877	42	65566	402	497
Goa	3702	2	398	272	316
Gujarat	196024	19	18569	174	211
Haryana	44212	16	6759	292	372
Himachal Pradesh	55673	12	16997	77	93
Jammu & Kashmir	222236	14	6503	59	76
Karnataka	191791	20	27024	194	235
Kerala	38863	14	1268	655	749
Madhya Pradesh	443446	45	33065	118	149
Maharashtra	307713	31	43020	204	257
Manipur	22327	8	2182	64	82
Meghalaya	22429	5	4874	60	79
Mizoram	21081	3	701	23	33
Nagaland	16579	7	1112	47	73
Orissa	155707	13	46989	169	203
Punjab	50362	12	12188	333	403
Rajasthan	342239	27	34968	100	129
Sikkim	7096	4	440	45	57
Tamil Nadu	130058	22	16448	372	429
Tripura	10486	3	860	196	263
Uttar Pradesh	294411	63	112057	377	473
West Bengal	88752	17	38454	615	767
A & N Islands	8249	2	491	23	34
Chandigarh	114	1	26	3961	5632
D & N Haveli	491	1	71	211	282
Daman & Diu	112	2	26	705	907
Delhi	1483	1	258	4194	6352
Lakshadweep	32	1	10	1258	1616
Pondicherry	492	4	291	1229	1642
<b>INDIA</b>	<b>3287263</b>	<b>468</b>	<b>543480</b>	<b>216</b>	<b>274</b>

\* Includes area under illegal occupation of Pakistan and China

@ Revenue Blocks



STATEMENT NO 2  
LITERACY RATES - INDIA : 1951-1991

YEAR	PERSONS	MALE	FEMALE
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.67	56.50	29.85
1991	52.19	64.20	39.19

NOTE:

Literacy rates for 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above.

The 1981 rates exclude Assam where the 1981 Census could not be conducted. The 1991 Census rates exclude Jammu and Kashmir where the 1991 Census could not be conducted.

**STATEMENT NO 3**  
**Distribution of Literates and Illiterates among Population**  
**Aged 7 year and above by Sex and Area, 1981-1991**

(in millions)

Year/Area	Literates			Illiterates		
	Persons	Male	Female	Persons	Male	Female
<b>1981*</b>						
All Areas	234.15 (43.6)	157.08 (56.5)	77.07 (29.8)	302.06 (56.4)	120.96 (43.5)	181.10 (70.2)
Rural Areas	146.60 (36.1)	103.51 (49.7)	43.09 (21.8)	259.59 (63.9)	104.80 (50.3)	154.79 (78.2)
Urban Areas	87.55 (67.3)	53.57 (76.8)	33.98 (56.4)	42.47 (32.7)	16.16 (23.2)	26.31 (43.6)
<b>1991**</b>						
All Areas	349.76 (52.2)	223.70 (64.2)	126.06 (39.2)	320.41 (47.8)	124.77 (35.8)	195.64 (60.8)
Rural Areas	218.32 (44.5)	146.38 (57.8)	71.94 (30.3)	271.81 (55.5)	106.69 (42.2)	165.12 (69.7)
Urban Areas	131.44 (73.1)	77.32 (81.0)	54.12 (63.9)	48.60 (26.9)	18.08 (19.0)	30.52 (36.1)

\* Excludes Assam where 1981 Census was not held.

\*\*Excludes Jammu & Kashmir where 1991 Census was not held.  
 Literacy rates and number of illiterates for 1991 are based  
 on estimated population aged 7 years and above.

Note: Figures in Parenthesis indicate percentage to  
 the corresponding population.

Source: Census of India, 1991-Paper 2 of 1991 (p.51)

## STATEMENT NO. 4

PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE 1981 AND 1991

STATE/UNION TERRITORY	1981 LITERACY RATES			1991 LITERACY RATES		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
1	2	3	4	5	6	7
Andhra Pradesh	35.66	46.83	24.16	44.09	55.13	32.72
Arunachal Pradesh	25.55	35.12	14.02	41.59	51.45	29.69
Assam	0.00	0.00	0.00	52.89	61.87	43.03
Bihar	32.05	46.60	16.52	38.48	52.49	22.89
Goa	65.71	76.01	55.17	75.51	83.64	67.09
Gujarat	52.21	65.14	38.46	61.29	73.13	48.64
Haryana	43.88	58.51	26.93	55.85	69.10	40.47
Himachal Pradesh	51.18	64.27	37.72	63.86	75.36	52.17
Jammu & Kashmir	32.68	44.18	19.55	0.00	0.00	0.00
Karnataka	46.21	58.73	33.17	56.04	67.26	44.34
Kerala	81.56	87.73	75.65	89.81	93.62	86.13
Madhya Pradesh	34.23	48.42	19.00	44.20	58.42	28.85
Maharashtra	55.83	69.65	41.01	64.87	76.56	52.32
Manipur	49.66	64.15	34.67	59.89	71.63	47.60
Meghalaya	42.05	46.65	37.17	49.10	53.12	44.85
Mizoram	74.26	79.36	68.61	82.27	85.61	78.60
Nagaland	50.28	58.58	40.39	61.65	67.62	54.75
Orissa	40.97	56.45	25.14	49.09	63.09	34.68
Punjab	48.17	55.56	39.70	58.51	65.66	50.41
Rajasthan	30.11	44.77	14.00	38.55	54.99	20.44
Sikkim	41.59	53.00	27.38	56.94	65.74	46.69
Tamil Nadu	54.39	68.05	40.43	62.66	73.75	51.33
Tripura	50.11	61.49	38.01	60.44	70.58	49.65
Uttar Pradesh	33.35	47.45	17.19	41.60	55.73	25.31
West Bengal	48.65	59.93	36.07	57.70	67.81	46.56
A & N Islands	63.19	70.29	53.19	73.02	78.99	65.46
Chandigarh	74.81	78.89	69.31	77.81	82.04	72.34
D & N Haveli	32.70	44.64	20.37	40.71	53.56	26.98
Daman & Diu	59.91	74.47	46.50	71.20	82.66	59.40
Delhi	71.94	79.28	62.60	75.29	82.01	66.99
Lakshadweep	68.42	81.24	55.32	81.78	90.18	72.89
Pondicherry	65.14	77.09	53.03	74.74	83.68	65.63
INDIA	43.67	56.50	29.85	52.19	64.20	39.19

\* Census was not carried out in Assam in 1981 and in J &amp; K in 1991

Source : Census of India in 1991, Final Population Totals (Paper 2 of 1992)

## STATEMENT NO 5

STATE AND UNION TERRITORIES ARRANGED IN DESCENDING ORDER OF  
LITERACY RATE AMONG PERSONS MALES AND FEMALES:1991

STATE/ U.T.	LITERACY RATE	STATE/ U.T.	MALE LITE- RACY RATE	STATE U.T.	FEMALE LITE- RACY RATE
KERALA	89.81	KERALA	93.62	KERALA	86.13
MIZORAM	82.27	LAKSHADWEEP	90.18	MIZORAM	78.60
LAKSHADWEEP	81.78	MIZORAM	85.61	LAKSHADWEEP	72.89
CHANDIGARH	77.81	PONDICHERRY	83.68	CHANDIGARH	72.34
GOA	75.51	GOA	83.64	GOA	67.09
DELHI	75.29	DAMAN & DIU	82.66	DELHI	66.99
PONDICHERRY	74.74	CHANDIGARH	82.04	PONDICHERRY	65.63
A & N ISLANDS	73.02	DELHI	82.01	A & N ISLANDS	65.46
DAMAN & DIU	71.20	A & N ISLANDS	78.99	DAMAN & DIU	59.40
MAHARASHTRA	64.87	MAHARASHTRA	76.56	NAGALAND	54.75
HIMACHAL PRADESH	63.86	HIMACHAL PRADESH	75.36	MAHARASHTRA	52.32
TAMIL NADU	62.66	TAMIL NADU	73.75	HIMACHAL PRADESH	52.17
NAGALAND	61.65	GUJARAT	73.13	TAMIL NADU	51.33
GUJARAT	61.29	MANIPUR	71.63	PUNJAB	50.41
TRIPURA	60.44	TRIPURA	70.58	TRIPURA	49.65
MANIPUR	59.89	HARYANA	69.10	GUJARAT	48.64
PUNJAB	58.51	WEST BENGAL	67.81	MANIPUR	47.60
WEST BENGAL	57.70	NAGALAND	67.62	SIKKIM	46.69
SIKKIM	56.94	KARNATAKA	67.26	WEST BENGAL	46.56
KARNATAKA	56.04	SIKKIM	65.74	MEGHALAYA	44.85
HARYANA	55.85	PUNJAB	65.66	KARNATAKA	44.34
ASSAM	52.89	INDIA	64.20	ASSAM	43.03
INDIA	52.19	ORISSA	63.09	HARYANA	40.47
MEGHALAYA	49.10	ASSAM	61.87	INDIA	39.19
ORISSA	49.09	MADHYA PRADESH	58.42	ORISSA	34.68
MADHYA PRADESH	44.20	UTTAR PRADESH	55.73	ANDHRA PRADESH	32.72
ANDHRA PRADESH	44.09	ANDHRA PRADESH	55.13	ARUNACHAL PRADESH	29.69
UTTAR PRADESH	41.60	RAJASTHAN	54.99	MADHYA PRADESH	28.85
ARUNACHAL PRADESH	41.59	D & N HAVELI	53.56	DADAR & NAGAR HAVELI	26.98
D & N HAVELI	40.71	MEGHALAYA	53.12	UTTAR PRADESH	25.31
RAJASTHAN	38.55	BIHAR	52.49	BIHAR	22.89
BIHAR	38.48	ARUNACHAL PRADESH	51.45	RAJASTHAN	20.44

STATEMENT NO. 6  
LITERACY RATES - 1991

State/Union Territory	General			Scheduled Castes			Scheduled Tribes		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
Andhra Pradesh	44.09	55.13	32.72	31.59	41.88	20.92	17.16	25.25	8.68
Arunachal Pradesh	41.59	51.45	29.69	57.27	66.25	41.42	34.45	44.00	24.94
Assam	52.89	61.87	43.03	53.94	63.88	42.99	49.16	58.93	38.98
Bihar	38.48	52.49	22.89	19.49	30.64	7.07	26.78	38.40	14.75
Goa	75.51	83.64	67.09	58.73	69.55	47.51	42.91	54.43	29.01
Gujarat	61.29	73.13	48.64	61.07	75.47	45.54	36.45	48.25	24.20
Haryana	55.85	69.10	40.47	39.22	52.06	24.15	-	-	-
Himachal Pradesh	63.86	75.36	52.17	53.20	64.98	41.02	47.09	62.74	31.18
Jammu & Kashmir	-	-	-	-	-	-	-	-	-
Karnataka	56.04	67.26	44.34	38.06	49.69	25.95	36.01	47.95	23.57
Kerala	89.81	93.62	86.13	79.66	85.22	74.31	57.22	63.38	51.07
Madhya Pradesh	44.20	58.42	28.85	35.08	50.51	18.11	21.54	32.16	10.73
Maharashtra	64.87	76.56	52.32	56.46	70.45	41.59	36.79	49.09	24.03
Manipur	59.89	71.63	47.60	56.44	65.28	47.41	53.63	62.39	44.48
Meghalaya	49.10	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
Mizoram	82.27	85.61	78.60	77.92	77.54	81.25	82.71	86.66	78.70
Nagaland	61.65	67.62	54.75	-	-	-	60.59	66.27	54.51
Orissa	49.09	63.09	34.68	36.78	52.42	20.74	22.31	34.44	10.21
Punjab	58.51	65.66	50.41	41.09	49.82	31.03	-	-	-
Rajasthan	38.55	54.99	20.44	26.29	42.38	8.31	19.44	33.29	4.42
Sikkim	56.94	65.74	46.69	51.03	58.69	42.77	59.01	66.80	50.37
Tamil Nadu	62.66	73.75	51.33	46.74	58.36	34.89	27.89	35.25	20.23
Tripura	60.44	70.58	49.65	56.66	67.25	45.45	40.37	52.88	27.34
Uttar Pradesh	41.60	55.73	25.31	26.85	40.80	10.69	35.70	49.95	19.86
West Bengal	57.70	67.81	46.56	42.21	54.55	28.87	27.28	40.07	14.98
A & N Islands	73.02	78.99	65.46	-	-	-	56.62	64.16	48.74
Chandigarh	77.81	82.04	72.34	55.44	64.74	43.54	-	-	-
D & N Haveli	40.71	53.56	26.98	77.64	88.03	66.61	28.21	40.75	15.94
Daman & Diu	71.20	82.66	59.40	79.18	91.85	67.62	52.91	63.58	41.49
Delhi	75.29	82.01	66.99	57.60	68.77	43.82	-	-	-
Lakshadweep	81.78	90.18	72.89	-	-	-	80.58	89.50	71.72
Pondicherry	74.74	83.68	65.63	56.26	66.10	46.28	-	-	-
INDIA	52.19	64.20	39.19	37.41	49.91	23.76	29.60	40.65	18.19

Source :- Census of India 1991 Final Population Total (Paper 2 of 1992)  
Census was not held in J & K

Statement No 7

Literacy Rates of Scheduled Caste 1991 Census -  
in discending order

States/Uts	Literacy Rates of Scheduled Castes
1 Kerala	79.66
2 Daman & Diu	79.18
3 Mizoram	77.92
4 Dadra & Nagar Haveli	77.64
5 Gujarat	61.07
6 Goa	58.73
7 Delhi	57.60
8 Arunachal Pradesh	57.27
9 Tripura	56.66
10 Maharashtra	56.46
11 Manipur	56.44
12 Pondicherry	56.26
13 Chandigarh	55.44
14 Assam	53.94
15 Himachal Pradesh	53.20
16 Sikkim	51.03
17 Tamil Nadu	46.74
18 Meghalaya	44.27
19 West Bengal	42.21
20 Punjab	41.09
21 Haryana	39.22
22 Karnataka	38.06
23 Orissa	36.78
24 Madhya Pradesh	35.08
25 Andhra Pradesh	31.59
26 Uttar Pradesh	26.85
27 Rajasthan	26.29
28 Bihar	19.49
29 Jammu & Kashmir @	-
30 Nagaland *	-
31 A & N Islands *	-
32 Lakshadweep *	-
INDIA	37.41

\* Scheduled Castes population do not exist.

@ Census was not held in Jammu & Kashmir.

Statement No 8

Literacy Rates of Scheduled Tribes 1991 Census -  
in discending order

States/Uts	Literacy Rates of Scheduled Tribes
1 Mizoram	82.71
2 Lakshadweep	80.58
3 Nagaland	60.59
4 Sikkim	59.01
5 Kerala	57.22
6 A & N Islands	56.62
7 Manipur	53.63
8 Daman & Diu	52.91
9 Assam	49.16
10 Himachal Pradesh	47.09
11 Meghalaya	46.71
12 Goa	42.91
13 Tripura	40.37
14 Maharashtra	36.79
15 Gujarat	36.45
16 Karnataka	36.01
17 Uttar Pradesh	35.70
18 Arunachal Pradesh	34.45
19 Dadra & Nagar Haveli	28.21
20 Tamil Nadu	27.89
21 West Bengal	27.28
22 Bihar	26.78
23 Orissa	22.31
24 Madhya Pradesh	21.54
25 Rajasthan	19.44
26 Andhra Pradesh	17.16
27 Haryana*	-
28 Punjab *	-
29 Chandigarh *	-
30 Delhi *	-
31 Pondicherry *	-
32 Jammu & Kashmir @	-
INDIA	29.60

\* Scheduled Tribes population do not exist.

@ Census was not held in Jammu & Kashmir.

STATEMENT NO. 9  
GROWTH OF RECOGNISED EDUCATIONAL INSTITUTIONS SINCE 1951

YEAR	PRIMARY	UPPER PRIMARY	HIGH/Hr. SEC. SCHOOL INTER/ PRE-DEGREE JR. COLLEGES	COLLEGE FOR GEN. EDN.	COLLEGE FOR PROF. EDN.	UNIVERSITIES
1950-51	209671	13596	7416	370	208	27
1960-61	330399	49663	17329	967	852	45
1970-71	408378	90621	37051	2285	992	82
1980-81	494503	118555	51624	3421	1317	110
1990-91 P	558392	146636	78619	4862	886*	184**
1991-92 P	565786	152077	81747	5058	950*	196**
1992-93 P	572541	153921	84086	5334	989*	207**

\* Includes only of Medicine, Engineering and Teacher Training institutions

P Provisional

\*\* Includes Deemed to be Universities & Institutions of National Importance



STATEMENT NO. 10  
SEX-WISE ENROLMENT BY SATGES/CLASSES SINCE 1951  
SCHOOL LEVEL

(IN LAKHS)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1950-51	138	54	192	26	5	31	13	2	15
1960-61	236	114	350	51	16	67	27	7	34
1970-71	357	213	570	94	39	133	49	17	66
1980-81	453	285	738	139	68	207	76	32	108
1990-91 P	581	410	991	209	124	333	140	69	209
1991-92 P	592	424	1016	214	130	344	142	70	212
1992-93 P	605	449	1054	237	150	387	150	77	227

P - Provisional

STATEMENT NO. 11  
DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL SINCE 1951  
(IN THOUSANDS)

YEAR	PRIMARY			UPPER PRIMARY			HIGH/Hr. SEC.		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1950-51	456	82	538	73	13	86	107	20	127
1960-61	615	127	742	262	83	345	234	62	296
1970-71	835	225	1060	463	175	638	474	155	629
1980-81	1021	342	1363	598	253	851	658	254	912
1990-91 P	1167	470	1637	706	353	1059	857	416	1273
1991-92 P	1194	499	1693	718	354	1072	880	430	1310
1992-93 P	1189	493	1682	736	346	1082	908	445	1353

P - Provisional

STATEMENT NO. 12  
EDUCATIONAL INSTITUTIONS -1992-93

SN.	STATE/UNION TERRITORY	PRIMARY	MIDDLE	HIGH/Hr. SEC.SCHOOL INTER/ PRE-DEG. JUNIOR COLLEGES	COLLEGES FOR GENERAL EDUCA- TION	PROFES- SIONAL EDUCA- TION @	UNIVE- RSITY *
1	2	3	4	5	6	7	8
1	Andhra Pradesh	50201	6330	7331	403	86	17
2	Arunachal Pradesh	1171	274	139	4	0	1
3	Assam	28876	5703	3467	217	15	3
4	Bihar	53292	13495	4191	557	31	18
5	Goa	1033	109	387	18	4	1
6	Gujarat	14448	17781	5475	271	58	10
7	Haryana	4915	1401	2584	120	21	4
8	Himachal Pradesh	7548	1061	1154	45	4	3
9	Jammu & Kashmir	9438	2669	1234	32	7	3
10	Karnataka	23600	16647	5624	511	136	12
11	Kerala	6779	2931	2602	115	22	6
12	Madhya Pradesh	68949	15145	4558	448	39	15
13	Maharashtra	41759	19651	11343	719	294	21
14	Manipur	3180	681	496	31	4	1
15	Meghalaya	4170	705	316	23	1	1
16	Mizoram	1066	553	273	12	1	0
17	Nagaland	1305	357	194	16	1	0
18	Orissa	41204	11716	5337	380	20	5
19	Punjab	12464	1436	2780	172	29	4
20	Rajasthan	32133	8695	4201	167	44	10
21	Sikkim	527	122	81	1	0	0
22	Tamil Nadu	30098	5608	5368	233	71	17
23	Tripura	2065	432	479	14	2	1
24	Uttar Pradesh	78804	15463	6142	436	24	28
25	West Bengal	50827	4179	6804	302	62	12
26	A & N Islands	188	46	70	2	1	0
27	Chandigarh	56	32	81	12	2	2
28	D & N Haveli	125	42	12	0	0	0
29	Daman & Diu	49	16	20	1	0	0
30	Delhi	1911	519	1212	65	6	11
31	Lakshadweep	19	4	11	0	0	0
32	Pondicherry	341	118	120	7	4	1
INDIA		572541	153921	84086	5334	989	207

\* Includes Deemed to be Universities and Institutions of National Importance .

