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SPREADING THE LIGHT OF EDUCATION

PROGRAMME FOR COMMEMORATION
OF 50TH ANNIVERSARY OF
INDIA'S INDEPENDENCE

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Department of Education
Ministry of Human Resource Development
New Delhi
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PART-I

FIFTY YEARS OF EDUCATIONAL DEVELOPMENT-A REVIEW

Fifty Years of Educational Development-A Review



India made its tryst with destiny on 15th August 1947. Independence meant the important task of rebuilding the nation and in this, education had an important place. It convened two conferences in January 1948, within a few months from attaining Independence viz. The Conference of the Central Advisory Board of Education (CABE) and an All India Conference of Provincial Ministers of Education. At these Conferences, consideration was given to urgent educational problems confronting independent India and some important and far-reaching decisions were made including the one of attainment of compulsory basic education.

Status of education inherited

At the time of Independence, there were 1,40,794 Primary schools (1,26,982 for boys and 13,812 for girls), each school serving an area of approximately 5 miles; there were 12,899 middle/secondary schools (11,081 for boys and 1,818 for girls), there were 20 Universities and 591 colleges (459 Arts and Science colleges and 132 professional). The enrolment in primary schools stood at 115.38 lakh (84.28 lakh boys and 31.10 lakh girls) representing 36.3% of the school-going population at the primary school stage (6 to 11 years). The literacy percentage in accordance with the census data of 1951 was 16.67% only (24.95% for male and 7.93% for female). Thus, the education system was beset with a number of problems e.g. fewer educational institutions, regional imbalance, gender disparities, absence of vocational and technical education, lack of uniform curricula and an emphasis on English education in the main.

The need for a literate population and universal education were given due recognition during the freedom struggle. Mahatma Gandhi while leading the freedom struggle against colonial rule advocated basic education and proposed an alternative village and community based system of education.

Management of Education

Constitutional basis

In the pre-independence era, development of education was guided by the Acts, Despatches (Wood's despatch) Reports of Commissions and Committees. In the post-Independence era, the framers of the Constitution accorded due importance to education and Article 45 of the Constitution enjoined that "The State shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years." The Constitution thus placed an obligation on the State to provide free and compulsory education. The Constitution also enjoined educational rights for minorities and for the educational development of weaker sections of society.



The subject of education continued to be on the State List till 1976 when, through the 42nd Amendment of the Constitution, it was brought to the Concurrent List in the Constitution for fulfilment of nationally accepted goals. The 73rd and 74th Constitutional Amendments further contributed to educational development. Panchayati Raj Institutions were strengthened by these amendments which opened a new era for development of education at the grass roots level. In 1997, the Central Government has introduced a Fundamental Rights Bill for making elementary education into a Fundamental Right and making it obligatory for parents to educate their children in the age group 6-14 years.

Participatory Involvement

Educational development is a participatory process. Contributions made by educational experts have been immense, given by way of recommendations of CABE and a number of other Commissions and Committees from time to time. Although a number of Commissions have made recommendations on various aspects of educational policy, mention can only be made of a few such as the Radhakrishnan Commission (1949) relating to University Education, the Mudaliar Commission (1952) relating to Secondary Education, the Kothari Commission (1964-66) which was a more comprehensive Commission suggesting reforms in all sectors of education.

Policy and Educational Developments through Five Year Plans

When in 1951, India took to the nation rebuilding process through Five Year Plans, educational development efforts were also regulated through the plan mechanism. On the basis of the Kothari Commission Report as well as the report of the Committees of the Members of Parliament, a Resolution on National Policy on Education was issued by the Government on July 24, 1968 which came to be regarded as the first National Policy on Education in free India. The National Policy Resolution called for a transformation of the system of education, to regulate it more closely to the lives of the people, called for continuous efforts to expand educational opportunities and for sustained efforts to raise the quality of education at all stages. It emphasised also on the development of science and technology, and laid stress on qualitative moral and social values. The National Policy Resolution inter-alia also gave importance to work experience, social and national services as an integral part of education at all stages. Expansion of education through part time, distance education and vocational studies were also to be a part of overall educational strategy.

Concept of Human Resource Development

In the evolution of educational policy, the year 1985 is another landmark as in that year the



Ministry of Human Resource Development was set up which marked institutionalisation of the idea i.e. to build the country's human resource holistically which should be looked upon as the most valuable resource and that development should look beyond economic growth with its calculus of the Gross National Product (GNP). Emphasis was placed on development aiming at the integrated development of citizens beginning with childhood and continuing right through life. The objective was to bring about a co-ordinated integrated approach in regard to programmes affecting human resource development.

Subsequently, the government reviewed the education system and initiated a national debate on education. Based on the suggestions received, a new National Policy on Education (NPE) 1986 and its Programme of Action, 1992 were prepared in consultation with the State Governments and adopted by the Parliament. The NPE, 1986 operationalised the meaning of concurrency and reflected in true spirit a meaningful partnership between the Centre and the States and at the same time placed on the Union Government the responsibility of ensuring the national and integrated character of education, maintaining quality and standards, requirements for advanced study, international aspects of education, cultural and human resource development. This policy document was reviewed by a Committee under the Chairmanship of Shri Acharya Ramamurti, which submitted its report in December 1990 on alternative modalities of implementation. The N. Janardhana Reddy Committee set up by the CBE again reviewed the Policy in 1992. The Committee recommended a revision of the Programme of Action (POA) and laid special emphasis on education for women's equality, education for SCs/STs, and educationally backward minorities. The NPE and its POA were adopted in 1992. Over the years, a number of programmes have been taken up in the true spirit concurrently between the Union Government and the States. Mention may be made of programmes like Operation Blackboard, Non-formal Education, establishment of District Institutes of Education and Training (DIETs), National Literacy Mission, Scheme of Nutritional Support to Primary Education (Mid-day Meals), District Primary Education Programme (DPEP), Vocational Education, Cultural and Value Education, Environmental Education, Improvement of Science Education in Schools, Educational Technology, Computer Literacy and Studies in Schools, Community Polytechnics and such like..

Programmes

The most critical area here is elementary education which currently absorbs about 50% of plan funds for education as a whole. Among the more important schemes, mention may be made of 'Operation Blackboard' which aims at qualitative improvement of primary schools by providing two reasonably large all-weather rooms along with separate toilet facilities for boys and girls



and at least two teachers, one of them being preferably a woman. Provision of essential teaching and learning material including blackboard, maps, charts, a small library, toys and games and some equipment for work experience is also part of the scheme. The scheme has now been operational since 1987-88. 5.22 lakh primary schools have already been covered under the scheme which has now been expanded to the upper primary school system where 47,000 schools have been covered. 1.8 lakh additional teachers have also been provided for and 1.72 lakh school rooms constructed.

The District Primary Education Programme (DPEP) is also one of the major interventions in the field of primary education. It is currently operational in 54 districts of different states and 60 more districts are expected to be brought under its purview soon. The DPEP is a multi-faceted holistic programme based on principles of decentralisation and community initiative in the sphere of primary education. Low female literacy districts are focussed upon, the other factor being districts where the total literacy campaign have been successful.

For those out of school, the Programme of Non-formal Education is also an integral part of the strategy to achieve universal elementary education. The Programme was started in 1979 to cover those out of school in educationally backward states. It has now been extended to cover urban slums, tribal areas, hilly and desert areas with a special emphasis on working children. The Programme now covers 21 States/UTs. 2.79 lakh NFE centres have been sanctioned out of which 38,000 centres are being managed by 544 Non-Governmental Organisations.

The National Programme of Nutritional support to Primary Education, popularly known as the Mid-day Meal Scheme is also a major intervention for increasing enrolment and retention in schools. The programme which was started on 15th August, 1995 will cover 11 crore children studying in classes I to V by 1997-98. Cooked meals are supposed to be served in schools. However, States have the flexibility to distribute foodgrain at the rate of 3 kg. per child per month.

In the domain of adult education, the National Literacy Mission aims to cover 100 million illiterates by 1998-99 and to make the nation fully literate by 2005 A.D. Literacy campaigns have been extended to cover 417 districts and post-literacy campaigns to sustain the impact will cover 178 districts. Under the National Literacy Mission, 58 million persons have been made literate so far.

Teacher training which is a critical input in quality education and in achieving universal



elementary education had been given due importance under the National Policy on Education, 1986. The principal institution at the grass roots level for providing pre-service and in-service training to school teachers was to be the District Institutes of Education and Training. 424 DIETs have been sanctioned so far and 4.5 lakhs teachers covered under the special orientation programme for primary teachers. The training has been principally in the matter of use of Operation Blackboard material as also orienting them towards the minimum levels of learning strategy. At the apex level, the National Council of Teacher Education has been set up as a statutory body to plan and co-ordinate development of teacher education systems as also for regulation and maintenance of norms and standards in teacher education.

At the secondary level an important intervention has been in the vocationalisation of education for which the scheme of vocationalisation of secondary education was introduced in February, 1988 with the three-fold objective of enhancing individual employability, reduction of the mismatch between demand and supply of skilled manpower and to provide an alternative to those pursuing higher education without particular interest or purpose. The Programme is being implemented by all the States/UTs (except Lakshadweep). Up to the end of 1995-96, 18,709 vocational sections had been approved in 6,476 schools, creating capacity for diversion of 9.35 lakhs students which is 11% of the enrolment at the +2 level. Vocational courses are to be introduced based on an assessment of local manpower requirement. About 150 vocational courses have been introduced in six major areas, viz., Agriculture, Business and Commerce, Engineering and Technology, Health and Para-Medical services, Home Science, Services and others.

There has been considerable advance in the techno-economic sector coupled with investment in the technical education system. With a view to bringing the benefits of such advances to remote and inaccessible areas, the Department of Education has been running the scheme of Community Polytechnics. This is being implemented through a network of 373 polytechniques and a large number of village extension services, which are proposed to be further expanded. About 4.5 lakhs of people in the rural areas have been trained. There has also been a sizeable component of self-employment through this scheme.

The National Policy on Education and its accompanying Programme of Action has given emphasis on the education of minorities, weaker sections of society and those physically handicapped. Schemes have been drawn up with an exclusive focus in these areas. Mention may be made of the Area Intensive Programme for Educationally Backward Minorities, which provides infrastructural support at the primary, upper primary and secondary levels in 331



minority concentration blocks, identified as such by the Ministry of Welfare. There is also the scheme for modernisation of Madarsas by introduction of subjects like science and mathematics, social studies, Hindi and English in their curriculum. This scheme is purely voluntary in character. Besides, the above, general schemes such as the District Primary Education Programme, the Adult Literacy Programme, the Non-Formal Education Programme have an added focus on educationally backward communities and sectors. In the area of higher education, the education of minorities has also a special focus with schemes for remedial coaching, regional facilitation centres and such like.

In all schemes of the Department of Education, women are in special focus. Under the expanded scheme of Operation Blackboard for instance, it is a guiding principle that the third teacher will be a woman. Special financial assistance is granted for NFE centres which cater to women. The DPEP is being implemented in districts where the female literacy level is lower than the national average. There is also the Mahila Samakhya Project which deals with the entire gamut of women's empowerment. Free education is provided to girls in Kendriya Vidyalayas and Navodaya Vidyalayas. The enrolment of girls has increased from 28% of total in 1951 to 43% of total in 1991 at the primary level, for middle schools it has increased from 16% to 39% and for secondary and senior secondary schools from 13% to 35%. The dropout rate has declined from 71% in 1961 to 56% in 1995 at the upper primary level.

Importance is also being given to implementation of educational schemes and programmes in SC/ST areas. In order to enhance access to primary education, the norms for school facilities a primary school within one kilometre of walking distance and an upper primary school with three kilometres of walking distance are further relaxed. Most states provide assistance to SC/ST students towards other costs of education such as text-books, uniforms, schoolbags, transport, etc. A fair percentage of SC/ST students are likely to benefit from central and centrally sponsored schemes like Nutritional Support to Primary Education (Mid-day Meals), Operation Blackboard, Non-Formal Education, DPEP, Total Literacy Campaign etc. Reservations in admission to technical institutions under relaxed norms, priority in admissions to Community Polytechnics, remedial coaching for SC/ST students in IITs, Regional Engineering Colleges are among other measures for the educational upliftment of SCs/STs. The thrust programmes for the educational development of SCs/STs is provided through special component plans and through the tribal sub-plan. Comparative data of literacy rates reveals encouraging trends. The literacy percentage for SCs increased from 10.27% in 1961 to 37.41% in 1991. Female literacy among SCs is also picking up and has increased from 3.29% in 1961 to 23.36% in 1991. For STs also the literacy rate has increased from 8.53% in 1961 to 29.60% in 1991. The female



literacy rate for STs has increased from 3.16% to 19% over the same period.

The Department has also been running the scheme of Integrated Education for Disabled Children. Under the Scheme, children who are moderately handicapped are integrated into the general education system by providing such schools with special inputs such as resource rooms, equipment, special education teachers, books, transport allowance, etc. The scheme is at present operational in 13,000 schools all over the country and is proposed to be further expanded.

Education is a powerful tool for the cultivation of social and cultural values in the context of India's pluralistic society. Education also helps to fight obscurantism, religious fanaticism and superstition. There are, therefore, schemes for improvement of science education in schools, environment orientation to school education, schemes for computer literacy as well as for promotion of universal values in society.

The central expenditure on education has increased substantially over the last ten years. The Central plan expenditure was Rs.621.54 crores for the 6th five year plan and increased to Rs.3,036 crores for the 7th five year plan. The outlay for the 8th five year plan increased to Rs.7,443 crores. For the first year of the 9th five year plan, viz. 1997-98, a plan allocation of Rs.4,045 crores has been made. This increasing financial participation of the Central Government through Central and Centrally Sponsored Schemes in the process of education development is in keeping with the spirit of concurrency characterised by ongoing consensual processes and understanding between the Central and the State Governments.

Our Elementary Education System today is one of the largest systems in the world with 150 million enrolments in the age group of 6-14 years covering about 90% of the children of this age group. Gross enrolment ratio at the primary stage has increased from 42.6% in 1950-51 to 104% in 1995-96 and at the upper primary stage (class VI-VIII) from 12.7% to 67.6%.

Side by side with the national effort to achieve Universal Elementary Education by 2000 AD and Education for All by 2005 AD, the secondary education sector as well as the infrastructure for technical, higher and management education are also being nurtured and strengthened. In the secondary education sector, the Government has endeavoured to promote the Kendriya Vidyalayas and the Navodaya Vidyalayas as exemplar institutions. Curriculum and examination reform are the other areas where the Government has focussed its intervention. India has one of the largest technical, engineering and university systems in the world. There are more than 200 universities and 8,000 colleges besides six IITs, five Indian Institutes of Management,



besides the proposed Indian Institute of Information Management (IIMs) to be set up at Gwalior. It has been the constant endeavour of the Government to maintain quality and standards in these institutes of higher learning, which are comparable to the best in the world.

