

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

ANNUAL REPORT 1990-91 PART-I

NIEPA DC



D08523

DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
1991

370-9568
IND-90-1

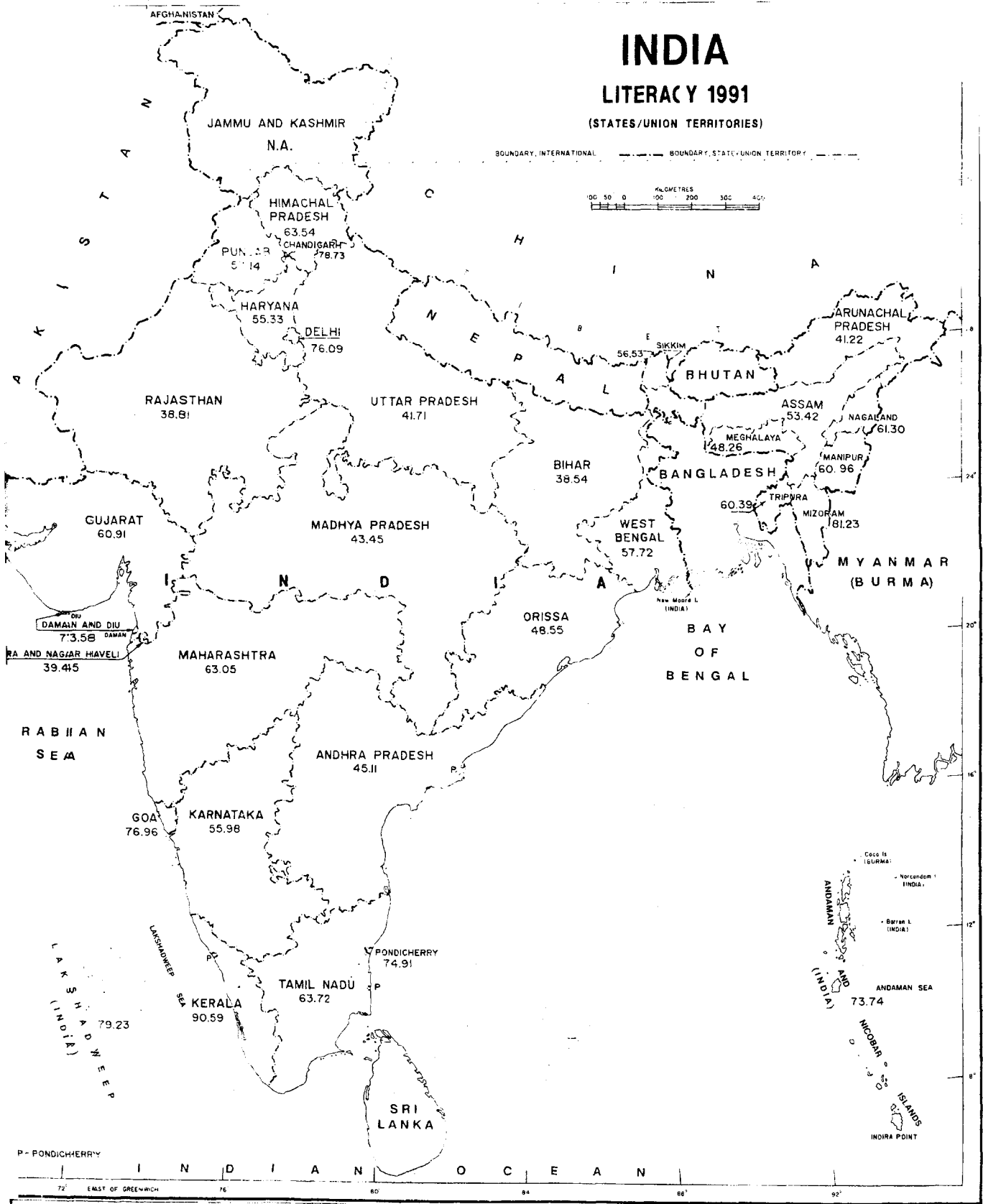
Sub. Title: Systems Unit
National Institute of Education
Planning Administration
17-11-1991
DOC No. D-6523
Date.....2-12-91

PUBLICATION NUMBER 1703

INDIA

LITERACY 1991

(STATES/UNION TERRITORIES)



Survey of India map with the permission of the Surveyor General of India
waters of India extend into the sea to a distance of twelve nautical
miles from the appropriate base line.
of Meghalaya shown on this map is as interpreted from the North-East
Frontier (Reorganisation) Act 1971, but has yet to be verified.

INDIA

FEMALE LITERACY 1991

(STATES/UNION TERRITORIES)

BOUNDARY, INTERNATIONAL BOUNDARY, STATE/UNION TERRITORY - - - - -



Based upon Survey of India map with the permission of the Surveyor General of India.
 The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
 The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.

© Government of India

C O N T E N T S

1. Introductory	1-6
2. Overview	7-14
Allocation of funds and their use NPE-86 Review Committee Central Advisory Board of Education (CABE) Statistics Elementary Education Secondary Education Higher Education Adult Education Technical Education Language Development Book Promotion and Copyright Border Area Development Unesco and International Cooperation Educational Development of Disadvantaged Resources for Education	
3. Administration	15-21
Organisational Structure Subordinate Offices/Autonomous Organisations Functions Vigilance Activities Progressive use of Hindi in Official Work Deputations/delegations of Government Officials and non-Officials sent abroad during the year 1990-91 Budget Estimates Professional Development & Training of Staff	
4. Elementary Education	22-34
Universalisation of Elementary Education (UEE) Operation Blackboard (OB) Non-formal Education (NFE) Computerised Planning for Education Mahila Samakhya Bihar Education Project Shiksha Karmi Project Teacher Education National Evaluation Organisation (NEO) Minimum Level of Learning Bal Bhawan Society	

5. Secondary Education

35-75

Vocationalisation of Secondary Education
Educational Technology (ET) Programme
Improvement of Science Education in Schools
Environmental Orientation to School Education
Computer Education in Schools
National Population Education Project (NPEP)
Integrated Education for the Disabled Children
Educational Concessions to the Children of
Officers and Men of Armed Forces Killed or
Disabled During Hostilities
Promotion of Yoga
Assistance to Agencies for Strengthening
Culture/Art/Values in Education and for
Assistance to Educational Institutions
Implementing Innovative Programmes
Review of School Textbooks from the Stand-
Point of National Integration
National Awards to Teachers
Cultural Exchange Programmes in the Field
of School Education
National Open School
National Council of Educational Research and
Training (NCERT)
National Foundation for Teachers' Welfare (NFTW)
Central Board of Secondary Education (CBSE)
Kendriya Vidyalaya Sangathan (KVS)
Central Tibetan Schools Administration (CTSA)
Navodaya Vidyalayas (NVs)

6. Higher Education and Research

76-108

University Grants Commission (UGC)
Central Universities
New Universities
Specialised Research Organisations

7. Technical Education

109-131

Indian Institutes of Technology
Indian Institutes of Management
National Institute for Training in Industrial
Engineering
National Institute of Foundry and
Forge Technology
School of Planning and Architecture
Technical Teachers' Training Institutes
International Collaboration in the Field
of Technical Education
Regional Engineering Colleges
Development of Post-Graduate Courses and
Research Work
Quality Improvement Programme

World Bank Assisted Project to Support
 Technician Education
 Institutional Net-work Scheme
 Thrust Areas of Technical Education
 Modernisation and Removal of Obsolescence
 National Technical Manpower Information System
 Development of Management Education at
 Non-University Centres
 All India Institute of Technical Education
 Community Polytechnics
 Programme of Apprenticeship Training
 Asian Institute of Technology, Bangkok
 Board of Assesment for Educational
 Qualifications
 Partial Financial Assistance
 Strengthening of Existing Institutions and
 Establishment of New Institution for non-
 Corporate and Unorganised Sectors
 Industry-Institute Interaction
 Continuing Education
 Research and Development in Technical
 Education Institution
 Educational Consultants India Ltd. (Ed.CIL)
 Pass Book for Import Equipment
 Longowal Institute of Engineering & Technology
 Assistance to Tech. Institutions through UGC

8. Adult Education

132-148

Environment building
 Thrust on total literacy
 Re-organisation of Centre based-Programme
 Improved pace of Content and Learning
 Voluntary Agencies
 Mass Programme of Functional Literacy
 Post-Literacy and Continuing Education
 Academic and Technical Resource Support
 Technology Demonstration
 Evaluation of Adult Education
 World Literacy Day
 SAARC Meeting on Literacy, Post-literacy
 and Continuing Education
 Other International and UNESCO Matters
 Media and Communication
 Management Information System
 National Institute of Adult Education

9. Education in Union Territories

149-163

Andamar and Nicobar Islands
 Chandigarh
 DaDra and Nagar Haveli
 Daman and Diu

Delhi
Lakshadweep
Pondicherry

10. Scholarships

164-167

National Scholarship Scheme
National Loan Scholarship Scheme
Scheme for Upgradation of Merit of SC/ST students
Government of India Scheme of Scholarships in
Approved Residential Secondary Schools
Scholarships to Students from Non-Hindi Speaking
States for Post-matric studies in Hindi
Research Scholarships to products of Traditional
Institutions engaged in the study of Classical
Languages other than Sanskrit i.e. Arabic and
Persian
National Scholarships at Secondary Stage for
talented Children from Rural Areas
Commonwealth Scholarship/Fellowship Schemes
offered by Government of UK/Canada
Nehru Centenary British Fellowships
Jawaharlal Nehru Memorial Trust Fellowships
British Council Visitorship Programme
Technical Cooperation Training Programme
Scholarships/Fellowships offered by Foreign
Govts. under Cultural Exchange Programme

11. Book Promotion and Copyright

168-173

National Book Trust
Book Promotional Activities and Financial
Assistance to Voluntary Organisations
Publication of Low Priced University Level
Books of Foreign Origin
Indo-Soviet Literary Project
New Import-Export Policy for Books and Publications
Book Export and Promotional Activities
Raja Rammohun Roy National Agency for ISBN
Copyright
International Copyright
Training facilities in Copyright

12 Promotion of Languages

174-187

Promotion and Development of Hindi
Promotion and Development of Modern Indian Languages
Promotion of Sanskrit and other classical languages

13 Border Area Development Programme

188-189

14	Twenty Point Programme and Access to Education for the Disadvantaged	190-193
	Education of Scheduled Castes/Scheduled Tribes Education of Minorities Education of Women	
15	Management, Monitoring and Evaluation	194-200
	Central Advisory Board of Education Meeting Meeting of State Education Secretaries and Directors of Education Review of National Policy on Education Educational Statistics Computerised Management Information System (CMIS) Development of Computerised Management Information System National Institute of Educational Planning and Administration (NIEPA) Scheme of Assistance for Studies, Seminars, Evaluation etc. for Implementation of National Policy on Education	
16.	Unesco and International Cooperation	201-214
	Asia Pacific Programme for Educational Innovations for Development (APEID) Asia Pacific Programme of Education for All (APPEAL) Forty Second of the International Conference on Education Geneva 3-8 September, 1990. Thirty third Session of the Council of The International Bureau of Education Eleventh Conference of Commonwealth Education Ministers International Covenant on Education, Social and Cultural Rights - Presentation of the Report Meeting of the National Coordination Committee on APPEAL and ILY Training workshop of Directors or Specialists involved in the training of administrators in the Asian Region Sub-regional seminar on innovative measures for overcoming socio-economic obstacles to primary school attendance Workshop of development activity in Science & Technology education at primary and lower secondary levels Participation by India in other Conferences/ Meetings/Workshops/working groups sponsored by Unesco	

Delhi
Lakshadweep
Pondicherry

10. Scholarships

164-167

National Scholarship Scheme
National Loan Scholarship Scheme
Scheme for Upgradation of Merit of SC/ST students
Government of India Scheme of Scholarships in
Approved Residential Secondary Schools
Scholarships to Students from Non-Hindi Speaking
States for Post-matric studies in Hindi
Research Scholarships to products of Traditional
Institutions engaged in the study of Classical
Languages other than Sanskrit i.e. Arabic and
Persian
National Scholarships at Secondary Stage for
talented Children from Rural Areas
Commonwealth Scholarship/Fellowship Schemes
offered by Government of UK/Canada
Nehru Centenary British Fellowships
Jawaharlal Nehru Memorial Trust Fellowships
British Council Visitorship Programme
Technical Cooperation Training Programme
Scholarships/Fellowships offered by Foreign
Govts. under Cultural Exchange Programme

11. Book Promotion and Copyright

168-173

National Book Trust
Book Promotional Activities and Financial
Assistance to Voluntary Organisations
Publication of Low Priced University Level
Books of Foreign Origin
Indo-Soviet Literary Project
New Import-Export Policy for Books and Publications
Book Export and Promotional Activities
Raja Rammohun Roy National Agency for ISBN
Copyright
International Copyright
Training facilities in Copyright

12 Promotion of Languages

174-187

Promotion and Development of Hindi
Promotion and Development of Modern Indian Languages
Promotion of Sanskrit and other classical languages

13 Border Area Development Programme

188-189

14	Twenty Point Programme and Access to Education for the Disadvantaged	190-193
	Education of Scheduled Castes/Scheduled Tribes Education of Minorities Education of Women	
15	Management, Monitoring and Evaluation	194-200
	Central Advisory Board of Education Meeting Meeting of State Education Secretaries and Directors of Education Review of National Policy on Education Educational Statistics Computerised Management Information System (CMIS) Development of Computerised Management Information System National Institute of Educational Planning and Administration (NIEPA) Scheme of Assistance for Studies, Seminars, Evaluation etc. for Implementation of National Policy on Education	
16.	Unesco and International Cooperation	201-214
	Asia Pacific Programme for Educational Innovations for Development (APEID) Asia Pacific Programme of Education for All (APPEAL) Forty Second of the International Conference on Education Geneva 3-8 September, 1990. Thirty third Session of the Council of The International Bureau of Education Eleventh Conference of Commonwealth Education Ministers International Covenant on Education, Social and Cultural Rights - Presentation of the Report Meeting of the National Coordination Committee on APPEAL and ILY Training workshop of Directors or Specialists involved in the training of administrators in the Asian Region Sub-regional seminar an innovative measures for overcoming socio-economic obstacles to primary school attendance Workshop of development activity in Science & Technology education at primary and lower secondary levels Participation by India in other Conferences/ Meetings/Workshops/working groups sponsored by Unesco	

Executive Board of Unesco
Contribution to Unesco's Budget
The World Heritage Committee
External Academic Relations and International
Cooperation
Visitors from Abroad
Participation programme of Unesco
Education for International understanding:
Unesco Clubs and Associated Schools
Fifteenth photo contest in Asia and the Pacific
Scheme for awards to excellent Young scientists
Awards for women scientists
International Literacy Prizes
Unesco Coupons programme
Unesco Courier
Auroville

ANNEXURE

Financial Allocations for Important Programmes	215-233
Grants to Voluntary Organisations	234-294
Appendices on assistance to States/UTs for implementing Centrally Sponsored NPE Schemes	295-303
Charts	304-340
Statements of Educational Statistics	341-365
Administrative Chart	

1 Introductory

1 INTRODUCTORY

1.1.0 The creation of the Ministry of Human Resource Development in September, 1985 is a landmark in the organisational history of the Union Government; it marks the institutionalisation of the seminal idea that the people of the country should be looked upon as the most valuable resource, that development should go beyond economic growth with its calculus of GNP, savings, investment and growth rate, and that, instead development should aim at the integrated development of the citizens, beginning with childhood and going right through life and drawing upon all factors having a bearing on the human condition, including science and technology, culture, education, arts and crafts, sports, humanities and human values. The main objective of the Ministry of Human Resource Development is to bring about coordinated and integrated approach in regard to programmes affecting human resource development. During the year 1990-91 the Ministry continued its endeavour in furthering this objective.

1.2.0 The Report of the Ministry of Human Resource Development is presented in three parts, each covering the following Departments :-

Part I	Education
Part II	Culture
Part III	Youth Affairs and Sports

DEPARTMENT OF EDUCATION

1.3.1 Universalisation of elementary education, adult literacy, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernisation of technical education, improvement of quality, content and process of education at all levels continued to be the themes of national endeavour in the field of education. The year 1990 has been marked by two epoch making events. This year was declared by the United Nations as International Literacy Year, (ILY) and the World Conference on Education For All by the year 2000 was held at Jomtien, Thailand, in March 1990. These two events provided the much needed impetus and opportunity to all Governmental and non-governmental agencies throughout the world to organise a large number of activities with a view to generate an intensive public awareness of and demand for education and to usher in a decade long plan of action for ensuring education for all by 2000 A.D. In India, observance of ILY assumes special significance due to the fact that about 50% of the world's illiterates live in India. ILY is indeed a watershed in our country's endeavour to eradicate illiteracy, which as Mahatma Gandhiji said is India's sin and shame. The year witnessed a tremendous upsurge in the demand for literacy mainly due to innovative use of cultural media and

unprecedented mobilisation by several agencies including Bharat Gyan Vigyan Samiti. The success in Ernakulam - which was the first district to be declared fully literate in February 1990 - served as a beacon light, inspiring people of many other districts to strive for achieving total literacy. Total literacy campaigns were taken up in the entire State of Kerala and the Union Territory of Pondicherry, in 100 taluks of Gujarat and in 42 districts in 10 States. On 18th April 1991 the entire State of Kerala was declared fully literate. Kerala takes pride in being Akshara Keralam. The feasibility of total literacy campaigns has been thus established. In consultation with State Governments and Non-Governmental organisations it should be possible to take up much longer programmes of illiteracy eradication and move towards the goal of Akshara Bharat.

1.3.2 Over the last few years there has been a qualitative change in the perceptions on primary education and adult education. A holistic view of basic education has replaced sectoral and narrow view of primary education, non-formal education and adult education. The concept of basic education has been evolved to explain this holistic view. In this context Basic Education comprises :

- (a) Universalisation of Primary Education, viewed as a composite programme of (i) access to primary education for all children upto 14 years of age; (ii) universal participation till they complete the primary stage through formal or non-formal education programme; and (iii) universal achievement atleast of minimum levels of learning.
- (b) Functional literacy, in which self-reliant skills in 3 Rs is emphasised, alongside relevant education relating to the needs of the individual, the family and the community;
- (c) A special emphasis on women's education and development, in order that they move towards equality in education and become the instruments and beneficiaries of the development process; and
- (d) Post-literacy, continuing education and inculcation of basic skills for survival and general well-being.

1.3.3 This concept received international validation at the World Conference on Education For All held in Jomtien, in March, 1990. The declaration adopted by the Jomtien Conference makes a fervent appeal to all nations and international agencies to take effective steps for achieving EFA by the year 2000 A.D. Efforts are afoot to formulate innovative basic education projects in the educationally backward States. In the year under review the first of such projects, the Bihar Education Project (BEP) was approved by the Government. BEP would cover all components of basic education and would be expanded in a phased manner to cover 20 districts over a period of 5 years. The outlay would be Rs.360

crores of which UNICEF would contribute Rs.180 crores, Government of India Rs.120 crores and Government of Bihar Rs.60 crores. The BEP has been conceived as a societal mission for bringing about fundamental change in the basic education system and through it the overall socio-cultural situation.

1.3.4 Equalisation of educational opportunities continues to be stressed with focus on -

- Scheduled Castes and Scheduled Tribes
- Women
- Those living in backward areas, rural areas in general, urban slums, hilly regions, border and desert zones and outlying places of projects
- Educationally backward minorities
- The handicapped.

1.3.5 Access to education to those who cannot avail of whole day schooling - from primary to higher education levels - continues to be provided through non-formal stream, the NFE programmes and open school and open university system. Education Technology in terms of mass media (television and radio), was increasingly pressed into service to facilitate access to Education.

1.3.6 Content of education was continuously oriented towards fundamental values and concerns - unity and integrity of the country, creation of cultural consciousness, democracy, secularism and socialism, equality of sexes, development of scientific temper, preservation of environment and population control.

1.3.7 Effective steps were taken to bring attention to bear on Learner Attainment and Minimum Levels of Learning were laid down for the primary stage. A strategy to improve learning achievement in schools, introduce continuous comprehensive evaluation and relate inputs to the requirements for improving achievement was designed and put into action.

1.3.8 The strategies and instrumentalities followed for overall educational development continues to be -

- Involvement of States and Union Territories to facilitate consensus based decisions.
- Involvement of voluntary agencies.
- Mass mobilisation.
- Involvement, development and strengthening of national, State and private resource institutions.

- International cooperation - bilateral, regional and multi-lateral.

DEPARTMENT OF CULTURE

1.4.0 In the domain of culture the year 1990-91 can be described as a year of cultural resurgence. The thrust of most of the schemes and programmes in this area has been on dissemination of culture covering manifestations of a vast range of images of human creativity. The objective has been to promote, project and to preserve the myriad features of Indian culture in its rich diversity.

1.4.1 The Department of Culture continued its efforts for the preservation, promotion and enrichment of the cultural traditions of the country through its infrastructure and its supportive institutions in the fields of art, archaeology, anthropology, museums and libraries. An important development during the year was the finalisation of the report of the Review Committee on the working of the three National Akademies and the National School of Drama. The recommendations are being scrutinised by an Implementation Cell set up for the purpose. The Archaeological Survey of India made some significant discoveries during the year, including an inscription dating the 2nd Century B.C. in cave No.4 of Pitalkhora (Maharashtra), a Brahmanical sculpture in a newly discovered cave at Ellora, rock paintings of Jhijnhari (Madhya Pradesh) and an early habitation site in Kolar District of Karnataka. The birth centenary celebrations of Maulana Abul Kalam Azad and Jamnalal Bajaj marked other important activities of the Department during the year. Mention may also be made of a special exhibition organised by the Gandhi Smriti and Darshan Samiti depicting "Mahatma Gandhi and Nelson Mandela's fight against racialism in South Africa" to mark the visit of Dr. Nelson Mandela to India.

1.4.2 In the international arena, twelve cultural exchange programmes with foreign countries, including those with Ghana and Rwanda for the first time, were signed/renewed during the year. The highlight was the signing of the Cultural Agreement between India and Namibia. The scope and spread of the Festival of India in Germany to be held in September, 1991 was finalised during the year. The Lalit Kala Akademi organised the "7th Triennale India", an international exhibition of art, in which 38 countries besides India participated. Mention may also be made of the India International Puppetry Festival and the India International Dance Festival held jointly by the Sangeet Natak Akademi and the Indian Council for Cultural Relations, and the SAARC Workshop on Documentation of Musical Traditions organised by the Sangeet Natak Akademi, in which all SAARC member countries participated.

DEPARTMENT OF YOUTH AFFAIRS AND SPORTS

1.5.1 In the realm of Youth Affairs the year can be described as a year of consultation with Indian Youth to harness youth energy for nation building activities, while in Sports our endeavour has been to achieve the twin goals of Sports for all and excellence in performance. A National Conference of Youth Leaders was convened in May, 1990 and on its recommendations a National Youth Council was constituted with Prime Minister as Chairman. A comprehensive new National Policy on Youth has been drafted and is under consideration of the Government.

1.5.2 National Service Scheme, a Programme for the student youth continued its efforts vigorously in adopted villages through regular programmes for community development thereby contributing to nation building activities through community services. National Service Volunteers also participated in and supported the efforts of the Government in the National Literacy Mission.

1.5.3 In order to revamp and restructure the Nehru Yuva Kendras Programme, which is for the non-student rural youth, the Committee of Secretaries recommended evaluation of the Programmes of Nehru Yuva Kendras through the Evaluation Cell of the Planning Commission and also a Committee to go into the recruitment of the staff of NYKs with a view to spruce up and restructure NYK.

1.5.4 A new scheme for promotion of youth activities among the youth of backward tribes was launched during the year and an amount of Rs. 75 lakhs was incurred through State Government agencies and voluntary organisations. Detailed item-wise programmes were circulated so that these programmes can be brought to the notice of various youth organisations working for the tribals.

1.5.5 The Department of Youth Affairs and Sports continued its effort in the areas of national integration camps, festivals for university students, adventure programmes and exhibition for youth. The Department also continued its effort for extending vocational training for youth with a view to prepare them to take up self-employment so that they will be able to earn a living. Scouts and Guides movements continued to grow in their activities and programmes to develop the personality of children and youth. 3,000 National Service Volunteers have been deployed at the grass-root level with financial assistance from the Department so that these young graduates and under-graduate youth will develop their personality and imbibe the spirit of social service and community development.

1.5.6 The Department associated with Gandhi Smriti and Darshan Samiti through the Nehru Yuva Kendras for organising the Communal Harmony Month during October 1990 in 250 districts of the country. This created a very positive impact in maintaining harmony in many parts of the country. The Department also sanctioned funds to voluntary organisations for the conduct of National Integration

Camps in the riot-hit areas in Northern India.

1.5.7 The Department continued its effort in associating with Commonwealth Youth Programme and strengthened the activities of United Nations Volunteer programmes and particularly the United Nations participatory development programmes in the Asia region. This has brought about international understanding and a feeling of togetherness among the youth of this region.

1.5.8 In the field of Sports, the Department continued its efforts at broad-basing of Sports, particularly in the rural areas. Promotion of excellence for ensuring creditable performances in international events continued to be given the highest importance. The Sports Authority of India has emerged as the apex institution in the field of Sports particularly in the identification of talents, training of sports persons and development of sports academics. The scope of international cooperation in Sports was further widened and we have obtained coaches of high standing from China, Japan and Cuba apart from the USSR and other sources.

1.5.9 Intensive coaching of the National Teams for the XI Asian Games was organised and during these Games held in September-October, 1990, India won 23 Medals (1 Gold, 8 Silver and 14 Bronze). Earlier at the Commonwealth Games held in Newzealand in January-February, 1990 India had won 32 medals (13 Gold, 8 Silver and 11 Bronze), alongwith the Trafalgar Trophy for getting the maximum number of medals in weightlifting.

Commendable performances have been shown by Indian sportspersons in other events too :

- India won the World Billiards Championship in August, 1990;
- Shri Vishwanath Anand became the second Asian to qualify for the Candidate Matches leading to the World Championship;
- Shri Dibyendu Barua became the second Indian Grand Master;
- India won a Bronze medal in the Flyweight Category in the 6th World Cup Boxing Championship in November, 1990 (this is the first ever medal won in Boxing World Championship) held in Bombay.

World standards in Sports are steadily going up and it has been endeavour of the Department to ensure that Indian participants also show all-round improvements in all the events.

2 Overview

2 OVERVIEW

Allocation of funds and their use

2.1.1 The budget provision for Education in the Central Sector during the year 1989-90 was Rs. 1581.40 crores (Rs.881.40 crores including for Border Area Development Programmes under Plan and Rs.700.00 crores under Non-Plan).

2.1.2 Allocation of funds for the year 1990-91 was Rs.1713.34 crores (Rs. 919.30 crores including for Border Area Development Programme under Plan and Rs.794.04 crores under Non-Plan). All the ongoing programmes under NPE-1986 continued to be implemented on a project-oriented basis in close coordination with the States and Union Territories. Programmes for improvement of primary school infrastructure, providing access to primary education to out of school children, particularly working children and girls, through the non-formal stream of education, development of the professional competence of the school teachers, making school education relevant to the world of work through the introduction of vocational courses, provision of educational facilities for talented rural children through the Navodaya Vidyalayas, improvement of science and environment education in the school system, use of educational technology to improve the process of education and provide access to education, adult literacy and modernisation of technical education continued to receive particular attention.

NPE-86 Review Committee (NPERC)

2.1.3 A Committee to review NPE-86 and its implementation (NPERC) was constituted under the Chairmanship of Acharya Ramamurti, on May 7, 1990. The Committee submitted its Report to the Government on December 26, 1990. Copies of the Report were laid in both Houses of Parliament on January 9, 1991.

Central Advisory Board of Education (CABE)

2.1.4 The Central Advisory Board of Education was reconstituted on October 19, 1990. The reconstituted CABE met in New Delhi on March 8-9, 1991. It made valuable recommendations in several areas of education including resources for education, centrally sponsored schemes, prescription of minimum levels of learning, micro planning for universalisation of elementary education, restoration of academic calendar, adult literacy and equalisation of educational opportunities. The Board also considered the manner in which the Reports of NPERC and of the U.G.C. Committee Towards New Educational Management should be processed. The Board decided to set up Committees to examine the recommendation in depth.

Statistics

2.1.5 The Statistical Division of the Department of Education, effectively given Computer assistance by the National Informatics Centre, provided statistical support for educational planning. A Central scheme on "computerisation of educational statistics" is being implemented presently in educationally backward states with a view to reducing the existing timelag in collection and publication of Educational Statistics at all India level and for developing a computerised data base for planning and decision making at Central and State levels. This will ensure a constant flow of timely and reliable data.

ELEMENTARY EDUCATION

2.2.1 In the field of elementary education, which is the core sector in educational development, the emphasis was no longer on enrolment alone; participations and achievement have begun to be emphasised. A new perspective of minimum levels learning was brought to bear on universalisation of elementary education throughout the country. During the year, the principal achievement under the major programmes of Operation Blackboard, Non-formal Education, Teacher Education and Minimum Levels of Learning were:

Coverage of Blocks for the purpose of improvement of schools infrastructure	4419
Number of schools covered	3.44 lakhs
Number of additional teacher's posts sanctioned	93 thousands
Number of non-formal educational centres	2.70 lakhs
Number of teacher education institutions sanctioned (District Institutes of Education and Training, Colleges of Teacher Education and Institutes of Advanced Study in Education)	294
Number of MLL projects started	12
Number of Experimental and Innovative projects for Elementary Education including Non-formal Education sanctioned	46

SECONDARY EDUCATION

2.3.1 During 1990-91, the Centrally sponsored scheme of vocationalisation of secondary education at + 2 level received significant attention. Under the scheme, 10,316 vocational sections in 3841 schools were sanctioned in 27 States/UTs upto 31.3.1991. During the year funds amounting to Rs.74 crores were released to 25 States/UTs, the Regional Boards of Apprenticeship Training in western and southern regions and some voluntary organisations.

2.3.2 The other major achievements in the field of secondary education during 1990-91 are:

- All the revised school text-books based on the national curricular framework of 1988 were published by the NCERT.
- The National Open School, an autonomous organisation established on 23.11.1989, provided educational opportunities through distance education and open learning to prioritised client groups and conducted for the first time its own secondary and senior secondary certification examinations in January-February, 1990.
- Science Education was strengthened by provision of science kits, laboratory equipment, library books etc. in the upper primary, secondary and higher secondary schools.
- The Central and State institutions of educational technology intensified their efforts in organising educational TV programmes. TV sets (about 31,129) and Radio-cum-Cassette players (over 2.28 lakhs) were provided to schools in various States and Union Territories.
- The Kendriya Vidyalaya Sangathan, having 744 schools, provided educational facilities to over half a million students and rendered significant service to the transferable Central government employees. The Central Tibetan Schools provided educational facilities for about 10,000 children and Tibetan refugees. These schools are affiliated to CBSE and prepare students for all India Secondary Schools and Senior Secondary Schools examinations.
- 261 Navodaya Vidyalayas set up so far continue to be pace setting institutions providing quality education to talented children predominantly from rural areas. The total enrolment so far is 64517. The percentage of scheduled caste students is 20.18% and that of ST students is 11.21%. These percentages are higher than the proportionate percentages of SCs and STs in the population.

HIGHER EDUCATION

2.4.0 There were several important developments during the year in the field of higher education. Chancellor of Hyderabad University, and new Vice Chancellors of four Central Universities - Delhi University, Visva-Bharati, Aligarh Muslim University and Indira Gandhi National Open University, were appointed. Chairmen of Indian Council of Social Science Research and Indian Council of Philosophical Research, Vice-Chairman of UGC and Member-Secretary of Indian Council of Historical Research were also appointed during the year. University Grants Commission continued its thrust to improve standard of education by giving special assistance to selected departments of universities and colleges, development of model curricula, conduct of orientation and training programmes for teachers, and increase in involvement of university and college teachers in adult education and literacy programmes. The Commission signed Memorandum of Understanding with Indian Institute of Advanced Study at Shimla to promote research in humanities, and with Council of Scientific and Industrial Research for better coordination between universities and scientific laboratories and utilisation of common research facilities. The Association of Indian Universities organised the first ever Conference of Commonwealth Universities in India in January, 1991 which was largely attended and which was acclaimed for the quality of discussions and efficient organisation.

ADULT EDUCATION

2.5.0 The year 1990 was marked by two epoch making events. This year was declared by the United Nations as the International Literacy Year (ILY). The World Declaration on Education for All in the Jomtien Conference was held in March 1990. The International Literacy Year (1990) had witnessed a tremendous upsurge in the demand for literacy throughout the length and breadth of the country, mainly due to the innovative use of the cultural media and unprecedented mobilisation. Massive environment building activities conducive to literacy were launched throughout the country by way of jathas organised by the Bharat Gyan Vigyan Jatha Samiti and the Paidal Jathas organised by the organisations of the Gandhian and Sarvodaya workers. These Jathas, along with other motivational activities taken up through the print and non-print media, helped in motivating the illiterates to learn and the literates to impart literacy. The successful experience of achieving total literacy in Ernakulam district was a great stimulus to the implementation of area specific, time bound, volunteer-based, cost-effective and result-oriented mass campaigns for total literacy, such Campaigns were taken up in the entire State of Kerala, and the Union Territory of Pondicherry, in 100 talukas in Gujarat and in 42 districts in the States of Andhra Pradesh, Bihar, Haryana, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Tamilnadu, Uttar Pradesh and West Bengal. The District Collectors, who were specifically sensitised for this purpose, took a lead in organising the campaigns. Other developments that took place during 1990 include preparation of

teaching learning material under the technique of Improved Pace of Content and Learning (IPCL) aimed at heightening the motivation of learners, reorganisation of the centre-based programme to make it more cost-effective and result oriented, launching of the Project in Radio Education on Adult Learning (PREAL) aimed at supplementing, enriching and strengthening the print medium of learning through a broadcast mode and encouraging a large number of voluntary agencies to take up total literacy campaigns in specific areas.

TECHNICAL EDUCATION

2.6.1 Under the programme of modernisation and removal of obsolescence in technical education 328 projects were supported with financial assistance of the order of about Rs. 30.60 crores.

2.6.2 The second phase of the World Bank Technician Education Project was approved to cover eight more States and the Union Territory of Delhi. With this, the project covers sixteen States and one Union Territory with an outlay of approx. Rs. 1657 crores. The first phase is under implementation.

2.6.3 The number of Community Polytechnics rose to 159. These institutions trained on an average of about 25,000 rural youth every year.

2.6.4 The Board of Apprenticeship Training facilitated training of over 20,000 persons.

2.6.5 During the year, All India Council for Technical Education approved 136 new institutions and 171 new programmes to be introduced in the existing technical institutions.

LANGUAGE DEVELOPMENT

2.7.1 During the year, the Government of India rendered financial assistance to meet the salary costs of 2559 posts of Hindi teachers in Non-Hindi speaking areas in different parts of India. Thirty-five Hindi Teacher Training Colleges were supported. These Institutions provided training to about 1,350 trainees.

2.7.2 The Kendriya Hindi Sansthan celebrated its silver jubilee. The Central Hindi Directorate offered Correspondence Courses for teaching Hindi in regional languages for 13,000 persons. The Central Institute of Indian Languages, Mysore, continued its programme of training of teachers from Hindi speaking areas in Modern Indian languages. The Central Institute of English and Foreign Languages (CIEFL) played an effective role in coordinating the activities of the English Language Teaching Institutions. CIEFL also monitored the schemes of Saturation Training of English language teachers through District Centres. At national level a Committee of Experts was constituted in

February, 1990 to examine implementation of the recommendations of the Gujral Committee for development of Urdu. The Committee submitted its report to the Government in September, 1990. The recommendations of the Committee are under consideration of the Government. The Central Sanskrit Board was reconstituted with Dr. S.D. Sharma, Vice President of India as its Chairman. The Kulapatis for the Rashtriya Sanskrit Vidyapeethas (Deemed Universities) at New Delhi and Tirupati were appointed.

BOOK PROMOTION AND COPYRIGHT

2.8.1 The programme of the Ministry in the field of Book Promotion is aimed at facilitating the production of good literature at moderate prices; encouraging Indian authorship and the publishing industry; formulating book import policy; promoting export of Indian books; and fostering book-mindedness among the people. The National Book Trust continued its publication programme and successfully organised and participated in Book Fairs/Exhibitions at International, National and Regional levels combining education with excellence.

2.8.2 Copyright is, basically, a framework for protection of intellectual property right, Copying and use of literary, dramatic, musical and artistic works and cinematograph films, records and broadcasts are regulated so as to harmonise the interests of the creator with those of the society. The concept of copyright, which earlier had its roots in the common law system, subsequently came to be governed by national laws in each country. In India Copyright is governed by the Copyright Act 1957 and the Copyright Rules, 1958 as they stand amended till date. During 1990-91, Copyright Office registered 1045 works.

2.8.3 In 1958, the Copyright Board was set up to adjudicate upon disputes between authors and publishers; to hear appeals against the orders of the Registrar of Copyright; to hear objections regarding tariff of fees royalties, etc. announced by the Performing Rights Societies etc. The Board was reconstituted in 1990 for a period of four years terminating on 31st March, 1994. During the year, the Board held four meetings and heard 70 cases.

BORDER AREA DEVELOPMENT PROGRAMME

2.9.0 Border Area Development (Education) Programme was implemented for the fourth year in succession in the border States of Gujarat, Jammu and Kashmir, Punjab and Rajasthan covering 18 Border districts and 79 Border Blocks. The cumulative level of investment by the end of 1990-91 under the programme was Rs. 170 crores. Financial assistance was rendered to the States under this programme in all priority areas of Education such as Universalisation of Elementary Education, improvement of Secondary Education, Vocational Education, Culture and Sports besides establishment of I.T.I's and Polytechnics.

UNESCO AND INTERNATIONAL COOPERATION

2.10.1 India has explicitly associated itself with and consistently promoted the ideals and objectives of UNESCO since the inception of the organisation. The India National Commission for Cooperation with UNESCO (INC) has been contributing significantly to UNESCO's work particularly in the formulation and execution of its programmes. INC continued to provide effective intellectual input in UNESCO's Regional Programmes of (i) Educational Innovations for Development for Asia and the Pacific (APIED) and (ii) the regional programme of Asia-Pacific Programme of Education for all (APPEAL). India also extended its cooperation to UNESCO and its Regional Offices by participating in numerous workshops, symposia and conferences and by organising National, regional and inter-regional activities in India in areas of competence of UNESCO. India played an important role in the World Conference on Education for All held in Jomtien (Thailand), and in the 42nd session of the International Conference on Education held in Geneva (Switzerland). Effective contribution was also made in strengthening external academic relations by way of collaboration in the SAARC activities including in the 2nd meeting of the SAARC Technical Committee on Education and participation in the 11th Conference of Commonwealth Education Ministers.

2.10.2 The Minister of Education of Seychilles, Mrs. Simone Testa, visited India in January-February 1991, at the invitation of the Government of India. A Programme of Cooperation in the field of Education was drawn up during her visit.

EDUCATIONAL DEVELOPMENT OF THE DISADVANTAGED

2.11.0 In all areas of education, special attention was given to the concerns of scheduled castes, scheduled tribes, women and educationally backward minorities. Special preference was given to the habitations of scheduled castes and scheduled tribes in opening adult education centres and in strengthening school infrastructure. Higher rates of financial assistance were given to States for opening non-formal education centres exclusively for girls. States were advised to recruit women teachers on priority basis under the scheme of Operation Blackboard. A Group on Education of Minorities was set up in July, 1990 to review the recommendations/suggestions made by various Ministries/Departments of the Central and the State Governments, Societies and Organisations in respect of Minorities' Education and to make recommendations on some measures which may be taken by the Central Government in the immediate future. The Group submitted its report on January 15, 1991. The Government appointed, on March, 4, 1991, an Empowered Committee to process the Report and take appropriate decisions/views with regard to the recommendations. The report of the Empowered Committee is awaited.

RESOURCES FOR EDUCATION

2.12.0 The Gross Domestic Product (GDP) at current prices (1988-89) is Rs. 3.49 lakh crores. The budget of Education Departments in the Centre and States was Rs. 12298.18 crores (1988-89). This investment is of the order of 3.5 percent of the GDP.

3 Administration

3 ADMINISTRATION

Organisational Structure

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

Subordinate Offices/Autonomous Organisations

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

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

3.2.2. The important autonomous organisations are :

- The National Council of Educational Research and Training (NCERT), New Delhi, a national level resource institution operating in the school sector.
- The National Institute of Educational Planning and Administration (NIEPA), New Delhi also a national level resource institution, specialising in problems of Educational Management.
- The University Grants Commission (UGC) New Delhi, which coordinates and sets standards in the area of higher education.

- The All India Council for Technical Education (AICTE), New Delhi, which coordinates and sets standards in the area of technical education.
- The following institutions are engaged in higher educational research.
 - * Indian Institute of Advanced Study (IIAS) Shimla.
 - * Indian Council of Social Science Research (ICSSR), New Delhi.
 - * Indian Council of Historical Research (ICHR), New Delhi.
 - * Indian Council of Philosophical Research, (ICPR), New Delhi.
- The Kendriya Hindi Sansthan (KHS), Agra, which propagates Hindi in India and abroad.
- The Rashtriya Sanskrit Sansthan, New Delhi, engaged in promotion, development and research (from school to Higher Education level) in Sanskrit; it is an examining body too.
- The Kendriya Vidyalaya Sangathan (KVS), New Delhi, running schools for the benefit of the children of transferable Government employees.
- The Navodaya Vidyalaya Samiti, New Delhi, running schools for the benefit of talented rural children.
- The Central Board of Secondary Education (CBSE) New Delhi, which affiliates Schools and conducts examinations.
- The National Book Trust, New Delhi.
- In the area of Technical Education:-
 - * Indian Institute of Science, Bangalore.
 - * Indian School of Mines, Dhanbad.
 - * National Institute of Training in Industrial Engineering, Bombay.
 - * National Institute of Foundry and Forge Technology, Ranchi.
 - * School of Planning and Architecture, New Delhi.
 - * Administrative Staff College of India, Hyderabad.
 - * Indian Institutes of Management (IIMs) at Ahmedabad,

Bangalore, Calcutta and Lucknow.

- * Technical Teacher Training Institutes at Bhopal, Calcutta, Chandigarh and Madras.
 - * Indian Institutes of Technology (IITs) at Bombay, Delhi, Kanpur and Madras.
 - * Regional Engineering Colleges (Seventeen in number).
- The National Institute of Adult Education (NIAE).

3.2.3 While UGC, Central Universities and institutes like IIT's have been set up by Acts of Parliament, the other autonomous organisations have been registered under Societies Registration Act.

Functions

3.3.0 Education is a concurrent subject. Concurrence implies a meaningful partnership between the Union Government and the States. The National Policy on Education - 1986 states:

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

The Department has been striving to fulfil the role perceived by the National Policy on Education and has been closely interacting with States and Union Territories.

Vigilance Activities

3.4.1 Sustained efforts were made to tone-up the administration and to maintain discipline amongst staff of the Department both at the Headquarters and in the subordinate offices. Disciplinary proceedings against two officials were concluded and appropriate orders were passed in each case. Besides, it has been decided to initiate disciplinary proceedings against five officials (including three gazetted officers). The disciplinary proceedings against one gazetted officer of a subordinate office and one official of the Department initiated earlier were in progress. Twelve complaints pertaining to this Department (including those against eight gazetted officers) were processed for preliminary

enquiry.

3.4.2 Of the fifty autonomous organisations/public sector undertakings, linked with the Department of Education, 39 have so far accepted the jurisdiction of Central Vigilance Commission and Chief Vigilance Officers are in position in twenty organisations. Eighteen of these organisations have also created public grievance redressal machinery and designated Grievance Officers for redressal of public grievances.

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

Progressive use of Hindi in Official Work

3.5.1 The Department of Education at present consists of 84 sections, 10 Subordinate Offices, one Public Sector Undertaking and 74 Autonomous Organisations. During the year under report, the Annual Programme for the Implementation of the Official Language Policy of the Government of India for the year 1990-91 received from the Department of Official Language (Ministry of Home Affairs) was circulated in this Department, its Subordinate Offices and Autonomous Organisation with the request that all-out efforts may be made to achieve the targets fixed therein as also for the review of progress regularly in the meetings of the Departmental Official Language Implementation Committees (O.L.I.C). Besides this, the position of compliance with the Official Languages Act and the rules and administrative orders framed thereunder was monitored through Quarterly Progress Reports. These Reports were regularly obtained from Sections, Subordinate Offices, and Autonomous Organisations, reviewed in the Department and deficiencies found were brought to the notice of the officers and Heads of Offices/Organisations concerned for remedial action.

3.5.2 As per the target fixed by the Department of Official Language, the required four meetings of the Official Language Implementation Committee were held in the Department of Education. Apart from this, there are O.L.I.Cs in some Divisions also and their meetings held regularly. Officers of the O.L. Unit of the Department also attended the meetings of the OLICs of the Subordinate Offices, Autonomous Organisations etc. and discussed various measures to increase the progressive use of Hindi therein.

3.5.3 One Hindi Workshop was conducted in November, 1990 jointly with the Department of Culture with a view to imparting training to fill-up the Quarterly Progress Reports properly.

3.5.4 Seventy employees were nominated for training in various courses under the Hindi Teaching Scheme of the Department of Official Language, out of which 34 employees were nominated for Hindi Prabodh/Praveen/Pragya courses and 23 LDCs for Hindi Typing and 13 Stenographers for Hindi Stenography.

3.5.5 To assess the position regarding compliance of Official Language Rules, 5 Offices were inspected and the deficiencies found during the Inspection were brought to the notice of the Heads of the Offices concerned and remedial measures suggested.

3.5.6 The Committee of Parliament on Official Language inspected this Department on 19th June, 1990. During the inspection, apart from discussing various items of the general questionnaire, the various points of the previous reports of the Committee pertaining to the Department of Education were also discussed. Senior Officers of the Department and Heads of its Offices/Organisations were present during the inspection. The follow-up action was taken on the Inspection Report of the Parliamentary Committee.

3.5.7 Hindi Week was celebrated in the Department from 14th to 20th September, 1990. On this occasion, an appeal from Minister of State for Human Resource Development and instructions from Education Secretary were issued urging for greater use of Hindi in official work. Moreover, on this occasion, a Hindi Essay and Hindi Typing competition was also organised in which employees securing First, Second and Third positions were given cash awards of Rs.500/-, Rs.300/- and Rs.200/- respectively. The special feature of the Hindi Essay Competition was that this time only non-Hindi speaking employees participated.

3.5.8 So far as Hindi Salahkar Samiti of the Department is concerned, this Samiti was set up in March, 1989. As a sequel to general elections held in November, 1989, it was partially reconstituted with reference to nomination of M.Ps. Its meeting was held on 20th March, 1991 under the Chairmanship of Minister for Human Resource Development. The important decisions taken in the meeting related to need for carrying out inspections of more Sections of the Department, early introduction of Scheme of Cash Award for original books written in Hindi on subjects relating to Education w.e.f. the financial year 1991-92, need for making greater efforts to achieve the targets fixed for correspondence in Hindi with Regions 'A' and 'B' and sending replies in Hindi to all letters received in Hindi.

3.5.9 During the period under report 67 Offices/Kendriya Vidyalayas wherein more than 80% of the Staff had acquired working knowledge of Hindi, were notified under rule 10(4) of Official Languages Rules, 1976.

3.5.10 Thus, the Department continued to make earnest endeavors to increasingly use Hindi in the official work, as per Official Languages Act/Rules.

Publications

3.6.0 The Publication Unit brought out 21 publications in

English including bilingual (English and Hindi). The Unit continued to handle the work of authentication of original educational certificates of Indians going abroad and foreign students studying in India.

3.7.0 Deputations/Delegations of Government Officials and Non-Officials sent Abroad during the year 1990-91

No. of Delegations/ Deputations	No. of persons included in the delegations/ deputations	Foreign Exchange Component (Estimated in Rs.)
50	126	Rs.10,87,535

3.8.0 Budget Estimates

The total budget provision for 1990-91 and 1991-92 in respect of Department of Education are as under:-

Particulars	BE 1990-91	RE 1990-91	BE 1991-92
<u>Demand No.47</u>			
Department of Education	171334.00	165162.00 (Gross)	180532.00 (Gross)

Provision for:

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

Professional Development and Training of Staff

3.9.0 The Training Cell that has been charged with the responsibility of co-ordinating/monitoring of various needs/training programmes for the Professional Development of staff working in the Department of Education, circulated in all, 155 training programmes during the year 1990-91 and nominated 153 officers for various training programmes/courses in India, excluding the IAS Officers who are deputed for compulsory inservice training by the Department of Personnel and Training. Besides, eight officers were deputed for training abroad during the year 1990-91. A Group has also been set up to chalk out the modalities for the professional development and training of staff, keeping in view the requirements/training needs of the Department.

4 Elementary Education

4 ELEMENTARY EDUCATION

Universalisation of Elementary Education (UEE)

4.1.1 Universalisation of Elementary Education (UEE) is a constitutional mandate. Article 45 of the Constitution stipulates, as a Directive Principle of State Policy that the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of 14 years. Para 5.12 of the National Policy on Education (NPE) 1986 says "The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass roots level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age".

4.1.2 Indeed, over the years, the Centre and the States have made considerable investments in promoting Elementary Education. Furnished below is a Table which brings out the status of expansion of elementary education since 1950-51.

Table 4.1

Expansion of Elementary Education since 1950-51

	1950-51 -----	1988-89 -----
Number of primary schools	2.10 lakhs	5.48 lakhs
Number of middle schools	0.14 lakhs	1.44 lakhs
Enrolment in classes I to V	19.15 million	95.7 million
of boys	13.77 "	57.1 "
of girls	5.38 "	38.6 "
Enrolment in classes VI to VIII	3.13 "	30.9 "
of boys	2.59 "	19.7 "
of girls	0.54 "	11.2 "
Enrolment in classes I to VIII	22.28 "	126.6 "
of boys	16.36 "	76.8 "
of girls	5.92 "	49.8 "

4.1.3 Despite this level of expansion of education, vast ground is yet to be covered for fulfilling the constitutional mandate of UEE. Drop-out rates are significant; retention of children in schools is low; wastage is considerable. (In 1986-87, drop-out rates were 50.5 in classes I to V and 63.8 in classes I to VIII). There are striking disparities in access to Elementary Education - disparities as between regions, rural and urban areas, boys and girls, the affluent and the deprived and the minorities and the others. The clientele to be serviced in the age-group of 5-14 is of the order of eighteen crores, constituting about twenty-seven percent of the population, according to 1981 Census. While the Fifth All India Education Survey reflects that 94.60 per cent of the rural population was served with primary schools/sections within a walking distance of one kilometre and 85.39 per cent of them was served with middle schools/sections within a distance of three kilometres, it also reflects the poor status of the infrastructure at the elementary level as brought out by the following table:

Table 4.2

Status of School infra-structure at the elementary level

	Primary (Nos.)	Upper Primary (Nos.)
Kachcha buildings	72,777	11,280
Thached huts	29,644	2,417
Tents	2,546	314
Open space	39,305	2,969
Total:	1,44,272	16,980
Grand Total:	1,61,252	



A Primary Class in Progress.

4.1.4 Investments are required to improve the school infrastructure in 1.61 out of 6.68 lakh schools (24 percent).

Operation Blackboard

4.2.1 The Scheme of Operation Blackboard started in 1987-88 was formulated to bring about substantial improvement in facilities in primary schools. It has three inter dependent components namely (i) provision of a building comprising at least two reasonably large all weather rooms with a deep verandah and separate toilet facilities for boys and girls; (ii) at least two teachers in every school, as far as possible; one of them a woman and (iii) provision of essential teaching learning material including blackboards, maps, charts, toys and equipment for work experience. Funds for construction of school buildings are provided mainly from rural development schemes. Funds for other two components are provided by this Department. The scheme envisages coverage of primary schools in all the blocks/municipal areas in the country in a phased manner.

4.2.2 Initially, the target of the scheme was to cover 20% blocks/municipal areas during 1987-88, 30% in 1988-89 and remaining 50% during 1989-90. However, due to constraint on resources phasing had to be lengthened. In the period 1987-88 to 1990-91, the scheme could be implemented in 69% of blocks in the country comprising 70.41% primary schools. An assistance of Rs.523.41 crores was released by this department during this period; of this Rs.150.09 crores was released to 25 State Governments/UT Administrations in 1990-91.

4.2.3 Data on achievement under Operation Blackboard are presented in Table 4.3.

Table 4.3

Operation Blackboard : Achievements

	1987-88	1988-89	1989-90	1990-91	1991-92 Total for anticipa- ted by 31.3.92	1987-88 to 1991-92
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Amount spent (Rs. in crores)	110.61	135.73	126.98	150.09	100.00	623.41
Amount committed by States for school buildings (Rs. in crores)	300.00	340.00	64.60	140.00	140.00	984.60

(1)	(2)	(3)	(4)	(5)	(6)	(7)
No. of States/ UTs covered	27	22	22	25	15	
No. of Blocks covered	1703	1795	578	343	400	4819
No. of Schools covered (in lakhs)	1.13	1.40	0.52	0.39	0.31	3.75
Percentage of Primary schools covered	21.00%	26.40%	9.90%	7.35%	5.76%	70.41%
Post of Primary teachers sanctioned	36891	36327	5274	14379	5000	97871

Non-Formal Education

4.3.1 The role of non-formal part-time education in providing education to working children, girls and children in habitations without schools has been recognized since the Education Commission of 1964-66. During the Sixth Five Year Plan the scheme of Non-Formal Education (NFE) was introduced as an alternative strategy to impart education to children, who for some reasons cannot attend formal schools. The New Education Policy 1986 envisaged a large and systematic programme of NFE to achieve UEE. The Scheme was revised in its content and emphasis in 1987-88. Although its focus is on the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, it has been extended to cover urban slums, hilly, tribal & desert areas and areas with concentration of working children in the other States as well. Financial responsibility is borne by the Central and State Governments in the ratio of 50:50 for general (co-educational) and 90:10 for girls NFE centres. Assistance to the extent of 100% is provided to the Voluntary Agencies for NFE centres and for experimental and innovative projects.

4.3.2 The revised NFE scheme has been visualized as a child-centred environment-oriented, flexible system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of society. Other features of the scheme are its organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners needs and strengthened, de-centralized management. The programme is being implemented on a project basis, generally co-terminus with the CD Block comprising about 100 NFE Centres.

4.3.3 Particulars of achievements under the programme since 1988-89 are furnished in Table 4.

4.3.4 During 1990-91 emphasis has been on consolidation and improvement of quality of the existing programme. A three tier training programme for NFE functionaries continued to be run by NCERT.

Computerised Planning for Education

4.3.5 In the later half of 1988 a project "Computerised Planning for Education" (COPE) was started to develop a Management Information System (MIS) for Non-formal Education as well as for Decision Support System. After pilot studies the project has been extended to cover the entire State of Madhya Pradesh and also the districts covered under Bihar and Rajasthan Education Projects.

Table 4.4

Non-Formal Education : Achievements

	1988-89	1989-90	1990-91 (antici- pated by 31.3.1991	Total for 1988-89, 1989-90 & 1990-91.
(1)	(2)	(3)	(4)	(5)
1. Amount spent (Rs. in crores)	36.92	32.95	46.84	116.71
2. NFE Centres brought to function (in lakhs) cumulative.	2.41	2.57	2.70	2.70
3. No. of exclusive girl centres sanctioned cumulative.	64,792	77,832	81,282	81,282
4. No. of Voluntary organisations appro- ved for NFE programme cumulative.	296	376	410*	410
5. NFE Centres brought to function by voluntary agencies- cumulative.	20,957	25,602	27,087*	27,087
6. Estimated enrolment (in lakhs)	60	64	67.5	67.5

	(1)	(2)	(3)	(4)	(5)
7. No. of experimental innovative projects approved cumulative.		25	36	46	46
8. No. of States/UTs. covered.		16	17	18	18

* Include Projects/Centres approved in 1990-91 for commencement during 1991-92.

Teacher Education

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

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

4.4.2 Achievements under the Scheme during the period since 1987-88 have been given in the Table 5 below.

Table 4.5

Teacher Education : Achievements

	Cumulative Achievements
1. Amount spent (Rs. in crores)	156.74
2. No. of persons oriented under Programme for Mass Orientation of Teacher (MOST) (in lakhs).	12.96 (In addition, 4.66 lakhs teachers were covered in 1986)
3. No of District Institutes of Teacher Education (DIETs) sanctioned.	257
4. No. of Colleges of Teacher Education (CTEs) sanctioned.	25
5. No. of Institutions of Advanced Study in Education (IASEs) sanctioned.	12
6. No. of States/UTs covered.	22

4.4.3 No new projects were sanctioned during 1990-91, and the year was being utilised mainly for consolidation of the already sanctioned projects.

4.4.4 Sixteen induction training programmes have so far been organised by NIEPA, NCERT and its Regional Colleges for the faculty of DIETs which were attended by 340 participants.

4.4.5 Setting up DIETs, CTEs & IASEs is a long-gestation activity in view of the time it takes to put up necessary buildings, and create and fill up posts. Yet, 112 DIETs have become operational and have started conducting training programmes. Appraisal of a selected number of institutions is also being undertaken.

4.4.6 Guidelines for strengthening of SCERTs are being developed. Implementation of this component will begin as soon as these are finalised.

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

Mahila Samakhya

4.5.1 In pursuance of para 4.2 of the National Policy on Education, 1986 and Chapter II of the Programme of Action, Mahila Samakhya was launched in April, 1988. This programme seeks to mobilise rural women for education through Mahila Sanghas in each of the village concerned. This is Central Sector scheme where 100 per cent financial assistance is provided to Mahila Samakhya Societies in Karnataka, Uttar Pradesh and Gujarat set up under the chairmanship of the concerned State Education Secretaries. As an Indo-Dutch programme, it receives 100 percent assistance from the Government of the Netherlands.

4.5.2 Essentially, the programme revolves around village level activators (Sakhis or Sahayoginis) who mobilise women around issues like access to health, education, water, information about development programmes, general information about their immediate environment and above all issues related to their personality and self-image in society. The programme tries to facilitate critical reflection and analysis which would encourage women to take active interest in issues that affect their daily life. The main focus of the programme is to generate demand for education and introduce innovative educational inputs for pre-school, non-formal, adult and continuing education. Mahila Shikshan Kendras - a residential institution for condensed education is also to be set up to enable dropouts from schools and other women to pursue their education in a secure environment.

4.5.3 A joint Indo-Dutch review held in February, 1990 gave a very positive feedback on the social response of the project. Mahila Samakhya is currently operational in 1500 villages in 10 districts of Karnataka, Uttar Pradesh and Gujarat.

4.6.1 Education has been accorded a high priority since the beginning of the planning process in our country. A holistic view of Basic Education has replaced sectoral view of Primary Education, Non-Formal Education and Adult Education comprises (a) universalisation of primary education comprising (i) universal access, (ii) universal participation and retention, and (iii) universal achievement at least of minimum levels of learning; (b) functional literacy; (c) emphasis on women's education and development; and (d) post-literacy, continuing education. This concept received international validation at the World Conference on Education for All held at Jomtien in March, 1990. The Conference made a fervent appeal to all nations and international agencies for achieving education for all by the year 2000 A.D. The expectations from the Conference is that donor agencies would show greater support for basic education. In the last few years, an attempt has been made to tap external funds selectively for Basic Education in educationally backward State which is listed below.

Andhra Pradesh

4.6.2 In the year 1983, Phase I of the Andhra Pradesh Primary Education Project (APPEP) was taken up as a pilot programme covering 330 schools with assistance from Overseas Development Agency of the Government of the United Kingdom. A tripartite review was conducted in early 1987 by the representative of the UK, Central Government and the State Government. The tripartite review expressed satisfaction over the success of Phase I and recommended its expansion to cover the entire State of Andhra Pradesh. The outlay is of the order of 31.2 million dollars spanning the period 1989-96. The bridging phase was mainly to concentrate on unfinished works of the programmes of Phase I during 1987-89. The programme in Phase II covers not only construction of class rooms and buildings for Teachers' Centres but also as a substantial human resources development component in the shape of in-service training of primary school teachers and training of various teacher educators.

Bihar Education Project

4.6.3 In the year under review the Bihar Education Project, (BEP) was approved by the Government. BEP would cover all components of basic education and would be expanded in a phased manner to cover 20 districts over a period of 5 years. The outlay would be Rs.360 crores of which UNICEF would contribute Rs.180 crores, Government of India Rs. 120 crores and Government of Bihar Rs. 60 crores. The BEP has been conceived as a societal mission for bringing about fundamental change in the basic education system and through it the overall socio-cultural situation. The most important characteristic of management will be a mission mode which pre-supposes a time-bound scheme of things in which specific responsibility is attached to institutions, agencies or individuals. Management of the project would be vested in a State-level autonomous body. Pre-project activities were initiated in three districts of Ranchi, West Champaram and Rohtas.

Shiksha Karmi Project

4.6.4 The Shiksha Karmi Project is being implemented since 1987 in Rajasthan with assistance from the SIDA (Swedish International Development Agency). Its aim is universalisation of primary education in selected remote and socio-economically backward villages of the State.

4.6.5 The project identifies teacher absenteeism as a major obstacle in achieving the objective of universalisation. It, accordingly, envisages substitution of the primary school teacher in single teacher schools by a team of two locally educated workers called "Shiksha Karmis". To ensure appointment of local persons, educational qualifications prescribed for teachers are not insisted upon in selection of Shiksha Karmis. However, they are provided training and academic support on a sustained and intensive basis to enable them to function efficiently as teachers. The existing primary school when run by Shiksha Karmis

is called a 'Day Centre'. Besides, each Shiksha Karmi also runs a 'Night Centre' for children who cannot attend the 'Day Centre'. The Project also lays emphasis on recruitment of female Shiksha Karmis and envisages establishment of special Training Centres in order to prepare local women to function as Shiksha Karmis.

4.6.6 As on 28.2.1991, the Project was being implemented in 275 villages of 24 block units through 275 'Day Centres' and 384 'Night Centres'. By 30.6.1991 another Ujrec/block units are to start under the project, and it is expected to be extended to another 15 blocks units during 1991-92.

4.6.7 An independent study done in the second half of 1990 has shown that achievement levels of children in Shiksha Karmi Centres compared favorably with those of children in nearby conventional schools. During 1990-91, an expenditure of Rs.132.76 lakhs was incurred.

4.7.1 The Working Group set up for the formulation of the VIII Plan for Elementary Education, observed that, a great deal of progress had indeed been made in expanding and improving the facilities and infrastructure for Elementary Education, but the backward areas, regions and groups continue to remain outside the pale of educational process. It, therefore, recommended a change in strategy to enable an area-specific, population specific Micro-level planning that would integrate existing programmes with innovative schemes and measures to provide a complete Universal Elementary Education (UEE) package; which would enable every child within the specified area to regularly attend school and complete at least 5 years of schooling, or its equivalent at the non-formal centre at pace suitable to him/her.

4.7.2 As a follow-up measure, NIEPA was requested to prepare detailed guidelines which were circulated to States. Ministry has now come up with a document titled "Operationalising Micro-planning: Guidelines". This document elaborates the concept and details the procedure for taking specific projects on implementation of Micro-planning strategy as the UEE package by State Governments for financial assistance and academic support.

National Evaluation Organisation

4.8.1 The National Policy on Education - 1986 refers to laying down of Minimum Levels of Learning for each stage of education and to promotion of educational quality not only in access to education, but also in conditions of success. It also states that as a part of the new educational strategy, examinations will be employed to bring about qualitative improvements in education. The Programme of Action drawn up for implementation of NPE 1986 spelt out the measures proposed to be taken up for creating a comprehensive evaluation system including examination reform.

4.8.2 It is in this direction that it is proposed to set up a National Evaluation Organisation (NEO) to assist the learning acquired by children at the end of primary and upper primary

stages. The NEO is seen as an important component to bring about reform in the system of testing and assessment at elementary stage. After the laying down of minimum levels of learning at primary stage, a comprehensive learner evaluation system will enable teachers to continually assess the learning acquisition of students to modify classroom instructions to ensure that the prescribed levels of learning are achieved to mastery level by all students of the class. The NEO will serve the purpose of :-

- i) To undertake simple assessment of student learning on national sample basis;
- ii) To assess areas where levels of learning are low and corrective measures may be taken;
- iii) To help develop good quality standardized test schools and NFE system; and
- iv) To serve as means to assess the impact of policy and programme.

4.8.3 It is proposed to start the NEO as a modest approach to be expanded as it gains experience and expertise and to begin with a project has been sanctioned to Lady Irwin College Delhi for conducting and achievement testing in a few blocks of Uttar Pradesh. A sum of Rs. 6.88/lakhs has been sanctioned for this purpose.

Minimum Level of Learning

4.9.1 In the light of the NPE averment that the curriculum should play a major role in fostering equality, the Government set up a Committee to study the learning outcomes defined in the existing curriculum and lay down Minimum Level of Learning (MLL) that all children who pass the primary stage must achieve. MLL is intended to serve as a performance goal for both the teacher and the system, and become the basis for deciding the provision of inputs and programmes to reduce disparities and ensure equity. MLL will be introduced in schools in composite programme requiring continuous evaluation of learner achievement, revision of textbooks and teacher training. The Committee submitted its report in December, 1990. To begin with it was decided that NCERT will introduce the prescribed MLLs in selected blocks in the States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. The Ministry has also organized three workshops at Delhi, Ahmedabad and Ajmer in which report on Minimum Levels of Learning has been thoroughly discussed with the representatives of university departments, research institutions and voluntary agencies active in the field of formal and non-formal education at the primary stage. The deliberations in these workshops has motivated many organisations and individuals to take up specific projects for durations of one to five years in the areas of their activity. Twelve such projects have already been approved for sanction of funds. It is anticipated that 35 to 40 of such projects would be taken up in 1990-92 for implementation of the MLL report at field level.

Bal Bhavan Society

4.10.1 Bal Bhavan Society (India), New Delhi was founded at the initiative of Pandit Jawaharlal Nehru and established by the Government of India in the year 1955 as a society registered under the Societies Registration Act. It is an autonomous organisation fully financed by the Department of Education. The Society has been contributing towards promotion of creative activities amongst children in the age-group of 5 to 16 years, in different fields like science, performing and creative arts, museum techniques, photography, astronomy, environment, physical education etc. The institution also acts as a National Resource Centre to impart training to teachers, trainers and supervisors from all parts of India in the medium of creative education through the Bal Bhavan methodology. The Society has fifty Bal Kendras spread all over Delhi and is also funding two Jawahar Bal Bhavans one each in Srinagar (Jammu & Kashmir) and Dehra Mandi (Delhi). Besides, the Society grants affiliation to State and District Bal Bhavans in the country, providing them with general guidance, training facilities, loan of exhibitions and information transfer on Bal Bhavan movement. The Society also sanctions modest project-related grants to State and District Bal Bhavans.

4.10.2 During the year of report, the Ninth All India Directors' Conference was held on in the Society's campus wherein about thirty-five Directors from Bal Bhavans from various States and Union Territories participated. Various issues relating to the Bal Bhavan movement were discussed in the conference.

4.10.3 Special programmes were organised to observe and celebrate various occasions such as World Environment Day, Literacy Week, Teachers' Day, Harit Vahini Day, Varsha Ritu Festival, Raksha Bandhan, Silver Jubilee of Sputnik, New Years' Day and Basant Utsav.

4.10.4 The ladies' wing of Delhi Police organised a self-defence course in which senior girl-members of Bal Bhavan were trained for five weeks.

4.10.5 In the field of sports and recreation, Bal Bhavan organised annual tournaments in chess, badminton, table tennis, and judo. A fifteen-day trek to Sar Pass by a group of thirty children and three escorts was also sponsored to inculcate the spirit of adventure among children.

4.10.6 A team of six multi-talented children from Bal Bhavan along with one escort took part in the Asia-Pacific Children's Convention in Japan. The children lived with foster parents which was a novel experience for them. Bal Bhavan hosted a group of ten children from Bulgaria.

4.10.7 A new aquarium fabricated in Bal Bhavan was installed adding many new species to the collection of fish.

4.10.8 The annual feature of National Children's Assembly and Integration Camp was held from 10th to 19th November. This being the centenary year of Pandit Jawaharlal Nehru, the programmes revolved around the personality of Pandit Nehru.

4.10.9 Children from twenty-one States and Union Territories camped in the Bal Bhavan hostel interacting freely and communicating in spite of the language barrier.

4.10.10 To extend the outreach of the Bal Bhavan movement to children of slum and resettlement colonies in Delhi, Mobile Bal Bhavan activities were introduced during the year.

Systems Unit
National Institute of Educational
Planning and Administration
27 E.S. Ambrodo Marg. New Delhi-110016
DOC. No. P-6523
Date 2-12-91

5 Secondary Education

5 SECONDARY EDUCATION

Vocationalisation of Secondary Education

5.1.1 Secondary and higher secondary education are important terminal stages in the system of general education because it is at these points that options are exercised by the youth to enter the world of employment, to go for technical training or pursue higher education. Educationists and experts have consistently recommended that education at these stages should be given a vocational bias to link it with the world of work.

5.1.2 The programme of vocationalisation of education had been accorded very high priority in the National Policy on Education - 1986, which inter alia, provided that the introduction of a systematic, well-planned and rigorously implemented programme of vocational education was crucial in the proposed educational reorganisation. Vocational education was envisaged as a distinct stream intended to prepare students for identified vocations spanning several areas of activities.

5.1.3 Based on the provision made in the NPE - 1986, the Programme of Action and the discussions held with experts, a frame-work for implementation of vocationalisation of education at the higher secondary stage was prepared and a Centrally Sponsored Scheme of Vocationalisation of Secondary Education was started in February, 1988. Under this scheme, substantial financial assistance is being provided to the State Governments and Union Territory Administrations for implementation of the programme.

5.1.4 The main objectives of the Scheme of Vocationalisation of Secondary Education are to provide diversification of educational opportunities so as to enhance individual's employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education.

5.1.5 The summary of achievements under the scheme of vocationalisation of secondary education at +2 level since 1987-88 is given in the table below:-

Table 5.1.5
Summary of achievements under the scheme of vocationalisation of secondary education at +2 level since 1987-88

Year	Number of schools	Number of students
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24

Table 5.1

Vocationalisation of Secondary Education: Achievements

	1987-88	1988-89	1989-90	1990-91	Total
Amount spent (Rs. in crores)	32.26	49.73	43.97	74.00	199.96
No. of States/UTs covered	18	5	-	4	27
No. of Schools covered	1080	1552	163	1046	3841
No. of Vocational Sections approved	3167	4237	484	2428	10316

5.1.6 The scheme also seeks to promote experimentation and innovation in vocational education through non government organisations. Since 1987-88, six voluntary organisations/non-government organisations have been granted Rs. 37.70 lakhs for the purposes indicated below against each organisation:

S.No.	Name of the Organisation	Purpose
1.	Society for Rural Industrialisation, Ranchi	For the Project entitled "Rural Development through Education System".
2.	Indian Institute of Education, Pune	For the project entitled "Rural Technology through Education System".
3.	Central Tibetan Schools Admn., New Delhi.	For starting Vocational Courses in Shorthand and Typing, Knitting and Motor Mechanic.
4.	Nutan Vidya Mandir, Sharatpur.	For starting the Vocational Course: Draftsman (Civil).
5.	Ramakrishna Vivekanand Mission, Barrackpore.	For starting the trades: Carpentry, Tailoring and Auto-Mechanics.
6.	Gujarat Research Society, New Delhi.	For evaluation of the project "Rural Development through Education System" run by the Indian Institute of Education at Vigyan Ashram, Pune.



Inauguration of XIX Jawaharlal Nehru National Exhibition for Children at Patna

5.1.7 The Joint Council of Vocational Education (JCVE) and its Standing Committee, as part of the Management Structure provided under the scheme of Vocationalisation of secondary education, were set-up on 20th April, 1990. The meetings of JCVE and its Standing Committee were held on 8th August, 1990, and 12th September, 1990 respectively. Important decisions taken by these bodies relate to:

- * Dissemination of accurate information about the Vocational Education Programme.
- * Establishing linkages with the employment sector for providing wage/self-employment to Vocational passouts.
- * Establishing equivalence of certificates given to Vocational passouts vis-a-vis those awarded by ITI's/ Polytechnics.
- * Arranging proper training for teachers of Vocational Courses.
- * Coverage of all relevant Vocational areas under the Apprenticeship Act.
- * Designing and starting appropriate bridge courses for vocational pass-out to enable them to pursue higher education.
- * Starting non-formal vocational education and training programme for school drop-outs, low achievers and un-employed youth.

5.1.8 Follow-up action on the above decision is in progress. Vocational wings in the directorates of school education were set up in fourteen States/Union Territories. Vocational wings in SCERTs were set up in ten States/Union Territories. Vocational wings in District Education Offices were set up in seven States/Union Territories. District Vocational Education Committees were set up in four States/Union Territories and State Councils of Vocational Education (SCVE) were set up in twelve States/Union Territories. Out of the 388 Districts of 21 States/Union Territories, 155 Districts were surveyed. Curricula were developed by different States/Union Territories for over 150 Vocational Courses. So far 1022 training programmes for teachers, administrators etc. have been conducted.

5.1.9 The NCERT has also developed 'Minimum Vocational Competencies based curricula for about eighty vocational courses under the six major areas, i.e. Agriculture, Business and Commerce, Engineering & Technology, Health and Paramedical Services, Home Science and Humanities and others. These are available to the States/Union Territories for adoption/adaptation. Instructional materials were published for fourteen vocational courses and for some the material is available in manuscript form.

5.1.10 The Regional Boards of Apprenticeship Training are being suitably strengthened to take on the additional work of placement of vocational students for apprenticeship training. So far only the Board of Apprenticeship Training Southern Region has taken up this work. A grant of Rs.77.99 lakhs was given to the Board for payment of stipends to the vocational students and for additional staff.

5.1.11 The success of the programme will to a large extent depend upon the employment opportunities available for the vocational passouts. Several steps are being taken in this direction. The Department of Personnel and Training has requested all Ministries/Departments to undertake an immediate review of their recruitment rules for various Group 'C' posts so that vocational passouts are made eligible for appointment. The Department of Education has also taken up with various Ministries/Departments the question of amendment of their recruitment rules to facilitate employment of vocational passouts. The States/Union Territories are also undertaking a similar exercise.

5.1.12 Action is in progress to start vocational courses specific to the needs of the users to ensure ready employment for vocational passouts, provided they fulfil the minimum standards laid down. Such vocational courses were introduced in selected schools affiliated to CBSE in general insurance and life insurance in collaboration with the General Insurance Corporation of India and Life Insurance Corporation of India respectively. The first batch of students from the general insurance course is out and presently undergoing apprenticeship training. A vocational course for railway commercial staff has been worked out in collaboration with the Railway Board which is to be introduced from 1991-92 on an experimental basis in nine schools. The students completing this course would be employed by the Railways. Arrangements are also being finalised with the Ministry of Health and Family Welfare for starting vocational courses in the following areas:

- * Auxiliary Nurse Midwife (ANM)
- * Ophthalmic Technicians Course
- * X-Ray Technicians Course
- * Laboratory Technicians Course.

Ten schools under Delhi Administration were identified for starting these courses and collaborative arrangements with the hospitals for providing facilities for practical training were finalised. Instructional material for these courses in English and Hindi is under preparation and the courses will be started from the academic session 1991-92. The ANM course run by the Ministry of Health in two of their own institutions is being upgraded to a +2 level vocational course. The institutions will be given the necessary affiliation by CBSE for purposes of examination and certification.

5.1.13 Modalities for starting three vocational courses in the Handicrafts sector namely; (i) Hand Block Printing, Textiles and Vegetable Dyeing, (ii) Embroidery (with emphasis on chicken embroidery) and (iii) Metal Craft are being worked out. The effort will be to start these courses in about ten schools in three towns of Uttar Pradesh from July, 1991. Discussions are also on with the Ministry of Tourism for starting vocational courses relevant to the tourism sector. A suggestion that the existing course in food production being run by the National Council for Hotel Management and Catering Technology which is for a duration of eighteen months may be upgraded to a two year vocational course is being examined in consultation with the CBSE.

5.1.14. For encouraging self-employment amongst students who have passed out from the vocational stream at +2 level, it was decided that they would be given preference for loan under the Scheme of Self-employment to Educated Unemployed Youth (SEEUY). The Departments of Industry of all State Governments/Union Territory Administrations were requested to issue necessary instructions in this regard to the General Managers of the District Industries Centres. The State Education Departments were also requested to establish contact with the District Industries Centres in their States to forge appropriate linkage between the vocational passouts and SEEUY scheme.

5.1.15 Under TRYSEM, loan facilities are arranged through Banks for persons from families below the poverty line to enable them to engage themselves in self-employment. Under this scheme, vocational passouts belonging to families below the poverty line will also be assisted with Bank loans for self-employment. The Directors of School Education in the States/Union Territories have been advised to get in touch with the Project Director, DRDA and identify children from IRDP families, for assistance under the Programme.

5.1.16 Efforts are also being made to involve the private sector in the placement of vocational students in employment. Discussions in this regard have been held with Rotary International, Lions Club, National Alliance of Young Entrepreneurs and Federation of Indian Chambers of Commerce and Industry.

5.1.17 The Budget Provision (Revised Plan) for the scheme during 1990-91 was Rs.7720.00 lakhs out of which an amount of Rs.7399.99 lakhs was released.

Educational Technology Programme

5.2.1 An Educational Technology Programme was started in the Central sector during the Fourth Plan period in the year 1972 for widening access to and bringing about qualitative improvement in education. Under the scheme, a Centre for Educational Technology was set up in the NCERT and 100% assistance was provided to twenty one States for setting up of Educational Technology (ET) Cells.

5.2.2 In view of expansion of broadcasting facilities with the advent of INSAT and concomitant demand for educational software, the Ministry of Education decided to take on the responsibility of production of educational television programmes for relay through satellites. Accordingly, a scheme was prepared by the Ministry of Education for creating Educational Television (ETV) programme production facilities within the education sector on a decentralised basis by setting up a Central Institute of Educational Technology (CIET) in the NCERT and State Institutes of Educational Technology (SIETs) in six States viz. Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh and strengthening of ET Cells in other States.

5.2.3 To meet the objectives of National Policy on Education, 1986, the Educational Technology Scheme was revised in 1987 with the broad objectives of strengthening of both ETV and audio programme production capabilities and providing wider access to the same by supplying one lakh Colour Television (CTV) sets and five lakh Radio Cum Cassttee Players (RCCPs) to schools.

5.2.4 A Group with Dr. Kiran Karnik as convenor was set up in August, 1987 to study and make recommendations on the use of satellite services for education and the media time requirement of various sectors of education. The recommendations of the Group are under consideration of the Government.

5.2.5 Programme production has commenced in CIET and all the six SIETs. In fact from the academic year 1988-89, responsibility for programme production which was hitherto being shared between CIET and Doordarshan on 50:50 basis has been taken over by CIET and SIETs. The satellite based ETV service presently provides educational programmes of 45 minutes duration in each of the five regional languages viz. - Gujarati, Hindi, Marathi, Oriya and Telugu telecast in the time sharing mode of five days a week for children in the age group of 6-11 years from Monday to Friday in each of the six INSAT States and other Hindi speaking areas. Programmes for primary level teachers are telecast on every Friday.

5.2.6 The CIET has produced 608 ETV programmes upto March, 1991 and 864 language versions. It has also produced 459 capsules for the programme of Mass Orientation of Teachers during the summers of 1986, 1987, 1988 and 1989. The number of programmes produced by SIETs is given in the table below:

Table 5.2

Number of Programmes Produced by SIETs

SIET	No. of programmes
1. Andhra Pradesh	510
2. Bihar	91
3. Gujarat	725
4. Maharashtra	996
5. Orissa	87
6. Uttar Pradesh	539

5.2.7 The SIETs have been a bit slow in achieving adequate production capability of the required standard because of management and technical manpower problems faced by them. The Working Group set up to suggest ways and means of improving the functioning of SIETs, among other things, suggested conversion of SIETs into autonomous organisations in the form of registered Societies under the aegis of the State Governments. SIETs in Orissa and Andhra Pradesh have already become autonomous. SIETs in Bihar, Maharashtra are likely to be registered as Societies shortly. With the remaining two States (Uttar Pradesh and Gujarat) the matter is being pursued.

5.2.8 Efforts are also on to involve private producers in production of ETV Programmes. The NCERT has set up a Committee to evolve modalities for involving outside producers to produce video/films for CIET.

5.2.9 An ambitious programme of distribution of CTV sets and RCCPs was undertaken under the ET Scheme. Funds are also being sanctioned for audio programme production by State Governments and non-Government organisations.

5.2.10 The summary of achievements under the ET Programme is presented below:

Table 5.3

Education Technology: Achievements

	1987-88	1988-89	1989-90	1990-91	Total
Amount Spent (Rs. in Crores)	14.14	16.20	16.50	14.57	61.41
No. of States covered cumulative	13	29	31	32	32
No. of TV sets distributed	10049	12049	2799	6232	31129
No. of Radio cum Cassette Players distributed	37562	67735	49963	72883	228113
CONTINUING SCHEMES					
1. Amount released to CIET (Rs. in crores)	5.28	3.10	3.146	2.37	13.89
2. Amount released to SIETs (Rs. in crores) (6 INSAT States A.P., Bihar, Gujarat, Maharashtra, Orissa and U.P.)	1.40	1.53	2.20	0.44 Plan 0.45 Non- Plan	6.02
3. Amount released to ET Cells (Rs. in Crores)	0.22	0.26	0.54	-	1.02
4. Amount released to States/UTs for TVs/ RCCPs (Rs. in crores)	7.15	11.19	10.60	11.66	40.6
5. Development of software for RCCPs. (Rs. in crores)	-	-	-	0.10	0.10

Improvement of Science Education in Schools

5.3.1 In order to improve the quality of science education and promote scientific temper, as envisaged in NPE - 1986, a Centrally Sponsored Scheme of Improvement of Science Education in Schools was started during the last quarter of 1987-88. Under this Scheme, financial assistance is provided to States/Union Territories for provision of science kits to upper primary schools; upgradation and strengthening of science laboratories in secondary and higher secondary schools upto a desired standard; upgradation of libraries in secondary and higher secondary schools; setting up of District Resource Centres for science

education, development of instructional materials and training of Science and Mathematics teachers. The Scheme also provides for assistance to voluntary organizations active in the field of science education for undertaking innovative projects and resource support activities in science education. The Scheme is intended to cover all Government and Government-aided upper primary, secondary and higher secondary schools in a phased manner by the end of the Eighth Plan.

5.3.2 Data of achievements under the Scheme during 1987-88 to 1990-91 are furnished in the Table below:

Table 5.4

Science Education : Achievements

	1987-88	1988-89	1989-90	1990-91	Total
Amount spent (Rupees in crores)	29.27	29.16	21.60	20.59	100.62
No. of States/Union Territories covered	19	15	21	24	32
No. of Schools covered					
1. Upper Primary (Science Kits)	20,719	14,037	8,463	5,791	49,010
2. Sec./Higher Sec. (library assistance)	8,899	5,784	1,699	3,843	20,225
3. Sec./Higher Sec. (laboratory assistance)	6,920	5,392	2,761	3,981	19,054
No. of Voluntary Org. covered (for innovative programmes) - cumulative	-	8	11	7	14
No. of Institutions assisted for setting up of District Resource Centres	80	13	22	60	175

5.3.3 An eight member delegation consisting of six student contestants, a team leader and a deputy team leader was deputed to participate in the International Mathematical Olympiad held in Beijing in July, 1990. The team won one gold, one silver and two bronze medals.

Environmental Orientation to School Education

5.4.1 In order to promote integration of educational programmes in the schools with local environmental conditions, as envisaged in the National Policy on Education, 1986, a Centrally sponsored Scheme of Environmental Orientation to School Education has been started from 1988-89.

5.4.2 Under the Scheme, 100% assistance is provided to the States/Union Territories and voluntary agencies. The States/Union Territories are provided assistance for taking up the various programmes/activities aimed at creating environmental consciousness among the students on project basis. Each project area should consist of a few blocks/districts having homogeneous ecological conditions. In order to plan, co-ordinate and monitor the activities proposed to be taken up by a State/Union Territory, assistance is provided for creation of a State Level Cell. Similarly, in order to design and organise various educational programmes in schools keeping in view the local environmental conditions and concerns, assistance is provided for setting up of Project Cells for each project area. The project activities include review and development of curriculum to make it locale specific; preparation of textbooks, instructional material, informative books, booklets, brochures, posters, slides, audio tapes, video tapes, films on environment; organisation of seminars for creating environmental consciousness; orientation of teachers; adoption of monuments for their upkeep and maintenance; study of ecological problems; etc. One of the preferred activities under the project is setting up of school nurseries. Voluntary organisations are assisted in taking up of various kinds of experimental and innovative programmes in the field of environmental orientation to school education.

5.4.3 A summary of achievements during 1987-88 to 1990-91 under the Scheme is presented in the Table below:

Table 5.5Environmental Orientation to School Education : Achievements

	1987-88	1988-89	1989-90	1990-91	Total
Amount spent (Rupees in crores)	Nil	1.92	1.65	2.00	5.57
No. of States/UTs covered	Nil	15	10	8	21
No. of projects sanctioned	Nil	25	7	6	38
No. of schools covered	Nil	7298	4512	4876	16686
No. of voluntary bodies assisted	Nil	6	9	7	12

Computer Education in Schools

5.5.1 A pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 in 248 selected secondary/higher secondary schools jointly by the Department of Electronics and the Department of Education to acquaint students and teachers with the range of computer applications and its potential as a learning medium. By the end of 1989-90, 2350 additional schools had been covered including 271 schools covered in 1989-90. Sixty resource centres were set up to train school teachers and provide logistic support to the participating schools. Installation of hardware and its maintenance continued to be the responsibility of Computer Maintenance Corporation (CMC) and the NCERT continued as the nodal agency to implement the project. The project has been evaluated by the Space Application Centre, Ahmedabad, in whose report it was indicated that the 'demystification' objective of the project had only been partially achieved.

5.5.2 Efforts were made to start generation of indigeneous software through NCERT. They succeeded in developing 25 packages which were supplied to schools alongwith other packages in 1989-90. The CMC has developed key boards and ROMs in eleven languages so far, viz. Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil and Telugu.

5.5.3 To implement the programme on a larger scale and on regular basis during the last two years of the Seventh Plan, a draft note for the Cabinet was prepared jointly by the Department of Electronics and the Department of Education aiming to cover 13,000 higher secondary schools all over the country. Because of paucity of funds and other administrative reasons, the proposal for coverage of the 13,000 schools was not finalised during the 7th Plan period. Meanwhile, it is proposed to strengthen and consolidate the existing project while simultaneously exploring the possibility of identifying other sources of funding for an expanded programme of CLASS.

5.5.4 In the following table, a summary of achievements under CLASS Project is presented:

Table 5.6

Class Project : Achievements

	1987-88	1988-89	1989-90	1990-91	Total for 1987-88, 1988-89, 1989-90 & 1990-91
Amount spent (Rs. in Crores)	5.39	5.98	6.00	5.86	23.23
No. of States assisted - cumulative	30	31	32	-	32
No. of schools covered - cumulative	1949	2327	2598	-	2598

National Population Education Project
(School and Non-Formal Education)

5.6.1 The National Population Education Project (NPEP) was launched in April 1980 with the main objective of institutionalising population education into the formal and non-formal education system. The programme activities have been developed in collaboration with the United Nations Population Fund (UNPFA) and UNESCO and also with the active involvement of the Ministry of Health and Family Welfare. The NCERT provides technical assistance. The Ministry of Human Resource Development has decided to extend the NPEP into the Eighth Five Year Plan. Population Education aims at making young students aware of the inter-relationship between population, development and the quality of life. It further seeks to develop in them a rational attitude and responsible behaviour towards population issues and to foster in them positive value orientation so that they may take informed decisions which, in turn, would promote the small family norm. The project is currently being implemented in twenty nine States and Union Territories.

5.6.2 The major activities during 1990-91 were in the following areas:-

- Development of co-curricular, instructional, training and audio-visual materials;
- Orientation of key/resource persons, teacher educators, teachers, educational functionaries and other specific groups;
- Various types of co-curricular activities such as National Quiz Contest were conducted to promote intensive involvement of students and teachers. Meaningful inter-action between the school and the community was also one of the areas of emphasis in organising these co-curricular activities;
- The entire project was evaluated by an external agency viz. International Institute for Population Science, Bombay. Tools for evaluating learning outcomes such as awareness and attitudes were developed at the State and National levels. In some of the States research studies on different aspects of population were promoted.
- Monitoring of project activities at the National, State and grassroot levels.

5.6.3 Achievements made so far are

- Developed about 400 titles of various types of materials in 17 languages.

- Oriented about 1.5 million teachers and other functionaries in population education.
- Organised national level painting, essay writing and quiz competitions and various other co-curricular activities.
- Content analysis of NCERT textbooks reveal that 124 lessons have integrated population education elements into different subject areas.
- Completed a National Base Line Survey in non-formal education from the point of view of population education.
- Brought out one video film namely, 'Population growth and environment'.
- Set up a Documentation Centre in Population Education in the NCERT Library.
- Conducted a Need Assessment Study in Population Education and brought out the report on it.

5.6.4 There was a budget provision of Rs. 100 lakhs (Plan) during 1990-91 for this project out of which an amount of Rs.79.46 lakhs was released.