@ Includes only Colleges of Engineering/Technology, Medical & Teacher Training.

Source : Selected Educational Statistics, 1992-93.

STATEMENT NO. 13  
ENROLMENT BY STAGES -1992-93  
(As on 30th Sept., 1992)

STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION *		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	4423061	3424118	7847179	1417321	870373	2287694	947735	486371	1434106	187915	77757	265672
Arunachal Pradesh	71876	52217	124093	18201	11968	30169	12429	6356	18785	2422	683	3105
Assam	1926407	1697356	3623763	664236	491000	1155236	382988	260923	643911	80267	34343	114610
Bihar	5878054	3016653	8894707	1579040	656866	2235906	1257866	275142	1533008	401154	94041	495195
Goa	70084	64069	134153	42548	36393	78941	33386	29262	62648	6914	7388	14302
Gujarat	3406339	2576579	5982918	1224325	770906	1995231	755000	492000	1247000	228550	163900	392450
Haryana	979327	814987	1794314	464169	298409	762578	383476	194764	578240	63690	34195	97885
Himachal Pradesh	370760	326430	697190	215000	168000	383000	133430	80980	214410	15317	6994	22311
Jammu & Kashmir	473673	315581	789254	207338	120188	327526	113019	55713	168732	24802	14805	39607
Karnataka	3247979	2860581	6108560	1094617	789124	1883741	894084	502945	1397029	213977	96605	310582
Kerala	1549805	1469380	3019185	976737	929962	1906699	555443	583228	1138671	51854	56036	107890
Madhya Pradesh	4810030	3336092	8146122	2049000	1154000	3203000	700175	261530	961705	176466	72827	249293
Maharashtra	5815331	5095836	10911167	2337651	1698845	4036496	1802134	1045379	2847513	462349	229254	691603
Manipur	144910	123550	268460	43190	37070	80260	41430	29930	71360	12642	8319	20961
Meghalaya	90889	83708	174597	28096	25256	53352	19934	16900	36834	4454	2993	7447
Mizoram	59839	54422	114261	19880	17967	37847	10334	10185	20519	1014	463	1477
Nagaland	82016	73159	155175	31123	29527	60650	15137	11735	26872	2209	1110	3319
Orissa	2225000	1555000	3780000	800000	450000	1250000	682440	327815	1010255	69974	25773	95747
Punjab	1109245	957851	2067096	537649	415832	953481	404767	289079	693846	49429	58509	107938
Rajasthan	3598000	1699000	5297000	1307000	439000	1746000	776000	185000	961000	43826	22334	66160
Sikkim	39580	34917	74497	9713	8802	18515	5474	4213	9687	0	0	0
Tamil Nadu	4267866	3667979	7935845	1928832	1480432	3409264	1075067	724823	1799890	170077	120659	290736
Tripura	219741	179690	399431	80992	60003	140995	44119	29963	74082	7305	3916	11221
Uttar Pradesh	9668446	6075954	15744400	3786751	1653499	5440250	2556639	822960	3379599	368821	118205	487026
West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1139000	760000	1899000	196157	134837	330994
A & N Islands	22836	20927	43763	9935	8449	18384	6705	5524	12229	1064	901	1965
Chandigarh	28678	25289	53967	15624	13621	29245	20315	18000	38315	7099	6865	13964
D & N Haveli	10240	6694	16934	2934	1754	4688	1877	1103	2980	0	0	0
Daman & Diu	6761	6002	12763	3687	3056	6743	2766	2009	4775	356	190	546
Delhi	495135	432575	927710	283174	223542	506716	216982	168194	385176	79342	58068	137410
Lakshadweep	4763	4010	8773	2129	1544	3673	1083	745	1828	0	0	0
Pondicherry	55649	50290	105939	31375	27926	59301	19507	16636	36143	3267	2677	5944
<b>INDIA</b>	<b>60454320</b>	<b>44915896</b>	<b>105370216</b>	<b>23693267</b>	<b>15015314</b>	<b>38708581</b>	<b>15010741</b>	<b>7699407</b>	<b>22710148</b>	<b>2932713</b>	<b>1454647</b>	<b>4387360</b>

\* Excludes enrolment in Ph.D/M.Phil and all professional Courses except Engineering (B.E/B.Tech/B.Arch), Medicine (M.B.B.S) and Teacher Training (B.ed/B.T)

Source : Selected Education Statistics 1992-93, Deptt. of Education, Ministry of Human Resource Development.

## STATEMENT NO. 14

## ENROLMENT RATIO IN CLASSES I-V AND VI-VIII OF SCHOOLS FOR GENERAL EDUCATION -1992-93

STATE/UNION TERRITORY	CLASSES I-V (6-11 Yrs.)			CLASSES VI-VIII (11-14 Yrs.)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
Andhra Pradesh	121.5	96.6	109.2	68.6	43.0	55.9
Arunachal Pradesh	129.9	93.4	111.5	59.4	39.8	49.7
Assam	115.5	107.3	111.5	69.3	54.3	62.1
Bihar	105.8	56.2	81.4	51.9	22.0	37.1
Goa	105.2	95.9	100.5	107.4	91.4	99.4
Gujarat	145.0	114.0	129.8	87.9	57.5	73.0
Haryana	92.5	81.1	87.0	73.2	51.8	63.0
Himachal Pradesh	125.5	110.5	118.0	123.9	97.6	110.8
Jammu & Kashmir	104.1	72.6	88.7	80.1	49.2	65.1
Karnataka	119.4	110.4	115.0	69.6	52.0	61.0
Kerala	98.4	96.5	97.5	106.0	104.1	105.0
Madhya Pradesh	117.7	87.7	103.2	89.1	53.5	71.9
Maharashtra	142.9	129.4	136.3	92.1	70.8	81.8
Manipur	115.1	105.6	110.5	64.5	57.1	60.9
Meghalaya	78.4	72.1	75.2	42.8	37.5	40.1
Mizoram	137.8	133.0	135.5	75.3	70.7	73.0
Nagaland	109.9	101.3	105.7	69.7	68.8	69.3
Orissa	120.7	89.2	105.4	75.7	44.1	60.2
Punjab	103.4	96.6	100.1	79.7	67.8	74.0
Rajasthan	115.2	57.5	87.1	77.5	27.6	53.3
Sikkim	124.0	111.9	118.0	55.1	53.0	54.1
Tamil Nadu	143.4	129.2	136.5	110.9	88.8	100.1
Tripura	143.3	119.7	131.7	94.5	73.4	84.2
Uttar Pradesh	103.7	72.0	88.6	73.4	35.7	55.6
West Bengal	137.9	130.2	134.1	114.0	99.6	106.9
A & N Islands	101.0	86.1	93.3	82.7	72.8	77.9
Chandigarh	60.5	58.9	59.7	56.6	57.4	57.0
D & N Haveli	116.3	83.6	100.8	57.5	37.3	47.8
Daman & Diu	a	a	a	a	a	a
Delhi	84.0	85.5	84.7	80.5	76.2	78.5
Lakshadweep	158.7	133.6	146.2	133.0	102.9	118.4
Pondicherry	148.0	136.2	142.2	137.6	124.6	131.2
INDIA	118.1	92.7	105.7	80.5	53.8	67.5

a Included in Goa

STATEMENT NO. 15  
ENROLMENT BY STAGES (SCHEDULED CASTES) 1992-93

STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION *		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	880519	678971	1559490	245112	137595	382707	144446	60035	204481	23256	7439	30695
Arunachal Pradesh	67	32	99	2	1	3	6	2	8	0	0	0
Assam	250000	200000	450000	85000	70000	155000	40479	25988	66467	6242	2471	8713
Bihar	807120	340469	1147589	166135	48938	215073	64163	11338	75501	0	0	0
Goa	1854	1606	3460	714	500	1214	405	257	662	67	32	99
Gujarat	332957	254872	587829	117150	67569	184719	74005	37768	111773	19890	8880	28770
Haryana	223580	180682	404262	80564	44677	125241	51941	17023	68964	5784	743	6527
Himachal Pradesh	96900	81900	178800	42370	28900	71270	22520	11480	34000	1288	324	1612
Jammu & Kashmir	40985	29430	70415	17979	12883	30862	8101	3510	11611	830	345	1175
Karnataka	588321	467749	1056070	164815	104365	269180	127871	55067	182938	22240	6932	29172
Kerala	177685	167320	345005	109057	102881	211938	59329	64442	123771	4603	4492	9095
Madhya Pradesh	700661	475886	1176547	298860	83692	382552	103905	26512	130417	16418	2949	19367
Maharashtra	884005	740006	1624011	329399	215465	544864	249860	122720	372580	51542	17904	69446
Manipur	2179	2194	4373	664	611	1275	705	600	1305	270	214	484
Meghalaya	1243	1004	2247	563	381	944	673	352	1025	179	144	323
Mizoram	0	0	0	0	0	0	18	18	36	0	0	0
Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
Orissa	440000	280000	720000	115000	70000	185000	61619	21278	82897	4777	1011	5788
Punjab	406662	324489	731151	123299	81174	204473	65506	37718	103224	6880	4780	11660
Rajasthan	556000	210000	766000	184000	37000	221000	126000	11000	137000	5066	299	5365
Sikkim	2339	2068	4407	430	391	821	227	172	399	0	0	0
Tamil Nadu	862307	714119	1576426	357036	261421	618457	181966	98714	280680	26546	13137	39683
Tripura	39580	33295	72875	13073	9227	22300	6680	3874	10554	780	303	1083
Uttar Pradesh	1693661	718171	2411832	574098	151874	725972	381355	66348	447703	53580	4091	57671
West Bengal	1189000	1021000	2210000	397000	362000	759000	120254	50844	171098	17364	7753	25117
A & N Islands	0	0	0	0	0	0	0	0	0	0	0	0
Chandigarh	7911	6471	14382	2963	2456	5419	1865	1609	3474	470	164	634
D & N Haveli	195	174	369	97	72	169	107	71	178	0	0	0
Daman & Diu	254	267	521	143	135	278	157	115	272	15	4	19
Delhi	119960	91090	211050	46346	33034	79380	32932	14408	47340	5286	3012	8298
Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
Pondicherry	10801	11112	21913	6302	5796	12098	3198	2277	5475	491	248	739
INDIA	10316746	7034377	17351123	3478171	1933038	5411209	1930293	745540	2675833	273864	87671	361535

\* Excludes enrolment in Ph.D./M.Phil and all professional courses except Engineering(B.E./B.Tech/B.Arch)and medicine (M.B.B.S) and Teacher Training (B.Ed./B.T)

Source: Selected Education Statistics - 1992-93

STATEMENT NO. 16  
ENROLMENT RATIO OF STUDENTS BELONGING TO SCHEDULED CASTE -1992-93

STATE/UNION TERRITORY	CLASSES I-V (6-11 YEARS)			CLASSES VI-VIII (11-14 YEARS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
Andhra Pradesh	162.74	128.92	146.05	79.85	45.76	62.98
Arunachal pradesh	29.55	13.96	21.71	1.59	.81	1.21
Assam	245.87	207.30	227.09	145.54	127.10	136.59
Bihar	100.15	43.72	72.42	37.65	11.31	24.61
Goa	127.11	109.78	118.43	82.33	57.36	69.82
Gujarat	197.99	157.63	178.20	117.51	70.40	94.40
Haryana	110.82	94.32	102.79	66.63	40.70	54.29
Himachal Pradesh	133.28	112.61	122.95	99.25	68.21	83.79
Jammu & Kashmir	108.44	81.55	95.30	83.60	63.48	73.83
Karnataka	143.55	119.80	131.97	69.63	45.72	57.89
Kerala	112.66	109.74	111.22	118.12	114.98	116.58
Madhya Pradesh	121.63	88.78	105.80	92.26	27.57	60.96
Maharashtra	304.41	263.29	284.18	181.93	125.93	154.72
Manipur	137.47	148.83	142.94	78.77	74.72	76.78
Meghalaya	282.23	227.57	254.88	225.85	148.98	186.92
Mizoram	-	-	-	-	-	-
Nagaland	-	-	-	-	-	-
Orissa	162.93	109.57	136.99	74.26	46.81	60.78
Punjab	141.14	121.87	131.88	68.08	49.33	59.15
Rajasthan	102.37	40.85	72.46	62.70	13.38	38.78
Sikkim	126.42	114.28	120.42	42.12	40.61	41.39
Tamil Nadu	157.95	137.11	147.78	111.87	85.48	98.95
Tripura	170.53	146.61	158.70	100.76	74.60	87.99
Uttar Pradesh	85.85	40.27	64.21	52.63	15.51	35.07
West Bengal	140.65	125.59	133.27	83.01	77.31	80.19
A & N Islands	-	-	-	-	-	-
Chandigarh	119.13	107.67	113.68	76.63	73.97	75.40
D & N Haveli	89.71	88.06	88.92	77.00	62.02	69.82
Daman & Diu	-	-	-	-	-	-
Delhi	112.95	99.92	106.93	73.15	62.50	68.31
Lakshadweep	-	-	-	-	-	-
Pondicherry	179.54	188.21	183.83	172.75	161.72	167.28
INDIA	127.99	92.18	110.58	75.07	44.04	59.97

STATEMENT NO. 17  
ENROLMENT BY STAGES (SCHEDULED TRIBES) 1992-93

STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION *		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	347167	223940	571107	70335	30954	101289	34361	12845	47206	3286	835	4121
Arunachal Pradesh	50544	36181	86725	11435	6927	18362	8037	3464	11501	1091	232	1323
Assam	320000	260000	580000	90000	70000	160000	58600	39770	98370	6900	2624	9524
Bihar	478031	303674	781705	100775	51836	152611	42700	17818	60518	0	0	0
Goa	85	67	152	19	8	27	17	7	24	13	1	14
Gujarat	515754	366006	881760	131390	73015	204405	74422	42670	117092	17890	10725	28615
Haryana	0	0	0	0	0	0	0	0	0	0	0	0
Himachal Pradesh	16600	12800	29400	7600	4100	11700	1330	550	1880	446	120	566
Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	0	0
Karnataka	182510	141430	323940	46317	28791	75108	26428	12817	39245	5682	1629	7311
Kerala	21185	19519	40704	8624	8261	16885	3849	3815	7664	178	77	255
Madhya Pradesh	875031	518729	1393760	234112	74845	308957	89957	19422	109379	11626	2126	13752
Maharashtra	565056	432449	997505	150732	86184	236916	212206	96359	308565	10209	3226	13435
Manipur	51230	42590	93820	9802	7786	17588	7248	5329	12577	1574	892	2466
Meghalaya	78613	73320	151933	20792	19194	39986	14666	13071	27737	2691	1969	4660
Mizoram	59698	54212	113910	19792	17836	37628	10217	10131	20348	1014	463	1477
Nagaland	66736	59545	126281	25983	24653	50636	13042	9989	23031	1859	956	2815
Orissa	540000	255000	795000	114000	48000	162000	35206	19735	54941	3678	812	4490
Punjab	0	0	0	0	0	0	0	0	0	9	1	10
Rajasthan	410000	139000	549000	128000	16000	144000	82000	6000	88000	3675	111	3786
Sikkim	8442	7446	15888	2093	1897	3990	1220	939	2159	0	0	0
Tamil Nadu	41727	31702	73429	14139	9408	23547	7156	4340	11496	500	303	803
Tripura	76083	55509	131592	24448	12251	36699	9414	4460	13874	308	122	430
Uttar Pradesh	19084	10647	29731	6152	2206	8358	3548	1378	4926	1253	505	1758
West Bengal	292000	277000	569000	114000	95000	209000	20092	10560	30652	775	284	1059
A & N Islands	1849	1659	3508	844	694	1538	538	515	1053	36	21	57
Chandigarh	6	3	9	1	0	1	86	33	119	87	17	104
D. & N Haveli	8523	5208	13731	2113	1079	3192	1113	534	1647	0	0	0
Daman & Diu	955	792	1747	475	356	831	231	127	358	84	23	107
Delhi	369	320	689	256	150	406	251	175	426	421	252	673
Lakshadweep	4665	3912	8577	2064	1472	3536	1006	687	1693	0	0	0
Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
<b>INDIA</b>	<b>5031943</b>	<b>3332660</b>	<b>8364603</b>	<b>1336293</b>	<b>692903</b>	<b>2029196</b>	<b>758941</b>	<b>337540</b>	<b>1096481</b>	<b>75285</b>	<b>28326</b>	<b>103611</b>

\* Excludes enrolment in Ph.d/M.Phil and all professional courses except Engineering (B.E./B.Tech./B.Arch), Medicine (M.B.B.S) and Teacher Training (B.Ed/B.T)