Mention may also be made of the 17 regional engineering colleges which have been set up to meet the country's requirements of trained technical manpower. There is also the Indian Institute of Science, Bangalore which is an institution of national importance.

Resource Institutions

In order to strengthen the educational base, the Union Government has set up a number of educational institutes at the national and regional levels. The National Council for Educational Research and Training (NCERT) assists the Union and State Governments in the formulation and implementation of policies and programmes in the field of school and teacher education as well as in devising curricula and preparation of text-books to serve as models. The National Council for Teacher Education (NCTE) is a statutory organisation charged with the task of regulating teacher education in the country. The National Institute of Education, Planning and Administration (NIEPA) is the apex institute for all matters connected with Education Policy and Planning and has been functioning as a training institute for meeting training needs and imparts training in the Asian and African region as well.

At the secondary level, mention may also be made of the Central Institute of Vocational Education located at Bhopal which serves as a resource center for vocational education over the entire country. It has been recognised as a UNEVOC centre.

In the field of technical education, the All-India Council of Technical Education (AICTE) is a statutory body entrusted with the responsibility of maintaining standards in technical education. There is also the network of Technical Teacher's Training Institutes (TITI) for provision of technical teacher's training as also for supervising the work of Community Polytechnics. In the realm of higher education, the University Grants Commission is the statutory regulating body for regulating standards in universities as also for providing financial assistance for infrastructure and curriculum development.

In the field of distant and open education, the Indira Gandhi National Open University (IGNOU) and the National Open School (NOS) also act as pivotal points in what is among the largest distant education systems in the world.



In the field of language development, there are also a number of institutes such as the Central Institute of Indian Languages, the Central Institute of English and Foreign Languages, Rashtriya Sanskrit Sansthan, Kendriya Hindi Sansthan, which promote development of languages in the country.

Protection of copyright and other intellectual property rights has importance in the matter of economic, social and cultural developments and has assumed strategic significance in the present globalised economy and the far reaching changes going on specifically in the context of advent of digital technology which has posed serious challenge in the copyright and neighbouring rights. The copyright and neighbouring rights in India are governed by the Copyright Act, 1957 and the Copyright Rules, 1958 as amended in 1994 and 1996 respectively. India has long accepted international obligations in regard to copyright protection. India is a leading member of the World Intellectual Property Organisation (WIPO), the UN agency administering the intellectual property rights as also an active member of three major international conventions on copyright administered by WIPO. The stand taken by India on various copyright and related issues influences the approaches of a number of developing countries which look to her as a leader for championing their cause. Recently the WIPO adopted two treaties, the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty in a Diplomatic Conference which was held in Geneva in December, 1996. The Indian delegation played a key role in the Conference acting as a bridge between the developed and developing countries and was able to win support for the Indian position which has found reflection in the new treaties.

The expenditure on education by education departments as a percentage of GNP at current prices has increased from 0.68% in 1951-52 to 3.14% in 1995-96, access to education has increased as an estimated 95% of the rural population living in 8.26 lakhs habitations have a primary school within a walking distance of 1km and 84% of the population have an upper primary school within a walking distance of 3 kms. At the time of independence, this facility of a school was available within a distance of approximately 5 miles. To improve learning achievements the programme of Minimum Levels of Learning has been introduced in most states. The literacy rate, which was 16.67% as per the 1951 census data, has reached 52.21% in 1991 despite the phenomenal growth of population. There has been a substantial growth in technical and professional education.

The Common Minimum Programme (CMP) provides further impetus to the implementation of NPE by laying down specific time bound targets viz. To make the right to free and compulsory elementary education and to make the nation fully literate by 2005 AD.



The nation has set before itself the task of achieving full literacy by 2005 AD. This would mean covering all children within the age group of 6-14 upto class VIII level either through the school system or by non-formal methods with comparable standards. It would also mean the acquisition of functional literacy by more than 100 million adults in the age group of 15-35. Efforts are being made in this direction. Recently, a Bill has been introduced in Parliament to make elementary education a Fundamental Right. Simultaneously, with the Right to Elementary Education becoming justiciable under the Indian Constitution, it would be the corresponding duty of parents to send their children to school. A Committee was set up under the Minister of State for Education, Shri Muhi Ram Saikia, to consider the financial, administrative, legal and academic implications this seminal decision. The Committee has indicated that resources to the tune of 40,000 crores would be necessary. The Committee's report is being further processed by the Government.

India has made giant strides in the field of education during the last 50 years, but even a greater task lies ahead. Like 'Through the Looking Glass', the country has to run very fast to stay where it is and run even faster to move ahead. India's efforts in the educational sector has also to be visualised in the overall context of globalisation, liberalisation and privatisation. It is also to be seen in the context of India's neighbours in the South-East Asian region where achievements in the field of literacy have been dramatic. Nothing less than a whole-hearted national effort both in the public and private sectors would be necessary if India is to emerge as a fully literate and economically vibrant nation in the 21st century.

(P. R. Dasgupta)

Secretary to the Government of India



PART-II

EDUCATIONAL DEVELOPMENT — STATISTICAL INFORMATION



Educational Development Statistical Information

Financial Statistics

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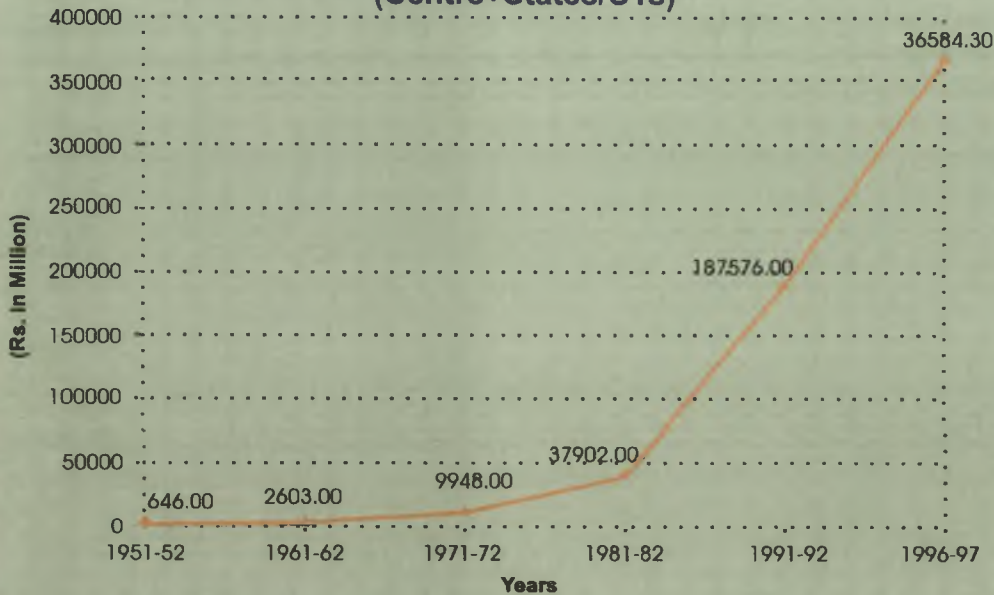
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Financial Statistics

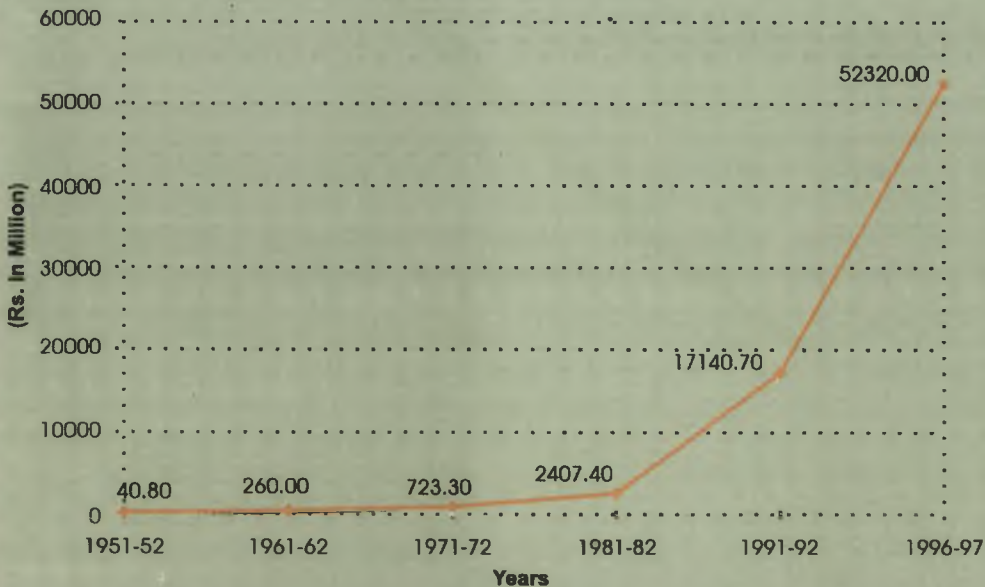
Graph 1

Total Expenditure on Education by Education Department (Centre+States/UTs)



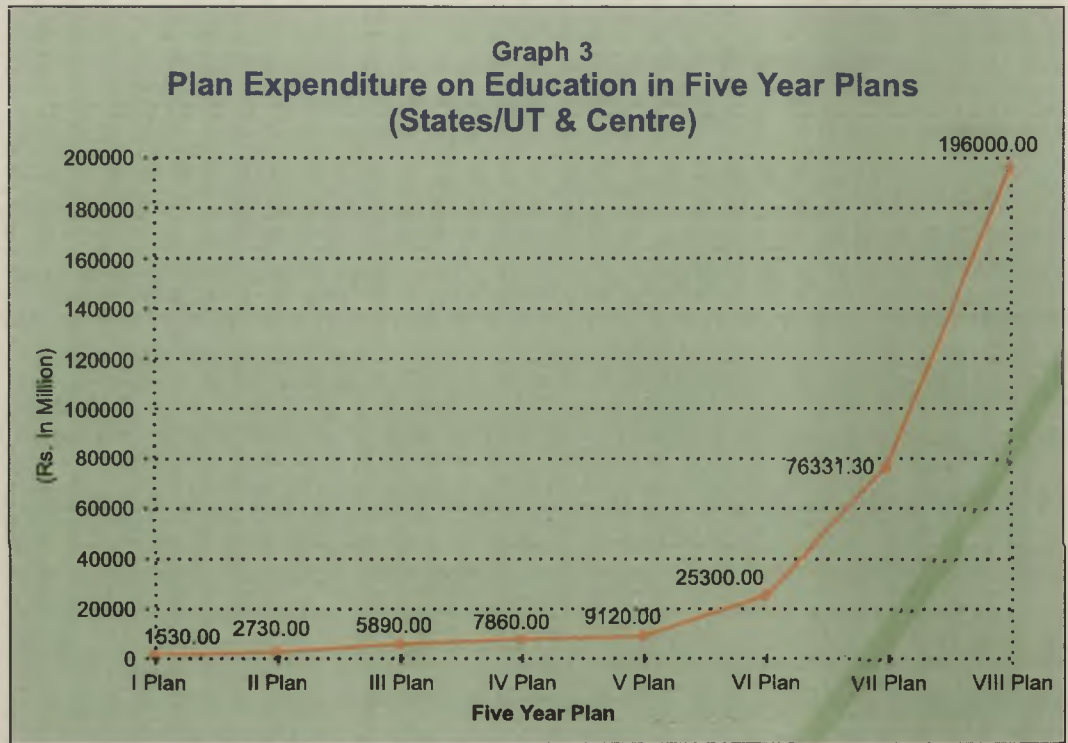
Graph 2

Total Expenditure on Education by Education Department at Centre

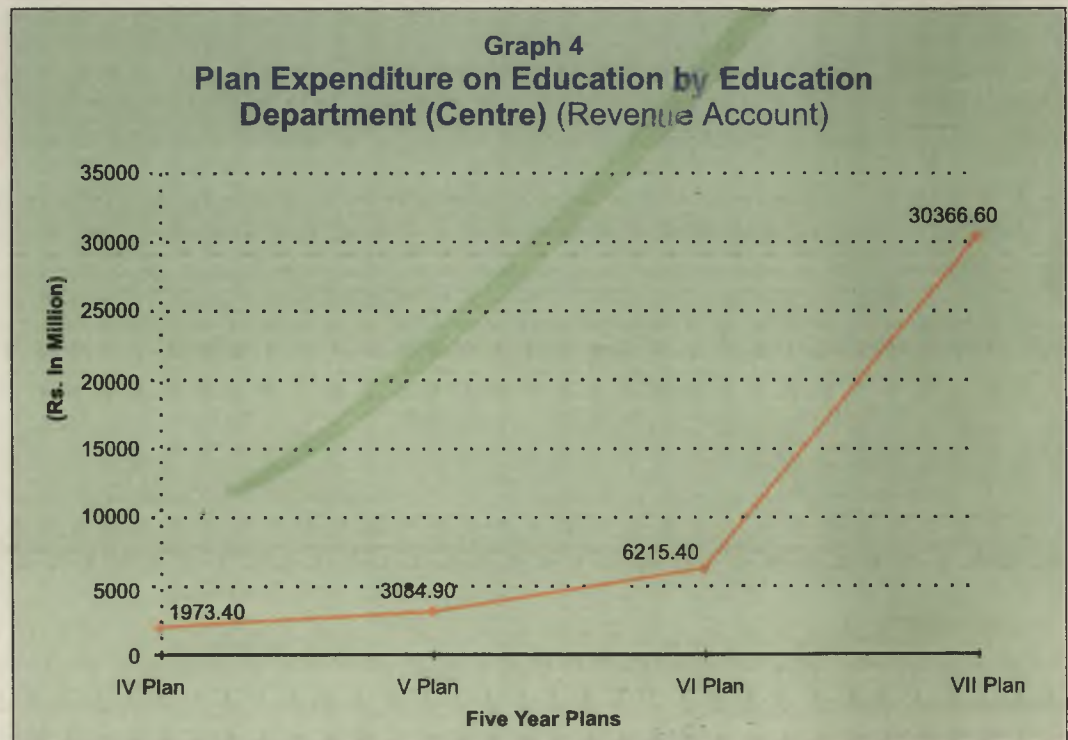




Graph 3
Plan Expenditure on Education in Five Year Plans
(States/UT & Centre)