Integrated Education for the Disabled Children

5.7.1 It has been established scientifically that children with mild handicaps make better progress academically and psychologically if they study in common schools alongside normal children. The Scheme of Integrated Education for Disabled Children provides 100% financial assistance to State Governments/ Union Territory Administrations/voluntary organisations for creating necessary facilities in the schools. Admissible items of expenditure are books and stationery allowance, transport allowance, uniform allowance, readers allowance (for blind children), escort allowance (for orthopaedically handicapped children with lower extremity disabilities), equipment allowance and wherever necessary, hostel charges. Besides, the scheme also provides for meeting the cost of salary and incentives for teachers, setting up of resource rooms, carrying out assessment of disabled children, training of teachers, removal of architectural barriers in schools, development and production of special instructional materials for disabled children, etc. Assistance is also given, through the UGC, to selected universities/institutions for running training courses in special education for teachers of the handicapped children. Training facilities are also provided by the NCERT and the four Regional Colleges of Education.

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

5.7.3 There is one UNICEF assisted Project Integrated Education for Disabled (PIED) which envisages development of context-specific strategies for education of children with disabilities in general schools. Assistance is given to the States/Union Territories implementing this project also for meeting the expenditure on account of various facilities provided to disabled children. The States of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan and Tamil Nadu and the Municipal Corporations of Delhi and Baroda are covered under this project.

5.7.4 The coverage of the disabled under this scheme stands at about 28,000 children at present in about 6000 schools. During the year 1990-91, against the budget provision of Rs.300 lakhs Central assistance amounting to Rs.343.00 lakhs was sanctioned to various States/Union Territories and voluntary organisations.

Educational Concessions to the Children of Officers and Men of Armed Forces Killed or Disabled During Hostilities

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

5.8.2 During 1988 these concessions were extended to the children of IPKF/CRPF personnel who were killed/disabled during action in Sri Lanka and to the children of Armed Forces personnel killed/disabled in action in Operation Meghdoot in Siachen Area.

5.8.3 In the year 1990-91, four students availed themselves of these concessions amounting to Rs.65,060/- against budget provision of Rs.1.30 lakhs (Non-Plan).

Promotion of Yoga

5.9.1 The place of yoga in physical education has been recognised. The Ministry of Human Resource Development has been implementing a scheme for promotion of yoga as a part of its overall programme for development of physical education in the country taking into consideration the potential usefulness of yoga in promoting physical fitness. Under the scheme financial assistance is given to yoga institutions of an all India character, towards maintenance and also developmental expenditure on basic research, teacher training and programmes in all aspects of yoga except thereapeutic. Financial assistance to yoga institutions for promotion of therapeutical aspects of yoga is

being extended by the Ministry of Health & Family Welfare.

5.9.2 The Kaivalyadhama Shriman Madhava Yoga Mandir Samiti, Lonavla (Pune) continues to be assisted under the scheme, both for its maintenance and developmental expenditure for research and teacher training programmes. During 1990-91 the KSMYM Samiti was given a grant of Rs.31.10 lakhs under Plan and Rs.30.00 lakhs under Non-Plan.

5.9.3 Yoga was introduced in Kendriya Vidyalayas on an experimental basis as a separate subject for a period of one year in 1981-82. The experiment has since been evaluated and the Kendriya Vidyalaya Sangathan has decided to integrate yoga with their physical education programme. In the light of the NPE - 1986, it is proposed to introduce yoga in schools on a fairly large scale. Accordingly, a new Centrally Sponsored Scheme was started in 1989-90 under which yoga institutions are assisted for training yoga teachers and for building infrastructural facilities for the purpose. 1989-90 being the first year of implementation of the scheme, the tempo could not pick up without the active commitment of the State Governments to depute their teachers for training. It was also felt that the involvement of the State Governments is imperative for the effective execution of the programme. Thus it was decided during 1990-91, in consultation with the Planning Commission to release grants to State Governments to enable them to arrange training of teachers in Yoga institutions under their control or through voluntary agencies. As a result of this, there has been a more positive response from the State Governments.

5.9.4 During 1990-91 against a plan provision of Rs.80.00 lakhs, an amount of Rs.67.08 lakhs was spent. Grants were released to 5 State Governments and a few voluntary organisations.

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

5.10.1 The National Policy on Education - 1986 envisages that education about India's cultural heritage should be strengthened and creative activities like art, education etc. should be emphasised. Within these overall objectives, a Central scheme for assistance to agencies for strengthening culture/art/values in Education and for assistance to educational institutions implementing innovative programmes was formulated in 1987 for providing assistance to Government agencies, educational institutions, Panchayati Raj Institutions, registered societies, public trusts and non-profit making companies. Assistance is provided for the following purposes:

- strengthening cultural/art input in the educational content and process;
- strengthening of value education in the school system;

and

- implementation of pioneering of innovative programmes at the school stage.

5.10.2 During the current year 1990-91, a sum of Rs.31.61 lakhs was sanctioned/released to eight voluntary agencies.

5.10.3 Some of the programmes which have been assisted under this schemes are:

1. Spic-Macay, New Delhi For promoting traditional Indian culture among the youth of the country, the chief medium of which is classical Indian music and dance.
2. Alarippu, New Dlehi For organising workshops for students particularly girl guides and slum youth, training workshops for anganwadi workers and for production of video film on women etc. Also for taking up a programme on five folk forms/arts of Rajasthan.
3. Nandikar, Calcutta For undertaking the project proposal "Theatre Activity for Motivation and Liberation of student community".
4. Antar Bharati, Madurai For conducting five educational therapy camps for the organisers and primary and secondary school teachers at Madurai, Vijayawada, Vivekanandapuram (Kanyakumari). Mitraniketan (Thiruvananthapuram), Arsikere (Karnataka) and Gorakhpur.
5. Safdar Hashmi Memorial For organising environmental Trust, New Delhi projects, a Workshop 'Creative Involvement of Children', puppetry, Creative Writing for young persons in Mangolpuri, a resettlement colony of Delhi. The organisation was also assisted to produce a documentary film on these activities.

6. The Poetry Society (India), For organising a Creative New Delhi Writing Workshop (CWW) for the young poets, mainly school students of Bhubaneswar and adjoining places of Orissa.

5.10.4 Budget provision for the year 1990-91 for the Scheme was Rs.60.00 lakhs (Plan).

Review of School Text-books from the Standpoint of National Integration

5.11.1 Since 1981, the Ministry of Human Resource Development with academic support from the NCERT, has been engaged in making concerted efforts to review school text-books from the standpoint of national integration to ensure that the school curricula designed in this country, while matching the cultural, geographical and ecological diversity of the land, do not contain any material or approach which can directly or indirectly perpetuate untouchability, racism, regionalism, casteism and communalism in the impressionable minds of our school students. Two distinct phases of this programme of review of school text-books from the standpoint of national integration have been completed by covering the school text-books in use in States/Union Territories in situations where NCERT text-books have not been adopted without any change or where text-books printed by non-NCERT organisations are in use. The built-in system which the States/Union Territories were advised by NCERT to establish for continuous evaluation of text-books as part of text-book preparation and development, has stood the test of time.

5.11.2 With the publication of new text-books on the basis of revised curricula, the need for undertaking another programme of their evaluation from the point of view of promoting communal harmony, secularism and national integration was felt and a fresh programme initiated during 1989-90. To oversee this fresh programme, to be coordinated and monitored by the NCERT, a Steering Committee at the national level is being set up. Under this fresh programme, the text-books brought out by the state level agencies and private publishers and being used in schools under all types of management, will be evaluated.

National Awards to Teachers

5.12.1 The scheme of National Awards to Teachers was introduced in 1958 with the object of raising the prestige of teachers and giving public recognition to teachers of outstanding merit. Upto 1965 the scheme covered teachers of primary, middle, secondary and higher secondary schools only. From 1967, its scope was enlarged to cover teachers of Sanskrit Pathashalas and Tols. From 1976, it was further enlarged to cover Persian/Arabic Teachers of Madrasas run on traditional lines. One award each has been allotted for teachers of primary and secondary schools in Kendriya Vidyalas and

in schools affiliated to the Central Board of Secondary Education (CBSE).

5.12.2 The number of awards allotted to a State depends upon the number of teachers. However, each State/Union Territory is entitled to at least one award for the category of primary school teachers and one for secondary school teachers. The number of awards from 1988 has been increased to 300 from 186 in the previous years. Of these 272 for primary and secondary school teachers of States/Union Territories, four awards each for teachers of Kendriya Vidyalayas Sangathan and schools affiliated to CBSE. There are 15 awards for teachers of Sanskrit Pathashalas and 5 for Arabic/Persian teachers of Madrasas run on traditional lines. There is no State-wise allocation of awards for teachers of Sanskrit Pathashalas and Arabic/Persian teachers of Madrasas run on traditional lines due to their limited number.

5.12.3 Two hundred and sixty-eight teachers have been selected for National Awards, 1990 of which 157 are primary teachers, 101 are secondary teachers and ten teachers of Arabic and Sanskrit Pathashalas run on traditional lines. Each award consists of a certificate of merit, a silver medal and cash prize of Rs.5,000/-.

Cultural Exchange Programme in the Field of School Education

5.13.1 The programme is being implemented by the Ministry in consultation with NCERT and the State Governments.

5.13.2 No deputation/delegation was sent abroad during the year.

5.13.3 The budget provision of Rs. 1.86 lakh made for 1990-91 has been spent on participation by Indian school students in the International Mathematical Olympiad.

National Open School

5.14.1 In order to cater to educational needs of school dropouts, working adults, housewives and other socially disadvantaged sections of the society, the CBSE set up an Open School in July, 1979. Through distance education the Open School has been offering courses leading to Secondary and Senior Secondary School Examinations and Bridge (preparatory) Courses. In order to have much larger all India coverage, the status of the Open School was raised to a fully independent entity of National Open School by disassociating it from the CBSE and for this purpose an autonomous organisation namely, National Open School (NOS) Society was registered on 23.11.89. This autonomous organisation is receiving grants-in-aid under Plan and Non-Plan from Department of Education and functioning under the administrative control of the Department.

5.14.2 The NOS has produced material that can be easily adopted to the needs of correspondence/distance learning institutions to be established in the States. For transaction of learning and support to students who are basically adults (average age of Open School students is 20 plus), at present about 150 accredited institutions (AIs) are functioning all over the country. AIs were earlier known to be Study Centres.

5.14.3 During 1990-91, the NOS revised its admission procedure. Now there is only one annual enrolment instead of two as done hitherto. The target for 1990-91 new enrolments fixed at 40,000 has not only been achieved but surpassed by registering 42,000 students from different parts of the country. The registration work has been decentralised by getting it done through Accredited Institutions. For augmenting the registration, wide publicity to NOS programme was given through national and regional newspapers. Publicity materials containing salient features of NOS scheme were sent to various agencies involved in expansion of formal and non-formal education.

5.14.4 On 20th October, 1990 a resolution of the Government of India was issued in the Gazettee of India vesting on the NOS the authority to conduct its own examinations and issue certification thereof. The NOS has started conducting its own Secondary/Senior Secondary examinations with effect from 15th January, 1991. The study materials are mostly mailed to the AIs to distribute to the students attached to them. However, the materials are sent to a small section of students individually. Various operations relating to the conduct of examination like checking of personal data-cards of enrolled students, subject codes, payment of fees etc. and issue of identity cards to be used as Hall Tickets for five years i.e. upto the validity period of the admission have been computerised.

5.14.5 During 1991-92, the enrolment is expected to be 60,000 (36,000 for Secondary and 24,000 for Senior Secondary). Computerisation will be extended to checking despatch of study material and accounts/administrative work of NOS as well. More AIs will be identified and established in 1991-92. The study material for Secondary Course and Bridge Course will be revised. The NOS proposes to bring out a set of 'Multiple Choice Questions' for different courses. At least one Personal Contact Programme of twenty periods in each subject will be organised through AIs for all secondary/senior secondary students. An internal assessment test for all candidates admitted to various courses will be conducted through the set of 'Multiple Choice Questions' and evaluation of the test will be done by an 'Optical Mark Reader' already acquired by NOS. Twenty per cent of marks obtained in the internal assessment will be credited for in the final examinations. Two orientation programmes will be organised for the staff of NOS to acquaint them with modern techniques of office administration in distance learning institutions.

5.14.6 During the year 1990-91, there was budget provision of Rs.80.00 lakhs (Plan) out of which an amount of about Rs.77.87 lakhs was sanctioned and against a provision of Rs. 75 lakhs (Non-Plan), the full amount has been sanctioned.

National Council of Educational Research and Training

5.15.1 The National Council of Educational Research and Training (NCERT) was established on 1st September, 1961, as an autonomous organization, registered under the Societies Registration Act XXI (1860) for qualitative improvement in school and teacher education as one of its major concerns. For the realization of its objectives the NCERT undertakes programmes related to research, development, training, extension and dissemination of educational information through various constituents including the NIE Departments and the CIET at the headquarters in New Delhi, the Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore and seventeen Field Offices located all over the country, mostly in the States' capitals.

5.15.2 During 1990-91, sustained and concerted efforts were made to implement programmes related to school and teacher education, including the implementation of centrally sponsored school improvement related schemes in the States.

5.15.3 The NCERT also continued to coordinate and monitor activities related to the Unicef-assisted projects in the education sector, the national population education project, the Indo-FRG project entitled 'Improved Science Education in Primary and Middle Schools in Madhya Pradesh and Uttar Pradesh'. Close liaison was maintained with State and Union Territory Governments through the network of Field Offices and the Regional Colleges of Education and by actively collaborating in different programmes organized by the Department/Directorates of Education, SIES/SCERTs and similar other agencies in the States and Union Territories.

5.15.4 Major achievements during 1990-91 in various areas of work of the NCERT were as follows.

Early Childhood Care and Education (ECCE)

5.15.5 The NCERT carried out various activities related to strengthening the early childhood care and education programmes in the country. Summer vacation enrichment programmes for children in primary schools, covered under the early childhood education project, were organized in collaboration with the Municipal Corporation of Delhi. Under the children's media laboratory programme, video-cassettes were developed on themes related to utilisation of equipments/materials supplied to primary schools under the Operation Blackboard Scheme for promoting a child-centred and activity-based approach to education process at the pre-school and at elementary stages. An APEID (Asia and the Pacific Programme of Educational Innovation for Development) project related to parent-teacher cooperation for promotion of

primary education was conducted involving indepth analysis and assessment of parent-teacher cooperative practices and their contribution to the promotion and effective management of primary education in rural areas. The study was sponsored by the Unesco Regional Office at Bangkok.

5.15.6 Instructional materials for teachers/teacher-educators on 'pre-school programme' were finalised and a manual on utilization of play-materials was brought out. Training programmes were also organized for functionaries of voluntary organizations which were given grants by the MHRD for the Early Childhood Education Centres.

Universalization of Elementary Education

5.15.7 The Council organized programmes related to the renewal of curricula and development of instructional materials, specially related to the needs and environmental contents of different groups of children continued. The text-books developed for Classes I to V were reviewed and revised. Orientation programmes for subject experts of SIEs/SCERTs in Art Education were organised. Training programmes for functionaries of voluntary organisations involved in programmes of universalisation of elementary education were held. A set of eight question papers, four in Hindi and seven in Mathematics developed under the project Comprehensive Access to Primary Education (CAPE) were printed and sent to States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh for evaluation of learners studying in the Learning Centres.

5.15.8 Academic and technical assistance was extended to the CAPE Learning Centres to provide on the spot guidance to the facilitators. Academic assistance was also provided in the preparation of the project document of the area-intensive education project for human resource development (AIEP), to be implemented in the next master plan of operation 1990-95.

5.15.9 Toy competitions were held to promote utilisation of toys to make teaching-learning at the pre-primary and primary stages more interesting and related to developmental needs of young learners.

5.15.10 Non-Formal Education was perceived as a special strategy for Universalisation of Elementary Education. In order to upgrade the competencies of the non-formal education functionaries in the ten educationally backward states, a comprehensive programme was undertaken. A set of four training manuals in seven different languages namely Assamese, Bengali, Hindi, Manipuri, Oriya, Telugu and Urdu was developed and distributed to all the concerned functionaries. Training of the Key Persons, Project Officers, Supervisors and Instructors have been completed in Andhra Pradesh, Bihar, Madhya Pradesh, Manipur, Orissa and Rajasthan.

5.15.11 Instructional materials were developed for NFE (Semester III) consisting of a set of eight comic books, 22 self learning charts and textual materials as a package. Mathematics books II & III for middle level were also finalised. Refresher Training Programmes for the Key persons, already trained, were also organised to update and refresh the human resources created in the State. The training manuals for production and instructional materials for evaluating NFE children's achievement at the primary and middle level have also been taken up. A set of tools for evaluating the achievement of the NFE learners at primary stage was finalised. Three Field Stations were set up in collaboration with voluntary agencies for experiment in NFE methodology. NCERT also provided consultancy services to government and voluntary agencies working in the area of non-formal education in various domains such as training, preparation of teaching learning materials etc. The Council is also collaborating with various voluntary agencies and organised four workshops on innovations in NFE.

5.15.12 Supplementary reading materials related to social, emotional and national integration for students, instructors and supervisors of NFE Centres were prepared. Tools and techniques were prepared to assist NFE children's achievement at level III and IV.

Reorientation of the Content and Process of Education at the School Stage

5.15.13 Development of text-books in languages, social sciences and commerce continued. Workshops were organised to review and finalise the manuscripts of text-books and teacher guides. Activities related to development of studies at the +2 stage were completed. Selection of thematic linguistic contents for text-books for Classes VI and XI for teaching Hindi as the second language, development of instructional materials on yoga, development of materials under the "Reading to Learn Series" were completed.

5.15.14 An essay competition on thoughts and ideas of Dr. B.R. Ambedkar on education was organised as part of the activities to commemorate the birth centenary of Dr. Ambedkar.

Improvement of Science Education in School

5.15.15 Hindi version of the manuscripts of text-books in Biology, Chemistry and Physics for Class XII was undertaken. The Jawaharlal Nehru Science Exhibition for children was organised in Patna in mid-December, 1990. Materials for the organisation of training programmes on computer mathematical graphing in Physics were developed. Teacher training materials in Mathematics were prepared for upper primary stage. An indepth study was undertaken on the evaluation of Chemistry curriculum including text-books for the secondary and higher secondary stages. Indepth studies were undertaken to evaluate textual materials in

Mathematics for upper-primary, secondary and senior secondary stages.

5.15.16 Series of programmes were taken up to develop Science Work Books for Class VIII, proto-type interfaces for school science laboratory, Teachers Guides in Mathematics for secondary and senior secondary stages, Supplementary materials related to computing introduced mathematics syllabus on senior secondary stages, computer software for introducing teaching of related topics in the new textual materials at secondary and senior secondary stages and activities for process based learning in science for upper primary stage.

Computer Literacy and Studies in Schools

5.15.17 The NCERT continued to act as the central technical and monitoring agency for computer literacy and studies in schools (CLASS). Advanced level training programmes of the teachers under the CLASS project were organised to up-grade their competencies to generate programmes in basic language.

5.15.18 The project titled "Strengthening of teaching of modern biology and biotechnology with computers as an aid" also is being coordinated. The Project is finalised by the Department of Biotechnology. In the first lot, teachers from fifty Project schools are being trained during December, 1990 and January, 1991. The study guide for teachers has been already brought out. During the coming two years, several training programmes, including advanced level programmes, would be organised. Software development, under this project, has been initiated. This will continue at an enhanced pace.

5.15.19 A number of training programmes/workshops have been organised to train teachers/resource persons to use computers in education.

Vocationalisation of Education

5.15.20 Activities related to implementation of the programme of vocationalisation of education at the higher secondary stage continued. Video programmes on themes related to vocationalization of education, undertaken in collaboration with the ETV, were pursued. Appraisal studies were conducted on the implementation of centrally sponsored scheme of vocationalisation of secondary education in seven States. Assistance was extended to the Indian Railways for the development of curriculum for railway vocational course, and for the development of a text-book in general foundation course for railways. Expertise was also extended to States to introduce vocational courses. These activities will continue during 1991-92 also.

Teacher Education

5.15.21 The NCERT continued to act as the secretariat for the National Council for Teacher Education (NCTE). Programmes were organised to develop course outlines and guidelines for the in-service education and training of elementary, secondary and senior secondary levels of teachers. Work continued on identification of areas of research in teacher education development of research designs in selected areas. The Regional Colleges of Education continued to offer the four year old integrated teacher education programme leading to B.A. B.Ed., or B.Sc. B.Ed., RCEs at Bhubaneswar and Mysore also offer two-year M.Sc.Ed. courses.

Education of the Scheduled Castes and Scheduled Tribes

5.15.22 Instructional materials were developed in eight tribal dialects in the regional scripts. Bibliographical reading materials on eminent Scheduled Caste persons were prepared and an annotated bibliography on educational development of Scheduled Castes was taken up as a part of the birth centenary celebrations of Dr. B.R. Ambedkar. An anthology of Dr. Ambedkar's thoughts on education was also prepared. Evaluation of the pre-matric scholarship scheme for SC/ST students was undertaken.

Education of the Educationally Backward Minorities

5.15.23 The scheme of Regional Resource Centres, to upgrade teaching competencies of teachers of schools managed by the educationally backward minorities, continued. An assessment study to examine the status of utilization of career guidance inputs provided by the NCERT in selected minority schools was completed.

5.15.24 Assistance was extended to the Ministry to review the implementation of programmes under the 15 point programme for the welfare of minorities.

Education for Women's Equality

5.15.25 A micro study on measures adopted for enrolment, retention and development of girls by educational institutions in the urban slums was completed.

5.15.26 A seven-week certificate course in women's education and development was conducted. A national workshop was also organised to orient state level key resource persons to develop messages on education and development of girls in the non-formal and formal education sectors through the mass-media. Thirty five scripts earlier developed as part of exemplar materials in mother-tongue (Hindi) on women equality were edited and finalised. A study on measures to improve vocational, technical and professional education of girls and women in India was completed.

Education of the Disabled

5.15.27 The Unicef-assisted project 'Integrated Education for Disabled' was extended to urban slums. Teachers of primary schools were oriented in Baroda, Bhopal and Delhi. Another two-week training programme was organised for participants from Maharashtra, Mizoram, Orissa, Rajasthan and Tamil Nadu who were oriented to various aspects of IEDC and Project Integrated Education for the Disabled (PIED).

5.15.28 An exhibition-cum-committee meeting was organized to select items for a composite kit for the education of the disabled. "A Design Model to meet special needs in general education" was presented in the plenary session of the International Special Education Congress held at Cardiff, South Wales in July, 1990.

Utilisation of Educational Technology

5.15.29 Enrichment programmes for students and teachers of primary schools in rural areas were developed and transmitted through the INSAT facilities throughout the year, 5-day a week.

5.15.30 "Model Course" on Educational Technology at the M.Ed. level was designed. Development of a Diploma Course programme in Educational Technology was completed.

5.15.31 Programmes of the CIET were reviewed to ensure optimal utilization of facilities available with the Institute. The application of distance learning system to extend training facilities in school guidance were attempted. In collaboration with IGNOU, courses were planned and materials for the certificate course in school guidance were developed.

Technical Support to Navodaya Vidyalayas

5.15.32 Ten orientation programmes were conducted for District Education Officers and Principals of the Navodaya Vidyalayas as a part of preparation for the admission test 1991. The test materials were also developed afresh. In addition, results of 1990 admission test held in March and the supplementary tests held in May and July 1990 were processed and declared.

Educational Survey

5.15.33 The Fifth All India Educational Survey main report is under print. A concise report was brought out during the year. The report provides national and state-level data regarding different aspects of school education.

National Talent Search

5.15.34 The NCERT conducted the second-level examination (first-level examination was conducted by States-UTs) for the award of National Talent Search Scholarship at thirty centres

spread over the country. Out of 3066 students who appeared in the examination, 750 students (including 70 SC/ST students) were selected for award of scholarships.

Educational Psychology, Counselling and Guidance

5.15.35 The Council continued its 9-month Diploma Course in Educational and Vocational Guidance. A research seminar was organized to identify gaps in research in the areas of childhood and adolescence. A meeting of the Central Advisory Committee of the National Library of Educational and Psychology Tests was held to provide directions related to further developmental work in the area. Initiatives were taken to utilise the Distance Education modality to extend the courses in guidance to larger number of school teachers and parents. Developmental and training activities in behaviour modification continued. Guidance inputs for elementary school teachers to nurture optimal self-development and work orientation also continued.

Promotion of Educational Research

5.15.36 Work related to the Fifth Survey of Research in Education was institutionalized. Steps were initiated to promote research activities in the NCERT as well as in collaboration with other institutions in the country.

5.15.37 To popularise research findings and their utilisation in the teaching-learning activities in schools, a series of publications under "What Research says to teachers" was initiated. Preparations were made to bring out an 'Encyclopaedia of Indian Education'.

Publication and Dissemination

5.15.38 One of the major activities of the NCERT has been the publication of text-books, workbooks, teacher's manuals, supplementary readers, research monographs, journals, etc. During April to November, 1990, 198 publications under different categories were brought out. These include 40 new text-books, 116 titles of reprints of text-books, 33 other publications and 9 issues of Educational Journals brought out by the NCERT. The NCERT also participated in two Book Fairs/Exhibitions.

Documentation and Information Services

5.15.39 The Council continued to support research and development activities of the various constituent units of the NCERT as well as other educational institutions through the documentation and information services. It also organized orientation/training programmes for school librarians and librarians of teacher training institutions.

International Relations

5.15.40 The NCERT continued to play its role as a major agency for implementing the provisions of bilateral Cultural Exchange Programme in the field of school education. Under this programme the NCERT supplied instructional materials to some countries and also received materials from some countries. The faculty members of the NCERT participated in five UNESCO sponsored projects/studies/programmes. NCERT played a key role as an Associated Centre of Asia and the Pacific Programme of Education Innovations for Development (APEID) and as the Secretariat of National Development Group (NDG) India. The NCERT also provided necessary training/guidance to the fellows from some other countries under UNESCO's sponsored attachment programme.

Field Service

5.15.41 Functioning of the NCERT Field Offices were reorganized to make these offices effective channels of communication between NCERT/Ministry/State Governments and the State Agencies in achieving the primary objective of the NCERT, namely, improving the quality of school education in the country. Each of the 17 Field Offices also extended its assistance in the administration of National Talent Search Scholarship examination and interviews, Navodaya Vidyalaya admission tests, and in the selection of teachers for state and national awards.

5.15.42 The budget of NCERT for 1990-91 was Rs.350.00 lakhs under Plan and Rs.2277.00 lakhs under Non-Plan. An amount of Rs.350.00 lakhs under plan and Rs. 2173.00 lakhs under non-plan was released.

National Foundation for Teachers' Welfare

5.16.1 The National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890.

5.16.2 Financial assistance from the Foundation is granted to teachers/dependents under the following schemes :

- Paid holiday to eminent teachers who have rendered meritorious service
- Support for professional education of children of school teachers
- Medical reimbursement to teachers suffering from serious ailments
- Subsidy for academic activity of teachers.

5.16.3 Besides the above, financial assistance is also granted to State Units for construction of Shishak Sadans in places of interest - historically, culturally, geographically-where teachers from different parts of the country can visit and spend their leisure time in a meaningful manner.

5.16.4 During the year, financial assistance amounting to Rs.30,98,495/- was released as per details presented below :-

S.No.	Name of Scheme	No. of beneficiaries/ State Units	Financial Assistance released
1.	Paid holiday to eminent teachers	6 Teachers - 3 from Rajasthan, 2 from Kerala and 1 from Andhra Pradesh	Rs. 9,916/-
2.	Support for Professional education of children of school teachers	142 teachers - 110 from Maharashtra and 32 from Tamil Nadu	Rs.2,96,595/-
3.	Medical reimbursement to teachers suffering serious ailments	6 teachers - 2 from Andhra Pradesh and 4 from Kerala	Rs.41,984/-
4.	Shishak Sadans	2 States (i) U.P. at three places i.e. Agra, Allahabad and Lucknow (ii) Kerala (Trivandrum) - This being the first instalment	Rs.22,50,000/- Rs.5,00,000/-
Total			Rs.30,98,495/-

The Foundation also gives Prof. D.C. Sharma Memorial Award to three meritorious teachers every year.

5.16.5 For the year 1990, the following three teachers have been selected for the award :-

- (i) Shri A. Rama Sarma,
Headmaster
Z.P.P. High School
Ippili,
District Srikakulam (A.P.)
- (ii) Shri A. Siliana,
Head Teacher,
Durtland Primary School
Aizwal (Mizoram).
- (iii) Shri G. Sivashanmugam,
Headmaster,
Govt. Hr.Sec. School,
Kannan Kurichi
Salem (Tamil Nadu).

5.16.6 Under the aegis of the Foundation Teachers' Day is celebrated on the 5th September of each year. This year, as in the previous year, a competition among the teachers for designing Teachers' Day poster was held. Entries from 107 teachers were received. Cash prize of Rs.12,000/- was paid to the following three teachers.

- (i) Shri Basavraj Suryakant Sharnarathi, Rs. 5,000/-
Rojars English Medium School,
Solapur (Maharashtra).
- (ii) Shri S. Chatterjee, Rs. 5,000/-
Kendriya Vidyalaya Sangathan,
Barrackpore,
24 Parganas (North), W.Bengal.
- (iii) Shri S.R. Dutta, Rs. 2,000/-
Govt. Boy's Higher Secondary School,
Kidwai Nagar,
New Delhi.

Central Board of Secondary Education

5.17.1 Besides the usual review of syllabi and conduct of examinations both at the Secondary and Senior School stages, the Central Board of Secondary Education undertook the following major activities during 1990-91.

Futuristic Innovations

5.17.2 During 1990-91 the Board planned a number of futuristic innovations. Some of them may be mentioned as below :-

Grant of autonomy to schools

5.17.3 The Governing Body of the Board has approved the grant of autonomy to schools that are permanently affiliated to the Board subject to certain conditions. This will, however, be restricted initially to academic autonomy only. Under this, schools can apply for autonomy which may be in the field of examinations or curriculum or both. In view of this, in future, schools affiliated with the Board shall fall under the following categories :

- a) Schools that follow both the curriculum and examinations prescribed by the Board (Mode I)
- b) Schools that follow the curriculum laid down by the Board but design their own examinations (Mode II)
- c) Schools that plan their own curriculum but leave the examinations to be conducted by the Board (Mode III)
- d) Schools that design their own curriculum and examinations (Mode IV).

Requests received from schools are being processed. However, final decision regarding grant of autonomy to these schools has not been taken so far.

Minimum Malpractices Model of Examinations

5.17.4 Confronted with the increasing incidence of unfair means in examinations the Governing Body of the Board has approved an innovative model of examinations called Minimum Malpractices Model of Examinations. This is based on the assumption that the rank-ordering determined by the school is independent of unfair means and that the Board has the means and the competence to moderate the marks awarded by the schools. Accordingly, it is planned that the examinations may be conducted in two stages. In the first stage, the schools will determine the rank order of students and communicate the same to the Board alongwith the raw scores. In stage two, the Board will administer a norming test for a selected sample of students from the schools, and on the basis of it the Board would moderate the marks awarded by the schools without changing the rank-ordering of students. This model is planned to be tried out first in about 100 schools at the secondary school examinations in 1992.

Certificates of Achievements

5.17.5 The Central Board of Secondary Education has also decided to recommend to the schools the use of Certificates of Achievements which will consist of three parts :

- a) Certificate to be issued by the school
- b) Traditional Certificate issued by the Board
- c) Self-appraisal by the students.

5.17.6 The certificate of achievement is indeed a curriculum initiative. It incorporates a new philosophy of teaching based on discussion between students and teachers as also the elements of continuous and comprehensive evaluation.

Sample Question Papers

5.17.7 The new curriculum under the National Policy on Education - 1986 was introduced in all the schools affiliated with the Board in 1989. It was earlier introduced only in Kendriya Vidyalayas in 1988. As such, all schools affiliated to the Board prepared their students for the examinations under the new curriculum during 1990-91. As a preparation for the new examination, the Board prepared the sample question papers at both the Secondary and Senior School stages and circulated them to schools and students.

Vocationalisation of Education

5.17.8 The Central Board of Secondary Education has been a pioneer in introducing employment-linked courses in vocational subjects. The first such course was introduced in 1988 in collaboration with General Insurance Corporation (G.I.C). During 1990-91 the first batch of this course passed out. Almost all of them have been directly issued appointment letters by G.I.C. The second course was introduced in 1989 in collaboration with L.I.C. Under this course, the first batch will appear in the 1991 examinations.

ELT Project

5.17.9 The Board has taken up a project in collaboration with British Council in designing new courses in English "A" course for secondary school students. Under this project, during 1990-91 the second batch of fifteen teachers was deputed to the UK for training in evaluation techniques. In-country Workshops were also held at Dayawati Modi Academy, Modipuram and St. Anthony's School, Safdarjung Enclave, to produce textual and evaluation material for trial.

Sahodaya School Complexes

5.17.10 The Central Board of Secondary Education has galvanized a movement of school complexes in the country. During the second annual conference of Sahodaya School Complexes (SSC) held at Cochin from 16th to 17th February, 1990, it was recommended that each Sahodaya School Complex would add another Sahodaya Complex and the CBSE would add a matching number of Sahodaya Complexes.

As a result of this, a number of Sahodaya School Complexes came up during 1990-91 raising the total number to over 50. The third annual conference of SSC was held at Jaipur in February, 1991 with the major theme as "Effective Transaction of Curriculum".

Kendriya Vidyalaya Sangathan

5.18.1 The scheme of Kendriya Vidyalayas was started in 1963-64, primarily for catering to the educational needs of the children of transferable Central government employees, including defence personnel, whose education was handicapped owing to transfer of their parents from one linguistic region to another and the resultant change in courses of study.

5.18.2 In 1965, an autonomous body namely Kendriya Vidyalaya Sangathan was registered as a Society under the Societies Registration Act XXI of 1860, to handle the task of opening and managing Kendriya Vidyalayas. The organisation is wholly financed from the Non-plan funds of the Government of India.

5.18.3 Initially 20 regimental schools, then functioning at places having large concentration of Defence personnel were taken over as Central Schools/Kendriya Vidyalayas during 1963-64. The number of Kendriya Vidyalayas at present is 744 in which 5,64,366 students are studying. The number of teachers sanctioned as on 30.4.90 was 36070.

Distribution of Kendriya Vidyalayas

5.18.4 Kendriya Vidyalayas are opened at stations having a sizable concentration of Central Government employees. The vidyalayas in defence establishments are opened on the recommendation of the Ministry of Defence. Those in Civil Sector are sponsored by various Ministries of Government of India Employees Welfare Associations. Kendriya Vidyalayas are also opened in the campuses of Public Sector Undertakings and Institutions of Higher Learning. The number of Kendriya vidyalayas sector-wise is as under :

a) Defence Sector	:	343
b) Civil Sector	:	251
c) Public Sector Undertakings	:	135
d) Institutions of Higher Learning	:	15

744

Admission Policy

5.18.5 In view of the objectives of the scheme of Kendriya Vidyalayas, the first priority in admission in Civil/Defence sector schools is given to the children of transferable Central Government Employees. In Kendriya Vidyalayas in Public Sector Undertakings and Institutions of Higher Learning, however, the

first priority in admission is given to the children of employees of the concerned organisation.

5.18.6 Fifteen per cent and 7 1/2% of fresh admissions in every Kendriya Vidyalaya are reserved for the children of transferable employees belonging to SC/ST communities respectively. In the event of such children not being available, the vacancies are thrown open to children belonging to general category.

Examination Results

5.18.7 Kendriya Vidyalayas have made a mark for themselves in the educational system at the school level in the country. Their pass percentage in the examinations conducted by the Central Board of Secondary Education have been consistently higher compared to percentages of students of non-Kendriya Vidyalayas as would be evident from the tables given below:-

Table 5.7

Growth in number of KV candidates and their pass percentage in AISSC Exam from 1988-90

Year	No. of KVs	No. of Students	Pass percentage (Class XII)		
			KVS	Non-KVs	Difference
1988	295	16341	94.70	78.10	+ 15.60
1989	327	18510	94.00	89.80	+ 4.20
1990	-	21247	85.70	74.90	+ 10.80

Note: The result for 1988 in respect of non-Kendriya Vidyalayas includes those of Patrachar and Private Candidates whereas the results for 1989 and 1990 of non-KVs are exclusive of the aforesaid two categories.

Table 5.8

Growth in number of KV candidates appearing for AISS (Class X) Examination 1990 and their pass percentage during the last three years

Year	No. of Students	Pass percentage (Class X)		
		KVS	Non-KVs	Difference
1988	28251	88.3	77.2	+ 11.1
1989	30502	93.4	90.3	+ 3.1
1990	34815	89.05	74.18	+ 14.87

Note: The result for 1988 in respect of non-Kendriya Vidyalayas includes those of Patrachar and Private Candidates whereas the results for 1989 and 1990 of non-KVs are exclusive of the aforesaid two categories.

Achievement in co-curricular activities

5.18.8 Kendriya Vidyalayas have also distinguished themselves in co-curricular activities including games and sports, out-door activities, environmental educational programmes and fine and performing arts. Kendriya Vidyalaya students have been winning prizes every year in international and national competitions such as Soviet Land Nehru Award, Shanker's Children's Painting Competitions and Essay Competitions held by the Department of Environment, Government of India, besides awards and prizes in local and regional competitions. Most of the Kendriya vidyalayas run nature and adventure clubs which are affiliated to the World Wild Life Fund of India and the National Adventure Foundation of India, respectively. About 10,000 students are trained in rock-climbing and about 550 are sent for trekking to glaciers every year. Kendriya Vidyalaya Sangathan is a member-State of the School Games Federation of India and also of the Bharat Scouts & Guides. Special emphasis is also laid on mass participation of students in cultural activities and games and sports for which periods are provided in the school time-table for all classes in all Kendriya Vidyalayas.

National Integration

5.18.9 Every Kendriya Vidyalaya is a miniature India where teachers and students belonging to different language groups with different faiths and following different customs are seriously engaged in the process of teaching and learning. The students take the same oath, sing the same songs under the same flag in the same uniform and follow the same curriculum and co-curricular programmes.

5.18.10 Kendriya Vidyalayas have been in the lead in community singing programmes. Inter-Vidyalaya contests leading to regional competitions are held annually. Cultural activities such as dramatics, variety shows, declamations, debates, poetry recitations, story-telling with a view to fostering social, cultural and national values form an integral part of school curriculum in every Vidyalaya.

5.18.11 National integration and international understanding have been taken as projects at all India level by the Kendriya Vidyalaya Sangathan. Under these projects, exhibitions are held every year.

Personality Development through activities games & Sports

5.18.12 Vigorous and sustained efforts are made every year in the field of Games & Sports with a view:-

- i) to ensuring mass participation;
- ii) to spotting out talent and to nurture it; and
- iii) to developing spirit of sportsmanship and qualities or leadership.

To achieve these objectives, the following steps are undertaken:-

Coaching Camps

5.18.13 Coaching camps are organised every year in which about 400 students (both boys and girls) receive specialised coaching and training in various games and sports during summer vacation as well as in the co-ordination-cum-coaching camps organised before the participation of the KVS teams in the tournaments organised by the School Games Federation of India.

Organisation of KVS meets at various levels

5.18.14 A year long plan is drawn up and implemented for organising games and sports meets at Vidyalaya, Sub-regional, Regional and National levels in KVS. In all these meets about 35,000 students participate every year.

Sports

5.18.15 The KVS also runs four sports hostels and Kendriya Vidyalaya IIT Madras (for basket ball and volley ball), KV Kirki, Pune (for Hockey), KV No.1 Gwalior (for Cricket). 63 students are receiving specialised coaching in these hostels. The entire expenditure on board and lodging, playing kit and nutritious diet is borne by the KVS for which a hostel grant of Rs.385/- per student per month is being given by the KVS Headquarters.

Adventure activities

5.18.16 The KVS organises trekking programmes on a mass scale every year. This year 6 teams of boys and girls comprising about 250 students were sponsored for trekking to Ruishaar Taal area in May/June 1990.

Scout/Guide activities

5.18.17 The Scout/Guide movement has taken deep roots in Kendriya Vidyalayas. The number of registered Scouts and guides has shot up to about 50,000 and of trained teachers to about 2500. Every year several programmes for the training of teachers and students are undertaken. These include training courses at various levels from the preliminary to the leader-trainers course for teachers and training camps for the award of various proficiency badges, Prime Minister Shield competitions and training camps leading to the award of Rajya Puraskar and the President's medal for students. All these programmes are undertaken at the unit, district, divisional and KVS State levels. The KVS State Rally for 960 scouts and guides was held at Bhubaneswar from 6-9 January, 1991.

Science Exhibition

5.18.18 In order to pursue excellence in Science education, several programmes are undertaken in Kendriya Vidyalayas which include field trips, science exhibitions, science quizzes and discussions on scientific topics. Such participation not only reveals to teachers the scientific talent possessed by students, it also motivates the students to design and devise something new in the field of science and develop among them a love for science, scientific temper and social and environmental awareness.

Science exhibitions are held every year at various levels - school, regional and national.

Youth Parliament

5.18.19 In order to equip students with the knowledge of parliamentary procedures and practices and also to inculcate in them a healthy habit of discipline, tolerance of the views of others, a habit of arriving at decisions after free and frank debates and discussions and developing in them an awareness of social needs, parliamentary ethos and culture, youth parliament competitions are held in all Kendriya Vidyalayas.

Central Tibetan Schools Administration

5.19.1 The Central Tibetan Schools Administration (CTSA) was set up as an Autonomous Organisation in 1961 and registered under the Societies Registration Act (Act XXI of 1860). The object of the Society is to run, manage and assist institutions for the education of the children of Tibetan refugees, who had fled to India in the wake of Chinese onslaught in Tibet in 1959 and taken asylum.

5.19.2 The Administration is running 30 schools out of which five are residential and 25 are day schools. The schools are scattered all over India. The enrolment in the schools is above 10,000. These schools are affiliated to CBSE and prepare students for All India Secondary Schools and Senior Secondary Examinations.

5.19.3 The administration also provides facilities to Tibetan children for pursuing post-school education. Fifteen school scholarships every year and securing 60% and above marks. One more scheme for award of 5 scholarships has been sanctioned for diploma course to students securing 55% and above marks. Eight seats have been allotted by Government of India for Tibetan Students in technology, medicine, printing and pharmacy.

5.19.4 To further the cause of education of the Tibetan Children, the Administration is also providing financial assistance to schools run by other agencies/organisations like Council for Tibetan Education Bureau of His Holiness, The Dalai Lama, Special Security Frontier Education and Tibetan Nehru Memorial Foundation. There are thirteen schools which are receiving grants-in-aid from the Administration.

Inservice Course for PGTs

5.19.5 The Administration does not have a sufficient number of PGTs in each faculty to organise separate orientation courses for them. Therefore, Kendriya Vidyalaya Sangathan was requested to include our teachers in the orientation programmes for their PGTs during the summer vacation.

5.19.6 Thirty PGTs working under the Administration teaching Chemistry, Biology and Mathematics attended these orientation courses at different venues from 1st to 21st June, 1990. With this, all our Post-Graduate Teachers except those Teaching Tibetan and Commerce have been covered.

In-Service Course for TGTs (Social Sciences)

5.19.7 A 10-day In-service Course for TGTs (Social Sciences) was organised by the Department of Teacher Education, NCERT at their Regional College of Education, Bhubaneswar from 31st March to 9th April, 1990 for the content enrichment of thirty three teachers of the Administration.

Workshop for Drawing and Craft Teachers

5.19.8 A 11-day Workshop for Drawing Teachers/Craft Instructors was organised by the Centre for Cultural Resources and Training, Bhagwan Das Road, New Delhi from 6th to 16th March, 1990. Eighteen teachers were oriented in collage work, sculpture, clay modelling, basket making, tie and dye and wood carving.

Preparation of Supplementary Reading Materials

5.19.9 It has been felt for a long time that the supplementary materials in Hindi and English at present being used do not suit the specific needs of the Tibetan Children because of their different social and cultural background. To improve the standard of Tibetan students in these two languages, Central Institute of Indian Languages, Mysore, conducted, in collaboration with CTSA, a workshop for the preparation of supplementary materials in Hindi and English.

5.19.10 The workshop was held from 28th March to 18th April 1990 in which five selected teachers working under the Administration participated.

Incentive awards to teachers

5.19.11 A brief but colourful function was organised by the Administration in the Conference Hall of the USO House, New Delhi on 10th December, 1990 to present the Incentive Awards to Teachers for the year 1990-91.

5.19.12 The recipients of the Awards were Shri Ravi Pratap Principal, CST, Mundgod, Shri N.C. Tripathi, PGT (English), CST Mussoorie and Miss S.K. Rai, PRT, CST, Ghoom.

5.19.13 Shri D.S. Mukhopadhyay, Commissioner, Kendriya Vidyalaya Sangathan was the Chief Guest and presented the awards to the recipients. The award consisted of a beautiful plaque, a certificate and token amount of Rs.1,000/-

5.19.14 Shri Tashi Wangi, Representative of His Holiness, the Dalai Lama, New Delhi, presided over the function. Shri S.P.Datta, Secretary, Central Tibetan Schools Administration welcomed the Chief Guest, the recipients and the distinguished gathering.

5.19.15 Six Senior Secondary Schools and one Secondary School under the Administration are covered under CLASS project and have been provided computers.

National Education

5.19.16 During the year 1989-90, the Administration introduced the vocational stream-Typewriting (English) and Shorthand (English) at CST, Mundgod. Keeping in view the national priorities and the need of Tibetan Children, the Administration has this year opened two more commerce based vocational courses at CST, Mundgod. Hostel facilities have been provided at this school to cater to the needs of students coming from other settlements for admission in the vocational courses.

Opening of Pre-primary Schools

5.19.17 The Governing Body in its 48th Meeting held on 9th August, 1989 took a momentous decision and approved opening of 20 schools for pre-primary education in the first instance on experimental basis. In 1990-91 the Administration has opened another 20 Pre-primary Schools in the second phase. It is hoped that this step will go a long way in improving the quality of education in the schools of the Administration as it will give an opportunity to the first generation learners to pick up the rudiments of 3Rs and the schools habits before they come to Standard-I.

5.19.18 The Administration is financed by the Government of India. The Administration works out its requirement under different heads separately for capital and revenue expenditure every year and on the recommendation of Finance Committee the Governing Body approves the budget estimates.

Navodaya Vidyalayas

5.20.1 In order to provide good quality modern education to the talented children predominantly from the rural areas, Government of India have launched a scheme to establish Navodaya Vidyalayas on an average one in each district. Two hundred and sixty one Navodaya Vidyalayas covering 22 States and Union Territories have so far been established in the country.

5.20.2 Admission to Navodaya Vidyalaya is at the level of Class VI. In view of the fact that most of the students so admitted would have been taught earlier through the medium of the mother-tongue/regional language, instruction during which time intensive teachers of Hindi/English both as language subject and co-media is undertaken. Thereafter, the common medium would be Hindi/English. At this stage, there is migration of 20% students from each Navodaya Vidyalaya to another Navodaya Vidyalaya, in a different linguistic region. The migration is mainly between Hindi and non-Hindi speaking districts.

Admission

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

5.20.4 Break-up of the students selected so far for 261 Navodaya Vidyalayas is as follows:-

Boys	Girls	Rural	Urban	SC	ST	Gen	Total
46546	17971	49905	14611	13015	7233	44269	64517
72.15%	27.85%	77.36%	22.64%	20.18%	11.21%	98.81	

5.20.5 Navodaya Vidyalayas are co-educational and are primarily for children from rural areas. Hence admission of children from urban areas is restricted to a maximum of one-fourth. Efforts are made to ensure that atleast one-third of the students in each Navodaya Vidyalayas are girls.

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

Construction programme

5.20.7 So far 261 Navodaya Vidyalayas have been established in 29 States/UTs. Against 261 Navodaya Vidyalayas functioning in different parts of the country first phase construction of permanent buildings has already been taken up for 130 Vidyalayas and zero phase construction has been taken up in 73 Vidyalayas. We are yet to take up the construction in the remaining 58 Vidyalayas. We have allotted the construction of permanent buildings of these Vidyalayas to 27 construction agencies.

Principals and Teachers

5.20.8 At the moment, 261 schools are functioning with 261 principals and 4142 teachers. Since all Navodaya Vidyalayas are residential and located in remote areas, the following incentives have been provided to attract good teachers/principals:

- i) Rent free, partly furnished, accommodation as available at site.
- ii) Children Education allowance at the rate of Rs.150/- p.m. per child subject to a maximum of two children.
- iii) Free boarding facilities to House Masters and teachers staying with the students.
- iv) Free lunch to all teachers.
- v) Facility for the appointment of spouse as per Samiti's rule.
- vi) Admission of children in the Navodaya Vidyalayas where teachers are posted without admission test and free boarding facility to such children.
- vii) Teaching Allowance of Rs. 100/- p.m.

Professional Growth of Staff

5.20.9 Navodaya Vidyalaya Samiti has given training and orientation their due importance with a view to ensuring committed and competent staff in the system. Navodaya being a new system by itself, the Samiti has so far organised for the staff (principals, teachers and non-teaching staff) one hundred and twenty in-service courses of various types, namely orientation courses, induction courses, subject-wise courses, work-shops etc. The duration of the courses varied from a minimum of one week to a maximum of one month. These courses have been organised in collaboration with NIEPA, SCRT, NCERT, CIEFL and CIIL etc. Samiti has also encouraged the teachers to join the correspondence course in "Reading Skills".

6 Higher Education and Research

6 HIGHER EDUCATION AND RESEARCH

University Grants Commission (UGC)

Growth of the Higher Education System

6.1.1 In the beginning of the year 1990-91, the total student enrolment in universities and colleges was 42.47 lakhs. This was 1.72 lakhs more than the enrolment in the previous year. The enrolment in the university departments was 7.05 lakhs and that in the affiliated colleges was 35.42 lakhs.

6.1.2 Enrolment in the faculty of arts constituted 40.4% of the total enrolment. In the faculties of science and commerce the percentage was 19.6 and 21.9 respectively. Enrolment at the first degree level was 37.41 lakhs (88.1%); at the post-graduate level 4.03 lakhs (9.5%); at the research level 0.47 lakhs (1.1%) and at the diploma and certificate level 0.55 lakhs (1.3%). The number of teachers increased to 2.56 lakhs during the year. Of these, 0.57 lakhs were in the university departments/university colleges and the rest in the affiliated colleges. Of the 56732 teachers in the Universities, 7262 were Professors, 14864 Readers, 32337 Lecturers and 2269 Tutors/Demonstrators. In the affiliated colleges, the number of senior teachers was 27708, the number of lecturers was 1,62,858 and that of tutors/demonstrators was 8771.

6.1.3 During the year under report three State universities viz. Tamil Nadu Veterinary and Animal Sciences University, Madras, Yashwantrao Chavan Maharashtra Open University, Nasik and North Maharashtra University, Jalgaon were established, thus raising the total number of universities in the country to 147.

Higher Education among Women

6.1.4 The enrolment of women students at the beginning of the year 1990-91 was 13.67 lakhs as against 12.92 lakhs in the previous year. Sex-wise break-up of total enrolment in each State shows that the enrolment of women students as a percentage of total enrolment in the State was the highest in Kerala (52.7%) followed by the Punjab (47.5%), Delhi (45.6%), Haryana (41.3%), Meghalaya/Nagaland (38.8%) and West Bengal/Tripura/Sikkim (37.8%). The enrolment of women was the lowest in Bihar (16.2%).

Programmes and Activities of the Commission

6.1.5 Some of the major thrust areas pursued with vigour during the year were : Autonomous Colleges; Redesigning of Courses; Inter-University Centres; Fellowships; Research Associateships; Special Assistance Programme; Orientation of Teachers; COSIST; Adult Education; Education for the Minorities, Scheduled Castes, Scheduled Tribes, Handicapped and Women. A brief account of the efforts made by the Commission in respect of various schemes is given in the following paragraphs.

Autonomous Colleges

6.1.6 The Commission continued its efforts to promote and encourage the concept of autonomy through its schemes of autonomous colleges. As a result of continuous follow-up, eleven more colleges were granted autonomous status during the year under report, thus bringing the total number of such colleges to 103 as on 31st March, 1991.

Re-designing of Courses

6.1.7 The scheme of restructuring under-graduate courses in general education was introduced by the UGC with a view to making the first degree courses more relevant to environment and to the developmental needs of the community and to link education with work/field/practical experience and productivity. Several universities and colleges have introduced these courses. Further, in order to provide an impetus to the programme of redesigning of courses, the UGC has set up twenty-seven Curriculum Development Centres, ten in sciences and seventeen in Humanities and Social Sciences. These Centres will review the existing curricula with a view to modernising them and to developing and preparing new teaching and reading materials. The Commission has so far received model curricula in twenty-two disciplines. National Workshops in different subject areas have also been organised to discuss these model curricula. Meanwhile, the Commission has continued its assistance to 314 colleges which have been implementing College Science Improvement Programme (COSIP). Similarly, 694 colleges have been receiving assistance in respect of College Humanities and Social Sciences Improvement Programme (COHSSIP).

6.1.8 The Commission has agreed to the introduction of a three-year degree course in Physical Education, Health Education and Sports in Universities and multi-faculty colleges. In the initial stages, only one college in each district having the basic minimum facilities viz. track and field, gymnastic, yoga and conditioning units will be selected for the introduction of the course. Till 31st March, 1991 proposals of twenty universities and thirty-six colleges were approved by the Commission for starting the course.

Improvement in Efficiency

6.1.9 The Commission has sanctioned computer facilities to 105 universities upto 31st March, 1991. In addition, the Commission provided assistance to 882 colleges upto 31st March, 1991 for installing computer facilities. Besides using these facilities for training and research, these facilities can be used for maintenance of student records, accounts and other data required for administration and management.

Teacher-Recruitment Training and Performance Evaluation

6.1.10 During the year, the Commission conducted qualifying test for recruitment of lecturers in humanities and social sciences. It has given options to the States to accept the UGC test or to hold their own similar tests of national character duly accredited by the UGC. Similar test in science subjects was conducted jointly by the UGC and the CSIR. The Commission decided to exempt those candidates from appearing in the test who have already passed JRF examinations of the UGC/CSIR. The Commission also decided to exempt those candidates from appearing in the test who have already obtained M.Phil. and Ph.D. degrees and the candidates who would be awarded these degrees upto December, 1990 and December 1992 respectively. Under the Academic Staff Orientation Scheme for orientation of newly recruited and in-service college and university lecturers, 48 Academic Staff Colleges (ASCs) identified by the Commission organised orientation programmes. The total number of orientation programmes organised since the inception of the programme in 1987-88 upto July, 1990 was 413 covering 12,305 teachers. Similarly, the total number of refresher courses organised since their inception in 1988-89 upto July, 1990 was 335 covering 8861 teachers. Grants to the tune of Rs.7.32 crores were sanctioned to the universities for the programme upto the end of March, 1990. The projections obtained from the ASCs also reveal that in the coming year, they plan to organise 175 orientation programmes covering nearly 6,400 new teachers and 294 refresher courses covering about 10,000 in-service teachers. The UGC has constituted a Committee to undertake a comprehensive review of the ASC Scheme.

Special Assistance Programmes

6.1.11 The Commission continues to provide assistance to 41 Centres of Advanced Study and 106 Departments of Special Assistance in Science, Engineering and Technology and 16 Centres of Advanced Study and 90 Departments of Special Assistance in Humanities and Social Sciences. In addition, 44 Departmental Research Support Projects in Science and 17 in Humanities and Social Sciences are under implementation. The subject panels of the Commission have further identified some more departments to be brought under the Special Assistance Programme.

COSIST Programme

6.1.12 One hundred and eleven departments were assisted under the scheme of strengthening infrastructure in Science and Technology Education and Research till 31st March, 1991.

Super Conductivity Programme

6.1.13 The Commission has supported thirty-five institutions under the programme during the last three years. During the year, it was also decided, inter alia, to establish a "consortium of universities in the area of superconductivity, education and research". The academic progress made under the programme can be gauged by the fact that since the inception of the programme in 1987, thirty-eight students have been awarded Ph.D./M.Phil in super-conductivity by various universities while 200 students are actively working in this area as on 31st March, 1991.

Common Facilities and Services

6.1.14 Modern computer based information documentation centres have already been set up at Bangalore, Baroda and Bombay. These centres have improved the information accessibility to the teachers and students and have provided necessary bibliographic support to them alongwith making available the latest documentation in the respective disciplines. In addition, the Commission has set up inter-university centres in different areas with the object of providing national research facilities within the university system. During the year, an Inter-University Consortium was set up at Indore for the synchrotron radiation facility and the Crystal Growth Centre at Anna University, Madras was upgraded as a centre for providing common facilities. These Centres are in addition to the Nuclear Science Centre at the JNU Campus, New Delhi and the Inter-university Centre in Astronomy and Astrophysics, Poona University (IUCAA) which have been functioning as autonomous societies since November 1988.

Media and Educational Technology

6.1.15 The UGC has taken the initiative to utilise the time slot given for higher education for televising the TV programmes in higher education entitled 'Country-wide Classroom'. The Commission agreed to provide colour television sets to colleges in phases during the Seventh Plan period. A perspective plan for the UGC INSAT Project has been formulated in which projections will be made for future INSAT time requirement in higher education. The Commission is at present supporting Educational Media Research Centres (EMRCs) at the University of Poona, Gujarat University (Ahmedabad), Central Institute of English and Foreign Languages (Hyderabad) and Jamia Millia Islamia (New Delhi). Nine Audio-Visual Research Centres (AVRCs) are being supported at University of Roorkee; Osmania University Hyderabad; University of Jodhpur; Anna University, Madras; St. Xavier's College, Calcutta; Madurai Kamaraj University, Madurai; Kashmir University, Srinagar; Manipur University, Imphal and Punjabi University, Patiala for training of personnel and production of software. During the period under report, the "Country-wide classroom" programme on different subjects was telecast on 278 days. A total of 762 programmes covering a duration of 247 hours have been used in these

telecasts. Source-wise, seventy-six per cent of the programmes telecast were Indian while the remaining were from foreign sources. To encourage healthy competition in the production of the educational video programmes, the Commission organised a video festival at Calcutta.

6.1.16 Another important venture of the Commission has been the co-production arrangement entered into with WGBH Boston for the production of a TV series titled "State of the World" (now renamed as "Race to Save the Planet"). It is a ten-part series that would explore the human dimensions of international environmental issues including future of the earth and provide needed insights to understand the roots and processes of modernisation, industrialisation and the relationship between human society and the natural resources. The series focuses on solutions, constructive ideas and new approaches from all over the world and the need to evaluate policies for creating a sustainable environmental future. A Steering Committee oversees the co-production arrangements from the Indian side. It has been decided to bring out the series in two languages viz. Hindi and Tamil by adding more Indian footage. The series will be in twenty-six parts each and the work would be done mostly by the existing EMRCs/AVRCs. The telecast of the programme commenced from October, 1990.

Other Programmes

Introduction of New Courses

6.1.17 The Commission has been making efforts in consultation with the concerned national agencies for formulation of courses to fulfil the need for trained manpower in certain emerging areas of importance. The Commission is collaborating with the Department of Ocean Development for the development and augmentation of Ocean Sciences and Technology in the university sector. The Commission has also launched a programme to start Post M.Sc. Electronics Science Course which is already being offered in the universities of Calcutta, Delhi, Poona, Kurukshetra and Cochin. This Course is being jointly supported by the Department of Electronics and the University Grants Commission. The Department of Electronics is also supporting the programme run by the Commission under the UGC-DOE Joint Programme of manpower training courses in Computer Sciences and Application like one-year Diploma Course in Computer Application, 3-Year Master of Computer Science Application Course, B.Tech and M.Tech. courses in Computer Sciences and M.E. in Computer Science. Courses in Futures (Futurology) have also been approved in ten Universities.

Adult, Continuing and Extension Education Programmes

6.1.18 The Commission is providing assistance to universities for promoting programmes of adult education, eradication of illiteracy, continuing education, population education and planning forums. Under the new guidelines on area based development approach circulated to universities, assistance for these programmes is being provided by the Commission on a package basis.

6.1.19 During the year, the Commission resolved to implement important strategies under the National Literacy Mission for the spread of universal literacy in the country. In this connection, the Commission considered the minutes of the meeting of the Group on Students Mobilisation constituted by the Ministry of Human Resource Development and resolved as under :-

- a) The whole university system must involve itself in NLM. Involvement in NLM should be in a spirit of mission and the Vice-Chancellors themselves have to place this work centre stage. Vice-Chancellors should also take steps to involve teachers.
- b) Involvement of teachers and students should be on a voluntary basis. We should examine how the existing projects given to universities/colleges can be phased out (after the current courses conclude) or converted into mobilisation/training units.
- c) Work for NLM should be the main function of the departments of adult/continuing education. While instruction, research, etc. in adult education are relevant, their main concern should relate to NLM. Whatever reorientation is needed, it should be undertaken expeditiously.
- d) The exact nature of student involvement should be decided by universities/colleges themselves. This could be in the nature of obligatory work, or purely voluntary service activity, but large scale involvement of students should be ensured.
- e) NLM should be essential part of the courses for teachers organised in academic staff colleges.
- f) Several films on involvement of students in NLM (e.g. in Kottayam) should be got made with a view to motivating and informing teachers and students.

The above resolution of the Commission was brought to the notice of the universities through personal appeal by the Chairman, UGC and all Vice-Chancellors were requested to chalk out a programme to play a major role to wipe out illiteracy in the country. Also,

during the year, the Commission, on the recommendations of the Ministry of Human Resource Development, agreed to the deputation of 100 teachers from universities/colleges by supporting the full cost for a period of two years on whole time basis to work for the nationwide literacy movement. The Standing Committee on Adult, Continuing and Extension Education was reconstituted by the Commission to advise it on the policy matters and over-viewing the implementation of the entire programme. Apart from continuing assistance for the activities of the population education clubs set up by the universities, efforts were made by Population Education Resource Centres to set up linkages within their service area as also with other departments, such as Departments of Women and Child Development, Health and Family Welfare, Science and Technology and some non-governmental organisations and international agencies. Other important activities undertaken by the working group and resource centres set up under the UNFPA-UGC project during the year were curriculum development, preparation of learning material, research in population education and extension.

Scholarships and Fellowships

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

6.1.21 Teachers of outstanding eminence are awarded national fellowships for a specified period to devote themselves exclusively to research and writing. Under the scheme of research scientists, 200 positions have been created in the grades of lecturers, readers and professors in order to provide opportunities to those who wish to pursue research as a career. Selections under this scheme are made directly by the Commission. During the year, the Commission reviewed the cases of those research scientists who had completed the five year contract period as research scientists "A" and those who are already working as research scientists A/B/C.

Coaching Classes for Competitive Examinations for Weaker Sections amongst Minority Communities

6.1.22 The Commission continued to provide assistance to 25 of the 42 identified centres (universities and colleges) for organising coaching classes for competitive examinations for weaker sections among the minority communities.

Facilities for Scheduled Castes/Scheduled Tribes

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

Women's Studies

6.1.24 The Commission has been providing financial assistance to universities for undertaking well-defined projects for research in women's studies and also for the development of curriculum at the undergraduate and postgraduate levels and relevant extension activities. The Commission has also created forty positions of part-time research associateship for women candidates in science and humanities including social sciences and engineering and technology. A number of research projects relating to the themes of women's studies were approved for assistance upto March 1990. Also the Standing Committee on women's studies, after examining various proposals, recommended assistance to twenty universities and eight colleges/university departments for setting up women's studies/cells.

Bilateral Exchange Programmes

6.1.25 The Commission continues to implement various items under the Cultural Exchange Programmes assigned to it from time to time. These programmes involve exchange of teachers, development of bilateral academic links between institution of higher education, joint seminars, scholarships and fellowships and assignment of foreign language teachers to universities in India. During the period under report, Indian teachers were able to undertake visits abroad under these programmes and 126 foreign scholars visited India.

Eighth Plan development proposals of Universities

6.1.26 During the year under report, the Commission formulated guidelines to the universities for preparation of their development proposals for the Eighth Plan period. The following priorities were indicated in formulating eighth plan development schemes :-

- i) Existing departments of the Universities may be oriented to provide a better climate for teaching and research and to make extension an integral component of education.
- ii) It is necessary to modernise the courses giving specific orientation for the purpose of making them relevant to regional and national development.
- iii) Specialised courses or areas of studies in the existing departments as well as on an inter-departmental basis which would also warrant curriculum innovations, restructuring of courses at under-graduate and post-graduate levels to make them linked with societal needs and all development sectors including rural and agricultural may also be pursued.
- iv) Laboratory and library facilities and services and workshop facilities, central instrumentation and maintenance of equipment may be upgraded.
- v) Additional academic staff requirement, to meet the urgent needs, keeping in view full utilisation of existing staff positions.
- vi) Facilities including services like water supply and electricity on the campus for supporting various academic activities may be given due importance.
- vii) Teaching aids may be provided to all the departments. Libraries should be transformed into information centres and steps be taken to link the library with various departments through modern communication technology. Library services be strengthened to extend its access with a view to making it whole day institution working with modern facilities including computer search and documentation services.
- viii) Infrastructural gaps in academic buildings and laboratory equipment may be appropriately bridged keeping in view the optimal use of such facilities.
- ix) Common facilities for students including counselling services and linkage with appropriate employment agencies may be improved.

6.1.27 During the year, the Commission completed its task of sending Expert Committees to visit universities in the country essentially to know (a) the status of implementation of Seventh Plan development proposals; (b) directions/programmes of the universities during the Eighth Five Year Plan; (c) implementation of National Policy on Education - 1986 and Programme of Action (1986) and (d) implementation of reservation policies for

Scheduled Castes/Tribes etc. The recommendations made by these committees were taken into account in the finalisation of Eighth Plan development proposals of the universities.

Central Universities

Aligarh Muslim University (AMU)

6.2.1 The Aligarh Muslim University (AMU) established in 1920, is one of the premier central universities. The university is known for its residential character. It has 13 halls of residence consisting of 55 hostels accommodating 8,587 students. The University has on its roll a total of 19,630 students including those of its schools. The number of foreign students enrolled is 367 representing 21 countries.

6.2.2 The University has a faculty strength of 1,162. The strength of non-teaching staff is 5,177.

6.2.3 Dr. M.N. Farooqi, Deputy Director, IIT, Kharagpur was appointed as Vice-Chancellor of the University for a period of five years with effect from 15th October, 1990, vice Shri Syed Hashim Ali who retired as Vice-Chancellor on 4th October, 1989.

6.2.4 During the year under report, a separate Research Division was established in the Department of Urdu and a job-oriented course in Urdu journalism has been prescribed in B.A.(Hons). The Department of Hindi was selected for the teaching of functional Hindi, a distinction which only four Universities enjoy in the country.

6.2.5 The Department of Computer Science successfully conducted the MCA Teachers' Training Programme (Module-II) sponsored by the Department of Electronics.

6.2.6 Computer facilities are available to users for instructional, research and development work of the University. One PC/AT-386 was added to the PC Units of Computer Centre during the year. The Centre offers one course in BASIC programming for the Diploma in Hydrology in the Department of Geology, besides providing services to all academic departments.

6.2.7 The Centre of Wildlife and Ornithology of the Faculty of Life Sciences has worked out a programme of research, training and curriculum development in collaboration with six British Universities. The programme which began on 1st January, 1990 will continue initially for a period of three years. The Centre has developed a close liaison for collaborative studies with several international and national organisations/institutions.

6.2.8 The Department of Museology, which conducts post-graduate teaching is in the process of formulating courses in the field of taxidermy, micro-techniques, exhibit fabrication, exhibition designing, chemical conservation and preservation,

painting restoration, use of electronic and audio-visual aids in museum education, mass communication etc. These courses would be inter-disciplinary and are being designed to fulfil the curatorial and teaching job-requirements in museums and other educational institutions.

6.2.9 The University established a Centre for Comparative Study of Indian Languages and Culture. The Centre intends to start various courses like Advanced Diploma in Indian Literature, M.Phil/Ph.D. programmes in Comparative Indian Literature etc.

6.2.10 The facilities of the laboratories of the Department of Chemical Engineering were augmented by adding new equipments/instruments. The Department of Bio-chemistry undertook several research projects financed by I.C.M.R., DAE, UGC, PL-480 etc. The Department of Orthopaedic Surgery was selected for holding 15th Annual Conference of U.P. Chapter Indian Orthopaedic Association for 1990-91.

6.2.11 Aligarh Muslim University Women's College proposes to introduce Statistics as a main subject at the B.Sc level from next session. The College performed well in sports and games. Five students were selected for the State Volley Ball Championship. At the All Indian National Taikwando Championships, students got one silver and three bronze medals.

6.2.12 A new Department of Physical Health and Sports Education has been started during the current academic session.

6.2.13 The Coaching and Guidance Centre has been running appropriate coaching programme to prepare students, especially those belonging to the educationally backward minority communities, for different competitive examinations.

6.2.14 The Career Planning Centre of the University harmonises the imbibing of skill with academic programmes. The Centre organised a sale/exhibition of the products made by the trainees.

6.2.15 The University's non-Plan expenditure during the current year has been estimated at Rs.3,711.00 lakhs. The actual expenditure during the previous year was Rs.3,170.55 lakhs.

Banaras Hindu University (BHU)

6.3.1 The Banaras Hindu University (BHU) came into existence in 1916 as a teaching and residential University. It has three Institutes and fourteen faculties consisting of 114 Departments. In addition it has one Constituent College and four Colleges admitted to the privileges of the University. The University has approximately 13,000 students on its rolls. The strength of its teaching and non-teaching staff is 1,300 and 6,400 respectively. Shri Vibhuti Narain Singh is the Chancellor and Prof. R.P. Rastogi the Vice-Chancellor of the University.

6.3.2 During the year, the Department of Mining and Engineering of the Institute of Technology was given the status of "Centre of Advanced Studies", while the Department of Ancient Indian History, Culture and Archaeology was recognised under the "Special Assistance Programme" by the University Grants Commission. The Department of Philosophy was renamed as the "Department of Philosophy and Indian Religion". Four new job-oriented courses were introduced in the current academic session.

6.3.3. Some scholars from various faculties were conferred honours/awards for their outstanding contribution in their respective fields of research/scholarship. Prof. S.N. Thakur of the Department of Physics would be President of the Physics Section of the 78th Indian Sciences Congress to be held at Indore in 1991. Dr.(Mrs) C. Halder of the Department of Zoology and Dr.Y.B. Tripathy of the Department of Medicinal Chemistry have been chosen for Career Award Scheme for a period of 3 years by the University Grants Commission. Dr. Kailash Chand Dave of the Department of Vedas was honoured with "Ved Pandit Puraskar" by the Sanskrit Academy of the Government of Uttar Pradesh. Dr. Mahesh Chand Joshi of the Department of Ancient Indian History, Culture and Archaeology was awarded a cash prize of Rs.5,000 and a citation for his book "Damtya Maryada in Ancient India" by the Hanuman Temple Research Institute, Calcutta. Prof. P.M. Prasad of the Department of Metallurgical Engineering was selected for conferment of prestigious "G.D. Birla Award, 1990". Dr.A.M. Tripathy, Senior Reader in the Department of Paediatrics, Institute of Medical Sciences was awarded a certificate of merit and a cash grant of Rs.50,000 by the World Health Organisation in recognition of his research activities and establishment of diarrhoea treatment-cum-training centre in the Children's Hospital of the University.

6.3.4 The leader of the African National Congress Mr. Nelson Mandela was conferred the honorary degree of Doctorate of Law in a special convocation of the University held on 17th October, 1990. As in the last year, ten more retired teachers of the University who had served during the Vice-Chancellorship of Dr.S. Radha Krishnan were honoured. Padmabhusan Smt. Girja Devi, Vocalist was appointed as "Visiting Professor" from the current academic session.

6.3.5 The National Championship of the All India Inter-University Youth Festival was won by the University. The University also bagged the Over-All Championship Trophy in the East Zone Inter-University Youth Festival.

6.3.6 Three inter-university level sports tournaments were organised by the University. Two of these tournaments viz. East Zone Inter-University Cricket (Men) and East Zone Inter-University Hockey (Men) were won by the University.

6.3.7 The BHU has completed 75 years of dedicated service to the nation in January, 1991. The University has launched year long Platinum Jubilee Celebration commencing from 20th January, 1991. As a part of these celebrations, the University proposes to consolidate the infrastructural facilities in the campus. A number of national and international lectures/seminars and symposias will be organised. A "Malviya Centre" for value oriented education and a School of Environment Studies are proposed to be established.

6.3.8 The maintenance expenditure of the University for the year 1990-91 is Rs.45.00 crores as against an expenditure of Rs.40.00 crores during 1989-90.

Delhi University

6.4.1 As one of the premier institution of higher education, the University of Delhi attracts students from different parts of the country as well as from abroad. The current enrolment in the University is 1,77,518. Out of this, 1,04,938 are regular students - 92,157 are enrolled in colleges and 12,181 in various Faculties/Departments of the University. The number of students pursuing their Ph.Ds is 2,609 while 727 are studying for M.Phil degree. As many as 72,580 students enrolled in the University are studying through the non-formal system viz 10,401 in the Non-Collegiate Women's Education Board, 49,937 in the School of Correspondence Courses and Continuing Education and 12,242 as private students. Over 4000 SC/ST students were admitted to the University during the current academic session.

6.4.2 During the year the University accepted proposals to establish the following new Colleges :-

- i) Dr. Bhim Rao Ambedkar College - Trans Yamuna Area in East Delhi;
- ii) Din Dayal Upadhyaya College at Karampura in West Delhi; and
- iii) One Teachers' Training College in SCERT premises at Defence Colony and Lawrence Road.

(The Din Dayal Upadhyaya College has started functioning).

The following new Departments have been created under the Faculty of Technology :

- i) Department of Applied Sciences and Humanities; and
- ii) Department of Computer Engineering.

The University also accepted the proposals of various Faculties for starting the following new courses :

- i) B.A. (Hons) in Russian
- ii) Post-graduate one year Diploma in Physical Education.

6.4.3 There are 258 Professors, 317 Readers, 159 Lecturers, and 17 Research Associates making the total strength of 751 of the Faculty of the University. The University computersied the pay rolls and pension accounting systems for the teachers and officers of the University w.e.f. April, 1990. The University also proposes to extend the system to non-teaching employees in phases. The Group Insurance Scheme was introduced.

6.4.4 Prof. Upendra Baxi was appointed as Vice-Chancellor of the University w.e.f. 11th May, 1990 in place of Prof. Moonis Raza who retired on 1st February, 1990.

6.4.5 The University arranged a special convocation to confer an Honorary Degree of Doctor of Law (LL.D) (Honoris Causa) on Shri Krishna Prasad Bhattarai, Prime Minister of Nepal on 10th June, 1990.

6.4.6 The following University teachers were conferred honours/awards :

- i) Prof. B.K. Bachhawat, Professor of Biochemistry was awarded Bhatnagar Fellowship;
- ii) Prof. G.S. Reenwal, Professor of Geology was awarded National Mineral Award by the Department of Mines, Government of India for the year 1988-89 in recognition of his significant contribution in the field of Marine Geology;
- iii) Dr. Shashi Tiwari, Sr. Lecturer, Department of Sanskrit, Maitreyi College was awarded Bharti Mishra Award for the year 1989-90 by the Rajasthan Sanskrit Academy, Jaipur for her book "Rigvediya Aprisukta"; and
- iv) Dr. Chander Shekhar, Lecturer in Persian was awarded the University second prize of \$4,000/- on his thesis entitled "A critical study of the Mathnawis of Amir Khusrau" by the Foundation of Culturella Mehavi, Geneva (Switzerland).

6.4.7 During the year the students of the University excelled in sports. The University won the Dr. B.L. Gupta Memorial Trophy for overall supremacy in All India Inter-University Competitions in the year 1988-89 for the third year in succession. The University also won the Maulana Abul Kalam Azad Trophy second time in sucession for the year 1989-90. The University won a Cash Award of Rs.1.40 lakhs for winning positions in various games.

6.4.8 The maintenance expenditure of the University for the year 1990-91 is Rs.2,740.00 lakhs as against an expenditure of

Rs.2,307.98 lakhs during 1989-90.

University of Hyderabad

6.5.1 The University of Hyderabad was established by an Act of Parliament in 1974. It has specialised in post-graduate and research studies. During the year, 888 students were admitted to the University on the basis of their performance in the entrance test conducted at 10 different locations in the country. The students enrolment in 1990-91 is 1720 which included 240 SCs, 37 STs and 29 Physically Handicapped candidates. The number of women students on roll is 648 which is about 37% of the total.

6.5.2 Shri J.R.D. Tata, an eminent industrialist, has been appointed as the Chancellor of the University for a period of three years with effect from January, 1991, in place of Mr. Justice M. Hidayatullah.

6.5.3 The University had a faculty strength of 63 professors, 64 readers, and 57 lecturers as of 1st December, 1990. The number of non-teaching staff is 969.

6.5.4 Financial assistance to students of the University is provided through merit-scholarships (54) and merit-cum-means scholarships (165). The number of Junior Research Fellowships awarded to research scholars by the CSIR and the UGC is 23 and 95 respectively. The total number of research projects funded by UGC, CSIR, ICMR, DST, ICAR etc. is 18 upto October, 1990.

6.5.5 During the year the Executive Council met seven times, and the Academic Council twice. The Annual meeting of the Court was held in December, 1990. The fourth convocation was held on 13th March, 1991.

6.5.6 The University completed the building complex of the Science School and that of the Students' Centre. The work on sports Complex is in progress.

6.5.7 The non-Plan expenditure of the University during 1990-91 has been estimated at Rs.728.00 lakhs against an expenditure of Rs.595.00 lakhs during 1989-90.

Indira Gandhi National Open University (IGNOU)

6.6.1 The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in September, 1985 for the introduction and promotion of Open University and Distance Education systems in the educational pattern of the country and for the coordination and determination of standards in such systems. The major objectives of the University include widening of access to higher education by providing opportunities to larger segments of the population, particularly the disadvantaged groups,

organising programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas etc.

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

6.6.3 The University has adopted an integrated multi-media instructional strategy consisting of printed materials and audio-video aids, supported by a tutorial system, contact classes and summer schools. The University has adopted the system of continuous internal evaluation and accumulation of credits.

6.6.4 The University introduced its academic programmes in 1987 and has so far launched eleven programmes. These include a Certificate course in Food and Nutrition, the preparatory programme for the Bachelor's degree, diploma programmes in Management, Distance Education, Creative Writing in English and Computer Applications and the Bachelor's degree Programmes in Arts/Commerce and Library and Information Sciences. Preparation of new academic programmes in different disciplines is in progress. The university has so far published six hundred and eighty eight (688) booklets containing course materials and to supplement these, it has produced over 264 video and 351 audio programmes.

6.6.5 The University had a student enrolment of one lakh in March, 1991 which is expected to touch 1.50 lakhs by the end of the Eighth Plan.

6.6.6. The University has so far recruited nearly 160 teachers and over 800 technical, professional and administrative staff.

6.6.7 The University has established an extensive students support service network through its Regional Centres and Study Centres situated in different parts of the country. At the Study Centre part-time tutors and counsellors provide counselling, advice and guidance to students. The study centres stock materials for all the courses, besides providing viewing/listening facilities for video/audio programmes. The Regional Centres coordinate the activities of these Study Centres. The University has so far established 16 Regional Centres and 171 Study Centres. Activities relating to student admission, calculation of fees and monitoring of student assessments have been decentralised by the University and assigned to its Regional Centres.

6.6.8 The IGNOU has constructed 11 Blocks of semi-permanent structures covering 1,20,000 sq.ft. at its campus and has shifted most of its offices to this temporary accommodation.

6.6.9 It was expected that construction of the University's permanent campus on hundred and fifty acres of land allotted by Delhi Development Authority at Maidan Garhi, New Delhi would be taken up during the Seventh Plan. However, this has not been possible due to the time taken in obtaining permission for change in land use pattern, finalisation of architectural agreement and non-availability of adequate financial resources. An agreement with architects was signed in November, 1990. Major agencies in Delhi, the Urban Arts Commission, the Municipal Corporation etc. are being approached for clearance of the construction programme. The IGNOU expects to take up construction of its permanent campus during the Eighth Plan.

6.6.10 The major equipment required by the University is in the area of Computer and Communication Technology. Under an ODA Project the Government of U.K. has provided substantial equipments to set up the production studio for the audio/video programmes of the University as well as a main-frame computer. These equipments have been installed and are under operation.

6.6.11 The Government of Japan provided a grant of 611 million Yen for procurement of sophisticated equipment for augmenting the post production facilities to IGNOU. These equipments have been installed in June, 1990.

6.6.12 The University in the first four years of its operation has made a significant beginning. It has succeeded in registering an all India presence. The quality of its programmes is rated very high and has been acclaimed both nationally and internationally.

6.6.13 In addition to performing the functions of a National Open University, IGNOU also has the responsibility of an Apex Body for coordination and determination of standards in distance education throughout the country. The University is presently engaged in developing norms and procedures for performing its function of coordination and determination of standards in distance education throughout the country.

6.6.14 The IGNOU has also been vested with statutory powers to allocate and disburse grants to State Open Universities in the country. In pursuance of this responsibility and on the recommendations of Expert Visiting Committees appointed by the Board of Management, the University has decided to provide financial assistance amounting to Rs.45.00 lakhs to the Andhra Pradesh and Kota Open Universities for their development.

6.6.15 Prof. V.C. Kulandaiswamy assumed office as the second Vice-Chancellor of the University on 11th May, 1990.

6.6.16 During the year 1990-91 the Government of India has provided Rs. 14.01 crores to IGNOU for its development and maintenance. This includes a provision of Rs.9.00 crores as Non-Plan funds.

Jawaharlal Nehru University (JNU), New Delhi

6.7.1 The Jawaharlal Nehru University (JNU) was established in 1969 by an Act of Parliament. The University has 7 schools consisting of 24 Centres. In addition it has one Centre for Biotechnology. The University has approximately 3700 students on its rolls. The strength of its teaching and non-teaching staff is 350 and 1300 respectively.

6.7.2 During the academic year 1989-90, 18 National and Inter-national seminars were organised by various Centres of the University. More than 15 seminars and public/extension lectures were also organised in connection with the birth centenary celebrations of Pandit Jawaharlal Nehru.

6.7.3 The Centre for the Study of Regional Development of the School of Social Sciences of the University was approved under the Special Assistance Programme of the University Grants Commission.

6.7.4 Courses for various post-graduate and research programmes were redesigned and updated. Three new MA/M.Sc. level programmes viz. M.A. (International Economics), LL.B. (International) and M.Sc. (Physics) were developed. These programmes are likely to be introduced during the academic year 1991-92.

6.7.5 Four refresher courses, two each in Political Science and Economics, were organised by the Academic Staff College of the University. One hundred sixty-nine teachers from 16 States/UTs participated in these courses. The University also organised 6 training programmes in Word-Processing, Hindi noting and drafting, general English, shorthand/typing and office procedure for its ministerial and secretariat staff.

6.7.6 Thirty research projects were completed by the Faculty Members of various Schools while work on 75 projects was in progress. These projects have been sponsored by various National/International agencies including the Central Government. Sixty three books/edited volumes and 296 articles in both Indian and foreign journals were published. In addition 124 chapters were contributed by the Faculty Members in various books.

6.7.7 The membership of the JNU library stood at 4,018. About 50,000 clippings and 15,395 volumes were added to the JNU Library during the year. The total collection of volumes and clippings of the Library now stands at 3.9 lakhs and 7.5 lakhs respectively.

6.7.8 The University Science Instrumentation Centre undertook more than 200 jobs of repairs/fabrication concerning mechanical electrical, electronics and carpentry trades. The Centre also developed know-how of Bone Stimulator and a Window Discriminator for experiments in electro-physiology, besides fabrication of a number of Electrophoresis apparatuses.

6.7.9 The construction programmes maintained steady progress. Buildings for the School of Languages, Married Research Scholars' Hostels, Extension of Poorvanchal Hostel and Incinerator Building were completed and occupied. Work on a few other buildings was in advanced stage.

6.7.10 The maintenance expenditure of the University for the year 1990-91 is Rs.13.87 crores as against an actual expenditure of Rs.12.40 crores during 1989-90.

North-Eastern Hill University

6.8.1 The North-Eastern Hill University, Shillong was established by an Act of Parliament in 1973. Its jurisdiction extends to the States of Meghalaya, Mizoram and Nagaland.

6.8.2 In addition to the existing 18 Post-graduate Departments, 2 new departments, namely, the Department of Social Work and the Department of Forestry have been established during the year 1990-91. Both the departments have started functioning in the Mizoram Campus at Aizwal. Subject to availability of funds the University proposes to establish a number of new departments during 1991-92 at the three Campuses of Shillong, Mizoram and Nagaland.

6.8.3 The teaching staff strength is 203 and non-teaching staff strength is 1202. The enrolment of students during the year under report was 784 at the Post-graduate level, 30,789 at Under-graduate level, 1100 at Honours level and 355 as Research Scholars. The following construction works have been completed:

- a) 49 quarters for teaching faculty
- b) Hostels for 224 students
- c) 17 quarters under RUAB Scheme
- d) Ring roads around Academic and housing complexes
- e) Water Supply System
- f) Seminar Complex and guest house; and
- g) Sports Complex (Football ground).

The construction works which are under progress relate to hostel for 176 students; quarters for 12 lecturers; hostel for 208 students; quarters for 6 Professors; external electrification system; workshop for university, scientific instrumentation centre and buildings for Physical Sciences, Life Sciences, etc.

6.8.4 The estimated expenditure during the year 1990-91 comes to Rs.725.90 lakhs under non-Plan and Rs. 157.91 lakhs under Plan.

Visva-Bharati

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

6.9.2 Prof. Ashin Das Gupta was appointed as Vice-Chancellor of the University w.e.f. 17th May, 1990 in place of Prof. N.S. Bose who retired on 30th November, 1989.

6.9.3 The student enrolment of the University as on 31st March, 1990 was 4767. The number of teaching and non-teaching staff as on 31st March, 1989 was 499 and 1499 respectively.

6.9.4 Propagation of Tagore's philosophy in the context of Indian Culture and heritage is one of the primary objects of Visva-Bharati. In the year under review, Tagore's works have been translated into a number of Indian and foreign languages. A vigorous move is afoot in Japan to set up a Nippon Bhawan in Shantiniketan for promoting Indo-Japanese Cultural exchanges and inter-action.

6.9.5 During the year, construction projects made good progress. Construction of Emergency Wing and Kitchen of the Pearson Memorial Hospital, additional office accommodation and 66 staff quarters has been completed. Laying of Pipelines for improved and extended water supply system has also been completed. Construction of the main building of the Indira Gandhi Centre for National Integration and its staff quarters is nearing completion.

6.9.6 The Kala Bhawan, the Sangit Bhavan and Department of Philosophy and Comparative Religion continue to receive assistance under UGC's special assistance programme. The Commission has also selected the Department of Hindi to start a course in Functional Hindi.

6.9.7 Several Workshops and Seminars of National Importance on various subjects in Humanities, sponsored by University Grants Commission and other official agencies were held under the auspices of the University.

6.9.8 Approximately 28,794 books and 10,007 periodicals were added to the Library of the University during 1989-90. Granthana-Vibhaga (Publishing Department) has brought out eleven volume of the projected 15 volumes of the popular edition of Rabindra Rachanavali.

6.9.9 In order to encourage inter-action among faculty members and students, a number of endowment lectures were organised by the Vishva-Bharati. A large number of functions and festivals were organised in Visva-Bharati including the Sixtieth Anniversary Celebrations of Sriniketan.

6.9.10 The maintenance expenditure of the University for the year 1990-91 is Rs.1005.00 lakhs as against actual expenditure to the tune of Rs.893.16 lakhs during 1989-90.

Pondicherry University

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

6.10.2 At present, the University has two Directorates, six Schools, thirteen Departments and seven Centres. The University has seventeen affiliating institutions of which ten are located in Pondicherry, two in Karaikal, one each in Mahe and Yanam and three in Andaman and Nicobar Islands. The University offers three certificate, one under-graduate, three P.G. diploma and twelve post-graduate courses. M.Phil and Doctoral programmes in seventeen disciplines are being offered presently. Thirty Research Projects of topical relevance are in progress.

6.10.3 The student enrolment in the University is 778. The University has a faculty of 26 professors, 36 readers and 55 lecturers. It has a non-teaching strength of 415 employees.

6.10.4 The following major construction works undertaken during the Seventh Plan period through CPWD have been completed:

1. Administrative Complex
2. 60 Students Hostel (General)
3. Library Building
4. Staff Quarters (General)
5. MBA School Building
6. MBA Students Hostel
7. MBA Staff Quarters
8. Sports Complex

6.10.5 The UGC sanctioned financial assistance for setting up of a University Science Instrumentation Centre and for construction of the building of Future Studies Centre during the period under report.

6.10.6 The Second Convocation of the University was held on 27th August, 1990. Dr. A. Gnanam, formerly Vice-Chancellor of

Madras University was appointed as Vice-Chancellor for a period of five years and assumed charge on 7th January, 1991.

6.10.7 The maintenance expenditure for the year 1990-91 is Rs.305.10 lakhs as against the expenditure of Rs.243.38 lakhs during the year 1989-90.

Jamia Millia Islamia, New Delhi

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

6.11.2 Shri S.M.H. Burney has been elected as the Chancellor of the University for a period of five years with effect from 10th July, 1990.

6.11.3 The student strength for 1989-90 stood at 7376 (Male 5159, Female 2217), out of which under-graduate and post-graduate students were 4,721 (Male 3440 and Female 1281). The number of SC and ST students is 362 and 53 respectively and the number of foreign students representing 17 countries is 157 (Male 117 and Female 40). The total strength of teaching staff comprising professors, readers, lecturers, associates/instructors is 291 and that of non-teaching staff is 534.

6.11.4 The University has seven faculties, including the faculty of Law which started functioning from the academic session 1989-90. It has 14 Hostels which have accommodated 916 students (Male 772, Female 144).

6.11.5 One of the important events of the year was the laying of the foundation stone of the Engineering College of Jamia by the Prime Minister in September, 1990.

6.11.6 Jamia has a Mass Communication Research Centre which offers programmes and post-graduate courses in Mass Communication, Radio, Audio-Visual and T.V. and film production. It produces educational programmes for UGC's country-wide classroom programme which is telecast by Doordarshan and audio-visual programmes for Government and non-government organisations.