Source: Selected Education Statistics - 1992-93



STATEMENT NO. 18  
ENROLMENT RATIO OF STUDENTS BELONGING TO SCHEDULED TRIBE-1992-93

STATE/UNION TERRITORY	CLASSES I-V (6-11 YEARS)			CLASSES VI-VIII (11-14 YEARS)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7
Andhra Pradesh	160.89	106.62	134.12	57.46	25.81	41.80
Arunachal Pradesh	130.87	92.68	111.67	53.51	33.06	43.39
Assam	149.98	128.43	139.49	73.44	60.57	67.19
Bihar	103.57	68.09	86.13	39.88	20.92	30.49
Goa	13.58	10.67	12.12	5.10	2.14	3.62
Gujarat	154.21	113.81	134.41	66.27	38.25	52.52
Haryana	-	-	-	-	-	-
Himachal Pradesh	122.20	94.20	108.20	95.28	51.79	73.62
Jammu & Kashmir	-	-	-	-	-	-
Karnataka	136.68	111.18	124.24	60.06	38.71	49.58
Kerala	130.67	124.53	127.66	90.87	89.81	90.35
Madhya Pradesh	93.25	59.40	76.93	44.37	15.13	30.22
Maharashtra	151.18	119.54	135.62	64.68	39.14	52.27
Manipur	149.66	133.78	142.01	53.85	44.09	49.04
Meghalaya	84.16	78.36	81.26	39.33	35.39	37.33
Mizoram	147.07	141.72	144.47	80.16	75.08	77.67
Nagaland	106.50	98.18	102.41	69.35	68.41	68.89
Orissa	130.69	65.22	98.86	48.12	20.98	34.78
Punjab	-	-	-	-	-	-
Rajasthan	107.58	38.53	74.00	62.16	8.25	36.01
Sikkim	114.07	102.87	108.53	51.26	49.26	50.29
Tamil Nadu	131.08	104.39	118.05	75.97	52.75	64.61
Tripura	174.69	130.26	152.72	100.41	52.78	77.17
Uttar Pradesh	97.47	60.16	79.75	56.83	22.70	40.69
West Bengal	134.92	133.08	134.02	93.10	79.25	86.25
A & N Islands	67.39	56.24	61.61	57.94	49.28	53.68
Chandigarh	-	-	-	-	-	-
D & N Haveli	123.55	83.05	104.26	52.85	29.29	41.55
Daman & Diu	-	-	-	-	-	-
Delhi	-	-	-	-	-	-
Lakshadweep	173.74	145.70	159.72	144.13	109.65	127.45
Pondicherry	-	-	-	-	-	-
INDIA	126.71	88.64	108.19	58.54	32.04	45.64

STATEMENT NO.19 (i)  
DROP-OUT RATES IN CLASSES I-V  
1989-90

STATE/UT'S	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	53.35	59.85	56.18
2 ARUNCHAL PRADESH	61.61	60.60	61.20
3 ASSAM	52.29	60.05	55.66
4 BIHAR	63.72	69.12	65.54
5 GOA	(-) 2.08	5.29	1.43
6 GUJARAT	37.98	46.42	41.73
7 HARYANA	26.91	29.88	28.17
8 HIMACHAL PRADESH	29.11	31.12	30.05
9 JAMMU & KASHMIR	51.97	40.34	47.30
10 KARNATAK	41.97	49.93	45.67
11 KERALA	(-) 4.79	(-) 3.27	(-) 4.21
12 MADHYA PRADESH	34.82	41.61	37.58
13 MAHARASHTRA	32.69	41.83	36.96
14 MANIPUR	69.11	70.67	69.84
15 MEGHALAYA	27.24	28.12	27.66
16 MIZORAM	49.33	48.95	49.15
17 NAGALAND	20.16	34.42	27.91
18 ORISSA	51.60	51.31	51.48
19 PUNJAB	31.17	31.82	31.47
20 RAJASTHAN	75.24	80.42	76.80
21 SIKKEM	61.12	52.68	57.57
22 TAMIL NADU	18.78	23.64	21.04
23 TRIPURA	58.92	59.78	59.30
24 UTTAR PRADESH	29.57	42.65	34.25
25 WEST BENGAL	63.31	68.76	65.74
26 A&N ISLANDS	12.37	18.63	15.31
27 CHANDIGARH	(-) 14.04	(-) 9.03	(-) 6.94
28 D&N HAVELI	35.45	54.06	43.69
29 DAMAN & DIU	*	*	*
30 DELHI	18.90	26.34	22.47
31 LAKSHADWEEP	0.12	12.80	6.25
32 PONDICHERRY	(-) 4.25	(-) 4.88	(-) 4.55
INDIA	46.50	50.35	48.08

\*Figures included in GOa.

STATEMENT NO.19 (ii)  
DROP-OUT RATES IN CLASSES I-VIII  
1989-90

STATE/UT'S	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	69.30	78.28	73.10
2 ARUNCHAL PRADESH	76.49	76.08	76.34
3 ASSAM	74.15	77.75	75.72
4 BIHAR	77.60	83.61	79.51
5 GOA	25.48	30.32	27.78
6 GUJARAT	55.69	65.78	60.03
7 HARYANA	42.80	51.98	46.45
8 HIMACHAL PRADESH	16.29	28.63	21.88
9 JAMMU & KASHMIR	48.03	72.77	57.31
10 KARNATAK	57.43	72.47	64.70
11 KERALA	8.67	9.10	8.88
12 MADHYA PRADESH	59.50	80.16	67.17
13 MAHARASHTRA	49.53	63.82	56.11
14 MANIPUR	76.53	79.33	77.83
15 MEGHALAYA	83.21	82.18	82.71
16 MIZORAM	62.34	60.40	61.40
17 NAGALAND	55.82	48.12	52.37
18 ORISSA	62.33	75.24	67.72
19 PUNJAB	44.15	51.66	47.58
20 RAJASTHAN	78.52	84.70	80.21
21 SIKKEIM	74.21	72.26	73.35
22 TAMIL NADU	40.87	50.65	45.42
23 TRIPURA	74.15	75.93	74.94
24 UTTAR PRADESH	52.84	65.03	56.75
25 WEST BENGAL	75.72	78.79	77.04
26 A&N ISLANDS	31.54	36.51	33.87
27 CHANDIGARH	6.80	(-) 0.55	3.52
28 D&N HAVELI	60.00	65.78	62.33
29 DAMAN & DIU	*	*	*
30 DELHI	(-) 5.72	18.19	5.89
31 LAKSHADWEEP	45.97	60.79	52.99
32 PONDICHERRY	(-) 13.35	5.42	(-) 4.65
INDIA	61.00	68.75	64.09

\*Figures included in Goa.

STATEMENT NO.19 (iii)  
DROP-OUT RATES IN CLASSES I-X  
1989-90

STATE/UT'S	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	75.53	83.77	79.02
2 ARUNCHAL PRADESH	80.49	81.82	80.94
3 ASSAM	79.08	82.51	80.56
4 BIHAR	82.27	89.01	84.37
5 GOA	52.05	56.96	54.34
6 GUJARAT	69.93	75.59	72.35
7 HARYANA	45.55	58.57	50.34
8 HIMACHAL PRADESH	55.15	65.70	59.83
9 JAMMU & KASHMIR	65.70	77.09	70.13
10 KARNATAK	67.98	78.57	72.83
11 KERALA	40.19	34.88	37.59
12 MADHYA PRADESH	86.16	83.38	85.19
13 MAHARASHTRA	64.86	77.15	70.45
14 MANIPUR	74.18	77.64	75.80
15 MEGHALAYA	73.93	72.08	73.08
16 MIZORAM	52.61	52.60	52.60
17 NAGALAND	75.77	73.97	75.02
18 ORISSA	70.79	80.49	74.84
19 PUNJAB	62.62	70.63	66.36
20 RAJASTHAN	84.80	89.32	85.96
21 SIKKEM	85.02	87.96	86.37
22 TAMIL NADU	66.10	73.85	69.64
23 TRIPURA	82.96	84.49	83.63
24 UTTAR PRADESH	57.94	77.56	64.22
25 WEST BENGAL	83.85	85.58	84.58
26 A&N ISLANDS	48.33	56.41	52.16
27 CHANDIGARH	13.50	8.80	11.37
28 D&N HAVELI	75.41	79.48	77.18
29 DAMAN & DIU	*	*	*
30 DELHI	20.60	33.17	26.72
31 LAKSHADWEEP	71.24	76.51	73.73
32 PONDICHERRY	48.76	54.63	51.48
INDIA	71.98	78.28	74.46

\*Figures included in GOA.

Statement No 20  
Drop-out rates of Scheduled Castes - 1989-90 (Provisional)

State/Uts	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11
1 Andhra Pradesh #		58.48	63.72	60.72	77.33	85.69	80.95	83.85	88.57	85.90
2 Arunachal Pradesh		-	-	-	-	-	-	-	-	-
3 Assam #		64.00	66.43	65.07	57.73	54.78	56.49	62.44	66.43	64.13
4 Bihar		67.69	73.50	69.33	83.37	89.79	85.04	87.88	94.20	89.50
5 Goa		39.27	32.06	36.02	55.52	65.68	60.28	79.26	85.57	81.30
6 Gujarat		24.95	45.55	34.13	50.40	70.34	59.11	66.50	79.78	72.21
7 Haryana		33.90	43.18	38.00	59.19	75.36	65.71	64.64	80.72	69.81
8 Himachal Pradesh		36.29	36.50	36.39	32.27	41.88	36.44	67.02	76.81	71.12
9 Jammu & Kashmir		39.27	30.39	35.84	50.07	52.73	51.08	77.86	82.32	79.52
10 Karnataka		51.05	59.59	54.90	62.11	73.77	67.08	73.63	84.60	78.45
11 Kerala		-	1.78	0.50	19.04	15.60	17.37	54.47	47.76	51.20
12 Madhya Pradesh		36.31	52.37	42.41	62.34	79.40	67.78	75.11	86.91	78.48
13 Maharashtra		38.54	51.58	44.60	52.90	69.77	60.54	67.91	81.16	73.82
14 Manipur		79.86	82.21	81.03	84.89	86.07	85.48	82.14	82.69	82.42
15 Meghalaya		33.13	41.88	37.46	27.86	51.85	39.64	34.62	66.39	50.00
16 Mizoram		-	-	-	-	-	-	-	-	-
17 Nagaland		-	-	-	-	-	-	-	-	-
18 Orissa #		50.53	54.54	52.10	72.30	80.25	75.35	78.16	86.34	81.33
19 Punjab		36.32	41.59	38.79	63.36	70.56	66.52	78.88	85.96	82.12
20 Rajasthan		60.42	74.37	63.89	69.53	83.53	72.18	80.82	92.39	82.96
21 Sikkim		70.00	67.85	69.04	84.96	83.67	84.37	91.62	93.60	92.51
22 Tamil Nadu		22.56	22.68	25.92	51.04	53.14	51.97	74.75	82.69	78.31
23 Tripura		58.21	63.09	60.47	75.87	81.84	78.60	86.88	90.20	88.39
24 Uttar Pradesh		32.89	51.69	38.86	57.92	69.52	60.87	66.97	84.97	71.57
25 West bengal #		53.94	66.52	59.45	76.68	82.46	78.94	89.28	91.30	90.01
26 A & N Islands		-	-	-	-	-	-	-	-	-
27 Chandigarh		-	-	-	-	-	-	27.17	14.23	21.03
28 D & N Haveli		-	-	-	-	-	-	-	-	-
29 Daman & Diu*		-	-	-	-	-	-	-	-	-
30 Delhi		33.74	35.74	34.47	47.68	58.61	52.79	54.06	74.25	63.71
31 Lakshadweep		-	-	-	-	-	-	-	-	-
32 Pondicherry		-	-	-	-	11.96	5.45	69.92	75.32	72.42
INDIA		47.23	55.01	50.32	65.06	74.08	68.47	77.34	85.11	80.21

\* Included under Goa.

# Figures relate to 1988-89.

Statement No 21  
Drop-out rates of Scheduled Tribes - 1989-90 (Provisional)

State/Uts	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11
1 Andhra Pradesh #	63.70	68.97	65.66	84.21	90.14	86.42	88.83	92.77	90.34	
2 Arunachal Pradesh	63.47	59.43	61.98	78.52	77.90	78.30	81.97	88.10	84.06	
3 Assam #	71.90	70.71	71.40	66.06	68.17	66.95	56.15	77.21	68.18	
4 Bihar	70.78	70.93	70.83	85.67	87.57	86.33	90.89	92.72	91.51	
5 Goa	28.99	19.80	24.72	63.50	71.88	67.36	73.58	87.32	79.57	
6 Gujarat	54.03	66.62	59.48	76.17	82.62	78.88	85.34	89.14	86.90	
7 Haryana	-	-	-	-	-	-	-	-	-	
8 Himachal Pradesh	30.59	34.53	32.23	36.58	45.89	40.03	67.93	70.41	68.79	
9 Jammu & Kashmir	-	-	-	-	-	-	-	-	-	
10 Karnataka	47.97	50.69	49.13	56.82	66.68	61.09	72.90	77.23	74.46	
11 Kerala	18.88	15.88	17.44	36.28	35.30	35.68	70.14	65.86	68.12	
12 Madhya Pradesh	48.38	60.36	52.82	75.57	84.14	78.61	83.74	91.81	86.14	
13 Maharashtra	56.99	66.52	61.07	73.14	82.44	76.98	81.56	89.50	84.74	
14 Manipur	77.54	78.43	71.95	84.76	85.79	85.23	85.44	87.24	86.26	
15 Meghalaya	40.07	55.34	47.24	72.78	72.98	72.87	91.47	93.14	92.28	
16 Mizoram	49.56	49.20	49.39	61.99	59.78	60.92	52.47	52.63	52.55	
17 Nagaland	34.75	43.54	39.00	70.71	64.85	68.15	75.97	73.87	75.10	
18 Orissa #	75.41	77.74	76.19	83.99	85.72	84.59	87.34	92.69	89.23	
19 Punjab	-	-	-	-	-	-	-	-	-	
20 Rajasthan	69.76	83.15	73.08	74.74	90.17	77.65	84.93	94.30	86.45	
21 Sikkim	62.87	50.46	57.73	71.26	65.41	68.70	85.52	86.81	86.07	
22 Tamil Nadu	38.35	49.10	43.29	57.65	66.11	61.31	57.52	60.30	58.60	
23 Tripura	71.97	76.53	73.91	85.55	88.19	86.64	90.47	93.24	91.56	
24 Uttar Pradesh	17.22	59.64	34.17	47.73	74.11	55.59	33.49	78.84	46.31	
25 West Bengal #	63.76	67.55	65.03	83.27	87.03	84.39	92.35	92.74	92.47	
26 A & N Islands	5.73	19.77	12.36	49.44	47.88	48.73	55.23	62.58	58.57	
27 Chandigarh	-	-	-	-	-	-	-	-	-	
28 D & N Haveli	37.97	64.90	50.34	68.29	77.04	71.75	84.32	89.28	86.45	
29 Daman & Diu *	-	-	-	-	-	-	-	-	-	
30 Delhi	-	-	-	-	-	-	-	-	-	
31 Lakshadweep	-	6.56	0.00	41.03	50.62	45.53	75.15	81.85	78.34	
32 Pondicherry	-	-	-	-	-	-	-	-	-	
INDIA	64.51	70.17	66.66	79.39	84.87	81.40	86.73	90.99	88.25	

\* Included under Goa.

# Figures relate to 1988-89

STATEMENT NO. 22  
NUMBER OF TEACHERS 1992-93

SN. STATE/U.Ts.	PRIMARY			MIDDLE			SEC./HR. SECONDARY SCHOOLS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 Andhra Pradesh	79525	34935	114460	27789	14408	42197	59811	29362	89173
2 Arunachal Pradesh	1974	467	2441	1409	379	1788	1961	498	2459
3 Assam	58232	17055	75287	31992	6554	38546	33990	9326	43316
4 Bihar	92880	22439	115319	97208	2708	99916	40993	7010	48003
5 Goa	1067	1864	2931	335	492	827	3229	3999	7228
6 Gujarat	20177	13701	33878	78605	61633	140238	46861	15739	62600
7 Haryana	10392	8239	18631	6809	4805	11614	27165	19270	46435
8 Himachal Pradesh	13190	7545	20735	4210	1213	5423	9804	4087	13891
9 Jammu & Kashmir	10193	6847	17040	11694	6585	18279	15122	6704	21826
10 Karnataka	34901	14876	49777	56779	36043	92822	42393	13327	55720
11 Kerala	16325	31468	47793	18446	32973	51419	34493	58950	93443
12 Madhya Pradesh	140537	43416	183953	61466	21593	83059	43918	14771	58689
13 Maharashtra	76037	48613	124650	95980	56370	152350	156407	67123	223530
14 Manipur	8440	2580	11020	4980	1750	6730	5280	2570	7850
15 Meghalaya	4248	2492	6740	1910	1128	3038	1552	1505	3057
16 Mizoram	2039	1802	3841	2621	641	3262	2979	609	3588
17 Nagaland	4673	1770	6443	2861	790	3651	2582	1227	3809
18 Orissa	78675	26265	104940	33415	5616	39031	37128	9925	47053
19 Punjab	21933	26041	47974	5549	4855	10404	27390	22429	49819
20 Rajasthan	60145	22001	82146	54101	20101	74202	52463	15838	68301
21 Sikkim	1798	667	2465	1079	506	1585	1218	929	2147
22 Tamil Nadu	71538	49674	121212	34100	31795	65895	68640	48457	117097
23 Tripura	8536	2167	10703	3709	948	4657	7833	3082	10915
24 Uttar Pradesh	217252	48909	266161	76858	19071	95929	82234	17172	99406
25 West Bengal	144112	40636	184748	18092	7139	25231	78326	41691	120017
26 A & N Islands	472	297	769	375	374	749	1309	1005	2314
27 Chandigarh	40	714	754	48	509	557	635	2566	3201
28 D & N Haveli	110	67	177	189	253	442	117	57	174
29 Daman & Diu	121	167	288	68	45	113	237	102	339
30 Delhi	8349	14287	22636	2690	3770	6460	18370	24920	43290
31 Lakshadweep	151	67	218	79	46	125	283	71	354
32 Pondicherry	942	898	1840	916	890	1806	1924	1330	3254
<b>INDIA</b>	<b>1189004</b>	<b>492966</b>	<b>1681970</b>	<b>736362</b>	<b>345983</b>	<b>1082345</b>	<b>906647</b>	<b>445651</b>	<b>1352298</b>