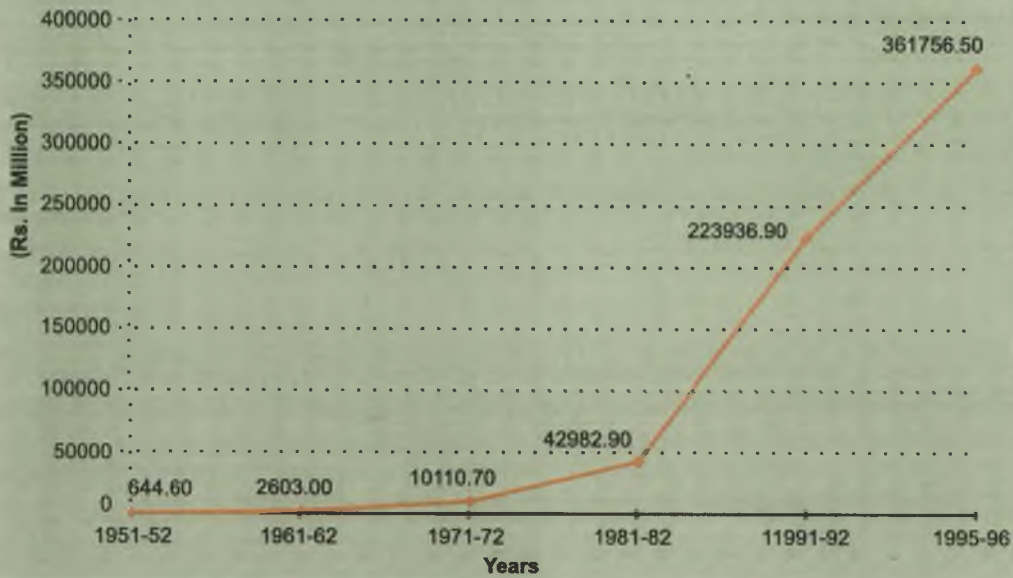


Graph 4
Plan Expenditure on Education by Education
Department (Centre) (Revenue Account)

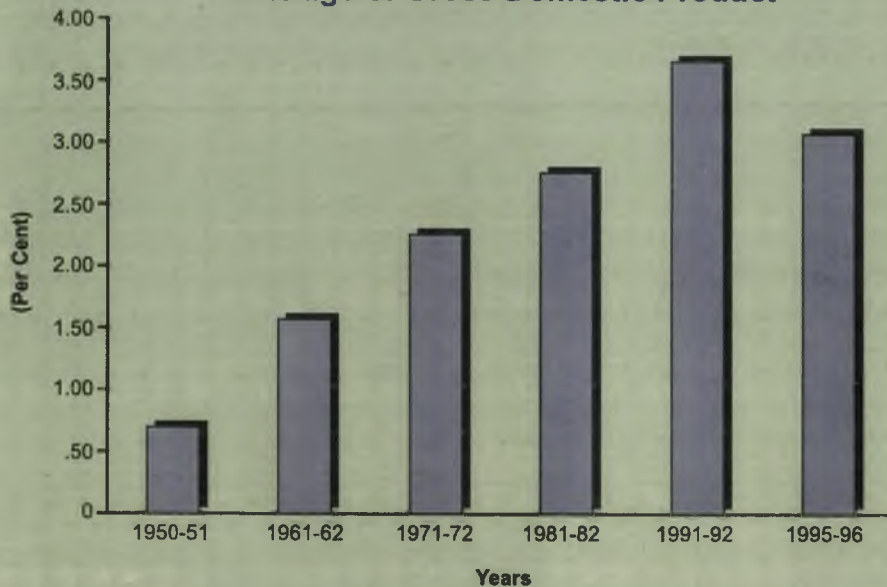




Graph 5
Expenditure on Education by Education Deptt. & other Deptts (Centre & States/UTs) (Revenue Account)

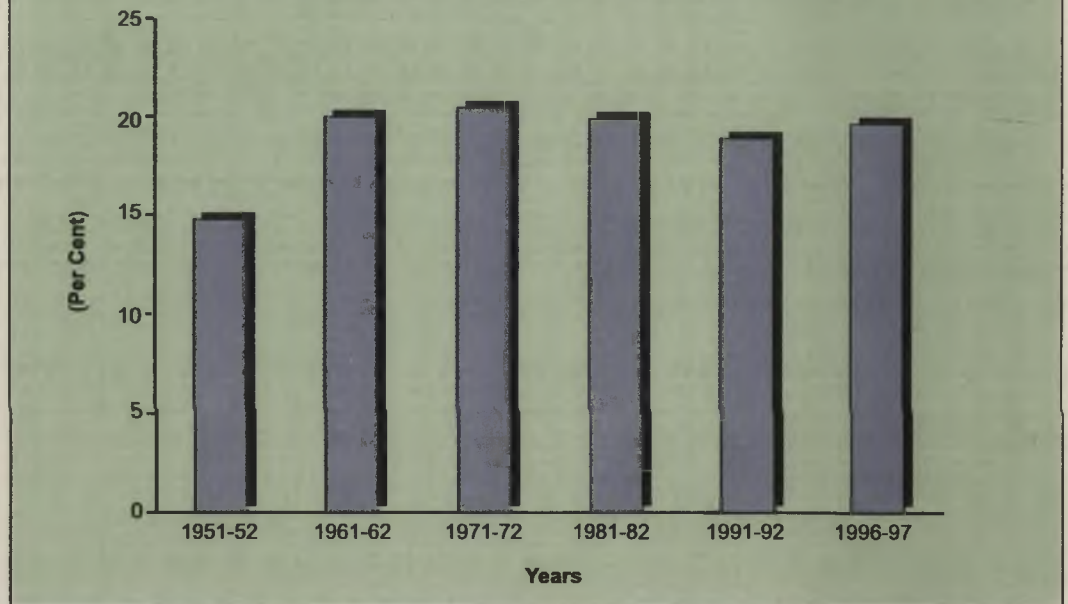


Graph 6
Total Expenditure on Education by Education Departments as % age of Gross Domestic Product

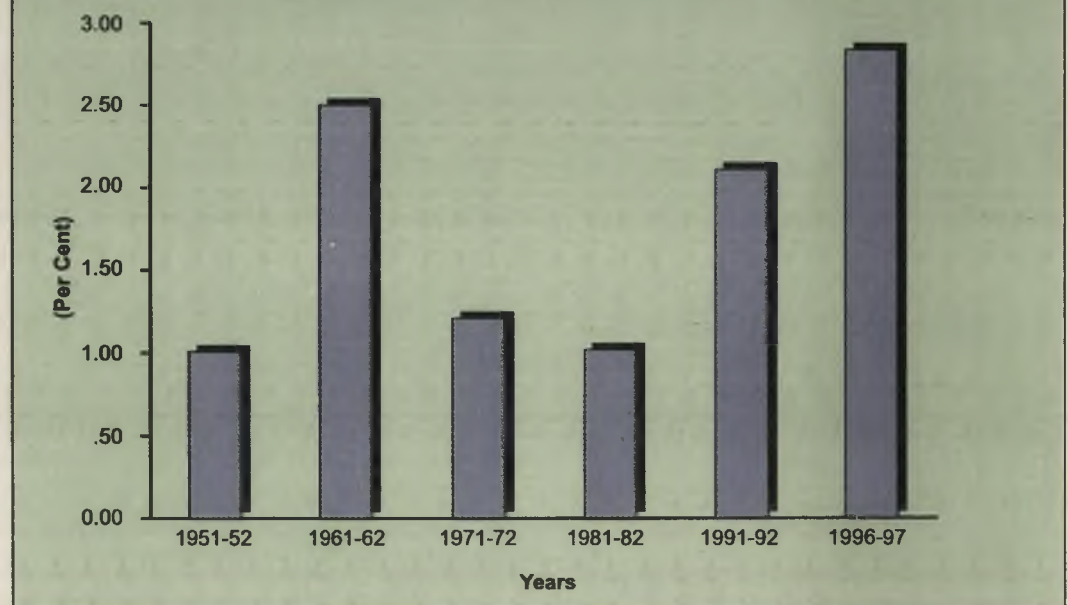




Graph 7
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Graph 8
Expenditure on Education as % age of Total Budget (Centre) (Revenue Account)





Graph 9
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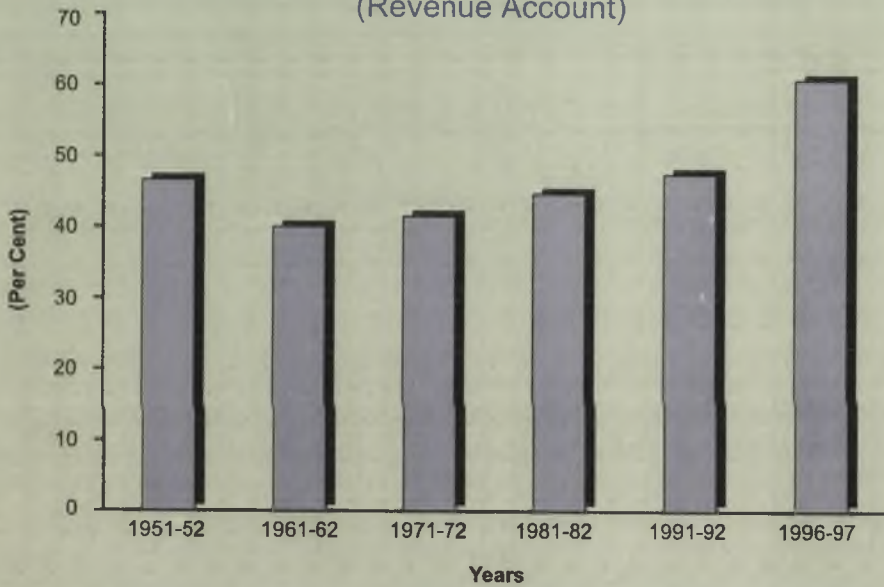




Table No. 1: Expenditure on Education by Education Departments (Revenue Account)

(Rs. in million)

Year	Centre		States		Total
1951-52	40.8	(6.33)	603.8	(93.67)	644.6 (100.00)
1961-62	260.1	(9.99)	2342.9	(90.01)	2603.0 (100.00)
1971-72	723.3	(7.27)	9224.9	(92.73)	9948.2 (100.00)
1981-82	2407.4	(6.35)	35494.1	(93.65)	37901.5 (100.00)
1986-87	6482.3	(7.67)	78020.9	(92.33)	84503.2 (100.00)
1987-88	12017.5	(11.52)	170435.1	(90.90)	182452.5 (100.00)
1991-92	17140.6	(9.10)	170435.1	(90.90)	187575.7 (100.00)
1996-97(BE)	45334.2	(12.40)	320508.7	(87.60)	365842.9 (100.00)

Figures in brackets show percentage share

Table No. 2: Plan and Non-Plan Expenditure on Education in Centre and States (Revenue Account)

(Rs. in 10 millions)

Year	Plan Expenditure			Non-Plan Expenditure			Total (Plan + Non-Plan)		
	Centre	States	Total	Centre	State	Total	Centre	State	Total
1968-69	24.14 (26.02)	68.62 (73.98)	92.76 (100.00)	19.89 (3.57)	536.48 (96.43)	556.37 (100.00)	44.03 (6.78)	605.10 (93.22)	649.13 (100.00)
1971-72	39.33 (28.10)	100.62 (71.90)	139.95 (100.00)	33.00 (3.86)	821.87 (96.14)	854.87 (100.00)	72.33 (7.27)	922.49 (92.73)	994.82 (100.00)
1981-82	85.80 (24.64)	262.44 (75.36)	348.24 (100.00)	154.94 (4.50)	3286.97 (95.50)	3441.91 (100.00)	240.74 (6.35)	3549.41 (93.65)	3790.15 (100.00)
1987-88	771.62 (50.72)	749.73 (49.28)	1521.35 (100.00)	430.13 (4.83)	8478.71 (95.17)	908.84 (100.00)	1201.75 (11.52)	228.44 (88.48)	10430.19 (100.00)
1996-97	3441.02 (43.56)	4458.34 (56.44)	7899.36 (100.00)	1092.40 (3.68)	27592.53 (96.12)	28684.93 (100.00)	4533.42 (12.39)	32050.87 (87.61)	36584.29 (100.00)

Figures in brackets show Percentage share



Table No. 3: Percentage Expenditure of Education Departments of Centre and State Governments by Sectors

	Year	EE	SE	AE/SpiEdn	TE	HE	Others	Total
1	2	3	4	5	6	7	8	9
Centre	1951-52	18.66	26.22	4.18	NA	22.31	28.63	100.00
States		47.97	18.65	5.38	NA	10.47	17.54	100.00
Total		46.11	19.13	5.30	NA	11.22	18.24	100.00
Centre	1961-62	4.53	10.18	0.91	NA	44.06	40.32	100.00
States		43.92	21.97	5.43	NA	9.83	18.84	100.00
Total		39.99	20.80	4.98	NA	13.25	20.99	100.00
Centre	1971-72	0.00	0.68	NA	28.77	47.10	23.45	100.00
States		44.66	31.67	2.19	3.60	9.51	8.37	100.00
Total		41.42	29.41	2.03	5.43	12.24	9.47	100.00
Centre	1981-82	4.42	9.82	4.24	24.23	45.56	11.72	100.00
States		46.49	33.86	0.55	2.72	13.19	3.20	100.00
Total		43.82	32.33	0.79	4.08	15.25	3.74	100.00
Centre	1986-87	5.11	20.13	7.01	23.55	39.05	5.14	100.00
States		49.33	31.67	0.72	2.88	12.15	3.27	100.00
Total		45.94	30.78	1.20	4.46	14.21	3.41	100.00
Centre	1987-88	17.75	20.35	4.90	21.92	27.45	7.62	100.00
States		50.32	32.24	0.82	2.88	12.08	1.66	100.00
Total		46.56	30.87	1.29	5.07	13.85	2.35	100.00
Centre	1991-92	16.50	23.77	6.07	18.43	28.92	6.31	100.00
States		49.29	33.98	0.73	2.90	11.43	1.67	100.00
Total		46.30	33.05	1.22	4.32	13.03	2.09	100.00
Centre	1996-97	50.93	15.88	4.99	10.73	15.73	1.74	100.00
States		49.99	32.73	0.47	3.05	10.89	2.87	100.00
Total		50.11	30.64	1.03	4.00	11.49	2.73	100.00

EE—Elementary Education, TE—Technical Education, SE—Secondary Education, HE—Higher Education, AE—Adult Education



Table No. 4 Plan Expenditure on Different Sectors of Education (Percentage)

Sector	1st Plan Expdt. 1951-56	2nd Plan Expdt. 1956-61	3rd Plan Expdt. 1961-66	Plan Holiday Expdt. 1966-69	4th Plan Expdt. 1969-74	5th Plan Expdt. 1974-79	6th Plan Expdt. 1980-85	7th Plan Expdt. 1985-90	8th Plan Outlay 1992-97
Elementary Education	56 (850)	35 (950)	34 (2010)	24 (750)	30 (2390)	35 (3170)	33 (8360)	37 (28490)	47 (92010)
Secondary Education	13 (200)	19 (510)	18 (1030)	16 (530)	18 (1400)	17 (1560)	21 (5300)	24 (18320)	18 (34980)
Adult Education							9 (2240)	6 (4700)	9 (18480)
Higher Education	9 (140)	18 (480)	15 (870)	24 (770)	25 (1950)	22 (2050)	22 (5590)	16 (12010)	8 (15160)
Others	9 (140)	10 (300)	12 (730)	11 (370)	14 (1060)	14 (1070)	4 (2730)	3 (10830)	4 (27860)
Technical Education	13 (200)	18 (490)	21 (1250)	25 (810)	13 (1060)	12 (1070)	11 (2730)	14 (10830)	14 (27860)
Total	100 (1530)	100 (2730)	100 (5890)	100 (3230)	100 (7860)	100 (9120)	100 (25300)	100 (76330)	100 (196000)

Note : Figures in parenthesis in millions of rupees.