6.11.7 Jamia has very active non-formal units such as the Centre for Adult and Continuing Education and Extension, State Resource Centre, Child Guidance Centre, Centre for Coaching and Career Planning and Balak Mata Centres. The Centre of Adult and Continuing Education and Extension has started a Master's Degree in Extension Education during the academic session 1990-91, besides running programmes on Population Education.

6.11.8 The State Resource Centre produces reading material for literates and neo-literates. The Child Guidance Centre undertakes development at work for children, parents, adolescent girls,

teachers and professionals. The Centre for Coaching and Career Planning provides systematic coaching to the students of weaker sections of minority communities for appearing at various competitive examinations conducted by the UPSC, State Governments, Public and Private Undertakings. The Balak Mata Centres of Jamia provides education to the women and children of the deprived classes living in the walled city of Delhi. There are three Centres in which nursery and primary classes are held.

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

6.11.10 Jamia provides teaching facilities in foreign languages viz. French, Russian and Bulgarian Languages. Jamia implements the National Service Scheme which arouses social consciousness among the students. The University also offers NCC activities to stimulate interest and create a sense of participation in national defence matters. "Military Science" is one of the subsidiary subjects for B.A. (Hons) course of the Jamia.

6.11.11 Jamia has a Central Library with a collection of 2,15,315 books. It has four Computer Centres providing services to different Departments.

6.11.12 The Ansari Auditorium and Administration Block buildings have been completed during the year. Buildings for Faculty Class Rooms, Gymnasium, Staff Housing Projects are under construction.

6.11.13 Jamia has been sanctioned a sum of Rs.710.00 lakhs as maintenance grants by the UGC for the year 1990-91.

Establishment of New Central Universities

Assam University

6.12.1 Legislation for establishment of a teaching and affiliating University in Assam was enacted in May, 1989. However, it has not been possible to enforce the Act due to the dispute regarding location of the University and the severe constraint of resources.

Nagaland University

6.12.2 Legislation for establishment of a teaching and affiliating University in Nagaland was enacted in October, 1989. However, it has not been possible to enforce the Act due to severe constraint of resources.

Deemed to be Universities

6.13.0 The Deccan College, Pune was declared as an Institution Deemed to be a university under Section 3 of the UGC Act during the year under report bringing the total number of such institutions to twenty-nine.

Specialised Research Organisations

Indian Institute of Advanced Study, Shimla

6.14.0 The Indian Institute of Advanced Study, Shimla which started functioning from October 20, 1965, aims at free and creative enquiry into the fundamental themes and problems of life and thoughts. It is a residential centre for research and encourages promotion of creative thoughts in areas which have deep human significance and provides an environment suitable for academic research particularly in selected subjects like humanities, Indian culture, comparative religion, social and natural sciences. The Institute awards fellowships for periods varying from three months to three years. The sanctioned strength of fellowship is twentyfive to thirty which can vary depending on the availability of facilities at the Institute. Twenty eight fellows were in position during 1990-91 as against 31 during the preceding year. The target of 10 publications set for the year 1990-91 has already been fully achieved. The Institute has over 1 lakh volume of books and journals and subscribes to about 600 current periodicals. Rich in collection of reference works in Social Sciences and Humanities, 2500 volumes of books, journals and periodicals are expected to be added during 1990-91.

Indian Council of Historical Research

6.15.1 The Indian Council of Historical Research was set up in 1972 as an autonomous organisation for fostering objective research and writing in history. The Council has been pursuing this objective by funding research in different fields of history including the history of polity, society and culture. In more recent years, attention has been extended to the study of Archaeology and Epigraphy.

6.15.2 During the period under report, the Council sanctioned eighteen research projects, 95 fellowships and 88 Study and Travel grants. Sixty-four research theses, monographs and journals have been approved for publication subsidy. Financial assistance has been extended to 65 professional organisations such as the Indian History Congress, South Indian History Congress, Indian Archaeological Society, Orissa History Congress, the Institute of Historical Studies and Numismatic Society of India, to enable them to organize conferences and publish proceedings.

6.15.3 The Council nominated twenty three scholars to present their papers at international conferences. They participated in the 4th International Conference on Thai Studies, Kuming, China; International Congress of Asian and North African Studies, Toronto, Canada; 17th International Economic History Congress, Leuven; Belgium and the International Congress of Historical Sciences, Madrid.

6.15.4 The ICHR and the Embassy of Mangolia jointly organised a Symposium on the "Secret History of the Mongols" on 29th November, 1990.

6.15.5 As part of the celebration of the 40th Anniversary of Indian Independence the Council organised one Workshop on National Movement at the Calicut University.

6.15.6 Sixteen scholars were given financial assistance for collection of source material for archives abroad. Under Cultural Exchange Programmes three foreign scholars from USSR, Tureky and Bulgaria were invited for collecting material from various Archives and libraries in connection with their research work. Only the scholar from Bulgaria has, however, been able to come.

6.15.7 The Council has during the period under review published twelve books in English, Hindi and Tamil while twenty manuscripts in English, Hindi, Persian, Tamil, Telugu and Assamese are under publication.

6.15.8 The Library and Documentation Centre of the Council installed a micro-film printer as part of its increased services to readers. During the period 1646 volumes were added to the Library.

Indian Council of Philosophical Research (ICPR)

6.16.1 Indian Council of Philosophical Research was set up mainly to coordinate and review the progress of research in philosophy, to sponsor or assist projects of research in philosophy and to take necessary measures for the promotion of research in philosophy and allied disciplines.

6.16.2 During 1990-91, the Council awarded one National Fellowship, one Sr. Fellowship, seventeen General Fellowships, two Fellowships for teaching and learning material, three short-term Fellowships and three residential Fellowships, besides continuing two Senior Fellowships and sixteen General Fellowships. The Council provided travel grants to eight scholars for participation in International Conferences held abroad.

6.16.3 Under the project of re-vitalisation of Indian Philosophical Traditions, the Council initiated a dialogue between South Indian Ulema and the University trained modern scholars in June 1990 at the Osmania University, Hyderabad. Financial support was extended to eight Universities and Institutes for organising

seminars, conferences etc. on various aspects of Philosophy. The first Regional Conference of Afro-Asian Philosophy Association is proposed to be held in March, 1991 at New Delhi in collaboration with the Afro-Asian Philosophy Association and International Federation of Philosophical Societies. The Council organised a series of lectures by Prof. T.L.S. Spirgge, a well known British Scholar at Delhi, Calcutta, Jaipur and at the ICPR Academic Centre, Lucknow.

6.16.4 The Council published two issues of its Journal and three publications viz. 'Gadhadhara's Theory of Objectivity' - parts 1 & 2 and "Samveda". Seven other publications have been published upto the end of the financial year.

Indian Council of Social Science Research (ICSSR)

6.17.1 The ICSSR was established in 1969 as an autonomous organisation to promote and coordinate social science research in the country.

6.17.2 During the year the Council continued to assist research institutions of all-India character engaged in research in the field of social sciences. The total number of institutions assisted during the year was twenty five. The Council provided financial support to six regional centres located at Bombay, Calcutta, Chandigarh, Madras, New Delhi and Shillong for promotion of Social Science Research in their respective regions. Financial grants were made to twenty-one institutions, professional social science organisations, universities, etc. for seminars, conferences, workshops and symposia.

6.17.3 The Council approved research grants to sixty-four research projects till December, 1990. A number of sponsored research programmes on topics like 'Women Studies', 'Health For All', 'Theoretical and Methodological Issues in Social Sciences', 'Preparation of Encyclopedia on Social Legislation in India' and 'Programme on Promotion of Research in the North East' are in progress.

6.17.4 The Council awarded two national fellowships, nine senior research fellowships, seven general fellowships, twenty eight short term doctoral fellowships and thirty-nine contingent grants. Two short-term training programmes were organised during the period.

6.17.5 The National Social Science Documentation Centre (NASSDOC) acquired 1600 publications including 200 theses and 190 research projects. Study grants to ninety doctoral students were made to enable them to visit libraries to collect research material. Financial assistance was also given to thirty bibliographical and documentation projects. The data archives acquired three data sets for the repository. The National Registrar of Social Scientists in India, covering 3600 scholars

has been computerised and the Council plans its publication during 1991-92. One training course on Computer Application in Social Sciences Data Analysis was also conducted at ICSSR, North-west Regional Centre, Chandigarh.

6.17.6 Under the scheme of publication grants, eighty-nine theses and seventeen research projects were approved for financial assistance. The Council published forty books under the publication grants. Under the Asian Pacific Information Network in Social Science (APINESS) Programme, APINESS newsletter was brought out half-yearly. The Centre furnished 260 short bibliographies to scholars, institutions and ICSSR staff on demand.

6.17.7 The members of two Indo-Soviet Joint Research Projects on 'Cultural Plurality and National Integration and Quest for Peace and Development - Role of India and the Soviet Union' visited the USSR this year under the Cultural Exchange Programme to finalise their research reports. Under the Cultural Exchange Programme, two Chinese Scholars and one Russian Scholar visited India and the Council sponsored visits of five scholars to France, one to Australia, one to the USSR and two to China. The Council also organised three international seminars first on 'Alternatives in Development' the second on 'Tradition and Modernity' in collaboration with Japanese Association of South Asian Studies and the third on 'Plantation Economy in Colonial Asia' held in Amsterdam under the Indo-Dutch Programme. Under the partial/full assistance of the ICSSR, thirty-eight scholars participated in International conferences. Financial assistance was provided to two scholars to visit abroad to collect research material.

Scheme of Assistance to All India Institutes of Higher Learning

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

Bilateral/Foreign Collaboration

6.19.1 Over the years, interest of academics from foreign countries in India has been increasing. This is reflected in increasing number of research projects sponsored by American Institute of Indian Studies, Shastri Indo-Canadian Institute, United States Educational Foundation in India and Berkeley Professional Studies Programmes in India. During 1990-91, the

total number of research proposals approved by the Government was 254 as against 236 during 1989-90. The number of bilateral international conferences, symposia, seminars, workshops etc in collaboration with foreign universities, requests for appointment of foreign scholars as visiting lecturers or professors and appointment of foreign nationals in universities in the country have also been increasing.

Shastri Indo-Canadian Institute:

6.19.2 Established in 1968, the Shastri Indo-Canadian Institute promotes growth of mutual understanding between India and Canada through exchange of scholars, promotion of research activity, bilateral conferences and special projects. In accordance with the Memorandum of Understanding signed in November 1968, as renewed for five years with effect from 1st April, 1989, the Government provided Rs.5,500,000.00 grants-in-aid to the Institute during 1990-91.

6.19.3 During 1990-91, the Institute awarded thirty fellowships to Indian scholars to carry out their academic research and interactions with their counterparts in Canada. Similarly, eighteen Canadian scholars carried out their research concerning various aspects of India's heritage and the developmental process.

6.19.4 The Institute is constructing its building on a plot of land assigned to it by the Government of India at Bhai Vir Singh Marg in institutional area in New Delhi. With the completion of the building shortly, the Institute could expand its programmes promoting linkages between Canada and India.

United States Educational Foundation in India:

6.19.5 The United States Educational Foundation in India (USEFI) was established in February 1950, under a bilateral agreement which was replaced by a new agreement in 1963, for promoting understanding between the people of India and United States of America by a wider exchange of knowledge. It is responsible for administering the Fulbright programme in India.

6.19.6 Twenty-two lecturers, fourteen researchers and seventeen students were awarded grants ranging from three to nine months during the academic year 1990-91.

6.19.7 The binational USEFI Board of Directors each year approves the fields of study for which fellowships are offered. The Foundation awards thirty research grants in the social sciences and the humanities for senior and junior university faculty for a duration of three to seven months. A distinguished Indian is awarded a grant for three weeks to lecture in the United States.

American Institute of Indian Studies:

6.19.8 The American Institute of Indian Studies (AIIS) which is a 31-year old consortium of fifty-seven major American universities such as Universities of California, Chicago, Columbia, Harvard, Pennsylvania, Washington etc. has been functioning in India since 1961 with the aim of promoting Indian studies, culture and civilisation in the United States through (a) fellowships; (b) teaching of Indian languages; (c) publication of the results of research work; (d) organising seminars, conferences and workshops and (e) research centers in the fields of history of art and archaeology in Varanasi and music and ethnomusicology in New Delhi.

5.19.9 During 1990-91, the Institute awarded nearly eighty fellowships to faculty members and Ph.D students from universities and research organisations in the United States irrespective of their nationality and in the fields ranging from anthropology to zoology. It has sponsored scholars to participate in seminars in India on (1) 'Kal' organised by the Indira Gandhi National Centre for Art; (2) 'Calcutta's History, Society and Culture' organised by Calcutta Tricentenary Committee; and (3) 'Ramayana: Tests and Traditions' organised by Hyderabad Central University.

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

6.19.11 In addition to individual projects, the Institute, during the period under review, administered long-term projects on such varied subjects as 'History of Shah Jahan' to 'Reptile Reproduction and Egg Incubation Studies of Crocodiles, Turtles and Lizards'. The results of more than 2500 research projects have already been published under the aegis of the AIIS.

6.19.12 The Centre for Art and Archaeology of the Institute, with an archival facility of about 100,000 mounted and documented photographs and 17,000 slides of various ancient monuments and sites, organised documentation tours to the States of Andhra Pradesh, Delhi, Karnataka and Orissa to photograph temples and Islamic monuments etc., required for its on-going projects. Two parts of the Encyclopaedia of Indian Temple Architecture for South and North India are in press and work on the remaining area continues.

6.19.13 The principal aim of the Archives and Research Centre for Ethnomusicology (ARCE) is to develop an archive of Indian performing and oral arts, and more generally to advance the knowledge and understanding of the performing arts of India and stimulate the study of ethnomusicology in India. The Centre now has about 3,000 hours of audio recordings and about 600 hours of video recordings in the field. It has a Library of about 4,000 books and 75 journals in the field.

Revision of pay scales of teachers in universities and colleges

6.20.1 The scheme of revision of pay scales of teachers in universities and colleges, announced in July, 1988, has been implemented by all the Central Universities and most of the States. Central assistance has also been released to about 11 States.

6.20.2 Consequent upon the implementation of the Scheme of revision of pay scales, two national qualifying tests were conducted by UGC in December, 1989 and June, 1990 for recruitment of Lecturers on all-India basis. The UGC has also since revised the minimum qualifications required for appointment to various teaching posts in the universities and colleges.

6.20.3 The Commission has also finalised a system of performance appraisal of teachers and a code of professional ethics in consultation with the teachers' organisations. The universities and colleges have been requested to adopt the scheme.

6.20.4 The Commission has established 48 Academic Staff Colleges at different universities for orientation of newly appointed teachers and refresher courses for in-service teachers.

Zakir Husain Memorial College Trust

6.21.1 Zakir Husain Memorial College trust was established in 1973 to take over the responsibility of the management and maintenance of Dr. Zakir Husain College (formerly Delhi College). The maintenance expenditure of the College which is a constituent college of Delhi University, is shared by the University Grants Commission and the Trust in the ratio of 95 : 5. In addition, the University Grants Commission sanctions development expenditure of the college according to the pattern of assistance laid down by the Commission for various types of programmes. The matching contribution to such development expenditure is required to be made by the Trust. Since the Trust has no financial sources of its own, grants are provided by the Department of Education for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

6.21.2 One of the major programmes decided by the Trust was to shift the college from the present premises to Minto Road area near Ranjit Hotel. The funds for the construction of new building were provided through grants from the Department of Education and the University Grants Commission. The new building of the College was inaugurated by the Prime Minister on 8th February, 1991.

Scheme of National Research Professorship

6.22.0 The Scheme of National Research Professorship was instituted in 1949 to honour distinguished academics and scholars. At present there are four National Professors. They are :

Dr. V.K.R.V.Rao, Economist; Dr. C.R.Rao, Mathematician; Dr.(Justice) D.D.Basu, Constitutional Expert; Dr.(Smt) J.S.Subbalakshmi, Carnatic Musician. The National Professors are entitled for monthly emoluments of Rs. 5000/- and contingency grant.

Association of Indian Universities (AIU)

6.23.1 The Association of Indian Universities (AIU), a voluntary organisation of universities, provides forum for university administrators and academics to come together to exchange views and discuss matters of interest. The Association acts as a bureau of information in higher education and brings out a number of useful publications, research papers, books and journals on higher education.

6.23.2 Though the Association is largely financed from the annual subscription paid by the member universities, the Government provides grants to the Association for undertaking research/studies in matters of importance to higher education. Financial assistance is also provided for meeting a part of its maintenance expenditure including the activities undertaken by the Research Cell set up with assistance from Government.

6.23.3 During 1990-91, the Association by completing research projects on:

- i) Economics of Distance Higher Education : with reference to correspondence courses;
- ii) Trends in Educational Expenditure Among the Central and State Universities: An Analysis of Sources, Methods and Patterns of Resource Allocations;
- iii) Survey of Scientific and Technical Manpower in the University Sector; and
- iv) University Industry Interactions; Exploring Areas and Forms of Collaborations.

has contributed to the growth of the body of literature on these aspects of higher education.

The Association proposes to undertake Studies on

- (a) Performance Indicators in higher Education and
- (b) Mobilisation of Resources for the Development of Universities.

6.23.4 In the areas of Examination Reforms, projects concerning language load experience by undergraduate students in courses other language specialities, reaction to UGC Syllabus

documents, Teacher Evaluation, Institutional Evaluation etc. are being undertaken. The Association has published Monographs on Unfair Means, Sample Free Item Analysis and Mass Copying.

6.23.5 During 1990-91, Handbook of Medical Education, Handbook of Distance Education, Bibliography of Doctoral Dissertations in Natural & Applied Science (1984-85), Bibliography of Doctoral Dissertations in Social Science & Humanities (1985-86) and Question Bank Book Series in History (Hindi version) have been published.

6.23.6 The Association of Indian Universities hosted the Conference of Executive Heads of Commonwealth Universities at New Delhi in January 1991. The Conference, held for the first time in India, was attended by 240 delegates from the Commonwealth Countries.

Panjab University, Chandigarh

6.24.0 With the reorganisation of the State of Punjab, the Panjab University was declared an inter-State body corporate under the provisions of the Punjab Re-organisation Act, 1966. The maintenance expenditure of the University is being shared at present by the Government of Punjab and the UT Administration of Chandigarh in the ratio of 40:60. The development expenditure of the University is met mainly from the grants sanctioned by the UGC for specific programmes in accordance with the guidelines of the Commission. The University, however, has to provide the matching share for the development grants sanctioned by the University Grants Commission and also to finance several projects and programmes which are not covered by the schemes of the UGC. In order to meet these requirements the Central Government has been sanctioning annually appropriate amount as loan to the University. During the Year 1990-91 a loan of Rs.50.00 lakhs was released to the University for its development programmes.

Establishment of the National Testing Service

6.25.1 The National Policy on Education - 1986 and the Programme of Action for the implementation envisages the establishment of a National Testing Service to facilitate the process of delinking University degrees from recruitment to services for which a University degree need not be a necessary qualification.

6.25.2 The National Testing Service when established will

- (a) conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a diploma or degree qualification;

- (b) make the test available for candidates taking the same on their free will and those who are certified as qualified for specified jobs/services would be eligible for appointment to such posts/services without insisting on any other qualifications;
- (c) design a series of tests on the basis of detailed job description, job analysis, etc., to identify requirements of knowledge, competence, skills and aptitudes necessary for the performance of the identified jobs; and
- (d) function as a well equipped resource centre at the national level in test development, test administration, test scoring, application of computer systems and optional marks reader, etc.

6.25.3 The Government have approved the proposal in principle to establish the National Testing Service with the above objectives. The NTS is being set up as a registered society under the Societies Registration Act and will become operational after finalisation of the MOA & Rules and appointment of members of the General Council and Governing Body and other key functionaries.

Special Cells for SCs and STs

6.26.0 The Cell, which is responsible for the review of the policy regarding reservation in admission and appointment in the colleges and universities, has been strengthened by placing it under the charge of an Under Secretary, who coordinates with Central Universities. The Cell also functions as a liaison unit for furnishing information regarding reservation to the Commission for the SCs and STs and the Parliament. Representations received from SC and ST teachers/ students/employees in colleges and universities were examined by the Cell and taken up with the concerned authorities, wherever necessary.

7 Technical Education

7 TECHNICAL EDUCATION

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

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

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

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

Indian Institutes of Technology

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

7.3.2 The IITs conduct four-year undergraduate programmes leading to Bachelor's Degree in Technology (B.Tech) in various fields of engineering and technology. They also offer integrated Master's Degree courses of five-year duration in Physics, Chemistry and Mathematics, one-and-a half year M.Tech Degree courses in various specialisations, and one-year post-graduate

Table 7.1

I.I.T.	Admissions		Student Strength (Total in 1990-91)		Out-turn (with reference to admissions in earlier years)	
	UG	PG+R	UG	PG+R	UG	PG+R
Delhi	327	719	1146	1903	221	530
Bombay	394	845	1447	1461	382	364
Madras	273	412	1071	115	283	544
Kanpur	293	336	1134	867	220	300
Kharagpur	394	413	1606	963	434	397

Diploma courses in selected areas. In addition, the Institutes offer Ph.D programmes in different branches of engineering sciences, humanities and social sciences. There are also advanced centres of training and research in each Institute in identified areas of specialisation. The table above presents the particulars of admissions, student strength and out-turn of the five IITs.

7.3.3 The IITs have made great contributions in the matter of transfer of technology. A large number of industries have benefited from the research work done by these Institutes either under sponsorship or on their own. Over the years, they have also succeeded in developing patents and their exploitation by the industry. Through the sponsored research projects and consultancy work undertaken by the IITs and their faculty, sizeable revenue accrues to the Institutes every year.

7.3.4 Another significant contribution made by the IITs in the development of Science and Technology in the country is the assistance extended by them in the development of curricula etc. for the benefit of other engineering/technological institutions.

7.3.5 These Institutes can take pride in the quality of their students, in as much as they demonstrate by the time they graduate and pass out, high level of competence, values and maturity. Selection of the brightest students and the very high quality of training are the strengths of the IIT system, which is committed to the pursuit of excellence. During the year under report, the Institutes continued the process of replacement of obsolete equipment and modernisation of laboratories with funds provided for this purpose.

7.3.6 The Institutes continued to help the Regional Engineering Colleges in the development of their laboratories and faculties under the Institutional Network Scheme.

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

7.3.8 During the year under report IIT Kharagpur has notable additions which include a highly sophisticated wave-maker for the Naval Architecture Department and a modern rubber mixing mill and processability tester for the Rubber Technology Centre. IIT, Madras continued to update and create modern experimental facilities in all departments to support its teaching and research activities. IIT, Delhi has launched an Under-graduate Research Opportunities Programmes (UROP) to initiate interested under-graduate students into excitement of research. IIT, Kanpur is soon going to acquire and install a number of computer systems inter-connected by a local area network. IIT, Bombay has taken several steps to strengthen IIT-Industry link and increasing interaction.

7.3.9 Each of the IITs had drawn up its own Programme of Action (POA) to implement the directives indicated in the NPE -- 1986. As desired by the Planning Commission, the Institutes have also formulated approach papers for the development of specific areas during the Eighth Five Year Plan. The emphasis for further development will be on strengthening the infra-structural facilities including construction of additional hostels and staff quarters, modernisation of laboratories, introduction of new courses in the emerging thrust areas, removal of obsolescence of equipment, institution of new programmes for quality improvement, staff and faculty development, etc.

7.3.10 A high-powered Review Committee which evaluated the working and performance of IITs submitted its report in February 1987. After due consideration and scrutiny, most of the recommendations have been referred to the IITs for implementation. Other recommendations are under consideration of the IIT Council and an Empowered Committee. Implementation of the recommendations will be monitored by the IIT Council and the Empowered Committee.

7.3.11 Under the Assam Accord the Government has agreed to establish an IIT in Assam. This will be the sixth IIT in the

country. The site for the location of IIT suggested earlier by the State Government could not be procured by it and they have now suggested a new site which has been inspected by the Expert Committee.

Indian Institutes of Management

7.4.1 The four Indian Institutes of Management, one each in Ahmedabad, Bangalore, Calcutta and Lucknow were set up by the Government of India with the objective of providing education, training, research and consultancy in the field of management.

7.4.2 The three Institutes in Ahmedabad, Bangalore and Calcutta continued their usual academic and research programmes viz. Post-Graduate Programme (PGP), Fellowship Programme in Management (FPM), Management Development Programmes (MDPs), Organisation Based Programmes (OBPs) and Research and Consultancy for the industries as in the previous year.

7.4.3 The fourth Indian Institute of Management at Lucknow which was established in 1984, started functioning from 1985-86 session. This is still in a developing stage. The Institute is conducting Post-Graduate Programme, Management Development Programme, undertaking Research and Consultancy for the industries.

National Institute for Training in Industrial Engineering

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

7.5.2 The Institute offers Post-Graduate Programme in Industrial Engineering (equivalent to M.Tech.), Post-Graduate Programme by Research, Fellowship Programme (equivalent to Ph.D.) in Industrial Engineering and Diploma Programme in Computers and Applications. It has been conducting several short-term Executive Development Programmes ranging from one to two weeks duration in various areas of Industrial Engineering and Management Techniques. The Institute is also engaged in applied research and offers consultancy in the various facets of Industrial Engineering, Operations Research, Information System and Computers, Marketing, Personnel and other productivity related and management fields. The Institute also conducts a special type of programme tailor-made to suit the requirement of individual organisations known as Unit Based Programme.

National Institute of Foundry and Forge Technology, Ranchi

7.6.1 The National Institute of Foundry and Forge Technology, Ranchi was established during 1966 in collaboration with UNDP-UNESCO as an apex institution for training and research in foundry

and forge technology. It is an autonomous institution fully funded by the Government of India. The objectives of the Institute are :

- to provide training through advanced diploma courses, refresher courses, M.Tech. course and unit-based programmes required by industry,
- to guide and conduct applied research in foundry and forge technology, and
- to provide consultancy, testing, documentation and information services to foundry, forge and allied industries.

7.6.2 The Institute started its seventeenth advanced diploma course in foundry/forge technology in September, 1990 with a total of fifty-eight students. The fifth batch of M.Tech course with ten students commenced in August, 1989. During the year 1989-90, the Institute conducted nine refresher courses attended by one hundred and seven sponsored candidates. Faculty members participated in various National and International Seminars/symposia/conferences and presented/published 28 technical papers. The Institute interacted with several agencies and also undertook a number of research and consultancy projects. The Institute conducted two unit based programmes.

7.6.3 The Institute has a computer centre with a Horison-332 bit, 2 RAM system alongwith various peripherals. A new system is expected to be acquired in the near future. The documentation and information retrieval services were also strengthened by the Institute during the period under report.

School of Planning and Architecture

7.7.1 The School of Planning and Architecture (SPA), New Delhi, was established in 1955 as a pioneer institution to provide training facilities in areas relating to human settlements and environment. It is an autonomous institution fully financed by the Government of India. The School was given the status of a Deemed University in 1979 to enable it to broaden its horizons of academic programmes, to further promote research and extension programmes, and to award its own under-graduate, post-graduate and doctoral degrees.

7.7.2 The School is conducting a Bachelor's degree course in architecture with an annual sanctioned intake of 68 students in two shifts. Bachelor's degree course in Physical Planning has also been introduced with an intake of 20 students from the last year. It is also conducting Master's Degree course in Planning (with specialisation in urban and regional planning, transport planning and housing), architecture (with specialisation in urban design and architectural conservation), building engineering and management and landscape architecture. The total intake of post-graduate courses is 110. The institution also conducts Ph.D.

programme with an intake of 10. To promote and coordinate inter-disciplinary research and extension programmes, the School had set up a Centre for Conservation Studies and Centre for Analysis and Systems Studies in addition to the Centres for Rural Development and Environmental Studies, which are acting as resource centres for the teaching departments. The centre for Analysis and Systems Studies has an Apollo DN-560 computer with advanced facilities for computer aided design.

7.7.3 During the year under report, the civil construction works of a hostel, a guest house and 71 staff quarters are continuing at the Maharani Bagh campus of the School. The School organised several seminars, workshops and short-term courses, and also undertook a number of research and consultancy projects.

Technical Teachers' Training Institutes (TTTIs)

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

7.8.2 The TTTIs have been included in a major project launched by Government during 1990-91 for upgrading the capacity, quality and efficiency of polytechnics in the states, with the assistance of the World Bank. They will provide assistance to the participating states the training of polytechnic teachers, formulation of curriculum in new and emerging areas, providing professional support in education, research and development, human resource development, consultancy, etc. and also assisting the states in project detailing and project implementation.

International Collaboration in the field of Technical Education

7.9.1 Major technical institutions in the country are having collaborations with their counterparts for joint research and development in the emerging areas of science and technology. Assistance from international organisations like UNDP, UNESCO and

bilateral funds of advanced countries like Canada, France, Germany, Italy, Japan, Norway, Sweden, Switzerland, U.K. etc. are received for this purpose in the form of equipments, expert services and training. Technical institutions are also collaborating with their counterparts in the USA for joint research in the field of science and technology availing of assistance from US-India Rupee Fund.

7.9.2 During the year 1990-91 IIT Delhi has received a new computer system with assistance from Overseas Development Administration, U.K. It has also been decided, in principle, during this year to have a collaboration between Regional Engineering Colleges and their counterpart institutions in the U.K. in the areas of Design, Energy, Information Technology and Material Science with ODA assistance. In the field of Management Education, a project on International Management Education was implemented during this year with assistance of the UNDP. Besides, major Indian institutions in the field of Management and European institutions for Management had collaboration under an agreement between India and EEC.

Regional Engineering Colleges

7.10.1 Fourteen Regional Engineering Colleges (RECs) were set up, one each in the major States, during the Second and Third Plan periods to enable the country to meet the increased need for trained engineering personnel during subsequent Plan periods. These are at Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Jaipur (Rajasthan), Jamshedpur (Bihar), Kurukshetra (Haryana), Nagpur (Maharashtra), Rourkela (Orissa), Srinagar (Jammu and Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirapalli (Tamil Nadu) and Warangal (Andhra Pradesh). Fifteenth REC at Silchar (Assam) started functioning in November, 1977, the sixteenth one at Hamirpur in Himachal Pradesh in July, 1986 and the seventeenth one at Jalandhar in Punjab in July, 1989.

7.10.2 While all the RECs (except the ones at Hamirpur and Jalandhar) offer first degree courses in Civil Engineering, Mechanical Engineering and Electrical Engineering, many of them also offer first degree courses in Chemical Engineering, Metallurgical Engineering, Electronics, Production Engineering, Mining Engineering, Architecture and Computer Science. The Regional Engineering College at Hamirpur is presently offering first degree courses in Electronics, Textile Engineering and Industrial Engineering, Structural Engineering and Construction Management, Instrumentation and Control Engineering, Chemical Engineering, Bio-Engineering, and Mechanical Machine Design and Automation Engineering. Fourteen RECs also conduct post-graduate courses. Of these, nine are conducting industry oriented courses in specialised fields such as design and production of high pressure boilers and accessories, heavy machines for steel plants, transportation engineering, industrial and marine structures, integrated power system etc.

7.10.3 During the year under report, emphasis was laid on expansion and diversification of academic programmes, modernisation of laboratories including replacement of obsolete equipment, construction of students' hostels and development of students' activity centres, expansion of research activities, institute-industry collaboration and instituting new activities like continuing education programme. These colleges made good progress in the implementation of their developmental plans. One hundred and seventy laboratories are being developed in these colleges under the scheme of institutional network with IITs. Four of these institutions have main-frame computers, while the others have procured micro systems and personal computers mainly to meet the requirements of training students.

7.10.4 In the context of the implementation of the NPE - 1986, Programme of Action (POA) documents were prepared by all the RECS re-defining their institutional goals and targets, and projecting perspective plans to cover the remaining period of the Seventh Plan and also Eighth Plan period. During the years 1988-89 to 1990-91, only a beginning could be made to undertake the activities indicated in these documents because of the limited resources made available to the Regional Engineering College system.

Development of Post-Graduate Courses and Research Work

7.11.1 The Government of India is directly assisting fifteen State Government and twenty four non-Government post-graduate institutions under the scheme of development of post-graduate education and research in engineering and technology. The scheme has made considerable contribution in promoting development of technical education in general and Research and Development (R&D) in particular. During the year under report, introduction of ten new post-graduate courses in ten engineering institutions/colleges was approved.

7.11.2 The Graduate Aptitude Test in Engineering (GATE) examination was held in February 1990 on the basis of which admissions were made to post-graduate courses in July 1990.

Quality Improvement Programme

7.12.1 The Quality Improvement Programme (QIP) was initiated in the year 1970-71 with a view to improving the quality and standards of technical education. The following programmes are conducted under the schemes :-

(i) Faculty development, which includes

- M.Tech. and Doctoral programmes
- Short-term courses at QIP Centres
- Summer and winter school programmes through the Indian Society for Technical Education (ISTE).

- (ii) Curriculum development which includes laboratory development, preparation of instructional materials and text books.
- (iii) Practical training in industry for teachers of engineering colleges and polytechnic.

7.12.2 The M.Tech. and Doctoral programmes are implemented at the five Indian Institutes of Technology (IITs), University of Roorkee, Indian Institute of Science (Bangalore), Banaras Hindu University, a few Regional Engineering Colleges, Anna University (Madras), and Jadavpur University (Calcutta). The programme relating to short-term courses is implemented through the above centres for engineering college teachers, and through the four Technical Teachers' Training Institutes (TTTIs) and the Institute of Engineering and Rural Technology, Allahabad for teachers of diploma level institutions. While the programme of short-term training in industry is organised by the regional offices of the Ministry, the summer/winter school programme is organised through the ISTE.

7.12.3 The table below presents the achievements of Faculty Development Programme under QIP in terms of number of teachers trained so far.

Table 7.2

Achievements of Faculty Development Programme under QIP

	Number of courses	Number of teachers trained (approx.)
Teachers trained for Ph.D	-	1,245
Teachers trained for M.Tech.	-	1,220
Teachers trained at degree-level in short-term courses	855	15,000
Teachers of Engineering Colleges and Polytechnics trained through summer and winter school programmes of ISTE	1644	36,294
Short-term programmes for Polytechnic teachers conducted by TTTIs	2040	41,500
Short-term training in industry for teachers at the degree and diploma levels	-	6,500
TOTAL	4539	1,01,759

7.12.4 Till 1990-91, about 1345 teachers were trained for M.Tech. and 1325 teachers for Ph.D. The QIP Centres organised about 855 short-term courses for degree level teachers, wherein about 15000 teachers were trained. The ISTE organised 1644 short-term summer/winter school programmes for teachers of engineering colleges and polytechnics together, wherein about 36294 teachers were trained. The TTTIs have conducted about 2040 short term programmes for polytechnic teachers thereby training 41,500 teachers. Under the short term programme in industry 6500 teachers at the degree and diploma levels were trained.

7.12.5: The Curriculum Development Cells at degree level have till now produced about 290 text books, 210 monographs, 70 manuals, 137 other publications and conducted about 220 workshops and seminars. The ISTE has also produced about 152 teachers' manuals.

World Bank assisted Project to support Technician Education

7.13.1 Recognising the need for revamping technician education system, the Government have launched a major project to be implemented in two phases with the assistance of the World Bank Group to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The project estimated to cost over Rs.1650 crores including World Bank Credit/Loan assistance of about US\$ 550 million over this period, 1990-1998 will cover polytechnics approved/recognised by the All India Council for Technical Education in sixteen States and one Union Territory. The project covers nearly 80% of the approved polytechnics in the country. It is primarily a State-sector project and the entire cost is to be provided by the participating State Governments from their respective State Plan allocations during the VIII/IX Plan periods. The project will be implemented by the State Governments under the overall guidance, support and monitoring by the Department of Education for which a small central component covering strengthening of the four Technical Teachers' Training Institutes in the country and establishment of a National Project Implementation Unit (NPIU) in the Educational Consultants India Limited (EdCIL) has been provided in the project.

7.13.2 The first phase of the project estimated to cost about Rs.832 crores and covering polytechnics in the States of Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh has already been approved and is under implementation. The first phase became technically effective, after the signing of the formal agreements, in December, 1990.

7.13.3 The second phase with similar objectives and costing approximately Rs.825 crores covers polytechnics in the States of Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Maharashtra, Punjab, Tamil Nadu and West Bengal and the Union Territory of Delhi. The second phase is being finalised to commence from 1991-92.

Institutional Network Scheme

7.14.1 The scheme was initiated during 1981-82 to develop an internal assistance programme of networking between well developed technological institutions such as IITs and comparatively less developed institutions such as the RECs and State engineering colleges for development of laboratories, exchange of faculty, training of faculty members and collaborating in research programmes.

7.14.2 During the Seventh Plan period, 199 laboratories have been supported through the networking scheme and an amount of Rs.4.95 crores has been released for the purpose. Another forty laboratories were supported during 1990-91 at a cost of Rs. 1 crore.

7.14.3 According to the provisions of the scheme, an approved project of networking is supported by the grant of an amount of Rs.5 lakhs out of which 50% is borne by the Department and the remaining 50% by the institution concerned.

Thrust Areas of Technical Education

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

7.15.1 The Scheme was instituted during the Sixth Plan and modified in scope and dimensions during the Seventh Plan with the objective of strengthening facilities in technological institutions offering courses at under-graduate level in certain identified areas of technology where critical gaps exist, through (i) augmentation of physical facilities such as laboratory equipment, space, faculty and supporting staff, (ii) diversification of courses, and (iii) preparation of base for post-graduate programmes. The identified areas of technology where weakness exists are: computer science/technology, electronics, instrumentation, material science/technology, maintenance engineering, product development/design, bio-conversion, ergonomics, printing technology, management science and entrepreneurship.

7.15.2 An amount of Rs.39.30 crores was released during the Seventh Plan period supporting 347 projects. During 1990-91 81 projects were supported involving a grant of Rs.681.60 lakhs.

(b) Creation of infrastructure in areas of emerging technologies

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

The objectives of the scheme are :-

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

7.15.4 The seventeen areas identified for support under this scheme are: energy science, transportation engineering, micro-electronics, remote sensing, atmospheric science, reliability engineering, environmental engineering, water resource management, optical communication and fibre-optics, laser technology, informatics, telematics, education technology, computer-aided design/computer-aided manufacture, micro-processors, robotics and artificial intelligence. During the Seventh Plan, an amount of Rs. 57.33 crores was released to support 458 projects. During 1990-91, 128 projects were supported involving a grant of Rs.10.59 crores.

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

7.15.5 This is a new scheme instituted during 1987-88 as part of the implementation of NPE. The scheme has been formulated keeping in view the changing industrial scene and the pace of technology development the world over. Many new areas of technology have evolved in recent years in the conventional as well as emerging fields of technology which have relevance to the national needs, where manpower with appropriate expertise has to be developed. Forty-six new/improved areas of technology have been identified where programmes/courses are supported under the scheme.

7.15.6 During 1987-90, an amount of Rs. 11.22 crores was released to support 67 projects. During 1990-91, 65 projects have been supported involving an amount of Rs.7.90 crores.

Modernisation and Removal of Obsolescence

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

7.16.2 During the Seventh Plan and more particularly after NPE - 86 was adopted, the scope and dimensions of the scheme were expanded to cover IITs, RECs and other engineering colleges including technical universities and technological faculties of universities, polytechnics and removal of obsolescence of human resource. The objectives of the scheme were re-defined as follows:-

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

7.16.3 Data on the number of projects supported during the Seventh Plan and during 1990-91 and the amounts of grant released each year are given below :-

Table 7.3

Support for Modernisation and Removal of Obsolescence in Technical Education

Year	Number of projects supported	Amount of grant released (Rs. in crores)
1985-86	131	15.00
1986-87	151	18.00
1987-88	529	60.00
1988-89	603	52.70
1989-90	400	37.00
1990-91	328	30.60

National Technical Manpower Information System

7.17.1 The National Technical Manpower Information System (NTMIS) has been set up by the Government of India with a view to monitor the supply and utilization of engineering and technical manpower at the national and the individual state levels so that the planning and development of technical education is done on proper lines. The system comprises of a Lead Centre at the Institute of Applied Manpower Research, New Delhi and twenty-one Nodal Centres, including the four Boards of Apprenticeship/Practical Training, which are located in different States.

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

7.17.3 Most of the Nodal Centres completed the second round of the Graduate Follow-up Survey covering the students who passed out in the year 1983 while some Nodal Centres also completed the work pertaining to third round of the survey covering the students who passed in the year 1984. The follow-up survey pertaining to the year 1984 was in progress in other Nodal Centres. The work relating to the second round of the survey of academic institutions, with the reference year of 1984-85 was completed by most of the Nodal Centres and the work relating to the year 1985-86 was in progress. The second round of establishment survey with the reference year of 1984-85 was completed by the Boards and the work relating to the reference year 1985-86 was in progress.

7.17.4 Using the data collected, the NTMIS has been producing Annual Technical Manpower Reviews for the States. By the end of 1989-90 such reviews were prepared for the States of Andhra Pradesh, Haryana, Himachal Pradesh, Madhya Pradesh and Uttar Pradesh, and the Union Territory of Delhi. The reports provide information on the type of employment available to the graduates of different courses, the pattern of absorption of graduates in different forms of activities, the extent of unemployment among different types of graduates etc.

7.17.5 The NTMIS also undertakes exercises bringing out the future requirements of engineers of different types at the national level. One such exercise covering the Instrumentation Engineers has been completed. The study provided estimates of requirements of Instrumentation Engineers at the national level for the period, 1990-2000 A.D. The report also provides estimates of additional engineers that would be required for meeting demands in different years.

7.17.6 The National Expert Committee set up by the Government of India for evaluating the National Technical Manpower Information System (NTMIS) submitted its report to the Government in November, 1989. The Committee recommended that the Scheme should be continued and suitably strengthened. The Government has accepted the report of the National Expert Committee.

Development of Management Education at Non-University Centres

7.18.0 In order to meet the need for trained managerial manpower at different levels, the Government of India initiated a programme to provide assistance to certain non-university centres which are functioning at All-India level and are offering two year full-time and three year part-time post-graduate diploma course in Management Studies. The assistance is given to the institutions on the recommendations of the All India Board of Management Studies/AICTE. Under the programme, the Government of India has been giving assistance to a few institutions for consolidation and development of the management programmes.

All India Council for Technical Education

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

7.19.2 In order to deal with the situation which arose by the mushroom growth of large number of private engineering colleges and polytechnics, the AICTE was given the status of a statutory body by an Act of Parliament. The AICTE covers all technical institutions and University Technical Departments conducting diploma, degree and P.G. courses in the fields of studies like engineering and technology, management, town planning, architecture, applied art and pharmacy, throughout the country.

7.19.3 The Council became operational through its Executive Committee and four Regional Committees at Kanpur, Madras, Bombay and Calcutta. During the year under report the Council established All India Boards of Studies at technician, undergraduate and post-graduate levels in engineering and technology and one in the field of management education. The Council also signed a Memorandum of Understanding with the Council of Architecture to deal with the development of education in the field of architecture. It also approved the establishment of the National Board of Accreditation. The Council approved norms and standards for various courses and guidelines for admission to technical institutions.

7.19.4 During the year under report the Council approved 136 new institutions and 171 programmes to be introduced in the existing technical institutions.

Community Polytechnic Scheme

7.20.1 The scheme of Community Polytechnics was instituted under the Direct Central Assistance Scheme in 1978-79 in 36 polytechnics, on an experimental basis, with a view to ensuring the rural society a fair share of benefits from the investments in technical education system. The scheme envisaged that the Community Polytechnics would act as focal points for science and technology applications in rural areas for socio-economic development of the rural set-up and generate self and wage employment opportunities through non-formal training. At present, 159 institutions are covered under the scheme. The Community Polytechnics carry out the following activities :

- Socio-economic survey;
- Manpower Development and Training;
- Technology Transfer;
- Technical Services;
- Support Services;

7.20.2 The scheme, over the years has worked well and has contributed to rural development in the following manner :

- Trained large number of rural youth for gainful employment.
- Promoted entrepreneurship amongst trained artisans.
- Forged informal links between technical institution and rural community.

- Helped technology transfer in villages, specially in the non-farm section.
- Organised technical support services for sustenance of transferred technologies.

7.20.3 The approved financial norms are (i) Non-recurring grants of Rs.5.00 lakhs; (ii) Seed Money (Non-recurring) of Rs.5.00 lakhs; and (iii) Recurring grant of Rs.1.25 lakhs.

7.20.4 For effective implementation of the scheme, the Community Polytechnics set up extension centres in the far-flung rural areas so that the services and facilities that could be made available through the system are provided right at the doorstep of the villages. The Community Polytechnics undertake socio-economic surveys to ascertain the developmental needs of the region and prepare time-bound programmes indicating therein activities, objectives and targets to be achieved in consultation with Technical Teachers' Training Institutes, Ministry's Regional Offices, etc. About 100 technical and non-technical items of trades/skills relevant to local socio-economic conditions have been identified for imparting training. No specific academic qualifications are prescribed for admission to those training programmes. A number of polytechnics have made good impact in promoting transfer of a number of tested and approved items of technology to the rural areas including bio-gas plants, windmills, smokeless choolahs, rural latrines, solar appliances, agricultural implements, etc. These institutions have established intimate collaboration and coordinated action with a number of government and non-government agencies.

Employment Generation in Rural Areas

7.20.5 The employment generation through the scheme is mainly from non-formal short-term training, through competency and need-based courses in various trades, or in multi-skills depending upon the requirement. These institutions on an average train about 25,000 rural youth every year. Of those, about 35-40% are absorbed in self-employment. The employment generated through the scheme can be broadly categorised in three categories:

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

Programmes for Minorities

7.20.6 Considering the need for promotion of facilities for technical education and training in the minority concentration areas, ten polytechnics in such areas were selected during 1984-85 under the scheme. In 1988-89, the coverage of the scheme was further expanded to two more institutions in the areas. On the

basis of a decision taken in the meeting of the Cabinet Committee on 15-Point Programme for the Minority Welfare, it was decided that the identified forty-one minority concentration districts are to be covered under the scheme. Accordingly, in March 1990, eight polytechnics in the such districts were brought under the scheme raising the total number of community polytechnics in the minority concentration districts to twenty. During 1990-91, 41 new polytechnics were brought under the scheme including 16 institutions selected in the minority concentration districts. Out of the 41 minority concentration districts there are no approved polytechnics in the four districts. These districts have been covered by establishing extension centres of Community Polytechnics in neighbouring districts. The scheme is being implemented in two districts under World Bank Programme.

Programme of Apprenticeship Training

7.21.1 The Programme of Apprenticeship Training for Engineering graduates and diploma holders under the Apprentices Act, 1961 continued to be implemented through the four Boards of Apprenticeship Training located at Kanpur, Calcutta, Bombay and Madras. The Boards have State-level Committees for better liaison with industry. The cost of stipend being paid to apprentices is shared by the training establishments and the Government of India.

7.21.2 The number of apprentices engaged as on 31st October for the last three years is shown in the table below :

Table 7.4

Number of Apprentices

	31.10.88	31.10.89	31.10.90
Total trainees	21221	21736	21053
Graduate trainees	6021	6102	6042
Diploma holders	15200	15634	15011
Scheduled Castes	547	838	714
Schedules Tribes	104	171	148
Minorities	1082	1456	1057
Handicapped	12	11	10
Women	1273	1345	1836

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

7.21.4 A new scheme of apprenticeship training for 10+2 Vocational students was also introduced from the year 1988-89.

Asian Institute of Technology, Bangkok

7.22.1 The Asian Institute of Technology, Bangkok is an autonomous international graduate institute providing advanced education in engineering science and allied fields. It enrolls about six hundred students from more than twenty countries and has international faculty members. The institute is governed by an International Board of Trustees, whose members come from different countries including India.

7.22.2 The Government of India has agreed to provide the following assistance to the AIT :-

- Deputation of Indian teachers/experts in specialised areas of engineering and technology meeting the entire cost of their deputation.
- An annual grant upto Rs.3.00 lakhs for utilisation for one or more of the following purposes :-
 - a) Purchase of equipment from India,
 - b) Purchase of books and payments for subscription of academic and technical journals published in India, and
 - c) Expenditure on academic related activities in India.

7.22.3 During the period 1990-91, six Indian experts have been deputed to AIT, Bangkok.

Board of Assessment for Educational Qualifications

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

7.23.2 Ten new qualifications were accorded for recognition during 1990-91.

Partial Financial Assistance for Attending International Conferences

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

7.24.2 During 1990-91, financial assistance was provided to twenty teachers.

Strengthening of Institutions in Non-Corporate and Un-Organised Sectors

7.25.1 The orientation of our technical and management education system has so far been predominantly towards the organised corporate sector. However, a major impact of our development efforts will be possible only if we improve the performance in the non-corporate and non-organised sectors which are employing about 90% of the work force. While formulating the NPE - 86 due consideration has been given to this aspect and a scheme was drawn up to strengthen the existing institutions for the purpose.

7.25.2 The scheme is being implemented as a pilot project by developing about four polytechnics. The experience gained will be reviewed before further expanding the scheme.

Industry Institute Interaction

7.26.1 The Scheme of Industry-Institute Interaction was implemented in the middle of 1988-89. The Scheme envisages :-

- (a) Interaction between engineering colleges and industry,
- (b) Interaction between Polytechnics and industry, and
- (c) Setting up of an 'Industrial Foundation' at IIT Delhi.

7.26.2 In the case of selected engineering colleges, the programme includes undertaking a joint project between the industry and the institution. It also envisages exchange of faculty with industry at the rate of two faculties per institution. At the polytechnic level, the faculty exchange is at the rate of two faculties per polytechnic.

7.26.3 So far, the proposals of twenty-one engineering colleges and eleven polytechnics have been approved for implementation under the scheme. Four joint project proposals have also been approved and necessary funds have been released.

7.26.4 It is also proposed to start an Industrial Foundation at IIT Delhi on an experimental basis. This Foundation will be responsible for marketing the research and consultancy capabilities of the Institute in tackling scientific and technological problems sponsored by industry and other organisations, commercialisation of research results through the stages of prototype development and industrial pilot plants etc.

Continuing Education

7.27.1 The programme of Continuing Education for working professionals in the field of engineering and technology is aimed at enhancing the competence of these professionals, thereby contributing to upgrading engineering manpower capability in industries. The first aspect of the programme is to survey the needs of the areas in which the Continuing Education modules need to be prepared and the second is to prepare such modules through the experts in the IITs and the TTTIs. The ISTE is also associated with the programme of preparation of modules, testing the same etc. and the task of academic coordination and monitoring of the programme.

7.27.2 The progress of the programme has been very encouraging. As of 31st August, 1990, one hundred and two course materials have been produced and another two hundred and fourteen course materials are under preparation. Ten thousand working professionals have gone through the training programme so far based on the prepared course materials.

7.27.3 Based on the recommendations of the programme specialists, eight additional centres for preparation of course materials have been identified and have been added during 1990-91 for the implementation of this programme. Out of these eight centres, four are engineering colleges/universities and four are polytechnics.

Research and Development in Technical Education Institutions

7.28.1 The scheme was initiated during 1987-88 with the objectives of :

- Strengthening and re-structuring the existing centres of advanced study/research.
- Creating and updating infrastructure.
- Supporting and sponsoring research projects in engineering, technology and management.

7.28.2 During 1990-91, twenty-seven projects were funded under the scheme. The scheme has helped in encouraging research in a large number of engineering colleges. The important areas covered include :

Material Science & Technology, Enzyme Technology, Energy Management, High Voltage Engineering, Chemical Engineering, Composite Materials, Fibre Science, Structural Engineering and Transportation Engineering. Special attention is paid to proposals from younger faculty members.

Educational Consultants India Limited, New Delhi

7.29.1 The only public sector undertaking under this Ministry, Educational Consultants India Limited, New Delhi was incorporated under the Companies Act, 1956 on June 17, 1981. It functions under the guidance of a Board of Directors representing various Ministries and organisations of the Central Government. It has a part-time non-official Chairman and a full-time Managing Director.

7.29.2 The Company has been awarded first ever turn-key job abroad to implement the Master Plan of the University of Mauritius. The company also completed four projects in India and three projects abroad. The number of on-going projects is eight in India and three abroad.

7.29.3 During the year 1989-90, the company earned a record profit of Rs. 60.22 lakhs which represents an increase of about 53% over the profit in the previous year. The turn-over has also jumped from Rs. 2.54 crores to Rs.3.83 crores which represents an increase of about 50.8%. Accounts for 1990-91 are being finalised.

7.29.4 The Company declared payment of a dividend of Rs. 7.50 lakhs on the equity capital of Rs. 75 lakhs at 10% i.e. Rs. 10.00 per share. This has been paid by the Company to the Government of India.

Pass Book Scheme for import of Equipment

7.30.0 To facilitate expeditious import and clearance of scientific equipment for research purposes, a Pass Book Scheme has been introduced from 1988. It authorises import of scientific and technical equipment, accessories and consumable goods free of import duty. For import under this scheme, the Head of the Institution is authorised to certify the essentiality and "not manufactured in India" conditions. The maximum upper limits of aggregate c.i.f. value allowed annually are for equipment Rs. 3 crores and for consumables Rs. 1.5 crores. It excludes any single consumables item whose aggregate c.i.f. value exceeds Rs. 5 lakhs in a year and any single equipment or accessory whose c.i.f. value exceeds Rs. 5 lakhs. The scheme covers public funded research institutions of national importance, and colleges. The Bureau of Technical Education in the Department of Education is responsible for issuing pass books to universities, colleges and institutions. During the year under report, about 350 pass books have been issued.

Longowal Institute of Engineering and Technology

7.31.0 The Longowal Institute of Engineering and Technology (LIET) is being set up to offer a variety of courses at Certificate, Diploma and Degree levels in the field of Engineering and Technology so that the specific needs of the State of Punjab at various levels are met in an integrated manner and at the same time the scarce resources of the State are optimally utilised. It will develop education, training, research and community service under one roof. The Institute will make a start with the Certificate and Diploma courses and in course of time will introduce, according to needs, the Degree course in Engineering and Technology. It is expected that Certificate and Diploma courses will be started from the next academic year.

Assistance to Technical Institutions through the University Grants Commission

7.32.1 The University Grants Commission (UGC) provides financial assistance to University-maintained institutions in engineering and technology for the development of higher education and research. At present thirty-two such University-maintained institutions are covered under the scheme. Besides offering facilities for undergraduate education, these institutes conduct a large number of post-graduate courses in various branches of Engineering and Technology. Some of the institutions are also involved in fundamental and applied research at higher level for the advancement of technology and have earned national and international status for their attainment. For the continuation of various R & D programmes and consolidation of the existing facilities such as teaching, building, laboratories, hostels and staff quarters, adequate provision is made for these University-maintained institutions.

7.32.2 There are about 1000 M.E./M.Tech. students at present in the different post-graduate courses in the University-maintained institutions.

8 Adult Education

8 ADULT EDUCATION

8.1.1 According to 1991 Census the literacy rates increased during the decade from 43.56% to 52.11%. The National increases in male and female literacy rates are of the order of 7.49 and 9.67 percentage points respectively making it 63.86% for males and 39.42% for females. Series-I, Census of India 1991 entitled "Provisional Population Totals" states: "In the last few censuses of India, children below five years of age were treated as illiterates. Since ability to read and write with understanding is not ordinarily achieved until one had some schooling or had at least some time to develop these skills, it was felt by the Ministry of Human Resource Development and the Planning Commission that the population aged seven years and above is to be classified as literate or illiterate. In view of this, in the 1991 Census, the question on literacy was canvassed only for population aged seven years and above."

8.1.2 Declaration of the year 1990 as the International Literacy Year (ILY) by the General Assembly of the UNESCO followed by a World Conference on basic education for all held at Jomtien (Thailand) from 4th to 9th March, 1990 provided the much needed impetus and opportunity to all governmental and non-governmental agencies throughout the world to organise a large number of activities which were expected to generate an intensive public awareness on the one hand and usher in a decade long plan of action for ensuring education for all by 2000 A.D. on the other.

8.1.3 In India, observance of ILY had an added dimension due to the fact that about 50% of the world illiterates live in India and that illiteracy continues to impede all programmes of rural development, child care, family planning, etc. While launching ILY in India on 22nd January, 1990, the Prime Minister had, therefore, appealed to all sections of the society to enlist their total involvement and support for the cause of eradication of illiteracy. The Prime Minister reiterated his appeal once again on 4th February, 1990, while declaring Ernakulam as the first fully literate district in the country and launching a campaign for total literacy for Kerala.

Environment Building

8.2.0 In the wake of the call given by the Prime Minister, success achieved through mass campaign in Ernakulam and the opportunity provided by the ILY, the entire machinery of the National Literacy Mission available at various levels was geared to launch a crusade against illiteracy. Literacy activists from different parts of Kerala visited Bihar and Madhya Pradesh in September, 1990. This helped to mobilise public opinion in support of literacy and disseminate the message of literacy in its correct perspective. The Bharat Gyan Vigyan Samiti, a registered society, undertook a major initiative by launching a countrywide

jatha from 2nd October, 1990 to 14th November, 1990. In terms of numbers, the Samiti organised 721 major jathas and 1971 local jathas, covering 332 districts and 31,000 villages and, in the process enrolled about one million volunteers for taking up literacy work as a totally voluntary effort. The Gandhian and Sarvodaya workers also organised paidal jathas, covering 350 blocks in 43 districts in the States of Assam, Bihar, Madhya Pradesh and Orissa. In qualitative terms, these jathas helped in putting literacy firmly on the agenda of national programme, sensitised the literate and the educated to take up literacy work with a sense of pride, excitement and social obligation and helped in dispelling lots of doubts and misgivings about literacy. These jathas also motivated and mobilised the illiterates for literacy, enabled them to perceive the need for literacy and internalise the need for their individual and collective wellbeing. The jathas also brought about a close integration between literacy and development, literacy and science and literacy and environment. In order that the positive environment for literacy which has been generated is fully harnessed for literacy, a second phase of action plan formulated by the Bharat Gyan Vigyan Samiti has been approved by the Executive Committee of National Literacy Mission Authority and is being launched soon.

Thrust on Total Literacy

8.3.1 Following the success achieved in Ernakulam and the positive environment created by the jathas, as also promotional activities undertaken by various agencies at different levels to mark ILY, mass campaign oriented and volunteer-based total literacy programmes have been taken up in the entire States of Goa and Kerala and the Union Territory of Pondicherry. Kerala has already been declared as the country's first fully literate State in a special ceremony held at Kozhikode on 18-4-91.

8.3.2 Four Conferences of Collectors from different districts in the country were organised in July 1990, August 1990, November 1990 and January 1991 to baptise and sensitise Collectors of about eighty districts. As a result, total literacy campaigns were formulated in about forty-five districts and set in motion in about forty two districts in the States of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The following table gives the details of the total literacy projects.



A View of Adult Education Class.

Table

Literacy Projects

Under National Literacy Mission

Project Area	Coverage (in lakhs)	Target Group (age)	Time Span
Pondicherry (entire U.T.)	1.00	15-45	October, 1989 to January, 1991
Goa (Entire State)	1.00	10-35	Feb., 1990 to Jan., 1991
Bijapur (Karnataka)	5.50	9-35	Jan., 1990 to Jan., 1991
South Kanara (Karnataka)	3.00	9-35	April, 1990 to March, 1991
Midnapore	20.00	9-60	April, 1990 to Feb., 1991
Chittoor	9.00	9-35	Sept., 1990 to August, 1991
Cudappah	7.50	9-35	October, 1990 to August, 1991
Hyderabad	5.74	15-35	June, 1990 to April, 1991
Durg	6.00	15-45	Sept., 1990 to Dec., 1991
Burdwan	15.00	9-50	Sept., 1990 to April, 1991
Narsinghpur (M.P.)	1.07	15-35	July, 1990 to Feb., 1991
Sindhudurg	0.60	15-60	Nov., 1990 to May, 1991
Kerala	30.00	15-45	
Fatehpur	5.00	6-45	Oct., 1990 to June, 1991

Sl. No.	Project Area	Coverage (in lakhs)	Target Group (age)	Time Span
15.	Gujarat	30.00	15-35	May, 1990 to April, 1991
16.	Nellore	7.00	9-35	Sept., 1990 to Aug., 1991
17.	Hooghly	9.00	14-35	Nov., 1990 to May, 1991
18.	Mandya	4.00	9-35	- do -
19.	Wardha	1.16	6-35	Sept., 1990 to July, 1991
20.	Vizag	7.00	9-45	Sept., 1990 to Aug., 1991
21.	Raichur	5.91	9-35	March, 1991 to Oct., 1991
22.	Kurnool	5.60	15-35	Dec., 1990 to Oct., 1991
23.	Birbhum (W.B.)	6.87	9-60	Jan., to May, 1991
24.	Cooch Behar (W.B.)	8.00	9-50	Nov., 1990 to Nov., 1991
25.	Bankura (W.B.)	7.41	10-35	Jan., to July, 1991.
26.	Mehboobnagar (6 mandals & 2 Municipalities)	0.69	15-35	Sept., 1990 to Aug., 1991
27.	Khammam (A.P.)	7.10	9-35	Jan-Dec. 91
28.	Nizamabad (A.P.)	4.50	15-35	Feb.91-Jan.92
29.	North 24 Parganas (West Bengal)	17.00	9-50	Feb-Dec. 91

Sl. No.	Project Area	Coverage (in lakhs)	Target Group (age)	Time Span
30.	Sundargarh District (Orissa) Rourkela City (Orissa)	7.50	9-60	Jan-Dec. 91
31.	Indore (M.P.)			
32.	West Godavari (A.P)	6.00	9-40	Jan - Dec. 91
33.	Karimnagar (A.P)	10.00	9-35	Jan - Dec. 91
34.	Ranchi (Bihar)	10.00	6-45	Jan. 91-June 92
35.	Muzzafarpur (Bihar)	10.00	12-35	Nov. 90-June 92
36.	Jamshedpur (urban) (Bihar)	1.8'	6-50	July 90-Apr. 92
37.	Kamrajar (T.Nadu)	2.40	15-35	Feb. 91-Mar. 92
38.	PTT Sivaganga (T.Nadu)	1.00	15-35	Feb. 91-Aug. 92
39.	Raipur (M.P.) (8 Blocks)	3.00	15-45	Jan.91 - May.92
40.	Bilaspur (M.P.) (6 Blocks)	3.51	15-45	Oct.90 - June 92
41.	Ganjam (Orissa)	10.00	9-45	Jan.91 - June 92
42.	Panipat (Haryana)	2.00	15-45	Jan.91 - June 92

8.3.3 Mass mobilisation through jathas, street theatres, role plays etc. by harnessing the traditional folk media, intensive training of resource persons, master-trainers and volunteers through a fully participative methodology and imparting instructional lessons by using the new motivation oriented technique of IPCL (Improved Pace and Content of Learning) on a totally voluntary basis are some of the striking features of the mass campaign.

8.3.4 On a request made by the Deputy Chairman, Planning Commission and Minister of Human Resource Development, all the State Governments/Union Territory Administrations are identifying additional districts where total literacy campaigns could be launched and it is hoped that during 1991-92, about 75 districts (including 45 districts for 1990-91) would have already been covered by such campaigns.

Re-organisation of Centre-based Programme

8.4.1 The Centre-based programme of adult education has been implemented since 1978 through Rural Functional Literacy Projects, State Adult Education Programme, voluntary agencies, University Departments of Adult and Continuing Education, Nehru Yuva Kendra Sangathan etc. The Centre-based programme though conceptually sound suffers from several snags in implementation such as (a) absence of adequate planning and preparation prior to launching of the programme (b) lack of motivation among the functionaries and the learners (c) irrelevance of teaching/learning materials to adult learner's needs (d) absence of participative and communicative training (e) weak management and (f) credible information system.

8.4.2 The scheme has since been reviewed and revised, keeping the snags and deficiencies as above in view to make it area and time specific, cost effective and result oriented. Detailed guidelines under the revised scheme have been issued. It is expected that the new scheme when adopted would provide greater compactness, effective monitoring and supervision, credibility in the management information system, community involvement and larger participation of women in the programme.

Improved Pace of Content and Learning (IPCL)

8.5.0 The IPCL technique provides for a reduced duration of learning (reduced from 500 hours to about 200 hours) without diluting the content and overall quality of learning. The technique involves preparation of multi-graded and integrated primers in three parts, corresponding to three different levels of literacy and numeracy and provides for an integration of learning units, drills and exercises, evaluation and certification. The new primers are based on the principle of progression and provide for an assessment of the progress in learning from time to time by the learner himself/herself. The technique is based on the premise that motivation will be heightened the moment the learner perceives the progress attained in every stage of learning as also the benefit of learning. The State Resource Centres (SRCs) which provide academic and technical resource support to the programme, have already developed such integrated primers, which after pretesting and scrutiny by a duly constituted committee in the Directorate of Adult Education, Government of India are in use in the programme in most of the States/Union Territories. Some of the SRCs have developed such integrated primers in different dialects spoken in the concerned State/UT.

Voluntary Agencies

8.6.1 In a societal mission which rests on social mobilisation, voluntary agencies have been assigned an important role. In order, however, to ensure that only voluntary agencies

as have a good track record of social service, the expertise and commitment to adult education as also are wedded to a truly voluntary culture are selected, the Mission has identified diverse methods of selection such as through committees (with representation of voluntary agencies) at the State level, through intermediate/lead agencies and directly by the National Literacy Mission Authority.

8.6.2 The Executive Committee of National Literacy Mission Authority constituted a Sub-Group on Voluntary Agencies to review the scheme with a view to making it more volunteer based cost effective and result oriented, adopting area-based approach as well as the new technique of IPCL. The report of the Sub-Group was considered by the Executive Committee and was accepted with certain modifications and suggestions. Keeping the overall thrust of the Mission towards total literacy on an area-based approach in view, the scheme of financial assistance to Voluntary Agencies is being revised to provide for flexibility and freedom to voluntary agencies to adopt an approach to achieve total literacy consistent with the local needs.

8.6.3 Pending review of the scheme during the current year, voluntary agencies which were already getting grants were assisted for running Adult Education Centres and Jana Shikshan Nilayams. Four hundred and sixty three Voluntary agencies have been approved grant for running 20,764 Adult Education Centres, 1769 Jana Shikshan Nilayams (JSNs) and other related activities during 1990-91. In addition to the District Resource Units (DRUs) functioning as part of the District Institutes of Education and Training (DIETs), 22 DRUs have been sanctioned for adult and non-formal education in voluntary agencies. A seminar on 'Adult Literacy and Development' was organised to felicitate Dr. Malcolm S. Adiseshiah, an Economist and Educationist of international repute on the occasion of his 80th birthday. Eight workshops were also organised to apprise the voluntary agencies of the new thrust and approach of the Mission. Computerisation of the work under the scheme was further strengthened. Guidelines on the establishment of Jana Shikshan Nilayams were formulated and circulated among voluntary agencies in order to facilitate formulation and effective implementation of JSN projects. Three conferences were held at Patna, Guwahati and Lucknow to involve voluntary agencies in undertaking volunteer-based programme.

8.6.4 Students constitute an important arm of a societal mission like NLM. There are in all about twenty million students at the university, college & school (secondary and senior secondary) levels. Their involvement which started with launching of the Mass Programme of Functional Literacy (MPFL) in May, 1986 has been progressively enlarged. Resolutions issued by Boards of Secondary Education in different States (Maharashtra, Orissa and West Bengal), constitution of a standing committee in the UGC under the Chairmanship of Dr. Malcolm S. Adiseshiah, personal appeal issued by the Chairman UGC and the directive issued by the Department of Youth for 50 per cent involvement of NSS volunteers

in literacy work have all contributed to facilitating the process of large scale students' involvement.

8.6.5 A conference of the Vice-Chancellors of 25 Universities on a selective basis was held on 7-3-91 under the auspices of the Association of Indian Universities and Planning Commission. It was attended by the Prime Minister and Deputy Chairman, Planning Commission and was chaired by Prof. Ram Lal Parekh, Vice Chancellor, Gujarat Vidyapeeth. The conference resolved to treat literacy as integral part of the curriculum in the universities, colleges and schools and to take necessary follow up action thereunder. The Chairman, UGC, Chairman, Central Board of Secondary Education and the President of the State Boards of Secondary Education have been requested accordingly.

Mass Programme of Functional Literacy (MPFL)

8.7.1 The MPFL programme which was launched in May, 1986 with the involvement of students in adult education has been enlarged under the National Literacy Mission and extended to practically all sections of society such as employers and trade unions, railways, ex-servicemen, prison management staff, banks, cooperatives, etc. The developments which have taken place in this direction are enumerated below :

(a) Employers and Trade Unions :

Following two rounds of discussion in a round table conference of Central Employers and Trade Union organisation in April and July, 1989, a standing tripartite committee comprising of all concerned interests has been formed to plan, monitor and oversee the entire process. Several Individual employers and trade unions in states like Gujarat and Rajasthan are already actively involved in literacy work.

(b) Banks :

Some of the nationalised banks like State Bank of India, Syndicate Bank, Canara Bank, United Commercial Bank, Allahabad Bank and the Overseas Bank have responded positively to the appeal issued by DG, NLM. Employees of some of these nationalised banks have already taken up literacy work on a totally voluntary basis due to the encouragement and support extended by the concerned nationalised banks. A Co-ordination committee has been formed in Andhra Pradesh under the chairmanship of Sri. M. Ramkrishnaya, former Deputy Governor, Reserve Bank of India and former Chairman NABARD to work out the modalities in this regard.

(c) Railways :

The Railways continued to run 600 adult education centres in nine zones for railway employees and illiterate members of their families. While expenditure on literacy kits and training of instructors was met by NLMA, the recurring expenditure on running of centres was met by the Railways.

(d) Ex-servicemen :

A performance related scheme (where payment is linked with results) with involvement of ex-servicemen was introduced in 37 blocks of Madhya Pradesh, Rajasthan, Tamil Nadu and Uttar Pradesh in 1989-90 and continued in 1990-91. A review of the functioning of the scheme of involvement of ex-servicemen was undertaken in a meeting of Secretaries of Rajya Sainik Boards held on 10th December, 1990.

(e) Other Non-Governmental Organisations :

The Committee of Resource Organisations (CORO) for MPFL, a voluntary agency based in Bombay has taken up a project titled 'Combat Illiteracy' in five regions of Trombay - Dharavi belt of Bombay City covering 15,550 illiterates, mainly with the assistance of students, non-student youth and volunteers drawn from a number of voluntary agencies.

8.7.2 A project which is much larger in scale of operation for total eradication of illiteracy in the city of Bombay is proposed to be launched in 1991-92 under the auspices of SAHAS (Saksharata Haq Samiti) to be registered as an autonomous body. A preparatory planning meeting was held at Bombay on 2nd March 91 which was attended amongst others by Education Secretary, Government of India, Education Secretary, Government of Maharashtra, DG, NLM and about 100 social and educational activists and media personnel. Further modalities of the campaign are being worked out.

Post Literacy and Continuing Education :

8.8.1 The objective of a post literacy and continuing education is two-fold namely (a) to continue, reinforce, sharpen and refine the skills acquired at the basic literacy stage to improve and enrich the overall quality of life of the neo-literates; and (b) effectively arrest their relapse into the world of illiteracy. This objective is sought to be achieved by providing an institutional framework which will provide the neo-literates an access to the wide world of information, communication, innovation, modernisation and skills.

8.8.2 Such an objective is being fulfilled to a large extent by establishment of Jana Shikshan Nilayams (JSNs) all over the country in a phased manner under the NLM. These are expected to take up activities like conducting of evening classes for upgradation of literacy and numeracy skills, organising Charcha Mandals, conducting short duration training programmes, disseminating development information and organising other cultural and recreational activities.

8.8.3 Starting with 10,065 JSNs in 1987-88, 32,318 JSNs had been sanctioned by the end of March, 1991 to cover the adult education centres being run under the Rural Functional Literacy Project, State Adult Education Programme, voluntary agencies, centres run by the universities, Department of Adult and Continuing Education and Nehru Yuvak Kendras. Of these 22,691 had already become operational and the remaining were in the process of being operationalised. A large number of titles for reading material for JSNs have been designed by State Resource Centres, National Book Trust, Central Institute of Indian Languages etc. Detailed guidelines regarding approach to material production, content of the reading material, norms for preparation of books, pricing, selection and distribution of material etc. have been issued to all State Governments and other agencies so that the JSNs are operationalised and run in a manner which will fulfil their manifold objectives. All State Governments have also been requested to utilise JSNs as centres for disseminating information relating to development departments and to advise the concerned agencies dealing with programmes like health, family planning, cooperatives, agriculture, animal-husbandry, rural development etc. to associate themselves in the functioning of JSNs by way of arranging exhibitions, conduct of short duration training programmes, providing information which are of direct interest and relevance to the lives of neo-literates and arranging discussions with the local community about the benefits that are available/could become available to them under one or the other scheme(s) of the Central or State Governments. As on date as many as 25 to 30 million learners (both children and adults) have been covered as the target groups in total literacy campaigns launched in different parts of the country. They are expected to come out of the campaigns as neoliterates by May, 1991. A Sub-Committee of the National Literacy Mission Authority was set up under the chairmanship of Shri Satyen Moitra to design a framework as well as recommend the content and process of post literacy and continuing education for these neo-literates. The Committee has already submitted its report.

Academic and Technical Resource Support

8.9.0 Nineteen State Resource Centres set up during the seventies continued to function to provide (a) academic and technical resource support and (b) media support to the adult education programme all over the country. Majority of them are in the voluntary sector and this has facilitated such support in a

climate of freedom and flexibility so vital to the success of a non-formal programme like adult education. The SRCs have made a valuable contribution to the Mission by designing basic teaching learning materials based on the technique of IPCL as also Post-Literacy and Continuing Education materials, by conducting training of large number of functionaries of the programme, by issuing guidelines on evaluation and taking up several innovative projects to improve, enrich and strengthen the content and quality of the Adult Education Programme.

Technology Demonstration :

8.10.1 With a view to harnessing the findings of scientific and technological research to improve the pace and quality of the programme and to create a better teaching/learning environment, forty-two districts have been identified for development, transfer and application of scientifically tested and proven techno-pedagogic inputs. A Technology Panel constituted under the chairmanship of Dr. Ram K. Ayengare, Additional Director General, C.S.I.R during 1988-89 to advise National Literacy Mission Authority on the R&D for the Techno-Pedagogic Inputs as well as to identify the collaborating agencies to take up research and development work for such inputs continued to function till August, 1990.

8.10.2 Research and development work for designing an improved hurricane lantern, developing improved chinks, design, manufacture and use of chargeable solar power packs in unelectrified adult education centres, micro computer-based multi-script display system, developing improved black boards, etc. was completed by various collaborating agencies in majority of the cases. Out of two thousand solar power packs expected to be installed in Technology Demonstration (TD) districts through various agencies, over 1800 have already been installed at various places.

8.10.3 The project "Vivek Darpan" taken up in hundred villages in TD districts of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh to use video-based information for dissemination to rural population also continued to be implemented. The project is expected to be enlarged to cover two hundred villages from next financial year and would also cover various other aspects relating to health, science, rural development, agricultural extension, etc.

Evaluation of Adult Education Programme :

8.11.1 There are two aspects of evaluation namely (a) Evaluation of Learning Outcome; and (b) Impact Evaluation. Under the first, an improved design has been evolved which has been built into the new technique of Improved Pace and Content of Learning (IPCL), which apart from heightening motivation of the learners through self evaluation also seeks to make evaluation simple, non-threatening and credible.

8.11.2 Under the second, as many as thirty five institutes of social science and research and management institutes have been identified to take up external evaluation of both, adult and non-formal education programmes. Of these, twenty seven agencies have already been entrusted with the task of impact evaluation of the adult education programme in seventeen States/Union Territories. Fourteen final reports have already been received from these agencies by the end of December 1990 and five more are expected to be received by March, 1991. The governing principle of this evaluation is that it is participative, corrective (not fault finding), continuous and recurrent. On the basis of the evaluation reports received from time to time necessary corrective measures are being initiated with the help of implementing agencies.

8.11.3 Thirty seven Shramik Vidyapeeths (SVPs) continued to function in 1990-91 in different industrial and urban centres of the country. They represent an institutional framework for offering non-formal, adult and continuing education and polyvalent training programmes to industrial workers, to their family members, self-employed members and prospective workers, etc. Of them, one SVP at Delhi is being run by the Central Government, three SVPs by universities, twenty three by autonomous bodies and the remaining ten by State Governments.

8.11.4 Prior to conducting a programme or starting a course, a socio-economic profile and work plan for operationalisation of activities are designed by all the SVPs. Such profiles help in having a proper understanding of the manpower needs of the clientele and the resources which can be mobilised for achieving the desired object. The programmes conducted by the SVPs have helped all sections of the society living in urban, semi-urban and industrial areas such as illiterate, semi-literate, skilled, semi-skilled and unskilled. These programmes have also been of special advantage to the weaker sections of society such as Scheduled Castes, Scheduled Tribes, physically and orthopaedically handicapped and women in distress. Activities of SVPs are also being reoriented to provide for total eradication of illiteracy in the areas covered by them in a definite time frame. The scheme of Shramik Vidyapeeths has been reviewed by an expert group constituted by this Ministry under the chairmanship of Director-General (NLM) and the Committee has since submitted its report on the basis of which the existing scheme of SVPs has been reviewed and revised and is awaiting the approval of Government.

World Literacy Day (8th September, 1990) and International Literacy Year

8.12.1 The Silver Jubilee of World Literacy Day was observed throughout the country to mobilise public opinion in favour of literacy. At the national level the Day was observed at a function held in New Delhi with the former Prime Minister Shri V.P. Singh as the chief guest. He appealed to all sections of the

society to participate whole-heartedly in the literacy endeavour so that the curse of illiteracy could be wiped out from the country for all times to come. In particular, he appealed to the youth to make at-least five illiterates literate. A special postage stamp on literacy and a set of publications were also released to mark the occasion. At the State, District, sub-division and block levels, International Literacy Day was observed at various functions involving Government, non-Governmental organisations, representatives of the people, representatives of political parties, voluntary agencies, social activists, teachers, students, women, youth etc. Reports received from the major States indicate that the functions organised to mark the literacy day were graced by the Governors, Chief Ministers and Ministers In-charge of Education.

8.12.2 On the recommendation of the Indian National Commission for Cooperation with UNESCO, King Sejong Literacy Prize was awarded by UNESCO to Kerala Shastra Sahitya Parishad (KSSP), Trivandrum a voluntary non-Government organisation in Kerala working primarily to establish an inter-face between science and society. The UNESCO award for literacy is given in recognition of the service of institutions, organisations or individuals for their outstanding contribution in the fight against illiteracy. The award was received by Shri C.G. Santha Kumar on behalf of the KSSP at Geneva on the occasion of the 42nd World Education Conference on 8th September, 1990 coinciding with the International Literacy Day.

SAARC Meeting on Literacy, Post Literacy and Continuing Education

8.13.0 A meeting of the SAARC countries was held in New Delhi from 15th to 18th June, 1990 to prepare a two year plan of action on literacy, post-literacy and continuing education. Participants from six member countries of Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka attended the meeting which unanimously elected DG, NLM (the nominee of India) as the Chairman. Besides presentation and discussion of country reports, the meeting also discussed a status paper 'Towards Regional Strategy for Eradication of Illiteracy in SAARC Countries' prepared by India. The meeting underlined the need for member-countries to have necessary political will and commitment to literacy and formulate a clear policy for adult education. It also emphasised commitment by every member on a certain minimum and pre-determined level of functional literacy and designing of appropriate tools to achieve this objective. Among the major recommendations of the meeting are setting up of National Resource Centres in each country, especially of SAARC Regional Resource Centre, exchange of programmes between members, joint production of TV programme etc.

Other International and UNESCO Matters :

8.14.1 In the wake of the Conference on 'Education for All' held at Jomtien (Thailand) from 5th to 9th March, 1990 and the

World Declaration adopted thereunder, initiatives were taken to formulate Bihar Education Project with UNICEF funding, Basic Education for all in Rajasthan with assistance from SIDA and Basic Education of All in Uttar Pradesh project with assistance from the World Bank.

8.14.2 Director General, National Literacy Mission participated in the Second Meeting for Regional Cooperation of APPEAL (Asia-Pacific Programme of Education for All) from 23rd to 27th October, 1990 and in the meeting of senior officials on programme of action in support of 'Education for All' organised by ESCAP in Bangkok from 29th to 31st October, 1990. He was unanimously elected as the Chairman of the first meeting.

8.14.3 Director, Directorate of Adult Education participated in the international symposium on 'Literacy and Development of Asia' and the Planning Meeting on Asia-Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas, held in Tokyo from 11th to 15th March, 1990. She also attended an international conference on 'World Literacy in the year 2000 A.D. : Research and Policy Dimensions' organised by the Universities of Pennsylvania, Philadelphia (USA) from 4th to 7th October, 1990.

8.14.4 Director (Adult Education) in the Department of Education participated in the Technical Exchange Programme in Population Education, organised by UNESCO at Islamabad (Pakistan) from 8th to 13th October, 1990. Deputy Director (Population Education) in Directorate of Adult Education also participated in the same programme organised at Kathmandu during the same period. Both of them represented India in the second part of the programme held in New Delhi from 14th to 27th October, 1990.

8.14.5 Additional Director, Directorate of Adult Education participated in the UNESCO sponsored programme on expansion of skill-based literacy programme for women and girls organised at Bangkok, Chiangmai and Chiangrai (Thailand) from 1st to 15th December, 1990.

8.14.6 Joint Director, Directorate of Adult Education, participated in the Regional Consultative Seminar on Population Education held at PROAP, Bangkok (Thailand) from 21st to 28th May, 1990.

8.14.7 Consultant (Training) in the Directorate of Adult Education participated in the training seminar for literacy personnel organised by UNESCO Regional Office in Bangladesh from 2nd to 16th January, 1991, as a resource person.

8.14.8 Under Secretary (Adult Education) in the Department of Education attended the UNESCO Expert Group meeting on 'Development of Materials on Population Education' organised at Kathmandu from 3rd to 7th December, 1990.

8.14.9 Smt. Tillotama Barooah, Additional Director (Adult Education) Government of Assam attended a workshop on 'Planning Strategies for Literacy and Non-formal Education' held in Quezen City, Philipines from 2nd to 8th Spetember, 1990.

Media and Communication:

8.15.0 The role of Media in the National Literacy Mission is perceived and is being conceptualised in two ways namely (a) media as a tool of environment building, and (b) media for spreading the message of literacy and for actual imparting of literacy. The central thrust of all communications and media activities is, thus, to transform the present government programme into a truly national mass movement and a societal mission. During 1990-91, particularly in the wake of International Literacy Year and launching of mass campaigns at several places, many interesting and exciting developments took place in this area. Some of them are as under :-

(a) Production of Software/Programme Materials by Directorate of Adult Education :

Several high-quality motivational films/video programmes were produced and telecast nationally and distributed to the State Resource Centres, State Directorates of Adult Education and prominent voluntary agencies. Films to orient and train adult education functionaries and field workers were also produced. A major software preparation project was production of forty episode TV serial titled CHAURAHA, a programme which combines literacy and education with entertainment using computer animation, puppets and a live-action narrative. Other productions undertaken during the year include a series of documentaries on the total literacy campaigns being undertaken in different parts of the country. 'DHAI AKHAR', a set of five half-hour films for use in instructors training, was completed during the year. Another set of training films on the area-focussed campaign approach to planning adult education projects is also under preparation.

(b) Distribution of Materials :

Over 5,000 copies of films have so far been distributed by the Directorate of Adult Education to State Governments and State Resource Centres. A guide to Audio-Visual Resources for Adult Education has been prepared listing over 400 titles alongwith bibliographic and technical data and synopsis.

(c) Project in Radio Education for Adult Literacy (PREAL):

An innovative, experimental project (PREAL) is being executed in collaboration with All India Radio (AIR). In this project, radio programmes are being broadcast under the series captioned 'NAI PAHAL' from the AIR Stations of Bikaner, Jaipur, Indore, Agra/Mathura, Varanasi, Patna, Darbhanga and Ranchi. Programmes were prepared with local cultural specifications in mind and the hard core lesson content in each programme is designed to reinforce reading skills in a structured way. A supplementary radio reader was also provided with each lesson. The broadcast will be received in over 3,800 Adult Education Centres in sixteen districts of Bihar, Rajasthan, Uttar Pradesh and Madhya Pradesh where Two in One radio/cassette recorders were supplied and the Instructors and Supervisors were trained for PREAL. The broadcast of the programmes started in December, 1990 in Rajasthan, Uttar Pradesh and Madhya Pradesh and in January, 1991 in Bihar.

(d) Communication Supported Literacy Campaign:

A communication strategy was developed by harnessing the mass media to support the total literacy campaigns under way in different parts of the country. The objective is to have a synchronised release of press advertisements, radio and TV spots on NLM seeking support from the literates/educated to volunteer their time for literacy work. The campaign which is already on is expected to intensify further during July - September, 1991.

Management Information System:

8.16.0 As envisaged in the National Literacy Mission, revamping of the monitoring system and using the computers for data processing, analysis and report generation was initiated and taken to advanced stages of completion. The Application Software Package (ASP) was pre-tested, finalised and incorporated in three manuals designed for introducing computerised MIS in the selected Technology Demonstration Districts. Six rounds of training for personnel connected with operationalisation of Management Information System were conducted with the help of National Informatics Centre (NIC) and National Institute of Information Technology (NIIT) at regional offices of the NIC in Hyderabad, Pune, Bhubaneshwar and Delhi. Officers responsible for monitoring at the State level, district level, project level and those connected with organisation of training programmes in the State Resource Centres were oriented about the new requirements under the computerised MIS. The inadequacies identified during the training programmes in the three manuals have been rectified and the manuals are being reprinted. These will be translated into

local languages for the training of Instructors and Preraks who will be required to feed the data to be utilised in computerised Management Information System. It is expected that the reports for the quarter ending March 1991 would be available in the new formats designed as part of the computersied MIS. The District Collectors and the District Adult Education Officers were addressed in the matter.

National Institute of Adult Education

8.17.0 In view of the continuing challenge of illiteracy and mass education, a need has been felt to strengthen the capability for human resource development, for improvement of content and process of literacy in adult education programmes, to better harness the means of communication for environment building and for instructions, to create a nation wide network for evaluation and research and to secure the involvement of social and educational activists engaged in development and empowerment of women and other sections of society. For this purpose it was considered necessary to have at the national level an autonomous institution which could have full functional autonomy and integrated relationship with NLMA. Accordingly the National Institute of Adult Education (NIAE) was registered as a society, under the Societies Registration Act 1860. The objects of NIAE include (i) provision of academic and technical resource support for implementation of NLM and adult education programmes of all description; (ii) organisation of training and academic courses, keeping in view the manpower required for the adult education programmes; (iii) continually to work for the improvement of content and process of adult education programmes; (iv) preparation of media materials and harnessing of traditional and folk media; (v) undertaking of diverse kinds of research, evaluation and monitoring activities; (vi) liaison and coordination with all categories of institutions and agencies for the furtherance of these objects; and (vii) to create, develop and administer an institution with the aforesaid objects. The first meeting of the General Body and Executive Committee, NIAE was held on 15th and 16th February, 1991 and a number of decisions were taken which will help in easy operationalisation of the Institute. The latter will function from a building vacated by the NCERT and allotted to the NIAE very soon. Steps are being taken to fill up the posts of Director, Senior Fellows, Fellows and other supporting staff.

9 Education in Union Territories

9 EDUCATION IN UNION TERRITORIES

9.1.0 Education in the Union Territories continues to be a special responsibility of the Central Government. An account of the educational activities undertaken during the year in respect of each of the Union Territories is given in this Chapter.

Andaman and Nicobar Islands

9.2.1 For proper supervision and control on educational institutions, the Union Territory has been divided into five educational zones, each under the charge of an Education Officer.

9.2.2 The number of various categories of teaching staff sanctioned in the UT Administration is 3602 out which 3357 are in position.

Schooling Facilities

9.2.3 The details of various educational institutions functioning in the Union Territory are as below :-

Type of Institution	Government	Aided	Private
Pre-Primary	3	-	15
Primary	182	1	3
Middle	40	-	3
Secondary	26	-	2
Senior Secondary	33	1	1
Colleges	2	-	-
Total	286	2	24

Incentive Schemes

9.2.5 Various incentive schemes for promotion of education in the Union Territory have been implemented during the year. These schemes and programmes included mid-day meals to all children upto Class VIII, and free travel concession to the students attending schools beyond a distance of 4 Kms., etc.

Adult Education

9.2.6 The Scheme of Adult Education continued to be implemented during the year. The programme is being implemented under three major schemes :-

1. Rural Functional Literacy Programme (RFLP)
2. State Adult Education Programme (SAEP)
3. Mass Programme for Functional Literacy (MPFL)

9.2.7 Four hundred Adult Educational Centres have been established under this programme. During the year under report 6644 Adult learners were enrolled. In addition 50 Jana Shikshan Nilayams for post literacy and continuing education are also functioning. Two thousand student volunteers were identified to operationalise the programme for 4000 Adult learners.

Non-Formal Education

9.2.8 Total enrolment under Non-formal education programme is 756 of which 369 are girls. The number of centres functioning under the scheme is 34.

Science-Education

9.2.9 Under Science education, seminars, exhibitions, painting competitions, workshops etc. were conducted. A State level science seminar was conducted in collaboration with the Birla Industrial Technological Museum, Calcutta.

State Institute of Education

9.2.10 A State Institute of Education is functioning at Port Blair. The unit is headed by one Principal assisted by Lectures and other office staff. This unit is responsible for organisation of inservice training programme, inspection of schools, integrated education of the disabled etc. A District Centre for English is also attached to this Institute.

Vocational Education

9.2.11 Various crafts have been introduced in schools under Socially Useful Productive Work (SUPW) and a scheme for the introduction of various vocational courses at the plus 2 stage has been taken up. Vocational courses in Fisheries and Coir Processing have been proposed for introduction under the scheme of vocationalisation at plus 2 stage.