Source - Selected Educational Statistics - 1992-93

STATEMENT NO. 23  
BUDGETED EXPENDITURE ON EDUCATION BY EDUCATION DEPARTMENTS FOR 1992-93  
RANKED IN ORDER OF PERCENTAGE OF EDUCATION BUDGET TO TOTAL BUDGET

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	BUDGET OF EDUCATION DEPARTMENT			% OF EDN. BUDGET TO TOTAL STATE BUDGET
		PLAN	NON-PLAN	TOTAL	
1	2	3	4	5	6
1	Delhi	63.11	271.49	334.60	29.46
2	West Bengal	142.36	1641.66	1784.02	27.52
3	Kerala	32.27	931.90	964.17	26.20
4	Assam	203.75	442.05	645.80	24.69
5	Rajasthan	171.93	851.63	1023.56	21.47
6	Bihar	120.16	1251.73	1371.89	21.21
7	Chandigarh	3.75	42.85	46.60	20.89
8	Karnataka	231.90	948.65	1180.55	20.79
9	Tripura	27.58	108.50	136.08	20.69
10	Manipur	14.17	65.40	79.57	20.47
11	Tamil Nadu	65.07	1407.13	1472.20	20.29
12	Andhra Pradesh	137.00	1257.98	1394.98	19.56
13	Goa	13.01	59.95	72.96	19.42
14	Orissa	142.09	488.45	630.54	19.41
15	Gujarat	38.91	981.92	1020.83	19.11
16	Himachal Pradesh	49.74	178.13	227.87	19.06
17	Uttar Pradesh	178.88	1884.04	2062.92	18.09
18	Punjab	101.30	560.44	661.74	17.78
19	Madhya Pradesh	178.32	913.71	1092.03	17.77
20	Meghalaya	20.90	56.27	77.17	17.69
21	Maharashtra	51.95	1900.52	1952.47	17.69
22	Sikkim	9.81	19.47	29.28	17.43
23	Haryana	62.59	343.76	406.35	15.89
24	Pondicherry	8.22	31.94	40.16	15.61
25	Daman & Diu	0.76	3.32	4.08	15.57
26	Mizoram	9.22	39.65	48.87	14.93
27	A & N Islands	4.25	19.07	23.32	12.71
28	Jammu & Kashmir	23.95	114.15	138.10	11.33
29	Arunachal Pradesh	15.68	28.39	44.07	11.22
30	Dadra & Nagar Haveli	0.77	3.27	4.04	11.09
31	Nagaland	8.14	43.74	51.88	11.06
32	Lakshadweep	0.72	4.82	5.54	11.02
ALL STATES/UTs		2132.26	16895.98	19028.24	20.00
CENTRAL SECTOR		950.78	771.04	1721.82	1.90
TOTAL (CENTRE & STATES)		3083.04	17667.02	20750.06	11.20



STATEMENT NO. 24  
APPROVED OUTLAYS FOR EIGHTH FIVE YEAR PLAN PERIOD (1992-97)

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	ELEMENTARY	ADULT	GENERAL	TECHNICAL	TOTAL
		EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra pradesh	176.13	17.12	222.95	56.50	279.45
2	Arunachal Pradesh	113.92	2.79	151.90	0.00	151.90
3	Assam	568.35	18.36	874.38	45.33	919.71
4	Bihar	588.83	60.34	726.95	185.22	912.17
5	Goa	27.30	1.11	65.00	13.00	78.00
6	Gujarat	149.82	22.47	227.00	90.00	317.00
7	Haryana	202.44	6.40	407.04	106.30	513.34
8	Himachal Pradesh	98.90	1.77	230.00	42.00	272.00
9	Jammu & Kashmir	157.65	7.16	315.30	19.00	334.30
10	Karnataka	409.50	18.70	905.55	50.00	955.55
11	Kerala	22.21	0.77	82.25	94.00	176.25
12	Madhya Pradesh	432.68	19.84	618.12	85.38	703.50
13	Maharashtra	350.00	22.00	730.07	225.18	955.25
14	Manipur	40.80	2.05	68.00	5.50	73.50
15	Meghalaya	64.33	3.37	90.60	1.37	91.97
16	Mizoram	23.02	1.25	41.85	3.50	45.35
17	Nagaland	18.47	0.72	42.95	4.50	47.45
18	Orissa	242.66	44.91	527.52	82.86	610.38
19	Punjab	47.15	10.80	216.78	196.00	412.78
20	Rajasthan	567.75	30.50	860.23	100.18	960.41
21	Sikkim	36.40	0.68	55.00	2.80	57.80
22	Tamil Nadu	252.47	40.00	440.00	37.14	477.14
23	Tripura	69.60	2.34	120.00	1.50	121.50
24	Uttar Pradesh	663.53	24.26	1087.75	257.40	1345.15
25	West Bengal	350.00	26.72	500.00	100.00	600.00
26	A & N Islands	20.74	0.34	42.22	13.20	55.42
27	Chandigarh	10.62	0.53	35.00	9.24	44.24
28	Dadra & Nagar Haveli	7.00	0.06	10.78	2.00	12.78
29	Daman & Diu	2.67	0.15	5.04	3.50	8.54
30	Delhi	321.80	6.37	450.00	110.00	560.00
31	Lakshadweep	1.68	0.16	7.02	0.00	7.02
32	Pondicherry	18.04	0.40	37.10	19.78	56.88
ALL STATES/UTs		6056.46	394.44	10194.35	1962.38	12156.73
CENTRE		2880.00	1400.00	6619.00	824.00	7443.00
TOTAL (CENTRE & STATES)		8936.46	1794.44	16813.35	2786.38	19599.73

SOURCE: ANALYSIS OF ANNUAL PLAN 1992-93 (EDUCATION SECTOR) - PLANNING COMMISSION.

STATEMENT NO. 25  
PERCENTAGE OF SECTORWISE APPROVED OUTLAYS TO TOTAL OUTLAYS ON EDUCATION  
DURING EIGHTH PLAN PERIOD

S.No.	STATE/UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	63.03	6.13	79.78	20.22	100.00
2	Arunachal Pradesh	75.00	1.84	100.00	0.00	100.00
3	Assam	61.80	2.00	95.07	4.93	100.00
4	Bihar	64.55	6.61	79.69	20.31	100.00
5	Goa	35.00	1.42	83.33	16.67	100.00
6	Gujarat	47.26	7.09	71.61	28.39	100.00
7	Haryana	39.44	1.25	79.29	20.71	100.00
8	Himachal Pradesh	36.36	0.65	84.56	15.44	100.00
9	Jammu & Kashmir	47.16	2.14	94.32	5.68	100.00
10	Karnataka	42.85	1.96	94.77	5.23	100.00
11	Kerala	12.60	0.44	46.67	53.33	100.00
12	Madhya Pradesh	61.50	2.82	87.86	12.14	100.00
13	Maharashtra	36.64	2.30	76.43	23.57	100.00
14	Manipur	55.51	2.79	92.52	7.48	100.00
15	Meghalaya	69.95	3.66	98.51	1.49	100.00
16	Mizoram	50.76	2.76	92.28	7.72	100.00
17	Nagaland	38.93	1.52	90.52	9.48	100.00
18	Orissa	39.76	7.36	86.42	13.58	100.00
19	Punjab	11.42	2.62	52.52	47.48	100.00
20	Rajasthan	59.12	3.18	89.57	10.43	100.00
21	Sikkim	62.98	1.18	95.16	4.84	100.00
22	Tamil Nadu	52.91	8.38	92.22	7.78	100.00
23	Tripura	57.28	1.93	98.77	1.23	100.00
24	Uttar Pradesh	49.33	1.80	80.86	19.14	100.00
25	West Bengal	58.33	4.45	83.33	16.67	100.00
26	A & N Islands	37.42	0.61	76.18	23.82	100.00
27	Chandigarh	24.01	1.20	79.11	20.89	100.00
28	Dadra & Nagar Haveli	54.77	0.47	84.35	15.65	100.00
29	Daman & Diu	31.26	1.76	59.02	40.98	100.00
30	Delhi	57.46	1.14	80.36	19.64	100.00
31	Lakshadweep	23.93	2.28	100.00	0.00	100.00
32	Pondicherry	31.72	0.70	65.23	34.77	100.00
ALL STATES/UTs		49.82	3.24	83.86	16.14	100.00
CENTRE		38.69	18.81	88.93	11.07	100.00
TOTAL (CENTRE & STATES)		45.59	9.16	85.78	14.22	100.00

STATEMENT NO. 26  
SECTORWISE APPROVED PLAN OUTLAYS FOR 1993-94

(Rs. in Crores)

S.No.	STATE/UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	26.70	5.24	40.64	9.30	49.94
2	Arunachal Pradesh	28.45	0.75	39.65	0.00	39.65
3	Assam	110.39	3.31	191.71	10.01	201.72
4	Bihar	92.99	10.00	118.99	32.87	151.86
5	Goa	1.86	0.50	13.62	5.37	18.99
6	Gujarat	22.73	4.18	30.19	25.00	55.19
7	Haryana	30.60	1.60	60.72	37.39	98.11
8	Himachal Pradesh	24.03	0.60	56.00	11.07	67.07
9	Jammu & Kashmir	32.15	0.10	70.31	4.54	74.85
10	Karnataka	148.50	8.69	223.09	15.00	238.09
11	Kerala	4.20	0.00	21.80	21.03	42.83
12	Madhya Pradesh	109.02	6.00	178.00	27.00	205.00
13	Maharashtra	41.52	0.32	80.45	30.90	111.35
14	Manipur	5.85	2.25	15.35	1.00	16.35
15	Meghalaya	19.50	1.00	25.75	0.56	26.31
16	Mizoram	3.00	0.25	10.57	0.75	11.32
17	Nagaland	3.00	0.00	10.08	1.24	11.32
18	Orissa	26.68	6.30	60.51	13.87	74.38
19	Punjab	9.92	2.00	50.91	34.27	85.18
20	Rajasthan	68.50	3.00	134.00	16.46	150.46
21	Sikkim	6.60	0.12	11.00	0.50	11.50
22	Tamil Nadu	38.24	7.38	58.85	15.00	73.85
23	Tripura	15.50	0.80	26.07	0.27	26.34
24	Uttar Pradesh	159.15	3.85	204.20	62.02	266.22
25	West Bengal	33.25	7.30	73.83	12.06	85.89
26	A & N Islands	4.88	0.06	10.21	2.21	12.42
27	Chandigarh	1.60	0.01	6.50	2.33	8.83
28	Dadra & Nagar Haveli	1.20	0.10	2.10	0.60	2.70
29	Daman & Diu	1.00	0.06	1.20	0.90	2.10
30	Delhi	57.94	0.90	86.00	18.50	104.50
31	Lakshadweep	0.36	0.03	1.46	0.00	1.46
32	Pondicherry	3.94	0.01	11.60	2.90	14.50
ALL STATES/UTs		1133.25	76.71	1925.36	414.92	2340.28
CENTRE		442.20	177.97	1112.00	198.00	1310.00
TOTAL (CENTRE & STATES)		1575.45	254.68	3037.36	612.92	3650.28

SOURCE: PLANNING COMMISSION

STATEMENT NO. 27  
PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAYS FOR 1993-94

S.No.	STATE/UNION TERRITORY	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	TOTAL EDUCATION (COL.5+COL.6)
1	2	3	4	5	6	7
1	Andhra Pradesh	53.46	10.49	81.38	18.62	100.00
2	Arunachal Pradesh	71.75	1.89	100.00	0.00	100.00
3	Assam	54.72	1.64	95.04	4.96	100.00
4	Bihar	61.23	6.59	78.36	21.64	100.00
5	Goa	9.79	2.63	71.72	28.28	100.00
6	Gujarat	41.18	7.57	54.70	45.30	100.00
7	Haryana	31.19	1.63	61.89	38.11	100.00
8	Himachal Pradesh	35.83	0.89	83.49	16.51	100.00
9	Jammu & Kashmir	42.95	0.13	93.93	6.07	100.00
10	Karnataka	62.37	3.65	93.70	6.30	100.00
11	Kerala	9.81	0.00	50.90	49.10	100.00
12	Madhya Pradesh	53.18	2.93	86.83	13.17	100.00
13	Maharashtra	37.29	0.29	72.25	27.75	100.00
14	Manipur	35.78	13.76	93.88	6.12	100.00
15	Meghalaya	74.12	3.80	97.87	2.13	100.00
16	Mizoram	26.50	2.21	93.37	6.63	100.00
17	Nagaland	26.50	0.00	89.05	10.95	100.00
18	Orissa	35.87	8.47	81.35	18.65	100.00
19	Punjab	11.65	2.35	59.77	40.23	100.00
20	Rajasthan	45.53	1.99	89.06	10.94	100.00
21	Sikkim	57.39	1.04	95.65	4.35	100.00
22	Tamil Nadu	51.78	9.99	79.69	20.31	100.00
23	Tripura	58.85	3.04	98.97	1.03	100.00
24	Uttar Pradesh	59.78	1.45	76.70	23.30	100.00
25	West Bengal	38.71	8.50	85.96	14.04	100.00
26	A & N Islands	39.29	0.48	82.21	17.79	100.00
27	Chandigarh	18.12	0.11	73.61	26.39	100.00
28	Dadra & Nagar Haveli	44.44	3.70	77.78	22.22	100.00
29	Daman & Diu	47.62	2.86	57.14	42.86	100.00
30	Delhi	55.44	0.86	82.30	17.70	100.00
31	Lakshadweep	24.66	2.05	100.00	0.00	100.00
32	Pondicherry	27.17	0.07	80.00	20.00	100.00
ALL STATES/UTs		48.42	3.28	82.27	17.73	100.00
CENTRE		33.76	13.59	84.89	15.11	100.00
TOTAL (CENTRE & STATES)		43.16	6.98	83.21	16.79	100.00

STATEMENT NO. 28  
RELATIONSHIP BETWEEN BUDGETED EXPENDITURE ON EDUCATION  
AND NET DOMESTIC PRODUCTS OF STATES/UTs

S.No.	STATE/UNION TERRITORY	Year	Estimates of NDP at current prices (Rs. in crores)	% of Budget of Edn. Deptt.(Rev) to Net Domestic Product
1	2	3	4	5
1	Andhra Pradesh	1991-92	36271.10	3.2
2	Arunachal Pradesh	1990-91	420.80	8.8
3	Assam	1990-91	8492.30	5.2
4	Bihar	1990-91	21788.60	5.5
5	Goa	1990-91	954.60	6.9
6	Gujarat	1990-91	24664.90	3.6
7	Haryana	1991-92	14437.10	2.6
8	Himachal Pradesh	1990-91	2440.70	7.5
9	Jammu & Kashmir	1989-90	2565.60	5.6
10	Karnataka	1990-91	21328.40	3.7
11	Kerala	1992-93	15206.60	6.3
12	Madhya Pradesh	1991-92	27354.90	3.7
13	Maharashtra	1991-92	62097.70	3.3
14	Manipur	1991-92	760.50	10.1
15	Meghalaya	1990-91	729.00	7.7
16	Mizoram			
17	Nagaland			
18	Orissa	1991-92	12913.20	4.4
19	Punjab	1990-91	17101.00	2.9
20	Rajasthan	1990-91	17577.70	4.5
21	Sikkim	1989-90	187.40	11.6
22	Tamil Nadu	1990-91	24840.50	5.1
23	Tripura	1989-90	835.10	11.0
24	Uttar Pradesh	1991-92	56380.60	3.6
25	West Bengal	1990-91	31618.10	4.3
26	A & N Islands	1990-91	150.30	12.0
27	Chandigarh			
28	Dadra & Nagar Haveli			
29	Daman & Diu			
30	Delhi	1989-90	8602.30	2.9
31	Lakshadweep			
32	Pondicherry	1990-91	540.60	6.3
TOTAL (ALL INDIA)		1991-92	480079.00	4.0

# **GRANTS OF VOLUNTARY ORGANISATIONS**

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS/  
 ORGANISATIONS/INDIVIDUALS DURING THE PERIOD FROM 01/04/92 TO 31/03/93 WHERE  
 TOTAL RELEASED GRANT (RECURRING) ₹ = 1,00,000 OR  
 TOTAL RELEASED GRANTS (NON-RECURRING) ₹ = 1,00,000  
 MINISTRY :- MINISTRY OF HUMAN RESOURCES DEVELOPMENT  
 DEPARTMENT :- DEPARTMENT OF EDUCATION

S. No.	Name of the institution/ organisation	Recurring	Non Recurring	Purpose of the grant
1.	2.	3.	4.	5.

ADULT EDUCATION

1.	Seva Mandir Hindupur, Distt. Anantapur Andhra Pradesh-515212	1,94,250	0	JSN
	Total	1,94,250	0	
2.	Gram swaraj parishad Vill. & P.O. Rangia, Distt. Kamrup, Assam.	0	5,00,000	TLC
	Total	0	5,00,000	
3.	Shanti Sadhana Ashram P.O. Beltola 'Shantivan' Basistha, Guwahati-28, Assam-781028.	0	2,00,000	TLC
	Total	0	2,00,000	
4.	Mahila Ahishu Kalyan Sansthan Evam Hasta Shilpa Kala Prashikshan Kendra, Village:Manichhapar, P.O.Hathua, Gopalganj Distt., Bihar-841436	0	5,85,000	TLC
	Total	0	5,85,000	
5.	Nav Bharat Jagriti Kendra Vill.:Bahera, P.O.Brindavan, District Hazaribagh, Bihar-825406.	63,000	21,000	JSN
	Total	63,000	2,00,000	TLC
5.	Xavier Institute of Social Service Purulia Road, P.O.Box No.7 Distt. Ranchi - 834001 Bihar.	1,98,000	0	DRU
	Total	1,98,000	0	