Table No. 5 Expenditure of Education Departments as Percentage of Total Budgeted Expenditure of Central and State Governments (Revenue Account)

(Rs. in Million)

Year	Centre			States			Total		
	Exp. on Edn. by	Total Budgeted Exp.	% age	Exp. on Edn.	Total Budgeted Exp.	% age	Exp. on Edn.	Total Budgeted Exp.	% age
1951-52	40.8	4047.9	1.01	603.8	4093.4	14.75	646.4	8141.3	7.92
1961-62	260.1	10514.6	2.47	2342.9	11739.3	19.96	2603.0	22254.0	11.70
1971-72	723.3	60683.4	1.19	9224.9	45425.5	20.31	9948.2	106108.9	9.38
1981-82	2407.4	239964.4	1.00	35494.1	177192.7	20.03	37901.5	417157.1	9.09
1986-87	6482.3	410861.3	1.58	78020.9	393685.3	19.82	84503.2	670914.1	12.58
1987-88	12017.5	463630.0	2.59	92284.4	461553.8	19.99	104301.9	925183.8	11.27
1991-92	17140.6	823080.0	2.08	170435.1	880623.8	19.35	187575.7	1703703.8	11.01
1995-96(RE)	36479.1	1435220.0	2.54	288107.7	1490856.2	19.32	324586.8	2926076.2	11.09

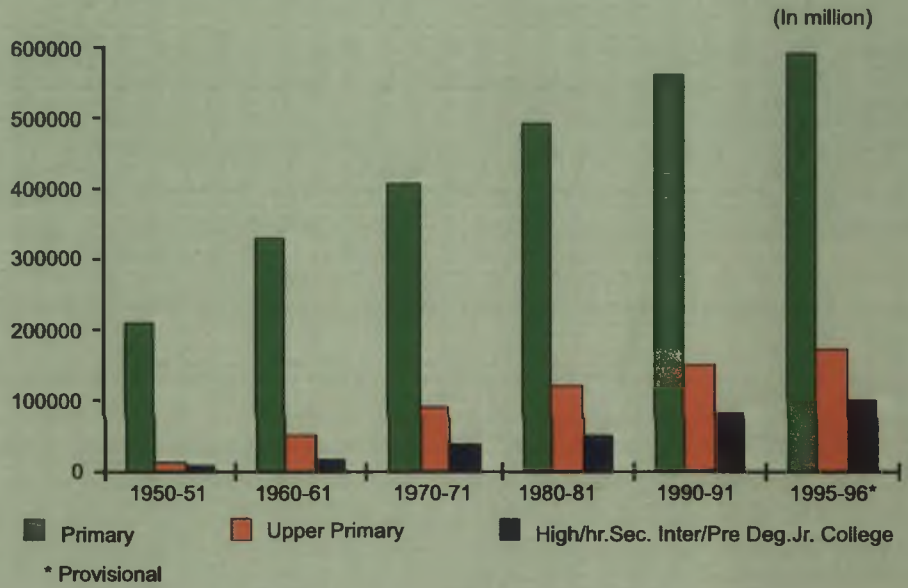
Table No. 6 Expenditure on Education as Percentage of Gross National Product at Current Prices, Factor Cost—for selected years

Year	Expenditure of Education Deptts. only	Expenditure of Education Departments and on Formal Education only by Other Departments
1951-52	0.68	0.68
1961-62	1.63	1.63
1971-72	2.37	2.41
1981-82	2.65	3.00
1986-87	3.27	3.67
1987-88	3.57	4.04
1991-92	3.47	3.99
1995-96 (RE)	3.14	3.74

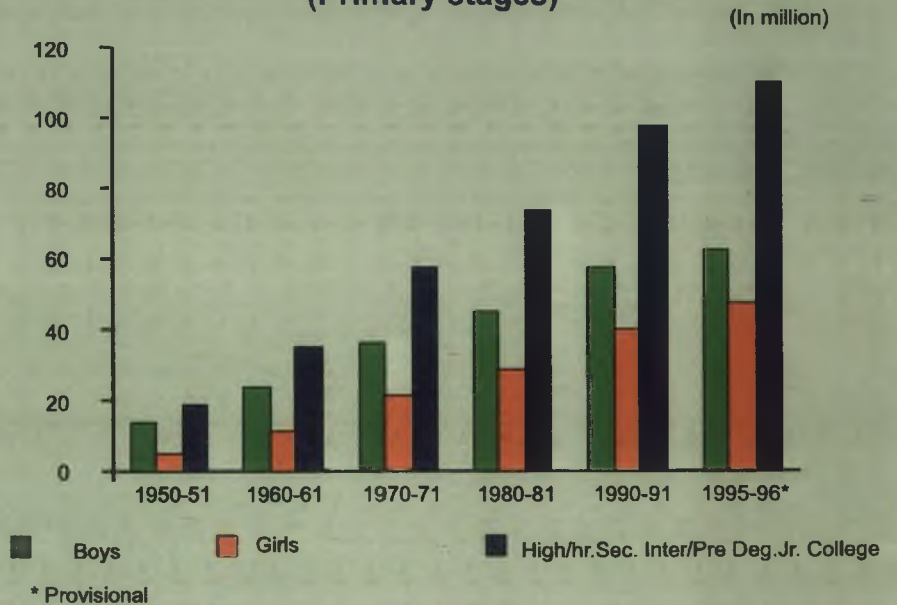


Physical Achievements

Graph 1
Growth of Recognised Educational Institutions



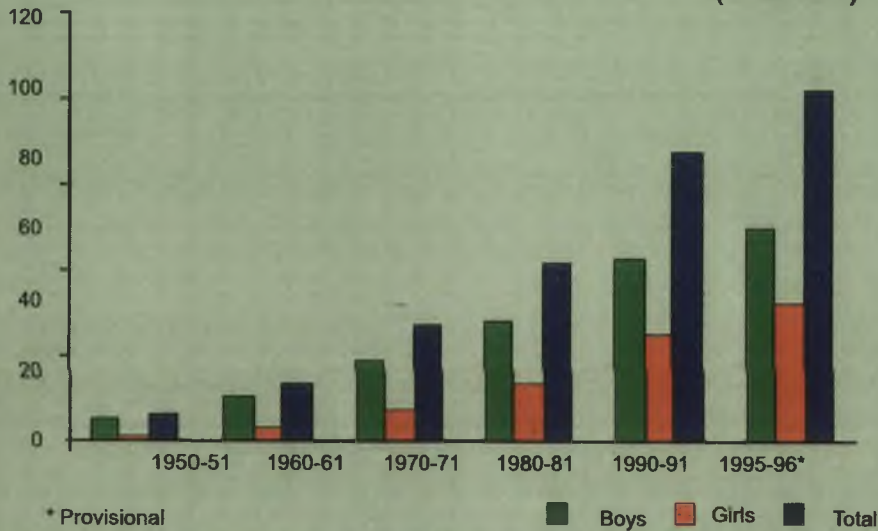
Graph 2 (i)
Sex-wise Enrolment by Stage/Class-School Level
(Primary stages)





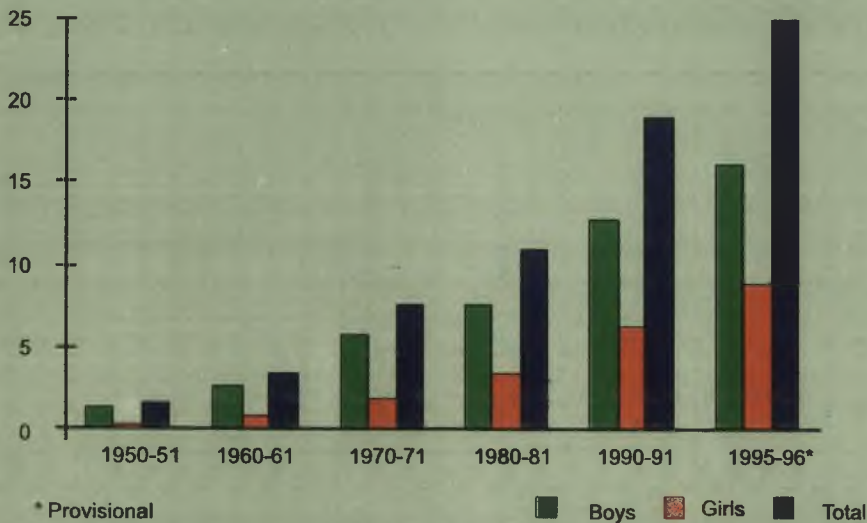
Graph 2(ii)
Sex-wise Enrolment by Stage/Class-School Level
(Middle/Upper Primary)

(in million)



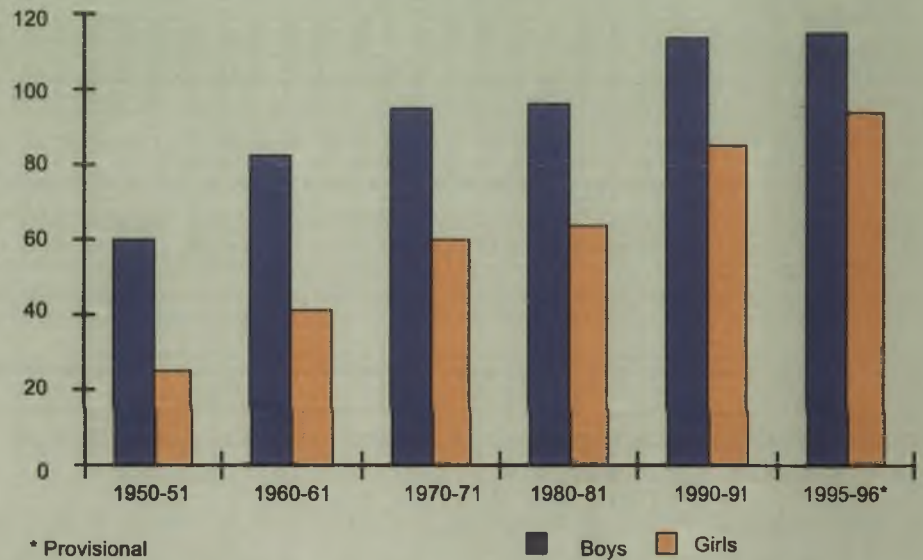
Graph 2 (iii)
Sex-wise Enrolment by Stage/Class-School Level
(High/Hr. Secondary)

(in million)

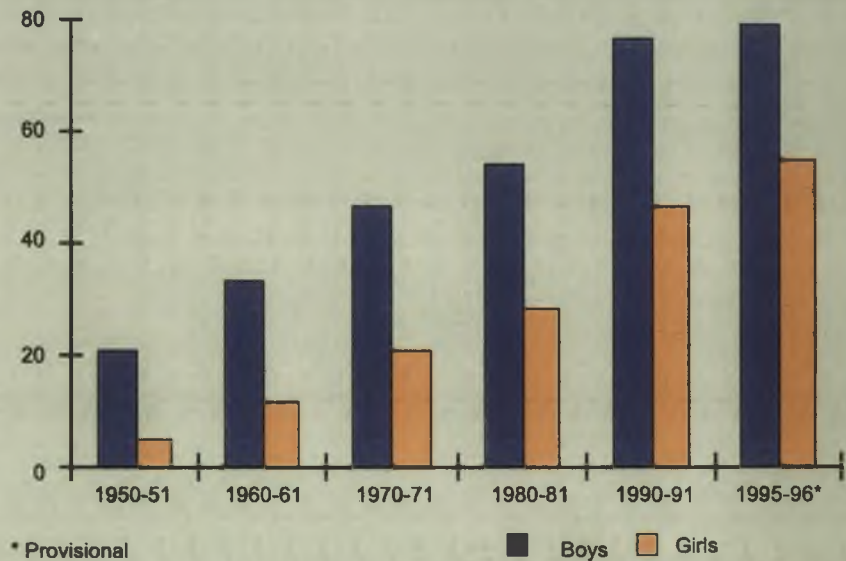




Graph3 (i)
Gross Enrolment Ratios (I-V Primary)

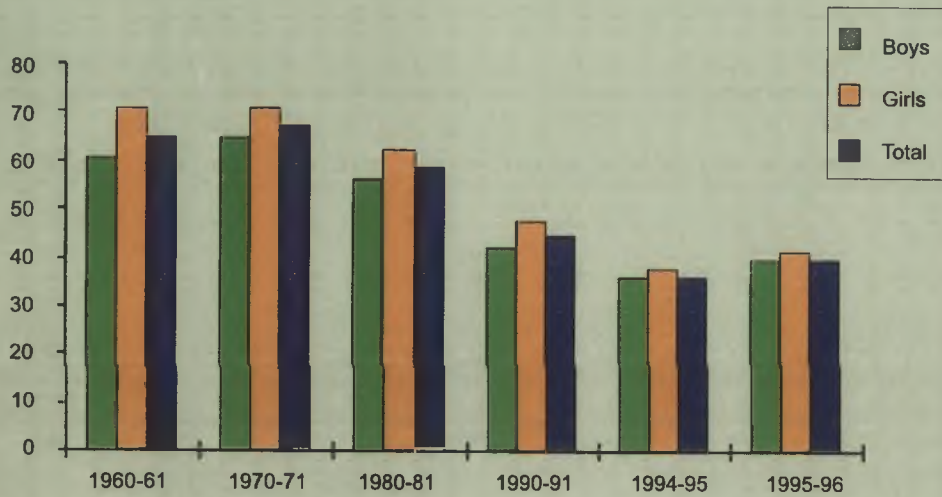


Graph3 (ii)
Gross Enrolment Ratios (VI-VIII Upper Primary)





Graph 4 (a)
Dropout Rates at Primary (Classes I-V)



Graph 4 (b)
Dropout Rates at Middle Stages (Classes I-VIII)