Higher Education

9.2.12 Presently two Degree Colleges are functioning in the Union Territory. The second college opened in Nicobar district during the year 1990-91 has been operationalised and is catering to the educational needs of large number of students.

Technical Education

9.2.13 Under Technical Education, two polytechnics have been established. The first polytechnic is having courses in Electrical, Mechanical and Civil and the second polytechnic in Electronics and Hotel Management. One Industrial Training Institute, having facilities in Civil, Mechanical, Radio, Television, Stenography has also been functioning.

Chandigarh

9.3.1 Keeping in view the demand for more education facilities, Chandigarh Administration have upgraded seven schools from Model High Schools to Senior Secondary Schools and opened three new Primary schools to provide additional facilities to school going children. The Education Department has also given a lead in introducing value oriented education at the primary level.

Elementary Education

9.3.2 The Union Territory Administration achieved the target of 100% enrolment of the children in the age-group 6-14 in the field of universalisation of Elementary Education.

Incentives for Promotion of Education

9.3.3 School going children from weaker sections of society are given adequate incentives in terms of free uniform, text-books, stationery, mid-day meals and talented students are given scholarships.

Vocational Education

9.3.4 Fifteen Vocational courses have been introduced in various senior secondary schools under Chandigarh Administration.

Adult Education

9.3.5 Under the State Adult Education Programme, 160 centres are functioning. Under the Rural Functional Literacy Programme 100 centres and 28 Jan Shikshan Nilayams are functioning in the Union Territory of Chandigarh.

Non-formal Education

9.3.6 Under this scheme, 5000 students are being taught in 100 Centres and are provided with free stationery, uniforms, mid-day meals.

Guidance Career Cell

9.3.7 A Guidance Career Cell being run in the State Institute of Education, Sector-32 conducts various courses. Its services are being utilised by students studying in the schools and colleges of Chandigarh. Socially Useful Productive Work is also under the charge of the Centre.

State Institutes of Education, Chandigarh

9.3.8 The Institute aims at qualitative improvement in school education through inservice courses, on the spot guidance in schools, orientation in teaching aids, researches, organising various co-curricular activities of students and their teachers at the State level and publication of educational articles and write-ups. It also conducts educational trips to different historical places. About 9000 students and 600 teachers are covered under this project every year. Population Education Unit of this Institute organises programmes sponsored by the National Council of Educational Research and Training, New Delhi. This Unit is being looked after by an independent officer.

Higher Education

9.3.9 On the higher education side, the Administration is providing education upto degree level in Arts, Science and Commerce disciplines. Colleges in the Union Territory provide post-graduate course in Music for girls. On the professional side there are two colleges - one Government College of Education and the other Government Home Science College, Chandigarh. Government College of Education, Chandigarh trains graduates for the degree of Bachelor of Education, Government Home Science college, imparts education in Home Science upto degree level and for Post-graduate level in various disciplines of Home Science. Besides, there are seven privately managed-aided colleges.

Dadra and Nagar Haveli

9.4.1 The Union Territory Administration continued implementing various schemes for development of education. Important educational activities during the year are as below :-

Educational Institutions

9.4.2 The details of the various educational institutions functioning in the Territory during 1990-91 are as below :-

Type of Institution	Number
Primary Schools	161
Secondary Schools	8
Senior Secondary Schools	3

The enrolment of students in the Primary Schools is 1970 while the enrolment in Secondary and Senior Secondary Schools is 3754.

Incentive Schemes

9.4.3 Free education is provided to all students upto Sr. Secondary level. Free mid-day meals are provided to all students upto Seventh Standard. Other concessions given to the students include free exercise books, text books, clothes and shoes etc.

Social Welfare Hostels

9.4.4 There are ten Social Welfare Hostels run by the Administration including one Ashramshala at Rakholi and two girls Hostels at Randha and Khanvel in which SC/ST students are admitted and provided with free lodging and boarding facilities. There are 675 inmates in these hostels (595 Boys and 80 girls). Three more Welfare Hostels are run by the Voluntary Organisations with the assistance provided by Union Territory Administration. About 170 boys and 100 girls are staying in these hostels.

Higher Education

9.4.5 Seats for various courses like Medical, Engineering and other professional courses have been reserved for the students belonging to the Union Territory. Allotment of seats is made on merit with due preference given to SC/ST students.

Libraries

9.4.6 Ten libraries have been set up in the Union Territory at different places. These libraries provide books to the readers in Gujarati, Hindi, English and Marathi. Besides various Dailies, Weeklies, Fortnightlies and Monthly magazines are also provided for the benefit of the readers.

Co-curricular Activities

9.4.7 A Parliamentary Quiz Contest for students of Senior Secondary Schools and a Science Exhibition were held. Annual Sports Festival and Cultural Programmes were organised. Qaumi Ekta Divas, Gandhi Jayanti and Teachers Day were celebrated.

Daman and Diu

9.5.1 The following educational institutions are functioning in the Union Territory :

Type of Institution	Number		
	Government	Private	Total
Primary Schools	47	3	50
Middle Schools	28	1	29
High Schools	14	3	17
Senior Secondary Schools	1	1	2
Colleges	1	-	1

9.5.2 The Union Territory Administration is implementing various incentive and scholarship schemes like providing books and stationery, uniforms and mobile libraries, etc. Stipends to SC/ST students are also given. Mid-day meal scheme is also implemented covering students from Classes I to IV.

Adult Education

9.5.3 International Literacy Day was celebrated on 8th September, 1990. Cycle rally was organised for the youth. Volley Ball Tournament was organised at Moti Daman for the youth. To achieve 100% literacy ten villages have been selected in Daman and Diu. Eight Jana Shikshan Nilayam Centres have been opened. These centres provide educational books, magazines and newspapers to the villagers. Besides this, games, sports and cultural activities have been started as per guidelines. At present, there are 15 Adult Education Centres in Daman having an enrolment of 289 adults.

Schemes for Tribals

9.5.4 The Union Territory Administration is implementing various schemes for the welfare of tribals such as running Ashram-shalas, free text-books and stationery, uniforms, running mobile libraries and village libraries and cash incentives to the tribal girl students of Standard I to X. Remedial coaching classes for SC/ST students are also conducted.

Bal Bhavan

9.5.5 A Bal Bhavan started during 1987-88, is running classes for music, dance, arts and crafts for the children. An amount of Rs. 5.70 lakhs has been sanctioned as grant-in-aid to Bal Bhavan during the current year.

Co-curricular Activities

9.5.6 Youth Parliamentary Quiz contest was organised. A National Science Seminar was also held. Bharatiyam Training Camp in Physical Education activities was held in September, 1990. Besides, the Union Territory Administration also organised various cultural activities such as folk dances, songs and dramas during the year.

Delhi

9.6.1 During the academic year 1990-91, the Directorate of Education opened 9 Middle Schools, upgraded 13 Middle schools to Secondary level, 11 Secondary to Senior Secondary level and bifurcated 8 secondary and senior secondary schools. To improve the quality of education, the Directorate of Education converted 28 more secondary/senior secondary schools into Composite Model Schools, besides the existing 16 schools. This makes the total 44 of such schools.

9.6.2 The details of various types of schools being run in Delhi during 1990-91 are as below :-

Type of Institution	Delhi Administration Govt.	Aided	Unaided	NDMC schools	MCD schools	Delhi Cantt. Board	Total
Primary Schools	-	-	-	50	1655	6	1711
Upper Pry. Schools	209	29	210	9	-	-	457
Secondary Schools	180	37	90	9	-	-	316
Hr.Sec. Schools	508	141	130	5	-	-	784
Total	897	207	430	73	1655	6	3268

Free Transport to Girls Students

9.6.3 The main objective of this scheme is to encourage girl students from rural areas to pursue their studies. At present nearly 4100 girl students studying in 12 schools in urban areas from about 120 villages are availing of this facility. During 1990-91, the Directorate has budget provision of Rs.10.00 lakhs for this scheme.

Foster Parents Scheme for the Girl Students

9.6.4 This scheme which is similar to the Savitri Bai Phule Foster Parent Scheme being implemented in Maharashtra since 1983, was continued during 1990-91.

Coaching Facilities

9.6.5 Some students belonging to J.J. Colonies, backward areas, and slums get good marks in the secondary exams yet due to lack of funds or specialised coaching facilities do not get opportunities to rise in life. With a view to preparing such students to compete in competitive exams, in professional disciplines like Medical, C.A./I.C.W.A. and Engineering etc. one boys and one girls school from each of the 28 educational zones were covered during 1990-91. An amount of Rs.10.00 lakhs is provided for implementation of this scheme during 1990-91.

Remedial Teaching for SC/ST Students

9.6.6 This scheme provides the facility to establish remedial coaching centres for SC/ST students in the schools where their enrolment is more than 51% of total students. An outlay of Rs.2.00 lakhs was provided for 1990-91 to benefit nearly 400 students belonging to SC/ST categories. Besides this, various other incentives to promote education among SC/ST are being provided by Delhi Administration such as free supply of uniforms, text books, mid-day meals and a number of scholarships.

Vocational Education

9.6.7 The scheme of vocationalisation of education was started in schools in Delhi Administration in the academic year 1977-78. Vocational courses have been introduced in 115 Government and Government Aided Senior Secondary Schools so far.

Adult Education

9.6.8 To fulfil our constitutional commitment to provide elementary education to all the children in the age-group of 6-11 years and 11-14 years, the Directorate is running 74 NFE centres for those children who either have never been to a school or opted out during their formal education.

Study Centres

9.6.9 The aim to establish study centres is to provide facilities of study to those students who do not have suitable study centres near their residence. To set up the centre, preference is given to rural areas, slums areas or densely populated areas. A budget provision of Rs.0.70 lakhs was made under the scheme during 1990-91.

Patrachar Vidyalaya

9.6.10 The Patrachar Vidyalaya is the first institution of its kind to impart education at secondary and senior secondary levels through correspondence in all the three streams viz. Humanities, Commerce and Science with the main aim to cater to the needs of school drop-outs, house-wives, personnel of armed or para-military forces posted in far-flung areas and who have a desire to continue their education and for those who cannot afford to join regular schools due to one reason or the other. At present the Patrachar Vidyalaya is catering to the educational needs of nearly 24000 students.

Municipal Corporation of Delhi

9.6.11 Education Department of the Municipal Corporation of Delhi is responsible to impart primary education. Pre-primary classes are also arranged for the children of the age-group of 3-5 years. There are 1655 Primary schools and 769 Nursery schools/classes. The number of primary teachers is 16765 and the number of nursery teachers is 1269. The enrolment in primary schools is 699243 and in nursery schools is 47544.

9.6.12 For administrative control and supervision of schools, the Department has 15 zonal offices each under the charge of an AEO/Sr. School Inspector. During the year, 56 schools were opened/bifurcated mostly in JJ colonies/unauthorised colonies. There are 11 zonal libraries and one central library under MCD.

9.6.13 During the period the Department continued to operate the welfare schemes like supply of free text-books, free uniforms, mid-day meals and medical facilities to the children.

New Delhi Municipal Committee

9.6.14 New Delhi Municipal Committee, a local body is also running various schools in Delhi, which include nine Secondary and five Senior Secondary schools. Besides, it is also running five Navyug Schools.

9.6.15 For promoting education, NDMC is providing various incentives to the students such as free stationery to the students

of primary classes, free uniforms to all students from Nursery to Class VIII, free text-books and shoes and socks. Merit scholarships are also given.

NDMC gives 7 Palika Awards to NDMC Teachers every year. The award comprises Rs.500/- in cash and a certificate.

With a view to promoting vocational education NDMC has introduced courses like typing, shorthand, office management and secretarial practice, health care and beauty culture, auditing and accountancy, etc.

Lakshadweep

9.7.1 There are 43 Educational institutions functioning in the Union Territory as detailed below :-

Type of Institution	number
Nursery Schools	9
J.B. Schools	19
S.B. Schools	4
High Schools	9
Junior Colleges	2

9.7.2 The number of various categories of teaching staff sanctioned in the UT Administration is 706.

Incentive Schemes

9.7.3 Union Territory Administration is implementing scholarship schemes like (a) General Scholarship scheme to local Scheduled Tribe students for pursuing their studies in the island and in mainland (b) Merit scholarship scheme to encourage competitive spirit among the local scheduled tribe students (c) National Merit scholarship scheme for post matric studies (d) Grant-in-aid scheme of scholarship to students from non-Hindi speaking States/UTs for Post-matric studies in Hindi.

IGNOU Centre

9.7.4 A Study Centre of Indira Gandhi National Open University has been opened in Kavaratti to promote distance education.

Adult Education

9.7.5 National Literacy Mission has been launched in the Union Territory. Minicoy Island of the Union Territory has already achieved 100% literacy among the population in the age group of 15-35.

Science Education

9.7.6 For promoting science education in schools, training programmes in science and maths have been organised. All the High schools have been provided with science laboratory equipment and other material.

Vocational Education

9.7.7 Vocational Education courses started in different subjects in four High schools during the year 1988-89 are continuing. Vocational Education in the remaining high schools will also be introduced.

Pondicherry

9.8.1 In the Union Territory of Pondicherry, the details of various educational institutions functioning are as below :-

Type of Institution	Government	Private
(1)	(2)	(3)
Pre-primary	41	70
Primary	264	77
Middle	82	25
Secondary	57	20
Senior Secondary	22	6
College (Academic)	8	2

Professional/Technical Institutions

Medical College	1	-
Dental College	1	-
Engineering College	1	-
Law College	1	-

(1)	(2)	(3)
Agricultural College	1	-
Polytechnics	3	-
Teacher Training College	-	1
School for Nursing	1	-
School for Embroidery & Needle Work	-	1
Institutions for Orthopaedically Handicapped	1	-
School for Deaf and Dumb	1	-
School for Blind	1	-

9.8.2 During the year 1990-91, the Union Territory Administration opened a primary school and upgraded two primary schools, three Middle schools and two high schools.

Incentive Schemes

9.8.3 To promote education in the Union Territory, the Administration provides free supply of text books, uniforms to the poor children studying in classes from I to V in Government schools. Mid-day meals are also provided to the students of class I to V in Government schools. During 1990-91, 44860 children have been benefitted under the scheme of free supply of text books and uniforms. Under mid-day meals scheme, nearly 63000 poor children have been benefitted.

9.8.4 Every year, scholarships are given for Pre-matric and Post-matric education. Various scholarship schemes being implemented by the Union Territory Administration are as follows (1) National Scholarships (2) National Loans scholarships (3) Post-Matric scholarships (4) Scholarships to Talented children from rural areas (6) Merit prizes (7) Scholarships in approved residential secondary schools (8) Other Economically Backward Class scholarships (OBEC) (9) Attendance Scholarships (10) Political sufferers scholarships (11) Science Talent Scholarships (12) Award of Merit means and Merit prizes scholarships to Girls students in secondary stages of Education and Incentive award to plus 2 students.

Adult Education

9.8.5 Directorate of Education is the nodal agency for implementing Adult Education programme. This programme is implemented with State financial assistance. The adult learners in the age group of 15-35 years have been fully covered under "Operation Auroville" popularly known as "Puduvai Arivali Eyakkam" - a mass movement to attain cent percent literacy in the Union Territory of Pondicherry.

9.8.6 In 1990, the International year of literacy, Pondicherry is witnessing an unprecedented campaign to make every individual, in the age-group of 15-40, literate. This campaign, is organised by the newly formed "Puduvai Arivali Eyakkam" a joint organisation of the Department of Education, Pondicherry, Science Forum, NSS, Nehru Yuvak Kendras and other Voluntary groups.

9.8.7 For improving the quality of science education in schools, the Union Territory Administration is implementing the Centrally sponsored scheme of improvement of science education in the schools. Accordingly 31 upper primary schools, 10 High schools have been identified during the second phase of the programme, under the above scheme for implementation. An amount of Rs.7,03,400 has been released by the Government of India to provide the equipments in laboratories in all 10 High schools at the rate of Rs.25,000 per school and also to provide literary books in Science and Mathematics to all 10 High schools at a cost of Rs.15,000 each. A District Resource Centre for Science (DRCS) has been established at Navalur Nedunchezhiyan Government Higher Secondary School, Lawspet to cater to the needs of the Teachers of Science and Mathematics in the Union Territory of Pondicherry.

Higher Education

9.8.8 For promoting higher education, various institutions are functioning in the Union Territory. These institutions are 7 Arts Colleges, one Centre for Post-Graduate Studies, 1 Law College, 3 Polytechnics, 1 Agriculture College and 1 Engineering College. The Engineering College at Pondicherry is an autonomous body affiliated to the Pondicherry University. The Agriculture College at Karaikal is affiliated to the Tamil Nadu Agricultural University, Coimbatore, while the 3 Polytechnics are affiliated to the Technical Board of Secondary Education, Madras. The Medical College is financed and administered by the Ministry of Health and Family Welfare.

Technical Education

9.8.9 New courses have been started in the Engineering College. For promotion of women education, new Diploma courses will be started. Steps have also been taken to set up a Junior Technical school in Mahe.

9.8.10 During 1990-91, a new course of Diploma in Computer applications and Industrial Electronics has been proposed to start at Motilal Nehru Government Polytechnic. In Engineering College for the year 1990-91 the following courses have been proposed to start :-

- 1) Under Graduate course in Energy Technology, Petrochemical Technology.
- 2) B.Sc. (Chemistry and Physics) Applied Science
- 3) M.Tech Degree in Advanced Construction Technology in Civil Engineering.
- 4) M.Tech. Degree in the field of digital communication under Electronics and Communication Engineering.
- 5) M.Tech. degree in advanced computing under Computer Science Engineering.

10 Scholarships

10 SCHOLARSHIPS

10.1.0 The Department of Education (National and External Scholarships Divisions) administers a number of Scholarship/Fellowship Programmes meant for Indian students/scholars for further studies/research in different Universities/Institutions in India and abroad. These scholarships include both Government of India Scholarships and Fellowships and Fellowships offered by the foreign countries. Some such major programmes under which scholarships/fellowships were awarded during 1990-91 are the following :

National Scholarships Scheme

10.2.0 Under this scheme scholarships are awarded for post-matric studies on merit-cum-means basis. The rates of scholarships vary from Rs.60/- p.m. to R.120/- p.m. for day scholarship and Rs.100/- to Rs.300/- p.m. for hostelers, depending on the courses of study. The income ceiling for eligibility of scholarships is Rs.25,000/- per annum.

National Loan Scholarships Scheme

10.3.0 The scheme provides interest free loan for post-matric studies on merit-cum-means basis. The amount of loan varies from Rs.720/- to Rs.1750/- per year depending upon the course of study. Income ceiling for eligibility of scholarships is Rs.25,000/- per annum after allowing some admissible rebates. The scheme is being implemented through the State Governments/Union Territory Administrations.

Scheme for Upgradation of merit of SC/ST Students

10.4.1 The scheme was started in 1987-88. The objective of the scheme is to upgrade the merit of SC/ST students by providing them extra coaching, both remedial and special, with a view to removing their educational deficiencies in school subjects and facilitating their admission in professional courses where entry is based on competitive examination. The SC/ST students, who are selected under the scheme are placed in good residential schools having adequate facilities for special teaching. The scheme is being operated through State Governments/Union Territory Administrations.

10.4.2 The scheme was started by providing for 1,000 students (670 SCs and 330 STs) in 50 schools. Allocation of schools to different States is made on the basis of their illiterate population of SC/ST communities. Remedial coaching starts at Class IX level and continues till a student has completed Class XII. Besides, special coaching is provided in Classes XI and XII also. Under the scheme, there is no income ceiling. The total number of beneficiaries during 1990-91 was 1624 (SC 1172 and ST 452).

Government of India Scheme of Scholarships in Approved Residential Secondary Schools:

10.5.0 The objective of the scheme is to provide educational facilities to talented but poor students (age Group 11-12 years) for study in good residential schools. Income ceiling of the parents/guardians for eligibility is Rs. 25,000/- per annum. Five hundred students were selected for award of scholarships during 1990-91. Fifty percent of these scholarships were awarded on all India merit and the remaining fifty percent allocated to States/Union Territories according to their population subject to fulfilment of minimum standards laid down. Students belonging to Scheduled Castes and Scheduled Tribes were given, 15% and 7 1/2% respectively of these scholarships. The scholarships are tenable for the entire period of secondary schooling, including the plus two stage of education, in approved residential schools. Scholars are entitled to full amount of tuition fees, residential charges, cost of books and stationery in addition to pocket money, uniform/clothing allowance and excursion charges at the rates/ceiling decided by the Government. A travel grant is also admissible to the scholars and their escorts according to the rates prescribed for the purpose. 465 students were awarded scholarships under the scheme during 1990-91.

Scholarships to Students from Non-Hindi speaking States for Post-Matric studies in Hindi.:

10.6.0 The object of the scheme, which was started in 1955-56, is to encourage study of Hindi in Non-Hindi speaking States/Union Territories and to make available to the Governments of these States/Union Territories suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Two thousand five hundred scholarships were allocated to various non-Hindi speaking States/Union Territories during 1990-91. The rates of scholarships vary from Rs.50/- to Rs.125/- per month, depending upon the course of study.

Research Scholarships to products of traditional Institutions engaged in the study of Classical Languages other than Sanskrit i.e. Arabic and Persian :

10.7.0 In 1990-91, twenty scholars were selected for this scholarship.

Scheme of National Scholarships at Secondary stage for talented children from rural areas

10.8.0 The Scheme is in operation since 1971-72. The aim of the scheme is to achieve greater equalisation of educational opportunities and to provide a fillip to the development of the potential talents from rural areas by educating them in good

schools. The scheme is being implemented through State Governments/UT Administrations. The distribution of scholarships is made on the basis of Community Development Blocks in each State/UT. The scholarships are awarded at the end of the middle school stage (Class VII/VIII) and continue upto the secondary stage including +2 stage. The selection of the students is made by the State Governments/UT Administrations with the help of NCERT/SCERTS. The rate of scholarships varies from Rs.30/- to Rs.100/- per month depending upon the course of study. The scheme was reviewed in May, 1990 and evaluation work has been entrusted to NIEPA for obtaining better results.

Commonwealth Scholarship/Fellowship Schemes offered by Governments of U.K. and Canada

10.9.0 Under this scheme scholarships/fellowships are awarded to Indian nationals for higher studies research/training in U.K., Canada, Hong Kong, Nigeria, Trinidad, Tobago and other Commonwealth countries. The number of scholarships depends on the offer from the Association of Commonwealth Universities. During the year 1990-91 thirty four candidates have been sent abroad under the scheme.

Nehru Centenary British fellowships :

10.10.0 Under the scheme Indian students are sent to U.K. for higher studies/research. The fellowships are offered by British Government. During the year 1990-91 thirty two candidates were sent abroad.

Jawaharlal Nehru Memorial Trust Fellowships :

10.11.0 Under this scheme five candidates have been nominated.

British Council visitorship programme :

10.12.0 Under this programme more than 225 Scientists, Academicians and Medical Specialists were benefited for mutual appreciation of important developments in their areas of speciality.

Technical Cooperation Training Programme :

10.13.0 Under this scheme fifteen candidates have been sent abroad.

Scholarships/Fellowships offered by foreign Governments
under Cultural exchange programmes :

10.14.0 Under these programmes scholarships are given to Indian students/citizens for higher studies abroad. These awards are made available every year by various foreign Governments and agencies. Forty six scholars have been sent under this programme to Austria, Czechoslovakia, Denmark, France, Germany, Greece, Hungary, Indonesia, Italy, Japan, The Netherlands, Norway, Spain, U.S.A. and Yugoslavia, Korea, China and U.S.S.R.

11 Book Promotion & Copyright

11 BOOK PROMOTION & COPYRIGHT

11.1.0 Books play an important role in the field of education. In the present context when there is an expansion of education facilities all round in the country, the demand for books in terms of quantity as well as variety of subjects has been increasing. The Book Promotion Division of the Department of Education has a number of schemes and activities which aim, inter alia, at promoting the production of good quality books at reasonable prices, encouraging indigenous authorship, promoting the reading habits and providing assistance to the Indian book industry. Some of the important programmes being implemented in this regard are briefly described in the following paragraphs.

National Book Trust

11.2.1 The National Book Trust, India, an autonomous organisation under the Department of Education, was set up in 1957 with the objectives of producing and encouraging production of good reading material at moderate prices and fostering book mindedness among the people. To achieve these objectives, the Trust has been producing books in Indian languages as well as in English. The Trust organises book fairs at national and regional levels, apart from holding seminars and symposia on various aspects of book writing. It also participates, on behalf of the Indian publishing industry, in book exhibitions held abroad to promote the export of books. The Trust has two Regional Offices at Bangalore and Bombay, in addition to eight book centres at Amritsar, Bangalore, Bombay, Calcutta, Mysore, Hyderabad, Santiniketan and New Delhi.

Publishing Programme

11.2.2 The NBT publishes books under various series. Some of the important series are : India - The Land and the People, National Biography, Nehru Bal Pustakalaya, Aadan Pradan, Young India Library, Popular Science, Books for Neo-Literates and Folk Lore of India. The table below presents the number of titles published under various series.

Table 11.1

National Book Trust : Books Published

	<u>Number of titles published</u>	
	<u>During</u> 1990	<u>Cumulative</u>
India - The Land and the People, National Biography, Nehru Bal Pustakalaya Aadan Pradan, Young India Library, Popular Science, Book for Neo-Literates and Folklore of India	683	5436

Assistance in Publishing

(a) Scheme for the Subsidised Publication of Books

11.2.3 To tackle one of the most difficult problems faced by the Higher Education sector, the National Book Trust, since 1970, has been operating a scheme for subsidised publication of text books under which assistance is provided to publishers for bringing out books in English, Hindi or any other Indian language for which there is a definite need and which relate to subject areas in which books of an acceptable standard are either not available or are so highly priced as to be beyond the means of the majority of the students. Assistance is provided on the condition that the selling price of the books would be fixed within the reach of an average student.

11.2.4 The scheme was revised in 1988 to simplify procedures and remove bottlenecks. Steps are now being taken to sign a Memorandum of Understanding with the University Grants Commission, All India Council of Technical Education and Indian Council of Agricultural Research, which would, besides broadening the scope of the scheme significantly, ensure greater relevance and selectivity in the choice of books published under this scheme.

11.2.5 Since the inception of this scheme subsidy has been provided to 789 titles. Seven titles, two on Law and one each on Agriculture, Engineering, Computer Science, Business Management and Social Sciences were brought out under this scheme between April, 1990 to March, 1991.

(b) Exploratory Schemes to Provide Assistance for the Production of Books for Children and for Neo-Literates

11.2.6 In pursuance of its objective to promote the publication and widespread distribution of a variety of books at reasonable prices, the National Book Trust has initiated schemes to provide financial assistance to private publishers and voluntary agencies for producing quality books for children and for neo-literates and school dropouts, whereby the Trust makes direct payments to both the author and the illustrator and, in addition, bears the expenses of preparing the positives of selected manuscripts. These schemes benefit not only authors, illustrators and publishers but also children and neo-literates who get suitable books at reasonable prices.

Book Promotion

11.2.7 Apart from publishing moderately priced books for various segments of readers, the NBT has played a pioneering role in the field of book promotion by organising book fairs, exhibitions and festivals and by sponsoring the celebration of National Book Week in the country. The NBT organises a National Book Fair every alternate year, and two Children's Book Fairs and two Book Festivals every year. Between April, 1990 and March, 1991, the NBT organised one National Book Fair at Jaipur, one Children's Book Fair at New Delhi, two Book Festivals in Ernakulam and Pune, and one National Book Week. A Punjabi Book Fair was organised at Chandigarh in March, 1991. The seminars, symposia and workshops organised during the fairs/festivals have encouraged valuable interaction amongst readers, writers and publishers. At the behest of the Government, the NBT also organises India's participation in international book fairs held in different parts of the world. In India itself, nine World Book Fairs have been organised by the Trust at New Delhi.

Book Promotional Activities & Financial assistance to Voluntary Organisations

11.3.0 Under the scheme of Book Promotional Activities and Financial Assistance to Voluntary Organisations, grant is given on ad-hoc basis to the Voluntary organisations for organising training courses, seminars, workshops, conventions etc. This scheme also provides for the expenditure on the exchange of delegation of authors under the Cultural Exchange Programme.

Publication of Low priced University level Books of Foreign Origin

11.4.0 The Department has been operating three programmes in collaboration with the Governments of U.K., U.S.A. and U.S.S.R. Under these projects, the latest editions of standard foreign university level text-books and reference books for which comparable Indian books are not available are taken up for publication in low-priced editions. So far, 763 British, 1668 American and 650 Soviet titles have been published. Under these programmes, during the current year, 38 American and 68 Soviet titles have been recommended for publication.

Indo-Soviet Literary Project (20th Century Literature Project)

11.5.0 The Indo-Soviet Committee set up for the publication of contemporary creative works of both the countries has formulated a project to publish the translation of the major 20th Century Literature of India and the USSR in about twenty volumes each. The first two volumes were released during the celebration of the Festival of India at Moscow. The Sahitya Akademi, which is the nodal agency for implementing the project on the Indian side, has

purchased 1000 copies each of the two volumes in accordance with the protocol signed in this regard. The manuscripts of the third, fourth and fifth volumes sent by the Soviet side for Hindi translation were edited and recommended by the experts in India. The manuscripts were returned to the USSR for publication. All the twenty volumes are expected to be published by 1995.

New Import-Export Policy for Books & Publications

11.6.0 The new Import-Export Policy for books and publications has come into force from April 1988 and will be effective till March 1991.

Book Export and Promotional Activities

11.7.1 India is one of the major book producing countries. To promote sale of Indian books and translation/reprinting rights abroad and for securing printing jobs from abroad, steps are being taken to publicise our books through participation in International Book Fairs and organising special exhibitions of Indian books, by conducting market studies and commercial publicity through circulation of annotated catalogues/brochures etc.

11.7.2 In 1990-91, India participated in the International Book Fairs/Exhibitions held in Bologna (Italy), Kuala Lumpur (Malaysia), Singapore, Frankfurt, Cairo and London.

Raja Rammohun Roy National Agency for ISBN

11.8.1 The International Standard Book Numbering System aims at boosting the export of indigenous publications at the international business arena and to minimise to the maximum the day-to-day book trade practices in day-to-day business. It is an international system by which a distinct identifying number is assigned to each book. The ISBN system is still in its infancy in India but, in addition to the book trade, the system is very helpful to the libraries and information systems and to research scholars.

11.8.2 Since 1st January, 1985 to-date, about 996 big and small publishers and authors have become the members of the system and thousands of their publications today bear the ISBN numbers.

Copyright

11.9.1 The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1957. The Copyright Act has been amended by the Copyright Amendment Act of

1983 and the Copyright Amendment Act of 1984 to meet the present day requirements.

11.9.2 The Copyright Office, under the provisions of the Copyright Act, 1957 as amended from time to time, undertakes to register the following classes of works :-

- a) Original literary, dramatic, musical and artistic works
- b) Cinematograph films and
- c) Records.

In addition to this, the Copyright Office also registers the changes in the Register of Copyright in respect of different classes of work in accordance with Section 49 of the Copyright Act, 1957.

11.9.3 The Copyright Board, a quasi-judicial body, was constituted initially in September, 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of copyright registration, and disputes in respect of assignment of copyright to grant licence -

- * in works withheld from public
- * in unpublished Indian works
- * to produce and publish translations and
- * to produce and publish works for certain purposes.

11.9.4 It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in different zones of the country to provide facility of justice to the authors, creators and owners of intellectual property near their places of residence or occupation. The Copyright Board has been reconstituted on 8th May, 1990 for a period of about 4 years upto 31 March, 1994.

International Copyright

11.10.1 India is member of two international Conventions on copyright, namely, the Berne Convention for the Protection of Literary and Artistic Works and the Universal Copyright Convention. Both these Conventions were revised in 1971 to incorporate special provisions to enable the developing countries

to issue compulsory licences for reproduction and translation of books of foreign origin for specific purposes in case these rights could not be obtained by freely negotiated terms from the owners of copyright. India has acceded to the 1971 texts of these Conventions.

11.10.2 India participates actively in the deliberations of the governing bodies of the World Intellectual Property Organisation (WIPO), Geneva which is the International Secretariat for the Berne Convention for the Protection of Literary and Artistic Works.

11.10.3 WIPO has taken up the work of drafting Model Provisions for Legislation in the Field of Copyright for the Use of Developing Countries. To facilitate this process, a consultative meeting for the region with the copyright experts from Asia was co-hosted by the Government of India and the WIPO, in New Delhi from 24 to 27 April, 1990. Delegates from China, Indonesia, Korea, Malaysia and Thailand participated in the meeting apart from delegates from India and officers of WIPO. Representatives of concerned Indian organisations like the Indian Phonographic Industry, Indian Performing Rights Society Ltd., Federation of Indian Publishers, etc. also participated in the meeting.

Training Facilities in Copyright

11.11.0 The WIPO, under its Cooperation Development Programme, organises training courses in Copyright for officials dealing with copyright in developing countries. During the year, the following two officers of the Department participated in the training courses organised by the WIPO :-

- (1) Shri R.N. Tewari, Director, participated in the training course in Copyright and Neighbouring Rights as well as the celebration of the Bicentennial of the first United States Patent and Copyright Legislation in Washington, USA from 30 April to 8 May, 1990.
- (2) Shri Vijay Kumar Katker, Export Promotion Officer, participated in a Seminar on Copyright and Neighbouring Rights held at the Headquarters of the WIPO at Geneva from 3 to 5 October, 1990 and also participated in the practical training course in Copyright and Neighbouring Rights organised in London from 8 to 24 October, 1990.

12 Promotion of Languages

12 PROMOTION OF LANGUAGES

12.1.0 Languages being the most important medium of education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and other fourteen languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand was given due attention. In fulfilling this responsibility, the Department is assisted by a number of autonomous organisations and subordinate offices, namely Kendriya Hindi Shikshan Mandal (KHS), Agra, with its five centres; Rashtriya Sanskrit Sansthan (RSS), New Delhi with its eight Vidyapeethas; Central Institute of Indian Languages (CIIL), Mysore with its four Regional Centres and two Urdu Training and Research Centres; Central Hindi Directorate (CHD), New Delhi; Commission for Scientific and Technical Terminology (CSTT), New Delhi; and Bureau for Promotion of Urdu (BPU). During the year under report, the Department continued its ongoing schemes and programmes. The following are some of the important activities pertaining to promotion and development of languages undertaken during 1990-91.

Promotion and Development of Hindi

12.2.1 Ever since Second Five Year Plan, Central assistance is being provided for appointment of Hindi teachers in schools from upper primary to higher secondary levels in non-Hindi speaking States/Union Territories. The extent of financial assistance given under this scheme is 100%. There is also a scheme for giving 100% Central assistance to non-Hindi speaking States/Union Territories for establishment of Hindi Teachers Training Colleges. This assistance is also available to voluntary organisations for the same purpose. To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since First Five Year Plan. Over the years, the number of organisations seeking financial assistance under this scheme is progressively increasing. With Government assistance, some of these organisations have grown into major institutions operating simultaneously in more than one State. Financial assistance is also being extended to voluntary organisations/societies/trusts as well as individuals for bringing out publications with a view to promoting and propagating Hindi. Assistance is provided at the rate of 80% of the total cost estimates. The table below presents the achievements of some of the major schemes for propagation and development of Hindi.

TABLE 12.1

DEVELOPMENT AND PROPAGATION OF HINDI
ACHIEVEMENTS AT A GLANCE

i)	Total Expenditure for development and propagation of Hindi during 1990-91.	Rs. 968.30 lakhs
ii)	Establishment of computer based National Hindi Terminology Bank by Commission for Scientific and Technical Terminology	About 2.00 lakh technical terms in Hindi fed into the data base by CSTT.
iii)	Hindi teachers appointed/maintained in non-Hindi speaking States/UTs out of grants from Central Government during 1990-91.	2559
iv)	Hindi teachers training colleges in non-Hindi speaking States/UTs provided assistance for establishment/maintenance by the Central Government.	35
v)	Intake capacity of Hindi teachers' training colleges assisted by Central Government in non-Hindi speaking States/UTs.	1360
vi)	New subjects for which glossaries of Hindi technical terms developed by CSTT.	Mining, Petroleum, Aeronautics, Computer Science, Steel, Management, Printing Technology, Non-ferrous Metallurgy and Architecture.
vii)	New subjects for which definitional Dictionaries in Hindi prepared by CSTT.	Petroleum, Technology, Computer Science, Architecture, Metallurgy, Journalism and Linguistics.
viii)	Identification of PAN-Indian Technical Terms.	6000 PAN-Indian Technical Terms in 11 Indian languages identified.

- | | | |
|-----|---|-----|
| ix) | Foreign students from various countries imparted training in Hindi during 1990-91. | 76 |
| x) | Number of voluntary organisations provided assistance for development of Hindi excluding publication and purchase of books. | 135 |
| xi) | Number of cases in which grants were given for publication and purchase of books in Hindi during 1990-91. | 47 |

Central Hindi Directorate (CHD)

12.2.2 The Directorate is compiling thirteen Hindi and thirteen regional languages based bilingual dictionaries. So far eleven dictionaries viz. Hindi-Assamese, Hindi-Gujarati, Hindi-Kashmiri, Hindi-Marathi, Hindi-Malayalam, Hindi-Oriya, Hindi-Sindhi, Hindi-Tamil, Hindi-Telugu, Hindi-Urdu and Oriya-Hindi dictionaries have been published. The Directorate has brought out eleven trilingual dictionaries, while twelve Hindi based and twelve regional languages based trilingual dictionaries are being compiled. The Directorate has also published one multilingual dictionary and the 'Tatsam Word Dictionary' besides compiling "Bharatiya Bhasha Parichay Kosh". Under cultural exchange programme, Czech-Hindi and German-Hindi(Vol.I) dictionaries have been published. Under the UN Languages Dictionaries Programme, Hindi-Chinese, Hindi Arabic, Hindi-French and Hindi-Spanish dictionaries have been published. Besides these, Hindi-Kashmiri and Hindi-Assamese Conversational Guides have been published during the current year. Work on one trilingual and two bilingual dictionaries is in an advanced stage. A project for preparation of bilingual dictionaries of Hindi and languages of neighbouring countries has been undertaken. Out of ten such dictionaries, work on Hindi-Persian, Hindi-Sinhalese and Hindi-Indonesian is in progress.

12.2.3 The Directorate also brings out Hindi journals like "Unesco Doot" (Hindi version of the English Magazine entitled "Unesco Courier"), "Bhasha" (quarterly), "Varshiki" (annually) and "Sahityamala".

12.2.4 The Directorate is implementing a scheme of teaching Hindi through correspondence courses in the media of English, Tamil, Malayalam and Bengali. The enrolment in these courses during the current year is around 12,000. Some self-teaching records and cassettes have also been prepared for the purpose. Personal Contact Programmes are organised for removing the difficulties of the students.

12.2.5 The Directorate has organised study tours of Hindi speaking areas by non-Hindi speakers and also released travel grants to research scholars of non-Hindi speaking areas. Neo-Hindi writers' workshops are held in non-Hindi areas to encourage original writing in Hindi, besides symposia for discussing various aspects of Indian literature in non-Hindi speaking areas. Sixteen non-Hindi speaking Hindi writers are given awards every year.

12.2.6 A number of books have been sent free of cost to the non-Hindi states for the propagation of Hindi. Exhibition of Hindi books is another activity of the Directorate. The Directorate is also conducting a survey of spoken form of Hindi as official languages.

Commission for Scientific and Technical Terminology (CSTT)

12.2.7 The Commission for Scientific and Technical Terminology (CSTT) was set up in October, 1961 for evolution of scientific and technical terminology in Hindi and other Indian languages, production of university level books and reference literature in all disciplines to facilitate smooth changeover of media of instruction in Universities.

Terminology

12.2.8 More than five lakh scientific and technical terms have so far been evolved and published by the Commission. It has also brought out glossaries in Space Science, Computer Science, Metallurgy and Printing Technology. Publication of "Consolidated Glossary of Administrative Terms", Printing of "Comprehensive Glossary of Social Sciences" and "Comprehensive Glossary of Sciences" is in an advanced stage. During the year, more than 30,000 technical terms were finalised for use by respective organisations/departments. Financial assistance and technical advice were rendered to State Language Academies for evolution of terminology in regional languages.

Definitional Dictionaries

12.2.9 The CSTT has brought out thirty-seven definitional dictionaries so far.

Pan-Indian Terminology

12.2.10 Twenty-two thousand pan-Indian terms have been identified and published in subject-wise glossaries for free distribution amongst scholars, writers, translators and journalists.

University Level Book Production and Quarterly Journal

12.2.11 The CSTT has brought out, in collaboration with the Hindi Granth Academies, State Text-Book Boards and University Cells 9,276 University level books in Hindi and regional languages. The Commission has also produced 348 books in the field of engineering, medicine and agriculture. The CSTT also brings out a quarterly journal "Vigyan Garima Sindhu".

Terminology Orientation Workshop

12.2.12 With a view to promoting and popularising appropriate use of the terminology evolved by the Commission, the CSTT organises workshops in diverse disciplines of basic sciences. Annually 12-15 such workshops are organised. A Workshop on Administrative Terminology for the benefit of Hindi officers was also organised during the current year.

Computerisation of Terminology

12.2.13 With a view to facilitating effective coordination, updating and printing of comprehensive subject group-wise and subject-wise glossaries and creating a data-base for setting up a computer based National Terminology Bank, the CSTT has undertaken scientific and technical terms evolved by the Commission.

Kendriya Hindi Sansthan (KHS)

12.2.14 In pursuance of the objective of training Hindi Teachers in non-Hindi speaking States, the Kendriya Hindi Sansthan (KHS) with its Headquarters at Agra and five Centres located at Delhi, Guwahati, Hyderabad, Mysore and Shillong has been conducting many important programmes such as training courses like Nishnat and Parangat Certificate courses etc. They are conducting extension programmes for Hindi teachers in tribal areas. The Sansthan has also developed text books and instructional materials for teaching Hindi in non Hindi speaking areas.

12.2.15 A full fledged academic course for teaching Hindi to foreigners is being conducted by the Sansthan under the scheme of "Propagation of Hindi Abroad". During the current year, the Government of India has awarded scholarships to forty-two students from various foreign countries.

12.2.16 On the occasion of the Silver Jubilee celebration of the Sansthan, a scheme entitled, "Hindi Sevi Samman Yojna" was instituted. Under the scheme, awards are given to individuals for their distinguished contribution in the field of development and propagation of Hindi, Hindi journalism, creative literature, scientific and technical Hindi literature etc., every year.

Promotion and Development of Modern Indian Languages (MIL)

Central Institute of Indian Languages (CIIL), Mysore

12.3.1 With a view to training teachers in Modern Indian Languages for implementing the three language formula, the Central Institute of Indian Languages (CIIL), is running full academic year course for school teachers from different States and Union Territories at their four Regional Language Centres and two Urdu Training Research Centres. Two hundred and fifty seven trainees in thirteen languages, sponsored by different State governments were admitted during the year under report. In addition to this, one hundred and ten teachers have joined the correspondence courses in Tamil and Bengali being conducted on an experimental basis. To develop proficiency tests in languages for measurement of language competency, Institute has prepared test items in seven languages, while preparation of tests in other seven languages is in progress.

12.3.2 The Insititute has also prepared grammars, dictionaries and primers in many tribal and border languages, besides publishing a number of books in tribal languages.

12.3.3 Financial assistance is being provided to voluntary organisations as well as individuals for bringing out publications with a view to promoting and propagating Modern Indian languages. Similarly, voluntary organisations engaged in promotional activities in various Modern Indian Languages also receive Central assistance.

Taraqqi-e-Urdu Board

12.3.4 Tarraqqi-e-Urdu Board which was constituted in 1969, is an apex advisory body to advise the Government on promotion and development of Urdu language. Chairman of the Board is the Minister of State for Education and its advisory board consists of Members of Parliament, Urdu scholars, academicians, representatives of voluntary organisations and Urdu academies.

12.3.5 Bureau for Promotion of Urdu which executes and implements recommendations of the Board, functions as its secretariat. The main activities of the Bureau during the year were as under :-

- * Printed about 650 publications in various disciplines - humanities, science, technical terminology, medicine, law etc.
- * Published glossaries of technical terms in seven subjects, three Urdu-Urdu dictionaries and Andhra Pradesh Textbooks.

- * Publication of Urdu Encyclopaedia in twelve volumes and English-Urdu dictionary in five volumes is in the pipeline.
- * Published half-yearly research journal called "Fikr-e-Tahqeeq".
- * Gave financial assistance to thirty-eight Calligraphy Training Centres all over India, out of which seven are exclusively meant for ladies. More than 350 trainees have successfully completed their courses and are now actively engaged in calligraphy work.
- * Provided Urdu translation of NCERT textbooks.
- * Provided financial assistance to organisations and individuals for publication of books in Urdu including by way of bulk purchase of books. Also provided financial assistance to recognised institutions for language promotional activities like holding of conferences, seminars and workshops.

Committee to examine implementation of recommendations of Gujral Committee for Promotion of Urdu

12.3.6 The Government had set up in February 1991 a Committee of Experts under the chairmanship of Ali Sardar Jafri to examine implementation of recommendations of Gujral Committee for Promotion of Urdu. The Committee submitted its Report to the Government on September 18, 1990. The recommendations of the Committee are under consideration of the Government.

Promotion of Sindhi

12.3.7 A scheme of "Production of Standard Literature in Sindhi" for promotion and development of Sindhi language and literature is being implemented through the Central Hindi Directorate.

12.3.8 A national seminar on 125 years of Sindhi journalism was organised in Delhi on 23-24 August, 1990. Another seminar on growth of Sindi literature after independence was held on 12-13 January, 1991. One Neo-Sindhi writers' workshop was held on 18-24 February, 1991 and preparation for a second one is underway.

12.3.9 Under the scheme of financing of book production in Sindhi 200 copies each of seventy five books besides copies of nine magazines were purchased. Prizes are also awarded to Sindhi writers under this scheme.

12.3.10 Work on coining of Sindhi equivalents of technical terms has begun. About 1000 words were coined in a technical

terminology seminar held at Pune in July, 1990.

12.3.11 The Government has set up a Sindhi Advisory Committee under the chairmanship of Minister of State for Human Resource Development to advise on matters pertaining to promotion and development of Sindhi language.

Improvement of English Language Teaching

12.4.0 In order to bring about substantial improvement in the standards of teaching/learning of English in the country, the Government is giving assistance through the Central Institute of English and Foreign Language (CIEFL) for the setting up of at least one district centre for English language in each State. So far, twenty-five centres have been set up. The Government is also providing assistance to Regional Institutes of English and English Language Teaching Institutes of different States through the CIEFL for strengthening them.

Promotion of Sanskrit and Other Classical Languages

12.5.1 A variety of programmes have been formulated and implemented for the development and promotion of Sanskrit and other classical languages like Arabic and Persian. During the period under report, following developmental programmes were implemented :

Rashtriya Sanskrit Sansthan, New Delhi

12.5.2 The Rashtriya Sanskrit Sansthan is an autonomous organisation under the Ministry of Human Resource Development set up for preservation and propagation of Sanskrit, publication and preservation of manuscripts and for organising training activities. Since 1970 it has established eight Kendriya Sanskrit Vidyapeethas in seven States. These are Allahabad, Delhi, Guruvayoor, Jaipur, Jammu, Lucknow and Puri of which the ones at Tirupati and Delhi were declared deemed universities in 1987. In addition fifty-one private institutions are also affiliated to it for the purpose of examination.

Publication

12.5.3 The Rashtriya Sanskrit Sansthan brings out every year a compilation entitled "Sanskrit Vimarsha". The volume for the year 1989 was brought out in September, 1990. The Jammu Vidyapeetha has completed the editing work on "The Kashmir Shaiva Darshan Kosha".

Financial Assistance to Voluntary Sanskrit Institutions engaged in the Propagation and Development of Sanskrit

12.5.4 Under this scheme, registered voluntary Sanskrit organisations/institutions are given recurring and non-recurring

grants for meeting expenditure on salary of teachers, scholarships to students, construction and repair of building, furniture, library etc. Seventy-five per cent of the approved expenditure on each of the above mentioned items is given as grant from the Ministry and in the case of Vedic institutions where oral Vedic tradition is being preserved, Government grant covers 95% of the total approved expenditure. About seven hundred Sanskrit organisations in the country were given financial aid during the year under report.

Scheme of Financial Assistance to Adarsh Sanskrit Mahavidyalayas/Shodh Samsthans

12.5.6 Some of the voluntary Sanskrit organisations, having potential for future development and offering post-graduate studies have been recognised as Adarsh Sanskrit Mahavidyalayas and are provided with financial assistance @95% recurring and 75% non-recurring expenditure. So far fourteen graduate Sanskrit teaching institutions and two post-graduate research institutions have been brought under the purview of this scheme. Four of them are in Bihar, three each in Uttar Pradesh and Tamil Nadu, two each in Haryana and Maharashtra and one each in Himachal Pradesh and Kerala.

Sanskrit Dictionary Project, Deccan College, Pune

12.5.7 Financial assistance is being provided to Deccan College, Pune for preparing a Sanskrit Dictionary on historical principles which will help research scholars in the interpretation of old and difficult Sanskrit texts. Three parts each of volumes I and II and two parts of volume III and Volume IV have already been published.

Central Sanskrit Advisory Board/Committees

12.5.8 The Central Sanskrit Board is an advisory body to advise the Government of India on matters of policy pertaining to the propagation, promotion and development of Sanskrit in the country including pattern of Sanskrit education at different levels, co-ordination of courses, etc. It was re-constituted with effect from 1st March, 1989 for a period of three years. The reconstituted Board has met thrice on 4th July, 1989, 15th September, 1989 and 1st September, 1990.

12.5.9 The Board in its second meeting had constituted six Committees to study and submit reports on the following matters :-

- * Sanskrit and National Integration;
- * Scientific, Technical and Engineering knowledge in Sanskrit literature;
- * Sanskrit as a computer language;

- * Popularisation of Sanskrit amongst the masses;
- * Inter-translation of Sanskrit literature and the literature of other Indian languages;
- * Introduction of a measure of uniformity in the syllabi for Sanskrit teaching.

The reports of the Committees on "Sanskrit and National Integration" and "Popularisation of Sanskrit Amongst the Masses" were placed before the Central Sanskrit Board in its third meeting held on 1st September, 1990.

'Deemed to be Universities'

12.5.10 Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati were declared 'Deemed to be Universities' in 1987 with the following objectives in brief :-

- (a) to preserve Shastraic tradition;
- (b) to undertake interpretation of the Shastras;
- (c) to establish their relevance to the problems in the modern context;
- (d) to provide means for intensive training in modern as well as Shastraic lore for teachers; and
- (e) to achieve excellence in these disciplines so that the Vidyapeetha has a distinctive character of its own.

12.5.11 All the transitional arrangements as were required to be made by the Government under the Memorandum of Association and Rules of the Vidyapeetha have been made and the Vidyapeethas have started functioning.

Award Certificate of Honour to Sanskrit, Arabic and Persian Scholars

12.5.12 This scheme envisages giving of President's Award of Certificate of Honour to eminent Sanskrit, Arabic and Persian scholars. Annually fourteen scholars - ten in Sanskrit and two each in Arabic and Persian are selected for the award and their names are announced on the eve of Independence Day. In 1990, however, seventeen scholars - twelve in Sanskrit, three in Arabic and two in Persian were selected for this award. The award carries an annual monetary grant of Rs.10,000/- during the life of the scholars. Each scholar is presented with a Sanad and a Shawl at a function to be held at Rashtrapati Bhavan.

Scheme for Development of Sanskrit through State Governments/Union Territories

12.5.13 This scheme provides for 100% grant to State Governments as described below :

- Financial assistance upto Rs.4000 per annum is given to eminent Sanskrit scholars in indigent circumstances, whose income is below Rs.4,000 per annum.
- For modernisation of Sanskrit pathshalas in the traditional and modern systems of Sanskrit education, assistance is given for appointment of teachers for teaching selected modern subjects. States of Gujarat and Uttar Pradesh are receiving grants under this scheme.
- For providing facilities for teaching Sanskrit in high and higher secondary schools, Government of India has taken steps to abridge the gap by giving 100% grant towards salary of Sanskrit teachers to be appointed in such High and Higher Secondary schools where the State Governments are not in a position to provide facilities to teach Sanskrit. States of Karnataka and Nagaland are availing of assistance under this scheme in respect of nine teachers.
- In order to attract good students to the study of Sanskrit in the High and Higher Secondary schools merit scholarships are given to Sanskrit students in Classes IX to XII. The rate of scholarship was raised from Rs.10/- p.m. to Rs.25/- p.m. for classes IX and X and Rs.35/- p.m. for classes XI and XII. About 3,000 students are benefitted every year.
- State Governments are also given assistance when they chalk out their own programmes for development and propagation of Sanskrit, like upgrading the salary of teachers, honouring of Vedic scholars, conducting Vidwat Sabha, holding of evening classes for Sanskrit, celebrating Kalidasa Samaroh, etc. The States of Himachal Pradesh, Karnataka and Rajasthan availed of financial assistance under this provision during 1990-91.

Production of Sanskrit Literature

12.5.14 Under this scheme, assistance is given for (i) printing and publication of original works relating to Sanskrit literature, (ii) printing of out-of-print Sanskrit books, (iii) purchase of Sanskrit publications from authors and publishers for free distribution to various institutions, (iv) Sanskrit journals to improve their quality and contents, (v) preparation and publication of descriptive catalogue of Sanskrit manuscripts and publishing critical editions of Sanskrit manuscripts.

12.5.15 During 1990-91 forty three publications were brought out with Government assistance. About twenty more publications are expected to be brought out during the year 1990-91. Besides this, Dharma Kosha Mandala, Wai which is engaged in the work of preparation and publication of "Dharam Kosha", an encyclopaedia of ancient Sanskrit literature has received a sizabale amount of grant from Government of India during the year 1990-91. The All India Kashiraj Trust, Varanasi is engaged in bringing out Hindi and English translations and critical editions of all the Mahapuranas with government assistance. Kalpataru Research Academy, Bangalore has also been sanctioned publication grant for two projects.

12.5.16 About thirty-four journals are being assisted by Government of India by giving a grant ranging from Rs.1250/- to Rs.12500/- per annum to improve their quality and contents. Government has also purchased about 250 books from individuals and publishers for free distribution to various institutions. During the year 1990-91 two catalogues of critical editions of manuscripts were brought out.

12.5.17 Besides, a massive programme for bringing out photo-offset reproduction of important out-of-print Sanskrit books was undertaken with a view to making them available at low price to the readers. Thirty books were taken up for reprint during 1990-91.

Preservation of Oral Tradition of Vedic Studies

12.5.18 As a special incentive to preserve the oral tradition of Vedic studies, a scheme was introduced during 1978 under which each swadlyayain is expected to train two students each below the age of twelve. During 1990-91 fourteen such units received assistance. Under this scheme the scholar gets an honorarium of Rs.1250/- p.m. and the student a stipend of Rs.175/- p.m.

Vedic Convention

12.5.19 In order to locate and identify the areas and families where the oral vedic tradition is still alive, the Ministry holds a vedic convention every year for which schlolars from all over India are invited. Last year's Vedic convention was organised in Kotdwar in January, 1990. This year it was organised on 23-25 February, 1991 by Rashtriya Veda Vidya Pratishthan. Besides this, five regional Vedic conventions are also to be organised by them in various parts of India.

All India Elocution Contest

12.5.20 All India Elocution contests are organised to encourage oratorical talents in the students of traditional Sanskrit Pathshalas in various branches of Sanskrit learning. Teams of eight students alongwith a teacher from all State Governments are invited to participate in this. This year's contest was held at Bombay from 26th to 28th December, 1990 in which teams from twelve States participated.

Rashtriya Veda Vidya Pratishthan

12.5.21 Rashtriya Veda Vidya Pratishthan was set up in 1987 for undertaking various activities including support to traditional vedic institutions and scholars, providing scholarship/fellowships etc. for promotion of oral traditions of vedic studies. The following activities were undertaken by Rashtriya Veda Vidya Prastishthan during the year :-

- Training Workshop on Vedic Mathematics was held at Tirupati.
 - A Colloquium of Vedic Astronomy and Astrology was held at Nagpur.
 - Six regional Vedic Sammelans were held at Madras, Ujjain, Jaipur, Guwahati, Pune and Calcutta and a Vedic Sammelan for young scholars was held at Jaipur.
- A Colloquium on "Dharma Kosha" was held at Jaipur and on the occasion Tarkatirtha Shri Laxman Shastri Joshi, a great Vedic Scholar was honoured.
- Research fellowships were awarded to three scholars.
 - The task of recording tapes of Vedic recitations was initiated.
 - Financial assistance was provided to various Institutions and Vedic Pathshalas.

Vocational Training Courses for Products of Sanskrit Pathshalas

12.5.22 This scheme aims at generating employment opportunities for the students who pass out of Kendriya Sanskrit Vidyapeethas, Adarsh Sanskrit Mahavidyalayas and other traditional Sanskrit institutions. It provides for short-term vocational training to these students in subjects allied to Sanskrit studies, namely, epigraphy, manuscriptology, rituology, Sanskrit printing and composing etc. Registered voluntary organisations in the country receive hundred percent grant for conducting these courses.

Cultural Exchange Programme

12.5.23 Cultural agreements are made between India and other countries to receive foreign scholars and to send Indian scholars abroad.

13 Border Area Development Programme

13 BORDER AREA DEVELOPMENT PROGRAMME

13.1.0 The Border Area Development Programme is intended for Educational Development in the border areas of the States of Gujarat, Jammu & Kashmir, Punjab and Rajasthan covering 18 border districts and 79 blocks on the western border with Pakistan. An outlay of Rs.200 crores had been included in the Seventh Five Year Plan for this Programme. In 1986-87, which was the first year of implementation of the programme (second year of the Seventh Plan), the programme was implemented by the Ministry of Home Affairs in the three border States of Rajasthan, Gujarat and Punjab, in accordance with the guideline laid down by the Committee of Secretaries. From 1987-88 onwards implementation of the Programme was transferred to the Department of Education, with the intention that the programme should henceforth be confined to "education" which is a critical input for the development of border areas. The emphasis is laid under the programme on overall human resource development. The efforts under this programme are a supplement to these States' educational development programmes, including those that may be taken up under Rural Development Programmes.

13.2.0 A Sanctioning Committee under the Chairmanship of Education Secretary, with representatives from the Planning Commission, the State Governments and the concerned Ministries, continue to clear the proposals of the State Governments promptly in accordance with the guidelines formulated by the Department of Education.

13.2.1 During the three years of Seventh Plan, i.e. 1987-88, 1988-89 and 1989-90, an allocation of Rs.120.50 crores had been made and the entire amount had been utilised for release to the State Governments. At the end of the Seventh Plan period most of the activities had either been completed or were at advanced stage of execution.

13.2.2. In the annual plan for 1990-91, an allocation of Rs.49.50 crores has been made to be utilised for meeting committed liabilities on account of on-going activities and partly for starting a few new activities.

13.2.3 Grants are released to the State Governments depending on the progress of expenditure incurred by them out of the earlier grants and the physical achievements.

13.3.0 The achievements under the programme since 1987-88 are given in Table 13.1

Table 13.1

Border Area Development Programme:
Achievements

(Rupees in crores)

	(Three years of seventh plan)			Total for 1987-88, 1988-89 & 1989-90	Eighth Plan (first year) 1990-91
	1987-88	1988-89	1989-90		
Amount spent (Rs. in crores)	25.00	45.50	50.00	120.50	--
State-wise break up of grants given (Rs. in crores)					
Gujarat	3.56	5.20	8.57	17.33	3.18
Rajasthan	7.38	7.22	11.95	26.55	7.93
Punjab	5.24	9.20	8.90	23.34	11.04
Jammu & Kashmir	8.82	23.88	20.58	53.28	27.35
	25.00	45.50	50.00	120.50	49.50

13.4.0 Assistance has been so far given for the following:

- Provision for essential facilities in schools (4097)
- Construction of buildings of Primary, Upper Primary, Middle, High and Higher Secondary Schools (2388).
- Introduction of vocational courses in Senior Secondary Schools and construction of vocational sheds (27)
- Construction of hostel buildings and staff quarters (178)
- Establishment of District Institutes of Education and Training (1)
- Construction of additional classrooms and laboratories in existing schools (4527)
- Establishment and strengthening of Polytechnics and ITIs (33)
- Setting up of Adult Education and Non-formal Education Centres and Jan Shikshan Nilayams (2130).
- Construction of gymnasium halls and Youth Training Centres (43).

**14 Twenty Point Programme and
Access to Education for the
Disadvantaged**

14 TWENTY POINT PROGRAMME AND ACCESS TO EDUCATION FOR THE DISADVANTAGED

14.1.0 Under Point No. 10 of 20 Point Programme (TPP), the progress in Elementary Education, both formal and non-formal and Adult Education is monitored in physical and financial terms with reference to the pre-determined enrolment targets. Physical Progress report for Elementary and Adult Education for the year 1989-90 alongwith evaluatory report on content of education, non-formal and value oriented education, was sent to Ministry of Programme Implementation. State-wise enrolment targets for Elementary and Adult Education for the year 1990-91 were fixed and sent to Ministry of Programme Implementation. Under the revised programme half yearly financial and physical progress reports for the period April to September, 1990 and October 1990 to March 1991 were also sent as per schedule.

Education of Scheduled Castes and Scheduled Tribes

14.2.1 The year 1990 was the centenary year of Dr. B.R. Ambedkar. The Department of Education issued instructions to organisations under their control to take up programmes and activities for celebrating the birth centenary in a befitting manner. These programmes include panel discussions, seminars, essay competitions, exhibitions on life and work of Dr. Ambedkar, publication of his biography and anthology of his works etc. Monitoring Committees were set up to review the enrolment of Scheduled Castes and Scheduled Tribes in educational institutions. Department of Education was also represented in the Sub-Committees connected with the educational development of SCs and STs in the National Committee set up by the Ministry of Welfare in the context of Dr. B.R. Ambedkar Centenary Celebrations for formulation of detailed programmes for the welfare of Scheduled Castes and Scheduled Tribes.

14.2.2 Special emphasis was laid on the removal of disparities and equalisation of educational opportunities by attending to specific needs of Scheduled Castes and Scheduled Tribes who have not been able to take full advantage of the present educational provisions and facilities.

14.2.3 Under the schemes of Operation Blackboard, Non-Formal Education and Adult Education, States were advised to give high priority to selection of blocks which have large concentration of Scheduled Castes and Scheduled Tribes.

14.2.4 Out of the overall enrolment of 47,103 students in the Navodaya Vidyalayas as of 30th April, 1990, the number of Scheduled Caste students was 9746 and that of Scheduled Tribes was 5272 accounting for 20.7% and 11.2% of the total enrolment.

14.2.5 The scheme of upgradation of merit of SC/ST students started in 1987-88 continued to be under implementation through States/UTs. Under this scheme, remedial coaching is given in classes IX to XII, apart from special coaching in classes XI and XII for preparing them for competitive examinations.

14.2.6 Other facilities like reservation of seats in educational institutions (15% for SCs and 7 1/2% for STs), relaxation in qualifying marks in entrance examinations, reservation in pre-matric scholarships, freeships in Kendriya Vidyalayas, reservation in University level research fellowships, research associateships, teacher fellowships etc. were continued.

14.2.7 The Indian Institutes of Technology operate a scheme under which candidates belonging to Scheduled Castes and Scheduled Tribes who fail in the Joint Entrance Examinations by very slender margin of marks, are given further training and admitted to relevant courses.

14.2.8 Under the Special Component Plan and Tribal Sub-Plan about 14.4% and 6.1% respectively, of the divisible outlay of the Department of Education were quantified and earmarked.

Education of Minorities

14.3.0 The Department of Education constituted a Group on Education of Minorities under the Chairmanship of Shri R.K. Saiyed on July 23, 1990. Its terms of reference were :

- (a) To review the recommendations and suggestions made by the various Ministries/Departments of the Centre and the States, Societies and Organisations in respect of Minorities Education; and
- (b) To make recommendations on some measures which may be taken by the Central Government in the immediate future.

As Shri Saiyed had to proceed on a foreign assignment in October, 1990, Shri Saiyid Hamid was appointed Chairman. The Group submitted its report to the Government on January 15, 1991. The Government has since appointed on March 4, 1991, an Empowered Committee to take appropriate decisions/views with regard to the recommendations. The Report of Empowered Committee is awaited.

Vocational Training

14.4.0 All the minority concentration districts as identified in the Programme of Action have been covered under the scheme of Community Polytechnics.

Coaching Classes

14.5.1 The University Grants Commission continued to implement the scheme of providing assistance to universities and colleges for coaching students from educationally backward minorities. The coaching is given for preparing the students for competitive examinations. The scheme is being implemented in twenty Universities and 28 colleges. The UGC Sub-Committee on coaching classes for minority communities has constituted a small Committee to monitor and review the progress.

14.5.2 Sanctions were also given to set up two regional resource centres at Aligarh and Calicut.

Review of Text Books

14.6.0 School text-books are being reviewed from the point of view, inter alia, of removal of untouchability, casteism and communalism. The school text-books in use in States/Union Territories were reviewed in the first phase. The programme of evaluation is now overseen by a national level Steering Committee.

Education of women

14.7.1 As brought out elsewhere in the report, enrolment of girls as a ratio of total enrolment is only 40.7% at primary stage, 36.7% at middle stage, 32.3% at secondary and higher secondary stage and 32.5% at Higher Education stage.

14.7.2 All out efforts were made during the year for improving girls/women's participation in Education. Details of specific steps are presented below:

- Under the Scheme of Operation Blackboard; Government of India has provided assistance since 1987-88 for creation of 92871 posts of primary school teachers mainly to be filled by women. According to the latest reports, 63524 posts of teachers have been filled up of which 56.21 per cent are women teachers.
- Hundred per cent assistance was given for NFE Centres meant for girls. The cumulative number of NFE Centres for girls is 3450.
- The Mahila Samakhya (Education for Women's Equality) Project has been under implementation in the States of Gujarat, Karnataka and Uttar Pradesh - with the main objective of motivating women to participate in Education and providing non-formal, Adult and vocational education to them.
- By conscious action, admission of girls to the extent of 27.85% in Navodaya Vidyalayas has been ensured. (Number of girls in these Vidyalayas is 17,971 as against the total of

64,517).

- In the registration year 1989-90, 54.88% were from exempted categories comprising of women (37%), SC/ST, ex-service men and handicapped.
- Special attention was given for enrolment of women in Adult Education Centres. Under the Rural Functional Literacy Programmes, out of 33.94 lakh adult illiterates enrolled, 18.96 lakh persons were women (55%).
- During the year, NCERT completed two studies on educational development of women. One is a micro study on measures adopted for enrolment, retention and development of girls by educational institutions in urban slums and the other is on measures to improve vocational, technical and professional education of girls in India.
- The UGC approved a number of research projects relating to the themes of women's studies. The Standing Committee of women's studies recommended assistance to twenty universities and eight colleges/university departments for setting up women's studies/Cells.

**15 Management, Monitoring and
Evaluation**

15 MANAGEMENT MONITORING AND EVALUATION

Central Advisory Board of Education (CABE)

15.1.1 The Central Advisory Board of Education (CABE) consisting of Education Ministers from States, Administrators, Educationists and Academicians continued to be the national level body providing vital inputs for the management of education policy - by reviewing trends in the education sector, analysing implementation of programmes and advising on policy prescriptions.

15.1.2 The CABE was re-constituted on 19th October, 1990 for a period of three years. The re-constituted CABE met in New Delhi on 8th and 9th March, 1991. The meeting deliberated upon various major policy matters in the areas of elementary education, secondary education, adult education, technical education and education of the disadvantaged sections like SCs, STs, etc.

15.1.3 The CABE made valuable recommendations in several areas of education including

- resources for education,
- centrally sponsored schemes,
- processing of the Reports of the Ramamurti Committee and the Gnanam Committee,
- prescription of Minimum Levels of Learning,
- micro-planning for universalisation of elementary education,
- restoration of academic calendar,
- adult literacy and vocationalisation of educational opportunities.

Meeting of State Education Secretaries and Directors of Education

15.2.0 A conference of Education Secretaries and Directors of Education of States and Union Territories was held in New Delhi on 7th March, 1991. In this conference various issues relating to elementary education including teacher education, vocationalisation of secondary education, adult education including literacy campaigns, higher education and technical education were discussed.

Review of National Policy on Education

15.3.0 The National Policy on Education was formulated in 1986. On 7th May, 1990 a Committee was appointed under the chairmanship of Acharya Ramamurti to review the National Policy on

Education and its implementation (NPERC), and, also, to make recommendations regarding revision of the Policy. The Committee submitted its report to the Government on 26th December, 1990. The recommendations cover the entire spectrum of education policy. Copies of the report were laid on the Tables of both the Houses of Parliament on 9th January, 1991. The CABE in its meeting held on 8th & 9th March, 1991 considered the manner in which the report should be processed, and has decided to set up a Committee to examine the recommendations indepth.

Educational Statistics

15.4.1 The 15th meeting of the Standing Committee on Educational Statistics was held on 17.12.90. The Committee reviewed the progress of work undertaken by the Statistics Unit of the Department of Education during the year.

15.4.2 The Ministry organised two Regional Training Programmes at Madras and Agartala on 24-26 October, 1990 and 15-17 January, 1991 for the benefit of statistical staff of Southern and North Eastern States respectively.

15.4.3 The following publications on Educational Statistics were brought out during the year under report:

1. Selected Educational Statistics 1988-89.
2. Education in India - 1980-81 - Vol.II
3. Education in India - 1981-82 - Vol.II
4. Education in India - 1982-83 - Vol.II
5. Education in India - 1983-84 - Vol.II
6. Education in India - 1980-81 - Vol.III
7. Education in India - 1981-82 - Vol.III
8. Selected Information on School Education 1988-89.

15.4.4 Timelag in publication of data has been reduced by more than one year after introducing computerisation at the Centre. The same is expected after implementation of the Central Plan Scheme on "Computerisation of Educational Statistics in States. This scheme was launched during the year 1989 in nine educationally backward States viz., Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Under this scheme computerised data-base on School Education will be created to generate the Annual statistics of education relating to the year 1988-89/1989-90 for these States. Further, the created data-base will be used to analyse the enrolment trends in school education at Central, State and District levels.

15.4.5 Arrangements have already been tied up for computerised processing of data with the help of the respective Regional/State Centres of NIC. Hyderabad Centre of National Informatics Centre has already developed a software for the generation of the required statistical reports. Two Workshops were also organised by the Hyderabad Centre to demonstrate the software developed by them for the benefit of the officers of the concerned State/Regional Centres of NIC and the Statistical Officers from State Education Departments during October 1990 and December 1990.

15.4.6 The required data in the prescribed computerised form S-1, S-2, S-3 and B have already been collected from three States/UTs and the computerised processing has also started. For the remaining six States, the data collection is likely to be completed during 1991 and the final results are expected by the end of 1991.

15.4.7 The Ministry deputed its officers as Resource Personnel for the conduct of training programmes on Educational Statistics organised by the State Governments of Bihar and Uttar Pradesh for the benefit of statistical staff working at District level.

Development of a Computerised Management Information System (CMIS) for the Department

15.5.0 With a view to accelerating the growth of Computerised Management Information System and creation of expertise within the Department, a CMIS unit within the Planning, Monitoring and Statistics Division was created in September, 1985. Since its creation, this Unit has been engaged in developing Computerised Management Information System in the Ministry in collaboration with NIC.

15.5.1 At present, this Unit is equipped with two personal Computers PC/XT and PC/AT with two dot-matrix printers and one letter quality printer. It has been proposed to augment the PC/AT with four more terminals and install additional PCs and Laser Printer for the Unit in the Eighth Five Year Plan. Strengthening of the Unit includes the creation of new posts of System Analyst, Computer Operators/Data Processing Assistant etc. in the near future.

15.5.2 During 1990-91, CMIS Unit has taken the following projects for computerisation :-

- Creation of database relating to Group B and Group C officers of Department of Education on selected parameters such as name, designation, division, section, date of joining etc. for internal-adjustments.
- Pay-billing system of the Department of Education.
- Analysis of Seventh Five Year Plan.

- Publication - Education in India Vol.I(S) 1986-87.
- Financial data on Income and expenditure of Institutions for Publication in Education in India, Vol.II for the years 1982-83 and 1983-84.
- Education in India Vol.III - Examination results 1981-82, 1982-83 and 1983-84.
- Creation of database and generated tables for Selected Educational Statistics, 1988-89.
- Annual Action Plan for 1990-91 on selected schemes of the Department.
- State profile on Budgeted Expenditure on Education.
- Generation of International Standard Book Numbering (ISBN) System for Raja Ram Mohan Roy National Unit.
- Population Projections in the age group of 6-14.
- Model Building for Projections of enrolments.
- Preparation of District Profile of Bihar and Rajasthan.
- Creation of database on voluntary organisations in the twin Cities of Hyderabad and Secunderabad.
- Preparation of District-wise Educational Profile - 1981.
- Database on Statistics of Education of Scheduled Castes and Scheduled Tribes for 1981-82 and 1982-83.
- Developed database and generated tables for the publication entitled "A HandBook of Educational and Allied Statistics 1991.
- Preparation of statistical tables and graphs for the draft report on Economic Survey.
- Preparation of Eighth Five Year Plan proposals for the Department of Education.

15.5.3 To create computer awareness and generating basic expertise in computer operations and software applications, this Unit organised a training programme for the officials of different Divisions of the Department including Planning, Monitoring and Statistics Division.

Development of Computer based Management Information Systems By NIC

15.6.0 A team of officers of NIC has been assisting different Divisions of the Department of Education by developing software

packages for generating various reports as per the requirements of the Department. Highlights of the achievements during the year have been as follows:

- i) Citizens' perceptions in connection with review of National Policy on Education - 1986 have been computer analysed and a number of reports brought out. NIC has played a key role in bringing out the final report.
- ii) Profile of plan and non-plan schemes of Department of Education has been computerised and a number of databases have been created.
- iii) Monitoring system for monitoring the pending assurances in Lok Sabha/Rajya Sabha has been developed and reports generated.
- iv) A number of programs have been added to the package on financial assistance to non-govt. organisations for preparing consolidated report, annual report and State Government reports.
- v) Software has been developed for processing comprehensive educational statistics at institution level and at block level in connection with plan schemes of computerisation in educationally backward states.
- vi) The system for processing applications for generating copyright certificates and index cards has been operationalised.
- vii) A number of training programmes have been organised for senior level officers of the Department of Education to promote informatics culture.
- viii) A number of officers have been trained in the operation of the tailor made packages and on Wordstar, Lyrix and dBASE III PLUS.

National Institute of Educational Planning and Administration

15.7.0 The National Institute of Educational Planning and Administration (NIEPA), set up by Government of India as an autonomous organisation continued to undertake the following activities:-

- Training and Orientation of Senior Educational Administrators.
- Research in problems of educational planning and administration (23 research studies were in progress).

- Extension services and consultancy services for states and other organisations.
- Seminars, workshops and conferences on matters relevant to educational planning and administration (Fifty one training programmes/seminars/workshops were conducted during the year 1990-91).
- Provision of training and research facilities to other countries and to international organisations, UNESCO, UNDP, IIEP, Commonwealth Secretariat, etc.
- Provision of technical support to Government on management of education.

The Institute brought out the following publications:-

- School Mapping - Guidelines.
- Handbook on Environmental Education for Educational Planners and Administrators.
- Planning and Management of Non-formal Education - A Manual for Project Officers.
- Journal of Educational Planning and Administration - Special Issue on "Distance Education".

15.7.1 A review of the work and the progress of the Institute was carried out by a Committee set up by the Government in 1989. The Report of the Review Committee was examined by an Empowered Committee set up by the Ministry in July, 1990. The recommendations of the Empowered Committee on the Report of the Review Committee were approved by the Government and are under implementation.

15.7.2 The following are some of the major recommendations of the Empowered Committee :

- NIEPA should develop as a centre for excellence in educational planning and administration.
- NIEPA should gradually transfer its responsibilities relating to training of functionaries at district level or Principals of colleges and others to the State level units.
- NIEPA should choose its clientele and programmes where it has competencies, where the clients need the programme and where there is a scope for making an impact. This should be based upon a survey of training needs.

- NIEPA should support and having networking arrangements with State level institutions of Planning and Administration, appropriate university departments and institutes of management and of social science research, for undertaking action-oriented research and other forms of research and training activities.
- One of the priority tasks of NIEPA will be to encourage and support the development of institutions in the States and UTs which would be responsible for undertaking tasks of educational planning and administration.
- Different States have their own administrative hierarchy, systems of management, pattern of recruitment and procedures and rules. NIEPA may undertake inter-state studies and action research programmes for identifying the structures and systems which are efficient, cost-effective and easily adaptable.
- There should be a system of performance appraisal for all faculty and research staff. The appraisal should be largely development oriented.

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

15.8.1 The Scheme of Studies, Seminars, Evaluation etc. for the Implementation of Education Policy aims at resolving problems relating to the formulation, implementation and evaluation of education development programmes.

15.8.2 The Scheme is intended to provide financial assistance to deserving institutions and individuals, on the merits of each proposal, for conduct of seminars/workshops, conduct of impact and evaluation studies etc. Such programmes are to have relevance to Education Policy, its implementation and connected problems.

15.8.3 During 1990-91 financial assistance was given for the organisation of one Seminar, one Training Programme, one evaluation study and publishing of one journal. Besides funds were released for 3 old projects.

**16 Unesco and International
Cooperation**

16 UNESCO AND INTERNATIONAL CO-OPERATION

16.1.0 Since the inception of United Nations Educational Scientific and Cultural Organisation (UNESCO), India has been in the forefront in promoting the ideals and objectives of the organisation. The Indian National Commission for Cooperation with Unesco (INC) set up in 1949 in compliance with Article 7 of the Constitution of Unesco, is the APEX advisory, executive, liaison, information and co-ordinating body at the national level. The INC has been playing an ever increasing role in Unesco's work particularly in the formulation and execution of its programme not only by collaborating with National Commissions of Asia and Pacific region but also extending effective cooperation to Unesco's Regional Offices and Centres in all its areas of competence, namely, Education, Science, Culture and Communication.

Asia-Pacific Programme for Educational Innovations for Development (APEID)

16.2.0 As one of the promoters of Unesco's Regional Programme of Educational Innovations for Development for Asia and the Pacific (APEID), India has consistently supported this programme and has actively participated in APEID programmes and activities. At national level, a National Development Group (NDG) for APEID in India has been set up which functions as an identifier, stimulator and coordinator of activities of educational innovation for development within the country. The NDG, which is headed by Secretary, Department of Education, comprises of representatives of concerned Ministries and Departments and pioneering institutions engaged in educational research. On the lines of NDG, State Development Groups (SDGs) have also been established in States and Union Territories which function in close collaboration with the National Development Group. National Council of Educational Research and Training, one of the principal Associate Centres of APEID, which, inter alia acts as the Secretariat of NDG, facilitates dissemination of information about APEID activities, innovative experiences at the regional level and making outcomes of the regional cooperation within APEID known widely in the country.

Asia-Pacific Programme of Education for All (APPEAL)

16.3.1 Another important regional programme of Unesco in which India has contributed significantly is the Asia-Pacific Programme of Education for All (APPEAL) which was launched from New Delhi by Unesco in 1987. With an overriding concern to wipe out illiteracy from the face of the earth by the year 2000, Unesco designated 1990 as the International Literacy Year (ILY) to focus global attention on the need to initiate, promote and consolidate measures for eradication of illiteracy completely by the year 2000. The high level National Coordination Committee, set up by India under APPEAL and ILY met on 18th May, 1990 under the Chairmanship of Education Secretary.

16.3.2 India extended its cooperation to Unesco and its Regional Offices in numerous workshops, symposia and conferences, organising national, regional and inter-regional activities in India in areas of competence of UNESCO, arranging placement of Unesco fellows in Indian Institutions, implementing projects under the Participation Programme of Unesco, administration of Unesco Coupons Scheme. Public information activities relating to Unesco continued to be operated in the form of publication of Hindi and Tamil Edition of UNESCO Courier.

A brief resume of activities undertaken during the year is given below :-

Forty-second of the International Conference on Education, Geneva, 3-8 September, 1990.

16.4.1 An Indian delegation led by Shri Anil Bordia, Education Secretary attended the 42nd Session of the International Conference on Education held at Geneva from September, 3-8, 1990.

16.4.2 The principal theme of the Conference was 'Education for All - Renewed Policies and Strategies for the 1990's'. The other themes were related to the struggle against illiteracy through universal primary education and adult education operational aspects emphasizing the active participation of the learner. Shri Anil Bordia, Education Secretary was elected Chairman for the 42nd Session of the International Conference of Education.

16.4.3 At the 32nd Session of the Council of the International Bureau of Education held in March, 1990 at Jomtien, Shri Anil Bordia, Secretary to the Government, Department of Education, Ministry of Human Resource Development, was elected unanimously to the prestigious office of the President of the Council. Since 1934, this is the first time that an Asian has been elected to this office.

Thirty-Third Session of the Council of the International Bureau of Education

16.5.0 The 33rd Session of the Council of the IBE, Geneva was held on 3rd and 8th September, 1990. This session was attended by Shri Anil Bordia, Education Secretary and Smt. Kiran Dhingra, Director, Department of Education.

Eleventh Conference of Commonwealth Education Ministers.

16.6.0 The 11th Conference of Commonwealth Education Ministers was held at Barbados from 29th October to 2nd November, 1990. An Indian delegation comprising of Shri Abhimanyu Singh, Director, Department of Education and Shri B. Ghose acting High Commissioner of India at Barbadeos attended the Conference. Shri Abhimanyu



Visit of H. E. Mrs. Simone Testa Education Minister of Seychelles to Technical Teachers Training Institute, Madras on 8-2-91.

Singh also attended the meeting of senior officials of the Commonwealth countries which was held on 28th October, 1990.

International Covenant on Educational, Social and Cultural Rights - Presentation of the report

16.7.0 Shri S. Gopalan, Additional Secretary, Department of Education, presented India's report on the implementation of Articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights before a UN Committee on 25th January, 1990 at Geneva.

Meeting of the National Coordination Committee on APPEAL and ILY

16.8.0 The 5th Meeting of the National Coordination Committee on APPEAL and ILY was held on 18th May, 1990. The Meeting took stock of the significant events/steps taken up for furtherance of the objectives of the ILY which were reported by the Director-General, National Literacy Mission Authority. The Committee also chalked out the goals and objectives which were envisaged to be achieved during the International Literacy Year and operational strategies which should be given serious consideration for the success of the programme of Education for All and the celebration of Literacy Day. In addition to this, the document 'Education for All by 2000 - Indian Perspective' and 'Bihar Education Project' which were distributed at the World Conference of Education for All held at Jomtien (Thailand) on 10-12 March, 1990 were considered at length and suggestions were made for implementation of the Programme of Education for All.

Training Workshop of Directors or Specialists involved in the training of Administrators in the Asian Region.

16.9.1 The Centre for Cultural Resources and Training, New Delhi, under contract with Unesco, arranged a meeting of the Working Group of the Senior Directors incharge of Training Programme or Centres for Cultural Administrations from various countries at Jaipur on 23-27 April, 1990. The focus of the Working Group was on:

- i) Study and evaluation of extending training programmes for administrators;
- ii) Evaluation of changes brought out from available data, both from Unesco and from member countries consequent to the Unesco sponsored programmes of 1984 and 1986;
- iii) Preparation of training modules especially to enable the decision makers to become aware of the cultural dimensions of their tasks and the training methods that were most appropriate for the participating countries; and

- iv) Consideration of aspects of joint training facilities and exchange of personnel between member countries for incorporating content and methodologies.

16.9.2 A number of participants from Unesco and other countries participated in the Working Group Meeting.

Sub Regional Seminar on Innovative Measures for over-coming Socio-economic obstacles to Primary School Attendance.

16.10.0 In collaboration with Unesco's Principal Regional Office of Education for Asia and the Pacific (PROAP), Bangkok, a Sub-Regional Seminar on Innovative Measures for overcoming Socio-economic obstacles to Primary School Attendance was held in Pune from 5th to 13th December, 1990. The objectives of the Seminar were to :

- (a) analyse and review experience, relevant information and data related to primary school attendance patterns in different socio-economic environment, particularly in rural areas;
- (b) share and exchange experiences of innovative programmes and projects designed to improve primary school attendance and reduce incidence of early primary leavers;
- (c) analyse, review and evaluate the experiences of participating countries with regard to the provision of work oriented primary education for early school leavers and disadvantaged population groups; and
- (d) suggest and formulate viable policy measures and strategies for over-coming socio-economic obstacles and improving Primary School Attendance in rural areas.

16.10.1 Twelve persons from different countries participated in deliberations of the Seminar in addition to experts from India.

Workshop on Development Activity in Science and Technology Education at Primary and Lower Secondary Levels.

16.11.1 The National Council for Educational Research and Training, under contract with Unesco, organised a Workshop on Development Activity in Science and Technology Education at Primary and Lower Secondary Level at the Regional College of Education, Ajmer from 12 to 21st June, 1990. The objectives of the Seminar were to produce illustrated national specified hand-book for the training of Primary and Lower Secondary teachers in the areas of :-

such as observing, classifying, measuring, communicating, predicting, inferring, defining operationally, interpreting, making and testing hypotheses and controlling variables);

- (ii) application of learning in rural-life situations, including problem solving; and
- (iii) values and ethics related to science of importance to life, and those to be applied to the products of science.

16.11.2 About thirty experts including members of College Faculty participated in the Seminar.

Workshop on Identifying Primary/Lower Secondary Level Science Curriculum specification derived from Real life Experiences of learners

16.12.1 The Indian National Commission for Cooperation with Unesco, under contract with Unesco, arranged a Regional Operational Workshop on Identifying Primary/Lower Secondary Level Science Curriculum specifications derived from rural life experience of learners, in collaboration with Maharashtra State Council of Educational Research and Training, Pune from 26th to 29th June, 1990 and from 5th to 7th July, 1990. The objectives of the Regional Operational Workshop were to :-

- (a) Identify natural and scientific phenomena experienced by children of their work situations; and
- (b) analyse their implications for future new strategies in curriculum development in science education, that emphasize learner relevance and the mobilizing of previously under-utilised resources in the learning situations. The critical inputs required for the Workshop were -
 - (i) examples for work situations in which children were engaged (recorded on videos);
 - (ii) content analysis of the science embedded in the experiences of these work situations.

16.12.2 About 21 participants from various institutions participated in the said Workshop.

Participation by India in other Conferences/Meetings/Workshops/Working Groups sponsored by Unesco.

6.13.1 Indian experts represented the Department of Education, Ministry of Human Resource Development in the following workshops, training courses, seminars, working group meetings etc. sponsored by Unesco or its Regional Offices :

- Regional Workshop on Reforms in Lower Secondary Science Education held at Kathmandu (Nepal) from 12th to 21st March, 1990.
- Planning Meeting on Asian/Pacific Programme of Materials for Neo-Literates in Rural Areas organised in Tokyo from 12th to 15th March, 1990.
- Regional Consultative Seminar on Population Education at Bangkok from 21st to 28th May, 1990.
- Information Meeting for New Secretaries of National Commissions for Unesco held in Paris from 11th to 20th June, 1990.
- Regional Seminar on Computers in Education held in Tokyo from 13th to 27th June, 1990.
- Asia and Pacific Programme of Educational Innovation for Development (APEID) Regional Symposium on Qualities Required of Education Today to Meet Foreseeable Demands in the Twenty-First Century, Bangkok (Thailand) from 16th to 18th August, 1990.
- Twelveth Regional Consultation and Programme Development Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID) Chiang Mai (Thailand) from 20th to 31st August, 1990.
- Population Education Technical Exchange Programme in South Asian Countries held at Islamabad from 8th to 13 October, 1990.
- Second Meeting for Regional Coordination of APPEAL organised in Bangkok from 23rd to 27th October, 1990.
- Expert Group Meeting on Development of Materials in Population Education in Kathmandu from 3rd to 7th December, 1990.
- Regional Workshop on Teacher Education Reforms in Science Education held at Penang (Malaysia) from 3rd to 14th December, 1990.

16.13.2 In addition to the above mentioned meetings the Indian National Commission nominated experts to participate in about 34 national, regional, international meetings, workshops, seminars, conferences etc. convened by or under the auspices of Unesco. During the year under review, the Commission also continued to arrange placements of Unesco's fellows including study visits to various institutions in India.

Executive Board of Unesco

16.14.0 Shri N. Krishna, Member, Executive Board of Unesco attended the 134th and 135th Sessions of the Executive Board of Unesco held in Paris from 9th to 18th May, 1990 and from 8th to 22nd October, 1990, respectively.

Contribution to Unesco's Budget

16.15.0 Each member State of Unesco contributes in the Unesco's regular budget for each biennium. India's share of contribution as per approved scale of contribution for 1990-1991 was fixed at 0.36 per cent of the total budget of Unesco for the biennium. Accordingly, India made a contribution of Rs. 1.76 crores to Unesco for the year 1990.

The World Heritage Committee

16.16.1 In pursuance of the provisions of the Convention concerning the protection of the World Cultural and Natural Heritage, adopted in 1972, Unesco has constituted the World Heritage Committee to identify those natural and cultural sites which merit inclusion in the World Heritage List and to administer World Heritage Fund. It comprises of twenty-one member States. India was elected a member of this Committee at the 25th Session of the General Conference of Unesco held in 1989.

16.16.2 The following fourteen cultural monuments and five natural sites from India have so far been included in the World Heritage List :

Monuments

1. Taj Mahal
2. Ajanta Caves
3. Ellora Caves
4. Agra Fort
5. Sun Temple at Konark
6. Monuments of Mahaballipuram
7. Churches and Convents of Goa
8. Group of Monuments of Khajurabho
9. Group of Monuments at Hampi
10. Group of Monuments at Fatehpur Sikri
11. Group of Monuments at Pattadkul
12. Elephanta Caves
13. Brihadisvara Temple
14. Buddhist Monuments at Sanchi.