1.	2.	3.	4.	5.
7.	Banvasi Seva Kendra, AT/Post Adhaura Distt. Rohtas, Bihar-821116.	1,71,559	0	JSN
	Total	1,71,559	0	
8.	Alternative for India Development Plot No.1, V.G.N. Nagar, Iyyapanthangal, Kuttupakkam Post, Madras-600056, Tamil Nadu	0	1,05,000	JSN
	Total	0	1,05,000	
9.	Gujarat State Crime Prevention Trust Ashirwad, 9/B, Keshav Nagar Society, Near Subhash Bridge Ahmedabad-380027	0	4,24,000	DRU
	Total	0	4,24,000	
10.	Anjuman Talim-I-Idara, Court Road, Lal Bazar, Bharuch-392001	0	1,82,809	AEC
	Total	0	1,82,809	
11.	Adarsh Kelvani Mandal Samadhiala, Mulani Taluk Palitana, Distt. Bhavnagar-364250	0	1,12,953	AEC
	Total	0	1,12,953	
12.	Anand Taluka Yuvak Mandal Association Lakshmi Niwas 25, Ajanta Society Anand-388001.	0 0	2,04,906 35,000	AEC JSN
	Total	0	2,39,906	
13.	Smt.B.K. Baljoshi Education Trust 2Nd Floor, Relief Complex Vepari Jeen Kalol (N.G.) Dist. Mehsana (382721)	0	2,76,750	DRU
	Total	0	2,76,750	
14.	Anand Niketan Ashram Rangapur (Kawant) Chote Udaipur Dt. Vadodara-391740	0	2,97,841	AEC
	Total	0	2,97,841	
15.	Janta Kalyan Samiti, Opp. Bus Stand, Rewari, Mohindergarh Distt., Haryana	0 0	1,11,123 97,428	AEC JSN
	Total	0	2,08,551	



1.	2.	3.	4.	5.
16.	Society for Social Uplift Through Rural Action (Sutra) P.O. Jagjit Nagar Via: Jubber, Solan Distt. - 173225 Himachal Pradesh	0	1,76,000	DRU
	Total	0	1,76,000	
17.	Bharatiya Grameen Mahila Sangh, 146 Preconco Colony, Annapurna Road, Indore - 452009 Madhya Pradesh	1,12,775	0	JSN
	Total	1,12,775	0	
18.	Mahatma Gandhi Seva Ashram, Joura, Distt. Morena, Madhya Pradesh - 476221	0	4,96,057	TLC
	Total	0	4,96,057	
19.	Disha Trust, P.B.No.130 Plot No.20 Sunder Nagar, Raipur M.P. - 492001	0	2,17,645	AR
	Total	0	2,17,645	
20.	Shir Malwa Mahila Vikas Samiti Gaboieपुरa, Raisen Dt. Branch Sironj M.P.	0	3,15,000	JSN
	Total	0	10,50,000	TLC
21.	Society for Action in Creative Education and Development (Sacred), C/o Institute of Management, Training and Research, 49, Samarth Nagar, Aurangabad-431001 (M.S.).	0	1,59,379	AEC
	Total	0	1,59,379	
22.	Indian Institute of Education 128/2, J.P.Naik Road, Kothrud, Pune-411029	0	6,96,000	DRU
	Total	0	50,000	TRG
	Total	0	50,000	TRG
	Total	0	7,46,000	

1.	2.	3.	4.	5.
23.	Committee of Resource Organisations for Mass Programme of Functional Literacy, C/o Dr. Madhav Chavan, Deptt. Of chemical technology, University of Bombay, Matunga, Bombay-400019.	0	2,06,677	DRU
	Total	0	2,06,677	
24.	Ajmer Proudh Shikshan Samiti Shastri Nagar Extension Vidyoot Marg, Ajmer-305006. Rajasthan	2,52,000	0	JSN
	Total	2,52,000	0	
25.	Jaipur Pensioners Hitkari Sehkari Samiti Ltd., D-264, Durga Marg Banipark, Jaipur-302016.	0	7,01,225	TLC
	Total	0	7,01,225	
26.	Radha Bal Mandir Vidyalay Samiti Bus Stand, Pipar Sahar, Jodhpur, Rajasthan-342601	5,250 0	0 1,32,900	JSN
	Total	5,250	1,32,900	
27.	Seva Mandir Udaipur-313001 Rajasthan	0	12,48,000	TLC
	Total	0	12,48,000	
28.	Duraiswamy Generous Social Education Association Vilvarayanallur, Pakkam Post, Madurantakam Taluk Chenglepattu Dt., (T.N) 603301.	59,500 0	0 3,00,000	JSN TLC
	Total	59,500	3,00,000	
29.	Arnad Velalar Sangam 1-2, Sannathi Street, Tiruvanaikoil Tiruchirapalli-620005 T.N.	17,250 0	0 4,25,100	JSN TLC
	Total	17,250	4,25,100	

1.	2.	3.	4.	5.
30.	Khajamalai Ladies Association, AT/P.O.Khajamalai, Tiruchirapalli Distt., Tamil Nadu-620023.	0 1,53,500 0 Total 1,53,500	1,485 0 1,96,950 1,98,435	AEC JSN TLC
31.	Society for Education Village Action and Improvement No.6, III Street, Anna Nagar, Pettaathalai, Tiruchirapalli Distt. Tamil Nadu-639112	0 Total 0	1,29,840 1,29,840	TLC
32.	Punjab Association Lajpat Rai Dhawan, Post Box No. 416, 170,171,172-Peters Road, Royapettah, Madras-600014.	2,02,500 0 Total 2,20,500	0 1,18,750 1,18,750	JSN TLC
33.	Young Women Christian Association Poonamallee High Road, Madras-600084, Tamil Nadu	5,250 0 Total 5,250	0 2,86,400 2,86,400	JSN TLC
34.	Women's Voluntary Service of Tamil Nadu, 19, East Spur Tank Road Chetpet, Madras-600031 Tamil Nadu	2,17,000 Total 2,17,000	0 0	JSN
35.	Tamil Nadu Board of Continuing Education C/o State Resource Centre, No.4, II Street, Venkateswara Nagar, Adayar, Madras-600020.	0 0 Total 0	18,593 4,84,800 5,03,393	AEC TLC
36.	Jayaprakash Youth Research Centre 1st Cross Street, 4 Customs Colony, Besant Nagar Madras-600090	0 Total 0	1,05,000 1,05,000	JSN
37.	Rural Litigations & Entitlement Kendra 21 East Canal Road, Dehradun-248001, Uttar Pradesh	0 Total 0	4,93,597 4,93,597	TLC

1.	2.	3.	4.	5.
38.	Manav Seva Sansthan Atharha, P.O. Gaunaria, Captainganj, Dist. Deoria, U.P - 274301.	0	3,27,000	TLC
	Total	0	3,27,000	
39.	Ratan Gramodyog Sewa Sansthan, Vill. & P.O. Bikapur Dist. Faizabad. U.P. - 224205.	0	5,27,917	TLC
	Total	0	5,27,917	
40.	Vivekanand Sansthan, Akbarpur, Faizabad, U.P.-224122.	0	15,05,081	TLC
	Total	0	15,05,081	
41.	Ashok Sansthan Kundesar, Ghazipur Distt., U.P. - 233234.	0	5,59,500	TLC
	Total	0	5,59,500	
42.	Shri Sanskrit Shiksha Prasar Samiti Patel Nagar, Orai, Dist. Jalaun U.P. - 285123.	0	2,02,250	TLC
	Total	0	2,02,250	
43.	New Public School Samiti 504/63, Tagore Marg, Near Bandi Mata Mandir, Daliganj Lucknow	0 0	21,000 2,59,200	JSN TLC
	Total	0	2,85,450	
44.	Lok Kalyan Ashram Aryapur Khera Distt. Mainpuri U.P.-205001	0	1,12,130	AEC
	Total	0	1,12,130	
45.	Shri Mahila Udyog Samaj Utthan Samiti Kishorepura, Vrindaban Distt. Mathura U.P.	10,500 0	0 4,73,750	JSN TLC
	Total	10,500	4,73,750	
46.	Adarash Seva Samiti 326/1, Saket Colony Lane No.6, Muzzafarnagar Pin-251001	69,951 0	0 2,45,538	JSN TLC
	Total	69,951	2,45,538	

1.	2.	3.	4.	5.
47.	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Rae Bareli, U.P.	2,10,000 0	53,000 3,52,900	JSN TLC
	Total	2,10,000	4,05,900	
48.	Sarv Bharat Sri Ravidas Parchar Foundation 393, Sector - 38, Chandigarh-160036	52,500 0	0 4,23,750	JSN TLC
	Total	52,500	4,23,750	
49.	All India Taleem Ghar, 563, Sector 29, Noida, Uttar Pradesh	0	1,31,774	AEC
	Total	0	1,31,774	
50.	Dr. A.V.Baliga Memorial Trust Link House, Bahadur Shah- Zafar Marg, New Delhi-110002	1,62,750 0	0 1,91,000	JSN TLC
	Total	1,62,750	1,91,000	
51.	Katha C-II/27 Tilak Lane New Delhi-110001	0	7,00,000	BP
	Total	0	7,00,000	
52.	State Resource Centre, Bhartiya Grameen Mahila Sangh, Scheme No.71, Sector-D (Behind Chandan Nagar Police Station) Indore City-452001	15,83,260/-	4,50,000/-	Maintenanc grant for SRC and fo printing/ distributi of literac kits.
53.	State Resource Centre Rajasthan Adult Education Association, 7-A, Jhalana Dungri Institutional Area Jaipur-302004	49,00,000/-		- do -
54.	State Resource Centre, Jamia Millia Islamia, Jamia Nagar New Delhi-110025	13,00,000/-	3,92,573/-	- do -
55.	State Resource Centre Literacy House, Andhra Mahila Sabha MS College Campus, University Road Hyderabad-500007	24,17,027/-		- do -

1.	2.	3.	4.	5.
56.	State Resource Centre Deepayatan Budha Colony Patna-800001	47,00,000/-		- do -
57.	State Resource Centre Literacy House, PO: Alambagh, Lucknow-226005	26,00,000/-	5,00,000/-	- do -
58.	State Resource Centre Gujarat Vidyapeeth Ashram Road Ahmedabad-380014	6,00,000/-		Maintenanc grant for SRCs.
59.	State Resource Centre C/o Bengal Social Service League 1/6, Raja Dinendra Street, Calcutta-700009	10,21,728/-		- do -
60.	State Resource Centre, Tamil Nadu Board of Continuing Education, No.1, West First Street, Venkatratnam Nagar, Adyar, Madras-600020	9,55,705/-		- do -
61.	State Resource Centre Janshiksha Bhavan, Unit-V Bhubaneswar-751001	5,00,000/-		- do -
62.	State Resource Centre Kerala Association for Non-formal Education (KANFED) Bhageeratha Niwas, T.C.XXIV/1691, Thycaud PO:, Thiruvananthapuram-695014	8,90,000/-		- do -
63.	State Resource Centre Karnataka State Adult Education Council 501, Chitrabhanu Road A&B Block, Kuvempunagar Mysore-570023	14,34,346/-		- do-
64.	State Resource Centre University of Bombay		3,23,314/-	- do -

1.	2.	3.	4.	5.
65.	State Resource Centre for Non-formal Education C/o Indian Institute of Education 28/2 J.P. Naik Road, Kothrud Pune-411029	9,24,616/-		- do -
66.	State Resource Centre Maharashtra State Institute of Adult Education, Aurangabad, Maharashtra	3,00,000/-		- do -
67.	State Resource Centre North Eastern Hill University Bijni Complex Laitumkhran, Shillong-793003	5,00,000/-		Preparatic of literac Kits
68.	Regional Resource Centre of Adult & Continuing Education, Punjab University, Chandigarh.	6,00,000/-		- do -
69.	State Resource Centre, Kurukshetra University, Kurukshetra, Haryana,	4,70,477/-		- do -

Sl No.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of GIA in 1992-93(Rs.)	Purpose of Grant
1.	2.	3.	4.	5.

#### SCHOOL EDUCATION

##### Improvement of Science Education in Schools

1.	Vikram A. Sarabhai Community Science Centre, Ahmedabad	Pioneering Institution playing a Catalytic role in the field of Science and Mathematics Education. Developing innovative ideas and techniques in the form of exhibits and aids in learning and teaching of science and mathematics.	21,10,000/-	Promoting activities in science and mathematics education.
2.	Jagdis Bose National Science Talent Search, Calcutta	Involved in identifying and nurturing the talented students of science and mathematics through scholarship, awards, intensive follow up, guidance and career counselling etc.	10,11,502/-	Implementation of the project, "Search and promotion of Creative Excellence in Science Northern districts of West Bengal and 7 North Eastern States.
3.	Rajgnat Education Centre, Krishnamurti Foundation India, Rajgnat Fort, Varanasi	Promoting education, Cultural and humanitarian activities in the light of Shri J. Krishna murti's teachings, carrying out research in natural and applied sciences etc.	2,99,737/-	Creation of a Resource Centre for the development of low-cost techniques for science and mathematics Education.
4.	Centre for Science Education and Communication, University of Delhi, Delhi.	Promoting interaction between the Universities and Schools in the field of curriculam development.	2,10,000/-	Elementary Mathematics Curriculam Development Programme.



1.	2.	3.	4.	5.
5.	Karnataka Rajya Vijnana Parishat, Bangolore.	Involved in organisation of telescope workshops, science festivals science writers workshops, State level science Conferences, Workshops on popularisation of science, environment camps and production of slides, science films, science kits etc. Publication of science magazines etc.	1,38,000/-	Organisation of Teacher Training workshops and Children Science Festivals.

#### Environmental Orientation to School Education

1.	Uttara Khand Seva Nidhi, Almora (U.P.)	Action as a nodal agency for implementation of the Centrally Sponsored Scheme of Environmental Orientation to School Education in Kumaon and Garhwal regions of Uttar Pradesh.	64,48,974/-	Continuance of its activities as nodal agency; generation of teaching-learning materials- and setting up of a Resourse Centre at Almora.
2.	CPR Environmental Education Centre, Madras.	Conducting a variety of programmes to create awareness and interest among the public, particularly among NGOs, women, Youth and Children and ecology with the purpose of promoting conservation of nature and natural resources.	8,62,750/-	To assist smaller NGOs in Tamil Nadu to take up various innovative projects in the field of Environmental Education.
3.	World wide Fund for Nature India, Maharashtra and Goa States Office, Bombay.	Working in the field of nature conservation for over 22 years. Actively involved in wide range of conservation related activities like development of wild life, habitate, wasteland development and spread of public awareness through seminars, workshops, camps, publications and films etc.	5,20,895/-	Bringing out Marathi editions in the field of Environmental Education and distributing secondary and senior secondary schools of Maharashtra and Goa.
4.	M.Venkatarangaiya Foundation, Secundara bad (Andhra Pradesh)	Mainly involved in rehabilitation education and motivation of bonded labour children; establishment of Non-Formal Education Centres; and follow up programme in Ranga Reddy District.	1,00,003/-	Environmental orientation to to children of 15 Non-Formal Education Centres and 4 Social Welfare Hostel in Ranga Reddy District.

S.No.	Name of the agency with address	Brief activities of the agency of the organisation	Brief activities of the in 1992-93 (Rs. in Lakhs)	Amount grant was utilised	sa
1.	2.	3.	4.	5.	6
<b>Scheme of Assistance for Strengthening Culture and Values in Education</b>					
1.	Gandharava Mahavidhyalaya, New Delhi.	Training Programme in Indian Music.	0.66	For preparation of 1500 cassettes and 1500 books of the collections of songs/notations.	
2.	India International Rural Cultural Centre New Delhi.	Organising Lecture performances & workshops on different performing Arts to Indian Classical Traditions.	3.00	To organise lecture performance cum workshops.	
3.	Nandikar, Calcutta	To enerate theatre appreciation and Cultural perception.	3.78	For undertaking the project-Theatre in Education for the students and Teachers of aided school in suburbs of Calcutta.	
4.	Ramakrishna Institute of Moral & Spiritual Education, Mysore.	Imparting various types of moral educational courses for school teachers and students.	5.00	For conducting Teacher Training Courses on Moral and Spiritual Education.	
5.	Sanskar Shiksha Samiti, Bhopal.	Undertaking various Educational and Environmental Programmes.	2.67	For organising the projects of value education in Doraha and Tikamgarh blocks in Madhya Pradesh	
6.	Aalarippu, New Delhi.	Has been undertaking programmes for Women Employment and Literacy under the aegis of Mahila Samakhya	1.25	Bringing out an educational and Cultural newsletter 'Jharokha'.	
7.	Poetry Society (India) New Delhi.	Promotion of Indian Poetry	1.13	For organising a creative poetry workshops for young poets of Madhya Pradesh.	
8.	Spic-Macay, Delhi	Conducting Lecture demonstrations in schools and colleges for promotion of Indian Classical Traditions in Educational Institutions.	5.00	For conducting lecture demonstration of workshops Institutions.	
9.	Banasthali Rajasthan	Vidhyapeeth Residential educational imparting education to girls. It is a deemed university.	1.36	complexes maintenance expenditure.	

1.	2.	3.	4.	5.	6
10.	Bengal Fine Arts College, North 24 Parganas (West Bengal)	An Institute of Visual and Performing Arts, Social Welfare Education and Culture.	1.70	To organise Creative Workshop and Summer School Programme.	
11.	NINASAM Heggodu Sagara Karnataka	Conducting Theatre Workshops for children. It has built up an auditorium, a theatre Institute, a film society etc.	1.60	For organising Workshop for period of 45 days on theatre in Education for the children local High School.	
12.	Bal Preet Milni (KAFLA) Chandigarh	Organising mobile book exhibitions, seminars, Workshops etc. in Punjab.	5.00	To conduct kafla cariva.	
13.	Bhartiya Vidhya Bhawan, Bombay	Undertaking research in Indology classical. Indian Languages and foreign languages.	0.60	To organise orientation course on Value Education for Principals and Headmasters.	
14.	The C.P. Ramaswami Aiyar Foundation Madras.	To Promote Indian Culture including the arts, literature philosophy and the Sciences.	2.79	Revival of Folk Art Forms viz. traditional drawing & painting folk toys puppet making, theatre folk music, dance etc, in the school.	
15.	Centre for Education & Voluntary Action, Chandigarh	Imparting educational, social, Cultural and humanistic values to people through the electronic media, films, street theatre etc.	1.99	To organise community theatre workshops with the children of different schools and teachers of the area.	
Promotion of Languages					
1.	Andhra Pradesh Hindi Prachar Sabha Hyderabad, Andhra Pradesh	Running of Hindi teaching centres Hindi Mahavidyalayas and Hindi Prachar centres etc.	3,69,550	Teaching centres Mahavidhyalaya Pracharak sammelan and public action of Hindi Diary.	
2.	Nagar Hindi Sanchalak Adhyapak Sangh, Hyderabad.	Varg classes Hindi library/ Reading room, Hindi typing and Shorthand classes and other propagation programme.	Running of	Hindi Teaching shurthand classes, Hindi library/ Reading room, salaries to staff Rent purchase of books/magazine etc.	
3.	Assam Rajya Rashtrabhasa Samiti, Jorhat	Promotion of Hindi	5,81,250	Hindi Typing Centres	

1.	2.	3.	4.	5.
4.	Gujarat Vidhyapeeth Ahmedabad	Promotion of Hindi	1,51,425	Hindi teaching classes Hindi Library, Hindi typing centres.
5.	Gomantak Rashtrabhasa Vidhyapeeth, Madgaon, Goa.		Promotion of Hindi library etc.	
6.	Karnataka Hindi Prachar Sabha Jaya Nagar, Bangalore.	Running of teaching centres library etc.	6,49,800	Hindi teaching centres Hindi library etc.
7.	Karnataka Mahila Hindi Seva Samiti Bangalore.	Hindi teaching classes, libraries debates etc.	9,05,25	Hindi teaching classes, library and reading rooms Hindi typing colleges, Hindi Mahavidhyalaya etc.
8.	Mysore Hindi Prachar Parishad Shankarpuram Bangalore.	Hindi teaching centres, typewriting and shorthand classes etc.	11,98,988	Hindi teaching classes, Hindi library, Hindi typing/shorthand classes etc.
9.	Hindi prachar Sangh, Mudhol Karnataka	Running of Hindi teaching classes	1,09,530	Hindi teaching centres, Hindi library, Hindi Mahavidhyalayas etc.
10.	Kerala Hindi Prachar Sabha, Trivandrum.	Kendriya Mahavidhyalaya typewriting and shorthand classes, prizes etc.	11,11,425	Hindi Libraries, Kendriya Mahavidhyalayas, Hindi Pracharak refresher courses, prizes etc.
11.	Bombay Hindi Sabha, Bombay	Promotion of Hindi	1,94,850	Hindi teaching library magazines etc.
12.	Rashtrabhasa Prachar Sabha Wardha.	Text Books, Cultural Programmes Organisation of seminars for Hindi Pracharaks etc.	2,49,825	Hindi Mahavidhyalayas Hindi teaching centres, Hindi typing and shorthand classes.
13.	Bombay Hindi Vidhyapeeth Bombay.	Teaching centres library, reading rooms, Pracharaks centres, seminars, drama etc.	9,85,125	Hindi training centres, Library etc.