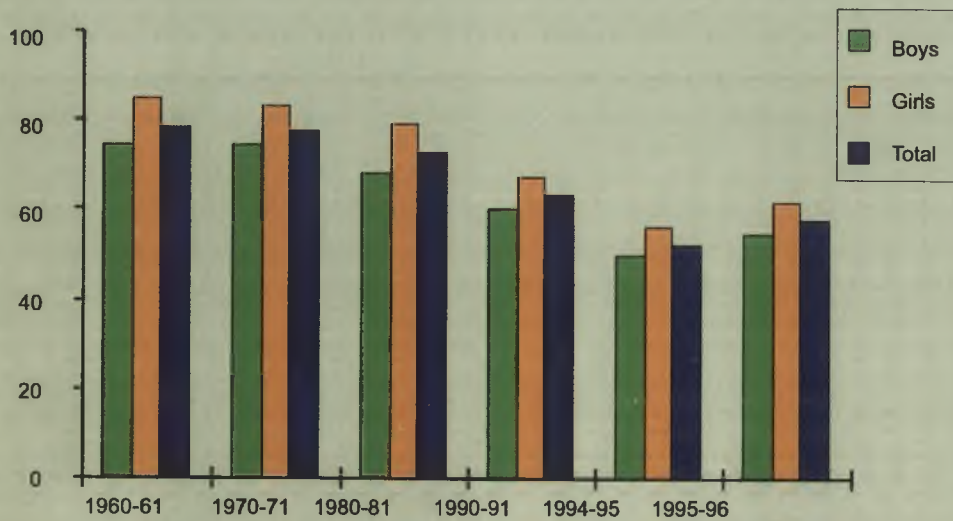




Table No. 1: Growth of Recognised Education Institutions since 1951

Year	Primary Primary	Upper Sec. School Inter/ Pre-Degrees Jr. Colleges	High/Hr. Gen. Edn.	College for Prof. Edn.	College for	Universities
1950-51	209671	13596	7416	370	208	27
1955-56	278135	21730	10838	466	218	31
1960-61	330399	49663	17329	967	852	45
1965-66	391064	75798	27614	1536	770	64
1970-71	408378	90621	37051	2285	992	82
1975-76	454270	106571	43054	3667	32736**	101
1980-81	494503	118555	51573	3421	3542**	110
1985-86	528872	134846	65837	4067	1533**	126
190-91	560935	151456	79796	4862	886	184@
1992-93	571248	158498	84608	5334	989	207@
1993-94*	572923	155707	88411	5639	1125	213@
1994-95*	581305	163605	92252	6089	1230	219@
1995-96*	590421	171216	98134	6569	1354	226@

* Provisional

** Includes Institutions for Post-matric Courses

@ xIncludes deemed to be University & Institutions of national Importance



Table No. 2: Sex-wise Enrolment by Stages/Classes since 1951
(School Level)

(In Millions)

Year	Primary			Upper Primary			High/Hr. Sec.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1955-56	17.1	7.5	24.6	3.8	1.0	4.8	2.2	0.4	2.6
1960-61	23.6	11.4	35.0	5.1	1.6	6.7	2.7	0.7	3.4
1965-66	32.2	18.3	50.5	7.7	2.8	10.5	4.4	1.3	5.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3	5.7	1.9	7.6
1975-76	40.6	25.0	65.6	11.0	5.0	16.0	6.5	2.4	8.9
1980-81	45.3	28.5	73.8	13.9	6.8	20.7	7.6	3.4	11.0
1985-86	52.2	35.2	87.4	17.7	9.6	27.3	11.5	5.0	16.5
1990-91	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
1991-92	59.6	42.3	100.9	22.0	13.6	35.6	13.5	6.9	20.4
1992-93	57.9	41.7	99.6	21.2	12.9	34.1	13.6	6.9	20.5
1993-94*	61.8	46.4	108.2	24.2	15.7	39.2	15.3	8.0	23.7
1994-95*	62.3	46.8	109.1	24.5	15.8	40.3	16.0	8.4	24.4
1995-96*	62.4	47.4	109.8	25.0	16.0	41.0	16.1	8.8	24.9

* Provisional

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Table No. 3: Total Number of Recognised Educational Institutions in India (1995-96)

S. No.	States/UTs	Primary	Middle	High School/ Hr. Sec./ Intermediate/ Pre-Degree Jr. Colleges	Colleges for general education	Professional Education Institutions @	Universities *
1	2	3	4	5	6	7	8
1	Andhra Pradesh	49125	7298	9801	750	109	18
2	Arunachal Pradesh	1210	301	154	4	1	1
3	Assam	30140	7237	4047	245	31	6
4	Bihar	53220	13558	4133	742	73	18
5	Goa	1027	108	432	20	7	1
6	Gujarat	14457	19169	5690	302	78	11
7	Haryana	5385	1606	3016	128	26	5
8	Himachal Pradesh	7732	1000	1116	55	5	3
9	Jammu & Kashmir	9784	2668	1278	33	9	3
10	Karnataka	23457	18916	7746	712	133	13
11	Kerala	6725	2998	3294	173	39	8
12	Madhya Pradesh	75060	17790	6126	448	40	16
13	Mharashtra	41198	21509	13779	841	427	24
14	Manipur	2547	547	554	29	3	2
15	Meghalaya	4225	849	428	26	3	2
16	Mizoram	1232	691	316	20	1	0
17	Nagaland	1422	427	249	19	1	1
18	Orissa	42104	12096	6411	476	31	5
19	Punjab	12585	1687	3136	177	33	4
20	Rajasthan	34504	11585	4596	191	50	10
21	Sikkim	536	119	91	2	0	1
22	Tamil Nadu	30431	5542	5910	280	119	19
23	Tripura	2026	437	518	14	2	1
24	Uttar Pradesh	86436	19148	6988	495	54	28
25	West Bengal	51021	3156	6728	303	62	13
26	A & N Islands	181	44	78	2	1	0
27	Chandigarh	27	11	66	12	4	2
28	D & N Haveli	142	43	15	0	0	0
29	Daman & Diu	52	20	25	1	1	0
30	Delhi	2072	531	1263	62	9	11
31	Lakshadweep	19	4	11	0	0	0
32	Pondicherry	339	121	139	7	4	1
	INDIA	590421	171216	98134	6569	1354	226

* Included Deemed to be Universities and Institutions of National Importance.

@ Included only College of Engineering/Tech., Medical, Research & Training Colleges

Sources Selected Education Statistics 1995-96



Table No. 4: Enrolment By Stages VI-VIII (1995-96)

Sl. No.	States/UTs	Primary			Middle			Sec/Hr. Sec.			Hr. Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	4105438	3534964	7640402	1315299	920098	2235397	1073790	625116	1698906	229929	124215	354144
2.	Arunachal Pradesh	78782	63122	141904	21974	16215	38189	14175	8188	22363	2841	862	3703
3.	Assam	2024781	1791822	3816603	774281	530223	1304504	460533	323619	784152	117142	59803	176945
4.	Bihar	5875144	3211216	9086360	1665207	708337	2373544	777774	262815	1040589	433453	100487	533940
5.	Goa	66082	60927	127009	41370	35666	77036	33753	31096	64849	7139	8895	16034
6.	Gujarat	3571059	2627671	6198730	1239445	881597	2121042	793750	563180	1356930	223165	173857	397022
7.	Haryana	1019107	894735	1913842	468915	333565	802480	243692	146140	389832	62451	46667	109118
8.	Himachal Pradesh	387620	341250	728870	224780	175630	400410	141865	86580	228445	34170	19310	53480
9.	Jammu & Kashmir	492080	331173	823253	212536	126279	338815	124359	64601	188960	27540	16547	44087
10.	Karnataka	3450182	3058299	6508481	1206887	973796	2180683	836638	493674	1330312	282019	139052	421071
11.	Kerala	1461062	1385666	2846728	952583	837948	1850431	618924	665593	1284517	67506	97932	165438
12.	Madhya Pradesh	5186227	3783534	8969761	2378654	1039703	3418357	1518092	617057	2135149	182652	75468	258120
13.	Maharashtra	6084787	5461111	11545898	25679811	2007246	4575157	1917438	1235655	3153093	606737	356896	963633
14.	Manipur	146270	129730	276000	58990	50890	109880	45194	37730	82924	12309	9584	21893
15.	Meghalaya	148366	146913	295279	40823	35636	76459	21774	19281	41055	5979	5638	11617
16.	Mizoram	61641	55440	117081	21357	20330	41687	13701	12886	26587	3356	2358	5714
17.	Nagaland	115201	105871	221072	29235	27051	56286	16126	13235	29361	3411	2165	5576
18.	Orissa	2279000	1608000	3887000	818000	460000	1278000	847801	397559	1245360	99739	33823	133562
19.	Punjab	1097346	984212	2081558	529958	422995	952953	398186	307071	705257	74141	82985	157126
20.	Rajasthan	4049000	2183000	6232000	1440000	532000	1972000	852000	206000	1058000	93857	41436	135293
21.	Sikkim	42415	40146	82561	10827	10482	21309	5955	5671	11626	872	573	1445
22.	Tamilnadu	4389141	3806531	8195672	2102030	1680399	3782429	1219919	842354	2062273	201551	153194	354745
23.	Tripura	232170	194740	426910	68862	55367	124229	48055	33017	81072	8347	4797	13144
24.	Uttar Pradesh	10063991	6200706	16264697	3941480	1687208	5628688	2658212	839244	3497456	480764	223495	704259
25.	West Bengal	5302000	4815000	10117000	2481000	2122000	4603000	1154126	727100	188226	196157	134837	330994
26.	A & N Islands	22463	20572	43035	11620	10427	224047	7369	6459	13828	1113	901	2014
27.	Chandigarh	22558	19918	42476	12561	11140	23701	9042	11312	20354	3494	8060	11554
28.	D & N Haveli	12953	9042	21995	3439	2085	5524	1804	1195	2999	0	0	0
29.	Daman & Diu	7255	6648	13903	3608	3051	6659	2558	1902	4460	412	259	671
30.	Delhi	509247	447845	957092	292350	233063	525413	228050	175406	403456	79342	58068	137410
31.	Lakshadweep	4763	4010	8773	2129	1544	3673	1083	745	1828	0	0	0
32.	Pondicherry	52621	49726	102347	33135	31019	64154	21481	19872	41353	4778	4468	9246
	INDIA	62360752	47373540	109734292	24971246	16042890	41014136	16107219	8781353	24333572	3546366	1986632	5532998



Table No. 5: Enrolment Ratio in Class I-V and VI-VIII of Schools for General Education (1995-96)

S. No.	States/UTs	Class (I-V) (6-11 Age Group)			Class VI-VIII (11-14 Age Group)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	99.6	89.9	94.9	57.3	41.8	49.7
2.	Arunachal Pradesh	115.5	103.9	110.0	61.3	45.2	53.3
3.	Assam	133.4	124.0	128.8	91.6	65.9	79.1
4.	Bihar	93.0	55.4	75.1	47.5	21.9	35.3
5.	Goa	90.6	100.5	95.1	95.1	84.1	89.6
6.	Gujarat	158.3	106.8	131.4	81.1	61.5	71.6
7.	Haryana	86.4	84.8	85.6	70.9	56.7	64.2
8.	Himachal Pradesh	108.4	113.7	110.8	112.7	90.5	101.8
9.	Jammu & Kashmir	88.6	72.2	81.2	73.3	46.8	60.5
10.	Karnataka	131.1	123.5	127.4	78.1	66.8	72.6
11.	Kerala	98.4	95.4	96.9	105.1	101.5	103.3
12.	Madhya Pradesh	112.9	88.9	101.4	91.6	43.3	68.4
13.	Maharashtra	125.5	120.2	122.9	92.4	77.2	85.0
14.	Manipur	93.1	100.3	96.4	69.4	63.2	66.4
15.	Meghalaya	105.3	125.4	114.4	51.6	45.5	48.6
16.	Mizoram	112.6	124.8	118.1	67.3	67.7	67.5
17.	Nagaland	120.6	135.5	127.3	52.5	51.2	51.9
18.	Orissa	113.4	78.2	95.6	73.0	39.8	56.2
19.	Punjab	92.4	90.7	91.5	74.0	65.0	69.7
20.	Rajasthan	129.3	75.3	103.4	79.9	32.0	56.9
21.	Sikkim	104.2	118.4	110.6	50.5	50.8	50.7
22.	Tamilnadu	159.3	145.6	152.6	118.2	99.5	109.1
23.	Tripura	122.7	124.4	123.5	66.8	57.0	62.0
24.	Uttar Pradesh	104.3	72.0	89.1	72.3	34.9	54.7
25.	West Bengal	128.6	122.3	125.5	102.8	91.5	97.2
26.	A & N Islands	76.6	69.2	72.9	73.5	68.6	71.1
27.	Chandigarh	36.4	40.4	38.2	36.4	34.9	35.6
28.	D & N Haveli	121.0	102.7	112.7	59.2	40.8	50.6
29.	Daman & Diu	93.0	88.6	90.8	92.5	84.7	83.7
30.	Delhi	67.0	77.8	72.1	71.1	67.3	69.3
31.	Lakshadweep	125.3	125.3	125.3	112.0	81.2	96.6
32.	Pondicherry	117.2	133.3	124.5	113.0	109.6	111.3
	INDIA	114.5	93.3	104.3	79.5	54.9	67.6



Table No. 6: Drop-out Rates in Class I-V for the Year 1995-96 (Provisional)

Sl. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	56.27	54.36	55.44
2.	Arunachal Pradesh	55.49	52.46	54.19
3.	Assam	39.83	41.75	40.69
4.	Bihar	61.46	64.03	61.37
5.	Goa	1.56	9.45	5.39
6.	Gujarat	35.49	41.15	38.02
7.	Haryana	5.78	7.32	6.48
8.	Himachal Pradesh	20.18	27.00	23.43
9.	Jammu & Kashmir	53.13	41.48	48.36
10.	Karnataka	34.88	35.72	35.28
11.	Kerala	-4.93	-1.99	-3.49
12.	Madhya Pradesh	28.06	33.23	30.25
13.	Maharashtra	21.79	27.36	24.40
14.	Manipur*	35.04	36.30	35.64
15.	Meghalaya**	59.61	62.53	61.07
16.	Mizoram	57.71	72.28	57.20
17.	Nagaland	39.93	31.40	35.98
18.	Orissa	52.88	53.79	53.24
19.	Punjab	22.86	22.52	22.70
20.	Rajasthan	50.57	56.00	52.38
21.	Sikkim	61.97	53.74	58.17
22.	Tamilnadu	14.88	16.97	15.85
23.	Tripura	53.49	57.27	55.24
24.	Uttar Pradesh	22.31	22.94	22.53
25.	West Bengal	49.93	66.84	58.72
26.	A & N Islands	7.84	13.43	10.56
27.	Chandigarh	30.68	30.98	30.82
28.	D & N Haveli	31.21	50.80	39.57
29.	Daman & Diu	-10.24	-11.76	-10.96
30.	Delhi	18.15	30.53	24.37
31.	Lakshadweep	-0.42	7.37	3.16
32.	Pondicherry	-4.07	-7.06	-5.49
	INDIA	37.92	41.31	39.37

* Decrease is due to exclusion of enrolment of Class I - A from Class I and considered against pre-primary in 1991-92

** Increase is due to students in class A & B (age 6 and above) promoted in Class-I as per new Education Structure w.e.f. 1991-92.