Natural Sites

1. Kaziranga National Park
2. Keoladeo National Park
3. Manas Wild Life Sanctuary
4. Sunderbans National Park
5. Nandadevi National Park

External Academic Relations and International Cooperation

16.17.1 The External Academic Relations unit in the Department of Education has been revived with a view to imparting dynamism in India's bilateral and multilateral cooperation in education activities to increase academic inter-action between educational institutions.

16.17.2 It was observed that there was a decline of interest in India among academic circles in important countries like the USA, Germany, France, UK etc. By promoting external academic relations an attempt to reverse this trend would be made by encouraging studies on India by foreign experts. This would be done under the umbrella of the various Cultural Exchange Programmes and other bilateral agreements. Some of the important activities undertaken in this regard are enumerated below :-

(i) Indo-US Sub-Commission

16.17.3 A meeting of the Indo-US Sub-Commission on Education and Culture was held on March 29-30, 1990 in New Delhi where priority areas of activity on Education and Culture for the years 1990-1991, 1991-1992 and 1992-93 were identified for cooperative action.

(ii) SAARC Activities

16.17.4 The first meeting of the SAARC Technical Committee on Education held in August, 1989, identified the following seven areas for cooperation :-

- Universalisation of Primary Education - Nepal
- Women & Education - Maldives
- Literacy, Post-Literacy and Continuing Education - India.
- Science and Technical Education - Pakistan
- Education for the under-served areas and Groups - Bhutan
- Educational Research - Sri Lanka

- Modernisation of Curriculum - Bangladesh

The Science Meeting of the Committee was held in September, 1990 at Dhaka.

16.17.5 During the year under report, India hosted the Expert group meeting on Literacy, Post-Literacy and Continuing Education. This meeting was held in New Delhi from 15th to 18th June, 1990. It identified the operational constraints and deficiencies in achieving the goals of literacy and made a set of useful recommendations on the approach which needed to be adopted in the relevant areas. The establishment of a National Resource Centre (NRC) in each country was recommended. The Directorate of Adult Education, Department of Education was identified as the NRC for India.

16.17.6 The meeting also recommended the establishment of a SAARC Regional Resource Centre for Literacy, Post-Literacy and Continuing Education to receive and collect documentation and disseminated information, organise study visits, undertake joint studies and conduct Expert Committee meetings. India was requested temporarily to coordinate the activities of the SAARC Resource Network till the constitution of the SAARC Centre.

16.7.7 India also participated in the following SAARC activities:-

- Expert Group meeting on Universal primary education.
- Conference on Education and Women involved in educational areas.
- Expert Group meeting on Science and Technology Education.
- Expert Group meeting on Educational Research.

The 2nd meeting of SAARC Technical Committee on Education was held in Dhaka in September, 1990. The meeting reviewed the status of implementation of the activities included in the calendar of activities for 1990 and also discussed about the activities proposed to be included in the 1991 calendar of activities.

(iii) Technical Cooperation Among Developing Countries (TCDC)

16.17.8 Within the framework of Technical Cooperation among Developing Countries with financial assistance from UNDP the Department deputed senior level officials of Central and State Governments to different developing countries for Training/Orientation in selected areas in the field of education. The following teams were deputed :-

- (i) An eight member team of Indian Officials visited Bangladesh from 15 to 17 January, 1990, Thailand from 19 to 22 January, 1990 and Indonesia from 24 to 27 January, 1990 for training/orientation in the field of Universalisation of Primary Education.
- (ii) An Indian team consisting of six specialists was deputed to China and Philippines from 23 March to 10 April, 1990 for Training/Orientation in the field of Women's Development and Education for Women's equality, respectively.

Visitors from Abroad

16.18.1 Mr. Yahya Aliyu, Chairman of Executive Board of Unesco visited India on March 3-4, 1990. Among other engagements, he had a meeting with the Additional Secretary, Department of Education and discussed matters of mutual interest.

16.18.2 Mr. James W. Wentworth, Deputy Minister of Education, Culture and Sports, Namibia visited India in May, 1990. Mr Wentworth, had among other engagements, a meeting with the Secretary, Department of Education on 21 May, 1990 and discussed matters of mutual interest with a view to extending cooperation within the framework of India-Namibia bilateral arrangements.

16.18.3 A three-member delegation from Zimbabwe visited India in August, 1990. The delegation visited some technical/vocational institutions in India. The delegation had discussions with Director, NCERT and also had a meeting with the Education Secretary, the Additional Secretary and other officers of the Department of Education and discussed measures to further strengthen mutual cooperation.

16.18.4 On the invitation of the Minister of Human Resource Development, the Education Minister of Seychelles, Mrs. Simone Testa visited India from 30th January to 8th February 1991. She was accompanied by Mr. Bernard Shyamlye, Director of Education. The main purpose of her visit was to have first-hand knowledge of the Education system in India and to gather fresh inputs for incorporation in the Education Policy of Seychelles, based on India's experience. The visiting Minister met the Minister for Human Resource Development and paid visits to NCERT, UGC, NIEPA etc. and had useful discussions with officers and staff there. She also visited Indian Institute of Technology at Bombay, Technical Teachers Training Institute, Madras and members of other institutions.

Participation Programme of Unesco

16.19.0 Under the Participation Programme, Unesco provides financial assistance to various institutions and organisations of member States who are engaged in promotion of programmes and activities of Unesco, for undertaking innovative projects which

would contribute at the national, sub-regional, regional and international levels to the implementation of the objectives defined by General Conference of Unesco. During the biennium 1990-1991, a total number of 22 requests were submitted to Unesco of which 10 have till now been approved at a total value of US Dollars 1,09,200/.

Education for International Understanding : Unesco Clubs and Associated Schools.

16.20.1 While the Unesco Clubs are voluntary bodies engaged in the promotion of aims and objective of the organisation, the associated schools are educational institutions which are directly linked with Unesco Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. The educational institutions under the Associated Schools Project are selected by Unesco on the recommendation of the Indian National Commission for Cooperation with Unesco. Thirty-seven Schools and Teacher Training Institutes from India are enlisted with Unesco under this project.

16.20.2 The Indian National Commission for Cooperation with Unesco is the national coordinating agency for Unesco Clubs and Associated Schools. There are about 250 Unesco Clubs which are registered with INC. Unesco Clubs and Associated Schools are provided with material and financial support for undertaking activities designed to promote the aims and objects of Unesco such as celebration of international days and years, organisation of meetings, debates, contexts to promote international understanding, cooperation and peace.

16.20.3 The Indian National Commission for Cooperation with Unesco requested Unesco Clubs and Associated Schools to organise special programmes in connection with 'Fight against Illiteracy' and 'Protection of Environment'. Various Unesco Clubs and Associated Schools have taken initiative in organising numerous activities related to the aforesaid topic. The Indian National Commission has instituted prizes for the students and also extended financial assistance for conduct of appropriate activities.

Fifteenth Photo Contest in Asia and the Pacific

16.21.0 The Indian National Commission for Unesco has been extending its cooperation to the Asian Cultural Centre for Unesco (ACCU), Japan in annual participation in the photo contests organised by the latter. In the 15th Photo Contest in Asia and the Pacific eleven persons from India have been selected for the award of prizes.

Scheme for awards to Excellent Young Scientists

16.21.1 In order to encourage basic sciences and their applications in the key areas of science and technology, Unesco's Regional Office (ROSTSCA) in New Delhi has set up an award scheme for excellent young Scientists who are under 35 years of age and postgraduates. Selected awardees under the scheme are provided by Unesco with financial assistance (approximately US \$ 500/-) to enable them to participate in Unesco activities in basic and applied sciences or to visit Centres of Excellence in one's field of specialisation.

16.21.2 On the recommendations of the Indian National commission for Unesco, Unesco have selected ten young scientists for award for the year 1989 under the Scheme.

Awards for Women Scientists

16.22.0 For the year 1990 Unesco have decided to honour the women scientists for their special contributions in their area of research and study in priority areas of basic and applied sciences. On the recommendations of the Indian National commission for Unesco, ROSTSCA have selected eight young women scientists from India for award under the Scheme.

International Literacy Prizes

16.23.1 Unesco has instituted International Literacy Prizes and Honourable mentions which are awarded annually in recognition of the services of Institutions, organisations or individuals displaying outstanding merit and achieving special success in contributing to the fight against illiteracy. The award of the prize is also intended to stimulate the sympathy and support of public opinion for literacy programmes in progress.

16.23.2 The prizes instituted by Unesco under the International Literacy Awards are :-

1. Nadezhda K. Krupskaya Prize
2. International Reading Association Literacy Award
3. Noma Prize
4. Iraq Literacy Prize
5. King Sejong Literacy Prize

16.23.3 The Indian National Commission for Cooperation with Unesco, Department of Education had submitted the candidature of Kerala Sastra Sahitya Parishad, Trivandrum to Unesco.

16.23.4 The Unesco has awarded King Sejong Literacy Prize to the Parishad for its outstanding contribution to the fight against

illiteracy. The value of the Prize is US \$ 30,000/-. The Prize was presented by Director General, Unesco to the representative of the Parishad at a function in Geneva on September 8, 1990.

Unesco Coupons Programme

16.24.0 The Commission continued to operate the Unesco International Coupons Scheme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication to import their bonafide requirements of educational publications, Scientific equipment, educational films etc. from abroad without undergoing the foreign exchange and import control formalities. The total sale of Unesco Coupons during 1990 amounts to US \$ 13,325/-.

Publication of Indian Language editions of 'Unesco Courier'

16.25.0 'Unesco Courier' is an outstanding educational and cultural periodical of the world which is brought out by Unesco. The Indian National Commission continued to bring out its Hindi and Tamil editions. The language versions enjoy a wide circulation amongst educational institutions, libraries, Unesco Clubs, Associated Schools and the public at large.

Scheme of Financial Assistance to Voluntary Bodies, Unesco Clubs and Associated Schools.

16.26.0 The Commission is operating a scheme of financial assistance to Voluntary organisations, Unesco Clubs and Associated Schools for undertaking activities aimed at the promotion of ideals and objectives of Unesco. During the year under review, grant-in-aid worth Rs. 65,000/- has been sanctioned so far to the different bodies.

Auroville

16.27.1 The management of Auroville was taken over by the Central Government under Auroville (Emergency) Provisions Act, 1980 for a temporary period with a view to overcoming certain problems which had cropped up as a result of mismanagement of the project. During the period the management of the Auroville vested in the Central Government, the township had been able to develop along several important lines. In order to making long term arrangements for the proper management and further development of Auroville and also for the purpose of encouraging, continuing and consolidating the various activities, the Auroville Foundation Act, 1988 was enacted which came into force on 28th September, 1988. Under this Act, the establishment of the Auroville Foundation was enacted which came into force on 28th September, 1988. Under this Act, the establishment of the Auroville Foundation was notified by the Central Government on 29th January,

1991. It is to comprise of a Governing Board, Resident Assembly and Auroville International Advisory Council. The Governing Board of the Foundation has also been constituted. Dr. Karan Singh has been nominated as its Chairman. The other individual members of the Board are : (1) Shri N. Krishnan (2) Dr. (Smt.) Kapila Vatsyayan (3) Shri Kireet Joshi (4) Ashi Patel (5) Begam Bilkis Latif (6) Dr. A. Das Gupta.

The Central Government shall also have two representatives on the Board. The first meeting of the Board was held at Auroville on 28th February, 1991.

16.27.2 The Residents Assembly which comprises of all the Aurovillians has also elected its working committee consisting of 7 members.

16.27.3 The Constitution of the International Advisory Committee is under active consideration of the Government.

16.27.4 For the time being all properties in Auroville vest in the 'Custodian' appointed by the Government. Under the Act, these are likely to be vested in the Foundation soon. For the purpose of enabling the Foundation to discharge its functions under the Act, the Central Government may pay to the Foundation such sums of money as the Government consider necessary by way of grant, loans or otherwise.

16.27.5 A scheme for development of Auroville in the educational sector had been included in the Seventh Five Year Plan with an outlay of Rs. 35.55 Lakhs. The scheme reflected three important concerns viz; (i) need for continuing education commencing from earliest stages of childhood; (ii) need for synthesis of knowledge and culture, and (iii) need to provide a stable base for allround development of Auroville and surrounding villages. The schemes is to continue in the eighth five year plan also with requisite modifications.

**Financial Allocations for
Important Programmes
(1990-91 and 1991-92)**

FINANCIAL ALLOCATIONS
FOR IMPORTANT PROGRAMMES

(IN LAKHS OF RUPEES)

SL. NO.	ITEMS	PLAN/ NON- PLAN	BUDGET ESTIMATES 1990-91		BUDGET ESTIMATES 1991-92
			ORIGINAL	REVISED	
1	2	3	4	5	6
<u>Elementary Education</u>					
1.	Operation Blackboard	Plan	14000.00	14200.00	10000.00
2.	(i) Non-formal Education Centres (composite) for 9-14 age group	Plan	1430.00	1400.00	4500.00
	(ii) Non-formal Education Centres for girls	Plan	2570.00	1600.00	3000.00
	(iii) Grants to Voluntary Agencies	Plan Non-Plan	1000.00 15.00	1200.00 15.00	3000.00 15.00
	(iv) Shiksha Karmi Project in Rajasthan undertaken with financial assistance from S.I.D.A.	Plan	250.00	200.00	230.00
	(v) New Initiatives in Elementary Education	Plan	300.00	100.00	300.00
	(vi) Bihar Education Project	Plan	400.00	220.00	600.00
	(vii) NCTE	Plan	100.00	30.00	100.00
3.	Teacher Education				
	(i) Mass Orientation Programme for School Teachers	}			
	(ii) District Institutes of Education and Training (DIETs)	}			
	(iii) College of Teacher Education and Institute of Advanced Study in Education	Plan	5980.00	3080.00	6424.00
	(iv) State Councils of Educational Research and Training (SCERTs)	}			

1	2	3	4	5	6
Secondary Education					
1.	Vocationalisation of Education	Plan	8420.00	7020.00	8900.00
2.	Integrated Education of Disabled Children	Plan	300.00	300.00	400.00
3.	Yoga	Plan	80.00	80.00	80.00
		Non-Plan	30.00	30.00	30.00
4.	National Open School	Plan	80.00	80.00	100.00
		Non-Plan	75.00	75.00	46.00
5.	Grants to NCERT	Plan	350.00	350.00	350.00
		Non-Plan	2277.00	2277.00	2282.00
6.	Population Education	Plan	100.00	100.00	100.00
7.	Science Education	Plan	2060.00	2059.00	2400.00
8.	Environmental Education	Plan	200.00	200.00	300.00
9.	Educational Technology	Plan	1750.00	1450.00	1700.00
		Non-Plan	142.00	142.00	142.00
10.	CLASS	Plan	600.00	600.00	600.00
11.	Kendriya Vidyalaya Sangathan	Non-Plan	15700.00	13885.00	16485.00
12.	Central Tibetan Schools Administration	Non-Plan	347.50	375.50	421.00
13.	Navodaya Vidyalaya Samiti	Plan	3500.00	5500.00	6000.00
		Non-Plan	4238.00	4538.00	4238.00

1	2	3	4	5	6
Higher Education and Research					
1.	University Grants Commission	Plan Non-Plan	13400.00 22400.00	12100.00 23820.00	13834.00 23820.00
2.	Indian Institutes of Advanced Study, Shimla	Plan Non-Plan	30.00 112.50	15.00 105.70	- 110.50
3.	Indian Council of Philosophical Research	Plan Non-Plan	40.00 63.25	35.00 63.25	- 65.00
4.	Indian Council of Historical Research	Plan Non-Plan	30.00 122.00	25.00 122.00	- 130.00
5.	All India Institute of Higher Learning	Plan Non-Plan	20.00 17.00	20.00 17.00	- 17.85
6.	Indian Council of Social Science Research	Plan Non-Plan	250.00 355.00	283.84 410.78	275.00 424.25
7.	Shastri Indo-Canadian Institute	Plan Non-Plan	- 55.00	- 55.00	- 61.25
8.	Revision of salary scales of teachers in University and Colleges	Plan Non-Plan	- 10454.00	- 8454.00	- 7000.00
9.	National Research Professors	Plan Non-Plan	- 6.00	- 6.00	- 6.00
10.	Loan to Punjab University	Plan Non-Plan	50.00 -	50.00 -	50.00 -
11.	Dr. Zakir Hussain Memorial College Trust	Plan Non-Plan	20.00 6.00	20.00 6.00	- 6.30
12.	Association of Indian Universities	Plan Non-Plan	8.00 12.15	8.00 22.15	- 12.15
13.	Indira Gandhi National Open University	Plan Non-Plan	800.00 900.00	501.00 900.00	900.00 945.00
14.	Strengthening of Administrative Machinery	Plan Non-Plan	2.00 -	2.00 -	2.00 -
15.	National Council of Higher Education	Plan Non-Plan	10.00 -	- -	15.00 -
16.	National Testing Service	Plan	40.00	-	40.00

1	2	3	4	5	6
<u>International Cooperation</u>					
1.	C.6(5)(5) Reorganisation of INC Library into a full fledged Documentation and Reference Centre for Unesco Publications in India.	Plan	2.00	1.00	0.70
2.	C.6(5)(6) Holding of Meetings of Committees/ Conferences in furtherance of Unesco aims and objectives	Plan	6.00	4.00	2.00
3.	C.6(5)(7) Strengthening of Voluntary Organisations engaged in Unesco Programme and activities	Plan	2.00	1.00	1.00
4.	C.6(1)(2) Auroville Management	Plan	10.00	10.00	10.00
5.	C.6(4)(2) Expenditure on Publication of Hindi and Tamil Editions of Unesco Courier	Non-Plan	16.00	16.00	18.80
6.	C.6(4)(9) Other Items - Grant to Non-governmental organisations for programme of INC	Non-Plan	0.25	0.25	0.25
7.	C.6(4)(9) Other Items - Indian National Commission of Cooperation with Unesco	Non-Plan	0.60	0.60	0.60
8.	C.6(4)(9) Other Items - Hospitality & Entertainment	Non-Plan	0.05	0.05	-
9.	C.6(4)(1) Contribution to Unesco	Non-Plan	140.00	151.80	151.80
10.	C.6(4)(5) Visit of Foreign Delegation to India	Non-Plan	5.00	3.75	2.25
11.	C.6(4)(6) Deputation and Delegation abroad	Non-Plan	8.00	3.53	1.00
12.	C.6(1)(2) Auroville Management.	Non-Plan	6.00	5.39	5.60

1	2	3	4	5	6
<u>Book Promotion and Copy Right</u>					
1.	Regional Offices/Book Centres	Plan	20.00	20.00	34.00
2.	Nehru Bal Pustakalaya	Plan	50.00	50.00	67.00
3.	Aadan-Pradan	Plan	10.00	10.00	15.00
4.	Subsidy Scheme	Plan	20.00	10.00	30.00
5.	Reproduction of Books in Punjabi	Plan	6.00	5.00	9.00
6.	Normal Promotional Activities	Plan	33.00	27.00	54.00
7.	Nehru Bhavan	Plan	6.50	NIL	100.00
8.	Consultancy Services	Plan	1.00	1.00	1.00
9.	Publication for Post-Literacy Education	Plan	15.00	15.00	28.00
10.	Publication for School-Library Programme	Plan	8.00	8.00	-
11.	Publication of Classic-Literature	Plan	5.00	1.00	7.00
12.	I.S.B.N. (NERC)	Plan	0.50	0.50	1.00
13.	Collaboration Programme for Republication of Foreign University Text Books	Plan	2.00	2.00	2.00
14.	Book Export Promotional Activities	Plan	8.00	8.00	12.00
15.	Setting up National Authors Society	Plan	1.00	1.00	1.00
16.	New Sale Promotion Measures	Plan	6.00	6.00	13.00

1	2	3	4	5	6
17.	Core-Books Project	Plan	4.00	2.00	5.00
18.	Book-Promotional Activities and Financial Assistance to Voluntary Organisations	Plan	6.00	5.00	6.00
19.	National Book Development Council	Plan	2.00	1.00	2.00
20.	Maintenance, Establishment and Publishing	Non-Plan	160.65	160.65	168.00
21.	Normal Promotional Activities	Non-Plan	38.85	38.85	42.00
22.	India's contribution to WIPO	Non-Plan	15.00	15.80	20.00
23.	International Copyright Union (CEP)	Non-Plan	1.00	1.00	2.00
24.	World Book Fair	Non-Plan	5.00	5.00	50.00

1	2	3	4	5	6
<u>Scholarships</u>					
1.	National Scholarships Scheme	Plan	110.00	110.00	110.00
2.	National Loan Scholarships Scheme	Non-Plan	300.00	285.00	300.00
3.	National Loan Scholarships Scheme - Write off etc.	Non-Plan	15.00	14.00	15.00
4.	50% share of the State Govts. in respect of recoveries under National Loan Scholarships Scheme	Non-Plan	22.00	21.00	22.00
5.	Scheme for upgradation of Merit of SC/ST	Plan	50.00	50.00	55.00
6.	Scholarships at Secondary stage for Talented children from Rural Areas	Plan	85.00	85.00	85.00
7.	Research Scholarships of Products of Traditional Institutions in the Study of classical languages other than Sanskrit like Arabic, Persian etc.	Non-Plan	1.25	1.25	1.25
8.	Scholarships in approved residential secondary schools	Non-Plan	218.00	220.00	220.00
9.	Grant-in-aid scheme of scholarships to students from non-Hindi speaking States for Post-Matric Studies in Hindi.	Non-Plan	34.10	30.10	34.10

1	2	3	4	5	6
---	---	---	---	---	---

Promotion of Languages

1.	Grants to Voluntary Organisations working in the field of Hindi	Plan Non-Plan	110.00 50.00	110.00 50.00	115.00 52.50
2.	Dakshin Bharat Hindi Prachar Sabha, Madras	Plan Non-Plan	40.00 50.00	40.00 50.00	45.00 50.00
3.	Propagation of Hindi Abroad	Plan	20.00	20.00	20.00
4.	Central Hindi Directorate	Plan Non-Plan	60.00 111.25	53.75 117.25	65.00 121.30
5.	Grants to Hindi Shikshan Mandal, Agra	Plan Non-Plan	50.00 173.25	36.00 154.00	55.00 173.00
6.	Commission for Scientific and Technical Terminology (including workshop)	Plan Non-Plan	15.00 45.50	14.00 46.50	16.00 50.00
7.	Appointment and Training of Hindi Teachers in non-Hindi speaking States/UTs (CSS Scheme)	Plan	240.00	226.00	260.00
8.	International University for Hindi	Plan	05.00	-	05.00
9.	Production of Books in Sindhi	Plan	04.00	04.00	04.00
10.	Taraqi-e-Urdu Board/Bureau for Promotion of Urdu	Plan Non-Plan	47.00 40.50	47.00 41.00	48.00 42.00
11.	Committee to examine implementation of Recommendations of Gujral Committee for Promotion of Urdu	Plan	22.00	15.00	22.00
12.	Central Institute of Indian Languages, Mysore	Plan Non-Plan	50.00 77.00	47.00 77.00	47.00 81.00
13.	Regional Languages Centre	Plan Non-Plan	40.00 130.50	35.75 110.00	38.00 133.00
14.	Production of University level books in Regional Languages	Plan Non-Plan	17.00 10.00	17.00 10.00	4.00 10.00

1	2	3	4	5	6
15.	Grants to NBT for Production of Core Books on Medicine	Plan Non-Plan	Transferred to BP Division		
16.	Assistance to Voluntary Organisations for Publications				
	(1) Hindi	Plan	20.00	10.00	20.00
	(2) Regional Languages	Plan	20.00	20.00	22.00
	(3) English	Plan	4.00	4.40	4.00
	(4) Sindhi	Plan	2.00	0.75	3.00
	Assistance to Voluntary Organisations for Activi- ties other than publications	Plan	1.00	0.75	2.00
17.	Assistance to Voluntary organisations for activi- ties other than publica- tions of regional languages	Plan	2.00	2.00	4.00
18.	Financial Assistance to English Language Teaching Institute and District Centre for English	Plan	35.00	35.00	40.00
19.	Financial Assistance to Regional Institute of English - English Language Teaching and Institute	Plan	35.00	35.00	41.00
20.	Establishment of Sindhi Vikas Board	Plan	10.00	1.00	1.00
21.	Appointment of M.I.L. Teacher	Plan	20.00	Nil	100.00

1	2	3	4	5	6
<u>Sanskrit</u>					
1.	Grants to Rashtriya Sanskrit Sansthan	Plan	60.00	60.00	152.00
2.	Grants to Voluntary Organisation working in the field of Sanskrit	Plan	50.00	70.00	} } } } 75.00
3.	Grants to Adarsh Sanskrit Pathshalas	Plan	7.00	7.00	
4.	Shri Lal Bahadur Shastri Sanskrit Vidyapeetha, New Delhi	Plan	10.00	10.00	
5.	Rashtriya Sanskrit Vidyapeetha, Tirupati	Plan	10.00	10.00	10.00
6.	Utilisation of eminent elderly scholars in Adarsh Sanskrit Pathshalas and other Voluntary Organisations in order to preserve the indepth study of Shastras.	Plan	12.00	6.00	
7.	Grants/Scholarships for classical language (Arabic and Persian)	Plan	12.00	18.00	14.00
8.	(a) Development of Sanskrit Education in Union Territories without Legislature	Plan	1.00	1.00	} } } } 55.00
	(b) Development of Sanskrit Education in Union Territories with Legislature	Plan	1.00	1.00	
	(c) Development of Sanskrit in States	Plan	53.00	53.00	
9.	Production of Sanskrit Literature				
	(a) Publication of Sanskrit Books	Plan	8.00	15.50	
	(b) Purchase of Sanskrit books	Plan	12.00	14.00	
	(c) Publication of rare Sanskrit Manuscripts	Plan	3.00	3.00	

1	2	3	4	5	6
10.	Special Orientation course to post-graduate studies in Vocational disciplines like Pateography, Epigraphy, Iconography etc.	Plan	3.00	3.00	
11.	Preservation of Oral Tradition of Vedic Recitation	Plan	4.50	4.50	
12.	All India Elocution Contest	Plan	1.50	1.50	7.00
13.	All India Vedic Convention	Plan	3.00	3.00	
14.	Vedic Endowment	Plan	18.00	18.00	
15.	Promotion of Inter-Disciplinary studies in Indology and Classical Language	Plan	30.00	0.50	
16.	Grants to Rashtriya Veda Pratishthan	Plan	22.00	22.00	45.00
17.	Cultural Exchange Programme	Plan	1.00	1.00	1.00

1	2	3	4	5	6
1.	Grants to Rashtriya Sanskrit Sansthan	Non-Plan	241.50	291.75	253.00
2.	Grants to Voluntary Organisation working in the field of Sanskrit	Non-Plan	25.00	25.00	25.00
3.	Grants to Adarsh Sanskrit Pathshalas	Non-Plan	70.00	70.00	70.00
4.	Shri Lal Bahadur Shastri Sanskrit Vidyapeetha, New Delhi	Non-Plan	97.00	12.19	92.50
5.	Rashtriya Sanskrit Vidyapeetha, Tirupati	Non-Plan	69.00	54.50	70.00
6.	Utilisation of eminent elderly scholars in Adarsh Sanskrit Pathshalas and other Voluntary Organisations in order to preserve the indepth study of Shastras.	Non-Plan	6.00	6.00	6.00
7.	Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars	Non-Plan	24.00	24.00	26.50
8.	Award of scholarship for Post-matric, Shastri and Acharya students	Non-Plan	5.50	5.50	5.50
9.	Award of Research Scholarship to students of Traditional Pathashalas	Non-Plan	4.00	4.00	4.00
10.	Decan College, Pune	Non-Plan	20.00	20.00	20.00

1	2	3	4	5	6
<u>Other Supportive Activities</u>					
1.	Publications	Non-Plan	18.50	18.50	20.00
2.	National Institute of Educational Planning and Administration	Plan Non Plan	100.00 102.00	85.00 100.00	100.00 107.00
3.	Installation of Mini-Computer Terminal at Shastri Bhavan (Sectt.)	Plan	5.00	5.00	5.00
4.	Strengthening of Planning Monitoring & Statistical machinery in the Ministry (Sectt.)	Plan	5.00	5.00	10.00
5.	Computerisation of Educational Statistics in States	Plan	10.00	5.00	15.00
6.	Subsidy for supply of White printing paper to Educational Sector	Non Plan	2000.00	1000.00	-
7.	Gift Paper from Norway-Incidental Expenses	Non Plan	200.00	200.00	300.00
8.	Gift Paper Assistance from Government of Norway	Non Plan	660.00	660.00	660.0

1	2	3	4	5	6
---	---	---	---	---	---

Adult Education

1.	Rural Functional Literacy	Plan	4350.00	3200.00	2500.00
2.	Nehru Yuva Kendra Sangathan	Plan	*	@	125.00
3.	Post Literacy & Continuing Education	Plan	1350.00	820.00	1000.00
4.	Strengthening of Administrative Structure	Plan	600.00	600.00	500.00
5.	Mass Programme of Functional Literacy	Plan	600.00	685.00	500.00
6.	Technology Demonstration	Plan	200.00	200.00	100.00
7.	Voluntary Agencies	Plan	1500.00	1200.00	1500.00
8.	Shramik Vidyapeeths	Plan	*	@	100.00
9.	Directorate of Adult Education	Plan	*	@	185.00
10.	National Literacy Mission	Plan	100.00	25.00	10.00
11.	Cultural Exchange Programme	Plan	*	@	5.00
12.	Special Project	Plan	400.00	6000.00	5375.00
13.	National Institute of Adult Education	Plan	*	@	100.00

* Other Programmes 500.00

@ Other Programmes 382.00

1	2	3	4	5	6
1.	Rural Functional Literacy Project	Non Plan	270.00	270.00	270.00
2.	Literacy House Lucknow	Non Plan	16.40	16.40	17.20
3.	Shramik Vidyapeeth	Non Plan	107.90	107.90	113.30
4.	Directorate of Adult Education	Non Plan	131.50	119.50	122.00
5.	Printing Press	Non Plan	3.20	3.20	3.50
6.	Post Literacy	Non Plan	29.00	29.00	30.00

1	2	3	4	5	6
---	---	---	---	---	---

Technical Education

I Direction & Administration

1.	National Technical Man- Power Information System (NTMIS)D.7(2)	Plan N.Plan	150.00 50.00	100.00 50.00	100.00 50.00
2.	Re-Organisation restruc- turing & Strengthening of AICTE, its Committees/ Boards D.1(6)	Plan Non Plan	250.00 -	32.00 -	100.00 -
3.	Strengthening of existing institutions & estab- lishing new institutions for non-corporate and un- organised Sectors D.1(5)	Plan Non Plan	20.00 -	10.00 -	10.00 -

II. Training

4.	Regional Engineering Colleges (RECs D.6(2)	Plan Non Plan	1900.00 2082.00	1800.00 2082.00	2400.00 2186.00
5.	Apprenticeship Training D.2(5) & D.2 (6)	Plan Non Plan	300.00 508.00	200.00 476.00	250.00 508.00
6.	Central Institutions:				
	-Technicaal Teachers' Training Institutes (TTTIs)D.2(1)	Plan Non Plan	500.00 4381.80	340.37 422.40	500.00 490.70
	-National Institute for Training in Industrial Engg. (NITTIE) D.2(2)	Plan Non Plan	140.00 250.80	140.00 260.30	150.00 266.20
	-National Institute of Foundry and Forge Technology (NIFFT) D.2(2)	Plan Non Plan	150.00 100.75	100.00 105.00	100.00 117.60
	-School of Planning & Architecture (SPA)D.2(4)	Plan Non Plan	250.00 157.90	250.00 161.00	250.00 180.00

III. Research

7.	Indian Institutes of Technology (IITs) D.6(1) to D.6(1) (5)	Plan Non Plan	1500.00 8859.00	1535.00 9102.50	1500.00 9576.30
8.	Indian Institutes of Management (IIMs) D.6(4)(1) to D.6(4)(4)	Plan Non Plan	1150.00 906.27	1060.00 925.15	900.00 959.20

1	2	3	4	5	6
9.	Development of P.G.Courses	Plan	100.00	100.00	110.00
		Non Plan	360.00	360.00	400.00
10.	Development of Manang- ment Education Courses at Non University Centres D.6(3)	Plan	50.00	20.00	30.00
		Non Plan	10.00	-	9.85
11.	Institutional Network Scheme D.7 (1) (1)	Plan	100.00	100.00	100.00
		Non Plan	-	-	-
12.	International Centre for Science and Technology Education (ICSTE) D.3(2)	Plan	10.00	0.10	1.00
		Non Plan	-	-	-
13.	Research and Development (R&D) in Selected higher technical institutions D.3(4)	Plan	300.00	200.00	350.00
		Non Plan	-	-	-
14.	Community Polytechnics D.5 (1)	Plan	200.00	200.00	200.00
		Non Plan	165.00	165.00	165.00
15.	Modernisation and removal of Obsolescence D.6 (5) (3)	Plan	3700.00	3000.00	3300.00
		Non Plan	-	-	-
16.	Thrust areas of Technical Edn.	Plan	700.00	700.00	800.00
	i) Strengthening of facilities in crucial areas of technology where weakness exists D.6 (5) (1)	Non Plan	-	-	-
	ii) Creation of infra- structure in areas of emerging technology D.6 (5) (2)	Plan	1000.00	800.00	900.00
		Non Plan	300.00	200.00	220.00
	iii) Programmes of new and improved technologies offering courses in Specialised fields D.2 (14)	Plan	700.00	700.00	800.00
		Non Plan	-	-	-
17.	Institution-Industry interaction D.6 (11)	Plan	150.00	60.00	100.00
		Non Plan	-	-	-
18.	Continuing education	Plan	150.00	100.00	149.00
		Non Plan	-	-	-

1	2	3	4	5	6
IV Other Schemes					
19.	Indian Institute of Technology, Assam D.6(1) (6) & F.2(7) (3)	Plan Non Plan	300.00 -	165.00 -	300.00 -
20.	Longowal Institute of Engineering and Technology D.7(9)	Plan Non Plan	300.00 -	800.00 -	500.00 -
21.	University Grants Commission Schemes D.4 (1)	Plan Non Plan	1500.00 -	1800.00 -	2200.00 -
22.	Educational Consultants India Ltd. (Ed.CIL) D.7(6) & A1 (1)	Plan Non Plan	50.00 -	50.00 -	50.00 -
23.	Super Computer IISc. Bangalore D.4(2)	Plan	100.00	1500.00	2200.00
V New Schemes					
24.	National Accreditation Board D.1 (7)	Plan Non Plan	10.00 -	2.00 -	15.00 -
25.	Staff Development and Training D.2 (15)	Plan Non Plan	15.00 -	5.00 -	5.00 -
26.	Technology Forecasting D3 (6)	Plan Non Plan	10.00 -	2.00 -	5.00 -
27.	Assistance to Professional Bodies. D.7 (10)	Plan Non Plan	15.00 -	4.00 -	5.00 -
28.	World Bank Project Support to Technician Education D5 (4) (1)	Plan Non Plan	100.00 -	35.00 -	60.00 -
29.	Consultancy/Conferences/ Studies/Surveys, etc. D 7 (11)	Plan Non Plan	30.00 -	9.53 -	30.00 -

1	2	3	4	5	6
30.	Regional Offices D.1(1)-D1 (3)	Non Plan	44.90	44.00	46.40
31	Quality Improvement Programmes D.2 (7)	Non Plan	180.00	180.00	190.00
32.	Partial Financial Assistance (PFA) to Indian Scientists going Abroad D.3 (3)	Non Plan	2.00	2.00	2.00
33.	Indian Society for Technical Education (ISTE) D.7 (3)	Non Plan	0.50	0.50	0.60
34.	A.I.T., Bangkok D.7(4)	Non Plan	12.15	12.15	12.15
35.	Delegation under Cultural Exchange Programmes D.7(8)	Non Plan	1.00	1.00	-
36.	Revision of Salary Scales of teachers of technical institutions/assistance to State/Institutions Colleges. F.1(5) (2)F.6 (11)	Non Plan	850.00	739.00	300.00

**Grants to Voluntary Organisations
(1989-90/1990-91)**

NAME OF THE PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING GRANT-IN-AID
OF RS. 1 LAKH AND MORE DURING 1989-90

SL. NO.	NAME OF THE AGENCY/ORGANISATION WITH ADDRESS	BRIEF ACTIVITIES OF ORGANISATION	AMOUNT OF G.I.A. IN 1989-90	PURPOSE FOR WHICH GRANT WAS UTILISED	REMARKS
1	2	3	4	5	6
<u>Non-formal Education</u>					
1	Bhagvatula Charitable Trust Yellamanchili-531 055, Dist. Vishakhapatnam, Andhra Pradesh	SOCIAL WELFARE & EDUCATIONAL DEVELOPMENT	295500	100 NFE CENTRES	
2	Rayalaseema Sewa Samiti No.9, Old Huzur Office Building, Tirupati, AP.	- do -	293735	300	
3	Rayalaseema Sewa Samiti No.9, Old Huzur Office Building, Tirupati-517 501 AP	- do -	518724	300	
4	RayalaSeema Sewa Samiti No.9, Old Huzur Office Building, Tirupati-517 501 AP	- do -	809934	500	
5	A.P.Rural Reconstruction Mission 1-69,Cross Roads, Piler-517 214 Dist. Chittoor A.P.	- do -	511800	100	
6	Rural Education Society Punganur-517 247 Dist.Chittoor A.P	- do -	255900	100	
7	Social Action for Integrated Development of India, No.11,S.V.U.Campus(Near Red Building) Tirupati-517 502 Andhra Pradesh	- do -	511800	100	
8	Peoples'Action for Development Action Door no.4-95, Ram Nagar Colony, Dist.Chittoor-517 002 Andhra Pradesh	- do -	511800	100	
9	Society for Help and Action For Rural Poor Kongareddipalle, Dist.Chittoor Andhra Pradesh	- do -	132790	50	
10	Collective Order For Rural Reconst. Education 14-65/5, Palace Road, Kuppam, Chittoor-517 425	- do -	132790	50	

1	2	3	4	5	6
11	Bharata Sewa Samiti, Sugar Factory, Employee Colony, 75,Doddipalli, Chittoor	- do-	255900	100	
12	Navachaitana Educational Academy P.B.No. 77, IInd Road , S.K.D. colony, Adoni-518 301	- do-	255900	100	
13	Barkheri Unnayan Samity Vill & Po Mukalmua, Dasai Nulbari Assam	- do-	265580	50	
14	Jamunamukh Amtola Ahmedia Madrassa Committee Vill & Po Jamunamukh, Dist. Naugaon Assam	- do-	284780	50	
15	Morigoan Mahila Moghil Morimushinogaon, PO Morigaon, Dist.Naugaon, Assam	- do-	132790	50	
16	Universal Brother Hood Association Rangaloo, Junarmur, Dist.Naugaon Assam	- do-	214400	80	
17	Total Rural Development PO Dabadhora, Dist.Nalbari Assam	- do-	132790	50	
18	Udali Rehmaria Madrasa PO Udali Bazar, Dist Naugaon Assam	- do-	142390	50	
19	Prakartik Arogya Asharam Rajgir, Nalanda Bihar	- do-	132790	50	
20	Samanvay Ashram PO Gopal Khera, Bodh Gaya, Bihar	- do-	132790	50	
21	Samanvay Ashram Bodh Gaya, Bihar	- do-	375290	Experimental Project	
22	Bihar Dalit Vikas Samiti Patna Near Bhumeswari Raj College, Barh, Patna	- do-	275100	100	

1	2	3	4	5	6
23	Antyodaya Lok KaryaKram (ALOK) PO Majharia Kishun, Via Jagdish Pur, Block Nautan, Dist. W. Champaran, Bihar-845 459	- do-	145600		
24	Ghoghardiha Prakhand Swarajya Vikas Sangh Vill & PO Jagarpur, Via Ghoghordiha Madhubani-847 402 Bihar	- do-	255900	100	
25	Gram Swarajya Ashram Lok Yatra Dham Ghamoti, Malanda, Bihar	- do-	153800	30	
26	Banvasi Seva Kendra Aghora Distt.Rohtas, Bihar	- do-	550200	100	
27	Gram Swarajya Samiti Bakhtiyar Sahimpur, Patna, Bihar	- do-	132790	50	
28	Binoba Arogya and Lok Shiksha Kendra Vill Jay, Krishna Nagar, Po Badya, Islampur, Malanda Bihar	- do-	153540	60	
29	Nav Bharat Jagriti Kendra Behara Po Brindavan Champa5ran, Hazaribagh Bihar	- do-	153540	60	
30	Sarvodaya Ashram Purnia PO Rampatra, Purnia, Bihar	- do-	511800	100	
31	ADITHI 2/30, State Bank Colony, Baity Road, Madhubani	- do-	511800	200	
32	Gram Nirman Mandal Sarvodaya Ashram Shekho Deora Nawadha-805 106 Bihar	- do-	153540	60	
33	Atma Rajagiri Mahila Samiti Sewa khadigram Haveli Khadagpur, Dist.Munger-811 313 Bihar	do-	255900	100	
34	Darbhanga Jilla Khadi Gramodyog Sangh Beta Road, PO Laheriasarai, Dist.Darbangha Bihar	- do -	153540	60	

1	2	3	4	5	6
35	Gandhi Sewa Ashram Jalalpur Bazar, Sarum Bihar	- do -	153540	60	
36	St.Xavier High School P.Box No. 30, Chaibasa-833 201 Dist.Singhbhum Bihar	- do -	255900	100	
37	Anand Niketan Ashram Trust P.O. Rangpur Kavant, Dist. Baroda-391 140	- do -	411630	100	
38	BhavNagar Mahila Sangh Panwari Chowk, Bhavnagar-364 001, Gujarat	- do -	437008	100	
39	Gram Nirman Kelwani Mandal Thava Taluka Valia, Ankleshwar, Dist. Bharuch, Gujarat	- do -	119846	100	
40	Lal Bhai Group Rural Development Fund Arvind Mills Premises, Haroda Road, Ahmedabad-380 025	- do -	255900	100	
41	Lok Bharati Gram Vidyapeeth Sanosra-364 230 Dist. Bhavnagar, Gujarat	- do -	255900	100	
42	Lok Niketan Ratanpur, Ta. Palanpur, Dist.Banaskantha, Gujarat	- do -	255900	100	
43	Manav Seva Mandal Trust 5-A Anupama Society, Amin Marg, Near Nutan nagar, Rajkot-360 001	- do -	275100	100	
44	Nootan Bharati Ta.Palanpur, PO Madana-Gadh-385 519 Dist. Banaskantha Gujarat	- do -	255900	100	
45	Servants of The People Society 1225 Devni Sheri, Mandvini Pole, Ahmedabad-380 001, Gujarat	- do -	511800	200	
46	Sh. Panch Mahal Kelvani Mandal Kalol, Dist. Panchmahal, Gujarat	- do -	275100	100	

1	2	3	4	5	6
47	Shree Saraswatam Mumora, Dist. Kuchchh, Gujarat	- do -	255900	100	
48	Smt. B.K. Baljoshi Edn. Trust 20, Ratish Society, Kalol-382 721 Dist. Mehsana, Gujarat	- do -	275100	100	
49	Swaraj Ashram Bardoli, Dist. Surat, Gujarat	- do -	454349	100	
50	Vanvasi Sewa Parishad Vijali Tal.Chotanagpur Baroda Dist.	- do -	132790	50	
51	Anjuman-I-Talimi Idara Court Road, Bharuch	- do -	275100	100	
52	Gujarat State Crime Prevention Trust C/O Kishore Tripathi, 2, Joshibagh Apartment Near Navrang High School, St.Xaviars School Road Ahmedabad-380 014	- do -	275100	100	
53	Labour Welfare Trust Gandhi Majoor Sevalaya Bharada Ahemedabad-380 017	- do -	255900	100	
54	Amar Bharati Moti Pavathi, Via Bahiyal, Taluka Dehgam, Dist. Ahmedabad-382 308 Gujarat	- do -	255900	100	
55	Narottam Lalbhai Rural Development Fund Anandji Kalyanji Blocks, Near Asarwa Railway Station Ahmedabad-380 025	- do -	132790	50	
56	Lucky Education Society Meham (Rohtak) Haryana	- do -	519000	100	
57	Shiksha Samiti DAV Training College Shiv.Nagar, Sonapat, Haryana	- do -	153800	30	
58	Shiksha Samiti, DAV Training College Shiv Nagar, Sonapat Haryana	- do -	480600	100	

1	2	3	4	5	6
59	Vidya Mahasabha Kanya Gurukul Mahavidyalaya Kharkhoda, Dist. Sonapat, Haryana	- do -	961200	200	
60	Janta Kalyan Samiti Opp. Bus Stand, Rewari, Mahendragarh, Haryana	- do -	255900	100	
61	Haryana State Council For Child Welfare Bal Vlikas Bhavan, 650, Sector 16-D Chandigarh-160 016	- do -	275100	100	
62	Society for Social Uplift Through Rural Education, Jagjit Nagar, Via Jubbar-173 225 Dist. Solao, H.P.	- do -	255900	100	
63	Peoples' Action For People In Need Andheri, Dist Sirmour-173 023 MP	- do -	255900	100	
64	Rural Centre For Human Interest Sirmour District, H.P.-713 101	- do -	255900	100	
65	Rashthrohana Parishat Ganipuram Road, Kempegoivda Nagar, Banglore-560 019	- do -	132790	50	
66	Karnataka Welfare Society P.Box No.28, Chikbalppur-562 101	- do -	275100	100	
67	Montessory Education Society Kochrud Dist.Ujjain MP	- do -	265580	50	
68	Madhya Pradesh Council for Child Welfare Hotal No. 5 ,BHEL Township Piplani Bhopal-462021 M.P.	- do -	275100	100	
69	Gyatri Shakti Shikshan Samaj Kalyan Samiti 1314, Mishra Market, Ranjhi Basti Jabalpur, M.P.	- do -	133050	25	
70	Gramin Apang Punarvasan Sanstha Kaju Baug; Kadagaon Road, Gandhinglaj, Dist.Kolhapur-416 502. Maharashtra	- do -	120040	50	

1	2	3	4	5	6
71	Indian Institute Of Education J.P. Naik Road, Kothrud, Pune-411 029, Maharashtra	- do -	303482	NFE Cell	
72	Indian Institute of Education 128/2, J.P. Naik Path, Off. Karve Road, Kothrud, Pune-411 029	- do -	826000	Experimental Project	
73	Inst. Of Management & Training Research 20, Shardhashram Colony, Paithangate, P.B.87, Aurangabad-431 001 Maharashtra	- do -	106133	50	
74	Parth Vidya Prasarak Mandal Ahmednagar	- do -	132790	50	
75	Pune District Education Association SR No.48/IA, Erandavan, Paued Road, Pune	- do -	132790	50	
76	Sanskriti Samvardhan Mandal Sharadanagar, Tal. Baloli, Dist. Manded-431 731 Maharashtra	- do -	112445	50	
77	Sati Mata Shikshan Sanstha 11, Vankatesh Nagar, Khamla Road, Nagpur-440 025, Maharashtra	- do -	120040	50	
78	Sh. Ganesh Shikshan Prasarak Mandal 224, Ganesh Nagar, Nagpur	- do -	120300	25	
79	Sh. Balasaheb Mane Shikshan Prasarak Mandal Ambays District, Tq. Hatkanangale, Kolhapur	- do -	110099	50	
80	Shiv Chatrapati Shikshan Sanstha Latur	- do -	132790	50	
81	Yogeshwari Education Society Ambajogi-431 517 Dist. Bead, Maharashtra	- do -	132790	50	
82	Young Indians Office Building No.10, D.N. Nagar, Andheri(West) Bombay-400 058 Maharashtra	- do -	124194	25	

1	2	3	4	5	6
83	Lt.MotiRam Naik Education Society Vithala,Tq.Dijror, Yavatmal	- do -	126675	25	
84	Sewa Dham Trust C/o.Manoj Clinic,1148, Sadashiv Peth Pune	- do -	132790	50	
85	Jwahar Lal Nehru Shikshan Prasarak Mandal Unnardari, Tq.Mukhed, Dist.Nanded, Maharashtra	- do -	199575	75	
86	RIRDA Sagolband, Loukrakpam, Imphal-795 001 Manipur	- do -	265580	50	
87	Manipur Wangjing Tentha Farmers Devlp. Assoc. Post Bag No.6, Imphal-795 001 Manipur	- do -	132790	50	
88	Acharya Harihar Shishu Bhavan Satyabadi, AT/PD Sakhigopal, Dist. Puri Orissa	- do -	246282	100	
89	Anchalika Kunjeswari Sanskritika Sansad At/Po Kanas Dist.Puri Orissa-752 017	- do -	103629	50	
90	Antyodaya Chetna Kendra At.Sankatpalia, Post Hadgarh, Dist.Keonjhar, Orissa-758 023	- do -	105559	50	
91	Antyodaya Seva Kendra At.Ramchandrapur, Post Purunabasant, Via Naliber, Dist. Cuttack-754 104 Orissa	- do -	202081	50	
92	Bagdevi Club Makundapur, Po Janhapanka, Via Boudh, Dist.Phulbani, Orissa	- do -	133439	50	
93	Banabasi Sewa Samiti PO Baliguda, Dist.Phulbani, Orissa-762 103	- do -	113940	50	
94	Banadevi Sewa Sadan Kabisuryanagar, Dist. Ganjam, Orissa-761 104	- do -	105634	50	

1	2	3	4	5	6
95	Bapuji Pathagar At/PO Sukha, Dist. Bolangir, Orissa	- do -	245630	50	
96	Bhagbat Pathagar Salepali, Dist. Bolangir Orissa	- do -	235734	50	
97	Bhairabi Club At Kurumpada, Post Madapada, Via Naraingarh, Dist. Puri, Orissa	- do -	213932	50	
98	Bidyut Club At. Haladipada, Post Bajpur, Dist. Puri, Orissa	- do -	438912	100	
99	Binapani Jubak Sangh Batpondugondi, PO Motiagarh, Dist. Mayurbhanj, Orissa	- do -	117351	50	
100	Centre for Upliftment & Lower Incomers (CULI) Chowkulat, Dist. Cuttack-754 422, Orissa	- do -	110297	50	
101	Centre for Youth & Soc. Devlp. 65, Satyanagar, Bhubaneswar, Orissa-751 007	- do -	110162	100	
102	Cuttack Zila Adivasi Harijan Sewa Sanskar Yojana, At. Chhatta, PO Chatrachakada, Dist. Cuttack-753 101, Orissa	- do -	240080	50	
103	Dhakotha Yubak Sangh At/PO Dhakotha, Dist. Keonjhar, Orissa-758 049	- do -	283231	100	
104	Fellowship Purana Bazar, Bhadrak, DIST Balasore, Orissa-756 100	- do -	143268	50	
105	Gandhi Sewa Shram Ishwarlal Shishu Bhawan, PO Jaleswar, Dist. Balasore, Orissa	- do -	148852	100	
106	Gania Unnayan Committee At/PO Gania, Dist. Puri, Orissa-752 085	- do -	235984	50	

1	2	3	4	5	6
107	Ghumusara Mahila Sangathan At/PO G.Udyagiri, Dist. Phulbani, Orissa	- do -	210684	100	
108	Gopinath Juba Sangh At.Alisisasan, PO Darada, Via Balipatna, Dist.Puri Orissa-752 102	- do -	214583	50	
109	Gram Mangal Pathagar At/PO Salepali, Via Jarasingh, Dist.Bolangir, Orissa	- do -	480600	100	
110	Hoina Lepsoy Research Trust Post Bag No.1, Muniguda, Dist.Koraput Orissa.	- do -	199776	100	
111	Ind. Rural Reconst. & Disaster Resp. Serv. OMP Road, Gandhi Nagar, Rayagada, Dist. Koraput, Orissa-765 001	- do -	177299	100	
112	International Indency Prev. Movement Bidanasi (Sovaniya Nagar), Dist.Cuttack, Orissa	- do -	271130	50	
113	Jagarana At/PO Gudari, Dist.Koraput, Orissa	- do -	240300	100	
114	Jagrut Shramik Sangathan At/PO Khariar-766 107 Dist.Kalahandi, Orissa	- do -	114295	50	
115	Jana Kalyan Samaj At Godibari, P.O. Chandaka, Dist. Puri, Orissa	- do -	281676	100	
116	Jayanti Pathagar Nuapada, Dist.Ganjam-761 011 Orissa	- do -	463632	100	
117	Jyanti Pathagar At Sahapada, Po Brahmabarada Dist. Cuttack-755 005 Orissa	- do -	417007	100	
118	Jyotirmayee Mahila Samiti Badagaon, Kendrapada Dist. Cuttack, Orissa	- do -	231828	100	

1	2	3	4	5	6
119	Mandal Pokhari Jubak Sangh At/Post Mandari, Via Basudebpur, Dist. Balasore, Orissa	- do -	229059	50	
120	Navjyoti Post Garudgan, Via Katsahi, Dist.Cuttack, Orissa-754 022	- do -	183030	50	
121	Netajee Jubak Sangh Balipokhari, At/PO Paramanandpur, Via-Akhuapada, Dist. Balasore-756 122 Orissa	- do -	244903	50	
122	Nilachal Sewa Pratishthan Benogaon(Kanas), Dist. Puri-752 017, Orissa-	- do -	418122	100	
123	Old Rourkela Ednucation Society At. Balizodi, PO Rourkela, Dist.Sundergarh-769 016 Orissa	- do -	428830	100	
124	Palli Mangal Jubak Sangh At.Wayapalli, Post Deuli, Pichkuli, Dist.Puri, Orissa-752 064	- do -	245228	50	
125	Pallishree At/PO Ghasiput, Via Banki, Dist. Cuttack Orissa	- do -	205469	50	
126	People Inst. For Participatory Act. Research At/Po Mahimagadi, Dist.Dhenkanal Orissa-759 014	- do -	340996	100	
127	Pragati Pathagar At Belaguntha, Dist.Ganjam Orissa-761 119	- do -	127396	50	
128	Radhanath Pathagar At/PO Soro, Dist.Balasore, Orissa-756 045	- do -	240719	50	
129	Ramjee Yubak Sangh PO Sadiapali, Dist.Bolangir, Orissa-767 065	- do -	479610	100	
130	Rural Development Society At. Kallinga, PO K.B.Danda, Via Mahakalapara, Dist. Cuttack, Orissa	- do -	240300	100	

1	2	3	4	5	6
131	Rural Education & Action For Change Jagamara, Khandagiri, Bhubaneswar, Orissa-751 030	- do -	128005	100	
132	Rural Women Development Service Centre At/PO Khalari, Via Angul, Dist. Dhenkanal, Orissa-759 001	- do -	240078	50	
133	Samajik Sewa Sadan Vill. Bhanjikusum, PO Mahisapat, Dist.Dhenkanal, Orissa	- do -	275100	100	
134	Sarvodaya Samiti Gandhi Nagar, Dist. Koraput-764 020, Orissa	- do -	240080	50	
135	Society For Development Action PO Kuliana, Dist. Mayurbhanj, Orissa-757 030	- do -	166556	100	
136	Society For Health Education & Development College Road, Rayagada, Dist.Koraput, Orissa-765 001	- do -	307725	100	
137	Sri Satya Sai Sewa Samiti At/Po; Deobhubanpur Via Balisankara Dist.Sundergarh-770 015 Orissa	- do -	243434	50	
138	Sri Sri Sharadeswari Pathagar At Kharda, Po Turra Dist Bolangir, Orissa-767 030	- do -	128740	50	
139	Subhadra Mahtab Sewa Sadan At/po G.Udyagiri, Dist.Phulbani, Orissa	- do -	237363	100	
140	Swami Vivekanand Inst. of Social Work & Allied Service Khariar Road, Dist.Kalahandi-766 104, Orissa	- do -	294300	100	
141	Tagore Society for Rural Development	- do -	248597	100	
142	Tagore Society for Rural Development 101, Bapuji Nagar, Bhubaneswar-751 009 Orissa	- do -	253131	100	

1	2	3	4	5	6
143	Tagore Society for Rural Devlp., Orissa	- do -	255900	100	
144	Utakal Navajeevan Mandal PO Angul, Dist. Dhenkanal, Orissa	- do -	423292	100	
145	Utkalmani Sewa Sangh At/PO Badasiraipur, Dist. Puri, Orissa	- do -	117140	50	
146	Vivekanand Palli Agragamee Sewa Pratisthan Kalheipali, Gochhara, Dist.Sambalpur-768 222 Orissa	- do -	475140	50	
147	Nari Shakti Samaj Kuji Mahal, PO Chandaka Dist.Puri Orissa-754 015	- do -	132790	50	
148	Aragamee At/Po Kashipur, Dist.Koraput Orissa-765 015	- do -	195409 392921	100	Experimental project
149	Aragamee At/PO. Kashipur, Dist. Koraput Orissa-765 015	do -	118500		Experimental project
150	Society For Human Resource & Economic Development At Rundimahal, Dist.Phulbani Orissa	- do -	163752	100	
151	Vabani Shankar Club At Gangpur, Po Simore, Dist.Puri Orissa	- do -	371345	100	
152	National Institute of Social Work & Social Science, Surya Nagar, Bhubaneswar-751 003. Orissa	- do -	550200	100	
153	Luthern Mahila Samity At/PO Patalipank Via Kujang, Dist.Cuttack, Orissa.	- do -	142390	50	
154	Youth Association For Rural Reconstruction At/PO Boinda, Dist. Dhenkanal, Orissa-759 127	- do -	109004	50	
155	Dharmanandan Yubak Sangha At Sikipani, Po Dharuadihi Dist.Sundergarh Orissa	- do -	132790	50	

1	2	3	4	5	6
156	Samanvita Gramya Unnayan Samiti At/PO G. Udayagiri, District Phulbani, Orissa	- do -	142390	50	
157	Loka Nayak Club At/PO Patapur, Banki, Dist.Cuttack, Orissa-754 008	- do -	450676	100	
158	Balmikeshwar Jubak Sangh	- do -	106084	50	
159	Ajmer Adult Education Assoc., Ajmer E.P.I., Shastri Nagar Extension, Vidhyut Marg, Ajmer-305 006, Rajasthan	- do -	325013	100	
160	Bhilwara District Adult Education Assn., 8/199, Sindhu Nagar, Bhilwara-311 001 Raj.	- do -	255900	100	
161	Bhoruka Charitable Trust P.O. Bhogugram,(Nangal Kalan), Dist.Churu, Rajasthan	- do -	463803	100	
162	Gandhi Vidya Mandir Sardashar, Rajasthan	- do -	330677	100	
163	Jodhpur Adult Education Association Gandhi Bhawan, Residency Road, Jodhpur, Rajasthan	- do -	240236	100	
164	Lok Shikshan Sansthan P-87, Gangori Bazar, Jaipur, Rajasthan	- do -	132790	50	
165	Rajasthan Vidyapeeth Lok Shikshan Parishad Pratap Nagar, Udaipur-313 001 Rajasthan	- do -	128450	50	
166	Seva Mandir Udaipur, Rajasthan	- do -	255900	100	
167	Vivekananda Gyan Vikash Shiksha Samiti Roopa Rampura, Tonk Phatak, Jaipur	- do -	186825	50	
168	Bodh Shiksha Samiti Jaipur	- do -	371748		Experimental project

1	2	3	4	5	6
169	Rajasthan Mahila Vidyalya Gyan Marg, Near Gulab Bagh, Udaipur-313 001	- do -	255900	100	
170	District Adult Education Association 13, Jhalawar Road, Kota, Rajasthan,	- do -	275100	100	
171	Women's Voluntary Service of Tamilnadu 19, East Super Tank Road, Chetput Madras-600 031	- do -	275100	100	
172	Sisters of the Cross Society For Ednl. Development, Trichurapalli-620 001	- do -	132790	50	
173	Arnad Vellalar Sangam 1-2, Sannathi Street, Tiruvanaikali Trichy-620 005.	- do -	255900	100	
174	Krishnamurti Foundation India 64/65 Greenways Road, Madras-600 028 Tamil Nadu	- do -	305957		Experimental Project
175	Womens' Indian Association 43, Greenways Road, Madras-600 028	- do -	132790	50	
176	Madhar Nala Mandaram B. Vaduygalalayam, Vandipaloyam, PO Cuddalore, South Arcot-607 004	- do -	275100	100	
177	League for Education And Development 680, Sathiavani Muthu ST. KK Nagar, Trichurapalli-620 021	- do -	132790	50	
178	Adarsh Janta Shikshan Samiti Vill & PO Pindi, Tehsil Karchhana, District Allahabad, Uttar Pradesh	- do -	445800	100	
179	Amethi Mahila Swacchik Seva Samiti Amethi, Sultanpur, Uttar Pradesh	- do -	110925	25	
180	Banwasi Sewa Ashram Govindpur (Via Turra), Sonbhadra U.P.	- do -	982600	400	
181	Banwasi Sewa Ashram Govindpur, Via-Turra, Dist. Mirzapur, U.P.	- do -	191767	100	

1	2	3	4	5	6
182	Lok Vikas Sansthan 49, Mahatma Gandhi Marg, Allahabad-211 001, U.P.	- do -	400210	100	
183	Myana Gramodyog Seva Sansthan Myana, H.O. Hospital Road, Khurja, U.P.	- do -	219584	100	
184	Samajik Ewam Arthik Vikas Sansthan C-2116, Indira Nagar, Lucknow, U.P.	- do -	213935	100	
185	Servodaya Shiksha Sadan Samiti Railway Station Road, Shikohabad(Mainpuri) U.P.	- do -	240080	50	
186	Yuvak Mangal Dal Rajepui, 274, Avas Vikas Colony, Dist.Unnao, Uttar Pradesh	- do -	132790	50	
187	U.P. Rana Beni Madhav Jan Kalyan Samiti Gulab Road, Raibarelli UP	- do -	255900	100	
188	Jan Jati Vikas Samiti Railway Station Road, Robert Ganj, Mirzapur UP	- do -	132790	50	
189	Literacy House P.O. Alam Bagh, Lucknow-226 005 U.P.	- do -	923035	400	
190	Samajothan Evam Shiksha Pracharika Sansthan Darveshpur, Mawana, Meerut	- do -	133050	25	
191	mahila Udyog Prashikshan Kendra 261/4, Salik gang Road, Muthigang, Allahabad	- do -	133050	25	
192	Nirbal Varg Utthan Samiti, Kaushalपुरी (Kaushal Puri) Sarsa, Dist. Unnao UP	- do -	133050	25	
193	Uptron	- do -	750000		Experiment Project
194	All India Children Care and Development Society, Azamgarh, UP	- do -	511800	100	

1	2	3	4	5	6
195	Jagdamba bal Vidya Mandir Sultangarh, Fatehpur U.P.	- do -	133050	25	
196	Budhistava Bal Shiksha Samiti Chhitwapur, Pajawa, Lucknow, UP	- do -	132790	50	
197	Tilak Shakshik Samiti 69-A, Tilak nagar, Bombari Road, Allahabad UP	- do -	133050	25	
198	Adarsh Sewa Samiti 326/1, Saket Colony, Street No.6 Muzzafar Nagar, (U.P.)	- do -	132790	50	
199	Bengal Social Service League 1/6, Raja Dinendra Street, Calcutta-700 009, WB	- do -	456208	100	
200	Calcutta Urban Service Conrortium 16, Sudder Street, Calcutta, West Bengal	- do -	275100	100	
201	Samtat Sanstha 172, Ras Behari Avenue, Flat No.302, Calcutta-700 029, West Bengal	- do -	132790	50	
202	Tagore Society For Rural Development 14, Khudiram Bose Road, Calcutta-6 West Bengal	- do -	132790	50	
203	Shree Ram Krishna Satyananda Ashram Vill Jirabpur, PO Basirhat, Raidway Salahai, Dist.24 Parganas (North) WB	- do -	825300	300	
204	Sidhu Kanhu Gram Unnayan Samiti PO & Vill. Paharhati, District Burdwan West Bengal	- do -	406440	Experiment Project	
205	Inst. of Psychological & Edn. Research 27, Circus Avenue, Calcutta West Bengal	- do -	201445	- do -	
206	Ram Krishana Mission Lok Shiksha Parishad PO Narendrapur, 24-Parganas West Bengal	- do -	1424200	- do -	

1	2	3	4	5	6
207	Village Welfare Society P.O Panchrul Howrah	- do -	132790	50	
208	Akhil Bhartiya Samajothan Samiti A-3/51, LIG Rohini, Sector VII, New Delhi-110 034	- do -	480600	100	
209	PHD Rural Development PHD House Thappar Floor, Opposite Asian Games Village, New Delhi-110 016	- do -	188935	100	
210	Ravi Bharti Shikshan Samiti 472, Bholi Nath nagar. Shahdara, New Delhi-110 032	- do -	465600	100	
211	People's Institute for Development and Trg. 4-A, Shahpur Jat, New Delhi-110 016	- do -	703800	200	
212	Nehru Bal Samiti E-63, South Extension Part-I New Delhi-110 049	- do -	132790	50	
213	Lady Irwin College Sikandara Road, New Delhi	- do -	164000	Experiment Project	
214	Bihar Setu New Delhi	- do -	22650	- do -	
215	R.K. Mission, Lok Shiksha Parishad, Narendrapur (WB)	- do -	1424200	- do -	
216	India Literacy Board Lucknow	- do -	923033	- do -	
217	Eklavya, Bhopal	- do -	560558	- do -	
218	Institute of Psychological and Educational Research	- do -	201445	- do -	
219	Society for Educational Improvement and Innovation, Pune	- do -	201445	- do -	
220	NIEPA	- do -	521174	- do -	
221	Alok, Majhira Kisum Bihar	- do -	211000	- do -	

STATEMENT SHOWING GRANT-IN-AID SANCTIONED TO PRIVATE INSTITUTIONS / ORGANISATIONS / INDIVIDUALS DURING THE PERIOD FROM 01/04/90 TO 31/03/91 WHERE
TOTAL RELEASED GRANT (RECURRING) >= *****25,000 OR
TOTAL RELEASED GRANT (NON RECURRING) >= *****75,000
MINISTRY :- MINISTRY OF HUMAN RESOURCES DEVELOPMENT
DEPARTMENT :- DEPARTMENT OF EDUCATION

SL. NO.	NAME OF THE AGENCY/ ORGANISATION WITH ADDRESS	BRIEF ACTIVITIES OF ORGANISATION	AMOUNT OF G.I.A. IN 1990-91	PURPOSE FOR WHICH GRANT WAS UTILISED	REMARKS
1	2	3	4	5	6

Adult Education

All the voluntary agencies are engaged in any one or the other of the following activities:

1. Running Balwadi/Aganwadi
2. Running School/College
3. Running ICDS Centres
4. Immunization of children
5. Running tailoring courses
6. Running typing/technical Institute

1.	SRI VEERA BRAHMAM EDUCATIONAL SOCIETY, GORANTOLA POST, ANANTPUR DISTT., ANDHRA PRADESH-515231.	-do-	48,239 70,000	AEC JSN	
		TOTAL	1,11,239		
2.	SEVA MANDIR HINDUPUR, DISTT. ANANTAPUR ANDHRA PRADESH-515212	-do-	2,80,227 5,13,288	AEC JSN	
		TOTAL	7,93,515		
3.	RAYALASEEMA SEVA SAMITHI NO.9 OLD HUZUR OFFICE BLDG. TIRUPATI-517501,DT.CHITTOOR A.P	-do-	*2,81,227	AEC	
		TOTAL	2,81,227		

1	2	3	4	5	6
4.	DOWNTRODDEN AND COMMUNITY DEVELOPMENT SOCIETY, 13/73-C, CHITTOR ROAD, RAYACHOTY, CUDDAPAH-516269 ANDHRA PRADESH.	-do-	3,08,400	AEC	
5.	ASSIST INDIA 33/379, ADDA ROAD, CHILAKALURITET, GUNTUR DISTT.522616 ANDHRA PRADESH	-do-	1,80,000	AEC	
6.	GRAMA NAVA NIRMAN SAMITHI, H.NO.4-2/A, INDIRA NAGAR, HUZURABAD-505468. KARIMNAGAR DISTT., A.P.	-do-	94,512 35,000	AEC JSN	
7.	GRAMONNATHA MAHILA SANGHAM, H.NO.12-14, NAKREKAL, NALGONDA DISTT., ANDHRA PRADESH-508211.	-do-	1,20,600	AEC	
8.	RURAL ENTITLEMENT AND LEGAL SUPPORT CENTRE DHARAM LAXMIPURAM, KORASAVADA(SO) SRIKAKULAM DT.(A.P.)	-do-	1,17,012	AEC	
9.	NETAJI YOUTH ASSOCIATION VATAPAGU, PALAKONDA MANDALAM, SRIKAKULAM DISTT. (ANDHRA PRADESH)-532440	-do-	1,80,000	AEC	
10.	MAHILA MANDALI RAJAM, SRIKAKULAM DISTT.-532127 ANDHRA PRADESH.	-do-	1,80,000	AEC	
11.	CHAITANYA YOUTH CLUB, MULUG, KRISHNA COLONY-506343 WARANGAL DISTT. ANDHRA PRADESH	-do-	90,000 31,500	AEC JSN	
			1,21,500		

1	2	3	4	5	6
12.	GOOD SAMARITANS RURAL DEVELOPMENT SOCIETY ATCHAYAMPETA, SOUTH CABIN LINE, NIDADAVOLE, A.P. 534301	-do-	94,512 35,000	AEC JSN	
		TOTAL	1,29,512		
13.	COMPREHENSIVE RURAL OPERATIONS SERVICE SOCIETY(CROSS) 1-69,SNEHPURI NACHARAM, HYDERABAD-501507(A.P.)	-do-	3,02,357 2,62,500	AEC JSN	
		TOTAL	5,64,857		
14.	ANDHRA MAHILA SABHA COLLEGE CAMPUS, UNIVERSITY ROAD, HYDERABAD-500007	-do-	6,34,080 1,05,000	AEC JSN	
		TOTAL	8,89,480		
15.	ACADEMY OF RURAL DEVELOPMENT AND RESEARCH, GUDAVALLI POST, VIA RANAGALA CHERUKUPALLI MANDAL, GUNTUR DISTT. A.P.-522259	-do-	1,27,500	AEC	
		TOTAL	1,27,500		
16.	ALAGHJHARI TARUN SANGH VILLAGE ALAGHJHARI, P.O.RAJGHAT,VIA MANGALDAI, DARRANG DIST. ASSAM-784125	-do-	1,36,300	AEC	
17.	POPULAR PROGRESSIVE UNIT HALAKURA, P.O HALAKURA, (MAHAMAYAHAT) DISTT. DHUBRI ASSAM PIN-783335	-do-	1,20,041	AEC	
18.	BAKAITARI MAHILA SAMITY P.O. BAKAITARI, DISTT. GOALPARA, ASSAM-783125.	-do-	1,16,843	AEC	
19.	ASSAM CHAH MAZDOOR MULTIPURPOSE SOCIAL EDUCATION ASSOCIATION RANGALOO, T.E. P.O. RANGAJAN, VIA-TITABAR, DISTT. JORHAT, ASSAM-785630.	-do-	1,62,600	AEC	

1	2	3	4	5	6
20.	GRAM SWARAJ PARISHAD VILL. & P.O. RANGIA, DISTT. KAMRUP, ASSAM.	-do-	10,24,431	TLC	
21.	BANUGRAM MAHILA SAMITI P.O. NILAM BAZAR SOUTH KARIMGANJ DEV. BLOCK DISTT. KARIMGANJ ASSAM-788722	-do-	1,80,000	AEC	
22.	DARUS SALAM HAFIZEE-O-KARIANA ISLAMIC MADRASSA COMMITTEE VILLAGE ERABARI (SAMDHARA) P.O. DAGAON DISTT. NOWGONG (ASSAM) 782001	-do-	1,26,293	AEC	
23.	JANAJATI SAMAJ KALYAN ASHRAM BARUAKHAT (COLLEGE ROAD) P.O. BARAMA, DISTT. NALBARI (ASSAM) 781346	-do-	1,89,024	AEC	
		TOTAL	1,89,024		
24.	BARKHETRI UNNAYAN SAMITY, MUKALMUA, P.O. MUKALMUA, DIST. NALBARI, ASSAM-781126.	-do-	6,00,000	TLC	
25.	SHANTI SADHANA ASHRAM P.O. BELTOLA 'SHANTIVAN' BASISTHA, GUWAHATI-28, ASSAM-781028.	-do-	5,00,000	WS	
26.	MORIGAON MAHILA MEHFIL P.O. MORIGAON, DISTT. MORIGAON, ASSAM-782105	-do-	19,50,000	TLC	
27.	THE CHARITABLE ASSOCIATION FOR RURAL EDUCATION AND DEVELOPMENT, AT & PO. BETTIAH, WEST CHAMPARAN DISTT., BIHAR-845438.	-do-	5,00,000	AEC	

1	2	3	4	5	6
28.	MAHILA SHISHU KALYAN SANSTHAN EVAM HASTA SHILPA KALA PRASHIKSHAN KENDRA, VILLAGE:MANICHHAPAR, P.O. HATHUA, GOPALGANJ DISTT., BIHAR-841436	-do-	19,00,000	TLC	
29.	NAV BHARAT JAGRITI KENDRA VILL.:BAHERA, P.O. BRINDAVAN, DISTRICT HAZARIBAGH, BIHAR-825 406.	-do-	68,400 1,26,000 6,00,000	AEC JSN TLC	
30.	MITHILA LALIT SHODH SANSTHAN, AT&POST BACHAPURI(SAURATH), BLOCK-RAHIKA, DISTRICT-MADHUBANI(BIHAR). PIN-847211.	-do-	1,27,500	AEC	
31.	GHOGHARDIHA PRAKHANDA SWARAJYA VIKAS SANGH, VILL.& P.O.JAGATPUR, VIA GHOGHARDIHA, DIST. MADHUBANI, BIHAR-847402.	-do-	1,20,600	AEC	
32.	SHRAM BHARATI KHADIGRAM P.O.KHADIGRAM, DIST. MOUGHYR, BIHAR-811313.	-do-	3,20,000	AEC	
33.	BHARTIYA JAN UTTAN PARISHAD QAMRUDINGANJ, BIHAR SHARIF, NALANDA (BIHAR)-803001.	-do-	1,80,000	AEC	
34.	JAN JAGRAN SANSTHAN KAGAJI MOHALLA P.O. MOGAL KUAN, BLOCK BIHAR SHARIF NALANDA DISTT.,BIHAR-803101.	-do-	1,80,000	AEC	
35.	SAMAJ KALYAN MANDAL (BIHAR) AT. KALIYACHAK, PO. KESHOPUR, DIST. NALANDA, BIHAR-801302	-do-	14,50,000	TLC	

1	2	3	4	5	6
36.	BHARATIYA KALA MANDIR, MOHLLA-NAWATOLI, DALTONGANJ - 822 101 DIST. PALAMU, BIHAR.	-do-	1,80,000	AEC	
37.	BIHAR DALIT VIKAS SAMITI, AT/P.O.BARH, DISTT. PATNA, BIHAR-803213.	-do-	1,57,000	AEC	
38.	XAVIER INSTITUTE OF SOCIAL SERVICE PURULIA ROAD, P.O.BOX NO.7 DUTT-RAMEHI-834001 BIHAR.	-do-	5,390 2,69,250	AEC DRU	
39.	NIRMALI PRAKHAND SWARAJYA SABHA, AT & PO BHAPTIYAH1, DIST. SAHARSA, BIHAR-852105.	-do-	9,50,000	TLC	
40.	J.P. SARAISA SEVASHRAM KAUA CHOWK P.O.JORPURA, DT.SAMASTIPUR (BIHAR)-848504	-do-	11,00,000	TLC	
41.	SHIKSHA EVAM KALA SARVANGIN VIKAS RASHTRIYA SANSTHAN, VILL. & P.O. ISHMELA, DT. SARAN, BIHAR. PIN 841207	-do-	1,27,500	AEC	
42.	ALTERNATIVE FOR INDIA DEVELOPMENT 1st CROSS STREET, 4-CUSTOMS COLONY, BESANT NAGAR, MADRAS (T.N.)-600090	-do-	9,00,000 3,15,000	AEC JSN	
		TOTAL	12,15,000		
43.	XAVIERS CHAIBASA ST. XAVIERS HIGH SCHOOL, P.B. NO.10, CHAIBASA-833201, SINGHBHUM DT. BIHAR.	-do-	3,20,000	AEC	

1	2	3	4	5	6
44.	LOK BHARATI(BIHAR), ADARSH NAGAR, RAGHUNATH PATH, SITAMARHI DISTT., BIHAR.	-do-	15,90,000	TLC	
45.	INDIAN SOCIETY FOR COMMUNITY EDUCATION C/O GUJARAT VIDYAPITH AHMEDABAD-380001	-do-	94,512 42,000	AEC JSN	
		TOTAL	1,36,512		
46.	GUJARAT VIDHYAPITH ASHRAM ROAD AHMEDABAD-380001	-do-	32,55,000	JSN	
47.	GUJARAT STATE CRIME PREVENTION TRUST ASHIRWAD, 9/B, KESHAV NAGAR SOCIETY, NEAR SUBHASH BRIDGE AHMEDABAD-380027	-do-	6,30,000 4,23,000	AEC DRU	
		TOTAL	10,53,000		
48.	NOOTAN BHARATI P.O MADHANGADH-385519 TALUK PALANPUR DISTT. BANASKANTHA GUJARAT	-do-	3,20,000	AEC	
49.	ANJUMAN TALIM-I-IDARA, COURT ROAD, LAL BAZAR, BHARUCH-392001	-do-	2,81,227	AEC	
49.	INSTITUTE FOR RURAL TECHNOLOGY S. RIVER VIEW, OFFICE STREET BHARUCH-392001	-do-	1,26,350	AEC	
50.	SHIV SHAKTI KELVANI MANDAL 40, HARIKRISHNA SOCIETY DAKOR-338225. TALUK THASRA DT. KHADA, GUJARAT.	-do-	1,26,350	AEC	

1	2	3	4	5	6
51.	ANAND TALUKA YUVAK MANDAL ASSOCIATION LAKSHMI NIWAS 25, AJANTA SOCIETY, ANAND-388001 DISTT. KHEDA	-do-	8,15,320 1,05,000	AEC JSN	
		TOTAL	9,20,320		
52.	THASRA TALUK YUVAK MANDAL ASSOCIATION DAKOR, THASRA TALUK DISTT. KHEDA PIN-388230	-do-	4,84,514 38,892	AEC JSN	
		TOTAL	5,23,406		
53.	SH. SAMI TALUKA SEVA SANGH C/O VAHORE BUILDING VIDYARTH ASHRAM, AT & PO SAMI DT. MEHSANA-384245	-do-	1,80,000	AEC	
54.	SMT. B.K. BALAJOSHI EDUCATION 20, RATISH SOCIETY, KALOL-384001 DISTT.MEHSANA NORTH GUJARAT	-do-	94,512 2,10,000	AEC JSN	
		TOTAL	3,04,512		
55.	BHIL SEVA MANDAL DGHADI, DT. PANCHAMAHAL GUJARAT-389001	-do-	9,00,000 2,62,500	AEC JSN	
		TOTAL	11,62,500		
56.	RAJLI MADHOPUR GROUP KELVANI MANDAL AT.RAJLI PO MOTI ISROL TALUK MODASA DT SABARKANTHA	*****0	*****1,27,000	AEC	
57.	JAN SEVA KHADI GRAMODYOG VIKAS MANDAL MUJERI, TALUK, MODASA, DISTT. SABARKANTHA-385346	-do-	1,18,574	AEC	
58.	GRAM SEVA SAMAJ AT/PO VANKAL DISTRICT SURAT-394430	-do-	2,14,512	AEC	
59.	ANAND NIKETAN ASHRAM RANGAPUR (KAWANT) CHOTE UDAIPUR DT. VADODARA-391740	-do-	17,97,100	AEC	

1	2	3	4	5	6
60.	JANTA KALYAN SAMITI, OPP. BUS STAND, REWARI, MOHINDERGARH DISTT., HARYANA	-do-	9,00,000 1,94,250	AEC JSN	
		TOTAL	10,94,250		
61.	VIDYA MAHASABHA KANYA GURUKUL MAHAVIDYALYA KHARKHODA, DISTT. SONEPAT, HARYANA	-do-	10,65,330 1,57,500	AEC JSN	
		TOTAL	12,22,830		
62.	INDIA DEVELOPMENT SERVICE (INTERNATIONAL) MEDLERI, RENNIBENNUR TQ. DHARWAD DISTT., KARNATAKA. PIN-581211	-do-	90,000 21,000	AEC JSN	
		TOTAL	1.11,000		
63.	SHRI BASAVESHWARA LIBERAL EDUCATION SOCIETY, HERUR-KALAKERI, HANAGALL Tq., DHARWAD DISTT., KARNATAKA STATE-581148.	-do-	1,35,650	AEC	
64.	KASTURBA GANDHI NATIONAL MEMORIAL TRUST P.O BOX NO.12 KASTURBAGRAM ARSIKERE-573103, Dt.HASAN, KARNATAKA	-do-	2,76,750	DRU	
65.	LINGUISTIC MINORITIES DEVELOPMENT TRUST (LIMDET) RENUMAKALAHALLI, GUDIVANDA P.O. KOLAR DIST.-561209, KARNATAKA	-do-	1,20,565	AEC	
66.	GRAMEENA VIDYA PEETH TRUST MALAVALLI TALUK MANDYA DISTT.-571430 KARNATAKA.	-do-	1,80,000	AEC	
		TOTAL	1,80,000		
67.	INSTITUTE OF APPLIED LANGUAGE SCIENCES BOGADI ROAD, MYSORE-570006	-do-	2,27,250	MSC	

1	2	3	4	5	6
68.	HARIJAN SEVAK SANGH SHANTINIKETAN, KATTAKKADA P.O. TRIVANDRUM DISTT. KERALA-695572	-do-	2,10,000	JSN	
69.	KERALA SASTRA SAHITYA PARISHAD PARISHAD BHAVAN TRIVANDRUM-695037	-do-	20,00,000	JSN	
70.	Mitraniketan Mitraniketan P.O., Vellanad-695 543 Trivandrum Dist. Kerala	-do-	1,12,063	AEC	
71.	VINOBANIKETAN VINOBANIKETAN PO MALAYADI TRIVANDRUM DIST. KERALA-695542	-do-	1,21,008	AEC	
72.	BHARATIYA GRAMEEN MAHILA SANGH, 146 PRECONO COLONY, INDORE MADHYAPRADESH	-do-	17,33,447 5,62,680	AEC JSN	
		TOTAL	22,96,127		
73.	MANDSAUR JILLA SAMAGRA SEVA SANGH, SARVODAYA SADHANA KENDRA, GRAM PHOOLKEDA, P.O.PAVRI, GAROT, MANDSAUR DISTT.,	-do-	16,50,000	TLC	
74.	MAHATMA GANDHI SEVA ASHRAM, JOURA, DISTT. MORENA, MADHYA PRADESH.	-do-	11,51,316	TLC	
75.	DISHA TRUST, BILADI BADA, HANDI PARA WARD, RAIPUR, M.P.-492001.	-do-	1,02,900	AR	

1	2	3	4	5	6
76.	SOCIETY FOR ACTION IN CREATIVE EDUCATION AND DEVELOPMENT (SACRED), C/O INSTITUTE OF MANAGEMENT, TRAINING AND RESEARCH, 49, SAMARTH NAGAR, AURANGABAD-431001 (M.S.).	-do-	10,19,105	AEC	
77.	ADHUNIK KISAN SHIKSHAN SANSTHA BRAMHAPURI P.O. CHANDRAPUR DISTT. MAHARASHTRA-441206.	-do-	1,16,843	AEC	
78.	RENUKADEVI SHIKSHAN SANSTHA, AT/P.O.PIMPALGAON(RENUKAI), BHOKARDAN TALUKA, JALNA DISTT., MAHARASHTRA-431203.	-do-	1,16,843	AEC	
79.	SAVITRI BAI PHULE MAGASVARGIYA MAHILA MANDAL AT & P.O. BHOKARDAN, DIST. JALNA-431114, MAHARASHTRA.	-do-	1,23,417	AEC	
80.	SATIMATA SHIKSHAN SANSTHA, 11- VYANKATESH NAGAR, KHAMLA ROAD, NAGPUR (MAHARASHTRA)-440025.	-do-	1,33,262	AEC	
81.	SARVODAYA SHIKSHAN MANDAL, AT/P.O. PERSEONI, DISTRICT NAGPUR, MAHARASHTRA-441 105.	-do-	1,26,300	AEC	
82.	VIDARBHA PRADESHIK BASAVA SAMITI, KESHAORAO BUTY ROAD,SITABULDI, NAGPUR-440 012. MAHARASHTRA.	-do-	2,45,274	AEC	
83.	NATIONAL CENTRE FOR RURAL DEVELOPMENT DR. KORKE'S BUNGALOW, 253, SHIVAJI NAGAR NAGPUR-440010	-do-	12,73,190	AEC	

1	2	3	4	5	6
84.	RAMABAI AMBEDAKAR SHIKSHAN PRASARAK MANDAL, JINTOOR ROAD, PARBHANI, MAHARASHTRA-431 401	-do-	1,17,885	AEC	
85.	MAHARASHTRA MAGAS VARGA SEVA SANGH, AT & POST "VASANTNAGAR" YEDSI, TQ.KALMNURI, DIST. PARBHANI, MAHARASHTRA-431701	-do-	1,45,719	AEC	
86.	INDIAN INSTITUTE OF EDUCATION 128/2, J.P.NAIK ROAD, KOTHRUD, PUNE-411029.	-do-	9,06,000 5,00,000 5,00,000	DRU TRG TRG	
		TOTAL	14,06,000		
87.	MAHARANI DEVI AHILYABAI HOLKAR EDUCATION SOCIETY 23-GAJANAM HOUSING SOCIETY, NEMINATH NAGAR,GUEST HOUSE, SANGLI-416416, MAHARASHTRA.	-do-	1,26,300	AEC	
88.	LATE MOTILAL NAIK EDUCATION SOCIETY AT/P.O VITHALA, TQ.DIGRAS, DISTT. YEOTMAL, MAHARASHTRA-445203.	-do-	1,16,843	AEC	
89.	SHRI VISHUDDHA VIDYALAYA, SHIVAJI NAGAR, YEOTMAL DISTT., MAHARASHTRA-445001.	-do-	1,16,843	AEC	
90.	COMMITTEE OF RESOURCE ORGANISATIONS FOR MASS PROGRAMME OF FUNCTIONAL LITERACY, C/o Dr. MADHAV CHAVAN, DEPTT. OF CHEMICAL TECHNOLOGY, UNIVERSITY OF BOMBAY, MATUNGA, BOMBAY-400019.	-do-	4,23,000	DRU	

1	2	3	4	5	6
91.	THE MANIPUR VOCATIONAL INSTITUTE MEKOLA BAZAR, B.P.O. LAIPHRKOM (IMPHAL), IMPHAL WEST-II DEVELOPMENT BLOCK, IMPHAL DT. MANIPUR-795001	-do-	5,99,466	AEC JSN	
		TOTAL	6,08,926		
92.	INTEGRATED RURAL DEVELOPMENT SOCIETY LILONG P.O., IMPHAL DT. MANIPUR-795130	-do-	3,02,675	AEC	
93.	WANGJING WOMENS & GIRLS SOCIETY WANGJING BAZAR P.O. WANGJING THOUBAL BLOCK THOUBAL DT. MANIPUR-795148	-do-	2,72,384	AEC	
94.	THE RURAL DEVELOPMENT SOCIETY, WANGJING BAZAR, P.O. WANGJING, THOUBAL C.D. BLOCK, THOUBAL DISTT. MANIPUR-795148	-do-	2,28,239	AEC	
95.	NETAJI YUBAK SANGHA AT-P.O GOILBHADI VIA TITILAGARH DISTT BOLANGIR ORISSA 767033	-do-	1,16,843	AEC	
96.	RAMJEE YUBAK SANGHA, AT/P.O. SADAIPALI, VIA. CHANDANBHATI, DISTT. BALANGIR, ORISSA-767065.	-do-	1,80,000 31,500	AEC JSN	
		TOTAL	2,11,500		
97.	NAVJYOTI, P.O. GARUDAGAN, VIA KOTSAHI, DISTT. CUTTACK, ORISSA-754022.	-do-	12,50,000	TLC	

1	2	3	4	5	6
98.	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION AT/PO BOINDA, ATHMALLIK DISTT. DHENKANAL ORISSA PIN-759127	-do-	9,25,000	CVA	
99.	YOUTH ASSOCIATION FOR RURAL RECONSTRUCTION AT/PO BOINDA, ATHMALLIK DISTT. DHENKANAL ORISSA PIN-759127	-do-	9,25,000	CVA	
100.	VISHWAS KHARIAR ROAD, NAWAPARA BLOCK KALAHANDI DISTT.-766104, ORISSA.	-do-	5,37,500	TLC	
101.	ANTYODAYA CHETANA MANDAL, BARKAND P.O., VIA MORODA, MAYURBHANJ DIST., ORISSA-757016.	-do-	7,50,000	TLC	
102.	LOCAL COMMITTEE THE CHIEF KHALSA DIWAN, TARN TARAN, AMRITSAR PUNJAB-143401.	-do-	2,28,239	AEC	
103.	AJMER PROUDH SHIKSHAN SAMITI SHASTRI NAGAR EXTENSION, VIDYOOT MARG, AJMER-305006. RAJASTHAN	-do-	3,54,191 2,30,847	AEC JSN	
104.	SRI HARI KRISHAN SHIKSHA PARSAR SAMITI BURJA HOUSE, MAHAL CHOWK ALWAR-301001	-do-	1,80,000 42,000	AEC JSN	
		TOTAL	2,22,000		
105.	ZILLA MAHILA JAGRITI PARISHAD STATION ROAD, BARMER-344001 RAJASTHAN	-do-	1,95,471	AEC	
		TOTAL	1,95,471		