1.	2.	3.	4.	5.	6
14.	Maharashtra Rashtrabhasha Sabha, 388, Narayan path, Poona.	Promotion of Hindi	1,99,500	Kendriya Granthalaya etc.	
15.	Manipur Hindi Parishad, Imphal	Promotion of Hindi	2,84,625	Hindi Classes.	
16.	Manipur Rashtrabhasha Prachar Samiti Imphal.	Promotion of Hindi	1,35,000	Hindi Classes.	
17.	Utkal Prantiya Rashtrabhasha Prachar Sabha Cuttack.	Running of Hindi teaching centres, Hindi typewriting and Shorthan centres.	1,92,300	Hindi teaching classes Hindi library training programmes etc.	
18.	Orissa Rashtrabhasha parshad Jagannath Puri.	-do-	2,31,525	Hindi classes and propagation of Hindi.	
19.	Bhasha Sansad (Anuvad Patrika) Calcutta	-do-	1,26,300	For publication of Anuvad Patrika.	
20.	Dakshin Bharat Hindi Prachar sabha (For its branches at Madras Hyderabad, Bangalore Dharwad, Tiruchirapalli and Ernakulam	Free Hindi Classes, Mahavaidhyalayas, Typewriting, P.G. B.Ed., Computer Classes Shorthand Classes, Prizes etc.	96,95,935	Hindi Libraries, Kendriya Vidhyalayas, Hindi Pracharak refresher courses etc.	
21.	Maharashtra Hindi Prachar Bhavan, Shahganj, Aurangabad.		1,03,950	For conducting Hindi Classes and Hindi Typing.	
22.	Varanmala Bhasha Vikas Kendra, Bhubaneshwar.		1,50,000	Adhoc grant for Hindi programmes.	
23.	Kendriya Sachivalya Hindi Parishad New Delhi	Organisation of various Hindi Competitions, publications of magazines and books in Hindi organisation of Seminar, Sangoshties etc. for development of Hindi.	5,00,000	For meeting expenditure of organisation of various competitions relating to Hindi, Publication of Hindi Magazines and books etc.	



1.	2.	3.	4.	5.	6
4.	The Principal, Dewan Krishan Kishore S.D. Adarsh Skt. College Ambala Cantt.(Haryana)	-do-	4,49,669/-	Salary/scholarships/P.F./ contigencies/furniture books and purchase of typewriter.	
5.	Shri Ekaranand Skst.M.V. Mainpuri (UP)	-do-	5,00,000/-	Scholarships/Contigencies/ Furniture/books and repair of building.	
6.	The Madras Skt. College & SSV Pathshala, 847-Royapeeth High Road, Mylapore, Madras.	-do-	9.05,082/-	Salary/Scholarships/Furniture/ Contigencies & repair of building.	
7.	Mumbadevi Sanskrit M.V. C/D Bhartiya Vidya Bhavan K.M. Munshi Marg,Bombay	Teaching	6,32,127/-	Salary/Scholarships/Contigencies/ TA/DA/Library books.	
8.	Haryana Sanskrit Vidhya peetha, PO: Bhagola, Distt. Faridabad, Haryana.	-do-	5,73,698/-	-do-	
9.	Kuppuswami Shastri Research Institute, 84-Royapeeth Rd. Mylapore, Madras.	Research	6,16,648/-	Contigencies/Scholarships/Salary Furniture/Publication/Repair of building/advertisement.	
10.	Calicut Adarah Sanskrit Vidhyapeeth, Balussary, Distt. Calicut (Kerala)	Teaching	10,56,262/-	Salary/Contigencies/TA&DA/ Scholarships/Books and Furniture.	
11.	Vaidika Sansodhana Mandala, Tilak Vidhyapeeth Nagar, Poona-9	Research	5,67,957/-	Salary/Contigencies and Lib. Books.	
12.	Sri Chandrasekharendra Saraswati Nyaya Sastra, Skt. M.V. No. 3 East Moda Street, Little Kancheepuram.	Teaching	5,53,332/-	-do-	
13.	Lakshmi Devi Shroff Adarsh Sanskrit M.V. Kali Rekha Vill/PO: Deogarh (Bihar)	-do-	4,87,052/-	-do-	
14.	Rajkumari Ganesh Sharma, Adarah Skt. Pathshala, Kolhanta Patori (Bihar).	-do-	11,42,756/-	-do-	
15.	Himachal Adarsh Skt.M.V. Jangla (Rehru) H.P.	Teaching	9,64,500/-	Salary/Contigencies and Library books.	

1.	2.	3.	4.	5.	6.	
16.	Swami Prankushacharya Sanskrit Mahavidyalaya Hulasganj, Gaya.	-do-	6,15,973/-	-do-		
17.	Prajna Pathshala Mandal, Wai, Dt. Satara, Maharashtra.	-do-	4,26,450	Maintenance grant		
18.	Raja Veda Kavya Pathshala D-76/III, Cross Street, Sri Nagar Colony, Kumbakonam.	Teaching	2,16,600	Salary/Scholarships		
19.	Bhartiya Chaturdhan Ved Bhawan Nyas, Bali Colony 63-A/3, Stanley Road, Allahabad U.P.	-do-	1,59,600/-	-do-		
20.	The Mukhyadhishtatai, Kenya Gurukul A.V. Naras, Dt. Aligarh (U.P.)	-do-	1,33,200/-	-do-		
21.	Kalpatru Research Academy P.No. 1857, Bangalore.	For the project expenses on Agma, Alya, Aradhana	2,41,800/-	-do-		
22.	The Mantri, Kenya Gurukul Narela, Delhi.	-do-	1,17,000/-	-do-		
23.	The Pradhanacharya, Gurukul Mahavidyalaya Jwalapur, Nerdwar (U.P.)	Teaching	1,05,00/-	Salary/Scholarships/Skt. books for buildings/Furniture.		

**Implementation of New Education Policy**

1.	Indian History Congress, Deptt. of History, Delhi University.	Coordination and interaction on historical aspects.	-	2.00	For holding their 53rd Session of Congress.
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**Higher Education**

1.	Association of Indian Universities, New Delhi.			12.15 Lakhs	
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1.	2.	3.	4.	5.	6
7.	Poorvanchal Gramin Vikas Sansthan, Village Maladi, P.O. Barachavar, Distt. Gazipur, U.P. 233226.		1,02,770.00		
8.	Samuday 80, Post Rusera, Samastipur District, Biher.		1,00,500.00		
9.	Venkataramaia Foundation, 10.2.6, Marradpalli West Secunderabad		1,99,330.00		
10.	VISHAKHA 0-7, Hospital Road Jaipur-302001		2,38,650.00		
11.	AIKYA No. 377, 42nd Cross, 8th Block, Jayanagar, Bangalore-560 082.				
12.	Janvikas 3/B, Ankit Duplex, Anand Vatika, Opp. L.Colony S.M.Road, Ambawadi, Ahemdabad 380 015.				
13.	Varanasi Kala Pratisthan, D-13/26, Baans Phatak, Varanasi.				
14.	JAGORI, B-5 Housing Cooperative Society, South Extension Part-I New Delhi-110 049.		38,524.00		
15.	Mahila Sewa Trust, Ahemdabad.				
16.	Sahaj, 1 Tejas Apartments, Old Padra Road, Baroda.				

S.No.	Name of the Agency/ Organisation with Address ANDHRA PRADESH	Brief Activities of organisation	Amount of G.I.A. in 1992-93	Purpose for which grant was utilised	Remark
1.	2.	3.	4.	5.	6.

**Non-formal Education**

**ANDHRA PRADESH**

1.	Sevamandir Hindupur-Sevamandir Anantapur. Andhra pradesh-515212.	Educational Social Rural/Community Intergrated Development	242104		
2.	Praja Pragati Trust 13-42.L.B. Nagar, District Chittoor Andhra Pradesh.	-do-	114893	25	
3.	Gram Vikas Sanstha Kotha Indlu Punganur District Chittoor	-do-	149542	25	
4.	People's Organisation For Development Action Door No. 4-95, Ramnagar Colony District-517002	-do-	119040	100	
5.	Sri Venkateswara Mahila Mandali, Plot No. 6. Journalist Colony, Opp.Medical College, Tirupati District Chittoor.	-do-	98217	25	
6.	Bharatha Seva Samithi Sugar Factory Employee Factory, 75 Dodipalli Chittoor District.	-do-	445800	100	
7.	Rural Education Society Punganur-517247 Chittoor District.	-do-	444940	100	
8.	Collective order For Rural Reconstruction Education 14-65/5 Palace Road,Kuppam-517425 Chittoor District.	-do-	252025	50	

1.	2.	3.	4.	5.	6.
9.	Andhra Pradesh Rural Reconstruction Mission 1-69 Cross Roads, Piler-517214 Chittoor District	-do-	442736	100	
10.	Grama Seva Samiti Grass, Aniganur Village Vijalapuram Post Kuppam-517425 District Chittoor.	-do-	222900	100	
11.	The Pantrapalle Women Welfare Coop Society Ltd. Pantrapalle P.O. Chittoor.	-do-	132790	50	
12.	Rayalaseema Seva Samithi 9 Old Huzur office Building Tirupati-517501 District Chittoor.	-do-	1349640	300	
13.	Rayalaseema Seva Samithi 9 Old Huzur office Building Tirupati 517501 District Chittoor.	-do-	1802395	300	
14.	Rayalaseema Seva Samithi 9 Old Huzur office Building Tirupati-517501 District Chittoor.	-do-	2294404	500	
15.	Social Action For Integrated Development No. 11 S.V.U. Campus Near Re Building Tirupati-517502 District Chittoor.	-do-	444005	100	
16.	Village Reconstruction Organisation Pedakakani Guntur-522509	-do-	443408	100	
17.	National Educational Minorities Society 14-1-12 Kothapet. Guntur.	-do-	132790	50	

1.	2.	3.	4.	5.	6.
18.	Prachya Bhasha Vidyapeeth Rajandranagar, 6th Line, Gudivada-521301 District Krishna.	-do-	228149	50	
19.	Sri Parameshwari Educational Society Karivena Road Atmakur Kurnool District	-do-	132790	50	
20.	Sri Hanumantharaya Educational and Charitable Society Pendekanti Public School Illuru Kothapeta (Post) Banaganapalli Manda District Kurnool-518186	-do-	255900	100	
21.	Nalgonda Diocese Social Service Society Social Service Centre Duppalapalli Road Nalgonda-508001.	-do-	255900	100	
22.	Jagriti Narukuru Village Mellore District	-do-	236700	100	
23.	Srinivasa Mahila Mandali Darsi, Agraharam Martur Mandal Prakasam District.	-do-	225625	50	
24.	Viveka Educational Foundation Pamur-523018 District Prakasam.	-do-	132790	50	
25.	Sree Madhava Vidya Peetham Lawyerpeta Ongole-523002 District Prakasam.	-do-	132790	50	
26.	M. Venkatarangaiya Foundation, 10-2-96 Marredpalli West Secunderabad Andhra Pradesh.	-do-	203653	0	

1.	2.	3.	4.	5.	6.
27.	Bhagavatula Charitable Trust, Yellamanchili-531055 District Visakhapatnam	-do-	211066	100	
28.	Social Action For Social Development House No. 10-2-317/44/1 Vijayanagar Colony Hyderabad-500457.	-do-	103362	25	
29.	Hyderabad Zilla Mahila Mandalula Samakhya 8-3-896/1, Nagarjuna Nagar Hyderabad-500873.	-do-	239779	50	
30.	Cheyutha 1-1-16/10 C, Jawahar Nagar Hyderabad-500020	-do-	118961	25	
31.	Cheyutha 1-1-16/10 C, Jawahar Nagar Hyderabad-500020.	-do-	306674	75	
<b>ASSAM</b>					
32.	Deshbandhu Club At/P.O. Behara Bazar Dist. Cachar Assam-788817	-do-	132790	50	
33.	Gauripur Vivekananda Club Baruapatty Road P.O. Gauripur District Dhubri, Assam-783331.	-do-	180400	25	
34.	Morigaon Mahila Mehfil Civil Hospital Road, P.O. Morigaon, District Morigaon, Assam-782105	-do-	120040	50	

1.	2.	3.	4.	5.	6.
35.	Assam Chah Mazdoor Multipurpose Social Education Association Rangajan T.E., P.O.Rangajan, Titabar, District, Jorhat, Assam-785630.	-do-	117696	50	
36.	Jamunamukh Amtola Ahmedia Madrassa Committee P.O. Jamunamukh, Dist. Nowgong, Assam-782428.	-do-	128740	50	
37.	Sadau Ason Gramya Puthibharal Santha L.N. B. Road, Haibargaon, P.O. Haibargaon, Distt. Nagaon.	-do-	120206	25	
38.	Santi Sedhana Ashram P.O. Beltola "Shantivan" Basistha Guwahati-781028 Assam.	-do-	352000	0	
BIHAR					
39.	Association For Rural Education & Development K.R. High School, P.O. Bettiah, Dist. West Champaran, Bihar-845438.	-do-	101924	0	
40.	Darbhanga Zila Khadi Gramodyog Sangh Beta Road, P.O. Lahariasarai Darbhanga, Bihar.	-do-	414668	60	
41.	Santal Pargana Gramodyog Samity, Baidyanath-Deoghar Bihar-814112.	-do-	137073	30	

1.	2.	3.	4.	5.	6.
42.	Santal Pargana Antyodaya Ashram Purandaha, B. Deoghar-814112.	-do-	138500	50	
43.	Jaria Mahila Vikas Kendra, Anganwadi Bhawan Nai Dunia P.O. Jharua- 828111 Distt. Dhanbad.	-do-	124241	25	
44.	Samanvay Asharam Bodhgaya, Bihar.	-do-	229959	0	
45.	Nav Bharat Jagriti Kendra Bahera, Brindavan, Chouparan, District Hazaribagh, Bihar-825406.	-do-	364000	0	
46.	Nav Bharat Jagriti Kendra Village Bahera, P.O. Brindavan, VIA Chauparan-825406. Bihar.	-do-	219957	60	
47.	Ghoghardiha Prakhand Swarajya Vikas Sangh Village and P.O. Jagatpur Via Ghoghardiha, District, Madhubani-847402. Bihar.	-do-	466861	100	
48.	Jan Shikshan Kendra Village and P.O. Chakae, Distt. Munger- 811303, Bihar.	-do-	206323	30	
49.	Atma Rojgari Mahila Samiti 'Seva' P.O. Khedigram, Distt. Jamui-811313, Bihar.	-do-	193782	100	



1.	2.	3.	4.	5.	6.
50.	Mahila Shishu Kalyan Pratishthan Village And P.O Akanagar Sarai Nalanda.	-do-	120300	25	
51.	Samagra Gram Swarajya Sangh, Islampur, Nalanda, Bihar.	-do-	138200	30	
52.	Binoba Arogya & Lok Sikshan Kendra Vill & P.O. Jai Krishna Nagar (Baday), P.O. Baday Via Islampur- 801303 Distt. Nalanda, Bihar.	-do-	412270	60	
53.	Bihar Dalit Vikas Samiti West Malahi (Barh) P.O. Barh Distt. Patna-803213 Bihar.	-do-	240300	100	
54.	Gram Swarajya Samiti Bakhtyarpur Village & P.O. Salimpur Via Khusrupur, Patna Bihar.	-do-	216080	50	
55.	Adithi 2/30 State Bank Colony-II Bailey Road Patna-800014.	-do-	878006	200	
56.	Sarvodaya Ashram P.O. Ranipatra Distt.Purnea-854337.	-do-	445800	100	
57.	Vanvasi Seva Kendra P.O. Adhaura Distt. Rohtas Bihar.	-do-	367009	100	
58.	Gandhi Seva Ashram Jalalpur Bazar, Saran-841412, Bihar.	-do-	215000	60	

1.	2.	3.	4.	5.	6.
59.	St. Xaviers High School P.B. 10 Chaibasa-833201, Distt. West Singhbhum. Bihar.	-do-	348247	100	
DELHI					
60.	Peoples' Institute for Development & Training (PIDIT) B-3/3 Safdarjung Enclave New Delhi-110029.	-do-	146736	200	
61.	Nehru Bal Samiti E-63 South Extension part-I New Delhi-110049.	-do-	234554	50	
62.	PHD Rural Development Foundation, PHD, House Thapar House, Opp. Asian Games Village, New Delhi -110016.	-do-	390065	100	
GUJARAT					
63.	Lok Sevak Mandal (Servants of the People Society) C/O C.H. Bhagat working Women Hostel Nr. Dalai Apartments, New vikas Gruh Road, Paldi Ahmedabad-380007.	-do-	812114	200	
64.	Gujarat State Crime Prevention Trust 'Ashirwad' 9/3, Keshav Nagar Society, Near Subhash Bridge, Ahmedabad-380027, Gujarat.	-do-	182789	100	
65	Labour Welfare Trust Gandhi Mazoor Sevalaya, Bhadra, P.B. No. 110, Ahmedabad-380017, Gujarat.	-do-	222900	100	