Table No. 7: Drop-out Rates in Class VI - VIII for the Year 1995-96 (Provisional)

Sl. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	71.11	74.86	72.73
2.	Arunachal Pradesh	70.16	69.83	70.02
3.	Assam	68.58	73.21	70.66
4.	Bihar	75.96	81.76	77.95
5.	Goa	10.44	19.21	14.73
6.	Gujarat	53.76	62.76	57.78
7.	Haryana	26.44	36.55	30.99
8.	Himachal Pradesh	9.63	27.00	17.84
9.	Jammu & Kashmir	50.13	72.40	59.24
10.	Karnataka	54.02	66.69	60.15
11.	Kerala	0.32	0.52	0.42
12.	Madhya Pradesh	45.96	64.82	54.04
13.	Maharashtra	42.30	52.77	47.24
14.	Manipur	70.66	70.89	70.77
15.	Meghalaya	48.76	48.13	48.46
16.	Mizoram	69.71	67.45	68.65
17.	Nagaland	42.99	45.20	44.08
18.	Orissa	60.90	72.84	65.67
19.	Punjab	39.07	42.78	40.78
20.	Rajasthan	76.20	82.15	78.10
21.	Sikkim	69.28	64.98	67.33
22.	Tamilnadu	28.60	37.11	32.54
23.	Tripura	73.39	74.46	73.88
24.	Uttar Pradesh	32.28	48.86	38.11
25.	West Bengal	67.47	74.19	69.08
26.	A & N Islands	23.42	24.90	24.13
27.	Chandigarh	18.46	17.18	17.86
28.	D & N Haveli	59.33	66.55	62.29
29.	Daman & Diu	10.49	15.70	12.88
30.	Delhi	30.35	15.26	23.03
31.	Lakshadweep	26.87	33.18	29.88
32.	Pondicherry	5.25	-0.29	2.69
	INDIA	54.99	61.70	57.77



Table No. 8: Drop-out Rates in Class I - X for the Year 1995-96 (Provisional)

Sl. No.	States/UTs	Boys	Girls	Total
1.	Andhra Pradesh	75.67	80.43	77.77
2.	Arunachal Pradesh	75.96	78.74	77.11
3.	Assam	75.71	76.50	76.08
4.	Bihar	83.07	88.97	85.07
5.	Goa	40.54	41.46	40.98
6.	Gujarat	68.72	72.62	70.48
7.	Haryana	57.53	67.07	61.70
8.	Himachal Pradesh	43.96	60.10	51.45
9.	Jammu & Kashmir	66.47	77.95	71.15
10.	Karnataka	64.75	75.16	69.72
11.	Kerala	32.55	20.67	26.73
12.	Madhya Pradesh	62.17	76.90	68.19
13.	Maharashtra	57.01	68.01	62.18
14.	Manipur	74.77	75.16	74.95
15.	Meghalaya	63.62	64.82	64.19
16.	Mizoram	75.08	71.21	73.27
17.	Nagaland	65.31	71.89	68.58
18.	Orissa	72.39	81.20	75.95
19.	Punjab	48.11	53.79	50.74
20.	Rajasthan	79.22	88.89	82.21
21.	Sikkim	87.17	84.38	85.95
22.	Tamilnadu	60.14	68.20	63.88
23.	Tripura	79.31	83.59	81.26
24.	Uttar Pradesh	50.07	73.63	58.39
25.	West Bengal	74.66	85.89	79.62
26.	A & N Islands	47.70	51.69	49.59
27.	Chandigarh	49.01	39.31	44.56
28.	D & N Haveli	69.90	74.37	71.85
29.	Daman & Diu	*	*	*
30.	Delhi	-13.92	-37.44	-25.25
31.	Lakshadweep	63.90	60.57	62.28
32.	Pondicherry	38.41	32.27	35.57
	INDIA	66.36	74.07	69.58

* Include in Goa



Management Information System Department of Education

The National Informatics Centre has established a Computer System in Department of Education. Besides, the Department of Education has also created its own unit known as “Computerised Management Information system (CMIS)”

National Informatics Centre (NIC)

National Informatics Centre (NIC) provides software, hardware and consultancy support to department of Education in developing computer based Management Information Systems. NIC has established a computer Centre in the Department of Education and has installed a Pentium Processor based computer system and a DCM COSMOS 486 system and has established a Local Area Network (LAN) of 40 terminals. A team of officers of NIC is working in close co-ordination with the officials of the Department.

Computerised Management Information System (CMIS)

Department of Education has established “Computerised Management Information system (CMIS)” to meet the day-to-day needs of its computerisation work. The main objectives of this Unit are:

- Identify areas for computerisation and to conduct feasibility studies for the development of computer based management information system.
- Analysis, design and development of software for the implementation of the management information system.
- Maintenance of software packages as per varying needs of the users in the Ministry.
- Act as a resource unit and provide training to the officials of the Ministry to develop local know-how for day to day processing of information.
- Design and develop database methodologies and build an effective educational information system, and
- Liaison with the National Informatics Centre (NIC).

Computerised Public Information and Facilitation Counter

The NICNET based Computerised Information and Facilitation Counter for the Ministry of Human Resource Development has been set up recently in June, 1997. This Counter will provide access to information sought by the general public about various schemes/programmes and other activities of the Department of education as well as Departments of Culture, Youth Affairs & Sports and Women and Child Development. A number of Organisations under the Department of Education have also let up such Facilitation Counters.



Indian Education on Internet

A worldwide Website has been created by the Department of Education with the help of NIC for wider dissemination of knowledge and information relating to the Indian Education System in general and policies and programmes of the Union Education Department. This website can be reached from all the districts headquarters of the country through NICNET and from any part of the world through a computer linked Internet. The information presently available on this site includes Policy Framework, Structure, Organisation & Progress of Education in India, Financing Education, Schemes for NGOs and Publication of the Department. Gradually, more information including the National Policy on Education documents and other important reports would be fed into this site. The address of this Website is HYPERLINK <http://www.nic.in/education> and for detail information relating to any specific query of suggestion can be had through E-mail to HYPERLINK <mailto:edudept@edunic.delhi.nic.in>

CD-ROM

The Department of Education is among the first Departments of Government of India where a CD-ROM has been cut of the various publications/reports brought out by the Department of Education containing education Policy, Planning and published over the last fifty years. This is an example where modern technology will be harnessed as an aid to educational development. The CD-ROM, among others, contains valuable information on the development of Education including the proceedings of CABE over the last more than sixty years, documents like Resolution on National Policy on Education-1968, National Policy on Education (NPE), 1986 as updated in 1992 and its supporting Programme of Action (POA), 1992. The CD-ROM is expected to be a valuable input to the education planners, students, teachers, educationists and researchers etc.



PART-III

CALENDAR OF ACTIVITIES FOR GOLDEN JUBILEE



Department of Education

Department of Education - A Bird's Eye View

On 29th August, 1947, the Department of Education became the Ministry of Education under a Cabinet Minister, Maulana Abul Kalam Azad. The Department of Education, which was created in 1910, acquired its new role after Independence. In the Post-Independence period, the Ministry of Education has undergone some metamorphosis both in its nomenclature and responsibilities. The Ministry of Education created in 1947 continued until April, 1957, when for the first time two subjects "Education" and "Scientific Research" were brought under one Ministry named the Ministry of Education and Scientific Research.

A new Ministry of Education and Scientific Research was organised into three Departments, viz., Department of Education, Department of Scientific Research & Technical Education and Department of Culture Activities & Physical Education. In 1958, the Ministry of Education and Scientific Research was bifurcated into the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. The new Ministry of Education took over all the functions of erstwhile Department of Education in the erstwhile Ministry of Education and Scientific Research and the subject of Physical Education from the Department of Culture.

In 1963 these two Ministries were unified with two departments, viz., Department of Education and Department of Science. These two departments were however abolished in March, 1964 and the Ministry was reorganised in five Bureaus. In 1969, the Ministry of Education was renamed as the Ministry of Education and Youth Services mainly with the objective of paying greater attention on the development of youth, especially those who were outside the educational institutions. In 1971, the Ministry was renamed as the Ministry of Education and Social Welfare. In 1979, the Department of Social Welfare became independent and the new Ministry of Education and Culture was born. Subsequently in 1984 the Department of Culture was separated from Education.

The present Ministry of Human Resource Development was created on 26th September, 1985 by clubbing five departments, viz., Department of Education, Department of Culture, Department of Arts, Department of Youth Affairs & Sports and Department of Women's Welfare. Thus, hitherto Ministry of Education now became a constituent Department under the new dispensation.

Organisation Structure

The Department of Education is under the overall charge of the Minister of Human Resource Development. He is assisted by one Minister of State. The Secretariat of the Department is



headed by the Secretary, who is assisted by an Additional Secretary and Joint Secretaries/Joint Educational Advisors. The Department is organised into Bureaus, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Advisor assisted by Divisional Heads.

Functions

Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union Government and the States.

- Education Department deals with all stages of general and technical education, i.e. school and university.
- In addition it also deals with:
 - Language development
 - Book promotion and copyright
- Department of Education is the nodal department for two major UN Organisations.
- Department operates most of the programmes through:
 - (a) Subordinate offices; and
 - (b) State Government organisations.

Non-governmental Voluntary Organisations are involved in a large measure in Elementary Education (Non-formal Education), Adult Education and Language development besides to a lesser extent in handicapped education, minorities' education, etc.

The most important advisory body, which helps for federal consideration, is the Central Advisory Board of Education (CABE). Minister of Human Resource Development is the Chairman of this Board. All State Education Ministers, elected members of Parliament and nominated academics are members of the Board.

Elementary Education

1. Amendment of Constitution of India to make the right to free and compulsory education from 6-14 years a Fundamental Right and Fundamental Duty. The Constitution 83rd Amendment Bill has been introduced in Rajya Sabha on 28.7.97.
2. Establishment of National Elementary Education Mission (NEEM) to achieve goal of Universalisation of Elementary Education (UEE) before we enter into 21st Century.



3. Launching of National Media & Advocacy Campaign for achieving UEE.
4. Initiating pilot project in collaboration with M/s Sulabh International, Govts. of Bihar and Haryana for construction of toilet for girls in rural areas.

Adult Education

All the States/UTs have been advised to organise activities right from the village to the State level on Independence Day, 1997 to activate the literacy campaign. These activities include Kala Jathas and Literacy-cum-cultural processions at the village level; essay competitions, painting competitions, district administration organised processions and rallies etc. at the district level and literacy rallies presided over by the Chief Minister and Education Minister; Sammelans, Seminars etc. at the State level.

CD ROM Project

The CD ROM will be released around August 15th. It will contain 150 important documents running to 42,000 pages on various sectors of education. The important documents include the proceedings of CABE, Reports of Commissions/Committees like Kothari Commission, Ramamurthy Commission, Janardhan Reddy Committee, Five Year Plan documents, Education Surveys and Statistics, etc.

Special Programmes

On the occasion of the celebration of the Golden Jubilee of India's Independence, an allocation of Rs.200 crore has been provided in the budget grant of Department of Education, out of which Rs.50 crore is earmarked to the Department of Science & Technology. For the remaining amount, the Department of Education is planning a series of activities to strengthen large number of scientific, technical, and educational institutions as well as specific activities synchronising the observance of the Golden Jubilee of India's Independence. A special package of Rs.9 crore for Jammu & Kashmir and Rs.7 crore for the North-East has already been approved in this respect.



University Grants Commission



The University Grants Commission (UGC) was established in 1956 by an Act of Parliament. Section 12 of the UGC Act provides that it shall be general duty of the Commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit, for the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities. For the purpose of performing its functions under the Act, the Commission may inquire into the financial needs of universities and allocate and disburse grants to them for the development and/or maintenance of such universities or for any other general or specified purpose. At present, UGC provides financial assistance to Central Universities both for maintenance and development purposes; development grants to 103 eligible State Universities; and development or maintenance grants, as the case may be, to the eligible Deemed Universities. UGC also provides development grants to 4,730 eligible colleges.

At present, there are 166 Central/State Universities, 37 Deemed Universities and 9,278 colleges, out of which only 4,730 colleges are eligible to receive grants from the Commission. The students enrolment in institutions of higher education is estimated to be approximately 64.26 lakh students. The teaching staff strength in universities and affiliated colleges stood at 3.10 lakh at the end of 1995-96.

Major Programmes

A crucial element in the development of higher education is the promotion of research. UGC provides financial assistance on a selective basis, to such of the Departments which have credentials for undertaking quality research or are reputed centres of instruction and learning. Under the Special Assistance Programme, assistance is provided to the selected University Departments at three levels, namely:

1. Centres of Advanced Study (CAS)
2. Department of Special Assistance (DSA)
3. Departmental Research Support (DRS)



Activities

All the Central Universities have been requested to organise a meeting on the mid -night of 14th August, 1997, as a part of the celebration of 50th Anniversary of India's Independence. University-wise programmes are listed below:

<i>Name of the University</i>	<i>Action Taken</i>
Indira Gandhi National Open University	Vice-Chancellor of IGNOU has constituted a High Level Committee under his own leadership to draw up an Action Plan to celebrate the 50 th Anniversary of India's Independence.
Pondicherry University	The University proposes to celebrate the 50 th Anniversary of India's Independence in a befitting manner by organising a mid-night meeting starting at 11.00 P.M. The University also proposes to organise two seminars by the School of International Studies.
University of Delhi	The University has appointed a Committee under the Chairmanship of the Pro-Vice-Chancellor to chalk out the detailed Action Plan. The University also proposes to have a seminary and lecture series in the University and some cultural programmes in the Colleges of University.
Nagaland University	The University has constituted a Committee to chalk out Action Plan in connection with the commemoration of the 50 th Anniversary of India's Independence.
Jawaharlal Nehru University	The University has assigned the task of organising the events in connection with 50 th Anniversary of Independence. Regarding midnight celebrations on 14 th August all the three segments of the University community are being involved and it will include activities like meetings in the Auditorium, Prabhat pheri, rallies etc.
North Eastern Hill University	NEHU has appointed Mrs. B. Bareh, Deputy Registrar as nodal officer for celebration of 50 th Anniversary of Indian Independence.
University Grants Commission	Establishment of three rotational Chairs for research in higher education for which an amount of Rs. 1.50 crores is proposed.