1	2	3	4	5	6
106.	BHILWARA DISTRICT ADULT EDUCATION ASSOCIATION 8/199, SINDHU NAGAR, BHILWARA-311001, RAJASTHAN.	-do-	2,81,227 3,15,000	AEC JSN	
		TOTAL	5,96,227		
107.	BIKANER ADULT EDUCATION ASSOCIATION SARASWATI PARK, P.B. 28, PURANI GINNANI BIKANER-334001. RAJASTHAN.	-do-	24,33,327 3,15,000	AEC JSN	
		TOTAL	27,48,327		
108.	PRAYAS VILL-DEOGARH(DEOLIA) VIA- PRATAPGARH DT. CHITTORGARH RAJASTHAN-312621	-do-	2,10,000	AEC	
109.	GANDHI VIDYA MANDIR SARDARSHAHAR, RAJASTHAN-331401.	-do-	2,46,814 63,000	AEC JSN	
		TOTAL	3,09,814		
110.	LOK SHIKSHAN SANSTHAN P-87, NAGARPARADE ROAD, GARAGORIBAZAR, JAIPUR-302002	-do-	4,14,512 1,05,000	AEC JSN	
		TOTAL	5,19,512		
111.	PRAGATI TRUST MANOHAR NILAY, I-SARDAR PATEL ROAD, JAIPUR, RAJASTHAN-302001	-do-	1,16,065	AEC	
112.	RADHA BAL MANDIR VIDYALAY SAMITI, BUS STAND, PIPAR SAHAR, JODHPUR, RAJASTHAN-342601.	-do-	90,000 31,500	AEC JSN	
		TOTAL	1,21,500		
113.	GRAMEEN BAL VIKAS SANSTHA PIPAD SHAHAR, JODHPUR, RAJASTHAN. PIN-346601.	-do-	90,000 31,500	AEC JSN	
		TOTAL	1,21,500		

1	2	3	4	5	6
114.	JAIN VISHVA BHARATI, AT/P.O. LADNUN, TEHSIL LADNUN, NAGORE DISTT., RAJASTHAN-341306.	-do-	2,83,500	JSN	
115.	INDIRA SHIKSHA SAMITI WAZIRPUR BRANCH OFFICE, SATATION ROAD, GANGAPUR CITY, ZILA SWAI MADHOPUR, RAJASTHAN-322201.	-do-	1,80,000 42,000	AEC JSN	
	TOTAL		2,22,000		
116.	SEVA MANDIR UDAIPUR-313001 RAJASHTHAN	-do-	10,30,640 3,67,500	AEC JSN	
	TOTAL		13,98,140		
117.	DURAI SWAMY GENEROUS SOCIAL EDUCATION ASSOCIATION VILVARAYANALLUR, PAKKAM POST, MADURANTAKAM TALUK, CHENGLEPATTU DT., (T.N) 603301	-do-	1,13,843	AEC	
	TOTAL		1,13,843		
118.	THE G.R.D. TRUST KALAI KATHIR BUILDINGS AVANASHI ROAD, COMBATORE-641037 T.N	-do-	2,83,536 73,500	AEC JSN	
	TOTAL		4,67,236		
119.	YOUTH ASSOCIATION MATHURAMALINGAPURAM, TIRUCHULI BLOCK, KAMARAJAR DISTT. TAMIL NADU	-do-	1,12,712	AEC	
	TOTAL		1,12,712		
120.	TAMIL NADU BASIC EDUCATION SOCIETY GANDHI NIKETAN ASHRAM T. KALLUPATTI, MADURAI-626702	-do-	58,532 98,000	AEC JSN	

1	2	3	4	5	6
121.	WELFARE ASSOCIATION FOR THE RURAL MASS KADALADI VILL. & P.O., NORTH ARCOT DISTT., T.N-606709	-do-	1,16,843 15,250	AEC JSN	
		TOTAL	1,32,093		
122.	KALVI ULGAM EDUCATIONAL SOCIETY, AT/P.O LATTERI, NORTH ARCOT DISTT., T.N.-632202	-do-	5,22,784 1,40,000	AEC JSN	
		TOTAL	6,62,784		
123.	TIRUPPUTTUR RURAL UPLIFT PROJECT ASSOCIATION (TRUPPA) SIRKUDALPATTI TIRUPATTUR TALUK PASUMPON MUTHURAMALINGAM DISTT. T.N-623215	-do-	1,16,843 21,000	AEC JSN	
		TOTAL	1,37,843		
124.	KANDASWAMY KENDAR'S TRUST BOARD VELUR, SALEM DISTT., T.N-638182	-do-	2,72,640 3,38,548	AEC JSN	
		TOTAL	6,11,188		
125.	MADHAR NALA THONDU NIRUVANAM THIRUVENDIPURAM MAIN ROAD, PADHIRIKUPPAM,P.O.CUDDALORE, SOUTH ARCOT DISTT T.N-607401	-do-	7,01,140	AEC	
126.	CHRISTIAN EDUCATIONAL DEVELOPMENT SOCIETY 12, NAPALAYA STREET, VILLUPURAM, S.A. DISTT., TAMIL NADU-605602.	-do-	9,07,609 70,000	AEC JSN	
		TOTAL	*****52,500 *****9,77,609		
127.	CONGREGATION OF THE SISTERS OF THE CROSS OF CHAVANOD P.B.NO.395, OLD GOODS SHED ROAD, TEPPAKULAM, TIRUCHIRAPALLI TAMILNADU-620002	-do-	2,92,714 2,10,000	AEC JSN	
		TOTAL	5,02,714		

1	2	3	4	5	6
128.	KHAJAMALAI LADIES ASSOCIATION, AT/P.O KHAJAMALAI, TIRUCHIRAPALLI DISTT., TAMIL NADU-620023.	-do-	94,512 2,59,215	AEC JSN	
		TOTAL	3,53,727		
129.	PUNJAB ASSOCIATION LAJPAT RAI DHAWAN, POST BOX NO. 416, 170,171,172-PETERS ROAD, ROYAPETTAH, MADRAS-600014	-do-	12,79,350 1,75,000	AEC JSN	
		TOTAL	14,54,350		
130.	WOMEN'S VOLUNTARY SERVICE OF TAMIL NADU, 19, EAST SPUR TANK ROAD, CHETPET, MADRAS-600031 TAMIL NADU.		1,89,024 1,62,750	AEC JSN	
		TOTAL	4,06,026		
131.	WOMEN'S INDIAN ASSOCIATION, 43, GREENWAYS ROAD, MADRAS-600028 TAMIL NADU.	-do-	4,75,275 31,500	AEC JSN	
		TOTAL	5,69,775		
132.	JAYAPRAKASH YOUTH RESEARCH CENTRE 1ST CROSS STREET, 4 CUSTOMS COLONY, BESANT NAGAR, MADRAS-600090.	-do-	4,40,600	AEC	
		TOTAL	4,40,600		
133.	BHARATIYA SHIKSHAN SEVA SANSTHAN DILIPCHANDPUR, BARAUT, DISTT. ALLAHABAD. U.P-221502		1,26,707 21,000	AEC JSN	
134.	ADARSH SHIKSHA SAMITI PURE BHANAI, BARAUT, DISTT. ALLAHABAD. U.P.-221502	-do-	1,99,374 10,314	AEC JSN	
		TOTAL	2,09,688		

1	2	3	4	5	6
135.	VINOBA ADARSH SHIKSHA SAMITI VINOBA NAGAR, NAI BAZAR NAINI, DISTT. ALLAHABAD, U.P-211008	-do-	1,16,843	AEC	
		TOTAL	1,16,843		
136.	GRAMYA VIKAS SEVA SANSTHAN BHAILPUTRI NIKETAN 28-B/4-A/1, ALLAPUR ALLAHABAD U.P-211001	-do-	1,16,843	AEC	
137.	NEHRU BAL MANDAL 8-A, PATRAKAR COLONY, ASHOK NAGAR, ALLAHABAD-211001 U.P.	-do-	1,66,525 34,355	AEC JSN	
		TOTAL	2,00,880		
138.	DR. AMBEDKAR SAMAJ SEVA MANDAL VILL. VESKI, P.O SAIDABAD, DT. ALLAHABAD U.P-221508	-do-	4,67,976	AEC	
139.	BAGHAMBARI AWAS SHIKSHA SAMITI 23/47/55, KIDWAI NAGAR ALLAPUR ALLAHABAD U.P-211006	-do-	1,16,843	AEC	
140.	MAHILA UDYOG PRASHIKSHAN KENDRA 261/4, SALIK GANJ ROAD MUTHIGANJ ALLAHABAD-211003	-do- *	1,80,000 36,500	AEC JSN	
141.	JAN SHIKSHAN ACADEMY 501, PARK ROAD, ALLAHABAD. U.P.211002	-do-	1,63,654	AEC	
142.	PURVANCHAL GRAM VIKAS SANSTHAN, VILL. JAGDISHPUR, TAKTEVA RAMPUR PO, AZAMGARH DISTT.,U.P. PIN-276 001	-do-	1,35,287	AEC	

1	2	3	4	5	6
143.	ATODAR GRAMODYOG SEVA MANDAL JOITAPUR BAZAR P.O FAQARPUR DISTT. BAHARAICH-271801 U.P	-do-	1,23,500 31,500	AEC JSN	
		TOTAL	1,55,000		
144.	KHADI GRAMODYOG SAMITI VILL. BHARALI BABU, P.O WALTERGANJ, DISTT. BASTI, U.P PIN-272182		1,25,116	AEC	
145.	NARI VIKAS SANSTHA MATRACHAYA, NAJIBABAD, BIJNOR DISTT. U.P	-do-	4,14,512	AEC	
146.	MAHILA SEVA SANSTHAN MOHALLA KAYSTHAN, P.O CHANDPUR BIJNAUR DISTT. U.P-246725		1,16,843	AEC	
147.	MYANA GRAMODYOG SEVA SANSTHA, MURARI NAGAR, G.T. ROAD, KHURJA BULAND SHAHAR DT., U.P.	-do-	5,08,140 63,000	AEC JSN	
		TOTAL	5,71,140		
149.	GOMATI PRAYAG JAN KALYAN PARISHAD AT. BAKUNDA, P.O DUNGLWALI DISTT. CHAMOLI U.P-246446	-do-	1,58,227	AEC	
150.	JAN KALYAN SHIKSHA SAMITI AT PAWA NAGAR P.O FAZIL NAGAR DISTT. DEORIA-274401 U.P		1,10,005	AEC	
151.	MANAV SEVA SANSTHAN ATHARHA, P.O.GAUNARIA, CAPTAINGANJ, DIST. DEORIA,U.P-274301.		11,00,000	TLC	

1	2	3	4	5	6
152.	207, SARAI MISHRA, ETAH, (U.P.).	TOTAL	1,23,662		
153.	SHRI HARI GRAM UDYOG SEVA SANSTHAN SHRI HARI NIKUNJ, NEAR CO-OP BANK, NAURANGABAD, ETAWAH, U.P.-206001		1,16,843	AEC	
			92,500	JSN	
154.	SAGHAN VIKAS KSHETRA SAMITI, BHITI, DISTT. FAIZABAD, UTTAR PRADESH-224132	-do-	1,16,843	AEC	
155.	INSTITUTE OF SOCIAL HEALTH WELFARE RURAL DEVELOPMENT AND EDUCATIONAL SOCIETY, RASOOLPUR (DIYARA), DOSTPUR, FAIZABAD, UTTAR PRADESH.	-do-	1,80,000	AEC	
156.	RATAN GRAMODYOG SEWA SANSTHAN, VILL. & P.O. BIKAPUR, DIST. FAIZABAD, U.P.-224205.	-do-	14,00,000	TLC	
157.	VIVEKANAND SANSTHAN, AKBARPUR, FAIZABAD, U.P.-224122.	-do-	12,50,000	TLC	
158.	J.P SEVA SAMITI AT PHROJPUR, AMOLAR P.O., FARUKHABAD DISTT. U.P	-do-	1,17,299	AEC	
159.	NATIONAL HARIJAN SCHOOL BAHRIABAD, TEHSIL SAIDPUR DISTT. GHAZIPUR U.P.-233001	-do-	1,16,843	AEC	
160.	ASHOK SANSTHAN, KUNDESAR, GHAZIPUR DISTT., U.P.-233234.	-do-	13,00,000	TLC	

1	2	3	4	5	6
161.	GRAM VIKAS SAMITI VILL. PARSHURAMPUR P.O SARAWAN, TEH. TARALGANJ DISTT. GONDA-271403 U.P	-do-	1,49,187	AEC	
		TOTAL	1,49,187		
162.	ADARSH JAN KALYAN PARISHAD, BILGRAM, DIST. HARDOI, U.P.	-do-	14,00,000	TLC	
163.	SHRAMIK VIDYAPITH 15/96, CIVIL LINE, KANPUR, UTTAR PRADESH-208001	-do-	1,20,600	AEC	
164.	SAMAJIK UTHAN SAMITHI SHIKSHU VIDYA MANDIR, BHAVAN OPURWA, P.O HARJINDER NAGAR, KANPUR, U.P	-do-	90,000 *15,750	AEC JSN	
165.	INDIAN WOMEN'S INDUSTRIAL TRAINING INSTITUTE AND REHABILITATION, 460, DEOPUR, P.O. RAJAJIPURAM, LUCKNOW,(U.P.). PIN 226017	-do-	*4,91,145 1,05,000	AEC JSN	
166.	NEW PUBLIC SCHOOL SAMITI 504/63, TAGORE MARG, NEAR BANDI MATA MANDIR, DALIGANJ LUCKNOW	-do-	3,18,239 15,750	AEC JSN	
167.	GRAM SEVA NIKETAN 295/23, ASHRAFABAD LUCKNOW-226003 U.P	-do-	1,13,968	AEC	
168.	INDIA LITERACY BOARD LITERACY HOUSE, P.O. ALAM BAGH LUCKNOW U.P-226005	-do-	89,59,092 1,29,405	AEC JSN	
		TOTAL	1,06,42,247		

1	2	3	4	5	6
169.	AKHIL BHARTIYA ANATH ASHRAM SEVA SANSTHAN 98, MAIMARAN, P.O & VILLAGE - JAHANGEERABAD DISTT. BULANDSHAHR U.P-202394	-do-	1,16,843	AEC	
170.	SHRI MAHILA UDYOG SAMAJ UTTHAN SAMITI KISHOREPURA, VRINDABAN DISTT. MATHURA U.P-81121	-do-	2,28,239 42,000	AEC JSN	
171.	IRSHAD ACADEMY NAUGAZAH SHAHPPER GATE, MEERUT, U.P PIN-250002	-do-	1,20,065 21,000	AEC JSN	
		TOTAL	1, 41,065		
172.	BANWASI SEVA ASHRAM GOVINDPUR (VIA TURRA) DISTT. MIRZAPUR(SONBHADRA) U.P-231221	-do-	3,37,300 63,000	AEC WS	
		TOTAL	4,00,300		
173.	WASALI GANJ, MIRZAPUR U.P-231001				
		TOTAL	1,15,250		
174.	MAHILA PUNROTHAN SAMITI VILL. & P.O BARKACHHA DISTT. MIRZAPUR U.P-231001	-do-	1,16,121	AEC	
175.	SWAMI VIVEKANAND SHIKSHA SAMITI SANKTHA GHAT MIRZAPUR, U.P-231001	-do-	1,16,278	AEC	
176.	VINDHYA SHIKSHA SAMITI KACHAHARI ROAD, PEELIKOTHI MIRZAPUR U.P-231001	-do-	1,16,143	AEC	

1	2	3	4	5	6
177.	BANVASI SEVA ASHRAM GOVINDPUR VIA - TURRA, DISTRICT - MIRZAPUR U.P.-231221.	-do-	55,00,000	MSC	
178.	BHARTIYA MAHILA VIKAS SANSTHAN AT/PO DHANAURA, DISTT. MORADABAD-244231 U.P	-do-	1,16,617	AEC	
179.	GRAMODYOG VIKAS MANDAL KALA KHERA, SATYA BHAWAN DELHI ROAD, JOYA DISTT. MORADABAD-244222 U.P	-do-	1,17,897	AEC	
180.	ADARASH SEVA SAMITI 326/1, SAKET COLONY, LANE NO.6, MUZZAFARNAGAR PIN-251001	-do-	94,512 70,000	AEC JSN	
		TOTAL	1,64,512		
181.	NISHAT SHIKSHA SAMITI, ASTANA NAI BASTI, HALDWANI, DISTT. NAINITAL, UTTAR PRADESH. PIN-263139	-do-	4,14,512 35,000	AEC JSN	
		TOTAL	*4,49,512		
182.	U.P. RANA BENI MADHAV JAN KALYAN SAMITI GULAB ROAD, RAE BARELI, U.P.	-do-	14,83,557 1,57,500	AEC JSN	
		TOTAL	*16,41,057		
183.	AMETHI MAHILA SWACHCHIK SEVA SAMITI AMETHI, DISTT. SULTANPUR-227405 U.P	-do-	1,16,843 31,500	AEC JSN	
		TOTAL	1,48,343		
184.	SAGHAN KSHETRA VIKAS SAMATI, SEWAPURI, VARANASI, U.P-221403.	-do-	19,50,000	TLC	

1	2	3	4	5	6
185.	SIDHU-KANHU GRAMUNNAYAN SAMITI MEMARI, BURDWAN DISTT., WEST BENGAL-713514	-do-	3,70,000 52,500	AEC JSN	
		TOTAL	4,22,500		
186.	RAMAKRISHNA MISSION JANASIKSHAMANDIRA BELUR MATH, HOWRAH-711202, WEST BENGAL.	-do- *****0	3,20,000 *****14,000	AEC JSN	
		TOTAL *****0	*****4,89,988		
187.	RAMAKRISHNA VEVEKANANDA MISSION 7-RIVERSIDE ROAD, BARRACKPORE, DT. 24-PARGANAS WEST BENGAL-743101	-do-	3,67,723 35,000	AEC JSN	
		TOTAL	4,02,723		
188.	TAGORE SOCIETY FOR RURAL DEVELOPMENT, VILLAGE & P.O. RANGABLIA, (VIA-GOSABA), DISTT. 24-PARGANAS(SOUTH), WEST BENGAL.	-do-	1,20,600	AEC	
		TOTAL *****0	*****1,20,600		
189.	RAMKRISHNA MISSION LOSIKSHA PARISHAD RAMAKRISHNA MISSION ASHRAM P.O NARENDRAPUR 24, PARGANAS (SOUTH)	-do-	2,18,736 22,20,030	AEC MSC	
		TOTAL	24,38,766		
190.	PASCHIM BANGA KHERIA SABAR KALYAN SAMITI Vill & P.O. RAJNOWGARJ DISTRICT PURULIA 723128 S-60975	-do-	1,80,000	AEC	
191.	TAGORE SOCIETY FOR RURAL DEVELOPMENT 14- KHUDI RAM BOSE ROAD, CALCUTTA-700006	-do-	7,36,600 21,000 7,57,600	AEC JSN	
192.	BENGAL SOCIAL SERVICE LEAGUE 1/6 RAJA DENENDRA STREET CALCUTTA-700009	-do-	1,80,000	AEC	

1	2	3	4	5	6
193.	ALL INDIA COUNCIL FOR MASS EDUCATION AND DEVELOPMENT 60, PATUATOLA LANE CALCUTTA-700009	-do-	4,00,000 5,35,500	AEC JSN	
		TOTAL	9,35,500		
194.	INDIAN RED CROSS SOCIETY WEST BENGAL BRANCH 27, BELVEDRE ROAD, CALCUTTA-700027	-do-	1,20,600	AEC	
195.	SREE RAMKRISHNA SATYANANDA ASHRAM 46/2, DESHBANDHU ROAD, (WEST) CALCUTTA - 35.	-do-	2,89,009 46,284 2,10,000	AEC JSN JSN	
		TOTAL	5,45,293		
196.	PUNJAB BACKWARD CLASSES DEVELOPMENT BOARD 1143, 36-C, CHANDIGARH PUNJAB	-do-	*3,96,396 1,05,000	AEC JSN	
		TOTAL	5,01,396		
197.	SARV BHARAT SRI RAVIDAS PARCHAR FOUNDATION 393, SECTOR -38, CHANDIGARH-160036	-do-	1,17,950 70,000 1,87,950	AEC JSN	
198.	INDIAN ADULT EDUCATION ASSOCIATION 17-B, I.P. ESTATE, NEW DELHI-110002.	-do-	3,20,000	AEC	
199.	PHD RURAL DEVELOPMENT FOUNDATION PHD HOUSE, THAPAR FLOOR OPP. ASIANGAMES VILLAGE NEW DELHI-110016	-do-	3,20,000	AEC	
200.	JAN JAGRITI EDUCATIONAL SOCIETY M-186, MANGOLPURI DELHI-110083	-do-	90,000 17,750 1,07,750	AEC JSN	
201.	RAVI BHARATI SHIKSHA SAMITI BHOLANATHNAGAR, SHAHDARA, NEW DELHI-110032	-do-	3,20,000	AEC	

1	2	3	4	5	6
202.	MAHILA CHETNA KENDRA F.26, B.K. DUTT COLONY, LODHI ROAD, NEW DELHI-110003.	-do-	4,14,512 84,000	AEC JSN	
		TOTAL	4,98,512		
203.	ALL INDIA CENTRE FOR URBAN AND RURAL DEVELOPMENT 5, BHAI VEERSINGH MARGH, COLEMARKET, NEW DELHI-110001.	-do-	*3,57,900	AEC	
204.	SEVAGRAM VIKAS SANSTHAN, 1, DARYAGANJ, NEW DELHI-110002.	-do-	2,44,500	BP	
205.	NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION(NIEPA) 17-B, AUROBINDO MARG, NEW DELHI-110016.	-do-	72,000 2,66,000 2,66,000	MSC TRG TRG	
		TOTAL	3,38,000		
207.	DR. A.V. BALIGA MEMORIAL TRUST LINK HOUSE, BAHADUR SHAH ZAFAR MARG, NEW DELHI-110002	-do-	13,12,165 3,15,000	AEC JSN	
		TOTAL	16,27,165		
208.	THE DEVELOPMENT, JUSTICE & PEACE, DELHI CATHOLIC ARCIDIOCES "CHETANALAYA" ASHOK PLACE, NEW DELHI-110001.	-do-	1,80,000	AEC	

NAME OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING
GRANTS-IN-AID OF RS.1 LAKH ANE MORE DURING 1989-90

Sl.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1989-90	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	State Resource Centre, Deepayatan, Budha Colony, Patna - 800 001.	Providing academic and technical resource support for adult education programme.	Rs.36.11	Maintenance grant for State Resource Centre and for preparation of literacy kits under Mass Programme for Functional Literacy.	
2.	State Resource Centre for Adult Education, Literacy House, P.O. Alambagh, Lucknow-226005	- do -	Rs.48.50	- do -	
3.	State Resource Centre for Adult Education, Bhartiya Grameen Mahila Sangh, 680, Vijaya Nagar, Annapurna Road Indore - 452 009	- do -	Rs.20.46	- do -	
4.	State Resource Centre for Non-formal Education, Tamil Nadu Board of Continuing Education, No.4, 2nd Street, Venkateswara nagar, Adayar, Madras-600020.	- do -	Rs.24.39	- do -	
5.	State Resource Centre for Adult Education, Kerala Association for Non-formal Education, (KANFED) Saksharata Bhawan, Trivandrum-695014.	- do -	Rs.6.50	- do -	

(1)	(2)	(3)	(4)	(5)	(6)
6.	State Resource Centre for Non-formal Education, Indian Institute of Education, C/o. Indian Institute of Education, 128/2 JP Naik Road, Kothrud, Pune-411029	- do -	Rs.36.50	- do -	
7.	State Resource Centre for Adult Education, Jamia Millia Islamia Jamia Nagar, New Delhi - 110 025.	- do -	Rs.13.50	- do -	
8.	State Resource Centre for Adult Education, Gujarat Vidyapeeth, Ashram Road, Ahmedabad-380014	- do -	Rs.9.83	- do -	
9.	State Resource Centre for Adult Education, Rajasthan, Adult Education Association, 7-A, Jhalana Doongri Institutional Area, Jaipur - 302 004.	- do -	Rs.33.91	- do -	
10.	State Resource Centre for Adult Education, C/o. Bengal Social Service League, 1/6, Raja Dinendra St., Calcutta-700009.	- do -	Rs.19.21	- do -	
11.	State Resource Centre for Adult Education, Plot No.159, (Near Vishnu Mandir) Sahidnagar, Bhubaneshwar-751007	- do -	Rs.19.90	- do -	

(1)	(2)	(3)	(4)	(5)	(6)
12.	State Resource Centre for Adult Education, Karnataka State Adult Education Council, 501, Chitrabhanu Road, A&B Block, Kuvempunagar, Mysore-570023.	- do -	Rs.29.26	- do -	
13.	State Resource Centre for Adult Education, Literacy House, Andhra Mahila Sabha (AMS), AMS College Campus University Road, Hyderabad-500 007.	- do -	Rs.25.98	- do -	

NAME OF PRIVATE AND VOLUNTARY ORGANISATIONS WHICH RECEIVED RECURRING GRANTS-IN-AID OF RS.1 LAKH AND MORE DURING 1989-90/1990-91

Sl.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1989-90	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
<u>School Education</u>					
1.	Uttarakhand Seva Nidhi, Almora Uttar Pradesh	Acting as a nodal agency for imple- mentation of the Centrally Sponsored Schemes of Environ- mental Orientation to School Education in Kumaon and Garhwal regions of Uttar Pradesh.	Rs.23.92 lakhs	Assisted 65 smaller NGOs in various activities, inclu- ding Balwadis, practical workbooks nurseries, planta- tion, sanitary latrines, drinking water, publication and training camps.	
2.	Centre for Environment Education, Ahmedabad.	Acting as a nodal agency for involving NGOs working in the area of environment education to take up local specific acti- vities in a cluster of schools around them.	Rs.14.12 lakhs	Assisted 10 NGOs in taking up various innovative projects in the field of environment education.	
3.	Guru Ghasidas University, Bilaspur Madhya Pradesh	Established mainly for human resource development of the area inhabited by Scheduled Tribes and other backward classes.	Rs.12.70 lakhs	Setting up nurseries in 200 schools, organization of 3 seminars for crea- ting environmental consciousness and conduct of various environmental acti- vities involving 20,000 students from 200 schools.	
4.	Hind Swaraj Mandal Rajkot, Gujarat	Organisation of various environ- ment education programmes in Saurashtra region.	Rs.1.34 lakhs	Preparation of ecological and social profiles of villages, eco-rege- neration activities and production of 10 booklets on environment.	

(1)	(2)	(3)	(4)	(5)	(6)
5.	Shri A.M.M. Murugappa Chettiar Research Centre, Madras.	Research and field work in the areas of energy and photosynthesis.	Rs.1.06 lakhs	Organisation of nature club and week-end camps involving 1,500 students and 200 teachers of 100 schools, preparation of teaching-learning materials, posters, stickers, films and slides.	

School Education and Physical Education

1.	Alarippu B-4/150-1, Safdarjang Enclave, New Delhi.	To organise workshops in Community Centres. Evolving through field work socially relevant plays, workshops with students particularly girl guides, slum youth etc. Training works for Anganwadi workers in U.P. and Sathins and Prachetas under NDP in Rajasthan. Production of video film on Women of Delhi.	Rs.8,16,584/-	Innovative use of Theatre and related communication media for Education. Theatre activity for motivation and liberation of students community.	
2.	Spic-Macay 41-42, Lucknow Road New Delhi.	To promote classical heritage in educational institutions all over the country. To organise a series of Lecture demonstration in schools and colleges. To organise a series of folk and craft programmes.	Rs.10,00,000	Classical heritage in Educational institutions.	

(1)	(2)	(3)	(4)	(5)	(6)
		To conduct Yoga Camps in schools and colleges.			
		To organise(Baithaks) all over the country.			
3.	Banasthali Vidyapith P.O. Banasthali Vidyapith-304 002 Rajasthan.	Banasthali Vidya- pith, Rajasthan is a premier Institu- tion in the field of women's education, with its all India character and is doing excellent work in the field of women's education.	Rs.10,00,000	Ad-hoc rent to Banasthali Vidyapeth.	To meet recurring deficit.
4.	NINASAM Nilakanteshwara Seva Sangha, Heggodu, Sagara Tq. Karnataka-577417.	A voluntary orga- nisation which uses Theatre and other cultural activities for social awareness.	Rs.1,80,000	To complement educational activities with proer cultural activities.	
5.	Dr.B.R. Ambedkar Mission, Ravindra Nagar, Shimoga-577201.	An institution dedicated to the Weaker Sections of the Society and of SC/ST in particular.	Rs.5,05,000	For construction of class rooms and dormitory for girl students.	
		To promote educa- tional and literary activities for the alround progress of the people.			
		To establish and run Residential Schools, educational institutions, Tech- nical institutes with special weigh- tage to weaker sections, SC/ST in particular.			

(1)	(2)	(3)	(4)	(5)	(6)
6.	The Theosophical Society, Adayar Madras-600020.	Improvement of educational standard of children belonging to SC/ST categories at Adayar in Madras Running orientation and Training courses for teachers. Development of learning materials for pupils.	Rs.1,03,000	Improvement of academic and physical facilities for Olcott Memorial School.	
7.	Ramakrishna Institute of Moral and Spiritual Education, Mysore.	To conduct Degree Course in Moral and Spiritual Education. To conduct short term courses in Moral and Spiritual education for in-service high school teachers of Karnataka State. The Retreat of college students from all over India. The Retreat for General Public.	Rs.3,00,000	Conducting courses of Teacher Training.	
		Moral and Spiritual Classes for upper, primary and high school boys of Mysore city.	Rs.4,45,000	Training of Yoga teachers.	
8.	Sanskar Shiksha Samiti, Bhopal.	Value Education at primary and middle stage for Doraha Block (Sehore District) and Tikamgarh Block in Madhya Pradesh.	Rs.4,33,300	Value education at primary and middle school stage for Doraha and Tikamgarh Blocks in Madhya Pradesh.	

(1)	(2)	(3)	(4)	(5)	(6)
0.	Kaivalyadhama Shreeman Madheva Yoga Mandir Samit Lonavala, District Pune Maharashtra.	Research and development of various aspects of Yoga and training of Yoga teachers.	Rs.33,10,000	Maintenance of various depart- ments of the Samiti which is a premier resource institu- tion for training of Yoga teachers.	
0.	Society for Rural Industrialisation Vill. Baragain P.O. RMCH Ranchi.	To develop tech- nology for the tribals, to train tribals for tech- nology input/mana- gement channels/ personnel.	Rs.6,00,000	Technological mean for non-formal vocational educa- tion for tribal villagers.	
1.	Indian Institute of Education, Pune	Reputed organisa- tion working in the area of edu- cational research and training.	Rs.2,27,000	Rural development through vocational training.	
2.	Triloknath Shankar- das Samaroh Nidhi New Delhi	To provide general relief education medical help to the poor to promote welfare, education and public health, irrespective of community, religion etc.	Rs.6,39,000	Training of rural population in certain employments so that they may employ themselves gainfully.	

Secondary Education

.	National Council of Science Museums, Calcutta.	Establishment of Central Research and Training Labo- ratory at Calcutta and Science centres at regional, sub- regional district and school levels.	Rs.11.55 lakhs	Establishment of 77 school science centres in differ- ent States.	
.	Bal Bhavan Society New Delhi.	An apex body of all the Bal Bhavan in the country.	Rs. 1.90 lakhs	Setting up of Science corners in 5 rural areas of Delhi.	
.	Academy of Develop- ment of Science, Raigad District,	Engaged in gene- ration of social knowledge and social	Rs. 1.42 lakhs	Action research to develop and test teaching/	

(1)	(2)	(3)	(4)	(5)	(6)
	Maharashtra	action leading to improve living conditions of under privileged rural class, particularly tribal people.			learning materials based on indigenous knowledge system in schools.
4.	Homi Bhaba Centre for Science Education, Bombay	An autonomous institutions under Department of Atomic Energy, involved in research and development of nuclear science and mathematics.	Rs. 2.75 lakhs		Organisation of international workshop on teaching mathematics at Goa under the aegis of the Indo-US Sub-Commission.
5.	Patriotic and People Oriented Science and Technology Foundation, Madras.	Engaged in evolving the basis of Science and technology having its roots in the Indian scientific and technological tradition.	Rs.2.63 lakhs		Preparation of 3 text books on various aspects of Indian tradition.
6.	Tamil Nadu Science Forum, Madras.	Engaged in organisation of various non-formal science activities, State Level Kala Jathas, quiz olympiad, various workshops on science popularisation, district level teacher training camps and childrens' science festivals. Designed and produced visual aids for science awareness focussing "Cosmos" peaceful uses of Nuclear Energy and "History of Science".	Rs.1.90 lakhs		Organisation of 10 teachers training workshops and 2 State level Science Festivals.

Sl.	Name of the Agency/ Organisation with Address	Brief Activities of Organisation	Amount of G.I.A. in 1990-91	Purpose for which Grant was utilised	Remarks
(1)	(2)	(3)	(4)	(5)	(6)

Promotion of Languages

1.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad.	Running of Hindi teaching centres Hindi Mahavidya- layas and Hindi Prachar centres etc.	Rs.3,38,100	Teaching Centres Mahavidyalayas Pracharak Sammelan and publication of Hindi Diary.	
2.	Hindi Pracher Sabha Hyderabad, A.P.	Running of Hindi teaching centres Hindi library/ reading room, Hindi typing classes and shorthand classes Hindi pracharak training Mahavid- yalaya and other propagation programmes.	Rs.1,40,175	Hindi typing and shorthand centres	
3.	Nagar Hindi Varg Sanchalak Adhyapak Sangh, Hyderabad	Running of Hindi Teaching classes Hindi library/ Reading room, Hindi typing and short- hand classes and other propagation programme.	Rs.1,33,230	Hindi teaching, Hindi typewriting and Shorthand classes, Hindi Library/Reading room, salaries to staff, Rent, purchase of books/ magazine etc.	
4.	Sobonsiri Seva Samiti, Lakhimpur Assam.	Promotion of Hindi	Rs.2,16,750	Typewriting/short- hand classes.	
5.	Assam Rajya Rashtra- bhasha Samiti, Jorhat.	Promotion of Hindi	Rs.1,12,500	Hindi typing centres	
6.	Hindi Vidyapith Deoghar, Bihar	Teaching classes, typewriting and shorthand classes.	Rs.1,97,635	Residential insti- tute of teaching Hindi, Hindi typing and shorthand classes and publi- cation of quarterly magazines.	

(1)	(2)	(3)	(4)	(5)	(6)
7.	Gujarat Vidyapith Ahmedabad	Promotion of Hindi	Rs.1,08,750	Hindi teaching classes, Hindi library, Hindi typing centres.	
8.	Gomantak Rashtra- basha Vidyapith, Madgaon, Goa.	Promotion of Hindi	Rs.1,15,650	Hindi teaching centre, Hindi library etc.	
9.	Karnataka Hindi Prachar Sabha, Jaya Nagar, Bangalore.	Running of teach- ing centres, library etc.	Rs.6,52,538	Hindi teaching centre, Hindi library etc.	
10.	Karnataka Mahila Hindi Seva Samiti Bangalore.	Hindi teaching classes, libra- ries, debates etc.	Rs.6,60,000	Hindi teaching classes, library and reading rooms Hindi typing classes, teacher training collges, Hindi Mahavidya- layas etc.	
11.	Mysore Hindi Prachar Parishad Shankarpuram,	Hindi teaching centres, type- writing and shorthand classes etc.	Rs.10,33,657	Hindi teaching classes, Hindi library, Hindi typing/shorthand classes etc.	
12.	Hindi Prachar Sangh, Muchol Karnataka.	Running of Hindi teaching classes.	Rs.1,10,325	Hindi teaching centres, Hindi library/Hindi Mahavidyalayas etc.	
13.	Kerala Hindi Prachar Sabha, Trivandrum.	Kendriya Maha- vidyala typewriting and shorthand classes, prizes etc.	Rs.4,27,550	Hindi libraries, Kendriya Maha- vidyalayas, Hindi Pracharak refresher courses, prizes etc.	
14.	Bombay Hindi Sabha, Bombay.	Promotion of Hindi	Rs.1,29,150	Hindi teaching Library magazines etc.	
15.	Rashtrabhasha Prachar Sabha Wardha.	Text books, cultu- ral programmes, organisation of seminars for Hindi Pracharaks etc.	Rs.2,39,925	Hindi Mahavidyalaya Hindi teaching centres, Hindi typing and short- hand classes.	

(1)	(2)	(3)	(4)	(5)	(6)
16.	Bombay Hindi Vidyapith, Bombay.	Teaching centres library, reading rooms, pracharaks centres, seminars, drama etc.	Rs.7,58,190	Hindi training centres, library etc.	
17.	Maharashtra Rashtrabasha Sabha, 388, Narayan Path, Poona.	Promotion of Hindi	Rs.1,50,750	Kendriya Granthalaya etc.	
18.	Manipur Hindi Parishad, Imphal.	- do -	Rs.2,04,450	Hindi classes	
19.	Manipur Rashtrabasha Prachar Samiti, Imphal.	Promotion of Hindi	Rs.1,59,750	Hindi Classes	
20.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack.	Running of Hindi teaching centres, Hindi Typewriting and Shorthand centres.	Rs.2,12,205	Hindi teaching classes, Hindi library, training programmes etc.	
21.	Orissa Rashtrabhasha Parishad Jagannath, Puri.	- do -	Rs.1,94,925	Hindi classes and propagation of Hindi.	
22.	Rupayan Sansthan, Jodhpur.	Promotion of Hindi	Rs.2,00,000	Preparation of Rajasthani-Hindi Kahawat-kosh.	
23.	Hindi Prachar Sansthan, Jaipur	- do -	Rs.2,11,050	Promotion of Hindi	
24.	Dakshin Bharat Hindi Prachar Sabha (for its branches at Madras, Hyderabad Bangalore, Tiruchirapalli, Dharwad and Ernakulam.	Free Hindi classes Maha Vidyalayas, Typewriting and shorthand classes prizes etc.	Rs.23,73,237	Hindi libraries, Kendriya Vidyalayas Hindi Pracharak refresher courses etc.	
25.	Research Foundation B-4/245, Safdarjang Enclave, New Delhi.	Promotion of Hindi	Rs.2,00,000	Promotion of Hindi	

(1)	(2)	(3)	(4)	(5)	(6)
26.	Kendriya Sachivalaya Hindi Parishad, New Delhi.	Organisation of various Hindi competitions, publications of magazines and books in Hindi organisation of Seminar, Sangoshthies etc. for development of Hindi.	Rs.3,63,000		For meeting expenditure of organisation of various competitions relating to Hindi, publication of Hindi magazines and books etc.
27.	Akhil Bhartiya Hindi Sansthan Sangh, New Delhi	Hindi propagation programmes.	Rs.6,35,412		Establishment expenditure and continuing Hindi propagation programmes.
28.	Bhartiya Ansvad Parisad, 9, Hailey Road, New Delhi.	Promotion of Hindi	Rs.1,33,748		Promotion of Hindi
29.	Dairatal Marifil Osmania, Hyderabad	Publication of Arabic Literature	Rs.1,57,000		Maintenance grant
30.	Anjuman Tarraqui-e-Urdu (Hind), New Delhi.	Promotion of Urdu	Rs.1,38,000		Maintenance grant

Sanskrit

1.	The Principal, Shri Rangalaxmi Adarsh Skt. Mahavidyalaya Vrindaban, Mathura.	Teaching	Rs.6,71,249.00		Salary/Scholarships/Contingencies/books furniture, Annual function, printing of books and repairs.
2.	The Principal, Jagdish Narayan Brahmachari Ashram Skt., Mahavidyalaya Lagma, Via Lohna Road, Rambhandharpur Distt.- Darbhanga, Bihar.	- do -	Rs.6,18,508.00		Salary/Scholarships/Contingencies/furniture/library books/repair of building.

(1)	(2)	(3)	(4)	(5)	(6)
3.	The Principal, Bhagwan Das Skt.M.V. P.O. Gurukul Kangri, Hardwar (UP)	- do -	Rs.5,41,125.00	Salary/Scholar- ships/Contingen- cies/furniture/ TA/DA/books/repair of building and printing of books.	
4.	The Principal, Dewan Krishan Kishore S.D., Adarsh Skt. College, Ambala Cantt.	- do -	Rs.5,20,220.00	Salary/Scholar- ships/P.F./Conti- gencies/furniture/ books/and purchase of typewriter.	
5.	Shri Ekarasanand Skt. M.V., Mainpuri (UP)	- do -	Rs.5,47,990.00	Scholarships/Con- tingencies/Furni- ture/books/repair of building.	
6.	The Madras Skt.College, and SSV Pathshala, 84, Royapeeth High Road, Mylapore, Madras.	- do -	Rs.6,76,836.00	Salary/Scholar- ships/ Contingencies/ repair of building.	
7.	Shri Swami PR Adarsh M.V., Bihar	- do -	Rs.4,75,475.00	- do -	
8.	Mumbadevi Skt.M.V., C/o. Bharatiya Vidya Bhawan, K.M. Munshi Marg, Bombay	- do -	Rs.7,51,640.00	Salary/Scholar- ships/Contingen- cies/TA&DA/ Library books.	
9.	Haryana Skt.Vidyapeeth P.O. Bhagola, Distt. Faridabad, Haryana.	- do -	Rs.4,41,013.00	- do -	
10.	Kuppuswami Shastri Research Institute, 84-Royapeeth Road, Mylapore, Madras.	Research	Rs.3,95,513.00	Contingencies/ Scholarships/ Salary/Furniture/ Publication/ Repair of building/adver- tisement.	

(1)	(2)	(3)	(4)	(5)	(6)
11.	Calicut Adarsh Skt. Vidyapeeth, Balussery, Distt. Calicut, Kerala.	Teaching	Rs.4,79,612.00		Salary/Contingen- cies/TA&DA/ Scholarships/ books and furniture.
12.	Vaidika Samsodhana Mandala Tilak Vidyapeeth Nagar, Poona-9.	Research	Rs.4,12,019.00		Salary/Contingen- cies and Library Books.
13.	Sri Chandrasekha- rendra Saraswati Nyaya Sastra Skt. M.V. No.3, East Mada Street, Little Kancheepuram	Teaching	Rs.4,08,321.00		- do -
14.	Lakshmi Devi Sharaff Adarsh Skt. M.V. Kali Rakha, Vill/P.O.: Deogarh (Bihar)	- do -	Rs.7,47,743.00		- do -
15.	Rajkumari Ganesh Sharma, Adarsh Skt. Pathshala, Kolhanta Patori Bihar.	- do -	Rs.5,57,289.00		- do -
16.	Himachal Adarsh Skt. M.V. Jangla Rohroo, H.P.	- do -	Rs.4,58,172.00		- do -
17.	Sanskrit Dictionary Project, Poona.	Preparation of Sanskrit Dictionary	Rs.14,25,000.00		Maintenance grant
18.	Raja Veda Kavya Pathashala, D.76/III, Cross Street, Srinagar Colony, Kumbakonam	Teaching	Rs.2,16,600.00		Salary/Scholar- ships
19.	Bharatiya Chaturdhan Ved Bhawan Nyas, Swadeshi House, Civil Lines, Kanpur	- do -	Rs.1,59,600.00		- do -

(1)	(2)	(3)	(4)	(5)	(6)
20.	The Mukhyadhish-thatai, Karya Gurukul M.V., Hathras, Distt. Aligarh (UP)	- do -	Rs.1,10,700.00	- do -	
21.	Rashtriya Veda Vidya Pratishthan, 10, Talkatora Road, New Delhi.	Supporting traditional vedic institutions and providing scholarships/fellowship etc. for promotion of oral tradition of Vedic studies.	Rs.22,00,000.00		
22.	The Director, Kalpataru Research, Academy, P.B.1857, Bangalore.	Preparation and Publication of 3rd & 4th volume of Pratima Kosha	Rs.2,59,006.00		

Higher Education

1.	Association of Indian Universities, New Delhi.		Rs.19,37,000.00		
2.	Dr.Zakir Hussain Memorial College Trust, Delhi.		Rs. 6,00,000.00		
3.	Sri Aurobindo International Institute of Educational Research, Auroville		Rs.16,24,468.00		
4.	Sri Aurobindo International Centre of Education, Pondicherry.		Rs.14,69,016.00		
5.	Mitraniketan, Vellanad		Rs. 2,00,000.00		

**Appendices on assistance to States/UTs
for implementing Centrally Sponsored
NPE Schemes*
(1987-88 to 1990-91)**

* Navodaya Vidyalayas are fully funded by the Central Government

APPENDIX-1

ASSISTANCE TO STATES/UTs FOR
OPERATION BLACKBOARD SCHEME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH	621.62	1590.77	1209.29	2095.00	5516.68
2	ARUNACHAL PRADESH	63.17	71.81	46.76	82.16	263.90
3	ASSAM	826.69	0.00	692.41		1519.10
4	BIHAR	1868.41	2151.64	1407.66	1684.02	7111.73
5	GOA	12.03	23.62	37.32	47.47	120.44
6	GUJARAT	466.43	0.00	727.44	503.10	1696.97
7	HARYANA	62.93	117.33	111.39		291.65
8	HIMACHAL PRADESH	148.75	280.94	458.09	297.03	1184.81
9	JAMMU&KASHMIR	156.90	347.04	0.00		503.94
10	KARNATAKA	168.67	853.09	537.08	717.54	2276.38
11	KERALA	151.11	223.44	0.00	156.12	530.67
12	MADHYA PRADESH	1194.10	1981.26	0.00	1344.78	4520.14
13	MAHARASHTRA	545.03	0.00	788.33	612.22	1945.58
14	MANIPUR	38.03	98.78	0.00	47.88	184.69
15	MEGHALAYA	78.37	0.00	0.00	100.49	178.86
16	MIZORAM	11.80	22.88	8.74	8.87	52.29
17	NAGALAND	25.66	24.67	42.98	5.85	99.16
18	ORISSA	753.00	1105.45	864.25	1818.32	4541.02
19	PUNJAB	334.11	384.25	115.69	219.29	1053.34
20	RAJASTHAN	1175.55	1123.68	1568.63	3456.83	7324.69
21	SIKKIM	41.57	9.06	0.00	15.36	65.99
22	TAMILNADU	480.80	856.92	1213.02	510.24	3060.98
23	TRIPURA	42.12	0.00	49.59	7.70	99.41
24	UTTAR PRADESH	1759.43	1893.44	2757.26	860.94	7271.07
25	WEST BENGAL	0.00	384.34	0.00	349.46	733.80
26	A & N ISLANDS	0.00	0.00	8.27		8.27
27	CHANDIGARH	0.00	0.00	1.17		1.17
28	DADRA&NAGAR HAVELI	1.99	0.00	0.00	4.14	6.13
29	DAMAN & DIU	0.00	1.19	0.00		1.19
30	DELHI	32.49	0.00	32.39	53.59	118.47
31	LAKSHADWEEP	0.48	0.00	0.00		0.48
32	PONDICHERRY	0.00	27.20	20.32	10.72	58.24
TOTAL		11061.24	13572.80	12698.08	15009.12	52341.24

* THE EXPENDITURE INCURRED ON THE STAFF FOR THE SCHEME IN THE DEPTT. OF EDUCATION DOES NOT GET INCLUDED IN THIS STATEMENT; HENCE GRAPHIC PRESENTATION OF TOTAL EXPENDITURE ON THIS SCHEME WILL REFLECT SOME VARIATION

APPENDIX-2

ASSISTANCE TO STATES/UTs FOR
NON-FORMAL EDUCATION SCHEME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				
		1987-88	1988-89	1989-90	1990-91	TOTAL
1	ANDHRA PRADESH	318.14	498.00	650.55	581.78	2048.47
2	ASSAM	182.01	203.23	264.96	159.40	809.60
3	BIHAR	1030.76	466.25	88.02	667.72	2252.75
4	HARYANA	11.46				11.46
5	JAMMU&KASHMIR		64.68			64.68
6	KARNATAKA	23.80	57.03			80.83
7	MADHYA PRADESH	340.60	605.64	628.32	781.95	2356.51
8	MIZORAM	2.19	2.07	2.22	2.06	8.54
9	ORISSA	100.11	341.33	259.85	109.84	811.13
10	RAJASTHAN	183.36	164.69	165.89	236.61	750.55
11	TAMILNADU	7.02	6.39			13.41
12	UTTAR PRADESH	1082.33	544.31	485.30	925.47	3037.41
13	WEST BENGAL	267.18	100.00	41.49		408.67
14	A & N ISLANDS	0.18				0.18
15	CHANDIGARH	1.29	1.42	0.85	2.82	6.38
16	DADRA&NAGAR HAVELI	2.06				2.06
17	MANIPUR		10.27		24.59	34.86
18	GUJARAT			40.74		40.74
TOTAL		3552.49	3065.31	2628.19	3492.24	12738.23

* GRANTS RELEASED TO VOLUNTARY AGENCIES ARE NOT INCLUDED;
HENCE GRAPHIC PRESENTATION OF TOTAL EXPENDITURE ON THIS SCHEME
WILL REFLECT SOME VARIATION

APPENDIX-3

ASSISTANCE TO STATES/UTs FOR
TEACHER TRAINING PROGRAMME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH	267.76	276.85	416.39	106.00	1067.00
2	ARUNACHAL PRADESH	35.70	3.00	0.00		38.70
3	ASSAM	182.75	264.90	182.45	35.00	665.10
4	GOA	0.00	0.00	28.30	2.00	30.30
5	GUJARAT	281.29	183.23	0.00		464.52
6	HARYANA	66.50	178.40	10.00	52.82	307.72
7	HIMACHAL PRADESH	0.00	129.30	0.00		129.30
8	JAMMU&KASHMIR	150.35	156.15	174.70		481.20
9	KERALA	60.74	100.40	280.00	94.81	535.95
10	MADHYA PRADESH	448.42	490.60	439.20	386.28	1764.50
11	MAHARASHTRA	0.00	380.80	0.00		380.80
12	MANIPUR	0.00	33.70	0.00	1.00	34.70
13	MIZORAM	31.50	3.00	0.00	31.85	66.35
14	NAGALAND	0.00	32.00	0.00	28.00	60.00
15	ORISSA	274.05	211.95	198.77	33.00	717.77
16	PUNJAB	179.00	86.00	152.30	108.40	525.70
17	RAJASTHAN	335.40	349.85	547.04	438.15	1670.44
18	SIKKIM	0.00	35.50	0.00		35.50
19	TAMILNADU	208.70	342.50	798.52	105.00	1454.72
20	TRIPURA	0.00	0.00	26.60		26.60
21	UTTAR PRADESH	536.46	363.87	250.63	363.59	1514.55
22	WEST BENGAL	132.69	15.00	0.00	-147.69 @	0.00
23	DELHI	56.20	14.90	63.97	40.05	175.12
TOTAL		3247.51	3651.90	3568.87	1678.26	12146.54

* THE EXPENDITURE INCURRED ON PROGRAMME FOR MASS ORIENTATION OF TEACHERS IS NOT INCLUDED; HENCE GRAPHIC PRESENTATION OF TOTAL EXPENDITURE ON THIS SCHEME WILL REFLECT SOME VARIATION

@ DUE TO NON-IMPLEMENTATION OF THE PROJECTS, SANCTIONS ISSUED IN 1987-88 AND 1988-89 WERE REVOKED IN MARCH, 1991

APPENDIX-4

ASSISTANCE TO STATES/UTs FOR
VOCATIONALISATION SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH	562.63	730.32	177.06	886.85	2356.86
2	ARUNACHAL PRADESH					
3	ASSAM	30.10	82.61		42.62	155.33
4	BIHAR	136.09		7.41	558.61	702.11
5	GOA	68.53	28.47	64.59	80.63	242.22
6	GUJARAT		236.64	1173.31	778.031	2187.98
7	HARYANA	276.12	353.03	129.87	184.83	943.85
8	HIMACHAL PRADESH	30.90	1.86	98.06	177.475	308.295
9	JAMMU&KASHMIR				16.50	16.50
10	KARNATAKA	93.00	244.70	49.21	156.80	543.71
11	KERALA		226.42	223.44	353.23	803.09
12	MADHYA PRADESH	57.16	745.00	1121.48	1221.42	3145.06
13	MAHARASHTRA	495.90	469.66	509.38	267.21	1742.15
14	MANIPUR		11.68			11.68
15	MEGHALAYA				20.75	20.75
16	MIZORAM	21.42	7.12		16.68	45.22
17	NAGALAND	8.00			14.84	22.84
18	ORISSA	156.19	600.00	83.72	510.40	1350.31
19	PUNJAB	211.59		50.25	371.71	633.55
20	RAJASTHAN	58.34	159.22	72.35	561.543	851.453
21	SIKKIM				5.325	5.325
22	TAMILNADU	112.56	225.00	358.11	279.558	975.228
23	TRIPURA					
24	UTTAR PRADESH	829.88	800.00	203.69	707.25	2540.82
25	WEST BENGAL	40.69				40.69
26	A & N ISLANDS			3.24	3.238	6.478
27	CHANDIGARH		42.70	42.70	12.34	97.74
28	DADRA&NAGAR HAVELI					
29	DAMAN & DIU					
30	DELHI	36.52		4.18	42.86	83.56
31	LAKSHADWEEP					
32	PONDICHERY				16.63	16.63
	TOTAL	3225.62	4964.43	4372.05	7287.33	19849.43

* RS. 42.70 LAKHS SHOWN AGAINST CHANDIGARH IN 1988-89 COULD NOT BE CLAIMED BY CHANDIGARH ADMN. DURING 1988-89.

APPENDIX-5

ASSISTANCE TO STATES/UTs FOR
SCIENCE EDUCATION SCHEME*

(Rupees in lakhs)

*SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH	99.25	107.15	400.37	132.25	739.02
2	ARUNACHAL PRADESH		3.72			3.72
3	ASSAM		395.32	90.25	141.66	627.23
4	BIHAR		365.44	11.24		376.68
5	GOA	35.99		36.03	56.76	128.78
6	GUJARAT			142.31		142.31
7	HARYANA		279.66			279.66
8	HIMACHAL PRADESH	99.55	216.13		139.84	455.52
9	JAMMU&KASHMIR	30.67		97.95	167.10	295.72
10	KARNATAKA	417.70	95.69	45.75	167.88	727.02
11	KERALA	200.92		199.43	152.72	553.07
12	MADHYA PRADESH	113.55	300.00	244.56	7.28	665.39
13	MAHARASHTRA	626.10			5.42	631.52
14	MANIPUR		108.00		87.05	195.05
15	MEGHALAYA				35.20	35.20
16	MIZORAM	13.78		87.76	84.42	185.96
17	NAGALAND	11.55		8.40		19.95
18	ORISSA	200.00		268.82		468.82
19	PUNJAB	130.06		1.37	349.97	481.40
20	RAJASTHAN	349.52			139.84	489.36
21	SIKKIM			12.41	20.14	32.55
22	TAMILNADU	217.69	198.41	251.13	93.37	760.60
23	TRIPURA		27.45		0.74	28.19
24	UTTAR PRADESH	313.47	300.00	98.10	13.45	725.02
25	WEST BENGAL		514.37		147.18	661.55
26	A & N ISLANDS	7.34		21.52	5.84	34.70
27	CHANDIGARH	5.82			20.18	26.00
28	DADRA&NAGAR HAVELI				5.22	5.22
29	DELHI	53.47	73.42	102.59	55.60	285.08
30	DAMAN & DIU			4.56		4.56
31	LAKSHADWEEP	0.23		1.28		1.51
32	PONDICHERY		20.82	7.03	4.32	32.17
TOTAL		2926.66	3005.58	2132.86	2033.43	10098.53

* GRANTS RELEASED TO VOLUNTARY AGENCIES ARE NOT INCLUDED,
HENCE GRAPHIC PRESENTATION OF TOTAL EXPENDITURE ON THIS SCHEME
WILL REFLECT SOME VARIATION

APPENDIX-6

ASSISTANCE TO STATES/UTs FOR
EDUCATION TECHNOLOGY SCHEME*

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH	247.00	278.11	113.00	227.90	866.01
2	ARUNACHAL PRADESH	-	1.72	1.14		2.86
3	ASSAM	-	20.92	42.20	73.53	136.65
4	BIHAR	-	23.54	8.33		31.87
5	GOA	3.24	3.31	1.76	5.29	13.60
6	GUJARAT	273.75	-	173.65	96.19	543.59
7	HARYANA	-	7.04	39.90	50.00	96.94
8	HIMACHAL PRADESH	9.62	10.72	45.80		66.14
9	JAMMU&KASHMIR	-	9.00	17.82	102.99	129.81
10	KARNATAKA	22.52	60.38	66.37	15.81	165.08
11	KERALA	7.16	13.46	27.87		48.49
12	MADHYA PRADESH	-	193.80	30.46	29.16	253.42
13	MAHARASHTRA	-	72.00	93.00	126.20	291.20
14	MANIPUR	-	1.82	1.21	10.08	13.11
15	MEGHALAYA	-	0.90	4.23	5.00	10.13
16	MIZORAM	2.18	6.03	9.13		17.34
17	NAGALAND	2.82	-	7.72		10.54
18	ORISSA	45.84	78.03	128.80	258.25	510.92
19	PUNJAB	-	19.84	48.23	60.00	128.07
20	RAJASTHAN	-	113.62	91.92		205.54
21	SIKKIM	-	2.82	1.88	3.50	8.20
22	TAMILNADU	-	30.00	70.00	100.00	200.00
23	TRIPURA	-	0.26	0.17	0.06	0.49
24	UTTAR PRADESH	72.00	112.26	20.84		205.10
25	WEST BENGAL	-	19.46	12.97		32.43
26	A & N ISLANDS	-	0.48	0.32	0.50	1.30
27	CHANDIGARH	-	1.37	0.48	1.11	2.96
28	DELHI	28.64	36.11			64.75
29	DAMAN & DIU	-	0.18	0.12		0.30
30	DADRA&NAGAR HAVELI	0.33	-	0.22		0.55
31	LAKSHADWEEP	0.16	0.03	0.13		0.32
32	PONDICHERRY	-	1.84	1.23		3.07
TOTAL		715.26	1119.05	1060.90	1165.57	4060.78

* GRANTS RELEASED TO STATE INSTITUTES OF EDUCATION AND EXPENDITURE INCURRED ON EDUCATIONAL TECHNOLOGY CELLS AND CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY ARE NOT INCLUDED; HENCE GRAPHIC PRESENTATION OF TOTAL EXPENDITURE ON THIS SCHEME WILL REFLECT SOME VARIATION

APPENDIX-7

ASSISTANCE TO STATES/UTs FOR
ENVIRONMENT EDUCATION SCHEME

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-8	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH		22.37		20.16	42.53
2	ARUNACHAL PRADESH		4.81			4.81
3	ASSAM		4.20			4.20
4	BIHAR		20.17			20.17
5	GOA				8.45	8.45
6	GUJARAT			4.82		4.82
7	HARYANA			0.66		0.66
8	HIMACHAL PRADESH		9.15			9.15
9	KARNATAKA		8.04	24.11	58.90	91.05
10	KERALA			2.07		2.07
11	MADHYA PRADESH		9.60	28.80		38.40
12	MAHARASHTRA			9.73		9.73
13	MIZORAM		1.82	1.97		3.79
14	ORISSA		18.47			18.47
15	RAJASTHAN		37.52		16.56	54.08
16	TAMILNADU		17.73	16.55	33.86	68.14
17	TRIPURA		3.04		9.12	12.16
18	UTTAR PRADESH			13.85		13.85
19	A & N ISLANDS		2.48			2.48
20	DELHI			7.73	9.71	17.44
21	PONDICHERRY		0.94		2.16	3.10
TOTAL		0.00	160.34	110.29	158.92	429.55

APPENDIX-8
 ASSISTANCE TO STATES/UTs FOR
 INTEGRATED EDUCATION FOR DISABLED CHILDREN

(Rupees in lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED				TOTAL
		1987-88	1988-89	1989-90	1990-91	
1	ANDHRA PRADESH		14.71		12.80	27.51
2	BIHAR	10.10	1.70	2.62	7.67	22.09
3	GUJARAT	4.24		8.57	5.87	18.68
4	HARYANA			20.55	19.77	40.32
5	HIMACHAL PRADESH		8.24	5.63	7.40	21.27
6	JAMMU & KASHMIR				19.98	19.98
7	KARNATAKA	16.29	28.78	10.86		55.93
8	KERALA	61.08	55.00	60.00	100.47	276.55
9	MADHYA PRADESH		0.63	1.16	17.40	19.19
10	MANIPUR				3.97	3.97
11	MAHARASHTRA	16.40	19.42	14.27		50.09
12	MIZORAM	10.00	10.00	16.79	24.79	61.58
13	NAGALAND	5.55	10.76	10.74	9.36	36.41
14	ORISSA	18.47	13.99	15.03	23.87	71.36
15	PUNJAB	4.17	4.58			8.75
16	RAJASTHAN	48.26		33.23	33.44	114.93
17	TAMILNADU				5.76	5.76
18	UTTAR PRADESH	9.55		11.95	16.97	38.47
19	A & N ISLANDS	11.41	14.28	15.65	13.90	55.24
20	DELHI	10.58	11.77	12.17	18.92	53.44
21	GOA			0.09	0.45	0.54
22	DAMAN & DIU				0.49	0.49
TOTAL		226.10	193.86	239.31	343.28	1002.55

APPENDIX-9
STATEWISE EXPENDITURE ON RUNNING
NAVODAYA VIDYALAYAS*

(Rupees in Lakhs)

SL. NO.	NAME OF STATE/ UNION TERRITORY	AMOUNT RELEASED					TOTAL
		1987-88	1988-89	1989-90	1990-91		
					N. PLAN	PLAN	
1	ANDHRA PRADESH	115.80	227.90	270.92	242.50	107.80	964.92
2	ARUNACHAL PRADESH	19.12	42.48	61.59	40.50	27.75	191.44
4	BIHAR	159.94	296.13	372.11	322.55	130.30	1281.03
5	GOA	10.61	17.99	20.12	17.70	10.10	76.52
6	GUJARAT	32.72	73.27	85.24	74.50	37.45	303.18
7	HARYANA	50.87	94.18	124.73	107.60	47.90	425.28
8	HIMACHAL PRADESH	71.16	109.65	128.34	109.50	43.70	462.35
9	JAMMU&KASHMIR	88.13	125.46	143.66	138.90	75.60	571.75
10	KARNATAKA	110.23	223.88	247.72	227.00	97.30	906.13
11	KERALA	75.09	140.47	142.85	140.85	52.40	551.66
12	MADHYA PRADESH	161.18	285.10	323.43	296.50	149.10	1215.31
13	MAHARASHTRA	128.35	211.99	261.49	241.90	104.50	948.23
14	MANIPUR	17.29	67.88	77.30	67.05	37.45	266.97
15	MEGHALAYA	28.66	29.20	36.17	28.60	15.45	138.08
16	MIZORAM	11.73	18.85	17.63	15.50	11.30	75.01
17	NAGALAND	1.31	13.34	12.16	10.05	5.65	42.51
18	ORISSA	97.06	155.21	171.21	157.70	64.60	645.78
19	PUNJAB	45.71	67.56	99.44	90.50	41.20	344.41
20	RAJASTHAN	86.08	201.19	254.58	229.60	107.00	878.45
21	SIKKIM	7.99	7.04	9.24	9.30	5.65	39.22
23	TRIPURA	-	4.08	13.39	8.00	4.95	30.42
24	UTTAR PRADESH	171.72	307.60	402.42	351.90	156.40	1390.04
26	A & N ISLANDS	12.83	18.30	28.85	21.90	10.80	92.68
27	CHANDIGARH	4.04	5.77	9.79	8.90	5.65	34.15
28	DELHI	-	8.79	10.24	8.15	4.95	32.13
29	DAMAN & DIU	4.35	10.46	12.38	12.00	10.60	49.79
30	DADRA&NAGAR HAVELI	15.27	11.25	14.35	11.10	5.15	57.12
31	LAKSHADWEEP	-	16.34	8.13	8.40	4.95	37.82
32	PONDICHERRY	28.21	45.26	54.56	51.20	21.60	200.83
TOTAL		685184.85	105995.62	53815.64	3049.45	1397.25	12253.21

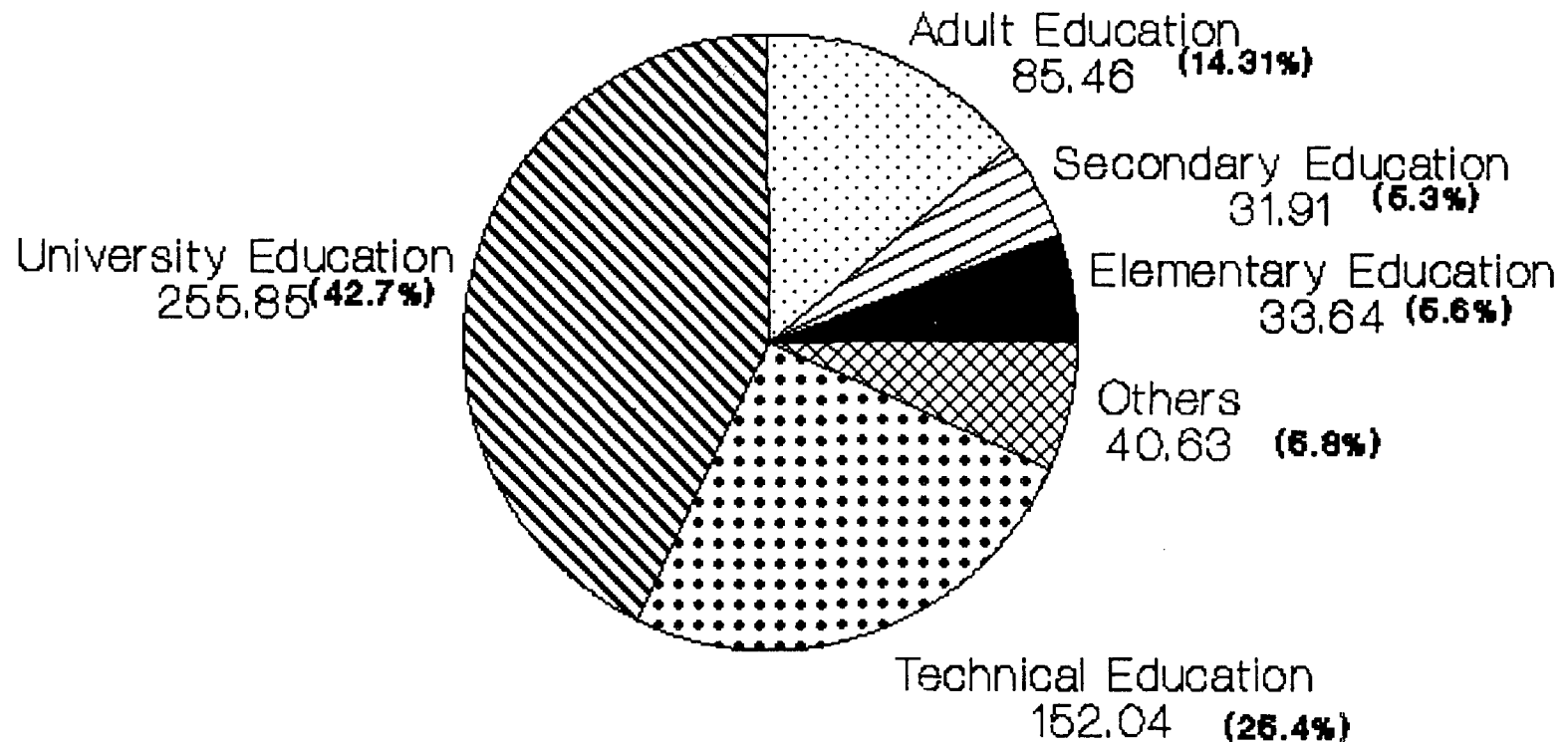
* CAPITAL EXPENDITURE INCURRED ON CONSTRUCTION OF SCHOOL BUILDING IS NOT INCLUDED; HENCE GRAPHIC REPRESENTATION OF TOTAL EXPENDITURE ON THE SCHEME WILL REFLECT SOME VARIATION.

Charts

Expenditure on Education (Sixth Plan)

Central Sector

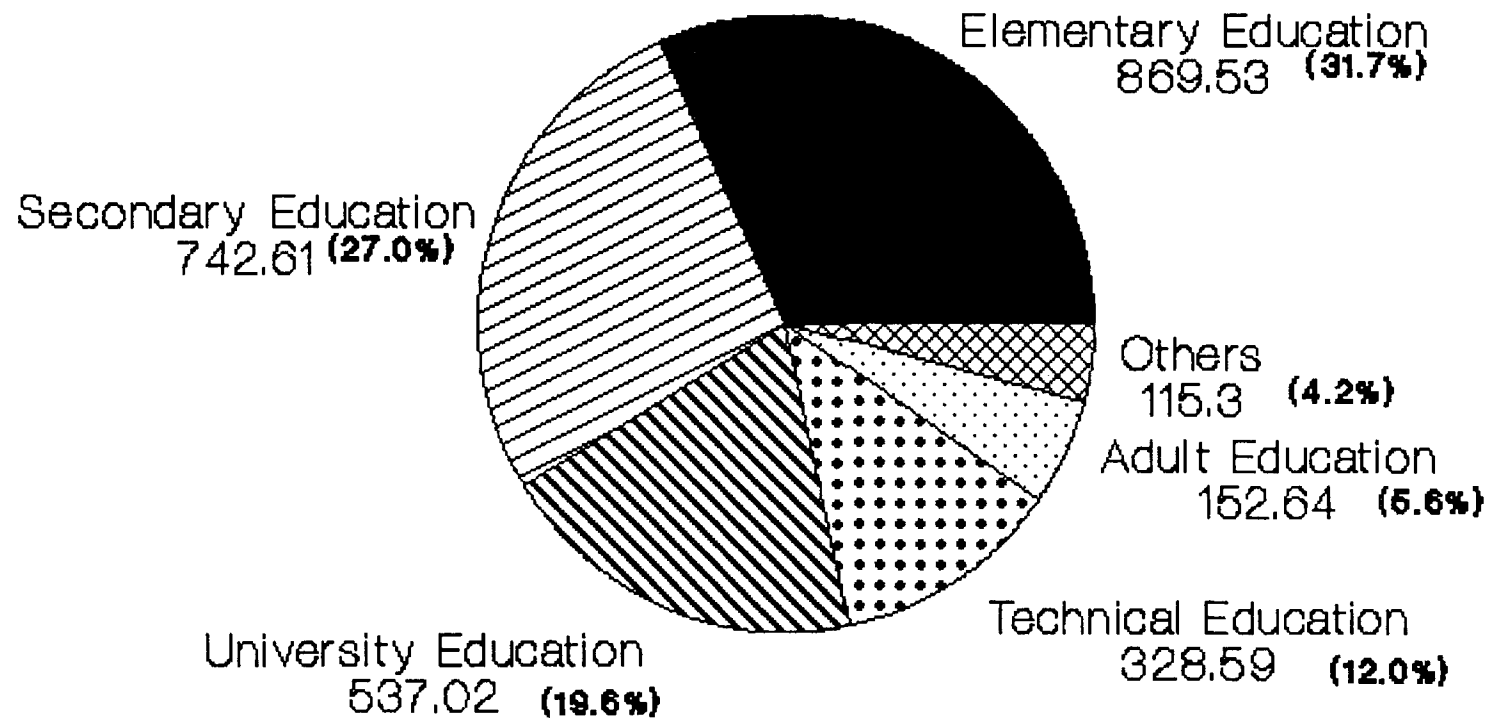
(Rs. In crores)



Expenditure on Education (Sixth Plan)

Central + State Sector

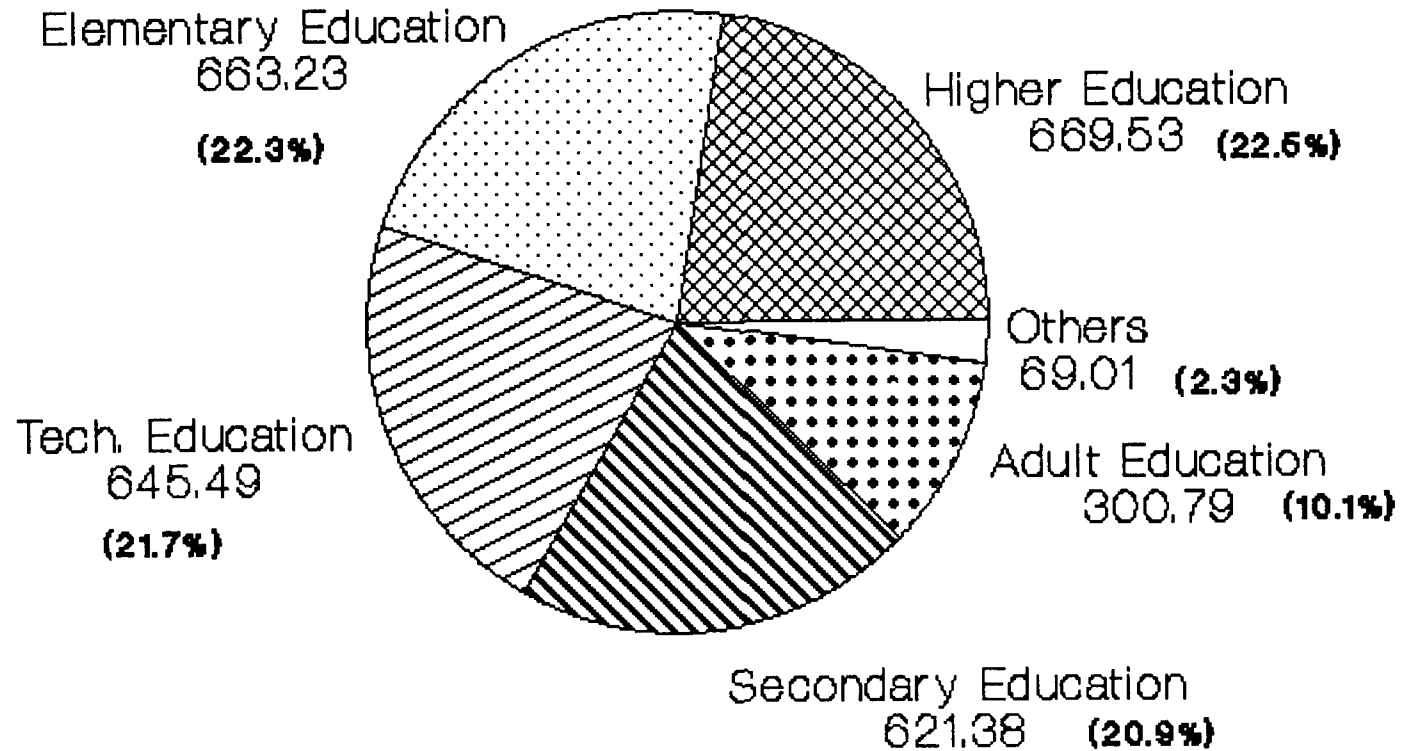
(Rs. in crores)



EXPENDITURE ON EDUCATION (Seventh Plan)

Central Sector

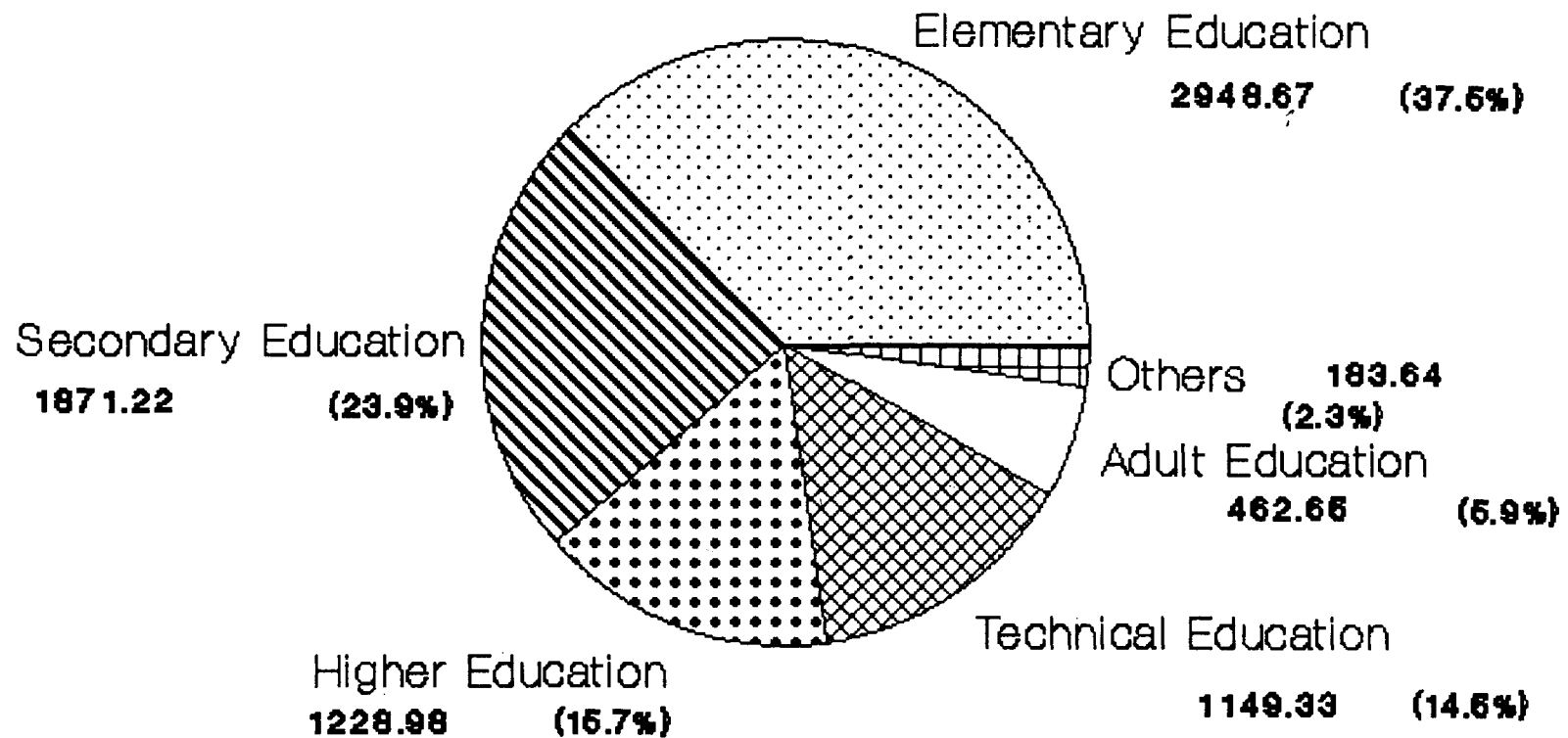
(Rs. in crores)



Expenditure on Education (Seventh Plan)

Central + State Sector

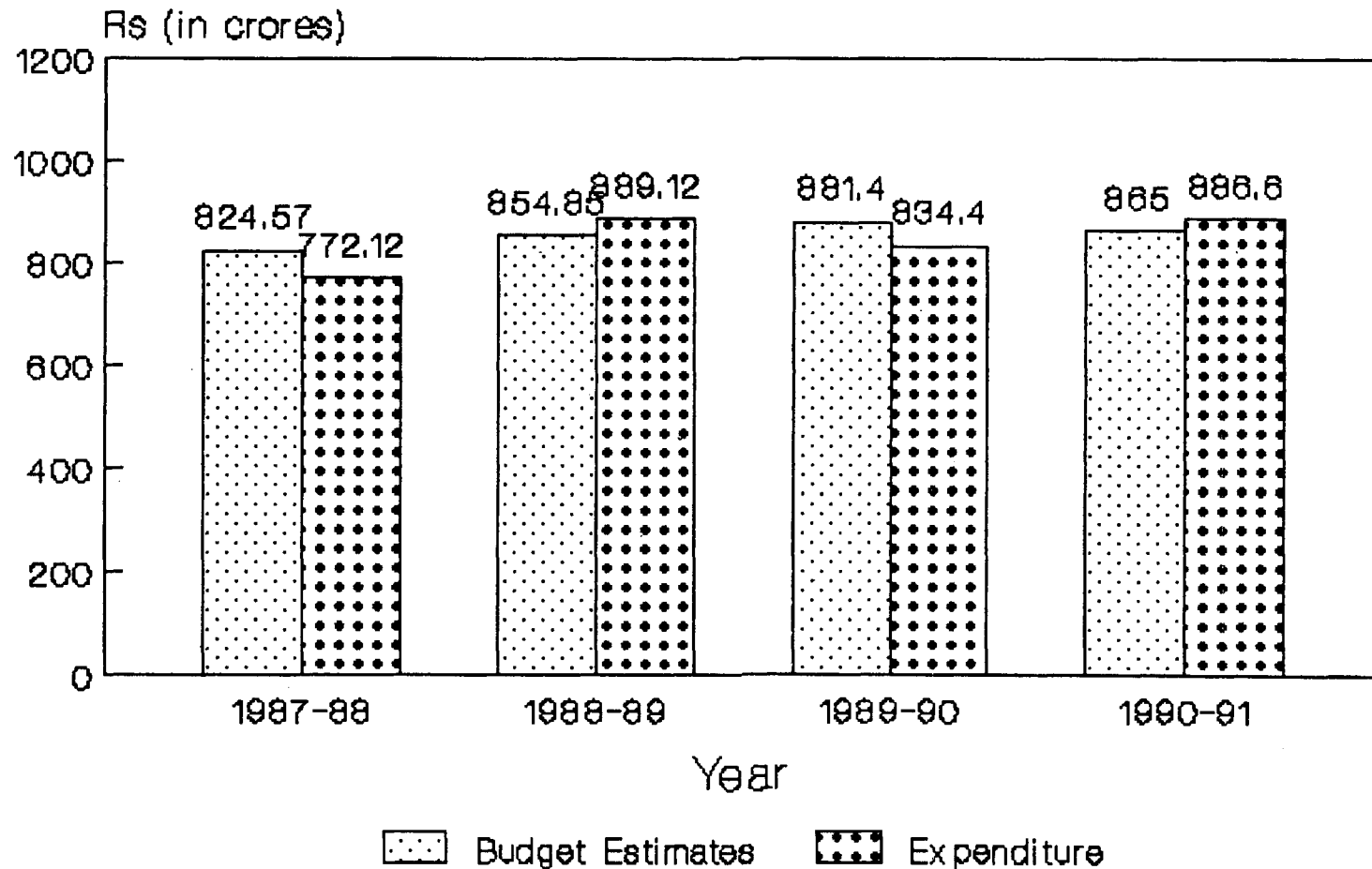
(Rs. in crores)