1.	2.	3.	4.	5.	6.
66.	Amar Bharati Moti Pavathi Tal Dehegam, Distt. Ahmedabad-382308, Gujarat.	-do-	382050	100	
67.	Anjuman-E- Talimi Idara Charitable Trust Court Road Opp. Government Treasury, Bharuch-392001, Gujarat.	-do-	462169	100	
68.	Bhavnagar Mahila Sangh Near Vadva Washing Ghat, Bhavnagar-364001, Gujarat.	-do-	445800	100	
69.	Lok Bharati Gram Vidyapeeth Sanosra-364230, Distt, Bhavnagar, Gujarat.	-do-	347052	100	
70.	Gayatri Shixan Samaj Vanthali (Sorath) C/O A/44, Janakpuri Society, Dhandhusar Road, Junagadh-362001.	-do-	232050	30	
71.	Saraswatam Post Box No. 7, Mandvi-Kuchchh-370465, Gujarat.	-do-	222900	100	
72.	Thasra Taluka Yuvak Mandal Association Dakor, Ta, Thasra, Distt. Kheda-388225, Gujarat.	-do-	103590	25	
73.	Smt. B.K. Baljoshi Education Trust 20, Ratish Society, Kalol- 382721, Distt. Mehsana, Gujarat.	-do-	257480	50	

1.	2.	3.	4.	5.	6.
74.	Manav Seva Mandal Trust 'Shandilya' 5-A, Anupama Society, Amin Marg, Near Nutannagar, Rajkot-360001.	-do-	435679	100	
75.	Anand Niketan Anand Niketan Ashram, P.O. Rangpur (Kavant), Distt, Baroda-391140, Gujarat.	-do-	133903	100	
HARYANA					
76.	Lucky Education Society Meham Rohtak, Haryana.	-do-	480318	100	
77.	Shiksha Samiti Dav Training College Shiv Nagar, Kharkhoda, Sonapat.	-do-	239282	100	
78.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Kharkhoda, Sonapat, Haryana-124402.	-do-	959659	200	
79.	Janta Kalyan Samiti Opp. Bus Stand, Rewari, Haryana.	-do-	444935	100	

1.	2.	3.	4.	5.	6.
HIMACHAL PRADESH					
80.	Rural Centre For Human Interests, Shalana, Distt. Sirmour, Rajgarh, Himachal pradesh-173101	-do-	237000	0	
81.	Society For Social Action For Rural Development of Hilly Areas, Kaffota, Distt, Sirmour HP-173029.	-do-	239282	50	
82.	People Action For People in need, Andheri Distt. Sirmour HP- 173023.	-do-	209252	100	
83.	Rural Centre For Human Interest, Shalana Rajgarh, Distt. Sirmour HP.	-do-	397800	100	
84.	Society For Social Uplift Through Rural Action Jagjit Nagar, Via Jubbar Distt. Solan HP-173225	-do-	118474	100	

1.	2.	3.	4.	5.	6.
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JAMMU & KASHMIR

85.	All India Centre For Urban & Rural Development 5, Bhai. Veer Singh Marg. Gole Market, New Delhi-110001.	-do-	112275	25	
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KARNATAKA

86.	Jeevan Dhara Vidya Peetha 112 Behind Police Station Maga DI Road, Bangalore 560023.	-do-	204025	75	
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87.	Rashtotthana Parishat Bangalore, Gavipuram Road, Kempegowda Nagar Bangalore-560019	-do-	317622	50	
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88.	Karnatraka Welfare Society, Chikballapur Post Box No. 28 Chikballapur -562101.	-do-	483468	100	
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MADHYA PRADESH

89.	M.P. Council For Child Welfare, Hotel No. 5 BHEL Township Piplani Bhopal-462021, Madhya Pradesh.	-do-	393396	100	
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90.	Kasturba Gandhi National Memorial Trust, Kasturbagram Indore-452020 Madhya Pradesh	-do-	240300	100	
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91.	Tarun Sanskar 1784, Indira Market Ranjhi, Jabalpur Madhya Pradesh.	-do-	119310	25	
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92.	Shiksha Prasar Samiti Dharamgarh Porsa, District Morena, Madhya pradesh.	-do-	120300	25	
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1.	2.	3.	4.	5.	6.
93.	Bal Avam Mahila Kalyan Samiti, Jail Road, Morena, Madhya Pradesh.	-do-	120300	25	
94.	Janta Shiksha Parishad Deori Kalan Distt. Satna, Madhya Pradesh.	-do-	120300	25	
95.	Montessory Education Society, Khachrod,Ujjain Madhya Pradesh.	-do-	110513	50	
MANIPUR					
96.	Wangjing Tentha Farmers Development, Association Post Bag No-6 Imphal.	-do-	360100	50	
MAHARASHTRA					
97.	Rajrashi Shri Chhatrapati Shahu Shikshan Prasarak Mandal, Burdgaon Road Ahmednagar Maharashtra 414001	-do-	239341	50	
98.	Rajrashi Shri Chhatrapati Shahu Shikshan Prasarak Mandal, Burdgaon Road Ahmed Nagar Maharashtra.	-do-	119177	25	
99.	Parth Vidhya Prasarak Mandal, Parathardi, Ahmednagar Maharashtra.	-do-	239341	50	
100.	Sant Kabir Shikshan Prasarak Mandal, Kailash Niwas Ghati Aurangabad 431001.	-do-	445800	100	
101.	Institute of Management Training & Research 49, Samarth Nagar, P. O. Box No.87 Aurangabad-431001	-do-	117846	50	

1.	2.	3.	4.	5.	6.
102.	Gramin Apang Punarvasan Sanstha, Madyal Kadgaon Road, Gadinglaj 416502	-do-	239793	50	
103.	Shri Balasaheb Mane Shikshan Prasarak Mandal, Ambep Taluq Hatkanangale Distict Kolhapur	-do-	204019	50	
104.	Samaj Kalyan Mandal Lalganj, Naik Talao Nagpur 2.	-do-	118727	50	
105.	Sati Mata Shikshan Sanstha, Nagpur Head Office -II Vyankatesh Nagar, Khamala Road, Nagpur-25.	-do-	118746	50	
106.	Jawahar Lal Nehru Shikshan Prasarak Mandal , Umardri Taluk, Mukhed District Nanded	-do-	360211	75	
107.	Samaj Unnati Shikshan Sanstha, Kalamber Taluq Kandhar District Nanded.	-do-	120282	25	
108.	Ishwar Sing Jeevan Jagriti Mandal, Sohamgad Taluq, Jintoor, District Parbhani.	-do-	120300	25	
109.	Indian Institute of Education, J.P.Naik Road, Kothrud Pune, Pune-411029.	-do-	462157	0	
110.	Sevadam Trust C/O Manoj Clinic 1148 Sadashiv Peth Pune 411030	-do-	120040	50	
111.	Sahitya Seva Mandal VITA Sangli-415311	-do-	120300	25	



1.	2.	3.	4.	5.	6.
112.	Adivasi Sahaj Shikshan Parivar, Post Masvan Taluq Palghar District Thane-401404.	-do-	118912	25	
113.	Chetana Vikas P.O.Gopuri Distt. Vardha Maharashtra-442114.	-do-	191998	0	
114.	Ahilyadevi Holkar Smarak Sanstha Taluq Pusad District Yavatamal.	-do-	120040	50	
115.	Young Indians Office Building No. 10 D.N. Nagar Andheri (West) Bombay 400058.	-do-	111903	25	
ORISSA					
116.	Mandal Pokhari Jubak Sangha, At/P.O. Mandari, Dist. Balasore, Orissa-756125.	-do-	210080	50	
117.	Netaji Jubak Sangha Balipokhari, At/P.O. Parmanadapur, Via Akhuapada, Dist. Balasore, Orissa-756122.	-do-	105539	50	
118.	Gandhi Shevashrama At/P.O. Jaleswar, Dist, Balasore, Orissa-756032.	-do-	349840	100	
119.	Lokshakti At/P.O. Srikanthapur, Dist. Balasore, Orissa-756001.	-do-	154326	100	
120.	Radhanath Pathagar At/ P.O. Soro, Dist, Balasore, Orissa-756045.	-do-	120040	50	

1.	2.	3.	4.	5.	6.
121.	Palli Mangal Jubak Sangha At Nayapally, P.O. Deuli, Dist. Puri Orissa-752064.	-do-	251152	50	
122.	Bhagabat Pathagar At/P.O. Salepali, Via Jarasingha, Dist. Bolangir, Orissa-767067.	-do-	249793	50	
123.	Gram Mangal Pathagar At/ P.O. Saleipali, Via Jarasingha, Dist. Bolangir, Orissa-767067.	-do-	240091	100	
124.	Ramjee Yubak Sangha At/P.O. Sadaipali, Via Chandanghati, Dist. Bolangir, Orissa-767065.	-do-	474069	100	
125.	Sri Sri Saradeswari Pathagar, At Kharda P.O. Tusra, Dist. Bolangir, Orissa-767030.	-do-	128628	50	
126.	Bapuji Pathagar At/ P.O. Sukha, Dist. Bolangir, Orissa-767064.	-do-	257263	50	
127.	Pallishree At/P.O. Ghasiput, Via Benki, Dist, Cuttack, Orissa-754008.	-do-	239896	50	
128.	Anchalik Baldevjew Voluntary Agency At/ P.O. Alkund Nuagan, Via Pritipur, Dist. Cuttack, Orissa-755013.	-do-	120070	25	

1.	2.	3.	4.	5.	6.
129.	Lokanayak Club At/P.O. Patapur, Via Bankl, Dist. Cuttack, Orissa- 754008.	-do-	238595	100	
130.	Cuttack Zilla Harijan, Adivasi Seva, Sanskar Yojana At/ P.O. Chhata (Hafimelak). P.O. Fakirabad, Via Thakur Patana, Distt. Cuttack Orissa-754250.	-do-	240073	50	
131.	Rural Development Society At/P.O. K.B. Dandua, Via Mahakalpada, Dist Cuttack, Orissa-754224.	-do-	239909	100	
132.	Navjyoti At/P.O. Garudgan, Via Kotsahi Dist. Cuttack, Orissa-754022.	-do-	217039	50	
133.	Lutheran Mahila Samity At/P.O. Patalipank Via Kujang. Dist Cuttack, Orissa-754141.	-do-	256734	50	
134.	Centre For Upliftment of Lower Incomers, Ratha Danda (near Post Office) Choukulat, Dist. Cuttack, Orissa-754222.	-do-	125904	50	
135.	Antyodaya Seva Kendra At Ramachandrapur, P.O. Puruna Basant, Via Nalibar, Dist. Cuttack, Orissa-754104.	-do-	223386	50	
136.	Cuttack Zilla Mahila Vikas Samiti At Andarpur, P.O.Kalyaninagar, Dist. Cuttack. Orissa-753013.	-do-	115046	25	

1.	2.	3.	4.	5.	6.
137.	International Indecency Prevention Movement Bidanasi, Sovaniya Nagar, P.O. & Dist, Cuttack, Orissa-753008	-do-	257431	50	
138.	International Indecency Prevention Movement Bidanasi (Sovaniya Nagar) P.O. Cuttack Orissa.	-do-	127403	45	
139.	Jajpur Harijan Seva Samiti At/ P.O. Ahiyas, Dist. Cuttack, Orissa-755036.	-do-	301470	25	
140.	Utkal Navajeevan Mandal At/P.O. Angul Dist. Dhenkanal, Orissa-759122.	-do-	432123	100	
141.	Youth Association for Rural Reconstruction At/ P.O. Boinda, Dist. Dhenkanal, Orissa-759127.	-do-	241003	50	
142.	Nysasdri At/P.O. Santhapur Via Gondia Dist. Dhenkanal, Orissa.759016.	-do-	119977	25	
143.	Jatiya Yuvak Sangha At Olanda P/O/ Kuluma Dist. Dhenkanal Orissa-759117.	-do-	119120	25	
144.	People's Institute for Participatory Action Research (Pipar) At/P.O. Mahimagadi, Dist. Dhenkanal, Orissa-759014.	-do-	440818	100	

1.	2.	3.	4.	5.	6.
145.	Samajik Seva Sadan At Banjhikusum, P.O. Mahisapt, Dist Dhenkanal, Orissa-759001.	-do-	154115	100	
146.	Pragati Pathagara At/ P.O. Bellaguntha Dist, Ganjam, Orissa-761119.	-do-	127902	50	
147.	Bandevi Sevasadan At/ P.O. Kabisuryanagar, Dist. Ganjam, Orissa-761104.	-do-	221793	50	

1.	2.	3.	4.	5.	6.
148.	Jayanti Pathagar At/P.O. Nuvapada Dist. Ganjam, Orissa-761011.	-do-	442230	100	
149.	Antyodaya Chetana Kendra At Sankatapalia, Post Hadgarh, Dist. Keonjhar, Orissa-758023.	-do-	372785	50	
150.	Hoina Leprosy Research Trust Post Bag-1, . Muniguda Dist. koraput. Orissa-765020.	do-	444652	100	
151.	Society for Health Education and Development Polytechnic Road Rayagada, Dist. Koraput, Orissa-765001.	-do-	443687	100	
152.	India Rural Reconstruction and Disaster Response Service At P.O. Kolnara, Via Rayagada, Orissa-765026.	-do-	437240	100	
153.	Jagarana At/P.O. Gudari, Dist. koraput, Orissa- 765026.	-do-	240300	100	
154.	Sarvodaya Samiti P.O. Gandhi Nagar, Dist. Koraput, Orissa-764020.	-do-	103761	50	
155.	Aragamee At/P.O. Kashipur, Dist Koraput, Orissa-765015.	-do-	222900	100	
156.	Jagruta Shramik Sangathan Distt. Kalahandi At/P.O. Khariar Orissa-766107.	-do-	213214	50	

1.	2.	3.	4.	5.	6.
157.	Viswas Swami Viveknanda Institute of Social Work & Allied services Kalanivas, Kharier Road, Distt. Kalahandi Orissa-766104.	-do-	103605	0	
158.	Binapani Jubak Sangha At Batpondugondi, P.O. Khairi- Jashipur, Dist, Mayurbhanj, Orissa-757091.	-do-	239215	50	
159.	Bisol Youth Club At Bisol, P.O. Sanbisol, Via Kaptipada, Dist. Mayurbhanj, Orissa-757040.	-do-	159074	50	
160.	Antyodaya Chetana Mandal Vill. Rangamatia, P.O. Patagadia, Via Rashagovindpur, Dist, Mayurbhanj, Orissa-757016.	-do-	273285	100	
161.	Tagore Society for Rural Development. 101. Bapuji Nagar, Bhubaneswar-751009 Orissa.	-do-	426919	100	
162.	Rural Education and Action for Change At Jagamara, P.O. Khandigiri Bhubaneswar, Orissa-751030.	-do-	116588	100	
163.	Tagore Society for Rural Development 101. Bapuji Nagar, Bhubaneswar-751009.	-do-	334562	100	
164.	Community Welfare & Enrichment Society MIG-II 38/1, Housing Board Colony, At P.O. Chandrasekharapur, Bhubaneswar, Orissa-751016.	-do-	106766	50	

1.	2.	3.	4.	5.	6.
182.	Centre for Youth & Social Development, 65, Satya Nagar, Bhubaneswar, Orissa-751007.	-do-	460589	100	
183.	Anchalika kunjswari Sanskrutika Sansad At Sevanchala, P.O. Kanas, Dist. Puri, Orissa-752017.	-do-	223736	50	
184.	Dhakotha Jubak Sangha At/ P.O. Dhakotha, Dist. Keonjhar, Orissa-758049.	-do-	419816	100	
185.	National Institute of Social Work & Social Sciences, Surya Nagar, Bhubaneswar, Orissa-751003.	-do-	217451	100	
186.	Centre for Youth & Social Development, 65. Satya Nagar, Bhubaneswar, Orissa-751057.	-do-	280432	0	
187.	Banabasi Seva Samiti At/P.O. Balliguda, Dist. Phulbani, Orissa-762103.	-do-	240080	50	
188.	Subhadara Mahatab Seva Sadan, At P.G. Udayagiri, Dist. Phulbani, Orissa-762100.	-do-	479228	100	
189.	Ghumusar Mahila Sangathan At/P.G. Udayagiri, Dist. Phulbani, Orissa-762100.	-do-	239129	100	



1.	2.	3.	4.	5.	6.
190.	Bagdevi Club At/Makundapaur, P.O. Janhapanka, Via Boudh, Dist. Phulbani, Orissa-762014.	-do-	207786	50	
191.	Society for Human Resource and Ecological Development Vill. & P.O. Rundimahul, Via Baghiabahal, Dist. Phulbani, Orissa-762030.	-do-	441201	100	
192.	Samanwita Gramya Unnayan Samiti, At/P.O. G. Udayagiri, Dist Phulbani, Orissa-762100.	-do-	243037	50	
193.	Viveknanda Palli Agragami Seva Pratisthan P.O. Gocchara At Kalheipali, Via Kuchinda, Dist Sambalpur, Orissa-768222.	-do-	458767	100	
194.	Sri Satya Sai Seva Samiti At/P.O. Deobhubanpur, Via Balisankara, Dist. Sundargarh, Orissa-770015.	-do-	239916	50	
195.	Old Rourkela Education Society, At Balijodi, P.O. Rourkela, Dist. Sundargarh, Orissa-769016.	-do-	467678	100	
196.	Dharmanandan Yuvak Sangha At Sikipani, P.O. Dharuadihi. Dist. Sundargarh, Orissa-770022.	-do-	237122	50	