Indian Institute of Science (IIS), Bangalore



The institute is basically a Post-Graduate and Research Oriented Institute and acts as a National Resource Centre. The Institute was established in 1909. It has close research links with Space and Defence Departments. It plays an important role in planning and execution of projects related to Power Sector, Civil Constructions, Communication and Environmental Planning. The Institute has several continuing education programmes that benefit a large section of students, teachers and scientists in the country. The Institute offers various courses and programmes in all major disciplines of Engineering, Applied Science and Technology including those in emerging areas of engineering and technology. During 1995-96, 1,537 students were getting training in various Scientific and Engineering disciplines in the Institute. Admission was offered to 447 students - 176 in research, 21 students in Integrated Ph.D., 193 students in M.E. /M.Tech., 57 students in M.E. (Integrated).

Super Computer Education and Research Centre

The Cabinet has approved during 1992-93, the installation of distributing Super Computer Facility and incurring an expenditure of up to Rs. 18.50 crore (Rs.7.5 crore in Indian Rupees and Rs.11.00 crore in foreign exchange) towards Capital expenses (in addition to Rs.30.60 crore already released for creation of infrastructure and purchase of two support Computer Systems). The distributing Super Computer Facility consists of parallel computing, special purpose parallel computers, Numeric Vector and graphic Computer etc. The significant achievements are as under:

1. Creation of functionally distributed super computing environment;
2. High end super computing graphics;
3. Campus wide high speed fibre; optic network at fast access;
4. This facility is used by several scientists from other institutes;
5. Providing national and international trainings;
6. Undertaken sponsored and consultancy research ; and
7. Manpower training for Government and Industry personnel etc.



Activities

On 2nd March, 1997 the Super Computer Education and Research Centre was dedicated to the nation by the then Prime Minister. The Programme was dedicated as part of Golden Jubilee Celebrations of India's Independence.

Symposium on Research at IISC-Current Status and Future Directions on 15th August, 1992 at Bangalore.



National Council of Educational Research and Training (NCERT)



The National Council of Educational Research and Training (NCERT) was set up by the Government of India in 1961 as an autonomous organisation for providing academic support to the school education system in the country.

The NCERT functions as an academic adviser to the Ministry of Human Resource Development, Government of India. The main objectives of the NCERT are to assist and advise the Ministry of Human Resource Development, in implementing policies and major programmes in the field of school education. In the formulation and implementation of policies and programmes as well, the Ministry draws upon the expertise of the NCERT to a considerable extent. The Council is fully financed by the Government of India.

To bring about qualitative improvement in school education, the NCERT, has five Regional Institutes and Field offices in major States all over the country, and through them, the Council;

- conducts, aids, promotes and coordinates research in 'all branches of school education and teacher education;
- organises pre-service and in-service training of teachers, mainly at the advanced level;
- organises extension services for institutions, organisations and agencies engaged in educational reconstruction;
- develops and experiments with improved educational techniques, practices and innovations;
- collects, compiles, processes and disseminates educational information;
- assists the State/UT Governments and State/UT-level institutions, organisations and agencies in developing and implementing programmes for qualitative improvement of school education;
- collaborates with international organisations like UNESCO, UNDP, UNFPA and with national-level educational institutions of other countries;
- extends facilities for training and study to educational personnel from other countries;
- serves as the academic secretariat of the National Development Group (NDG) for the Asia and the Pacific Programme of Educational innovation for Development (APEID), UNESCO, Bangkok ; and
- develops, prints and distributes textbooks.



Activities

INCERT proposes undertaking the following programmes as a part of the celebration of the Golden Jubilee of India's Independence.

1. **National Seminar on 50 Years of Indian Educational Development:** The seminar will seek to bring together scholars to make research presentations on, and to critically discuss the development in every major area of school education, including teacher education, during the past 50 years.
2. **Publications for Students and Teachers:** A series of publications dealing with the Indian experience during the past 50 years, in the field of polity, economy, culture, science and technology. The publication varying in size from 64 to 80 pages, would seek to enhance teachers' and students' understanding of various dimensions of contemporary India.
3. **Study of Students' Perception of Freedom and India's struggle for freedom:** A study, based on an appropriate sample would be undertaken to assess students knowledge and understanding of the freedom struggle and its heritage, their perception of its relevance to contemporary India and their vision of the future development of independent India.
4. **Reprinting of India's Struggle for Independence visuals and Documents and Preparation and Publication of its Hindi Version:** This publication in the English version, was brought out in 1985 and has won critical acclaim for its comprehensive coverage both visually and in words, of every major phase, aspect and dimension of India's freedom struggle. Its reprinting has become necessary due to the first edition of 10,000 copies having been nearly exhausted and the volume will soon be out of print. This volume has, unfortunately, not been brought out in any Indian language. NCERT proposes to prepare its Hindi version and bring it out before the end of the Golden Jubilee celebrations. NCERT will also authorise its translation and publication in other Indian languages.



Central Board of Secondary Education (CBSE)



The Central Board of Secondary Education (CBSE), established in 1929, enjoys the distinction of being the second oldest Board of Secondary Education in India. The Board is an apex National Body, which substantially upgrades educational standards and introduces innovations in secondary education. The jurisdiction of the Board stretches beyond national geographical boundaries. It has an equally diverse mandate which includes: The conduct of annual class X and XII examinations, grant of affiliation to educational institutions, review and upgrading of the curriculum.

Affiliation

Presently, the Board has 4,587 schools affiliated to it. In order to sustain and upgrade academic standards of the affiliated institutions, the Board has appointed territorial study teams to conduct regular inspections of the schools. Earnest efforts are being made by the Board to streamline affiliation procedures.

Examinations

The CBSE conducts the following examinations :

- Senior School Certificate Examination
- Secondary School Examination
- I chance Compartment Senior School Certificate Examination
- I chance Compartment Secondary School Examination
- All India Pre-Medical/Pre-Dental Entrance Examinations

Curriculum Development and Business Education in Schools

The secondary and senior secondary syllabii are finalised on the feedback and the recommendations of the Committee of Courses in different subjects in order to make the existing curriculum more coherent and homogenous.

Commerce based syllabi at the senior school stage have been analysed in the wake of the liberalisation policy thus culminating into a publication: 'India-New Trends and Prospects in Business Education in Schools'.

Vocationalisation and Computer Education

It is the first Board of the Country to introduce Computer Education at the school stage. Not only this, it also ensures linkages with the vocational courses offered by the Board. Besides providing Computer Education under work experience from class VI to XII, basic computer practices are imparted at class IX and class X levels under pre-vocational education. 'Computer



applications' in the vocational stream and 'Computer science' under the academic stream are provided by the Board at +2 level.

Performance Analysis

Samples of answer scripts are drawn from different parts and are studied by experts to identify errors and to specify the remedial measures to be adopted by practising teachers. Currently, this analysis has been done in social science and commerce and the publication has been brought out in two volumes.

Public Relation, and the Redressal of Public Grievances

Maintaining effective and credible communication with the public is intrinsic to the overall performance of the Board. Different kinds of publicity material are prepared and produced regularly by the Board. Information is disseminated through print and live media, to create mass awareness, and redressal of grievances remains a high priority of the Board.



Activities

School Level

1. Essay writing competition (English and Hindi)
2. Elocution competitions (Primary, Middle, Secondary and Senior School levels)
3. Posters competition (Primary, Middle, Secondary and Senior School levels)
4. Classical Music - Vocal, Karnataka and Hindustani
5. Classical Music - Percussion
6. Quiz Competition pertaining to Indian Heritage and History

National Level

1. Dr. Zakir Hussain Memorial Lectures [Four lectures (one per quarter) by an eminent Educationist]
2. A symposium on emergent trends in Science Education for Principals and Teachers
3. An Orientation Programme for Principals on Indian values and heritage with specific reference to:
 - (a) Literature
 - (b) Art and architecture
 - (c) Music and Dance
 - (d) Philosophical bases of Indian Culture.
4. Preparation of compendium of national songs in all Indian languages (preparation for books and audio cassettes songs by children)
5. Special digest of Cenbosec (a home magazine) reflecting the growth and contribution of Central Board of Secondary Education during the post-independence session)
6. Regional cultural meets in all the six regions of the Board.
7. Golden Jubilee Sports Meet of CBSE students.
8. Regional level exhibitions reflecting the struggle of independence and contribution of freedom fighters.
9. Regional Sahodaya School Conference to focus academic issues of the country at the secondary school level.

Kendriya Vidyalaya Sangathan (KVS), New Delhi



Govt. of India approved the scheme of Kendriya Vidyalayas in 1962 on the recommendations of the Second Central Pay Commission, with the idea of encouraging the growth of Secondary Schools with a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. Initially, 20 regimental schools in different states were taken over as Central Schools. In 1965, an autonomous body, called the KVS was set up to run these Vidyalayas. Over the years, the number of Kendriya Vidyalayas increased to 858 at present.



Salient Features

Kendriya Vidyalayas have been set up with the following salient features:

- Kendriya Vidyalayas are fulfilling their commitment to provide educational needs of the transferable Central Govt. employees to a large extent.
- Preference in admission is given to children whose parents had a large number of transfers during the preceding seven years.
- All Kendriya Vidyalayas are co-educational and composite.
- Common Text Books, bilingual medium of instruction, i.e. English and Hindi and common curricula are followed.
- All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education.
- Teaching of Sanskrit from Class V to IX is compulsory. However, the student can offer Sanskrit as an additional optional subject at Class X also.
- The quality of teaching is kept high by maintaining a proper teacher-pupil ratio.
- No tuition fee is charged from students upto class VIII. The wards of staff of KVS, SC/ST, children of officers and men of the Armed Forces killed or disabled during hostilities in the wars of 1962, 1965 and 1971 against China and Pakistan and girl students are exempt from paying tuition fee upto class XII.



Activities

Activities

Schedule

Regional Level Celebrations

September

KVS National level celebrations

November

Games & Sports for students:

Regional level

September

National Level

October

KVS Open Cricket Tournament:

November

Golden Jubilee: Plantation

August - September

KVS Quiz Programme

Regional Level

October

National Level

December

Creative Child: Publication of Special Issues (Poems, Drawing, skits, slogan writing, tableau, models etc.)

Navodaya Vidyalaya Samiti (NVS), New Delhi



In order to provide high quality modern education to the talented children predominantly from the rural areas, without regard to their socio-economic conditions, Government of India launched the scheme to establish one Navodaya Vidyalaya in each district of the country. Navodaya Vidyalayas are fully residential co-educational institutions providing education upto Senior Secondary stage. Education in Navodaya Vidyalayas including boarding and lodging, textbooks, uniforms etc. is free.

Admission

Admission in Navodaya Vidyalayas is made at the level of Class-VI through a test conducted by NCERT in the concerned district in which all children who have passed Class-V from any of the recognised schools in the district are eligible to appear.

Activities

Programmes for all Vidyalayas

August 15-21, 1997

- i) Recitation of famous speeches such as Pt. Nehru's Speech - 'Tryst with Destiny'.
Speech by Gandhiji on his vision of India would be read out on Aug. 14th & Aug. 15th for student and teacher assemblies.
- ii) There would be recitations of National Anthem, Vande Mataram and Freedom Movement Songs

Programmes at District and Cluster Level

August 15-21, 1997

- i) Participation of NVS students and teachers in District and village level celebrations
- ii) Shramdan by students
- iii) Organisation of cultural & Sports events
- iv) Holding of 'Mock Youth Parliament'.
- v) Organisation of art contests, debates, quiz competitions, essay and poetry writing on themes of freedom, science and development.

Programmes at Vidyalaya & Cluster Level

Programmes at Regional Levels

Aug. 25-30, 1997 or in
Oct., 1997

Programmes of Freedom Movement Plays relating to events and personalities of the Freedom Struggle.
Performance will take place in different rural area



Venue: Patiala, Patna and
Nagpur/Bhopal

Venues in all the eight regions of the Samiti and will
cover local rural school children

Activities are proposed in collaboration
with Zonal Cultural Centres

Programme at National Level

Sept. 1-5, 1997, New Delhi

Navodaya Vidyalaya students' Freedom Movement
Theatre Festival (in collaboration with National School
of Drama, Deptt. Of Culture) at New Delhi.

Special shows for schools under Directorate of Education,
Delhi Administration and other Delhi Schools.

Objective is to enrich students understanding about the
Freedom Movement.

Sept. 5, 1997

Release of NVS teachers' writings and compilations
on the occasion of the Golden Jubilee of India's
Independence on 'Teachers Day'.

(Compilation of Freedom Movement Songs, lesser
known heroes and heroines of Freedom Movement,
contribution of women and youth to the freedom
struggle).

October 2, 1997

'What Gandhiji' Means to Me' Book of Poems
and Essays on Gandhiji by NVS students may be
released.

Oct./Nov., 1997

Organisation of Maths, Olympiads, Science Week,
Computer Week. Dates may be changed.

October, 1997

Painting & Essay Contest in NVS schools in
collaboration with Deptt. of Tourism 'Heritage
of My District'

(Programme at JNU level)

December, 1997

Exhibition pertaining to Freedom Movement at
four Zonal Centres of Deptt. of Tourism
(Programme at Regional Level)

January 26, 1998

Participation of NVG in Republic Day Parade,
New Delhi.

April/August, 1998

Navodaya National Integration Meet :Cross Cultural
Exchange Programme



National Book Trust (NBT)

The National Book Trust, India (NBT), an autonomous organisation under the Department of Education, was set up in 1957 to promote books, habit of reading and fostering book mindedness among people. The activities of NBT include (i) publishing (ii) promotion of Indian books abroad (iii) promotion of books and reading (iv) assistance to authors and publishers and (v) promotion of childrens' literature. The NBT publishes books for general readers on a variety of subjects in various languages like Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu at an affordable price. The trust also provides financial assistance to authors, illustrators for bringing out reasonably priced text books and reference books for the diploma, undergraduate and post-graduate levels and also for publication of books for children and new-literates. It also promotes books and cultivates the book reading habit all over the country by (a) organising book fairs, festivals and exhibitions; (b) holding seminars, symposia and work-shops; (c) providing financial assistance for organising book fairs and exhibitions; (d) sponsoring celebration of National Book Week; and (e) setting up of Readers' club in schools. The Trust also promotes indian books abroad by organising India's participation in International Book Fairs and organising exhibitions of select Indian publications brought out by various Indian Publishers.



Activities

The National Book Trust is bringing out a publication by bringing together 74 major titles from different languages, which will be labelled "Freedom Package". Books will be released on 14th of November, 1997

Seminar

It is proposed to organise a one day seminar on Copyright Enforcement in Delhi in the second week of January, 1998. The participants will be State Home Secretaries, Director General of Police, Representatives of collective Administration Societies. The Seminar is being proposed in view of the importance of Copyright Enforcement in international trade and economic relations.