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

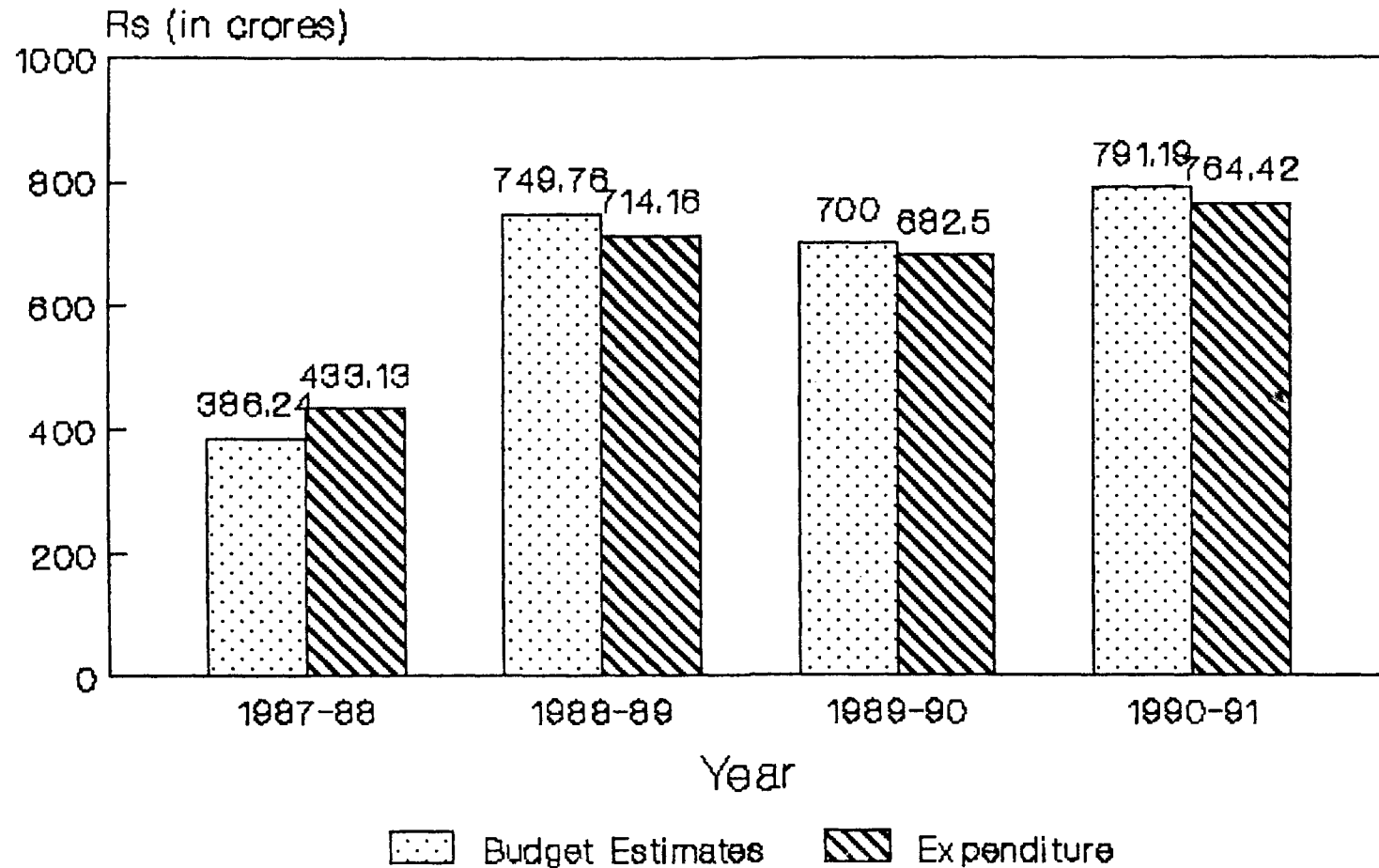
Total Education



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

Total Education

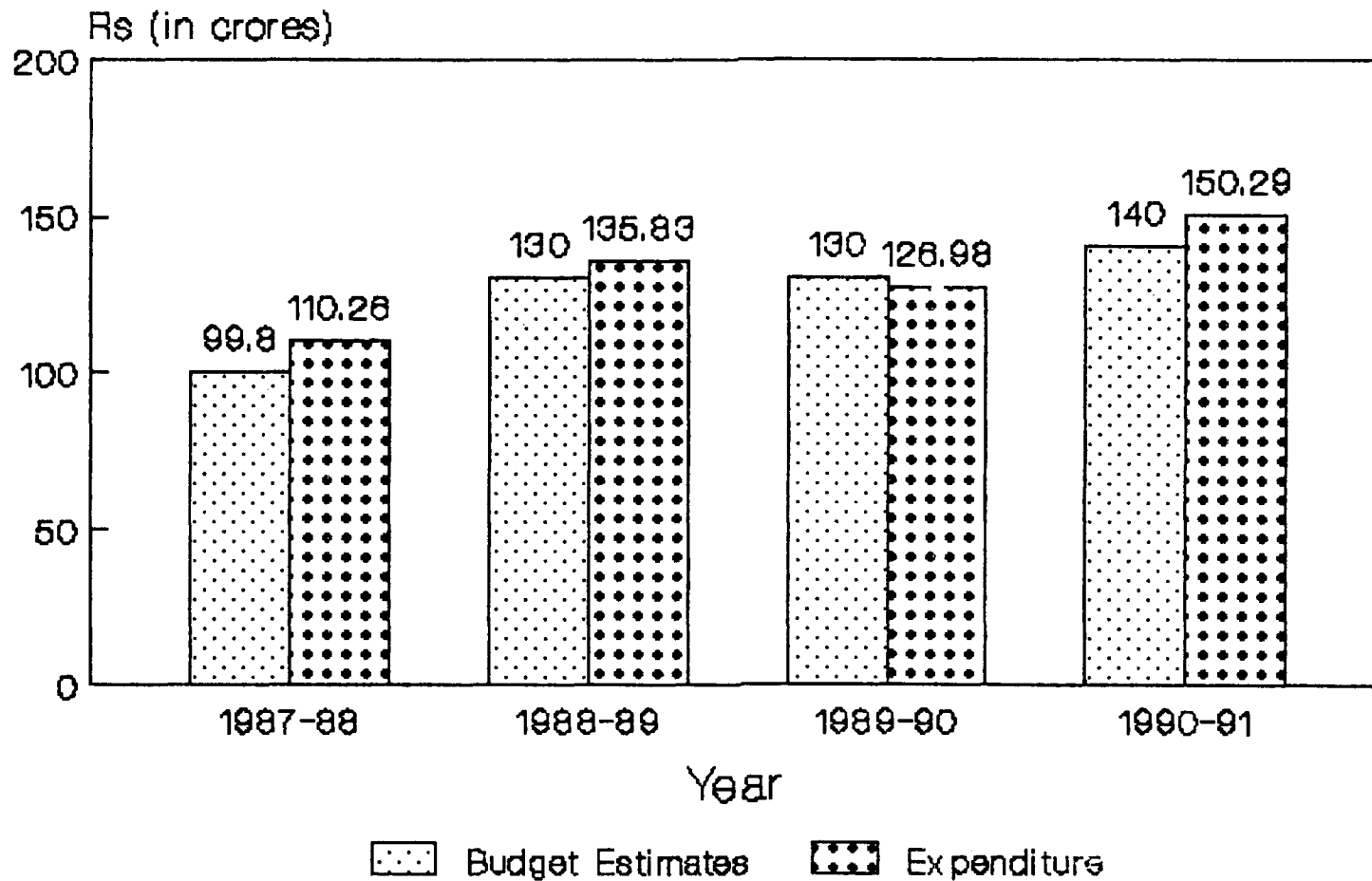


CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Operation Blackboard

310

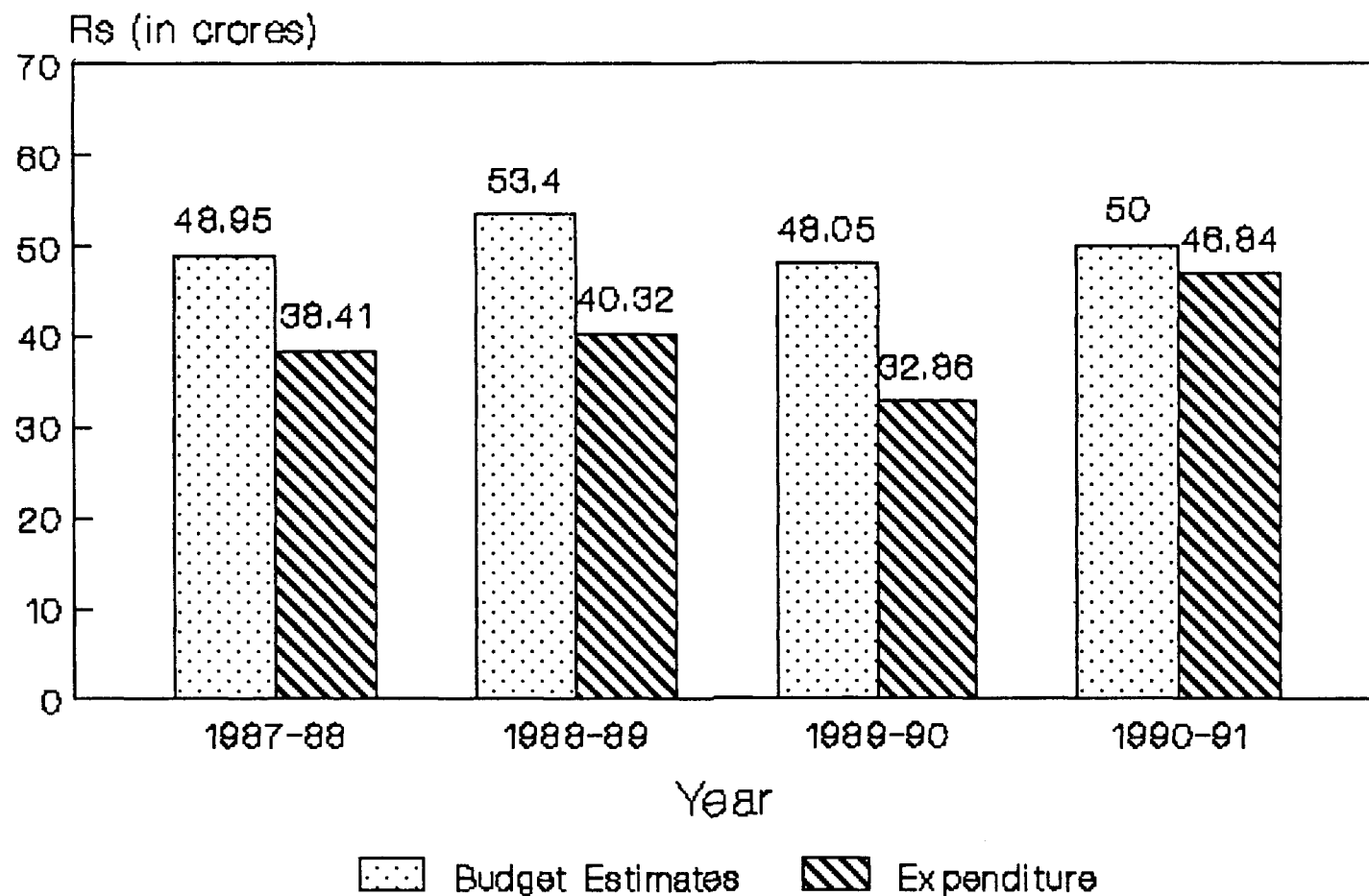


NICNET

CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

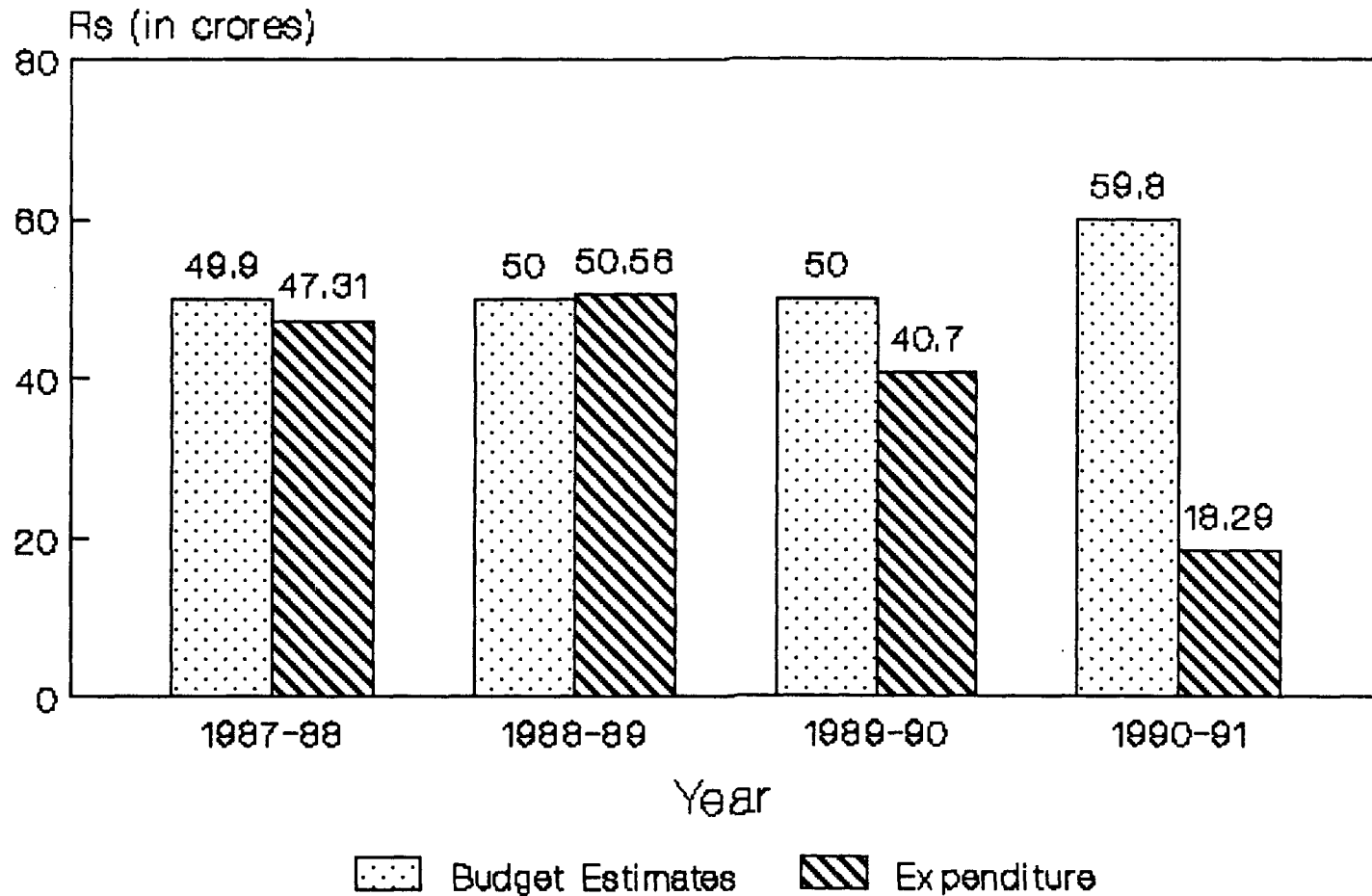
Non-Formal Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Teacher Training Programme

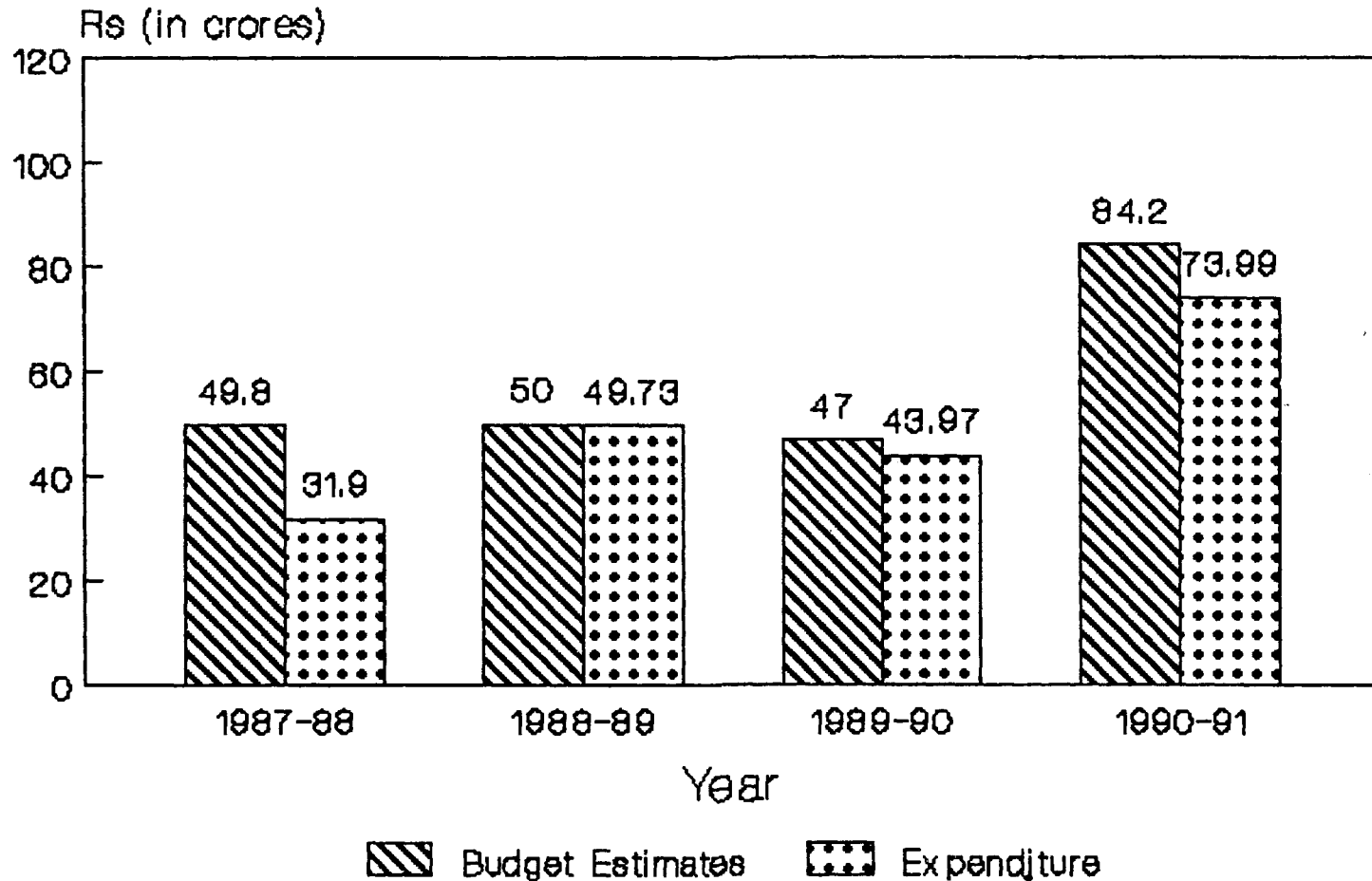


CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Vocationalisation

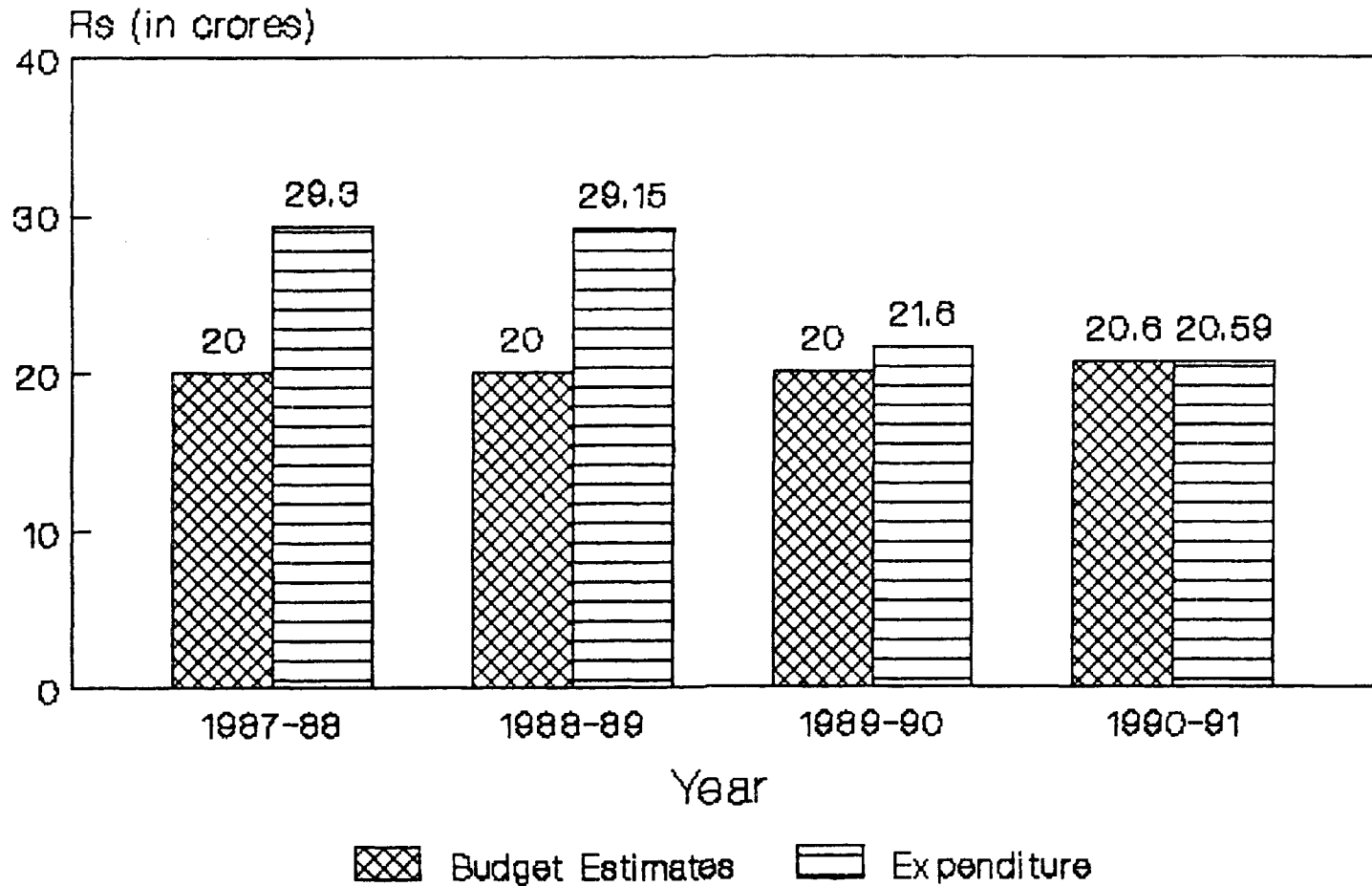
313



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

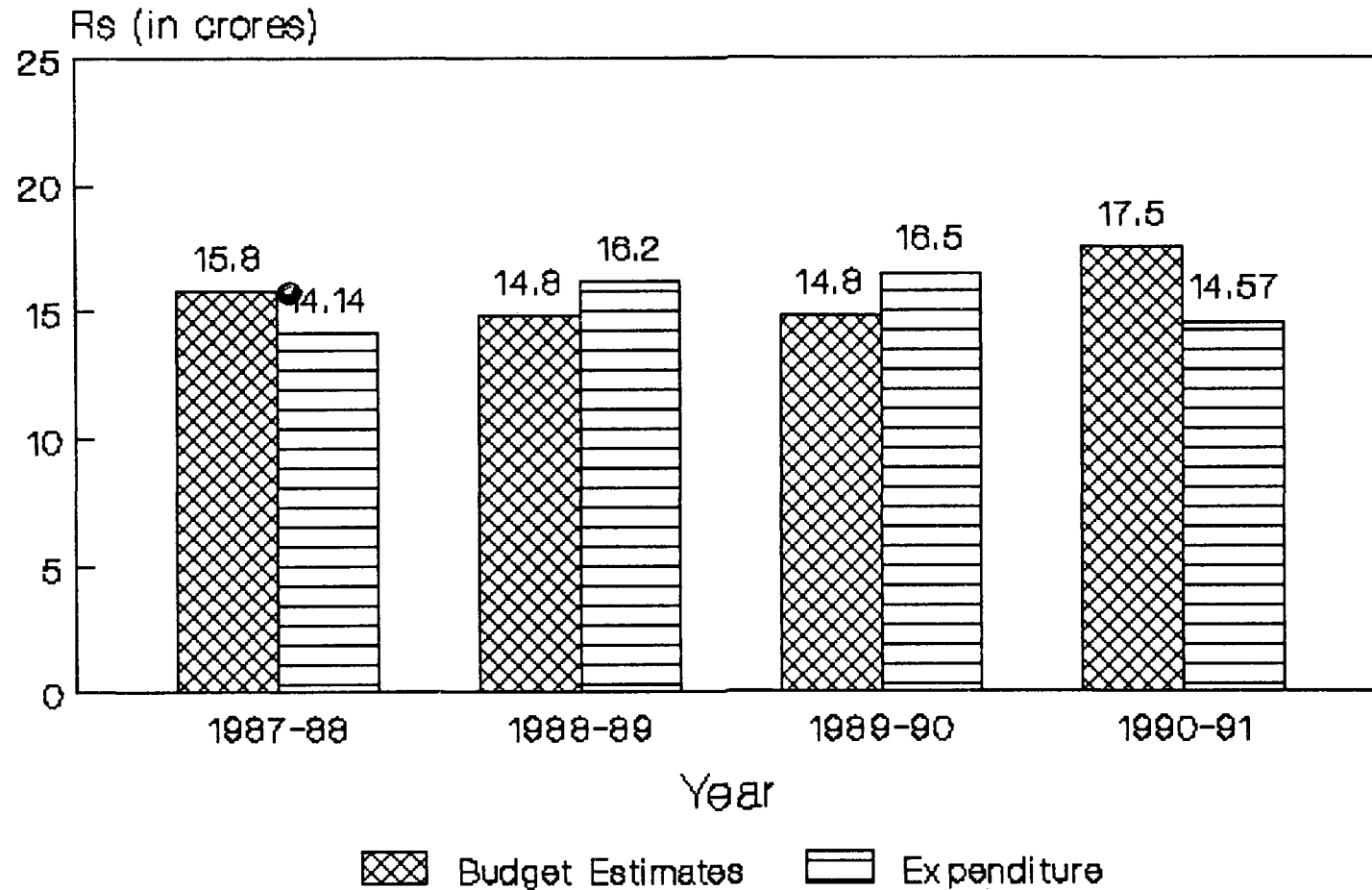
Science Education



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

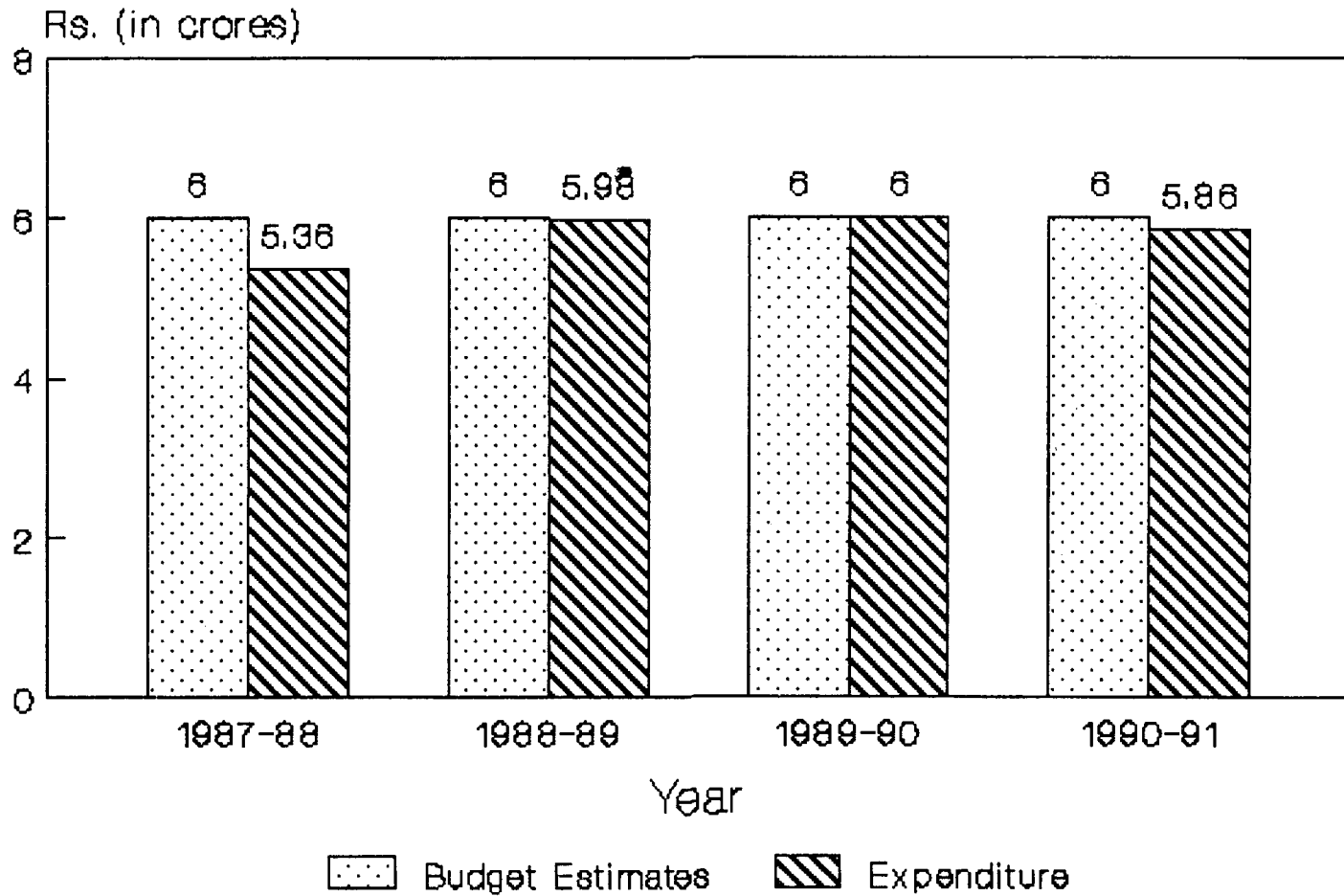
Education Technology



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

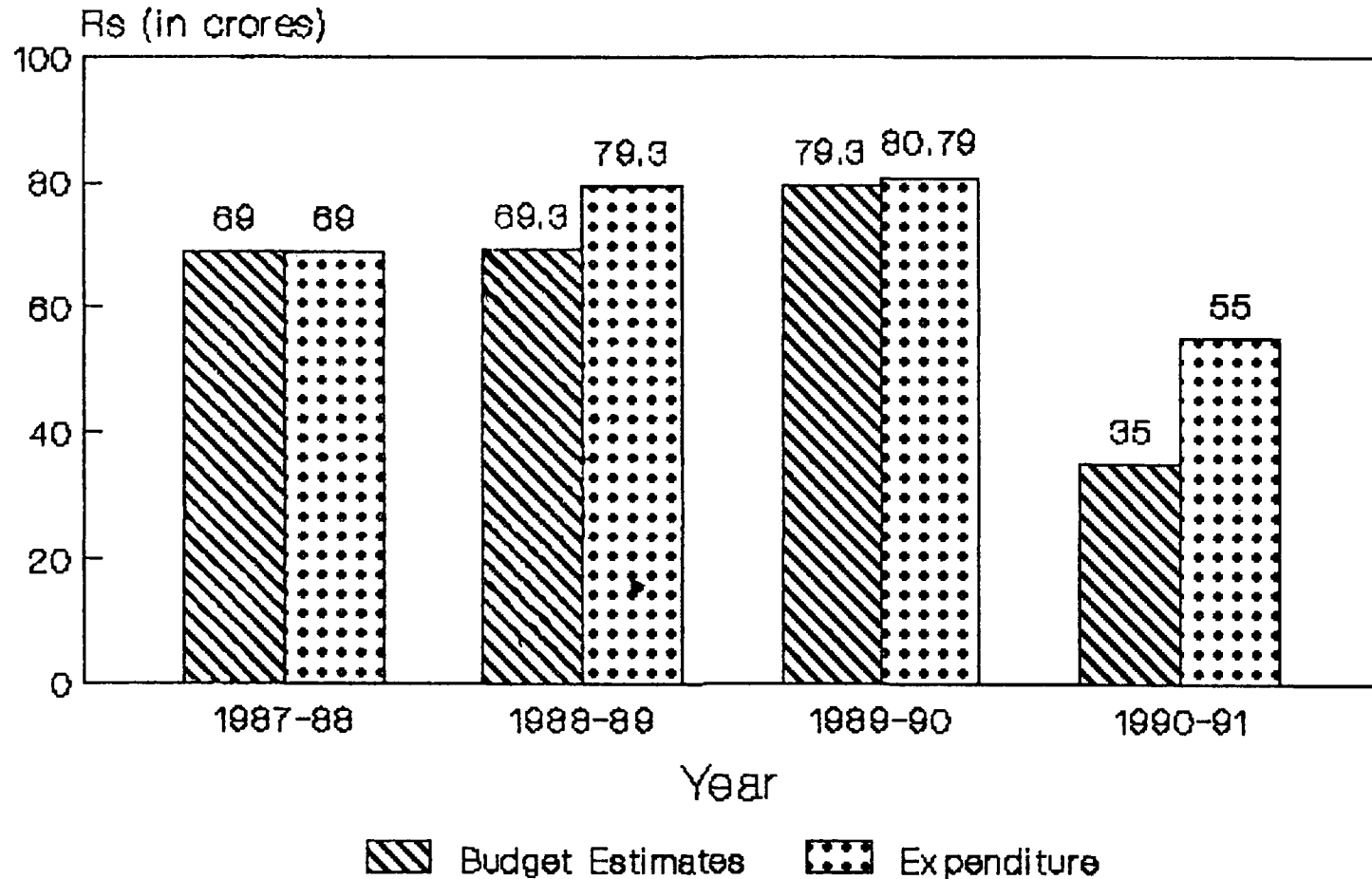
Computer Literacy & Studies in Schools



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

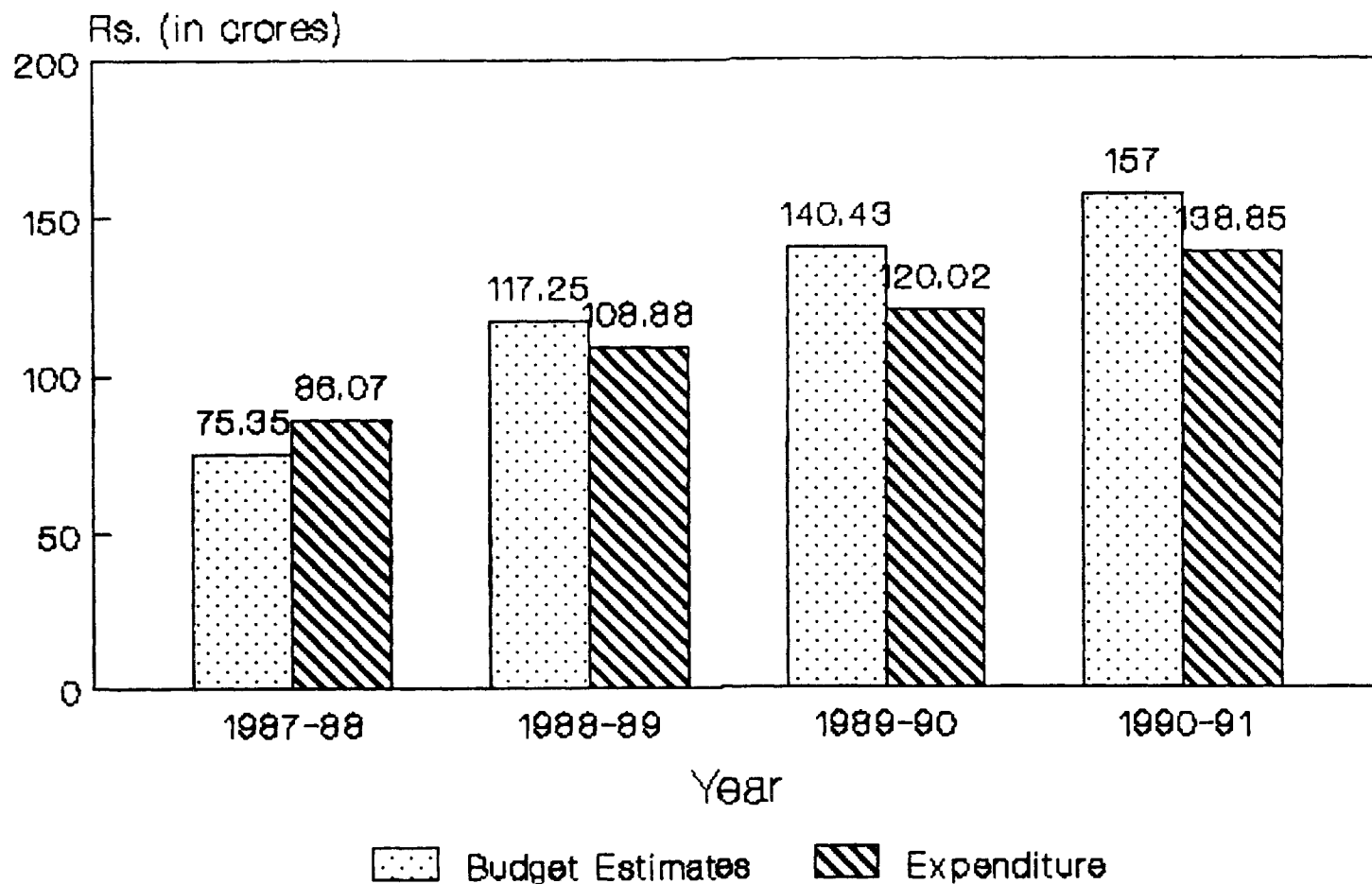
Navodaya Vidyalayas



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

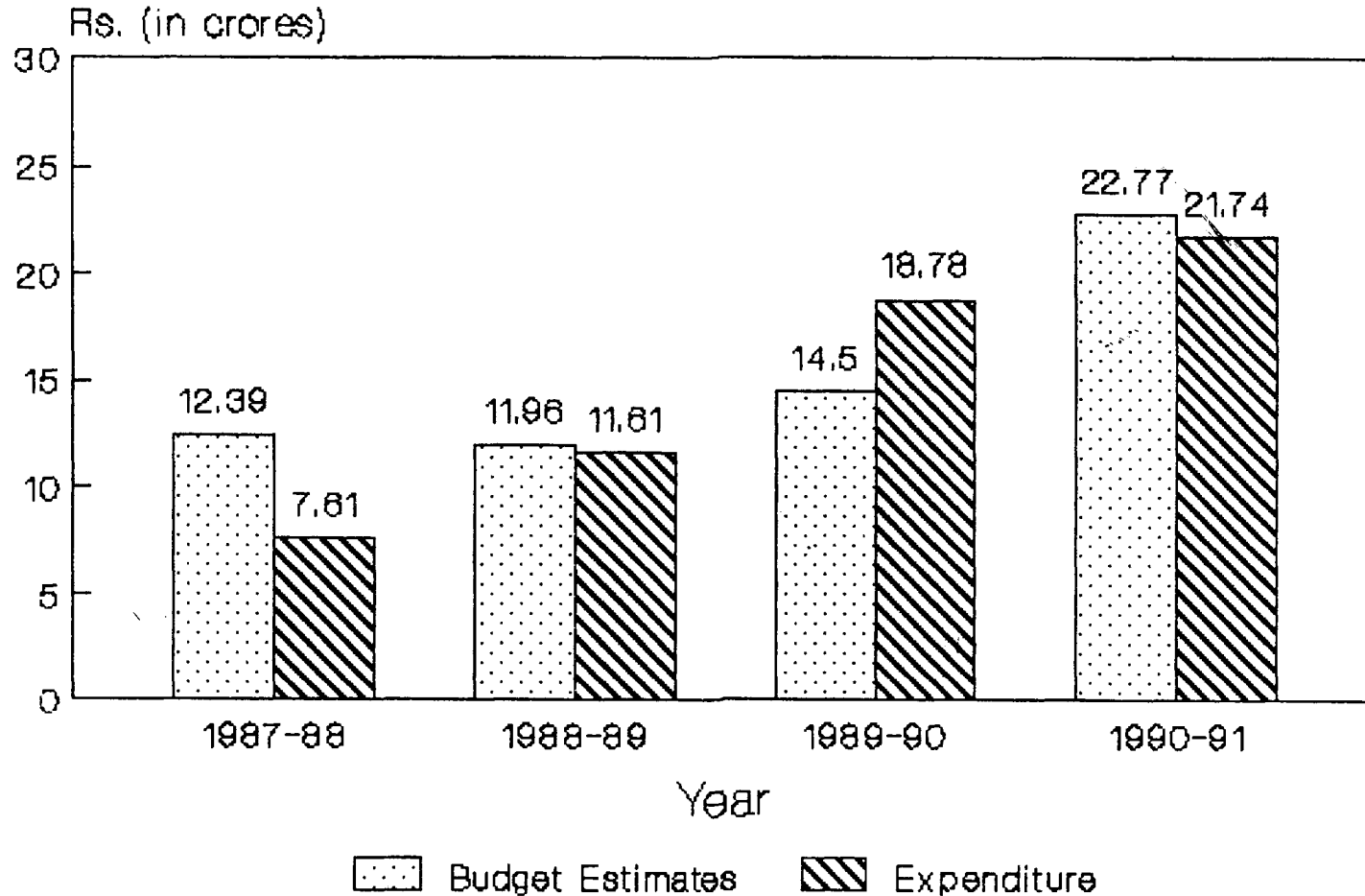
Kendriya Vidyalaya Sangathan



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

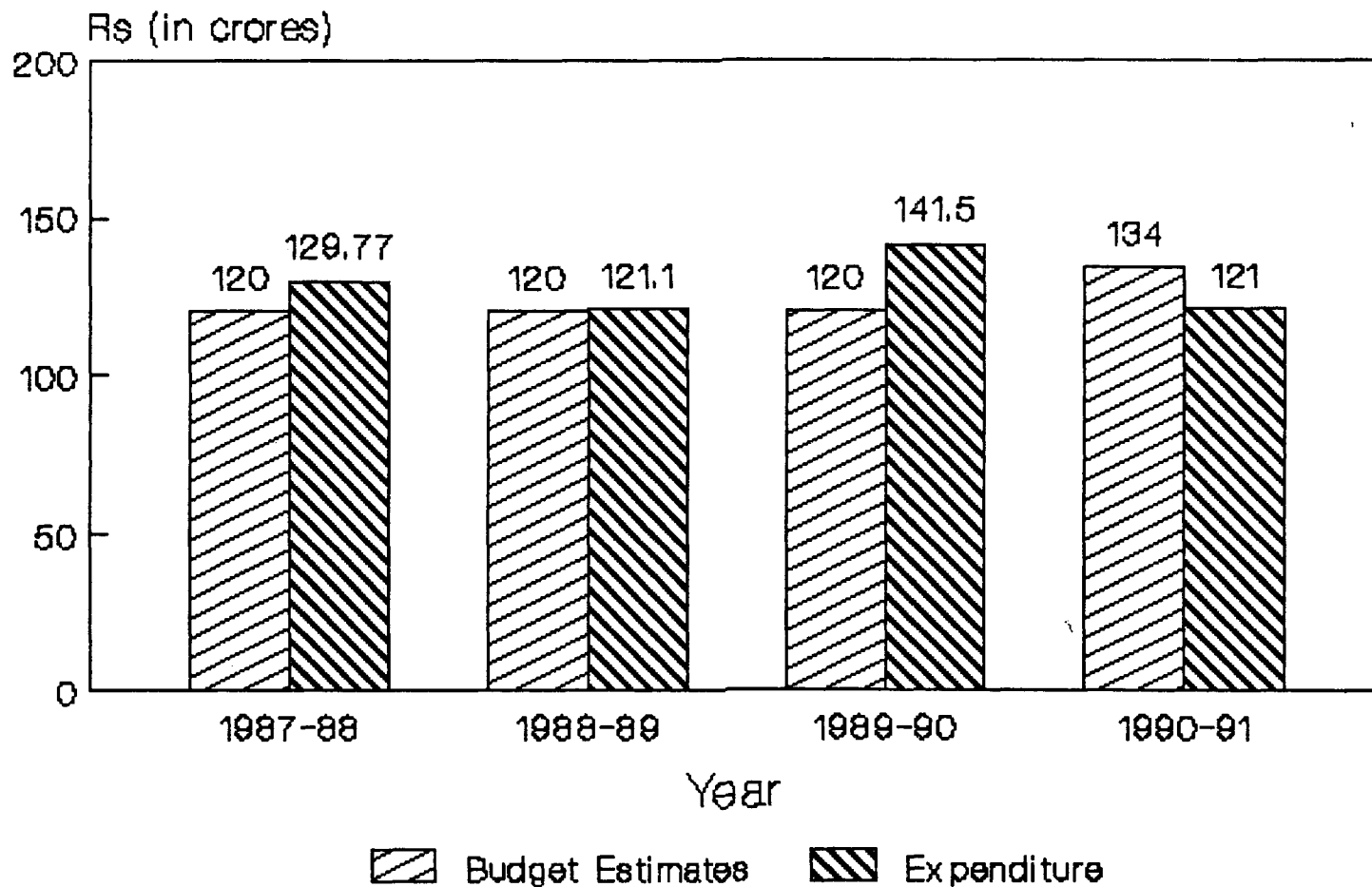
National Council of Ednl. Research & Trg



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

University Grants Commission

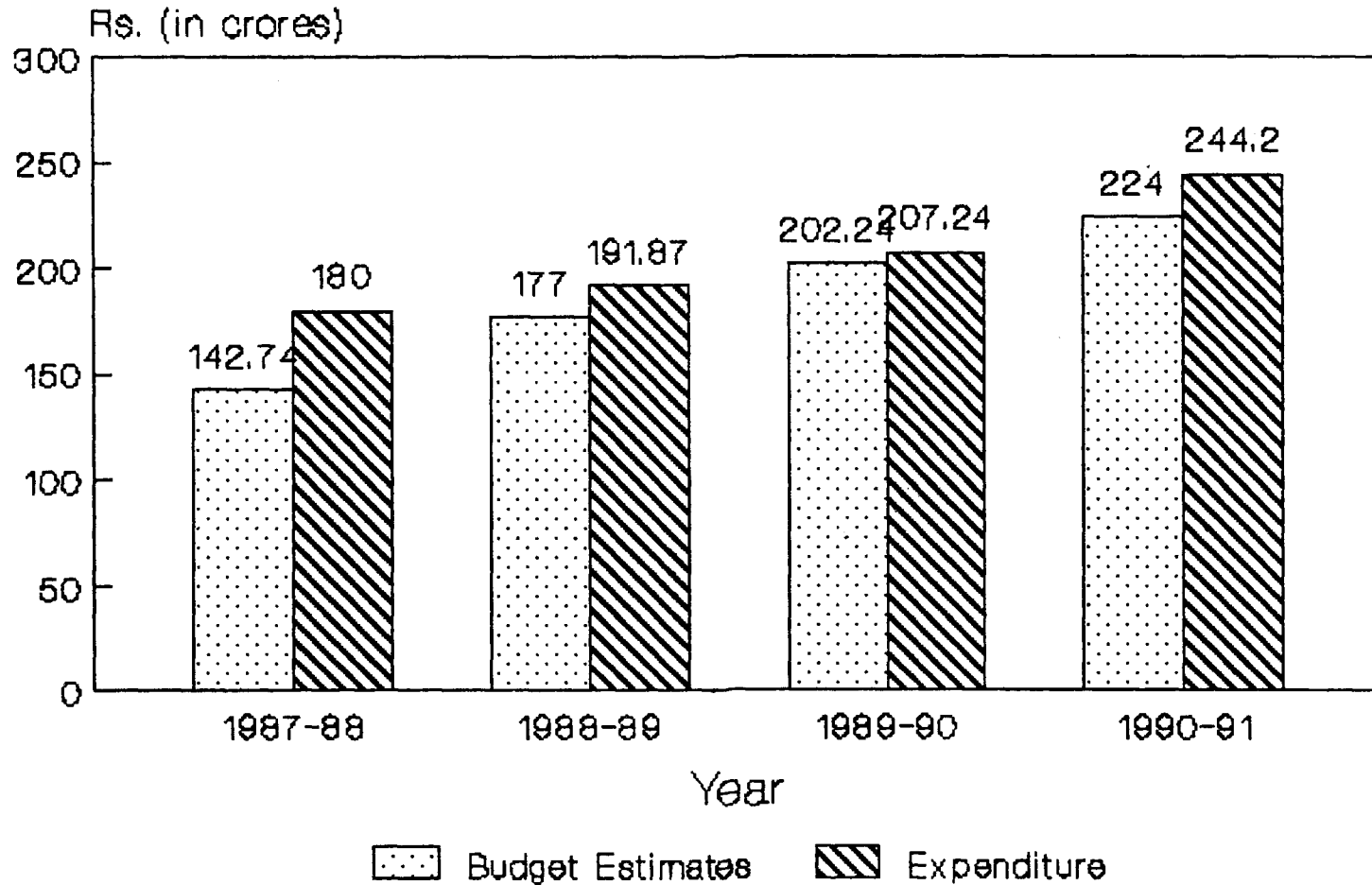


320

CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

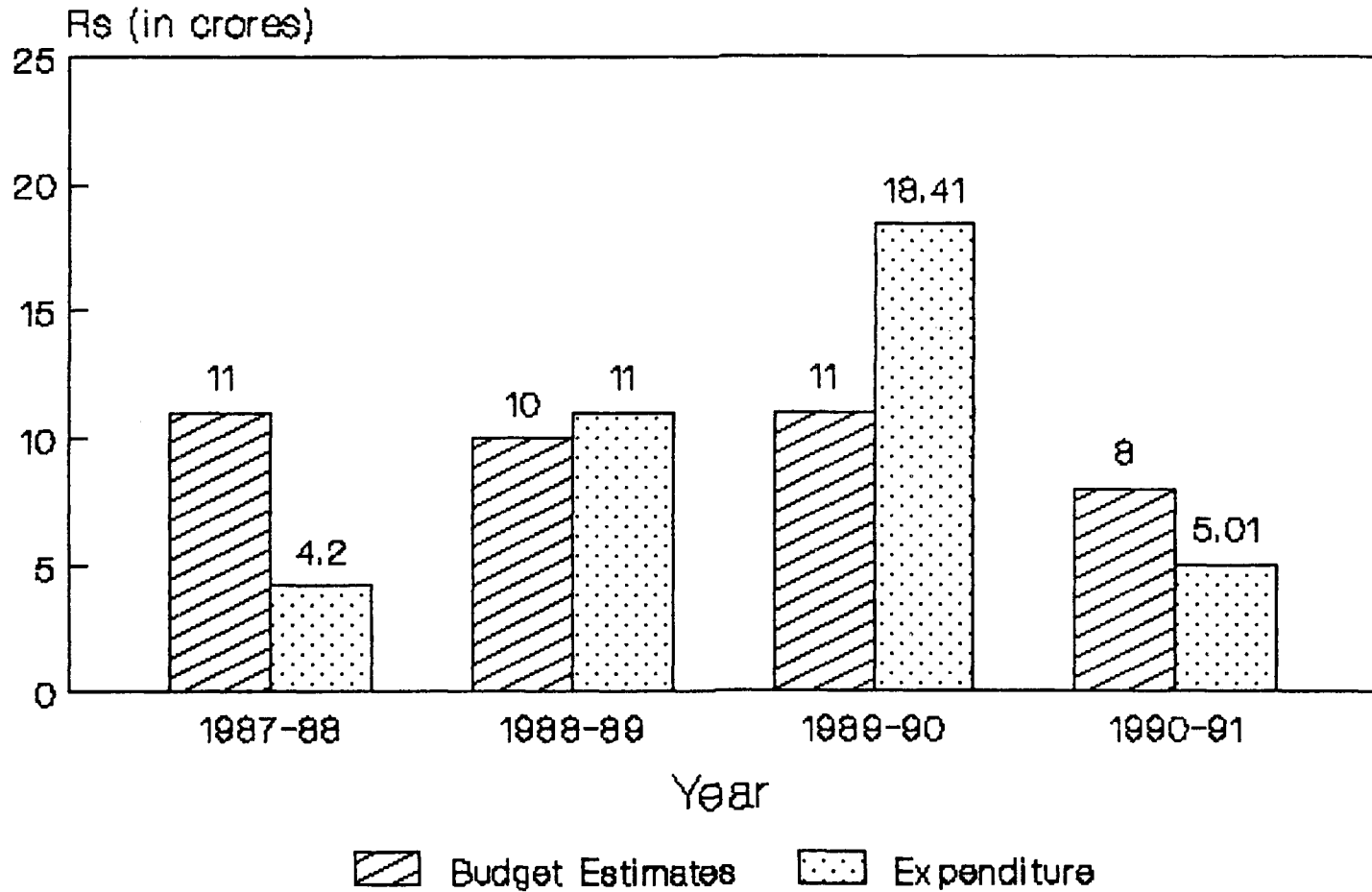
University Grants Commission



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

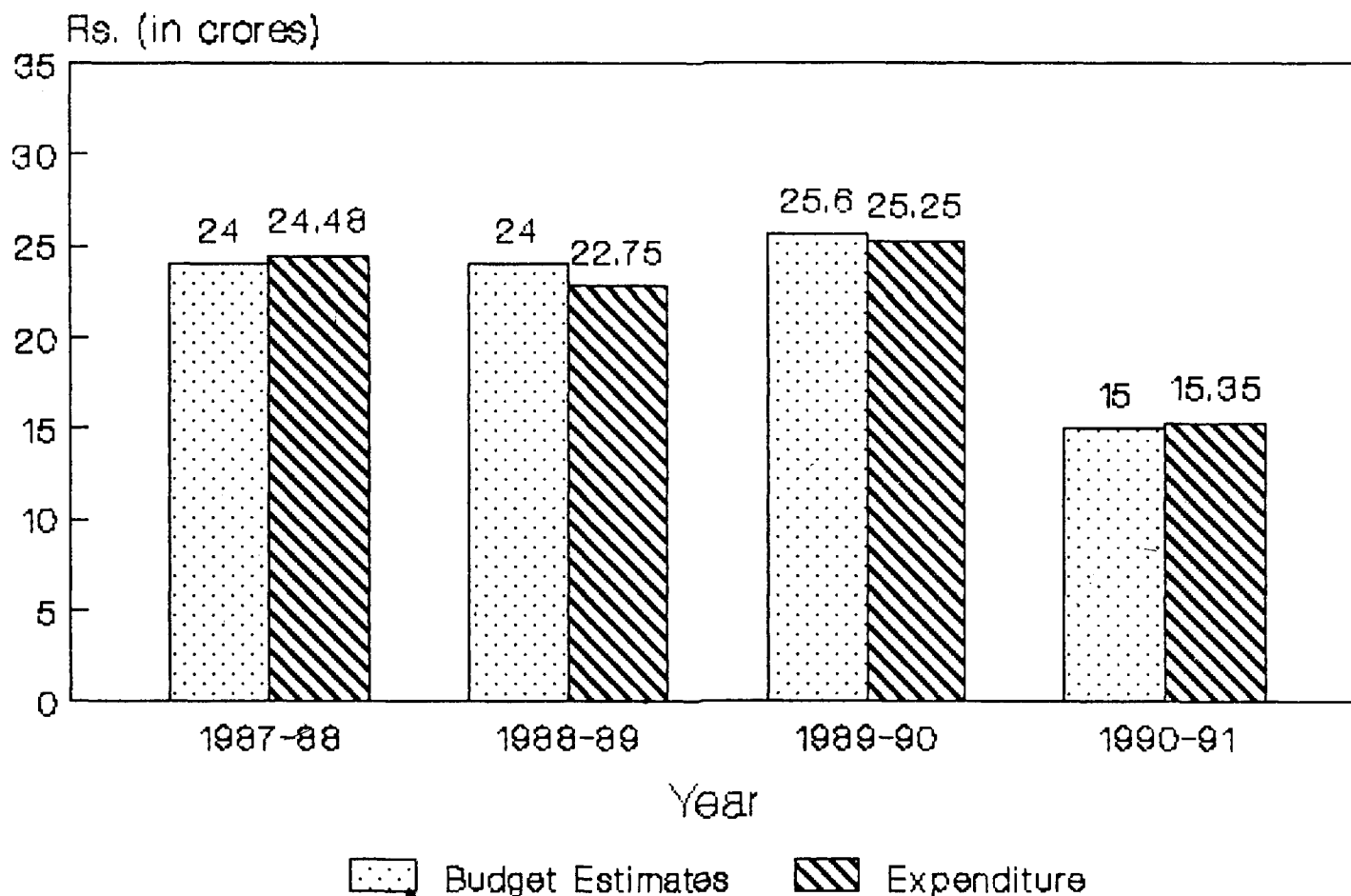
Indira Gandhi National Open University



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

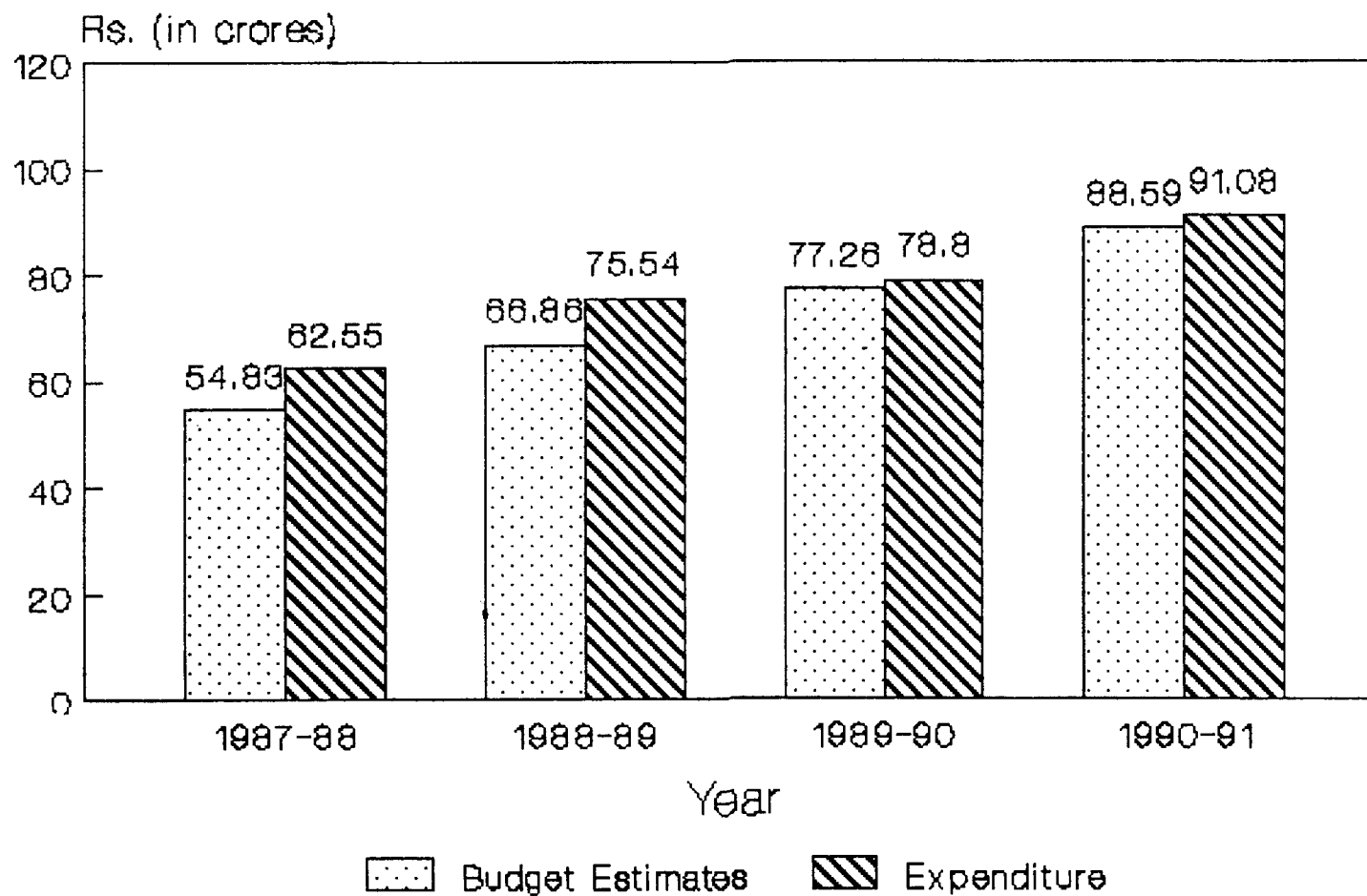
Indian Institutes of Technology



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

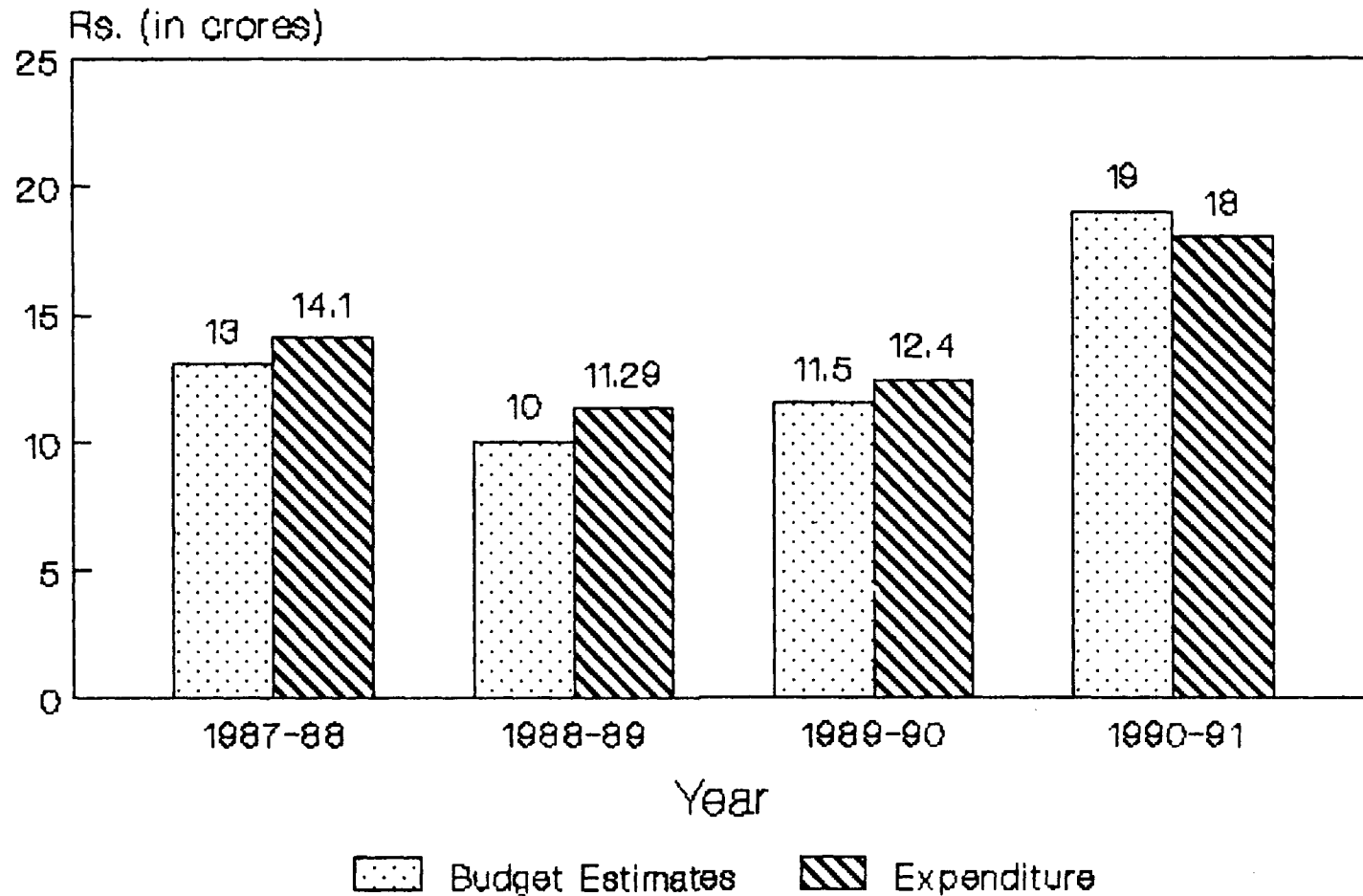
Indian Institutes of Technology



CENTRAL SECTOR - EDUCATION - PLAN

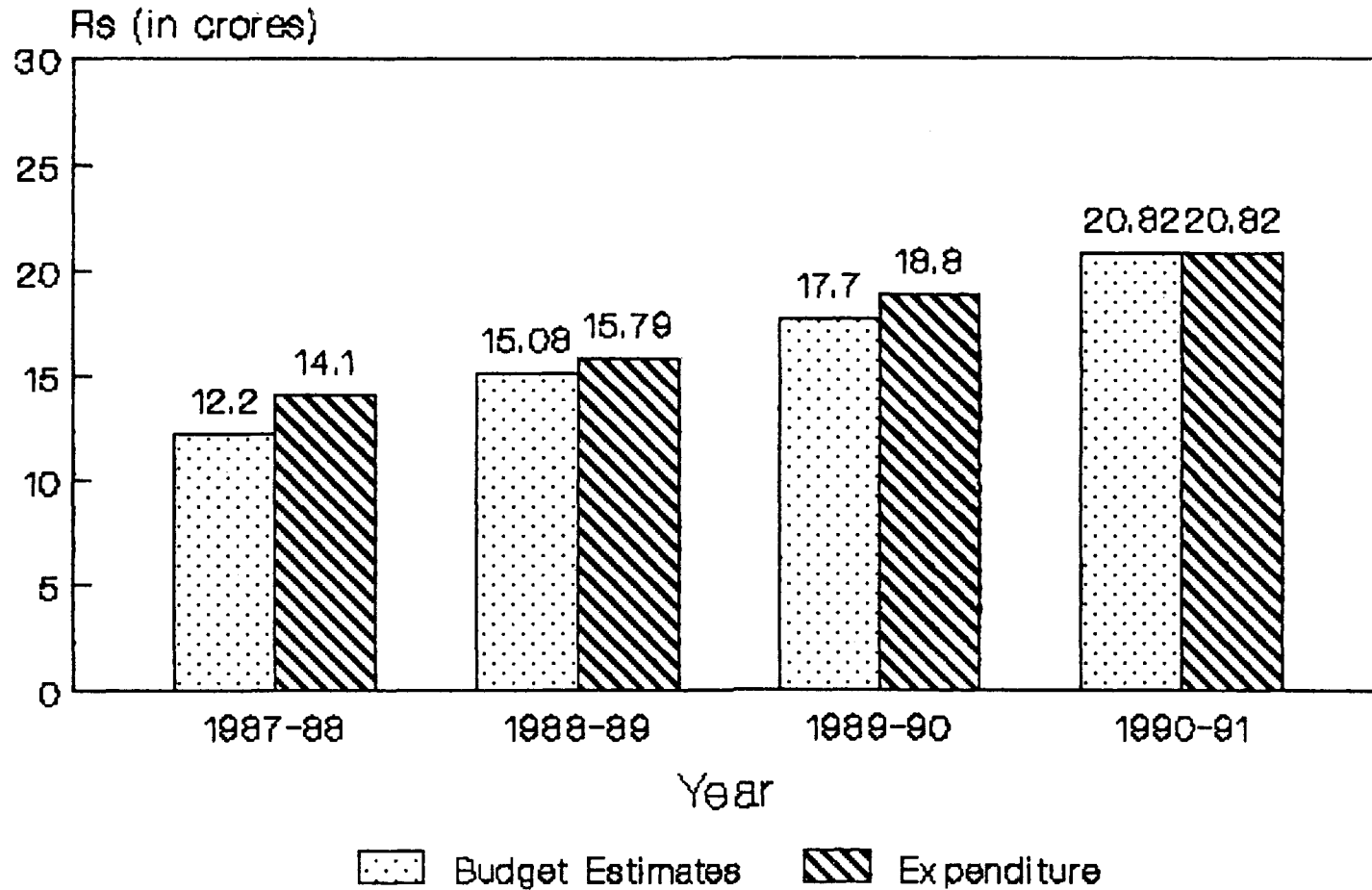
Yearwise Budget Estimates & Expenditure

Regional Engineering Colleges



CENTRAL SECTOR - EDUCATION - NON-PLAN

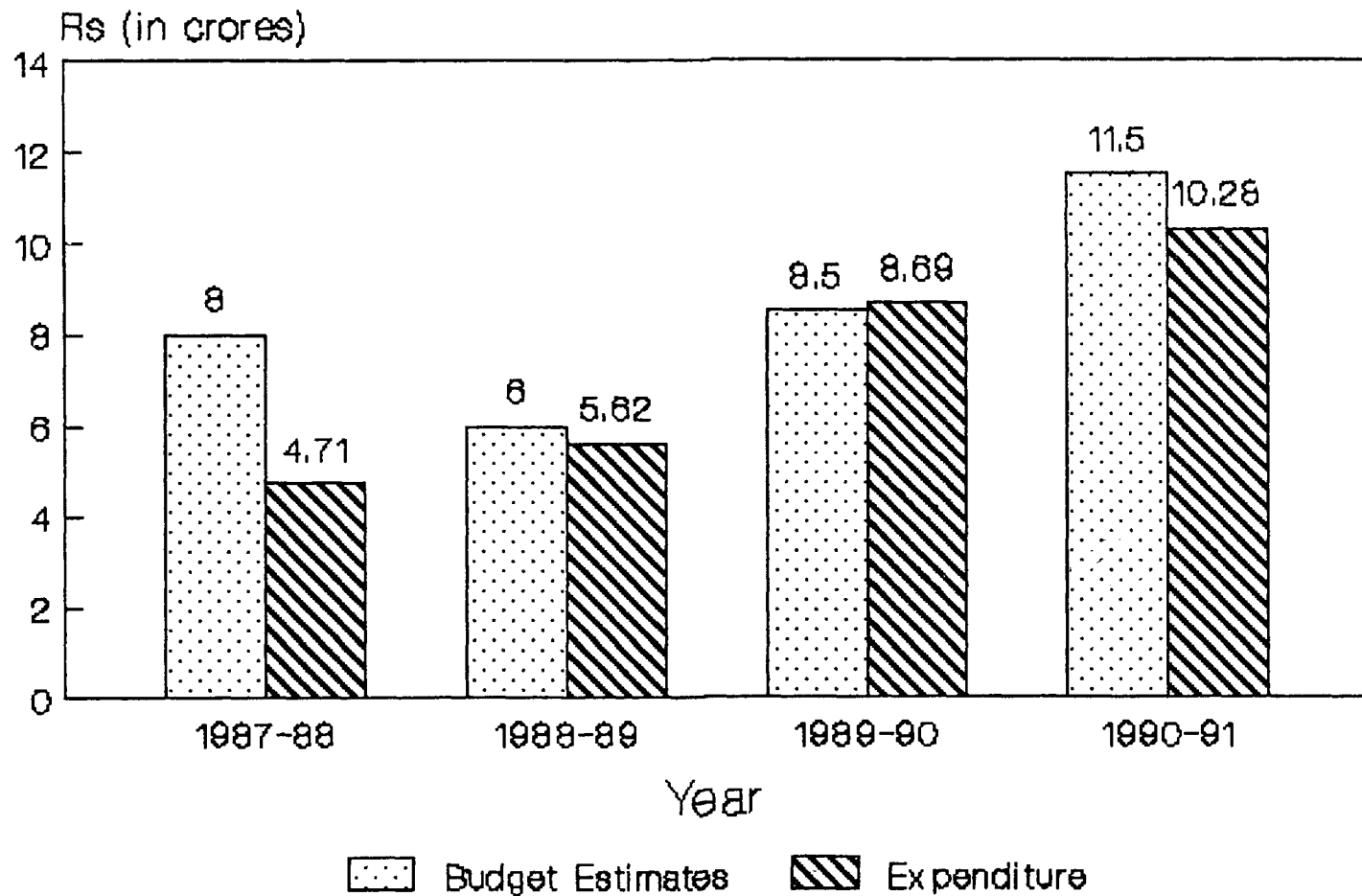
Yearwise Budget Estimates & Expenditure Regional Engineering Colleges



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

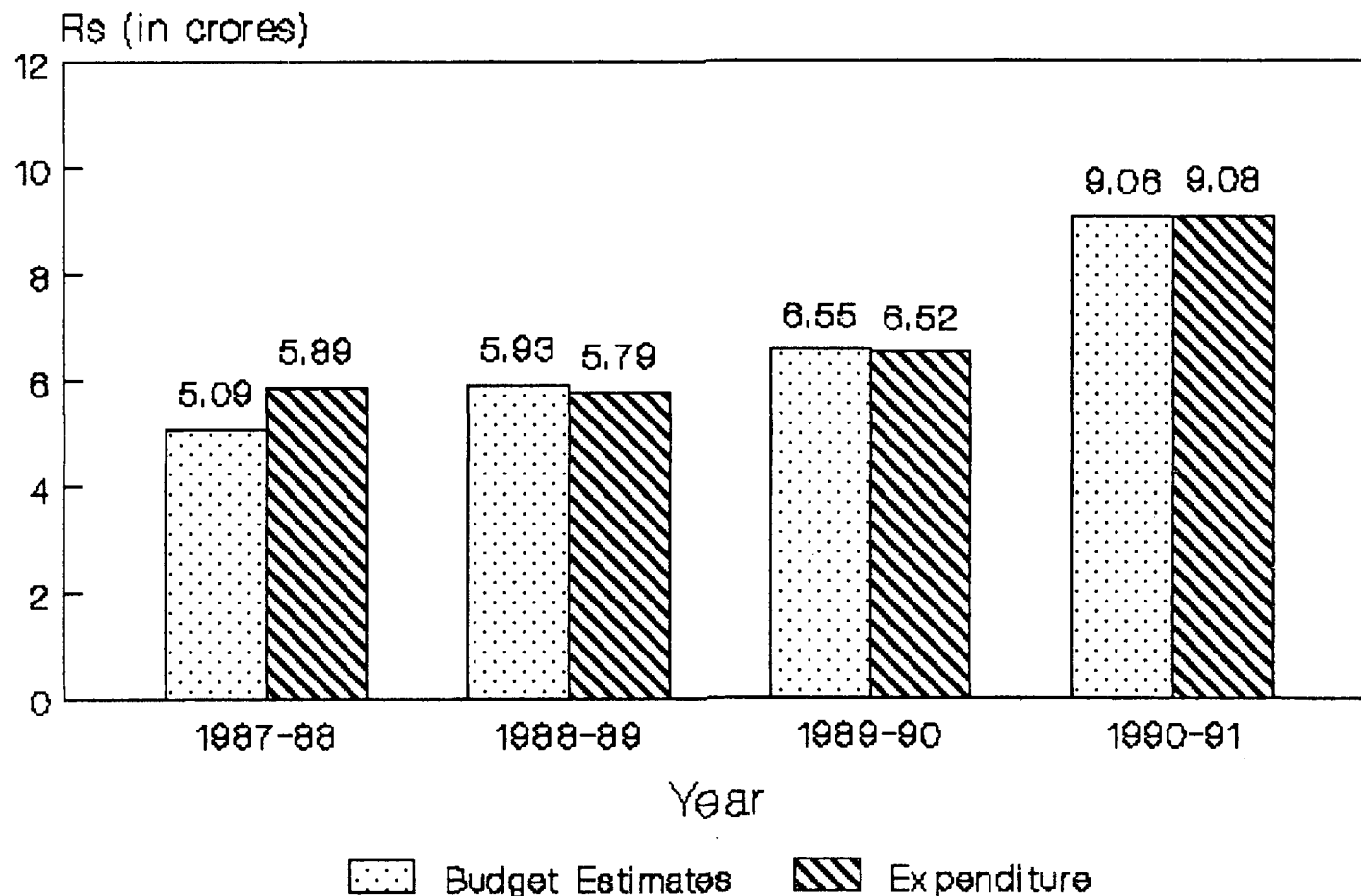
Indian Institutes of Management



CENTRAL SECTOR - EDUCATION - NON-PLAN

Yearwise Budget Estimates & Expenditure

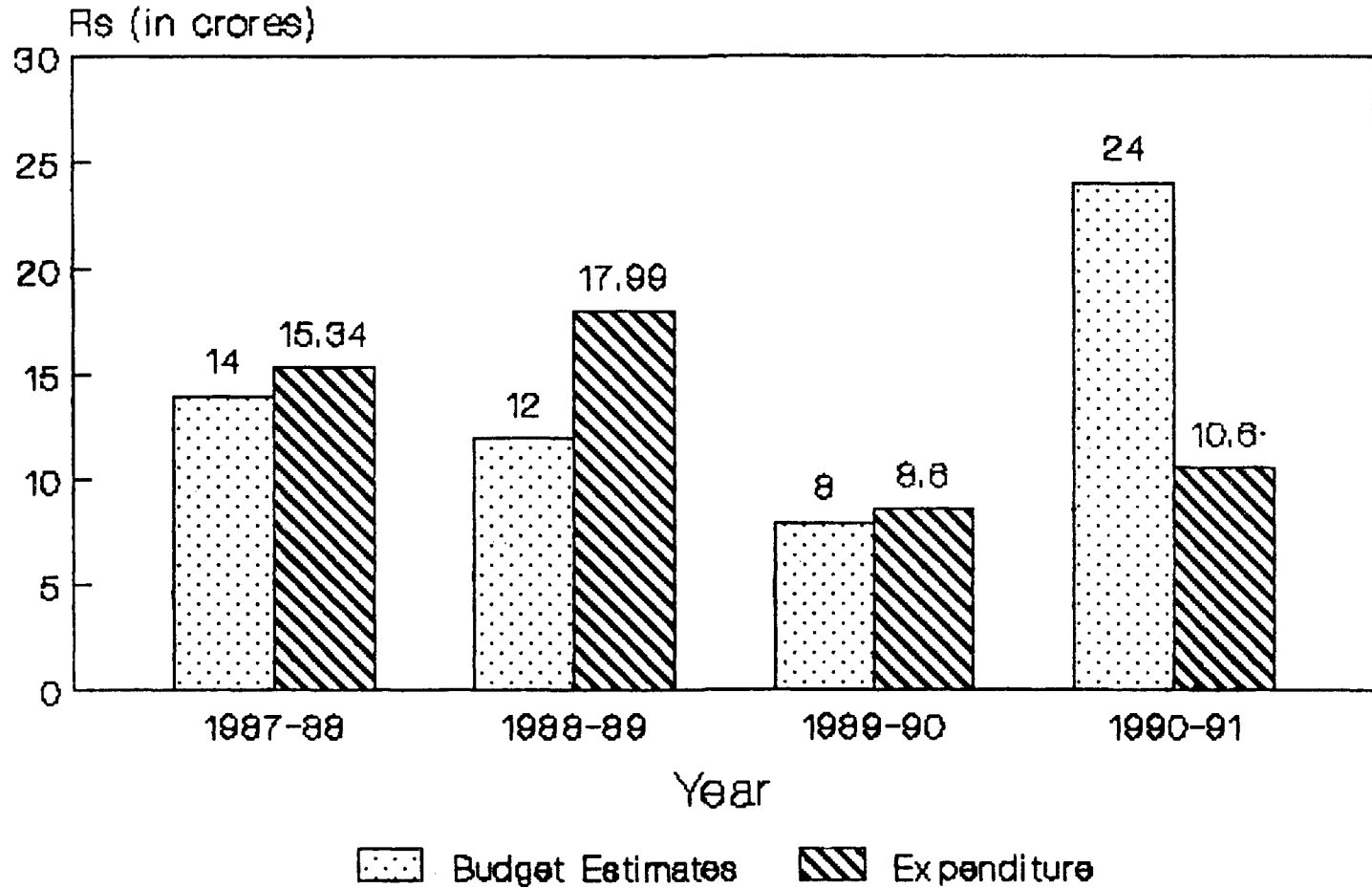
Indian Institutes of Management



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

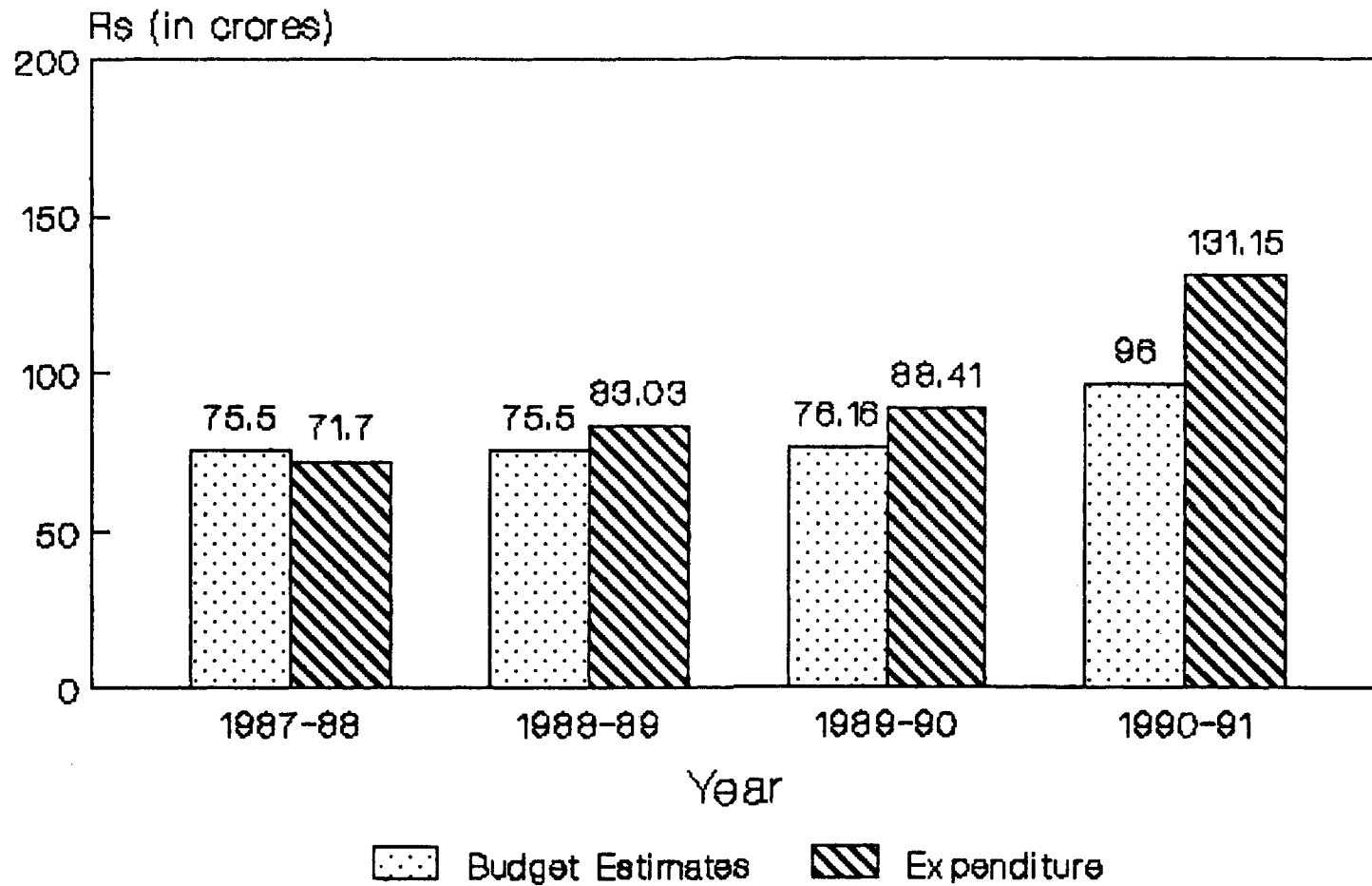
Infrastructure



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Adult Education

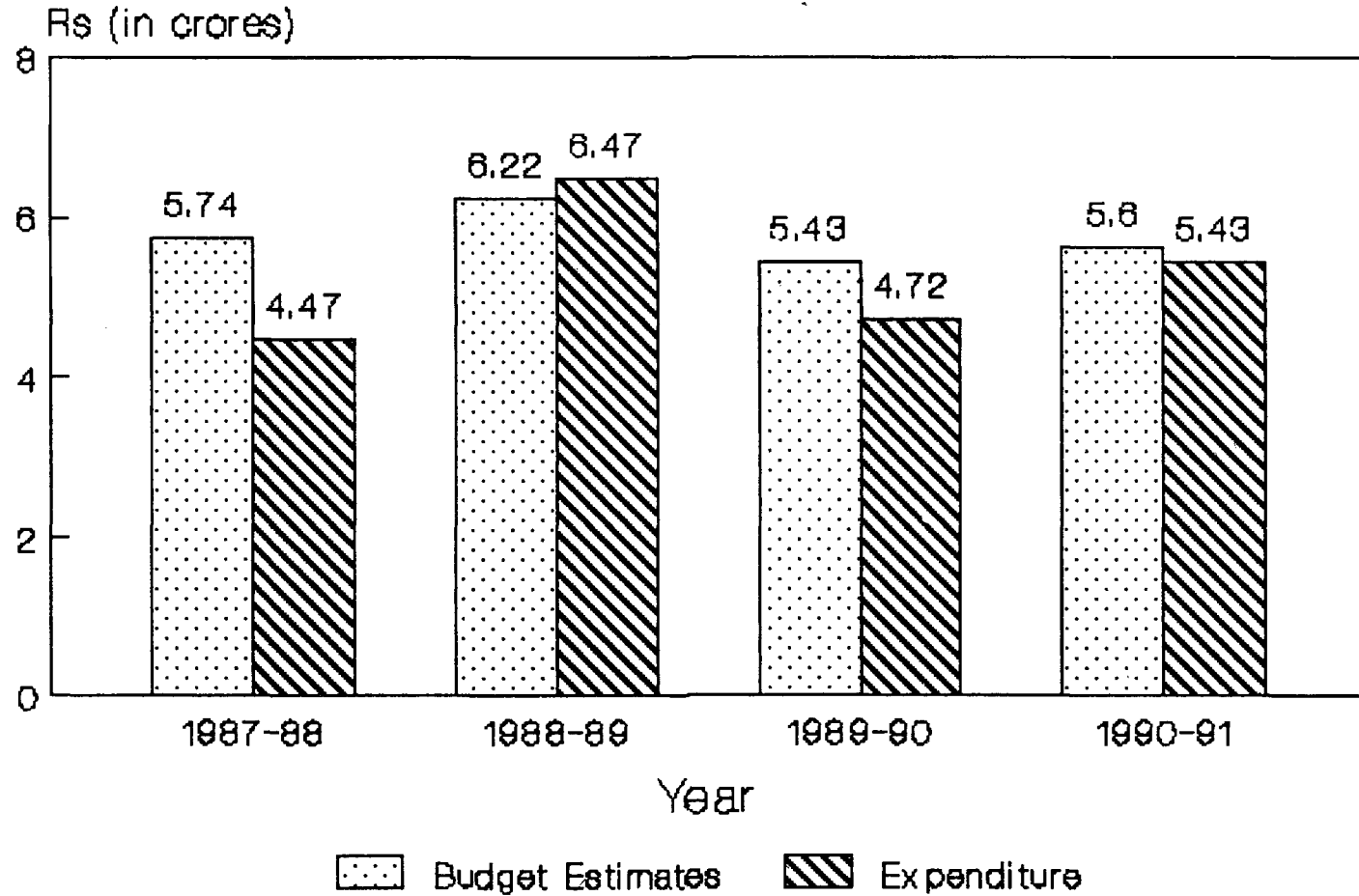


330

CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

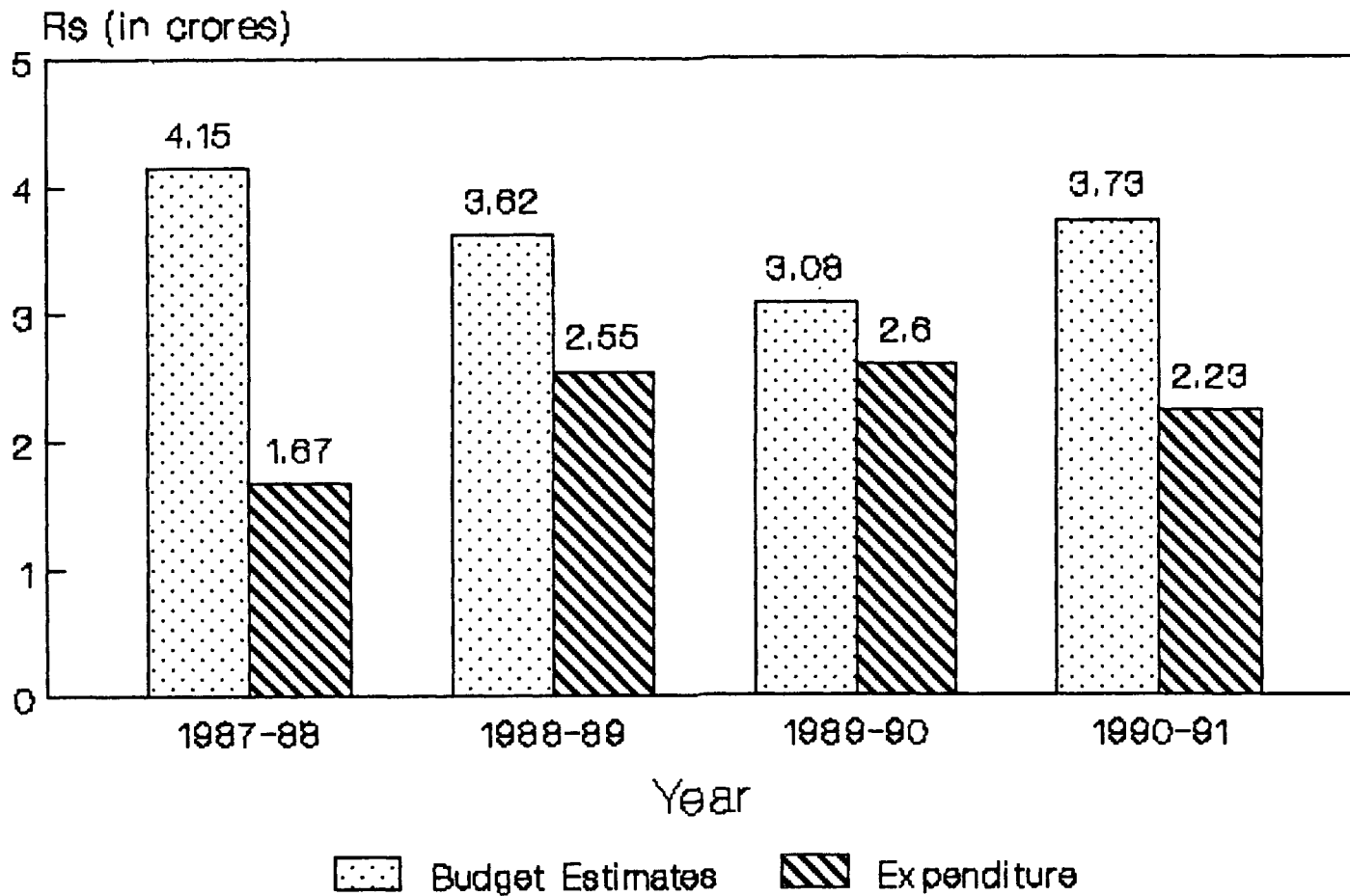
Hindi



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

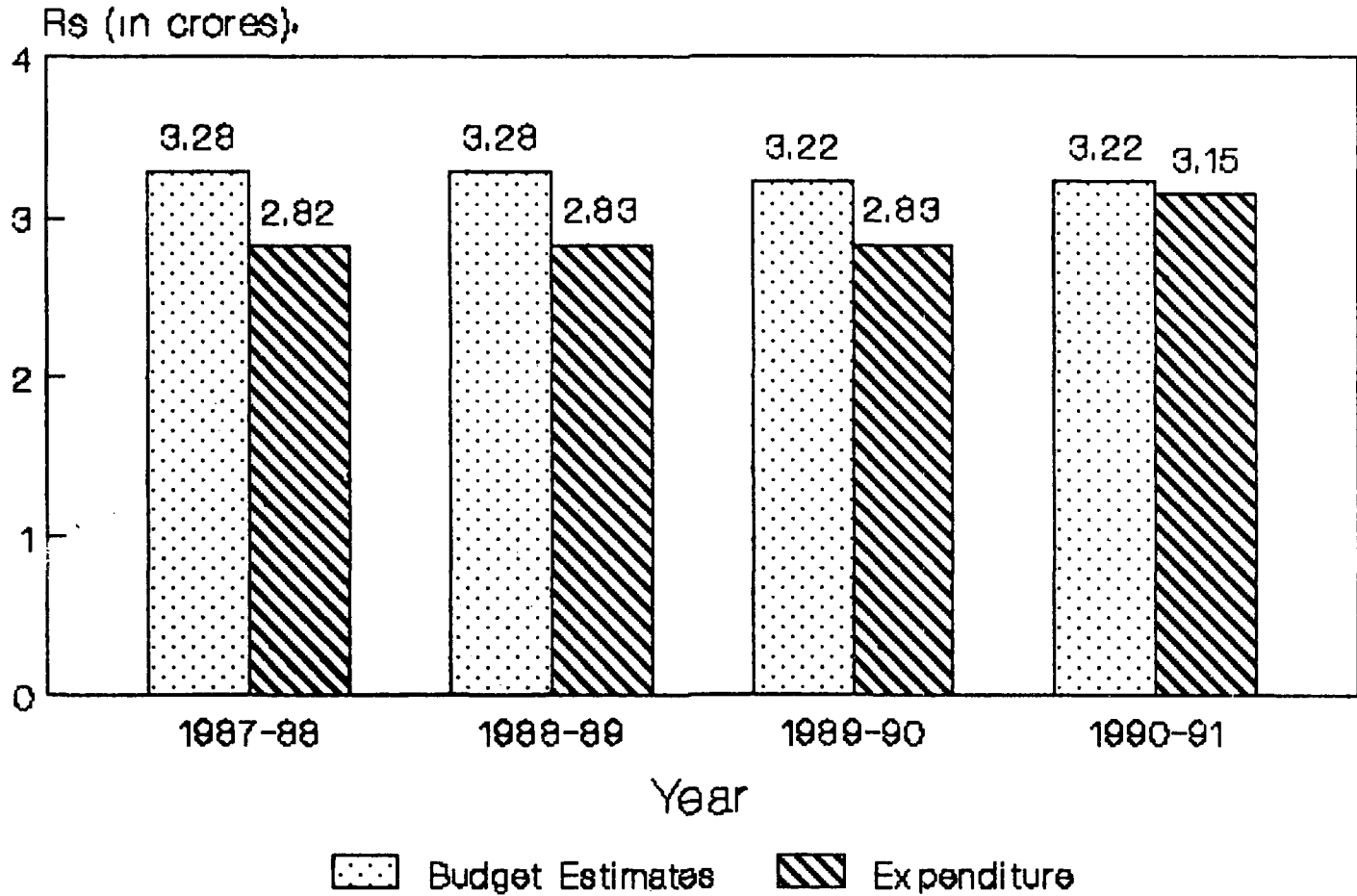
Modern Indian Languages



CENTRAL SECTOR - EDUCATION - PLAN

Yearwise Budget Estimates & Expenditure

Sanskrit

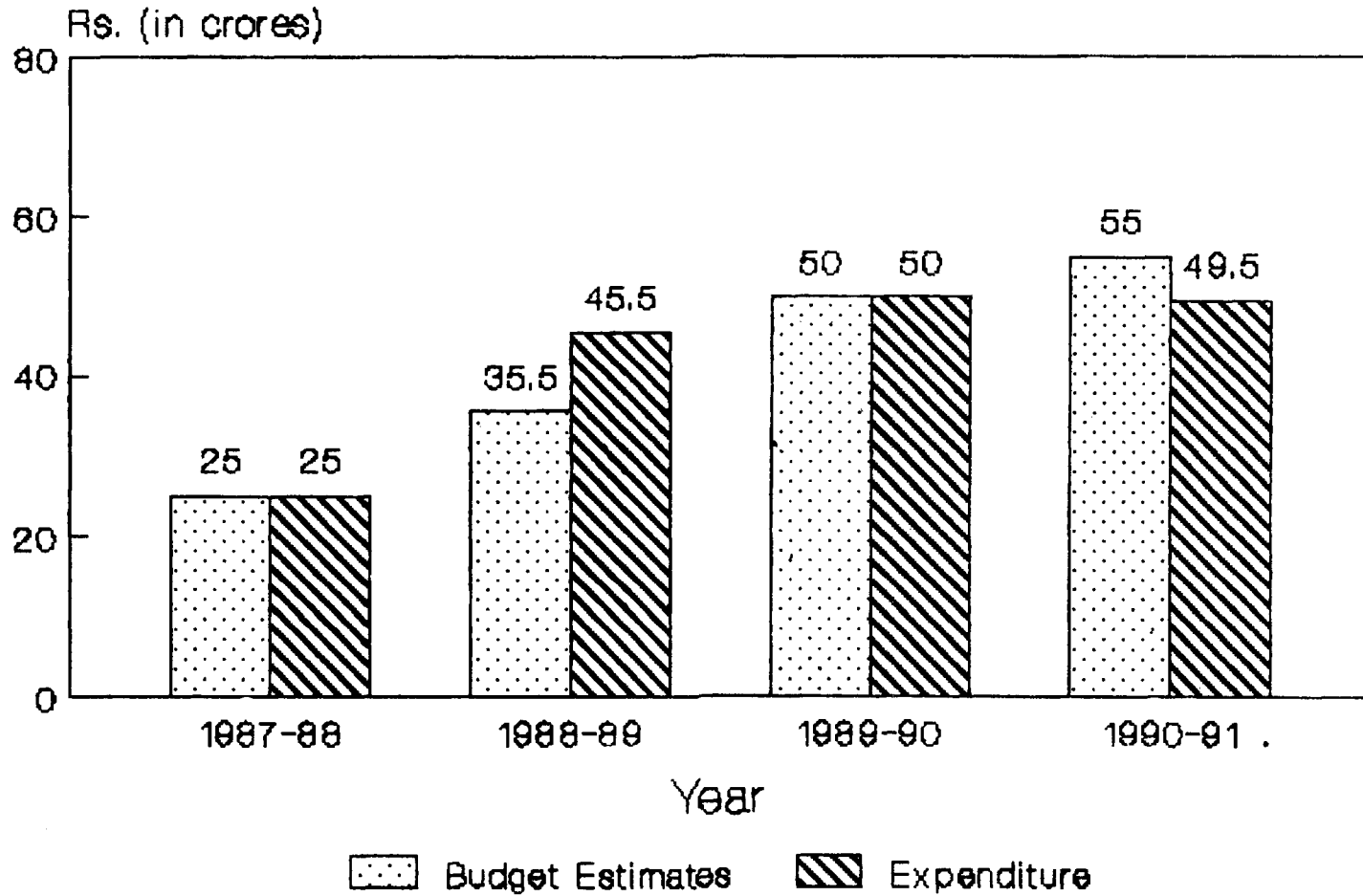


333

CENTRAL SECTOR - EDUCATION - PLAN

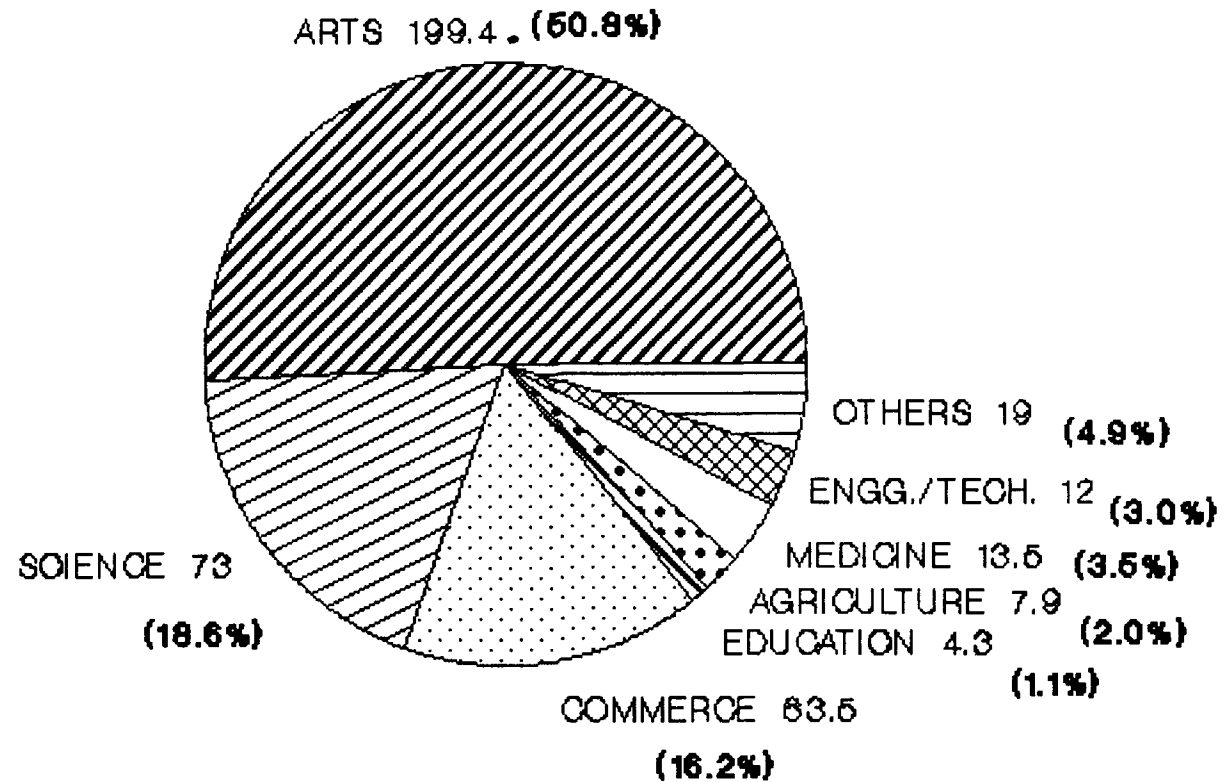
Yearwise Budget Estimates & Expenditure

Border Area Development Programme



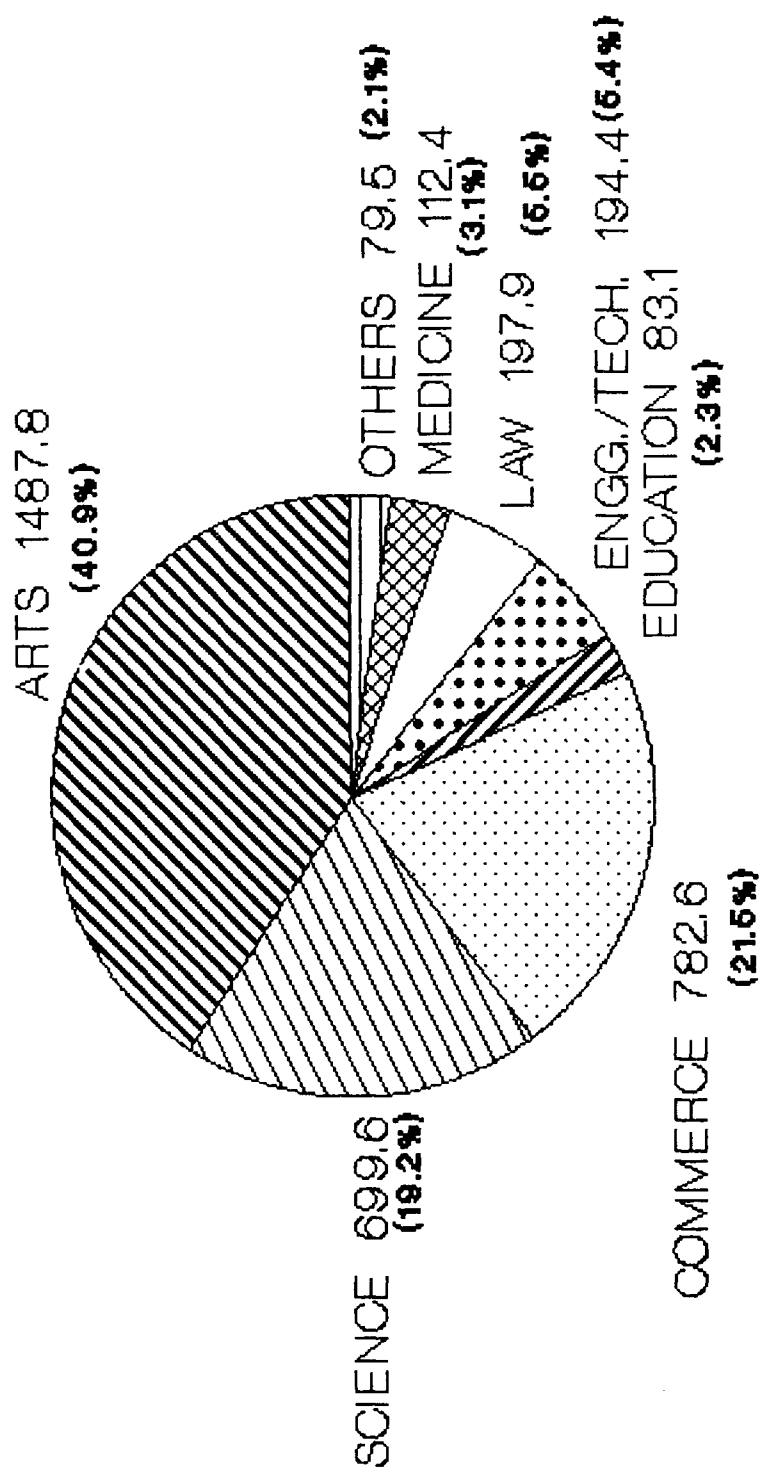
FACULTYWISE TOTAL ENROLMENT POST GRADUATE LEVEL (1986-87)