1.	2.	3.	4.	5.	6.
<b>RAJASTHAN</b>					
197.	Ajmer Adult Education Association, Shastri Nagar Ext. Vidyut Marg Ajmer Rajasthan-305006.	-do-	194235	0	
198.	Ajmer Adult Education Association EPI Shastri Nagar Ext. Vidyut Marg Ajmer-305006.	-do-	354693	100	
199	Bhilwara Distt. Adult Education Association 6/199 Sindhu Nagar Bhilwara 311001	-do-	444673	100	
200.	Bikaner Adult Education Association, Saraswati Park Post Box No 28 Bikaner- 334001	-do-	120040	50	
201.	Gandhi Vidhya Mandir Sardar Shahr Distt. Churu	-do-	425475	100	
202.	Bhoruka Charitable Trust Bhourugram District Churu.	-do-	427242	100	
203.	Lok Shikshan Sansthan P-87, Gangori Bazar Jaipur.	-do-	1045437	50	
204	Jodhpur Adult Education Association, Gandhi Bhawan Residency Road, Jodhpur.	-do-	164081	100	
205	Gramin Vikas Vigyan Semiti P.O.Jelu Gagadi Via Tainwari Distt. Jodhpur.	-do-	397095	100	
206.	District Adult Education Association, Kota, Praudh Shiksha Bhawan 13, Jhalawar Road, Kota Rajasthan 324005.	-do-	148245	0	
207.	District Adult Education Assiciation 13, Jhalawar Road, Kota	-do-	222900	100	

1.	2.	3.	4.	5.	6.
208.	Rajasthan Vidhyapeeth Lok Shiksha Pratisthan, Pratap Nagar Udaipur 313001.	-do-	103700	50	
209.	Rajasthan Mahila Vidyalaya Gyan Marg, Near Gulab Bagh Udaipur-313001.	-do-	124264	100	
TAMILNADU					
210.	The GRD Trust Kalaikathir Buildings Avnashi Road, Coimbatore-641037.	-do-	476775	100	
211.	Meenakshi Illam Pothunala Kalvi Sangam, Nandikovilpatti Melur P.O. 625106 Distt, Madurai.	-do-	120300	25	
212	Tagore Educational Society, Tindivanam, South Arcot Distt. 604001	-do-	220884	100	
213.	Christian Educational Development Society 12 Napalaya Street Villupuram 605602 South Arcot District.	-do-	180059	25	
214.	Madhar Nala Thondu Niruvanam, Thiruvendipuram Main road Padhirikuppam Cuddalore 607401 South Arcot District.	-do-	222900	90	
215.	Congregation of the sisters of the cross of Chavanod, Post Box No. 395 Old Goods Shed Road, Teepakulam Tiruchirapalli 620002.	-do-	359255	50	
216.	Agency for Education and Development, 7 First street Rayar Thoppu, Sri Rama puram Srirangam, Tiruchirapalli 620006	-do-	220561	50	

217.	Arnad Velalar Sangam 1 and 2 Sannathi Street, Thiruvanaikoil 620005 Trichy District.	-do-	222900	100
218.	Dr. Annie Besant Mahalir Mandram, 64 Mangammal Garden, New Washermanpet Madras-600081	-do-	133050	25
219.	Womens Indian Association, 43 Greenways Road, Madras-600028.	-do-	118185	50
220.	Womens Voluntary Service of Tamil Nadu, 19 Mayor V.R. Ramanathan Road, Chetpat, Madras-600031.	-do-	408610	90

UTTAR PRADESH

221.	Lok Vikas Sansthan 115 Darbhanga Colony, Allahabad, UP	-do-	245399	100
222.	Mahila Udyog Prashikshan Kendra, 262/4 Salikganj Road, Muthi Ganj, Allahabad.(UP)	-do-	120127	25
223.	Samaj Uthan Evam Anusandhan.Sansthan, 186-B Rani Mandi, Allhabad.	-do-	120300	25
224.	All India Children Care and Educational Development Society, Azamgarh.	-do-	222183	100
225.	India Literacy Board Literacy House, Alambagh, Lucknow.	-do-	1644581	400
226.	Myana Gram Udyog Sewa Sanstha, Murari Nagar, G.T. Road, Khurja, <u>UP.</u>	-do-	219135	100

1.	2.	3.	4.	5.	6.
227.	Bal Kalyan Kendra Pindra, Dist. Deoria, UP.	-do-	445409	100	
228.	Jan Kalyan Shiksha Samiti, Vill & P.O. Bhathahin, Khurd, (Lala), Distt. Deoria.	-do-	429866	100	
229.	Samaj Kalyan Shiksha Sansthan, Vill, karwanahi, P.O. Nakatoan Misra, Distt. Deoria.	-do-	172819	25	
230.	Jan Kalyan Shiksha Samiti, V.P.O. Bhathahin, Khurd (Lala), Via- Fazilnagar, Distt. Deoria.	-do-	255900	100	
231..	Swami Atamdev Gopalnand Shiksha Sansthan, Ugarpur, P.O. Pipergaon, Distt. Farukabad.	-do-	115300	25	
232..	Madhyam Satyakam Shiksha Kendra, Vijaynagar colony, Gorakhnath Road, Gorakhpur.	-do-	239401	50	
233..	Madhyam Satyakam Shiksha Kendra, Vijaynagar Colony, Gorakhnath Road, Gorakhpur.	-do-	255900	100	
234..	Shaheed Memorial Society E-1698, Rajajipuram, Lucknow, UP.	-do-	444418	100	

1.	2.	3.	4.	5.	6.
235.	Irshad Academy 606 Zaidi Nagar, Meerut, UP.	-do-	119648	25	
236.	Sarva Dalia Manav Vikas Kendra, Bahjoi, Moradabad.	do-	396590	100	
237.	Rana Beni Madhav Jan Kalyan Samiti, Gulab Road, Rai Bareli, U.P.	-do-	397236	100	
238.	Amethi Mahila Swachalik Sevasamiti, Amethi. Sultanpur, U.P.	-do-	162450	25	
239.	Banwasi Seva Ashram Govindpur, Sonbhadra, Uttar Pradesh-231221.	-do-	307206	0	
240.	Jan Jati Vikas Samiti Railway Station Road, Robertganj, Mirzapur.	-do-	240080	50	
241.	Banwasi Seva Ashram Govindpur, Via- turra, Sonbhadra.	-do-	1629955	400	
242.	Sarvodaya Shiksha Sadan Samiti, Railway Station Road, Shikohabad, Distt. Ferozabad.	-do-	239922	50	

1.	2.	3.	4.	5.	6.
<b>WEST BENGAL</b>					
243.	Majher Danga Krishnardana Adibasi Degimegi Trilagaunta, Village Majhardanga, P.O. Khalagram, Distt. Bankura.	-do-	142390		50
244.	Visva Bharati District Resource unit, P.O. Sriniketan, Birbhum, West Bengal-731236.	-do-	268124		0
245.	Village Welfare Society P.O. Panchrul, Howrah.	-do-	239045		50
246.	Sree Ramkrishna Satyananda Ashram Vill. Jirakpur P.O. Basirhat, Railway Station, Distt. 24 Pargana.	-do-	1689289		300
247.	Tagore Society for Rural Development, 14, Khudiram Bose Road, Calcutta.	-do-	208941		50
248.	Calcutta Urban Service Consortium, 16, Sudder Street, Calcutta.	-do-	229221		100
249.	Calcutta Urban Service Consortium, 16 Sudder Street, Calcutta.	-do-	225970		100
250.	Samatat Sanstha 172 Rash Behari Avenue Flat No. 302, Calcutta-700029.	do-	205442		50
251	Tagore Society for Rural Development, 14 Khudiram Bose Road, Calcutta.	-do-	226814		100

STATEMENT DETAILING THE GRANTS AMOUNTING TO  
Rs. 1 LAKH AND ABOVE PER ANNUM RELEASED TO  
VOL. AGENCIES UNDER THE SCHEME FOR EXPERIMENTAL  
AND INNOVATIVE PROGRAMMES DURING THE YEAR 1992-93.

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Sl.No.	Name of the Agency/ Organisation with address	Brief activities of the organi- sation	Amount of grant- in-aid in 1992-93 (Rupees)	Purpose for which grants was utilised	Remarks
1.	2.	3.	4.	5.	6.
1.	Bhagvatulla Charitable Trust, Yelamanchilli (A.P.)	Educational	17,35,043	For Exp. Innovative Prog.	
2.	Shramik Vidyapeeth, Hyderabad.	-do-	3,50,325	-do-	
3.	Deccan Development Society. Hyderabad	-do-	1,31,620	-do-	
4.	Antyodaya Lok Karyakarm (Alok) Bihar.	-do-	9,02,700	-do-	
5.	Samanvay Ashram, Bodh Gaya, Bihar.	-do-	7,11,000	-do-	
6.	Lady Irwin College, Delhi	-do-	6,08,715	-do-	
7.	Institute of Social Analysis & Communication, Okhla, New Delhi.	-do-	5,94,295	-do-	
8.	Avehi, Bombay	-do-	1,50,354	-do-	
9.	Indian Instt. of Education Pune	-do-	17,32,202	-do-	
10.	Foundation for Research in Community Health, Bombay.	-do-	1,23,949	-do-	
11.	National Chemical Laboratory Pune.	-do-	2,39,875	-do-	
12.	Eklavya, Bhopal	-do-	14,10,600	-do-	
13.	Disha Trust, Raipur	-do-	1,43,845	-do-	
14.	Swayam, Jhabua Distt. Alirajpur, M.P.	-do-	2,87,000	-do-	



1.	2.	3.	4.	5.	6.
15.	M.P. Bharat Gyan Vigyan Samiti, Bhopal.	-do-	2,18,000	-do-	
16.	Agramee, Kashipur Orissa.	-do-	6,61,877	-do-	
17.	Society for Welfare of Weaker Sections, Ganjam, Distt. Orissa.	-do-	2,43,600	-do-	
18.	Digantar Shiksha Evam Khel Kud Samiti, Jaipur.	-do-	5,77,964	-do-	
19.	Boch Shiksha Samiti, Jaipur.	-do-	8,18,572	-do-	
20.	Krishnamurti Foundation India, Madras.	-do-	4,93,053	-do-	
21.	Jan Kalyan Ashram, Shahjahanpur, U.P.	-do-	2,03,800	-do-	
22.	Instt. of Psychological & Educational Research, Calcutta.	-do-	2,84,305	-do-	
23.	Majhihira National Basic Institution, Purulia, W.B.	-do-	2,83,194	-do-	
24.	Manav Kalyan Pratishthan Sambalpur, Orissa.	-do-	1,00,000	-do-	

**STATEMENT OF OUTSTANDING  
AUDIT PARAS**

STATEMENT SHOWING THE LATEST POSITION OF OUTSTANDING AUDIT PARAS INCLUDED IN THE REPORTS OF THE  
COMPTROLLER & AUDITOR GENERAL OF INDIA FOR THE YEARS ENDED 31ST MARCH 1988, 1989, 1990, 1991 & 1992.

AS ON 23-2-1994

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S.No. Para No. Brief subjects/Name of the Organisations Division concerned Remarks  
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YEAR ENDED 31ST MARCH 1988

1. 39 Loss on purchase of Electronic equipments-Govt. College of Art Chandigarh. UT

YEAR ENDED 31ST MARCH 1989

1. 7 Indian Institute of Management, Bangaalore Technical ATNs sent to Audit  
2. 9 Indian Council of Philosophical Reaearch, New Delhi. University ATNs sent to Audit  
3. 15 Constructions of second phase of RLA college (UGC) University

YEAR ENDED 31ST MARCH, 1990

1. 3.1 Savings in grants/Appropriation. Technical/UT  
2. 2 University Grants Commission, New Delhi UNiversity  
3. 3 Computer Lit. & studies in schools - NCERT ET ATNs sent to Audit  
4. 7 I.C.S.S.R., New Delhi University ATNs sent to Audit  
5. 8 University of Hyderabad. University  
6. 9 Construction of Warehouse & Office blocks - IGNOU University  
7. 11 Irregular payment - University of Delhi University  
8. 14 Idle outlay - Regional Engg. Collège, Silchar Technical  
9. 15 Loss due to non-procurement of Levy cement-SPA, New Delhi Technical  
10. 20 Deposit of funds in advance - Bal Bhavan Society, New Delhi E.E.  
11. 21 Unintended benefits to contractors - Bal Bhavan Society, N.D. E.E.

YEAR ENDED 31ST MARCH, 1991

1. 3.3 National Literacy Mission A.E. Divn. Selected by PAC.  
2. 5 Central Board of Secondary Education. School. ATNs sent to Audit.  
3. 8 Consultancy work - School of Planning & Architecture Technical  
4. 9 Construction of Auditorium - Jamia Millia Islamia University  
5. 11 Disposal of outdated computers-IIT, Madras Technical ATNs sent to Audit  
6. 12 Irregular grant of medical benefits - IIT, Delhi Technical  
7. 14 Retention of heavy cash in current a/c with bank/cash sheet Technical

YEAR ENDED 31ST MARCH 1992

No. 1 of 1993

1. 7.2 Educational Technology Programme E.T. Selected by PAC  
2. 7.3 Bureau of Promotion of Urdu Language  
3. 7.4 Improvement of Science Education in Schools E.T. ATNs sent to Audit  
4. 7.5 Environmental Orientation to School Education E.T. ATNs sent to Audit  
5. 7.6 Injudicious & irregular payment of grants- AICTE, ND Technical  
6. 7.7 Injudicious release of grants resulting in idling of funds - IIT, Delhi. Technical

No. 11 of 1993

7.	12	Community Singing Programme - NCERT	School	ATNs sent to Audit
8.	13	Failure to avail interest facility-NCERT/CIET	E.T.	
9.	14	Regional Engg. College, Warangal	Technical	
10.	15	Aviodable payment of Electricity Charges, IISc, Bangalore	Technical	ATNs sent to Audit
11.	16	Unauthorised payment of patient care allowances-University College of Medical Science-Delhi University.	University	
12.	17	Unauthorised expenditure on pay & Allowances- College of Vocational Studies (UGC)	University	
13.	18	Gift of wrist watches in contravention of Govt's instructions I.I.T., Bombay.	Technical	ATNs sent to Audit
14.	19	Overpayment of Rs. 1.99 lakhs due to incorrect fixation of pay I.I.T., Delhi.	Technical	
15.	20	Irregular promotions - J.N.U.	University	
16.	21	Blocking of funds - Birla Vishvakarma M.V. Engg. College, Kheda.	Technical	

No. 6 of 1993

17.	10.22	Purchase of Biscuits - UT Chandigarh	U.T.	
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No. 3 of 1993

18.	3.7	Irregularities in accounting of Govt. funds	U.T.	
19.	3.8	Unjustified rejection of lowest tender	U.T.	
20.	3.9	Non-utilisation of Grant-in-aid	U.T.	

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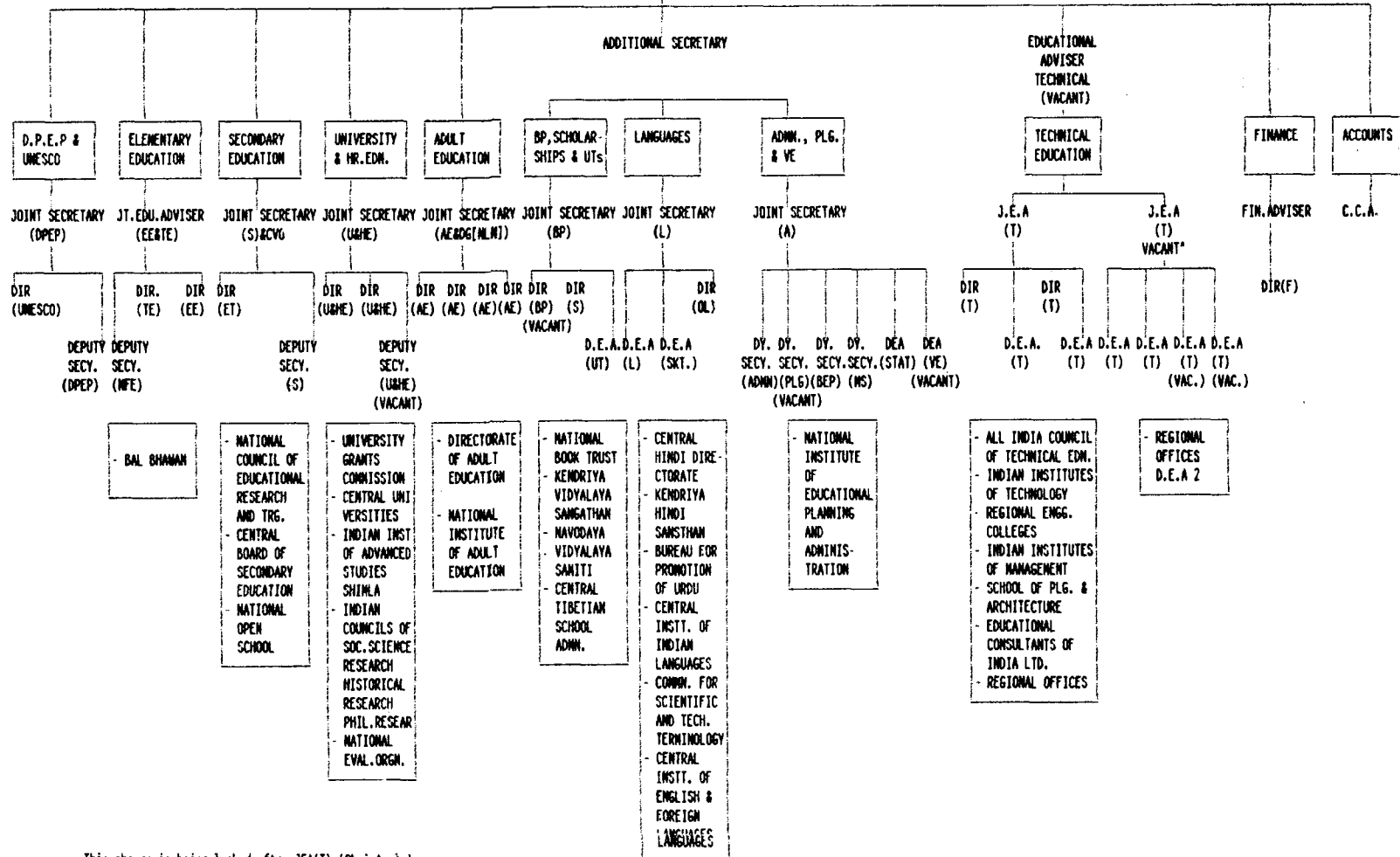
MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF EDUCATION

MINISTER OF H.R.D.

DEPUTY MINISTER

EDUCATION SECRETARY



This charge is being looked after JEA(T) (Shri Awale)