National Bal Bhavan



The National Bal Bhavan has been contributing towards enhancing creativity amongst children in the age group of 5-16 years, especially from the weaker-sections of the society. Over the years, the Bal Bhavan Movement which focuses on providing opportunities for creative co-curricular activities ranging from creative/performing arts, environment, astronomy, photography, integrated activities, physical activities to science-related activities in joyful manner, has been expanded to other States and Union Territories also. Presently there are 67 Bal Bhavans in different States/UTs which are affiliated to the National Bal Bhavan, New Delhi. In order to facilitate and reach out to a larger number of children, there are 52 Bal Bhavan Kendras in different localities of Delhi and two Jawahar Bal Bhavans in Srinagar and Mandi. Keeping in view the nature of activities of this organisation and with a view to project the unique national identity to this institution, Bal Bhavan Society of India has been renamed as National Bal Bhavan during last year.

The National Bal Bhavan has thus been functioning as a Resource Centre to enhance skills of teachers in identifying and nurturing creativity of children and providing opportunities to children directly to further their creativity; and as a nodal agency for providing guidelines, academic support and technical know-how to affiliated Bal Bhavans.



Activities

31st July'97

As a pre Independence day celebration Bal Bhavan had a tree plantation when 50 plants were planted by children & staff amidst mass singing. Each plant is to be adopted by an activity section in order to nurture it.

August'97

8th - 11th August: A workshop cum camp on 'The First Freedom Movement- 1857'

13th August: Games for children & staff

14th August: Mass tree plantation at the Delhi Ridge

15th August: Flag hoisting at National Bal Bhavan, Rural Bal Bhavan Mandi & 52 Bal Bhawan Kendras, Tri colour Kite Flying Activity

19th - 23rd August: Mithila Painting workshop with the objective of integration, conservation, use of natural resources & awareness about our traditional folk art.

27th - 28th August: Orientation Programme for Resource Persons & School Teachers on Innovative Methods of Teaching Curriculum Based Science.

September'97

12th - 13th Sept.: National Literacy Meet 'Adhi Sadi Ka Bachpan' A discussion on Achievements, Developments & Advancements in the field of Children's Literature during the 50 years of independent India and social emotional, educational, psychological and economical problems etc. of children. Also in the month of September there will be a Symposium on the 'Era of Social Reforms'. The period of social reforms was significant because the backwardness of Indian society was due to the prevalent social ills and lack of modern education. This backwardness was further intensified by the British regime. A need was thus felt to awaken the masses through a social awakening movement spearheaded by religious reformers.

October'97

Symposium on 'Mahatma Gandhi' to commemorate his birth anniversary.

November'97

14th - 19th Nov.: National Integration Camp and Children's Assembly in keeping with the 50th Anniversary of independence will be targeted towards inculcating national values of Integration & Universal Brotherhood the main theme of Integration Camp would be 'Hum Aur Hamari Swadhinata'



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December'97

Kavi Sammelan will be organised wherein children dressed like noted poets would read out the poems of the great poets. These poems will not only glorify our motherland but also instill patriotic fervour.

National Conference of Young Environmentalists: To acquaint the children with the natural resources of our country they will be taken to Diu/Dwarka for a National Camp. Environmental protection and dependence of man on environment is the main theme of the camp.

January'98

To celebrate the Birth Anniversary of Subhash Chandra Bose the children of Rural Bal Bhavan Mandi will take out a 'Prabhat Pheri'. This march will also commemorate the Indian national Army's attack on North Eastern parts of India to liberate the country from the British regime.

Bal Bhavan intends to take part in the Republic Day Parade in January'98 wherein a tableau depicting the multifarious activities of Bal Bhavan will be projected.

February'98

Bal Bhavan Kendra Divas: Thousands of children from 52 Bal Bhavan Kendras located in slums, resettlement colonies, remand homes, MCD/NDMC schools, community centres will take part in a grand 'Mela'. The theme of the mela would be '50 years of India's Independence'. During this mela the children will also enact a skit on the Simon Commission's arrival in India and other related issues.

March'98

A photo exhibition depicting India's progress and developments during the 50 years will be put up. These photographs will be taken, developed and enlarged by Bal Bhavan children.

April'98

A nukkad natak on the Jalianwala Bagh Massacre will be enacted at Bal Bhavan by the Senior Repertory section and the same will be taken to different schools.

May - June'98

During the summer months thousands of children come to Bal Bhavan. Special



programmes, workshops such as Bank illustration Workshop, Video Workshops, Science Workshop, Innovative Board Games, Paper Sculpture Workshop etc. will be organised during this period. The theme of this year's programmes would be 50 years of India's Independence. The dates of these programmes will be finalised later.

As Pakistan and Bangladesh were both an integral part of India before independence, we would take up these two countries as subjects of a workshop. The basic emphasis would be on inculcating a feeling of universal brotherhood among children.

July'98

During the month of July we propose to assimilate and amalgamate the feed back from extension projects i.e. 52 Bal Bhavan Kendras and 70 affiliated State Bal Bhavans. During the National Bal Shree Camp when children from all the states will assemble in Delhi we will have one day celebration wherein special efforts would be made to commemorate 50 years of India's Independence.

August'98

National Literacy Meet would be held in the month of August. The book on 'Adhi Sadi Ka Bachpan' would be released on this occasion.

'Quit India Resolution' was passed in the month of August, 1942. To commemorate this challenge to the British Raj an exhibition on freedom movement as a whole will be put up. Symposiums, workshops and skits will also be taken up.

On 15th August '98 during the grand finale all the children of the National Bal Bhavan, Bal Bhavan Kendra, Rural Bal Bhavan, Mandi will assemble at National Bal Bhavan for a befitting closing ceremony.



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Central Institute of English and Foreign Languages (CIEFL)



In order to bring about substantial improvement in the standards of teaching/learning of English, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English Language in each State. 26 District Centres were initially sanctioned. There were seven District Centres in operation in different parts of the country. The government is also providing assistance to Regional Institutes of English and English language Teaching Institutes of different States through the CIEFL for strengthening them. There are at present two Regional Institutes of English and nine English Language Teaching Institutes.

Books of reference, descriptive catalogues of rare manuscripts, self instruction manuals for teaching languages, original writings on Linguistics, Literacy, Indological, Social, Anthropological and cultural themes, critical editions and/or publication of old manuscripts with or without translations, transliteration and publication of classics from an Indian Language in to English, reprint /revised editions of rare books published more than 30 years ago and remaining out of print and any other publication as may be individually accepted as conducive to the promotion of an Indian language qualify under the relevant schemes.

Activities

Freedom 50- community sports and games, cultural programme, fire works etc. to be held on 14-15th August 1997.

National Council for Promotion of Urdu Language (NCPUL)



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



The NCPUL is engaged in preparation of academic lectures in Urdu for the benefit of Urdu speaking people of the country. Financial assistance is provided to 48 Calligraphy Training Centres spread in different parts of the country. Out of the 12 volumes of Urdu Encyclopaedia planned to be published, the first volume has been published and others are under preparation.

Activities

<i>Programme</i>	<i>Schedule</i>
1. Conference on Urdu in Fight against Imperialism	October, 1997
2. Seminar on Study of Harmful Effects of Colonialism on the Urdu Literary Theory and Development of Urdu	28th, 29th and 30th October, 1997
3. Release of 2nd and 3rd Volume of Urdu Encyclopaedia	15th November, 1997
4. Release of Book "Indian Muslim" by Prof. Mujeeb	9th January, 1998
5. International Seminar on "Role of Urdu in the Struggle against Colonialism"	25th February, 1998
6. Inauguration of First Computerised Urdu Calligraphy Training Centre	10th March, 1998
7. Release of books on "Children Literature" depicting the achievements in the Post-Independence Era.	15th March, 1998
8. Release of two films showing achievements of targets achieved in education through Urdu medium	30th June, 1998
9. Release of Book/Compilation "Role of Urdu Language in the Indian Freedom Struggle"	2nd August, 1998



National Council for Promotion of Sindhi Language (NCPSL)

The Government has constituted the National Council for Promotion of Sindhi Language as an autonomous body with its Headquarters at Vadodara for promotion and development of Sindhi Language. The Minister for Human Resource Development is the Chairman of the Council.

Activities

Several programmes for development of Sindhi Language were assisted during the year by the Sindhi Unit of Central Hindi Directorate.

Conference on Development of Sindhi to be held at Vadodara in December, 1997



Central Hindi Directorate (CHD)

The Central Hindi Directorate was set up in March, 1960 as a subordinate Office of the Ministry. The Directorate has since been implementing a number of schemes for the promotion and development of Hindi.

The Directorate is engaged in the task of preparation of Hindi and Regional language based bilingual, trilingual and multilingual dictionaries. So far, the Directorate has brought out 13 Hindi based bilingual and 30 other bilingual and trilingual dictionaries. The Directorate also undertook the projects of Czech-Hindi, German-Hindi, Hindi-Chinese, Hindi-Arabic, Hindi-French and Hindi-Spanish dictionaries, which have successfully been completed. The Directorate has also brought out 11 Conversational Guides for non-Hindi speaking Indian students and a Hindi Primer (in four parts) for foreigners. A project of bilingual dictionaries of the languages of the neighbouring countries has also been undertaken by the Directorate, which is in progress. The Dictionaries of Hindi-Persian, Hindi-Indonesian, Hindi-Sinhalese and Hindi-Sanyukta Rashtra Bhasha Kosha are under publication. The conversation guides of Hindi-Tamil, Hindi-Malayalam, Malayalam-Hindi, Bangla-Hindi are also under publication.

The Directorate is also teaching Hindi as a second and foreign language to non-Hindi speaking Indians and foreigners through correspondence course through the medium of English, Tamil, Malayalam and Bangla.

The other schemes which are being operated by the Directorate are (i) awards to the Hindi writers of non-Hindi speaking States; (ii) extension programmes in non-Hindi speaking States; and (iii) free distribution of Hindi books to the libraries/schools/colleges located in non-Hindi speaking States/UTs.

The Directorate is also implementing the scheme of financial assistance to voluntary Hindi Organisations and Dakshin Bharat Hindi Prachar Sabha and the scheme of financial assistance for publication in Hindi. Under these schemes financial assistance is provided to voluntary organisations engaged in the task of promotion and development of Hindi, especially in the non-Hindi speaking States for running classes for teaching Hindi courses of Hindi shorthand and typewriting, running Hindi libraries etc., Limited financial assistance is also provided under the scheme of financial assistance for publications in Hindi to voluntary organisations as also to individuals for publication and purchase of books written in Hindi for the promotion of Hindi. Under these schemes 154 NGOs were approved for financial assistance during 1995-96. In addition to this, 26 titles of Hindi were also approved for purchase.



The Directorate is also having its four Regional Offices located at Chennai, Hyderabad, Calcutta and Guwahati.

Activities

- i) Conference on Hindi Language to be held in one of the North Eastern States in Nov. 1997
- ii) Special Issue of "Bhasha" Magazine.



Rashtriya Sanskrit Sansthan, New Delhi

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.

Since its inception, Sansthan has established nine Kendriya Sanskrit Vidyapeethas. Two of these located in Delhi and Tirupati have since been accorded the status of Deemed Universities and are functioning independently. The remaining Vidyapeethas located at Jammu, Jaipur, Lucknow, Allahabad, Puri, Trichur and Sringeri are being administered by the Sansthan. The Vidyapeetha is located at Sringeri and named after late Shri Rajiv Gandhi.

The Sansthan implements a number of schemes for the development of Sanskrit Language.

Activities

Programme

Schedule

Publication of 50 books under
(Golden Jubilee of India's
Independence Sanskrit Series)

15 books - to be released in Dec'97
15 books - to be released in March'98
20 books - to be released in 1st week of Aug'98

All India Seminar on 'Role of Sanskrit
in the Independence of India and National
and National Awareness.

October, 1997

Regional seminars on 'Contribution of
Sanskrit Scholars of different regions
to the freedom movement of India and
National integration:

1. December'97 at Puri/Calcutta
2. February'98 at Trichur
3. May' 98 at Ahmedabad (Gujarat)
4. August'98 at Jammu.

All India Competition for Sanskrit
Students on the themes of India's

October, 1997

Independence:

- a) Debate Competition
- b) Dance and Drama Competition
- c) Poetry Competition



Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth



Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha , a deemed university, imparts education like other modern universities through the medium of Sanskrit language and offer facilities for research. The Vidyapeetha is funded by UGC from 1995-96, but is under the administrative control of the Ministry.

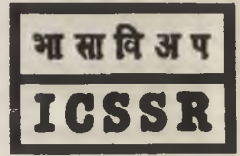
Activities

<i>Programmes</i>	<i>Schedule</i>
1. Lighting the campus	14th and 15th August, 1997
2. a) Flag Hoisting b) Message by Vice Chancellor c) Parade by NCC Cadets d) Cultural Programme on Freedom Unity and Integrity	14th August, 1997
3. Sanskrit Divas Celebration	8th August, 1997
4. Work Song on Freedom Fighters who served for cause of Sanskrit	September, 1997
5. Symposium on Kalidas	November 1997
6. Debate Speech Declamation	December, 1997
7. Nataka Samaroh	Jan. -Feb. 1998
8. Kunda Kunda Bharti Vyakhanamala	
9. Pattabhirama Shastri Vyakhanamala	
10. Shri Lal Bahadur Shastri Vyakhanamala	
11. Shundiya Inana Mahotsav Vyakhanamala	

Indian Council of Social Science Research (ICSSR)



The Indian Council of Social Science Research (ICSSR) was established in 1969 as an autonomous organisation to promote and coordinate social science research in the country. The Council provides maintenance and development grants to several institutes to enlarge the knowledge of social science by improving the quality of research and promoting inter-disciplinary perspectives. The ICSSR has, at present, six regional centres.



The Council has stepped up its activities in academic exchange programmes since 1992-93 with Russia, France, China, South Korea, North Korea, Vietnam and Japan. The response from participating countries is very encouraging.

Activities

It is proposed to organise two major seminars on the themes 'Vision and Reality' and 'Indian Society in a Trajectory'. While the former may be held at the national level the latter be organised with the participation of some experts from abroad. Besides, a few seminars at the regional level are to be arranged in collaboration with the local institutes, particularly focussing on "Growth with Equality and Social Justice". A few national or senior fellowships could be awarded for research on themes dealing with Rural Development and the Quality of Life in India.



Indian Council for Historical Research (ICHR)



Indian Council for Historical Research (ICHR) was established by the Government in India in 1972 as an autonomous organisation for fostering an objective and scientific approach to the writing of history. Since then it has been promoting historical research in order to stimulate an understanding of the social, economic and political developments of Indian civilization and the distinctive characteristics of her cultural heritage.

The Council has been pursuing its objectives by funding research proposals covering all aspects of history including history of ideas, of art and literature, numismatics, epigraphy and archaeology, philosophy, science and technology, socio-economic formations and allied subjects.

Activities

1. Seminar on National Movement to be held at Mangalore during next two months.
2. Releasing of volume on "Towards Freedom" in August 1997.
3. Releasing of volume on "To Live Together" during next 2-3 months.
4. Essay Competition on the topic "Making of Indian Nation" in all Indian Languages.

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