(figures in '000)



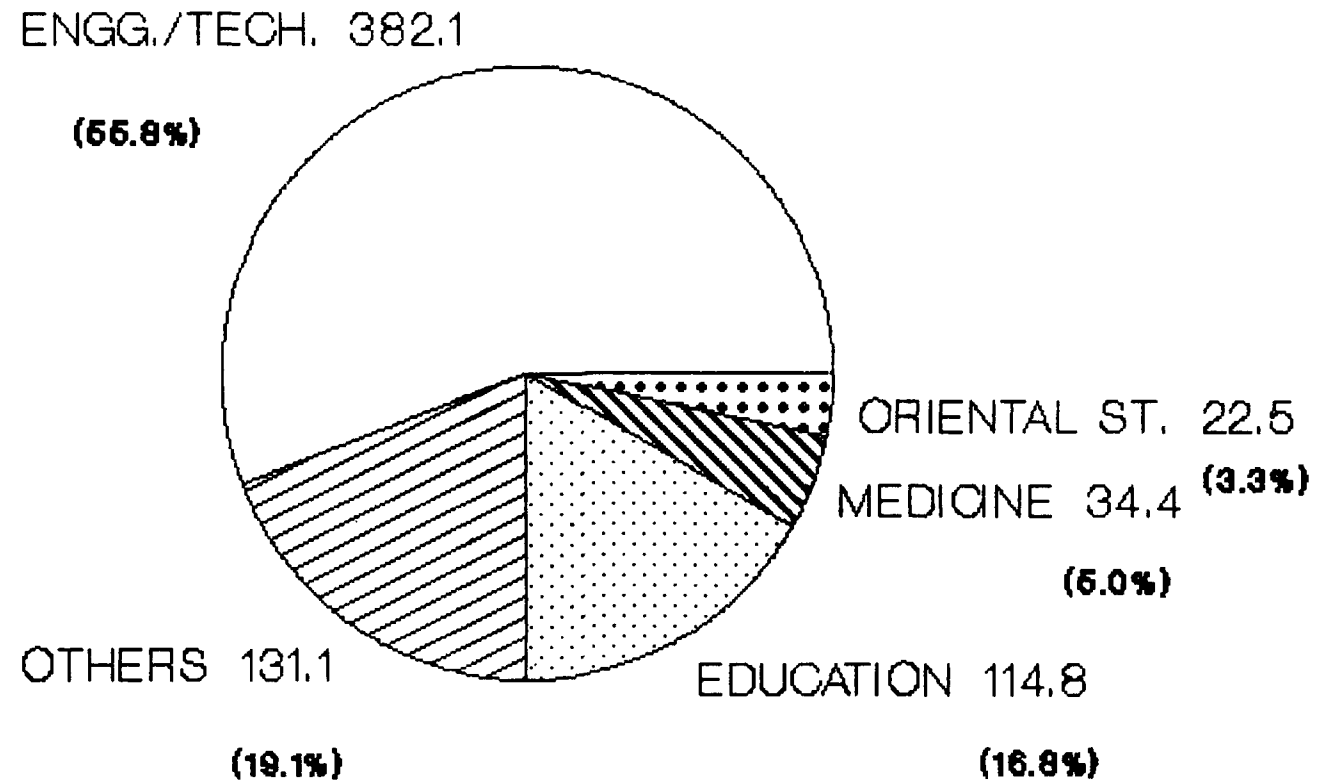
FACULTYWISE TOTAL ENROLLMENT FIRST DEGREE LEVEL (1986-87)

(figures in '000)



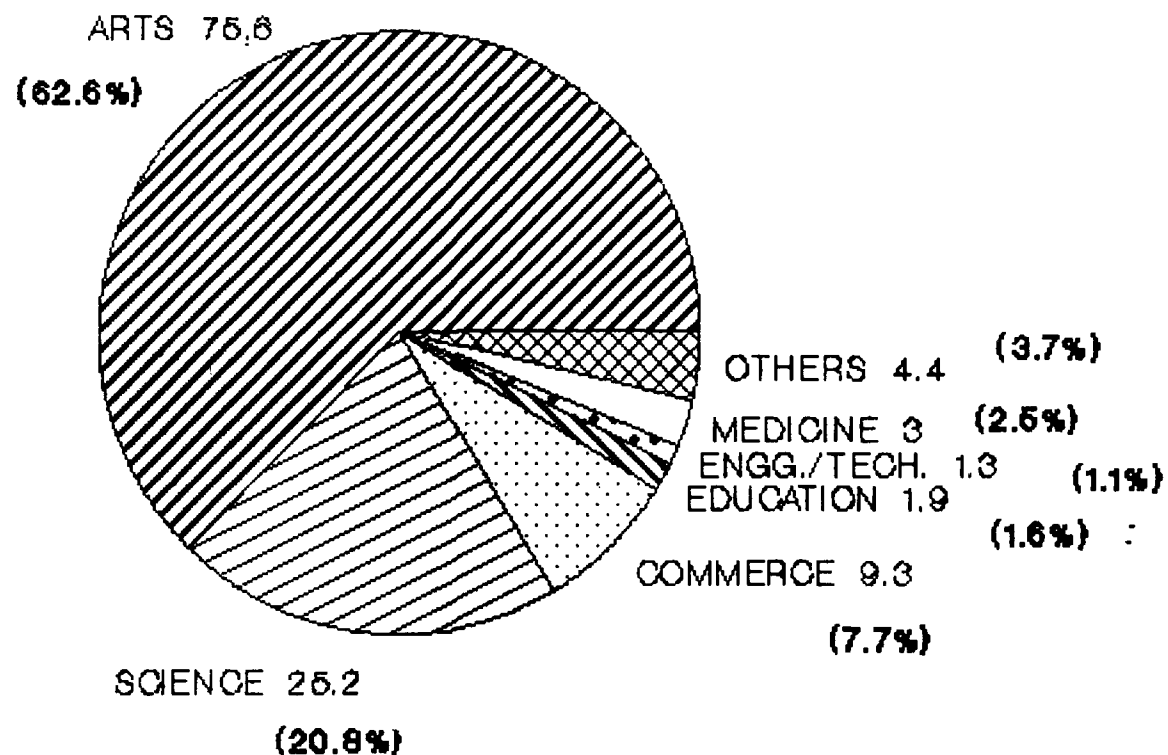
FACULTYWISE TOTAL ENROLMENT POST MATRIC (BELOW DEGREE) (1986-87)

(figures in '000)



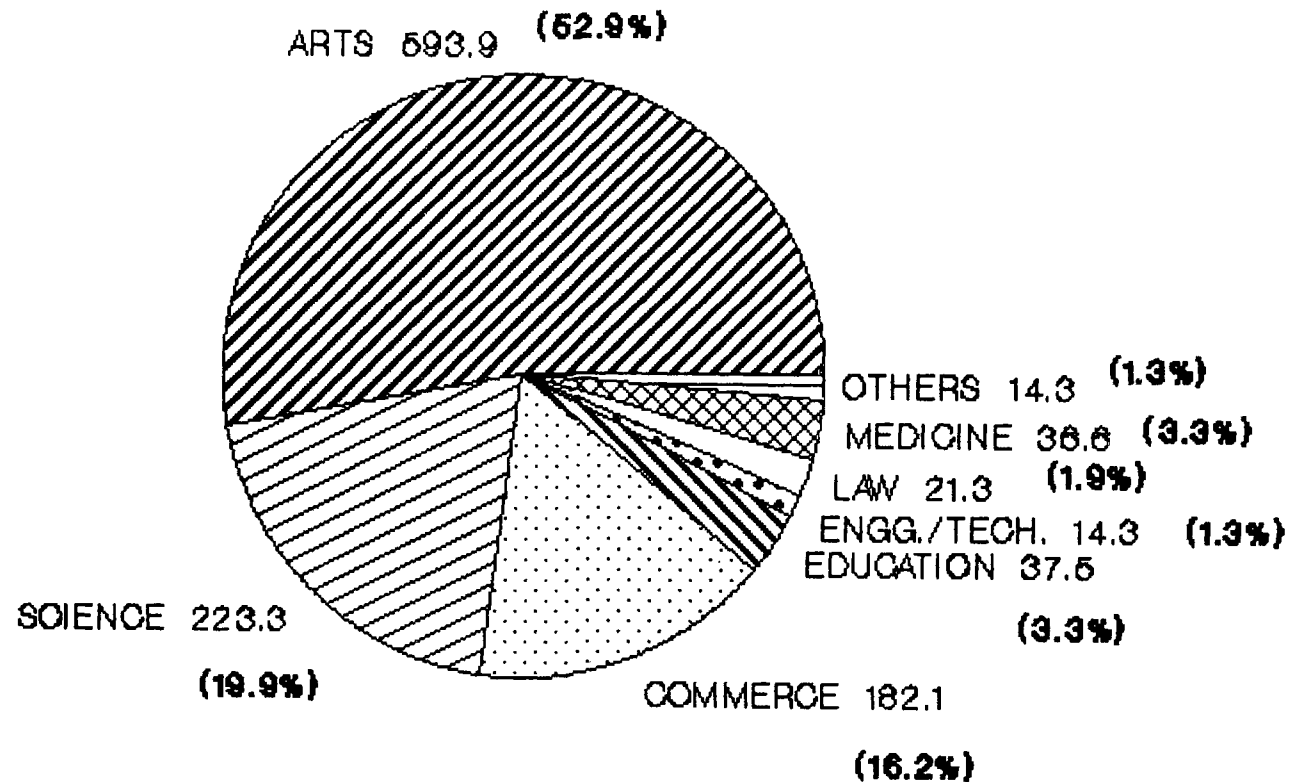
FACULTYWISE GIRLS ENROLMENT POST GRADUATE LEVEL (1986-87)

(figures in '000)



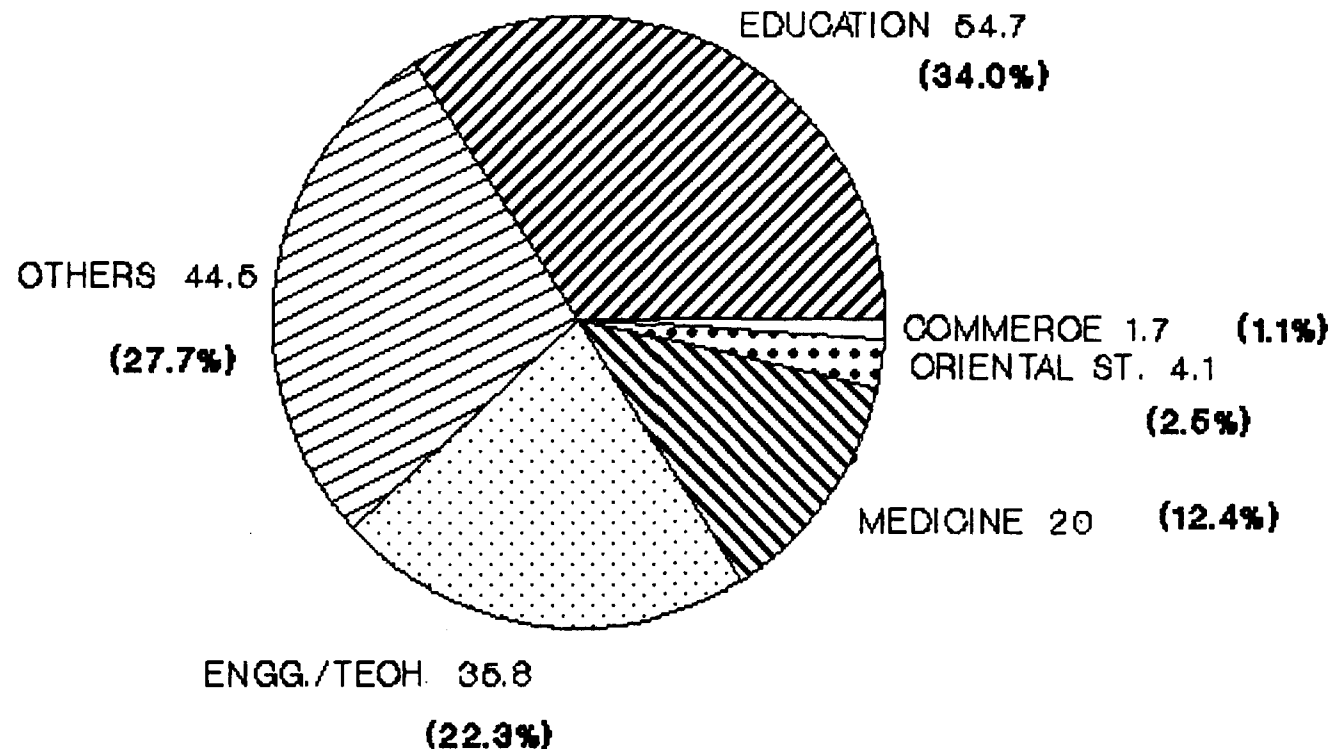
FACULTYWISE GIRLS ENROLMENT FIRST DEGREE LEVEL (1986-87)

(figures in '000)



FACULTYWISE GIRLS ENROLMENT POST MATRIC (BELOW DEGREE) (1986-87)

(figures in '000)



Statements of Educational Statistics

STATEMENT NO.1
AREA, NO. OF DISTRICTS & NO. OF BLOCKS

S.NO.	STATE/U.T	AREA (SQ.KMs)	NO. OF DISTRICTS	NO. OF BLOCKS/ TEHSILS/TALUKAS
1	ANDHRA PRADESH	275068	23	1104 *
2	ARUNACHAL PRADESH	83743	11	48
3	ASSAM	78438	23	135
4	BIHAR	173877	39	589
5	GOA	3810	2	10
6	GUJARAT	196024	19	184
7	HARYANA	44212	12	99
8	HIMACHAL PRADESH	55673	12	69
9	JAMMU & KASHMIR @	222236	14	119
10	KARNATAKA	191791	21	181
11	KERALA	38863	14	151
12	MADHYA PRADESH	443446	45	459
13	MAHARASHTRA	307690	30	300
14	MANIPUR	22327	8	26
15	MEGHALAYA	22429	5	30
16	MIZORAM	21081	3	20
17	NAGALAND	16579	7	25
18	ORISSA	155707	13	314
19	PUNJAB	50362	12	118
20	RAJASTHAN	342239	27	236
21	SIKKIM	7096	4	447
22	TAMIL NADU	130058	21	385
23	TRIPURA	10486	3	17
24	UTTAR PRADESH	294411	63	895
25	WEST BENGAL	88752	17	341
26	A & N ISLANDS	8249	2	5
27	CHANDIGARH	114	1	1
28	DADRA & NAGAR HAVELI	491	1	1
29	DAMAN & DIU		2	2
30	DELHI	1483	1	5
31	LAKSHADWEEP	32	1	0
32	PONDICHERRY	492	4	12
	INDIA	3287259	460	6328

Source : (i) Selected Educational Statistics (1989-90)
(ii) Fifth All India Educational Survey : NCERT

* Number of Mandals

@ Includes area under illegal occupation of Pakistan and China

STATEMENT NO. 2

LITERACY RATE - INDIA: 1951-1991

Year	Persons	Males	Females
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56 (41.42)	56.37 (53.45)	29.75 (28.46)
1991	52.11	63.86	39.42

- NOTE :
1. Literacy rate for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above. The literacy rates for the population aged five years and above in 1981 have been shown in brackets.
 2. The 1981 rates exclude Assam where the 1981 Census could not be conducted. The 1991 Census rates exclude Jammu and Kashmir where the 1991 Census is yet to be conducted.

STATEMENT NO. 3

NUMBER OF LITERATES AND ILLITERATES AMONG POPULATION
POPULATION AGED SEVEN YEARS AND ABOVE - INDIA
1981-1991

Year	Persons	Males	Females
(1)	(2)	(3)	(4)
Literates			
1981	233,947	156,953	76,994
1991	352,082	224,288	127,794
Increase in 1991 over 1981	118,315	67,335	50,800
Illiterates			
1981	301,933	120,902	181,031
1991	324,030	126,694	197,336
Increase in 1991 over 1981	22,097	5,792	16,305

- NOTE :
1. The figure excludes Assam and Jammu and Kashmir. For Assam, the 1981 figures are not available as the 1981 Census could not be held there, while for Jammu & Kashmir, the 1991 figures are not yet available as the 1991 Census is yet to be conducted there.
 2. Figures of literate population for 1991 are as per the provisional results of the 1991 Census. The figures of illiterate population aged seven years and above are estimated figures based on certain assumptions on population age structure and are likely to undergo change.

STATEMENT NO. 4

PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE

	1981			1991		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
INDIA	43.56	56.37	29.75	52.11	63.86	39.42
1 ANDHRA PRADESH	35.66	46.83	24.16	45.11	56.24	33.71
2 ARUNACHAL PRADESH	25.54	35.11	14.01	41.22	51.10	29.37
3 ASSAM	NA	NA	NA	53.42	62.34	43.70
4 BIHAR	32.03	46.58	16.51	38.54	52.63	23.10
5 GOA	65.71	76.01	55.17	76.96	85.48	68.20
6 GUJARAT	52.21	65.14	38.46	60.91	72.54	48.50
7 HARYANA	43.85	58.49	26.89	55.33	67.85	40.94
8 HIMACHAL PRADESH	51.17	64.27	37.72	63.54	74.57	52.46
9 JAMMU & KASHMIR	32.68	44.18	19.55	NA	NA	NA
10 KARNATAKA	46.20	58.72	33.16	55.98	67.25	44.34
11 KERALA	81.56	87.74	75.65	90.59	94.45	86.93
12 MADHYA PRADESH	34.22	48.41	18.99	43.45	57.43	28.39
13 MAHARASHTRA	55.83	69.66	41.01	63.05	74.84	50.51
14 MANIPUR	49.61	64.12	34.61	60.96	72.98	48.64
15 MEGHALAYA	42.02	46.62	37.15	48.26	51.57	44.78
16 MIZORAM	74.26	79.37	68.60	81.23	84.06	78.09
17 NAGALAND	50.20	58.52	40.28	61.30	66.09	55.72
18 ORISSA	40.96	56.45	25.14	48.55	62.37	34.40
19 PUNJAB	48.12	55.52	39.64	57.14	63.68	49.72
20 RAJASTHAN	30.09	44.76	13.99	38.81	55.07	20.84
21 SIKKIM	41.57	52.98	27.35	56.53	64.34	47.23
22 TAMIL NADU	54.38	68.05	40.43	63.72	74.88	52.29
23 TRIPURA	50.10	61.49	38.01	60.39	70.08	50.01
24 UTTAR PRADESH	33.33	47.43	17.18	41.71	55.35	26.02
25 WEST BENGAL	48.64	59.93	36.07	57.72	67.24	47.15
26 A & N ISLANDS	63.16	70.28	53.15	73.74	79.68	66.22
27 CHANDIGARH	74.81	78.89	69.31	78.73	82.67	73.61
28 DADRA & NAGAR HAVELI	32.70	44.69	20.38	39.45	52.07	26.10
29 DAMAN & DIU	59.91	74.45	46.51	73.58	85.67	61.38
30 DELHI	71.93	79.28	62.57	76.09	82.63	68.01
31 LAKSHADWEEP	68.42	81.24	55.32	79.23	87.06	70.88
32 PONDICHERRY	65.14	77.09	53.03	74.91	83.91	65.79

NA stands for not available

Literacy rates for 1981 excludes Assam where the 1991 census could not be held and the literacy rates for 1991 exclude Jammu and Kashmir where the 1991 census is yet to be conducted. The literacy rates for India for 1981 and 1991 excluding Assam and Jammu & Kashmir works out as under:

	Persons	Males	Females
1981	43.66	56.49	29.84
1991	52.07	63.90	39.31

STATEMENT NO. 5

STATES AND UNION TERRITORIES ARRANGED IN DESCENDING ORDER OF LITERACY RATE
AMONG PERSONS, MALES AND FEMALES: 1991

PERSONS		MALES		FEMALES		
RANK	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE	STATE/ UNION TERRITORY	LITERACY RATE
1	KERALA	90.59	KERALA	94.45	KERALA	86.93
2	MIZORAM	81.23	LAKSHADWEEP	87.06	MIZORAM	78.09
3	LAKSHADWEEP	79.23	DAMAN & DIU	85.67	CHANDIGARH	73.61
4	CHANDIGARH	78.73	GOA	85.48	LAKSHADWEEP	70.88
5	GOA	76.96	MIZORAM	84.06	GOA	68.20
6	DELHI	76.09	PONDICHERRY	83.91	DELHI	68.01
7	PONDICHERRY	74.91	CHANDIGARH	82.67	A & N ISLANDS	66.22
8	A & N ISLANDS	73.74	DELHI	82.63	PONDICHERRY	65.79
9	DAMAN & DIU	73.58	A & N ISLANDS	79.68	DAMAN & DIU	61.38
10	TAMIL NADU	63.72	TAMIL NADU	74.88	NAGALAND	55.72
11	HIMACHAL PRADESH	63.54	MAHARASHTRA	74.84	HIMACHAL PRADESH	52.46
12	MAHARASHTRA	63.05	HIMACHAL PRADESH	74.57	TAMIL NADU	52.29
13	NAGALAND	61.30	MANIPUR	72.98	MAHARASHTRA	50.51
14	MANIPUR	60.96	GUJARAT	72.54	TRIPURA	50.01
15	GUJARAT	60.91	TRIPURA	70.08	PUNJAB	49.72
16	TRIPURA	60.39	HARYANA	67.85	MANIPUR	48.64
17	WEST BENGAL	57.72	KARNATAKA	67.25	GUJARAT	48.50
18	PUNJAB	57.14	WEST BENGAL	67.24	SIKKIM	47.23
19	SIKKIM	56.53	NAGALAND	66.09	WEST BENGAL	47.15
20	KARNATAKA	55.98	SIKKIM	64.34	MEGHALAYA	44.78
21	HARYANA	55.33	INDIA	63.86	KARNATAKA	44.34
22	ASSAM	53.42	PUNJAB	63.68	ASSAM	43.70
	INDIA	52.11	ORISSA	62.37	HARYANA	40.94
23	ORISSA	48.55	ASSAM	62.34	INDIA	39.42
24	MEGHALAYA	48.26	MADHYA PRADESH	57.43	ORISSA	34.40
25	ANDHRA PRADESH	45.11	ANDHRA PRADESH	56.24	ANDHRA PRADESH	33.71
26	MADHYA PRADESH	43.45	UTTAR PRADESH	55.35	ARUNACHAL PRADESH	29.37
27	UTTAR PRADESH	41.71	RAJASTHAN	55.07	MADHYA PRADESH	28.39
28	ARUNACHAL PRADESH	41.22	BIHAR	52.63	DADRA & NAGAR HAVELI	26.10
29	DADRA & NAGAR HAVELI	39.45	DADRA & NAGAR HAVELI	52.07	UTTAR PRADESH	26.02
30	RAJASTHAN	38.81	MEGHALAYA	51.57	BIHAR	23.10
31	BIHAR	38.54	ARUNACHAL PRADESH	51.10	RAJASTHAN	20.84

Excludes Jammu & Kashmir where the 1991 Census is yet to be held

STATEMENT No. 6
PROJECTED POPULATION (1989-90)
(As on 1st March 1990)

(In '000)

S.NO.STATE/U.T.	ALL AGES			6-11 YEARS			11-14 YEARS		
	TOTAL	SC	ST	TOTAL	SC	ST	TOTAL	SC	ST
1 ANDHRA PRADESH	63159	9390	3746	6950	1034	412	3881	577	230
2 ASSAM	24456	1526	2688	3141	192	402	1845	113	236
3 BIHAR	84733	12292	7042	10265	1490	853	5702	827	474
4 GUJARAT	40377	2888	5743	4636	332	660	2638	189	376
5 HARYANA	16140	3078	0	2000	381	0	1066	203	0
6 HIMACHAL PRADESH	5026	1237	232	588	145	27	341	84	16
7 JAMMU & KASHMIR	7210	599	0	857	71	0	487	40	0
8 KARNATAKA	44569	6715	2191	5241	790	257	2948	444	145
9 KERALA	29666	2971	305	3073	308	32	1746	175	18
10 MADHYA PRADESH	63048	8891	14484	7603	1072	1747	4172	588	958
11 MAHARASHTRA	74203	5295	6822	8206	586	754	4745	339	436
12 MANIPUR	1762	22	481	232	3	63	112	1	30
13 MEGHALAYA	1693	7	1364	227	1	183	122	0	99
14 NAGALAND	1098	0	922	132	0	111	79	0	66
15 ORISSA	30924	4533	6936	3504	514	786	2043	300	458
16 PUNJAB	19571	5259	0	2188	588	0	1234	331	0
17 RAJASTHAN	43476	7409	5308	5646	982	689	2975	518	363
18 SIKKIM	436	25	101	57	3	13	31	2	7
19 TAMIL NADU	55677	10215	598	5787	1062	62	3245	595	35
20 TRIPURA	2530	382	720	287	43	82	156	24	44
21 UTTAR PRADESH	133691	28283	281	16815	3558	35	9281	1964	20
22 WEST BENGAL	64816	14251	3647	7331	1612	413	4062	893	229
23 A & N ISLANDS	283	0	34	41	0	5	20	0	3
24 ARUNACHAL PRADESH	807	4	563	105	0	73	56	0	39
25 CHANDIGARH	723	102	0	78	11	0	44	6	0
26 DADRA & NAGAR HAVELI	130	3	103	17	0	13	10	0	8
27 DELHI	8910	1607	0	984	177	0	578	104	0
28 GOA, DAMAN & DIU	1333	29	13	131	3	1	75	2	1
29 LAKSHADWEEP	46	0	43	6	0	5	3	0	3
30 MIZORAM	688	0	644	78	0	73	48	0	45
31 PONDICHERY	734	117	0	75	12	0	45	7	0
INDIA	825064	129913	64028	97353	15333	7555	54414	8570	4223

SOURCE : (i) Report of the Expert Committee on population projections.
(ii) Figures furnished by Registrar Generals' Office.

NOTE: Figures of Total Population are provided by the above sources. For S.C. and S.T., the estimates were worked out assuming the same percentage of S.C. and S.T. population to General population obtaining as on 1st March, 1981.

STATEMENT NO. 7

LITERACY RATES - 1981a

As on 1-3-1981

STATE/U.T	GENERAL			S.C			S.T		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1 ANDHRA PRADESH	39.26	20.39	29.94	24.82	10.26	17.65	12.02	3.46	7.82
2 ASSAM *	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
3 BIHAR	38.11	13.62	26.20	18.02	2.51	10.40	26.17	7.75	16.99
4 GUJARAT	54.44	32.30	43.70	53.14	25.61	39.79	30.41	11.64	21.14
5 HARYANA	48.20	22.27	36.14	31.45	7.06	20.15	-	-	-
6 HIMACHAL PRADESH	53.19	31.46	42.48	41.94	20.63	31.50	38.75	12.82	25.93
7 JAMMU&KASHMIR	36.29	15.88	26.67	32.34	11.70	22.44	-	-	-
8 KARNATAKA	48.81	27.71	38.46	29.35	11.55	20.59	29.96	10.03	20.14
9 KERALA	75.26	65.73	70.42	62.33	49.73	55.96	37.52	26.02	31.79
10 MADHYA PRADESH	39.49	15.53	27.87	30.26	6.87	18.97	17.74	3.60	10.68
11 MAHARASHTRA	58.79	34.79	47.18	48.85	21.53	35.55	32.38	11.94	22.29
12 MANIPUR	53.29	29.06	41.35	41.94	24.95	33.63	48.88	30.35	39.74
13 MEGHALAYA	37.89	30.08	34.08	33.28	16.30	25.78	34.19	28.91	31.35
14 NAGALAND	50.06	33.89	42.57				47.32	32.99	40.32
15 ORISSA	47.10	21.12	34.23	35.26	9.40	22.41	23.27	4.76	13.96
16 PUNJAB	47.16	33.69	40.86	30.96	15.67	23.86	-	-	-
17 RAJASTHAN	36.30	11.42	24.38	24.40	2.69	14.04	18.85	1.20	10.27
18 SIKKIM	43.95	22.20	34.05	35.74	19.65	28.06	43.10	22.37	33.13
19 TAMILNADU	58.26	34.99	46.76	40.65	18.47	29.67	26.71	14.00	20.46
20 TRIPURA	51.70	32.00	42.12	43.92	23.24	33.89	33.46	12.27	23.07
21 UTTAR PRADESH	38.76	14.04	27.16	24.83	3.90	14.96	31.12	8.69	20.45
22 WEST BENGAL	50.67	30.25	40.94	34.26	13.70	24.37	21.16	5.01	13.21
23 A & N ISLANDS	58.72	42.14	51.56				38.43	23.24	31.11
24 ARUNACHAL PRADESH	28.94	11.32	20.79	45.88	22.38	37.14	20.79	7.31	14.04
25 CHANDIGARH	69.00	59.31	64.79	46.04	25.31	37.07	-	-	-
26 DADRA&NAGAR HAVELI	36.32	16.78	26.67	58.52	44.74	51.20	25.46	8.42	16.86
27 DELHI	68.40	53.07	61.54	50.21	25.89	39.30	-	-	-
28 GOA DIU DAMAN	65.59	47.56	56.66	48.79	27.84	38.38	33.65	18.89	26.48
29 LAKSHADWEEP	65.24	44.65	55.07				63.34	42.92	53.13
30 MIZORAM	64.46	54.91	59.88	88.33	53.33	84.44	64.12	55.12	59.63
31 PONDICHERRY	65.84	45.71	55.85	43.11	21.21	32.36	-	-	-
TOTAL	46.89	24.82	36.23	31.12	10.93	21.38	24.52	8.04	16.35

* Census was not conducted in Assam

Source: Census of India 1981 Publications

Remarks: No castes were scheduled by the President of India for Nagaland, A&N Islands and Lakshadweep and no tribes were scheduled in Haryana, Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry

a Literacy rate inclusive of 0-4 age group

STATEMENT No. 8

STATES AND U.Ts RANKED IN ORDER OF
S.C LITERACY RATES @
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.C LITERACY RATE
1	MIZORAM	84.44
2	KERALA	55.96
3	DADRA&NAGAR HAVELI	51.20
4	GUJARAT	39.79
5	DELHI	39.30
6	GOA DIU DAMAN	38.38
7	ARUNACHAL PRADESH	37.14
8	CHANDIGARH	37.07
9	MAHARASHTRA	35.55
10	TRIPURA	33.89
11	MANIPUR	33.63
12	PONDICHERRY	32.36
13	HIMACHAL PRADESH	31.50
14	TAMILNADU	29.67
15	SIKKIM	28.06
16	MEGHALAYA	25.78
17	WEST BENGAL	24.37
18	PUNJAB	23.86
19	JAMMU&KASHMIR	22.44
20	ORISSA	22.41
21	KARNATAKA	20.59
22	HARYANA	20.15
23	MADHYA PRADESH	18.97
24	ANDHRA PRADESH	17.65
25	UTTAR PRADESH	14.96
26	RAJASTHAN	14.04
27	BIHAR	10.40
28	NAGALAND	--
29	LAKSHADWEEP	--
30	A & N ISLANDS	--
31	ASSAM*	--
TOTAL		21.38

* Census was not conducted in Assam

Source: 1981 Census Publications

Remarks : No Scheduled Castes in Nagaland,
A & N Islands and Lakshadweep.

@ Literacy rate inclusive of 0-4 age group

STATEMENT NO. 9

STATES AND U.Ts RANKED IN ORDER OF
S.T LITERACY RATES @
1981 CENSUS

As on 1-3-1981

RANK	STATE/U.T	S.T LITERACY RATE
1	MIZORAM	59.63
2	LAKSHADWEEP	53.13
3	NAGALAND	40.32
4	MANIPUR	39.74
5	SIKKIM	33.13
6	KERALA	31.79
7	MEGHALAYA	31.35
8	A & N ISLANDS	31.11
9	GOA DIU DAMAN	26.48
10	HIMACHAL PRADESH	25.93
11	TRIPURA	23.07
12	MAHARASHTRA	22.29
13	GUJARAT	21.14
14	TAMILNADU	20.46
15	UTTAR PRADESH	20.45
16	KARNATAKA	20.14
17	BIHAR	16.99
18	DADRA&NAGAR HAVELI	16.86
19	ARUNACHAL PRADESH	14.04
20	ORISSA	13.96
21	WEST BENGAL	13.21
22	MADHYA PRADESH	10.68
23	RAJASTHAN	10.27
24	ANDHRA PRADESH	7.82
25	PUNJAB	--
26	HARYANA	--
27	CHANDIGARH	--
28	JAMMU&KASHMIR	--
29	DELHI	--
30	ASSAM*	--
31	PONDICHERRY	--
TOTAL		16.35

* Census was not conducted in Assam

Source: 1981 Census Publications

Remark : No Scheduled Tribes in Haryana,
Jammu & Kashmir, Punjab, Chandigarh,
Delhi and Pondicherry.

@ Literacy rate inclusive of 0-4 age group

STATEMENT NO.10
EDUCATIONAL INSTITUTIONS (1989-90) (As on 30th Sept., 1989)

S. No.	STATE/ U.Ts.	COLLEGES FOR					UNIVERSITIES *
		PRIMARY	MIDDLE	SEC/ HR.SEC.	GENERAL EDUCATION	PROF. @ EDUCATION	
1	ANDHRA PRADESH	47216	5827	6366	403	86	17
2	ARUNACHAL PRADESH	1101	241	108	4	0	1
3	ASSAM	28875	5703	3137	179	15	3
4	BIHAR #	52181	12530	4006	552	31	11
5	GOA	996	118	361	14	4	1
6	GUJARAT	13103	16794	5021	227	57	10
7	HARYANA	4922	1321	2266	119	22	4
8	HIMACHAL PRADESH	7522	1101	1037	39	4	3
9	JAMMU & KASHMIR #	8712	2320	1097	27	9	3
10	KARNATAKA	23538	16318	5062	403 #	132 #	9
11	KERALA	6812	2892	2547	132	31	6
12	MADHYA PRADESH #	65897	13453	3449	448	37	12
13	MAHARASHTRA	38796	18145	10071	571	189	18
14	MANIPUR	2771	443	393	33 #	4 #	1
15	MEGHALAYA	4162	685	298	23	1	1
16	MIZORAM	1084	522	185	13	1	0
17	NAGALAND #	1286	343	124	16	1	0
18	ORISSA	39593	9396	4695	232	30	5
19	PUNJAB #	12357	1413	2740	171	26	4
20	RAJASTHAN	30022	8600	3642	138 #	41 #	9
21	SIKKIM	512	127	68	1	0	0
22	TAMIL NADU	29491	5651	4949	209	71	15
23	TRIPURA	2043	437	428	13	2	1
24	UTTAR PRADESH	74275	14549	5946	414	24	25
25	WEST BENGAL #	50827	4179	6804	302	62	11
26	A. & N. ISLANDS	186	42	63	1	1	0
27	CHANDIGARH #	43	31	70	12	2	2
28	DADRA & NAGAR HAVELI	120	41	11	0	0	0
29	DAMAN & DIU	43	20	19	1	0	0
30	DELHI	1851	397	1043	52 #	6 #	11
31	LAKSHADWEEP #	19	4	11	0	0	0
32	PONDICHERRY	344	104	102	6	2	1
INDIA		550700	143747	76119	4755	891	184

* Includes Deemed Universities and Institutions of National Importance

@ Includes only Colleges of Engineering Technology, Medical and Teacher Training

Figures relate to the year 1988-89

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT No.11
ENROLMENT BY STAGES (1989-90)

(As on 30.9. 1989)

S. NO.	STATE/ U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	4205423	3115165	7320588	1304111	728839	2032950	878456	419125	1297581	188168	77439	265607
2	ARUNACHAL PRADESH	62454	44846	107300	15226	9603	24829	10073	4952	15025	1251	244	1495
3	ASSAM	2302022	1165381	3467403	792046	451561	1243607	370180	236747	606927	72052	33415	105467
4	BIHAR	5581656	2719530	8301186	1435922	499111	1935033	990827	223558	1214385	401154	94041	495195
5	GOA	72444	65815	138259	44004	37406	81410	30530	25087	55617	5692	5534	11226
6	GUJARAT	3153000	2357000	5510000	1022000	644000	1666000	682000	402000	1034000	141050	92020	233070
7	HARYANA	954490	734917	1689407	439601	251214	690815	283906	126104	410010	44943	29204	74147
8	HIMACHAL PRADESH	371102	319123	690225	188667	146131	334798	171205	105178	276383	7269	3357	10626
9	JAMMU & KASHMIR #	450374	288386	738760	190878	100860	291738	122903	58410	181313	16395	10958	27353
10	KARNATAKA	2969753	2524279	5494032	1038292	719914	1758206	733785	370794	1104579	178459#	76858#	255317
11	KERALA	1649072	1564532	3213604	936091	887824	1823915	558666	573109	1131775	76351	86046	162397
12	MADHYA PRADESH #	4788209	2956283	7744492	1759302	764218	2523520	757511	248326	1005837	162421	69721	232142
13	MAHARASHTRA	5338000	4554000	9892000	2269664	1529632	3799296	1892450	958380	2850830	383683	234334	618017
14	MANIPUR	138800	120200	259000	39600	32400	72000	39618	26878	66496	12178#	9197#	21375
15	MEGHALAYA	124023	117853	241876	36754	32292	69046	31016	26801	57817	4271	2763	7034
16	MIZORAM	60506	53660	114166	18290	17663	35953	9530	8462	17992	1494	761	2255
17	NAGALAND #	78800	75000	153800	26200	21800	48000	12392	9821	22213	1415	694	2109
18	ORISSA	2150000	1439000	3589000	548000	427000	975000	477601	215605	693206	50322	17330	67652
19	PUNJAB #	1131340	960955	2092295	462549	347246	809795	320232	218004	538236	75600	37290	112890
20	RAJASTHAN	3151738	1367515	4519253	1024132	286025	1310157	635931	149690	785621	132621#	38689#	171310
21	SIKKIM	38656	32859	71515	7824	6767	14591	4658	2929	7587	486	178	664
22	TAMIL NADU	4140009	3537807	7677816	1756874	1276142	3033016	946514	610822	1557336	152270	87324	239594
23	TRIPURA	211572	170061	381633	65954	48128	114082	39841	24975	64816	7276	3810	11086
24	UTTAR PRADESH	8687102	4809214	13496316	3029011	1120012	4149023	2215833	668891	2884724	349757	112063	461820
25	WEST BENGAL #	5313432	3960689	9274121	1578095	1164672	2742767	1058516	540100	1598616	196157	134837	330994
26	A. & N. ISLANDS	20538	18320	38858	9838	8102	17940	6902	5560	12462	681	655	1336
27	CHANDIGARH #	24361	20615	44976	12652	10577	23229	15501	11964	27465	7061	6160	13221
28	D & N HAVELI	9650	6629	16279	2812	1558	4370	1484	942	2426	0	0	0
29	DAMAN & DIU	5373	4764	10137	4099	3565	7664	3284	2252	5536	168	102	270
30	DELHI	489395	429318	918713	278015	220878	498893	206099	160105	366204	66045#	50825#	116870
31	LAKSHADWEEP #	4464	3954	8418	1765	1322	3087	1090	596	1686	0	0	0
32	PONDICHERY	53776	48910	102686	29563	23383	52946	14532	10977	25509	2669	2091	4760
INDIA		57731534	39586580	97318114	20367831	11819845	32187676	13523066	6447144	19970210	2739359	1317940	4057299

* Excludes enrolment in Ph.D/M.Phil and all Professional courses except Engineering (B.E./B.Tech/B.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

Figures relate to the year 1988-89

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT No.12
ENROLMENT BY STAGES (SCHEDULED CASTES) 1989-90

(As on 30.9.1989))

S. NO.	STATE/ U.Ts.	PRIMARY			MIDDLE			SEC./HR. SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	819177	609325	1428502	152909	86332	239241	183927	83776	267703	23239	7440	30679
2	ARUNACHAL PRADESH	215	114	329	71	37	108	56	28	84	N.A.	N.A.	N.A.
3	ASSAM	170067	154777	324844	64904	48623	113527	30758	17965	48723	5394	2396	7790
4	BIHAR #	745163	272495	1017658	149526	36235	185761	56183	8496	64679	N.A.	N.A.	N.A.
5	GOA	1749	1608	3357	613	440	1053	317	156	473	56	40	96
6	GUJARAT	278000	208000	486000	109315	63498	172813	71796	31392	103188	12100	4435	16535
7	HARYANA	211603	166541	378144	69753	31549	101302	33879	7924	41803	3689	625	4314
8	HIMACHAL PRADESH	92265	75450	167715	39397	24570	63967	23428	9855	33283	681	137	818
9	JAMMU & KASHMIR #	36200	23800	60000	15700	8430	24130	6420	2340	8760	N.A.	N.A.	N.A.
10	KARNATAKA	479636	391112	870748	142035	90902	232937	95917	39615	135532	19105#	4869#	23974
11	KERALA	191180	180205	371385	102984	97498	200482	55858	60424	116282	5003	5180	10183
12	MADHYA PRADESH #	765231	357176	1122407	210962	60302	271264	88794	18275	107069	14777	2649	17426
13	MAHARASHTRA	791123	646412	1437535	318817	191816	510633	229055	95682	324737	43112	8896	52008
14	MANIPUR	1490	1650	3140	760	580	1340	795	563	1358	296#	190#	486 #
15	MEGHALAYA	1311	1277	2588	524	373	897	854	425	1279	139	91	230
16	MIZORAM	a	a	a	a	a	a	a	a	a	a	a	a
17	NAGALAND #	a	a	a	a	a	a	a	a	a	a	a	a
18	ORISSA	415000	265000	680000	105000	41000	146000	55145	16840	71985	3755	773	4528
19	PUNJAB #	389980	301621	691601	108752	68223	176975	55836	29463	85299	7195	2613	9808
20	RAJASTHAN	524720	170993	695713	155320	20001	175321	84929	6190	91119	N.A.	N.A.	N.A.
21	SIKKIM	2239	1967	4206	348	297	645	171	107	278	13	9	22
22	TAMIL NADU	844591	684156	1528747	329691	223459	553150	154453	85302	239755	23010	9612	32622
23	TRIPURA	37404	30117	67521	10671	6860	17531	5330	2697	8027	814	318	1132
24	UTTAR PRADESH	1712827	644126	2356953	315496	75210	390706	311780	45902	357682	52354	3966	56320
25	WEST BENGAL #	875964	583280	1459244	165098	84470	249568	120254	50844	171098	17364	7753	25117
26	A. & N. ISLANDS	a	a	a	a	a	a	a	a	a	a	a	a
27	CHANDIGARH #	6337	5131	11468	2507	1885	4392	1279	865	2144	470	164	634
28	D & N HAVELI	191	166	357	123	85	208	98	60	158	N.A.	N.A.	N.A.
29	DAMAN & DIU	219	187	406	126	156	282	180	101	281	4	3	7
30	DELHI	119125	90735	209860	47355	30628	77983	31750	13684	45434	5350#	2507#	7857 #
31	LAKSHADWEEP	a	a	a	a	a	a	a	a	a	a	a	a
32	PONDICHERRY	9722	10239	19961	4646	4269	8915	1340	945	2285	258	96	354
INDIA		9522729	5877660	15400389	2623403	1297728	3921131	1799527	643706	2443233	238178	64762	302940

* Excludes enrolment in Ph.D/M.Phil and all Professional courses except Engineering (B.E./B.Tech/B.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

+ Figures relate to the year 1988-89

a No castes were scheduled by the President of India for Nagaland,
A & N Islands and Lakshadweep

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT No.13
ENROLMENT BY STAGES (SCHEDULED TRIBES) 1989-90

(As on 30.9.1989)

S. NO.	STATE/ U.Ts.	PRIMARY			MIDDLE			SEC./HR.SEC.			HR. EDUCATION*		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	ANDHRA PRADESH	297962	184009	481971	42170	18895	61065	39529	14162	53691	3272	833	4105
2	ARUNACHAL PRADESH	46169	33031	79200	10375	6174	16549	7193	2843	10036	893	117	1010
3	ASSAM	306376	248051	554427	72674	52966	125640	34657	20723	55380	6193	2183	8376
4	BIHAR #	467248	232413	699661	97898	36808	134706	40708	14081	54789	N.A	N.A	N.A
5	GOA	87	63	150	23	4	27	5	1	6	1	1	2
6	GUJARAT	470000	337000	807000	111865	58801	170666	59713	29548	89261	9695	4950	14645
7	HARYANA	a	a	a	a	a	a	a	a	a	a	a	a
8	HIMACHAL PRADESH	15642	12146	27788	6793	3319	10112	4244	1689	5933	255	56	311
9	JAMMU & KASHMIR #	a	a	a	a	a	a	a	a	a	a	a	a
10	KARNATAKA	119864	99008	218872	34533	23393	57926	19466	9983	29449	4318 +	832+	5150 +
11	KERALA	21122	19506	40628	7997	7345	15342	3644	3363	7007	320	262	582
12	MADHYA PRADESH #	1032983	443210	1476193	205121	59116	264237	95108	43008	138116	9904	1866	11770
13	MAHARASHTRA	528640	384058	912698	138480	71308	209788	71086	26486	97572	8398	2004	10402
14	MANIPUR	50100	42800	92900	8200	6800	15000	6971	5269	12240	2060 +	1141+	3201 +
15	MEGHALAYA	104390	98910	203300	30121	28295	58416	25164	21900	47064	2574	1858	4432
16	MIZORAM	59638	53497	113135	18067	17513	35580	9473	8421	17894	1451	740	2191
17	NAGALAND #	77039	71301	148340	21227	18039	39266	7683	6373	14056	1149	567	1716
18	ORISSA	516000	243000	759000	93000	38000	131000	33628	13010	46638	2903	617	3520
19	PUNJAB #	a	a	a	a	a	a	a	a	a	a	a	a
20	RAJASTHAN	373292	111834	485126	95273	10410	105683	53498	3088	56586	N.A	N.A	N.A
21	SIKKIM	8140	7114	15254	1705	1625	3330	969	655	1624	78	22	100
22	TAMIL NADU	34216	25598	59814	10215	6794	17009	4491	3006	7497	441	142	583
23	TRIPURA	65503	44416	109919	15215	8550	23765	6224	2493	8717	363	107	470
24	UTTAR PRADESH	21092	12024	33116	5004	1545	6549	5819	1474	7293	1211	497	1708
25	WEST BENGAL #	316631	134878	451509	43094	14830	57924	20092	10560	30652	775	284	1059
26	A. & N. ISLANDS	2013	1755	3768	894	770	1664	443	360	803	6	3	9
27	CHANDIGARH #	a	a	a	a	a	a	a	a	a	a	a	a
28	D & N HAVELI	8205	5371	13576	2044	944	2988	849	401	1250	N.A	N.A	N.A
29	DAMAN & DIU	792	743	1535	569	510	1079	305	144	449	51	8	59
30	DELHI	295	272	567	245	146	391	222	155	377	390 +	251+	641 +
31	LAKSHADWEEP #	4398	3896	8294	1706	1245	2951	1004	511	1515	N.A	N.A	N.A
32	PONDICHERRY	a	a	a	a	a	a	a	a	a	a	a	a
INDIA		4947837	2849904	7797741	1074508	494145	1568653	552188	243707	795895	56701	19341	76042

* Excludes enrolment in Ph.D/M.Phil. and all Professional courses except Engineering (B.E./B.Tech/B.Arc.)
Medicine (MBBS) and Teacher Training (B.Ed/B.T.)

+ Figures relate to the year 1988-89

a No tribes were scheduled by the President of India in Haryana
Jammu and Kashmir, Punjab, Chandigarh, Delhi and Pondicherry

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT NO. 14
ENROLMENT PER LAKH POPULATION
(1989-90)

S. NO. STATE/U. T.	TOTAL		SCHEDULED CASTES		SCHEDULED TRIBES	
	PRIMARY	MIDDLE	PRIMARY	MIDDLE	PRIMARY	MIDDLE
1 ANDHRA PRADESH	11591	3219	15213	2548	12866	1630
2 ASSAM	14178	5085	21287	7440	20626	4674
3 BIHAR	9797	2284	8279	1511	9936	1913
4 GUJARAT	13647	4126	16828	5984	14052	2972
5 HARYANA	10467	4280	12285	3291	0	0
6 HIMACHAL PRADESH	13734	6662	13558	5171	11978	4359
7 JAMMU & KASHMIR	10246	4046	10017	4028	0	0
8 KARNATAKA	12327	3945	12967	3469	9990	2644
9 KERALA	10833	6148	12500	6748	13321	5030
10 MADHYA PRADESH	12284	4003	12624	3051	10192	1824
11 MAHARASHTRA	13331	5120	27149	9644	13379	3075
12 MANIPUR	14698	4086	14273	6091	19314	3119
13 MEGHALAYA	14289	4079	36971	12814	14905	4283
14 NAGALAND	14012	4373	0	0	16089	4259
15 ORISSA	11606	3153	15001	3221	10943	1889
16 PUNJAB	10691	4138	13151	3365	0	0
17 RAJASTHAN	10395	3014	9390	2366	9140	1991
18 SIKKIM	16414	3349	16824	2580	15103	3297
19 TAMIL NADU	13790	5448	14966	5415	10002	2844
20 TRIPURA	15085	4509	17676	4589	15267	3301
21 UTTAR PRADESH	10095	3103	8333	1381	11785	2331
22 WEST BENGAL	14308	4232	10240	1751	12380	1588
23 A & N ISLANDS	13726	6337	0	0	11082	4894
24 ARUNACHAL PRADESH	13296	3077	8225	2700	14067	2939
25 CHANDIGARH	6225	3215	11243	4306	0	0
26 DADRA & NAGAR HAVELI	12493	3354	11900	6933	13181	2901
27 DELHI	10311	5599	13059	4853	0	0
28 GOA, DAMAN & DIU	11134	6683	12976	4603	12962	8508
29 LAKSHADWEEP	18260	6696	0	0	19288	6863
30 MIZORAM	16584	5223	0	0	17568	5525
31 PONDICHERRY	13984	7210	17061	7620	0	0
INDIA	11795	3901	11854	3018	12179	2450

STATEMENT NO. 15
DROPOUT RATES 1986-87

S.NO.STATE/U.T.	CLASS I-V			CLASS I-VIII		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 ANDHRA PRADESH	57.70	62.17	59.60	78.03	85.14	81.08
2 ASSAM	62.00	66.95	64.16	70.31	73.20	71.56
3 BIHAR	64.11	68.23	65.42	77.25	84.68	79.53
4 GUJARAT	41.30	48.65	44.49	58.65	67.90	62.53
5 HARYANA	26.95	32.77	29.26	29.79	48.30	36.38
6 HIMACHAL PRADESH	30.90	32.36	31.56	15.23	31.04	22.04
7 JAMMU & KASHMIR	39.74	38.20	39.16	46.91	57.37	50.89
8 KARNATAKA	49.48	62.93	55.98	67.27	77.60	72.06
9 KERALA	-0.44	1.30	0.41	19.09	18.32	18.71
10 MADHYA PRADESH	38.38	49.19	42.40	51.77	69.79	58.07
11 MAHARASHTRA	37.42	47.64	42.12	37.41	72.15	64.15
12 MANIPUR	72.00	73.82	72.86	76.63	80.51	78.44
13 MEGHALAYA	64.29	69.83	66.99	86.35	86.87	86.60
14 NAGALAND	29.12	18.39	24.31	78.26	79.21	78.68
15 ORISSA	49.80	53.49	51.34	61.38	74.05	66.66
16 PUNJAB	38.76	40.12	39.38	60.26	67.73	63.73
17 RAJASTHAN	49.06	56.58	51.08	58.96	69.83	61.63
18 SIKKIM	62.38	62.90	62.61	66.11	65.37	65.80
19 TAMIL NADU	19.86	25.06	22.28	44.89	55.23	49.67
20 TRIPURA	62.46	62.46	62.46	71.10	71.30	71.19
21 UTTAR PRADESH	45.52	46.48	45.82	50.49	64.20	54.94
22 WEST BENGAL	61.20	64.72	62.72	78.20	79.57	78.75
23 A & N ISLANDS	23.99	27.54	25.65	31.61	41.27	36.15
24 ARUNACHAL PRADESH	65.54	62.55	64.46	78.06	75.53	77.25
25 CHANDIGARH	8.22	1.71	5.32	13.41	16.27	14.63
26 DADRA & NAGAR HAVELI	37.85	50.17	42.81	71.56	75.00	73.03
27 DELHI	8.24	20.64	14.26	15.15	30.06	22.30
28 GOA, DAMAN & DIU	9.44	13.00	11.13	23.67	32.81	28.01
29 LAKSHADWEEP	19.01	21.45	20.16	41.00	46.94	43.76
30 MIZORAM	40.16	40.95	40.54	77.03	77.08	77.06
31 PONDICHERRY	N.A	N.A	N.A	N.A	N.A	N.A
INDIA	46.86	51.17	48.60	61.44	70.16	64.90

Drop-out rate is calculated as follows:

$$\text{Drop-out rate from Class I to V for the year 1986-87} = \frac{(\text{No. of students enrolled in Class I in 1982-83}) - (\text{No. of students enrolled in Class V in 1986-87})}{\text{No. of students enrolled in Class I in 1982-83}} \times 100$$

$$\text{Drop-out rate from Class I to VIII for the year 1986-87} = \frac{(\text{No. of students enrolled in Class I in 1979-80}) - (\text{No. of students enrolled in Class VIII in 1986-87})}{\text{No. of students enrolled in Class I in 1979-80}} \times 100$$

This ratio does not take into account:

- (i) Repeaters; and
- (ii) Children who enter the system after Class I.

STATEMENT No. 16
DROP-OUT RATES SC AND ST 1986-87

S. NO.	STATE/U.T	CLASS	CLASS	CLASS	CLASS
		I TO V SC	I TO V ST	I TO VIII SC	I TO VIII ST
1	ANDHRA PRADESH	66.37	72.38	85.19	89.09
2	ASSAM	61.54	73.77	72.13	77.25
3	BIHAR	69.42	73.41	83.35	86.70
4	GUJARAT	44.93	62.03	62.68	80.40
5	HARYANA	39.06	-	48.85	-
6	HIMACHAL PRADESH	36.27	40.63	34.37	35.79
7	JAMMU & KASHMIR	28.72	-	52.97	-
8	KARNATAKA	52.99	39.37	69.27	58.71
9	KERALA	14.83	21.54	10.34	52.33
10	MADHYA PRADESH	32.40	58.08	51.68	74.10
11	MAHARASHTRA	49.31	60.15	68.37	75.43
12	MANIPUR	83.63	77.71	86.47	85.10
13	MEGHALAYA	47.68	69.12	N.A.	78.71
14	NAGALAND	-	56.30	-	83.46
15	ORISSA	55.49	75.54	75.97	87.71
16	PUNJAB	50.96	-	78.02	-
17	RAJASTHAN	62.96	75.40	73.28	76.61
18	SIKKIM	66.02	59.39	78.55	66.96
19	TAMIL NADU	29.09	6.88	58.03	24.97
20	TRIPURA	66.48	78.59	79.96	84.57
21	UTTAR PRADESH	46.59	54.75	59.06	65.62
22	WEST BENGAL	58.04	64.68	81.02	85.24
23	A & N ISLANDS	-	23.27	-	31.60
24	ARUNACHAL PRADESH	5.26	67.87	88.64	81.32
25	CHANDIGARH	N.A.	-	13.13	-
26	DADRA & NAGAR HAVELI	N.A.	51.48	36.36	81.03
27	DELHI	39.13	-	60.96	-
28	GOA, DAMAN AND DIU	47.66	44.96	66.93	72.05
29	LAKSHADWEEP	-	20.69	-	44.05
30	MIZORAM	N.A.	43.26	N.A.	76.46
31	PONDICHERY	3.72	-	34.58	-
TOTAL		50.79	66.12	69.15	80.19

Census was not conducted in Assam

Source : (i) Fifth All Educational Survey

(ii) Annual Statistics of the Department of Education

Remarks: No castes were scheduled by the President of India for Nagaland, A & N Islands and Lakshadweep and no tribes were scheduled in Haryana, Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry.

STATEMENT No. 17
NUMBER OF TEACHERS 1989-90

S.. Nro.	STATE/ U.Ts.	PRIMARY SCHOOLS			MIDDLE SCHOOLS			SEC./HR. SECONDARY SCHOOLS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	ANDHRA PRADESH	74495	28749	103244	28128	13321	41449	54924	24251	79175
2	ARUNACHAL PRADESH	1936	406	2342	1329	336	1665	1746	407	2153
3	ASSAM	56600	14300	70900	31120	6180	37300	31456	9908	41364
4	BIHAR +	95160	20345	115505	77327	17742	95069	40213	6220	46433
5	GOA	1067	1703	2770	422	521	943	3117	3692	6809
6	GUJARAT	22208	13607	35815	75007	59728	134735	40458	11739	52197
7	HARYANA	9012	6449	15461	7167	4648	11815	28047	19168	47215
8	HIMACHAL PRADESH	10980	6020	17000	5700	1300	7000	9100	3800	12900
9	JAMMU & KASHMIR +	8159	5565	13724	11822	5807	17629	12987	6015	19002
10	KARNATAKA	30110	11149	41259	57195	37432	94627	37135	12146	48281
11	KERALA	18619	31315	49934	19584	30533	50117	36014	56732	92746
12	MADHYA PRADESH +	129167	35980	165147	60045	17844	77889	37130	10918	48048
13	MAHARASHTRA	71800	44996	116796	91993	53564	145557	130801	57708	188509
14	MANIPUR	7030	2030	9060	3120	950	4070	4704	1906	6610
15	MEGHALAYA	4242	2485	6727	1887	1108	2995	1490	1442	2932
16	MIZORAM	2133	1710	3843	2489	579	3068	1119	246	1365
17	NAGALAND +	4691	1807	6498	2601	678	3279	1744	786	2530
18	ORISSA	77755	25785	103540	30996	6368	37364	30189	8476	38665
19	PUNJAB +	21965	25528	47493	5518	4321	9839	26727	21162	47889
20	RAJASTHAN	54808	18697	73505	52901	17404	70305	47807	13472	61279
21	SIKKIM	1542	611	2153	1103	498	1601	1201	810	2011
22	TAMIL NADU	72381	46541	118922	33826	31842	65668	67218	46110	113328
23	TRIPURA	4973	3314	8287	3143	915	4058	5802	3866	9668
24	UTTAR PRADESH	213698	47761	261459	76382	18831	95213	104619	21714	126333
25	WEST BENGAL +	144112	40636	184748	18092	7139	25231	78326	41691	120017
26	A. & N. ISLANDS	432	252	684	349	346	695	1101	966	2067
27	CHANDIGARH +	30	389	419	66	449	515	586	2053	2639
28	DADRA & NAGAR HAVELI	114	50	164	163	206	369	102	43	145
29	DAMAN & DIU	137	140	277	132	53	185	131	46	177
30	DELHI	8378	13548	21926	2165	3245	5410	15754	22094	37848
31	LAKSHADWEEP +	157	66	223	151	66	217	132	31	163
32	PONDICHERRY	1061	831	1892	1035	676	1711	1657	1094	2751
INDIA		1148952	452765	1601717	702958	344630	1047588	853537	410712	1263249

+ Figures relate to the year 1988-89

SOURCE: Selected Educational Statistics, 1989-90

STATEMENT NO.18
BUDGET OF EDUCATION DEPARTMENT (1989-90)-RANKED IN ORDER OF
PERCENTAGE OF BUDGET OF EDUCATION DEPARTMENT TO
TOTAL STATE BUDGET

(Rs. in lakhs)

S.NO	STATE/U.T.	BUDGET OF EDUCATION DEPARTMENT			% OF EDU. BUDGET TO TOTAL STATE BUDGET
		PLAN	NON-PLAN	TOTAL	
1	DELHI	46.52	183.05	229.57	27.40
2	WEST BENGAL	95.22	928.93	1024.15	26.04
3	KERALA	38.42	534.45	572.87	25.29
4	DAMAN & DIU	0.81	2.63	3.44	23.61
5	RAJASTHAN	105.11	483.77	588.88	22.66
6	TRIPURA	19.41	74.45	93.86	22.12
7	PUNJAB	55.96	389.34	445.30	21.81
8	CHANDIGARH	3.94	27.81	31.75	21.81
9	BIHAR	59.43	758.70	818.13	21.77
10	KARNATAKA	63.84	706.82	770.66	21.70
11	MANIPUR	9.90	46.17	56.07	21.41
12	ORISSA	114.02	314.48	428.50	21.39
13	TAMIL NADU	73.55	803.29	876.84	21.21
14	GUJARAT	27.91	704.84	732.75	20.94
15	ANDHRA PRADESH	165.60	796.80	962.40	20.66
16	ASSAM	91.62	270.56	362.18	20.36
17	HIMACHAL PRADESH	26.82	122.22	149.04	19.68
18	MEGHALAYA	10.53	43.09	53.62	19.35
19	PONDICHERY	8.26	19.44	27.70	19.22
20	GOA	10.21	37.44	47.65	18.77
21	SIKKIM	8.88	12.04	20.92	18.28
22	MAHARASHTRA	94.92	1191.72	1286.64	18.17
23	MADHYA PRADESH	92.94	532.70	625.64	17.01
24	HARYANA	49.38	214.45	263.83	16.25
25	ARUNACHAL PRADESH	12.66	22.69	35.35	15.34
26	UTTAR PRADESH	166.30	1136.10	1302.40	15.07
27	JAMMU & KASHMIR	23.95	114.15	138.10	14.43
28	MIZORAM	6.91	25.20	32.11	13.75
29	NAGALAND	6.24	34.94	41.18	13.39
30	LAKSHADWEEP	0.98	2.88	3.86	13.31
31	A & N ISLANDS	2.38	11.64	14.02	11.37
32	DADRA & NAGAR HAVELI	0.73	1.84	2.57	10.14
TOTAL		1493.36	10548.62	12041.98	19.94

STATEMENT No. 19
SECTORWISE PLAN EXPENDITURE FOR EDUCATION
DURING THE SEVENTH PLAN PERIOD (1985-90)

(Rs. in lakhs)

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	ANDHRA PRADESH	16063.96	1152.45	28911.50	2172.87	759.55	812.95	32656.87
2	ARUNACHAL PRADESH	3837.36	222.69	6189.78	34.95	425.92	218.70	6869.35
3	ASSAM	14538.88	823.12	23498.69	2075.12	1607.12	553.00	27733.93
4	BIHAR	22940.00	3865.00	34056.90	1261.15	532.40	817.81	36668.26
5	GOA	736.80	68.69	3673.74	727.25	536.53	1410.49	6348.01
6	GUJARAT	7712.10	769.80	11646.78	1883.24	419.68	1487.95	15437.65
7	HARYANA	6806.77	76.57	13972.88	1909.07	229.43	761.01	16872.39
8	HIMACHAL PRADESH	3558.52	94.05	8061.36	1190.74	543.69	587.52	10383.31
9	JAMMU&KASHMIR	5571.48	185.87	12368.11	490.98	355.14	829.88	14044.11
10	KARNATAKA	5686.81	934.02	12696.19	583.62	1333.74	548.22	15161.77
11	KERALA	746.37	30.00	3763.36	2387.84	596.12	682.27	7429.59
12	MADHYA PRADESH	21320.30	1041.52	43452.85	3940.34	1287.23	416.94	49097.36
13	MAHARASHTRA	7790.55	1321.39	28555.25	6114.83	545.76	1078.36	36294.2
14	MANIPUR	1580.00	203.69	3710.61	184.94	348.13	619.60	4863.28
15	MEGHALAYA	2247.97	105.00	3407.55	129.19	212.06	508.30	4257.1
16	MIZORAM	1048.20	46.26	2157.05	273.00	161.60	242.92	2834.57
17	NAGALAND	1076.25	46.72	2381.18	208.62	414.00	545.43	3549.23
18	ORISSA	11883.41	447.58	24597.19	1938.38	932.97	1752.16	29220.7
19	PUNJAB	1873.73	53.67	6170.40	1743.27	524.67	1445.24	9883.58
20	RAJASTHAN	15965.38	502.31	29483.94	1552.20	790.53	311.72	32138.39
21	SIKKIM	2064.84	28.28	3768.65	-	294.39	123.51	4186.55
22	TAMILNADU	17837.27	1247.34	29746.19	2456.53	830.40	502.76	33535.88
23	TRIPURA	5620.84	123.42	9811.78	42.22	66.29	378.60	10298.89
24	UTTAR PRADESH	27209.98	1899.46	45759.94	9321.23	2309.85	5227.59	62618.61
25	WEST BENGAL	6885.68	740.86	19665.12	2095.02	930.14	1618.98	24309.26
26	A & N ISLANDS	1264.37	15.56	1805.00	174.84	29.03	75.02	2083.89
27	CHANDIGARH	565.49	24.42	1712.34	419.01	126.09	588.09	2845.53
28	DADRA&NAGAR HAVELI	317.13	8.38	491.93	171.50	18.59	7.70	689.72
29	DAMAN & DIU	164.72	5.32	253.55	178.84	2.51	22.48	457.38
30	DELHI	12669.23	82.60	18719.46	3343.79	1479.61	516.15	24059.01
31	LAKSHADWEEP	141.20	4.85	428.27	-	47.86	74.16	550.29
32	PONDICHERRY	808.02	15.07	2183.93	1379.88	151.75	523.21	4238.77
TOTAL		228533.61	16185.96	437101.47	50384.46	18842.78	25288.72	531617.43

STATEMENT No. 20
PERCENTAGE OF SECTORWISE PLAN EXPENDITURE TO TOTAL PLAN EXPENDITURE ON EDUCATION
(SEVENTH PLAN)

S. NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	ANDHRA PRADESH	49	4	89	7	2	2	100
2	ARUNACHAL PRADESH	56	3	90	1	6	3	100
3	ASSAM	52	3	85	7	6	2	100
4	BIHAR	63	11	93	3	1	2	100
5	GOA	12	1	58	11	8	22	100
6	GUJARAT	50	5	75	12	3	10	100
7	HARYANA	40	0	83	11	1	5	100
8	HIMACHAL PRADESH	34	1	78	11	5	6	100
9	JAMMU&KASHMIR	40	1	88	3	3	6	100
10	KARNATAKA	38	6	84	4	9	4	100
11	KERALA	10	0	51	32	8	9	100
12	MADHYA PRADESH	43	2	89	8	3	1	100
13	MAHARASHTRA	21	4	79	17	2	3	100
14	MANIPUR	32	4	76	4	7	13	100
15	MEGHALAYA	53	2	80	3	5	12	100
16	MIZORAM	37	2	76	10	6	9	100
17	NAGALAND	30	1	67	6	12	15	100
18	ORISSA	41	2	84	7	3	6	100
19	PUNJAB	19	1	62	18	5	15	100
20	RAJASTHAN	50	2	92	5	2	1	100
21	SIKKIM	49	1	90	0	7	3	100
22	TAMILNADU	53	4	89	7	2	1	100
23	TRIPURA	55	1	95	0	1	4	100
24	UTTAR PRADESH	43	3	73	15	4	8	100
25	WEST BENGAL	28	3	81	9	4	7	100
26	A & N ISLANDS	61	1	87	8	1	4	100
27	CHANDIGARH	20	1	60	15	4	21	100
28	DADRA&NAGAR HAVELI	46	1	71	25	3	1	100
29	DAMAN & DIU	36	1	55	39	1	5	100
30	DELHI	53	0	78	14	6	2	100
31	LAKSHADWEEP	26	1	78	0	9	13	100
32	PONDICHERRY	19	0	52	33	4	12	100
TOTAL		43	3	82	9	4	5	100

STATEMENT No. 21
SECTORWISE APPROVED PLAN OUTLAY - (1990-91)

(Rs. in lakhs)

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	ANDHRA PRADESH	2556.00	367.00	4730.00	300.00	148.00	122.00	5300.00
2	ARUNACHAL PRADESH	1176.00	77.00	2200.00	N.A.	135.00	80.00	2415.00
3	ASSAM	3211.00	423.00	6009.00	617.00	522.00	147.00	7295.00
4	BIHAR	7850.00	1250.00	11060.00	1685.00	150.00	220.00	13115.00
5	GOA	210.00	20.00	1162.00	181.00	188.00	425.00	1956.00
6	GUJARAT	933.00	350.00	1850.00	1708.00	148.00	100.00	3806.00
7	HARYANA	1500.00	N.A.	3100.00	675.00	70.00	100.00	3945.00
8	HIMACHAL PRADESH	N.A.	N.A.	3250.00	425.00	105.00	105.00	3885.00
9	JAMMU&KASHMIR	2350.00	114.00	4787.00	156.00	100.00	275.00	5318.00
10	KARNATAKA	1511.00	259.00	5055.00	750.00	285.00	175.00	6265.00
11	KERALA	162.00	N.A.	824.00	1205.00	175.00	165.00	2369.00
12	MADHYA PRADESH	8094.00	500.00	14413.00	1704.00	270.00	150.00	16537.00
13	MAHARASHTRA	1598.00	110.00	3500.00	1700.00	260.00	600.00	6060.00
14	MANIPUR	430.00	50.00	1045.00	80.00	100.00	225.00	1450.00
15	MEGHALAYA	764.00	67.00	1485.00	20.00	71.00	272.00	1848.00
16	MIZORAM	290.00	28.00	797.00	60.00	70.00	90.00	1017.00
17	NAGALAND	N.A.	N.A.	837.00	110.00	110.00	240.00	1297.00
18	ORISSA	3171.00	291.00	8427.00	1285.00	310.00	470.00	10492.00
19	PUNJAB	**	**	416.00	1000.00	339.00	106.00	1861.00
20	RAJASTHAN	N.A.	N.A.	7007.00	970.00	371.00	129.00	8477.00
21	SIKKIM	N.A.	N.A.	850.00	75.00	80.00	45.00	1050.00
22	TAMILNADU	1914.00	345.00	3203.00	229.00	192.00	97.00	3721.00
23	TRIPURA	800.00	44.00	1738.00	25.00	30.00	180.00	1973.00
24	UTTAR PRADESH	N.A.	N.A.	13900.00	3343.00	325.00	1115.00	18683.00
25	WEST BENGAL	1849.00	N.A.	6815.00	642.00	377.00	637.00	8471.00
26	A & N ISLANDS	335.00	6.00	809.63	200.00	5.00	30.00	1044.63
27	CHANDIGARH	133.00	0.64	530.00	191.00	26.00	150.00	897.00
28	DADRA&NAGAR HAVELI	50.00	2.00	84.54	95.00	7.00	2.00	188.54
29	DAMAN & DIU	32.00	2.00	80.87	84.30	6.00	2.10	173.27
30	DELHI	N.A.	N.A.	5354.00	1300.00	307.00	300.00	7261.00
31	LAKSHADWEEP	23.00	2.50	92.45	30.00	30.35	14.12	166.92
32	PONDICHERRY	N.A.	N.A.	846.00	289.00	60.00	255.00	1450.00
TOTAL		40942.00	4308.14	116257.49	21134.30	5372.35	7023.22	149787.36

** Working Group discussion not held.

STATEMENT No. 22
PERCENTAGE OF SECTORWISE APPROVED PLAN OUTLAY - (1990-91)

S.NO.	STATE/U.T	ELEMENTARY EDUCATION	ADULT EDUCATION	GENERAL EDUCATION	TECHNICAL EDUCATION	ARTS & CULTURE	SPORTS	TOTAL
1	ANDHRA PRADESH	48.23	6.92	89.25	5.66	2.79	2.30	100
2	ARUNACHAL PRADESH	48.70	3.19	91.10	N.A.	5.59	3.31	100
3	ASSAM	44.02	5.80	82.37	8.46	7.16	2.02	100
4	BIHAR	59.86	9.53	84.33	12.85	1.14	1.68	100
5	GOA	10.74	1.02	59.41	9.25	9.61	21.73	100
6	GUJARAT	24.51	9.20	48.61	44.88	3.89	2.63	100
7	HARYANA	38.02	N.A.	78.58	17.11	1.77	2.53	100
8	HIMACHAL PRADESH	N.A.	N.A.	83.66	10.94	2.70	2.70	100
9	JAMMU&KASHMIR	44.19	2.14	90.02	2.93	1.88	5.17	100
10	KARNATAKA	24.12	4.13	80.69	11.97	4.55	2.79	100
11	KERALA	6.84	N.A.	34.78	50.87	7.39	6.96	100
12	MADHYA PRADESH	48.94	3.02	87.16	10.30	1.63	0.91	100
13	MAHARASHTRA	26.37	1.82	57.76	28.05	4.29	9.90	100
14	MANIPUR	29.66	3.45	72.07	5.52	6.90	15.52	100
15	MEGHALAYA	41.34	3.63	80.36	1.08	3.84	14.72	100
16	MIZORAM	28.52	2.75	78.37	5.90	6.88	8.85	100
17	NAGALAND	N.A.	N.A.	64.53	8.48	8.48	18.50	100
18	ORISSA	30.22	2.77	80.32	12.25	2.95	4.48	100
19	PUNJAB	N.A.	N.A.	22.35	53.73	18.22	5.70	100
20	RAJASTHAN	N.A.	N.A.	82.66	11.44	4.38	1.52	100
21	SIKKIM	N.A.	N.A.	80.95	7.14	7.62	4.29	100
22	TAMILNADU	51.44	9.27	86.08	6.15	5.16	2.61	100
23	TRIPURA	40.55	2.23	88.09	1.27	1.52	9.12	100
24	UTTAR PRADESH	N.A.	N.A.	74.40	17.89	1.74	5.97	100
25	WEST BENGAL	21.83	N.A.	80.45	7.58	4.45	7.52	100
26	A & N ISLANDS	32.07	0.57	77.50	19.15	0.48	2.87	100
27	CHANDIGARH	14.83	0.07	59.09	21.29	2.90	16.72	100
28	DADRA&NAGAR HAVELI	26.52	1.06	44.84	50.39	3.71	1.06	100
29	DAMAN & DIU	18.47	1.15	46.67	48.65	3.46	1.21	100
30	DELHI	N.A.	N.A.	73.74	17.90	4.23	4.13	100
31	LAKSHADWEEP	13.78	1.50	55.39	17.97	18.18	8.46	100
32	PONDICHERRY	N.A.	N.A.	58.34	19.93	4.14	17.59	100
TOTAL		27.33	2.88	77.62	14.11	3.59	4.69	100

STATEMENT NO. 23

PERCENTAGE OF BUDGETED EXPENDITURE OF EDUCATION
DEPARTMENT TO STATE NET DOMESTIC PRODUCT - 1987-88.

S.NO.	STATE/U.T	% OF BUDGET OF EDUCATION DEPTT. TO STATE N.D.P.
1	ANDHRA PRADESH	4.8 *
2	ARUNACHAL PRADESH	8.3 *
3	ASSAM	5.1
4	BIHAR	3.3
5	GOA	0.2
6	GUJARAT	3.9 *
7	HARYANA	2.8 *
8	HIMACHAL PRADESH	6.4 *
9	JAMMU&KASHMIR	6.1 *
10	KARNATAKA	4.3
11	KERALA	7.2 *
12	MADHYA PRADESH	3.3
13	MAHARASHTRA	2.9
14	MANIPUR	9.2
15	MEGHALAYA	7.1 *
16	MIZORAM	10.4 *
17	NAGALAND	8.5 *
18	ORISSA	3.8
19	PUNJAB	2.5
20	RAJASTHAN	4.6
21	SIKKIM	8.3 *
22	TAMILNADU	3.6
23	TRIPURA	10.8 *
24	UTTAR PRADESH	3.2 *
25	WEST BENGAL	3.6
26	A & N ISLANDS	N.A
27	CHANDIGARH	N.A
28	DADRA&NAGAR HAVELI	N.A
29	GOA DAMAN & DIU	N.A
30	DELHI	3.6
31	LAKSHADWEEP	N.A
32	PONDICHERRY	7.6

* Figures relate to 1986-87

SOURCE: 1. Estimates of State Domestic product 1970-71 - 1987-88
2. Analysis of Budgetted Expenditure on Education, 1987-88

STATEMENT No. 24
AGE-SPECIFIC ENROLMENT RATIOS FOR THE AGE-GROUP
6 TO BELOW 11 AND 11 TO BELOW 14 YEARS (1986-87)
1986-87

S. NO.	STATE/U.T	AGE-GROUP 6-11 YEARS			AGE-GROUP 11-14 YEARS		
		TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
1	ANDHRA PRADESH	75.59	84.77	64.27	35.12	45.12	25.14
2	ARUNACHAL PRADESH	63.43	72.91	53.52	46.63	55.83	37.02
3	ASSAM	80.81	87.84	73.27	50.05	55.77	43.65
4	BIHAR	72.68	94.23	50.90	31.31	45.71	16.12
5	GOA	83.41	87.25	79.51	80.70	84.30	76.91
6	GUJARAT	76.44	83.81	68.71	66.61	76.72	55.72
7	HARYANA	75.84	83.18	67.39	58.24	72.89	41.45
8	HIMACHAL PRADESH	78.28	83.16	73.24	75.20	85.95	63.90
9	JAMMU&KASHMIR	75.61	86.58	63.35	56.32	69.09	41.94
10	KARNATAKA	86.68	93.31	79.86	61.45	72.54	50.21
11	KERALA	86.66	87.20	86.11	85.71	85.91	85.51
12	MADHYA PRADESH	82.89	98.80	66.11	47.87	67.05	28.50
13	MAHARASHTRA	84.19	89.05	79.14	69.55	80.75	57.95
14	MANIPUR	79.93	84.48	75.31	68.68	77.57	59.50
15	MEGHALAYA	55.51	56.54	54.49	63.25	65.16	61.35
16	MIZORAM	73.64	74.38	72.87	72.99	74.71	71.20
17	NAGALAND	55.77	55.45	56.10	47.99	56.31	39.26
18	ORISSA	73.67	84.88	62.23	40.71	51.32	29.89
19	PUNJAB	85.80	86.81	84.65	64.99	70.88	58.22
20	RAJASTHAN	65.62	85.07	41.32	40.03	60.57	17.22
21	SIKKIM	64.75	70.47	58.93	75.97	79.61	72.05
22	TAMILNADU	96.22	98.07	94.11	84.39	97.83	69.62
23	TRIPURA	114.34	124.12	104.20	60.78	68.45	52.79
24	UTTAR PRADESH	61.13	75.02	45.53	39.85	52.28	25.63
25	WEST BENGAL	72.87	80.41	64.97	47.88	56.65	38.63
26	A & N ISLANDS	74.48	78.97	69.98	72.00	75.71	67.90
27	CHANDIGARH	65.81	66.20	65.36	69.72	68.56	71.10
28	DADRA&NAGAR HAVELI	84.80	92.77	75.69	58.01	67.65	47.11
29	DAMAN & DIU	87.24	89.52	84.93	77.62	83.52	71.43
30	DELHI	75.75	76.35	75.05	68.58	70.05	66.84
31	LAKSHADWEEP	96.73	97.23	96.21	91.63	92.38	90.80
32	PONDICHERRY	92.37	94.72	89.93	88.74	94.68	81.94
TOTAL		75.89	86.43	64.59	51.17	63.11	38.41

Source: Fifth All India Educational Survey - A Concise Report

STATEMENT No. 25
COST PER STUDENT PER ANNUM
ELEMENTARY EDUCATION (1989-90)

S. NO.	STATE/U.T	(000)	(Rs. in '000)	(Rs.)
		ENROLMENT I TO VIII	EXPEND. ON ELE. EDN. (B.E.)	COST PER STUDENT
1	ANDHRA PRADESH	9354	4362797	466.41
2	ARUNACHAL PRADESH	132	217547	1648.08
3	ASSAM	4711	2115832	449.13
4	BIHAR	10236	5253543	513.24
5	GOA	220	133850	608.41
6	GUJARAT	7176	3690478	514.28
7	HARYANA	2380	1061937	446.19
8	HIMACHAL PRADESH	1025	845375	824.76
9	JAMMU&KASHMIR	1030	617385	599.40
10	KARNATAKA	7252	3924023	541.10
11	KERALA	5038	2915196	578.64
12	MADHYA PRADESH	10268	3949530	384.64
13	MAHARASHTRA	13691	5747786	419.82
14	MANIPUR	331	253703	766.47
15	MEGHALAYA	311	285781	918.91
16	MIZORAM	150	182538	216.92
17	NAGALAND	202	257075	272.65
18	ORISSA	4564	2313094	506.81
19	PUNJAB	2902	1287228	443.57
20	RAJASTHAN	5829	2932294	503.05
21	SIKKIM	86	73630	856.16
22	TAMILNADU	10711	3630383	338.94
23	TRIPURA	496	373233	752.49
24	UTTAR PRADESH	17645	6902356	391.18
25	WEST BENGAL	12017	3176425	264.33
26	A & N ISLANDS	57	82988	1455.93
27	CHANDIGARH	68	65666	965.68
28	DADRA&NAGAR HAVELI	21	17446	830.76
29	DAMAN & DIU	18	15900	883.33
30	DELHI	1418	500784	353.16
31	LAKSHADWEEP	12	17740	1478.33
32	PONDICHERRY	156	116142	744.50
TOTAL		129507	57319685	442.60



Sub. National System Unit
National Institute of Education
Singapore
1
1
1
D-65.28
2-12-91